



life force

Pupil's handbook



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Pupil's Handbook



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Introduction

Mascots

Do you want to meet the **lifeforce** mascots?

My name is **Kate**. I come from Sweden and am of Asian descent. You will not see me in the same place for long, because I am always on the move. Sometimes, it is difficult for me to concentrate. Say Hello to **Hercules**, my beloved dog! He is always with me. My hobby is painting. I love to paint the sea!



Kate



Mike

I am **Mike**. I come from Greece. Don't you think that Greek food is the best in the world? I wear dental braces, because I want to have a perfect smile. I always play improvised tunes with my drumsticks on any surface... except on my drum kit.

Hello, my name is **Nick** and I come from Cyprus. My wheelchair helps me to get around. Do you like my wooden surfboard medallion? I love animals. One day I will be a veterinarian.



Ciao, ragazzi! My name is **Marco** and I come from Italy. I love sport cars! If you show me any sport car, I will tell you the brand! And, no! It's not because my glasses are magic! In this backpack I carry my favorite cactus plant everywhere I go. Yes, it's full of thorns, but wait until you see its flowers!

Anne is what they call me and I come from Germany. This is my beautiful, red skateboard. Do you see these bruises? I got them because I am working on skating downhill these days, he he he! I have difficulty in hearing. This is why I wear this cool hearing aid, which looks like a flower.



♪ la la la ♪... oh, hi! I am listening to music and didn't notice you! My name is Lisa and I come from France. I love listening to music and I am always dancing. It's much easier for me than talking to other people! What else? Oh, yes. I am left-handed...

Body anatomy

Basic BLS algorithm vocabulary

Exercise 1

Match the correct parts of the body with the **yellow** spots on Anne's body:

Chest

Forehead



Index Finger

Chin

Exercise 2

Match the correct parts of the body with the **blue** spots on Marco's body:

Shoulder

Heart

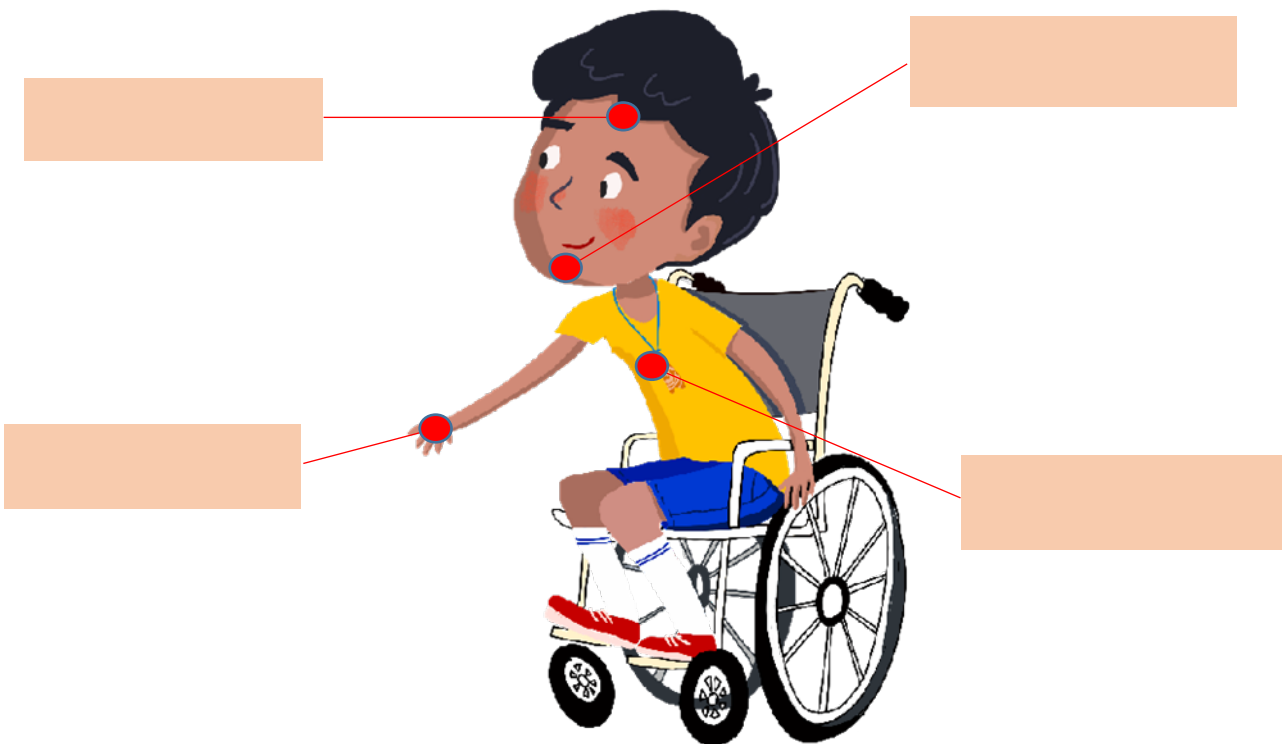
Cheek

Palm



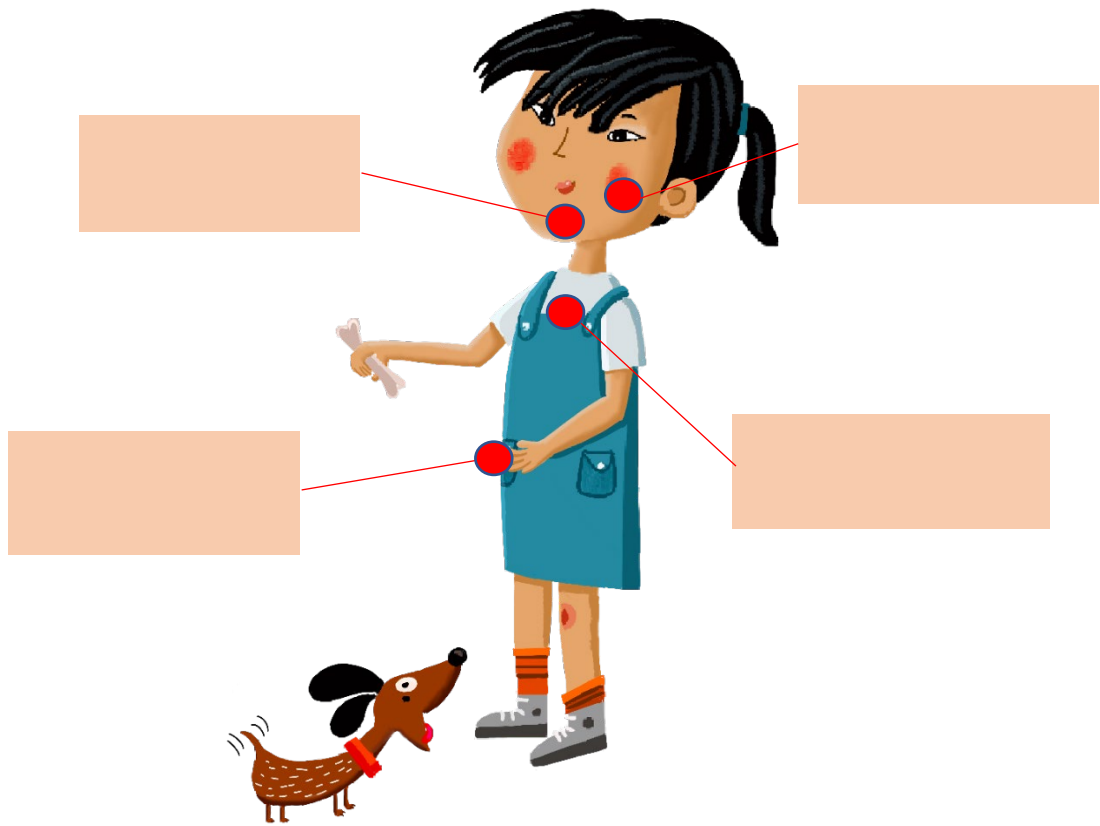
Exercise 3

Write the correct names of the parts of Nick's body:



Exercise 4

Write the correct names of the parts of Kate's body:



Exercise 1

Match the correct parts of the body with the **blue** spots on Mike's body:

Abdomen/Belly

Foot

Knee

Elbow



Exercise 2

Match the correct parts of the body with the **red** spots on Kate's body:

Lung

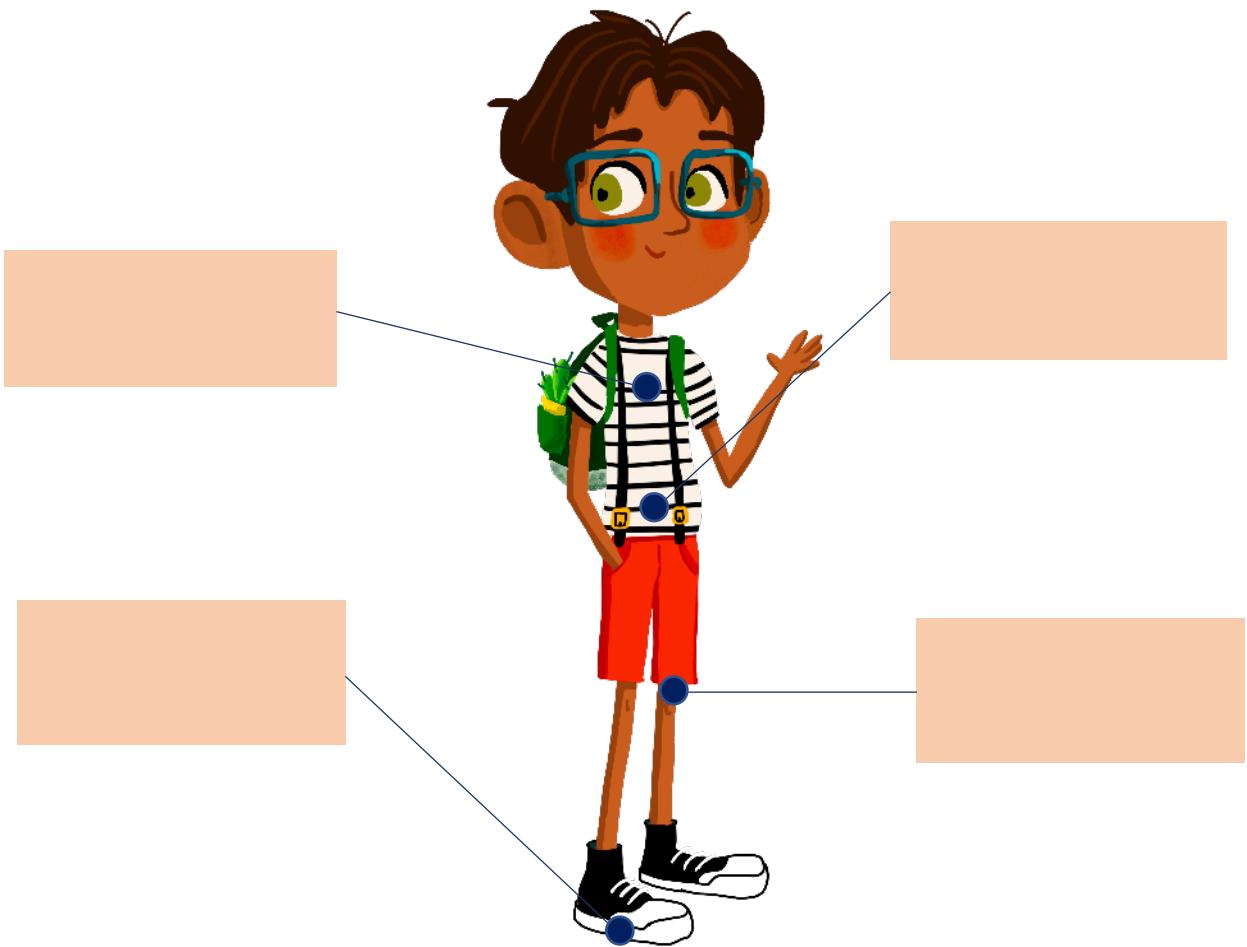


Shoulder blades

Navel

Exercise 3

Write the correct names of the parts of Marco's body:



Exercise 4

Write the correct names of the parts of Lisa's body:
(abdomen, shoulder blades, elbow).



LIFEFORCE BLS algorithm song

Someone is lying, lying on the floor

I want to help, something must be wrong

I approach with safety and get on my knees

I ask 'are you fine?' and wait to see...

If I don't get an answer, I check for normal breathing

by looking, listening and by feeling.

I call one one two from my phone

and I turn the speaker on, turn the speaker on.

Life is precious and it's sad if it's lost

so join the team of LIFEFORCE.

Help save lives, you can do it too

call one one two, call one one two

call one one two, call one one two.

I say my name and where I am

I describe the situation, I don't hang up.

I stay by the person, I don't leave the scene

and ask somebody to bring an AED.

I should not wait for the ambulance to come

The sooner the better, to start CPR.

I compress thirty times, blow two times

and repeat the cycle till the help arrives.

Life is precious, and it's sad if it's lost

so join the team of LIFEFORCE.

Help save lives, you can do it too

call one one two, call one one two

call one one two, call one one two.



life force

Basic Life Support algorithm

1 SAFETY



Ask yourself: "Is the situation safe for me, for those around me and for the victim?"

2 CHECK FOR RESPONSE



Shake the victim's shoulders gently and ask: "Are you all right?"

3 CHECK FOR NORMAL BREATHING



Look, listen and feel for normal breathing for no more than 10 seconds

4 CALL FOR HELP



Dial 112 to call the emergency services. Send a helper to bring an AED.

5 CHEST COMPRESSIONS



Place your hands on the center of the victim's chest. Perform 30 chest compressions at a depth of 5-6 cm. Maintain a rate of 100-120 compressions per minute.

6 VENTILATION



Open the victim's airway and deliver 2 normal breaths. Continue at a rate of 30 compressions and 2 breaths until help arrives.

7 AED DEPLOYMENT



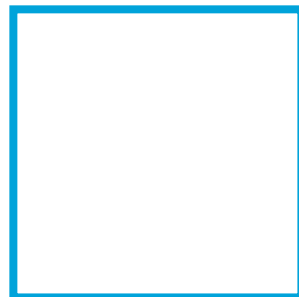
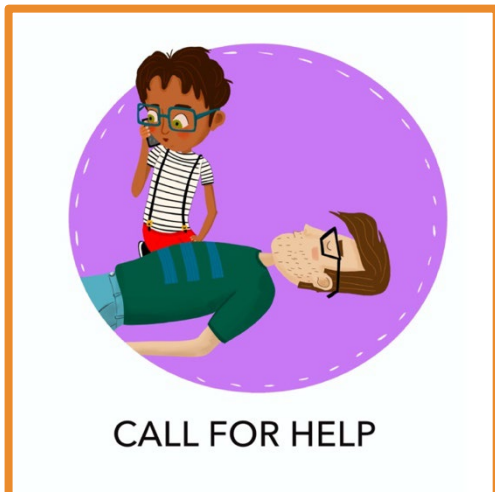
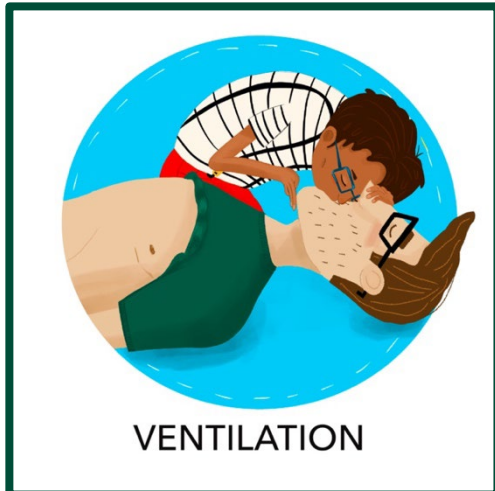
If an AED arrives, switch it on and follow the spoken and visual directions.

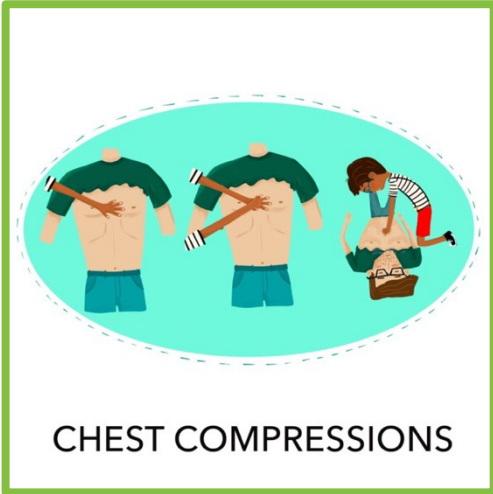
LIFEFORCE BLS activities

Revision tasks

Exercise 1

Can you put all the important steps in the right order?

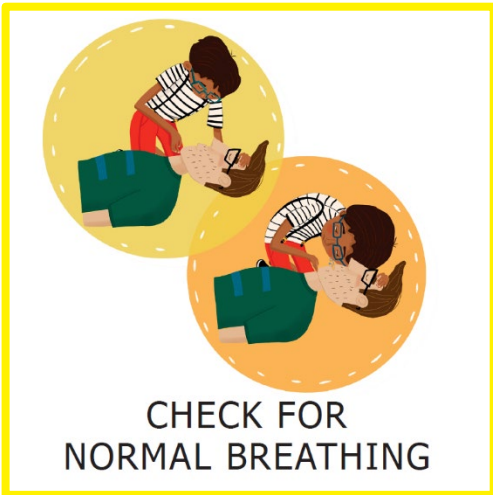




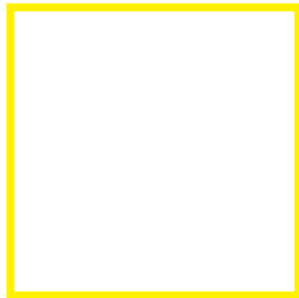
CHEST COMPRESSIONS



CHECK FOR RESPONSE



CHECK FOR
NORMAL BREATHING



Exercise 2

Decide which of the following environments are safe for you and the victim and which of these are dangerous.

The victim is lying down on a busy road,
a car is approaching



Circle your choice

Safe

Dangerous

The victim is lying down in a room without dangers



Circle your choice

Safe

Dangerous

The victim is lying down
in a schoolyard without dangers



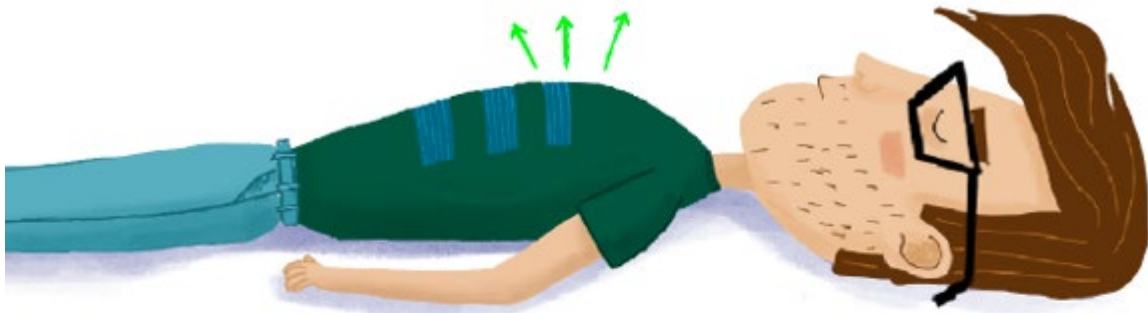
Circle your choice

Safe

Dangerous

Exercise 3

Write the correct keyword "**Look, Listen, Feel**" in each picture. Explain what you should do in each of them.







Exercise 4

Answer the following questions:

Which emergency numbers do you know?

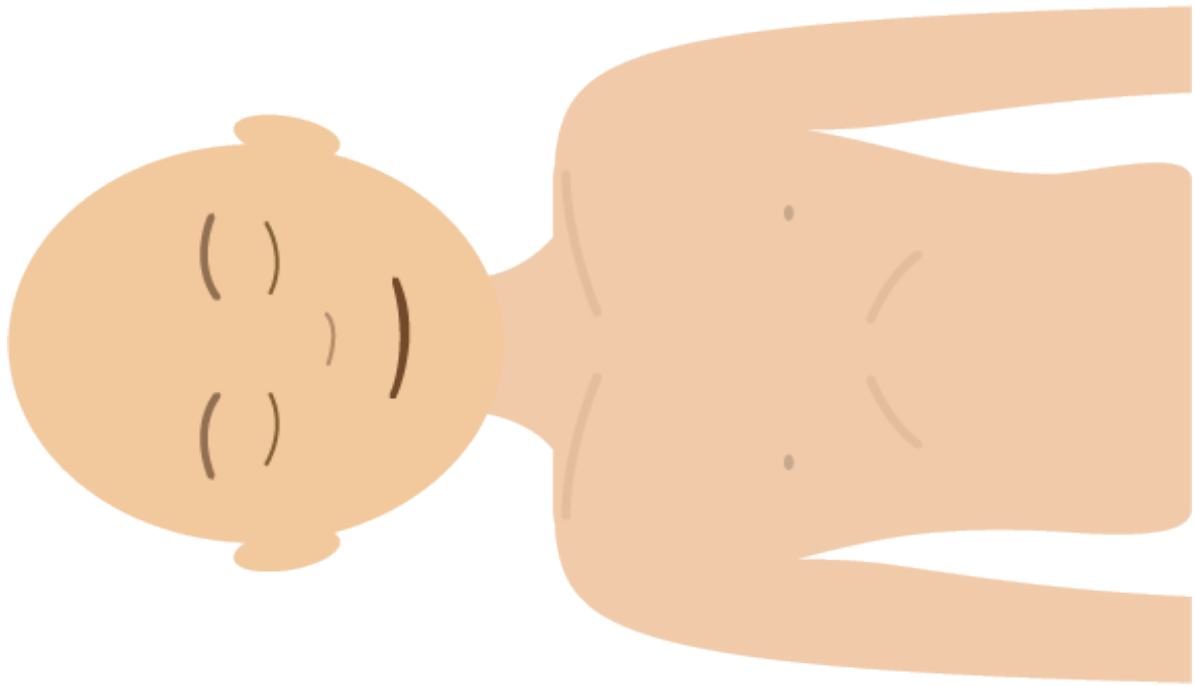
What emergency number should you call if you find an unresponsive person or a person who is not breathing normally?

What questions might the emergency medical services dispatcher ask you?



Exercise 5

Draw on the chest the correct point to perform chest compressions (where the hands should be positioned).



Exercise 6

Name the stages.



Empty rectangular box for labeling the first stage.

Empty rectangular box for labeling the second stage.

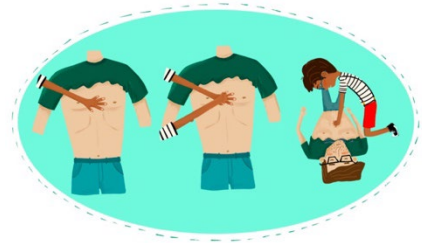


Empty rectangular box for labeling the third stage.



Empty rectangular box for labeling the fourth stage.





Exercise 7

Number the stages from 1 to 7 in the correct order.



Exercise 8

Write the name of the **previous** stage.



Exercise 9

Write the name of the **next** stage.



Exercise 10

Write the names of the **previous** and **next** stages.





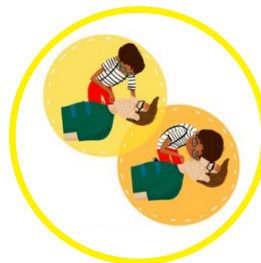
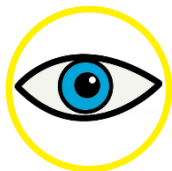


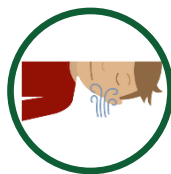
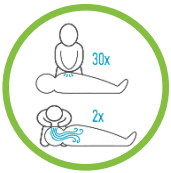




Exercise 11

For each stage, only one of the two pictures is correct.
Find it and draw a line to connect it to the stage.





LIFEFORCE BLS yoga poses

BLS algorithm

LIFEFORCE Yoga poses – BLS stages



Safety

1



Check for
response

2



Open airway

3



Check for
normal
breathing

4



Call 112

5



Send
for AED

6



Chest
compressions

7

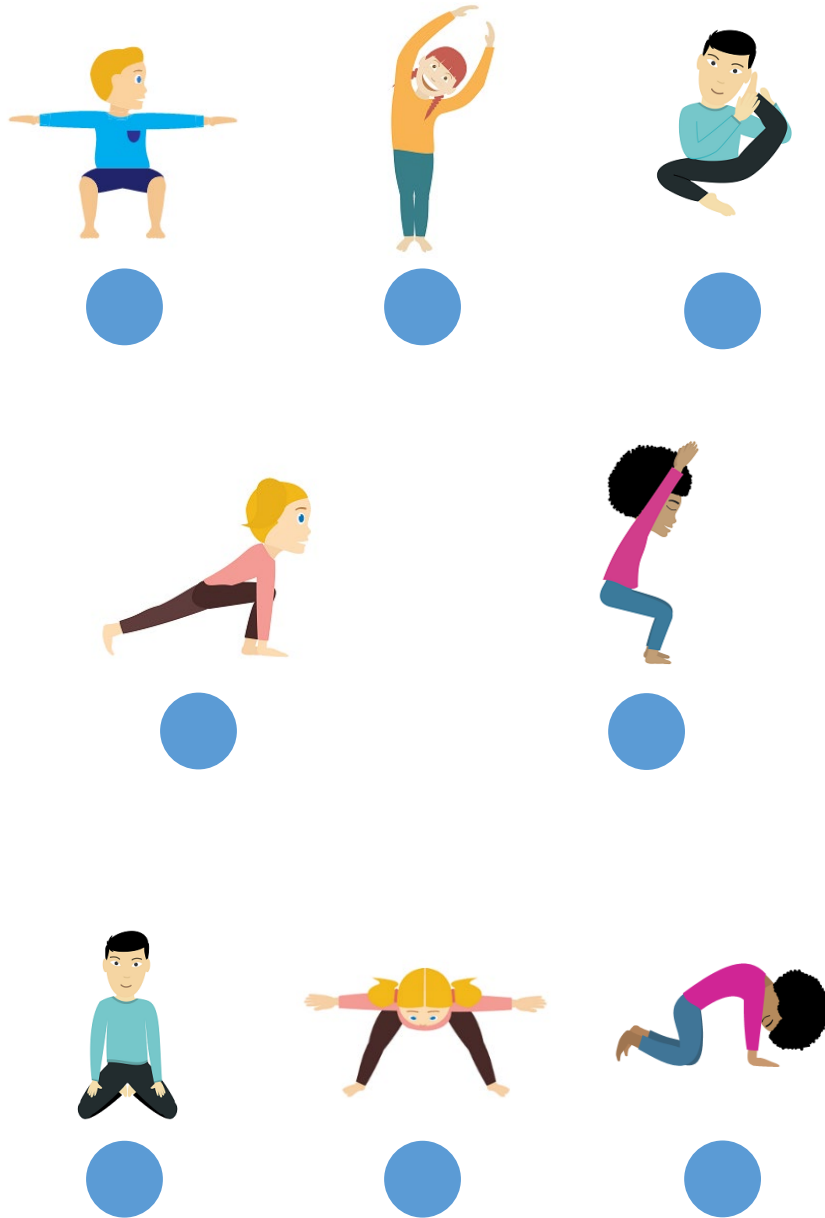


Ventilation

8

Exercise 1

Put the LIFEFORCE Yoga poses in the correct order, according to the BLS stages. Number the poses from 1-8.



Exercise 2

Circle the row that has the correct order of the three yoga poses, according to the BLS algorithm stages:

1.



2.



3.



Exercise 3

Match the Yoga pose with the correct BLS algorithm stage:



Check for normal breathing



Send for AED



Chest compressions



Check for response

Exercise 4

Each row must show a sequence of BLS algorithm stages.
In each row, there is a yoga pose in the wrong position.
Find it and cross it out.

1.

A



B



C



2.

A



B



C



3.

A



B



C



Exercise 5

Find the correct BLS algorithm stage for each question.
Circle the yoga pose which matches that stage.

You are in your school yard and a teacher collapses a few meters away. What do you do first?

A



B



C



What will you do next?

A



B



C



Then, you open the airway, check for normal breathing and:

A



B



C





life force

Pupil's handbook

Level 1



Social emotional skills

Emotional awareness

Exercise 1

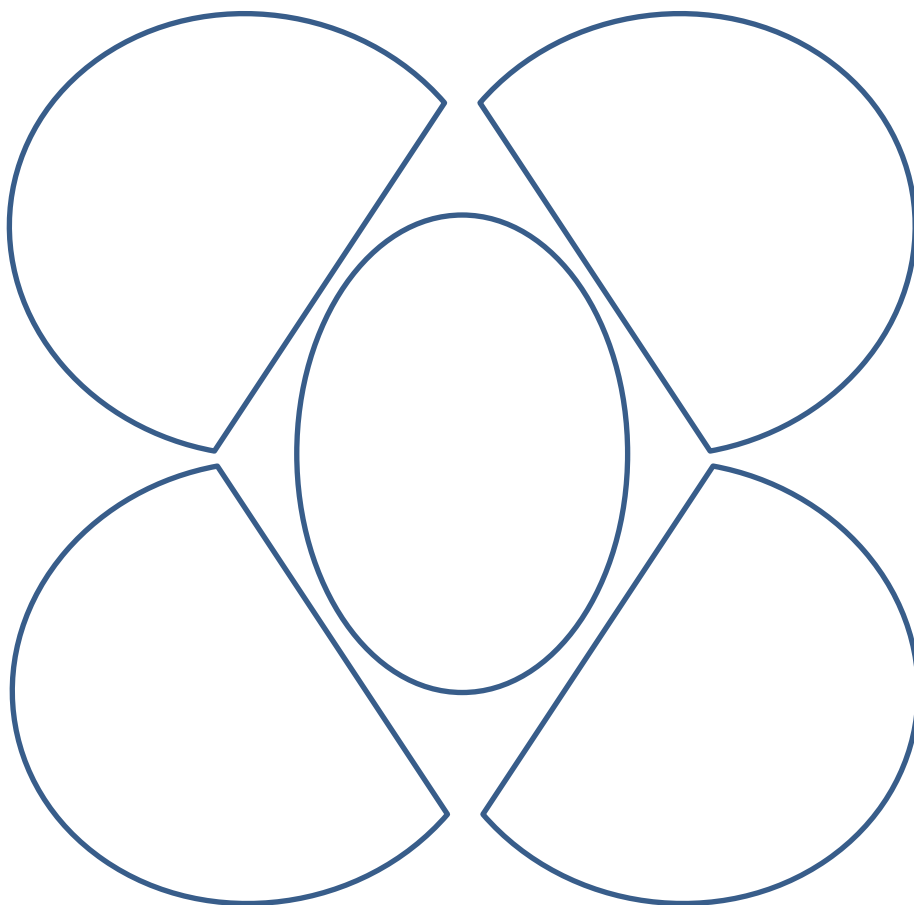
My happy flower

In the center of the flower,

- write your name
- draw yourself.

On each petal of the flower,

- paint the things that make you feel happy.

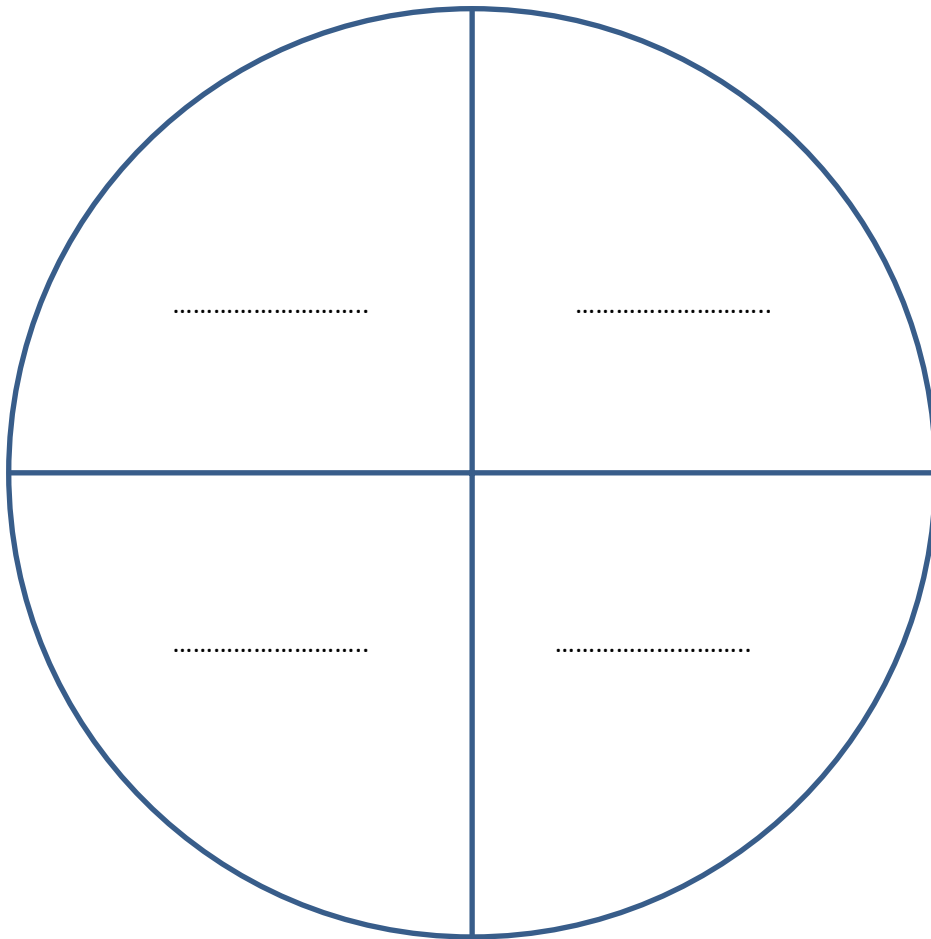


Exercise 2

My wheel of emotions

This is your wheel of emotions,

- write four emotions that you feel most often
- paint with colors all pieces of the wheel.

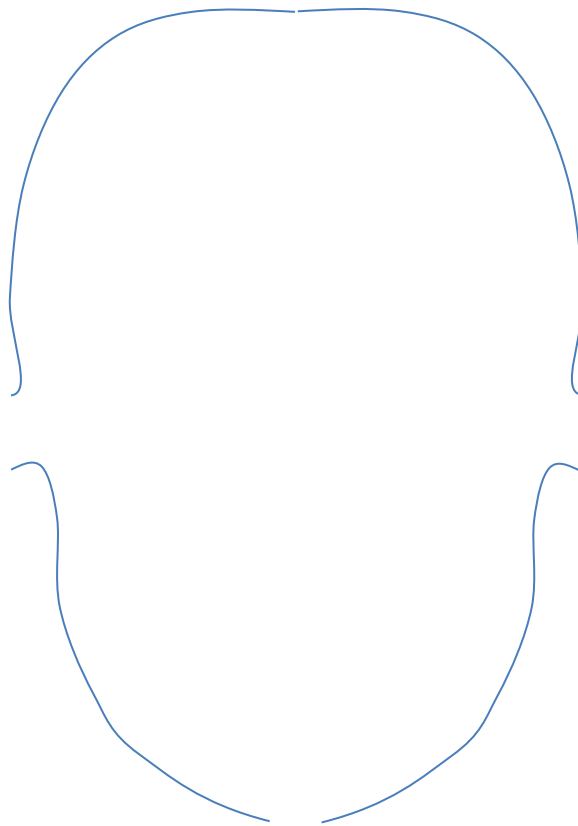


Exercise 3

Portrait painter

This is a portrait of a girl/boy

- draw their facial features and
- write some information about them.



My name is

I am years old.

I live with

I like playing

I am thinking that

I am feeling, because

Exercise 4

To my best friend

Your best friend has recently moved to another city. They feel sad while trying to adapt to the new environment. Prepare a painting for them to show them your love.

To



Love,

.....

Exercise 5

Match the emotions

Look at the faces below

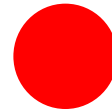
- write the emotion,
- match the face with the correct zone of self-regulation.



.....



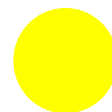
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.....



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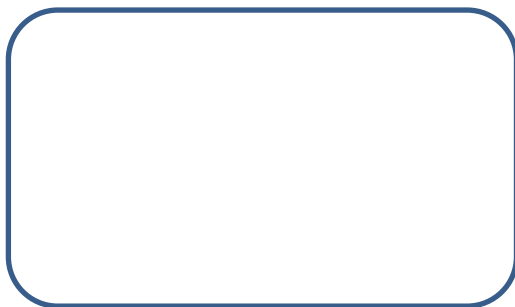


Exercise 6

Guess what ...

Look at the pictures below:

- Guess what might have caused the boy's response,
- e.g. he sees a bear and draws it in the box next to him.



Cognitive and Perceptual skills

Visual perception

Exercise 1

Visual discrimination

Look carefully at the following numbers and circle the one that matches the first in each column.

017	047	025	038	069
077	074	022	038	096
011	017	055	033	069
047	047	520	088	690
017	027	250	380	069
071	470	020	830	960
710	041	025	036	066

Exercise 2

Visual discrimination

Identify and circle the ten differences between the images.



Exercise 3

Visual discrimination

Look carefully at the following symbols and circle the one that matches the first in each column.

\emptyset	\mathcal{A}	\mathcal{F}	\triangleleft	∇
\mathcal{A}	\triangleleft	\exists	\mathcal{F}	∇
\emptyset	∇	\mathcal{F}	\triangleleft	\exists
\emptyset	\mathcal{A}	\emptyset	\triangleleft	∇
∇	\exists	∇	\mathcal{A}	∇

Exercise 4

Visual discrimination

Marco is showing you some words, can you find them and circle them?

C	H	E	S	R	A	E	K	V	I	C	V
H	S	A	F	E	T	Y	S	E	X	T	E
E	U	E	L	R	E	S	C	N	M	I	N
K	R	B	R	E	A	T	H	I	N	G	T
L	V	Q	E	S	E	W	E	J	A	X	I
P	I	A	S	P	D	A	S	A	C	U	L
P	V	H	P	O	X	Q	T	Y	H	A	A
E	A	E	L	N	H	E	L	K	A	W	T
I	L	L	O	S	U	R	V	I	I	V	I
C	M	P	R	E	S	S	I	O	N	K	O
O	C	O	M	P	R	E	S	S	I	O	N
D	I	F	Z	G	U	B	W	I	N	J	L



SAFETY

BREATHING

CHEST

RESPONSE

AED

COMPRESSION

VENTILATION

CHAIN

SURVIVAL

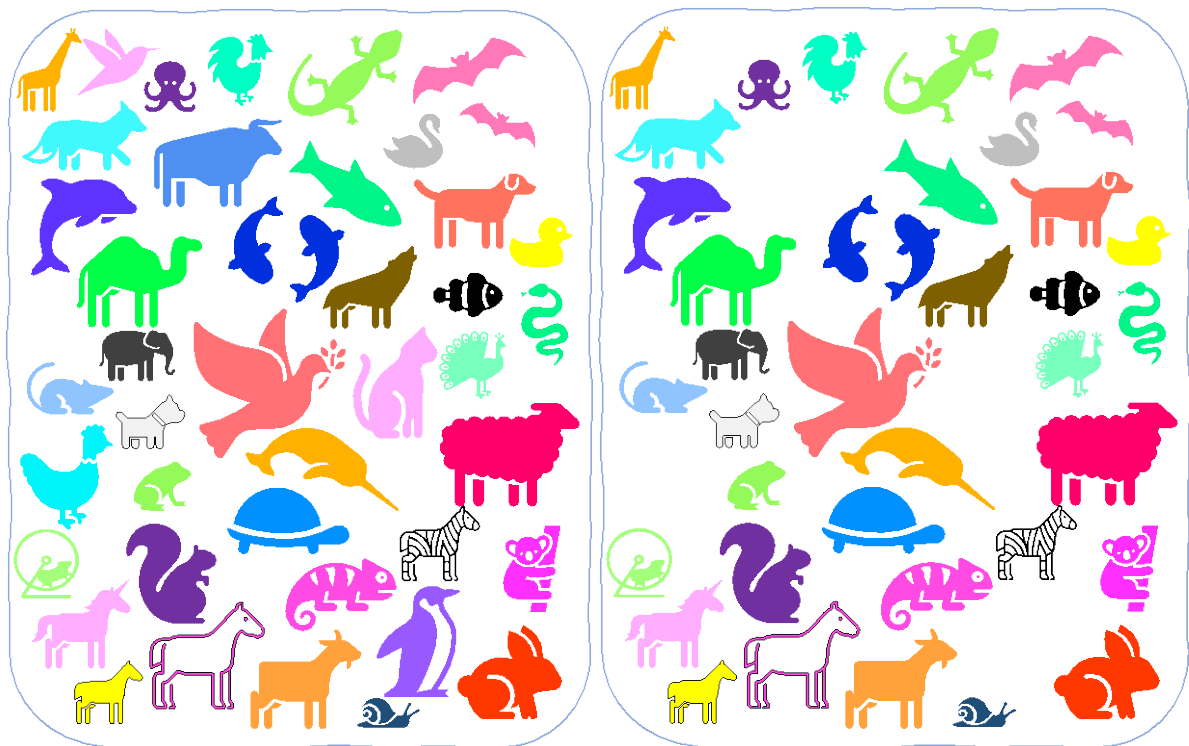
HELP

Exercise 5

Visual discrimination

Five animals are missing from the right picture.

Find them and circle them on the left picture.



Exercise 6

Visual discrimination

Compare the two sequences in each line.

Find and circle the items that do not match.



Exercise 7

Visual discrimination

Look carefully at the following numbers and circle the one that matches the first in each line.

1	9	8	5	7	1	1	Γ
8	2	6	∂	3	8	0	5
7	1	7	9	2	1	1	7
9	3	9	8	6	∂	5	e
4	1	6	4	7	4	3	7
6	e	9	6	5	∂	0	9
2	8	∂	5	9	2	e	e
5	2	9	9	3	5	6	7

Exercise 8

Visual discrimination

Look carefully at the following symbols and circle the one that matches the first in each line.

MA AM AN MA NA

XO KO YO OK XO

BE E3 EB 3B BE

ZI ZI 4I 7I IZ

SI ZI IS S1 SI

OMA AMO OMA ONA ANO

IXE IKE EXI EKI IXE

IBE IBE EBI I3E E3I

AZE A4E AZE A7E E7A

ESO E8O OSE ESO OZE

Exercise 9

Visual discrimination

Circle the letters according to the teacher's instructions.

M OR N

M	N	M	N	M	N	M
N	M	N	M	N	N	N
N	M	N	N	M	N	M
M	N	N	M	N	M	N
N	M	M	N	N	N	M
M	N	M	N	M	N	N
N	M	M	M	N	N	M
M	M	N	M	N	M	N

X OR Y OR K

X	Y	K	X	Y	K	Y	X
K	Y	Y	X	X	Y	X	K
X	Y	K	X	K	X	K	Y
Y	X	X	Y	K	Y	X	K
K	Y	Y	K	X	X	Y	Y
Y	X	Y	X	Y	X	K	X

Exercise 10

Visual discrimination

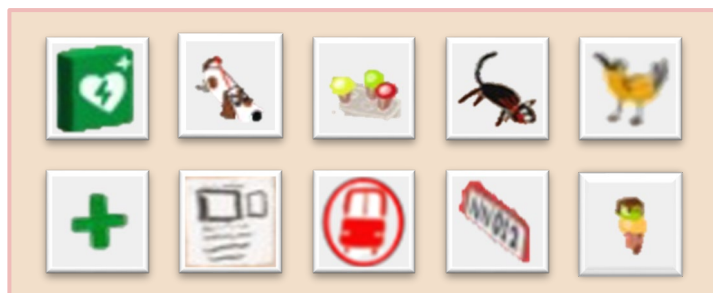
When the words in each line match, put a ✓ next to them.

MAN	NAN	
MEN	MEN	
XOK	XOX	
KIX	XIK	
YAY	YAX	
XAY	YAX	
SIZ	SIZ	
ZIZ	SIZ	

Exercise 11

Visual figure ground

Find the ten small images in the picture and circle them.



Exercise 12

Visual figure ground

Find the 10 items in the picture and circle them.



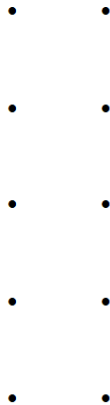
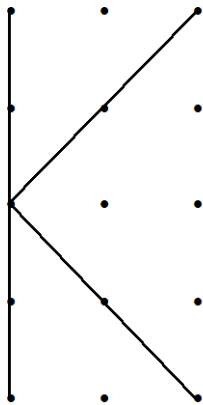
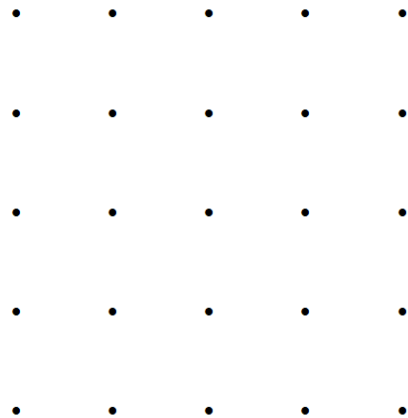
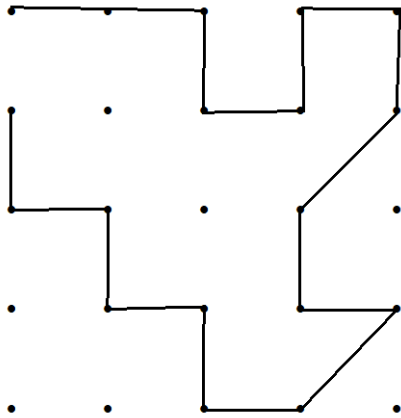
Target items:

- | | |
|--------------------------|---------------------|
| 1. Ball | 6. Cat |
| 2. Dog | 7. Tennis racket |
| 3. Books | 8. Spinning top |
| 4. Flowers | 9. Cup |
| 5. Bowling ball and pins | 10. Building blocks |

Exercise 13

Visual closure

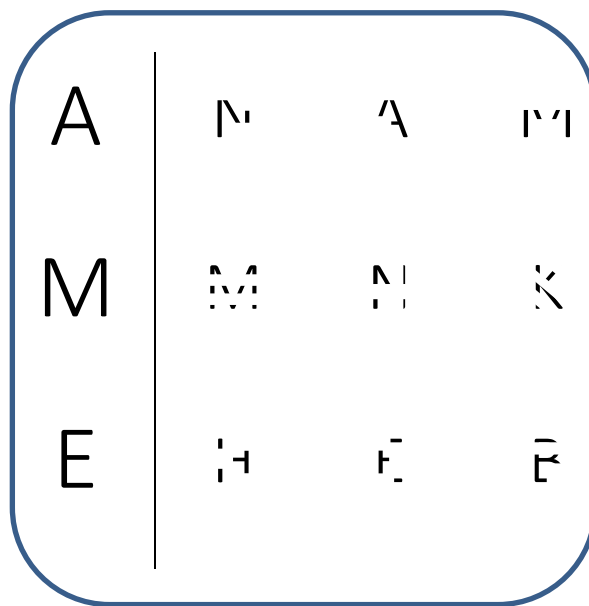
Copy the shapes.



Exercise 14

Visual closure

Identify and circle the shapes which match the letters to the left.



Exercise 15

Visual attention

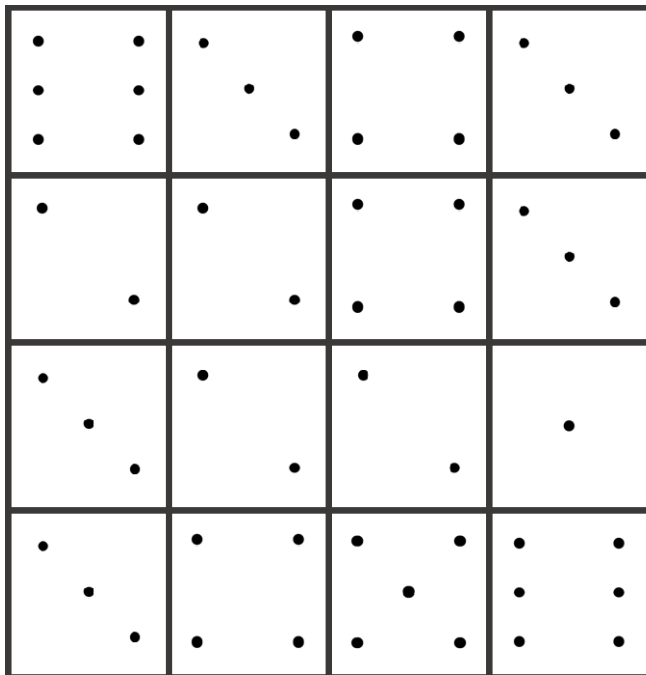
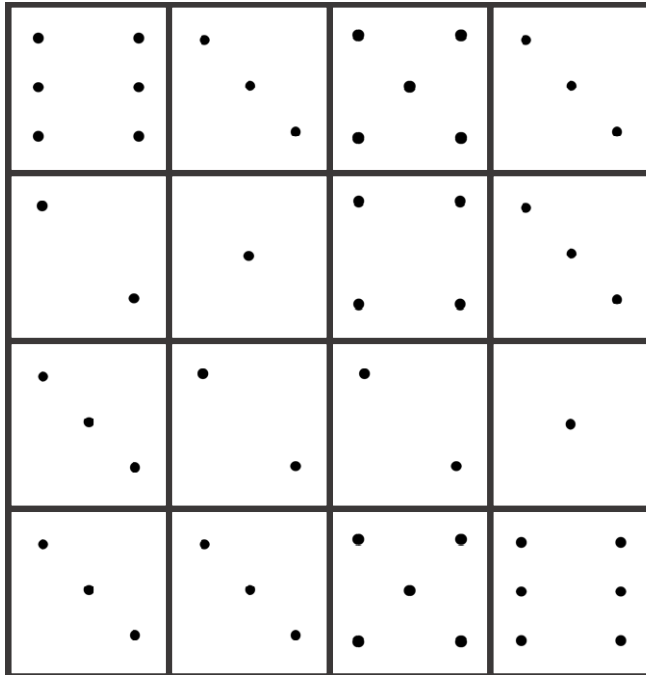
Find and circle the different cars.



Exercise 16

Visual attention

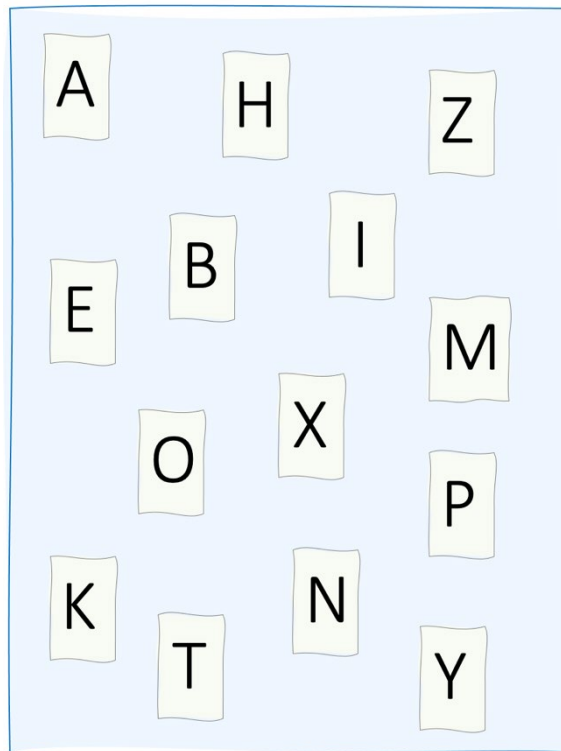
Spot the different squares between the two boards and color them.



Exercise 17

Visual attention

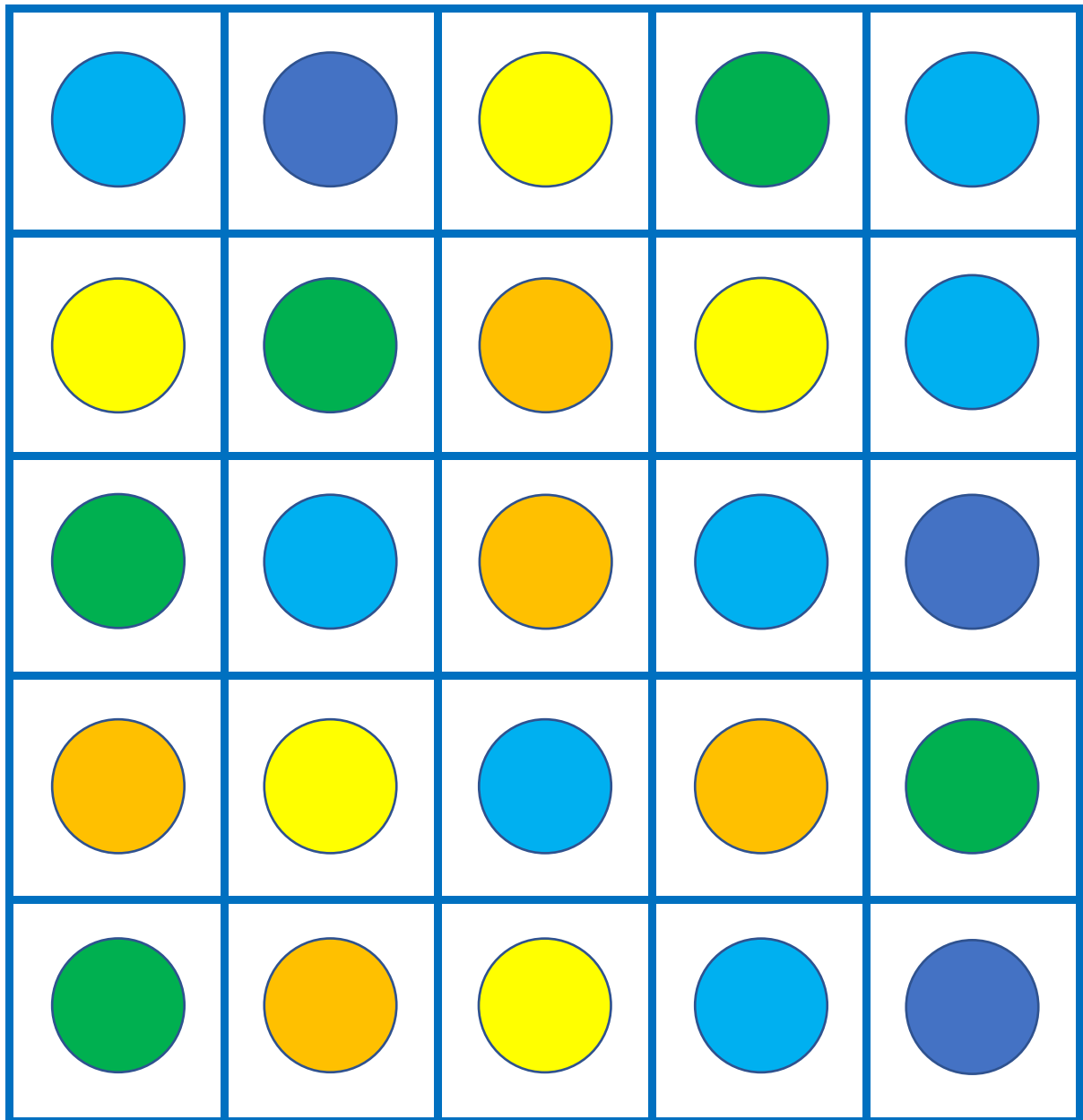
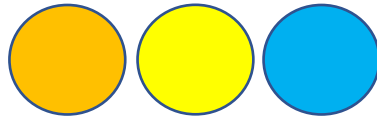
Draw a line to connect the letters in alphabetical order.



Exercise 18

Visual attention

Find the pattern below and circle it.



Exercise 19

Visual attention

Find and circle the different dogs.



Exercise 20

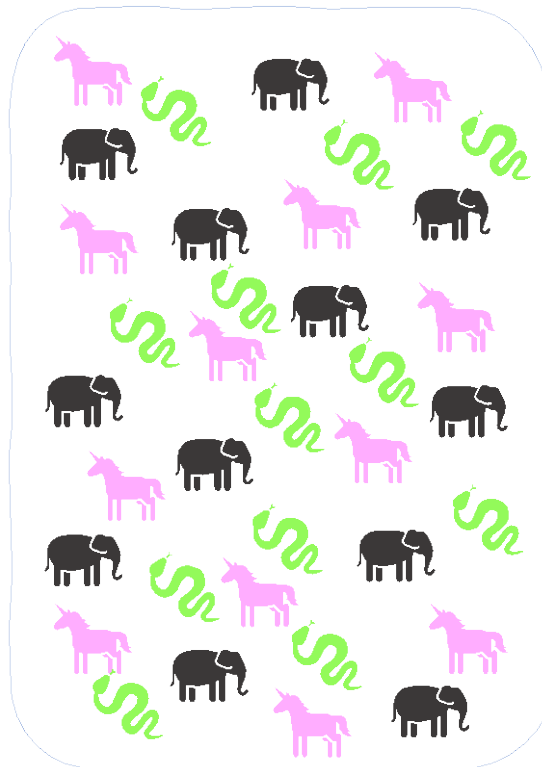
Visual-spatial relations

How many animals look to the left?

Write the number _____.

How many animals look to the right?

Write the number _____.

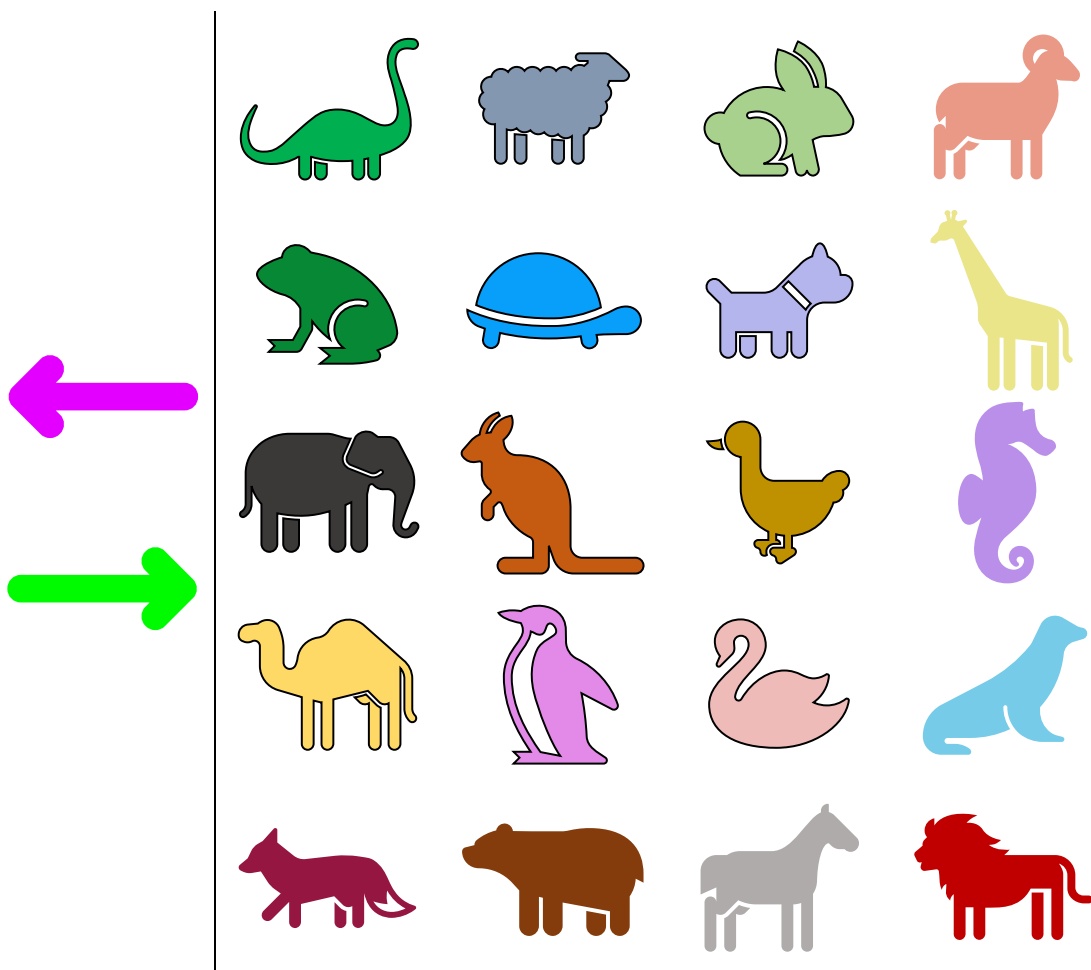


Exercise 21

Visual-spatial relations

Circle in **green** the animals that look to the right.

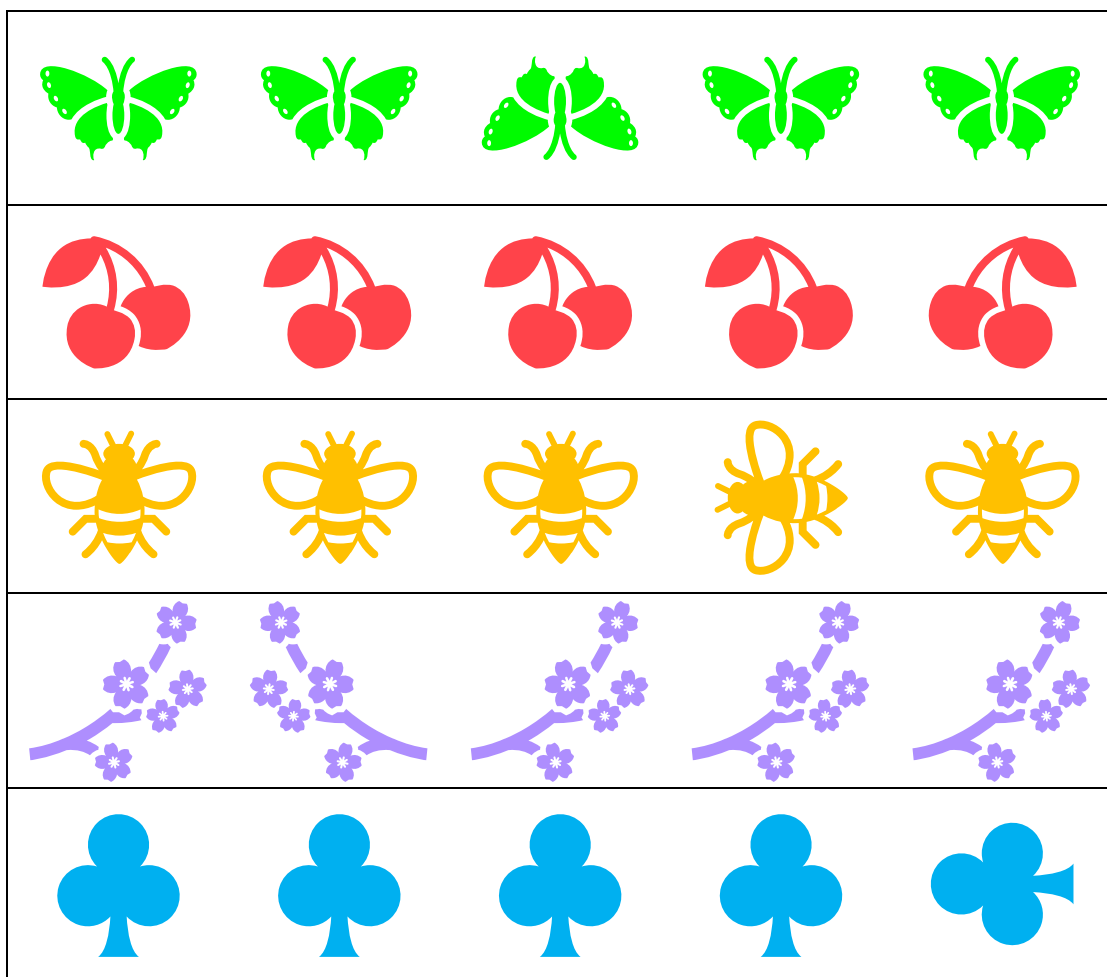
Circle in **purple** the animals that look to the left.



Exercise 22

Visual-spatial relations

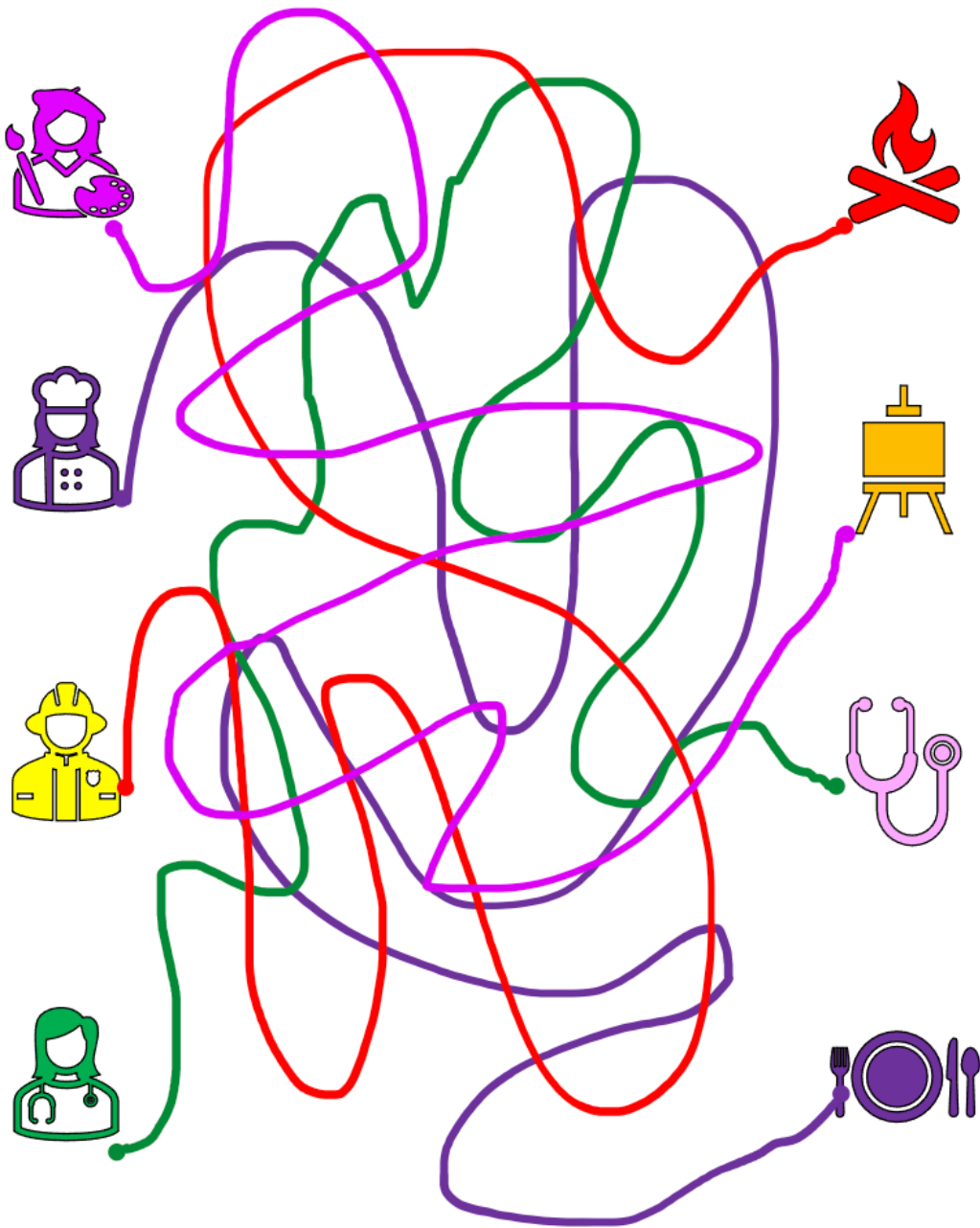
In each line, circle the image which does not match.



Exercise 23

Visual-spatial relations







Can you find which items are connected with each line?
Follow the lines with your eyes.









Exercise 1

Auditory synthesis and analysis

Say/write the **first** letter of each of the following images.

 -----	 -----	 -----
 -----	 -----	 -----

Write the **last** letter of each of the following images.

 -----	 -----	 -----
 -----	 -----	 -----

Exercise 2

Auditory perception

Read the sentences on the right of each image.

Circle all sentences that are true.



- A. They are playing basketball.
- B. There are seven children in total.
- C. Two girls have blond hair.
- D. Two children are sitting down.



- A. This is a fast-food restaurant.
- B. The waitress is holding a tray.
- C. The old lady is drinking.
- D. There are no plants in the restaurant.



- A. There are two children on the rocks.
- B. There are two children in the water.
- C. The children under the umbrella eat ice cream.
- D. There is a crab in the image.



- A. There is a paper boat in the fountain.
- B. There is a seesaw in the playground.
- C. A woman is lying on the ground.
- D. All windows are closed.

Exercise 1

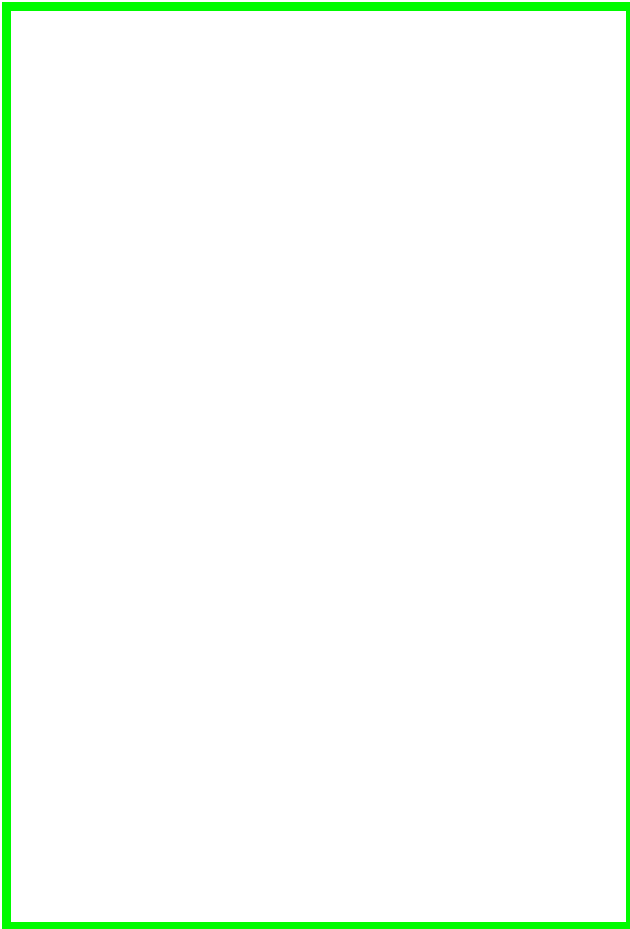
Focused

Choose a letter from the alphabet and write it here

_____.

Write or draw as many words as you can,
starting with that letter.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____



Exercise 1

Memory-Acronyms

Using the keywords written on the whiteboard, create:

- two different acronyms.



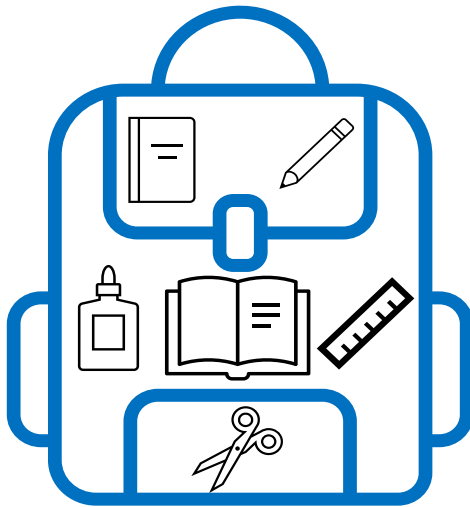
- a short sentence with words beginning from the letters of each acronym.



Exercise 2

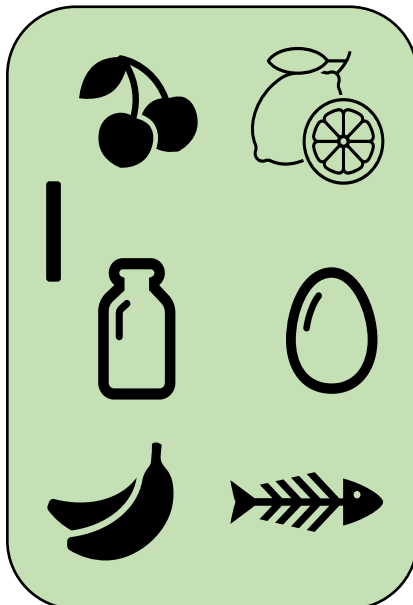
Memory-Acronyms

For each of the following activities, use acronyms to help you remember the items.



Prepare your bag for school

Create an acronym



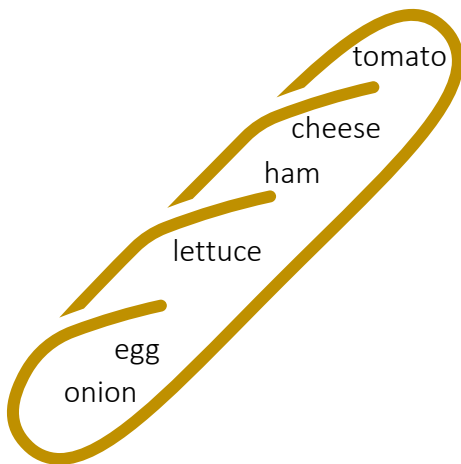
Remember the items in your fridge

Create an acronym



Pack your suitcase for a vacation

Create an acronym



Make a sandwich with your favourite food

Create an acronym

Exercise 3

Visual memory

Study the image carefully for two minutes.



Cover the image and answer verbally the six questions below.

1. How many people were present?

2. How many tables?

3. Were there any plants?

4. Did you spot any animals?

5. What did you notice on the walls?

6. What are the people doing?

Exercise 4

Visual memory

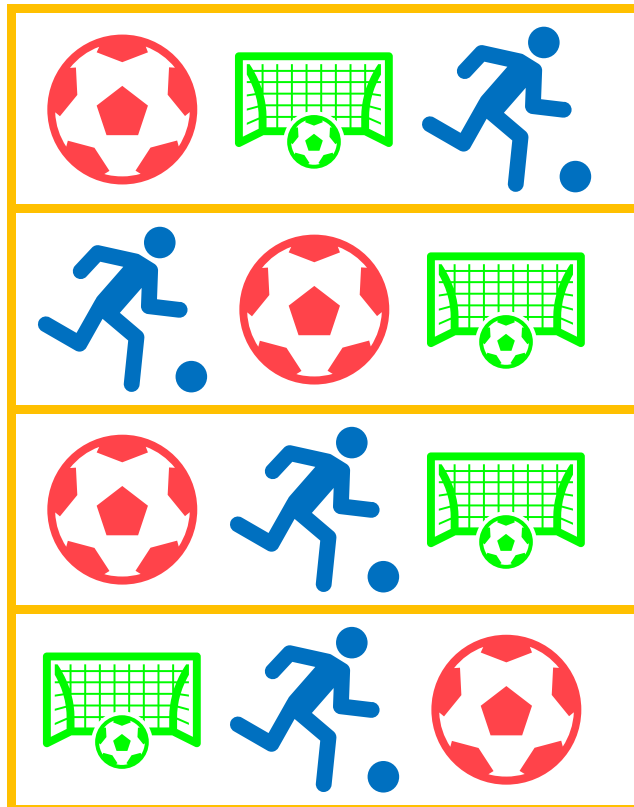
You will have 30 seconds to remember everything you can about the picture.



Exercise 5

Visual sequential

Find and circle the sequence that matches the top one.


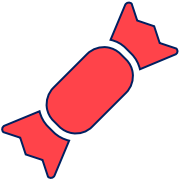






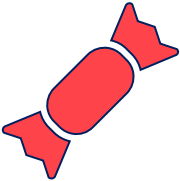


Exercise 6

Visual sequential

Look at the sequence of desserts in the top line.

In the box under each dessert, write its right order.

			
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	
 <input type="text"/>	 <input type="text"/>		

Exercise 1

Logical reasoning

Look at each picture.

Choose one question and tell the class your answer.



Which season does the story take place in? How do you know it?

Where are the heroes?

What is the relationship among the heroes?

What will the heroes do afterwards?



Where are the heroes?

What are the heroes doing?

What will the heroes do afterwards?

How do the heroes feel?

What could happen suddenly?

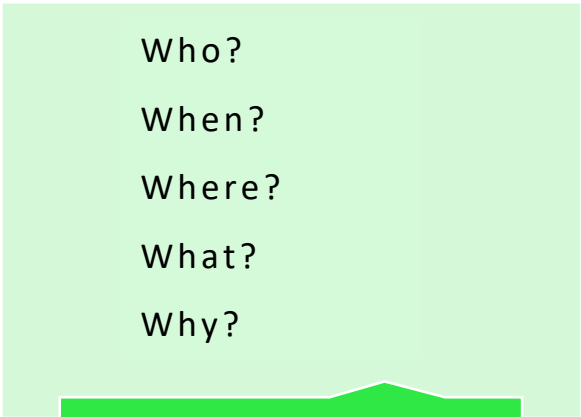
Problem solving

Look at the picture.





Write what the problem is



Who?
When?
Where?
What?
Why?

Ask the teacher questions

1. _____

2. _____

3. _____

Find solutions

Exercise 2

Cause effect

Circle a cause and its effect.

Use a different color for each pair.

Cause	Effect
A bee flies on a daisy.	Now it was tidy.
The boy dropped his ice cream.	She answered it.
Someone rang the doorbell.	Mom gave her a bottle.
My clothes were dirty.	The daisy blooms.
The wind blew.	We pulled out an umbrella.
Mom made the bed.	The cat licked it up.
I stayed up late.	Our dog barked.
It was a windy morning.	Many kites flew in the sky.
Baby Lisa began to cry.	He sprained his ankle.
It was raining outside.	I am very tired.
The phone rang.	The kite flew!
We planted a seed in the pot.	I had nothing to wear.
Dad tripped on a root.	A sprout grew.

Exercise 3

Decision making

Circle one of the following questions.

Would you rather be a bird	or	a fish?
Would you rather eat cake	or	eggs for breakfast?
Would you rather be a queen	or	an amazon?
Would you rather live on a mountain	or	on the beach?
Would you rather be a goat	or	a crocodile?
Would you rather have more eyes	or	an extra pair of hands?
Would you rather go skiing	or	visit a museum?
Would you rather bathe in milk	or	syrup?
Would you rather get caught in the rain	or	the snow?
Would you rather fly on a dragon	or	an airplane?

Write your choice here

Give three reasons for your choice.

Reason 1:

Reason 2:

Reason 3:

Exercise 4

Argumentation

Choose one phrase from each group and write your opinion.

Follow the example.

To start writing your opinion	Give reasons	Give examples	Write the conclusion
I think	To start with	For example	To sum up
I believe	To begin,	In other words	To summarize
I prefer	Secondly	An example is	As you can see
In my opinion	Another reason	Additionally	In conclusion
I feel	Lastly	In particular	Finally

Topic 1: Car or bike

In my opinion, _____

To begin, _____

For example, _____

Finally, _____

Topic 2: Train or Airplane

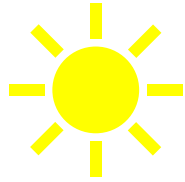
Topic 3: Cat or Dog

Exercise 5

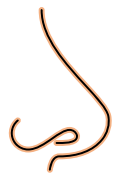
Compare-Contrast

Think of similarities and differences between these objects.

Write down 5 similarities and 5 differences.



Similarities	Differences



Similarities	Differences



Similarities	Differences

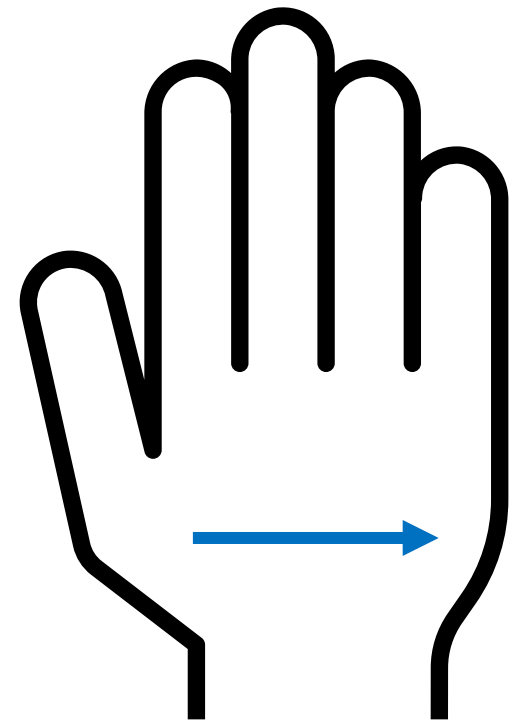
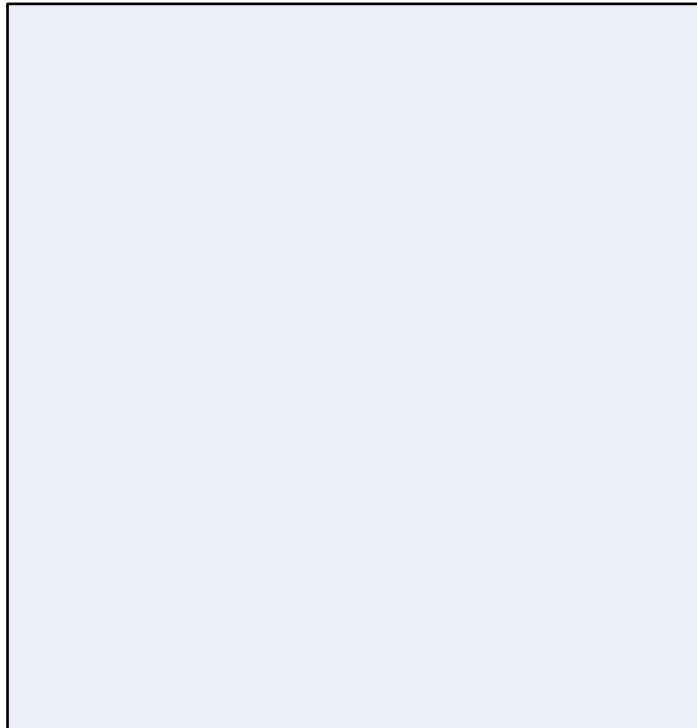
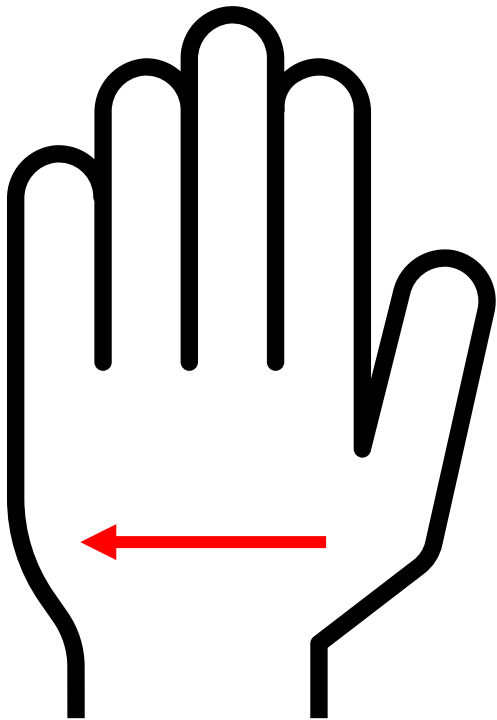


Similarities	Differences

Exercise 1

Spatial orientation

1. The teacher will say a letter/number.
2. Write the letter/number you hear in the box between the hands.
3. Place your hands on the drawn hands.
4. Find the direction each letter/number is facing.



Exercise 2

Spatial orientation



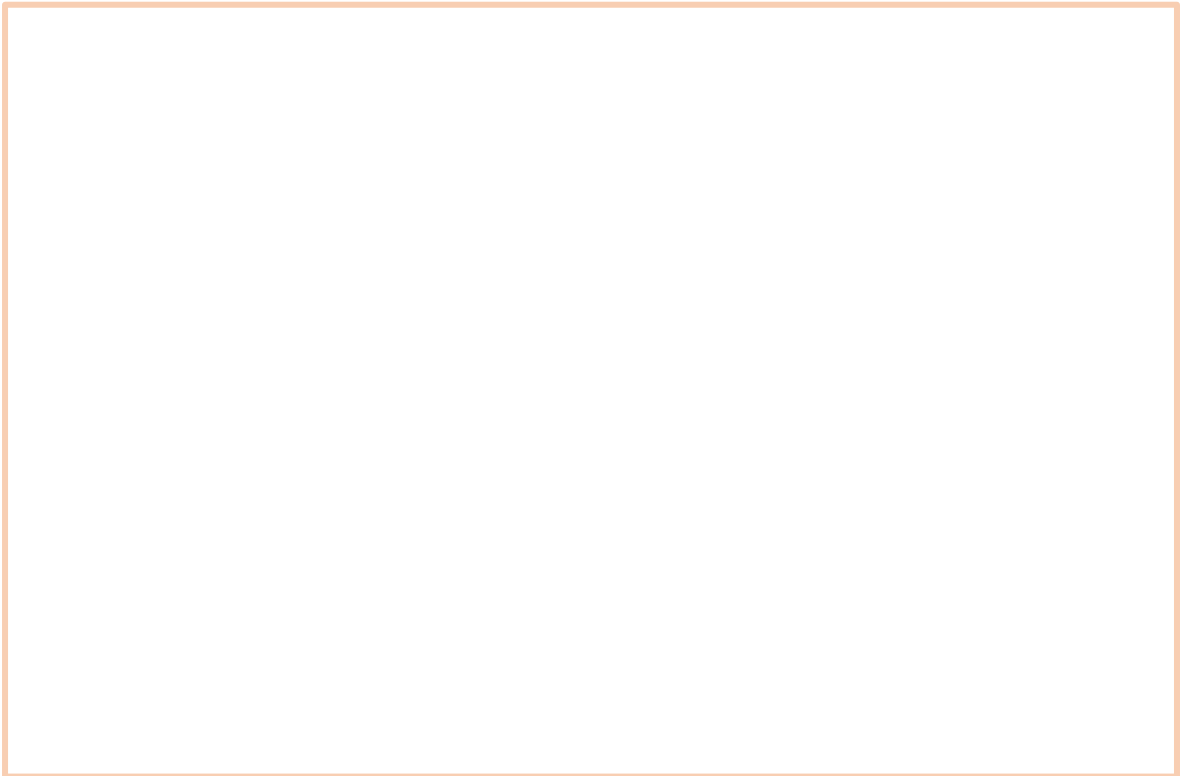
Circle in the picture the following:

1. white object on the couch
2. animal on the floor
3. object beside the clock
4. object between the house and the sofa
5. object on top of the table
6. animal under the cup
7. furniture on the right of the sofa
8. object on the left of the ball

Exercise 3

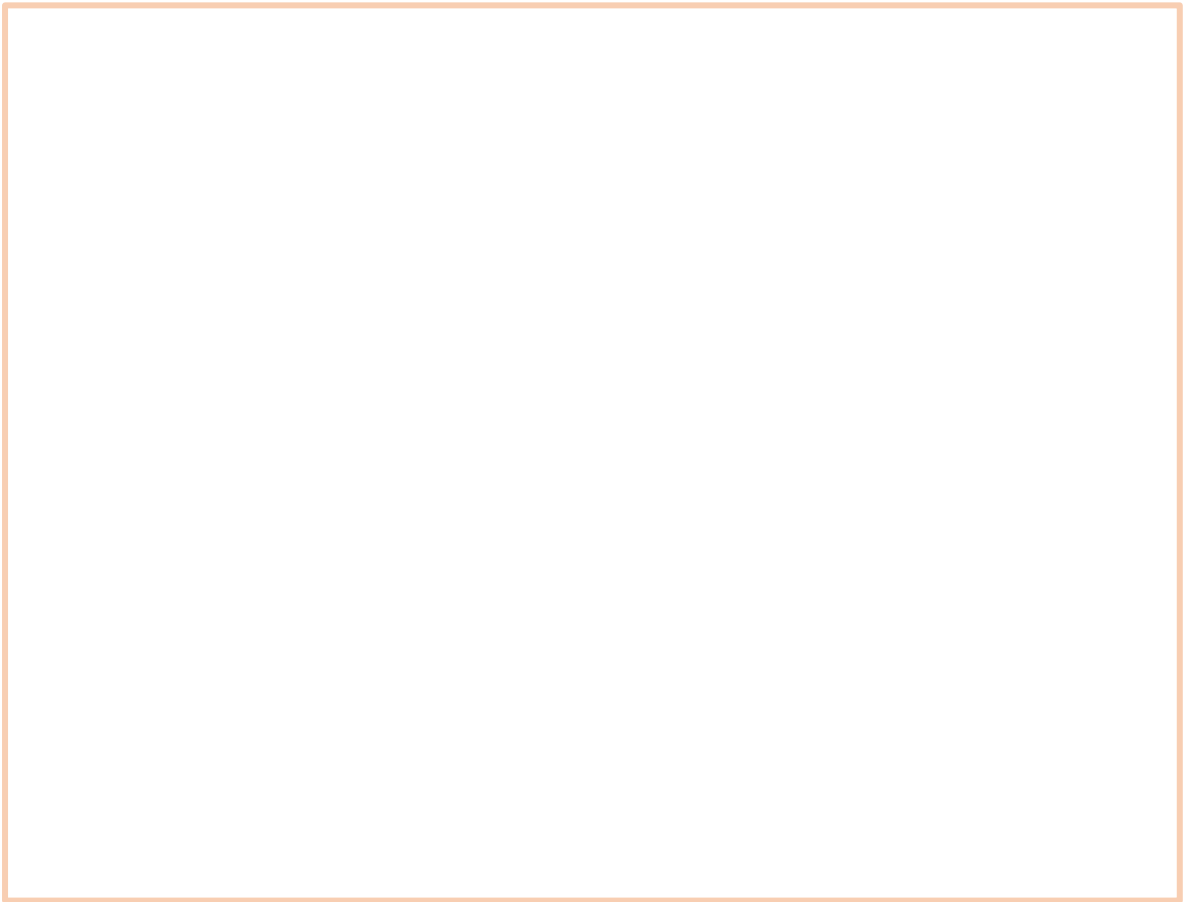
Spatial orientation

Draw a Crazy Robot



1. Draw a big square
2. Add a smile inside the square
3. Draw 2 eyes inside the square
4. Draw 3 antennae above the square
5. Draw 2 arms to the right and left of the square
6. Draw 2 legs below the square

Draw a Colorful Picture



1. Draw a brown shape at the bottom of the box above
2. Add a red shape above the brown object
3. Draw something pink on the right side of the box
4. Draw something green inside the pink object
5. Draw something blue at the top of your box

Exercise 4

Temporal orientation

For each number, write the previous and next number.

	2	
	6	
	9	
	7	
	4	
	5	
	8	
	3	
	1	

For each letter, write the previous and next letter.

	E	
	B	
	Z	
	K	
	Y	
	H	
	N	
	I	
	O	

Communication skills

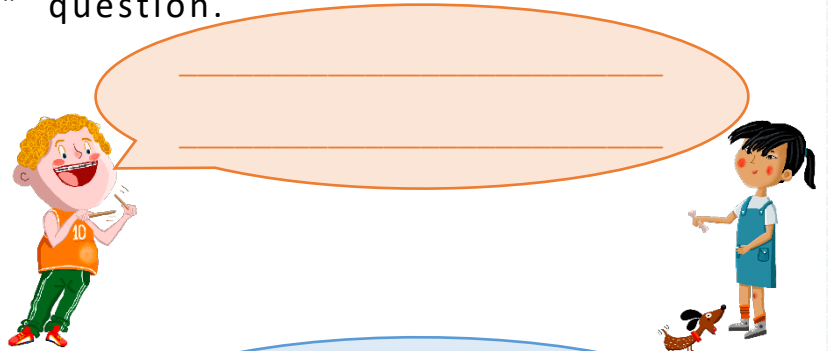
Conversational

Exercise 1

Write a conversation between Mike and Kate following the steps.

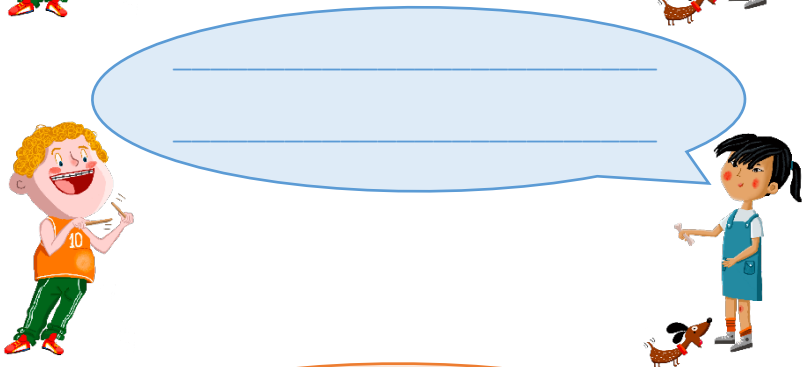
Step 1. Start with a "W" question.

(Who, what, why, when, where)



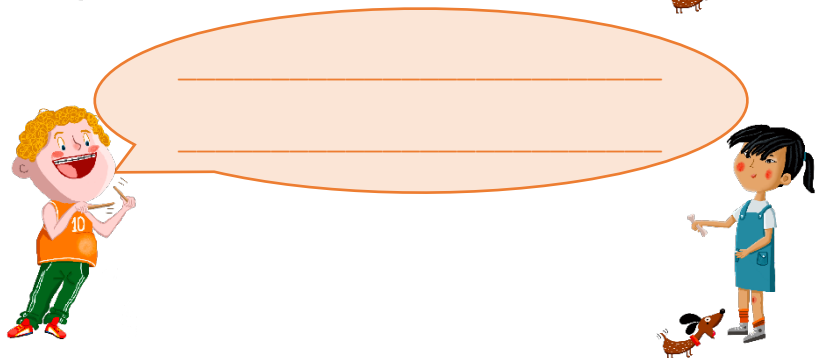
Step 2. Take turns.

Answer and then ask a question.

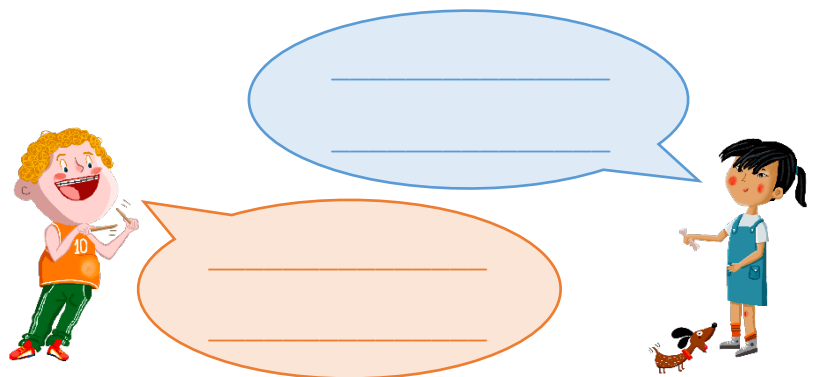


Step 3. Stay on topic.

Answer and then ask a question.



Step 4. End the conversation.



Prosodic features of speech

Choose one of the children.

Imagine the emotion of that child.

Read the three sentences with that emotion.



ANGRY



PANICKED



FEARFUL



PAINED



SAD



JOYFUL



ANXIOUS



HAPPY

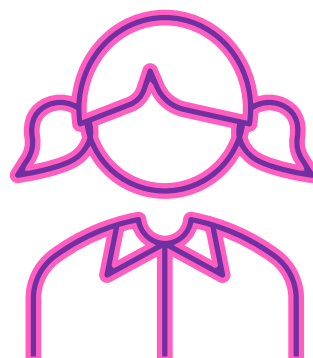
1. My aunt and cousins are coming to spend the weekend with us.

2. My mom has a new job and we will move to a different city.

3. Our team's coach told me that I will be playing against the champions on Sunday.

Exercise 2

Draw a classmate.



Answer the questions.

- What does your classmate look like?

(eyes, hair, mouth, height, weight)

- What interests or pet hates does your classmate have?

- Does your classmate have a hobby? What do they do?

- Where does your classmate live?

- Does your classmate have a family?

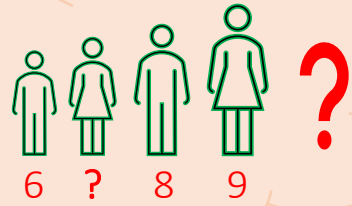
Exercise 3

You meet a new pupil. What questions do you ask them?

Q: _____

Mike, Kate, Lisa,
Anne, Marco, Nick

Q: _____



Q: _____



Q: _____



Q: _____



Q: _____



Language skills

Descriptive

Exercise 1

Describe an object

Use your senses. Find, draw and describe the items.

I **see** three colorful balls.

I **feel** something
soft and icy.

I **taste** something sweet.

I **smell** strawberry, vanilla,
and chocolate.

I **hear** nothing.

What is this?
Find it and draw it.

I 

I 

I 

I 

I 



Exercise 2

Describe an object

Draw and describe your favorite toy.

What is its name?

Where can we find it?

What is its color and shape?

What is its material?

How is it used?

How would you use it?

Describe a person

Describe a person that
you love.



Who is this person?

How do you know this person?

How is this person (face, body)?

What are they wearing?

What is their job?

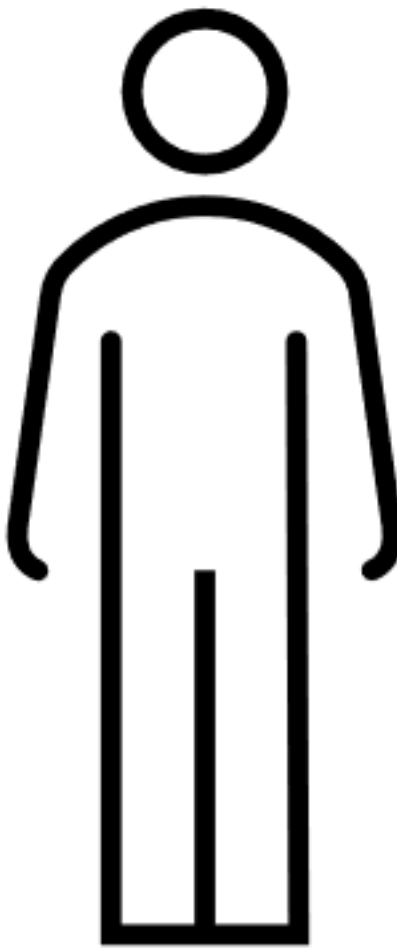
Where do they work?

Exercise 3

Create your story

Who is the hero?

Imagine the hero of your story. Draw the hero and write their name below the drawing.



Boy



Girl

Animal

When did the story happen? Circle the image you want.



Winter



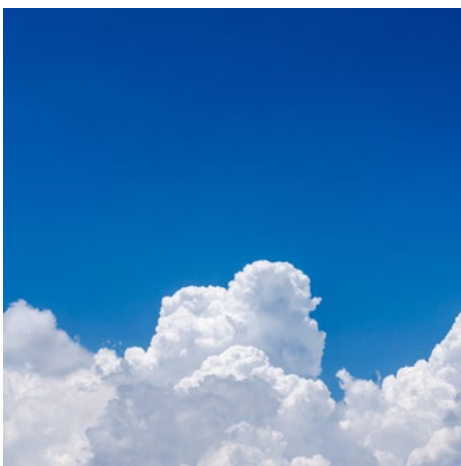
Spring



Summer



Autumn



Day



Night

Where does the hero live? Circle the image you want.



Flat



House



Cottage

Which animal did the hero meet? Circle the image you want.



Cat

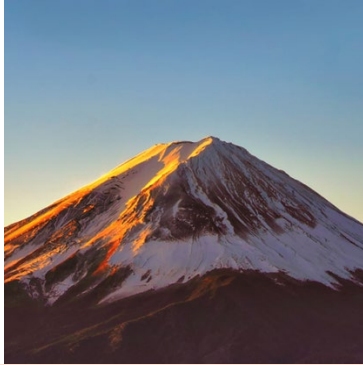


Fox



Dolphin

Where did each animal dream of going? Circle the image you want.



Mountain



Island

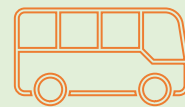
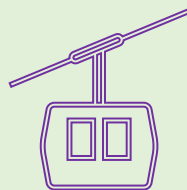


City

The hero can draw objects, which then become real.



How did the hero help the animals make their dream come true? Circle the image you want.













Look at all the images that you circled from the start. With their help, tell the story to your classmates.

Exercise 4

Created funny stories

Circle the hero of your story.

Circle what they want to be/do.

WHO?	WANTS	BUT THEY CANNOT BECAUSE ...				
						
						
						
						
						

Now write funny stories, like the one in the example.

WHO?	WANTS	BUT THEY CANNOT BECAUSE ...
The koala	wants to be a painter	but it cannot, because it cannot find paint in the forest

Processing speed skills

Exercise 1

Visual-verbal

Say the colour of each word as fast as you can.

Do not read the word.

bed	bath	glass	bread
office	pillow	yogurt	toothpaste
mirror	milk	closet	spoon
chicken	table	toilet	kiwi
tomato	shampoo	apple	clothes
dish	books	carpet	ball
banana	sofa	oven	knife
door	doll	eggs	pen
hat	marker	chair	car
stripe	jacket	chocolate	train

Exercise 2

Visual-verbal

Say the colour of each word as fast as you can.

Do not read the word.

orange	green	red	blue
pink	yellow	purple	brown
black	grey	yellow	blue
purple	orange	black	green
pink	brown	red	grey
blue	yellow	green	purple
red	grey	pink	blue
brown	red	orange	pink
grey	black	purple	yellow
blue	orange	brown	green

Evaluation

Questionnaire/activity for children

Look at the picture and answer the following questions.



1. What is the European emergency phone number?

A 112

B 118

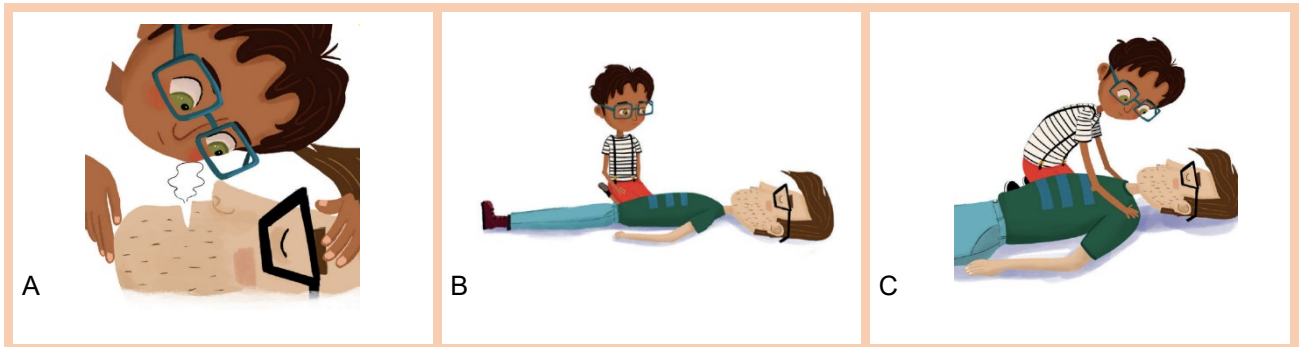
C 911

2. Is the European emergency phone number free of charge?

A Yes

B No

3. You are in the park with your friends, you see a man lying down and you help him, as it is safe for you. What is the most appropriate action? Put the actions in order from 1 to 3.



A Check for normal breathing

B Kneel by his side

C Check for response

4. What do you do to check if the man is conscious?

A I clap my hands

B I gently shake the shoulders of the victim and ask him loudly "Are you alright?".

C I use my senses: I see if the chest is moving, I feel the breathing, I hear the breathing, I touch the chest to feel if it is moving or not

5. The man in the park is unresponsive. What should you do now?



A Ask someone to call 112 or take your mobile phone and dial 112, if you have one

B Ask someone to call your parents or take your mobile phone and dial your parents' number (if you have a mobile phone)

C Call for help shouting loud in the park

6. What information would you communicate while talking to 112?



A Your name and surname

B Details of her dress

C First I tell them where I am to enable the ambulance to find me soon

7. What do you do while you call the 112? Choose the right answer

A I stay with the man I am helping and activate the speaker function of my phone

B I move around the park

C I hang up

8. What action paramedics apply to the man, when they reach the park with the ambulance?

A Chest compression

B Ventilation

C Belly compression



life force

Pupil's handbook

Level 2



Social emotional skills

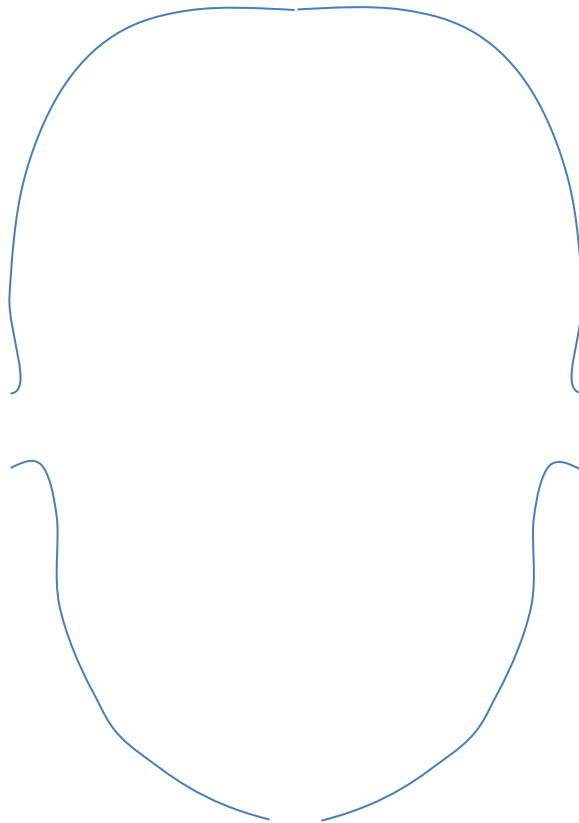
Emotional awareness

Exercise 1

Portrait painter

This is a portrait of a girl/boy,

- draw their facial features and
- write a short story about them.



My name is

I want to tell you a story about me.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Exercise 2

Emotional detective

Read carefully the sentences below, which present different situations of everyday life and circle the emotion(s) that best describe(s) your inner state. Remember that there are no right or wrong answers.

1. The principal announced that our school will close for holidays. (happy, disappointed, angry, anxious)
2. My favorite toy doesn't work properly anymore. (guilty, irritated, sad, bored)
3. I can share all my secrets with my best friend. (pleased, strong, loving, optimistic)
4. It's hot outside and I have to attend my football training. (annoyed, bored, tired, joyful)

5. The teacher just told us that we are going to have a test.

(panicked, excited, surprised, anxious)

6. I have a terrible stomachache and my parents decided to take me to the pediatrician.

(fearful, optimistic, distrustful, pained)

7. I expected my cousins to visit me, but they neither came nor called me.

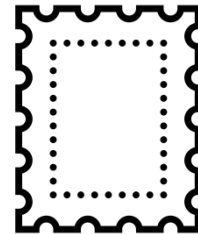
(disappointed, annoyed, angry, confused)

Exercise 3

To my best friend

Your best friend has recently moved to another city. They feel sad while trying to adapt to the new environment. Write a letter and send it to them to show them your love.

Dear.....,



.....
.....
.....
.....
.....
.....
.....
.....
.....

Love,


.....

Exercise 4


Imagine that...

Write how you would feel and what you would do in each of the following situations.


A. You want to play your favorite game, but you can't find it.

 I feel..... and
.....


B. You are late for school and you do not find a notebook.

 I feel..... and
.....


C. You are in the restaurant and you are very hungry, but they serve you a very hot soup.

 I feel..... and
.....


D. You have guests at home, but the food is not ready.

 I feel..... and
.....


E. It's your best friend's birthday, but you forgot to buy them a present.

 I feel..... and
.....


F. You are invited to a party, but you do not know what clothes to wear.

 I feel..... and
.....


G. You are outside and you meet a stranger who asks you questions.

 I feel..... and
.....


H. Your mom forgot to put your snack in your bag.

 I feel..... and
.....

I. You bought some ice cream, but the change is wrong.

 I feel..... and
.....

J. You borrowed a t-shirt from your cousin, but you accidentally punctured it.

 I feel..... and
.....

Exercise 5

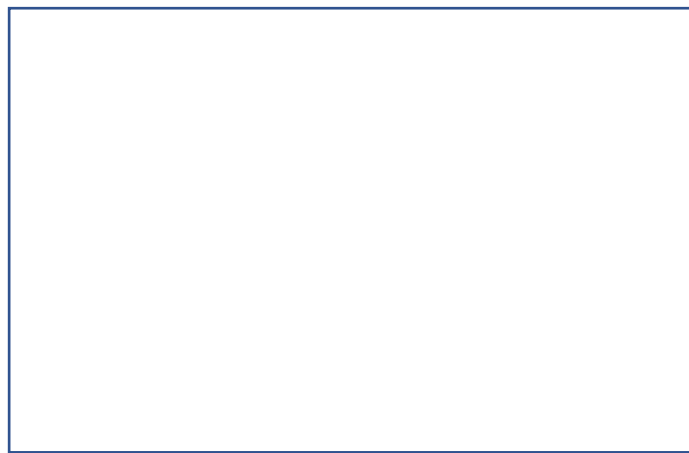
Fill in the zones

There are 4 zones of self-regulation,

- write as many emotions as you can remember under each zone,

Blue zone	Green zone	Yellow zone	Red zone
.....

- draw your current emotion and write the zone which it belongs to.



At the moment, I'm feeling

.....

My emotion belongs to the zone of self-regulation.

Exercise 6

Guess what...

- Look at the pictures below,
- Guess what might have happened before and write 5 reasons that explain the boy's response, eg he saw a bear.



1).....	1).....	1).....
2).....	2).....	2).....
3).....	3).....	3).....
4).....	4).....	4).....
5).....	5).....	5).....

LIFEFORCE BLS activities

Stages – Vocabulary

Safety

Exercise 1

Put the steps in the right order

- Ask yourself: “Is the person in need safe?”
- Ask yourself: “Is the situation safe for those around me?”
- Ask yourself: “Is the situation safe for me?”

Odd one out

- Ask yourself: “Is the situation safe for those around me?”
- Gently shake/touch shoulders and ask "Are you alright?"
- Ask yourself: “Is the situation safe for me?”

Name the steps of Safety

Step 1.....

Step 2.....

Step 3.....

Check for response

Exercise 2

Put the steps in the right order.

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

Kneel by the side of the victim.

Odd one out

- Gently shake/touch shoulders and ask "Are you alright?"
- Kneel by the side of the victim.
- Ask yourself: "Is the person in need safe?"

Name the steps of Check for response

Step 1.....

Step 2.....

Exercise 3

Link each stage with the steps which belong to it



Ask yourself: “Is the situation safe for those around me?”

Ask yourself: “Is the person in need safe?”

Gently shake/touch shoulders and ask, “Are you alright?”



Ask yourself: «Is the situation safe for me?»

Kneel by the side of the victim

Check for breathing

Exercise 4

Put the steps in the right order

- Place your hand on the forehead and the fingertips of your other hand under the point of the chin.
- FEEL the victim's breath on your cheek.
- Place your head over the victim's head.
- LOOK if the chest is moving.
- Gently tilt the victim's head backwards, lifting the chin to open the airway.
- LISTEN with your ear for respiratory sounds.
- Having looked, listened and felt for up to 10 seconds, ask yourself "Is this normal breathing OR is it only coughing, moaning, snorting?"
- A victim who is barely breathing, or taking infrequent, slow and noisy gasps, is not breathing normally.
- If the person is not reacting (for example speaking or reacting to you), check for breathing.

Odd one out

- Gently tilt the victim's head backwards, lifting the chin to open the airway.
- LISTEN with your ear for respiratory sounds.
- Gently shake/touch shoulders and ask "Are you alright?"

Name the steps of Check for normal breathing

Step 1.....

Step 2.....

Step 3.....

Step 4.....

Step 5.....

Step 6.....

Step 7.....

Step 8.....

Call for help

Exercise 5

Put the steps in the right order

- Activate the speaker function of the phone, if possible.
- 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 on the phone, don't hang up.
- Stay with the victim while calling for help, if possible.
- Say your name, your location and what happened, and answer the questions that are asked on the phone.
- Dial 112.
- Send a helper to bring an AED, if applicable. If you are alone, do not leave the victim, but start CPR.

Odd one out

- Gently tilt the victim's head backwards, lifting the chin to open the airway.
- Say your name, your location and what happened, and answer the questions that are asked on the phone.
- Send a helper to bring an AED, if applicable. If you are alone, do not leave the victim, but start CPR.

Name the steps of Call for help.

Step 1.....

Step 2.....

Step 3.....

Step 4.....

Step 5.....

Step 6.....

Step 7.....

Exercise 6

Link each stage with the steps which belong to it



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

- Activate the speaker function of the phone, if possible.

- Having looked, listened and felt for up to 10 seconds, ask yourself "Is this normal breathing OR is it only coughing, moaning, snorting?"



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

- LOOK if the chest is moving.

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

Chest compressions

Exercise 7

Put the steps in the right order

- Repeat at a rate of 100-120 compressions per minute.
- Place the heel of your hand on the center of the victim's chest.
- Position yourself vertically above the victim's chest and press down on the sternum, 5cm-6cm.
- After each compression, release the pressure on the chest, without losing contact between your hands and the sternum.
- Place the heel of the other hand on top of the first hand and interlock your fingers.
- Keep your arms straight.

Odd one out

- Say your name, your location and what happened, and answer the questions that are asked on the phone.
- After each compression, release the pressure on the chest, without losing contact between your hands and the sternum.
- Place the heel of your hand on the center of the victim's chest.

Name the steps of Chest compressions.

Step 1.....

Step 2.....

Step 3.....

Step 4.....

Step 5.....

Step 6.....

Ventilation

Exercise 8

Put the steps in the right order

- Take another breath and repeat it once more (2 breaths in total)!
- 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.
- Continue with chest compressions and rescue breaths at a ratio of 30:2 until help arrives!.
- Take a normal breath and place your lips around the victim's mouth, making sure that you have an airtight seal.
- Blow steadily into the mouth whilst watching for the chest to rise for about 1 second.

Odd one out

- Continue with chest compressions and rescue breaths at a ratio of 30:2 until help arrives.
- After each compression, release the pressure on the chest, without losing contact between your hands and the sternum.
- Blow steadily into the mouth whilst watching for the chest to rise for about 1 second.

Name the steps of Ventilation.

Step 1.....

Step 2.....

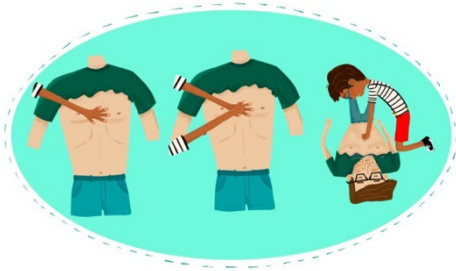
Step 3.....

Step 4.....

Step 5.....

Exercise 9

Link each stage with the steps which belong to it



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

- Keep your arms straight.

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

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



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

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

LIFEFORCE BLS yoga poses

Exercise 1

Write the Yoga pose names according to the BLS Algorithm.



Exercise 2

Find the right sequence, circle its number and write the names of its three BLS stages below.

1.



2.



3.



Cognitive and Perceptual skills

Visual perception

Exercise 1

Visual discrimination

Look carefully at the following symbols and circle the one that matches the first in each column.

全	⊕	ん	乙	†
乙	⊕	2	†	⊕
†	⊕	ん	乙	†
全	γ	†	ん	⊕
2	⊕	全	⊕	ん

Exercise 2

Visual discrimination

Kate is showing you some words, can you find them and circle them?

U	B	R	E	A	T	H	I	N	G	V	A
O	N	B	Y	S	T	M	R	R	T	I	W
B	B	R	E	M	E	R	G	E	N	C	Y
S	Y	E	E	M	E	E	N	I	T	T	A
T	S	R	L	S	J	S	K	T	C	I	W
U	T	O	B	S	P	P	Q	C	P	M	R
C	A	T	B	Y	S	O	V	U	P	V	I
T	N	A	S	T	A	N	N	R	H	W	A
I	B	R	E	A	T	E	R	S	X	C	Y
O	R	E	H	C	T	A	P	S	I	D	Z
N	O	P	E	R	A	T	O	B	A	V	A
B	Y	O	M	C	T	I	O	O	E	D	E
T	S	R	E	D	N	A	T	S	Y	B	L



AIRWAY

BREATHING

EMERGENCY

UNRESPONSIVE

OPERATOR

OBSTRUCTION

BYSTANDERS

RESPONSE

DISPATCHER

VICTIM

Exercise 3

Visual discrimination

Spot the numbers that are written differently between the two boards and color them

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

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



Exercise 4

Visual discrimination

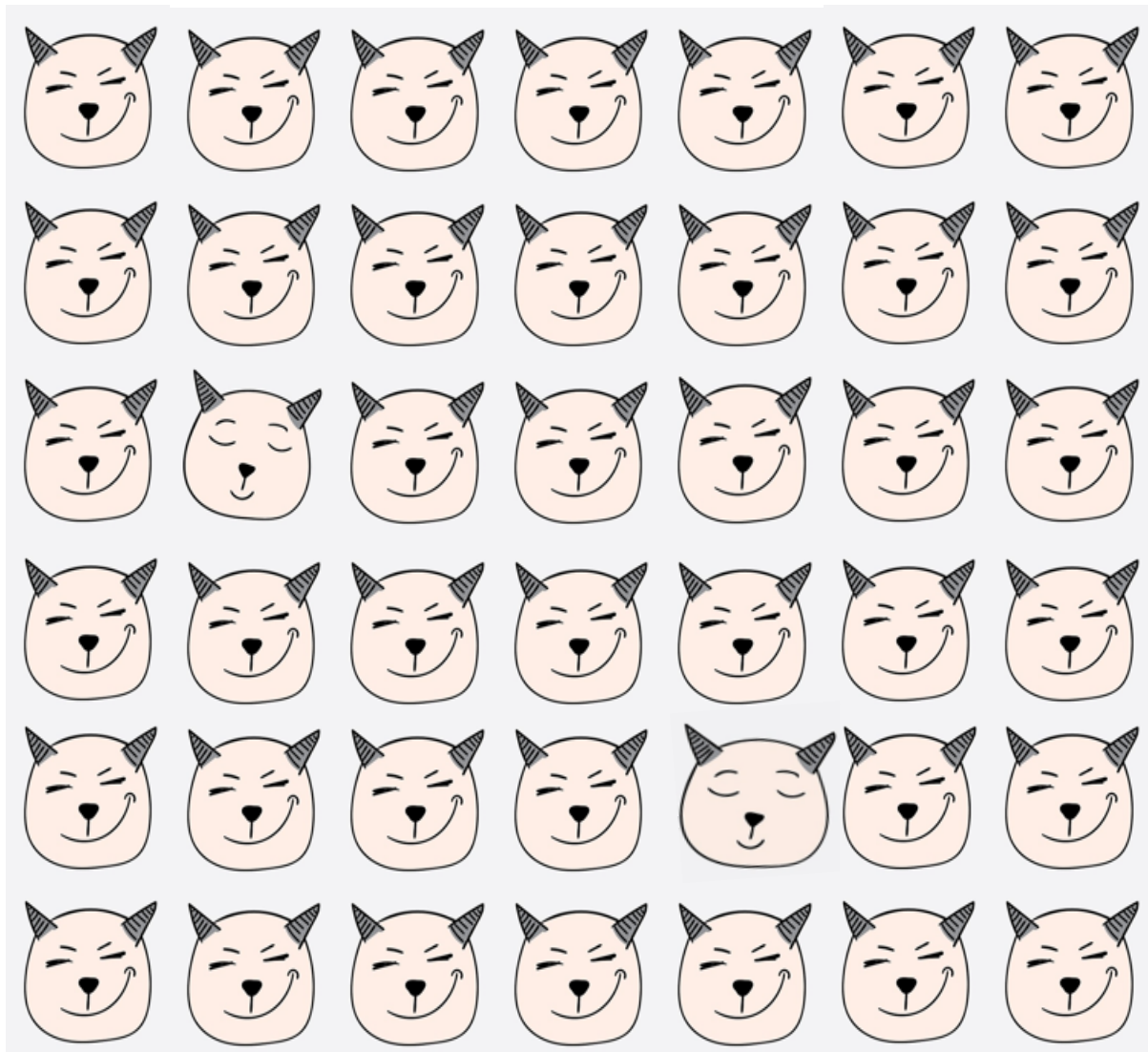
Can you find the differences between the two pictures?



Exercise 5

Visual discrimination

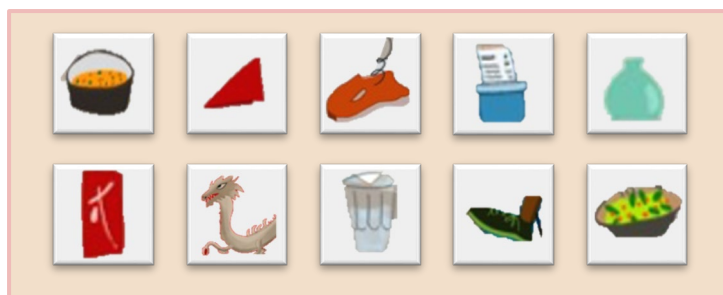
Find and circle the different pictures



Exercise 6

Visual figure ground

Find in the picture the 10 small images and circle them.



Exercise 7

Visual figure ground

Find in the picture the ten items and circle them.



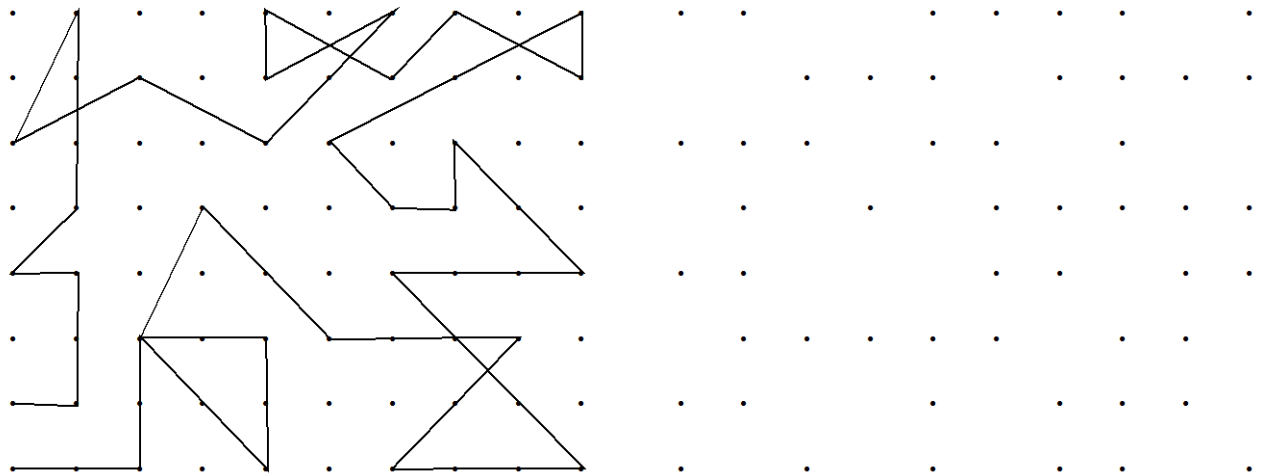
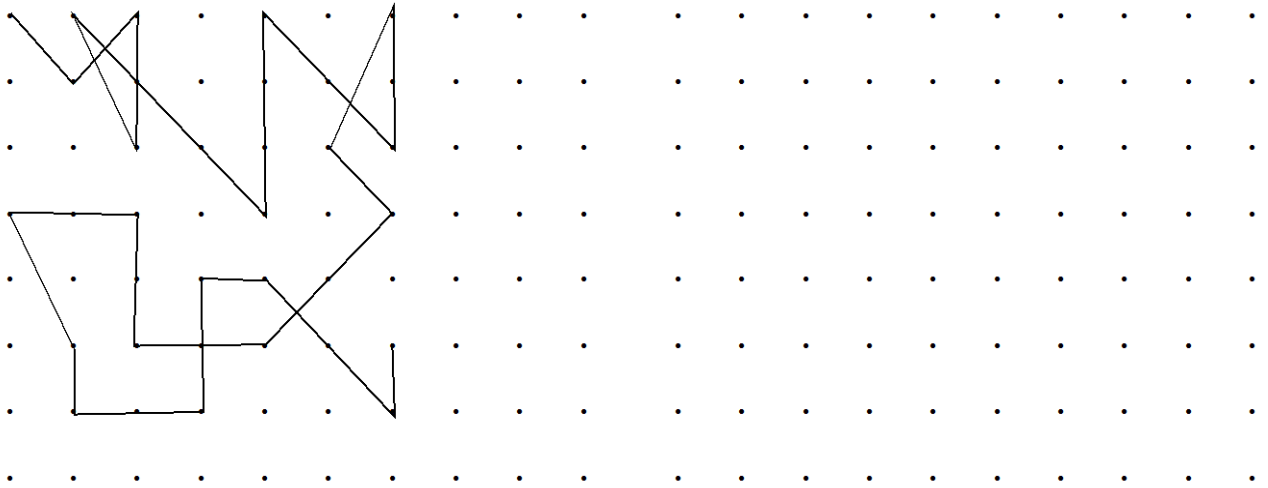
Target items:

1. Croissants
2. Cup
3. Birthday cake
4. Lemon
5. Books
6. Peppers
7. Apples
8. Pan
9. Ladle
10. Napkin

Exercise 8

Visual closure

Copy the shapes



Exercise 9

Visual closure

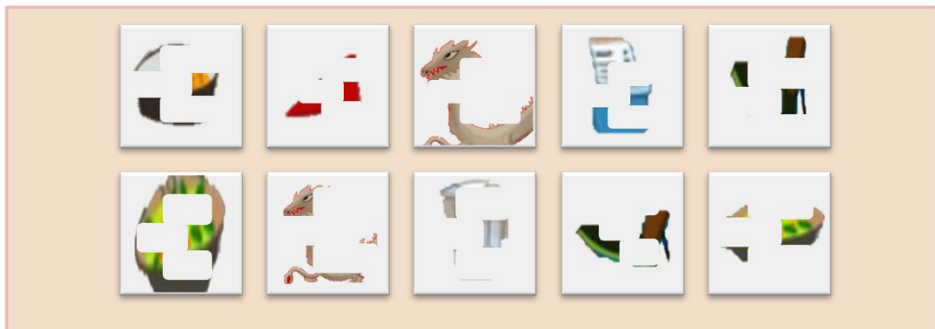
Identify the words and write them on the right

Airway	
Response	
Breathing	
Cylinders	
Compressions	
Operator	
Dispatcher	
Operator	
Ventilation	
Safety	

Exercise 10

Visual figure ground - Visual closure

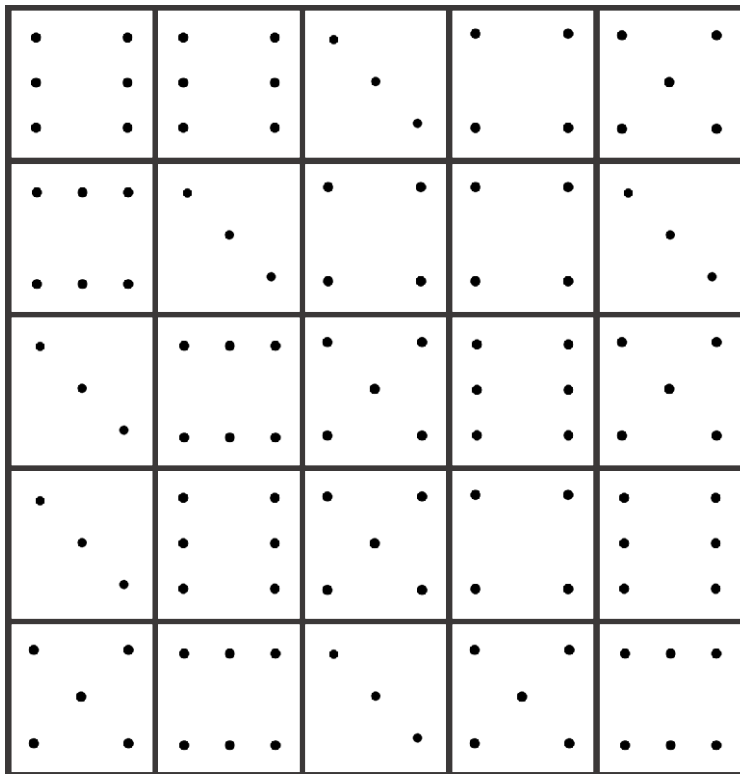
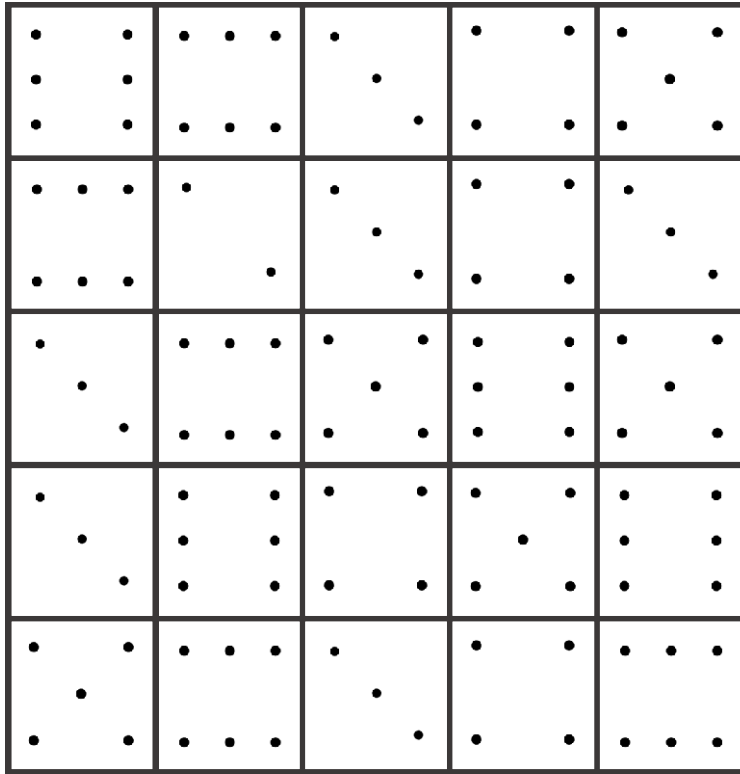
Find in the picture the 10 small images



Exercise 11

Visual attention

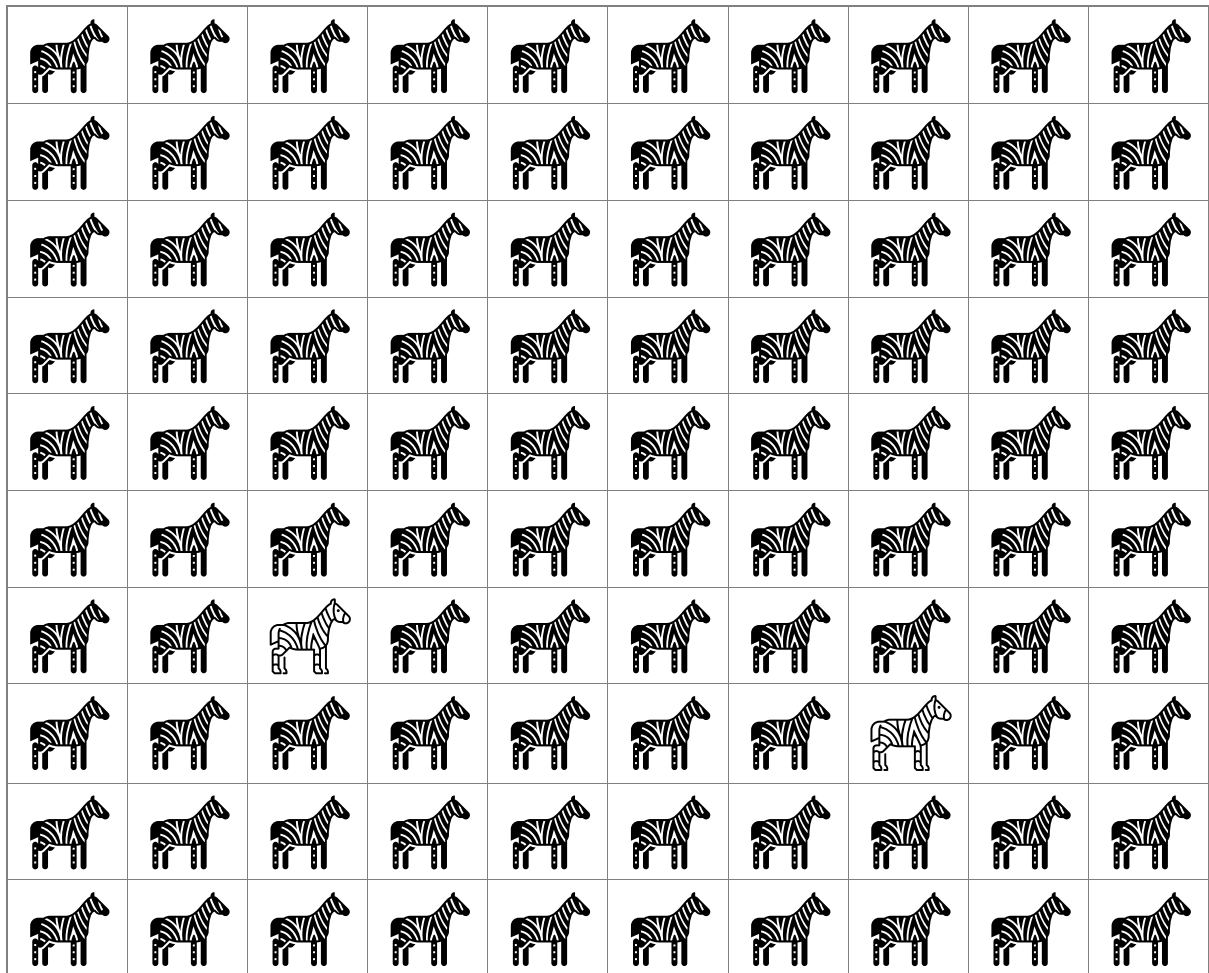
Spot the different squares between the two boards and color them



Exercise 12

Visual attention

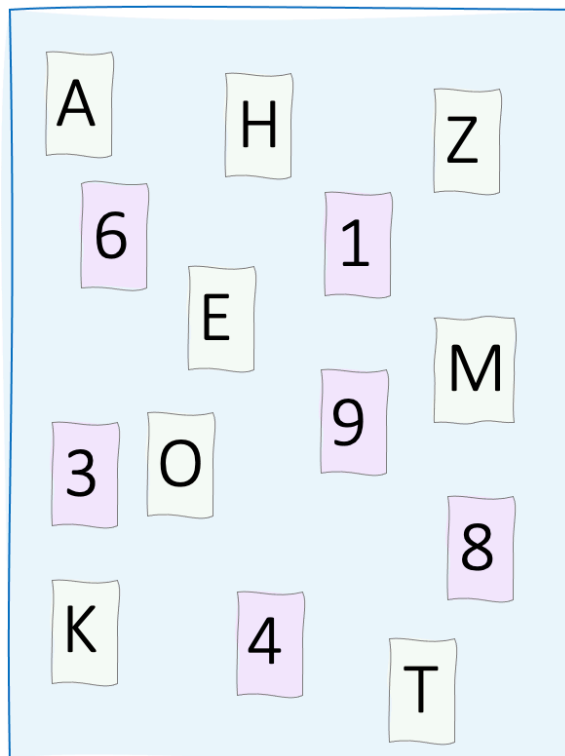
Find and circle the different pictures.



Exercise 13

Visual attention

Draw a line to connect the letters and numbers in sequence.



Exercise 14

Visual attention

Compare the two columns.

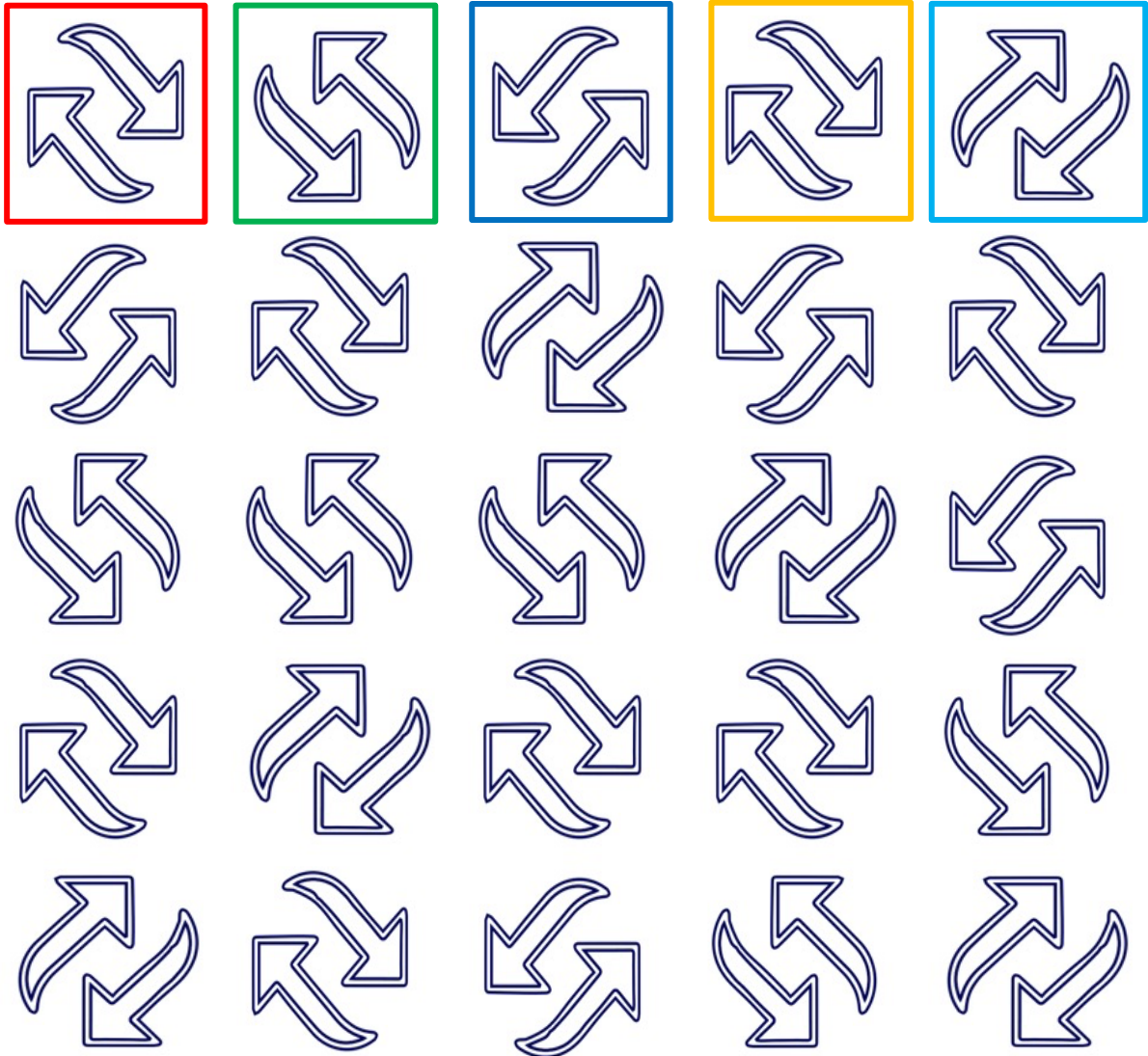
Circle the sequence that matches.



Exercise 15

Visual attention

Circle the shape in each column that matches the one at the top.



Exercise 16

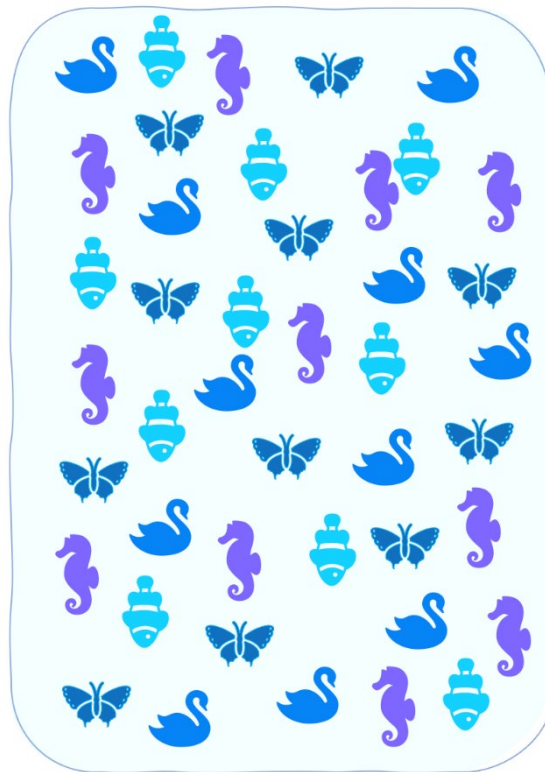
Visual-spatial relations

How many animals look to the left and to the right?

Write the numbers _____, _____.

How many animals look up and down?

Write the numbers _____, _____.



Exercise 17

Visual-spatial relations

Circle in green the athletes that look to the right.

Circle in purple the athletes that look to the left.



Exercise 18

Visual-spatial relations

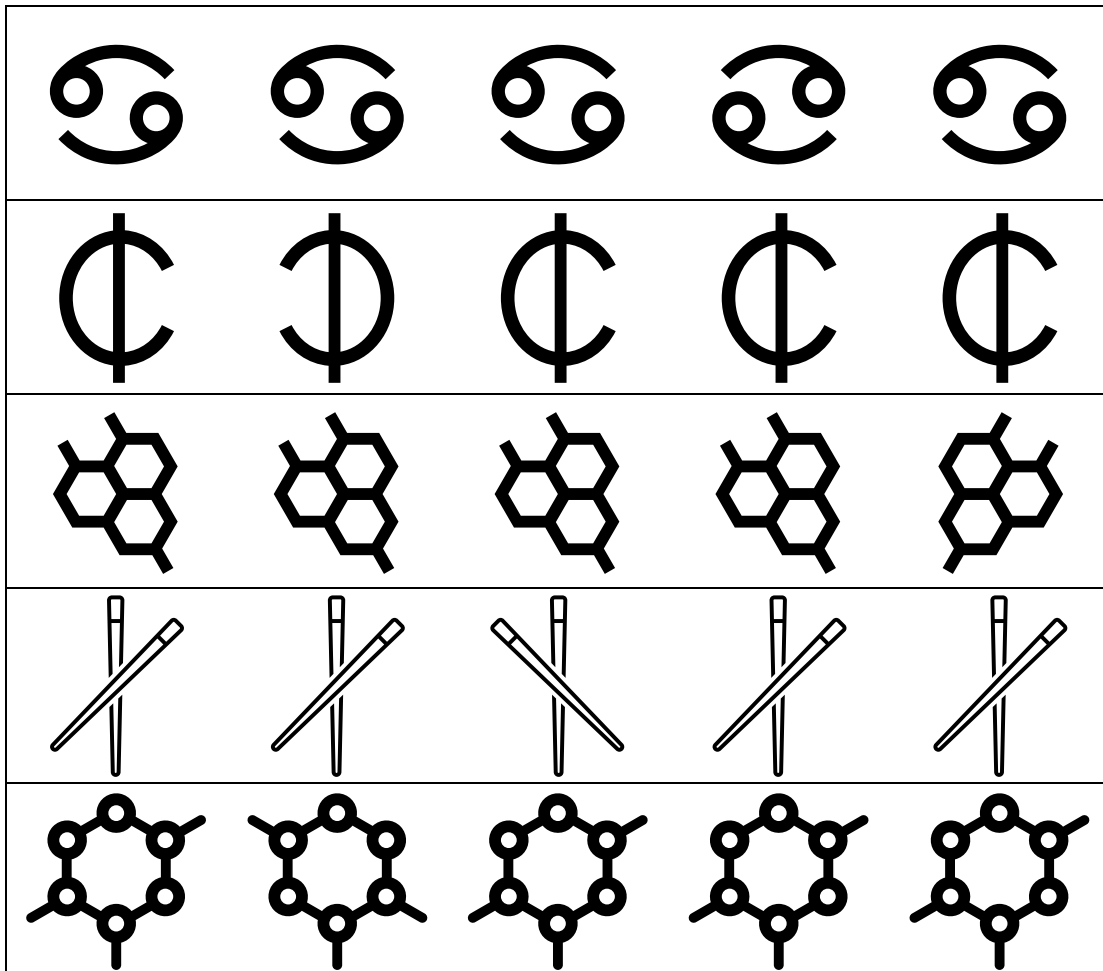
Can you find the matches? Follow the lines with your eyes.



Exercise 19

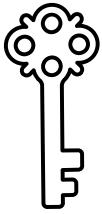
Visual-spatial relations

Circle the different image in each line.

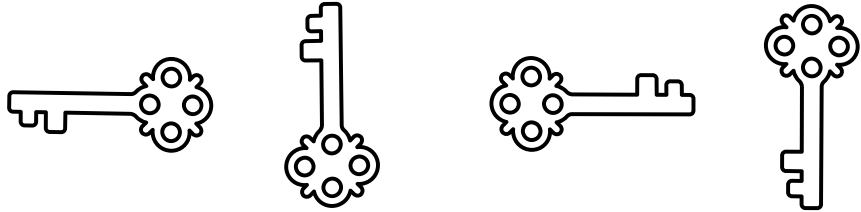


Exercise 20

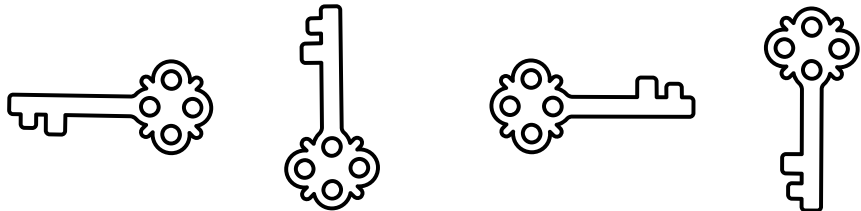
Visual form constancy



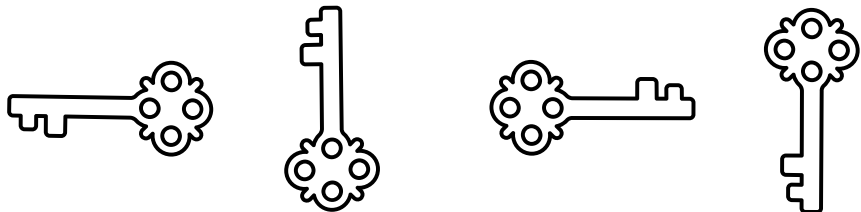
Rotate the key, like from 12 to 3 on a clock. What would it look like?



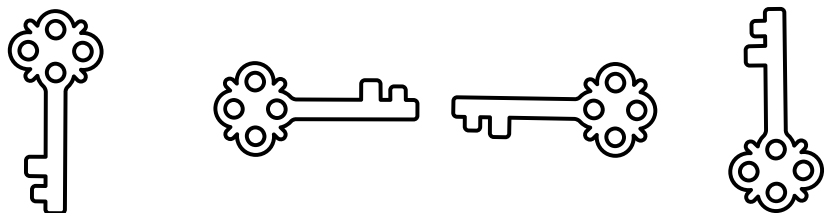
Rotate the key, like from 12 to 6 on a clock. What would it look like?



Rotate the key, like from 12 to 3 on a clock. What would it look like?



What would the mirror image of the key look like, rotated, like from 12 to 3?



Exercise 1

Auditory synthesis and analysis

Say/write each of the following images without the first letter.

























Exercise 1

Focused

Circle one of the following situations

You are in a basketball court	You are downtown	You are in a village
You are on a beach	You are at a garage	You are at a supermarket
You are at a pharmacy	You are at a petrol station	You are at a doctor's practice
	You are at restaurant	

Write 3 things you can see,

Write 3 things you can hear,

Write 2 things you can smell and

3 things you can do in that situation

Exercise 1

Auditory memory



Listen to the description

Circle the errors you spotted

Present the errors to your classmates



Listen to the description

Write down the errors you spotted

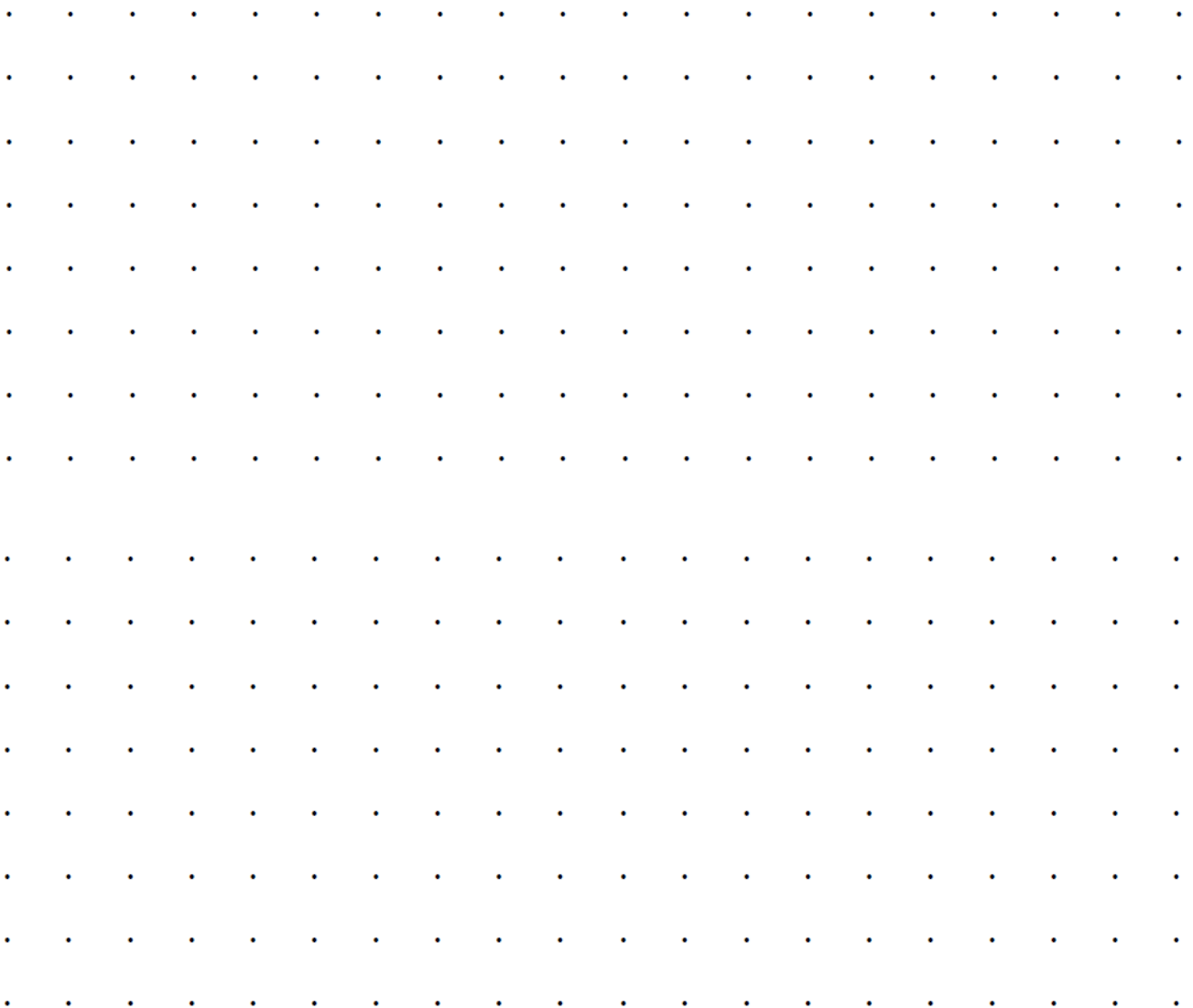
Present the errors to your classmates

Exercise 2

Auditory memory

Listen to the instructions.

Draw by connecting dots.



Exercise 3

Auditory working memory

Listen to the story and

A. draw the events in the correct sequence



B. answer the questions (verbally or in writing).

- Who are the heroes of the story?

Where does the story take place?

- When does the story take place?

- What do the heroes do?

- Why do they do what they do?

- What is the main problem?

Exercise 4

Visual memory

Study the image carefully for two minutes.

When ready, turn the page to complete the exercise.



Answer the six questions below about the image shown on the previous page.

1. How many lights are hanging from the ceiling?

2. What is the old lady eating?

3. What is the waitress holding in her hands?

4. What are the chairs made of?

5. What color is the old woman's dress?

6. What are the two men wearing in common?

Exercise 5

Visual memory

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

Then, cover the picture and try to say as many items as you can remember.

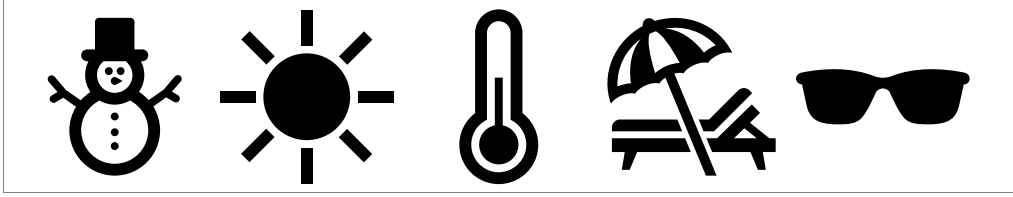
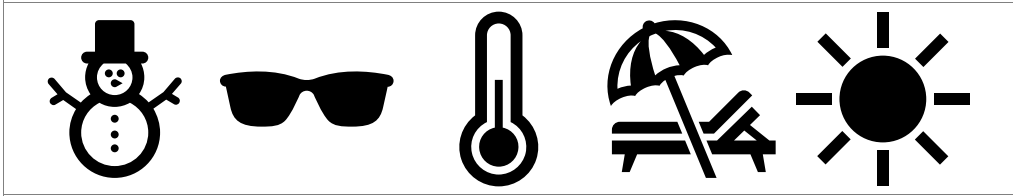
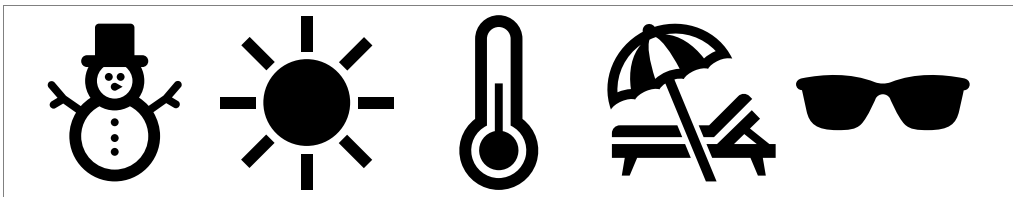


Exercise 6

Visual sequential

Observe the first line, then cover it and

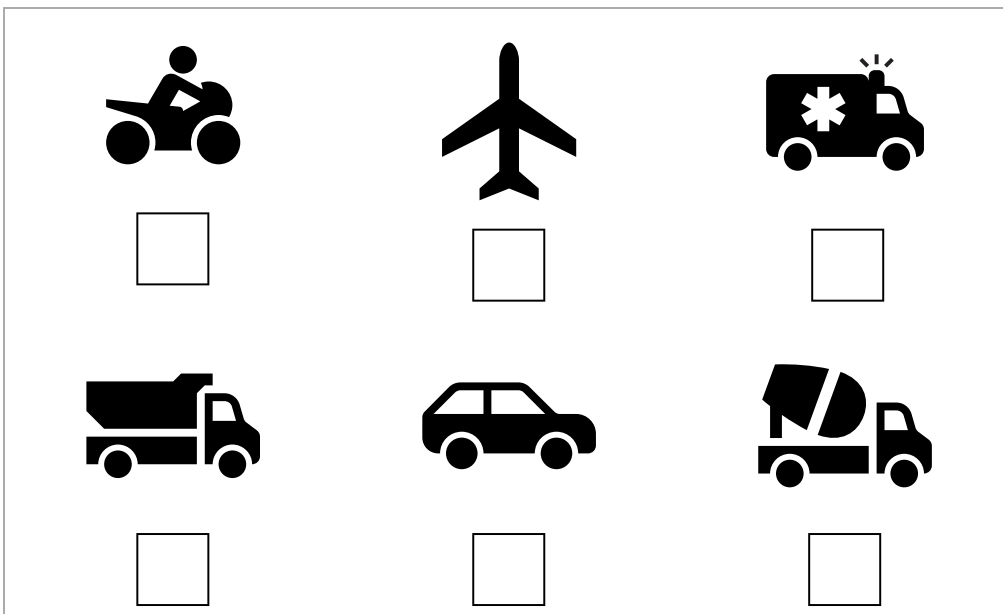
circle the sequence that matches the top one.



Exercise 7

Visual sequential

Look at the sequence of desserts in the top line, then cover it and write its correct order in the box under each vehicle.



Exercise 1

Cause effect 1

Listen to the story.

Fill in the gaps or answer verbally.

_____, because _____

_____, so _____

The cause is _____

_____ causes _____

_____ happens, because _____

_____ as a result of _____

If _____, the end of the story _____

In the story, _____ made the character _____

Due to the fact that _____, _____

Based on _____, _____

Cause effect 2

Read the cause. Write or say the effect.

Cause	Effect
It is a windy day.	
I ate too much cake.	
Dad bought you a bicycle.	
We went to the lake.	
You were hungry.	
It rained today.	
Dad broke his shoelace.	
We watched TV all night.	
Mike walked in the rain for one hour.	
I forgot to set my alarm clock.	
Lisa didn't do her homework.	
I left my lunchbox at home.	
The sun was too hot.	

Cause effect 3

Read the effect. Write or say the cause.

Effect	Cause
Lisa covered her ears because	
Anne bought a cake because	
The waiter dropped his tray because	
Marco did his homework at night because	
Mom burned the popcorn because	
Mike received his black belt in karate because	
Kate's mom took her to the doctor because	
The dog was all wet because	
The milk was sour because	
Nick had a drink because	
Marco did not complete his homework because	
Mike was hungry because	
Lisa called a tow truck because	

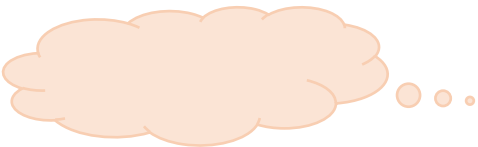
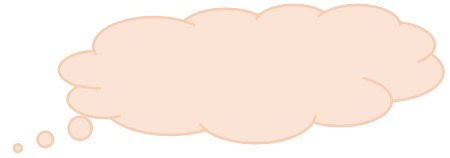
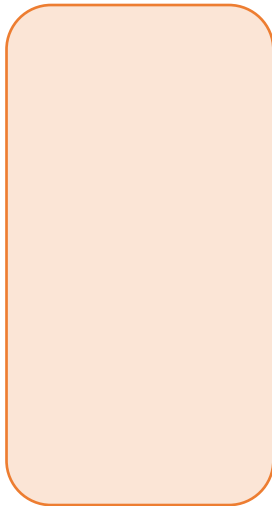
Cause effect 4

In the EVENT box write a problem. In the CAUSE and EFFECT bubbles, write causes and effects for that problem.

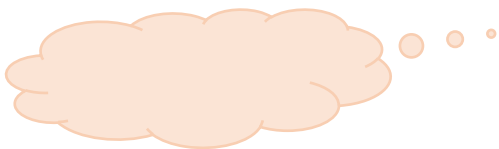
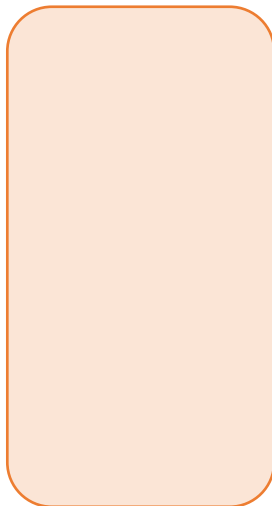
CAUSE

EVENT 1

EFFECT



EVENT 2



Decision making

A. Circle one pair.

- a. Paper book or electronic book
- b. Bicycle or Scooter
- c. Volleyball or Basketball
- d. Art or Science
- e. Flat or House
- f. Museum or Library
- g. Summer or Winter vacation
- h. Outdoor games or electronic games
- i. Adventure or Comedy film
- j. Dark chocolate or Milk chocolate

B. Make a list of pros and cons.

Topic 1: _____

Pros	Cons
1: ----- -----	1: ----- -----
2: ----- -----	2: ----- -----
3: ----- -----	3: ----- -----

Topic 2: _____

Pros	Cons
1: ----- -----	1: ----- -----
2: ----- -----	2: ----- -----
3: ----- -----	3: ----- -----

C. Choose one of the topics.

Write your choice below using the following words:

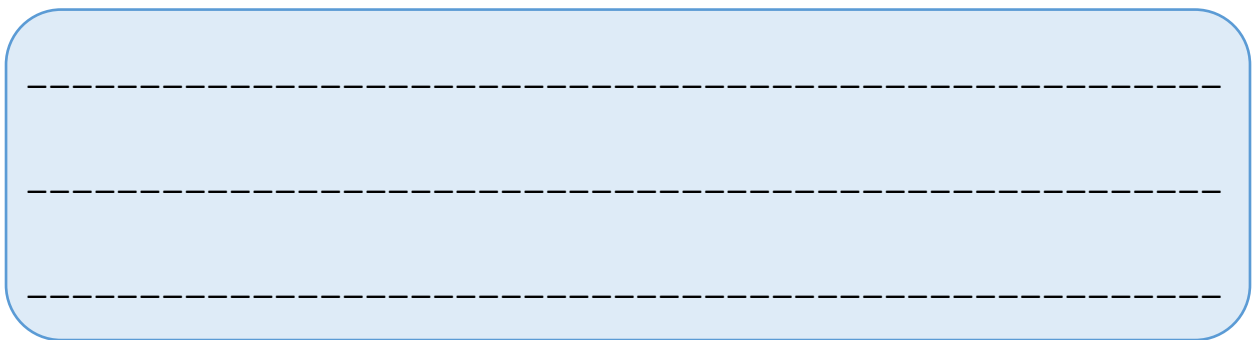
- I believe that
- I choose
- My decision is
- I prefer
- I decided
- I select

D. Write three reasons for your choice.

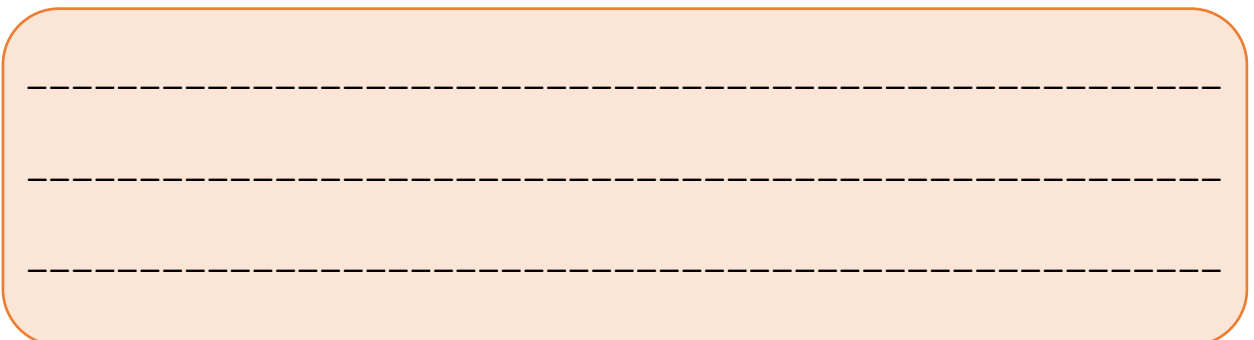
Reason 1:

A green rounded rectangular box with a thin green border. Inside the box, there are three horizontal dashed lines spaced evenly, providing a guide for writing three lines of text.

Reason 2:

A blue rounded rectangular box with a thin blue border. Inside the box, there are three horizontal dashed lines spaced evenly, providing a guide for writing three lines of text.

Reason 3:

An orange rounded rectangular box with a thin orange border. Inside the box, there are three horizontal dashed lines spaced evenly, providing a guide for writing three lines of text.

Logical reasoning

Look at the picture.

Answer the questions in writing or verbally.



- Which season does the story take place in? How do you know it?

- Where are the heroes?

- What are the heroes doing?

- What is the relationship among the heroes?

- What will the heroes do afterwards?

- How do the heroes feel?

- What could happen suddenly?

Problem solving 1

What's the problem?



What am I feeling?



What are the solutions?



What would happen if...?



Which one will I try?



Problem solving 2

Listen to the story.

Fill in the below:

The problem is

Solutions to solve the problem:

1.

2.

3.

Write three steps in order, for each solution.

Solution 1:	Step 1:
	Step 2:
	Step 3:

Solution 2:	Step 1:
	Step 2:
	Step 3:

Solution 3:	Step 1:
	Step 2:
	Step 3:

Before choosing one solution, ask yourself:

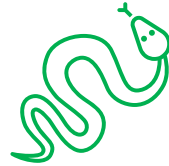
Is it safe for me? <input type="checkbox"/>	Can I do it? <input type="checkbox"/>
How I feel about it? <input type="checkbox"/>	How people feel about it? <input type="checkbox"/>

Which solution do you choose and why?

Exercise 2

Compare-contrast

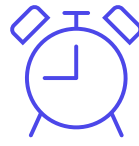
Which are the similarities and differences between those objects? Write them down.



Similarities	Differences



Similarities	Differences



Similarities	Differences



Similarities	Differences

Exercise 3

Argumentation

How to write/support your opinion?

Circle one of the following pairs.

Winter or Summer

Savoury or Sweets

Hotel or Camping

Book or Movie

Sports or Arts

Desert or Jungle

Solo sport or Team sport

Ability to fly or Be invisible

Travel to the past or to the future

1. Give your opinion

I think, I believe, I prefer, In my opinion

A large rounded rectangular box with a blue border and a light blue background, containing five horizontal dashed lines for writing.

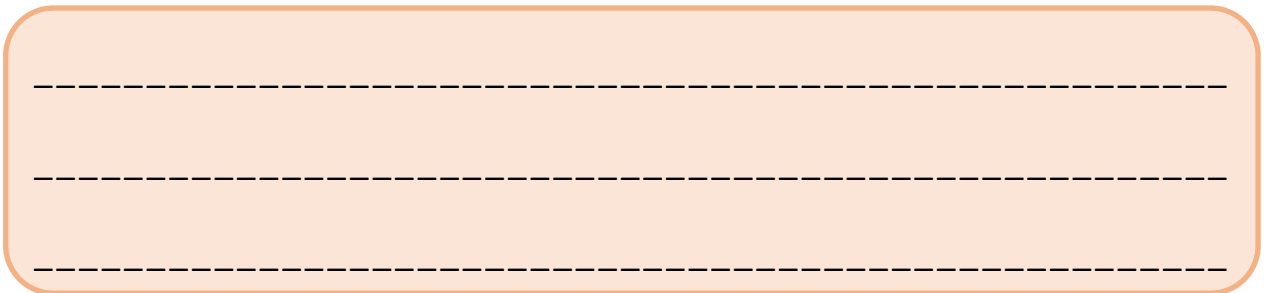
2. Provide reasons

To start with, Firstly, Next, Another reason, Most importantly, Finally




3. Give examples

For example, Additionally, In fact, In other words, In particular



4. Come to a conclusion

To sum up, To conclude, As you can see, To summarize



Exercise 1

Spatial orientation

Draw a Silly Boat



1. Draw a wide rectangle in the middle of the box above
2. Draw a smaller wide rectangle on top of the first one
3. Add 3 cylinders on top of the smaller rectangle for chimneys
4. Add 4 circles inside the larger rectangle for windows
5. Draw an anchor on the larger rectangle
6. Add sea underneath your boat

Draw a Sign



1. Draw the shape of a heart in the center of the box above
2. Draw a green lightning inside the heart
3. Draw the shape of a cross on the top right corner of the box
4. Write the letters A E D on the bottom of the box

Exercise 2

Temporal orientation

For each activity below:

Write or say three steps in sequence.

How to wash my hands



- First, _____

- Then, _____

- Finally, _____

How to organize a birthday party



- First, _____

- Then, _____

- Finally, _____

What to do in a fire



- First, _____

- Then, _____

- Finally, _____

How to make a sandwich



- First, _____

- Then, _____

- Finally, _____

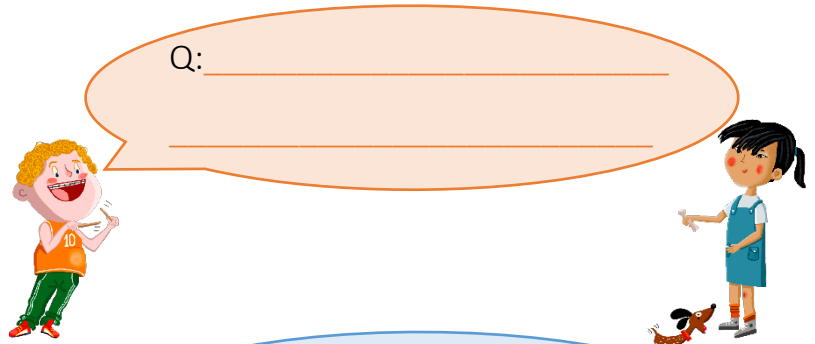
Communication skills

Conversational

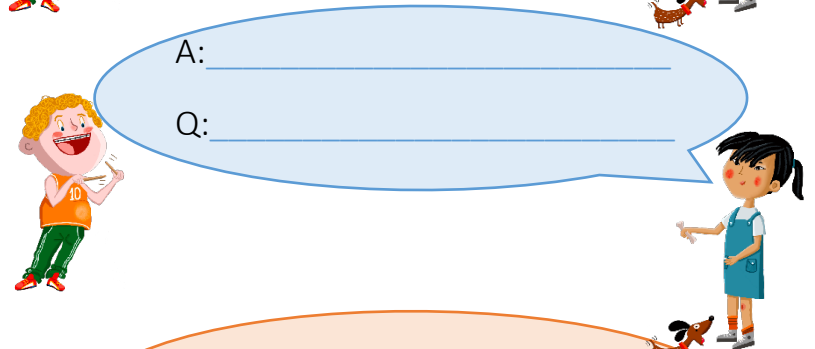
Exercise 1

Write or say a conversation between Mike and Kate following the steps.

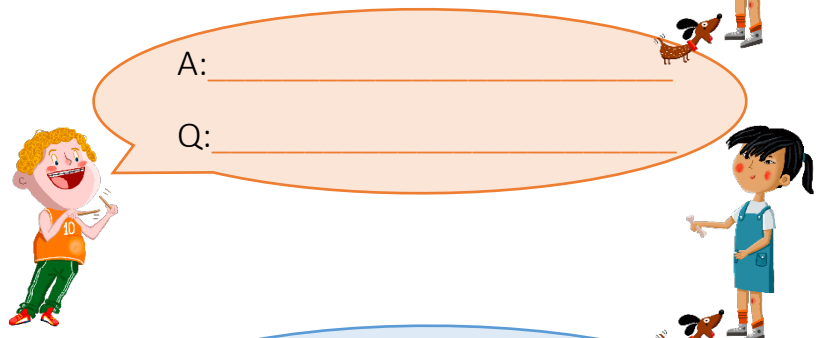
Step 1. Start with a "W" question.



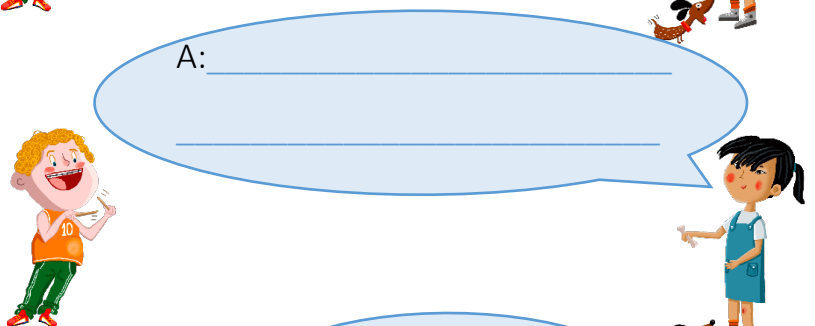
Step 2. Take turns.



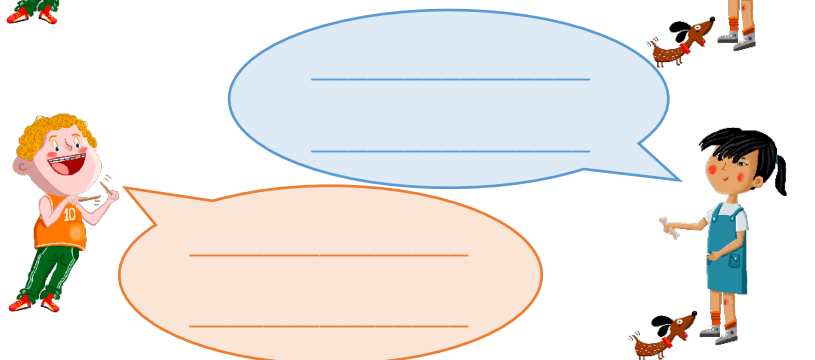
Step 3. Stay on topic.



Step 4. Make a comment.



Step 5. End the conversation.



Exercise 2

You are on a beach. You see a lifeguard and talk to him.
Guess the questions from the following answers.



Q:

A: My name is John.

Q:

A: I am a lifeguard.

Q:

A: I have been a lifeguard for 6 years.

Q:

A: On an island in Greece.

Q:

A: From May until October.

Q:

A: That I must stand under the sun, in temperatures over 35°C.

Q:

A: Because the safety of many people depends on me.

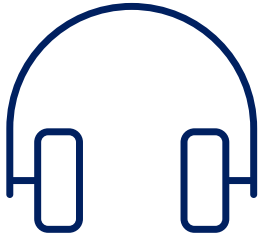
Q:

A: I like it because I get to meet many different people.

Exercise 3

Make questions to get information

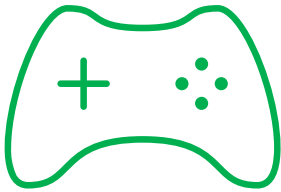
You want to buy the following items. Write or say 3 questions which you would ask the salesperson.



Q1: _____

Q2: _____

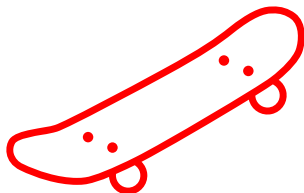
Q3: _____



Q1: _____

Q2: _____

Q3: _____



Q1: _____

Q2: _____

Q3: _____

Exercise 4

A. Observe the picture and read the questions.



1. Which room are James and Maria in?
2. Who is playing video games?
3. What are James and Maria doing?
4. When is the story happening?

B. Colour the word which answers each of the above questions.

1. In the afternoon, James and Maria are playing video games in the living room.
2. In the afternoon, James and Maria are playing video games in the living room.
3. In the afternoon, James and Maria are playing video games in the living room.
4. In the afternoon, James and Maria are playing video games in the living room.

C. Read each sentence saying more loudly the coloured word.

A. Observe the picture and read the questions.



1. Where are the children?
2. What are the children doing?
3. Who is with them?
4. Who is eating ice cream?
5. When is the story happening?

B. Colour the word which answers each of the above questions.

1. The children are in the square with their mother eating ice cream after school.
2. The children are in the square with their mother eating ice cream after school.
3. The children are in the square with their mother eating ice cream after school.
4. The children are in the square with their mother eating ice cream after school.
5. The children are in the square with their mother eating ice cream after school.

C. Read each sentence saying more loudly the coloured word.

Language skills

Narrative language

Exercise 1

Narrate one story

Tick one of the boxes to choose your story.

Something happened to me

My favorite book

My favorite movie

Write the key elements of a story by answering the questions:

BEGINNING	Who?
	Where?
	When?
PROBLEM	What happened?
BUILD UP	How many solutions can the hero find to solve the problem?
RESOLUTION	What solution was given to the problem?
ENDING	What were the achievements/conclusions of the story?

Write your own narration, using the previous key elements.

TITLE:

BEGINNING	<hr/> <hr/> <hr/> <hr/>
PROBLEM	<hr/> <hr/> <hr/> <hr/>
BUILD UP	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
RESOLUTION	<hr/> <hr/> <hr/> <hr/>
ENDING	<hr/> <hr/> <hr/> <hr/>

Exercise 2

Describe a location

Imagine being in the following places.

Use your senses to describe each of them.

Train wagon



I see _____

I feel _____

I taste _____

I smell _____

I hear _____

Underwater



I see _____

I feel _____

I taste _____

I smell _____

I hear _____

Space station



A large orange rectangular area containing five horizontal lines for writing. The lines are colored green, purple, blue, purple, and orange from top to bottom. A small vertical line is on the left side of each line.

Cinema



A large orange rectangular area containing five horizontal lines for writing. The lines are colored green, purple, blue, purple, and orange from top to bottom. A small vertical line is on the left side of each line.

Exercise 3

Describe a person

Describe your favorite hero from a book you read or a game you play.

- What is that hero's **name**?

- What are that hero's **physical characteristics**?

- What is that hero's **appearance**?

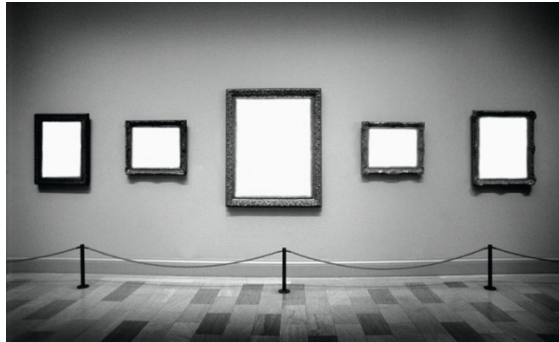
- What is that hero's **profession**?

- How does that hero **behave**?

- What do you **feel** for that hero?

Exercise 4

Describe a museum.



- What is its name?

- Where is it located?

- How does it look like on the inside?

- Why do we go there?

- What other place is similar to it?

- How do you feel when you go there?

Exercise 5

Describe a situation

Describe an emergency situation.



- What happened?

- Where did it happen?

- When did it happen?

- Who is/are the hero/heroes?

- How did the heroes act?

- How did they feel?

- What happened at the end?

- What was a similar situation that happened to you?

Processing speed skills

Exercise 1

Visual-verbal

Say the colour of each word as fast as you can.

Do not read the word.

play	drink	eat	put	pull	wash
ask	speak	wear	try	write	push
show	glue	feel	run	circle	answer
listen	fill	cut	draw	see	cook
clean	swim	dig	wipe	irrigate	build
jump	dance	imagine	drive	fly	sleep
remove	cry	walk	pain	sing	rest
call	scream	climb	come	smile	return
turn	open	correct	fix	buy	break
sale	brush	read	comb	close	travel

Exercise 2

Visual-verbal

Say the colour (other than black) of the first word.

Read the next word.

Repeat the pattern as fast as you can.

sky	Plane	tree	sun	beach
museum	Office	pillow	yogurt	toothpaste
snow	Mirror	milk	closet	spoon
pool	chicken	table	toilet	kiwi
television	Tomato	shampoo	apple	clothes
hospital	Dish	books	carpet	ball
boat	banana	sofa	oven	knife
flower	Door	doll	eggs	pen
house	Hat	marker	chair	car
school	Stripe	jacket	chocolate	train

Exercise 3

Visual-verbal

Say the colour of the first word.

Read the next word backwards.

Repeat the pattern as fast as you can.

yalp	knird	tae	tup	llup	hsaw
ksa	kaeps	raew	yrt	etirw	hsup
wohs	eulg	leef	nur	elcric	rewsna
netsil	llif	tuc	ward	ees	kooc
naelc	miws	gid	epiw	retaw	dliub
pmuj	ecnad	enigami	evird	ylf	peels
evomer	ycr	klaw	truh	gnis	tser
llac	maerCS	bmilc	emoc	elims	nruter
nrut	nepo	Tcerroc	xif	yub	kearb
lles	hsurb	daer	bmoc	esolc	levart

Evaluation

Questionnaire/activities for children

Look at the picture and answer the following questions.



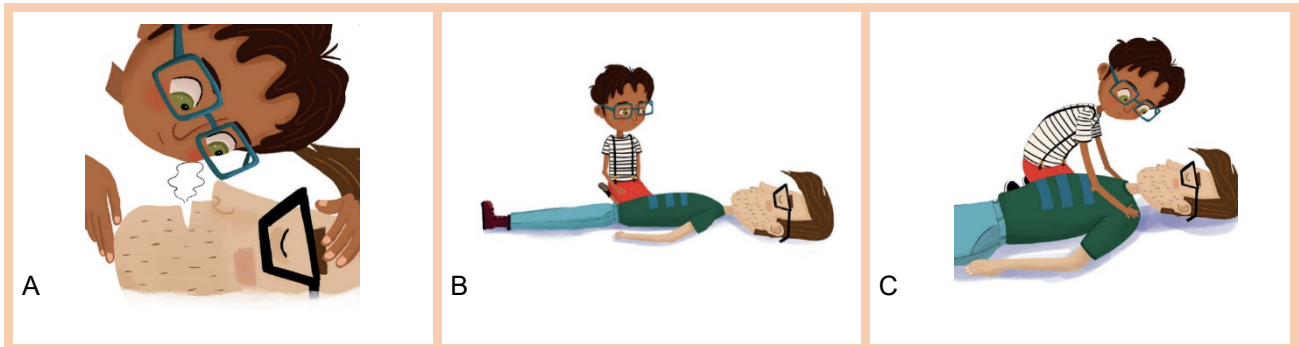
1. What is the European emergency phone number?

- A 112
- B 118
- C 911
- D 115

2. Is the European emergency phone number free of charge?

- A Yes
- B No
- C It depends on your provider

3. You are in the park with your friends, you see a man lying down and you help him, as it is safe for you. What is the most appropriate action? Put the actions in order from 1 to 3.



A Check for normal breathing

B Kneel by his side

C Check for response

4. What do you do to check if the man is conscious?

A I clap my hands

B I gently shake the shoulders of the victim and ask him loudly "Are you alright?".

C I use my senses: I see if the chest is moving, I feel the breathing, I hear the breathing, I touch the chest to feel if it is moving or not

D I scream loud

5. The man in the park is unresponsive. What should you do now?



A Ask someone to call 112 or take your mobile phone and dial 112, if you have one

B Ask someone to call your parents or take your mobile phone and dial your parents' number (if you have a mobile phone)

C Call for help shouting loud in the park

D Ask someone to call 911 or take your mobile phone and dial 911, if you have one

6. What information would you communicate while talking to 112?



A Your name and surname

B Details of her dress

C First I tell them where I am to enable the ambulance to find me soon

7. What do you do while you call the 112? Choose the right answer

A I stay with the man I am helping and activate the speaker function of my phone

B I move around the park

C I hang up

8. What action paramedics apply to the man, when they reach the park with the ambulance?





A Chest compression

B Ventilation

C Belly compress

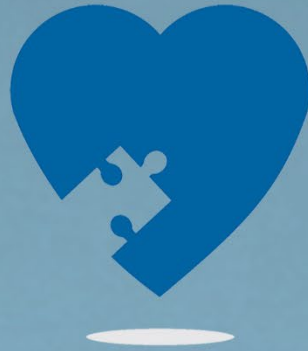
Rubric

Circle the statement that best describes your level of confidence in each BLS stage.

	Levels of the performance			
Elements	Fully 	Partially 	With slight difficulties 	With someone's help 
Emergency recognition	Your mate understands immediately and without anyone's help that the person needs for help	Your mate understands that the person needs for help, but it takes some time	Your mate has a little trouble understanding that someone needs help	Your mate understands that the person needs for help only when someone points it out
Safety	Your mate immediately realizes that the situation is safe (no cars, fire, electricity dangers)	Your mate understands that the situation is safe, not caring for the people around and for the victim	Your mate has a little trouble understanding that the situation is safe for everyone	Your mate understands that the situation is safe only when someone tells it is
Check for response	Your mate knows how to act confidently (kneeling by the side, shaking/gently touching shoulders, asking "Are you right?")	Your mate knows how to act, but it takes a little time to reflect	Your mate has a little trouble to remember what to do	Your mate acts just when someone guides the actions

Check for normal breathing	Your mate knows easily how to place hands and how to look, listen and feel the breath of the victim to understand if breathing is normal	Your mate remembers how to place the hands but has trouble to move on	Your mate has a little trouble to remember what to do	Your mate acts just when someone tells how to check for normal breathing
Call for help	Your mate immediately picks up the phone (or asks someone to do it) and calls the emergency number autonomously	Your mate remembers to pick up the phone (or to ask someone to do it), but has trouble remembering the number	Your mate picks up the phone (or asks someone to do it) and stops	Your mate picks up the phone (or asks someone to do it) just when someone suggests it and recalls the number
Call managing	Your mate explains clearly and easily what is happening by standing next to the victim and activating the speaker	Your mate explains what is happening, but forgets some of the passages	Your mate has trouble explaining what is happening and doesn't activate the speaker function	Your mate can only explain what is happening with the help of other people

Chest compression	Your mate knows how to act confidently (kneeling by the side of the victim, placing hands on the center of the chest, keeping arms straight and pressing them straight down deep, fast)	Your mate knows how to act, but it takes a little time : the passages are not immediate	Your mate has a little trouble to remember what to do	Your mate acts just when someone guides the actions
Ventilation	Your mate knows when to start ventilation	Your mate remembers when to start ventilation and how to do it properly, but with little trouble	Your mate has a little trouble to remember what to do	Your mate acts just when someone guides the steps
AED	Your mate knows that an AED is needed and easily retrieves it in a very short time	Your mate doesn't remember well where the AED is placed , but looks for it and finds it after some time	Your mate has difficulties in remembering what an AED is and needs time to think	Your mate finds and gets the AED only when someone explains what and where it is



lifeforce

KIDS
SAVE
LIVES



Ελληνική Εταιρεία
Επείγουσας
Προνοσοκομειακής
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UNIKLINIK
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