

Project 2 Report

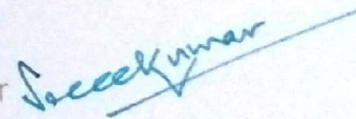
Empowering Young Minds for Effective First-aid Managements



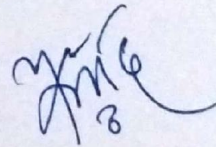
Approval Sheet

This Communication Design project report entitled "Empowering Young Minds for Effective First-aid Managements" by Puja Saha is approved in partial fulfillment of the requirements for Masters of Design Degree in Communication Design.

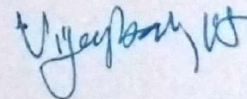
Project Guide: Prof. GV Sreekumar



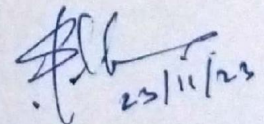
Internal Examiner:



External Examiner:



Chairman:


23/11/23.

Declaration

I hereby declare that this written submission submitted to IDC, IIT Bombay, is a record of an original work done by me. This written submission represents my idea in my words, I have adequately cited and referenced the original source.

I also declare that I have adhered to all principles of academic honesty and integrity and have not misprinted or falsified any Idea/ fact/ source in my submission.

I understand that any violation of the above will be cause for disciplinary action by the institute and can also evoke penal action from the sources which have thus not been properly cited or from whom proper permission has not been taken when needed.

Puja Saha.

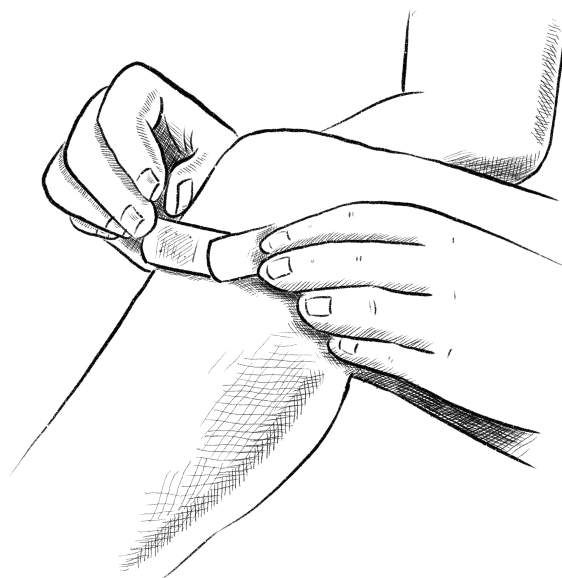
Name: Puja Saha

Date: 14/11/2023

Place: IDC, IIT Bombay, Mumbai

Acknowledgment

The completion of this project could not have been possible without the participation and guidance of many people. I am thankful to **'Prof. GV Sreekumar'** for his valuable guidance and constant encouragement and support at various stages of this project. The suggestions and constructive criticism have helped me understand how to go about completing this project successfully. I am thankful to all the Professors for their constructive opinions and suggestions during the project presentations. I would also like to acknowledge and thank all the people who contributed their valuable time for me and shared their stories, experiences and knowledge for the project. Also I want to thank everyone who participated in user testing and gave me valuable insights.



Have you ever encountered an emergency situation in your life?

Maybe it was a sudden injury, an accident, or a moment when someone needed immediate assistance.

Imagine yourself as a child who finds themselves in that unexpected emergency.

How would you feel?
If you're not able to do anything?
Will you feel helpless?

Abstract

In today's fast-paced world, unexpected emergencies can occur at any moment. For young individuals, having the knowledge and skills to respond effectively in emergencies is a valuable life skill and a potential lifesaver. This project addresses a critical gap in formal first-aid education among adolescents. Focusing on their unique needs and capabilities, this project intends to prepare them to respond confidently and efficiently to emergencies, ultimately contributing to safer communities.

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Introduction

Every day, unexpected emergencies unfold, ranging from minor to life-threatening crises. Regardless of the nature or scale of these emergencies, one fact remains constant that is timely first aid can make a difference. However, when it comes to young individuals, the lack of formal first aid education can leave them unprepared to respond effectively to such situations.

Adolescence is a crucial phase of personal development, marked by increased independence and exposure to a broader range of life experiences. As teenagers, they must know how to help in emergencies. This helps keep them and others safe.

This project aspires to create a blueprint for equipping young minds with essential life-saving skills. It will contribute significantly to building safer and more resilient communities by preparing the young generation to be effective first-aid providers. This project must go beyond conveying knowledge and empowering young minds to act confidently in emergencies.

Motivation

Young people must know how to help in emergencies. This is not just for their safety but also to keep others safe.

This motivation stems from a personal experience when I was 13 or 14 years old. One day, while trying to reach for a bottle of water from her bed, my grandmother lost her balance and fell, injuring her head. The sight of her and the blood on the floor left me frozen and unable to react. Thankfully, my brother reacted quickly and provided her with the necessary help. This incident profoundly impacted me, and I am determined to ensure that others, especially young individuals, have the skills and knowledge to react effectively in such critical situations to prevent any harm.

What is first aid and why its important?

First aid is the immediate and initial help provided to someone who is injured or unwell. This critical assistance includes basic medical procedures and techniques individuals can use without extensive medical training. Essential first aid skills mainly consist of assessing injuries, performing CPR (Cardiopulmonary Resuscitation), controlling bleeding, managing burns, and recognizing signs of common illnesses.

The Significance of First Aid

It can mean the difference between life and death in critical situations, buying time until professional help arrives. It helps prevent injuries from worsening, reducing complications. First aid reassures and comforts the injured, reducing panic and anxiety. It eases pain and suffering, making the injured person more comfortable. It contributes to safety, especially in accidents or emergencies.

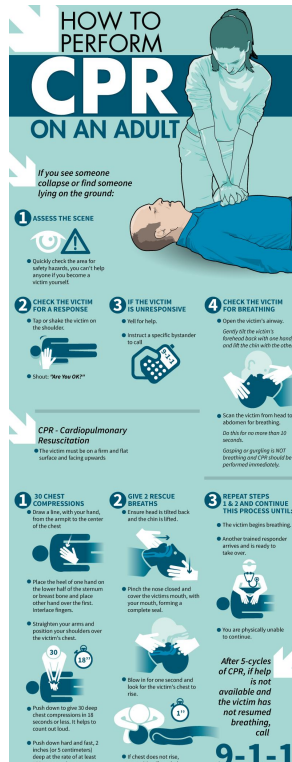
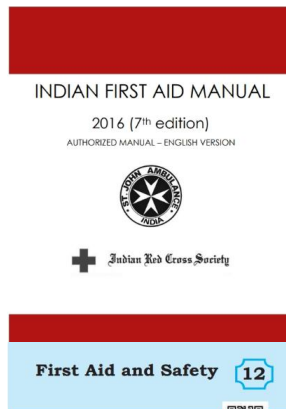
Data Collection

This data collection process comprises multiple aspects, ensuring a complete understanding of the subject matter.

1. Existing Material: Reviewed educational materials, manuals, books, infographic, and videos on first aid education. This step provides a foundational understanding of different approaches, methodologies, and gaps in the current approach.

2. Research Papers: An in-depth review of research papers and studies to strengthen the knowledge base. These papers provided valuable insights into the impact of first-aid education on young minds.

3. Interviews: To gain practical insights and expert opinions, conducted interviews with professionals and also interviewed adults and children to understand their current knowledge about First-aid.



a. Existing Material

1. Educational Manuals: Educational manuals are a primary component of existing material. Indian First Aid provides comprehensive guides for teaching first-aid techniques, procedures, and protocols. This manual contains detailed information on CPR (Cardiopulmonary Resuscitation), wound care, choking response, and more. This resource is valuable for understanding established practices and guidelines in the first aid field. However, it is hard to read all the text.

2. Academic Texts: Academic textbooks like NCERT, related to first aid and emergency response, are another vital aspect of existing material. They delve into the theoretical aspects of first aid

and include case studies and practical scenarios that aid in understanding real-world applications. Still, these textbooks must include little in-depth knowledge and visual guides to understand more appropriately.

3. Online Resources: In today's digital age, many online resources, websites, YouTube videos, and e-learning platforms provide access to first aid information. However, all of them are too old and boring. The visuals could be more appealing, and videos could have exciting storytelling. Still, this one is easier to understand than the above two resources.

b. Research Paper

These research papers collectively emphasize the effectiveness of first-aid training programs in schools for enhancing students' knowledge and response capabilities in emergencies. They underscore the need for comprehensive and practical first-aid education to create a safer and more prepared community.

1. The Role of a First Aid Training Program for Young Children: A Systematic Review

This study examined first aid programs in primary schools to assess their effectiveness in teaching first aid to students. Researchers systematically reviewed studies from 1990 to 2021 related to first aid education in primary

schools. The study found 11 relevant studies, primarily from Europe and America, which included experiments and observations. Most programs involved hands-on practice, including CPR and essential life support. Results showed that children participating in these programs improved first aid knowledge and skills. However, younger children under 11 struggled with CPR, with performance varying by age, weight, height, and body mass index.

2. Effectiveness of First-Aid Training on School Children of Urban Area of Sambalpur District, Odisha

This study aimed to evaluate students' knowledge of first aid and determine whether first aid training improved their

ability to respond to everyday emergencies. The study surveyed 95 students in grades 6 to 8 before and after first aid training, focusing on topics like nosebleeds, head injuries, choking, snakebites, and dog bites. Students significantly improved their knowledge and skills after the training. They exhibited better understanding and ability to respond to various first aid scenarios.

3. Study of Knowledge and Attitudes to First Aid Among School Children of Doiwala Block, Dehradun

This study assessed students' knowledge and attitudes regarding first aid and aimed to provide appropriate education. The study was conducted in a public school in Doiwala, Dehradun, and included students from classes 9 to 12th. An oral questionnaire measured

their knowledge and attitude about first aid. While 91% of students had heard about first aid, only a tiny percentage had complete knowledge. The study indicated limited emphasis on practical first-aid skills in schools.

4. The Need for First Aid Education for Adolescents

This study addressed the issue of unintentional injuries and injury-related deaths among adolescents. The study focused on adolescents aged thirteen to sixteen in Kuantan, Pahang. It examined their knowledge and attitude toward first aid. Results revealed a positive correlation between student's knowledge and attitude toward first aid.



c. Interview

In the interviews, a diverse range of scenarios was presented to both adult and child participants. These scenarios were carefully designed to evaluate their responses to different levels of emergencies, ranging from minor injuries (Level 1) to more critical situations (Levels 2 and 3).

Scenario 1: Minor Burns

Responses: Approximately 40% of participants confidently answered this scenario, believing it to be manageable. However, only 30% answered correctly, indicating a need for improved basic first-aid knowledge.

Scenario 2: Choking

Responses: Level 2 choking scenarios prompted increased panic among participants, especially if they were alone. Only 20% answered these scenarios, and just 10% answered correctly. This suggests that while some situations might be manageable with assistance, knowledge gaps still exist.

Scenario 3: Accident and Fracture

Responses: Level 3 scenarios, such as accidents and fractures, led to immediate panic among participants. Only 10% could answer these questions, and just 10% answered correctly,

highlighting the perceived unmanageability of such situations without professional help.

Analysis:

The scenarios presented various responses, with adults displaying varying panic and knowledge. Children showed concern for the injured individuals and a sense of responsibility but relied heavily on adult help. These responses underscore the need for comprehensive first aid education for adults and children, addressing knowledge gaps and fostering confidence in handling emergencies.

Adult Interviews

5 adults Participated:
Participants came from diverse educational backgrounds. Some expressed panic and helplessness, while

others remained calm and sought medical assistance. The variance in reactions suggests that education plays a role in how individuals respond to emergencies. Except for one participant, none of the adult interviewees had received formal first-aid education in school. Few mentioned receiving training in their respective jobs. This underscores a significant primary first aid education gap, emphasizing the need for comprehensive training programs. Several participants noted that popular media, particularly Bollywood movies, often spread misconceptions regarding first aid practices, such as snakebite treatments. This highlights the importance of accurate information dissemination. All participants recognized parents' vital role in preparing children to respond to

emergencies. They encouraged increased parental involvement in promoting first aid knowledge.

Children Interviews

4 children participated:
The children consistently sought help from adults in emergencies, highlighting their reliance on adults' knowledge and assistance. Children emphasized that they may find themselves in situations where they are alone or need to assist others, highlighting the importance of being prepared to handle emergencies. None of the child participants had received formal instruction on first aid, either in school or at home.

Common answers included

"I am not sure"

"I guess"

"Might be"

"I do not know"

indicating uncertainty about first aid procedures. In critical situations, they typically relied on contacting their parents for help.

Expert Interview with Dr. Priyanka

She is a General Physician at IITB Hospital, emphasized the importance of basic first-aid knowledge among children. She highlighted critical aspects such as checking pulse, breathing, temperature, wound cleaning, or applying ointment for a minor burn. Dr. Priyanka stressed that children should be aware of different degrees of burns, the RICE (Rest, Ice, Compression, Elevation) technique, and the contents of a basic first-aid kit.

Dr. Priyanka revealed that she had not learned fundamental first-aid skills in school. She admitted that she might have faced challenges in dealing with emergencies without her professional background. This underscores the significance of equipping children with essential first-aid skills to empower them to respond effectively in emergencies.

Problem Statement

Lack of formal first aid education leaves children unprepared to effectively respond to emergency situations. So, we need to find a solution by teaching kids about first aid and ensuring they know what to do when things go wrong. This way, they can be ready to assist and more confident in handling challenging situations.

Scenarios

In preparation for the study, five distinct scenarios were carefully crafted to align with the target age group of 11-15-year-olds. These scenarios were designed to be relatable, age-appropriate, and reflective of daily situations that young individuals might encounter.

a. Playground Accident:

- Description: While playing on the swings, the kid's friend falls and hurts their arm, potentially fracturing it.
- Reason: Playground accidents are common among kids, and knowing how to support and immobilize an injured arm can prevent further harm and ease pain until medical help arrives.

b. Choking at a Family Gathering :

- Description: During a family gathering, the kid's younger sibling starts choking on a piece of food.
- Reason: Choking incidents can occur unexpectedly during meals or gatherings, and knowing the Heimlich maneuver enables the child to act quickly and save their sibling from a life-threatening situation.

c. Cooking Casualty at Home:

- Description: While helping in the kitchen, the kid accidentally burns their hand on a hot pot.
- Reason: Kitchen accidents are common at home, and learning how to properly.

d. Sports Injury/ Bicycle Accident:

- Description: During a sports activity, the kid's friend falls and sprains their ankle.
- Reason: Sports-related injuries are frequent, and familiarity with the RICE technique allows the child to provide immediate relief and support to their injured friend, promoting a safer sporting environment.

e. Allergic Reaction to a Bee Sting

- Description: As kids play in the garden, the kid's classmate gets stung by a bee.
- Reason: Children often play outside and it's a high chance they will encounter insect bites or bee sting.

Validation by Dr. Sheetal

Dr. Sheetal Kale, a general physician, validated these scenarios, providing valuable insights and recommendations. Her inputs were instrumental in fine-tuning the scenarios and ensuring their educational value.

Key takeaways:

Dr. Kale stressed that, in emergencies, the first aid provider plays a vital role as the first responder. She emphasized that they should not administer medication but focus on immediate care and assistance. Dr. Kale highlighted that while 13-17-year-olds were considered more capable and confident in applying first aid, 10-15-year-olds might face challenges and potentially exacerbate the situation.

Dr. Kale recommended the inclusion of additional scenarios that address situations young individuals might frequently encounter, such as dealing with unconsciousness. These scenarios would better prepare them for real-life emergencies. Dr. Kale emphasized the significance of regular practice in mastering first aid skills. The educational program should integrate Practical training and simulations to enhance competence and confidence. Dr. Kale highlighted parents and teachers' essential role in reinforcing first-aid knowledge among children. Collaborative efforts with parents and teachers to encourage practicing first aid skills at home and school were crucial for the program's success.

Fixing content

The content has been diligently refined to suit our target age group. Through meticulous content fixing, we have ensured that the material aligns perfectly with this audience's developmental stage, interests, and educational requirements.

Roles & Responsibility of First-aider

The role and responsibility of a first-aider encompass several critical actions:

1. A first-aider should maintain composure in emergencies. Remaining calm helps instill confidence in others and ensures a clear-headed response.
2. The priority is to call for professional medical assistance, such as dialing emergency services (e.g., 112). This action ensures that skilled medical personnel arrive at the scene.
3. It is essential to control the environment by preventing unnecessary onlookers or crowding around the injured person. This maintains the person's privacy and allows space for first-aid procedures.
4. First-aid providers should avoid attempting to diagnose medical conditions. Instead, their focus

should be on providing immediate, primary care to stabilize the injured or ill person until professional medical help arrives.

Scenarios

First

You are sitting on a train, and an elderly person sits beside you. Suddenly, he clutches his chest and appears to have a heart attack. What first-aid steps will you take to help him?

Video Link

Second

You are alone in the house with your younger brother, and accidentally, he

swallows a small object like a coin and begins to choke. What will you do?

Third

During a hike with friends, one of them slips and falls, injuring their ankle. They are in pain and unable to walk. What will you do?

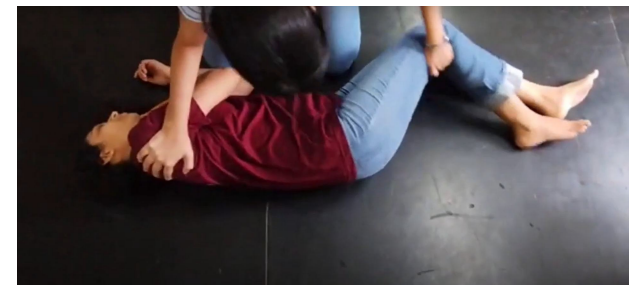
Fourth

You're at a school event, and one of your friends starts showing signs of heat exhaustion, like excessive sweating, dizziness, and weakness. What will you do?

Fifth

Your sibling accidentally spills boiling coffee on their hand while preparing a hot beverage in the kitchen. What immediate first-aid steps will you take to help them?

Screenshots from video of first scenario

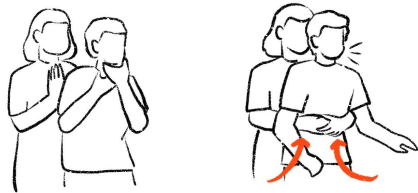


4 Technique & Rules



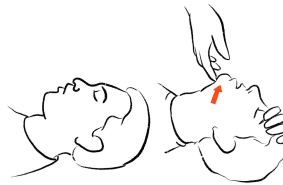
CPR

CPR (Cardiopulmonary Resuscitation) is a life-saving technique used when someone's heartbeat or breathing has stopped.



Heimlich Maneuver

It's used to help someone choking by forcefully expelling the object blocking their airway.



ABC Rule

This stands for Airway, Breathing, and Circulation. It's about ensuring the person's airway is clear, checking for breathing, and looking for signs of circulation.



RICE Technique

This is for handling injuries like sprains and strains. RICE stands for Rest, Ice, Compression, and Elevation.

Other Skills

In addition to the core first-aid skills, it will teach participants the proper methods for cleaning wounds to prevent infections. It also will provide insights into using a first-aid kit, ensuring they are well-prepared for various emergencies. Furthermore, participants will learn about commonly used ointments and medicines, equipping them to provide appropriate care. Finally, we will educate them on efficiently accessing and utilizing emergency contacts during critical situations.



Target Audience

The age group 13-17 was chosen because adolescents at this stage are developmentally prepared to grasp and retain first aid knowledge. They gain independence, face new situations independently, and can play active roles in emergencies. This age range also aligns with school levels where first aid education can be expanded.

Understanding the User Group:

To create an adequate first aid education program, I delved into understanding the user group, teenagers aged 13-17. This involved recognizing their unique characteristics, preferences, and challenges.

Key words for my user group (13-17 yrs old)

Digital Natives	Visual Learners	Peer Interaction	Curious
Entertainment-Oriented	Social Media	Adventurous	Easily Distracted
Quick Gratification	Problem Solvers	Collaborative Learning	Adaptive Content
Short Attention Span	Tech-Savvy	Mobile-First	

Possible outcomes

I compiled a comprehensive list of potential outcomes. I conducted a thorough analysis of the associated pros and cons, focusing on the needs and characteristics of our target audience.

Ideas	Booklet	Board Game
Pros	<ul style="list-style-type: none">• Portable, can be carried and read anywhere.• Cost-effective to produce.• Can serve as quick reference material.	<ul style="list-style-type: none">• Encourages group learning and social interaction.• Makes learning first aid fun.• Ideal for classroom settings.
Cons	<ul style="list-style-type: none">• It may not engage tech-savvy teenagers effectively.• Limited interactivity.	<ul style="list-style-type: none">• Physical board games may have limited reach.• Production and distribution costs.

Ideas	Educational Posters and Infographics	Virtual Reality (VR) Training
Pros	<ul style="list-style-type: none"> • Visually engaging and can reinforce learning. • Ideal for classroom settings. • Provide quick reference material. 	<ul style="list-style-type: none"> • Immersive and engaging. • Allows students to practice first aid in a safe virtual environment. • Realistic simulations for better skill retention.
Cons	<ul style="list-style-type: none"> • May not cover topics in as much depth as other methods. Their effectiveness depends on proper placement and visibility. 	<ul style="list-style-type: none"> • Requires VR headsets, which can be expensive. • Development of VR scenarios can be complex. • Not easily accessible to everyone.

Ideas	Chat Bot	Website
Pros	<ul style="list-style-type: none"> • Offers interactive learning and engagement. • Available 24/7 for queries. • Easily scalable for a large audience. 	<ul style="list-style-type: none"> • Accessibility to a wide audience. • Can host diverse multimedia content. • Regularly updated and expanded.
Cons	<ul style="list-style-type: none"> • Requires rigorous monitoring to ensure accurate information. • Requires internet access. • May not address complex queries effectively. 	<ul style="list-style-type: none"> • Accessibility issues for those without internet access or digital devices.

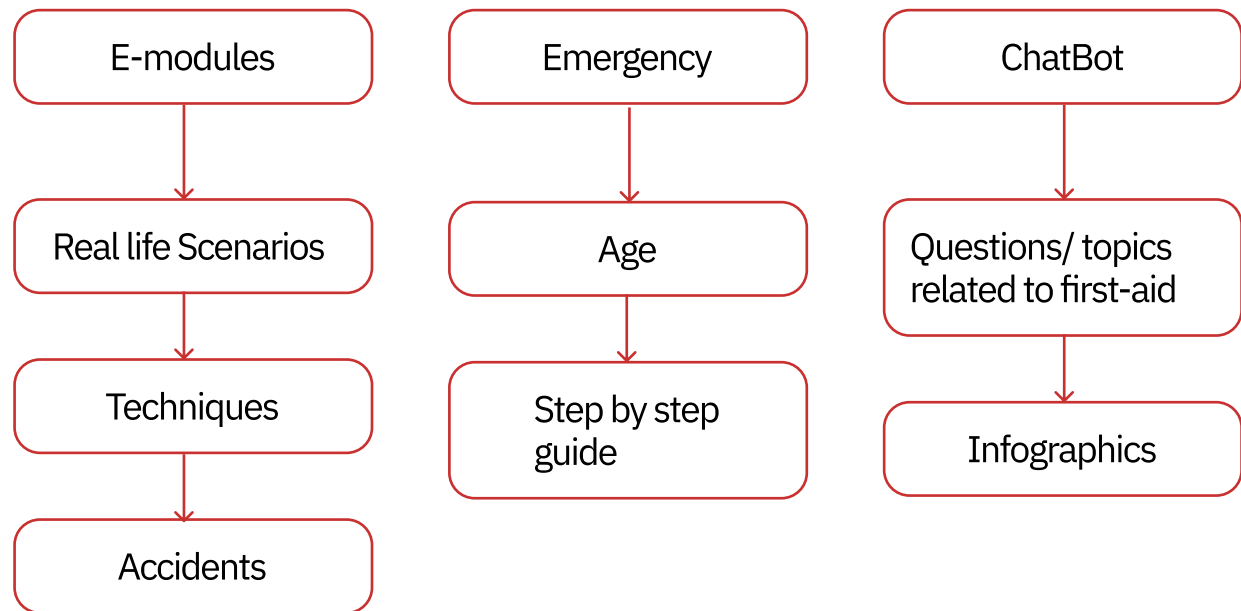
Ideas	App	Scenario-Based Video Series
Pros	<ul style="list-style-type: none"> • Offers interactivity and engagement. • Can track and assess user progress. • Easily accessible on mobile devices. 	<ul style="list-style-type: none"> • Engages students in real-life situations. • Visual and auditory engagement. • Ideal for demonstrating first aid techniques.
Cons	<ul style="list-style-type: none"> • App development costs. • Compatibility issues with various devices. • Limited access for students without smartphones. 	<ul style="list-style-type: none"> • Teens often have limited focus for longer videos. • First-aid might not always hold their interest.

Ideas	E-Learning Modules	Text Message Learning
Pros	<ul style="list-style-type: none"> • Structured and interactive learning. • Covers a wide range of topics. • Can track and assess user progress. 	<ul style="list-style-type: none"> • Utilizes a platform familiar to teenagers. • Provides quick, bite-sized information. • Easily accessible through mobile phones.
Cons	<ul style="list-style-type: none"> • Time-consuming and costly. Some students may not have access to the necessary technology or the internet. • Possible disinterest due to extended screen time. 	<ul style="list-style-type: none"> • Due to text message constraints, detailed learning might be challenging. Limited compared to other methods.

Solution

The solution will integrated an innovative trio: an app, engaging e-modules, and an interactive chatbot. This unified platform delivers concise and interactive first-aid e-modules and provides an emergency guide, ensuring quick access to essential information during critical situations.

Furthermore, I introduced a friendly and knowledgeable character, "Champ," who guides users through emergencies, providing clear instructions and teaching essential first aid modules, and engages users in interactive chatbot conversations. As the friendly face of the platform, Champ ensures that learning first aid is not only informative but also an enjoyable experience.



Introduction of Character

Why Create a Character

Integrating characters like Champ into educational content is a strategy to make learning enjoyable and effective. Character will be designed to mirror the ages and experiences of students, creating a relatable and engaging learning environment. The emotional connection with characters like Champ adds a layer of realism to the educational experience, helping students grasp the real-life impact of the knowledge being conveyed. Furthermore, characters can embody qualities educators aim to instill in students, serving as positive role models.

Character Design

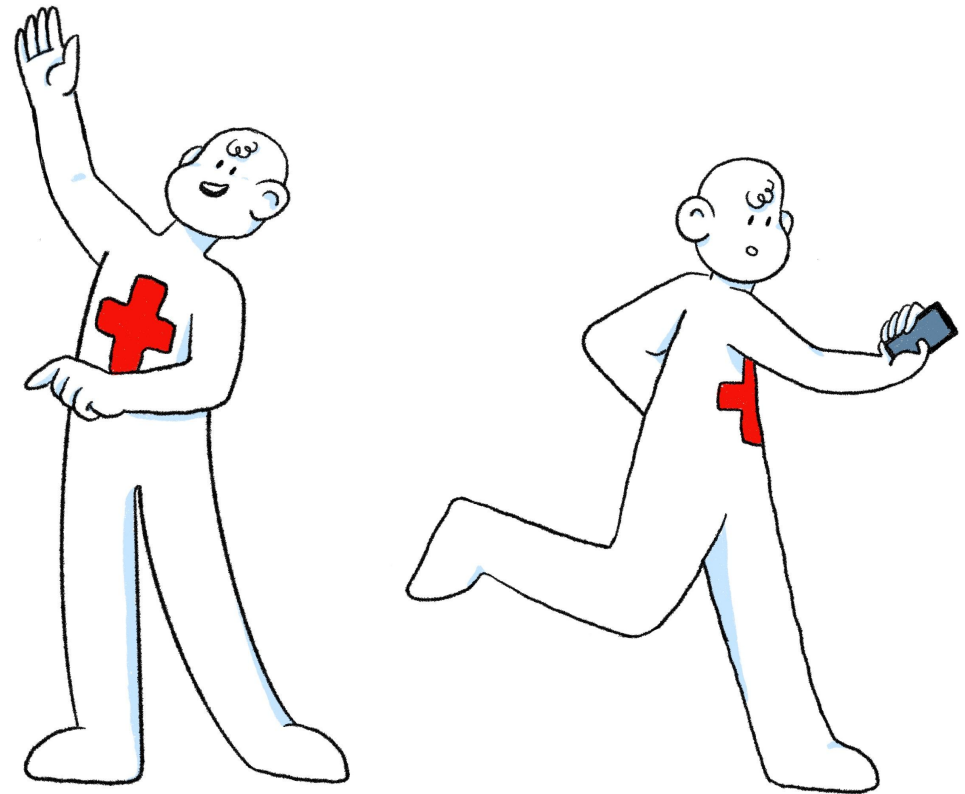
Champ is friendly and exudes an approachability that makes learning a warm and engaging experience. The character's helpful nature ensures learners feel guided and supported throughout their educational exploration. Being non-judgmental, Champ creates an environment where questions are welcomed without fear. The decision to keep the character gender-neutral fosters inclusivity, making Champ relatable to all. With a calm demeanor and a defined hand, Champ provides explicit instructions, especially crucial in first-aid scenarios.

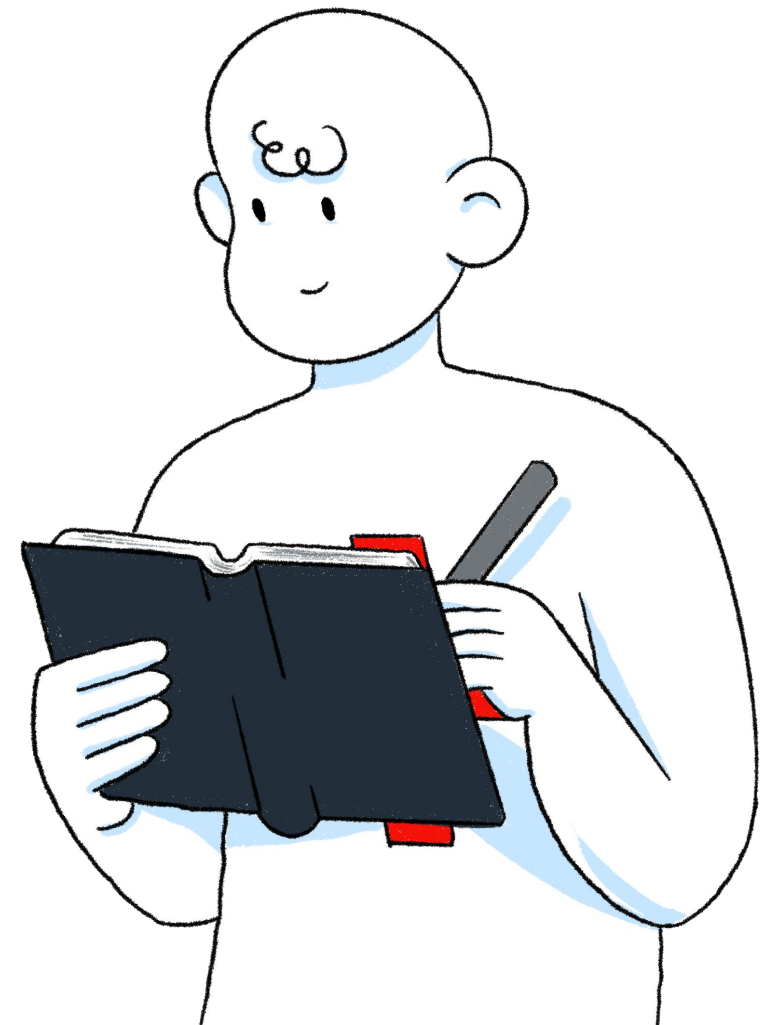
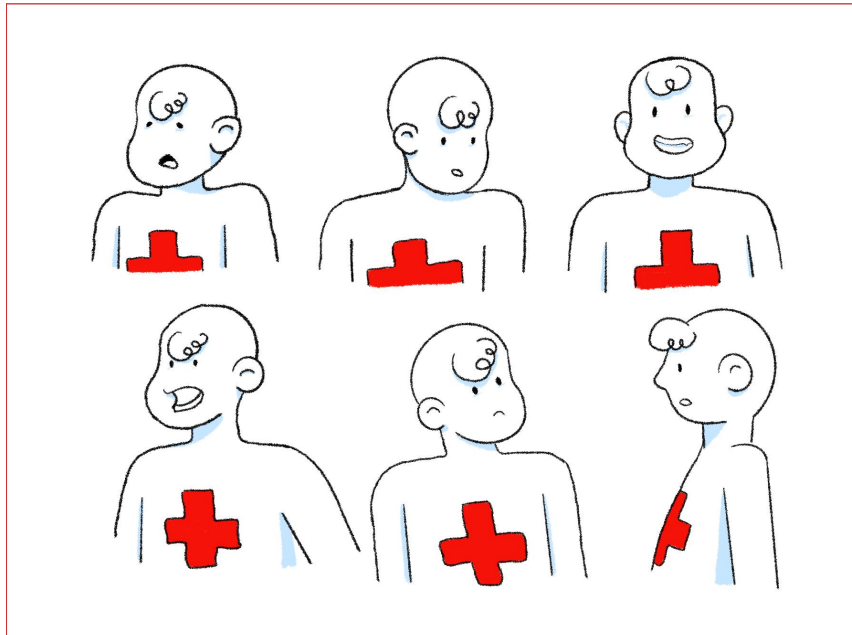
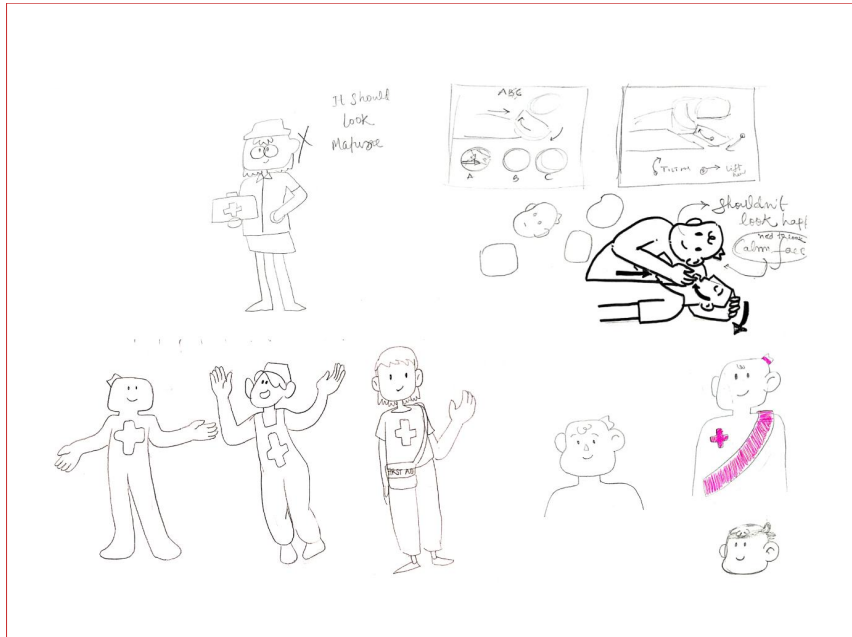
The incorporation of the Red Cross symbol brings a sense of credibility and association with first aid principles. Champ is not just a character; it's a resourceful and responsible guide, educating learners and instilling a sense of duty in applying learned knowledge. Studies consistently highlight the positive impact of character-based content on learning outcomes, and Champ is designed to evoke the right emotions and facilitate practical learning experiences.

Meet Champ

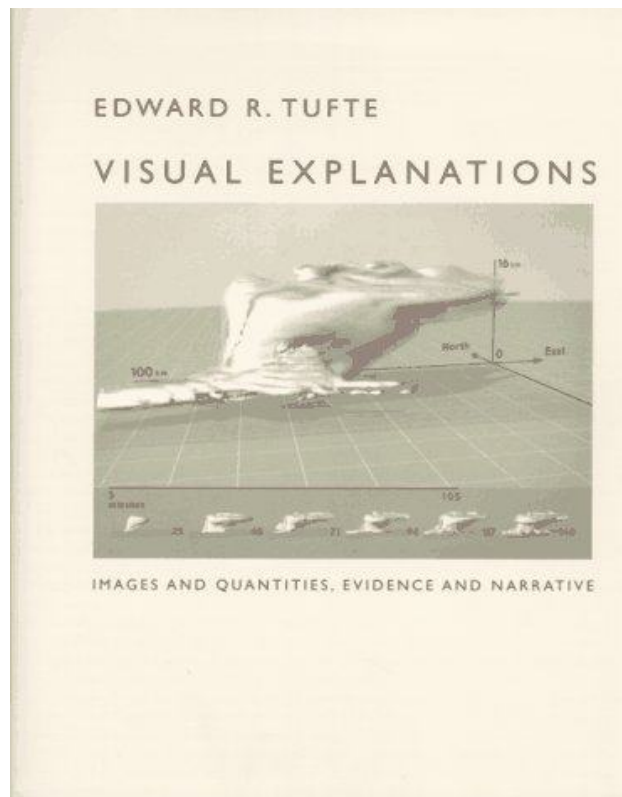
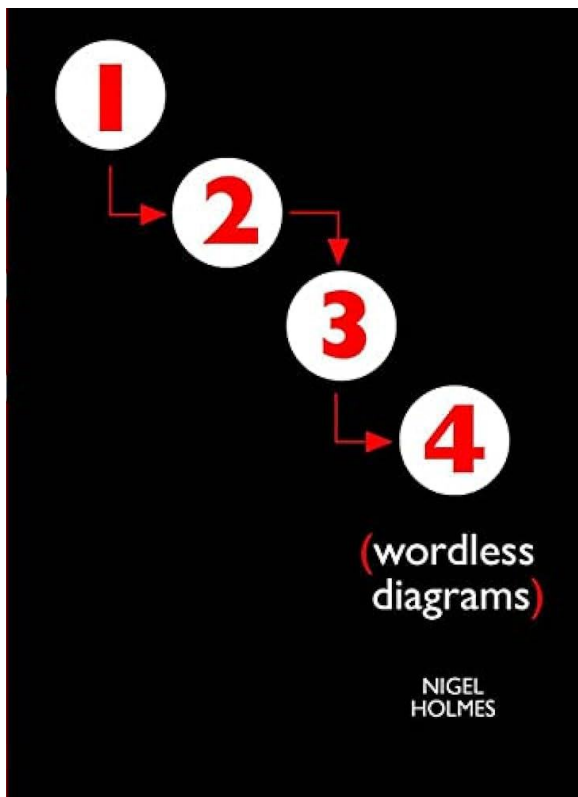
A friendly and resourceful 17-year-old who's passionate about helping others. Champ has a special connection with first-aid because of a personal experience. A couple of years ago, his younger sibling accidentally swallowed a small object and started choking. Thanks to his calm behavior and first-aid skills, he saved the day.

Now, Champ is on a mission to empower other students with these life-saving abilities. He is an active volunteer, sharing his knowledge to promote safety. In the scenarios ahead, Champ will demonstrate how first aid skills can make a real difference in emergencies.



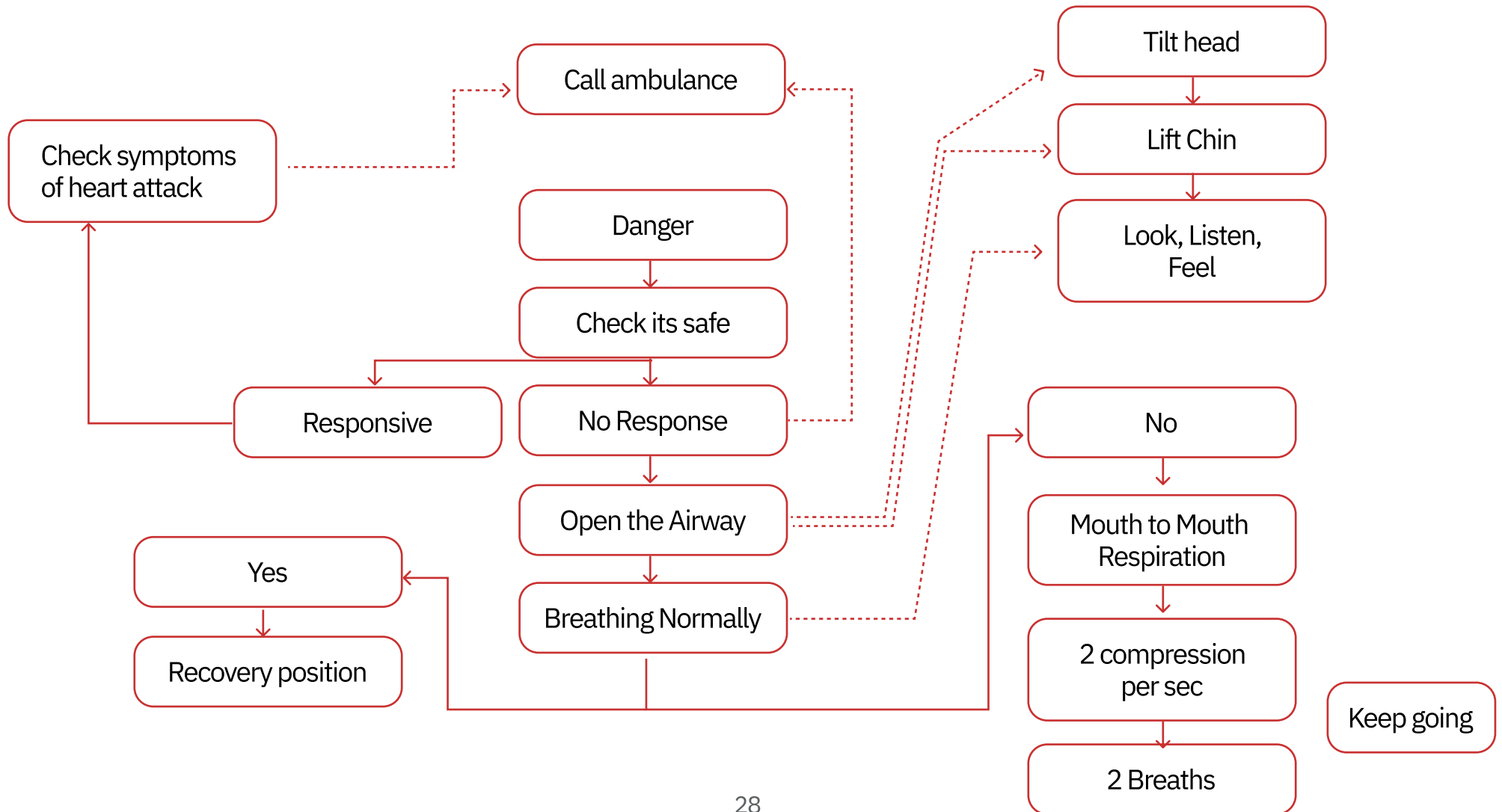


References for the Instruction Design



For the instructional design phase, I drew inspiration from two influential works: Nigel Holmes' "Wordless Diagrams" and Edward Tufte's "Visual Explanations." A renowned graphic designer, Holmes is celebrated for his ability to convey complex information through straightforward visual representations. Tufte, a data visualization pioneer, emphasizes visuals' power in communicating information effectively.

Heart Attack Scenario



What first-aid steps will you take if a person suddenly clutches his chest and appears to have a heart attack?



1 1 2

Stay calm & seek immediate help

Try to wake them up by gently tapping and shouting, "Are you okay?"



If they don't respond, they're unconscious.



Is he/she breathing?

Yes

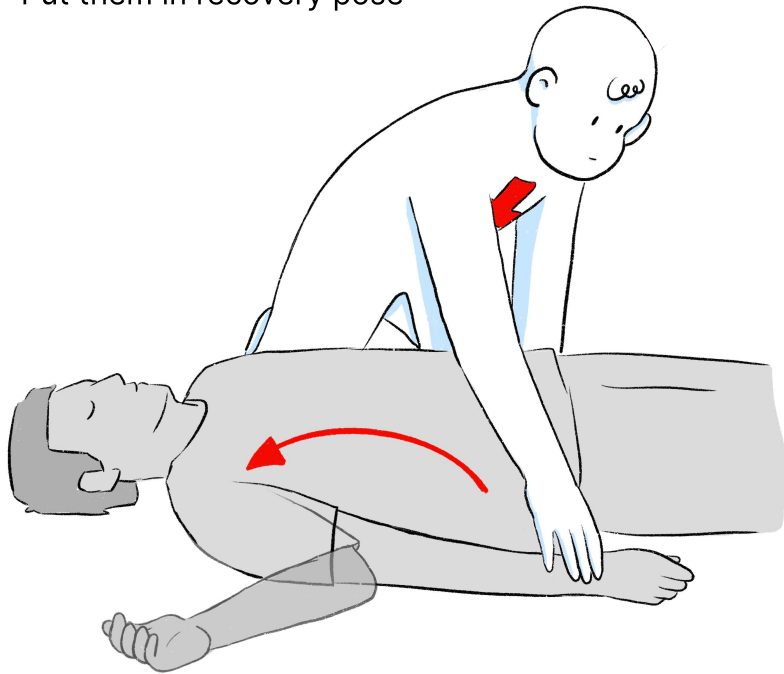
No

Gently lift their chin to keep it open. Listen and feel for breath near their mouth and nose.

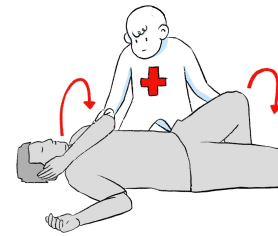


If breathing

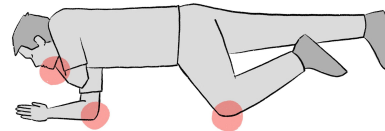
Put them in recovery pose



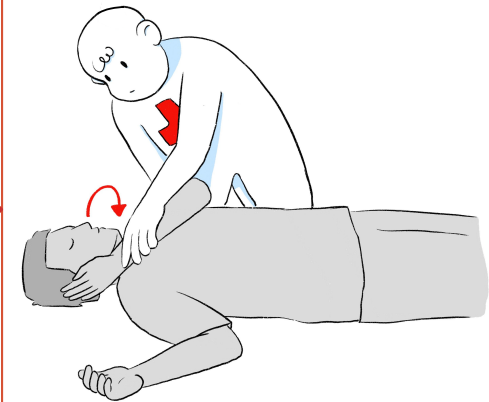
1. Grab one hand, place in 90 degree angle



3. Grab the knee and the elbow



4. Roll over the side

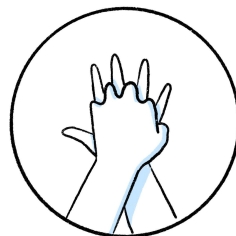
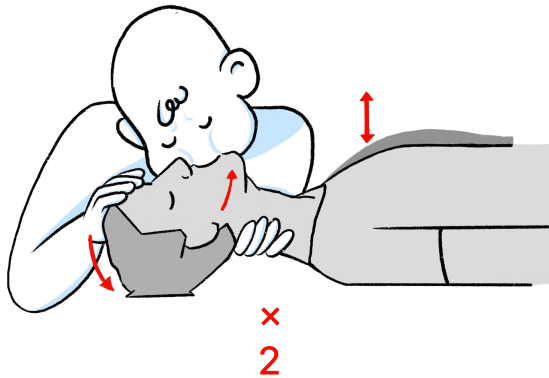


2. Place the other hand across the cheek

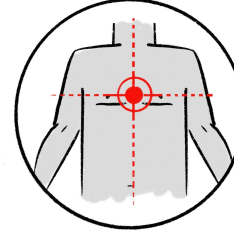
**Make sure their airway
(the path air goes in) is
clear. Wait for the
medical help to arrive.**

If not breathing

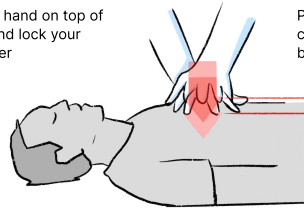
Immediately start CPR
(Cardiopulmonary Resuscitation)



Put your other hand on top of the first one and lock your fingers together



Place your hand on the center of their chest, just below the nipples.



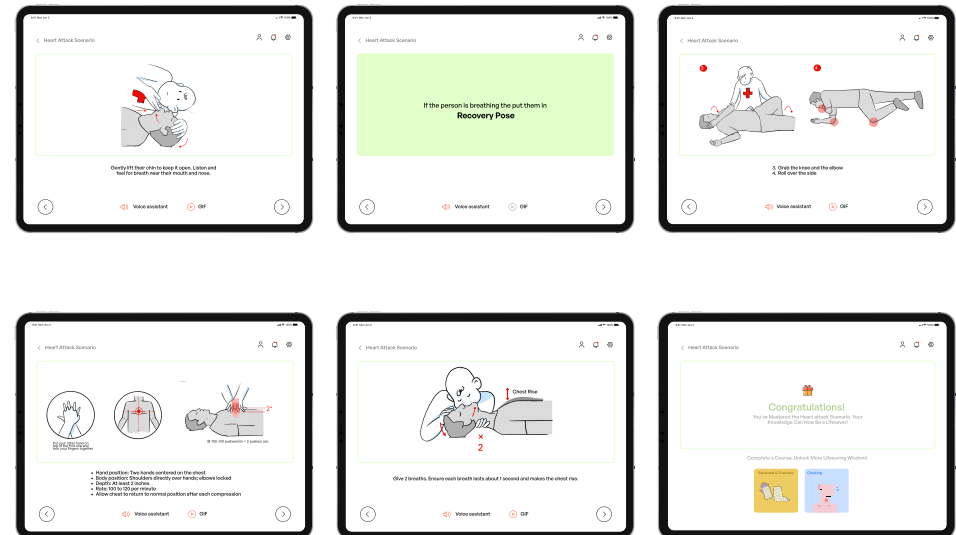
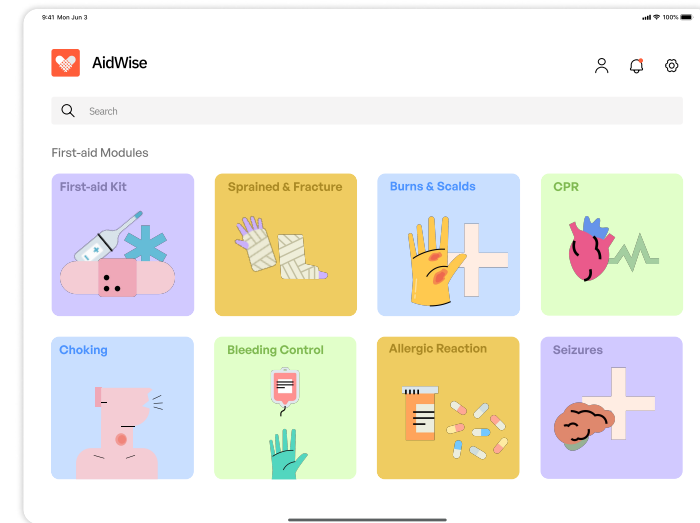
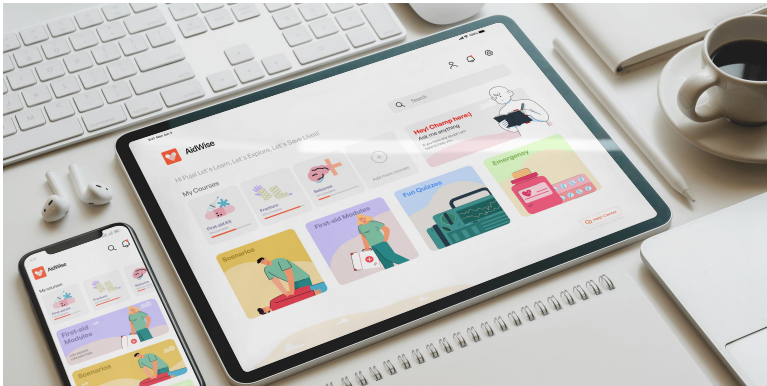
2"
@ 100-120 pushes/min
= 2 pushes/ sec

Keep your elbows straight, and use your upper body to push hard

**Continue CPR till
medical help arrives**

Final Screens

[Prototype Link](#)



User testing

Participant 1 (17 yrs, 1st Year BDes Student)

Pre-Test: Participant had no prior knowledge about First Aid.

During Test: Exposure to each screen was limited to 2-4 seconds per screen.

Post-Test: The participant was asked five questions:

1. Which number to dial during an emergency?
2. What to do if the person is breathing?
3. How many compressions per minute are recommended for CPR?
4. Describe the hand position for CPR.
5. Identify the specific area on the chest for performing CPR compressions.

The participant provided correct answers to all of the questions.



Challenges

Designing a First Aid educational program for adolescents (13-17 years old) presented intricate challenges. Firstly, grasping the attention of this age group, notorious for short attention spans, demanded innovative approaches. Balancing the seriousness of the subject matter with the need for engagement was an ongoing challenge. Crafting content that could have been more concise and manageable was a delicate line. Moreover, addressing the diversity in learning preferences and styles within the target audience proved complex.

Learnings

Working on this project was like opening a door to a room filled with different people—some young like me, younger than me and others who were doctors and knew a lot about helping others. Talking to these different people gave me new ideas and ways to think about first aid. Meeting doctors, especially Dr. Sheetal Kale, was super interesting. They told me things about first aid that I didn't know. It was like getting a sneak peek into their world. They explained not just the rules

but also why those rules are essential. In this project we all shared stories about what we know and think. It helped me see the big picture of how important it is for everyone to learn about first aid. It's not just about rules; it's about working together—teachers, doctors, and all of us—to ensure we know what to do when someone needs help. Also, this project helped me to feel more prepared to help if someone is in trouble.

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