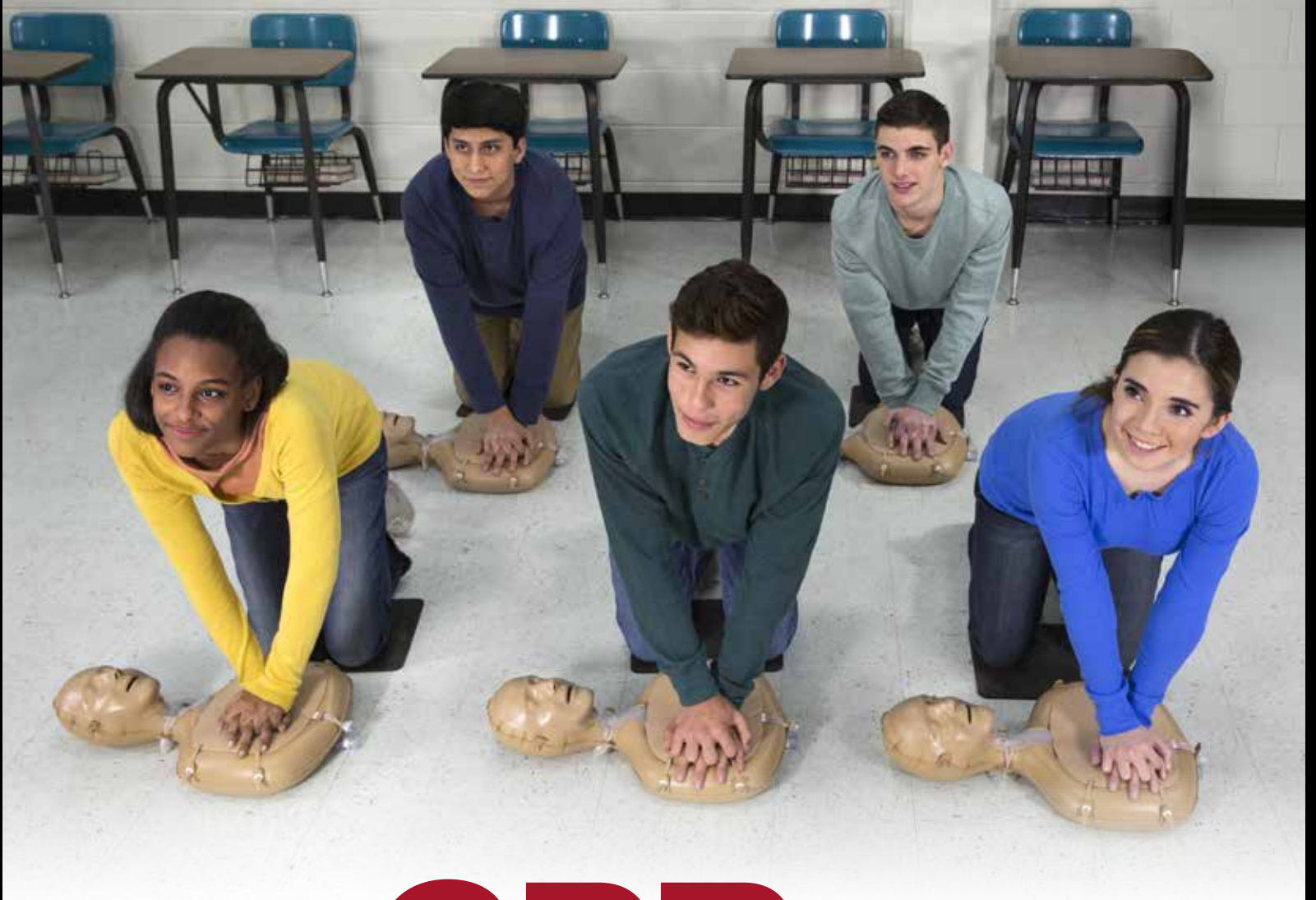




American
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CPR **in Schools**

TRAINING KIT™

FACILITATOR BINDER

**COOPERINSCHE
RAVING
KIT™**



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2012235 Rev. B

CPR in Schools

CPR in Schools Training Kit™ Program



Dear Educator,

Thank you for participating in the American Heart Association's CPR in Schools program. We are pleased that you have taken the first steps toward increasing the number of bystanders trained in CPR within your community. Thank you for your continued commitment to educating your students. Together, we can ensure all students are trained in the lifesaving skill of CPR before they graduate from high school.

Your **CPR in Schools Training Kit** includes all the materials you need to facilitate a fun and interactive training session with your students. The curriculum incorporates the very latest science and provides students with the necessary tools to learn the lifesaving skills of CPR, AED use, and choking relief in just one class period. This portable kit allows teachers to easily share the kit between classrooms.

Before you get started, take a moment to review the educational materials in this binder. Further materials, including additional Spanish resources, are available for download at www.heart.org/cprinschoolstoolkit.

Feel free to print and/or photocopy any of these materials for use by your students during the training. Also, watch the training DVD and make note of the location of AED(s) in your school. Reviewing these items before you start will ensure ease of implementation during your first training session.

We also encourage you to share news of the **CPR in Schools Training Kit** with colleagues in your school district, parent-teacher associations, local faith-based communities, scouting or recreation groups, and other community groups. In doing so, you will integrate more CPR knowledge into our communities. If you need additional assistance, please contact 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,

American Heart Association

www.heart.org/cprinschools

RCP en las Escuelas



Programa Kit de entrenamiento RCP en las escuelas

Estimado educador:

Gracias por participar en el programa RCP en las escuelas de la American Heart Association. Nos complace saber que ha dado los primeros pasos para aumentar el número de personas entrenadas en RCP en su comunidad. Valoramos su constante compromiso de educar a sus estudiantes. Juntos, podemos garantizar que todos ellos se entrenen para salvar vidas con esta habilidad de rescate antes de graduarse de su escuela secundaria.

Su **Kit de RCP en las escuelas** incluye todos los materiales que necesita para desarrollar un entrenamiento ameno e interactivo con sus alumnos. Este programa incorpora los últimos hallazgos científicos y proporciona a los estudiantes las herramientas necesarias para aprender en una sola sesión las habilidades de RCP, el uso de un DEA y la desobstrucción de la vía aérea. Este kit es fácilmente transportable y permite que los docentes puedan llevarlo con facilidad de clase en clase.

Antes de empezar, tómese un momento para revisar el material educativo que acompaña al kit. Puede descargar más materiales, incluidos recursos adicionales en español en: www.heart.org/cprinschoolstoolkit.

Puede imprimir o fotocopiar cualquiera de estos materiales para que sus estudiantes los utilicen durante el entrenamiento. También, vea el DVD de entrenamiento y tome nota de la ubicación del DEA en su escuela. Revisar estos elementos antes de comenzar facilitará la implementación durante su primera sesión de entrenamiento.

Le animamos también a que comparta información sobre el Kit de entrenamiento RCP en las escuelas con otros educadores, asociaciones de padres y profesores, comunidades religiosas locales, grupos de scout o de actividades y otros grupos de su comunidad. Al hacerlo, difundirá su conocimiento de RCP en esas comunidades. Si necesita asistencia adicional, póngase en contacto con nosotros en cprinschools@heart.org o llame al **1-866-935-5484**.

Agradecemos que se comprometa a ayudar a salvar vidas y a formar a la siguiente generación de rescatadores.

Atentamente,

American Heart Association

www.heart.org/cprinschools



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CPR **in Schools** TRAINING KIT™

FACILITATOR GUIDE

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life is why.®

At the American Heart Association, we want people to experience more of life's precious moments. That's why we've made better heart and brain health our mission. It's also why we remain committed to exceptional training—the act of bringing resuscitation science to life—through genuine partnership with you. Only through our continued collaboration and dedication can we truly make a difference and save lives.

Until there's a world free of heart disease and stroke, the American Heart Association will be there, working with you to make a healthier, longer life possible for everyone.

Why do we do what we do? life is why.

Life Is Why is a celebration of life. A simple yet powerful answer to the question of why we should all be healthy in heart and mind. It also explains why we do what we do: Lifesaving work. Every day.

We encourage you to discover your **Why** and share it with others. Ask yourself, what are the moments, people, and experiences I live for? What brings me joy, wonder, and happiness? Why am I partnering with the AHA to help save lives? Why is cardiovascular care important to me? The answer to these questions is your **Why**.

Instructions

Please find on the back of this page a chance for you to participate in the AHA's mission and **Life Is Why** campaign. Complete this activity by filling in the blank with the word that describes your **Why**.

Share your “_____ **Is Why**” with the people you love, and ask them to discover their **Why**.

Talk about it. Share it. Post it. Live it. #lifeiswhy #CPRsavesLives



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Introduction

The **CPR in Schools Training Kit™** is a turnkey educational program designed specifically for schools. Core modules can be facilitated by any student or teacher within 1 class period. The CPR in Schools Training Kit can meet your state's legislative requirements for cardiopulmonary resuscitation (CPR) training with a psychomotor component (hands-on practice on a manikin).

The course is designed to be completely self-facilitated, with no additional training required for the trainer. The educational program can be conducted over 1 classroom session or can be incorporated into a more in-depth course that covers basic health and science topics. This allows the facilitator the flexibility to design the course as needed to fit the educational needs of the students. In addition, it allows for a multitude of additional educational activities that can be added to the core curriculum included in the DVD.

CPR in Schools Overview

The course has 5 modules and an optional activity:

1. Life Is Why® Activity (optional)
2. Adult Hands-Only CPR and AED (required)
3. Adult CPR With Breaths (optional)
4. Choking in Adults (optional)
5. Child CPR and AED (optional)
6. Choking in Children (optional)

The modules cover CPR, choking, and using an automated external defibrillator (AED) when appropriate. You can facilitate each module on its own or facilitate multiple modules together, depending on the needs of your students.

Role of the Facilitator

Any motivated person who wants to share the lifesaving skill of CPR can be a CPR in Schools Facilitator.

Remember, you do not have to be an American Heart Association (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 video will teach students the skills of CPR. As a facilitator, you'll help the class run smoothly. Your responsibilities include

- Creating a positive learning experience
- Preparing before the class, including the planning of all logistics
- Setting up equipment and the room
- Successfully managing the course as outlined in this Facilitator Guide

Course Equipment

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

Included in CPR in Schools Training Kit	1 wheeled classroom carry bag
	10 Mini Anne® Plus inflatable manikins
	10 kneel mats
	10 individual carry bags
	5 practice-while-watching training DVDs
	1 hand pump for manikin inflation
	2 mesh collection and storage bags
	10 replacement airways
	50 manikin wipes
	10 replacement face masks
	10 AED training simulators
1 facilitator binder that contains the Facilitator Guide, Lesson Plans, pre-and post-test, and supplementary material	
Additional equipment needed	A DVD player, a remote control, and a monitor or screen big enough for all students to see
	1 table in case a student can't kneel on the ground to practice CPR
	A room where you and the video can be heard easily and with enough space

Storage of Manikins

Store inflated manikins in the mesh collection bags between classes, or deflate the manikins and store them in the individual carry bags with each kneel mat.

Store the individual carry bags, mesh collection bags, DVDs, replacement airways, replacement faces, and unused manikin wipes in the large classroom bag until the next use.

Manikin Maintenance

If students will be practicing how to give breaths, replace the airway assembly after each student. Follow these steps to replace the 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. Pull the airway 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.

Sanitize faces between classes by using the manikin wipes provided (do not use antibacterial wipes, baby wipes, tissues, or paper towels).

Ordering Materials

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

For more information about CPR in Schools, including additional educational materials, visit www.heart.org/CPRinSchoolsToolkit.

Replacement items include the following:

106-10400	Manikin Mini Anne® Plus (single)
106-10050	Airway Assembly Mini Anne® Plus (pkg. 50)
106-10800	Mini Anne® Plus Chest Plate
106-11401	CPR in Schools DVD
106-10250	Mesh Collection Bags (× 2)
106-10550	Kneel Mat (pkg. 10)
106-13101	AHA Mini Anne® Plus Wheeled Carry Bag
106-10101	Instructor Pump
106-12000	Face Mini Anne® Plus (pkg. 5)
152400	Resusci® Manikin Wipes (pkg. 50)
152401	Resusci® Manikin Wipes (pkg. 1200)
106-13350	AED Simulator (pkg. 10)

Using Lesson Plans

You will use Lesson Plans to prepare for and help facilitate the course as students follow along with the video.






When	How to Use
Before the course	<p>Review the Lesson Plans to understand</p> <ul style="list-style-type: none">• Precourse responsibilities• Objectives for each CPR in Schools module• Your role in the course• Resources that you need for the course
During the course	<ul style="list-style-type: none">• Follow the Lesson Plans as you conduct the course to know what to do next.• Help the students achieve the objectives identified for each lesson.

The Lesson Plans in this Facilitator Guide are

- Precourse Lesson Plan
- Life Is Why Activity Lesson Plan (optional)
- CPR in Schools Lesson Plan
 - Includes instructions for all adult and child modules

Understanding Icons

The icons in the Lesson Plans remind you to take certain actions during the course. The Lesson Plans include the following icons:

Icon	Action
	Discussion
	Play video
	Pause video
	Practice while watching
	Repeat segment

Practice While Watching

The practice-while-watching method is used to teach skills in the CPR in Schools Course. Practice while watching is an effective approach for building skills mastery.

Practice while watching aids the learning experience by organizing content into the following format:

- Tell students what they will learn
- Show them
- Allow them to practice
- Provide coaching
- Summarize what they learned

Facilitators should use the video to demonstrate correct performance of skills. Allow students time to practice while following the video demonstration. Observe students' performance of the skills and provide corrective feedback. Finally, give students the option to practice without the video, if needed.

Precourse Lesson Plan

Facilitator Tips

Prepare for your role as a CPR in Schools Facilitator. Review the Facilitator Guide, including the Preparing for the Course and Facilitating the Course sections. The time you invest in this part of your preparation is important to students' success and will allow the course to run smoothly.

2 Weeks Before the Course

- Watch the CPR in Schools video.
 - Read the entire Facilitator Guide.
-

1 Week Before the Course

- Confirm classroom/space reservations.
 - If you can, tell students to wear comfortable clothes.
-

1 Day Before the Course

- Review the Lesson Plans.
 - Make copies of the pre- and post-tests for all students (optional).
 - Make copies of the Life Is Why activity if conducting this activity (1 per student).
 - Know the location of the AED(s) in your school.
 - Make sure that all technology and equipment are working properly. This will allow you to fix anything that doesn't work before class.
 - Make sure there are extra batteries for the video remote control.
-

Day of the Course

Get to class early to set up the room and get the manikins ready. The room setup is the key to a successful class. Here are some tips for setting up a room:

- You should be at the front of the room. Leave yourself space.
- Move desks to the walls so students can be seated comfortably, arm's length apart, on the floor.
- All students must be able to see and hear the video. Put the manikins in a place so that even when students are on their knees practicing, they can still see the video.
- Inflate the manikins by using the hand pump or the pump bag.
 - Insert the 1-way valve into the manikin tube. Ensure that the manikin valve is assembled.
 - If inflating with the hand pump, insert the hand pump nozzle into the 1-way valve and inflate. If inflating with the pump bag, insert the manikin valve onto the pump bag nozzle and inflate according to the directions printed on the pump bag.
 - *Do **not** inflate the manikins by mouth or with the use of an air compressor.*
- When using manikins on the floor, place 1 kneel mat by each manikin.
- The manikins should ideally all face the same way, with their heads lining up with the manikin's head in the video (so that students can do exactly what is in the video).
- Have chairs and tables for those students who have difficulty kneeling to practice CPR.

Next

Life Is Why
Activity Lesson Plan

Life Is Why® Activity Lesson Plan

8 minutes

Facilitator Tips

- Before facilitating this lesson, complete the Life Is Why activity in the Facilitator Guide. Have your “_____ Is Why” prepared to share with students.
 - Make additional copies of the Life Is Why activity from the Facilitator Guide for students to use.
-



Pause Video

- Pause the video after the Life Is Why section plays to complete this activity with students.
-



Discussion

- To engage the class, after viewing the Life Is Why video, take 2 to 3 minutes to share your Why with the class, based on your completed Life Is Why activity in the Facilitator Guide.
 - Then, encourage students to participate in the following activity:
 - Hand out the “_____ Is Why” activity page to each student. Tell students:
 - Complete this activity by filling in the blank with the word that describes your Why.
 - Tell your family and friends about your “_____ Is Why”, and ask them to discover their Why
-

Facilitator Notes

Next

CPR in Schools
Lesson Plan

CPR in Schools Lesson Plan

Facilitator Tips

- Put students at ease by talking with them as they come in.
- Be enthusiastic! Enthusiasm is contagious.
- Stay focused. Keep the course on track. This gives students the best chance of really learning CPR. Also, it's polite to start and end the course on time. Keeping the course on track respects everyone's time.
- When students are practicing during the practice-while-watching segments, keep everyone doing exactly what the video is showing, at the same time.
- Students may have questions. Facilitators are not expected to know all the answers. When students have questions, refer them to the AHA.
- Help overcome fear. Many students are afraid of doing CPR wrong and may be reluctant to give CPR in real life. Doing CPR well is very important to saving lives, but any CPR is better than no CPR.



Discussion: Introduction

- Thank students for their time.
- Let students know they'll be practicing CPR on manikins.
- Inform students of when they will have a break.
 - If more than 1 module is being facilitated, you may want to have quick breaks between each module.
- Administer the pretest (optional) with students before beginning the course.
- Refer to the table below to remind students what they will learn during the course, how long each module is, and the skills practiced in each section.

Module	Learning Objectives	Practice While Watching
Adult Hands-Only CPR and AED (required) 25 minutes	<ul style="list-style-type: none">• Describe the important differences between heart attack and cardiac arrest• Describe the steps to perform Hands-Only CPR for an adult• Perform Hands-Only CPR for an adult• Demonstrate how to use an AED on an adult	<ul style="list-style-type: none">• Steps leading up to CPR• Compressions• Putting It All Together• Using an AED
Adult CPR With Breaths (optional) 6 minutes	<ul style="list-style-type: none">• Describe the steps to perform CPR with breaths for an adult	<ul style="list-style-type: none">• Putting It All Together (optional practice)

(continued)

(continued)

Module	Learning Objectives	Practice While Watching
Choking in Adults (optional) 5 minutes	<ul style="list-style-type: none">• Discuss when and how to help a choking adult• Describe how to help a choking adult who stops responding	<ul style="list-style-type: none">• No skills practice
Child CPR and AED (optional) 7 minutes	<ul style="list-style-type: none">• Describe the steps to perform CPR for a child• Describe how to use an AED on a child	<ul style="list-style-type: none">• Putting It All Together (optional practice)
Choking in Children (optional) 5 minutes	<ul style="list-style-type: none">• Discuss when and how to help a choking child• Describe how to help a choking child who stops responding	<ul style="list-style-type: none">• No skills practice

You will complete the following steps for each module in the CPR in Schools Course that you are facilitating.

Play Video

- The Adult Hands-Only CPR and AED module includes instruction and required practice for skills.
- The Adult CPR With Breaths and Child CPR and AED modules include instruction and optional practice for skills.
- For the choking modules, the video will show only instructions for how to perform skills. Practice is not included.

Video Pauses

- For the modules that include practice, the video will pause for each skill that is practiced after the instruction of the skill.
- During each pause, have students position themselves at the side of their manikins per the video instructions.
- Tell students that they will now practice along with the video for the skill they just learned and that they should do exactly what they see in the video at the same time as it's being demonstrated.
 - As an option, allow students to view the practice segment before they practice as a review of the steps.
- Before practice while watching, ask each student to clean the surface of the manikin face and the mouth cavity with a manikin wipe before beginning, using the manikin wipes provided (do not use antibacterial wipes, baby wipes, tissues, or paper towels).



Practice While Watching: Skills Practice

- Students will follow along with the video to complete the steps for each skill.
 - If someone has trouble bending down or getting on his or her knees, accommodate that person (for example, you can place the manikin on a table).
 - If a student can't push deep enough for compressions, have the student lean over the manikin more and straighten his or her arms if needed.
 - If completing the optional Putting It All Together practice segments for the Adult CPR With Breaths and Child CPR and AED modules, refer to the Manikin Maintenance section of this Facilitator Guide.
-



Repeat Segment

- Each student will need to complete the Compressions and the Putting It All Together practice segments twice in the required Adult Hands-Only CPR and AED module.
 - For any module that includes practice, continue to select Repeat until all students have had the chance to practice and have mastered each skill.
 - If a student wants or needs extra practice on a manikin, let him or her practice after the class ends.
-



Play Video

- Play the video to continue the module, or to move to the next module that you are facilitating.
-



Discussion: Conclusion

At the end of class, discuss the following with students:

- Administer the post-test (optional) with students upon completion of the course.
 - Be sure to review the post-test with students, emphasizing what they have learned since taking the pretest at the beginning of the course.
- Encourage lots of practice. Students get better at CPR through practice. Practice makes a real difference in learning CPR and being willing to give CPR in real life. If a student wants extra practice on a manikin, let him or her practice after the class ends.
- Encourage the students to refresh their skills often and share skills with their loved ones to bring this lifesaving information to more people.
- Thank the students for their time and congratulate them on completing the course.
- Complete the training record. Scan or take a picture and send it back to the AHA's Community CPR Tracker at www.heart.org/communitycpctracker.

Common Questions Asked During Class

During class, some students may have questions about CPR, AEDs, and the course. Here are answers to the most common questions. If students have any other questions, have them contact the AHA.

Question: *Why is CPR in Schools so effective?*

Answer: The success of learning CPR by using the CPR in Schools Course is attributed to several factors:

- **Hands-on skills practice:** CPR in Schools is designed to maximize the amount of hands-on skills practice time.
- **Practice while watching:** The practice-while-watching format provides students with 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 for imperfect CPR?*

Answer: Good Samaritan 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: No. A person whose heart has stopped must have CPR to survive.

Question: *What if I do CPR wrong?*

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

Question: *How do I turn in my training numbers to the AHA?*

Answer: You can add up your training numbers and enter your trainings into the AHA's Community CPR Tracker at www.heart.org/communitycprtracker.

Acknowledgments

The American Heart Association thanks the following people for their contributions to the development of this guide: Hilary Thomas-Oliver and the AHA CPR in Schools Project Team.

For more information on other American Heart Association programs contact us:
877-AHA-4CPR
www.heart.org/cpr

CPR in Schools



Pretest (fill out *before* CPR training)

Fill in the box for the **1 best** answer for each question. Do not make any other marks on this page.

1. During cardiac arrest, what happens to a person?

- The heart is still beating and pumping blood, and the person is still alive
- The heart stops beating, the person doesn't respond, and the person isn't breathing normally
- The heart is still beating, the person isn't breathing normally, and blood stops moving
- The heart is still beating and pumping blood, but the person isn't breathing normally

2. Which is the correct first step when you arrive at a scene where a person has collapsed?

- Tap and shout
- Phone 9-1-1 and get an AED (if available)
- Make sure the scene is safe
- Check for breathing

3. When you do Hands-Only CPR, how many chest compressions should you perform each minute?

- About 50
- 100 to 120
- 130 to 150
- 150 to 200

4. How deep should you push on the chest of an adult when you do Hands-Only CPR?

- At least 1 inch
- At least 2 inches
- At least 3 inches
- At least 4 inches

5. Once you shout for help, what are the next steps for providing Hands-Only CPR?

- Phone 9-1-1 and get an AED (if available), check for breathing, and begin compressions
- Begin compressions, check for breathing, and phone 9-1-1 and get an AED (if available)
- Phone 9-1-1 and get an AED (if available), begin compressions, and check for breathing
- Check for breathing, begin compressions, and phone 9-1-1 and get an AED (if available)

6. What does an AED do?

- Reads the heart rhythm and tells you if a shock is needed
- Automatically phones 9-1-1 and calls for help
- Tells you if a shock is needed and gives the heart rate
- Automatically phones 9-1-1 and tells you if a shock is needed

7. Do you know where the AED is located in your school?

- Yes
- No

8. Would you feel comfortable performing Hands-Only CPR if someone had a cardiac arrest?

- Yes
- No

Optional Questions

9. Which is the correct first step to help a choking adult who stops responding?

- Shout for help
- Lay the person on the ground
- Phone 9-1-1 and get an AED (if available)
- Give 30 compressions

10. What is the most important thing to remember when performing CPR on a child?

- Children need breaths with compressions
- Child CPR is similar to adult CPR
- A child is 1 year or older but not a teenager
- Children usually have healthy hearts

11. What are the signs of a child who is choking?

- The child can speak and play
- The child can't speak but can cough
- The child can cough and laugh
- The child can't cough, speak, or breathe

12. When you perform CPR with breaths on an adult, how many breaths do you give after every 30 compressions?

- 2 breaths
- 4 breaths
- 6 breaths
- 8 breaths

Prueba preliminar (debe completarse *antes* del entrenamiento en RCP)

Marque la casilla que corresponda a la mejor respuesta para cada pregunta. No escriba nada más en la página.

1. Durante un paro cardíaco, ¿qué le ocurre a la víctima?

- El corazón sigue latiendo y bombeando sangre, y la víctima sigue viva.
- El corazón deja de latir, la víctima no responde ni respira con normalidad.
- El corazón sigue latiendo, la víctima no respira con normalidad y la sangre no circula.
- El corazón sigue latiendo y bombeando sangre, pero la víctima no respira con normalidad.

2. ¿Qué es lo primero que debe hacer al llegar a una escena en que alguien se ha desmayado?

- Golpear suavemente a la víctima y dirigirse a ella en voz alta.
- Llamar al 9-1-1 y conseguir un DEA (si lo hubiera).
- Comprobar que la escena sea segura.
- Comprobar la respiración.

3. Durante la RCP usando solo las manos, ¿cuántas compresiones torácicas debe realizar por minuto?

- Aproximadamente 50.
- Entre 100 y 120.
- Entre 130 y 150.
- Entre 150 y 200.

4. ¿Qué profundidad deben tener las compresiones en el pecho de un adulto cuando realiza la RCP usando solo las manos?

- Al menos 2,5 cm (1 pulgada).
- Al menos 5 cm (2 pulgadas).
- Al menos 7,5 cm (3 pulgadas).
- Al menos 10 cm (4 pulgadas).

5. Después de pedir ayuda en voz alta, ¿qué debe hacer para administrar la RCP usando solo las manos?

- Llamar al 9-1-1 y conseguir un DEA (si lo hubiera), comprobar la respiración e iniciar las compresiones.
- Iniciar las compresiones, comprobar la respiración, llamar al 9-1-1 y conseguir un DEA (si lo hubiera).
- Llamar al 9-1-1 y conseguir un DEA (si lo hubiera), iniciar las compresiones y comprobar la respiración.
- Comprobar la respiración, iniciar las compresiones, llamar al 9-1-1 y conseguir un DEA (si lo hubiera).

6. ¿Para qué sirve el DEA?

- Lee el ritmo cardíaco y le informa de si es necesaria una descarga.
- Llama automáticamente al 9-1-1 y pide ayuda.
- Le informa de si es necesaria una descarga y le ofrece la frecuencia cardíaca.
- Llama automáticamente al 9-1-1 y le informa de si es necesaria una descarga.

7. ¿Sabe dónde se encuentra el DEA en su escuela?

- Sí.
- No.

8. ¿Se sentiría cómodo realizando RCP usando solo las manos si alguien tuviera un paro cardíaco?

- Sí.
- No.

Preguntas opcionales

9. Un adulto atragantado ha dejado de responder mientras se le realizaban compresiones abdominales. ¿Cuál es el paso que sigue?

- Pedir ayuda.
- Poner a la víctima en el suelo.
- Llamar al 9-1-1 y conseguir un DEA (si lo hubiera).
- Realizar 30 compresiones.

10. ¿Qué debe recordar siempre al realizar la RCP en un niño?

- Los niños necesitan ventilaciones y compresiones.
- La RCP en niños es similar a la RCP en adultos.
- Por niño se entiende a un menor de más de 1 año de edad que no ha alcanzado la adolescencia.
- El corazón de los niños suele estar sano.

11. ¿Cuáles son los signos de atragantamiento en un niño?

- El niño puede hablar y jugar.
- El niño no puede hablar, pero sí puede toser.
- El niño puede toser y reírse.
- El niño no puede toser, hablar ni respirar.

12. Durante la RCP con ventilaciones en adultos, ¿cuántas ventilaciones debe realizar después de cada 30 compresiones?

- 2 ventilaciones.
- 4 ventilaciones.
- 6 ventilaciones.
- 8 ventilaciones.

Post-test (fill out *after* CPR training)

Fill in the box for the **1 best** answer for each question. Do not make any other marks on this page.

1. During cardiac arrest, what happens to a person?

- The heart is still beating and pumping blood, and the person is still alive
- The heart stops beating, the person doesn't respond, and the person isn't breathing normally
- The heart is still beating, the person isn't breathing normally, and blood stops moving
- The heart is still beating and pumping blood, but the person isn't breathing normally

2. Which is the correct first step when you arrive at a scene where a person has collapsed?

- Tap and shout
- Phone 9-1-1 and get an AED (if available)
- Make sure the scene is safe
- Check for breathing

3. When you do Hands-Only CPR, how many chest compressions should you perform each minute?

- About 50
- 100 to 120
- 130 to 150
- 150 to 200

4. How deep should you push on the chest of an adult when you do Hands-Only CPR?

- At least 1 inch
- At least 2 inches
- At least 3 inches
- At least 4 inches

5. Once you shout for help, what are the next steps for providing Hands-Only CPR?

- Phone 9-1-1 and get an AED (if available), check for breathing, and begin compressions
- Begin compressions, check for breathing, and phone 9-1-1 and get an AED (if available)
- Phone 9-1-1 and get an AED (if available), begin compressions, and check for breathing
- Check for breathing, begin compressions, and phone 9-1-1 and get an AED (if available)

6. What does an AED do?

- Reads the heart rhythm and tells you if a shock is needed
- Automatically phones 9-1-1 and calls for help
- Tells you if a shock is needed and gives the heart rate
- Automatically phones 9-1-1 and tells you if a shock is needed

7. Do you know where the AED is located in your school?

- Yes
- No

8. Would you feel comfortable performing Hands-Only CPR if someone had a cardiac arrest?

- Yes
- No

Optional Questions

9. Which is the correct first step to help a choking adult who stops responding?

- Shout for help
- Lay the person on the ground
- Phone 9-1-1 and get an AED (if available)
- Give 30 compressions

10. What is the most important thing to remember when performing CPR on a child?

- Children need breaths with compressions
- Child CPR is similar to adult CPR
- A child is 1 year or older but not a teenager
- Children usually have healthy hearts

11. What are the signs of a child who is choking?

- The child can speak and play
- The child can't speak but can cough
- The child can cough and laugh
- The child can't cough, speak, or breathe

12. When you perform CPR with breaths on an adult, how many breaths do you give after every 30 compressions?

- 2 breaths
- 4 breaths
- 6 breaths
- 8 breaths

Prueba posterior (debe completarse *después* del entrenamiento en RCP)

Marque la casilla que corresponda a la mejor respuesta para cada pregunta. No escriba nada más en la página.

1. Durante un paro cardíaco, ¿qué le ocurre a la víctima?

- El corazón sigue latiendo y bombeando sangre, y la víctima sigue viva.
- El corazón deja de latir, la víctima no responde ni respira con normalidad.
- El corazón sigue latiendo, la víctima no respira con normalidad y la sangre no circula.
- El corazón sigue latiendo y bombeando sangre, pero la víctima no respira con normalidad.

2. ¿Qué es lo primero que debe hacer al llegar a una escena en que alguien se ha desmayado?

- Golpear suavemente a la víctima y dirigirse a ella en voz alta.
- Llamar al 9-1-1 y conseguir un DEA (si lo hubiera).
- Comprobar que la escena sea segura.
- Comprobar la respiración.

3. Durante la RCP usando solo las manos, ¿cuántas compresiones torácicas debe realizar por minuto?

- Aproximadamente 50.
- Entre 100 y 120.
- Entre 130 y 150.
- Entre 150 y 200.

4. ¿Qué profundidad deben tener las compresiones en el pecho de un adulto cuando realiza la RCP usando solo las manos?

- Al menos 2,5 cm (1 pulgada).
- Al menos 5 cm (2 pulgadas).
- Al menos 7,5 cm (3 pulgadas).
- Al menos 10 cm (4 pulgadas).

5. Después de pedir ayuda en voz alta, ¿qué debe hacer para administrar la RCP usando solo las manos?

- Llamar al 9-1-1 y conseguir un DEA (si lo hubiera), comprobar la respiración e iniciar las compresiones.
- Iniciar las compresiones, comprobar la respiración, llamar al 9-1-1 y conseguir un DEA (si lo hubiera).
- Llamar al 9-1-1 y conseguir un DEA (si lo hubiera), iniciar las compresiones y comprobar la respiración.
- Comprobar la respiración, iniciar las compresiones, llamar al 9-1-1 y conseguir un DEA (si lo hubiera).

6. ¿Para qué sirve el DEA?

- Lee el ritmo cardíaco y le informa de si es necesaria una descarga.
- Llama automáticamente al 9-1-1 y pide ayuda.
- Le informa de si es necesaria una descarga y le ofrece la frecuencia cardíaca.
- Llama automáticamente al 9-1-1 y le informa de si es necesaria una descarga.

7. ¿Sabe dónde se encuentra el DEA en su escuela?

- Sí.
- No.

8. ¿Se sentiría cómodo realizando RCP usando solo las manos si alguien tuviera un paro cardíaco?

- Sí.
- No.

Preguntas opcionales

9. Un adulto atragantado ha dejado de responder mientras se le realizaban compresiones abdominales. ¿Cuál es el paso que sigue?

- Pedir ayuda.
- Poner a la víctima en el suelo.
- Llamar al 9-1-1 y conseguir un DEA (si lo hubiera).
- Realizar 30 compresiones.

10. ¿Qué debe recordar siempre al realizar la RCP en un niño?

- Los niños necesitan ventilaciones y compresiones.
- La RCP en niños es similar a la RCP en adultos.
- Por niño se entiende a un menor de más de 1 año de edad que no ha alcanzado la adolescencia.
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Pretest/Post-test Answer Key

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7. Do you know where the AED is located in your school?

- Yes
- No

8. Would you feel comfortable performing Hands-Only CPR if someone had a cardiac arrest?

- Yes
- No

Optional Questions

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Hoja de respuestas correctas de la prueba preliminar/prueba posterior

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- Iniciar las compresiones, comprobar la respiración, llamar al 9-1-1 y conseguir un DEA (si lo hubiera).
- Llamar al 9-1-1 y conseguir un DEA (si lo hubiera), iniciar las compresiones y comprobar la respiración.
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Preguntas opcionales

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Community CPR Tracker



About the Community CPR Tracker

The American Heart Association set some important 2020 health impact goals. **By 2020, we aim to train 20 million people in the lifesaving skills of CPR.** And we want to double the out-of-hospital bystander CPR rate, from 31% to 62%. We can achieve these goals, but only with your help! To capture how many laypeople we've educated, we've created a self-service online Community CPR Tracker. This tracker will allow the AHA to collect standardized data on community CPR education activities.

How Does the Community CPR Tracker Work?

The Community CPR Tracker is online, so it's available 24/7 at your convenience. Everyone can participate because it's free and easy to use.

- CPR education activities can be added on any day, at any time, by anyone.
- Once you add your activity, there's nothing more for you to do. We do the rest!
- The AHA will audit the entries within 48 hours after your submission and contact you if we have any questions or need more information about a certain activity.
- We'll calculate national education totals in June of every year, ensuring that your entries are included.

Why Should You Participate?

You should participate because your efforts are essential to our shared mission of empowering more bystanders to act in an emergency. You are educating people in the lifesaving skills of CPR...why wouldn't you want to record that achievement? Your efforts deserve to be seen and recognized. In addition, we've added an incentive to help you decide to join the crowd!

- Each time an event is added, the event facilitator name will be entered into a drawing.
- The AHA will randomly select one winner each quarter: March 31, June 30, September 30, and December 31.
- The winning facilitator will receive \$250 of free Community Markets products (CPR Anytime®, CPR in Schools, CPR & First Aid Anywhere, CPR & First Aid in Youth Sports™, or Family & Friends®).

What Does and What Doesn't Count?

You may be wondering: what counts as a Hands-Only CPR event or Hands-Only CPR group video viewing? That's a good question!

- **Hands-Only CPR Demo video**
- **CPR Anytime®**
- **CPR demonstrations with no video**
- **CPR in Schools**
- **CPR & First Aid Anywhere**
- **CPR & First Aid in Youth Sports™**
- **Family & Friends® CPR video**

The AHA aims to capture numbers of people educated. This means people who watched a short CPR demo video and learned the skills. Or people who attended a sidewalk CPR event where they received in-person Hands-Only CPR instruction and then were able to practice on a manikin for several minutes.

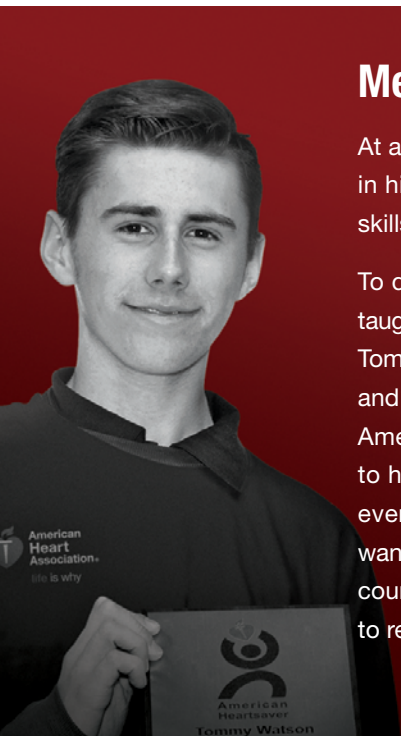
We want to count only people who learned enough to act confidently in an emergency and be prepared to save a life. We require participants to keep records, including rosters, for 1 year. This ensures that you'll be able to provide documentation if your site is selected by the AHA to be audited.

If you have more questions about what counts, email CommunityCPRData@heart.org.

Meet Tommy Watson

At age 13, he began educating people in his community about the lifesaving skills of Hands-Only CPR.

To date, Tommy has single-handedly taught CPR to more than 1500 people. Tommy is one amazing CPR champion, and his efforts matter greatly! At the American Heart Association, we want to hear from all CPR champions, in every community, urban or rural. We want your CPR education efforts to be counted and recognized, and we want to record your impact on our map.





Get Started

Are you ready to take the next step and join us? Would you like to add an event or just search the map for data in your community? Give the Community CPR Tracker a try today. It's simple—we promise.

Follow these steps to add an event:

1. Go to www.heart.org/CommunityCPRTracker.
2. Select "First Time Users—Click Here to Log an Event."
3. Continue to Log an Event.
4. Complete all of the fields (required fields are marked with a red asterisk).
5. Select "Submit."

Congratulations! You've recorded your first CPR education activity. To add more activities after the first time, simply go to www.heart.org/CommunityCPRTracker and log in as a returning user.

Follow these steps to search the map:

1. Go to www.heart.org/CommunityCPRTracker.
2. Enter your zip code in the search bar next to the map, and select Enter.
3. Or select the + icon next to "Filter Centers Based On..." and add additional criteria.

Searching the map is fun and easy!

Thank You!

We are so thankful for the thousands of people, just like Tommy Watson, who are educating people in the lifesaving skills of CPR. Thank you for allowing us to recognize your efforts, and thank you for sharing the mission to train 20 million people by 2020. *You make a difference!*

Tracking Your Education Activity

The Community CPR Tracker has an automatically generated map. This feature is a unique online opportunity where each contributor adds his or her education activity to the tracker. Activities are then automatically added to the greater national map. By using this technology, we're able to show an accurate bird's-eye view of all CPR education activities taking place across the nation.

For example, we'll be able to see geographic trends, cities leading the way in CPR education, areas of the nation training the most laypeople in CPR skills, cities that might need help or funding, and much more.

What's more, the map is searchable by CPR training type/product, zip code, and radius—and the information is available to everyone. Once you've added your activity, you can see your events on the map.

Who Can Participate?

- **AHA Training Network**
- **AHA Volunteers and staff**
- **Community members**
- **School-based participants**



**American
Heart
Association.**



American
Heart
Association.

CPR in Schools

Certificate of Participation
awarded to

*Congratulations, and welcome to the Nation of Heartsavers!
Thank you for participating in the CPR in Schools training and
learning the lifesaving skill of CPR.*

Administrator Title/Name

Issue Date

heart.org/cprinschools



RCP
en las **Escuelas**

Certificado de participación
concedido a

Felicitaciones. Gracias por participar en el entrenamiento de RCP y primeros auxilios en cualquier lugar y por dedicar su tiempo a aprender las habilidades de RCP y primeros auxilios que salvan vidas.

Tratamiento/Nombre del administrador

Fecha de emisión

[heart.org/cpr/schools](https://www.heart.org/cpr/schools)