

# European First Aid



for 5 to 7 years old

**Guidance for teachers and instructors**

developed by Johanniter International

**johanniter  
international**



## Imprint

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# Guidance for teachers and instructors

These materials are designed to assist in the teaching of the most basic principles of first aid. We would suggest that they are suitable for the age range 5 to 7, although this is obviously at the discretion of the teacher. The materials are designed to be interactive and enhanced by opportunities for discussion and colouring in. It is not intended to provide comprehensive first aid training, rather, it is a fun way for children to start learning about health and healthcare.

We have deliberately limited the first aid content of this program which is designed as part of a series of modules for children. Further modules are available for children aged 8 to 12, and 13 to 17.

These materials can be used by teachers, parents, carers or anyone who is interested in providing first aid teaching to children. It can be used in a classroom, at home, in large groups or on an individual basis.

As all children learn in different ways, there is no prescribed method of how it should be used. It is intended to serve as an interactive workbook, with multiple tasks for the children throughout the story. Teachers and instructors can follow the workbook in its entirety or as a framework upon which to base further teaching.

## **The key first aid elements in this introductory program are:**

- awareness of risks and dangers
- how to call for help
- basic care for the casualty
- what a child should do if they get lost
- assisting an adult in taking life-saving medication in an emergency
- identifying safe sources of help
- an introduction to healthy eating
- heat and cold injuries
- assisting an adult to cool down somebody or keep them warm

We believe that these elements are sufficient for young children to learn but provide a firm base for more extensive and deeper knowledge as children mature.

In a number of places within each of the three stories, opportunities are presented for discussion. We leave it to the discretion of the teacher to determine the nature and depth of discussion based on the knowledge of the children.

There are various opportunities for children to colour in the pictures, some of which have been left uncoloured, and this should be encouraged as they are designed to reinforce the core knowledge. The content and illustrations of this program are designed to be generic and we accept that they may need adapting for local conditions and circumstances to reflect different national practices.

## Alex saves the day

The first story is designed to introduce the following themes in an age-appropriate manner:

- recognition and avoidance of domestic hazards
- using a telephone to call for help
- communicating with the emergency services
- basic care for the casualty



The teacher should feel free to encourage the children to think about their own idea of domestic hazards and how to avoid them, using the materials as a basis for teaching.

## Sam's day out

The second story introduces the following themes:

- caring for somebody who feels poorly
- helping somebody with life-saving medication
- medicine safety
- calling the emergency/ambulance number (recap)
- water safety
- what a child should do if they get lost
- identifying safe sources of help
- an introduction to healthy eating



We have chosen asthma and the provision of an inhaler as an example in this story. There are others, which could be used, like a sugary drink in case of low blood sugar. The emphasis should be on assistance on taking medication in emergencies only. Every opportunity should also be taken to emphasise the importance of medicine safety, in particular keeping medication in a safe place and avoiding taking, experimenting or playing with medicines of any kind.

We have discussed some of the people who might safely be approached by a lost child. We have not provided an exhaustive list, but the examples we have offered should serve as the basis of a discussion. The module closes with the opportunities to introduce the elements of a healthy diet within a culturally appropriate context.

## Robyn's seasons: hot and cold

The third story introduces the following themes:

- caring for somebody who feels hot and thirsty
- protecting from the sun
- water safety in a river
- getting help if somebody is drowning
- recognising warm clothes
- calling the emergency/ambulance number (recap)
- basic care for the casualty



We believe that these simple lessons will be best learnt if the experience is fun and interactive. As long as the core elements are taught, teachers should be able to adapt their materials to be culturally and educationally relevant and sensitive.

## Suggested answers to tasks:

Below are our suggested answers for each task. This list is not necessarily exhaustive, and you may find the child(ren) you are instructing even manage to come up with answers not on our list!

## Alex saves the day

### Task 1 "Why shouldn't Alex stand on a chair to reach a knife?"

This can be either a verbal or a written task.

- Knives are dangerous
- Children should not handle sharp objects without adult supervision
- Alex might fall off the chair / Chair might tip over
- Something might fall from the cupboard and hit Alex
- No one else is around to help if Alex gets an injury



## Task 2 “Can you find ten things that might be dangerous?” “Can you find Alex’s Daddy?”

Children should be encouraged to colour in the picture.  
Identifying the dangerous objects can be either a verbal or a written task.

1. Ladder
2. Loose wire by ladder
3. Hot drink on the table
4. Battery
5. Spilled oil/petrol
6. Drill
7. Chainsaw
8. Pile of tyres
9. Chemical in the cupboard
10. Feet coming from under the car



Alex’s Daddy is under the car

## Task 3 “Which number should she dial?”

United Kingdom: 999  
Europe: 112



## Task 4 “What do you think the person on the end of the phone will ask Alex?”

This can be either a verbal or a written task.

- Which Emergency Service do you require?
- What number are you calling from?
- Can you tell me your name?
- What is the problem?
- Where are you?
- Is anyone else with you?
- Is there an adult there?



## Task 5 “What kind of things would help to look after Alex’s Daddy?”

This can be either a verbal or a written task.

- Stay with him
- Talk to him
- Make sure he stays still
- Tell him you have called an ambulance



## Sam's day out

### Task 1 "Can you see the inhaler?"

The inhaler is on the left side of the sunglasses.



### Task 2 "What is the ambulance number in your country?"

United Kingdom: 999

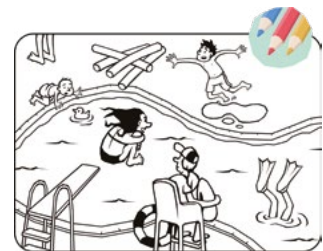
Europe: 112

### Task 3 "Can you see any dangers?"

Children should be encouraged to colour in the picture.

Identifying the dangers can be either a verbal or a written task.

- The ground might be slippery
- The baby might fall into the water
- The girl might jump on someone
- Staying too long under the water might lead to drowning



### Task 4 "Can you think who you could ask for help if you got lost?"

- Ambulance worker
- Firefighter
- Lifeguard
- Police
- Receptionist
- Security guard
- Shop staff

### Task 5 "What do you think Sam had to eat? Draw a picture of Sam's meal on his plate".

- Vegetable
- Fruits
- Salads
- White meat such as chicken
- Legumes or pulses (beans, lentil, etc.)
- Starchy food (fresh bread, corn, pasta, potato, rice, whole grain products, etc.)
- Omelette



## Robyn's Seasons: Hot and Cold

### Task 1 "See what you could do to help Grandpa cool down".

This can be either a verbal or a written task.

1. Turn off fire
2. Draw back curtains
3. Take off the blanket
4. Remove some clothes
5. Refill bottle with water
6. Open the window



### Task 2 "Can you spot potential dangers?"

This can be either a verbal or a written task.  
Children should be encouraged to colour in the picture.



- Shallow water (warning sign next to the jetty)
- Jagged rocks next to the ledge children are jumping from
- Reeds and weeds in the water, where you can get trapped
- The child shivering in the water – cold water!
- Slippery bank edge with unsteady ground
- Dangerous currents further out into the middle of the river
- The woman fishing with lines out in the water
- The motor on the boat

### Task 3 "How would you get help?"

Children should call an adult and NEVER go into the water themselves to rescue somebody drowning.

### Task 4 "What can you spot that may be useful for this trip?"

This can be either a verbal or a written task.

- Blanket
- Winter boots
- A pair of warm gloves
- Woolly hat
- A bottle containing a hot drink
- Warm coat





## **Task 5 “How would you get help?”**

You should dial the number to call an ambulance:

United Kingdom: 999

Europe: 112

### **Very last illustration**

Children should be encouraged to colour in the picture.

## **Why have these materials been developed?**

**Johanniter International** (JOIN) is the partnership of the protestant Orders of St John and their national charities across Europe and beyond. Its Clinical Working Group is charged with ensuring the quality and dissemination of first aid training across its member countries.

Having developed the very first European-wide First Aid Guidelines for adults in many different languages (freely available at <http://www.firstaidjoin.org>), the JOIN Clinical Working Group has now created free-to-use first aid teaching for children and for young people.

## **Certificate of completion**

We provide an optional certificate of completion for teachers in a printable version to fill out manually and as an online editable PDF.

# CERTIFICATE

## OF COMPLETION

Name

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Remarks

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