

# Call Push Shock CPR and AED awareness program



## Lesson Guide for teachers of secondary school students

This Lesson Guide is intended to be used by the teacher with the PowerPoint Presentation for the 50 minute Call Push Shock Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) awareness program.



We acknowledge that you may not be a qualified First Aid Instructor, and this is totally okay as it adds to the notion that anyone can learn the 3 simple steps to help save a life: Call Push Shock. Thank you for upskilling your students to become Call Push Shock Champions. The more people aware and skilled, the more lives we may be able to save.

The lesson is designed to be 50 minutes in duration. We appreciate you know your students best and may encourage their participation at different points throughout the lesson.

This is a guide to support you delivering the curriculum aligned lesson. You may choose to deliver a second or third lesson which includes the students learning the CPS lesson to then teach others within their community.

This guide is designed to support the explicit teaching points accompanied by the PowerPoint aimed to maximise student involvement.

### Background

Every day in Victoria, 19 people die from a cardiac arrest. A cardiac arrest occurs when the heart suddenly stops. The person is unconscious and not breathing normally or not at all. This is life-threatening emergency.

Seven out of 10 cardiac arrests occur in the home or a public space. Sadly, only one in 10 people survive.

But there is hope. If we witness a cardiac arrest and we step up immediately and start CPR, we double the person's chance of survival. If an AED is used, the person's chance of survival increases enormously.

Today you are going to challenge your students to learn how to save a life in 3 simple steps: **CALL – PUSH - SHOCK.**

This program is proudly supported by:



Education and Training

# Pre-lesson instructions

1. Order enough Call Push Shock (CPS) kits – one for each student. Students are to use these during the lesson and then take them home to teach others.
2. Ensure the PowerPoint is working including sound and video prompts.
3. Ensure the classroom is big enough and set up to accommodate the CPS mats on the floor for students to practice CPR.
4. Print the Essential Printing Pack resources.

## CPS Learning intentions

(These are detailed on an A3 poster which you might like to print prior to the lesson)

1. We will learn the **Chain of Survival** so that we have the skills and knowledge to help in a health emergency.
2. Extension lesson: We will demonstrate our skills and knowledge by educating our family and friends about the **Chain of Survival**.

## Resources

- ✔ Essential Printing Pack which includes A3 learning intentions poster, AED sign, the 6 Chain of Survival links and a copy of the lesson guide and answers to FAQs.
- ✔ PowerPoint presentation.
- ✔ *Stayin' Alive* audio – embedded in the PowerPoint presentation.
- ✔ A video demonstrating how to use an AED embedded in the PowerPoint presentation.
- ✔ Appropriate number of Call Push Shock kits ordered (enough for one kit per participant).

## Content warning

The content covered in this lesson includes themes involving serious health emergencies. Please ensure all students are comfortable to participate.



## Lesson instructions

### > Slide 2: Challenge accepted?

#### Teacher instruction

Explain the learning intentions of the lesson.

'Today will be challenging. We will be learning how to potentially save a person's life. A major challenge for Victorians is that every day in Victoria, 19 people die from a cardiac arrest.

A cardiac arrest occurs when the heart suddenly stops. The person is unconscious and not breathing normally or not at all. This is a life-threatening emergency.

Seven out of 10 cardiac arrests occur in the home or a public space. Sadly, only one in 10 people survive.

But there is hope. If we witness a cardiac arrest and we step up immediately and start CPR, we double the person's chance of survival. If an AED is used, the person's chance of survival increases enormously.

I'm going to challenge you to use your hands to learn some new skills that will be able to help in an emergency and perhaps help save a person's life. As a first challenge, we are going to do a brain exercise to get everyone ready to learn how to save lives.'

'We will learn the Chain of Survival so that we have the skills and knowledge to help in a health emergency.'



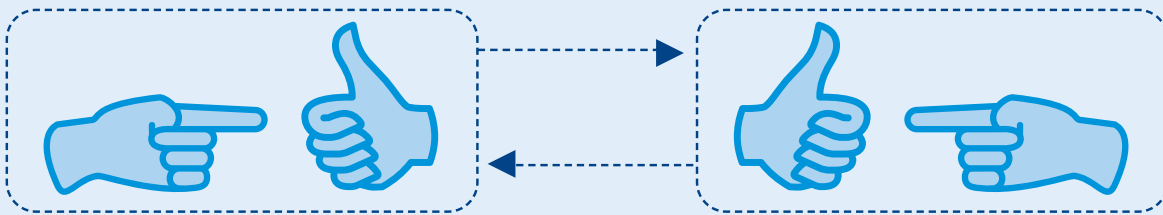
### > Slide 3: Using our hands to save lives



'Today will be challenging. I'm going to challenge you to use your hands to learn some new skills that will be able to help in an emergency and perhaps help save a person's life.'

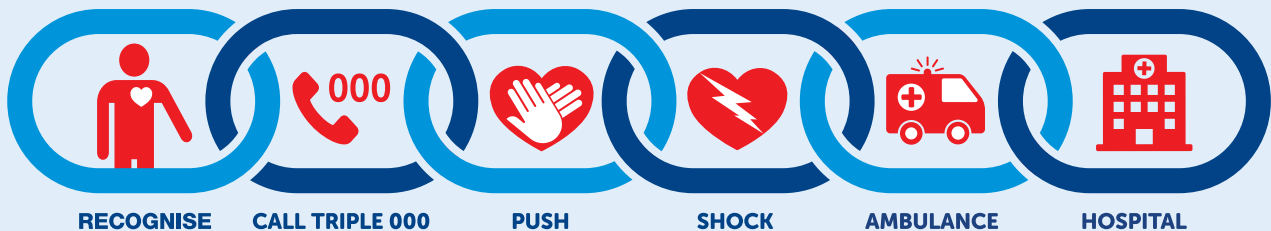


'As a **first challenge**, we will do a brain exercise to get everyone's hands ready to learn to save lives.' (Teacher to practice with their hands and refer to diagram in PowerPoint.)



**Hint:** Try one hand first. Note the thumb must be tucked into the fingers. Give the students some time to practice. Pick out someone who is doing it well. Take it home and practice. Challenge your family.

### > Slide 4-5: The Chain of Survival



'Your **second challenge** is to learn the Chain of Survival, which will help you take lifesaving action in an emergency to give sick or injured people the best chance to recover and survive.'

1. Distribute each of the links of the Chain of Survival in an ad hoc order to six students.
2. Check that all students know what each link means.
3. When you have clarified the meanings of the links, particularly CPR and shock (AED), ask the six students to put themselves into order.
4. When the six students are in order, ask the remainder of the class if they agree.
5. Explain to students that if there is more than one person, two links can be done at the same time.
6. Ask the students which links they would feel confident to do. Explain that the community can be responsible for the first four links.
7. Display the Chain of Survival links so that they can be referred to throughout the rest of the session.



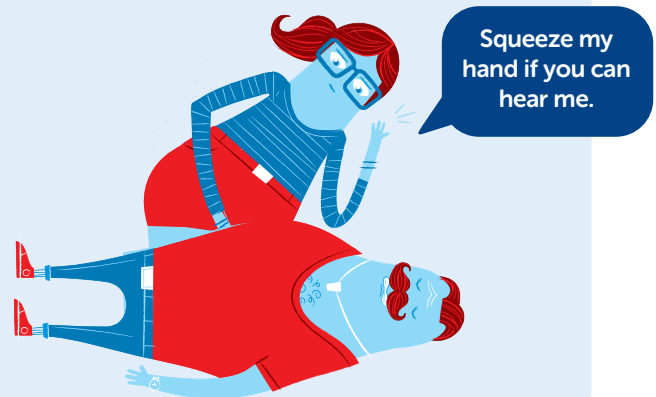
RECOGNISE

## ➤ Slide 6: Link 1 – Recognise

Ask for a volunteer student to assist you to demonstrate checking for danger, checking for response, and checking for breathing.

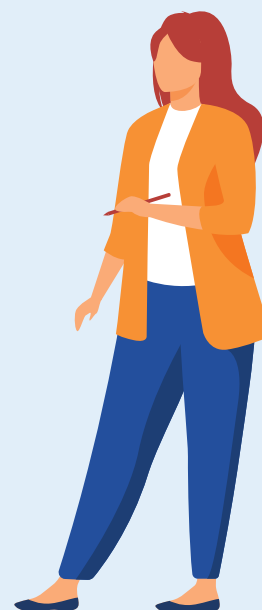
### Teaching points

1. Check for dangers such as electrical wires or broken glass; look up high and around the patient before you approach.
2. Check for a response: squeeze the patient's shoulders and shout their name. Hold their hand and ask the patient to squeeze your hand if they can hear you.
3. Check for breathing: put your hand on the patient's chest and your cheek above the patient's mouth and nose with your face looking down the chest. This will allow you to look, listen and feel for breathing.



### REVIEW

'Who can tell me the three things you have to remember in the "Recognise" link?'





CALL TRIPLE 000

## ➤ Slide 7: Link 2 – Call 000

'It is a very serious situation if someone is not responding or not breathing normally or not at all.

This could mean someone is in cardiac arrest. Cardiac arrest occurs when the heart suddenly stops pumping. When this happens blood stops flowing to the brain and other vital organs. Immediate action is critical. You need to call Triple Zero (000) immediately.

When you call Triple Zero (000), a person called a call taker will answer the phone. They will ask questions and help you by telling you what to do. But of course there are times when a person is breathing and responding but still need an ambulance. If there is no adult around you may have to call Triple Zero (000) yourself.'

### Here is a true story.

37 year-old Ryan was at work driving a forklift when his co-worker found him slumped over the steering wheel. Ryan was in cardiac arrest. His co-worker called Triple Zero (000) and followed their instructions.

### Teaching points

Before playing the audio of the Triple Zero (000) call please be mindful that:

- this may trigger some students as this is a recording of a real call.
- the patient Ryan who was in cardiac arrest was saved by the actions of his co-workers who called Triple Zero (000), followed the call takers instructions and provided CPR while the ambulance was on the way.
- the call doesn't include the first question that the call taker asked, which is, 'where is the emergency?' They will need the address to send the ambulance. This was removed from the call for privacy reasons.

### Survivor Ryan Buchanan story

#### Play the Triple Zero (000) call

Ask the students if they can now answer these two questions:

1. What are the questions the call taker asked?
2. What do you think the caller did well?

## ➤ Slide 8: The call 000 challenge



'Here's your **third challenge**:

If you had to teach a friend how to call Triple Zero (000), what would you tell them?'

### Guided discussion points

- ✓ Know the address
- ✓ Remain calm
- ✓ Answer the call taker's questions
- ✓ Be near to the patient
- ✓ Put the phone on loud speaker so you can use both hands to assist the patient
- ✓ Send someone to meet the paramedics
- ✓ Send someone to get an AED if nearby

## > Slide 9: Recovery position

The recovery position is for a patient who is breathing normally but may or may not be conscious.

Below are instructions on how to put a patient in the recovery position:

- ✓ Tilt the head backwards and downwards to let anything out that is in the airway.
- ✓ Bend the leg closest to you up at the knee.
- ✓ The other leg should be straight.
- ✓ Put the arm closest to you across their chest to rest on the opposite shoulder.
- ✓ Put the upper hand under their cheek.
- ✓ Put the patient's opposite arm at right angles to their body.

Patients may be breathing and responding but still need an ambulance. If a patient is breathing, the call taker might ask you to roll the patient onto their side, into the recovery position.



'Here's your **fourth challenge**:

Partner up and practice the recovery position.'

### Teaching points

- The recovery position is for a patient who is breathing normally but may or may not be conscious.
- Kneel beside the patient's upper body. Put the patient's opposite arm at right angles to their body. Put the arm closest to you across their chest to rest on the opposite shoulder.
- Bend the leg closest to you up at the knee. The other leg should be straight. Pushing at the patient's hip and shoulder, roll the person away from you onto their side.
- While the patient is on their side, keep their top leg bent with the knee touching the ground. Put the upper hand under their cheek and tilt the head backwards and downwards to let anything that is in the airway (such as vomit) drain out and clear the airway with your fingers.

### Teaching hints

Try and make this as structured as possible by forming clearly-defined rows to avoid collisions and chaos. Students to work in pairs, one acting as the patient and one as the bystander and then swap.



**PUSH**

## > Slide 10: Link 3 – Push (CPR)

'Now there is an even bigger challenge for you. If the patient isn't breathing normally or responding, the Triple Zero (000) call taker may ask you to start CPR. Even if you forget how to do CPR, the call taker will tell you what to do.'

## Slide 11: How to perform CPR

**Play video:** How to perform CPR in the PowerPoint.



## Slide 12: Cardiopulmonary Resuscitation (CPR)

### Distribute Call Push Shock Kits

and again use clearly-defined rows of students. Ask students not to push on them yet, but rather place them in the heart outline on the mat.

Explain that the hearts will squeak when they have been pushed hard enough.



### Why do we do CPR?

In Victoria, 19 people per day have a cardiac arrest. It can happen to anyone at any time. They will be unconscious and their breathing will not be normal or they may not be breathing at all. Their heart has stopped. It's time to act because seconds now count. We need to do the job of the heart and pump blood with oxygen in it around the body, and in particular to the brain, until paramedics arrive. Together you could save a life.

### Teacher demonstration

Using the Call Push Shock Kits, take the students through the following breakdown of CPR, followed by student practice.



There is an emergency. Our patient is unconscious and not breathing.

This person is in cardiac arrest and needs your help immediately. You have called Triple Zero (000) quickly and you have your phone on loudspeaker so that the call taker can help you. Now follow the instructions you are given by listening and practising with me.

1. Kneel up straight with your knees next to the person's chest. Knees should be as wide apart as your shoulders.
2. Put the heel of your hand in the middle of the chest right between the nipples. Now place your other hand on top and lock your fingers. Try and keep your fingers off the chest.
3. Lean over the chest with your arms straight and elbows locked. Push down one third of the patient's chest and let the chest rise back. Push hard, push fast.
4. Do this to the beat of **Row Row Row Your Boat, Baby Shark or Stayin' Alive**. Let's see if we can do it together, hard and fast.

Count them in and attempt to get all the squeaks synchronised to one of the above songs. Roam and encourage proper technique. After a minute ask them to stop.







## > Slide 13: The 2-minute challenge



'Our next challenge is to practice CPR for two minutes. In a real situation, you may have to do it for much longer. If someone is nearby, you can ask for their help to push when you get tired.'

Complete the two minutes to **Stayin' Alive**.



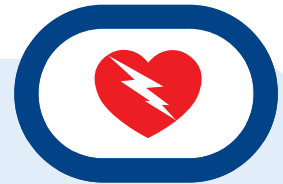
**Play** Stayin' Alive audio embedded in PowerPoint.

**Congratulate students on their efforts.**



'Our second last challenge is to learn how to use an AED/defibrillator.'

## > Slide 14: Link 4 – Shock



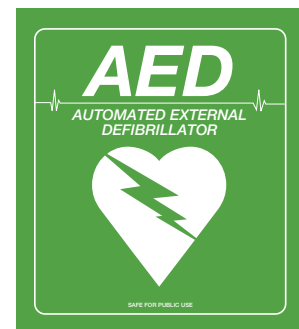
**SHOCK**

### **Automated External Defibrillator (AED)**

'When a person is not breathing normally and unconscious, an AED can be used to shock the heart back to a normal rhythm. AEDs are very easy to use – so easy that anybody can use them even if they haven't used one before.'

They are in public places like zoos, the MCG, the airport, shopping centres, schools, swimming pools, sporting clubs and many more.

Look out for an AED sign which is green with a white heart and shock symbol. Refer to picture of AED sign on slide.'



**IN THE EVENT OF NO SIGNS OF LIFE**  
• CALL 000 (triple zero) and ask for ambulance  
• Remove AED  
• Push the ON button  
• Follow INSTRUCTIONS

Register your AED with Ambulance Victoria at [www.registermyaed.com.au](http://www.registermyaed.com.au)

'Do we have an AED in the school?  
Where is it stored? Has anybody seen an AED anywhere else? Where? Why do you think it is located there?'

### **Optional**

Show AED sign that can be printed as part of the Essential Printing Pack so that the students can look for it in their local community.

> **Slide 15**

**AEDs are simple to use**

Let's watch a video of paramedics demonstrating how to use an AED.

▶ Press play on the AED video embedded in the PowerPoint.



'Ambulance Victoria has introduced the **GoodSAM app** that alerts responders to someone nearby in cardiac arrest. GoodSAM is linked to Triple Zero (000), so as soon as an ambulance is dispatched, an alert through the app will notify a nearby GoodSAM Responder and they are given the location of the emergency and where the nearest available defibrillator (AED) is.

You need to be over 18 to sign-up but encourage the students to tell their family and friends who are confident and willing to perform CPR to join as **GoodSAM Responders**. Together with Ambulance Victoria, we can save lives.'

**Congratulate** the students on now knowing the 3 simple steps to saving a life:  
**Call Push Shock.**

> **Slide 16-17: The final challenge**

**Teach someone to save a life in 3 simple steps**

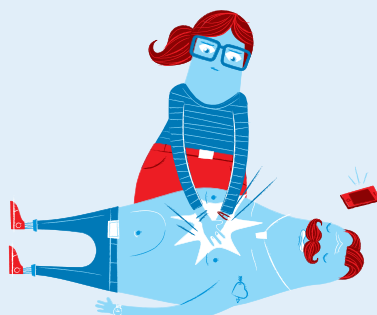


'Your **last challenge** today is for you to promise to go home and teach someone that they can save a life in 3 simple steps: **Call Push Shock.**'

000  
**CALL**

**PUSH**

**SHOCK**



> **Slide 18:**

Links 5-6 – Ambulance and Hospital



'If you action the first four links, you will give someone the best chance of survival. The paramedics and hospital staff will take over from there.'

> **Slide 19: Congratulations!**

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'Thank you for accepting the challenge today and for learning these lifesaving skills and making the communities that you live in and go to school in much safer places because now you know what to do in a health emergency.'



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