



First Aid and Children

Resource Guide

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International Federation
of Red Cross and Red Crescent Societies

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Foreword

The International Federation of Red Cross and Red Crescent Societies (IFRC) is the largest trainer and provider of first aid services in the world. In 2014, more than 15 million people were trained in first aid by 116 National Societies. For more than 150 years first aid has been one of the main services provided by Red Cross and Red Crescent volunteers.

First aid is an essential skill for rapid and efficient intervention in case of emergency that can help reduce suffering and injuries, improve chances of survival and reduce the number of disabilities. World First Aid Day (WFAD) provides an opportunity to promote first aid around the world. This year, the main theme is "first aid for and by children".

IFRC identifies children both as first aid providers and as a large percentage of recipients of first aid help in emergencies.

It is important to recognize the abilities of children to practice first aid as well as capitalize on the opportunity to prepare a more resilient generation by creating an active role for children in protecting themselves and their community.

Moreover, it is also important to keep in mind the role adults can have in saving children's lives in case of disaster or accidents.

Collaboration is the most effective way to push first aid education further. It is only through the cooperation and commitment of all stakeholders such as organizations, associations, institutions and companies that awareness campaigns on first aid for and by children will succeed.

This resource guide is targeted to National Society first aid program managers, first aid trainers and volunteers. National Societies and their local branches can use this guide to create new tools or to improve their existing first aid training material for children.

I. Introduction

A. Introduction

This resource guide has been developed by the IFRC Global First Aid Reference Centre for World First Aid Day 2016. However, it should be used beyond the event itself.

It is aimed to help National Red Cross and Red Crescent Societies and their local branches to develop new first aid training for and by children or to expand their existing activities.

In this guide, different aspects of project development are addressed:

- First, communication is essential to address before any other action to ensure the target audience will be receptive. Some guidelines and recommendations included in this guide will increase the impact of campaigns.
- Secondly, establishing relevant partnerships offers additional resources for program development. The guide includes recommendations on how to create effective partnerships with different stakeholders.
- Then, recommendations will allow you to use a pedagogical approach adapted to children.
- Finally, a series of "best practices" present examples of concrete activities and first aid training tools for children. These activities and tools will help teach different age groups of children life-saving skills in a variety of situations.

B. Key Figures and Facts

- In 2015, 26% of the world's people were under 15 years of age. By 2050, there will be nearly 10 billion people; more than 2.6 billion of them younger than 18.¹
- "Every year, nearly 1 million children die from injuries. Tens of millions more require hospital care for non-fatal injuries. Many are left with permanent disabilities or brain damage."² Children must be motivated to help their peers in emergencies according to their abilities and adults must be encouraged to provide first aid to children during accidents or catastrophes.
- Children are particularly vulnerable to injury. "Injury is a significant cause of death and morbidity among children from the age of one. Each year approximately 950,000 children aged less than 18 years die as a result of an injury or violence. Nearly 90% of these deaths – about 830,000 – are due to unintentional injuries. Most of these unintentional injuries are the result of road traffic crashes, drowning, burns, falls and poisoning, with the highest rates occurring in low-income and middle-income countries."³
- "Children learn more quickly during their early years than at any other time in life."⁴ The possibility of training children in first aid should be highlighted so they can act in emergency situations, and be aware of causes of injury and risks. Informing children about first aid at a young age builds a knowledge base of skills they can call upon in the future.
- "Emergencies such as conflicts, disasters or epidemics, expose families to risks that make them especially vulnerable to disease, malnutrition and violence."⁵ Involving parents in first aid training is essential for the safety of children and provides parents with the needed skills to face emergencies with confidence, taking into consideration the anxiety they will face when trying to save their own children.
- Alarmingly, drowning is among the 10 leading causes of death of children and youth across the world, with children under 5 years of age disproportionately at risk.⁶

C. Objective and Target Group

This resource guide aims to support National Societies' needs in offering first aid training for children. It provides support for the implementation of one of the resolutions of the 32nd International Conference of the Red Cross and Red Crescent (December 2015), which "encourages States to promote regularly refreshed first aid education across the life-span of their citizens, in particular, to the degree and capacity the national system allows, through mandatory training for school children, teachers and driver's license applicants, and to ensure equal participation of women, girls, men and boys in first aid training."

1 *World Population Prospects, 2015 Revision*; http://esa.un.org/unpd/wpp/publications/files/key_findings_wpp_2015.pdf

2 *Facts for life, Fourth Edition*; <http://www.factsforlifeglobal.org/resources/factsforlife-en-full.pdf>

3 *Injury prevention and the attainment of child and adolescent health*; <http://www.who.int/bulletin/volumes/87/5/08-059808/en/>

4 *Facts for life, Fourth Edition*; <http://www.factsforlifeglobal.org/resources/factsforlife-en-full.pdf>

5 *Facts for life, Fourth Edition*; <http://www.factsforlifeglobal.org/resources/factsforlife-en-full.pdf>

6 *Global report on drowning*, World Health Organization; http://www.who.int/violence_injury_prevention/global_report_drowning/Final_report_full_web.pdf

Activities documented in this resource guide focus on children 3 to 12 years of age.

The contents of the training should be adapted to the age of the child and their physical and psychological abilities.

D. Recommended Use

1. What to expect from first aid training for children?

Children can become first aid providers, depending on their age and their psychological maturity. Training them in first aid will prepare them to assist themselves (for example: direct pressure to stop bleeding), their peers or their family. Very young children (under 6) can learn how to protect and alert the emergency services; children between 6 and 10 can learn practical gestures such as the recovery position in case of an unconscious person or manual compression to stop bleeding and finally children older than 10 can be taught in all first aid techniques including CPR. Afterwards, refresher courses will be enough.

Beyond resilience, training children in first aid can develop their psychosocial abilities which are essential for healthy development so they become responsible citizens.

First Aid Training for youth can also foster the inclusion of disadvantaged young people, promote the values of the Red Cross and Red Crescent and encourage young people to volunteer.

2. Limitations

Caution should be given to ensure not to ask too much of a child; children cannot have the same responsibilities as adults. Giving them too much responsibility could endanger them: they need to be accompanied, if possible, by an adult if they have to provide first aid.

II. Promoting first aid training for children

A. Holistic Approach

1. Why?

Communication is a key element in designing first aid training programs for children, and stakeholders are not always fully aware of the associated challenges.

2. Objectives

The goal is to raise awareness of everyone: institutions (ministry, school, recreational and daycare centres), teachers and parents so that they can encourage children to be trained.

3. How?

Ideas that motivate all these different groups to implement first aid training for children may be similar, but each group also has its own specific focuses which should be considered (see below section on Target groups).

In order to mobilize stakeholders, one should insist on the following points:

- First aid is simple, accessible to *all*.
- Learning first aid goes beyond acquiring first aid skills; it also implies developing *psychosocial competencies* (empathy, compassion) which are fundamental to both children's healthy development and the spirit of prevention.
- First aid values are in *complete accord* with the school's values.

4. When?

Every opportunity to communicate should be seized; however, there may be times when concrete actions will be easier to implement. For schools, communication should ideally happen by the end of the school year when training activities can be planned for the following school year.

B. Target groups

1. Ministry or services in charge of education

The ministry or service in charge of education is a key partner to train as many children as possible. In order to have the decision makers on board, it will be necessary to emphasize that first aid training is in accordance with their values – especially the development of citizenship. The resolution of the 32nd International Conference mentioned above is an essential reference document in this process.

2. School

As long as first aid is not officially compulsory in the school curriculum, schools must be directly addressed in order to meet your educational objectives.

Using the same approach as with the ministries or services in charge of education, school directors must be convinced to organize first aid activities. If ministries or services in charge of education send recommendations beforehand, it will be easier to mobilize schools.

3. Teachers

Involving teachers is crucial as it will be almost impossible to progress without their collaboration even if ministries or services in charge of education are convinced. Teachers may need to be reassured on how easy first aid is and on their ability to teach first aid (if they will be the trainers). Training sessions should be short and happen over several days. Support from the school management and the ministry or service in charge of education is also essential.

4. Parents

Parents are often not fully aware of the importance of first aid training for their children, or their child's capacity to provide first aid. It is therefore necessary to explain that first aid by children is both possible and useful. School campaigns as well as mass campaigns will help parents become familiar with the issue. It might be useful to convey the message directly at the places where the child is engaged: at school, parks and leisure (sports and recreational) centres.

5. Grandparents

Similar to parents, grandparents may need additional information to help them realize the role that children can have in first aid. Grandparents may have additional free time to accompany children to a training session.

C. Actions

1. Disseminate tools developed by National Societies to stakeholders

A first step in the campaign may be to develop awareness-raising tools on first aid for children and to disseminate them via postal and electronic mail or via social networks to all stakeholders.

This first approach will help facilitate the discussion process. This resource guide may provide inspiration to help you build awareness-raising tools.

2. Implement activities at school

Organizing activities in the schools will allow you to get in touch with school management and teachers and to answer any questions. Making an initial connection with the ministry or service in charge of education will ease the relationship with the schools. Afterwards, local branches can meet with school management and propose organizing activities on their premises.

Even though children can be reached directly through schools, the purpose initially will be to raise awareness among the teachers to help ensure training will be set up.

You will need to support teachers by offering age-appropriate, easy-to-implement tools suitable for their students. This practical guide proposes some activities that are easy to organize. Organizing activities will meet a double objective: train the children and encourage teachers to train them.

3. Communicate through existing events

Existing events can be excellent opportunities to communicate on first aid for and by children.

Events organized by Red Cross and Red Crescent National Societies

Events organized by National Societies are always good opportunities to present what we want to

achieve. One example involving all National Societies is World First Aid Day. This event is a unique opportunity to raise awareness among many stakeholders.

Some teachers prefer to link education to topical issues; therefore, it will be useful if they receive information on this day far in advance so that they can prepare. Two channels should be used to share the information: the ministry or service in charge of education who will forward it to the schools, and the media who will reach the general public. Providing schools with tools such as posters, especially to draw parents' attention, will increase the impact of the day.

External events

Activities organized in your country focusing on children or first aid may be a good opportunity to encourage action on "first aid by and for children".

Moreover, Red Cross and Red Crescent National Societies may also arrange to be present at events involving target groups. It may be possible to reach these target groups during exhibitions dedicated to parents, older people or teachers.

4. Media communication

Mass media are the most appropriate channel to reach the lay public.

Articles

Media may be interested in covering issues related to "first aid for and by children," which is a trendy topic. Accordingly, you could send media outlets a press release including the following information:

- Some figures related to first aid that will give a quantitative indicator regarding the impact of the training.
- Some first aid techniques that will make the general public familiar with the basics before going further.
- A slogan or a tagline to encourage children to learn first aid.
- If possible, a true story reporting how useful it is to be trained in first aid (e.g. a child who provided first aid to himself or herself or to another person).

Depending on the target group, some media will be more efficient:

- Older people will be more receptive to television (television news or game shows), written newspapers and magazines for older people, as well as some radio shows (news, talk shows).
- Younger people will be more attracted to digital media and radio shows for younger people.
- Parents may be reached through all the different media (television, newspapers, radio or digital media).

Publicity:

A greater number of people may be reached through publicity when a direct, visual message is sent. Thought should be given to planning the best message for the targeted audience.

5. Building a communication kit

Build a communication kit to share with the local branches so they can spread the message at their level. This kit may include infographics, press releases, customizable posters, and examples of messages for social media.

III. Partnerships

Our impact is greater when we work together. Partnerships can be formed between a number of individuals, agencies, or organizations with a shared interest. The IFRC's objective is to reduce risks and to prevent consequences of injuries through prevention: this objective is also pursued by health services, government and organizations/companies from the private sector such as insurance companies.

Working in partnership with the Red Cross and Red Crescent has many benefits for agencies, organizations and companies who wish to advance their role within the community and demonstrate their corporate social responsibility.

Partnerships may be formed to address short or long-term objectives. All partners must be open, a bond of trust must exist, and regular communication is essential.

A. Advantages and Challenges of Partnerships⁷

1. Benefits of partnerships

- The pooling of resources extends their reach.
- Can develop new and innovative approaches.
- A wider range of expertise brought to the problem.
- Greater access to sources of funding.
- Easier access to a wider range of audiences.

2. Challenges

- Individuals in the partnership must have authority from the organization they represent to make decisions. A lack of decision making and protracted discussions can lead to apathy within the group.
- Partnerships must focus on what they have been set up to do; too often other issues sidetrack the partners.
- Although some competition is good for the synergy of a partnership and can be motivating, too much competition can damage the group dynamics.
- It is important to get the balance of communication right. Too many meetings can put partners off attending; too little communication can result in duplication of effort. Communication channels need to be open at all times.
- Funding is very important; however, the partnership should not be totally focused on funding. Provision of resources (human and material) must be considered.
- Each partner's expectations of working in partnership may be different. This can lead to conflict unless discussed openly.
- Working in partnership often takes longer to produce results than most organizations anticipate. It takes time to develop trust between partners which can slow down the process of making decisions and using resources.
- Although partnerships can, on occasion, be complex and slow moving, they offer an excellent opportunity to move issues forward and bring them to the attention of the public. First aid is a subject well suited to working in partnership, as nearly everyone has an interest in the topic.

B. Leisure / Social groups / Clubs

This is a particularly useful area for distribution of first aid messaging.

⁷ Red Cross Road Safety Toolkit - European Redcross Campaign

Neighbourhood associations are often involved in community activities; first aid between neighbours (including children) can play a major role in the first steps of the chain of survival.

Sports clubs have been used extensively. Communities have a great affinity with their club and see players as role models. This can bring club sponsors on board as funding sources for your project. It also gives access to large crowds on match days to promote your initiative or hand out publicity materials.

Schools, as previously noted, are excellent places to promote first aid by children.

Summer camps and recreational centres may be great places to deliver messages on first aid by children.

Youth associations (Scouts etc.) are particularly active in promoting safety; many of them are keen on offering training certificates or badges in first aid prevention and competency. This offers the opportunity for local Red Cross or Red Crescent coordinators to attend meetings and carry out testing prior to awarding badges.

There is a large variety of age groups in clubs, from mother and toddler groups right through to clubs for older people. Liaison with local councils (at the city, community or regional level) can help identify such groups.

C. Businesses

Corporate organizations can be great supporters of campaigns and, once on board, they tend to stay with the project for a number of years. The name of a famous company on your campaign can add a great deal of visibility to your message.

A bonus of a large business coming on board is that the campaign message and resources can be cascaded internally to the workforce, shareholders, members etc. This lets the company be seen as socially responsible.

In most cases major businesses set their sponsorship and corporate social responsibility agenda at least a year in advance. Some will support a certain charity for only one year then move to another charity the following year – others will make a longer commitment. It is therefore crucial that you apply early to your target company. **Planning ahead is very important.**

In order to integrate into the community and generate positive publicity, companies are looking for partnerships with non-profit organizations.

Companies selling first aid supplies and insurance companies may be good partners as they relate to our topic. This type of organization wants to emphasize their investment in public health issues and could contribute to your campaign on first aid for and by children.

Care has to be taken as to who your sponsor business may be, in terms of the ethical issues. Their activity must be in line with first aid and risk prevention and must respect the Principles of the Movement.

Your National Society should have its own guidelines on which companies you would be allowed to invite as a partner; it is therefore advisable to check with your public relations department before forging any alliances that could conflict with your organization's policies on sponsorship and partnerships.

IV. Pedagogical approach

A. Global Approach to Education for Children

Children account for a significant portion of the population who can benefit from first aid education. Training sessions dedicated to children should take into account their capacities and learning opportunities. Training sessions should use different learning modalities and various pedagogical supports in order to teach children how to react during emergency situations and what behaviours to adopt. Understanding a child's abilities to develop first aid competencies can help National Societies prepare effective programs within and outside the school.

National Societies should endeavour to create educational programs for children according to their cognitive, social and behavioural abilities.

1. In which context should teaching occur?

Since the 2000's, UNESCO and the OECD made the distinction between three types of education:

- **Formal education:** organized by a scholar or university system according to determined times and places, and structured by objectives and learning programs. The educational intention is clearly stated and the learning is voluntary and validated by a certificate.
- **Informal education:** takes place during times and places selected by the trainee. The educational intention is clearly stated. The voluntary learnings may be validated by certificates (e.g. basic first aid training sessions).
- **Non-formal education:** during selected times and places. The educational intention is not necessarily stated, the learning may be more or less conscious. No certificate.

For first aid sessions dedicated to children, **it is recommended to follow a continuum between the three educational types.**

Better results will be realized by making the training session participatory (i.e. encourage the children to participate and share their experiences relating to first aid situations) and by creating an attractive learning context where the children feel encouraged to get involved.

2. How to teach

There are two types of learning approaches:

- **Deductive:** starting with a general rule and following with examples.
- **Inductive:** starting with examples that lead to a general rule.

For children, the *inductive* approach will be more effective: we present a problem to the children, we leave them to search and find an empirical solution, and then we show them the expert solution (as defined by the first aid text).

Example:

1. Show the children an image with a burn
2. Ask them what should be done
3. Provide them with a heating pad in order for them to experience the situation (and then brainstorm how to cool it)
4. Discuss the rationale of the action(s)
5. Debrief the steps as outlined in the first aid text

/ ! \ Children should have their knowledge refreshed on a regular basis; otherwise they may forget.

/ ! \ Children's **attention span** is short, therefore the suggested activities should be very **interactive** and should involve all **five senses**.

3. How to make the learning process smoother

- It is recommended to use **tactile** and **realistic** (not shocking) material, in order to better raise the children's interest.
- Support the tactile experience by explaining the activity verbally as well.
- Ask for feedback from the children after the activity in order to see what has been understood and what needs to be reviewed. Ask questions such as, "What did you do?", "What did you learn?", "What is the purpose?", etc.
- Offer children reflection time on their behaviour during the discussed dangerous situation.
- Preference should be given to the visual rather than the auditory; images refresh the children's memory.
- It is important to limit and adapt the content of the training session according to the age group and the trainees' experience.
- The pedagogic aspect of the activities should be raised at the beginning and the end of the session in order for the children to remember more than just the playful aspect of the learning.
- Segment and review the learnings to ensure a progressive and continuous learning approach. Small, step by step lessons reviewed on a regular basis are better than a single, long session.

4. Which types of activities should be implemented?

Several types of activities are effective:

- Experimental trial and error
- Scenarios
- Sorting and classification (e.g. putting all the cutting and burning items together)
- Putting in the correct order the different steps of responding to an emergency (e.g. put the following steps in the correct order: "reassure the casualty", "check breathing", "protect the casualty")
- Observation and replication of a scenario (describe and demonstrate the learning)

Various forms of learning should be incorporated (e.g. role playing games, board games, real-life scenarios, and video games, especially those proposed in this resource guide) to maximize the transfer of knowledge to the children.

5. Tips

- It may be very interesting to conduct training sessions for families as this may solve several difficulties:
 - The over-burdening of children may be avoided as they know that their relatives are also able to provide first aid.
 - Misinformation given by parents who are inexperienced on the subject is no longer a risk, as both the children and parents receive the same training session and the same message.
 - Prevents discomfort on the part of parents whose child is more prepared than they are to react in an emergency situation.
 - Promotes the family's group recollection of, and familiarity with, life-saving techniques.
- It is very important to train the trainers ahead of time in order to equip them as coaches and prepare them to answer questions from students.

When the trainers provide a first aid training session to children, they should inform the parents so they can in turn pursue or reinforce their children's learning at home (informal education).

- Six to eight participants per trainer is the ideal number.
- Learning sessions should preferably happen in the morning.
- The sessions' length should be one hour maximum.

B. Don'ts

1. DO NOT OVER-BURDEN CHILDREN

Children may quickly feel overwhelmed or be traumatized because they had to handle an adult situation on their own. We should help the child to know when he can act: he knows what to do (because he has already learned it) and he feels able to do it (he is not afraid). The child should be taught that if he does not know what to do or if he is afraid, the best thing is to inform an adult or an older child who is able to provide the first aid (when this is possible). Encourage cooperation.

2. DO NOT FRIGHTEN CHILDREN

The images and models used, even if they are very close to reality, should not be *too* realistic if this could be frightening. Shocking illustrations can traumatize. For young children, avoid an injury scenario involving a trusted adult (parents, trainer): use a mascot instead.

3. DO NOT LIMIT THE TRAINING SESSION TO THEORETICAL COURSES

In order to raise the awareness of the children and to train them, you must put the learning into practice. Overly-theoretical activities do not allow children to acquire the practical knowledge they need. This guide provides many examples of practical activities.

It is also important to let children verbalize their understanding. The less we talk, the more they act; the more they speak, the stronger their learning will be.

4. DO NOT MAKE TRAINING SESSIONS TOO LONG

As specified above, children have a limited attention span. A long training session may be less fruitful than several short ones. Avoid activities during breaks, following meals or in the late evening.

5. DO NOT MAKE THE CLASS SIZE OVERLY LARGE

In order for all children to participate, it is recommended to have small groups.

6. DO NOT LET THEM DO EVERYTHING THEY WANT

The children should not be left to explore without instructions. There is an education trend (informal education) to let children learn as they would like. It may be dangerous to let the children learn according to their desires when the topic is first aid education. Therefore, coaching the learning is essential for risk education.

V. Best Practices

This resource guide contains 19 initiatives selected according to various criteria:

- Relevance to the topic and the audience.
- Level of difficulty to develop and to implement the activity.
- Ease of duplication in other contexts.

The results from these initiatives and the positive feedback received from the Red Cross and Red Crescent's National Societies as well as from the other participants were also key to the selection process. This is not an exhaustive list of past and current activities in terms of first aid training for children. However, it presents a summary of the main activities and initiatives carried out worldwide.

This set of practices has highlighted some valuable lessons learned; therefore, we can generalize a few characteristics of a "best practice" in terms of first aid for children:

- The initiative is implemented locally; it meets the needs and realities faced by the population.
- Involvement and participation of stakeholders – primarily the children and participants (as well as parents, trainers, local authorities, educational organizations and other relevant organizations) – is ensured.
- Partnerships with public and private sectors as well as with civil society create a positive environment on local or national levels.
- The initiative is short-term and/or may be easily duplicated.
- Actions are concrete and feasible.

In order to be long lasting, it is beneficial to have a tool to measure the impacts of these local initiatives.

The best practices are presented as follows:

<h1>Title of the Best Practice</h1>		
Context	Situation where the learning may take place	Picture of the Best Practice
Objectives	Objective of this type of activity	
<p>A short description of the best practice.</p>		
Steps:		
<input type="checkbox"/> Steps or instructions to implement the best practice		
Results:		
<input type="checkbox"/> What did we achieve with this activity/what did the children learn?		
Considerations:		
<input type="checkbox"/> The elements to keep in mind for the implementation of the initiative		
Organization logo		Contact details

Some pages are followed by an "Examples" page which shows the type of activity described.

The activities we mention may come from the National Red Cross and Red Crescent Societies or from other associations or even companies.

Some are free and others must be paid for. However, this guide is not a commercial one – we do not encourage the readers to buy products; rather, we present them as they have an educational interest and they could be a source of inspiration for the development of first aid training sessions for children.

The contacts mentioned at the bottom of the page are fully aware of the content in this resource guide and are able to answer your questions.

It is possible to adapt the activities to your local context, to your budget, to your language and to your objectives.

Documents for Display

Context	Social place for children (home, school, recreation centre)
Objectives	Let children discover first aid by themselves



You can display first aid documents for children (comics, instruction sheets, etc.)

Steps:

- Select or create documents adapted for the children to be posted in the room.
- Display them at their eye level.
- Take time to answer their questions when they access this information.

Results:

- Children are free to access this information whenever they want.
- These documents are used as reminders for children who already attended first aid training.

Considerations:

- Make sure the documents are accessible and fun for the age group concerned.

 Fédération internationale des Sociétés
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Calling Emergency Services

Context	School, home, leisure centres, etc.	
Objectives	To teach children how to call emergency services	

Children receive one sheet featuring several telephone keyboards. They need to fill in the sheet by writing down the emergency numbers and completing a dialogue describing an emergency call. By using fake telephones children learn how to dial the emergency numbers and to explain and describe over the phone an emergency situation as clearly as possible.

Steps:

- Explain how to call emergency services.
- Print one sheet per child.
- Explain any mistakes.
- Hand out fake telephones to the children.
- Make them practice by simulating a call to the emergency services.

Results:

- Children write how to call emergency services – writing down the process helps them remember the different steps more easily.
- Children can keep the document to they reference later.
- Children practice reporting an accident – though simple, this is a key basic first aid skill.

Considerations:

- Make sure that all the children use the fake phone at least once so they can learn by practicing.



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Mobile Applications ("Apps")

Context	Home
Objectives	Discover or review first aid basic steps in just a few clicks



Mobile applications ("apps") about first aid are available for free on downloading platforms. Whether on smartphones or tablet computers, these applications set out behaviours to adopt in a number of accident situations or medical problems, as well as present tests or simulation games. Using them is easy and their content is clear and concise.

Steps:

- Choose an app consistent with the child's age.
- Help him/her become familiar with the product.
- Let him/her discover information or play the simulation.
- Ask questions to assess if he/she has understood the information given.

Results:

- Children are becoming more and more comfortable with technology and this learning method will motivate them to learn first aid.
- It is possible to do these activities even when travelling.

Considerations:

- Focus on the educational aspect of the apps so that they do not only remember the playful aspect.



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First Aid App

This app for smartphones and tablets developed by the American Red Cross synthesizes all life-saving skills through clear, illustrated factsheets. Its content is more adapted to children above the age of eight. The app is available in 80 countries and 37 languages.



[Downloadable for free on the App Store and Google Play.](#)

Staying Alive 3D

This tablet application places users in the position of a rescuer trying to save a person who is having a heart attack. The rescuer is required to call emergency services, give a cardiac massage and use the defibrillator to save the victim.



[Downloadable for free on the App Store.](#)

Staying Alive

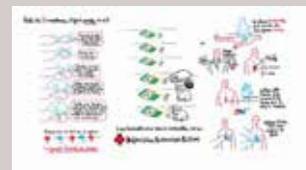
This app for mobile phones and tablets explains life-saving skills and maps available defibrillators. It also offers a "Good Samaritan" service, enabling users to make themselves useful if someone has an attack around them. For children, only the explaining part is relevant.



[Downloadable for free on the App Store and Google Play.](#)

Comics

Context	School, home, leisure centres
Objectives	Describe life-saving skills through detailed cartoons



Comics may be an excellent tool to introduce children to first aid. Comics present some educational content which is easy to read thanks to images and dialogue.

Steps:

- Choose a comic in the language spoken by the children and that is appropriate to their age.
- Let them read the comic or
- Read it to them.
- If the comic is online it might also be interesting to print it and to display it on the wall (see display).

Results:

- Generate interest from the children.
- Raise awareness of children; they can also be introduced to some first aid techniques.

Considerations:

- As usual, to ensure the efficacy of the activity, you need to focus on the educational aspect of the tool.

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Examples



Life-saving skills

This comic strip is available online; it is designed by a woman and features first aid techniques in a clear and humorous way.

Louison - <http://desgestesquisauvent.tumblr.com/>



Basic first aid course as a comic strip

This book contains all the actions to implement in case of an emergency and that you learn during basic first aid training. The information is presented as a comic.

Icone Graphic

Summer Tour

Context	Holiday season
Objectives	Increase awareness among the population / Teach first aid



A caravan tours across the country. The objective is to meet people during their holidays when they have more time. On the beaches or in towns, volunteers give information to people on Red Cross and Red Crescent activities, especially in the field of first aid.

Red Cross and Red Crescent trainers set up a place to provide short training sessions in first aid. In 45 minutes people can learn how to protect a casualty, call for help, place a casualty in the recovery position and how to perform cardiopulmonary resuscitation (CPR).

Steps:

- Mobilize about 15 volunteers daily.
- Collaborate with communities (at a regional or local level).
- Find a financial partner to buy the material needed for the event: a booth, a vehicle to move from one beach/location to another (caravan, truck, car with a trailer, etc.) and training materials (manikin, leaflet, etc.).

Results:

- Children were very happy.
- Participants found the operation very useful and interesting. Some people decided to take first aid training.
- Since they are on holiday, people are physically and mentally available. Therefore, the results are positive.
- In 2015, after seven weeks travelling French roads and stops in 12 cities, more than 3,000 people were trained in first aid.

Considerations:

- It is a very large-scale operation. It took a long time to organize it, but it can also be developed at local level (with no big tours).
- Support from municipalities and partners is very important.



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Colour the Dangers

Context	School/home/recreation centre
Objectives	Educate children and test their knowledge on everyday dangers



Provide colouring sheets representing several dangerous situations and have children identify and colour them. This activity is fun for children and tests their knowledge on everyday hazards/dangers.

Steps:

- Print the existing coloring sheets or create new ones.
- Give detailed instructions to children (they can colour the areas representing a danger).
- When colouring is done, review and explain the areas representing a danger.
- Repeat until the children understand every danger.

Results:

- Children will learn while having fun.
- You can test their knowledge on everyday dangers.

Considerations:

- Make sure you give feedback to children at the end of the activity by clarifying the dangers.



Contact

Monécole.fr

First Aid Competition

Context	School	
Objectives	Teach life-saving skills through competition and promote active participation of children.	

This national competition was organized by the Lithuanian Red Cross and called "You can save a life. Be ready!" There are three different levels of the competition: schools, cities and country.

Each step is divided as follows: two or three about first aid skills, one about Red Cross or Red Crescent knowledge, and a creative task around first aid (writing a text or drawing a picture about first aid). Two or three judges are in charge of each step. At the end of the competition, the winner receives a prize but every participant is rewarded with small gifts. The finals took place in public areas, so that everyone can watch and participate in small first aid classes. Incident simulations were also organized.

Steps:

- First, competitions are organized in schools.
- Then, the winners from each school qualify for the second step against other winners from other schools in the city.
- Finally, the winners from each city compete in the capital or any big city.

Results:

- School children are very interested in first aid competitions.
- Some of them became Red Cross volunteers and participated in other Red Cross events.

Considerations:

- Organizing this activity takes a long time and many people are involved.
- You need the support of public authorities and schools.



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Creation of Educational Videos

Context	School	
Objectives	Children learn first aid in their environment	

Making our own educational first aid videos is interesting: children will be more engaged as training will be within their familiar environment. For example, a dangerous pedestrian crossing may be filmed in a video providing prevention tips and then instructions on what to do in case of an accident.

Steps:

- Identify the dangerous spots that children are likely to visit.
- Make short videos involving some children if possible.
- Use free and simple video editing software (Windows Movie Maker, iMovie).
- Share the videos.
- Recap with children to make sure they understand.

Results:

- Children will be more engaged if you use familiar places.
- Very concrete implementation: dangers of their everyday life.

Considerations:

- Make sure to use relevant tips and information in the video.



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Helphi Helps You To Help

Context	School	
Objectives	Teach young children basic first aid assistance	

This tool was developed by the Austrian Red Cross to allow children to become familiar with first aid assistance in eight sections. More than training to perform first aid assistance, this program is dedicated to learning about emergency calls.

Steps:

- Teachers from primary schools are in charge of transmitting knowledge; they can use various pedagogical tools (games, pictures, stories) and medically related information.
- Children also receive a booklet – depending on their age – which includes pictures, drawings, and simple text.
- At the end of the program, they receive a certificate.

Results:

- As the program has been going on for 20 years in Austrian schools, these booklets are officially recognized as school books for Austrian primary schools.
- Every year, this program teaches basic first aid assistance to about 60,000 children.

Considerations:

- Updating the material so that it is pedagogically current and getting it recognized as an official school book/text requires a great deal of effort.



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Online Games

Context	Individual or in a small group
Objectives	Discover first aid in a playful and illustrated way



Many pedagogic games are available on the Internet. Besides being free and available everywhere, these games have the advantage of capturing children's attention. This format, similar to video games, allows children to be introduced to first aid in an engaging way.

Steps:

- Choose a game adapted to the child's age and the elements one wishes to teach him/her.
- Support the child in understanding the game.
- Let the child play and answer their questions if necessary.
- Review with the child what he/she learned while playing.

Results:

- Semi-autonomous learning.
- No need to be an expert in first aid to support the child with this activity.

Considerations:

- As always, when a game is very entertaining, one must remind the child of the educational aspect of the activity.
- Choose games adapted to the child's age.

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Examples



Prepare to Be Ready

This platform hosts 17 movies where a mime shows first aid actions. Movies are short and clear because all actions are explained visually. Each video is followed with a little game requiring the player to put all of the actions back in order.

<http://www.preparezvous.eu/front/index.php>



Life. Live it.

A platform developed by the British Red Cross with games, videos and other media that is dedicated to first aid learning for children ages 6 to 11.

<http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children>



El juego de los Primeros Auxilios

This online game developed by Spanish Red Cross presents a virtual place where numerous everyday life accidents occur. For each situation one must find the right action to rescue the victims.

http://www.cruzroja.es/cre/2006_7_FR/matcurfad/juegoppaa/



Hector & Tom

This game shows Tom, a very young child, alone in a house. Purpose: to prevent all risks that he is exposed to in order to prevent injuries.

<http://www.mae-prevention.org/jeux/enligne/hectortom.html>



Les DomoSores

Another game related to preventing risks. One must eliminate all risks present in each room of the house.

<http://www.lesdomosores.fr/>



Learn how to provide first aid

Games of different formats (quiz, platform, situation game, etc). One proceeds to the next level once the level has been completed.

<http://www.eren.lautre.net/portesdelaforet/jeux/aps/>



Abeilles Games

Abeilles Games platform proposes numerous online games inspired by Abeille Edition board games.

<http://abeilles-games.com/>



Staying Alive

This online game is a simulation. One witnesses a mild heart attack and must intervene as a rescuer would. Call emergency services, perform cardio-pulmonary resuscitation (CPR) and use a defibrillator in order to resuscitate the victim.

www.stayingalive.fr

The Giant House

Context	Event	
Objectives	Make parents aware of risks that jeopardize their children in everyday life	

The giant house is a playful, educational animation that puts adults in the mind of a two-year-old child multiplying furniture's size by 2 and its weight by 6. Thus, adults become aware of risky situations children can face.

Steps:

- Find an association or partner that has this type of equipment or make your own as big as you think is needed.
- Explain the concept.
- Invite adults to perform everyday life actions (use the bathroom, pour a glass of water, etc.) or simply to observe their environment.
- It is also possible to organize a play around this equipment to reach more people in less time.

Results:

- Participants become aware of the risks and difficulties young children face in the adult-sized world around them.

Considerations:

- It is important, even for an adult audience, to underline the pedagogical aspect of the activity in order to understand the issues of first aid for children.



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Books for Children

Context	School, home, kindergarten, etc.
Objectives	Provide illustrated media to children to promote discovery of how to provide first aid assistance



Many books for children were published, particularly by Red Cross and Red Crescent Societies. The advantage of this type of media is that it can simply be left at the disposal of children who can browse through it whenever they wish.

Steps:

- Make books easy to access in children's environment.
- Be present to explain points that could be misunderstood by children.

Results:

- Children discover first aid basics autonomously.
- Books can be used to improve children's reading skills and to teach first aid skills at the same time.

Considerations:

- Books must be appropriate to the children's age and reading level.

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Examples



My Amazing First Aid Discovery

This booklet contains simple information about how to react in the event of an accident and several exercises to help children memorize this information.

Singapore Red Cross



Ugo learns how to provide first aid assistance

This pedagogical guide helps children between the ages of 8 to 11 to discover first aid through different fields of study (English, Mathematics, Geography, etc.).

Abeilles Editions



"Ambulance" booklet

This little booklet is shaped like an ambulance. With simple visual aids and clear pictures, it reminds children what actions to take in an emergency situation.

Icone Graphic



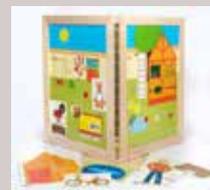
Tool book "I learn how to provide first aid assistance"

Small exercise books for different age groups to review first aid assistance at home or at school. Exercises are fun and accompanied by clear explanations.

Icone Graphic

My Home, My Safety and Myself

Context	School, home, leisure centres.
Objectives	Make children able to identify risks at home



This is a two-dimensional house made of wood which is one metre high. This interactive game is full of images and also contains magnets featuring all the hazards that may be present in the various rooms of the house. Children are also provided with a booklet telling a story that explains all the safety issues.

Steps:

- Present the concept to children.
- Support children in finding all the dangers in every room.

Results:

- Increase children's awareness and get them accustomed to looking for hazards in their environment.

Considerations:

- Explain carefully why this is a hazard.

CROIX-ROUGE
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Modelling

Situation	School, home, kindergarten, etc.
Objectives	Have children practice administering first aid in a fun and playful situation



These activities consist in creating a model to practice first aid (bleeding, unconsciousness, etc.). Thus, children see a concrete application of first aid without being confronted with a stressful situation. Furthermore, these activities are easy to perform.

Steps:

- Create or obtain a model.
- Explain to the children what the model represents.
- Let the children try to find the solution to the problem by experimenting on the model.
- Explain the best solution.

Results:

- Children get a practical experience that is not too realistic and therefore will not shock them.
- By finding solutions themselves they focus more on the activity.

Considerations:

- Review all the mistakes children may have made while experimenting on the model.

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Examples

Model of a severe bleeding

This device explains to children how to respond to bleeding.

- Fill up a plastic bottle with a mix of grenadine and water (or anything that looks like blood), close it. Draw eyes, nose and mouth on the top of the bottle close to the cap. This bottle will represent a human body.
- Pierce the bottom of the bottle above a basin, press gently on the bottle to make the liquid flow.
- Begin the activity.

Model of a breathing, unconscious person

A cross-section view of the head showing the respiratory system contextualizes the importance of correctly positioning the head of a breathing but unconscious person.

- Show the cross-section of the head to the children
- Let them touch and explore the model and how the respiratory system works
- Show positions that help breathing (head leaning back, recovery position)

Burn Model

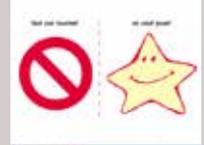
Show the children a picture of a burn and ask them what should be done. After giving their opinion, children will experiment:

- Distribute heating pads
- Let the children imagine the heating pad is a burn
- Ask them to cool it as quickly as possible

Once they have tried different methods, show them the correct procedure: pass the heating pad under water.

You Can Play/Do Not Touch

Context	School, home, recreation centre, etc.
Objectives	Raise awareness of risks of injuries for young people



A recreational activity for young children (kindergarten) which raises awareness of daily risks that children may face.

Steps:

- Give a star (You can play!) and a "prohibited" sign (Do not touch!) to children.
- Show them common items or images of common items, dangerous or not.
- If children are presented with an item that is safe to play with, children can hold up the smiling star (You can play!). If the image or the illustration represents an item or tool for adults, they hold up the prohibited sign (Do not touch!).
- You can follow up with an activity inviting children to paste "You can play!" and "Do not touch!" signs onto printed images.

Results:

- Children have a clear understanding of dangerous items
- Hence they develop the habit to ask themselves whether they can use an item safely or not.

Considerations:

- You must explain that items for adults are useful but dangerous and that they must be kept away from children.

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Scenarios

Context	Schools
Objectives	Teach to young children basic first aid by simulating a realistic situation



A realistic first aid situation that children will have to face is simulated.

In classrooms, teachers or volunteers set up a role play. Some children prepare an injury scenario (cut, burn, unconsciousness) using fake dangerous items (pot, hotplates, iron, knife, etc.). Another child has to intervene as a rescuer, without knowing in advance what is going to happen. Other children are watching and give their opinion at the end of the activity.

Steps:

- Create three groups: victim(s), rescuer(s) and observers.
- The victim(s) set up the situation while the rescuer is waiting in another room.
- The rescuer comes and has to react to the situation.
- Observers give their opinion on the simulation.
- Teachers explain how they should have proceeded.

Results:

- Children learned first aid with a participative and funny exercise.
- 600 schools participated in this activity during World First Aid Day.

Considerations:

- Full participation of schools and teachers is necessary.
- Try to involve the entire group (participation in the debate etc).



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Storytelling

Context	School, home, kindergarten, etc.
Objectives	Make children want to be trained and provide a concrete application of first aid assistance



Tell the story of a child that rescued somebody in order to interest children and show them the importance of this training. This story can come from an anecdote heard or invented.

Steps:

- Find a story and adapt it to the age of the children.
- Tell the story.
- Allow time for a question and answer period.

Results:

- Children want to be trained too.
- They realize that what they (will) learn is useful.

Considerations:

- Do not give too many responsibilities to the character of the story; it could frighten them.

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Videos on First Aid

Context	School, home, recreation centre, etc.	
Objectives	Raise awareness and/or learn about first aid rules	

Numerous video resources about first aid are available on the Internet on a variety of platforms (especially Youtube). Depending on the approach used in the video, it may be advisable to show them either to young children or to their parents or teachers.

Steps:

- Search for educational videos with controlled content (Red Cross or Red Crescent official videos, institutions, etc.).
- Ensure the videos are appropriate for children and not intended for adults only.
- Show the videos when the target population is gathered and attentive.
- Summarize the instructions at the end of the video.

Results:

- Video material helps focus the attention of as many people as possible.
- Possible to focus on a specific issue, video by video.

Considerations:

- Check that the content is correct and suitable for the audience.



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Examples of educational videos

C'est pas sorcier



A broadcast about first aid with a lot of explanations. This format sparks children's interest because the approach is very playful.

<https://www.youtube.com/watch?v=rAxHAKNbtu0>

The video playlist developed by the IFRC



Each video describes the actions to take for a particular type of situation (burn, poisoning, electric shock, cardiac arrest etc.).

<https://www.youtube.com/playlist?list=PLWgKm7kgxzCu2hHXJhvroQJRALkyqGq9a>

Videos of the British Red Cross



These videos show first aid skills that children can do. Demonstrations are given by children.

<http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children/Help-save-lives/How-to-videos>

Toni Socorrista



Videos animated by a child-like character (Toni Secorrista) that raise children's awareness about first aid.

[Croix-Rouge portugaise](http://www.croix-rouge.pt)

The first 5 minutes

These two 30-minute videos, produced by the Slovak Red Cross, present daily situations in which children may intervene. Participants are children (after having obtained parents' authorization), doctors and moderators.

[Slovak Red Cross](http://www.slovakredcross.org)

Board Games

Context Home, recreation centres, etc.

Objectives Teach first aid while playing



Various organizations have developed board games that enable children of different age groups to discover basic first aid while playing. It is a great way to generate children's interest.

Steps:

- Find a board game in the children's language, adapted to their age group.
- Set up the activity insisting on the educational dimension of the game.
- End the activity underlining what children learned from the game.

Results:

- Children have fun and might play these games by themselves if they are made available to them.

Considerations:

- It is really important to insist on the pedagogic dimension so children can understand that this is not just a game.

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Examples of educational board games

Secouris



Secouris is a board game for children over 7 years old. Players need to give the right answer to first aid questions to win the game. This is a great way to test children's knowledge on this topic.

Abeilles Edition - Tel : +33 (0)5 62 17 16 18 - web@abeilles.com

Secoury and life-saving techniques



Secoury is like "Happy Families", but unlike the traditional game, asking for a card is not enough to get it. If you ask for a card that a player has in hand, you will have to answer the question on it to take the card. Of course, questions are related to life-saving techniques.

Abeilles Edition - +33 (0)5 62 17 16 18 - web@abeilles.com

Memory games



- Memory games of different level of difficulty. From the basic one in which players have to match 2 identical pictures (rescue vehicles with emergency numbers) to more complex ones where players have to associate a danger, an accident and a precaution to be taken.

Abeilles Edition - +33 (0)5 62 17 16 18 -
<http://www.abeilles-editions.fr> - web@abeilles.com



- A memory game to print, with dangerous situations on each card. Once the pairs are matched, children have to propose the action to be taken to avoid the accident or to rescue the victim.

French Red Cross – Christophe Talmet - +33 (0)1 44 43 13 52 -
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- A memory game in which players have to match an accident with an action to be taken (calling emergency numbers or life-saving techniques).

Armenian Red Cross

Dominoes



Players have to associate the accident faces of the dominoes with either a life-saving technique (e.g. burn with arm under water, bleeding with direct pressure) or with the "Danger" sign. Doubles are positioned perpendicularly.

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