

CPR Agenda

CPR video topic (video length, min)	Learning objectives	Facilitator tips
Introduction (2:11)		Before playing the video - Introduce yourself. Thank your students for their time. - Tell your students what they will be doing and how long it will take. - The course length will depend on how you structure your class while following the course guidelines for required and optional content. - Let the students know that they will be practicing CPR on manikins. - Tell students when they will have a break (if applicable). It is up to you to decide when breaks will fit into the class. - If your school has a cardiac emergency response plan, share it with your students or tell them where to find it. Give students a high-level overview of what your cardiac emergency response plan includes. - Tell students where to find AEDs in your school. - Administer the CPR pretest (optional) before beginning the course videos. - Tell students that the pretest is not graded and is used only to measure their baseline knowledge before they take the course. Play the Introduction video. After playing the video Tell the students the following: - You are more likely to perform CPR on someone you know. - The skills you learn today can double or triple the person's chance of survival.
Causes of Cardiac Arrest (2:55)	Describe the important differences between heart attack and cardiac arrest	Before playing the video (optional) - Let students know that they will learn the difference between a heart attack and a cardiac arrest. - This is important because it is how someone determines whether to perform CPR. Play the Causes of Cardiac Arrest video. After playing the video (optional) - For student engagement, ask the following questions about this video: - What causes a heart attack? <i>A heart attack occurs when a blood clot forms in a blood vessel. This is like a plumbing problem in the heart that causes a blockage.</i> - Can a heart attack lead to a cardiac arrest? <i>Yes. In cardiac arrest, the heart stops beating and no longer pumps any blood or oxygen to vital organs. So, if someone does not get the help they need when having a heart attack, it could cause a cardiac arrest.</i> - What causes a cardiac arrest? <i>A cardiac arrest can be caused by an electrical issue that causes an abnormal heart rhythm as well as heart attack, severe blood loss, breathing issues, drowning, substance-associated emergency, severe allergic reactions, or commotio cordis.</i>
Calling 911 (1:41)	Discuss when to call 911, and describe how to call 911 to activate the emergency response system	Before playing the video (optional) - Ask students all the ways you can call 911 or get assistance in an emergency. - They can shout for help; use a smartphone, even if it is locked; or use a smartwatch. Play the Calling 911 video. After playing the video (optional) - For student engagement, ask the following questions about this video: - True or false: A locked cell phone can call 911. <i>True</i> - What should you do if you do not know your exact address or location? <i>Describe your location as best you can</i>

		– Why should you put the phone on speaker mode when calling 911? <i>So that you can begin Hands-Only CPR</i>
Hands-Only CPR (0:42)	Describe the steps to perform Hands-Only CPR	Play the Hands-Only CPR video.
Steps Leading Up to CPR (1:36)	Describe how to check for scene safety, and demonstrate how to check for responsiveness	Play the Steps Leading Up to CPR video. After playing the video (optional) • For student engagement, ask the following questions about this video: – Why should you check for scene safety first? <i>You can't help someone if you get hurt too</i> – How do you check for responsiveness? <i>Tap and shout, "Hey, are you OK?"</i> – How do you check whether someone is breathing? <i>Watch their chest for at least 5 but no more than 10 seconds to see if it rises</i>
Compressions (2:11)	Demonstrate how to perform chest compressions with proper hand placement and perform chest compressions at the correct rate and depth with the appropriate chest recoil	Before playing the video (optional) • Tell students that after this video, they will practice chest compressions on a manikin. – Ask students how many have practiced compressions on a manikin before. Play the Compressions video. After playing the video (optional) • For student engagement, ask the following questions about this video: – How far should you push straight down on the chest? <i>At least 2 inches</i> – Why should you let the chest rise between compressions? <i>So that the heart can fill back up with blood</i> – What is the rate you should compress? <i>100-120/min</i>
Practice While Watching: Compressions (2:01)		Before playing the video (optional) • Let the students know that they will practice compressions on their manikins along with the video. Each student is required to practice. • Let students know that they will follow along and do exactly what they see in the video. – It might be helpful to show students the video before they practice along with it. • If students are in groups, tell them to select the order in which they'll practice. Because each student must practice, you may have to play the video 2 or 3 times. • If a student has trouble kneeling on the floor, you can place the manikin on a table or desk for them to practice. Play the Practice While Watching: Compressions video. Replay the video as many times as needed for all students to practice once. During the video (optional) • If you are comfortable doing so, walk around the room while the students practice and provide real-time feedback. Provide positive, constructive feedback on hand position, compression depth, and compression rate. • If a student can't push deep enough for compressions, have the student lean over the manikin more and straighten their arms, if needed. • If the student is still struggling, you can use the Soft setting on the manikin. But keep in mind that this will not allow them to reach the recommended depth for compressions. After playing the video (optional) • For student engagement, ask the following questions after the video: – Is there anything that surprised you about giving compressions? – Was it easier or harder than you thought it would be?

AED (2:28)	Demonstrate how to use an AED	Before playing the video (optional) Let students know that after this video, they will practice using the AED simulator and pads. Play the AED video. After playing the video (optional) - For student engagement, ask the following questions about this video: - Who can you use an AED on? <i>Anyone in a cardiac arrest emergency, even a child or someone who is pregnant</i> - True or false: An AED will not deliver a shock unless one is needed. <i>True</i> - What are the first 2 steps of using an AED? <i>Turn it on and follow the prompts</i>
Practice While Watching: AED (1:29)		Before playing the video (optional) - Let the students know that they will practice using their manikin and AED simulator along with the video. Each student is required to practice doing exactly what they see in the video as it is being demonstrated. Reminders: - You may find it helpful to show students the video before having them practice along with it. - If students are in groups, tell them to select the order in which they'll practice. Because each student must practice, you may have to play the video 2 or 3 times. - If a student has trouble kneeling on the floor, you can place the manikin on a table or desk for them to practice. Play the Practice While Watching: AED video. - Replay the video as many times as needed for all students to practice once. - After each student practices, have them reset the AED simulators so that they are ready for the next student to use. During the video (optional) - If you are comfortable doing so, walk around the room while the students practice and provide real-time feedback. Provide positive, constructive feedback on placing the AED pads correctly, following the AED prompts, shouting "Clear!" and staying clear of the manikin when appropriate. After playing the video (optional) - For student engagement, ask the following question after the video: - Based on this practice, do you feel confident that you could use an AED in an emergency? Raise your hand if you do.
CPR With Breaths (1:26)	Perform CPR with breaths	Before playing the video (optional) Let students know if they will practice CPR with breaths after this video (the Practice While Watching: CPR With Breaths video is optional). Play the CPR With Breaths video.
Practice While Watching: CPR With Breaths (0:47) (optional)		Note: Although this video is optional, the AHA encourages facilitators to practice along with it. Focus on the head tilt–chin lift maneuver. If you don't want students to have to clean the manikins and replace the lungs after they're done, tell them to pretend to give breaths and avoid touching the manikins with their mouths. Before playing the video (optional) - Tell students how they will practice along with this video: - Perform the head tilt–chin lift maneuver and pretend to give breaths, without touching the manikin with their mouth - or - Perform the head tilt–chin lift maneuver and give real breaths Play the Practice While Watching: CPR With Breaths video (optional). - Replay the video as many times as needed for all students to practice once. - If students are giving real breaths, each student must clean the surface of the manikin face and the mouth cavity with the manikin wipes provided in the training

		kit before they share the manikin with another student. – If you do not have manikin wipes, you can clean the manikins by using warm, soapy water. Do not use antibacterial wipes, baby wipes, tissues, or paper towels on the manikin. During the video (optional) If you are comfortable doing so, walk around the room while the students practice and provide real-time feedback. Provide positive, constructive feedback on performing the head tilt–chin lift and, if students are giving breaths, watching for chest rise. After playing the video (optional) • For student engagement, ask the following questions about this video: – What should you look for when giving breaths during CPR? <i>Chest rise</i> – If the chest doesn't rise when giving breaths, what should you do? <i>Let the head go back to a normal position, do the head tilt–chin lift again, and make sure you have a good seal over the mouth</i>
Practice While Watching: Put It All Together (2:34) or Practice While Watching: Put It All Together (With Breaths) (3:07)		Choose one video—either with or without breaths—for your students to practice along with. You don't have to show both videos, but whichever one you choose, you'll need to play it at least twice. Students should watch the video in full the first time as a review of all the steps for providing CPR. After you show the video once, students can begin their practice. Before playing the video (optional) • Let the students know that they will practice using their manikin and AED simulator along with the video. Each student is required to practice doing exactly what they see in the video as it is being demonstrated. • Reminders: – If students are in groups, tell them to select the order in which they'll practice. Because each student must practice, you may have to play the video 2 or 3 times. – If a student has trouble kneeling on the floor, you can place the manikin on a table or desk for them to practice. Play either the Practice While Watching: Put It All Together video or the Practice While Watching: Put It All Together (With Breaths) video. Replay the video as many times as needed for all students to practice once. After each student practices, have them reset the AED simulators so that they are ready for the next student to use. During the video (optional) • If you are comfortable doing so, walk around the room while the students practice and provide positive, constructive, real-time feedback. – For both videos, provide feedback on the following: ▪ Using the correct hand position and compression depth and rate ▪ Using the correct AED pad placement ▪ Following the AED prompts appropriately ▪ Shouting "Clear!" and staying clear of the manikin as appropriate – Additionally, for the Practice While Watching: Put It All Together (With Breaths) video, provide feedback on the following: ▪ Using the head tilt–chin lift technique ▪ Watching for chest rise (if giving real breaths)
Child CPR and AED (2:08)	Describe the steps to perform CPR for a child	Before playing the video (optional) Remind students that cardiac arrest can happen anywhere, not just at schools. Ask them to imagine it happening to a younger sibling at home, a child they are babysitting, or even a friend at the pool. Play the Child CPR and AED video. After playing the video (optional) • To reinforce the important difference between adult and child CPR, tell students

		the following: – One key difference between performing CPR on an adult and performing CPR on a child is what to do if you are alone. Remember, if you're alone, give the child 5 sets of 30 compressions and 2 breaths before you leave to call 911 and get an AED. • For student engagement, ask the following questions about the video: – What are the 2 ways to do chest compressions on a child? <i>Heel of 1 hand or both hands</i> – What is the most common reason a child experiences cardiac arrest? <i>Because of a breathing problem</i>
Choking (2:22)	Describe when and how to help someone who is choking and still responding, and describe how to help someone who is choking and not responding	Before playing the video (optional) Let students know that they will learn how to help someone who is choking. Play the Choking video. After playing the video (optional) • For student engagement, ask the following questions about the video: – After the video you just watched, how many feel confident that you can help someone who is choking? Raise your hands. – What are signs that someone is choking? <i>If a person can't cough, talk or breathe</i> – How do you take action to help someone who is choking? <i>Give 5 back blows and 5 abdominal thrusts</i> – If someone who is choking becomes unresponsive, what should you do? <i>Call 911 and start CPR</i>
Conclusion (1:03)		Play the Conclusion video. After playing the video Choose one of the following options, or move directly to the end-of-course discussion with students: • Option 1: Begin the interactive web-based app activity (optional). – After the app activity, you can administer and review the CPR posttest (optional). – Then, you can cover any desired first aid video topics (optional). – Conclude the course by leading a final discussion with students. • Option 2: Administer and review the CPR posttest (optional). – After the posttest, you can cover any desired first aid video topics (optional). – Conclude the course by leading a final discussion with students. • Option 3: Go over any desired first aid video topics (optional). Whichever option you choose, begin the end-of-course discussion with students when you're done. End-of-course discussion • Encourage students to practice on a manikin after class. • Advise students that they should never practice chest compressions on a real person. – <i>Note:</i> Students get better at CPR through practice, and practice makes a real difference in learning CPR and boosting confidence for giving CPR in real life. Consider offering the course more than once, as a refresher. • Encourage students to share their knowledge with their friends and family to bring these lifesaving skills to more people. • Remind students that any CPR is better than no CPR. • Thank the students for their time, and congratulate them for completing the course. You can print course completion certificates from the course website and distribute them to your students.