



American Heart Association.

CPR in
Schools.
With **First Aid**
TRAINING KIT

Facilitator Guide



American Heart Association®

CPR in **Schools**®
With **First Aid**

T R A I N I N G K I T

Facilitator Guide



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CPRⁱⁿ Schools[®] With **First Aid** TRAINING KIT

Dear Facilitator,

Thank you for participating in the American Heart Association CPR in Schools[®] With First Aid program. We are pleased that you have committed to helping us increase the number of people trained in cardiopulmonary resuscitation (CPR) and first aid in your community. Together, we can create a Nation of Lifesavers[™].

No prior CPR or first aid training is needed. Your CPR in Schools With First Aid Training Kit includes all the materials you need to facilitate fun and interactive training sessions with your students.

The required CPR videos take about 30 minutes to go through. In addition, the CPR in Schools Interactive Web-Based App provides your students with optional and free additional hands-on CPR skills practice, which adds about 30 minutes to the class. You can go through all the CPR training in a single class or break it up over several classes to meet your needs. The CPR videos must be watched in the order that they are presented.

The optional first aid videos take about 45 minutes to go through. Although optional, the first aid content is highly recommended to prepare your students to act in a variety of emergencies. You can include all the first aid videos in a single class, but the American Heart Association recommends that you break them up over several classes. These videos can be shown in any order. You may find it helpful to align the videos with your school curriculum as a great supplement to topics you are already teaching. You'll also find class handouts on the course website that reinforce the content in the first aid videos.

Before you facilitate your first course, review the information provided in this facilitator guide to help you run successful training sessions. Spanish materials are available for download at heart.org/LearnCPRinSchoolsFirstAid.

Feel free to print or photocopy any of the materials in this guide or on the website for use during training.

Take note of the location of the automated external defibrillators in your school, and find out if your school has a cardiac emergency response plan (CERP) in place. A CERP provides standard instructions that you should follow if you witness a cardiac arrest in your school. You can read more about CERPs in Part 4: Helpful Resources if your school does not have a CERP in place.

The portable CPR in Schools With First Aid Training Kit makes it easy to share the training between classrooms as well as in your community. We encourage you to integrate more knowledge about CPR in your communities by sharing the training kit with colleagues in your school district, parent-teacher associations, local faith-based communities, scouting or recreation groups, and other community groups.

If you need additional assistance, please email us at cprinschools@heart.org or call 1-866-935-5484.

Thank you for your commitment to helping save lives and creating the next generation of lifesavers.

Sincerely,

The American Heart Association
heart.org/LearnCPRinSchoolsFirstAid

#CPRwithHeart

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Part 1: Preparing for the Course

Introduction

The American Heart Association (AHA) CPR in Schools With First Aid Training Kit is a facilitated educational program designed specifically for schools. The cardiopulmonary resuscitation (CPR) portion of the kit meets state legislative requirements for CPR training in schools and incorporates hands-on CPR practice with a manikin and an automated external defibrillator (AED) simulator. The first aid portion teaches skills to prepare students and teachers to act in a variety of emergencies. The training kit, including this facilitator guide, contains everything you need to conduct successful classes.

Role of the Facilitator

Any motivated person who wants to share the lifesaving skills of CPR and first aid can be a facilitator for CPR in Schools With First Aid.

You do not have to be an AHA Instructor or have a CPR course completion card to be a facilitator. This is a video-based course, and the lessons in the course videos will teach the skills of CPR and first aid.

As a facilitator, you'll help the class run smoothly. Your responsibilities include

- Preparing for and running through the course as outlined in the Preparing for the Course Checklist in this facilitator guide
- Creating a positive learning experience
- Facilitating the course as outlined in the agendas in this facilitator guide
- Educating and encouraging students to become part of the Nation of Lifesavers, which represents people who are prepared to act in a cardiac emergency

CPR Overview

The CPR section of the CPR in Schools With First Aid Course has 14 required videos and 2 optional videos. The total run time for the 16 CPR videos is about **30 minutes**. Students must watch these videos in order, but you may break the content up over a couple of classes, if needed. During the practice-while-watching videos, students should practice using their manikins and AED simulators along with the videos. Video run times may vary depending on how you facilitate your class and class size.

CPR Practice-While-Watching Videos

The CPR practice-while-watching videos allow students to practice the skills they learn in the course videos. Practicing while watching is an effective approach for helping students master the hands-on skills of CPR.

During the practice-while-watching videos, facilitators should observe students' performance of the skills and provide corrective feedback as needed.

The CPR section of the course has 4 practice-while-watching videos for practicing compressions, using an AED, providing CPR with breaths (optional), and putting all the steps together. You may need to play the practice-while-watching videos more than once to give each student an opportunity to practice the skills, especially if they're working in groups sharing a manikin.

Replay the videos as many times as needed until your students feel comfortable with the CPR skills. Replaying the videos will increase the time needed to finish the course, but it is essential that your students feel comfortable and confident with these CPR skills. Students may benefit from practicing without the video as well. Make sure that you cover all of the required content in your CPR classes and give students enough time to practice.

CPR in Schools Interactive Web-Based App Overview

The optional interactive web-based app provides students with additional hands-on CPR skills practice. When the app is combined with a web-enabled student device, the app provides feedback to the student about the quality of their CPR skills. It uses a Mini Anne® Plus manikin and an AED simulator from your training kit. The app should not replace the CPR videos, and students should not participate in the app activity until after they have watched all the required CPR videos. The app can be used with or without student devices.

Refer to Part 2 of this facilitator guide to learn how to incorporate the app in your class.

First Aid Overview

The First Aid section of the course has 14 videos, which are all optional. You can pick and choose which videos you'd like to include in your class, or you can have your students watch the videos in order. It's up to you. You can even share these videos with other teachers in your school to incorporate into their curriculum, such as in a health class or a physical education class.

Course Equipment

Equipment needed for each CPR in Schools class is listed here. All equipment needs to be in proper working order and in good condition.

Here's what's included in the CPR in Schools With First Aid Training Kit:

- 1 wheeled carry bag
- 10 Mini Anne Plus inflatable manikins
- 10 kneel mats
- 3 USB drives containing the course videos
- 2 hand pumps for manikin inflation
- 2 mesh storage bags
- 10 replacement airways
- 50 manikin wipes
- 10 AED training simulators
- 1 information sheet containing a link to the course website, which includes the facilitator guide, printable copies of the pretest and posttest, course videos, and additional resources

Here's the equipment you will need to provide:

- A laptop or smart TV and a monitor or screen big enough for all to see
- A table in case someone can't kneel on the ground to practice CPR
- A room with enough space where students can hear and see the video and practice the skills

Here's the optional equipment needed for the interactive web-based app:

- One web-enabled smartphone, tablet, or laptop with camera per student is ideal. But if there are not enough devices available for each student to have their own, students can share in their groups or teams.
 - If student devices are not available, facilitators can still use the web-based app (as described in Part 3).

You can find additional information about maintaining course equipment in Part 3: After the Course and information about ordering course equipment in Part 4: Helpful Resources.

Access to Course Videos

Course videos for both CPR and first aid are available in streaming format and on the 3 USB drives included with your course equipment. These videos are available in both English and Spanish.

To access the streaming version of the videos, go to heart.org/LearnCPRinSchoolsFirstAid and select the link to access course materials and streaming videos. This link will take you to the course videos on the AHA eBooks site, where you'll enter this access code: LEARNCPRINSCHOOLSFA

Additional Course Materials

For more course information about CPR in Schools With First Aid and additional educational materials, visit heart.org/LearnCPRinSchoolsFirstAid.

These additional educational materials include

- Class handouts
- Downloadable course checklists
- Downloadable course agendas
- Downloadable parent letter
- Pretest/Posttest answer key
- PDF version of the facilitator guide

Some materials may require a password, which is LEARN CPR IN SCHOOLS SFA.

We will provide more information about the additional course materials in Part 4: Helpful Resources in this facilitator guide.

Preparing for the Course Checklist

To make sure the course runs smoothly, preparation is essential. When you know what to expect and are organized, you help create a positive environment for your students to learn these lifesaving skills.

Review the course preparation checklist in Table 1 before facilitating the course for the first time. As you become familiar with the course, you can use the checklist as a helpful preparation reminder. If you prefer, you can also print the course checklist from the course website (heart.org/LearnCPRinSchoolsFirstAid).

Table 1. Preparing for the Course Checklist

Preparation step	Check when completed
2 weeks before the course	
Read this entire facilitator guide.	
Watch the CPR in Schools With First Aid course videos.	
• CPR in Schools (14 required videos, 2 optional videos)	
• First Aid in Schools (14 optional videos)	

(continued)

Preparation step	Check when completed
Determine which of the following optional items you will use in your class:	
• Interactive web-based app	
• First aid videos	
• Pretest and posttest	
• Class handouts	
1 week before the course	
Confirm room or other space reservations.	
Confirm technology or material reservations if needed.	
Provide students with the parent letter for their parent or guardian to review. • Download the letter from the course website: heart.org/LearnCPRinSchoolsFirstAid . • Fill in the date, name of the teacher or facilitator, and contact information. • Print the letter or share it digitally through your school's communication system.	
Tell students to wear comfortable clothes on the day of CPR training.	
If using the interactive web-based app, familiarize yourself with the activity. Connect the app to the Internet to display it on the main screen in your classroom.	
• For the best experience, check that each student has a smartphone, tablet, or laptop with Internet connectivity and camera access. Students can also share devices in groups of 2 or 3, or you can complete the activity without any devices.	
• Before class, check with students about whether their personal devices have parental restrictions that may prevent them from using the device in class, and have backup devices available.	
• Identify school policies and procedures for using tablets or smartphones in the classroom. Pay attention to your school's policy on camera access.	
Confirm that all equipment is available and in good working order.	
Inflate the Mini Anne® Plus manikins by using the hand pump provided. • Inflate until the manikin material looks smooth (approximately 9-10 pumps). Do not inflate the manikins by mouth or with an air compressor.	
• If you notice that a manikin has a leak or is not working properly, have a plan for how you will group your students with the remaining manikins so that everyone can practice their CPR skills.	
Locate the AED trainers and kneel mats with the course equipment.	

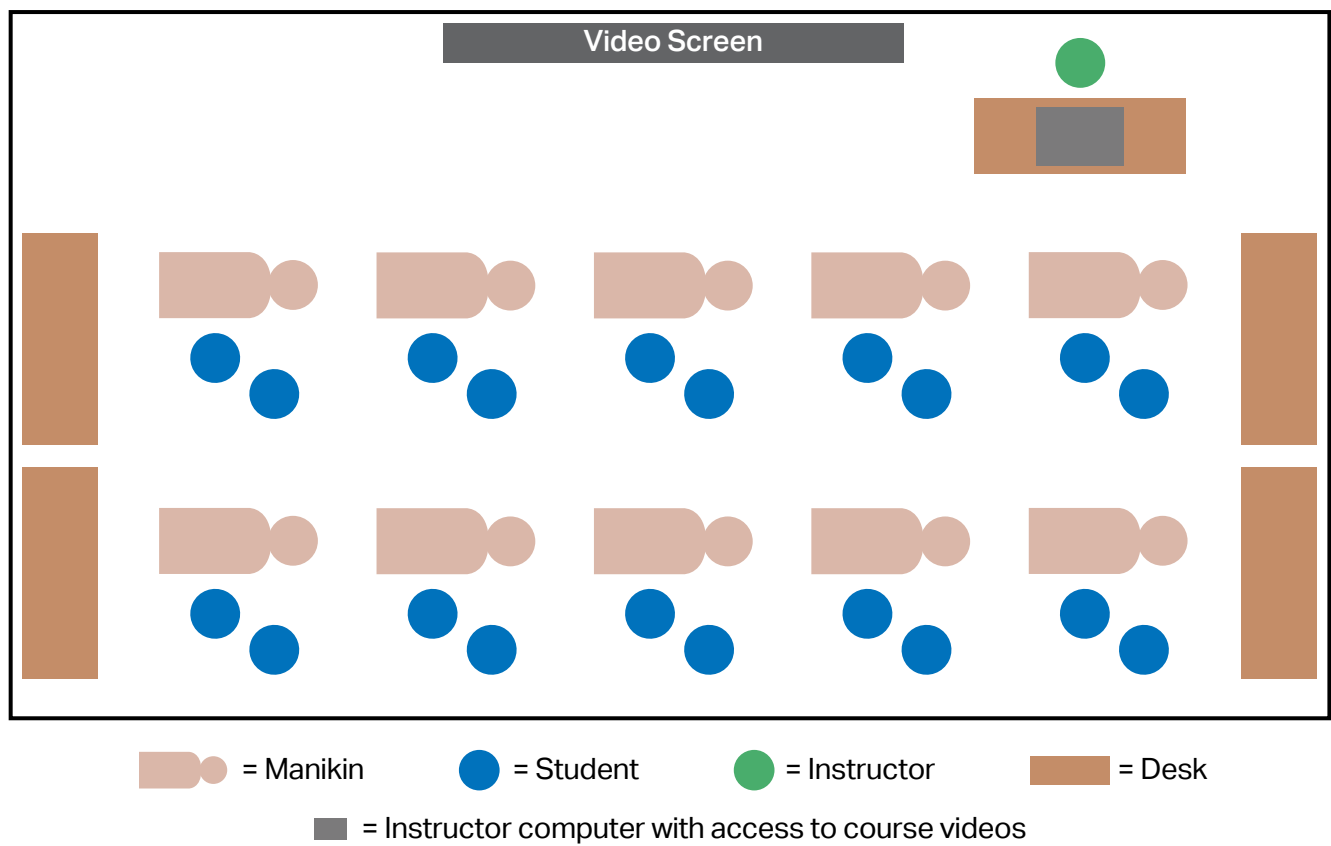
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Preparation step	Check when completed
Familiarize yourself with the Mini Anne Plus manikins. • Locate the tab at the base of the manikin's torso, pull it outward, and set to Hard or Soft (refer to the CPR agenda for more information about these settings).	
Practice performing 2-hand chest compressions on a manikin to ensure that the manikin is working correctly and that you understand the compression technique: • Put the heel of one hand in the center of the chest, on the lower half of the breastbone, and put your other hand on top. • Intertwine your fingers. • Bend at the waist and keep your arms straight with your elbows locked. Position yourself directly over the manikin. • Push straight down at least 2 inches (5 cm) for an adult. The manikin should click when you're pushing deep enough. • Compress the chest at a rate of 100 to 120/min.	
Practice giving breaths on a manikin if your students will practice breaths. • Open the airway by putting one hand on the person's forehead and the fingers of your other hand under their chin. Don't press into the soft area under the chin because this might block the airway. • Tilt the head back and lift the chin to move the tongue away from the back of the throat. Don't tilt too far—just enough to open the airway. Use your thumb and forefinger to pinch the nose closed. • Cover the manikin's mouth with your mouth, being sure to get a good seal. • Take a normal breath and breathe into the mouth for 1 second. Do this twice. • Watch for chest rise. • After you practice, sanitize the manikin's face and oral cavity with a manikin wipe and replace the airway. If you do not have manikin wipes, you can clean the manikin by using warm, soapy water.	
After confirming that all course equipment works properly and familiarizing yourself with the manikins, store the manikins in the mesh bag provided in your training kit.	
1 or 2 days before the course	
Review Part 2 of this guide.	
Locate nearby AEDs, and review your school's cardiac emergency response plan. If your school does not have a cardiac emergency response plan, visit Part 4: Helpful Resources.	
Visit the AHA's Don't Drop the Beat playlist: cpr.heart.org/en/training-programs/community-programs/be-the-beat. • This playlist includes songs that have the correct rate of compressions. • More information can be found in Part 4: Helpful Resources.	

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Preparation step	Check when completed
Test the course videos on the equipment you plan to use to be sure that you can display the videos with sound and that all students will be able to see and hear.	
Print copies of the first aid class handouts from the course website for all students (optional).	
Print copies of the CPR pretest and posttest for all students (optional).	
Day of the course	
Follow the course agendas in Part 2 of this facilitator guide (available for download on the course website).	
Get to class early to set up the room and course equipment. You should be at the front of the room with access to the course videos and to the app, if you are using it.	
Clear a space for the activity, moving desks or tables to the walls of the classroom.	
Inflate the manikins: • If you have not already done so, inflate the manikins by using the hand pump provided. This can take about 10 to 15 minutes, so plan accordingly. • Remember, you can inflate your manikins in advance and store them in the mesh bag provided in your kit.	
Arrange the manikins: • Each training kit comes with 10 Mini Anne Plus manikins. Depending on class size, you will need to determine if each student will work on their own or in groups of 2 or 3 sharing a manikin. If students will share manikins and practice breaths, you will need to clean each manikin and change the lungs after each student's practice. • Arrange the manikins so that each student can see and hear the video, even when they are on their knees practicing. Position the manikins facing the video screen with the heads pointing in the same direction as the manikins in the video (Figure).	
Place a knee pad by each manikin if students are practicing on the floor.	

Figure. Sample floor plan.



Part 2: Facilitating the Course

Use the tips and agendas in this Part to guide you as you facilitate the course.

Facilitator Tips

- Greet the students as they arrive. Tell each student to sit by a manikin (if working independently), or put them in groups of 2 or 3 (if sharing a manikin).
- Be enthusiastic! Enthusiasm is contagious.
- Help students overcome their fear.
 - Many students are afraid of doing CPR wrong and may be reluctant to give CPR in real life. Remind students that doing CPR well is very important to saving lives, but any CPR is better than no CPR.
 - Emergencies are scary no matter the cause. Remind your students that by learning CPR and first aid skills, they will have the knowledge to take action. Remind them to be confident that they will be part of a Nation of Lifesavers who can act in an emergency.
- Follow the course agendas.
- Feel free to pause and restart the videos throughout your class as needed. You may find it helpful to pause to answer students' questions, to allow students to practice more, or to reinforce content.
- During the CPR practice-while-watching videos, tell everyone to follow along with the videos. Everyone should do exactly what the video is showing, at the same time.
- When students are practicing compressions, the video music will help them maintain the correct rate of 100 to 120/min. You can help by
 - Turning up the video volume so students can hear the music more clearly
 - Clapping with the beat of the music
 - Counting out loud with the beat of the music
- Students may have questions. Facilitators are not expected to know all the answers. You can always refer your students to the AHA website. Part 5: Common Questions Asked During Class provides answers to commonly asked questions.

CPR Agenda

Start the class by following the CPR agenda as shown in Table 2. The CPR agenda lists information about the videos and learning objectives you'll cover in this section of the course. The agenda also includes facilitator tips for interacting with students and discussing the material. Note that some videos and activities are marked as optional. Please review the Disclaimer video before you begin.

Table 2. 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.

(continued)

CPR video topic (video length, min)	Learning objectives	Facilitator tips
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.

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CPR video topic (video length, min)	Learning objectives	Facilitator tips
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>

(continued)

CPR video topic (video length, min)	Learning objectives	Facilitator tips
Practice While Watching: Compressions (2:01)		<i>Before playing the video (optional)</i> • 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. <i>During the video (optional)</i> • 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. <i>After playing the video (optional)</i> • 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?

(continued)

CPR video topic (video length, min)	Learning objectives	Facilitator tips
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>

(continued)

CPR video topic (video length, min)	Learning objectives	Facilitator tips
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.

(continued)

CPR video topic (video length, min)	Learning objectives	Facilitator tips
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>

(continued)

CPR video topic (video length, min)	Learning objectives	Facilitator tips
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. <i>Before playing the video (optional)</i> • 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. • <i>Reminders:</i> – 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. <i>During the video (optional)</i> • 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)

(continued)

CPR video topic (video length, min)	Learning objectives	Facilitator tips
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? <i>Raise your hands.</i> - 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>

(continued)

CPR video topic (video length, min)	Learning objectives	Facilitator tips
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.

CPR in Schools Interactive Web-Based App Agenda (Optional)

Table 3 lists the agenda for using the optional interactive web-based app after your students have watched the required CPR videos. This app provides additional hands-on practice with the CPR skills they learned from the course videos. The app includes a team activity so that students can practice the skills of CPR and AED use in groups of 2. This shows students that having help limits interruptions in compressions.

The app can be used with or without the students using their own devices for feedback. But for the best experience, students should use the app through a web-enabled device with a camera such as a smartphone, tablet, or laptop. Students use their devices to scan a QR code and join the activity, and then they are prompted to allow the app to access their camera. Camera access allows the app to provide real-time feedback on students' CPR skills by capturing the students' movements during compressions. The app also includes a quiz that becomes interactive when the student is using an Internet-connected device.

The activity is easy to navigate. As the facilitator, you will advance through the course on the main screen by using the Next button, and students will follow along on their devices as instructed throughout the activity. Tell students when they should look at the main screen instead of their devices. Each page also has voice-over instructions that guide the students through the activity.

You may need to use the Back button throughout the activity to replay sections, allowing each student to practice the activities. Replay each activity as many times as needed so that each student can practice. During the activity, monitor your students as they perform the skills. Provide feedback as needed. This activity takes approximately 30 minutes.

Table 3. Interactive Web-Based App Activity Agenda (Optional)

Activity	Instructions
Room and equipment setup	• The space and equipment setup can remain the same as the CPR portion of the course. Make sure that all students can still see the screen. • Begin the activity with students sitting at their desks or in the back of the room.

(continued)

Activity	Instructions
Joining app and getting started	- To access the app and open it on your classroom's main screen, go to cprinschools.heart.org. - Have students join the activity by scanning the QR code on the main screen with their devices or entering cprinschools.heart.org in their device's browser. - If using the browser, students will need to enter the class code displayed on the main screen to join. - You can create student groups for the activity with or without Internet-connected devices: - If students are using Internet-connected devices, the app activity will automatically group students together and instruct them to find their teams. - Remind students that you never know who will be there to help you in an emergency, so teams are assigned randomly. - Each team should sit together on the floor facing the main screen, and they will need at least 1 manikin. - If students are <i>not</i> using Internet-connected devices, you will need to assign your students to groups of 2 or 3 and tell them to sit together. Use at least 1 manikin for each group.
Student device setup	- Once students are logged into the activity, they should place their devices on the floor in front of their manikin when they practice. - Tell students that their device cameras will monitor their skills but won't record anything during the activity. It is possible for students to still go through the activity without granting camera access on their personal devices. - Tell students that they should use their devices for this activity only. - Students should make sure that their devices do not lock so that they don't get logged out of the activity. If they do get logged out, they can rejoin where they left off by following the instructions that are visible at all times on the main screen. - When performing compressions, each student should be able to see their own face in the middle of their device screen.
Scenario 1: Chest compressions	Scenario summary: During this team activity, one student will perform 30 compressions while another student monitors their skills and provides feedback. Before starting the scenario - Tell students that they should look back and forth between their devices and the manikin while they're performing compressions. This will allow them to receive real-time feedback from the app in addition to their teammates' feedback. - Students will then switch roles. During the activity - Observe the activity, offer encouragement, and correct skills as needed. - Include feedback on hand position, compression depth, and compression rate. - Repeat this activity as needed to give each student a chance to practice each role.

(continued)

Activity	Instructions
Scenario 2: Teamwork	Scenario summary: During this team activity, each student will practice the skills involved in the steps leading up to CPR. Next, each team of 2 students will work together to perform chest compressions and use an AED. One student will perform chest compressions while the other operates the AED. Before starting scenario • Tell students that in this activity, each student will practice the skills involved in leading up to CPR. Then, they will work as a team, with one student performing chest compressions while the other operates the AED. • Students will then switch roles. Tell students to reset the AED simulator before switching roles so that the next student can practice using it. During activity • <i>Note:</i> The app will automatically advance slides during the AED activity whenever the AED prompts are used. You will only be able to pause and go back on slides that automatically advance. • Observe the activity, offer encouragement, and correct skills as needed. – Include feedback on hand position, compression depth and rate, correct AED pad placement, following the AED prompts appropriately, shouting “Clear!” and staying clear of manikin when appropriate. • Repeat this activity as needed to give each student a chance to practice each role.
Quiz	After students practice their CPR skills, they will take a 5-question quiz in the app to test their knowledge of CPR. The app will tell the students whether each answer is correct.
App badge	After the quiz When students finish the quiz, a completion badge will appear. • Students who are 13 years of age and older can claim the completion badge by entering their email addresses. • For classes with students younger than 13 years, select Skip on the main screen when you reach the completion badge portion of the app.

(continued)

Activity	Instructions
Conclusion	After completing the interactive web-based activity Choose one of the following options: • Option 1: Administer and review the CPR posttest (optional). – After the posttest, you can cover any desired first aid video topics (optional). • Option 2: Go directly to 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.

First Aid Agenda (Optional)

Table 4 lists the agenda for facilitating the first aid section of the course and includes helpful tips for interacting with students. All first aid videos are optional. You can play through the entire video playlist in a single class or pick and choose the first aid topics you'd like to include in your classes. Please review the Disclaimer video before you begin.

Table 4. First Aid Agenda (Optional)

First aid video topic (video length, min)	Description	Facilitator tips
Introduction (1:11)	A quick introduction to the first aid section of the course, covering an emergency response plan and how to help in an emergency	Play the Introduction video.

(continued)

First aid video topic (video length, min)	Description	Facilitator tips
Opioid Overdose (4:17)	Information about opioids; how to identify if someone is experiencing an opioid overdose; and the steps to help, such as administering naloxone	Before playing the video (optional) Tell students to note the name of the lifesaving medication—<i>naloxone</i>—that can reverse the effects of opioids and how to administer it. Play the Opioid Overdose video. After playing the video (optional) - For student engagement, ask the following questions about this video: - True or false: Naloxone is safe to administer, even if you don't know what kind of drug a person took. <i>True</i> - Where are some places you may be able to find naloxone? <i>Near a first aid kit or AED or at a participating pharmacy</i>
Drowning (4:10)	Information about the Drowning Chain of Survival and how to help a swimmer in distress	Before playing the video (optional) Tell students to think about some ways to be smart and safe when playing around water. Play the Drowning video. After playing the video (optional) - For student engagement, ask the following questions about this video: - What are some examples of being water smart? <i>Using pool fences, taking swimming lessons, watching small children around water, and wearing life jackets in open water</i> - Before using an AED on a person who is unresponsive and drowning, what are 2 things to consider? <i>Making sure that the person is out of the water and making sure that their chest is dry</i>

(continued)

First aid video topic (video length, min)	Description	Facilitator tips
Bleeding Control (5:48)	Information about how to assess bleeding injuries, the definition of life-threatening bleeding, and ways to control bleeding	Before playing the video (optional) Ask students if they know where to locate supplies to help with bleeding control, such as gauze and a dressing. Tell students to pay attention to the most important thing to do to stop bleeding. Play the Bleeding Control video. After playing the video (optional) - For student engagement, ask the following questions about this video: - What does the A stand for in the ABCs of bleeding? <i>Alert</i> - What does the B stand for in the ABCs of bleeding? <i>Bleeding source</i> - What does the C stand for in the ABCs of bleeding? <i>Control bleeding</i> - What step is taken to control bleeding? <i>Apply direct pressure</i>
Alcohol (3:29)	Information about the symptoms of alcohol intoxication and alcohol overdose, how to help someone experiencing an alcohol overdose, and how to use the recovery position	Before playing the video (optional) Tell students to note how to put someone in the recovery position. Play the Alcohol video. After playing the video (optional) - Have students practice by putting themselves in the recovery position. - This will allow the students to feel for themselves what it is like to be in the recovery position and may increase the likelihood that they'll place someone else in the recovery position when needed. - To get in the recovery position, students should gently turn their head to the left, place their left arm at a right angle to their body, and put their right hand under their left cheek. Then, have them bend their right knee and roll onto their left side. - For student engagement, ask the following questions about this video: - Why is it important to place someone who is experiencing an alcohol overdose in the recovery position? <i>Alcohol can cause seizures or lessen the reflexes that prevent choking, so this position helps prevent them from choking on their vomit.</i>

(continued)

First aid video topic (video length, min)	Description	Facilitator tips
Fainting (2:11)	Information about causes of fainting and how to assist a person who has fainted	Before playing the video (optional) Tell students to note what could cause someone to faint. Play the Fainting video. After playing the video (optional) - For student engagement, ask the following questions about this video: - True or false: Fainting happens because there is not enough blood getting to the brain. <i>True</i> - True or false: It's OK for a person who has fainted to quickly stand up. <i>False; this may cause them to faint again.</i>
Seizures (2:41)	Information about seizures, what seizures look like, and how to help a person who has experienced a seizure	Before playing the video (optional) Tell students to note the actions they should take if someone is having a seizure. Play the Seizures video. After playing the video (optional) - For student engagement, ask the following questions about this video: - What is a medical condition that causes seizures? <i>Epilepsy</i> - True or false: Seizures look exactly the same for every person. <i>False</i> - How might a person act after they've had a seizure? <i>Be slow to respond, feel confused, or even fall asleep</i>

(continued)

First aid video topic (video length, min)	Description	Facilitator tips
Allergic Reactions (2:44)	Information about severe allergic reactions, symptoms of allergic reactions, and how to use an epinephrine autoinjector	Before playing the video (optional) Tell students to note whether an epinephrine autoinjector can be used through clothes or must be used on bare skin. Play the Allergic Reactions video. After playing the video (optional) - For student engagement, ask the following questions about this video: - What are some symptoms of severe allergic reactions? <i>Trouble breathing, swelling of the tongue or face, fast heartbeat, nausea, and dizziness</i> - How does an epinephrine pen help someone? <i>It contains a dose of medicine that decreases the body's response to an allergen and helps the person to breathe more easily.</i> - True or false: If someone has an epinephrine pen and is having a severe allergic reaction, you do not need to call 911. <i>False; this is a life-threatening emergency, and it is still important to call 911 and get the first aid kit and an AED.</i>
Asthma (3:13)	Information about asthma, symptoms of an asthma attack, inhalers, and ways to help someone experiencing an asthma attack	Before playing the video (optional) Tell students to note the signs and symptoms you may witness if someone is having an asthma attack. Play the Asthma video. After playing the video (optional) - For student engagement, ask the following questions about this video: - What lung condition causes the airways to become swollen and narrow? <i>Asthma</i> - What sounds like whistling as someone breathes? <i>Wheezing</i> - What helps relax someone's airway quickly during an asthma attack? <i>An inhaler</i>

(continued)

First aid video topic (video length, min)	Description	Facilitator tips
Concussion (2:10)	Information about concussions, symptoms of a concussion, concussion treatment, and how to help someone who has experienced a concussion	Before playing the video (optional) Tell students to consider why it is important to take concussions and concussion safety seriously. Play the Concussion video. After playing the video (optional) - For student engagement, ask the following questions about this video: - What happens when the head or body is hit so hard that the brain moves forcefully inside the skull? <i>A concussion</i> - True or false: Getting a second concussion before the first concussion has completely healed could result in death. <i>True</i>
Diabetes (3:25)	Information about diabetes and how to help someone when their blood sugar is too low	Before playing the video (optional) Tell students to note which snacks are good to give someone with diabetes to raise their blood sugar levels. Play the Diabetes video. After playing the video (optional) - For student engagement, ask the following questions about this video: - What is the hormone that the body uses to lower blood sugar levels as needed? <i>Insulin</i> - What are some symptoms of low blood sugar levels? <i>Confusion, weakness, shakiness, or sweatiness</i> - What are some examples of snacks that are good for raising blood sugar levels? <i>Glucose tablets, granola bars, fruit snacks, juice, candy, and whole milk</i>

(continued)

First aid video topic (video length, min)	Description	Facilitator tips
Heated-Related Illnesses (3:35)	Information about common heat-related illnesses and how to help someone experiencing a heat-related illness	Before playing the video (optional) Tell students to note the 4 types of heat-related illnesses while watching this video. Play the Heat-Related Illnesses video. After playing the video (optional) - For student engagement, ask the following questions about this video: - What happens when someone doesn't drink enough water or loses too much water or fluids through sweating, vomiting, diarrhea, or fever? <i>Dehydration</i> - What are the painful muscle spasms someone might have if they've been dehydrated for too long? <i>Heat cramps</i> - True or false: Someone who experiences heat exhaustion or heat stroke does not need to be seen by a health care professional. <i>False</i>
Spinal Injuries (2:20)	Information about the causes and signs of a spine injury and how you can help someone if you witness one	Before playing the video (optional) Tell students to pay attention to the first step you should take if you suspect that someone has a spine injury. Play the Spinal Injuries video. After playing the video (optional) - For student engagement, ask the following questions about this video: - What allows your brain and body to communicate with each other so that you can move? <i>Spinal cord</i> - True or false: If you have to move someone who has a spine injury out of danger, it's important to keep their head and spine aligned. <i>True</i>
Smoking and Vaping (1:41)	Information about the dangers of smoking and vaping	Before playing the video (optional) Tell students to take note of why smoking and vaping is so dangerous. Play the Smoking and Vaping video. After playing the video (optional) - For student engagement, ask the following questions about this video: - What is the leading cause of preventable death in the United States and globally? <i>Smoking</i> - What is the dangerous and highly addictive chemical found in cigarettes, cigars, chew, hookah, and vapes? <i>Nicotine</i>

Part 3: After the Course

Between Classes

Follow these steps between classes to clean up and prepare for your next class:

- Sanitize all manikins by using the manikin wipes provided. Do not use antibacterial wipes, baby wipes, tissues, or paper towels.
- If your students practiced breaths when using their manikins, sanitize each manikin's face and oral cavity with a manikin wipe and replace each airway. If you do not have manikin wipes, you can clean the manikins by using warm, soapy water.

After Training Day

Follow these steps to clean up at the end of a training day:

- Replace manikins' airway assembly:
 1. Release the airway straps at the bottom edge of the manikin and at the neck.
 2. Remove the face by releasing the ear connectors.
 3. Unclip the airway from the face support and pull the airway out from under the chest plate.
 4. Attach a new airway to a clean face and fasten the neck tabs.
 5. Slide the airway under the chest plate.
 6. Reattach the bottom tab.
 7. Reattach the face to the ear connectors.
- Store inflated manikins in the mesh collection bags, or deflate the manikins and store them in the large carry bag.
- Store the individual knee pads, mesh collection bags, USBs, replacement airways, and unused manikin wipes in the large carry bag.

After Course Recommendations

Plan for a refresher class or a practice session to reinforce the training you just shared. Research shows that refreshing skills every 3 to 6 months can be beneficial.

Part 4: Helpful Resources

Ordering Course Equipment

To order additional or replacement CPR products, call 1-866-935-5484 or email us at cprinschools@heart.org.

Table 5 lists the course equipment product numbers and names for ordering replacement items.

Table 5. Course Equipment Replacement Items

Product number	Product name	Quantity
152400	Manikin wipes	50
106-10050	Mini Anne Plus, airway assembly	50
106-10101	Instructor pump	1
106-10250	Mini Anne Plus, mesh bag	2
106-10800	Mini Anne Plus, chest plate	1
106-11550	Mini Anne Plus, body complete	1
106-12000	Mini Anne Plus, face	5
106-13350	AED simulator	10

Cardiac Emergency Response Plan

The AHA Cardiac Emergency Response Plan (CERP) is a written document that establishes the specific steps to reduce death from cardiac arrest in any setting, including schools, community organizations, workplaces, or sports facilities.

As the recognized experts in resuscitation science, education, and training, the AHA offers many resources to help you create, implement, and evaluate a CERP. To learn more about CERPs, visit cpr.heart.org/CERP.

The website has CERP templates, drills, and more detailed information on how to set up a plan for your school. Consider reviewing your school's CERP as part of the introduction discussion with students for this course.

Start a Heart Club at Your School

The AHA Heart Club is a student-led high school and college experience. Our members are leaders who advance health and hope for everyone, everywhere through commitment to leadership, impact, fundraising, and well-being.

We are hopeful that the CPR in Schools With First Aid Course may inspire your students to want to learn more about heart health and CPR. A great way to encourage students to continue this work and education year-round is encouraging them to begin a Heart Club at your school. You can support this effort by serving as the faculty or staff advisor (optional).

The AHA accepts Heart Club registrations on a rolling basis throughout the year. To learn more, visit heart.org/volunteer or email us at heartclub@heart.org.

Don't Drop the Beat Playlist

All songs in the AHA Don't Drop the Beat playlist (cpr.heart.org/en/training-programs/community-programs/be-the-beat) are between 100 and 120 beats per minute, which is the same rate at which you should perform compressions when performing CPR. The playlist is available directly through the Don't Drop the Beat playlist link on Spotify and as a downloadable PDF list.

CPR Pretest, Posttest, and Answer Key

The pretest and posttest are optional resources that are available on the course website (heart.org/LearnCPRinSchoolsFirstAid). The CPR agenda provides prompts on when to use the pretest and posttest throughout the course. Taking the pretest before the course allows you and the students to gather a baseline of their knowledge of CPR. Then, taking the posttest after the course allows students to feel confident about the knowledge they gained throughout the course. The pretest and posttest are available in both English and Spanish.

Some materials may require the following password: LEARN CPR IN SCHOOLS FA

Class Handouts

The class handouts are optional resources that are available on the course website. The handouts are completed notes based on information for both the CPR and first aid sections of the course. The handouts can be used for students to take notes on throughout the course or to use as reminders or for reference after the course. Handouts are available in both English and Spanish.

Some materials may require the following password: LEARN CPR IN SCHOOLS FA

Part 5:

Common Questions Asked During Class

During class, you might receive some questions about CPR, AEDs, first aid, and the course. Here are answers to the most common questions. For any other questions, tell students to contact the AHA.

Question: *Why is CPR in Schools With First Aid so effective?*

Answer: Several methods used in this course contribute to the success of learning CPR:

- Hands-on skills practice: This course is designed to maximize the amount of hands-on skills practice time.
- Practice while watching: The practice-while-watching video format provides real-time information on the performance of each skill. Students can make immediate corrections based on what they see and hear in the video.

Question: *Can I get into legal trouble if I don't perform CPR or first aid perfectly?*

Answer: Good Samaritan laws protect people who are trying to do the right thing. Do the best that you can to try to help someone who is in cardiac arrest. Laws vary from state to state. If you have concerns about liability issues, refer to your state's laws.

Question: *What if someone has an injury? Can I make the situation worse by doing CPR?*

Answer: If you're in a situation where you need to give CPR, the person's heart has already stopped beating, and oxygen cannot flow to the vital organs. By providing CPR and using an AED immediately, you can improve the person's chance of surviving. That's because for every 1 minute that a person who needs CPR or an AED doesn't get it, their chances of surviving go down by 10%. That means that if someone doesn't help within 10 minutes, their chance of surviving is zero!

Question: *What if I do CPR wrong?*

Answer: Without CPR, the person will not survive. Your actions can only help.

Question: *Do I get a CPR course completion card?*

Answer: You may receive a certificate of completion from your facilitator. The CPR portion of the CPR in Schools With First Aid Training Kit meets state legislative requirements for CPR training in schools. If a student would like additional training, refer them to cpr.heart.org to learn more about all of the courses and programs the AHA offers.

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For more information on other AHA programs, contact us:

877-AHA-4CPR

cpr.heart.org