



CALL PUSH RESCUE

TRAINING A NATION OF LIFE SAVERS IN CPR

**YOUR LESSON GUIDE TO TEACHING
CARDIOPULMONARY RESUSCITATION (CPR)**

**FIGHT
FOR EVERY
HEARTBEAT**

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Contents

This PSHE accredited resource includes lesson plans to deliver CPR training, information on safeguarding and support to deliver training.

It also includes information on resources and further support to make the most out of your Call Push Rescue training kit.

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1 Introducing Call Push Rescue



What is Call Push Rescue?

The British Heart Foundation's Call Push Rescue training is straightforward, easy to teach and easily integrated into a secondary school curriculum.

The more people that know cardiopulmonary resuscitation (CPR) skills, the more lives can be saved in an emergency. In Norway, where CPR is taught in secondary schools, one in four people will survive an out of hospital cardiac arrest. In the UK, it's less than one in ten. Any opportunity to train pupils in CPR is invaluable.

The Call Push Rescue programme offers particular educational benefits in the following lessons:

- Physical, Social, Health & Economic Education (PSHE)
- Pastoral or Tutor Time
- Biology
- Physical Education (PE)
- After School Clubs including Duke of Edinburgh (DofE)

Call Push Rescue session plans also offer teachers an opportunity to show Ofsted inspectors how their school is meeting the requirements of the new National Curriculum framework:

- To promote the spiritual, moral, cultural, mental and physical development of pupils.
- To prepare pupils for the opportunities, responsibilities and experiences of later life.

For more support on making first aid a part of a planned PSHE education programme, please read the guidance documents on the PSHE Association website: [PSHE Association Programme of Study](#) and the [PSHE Education Scheme of Work Planning Toolkit for Key Stages 3 and 4](#).

Who is Call Push Rescue for?

The Call Push Rescue programme is for pupils aged 11 years and over. You can train a whole class at a time with the Call Push Rescue kit. You only need one teacher to supervise the video-led training course – though extra hands are always helpful.

Equipment and preparation



What's in your kit:

- Reusable inflatable manikins.
- Kneeling mats.
- Red inflation bags.
- DVD training video to lead the session with (also available on accompanying USB and online at bhf.org.uk/cprfilms).
- 2 manual inflation pumps.
- Cleaning wipes.
- Extra manikin replacement parts.

Before the session

You will need:

- A whiteboard, DVD player or similar to play the training film – screen and speakers should be big enough for your class to clearly see and hear the instructions.
- Enough space for each pupil to kneel on the floor, with a portable manikin in front of them.
- A register or method for tracking how many pupils you train so you can report the figures back to the BHF.

If you can, watch the video yourself first to familiarise yourself with the content and think about where you'll want to pause.

Manikins can be inflated using the self-inflating bags they come in – there is a bit of a knack to this so you may find the manual pumps easier to use. Pupils can inflate their own manikin with their red bag but to save time or you may find it easier to inflate them all before the session.

Learning outcomes

By the end of the session/s, pupils should be able to:

- Understand the importance of life saving techniques.
- Assess an unconscious casualty and check for breathing.
- Place a casualty in the recovery position.
- Demonstrate how to perform CPR on both a child and an adult.
- Demonstrate how to request, locate and use a public access defibrillator (PAD).
- Indicate increased confidence to act in an emergency situation.

2 Safeguarding and delivering Call Push Rescue

Managing hesitancy and disclosure

It is possible that a pupil or a member of their family may have a heart condition, they may have witnessed a serious incident including cardiac arrest, or they may have suffered a bereavement which could mean they are quite sensitive to the learning contained in these sessions. To make sure these pupils are identified and supported, please speak to your pastoral team when planning the session. It is also good practice to let pupils know this session is coming up so that they can indicate any issues they may have prior to the session.

Setting ground rules at the start of the session will help to ensure discussions remain respectful and distanced from whatever personal experiences pupils may have. If a pupil discloses any personal history which could mean they might find the session difficult, please give them the opportunity to speak with you one-to-one to discuss the session content. They may be happy to proceed if they have a potential exit strategy or it may be appropriate to give them the opportunity to opt out. It will also help to avoid other pupils hearing difficult details which could have a negative effect on the learning atmosphere.

Each lesson plan provides opportunities to find out pupils' starting points. This includes discussing misconceptions with pupils. It is important to challenge barriers to pupils performing CPR as this myth busting may be all that is needed to get young people saving lives.

Establishing an appropriate learning environment and preparing manikins

- Make sure you have a large quiet space for practical work with the manikins.
- Lay out kneel mats and individual inflation bags at spaced intervals around the screen so that pupils can learn safely while watching the video.

Pupils with varying abilities can take part in Call Push Rescue training. If pupils are unable to kneel on the floor, either move the manikin onto a table or ensure that they can watch the skills and therefore be able to instruct someone else on how to do CPR in an emergency. Pupils can be encouraged to practise whatever skills they feel most comfortable doing e.g. calling 999 or shouting for help. Invite pupils to work in groups or pairs and encourage them to work together to make the learning environment appropriate for their individual needs.

Give pupils instructions on inflation, cleaning and maintenance of the manikins, so they are able to take responsibility for their own physical health and wellbeing.

Emphasise the importance of pupils protecting themselves and assessing risks before acting in an emergency at this early stage, as this lays down the foundations for the ground rules of first aid. Pupils who are reluctant to carry out mouth to mouth should have an opportunity to discuss this; see Section 4 for teacher notes on how to dispel myths. You can signpost hands only CPR at this stage before pupils see it on the training video.

Embedding Call Push Rescue in the PSHE curriculum

Call Push Rescue training can be incorporated into the PSHE education curriculum or tutor programme and also offers teachers the opportunity to make links with aspects of the Citizenship, Biology or Physical Education curriculums. It can also contribute to the development of Spiritual, Social, Moral and Cultural (SMSC) aspects of learning.

First aid learning is best embedded within a developmental curriculum which allows young people to revisit and build upon prior learning whilst linking to other healthy living and social concepts. However, the sessions are presented as standalone plans to provide maximum flexibility for schools.

The session plans and extension activities provide opportunities for teachers to link in learning on the importance of establishing healthy diet and exercise habits as part of a healthy lifestyle to reduce the risk of cardiovascular disease. This learning should be revisited at an age appropriate level to build on learning at the primary phase.

Evaluating and assessing what young people have learned from Call Push Rescue

Inviting pupils to assess levels of confidence before and after their Call Push Rescue training by a show-of-hands, repeating the confidence line or using the confidence continuum, and encouraging discussion enables teachers to assess any changes in pupils' levels of confidence and to evaluate delivery of the training. It can also be used as an opportunity to encourage pupils to recognise they have joined a nation of life savers and to take pride in that status. See Section 5 for details of how to order free Call Push Rescue wristbands and certificates to mark pupils' achievements.

By holding mini plenaries between training video chapters and observing practical skills, teachers can assess which pupils may require further support or chances to deepen their understanding.

Involving parents and carers

Pupils can be asked to share their learning with their families as a homework assignment between sessions. Alternatively, pupils could be supported to invite parents and carers to an after-school session where they can pass on their skills.

Informing parents of the Call Push Rescue training (see Section 5 for template letter) and inviting them to learn CPR from their children, enables pupils to embed their learning. It also emphasises the value of the schools' PSHE curriculum to parents and carers.

3

Key facts and information

Nation of life savers: Facts and stats

Your training is part of a life saving revolution: By teaching CPR you are giving your pupils the skills to act fast in an emergency and potentially save the life of someone in their school community.

In partnership with other organisations, schools and workplaces across the country, we're determined to make the UK a country where learning CPR and other life saving skills is a normal part of life. We want to ensure that everyone is confident to do CPR while emergency services make their way to the scene.

- **A cardiac arrest and a heart attack are not the same thing.** A heart attack is when part of the person's heart muscle is not getting enough blood. It is a circulatory problem. They need to go to hospital or if they become unconscious they may need CPR. A cardiac arrest is when a person's heart has suddenly stopped working. It is an electrical problem. They will be unconscious and need CPR straight away.
- **Across the UK, there are over 30,000 cardiac arrests outside of hospital every year,** but the survival rate is less than 1 in 10. We want to increase the survival rate through CPR training.
- **80% of the cardiac arrests outside hospital happen in the home** – often in front of families and loved ones. Every second counts – delays reduce a person's chance of survival. So prepare your pupils to step up, step in, and save a life.
- Since we established our vision of a nation of life savers in 2014, **over 2.4 million people in the UK have been trained through our Heartstart initiative and our Call Push Rescue programme.** But we won't rest until we have a nation of life savers.
- **Only 8% of patients survive a cardiac arrest in England** and less than half of bystanders intervene when they witness someone collapse. The report, Resuscitation to Recovery (available at [bhf.org.uk/healthcare-professionals/resources-for-health-professionals](https://www.bhf.org.uk/healthcare-professionals/resources-for-health-professionals)), outlines some of the approaches to help improve these devastating statistics, by increasing CPR and defibrillator awareness and providing better access to CPR training.
- **We've set ourselves the ambitious target of training 5 million people on how to do CPR by 2020.** You and your pupils are helping us achieve this.

4 Session Plans

CALL PUSH RESCUE

TWO SESSION PLAN: SESSION ONE

Whilst Call Push Rescue training is designed to be delivered in just 30 minutes by following the **'Learn CPR'** chapter on the video, many teachers find there is more opportunity to reinforce learning and encourage discussion when the course is taught over two 60 minute sessions.

An alternative 60 minute single session plan can be found in Section 6: Appendix 3.

Learning objectives

- Pupils will learn about the importance of life saving techniques.
- Pupils will learn about the difference between a cardiac arrest and a heart attack.
- Pupils will learn life saving skills, including how to perform CPR on an adult.

Learning outcomes

By the end of the session/s, pupils will be able to:

- Understand the importance of life saving techniques.
- Assess an unconscious casualty and check for breathing.
- Demonstrate how to perform CPR on an adult.
- Indicate increased confidence to act in an emergency situation.

BASELINE ASSESSMENT: CONFIDENCE CONTINUUM

10
MINUTES

Teacher notes:

- Please refer to Section 2 for advice on safeguarding and disclosure before beginning session one.
- See Section 3 and the Call Push Rescue PowerPoint Teacher Resource in Section 5 for relevant facts and statistics which aid understanding of the importance of life saving skills.
- For a printable version of the Confidence Continuum see Section 6: Appendix 1.
- Ensure a record of levels of confidence is kept so that pupils can re-evaluate their confidence to carry out CPR in an emergency at the end of the session.
- Teachers can opt for either a Confidence Line or Confidence Continuum to assess confidence dependent on the cohort of pupils.

Aims:

- Active learning to support kinaesthetic learners.
- Evaluate knowledge before training.
- Identify group dynamics.
- Provide a visual reassurance to all individuals that others in the group may be feeling a similar level of confidence to their own.

Introduce the idea of a nation of life savers and the opportunity the training presents for pupils to learn life saving skills.

Begin the session with a show of hands to identify previous first aid or CPR training. Invite pupils to evaluate level of confidence towards performing CPR in an emergency situation.

Confidence Line

Invite pupils to stand in a confidence line. Those standing at the beginning of the line are lower in confidence, in the middle, fairly confident and those at the end of the line are confident.

Ask pupils to make a mental photograph of where they are positioned as they will be asked to evaluate their confidence at the end of the session.

OR:

Confidence Continuum

Hand out paper scales (Appendix 1) and invite pupils to rate their confidence levels between 1-10; 1-3 indicates low confidence, 4-6, a fair level of confidence, and 7-10 high confidence levels.

Inform pupils that they will need to return to their confidence continuums at the end of the session so they should keep them safe.

Ask for volunteers to expand on their continuum rating.

Teachers should use this understanding of pupils' confidence levels to gauge how quickly they can cover the lesson content, and to decide how best to challenge any reluctance to complete CPR. Those pupils who express a lack of confidence could be partnered with those who indicate a higher level of confidence.

05
MINUTES

Teacher notes:

- If time is limited, you may wish to prepare the manikins in advance of the session and therefore skip video chapter 'Preparing the manikin'.
- CPR stands for cardiopulmonary resuscitation and requires the rescuer to play the role of the heart and lungs for an unconscious and non-breathing casualty by providing rescue breaths and compressions.
- For more resources on Hands Only CPR visit: bhf.org.uk/heart-health/how-to-save-a-life/hands-only-cpr

Aims:

- Set the scene.
- Underline the importance of learning life saving skills.
- Empower pupils with knowledge that by calling emergency services or performing CPR, they could make the difference between a life lost and a life saved.
- Explore any hesitancy towards mouth to mouth.
- Reassure pupils of their ability to take a role in saving a life.

► **Play** training video chapters 'Introduction' and 'Preparing the manikin' (unless time is limited and manikins are set up prior to the start of session). These sections focus on preparation for Call Push Rescue training.

▮▮ **Pause** training video before playing 'Learn CPR, pushing on the chest'. Now's the time to get the pupils to all have a go at inflating the manikins using the individual red bags. It's not a problem if they don't get the technique quite right, they can always use the hand pumps instead.



Teacher talk to ensure manikins are all prepared, including discussion on the importance of cleaning the manikins between each pupil's turn and to reassure pupils of the options they have to carry out hands only CPR.

Explain to pupils that when giving CPR, rescuers are playing the role of the lungs and the heart; by providing rescue breaths AND compressions they are sending oxygenated blood around the body to vital organs. If someone does not wish to put their mouth in direct contact with the casualty's, they can choose to carry out hands only CPR

Those pupils who express a lack of confidence could be partnered with those who indicate a higher level of confidence.

40

MINUTES

Teacher notes:

Each **pause** affords an opportunity for evaluation and/or assessment of learning and unpicking of any continued hesitancy.

Aims:

- Pupils learn how to assess risk/danger at the scene.
- Pupils learn how to check for a response.
- Pupils learn when to call for help/call for an ambulance.
- Pupils learn how to open the airway and check for breathing.
- Pupils learn how to carry out chest compressions on an adult casualty.
- Pupils learn how to deliver rescue breaths to an adult casualty.
- Pupils learn how to deliver compressions and rescue breaths in combination.
- Pupils get the chance to practice CPR.

Introduce the next chapters on adult CPR. Explain that the pupils will be learning adult CPR in session one and child CPR will be covered in session two.

Ask pupils to watch the DVD sections carefully for instructions on how to perform CPR. They should wait until indicated to try the techniques for themselves.

► **Play** chapter: **'Pushing on the chest'**. This section focuses on where and how to carry out chest compressions.

|| Pause

► **Play** chapter: **'Breathing'**. This section focuses on the importance of angling the head to ensure the airway is clear and on the number of breaths to compressions ratio.

|| Pause

► **Play** chapter: **'Push and breathe'**. This section focuses on combining compressions and rescue breaths.

|| Pause

► **Play** **'Shake and shout'** and **'Practise CPR with clicker'** chapters. This section focuses on checking for a response in a casualty and what steps should follow.



Following each section, allow pupils time to practise and ask any questions they may have. Ask those pupils already confident in performing CPR to help coach others, particularly looking out for the correct compression technique and helping them check the airway is open before each rescue breath.

Prompt pupils to support their technique and confidence levels.

4

PLENARY ASSESSMENT: KEY QUESTIONS

05
MINUTES

To check understanding, ask pupils the following key questions:

When does a casualty require CPR?

When they are:

- Unconscious? (**ONLY IF NOT BREATHING**)
- Conscious (**NO**)
- Breathing (**NO**)
- Not breathing (**YES**)

What are the steps to complete to perform CPR?

- Check for **danger**
- Check for a **response**
- Check **airway** – if not breathing, carry on to...
- **Compressions** and rescue **breaths**

5

ASSESSING PROGRESS: CONFIDENCE CONTINUUM

05
MINUTES

Teacher notes:

- For printable version of Confidence Continuum see Section 6: Appendix 1.
- Teachers may wish to assess progress again at a later time, perhaps two weeks, dependent on how the two sessions are delivered.

Aims:

- Evaluate changes in pupil confidence towards CPR
- Identify individuals requiring further support
- Identify individuals requiring extension activities

Ask pupils to **reform the Confidence Line OR revisit Confidence Continuum** (using another pen/colour) in light of today's training. Ask pupils to keep their continuum safe to use in session two.

6

CLOSING

05
MINUTES

Remind pupils of the importance to keep manikins clean; invite pupils to use the cleaning wipes, deflate and re-bag the manikins in preparation for session two.

Signpost further opportunities for extension before the second session. Ask and identify if any pupils are interested in fundraising for the BHF's life saving research.



Extension activities:

- Provide pupils with further learning on ways a healthy diet and lifestyle can contribute to reducing the risk of a cardiac arrest.
- As part of their homework, pupils can learn more about the work the BHF does to fund life saving research and identify ways in which they can work together to raise money in school to support the BHF's fight for every heartbeat [bhf.org.uk/get-involved](https://www.bhf.org.uk/get-involved)

CALL PUSH RESCUE

TWO SESSION PLAN: SESSION TWO

This is the second session of the two session plan.

If you prefer to deliver the training in one session, please see Section 6: Appendix 3 for the single session plan.

Teacher notes:

- Please refer to Section 2 for advice on safeguarding and disclosure before beginning session two.
- Consider preparing the manikins in advance of this second session to enable pupils to have more time to deepen their understanding of CPR.
- For a printable version of the Call Push Rescue quiz see Section 6: Appendix 2.
- Make sure you have either ordered enough wristbands and certificates or printed enough certificates to hand out at the end of this session. See Section 5 for details of how to order certificates.
- Ensure pupils have their confidence continuums ready for evaluation at the end of the session.

Learning objectives

- Pupils will learn about the importance of life saving techniques.
- Pupils will learn life saving skills, including how to perform CPR on an adult and a child.
- Pupils will learn what role a defibrillator can play in saving a life.

Learning outcomes

By the end of the session/s, pupils will be able to:

- Understand the importance of CPR.
- Assess an unconscious casualty and check for breathing.
- Demonstrate how to perform CPR on an adult and a child.
- Place a casualty in the recovery position.
- Demonstrate how to locate and use a public access defibrillator (PAD).
- Indicate increased confidence to act in an emergency situation.

BASELINE ASSESSMENT: QUIZ

05
MINUTES

Teacher notes:

- Ensure pupils have their confidence continuums ready for evaluation at the end of the session.

Aims:

- Identify pupils needing extension or support.
- Assess retention of learning from session one and identify aspects which need to be revisited.

Begin session by introducing today's session topics then by inviting pupils to take part in a quiz (Appendix 2).

Pupils work individually, or in small groups to answer the paper quiz then share their answers with the rest of the class. Alternatively, pupils can indicate their answers by a show of hands.

Quiz questions:

1

When should you begin CPR?

When the casualty is unconscious and not breathing.

2

Fill in the missing gaps in the sentence below:

Once you have established that the casualty is not breathing, you should call for an (ambulance), and start (CPR), giving (30) chest compressions, followed by 2 (rescue breaths). You should continue CPR until an (ambulance) arrives or someone else takes over.

3

How do you check someone is breathing?

For ten seconds:

Look, to see if the chest is rising.

Listen, place ear to the mouth and nose and wait to hear breath.

Feel, place ear to the mouth and nose and wait to feel breath.

4

What position should your hands and arms be in when beginning compressions?

Hands should be placed one on top of the other with the heel of the hand in the centre of the chest. Arms should be straight and elbows locked.

5

Why is it important to try and offer rescue breaths as well as compressions if you feel able to do so?

To deliver oxygen that can be circulated around the body to all the vital organs during compressions.

2

CORE ACTIVITY: CPR WITHOUT CLICKER

10
MINUTES

► **Play** chapter: ‘**Practice CPR without clicker**’. This section focuses on consolidating the combination of rescue breaths and compressions.

Ask pupils to watch the section: ‘**Learn CPR, pushing on the chest**’ for a recap of the instructions on how to perform CPR. They should wait until indicated to perform the techniques for themselves.

Pupils should complete practical revision of CPR on adults after watching the recap clip.

3

CORE ACTIVITY: CHILD CPR

10
MINUTES

Teacher notes:

- Child and adult physiology differs, therefore, the compression depth needs to be different.
- Compressions on an adult should be carried out with two hands to the depth of 5–6 cms of the chest.
- Compressions on a child should be carried out with one or two hands to the depth of one third of the chest.
- It is likely that younger and smaller people will still need to use two hands to push to the correct depth.

Aims:

- Pupils learn the difference between CPR on an adult and CPR on a child.
- Pupils practise CPR on a child.
- Hesitancy to perform CPR on a child is addressed.

Introduce child CPR and explain that there are slight differences between adult and child CPR.

► **Play** chapter: ‘**Child CPR**’. This section focuses on the important differences in compression depth when performing CPR on a child.

Watch the chapter as a class then practise the new technique on the manikins.

To check understanding, ask pupils the following questions:

- **How many hands do we need to use for adult compressions?**
Two
- **How deeply do we need to compress the chest of a child?**
Compressions on a child should be carried out with one or two hands to the depth of one third of the chest.

4

CORE ACTIVITY: RECOVERY POSITION

10
MINUTES

Teacher notes:

- If a person is unconscious but still breathing they do not require CPR and should be put in the recovery position.
- The recovery position is the same for adults and children.
- Check if they are breathing normally. If they are, put them in the recovery position by lying them on their side with one knee bent, their hand tucked under their cheek and their head tilted to keep the airway clear.
- For more resources please see Section 5: **Heartstart Life Saving Guide**.

Aims:

- Pupils learn when and how to place a breathing and unconscious casualty in the recovery position.
- Pupils revise how to assess risk/danger at the scene.
- Pupils revise how to check for a response.
- Pupils revise when to call for help and phone for an ambulance.
- Pupils revise how to open the airway and check for breathing.

► **Play** chapter: '**Recovery position**'. This section focuses on how and when to put a casualty in the recovery position. If pupils are confident and time is available, they can practise further by putting one another in the recovery position.

To check understanding ask pupils the following questions:

- **When do we place someone in the recovery position?**
When they are unconscious but still breathing
- **When does someone require CPR?**
When they are unconscious and not breathing or not breathing normally

5

CORE ACTIVITY: DEFIBRILLATOR AWARENESS

05-
10
MINUTES

Teacher notes:

- No training is needed to use a defibrillator. This section of the session is simply to make pupils aware of how easy they are to use, how they play a role in the chain of survival (call 999, start CPR and use a defibrillator) and to provoke discussion as to where public access defibrillators (PADs) are located near to their homes and school.
- A defibrillator is a device that gives a high energy electric shock to the heart through the chest wall to someone who is in cardiac arrest.
- A public access defibrillator will not give a shock unless one is needed.
- There are many defibrillators available in public places such as train stations, shopping centres, airports and leisure centres.

Aims:

- Increase pupil's confidence in the role a defibrillator can play in resuscitation.
- Underline that to use a defibrillator effectively, they must first call 999 and start CPR.

► **Play** chapter: '**Defibrillator awareness**'. This section focuses on how to use a defibrillator and its role in life saving. Pupils should listen carefully for answers to the following questions whilst watching.

- **In which emergency situations would a person use a defibrillator?**
Defibrillators are used when a person is in cardiac arrest and needs help restarting their heart.
- **What should a person be doing to support a casualty whilst someone locates a public access defibrillator (PAD)?**
The first step is to ring 999 then start CPR whilst someone else looks for the PAD.
- **How does a person know what to do with a PAD?**
The PAD gives clear spoken instructions. Many also have diagrams and/or a screen to help.
- **How can a person keep safe when using a PAD?**
Make sure they don't touch the casualty when the PAD tells them to stop CPR or before pressing the 'shock' button.

Check answers with pupils. Then ask the following additional questions.

- **Did anything surprise you about the process of using a defibrillator?**
Pupils should point out that it is quite straightforward as there are clear instructions.
- **What should you do if you are on your own with a casualty – perform CPR or find a defibrillator?**
Remind pupils not to interrupt CPR to go and get a defibrillator. If it's possible, send someone else to find one. When someone calls 999, the operator can tell them if there's a public access defibrillator nearby.
- **Does anyone know where any PAD's are located in/near school/in the local area?**
This will be bespoke to each school. Pupils can be challenged to locate local PAD's as a homework activity if this is appropriate in the school context.

6

CORE ACTIVITY: SAM'S FIGHT FOR EVERY HEARTBEAT

05-
10
MINUTES

Teacher notes:

- Sam's fight for every heartbeat offers pupils an opportunity to see the value of their learning beyond the theory and practise gained over the two sessions.
- This is a chance to evaluate whether the pupils' levels of confidence have changed: invite pupils to either arrange themselves in a Confidence Line or complete another Confidence Continuum (Appendix 1)
- For other background information please use PowerPoint Teacher Resource (Section 5).
- Certificates and wristbands are available to order from the British Heart Foundation. (See Section 5).

Aims:

- Pupils begin to make links in their learning of PSHE and other subjects in the national curriculum.
- Pupils reflect on the roles they can play as life savers and citizens.
- Pupils begin to understand the power of learning life saving skills.
- Pupils feel proud to have joined a nation of life savers.

Congratulate pupils on joining the nation of life savers; invite the pupils to discuss how they are feeling after the sessions and whether they feel more confident to act in an emergency.

► **Play** chapter: '**Sam's fight for every heartbeat**'. Play the video chapter which focuses on a real life emergency situation and the role CPR training played in saving a life of a loved one.

Ask pupils the following discussion questions:

- Do you agree that everyone should learn CPR?
- How could we get others to learn CPR if they are not at the Call Push Rescue training sessions?
- How could we support the work of the British Heart Foundation to train a nation of life savers and raise money for life saving research?

7

PLENARY: GRAFFITI WALL

05-
10
MINUTES

Ask pupils to write or draw the key points, techniques and thoughts they are taking away from these two lessons on the class whiteboard/sugar paper or individually in their books/on paper.

This is an opportunity for teachers and pupils to assess what has been learnt, what needs to be revisited or reinforced, and to note and then challenge any misconceptions. It may also be used as an opportunity for pupils to share how much more confident they are about using life saving techniques.

8

ASSESSING PROGRESS: REVISIT CONFIDENCE CONTINUUM

05
MINUTES

Invite pupils to **reform the Confidence Line OR complete another Confidence Continuum** (using another pen/colour) in light of today's training.



Extension activities:

- Pupils can train parents and carers in adult and child CPR at home as part of their homework or during an after-school session.
- The class could further train teachers and pupils during a PSHE lesson or demonstrate their learning in assembly.
- Pupils can look out for and research the nearest defibrillators to their homes or school.
- As part of their homework, pupils can learn more about the work the BHF does to fund life saving research and identify ways in which they can work together to raise money in school to support the BHF's fight for every heartbeat [bhf.org.uk/get-involved](https://www.bhf.org.uk/get-involved)

5 Further resources and information

Call Push Rescue training DVD

This DVD contains all the clips referred to in the teaching session in Section 4. The same clips are also available to watch online here bhf.org.uk/cprfilms

Call Push Rescue certificates and wristbands

Order your celebratory certificates and wristbands to hand out upon completion of the training. Photocopy the certificates or you can request them for free from our orderline on 0870 600 65 66 or orderline@bhf.org.uk quoting CPR1 for certificates and CPR2 for wristbands.

The following resources are available at bhf.org.uk/cpr-school

Call Push Rescue template letter to parents

This helpful letter template contains all the information you need to explain to parents and carers what Call Push Rescue training will be teaching their children.

Call Push Rescue teacher resource

This ready to go PowerPoint resource can be a useful information tool for teachers of Call Push Rescue or can be used to inform head teachers, teaching colleagues, parents and carers about Call Push Rescue training.

Call Push Rescue leaflets and posters

Why not put posters up around the school or send them home with pupils to inform parents and carers in advance of training?

Call Push Rescue assembly film

Get pupils and staff buzzing about the Call Push Rescue training sessions you have planned.

Heartstart Life Saving Guide

This simple guide contains a useful step-by-step guide to CPR, recovery position and other lifesaving skills bhf.org.uk/publications/emergency-life-support/heartstart--life-saving-guide

Keep your heart healthy

This booklet outlines lifestyle changes to reduce the risk of developing cardiovascular disease bhf.org.uk/publications/heart-conditions/keep-your-heart-healthy

The role of the British Heart Foundation (BHF) in fighting heart disease

Learn more about what the BHF researchers do to fight against heart disease here bhf.org.uk/about-us/what-we-do

Fundraising opportunities

If your pupils or school have been inspired to help the BHF fight for every heartbeat, you can order your FREE schools fundraising pack here bhf.org.uk/get-involved/fundraising/do-your-own-fundraising/order-your-pack



Check out our website for lots of fun ways to get involved and raise money for life saving research bhf.org.uk/get-involved

6 Appendices

1. Call Push Rescue Confidence Continuum

Printable evaluation tool.

2. Call Push Rescue Quiz

Printable (without answers) quiz for pupils.

3. Single Session Teaching Plan

Guide to teaching CPR in one session using the Call Push Rescue video.



**CALL
PUSH
RESCUE**

APPENDIX I

Confidence Continuum

Name _____

Class _____

Please retain this confidence continuum as we will return to it at the end of the first and second session of Call Push Rescue training.

How confident do you feel that you would be able to perform CPR in an emergency situation?

Please rate your level of confidence on the scale below using a different colour pen each time you are asked to answer the same question, at different points throughout your Call Push Rescue training:

1 2 3 4 5 6 7 8 9 10

Guide

1-3: My confidence is low

4-6: I am fairly confident

7-10: I am confident

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FOR EVERY
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**CALL
PUSH
RESCUE**

APPENDIX 2

Quiz

Please complete the quiz as directed by your teacher.

Time: 5 minutes

1 When should you begin CPR?

2 Fill in the missing gaps in the sentence below:

Once you have established that the casualty is not breathing, you should call for an _____,
and start _____, giving _____ chest compressions, followed by 2 _____.
You should continue CPR until an _____ arrives or someone else takes over.

3 How do you check someone is breathing?

4 What position should your hands and arms be in when beginning compressions?

5 Why is it important to try and offer rescue breaths as well as compressions if you feel able to do so?

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APPENDIX 3

Single Session Teaching Plan

CALL PUSH RESCUE

SINGLE SESSION PLAN

Whilst we recommend teaching the programme in two or more sessions, the core CPR training can be taught in just 30 minutes by playing the '**Learn CPR**' chapter on the Call Push Rescue training video. Alternatively, you can run the training session in 50–60 minutes following the structure below.

If you would like more in-depth question cues, information and resources to assess and evaluate pupils' learning, please refer to the Call Push Rescue session plans in Section 4 which deliver the learning over two 50–60 minute sessions.

Learning objectives

- Pupils will learn about the importance of life saving techniques.
- Pupils will learn life saving skills, including how to perform CPR on an adult and a child.
- Pupils will learn what role a defibrillator can play in saving a life.

Learning outcomes

By the end of the session/s, pupils will be able to:

- Understand the importance of CPR.
- Assess an unconscious casualty and check for breathing.
- Place a casualty in the recovery position.
- Demonstrate how to perform CPR on both a child and an adult.
- Demonstrate how to locate and use a public access defibrillator (PAD).
- Indicate increased confidence to act in an emergency situation.

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FOR EVERY
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Teacher notes:

- This single session relies heavily on the video content. You may find it useful to regularly pause between chapters to ensure pupils have the opportunity to practise further or ask questions.
- Please refer to Section 1 for tips on setting up before this single session.
- Please refer to Section 2 for advice on safeguarding and disclosure before beginning the session.
- See Section 3 for useful facts and stats and Section 5 for Call Push Rescue PowerPoint Presentation.
- To evaluate confidence levels before and after the single session see Section 6: Appendix 1 for a printable version of the Confidence Continuum.

1

INTRODUCTION AND BASELINE

05
MINUTES

Teacher notes:

- Ensure all pupils have a manikin bag in front of their group and that they can view the screen or whiteboard.
- Have the '**Learn CPR**' chapter ready on the video.

Aims:

- Pupils learn about the aim of the session.
- Pupils learn about the 'Chain of Survival'.
- Pupils learn about the importance of CPR.

Introduce the idea of a nation of life savers and the opportunity the training presents for pupils to learn life saving skills. Begin the session with a show of hands to identify previous first aid or CPR training. Use this understanding to help pair more confident rescuers with those less confident and to identify who may need additional support.

Optional: invite pupils to evaluate their level of confidence towards performing CPR in an emergency situation using Appendix 1.

Invite the pupils to get into small groups around the screen/whiteboard in readiness for watching the video.

2

LEARN CPR

30
MINUTES

Teacher notes:

- Ensure all manikins are fully inflated – use the hand pumps if necessary to top up the air.

Aims:

- Pupils learn how to assess risk/danger at the scene.
- Pupils learn how to check for a response.
- Pupils learn when to call for help and call for an ambulance.
- Pupils learn how to open the airway and check for breathing.
- Pupils learn how to carry out chest compressions on an adult casualty.
- Pupils learn how to deliver rescue breaths to an adult casualty.
- Pupils learn how to deliver compressions and rescue breaths in combination.
- Pupils get the chance to practice CPR.

Ask pupils to watch the video carefully for instructions on how to perform CPR.

► **Play 'Learn CPR'** to teach effective CPR to pupils aged 12 and over (23 minutes).

|| **Pause** the video between each section to allow pupils the chance to practise; to make sure all manikins are properly inflated and to answer any questions that arise between chapters.

Be sure to ask pupils questions to check their learning. Appropriate questions include:

- What should you do when you first approach a casualty?
- When should you call 999?
- How many compressions should you do for each set of 2 rescue breaths?



3

CHILD CPR

05
MINUTES

Teacher notes:

- Child and adult physiology differs, therefore, the compression depth needs to be different.
- Compressions on an adult should be carried out with two hands to the depth of two thirds of the chest.
- Compressions on a child should be carried out with one or two hands to the depth of one third of the chest.
- It is likely that younger and smaller people will still need to use two hands to push to the correct depth.

Aims:

- Pupils learn the difference between CPR on an adult and CPR on a child.
- Pupils practise CPR on a child.
- Hesitancy to perform CPR on a child is addressed.

Ask pupils to watch the video carefully for instructions on how to perform child CPR.

▶ **Play 'Child CPR'** and follow the steps to learn effective CPR for children (3.5 minutes).

Check learning by asking pupils what the differences between adult and child CPR are.

4

RECOVERY POSITION

10
MINUTES

Teacher notes:

- If a person is unconscious but still breathing they do not require CPR and should be put in the recovery position.
- The recovery position is the same for adults and children.
- Check if they are breathing normally. If they are, put them in the recovery position by lying them on their side with one knee bent, their hand tucked under their cheek and their head tilted to keep the airway clear.
- For more resources please see Section 5: **Heartstart Life Saving Guide**.

Aims:

- Pupils learn when and how to place a breathing and unconscious casualty in the recovery position.
- Pupils revise how to assess risk and danger at the scene.
- Pupils revise how to check for a response.
- Pupils revise when to call for help and phone for an ambulance.
- Pupils revise how to open the airway and check for breathing.

Ask pupils to watch the video carefully on how to put someone in the recovery position.

► **Play 'Recovery position'** for a step by step guide to placing a conscious and breathing casualty in the recovery position (6 minutes).

Check pupil understanding of when to use the recovery position. If time allows, ask pupils to demonstrate the recovery position with a partner.

5

DEFIBRILLATOR AWARENESS

05
MINUTES

Teacher notes:

- No training is needed to use a defibrillator. This section of the session is simply to make pupils aware of how easy they are to use, how they play a role in the chain of survival (call 999, start CPR and use a defibrillator) and to provoke discussion as to where Public Access Defibrillators (PADs) are located near to their homes and school.
- A defibrillator is a device that gives a high energy electric shock to the heart through the chest wall to someone who is in cardiac arrest.
- A public access defibrillator will not give a shock unless one is needed.
- There are many defibrillators available in public places such as train stations, shopping centres, airports and leisure centres.

Aims:

- Increase pupil's confidence in the role a defibrillator can play in resuscitation.
- Underline that to use a defibrillator effectively, they must first call 999 and start CPR.

Ask pupils to watch the video carefully for instructions on how defibrillators can be used to save lives.

► **Play 'Defibrillator awareness'** (2.5 minutes) then **|| Pause** for discussion of where the most local Public Access Defibrillators (PADs) are located. This may be an opportunity to reinforce that all instructions will be available on the PAD itself so pupils should feel confident they can use one in the event of a cardiac arrest.

05
MINUTES

Teacher notes:

- Sam's fight for every heartbeat offers pupils an opportunity to see the value of their learning beyond the theory and practise gained over this session.
- This is a chance to evaluate whether the pupils' levels of confidence have changed: invite pupils to complete another Confidence Continuum (Appendix 1).
- For other visual aids please use PowerPoint Presentation (Section 5) slides 9, 10, 11 & 12.
- Certificates and wristbands are available to order from the British Heart Foundation. (See Section 5).

Aims:

- Pupils begin to make links in their learning of PSHE and other subjects in the national curriculum.
- Pupils reflect on the roles they can play as life savers and citizens.
- Pupils begin to understand the power of learning life saving skills.
- Pupils feel proud to have joined a nation of life savers.

► **Play 'Sam's fight for every heartbeat'** to hear how Sam's knowledge of CPR helped save her Mum's life (4.5 minutes).

Hear her story and why she believes everyone at secondary school should be learning CPR. Ask pupils whether or not they agree with this idea and why.

05
MINUTES

If completed, ask pupils to revisit their confidence continuums as evidence of progress. Alternatively, ask pupils to reflect on whether they now feel more confident to deliver CPR.

Check learning using key questions such as:

- What should you do when you first approach a casualty?
- When should you call 999?
- How many compressions should you do for each set of 2 rescue breaths?
- What are the differences between adult and child CPR?
- Where are the nearest defibrillators?
- How do you know how to use a defibrillator?
- When do you use the recovery position instead of CPR?

Alternatively, the quiz in Appendix 2 can be used.

Hand out certificates and wristbands to your pupils and congratulate them on joining a nation of life savers.

Extension activities:

- Pupils can train parents and carers in adult and child CPR at home as part of their homework or during an after-school session at school.
- The class can further train teachers and pupils during a PSHE lesson or demonstrate their learning in assembly.
- Pupils can look out for and research the nearest defibrillators to their homes or school.
- As part of their homework, pupils can learn more about the work the BHF does to fund life saving research and identify ways in which they can work together to raise money in school to support the BHF's fight for every heartbeat [bhf.org.uk/get-involved](https://www.bhf.org.uk/get-involved)

For further resources and supporting information to help you deliver your session visit [bhf.org.uk/cpr-school](https://www.bhf.org.uk/cpr-school)

To learn more about the role of the British Heart Foundation (BHF) in fighting heart disease visit [bhf.org.uk/about-us/what-we-do](https://www.bhf.org.uk/about-us/what-we-do)