

DRSABCD



Lifesaving
education programs

Lesson: Everyday Lifesaver | Difficulty: Medium | Time: 15 minutes

Introduction

In this activity, participants will learn the emergency response sequence, DRSABCD.

Key messages

- Know what to do in an emergency
- Call for help
- Be aware and be prepared

Equipment

- DRSABCD a-frame
- Defibrillator
- CPR manikin
- Dangers tub

Instructions

- 1) Explain the importance of learning CPR.
- 2) Talk through the DRSABCD acronym, demonstrating each step as you go and asking participants to copy.
- 3) In pairs, have participants practice each step with their partner, before swapping roles to run through the practice again.
- 4) Show defibrillator (defib), explaining how it is used and where to find them.
- 5) Using items from the dangers tub as props, create a scenario for participants to practice their emergency response sequence.



Key questions:

Q: What is CPR?

A: CPR stands for Cardiopulmonary Resuscitation. It is an emergency first aid technique used to help save someone's life if they have stopped breathing or their heart has stopped.

Q: Why is CPR important?

A: CPR can help to restore a person's breathing and heartbeat if they have experienced a cardiac arrest, which can save their life.

Q: Why is it important to learn DRSABCD?

A: It could help you save someone's life in an emergency situation

Q: Where can you find a defibrillator?

A: Defibrillators are often found at hospitals, swimming pools, gyms, schools, supermarkets, sport clubs and libraries. You can also find your nearest defibrillator on Ambulance Victoria's website!

Q: Who can perform CPR?

A: CPR is a skill that everyone can learn – it is important that you practice regularly so you know what to do, and ensure you update your qualification every 12 months if you have one!

Q: When can you stop performing CPR?

A: You should only stop performing CPR if help arrives (like a paramedic or another first aider), it becomes dangerous to do so or you physically cannot continue performing CPR.

Resuscitation Action Plan (DRSABCD)

D – DANGERS

CHECK FOR HAZARDS / RISKS / SAFETY
Remove possible dangers

R – RESPONSE

CHECK FOR RESPONSE
Can you hear me? Open your eyes. What's your name? Squeeze my hand. Let go.
No response? Unconscious?

S – SEND

SEND FOR HELP – DIAL 000

A – AIRWAY

OPEN THE AIRWAY AND LOOK FOR SIGNS OF LIFE
Check and clear airway.

B – BREATHING

LOOK, LISTEN AND FEEL FOR BREATHING

C – CPR

GIVE 30 CHEST COMPRESSIONS
FOLLOWED BY 2 BREATHS.
PUSH FIRM, PUSH FAST.

- 5 cycles in 2 minutes.
- Continue CPR until qualified person arrives or normal breathing returns.
- If unwilling/unable to perform rescue breaths, continue chest compressions.



D – DEFIBRILLATION

ATTACH AUTOMATED EXTERNAL DEFIBRILLATOR
AS SOON AS POSSIBLE AND FOLLOW ITS PROMPTS

FOR DROWNING RELATED EMERGENCIES

- ENSURE YOUR SAFETY IF PERFORMING A RESCUE
- CHECK AND CLEAR THE AIRWAY WITH THE PERSON ON THEIR SIDE
- IF NOT BREATHING NORMALLY, GIVE TWO RESCUE BREATHS PRIOR TO COMMENCING CPR

UNCONSCIOUS?
NOT BREATHING
NORMALLY?
COMMENCE
CPR

ADULT 8 YEARS OF AGE AND OLDER

HEAD TILT: FULL
COMPRESSIONS: 2 HANDS, 1/3 OF CHEST DEPTH

CHILD 1 - 8 YEARS OF AGE

HEAD TILT: AS PER ADULT
COMPRESSIONS: 1 OR 2 HANDS, 1/3 OF CHEST DEPTH

INFANT LESS THAN 1 YEAR OF AGE

HEAD TILT: NEUTRAL
COMPRESSIONS: TWO FINGERS, 1/3 OF CHEST DEPTH

For further information or course bookings call 9676 6900 or visit www.lifesavingvictoria.com.au



Make a Scene!



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Lesson: Everyday Lifesaver | Difficulty: Hard | Time: 30 minutes

Introduction

Emergencies can be stressful situations – in this activity, participants will work as a group to create a scene where DRSABCD is used in an emergency.

Key messages

- Know what to do in an emergency
- Call for help
- Be aware and be prepared

Equipment

- Scenario cards



Instructions

- 1) Split participants into small groups (3-5) and give each group a scenario. For older groups, allow them to create their own scenario.
- 2) Instruct participants to create a 2 minute “movie scene” for their scenario.
- 3) Instruct participants to ensure that every step of DRSABCD is represented in their scenario.
- 4) Give groups 5-10 minutes to practice their scene before presenting to the group.
- 5) Have each group present their scene to the rest of the participants. Have the audience listen and look for all of the DRSABCD steps – did they do them all? Did they miss any? If so why?



Scenario 1: Primary

Where: Computer Lab at school

Situation/Danger: Electrical cord touching patient

Patient Status: Unconscious;
Breathing

Patient progress: Patient taken
by ambulance



Not

Scenario 1: Secondary

Where: Computer Lab at school

Situation/Danger: Electrical cord touching patient

Patient Status: Unconscious;
Not Breathing

Patient progress: Patient taken
by ambulance



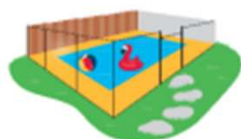
Scenario 2: Primary

Where: Your best friends' house

Situation/Danger: Backyard pool

Patient Status: Unconscious; Not
Breathing

Patient progress: Unconscious
patient vomits



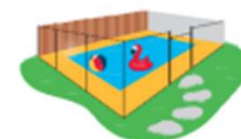
Scenario 2: Secondary

Where: Your best friends' house

Situation/Danger: Backyard pool

Patient Status: Unconscious;
Not Breathing

Patient progress: Unconscious
patient vomits



Scenario 3: Primary

Where: Going on a holiday in your car

Situation/Danger: Car accident

Patient Status: Conscious; Breathing

Patient progress: Patient becomes unconscious

Scenario 3: Secondary

Where: Going on a holiday in your car

Situation/Danger: Car accident

Patient Status: Conscious; Breathing

Patient progress: Patient becomes unconscious

Scenario 4: Primary

Where: School Yard: Lunch time

Situation/Danger: Food

Patient Status: Conscious; Choking

Patient progress: Patient stops breathing

Scenario 4: Secondary

Where: School Yard: Lunch time

Situation/Danger: Food

Patient Status: Conscious; Choking

Patient progress: Patient stops breathing

Scenario 5: Primary

Where: A family birthday party

Situation/Danger: Chest Pains

Patient Status: Conscious;
Breathing

Patient progress: Patient
collapses; stops breathing



Scenario 5: Secondary

Where: A family birthday party

Situation/Danger: Chest Pains

Patient Status: Conscious;
Breathing

Patient progress: Patient
collapses; stops breathing



000 Roleplay



Lifesaving
education programs

Lesson: Everyday Lifesaver | Difficulty: Easy | Time: 10 minutes

Introduction

It is important to remain calm if you ever need to dial 000. Participants will learn how to communicate with emergency services productively while under pressure

Key messages

- Know what to do in an emergency
- Call for help
- Be aware and be prepared

Equipment

- Scenario cards



Instructions

- 1) Read out a scenario card to the group – everyone will use the same scenario.
- 2) The instructor will stand in front of their group and ask the questions that make up a 000 call.
- 3) Do you require police, ambulance or fire?
 - a) Where are you?
 - b) What is your phone number?
 - c) What has happened?
 - d) How many people are hurt?
 - e) How old is the person?
 - f) Is the person awake?
 - g) Is the person breathing?
- 4) Participants answer questions out loud, acting as the first responder.
- 5) Now let's practice in partners!



Key questions:

Q: When should I call 000?

A: Call 000 in an emergency when you or someone else needs urgent help from the police, fire department or ambulance.

Q: What is an emergency?

A: An emergency is when someone is in danger or needs immediate help, like if when there is a fire, a car accident, or someone is sick or injured.

Q: What should I say when I call 000?

A: You should tell the operator the 4 P's – your PHONE number, PEOPLE involved, and the PLACE of the PROBLEM.

Q: What should I do if the operator can't understand me?

A: Speak clearly and slowly, repeating your name and the address or location of the emergency. If the operator still can't understand you, they may ask you to spell the address or location.

Q: What should I do if I need to call 000 but there is no phone nearby?

A: If there is no phone nearby, try to find someone else who can call 000. If there is no one around, try to find a phone as quickly as possible.

Q: What should I expect after I call 000?

A: Stay calm and follow any instructions the operator gives you. Help will be sent to your location as quickly as possible.

Q: What should I do if I need to call 000 but I'm too scared or nervous to do it?

A: It's normal to feel scared or nervous in an emergency, but it's important to call 000 for help. You can ask an adult or someone you trust to help you make the call if you're too scared to do it yourself.



In a medical emergency,
CALL 000 (triple zero)
and ask for **AMBULANCE**



An interpreter is available by stating
"ambulance" in English and then the
language that you speak.

Then tell us

Where is your emergency?

Write your address:

Nearest cross street or landmark:

What is your emergency?

What is your phone number?

Write your phone number:

DO NOT HANG UP UNTIL THE CALLTAKER TELLS YOU!

Go With The Flow



Lifesaving
education programs

Lesson: Everyday Lifesaver | Difficulty: Easy | Time: 5 minutes

Introduction

When in an emergency, it is important to stay calm. This will help conserve energy if you are in trouble, and reassure others if you are helping them

Key messages

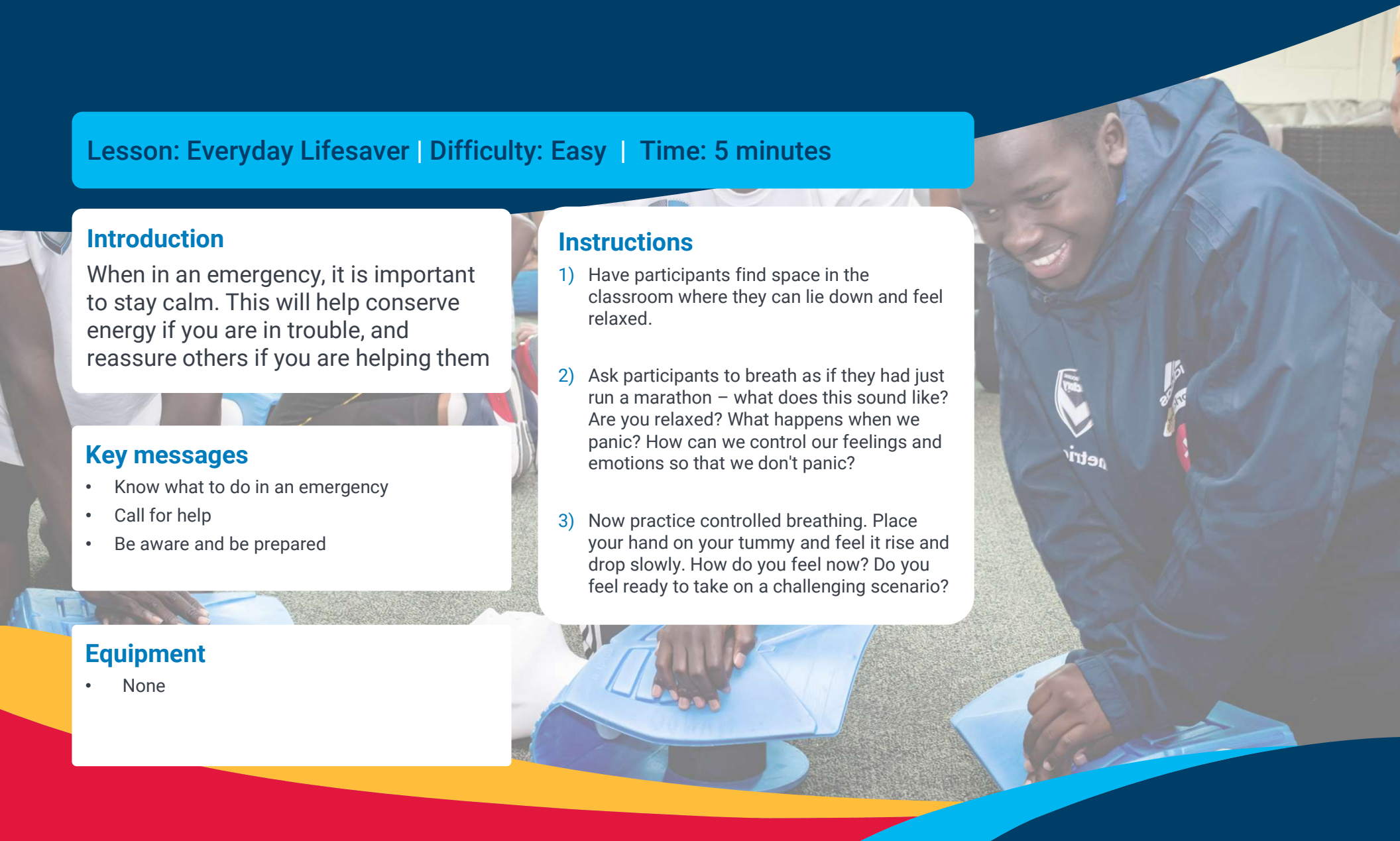
- Know what to do in an emergency
- Call for help
- Be aware and be prepared

Equipment

- None

Instructions

- 1) Have participants find space in the classroom where they can lie down and feel relaxed.
- 2) Ask participants to breath as if they had just run a marathon – what does this sound like? Are you relaxed? What happens when we panic? How can we control our feelings and emotions so that we don't panic?
- 3) Now practice controlled breathing. Place your hand on your tummy and feel it rise and drop slowly. How do you feel now? Do you feel ready to take on a challenging scenario?



Key questions:

Q: Why is it important to stay calm in an emergency?

A: Staying calm helps us think clearly and make better decisions in stressful situations. It also helps us avoid panicking and making the situation worse.

Q: How can you stay calm in an emergency?

A: Take deep breaths, stay focused, listen to instructions from adults, and try to think positively.

Q: Why is panicking in an emergency dangerous?

A: Panic can cause people to make rash decisions that can put themselves and others in danger. It can also make it difficult for emergency responders to do their jobs.

Q: What should you do if you feel like you're going to panic in an emergency?

A: Try to take deep breaths and focus on staying calm. It's okay to ask for help from adults around you.

Q: What are some things you can do to prepare for an emergency?

A: Have an emergency plan with your family, know where first aid kits and defibrillators are kept, and practice emergency drills at school.

Q: How can staying calm help you in your everyday life?

A: Staying calm can help you make better decisions and reduce stress.

Q: How can you help others stay calm in an emergency?

A: You can encourage them to take deep breaths and stay focused, and reassure them that everything will be okay.

Q: What should you do if you see someone else panicking in an emergency?

A: Try to help them calm down by offering words of encouragement and support, and seek help from an adult.

Who can
help us in an
emergency?



Police



Ambulance



Firefighters



Lifeguards