

# IRC 2021

CONGRESSO  
NAZIONALE

16•17•18 DICEMBRE

NUOVE LINEE GUIDA 2021:  
RIANIMAZIONE CARDIOPOLMONARE  
POST-LOCKDOWN



Italian  
Resuscitation  
Council



# L.I.F.E.F.O.R.C.E. - Learning Initiative For Elementary school Fun Oriented Resuscitation Coaching





- 4 Paesi: Cipro, Germania, Grecia, Italia
- 6 partner: University of Thessaly, IRC (Italian Resuscitation Council), EEEPF (Società Ellenica di Emergenza Preospedaliera), University of Cologne, European University of Cyprus, Kids Save Lives
- 1 obiettivo: “costruire una **cornice metodologica**, predisporre **strumenti educativi** e immaginare un **ambiente di apprendimento online** per accompagnare i bambini (**pre-train**) di 6-10 anni nel percorso di primo soccorso e RCP, usando attività innovative basate sul learning-by-doing per prepararli alle future azioni di RCP (training), coltivando l’ideale di **solidarietà** e promuovendo una cultura della **prevenzione** del benessere”.
- 5 fasi di lavoro.

# 5 fasi di lavoro

- **1: Overview dei sistemi educativi della scuola dell'infanzia e primaria nei paesi europei**, con particolare attenzione agli elementi rilevanti rispetto al pre-training dei bambini di 6-10 anni nel Basic Life Support e primo soccorso.
- **2: Sviluppo di una metodologia utile a convertire le competenze BLS in attività educative adeguate e innovative**, attraverso attività esperienziali e interattive, al fine di promuovere pensiero critico e favorire il mantenimento delle competenze acquisite.
- **3: Materiale educativo per il pre-training dei bambini** (Pupils' handbook, brain box cards, video, attività motorie, musicali, yoga)
- **4: Materiale educativo per la formazione formatori** (Teachers' handbook)
- **5: Sviluppo di una piattaforma e-learning, di materiale multimediale, di un'app** (un MOOC)



# L'algoritmo

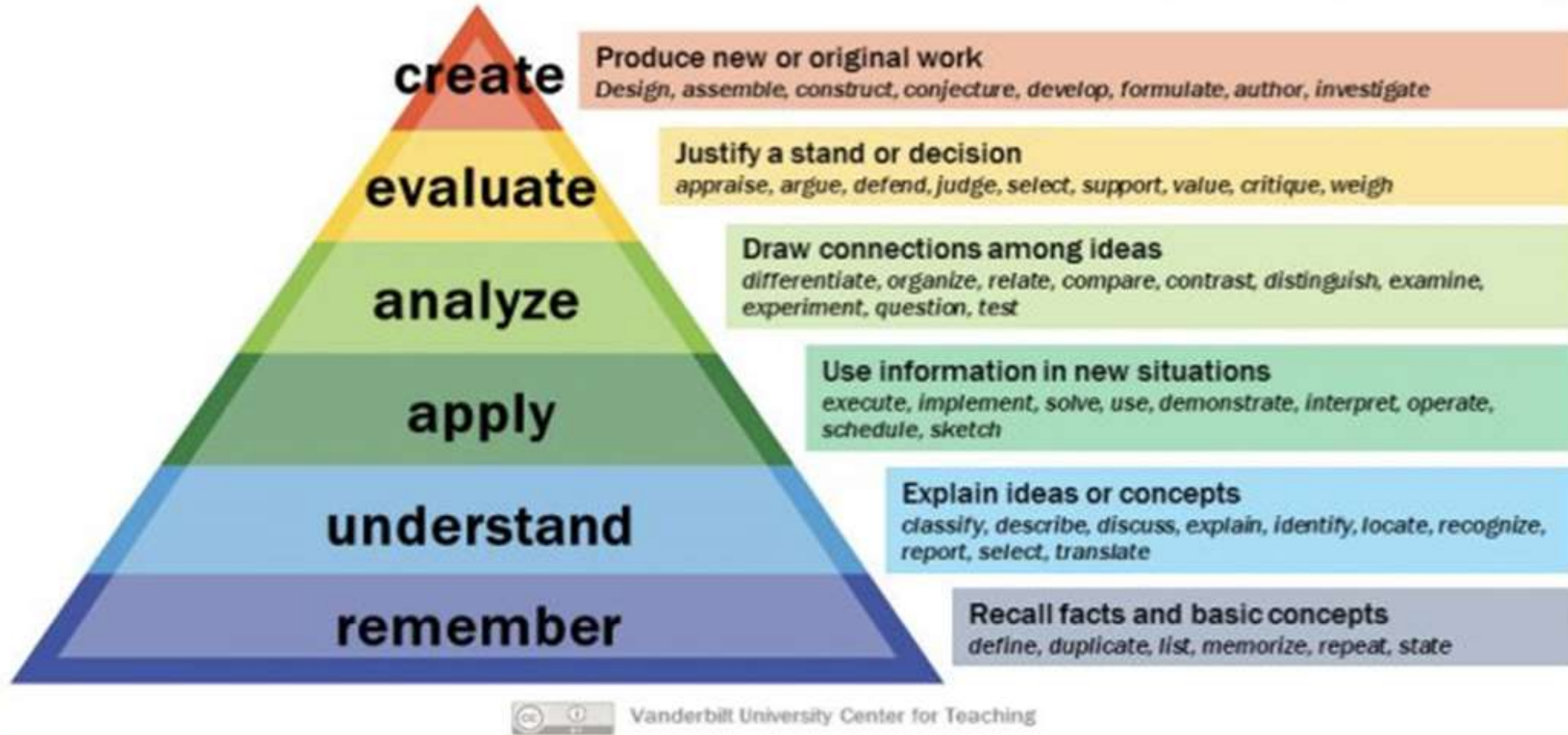
L'algoritmo alla base del BLS è stato suddiviso in step, che fanno riferimento a porzioni di azioni e di conoscenze basiche (adatte al target), per creare - su queste componenti - attività ludiche adeguate allo sviluppo cognitivo, emotivo e fisico dei bambini, tenendo insieme scientificità, rigore metodologico e fattibilità. L'algoritmo è stato analizzato usando i seguenti criteri: “general adequacy with respect to the target (age issues); step definition (number of steps and internal organization); difficulty and adaptation to age levels; adaptation to school environment and pupils with special needs; completeness; prerequisite; compliance with the ERC guidelines”.



Gli step fanno leva su diversi aspetti dell'apprendimento: percezione visiva e uditiva, memoria, attenzione, pensiero critico, orientamento spaziale e temporale.

	CHAIN OF SURVIVAL	SAFETY	CHECK FOR RESPONSE	CHECK FOR BREATHING	CALL FOR HELP	CHEST COMPRESSIONS	VENTILATION	AED DEPLOYMENT	FOREIGN BODY AIRWAY OBSTRUCTION
Visual abstract									
	This is not a separate Step in the BLS-Algorithm but more an introduction to the children, that they, by recognising a cardiac arrest, by calling for help and starting CPR are able to save a life together with others (EMS, doctors etc.)!								
STEP 1	Early recognition and call for help to prevent cardiac arrest and to activate the EMS.	Ask yourself: "Is the situation safe for me?" (e.g. traffic, electricity, fire, sharps)	Kneel by the side of the victim.	If the person is not reacting (for example speaking or reacting to you), check for breathing.	If the person is unresponsive and/or not breathing, or is breathing abnormally, ask a helper to call the emergency services or call them yourself.	Kneel by the side of the person.	After 30 compressions, open the airway again, pinch the soft part of the nose closed, using the index finger and thumb of your hand on the victim's forehead. Allow the victim's mouth to open.	Look around you for the AED sign.	If a person is choking and looks like this - add picture of person holding their neck and in distress.
STEP 2	Early bystander CPR - to slow down the damage of the brain and heart, and to buy time to enable AED and EMS arrival.	Ask yourself: "Is the situation safe for them around me?"	"Gently shake/ouch shoulders and ask "Are you alright?"	Place your hand on the forehead and the fingertips of your other hand under the point of the chin.	Stay with the victim while calling for help, if possible.	Place the heel of your hand on the center of the victim's chest.	Take a normal breath and place your lips around the victim's mouth, making sure that you have an airtight seal.	If there is a second helper, one of you should get an AED, the other should continue CPR on the victim.	Do this: add picture of child animals the person to cough.
STEP 3	Early defibrillation - to restart a heart.	Ask yourself: "Is the person in least safe?"	Gently tilt the victim's head backwards, lifting the chin to open the airway.	Dial 112.	Place the heel of the other hand on top of the first hand and interlock your fingers.	Blow steadily into the mouth while watching for the chest to rise for about 1 second.	If no AED is available, continue CPR.	If a person is still choking and in distress - add suitable pictures.	
STEP 4			Place your head over the victim's head.	Activate the speaker function of the phone, if possible.	Keep your arms straight.	Take another breath and repeat 8 more times (2 breaths in total)		Do this: add picture of child applying 5 blows on the back of the victim, between the shoulder blades, with the heel of the hand.	
STEP 5			LOOK if the chest is moving.	Say your name, your location and what happened, and answer the questions that are asked on the phone.	Position yourself vertically above the victim's chest and press down on the sternum, 5cm-6cm.	Continue with chest compressions and rescue breaths at a ratio of 30:2 until help arrives!			
STEP 6			LISTEN with your ear for respiratory sounds.	Stay on the phone, don't hang up.	After each compression, release the pressure on the chest, without losing contact between your hands and the sternum.				
STEP 7			FEEL the victim's breath on your cheek.	Send a helper to bring an AED, if applicable. If you are alone, do not leave the victim, but start CPR.	Repeat at a rate of 100-120 compressions per minute.				
STEP 8			Having looked, listened and felt for up to 10 seconds, ask yourself "Is this normal breathing OR is it only coughing, meaning, snoring?" A victim who is barely breathing, or taking infrequent, slow and noisy gasps, is not breathing normally.						

# La tassonomia degli obiettivi di apprendimento di Bloom



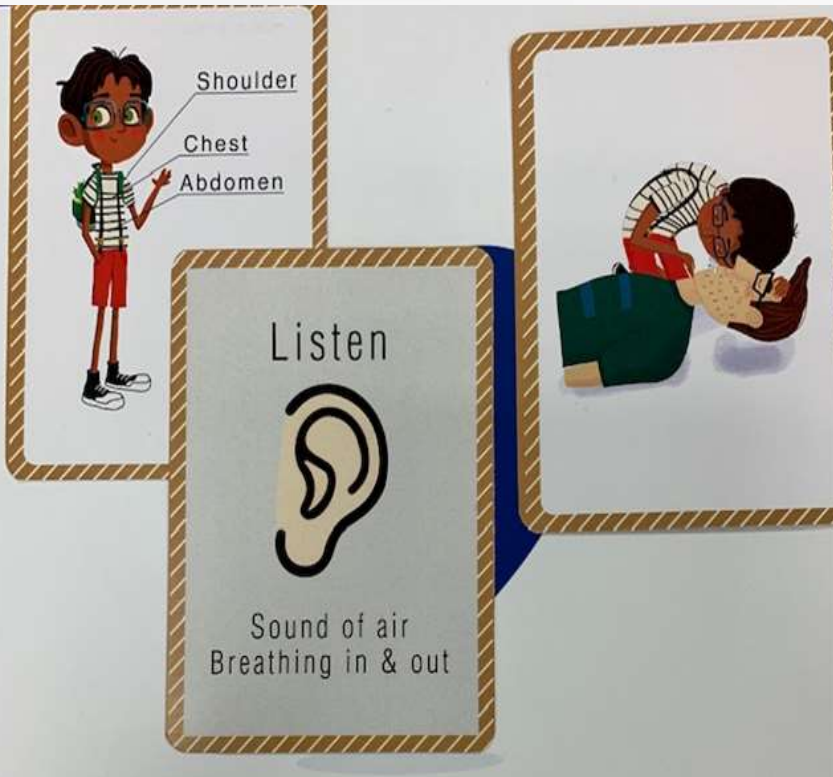
Anderson  
& Kratwohl  
(2001)

**LOTS**, Lower-Order Thinking Skills

**HOTS**, meaning the Higher-Order Thinking Skills.



# Brainbox cards



If the person is unresponsive and/or not breathing, or is breathing abnormally, ask a helper to call the emergency services or call them yourself



Stay with the victim while calling for help, if possible



Call 112

## Call for Help

1. What do you do when no other person is around you?
2. What might happen if you do not call the emergency services now?
3. How would you improve this situation?

S1

## Call for Help

1. Should you stay with the victim when calling for help?
2. Can you identify the main idea why you have to stay with the person?
3. What are pros and cons of staying with the person?

S2

## Call for Help

1. Which number do you have to dial?
2. How would you classify the importance of this step?
3. How would you end this situation?

S3





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### Scenario 2: Courtyard of school

#### Description

A student is covering his ears (annoyance) while being teased by two of his classmates (dislike) - a girl who is obese and a boy who has pimples on his face. A group of children – Kate, a very tall girl and Marco – is cheering for their victory in the middle of the volleyball court (excitement, contentment). A boy is sitting alone (loneliness) and the teacher walks in the courtyard (safety).  
Emotions: annoyance, dislike, excitement, contentment, loneliness, safety.

#### Questions

1. Why is the boy covering his ears? (noise annoyance / peer teasing) (L1)
2. What can you say about the child sitting alone? (has no friends / no desire to play / his team lost a game / he's been punished / he was hit and is hurting) (L2)
3. What would you do if you were in the same situation as the boy being teased? (tell those who were bothering me to stop / ask for teacher's help / do nothing / go to a friend / do something I like) (L3)
4. Suppose you could be in the courtyard too, what would you do with children who feel lonely and annoyed? (approaching and getting acquainted / suggesting to play together / discussing about the problem / sharing similar experiences) (L5)





# Gli strumenti di valutazione

Questionari in entrata e uscita

Rubriche di valutazione

(peer-self evaluation, eterovalutazione)

Diario di bordo

Check list

Disegni

Elements of the performance	Levels of the performance (from the highest to the weakest)			
	Fully	Partially	With slight difficulties	With someone's help
<b>Emergency recognition</b>	The pupil immediately understands and without anyone's help that the person needs for help	The pupil understands that the person needs for help, but it takes some time	The pupil has a little trouble understanding that someone needs his/her help	The pupil understands that the person needs help only when someone points it out
<b>Safety</b>	The pupil immediately realizes that the situation is safe, through practical issues (like the presence of cars, dangers linked to electricity, fire etc.)	The pupil understands that the situation is safe, personally, but he/she doesn't realize if it is same for the people around and for the victim	The pupil has a little trouble understanding that the situation is safe, as he/she doesn't know which are the practical issues to consider (cars, electricity, fire etc.)	The pupil understands that the situation is safe only when someone tells it is
<b>Check for response</b>	The pupil knows how to act and he/she is confident. The 3 actions he/she easily takes are: to kneel by the side of the victim, to shake or gently touch her/his shoulder and to ask "Are you right"?	The pupil knows how to act, but it takes a little time: to kneel by the side of the victim, to shake or gently touch her/his shoulder and to ask "Are you right"? are not so immediate	The pupil has a little trouble to remember what to do, that is to kneel, to touch/shake his/her shoulder and he/she hardly remembers what to ask the victim	The pupil acts just when someone guides him/her



# Italian Resuscitation Council

 [ircouncil.it](http://ircouncil.it)



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