

Look



Body movement



Shoulder

Chest

Abdomen

# Listen



Sound of air  
Breathing in & out



Normal

Fast

Slow

Noisy

Agonal

# Feel



Air on our cheek





Is the situation  
safe for me?

## **Safety**

1. Can you write in your own words what dangers you have to look out for?
2. What would you have done if there were a fire around the victim?
3. Why is it important to look for dangers?





Is the situation safe for  
those around me?

## **Safety**

1. What do you think you need to look out for?
2. What would happen if the people around you were in danger?
3. Would it be better to start with the bystander CPR without looking for safety first?



Is the person  
in need safe?

## **Safety**

1. Describe a safe environment for the victim.
2. Can you elaborate on the reason that you have to watch out for traffic?
3. What would you have done if there was heavy traffic around the victim?



Kneel by the side of the  
victim

## Check for Response

1. What is the first step when checking for response?
2. What is the main idea of this step?
3. When would you end this step?



Gently shake / touch  
shoulders and ask  
"Are you alright"?

## Check for Response

1. What action can you add to make sure that the person is not responding?
2. What would result if you acted without checking for response?
3. Make a scenario to show how it works.





If the victim is not reacting (for example speaking or reacting to you), check for normal breathing

## Check for normal breathing

1. What might happen if the victim does not react? What should you do then?
2. How do you recommend to check for normal breathing?
3. Why do you need to check for normal breathing?



Place your hand on  
the forehead and the  
fingertips of your  
other hand under the  
point of the chin

## Check for normal breathing

1. What do you have to do with the victim's head first?
2. Give a reason for placing the head in this position.
3. Predict which part of the head you should pay attention to next.



Gently tilt the  
victim's head  
backwards, lifting the chin  
to open the  
airway

## Check for normal breathing

1. Can you explain what is happening in this picture?
2. What is the motive behind this position?
3. What made the position of the first responder successful?



Place your head over the  
victim's head

## Check for normal breathing

1. Recall the first sense you have to use to check the breathing.

2. Describe your physical position.

3. Suppose you cannot see the moving chest. How can you improve the situation?





LOOK if the chest is  
moving

## Check for normal breathing

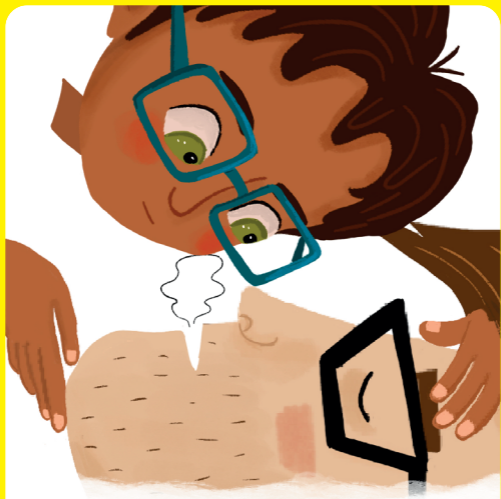
1. Can you distinguish between this step and the previous step?
2. Would it be better if you only LOOKED to check for normal breathing?
3. What went well in this situation?



LISTEN with your ear for  
respiratory sounds

## Check for normal breathing

1. What action of control do you see on this picture?
2. What do you think the first responder would listen for?
3. What were the advantages of this step?



FEEL the victim's  
breath on your  
cheek

## Check for normal breathing

1. What does it mean if you feel the victim's breath?
2. How is the victim's breath and CPR connected?
3. Why is it important to feel the victim's breath and not just look and listen for it?

# 10"



Having looked,  
listened and felt for  
up to 10 seconds, ask  
yourself "Is this nor-  
mal breathing OR is it  
only coughing, moaning,  
snoring?"

## Check for normal breathing

1. What questions would you ask yourself in this situation?
2. Would it be better if the victim were breathing very slowly?
3. Do you agree that coughing is a sign of normal breathing?





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

## 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?



Stay with the  
victim while calling for  
help, if possible

## 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 victim?
3. What are pros and cons of staying with the victim?



## 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?



Activate the  
speaker function of the  
phone, if possible

## Call for Help

1. What does this symbol stand for?
2. Do you think switching on the speaker is a good thing here?
3. What could be an advantage of using the speaker function? In which situation?





Name?

Location?

What happened?

.....?



Say your name,  
your location and what  
happened, and answer  
the questions that are  
asked on the phone

## Call for Help

1. What would the emergency services ask you in this situation?
2. How would you feel if you were in this situation?
3. How would you improve the situation while making the call?



Stay on the phone, don't  
hang up

## Call for Help

1. Is it okay to hang up, after answering the questions?
2. Can you identify the main ideas of staying on the phone?
3. How do you think you would feel in this situation?



Send a helper to bring  
an AED, if applicable.  
If you are alone, do not  
leave the victim,  
but start CPR

## Call for Help

1. Which one should go to bring an AED?
2. How can you attract a bystander's attention to help you?
3. Can you predict the outcome if you went to bring the AED yourself?



Place the heel of your  
hand on the center of  
the victim's chest

## Chest compressions

1. Describe the position of the first responder's hand?
2. Why is it important not to place the hand on the belly?
3. Would you remove clothes from the victim's upper body or not?





Place the heel of  
the other hand on the  
top of the first  
hand and interlock  
your fingers

## Chest compressions

1. How many hands do you need for the following step?

2. Do you agree with the action of interlocking the fingers?

3. Why did Marco choose to position his hands like this?



Keep your arms straight

## Chest compressions

1. Why should you keep your arms straight during chest compressions?
2. How do you check if your arms are straight?
3. Would it be better if your arms were angled?



Position yourself  
vertically above the  
victim's chest and press  
down on the sternum,  
5-6cm

## Chest compressions

1. Can you recall how deep you have to press your arms?
2. Based on what you know, how would you explain the depth of the press?
3. What would happen if you were not strong enough?



After each  
compression,  
release the pressure  
on the chest,  
without losing  
contact between your  
hand and the sternum

## Chest compressions

1. What happens after each chest compression?
2. Elaborate on the reason of the release.
3. Is it an advantage or a disadvantage to leave your hands on the breastbone of the victim?





Repeat at a rate  
of 100-120  
compressions per min

## Chest compressions

1. Provide a short outline of the next action.
2. Compose a song about the beat of the chest compressions.
3. Would you recommend a compression faster than 100-120 beats per minute?



After 30 compressions, open the airway, 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

## Ventilation

1. After how many compressions do you ventilate?
2. Can you identify the main events of the action in this picture?
3. Can you think of another suitable title for this action?



Take a normal breath and  
place your lips around the  
victim's mouth,  
making sure you have an  
airtight seal

## Ventilation

1. What is Marco doing here?
2. Do you take a normal breath in this situation or stronger than normal?
3. How do you make sure that all the air is going into the person's mouth?



Blow steadily into the mouth whilst watching for the chest to rise for about 1 second

## Ventilation

1. What would you have done in the same situation?
2. Can you propose an alternative if you do not want to ventilate?
3. How many seconds would you blow into the victim's mouth for?





Take another normal  
breath and repeat it once  
more (2 breaths in total)!

## Ventilation

1. How many times do you have to blow into the victim's mouth?
2. Why did the ventilation happen?
3. What is your opinion on ventilation?



Continue with chest  
compressions and rescue  
breaths at a ratio of 30:2  
until help arrives!

## Ventilation

1. What does the action on the pictures look like?
2. What is the relationship between the compressions and the ventilation?
3. Why is it important to start chest compressions again?



Look around you for the  
AED sign

## AED deployment

1. Can you list three elements of the AED sign?
2. Can you identify possible locations for AEDs?
3. Based on what you know, how would you explain what an AED sign looks like?



If there is a second helper, one of you should get an AED, the other should continue CPR on the victim

## **AED deployment**

1. How many people do you need to use an AED?
2. How would you rate the importance of using an AED?
3. How would you organise further steps if there were enough people to use an AED?





If no AED is available,  
continue CPR

## AED deployment

1. Can you stop the compressions the during this step?
2. Why do you think it is important not to stop compressions?
3. What would happen if you stopped the compressions?



If you see a person  
holding their hand  
around their throat  
and coughing

## Foreign Body Airway Obstruction

1. Can you explain what is happening here?
2. Why did this situation happen?
3. What is the best solution to the problem?



then encourage that  
person to cough

## Foreign Body Airway Obstruction

1. What would you do in the same situation?
2. Identify the main idea behind the action of the first responder.
3. Is it important to demonstrate to the person how it is done?



If the person is unable  
to speak and is  
struggling or  
unable to breathe

## Foreign Body Airway Obstruction

1. How is the choking person feeling?
2. Can you make use of the facts to choose the further steps?
3. What would you have done to help the person?





then support their chest with one hand, lean them forward and apply 5 blows between their shoulder blades with the heel of your other hand

## Foreign Body Airway Obstruction

1. Explain what Marco is doing in the picture.
2. What would you have done in the same situation?
3. Imagine you are one of the characters and write a diary entry.

## **Music Games**

### **Fingers or Palms?**

Experiment clapping in two ways:

a) with two fingers of one hand hitting two fingers of the other

or

b) with cupped palms of both hands

Which of the following is your friend clapping?

1. fingers, fingers, palms, palms
2. palms, palms, fingers, fingers
3. fingers, palms, fingers, palms
4. palms, fingers, palms, fingers

## Music Games

Where is the Clapper?

You are in the center of the circle made by all members of your group.

They stand side by side, facing you.

Close your eyes for a moment so that the leader can point to the participant who will be the 'clapper'.



Open your eyes.

All participants sing a song together and pretend to clap their hands behind their back.

Only the clapper is actually clapping.

Listen carefully, can you find the clapper?

Level 1

VP-01

Identify the objects from  
the shapes.



Identify the objects from  
the shapes.





























Level 2

VP-02

Name the opposite direction to each arrow.

Name each letter.

b	q	p	d
p	b	q	p
d	q	p	q
p	d	b	p
b	q	d	b
q	p	p	b

Level 1/2

AP-01

## **Auditory Perception**

- Close your eyes and identify who is talking.
- Describe the speech.

Loud / Quiet

High / Deep voice

Fast / Slow

- Close your eyes and identify who is talking.
- Describe the speech.

High / Low volume

High / Low pitch

Fast / Slow speed

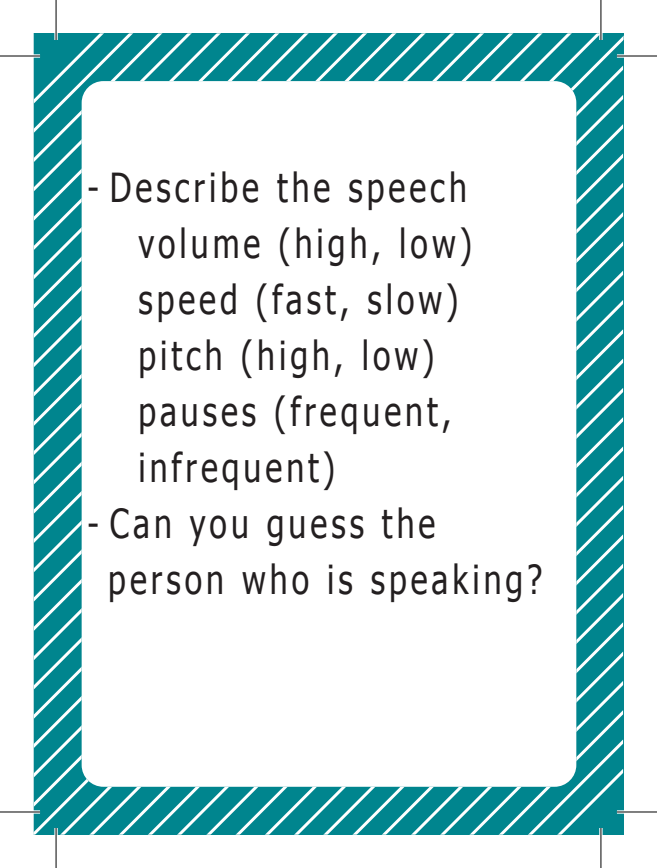
Lively / Flat intonation

Level 2

AP-02

## **Auditory Perception**

- Close your eyes.
- Listen to the speech by your classmate.

- 
- Describe the speech  
volume (high, low)  
speed (fast, slow)  
pitch (high, low)  
pauses (frequent,  
infrequent)
  - Can you guess the  
person who is speaking?

Level 1

AT-01

## Attention

- Choose a letter.
- Write as many words as you can, starting with that letter.
- You have 1 minute.
- Use the word categories on the other side of the card for help.



Jungle animals

Winter clothes

Pets

Cooking utensils

Furniture

Tools

Transportation means

School accessories

Body parts

Musical instruments

Electronic devices

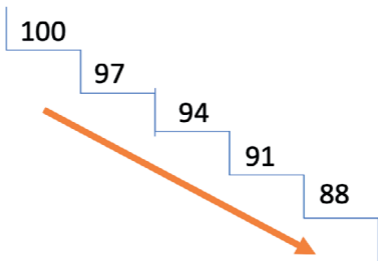
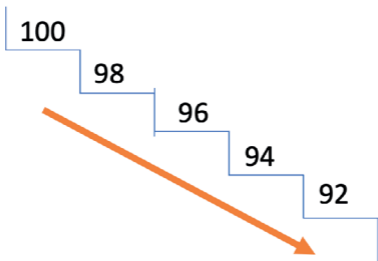
Professions

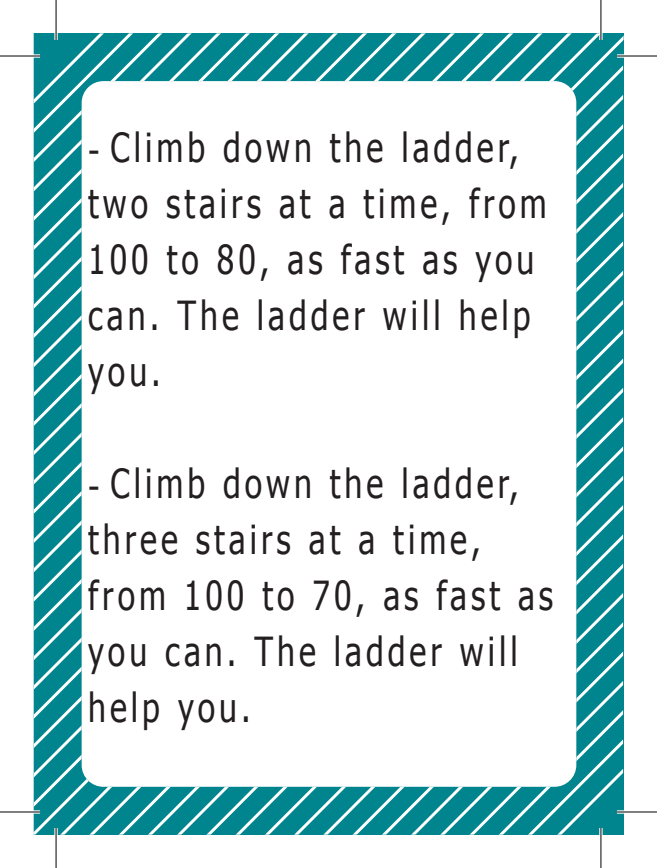


Level 2

AT-02

# Attention





- Climb down the ladder, two stairs at a time, from 100 to 80, as fast as you can. The ladder will help you.

- Climb down the ladder, three stairs at a time, from 100 to 70, as fast as you can. The ladder will help you.


Level 2

AT-03

## Attention

Say as fast as you can

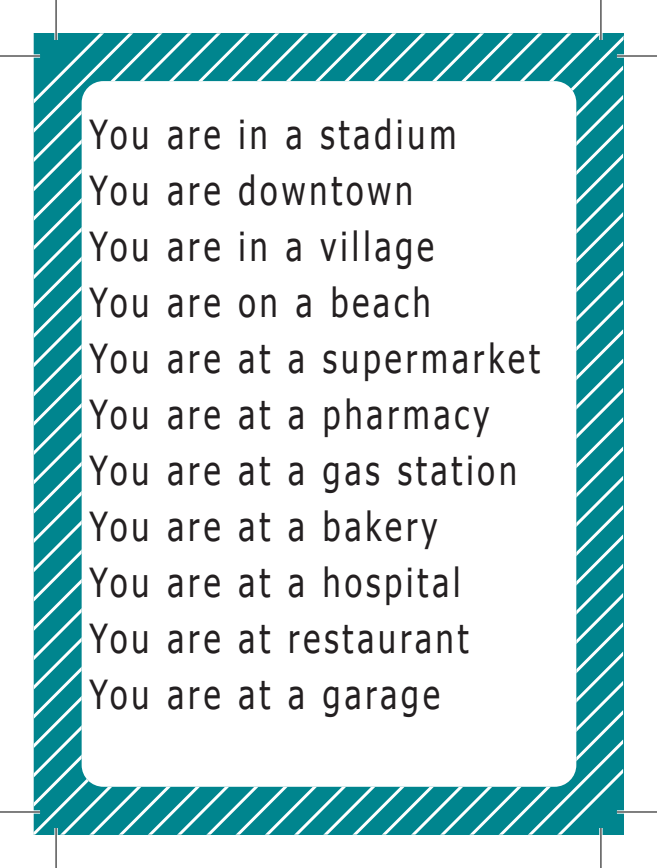
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3 

2 

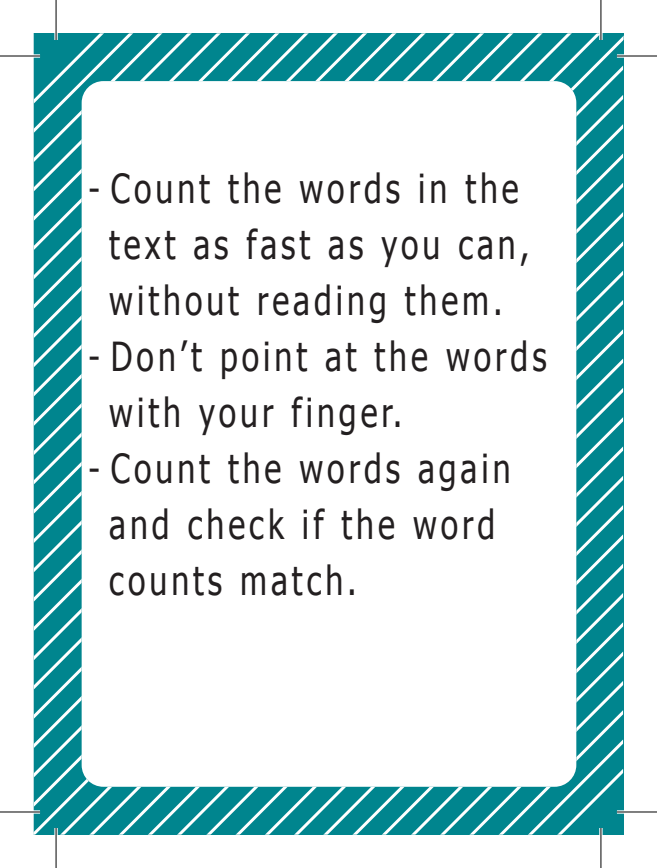
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in the following  
situations



You are in a stadium  
You are downtown  
You are in a village  
You are on a beach  
You are at a supermarket  
You are at a pharmacy  
You are at a gas station  
You are at a bakery  
You are at a hospital  
You are at restaurant  
You are at a garage

“What happened?” shouted Mike upset and started to run towards him. At the same time, Nick looked at the collapsed caretaker frozen and Anne turned around ready to start running. “Mike, stop! We need to approach safely. We don’t know what has happened!”, said Kate decisively.

- 
- Count the words in the text as fast as you can, without reading them.
  - Don't point at the words with your finger.
  - Count the words again and check if the word counts match.

Level 1

ME-01

## Memory

You will have 30  
seconds to  
remember everything you  
can about the picture.





Level 1

ME-02

# Memory

Remember the items.



Remember the items.



Level 1

ME-03

# Memory

Remember the items.



Identify the items.



Level 1

ME-04

## Memory

Remember the order of the objects.



Remember the order of the objects.



Level 1

ME-05

Observe and memorize  
the objects within 1 min.



Which objects are missing from the picture?





Level 2

ME-06

## Memory

Remember the order of the objects.



Remember the order of the objects.



Level 2

ME-07

# Memory

Memorize the items.



Identify the items.



Level 2

ME-08

# Memory

Memorize the items.



Memorize the items.



Level 2

ME-09

## Memory

You will have 30  
seconds to  
remember everything you  
can about the picture.





## **Memory**

How to remember what I hear.

1. Picture what I hear
2. Break up what I hear in small parts

3. Focus on the important information I hear  
**who, when, where,  
what, how, why**

4. Ask the teacher to repeat what they said if I don't remember something

## Cause-Effect

- Find the causes for the following effects

The sky is gray, **because**

We put things in bags,

Plants bloom,

At school the bell rings,

Earth globes are useful,

Sometimes it's hard to  
wake up,

We can see the rainbow,

- Find the effects for the following causes

Yesterday it snowed, **so**

You jogged for an hour,

Our fridge was broken,

You studied hard the whole year,

Your sister broke your favourite toy,

You broke your hand,

You had a fight with your friend,

## **Cause-Effect**

1. Listen to the story
2. Choose a phrase from the back side
3. Fill in the gaps (orally/in writing)

. . . . . because . . . . .

. . . . , so . . . . .

The cause is . . . . .

. . . . . causes . . . . .

. . . . happens because. . . .

. . . . . as a result of . . . . .

If. . . . ., the end of the  
story . . . . .

## **Decision making**

- Choose one option:  
Paper book or E-book  
Bicycle or Scooter  
Volleyball or Basketball  
Art or Science  
Flat or House  
Museum or Library  
Summer or Winter  
Outdoor or video games  
Adventure or Comedy

- Justify your decision  
(give 2-3 reasons)
- Use the phrases to  
present your decision

I believe that

I choose

My decision is

I prefer

I decided

I select



## Logical Reasoning

- Answer the questions

Can you glue paper  
without glue?

Can you sleep during the  
day?

Can bears walk on two  
legs?

Can you see in the dark?

Can it rain if it is sunny?

Can you sing without  
opening your mouth?

- Fill in the following sentences

Knife is to cutting, as

a. pencil to \_\_\_\_\_

b. bed to \_\_\_\_\_

Oil comes from olives, as

a. wine from \_\_\_\_\_

b. jam from \_\_\_\_\_

Book is made of paper, as

a. shoes of \_\_\_\_\_

b. clothes of \_\_\_\_\_

## Logical Reasoning

- Which is always/  
sometimes/never true?

A sailboat has a motor

A bookcase has books

Shoes have soles

A watch tells the time

Carrots grow on trees

A race has a finish line

A tree has roots

Locks open with keys

A calendar tells the time

- Complete the word pairs  
with the proper words

sand:desert - water:\_\_\_\_\_

letters:word - words:\_\_\_\_\_

spring:March - \_\_\_\_\_:June

soccer:eleven - basket:\_\_\_

skiing:outdoor - \_\_:indoor

wheel:car - branch:\_\_\_\_\_

pupil:school - player:\_\_\_\_\_

boat:harbor - car:\_\_\_\_\_

car:boot - trousers:\_\_\_\_\_

## Argumentation

Make arguments with the following structure

### 1. Give your opinion

I think, I believe, I prefer

In my opinion, I feel

### 2. Provide reasons

To start with, Firstly,

Secondly, Next,

Another reason,

Most importantly,

Lastly, Finally

### **3. Give examples/details**

For example, Additionally,  
In fact, An example is,  
In other words,  
Specifically, In particular

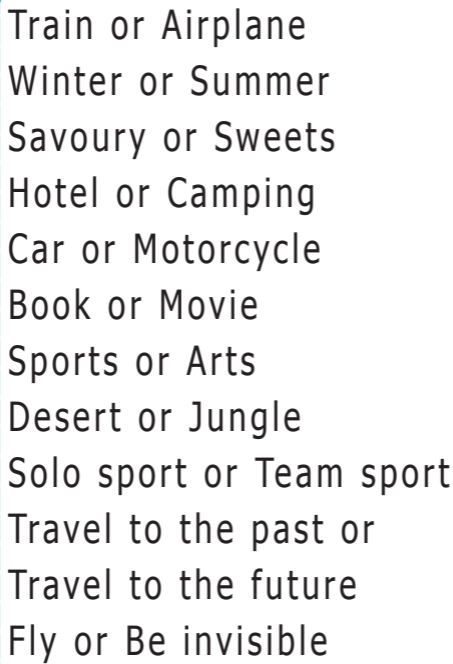
### **4. Come to a conclusion**

To sum up, To conclude,  
As you can see,  
In conclusion, Finally,  
To summarize

## Argumentation

Choose one option from each pair on the other side and:

- Which of the 2 options do you choose?
- Give 3 reasons to support your choice
- Give 3 reasons why you didn't choose the other option



Train or Airplane  
Winter or Summer  
Savoury or Sweets  
Hotel or Camping  
Car or Motorcycle  
Book or Movie  
Sports or Arts  
Desert or Jungle  
Solo sport or Team sport  
Travel to the past or  
Travel to the future  
Fly or Be invisible



Level 1

CT-08

## **Problem solving**

How to solve problems

1. What is the problem?
2. Ask questions/get information
3. Find solutions

## How to get information

- Ask

why....?

who....?

what....?

when....?

where....?

## **Problem solving**

How to solve problems

1. What is the problem?
2. What are some solutions?
3. Ask yourself:  
is it safe for me, how might people feel about it, is it fair, will it work?
4. Choose a solution.
5. If not successful, what can I do now?

- What will you do?

Someone has something that you want.

You cut a finger opening a tin can.

You see someone hit by a car crossing the street.

Your grandmother suddenly has trouble speaking.

A friend is mad at you, but you don't know why.

Level 1

CT-10

## Compare - Contrast

Answer the questions.



What are the similarities?

What are the differences?

What else tastes sour?

Which other fruits we  
peel?

Answer the questions.



What are the similarities?

What are the differences?

Name means of mass  
transportation.

Name means of individual  
transportation.

Level 2

CT-11

## Compare - Contrast

Answer the questions.



What are the similarities?

What are the differences?

Name other places of residence.

Name tall buildings or landmarks in Europe.

Answer the questions.



What are the similarities?  
What are the differences?  
Name things we weigh.  
Name things that are  
frozen or hot.



Level 1

# Orientation

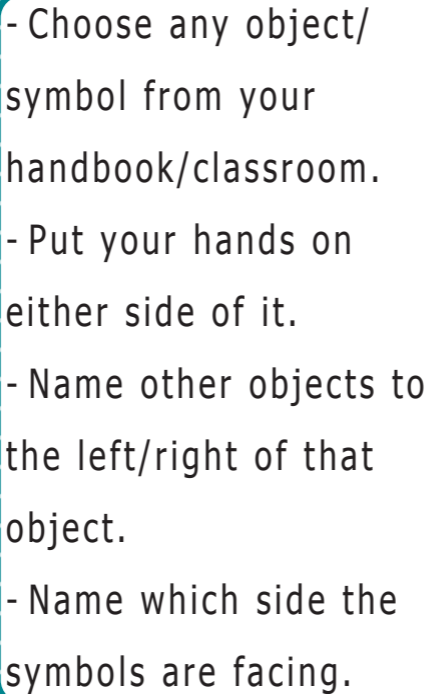


**Left**

OR-01



**Right**

- 
- Choose any object/  
symbol from your  
handbook/classroom.
  - Put your hands on  
either side of it.
  - Name other objects to  
the left/right of that  
object.
  - Name which side the  
symbols are facing.

Level 1/2

OR-02

# Orientation



- Choose an object in your classroom.
- Use the following words to describe where it is located.

Over / Under

Between

Next to

Behind

In front of

To the right of

To the left of

Level 1/2

OR-03

## Orientation

# Before

- Imagine what happened  
before

Brush your teeth

Offer a present

Eat a meal

Take a shower

Bake a cake

Ride your bicycle

Do your homework

Level 1/2

OR-04

## Orientation

# After

- Imagine what will happen  
after

Return from school

Eat ice cream

Water the plants

Walk the dog

Read a book

Have an accident

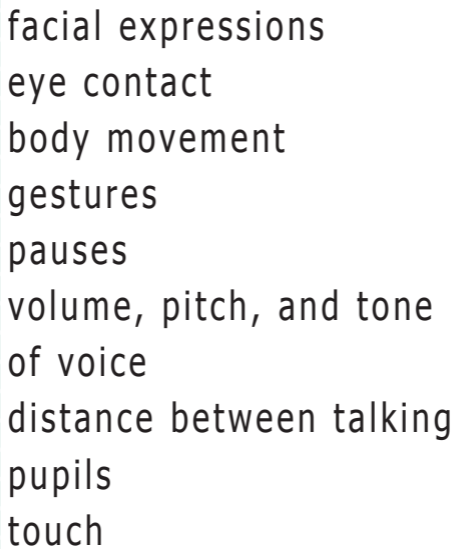
Wash your hands



## **Non-verbal communication**

- Listen to the conversation between your classmates.
- Was there non-verbal communication?
- Identify non-verbal features and note which were missing.

The features on the other side of the card can help you.



facial expressions  
eye contact  
body movement  
gestures  
pauses  
volume, pitch, and tone  
of voice  
distance between talking  
pupils  
touch

## **Prosody**

- Choose one option from the other side of the card.
- Use the voice of the character you chose.
- Read the sentences / story you are given.



Monster

Mad scientist

Old person

Pirate

Mouse

Baby

Robot

Quick pace

Slow pace

Silly voice

Nasal voice

Whispering voice

Level 1

CS-03

## **Conversational skills**

### **1. Choose a topic.**

What makes a good friend?

What magic power do you wish you had? why?

If you could go anywhere where would you go? why?

Which cartoon character would you be?

### **2. Turn over the card.**

### **3. Have a conversation following the rules.**

#### **Conversational rules**

Start with a "W" question

Look at the other person

Take turns (don't interrupt)

Stay on topic

Make a comment

To change the topic, wait for a break

End the conversation  
(i.e. see you soon)

## **Open-ended questions**

- Listen to the story.
- Read the answers written on the whiteboard.
- Find the correct question to each answer, using the questions on the other side of the card.

## Questions

How do you know that...?

What did (hero) do first?

What do you think would happen if/after/next...?

How did that happen?

What could (hero) do instead?

What else can (hero) use?

What else is like this?

Why did (hero) choose that?



Level 2

CS-05

## **Conversation check list**

Non-verbal  
communication

Turn taking/interrupting

Focus on the speaker

Questions on the topic

Change of subjects

Conversation finish

## **- Answer the questions**

How do you start a conversation?

How can you show you are actively listening?

Why should you wait for your turn to speak?

What do you do when you have not understood something?

How would you close a conversation?

## Description

- Describe the object

**What** is its name?

**Where** can we find it?

**What** is its color and shape?

**What** is its material?

**How** is it used?

**Do** you have one yourself?

**How** would you use it?

- Describe a person

**Who** is this person?

**How** do you know this person?

**How** is this person (face, body)?

**What** are they wearing?

**What** is their job?

**Where** do they work?

## Description

- Describe the object

**Name** this object and specify its type

**Where** can we find it?

**What** are its characteristics?

**What** is it made of?

**How** is it used?

**Have** you ever used it?

**Name** similar objects

- Describe a person

**What** is their name?

**What** is your relationship with them?

**What** are their physical characteristics?

**What** is their appearance?

**What** is their profession?

**How** do they behave?

**What** do you feel for them?

## Description

- Describe a location

**What** is its name?

**Where** is it located?

**How** does it look like?

**Why** do we go there?

**Where** is a similar location?

**How** do you feel when you go there?

- Describe a situation

**Who** are the heroes?

**Where** is it happening?

**When** did it happen?

**What** is happening?

**How** are the heroes acting?

**How** are they feeling?

**What** happened in the end?

**Name** a similar situation that happened to you?



## **Narrative**

- Listen to/read a story.
- Find the following information.

**WHO** is/are the hero(es)  
of the story

**SETTING** where/when does  
the story take place

**WHAT** do the heroes want  
to achieve

**PROBLEM(S)** to solve

- Narrate or draw a story.
- Use the structure.

**BEGINNING** who, where,  
when

**PROBLEM** what happened

**BUILD UP** how is the  
problem solved

**RESOLUTION** what solution  
was given to the problem

**ENDING** achievements/  
conclusions

**Narrative writing check list**

- Include a beginning, a middle and an ending
- Create a setting:  
who, what, where/when
- Create a problem
- Provide actions for  
problem solution
- Solve the problem
- Write a proper ending

Use these words:

**to begin a paragraph**

at first, first of all, to  
begin, in the first place

**inside a paragraph**

for this reason, then, soon  
earlier, also, next, usually  
later, while, except, yet

**to end a paragraph**

finally, the next step, on  
the whole, as a result, for  
now

## **Processing speed**

- Choose one of the following lists.

Letters of the alphabet

Days of the week

Seasons of the year

Months of the year

- Then, follow the instructions on the other side.

- Start from a different element in the list.

Continue until the end of the list.

- Start from a different element in the list.

Go backwards.

Continue until you have said all elements of the list.

Level 1

PS-02

Name the animal and do  
NOT read the word.



Name the animal and do  
NOT read the word.



Dinosaur



Penguin



Turtle



Sheep



Swan



Camel



Hare



Elephant



Kangaroo

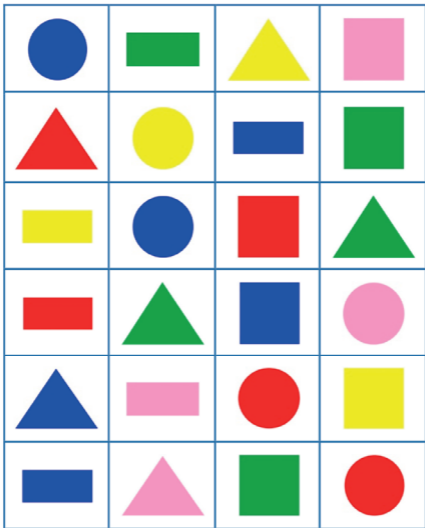




Level 1/2

PS-03

Name one shape, then one color alternately.



Name one number, then  
one colour alternately.

3	0	7	1
4	2	9	6
5	8	3	0
7	1	4	2
9	6	5	8
1	7	6	3

Level 2

PS-04

## **Processing speed**

- Say backwards what you hear from your classmate.

- Read out the following slowly.

3 - 5 - 8

table-bike-boat

2 - 6 - 7 - 9

mouse-basket-road-light

14 - 21

acrobat-tennis-spaghetti

18 - 30 - 3

pear-capital-small-class

10 - 23 - 87