Publicaciones. Facultad de Educación y Humanidades del Campus de Melilla
Depósito legal: GR-94-2001 · eISSN: 2530-9269 · pISSN: 1577-4147
Editor: Facultad de Ciencias de la Educación y del Deporte de Melilla (Universidad de Granada)

Didactic Proposal for Teaching First Aid in Physical Education: A Playful and Competency-Based Approach in Secondary and Upper Secondary Education

Propuesta didáctica para la enseñanza de primeros auxilios en Educación Física: un enfoque lúdico y competencial en Educación Secundaria y Bachillerato

Carlos Manuel, Pérez-Pérez[1,2], Rafael, Oliveira[3,4,5], Renato, Fernandes[3,5], Lorena Rodríguez-García[6,7]

1 University of Cadiz, Faculty of Medicine, Department of Medicine and Surgery, Cádiz, Spain, carlos.perez@uca.es.
2 Researcher of the CTS1152 Research Group: Physiotherapy, Physical Activity, and Sport
3 Santarém Polytechnic University, School of Sport, Rio Maior, Portugal, rafaeloliveira@esdrm.ipsantarem.pt.
4 Research Centre in Sports Sciences, Health and Human Development, (CIDESD), Santarém Polytechnic University, Rio Maior, Portugal.
5 Life Quality Research Centre (CIEQV), Santarém Polytechnic University, Rio Maior, Portugal, rfernandes@esdrm.ipsantarem.pt.
6 Department of Physical Education, University of Las Palmas de Gran Canaria, Spain, dra.lrodriguezgarcia@gmail.com.
7 Principal Investigator, Movement, Brain, and Health (MOBhE) Research Group.

Correspondence: Carlos Manuel, Pérez-Pérez, carlos.perez@uca.es

Dates · Fechas

Received: 2025-11-02
Accepted: 2025-12-16
Published: 2025-12-31

How to Cite this Paper · Cómo citar este trabajo

Pérez-Pérez, C. M., Oliveira, R., Fernandes, R., & Rodríguez-García, L. (2025). Didactic Proposal for Teaching First Aid in Physical Education: A Playful and Competency-Based Approach in Secondary and Upper Secondary Education. *Publicaciones, 55*(2), 141–152. https://doi.org/10.30827/publicaciones.v55i2.35704

Abstract

Introduction: First aid training within Physical Education provides an opportunity to develop essential competencies related to safety, prevention, and emergency response in school settings. The Organic Law 3/2020 (LOMLOE), which regulates the Spanish national education system, together with the Andalusian regional regulations, includes risk management as part of the subject's learning standards and assessment criteria. This proposal presents a progressive didactic model for teaching first aid in Lower and Upper Secondary Education.

Method: A didactic proposal was designed based on active methodologies and practical experiences, incorporating playful activities, simulations, workshops, and cooperative dynamics. The learning sequence was structured progressively, adjusting task complexity according to each educational level and integrating the required curricular learning standards. Evaluation followed a formative approach through rubrics, checklists, self-assessments, and learning portfolios.

Results: The proposal supports the acquisition of key competencies such as the PAS protocol (Protect, Alert, Aid), basic cardiopulmonary resuscitation (CPR), the use of automated external defibrillators (AED), and intervention in common school emergencies. It also promotes transversal skills such as decision-making, effective communication, teamwork, and critical reflection on safety during motor practice. These elements contribute to meaningful learning and facilitate the transfer of knowledge to real-life situations.

Conclusions: The implementation of this proposal helps foster a culture based on prevention and mutual care. Furthermore, it provides students with transferable skills applicable to everyday life and future professional contexts related to health, physical activity, and community intervention. This approach reinforces the role of Physical Education as a promoter of life skills.

Keywords: Physical education, first aid, gamification, competency-based learning.

Resumen

Introducción: La formación en primeros auxilios en Educación Física permite desarrollar competencias esenciales relacionadas con la seguridad, la prevención y la actuación ante emergencias en el contexto escolar. La Ley Orgánica 3/2020 (LOMLOE), que regula el sistema educativo español, junto con la normativa autonómica andaluza, incluyen la gestión del riesgo como parte de los saberes básicos y los criterios de evaluación del área. Esta propuesta presenta un modelo didáctico progresivo para la enseñanza de primeros auxilios en ESO y Bachillerato.

Método: Se diseñó una propuesta didáctica basada en metodologías activas y experiencias prácticas, incorporando actividades lúdicas, simulaciones, talleres y dinámicas cooperativas. La secuencia se estructuró de forma gradual, ajustando la complejidad de las tareas a cada nivel e integrando los saberes y criterios del currículo vigente. La evaluación se planteó desde un enfoque formativo mediante rúbricas, listas de verificación, autoevaluaciones y portafolios.

Resultados: La propuesta facilita la adquisición de competencias como el protocolo PAS, la reanimación cardiopulmonar básica, el uso del desfibrilador externo automático y la intervención ante emergencias frecuentes en el entorno escolar. Igualmente, favorece habilidades transversales como la toma de decisiones, la comunicación eficaz, el trabajo cooperativo y la reflexión crítica sobre la seguridad durante la práctica motriz.

Conclusiones: La implementación de esta propuesta contribuye al desarrollo de una cultura escolar de prevención y cuidado mutuo. Además, proporciona aprendizajes transferibles a la vida cotidiana y a futuros contextos profesionales vinculados a la salud y la actividad

física, fortaleciendo el papel de la Educación Física como promotora de competencias para la vida.

Palabras clave: Educación física, primeros auxilios, gamificación, aprendizaje competencial.

Introduction

Training in first aid is an essential element for ensuring the safety, autonomy, and well-being of students during physical and sports practice. Although many school incidents are minor, an appropriate initial response can prevent complications and improve the reaction to emergencies. Scientific evidence shows that the systematic teaching of first aid in schools increases students' ability to recognize risk situations and act effectively (Silva, 2023).

Recent literature, particularly studies published over the last five years, highlights the importance of including content such as the PAS protocol (Protect, Alert, Aid), cardiopulmonary resuscitation (CPR), and the use of the automated external defibrillator (AED), especially in Secondary Education, where students possess the necessary maturity to acquire intervention competencies (Parada-Espinosa et al., 2025). Likewise, reviews focused on the school context indicate that first aid programs enhance perceived safety, confidence, and response capacity among both students and teaching staff (Al Hashil et al., 2024). In this line, Neyişci (2024) notes that teacher training in first aid through sustainable programs contributes to strengthening a preventive culture and shared responsibility for mutual care in educational centres and improves the quality of interventions in real situations.

Within the Spanish regulatory framework, Organic Law 3/2020 (LOMLOE), the current Spanish education law, incorporates health education, safety, and prevention as cross-cutting elements of the curriculum (Ministry of Education and Vocational Training, 2020). In Andalusia, Decree 102/2023 establishes that the subject of Physical Education must explicitly address the identification of risks, safety measures, and the response to accidents during motor practice. The Order of 30 May 2023 reinforces this orientation by emphasizing competency-based methodologies and real learning situations, while Decree 103/2023, related to Upper Secondary Education, expands these contents and includes advanced techniques such as the use of the AED.

The subject of Physical Education represents an ideal context for working on first aid, as it integrates motor activities that may generate incidents and allows for the realistic recreation of intervention situations. Additionally, these lessons contribute to key competencies including personal and social competence, active citizenship, and health and well-being, while reinforcing values such as responsibility, solidarity, cooperation, and care for others in shared physical activity contexts.

From a pedagogical perspective, active and experiential methodologies have been shown to be particularly effective for first aid instruction. Simulation, cooperative dynamics, problem-based learning, and playful activities enhance knowledge retention, motivation, and transfer to real situations (Parada-Espinosa et al., 2025; Silva, 2023). These strategies allow the development of essential skills such as decision-making under pressure, emotional management, and effective communication.

In this context, the aim of this article is to describe a didactic proposal for teaching first aid in Physical Education aimed at students in compulsory Secondary Education and Upper Secondary Education. The proposal adopts a playful and competency-based

approach grounded in simulations, cooperative games, and progressive practical activities oriented toward solving real problems. Its purpose is to promote meaningful, transferable, and socially relevant learning that contributes to creating safer school environments and a citizenry more prepared to act responsibly in emergency situations.

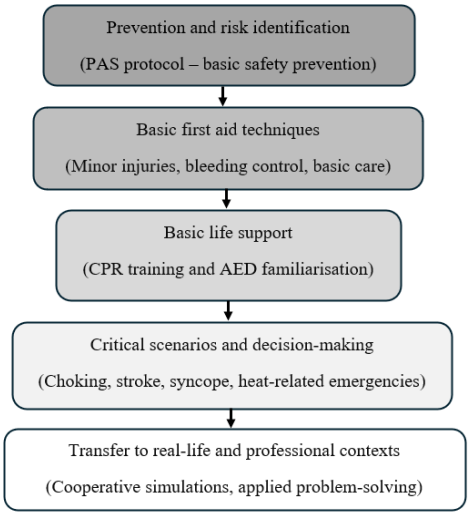
Method

The methodology adopted in this proposal is based on an active, competency-based, and experiential approach, consistent with the pedagogical principles of the LOMLOE and the methodological guidelines established in Andalusian regulations. Scientific evidence supports the use of simulations, practical activities, and cooperative dynamics to promote meaningful learning in first aid, as well as the transfer of knowledge to real situations (Parada-Espinosa et al., 2025). Likewise, recent literature have shown that mastery of first aid skills increases progressively with age, which justifies the need to design differentiated interventions adapted to each educational stage (García-Blaya et al., 2025). Similarly, this methodology aligns with international recommendations on First Aid Education, which emphasize the use of active, practical, and simulation-based approaches to ensure the acquisition of transferable skills and effective performance in real emergency situations.

To facilitate the understanding of the proposed intervention, Figure 1 presents a simplified diagram of the didactic sequence underpinning the proposal. The diagram illustrates the progressive organisation of contents and learning experiences, from basic prevention and risk identification to advanced first-aid interventions and transfer to real-life contexts.

Figure 1

Progressive didactic sequence for first-aid teaching across educational stages



The proposal is organised through a progressive didactic sequence that advances from the identification of risks and preventive measures to intervention in critical situations. To achieve this, various methodological strategies are combined:

- Experiential learning, through simulations, workshops, and practical problem-solving tasks that enable students to apply the PAS protocol, perform basic CPR manoeuvres, use a training AED, and act in situations such as haemorrhages, choking, or syncope.
- Cooperative learning, by organising students into small groups with distributed roles (first responder, observer, injured person), which enhances communication, coordination, and decision-making.
- Playful and gamified activities, such as circuits, missions, or challenges, which increase motivation and facilitate the consolidation of procedural learning.
- Guided simulations, of increasing complexity, in which teachers provide guidance, observe, and offer real-time feedback, fostering self-regulation and critical reflection.

The intervention is implemented using resources accessible in most educational centres, such as CPR manikins, training AED devices, first-aid kits, bandages, hazard signage, and simulated telephones. When available, it is complemented with digital supports or educational applications specific to first aid. The proposal includes a flexible schedule of six to ten sessions, adaptable to didactic units, trimester projects, or learning situations.

The role of the teacher is essential as facilitator, mediator, and guarantor of safety in each activity. Their responsibilities include modelling procedures, guiding simulations, promoting cooperative work, and conducting continuous formative assessment through direct observation, rubrics, and feedback. Likewise, the methodology incorporates measures for attention to diversity, such as visual supports, simplified protocols, heterogeneous grouping, and adapted roles, ensuring that all students can participate in an inclusive and meaningful way.

Curriculum proposal

The curriculum proposal designed for the teaching of first aid in Physical Education is grounded in the competency-based progression established by the LOMLOE curriculum and the Andalusian regulatory framework. Its structure follows a gradual sequence spanning from the first year of Lower Secondary Education (Educación Secundaria Obligatoria) to the first year of Upper Secondary Education, enabling a systematic progression in the development of preventive, procedural, and attitudinal skills related to safety management, emergency response, and responsible decision-making in motor activity contexts.

To provide an overall view of the proposed instructional structure, Table 1 summarises the progression of competencies, content, and types of activities implemented at each educational level.

Table 1

Progression of Competencies and First Aid Content by Educational Level

Year Level	Main Focus	Key Content	Type of Activity
1st LSE	Basic safety and prevention	Risk identification; introductory PAS protocol	Prevention games; guided simulations
2nd LSE	Initial autonomy in emergencies	Basic CPR; response to minor injuries	CPR workshops; role-plays
3rd LSE	Specific techniques	Hemorrhages, bandaging, immobilisations	Technical stations; simulations
4th LSE	Basic life support	Full CPR and AED use	Supervised training; critical scenarios
1st USE	Critical situations and transfer	Stroke, choking, severe emergencies	Complex simulations; professional case studies

Note. *AED = automated external defibrillator; CPR = cardiopulmonary resuscitation; LSE = Lower Secondary Education; PAS = Protect, Alert, Aid; USE = Upper Secondary Education.

The proposal incorporates, for each educational level, the official basic knowledge (saberes básicos) and assessment criteria, integrated into practical activities, simulations, and cooperative dynamics that facilitate the direct application of the content. The design follows a logic of increasing complexity: in the initial years, priority is given to risk identification and the acquisition of basic protocols; in the intermediate years, resuscitation techniques and specific first aid procedures are developed; and in Upper Secondary Education, the focus shifts towards managing critical situations and transferring learning to professional and community contexts.

The curriculum proposal is conceived from an inclusive perspective, ensuring the participation of students with diverse needs through visual supports, adapted roles, heterogeneous groupings, and alternative activities without physical risk. Likewise, it aligns with the general objectives of Physical Education by promoting autonomy, responsibility, cooperation, and critical reflection on safety and health in motor activity contexts.

Thessessent process adopts a formative and competency-based approach, aimed at evaluating not only technical performance but also social skills, decision-making, and students' capacity to transfer their learning. To provide an overview of the assessment framework, Table 2 summarises the essential criteria and instruments used at each educational stage.

Table 2

Summary of Assessment Criteria and Instruments by Educational Stage

Year Level	Assessmetn Criteria	Main Instruments
1st LSE	Risk identification; application of the PAS protocol; responsibility	Checklists; basic rubrics; simple self-assessment

Year Level	Assessmetn Criteria	Main Instruments
2nd LSE	Basic CPR; response to minor injuries; team coordination	Performance rubrics; short simulations; initial portfolio
3rd LSE	Response to complex emergencies; bandaging; basic stabilisation techniques	Advanced rubrics; practical stations; reflective questionnaires
4th LSE	Basic life support; correct AED use; preventive planning	Specific CPR/AED rubrics; projects; peer assessment
1st USE	Advanced manoeuvres; critical analysis; professional transfer	Assessable critical scenarios; advanced portfolio; case studies

Note. *AED = automated external defibrillator; CPR = cardiopulmonary resuscitation; LSE = Lower Secondary Education; PAS = Protect, Alert, Aid; USE = Upper Secondary Education.

The assessment system combines performance rubrics, checklists, self-assessments, peer assessments, and portfolios, ensuring an equitable evaluation aligned with the criteria established in the curriculum (Minna, 2022). Continuous feedback (both individual and group-based), constitutes an essential part of the process, enabling students to progressively and consciously improve their performance in simulated emergency situations.

Furthermore, assessment must address not only declarative knowledge but also attitudes and actual practices. Abdelrahman et al. (2024) highlight the importance of combining theoretical questionnaires with performance observations and attitude scales to achieve a comprehensive evaluation of first aid learning, particularly in educational contexts.

Based on these methodological principles, the following section presents the progressive curricular proposal that spans from the first year of Lower Secondary Education to the first year of Upper Secondary Education.

Results

The implementation of the didactic proposal generated a series of relevant outcomes in terms of procedural, attitudinal, and competency-based learning. Based on the observations recorded through performance rubrics, checklists, and teacher field notes, it was confirmed that students achieved substantial progress in understanding and applying first aid content.

In the lower levels (first and second year of Lower Secondary Education), there was a notable improvement in students' ability to identify risks in motor environments and correctly apply the initial steps of the PAS protocol. During simulation activities, most students were able to detect potential hazards, secure the area, communicate the emergency appropriately, and provide initial basic assistance under guidance. The progressive sequence allowed a clear evolution from highly supported interventions to more autonomous performance.

In the intermediate levels (third and fourth year of Lower Secondary Education), students demonstrated higher levels of technical accuracy in CPR maneuvers, bandaging techniques, and basic immobilisation procedures. The use of practical stations and role-play scenarios facilitated repeated practice and immediate corrective feedback, which resulted in safer, more organised, and more effective interventions. Performance in the use of the training AED was particularly noteworthy in the fourth year, where most students successfully completed the entire sequence, following the device's instructions and collaborating effectively with their peers.

In Upper Secondary Education, students exhibited a stronger command of advanced techniques and showed an increased capacity to analyse critical situations, make informed decisions, and justify their actions. Complex simulations, including stroke, choking, and severe bleeding scenarios, allowed the assessment of higher-order skills such as emotional regulation, prioritisation of actions, effective communication, and problem-solving under dynamic and unpredictable conditions.

Regarding motivation and engagement, the gamified and cooperative dynamics generated a significant increase in students' active participation. A more collaborative working environment was observed, along with greater interest in practical tasks and a proactive attitude toward solving the challenges presented. Compared with previous years, when first aid content was taught through lectures and written exams, the experiential and playful approach proved substantially more motivating and stimulating, enhancing the retention of procedural learning.

Similarly, significant progress was identified in students' social and attitudinal competencies. Students displayed greater responsibility in handling equipment, more effective communication during simulations, and an increasing willingness to work collaboratively. Improvements in perceived self-efficacy were also evident: learners reported feeling more prepared to intervene in an emergency both in the school setting and in everyday life situations.

Comparison with previous years proved especially illustrative. When first aid instruction was delivered theoretically, students' ability to transfer their learning to authentic contexts was limited and their motivation was considerably lower. In contrast, with the current proposal, students' practical interventions became more precise, safer, and more aligned with established protocols.

Overall, the qualitative results gathered during the implementation process indicate that the didactic proposal fosters deeper, more meaningful, and more transferable learning, strengthening both the technical competencies and the social skills required to act responsibly in emergency situations.

Discussion

The instructional proposal presented offers a progressive and coherent framework for the teaching of first aid within the subject of Physical Education, integrating practical activities, simulations, and cooperative dynamics that enable students to develop essential competences for responding to emergency situations. The conceptual and pedagogical foundations of the design are consistent with recent scientific evidence, which highlights the effectiveness of active, experiential, and participatory methodologies in the teaching of health-related and preventive content.

First, the literature indicates that simulations, realistic scenarios, and cooperative learning are particularly suitable strategies for improving learning retention, practical reasoning, and the transfer of first-aid skills. Parada-Espinosa et al. (2025) emphasize that these methodologies foster meaningful learning and increase student motivation, especially when implemented progressively and contextually. The proposal presented here aligns fully with these conclusions, as it incorporates simulations adapted to each educational level, ranging from simple situations in the first year of Lower Secondary Education to complex scenarios in Upper Secondary Education.

Furthermore, recent research has revealed significant differences in first-aid knowledge across educational stages, reinforcing the need for staggered interventions adjusted to students' developmental maturity. García-Blaya et al. (2025) report that learners in higher stages demonstrate greater mastery and precision in performing manoeuvres such as CPR or the Heimlich manoeuvre. The curricular progression proposed in this study responds to this evidence by organising content from basic prevention to advanced emergency response, ensuring a gradual development of competences.

Regarding assessment, the literature agrees on the need to employ structured instruments that combine rubrics, checklists, and simulated scenarios to evaluate practical first-aid performance. Minna et al. (2022) highlight that such instruments make it possible to assess not only theoretical knowledge, but also procedural skills, attitudes, and decision-making under pressure. This proposal incorporates authentic assessment tools that align directly with these recommendations. Likewise, Abdelrahman et al. (2024) stress the relevance of complementing these evaluations with attitude scales and observational assessments to gain a comprehensive view of learning, an aspect that has also been addressed through portfolios, self-assessment, and peer assessment.

From a theoretical perspective, this proposal contributes to the field of Physical Education didactics by reinforcing the relevance of competency-based, experiential, and simulation-oriented approaches for the teaching of first aid. It supports the idea that first-aid education should be understood not merely as technical training, but as an educational process that integrates cognitive, procedural, and attitudinal dimensions, closely linked to prevention, shared responsibility, and mutual care within school communities.

From a practical standpoint, the proposal offers a transferable and adaptable instructional model for teachers and schools, aligned with current curricular regulations and feasible within real educational contexts. Its progressive structure facilitates implementation across different educational stages, while its emphasis on cooperative learning and authentic assessment provides educators with concrete strategies to promote student engagement, autonomy, and confidence when responding to emergency situations.

Nevertheless, the proposal presents some limitations. First, it is a theoretically and methodologically grounded design that has not yet been empirically implemented, which prevents obtaining direct evidence of its impact on student learning. Future research should evaluate its effectiveness through longitudinal or quasi-experimental studies. Second, some activities require specific equipment, such as CPR manikins or training AED devices, which may pose difficulties in schools with limited resources. Additionally, successful implementation requires teachers to possess adequate train-

ing in first-aid techniques, an aspect that may vary significantly across educational settings.

Despite these limitations, the proposal holds strong potential for implementation in diverse educational contexts due to its flexibility, progressive structure, and alignment with current regulations. It would be relevant to explore the use of emerging technologies, such as augmented reality, virtual simulators, or interactive applications, which could enhance practical learning and improve feedback accuracy in techniques such as CPR or AED use. Likewise, future studies could examine the impact of the intervention on students' confidence, autonomy, and response capacity in real emergencies, as well as its integration into whole-school projects or long-term health-promotion programmes.

Overall, this discussion shows that the proposed instructional model is solid, relevant, and coherent with current demands in first-aid education. It contributes to strengthening school safety and developing a more prepared and aware citizenry, consolidating Physical Education as a privileged space for learning essential life skills.

Conclusions

Teaching first aid within the context of Physical Education represents a high-impact educational opportunity for the integral development of students. The present study demonstrates that first-aid contents can be systematically integrated into the curriculum in a progressive, active, and meaningful manner, contributing to the development of essential competences for daily life and for coexistence in school settings. Through playful activities, realistic simulations, cooperative work, and student-centred methodologies, learners acquire not only technical knowledge but also responsible attitudes, communication skills, and the ability to act effectively in real emergencies.

One of the main conclusions of this proposal is that a competency-based approach is particularly appropriate for first-aid education in secondary school contexts. The progression across educational levels, supported by scientific evidence, makes it possible to adapt activities to students' developmental maturity and to ensure that each stage contributes specifically to the development of basic, intermediate, or advanced skills. Likewise, Physical Education is confirmed as an ideal pedagogical setting to implement prevention, safety, and emergency-response protocols due to its inherently motor and contextualised nature.

The methodological and assessment structure proposed, based on rubrics, checklists, portfolios, peer assessments, and applied projects, enables authentic evaluation aligned with the competence-based approach of the LOMLOE. This evaluative framework strengthens self-regulation, critical reflection, and informed decision-making, all of which are essential elements in first-aid performance. Furthermore, the inclusion of simulations and critical scenarios constitutes an effective pedagogical strategy for fostering confidence, autonomy, and a sense of safety among students.

Overall, this proposal contributes to the development of a school culture oriented towards prevention, safety, and well-being, consistent with the values promoted by the Spanish educational system and Andalusian regional regulations. Its applicability is broad and adaptable, allowing for integration into interdisciplinary projects, school health days, or whole-school programmes.

Future research should focus on empirically assessing the effectiveness of this proposal through school-based implementations, using longitudinal or quasi-experimental designs. Such studies could examine learning retention, performance in simulated emergency scenarios, and the transfer of first-aid competences to real-life contexts. The incorporation of emerging technologies, such as augmented reality, digital simulators, or interactive applications, also represents a promising line for strengthening practical learning and enhancing feedback during resuscitation and emergency-response activities.

Ultimately, this educational experience highlights the importance of preparing students to respond effectively and responsibly in emergency situations, consolidating Physical Education as a key space for learning essential life skills and fostering social development.

Acknowledgment

The authors gratefully acknowledge the support and cooperation of the educational community of EEPP SAFA San Luis (El Puerto de Santa María), which made it possible to implement and pedagogically validate this didactic proposal. Rafael Oliveira is a research member of the Research Center in Sports Sciences, Health and Human Development (CIDESD) which was funded by National Funds by FCT - Foundation for Science and Technology under the following project UID/04045. The funders had no role in the design of the study; in the collection, analyses, or interpretation of data; in the writing of the manuscript, or in the decision to publish the results.

Funding

This research received no external funding.

Conflict of interest

The authors declare no conflict of interest.

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