



## Prepared to Help When Needed

First aid—caring for injured or ill persons until they can receive professional medical care—is an important skill for every Scout. With some knowledge of first aid, a Scout can provide immediate care and assistance to someone who is hurt or who becomes ill. First aid can help prevent infection and serious loss of blood. It could even save a limb or a life.

But first aid is about more than the techniques used to treat specific injuries. Emergencies, big or small, may be charged with emotion and confusion. Even minor chaos increases the risk of injury to rescuers and bystanders, as well as the risk of inadequate care for the patient. Emergencies most often call for a leader to be directive, at least until the scene is safe and the patient is stabilized. This is best accomplished by discussing leadership in case of an emergency with other members of your party before a potentially critical situation occurs.

### Objectives

This month's activities should:

- Show Scouts how to evaluate a scene.
- Help them understand the first-aid needs to consider on outings.
- Teach them what to say when calling 911.
- Cover basic first-aid skills needed for advancement.
- Encourage Scouts to work together as a team.
- Prompt Scouts to pursue additional first-aid training, such as certification in CPR or wilderness first aid.

### RELATED ADVANCEMENT AND AWARDS

- Tenderfoot requirements 1a, 4a, 4b, 4c, and 4d
- Second Class requirements 1a, 6a, 6b, 6c, 6d, and 6e
- First Class requirements 1a, 7a, 7b, 7c, 7d, and 10
- Emergency Preparedness, Fire Safety, First Aid, Safety, Search and Rescue, and Wilderness Survival merit badges
- Ranger: First Aid core requirement
- Quest: Requirement 1
- TRUST: Serving Your Community requirement 3d
- Pathfinder: Adventure requirement



## Leadership Planning

As a leadership team, you may want to discuss the following items during your planning meetings when choosing first aid as your program feature.

1. How prepared are we for first-aid emergencies?
2. Who do we know that is a CPR instructor?
3. What first-aid training supplies do we have?
4. What will we do for our main event?
5. Where will we do our main event?
6. What other subtopics would fit well with this feature?
7. What agencies need our help?
8. How can we involve parents?
9. To meet our needs, what should we change in the sample meeting plans?

### PARENTS CAN HELP WITH THE FIRST AID PROGRAM FEATURE BY:

1. Providing first-aid kits for practice
2. Serving as practice victims
3. Providing transportation for the main event
4. Being first-aid experts
5. Preparing the family for first-aid emergencies
6. Maintaining current Youth Protection certification, which is required of all adults providing transportation for or participating in outings

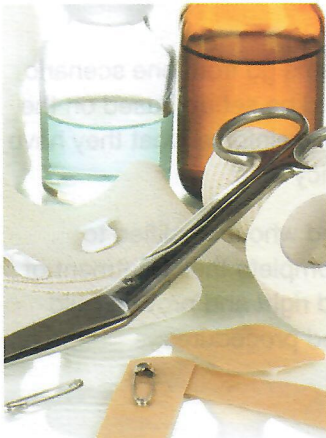
## THE FIRST RESPONDER

- As the term implies, first aid is the initial assistance given for an injury. It is not intended as a long-term solution to a problem, nor does it replace treatment provided by trained medical personnel.
- Before attempting to administer first aid, you should perform an initial assessment that includes safety (yours and the victim's), the mechanism of the injury (how it happened), medical information devices (presence of medical ID tags or bracelets), the number of casualties (if more than one person is involved), and bystanders (those who might be able to help you).
- Always avoid contact with blood or other body fluids. Use gloves whenever possible.
- If administering mouth-to-mouth resuscitation, use a face shield, following instructions on the packet.
- Do not become involved in using treatment methods beyond your skill.

### Triage

Emergency situations involving more than one victim can require triage (pronounced TREE-ahj), which is quickly checking each victim for injuries or symptoms of illness and then determining how best to use available first-aid resources. In its simplest form, triage occurs whenever first-aiders approach an emergency scene that involves two or more persons who are injured or ill. Once on the scene, medical professionals will determine who requires urgent care, who can be treated later, who needs to be monitored in case his or her condition changes, and who is well enough to help out.





### Realistic First Aid

It's good to be able to bandage a wound or splint a broken leg on command. It's better to be able to identify those and other injuries when you encounter them. After all, in a real-world situation, a victim won't be wearing a sign that reads "puncture wound" or "simple fracture."

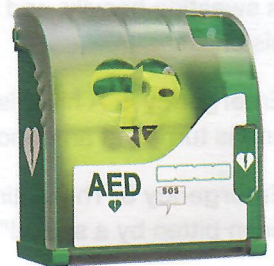
Many professionals use fake wounds and blood to simulate injuries, a technique called moulage (pronounced moo-LAHJ). Moulage kits cost hundreds of dollars, but you can create makeshift versions with simple household supplies. Search the internet for "realistic first-aid props" and you'll find plenty of ideas.

When using parents or other volunteers as victims, be sure to coach them on what, if anything, they should say to their rescuers. Someone who's supposed to be choking, for example, can't say, "I can't breathe," but they can grab their throat and look panicky.

### Remember Your ABCDs

The most urgent first-aid cases occur when a person stops breathing and the heart stops beating. In those cases, remember your ABCDs:

- **A is for airway.** Place the person on his or her back and open the airway by tilting the head back.
- **B is for breathing.** Look, listen, and feel for movement and breathing for up to 10 seconds. If there are no signs the person is breathing, give two rescue breaths.
- **C is for circulation.** If you have delivered two rescue breaths and the person doesn't begin to breathe, begin cardiopulmonary resuscitation (CPR).
- **D is for defibrillation.** If you are trained and have access to an automated external defibrillator (AED)—which can be found in airports, shopping malls, schools, and other places where people gather—you can help a heart attack victim's heart start beating regularly again.



### Calling 911

If you have time, it is best to write down the following information before calling 911:

- Location of the victim
- Description of the injury or illness
- Time the injury or illness occurred
- Treatment the victim has received
- Number of people with the victim and their general skill level for first aid
- Requests for special assistance or equipment, including food, shelter, or care for nonvictims



When you call, do not hang up until the operator tells you it's OK to do so.

You should never call 911 except in a real emergency. However, it's a good idea to make simulated 911 calls during first-aid training. If possible, recruit someone who's familiar with the 911 system to play the role of the 911 operator.



## FIRST-AID CHAMPIONSHIP

A first-aid championship consists of a series of simulated first-aid problems. Teams go from one scenario to the next, spending 20 to 30 minutes at each station. Mock emergencies should be set up based on the first-aid training Scouts have received during the month. The emergencies should reinforce what they have learned and give them confidence in their ability to provide appropriate emergency care.

For each problem, there should be a knowledgeable adult or older Scout on hand who is qualified to assess each team's performance and to reinforce their knowledge. As Scouts complete their treatment of an accident victim, the resource person can help them understand what they did right and provide guidance on ways they can improve. Award points based on proper first-aid skills and procedures.

Here are some sample emergencies.

**Emergency 1.** A Scout who has been working on a conservation project on a hot, humid afternoon returns to camp to help with supper. Near the cooking fire, the Scout suddenly becomes dizzy and nauseous, loses balance, and falls. As they fall, their hand goes into a pan of hot grease. Their face is pale and clammy, and they are barely conscious.

**Emergency 2.** A hiker has tumbled down a steep ridge. Scouts find them with one leg bent under and their ankle apparently deformed. A cut on their left wrist is spurting blood.

**Emergency 3.** Scouts find a fisherman along the shore of a stream. He is having trouble breathing, is sweating heavily, and feels nauseous. He complains of an uncomfortable pressure in the center of his chest.

**Emergency 4.** A hiker is found unconscious near a large fallen tree branch. Their right lower leg is bleeding and is turned at an abnormal angle. There is blood on their chest and face.

**Emergency 5.** The victim is found sitting at the foot of a tree. They are holding their leg and saying, "I've been bitten by a snake!" On their calf are two small puncture wounds about three-fourths of an inch apart.

**Emergency 6.** A young hiker is found wandering near a stream, mumbling to themselves. Their clothing is wet and they are shivering uncontrollably. Blood is oozing slowly from a wound on their head.

**Emergency 7.** You come around a corner, and there is a young woman lying next to her bicycle. A power line is draped over the back tire.





## FIRST-AID GAMES

### Ice Accident

**Equipment:** For each team, a 10-foot rope, a stove or broomstick handle, and a blanket

**How to play:** Casually arrange the equipment in a corner of the room so it's ready for use, but don't draw attention to it. Have each team place a Scout "victim" in a prone position at the opposite end of the room. Announce that these victims have broken through the ice, and it is up to each team to rescue them and render first aid. The team with the best performance and time wins.

**Score the following:** 1. Did the team determine a safe scene? 2. Were staves noticed and used? 3. Was rescue breathing given? 4. Was the victim warmed by the blanket and treated for shock? 5. Was 911 called and help summoned?

### First-Aid Baseball

**Equipment:** Ten numbered cards (1 through 10), list of questions based on Tenderfoot, Second Class, and First Class first-aid requirements, piece of chalk

**How to play:** Draw a miniature baseball diamond on the floor with chalk. Line up one team behind home plate. The "umpire" (game leader) holds the cards in their hands. In turn, each Scout tries to answer a question given to them by the umpire. If the Scout gives the correct answer, they draw a card. They score whatever hit is indicated on the card and become a base runner as in regular baseball. If they do not answer the question correctly, they are out. After three outs, the next team comes to bat.

**Rules:** 1. Card 2 is a double. 2. Card 6 is a triple. 3. Card 10 is a home run. 4. All other cards are singles.

**Scoring:** The team with the most runs after two innings is the winner.

### First-Aid Kit Memory Game

**Equipment:** Blanket, sheet, or tarp; collection of 10 or more first-aid items (gauze pads, bandages, splints, adhesive tape, absorbent cotton, soap, scissors, tweezers, sunburn ointment, snakebite kit, calamine lotion, thermometer,

etc.); 10 or more items not used in first aid (ball, paper clip, Scouts BSA handbooks, pencil, penny, photo, shoe, glove, hand ax, toothpaste, etc.)

**How to play:** Spread all items on the floor and cover them with the blanket, sheet, or tarp. Group the patrols around the blanket, then remove the cover for exactly 1 minute. Afterward, the patrols huddle separately and write down all first-aid items they can remember.

**Scoring:** Award 1 point per correct item listed; deduct 1 point for each non-first-aid item listed. The patrol that scores the most points wins.



### Stretcher Relay

**Equipment:** Two staves, one sturdy blanket, and one inflated balloon for each team

**How to play:** This is not a speed relay. On signal, two members of each patrol run up with the blanket and two staves, make a stretcher, and put one victim on it. When the stretcher carriers are ready to lift the stretcher, an inflated balloon is placed on the victim. The carriers take the victim to the starting line without letting the balloon fall off. The victim may not hold onto the balloon. At the starting line, the carriers lift the victim off, and two other Scouts run up to make a stretcher for transporting the second victim. Whoever drops the balloon the least wins.



# E.D.G.E. Ideas

- Explain* how it is done—Tell them.
- Demonstrate* the steps—Show them.
- Guide* learners as they practice—Watch them do it.
- Enable* them to succeed on their own—Have them practice/teach it.

## EXPLAIN

- Explain how to evaluate a scene.
- Discuss universal precautions rescuers should take.
- Explain how to get help.
- Cover the hurry cases described in the Scouts BSA handbooks.
- Explain the difference between trauma and medical emergencies.

## DEMONSTRATE

- Demonstrate the Heimlich maneuver.
- Show Scouts how to apply splints and bandages.
- Demonstrate transportation carries.
- Ask an ambulance crew to bring their ambulance to a meeting for a show-and-tell.
- Show photos of different types of fractures and degrees of burns.

## GUIDE

- Run a first-aid simulation where Scouts must evaluate and triage a scene.
- Have parents serve as volunteer victims for the Scouts.
- Ask Scouts to prepare personal first-aid kits and inspect the contents.
- Have older Scouts prepare simulated wounds for use in first-aid practice.
- Have Scouts practice making improvised stretchers.

## ENABLE

- Hold a First-Aid Championship to test skills.
- Have older Scouts teach basic skills to younger Scouts.
- Encourage Scouts to sign up for advanced first-aid training.
- Participate in or set up a disaster drill.
- Have Scouts survey first-aid kits at the chartered organization.

## MAIN EVENT SUMMARIES

● ESSENTIAL	■ CHALLENGING	◆ ADVANCED
Day Activity	Overnight Activity	Overnight Activity or Longer
First-aid clinic—Hold a half-day or longer workshop to brush up on first-aid skills.	First-aid championship—During a campout, set up and compete in several realistic first-aid scenarios.	Community disaster drill—Participate in an official mass casualty drill or create a drill of your own with other Scouts or Venturers.



# FIRST AID

## Meeting Plan: Evaluating the Scene



Week 1 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Hand groups of arriving Scouts decks of cards listing steps in first aid (assess the scene, call 911, open the airway, provide rescue breaths, perform CPR, stop bleeding, treat for shock, splint broken bones, etc.). Have them sort the cards in the order of priority.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 20 minutes	Discuss the following: <ul style="list-style-type: none"> <li>Evaluating the safety of the scene</li> <li>Universal protection (why it's important to wear gloves and use mouth shields)</li> <li>Calling 911—what callers need to know</li> <li>Hurry cases—airway, breathing, circulation</li> <li>Identifying and treating shock</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 25 minutes	<ul style="list-style-type: none"> <li>Role-play situations where Scouts must evaluate the safety of a scene.</li> <li>Have them discuss the need for gloves, masks, and safety glasses.</li> <li>Simulate calling 911, performing the procedure for someone who is choking, and identifying and treating shock.</li> </ul>		7:30 p.m.
	<ul style="list-style-type: none"> <li>Discuss scenarios when the scene would not be safe and Scouts should not try to render aid.</li> <li>Discuss what universal protection protects rescuers from.</li> <li>Brainstorm ways to get help without using a phone.</li> <li>Practice identifying and treating shock.</li> <li>Review the steps in CPR.</li> </ul>		
	<ul style="list-style-type: none"> <li>Discuss when it is safe and advisable to move a victim and when it is not.</li> <li>Cover what you should do if exposed to a communicable disease and what you should do when help is delayed.</li> <li>Research upcoming wilderness first-aid courses.</li> <li>Review the use of AEDs (automated external defibrillators).</li> <li>Practice identifying and treating shock.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>Practice skills covered in skills instruction.</li> <li>Begin making plans for participation in the main event.</li> </ul>		7:55 p.m.
<b>Game</b> 15 minutes	Play Ice Accident (described earlier).		8:10 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# FIRST AID

## Meeting Plan: Basic Skills



Week 2 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Show arriving Scouts pictures of poisonous and nonpoisonous plants and venomous and nonvenomous snakes found in your area. Challenge them to identify which plants are poisonous and which snakes are venomous.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 10 minutes	Discuss first-aid emergencies that are related to the environment: <ul style="list-style-type: none"> <li>• Heat and cold exposure</li> <li>• Bites from insects and animals</li> <li>• Contact with poisonous plants</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 30 minutes	Practice treatment for the following: <ul style="list-style-type: none"> <li>• Minor burns and scalds</li> <li>• Sunburn and frostbite</li> <li>• Bites (snakes and rabid animals), insect stings, and ticks</li> <li>• Contact with poisonous plants</li> </ul>		7:20 p.m.
	<ul style="list-style-type: none"> <li>• Review the above skills.</li> <li>• Practice treatment for the following: heat exhaustion, heat stroke, hypothermia, and dehydration; different types of burns; abdominal pain.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Teach a first-aid skill to others.</li> <li>• Compare and contrast medical emergencies, such as stroke, seizure, and skewed blood sugar levels.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>• Practice skills covered in skills instruction.</li> <li>• Review members' advancement progress.</li> <li>• Determine participation in the main event.</li> </ul>		7:50 p.m.
<b>Game</b> 20 minutes	Play First-Aid Baseball (described earlier).		8:05 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# FIRST AID

## Meeting Plan: Bandages



Week 3 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Poll arriving Scouts to see if they are carrying adhesive bandages in their wallets or personal first-aid kits in their backpacks. Offer adhesive bandages to those who don't have one.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 15 minutes	<ul style="list-style-type: none"> <li>Identify the different types of wounds.</li> <li>Demonstrate the use of direct pressure, elevation, pressure points, and tourniquets (which should rarely if ever be used in first aid).</li> <li>Discuss the difference between dressings and bandages and show what belongs in a first-aid kit.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 25 minutes	Learn and practice treatment for the following: <ul style="list-style-type: none"> <li>Simple cuts and scrapes</li> <li>Object in the eye</li> <li>Puncture wounds and splinters</li> <li>Nose bleeds</li> </ul>		7:25 p.m.
	<ul style="list-style-type: none"> <li>Review the above skills.</li> <li>Learn and practice treatment for the following: severe bleeding, impalement on object, broken or chipped tooth.</li> </ul>		
	<ul style="list-style-type: none"> <li>Review the above skills.</li> <li>Learn and practice treatment for the following: avulsions and amputations; when to use a tourniquet; what to do when help is delayed.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>Review plans for participation in the main event.</li> <li>Prepare menus and duty rosters.</li> </ul>		7:50 p.m.
<b>Game</b> 20 minutes	Play First-Aid Kit Memory Game (described earlier).		8:05 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Remind members to bring personal first-aid kits to the next meeting.		

\*All times are suggested.



# FIRST AID

## Meeting Plan: Breaks, Splints, and Transportation



Week 4 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Make sure each Scout has brought a personal first-aid kit. Have materials on hand for those who need to make a kit.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 20 minutes	<ul style="list-style-type: none"> <li>• Demonstrate first aid for strains, sprains, and fractures.</li> <li>• Explain how to handle potential spinal-cord and neck injuries.</li> <li>• Discuss when and when not to move or transport a victim.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 20 minutes	Show a personal first-aid kit for inspection. Learn and practice the following: <ul style="list-style-type: none"> <li>• Treatment for sprained ankle, upper arm, and collarbone injury</li> <li>• When to move an injured person</li> <li>• Transport from a smoke-filled room (Have rescuers wear gauze blindfolds to simulate reduced visibility.)</li> </ul>		7:30 p.m.
	Show a personal first-aid kit for inspection. Learn and practice the following: <ul style="list-style-type: none"> <li>• Identifying signs and symptoms of broken bones (including open fracture)</li> <li>• Splinting with improvised material</li> <li>• Transporting with carries, chairs, and stretchers</li> </ul>		
	Show a personal first-aid kit for inspection. Learn and practice the following: <ul style="list-style-type: none"> <li>• Making traction splints</li> <li>• Cervical spine immobilization and use of backboards</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>• Finalize plans for participation in the main event.</li> <li>• Review first-aid requirements members have completed this month.</li> </ul>		7:50 p.m.
<b>Game</b> 20 minutes	Play Stretcher Relay (described earlier).		8:05 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# FIRST AID

## Main Event: First-Aid Clinic



Date \_\_\_\_\_ Date \_\_\_\_\_

<p><b>Logistics</b></p> <p>Location: _____</p> <p>_____</p> <p>Departure time: _____</p> <p>Return time: _____</p> <p>Duration of activity: 4 to 6 hours</p> <p>Budget: Completed _____ Approved _____</p> <p>Camping: Duty roster _____ Menu _____</p> <p>Transportation: Group _____ Self _____</p>	<p><b>Essential (Tier I)</b></p> <p>Hold a half-day or longer workshop to brush up on first-aid skills.</p>
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<p><b>Equipment List</b></p>	<ul style="list-style-type: none"> <li>• CPR mannequins</li> <li>• Sanitized face shields</li> <li>• First-aid supplies</li> <li>• First-aid kit</li> <li>• Lunch (decide on individual or group)</li> <li>• Water</li> <li>• Scout Basic Essentials (Review the list and take what you need.)</li> </ul>
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<p><b>Activity</b></p>	<ul style="list-style-type: none"> <li>• Determine which skills the group needs to work on.</li> <li>• Identify and contact a CPR instructor (if doing CPR).</li> <li>• Set up the room for instruction.</li> <li>• Break up into appropriate skill groups.</li> <li>• Work on needed first-aid skills.</li> <li>• Do one scenario from the First-Aid Championship.</li> <li>• Clean and sanitize CPR mannequins.</li> </ul>
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<p><b>Safety</b></p>	<ul style="list-style-type: none"> <li>• Practice universal precautions while using CPR mannequins to avoid cross-contamination.</li> <li>• Two-deep adult leadership is required for all activities.</li> </ul>
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**Notes**



# FIRST AID

## Main Event: First-Aid Championship



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: 4 to 6 hours

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

### Challenging (Tier II)

During a campout, set up and compete in several realistic first-aid scenarios.

### Equipment List

- Printed scenarios
- Props and makeup for event
- First-aid kit for each participant or group
- Group and personal camping equipment
- Food
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Choose your camping site and event location.
- Plan camping duty roster and meal plan.
- Identify volunteer victims and judges.
- Choose which scenarios will be used.
- Prepare first-aid supplies.
- Spread out scenario stations so as not to reveal them to the other groups.
- Rotate groups through each station.
- Score performances and compile results.
- Give awards to top performers.

### Safety

- Normal camping safety guidelines apply.
- Practice universal precautions while using CPR mannequins to avoid cross-contamination.
- Be careful performing first aid and moving volunteer victims so as not to cause real injuries.
- Two-deep adult leadership is required for all activities.

### Notes



# FIRST AID

## Main Event: Community Disaster Drill



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_  
 \_\_\_\_\_  
 Departure time: \_\_\_\_\_  
 Return time: \_\_\_\_\_  
 Duration of activity: Weekend or longer  
 Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_  
 Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_  
 Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_



### Advanced (Tier III)

Participate in an official mass casualty drill or create a drill of your own with other Scouts and Venturers.

### Equipment List

- First-aid kit for each participant
- Moulage supplies for injuries
- Agency participation waiver forms
- Group and personal camping equipment
- Food
- Water
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Contact the appropriate agency to inquire about a mass casualty drill:
  - What are the needs of the drill?
  - How can your group help?
- If no drills are planned, consider helping organize a district disaster drill.
- Learn to apply wound makeup.
- Perform the assigned role in the disaster drill.
- Provide feedback to officials as instructed.

### Safety

- Normal camping safety guidelines apply.
- Practice universal precautions while using CPR mannequins to avoid cross-contamination.
- Be careful performing first aid and moving volunteer victims so as not to cause real injuries.
- Follow the rules of the organization sponsoring the drill.
- Two-deep adult leadership is required for all activities.

### Notes

