

MUSIC

MUSIC OF THE ROMANTIC PERIOD

- described as cultural movement that stressed emotion, imagination, individualism and freedom of expression.
- **Nationalism** is one of the main features of this era.

A. VIOLIN AND STRINGS MUSIC

1. **Niccolo Paganini**- Born in October 27, 1782 in Genoa, Italy in a family of six children. His musical skills started with playing the mandolin at the age of five. Transferred his training to the violin at the age of seven. Became the most famous violin virtuoso in the world. He was also rumored to have a problem with women and gambling.

Some works of Niccolo Paganini:

- La Campanella
- 24 Caprices for Solo Violin, Op. 1
- Concerto No. 1 in Eb, Op. 6
- 15 Quartets for Guitar and Strings Trio
- The Carnival of Venice

B. PIANO MUSIC

1. **Frederic Chopin**- Known as “**Poet of the Piano**”. Born on March 1, 1810 in Zelazowa, Poland. He began to play piano at age 4. He composed polonaise at the age 7. Some works of Frederic Chopin:
 - **Ballade**’ A verse form usually consisting of three stanzas of eight or ten lines
 - **Etude**’ A piece composed for the development of a specific point of technique
 - **Mazurka**’ A polish dance resembling the polka, frequently adopted as a ballet form usually in triple time signature
 - **Nocturne**’ An instrumental composition of a pensive, dreamy mood
 - **Polonaise**’ March like Polish dance promenade by couples.
 - **Prelude**’ An introductory performance, event or action
 - **Waltz**’ A piece of music for this dance
 - **Impromptu**’ Performed in an offhand or extemporized style.
 - **Scherzo**’ Playful character typically in ABA form
 - **Sonata**’ composition for one or more solo instruments
2. **Franz Liszt**- The best word that describes his works is “**VIRTUOSITY**”. Most of the people from his time consider him as the

generous composers by sharing both time and money to the orphans, victim of disasters and the many students he taught music for free.

Some works of Franz Liszt:

- Grand Etudes after Paganini
- 12 Transcendental Etudes
- Sonata in B Minor
- Hungarian Rhapsodies
- Faust Symphony - Dante Symphony

C. PROGRAM MUSIC

1. **Robert Schumann**- One of the most famous Romantic composers. He was a composer, music critic and considered himself as the heir to the original creative tradition of Beethoven and Schubert.

Some works of Robert Schumann:

- Abegg Variations, Opus 1 (1830)
- Davidsbundlertanze, Opus 6(1837)
- Carnival, Opus 9(1835)
- Phantasiestucke, Opus 12(1837)

2. **Hector Berlioz**-Is a French romantic composer born on December 11, 1803. At his young age, he learns to play guitar and flute but never became skilled in any musical instruments.

Work of Hector Berlioz:

- Symphonie Fantastique
3. **Peter Ilyich Tchaikovsky**- Known for his BALLETT music. *Ballet* is a theatrical entertainment in which dancing and music often with scenery and costumes combine to tell the story and establish an emotional atmosphere. Born on May 7, 1840 in Votkinsk, Russia.

Some works of Tchaikovsky:

- Swan Lake - Sleeping Beauty
- The Nutcracker - Romeo and Juliet

4. **Camille Saint-Saens**- known as a talented musician from an early age. He was born in Paris on October 9, 1835 and started his music through the help of his Aunt by teaching him piano lesson when he was only two years old and afterward he began composing piano piece at age three. Considered as a composer who creates *elegant music, neat, clean, polished and never excessive*. One of this example, “The Swan”.

Some works of Saint-Saens:

- The Swan - Carnival of the Animals
- Danse Macabre and his Symphony No. 3

ARTS

NEOCLASSICISM 1780-1840

The word **neoclassic** comes from the greek word **neos meaning new** and the latin word **classicus** which is similar in meaning to the english phrase **first class**.

Neo-classicism is the name given to the western movements in the decorative and visual arts. Also, it applies to literature, theater, music, and architecture that draw inspiration from the classical art and culture of ancient greece and ancient rome.

The neo-classical movement coincided with the 18th century **Age of Reason** also known as **age of enlightenment**. The art style was brought about by the renewed interest for greek and roman classics.

Neo-classical art pieces such as paintings, sculpture, and architecture generally portrayed roman history which elevated the roman heroes.

CHARACTERISTICS:

- Rebirth of roman history
- Formal composition
- The use of diagonals show the apex of emotion/moment (versus a regular moments)
- Local color
- Overall lighting
- Classic geo-structure

Neo-classical Painting

1. **Jacques-Louis David(1748-1825) France**
 - is an influential French painter and considered to be the **pre-eminent** painter of the era.
 - a. **The Death of Marat**- David's masterpiece shows the portrayal of a revolutionary martyr. Painting of the murdered French revolutionary leader **Jean Paul Marat**.
 - b. **Napoleon Crossing the Alps**- showed a strongly idealized view of the real crossing that **Napoleon** and his army.
 - c. **Oath of the Horatii**- large painting that depicts a scene from a Roman legend that dispute between Rome and Alba Longa.
2. **Jean-Auguste-Dominique Ingres (1780-1867) France**
 - Was a pupil of Jacques-Louis David.
 - His paintings were usually nudes, and mythological themes. Regarded as one of the great exemplars of academic art and one of the finest **Old Masters** of his era.
 - a. **Portrait of Napoleon on the Imperial Throne**- depicts Napoleon in his decadent

coronation costume, seated on his golden-encrusted throne.

- b. **The Apotheosis of Homer**- depicts an image of Homer, receiving to brilliant men of Rome, Greece and contemporary times.

Neo-classical Sculptures

- One of the great ages of public sculpture. Artists looked to Roman styles during the time of **Alexander the Great** for inspiration as well as to mimic their style.
1. **Antonio Canova (1757-1822) Italy**
 - He was a prolific Italian sculptor who became famous for his marble sculptures that delicately rendered nude flesh.
 - He opened the idea for portraying sexual pleasures.
 - a. **Psyche Awakened by Cupid's Kiss**- marble sculpture portraying the relationship of Psyche and Cupid.
 - b. **Washington**- marble sculpture of Washington currently displayed at North Carolina Museum of History.
 2. **Bertel Thorvaldsen (1789-1838) Denmark**
 - was the first internationally acclaimed Danish artist.
 - He executed sculptures of **mythological characters**.
 - a. **Christ**- marble sculpture image of resurrected Christ.
 - b. **Lion of Lucerne**- sculpture of a dying lion in Lucerne, commemorates the Swiss Guards who were massacred in 1792 during French Revolution.

Neo-classical Architecture

- style that started in the mid-18th century.
- A. **Temple Style building** – features a design based on an ancient temple.
 1. **Pantheon, Paris** by Jacques
 2. **British Museum, London** by Robert Smirke
 3. **La Madeleine de Paris** by Vignon
 - B. **Palladian building**- is based on Andrea Palladio's style of villa construction.
 1. **Robert Adam (1728-1792) Britain**
 - Most famous Palladian architect of the Neoclassical who designed many fine country houses.
 - **White House**
 - **United States Capitol**
 - C. **Classical Block**- building features a rectangular or square plan, with a flat (or roof and an exterior rich in classical detail.

1. **Henri Labrouste**- his masterpiece is the **Library of Sainte-Genevieve**
2. **Charles Garnier**- designed the most famous classical block of all which is the **Palais Garnier**, a Neo-baroque opera house.
3. **New York Public Library** by Carrere
4. **Boston Public Library** by McKim

ROMANTICISM, 1800-1810

-is a movement in which the artists of neo-classical period sought to break new ground in the expression of emotion, both subtle and stormy.

-It embraced a number of distinctive themes, such as a longing for **history, super natural elements, social injustices and nature.**

-**Landscape painting** became more popular due to the people's romantic adoration of nature.

Characteristics:

- Shows the height of action
- Emotional extremes
- Celebrated nature as out of control
- Dramatic compositions
- Heightened sensation (life and death moments)

Romantic Paintings (Portraits/Figures)

- The paintings of the Romantic period focus on emotion. Artists expressed as much feeling and passion as it could onto a canvas.
1. **Jean Louis Theodore Gericault (1791-1824) France**
 - Gericault is the **first French master** and the leader of the French realistic school. His masterpieces are **energetic, powerful, brilliantly colored, and tightly composed.**
 - a. **The Raft of the Medusa**- portrays the victims of a contemporary shipwreck.
 - b. **Charging Chasseur**- first major work revealed the influence of the style of Rubens and an interest in the depiction of contemporary subject matter.
 - c. **Insane Woman**- mentally disabled that has a peculiar hypnotic power.
2. **Eugene Delacroix (1798-1863) France**
 - Considered the **greatest French Romantic painter** of all. He achieved brilliant visual effects using small, adjacent strokes of contrasting color.
 - Most influential to the most of Romantic painters and eventually, his technique was

adopted and extended by the **impressionist artist.**

- a. **Liberty Leading the People**- this painting commemorates the July Revolution of 1830, which toppled Charles X of France. A woman personifies Liberty and leads the people forward over the bodies of the fallen, holding the flag of the French Revolution.
3. **Francis Goya (1746-1828) Spain**
 - Is a commissioned Romantic painter by the **King of Spain**. He is also a **printmaker** regarded both as the last of the "**Old Masters**" and the first of the "**Moderns**".
 - a. **The Third of May**- Goya's masterpiece that sought to commemorate Spanish resistance to Napoleon's armies during the occupation of 1808 in the Peninsular War.
 - b. **Saturn Devouring His Son**- depicts the Greek myth of the Titan Cronus (Saturn), who fears that he would be overthrown by one of his children, so he ate each one upon their birth.
 - c. **The Burial of Sardine**- was a Spanish ceremony celebrated on Ash Wednesday and was a symbolical burial of the past to allow society to be reborn, transformed with new vigor.

Romantic Painting (Landscape Painting)

- Landscape painting depicts the physical world that surrounds us and includes features such as mountains, valleys, vegetation and bodies of water.

Famous landscape artists:

1. **Theodore Rousseau**
 - a. Der kleine Fischer
 - b. Landscape with a Plowman
2. **Jean-Baptiste-Camille Corot**
 - a. The Church of Marissel, near Beauvais
 - b. Le repos sous les saules

ROMANTIC SCULPTURE

- Can be divided into works that concern **the human world** and those that concern **the natural world.**
1. **Francois Rude (1794-1855) France**
 - Best known for his social art which inspires and captures the interest of a broad public.
 - a. **Departure of the Volunteers**- known as **La Marseillaise**, this work portrays the goddess liberty urging the forces of the French Revolution onward.

- b. **JEANNE d'ARC**
- 2. **Antoine-Louis Barye (1796-1875) France**
 - Most famous **Animal Sculptor** of all time, studied the anatomy of his subjects by sketching residents of the Paris Zoo.
- a. **Hercules Sitting on a Bull**
- b. **Theseus Slaying a Minotaur**

GOTHIC REVIVAL ARCHITECTURE

- Also known as Victorian Gothic or Neo-Gothic.
- Is an **architectural movement**. Many of Neo-Gothic buildings feature **Casteilation** which is characterizing crenelated walls and towers in imitation of medieval castles.
- **Strawberry Hill** the most famous work of the decorative phase of Gothic Revival
- Widely used in **churches** and **civic buildings**. **Bricks** and **Stones** were both commonly used.

Architects who used Neogothic Style:

1. **Charles Barry**- name behind Britain's foremost Gothic Revival monument the **Westminster Palace**.
2. **James Renwick**- Has his crowning American work, the **St. Patrick's Cathedral** (New York).

Neo-classicism and Romanticism in the Philippines

1. **Felix Resurreccion Hidalgo Y Padilla (1855-1913)**
 - One of the great Filipino painters of the 19th century and also as significant in Philippine history for having been an acquaintance and inspiration for members of the *Philippine Reform movement*.
- a. **The Christian Virgins Being Exposed to the Populace**- This painting portrays two scantily clothed Christian female slaves being mocked by a group of boorish Roman male onlookers.
2. **Juan Luna y Novicio (1857-1899)**
 - Is a painter and sculptor. He was also a political activist of the *Philippine Revolution* during the late 19th century.
- a. **Spoliarium**- is a Latin word referring to **basement of the Roman Colosseum wherein the fallen and dying gladiators are dumped and devoid of their worldly possessions**. The image of the Romans

dragging the dead gladiators symbolizes the colonial oppression of the indigenous people

3. **Fernando Cueto Amorsolo (1892-1972)**
 - **Amorsolo** is a **National Artist** in painting. He was a portraitist and painter of rural Philippine landscapes. Also, he was popularly known for his craftsmanship and mastery in the use of light.
- a. **Planting Rice with Mayon Volcano**
4. **Guillermo Estrella Tolentino (1890-1976)**
 - **Tolentino** is a Filipino sculptor who was named **National Artist for the Visual Arts** in 1973, and is hailed as the "**Father of Philippine Arts**".
 - **OBLATION (Univ. Of the Phil.)**
 - **Pambansang Bantayog ni Andres Bonifacio**
5. **Napoleon Isabelo Veloso Abueva**
 - He is the only **Boholano** given the distinction as **National Artist of the Philippines** in the field of visual arts. Entitled as the "**Father of Modern Philippine Sculpture**".
- a. **Siyam Na Diwata ng Sining**

Buildings that built during American Colonization in the Philippines by R.G Chan & Associates.

1. Zamboanga Municipal Building
2. Iloilo Customs House
3. Laguna Provincial Capitol
4. Negros Occidental Provincial Capitol
5. Cebu Normal School
6. Sorsogon Municipal Building
7. Zamboanga Normal School
8. San Fernando Provincial Hospital
9. Corregidor Hospital
10. Executive House
11. Bureau of Science and Insular Laboratory
12. Baguio Government Center
13. Laoag Normal School
14. Elks Club
15. Paco Train Station
16. American High Commission Mansion
17. Bontoc Catholic Church
18. Manila Post Office

PHYSICAL EDUCATION

FESTIVAL DANCES

-Are cultural dances performed to the strong beats of percussion instruments by a community of people sharing the same culture usually done in honor of a patron saint (RELIGIOUS) or in thanksgiving of a bountiful harvest (SECULAR).

Fitness- a universal concern of all

Religious Festivals

A. Honoring Sto. Nino

1. **Sinulog Festival**- Cebu City, January

2. **Dinagyang Festival**- Iloilo City January

3. **Ati-atihan Festival**- Aklan, January

4. **Pintados de Passi**- Ilo-ilo, March

5. **Sangyaw Festival**-Tacloban City, July

B. Honoring Virgin Mary

6. **Penafrancia**- Bicol, September

C. Honoring Saint Clement

7. **Higantes Festival**- Angono Rizal, Nov.

D. Honoring Saint Paul

8. **Longganisa Festival**-Vigan City, Ilocos Sur, January

E. Honoring James the Great

9. **Kinabayo Festival**- Dapitan City, July

F. Honoring Senor Santiago

10. **Pattarradday**- Santiago City, May

SECULAR FESTIVAL

1. **Bangus Festival**- Dagupan, Milkfish, April-May

2. **Bambanti Festival**- Isabela, Scarecrow, January

3. **Mammangui Festival**- City of Iligan, Corn Industry, May

4. **Mango Festival**- Iba, Zambales, Mango Industry, April

5. **Panagbenga Festival**- Baguio City, Flower Industry, February

6. **Ibon Ebon Festival**- Pampanga, Migratory Birds Egg Industry

7. **Masskara**- Bacolod City, Mask (Sugar Industry), October

8. **T'nalak**- Koronadal, Cotabato, Colorful Abaca, January

9. **Ammungan Festival**- Nueva Vizcaya, Gathering of Tribal Industries, May

10. **Binatbatan Festival**- Vigan, Ilocos Sur, Weaving Industry, May

Locomotor Movements

- Movements that allow you to move from one point in space to another.

Preparatory movement:

1. **Step**- basis of all locomotor movements. It prepares you to move in any direction you wish to go.
2. **Walk**- Series of steps executed by both of your feet alternately in any direction.
3. **Run**- series of walks executed quickly in any direction wherein only one foot stays on the ground while the other is off the ground.
4. **Jump**- simply described by having both feet lose its contact with the ground.

Non-Locomotor Movements

- Movements that do not allow you to move from one place to another.
1. **Flexion**- act of decreasing the angle of a joint or bend.
 2. **Extension**- act of increasing the angle of a joint or stretching.
 3. **Contraction**- A muscle movement done when it shortens, narrows and tightens using sufficient amount of energy in the execution.
 4. **Release**- A muscle movement done when it let goes or let looses.
 5. **Collapse**- to deliberately drop the exertion of energy into a body segment.
 6. **Recover**- to regain the energy into a body segment.
 7. **Rotation**- to move a body segment allowing it to complete a circle with its motion.
 8. **Twist**- To move a body segment from an axis halfway .
 9. **Pivot**- to change position of a feet in a less than 360 degrees turn.
 10. **Turn**- to move in a turning movement with a base of support, usually a pointed foot, the other raised, while equilibrium is maintained until the completion of the turn.

Basic 2/4 Time Folk Dance Steps

1. **Close Step**- Step, close 1 2

2. **Bleking**- Heel-place, close 1 2

3. **Touch Step**- Point, close 1 2

4. **Walk**- Step R, step L

5. **Change Step**- Step, close, step 1 and 2

6. **Cross Change Step**- Cross-step,close, step 1and2

7. **Hop Step**- Step, hop 1 2

8. **Mincing**- With heels raise, take as many steps as you can 1and2

9. **Cross Step**- Step, cross or cross, step 1 2

10. **Heel-toe,change step**- Heel-place, toe-point, step,close,step 1 2 1 and 2

HEALTH

UNINTENTIONAL INJURY PREVENTION, SAFETY AND FIRST AID

A. The Basic of First Aid

- **First aid** is an immediate and temporary care given to a person who suddenly becomes ill or injured.
- It includes self help and home care if medical assistance is not available or delayed.

Roles of First Aid

- It is a bridge that fills the gap between the victim and the physician.
- It is not intended to compete with or to take the place of the services of the physician.
- It ends when the services of the physician begins.

Objectives of First Aid

1. To save lives
2. To prolong life
3. To alleviate suffering
4. To *prevent* further injury

Characteristics of a Good First Aider

1. **Gentle** – does not cause pain and panic
2. **Observant** – notices all signs
3. **Resourceful** – makes the best use of things at hand
4. **Tactful** – does not frighten the victim
5. **Sympathetic** – comforts and reassures the victim

Principles of First Aid

(Dos in Giving First Aid)

- DO stay calm.
- DO reassure and comfort for the victim.
- DO check for a medical bracelet indicating a condition, such as epilepsy or diabetes.
- DO loosen any tight clothing.
- DO keep the victim covered

(Don'ts in Giving First Aid)

1. DON'T give food and drink to an unconscious person
2. DON'T move an injured person unless you need to place him/her in the recovery position.

B. Survey of the Scene and the Victims

American Heart Association

- ▶ Published : **Journal of the American Heart Association**
- ▶ This book recommending that **chest compressions** be the first step for lay and professional rescuers to revive victims of

sudden cardiac arrest, the association said the **A-B-C (Airway – Breathing – Compressions)** of CPR should now be changed to **C-A-B (Compressions – Airway –Breathing)**.

- ▶ **Cardio Pulmonary Resuscitation- Is a lifesaving technique useful in many emergencies, including heart attack or near drowning, in which someone's breathing or heartbeat stopped.**

Airway-Breathing-Compression

- ▶ “Open victim’s airway by tilting their head back, pinching the nose, and breathing into the victim’s mouth, and only then giving chest compressions” said by **Michael Sayre, M.D..**
- ▶ “This approach was causing significant delays in starting chest compressions, which are essential for keeping oxygen-rich blood circulating through the body. **Changing the sequence from A-B-C to C-A-B** for adults and children allows all rescuers to begin chest compressions right away.”

Circulation-Airway-Breathing

- ▶ The American Heart Association uses the acronym of CAB to help people remember the order to perform the steps of CPR.
- ▶ **CIRCULATION:** Restore blood circulation with chest compressions
- ▶ **AIRWAY:** Clear the airway
- ▶ **BREATHING:** Breathe for the person

CIRCULATION: Restore blood circulation with chest compressions

1. Put the person on his or her back on a firm surface.
2. Kneel next to the person’s neck and shoulders.
3. Place the heel of one hand over the center of the person’s chest, between the nipples. Place your other hand on top of the first hand. Keep your elbows straight and position your shoulders directly above your hands.
4. Use your upper body weight (not just your arms) as you push straight down on (compress) the chest at least 2 inches (approximately 5 cm). Push hard at a rate of about 100 compressions a minute.

5. If you haven't trained in CPR, continues chest compressions until there are signs of movement or until emergency medical personnel take over. If you have trained in CPR, go on to checking the airway and rescue breathing.

AIRWAY: Clear the airway

1. If you're trained in CPR and you've performed 30 chest compressions, open the person's airway using the head-tilt, chin-lift maneuver.
2. Check for normal breathing, taking no more than five or 10 seconds.

BREATHING: Breathe for the person

1. Rescue breathing can be mouth to mouth breathing or mouth to nose breathing if the mouth is seriously injured or can't be opened.
2. With the airway open, pinch the nostrils shut for mouth to mouth breathing and cover the person's mouth with yours, making a seal.

Difference between Signs and Symptoms

SIGNS- Details discovered by applying your senses- sight, touch, hearing and smell.

Example: bleeding, swelling, deformities

SYMPTOMS- Sensations that the victim feels or experiences and may be able to describe.

Example: nausea, vomiting, heat, impaired sensations

DRESSING AND BANDAGES

Dressing- is a piece of sterile cloth that covers a wound to prevent infection and/or to stop bleeding.

Cold Compress- used to reduce swelling and relieve pain, especially for sprain and strain.

Bandages- are used to apply pressure to bleeding and it always use a square knot (right over left and left over right) .

Two Phases of Bandaging

1. **Open Phase Bandaging-** used for wounds on *top and back of the head, chest, back, hand, and foot, and as arm sling.*
2. **Cravat Phase Bandaging-** used for wounds that need extra support like wound on the *eye, forehead, ear, cheek, jaw, shoulder, hip, arm, leg, elbow, knee, and palm and for a sprained ankle.* The narrower the cravat is, the greater the pressure it will give.

Wounds- break in the continuity of a tissue in the body.

Open wound- there is a break in the skin

Close wound- there is no break or damage in the skin. It is also called ***Hematoma or Contusion.***

Kinds of Open Wounds

1. **Puncture-** is a piercing wound caused by nails, needles and other pointed objects.
2. **Abrasion-** caused by rubbing or scraping the skin against a rough surface.
3. **Incision-** is a cut caused by knife, broken glass, or any sharp objects.
4. **Laceration-** is a blunt breaking or tearing of soft tissues usually resulting from mishandling tools and other accidents.
5. **Avulsion-** is a forcible tearing or partial tearing away of tissues.

How to Manage Wounds:

A. For management of hematoma/close wound, we use the mnemonic **RICE**:

1. **R**est the injured part
2. **I**ce application
3. **C**ompression
4. **E**levation

B. First Aid for Open Wounds with Severe Bleeding

1. Wear gloves and remove or cut clothing as necessary to expose wound.
2. Control bleeding by applying direct pressure.
3. Elevate the injured part above the heart
4. Cover with sterile dressing and bandage.
5. Care for shock.
6. Consult a physician immediately.

CARRYING AND TRANSPORTING AN INJURED PERSON

A. One-man Transport

1. **Fireman's Carry-** the easiest way to transport a light and smaller victim.
2. **Piggy Back-** when the victim is conscious
3. **Pack Strap Carry-** when the victim is smaller than the first aider.
4. **Shoulder Drag-** used when the floor is smooth, short distance transport.
5. **Fireman's Drag or Tied-hands Crawl-** used when first aider and victim must crawl underneath a low structure or smoky room.
6. **Blanket Drag-** used when the victim is seriously injured and should not be lifted.

B. Two-man Carry

1. **Chair or Seat Carry-** when there are two first aiders and a chair is available.

C. Three or More-Man Transport

1. **Hammock Carry-** when there are three first aiders

2. **Bearer Alongside Carry**- carriers will stay on the uninjured side of the victim.
3. **Six Man Lift and Carry**- when there are six first aiders.

FIRST AID FOR COMMON UNINTENTIONAL INJURIES

1. **Fracture**- is a break or crack in a bone.

First Aid:

- a. do not
- b. Do not move the injured part.
- c. Stop bleeding if there is any.
- d. If you have to move the person, immobilize the broken part by splinting.
- e. Seek medical help immediately

2. **Dislocation**- is a partial or complete displacement of the bones.

First Aid:

- a. Call for help immediately
- b. Splint the affected part
- c. Do not try to move a dislocated part or force it back into place
- d. Apply ice on the injured part to reduce swelling.

3. **Sprain**- is an injury to the ligaments of a bone due to accidental tearing or overstretching

Strain- is an injury to the muscles which is a result of improper use of the muscle.

First Aid:

- a. Rest the injured part
- b. Apply ice
- c. Compress the injured part
- d. Elevate the injured part

4. **Heat Exhaustion**- is caused by loss of salt and water due to excessively high temperature. This may lead to heatstroke and even death.

First Aid:

- a. Transport a victim to a cool place
- b. Give him/her plenty of water
- c. Check for vital signs
- d. Seek for medical help

5. **Food Poisoning**- is caused by consuming food or drink that is contaminated with bacteria or viruses.

First Aid:

- a. Help the person to lie down and rest

- b. Give him plenty of flavorless fluids to drink and a bowl to use if he vomits
- c. Call for medical help if the condition worsens

6. **Choking**- result when a foreign object blocks the throat.

First Aid:

- a. Ask the person if he is choking
- b. Encourage him/her to cough
- c. When the person cannot speak or stops coughing, give him five back blows. Stand behind him and help him lean forward. Support his chest with one hand, and give five sharp blows between the shoulder blades with the heel of your hand
- d. If back blows fail, try abdominal thrusts. Stand behind the person and put your arms around the upper part of his abdomen. Clench your fist with thumbs inward. Place it between navel and the bottom of breastbone. Grasp your fist with your other hand. Pull sharply inwards and upwards up to five times.
- e. If obstruction still has not cleared, call for an ambulance. Continue until help arrives.

7. **Drowning**- happens when air cannot get into the lungs because of water. It can cause immediate death when taken for granted.

First Aid:

- a. Lay the person down on his/her back
- b. Check breathing and open the air way
- c. Give rescue breaths and chest compression if necessary
- d. If the person is breathing place him/her in the recovery position
- e. Treat for hypothermia by removing wet clothing and covering him/her with a dry blanket

8. **Heart Attack**- is caused by a sudden obstruction of blood supply to the part of the heart muscle

First Aid:

- a. Help the person sit or lie down with head elevated
- b. Call for medical help
- c. If the person is conscious, give him/her a full-dose aspirin and advise him/her to chew it slowly

- d. Constantly monitor the vital signs. Be prepared to give rescue breaths and chest compression

9. **Chemical Burns-** may occur when electricity passes through the body

First Aid:

- a. Make sure the contact with the electrical source are broken
- b. Flood the site of injury at the entry and exit points of the current with plenty of cold water
- c. Wear disposable gloves and place a sterile dressing or a bandage over the burn to protect it from airborne infection
- d. Call for medical help
- e. Reassure the victim and treat for shock

10. **Burn** – are often due to domestic incidents such as touching a hot iron, friction (rope burn) or spilling boiling water on the skin

First Aid:

- a. For minor burn, flood the injured area with cold water for at least how long to stop burning and relieve pain
- b. Put on gloves and cover the area with sterile non-adhesive dressing or bandage
- c. For severe burn, help the person to lie down and prevent the burn area from coming into contact with the ground. Douse the burn with plenty of cold liquid
- d. Seek for medical assistance. Do not delay medical help
- e. Wear disposable gloves and gently remove any rings, watches, belts, shoes, or smouldering clothing before the tissues begin to swell
- f. Carefully remove any burnt do thing, unless it is sticking to the skin. Cover the burnt area with non-adhesive dressing or bandage
- g. Continue to monitor vital signs
- h. Reassure casualty and treat for shock

11. **Heat Stroke-** is caused by failure of the “thermostat” in the brain to regulate body temperature. When this happens, the body becomes seriously heated.

First Aid:

- a. Move the person immediately to a cool place.
- b. Remove as much of his outer clothing as possible.
- c. Call for medical help

12. **Stroke-** is a condition in which the blood supply to a part of the brain is suddenly and seriously impaired by a blood clot or ruptured blood vessel.

First Aid:

- a. If the person is conscious, help him to lie down with his head and shoulders slightly raised and supported.
- b. Incline his head to the affected side and place a towel on hs shoulder to absorb any dribbling.
- c. Call for help
- d. Loosen any tight clothing.
- e. Monitor vital signs and reassure the victim
- f. If the victim is unconscious, give rescue breathing and chest compression.
- g. Call for ambulance or call for help

