



British Heart  
Foundation

# **HEARTSTART** **INSTRUCTOR'S** **GUIDE** for primary and secondary schools

Training a nation of life savers

# The British Heart Foundation

**Heart and circulatory disease kills 1 in 4 of us. But we're funding pioneering research which will help beat heartbreak forever.**

The scientists we support are constantly pushing up the survival rates from heart attacks and our pioneering research has helped to transform the lives of people living with heart and circulatory conditions.

## A NATION OF LIFE SAVERS

In addition to our research mission, British Heart Foundation (BHF) has a vision to create a nation of life savers. As part of that vision, we're doing everything we can to make sure the British public know cardiopulmonary resuscitation (CPR) and can use public access defibrillators (PADs). That way, when someone has a cardiac arrest, bystanders become life savers and someone's mum, dad, friend or child is given a second chance at life.

## HEARTSTART

Since 1996, our Heartstart scheme has provided life saving training for millions of people, and thanks to schools like yours, that number is growing all the time.

Heartstart is a flexible course that can be adapted to a school's needs. It helps to increase survival rates by showing pupils how to:

- deal with an unconscious person
- recognise a heart attack
- recognise a cardiac arrest
- perform CPR
- deal with choking
- respond to serious bleeding
- be aware of defibrillators.

In addition, it supports a number of curriculum requirements, develops children and young people's confidence and provides opportunities for peer mentoring.

## ONGOING HEARTSTART SCHEMES

As an existing Heartstart scheme, you need to re-affiliate with the BHF to access support. We will email you a link every autumn so you can do this online, but if you have any questions in the meantime you can email the name of your scheme, email address and contact number to [heartstart@bhf.org.uk](mailto:heartstart@bhf.org.uk) or phone **020 7554 0376** for help.

## FURTHER SUPPORT

If there is anything we can do to help you make your Heartstart training sessions a success, contact [heartstart@bhf.org.uk](mailto:heartstart@bhf.org.uk) or phone **020 7554 0376**.

# Contents

<b>HEARTSTART TRAINING PROGRAMMES</b>	<b>02</b>	<b>What works for you</b>
	<b>03</b>	<b>The six session programme</b>
	<b>04</b>	<b>The age-related programme</b>
	<b>05</b>	<b>The two-hour refresher course</b>
<b>SESSION 1</b>	<b>06</b>	<b>Introduction</b>
	<b>08</b>	<b>The conscious casualty</b>
<b>SESSION 2</b>	<b>10</b>	<b>The unconscious casualty</b>
<b>SESSION 3</b>	<b>12</b>	<b>Cardiac arrest Part 1</b>
<b>SESSION 4</b>	<b>16</b>	<b>Cardiac arrest Part 2</b>
<b>SESSION 5</b>	<b>18</b>	<b>Suspected heart attack</b>
	<b>20</b>	<b>Choking</b>
	<b>22</b>	<b>Bleeding</b>
<b>SESSION 6</b>	<b>24</b>	<b>Repeat, Revise, Refresh</b>
	<b>26</b>	<b>Heartstart resources</b>

# Heartstart training

## What works for you

**Together we're building a nation of life savers, and finding room for training in your school year could save the life of someone in your community one day.**

The course is designed in a way that allows each school to adapt it to their own needs. It can be taught in separate sessions over weeks, terms or even school years, or delivered as an intensive course in approximately two hours.

Research shows that regular refresher sessions keep children confident in their learning, so make sure you cover the course more than once with each group – then they'll be more likely to put what they've learnt into practice when faced with an emergency.



**Keep your commitment to life saving skills consistent by making sure several members of staff are trained to deliver Heartstart.**

# The six session programme

- In the six session programme, each session takes a minimum of 40 minutes.
- Some schools decide to work through the programme in six weeks, whilst others may break the course up across several terms or school years.
- Work with one trainer to every 15 pupils.

Session	Content	Target age	Page
1	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Why children need life saving skills</li> <li>• The Chain of Survival</li> </ul> <b>The conscious casualty</b> <ul style="list-style-type: none"> <li>• Checking for danger</li> <li>• Checking for a response</li> <li>• Calling 999 or 112</li> </ul>	5 and up	
2	<b>The unconscious casualty</b> <ul style="list-style-type: none"> <li>• Shouting for help</li> <li>• Opening the airway</li> <li>• Checking for normal breathing</li> <li>• Recovery position</li> </ul>	7 and up	
3	<b>Cardiac arrest part 1</b> <ul style="list-style-type: none"> <li>• Checking for normal breathing</li> <li>• CPR: Chest compressions</li> </ul>	11 and up	
4	<b>Cardiac arrest part 2</b> <ul style="list-style-type: none"> <li>• CPR: Chest compressions with rescue breaths</li> <li>• Defibrillator awareness</li> </ul>	11 and up	
5	<b>Suspected heart attack</b> <ul style="list-style-type: none"> <li>• The signs of a heart attack</li> <li>• Dealing with a suspected heart attack</li> </ul> <b>Choking</b> <ul style="list-style-type: none"> <li>• How to recognise choking</li> <li>• Back blows</li> <li>• Abdominal thrusts</li> <li>• Helping infants and young children</li> </ul> <b>Serious bleeding</b> <ul style="list-style-type: none"> <li>• What to do</li> <li>• Applying pressure</li> </ul>	9 and up	
6	<b>Repeat, Revise, Refresh</b> <ul style="list-style-type: none"> <li>• Revision with videos or DVDs</li> </ul>		

# The age-related programme

The age-related programme allows Instructors to cover different parts of the programme to different year groups in an age-appropriate way.

- Always have at least one trainer for every 15 pupils.
- Try to repeat training as often as possible to keep students' learning fresh.

Level	Content	Target age
<b>1</b>	<b>SESSION 1</b> The conscious casualty	5–8
	<b>SESSION 2</b> The unconscious casualty	
<b>2</b>	<b>SESSION 3</b> Serious bleeding	9–11
	<b>SESSION 4</b> Choking	
	<b>SESSION 5</b> Suspected heart attack	
<b>3</b>	<b>SESSION 6</b> Cardiac arrest <ul style="list-style-type: none"><li>• Checking for normal breathing</li><li>• Hands-only CPR</li></ul>	11–16
	<b>SESSION 7</b> Cardiac arrest continued <ul style="list-style-type: none"><li>• Chest compressions with rescue breathing (CPR)</li><li>• Hands-only CPR</li></ul>	

## HEARTSTART: THE TWO-HOUR REFRESHER COURSE

We recommend that schools deliver the course across a number of sessions as this provides sufficient time to cover all the necessary content and embed learning.

The below two-hour programme is ideal for pupils who have completed the course in previous years.

Children under 10 are unlikely to be strong enough to perform CPR effectively so you can remove the session on cardiac arrest for these pupils.

10 minutes	Introduction
10 minutes	The conscious casualty
25 minutes	The unconscious casualty
45 minutes	Cardiac arrest
10 minutes	Suspected heart attack
10 minutes	Choking
10 minutes	Serious bleeding



The two hour course is an ideal refresher course for pupils who have completed the training in previous years.

# Session 1 INTRODUCING HEARTSTART TO YOUR CLASS



## CONTENT TO COVER

- Play Ordinary day – Introduction video, for primary children.
- Play Skills for life – Introduction video, for secondary.
- Talk through the Chain of Survival and respond to any questions before moving onto the unconscious casualty.



## RESOURCES

### Primary schools

- Ordinary day videos (all videos on DVD and also available at [bhf.org.uk/ordinaryday](http://bhf.org.uk/ordinaryday)).
- Heartstart – Life saving guide.
- Skills cards.
- Activity cards.

### Secondary schools

- Heartstart – Life saving guide.
- Skills for life videos (all videos on DVD and also available at [bhf.org.uk/skillsforlife](http://bhf.org.uk/skillsforlife)).
- Heartstart reminder card.
- Skills cards.
- Activity cards.

## ENGAGE YOUR CLASS

Begin by telling your pupils:

- A person can get hurt, get something stuck in their throat, have a heart attack or collapse in cardiac arrest any time of the day or night. If they don't get help fast, they could become very ill or even die. Our school is part of the mission to make sure that everyone knows what to do in an emergency.
- Through the next six sessions, we'll think about different types of emergencies and how to respond. You'll learn how to get help, how to put someone in the recovery position, how to do CPR, and how to deal with choking and serious bleeding. It's a very important programme – you're learning how to save a life.

## TEACHING NOTES

- If pupils are not physically able to participate in all the training, encourage them to observe and participate in the parts they can. Knowing how to instruct others could be enough to save a life.
- Make it clear that any attempt to save a life is a good idea – always do something.
- Help pupils to understand that emergency life saving is all about buying time. Rather than expecting a casualty to spontaneously recover, they should aim to do what they can until professional help arrives.



In every session, make sure you reinforce the message that children should never risk harming themselves either in the training sessions or in real life emergencies. The techniques described to deal with choking should only be used in an emergency, they can be harmful if the recipient is not choking. Chest compressions and rescue breaths can only be practised on a manikin.

# EVEN CHILDREN WHO GENERALLY FIND IT HARD TO FOCUS, ENGAGE

WITH HEARTSTART.

IT'S HANDS-ON,  
PRACTICAL,  
AND THEY  
CAN SEE THE  
RELEVANCE.

Lisa, Heartstart  
Coordinator

# Session 1 CONSCIOUS CASUALTY

Age: 5 and up



## CONTENT TO COVER

- Checking for danger.
- Checking for response.
- Making an emergency call.



## RESOURCES

- Skills card 1 Assessing the casualty.
- Activity cards: 1a Spot the danger, 2b Call for help, 1c On the phone.
- Rhian's day video (also on the Ordinary day DVD).

## TEACHING NOTES

- Talk about keeping themselves safe and keeping the casualty safe.
- Explain how to check if the casualty can respond: gently shake their shoulders and clearly ask, 'Are you alright?'
- Explain that if the person does respond by speaking or moving in some way, they should leave the casualty as they found them – if they are not in danger. Get help.
- Discuss the different ways children might get help.
- Tell children how to make an emergency call and what to expect when they do.
- Practice making an emergency call.
- Explain the speaker function on a phone. This is very useful if you need to follow instructions from the operator.

## EXTENSION IDEAS

- Discuss pupils' own experiences. Have they ever hurt themselves? How did they feel? What happened?
- Have they ever had to help someone who has become unwell? What did they do? How did they feel?
- Ask children in pairs to role play an emergency situation like the one you have covered. Reinforce the ways pupils can recognise if a person is conscious. Give children copies of Skills card: **1 Assessing the casualty** to guide them.
- Set a writing, drawing, drama, song or film-making exercise that reinforces learning – stories, posters and news reports work well.

**MY SON DID THE**

**HEARTSTART**

**COURSE AT SCHOOL.**



I had chest pain and felt sick. My son knew it was a heart attack and

**SAVED  
MY LIFE**

**Alex, Survivor**

## Session 2

# UNCONSCIOUS CASUALTY

Age: 7 and up



### CONTENT TO COVER

- Shouting for help.
- Opening the airway.
- Checking for normal breathing.
- The recovery position.



### RESOURCES

- Heartstart – Life saving guide.
- Skills cards: 2a If a person won't wake up and 2b The recovery position.
- Activity cards: 2a Looking for signs, 2b Into action, 2c Getting help.
- Milly's day video (also on Ordinary day DVD) for primary schools.
- The train station video (also on the Skills for life DVD) for secondary schools.

### INTRODUCTION

- Start off by recapping the previous session.

#### Emphasize:

- Checking for danger.
- Checking for a response.

### TEACHING NOTES

- Show Milly's day video for primary or The train station video for secondary.

#### Ask pupils to explain what they have seen:

- What happened when the person tried to wake the casualty?
- How does the person know if the casualty is breathing normally?
- Then what do they do?
- Discuss the meaning of unconsciousness – when someone is breathing normally but can't wake up.
- Recap on calling for help with Activity card: **2c Getting help.**
- Demonstrate shouting for help then ask children to practice shouting for help.
- Recap making an emergency call: Act out the scenario with a pupil, ask the children to shout out what you should do at each stage.

#### Use the manikin to demonstrate opening the airway:

- Keeping the airway open, demonstrate looking, listening and feeling for normal breathing.
- Put pupils in pairs and ask them to practice the sequence you have just shown. You can use Skills card: **2a If a person won't wake up, to help.**
- Explain the recovery position: We place unconscious casualties in this position to keep them safe. It's to stop someone's tongue from falling back in their mouth and blocking their airway. They need a clear airway to keep breathing properly.

- With a volunteer from the class, demonstrate putting someone into the recovery position.
- Ask your pupils to put each other in the recovery position. They can use Skills card: **2b The recovery position** for reference.
- Put children into groups of three and ask them to take it in turns being the casualty and the life saver, with the third child describing their actions.
- Observe and correct where necessary.

## EXTENSION IDEAS

- Reinforce the importance of having an open airway.
- Explain how an airway works by asking pupils to put their hands in front of their mouths to feel their own breath.
- Encourage pupils to consolidate their learning by making posters on 'How to help an unconscious casualty'. They should write or draw each stage in order.

**I HAD A  
CARDIAC  
ARREST AND  
BYSTANDERS  
DIDN'T KNOW  
WHAT TO DO.  
A WOMAN PULLED  
OVER AND GAVE ME  
CPR**

**WITHOUT HER**

**I WOULD  
HAVE DIED.**

**Keith, Survivor**

# Session 3 CARDIAC ARREST: PART 1

Age: 11 and up



## CONTENT TO COVER

- This session focusses on chest compressions.



## RESOURCES

- Cameron's day video (also on the Ordinary day DVD) for primary or The library video (also on Skills for life DVD) for secondary.
- Heartstart – Life saving guide.
- Skills card: 6 If a person isn't breathing normally.

## TEACHING NOTES

- CPR stands for cardiopulmonary resuscitation. Get pupils to think of the meaning of these words to help them remember.
- Cardiopulmonary refers to the heart and lungs and resuscitation means to revive someone who is unconscious.
- Watch the video or DVD and draw attention to the fact that the person featured has stopped breathing.
- Recap lessons 1 and 2, including:
  - checking for danger
  - checking for a response
  - shouting for help
  - opening the airway
  - checking for normal breathing.
- Explain that if the casualty is not breathing it's important to act quickly.
- Pupils must call emergency services or get someone else to. If no one is around and they don't have a phone, they should go for help themselves.
- It's also important to ask if there is a defibrillator nearby.

## DEFIBRILLATOR AWARENESS

- Many schools have defibrillators and so do other community buildings such as supermarkets and train stations. They are very easy to use and can save a person's life if they are in cardiac arrest.
- Make sure your pupils know what a defibrillator is and where to find one in an emergency.



**Find out more about defibrillators at [bhf.org.uk/defibs](http://bhf.org.uk/defibs)**

## HOW TO PERFORM CPR

- Explain and demonstrate turning the casualty onto their back and making sure the airway is always open.
- Explain that they need to start CPR as soon as possible. Tell your class that the most important part of CPR is chest compressions, which you are about to teach them. They will learn rescue breaths in the following lesson.
- Demonstrate chest compressions on a manikin, first without talking, then explaining as you act, and finally with pupils providing commentary for your actions.

## HANDS-ONLY CPR DEMONSTRATION

- Kneel at the person's side.
- Rest the heel of your dominant hand in the centre of the casualty's chest. (This means your left hand if you are left-handed, your right if you are right-handed.)
- Put the heel of your other hand on top of the first hand. Interlock your fingers.
- Position yourself just over the person's chest, with your arms straight.
- Push down hard, aim to compress the centre of the chest by 5cm to 6cm.
- After each compression, release all the pressure but keep your hands in place.
- Repeat about 100 to about 120 times a minute.
- Encourage pupils to practice chest compressions on a manikin.
- Put the information on Skills card: **6 If a person isn't breathing normally** on the board.
- Divide your class into groups of two or more. Give each group a manikin and ask them to take it in turns to practice the complete sequence of action – saying out loud what they are doing at each stage.
- Remind students that they will learn rescue breaths in the next lesson, but in the meantime hands-only CPR increases survival rates, and that they should always do something. If they need to do hands-only CPR, they should give chest compressions continually at a rate of 100 per minute.

- Tell students that they should only stop chest compressions if the person wakes up, starts to breathe normally, or if they become exhausted and need to instruct someone else on how to do it.

## EXTENSION IDEAS

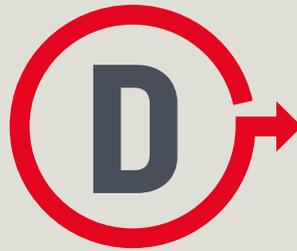
- Pupils may ask about what causes cardiac arrest. Explain that there are lots of different causes – people who have heart problems can be more likely to have a cardiac arrest, and they can also occur during an accident – for example, a car crash.
- CPR is a great opportunity to explain how the body works, where various vital organs are and how blood circulates.
- You can ask pupils to label diagrams and explain how the blood becomes oxygenated.
- Remind pupils that children and young people should be active for at least 60 minutes every day.
- Remind pupils that eating at least five portions of fruit and vegetables a day can help your heart stay healthy.
- Ask them to add up their own periods of activity throughout the day and help them plan ways to increase their own activity.
- Help pupils find their own pulses and to work out their heartbeats per minute. Then get your class to do something active before taking their pulse again.
- Explain that blood carries oxygen around the body, and that when the body works harder, it needs more oxygen.



Remind pupils that it is only safe to practice CPR on a manikin, never do it on a person unless you think they are in cardiac arrest.

## DRS ABCD

This easy to remember mnemonic will help pupils remember what to do in an emergency situation.



### DANGER

Check for danger



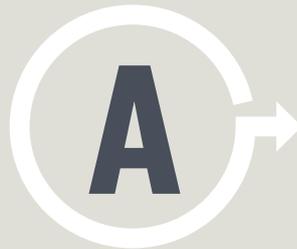
### RESPONSE

Can the person respond or are they unconscious?



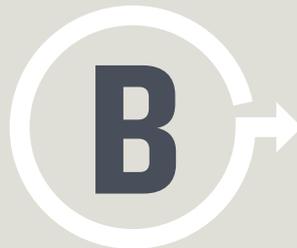
### SHOUT

Call out for help



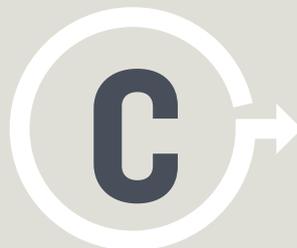
### AIRWAY

Tilt their head back and lift their chin to open



### BREATHING

Check if the person is breathing normally



### CPR

Start CPR by repeatedly giving 30 chest compressions to each two rescue breaths



### DEFIBRILLATION

Ask someone to find where the nearest defibrillator is and get them to bring it to you as quickly as they can

**THE MAN ON  
THE GROUND,**

**CLEARLY IN  
CARDIAC ARREST.**

**I DID CHEST &  
COMPRESSIONS**

**RESCUE  
BREATHS**



for 20 minutes. The ambulance arrived and he survived.

**Jo, Life saver**

# Session 4 CARDIAC ARREST: PART 2

Age: 11 and up



## CONTENT TO COVER

- Chest compressions with rescue breaths.
- DRS ABCD.



## RESOURCES

- Cameron's day video (also on the Ordinary day DVD) for primary or The library video (also on Skills for life DVD) for secondary.
- Heartstart – Life saving guide.
- Skills cards: 7a How to give rescue breaths and 7b CPR.
- Activity cards: 7a Rescue breathing, 7b Emergency action and 7c Act it out.
- Defibrillator awareness video (online only).

## TEACHING NOTES

- Show the video or DVD from the previous lesson again.
- Remind pupils what has happened to the person being rescued – his heart stopped pumping blood around his body, and he's in cardiac arrest.
- Recap lesson 3 including:
  - checking for danger
  - checking for a response
  - shouting for help
  - opening the airway
  - checking for normal breathing
  - chest compressions.
- Explain rescue breaths to your students: that they need to push the air from their body into the person's lungs so that they get oxygen. Then the chest compressions will be pushing oxygenated blood around the body.
- Make clear that CPR is 30 chest compressions followed by two rescue breaths, again and again.
- Demonstrate rescue breaths to the group, then again whilst explaining what you are doing. Then demonstrate again but ask the students to shout out what you are doing.

## RESCUE BREATHS DEMONSTRATION

- Open the airway using the head tilt and chin lift covered in previous lessons.
- Pinch the person's nose closed.
- Allow the person's mouth to open, but keep their chin lifted.
- Take a normal breath then place your mouth around the person's mouth, making sure no air can escape.
- Blow into the person's mouth for about 1 second and watch their chest rise.
- Give two rescue breaths. If their chest doesn't rise and fall, don't keep attempting rescue breaths. Go back to chest compressions and try again the next time.

- Ask the class to practice rescue breaths with the manikins.
- Tell pupils that they should not do more than two rescue breaths before going back to chest compressions.
- Demonstrate the complete sequence from checking for danger to chest compressions and rescue breaths.

## FULL CPR DEMONSTRATION

- Check for danger.
- Shout for help.
- Open the airway.
- Check for normal breathing.
- If the person is not breathing normally:
  - Kneel at the person's side.
  - Rest the heel of your hand in the centre of the casualty's chest.
  - Put the heel of your other hand on top of the first hand.
  - Interlock your fingers.
  - Position yourself just over the person's chest, with your arms straight.
  - Push down hard; aim to compress the sternum by 5cm to 6cm.
  - After each compression, release all the pressure but keep your hands in place.
  - Repeat about 100 to about 120 times a minute.
  - Give 30 compressions.
- Share the information on skills card: **7b CPR**. Divide your pupils into groups and ask them to take it in turns to practice on their manikins.
- Tell your pupils that they should continue CPR until help arrives, an ambulance worker asks them to stop, the casualty coughs, moves or begins to breathe normally.
- If they are too tired to continue, they should instruct someone else on what to do if they can.
- Tell pupils that it is okay for several people to take it in turns to perform CPR, swapping every couple of minutes, but they should try not to have a gap when they swap over.

## DEFIBRILLATOR AWARENESS

- Tell pupils that if there is someone to help, ask them to go and find out if there is a defibrillator nearby.
- A defibrillator (sometimes called an AED) is a machine that can help someone who is having a cardiac arrest. It gives them a controlled shock to help get their heart working again. They are kept in places like schools, supermarkets, shops and train stations across the UK.

## EXTENSION IDEAS

- Ask pupils to research and present on the role of the lungs and how breathing supports the body.
- Use drama and role play to explore when and where a person might have a cardiac arrest. Use this activity to reinforce the sequence of events they need to remember.
- Using balloons get pupils to carry out rescue breaths on the balloon to show how lungs inflate and deflate in the chest.
- Task pupils with mapping all the defibrillators in their school or area. This will increase their familiarity with them and help them to locate one in an emergency.



### If pupils don't want to do rescue breaths

Pupils may ask what to do if they don't want to give rescue breaths in certain situations. Tell them that chest compressions still increase the person's survival rate and they should always try to do something.

# Session 5 SUSPECTED HEART ATTACK

Age: 9 and up



## CONTENT TO COVER

- Signs and symptoms of a heart attack.
- How to respond to signs of a heart attack.



## RESOURCES

- Jenny's day on the Ordinary day DVD for primary, The garden centre on the Skills for life DVD for secondary.
- Heartstart – Life saving guide.
- Skills card: 5 Suspected heart attack.
- Activity card: 5 Suspected heart attack.

## TEACHING NOTES

- Ask pupils if they know what a heart attack is.
- Explain that a cardiac arrest is when a heart stops pumping blood around the body, whereas a heart attack is where an artery in the heart gets blocked and blood can't get through.
- Make it clear that when someone is having a cardiac arrest they will be unconscious and need CPR, whereas when someone is having a heart attack, they will usually be conscious and need to get to hospital very quickly.
- Tell them that sometimes a heart attack can cause a cardiac arrest, so it is important to get treatment fast.
- Show Jenny's day on the Ordinary day DVD for primary and The garden centre on the Skills for life DVD for secondary.
- Ask pupils how they could tell if the person was having a heart attack.
- Explain the symptoms of a heart attack.

## SYMPTOMS OF A HEART ATTACK

A person having a heart attack might have some of these symptoms:

- Pain, tightness, burning or a heavy feeling in the chest.
- Pain in the arms, neck, jaw, back or stomach.
- Looking pale and sweaty.
- Feeling sick or dizzy.

Tell pupils to always shout for help or call 999 or 112 first. Discuss how important it is to get the person to hospital as quickly as possible because it increases the person's chances of survival.

- Then instruct pupils to:
  - Get the person to sit down so they are comfortable and safe.
  - Try and keep them calm, even if you are worried.
  - Don't give the person anything to eat or drink.

- If you can, ask an adult to give the person a 300mg adult aspirin and get them to chew it.
- Stay with the person until an ambulance arrives.
- If they fall asleep and won't wake up, check they are breathing normally. If they are, put them in the recovery position. If they are not, do CPR. You should also call 999 or 112 again at this point and tell them the casualty has become unconscious.
- Role play the scenario from the film, describing each action as you take it.
- Next, divide pupils into groups and ask them to role play the same scenario, describing each action as they take it. They can take it in turns to be the casualty and the life saver.

## EXTENSION IDEAS

- Pupils may have questions about what causes heart attack. Explain that there are a few causes – some people are born with heart problems, other people get them because things like smoking, eating a lot of fast food and takeaways and not being active enough can cause a person's arteries to get clogged up, making it harder for the blood to pump through.
- Reinforce heart health messages in the classroom whenever you can.
- Use the writing task on Activity card: **5 Suspected heart attack** to reinforce the actions and the order to do them in.
- Ask pupils to make a poster showing the signs and symptoms of a heart attack. Display this in school.
- Ask children how they might feel if they needed to help someone having a heart attack. If they say they would feel frightened or would panic, discuss ways to manage these feelings.

**IF YOU HAVEN'T ALREADY COVERED THEM WITH YOUR CLASS, TALK ABOUT WAYS THEY CAN PROTECT THEMSELVES FROM HEART DISEASE.**



**Tell your pupils the best way to prevent heart disease is to:**

- Eat at least five portions of fruit and veg a day.
- Be active for at least 60 minutes a day.
- Never smoke.

# Session 5 CHOKING

Age: 9 and up



## CONTENT TO COVER

- Recognising choking.
- Giving back blows.
- Giving abdominal thrusts.
- Choking in babies and small children.



## RESOURCES

- Steve's day in the Ordinary day DVD for primary, The country park on the Skills for life DVD for secondary.
- Heartstart – Life saving guide.
- Skills card: 4 If a person is choking.
- Activity card: 4 Choking.

## TEACHING NOTES

- Show Steve's day on the Ordinary day DVD for primary or The country park on Skills for life DVD for secondary.
- Ask questions to draw out pupils' observations.
- Explain how to recognise when someone is choking.
- Explain how to encourage someone to cough.
- With the help of another adult, demonstrate responding to choking, explaining each step of the process. Draw attention to the fact that you are checking if the blockage has cleared after each back blow and each abdominal thrust.
- Explain that they should stop if the person is no longer choking.
- Be clear that back blows and abdominal thrusts should only be used in emergency situations – pupils should not practice on each other as this could cause injury.
- Ask the pupils to write a list of actions in order. Use the Skills card: **4 If a person is choking** and ask them to compare it with their own list. Have they missed any detail?
- Ask pupils what they would do if the choking person became unconscious.
- Explain that the person may have stopped breathing and that pupils may need to use their other life saving skills.

## EXTENSION ACTIVITIES

- Talk to students about what can cause choking. Make them aware that eating quickly, eating very large mouthfuls, swallowing without chewing or eating while running around could all cause choking. Competitions to see who can get the most food in their mouth often cause choking so children should avoid playing them.

- Support pupils to research the role of the diaphragm in breathing. Instruct them to find their own diaphragm and then to take deep breaths.
- Explain that sudden pressure to this area can force air up and through the windpipe, which can clear the blockage.



## **Choking in Babies and Small Children**

Explain to pupils that they should treat a choking baby or small child differently.

You should still do up to five back-blows, but it may be easier to put the child or baby across your lap. Their head must be lower than their chest so that the stuck item can come out of their mouth.

If the child is bigger, it might be easier to kneel behind them. Do not try and get the stuck item out with your fingers – unless you can see it. Just sweeping with fingers can actually push the item further down the throat.

Do not give abdominal thrusts to a baby that is under one year old. Give five chest thrusts instead. Put the baby on your lap or another firm surface on their back. Their head should be lower than their chest.

Using two fingers, press down on the centre of the chest. You should aim to compress the chest one third of its depth five times.

# Session 5 SERIOUS BLEEDING

Age: 9 and up



## CONTENT TO COVER

- Recognising serious blood loss.
- Applying pressure.



## RESOURCES

- Kyle's Day on the Ordinary day DVD for primary, The garage on the Skills for life DVD for secondary.
- Heartstart – Life saving guide.
- Skills card: If a person is bleeding.
- Activity card: 3 Serious bleeding

## TEACHING NOTES

- Play the video or DVD to the group. Question the class, ask them to point out all the main action points in order.
- Explain to the class the difference between a minor cut and serious bleeding. Make it clear that if a person loses too much blood it can endanger their life.
- Act out the scenario with a volunteer. Draw attention to the process of applying pressure to a wound.
- Tell pupils that they may need to lift or tear clothing to expose the wound.
- Tell pupils they should not remove anything from the wound as that could cause more bleeding.
- Explain that applying pressure to a cut can reduce blood flow.
- Make clear that they should:
  - Get the person to sit comfortably, somewhere safe.
  - If they are lying down, raise their legs on something like a chair, but only if their leg isn't injured.
  - Cover the person's body to keep them warm – people losing blood can get very cold arms, legs, hands and feet.
  - Not give the person anything to eat or drink.
  - Always use disposable gloves when available. Make sure you wash your hands with warm water and soap afterwards.
- Provide scraps of fabric and encourage pupils in pairs to practice dressing the wound. Make sure they get the chance to swap roles.
- Explain that if they can't use a clean cloth, they can ask the casualty to press down on their own wound or squeeze it shut with their hand.
- Recap calling emergency services.

## EXTENSION ACTIVITIES

- Get pupils to make a list of things that could cause serious bleeding.
- Get them to identify potential dangers for each scenario and to think about how they can keep themselves safe.
- Explain that some parts of the body bleed more than others, and that the amount of blood might not indicate how serious the cut is. For example, head wounds bleed a lot, even when they are small.



### **On elevating injuries**

We no longer recommend elevation when treating bleeding as there is no actual evidence that this affects blood flow in any way.

## Session 6

# REPEAT, REVISE, REFRESH

Research shows that regular training sessions build young people's confidence and mean that they feel more able to respond in an emergency.

Try and factor in time for pupils to cover the course more than once in their school career, or to have regular revision sessions to keep their learning fresh.



### RESOURCES

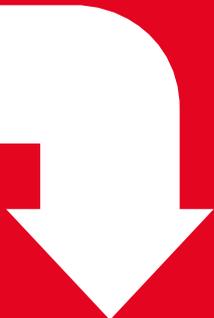
- Skills cards: 8a Life saving action plan, 8b Chain of Survival.
- Activity card: 8 Checklist.
- Heartstart – Life saving guide.

### YOU CAN RECAP EACH SESSION BY:

- Asking your pupils to shout out the necessary actions in the correct order.
- Asking at what point they should get help if they are alone.
- Share the Heartstart – Life saving guide to remind them of the entire course.
- Share skills card: **8b Chain of Survival** to illustrate the Chain of Survival.
- Use Activity card: **8 Checklist** and encourage young people to work through the entire procedure for dealing with a cardiac arrest. Ask them to observe each other and provide feedback.

**HEARTSTART**

**TEACHES HOW TO**



# **RESPOND IN AN EMERGENCY**



If something happens to someone you love, you need to be able to give them a fighting chance.

**Kate, Heartstart  
instructor**



# Heartstart resources

## DELIVERING HEARTSTART – CURRICULUM LINKS

Whether you are running Heartstart courses in England, Wales, Scotland or Northern Ireland, there are a range of cross curricular benefits of learning life saving techniques.

From understanding the fundamentals of human anatomy and physiology, learning skills for work and life, to developing confidence, empathy for others and the chance to develop communication and debating skills, Heartstart offers teachers the opportunity to make strong links with the National Curriculum.



To see an up-to-date list of curriculum links for each nation, go to [bhf.org.uk/heartstart](http://bhf.org.uk/heartstart)

## ORDER RESOURCES

Order these great resources to support your pupils' learning and celebrate their achievement.



Email: [orderline@bhf.org.uk](mailto:orderline@bhf.org.uk)  
Call: 0300 200 2222  
Visit: [bhf.org.uk/publications](http://bhf.org.uk/publications)

### Ordinary day DVD

Designed to support emergency life saving skills amongst primary age children, this DVD shows how to respond to choking, serious bleeding, a suspected heart attack and cardiac arrest.

Order code: DVD17/0317

### Skills for life DVD

This 42-minute DVD is great for teaching emergency life saving skills in secondary schools. It uses a series of short films to demonstrate the recovery position, CPR, suspected heart attack, choking and serious bleeding.

Order code: DVD12/0317

### Defibrillator awareness video

A short video showing how to use a public access defibrillator.



Watch or download at [bhf.org.uk/heartstart](http://bhf.org.uk/heartstart)

## Heartstart – Life saving guide

This booklet provides a clear, step by step guide to responding in an emergency. It covers the heart attack, cardiac arrest, choking and serious bleeding. An ideal take-away for young people who have completed the Heartstart programme.

Order code: HSC017/01

## Heartstart Attendance Certificates

Order up to 500 certificates to celebrate your pupils' learning and hand out to all those who complete the life saving skills class.

Order code: HSC1/1016

## Heartstart reminder card

This handy fold-up card fits neatly in a wallet or purse and is perfect for older teenagers and adults wanting to keep the main points of the training fresh.

Order code: M7/0117

## Heartstart toolkit for schools

The complete downloadable toolkit includes guidance for Heartstart schools and conditions of affiliation.

## Heartstart Empty Belly Poster (Size A4)

A downloadable, editable poster to promote your scheme to your pupils. The design includes a blank area for personalisation so you can add your venue details and more.



Download PDF versions of all these resources and more at [bhf.org.uk/heartstart](https://bhf.org.uk/heartstart)

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**British Heart  
Foundation**

Heartstart is part of the nation of life savers, the British Heart Foundation's vision to increase survival rates for out of hospital cardiac arrests and save the lives of thousands of people across the UK every year.

For over 50 years our research has saved lives. We've broken new ground, revolutionised treatments and transformed care.

But heart and circulatory disease still kills one in four people in the UK. That's why we need you. With your support, your time, your donations, our research will beat heart disease for good.

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FOR EVERY  
HEARTBEAT**

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