



PEDIATRIC FIRST AID | CPR AED

INSTRUCTOR GUIDE

VERSION 10, 2026

CONTENTS

Pediatric First Aid CPR AED	B
About This Instructor Manual	1
Keywords and Definitions	2

Part One

Universal Concepts 7

Procedures for Pediatric First Aid CPR AED.....	8
Prevention.....	10
The Difference Between Pediatric and Adult First Aid CPR AED Training	11
Children Are Not Just Miniature Adults	11
Regulatory Framework	12
Design	12
Infection Control	13
High-Quality Cardiopulmonary Resuscitation (HQ-CPR)	14
Pediatric First Aid/CPR AED Continuum	14
Constructive Feedback	15
Contextual Learning	15
Deliberate Practice	16
Distributive or Spaced Practice	16
Manikins and Feedback Devices for CPR Training	16

Part Two: Program Description 17

Program Goal	18
Class Goal	18
Terminal Learning Objectives.....	19
Class Audience	20
Class Instructor	20
Student-to-Instructor Ratio (SIR).....	20
Student-to-Manikin Ratio (SMR).....	20
Program Design	20
Class Format	20
Program Flexibility	20
Class and Certification Type Options	20
Instructional Strategy	21
Instructor Proficiency.....	22
Code of Ethics for HSI Instructors	22
Instructional Tools	22
Lesson Objectives.....	22
Methods	23
Evaluation	23
Required Training Content.....	23
Third-Party Training Content	23

Part Three: Teaching Pediatric

First Aid | CPR AED 25

Training Program Structure 26

Main Lesson Segments	26
Using Lesson Plans	27
Using the Procedure Graphics.....	27

Class Format and Delivery Method 28

Before Teaching a Class 29

Quality Assurance	29
Preparing for Class	29
Using the Class Presentations	29
Student Hands-On Practice Methods	30
Conducting Video-Guided Practice	31
Practicing with Skill Sheets	31
Practicing with Scenario Sheets	32
Evaluation	33
Conducting Hands-On Skill Testing	33
Individual Performance Evaluation	34
Group Performance Evaluation	35
Remediation	36
Knowledge Evaluation is Optional.....	36
Class Evaluation is Required	37

After the Class 37

Documentation and Record Keeping	37
--	----

At-a-Glance Class & Certification Types Tables 38

Lesson and Class Duration	38
Durations By Method	38
At-a-Glance: Initial Training, Traditional Classroom	39
At-a-Glance: Initial Training, Blended Learning Face-to-Face Portion.....	42
At-a-Glance: Challenge	44

Part Four: Lesson Plans..... 45

About the Lesson Plans and Class Types	46
About the Procedure Graphics	46

Initial Training, Traditional Classroom..... 47

Learning Environment.....	47
Classroom Space and SIR	47
Classroom Health and Safety	48
Class Preparation	49
Class Equipment & Materials Checklist for All Class Types	50
Required Class Equipment & Materials	50
Optional Class Equipment and Materials	51

Introductory Lesson Plans 52

Introduction to Emergency Care	52
Children Compared to Adults	54
Legal Concepts	55
Roles, Responsibilities & Priorities.....	56
Responding to an Emergency	58
Responding to an Emergency Skill Test	61

Child CPR AED Lesson Plans 63

Child – Cardiac Arrest & Chain of Survival	63
Child – Chest Compressions.....	64
Child – Airway, Breaths & Using a CPR Mask.....	66
Child – Automated External Defibrillation & Using an AED	68
Child – One-Provider CPR AED.....	70
Child – Additional CPR AED Considerations	72
Child – Suspected Opioid-Associated Emergency	73
Child – Relief of Choking	74
Child – One-Provider CPR AED Skill Test.....	75

Infant CPR AED Lesson Plans 77

Infant – Procedure for Pediatric CPR AED	77
Infant – Chest Compressions	78
Infant – Airway, Breaths & Using a CPR Mask	80
Infant – Using an AED.....	82
Infant – One-Provider CPR AED	84
Infant – Suspected Opioid-Associated Emergency ...	86
Infant – Relief of Choking.....	87
Infant – One-Provider CPR Skill Test	89

Adult CPR AED Lesson Plans 91

Adult – Procedure for Adult CPR AED	91
Adult – Chest Compressions	92
Adult – Airway, Breaths & Using a CPR Mask	94
Adult – Using an AED.....	96
Adult – One-Provider CPR AED	98
Adult – Additional CPR AED Considerations.....	100
Adult – Suspected Opioid-Associated Emergency	101
Adult – Relief of Choking	102
Adult – One-Provider CPR AED Skill Test	103

Pediatric First Aid Lesson Plans

Drowning	105
External Bleeding	107
Shock	109
Internal Bleeding	110
Amputation	111
Impaled Objects	112
Open Chest Wound	113

Open Abdominal Injury	114
Head, Neck, or Spinal Injury.....	115
Eye Injuries	116
Burns.....	117
Bone, Joint & Muscle Injuries	119
Concussion.....	121
Abusive Head Trauma.....	122
Minor Wounds	123
Tooth Injuries.....	125
Bleeding from the Nose.....	126
Altered Mental Status	127
Presyncope & Syncope	128
Diabetes & Hypoglycemia.....	129
Seizure	130
Difficulty Breathing.....	132
Asthma	133
Severe Allergic Reaction.....	134
Child – Relief of Choking (Pediatric First Aid Only)	136
Infant – Relief of Choking (Pediatric First Aid Only)	137
Adult – Relief of Choking (Pediatric First Aid Only)	139
Poisoning.....	140
Heat Emergencies.....	141
Cold Emergencies	142
Bites & Stings	143
Severe or Life-Threatening External Bleeding Control Skill Test.....	145
Conclusion Lesson Plan	147

Initial Training, Blended Learning 148

The Online Portion of Blended Learning	148
The Face-To-Face Portion of Blended Learning.....	148
Class Preparation.....	149
Class Equipment and Materials Checklist for All Class Types, Blended Learning	151
Required Class Equipment and Materials, Blended Learning	151
Optional Class Equipment and Materials, Blended Learning	153

Introductory Lesson Plans 154

Introduction to Blended Learning.....	154
Responding to an Emergency	155
Responding to an Emergency Skill Test	158

Child CPR AED Lesson Plans 160

Child – Chest Compressions.....	160
Child – Airway, Breaths & Using a CPR Mask.....	162
Child – Automated External Defibrillation & Using an AED.....	164

Child – One-Provider CPR AED.....	166
Child – One-Provider CPR AED Skill Test.....	168

Infant CPR AED Lesson Plans 170

Infant – Chest Compressions	170
Infant – Airway, Breaths & Using a CPR Mask	172
Infant – Using an AED.....	174
Infant – One-Provider CPR	176
Infant – Relief of Choking.....	178
Infant – One-Provider CPR Skill Test	180

Adult CPR AED Lesson Plans 182

Adult – Chest Compressions	182
Adult – Airway, Breaths & Using a CPR Mask	184
Adult –Using an AED.....	186
Adult – One-Provider CPR AED	188
Adult – One-Provider CPR AED Skill Test	190

Pediatric First Aid Lesson Plans

External Bleeding	192
Infant – Relief of Choking (Pediatric First Aid Only).....	194
Severe or Life-Threatening External Bleeding Control Skill Test.....	196

Conclusion Lesson Plan 198

Class Evaluation, Documentation, and Certification	198
--	-----

Renewal Training 199

Renewal Instructional Strategy	199
Renewal with Spaced Practice.....	199
Pediatric First Aid Child, Infant, and Adult CPR AED Renewal Training (Foundational Class).....	200
CPR AED Child, Infant, and Adult Renewal Training	201
Pediatric First Aid Only Renewal Training	202

Challenge 203

Delivery Method	203
Class Equipment and Materials Checklist for All Class Types, Challenge	203
Required Class Equipment and Materials, Challenge	204
Optional Class Equipment and Materials, Challenge.....	205

Introductory Lesson Plan..... 206

Introduction to Challenge	206
Knowledge and Performance Evaluation	207
Conclusion	208

Part Five: Appendix 209

Responding to an Emergency

Individual Performance Evaluation Sheet 1	210
Group Performance Evaluation Sheet 1	212

Child – One-Provider CPR AED

Individual Performance Evaluation Sheet 2	214
Group Performance Evaluation Sheet 2	217

Infant – One-Provider CPR

Individual Performance Evaluation Sheet 3	219
Group Performance Evaluation Sheet 3	221

Adult – One-Provider CPR AED

Individual Performance Evaluation Sheet 4	223
Group Performance Evaluation Sheet 4	226

Severe or Life-Threatening External Bleeding Control

Individual Performance Evaluation Sheet 5	228
Group Performance Evaluation Sheet 5	230
Student Hands-On Skill Practice & Testing Log	232
Class Roster	233
Spaced Practices Sessions Attendance Sheet	235
Sample Class Floor Plan.....	236

ABOUT THIS INSTRUCTOR MANUAL

In 2020, HSI began the process of transitioning several emergency care training brands (American Safety and Health Institute [ASHI], EMS Safety [EMSS], and MEDIC First Aid), into a single unified one – HSI. While this brand consolidation is complete, HSI’s certification cards and training materials continue to carry the ASHI, EMS Safety, and MEDIC First Aid logos to address the risk of confusion in the market, and among regulators and others. With time, these logos will be fully phased out.

This instructor guide is one component of completely revised HSI Pediatric First Aid | CPR AED training program materials that incorporate the most current pediatric first aid and CPR AED guidelines and treatment recommendations. It provides authorized HSI Authorized Instructors with flexibility to offer five different class types and certifications, depending on what employers or students require or desire.

1	Pediatric First Aid Child, Infant, and Adult CPR AED
2	Pediatric First Aid Child and Infant CPR AED
3	Pediatric First Aid
4	CPR AED Child, Infant, and Adult
5	CPR AED Child and Infant

However, the foundation of this training program is the Pediatric First Aid and Child, Infant, and Adult CPR AED class. As such, the primary “route” through this instructor guide is the Pediatric First Aid | Child, Infant, and Adult CPR AED class type. For details on other class types, please refer to Part Three: Teaching Pediatric First Aid and CPR AED.





Procedures for Pediatric First Aid | CPR AED

With this completely revised and updated training program, we have integrated the following procedures. They are:

1. Procedure for Pediatric First Aid, CPR AED
2. Procedure for Pediatric CPR AED
3. Procedure for Adult CPR AED
4. Procedure for Child and Adult Foreign-Body Airway Obstruction (FBAO)
5. Procedure for Infant Foreign-Body Airway Obstruction (FBAO)
6. Procedure for Pediatric Severe or Life-Threatening External Bleeding Control

A procedure is “a particular way of accomplishing something or of acting.”⁹ These procedures are simple step-by-step diagrams and instructions that provide guidance for assessing, prioritizing, and performing pediatric first aid, CPR AED, foreign-body airway obstruction relief, and life-threatening external bleeding control. They are modeled after “decision tree” medical algorithms and are based on scientific evidence, national guidelines, and the consensus of experts.

⁹ “Procedure.” [Merriam-Webster.com](https://www.merriam-webster.com/dictionary/procedure) Dictionary, <https://www.merriam-webster.com/dictionary/procedure> [Retrieved 1/8/26].

Instructors must help orient each student to the procedures that are relevant for the class they are taking and the certification they are pursuing. (Table 1).

Table 1

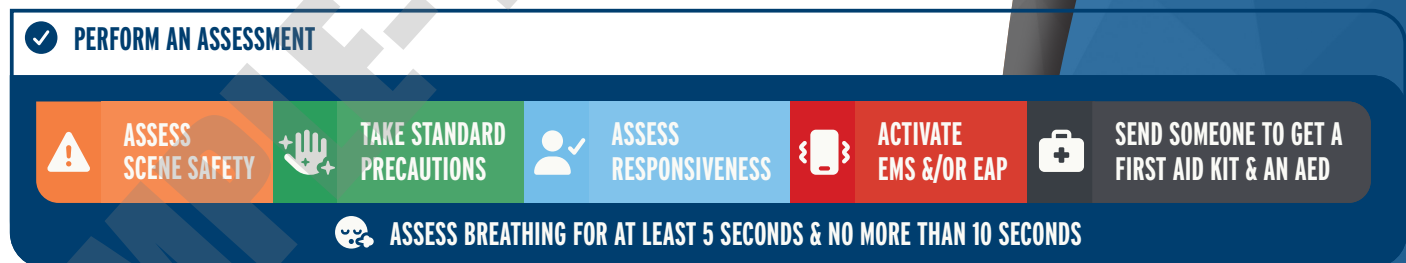
#	PROCEDURE	CLASS TYPE				
		Pediatric First Aid Child, Infant, and Adult CPR AED	Pediatric First Aid Child and Infant CPR AED	Pediatric First Aid	CPR AED Child, Infant, and Adult	CPR AED Child and Infant
1	Procedure for Pediatric First Aid, CPR AED	✓	✓	✓		
2	Procedure for Pediatric CPR AED				✓	✓
3	Procedure for Adult CPR AED	✓			✓	
4	Procedure for Child and Adult Foreign-Body Airway Obstruction (FBAO)	✓	✓	✓	✓	✓
5	Procedure for Infant Foreign-Body Airway Obstruction (FBAO)	✓	✓	✓	✓	✓
6	Procedure for Pediatric Severe or Life-Threatening External Bleeding Control	✓	✓	✓		

Assessment of the scene and the child is a critical skill that applies in any emergency.

The procedures for pediatric first aid and CPR AED all begin with the same steps of assessment (Fig. 1):

1. Assess scene safety.
2. Take standard precautions.
3. Assess responsiveness.
4. Activate EMS and/or your emergency action plan (EAP).
5. Send someone to get the first aid kit and an AED (unless readily available to you).
6. Assess breathing for at least 5 seconds and no more than 10 seconds.

Figure 1



In the case of foreign-body airway obstruction or choking, the procedure includes assessment of a responsive child, infant, or adult to determine if the obstruction is mild or severe.

It is important to emphasize that while these steps are listed in sequence, in a real emergency they may need to be carried out in a different order or performed simultaneously (especially when multiple providers are available). The steps of assessment and the procedures are intended as decision-making guidance and not an inflexible sequence of steps that must be strictly adhered to.



TRAINING PROGRAM STRUCTURE

To be successful in teaching, instructors need to be familiar with the structure of this training program. This includes, but is not limited to, the main lesson segments, class types, certification options, class format, and delivery methods.

Main Lesson Segments

This training program is divided into six main lesson segments. They are:

1	Introductory Lessons
2	Child CPR AED Lessons
3	Infant First Aid Lessons
4	Adult CPR AED Lessons
5	Pediatric First Aid Lessons
6	Conclusion Lesson

The Pediatric First Aid lesson segment is also divided into subcategories. They are:

1	Injury Emergencies
2	Medical Emergencies
3	Environmental Emergencies

The six main lesson segments are combined or taught individually depending on the class type and related certification. Each main lesson segment contains lesson plans. Each lesson plan provides sequential directions for teaching that lesson. For example, the first main lesson segment, "Introductory Lessons," contains five lesson plans titled:

1. Introduction to Emergency Care
2. Children Compared to Adults
3. Legal Concepts
4. Roles, Responsibilities & Priorities
5. Responding to an Emergency

Class Equipment & Materials Checklist for All Class Types

The table below lists equipment and materials required for all five class types.

REQUIRED CLASS MATERIALS	REQUIRED CLASS EQUIPMENT
☐ HSI Pediatric First Aid CPR AED Instructor Guide, 1 per instructor ☐ Class roster, 1 copy ☐ Pediatric First Aid CPR AED Complete Class presentation playlist for the class type you are teaching (created in Otis) ☐ Performance evaluation sheets for the class type you are teaching (see below) ☐ HSI Pediatric First Aid CPR AED Skill Guide, minimum 1 for each 3 students ☐ Certification card(s) purchased from HSI for the class type you are teaching (print or digital, 1 per student)	☐ Desktop or laptop computer (Windows or Mac), or smartphone or tablet, 1 per instructor ☐ Internet connection (for streaming), HSI Video Player in Otis or HSI Training App with downloaded class presentation media ☐ Video monitor or computer projector and screen large enough for all students in class to see ☐ Disposable gloves (nonlatex), minimum 2 pairs for each student
ADDITIONAL RECOMMENDED TOOLS FOR IN-PERSON TRADITIONAL CLASSROOM FORMAT	
☐ Pens or pencils, 1 for each student ☐ Blankets, kneeling pads, or mats, 1 for each 3 students ☐ Name tags or tent cards, 1 for each student ☐ Spare projector bulb (as needed) ☐ Extension cord(s)	☐ Multi-strip power surge protector ☐ Whiteboard with dry-erase pens and eraser ☐ Large black markers for student name tags or tent cards ☐ Large envelope for class paperwork

Required Class Equipment & Materials

The table below lists required equipment and materials for all class types by main lesson segment.

EQUIPMENT/MATERIALS	MAIN LESSON SEGMENT				
	INTRODUCTORY	CHILD CPR AED	INFANT CPR AED	ADULT CPR AED	PEDIATRIC FIRST AID
CPR manikins, minimum 1 for each 3 students (1:1 recommended)		☐ CHILD/ADULT	☐ INFANT	☐ ADULT	
CPR manikin cleaning and disinfecting wipes		☐	☐	☐	
AED training device with pediatric and adult pads, minimum 1 for each 3 students		☐ PEDIATRIC PADS	☐ PEDIATRIC PADS	☐ ADULT PADS	
CPR mask and one-way disposable mouthpiece with valve for CPR mask, 1 for each student		☐ CHILD/ADULT	☐ INFANT	☐ ADULT	
Stopwatch (online, smartphone app, or handheld digital) for CPR AED skill tests, minimum 1 per instructor		☐	☐	☐	
CONTINUED ON NEXT PAGE ➔					

RESPONDING TO AN EMERGENCY

 CLASS FORMAT: INITIAL/RENEWAL TRAINING //  DELIVERY METHOD: TRADITIONAL/VIRTUAL CLASSROOM //  DURATION: 21-25 MINUTES



PRESENT

What Students Should Learn

After completing this lesson, the student should be able to:

- ✓ Identify the steps to perform an assessment.
- ✓ Explain why standard precautions and handwashing are necessary.
- ✓ Recall what to do for an unresponsive child or infant who is not breathing or only gasping.
- ✓ Recall what to do for an unresponsive child or infant who is breathing normally.
- ✓ Explain what to do for a responsive, breathing child or infant.
- ✓ Correctly demonstrate how to perform an assessment.
- ✓ Correctly demonstrate when and how to place a child in the recovery position.
- ✓ Correctly demonstrate the removal of contaminated personal protective equipment (gloves).

Why This Topic Matters

Assessment of the scene and the child is a critical skill that applies in any emergency. The steps of assessment are crucial in all but the most minor circumstances. Due to the risk of infection, proper removal of contaminated gloves is imperative.

Play the Video

+ Instructor Notes

1. Have students take a minute or two on their own to identify and review the procedures that align with their training in the HSI Pediatric First Aid | CPR AED Skill Guide. Help orient students to the procedures that apply to the certification and class type they are taking. Refer to the Procedures by Certification and Class Type table in the skill guide.
2. This lesson focuses on the assessment steps, which help a provider determine what the problem is and are similar in each procedure. These appear on the procedure graphics under Perform an Assessment. The provider's next actions to perform care are based on the provider's assessment findings. This is illustrated in the procedure graphics by arrows. The provider's next actions are found in separate lessons that align the provider's findings from the assessment with the appropriate care. For a(n):
 - a. Responsive and breathing child or infant – The pediatric first aid provider's actions are covered in the Pediatric First Aid lessons.
 - b. Unresponsive child or infant who is breathing normally – The trained pediatric provider's actions are covered in this lesson, with a skill practice of the recovery position for a child.
 - c. Unresponsive child or infant who is not breathing normally or only gasping – The pediatric CPR AED provider's actions are covered in the Child and Infant CPR AED lessons.
 - d. Responsive and choking child or infant – The trained pediatric provider's actions are covered in both CPR AED and first aid lessons.
3. The required skill practice in this lesson is Responding to an Emergency, covering the assessment steps, recovery position, and glove removal.
 - a. Whenever possible, this skill practice should be conducted with one student playing the role of an unresponsive child who is breathing normally. Another student should play the role of trained pediatric provider. The student playing the role of an unresponsive child should lie still and breathe normally. This skill practice has several intended outcomes.
 - i. The first intended outcome is to have students practice correctly demonstrating the assessment steps. Each student should perform all the steps, including taking standard precautions (by, at a minimum, putting on gloves) and simulating the activation of EMS or their workplace emergency action plan (EAP). Where employers provide PPE appropriate to a specific setting, students should integrate that PPE into the skill practice session when possible.

CONTINUED >

- ii. *The second intended outcome is for students to establish a baseline for what represents normal breathing by observation. The student playing the role of provider should assess the other person's breathing for at least 5 seconds and no more than 10 seconds, observing normal breathing. It should be effortless, quiet, slow, and regular, without any gasping, panting, or wheezing.*
- iii. *The third intended outcome is for students to practice placing an uninjured, breathing, unresponsive child on their side in the recovery position to help protect the airway.*
- iv. *The fourth intended outcome is for students to practice the removal of contaminated gloves. Where employers have provided PPE appropriate to a specific setting, students should practice taking off their required PPE according to the employer's established procedure, in addition to glove removal.*
- b. *A goal of this practice is to prepare students for successful completion of required skill test Responding to an Emergency.*
 - i. *You may conduct the Responding to an Emergency skill test individually or in groups at the end of this lesson or at the end of the class.*
- c. *Explain the above to the students so they understand what is expected of them and encourage them to practice accordingly.*



PRACTICE & ASSESS

Conduct a Student Hands-On Practice

- Explain the hands-on practice method you are using.
- Run an individual or group practice using a reference tool.
- **Practice: Responding to an Emergency**
 - Skill Sheet 1
 - Scenario Sheet 1
 - Video-Guided Practice Tool

Assess Students

- Look for correct skill performance by students.
- Use positive coaching and gentle correction to improve student skills.
- Ensure adequate practice time for students to gain skill proficiency.



WRAP UP

Encourage Constructive Feedback as Needed

- 🔄 Instructors and students provide specific and constructive feedback to each other and to their peers.

Reinforce Key Points as Needed

- ✓ The first steps of each procedure are similar: begin with assessment.
 - Assess scene safety.
 - Take standard precautions.
 - Assess responsiveness.
 - Activate EMS and/or your EAP.
 - Send someone to get a first aid kit and an AED (unless readily available to you).
 - Assess breathing for at least 5 seconds and no more than 10 seconds.
- ✓ Personal protective equipment (PPE) is equipment worn in the workplace to minimize exposure to hazards that cause serious injuries and illnesses, such as blood or airborne organisms that can cause disease.
- ✓ Washing your hands immediately after an emergency is crucial to remove pathogens, contaminants, and debris that cause infection and disease.
- ✓ If an unresponsive child or infant is not breathing normally or only gasping, immediately start CPR.
- ✓ Place an uninjured, breathing, unresponsive child on their side in the recovery position to protect the airway.
 - Cradle the infant in your arms with their head tilted downwards.
- ✓ If a child is responsive and breathing, obtain consent from a parent or legal guardian, if readily available. Introduce yourself, and with calm reassurance, let the child know you are there to help.

CONTINUED >

- ✓ Assess for life-threatening conditions. If present, provide appropriate first aid.
 - Consider performing a secondary assessment while waiting for EMS to arrive. Look for DOTS: Deformities, Open injuries, ask about Tenderness and Swelling.

Ask a Review Question as Needed

You should take at least ____ and no longer than ____ second(s) to assess breathing.

- A. 1, 2
- B. 1, 3
- C. **5, 10**
- D. 10, 20

Ask For & Answer Questions Before Moving to the Next Lesson

🛡️ Share a Brief Safety & Health Tip

Emergency scenes can be dangerous. Your personal safety is the highest priority, even before the safety of an ill or injured child. If the scene is unsafe, do not approach it. Activate EMS and/or your EAP.

ADULT - ONE-PROVIDER CPR AED SKILL TEST



CLASS FORMAT: INITIAL/RENEWAL TRAINING //



DELIVERY METHOD: TRADITIONAL/VIRTUAL CLASSROOM //



DURATION: 5-22 MINUTES



PRESENT

What Students Should Learn

After completing this lesson, the student should be able to:

- ✓ Demonstrate skill competency as indicated by the skill performance criteria on the individual performance evaluation sheet (recommended) or the group performance evaluation sheet.

Why This Topic Matters

A certification card may not be issued unless each student successfully completes the skill tests required for the student's certification type.

- ✓ All certification and class types that include Adult CPR AED require the Adult – One-Provider CPR AED skill test.
 - This skill test may be conducted at the end of the lesson or class if desired.

+ Instructor Notes

1. Skill tests may be conducted individually (1:1 student-to-instructor ratio, recommended method) or with a group of students being evaluated at the same time (maximum 6:1 student-to-instructor ratio). Tell students which method you will be using.
2. To conduct a 1:1 skill test, use the individual performance evaluation sheet. Read aloud these instructions to the student being evaluated and then set up the skills test.
 - a. "You are now going to complete a skill test based on a scenario. When you are ready to begin, you will play the role of the trained provider. Use an adult training manikin as the victim. I will evaluate your skill performance as the trained provider. To begin the test, I will read a scenario aloud to you and then prompt you to demonstrate what to do next. With that prompt, you should immediately begin the actions you determine are necessary based on your training. If you make a mistake or forget to do something, try to correct the error and keep going. I will not coach you or answer questions about procedures, skills, or actions. I will prompt you with information about the situation or victim when appropriate, such as the condition of the scene, responsiveness, EMS activation or arrival, breathing, consent, life-threatening conditions, and to end the evaluation. Do you have any questions before you begin the skill test?"
 - b. Answer the student's questions before beginning. When the student is ready, place an adult manikin on the ground (or accommodate as needed with a firm, flat elevated surface).
 - c. Begin with the first prompt.
 - d. Check off successful completion of the performance criteria as the student demonstrates (or verbalizes) each action. The student playing the trained provider must complete all provider actions listed in the performance criteria column to earn the corresponding check mark. At the end of the skill test, mark "Successfully completed" if all performance criteria are checked off.
 - e. If not all the criteria were met, provide the student with remediation for any unchecked performance criteria. Following remediation, conduct the skill test again using a new individual performance evaluation sheet. If the student cannot successfully meet all performance criteria on a second attempt following remediation, recommend that the student attend another training class for additional skill practice and testing.

CONTINUED >

3. *To conduct a group skill test, use the group performance evaluation sheet. Read aloud these instructions to the students and then set up the skills test.*
 - a. *"You are now going to complete a skill test based on a scenario. In groups of two, one student will play the role of the trained provider while the other student plays the role of the untrained coworker in the scenario. After one student completes the skill test, you will swap roles, with the other student taking the role of the trained provider to complete the skill test. Use an adult training manikin as the victim. I will only be evaluating skill performance of the students playing the role of a trained provider. To begin the test, I will read a scenario aloud to you and then prompt the students playing the trained providers to demonstrate what to do next. With that prompt, the students playing the trained providers should immediately begin the actions you determine are necessary based on your training. If you make a mistake or forget to do something, try to correct the error and keep going. I will not coach you or answer questions about procedures, skills, or actions, and other participants should not provide help. I will prompt you with information about the situation or victim when appropriate, such as the condition of the scene, responsiveness, EMS activation or arrival, breathing, consent, life-threatening conditions, and to end the evaluation. Do you have any questions before you begin the skill test?"*
 - b. *Answer the group's questions before beginning. When students are ready, begin with the first prompt. Carefully watch the actions taken by students playing the role of a trained provider to make sure the actions are correctly performed according to the performance criteria listed on the group performance evaluation sheet.*
 - c. *For students who demonstrate successful completion of all performance criteria on the group performance evaluation sheet, check off the corresponding box by the student's name for this skill test on the student hands-on skill practice and testing log.*
 - d. *Any students who do not demonstrate successful completion of performance criteria must be provided remediation and then complete an individual skill test as a second attempt, documented by the instructor on the individual performance evaluation sheet. If the student cannot successfully meet performance criteria on a second attempt following remediation, recommend the student attend another training class for additional skill practice and testing.*
4. *Please refer to Part Three (Evaluation) for additional information on performance evaluation.*
5. *If a student fails to successfully demonstrate skill competency according to performance criteria, remediation is required. Please see Part Three (Remediation) for more.*
6. *Please refer to the At-a-Glance Class and Certification Type tables at the end of Part Three or this quick guide to direct you to your next lesson.*
 - a. *If teaching Pediatric First Aid | Child, Infant, and Adult CPR AED, move to the Pediatric First Aid segment on the next page.*
 - b. *If teaching CPR AED Child, Infant, and Adult, move to the Conclusion segment on page [147](#).*

DROWNING



CLASS FORMAT: INITIAL/RENEWAL TRAINING



DELIVERY METHOD: TRADITIONAL/VIRTUAL CLASSROOM



DURATION: 4-5 MINUTES



PRESENT

What Students Should Learn

After completing this lesson, the student should be able to:

- ✓ Describe how to assess and care for a pediatric drowning victim.

Why This Topic Matters

Drowning is the leading cause of unintentional death among children ages 1 to 4 years old.⁶⁸

Play the Video or Discuss the WWYD? Slide

Instructional Notes

1. *Breaths are extremely important for children and adolescents and are associated with neurologically favorable survival.*⁶⁹
2. *All professional childcare providers and teachers in early care and education programs should be trained in both pediatric first aid and pediatric CPR AED.*⁷⁰



WRAP UP

Encourage Constructive Feedback as Needed

Instructors and students provide specific and constructive feedback to each other and to their peers.

Reinforce Key Points as Needed

- ✓ Close, constant, and attentive supervision of young children in and around any water is essential to prevent drowning.⁷¹
- ✓ Do not attempt a swimming rescue unless you are trained in water rescue and can do so without endangering yourself.
- ✓ The immediate cause of death in drowning is a lack of oxygen. As they provide life-sustaining oxygen, giving breaths before chest compressions is emphasized.
 - > If there is no breathing, open the airway and give 2 breaths that make the chest rise.
 - > Continue high-quality CPR.
- ✓ When available, properly trained providers should give breaths with medical oxygen for drowning, if it does not delay CPR.

CONTINUED

68 Shenoi RP, et al; Council on Injury, Violence, and Poison Prevention. Prevention of Drowning: Technical Report. Pediatrics. 2026 May 18. doi: 10.1542/peds.2026-077412. Retrieved 6/22/26.

69 Naim MY, Griffis HM, Berg RA, Bradley RN, Burke RV, Markenson D, McNally BF, Nadkarni VM, Song L, Vellano K, Vetter V, Rossano JW. Compression-Only Versus Rescue-Breathing Cardiopulmonary Resuscitation After Pediatric Out-of-Hospital Cardiac Arrest. J Am Coll Cardiol. 2021 Sep 7;78(10):1042-1052. doi: 10.1016/j.jacc.2021.06.042. PMID: 34474737.

70 "1.4.3 FIRST AID AND CPR TRAINING." Caring for Our Children, National Health and Safety Performance Standards, American Academy of Pediatrics (4th Ed., 2019). <https://publications.aap.org/aapbooks/book/530/Caring-for-Our-Children-National-Health-and-Safety?autologincheck=redirected>

71 Shenoi RP, et al; Council on Injury, Violence, and Poison Prevention. Prevention of Drowning: Technical Report. Pediatrics. 2026 May 18. doi: 10.1542/peds.2026-077412. Retrieved 6/22/26.

Ask a Review Question as Needed

In pediatric drowning, giving two breaths before giving chest compressions is important because _____.

- A. Chest compressions do not circulate oxygenated blood.
- B. Delaying CPR to obtain medical oxygen is necessary.
- C. **The immediate cause of death is a lack of oxygen.**
- D. The immediate cause of death is sudden cardiac arrest.

Ask For & Answer Questions Before Moving to the Next Lesson

SEVERE ALLERGIC REACTION



CLASS FORMAT: INITIAL/RENEWAL TRAINING //



DELIVERY METHOD: TRADITIONAL/VIRTUAL CLASSROOM //



DURATION: 9-11 MINUTES



PRESENT

What Students Should Learn

After completing this lesson, the student should be able to:

- ✓ Explain how to recognize and provide pediatric first aid for a severe allergic reaction.
- ✓ Explain how to use an epinephrine nasal spray (neffy®) and an epinephrine autoinjector (EPIPEN®).
- ✓ Correctly demonstrate how to administer an epinephrine nasal spray training device and/or an epinephrine autoinjector training device. (Optional)

Why This Topic Matters

A severe allergic reaction can develop rapidly. Without treatment, death can occur within minutes.

Play the Video

Instructional Notes:

1. *There are two optional skill practices in this lesson.*
 - a. *The goal of these optional skill practices is to help students apply the knowledge and skills required to care for a child having a severe allergic reaction.*
2. *Skill practice and/or skill tests with an epinephrine administration device(s) may be required by regulation in your state for training pediatric first aid providers. HSI Authorized Instructors must be completely familiar with the state licensing regulations for training and use of epinephrine administration devices.*



PRACTICE & ASSESS

Conduct a Student Hands-On Practice (Optional)

- Explain the hands-on practice method you are using.
- Run an individual or group practice using a reference tool.
 - ➕ **Practice: Child – Using an Epinephrine Nasal Spray Training Device (neffy®) – (Optional)**
 - Skill Sheet 18
 - Scenario Sheet 18
 - ➕ **Practice: Child – Using an Epinephrine Autoinjector Training Device (EPIPEN®) – (Optional)**
 - Skill Sheet 19
 - Scenario Sheet 19

Assess Students

- Look for correct skill performance by students.
- Use positive coaching and gentle correction to improve student skills.
- Ensure adequate practice time for students to gain skill proficiency.

CONTINUED



WRAP UP

Encourage Constructive Feedback as Needed

Instructors and students provide specific and constructive feedback to each other and to their peers.

Reinforce Key Points as Needed

- ✓ Epinephrine devices must be stored in a location readily accessible in an emergency and in accordance with manufacturer guidelines. See the manufacturer's patient information for the device.^{95, 96}
- ✓ Follow the Procedure for Pediatric First Aid, CPR AED. Begin with assessment.
- ✓ A trained provider should help a child experiencing a severe allergic reaction to use their epinephrine device if assistance is required.
- ✓ If the signs and symptoms come back or get worse, give a second dose with another device if available and EMS has not arrived.

Ask a Review Question as Needed

You are a pediatric first aid provider responding to an emergency message notification over the intercom system for an 8-year-old child stung by wasps. scene is safe. You see a child sitting in the camp lodge. The child, speaking in a hoarse voice, says they were practicing on the archery range and accidentally disturbed a yellow jacket nest in the ground. They got stung multiple times in the face and throat. The child's eyes, lips, and face are rapidly swelling. They are wheezing and coughing. EMS has been activated. You have disposable gloves and a first aid kit. The child has two EpiPen® autoinjectors, but doesn't remember how to use them. What would you do?

- A. Keep the child lying down, face up.
- B. Perform a secondary assessment while waiting for EMS.
- C. **Correctly administer an injection of epinephrine.**
- D. Flood the eyes, lips, and face with large amounts of water for at least 5 minutes.

Ask For & Answer Questions Before Moving to the Next Lesson

95 "Patient Information NEFFY." https://www.ars-pharma.com/wp-content/uploads/pdf/Patient_Information_Leaflet.pdf

96 "Patient Information EPIPEN, EPIPEN Jr." [Retrieved 6/29/26] <https://dailymed.nlm.nih.gov/dailymed/fda/fdaDrugXsl.cfm?type=display&setid=7560c201-9246-487c-a13b-6295db04274a#section-15> [Retrieved 6/29/26]

CONCLUSION



CLASS FORMAT: INITIAL/RENEWAL TRAINING

//



DELIVERY METHOD: TRADITIONAL/VIRTUAL CLASSROOM

//



DURATION: 1-2 MINUTES



PRESENT

Why This Topic Matters

The goal of this class was for you to gain or improve knowledge and skill proficiency in pediatric first aid and/or CPR AED. We hope this course has provided you with a sense of accomplishment and confidence that you can respond in an emergency.

+ Instructor Notes

1. Complete your documentation.
 - a. A complete, accurate, and legible class roster reflecting the actual class date(s) of the training class signed by the HSI Authorized Instructor or Instructor Trainer or electronically submitted through Otis is required for every HSI class (see appendix).
2. Issue certification to those who completed certification requirements.
 - a. The HSI Authorized Instructor is required to legitimately issue an authentic HSI print or digital certification card to each student who successfully completed this course.
 - i. The certification card must be current, complete, accurate, and legible. It must contain the name of the participant and the HSI Authorized Instructor, the Instructor's Registry Number, the Class Completion Date, the Expiration Date, the Training Center Phone Number, and the Training Center Identification Number (TCID).
3. HSI's compete quality assurance standards, including all requirements for instructor authorization, conduct, and student certification are in the most recent HSI Training Center Administrative Manual (TCAM) available at emergencycare.hsi.com/quality-assurance-compliance.



WRAP UP

Congratulate and thank students who successfully completed the class!

- ✓ Ask if any students would like to briefly share what they learned or how they feel they benefited from participating in the class.
- ✓ Provide an opportunity for class evaluation.
 - HSI requires that students be given the opportunity to evaluate their class using the Rate Your Program class evaluation form (print or digital).
 - ➡ Completed print class evaluations should be promptly delivered to the Training Center responsible for the class (available in Otis).
 - ➡ Students can visit emergencycare.hsi.com/quality-assurance-compliance to provide an online evaluation.



INITIAL TRAINING, BLENDED LEARNING

Blended learning is a mixed-mode approach that uses both online and face-to-face learning. Core knowledge content is provided in video lessons and interactive student exercises in an online class, followed by face-to-face skills practice and evaluation.

There are two methods for initial Pediatric First Aid | CPR AED training and certification using a blended learning approach: 1) an online portion of blended learning with an in-person, instructor-led skills session in a traditional or virtual classroom setting, and 2) an online portion of blended learning with remote skill practice and Remote Skills Verification (RSV). To learn how to create and manage blended and/or RSV classes, log into the HSI platform at otis.hsi.com/login. From the main dashboard menu, select "Video Help," then click on the "topic" search field and search for "Blended" and/or "RSV." There are also extensive frequently asked questions (FAQs) on RSV available on the web at emergencycare.hsi.com/remote-skills-verification.

The Online Portion of Blended Learning

The online portion of blended learning covers the essential cognitive (knowledge) content for the class using video lessons and interactive exercises. The online portion of blended learning is designed to allow students to learn at their own pace. Individual times to complete it may vary. When a student successfully completes the online portion of blended learning scheduled through Otis, a Recognition of Completion certificate will be available to the student for printing and the completion will be recorded within Otis. HSI also offers our emergency care courses directly online for individuals or groups at online.hsi.com. Successful completion of an online course results in an HSI Certificate of Online Training. Once the online portion is complete, we recommend that a skills session with an Authorized Instructor be scheduled within 60 days.

The Face-To-Face Portion of Blended Learning

Successful completion of the online portion of blended learning (via Otis or online.hsi.com) is required to attend the face-to-face portion of blended learning for skill practice and testing with an HSI Authorized Instructor. The face-to-face portion may be completed in-person via traditional or virtual classroom, or via RSV. When a student successfully completes the face-to-face portion, the instructor may issue the appropriate HSI certification card.

Class Preparation

ABOUT A MONTH OR TWO BEFORE CLASS

- ☐ If scheduling blended learning through the HSI platform, log in to Otis to purchase blended learning credits, and create and schedule the online portion of the blended learning class.
- ☐ If using RSV for the face-to-face portion of the blended learning class, log in to Otis to purchase RSV credits and set up an RSV session.

If using the in-person, traditional classroom format for the practical skills session, secure a classroom with an adequate space and learning environment.

- ☐ Confirm the date, time, location, and number of students.
- ☐ Reserve training equipment for the class.
- ☐ Schedule and confirm additional HSI Authorized Instructors as required/preferred.
- ☐ Order from HSI the appropriate certification cards, skill guides, and other training materials as necessary.

ABOUT THREE WEEKS BEFORE CLASS

If using the in-person traditional classroom format for the skill practice and testing, send an email (via Otis, if you wish) to each student that:

- ☐ Confirms the class location, agenda, and time for the face-to-face skills portion of the blended learning class.
- ☐ Informs them that the class will involve close contact with other students, CPR training manikins, and other equipment.
- ☐ Requests that they reschedule their training if they may have been exposed to an infectious disease; are experiencing fever, coughing, shortness of breath, diarrhea, fatigue, or muscle aches; or if they have open wounds or sores on their hands or mouth.
- ☐ Describes the steps you take to protect students and help ensure a safe and healthy learning environment (hand hygiene, cleaning and disinfecting of surfaces and equipment, etc.).
- ☐ Reminds them to wear loose, comfortable clothing suitable for skill practice.
- ☐ Advises them to let you know if they have a disability and what reasonable accommodations may be necessary (See Americans with Disabilities Act in the TCAM for more).
- ☐ Provides your contact information.

A FEW DAYS BEFORE CLASS

If using the in-person traditional classroom format for the practical skills session and evaluation:

- ☐ If you may have been exposed to an infectious disease; are experiencing fever, coughing, shortness of breath, diarrhea, fatigue, or muscle aches; or have open wounds or sores on your hands or mouth, find another instructor to teach the practical skills session or reschedule it.

If conducting the face-to-face portion in-person or via RSV:

- ☐ Make sure you have adequate copies of essential paperwork (or access to electronic versions) for the Pediatric First Aid | CPR AED class type you are teaching.
- ☐ Briefly review the initial training, blended learning lesson plans (for the face-to-face portion).
- ☐ Verify each student has successfully completed the online portion of the class scheduled through Otis or holds a Certificate of Online Training from online.hsi.com.

DAY OF CLASS

If using the in-person traditional classroom format for the face-to-face skill practice and testing session:

- ☐ Arrive early. Give yourself plenty of time to get set up and organized.
- ☐ Greet students as they arrive, introducing yourself to each one. (Be friendly, considerate, respectful, and professional.)
- ☐ Have students sign in on a sign-in sheet. (Have students complete a name tag or tent card and select a seat.)
- ☐ Ask students to present their Recognition of Completion or Certificate of Online Training if not previously verified.
- ☐ Begin class. Start on time.
- ☐ Consider using a short, appropriate icebreaker as a warm-up exercise. (Great ideas for these activities can be found on the internet by searching with the keyword "icebreakers.")
- ☐ Establish a connection with the students. (Ask about previous training. Connect the students' experiences and knowledge to this class.)
- ☐ Briefly cover the class goal, agenda, breaks, certification requirements, facility, and classroom safety. (Know and share the locations of the following: bathrooms, fire/emergency exits, fire alarm pull stations, best emergency evacuation route, first aid kits, bleeding control kit, emergency oxygen, and closest AED.)
- ☐ Distribute the *HSI Pediatric First Aid | CPR AED Skill Guide*.

If using RSV for the face-to-face skill practice and testing session:

- ☐ Arrive early. Give yourself plenty of time to get set up and organized.
- ☐ Confirm you have the proper equipment to demonstrate required skills for the class you are conducting.
- ☐ Ensure proper lighting in the room to maximize student ability to see your demonstrations.
- ☐ Arrange CPR training manikin(s) with your camera situated to maximize student ability to see your demonstrations.
- ☐ Greet students as they arrive, introducing yourself to each one. (Be friendly, considerate, respectful, and professional.)
- ☐ Confirm with students that they completed the online portion of the course and verify that they received the proper materials and equipment to complete the skill verification for the class you are conducting.
- ☐ Begin class. Start on time.
- ☐ Consider using a short, appropriate icebreaker as a warm-up exercise. (Great ideas for these activities can be found on the internet by searching with the keyword "icebreakers.")
- ☐ Establish a connection with the students. (Ask about previous training. Connect the students' experiences and knowledge to this class.)
- ☐ Ask if the students have any questions about the online portion of the course.
- ☐ Briefly cover the class goal and agenda.

Individual Performance Evaluation Sheet 5

SEVERE OR LIFE-THREATENING EXTERNAL BLEEDING CONTROL

#	PROCEDURE	PROVIDER ACTION (PERFORMANCE CRITERIA)	INSTRUCTOR PROMPT	CHECK OFF
1			<i>"You are a trained pediatric first aid provider responding to a call received over your workplace two-way radio for a "child hit by gunfire." The shooter has fled. The scene is safe. You see a child sitting on the floor holding their hand over a bloody wound on their thigh. You have appropriate PPE and a first aid kit with a 10-pack of sterile 4" x 4" gauze sponges, but no hemostatic dressing or tourniquet. Demonstrate what to do next."</i>	
2	Performs an Assessment	Assesses scene safety (by pausing and verbalizing looking for obvious hazards and possible hidden dangers).	<i>"The scene is safe."</i>	☐
3		Takes standard precautions (by donning or verbalizing putting on gloves and safety glasses).		☐
4		Activates EMS and/or EAP (by directing someone to call 911 or activate the EAP).	<i>"EMS is activated."</i>	☐
5		Sends someone to get a first aid kit and an AED (by directing someone to get them).	<i>"You have a first aid kit. Another pediatric first aid provider is bringing an AED and additional first aid kits."</i>	☐
6	Approaches	Introduces self and, with calm reassurance, says, "I'm here to help."	<i>"The child is scared and crying."</i>	☐
7	Finds the Source of Bleeding	Opens, lifts away, or removes clothing covering the simulated wound so you can clearly see it (or verbalizes this action).	<i>"Blood flows continuously from a small penetrating wound in the thigh."</i>	☐
8	Immediately Applies Direct Manual Pressure	Applies a single stack of 10 sterile 4" x 4" gauze pads over wound. Pretends to apply continuous, direct manual pressure to the simulated wound when demonstrating on another person's leg (or uses a bleeding simulator). Uses the heel of one hand with the other hand stacked on top of the first or using the pads of 3 fingers of each of hand stacked on top of each other. Pushes hard, straight down, with the shoulders directly over the hands and the elbows locked.	<i>"Blood soaks through the gauze."</i>	☐
CONTINUED >				

#	PROCEDURE	PROVIDER ACTION (PERFORMANCE CRITERIA)	INSTRUCTOR PROMPT	CHECK OFF
9	Keeps Continuous Pressure	Presses harder, without removing pressure to add more gauze or removing blood-soaked materials.	<i>"Blood soaks through the gauze."</i>	☐
10		Keeps pressing hard and increasing pressure when using a bleeding simulator (or verbalizes doing so on another person's leg).	<i>(Pause for 5 seconds before the prompt.) "The bleeding has stopped."</i>	☐
11	Applies Bandage	Wraps a bandage tightly over the dressing to hold it in place when using a bleeding simulator (or verbalizes doing so on another person's leg).	<i>"EMS arrives and takes over care of the child. Conditions permit removal of PPE."</i>	☐
12	Removes PPE	Correctly removes and disposes of PPE and washes hands immediately after removing PPE (by verbalizing these actions).	<i>"End of performance evaluation."</i>	☐
END				

Student Name _____ Class Date _____

☐ Successfully completed ☐ Remediation required

Signature of HSI Authorized Instructor _____

HSI Instructor Registry Number _____

Notes (as needed):

PEDIATRIC FIRST AID | CPR AED

INSTRUCTOR GUIDE, VERSION 10.0



MEDIC
First Aid

**AMERICAN SAFETY &
HEALTH INSTITUTE**

EMS
SAFETY

HSI is the successor organization to American Safety and Health Institute (ASHI), MEDIC First Aid, and EMS Safety.

Health & Safety Institute

1450 Westec Drive
Eugene, OR 97402

800-447-3177
541-344-7099

E-mail: response@HSI.com

Visit our website at HSI.com

Copyright © 2026 Health & Safety Institute
All rights reserved. Printed in the United States of America.

First Edition—2026

ISBN 978-1-945991-77-6



HSI Pediatric First Aid | CPR AED Instructor Guide, Version 10.0