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Volume 2 | Gr. 9–12

**Time required: 1–2 weeks
(daily schedule)**

Triple threat triage

(Lesson 2 of 2. Download Volume 1, CPR and first aid training, to extend learning.)



STEL-2Z

Use management processes in planning, organizing, and controlling work.

ETS1.A

Defining and Delimiting Engineering Problems: Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them.

S-IC.6

Evaluate reports based on data.

ELA-Literacy SL.9–10.1.d

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of evidence and reasoning presented.

Materials list

- Triple threat triage student guide
- Triple threat triage scenario list
- *What Should I Do? The Basics of First Aid* DVD (SB44860) (optional)
- First Aid Emergency Kit (SBI3977) (optional)
- Coach's Team First-Aid Kit (PE03621)



PE03621

Objectives

Students will...

- Review the biggest factors that influence a triage situation
- Plan for responding to a three-injury emergency scenario

Prep

- Reproduce a class set of the “Triple threat triage student guide” to be used throughout this lesson.
- Make three copies of the “Triple threat triage scenario list” and cut the scenarios into strips.

Lesson

Note: The student guide will be the central location for student note-taking throughout this lesson.

1. Start by asking students to think about answers to the first three questions and record them in their student guide.
 - What are common sports injuries?
 - What emergency situations may occur in sports?
 - What happens if two competitors are injured at the same time?

Teacher tip: Encourage student discussion about sporting events they've watched, recent injuries in pop culture, etc. If needed, prompt students with questions about big injuries they've seen in sports news, or show a video of a well-known sports injury from within a student's lifetime. Some examples include Kevin Ware's compound leg fracture, Gordon Hayward's ankle injury, Kemba Walker's neck injury, Nick Bosa's ACL tear, and Von Miller's ankle tendon dislocation.

2. Activate prior knowledge of first aid care and healthcare professionals' roles as first responders. Have students research and answer the following questions in their student guides:
 - Define the word triage.
 - Name five healthcare professionals likely to serve as first responders in their jobs.

3. Next, have each student draw one of the scenarios you cut apart from the "Triple threat triage scenario list." Then, have them get into groups with classmates who have the same scenario. This will be their group for the remainder of the lesson. Have them do the following in their student guides:
 - Research the sport scenario
 - Make a list of three to five injuries likely to happen in this scenario
 - Compare with classmates who drew the same scenario
 - Pick their top three injuries or emergencies to focus on

Teacher tip: Emphasize the importance of using credible resources like the American Heart Association or Red Cross websites. Promote communication skills by having students write answers in their own words (no plagiarism!).

4. Students should divide up the three injuries among themselves and then write a single SOAP note for their injury and present it to their group members ([refer students here for SOAP note writing tips](#)). Group members should then offer feedback, and students will make revisions before submitting a draft of all the SOAP notes to be graded.

Teacher tip: Circulate as group members report to each other. Provide feedback on students' SOAP note reports.

5. Inform students that their next task is to imagine they are on site as healthcare professionals and all three of the injuries they researched occur simultaneously. Group members should collaborate on the triple threat scenario to develop the following checklists and reflection:
 - Develop a team checklist for how you will triage care
 - Develop a list of “don’ts” for things your team should avoid doing
 - Write a reflection on how your SOAP note reports impacted the development of your checklists

Teacher tip: Teach relevant technology skills to help students become stronger computer users, such as formatting a document, organizing their Google Drive, and sharing documents with group members.

6. Have students read the [National Athletic Training Association’s position statement on Emergency Action Plans](#). Assign a sports complex to each group (could be a real-life stadium or a teacher-made location). Have groups develop an emergency action plan (EAP) for how to carry out an emergency response to their triple threat.

Teacher tip: Help students learn to appreciate professional literature by breaking down the position statement and discussing the importance of professional organizations, such as the National Athletic Trainers’ Association (NATA).

7. Evaluate students’ project components (three SOAP note reports, one team checklist and reflection, and one team EAP response plan) and return them with qualitative feedback.

Name: _____ Date: _____ Period: _____

Somebody's hurt. Now what?

1. What are commonly known or occurring sports injuries?
2. What emergency situations may occur in sports?
3. What happens if two competitors are injured at the same time?
4. Define triage.
5. Name five healthcare professionals likely to serve as first responders in their job.
6. You will choose or be given a sports scenario. What is your scenario?
7. Individually, make a list of three to five injuries likely to happen in this scenario. Compare your answers with your group members' answers.
8. What three injuries or emergencies are your group going to focus on?
 - 1.
 - 2.
 - 3.

9. Divide up the three injuries among your group members. Then, write a single SOAP note for your injury and present it to your group members. Group members should then offer feedback on all SOAP notes, and your group members should make revisions before submitting a draft of all the SOAP notes to be graded.

10. Now you're ready for your next group task. Your group is onsite at your chosen sports event, and all three of the injuries you researched occur simultaneously. As a group, collaborate on your triple-threat scenario to develop the following checklists and reflection:
 - Develop a team checklist for how you will triage care
 - Develop a list of "don'ts" for things your team should avoid doing
 - Write a reflection on how your SOAP note reports impacted the development of your checklists

11. First, read the [National Athletic Training Association's position statement on emergency action plans](#). Then, complete the challenge below.

Challenge: All three of the injuries you've researched occur simultaneously while your group members are on site. What do you do to ensure an efficient response for your location and these circumstances?

EAP responses must:

- Be designed for the sports complex you've selected or have been assigned
- Align with [National Athletic Training Association position statement on EAPs](#)
- Include all recommended components of an EAP
- Explain how your group would respond to all three of your selected injuries/emergencies at once, based on your knowledge of the injuries (SOAP note reports), your understanding of triage (checklist dos and dont's), and your location
- Be no longer than four pages and use a minimum of 11-point font

Driving question: What factors help first responders effectively triage care?

Recall essentials from CPR and first aid training

- Pulse points
- Normal vital sign values
- Directional terms
- Regional terms

Skill demonstrations

- I can assess patient status within 10 seconds on the scene.
- I can accurately measure the pulse of a patient.
- I can effectively communicate the presentation of a patient, injury, or wound.
- I can accurately describe the location of an injury using directional and regional terms.
- I can describe what body systems are impacted by a given injury or emergency.

New content and details

- Compare and contrast patient conditions
- Determine how to prioritize care
- SOAP note writing and reporting
- Reading medical literature
- Emergency action plan writing

Learning targets (NEW content)

- I can draft and ask appropriate questions to gauge patient condition.
- I can write a SOAP note that summarizes a patient's condition.
- I can plan a triage-based response to a given scenario.
- I can design an emergency action plan and apply it to a given scenario.

Checkpoints/assessments (what we're doing in class)

- Answer teacher questions during independent work time
- Produce a SOAP note report for an injury associated with my scenario (written individually)
- Create a checklist for what first responders should and should not do in this situation and a reflection explaining how your team created the checklist (team)
- Design an emergency action plan for a sports complex where this situation could occur (team)

Instructional strategies for all learners

- Complete the student guide
- Teacher feedback during independent work time
- Participate in review games and discussions
- Translate medical terminology and concepts to layman's terms
- Reflect on how understanding anatomy is critical to assessing and helping patients

Challenge: All three of the injuries you've researched occur simultaneously while your group of healthcare professionals is on-site.

<p>Driving question</p>	<p>What factors help a first responder effectively triage care?</p>
<p>Key content</p>	<ul style="list-style-type: none"> • SOAP note reports • Appropriate first response care • Emergency action plan implementation
<p>Major products</p>	<ul style="list-style-type: none"> • Individual SOAP note reports (3 total for each group) • Scenario response checklist and reflection (group) • Emergency action plan response (group)
<p>Growth opportunities</p>	<ul style="list-style-type: none"> • Present your SOAP note report to your group for feedback before you turn in the draft to be graded. • Collaborate with your group to create a checklist of how your group would triage these injuries in the triple threat scenario. • Apply your scenario to a location and plan for the arrival and departure of appropriate groups (EMS, fans, injured players, etc.).
<p>Assessment</p>	<p>Individual</p>
<p>Timeline</p>	<p>SOAP note report due _____</p> <p>Scenario response checklist and reflection due _____</p> <p>Emergency action plan response due _____</p>
<p>Where do I turn it in?</p>	<p>SOAP note reports _____</p> <p>Scenario response checklist and reflection _____</p> <p>Emergency action plan response _____</p>

Triple threat triage scenario list

Sports medicine

Teacher prep:

Print 3 copies of this page, and cut the scenarios into strips.

For less than 10 groups, remove all copies of the scenarios you wish to leave out.

1. Ten-team wrestling tournament for junior varsity and varsity high school teams

2. All-star cheerleading tournament for high school athletes

3. Beach volleyball match at the Olympics

4. Inter-team football scrimmage among Division 1 college football players

5. Little league championship game between two teams of 10U baseball players

6. Regional gymnastics conference for varsity high school gymnasts

7. Snowboarding event during the Winter Olympics

8. State championship track meet for high school athletes

9. World Cup championship game between two international soccer teams

10. World's Strongest Man competition