

Part

7

**Heartsaver Pediatric
First Aid CPR AED Lesson Plans,
Blended Learning
(Virtual Classroom)**

Precourse

Instructor Tips

Prepare well for your role as a Heartsaver Instructor. 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.

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.

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.
- If applicable, 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.

Day of the Course

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

- With a colleague or friend, log in to the video conferencing software before the course begins and practice playing the video with sound to make sure that it works properly. Be sure that you understand how to enable any special settings needed for the sound feature to function.
- Greet students as they arrive to the virtual classroom to put them at ease, and direct them on how to set up their manikins and other equipment.
- Add students' names to the course roster as they arrive.

Lesson 1

Introduction

5 minutes

Instructor Tips

- Be familiar with the learning objectives and the Heartsaver course content. It's critical that you know what you want to communicate, why it's important, and what you want to happen as a result.
- 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.
- 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. Please refer to the following points (see detailed information for each throughout the instructor manual) for discussion with students:
 - Your role
 - Video-based and instructor-led practice
 - Practice while watching
 - Refer to Part 2: Teaching the Course in the instructor manual for detailed information about practice while watching.
 - Exam (if required)
 - Skills test
- Remind students what their local 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 practice and be tested on during the virtual classroom portion. Refer to this table:

Topic	Skills Practice and Testing
Child CPR AED	Scene Safety and Assessment Practice Chest Compressions Practice Giving Breaths Practice Using an AED Practice Putting It All Together Practice Child CPR Skills Test

(continued)

Topic	Skills Practice and Testing
Infant CPR	Chest Compressions Practice Giving Breaths Practice Putting It All Together Practice Infant CPR Skills Test Relief of Choking in a Responsive Infant (not tested)
Adult CPR AED	Chest Compressions Practice Giving Breaths Practice Using an AED Practice Putting It All Together Practice Adult CPR and AED Skills Test
Pediatric First Aid	Removing Gloves (Practice and Test) Finding the Problem (Practice and Test) Administering an Epinephrine Injection (Practice and Test) Controlling Bleeding and Bandaging (Practice and Test)

- Remind students of the course completion requirements:
 - **Skills Test Requirements:** Students must pass the skills test(s).
 - **Optional Exam:** To pass the optional exam, students must score at least 84%.

Lesson 2

Child CPR AED

15 minutes

Part 1: Scene Safety and Assessment

Part 2: Child Chest Compressions

Part 3: Giving Breaths

Part 4: Using an AED

Part 5: Putting It All Together

Learning Objectives

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

- Recognize when someone needs CPR
- Give effective breaths by using mouth-to-mouth or a mask
- Demonstrate how to use an AED on a child
- Perform high-quality CPR for a child

Instructor Tips

- Using an AED for children is practiced in the virtual classroom portion of the blended course, but students will not be tested on using an AED on the Child CPR Skills Test.
- Go to the Skills Practice menu in the video to access each practice-while-watching segment.
- For every practice-while-watching or student practice segment:
 - Observe students and provide positive and corrective feedback on their performance.
 - Repeat the practice as many times as needed for all students to complete the practice session.
 - If informal remediation is needed for students on the instruction of a skill, go to the Lessons menu in the video and click on the skill title for instruction.



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.



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 their back on a firm, flat surface.
- Quickly move bulky clothes out of the way. If a child's clothes are difficult to remove, you can still provide compressions over clothing.
 - If an AED becomes available, remove all clothes that cover the chest. AED pads must not be placed over any clothing.
- Use either 1 hand or 2 hands to give compressions.
 - 1 hand: Put the heel of 1 hand on the center of the chest (over the lower half of the breastbone).
 - 2 hands: Put the heel of 1 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 approximately 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.



Practice While Watching: Giving 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 skill for giving breaths that they will be tested on.

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.

Giving Breaths (With a Mask)

Students will follow along with the video to complete the following 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.



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 pads.
 - Use the child pads if the child is less than 8 years old. If child pads are not available, use adult pads.
 - Use adult pads if the child is 8 years or older.
 - 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.
 - Plug the pads connector into the AED, if necessary.
 - 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 a shock if needed.
 - Loudly state "Clear" and make sure that no one is touching the child.
 - Push the Shock button.
 - Immediately resume CPR.



Students Practice: Putting It All Together

- Lead students by teaching the steps of scene safety and assessment, child compressions, giving breaths, and using an AED. Refer to each skill in this lesson plan for detailed steps.
- Allow students enough time for skills practice and review of the Child CPR Skills Test before beginning the skills test.

Lesson 3

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 child'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 child 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. This is 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 them 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 they 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.

Lesson 4

Infant CPR

22 minutes

Part 1: Infant Chest Compressions

Part 2: Giving Breaths

Part 3: Putting It All Together

Learning Objectives

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

- 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

- Go to the Skills Practice menu in the video to access each practice-while-watching segment.
- For every practice-while-watching or student practice segment:
 - Observe students and provide positive and corrective feedback on their performance.
 - Repeat the practice as many times as needed for all students to complete the practice session.
 - If informal remediation is needed for students on the instruction of a skill, go to the Lessons menu in the video and click on the skill title for instruction.



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 their back on a firm, flat surface.
- Quickly move bulky clothes out of the way. If an infant's clothes are difficult to remove, you can still provide compressions over clothing.
 - If an AED becomes available, remove all clothes that cover the chest. AED pads must not be placed over any clothing.
- Use 2 fingers of one hand or 2 thumbs to give 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. If students cannot achieve the appropriate depth, they may use the heel of 1 hand.
- 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.



Practice While Watching: Giving 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 skill for giving breaths that they will be tested on.

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.

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.



Students Practice: Putting It All Together

- Lead students by teaching the steps of scene safety and assessment, infant compressions, and giving breaths. Refer to each skill in this lesson plan for detailed steps.
- Allow students enough time for skills practice and review of the Infant CPR Skills Test before beginning the skills test.

Lesson 5

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 infant’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 an infant 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. This is 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 them 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 they 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.

Lesson 6

Relief of Choking in a Responsive Infant

7 minutes

Learning Objective

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

- Demonstrate how to help a choking infant

Instructor Tips

- Go to the Skills Practice menu in the video to access each practice-while-watching segment.
- For every practice-while-watching or student practice segment:
 - Observe students and provide positive and corrective feedback on their performance.
 - Repeat the practice as many times as needed for all students to complete the practice session.
 - If informal remediation is needed for students on the instruction of a skill, go to the Lessons menu in the video and click on the skill title for instruction.



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.
- 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 their 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 they become unresponsive.

Lesson 7

Adult CPR AED

27 minutes

Part 1: Adult Chest Compressions

Part 2: Giving Breaths

Part 3: Using an AED

Part 4: 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 adult
- Demonstrate how to use an AED on an adult

Instructor Tips

- Go to the Skills Practice menu in the video to access each practice-while-watching segment.
- For every practice-while-watching or student practice segment:
 - Observe students and provide positive and corrective feedback on their performance.
 - Repeat the practice as many times as needed for all students to complete the practice session.
 - If informal remediation is needed for students on the instruction of a skill, go to the Lessons menu in the video and click on the skill title for instruction.



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 their back on a firm, flat surface.
- Quickly move bulky clothes out of the way.
 - If a person's clothes are difficult to remove, you can still provide compressions over clothing.
 - If an AED becomes available, remove all clothes that cover the chest. AED pads must not be placed over any clothing.
- Put the heel of 1 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 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.



Practice While Watching: Giving Breaths

On the Adult CPR and AED Skills Test, you'll test students on 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.



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 and older.
 - Peel away the backing from the pads.
 - Following the pictures on the pads, attach them to the person's bare chest.
 - Plug the pads connector into the AED, if necessary.
- 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.



Students Practice: Putting It All Together

Lead students by teaching the steps of scene safety and assessment, adult compressions, giving breaths, and using an AED. Refer to each skill in this lesson plan for detailed steps.

Allow students enough time for skills practice and review of the Adult CPR and AED Skills Test before beginning the skills test.

Lesson 8

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 person'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 Adult CPR and AED Skills Testing Checklist for specific direction on how to test students on adult CPR and AED skills. This is 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 them 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 they 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.

Lesson 9

Pediatric First Aid

16 minutes

Part 1: Removing Gloves (Test)

Part 2: Finding the Problem (Test)

Part 3: Controlling Bleeding and Bandaging (Test)

Part 4: Administering an Epinephrine Injection (Test)

Learning Objectives

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

- Remove protective gloves (skill student will demonstrate)
- Find the problem (skill student will demonstrate)
- Control bleeding and bandaging (skills student will demonstrate)
- Use an epinephrine pen (skill students will demonstrate)

Instructor Tips

- For every student practice segment:
 - Observe students and provide positive and corrective feedback on their performance.
 - Repeat the practice as many times as needed for all students to complete the practice session.
 - If informal remediation is needed for students on the instruction of a skill, go to the Skills Review menu in the video and click on the skill title for instruction.
- For every first aid skills test:
 - The Pediatric First Aid Skills Testing Checklist is found 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 them the answer. Rather, tell the student, "Do what you think is best right now."
 - Determine where the student is having trouble during the skills test.
 - For students who need remediation, follow the steps on the remediation lesson plan.



Practice While Watching: Removing Gloves

- Per the Pediatric 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



Test: Removing Gloves

Refer to the Pediatric First Aid Skills Testing Checklist and Understanding the Pediatric First Aid Skills Testing Checklist for specific direction on how to test students on first aid skills. These are found in Part 4: Additional Resources in the instructor manual.



Practice While Watching: Finding the Problem

- Per the Pediatric 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 they will stay with the person until EMS arrives



Test: Finding the Problem

Refer to the Pediatric First Aid Skills Testing Checklist and Understanding the Pediatric First Aid Skills Testing Checklist for specific direction on how to test students on first aid skills. These are found in Part 4: Additional Resources in the instructor manual.



Practice While Watching: Controlling Bleeding and Bandaging

- Per the Pediatric First Aid Skills Testing Checklist, students will complete the following steps:
 - Verbalizes putting on gloves
 - Adds dressings to the bleeding area
 - Applies pressure to the bleeding area
- Observe students and provide positive and corrective feedback on their performance.



Test: Controlling Bleeding and Bandaging

Refer to the Pediatric First Aid Skills Testing Checklist and Understanding the Pediatric First Aid Skills Testing Checklist for specific direction on how to test students on first aid skills. These are found in Part 4: Additional Resources in the instructor manual.



Practice While Watching: Administering an Epinephrine Injection

- Per the Pediatric First Aid Skills Testing Checklist, students will complete the following steps:
 - Holds epinephrine pen in fist
 - Takes off safety cap
 - Holds leg in place; presses epinephrine pen firmly against outer side of thigh for 3 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 4: Additional Resources 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 them 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.

Lesson 10

Prevention Strategies

2 minutes

Part 1: Risks of Smoking and Vaping

Part 2: Benefits of a Healthy Lifestyle

Part 3: Preventing Illness and Injury

Learning Objectives

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

- Identify the health risks of smoking and vaping
- Describe the benefits of living a healthy lifestyle through balanced diet and regular physical activity



Play Videos

The videos will show and discuss

- Risks of smoking and vaping
- Adding color
- Moving more
- Preventing illness and injury

Lesson 11

Conclusion

2 minutes

Instructor Tips

- The Conclusion video can be found in the main menu of the Heartsaver CPR AED video.
- 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 the conclusion.



Discussion

To conclude the course:

- Thank students for their participation.
- Summarize what students learned during the course.
- Make sure that students complete the evaluation form.

Lesson 12

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.

Lesson 13

Remediation

Time varies

Part 1: Skills Testing Remediation

Part 2: Exam Remediation

Instructor Tips

- The formal remediation lesson is facilitated if a student did not pass the exam or a skills test 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 lesson 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 attempt 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:

- Verify that you have all the course paperwork.
- Rearrange the room.
- Make sure your students understand the process for returning the manikins and first aid practice equipment, either by mail or by drop-off.
- Fill out Training Center course report forms.
- Email each student a course evaluation form; include a deadline for returning the form.
- Send students course completion cards if not already distributed.
 - Reminder: Student course completion cards must be issued to students within 20 business days after they complete a class. To ensure that cards can be sent to students within this time frame, you must submit the paperwork to your Training Center as soon as possible after the completion of a course.