



An Instructional Scenario (Lesson Plan): The Significance of Providing Over Five-Year-Old Children in a State of Choking or Suffocation with First Aid

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Abstract: *This article aims to present a lesson plan entitled: "The significance of providing over five-year-old children in a state of choking or suffocation with First Aid". This teaching plan lasts for one teaching hour. It was carried out with modern education through the Cisco Webex Meetings platform and concerns the First Aid course for the 2nd Class of Vocational High School (EPAL), of the Health, Welfare & Wellness Sector. This scenario was implemented in the context of the training of B2 level ICT trainees, organized by the Institute of Educational Policy (IEP) with the co-financing support of Greece and the European Union. The article aims to present a teaching plan so that students can deepen their knowledge on the thematic unit of airway obstruction by a strange item in children over 5 years old. More specifically, students learn to acquire valid information and knowledge on the situation that a child is and how to apply anti-choking steps correctly. The strategy on which it was based is collaborative learning emphasizing the active participation of students through their interaction. Students were asked to go to a digital worksheet created in google forms, where they each worked individually with the opportunity to interact with each other through the chat of the Cisco Webex Meetings platform, but also expressing oral views through the same platform. At the end of the course, they completed a quiz for feedback.*

Keywords: *First Aid, airway obstruction, training lesson plans, Nursing Assistant.*

I. INTRODUCTION

A particularly important role for all specialties of the Health, Welfare and Wellness Sector of EPAL plays both the theoretical training of the students and their practical practice in the laboratory of the First Aid and specifically in the thematic unit airway obstruction in children over 5 years old (Makos K. & et al., (2011) The best way to teach especially laboratory courses is lifelong teaching but due to the Covid-19 pandemic teaching is carried out through modern distance learning. position in the Curriculum of the 2nd Grade of EPAL of the course "First Aid", which aims at teaching a theoretical and laboratory part with practical training of students.

More specifically, the recourse to the theoretical knowledge of the thematic module of airway obstruction precedes the laboratory course and consequently the internship, hence in this article the emphasis is initially on the theoretical acquisition of knowledge, but then on their practical training. This, on the one hand, benefits to the correct diagnostic prediction and assessment of the condition of a patient/individual, on the other hand, in the cure of such situations that need urgent treatment.

In the context of all this effort, the use of ICT is laying the foundation stone, which contributes substantially, interactively, and pleasantly to the understanding and consolidation of all that is to be taught,

emphasizing on the group collaboration among students (Matzagouras, 2000). The worksheets of google documents and quizzes offered by ICT help to consolidate the material taught better as well as the feedback of the students, emphasize the main points of the taught lesson and not the detailed or redundant information, which can exhaust or confuse students. Also, the use of ICT enhances and encourages the active participation of students with learning difficulties and helps them to consolidate the content of the lesson better, but also to organize their notes more appropriately and to focus on all those important points of the lesson. (Tsimpoukli, 1999). Of course, the teacher is on the side of all those students supporting, guiding, and strengthening their effort and in case additional help is needed, the teacher provides additional/explanatory and more detailed material.

II. MATERIALS AND METHODS

Description of Educational Scenario

The specific educational scenario lasts one teaching hour (45 minutes) and concerns the course First Aid for the 2nd Class of Vocational High School (EPAL) of the Department of Health, Welfare & Wellness. All 14 students in the e-classroom participated through the Cisco Webex Meetings (modern education) platform created by the Ministry of Education, Research and Religions, due to the needs arising due to Covid-19. No pre-existing knowledge is required regarding the taught topic by the students. However, a basic familiarity with the use of computers and software is required.

The learning objectives of the teaching scenario are divided into three levels. More specifically, at the cognitive level students should acquire valid information and knowledge about the time when a child is in a state of choking and correctly apply the steps to deal with this difficulty. At the socio-emotional level, students should be motivated so that when confronted with a person in a state of choking and suffocation they can react promptly to provide them with First Aid, as well as adopt a positive attitude towards the recovery process in case of choking and suffocation. Finally, the goals regarding the use of ICT are the Familiarity with distance education (Modern Education) and the approach of ICT as tools and sources of interactive learning.

This teaching scenario emphasizes on the active participation of students and the collaborative interaction of them. The strategy on which it was based is collaborative learning (Koulaidis, 2007). In particular, through the working groups, the participation and the interaction with the students are strengthened. ICT (Information and Communication Technology) educational applications tend to maximize the benefits of any type of course, whether it is to be implemented life in the classroom or remotely with modern or asynchronous education.

III. CONCLUSIONS

The assessment of the present educational scenario conducted by the students was positive, as both the purpose of the program and the individual teaching objectives were achieved. Through the discussion that took place at the beginning of the course (modern education-Cisco Webex Meetings) students were allowed to exchange very interesting views and knowledge gained from personal experiences or experiences related to their close family environment. Going on with the lesson, they were given a collaborative document (google forms), where, in this way they interacted with each other commenting on each other's answers to the questions asked. After completing their activities, they completed a quiz which helped both students and the teacher to realize how well they had consolidated the knowledge they were taught. Shortly before the completion of the lesson, there was time to discuss questions, but also to solve them. Besides, students became familiar with ICT (Information and Communication Technology) as the course was implemented through the Cisco Webex Meetings platform (modern education), and all activities required the operation of a computer or a tablet. Finally, the time of one teaching hour that was originally designed to implement the teaching scenario was sufficient for its successful completion.

IV. REFERENCES

1. Makos K., Barlas K. & Cheilaris S. (2011). First aid. Athens: Organization for the publication of textbooks, pp. 79-104.
2. Matzagouras, H.G. (2000). Collaborative teaching and learning. Athens: Grigoris.
3. Tsimpoukli, Anna (1999). The training of special groups in Educational Methods - group of trainees, Vol. D, EAP, Patras.

Annex 1

Lesson plan title

An instructional scenario: The importance of providing First Aid to children over 5 years of age who are in a state of choking

Estimated duration of the teaching scenario

1 teaching hour (45') distance using modern education.

Integration of the teaching scenario in the curriculum/prerequisite knowledge

First Aid 2nd Class EPAL of the Health, Welfare & Wellness Sector.

Prerequisite knowledge

- Students are not required to have any relevant pre-existing knowledge of the taught topic unit.
- Basic knowledge of computers and software is required.

Purpose and objectives of the teaching scenario

Sustaining life, preventing the deterioration of the condition, and treating the state of drowning by a strange item but food in children over 5 years old.

Cognitive

- Gain valid information and knowledge about when a child is in a state of drowning
- Implement anti-choking steps correctly.

Socio-emotional

- Be motivated when confronted with a person in a state of choking, to be able to react promptly to provide First Aid.
- To adopt a positive attitude towards the recovery process in case of choking.

Regarding the use of ICT

- Familiarity with distance education (Modern education)
- Approaching ICT as tools and resources for interactive learning

Supervisory and material means

Both the teacher and the students should have either a Mobile or Tablet or laptop/desktop computer, which has speakers, a camera, and a microphone. Internet connection is required. The educator must have installed the Cisco Webex Meetings application, have a Google account to use Drive. Students should also have the Cisco Webex Meetings application installed. The connection to the digital training platform can be made by clicking Cisco Webex Meetings. The students have received the connection instructions on the e-classroom platform and a test connection has been made the day before. As a necessary material means to have in their house a doll about 50 cm or a big bear.

Description**Teaching Method**

In this teaching scenario, emphasis is placed on the active participation of the students and on the group interaction of the students. ICT educational applications tend to maximize the benefits of any type of lesson whether it is to be implemented in the classroom or remotely with modern or asynchronous education.

Class organization:

The online class consists of 14 students. In the implementation of the educational scenario participate all the students of the 2nd grade of EPAL of the Health, Welfare & Wellness Sector.

At the beginning of the lesson, they are given the 1st digital worksheet, where everyone individually deals with this sheet by watching a relevant video and then search the internet for the student's interactive textbook and locate the specific teaching unit. They then work collaboratively on the same sheet. Finally, each of them completes a quiz after sharing the link given to them in the chat.

ICT added value

The lesson plan is entirely different from the form of modern education.

As a result, by using ICT, they provide:

1. Facilitate communication, sharing, and interaction between students and their teacher
2. Interaction and immediate feedback from web applications
3. The added value from the use of new technologies lies in the multi-sensory approach of the specific skill and the multifaceted cognitive mobilization of the students.
4. With the use of new technologies both theoretical and laboratory courses, a system of practice and practical application of knowledge by students is promoted, with the systematic guidance of the teacher.

Teaching Activities:**Cognitive / psychological preparation activities (10 minutes)**

Students with the computer or tablet open will work individually and in groups remotely.

Students are asked to go to the following link to link to the 1st Digital Worksheet:

In the digital worksheet you will find the following link:

Video for the treatment by a strange item but food in children over 5 years old,

where they will carefully watch the video with the steps of dealing with foreign body drowning in children.

Students are then asked to browse through the source:

<http://ebooks.edu.gr/new/course-main.php?course=DSEPAL-B285> that is, the interactive textbook "First Aid" for students of 2nd grade EPAL, 2nd chapter, section 2.5 Airway obstruction, to identify and emphasize the images in the book, which describe in detail the steps to deal with by strange item but food.

Consolidation activities (20 minutes)

Students, utilizing the above sources and using the object described in the digital worksheet 1 will be asked to put into practice the drowning steps they watched in the video holding in their hands a large bear or a doll at least 50 cm.

Throughout the laboratory exercise, the teacher monitors through the computer camera, encourages and guides the students' work. Solves questions and coordinates the discussion and communication of students through the use of digital communication (camera and speakers) but also through the chat room of the platform.

Evaluation Activity-Formative evaluation (15 minutes)

At the end of the laboratory exercise, the teacher summarizes the main points of the laboratory course and points out what are the conditions for the correct sequence of steps to deal with drowning by a foreign body.

Students are asked to describe the difficulties they encountered in the construction and to discuss together their experience, but also the possible difficulties they encountered throughout.

We also encourage students to comment on the consequences that can occur if a child is in a state of drowning and a fellow person does not care for giving first aid. At the same time, the teacher receives feedback on the efficiency of the laboratory course.

Finally, the students are asked to complete a quiz that is here, so that through it the students themselves can get their feedback, as it is a summary of the most important points of this course.

Use of PC, ICT, as well as other means for the teaching scenario

Cisco Webex Meetings Platform

Watch videos on YouTube

Quiz on Google forms

collaborative document (google forms)

Worksheet

Students are given to fill in a digital worksheet 1 (google forms) in groups at the beginning and in groups afterward.

Scalability:

Teaching can be extended over time, by creating a similar, work plan that will include more information and greater difficulty and complexity. In this case, another 1 teaching hour will be added. Also, the educational scenario could, with the appropriate modifications, be used in all three classes of the high school, as well as in all the classes of the Lyceum.

Annex 2**Digital Worksheet 1****Activity-Exercise 1:**

Steps to deal with foreign body choking in children over 5 years old

Please watch the following video carefully:

[Video](#)

The only thing you will need to perform the steps to deal with choking by a strange item is just a doll about 50 cm in size or a big bear.

Once you have completed the careful watching of the video, then take in your hands the available doll you have or the bear and start and follow the steps you saw in the video. Below is the sequence of steps.

Choking steps:

- Put the doll or bear on your feet while sitting in a chair.
- Give 5 blows to the back with the base of your palm between the two shoulders. If the strange item does not come out, continue as you saw in the video with the Heimlich technique.
- To apply this technique you need to place one hand fist, about 5 cm above the belly of the doll
- Place your other hand embracing the doll, locking it over the fisted hand. Subsequently,
- Give 5 strong pushes (Heimlich technique) with direction in and up (as you saw in the video).

- if the strange item still has not come out repeat steps 2 and 5.

- If the victim falls unconscious on the floor we make a WRIST, where we will learn in the next lesson.

Activity - Exercise 2

After carefully watching the video and completing the First Aid practice using the doll or bear, complete the table below and comment on any concerns or questions you may have and then comment/answer each other.

Names of students	Concerns/Questions	Commentary/answers between you
Maria K.		
Penelope A.		
Katerina P.		
Giannis F.		
Manolis Ch.		
Eirini B.		
Argiro T.		
Mania D.		
Nikos G.		
Marina D.		
Panagiotis A.		
Zoi K.		
George M.		

Annex 3

Worksheet / evaluation

Quiz: choking or suffocation by a strange item

Name of student:

- Are the symptoms of a strange item choking evident in a child over 5 years old?
 - True
 - False
- Where should back blows be given in the event of choking?
 -
 - On the right shoulder
 - On the left shoulder
 - In the lumbar spine (waist)
 - Between the 2 shoulders
- The first step in case of choking is:
 - Give the victim to drink water
 - To give 5 blows to the back
 - Give the victim a piece of bread to swallow
 - Press the diaphragm with the Heimlich technique
- Can the Heimlich technique only be applied to children?

- a. True
- b. False

5. I check for what breathing means?

- a. I see the movement of the chest
- b. I hear the victim breathing
- c. I feel the victim exhale
- d. All the above

6. If you met a child on the street and he was choking, would you provide the first aid you learned?

- a. Yes
- b. No

6.1. Justify the answer to question 6