

Chapter 9



Course PHA-5049-1
Physical Education and Health:
First Aid Using CPR

Secondary V

Duration: 25 hours

9.1 Introduction

The course *First Aid Using CPR* is designed to raise adult learners' awareness of high-risk situations in sports, at work and in everyday life.

During the course, adult learners develop their skills and adopt attitudes that enable them to administer first aid in emergencies. They are also shown the importance of understanding basic prevention and first aid concepts. They learn to adopt safe, ethical behaviour that will make them more responsible citizens. By helping people in distress, they are encouraged to act in a way that helps prevent accidents. Lastly, the course leads to the preparation of a first aid plan of action and a personal project to adopt a healthy, active lifestyle.

9.2 Subject-Specific Competencies

This course targets the development of all three subject-specific competencies.

Overview of the Subject-Specific Competencies, Key Features and Manifestations

Competency 1	Competency 2	Competency 3
<p>Performs movement skills in different physical activity settings</p>	<p>Interacts with others in different physical activity settings</p>	<p>Adopts a healthy, active lifestyle</p>
<p>Analyzes the situation according to the requirements of the setting</p> <ul style="list-style-type: none"> • Considers the constraints of the task and the objective of the activity • Identifies the resources necessary to complete the task • Establishes connections with other tasks or similar activities • Selects different options and examines their consequences • Chooses a type of physical preparation (stretching or warming up) or an appropriate recovery process <p>Performs movement skills taking into account the different constraints of the environment</p> <ul style="list-style-type: none"> • Applies the principles of coordination, balance and synchronization • Adjusts efforts according to own motor skills and fitness level • Pays attention to kinesthetic feedback from the body • Adjusts actions according to the demands of the physical activity • Uses objects or tools appropriately • Varies movement skills and sequences <p>Evaluates own motor efficiency and process in light of the goal pursued</p> <ul style="list-style-type: none"> • Reflects on personal process to complete the task and own results • Assesses own choices of movement skills and the effectiveness of the execution • Identifies new learning • Identifies strengths and challenges • Decides which improvements to make, if any • Recognizes elements that may be applied when practising other physical activities 	<p>Prepares a plan of action</p> <ul style="list-style-type: none"> • Accepts assigned roles • Considers other points of view • Takes into account the requirements of the situation and the goal pursued • Works with teammate(s) to set effective rules for the group or team • Plans one or more strategies and anticipates the consequences • Plans a backup strategy • Selects one or more movement skills or tactics for the chosen strategy <p>Carries out a plan of action</p> <ul style="list-style-type: none"> • Applies the strategy • Performs movements or tactics according to the chosen strategy • Constantly observes teammates' or opponents' positions • Adjusts position and actions according to unexpected aspects of the strategy • Applies the principles of communication and synchronization • Plays different roles with one or more teammates or against one or more opponents <p>Evaluates a plan of action</p> <ul style="list-style-type: none"> • With teammates, examines strategy choices, the effectiveness of their own execution and results or those of a peer or another team • Explains the reasons for achievements and difficulties • Recognizes the contribution of teammates • Recognizes new learning • Identifies, with one or more teammates, improvements that can be made • Identifies, with one or more teammates, strategies that can be used again in different contexts 	<p>Plans a personal project</p> <ul style="list-style-type: none"> • Using observable facts, prepares a summary of own lifestyle habits • Chooses which lifestyle habits to maintain or change • Begins a process • Identifies own tastes and aptitudes • Chooses realistic objectives and anticipates the consequences • Uses a variety of resources <p>Carries out own project</p> <ul style="list-style-type: none"> • Carries out activities to improve or maintain healthy lifestyle habits • Uses the required resources • Perseveres in carrying out the project • Compiles essential information about changes to own lifestyle habits <p>Evaluates own project and lifestyle habits</p> <ul style="list-style-type: none"> • Using appropriate tools, measures whether own fitness level has been maintained or improved • Judges whether the objectives were met, in light of data collected • Explains the reasons for difficulties and achievements • Reconsiders choice of methods and results obtained • Identifies new learning • Recognizes work accomplished • Makes a decision based on the evaluation

9.3 Reflective Process

The reflective process is divided into four steps. It starts with the adult learner's life experience. Then the adult learner is encouraged to reflect in order to assimilate and integrate knowledge, and prepare to transfer his or her learning to real life situations. These steps are related and complementary. They require the adult learner to perform different tasks that are not necessarily sequential. The adult can always return to a previous task.

A diagram of the reflective process is presented in Appendix 2.

9.4 Cross-Curricular Competencies

Although, to a certain extent, this course involves all of the cross-curricular competencies in the Diversified Basic Education Program, it is important to identify those that best meet the requirements of the tasks to be carried out in each of the learning situations developed by the teacher. The cross-curricular competencies are presented in Appendix 1 of the program.

For example, the learning situation *Rescue* presented in this course makes use of two cross-curricular competencies: *Communicates appropriately* and *Exercises critical judgment*.

Adult learners *communicate appropriately* when they use emergency first aid vocabulary. They analyze the situation in order to identify modes of communication suited to the context. In doing so, they respect the conventions and codes of language, and take into account many different, complex variables.

Adult learners *exercise critical judgment* when they form their opinion of the situation. They explore different options and base their opinion on logical, ethical criteria before taking action. They pay attention to how best to formulate their thoughts and examine the knowledge critically.

9.5 Subject-Specific Content

The content of the course enables adult learners to adopt a healthy, active lifestyle, taking into account the rules of first aid. It includes three categories of knowledge and related content as well as examples of cultural references.

The compulsory elements are: the subject-specific competencies, key features and manifestations; the categories of knowledge and related content; the families of learning situations; and the cultural references.

Categories of knowledge and related content

The categories of knowledge in this course are:

- Theory
- Skills
- Behaviour

Knowledge consists in the elements of content for each category, and each element is related to one or more subject-specific competencies. The competencies are indicated as follows:

- C1: *Performs movement skills in different physical activity settings*
- C2: *Interacts with others in different physical activity settings*
- C3: *Adopts a healthy, active lifestyle*

The following table presents each category, along with the related content and associated subject-specific competencies.

KNOWLEDGE <i>FIRST AID USING CPR</i>	Subject-Specific Competencies (C1-C2-C3)
THEORY	
▶ General principles of safety	
• Emergencies	C1
• Human and material resources available when administering first aid to people in danger	C1
• Emergency evacuation plan and transportation of injured people	C1
• The risks inherent in emergency first aid	C1
• Protective equipment	C1
• Priority order for first aid	C1
• Deterioration of a person's health after an injury, accident or malaise	C1
• Rules to prevent accidents in sports, at work and in everyday life	C1-C3
• Evaluation of site risks and safety	C1-C3
• Legal responsibilities of first aiders	C1
▶ Main components of human anatomy	
• Physiology of the human body	C1
• Main muscles, skeleton, nervous system, circulatory system, respiratory system	C1
▶ Main situations requiring emergency action and appropriate first aid	
• Signs of asphyxia and appropriate first aid	C1
• Signs of cardiac arrest and appropriate first aid	C1
• Signs of choking and appropriate first aid	C1
• Fractures and wounds and appropriate first aid	C1
• Signs of shock and appropriate first aid	C1
• Loss of consciousness and appropriate first aid	C1
• Injuries to muscles, ligaments and joints and appropriate first aid	C1
• Other circumstances, including: hypothermia, burns, eye injuries, poisoning, bites, drowning and heatstroke	C1

SKILLS	
▶ Emergency first aid in compliance with general safety rules	
• Quick identification of emergencies and demonstration of ability to act	C1-C2
• Identification and use of human and material resources	C1-C2-C3
• Evaluation and prevention of risk during first aid	C1
• First aid for people in danger	C1-C2
• Use of the protective equipment required to ensure safety	C1-C3
• Application of the elements of first aid in order of priority	C1
• Knowledge and application of accident prevention rules at home and in the workplace	C1-C2-C3
• Compliance with first aid rules and responsibilities	C1
▶ Identification of main situations requiring first aid, proper diagnosis and appropriate action in the following situations:	
• Asphyxia	C1-C2-C3
• Cardiac arrest	C1-C2-C3
• Choking	C1-C2-C3
• Fractures and wounds	C1-C2-C3
• Shock or loss of consciousness	C1-C2-C3
• Injuries to muscles, ligaments and joints	C1-C2-C3
• Other emergencies, including: hypothermia, burns, eye injuries, poisoning, bites, drowning and heatstroke	C1-C2-C3
BEHAVIOUR	
▶ Help and mutual assistance	
• Support and comfort	C1-C2
• Respect for each person's role, based on his or her competencies	C2
▶ Civic spirit	
• Actions of a responsible citizen	C3
▶ Ethics	
• Acceptance of and respect for other people's values	C2
▶ Leadership	
• Involvement in an intervention to the best of his or her ability	C1-C2
• Setting of priorities	C1
• Supervision of interventions	C2-C3

▶ Preventive mindset	
• Adoption of safe practices	C3

Cultural References

Cultural references encompass everyday realities, such as people, events and heritage objects related to physical activities, sports, leisure, physical education, first aid and health. These references give a cultural dimension to instruction, expand the adult learner's knowledge and make their learning meaningful.

Although the use of cultural references is compulsory, the examples provided in this course are not.

Examples of Cultural References

▶ **Scientific or technological activities**

- Development of first aid techniques
- Climate change and new dangers, including heat waves, floods and smog

▶ **Lifestyles**

- Lifestyle habits in our society and emergence of cardiac, respiratory and other problems (e.g. obesity, diabetes)
- High-risk sports and injuries (e.g. skateboarding, in-line skating)
- Demographic changes

▶ **Local references**

- Local dangers
- Local resources and emergency services
- Local anecdotes

▶ **Key events**

- Emergency at a skating rink

9.6 Families of Learning Situations

Learning situations that are related to each other or share common characteristics are grouped together into families. They provide learning contexts that make learning more meaningful. This course involves the family *First Aid*.

9.7 Broad Areas of Learning

The course *First Aid Using CPR* pursues the educational aims of five broad areas of learning from the program of study. Each broad area of learning is addressed to varying degrees and raises questions that can be used to develop learning situations.

The learning situation *First Aid Actions* is related to the educational aim of the broad area of learning Health and Well-Being, which is to *encourage adult learners to take responsibility for adopting good living habits*. The focus of development *Awareness of the consequences of collective choices on individual well-being* allows adult learners to make connections between the lifestyle of a population, its health and well-being and the ability to intervene in an emergency. To do this, they become aware of the political issues relating to health and well-being, and they look after the collective well-being by informing the people around them of the importance of prevention in first aid techniques.

9.8 Example of a Learning Situation

Learning situations place adult learners at the heart of the action and help them develop competencies, construct knowledge and mobilize a wide variety of resources. Each situation is based on a pedagogical aim that is connected to different elements of the program and course.

The learning situation below includes:

- 1) a reference to the elements of the program and course
- 2) the context: situational problem
- 3) the pedagogical aim, activities and connections with the subject-specific competencies

The learning situation is entitled *First Aid Actions*.

1) Reference to the elements of the program and the <i>First Aid Using CPR</i> course	
Broad area of learning	<ul style="list-style-type: none"> • Health and Well-Being
Cross-curricular competencies	<ul style="list-style-type: none"> • Communicates appropriately • Exercises critical judgment
Family of learning situations	<ul style="list-style-type: none"> • First Aid
Subject-specific competencies	<ul style="list-style-type: none"> • Performs movement skills in different physical activity settings • Interacts with others in different physical activity settings • Adopts a healthy, active lifestyle
Categories of knowledge and their content	<p>Theory</p> <ul style="list-style-type: none"> • General principles of safety • Main components of human anatomy • Main situations requiring emergency action and appropriate first aid <p>Skills</p> <ul style="list-style-type: none"> • Emergency first aid in compliance with general safety rules • Identification of main situations requiring first aid, proper diagnosis and appropriate action <p>Behaviour</p> <ul style="list-style-type: none"> • Help and mutual assistance • Civic spirit • Ethics • Leadership • Preventive mindset
Cultural references	<ul style="list-style-type: none"> • Local references

2) Context: Situational problem	
<p>The group begins by studying different situations requiring assistance and appropriate first aid, and the adult learners then form teams of three.</p> <p>Each team, in turn, simulates a situation requiring assistance, and another team simulates the appropriate first aid. The context and the reactions of the team simulating the situation are decided by the teacher.</p> <p>During each simulation, the other teams observe what takes place, and when it has finished they ask questions, make comments and suggest improvements for similar circumstances in the future.</p>	
3) Pedagogical aim, activities and connections with the subject-specific competencies	
Pedagogical aim: adult learners understand how to administer first aid properly in an emergency	
Activities	Subject-Specific Competencies
When taking part in the <i>First Aid Actions</i> activity:	
<p>Adult learners analyze the situation, perform movement skills and evaluate their effectiveness. To do so, he or she:</p> <ul style="list-style-type: none"> • Gathers information on the symptoms of the person in difficulty and his or her general health • Makes a diagnosis • Selects different options and examines their consequences • Adjusts efforts according to the reactions of the person in difficulty • Identifies challenges 	Performs movement skills in different physical activity settings
<p>Adult learners identify the elements needed to prepare, execute and evaluate a plan of action. To do so, he or she:</p> <ul style="list-style-type: none"> • Sets first aid priorities and effective rules, depending on the gravity of the situation • Constantly observes the positions of everyone concerned • Adjusts position and actions according to unexpected aspects of the situation • Recognizes the contribution of team members 	Interacts with others in different physical activity settings
<p>Adult learners identify the elements used to plan, carry out and evaluate their personal project to adopt a healthy, active lifestyle. To do so, he or she:</p> <ul style="list-style-type: none"> • Chooses realistic objectives and examines the consequences • Compiles essential information about changes to own lifestyle habits • Reconsiders choice of methods and results obtained • Makes appropriate decisions 	Adopts a healthy, active lifestyle

9.9 End-of-Course Outcomes

To develop the competency *Performs movement skills in different physical activity settings*, adult learners analyze a situation according to the requirements of the setting, while considering the consequences. They communicate appropriately, exercise critical judgment and solve problems in order to select and perform movement skills based on their physical abilities and the constraints of the environment. They respect safety rules at all times. Lastly, they demonstrate their motor efficiency through their ability to perform movement skills smoothly and adjust their movements according to the goal pursued and the results obtained in order to improve their performance. In doing so, they demonstrate consistency in their choice of physical activities.

To develop the competency *Interacts with others in different physical activity settings*, adult learners communicate appropriately, cooperate and solve problems as they participate in developing, carrying out and evaluating a plan of action. They validate the plan by applying strategies in compliance with the action rules they have learned by demonstrating attitudes (behaviours), accepting assigned roles and taking into account the requirements of the situation. They also assess their motor efficiency based on their execution and on their ability to adjust movements and tactics, in compliance with safety rules and taking into consideration the unexpected aspects of the activity. They then identify possible improvements based on their achievements and difficulties. In doing so, they demonstrate efficiency in the performance of physical activities.

To develop the competency *Adopts a healthy, active lifestyle*, adult learners develop a plan designed to maintain or change some personal lifestyle habits. They use creativity and solve problems when carrying out the plan and evaluating the process. They discover that their physical fitness level has improved and that they have integrated an autonomous process. They summarize results, past difficulties and new challenges they would like to face. In light of the data collected, they are able to judge their degree of commitment and decide what elements of the plan to maintain, eliminate or change in the future. Lastly, they make corrections to improve their habits. In doing so, they demonstrate the relevance of adopting a healthy, active lifestyle.

9.10 Evaluation Criteria

To support the learning of adult learners and evaluate subject-specific competencies at the end of the course, the teacher bases his or her judgment on the evaluation criteria.

Competencies	Evaluation Criteria
Performs movement skills in different physical activity settings	Demonstration of consistency in choices
Interacts with others in different physical activity settings	Efficient execution of activities
Adopts a healthy, active lifestyle	Understanding of the relevance of adopting a healthy, active lifestyle

