

Abstract

The thesis is focused on teaching first aid at the first level of primary school. I'm presenting the latest first aid methods in the theoretical part. Furthermore, the thesis deals with how first aid is thought of in the framework curriculum for primary education. There is also a mention of the skills of younger school age pupils from a developmental psychology perspective. It also discusses appropriate methods and form of teaching to help teachers in presenting first aid. The practical part of the thesis deals with the readiness and unreadiness of graduates of the Faculty of Education of Charles University to teach first aid. Through a questionnaire, I'm investigating whether students would welcome first aid teaching as a compulsory subject, and what they feel insecure about when teaching first aid. I also suggest a week-long thematic lecture and proven methods and forms of work. The results of research are presented, evaluating whether students who have received thematic first aid instruction are more likely to remember and be able to administer first aid than students who have not participated. The research shows that pupils who have received thematic teaching actually remember more, even after a year of receiving this lesson. The questionnaire also shows that students, graduates and teachers do not feel sufficiently prepared for first aid teaching and would welcome first aid as a compulsory subject. In such a case, they would also appreciate thematic materials that would help them in teaching first aid.

Key words:

first aid, prevention, younger school age, thematic lecture, teacher education