

## Appendix A

### Curriculum and checklists

Topic	Checklists	
	Knowledge (based on the questionnaire)	Skills (based on the scenarios)
<b>Call the ambulance</b>	Knowledge of correct emergency number (104, or 112 in Hungary)	Knowledge of correct emergency number
	Knowledge of necessary information that need to be for an emergency call (location, nature of the emergency, number of victims, own phone number)	Give necessary information that need to be for an emergency call (location, nature of the emergency, number of victims, own phone number)  Situation game: make decision in which situations is necessary to call the ambulance service (e.g., mild nose bleeding vs. unconsciousness, mild bleeding from the victim's finger vs. car accident)
<b>Basic Life Support (BLS)</b>	Knowledge of correct examination time of breathing (10 sec)	Correct assessment of responsiveness (talk to the victim and gentle shook)
	Knowledge of correct chest compression frequency (30 times)	Shout for help
	Knowledge of correct chest compression rate (100-120/min)	Correct assessment of breathing (tilt the head back, look-listen-feel)
	Knowledge of correct chest compression depth (approximately 5, maximum 6 cm)	Call the ambulance service (knowledge of correct emergency number)
	Knowledge of correct ventilation frequency (2 times)	Correct hand position  Correct compression-ventilation ratio (30:2)  Correct ventilation technique (tilt the head back and blow air into the manikin's mouth, or nose)
		Effectiveness of CPR (based on AMBU CPR Software, CPR scenario in 2-minutes duration)
<b>Automated external defibrillator</b>	Knowledge of function of an AED	Correct electrode position (electrode connection to the victim based on the visible instruction on the electrodes;

<b>(AED)</b>	antero-lateral position; electrode connection to the main unit of the AED device)	Following the instructions (based on the audible instructions of the AED)	Deliver safety shock: press shock button if appropriate, without touching the victim
<b>Handle an unconscious patient</b>	Knowledge of the reason „Why is necessary examine the unconscious patient before placing the victim in recovery position?“ (get information about the possible injuries)	Correct assessment of responsiveness (talk to the victim and gentle shook)	Correct assessment of breathing (tilt the head back, look-listen-feel)
		Correct recovery position*	Whole body examination before place the patient in recovery position
		Call the ambulance service (knowledge of correct emergency number)	Situation game: assessment of normal breathing („Is it necessary to start CPR or not?“). Instructors played the victim, they had sometimes normal, sometimes abnormal, or no breathing).
		* <i>During the practice session, children had to place both an unconscious adult and child in recovery position. In the measurements (pre-test, post-test, four months after training) they had to place only a child victim in recovery position.</i>	
<b>Manage severe bleeding</b>	Knowledge of the main parts of bleeding management: lay the patient, direct pressure to the wound, raise the injured extremity, call the ambulance	Implementation of the main parts of bleeding management: lay the patient, direct pressure to the wound, raise the injured extremity, call the ambulance	Practice in pairs: apply direct pressure with dressing (put pressure bandage to the victim)