

**Pediatric First Aid
Lesson Plans**

Lesson 1

Introduction

7 minutes

Instructor Tips

- Be familiar with the learning objectives and the Heartsaver course content. It's critical that you know what you want to communicate, why it's important, and what you want to happen as a result.
- Think about how you want to manage breaks during the course. Making yourself available allows you to answer questions people might feel too embarrassed to ask in front of everyone. It also gives you time to establish rapport and get feedback.



Discussion

- Introduce yourself and additional instructors, if present.
- Invite students to introduce themselves.
 - It is important to ask students at the beginning of the class to provide information about their occupations so you can tailor the class to best fit their needs.
- Explain that the course is interactive. Please refer to the following points (detailed information for each throughout the instructor manual) for discussion with students:
 - Your role
 - Video-based learning
 - Use of scenarios
 - Practice while watching
 - Refer to Part 2: Teaching the Course in the instructor manual for detailed information about practice while watching
 - Use of the student workbook
 - Exam (if required)
 - Skills test
- Ask that any student who anticipates difficulties with the skills test due to personal limitations, such as a medical concern or knee or back problems, speak with one of the instructors. Refer to Part 1: Preparing for the Course in the instructor manual for further explanation about students with special needs.
- Explain the layout of the building, including bathrooms and emergency exits.
- Remind students of where the nearest AED is located and what their emergency response number is.
- Describe the course agenda.
 - Inform students of breaks you have scheduled during the class.
 - Tell the students what time the class will end.
- Remind students what they will learn during the course. At the end of the Heartsaver Pediatric First Aid Course, students will be able to
 - List the priorities, roles, and responsibilities of the rescuer providing first aid to a child or infant

- Describe the 4 key steps in first aid for children and infants: prevent, protect, assess, and act
- Remove protective gloves (skill student will demonstrate)
- Find the problem (skill student will demonstrate)
- Describe the assessment and first aid actions for the following life-threatening conditions: difficulty breathing, choking, severe bleeding, and shock
- Use an epinephrine pen (skill student will demonstrate)
- Control bleeding and bandaging (skills student will demonstrate)
- Recognize elements of common injuries
- Recognize elements of common illnesses
- Describe how to find information on preventing illness and injury
- Recognize the legal questions that apply to pediatric first aid rescuers
- For further detail on the video and scenarios to be shown during the course, refer to the Heartsaver Pediatric First Aid Instructor-Led Course Outline in Part 4: Additional Resources in the instructor manual.
- Remind students of the course completion requirements:
 - **Skills Test Requirements:** Students must pass the Pediatric First Aid Skills Test.
 - **Optional Exam:** To pass the optional exam, students must score at least 84%.

Lesson 2

First Aid Basics: Duties and Key Steps

30 minutes

Part 1: Introduction to First Aid

Part 2: Assessing the Scene and Phoning for Help

Part 3: Universal Precautions and Exposure to Blood

Part 4: Removing Gloves (Test)

Part 5: Washing Hands

Part 6: Finding the Problem (Test)

Learning Objectives

Tell students that at the end of this lesson, they will be able to

- List the priorities, roles, and responsibilities of the rescuer providing first aid to a child or infant
- Describe the 4 key steps in first aid for children and infants: prevent, protect, assess, and act
- Remove protective gloves (skill student will demonstrate)
- Find the problem (skill student will demonstrate)

Instructor Tips

- Pass out gloves, epinephrine pen, gauze for bandaging, and splinting supplies (optional) to all students.
- When students have to rotate roles to demonstrate a skill, make sure they have space during practice that allows you to clearly observe and monitor student performance.
- Feedback: When providing feedback to students who are practicing, remember to focus on what you do want rather than what you don't want. Remember to always state feedback in a positive tone.
- Tell students to have their student workbook accessible during the course.
- When concluding a practice session, ask all students if they are ready to move forward to the next skill or if they would like to repeat the practice.
- Make sure not to interrupt the video if you have any comments to add. Instead, write them down and discuss them at the end of the video. Students do not learn well when they are trying to listen to two things at once.
- For skills testing, it is important to be prepared and organized with student skills testing checklists. Review these before class, and have all materials ready to properly test students on every step.



Student Workbook

Students can turn to Part 1: First Aid Basics in the student workbook to follow along.



Discussion

Before playing the video, inform students of the following:

- This information in the Pediatric First Aid Course will enable students to act if needed. It is recommended to take a Heartsaver CPR AED course to learn more about CPR and AED use and be able to save a life if the situation calls for more action.
- The key difference between Pediatric First Aid and Adult First Aid is the step of prevention, which students will learn about in this course.



Play Videos

The videos include

- Introduction to first aid, AED, and roles of first aid providers
- Assessing the scene
- Phoning for help



Video Pauses

During the pause, tell students to turn to the Phone for Help section in the student workbook and write down their emergency response number.



Play Videos

The videos will show and discuss universal precautions, exposure to blood, removing protective gloves, and washing hands.



Video Pauses

- Have students put on their gloves.
- Tell students they will practice removing gloves.
 - Remind students that they will be tested on the skill of removing protective gloves and to refer to their skills testing checklist as guidance to prepare and during the practice.
 - Students will not be tested on washing hands.



Practice While Watching: Removing Gloves

- Per the Pediatric First Aid Skills Testing Checklist, students will complete the following steps:
 - Grips one glove on the outside, near the cuff, to peel it off
 - Cups the inside-out glove with the gloved hand
 - Places 2 fingers of the bare hand inside the cuff to peel the second glove off, with the first glove inside it
 - Verbalizes the need to dispose of gloves properly
- Observe students and provide positive and corrective feedback on their performance.
 - Emphasize core concepts: Make sure that students do not touch the outside of gloves with their bare hands.
- Repeat the practice session as many times as needed for all students to complete the practice session or for additional practice, as needed, to prepare for testing.



Test: Removing Gloves

- Refer to the Pediatric First Aid Skills Testing Checklist and Understanding the Pediatric First Aid Skills Testing Checklist for specific direction on how to test students on first aid skills. These are found in Part 4: Additional Resources in the instructor manual.
- Do not demonstrate skills or coach during the skills test. After starting, if the student asks any questions about the skills or sequences, you should not give them the answer. Rather, tell the student, "Do what you think is best right now."
- Determine where the student is having trouble during the Removing Gloves skills test.
- For students who need remediation, follow the steps on the remediation lesson.



Play Video

The video will show and discuss finding the problem.



Video Pauses

- Have students pair up. Assign one student to play the person who is breathing but is not responding and the other to play the role of the rescuer.
- Tell students they will practice finding the problem and to use their skills testing checklist for guidance.
 - Remind students to say, "I'm now putting on gloves," out loud per the step on their skills testing checklist.



Practice While Watching: Finding the Problem

- Per the Pediatric First Aid Skills Testing Checklist, students will complete the following steps:
 - Verbalizes that the scene is safe
 - Taps and shouts
 - Shouts for help/Phones 9-1-1/Gets first aid kit and AED
 - Checks for breathing
 - Looks for injury and medical information jewelry
 - Verbalizes that they will stay with the person until EMS arrives
- Observe students and provide positive and corrective feedback on their performance.



Repeat Segment

- Have students switch roles and repeat the practice.
- Repeat the practice as many times as needed for all students to complete the practice session or for additional practice, as needed, to prepare for testing.



Test: Finding the Problem

- Refer to the Pediatric First Aid Skills Testing Checklist and Understanding the Pediatric First Aid Skills Testing Checklist for specific direction on how to test students on First Aid skills. These are found in Part 4: Additional Resources in the instructor manual.

- Do not demonstrate skills or coach during the skills test. After starting, if the student asks any questions about the skills or sequences, you should not give them the answer. Rather, tell the student, "Do what you think is best right now."
- Determine where the student is having trouble during the Finding the Problem skills test.
- For students who need remediation, follow the steps on the remediation lesson.

Lesson 3

First Aid Basics Summary

3 minutes

Instructor Tips

Encourage students to write down answers to review questions in their student workbooks to use as a reference.



Student Workbook

Students can turn to First Aid Basics: Review Questions in the student workbook for further review.



Discussion

Review the following questions with the class:

- What should you wear when you are providing first aid?
 - Personal protective equipment
- How long should you stay on the line with the dispatcher?
 - Until the dispatcher tells you to hang up
- How long should you wash your hands?
 - At least 20 seconds

Lesson 4

Medical Emergencies

60 minutes

Part 1: Allergic Reactions

Part 2: Administering an Epinephrine Injection (Test)

Part 3: Asthma

Part 4: Choking (if choking has not been taught yet)

Part 5: Diabetes and Low Blood Sugar

Part 6: Seizure

Part 7: Heart Attack and Stroke

Part 8: Fainting

Learning Objectives

Tell students that at the end of this lesson, they will be able to

- Use an epinephrine pen (skill student will demonstrate)
- Describe the assessment and first aid actions for the following life-threatening conditions: difficulty breathing, choking, dehydration, and diabetes and low blood sugar
- Recognize elements of common illnesses



Play Video

The video will show and discuss allergic reactions and using an epinephrine pen.



Video Pauses

- Have students pair up. Assign one student to play the person who is having a severe allergic reaction and the other to play the role of the rescuer.
- Explain the epinephrine pen trainer to students.
- Tell students they will practice using an epinephrine pen and to use the skills testing checklist for guidance.



Practice While Watching: Administering an Epinephrine Injection

- Per the Pediatric First Aid Skills Testing Checklist, students will complete the following steps:
 - Holds epinephrine pen in fist
 - Takes off safety cap
 - Presses epinephrine pen firmly against outer side of thigh for 10 seconds
 - Removes epinephrine pen
 - Rubs injection site for 10 seconds
- Observe students and provide positive and corrective feedback on their performance.



Repeat Segment

- Have students switch roles and repeat the practice.
- Repeat the practice as many times as needed for all students to complete the practice session or for additional practice, as needed, to prepare for testing.



Test: Using an Epinephrine Pen

- Refer to the Pediatric First Aid Skills Testing Checklist and Understanding the Pediatric First Aid Skills Testing Checklist for specific direction on how to test students on first aid skills. These are found in Part 4: Additional Resources in the instructor manual.
- Do not demonstrate skills or coach during the skills test. After starting, if the student asks any questions about the skills or sequences, you should not give them the answer. Rather, tell the student, "Do what you think is best right now."
- Determine where the student is having trouble during the Using an Epinephrine Pen skills test.
- For students who need remediation, follow the steps on the remediation lesson.



Play Videos

The videos will show and discuss

- Breathing problems and asthma, including assembling and using an inhaler
- Choking (skip if you covered choking relief during CPR)
- Diabetes and low blood sugar
- Seizure
- Heart attack and stroke (these videos can be found in the CPR AED section under Adult CPR AED)
- Fainting



Video Pauses

- During the pause, ask students if they have any questions or observations about topics just discussed in the video.
- Remind students that fever is not covered in the video and to refer to the Fever section in Part 2 of the student workbook for more information on this topic.

Lesson 5

Medical Emergencies Summary

3 minutes



Student Workbook

Students can turn to Medical Emergencies: Review Questions in the student workbook for further review.



Discussion

Review the following questions with the class:

- What are some signs of low blood sugar?
 - Irritable or confused, hungry, thirsty, weak, sleepy, or sweaty
- What are signs of a severe allergic reaction?
 - Trouble breathing
 - Swelling of the tongue and face
 - Signs of shock

Lesson 6

Injury and Environmental Emergencies

50 minutes

Part 1: External Bleeding (Controlling Bleeding and Bandaging) (Test)

Part 2: Shock, Penetrating and Puncturing Injuries, Amputation

Part 3: Bleeding From the Nose, Bleeding From the Mouth, Tooth Injuries, Eye Injuries

Part 4: Internal Bleeding

Part 5: Concussions; Head, Neck, and Spine Injuries

Part 6: Broken Bones and Sprains; Splinting

Part 7: Burns; Electrical Injuries

Part 8: Bites and Stings

Part 9: Heat-Related Emergencies

Part 10: Cold-Related Emergencies

Part 11: Poison Emergencies

Part 12: Water Safety

Learning Objectives

Tell students that at the end of this lesson, they will be able to

- Control bleeding and bandaging (skills student will demonstrate)
- Recognize elements of common injuries

Instructor Tips

The splinting practice of the lesson is optional. Allow students to practice this skill if it meets the needs of their occupation, which can be determined during the introduction.



Student Workbook

Students can turn to Part 3: Injury and Environmental Emergencies in the student workbook to follow along.



Play Video

The video will show and discuss external bleeding, bandaging, and tourniquets.



Video Pauses

- Have students pair up. Assign one student to play the person who has an injury on the forearm and the other to play the rescuer.
- Tell students they will practice controlling bleeding and bandaging and to use their skills testing checklist for guidance.



Practice While Watching: Controlling Bleeding and Bandaging

- Per the Pediatric First Aid Skills Testing Checklist, students will complete the following steps:
 - Verbalizes putting on gloves
 - Adds dressings to the bleeding area
 - Applies pressure to the bleeding area
 - Applies bandages over the dressing
- Observe students and provide positive and corrective feedback on their performance.



Repeat Segment

- Have students switch roles and repeat the practice.
- Repeat the practice as many times as needed for all students to complete the practice session or for additional practice, as needed, to prepare for testing.



Test: Controlling Bleeding and Bandaging

- Refer to the Pediatric First Aid Skills Testing Checklist and Understanding the Pediatric First Aid Skills Testing Checklist for specific direction on how to test students on first aid skills. These are found in Part 4: Additional Resources in the instructor manual.
- Do not demonstrate skills or coach during the skills test. After starting, if the student asks any questions about the skills or sequences, you should not give them the answer. Rather, tell the student, "Do what you think is best right now."
- Determine where the student is having trouble during the Controlling Bleeding and Bandaging skills test.
- For students who need remediation, follow the steps on the remediation lesson.



Play Videos

The videos will show and discuss

- Shock
- Penetrating and puncturing injuries
- Amputation
- Bleeding from the nose
- Bleeding from the mouth
- Tooth injuries
- Eye injuries



Video Pauses

During the pause, ask students if they have any questions or observations about topics just discussed in the video.



Play Videos

The videos will show and discuss

- Internal bleeding
- Concussions
- Head, neck, and spine injuries
- Broken bones and sprains
- Splinting
- Burns and electrical injuries



Video Pauses

During the pause, ask students if they have any questions or observations about topics just discussed in the video. If practicing splinting, follow these directions:



Practice While Watching: Splinting (Optional)

For student practice, you can use rolled-up towels, magazines, and pieces of wood as splints. Be sure students also have tape, gauze, or cloth for practice.

- Have students pair up. Assign one student to play the person who is injured and the other to play the rescuer. Students will complete the following steps:
 - Cover any broken skin with a clean or sterile cloth, and tie or tape the splint to the injured limb so that it supports the injured area.
 - Use tape, gauze, or cloth to secure it. It should fit snugly but not cut off circulation.
 - If students are using a hard splint, such as wood, make sure they pad it with something soft, such as clothing or a towel.
- Observe students and provide positive and corrective feedback on their performance.
 - Emphasize core concepts: The splint should be longer than the injured area and should support the joints above and below the injury.
- Have students switch roles and repeat the practice as many times as needed for all students to complete the practice session.



Student Workbook

Students can turn to Part 3: Injury and Environmental Emergencies in the student workbook to follow along.



Play Videos

The videos will show and discuss bites and stings.



Video Pauses

During the pause, ask students if they have any questions or observations about topics just discussed in the video.



Play Videos

The videos will show and discuss

- Heat-related emergencies
 - Dehydration
 - Heat cramps
 - Heat exhaustion
 - Heat stroke



Video Pauses

During the pause, ask students if they have any questions or observations about topics just discussed in the video.



Play Videos

The videos will show and discuss

- Cold-related emergencies
 - Frostbite
 - Low body temperature (hypothermia)
- Poison emergencies



Video Pauses

During the pause, ask students if they have any questions or observations about topics just discussed in the video.



Play Video

The video will show and discuss water safety and drowning.

Lesson 7

Injury and Environmental Emergencies Summary 2 minutes



Student Workbook

Students can turn to Injury and Environmental Emergencies: Review Questions in the student workbook for further review.



Discussion

Read the following questions with the class:

- What are some signs of shock?
 - Feeling weak, faint, or dizzy
 - Feeling nauseated or thirsty
 - Having pale or grayish skin
 - Being restless, agitated, or confused
 - Being cold to the touch
 - Breathing very fast
- If a permanent tooth comes out due to injury, what should you place it in?
 - Put the tooth in an oral rehydration salt solution. If none of these are available, store the tooth in cling wrap. As a last resort, store the tooth in cow's milk or the injured person's saliva—but not in the mouth. Do not store the tooth in tap water.
- What are some signs of a concussion?
 - Feeling stunned or dazed, headache, nausea or vomiting, dizziness, unsteadiness (trouble with balance), double vision or flashing lights, confusion, and loss of memory of events that happened before or after the injury
- What are some signs of a broken bone or sprain?
 - Swelling
 - Pain
 - Not being able to move the injured part
 - A joint turning slightly blue

Lesson 8

Prevention Strategies

9 minutes

Part 1: Risks of Smoking and Vaping

Part 2: Benefits of a Healthy Lifestyle

Part 3: Preventing Illness and Injury

Learning Objectives

Tell students that at the end of this lesson, they will be able to

- Describe how to find information on preventing illness and injury
- Identify the health risks of smoking and vaping
- Describe the benefits of living a healthy lifestyle through balanced diet and regular physical activity



Student Workbook

Students can turn to Part 4: Preventing Illness and Injury in the student workbook to follow along.



Play Videos

The videos will show and discuss

- Risks of smoking and vaping
- Adding color
- Moving more
- Preventing illness and injury

Lesson 9

Conclusion

2 minutes

Instructor Tips

- When summarizing what the course has covered, allow students to lead this discussion at times by asking 1 or 2 students (maximum, for class time efficiency) what they observed/learned during the course.
- During the conclusion, be sure to provide students with clear direction on how they can further study and seek out additional resources provided by the AHA to help with postclassroom training.



Play Video

The video will show and discuss the conclusion.



Discussion

To conclude the course, do the following:

- Thank students for their participation.
- Summarize what students learned during the course. Refer to the Heartsaver course outlines found in Part 4: Additional Resources in the instructor manual.
- Make sure that students complete the evaluation form.

Lesson 10

Exam (Optional)

Time varies

Instructor Tips

- The Heartsaver exam is not required for all students—only those who request to take the exam for workplace requirements. Make sure you are aware of which students need to take the Heartsaver exam before class. The exam will need to cover all sections taught during the course.
- During testing and remediation, be efficient with the use of multiple instructors in the room, assigning each a different role, especially when there is a high volume of students in the classroom. This will ensure effective remediation, a smooth process, and efficiency for completing the class on time.
- For the exam, make sure that students are provided an environment conducive to testing: quiet with minimal distractions and plenty of time to complete the exam.



Discussion

Give students the following instructions for the exam:

- Tell students not to write on the exam.
- Students may not cooperate or talk to each other during the exam.
- Exams are open resource, and students are allowed to use the student workbook and any other accessible resources while taking the exam. Refer to Part 3: Testing and Remediation in the instructor manual for details about open-resource exams.



Exam

- Distribute answer sheets and exams.
- As students complete the exam, collect their exams and begin to grade them.
- Regardless of their score, all students should be given their exam results and be allowed the opportunity to review and ask questions.

Remediation

For students who need remediation, follow these steps and refer to the remediation lesson.

- Students who scored less than 84% need immediate remediation.
- Provide remediation by giving a second exam or by having students verbally answer each item they got incorrect, showing understanding of incorrect items.
- Upon successful remediation, students should show an improvement in being able to provide correct responses and an understanding of the correct response.

Lesson 11

Remediation

Time varies

Part 1: Skills Testing Remediation

Part 2: Exam Remediation

Instructor Tips

- The formal remediation lesson is facilitated if a student did not pass the exam or a skills test during the course.
- For further detail on remediation and retesting students, refer to Part 3: Testing and Remediation in the instructor manual.
- As an instructor, you will need to determine which section of the course the student is having trouble with.

Play Video: Skills Testing Remediation

- Replay scenarios, instruction, and/or practice-while-watching segments of the video as needed to ensure learning and for the student to have additional practice.
- Repeat practice until the student feels comfortable and is ready to move forward with the exam or skills test.
 - Some students may need additional practice or may need to repeat the course to demonstrate skills competency and to achieve a course completion card.
- Formal remediation should occur if all boxes on the skills testing checklist are not checked as complete.

Skills Test

- Retest Heartsaver skills as necessary by using the skills testing checklists. Refer to the skills testing lessons for additional instructions on administering the skills tests.

Exam

Students who scored less than 84% need immediate remediation and will need to retake the exam. Refer to the exam lesson for additional instructions on how to administer the exam.

- Provide remediation by giving a second exam or by having students verbally answer each item they got incorrect, showing understanding of incorrect items.
- Upon successful remediation, students should show an improvement in being able to provide correct responses and an understanding of the correct response.
- Make sure that students are given their failed attempt to study with before retaking the exam.
- Make sure to collect all exams and answer keys from all students at the end of the course/remediation.

Postcourse Immediately After the Course

At the end of each class:

- Collect and arrange all course paperwork.
- Rearrange the room.
- Clean and store equipment.
- Fill out Training Center course report forms.
- Read and consider comments from course evaluations.
- Send students course completion cards if not already distributed.
 - Reminder: Student course completion cards must be issued to students within 20 business days after completing a class. You must submit the paperwork to your Training Center after the completion of the course for cards to be sent to students within this time frame.