

Precourse

Instructor Tips

Prepare for your role as a Heartsaver Instructor well. Review all course materials and anticipate questions or challenges that may arise from students during the course. The time you invest in this part of your preparation is important to the overall success of every student.

Refer to “Part 2: Teaching the Course” in the Instructor Manual for further instruction on using Lesson Plans.

30 to 60 Days Before the Course

- Determine course specifics, such as
 - Your class audience, including their professions and how the skills taught during this course will translate to their on-the-job performance
 - Number of participating students
 - Any special needs or equipment needed for the course
 - Reserve all needed equipment to teach the course. Refer to “Part 1: Preparing for the Course” in the Instructor Manual for a complete equipment list.
 - Schedule a room that meets the room requirements for the Heartsaver course. Refer to “Part 1: Preparing for the Course” in the Instructor Manual for detailed requirements.
 - Schedule additional instructors, if needed, depending on the size of the class.
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At Least 3 Weeks Before the Course

- Send participating students precourse letters, student materials, and the course agenda.
 - Confirm additional scheduled instructors, if needed.
 - Research Good Samaritan laws that pertain to your area. This will help when answering student questions during the course.
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Day Before the Course

- Confirm room reservations and that all required equipment needed is available for the course.
 - Set up the room and make sure that all technology and equipment are working properly. This can also be done the day of the course if the room is not accessible the day before.
 - Locate the nearest AED in the building and confirm the emergency response number.
 - Coordinate the roles and responsibilities with additional instructors, if needed, to fulfill the course agenda and to ensure efficiency and timing of the course, per the course agenda.
 - Ensure that all course paperwork is in order.
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Day of the Course

Arrive at the course location in plenty of time to complete the following:

- Make sure all equipment is working and has been cleaned according to manufacturer instructions.
- Have the video ready to play before students arrive and make sure it is working properly with sound.
- Distribute supplies to the students or set up supplies for students to collect when they arrive, with clear instructions on what they need.
- Greet students as they arrive to put them at ease, and direct them where to go.
- Make sure the course roster is completed by all students as they arrive for the course.

Instructor Notes

Adult CPR AED Lesson Plans

Lesson 1

Course Introduction

5 minutes

Instructor Tips

- Be familiar with the learning objectives and the Heartsaver course content. Knowing what you want to communicate, why it's important, and what you want to happen as a result are critical to the success of the course.
- Think about how you want to manage breaks during the course. Making yourself available allows you to answer questions people might feel too embarrassed to ask in front of everyone. It also gives you time to establish rapport and get feedback.



Discussion

- Introduce yourself and additional instructors, if present.
- Invite students to introduce themselves.
 - It is important to ask students at the beginning of the class to provide information about their occupations so you can tailor the class to best fit their needs.
- Explain that the course is interactive. Refer to the following points (see detailed information for each throughout the Instructor Manual) for discussion with students:
 - Your role
 - Video-based learning
 - Use of scenarios
 - Practice while watching
 - Refer to “Part 2: Teaching the Course” in the Instructor Manual for detailed information about practice while watching
 - Use of the Student Workbook
 - Exam (if required)
 - Skills test
- Ask that any student who anticipates difficulties with the skills test due to personal limitations, such as a medical concern or knee or back problems, speak with one of the instructors. Refer to “Part 1: Preparing for the Course” in the Instructor Manual for further explanation about students with special needs.
- Explain the layout of the building, including bathrooms and emergency exits.
- Remind students of where the nearest AED is located and what their emergency response number is.
- Describe the course agenda.
 - Inform students of breaks you have scheduled during the class.
 - Tell the students, “We are scheduled to end at ____.”
- Remind students what they will learn during the course. At the end of Heartsaver Adult CPR AED, students will be able to
 - Describe how high-quality CPR improves survival
 - Explain the concepts of the Chain of Survival
 - Recognize when someone needs CPR
 - Perform high-quality CPR for an adult

- Describe how to perform CPR with help from others
- Give effective breaths by using mouth-to-mouth or a mask
- Demonstrate how to use an AED on an adult
- Describe when and how to help a choking adult or child
- For further detail on the video and scenarios to be shown during the course, refer to the instructor-led training Heartsaver Adult CPR AED Outline in “Part 4: Additional Resources” in the Instructor Manual.
- Remind students of the course completion requirements:

Skills Test Requirements	Optional Exam
Students must pass the Adult CPR and AED Skills Test.	To pass the optional exam, students must score at least 84%.

Instructor Notes

Next

Life Is Why Activity (Optional) or proceed to either the Adult CPR AED or First Aid Lesson Plans, depending on the course you are teaching

Lesson 1A

Life Is Why™ Activity (Optional)

8 minutes

Instructor Tips

- Before facilitating this lesson, complete the Life Is Why activity in the Instructor Manual. Have your “_____ Is Why” prepared to share with students.
- You can make additional copies of the Life Is Why activity from the Instructor Manual for students who do not bring their Student Workbook to class.



Play Video

- Play the Life Is Why video.



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 Instructor Manual.
- Then, encourage students to participate in the following activity:
 - Have students find the “_____ Is Why” page in their Student Workbook and follow the directions. 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.



AHA Life Is Why Icon

- Tell students that throughout their Student Workbook, they will find information that correlates what they are learning in this course to Life Is Why and the importance of cardiovascular care. This information is identified by the Life Is Why heart-and-torch icon.
- Remind students that what they are learning today has an impact on the mission of the American Heart Association.

Instructor Notes

Next

Adult CPR

Lesson 2

Adult CPR

55 minutes

Part I: Scene Safety and Assessment

Part II: Chest Compressions

Part III: Giving Breaths (Mouth-to-Mouth)

Part IV: Giving Breaths (With a Mask)

Learning Objectives

Tell students that at the end of this lesson, they will be able to

- Describe how high-quality CPR improves survival
- Explain the concepts of the Chain of Survival
- Recognize when someone needs CPR
- Give effective breaths by using mouth-to-mouth or a mask
- Perform high-quality CPR for an adult

Instructor Tips

- Practice while watching: Remind students that they will be practicing while watching a video segment, so that they will be prepared and know to get in place for the practice video segment.
- Feedback: When providing feedback to students who are practicing, remember to focus on what you *do* want rather than what you *don't* want. Remember to always state feedback in a positive tone.
- Tell students to have their Student Workbook accessible during the course.
- When concluding a practice-while-watching session, ask all students if they are ready to move forward to the next skill or if they would like to repeat practice while watching.
- Familiarize yourself with all equipment that will be used in the class and how to assemble it so that
 - You know how to help students with the equipment during the course
 - You are able to troubleshoot any problems with the equipment
- Make sure not to interrupt the video if you have any comments to add. Instead, write them down and discuss them at the end of the video. Students do not learn well when they are trying to listen to two things at once.



Student Workbook

Students can turn to “CPR and AED Use for Adults” in the Student Workbook to follow along.



Play Video

The video will show and discuss

- Adult Chain of Survival
 - Cardiac arrest vs heart attack
- Scene Safety and Assessment



Video Pauses

- Have students position themselves at the side of their manikins per the video instructions.
- Ask students to recall the steps of scene safety and assessment, and tell students they will now practice the scene safety and assessment sequence.



Practice While Watching: Scene Safety and Assessment

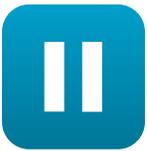
- Students will follow along with the video to complete the following actions. *These actions can be completed in a different order, but this sequence is followed during the practice-while-watching segment.*
 - Make sure the scene is safe.
 - Tap and shout (check for responsiveness).
 - Shout for help.
 - Phone 9-1-1 and get an AED.
 - Check for normal breathing.
- Observe students and provide positive and corrective feedback on their performance.
- Repeat the practice-while-watching segment as many times as needed for all students to complete the practice session.



Play Video

The video will show and discuss

- Chest Compressions



Video Pauses

- Have students position themselves at the side of their manikins per the video instructions.
- Tell students they will practice adult chest compressions and will complete 2 sets of 30 compressions. Students need to count out loud while providing compressions.



Practice While Watching: Chest Compressions

- Students will follow along with the video to complete the following steps:
 - Position yourself at the ill or injured person's side.
 - Make sure the person is lying on his back on a firm, flat surface.
 - Quickly move clothes out of the way.
 - Put the heel of one hand on the center of the chest (over the lower half of the breast-bone). Put your other hand on top of the first hand.
 - Push straight down at least 2 inches.

- Push at a rate of 100 to 120 compressions per minute. Count the compressions out loud.
 - Let the chest come back up to its normal position after each compression.
 - Try not to interrupt compressions for more than 10 seconds, even when you give breaths.
 - Observe students and provide positive and corrective feedback on their performance.
 - Emphasize core concepts: correct hand placement; push hard, push fast; allow complete chest recoil.
 - Repeat the practice-while-watching segment as many times as needed for all students to complete the practice session.
-



Play Video

The video will show and discuss

- Giving Breaths (Mouth-to-Mouth)
 - Head tilt–chin lift
-



Video Pauses

- Have students position themselves at the side of their manikins per the video instructions.
 - Tell students they will practice giving breaths and will complete 3 sets of 2 breaths.
 - Ask students to take off lipstick and remove gum.
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Practice While Watching: Giving Breaths (Mouth-to-Mouth)

- Students will follow along with the video to complete the following steps:
 - Put one hand on the forehead and the fingers of your other hand on the bony part of the chin.
 - Tilt the head back and lift the chin.
 - While holding the airway open, pinch the nose closed with your thumb and forefinger.
 - Take a normal breath. Cover the person’s mouth with your mouth.
 - Give 2 breaths (blow for 1 second for each). Watch for the chest to begin to rise as you give each breath.
 - Try not to interrupt compressions for more than 10 seconds.
 - Observe students and provide positive and corrective feedback on their performance.
 - Emphasize visible chest rise.
 - Have students open and reopen the airway if necessary.
 - Repeat the practice-while-watching segment as many times as needed for all students to complete the practice session.
-



Play Video

The video will show and discuss

- Giving Breaths (With a Mask)
-



Video Pauses

- Have students position themselves at the side of their manikins per the video instructions.
- During the pause, ensure that students are able to use the proper hand technique for achieving a good seal of the mask on the face. Place the hand in a “C” position to achieve this.
- Tell students they will practice giving breaths and will complete 3 sets of 2 breaths.



Practice While Watching: Giving Breaths (With a Mask)

- Students will follow along with the video to complete the following steps:
 - Put the mask over the person’s mouth and nose.
 - If the mask has a pointed end, put the narrow end of the mask on the bridge of the nose; position the wide end so it covers the mouth.
 - Tilt the head and lift the chin while pressing the mask against the person’s face. It is important to make an airtight seal between the person’s face and the mask while you lift the chin to keep the airway open.
 - Give 2 breaths (blow for 1 second for each). Watch for the chest to begin to rise as you give each breath.
 - Try not to interrupt compressions for more than 10 seconds.
- Observe students and provide positive and corrective feedback on their performance.
 - Tell students they need to hold the mask firmly against the face.
 - Emphasize visible chest rise.
- Repeat the practice-while-watching segment as many times as needed for all students to complete the practice session.

Instructor Notes

Next

Use an AED (Adult)

Lesson 3

Use an AED (Adult)

15 minutes

Part I: AED

Part II: Putting It All Together

Learning Objective

Tell students that at the end of this lesson, they will be able to

- Demonstrate how to use an AED on an adult

Instructor Tips

- When leading a discussion, ask your students open-ended questions that focus on their perspective to engage their minds and increase their participation.
- When answering a question, acknowledge the individual with eye contact, and then answer to the entire room, coming back to the questioner periodically.
- There may be multiple sets of pads (for an adult, child, or infant) supplied with the AED. The focus of this lesson is the use of an AED on an adult.



Student Workbook

Students can turn to the “Use an AED” section in “CPR and AED Use for Adults” in the Student Workbook to follow along.



Play Video

The video will show and discuss

- How to Use an AED
- AED Special Considerations
 - Has a hairy chest
 - Is immersed in water or water is covering the ill or injured person’s chest
 - Has an implanted defibrillator or pacemaker
 - Has a transdermal medication patch or other object on the surface of the skin where the AED pads are to be placed
 - Use of AED for infants and children less than 8 years of age



Video Pauses: AED Review

During the pause, show students the AED trainer and

- Explain how to use the AED trainer
- Emphasize following the AED prompts
- Remind students that the AED trainer in class will not give a real shock
- Direct students to have the AED trainers accessible
- Tell students they are now going to practice using the AED



Students Practice: AED

- Lead students by teaching the following steps on how to use an AED. First show the steps while using your AED trainer, and then have students practice.

Instructions for Students

- Turn the AED on and follow the prompts.
 - Turn it on by pushing the “on” button or lifting the lid.
 - Follow the prompts, which will tell you everything you need to do.
- Attach the adult pads.
 - Use the adult pads for anyone 8 years of age and older.
 - Peel away the backing from the pads.
 - Following the pictures on the pads, attach them to the person’s bare chest.
- Let the AED analyze.
 - Loudly state “clear” and make sure that no one is touching the person.
 - The AED will analyze the heart rhythm.
 - If a shock is not needed, resume CPR.
- Deliver a shock if needed.
 - Loudly state “clear” and make sure that no one is touching the person.
 - Push the “shock” button.
 - Immediately resume CPR.



Play Video

The video will show and discuss

- Putting It All Together (Adult CPR AED)



Video Pauses

- Tell students they will practice putting it all together by practicing scene safety and assessment, providing chest compressions, giving breaths (with a mask or mouth-to-mouth), and using an AED. Students will complete 2 cycles of 30 compressions and 2 breaths.
 - On the Adult CPR and AED Skills Test, you have the option to test students on giving breaths mouth-to-mouth or giving breaths with a mask. Have students practice the giving breaths skill that they will be tested on.
- Have students position themselves at the side of their manikins to begin practice. Students need to count out loud while providing compressions.



Students Practice: Putting It All Together

- Lead students by teaching the steps of scene safety and assessment, adult compressions, giving breaths (with a mask or mouth-to-mouth), and using an AED. Refer to each skill in this Lesson Plan for detailed steps.

- Observe students and provide positive and corrective feedback on their performance.
 - Coach students on strengthening adult high-quality CPR.
- Repeat the practice segment as many times as needed for all students to complete the practice session.

Instructor Notes

Next

Help From Others

Lesson 4

Help From Others

2 minutes

Learning Objective

Tell students that at the end of this lesson, they will be able to

- Describe how to perform CPR with help from others



Play Video

The video will show and discuss

- Help From Others
 - How other people can help you provide high-quality CPR
 - Switching rescuers and roles
 - Rescuers switch giving compressions about every 2 minutes to avoid fatigue

Instructor Notes

Next

Adult CPR AED
Summary

Lesson 5

Adult CPR AED Summary

2 minutes



Student Workbook

Students can turn to “Putting It All Together: Adult High-Quality CPR AED Summary” in the Student Workbook for further review.



Play Video

The video will show and discuss

- Adult CPR AED Summary



Discussion

To prepare students for the Adult CPR and AED Skills Test, review the following questions with the class.

Also encourage students to review their Adult CPR and AED Skills Testing Checklist.

- **What are the steps for assessment?**
 - Make sure the scene is safe.
 - Tap and shout.
 - Shout for help.
 - Check for breathing.
- **What are the steps for phoning 9-1-1 and getting an AED?**
 - Phone 9-1-1 and get an AED.
 - Provide CPR.
 - If you are alone, put your cell phone on speaker mode, phone 9-1-1, get an AED, and continue sets of 30 compressions and 2 breaths.
- **What are some characteristics of high-quality CPR?**
 - Do not lean on the chest.
 - Push down at least 2 inches.
 - Push at a rate of 100 to 120 compressions per minute.
 - Let the chest come back up to its normal position.
 - Give breaths quickly and effectively without interrupting compressions for more than 10 seconds.

Allow students enough time for review and skills practice, if needed, before beginning the skills test.

Instructor Notes

Next

Adult CPR and AED
Skills Test

Lesson 6

Adult CPR and AED Skills Test

20 minutes

Instructor Tips

- For skills testing, it is important to be prepared and organized with student skills testing checklists. Review these before class, and have all materials ready to properly test students on every step.
- During skills testing, be efficient with the use of multiple instructors in the room, assigning each a different role, especially when there is a high volume of students in the classroom. This will ensure effective remediation, a smooth process, and efficiency for completing the class on time.
- Make sure students are provided a private setting for skills testing.



Discussion

Before the Adult CPR and AED Skills Test, read the following testing script aloud to the student (may be read to all students at once):

“This test is like a realistic emergency situation: you should do whatever you think is necessary to save the victim’s life. You will have to determine for yourself what you need to do. For example, if you check the response on the manikin and there is no response, then you should do whatever you would do for a person who is not responding. I will read a short scenario to you, but I won’t be able to answer any questions. You can treat me like another rescuer who has arrived with you and tell me to do something to help you. If you make a mistake or forget to do something important, you should not stop. Just do your best to correct the error. Continue doing what you would do in an actual emergency until I tell you to stop. Do you have any questions before we start?”



Skills Test

- Refer to the “Understanding the Adult CPR and AED Skills Testing Checklist” section and the critical skills descriptors for specific direction on how to test students on adult CPR and AED skills. These are found in “Part 4: Additional Resources” in the Instructor Manual.
 - Check off each skill as the student demonstrates competency per the critical skills descriptors.
- After starting, if the student asks any questions about the skills or sequences, you should not give him or her the answer. Rather, tell the student, “Do what you think is best right now.” If the student asks questions about what to do with the manikin, tell the student, “Check the manikin yourself and do what you think is needed to save a life.” If the student seems unsure, do your best to explain that he or she will be assessing the manikin and doing whatever is necessary.

Remediation

For students who need remediation, follow these steps and refer to the remediation Lesson Plan.

- Determine where the students are having trouble during their Adult CPR and AED Skills Test.

- If needed, replay sections of video or practice skills to ensure learning.
- Retest skills as necessary.
- Some students may need additional practice or may need to repeat the course to demonstrate skills competency and to achieve a course completion card.

Instructor Notes

Next

Naloxone

Lesson 7

Naloxone

5 minutes



Student Workbook

Students can turn to “How to Help an Adult With an Opioid-Associated Life-Threatening Emergency” in the Student Workbook to follow along.



Discussion

Before playing the Naloxone video, inform students of the following:

- Opioids are prescription drugs used for pain relief but are often abused. A cause of cardiac arrest is opioid overdose.
 - There is a safe and effective way to help someone with an opioid overdose. Naloxone is a medication used to reverse the effects of opioids and help the person to survive.
 - For the purposes of this course, this information is being provided for public awareness, and it is based on the prevalence of deaths caused by opioid overdose.
-



Play Video

The video will show and discuss

- Naloxone
-



Discussion

Review the following questions with the class:

- **What are some signs of opioid overdose?**
 - Has a prescription for medication used for pain relief
 - Is unresponsive
 - Has slow or shallow breathing
 - **What actions do you take in an adult opioid-associated life-threatening emergency?**
 - Check responsiveness by tapping and shouting.
 - Shout for help, and send someone to phone 9-1-1 and get the naloxone and AED (if available).
 - Check breathing.
 - If there is no breathing or only gasping, begin CPR.
 - If no one comes to help after 5 cycles of CPR, leave to phone 9-1-1 yourself and get the naloxone and AED (if available).
 - Give the naloxone right away, and then check again for responsiveness and breathing.
 - If the person is still unresponsive, continue CPR and use the AED.
 - Continue CPR until someone with more advanced training arrives or the person becomes responsive.
-



Additional Discussion (Optional)

This information can be shared with students if questions arise or if further discussion is needed about naloxone.

- **What is naloxone?** Naloxone is a synthetic drug that blocks the effects of opioids and reverses an overdose. Naloxone is safe and effective; emergency medical professionals have used it for decades. www.drugs.com/pro/naloxone.html
- **How do I get naloxone?** You can get naloxone from a primary care physician. In addition, substance-use treatment facilities, Veterans Administration healthcare systems, primary care clinics, and pharmacies have started providing naloxone to laypersons. www.cdc.gov/mmwr/preview/mmwrhtml/mm6423a2.htm
- **How do I become trained to use naloxone?** A primary care physician or a facility that provides naloxone will be able to provide information on how to become trained to use naloxone.
- **How do I administer naloxone?** Bystanders can safely and legally spray naloxone into the nose or inject it into a muscle.
 - Into the nose (intranasal spray)
 - Into the muscle via an autoinjector (intramuscular injection)
- **Can naloxone hurt me?** No. Naloxone affects only people who have used opioids.
- **Can I use naloxone for other drug overdoses?** No. Naloxone is used only for opioid overdoses.

Instructor Notes

Next

Adult Choking

Lesson 8

Adult Choking

4 minutes

Learning Objective

Tell students that at the end of this lesson, they will be able to

- Describe when and how to help a choking adult or child



Student Workbook

Students can turn to “How to Help a Choking Adult, Child, or Infant” in the Student Workbook to follow along.



Play Video

The video will show and discuss

- Adult Choking
 - Relief of choking in a responsive adult
 - Relief of choking in an unresponsive adult



Discussion

Review adult choking with students by asking the following:

- **What is the difference between mild and severe airway block?**
 - Mild airway block: The person
 - Can talk or make sounds
 - Can cough loudly
 - Severe airway block: The person
 - Cannot breathe, talk, or make sounds *or*
 - Has a cough that has no sound *or*
 - Makes the choking sign
- **What is the universal sign for choking?**
 - Holding the neck with one or both hands
- **Where should you give thrusts for a severely choking adult?**
 - Slightly above the belly button for abdominal thrusts
 - For a large or pregnant person: On the lower half of the breastbone for chest thrusts
 - For a person in a wheelchair: The thrusts would be performed in the same way as for a large or pregnant person
- **Why is it important *not* to perform a blind finger sweep in a choking person?**
 - The object could become lodged farther back in the airway.

If students would like to practice their hand placement for abdominal thrusts for the relief of choking in an adult, students can place hands on themselves with your review or (optional) you can allow the students to practice hand placement on you.

Instructor Notes

If teaching additional topics, skip the course conclusion at this time and go to the Child CPR AED, Infant CPR, or First Aid Lesson Plans.

Next

Course Conclusion

Lesson 9

Course Conclusion

2 minutes

Instructor Tips

- When summarizing what the course has covered, allow students to lead this discussion at times by asking 1 or 2 students (maximum, for class time efficiency) what they observed/learned during the course.
- During the summary and closing, provide students with clear direction on how they can further study and seek out additional resources provided by the AHA to help with postclassroom training.



Play Video

The video will show and discuss

- Course Conclusion



Discussion

To conclude the course:

- Thank students for their participation.
- Summarize what students learned during the course. Refer to the Heartsaver course outlines found in “Part 4: Additional Resources” in the Instructor Manual.
- Make sure that students complete the evaluation form.

Instructor Notes

Child CPR AED Lesson Plans

Lesson 1

Child CPR AED Introduction

5 minutes



Discussion

- Describe the course agenda for Child CPR AED.
 - Inform students of breaks you have scheduled during this portion of the class.
- Remind students what they will learn in Child CPR AED. At the end of Heartsaver Child CPR AED, students will be able to
 - Describe how high-quality CPR improves survival
 - Explain the concepts of the Chain of Survival
 - Recognize when someone needs CPR
 - Give effective breaths by using mouth-to-mouth or a mask
 - Perform high-quality CPR for a child
 - Describe how to perform CPR with help from others
 - Demonstrate how to use an AED on a child
 - Describe when and how to help a choking adult or child
- For further detail on the video and scenarios to be shown during the course, refer to the instructor-led training Heartsaver Child CPR AED Outline in “Part 4: Additional Resources” in the Instructor Manual.
- Remind students of the course completion requirements:

Skills Test Requirements	Optional Exam
Students must pass the Child CPR Skills Test.	To pass the optional exam, students must score at least 84%.

Instructor Notes

Next

Child CPR

Lesson 2

Child CPR

35 minutes

Part I: Scene Safety and Assessment

Part II: Chest Compressions

Part III: Giving Breaths (Mouth-to-Mouth)

Part IV: Giving Breaths (With a Mask)

Learning Objectives

Tell students that at the end of this lesson, they will be able to

- Describe how high-quality CPR improves survival
- Explain the concepts of the Chain of Survival
- Recognize when someone needs CPR
- Give effective breaths by using mouth-to-mouth or a mask
- Perform high-quality CPR for a child

Instructor Tips

- Practice while watching: Remind students that they will be practicing while watching a video segment, so that they will be prepared and know to get in place for the practice video segment.
- Feedback: When providing feedback to students who are practicing, remember to focus on what you *do* want rather than what you *don't* want. Remember to always state feedback in a positive tone.
- Tell students to have their Student Workbook accessible during the course.
- When concluding a practice-while-watching session, ask all students if they are ready to move forward to the next skill or if they would like to repeat practice while watching.
- Familiarize yourself with all equipment that will be used in the class and how to assemble it so that
 - You know how to help students with the equipment during the course
 - You are able to troubleshoot any problems with the equipment
- Make sure not to interrupt the video if you have any comments to add. Instead, write them down and discuss them at the end of the video. Students do not learn well when they are trying to listen to two things at once.
- Consider asking the students how they would differentiate between a child and an adult. For example:
 - Facial, chest, and underarm hair in boys
 - Breast development in girls



Student Workbook

Students can turn to “CPR and AED Use for Children” in the Student Workbook to follow along.



Play Video

The video will show and discuss

- Pediatric Chain of Survival
- Scene Safety and Assessment



Video Pauses

- Have students position themselves at the side of their manikins per the video instructions.
- Ask students to recall the steps of scene safety and assessment, and tell students they will now practice the scene safety and assessment sequence.



Practice While Watching: Scene Safety and Assessment

- Students will follow along with the video to complete the following actions. *These actions can be completed in a different order, but this sequence is followed during the practice-while-watching segment.*
 - Make sure the scene is safe.
 - Tap and shout (check for responsiveness).
 - Shout for help.
 - Check for breathing.
 - Begin CPR, phone 9-1-1, and get an AED.
- Observe students and provide positive and corrective feedback on their performance.
- Repeat the practice-while-watching segment as many times as needed for all students to complete the practice session.



Play Video

The video will show and discuss

- Chest Compressions



Video Pauses

- Have students position themselves at the side of their manikins per the video instructions.
- Tell students they will practice child chest compressions and will complete 2 sets of 30 compressions. Students need to count out loud while providing compressions.



Practice While Watching: Chest Compressions

- Students will follow along with the video to complete the following steps:
 - Position yourself at the victim's side.
 - Make sure the child is lying on his back on a firm, flat surface.
 - Quickly move clothes out of the way.
 - Use either 1 hand or 2 hands to give compressions.
 - **1 hand:** Put the heel of one hand on the center of the chest (over the lower half of the breastbone).
 - **2 hands:** Put the heel of one hand on the center of the chest (over the lower half of the breastbone). Put your other hand on top of the first hand.

- Push straight down at least one third the depth of the chest, or about 2 inches.
 - Push at a rate of 100 to 120 compressions per minute. Count the compressions out loud.
 - Let the chest come back up to its normal position after each compression.
 - Observe students and provide positive and corrective feedback on their performance.
 - Emphasize core concepts: correct hand placement; push hard, push fast; allow complete chest recoil.
 - Repeat the practice-while-watching segment as many times as needed for all students to complete the practice session.
-



Play Video

The video will show and discuss

- Giving Breaths (Mouth-to-Mouth)
 - Head tilt–chin lift
-



Video Pauses

- Have students position themselves at the side of their manikins per the video instructions.
 - Explain what chest rise is and how to watch for it on the particular manikins you are using.
 - Explain how to clean the manikin after each student practices, and ask students to take off lipstick and remove gum before giving breaths.
 - Tell students they will practice giving breaths and will complete 3 sets of 2 breaths.
-



Practice While Watching: Giving Breaths (Mouth-to-Mouth)

- Students will follow along with the video to complete the following steps:
 - Put one hand on the forehead and the fingers of your other hand on the bony part of the chin.
 - Tilt the head back and lift the chin.
 - While holding the airway open, pinch the nose closed with your thumb and forefinger.
 - Take a normal breath. Cover the child’s mouth with your mouth.
 - Give 2 breaths (blow for 1 second for each). Watch for the chest to begin to rise as you give each breath.
 - Try not to interrupt compressions for more than 10 seconds.
 - Observe students and provide positive and corrective feedback on their performance.
 - Emphasize visible chest rise.
 - Have students open and reopen the airway if necessary.
 - Repeat the practice-while-watching segment as many times as needed for all students to complete the practice session.
-



Play Video

The video will show and discuss

- Giving Breaths (With a Mask)
-



Video Pauses

- Have students position themselves at the side of their manikins per the video instructions.
- During the pause, ensure that students are able to use the proper hand technique for achieving a good seal of the mask on the face. Place the hand in a “C” position to achieve this.
- Tell students they will practice giving breaths and will complete 3 sets of 2 breaths.



Practice While Watching: Giving Breaths (With a Mask)

- Students will follow along with the video to complete the steps:
 - Put the mask over the child’s mouth and nose.
 - If the mask has a pointed end, put the narrow end of the mask on the bridge of the nose; position the wide end so it covers the mouth.
 - Tilt the head and lift the chin while pressing the mask against the child’s face. It is important to make an airtight seal between the child’s face and the mask while you lift the chin to keep the airway open.
 - Give 2 breaths (blow for 1 second for each). Watch for the chest to begin to rise as you give each breath.
- Observe students and provide positive and corrective feedback on their performance.
 - Tell students they need to hold the mask firmly against the face.
 - Instructors ensure that students use the proper hand technique to achieve a good seal of the mask on the face. Placing the hand in a “C” position will achieve this.
 - Emphasize visible chest rise.
- Repeat the practice-while-watching segment as many times as needed for all students to complete the practice session.

Instructor Notes

Next

Use an AED (Child)

Lesson 3

Use an AED (Child)

18 minutes

Part I: AED

Part II: Putting It All Together

Learning Objective

Tell students that at the end of this lesson, they will be able to

- Demonstrate how to use an AED on a child

Instructor Tips

- When leading a discussion, ask your students open-ended questions that focus on their perspective to engage their minds and increase their participation.
- When answering a question, acknowledge the individual with eye contact, and then answer to the entire room, coming back to the questioner periodically.
- There may be multiple sets of pads (for an adult, child, or infant) supplied with the AED. The focus of this lesson is the use of an AED on a child.



Student Workbook

Students can turn to the “Use an AED” section in “CPR and AED Use for Children” in the Student Workbook to follow along.



Play Video

The video will show and discuss

- How to Use an AED



Video Pauses: AED Review

During the pause, show students the AED trainer and

- Explain how to use the AED trainer
- Emphasize following the AED prompts
- Remind students that the AED trainer in class will not give a real shock
- Direct students to have the AED trainers accessible
- Tell students they are now going to practice using the AED
 - Remind students of AED special considerations:
 - Is immersed in water or water is covering the ill or injured person’s chest
 - Has an implanted defibrillator or pacemaker

- Has a transdermal medication patch or other object on the surface of the skin where the AED pads are to be placed
- Use of AED for infants and children less than 8 years of age



Students Practice: AED

- Lead students by instructing the following steps on how to use an AED. First show the steps while using your AED trainer, and then have students practice.

Instructions for Students

- Turn the AED on and follow prompts.
 - Turn it on by pushing the “on” button or lifting the lid.
 - Follow the prompts, which will tell you everything you need to do.
- Attach the AED pads.
 - Use the child pads if the child is an infant to 8 years old. If child pads are not available, use adult pads.
 - Use adult pads if the child is older than 8 years.
 - Peel away the backing from the pads.
 - Following the pictures on the pads, attach them to the child’s bare chest. Make sure the pads do not touch each other.
 - On a small chest, if this causes the pads to overlap, consider placing one pad on the chest and one pad on the back.
- Let the AED analyze.
 - Loudly state “clear” and make sure that no one is touching the child.
 - The AED will analyze the heart rhythm.
 - If a shock is not needed, resume CPR.
- Deliver the shock if needed.
 - Loudly state “clear” and make sure that no one is touching the child.
 - Push the “shock” button.
 - Immediately resume CPR.



Play Video

The video will show and discuss

- Putting It All Together (Child CPR AED)



Video Pauses

- Tell students they will practice putting it all together by practicing scene safety and assessment, providing chest compressions, giving breaths (with a mask or mouth-to-mouth), and using an AED. Students will complete 2 cycles of 30 compressions and 2 breaths.
 - On the Child CPR Skills Test, you have the option to test students on giving breaths mouth-to-mouth or giving breaths with a mask. Have students practice the giving breaths skill that they will be tested on.

- Have students position themselves at the side of their manikins to begin practice. Students need to count out loud while providing compressions.



Students Practice: Putting It All Together

- Lead students by teaching the steps of scene safety and assessment, child compressions, giving breaths (with a mask or mouth-to-mouth), and using an AED. Refer to each skill in this Lesson Plan for detailed steps.
- Observe students and provide positive and corrective feedback on their performance.
 - Coach students on strengthening child high-quality CPR.
- Repeat the practice segment as many times as needed for all students to complete the practice session.

Instructor Notes

Next

Help From Others

Lesson 4

Help From Others

2 minutes

Learning Objective

Tell students that at the end of this lesson, they will be able to

- Describe how to perform CPR with help from others



Play Video

The video will show and discuss

- Help From Others
 - How other people can help you provide high-quality CPR
 - Switching rescuers and roles
 - Rescuers switch giving compressions about every 2 minutes to avoid fatigue

Instructor Notes

Next

Child CPR AED
Summary

Lesson 5

Child CPR AED Summary

2 minutes

Instructor Tips

- Make sure not to interrupt the video if you have any comments to add; write them down and discuss them at the end of the video. Students do not learn well when they are trying to listen to two things at once.



Student Workbook

Students can turn to “Putting It All Together: Child High-Quality CPR AED Summary” in the Student Workbook for further review.



Play Video

The video will show and discuss

- Child CPR AED Summary



Discussion

To prepare students for the Child CPR Skills Test, review the following questions with the class.

Also encourage students to review their Child CPR Skills Testing Checklist.

- **What are the steps for assessment?**
 - Make sure the scene is safe.
 - Tap and shout.
 - Shout for help.
 - Check for breathing.
- **What are the steps for phoning 9-1-1 and getting an AED?**
 - Phone 9-1-1 and get an AED.
 - Provide CPR.
 - If you are alone, put your cell phone on speaker mode, phone 9-1-1, get an AED, and continue sets of 30 compressions and 2 breaths.
- **What are some characteristics of high-quality CPR?**
 - Push down at about 2 inches.
 - Do not lean on the chest.
 - Push at a rate of 100 to 120 compressions per minute.
 - Let the chest come back up to its normal position.
 - Give breaths quickly and effectively without interrupting compressions for more than 10 seconds.

Allow students enough time for review and skills practice, if needed, before beginning the skills test.

Next

Child CPR Skills Test

Lesson 6

Child CPR Skills Test

12 minutes

Instructor Tips

- For skills testing, it is important to be prepared and organized with student skills testing checklists. Review these before class, and have all materials ready to properly test students on every step.
- During skills testing, be efficient with the use of multiple instructors in the room, assigning each a different role, especially when there is a high volume of students in the classroom. This will ensure effective remediation, a smooth process, and efficiency for completing the class on time.
- Make sure students are provided a private setting for skills testing.



Discussion

Before the Child CPR Skills Test, read the following testing script aloud to the student (may be read to all students at once):

“This test is like a realistic emergency situation: you should do whatever you think is necessary to save the victim’s life. You will have to determine for yourself what you need to do. For example, if you check the response on the manikin and there is no response, then you should do whatever you would do for a person who is not responding. I will read a short scenario to you, but I won’t be able to answer any questions. You can treat me like another rescuer who has arrived with you and tell me to do something to help you. If you make a mistake or forget to do something important, you should not stop. Just do your best to correct the error. Continue doing what you would do in an actual emergency until I tell you to stop. Do you have any questions before we start?”



Skills Test

- Refer to the “Understanding the Child CPR Skills Testing Checklist” section and the critical skills descriptors for specific direction on how to test students on child CPR skills. These are found in “Part 4: Additional Resources” in the Instructor Manual.
 - Check off each skill as the student demonstrates competency per the critical skills descriptors.
- After starting, if the student asks any questions about the skills or sequences, you should not give him or her the answer. Rather, tell the student, “Do what you think is best right now.” If the student asks questions about what to do with the manikin, tell the student, “Check the manikin yourself and do what you think is needed to save a life.” If the student seems unsure, do your best to explain that he or she will be assessing the manikin and doing whatever is necessary.

Remediation

For students who need remediation, follow these steps and refer to the remediation Lesson Plan.

- Determine where the students are having trouble during their Child CPR Skills Test.
- If needed, replay sections of video or practice skills to ensure learning.

- Retest skills as necessary.
- Some students may need additional practice or may need to repeat the course to demonstrate skills competency and to achieve a course completion card.

Instructor Notes

Next

Child Choking

Lesson 7

Child Choking

4 minutes

Learning Objective

Tell students that at the end of this lesson, they will be able to

- Describe when and how to help a choking adult or child



Student Workbook

Students can turn to “How to Help a Choking Adult, Child, or Infant” in the Student Workbook to follow along.



Play Video

The video will show and discuss

- Child Choking
 - Relief of choking in a responsive child
 - Relief of choking in an unresponsive child



Discussion

Review child choking with students by asking the following:

- **Where should you give thrusts for a severely choking child?**
 - Slightly above the belly button for abdominal thrusts
 - For a large child: Center of the chest for chest thrusts
- **What is different about your body position when you give thrusts to a child vs when you give thrusts to an adult?**
 - You may need to kneel to perform thrusts, because of the size of the child.

If students would like to practice their hand placement for abdominal thrusts for the relief of choking in a child, students can place hands on themselves with your review or (optional) you can allow the students to practice hand placement on you.

Instructor Notes

If teaching additional topics, skip the course conclusion at this time and go to the Infant CPR or First Aid Lesson Plans.

Next

Course Conclusion

Lesson 8

Course Conclusion

2 minutes

Instructor Tips

- When summarizing what the course has covered, allow students to lead this discussion at times by asking 1 or 2 students (maximum, for class time efficiency) what they observed/learned during the course.
- During the summary and closing, provide students with clear direction on how they can further study and seek out additional resources provided by the AHA to help with postclassroom training.



Play Video

The video will show and discuss

- Course Conclusion



Discussion

To conclude the course:

- Thank students for their participation.
- Summarize what students learned during the course. Refer to the Heartsaver course outlines found in “Part 4: Additional Resources” in the Instructor Manual.
- Make sure that students complete the evaluation form.

Instructor Notes

Infant CPR Lesson Plans

Lesson 1

Infant CPR Introduction

2 minutes



Discussion

- Describe the course agenda for Infant CPR.
 - Inform students of breaks you have scheduled during this portion of the class.
- Remind students what they will learn in Infant CPR. At the end of Heartsaver Infant CPR, students will be able to
 - Describe how high-quality CPR improves survival
 - Explain the concepts of the Chain of Survival
 - Recognize when someone needs CPR
 - Give effective breaths by using mouth-to-mouth or a mask
 - Perform high-quality CPR for an infant
 - Demonstrate how to help a choking infant
- For further detail on the video and scenarios to be shown during the course, refer to the instructor-led training Heartsaver Infant CPR Outline in “Part 4: Additional Resources” in the Instructor Manual.
- Remind students of the course completion requirements:

Skills Test Requirements	Optional Exam
Students must pass the Infant CPR Skills Test.	To pass the optional exam, students must score at least 84%.

Instructor Notes

Next

Infant CPR

Lesson 2

Infant CPR

32 minutes

Part I: Scene Safety and Assessment

Part II: Chest Compressions

Part III: Giving Breaths (Mouth-to-Mouth)

Part IV: Giving Breaths (With a Mask)

Part V: Putting It All Together

Learning Objectives

Tell students that at the end of this lesson, they will be able to

- Describe how high-quality CPR improves survival
- Explain the concepts of the Chain of Survival
- Recognize when someone needs CPR
- Give effective breaths by using mouth-to-mouth or a mask
- Perform high-quality CPR for an infant

Instructor Tips

- Practice while watching: Remind students that they will be practicing while watching a video segment, so that they will be prepared and know to get in place for the practice video segment.
- Feedback: When providing feedback to students who are practicing, remember to focus on what you *do* want rather than what you *don't* want. Remember to always state feedback in a positive tone.
- Tell students to have their Student Workbook accessible during the course.
- When concluding a practice-while-watching session, ask all students if they are ready to move forward to the next skill or if they would like to repeat practice while watching.
- Familiarize yourself with all equipment that will be used in the class and how to assemble it so that
 - You know how to help students with the equipment during the course
 - You are able to troubleshoot any problems with the equipment
- Make sure not to interrupt the video if you have any comments to add. Instead, write them down and discuss them at the end of the video. Students do not learn well when they are trying to listen to two things at once.



Student Workbook

Students can turn to “CPR for Infants” in the Student Workbook to follow along.



Play Video

The video will show and discuss

- Scene Safety and Assessment
-



Video Pauses

- Have students position themselves at the side of their manikins per the video instructions.
 - Ask students to recall the steps of scene safety and assessment.
 - You can ask students if they noticed that the facility in the dramatization did not have an AED. Remind students that if an AED is not available, you would begin high-quality CPR to give the infant the best chance of survival until help arrives or the infant responds.
 - Remind students that they will not practice or be tested on AED use in Infant CPR.
 - Tell students they will now practice the scene safety and assessment sequence.
-



Practice While Watching: Scene Safety and Assessment

- Students will follow along with the video to complete the following actions. *These actions can be completed in a different order, but this sequence is followed during the practice-while-watching segment.*
 - Make sure the scene is safe.
 - Tap and shout (check for responsiveness).
 - Shout for help.
 - Check for breathing.
 - Begin CPR, phone 9-1-1, and get an AED.
 - Observe students and provide positive and corrective feedback on their performance.
 - Repeat the practice-while-watching segment as many times as needed for all students to complete the practice session.
-



Play Video

The video will show and discuss

- Chest Compressions
-



Video Pauses

- Have students position themselves at the side of their manikins per the video instructions.
 - Tell students they will practice infant chest compressions and will complete 2 sets of 30 compressions. Students need to count out loud while providing compressions.
-



Practice While Watching: Chest Compressions

- Students will follow along with the video to complete the following steps:
 - Position yourself at the victim's side.
 - Make sure the infant is lying on his back on a firm, flat surface.
 - Quickly move clothes out of the way.
 - Use 2 fingers of one hand to give chest compressions. Place them on the breastbone, just below the nipple line.

- Push straight down at least one third the depth of the chest, or about 1½ inches.
 - Push at a rate of 100 to 120 compressions per minute. Count the compressions out loud.
 - Let the chest come back up to its normal position after each compression.
 - Observe students and provide positive and corrective feedback on their performance.
 - Emphasize core concepts: correct hand placement; push hard, push fast; allow complete chest recoil.
 - Repeat the practice-while-watching segment as many times as needed for all students to complete the practice session.
-



Play Video

The video will show and discuss

- Giving Breaths (Mouth-to-Mouth)
 - Head tilt–chin lift
-



Video Pauses

- Have students position themselves at the side of their manikins per the video instructions.
 - Tell students they will practice giving breaths and will complete 3 sets of 2 breaths.
 - Ask students to take off lipstick and remove gum.
-



Practice While Watching: Giving Breaths (Mouth-to-Mouth)

- Students will follow along with the video to complete the following steps:
 - Put one hand on the forehead and the fingers of your other hand on the bony part of the chin.
 - Tilt the head back and lift the chin.
 - While holding the airway open, take a normal breath. Cover the infant’s mouth and nose with your mouth. If you have difficulty making an effective seal, try either a mouth-to-mouth or a mouth-to-nose breath.
 - If you use the mouth-to-mouth technique, pinch the nose closed.
 - If you use the mouth-to-nose technique, close the mouth.
 - Give 2 breaths (blow for 1 second for each). Watch for the chest to begin to rise as you give each breath.
 - Try not to interrupt compressions for more than 10 seconds.
 - Observe students and provide positive and corrective feedback on their performance.
 - Emphasize visible chest rise.
 - Have students open and reopen the airway if necessary.
 - Make sure students are careful not to overinflate the infant’s lungs when giving breaths.
 - Repeat the practice-while-watching segment as many times as needed for all students to complete the practice session.
-



Play Video

The video will show and discuss

- Giving Breaths (With a Mask)
-



Video Pauses

- Have students position themselves at the side of their manikins per the video instructions.
- During the pause, ensure that students are able to use the proper hand technique for achieving a good seal of the mask on the face. Place the hand in a “C” position to achieve this.
- Tell students they will practice giving breaths and will complete 3 sets of 2 breaths.



Practice While Watching: Giving Breaths (With a Mask)

- Students will follow along with the video to complete the following steps:
 - Put the mask over the infant’s mouth and nose.
 - If the mask has a pointed end, put the narrow end of the mask on the bridge of the nose; position the wide end so it covers the mouth.
 - Tilt the head and lift the chin while pressing the mask against the infant’s face. It is important to make an airtight seal between the infant’s face and the mask while you lift the chin to keep the airway open.
 - Give 2 breaths (blow for 1 second for each). Watch for the chest to begin to rise as you give each breath.
 - Try not to interrupt compressions for more than 10 seconds.
- Observe students and provide positive and corrective feedback on their performance.
 - Tell students they need to hold the mask firmly against the face.
 - Emphasize visible chest rise.
- Repeat the practice-while-watching segment as many times as needed for all students to complete the practice session.



Play Video

The video will show and discuss

- Putting It All Together (Infant CPR)



Video Pauses

- Tell students they will practice putting it all together by practicing scene safety and assessment, providing chest compressions, and giving breaths (with a mask or mouth-to-mouth). Students will complete 2 cycles of 30 compressions and 2 breaths.
 - On the Infant CPR Skills Test, you have the option to test students on giving breaths mouth-to-mouth or giving breaths with a mask. Have students practice the giving breaths skill that they will be tested on.
- Have students position themselves at the side of their manikins to begin practice. Students need to count out loud while providing compressions.



Students Practice: Putting It All Together

- Lead students by teaching the steps of scene safety and assessment, infant compressions, and giving breaths (with a mask or mouth-to-mouth). Refer to each skill in this Lesson Plan for detailed steps.

- Observe students and provide positive and corrective feedback on their performance.
 - Coach students on strengthening infant high-quality CPR.
- Repeat the practice segment as many times as needed for all students to complete the practice session.

Instructor Notes

Next

Infant CPR Summary

Lesson 3

Infant CPR Summary

2 minutes



Student Workbook

Students can turn to “Putting It All Together: Infant High-Quality CPR Summary” in the Student Workbook for further review.



Play Video

The video will show and discuss

- Infant CPR Summary



Discussion

To prepare students for the Infant CPR Skills Test, review the following questions with the class.

Also encourage students to review their Infant CPR Skills Testing Checklist.

- **What are the steps for assessment?**

- Make sure the scene is safe.
- Tap and shout.
- Shout for help.
- Check for breathing.

- **What are some characteristics of high-quality CPR?**

- Use 2 fingers of one hand to give compressions.
- Push down about 1½ inches.
- Push at a rate of 100 to 120 compressions per minute.
- Let the chest come back up to its normal position.
- Give breaths quickly and effectively without interrupting compressions for more than 10 seconds.
 - When giving breaths, be careful not to overinflate an infant’s lungs.

Allow students enough time for review and skills practice, if needed, before beginning the skills test.

Instructor Notes

Next

Infant CPR Skills Test

Lesson 4

Infant CPR Skills Test

12 minutes

Instructor Tips

- For skills testing, it is important to be prepared and organized with student skills testing checklists. Review these before class, and have all materials ready to properly test students on every step.
- During skills testing, be efficient with the use of multiple instructors in the room, assigning each a different role, especially when there is a high volume of students in the classroom. This will ensure effective remediation, a smooth process, and efficiency for completing the class on time.
- Make sure students are provided a private setting for skills testing.



Discussion

Before the Infant CPR Skills Test, read the following testing script aloud to the student (may be read to all students at once):

“This test is like a realistic emergency situation: you should do whatever you think is necessary to save the victim’s life. You will have to determine for yourself what you need to do. For example, if you check the response on the manikin and there is no response, then you should do whatever you would do for a person who is not responding. I will read a short scenario to you, but I won’t be able to answer any questions. You can treat me like another rescuer who has arrived with you and tell me to do something to help you. If you make a mistake or forget to do something important, you should not stop. Just do your best to correct the error. Continue doing what you would do in an actual emergency until I tell you to stop. Do you have any questions before we start?”



Skills Test

- Refer to the “Understanding the Infant CPR Skills Testing Checklist” section and the critical skills descriptors for specific direction on how to test students on infant CPR skills. These are found in “Part 4: Additional Resources” in the Instructor Manual.
 - Check off each skill as the student demonstrates competency per the critical skills descriptors.
- After starting, if the student asks any questions about the skills or sequences, you should not give him or her the answer. Rather, tell the student, “Do what you think is best right now.” If the student asks questions about what to do with the manikin, tell the student, “Check the manikin yourself and do what you think is needed to save a life.” If the student seems unsure, do your best to explain that he or she will be assessing the manikin and doing whatever is necessary.

Remediation

For students who need remediation, follow these steps and refer to the remediation Lesson Plan.

- Determine where the students are having trouble during their Infant CPR Skills Test.
- If needed, replay sections of video or practice skills to ensure learning.

- Retest skills as necessary.
- Some students may need additional practice or may need to repeat the course to demonstrate skills competency and to achieve a course completion card.

Instructor Notes

Next

Infant Choking

Lesson 5

Infant Choking

5 minutes

Learning Objective

Tell students that at the end of this lesson, they will be able to

- Demonstrate how to help a choking infant



Student Workbook

Students can turn to “How to Help a Choking Adult, Child, or Infant” in the Student Workbook to follow along.



Play Video

The video will show and discuss

- Infant Choking
 - Relief of choking in a responsive infant
 - Relief of choking in an unresponsive infant



Video Pauses

- Have students position themselves per the video instructions.
- Tell students they will practice the relief of choking on a responsive infant and will complete 1 set of 5 back slaps and 5 chest thrusts.



Practice While Watching: Relief of Choking in a Responsive Infant

- Students will follow along with the video to complete the following steps:
 - Kneel or sit with the infant in your lap.
 - If it is easy to do, remove clothing from the infant’s chest.
 - Hold the infant facedown on your forearm. Support the infant’s head and jaw with your hand.
 - Give up to 5 back slaps with the heel of your other hand between the infant’s shoulder blades.
 - If the object does not come out after 5 back slaps, turn the infant onto his back, supporting the head.
 - Give up to 5 chest thrusts by using 2 fingers of your other hand to push on the chest in the same place you push during CPR.
 - Repeat giving 5 back slaps and 5 chest thrusts until the infant can breathe, cough, or cry or until he becomes unresponsive.

- Observe students and provide positive and corrective feedback on their performance.
- Repeat the practice-while-watching segment as many times as needed for all students to complete the practice session.

Instructor Notes

If teaching additional topics, skip the course conclusion at this time and go to the First Aid Lesson Plans.

Next

Course Conclusion

Lesson 6

Course Conclusion

2 minutes

Instructor Tips

- When summarizing what the course has covered, allow students to lead this discussion at times by asking 1 or 2 students (maximum, for class time efficiency) what they observed/learned during the course.
- During the summary and closing, provide students with clear direction on how they can further study and seek out additional resources provided by the AHA to help with postclassroom training.



Play Video

The video will show and discuss

- Course Conclusion



Discussion

To conclude the course:

- Thank students for their participation.
- Summarize what students learned during the course. Refer to the Heartsaver course outlines found in “Part 4: Additional Resources” in the Instructor Manual.
- Make sure that students complete the evaluation form.

Instructor Notes

First Aid Lesson Plans

Lesson 1

Course Introduction

2 minutes

Instructor Tips

- Be familiar with the learning objectives and the Heartsaver course content. Knowing what you want to communicate, why it's important, and what you want to happen as a result are critical to the success of the course.
- Think about how you want to manage breaks during the course. Making yourself available allows you to answer questions people might feel too embarrassed to ask in front of everyone. It also gives you time to establish rapport and get feedback.



Discussion

- Introduce yourself and additional instructors, if present.
- Invite students to introduce themselves.
 - It is important to ask students at the beginning of the class to provide information about their occupations so you can tailor the class to best fit their needs.
- Explain that the course is interactive. Refer to the following points (see detailed information for each throughout the Instructor Manual) for discussion with students:
 - Your role
 - Video-based learning
 - Use of scenarios
 - Practice while watching
 - Refer to “Part 2: Teaching the Course” in the Instructor Manual for detailed information about practice while watching.
 - Use of the Student Workbook
 - Exam (if required)
 - Skills test
- Ask that any student who anticipates difficulties with the skills test due to personal limitations, such as a medical concern or knee or back problems, speak with one of the instructors. Refer to “Part 1: Preparing for the Course” in the Instructor Manual for further explanation about students with special needs.
- Explain the layout of the building, including bathrooms and emergency exits.
- Remind students of where the nearest AED is located and what their emergency response number is.
- Describe the course agenda.
 - Inform students of breaks you have scheduled during the class.
 - Tell the students, “We are scheduled to end at ____.”
- Remind students what they will learn during the course. At the end of the Heartsaver First Aid Course, students will be able to
 - List the priorities, roles, and responsibilities of first aid rescuers
 - Describe the key steps in first aid

- Remove protective gloves (skill student will demonstrate)
- Find the problem (skill student will demonstrate)
- Describe the assessment and first aid actions for the following life-threatening conditions: heart attack, difficulty breathing, choking, severe bleeding, shock, and stroke
- Use an epinephrine pen (skill student will demonstrate)
- Control bleeding and bandaging (skills student will demonstrate)
- Recognize elements of common injuries
- Recognize elements of common illnesses
- Describe how to find information on preventing illness and injury
- Recognize the legal questions that apply to first aid rescuers
- For further detail on the video and scenarios to be shown during the course, refer to the instructor-led training Heartsaver First Aid Outline in “Part 4: Additional Resources” in the Instructor Manual.
- Remind students of the course completion requirements:

Skills Test Requirements	Optional Exam
Students must pass the First Aid Skills Test.	To pass the optional exam, students must score at least 84%.

Instructor Notes

Next

Life Is Why Activity
(Optional)

Lesson 1A

Life Is Why™ Activity (Optional)

8 minutes

Instructor Tips

- Before facilitating this lesson, complete the Life Is Why activity in the Instructor Manual. Have your “_____ Is Why” prepared to share with students.
- You can make additional copies of the Life Is Why activity from the Instructor Manual for students who do not bring their Student Workbook to class.



Play Video

- Play the Life Is Why video.



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 Instructor Manual.
- Then, encourage students to participate in the following activity:
 - Have students find the “_____ Is Why” page in their Student Workbook and follow the directions. 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.



AHA Life Is Why Icon

- Tell students that throughout their Student Workbook, they will find information that correlates what they are learning in this course to Life Is Why and the importance of cardiovascular care. This information is identified by the Life Is Why heart-and-torch icon.
- Remind students that what they are learning today has an impact on the mission of the American Heart Association.

Instructor Notes

Next

First Aid Basics:
Duties and Key Steps

Lesson 2

First Aid Basics: Duties and Key Steps

45 minutes

Part I: Duties, Roles, and Responsibilities of First Aid Rescuers

Part II: Universal Precautions and Exposure to Blood

Part III: Removing Protective Gloves (Test)

Part IV: Finding the Problem (Test)

Learning Objectives

Tell students that at the end of this lesson, they will be able to

- List the priorities, roles, and responsibilities of first aid rescuers
- Describe the key steps in first aid
- Remove protective gloves (skill student will demonstrate)
- Find the problem (skill student will demonstrate)

Instructor Tips

- Pass out gloves, epinephrine pen, gauze for bandaging, and splinting supplies (optional) to all students.
- When students have to rotate roles to demonstrate a skill, make sure they have space during practice that allows you to clearly observe and monitor student performance.
- Feedback: When providing feedback to students who are practicing, remember to focus on what you *do* want rather than what you *don't* want. Remember to always state feedback in a positive tone.
- Tell students to have their Student Workbook accessible during the course.
- When concluding a practice session, ask all students if they are ready to move forward to the next skill or if they would like to repeat the practice.
- Make sure not to interrupt the video if you have any comments to add. Instead, write them down and discuss them at the end of the video. Students do not learn well when they are trying to listen to two things at once.
- For skills testing, it is important to be prepared and organized with student skills testing checklists. Review these before class, and have all materials ready to properly test students on every step.



Student Workbook

Students can turn to “Part 1: First Aid Basics” in the Student Workbook to follow along.



Discussion

If you are teaching First Aid only, inform students of the following before playing the video:

- The video begins with an overview of CPR to give you an awareness of the steps. The reason for the overview is because there are incidences when delivering first aid that could quickly turn into cardiac arrest. Providing this information in the First Aid Course will enable you to act if needed. It is recommended to take a Heartsaver CPR AED course

to learn more about CPR and AED use and be able to save a life if the situation calls for more action.



Play Video

The video will show and discuss

- Duties, Roles, and Responsibilities of First Aid Rescuers
 - Introduction to CPR AED (will be covered if teaching First Aid only and not a CPR AED course)
 - Key Steps of First Aid
 - Assess the Scene
 - Phoning for Help
-



Video Pauses

- During the pause, tell students to turn to the “Phone for Help” section in the Student Workbook and write down their emergency response number.
-



Play Video

The video will show and discuss

- Universal Precautions and Exposure to Blood
 - Removing Protective Gloves
 - Washing Hands
-



Video Pauses

- Have students put on their gloves.
 - Tell students they will practice removing protective gloves.
 - Remind students that they will be tested on the skill of removing protective gloves, and to refer to their skills testing checklist as guidance to prepare and during the practice.
 - Students will not be tested on washing hands.
-



Students Practice: Removing Protective Gloves

- Per the First Aid Skills Testing Checklist, students will complete the following steps:
 - Grips one glove on the outside, near the cuff, to peel it off
 - Cups the inside-out glove with the gloved hand
 - Places 2 fingers of the bare hand inside the cuff to peel the second glove off, with the first glove inside it
 - Verbalizes the need to dispose of gloves properly
 - Observe students and provide positive and corrective feedback on their performance.
 - Emphasize core concepts: Make sure that students do not touch the outside of gloves with their bare hands.
 - Repeat the practice session as many times as needed for all students to complete the practice session or for additional practice, as needed, to prepare for testing.
-



Test: Removing Protective Gloves

Refer to the First Aid Skills Testing Checklist for specific direction on how to test students on first aid skills. This is found in “Part 3: Testing and Remediation” in the Instructor Manual.

- For further detail on each step, see “Understanding the First Aid Skills Testing Checklist” in “Part 4: Additional Resources” in the Instructor Manual.
 - Do not demonstrate skills or coach during the skills test. After starting, if the student asks any questions about the skills or sequences, you should not give him or her the answer. Rather, tell the student, “Do what you think is best right now.”
 - Determine where the student is having trouble during the Removing Protective Gloves skills test.
 - For students who need remediation, follow the steps on the remediation Lesson Plan.
-



Play Video

The video will show and discuss

- Finding the Problem
-



Video Pauses

- Have students pair up. Assign one student to play the person who is breathing but is not responding and the other to play the role of the rescuer.
 - Tell students they will practice finding the problem and to use their skills testing checklist for guidance.
 - Remind students to say “I’m now putting on gloves” out loud per the step on their skills testing checklist.
-



Students Practice: Finding the Problem

- Per the First Aid Skills Testing Checklist, students will complete the following steps:
 - Verbalizes that the scene is safe
 - Taps and shouts
 - Shouts for help/Phones 9-1-1/Gets first aid kit and AED
 - Checks for breathing
 - Looks for injury and medical information jewelry
 - Verbalizes that he or she will stay with the person until EMS arrives
 - Observe students and provide positive and corrective feedback on their performance.
-



Repeat Segment

- Have students switch roles and repeat the practice.
 - Repeat the practice as many times as needed for all students to complete the practice session or for additional practice, as needed, to prepare for testing.
-



Test: Finding the Problem

Refer to the First Aid Skills Testing Checklist for specific direction on how to test students on first aid skills. This is found in “Part 3: Testing and Remediation” in the Instructor Manual.

- For further detail on each step, see “Understanding the First Aid Skills Testing Checklist” in “Part 4: Additional Resources” in the Instructor Manual.
- Do not demonstrate skills or coach during the skills test. After starting, if the student asks any questions about the skills or sequences, you should not give him or her the answer. Rather, tell the student, “Do what you think is best right now.”
- Determine where the student is having trouble during the Finding the Problem skills test.
- For students who need remediation, follow the steps on the remediation Lesson Plan.



Play Video

The video will show and discuss

- Optimal Position for an Ill or Injured Person

Instructor Notes

Next

First Aid Basics Summary

Lesson 3

First Aid Basics Summary

3 minutes

Instructor Tips

- Encourage students to write down answers to review questions in their Student Workbook to use as a reference.



Student Workbook

Students can turn to “First Aid Basics: Review Questions” in the Student Workbook for further review.



Play Video

The video will show and discuss

- First Aid Basics Summary



Discussion

Review the following questions with the class:

- **What should you wear when you are providing first aid?**
 - Personal protective equipment
- **How long should you stay on the line with the dispatcher?**
 - Until the dispatcher tells you to hang up
- **How long should you wash your hands?**
 - At least 20 seconds

Instructor Notes

Next

Medical Emergencies

Lesson 4

Medical Emergencies

25 minutes

Part I: Breathing Problems

Part II: Choking (if teaching First Aid only)

Part III: Allergic Reactions

Part IV: Using an Epinephrine Pen (Test)

Part V: Heart Attack, Fainting, Diabetes and Low Blood Sugar, Stroke, and Seizure

Learning Objectives

Tell students that at the end of this lesson, they will be able to

- Describe the assessment and first aid actions for the following life-threatening conditions: heart attack, difficulty breathing, choking, severe bleeding, shock, and stroke
- Use an epinephrine pen (skill student will demonstrate)



Student Workbook

Students can turn to “Part 2: Medical Emergencies” in the Student Workbook to follow along.



Play Video

The video will show and discuss

- Breathing Problems
 - Asthma
 - Assembling and Using an Inhaler
 - Shake the medicine canister
 - Put the medicine canister into the mouthpiece
 - Remove the cap from the mouthpiece
 - Attach a spacer if there is one available and if you know how
 - To help someone use an inhaler, ask him to tilt his head back slightly and breathe out slowly
 - How to Help Someone With Breathing Problems
- Choking (will be covered if teaching First Aid only and not a CPR AED course)
- Allergic Reactions
- Using an Epinephrine Pen



Video Pauses

- Have students pair up. Assign one student to play the person who is having a severe allergic reaction and the other to play the role of the rescuer.
- Explain the epinephrine pen trainer to students.
- Tell students they will practice using an epinephrine pen and to use their skills testing checklist for guidance.



Students Practice: Using an Epinephrine Pen

- Per the First Aid Skills Testing Checklist, students will complete the following steps:
 - Holds epinephrine pen in fist
 - Takes off safety cap
 - Presses epinephrine pen firmly against outer side of thigh for 10 seconds
 - Removes epinephrine pen
 - Rubs injection site for 10 seconds
- Observe students and provide positive and corrective feedback on their performance.



Repeat Segment

- Have students switch roles and repeat the practice.
- Repeat the practice as many times as needed for all students to complete the practice session or for additional practice, as needed, to prepare for testing.



Test: Using an Epinephrine Pen

Refer to the First Aid Skills Testing Checklist for specific direction on how to test students on first aid skills. This is found in “Part 3: Testing and Remediation” in the Instructor Manual.

- For further detail on each step, see “Understanding the First Aid Skills Testing Checklist” in “Part 4: Additional Resources” in the Instructor Manual.
- Do not demonstrate skills or coach during the skills test. After starting, if the student asks any questions about the skills or sequences, you should not give him or her the answer. Rather, tell the student, “Do what you think is best right now.”
- Determine where the student is having trouble during the Using an Epinephrine Pen skills test.
- For students who need remediation, follow the steps on the remediation Lesson Plan.



Play Video

The video will show and discuss

- Heart Attack
- Fainting
- Diabetes and Low Blood Sugar



Video Pauses

- During the pause, ask students if they have any questions or observations about topics just discussed in the video.
-



Play Video

The video will show and discuss

- Stroke
 - Seizure
 - Bleeding From the Mouth
-

Instructor Notes

Next

Medical Emergencies
Summary

Lesson 5

Medical Emergencies Summary

3 minutes



Student Workbook

Students can turn to “Medical Emergencies: Review Questions” in the Student Workbook for further review.



Play Video

The video will show and discuss

- Medical Emergencies Summary



Discussion

Review the following questions with the class:

- **What are some typical signs of a heart attack?**
 - Chest discomfort
 - Pain or discomfort in other areas of the body
 - One or both arms, the back, neck, jaw, or stomach
 - Other
 - Shortness of breath with or without chest discomfort, cold sweat, nausea, light-headedness
- **What are some signs of low blood sugar?**
 - Irritable or confused, hungry, thirsty, weak, sleepy, or sweaty
- **What are the warning signs of a stroke?**
 - **Face drooping:** Does one side of the face droop or is it numb?
 - **Arm weakness:** Is one arm weak or numb?
 - **Speech difficulty:** Is speech slurred?
 - **Time to phone 9-1-1:** If someone shows any of these symptoms

Instructor Notes

Next

Injury Emergencies

Lesson 6

Injury Emergencies

30 minutes

Part I: External Bleeding

Part II: Controlling Bleeding and Bandaging (Test)

Part III: Wounds

Part IV: Internal Bleeding

Part V: Head, Neck, and Spine Injuries

Part VI: Broken Bones and Sprains

Part VII: Burns and Electrical Injuries

Learning Objectives

Tell students that at the end of this lesson, they will be able to

- Control bleeding and bandaging (skills student will demonstrate)
- Recognize elements of common injuries
- Recognize elements of common illnesses

Instructor Tips

- The splinting practice of the lesson is optional. Allow students to practice this skill if it meets the needs of their occupation, which can be determined during the course introduction.



Student Workbook

Students can turn to “Part 3: Injury Emergencies” in the Student Workbook to follow along.



Play Video

The video will show and discuss

- External Bleeding
- Controlling Bleeding and Bandaging



Video Pauses

- Have students pair up. Assign one student to play the person who has an injury on the forearm and the other to play the rescuer.
- Tell students they will practice controlling bleeding and bandaging and to use their skills testing checklist for guidance.



Students Practice: Controlling Bleeding and Bandaging

- Per the First Aid Skills Testing Checklist, students will complete the following steps:
 - Tells person to place pressure over cut with clean dressing
 - Verbalizes putting on gloves
 - Applies pressure to bleeding area
 - Adds more dressings and presses harder
 - Applies more bandages over the dressing
 - Observe students and provide positive and corrective feedback on their performance.
-



Repeat Segment

- Have students switch roles and repeat the practice.
 - Repeat the practice as many times as needed for all students to complete the practice session or for additional practice, as needed, to prepare for testing.
-



Test: Controlling Bleeding and Bandaging

Refer to the First Aid Skills Testing Checklist for specific direction on how to test students on first aid skills. This is found in “Part 3: Testing and Remediation” in the Instructor Manual.

- For further detail on each step, see “Understanding the First Aid Skills Testing Checklist” in “Part 4: Additional Resources” in the Instructor Manual.
 - Do not demonstrate skills or coach during the skills test. After starting, if the student asks any questions about the skills or sequences, you should not give him or her the answer. Rather, tell the student, “Do what you think is best right now.”
 - Determine where the student is having trouble during the Controlling Bleeding and Bandaging skills test.
 - For students who need remediation, follow the steps on the remediation Lesson Plan.
-



Play Video

The video will show and discuss

- External Bleeding continued
 - Using Tourniquets
 - Shock
-



Video Pauses

- During the pause, ask students if they have any questions or observations about topics just discussed in the video.
-



Play Video

The video will show and discuss

- Wounds
 - Bleeding From the Nose
 - Tooth Injuries

- Eye Injuries
- Penetrating and Puncturing Injuries
- Amputation



Video Pauses

- During the pause, ask students if they have any questions or observations about topics just discussed in the video.



Play Video

The video will show and discuss

- Internal Bleeding
- Head, Neck, and Spine Injuries
- Broken Bones and Sprains
 - Splinting



Video Pauses

- During the pause, ask students if they have any questions or observations about topics just discussed in the video.
- If practicing splinting, follow the directions below.



Students Practice: Splinting (Optional)

For student practice, you can use rolled-up towels, magazines, and pieces of wood as splints. Be sure students also have tape, gauze, or cloth for practice.

- Have students pair up. Assign one student to play the person who is injured and the other to play the rescuer. Students will complete the following steps:
 - Cover any broken skin with a clean or sterile cloth, and tie or tape the splint to the injured limb so that it supports the injured area.
 - Use tape, gauze, or cloth to secure it. It should fit snugly but not cut off circulation.
 - If students are using a hard splint, such as wood, make sure they pad it with something soft, such as clothing or a towel.
- Observe students and provide positive and corrective feedback on their performance.
 - Emphasize core concepts: The splint should be longer than the injured area and should support the joints above and below the injury.
- Have students switch roles and repeat the practice as many times as needed for all students to complete the practice session.



Play Video

The video will show and discuss

- Burns and Electrical Injuries

Next

Injury Emergencies
Summary

Lesson 7

Injury Emergencies Summary

2 minutes



Student Workbook

Students can turn to “Injury Emergencies: Review Questions” in the Student Workbook for further review.



Play Video

The video will show and discuss

- Injury Emergencies Summary



Discussion

Review the following questions with the class:

- **What are some signs of shock?**
 - Feeling weak, faint, or dizzy
 - Feeling nauseated or thirsty
 - Having pale or grayish skin
 - Being restless, agitated, or confused
 - Being cold and clammy to the touch
- **What are some signs of a concussion?**
 - Feeling stunned or dazed, headache, nausea or vomiting, dizziness, unsteadiness (trouble with balance), double vision or flashing lights, confusion and loss of memory of events that happened before or after the injury
- **What are the only things you should put on a burn?**
 - Cool water and clean dressings

Instructor Notes

Next

Environmental
Emergencies

Lesson 8

Environmental Emergencies

25 minutes

Part I: Bites and Stings

Part II: Heat-Related Emergencies

Part III: Cold-Related Emergencies

Part IV: Poison Emergencies

Learning Objectives

Tell students that at the end of this lesson, they will be able to

- Recognize elements of common injuries
- Recognize elements of common illnesses



Student Workbook

Students can turn to “Part 4: Environmental Emergencies” in the Student Workbook to follow along.



Play Video

The video will show and discuss

- Bites and Stings
 - Animal and Human Bites
 - Snakebites
 - Bee Stings and Insect and Spider Bites
 - Poisonous Spider Bites and Scorpion Stings
 - Tick Bites
 - Marine Bites and Stings



Video Pauses

- During the pause, ask students if they have any questions or observations about topics just discussed in the video.



Play Video

The video will show and discuss

- Heat-Related Emergencies
 - Dehydration
 - Heat Cramps
 - Heat Exhaustion
 - Heat Stroke



Video Pauses

- During the pause, ask students if they have any questions or observations about topics just discussed in the video.
-



Play Video

The video will show and discuss

- Cold-Related Emergencies
 - Frostbite
 - Low Body Temperature (Hypothermia)
 - Poison Emergencies
-

Instructor Notes

Next

Environmental
Emergencies Summary

Lesson 9

Environmental Emergencies Summary

2 minutes



Student Workbook

Students can turn to “Environmental Emergencies: Review Questions” in the Student Workbook for further review.



Play Video

The video will show and discuss

- Environmental Emergencies Summary



Discussion

Review the following questions with the class:

- **What are some key actions to help a person who has a bite or sting from a marine animal?**
 - Wipe off stingers or tentacles with a gloved hand or towel.
 - If the sting is from a jellyfish, rinse the injured area for at least 30 seconds with lots of vinegar (an alternative is a baking soda and water solution).
 - Put the part of the body that was stung in hot water.
- **What are some signs of dehydration?**
 - Weakness, thirst, dry mouth, dizziness, confusion, or less urination than usual
- **What are the signs of hypothermia?**
 - Skin that is cool to the touch
 - Shivering
 - Confusion
 - Personality change
 - Sleepiness
 - Stiff, rigid muscles

Instructor Notes

Next

Preventing Illness and Injury; Legal Questions

Lesson 10

Preventing Illness and Injury; Legal Questions

2 minutes

Learning Objectives

Tell students that at the end of this lesson, they will be able to

- Describe how to find information on preventing illness and injury
- Recognize the legal questions that apply to first aid rescuers



Play Video

The video will show and discuss

- Preventing Illness and Injury
- Legal Questions

Instructor Notes

Next

Course Conclusion

Lesson 11

Course Conclusion

2 minutes

Instructor Tips

- When summarizing what the course has covered, allow students to lead this discussion at times by asking 1 or 2 students (maximum, for class time efficiency) what they observed/learned during the course.
- During the conclusion, be sure to provide students with clear direction on how they can further study and seek out additional resources provided by the AHA to help with postclassroom training.



Play Video

The video will show and discuss

- Course Conclusion



Discussion

To conclude the course:

- Thank students for their participation.
- Summarize what students learned during the course. Refer to the Heartsaver course outlines found in “Part 4: Additional Resources” in the Instructor Manual.
- Make sure that students complete the evaluation form.

Instructor Notes

Exam (Optional)

Time varies

Instructor Tips

- The Heartsaver exam is not required for all students—only those who request to take the exam for workplace requirements. Make sure you are aware of which students need to take the Heartsaver exam before class. The exam will need to cover all sections taught during the course.
- During testing and remediation, be efficient with the use of multiple instructors in the room, assigning each a different role, especially when there is a high volume of students in the classroom. This will ensure effective remediation, a smooth process, and efficiency for completing the class on time.
- For the exam, make sure that students are provided an environment conducive to testing: quiet with minimal distractions and plenty of time to complete the exam.



Discussion

Give students the following instructions for the exam:

- Tell students not to write on the exam.
- Students may not cooperate or talk to each other during the exam.
- Exams are open resource, and students are allowed to use the Student Workbook and any other accessible resources while taking the exam. Refer to “Part 3: Testing and Remediation” in the Instructor Manual for details about open-resource exams.



Exam

- Distribute answer sheets and exams.
- As students complete the exam, collect their exams and begin to grade them.
- Regardless of their score, all students should be given their exam results and be allowed the opportunity to review and ask questions.

Remediation

For students who need remediation, follow these steps and refer to the remediation Lesson Plan.

- Students who scored less than 84% need immediate remediation.
- Provide remediation by giving a second exam or by having students verbally answer each item they got incorrect, showing understanding of incorrect items.
- Upon successful remediation, students should show an improvement in being able to provide correct responses and an understanding of the correct response.

Instructor Notes

Part I: Skills Testing Remediation

Part II: Exam Remediation

Instructor Tips

- The formal remediation lesson is facilitated if a student did not successfully pass the exam or skills testing during the course.
 - For further detail on remediation and retesting students, refer to “Part 3: Testing and Remediation” in the Instructor Manual.
 - As an instructor, you will need to determine which section of the course the student is having trouble with.
-



Play Video: Skills Testing Remediation

- Replay scenarios, instruction, and/or practice-while-watching segments of the video as needed to ensure learning and for the student to have additional practice.
 - Repeat practice until the student feels comfortable and is ready to move forward with the exam or skills test.
 - Some students may need additional practice or may need to repeat the course to demonstrate skills competency and to achieve a course completion card.
 - Formal remediation should occur if all boxes on the skills testing checklist are not checked as complete.
-



Skills Test

- Retest Heartsaver skills as necessary by using the skills testing checklists. Refer to the skills testing Lessons Plans for additional instructions on administering the skills tests.
-



Exam

- Students who scored less than 84% need immediate remediation and will need to retake the exam. Refer to the exam Lesson Plan for additional instructions on how to administer the exam.
 - Provide remediation by giving a second exam or by having students verbally answer each item they got incorrect, showing understanding of incorrect items.
 - Upon successful remediation, students should show an improvement in being able to provide correct responses and an understanding of the correct response.
 - Make sure that students are given their failed exam to study with before retaking the exam.
 - Make sure to collect all exams and answer keys from all students at the end of the course/remediation.
-

Postcourse Immediately After the Course

At the end of each class:

- Collect and arrange all course paperwork.
- Rearrange the room.
- Clean and store equipment.
- Fill out Training Center course report forms.
- Read and consider comments from course evaluations.
- Send students course completion cards if not already distributed.
 - Reminder: Student course completion cards must be issued to students within 20 business days after completing a class. You must submit the paperwork to your Training Center after the completion of the course for cards to be sent to students within this time frame.

Instructor Notes
