

EVERYDAY LIFESAVERS - Responding to an Emergency

Activity: 2

Overview

During this activity, students will revise DRSABCD and role play responses to different emergency situations.

Resources

- Smartboard or projector
- Appendix A: *Resuscitation Chart (Surf Life Saving Australia)*
- Appendix B: *Resuscitation Chart Answers (Surf Life Saving Australia)*

Activity

ENGAGE

Read [Hero big sister saves 4yo from drowning](#) article to the class. Discuss:

- How would you describe the girl in the story?
- Could anyone have done this? What would they need to know?

EXPLORE

In small groups, students revise what they have learnt about DRSABCD. Give each group a copy of Appendix A: *Resuscitation Chart*. Give them 5 minutes to fill in as much information as they can about each step.

EXPLAIN

Display Appendix B: *Resuscitation Chart Answers* on the smartboard or projector. Give groups some time to compare their answers.

ELABORATE

Group students in fours or fives. Give each group one of the following scenarios and give them five minutes to discuss the potential dangers and assign roles. Next, they need to role-play DRSABCD in response to their specific scenario. Students will need to use a pillow or folded jumper when modelling the compressions. Allow enough time for students to rehearse a few times, so that they have a turn at playing each different role.

Scenario 1	A bike rider has been hit by a car.
Scenario 2	A woman is unconscious in the pool.
Scenario 3	A large, heavy box has fallen from a shelf, and knocked a man unconscious.
Scenario 4	A child has swallowed a marble and is choking.
Scenario 5	Your friend has had an allergic reaction to a bee sting and is unconscious.

EVALUATE

Each group presents their role-play to the whole group. Discuss:

- Did they cover each step of DRSABCD? If not, why? For example, if the victim is breathing then they would not begin chest compressions.
- What was done well?
- What could have been improved?

Curriculum Links



Level 3 & 4		
HEALTH & PHYSICAL EDUCATION	<u>Personal, Social and Community Health:</u> Being healthy, safe and active	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (VCHPEP090)
		Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091)
Level 5 & 6		
HEALTH & PHYSICAL EDUCATION	<u>Personal, Social and Community Health:</u> Being healthy, safe and active	Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)
Level 7 & 8		
HEALTH & PHYSICAL EDUCATION	<u>Personal, Social and Community Health:</u> Being healthy, safe and active	Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)

Sample Report Comments

{Name} has a very good understanding of DRSABCD. {He/She} identified dangers in a given scenario and role-played an appropriate response.

References

ABC News. *Hero big sister saves 4yo from drowning*, <http://www.abc.net.au/news/2009-11-23/hero-big-sister-saves-4yo-from-drowning/1152330> [viewed 27 March 2018]

Appendix A

Resuscitation Chart

Resuscitation Chart

D		
R		
S		
A		
B		
C		
D		

Continue CPR until:

To get involved and learn to save a life, enrol at sls.com.au or call 1300 766 257

This information is not a substitute for first aid training. Surf Life Saving recommends that everyone be trained in first aid.

Australian for life.



Appendix B

Resuscitation Chart Answers

Resuscitation Chart

D		<p>Danger</p> <p>Check for Danger to Yourself, the Patient and Bystanders.</p>
R		<p>Response</p> <p>Check for Response by talk and touch.</p>
S		<p>Send </p> <p>If unresponsive, Send for help by calling Triple Zero (000).</p>
A		<p>Airway</p> <p>Open Airway and ensure it is clear. If not, roll patient onto their side and clear the airway.</p>
B		<p>Breathing</p> <p>Check Breathing. If patient is not breathing or breathing is not normal, commence CPR.</p>
C		<p>CPR (30:2)*</p> <p>Start CPR*</p> <p>Give 30 Chest Compressions followed by 2 rescue breaths. If unwilling or unable to perform rescue breaths continue chest compressions. *For drowning, give 2 initial rescue breaths before starting compressions.</p> <p>Ensure adequate backward head tilt when giving rescue breaths. Compressions should be at a rate of 100-120 per minute in the centre of the chest and be 1/3 of the patient's chest depth. For Infants do not tilt head when administering breaths. Use 2 fingers to compress chest.</p>
D		<p>Defibrillation </p> <p>Attach an Automated External Defibrillator (AED) as soon as it is available and follow its prompts.</p>

Continue CPR until:

- The patient responds or begins breathing normally
- It is impossible to continue (e.g. exhaustion)
- A health care professional arrives and takes over CPR
- A health care professional directs that CPR be ceased

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