

BMJ Open

School teachers are able to teach first aid to children younger than 6 years: randomized study.

Journal:	<i>BMJ Open</i>
Manuscript ID:	bmjopen-2014-005848
Article Type:	Research
Date Submitted by the Author:	03-Jun-2014
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Primary Subject Heading:	Public health
Secondary Subject Heading:	Emergency medicine, Medical education and training, Public health
Keywords:	EDUCATION & TRAINING (see Medical Education & Training), Quality in health care < HEALTH SERVICES ADMINISTRATION & MANAGEMENT, Health policy < HEALTH SERVICES ADMINISTRATION & MANAGEMENT, PRIMARY CARE, PUBLIC HEALTH

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Manuscripts

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3 **School teachers are able to teach first aid to children younger than 6 years: randomized**
4 **study.**

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6 **Short title: Emergency first aid training for children**
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21 **Keywords:** Education, Child, Preschool, Educational Measurement, first aid, Schools.

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23 **Word count : 2 605**

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29 **ABSTRACT**

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32 **BACKGROUND.** Emergency medicine societies recommend teaching first aid at school.

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34 This study was designed to assess the skills acquired by very young children (< 6 years)

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36 trained by their own teachers at nursery school. **METHODS.** This prospective randomized

37
38 study assessed the effect of training under the age of 6 years (cohort C1) compared with a

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40 group of age-matched untrained children (cohort C2). School teachers of cohort C1 were

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42 trained by emergency medical teams to perform basic first aid. The test involved observing

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44 and describing three pictures and use of the phone to call the medical emergency center.

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46 Assessment of each child was based on nine criteria, and was performed by teachers 2 months

47
48 after completion of first aid training. **RESULTS.** 285 pupils: 140 trained and 145 untrained.

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50 For all criteria, the majority of trained pupils gave the expected answers and reacted

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52 appropriately in assessing the situation and alerting emergency services (55.7–89.3%

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54 according to the questions). Comparison of the two groups revealed a significantly greater

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3 ability of trained pupils to describe an emergency situation ($p < 0.005$) and raise the alert
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5 ($p < 0.0001$). **CONCLUSIONS.** This study shows the ability of very young children to
6
7 assimilate basic skills as taught by their own school teachers.
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12 **Keywords:** Education, Child, Preschool, Educational Measurement, first aid, Schools.
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16 **“Strengths and limitations of this study”**
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- 18
19 ▪ Emergency medicine societies recommend teaching first aid at school but conclusions
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21 cannot be drawn about which first-aid training courses or programmes are most
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23 effective or the age at which training can be most effectively provided. This study was
24
25 designed to assess the skills acquired by very young children (< 6 years) trained by
26
27 their own teachers at nursery school.
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- 29
30 ▪ Our study demonstrated that first aid programs given to very young children may
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32 improve their ability to assess and describe an emergency medical situation and alert
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34 the emergency medical call centre.
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- 36
37 ▪ This study supports the current general implementation of this training course in all
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39 French schools. This program is now compulsory and begins with children aged 4 to 6
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41 years.
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- 43
44 ▪ Any correlation between the simulation used here and how children would react in a
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46 real life emergency can not be known
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INTRODUCTION

In a medical emergency, it is essential for the first witness to raise the alert and provide emergency first aid as soon as possible. Many experts now recommend training children as early as primary school to ensure that these skills are deeply and permanently ingrained. Emergency medicine societies recommend teaching first aid at school so that every citizen knows how to perform first aid appropriately and raise emergency alerts at the earliest possible time. [1-5] A recent systematic review highlighted that conclusions cannot be drawn about which first-aid training courses or programmes are most effective or the age at which training can be most effectively provided. [6]

To date, studies on emergency first aid training at school have focused on children aged 6 years or older, often trained by first aid instructors. [7-19] This report presents the results of a pilot study involving children aged 6 years or younger who were trained in first aid by their own teacher without the presence of first aid instructors. This study, carried out in this department (560,000 inhabitants), was supervised by the University Hospital emergency medicine department, teachers of national education system, and a University research unit specialized in health education.

METHODS

A program was initially developed to train teachers in basic first aid to deal with an emergency situation. The most common emergency situations occurring in elementary schools were used to design this program. In this department, 2,200 out of a total of 3,300 elementary school teachers have been trained by emergency medical teams, assisted by health professionals from the Ministry of Education since 2002. During a 6-hour training session, the teachers learned when to alert the medical call center and how to act when faced with trauma,

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3 burns, bleeding, a choking victim, or an unconscious person. After training, the teachers had
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5 to integrate specific skills into various subjects of the curriculum, depending on the learning
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7 pace of the class. The children's psychological, cognitive, and moral development was taken
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9 into account when setting up the course. The principle of the course is to plan a yearly
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11 increase in complexity, allowing the revision of acquired skills and the learning of new skills.
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13 [20-22] Young children in nursery schools should be able to recognize an "unusual" situation
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15 and alert the medical emergency call centre. To do so, they need to dial the emergency
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17 medical number (Phone: 15, SAMU in France), describe what they have observed, and name
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19 the various parts of the human body. Children aged between 6 and 8 years must be able to
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21 alert the SAMU by precisely locating the event. They must be able to describe injuries and
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23 perform simple tasks to deal with a burn, a bleeding wound or trauma. Children aged between
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25 9 and 11 years must be able to recognize an unconscious patient, determine the presence of
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27 breathing and place the unconscious person on the side. They learn how to assist a person who
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29 is choking and perform chest compression and defibrillation in the case of cardiac arrest in
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31 secondary education. The progression of the child's abilities during the curriculum was
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33 assessed in our department. The aims of this first study were to assess the abilities of very
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35 young children trained in the nursery by their own teacher and to compare these results with
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37 those of age-matched untrained children.
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43 **Participants**

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45 In nursery schools in this area, some children were trained by their teachers, while others were
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47 not, because their teachers did not wish to train them or were not trained themselves. This
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49 study was accepted by the department section of the Ministry of Education. This department
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51 section of the Ministry of Education designated part of the department to participate in this
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53 study (80 schools, n= 1,360 pupils). Eighteen classes comprising 315 pupils were randomly
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55 selected: nine classes of trained pupils and nine classes of untrained pupils. The untrained
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3 pupils had never received any first aid education. The families gave their consent to this
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5 study.
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7 8 **Instrumentation**

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10 The children's ability to observe pictures, and then to use a telephone to give an alert were
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12 assessed. Three pictures showed three different situations, one of which did not require
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14 alerting the SAMU:

- 15 - A boy who has fallen off a stepladder and who is holding his leg (Figure 1).
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17 - A young girl crying because she has broken her doll (Figure 2).
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19 - A young boy who has injured his hand while peeling an apple (Figure 3).
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23 The following questions were asked in relation to each picture to test the pupil's ability to
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25 observe, and decide whether or not to raise an alert. The questions were: "*What is*
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27 *happening?*" and "*You are alone with him (her), nobody is here to help you, what would you*
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29 *do?*" The answers were classified into two categories: "expected answer" (with key-words or
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31 synonyms) or "other answer".
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34 The expected answer in relation to the first picture was: "*He has fallen over, his leg hurts*".
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36 The expected answer in relation to the second picture was: "*She has broken her doll and is*
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38 *crying*" and the expected answer in relation to the third photograph was "*He has cut himself,*
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40 *he is bleeding*". The child was required to "*alert the SAMU*" for the first and third situations
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42 The teacher then tested the pupil's ability to alert the SAMU in relation to the third picture.
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44 The teacher gave the children access to a standard landline telephone, playing the role of the
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46 SAMU emergency doctor. The teacher's instructions were: "*You see, he has cut himself, he is*
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48 *bleeding. You are alone at home with him, the SAMU must be alerted, do it!*" The assessment
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50 of the child's reaction was binary: did or did not. The three criteria were;
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- 53 - using the telephone;
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55 - introducing himself, explaining where he is;
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3 - describing the situation.
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5 The pictures had been previously tested on two classes (not included in this study).
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7 **Procedure**

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9 In order to obtain the most objective results possible, written instructions were given and
10 discussed individually with each teacher approximately 2, 3 months after completion of first
11 aid training. Each pupil was assessed by his/her own teacher.
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15 **Data Analysis**

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17 To ensure anonymous grids, the results were collected by Ministry of Education staff. The
18 researchers did not have access to personal data from children. Only fully completed
19 assessments were analyzed. Data were presented as percentages with 95% confidence
20 intervals (95% CI). Statistical analysis of the results was performed using a Chi-square test
21 (significance level: $p < 0.05$). analyses were performed using the Statistical Package for the
22 Social Sciences (version 11.0, SPSS, Inc).
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36 **RESULTS**

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38 For the overall analysis, 315 pupils were prospectively evaluated, 285 with complete grids
39 were included: 140 trained children (cohort C1) and 145 untrained children (cohort C2)
40 (Figure 4). The sex ratio (male/female) was 0.94 and the mean age was 5.4 years.
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44 Only 68 children in cohort C2 were tested for their use of the telephone, as some teachers
45 decided not to complete this assessment, which they considered to be time-consuming and
46 fastidious.
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51 Children's ability to observe pictures, describe the situation and raise the alert (Table 1).

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53 The majority of trained pupils was able to describe the three pictures and gave the expected
54 answers (67.9%, 71.4% and 75.7%, respectively). The ability to observe and describe the
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situation was significantly higher in cohort C1 for the three pictures ($p < 0.001$ for the first and second pictures and $p < 0.01$ for the third picture).

Table 1. Results: Children's ability to observe pictures

Exercise	Question	C1 cohort	C2 cohort	Odds ratio	<i>p</i>
		% of expected answers (n=140)	% of expected answers (n=145)		
Photograph 1	What is going on? <i>He has fallen over, his leg hurts</i>	67.9% (95)	45.5% (66)	2.5	<0.001
	You are alone at home, what do you do? <i>I call the SAMU</i>	62.1% (87)	8.3% (12)	18.2	<0.0001
	What is going on? <i>She has broken her doll and is crying</i>	71.4% (100)	41.4% (60)	3.5	<0.0001
Photograph 2	You are alone at home, what do you do? <i>I do not call the SAMU</i>	75% (105)	75.9% (110)	-	0.24 NS
	What is going on? <i>He has cut himself, he is bleeding</i>	75.7% (106)	60.0% (87)	2.8	0.01
Photograph 3	You are alone at home, what do you do? <i>I call the SAMU</i>	66.4% (93)	13.8% (20)	12.4	<0.0001

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When the SAMU had to be alerted, the majority of trained pupils were willing to raise the alert.

A marked difference was observed between the two cohorts in terms of alerting the SAMU, which was significantly higher in cohort C1 ($p < 0.0001$). In relation to the first picture, 61.9% of children in cohort C2 were willing to help the injured child after the picture had been explained to them, but did not know who to alert (73.8% for the third picture). Note that 23% of pupils in cohort C1 and 43.8% of pupils in cohort C2 misinterpreted picture 2 and the intention to act was not significantly different between the two groups (to help or comfort the girl) (Table 1).

Simulation exercise with a telephone using the third picture.

This exercise involved the 140 trained children of cohort C1 and 68 children of the cohort C2. Overall, 55.7% pupils of cohort C1 knew how to use the telephone correctly and how to call the SAMU (vs. 17.7% of children in cohort C2; $p < 0.0001$) (Table 2), and 82.1% of children in cohort C1 gave their first name, last name and personal address (vs. 33.8% of C2; $p < 0.0001$) (Table 2). Lastly, 89.3% of children in cohort C1 correctly described the situation using the keywords “cut”, “hand”, “blood” (vs. 75% of C2; $p < 0.01$) (Table 2).

Table 2. Results: Simulation exercise with a telephone

Exercise	Criteria	C1 cohort	C2 cohort	Odds ratio	<i>p</i>
		% of expected answers (n=140)	% of expected answers (n=68)		
Use of the telephone	1 - Using the telephone	55.7% (78)	17.7% (12)	5.9	<0.0001
	2 - Introducing oneself, Explaining the location	82.1% (115)	33.8% (23)	9	<0.0001
	3 - Describing the situation	89.3% (125)	75% (51)	2.8	0.01

DISCUSSION

For all criteria, the majority of trained pupils gave expected answers and presented an appropriate reaction to the situation by recognizing the medical problem and appropriately raising the alert. Comparison of the two cohorts revealed significant differences in terms of the ability of pupils to describe an emergency situation and raise the alert.

Observation capacity

The situation shown in each picture had not been previously raised or discussed in class. The teachers were not aware of the assessment methods used and therefore could not have prepared their pupils beforehand. A significant difference was observed between the two

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3 cohorts, reflecting the existence of cognitive links between the test situations. The vast
4 majority of trained pupils spontaneously gave expected answers without prompting from their
5 teacher, making this result even more relevant. The results related to the non-emergency
6 situation (young girl with a broken doll) showed that the observation capacity of trained
7 pupils was significantly better than that of untrained pupils. The teachers of the trained cohort
8 may have more generally emphasized observation capacities, as an emergency call to the
9 SAMU (or to an adult) required an oral description of the situation. It is difficult to define this
10 aspect from these results alone: it would be interesting to test these capacities with other
11 assessments comprising less obvious situations.
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24 **Intention to alert the SAMU**

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26 A marked significant difference was observed between the two cohorts in the two situations in
27 which the SAMU had to be alerted. This study can be compared with Bollig's study in which
28 the same ability was assessed. [19] Despite the obvious willingness of untrained children to
29 help, they did not know which number to dial or what role the SAMU played. It is noteworthy
30 that trained pupils did not associate the picture of a broken doll with the need to alert
31 emergency services as they were able to differentiate the various situations.
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40 **Ability to raise the alert**

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42 Overall, trained pupils felt more confident than their untrained counterparts. Although two-
43 thirds of trained pupils intended to call the SAMU in a medical emergency situation, only
44 about one half of them really knew how to call the SAMU with a landline. However, as a
45 result of age-related psychological and cognitive maturity, the child's comprehension and the
46 intention to take a particular action may not be automatically linked.
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52 This difference between intention and ability to act shows that learning methods must be
53 based on real-life situations and must be regularly revised.
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Integrating a first aid course in the curriculum

It was considered important for teachers to learn first aid in so that they can subsequently teach first aid to their pupils at school as part of the class' "daily life education". In contrast with first aid training provided by external instructors, teachers know their pupils. They can plan emergency first aid training along with other topics and assess the children in different ways. Finally, the teachers' active part in "role-playing games", placing the child in a situation for which he/she is responsible for somebody else's health, appears to be a more efficient method to acquire complex skills.

Limitations

Our study has bias. Only 48% of the untrained children (C2) were tested on their use of the telephone. The main bias is the fact that some teachers acted outwith the study protocol leading to incomplete data capture for some aspects of the study. It highlights the difficulties of working with teachers who are sometimes unwilling to comply with study protocols.

Although the instructions were explained to all teachers, they may presented differences in terms of their evaluation and interpretation of these instructions. The pictures had been previously tested on two classes, but interpretation of the pictures may nevertheless have been biased. As this study was based exclusively on pictures, it would be interesting to include the observation of videos or "role-playing games". A size difference was also observed between the two cohorts for the last exercise.

As this is the first assessment of its kind, we limited ourselves to a global assessment and did not take into account variables such as gender, class atmosphere, or family background.

Finally, there are limitations of simulations. Any correlation between the simulation used here and how children would react in a real life emergency can not be known.

Prospects

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3 In collaboration with the Ministry of Education, we discussed the possibility of increasing the
4 complexity of the exercises on a yearly basis, which would enable revision of acquired skills
5 and learning of new skills. [22] Assessment of pupils at the end of elementary school and in
6 secondary school will be the subject of other studies in our department.
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11 To adapt this training to the children's psychological and physical development, pupils at the
12 end of elementary school were taught which behavior to adopt when faced with an
13 unconscious person who is still breathing [Table 3]. Cardiac arrest was not addressed until
14 high school in line with Bollig's propositions. [19] In order to meet public health
15 requirements, emergency first-aid training is now a compulsory part of the national
16 curriculum in France. Today, all trainee school teachers must learn basic first aid to be applied
17 in the class and to be taught to their pupils. More than 9,875,000 school children ranging from
18 4-year-old nursery school pupils to end of secondary school teenagers about 14 to 15 years of
19 age have received this first aid training. This program is called is "*apprendre à porter*
20 *secours*" ("learn how to help") and pupils can obtain a "basic-life saving diploma" at the end
21 of secondary school.
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Table 3 Skills/Age in the French curriculum

	Nursery school	Primary school		Secondary school	
Skills/ Age	Age	Age	Age	Age	Age
	4 - 6 years	6 - 8 years	8 – 11 years	11 – 12 years	12 – 15 years
Alert					
- Recognize an emergency medical situation					
- Stay in a safe place					
- Tell an adult					
- Alert an emergency medical center					
Trauma					
- Recognize a burn					
- Place the burned part under running water					
- Recognize an injury to the head, limb or spine					
- Avoid mobilization of the injured part					
- Recognize bleeding					
- Stop bleeding					
Consciousness					

1 2 3 4 5 6 7 8	<ul style="list-style-type: none"> - Recognize an unconscious person - Turn on the side 					
9 10 11 12 13 14	<p>Breathing</p> <ul style="list-style-type: none"> - Look, listen and feel for breathing 					
15 16 17 18 19 20	<ul style="list-style-type: none"> - Assist the person who is choking - Perform mouth to mouth* 					
21 22 23 24 25 26 27 28 29 30 31 32 33	<p>Circulation</p> <ul style="list-style-type: none"> - Recognize a cardiac arrest - Administer chest compressions - Use automatic external defibrillator 					

	Skill introduced
	Skill reinforced
	Skill acquired

IMPLICATIONS

The challenge of enabling everyone to give life-saving first aid when faced with a medical emergency implies that everyone should be trained at some point in their life. The complexity of the training suggests that it should be started as early as possible in the educational curriculum.

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3 The public health aim is that every pupil can learn first aid. To achieve this objective, school
4 teachers must first acquire appropriate emergency skills in the classroom. The present study
5 concerned children aged 6 years or younger attending nursery school, trained by their own
6 teachers. It demonstrated that first aid programs given to very young children may improve
7 their ability to assess and describe an emergency medical situation and alert the emergency
8 medical call centre as necessary. The results of trained pupils were significantly better than
9 those of untrained pupils. Furthermore, these untrained children did not appear to acquire
10 these skills outside of school. These preliminary results demonstrate the advantages of
11 integrating this first aid course into the national curriculum, mainly provided by teachers
12 themselves. Since 2006, the assessments carried out by our team support the current general
13 implementation of this training course in all French schools. This program is now compulsory
14 and begins with children aged 4 to 6 years.
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32 **Acknowledgments**

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35 The authors are very grateful to Mrs Kerneur and Mrs Lagarde for their very helpful
36 contribution to this research program (Ministry of National Education, France) and M. Jean-
37 Michel Mercieca (Amiens University hospital) for his help.
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44 **Conflicts of Interest**

45
46 The authors have indicated they have no financial and personal relationships with other
47 people or organisations that could inappropriately influence this article.
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52 **Funding**

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55 None
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57 **Abbreviations:** SAMU - Service d'aide médicale urgente; 95% CI - 95% confidence interval
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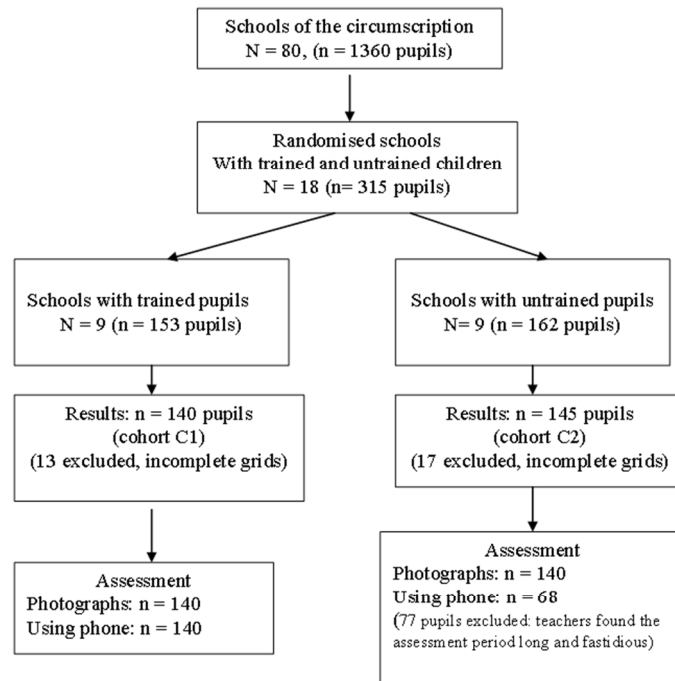
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BMJ Open

Are schoolteachers able to teach first aid to children younger than 6 years?

Journal:	<i>BMJ Open</i>
Manuscript ID:	bmjopen-2014-005848.R1
Article Type:	Research
Date Submitted by the Author:	01-Aug-2014
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Primary Subject Heading:	Public health
Secondary Subject Heading:	Emergency medicine, Medical education and training, Public health
Keywords:	EDUCATION & TRAINING (see Medical Education & Training), Quality in health care < HEALTH SERVICES ADMINISTRATION & MANAGEMENT, Health policy < HEALTH SERVICES ADMINISTRATION & MANAGEMENT, PRIMARY CARE, PUBLIC HEALTH

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Manuscripts

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3 **Are schoolteachers able to teach first aid to children younger than 6 years?**

4
5 **Short title: Emergency first aid training for children**

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7 Christine Ammirati^{a, b, c}, Rémi Gagnayre^b, Carole Amsallem^{a, c}, Bernard Némitz^a, Maxime
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52 **Keywords:** Education, Child, Preschool, Educational Measurement, first aid, Schools.

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54 **Word count: 3 725**
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ABSTRACT

Objectives. This study was designed to assess the knowledge acquired by very young children (< 6 years) trained by their own teachers at nursery school. This comparative study assessed the effect of training before the age of 6 years compared with a group of age-matched untrained children.

Setting. Some schoolteachers were trained by emergency medical teams to perform basic first aid.

Participants. Eighteen classes comprising 315 pupils were randomly selected: nine classes of trained pupils (cohort C1) and nine classes of untrained pupils (cohort C2).

Primary and secondary outcome measures. The test involved observing and describing three pictures and using the phone to call the medical emergency centre. Assessment of each child was based on nine criteria, and was performed by the teacher 2 months after completion of first aid training.

Results. This study concerned 285 pupils: 140 trained and 145 untrained. The majority of trained pupils gave the expected answers for all criteria and reacted appropriately by assessing the situation and alerting emergency services (55.7–89.3% according to the questions). Comparison of the two groups revealed a significantly greater ability of trained pupils to describe an emergency situation ($p<0.005$) and raise the alert ($p<0.0001$).

Conclusions. This study shows the ability of very young children to assimilate basic skills as taught by their own schoolteachers.

“Strengths and limitations of this study”

- This study was designed to assess the knowledge and the ability to analyse situations acquired by very young children (< 6 years) trained by their own teachers at nursery school.
- This study demonstrated that first aid programmes for very young children can improve their ability to assess and describe a medical emergency situation and alert the medical emergency centre.
- As required by the French national education system, randomisation was performed *post hoc* by the Ministry of Education and the children’s performance was assessed by their own teachers.
- No correlation can be established between the simulation used in this study and the way in which children would react in a real life emergency situation.

INTRODUCTION

In France, all trainee schoolteachers must learn basic first aid to be applied in the classroom and to be taught to their pupils. More than 9,875,000 school children ranging from 4-year-old nursery schoolchildren to end of secondary school teenagers, about 14 to 15 years of age, should receive this first aid training. This programme is called “*apprendre à porter secours*” (“learn how to help”) and pupils can obtain a “basic-life saving diploma” at the end of secondary school. In a medical emergency, it is essential for the first witness to raise the alert and provide emergency first aid as soon as possible. First aid has been defined as help given to any “sick or injured person until professional help arrives”. [1] The challenge of enabling everyone to provide life-saving first aid when faced with a medical emergency implies that everyone should be trained at some point in their life. The construction of knowledge and skills that can be easily mobilized in a medical emergency situation suggests that this training should be started as early as possible in the educational curriculum. The public health goal is that every pupil should learn first aid, as laypersons play an important role in saving lives in emergency situations. Many experts now recommend training children starting at primary school to ensure that these skills are deeply and permanently ingrained. Emergency medicine societies recommend teaching first aid at school so that every citizen knows how to perform first aid appropriately and raise emergency alerts at the earliest possible time. [2-6] Children can provide first aid measures and save lives by recognizing life-threatening emergency situations and by making an emergency call. [7] A young child may be the only person present in the event of an emergency and first aid education should therefore be started as early as feasible.

The age and weight of schoolchildren are significant factors determining the quality of cardiopulmonary resuscitation [8], as the depth of chest compression correlates with physical factors such as weight, Body Mass Index and height. [9] Abelairas-Gómez et al. showed that

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3 thirteen years was the minimum age at which children are able to achieve a minimum CPR
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5 quality similar to that achieved by adults. [10] Young children who are not yet physically able
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7 to compress the chest can nevertheless be taught how to perform appropriate first aid, and can
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9 therefore be the first link of the Chain of Survival by calling for help. [11]

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11 Published studies on emergency first aid training at school have focused on children aged 6
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13 years or older, often trained by first aid instructors. [12-24] A recent systematic review
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15 highlighted that no conclusions can be drawn concerning the most effective first-aid training
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17 courses or programmes or the age at which training can be most effectively provided. [25] It
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19 is important to assess the effectiveness of standardised first-aid training as a basis for policy
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21 development and provision of first-aid training. More evidence is required to determine the
22
23 most appropriate types of training according to the child's age, taking into account the child's
24
25 psychomotor development and degree of autonomy.
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28
29 Very limited scientific literature is available concerning children under the age of 6 years.

30
31 Studies on emergency first aid training at school have focused on children often trained by
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33 first aid instructors, while few studies have assessed emergency first aid training at school
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35 provided by teachers themselves.
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39 However, there are a number arguments in favour of training provided by teachers, [26-29] as
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41 they know their pupils and their representations and can work on the basis of their previous
42
43 knowledge and experience. Teachers are familiar with each child's sensitivity and can
44
45 measure the emotional charge associated with emergency situations. The teacher establishes a
46
47 relationship of trust with the child and can use situations experienced in the classroom as a
48
49 pretext for learning and enhancing knowledge. The teacher is familiar with the required
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51 curriculum and skills. The teacher is a mentor, and the child is able to imitate the teacher's
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53 first aid skills.
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3 The aims of this preliminary study were to assess the knowledge and abilities of very young
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5 children trained in the nursery by their own teacher and to compare the results with those of
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7 age-matched untrained children.
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10 11 12 13 **METHODS**

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16 This study, carried out in the Somme department (560,000 inhabitants), was supervised by the
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18 University Hospital emergency medicine department, national education teachers, and a
19
20 University research unit specialised in health education. This study took place in "real life."
21
22 Due to the importance of public health issue, we were required to adapt our research
23
24 methodology to the national education system's educational, legal and ethical constraints.
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29 **Intervention**

30 *Training of teachers.*

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32
33 A programme was initially developed to train teachers in basic first aid to deal with an
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35 emergency situation. The most common emergency situations occurring in elementary
36
37 schools were used to design this programme. In the Somme department, 2,200 of all 3,300
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39 elementary schoolteachers have been trained by emergency medical teams, assisted by
40
41 Ministry of Education health professionals since 2002. During a 6-hour training session, the
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43 teachers learned when to alert the medical call centre and how to act when faced with trauma,
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45 burns, bleeding, a choking victim, or an unconscious person. Teachers received first aid
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47 training to improve their prior knowledge and then worked on educational applications in the
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49 context of nursery schools. This training was conducted by emergency medical teams and
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51 education specialists, assisted by Ministry of Education health professionals.
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Training of children by teachers.

After training, the teachers had to integrate specific skills into various subjects of the curriculum, depending on the learning pace of the class. The children's psychological, cognitive, and moral development was taken into account when setting up the course. The principle of the course is to plan a yearly increase in complexity, allowing the revision of acquired skills and the learning of new skills. [27-31] Young children in nursery schools should be able to recognize an "unusual" situation and alert the medical emergency call centre. To do so, they need to dial the emergency medical number (Phone: 15, SAMU in France), describe what they have observed, and name the various parts of the human body. Children aged between 6 and 8 years must be able to alert the SAMU by precisely locating the event. They must be able to describe injuries and perform simple tasks to deal with a burn, a bleeding wound or trauma. Children aged between 9 and 11 years must be able to recognize an unconscious patient, determine the presence of breathing and place the unconscious person on the side. They learn how to assist a person who is choking and perform chest compression and defibrillation in the case of cardiac arrest in secondary education. The progression of the child's abilities during the curriculum was assessed in the Somme department.

Teachers have introduced first aid knowledge and skills into the curriculum, suitable to the child's stage of psychological, cognitive, and emotional development, as recommended by experts in the education of young children. For example, when teaching basic anatomy, teachers addressed the issue of how to deal with trauma. The number of hours of training therefore cannot be assessed in the context of this educational approach adapted to young children.

Participants

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3 Due to the requirements of the national education system, in nursery schools in this area,
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5 some children were trained by their teachers, while others were not, because their teachers did
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7 not wish to train them or were not trained themselves. This study was approved by the
8
9 regional section of the Ministry of Education, which designated part of the region to
10
11 participate in this study (80 schools, n=1,360 pupils). Eighteen classes comprising 315 pupils
12
13 were randomly selected: nine classes of trained pupils and nine classes of untrained pupils
14
15 (Figure 1). The untrained pupils had never received any first aid education. The families gave
16
17 their consent to this study.
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19

20 21 22 23 **Instrumentation**

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25 The children's ability to observe pictures, and then to use a telephone to raise an alert were
26
27 assessed. Three pictures illustrated three different situations, one of which did not require
28
29 alerting the SAMU:
30

- 31 - A boy who has fallen off a stepladder and who is holding his leg (Figure 2).
- 32
- 33 - A young girl crying because she has broken her doll (Figure 3).
- 34
- 35 - A young boy who has injured his hand while peeling an apple (Figure 4).
- 36
- 37

38
39 Assessment of each child was based on nine criteria, and was performed by the teacher 2
40
41 months after completion of first aid training. These nine criteria consisted of answers to the
42
43 following questions testing the child's ability to observe each picture and decide whether or
44
45 not to raise an alert: "*What is happening?*" and "*You are alone with him (her), nobody is here*
46
47 *to help you, what would you do?*" The answers were classified into two categories: "expected
48
49 answer" (with key-words or synonyms) or "other answer".
50

51 The expected answer in relation to the first picture was: "*He has fallen over, his leg hurts*".

52
53 The expected answer in relation to the second picture was: "*She has broken her doll and is*
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55 *crying*" and the expected answer in relation to the third photograph was "*He has cut himself,*
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3 *he is bleeding*". The child was required to "*alert the SAMU*" for the first and third situations
4
5 The teacher then tested the pupil's ability to alert the SAMU in relation to the third picture.
6
7 The teacher gave the children access to a standard landline telephone, playing the role of the
8
9 SAMU emergency doctor. When the child did not use the telephone spontaneously, the
10
11 teacher encouraged the child to do so. The teacher's instructions were: "*You see, he has cut*
12
13 *himself, he is bleeding. You are alone at home with him, the SAMU must be alerted, do it!*"

14
15
16 The assessment of the child's reaction was binary: did or did not. The three criteria were;

- 17 - using the telephone;
- 18
- 19 - introducing himself, explaining where he is;
- 20
- 21
- 22 - describing the situation.
- 23
- 24

25 The pictures had been previously tested on two classes (not included in this study).

26 27 **Procedure**

28
29 The national education system required each child to be assessed by his/her own teacher
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31 because children of this age are not usually assessed, especially by an unknown adult not part
32
33 of the classroom. In order to obtain the most objective results possible, written instructions
34
35 were given and discussed individually with each teacher approximately 2 months after
36
37 completion of first aid training.

38 39 **Data Analysis**

40
41 To ensure anonymous grids, the results were collected by Ministry of Education staff. For
42
43 reasons of confidentiality required by the national education system, the researchers did not
44
45 have access to personal data from children. Only fully completed assessments were analyzed.
46
47 Data were presented as percentages with 95% confidence intervals (95% CI). Statistical
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49 analysis of the results was performed using a Chi-square test (significance level: $p < 0.05$).
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51 analyses were performed using the Statistical Package for the Social Sciences (version 11.0,
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53 SPSS, Inc).
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RESULTS

For the overall analysis, 315 pupils were prospectively evaluated, 285 with complete grids were included: 140 trained children (cohort C1) and 145 untrained children (cohort C2) (Figure 1). The sex ratio (male/female) was 0.94 and the mean age was 5.4 years.

Only 68 children in cohort C2 were tested for their use of the telephone, as some teachers decided not to complete this assessment, which they considered to be time-consuming and fastidious.

Children's ability to observe pictures, describe the situation and raise the alert (Table 1).

The majority of trained pupils were able to describe the three pictures and gave the expected answers (67.9%, 71.4% and 75.7%, respectively). The ability to observe and describe the situation was significantly higher in cohort C1 for the three pictures ($p < 0.001$ for the first and second pictures and $p < 0.01$ for the third picture).

Table 1. Results: Children's ability to observe pictures

Exercise	Question & - Expected answers	C1 cohort	C2 cohort	Odds ratio	P value
		% of expected answers (n=140)	% of expected answers (n=145)		
Photograph 1	What is going on? - He has fallen over, his leg hurts (criterion 1)	67.9% (95)	45.5% (66)	2.5	<0.001

1					
2					
3		You are alone at home,			
4		what do you do?			
5			62.1% (87)	8.3% (12)	18.2 <0.0001
6		-I call the SAMU			
7		(criterion 2)			
8					
9					
10					
11					
12		What is going on?			
13		- She has broken her			
14		doll and is crying	71.4% (100)	41.4% (60)	3.5 <0.0001
15		(criterion 3)			
16					
17					
18					
19					
20	Photograph 2				
21		You are alone at home,			
22		what do you do?			
23			75% (105)	75.9% (110)	- 0.24
24		- I do not call the SAMU			
25		(criterion 4)			
26					
27					
28					
29					
30		What is going on?			
31		- He has cut himself,			
32		he is bleeding	75.7% (106)	60.0% (87)	2.8 0.01
33		(criterion 5)			
34					
35					
36					
37	Photograph 3				
38		You are alone at home,			
39		what do you do?			
40			66.4% (93)	13.8% (20)	12.4 <0.0001
41		- I call the SAMU			
42		(criterion 6)			
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When the SAMU had to be alerted, the majority of trained pupils were willing to raise the alert.

A marked difference was observed between the two cohorts in terms of alerting the SAMU, which was significantly higher in cohort C1 ($p < 0.0001$). In relation to the first picture, 61.9%

1
2
3 of children in cohort C2 were willing to help the injured child after the picture had been
4 explained to them, but did not know who to alert (73.8% for the third picture). Note that 23%
5
6 of pupils in cohort C1 and 43.8% of pupils in cohort C2 misinterpreted picture 2 and the
7
8 intention to act was not significantly different between the two groups (to help or comfort the
9
10 girl) (Table 1).
11
12

13 14 15 **Simulation exercise with a telephone using the third picture.**

16
17 This exercise involved the 140 trained children of cohort C1 and 68 children of the cohort C2.
18
19 Overall, 55.7% pupils of cohort C1 knew how to use the telephone correctly and how to call
20
21 the SAMU (vs. 17.7% of children in cohort C2; $p < 0.0001$) (Table 2), and 82.1% of children
22
23 in cohort C1 gave their first name, last name and personal address (vs. 33.8% of C2; p
24
25 < 0.0001) (Table 2). Lastly, 89.3% of children in cohort C1 correctly described the situation
26
27 using the keywords “cut”, “hand”, “blood” (vs. 75% of C2; $p < 0.01$) (Table 2).
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Table 2. Results: Simulation exercise with a telephone

Exercise	Criteria	C1 cohort	C2 cohort	Odds ratio	<i>p</i>
		% of expected answers (n=140)	% of expected answers (n=68)		
Use of the phone	1 - Using the telephone (<i>criterion 7</i>)	55.7% (78)	17.7% (12)	5.9	<0.0001
	2 - Introducing oneself, Explaining the location(<i>criterion 8</i>)	82.1% (115)	33.8% (23)	9	<0.0001
	3 - Describing the situation(<i>criterion 9</i>)	89.3% (125)	75% (51)	2.8	0.01

DISCUSSION

For all criteria, the majority of trained pupils gave expected answers and presented an appropriate reaction to the situation by recognizing the medical problem and appropriately raising the alert. Comparison of the two cohorts revealed significant differences in terms of the ability of pupils to describe an emergency situation and raise the alert.

Observation capacity

The situation shown in each picture had not been previously raised or discussed in class. The teachers were not aware of the assessment methods used and therefore could not have prepared their pupils beforehand. A significant difference was observed between the two cohorts, reflecting the existence of cognitive links between the test situations. The vast majority of trained pupils spontaneously gave expected answers without prompting from their teacher, making this result even more relevant. The results related to the non-emergency

1
2
3 situation (young girl with a broken doll) showed that the observation capacity of trained
4
5 pupils was significantly better than that of untrained pupils. The teachers of the trained cohort
6
7 may have more generally emphasized observation capacities, as an emergency call to the
8
9 SAMU (or to an adult) required an oral description of the situation. It is difficult to define this
10
11 aspect from these results alone: it would be interesting to test these capacities with other
12
13 assessments comprising less obvious situations.
14

15
16 The situations described in the pictures focused on trauma and injuries, which correspond to
17
18 common situations encountered by children. [32-34] Many emergencies in western countries
19
20 deal with acute emergencies in the field of internal medicine (heart attack, stroke, etc.) but,
21
22 education experts from the Ministry of Education thought that it would be too emotionally
23
24 disturbing for a young child to be faced with an adult in a life-threatening situation and
25
26 therefore proposed that young children should act out situations involving injured children.
27
28

29 30 **Intention to alert the SAMU**

31
32 A highly significant difference was observed between the two cohorts in the two situations in
33
34 which the SAMU had to be alerted. This study can be compared with Bollig's study in which
35
36 the same ability was assessed. [24] Despite the obvious willingness of untrained children to
37
38 help, they did not know which number to dial or what role the SAMU played. It is noteworthy
39
40 that trained pupils did not associate the picture of a broken doll with the need to alert
41
42 emergency services as they were able to differentiate the various situations.
43
44
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46 47 **Ability to raise the alert**

48
49 Overall, trained pupils felt more confident than their untrained counterparts. Although two-
50
51 thirds of trained pupils intended to call the SAMU in a medical emergency situation, only
52
53 about one half of them really knew how to call the SAMU with a landline. However, as a
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3 result of age-related psychological and cognitive maturity, the child's comprehension and the
4
5 intention to take a particular action may not be automatically linked.
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7 This difference between intention and ability to act shows that learning methods must be
8
9 based on real-life situations and must be regularly revised.
10

11 12 13 **Integrating a first aid course in the curriculum**

14
15 In a pilot study of 10 children, Bollig et al. showed that kindergarten children aged 4-5 years
16
17 can learn basic first aid with training provided by a first aid instructor and kindergarten
18
19 teachers. [30] The results of the present study support training by teachers themselves. It was
20
21 considered important for teachers to learn first aid in order to be subsequently able to teach
22
23 first aid to their pupils at school as part of "daily life education". In contrast with first aid
24
25 training provided by external instructors, teachers know their pupils. They can plan
26
27 emergency first aid training along with other topics and assess the children in different ways.
28
29 Finally, the teachers' active participation in "role-playing games", placing the child in a
30
31 situation in which he/she is responsible for somebody else's health, appears to be a more
32
33 efficient method to acquire complex skills, according to the concept of situated learning. [31]
34
35 Teacher training lasted 6 hours. Our experience and an unpublished evaluation suggest that a
36
37 6-hour training course is sufficient. Teachers have satisfactory prior first aid knowledge and
38
39 are trained in science education. This 6-hour training upgraded their knowledge and helped
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41 them to integrate first aid training in the curriculum. The effectiveness of this training needs
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43 to be evaluated and further studies are required to define the optimal design.
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48 49 **Limitations**

50 This study has several limitations. Randomisation was not performed before setting up the
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52 study, but was performed *post hoc* by the Ministry of Education, at their request for ethical
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54 reasons, as the Ministry of Education refused the idea of predefining two groups with and
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56 without first aid training. A consensus therefore had to be found to randomly select classes
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3 receiving and not receiving first aid training. Assessment of the children's performance by
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5 their own teachers could constitute a bias in favour of the trained group. As explained in the
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7 Methods section, the national education system required each child to be assessed by his/her
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9 own teacher because children of this age are not usually assessed, especially by an unknown
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11 adult not part of the classroom. It would be interesting to investigate differences between
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13 schoolteacher and first aid instructor interventions during a limited training period, as teachers
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15 integrate specific skills into various subjects of the curriculum, depending on the learning
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17 pace of the class. In addition, some teachers decided not to perform this assessment, which
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19 they considered to be "time-consuming and fastidious". This study was conducted under "real
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21 life" conditions. We had to adapt our research methodology to the educational, legal and
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23 ethical requirements of the French national education system.
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27 Our study presents a number of biases. Use of the telephone was tested in only 48% of
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29 untrained children (C2) . The main bias is that some teachers failed to comply with the study
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31 protocol, leading to incomplete data collection for certain aspects of the study, highlighting
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33 the difficulties of working with teachers who are sometimes unwilling to comply with study
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35 protocols.
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38 Although the instructions were explained to all teachers, evaluation and interpretation of these
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40 instructions may have differed between teachers. The pictures had been previously tested on
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42 two classes, but interpretation of the pictures may nevertheless have been biased. As this
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44 study was based exclusively on pictures, it would be interesting to include the observation of
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46 videos or "role-playing games". A size difference was also observed between the two cohorts
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48 for the last exercise.
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51 As this is the first assessment of its kind, we confined ourselves to a global assessment and
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53 did not take into account variables such as gender, class atmosphere, or family background.
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3 The child's knowledge and ability to analyse a situation from photographs were assessed. For
4 practical reasons, as this assessment was performed by the teacher in each classroom,
5 although it may have been preferable to assess the acquired skills in a role play situation, as
6 performed by several authors. [24, 30] It could be difficult to ensure similar and reproducible
7 scenarios in each school. Photographs were designed by teachers themselves and had been
8 previously tested on a sample of 50 children not included in the present study. Another
9 possibility would be to evaluate children in the context of a video or serious game.
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11 Finally, simulations present a number of limitations. No correlation can be established
12 between the simulation used in this study and the way in which children would react in a real
13 life emergency situation.
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27 **Prospects**

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29 In collaboration with the Ministry of Education, we discussed the possibility of increasing the
30 complexity of the exercises on a yearly basis, which would enable revision of acquired skills
31 and learning of new skills. [25] Assessment of pupils at the end of elementary school and in
32 secondary school will be the subject of other studies in our research unit.
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38 To adapt this training to the children's psychological and physical development, pupils at the
39 end of elementary school were taught which behaviour to adopt when faced with an
40 unconscious person who is still breathing [Table 3]. Cardiac arrest was not addressed until
41 high school in line with Bollig's propositions. [24, 35-36] In order to meet public health
42 requirements, emergency first-aid training is now a compulsory part of the national
43 curriculum in France.
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Table 3 Skills / Age in the French curriculum

	Nursery school	Primary school		Secondary school	
Skills/ Age	Age	Age	Age	Age	Age
	4 - 6 years	6 - 8 years	8 – 11 years	11 – 12 years	12 – 15 years
Alert <ul style="list-style-type: none"> - Recognize an emergency medical situation - Stay in a safe place - Tell an adult - Alert an emergency medical centre 					
Trauma <ul style="list-style-type: none"> - Recognize a burn - Place the burned part under running water - Recognize an injury to the head, limb or spine - Avoid mobilization of the injured part - Recognize bleeding - Stop bleeding 					
Consciousness					

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- Recognize an unconscious person					
- Turn on the side					

Breathing

- Look, listen and feel for breathing					
- Assist the person who is choking					
- Perform mouth to mouth*					

Circulation

- Recognize a cardiac arrest					
- Administer chest compressions					
- Use automatic external defibrillator					

	Skill introduced
	Skill reinforced
	Skill acquired

IMPLICATIONS

The challenge of enabling everyone to give life-saving first aid when faced with a medical emergency implies that everyone should be trained at some point in their life. The complexity of the training suggests that this training should be started as early as possible in the educational curriculum.

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3 The public health goal is that every pupil should learn first aid. To achieve this objective,
4
5 schoolteachers must first acquire appropriate emergency skills in the classroom. The present
6
7 study concerned children aged 6 years or younger attending nursery school, trained by their
8
9 own teachers. It demonstrated that first aid programmes given to very young children may
10
11 improve their ability to assess and describe a medical emergency situation and alert the
12
13 medical emergency call centre as necessary. The results of trained pupils were significantly
14
15 better than those of untrained pupils.
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18 These preliminary results demonstrate the advantages of integrating this first aid course into
19
20 the national curriculum, mainly provided by teachers themselves. Since 2006, the assessments
21
22 carried out by our team support the current general implementation of this training course in
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24 all French schools. This programme is now compulsory starting at the age of 4 to 6 years.
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Acknowledgements

The authors are very grateful to Mrs Kerneur and Mrs Lagarde (Ministry of National Education, France) for their very helpful contribution to this research and Mr. Jean-Michel Mercieca (Amiens University hospital) for his help.

Contributorship Statement

CA: conception of the work, analyse, draft, revising it critically for important intellectual content and final approval

RG: conception of the work, analyse, draft, revising it critically for important intellectual content and final approval

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Competing interests

The authors have indicated they have no financial and personal relationships with other people or organisations that could inappropriately influence this article.

Funding

None

Data sharing

No additional data available

Abbreviations: SAMU - Service d'aide médicale urgente; 95% CI - 95% confidence interval

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Figure legends

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45 Figure 1: Flowchart

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47 Figure 2: Photograph 1. A Boy Who Has Fallen Off a Stepladder and Is Holding His Leg

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49 Figure 3: Photograph 2. A Young Girl Crying Because She Has Broken Her Doll.

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51 Figure 4: Photograph 3. A Young Boy Who Has Injured His Hand While Peeling An Apple.
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7 **Are School-teachers able to teach first aid to children younger than 6 years? A “real**
8 **life” study: randomized study.**

9
10 **Short title: Emergency first aid training for children**

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Word count: 2 3 725605

ABSTRACT

Objectives~~BACKGROUND.~~ ~~Emergency medicine societies recommend teaching first aid at school.~~ This study was designed to assess the knowledge skills acquired by very young children (< 6 years) trained by their own teachers at nursery school. This comparative study assessed the effect of training underbefore the age of 6 years compared with a group of age-matched untrained children. **Setting**~~METHODS.~~ ~~Some school-teachers were trained by emergency medical teams to perform basic first aid.~~ **Participants.** ~~This prospective randomized study assessed the effect of training under the age of 6 years (cohort C1) compared with a group of age-matched untrained children (cohort C2). Eighteen classes comprising 315 pupils were randomly selected: nine classes of trained pupils (cohort C1) and nine classes of untrained pupils (cohort C2).~~ **Primary and secondary outcome measures.** ~~School teachers of cohort C1 were trained by emergency medical teams to perform basic first aid.~~ The test involved observing and describing three pictures and use of using the phone to

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7 call the medical emergency centre. Assessment of each child was based on nine criteria, and
8 was performed by the teachers 2 months after completion of first aid training.
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10 **Results** ~~ESULTS~~. This study concerned 285 pupils: 140 trained and 145 untrained. ~~For all~~
11 ~~criteria, the~~ The majority of trained pupils gave the expected answers for all criteria –and
12 reacted appropriately ~~in~~ by assessing the situation and alerting emergency services
13 (55.7–89.3% according to the questions). Comparison of the two groups revealed a
14 significantly greater ability of trained pupils to describe an emergency situation ($p < 0.005$) and
15 raise the alert ($p < 0.0001$). **Conclusions** ~~ONCLUSIONS~~. This study shows the ability of very
16 young children to assimilate basic skills as taught by their own school-teachers.
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26 **Keywords:** Education, Child, Preschool, Educational Measurement, first aid, Schools.

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30 “Strengths and limitations of this study”

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- ~~Emergency medicine societies recommend teaching first aid at school but conclusions cannot be drawn about which first aid training courses or programmes are most effective or the age at which training can be most effectively provided.~~ This study was designed to assess the knowledge and the ability to analyse situations ~~skills~~ acquired by very young children (< 6 years) trained by their own teachers at nursery school.
 - ~~Our~~ This study demonstrated that first aid programmes ~~given to~~ for very young children may can improve their ability to assess and describe an emergency-medical emergency situation and alert the emergency-medical emergency call centre.
 - ~~Due to constraints imposed~~ As required by the French national education system, the ~~randomisation process was done~~ performed post hoc by the Ministry of Education and the children’s assessment of pupils’ performance was done ~~assessed~~ by their own teachers.

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- ~~This study supports the current general implementation of this training course in all French schools. This program is now compulsory and begins with children aged 4 to 6 years.~~
 - Any No correlation can be established between the simulation used here in this study and how the way in which children would react in a real life emergency situation. can not be known

INTRODUCTION

In our country France, all trainee school-teachers must learn basic first aid to be applied in the classroom and to be taught to their pupils. More than 9,875,000 school children ranging from 4-year-old nursery school children pupils to end of secondary school teenagers, about 14 to 15 years of age, should have received this first aid training. This program programme is called *“apprendre à porter secours”* (“learn how to help”) and pupils can obtain a “basic-life saving diploma” at the end of secondary school. In a medical emergency, it is essential for the first witness to raise the alert and provide emergency first aid as soon as possible. First aid has been defined as help given to any “sick or injured person until professional help arrives”. [1] The challenge of enabling everyone to give provide life-saving first aid when faced with a medical emergency implies that everyone should be trained at some point in their life. The construction of knowledge and skills that can be easily mobilized in emergency—a medical emergency situation The complexity of the training suggests that ~~this~~ training should be started as early as possible in the educational curriculum. The public health aim goal is that every pupil ~~can~~ should learn first aid, as ~~l-~~Laypersons ~~are~~ play an important factor role in for saving lives in emergency situations. Many experts now recommend training children ~~as early as starting at~~ primary school to ensure that these skills are deeply and permanently ingrained. Emergency medicine societies recommend teaching first aid at school so that every citizen knows how to perform first aid appropriately and raise emergency alerts at the earliest possible time. ~~[24-65]~~ Children can ~~provided~~ provide first aid measures ~~or~~ and ~~saves~~ save lives by recognizing life-threatening emergency situations and ~~giving~~ by making an emergency call. [7] A young child ~~can~~ may be the only person present in ~~case~~ the event of an emergency and ~~that~~ first aid education ~~therefore~~ should therefore ~~start~~ be started as early as feasible. In The age and weight of school children, ~~age and anthropometry~~ are significant factors determining the quality of cardiopulmonary resuscitation ~~quality factors~~. [8] ~~In fact, as the~~

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7 depth of chest compression depth correlates with physical factors such as increasing weight,
8 Body Mass Index and height. [9] Abelairas-Gómez et collal. have identified showed that
9 thirteen years is was the minimum age toat which children are be able to achieve a minimum
10 CPR quality similar to the one that achieved by adults possess. [10] Young children who are
11 not yet physically able to compress the chest can learn nevertheless be taught how to perform
12 appropriate first aid, and can therefore appropriately. They can be the first link of the Chain
13 of Survival by calling for help. [11]
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15 To date. Published studies on emergency first aid training at school have focused on children
16 aged 6 years or older, often trained by first aid instructors. [12-24] A recent systematic
17 review highlighted that no conclusions cannot can be drawn concerning the most effective
18 about which first-aid training courses or programmes are most effective or the age at which
19 training can be most effectively provided. [625] It is important to assess the effectiveness of
20 standardised first-aid training to inform as a basis for policy development and provision of
21 first-aid training. We need m More evidence is required to determine the most appropriate
22 types of training according to the child's depending on the age of the children, taking into
23 account the child's psychomotor development and the degree of autonomy of children.
24 Very limited The scientific literature is particularly weak available concerning for children
25 under the age of younger than 6 years. Studies on emergency first aid training at school have
26 focused on children often trained by first aid instructors, while few studies have assessed.
27
28 There are few study on emergency first aid training at school provided by teachers
29 themselves.
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31 However, there are a number Yet there are many arguments in favour of training provided by
32 teachers,- [26-29] as t They know their pupils and their representations and can work fromon
33 the basis of their previous knowledge and their experience. Teachers are familiar with each
34 child's He knows the sensitivity of each child and can measure the emotional charge

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6 associated with emergency situations emergencies and dramatize. The teacher establishes a
7 relationship of trust relationship with the student child and .He can use situations experienced
8 in the classroom, as a pretext for learning and achievement enhancing of knowledge. The
9 teacher knows is familiar with the required curriculum the curriculum and skills listed. The
10 teacher is the a mentor, and the child is able to imitate the teacher's first aid skills if he knows
11 himself to rescue the action is "imitable".

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18 The aims of this preliminary first study were to assess the knowledge and abilities of very
19 young children trained in the nursery by their own teacher and to compare these the results
20 with those of age-matched untrained children.
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27 ~~To date, studies on emergency first aid training at school have focused on~~
28 ~~children aged 6 years or older, often trained by first aid instructors. [7-19] This~~
29 ~~report presents the results of a pilot study involving children aged 6 years or~~
30 ~~younger who were trained in first aid by their own teacher without the presence~~
31 ~~of first aid instructors. This study, carried out in this department (560,000~~
32 ~~inhabitants), was supervised by the University Hospital emergency medicine~~
33 ~~department, teachers of national education system, and a University research~~
34 ~~unit specialized in health education.~~
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48 This study, carried out in this area the Somme department (560,000 inhabitants), was
49 supervised by the University Hospital emergency medicine department, teachers of national
50 education teachers system, and a University research unit specialized in health education.
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52 This study took place in "real life." Due to the importance of public health issue. We were
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7 ~~needed~~ to adapt our research methodology to the national education system's
8 educational, legal and ethical constraints of national education system.
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10 11 **Intervention**

12 *Training of teachers.*

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16 A ~~program~~ programme was initially developed to train teachers in basic first aid to deal with
17
18 an emergency situation. The most common emergency situations occurring in elementary
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20 schools were used to design this ~~program~~ programme. In ~~this area~~ department ~~the Somme~~
21 department, 2,200 ~~out of a total of of all~~ 3,300 elementary school-teachers have been trained
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23 by emergency medical teams, assisted by Ministry of Education health professionals ~~from the~~
24 Ministry of Education since 2002. During a 6-hour training session, the teachers learned when
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26 to alert the medical call centre ~~er~~ and how to act when faced with trauma, burns, bleeding, a
27
28 choking victim, or an unconscious person. ~~Teachers received a contribution of knowledge on~~
29 first aid training to supplement improve their prior knowledge ~~which were previously~~
30 assessed. Then and then they worked on educational and worked on educational applications
31 in the context of the ~~nursery schools. This training was conducted by emergency medical~~
32 teams, and education specialists, and assisted by health professionals from the ~~Ministry of~~
33 Education health professionals.
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43 *Training of children by teachers.*

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45 After training, the teachers had to integrate specific skills into various subjects of the
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47 curriculum, depending on the learning pace of the class. The children's psychological,
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49 cognitive, and moral development was taken into account when setting up the course. The
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51 principle of the course is to plan a yearly increase in complexity, allowing the revision of
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53 acquired skills and the learning of new skills. [2027-2312] Young children in nursery schools
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7 should be able to recognize an “unusual” situation and alert the medical emergency call
8 centre. To do so, they need to dial the emergency medical number (Phone: 15, SAMU in
9 France), describe what they have observed, and name the various parts of the human body.
10 Children aged between 6 and 8 years must be able to alert the SAMU by precisely locating the
11 event. They must be able to describe injuries and perform simple tasks to deal with a burn, a
12 bleeding wound or trauma. Children aged between 9 and 11 years must be able to recognize
13 an unconscious patient, determine the presence of breathing and place the unconscious person
14 on the side. They learn how to assist a person who is choking and perform chest compression
15 and defibrillation in the case of cardiac arrest in secondary education. The progression of the
16 child’s abilities during the curriculum was assessed in ~~our department~~ [the Somme](#)
17 [department](#).

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28 ~~To meet the young children’s psychological, cognitive, and moral development, Teachers~~
29 ~~have inserted~~ [introduced first aid –the knowledge and skills of first aid– into the curriculum,](#)
30 [suitable to the child’s stage of psychological, cognitive, and emotional development, as](#)
31 [recommended by according to experts in the education of young children–pedagogy. For](#)
32 [example, when they taught basics of teaching basic anatomy, teachers members, they have](#)
33 [addressed the issue of how to deal with trauma. This](#) [The number of hours of training therefore](#)
34 [cannot be assessed in the context of this pedagogical/educational approach suitable for](#) [adapted](#)
35 [to young children, do not allow us to quantify the number of hours of training. The aims of this](#)
36 [first study were to assess the abilities of very young children trained in the nursery by their](#)
37 [own teacher and to compare these results with those of age-matched untrained children.](#)
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49 **Participants**

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51 [Due to the constraints/requirements of the national education system, i](#) [n](#) nursery schools in
52 this area, some children were trained by their teachers, while others were not, because their
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7 teachers did not wish to train them or were not trained themselves. This study was ~~accepted~~
8 ~~approved~~ by the ~~department-regional~~ section of the Ministry of Education, ~~which~~. ~~This~~
9 ~~regional-department~~ section of the Ministry of Education designated part of the ~~department~~
10 ~~aregion~~ to participate in this study (80 schools, n=1,360 pupils). Eighteen classes
11 comprising 315 pupils were randomly selected: nine classes of trained pupils and nine classes
12 of untrained pupils (Figure 1). The untrained pupils had never received any first aid
13 education. The families gave their consent to this study.
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20 21 22 **Instrumentation**

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24 The children's ability to observe pictures, and then to use a telephone to ~~give-raise~~ an alert
25 were assessed. Three pictures ~~showed-illustrated~~ three different situations, one of which did
26 not require alerting the SAMU:
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- 29 - A boy who has fallen off a stepladder and who is holding his leg (Figure 24).
- 30 - A young girl crying because she has broken her doll (Figure 23).
- 31 - A young boy who has injured his hand while peeling an apple (Figure 34).

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35 ~~Assessment of each child was based on nine criteria, and was performed by the teachers 2~~
36 ~~months after completion of first aid training. These nine criteria consisted of answers to the~~
37 ~~following questions. These following questions were asked in relation testing the child's~~
38 ~~ability to observe each picture and decide whether or not to raise an alert to each picture to~~
39 ~~test the pupil's ability to observe, and decide whether or not to raise an alert. The questions~~
40 ~~were:~~ "What is happening?" and "You are alone with him (her), nobody is here to help you,
41 what would you do?" The answers were classified into two categories: "expected answer"
42 (with key-words or synonyms) or "other answer".
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51 The expected answer in relation to the first picture was: "He has fallen over, his leg hurts".

52 The expected answer in relation to the second picture was: "She has broken her doll and is
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7 *crying*” and the expected answer in relation to the third photograph was “*He has cut himself,*
8 *he is bleeding*”. The child was required to “*alert the SAMU*” for the first and third situations
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10 The teacher then tested the pupil’s ability to alert the SAMU in relation to the third picture.
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12 The teacher gave the children access to a standard landline telephone, playing the role of the
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14 SAMU emergency doctor. ~~When the child did not use the telephone spontaneously, the~~
15 ~~teacher played the role of facilitator encouraged the child to do so.~~ The teacher’s instructions
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17 were: “*You see, he has cut himself, he is bleeding. You are alone at home with him, the*
18 *SAMU must be alerted, do it!*” The assessment of the child’s reaction was binary: did or did
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20 not. The three criteria were;
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- 23 - using the telephone;
- 24 - introducing himself, explaining where he is;
- 25 - describing the situation.

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29 The pictures had been previously tested on two classes (not included in this study).

30 31 32 Procedure

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34 ~~The national education system has imposed us that required each pupil child to be was assessed~~
35 ~~by his/her own teacher because children of this age are not usually be assessed, especially~~
36 ~~in particular by an unknown adult not part of the classroom beyond class.~~ In order to obtain the
37
38 most objective results possible, written instructions were given and discussed individually
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40 with each teacher approximately ~~2, 32~~ months after completion of first aid training. ~~Each~~
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42 ~~pupil was assessed by his/her own teacher.~~

43 44 45 Data Analysis

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47 To ensure anonymous grids, the results were collected by Ministry of Education staff. ~~For~~
48 ~~reasons of confidentiality imposed required by the national education system. The the~~
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50 researchers did not have access to personal data from children. Only fully completed
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52 assessments were analyzed. Data were presented as percentages with 95% confidence
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intervals (95% CI). Statistical analysis of the results was performed using a Chi-square test (significance level: $p < 0.05$). analyses were performed using the Statistical Package for the Social Sciences (version 11.0, SPSS, Inc).

RESULTS

For the overall analysis, 315 pupils were prospectively evaluated, 285 with complete grids were included: 140 trained children (cohort C1) and 145 untrained children (cohort C2) (Figure 14). The sex ratio (male/female) was 0.94 and the mean age was 5.4 years.

Only 68 children in cohort C2 were tested for their use of the telephone, as some teachers decided not to complete this assessment, which they considered to be time-consuming and fastidious.

Children's ability to observe pictures, describe the situation and raise the alert (Table 1).

The majority of trained pupils ~~was~~were able to describe the three pictures and gave the expected answers (67.9%, 71.4% and 75.7%, respectively). The ability to observe and describe the situation was significantly higher in cohort C1 for the three pictures ($p < 0.001$ for the first and second pictures and $p < 0.01$ for the third picture).

Table 1. Results: Children's ability to observe pictures

Exercise	Question & <i>- Expected answers</i>	C1 cohort	C2 cohort	Odds ratio	<i>P value</i>
		% of expected answers (n=140)	% of expected answers (n=145)		

	What is going on?				
Photograph 1	<u>-</u> He has fallen over, his leg hurts (criterion 1)	67.9% (95)	45.5% (66)	2.5	<0.001
	You are alone at home, what do you do?				<0.0001
	<u>-</u> I call the SAMU (criterion 2)	62.1% (87)	8.3% (12)	18.2	
	What is going on?				
Photograph 2	<u>-</u> She has broken her doll and is crying (criterion 3)	71.4% (100)	41.4% (60)	3.5	<0.0001
	You are alone at home, what do you do?				0.24
	<u>-</u> I do not call the SAMU (criterion 4)	75% (105)	75.9% (110)	-	NS
	What is going on?				
Photograph 3	<u>-</u> He has cut himself, he is bleeding (criterion 5)	75.7% (106)	60.0% (87)	2.8	0.01
	You are alone at home, what do you do?				<0.0001
	<u>-</u> I call the SAMU (criterion 6)	66.4% (93)	13.8% (20)	12.4	
	What is going on?				

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7 When the SAMU had to be alerted, the majority of trained pupils were willing to raise the
8 alert.
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10 A marked difference was observed between the two cohorts in terms of alerting the SAMU,
11 which was significantly higher in cohort C1 ($p < 0.0001$). In relation to the first picture, 61.9%
12 of children in cohort C2 were willing to help the injured child after the picture had been
13 explained to them, but did not know who to alert (73.8% for the third picture). Note that 23%
14 of pupils in cohort C1 and 43.8% of pupils in cohort C2 misinterpreted picture 2 and the
15 intention to act was not significantly different between the two groups (to help or comfort the
16 girl) (Table 1).
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24 25 26 **Simulation exercise with a telephone using the third picture.**

27 This exercise involved the 140 trained children of cohort C1 and 68 children of the cohort C2.
28 Overall, 55.7% pupils of cohort C1 knew how to use the telephone correctly and how to call
29 the SAMU (vs. 17.7% of children in cohort C2; $p < 0.0001$) (Table 2), and 82.1% of children
30 in cohort C1 gave their first name, last name and personal address (vs. 33.8% of C2; p
31 < 0.0001) (Table 2). Lastly, 89.3% of children in cohort C1 correctly described the situation
32 using the keywords “cut”, “hand”, “blood” (vs. 75% of C2; $p < 0.01$) (Table 2).
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Table 2. Results: Simulation exercise with a telephone

Exercise	Criteria	C1 cohort	C2 cohort	Odds ratio	p
		% of expected answers (n=140)	% of expected answers (n=68)		
Use of the telephone	1 - Using the telephone (criterion 7)	55.7% (78)	17.7% (12)	5.9	<0.0001
	2 - Introducing oneself, Explaining the location (criterion 8)	82.1% (115)	33.8% (23)	9	<0.0001
	3 - Describing the situation (criterion 9)	89.3% (125)	75% (51)	2.8	0.01

DISCUSSION

For all criteria, the majority of trained pupils gave expected answers and presented an appropriate reaction to the situation by recognizing the medical problem and appropriately raising the alert. Comparison of the two cohorts revealed significant differences in terms of the ability of pupils to describe an emergency situation and raise the alert.

Observation capacity

The situation shown in each picture had not been previously raised or discussed in class. The teachers were not aware of the assessment methods used and therefore could not have prepared their pupils beforehand. A significant difference was observed between the two

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7 cohorts, reflecting the existence of cognitive links between the test situations. The vast
8 majority of trained pupils spontaneously gave expected answers without prompting from their
9 teacher, making this result even more relevant. The results related to the non-emergency
10 situation (young girl with a broken doll) showed that the observation capacity of trained
11 pupils was significantly better than that of untrained pupils. The teachers of the trained cohort
12 may have more generally emphasized observation capacities, as an emergency call to the
13 SAMU (or to an adult) required an oral description of the situation. It is difficult to define this
14 aspect from these results alone: it would be interesting to test these capacities with other
15 assessments comprising less obvious situations.
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24 The situations described in the pictures focused on trauma and hurt injuries, which correspond
25 to because there are common situations which encountered by children are most confronted in
26 their life. [INVS32-34] + INSEE + INJURY PREVENTION 2004:10:79-82] although
27 many emergencies in western countries deal with acute emergencies in the field of internal
28 medicine (heart attack, stroke, etc.) but, education experts from the -Ministry of Education
29 thought that it would be too emotionally disturbing think it is too emotionnaly charged for a
30 young child to be confronted faced with an adult whin a life-threatening situation and ose
31 health is in danger. Therefore, they proposed that these young children acted should act out
32 situations that involving injured children.
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41 42 **Intention to alert the SAMU**

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44 A marked highly significant difference was observed between the two cohorts in the two
45 situations in which the SAMU had to be alerted. This study can be compared with Bollig's
46 study in which the same ability was assessed. [1924] Despite the obvious willingness of
47 untrained children to help, they did not know which number to dial or what role the SAMU
48 played. It is noteworthy that trained pupils did not associate the picture of a broken doll with
49 the need to alert emergency services as they were able to differentiate the various situations.
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Ability to raise the alert

Overall, trained pupils felt more confident than their untrained counterparts. Although two-thirds of trained pupils intended to call the SAMU in a medical emergency situation, only about one half of them really knew how to call the SAMU with a landline. However, as a result of age-related psychological and cognitive maturity, the child's comprehension and the intention to take a particular action may not be automatically linked.

This difference between intention and ability to act shows that learning methods must be based on real-life situations and must be regularly revised.

Integrating a first aid course in the curriculum

In a pilot study of 10 children, Bollig et al. showed that kindergarten children aged 4-5 years can learn basic first aid with a training given provided by a first aid instructor and kindergarten teachers. [30] Our The results of the present study argues for support training by the teachers themselves. It was considered important for teachers to learn first aid in ~~so that order to be they can~~ subsequently able to teach first aid to their pupils at school as part of ~~the class~~ "daily life education". In contrast with first aid training provided by external instructors, teachers know their pupils. They can plan emergency first aid training along with other topics and assess the children in different ways. Finally, the teachers' active participation in "role-playing games", placing the child in a situation ~~for in~~ which he/she is responsible for somebody else's health, appears to be a more efficient method to acquire complex skills, according to the concept of situated learning. [31]

Teacher training lasted 6 hours. Our experience and an unpublished evaluation suggest that a 6-hour training course leads us to believe that this time is sufficient. Teachers have satisfactory prior first aid knowledge on first aid and are particularly relevant trained in science education. This 6-hour training helped to upgraded their knowledge and work helped them onto integrate first aid training -the pedagogical integration- in the curriculum. The

effectiveness of ~~An evaluation of this training~~ needs to be evaluated ~~would be beneficial to~~
~~validate and further studies~~ are required to define ~~could help clarify the optimal design.~~

Limitations

This study has several limitations. ~~The rRandomization process~~ was not performed before
~~study setting up the study, but was done~~ performed *post hoc* by the Ministry of Education, at
their request for ethical ~~This was imposed us by the Ministry of Education for reasons,~~ as the
Ministry of Education refused the idea of predefining two groups with and without first aid
training of pedagogical ethics. It was inconceivable to them to decide beforehand that some
children would be trained and others not. A consensus therefore had to be found to randomly
select classes receiving and not receiving first aid training. ~~So we had to find a consensus to~~
~~randomly selected classes from those trained and those untrained.~~ The ~~aAssessment of the~~
children's pupils' performance by their own teachers could constitute ~~be a bias in favour of~~
the trained group. As explained in the ~~Mmethods~~ section, the national education system
required ~~has imposed~~ preferred us that each pupil was child to be assessed by his/her own
teacher because children of this age ~~deare~~ are not usually be assessed, especially in particular by
an unknown adult not part of the classroom ~~beyond class~~. It would be interesting to investigate
differences between schoolteachers and first aid instructor's interventions during a limited
time training period, as teachers ~~who~~ integrate specific skills into various subjects of the
curriculum, depending on the learning pace of the class. ~~It would be interesting to investigate~~
the difference between schoolteachers and first aid instructors as teachers.

In addition, ~~On top of that some teachers decided not to complete~~ perform this assessment,
which they considered to be "time-consuming and fastidious". This study was conducted
under ~~took place in~~ "real life" conditions. We ~~were forced~~ had to adapt our research

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7 methodology to the educational, legal and ethical constraints of requirements of the French
8 national education system.

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10 Our study ~~has presents a number of~~ biases. Use of the telephone was tested in Only 48% of
11 ~~the~~ untrained children (C2) ~~were tested on their use of the telephone.~~ The main bias is ~~the fact~~
12 that some teachers ~~acted outwith~~ failed to comply with the study protocol, leading to
13 incomplete data ~~capture collection~~ for ~~some certain~~ aspects of the study. ~~It highlightings~~ the
14 difficulties of working with teachers who are sometimes unwilling to comply with study
15 protocols.
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22 Although the instructions were explained to all teachers, ~~they may presented differences in~~
23 ~~terms of their~~ evaluation and interpretation of these instructions may have differed between
24 teachers. The pictures had been previously tested on two classes, but interpretation of the
25 pictures may nevertheless have been biased. As this study was based exclusively on pictures,
26 it would be interesting to include the observation of videos or “role-playing games”. A size
27 difference was also observed between the two cohorts for the last exercise.
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33 As this is the first assessment of its kind, we ~~limited confined~~ ourselves to a global assessment
34 and did not take into account variables such as gender, class atmosphere, or family
35 background.
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39 ~~We evaluate the~~ The child's knowledge and ability to analyze a situation from photographs
40 were assessed. This method was chosen for practical reasons, to be carried out as this
41 assessment was performed by the teachers in each classroom, although it may have been
42 preferable to . It would be better discussed to assess the acquired skills in a scenario role play
43 situation, as performed by several like other authors did.
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49 [24, 30] It could be difficult to have ensure similar and reproducible and similar scenarios in
50 each school. The conception of pPhotographs was madewere designed by teachers
51 themselves. Photographs wereand had been previously tested on a sample of 50 children who
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7 ~~were not included in this~~ the present study. ~~Another possibility might be to evaluate~~
8 ~~children from~~ the context of a video or serious game.

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10 Finally, ~~simulations there are present a number of~~ limitations ~~of simulations~~. ~~No correlation~~
11 ~~can be established between the simulation used in this study and the way in which children~~
12 ~~would react in a real life emergency situation~~ ~~Any correlation between the simulation used~~
13 ~~here and how children would react in a real life emergency can not be known.~~

19 20 **Prospects**

21
22 In collaboration with the Ministry of Education, we discussed the possibility of increasing the
23 complexity of the exercises on a yearly basis, which would enable revision of acquired skills
24 and learning of new skills. [2225] Assessment of pupils at the end of elementary school and in
25 secondary school will be the subject of other studies in our ~~department~~ research unit.

26
27 To adapt this training to the children's psychological and physical development, pupils at the
28 end of elementary school were taught which behaviour to adopt when faced with an
29 unconscious person who is still breathing [Table 3]. Cardiac arrest was not addressed until
30 high school in line with Bollig's propositions. [4924, 35-36] In order to meet public health
31 requirements, emergency first-aid training is now a compulsory part of the national
32 curriculum in France. ~~Today, all trainee school teachers must learn basic first aid to be applied~~
33 ~~in the class and to be taught to their pupils. More than 9,875,000 school children ranging from~~
34 ~~4 year old nursery school pupils to end of secondary school teenagers about 14 to 15 years of~~
35 ~~age have received this first aid training. This program is called is "apprendre à porter~~
36 ~~secours" ("learn how to help") and pupils can obtain a "basic life saving diploma" at the end~~
37 ~~of secondary school.~~

Table 3 Skills /_Age in the French curriculum

	Nursery school	Primary school		Secondary school	
Skills/ Age	Age 4 - 6 years	Age 6 - 8 years	Age 8 - 11 years	Age 11 - 12 years	Age 12 - 15 years
Alert <ul style="list-style-type: none"> - Recognize an emergency medical situation - Stay in a safe place - Tell an adult - Alert an emergency medical centre 					
Trauma <ul style="list-style-type: none"> - Recognize a burn - Place the burned part under running water - Recognize an injury to the head, limb or spine - Avoid mobilization of the injured part - Recognize bleeding - Stop bleeding 					
Consciousness					

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- Recognize an unconscious person					
- Turn on the side					

Breathing

- Look, listen and feel for breathing					
- Assist the person who is choking					
- Perform mouth to mouth*					

Circulation

- Recognize a cardiac arrest					
- Administer chest compressions					
- Use automatic external defibrillator					

	Skill introduced
	Skill reinforced
	Skill acquired

IMPLICATIONS

The challenge of enabling everyone to give life-saving first aid when faced with a medical emergency implies that everyone should be trained at some point in their life. The complexity of the training suggests that ~~it~~ [this training](#) should be started as early as possible in the educational curriculum.

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7 The public health ~~aim-goal~~ is that every pupil ~~can-should~~ learn first aid. To achieve this
8 objective, school-teachers must first acquire appropriate emergency skills in the classroom.

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10 The present study concerned children aged 6 years or younger attending nursery school,
11 trained by their own teachers. It demonstrated that first aid ~~programprogrammes~~ given to very
12 young children may improve their ability to assess and describe ~~an emergency-medical~~
13 ~~emergency~~ situation and alert the ~~emergency-medical~~ ~~emergency~~ call centre as necessary. The
14 results of trained pupils were significantly better than those of untrained pupils. ~~Furthermore,~~
15 ~~these untrained children did not appear to acquire these skills outside of school.~~

16
17 These preliminary results demonstrate the advantages of integrating this first aid course into
18 the national curriculum, mainly provided by teachers themselves. Since 2006, the assessments
19 carried out by our team support the current general implementation of this training course in
20 all French schools. This ~~programprogramme~~ is now compulsory ~~and begins with~~
21 ~~childrenstarting at the~~ aged ~~of~~ 4 to 6 years.

22 23 24 25 26 27 28 29 30 31 32 33 **Acknowledgements**

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35
36 The authors are very grateful to Mrs Kerneur and Mrs Lagarde ~~for their very helpful~~
37 ~~contribution to this research program~~ (Ministry of National Education, France) ~~for their very~~
38 ~~helpful contribution to this research~~ and Mr. Jean-Michel Mercieca (Amiens University
39 hospital) for his help.

40 41 42 43 44 45 46 **Contributorship Statement**

47
48 ~~CA: conception of the work, analyse, draft, revising it critically for important intellectual~~
49 ~~content and final approval~~

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51 ~~RG: conception of the work, analyse, draft, revising it critically for important intellectual~~
52 ~~content and final approval~~

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CA: interpretation of data, revising critically for important intellectual content and final approval

BN: interpretation of data, revising critically for important intellectual content and final approval

MG: interpretation of data, draft, revising it critically for important intellectual content and final approval

Conflicts of Interest

Competing interests

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The authors have indicated they have no financial and personal relationships with other people or organisations that could inappropriately influence this article.

Funding

None

Data sharing

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None

Figure legends

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Figure 1: Flowchart

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Figure 2: Photograph 1. A Boy Who Has Fallen Off a Stepladder and Is Holding His Leg

Figure 3: Photograph 2. A Young Girl Crying Because She Has Broken Her Doll.

Figure 4: Photograph 3. A Young Boy Who Has Injured His Hand While Peeling An Apple.

Abbreviations: SAMU - Service d'aide médicale urgente; 95% CI - 95% confidence interval

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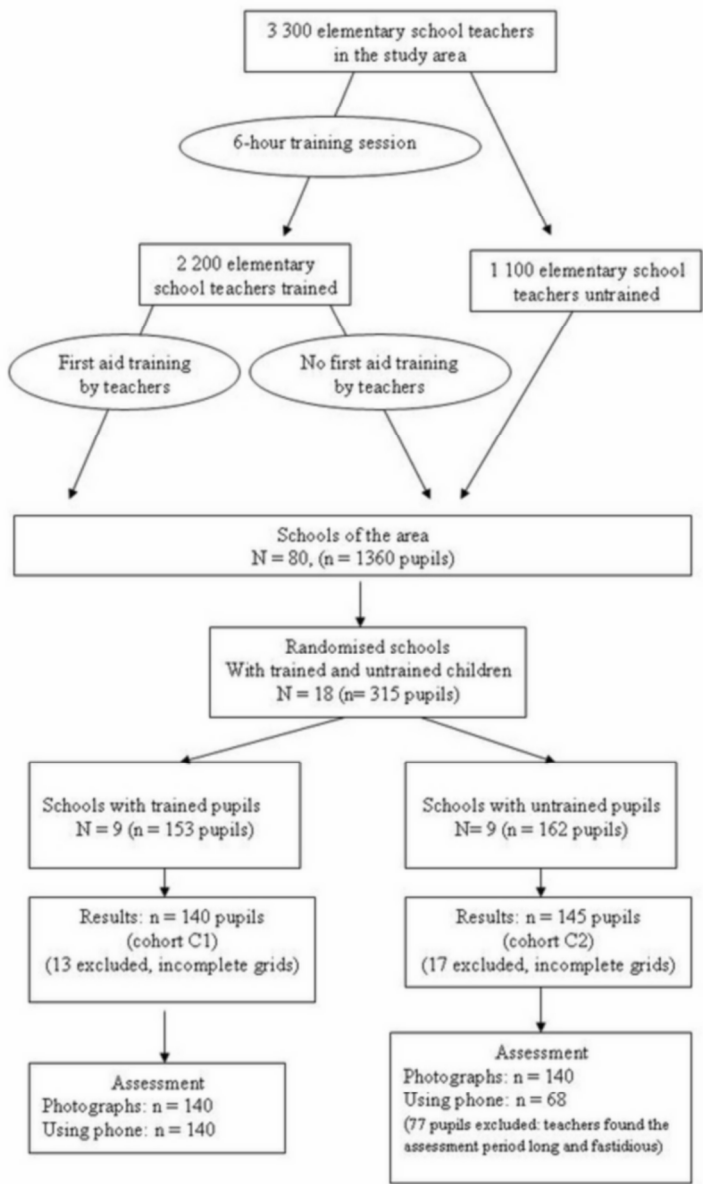
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Flowchart
278x371mm (300 x 300 DPI)



Photograph 1. A Boy Who Has Fallen Off a Stepladder and Is Holding His Leg
102x67mm (300 x 300 DPI)

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Photograph 2. A Young Girl Crying Because She Has Broken Her Doll.
98x73mm (300 x 300 DPI)

Review only



Photograph 3. A Young Boy Who Has Injured His Hand While Peeling An Apple.
180x134mm (300 x 300 DPI)

Review only

BMJ Open

Are schoolteachers able to teach first aid to children younger than 6 years? A comparative study.

Journal:	<i>BMJ Open</i>
Manuscript ID:	bmjopen-2014-005848.R2
Article Type:	Research
Date Submitted by the Author:	25-Aug-2014
Complete List of Authors:	<p>AMMIRATI, Christine; University Hospital of Amiens, Active Teaching and Health Simulation Training Center (CPA-SimUSanté©)</p> <p>GAGNAYRE, Rémi; University Paris 13, Sorbonne Paris Cité, Laboratory Education and Health Practices, EA3412</p> <p>AMSALLEM, Carole; University Hospital of Amiens, Active Teaching and Health Simulation Training Center (CPA-SimUSanté©)</p> <p>NEMITZ, Bernard; University Hospital of Amiens, Active Teaching and Health Simulation Training Center (CPA-SimUSanté©)</p> <p>GIGNON, Maxime; Active Teaching and Health Simulation Training Center (CPA-SimUSanté©), ; University Paris 13, Sorbonne Paris Cité, Laboratory Education and Health Practices, EA3412 , France, Laboratory Education and Health Practices, EA3412</p>
Primary Subject Heading:	Public health
Secondary Subject Heading:	Emergency medicine, Medical education and training, Public health
Keywords:	EDUCATION & TRAINING (see Medical Education & Training), Quality in health care < HEALTH SERVICES ADMINISTRATION & MANAGEMENT, Health policy < HEALTH SERVICES ADMINISTRATION & MANAGEMENT, PRIMARY CARE, PUBLIC HEALTH

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Manuscripts

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3 **Are schoolteachers able to teach first aid to children younger than 6 years? A**
4 **comparative study.**
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7 **Short title: Emergency first aid training for children**
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52 **Keywords:** Education, Child, Preschool, Educational Measurement, first aid, Schools.
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54 **Word count:** 3 679
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5 **Keywords:** Education, Child, Preschool, Educational Measurement, first aid, Schools.
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9
10 **ABSTRACT**

11 **Objectives.** This study was designed to assess the knowledge acquired by very young
12 children (< 6 years) trained by their own teachers at nursery school. This comparative study
13 assessed the effect of training before the age of 6 years compared with a group of age-
14 matched untrained children.
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20 **Setting.** Some schoolteachers were trained by emergency medical teams to perform basic first
21 aid.
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25 **Participants.** Eighteen classes comprising 315 pupils were randomly selected: nine classes of
26 trained pupils (cohort C1) and nine classes of untrained pupils (cohort C2).
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29 **Primary and secondary outcome measures.** The test involved observing and describing
30 three pictures and using the phone to call the medical emergency centre. Assessment of each
31 child was based on nine criteria, and was performed by the teacher 2 months after completion
32 of first aid training.
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38 **Results.** This study concerned 285 pupils: 140 trained and 145 untrained. The majority of
39 trained pupils gave the expected answers for all criteria and reacted appropriately by assessing
40 the situation and alerting emergency services (55.7–89.3% according to the questions).
41 Comparison of the two groups revealed a significantly greater ability of trained pupils to
42 describe an emergency situation ($p<0.005$) and raise the alert ($p<0.0001$).
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49 **Conclusions.** This study shows the ability of very young children to assimilate basic skills as
50 taught by their own schoolteachers.
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“Strengths and limitations of this study”

- This study was designed to assess the knowledge and the ability to analyse situations acquired by very young children (< 6 years) trained by their own teachers at nursery school.
- This study demonstrated that first aid programmes for very young children can improve their ability to assess and describe a medical emergency situation and alert the medical emergency centre.
- As required by the French national education system, randomisation was performed *post hoc* by the Ministry of Education and the children’s performance was assessed by their own teachers.
- No correlation can be established between the simulation used in this study and the way in which children would react in a real life emergency situation.

INTRODUCTION

In France, all trainee schoolteachers must learn basic first aid to be applied in the classroom and to be taught to their pupils. More than 9,875,000 school children ranging from 4-year-old nursery schoolchildren to end of secondary school teenagers, about 14 to 15 years of age, should receive this first aid training. This programme is called “*apprendre à porter secours*” (“learn how to help”) and pupils can obtain a “basic-life saving diploma” at the end of secondary school. In a medical emergency, it is essential for the first witness to raise the alert and provide emergency first aid as soon as possible. First aid has been defined as help given to any “sick or injured person until professional help arrives”. [1] The challenge of enabling everyone to provide life-saving first aid when faced with a medical emergency implies that everyone should be trained at some point in their life. The construction of knowledge and skills can be easily mobilized in a medical emergency situation. Many experts and Emergency medicine societies recommend teaching first aid at school so that every citizen knows how to perform first aid appropriately and raise emergency alerts at the earliest possible time. [2-6] Children can provide first aid measures and save lives by recognizing life-threatening emergency situations and by making an emergency call. [7]

Although up to now there is no proof of positive effects of first aid measures on patient outcome, except from Basic Life Support. In addition, there could concern about adverse effects of training, like recovery position performed by lays during cardiac arrest. However, one important obstacle to perform bystander CPR is the attitude towards helping. This is a fundamental problem in the general population which could be addressed by first aid training at early childhood.

The age and weight of schoolchildren are significant factors determining the quality of cardiopulmonary resuscitation [8], as the depth of chest compression correlates with physical

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3 factors such as weight, Body Mass Index and height. [9] Abelairas-Gómez et al. showed that
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5 thirteen years was the minimum age at which children are able to achieve a minimum CPR
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7 quality similar to that achieved by adults. [10] However, determining an age is controversial.
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9 [8-11] This results do not justify to withhold CPR training from younger children. Children
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11 who underwent training in younger years significantly improved their performance after 3-4
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13 years. [9, 11, 12] Young children who are not yet physically able to compress the chest can
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15 nevertheless be taught how to perform appropriate first aid, and can therefore be the first link
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17 of the Chain of Survival by calling for help. [13]
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21 Published studies on emergency first aid training at school have focused on children aged 6
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23 years or older, often trained by first aid instructors. [14-20] A recent systematic review
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25 highlighted that no conclusions can be drawn concerning the most effective first-aid training
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27 courses or programmes or the age at which training can be most effectively provided. [21] It
28
29 is important to assess the effectiveness of standardised first-aid training as a basis for policy
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31 development and provision of first-aid training. More evidence is required to determine the
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33 most appropriate types of training according to the child's age, taking into account the child's
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35 psychomotor development and degree of autonomy.
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39 Very limited scientific literature is available concerning children under the age of 6 years.
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41 Studies on emergency first aid training at school have focused on children often trained by
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43 first aid instructors, while few studies have assessed emergency first aid training at school
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45 provided by teachers themselves.
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49 However, there are a number arguments in favour of training provided by teachers, [22-25] as
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51 they know their pupils and their representations and can work on the basis of their previous
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53 knowledge and experience. Teachers are familiar with each child's sensitivity and can
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55 measure the emotional charge associated with emergency situations. The teacher establishes a
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57 relationship of trust with the child and can use situations experienced in the classroom as a
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3 pretext for learning and enhancing knowledge. The teacher is familiar with the required
4 curriculum and skills. The teacher is a mentor, and the child is able to imitate the teacher's
5 first aid skills.
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9 The aims of this preliminary study were to assess the knowledge and abilities of very young
10 children trained in the nursery by their own teacher and to compare the results with those of
11 age-matched untrained children.
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15 16 17 18 19 20 **METHODS**

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22 This study, carried out in the Somme department (560,000 inhabitants), was supervised by the
23 University Hospital emergency medicine department, national education teachers, and a
24 University research unit specialised in health education. This study took place in "real life."
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26 Due to the importance of public health issue, we were required to adapt our research
27 methodology to the national education system's educational, legal and ethical constraints.
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36 **Intervention**

37 *Training of teachers.*

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39 A programme was initially developed to train teachers in basic first aid to deal with an
40 emergency situation. The most common emergency situations occurring in elementary
41 schools were used to design this programme. In the Somme department, 2,200 of all 3,300
42 elementary schoolteachers have been trained by emergency medical teams, assisted by
43 Ministry of Education health professionals since 2002. During a 6-hour training session, the
44 teachers learned when to alert the medical call centre and how to act when faced with trauma,
45 burns, bleeding, a choking victim, or an unconscious person. Teachers received first aid
46 training to improve their prior knowledge and then worked on educational applications in the
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3 context of nursery schools. This training was conducted by emergency medical teams and
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5 education specialists, assisted by Ministry of Education health professionals.
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10 *Training of children by teachers.*

11 After training, the teachers had to integrate specific skills into various subjects of the
12 curriculum, depending on the learning pace of the class. The children's psychological,
13 cognitive, and moral development was taken into account when setting up the course. The
14 principle of the course is to plan a yearly increase in complexity, allowing the revision of
15 acquired skills and the learning of new skills. [23-27] Young children in nursery schools
16 should be able to recognize an "unusual" situation and alert the medical emergency call
17 centre. To do so, they need to dial the emergency medical number (Phone: 15, SAMU in
18 France), describe what they have observed, and name the various parts of the human body.
19 Children aged between 6 and 8 years must be able to alert the SAMU by precisely locating
20 the event. They must be able to describe injuries and perform simple tasks to deal with a burn,
21 a bleeding wound or trauma. Children aged between 9 and 11 years must be able to recognize
22 an unconscious patient, determine the presence of breathing and place the unconscious person
23 on the side. They learn how to assist a person who is choking and perform chest compression
24 and defibrillation in the case of cardiac arrest in secondary education. The progression of the
25 child's abilities during the curriculum was assessed in the Somme department.
26
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28 Teachers have introduced first aid knowledge and skills into the curriculum, suitable to the
29 child's stage of psychological, cognitive, and emotional development, as recommended by
30 experts in the education of young children. For example, when teaching basic anatomy,
31 teachers addressed the issue of how to deal with trauma. The number of hours of training
32 therefore cannot be assessed in the context of this educational approach adapted to young
33 children.
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Participants

Due to the requirements of the national education system, in nursery schools in this area, some children were trained by their teachers, while others were not, because their teachers did not wish to train them or were not trained themselves. This study was approved by the regional section of the Ministry of Education, which designated part of the region to participate in this study (80 schools, n=1,360 pupils). Eighteen classes comprising 315 pupils were randomly selected: nine classes of trained pupils and nine classes of untrained pupils (Figure 1). The untrained pupils had never received any first aid education. The families gave their consent to this study.

Instrumentation

The children's ability to observe pictures, and then to use a telephone to raise an alert were assessed. Three pictures illustrated three different situations, one of which did not require alerting the SAMU:

- A boy who has fallen off a stepladder and who is holding his leg (Figure 2).
- A young girl crying because she has broken her doll (Figure 3).
- A young boy who has injured his hand while peeling an apple (Figure 4).

Assessment of each child was based on nine criteria, and was performed by the teacher 2 months after completion of first aid training. These nine criteria consisted of answers to the following questions testing the child's ability to observe each picture and decide whether or not to raise an alert: "*What is happening?*" and "*You are alone with him (her), nobody is here to help you, what would you do?*" The answers were classified into two categories: "expected answer" (with key-words or synonyms) or "other answer".

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3 The expected answer in relation to the first picture was: *“He has fallen over, his leg hurts”*.

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5 The expected answer in relation to the second picture was: *“She has broken her doll and is*

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7 *crying”* and the expected answer in relation to the third photograph was *“He has cut himself,*

8
9 *he is bleeding”*. The child was required to *“alert the SAMU”* for the first and third situations

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11 The teacher then tested the pupil’s ability to alert the SAMU in relation to the third picture.

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13 The teacher gave the children access to a standard landline telephone, playing the role of the

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15 SAMU emergency doctor. When the child did not use the telephone spontaneously, the

16
17 teacher encouraged the child to do so. The teacher’s instructions were: *“You see, he has cut*

18
19 *himself, he is bleeding. You are alone at home with him, the SAMU must be alerted, do it!”*

20
21 The assessment of the child’s reaction was binary: did or did not. The three criteria were;

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 - 26 - using the telephone;
 - 27 - introducing himself, explaining where he is;
 - 28 - describing the situation.

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32 The pictures had been previously tested on two classes (not included in this study).

33 34 **Procedure**

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36 The national education system required each child to be assessed by his/her own teacher
37 because children of this age are not usually assessed, especially by an unknown adult not part
38 of the classroom. In order to obtain the most objective results possible, written instructions
39 were given and discussed individually with each teacher approximately 2 months after
40 completion of first aid training.
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47 48 **Data Analysis**

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50 To ensure anonymous grids, the results were collected by Ministry of Education staff. For
51 reasons of confidentiality required by the national education system, the researchers did not
52 have access to personal data from children. Only fully completed assessments were analyzed.
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56 Data were presented as percentages with 95% confidence intervals (95% CI). Statistical
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analysis of the results was performed using a Chi-square test (significance level: $p < 0.05$). analyses were performed using the Statistical Package for the Social Sciences (version 11.0, SPSS, Inc).

RESULTS

For the overall analysis, 315 pupils were prospectively evaluated, 285 with complete grids were included: 140 trained children (cohort C1) and 145 untrained children (cohort C2) (Figure 1). The sex ratio (male/female) was 0.94 and the mean age was 5.4 years.

Only 68 children in cohort C2 were tested for their use of the telephone, as some teachers decided not to complete this assessment, which they considered to be time-consuming and fastidious.

Children's ability to observe pictures, describe the situation and raise the alert (Table 1).

The majority of trained pupils were able to describe the three pictures and gave the expected answers (67.9%, 71.4% and 75.7%, respectively). The ability to observe and describe the situation was significantly higher in cohort C1 for the three pictures ($p < 0.001$ for the first and second pictures and $p < 0.01$ for the third picture).

Table 1. Results: Children's ability to observe pictures

Exercise	Question & - Expected answers	C1 cohort	C2 cohort	Odds ratio	P value
		% of expected answers (n=140)	% of expected answers (n=145)		

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3		What is going on?			
4					
5		- <i>He has fallen over,</i>			
6			67.9% (95)	45.5% (66)	2.5 <0.001
7		<i>his leg hurts (criterion</i>			
8					
9		<i>1)</i>			
10	Photograph 1				
11		You are alone at home,			
12					
13		what do you do?			
14			62.1% (87)	8.3% (12)	18.2 <0.0001
15		- <i>I call the SAMU</i>			
16		<i>(criterion 2)</i>			
17					
18					
19					
20					
21		What is going on?			
22					
23		- <i>She has broken her</i>			
24			71.4% (100)	41.4% (60)	3.5 <0.0001
25		<i>doll and is crying</i>			
26					
27		<i>(criterion 3)</i>			
28	Photograph 2				
29		You are alone at home,			
30					
31		what do you do?			
32			75% (105)	75.9% (110)	- 0.24
33		- <i>I do not call the SAMU</i>			
34		<i>(criterion 4)</i>			
35					
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38					
39		What is going on?			
40					
41		- <i>He has cut himself,</i>			
42			75.7% (106)	60.0% (87)	2.8 0.01
43		<i>he is bleeding</i>			
44					
45		<i>(criterion 5)</i>			
46	Photograph 3				
47		You are alone at home,			
48					
49		what do you do?			
50			66.4% (93)	13.8% (20)	12.4 <0.0001
51		- <i>I call the SAMU</i>			
52		<i>(criterion 6)</i>			
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3 When the SAMU had to be alerted, the majority of trained pupils were willing to raise the
4
5 alert.
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7 A marked difference was observed between the two cohorts in terms of alerting the SAMU,
8
9 which was significantly higher in cohort C1 ($p < 0.0001$). In relation to the first picture, 61.9%
10
11 of children in cohort C2 were willing to help the injured child after the picture had been
12
13 explained to them, but did not know who to alert (73.8% for the third picture). Note that 23%
14
15 of pupils in cohort C1 and 43.8% of pupils in cohort C2 misinterpreted picture 2 and the
16
17 intention to act was not significantly different between the two groups (to help or comfort the
18
19 girl) (Table 1).
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25 **Simulation exercise with a telephone using the third picture.**

26
27 This exercise involved the 140 trained children of cohort C1 and 68 children of the cohort C2.
28
29 Overall, 55.7% pupils of cohort C1 knew how to use the telephone correctly and how to call
30
31 the SAMU (vs. 17.7% of children in cohort C2; $p < 0.0001$) (Table 2), and 82.1% of children
32
33 in cohort C1 gave their first name, last name and personal address (vs. 33.8% of C2; p
34
35 < 0.0001) (Table 2). Lastly, 89.3% of children in cohort C1 correctly described the situation
36
37 using the keywords “cut”, “hand”, “blood” (vs. 75% of C2; $p < 0.01$) (Table 2).
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Table 2. Results: Simulation exercise with a telephone

Exercise	Criteria	C1 cohort	C2 cohort	Odds ratio	<i>p</i>
		% of expected answers (n=140)	% of expected answers (n=68)		
Use of the phone	1 - Using the telephone (<i>criterion 7</i>)	55.7% (78)	17.7% (12)	5.9	<0.0001
	2 - Introducing oneself, Explaining the location(<i>criterion 8</i>)	82.1% (115)	33.8% (23)	9	<0.0001
	3 - Describing the situation(<i>criterion 9</i>)	89.3% (125)	75% (51)	2.8	0.01

DISCUSSION

For all criteria, the majority of trained pupils gave expected answers and presented an appropriate reaction to the situation by recognizing the medical problem and appropriately raising the alert. Comparison of the two cohorts revealed significant differences in terms of the ability of pupils to describe an emergency situation and raise the alert.

Observation capacity

The situation shown in each picture had not been previously raised or discussed in class. The teachers were not aware of the assessment methods used and therefore could not have prepared their pupils beforehand. The vast majority of trained pupils spontaneously gave expected answers without prompting from their teacher, making this result even more relevant. The results related to the non-emergency situation (young girl with a broken doll) showed that the observation capacity of trained pupils was significantly better than that of

1
2
3 untrained pupils. The teachers of the trained cohort may have more generally emphasized
4
5 observation capacities, as an emergency call to the SAMU (or to an adult) required an oral
6
7 description of the situation. It would be interesting to test these capacities with other
8
9 assessments comprising less obvious situations.
10

11
12 The situations described in the pictures focused on trauma and injuries, which correspond to
13
14 common situations encountered by children. [28-30] Many emergencies in western countries
15
16 deal with acute emergencies in the field of internal medicine (heart attack, stroke, etc.) but,
17
18 education experts from the Ministry of Education thought that it would be too emotionally
19
20 disturbing for a young child to be faced with an adult in a life-threatening situation and
21
22 therefore proposed that young children should act out situations involving injured children.
23
24

25 26 **Intention to alert the SAMU**

27
28 A highly significant difference was observed between the two cohorts in the two situations in
29
30 which the SAMU had to be alerted. This study can be compared with Bollig's study in which
31
32 the same ability was assessed. [20] Despite the obvious willingness of untrained children to
33
34 help, they did not know which number to dial or what role the SAMU played. It is noteworthy
35
36 that trained pupils did not associate the picture of a broken doll with the need to alert
37
38 emergency services as they were able to differentiate the various situations. This indicates that
39
40 pupils are able to distinguish according to severity, and that the induction over-sending is less
41
42 likely.
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46 47 **Ability to raise the alert**

48
49 Overall, trained pupils felt more confident than their untrained counterparts. Although two-
50
51 thirds of trained pupils intended to call the SAMU in a medical emergency situation, only
52
53 about one half of them really knew how to call the SAMU with a landline. However, as a
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3 result of age-related psychological and cognitive maturity, the child's comprehension and the
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5 intention to take a particular action may not be automatically linked.
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8 **Integrating a first aid course in the curriculum**

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10 In a pilot study of 10 children, Bollig et al. showed that kindergarten children aged 4-5 years
11
12 can learn basic first aid with training provided by a first aid instructor and kindergarten
13
14 teachers. [26] The results of the present study support training by teachers themselves. It was
15
16 considered important for teachers to learn first aid in order to be subsequently able to teach
17
18 first aid to their pupils at school as part of "daily life education". In contrast with first aid
19
20 training provided by external instructors, teachers know their pupils. They can plan
21
22 emergency first aid training along with other topics and assess the children in different ways.
23
24 Finally, the teachers' active participation in "role-playing games", placing the child in a
25
26 situation in which he/she is responsible for somebody else's health, appears to be a more
27
28 efficient method to acquire complex skills, according to the concept of situated learning. [27]
29
30 Teacher training lasted 6 hours. Our experience and an unpublished evaluation suggest that a
31
32 6-hour training course is sufficient. Teachers have satisfactory prior first aid knowledge and
33
34 are trained in science education. This 6-hour training upgraded their knowledge and helped
35
36 them to integrate first aid training in the curriculum. The effectiveness of this training needs
37
38 to be evaluated and further studies are required to define the optimal design.
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44 **Limitations**

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46 This study has several limitations. As stated in the methods section, randomisation was not
47
48 performed before setting up the study for ethical reasons, as the Ministry of Education refused
49
50 the idea of predefining two groups with and without first aid training. Assessment of the
51
52 children's performance by their own teachers could constitute a bias in favour of the trained
53
54 group. As explained in the Methods section, each child were assessed by his/her own teacher.
55
56 It would be interesting to investigate differences between schoolteacher and first aid instructor
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3 interventions during a limited training period, as teachers integrate specific skills into various
4 subjects of the curriculum, depending on the learning pace of the class. In addition, some
5 teachers decided not to perform this assessment, which they considered to be “time-
6 consuming and fastidious”. This study was conducted under "real life" conditions. We had to
7 adapt our research methodology to the educational, legal and ethical requirements of the
8 French national education system.
9

10
11 Our study presents a number of biases. Use of the telephone was tested in only 48% of
12 untrained children (C2). The main bias is that some teachers failed to comply with the study
13 protocol, leading to incomplete data collection for certain aspects of the study, highlighting
14 the difficulties of working with teachers who are sometimes unwilling to comply with study
15 protocols. This bias favours the trained group. The follow-up-rates differ markedly between
16 trained and untrained children (for photographs 91.5% vs. 86.4%, and for the phone call
17 91.5% vs. 42.0%). This reduces the strength of our results.
18
19

20
21 Although the instructions were explained to all teachers, evaluation and interpretation of these
22 instructions may have differed between teachers. The pictures had been previously tested on
23 two classes, but interpretation of the pictures may nevertheless have been biased. As this
24 study was based exclusively on pictures, it would be interesting to include the observation of
25 videos or “role-playing games”.
26
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28
29 As this is the first assessment of its kind, we confined ourselves to a global assessment and
30 did not take into account variables such as gender, class atmosphere, or family background.
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33
34 The child’s knowledge and ability to analyse a situation from photographs were assessed by
35 the teacher, although it may have been preferable to assess the acquired skills in a role play
36 situation, as performed by several authors. [20, 26] It could be difficult to ensure similar and
37 reproducible scenarios in each school. Photographs were designed by teachers themselves and
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3 had been previously tested on a sample of 50 children not included in the present study.
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5 Another possibility would be to evaluate children in the context of a video or serious game.
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7 Finally, simulations present a number of limitations. No correlation can be established
8
9 between the simulation used in this study and the way in which children would react in a real
10
11 life emergency situation.
12

13 14 15 16 **Prospects**

17
18 In collaboration with the Ministry of Education, we discussed the possibility of increasing the
19
20 complexity of the exercises on a yearly basis, which would enable revision of acquired skills
21
22 and learning of new skills. [21] Assessment of pupils at the end of elementary school and in
23
24 secondary school will be the subject of other studies in our research unit.
25
26

27
28 To adapt this training to the children's psychological and physical development, pupils at the
29
30 end of elementary school were taught which behaviour to adopt when faced with an
31
32 unconscious person who is still breathing [Table 3]. Cardiac arrest was not addressed until an
33
34 age of 10 years in line with Bollig's propositions. [20, 31-32] In order to meet public health
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36 requirements, emergency first-aid training is now a compulsory part of the national
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38 curriculum in France.
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Table 3 Skills / Age in the French curriculum

	Nursery school	Primary school		Secondary school	
Skills/ Age	Age	Age	Age	Age	Age
	4 - 6 years	6 - 8 years	8 – 11 years	11 – 12 years	12 – 15 years
Alert					
- Recognize an emergency medical situation					
- Stay in a safe place					
- Tell an adult					
- Alert an emergency medical centre					
Trauma					
- Recognize a burn					
- Place the burned part under running water					
- Recognize an injury to the head, limb or spine					
- Avoid mobilization of the injured part					
- Recognize bleeding					
- Stop bleeding					
Consciousness					

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- Recognize an unconscious person					
- Turn on the side					

Breathing

- Look, listen and feel for breathing					
- Assist the person who is choking					
- Perform mouth to mouth*					

Circulation

- Recognize a cardiac arrest					
- Administer chest compressions					
- Use automatic external defibrillator					

	Skill introduced
	Skill reinforced
	Skill acquired

IMPLICATIONS

The challenge of enabling everyone to give life-saving first aid when faced with a medical emergency implies that everyone should be trained at some point in their life. The complexity of the training suggests that this training should be started as early as possible in the educational curriculum.

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2
3 The public health goal is that every pupil should learn first aid. To achieve this objective,
4
5 schoolteachers must first acquire appropriate emergency skills in the classroom. The present
6
7 study concerned children aged 6 years or younger attending nursery school, trained by their
8
9 own teachers. It demonstrated that first aid programmes given to very young children may
10
11 improve their ability to assess and describe a medical emergency situation and alert the
12
13 medical emergency call centre as necessary. The results of trained pupils were significantly
14
15 better than those of untrained pupils.
16

17
18 These preliminary results demonstrate the advantages of integrating this first aid course into
19
20 the national curriculum, mainly provided by teachers themselves. Since 2006, the assessments
21
22 carried out by our team support the current general implementation of this training course in
23
24 all French schools. This programme is now compulsory starting at the age of 4 to 6 years.
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Acknowledgements

The authors are very grateful to Mrs Kerneur and Mrs Lagarde (Ministry of National Education, France) for their very helpful contribution to this research and Mr. Jean-Michel Mercieca (Amiens University hospital) for his help.

Contributorship Statement

CA: conception of the work, analyse, draft, revising it critically for important intellectual content and final approval

RG: conception of the work, analyse, draft, revising it critically for important intellectual content and final approval

CA: interpretation of data, revising critically for important intellectual content and final approval

BN: interpretation of data, revising critically for important intellectual content and final approval

MG: interpretation of data, draft, revising it critically for important intellectual content and final approval

Competing interests

The authors have indicated they have no financial and personal relationships with other people or organisations that could inappropriately influence this article.

Funding

None

Data sharing

1
2
3 None additional data available
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7 **Figure legends**
8

9 Figure 1: Flowchart
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11 Figure 2: Photograph 1. A Boy Who Has Fallen Off a Stepladder and Is Holding His Leg
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13 Figure 3: Photograph 2. A Young Girl Crying Because She Has Broken Her Doll.
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15 Figure 4: Photograph 3. A Young Boy Who Has Injured His Hand While Peeling An Apple.
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20 **Abbreviations:** SAMU - Service d'aide médicale urgente; 95% CI - 95% confidence interval
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7 **Are schoolteachers able to teach first aid to children younger than 6 years? A**
8 **comparative study.**

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9
10 **Short title: Emergency first aid training for children**

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48
49
50 **Keywords:** Education, Child, Preschool, Educational Measurement, first aid, Schools.

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ABSTRACT

Objectives. This study was designed to assess the knowledge acquired by very young children (< 6 years) trained by their own teachers at nursery school. This comparative study assessed the effect of training before the age of 6 years compared with a group of age-matched untrained children. **Setting.** Some schoolteachers were trained by emergency medical teams to perform basic first aid. **Participants.** Eighteen classes comprising 315 pupils were randomly selected: nine classes of trained pupils (cohort C1) and nine classes of untrained pupils (cohort C2). **Primary and secondary outcome measures.** The test involved observing and describing three pictures and using the phone to call the medical emergency centre. Assessment of each child was based on nine criteria, and was performed by the teacher 2 months after completion of first aid training. **Results.** This study concerned 285 pupils: 140 trained and 145 untrained. The majority of trained pupils gave the expected answers for all criteria and reacted appropriately by assessing the situation and alerting emergency services (55.7–89.3% according to the questions). Comparison of the two groups revealed a significantly greater ability of trained pupils to describe an emergency situation ($p<0.005$) and raise the alert ($p<0.0001$). **Conclusions.** This study shows the ability of very young children to assimilate basic skills as taught by their own schoolteachers.

Keywords: Education, Child, Preschool, Educational Measurement, first aid, Schools.

“Strengths and limitations of this study”

- This study was designed to assess the knowledge and the ability to analyse situations acquired by very young children (< 6 years) trained by their own teachers at nursery school.

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- This study demonstrated that first aid programmes for very young children can improve their ability to assess and describe a medical emergency situation and alert the medical emergency centre.
- As required by the French national education system, randomisation was performed *post hoc* by the Ministry of Education and the children's performance was assessed by their own teachers.
- No correlation can be established between the simulation used in this study and the way in which children would react in a real life emergency situation.

INTRODUCTION

In France, all trainee schoolteachers must learn basic first aid to be applied in the classroom and to be taught to their pupils. More than 9,875,000 school children ranging from 4-year-old nursery schoolchildren to end of secondary school teenagers, about 14 to 15 years of age, **should** receive this first aid training. This programme is called “*apprendre à porter secours*” (“learn how to help”) and pupils can obtain a “basic-life saving diploma” at the end of secondary school. In a medical emergency, it is essential for the first witness to raise the alert and provide emergency first aid as soon as possible. First aid has been defined as help given to any “sick or injured person until professional help arrives”. [1] The challenge of enabling everyone to provide life-saving first aid when faced with a medical emergency implies that everyone should be trained at some point in their life. **The construction of knowledge and skills that can be easily mobilized in a medical emergency situation suggests situation. that this training should be started as early as possible in the educational curriculum. The public health goal is that every pupil should learn first aid, as laypersons play an important role in saving lives in emergency situations. Many experts now recommend training children starting at primary school to ensure that these skills are deeply and permanently ingrained. Many experts and** Emergency medicine societies recommend teaching first aid at school so that every citizen knows how to perform first aid appropriately and raise emergency alerts at the earliest possible time. [2-6] Children can provide first aid measures and save lives by recognizing life-threatening emergency situations and by making an emergency call. [7] ~~A young child may be the only person present in the event of an emergency and first aid education should therefore be started as early as feasible.~~

Although up to now there is no proof of positive effects of first aid measures on patient outcome, except from Basic Life Support. In addition, there could concern about adverse

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7 effects of training, like recovery position performed by lays during cardiac arrest. However,
8 one important obstacle to perform bystander CPR is the attitude towards helping. This is a
9 fundamental problem in the general population which could be addressed by first aid training
10 at early childhood.

14 The age and weight of schoolchildren are significant factors determining the quality of
15 cardiopulmonary resuscitation [8], as the depth of chest compression correlates with physical
16 factors such as weight, Body Mass Index and height. [9] Abelairas-Gómez et al. showed that
17 thirteen years was the minimum age at which children are able to achieve a minimum CPR
18 quality similar to that achieved by adults. [10] However, determining an age is controversial.
19 [8-11] This results do not justify to withhold CPR training from younger children. Children
20 who underwent training in younger years significantly improved their performance after 3-4
21 years. [9, 11, 12] Young children who are not yet physically able to compress the chest can
22 nevertheless be taught how to perform appropriate first aid, and can therefore be the first
23 link of the Chain of Survival by calling for help. [143]

33 Published studies on emergency first aid training at school have focused on children aged 6
34 years or older, often trained by first aid instructors. [142-2420] A recent systematic review
35 highlighted that no conclusions can be drawn concerning the most effective first-aid training
36 courses or programmes or the age at which training can be most effectively provided. [251] It
37 is important to assess the effectiveness of standardised first-aid training as a basis for policy
38 development and provision of first-aid training. More evidence is required to determine the
39 most appropriate types of training according to the child's age, taking into account the child's
40 psychomotor development and degree of autonomy.

41 Very limited scientific literature is available concerning children under the age of 6 years.

42 Studies on emergency first aid training at school have focused on children often trained by

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7 first aid instructors, while few studies have assessed emergency first aid training at school
8 provided by teachers themselves.

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10 However, there are a number arguments in favour of training provided by teachers, [262-295]
11 as they know their pupils and their representations and can work on the basis of their previous
12 knowledge and experience. Teachers are familiar with each child's sensitivity and can
13 measure the emotional charge associated with emergency situations. The teacher establishes a
14 relationship of trust with the child and can use situations experienced in the classroom as a
15 pretext for learning and enhancing knowledge. The teacher is familiar with the required
16 curriculum and skills. The teacher is a mentor, and the child is able to imitate the teacher's
17 first aid skills.

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19 The aims of this preliminary study were to assess the knowledge and abilities of very young
20 children trained in the nursery by their own teacher and to compare the results with those of
21 age-matched untrained children.
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35 METHODS

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37 This study, carried out in the Somme department (560,000 inhabitants), was supervised by the
38 University Hospital emergency medicine department, national education teachers, and a
39 University research unit specialised in health education. This study took place in "real life."
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41 Due to the importance of public health issue, we were required to adapt our research
42 methodology to the national education system's educational, legal and ethical constraints.
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49 Intervention

50 *Training of teachers.*
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7 A programme was initially developed to train teachers in basic first aid to deal with an
8 emergency situation. The most common emergency situations occurring in elementary
9 schools were used to design this programme. In the Somme department, 2,200 of all 3,300
10 elementary schoolteachers have been trained by emergency medical teams, assisted by
11 Ministry of Education health professionals since 2002. During a 6-hour training session, the
12 teachers learned when to alert the medical call centre and how to act when faced with trauma,
13 burns, bleeding, a choking victim, or an unconscious person. Teachers received first aid
14 training to improve their prior knowledge and then worked on educational applications in the
15 context of nursery schools. This training was conducted by emergency medical teams and
16 education specialists, assisted by Ministry of Education health professionals.
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28 *Training of children by teachers.*

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30 After training, the teachers had to integrate specific skills into various subjects of the
31 curriculum, depending on the learning pace of the class. The children's psychological,
32 cognitive, and moral development was taken into account when setting up the course. The
33 principle of the course is to plan a yearly increase in complexity, allowing the revision of
34 acquired skills and the learning of new skills. [273-3427] Young children in nursery schools
35 should be able to recognize an "unusual" situation and alert the medical emergency call
36 centre. To do so, they need to dial the emergency medical number (Phone: 15, SAMU in
37 France), describe what they have observed, and name the various parts of the human body.
38 Children aged between 6 and 8 years must be able to alert the SAMU by precisely locating
39 the event. They must be able to describe injuries and perform simple tasks to deal with a burn,
40 a bleeding wound or trauma. Children aged between 9 and 11 years must be able to recognize
41 an unconscious patient, determine the presence of breathing and place the unconscious person
42 on the side. They learn how to assist a person who is choking and perform chest compression
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7 and defibrillation in the case of cardiac arrest in secondary education. The progression of the
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9 child's abilities during the curriculum was assessed in the Somme department.

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11 Teachers have introduced first aid knowledge and skills into the curriculum, suitable to the
12
13 child's stage of psychological, cognitive, and emotional development, as recommended by
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15 experts in the education of young children. For example, when teaching basic anatomy,
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17 teachers addressed the issue of how to deal with trauma. The number of hours of training
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19 therefore cannot be assessed in the context of this educational approach adapted to young
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21 children.

22 23 24 **Participants**

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26 Due to the requirements of the national education system, in nursery schools in this area,
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28 some children were trained by their teachers, while others were not, because their teachers did
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30 not wish to train them or were not trained themselves. This study was approved by the
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32 regional section of the Ministry of Education, which designated part of the region to
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34 participate in this study (80 schools, n=1,360 pupils). Eighteen classes comprising 315 pupils
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36 were randomly selected: nine classes of trained pupils and nine classes of untrained pupils
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38 (Figure 1). The untrained pupils had never received any first aid education. The families gave
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40 their consent to this study.

41 42 43 **Instrumentation**

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45 The children's ability to observe pictures, and then to use a telephone to raise an alert were
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47 assessed. Three pictures illustrated three different situations, one of which did not require
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49 alerting the SAMU:

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51 - A boy who has fallen off a stepladder and who is holding his leg (Figure 2).
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53 - A young girl crying because she has broken her doll (Figure 3).
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7 - A young boy who has injured his hand while peeling an apple (Figure 4).

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9 Assessment of each child was based on nine criteria, and was performed by the teacher 2
10 months after completion of first aid training. These nine criteria consisted of answers to the
11 following questions testing the child's ability to observe each picture and decide whether or
12 not to raise an alert: "*What is happening?*" and "*You are alone with him (her), nobody is here*
13 *to help you, what would you do?*" The answers were classified into two categories: "expected
14 answer" (with key-words or synonyms) or "other answer".
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17 The expected answer in relation to the first picture was: "*He has fallen over, his leg hurts*".
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20 The expected answer in relation to the second picture was: "*She has broken her doll and is*
21 *crying*" and the expected answer in relation to the third photograph was "*He has cut himself,*
22 *he is bleeding*". The child was required to "*alert the SAMU*" for the first and third situations
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26 The teacher then tested the pupil's ability to alert the SAMU in relation to the third picture.
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29 The teacher gave the children access to a standard landline telephone, playing the role of the
30 SAMU emergency doctor. When the child did not use the telephone spontaneously, the
31 teacher encouraged the child to do so. The teacher's instructions were: "*You see, he has cut*
32 *himself, he is bleeding. You are alone at home with him, the SAMU must be alerted, do it!*"
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36 The assessment of the child's reaction was binary: did or did not. The three criteria were;
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40 - using the telephone;
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42 - introducing himself, explaining where he is;
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44 - describing the situation.

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46 The pictures had been previously tested on two classes (not included in this study).

47 **Procedure**

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49 The national education system required each child to be assessed by his/her own teacher
50 because children of this age are not usually assessed, especially by an unknown adult not part
51 of the classroom. In order to obtain the most objective results possible, written instructions
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7 were given and discussed individually with each teacher approximately 2 months after
8 completion of first aid training.
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10 **Data Analysis**

11 To ensure anonymous grids, the results were collected by Ministry of Education staff. For
12 reasons of confidentiality required by the national education system, the researchers did not
13 have access to personal data from children. Only fully completed assessments were analyzed.
14 Data were presented as percentages with 95% confidence intervals (95% CI). Statistical
15 analysis of the results was performed using a Chi-square test (significance level: $p < 0.05$).
16 analyses were performed using the Statistical Package for the Social Sciences (version 11.0,
17 SPSS, Inc).
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29 **RESULTS**

30 For the overall analysis, 315 pupils were prospectively evaluated, 285 with complete grids
31 were included: 140 trained children (cohort C1) and 145 untrained children (cohort C2)
32 (Figure 1). The sex ratio (male/female) was 0.94 and the mean age was 5.4 years.
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37 Only 68 children in cohort C2 were tested for their use of the telephone, as some teachers
38 decided not to complete this assessment, which they considered to be time-consuming and
39 fastidious.
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43 Children's ability to observe pictures, describe the situation and raise the alert (Table 1).
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45 The majority of trained pupils were able to describe the three pictures and gave the expected
46 answers (67.9%, 71.4% and 75.7%, respectively). The ability to observe and describe the
47 situation was significantly higher in cohort C1 for the three pictures ($p < 0.001$ for the first and
48 second pictures and $p < 0.01$ for the third picture).
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53 Table 1. Results: Children's ability to observe pictures
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Exercise	Question & - Expected answers	C1 cohort	C2 cohort	Odds ratio	P value
		% of expected answers (n=140)	% of expected answers (n=145)		
Photograph 1	What is going on? - He has fallen over, his leg hurts (criterion 1)	67.9% (95)	45.5% (66)	2.5	<0.001
	You are alone at home, what do you do? - I call the SAMU (criterion 2)	62.1% (87)	8.3% (12)	18.2	<0.0001
Photograph 2	What is going on? - She has broken her doll and is crying (criterion 3)	71.4% (100)	41.4% (60)	3.5	<0.0001
	You are alone at home, what do you do? - I do not call the SAMU (criterion 4)	75% (105)	75.9% (110)	-	0.24
Photograph 3	What is going on? - He has cut himself, he is bleeding (criterion 5)	75.7% (106)	60.0% (87)	2.8	0.01

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7	You are alone at home,				
8	what do you do?				
9	- I call the SAMU	66.4% (93)	13.8% (20)	12.4	<0.0001
10					
11	(criterion 6)				
12					
13					
14	<hr/>				

16 When the SAMU had to be alerted, the majority of trained pupils were willing to raise the
17 alert.

20 A marked difference was observed between the two cohorts in terms of alerting the SAMU,
21 which was significantly higher in cohort C1 ($p < 0.0001$). In relation to the first picture, 61.9%
22 of children in cohort C2 were willing to help the injured child after the picture had been
23 explained to them, but did not know who to alert (73.8% for the third picture). Note that 23%
24 of pupils in cohort C1 and 43.8% of pupils in cohort C2 misinterpreted picture 2 and the
25 intention to act was not significantly different between the two groups (to help or comfort the
26 girl) (Table 1).
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33 **Simulation exercise with a telephone using the third picture.**

37 This exercise involved the 140 trained children of cohort C1 and 68 children of the cohort C2.
38 Overall, 55.7% pupils of cohort C1 knew how to use the telephone correctly and how to call
39 the SAMU (vs. 17.7% of children in cohort C2; $p < 0.0001$) (Table 2), and 82.1% of children
40 in cohort C1 gave their first name, last name and personal address (vs. 33.8% of C2; p
41 < 0.0001) (Table 2). Lastly, 89.3% of children in cohort C1 correctly described the situation
42 using the keywords “cut”, “hand”, “blood” (vs. 75% of C2; $p < 0.01$) (Table 2).
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Table 2. Results: Simulation exercise with a telephone

Exercise	Criteria	C1 cohort	C2 cohort	Odds ratio	p
		% of expected answers (n=140)	% of expected answers (n=68)		
Use of the phone	1 - Using the telephone (<i>criterion 7</i>)	55.7% (78)	17.7% (12)	5.9	<0.0001
	2 - Introducing oneself, Explaining the location(<i>criterion 8</i>)	82.1% (115)	33.8% (23)	9	<0.0001
	3 - Describing the situation(<i>criterion 9</i>)	89.3% (125)	75% (51)	2.8	0.01

DISCUSSION

For all criteria, the majority of trained pupils gave expected answers and presented an appropriate reaction to the situation by recognizing the medical problem and appropriately raising the alert. Comparison of the two cohorts revealed significant differences in terms of the ability of pupils to describe an emergency situation and raise the alert.

Observation capacity

The situation shown in each picture had not been previously raised or discussed in class. The teachers were not aware of the assessment methods used and therefore could not have prepared their pupils beforehand. ~~A significant difference was observed between the two cohorts, reflecting the existence of cognitive links between the test situations.~~ The vast majority of trained pupils spontaneously gave expected answers without prompting from their teacher, making this result even more relevant. The results related to the non-emergency

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7 situation (young girl with a broken doll) showed that the observation capacity of trained
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9 pupils was significantly better than that of untrained pupils. The teachers of the trained cohort
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11 may have more generally emphasized observation capacities, as an emergency call to the
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13 SAMU (or to an adult) required an oral description of the situation. ~~It is difficult to define this~~
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15 ~~aspect from these results alone.~~ It would be interesting to test these capacities with other
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17 assessments comprising less obvious situations.

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19 The situations described in the pictures focused on trauma and injuries, which correspond to
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21 common situations encountered by children. [3228-304] Many emergencies in western
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23 countries deal with acute emergencies in the field of internal medicine (heart attack, stroke,
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25 etc.) but, education experts from the Ministry of Education thought that it would be too
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27 emotionally disturbing for a young child to be faced with an adult in a life-threatening
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29 situation and therefore proposed that young children should act out situations involving
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31 injured children.

32 **Intention to alert the SAMU**

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34 A highly significant difference was observed between the two cohorts in the two situations in
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36 which the SAMU had to be alerted. This study can be compared with Bollig's study in which
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38 the same ability was assessed. [2420] Despite the obvious willingness of untrained children to
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40 help, they did not know which number to dial or what role the SAMU played. It is noteworthy
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42 that trained pupils did not associate the picture of a broken doll with the need to alert
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44 emergency services as they were able to differentiate the various situations. This indicates that
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46 pupils are able to distinguish according to severity, and that the induction over-sending is less
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48 likely.

Ability to raise the alert

Overall, trained pupils felt more confident than their untrained counterparts. Although two-thirds of trained pupils intended to call the SAMU in a medical emergency situation, only about one half of them really knew how to call the SAMU with a landline. However, as a result of age-related psychological and cognitive maturity, the child's comprehension and the intention to take a particular action may not be automatically linked.

~~This difference between intention and ability to act shows that learning methods must be based on real life situations and must be regularly revised.~~

Integrating a first aid course in the curriculum

In a pilot study of 10 children, Bollig et al. showed that kindergarten children aged 4-5 years can learn basic first aid with training provided by a first aid instructor and kindergarten teachers. [3026] The results of the present study support training by teachers themselves. It was considered important for teachers to learn first aid in order to be subsequently able to teach first aid to their pupils at school as part of "daily life education". In contrast with first aid training provided by external instructors, teachers know their pupils. They can plan emergency first aid training along with other topics and assess the children in different ways. Finally, the teachers' active participation in "role-playing games", placing the child in a situation in which he/she is responsible for somebody else's health, appears to be a more efficient method to acquire complex skills, according to the concept of situated learning.

[3127]

Teacher training lasted 6 hours. Our experience and an unpublished evaluation suggest that a 6-hour training course is sufficient. Teachers have satisfactory prior first aid knowledge and are trained in science education. This 6-hour training upgraded their knowledge and helped them to integrate first aid training in the curriculum. The effectiveness of this training **needs to be evaluated** and further studies **are required to define** the optimal design.

Limitations

This study has several limitations. ~~As stated in the methods section, r~~andomisation was not performed before setting up the study; ~~but was performed post hoc by the Ministry of Education, at their request~~ for ethical reasons, ~~as the Ministry of Education refused the idea of predefining two groups with and without first aid training. A consensus therefore had to be found to randomly select classes receiving and not receiving first aid training.~~ Assessment of the children's performance by their own teachers could constitute a bias in favour of the trained group. As explained in the Methods section, ~~the national education system required each child to werebe assessed by his/her own teacher because children of this age are not usually assessed, especially by an unknown adult not part of the classroom.~~ It would be interesting to investigate differences between schoolteacher and first aid instructor interventions during a limited training period, as teachers integrate specific skills into various subjects of the curriculum, depending on the learning pace of the class. ~~In addition, some teachers decided not to perform this assessment, which they considered to be "time-consuming and fastidious". This study was conducted under "real life" conditions. We had to adapt our research methodology to the educational, legal and ethical requirements of the French national education system.~~

Our study presents a number of biases. Use of the telephone was tested in only 48% of untrained children (C2)-. The main bias is that some teachers failed to comply with the study protocol, leading to incomplete data collection for certain aspects of the study, highlighting the difficulties of working with teachers who are sometimes unwilling to comply with study protocols. ~~This bias favours the trained group. The follow-up rates differ markedly between trained and untrained children (for photographs 91.5% vs. 86.4%, and for the phone call 91.5% vs. 42.0%). This reduces the strength of our results.~~

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Although the instructions were explained to all teachers, evaluation and interpretation of these instructions may have differed between teachers. The pictures had been previously tested on two classes, but interpretation of the pictures may nevertheless have been biased. As this study was based exclusively on pictures, it would be interesting to include the observation of videos or “role-playing games”. ~~A size difference was also observed between the two cohorts for the last exercise.~~

As this is the first assessment of its kind, we confined ourselves to a global assessment and did not take into account variables such as gender, class atmosphere, or family background.

The child’s knowledge and ability to analyse a situation from photographs were assessed. ~~For practical reasons, as this assessment was performed by the teacher in each classroom,~~ although it may have been preferable to assess the acquired skills in a role play situation, as performed by several authors. [2420, 3026] It could be difficult to ensure similar and reproducible scenarios in each school. Photographs were designed by teachers themselves and had been previously tested on a sample of 50 children not included in the present study. Another possibility would be to evaluate children in the context of a video or serious game. Finally, simulations present a number of limitations. No correlation can be established between the simulation used in this study and the way in which children would react in a real life emergency situation.

Prospects

In collaboration with the Ministry of Education, we discussed the possibility of increasing the complexity of the exercises on a yearly basis, which would enable revision of acquired skills and learning of new skills. [2521] Assessment of pupils at the end of elementary school and in secondary school will be the subject of other studies in our research unit.

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7 To adapt this training to the children's psychological and physical development, pupils at the
8 end of elementary school were taught which behaviour to adopt when faced with an
9 unconscious person who is still breathing [Table 3]. Cardiac arrest was not addressed until [an](#)
10 [age of 10 years high school](#) in line with Bollig's propositions. [[2420](#), [3531-326](#)] In order to
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14 meet public health requirements, emergency first-aid training is now a compulsory part of the
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16 national curriculum in France.
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Table 3 Skills / Age in the French curriculum

	Nursery school	Primary school		Secondary school	
Skills/ Age	Age 4 - 6 years	Age 6 - 8 years	Age 8 - 11 years	Age 11 - 12 years	Age 12 - 15 years
Alert					
- Recognize an emergency medical situation					
- Stay in a safe place					
- Tell an adult					
- Alert an emergency medical centre					
Trauma					
- Recognize a burn					
- Place the burned part under running water					
- Recognize an injury to the head, limb or spine					
- Avoid mobilization of the injured part					
- Recognize bleeding					
- Stop bleeding					
Consciousness					

- Recognize an unconscious person					
- Turn on the side					

Breathing

- Look, listen and feel for breathing					
- Assist the person who is choking					
- Perform mouth to mouth*					

Circulation

- Recognize a cardiac arrest					
- Administer chest compressions					
- Use automatic external defibrillator					

	Skill introduced
	Skill reinforced
	Skill acquired

IMPLICATIONS

The challenge of enabling everyone to give life-saving first aid when faced with a medical emergency implies that everyone should be trained at some point in their life. The complexity of the training suggests that this training should be started as early as possible in the educational curriculum.

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The public health goal is that every pupil should learn first aid. To achieve this objective, schoolteachers must first acquire appropriate emergency skills in the classroom. The present study concerned children aged 6 years or younger attending nursery school, trained by their own teachers. It demonstrated that first aid programmes given to very young children may improve their ability to assess and describe a medical emergency situation and alert the medical emergency call centre as necessary. The results of trained pupils were significantly better than those of untrained pupils.

These preliminary results demonstrate the advantages of integrating this first aid course into the national curriculum, mainly provided by teachers themselves. Since 2006, the assessments carried out by our team support the current general implementation of this training course in all French schools. This programme is now compulsory starting at the age of 4 to 6 years.

Acknowledgements

The authors are very grateful to Mrs Kerneur and Mrs Lagarde (Ministry of National Education, France) for their very helpful contribution to this research and Mr. Jean-Michel Mercieca (Amiens University hospital) for his help.

Contributorship Statement

CA: conception of the work, analyse, draft, revising it critically for important intellectual content and final approval

RG: conception of the work, analyse, draft, revising it critically for important intellectual content and final approval

CA: interpretation of data, revising critically for important intellectual content and final approval

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7 BN: interpretation of data, revising critically for important intellectual content and final
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10 MG: interpretation of data, draft, revising it critically for important intellectual content and
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14 15 16 **Competing interests**

17 The authors have indicated they have no financial and personal relationships with other
18 people or organisations that could inappropriately influence this article.
19
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23 24 **Funding**

25 None
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27 28 **Data sharing**

29 None
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33 34 **Figure legends**

35 Figure 1: Flowchart

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37 Figure 2: Photograph 1. A Boy Who Has Fallen Off a Stepladder and Is Holding His Leg

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39 Figure 3: Photograph 2. A Young Girl Crying Because She Has Broken Her Doll.

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41 Figure 4: Photograph 3. A Young Boy Who Has Injured His Hand While Peeling An Apple.
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45 **Abbreviations:** SAMU - Service d'aide médicale urgente; 95% CI - 95% confidence interval

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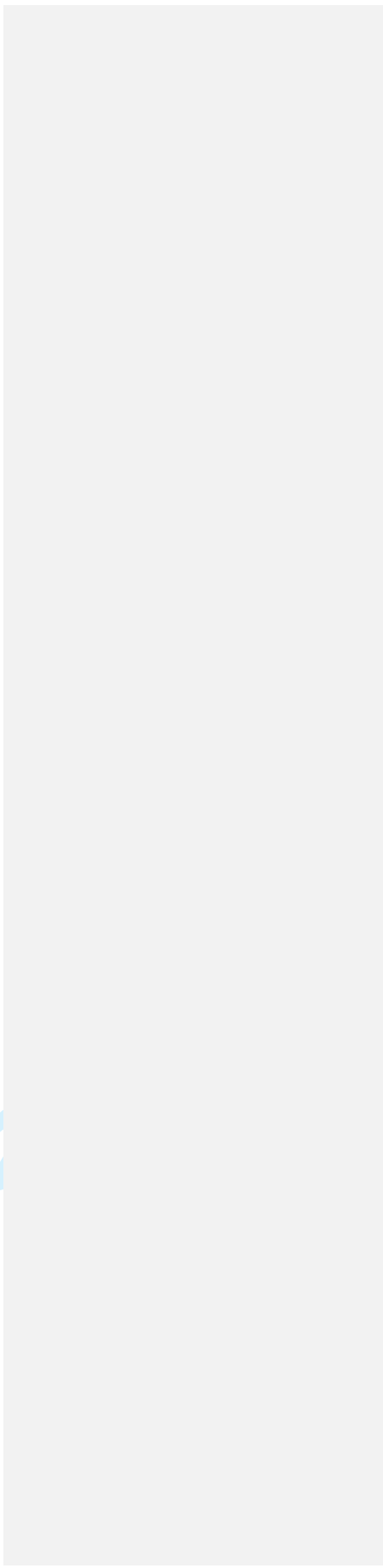
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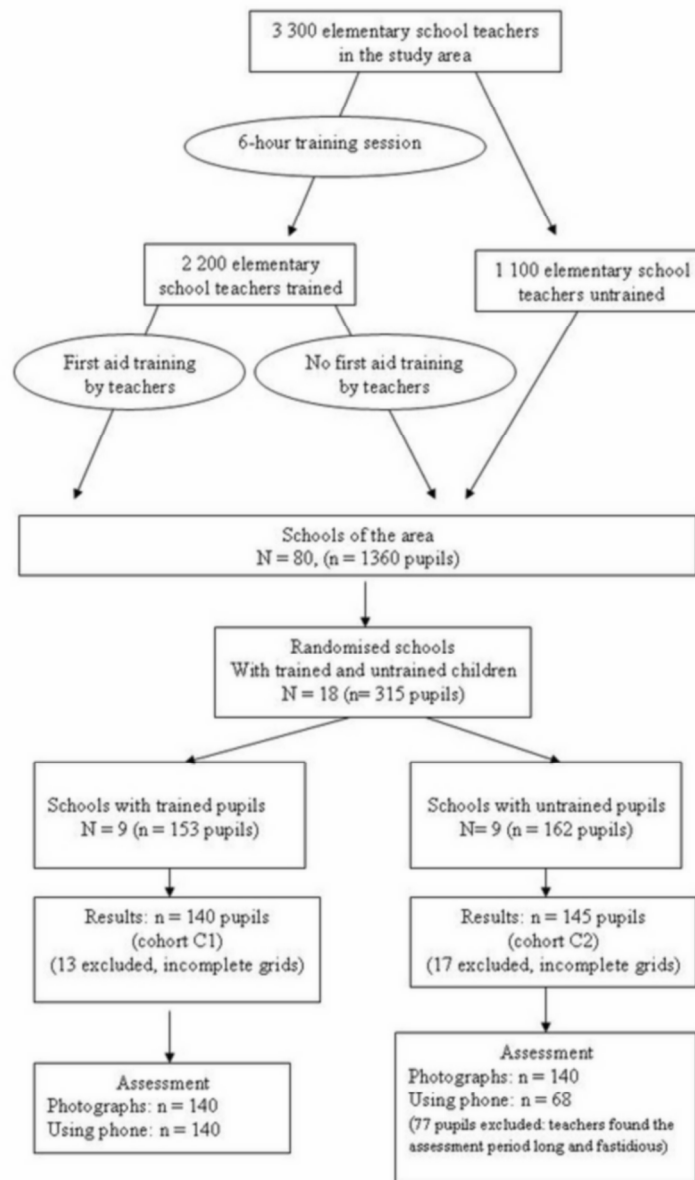
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For peer review only





Flowchart
278x371mm (300 x 300 DPI)

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Photograph 1. A Boy Who Has Fallen Off a Stepladder and Is Holding His Leg
102x67mm (300 x 300 DPI)

Review only



Photograph 2. A Young Girl Crying Because She Has Broken Her Doll.
98x73mm (300 x 300 DPI)

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Photograph 3. A Young Boy Who Has Injured His Hand While Peeling An Apple.
180x134mm (300 x 300 DPI)

Review only