

First aid education among primary school pupils: an exploratory intervention engaging family members

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In the countries where first aid gestures are taught, death rate after a heart attack is lower than in other countries (Lindner & al., 2011). In Belgium, one out of two citizens know what an AED is and only 30% of them knows how to use it (Ligue Cardiologique Belge, 2016). However, we know that schools could play an active role to increase awareness and competences about first aid, (Lukas & al, 2016) even with children aged from 8 to 12 years old (Mouton & Closter, 2018 / Lubrano & al, 2005 / Plant & Taylor, 2013). As children love to share their knowledge to their relatives, first aid competences learned during PE classes could also be transferred to the family (Plant & Taylor, 2013).

The purpose of this study was to assess the impact of a first aid cycle provided by physical education (PE) teachers in the municipality of Chaudfontaine (Belgium) on 5th and 6th grade children and their relatives.

PE teachers from Chaudfontaine (n=6) followed a one day first aid training prior to the teaching, including a pedagogical presentation of the cycle adapted to the existing curriculum. This cycle was composed of 3 lessons and some homework to do with their relatives.

Pre-cycle and post-cycle questionnaires assessed the evolution of the knowledge of children and their relatives.

Results showed significant improvements of students' knowledge from pre-cycle (mean score: $6.26 \pm 3.04/20$) to post-cycle (mean score: $14.52 \pm 2.2/20$). From the relatives' perspective, more of them felt afterwards ready "to save lives", assuming a possible knowledge transfer from children to their relatives.

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