

## Appendix 5-14a

### EMERGENCY PLAN – ANSWER KEY

#### *EMERGENCY PLAN A*

Students should stay calm.

- Student A isolates area so no one slips and keep other students away from area.
- Student B contacts the main office to locate a caretaker to shut water off. Student B provides them with as much information as possible so the caretaker knows exactly what tools to bring.
- Student C locates buckets or some kind of container to hold water until caretaker arrives.
- Student D ensures all electrical wires are lifted off the floor.
- Student B meets the caretaker and assist as directed.
- Student A keeps the area secure until all water has been cleaned up.
- Student B records all details of the incident on an accident report form.

#### *EMERGENCY PLAN B*

Students should stay calm.

- If anyone suspects a head or neck injury, the head, neck or back perfectly still until emergency medical care arrives. Any movement of the head, neck or back could result in paralysis or death.
- Student A stays with the injured student to ensure he/she does not move.
- Student B reports the emergency to the main office. Student B gives the office as much information as they request.
- Student C isolates the area around the student.
- Student D goes out to the hall to direct any emergency staff and assists the emergency personnel in anyway directed.
- Student A records all details of the incident on an accident report form.

#### *EMERGENCY PLAN C*

Students should stay calm.

- Student A reports the emergency to the main office. Student A gives the office as much information as they request.
- Student B moves objects (desks, chairs) out of the way.
- Student C stays with the student having the seizure. Student C protects the person from injury by placing a coat, sweater under the individual's head. Loosen tight clothes, especially around the neck.
- If person vomits, clear the mouth. Do not put anything in the mouth such as a ruler as this does not prevent the individual from biting the tongue.
- After the seizure, Student C turns the student on his or her side. Let the student sleep until emergency personnel arrive.
- Student D goes out to the hall to direct the emergency staff and assist the emergency in anyway directed.
- Student C records all details of the incident on an accident report form. Make a note on how long the seizure lasts and the symptoms that occur.

**EMERGENCY PLAN D**

A person having an anaphylactic reaction might have all of these signs or symptoms:

- Skin: hives, swelling, itching, warmth, redness, rash
- Respiratory: wheezing, throat tightness, shortness of breath, hoarse voice, chest pain/tightness, nasal congestion or hay fever-like symptoms, and trouble swallowing.
- Gastrointestinal (stomach): nausea, pain/cramps, vomiting, diarrhea
- Cardiovascular (heart): pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock.
- Other: anxiety, feeling of “impending doom”, headache
- Early recognition of symptoms and immediate treatment could save a person’s life.

Students should stay calm.

- Student A reports the emergency to the main office. Student A gives the office as much information as they request.
- Student B obtains the EpiPen from the student experiencing symptoms
- The green cap is pulled off to show a grey cap. Do not touch grey cap. Jab black tip firmly into outer thigh so it “clicks” and HOLD while slowly counting to ten. The pen injects through clothes.
- Student B will give a second dose in 10 – 15 minutes or sooner if the reaction continues or worsens.
- Student C isolates the area to give the student space.
- Student D goes out to the hall to direct the emergency staff and assist the emergency in anyway directed.

**EMERGENCY PLAN – MARKING SCHEME**

Name: \_\_\_\_\_

Total Marks      /20

*Criteria*

Students thoroughly researched topic	1	2	3	4	5
Plan prepared according to emergency procedures in Appendix 5-14	1	2	3	4	5
Plan prepared in proper format with no spelling or grammatical errors	1	2	3	4	5
Accident report completely filled in	1	2	3	4	5