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Anytime, Anywhere, Anyplace: Teaching Children What to do When Everything Goes Wrong

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Abstract

Emergencies happen everyday and many children do not have the skills necessary to help themselves in an emergency situation. Many children do not know how to dial 9-1-1 or what to say when they call. Three professionals, one firefighter, one paramedic and one principal, were interviewed on the importance of emergency preparedness for children. The results of those interviews showed that children are not being taught emergency preparedness in schools. Two classrooms, one kindergarten and one fifth grade, at a local elementary school received a thirty-minute lesson on how to handle themselves in an emergency. The kindergarten class learned how and when to call 9-1-1 and the fifth grade class learned how to perform hands-only CPR. There are a lot of options for schools to offer this type of education. Fire, Paramedics, and Police all come to schools for free to teach lessons on emergencies.

Anytime, Anywhere, Anyplace: Teaching Children What to do When Everything Goes Wrong

Ms. Peters was teaching her fourth grade class when something terrible happened. She clutched her chest and fell to the floor. Ms. Peters was young and active, she never thought that she had any health problems. Little did she know that her family had a history of heart disease. When Ms. Peters hit the floor her class fell silent. One student, named Jenny, got up, ran to the phone and dialed 9-1-1. She then ran over to the teacher and started doing compressions hard and fast in the center of Ms. Peters' chest.

The paramedics arrived soon after and took Ms. Peters to the hospital. After two surgeries and some recovery time, Ms. Peters was back in the classroom. Luckily Ms. Peters had a student

who knew what to do in an emergency. If Jenny did not act as quickly as she did Ms. Peters could have died. Ms. Peters was lucky, but so many others are not as lucky.

What is the Issue and Why is it an Opportunity?

Emergencies happen everyday. Children in the California school system are not prepared for the disasters that they could face. The average child does not know the basics of how to call for help in an emergency situation. This can cause an emergency to turn into a catastrophe.

The Concern

When I was young I attended a Junior Lifeguard program every summer for five years. In that program I learned the basics of first aid, CPR and ways to handle myself in an emergency. I was very proud of what I learned and I was able to use it a lot growing up. This makes me wonder why all children are not taught first aid skills in school. Even at a young age, children can learn the skills necessary to stop bleeding, recognize a heart attack and perform CPR.

The Context

I observed this issue in all of the new students I taught in the Junior Lifeguard program. The children came in with no basic first aid skills and it worried me that they would have no idea what to do in an emergency.

The Stakeholders

The targets for this issue are the elementary school age children. They are the ones who do not have this emergency preparedness knowledge. They are the ones who would be most impacted with the new information. Parents are also a stakeholder in this. They get to decide whether or not their children get to learn these skills and they are the ones that have to help their children cope with emergencies when they happen. The administrators in the schools and the children's

teachers who must give permission for the first aid training in their school are additional stakeholders.

This concern is especially meaningful to me because I have been a lifeguard for seven years and I know that emergencies can happen anytime, anywhere, and any place. I think that everyone needs to have the basic first aid and CPR skills so that when an emergency does happen, they will know what to do. I am qualified to lead this project because I am certified in Red Cross first aid and CPR. I was once a Junior Lifeguard instructor so I have taught these skills to school age children before. I have a passion for this cause that will inspire those I teach to become more knowledgeable and continue the project.

The Commonplaces

The commonplaces that the stakeholders have are the wellbeing of children. We also worry about the type of information we tell the children. The biggest concern that all the stakeholders will have in this case is the fear that the children will be scared by the information presented to them. This type of emergency preparedness can be a scary subject for some children to hear about.

Key Terms

Hands-only CPR, which is “a potentially lifesaving technique involving no mouth to mouth contact” (The American Red Cross, 2012, p. 1).

Literature Review

In researching the topic of teaching emergency preparedness in the classroom, there was a lot to read on the topic of what is being done to teach this topic outside of the classroom. Programs like the Red Cross and the YMCA are working hard to educate children and their families. Even with these efforts, there is not an increase of education in the classroom. Schools are not focusing on

this important topic because they are focused on state testing and keeping in line with the standards.

Emergencies are Inevitable

During the school year children spend the majority of their waking hours at school. “On any given day, there are about 50 million students between ages 5 and 17 who attend school”(Shelton, 2000, p. 1). Things happen during that time and there is nothing that can prevent accidental injuries. Pediatrician Thomas Abrunzo said that children, "experience medical and surgical emergencies on a regular basis.”(Shelton, 2000, p. 1) Some of these emergencies can lead to minor injuries while others can be very serious. Children fall off of the monkey bars, or have undiscovered medical conditions like asthma or epilepsy. These are situations that can often lead to emergencies in elementary schools. Lisa Cohen, a health scientist in the Division of Adolescent and School Health at the Centers for Disease Control and Prevention in Atlanta, said, "We know that injuries in school make up about 10% to 12% of injuries to children” (Shelton, 2000, p. 1). Many could guess the causes of the majority of these injuries. Children fall on the playground, run into each other, and are generally clumsy as their bodies grow. Not all injuries are caused by accidents. Some emergencies are medical ones that can be preexisting, “status asthmaticus, diabetic crises, status epipticus, sudden cardiac death, and other medical emergencies can occur in students and staff at school” (Health, 2008, p. 1). These articles all show the reality of school injuries, there is a great chance that a child will experience an emergency situation while at school. If the emergency is not involving one of their peers, it may be one of the teachers or staff at the school in trouble.

Children are too Young

Although there is a fear in teaching children about emergencies at a young age, there are programs in place to teach children about how to handle an emergency. The Lynchburg Program is designed to teach children how to dial 9-1-1 at a younger age. The Lynchburg Program is a “pilot program created by the Lynchburg Police Department and Lynchburg Fire & EMS designed to teach preschool-aged children how to dial 911 in an emergency” (Sidener, 2008, p. 1). In this program the children are taught how to call 9-1-1 using colors and numbers. In this program it is imperative that parents assist their children in the understanding of when it is a good time to call 9-1-1. Without the parent involvement the children may mistake a simple problem for an emergency. In her capstone, Lacey Sutton, talks about the YMCA saying that the, “YMCA is a huge organization that is present through-out the entire United States” (Sutton 2007, p. 7). Later she talks about the water safety courses available. The YMCA also has CPR classes available, some for all ages. One class available is the Citizen CPR Class, the ad on the YMCA website said, “The course teaches how the hands-only technique can save a life” (“American red cross,” 2011, p. 1). This course teaches hands-only CPR and how to make a proper 9-1-1 call to anyone. Both these programs teach children as young as three years old how to call 9-1-1 and potentially save a life. These types of programs need to be in schools so that the children learn how to handle themselves in an emergency before they are in the fourth grade.

The Standards

The California State Standards for education is an outline for teachers with all of the subject matter a child is expected to learn in a given year. There is a serious issue with the timing of emergency preparedness lessons in elementary schools. In the kindergarten health standard 4.1.S

says that students should be able to, “demonstrate how to ask a trusted adult for help or call 9-1-1” (California State Board of Education, 2008, p. 3). This is the first emergency preparedness training students receive and it is the only lesson on emergencies until they reach fourth grade. Standard 3.5.S for the fourth grade states that students should, “demonstrate how to dial 9-1-1 or other emergency numbers and how to provide appropriate information” (California State Board of Education, 2008, p. 20). This delay of information can be detrimental to a child. The standards are assuming that children do not need to know how to dial 9-1-1 until they are around eight years old. The third grade standard 1.4.P states that children should learn how to “Identify life-threatening conditions (e.g., heart attacks, asthma attacks, poisoning)” (“A look at third,” 2011, p. 3.63). Children at younger ages are learning to identify harmful situation but they are not learning how to help themselves and others in these situations. Both the California State Standards and the California curriculum state that children need to know about emergencies but the children are learning real emergency self help skills far too late. Piaget talks about the preoperational stage in children; this stage lasts from around age two to seven. This is the age where introducing emergencies should happen. Children in this stage work well with symbolic play, the California curriculum suggests that children “practice responses to emergencies and potentially dangerous situations” (“A look at first,” 2011, p. 1.51). The curriculum agrees with Piaget and even suggests role play activities to help children understand. Combining role playing activities with age-appropriate curriculum can help teach children at a young age what to do in an emergency.

What Can be Done to Teach Children Basic Life Saving Skills?

Teaching life saving skills can be easy; there are a lot of resources out there for teachers and families. The American Heart Association has three different courses that can be used in the classroom or in the home. The courses vary in their time commitment and the type of skills taught. The “Heartsaver” courses are designed for the middle school and high school classrooms. The courses offered are in first aid, CPR/AED, bloodborne pathogens, pediatric first aid and a combination of CPR/AED and first aid. There are also two options for a “Family & Friends” course. One option is a CPR course that takes twenty minutes and the other one is a hands-only CPR course. Both courses teach what to do when someone is choking and how to administer CPR. The hands-only course does not end with a certification, according to the course description “is ideal for schools and students...and others interested in learning how to save a life” (Teaching CPR in Schools, n.d, para. 4). The British Red Cross has lesson plans, activities, and print materials for teachers at no cost. The website has many ways to teach children any emergency readiness skills, such as how to stay safe, when and how to call for help in an emergency, and how to help save a life. Each section has a lesson plan, and two worksheets, there are also quizzes and a kid's activity page online to assist in the lesson. The homepage of the website says that they designed this program because they, “want all 5 – 11 year olds in the UK to have the opportunity to learn the skills and gain the confidence to save lives” (Teachers’ Area, n.d, para. 3)! Although this site is designed for the UK the same skills can be taught in an American home or classroom. Both of these programs are widely available and designed for children to learn the skills to help themselves and others in an emergency.

Introduce in a Fun and Engaging Way

Since emergencies are a scary topic for children it is essential to teach about them in a fun and engaging way. There are a variety of sources available for children to learn about emergencies in a way that will keep their attention and make emergencies less scary. The website Kidshealth.org has information written just for children that tells them what to do in an emergency. It is written in a language that is age-appropriate and fun to read. There is a section that tells children what to do when they are alone in an emergency. The text is encouraging and honest telling kids that, “Even though you're a kid, you can make a big difference by doing the right thing” (CPR: A Real Lifesaver, n.d, para. 1). Later it tells kids that emergencies do happen and that they need to just take a deep breath and call for help. Another program like this one is the online Red Cross program from Britain. It has fun games for children to play to help them identify dangers, know when to call for help and what to do in an emergency. These games are found online and they are free, and since you do not have to sign up the activities are easy to access. The website has videos, activities and worksheets to do, including matching games and sequencing activities. (Teachers’ Area, n.d, para. 1) Both of these sites encourage children to learn what to do in an emergency and it teaches them the proper skills in a fun and energetic way. These sites and others like them could be used at home and in the classroom to teach children more about emergency preparedness.

Review the Skills Taught in Class

After children gain the skills taught in class, they need a way to review the information outside of school so that they retain the information. Fun CPR is an organization that teaches CPR and gives resources online. They have free printouts for child, infant and adult CPR, plus each chart has poison control and other emergency number on them. Each page is

printed so that the reader can clearly see all the needed information clearly. (CPR INFORMATION, n.d, para. 3) The Red Cross offers free online refreshers for anyone who needs it. They have different tests and quizzes as well as a few activities to keep the trained individual refreshed in their skills. The Red Cross said that it is important to review your skills because, “CPR skill retention begins to decline within a few months after a participant is trained”(Refresher Center, n.d, para. 2) and then continues to decline thereafter. Reviews and reminders of the skills learned about emergencies is imperative if a person wants to stay ready for an emergency.

Methods

Even at a young age, children can learn the skills necessary to give assistance or save a life in an emergency. Even so, many children do not know what to do in an emergency situation.

Context

The interview took place at Holy James School¹ in Moorlive California. Moorlive is a small city of about 80,000 people. Holy James School is located in the center of town close to the local high school. Holy James is a private school next to Holy James Catholic Church. The school is kindergarten through eighth grade and has three hundred students. The majority of the students are White, the next greatest ethnicity is Hispanic.

The other interviews were done over the phone during the free time of the participant.

Participants

Tom Lynn is the principal at Holy James School where he started working in 2011. He is a white male, in his late thirties. He was a teacher for seven years before getting his administrators degree.

¹

Donald White is an Aquatic Supervisor for the North Ridge Regional Parks District. He supervises and trains lifeguards and other emergency responders, he has been working for the district for over fifteen years and also works as a firefighter.

Pedro Flannigan is an EMT for the city of Juniper. He has been an EMT for about a year and also participates in training other emergency responders. Before becoming an EMT he worked with children in a local Juniper Jr. lifeguard program.

Researcher

I am a senior at CSU Monterey Bay, studying to be an elementary school teacher. I have been a lifeguard for seven years and I am passionate about public safety. I believe that serious disasters can be avoided if people are properly prepared for emergency situations. Students should be educated in what they should do in an emergency. Learning emergency skills brought me confidence and will bring other children confidence too.

Semi-Structured Interview/or Survey Questions

The interview was composed of the following questions:

Question One: At what age do you believe CPR should be taught?

Question Two: What are your feelings towards Hands Only CPR?

Question Three: Are there any specific situations that you would like children to be prepared for?

Question Four: What would you like children to know about communicating with 9-1-1?

Question Five: Are there programs around here for families/school to participate in to teach preparedness?

Question Six: Have there ever been any emergencies at this school that I should be aware of while teaching the children?

Procedure

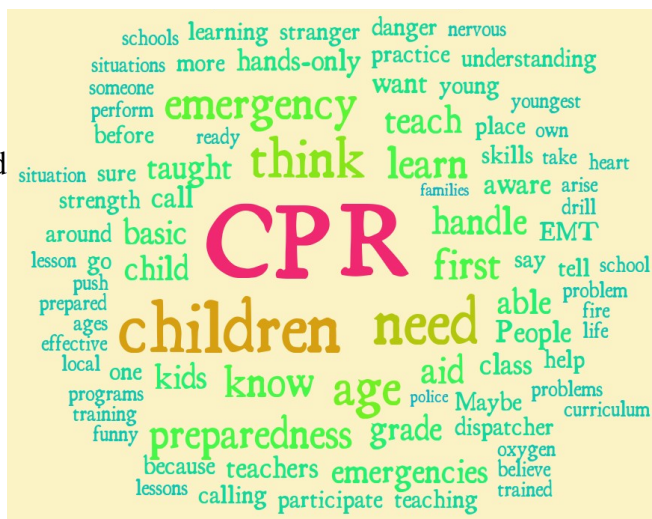
Participants will be interviewed. All interviews will be done individually. When it is not possible to interview participants in person, they will be invited to complete a phone interview or paper and pencil survey of the same questions. Face-to-Face interviews will take less than one hour, be audio-recorded (with participant consent), and take place in the participant's place of work. A semi-structured interview format will be used for face-to-face interviews, to allow for follow-up questions to unclear, interesting or unexpected responses. All interviews/surveys will be scheduled at the convenience of the interviewee and should take approximately 20 minutes to complete. The questions were about what the participant believes should be taught to elementary age children in regards to emergency preparedness.

Data Analysis

Transcribed interviews will be coded and analyzed for emergent themes.

Results

According to the three interviews conducted, common themes emerged in regards to teaching about emergency preparedness in the elementary school classroom. After interviewing the emergency responders and an administrator one thing became clear: children can and should learn about emergency preparedness. The administrator and the emergency responders have all worked closely with children and see great importance in teaching them what to do in an emergency situation. They all believed that, depending on maturity level, a child can handle various emergency situations.



Age-appropriateness

When and how the lessons should be taught was a major theme in the interviews. They all agreed that although every child's maturity level is different, there is an average age where children would respond best to this type of instruction. Each grade level can handle more and more information about emergencies as they grow. The level of understanding across the age levels varies. After learning about emergencies a five year old may lose sleep thinking their house is going to catch on fire, while the fifth grader bravely performs abdominal thrusts after his younger sister chokes on a grape.

Tom Lynn was especially concerned about the maturity level of the students. He feared that although mentally they could handle the lesson, they may not be mature enough to make it through without uncomfortable laughter and inappropriate jokes. Lynn feared that while learning CPR there may be some problems like, “nervous laughter from the thought of touching someone on their chest,” he warned me that, “especially for the girls this is a private area” (Lynn, Tom personal communication, April 26, 2013). Since CPR is a delicate subject the students being taught need to be ready emotionally and mentally. There cannot be laughter getting in the way of the critical subject matter.

Donald White had other experiences working with children. He is the manager of a Jr. Lifeguard program and when asked what the youngest age is that CPR should be taught he explained, “We teach them in our programs at eight and we have found that to be effective” (White, Donald, personal communication, April 30, 2013). He said that they have only had a small problem with the maturity level of the students. He was more concerned about the ability of the students to perform proper compressions during CPR. Throughout the interviews the

maturity level was discussed and across all the interviews it was agreed that each age level should learn about a different level of emergencies in each grade level.

Hands-only CPR

Hands-only CPR was another theme from the interviews. Hands-only CPR is effective in treating someone with a heart related emergency if done quickly enough. Although it was agreed, that if trained in CPR with compressions and breaths, you should do the CPR you were trained in. Pedro Flannigan said that even for those trained in standard CPR that hands-only CPR, “is safer if you don't have the barrier device” (Flannigan, Pedro, personal communication, April 30, 2013). He says that without the barrier device you are not safe and that, “if you don't have something that can seal the mouth and nose hands-only is the way to go” (Flannigan, Pedro, personal communication, April 30, 2013). Since the children will not have the barrier device used in CPR it was clear that they should learn hands-only CPR. It was agreed throughout the interviews that this form of CPR was useful in an emergency and it could assist in saving a life.

Donald White had another view on hands-only CPR. When asked about his thoughts on the hands-only approach he said, “I think hands-only CPR is a valuable step. People are starting to participate more because of it” (White, Donald, personal communication, April 30, 2013). Hands-only CPR is for the lay person and can be done by anyone with the proper strength to do consistent compressions. Hands-only CPR is a vital step in the recovery process. If done fast enough it could save someone's life. It was agreed that all children should learn this approach to CPR while in elementary school.

Calling 9-1-1

One theme in the interviews was what should be taught in a lesson on emergency preparedness. Even though it varies from every grade level one aspect of responding to an

emergency should be taught and retaught at every grade level. Calling 9-1-1 is the most important step in responding to an emergency. Flannigan said that the most important thing about calling 9-1-1 is knowing when to call, “it is only for serious situations” (Flannigan, Pedro, personal communication, April 30, 2013). He says that children and adults alike should be aware of when they need to call 9-1-1 and when they can handle the situation on their own. White agreed but had something to add. He said that children should be taught how to call 9-1-1 early on and should practice often. He said that children, “need to be comfortable calling 9-1-1. Calling 9-1-1 should be as knowledgeable as stranger danger” (White, Donald, personal communication, April 30, 2013). Since calling 9-1-1 is so important, children need to be confident in their skills. They need to know when and how to call and what to say on the phone so that help can get there as soon as possible.

Through the open-ended interview questions I was able to locate subject matter that the stakeholders all agreed upon. Through the interviews I found that the common themes were age-appropriateness, hands-only CPR and calling 9-1-1. The interviews were extremely helpful in seeing what an administrator and what emergency responders think the issues and opportunities are in teaching children about emergency preparedness in the elementary school classroom.

Issue

In the standards today, students are not learning about the basics of emergency preparedness until the fourth grade when they are taught how and when to dial 9-1-1. Since emergencies can happen anytime students as young as kindergarten can and should be taught the basic safety skills. Teaching these self-help skills in school can be beneficial to all students, especially those not receiving this information at home.

Action Options

In order to bring emergency preparedness lessons into the classroom there needs to be a method to get the information to the children in an effective and age-appropriate manner. Three options were identified as possibilities in addressing the issue of the lack of emergency preparedness lessons in the classroom. The first is training teachers in proper first aid and CPR so that they can teach their classes on their own, the second option is creating a pamphlet for students to give their parents about first aid and CPR, and the third is teaching a lesson about CPR and first aid in elementary school classrooms. With all three options the children are receiving the information but each option is taught by a different person. With the first option students are learning about emergency preparedness from their teachers after the teachers go through their own training. This option can give the students comfort during the training because they know their teacher well. The second option relies on the parents reviewing the pamphlet with their child after the child brings it home. This option also gives the children comfort while learning a sensitive subject because their parents are the ones teaching them. The only issue with the second option is that the child's parent may not know enough to inform their child properly. The third option involves bringing in an outsider to teach the students. This option would have an expert in the field introduce the students to emergency preparedness and share their experiences with the children. This lesson would be good because the children can trust that the outsider is knowledgeable in the subject matter.

Evaluation of Action Options

To decide which of these options is best, a rubric was created with three criteria. The criteria selected to better evaluate the options are time, reach, and reasonableness. The time section considers the amount of time it will take to prepare and complete the project. The reach

of the project addresses how many people this project will affect and influence. The reasonableness is whether or not it is possible to complete the project. It considers if the project is feasible. This criteria was critically important in deciding on a project. For an option to succeed it would need to be able to reach a large amount of people in a short amount of time and it would need to be able to happen without too much strain on anyone involved. In Table 1.1, the project options are rated using the rubric criteria.

Table 1.1	Time	Reach	Reasonableness
Training teachers in proper first aid and CPR so that they can teach their classes.	High	High	Medium
Creating a pamphlet for students to give their parents about first aid and CPR.	Medium	High	High
Teaching a lesson about CPR and first aid in elementary school classrooms.	Medium	High	High

The first option involves teaching teachers first aid in CPR so that they can teach their own classes. Characterizing this project is a high amount of time, a high amount of reach, and a moderate amount of reasonableness. This project will involve lots of time. The teachers would all have to find time to take the lesson on CPR and first aid. If there is not one time that the teachers can meet as a group, individual lessons will need to be taught. In addition, there will need to be follow up lessons to ensure that the teachers know the subject matter well enough to

teach their students. Then the teachers have to find time in their schedules to fit in the lessons on CPR and first aid. However, the project would reach the whole school with the students learning about CPR and first aid from their own teachers. Ideally, every teacher will receive the training so that every child in the school can receive the lesson from their teacher. The project is medially reasonable because teachers are very busy and may not have time to learn about teaching CPR and first aid. In addition, the springtime is testing time and many classes do not have the time to add lessons that are not about the core subjects.

Creating a pamphlet to give students about CPR and first aid would require medium amount of time with a high reach and is highly reasonable. There is research involved to gather the information for the pamphlet. Then the pamphlets would have to be made, printed and passed out to the students. The reach is high as long as the students all take the time to read the pamphlet and share it with their family. There is a possibility that the students will not bring the pamphlet home and their parents may not teach them the lessons from the pamphlet. The project is very reasonable as it can be completed quickly and the teachers do not have to take much time out of their class.

Teaching a lesson in some elementary school classrooms about first aid and CPR would require a medium amount of time, has a high amount of reach, and is high on the reasonableness scale. It will take some time to create the lesson plans needed to teach the lessons and to schedule time to teach the lessons. The actual lesson will take only about an hour per classroom. The reach will vary depending how many classrooms I can teach in. The reasonableness is high since it will not take too much time and the lessons can be easily taught with a low amount of supplies.

Evaluation of Evidence

While evaluating how to get the emergency preparedness lesson to the children, through the teacher, a pamphlet or an outsider, using the rubric provides for a clear evaluation of options, it is important to weigh the options against the literature and survey results. Since the California State Standards do not have children learning how to dial 9-1-1 until the fourth grade it is necessary to get the information to the children at a younger age in case something happens before they are in fourth grade. (California State Board of Education, 2008, p. 20) In the United Kingdom they start as early as five with their emergency preparedness trainings. They want to instill confidence in their children so that they can save lives. (Teachers' Area, n.d, para. 3) Like the suggested pamphlet, they use programs at home to involve the whole family in the learning process. Bringing an outsider into the classroom can be helpful to students because they can see a professional doing the skills they get to learn. The professional can introduce the subject matter in a way different from that of their regular teacher making it exiting for the children. (Teaching CPR in Schools, n.d, para. 4) If the lesson is left up to the regular teacher to teach it may raise some eyebrows from parents. Many parents believe that teaching emergency skills at a young age can be scary and is not necessary. Even so, children are ready by kindergarten, if not before, to learn emergency preparedness skills. (Sidener, 2008, p. 1) All of the options have the potential to teach children about the important skills that they need to handle themselves in an emergency.

Decision Making

After weighing the options and consulting with the stakeholders, it was decided that the primary action would be going into the classroom and teaching lessons in emergency preparedness to one kindergarten and one fifth grade class. The lesson for each class would teach age-appropriate skills for handling yourself in an emergency. The impact and reasonableness of this project made it appealing to both the stakeholders and myself.

It is assumed that the teachers are supportive of this project. It is also assumed that they will take the time in class to talk about emergencies after the lesson as a review for the children. It is also assumed that the children in each of these classes are mature enough to handle the subject matter of these lessons.

The other options are admirable but the assumption is that a good number of pamphlets will be thrown away before being discussed at home. It is also assumed that providing a training to the teachers would be too time consuming and costly. An assumption has also been made that teachers would not be willing to attend an outside training on emergency preparedness or take the time in their class to extensively teach it themselves.

My Position

While the pamphlet option was also very appealing for its potential reach to a large group of children, the reliability was too low. It was not guaranteed that the child would show their parents the pamphlet. Even if they did there was no guarantee that the parents would take the time to review the pamphlet with the children. Training the teachers was also an appealing option but it was the least reasonable option. First, the teachers would need to go through the training of how to teach emergency preparedness. Each teacher would need a different lesson because they all teach different grades. Then the teachers would need to be confident and competent enough in the subject matter to teach their classes.

Conclusions and Related Outcomes

I feel that the reasonableness and reach of teaching a lesson on emergency preparedness in the classrooms outweigh the potential downsides. The lesson did not take much time out of the regularly scheduled classes and it was engaging and informative to the children. It was guaranteed that the students would receive the proper information because they received it from

a professional. It was not left to the parents or the teacher to teach the students themselves. This project was effective and fun for everyone involved.

Action Documentation

For my action I decided to work at Holy Joseph School in Moorlive California. This is a kindergarten through eighth grade Catholic private school. This was the perfect school to do this project with because they are enthusiastic about new things in their school and they welcomed



me with open arms. I started in the fifth grade classroom where I taught the kids about how to call 9-1-1, recognizing a heart attack and stroke, how to perform hands-only CPR and how to do abdominal thrusts. The lesson included helpful tools like F.A.S.T for remembering

a stroke. F.A.S.T stands for Facial drooping, Arm weakness, Speech difficulties, and Time to call 9-1-1. To teach hands-only CPR I brought in pillows with shirts on them to use as mannequins. The children really enjoyed the practice time that they had when using the mannequins. They all demonstrated proper technique and they were able to remember the important information given to them in the lesson.



Next I went to the kindergarten class and spoke to them about the importance of knowing when and how to call 9-1-1. They were all very interested in the topic and took it very seriously. I taught about dialing on a standard telephone and how to call for help on a locked smart phone. The students were able to fill out two worksheets, one where they colored the numbers on the phone for 9-1-1 and the other that shows when to and when not to call 9-1-1. The children were very receptive to the information. Many of them gave excellent examples of when to call 9-1-1 and what to say once they were on the phone with the dispatcher.

When I started my action I wanted to give the students an introduction to emergency preparedness. I thought that each lesson was going to be about thirty minutes. The fifth grade lesson ended up lasting about an hour. The children were so excited about what we were talking about that they wanted to learn more. The kindergarten lesson finished right on schedule but some of the children were more knowledgeable in the subject than I anticipated. I would love to do this again for another class. I would continue teaching about emergencies with the emphasis on calling 9-1-1 the proper way. One thing I would start doing is introducing the images of the emergency responders that would arrive on scene. At times children can be afraid of the responders when they are in uniform. I would want the students to feel comfortable around the emergency responders. This is subject that should continue to be taught in schools.



Critical Reflection

On Lessons Learned

During this project I learned a lot about myself and about working towards change. I learned that I can make great change if I apply myself. I also learned that the community can be a great resource for someone wanting to create change. The community is usually supportive and if you listen to their opinions they may give you new ideas on how to make change. I learned that teaching is definitely the career for me. I felt confident in front of the students and they responded very well to my lessons. Some even asked me to teach at their school.

Synthesis and Integration

As a Liberal Studies major I was exposed to the diversity of this world. Before coming to CSUMB I thought that I knew a lot about other cultures. I quickly discovered that I was very wrong. CSUMB has taught me about the how to teach multicultural lessons and how to be an advocate for multiculturalism. I have been inspired to create action and fight for social justice. I have learned about a variety of topics in a multicultural perspective. These lessons have helped me grow as a person and as a future educator. I have a greater understanding of the world around me and I feel that I can connect to people of other cultures better than ever before.

My next step will be going through the credential program where I will learn more about being an educator. I will co-teach in an elementary school and continue to learn through service. I will learn more about the life of a student in hopes of being able to make greater connections with my students in the years to come. I envision myself becoming a teacher that has a class that is a community that accepts and supports each other in all that we do together. My time at CSUMB has truly shaped this vision of my future to what it is today.

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