

LESSON PLAN PE, PART B

GENERAL INFORMATION

Lesson Title & Subject(s): CPR

Topic or Unit of Study: Health and wellness

Grade/Level: 5th

Instructional Setting:

Students will be working in the Multi-purpose room, in groups of 4. Students will sit together to watch a brief video on the interactive whiteboard about CPR and First Aid, then after instruction will move in their groups to their assigned mannequin to practice skills. This class consists of 20 students, all at grade level, four who are English Language Learners and 3 who are identified as having ADHD. There are 13 girls and 7 boys in this class.

STANDARDS AND OBJECTIVES

Your State Core Curriculum/Student Achievement Standard(s):

Nevada State Standard: **1.8.7 Develop a personal safety plan to reduce or prevent injuries.**

Lesson Objective(s):

After reviewing the video, Baby Shark CPR, listening to and watching the teacher model CPR and having class time to practice the skills, students will be able to perform CPR with 100% accuracy on practical skills test.

MATERIALS AND RESOURCES

Instructional Materials:

1 CPR Mannequin per four students in class

1 Face shield for each student

1 CPR/First Aid instructional video - <https://www.youtube.com/watch?v=zOGAI5CrJw8>

1 Interactive Workbook per student

Resources:

1. Kids Stories, P. F. (2019, May 5). Baby Shark CPR. Retrieved March 4, 2020, from <https://www.youtube.com/watch?v=zOGAI5CrJw8>
2. http://www.doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Standards_Instructional_Support/Nevada_Academic_Standards/Health_and_PE/CurrentNVACSforHealth.pdf

INSTRUCTIONAL PLAN

Sequence of Instructional Procedures/Activities/Events (provide description and indicate approximate time for each):

1. Student Prerequisite Skills/Connections to Previous Learning: (8 minutes)

Students will need to remember the ABC's of life, Airway, Breathing and Circulation. Students are allowed to use their notes from previous class where in depth study of the cardiovascular system was discussed. Students will discuss when they believe CPR should be performed

2. Presentation Procedures for New Information and/or Modeling: (10 minutes)

Presentation Procedures for New Information:

The purpose of this lesson is to show students in real time, how to assess a situation for the need of CPR performance. Students will learn that there **MUST** be an absence of breathing and heartbeat in order to perform CPR. Students will learn step by step how to approach this life saving skill.

- Students will work together in groups of 4 to create a scenario they believe would require the use of CPR. They will then give the scenario to the class and together the teacher and class will decide if this is a reasonable condition in which CPR should be performed.

The teacher will request two volunteers from the whole class group. With the volunteers, one will be the patient, one will be a bystander to "Call 911". The teacher will go through each of the steps 1. Approach the patient 2. Call out their name if known 3. Attempt to wake the patient 4. Shoulder shake the patient 5. Listen for breathing while watching for chest rise and fall, check for a pulse at the neck. 6. If no pulse, no breathing initiate CPR protocol, directly request for volunteer person standing by "you in the red shirt, call 911". 7. If rescuer has a face shield, give two breaths. 8. Center hands one over the other at the middle of the chest, start compressions. (this is where the teacher will refer to the video, Baby Shark CPR, and remind the class to sing "baby shark", while giving compressions. (The beat of "Baby Shark" is 110 bpm, optimal for performing CPR. The teacher will model one round of CPR; the students will break off into their groups of 4 at their assigned *mannequin*.

3. Guided Practice: (5 minutes)

The teacher will request two volunteers from the whole class group. With the volunteers, one will be the patient; one will be a bystander to "Call 911". The teacher will go through each of the steps 1. Approach the patient 2. Call out their name if known 3. Attempt to wake the patient 4. Shoulder shakes the patient 5. Listen for breathing while watching for chest rise and fall, check for a pulse at the neck. 6. If no pulse, no breathing

initiate CPR protocol, directly request for volunteer person standing by “you in the red shirt call 911”. 7. If rescuer has a face shield, give two breaths. 8. Center hands one over the other at the middle of the chest, start compressions. Each student in the group will be instructed to watch for the light indicator on the side of the CPR mannequins, this light will be green if compressions are at the right depth, yellow if they are close and red if they need to have more depth (this is where the teacher will refer to the video, Baby Shark CPR, and remind the class to sing “baby shark”, while giving compressions. (The beat of “Baby Shark” is 110 bpm, optimal for performing CPR.) The teacher will model one round of CPR; the students will break off into their groups of 4 at their assigned mannequin.

4. Independent Student Practice: (20 minutes)

Students will now perform all 8 steps of the process modeled by the teacher. The teacher will observe and give support to students with questions. Students will each get at least two full practices with the mannequin, being the rescuer. Students will rotate roles; the first bystander will then be the rescuer, and so on until each student has practiced the skill. Student discourse is encouraged. Students are also encouraged to reference the posters provided which list each step of the CPR performance; these posters are in both English and Spanish. Along with multi-lingual posters are individual pictures of each step of the process and its purpose in English and Spanish. The lesson is quite interactive to allow for all student involvement. Students who are identified as ADHD will enjoy not only the music but the flow of activity from start to finish. The teacher may choose to use these two students as the volunteers should their behaviors show they will not be able to attend unless they are participating.

5. Culminating or Closing Procedure/Activity/Event: (15 minutes)

Students will be given a performance assessment. Students must have one full round of CPR completed, the green indicator light must be present 8 out of 10 times during compressions and students must sing the “Baby Shark” song to ensure proper cadence of compressions.

Instructional Strategy (or Strategies):

This lesson plan is best done using interactive teaching. Student discourse is encouraged and inviting students to create mock scenarios where CPR may or may not be necessary allows for deeper understanding of the concepts. Interactive teaching is imperative when teaching life-saving skills as it provides students the opportunity to showcase making responsible decisions, promotes self and social awareness, helps to build positive relationships with peers and promotes emotional management (Brown, 2017).

Differentiated Instruction Accommodations:

This lesson is created with all students in mind. For this class there are several multi-lingual cue cards and posters throughout the multi-purpose room, illustrating each step and its purpose in engaging posters. Student discourse is encouraged and there are several opportunities for

movement and flow throughout the lesson, for those students who have been identified as having ADHD.

Use of Technology:

Students will have a brief video, Baby Shark CPR, to watch at the beginning of the lesson. This will be shown using the interactive whiteboard. Students will also be watching the light color indicator on their mannequins to ensure proper depth when performing compressions.

Student Assessment/Rubrics:

The objective will be met when, after reviewing the video, Baby Shark CPR, listening to and watching the teacher model CPR and having class time to practice the skills, students will be able to perform CPR with 100% accuracy on practical skills test.

LESSON PLAN PE, PART C

This lesson is meant to be taught by interactive learning. This is a highly needed skill for every person. Interactive teaching is imperative when teaching life-saving skills as it provides students the opportunity to showcase making responsible decisions, promotes self and social awareness, helps to build positive relationships with peers and promotes emotional management (Brown, 2017). The goal is to foster a lesson that will “stick” with the students long after class. Its purpose is also to create a correlation between known things (i.e. Baby Shark song) and needed things (CPR) in a fun, memorable way while maintaining the lessons gravity for the students.

In order to properly teach this needed skill, this lesson incorporates visual clues in multiple languages throughout the multi-purpose room. Visuals help to reduce student anxiety, in all languages. Because CPR is a somewhat difficult topic, literally, life or death, reducing anxiety is extremely beneficial (Lubing, 2020). It is also a faster paced lesson with several opportunities for movement and careful watching of peers (i.e. ensuring the green light is lit during compressions for teammates). Student discourse is encouraged and prior to beginning the lesson the class discusses previously learned practices of the human cardiovascular system. By combining a fun, moderately paced lesson with visual cues and encouraging student discourse this lesson should be memorable, as well as provide the students with the courage to perform this skill should it ever be necessary.

The student assessment is summative, but graded by performance. Performance assessments are designed to “provide a more complete picture of student achievement in a particular area” (Sweet, 1993). The criterion to reach 100% is that the students complete each of the steps; they have the green light on the mannequin 8 out of 10 compressions and verbally sing the “Baby Shark” song to keep their beats per minute at an optimal rate. Students will be given as many opportunities as they need to reach 100% during the assessment period.

References:

1. Srisa, W. (2016, March 21). CPR HOW TO stock vector. Illustration of medical, background - 64375079. Retrieved March 4, 2020, from <https://www.dreamstime.com/stock-illustration-cpr-how-to-vector-illustration-image64375079>
2. Brown, E. (2017, October 17). What Are The Interactive Learning Benefits. Retrieved March 4, 2020, from <https://www.eztalks.com/elearning/what-are-the-interactive-learning-benefits.html>
3. Kids Stories, P. F. (2019, May 5). Baby Shark CPR. Retrieved March 4, 2020, from <https://www.youtube.com/watch?v=zOGAI5CrJw8>
4. http://www.doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Standards_Instructional_Support/Nevada_Academic_Standards/Health_and_PE/CurrentNVACSforHealth.pdf
5. Lubing, N. (n.d.). Retrieved from <https://minds-in-bloom.com/why-visuals-are-important-for-ells/>
6. Sweet, David. 1993. "Performance Assessment" Office of Education Research Consumer Guide. Retrieved from <https://www.ukessays.com/essays/education/the-importance-of-performance-assessment-education-essay.php?vref=1>
7. Suh, L. (2014, August 1). Teaching to an Audience. Retrieved March 4, 2020, from <https://www.slideserve.com/kita/linda-suh>