

## **LESSON PLAN E**

# **First Aid/ CPR/AED**

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## **Review Course and Challenge Course**

## First Aid/CPR/AED Review Course

The purpose of a review course is to give participants the opportunity to review the course content within a formal class setting. The format optimizes a participant's ability to successfully complete the knowledge and skill evaluation. The responsibility for preparing for the assessment scenarios and written exam (if requested or required by an employer or state or local regulations) is shared by the instructor and participant.

Each participant should have the opportunity to view the video segments, practice and perform skills for evaluation, and complete the written exam(s) for the course(s) being reviewed, if applicable. To be eligible to participate in a review course, the participant must possess a current American Red Cross certificate (or equivalent) for the course being conducted or an American Red Cross First Aid/CPR/AED certificate expired by no more than 30 days. Those without a certificate may not participate in the review course option.

If the participant fails the review course, they may retake the review course or participate in a full course.

# First Aid, CPR, AED Review Course Outline

## Module 1: Course Introduction and Foundations

Topic	Time
Course Introduction and Foundations	5 minutes
Skill Review: Emergency Action Steps	5 minutes
Skill Practice: Checking a Person Who Appears Unresponsive (optional)	7 minutes
<b>Module 1: Course Introduction and Foundations Total Time</b>	<b>10 minutes</b>

## Module 2: Adult CPR and AED

Topic	Time
Adult CPR/AED Foundations	5 minutes
Skill Review: CPR and AED	5 minutes
Skill Practice: Giving CPR Cycles	8 minutes
Skill Practice: Using an AED	7 minutes
Assessment Scenario: Giving CPR and Using an AED for Adults	15 minutes
<b>Module 2: Adult CPR and AED Total Time</b>	<b>40 minutes</b>

## Module 3: Pediatric CPR and AED

Topic	Time
Pediatric CPR/AED Foundations	5 minutes
Skill Review: Giving CPR and Using an AED for Children and Infants	8 minutes
Skill Practice: Giving CPR to Children (optional)	7 minutes
Skill Practice: Giving CPR to Infants	7 minutes
Skill Practice: Using an AED for Children and Infants (optional)	7 minutes
Assessment Scenario: Giving CPR and Using an AED for Children (optional)	15 minutes
Assessment Scenario: Giving CPR and Using an AED for Infants	15 minutes
<b>Module 3: Pediatric CPR and AED Total Time</b>	<b>35 minutes</b>

## Module 4: Choking

Topic	Time
Choking Foundations	3 minutes
Skill Review: Caring for a Choking Adult or Child	4 minutes
Skill Practice: Giving Back Blows and Abdominal Thrusts to Adults and Children	6 minutes
Skill Review: Caring for a Choking Infant	3 minutes
Skill Practice: Giving Back Blows and Chest Thrusts to Infants	6 minutes
Assessment Scenario: Caring for a Choking Adult or Child	7 minutes
Assessment Scenario: Caring for a Choking Infant	7 minutes
<b>Module 4: Choking Total Time</b>	<b>36 minutes</b>

## Module 5: Sudden Illness

Topic	Time
Sudden Illness	25 minutes
Assessment Scenario: Caring for a Person Experiencing a Sudden Illness (optional)	7 minutes
<b>Module 5: Sudden Illness Total Time</b>	<b>25 minutes</b>

## Module 6: Life-Threatening Bleeding

Topic	Time
Life-Threatening Bleeding Foundations	2 minutes
Skill Review: Caring for Life-Threatening Bleeding	6 minutes
Skill Practice: Using Direct Pressure to Control Life-Threatening Bleeding	7 minutes
Assessment Scenario: Caring for Life-Threatening Bleeding	7 minutes
<b>Module 6: Life-Threatening Bleeding Total Time</b>	<b>22 minutes</b>

## Module 7: Injuries and Environmental Emergencies

Topic	Time
Injuries and Environmental Emergencies	10 minutes
<b>Module 7: Injuries and Environmental Emergencies Total Time</b>	<b>10 minutes</b>

## Module 8: Conclusion

Topic	Time
Conclusion	2 minutes
Final Exam (optional)	60 minutes
<b>Module 8: Conclusion Total Time</b>	<b>2 minutes</b>

<b>TOTAL COURSE TIME</b>	<b>3 hours</b>
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**Instructor's Note** Follow the chart below for choosing which modules to teach according to the review course you are leading.

	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>	<b>Module 5</b>	<b>Module 6</b>	<b>Module 7</b>	<b>Module 8</b>
Adult First Aid/CPR/AED	X	X		X	X	X	X	X
Adult CPR/AED	X	X		X				X
Adult CPR	X	X		X				X
Adult and Pediatric First Aid/CPR/AED	X	X	X	X	X	X	X	X
Adult and Pediatric CPR/AED	X	X	X	X				X
Adult and Pediatric CPR	X	X	X	X				X
First Aid	X			X	X	X	X	X
Pediatric First Aid/CPR/AED	X		X	X	X	X	X	X
Pediatric CPR/AED	X		X	X				X
Pediatric CPR	X		X	X				X



# MODULE 1

# Course Introduction and Foundations

Module Length: 10 minutes

## Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Course Introduction and Foundations.”
- Show the video, “Removing Latex-Free Disposable Gloves” (0:53) and have students practice while they watch.
- Discuss all points in the topic, “Skill Review: Emergency Action Steps.”
- Show the video, “CHECK—CALL—CARE Review” (2:29).
- Discuss all points in the topic, “Skill Practice: Checking a Person Who Appears Unresponsive” (optional).
- Show the video, “Skill Practice Walk-Through” (1:25) (optional).
- Conduct the skill practice, “Checking a Person Who Appears Unresponsive” (optional).

## Learning Objectives

After completing this module, participants will be able to:

- State the course purpose.
- Identify the course completion requirements.
- Explain how to use personal protective equipment to lower the risk for infection.
- Recognize life-threatening conditions and situations that necessitate calling 9-1-1 or the designated emergency number.
- Have the confidence and knowledge needed to make the decision to take action in an emergency situation.
- Describe the emergency action steps, CHECK—CALL—CARE.

## Materials, Equipment and Supplies

- First Aid/CPR/AED Review course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Student Training Kits for CPR and/or First Aid or equivalent training supplies:
  - CPR breathing barriers (face shield or pocket mask; one for each participant)
  - Latex-free disposable gloves (optional; multiple sizes)
- Adult manikin (optional; minimum of one for every two or three participants)
- Skill Practice Sheet: Checking a Person Who Appears Unresponsive (optional; one for every two or three participants)
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant’s Manual* (optional)
- Participant Progress Log



**Instructor’s Note** Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from the Appendices of the instructor’s manual or downloaded from the Red Cross Learning Center.

# Course Introduction and Foundations

Time: 5 minutes

## Welcome, Course Purpose and Course Completion

### LECTURE



### VIDEO



### REFERENCES

Course Presentation  
Slides 1–6

- Welcome participants and briefly introduce yourself as an American Red Cross instructor.
- Review the following information:
  - Facility policies and procedures
  - Locations of restrooms, water fountains and break areas
  - Where emergency exits are located as well as where automated external defibrillators (AEDs) and first aid kits are located
- Tell participants the following:
  - Emergencies can happen anytime, anywhere.
  - EMS professionals and healthcare providers are prepared to give the best medical care, but they're not the first ones to respond. **You are!** You must take the critical first steps in giving care until help arrives.
  - The purpose of the American Red Cross First Aid/CPR/AED program is to give you the confidence, knowledge and skills to recognize a **life-threatening emergency** and give immediate care. So, when minutes matter, you'll be prepared to be the best first *First Responder*.



**Instructor's Note** Non-life-threatening illness and injuries (e.g., fainting, minor wounds, and strains/sprains) are not in the scope of this course. For more information on these topics, refer participants to the Red Cross First Aid mobile app or to the *First Aid/CPR/AED Participant's Manual*.

- Inform participants of successful course completion requirements. They must:
  - Attend and participate in the entire class session.
  - Participate in all course activities.
  - Demonstrate competency in all required skills.
  - Successfully complete all assessment scenarios.
- Inform participants that upon successful course completion, they will receive a certificate from the American Red Cross that is valid for 2 years.



**Instructor's Note** Ask participants to inform you privately if they have any condition that might affect course participation.

- Tell participants:
  - Please request a separate training manikin for CPR if you have a condition that would increase the risk of disease transmission.
  - PPE, including latex-free disposable gloves and breathing barriers, will be used during all skill practice and assessment scenarios.
  - Though the risk for infection is low when giving care, you can lower your risk by always washing your hands after giving care (and before if possible) and using PPE when giving care.
- Explain to participants that they are going to watch a video that will guide them through the steps for removing latex-free disposable gloves. Ask students to put on their gloves. Explain that while the video plays, they should follow along and practice removing their gloves.
- Show the video, "Removing Latex-Free Disposable Gloves" (0:53).





**Instructor's Note** The American Red Cross advises that responders use appropriate PPE when giving first aid care if PPE is available and circumstances allow. In accordance with this position, the responders depicted in the skill videos that support this training are consistently shown using PPE as availability and circumstances allow.

## Skill Review: Emergency Action Steps

5 minutes

### CHECK—CALL—CARE

#### GUIDED DISCUSSION



#### VIDEO



#### REFERENCES

Course Presentation  
Slides 7–10

Participant's Manual  
Chapter 1

- Ask participants: **After you recognize that an emergency exists and have decided to act, what is your role in an emergency?**

*Answers:*

- Check the scene, obtain consent and check the person.
- Call 9-1-1 and get equipment.
- Give care according to your level of training.
- Tell participants that they are going to watch a video about how to check, call and care for a person.
- Show the video, "CHECK—CALL—CARE Review" (2:29).
- Ask participants if anything in the video needs clarification.

## Skill Practice: Checking a Person Who Appears Unresponsive (optional)

7 minutes

#### SKILL PRACTICE



#### VIDEO



#### REFERENCES

Course Presentation  
Slides 11–14

Skill Practice Sheet:  
Checking a Person  
Who Appears  
Unresponsive

Participant Progress  
Log

- Tell participants that they will now practice checking the scene, forming an initial impression and checking a person who appears unresponsive.
- Show the video, "Skill Practice Walk-Through" (1:25).
- Divide the class into groups of **two or three** and assign the roles of "First Aid Responder," "Bystander" or "Coach." For groups of two, have the second participant play the roles of Bystander and Coach.
- Have groups get into position by their manikin to prepare for skill practice.
- Ensure that the manikins are on a firm, flat surface.
- Communicate the following to participants:
  - The **First Aid Responder** will check the scene, form an initial impression and check for responsiveness.
  - The **Bystander** will observe.
  - The **Coach** will give feedback and guide the First Aid Responder through the steps of checking the scene, forming an initial impression and checking for responsiveness using the Skill Practice Sheet: Checking a Person Who Appears Unresponsive.
  - In all rounds, the Coach should read each step of the skill aloud, as needed.

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**Instructor's Note** You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder does not need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should check the scene and the person until all participants have had a turn.
- Participants should help each other achieve effective compressions through peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary. Reinforce the key components of checking the scene and the person as you give feedback.
- Common errors to look for include:
  - Failing to check the scene for safety.
  - Failing to call 9-1-1 and get equipment or tell someone to do so.
  - Failing to perform the shout-tap-shout sequence.
- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

# MODULE 2

# Adult CPR and AED

Module Length: 40 minutes

## Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Adult CPR/AED Foundations.”
- Discuss all points in the topic, “Skill Review: CPR and AED.”
- Show the video, “Putting It All Together: Giving CPR and Using an AED for Adults” (2:44).
- Discuss all points in the topic, “Skill Practice: Giving CPR Cycles.”
- Show the video, “Skill Practice Walk-Through” (1:25).
- Conduct the skill practice, “Giving CPR Cycles.”
- Discuss all points in the topic, “Skill Practice: Using an AED.”
- Conduct the skill practice, “Using an AED.”
- Discuss all points in the topic, “Assessment Scenario: Giving CPR and Using an AED for Adults.”
- Show the video, “Assessment Scenario Walk-Through” (1:48).
- Conduct the scenario, “Giving CPR and Using an AED for Adults.”

## Learning Objectives

After completing this module, participants will be able to:

- Demonstrate how to perform high-quality CPR.
- Understand the value of using an AED along with CPR.
- Demonstrate how to use an AED [CPR/AED course].

## Materials, Equipment and Supplies

- First Aid/CPR/AED Review course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Student Training Kits for CPR and/or First Aid or equivalent training supplies:
  - CPR breathing barriers (face shield or pocket mask; one for each participant)
  - Latex-free disposable gloves (multiple sizes)
- AED training devices and pads (minimum of one for every two or three participants)
- Adult manikins (minimum of one for every two or three participants), based on the needs of participants
- Skill Practice Sheet: Giving CPR Cycles to Adults (one for every two or three participants)
- Skill Practice Sheet: Using an AED for Adults (one for every two or three participants)
- Assessment Scenario Flowchart: Giving CPR and Using an AED for Adults (one for every two or three participants)
- Assessment Scenario Tool: Giving CPR and Using an AED for Adults
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)
- Participant Progress Log



**Instructor's Note** Skill Practice Sheets, Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from the Appendices of the instructor's manual or downloaded from the Red Cross Learning Center.



**Instructor's Note** This module accommodates the CPR/AED and CPR-only courses. If you are conducting a CPR-only course, participants will be *exposed* to an AED in the topic, "Skill Review: CPR and AED." This exposure is intentional, as using an AED along with CPR is critical to save lives. If you are teaching a CPR-only course, teach all topics in this module **except** "Skill Practice: Using an AED." In addition, follow the instructor's notes throughout this module for how to conduct the lesson accordingly.

## Adult CPR/AED Foundations

5 minutes

### Recognizing Cardiac Arrest

#### LECTURE



#### GUIDED DISCUSSION



#### REFERENCES

Course Presentation  
Slides 15–22

Participant's Manual  
Chapter 2

- Explain the following to participants:
  - Cardiac arrest occurs when the heart stops beating or beats too ineffectively to circulate blood to the brain and other vital organs.
  - Cardiac arrest frequently happens suddenly, without any signs and symptoms. Cardiac arrest is often due to a blockage of the blood vessels supplying oxygen to the heart muscle (heart attack).
- Ask participants: **Cardiac arrest may also occur due to effects of what?**  
Answers:
  - *Drowning*
  - *Breathing emergencies*
  - *Trauma*
- A person in cardiac arrest is not responsive, not breathing (or only has gasping breaths) and has no heartbeat.
- Ask participants: **If you think a person is in cardiac arrest, what should you do?**  
Answers:
  - *Call 9-1-1 and get equipment or tell someone to do so.*
  - *Begin CPR immediately.*
  - *Use an AED as soon as possible.*

### Components of High-Quality CPR

#### LECTURE



#### GUIDED DISCUSSION



#### REFERENCES




Course Presentation  
Slides 23–25

Participant's Manual  
Chapter 2

- When you give CPR, you keep blood flowing to the brain and vital organs.
- Ask participants: **What are the five components of high-quality CPR?**  
Answers:
  - *Compression rate: 100 to 120 per minute*
  - *Compression depth: at least 2 inches*
  - *Chest returns to normal position between compressions.*
  - *Minimize necessary interruptions in chest compressions to < 10 seconds.*
  - *Each breath lasts 1 second; chest begins to rise.*




## Skill Review: CPR and AED

5 minutes

<p><b>LECTURE</b></p>  <p><b>VIDEO</b></p>  <p><b>REFERENCES</b> Course Presentation Slides 26–28 Participant's Manual Chapter 2</p>	<ul style="list-style-type: none"> <li>■ Explain to participants that they are going to review how to respond to a cardiac emergency before practicing giving CPR and using an AED.</li> <li>■ Show the video, “Putting It All Together: Giving CPR and Using an AED for Adults” (2:44).</li> <li>■ Remind participants of the following:             <ul style="list-style-type: none"> <li>● Hand position for CPR: One hand on top of the other in the center of the chest; fingers interlaced</li> <li>● <b>NEVER</b> use pediatric AED pads for an adult or children over 8 years of age or weighing more than 55 pounds (25 kilograms).</li> <li>● Place one pad on the upper right side of the chest and other on the lower left side of the chest, a few inches below the armpit.</li> </ul> </li> <li>■ Ask if participants have any questions about how to perform the skill of giving CPR and using an AED.</li> </ul>
<p><b>DEMO</b> (optional)</p>  <p><b>REFERENCES</b> Course Presentation Slide 29</p>	<ul style="list-style-type: none"> <li>■ If participants in your course will be using a different AED trainer than the one shown in the video, “Putting It All Together: Giving CPR and Using an AED for Adults,” give a brief demonstration of how the AED trainer you are using functions differently.</li> </ul>

## Skill Practice: Giving CPR Cycles

8 minutes

<p><b>DEMO</b></p>  <p><b>VIDEO</b></p>  <p><b>REFERENCES</b> Course Presentation Slides 30–31</p>	<ul style="list-style-type: none"> <li>■ Orient the participants to the manikins that will be used for skill practice.</li> <li>■ Give a brief demonstration of how the manikins you are using in class function.</li> <li>■ Show the video, “Skill Practice Walk-Through” (1:25) if you did not conduct the optional skill practice in Module 1, “Checking a Person Who Appears Unresponsive.”</li> </ul>
<p><b>SKILL PRACTICE</b></p>  <p><b>REFERENCES</b> Course Presentation Slides 32–33</p>	<ul style="list-style-type: none"> <li>■ Conduct the skill practice, “Giving CPR Cycles.”</li> <li>■ Tell participants that they will now practice putting compressions and breaths together.</li> <li>■ Divide the class into groups of <b>two or three</b> and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.</li> <li>■ Have the groups of two or three get into position by their manikin to prepare for skill practice.</li> </ul>

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Skill Practice Sheet:  
Giving CPR Cycles to  
Adults

Participant's Manual  
Appendix C

Participant Progress  
Log

- Communicate the following to participants:
  - The **First Aid Responder** will give **three cycles of 30 compressions and 2 breaths** using an adult breathing barrier.
  - The **Bystander** will observe.
  - The **Coach** will observe, give feedback and guide the First Aid Responder through the cycles of 30 compressions and 2 breaths using the Skill Practice Sheet: Giving CPR Cycles to Adults.
    - In all rounds, the Coach should read each step of the skill aloud, as needed.



**Instructor's Note** You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants will switch roles and the new First Aid Responder will continue giving three cycles of 30 compressions and 2 breaths using an adult breathing barrier until all participants have had a turn.
- Participants should help each other count compressions and help each other achieve effective breaths through peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
  - Common errors to look for include:
    - Interrupting chest compressions for 10 seconds or more.
- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.



**Instructor's Note** If you are teaching a CPR-only course, skip over the topic, "Skill Practice: Using an AED." Resume teaching with the topic, "Assessment Scenario: Giving CPR and Using an AED for Adults."

## Skill Practice: Using an AED

7 minutes

### SKILL PRACTICE



### REFERENCES

Course Presentation  
Slides 34–36

Skill Practice Sheet:  
Using an AED for  
Adults

- Conduct the skill practice, "Using an AED."
- Tell participants that they will now practice using an AED when they are the only trained responder on the scene.
- Have the groups of **two or three** get into position beside their manikin and assign the roles of "First Aid Responder," "Bystander" or "Coach."
- Communicate the following to participants:
  - The **First Aid Responder** will operate the AED. After the shock is delivered, they will get into CPR position but they will **not** perform CPR.
  - The **Bystander** will observe.
  - The **Coach** will observe, give feedback and guide the First Aid Responder through the skill practice as needed using the Skill Practice Sheet: Using an AED for Adults.
    - In all rounds, the Coach should read each step of the skill aloud, as needed.



**Instructor's Note** You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should complete all steps until all participants have had a turn attaching the AED pads and operating the AED.
- Participants should give each other peer feedback.



**Instructor's Note** Ensure that each participant has the opportunity to place the AED pads appropriately and operate the AED until it delivers a shock at least once during this skill practice.



**Instructor's Note** Tell participants that the AED training devices they will be using do not deliver a shock.

- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
  - Common errors to look for include:
    - Plugging the AED pad connector cable into the AED before placing the pads on the chest (causing the AED to start analyzing before the pads are placed).
    - Attaching the AED pads in the incorrect positions on the chest.
    - Touching the person while the AED is analyzing the rhythm because touching the person could adversely affect the analysis.
    - Touching the person while the AED is delivering a shock because anyone touching the person could also receive a shock.
    - Interrupting chest compressions for longer than 10 seconds.



**Instructor's Note** The goal is to minimize interruptions in chest compressions to less than 10 seconds. However, it may take a single first aid responder longer than 10 seconds to set up and operate the AED. This is acceptable providing they work as efficiently and effectively as possible and immediately begin CPR after analysis and shock (if needed). Even if an untrained bystander is present, the first aid responder should interrupt chest compressions to set up and operate the AED, because they may not have the skill and/or experience to direct an untrained bystander in the proper use of an AED while they are simultaneously providing high-quality CPR.

- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round (i.e., as soon as the person pushes the shock button and gets into position to give compressions).
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

# Assessment Scenario: Giving CPR and Using an AED for Adults

15 minutes



**Instructor's Note** When conducting the course, Adult and Pediatric First Aid/CPR/AED, you are required to conduct two scenarios related to giving CPR and using an AED: either the adult scenario and the infant scenario OR the child scenario and the infant scenario. If you choose to conduct the child and infant scenarios, please skip this topic and see Module 3.



**Instructor's Note** If you are teaching a CPR/AED course, conduct the entire scenario. If you are teaching a CPR-only course, stop the scenario after each First Aid Responder has completed three complete cycles of CPR.

## SCENARIO



## VIDEO



## REFERENCES

Course Presentation  
Slides 37–41

Assessment Scenario  
Flowchart: Giving  
CPR and Using an  
AED for Adults

Assessment Scenario  
Tool: Giving CPR and  
Using an AED for  
Adults

Participant Progress  
Log

- Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through three cycles of CPR for a CPR-only course and through using an AED for a CPR/AED course.
- Show the video “Assessment Scenario Walk-Through” (1:48).
- Have the groups of **two or three** get into position beside their manikin and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.
- Explain to participants that you will give a scenario setup and appropriate prompts throughout the scenario.
  - Participants should wait for instructor prompts and not rush ahead in the scenario.



**Instructor's Note** Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, using PPE, checking the person, calling 9-1-1 and getting equipment, giving CPR and, if applicable, using an AED.

- Communicate the following to participants:
  - **CPR-only course:**
    - The **First Aid Responder** will give CPR. The person in this role should follow instructor prompts and check the scene for safety, form an initial impression, use PPE, check the person, tell bystander to call 9-1-1 and get equipment, and give CPR cycles.
    - The **Bystander** will verbalize calling 9-1-1 and getting an AED (if applicable) and a first aid kit when instructed.
    - The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Giving CPR and Using an AED for Adults in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.



- **CPR/AED course:**

- The **First Aid Responder** will give CPR and use the AED. The person in this role should follow instructor prompts and check the scene for safety, form an initial impression, use PPE, check the person, tell bystander to call 9-1-1 and get equipment, give CPR cycles and use the AED when it arrives.
- The **Bystander** will verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed.
- The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Giving CPR and Using an AED for Adults in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
- Ensure that breathing barriers and an AED are available to each group.
- Hand out the Assessment Scenario Flowchart: Giving CPR and Using an AED for Adults to each group.
- Communicate the following to participants:
  - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.
  - During all rounds, you can use the provided resource.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.



# MODULE 3

# Pediatric CPR and AED

Module Length: 35 minutes

## Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Pediatric CPR/AED Foundations.”
- Discuss all points in the topic, “Skill Review: Giving CPR and Using an AED for Children and Infants.”
- Show the video, “Putting It All Together: Giving CPR and Using an AED for Children” (2:39).
- Show the video, “Putting It All Together: Giving CPR and Using an AED for Infants” (2:48).
- Discuss all points in the topic, “Skill Practice: Giving CPR to Children” (optional).
- Conduct the skill practice, “Giving CPR to Children” (optional).
- Discuss all points in the topic, “Skill Practice: Giving CPR to Infants.”
- Conduct the skill practice, “Giving CPR to Infants.”
- Discuss all points in the topic, “Skill Practice: Using an AED for Children and Infants” (optional).
- Conduct the skill practice, “Using an AED for Children and Infants” (optional).
- Discuss all points in the topic, “Assessment Scenario: Giving CPR and Using an AED for Children” (optional).
- Conduct the scenario, “Giving CPR and Using an AED for Children” (optional).
- Discuss all points in the topic, “Assessment Scenario: Giving CPR and Using an AED for Infants.”
- Conduct the scenario, “Giving CPR and Using an AED for Infants.”

## Learning Objectives

After completing this module, participants will be able to:

- Demonstrate how to perform high-quality CPR for children and infants.
- Demonstrate how to use an AED for children and infants [CPR/AED course].

## Materials, Equipment and Supplies

- First Aid/CPR/AED Review course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Student Training Kits for CPR and/or First Aid or equivalent training supplies:
  - CPR breathing barriers (face shield or pocket mask; one for each participant)
  - Latex-free disposable gloves (multiple sizes)
- AED training devices and pads (minimum of one for every two or three participants)
- Child (or adult) manikins (optional; minimum of one for every two or three participants), based on the needs of participants
- Infant manikins (minimum of one for every two or three participants), based on the needs of participants
- Skill Practice Sheet: Giving CPR Cycles to Children (optional; one for every two or three participants)
- Skill Practice Sheet: Giving CPR Cycles to Infants (one for every two or three participants)
- Skill Practice Sheet: Using an AED for Children and Infants (one for every two or three participants)
- Assessment Scenario Flowchart: Giving CPR and Using an AED for Children (optional; one for every two or three participants)
- Assessment Scenario Flowchart: Giving CPR and Using an AED for Infants (one for every two or three participants)
- Assessment Scenario Tool: Giving CPR and Using an AED for Children (optional)
- Assessment Scenario Tool: Giving CPR and Using an AED for Infants

- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)
- Participant Progress Log



**Instructor's Note** Skill Practice Sheets, Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from the Appendices of the instructor's manual or downloaded from the Red Cross Learning Center.



**Instructor's Note** This module accommodates the CPR/AED and CPR-only courses. If you are conducting a CPR-only course, participants will be *exposed* to an AED in the topic, "Skill Review: Giving CPR and Using an AED for Children and Infants." This exposure is intentional, as using an AED along with CPR is critical to save lives. If you are teaching a CPR-only course, teach all topics in this module **except** "Skill Practice: Using an AED for Children and Infants." In addition, follow the instructor's notes throughout this module for how to conduct the lesson accordingly.



**Instructor's Note** If you are teaching a pediatric-only review course, "Skill Practice: Giving CPR to Children," "Skill Practice: Using an AED for Children and Infants" and "Assessment Scenario: Giving CPR and Using an AED for Children" are required.

## Pediatric CPR/AED Foundations

5 minutes

### Causes of Cardiac Arrest in Children and Infants

#### GUIDED DISCUSSION



#### REFERENCES

Course Presentation  
Slides 42–45

Participant's Manual  
Chapter 3

- Ask participants: **What are the most common causes of cardiac arrest in children and infants?**

*Answers:*

- *Breathing emergencies, such as asthma, bronchiolitis, drowning and choking*
- *Shock*
- *Abnormalities in heart structure or function from birth*

### Defining Children and Infants

#### LECTURE



#### REFERENCES

Course Presentation  
Slide 46

- Children and infants are not small adults. While in general the care is similar to adults, one needs to be aware of some differences.
- Infant:
  - Under the age of 1
  - Follow **infant** CPR/AED techniques and use appropriately sized equipment.

- Child:
  - Age of 1 to the onset of puberty as evidenced by breast development in girls and underarm hair development in boys (usually around the age of 12)
  - Follow **child** CPR/AED techniques and use appropriately sized equipment.
- Adolescent:
  - Onset of puberty to adulthood
  - Follow **adult** CPR/AED techniques and use appropriately sized equipment.

## Skill Review: Giving CPR and Using an AED for Children and Infants

8 minutes

### Giving CPR and Using an AED for Children

#### GUIDED DISCUSSION



#### LECTURE



#### VIDEO



#### REFERENCES

Course Presentation  
Slides 47–53

Participant's Manual  
Chapter 3

- Ask participants: **What are the correct CPR techniques to use for children?**  
*Answers:*
  - *Hand position: One hand on top of the other in the center of the chest, fingers interlaced; or one-hand technique for small child*
  - *Compression rate: 100 to 120 per minute*
  - *Compression depth: About 2 inches*
  - *Open the airway to a slightly past-neutral position.*
  - *Give smooth, effortless breaths that last about 1 second and make the chest begin to rise.*
- Tell participants that they should use pediatric AED pads for children up to 8 years of age or weighing less than 55 pounds (25 kilograms). If pediatric AED pads are not available, it is safe to use adult AED pads.
- Ask participants: **How should you position the AED pads on a child?**  
*Answers:*
  - *Position the pads in the same way you would for an adult.*
  - *Pads should never touch. If pads touch, use front/back pad placement.*
- Explain to participants that they are going to review how to respond to a cardiac emergency in a child before practicing giving CPR to children.
  - Show the video, “Putting It All Together: Giving CPR and Using an AED for Children” (2:39).
  - Ask if participants have any questions about how to perform the skill of giving CPR and using an AED for children.

### Giving CPR and Using an AED for Infants

#### GUIDED DISCUSSION






#### LECTURE





- Ask participants: **What are the correct CPR techniques to use for infants?**  
*Answers:*
  - *Hand position: Encircling thumbs technique (the two-finger or one-hand technique may be used alternatively)*
  - *Compression rate: 100 to 120 per minute*
  - *Compression depth: About 1 ½ inches*
  - *Open the airway to a neutral position.*
  - *Give smooth, effortless breaths that last about 1 second and make the chest begin to rise.*
- Tell participants that they should use pediatric AED pads for infants. If pediatric AED pads are not available, it is safe to use adult AED pads.

(Continued)

<p><b>VIDEO</b></p>  <p><b>REFERENCES</b> Course Presentation Slides 54–59 Participant's Manual Chapter 3</p>	<ul style="list-style-type: none"> <li>■ Ask participants: <b>How should you position the AED pads on an infant?</b> <i>Answer:</i> <ul style="list-style-type: none"> <li>● Always use the front/back pad placement.</li> </ul> </li> <li>■ Explain to participants that they are going to review how to respond to a cardiac emergency in an infant before practicing giving CPR and using an AED. <ul style="list-style-type: none"> <li>● Show the video, “Putting It All Together: Giving CPR and Using an AED for Infants” (2:48).</li> <li>● Ask if participants have any questions about how to perform the skill of giving CPR and using an AED for infants.</li> </ul> </li> </ul>
<p><b>DEMO</b> <b>(optional)</b></p>  <p><b>REFERENCES</b> Course Presentation Slide 60</p>	<ul style="list-style-type: none"> <li>■ If participants in your course will be using a different AED trainer than the one shown in the video, “Putting It All Together: Giving CPR and Using AED for Infants,” give a brief demonstration of how the AED trainer you are using functions differently.</li> </ul> <div style="border: 2px solid red; padding: 10px; margin-top: 10px;">  <p><b>Instructor's Note</b> The skill practice, Using an AED for Children and Infants, is optional. However, in the CPR/AED course, participants will use an AED during the Assessment Scenario: Giving CPR and Using an AED for Children and/or Assessment Scenario: Giving CPR and Using an AED for Infants. Therefore, they should be familiar with the AED trainer used in your course.</p> </div>

## Skill Practice: Giving CPR to Children (optional)

7 minutes

<p><b>SKILL PRACTICE</b> <b>(optional)</b></p>  <p><b>REFERENCES</b> Course Presentation Slides 61–64 Skill Practice Sheet: Giving CPR Cycles to Children Participant's Manual Appendix C Participant Progress Log</p>	<ul style="list-style-type: none"> <li>■ Conduct the optional skill practice, “Giving CPR to Children.”</li> <li>■ Tell participants that they will now practice giving CPR cycles to children.</li> <li>■ Divide the class into groups of two or three and assign each person within the group to be “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.</li> <li>■ Have groups get into position by their manikin to prepare for skill practice.</li> <li>■ Ensure that the manikins are on a firm, flat surface.</li> <li>■ Communicate the following to participants: <ul style="list-style-type: none"> <li>● The <b>First Aid Responder</b> will give three cycles of 30 compressions and 2 breaths using a pediatric breathing barrier.</li> <li>● The <b>Bystander</b> will observe.</li> <li>● The <b>Coach</b> will observe, give feedback and guide the First Aid Responder through the cycles of 30 compressions and 2 breaths using the Skill Practice Sheet: Giving CPR Cycles to Children. <ul style="list-style-type: none"> <li>○ In all rounds, the Coach should read each step of the skill aloud, as needed.</li> </ul> </li> </ul> </li> </ul> <div style="border: 2px solid red; padding: 10px; margin-top: 10px;">  <p><b>Instructor's Note</b> You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.</p> </div>
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- After all steps have been completed, participants will switch roles and the new First Aid Responder will continue giving three cycles of 30 compressions and 2 breaths using a pediatric breathing barrier until all participants have had a turn.
- Participants should help each other count compressions and help each other achieve effective breaths through peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
  - Common errors to look for include:
    - Giving compressions that are too shallow or too deep.
    - Interrupting chest compressions for too long or too frequently.
    - Incorrectly positioning the hands too low or too high.
    - Failing to use own weight to help with compressions by being over the center of the child's chest with own arms locked.
    - Failing to allow the chest to return to its normal position after each compression or giving compressions at an inappropriate rate.
    - Leaning in toward the chest, which closes the airway. Not properly pinching the nose and sealing the mouth if using a face shield; not properly sealing the pocket mask.
    - Using an improperly sized mask for the child.
    - Interrupting chest compressions for 10 seconds or more.



**Instructor's Note** Manikins with a feedback device, such as a clicker or lights, indicate if participants are properly giving chest compressions. Be sure you and participants understand how your specific manikin feedback device works.



**Instructor's Note** When the participants are properly giving breaths, the manikin's chest should clearly begin to rise. If it does not, make sure the participant is maintaining a good seal and an open airway. Sometimes they lose the seal by not completely covering the manikin's mouth due to pursed lips or not opening the mouth wide enough; or they close the airway as they lean down to give breaths. If this is not the problem, check the manikin's lung bag to make sure it is not twisted and check the one-way valve that connects the manikin's mouth and lungs.

- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

# Skill Practice: Giving CPR to Infants

7 minutes

## SKILL PRACTICE



## REFERENCES

Course Presentation  
Slides 65–67

Skill Practice Sheet:  
Giving CPR Cycles to  
Infants

Participant's Manual  
Appendix C

Participant Progress  
Log

- Conduct the skill practice, “Giving CPR to Infants.”
- Tell participants that they will now practice giving CPR cycles to infants.
- Divide the class into groups of two or three and assign each person within the group to be “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.
- Have groups get into position by their manikin to prepare for skill practice.
- Ensure that the manikins are on a firm, flat surface.
- Communicate the following to participants:
  - The **First Aid Responder** will give three cycles of 30 compressions and 2 breaths using a pediatric breathing barrier.
  - The **Bystander** will observe.
  - The **Coach** will observe, give feedback and guide the First Aid Responder through the cycles of 30 compressions and 2 breaths using the Skill Practice Sheet: Giving CPR Cycles to Infants.
    - In all rounds, the Coach should read each step of the skill aloud, as needed.



**Instructor's Note** You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants will switch roles and the new First Aid Responder will continue giving three cycles of 30 compressions and 2 breaths using a pediatric breathing barrier until all participants have had a turn.
- Participants should help each other count compressions and help each other achieve effective breaths through peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
  - Common errors to look for include:
    - Giving compressions that are too shallow or too deep.
    - Interrupting chest compressions for too long or too frequently.
    - Incorrectly positioning the thumbs too low or too high.
    - Failing to allow the chest to return to its normal position after each compression or giving compressions at an inappropriate rate.
    - Leaning in toward the chest, which closes the airway.
    - Not properly sealing the nose and mouth if using a face shield; not properly sealing the pocket mask.
    - Using an improperly sized mask for the infant.
    - Interrupting chest compressions for 10 seconds or more.



**Instructor's Note** Manikins with a feedback device, such as a clicker or lights, indicate if participants are properly giving chest compressions. Be sure you and participants understand how your specific manikin feedback device works.





**Instructor's Note** When the participants are properly giving breaths, the manikin's chest should clearly begin to rise. If it does not, make sure the participant is maintaining a good seal and an open airway. Sometimes they lose the seal by not completely covering the manikin's mouth and nose due to pursed lips or not opening the mouth wide enough, or they close the airway as they lean down to give breaths. If this is not the problem, check the manikin's lung bag to make sure it is not twisted and check the one-way valve that connects the manikin's mouth and lungs.

- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round, as needed.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

## Skill Practice: Using an AED for Children and Infants (optional)

7 minutes



**Instructor's Note** This topic is optional if the skill practice, Using an AED, was conducted in Module 2.



**Instructor's Note** If you are teaching a CPR-only course, skip over the topic "Skill Practice: Using an AED for Children and Infants." Resume teaching with the topic, "Assessment Scenario: Giving CPR and Using an AED for Children" (optional if Assessment Scenario: Giving CPR and Using an AED for Adults was conducted) or "Assessment Scenario: Giving CPR and Using an AED for Infants."



**Instructor's Note** If you are teaching a pediatric-only review course, Skill Practice: Using an AED for Children and Infants is required.

### SKILL PRACTICE (optional)



#### REFERENCES

Course Presentation  
Slides 68–70

Skill Practice Sheet:  
Using an AED for  
Children and Infants

- Conduct the optional skill practice, "Using an AED for Children and Infants."
- Tell participants that they will now practice using an AED when they are the only trained responder on the scene.
- Divide the class into groups of two or three and assign each person within the group to be the "First Aid Responder," the "Bystander" or the "Coach." For groups of two, have the second participant play the roles of Bystander and Coach.
- Have groups get into position by their manikin to prepare for skill practice.
  - Participants can practice on a child or an infant manikin for this skill.
- Communicate the following to participants:
  - The **First Aid Responder** will use the AED and perform CPR.
  - The **Bystander** will observe.
  - The **Coach** will observe, give feedback and guide the First Aid Responder through the skill practice using the Skill Practice Sheet: Using an AED for Children and Infants.
    - In all rounds, the Coach should read each step of the skill aloud, as needed.

(Continued)



**Instructor's Note** You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should complete all steps until all participants have had a turn attaching the AED pads and operating the AED.
- Participants should give each other peer feedback.



**Instructor's Note** Ensure that each participant has the opportunity to place the AED pads appropriately and operate the AED until it delivers a shock at least once during this skill practice.



**Instructor's Note** Tell participants that the AED training devices they will be using do not deliver a shock.

- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
  - Common errors to look for include:
    - Plugging the AED pad connector cable into the AED before placing the pads on the chest (causing the AED to start analyzing before the pads are placed).
    - Attaching the AED pads in the incorrect positions on the chest.
    - Touching the child or infant while the AED is analyzing the rhythm because touching them could adversely affect the analysis.
    - Touching the child or infant while the AED is delivering a shock because anyone touching them could also receive a shock.
    - Interruptions in chest compressions for longer than 10 seconds.



**Instructor's Note** The goal is to minimize interruptions in chest compressions to less than 10 seconds. However, it may take a single first aid responder longer than 10 seconds to set up and operate the AED. This is acceptable providing they work as efficiently and effectively as possible and immediately begin CPR after analysis and shock (if needed). Even if an untrained bystander is present, the first aid responder should interrupt chest compressions to set up and operate the AED, because they may not have the skill and/or experience to direct an untrained bystander in the proper use of an AED while they are simultaneously providing high-quality CPR.

- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round (i.e., as soon as the person pushes the shock button and gets into position to give compressions).
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

# Assessment Scenario: Giving CPR and Using an AED for Children (optional)

15 minutes



**Instructor's Note** This topic is optional if Assessment Scenario: Giving CPR and Using an AED for Adults was conducted. If you did not conduct the Assessment Scenario: Giving CPR and Using an AED for Adults, then you must conduct this child scenario.



**Instructor's Note** If you are teaching a CPR/AED course, conduct the entire scenario. If you are teaching a CPR-only course, stop the scenario after each First Aid Responder has completed three complete cycles of CPR.



**Instructor's Note** If you are teaching a pediatric-only review course, Assessment Scenario: Giving CPR and Using an AED for Children is required.

## SCENARIO



(optional)

## REFERENCES

Course Presentation  
Slides 71–74

Assessment Scenario  
Flowchart: Giving  
CPR and Using an  
AED for Children

Assessment Scenario  
Tool: Giving CPR and  
Using an AED for  
Children

Participant Progress  
Log

- Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through three cycles of CPR for a CPR-only course and through using an AED for a CPR/AED course.
- Divide the class into groups of two or three and assign each person within the group to be the “First Aid Responder,” the “Parent/Bystander” or the “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.
- Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario.
  - Participants should wait for instructor prompts and not rush ahead in the scenario.



**Instructor's Note** Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, checking the child, calling 9-1-1 and getting equipment, giving CPR and, if applicable, using an AED.

- Have the groups get into position beside their manikin to prepare for the scenario.
- Communicate the following to participants:
  - **CPR-only course:**
    - The **First Aid Responder** will give CPR. They should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, check the child, tell bystander to call 9-1-1 and get equipment, and give CPR cycles.
    - The **Parent/Bystander** will give consent as necessary and verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed.
    - The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Giving CPR and Using an AED for Children in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.

(Continued)


	<ul style="list-style-type: none"> <li>● <b>CPR/AED course:</b> <ul style="list-style-type: none"> <li>○ The <b>First Aid Responder</b> will give CPR and use the AED. They should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, check the person, tell bystander to call 9-1-1 and get equipment, give CPR cycles and use the AED when it arrives.</li> <li>○ The <b>Parent/Bystander</b> will give consent as necessary and verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed.</li> <li>○ The <b>Coach</b> will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Giving CPR and Using an AED for Children in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should <b>not</b> provide coaching or peer-to-peer feedback.</li> </ul> </li> <li>■ Ensure that breathing barriers and an AED are available to each group.</li> <li>■ Hand out the Assessment Scenario Flowchart: Giving CPR and Using an AED for Children to each group.</li> <li>■ Communicate the following to participants: <ul style="list-style-type: none"> <li>● You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.</li> </ul> </li> <li>■ Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.</li> <li>■ Manage the time for each round of the scenario and rotate roles after each round of the scenario.</li> <li>■ Check off each participant's progress on the Participant Progress Log.</li> <li>■ Ask participants if anything from the scenario needs clarification.</li> </ul>
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## Assessment Scenario: Giving CPR and Using an AED for Infants

15 minutes



**Instructor's Note** If you are teaching a CPR/AED course, conduct the entire scenario. If you are teaching a CPR-only course, stop the scenario after each First Aid Responder has completed three complete cycles of CPR.

<p><b>SCENARIO</b></p>  <p><b>REFERENCES</b> Course Presentation Slides 75–78  Assessment Scenario Flowchart: Giving CPR and Using an AED for Infants</p>	<ul style="list-style-type: none"> <li>■ Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through three cycles of CPR for a CPR-only course and through using an AED for a CPR/AED course.</li> <li>■ Divide the class into groups of two or three and assign each person within the group to be the “First Aid Responder,” the “Bystander” or the “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.</li> <li>■ Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario. <ul style="list-style-type: none"> <li>● Participants should wait for instructor prompts and not rush ahead in the scenario.</li> </ul> </li> </ul>
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**Instructor's Note** Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, checking the infant, calling 9-1-1 and getting equipment, giving CPR and, if applicable, using an AED.

- Have the groups get into position beside their manikin to prepare for the scenario.
  - **CPR-only course:**
    - The **First Aid Responder** will give CPR. They should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, check the infant, tell bystander to call 9-1-1 and get equipment, and give CPR cycles.
    - The **Parent/Bystander** will give consent as necessary and verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed.
    - The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Giving CPR and Using an AED for Infants in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
  - **CPR/AED course:**
    - The **First Aid Responder** will give CPR and use the AED. They should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, check the infant, tell bystander to call 9-1-1 and get equipment, give CPR cycles and use the AED when it arrives.
    - The **Parent/Bystander** will give consent as necessary and verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed.
    - The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Giving CPR and Using an AED for Infants in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
- Ensure that breathing barriers and an AED are available to each group.
- Hand out the Assessment Scenario Flowchart: Giving CPR and Using an AED for Infants to each group.
- Communicate the following to participants:
  - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.



# MODULE 4

# Choking

Module Length: 36 minutes

## Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Choking Foundations.”
- Discuss all points in the topic, “Skill Review: Caring for a Choking Adult or Child.”
- Show the video, “Caring for a Responsive Choking Adult or Child” (4:24).
- Discuss all points in the topic, “Skill Practice: Giving Back Blows and Abdominal Thrusts to Adults and Children.”
- Conduct the skill practice, “Giving Back Blows and Abdominal Thrusts to Adults and Children.”
- Discuss all points in the topic, “Skill Review: Caring for a Choking Infant.”
- Show the video, “Caring for a Responsive Choking Infant” (2:14).
- Discuss all points in the topic, “Skill Practice: Giving Back Blows and Chest Thrusts to Infants.”
- Conduct the skill practice, “Giving Back Blows and Chest Thrusts to Infants.”
- Discuss all points in the topic, “Assessment Scenario, Caring for a Choking Adult or Child.”
- Conduct the scenario, “Caring for a Choking Adult or Child.”
- Discuss all points in the topic, “Assessment Scenario, Caring for a Choking Infant.”
- Conduct the scenario, “Caring for a Choking Infant.”

## Learning Objectives

After completing this module, participants will be able to:

- Recognize when a responsive adult, child or infant is choking.
- Demonstrate how to care for an adult, child or infant who is responsive and choking.

## Materials, Equipment and Supplies

- First Aid/CPR/AED Review course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Latex-free disposable gloves (multiple sizes)
- Infant manikin (minimum of one for every two or three participants)
- Skill Practice Sheet: Giving Back Blows and Abdominal Thrusts to Adults and Children (one for every two or three participants)
- Skill Practice Sheet: Giving Back Blows and Abdominal Thrusts to Adults and Children (Without Physical Contact; one for every two or three participants)
- Skill Practice Sheet: Giving Back Blows and Chest Thrusts to Infants (one for every two or three participants)
- Assessment Scenario Flowchart: Caring for a Choking Adult or Child (one for every two or three participants)
- Assessment Scenario Flowchart: Caring for a Choking Infant (one for every two or three participants)
- Assessment Scenario Tool: Caring for a Choking Adult or Child
- Assessment Scenario Tool: Caring for a Choking Infant
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)
- Participant Progress Log



**Instructor's Note** Skill Practice Sheets, Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from the Appendices of the instructor's manual or downloaded from the Red Cross Learning Center.



**Instructor's Note** If you are teaching an adult-only review course, you may skip "Skill Review: Caring for an Infant," "Skill Practice: Giving Back Blows and Chest Thrusts to Infants" and "Assessment Scenario: Caring for a Choking Infant."

## Choking Foundations

3 minutes

### LECTURE



### GUIDED DISCUSSION



### REFERENCES

Course Presentation  
Slides 79–89

Participant's Manual  
Chapter 4

- Communicate the following to participants:
  - Choking is common in older adults and young children.
  - It occurs when the airway becomes either partially or completely blocked by a foreign object (e.g., a piece of food, a small toy, or body fluids, such as vomit or blood).
- Ask participants: **Though choking can occur in a person of any age, why is choking a common cause of injury and death in children younger than 5 years?**

*Answers:*

  - *Very young children explore by putting things in their mouths, which increases their risk for choking.*
  - *Children younger than 4 years often lack the skills needed to chew certain types of foods thoroughly.*
- A person who is choking can become unresponsive and, if unresponsive and left untreated, can go into cardiac arrest before EMS arrives. By taking action and providing immediate care, you can save a life.
- Ask participants: **What are signs of choking in a person?**

*Answers:*

  - *The person may look panicked, confused or surprised.*
  - *The person may be turning blue, or they may hold their neck with one or both hands.*
  - *You may hear coughing, high-pitched squeaking noises, or see them trying to cough, speak or cry but hear nothing at all.*
- Ask participants: **If the person can speak, cry or is coughing forcefully, what should you do?**



*Answers:*

  - *Encourage them to keep coughing.*
  - *Keep checking them.*
  - *Do not leave them or allow them to leave your presence.*
- Tell participants that if the person is making high-pitched noises, is unable to speak, cry or cough forcefully, their airway is blocked.
  - Call 9-1-1 and get equipment or tell someone to do so.
  - Give care according to your level of training.





## Skill Review: Caring for a Choking Adult or Child

4 minutes

<p><b>LECTURE</b></p>  <p><b>VIDEO</b></p>  <p><b>REFERENCES</b> Course Presentation Slides 90–91 Participant's Manual Chapter 2</p>	<ul style="list-style-type: none"><li>■ Explain to participants that they are going to review how to respond to a choking adult or child before practicing giving back blows and abdominal thrusts.</li><li>■ Show the video, “Caring for a Responsive Choking Adult or Child” (4:24).</li><li>■ Remind participants that if giving back blows and abdominal thrusts to a small child, they may have to kneel rather than stand to give care.</li><li>■ Ask if participants have any questions about how to perform the skill of giving back blows and abdominal thrusts.</li></ul>
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## Skill Practice: Giving Back Blows and Abdominal Thrusts to Adults and Children

6 minutes

<p><b>SKILL PRACTICE</b></p>  <p><b>REFERENCES</b> Course Presentation Slides 92–94 Skill Practice Sheet: Giving Back Blows and Abdominal Thrusts to Adults and Children Skill Practice Sheet: Giving Back Blows and Abdominal Thrusts to Adults and Children (Without Physical Contact) Participant's Manual Appendix C Participant Progress Log</p>	<ul style="list-style-type: none"><li>■ Conduct the skill practice, “Giving Back Blows and Abdominal Thrusts to Adults and Children.”</li><li>■ Tell participants that they will now practice giving back blows and abdominal thrusts to an adult or child.</li><li>■ Divide the class into groups of two or three and assign each person within the group to be “First Aid Responder,” “Choking Person” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.</li><li>■ Participants who are comfortable with physical contact should be partnered with each other.</li><li>■ Let participants know that while it is more realistic to practice with each other, if they are uncomfortable with practicing on someone or with someone practicing on them, there is an alternative skill approach available.<ul style="list-style-type: none"><li>● Participants who do not wish to have physical contact should be partnered with each other.</li></ul></li></ul> <div data-bbox="395 1396 1449 1516" style="border: 2px solid red; border-radius: 15px; padding: 10px;"><p> <b>Instructor's Note</b> It is acceptable for a participant to ask for an alternative. They should be given this opportunity without penalty or judgment.</p></div> <ul style="list-style-type: none"><li>■ Communicate the following to participants:<ul style="list-style-type: none"><li>● The <b>First Aid Responder</b> will care for a choking adult. The person in this role should complete all steps of caring for a choking adult by giving five cycles of 5 back blows and 5 abdominal thrusts.</li><li>● The <b>Choking Person</b> should role-play as appropriate.</li><li>● The <b>Coach</b> will observe, give feedback and guide the First Aid Responder through the steps of the skill using the Skill Practice Sheet: Giving Back Blows and Abdominal Thrusts to Adults and Children.<ul style="list-style-type: none"><li>○ In all rounds, the Coach should read each step of the skill aloud, as needed.</li></ul></li></ul></li></ul>
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(Continued)



**Instructor's Note** You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should complete all steps.
- Participants should help each other and give peer feedback.



**Instructor's Note** Emphasize that this skill practice will be simulation only; participants should **never** actually give abdominal thrusts and back blows to their partners.

- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
- Common errors to look for include:
  - Not properly positioning the hands during back blows.
  - Not placing one foot in between the feet of the choking person when giving abdominal thrusts.
  - Not using the thumb side of the fist for abdominal thrusts.
  - Placing the fist too high when giving abdominal thrusts.
- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

## Skill Review: Caring for a Choking Infant

3 minutes

### LECTURE



### VIDEO



### REFERENCES

Course Presentation  
Slides 95–96

Participant's Manual  
Chapter 2

- Explain to participants that they are going to review how to respond to a choking infant before practicing giving back blows and chest thrusts.
- Show the video, "Caring for a Responsive Choking Infant" (2:14).
- Ask if participants have any questions about how to perform the skill of giving back blows and chest thrusts.

# Skill Practice: Giving Back Blows and Chest Thrusts to Infants

6 minutes

## SKILL PRACTICE



## REFERENCES

Course Presentation  
Slides 97–98

Skill Practice Sheet:  
Giving Back Blows  
and Chest Thrusts to  
Infants

Participant's Manual  
Appendix C

Participant Progress  
Log

- Conduct the skill practice, “Giving Back Blows and Chest Thrusts to Infants.”
- Tell participants that they will now practice giving back blows and chest thrusts for an infant.
- Divide the class into groups of two or three and assign each person within the group to be “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.
- Have groups get into position by their manikin to prepare for skill practice.
- Communicate the following to participants:
  - The **First Aid Responder** will care for a choking infant. The person in this role should complete all steps of caring for a choking infant by giving five cycles of 5 back blows and 5 chest thrusts.
  - The **Bystander** should observe.
  - The **Coach** will observe, give feedback and guide the First Aid Responder through the steps of the skill using the Skill Practice Sheet: Giving Back Blows and Chest Thrusts to Infants.
    - In all rounds, the Coach should read each step of the skill aloud, as needed.



**Instructor's Note** You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should complete all steps.
- Participants should help each other and give peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
- Common errors to look for include:
  - Not properly positioning the infant for back blows with the infant's head face-down and lower than their body.
  - Not properly supporting the infant's head and neck during back blows.
  - Covering the infant's mouth when supporting the head during back blows.
  - Not using the heel of hand to deliver back blows.
  - Not delivering 5 back blows between the infant's shoulder blades.
  - Not properly positioning the infant for chest thrusts with the infant's head face-up and lower than their body.
  - Not properly supporting the infant's head and neck during chest thrusts.
  - Not placing two fingers in center of infant's chest just below the nipple line.
  - Placing the two fingers horizontally instead of vertically in center of infant's chest.
  - Not delivering 5 chest thrusts about 1½ inches deep.
- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

# Assessment Scenario: Caring for a Choking Adult or Child

7 minutes

## SCENARIO



## REFERENCES

Course Presentation  
Slides 99–101

Assessment Scenario  
Flowchart: Caring for  
a Choking Adult or  
Child

Assessment  
Scenario Tool: Caring  
for a Choking Adult  
or Child

Participant Progress  
Log

- Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through caring for an adult or child who is choking.
- Have the groups of **two or three** get into position and assign the roles of “First Aid Responder,” “Choking Person” or “Coach/Bystander.” For groups of two, have the second participant play the roles of Choking Person and Coach. You (the instructor) may play the role of Bystander.
  - Participants who are comfortable with physical contact should be partnered with each other.
  - Let participants know that while it is more realistic to practice with each other, if they are uncomfortable with practicing on someone or with someone practicing on them, there is an alternative approach available.
  - Participants who do not wish to have physical contact should be partnered with each other.



**Instructor's Note** It is acceptable for a participant to ask for an alternative. They should be given this opportunity without penalty or judgment.

- Explain to participants that you will give a scenario setup and appropriate prompts throughout the scenario.
  - Participants should wait for instructor prompts and not rush ahead in the scenario.



**Instructor's Note** Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, checking the person, calling 9-1-1 and getting equipment, and caring for an adult or child who is choking.

- Communicate the following to participants:
  - The **First Aid Responder** will care for the choking person. The person in this role should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, check the person, tell bystander to call 9-1-1 and get equipment and give care for the choking adult or child.
  - The **Choking Person** should follow instructor prompts and role-play as appropriate.
  - The **Coach/Bystander** will verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed and will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Caring for a Choking Adult or Child in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.





**Instructor's Note** Emphasize that this scenario will be simulation only; participants will not actually give abdominal thrusts and back blows to their partners.

	<ul style="list-style-type: none"> <li>■ Hand out the Assessment Scenario Flowchart: Caring for a Choking Adult or Child to each group.</li> <li>■ Communicate the following to participants: <ul style="list-style-type: none"> <li>● You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.</li> </ul> </li> <li>■ Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.</li> <li>■ Manage the time for each round of the scenario and rotate roles after each round of the scenario.</li> <li>■ Check off each participant's progress on the Participant Progress Log.</li> <li>■ Ask participants if anything from the scenario needs clarification.</li> </ul>
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## Assessment Scenario: Caring for a Choking Infant

7 minutes

<p><b>SCENARIO</b></p>  <p><b>REFERENCES</b></p> <p>Course Presentation Slides 102–104</p> <p>Assessment Scenario Flowchart: Caring for a Choking Infant</p> <p>Assessment Scenario Tool: Caring for a Choking Infant</p> <p>Participant Progress Log</p>	<ul style="list-style-type: none"> <li>■ Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through caring for an infant who is choking.</li> <li>■ Have the groups of <b>two or three</b> get into position and assign the roles of “First Aid Responder,” “Parent/Bystander” or “Coach.” For groups of two, have the second participant play the roles of Parent/Bystander and Coach.</li> <li>■ Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario. <ul style="list-style-type: none"> <li>● Participants should wait for instructor prompts and not rush ahead in the scenario.</li> </ul> </li> </ul> <div style="border: 2px solid red; padding: 10px; margin: 10px 0;">  <p><b>Instructor's Note</b> Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, checking the infant, calling 9-1-1 and getting equipment, and caring for an infant who is choking.</p> </div> <ul style="list-style-type: none"> <li>■ Communicate the following to participants: <ul style="list-style-type: none"> <li>● The <b>First Aid Responder</b> will care for the choking infant. The person in this role should follow instructor prompts and check the scene for safety, obtain consent, form an initial impression, use PPE, check the infant, tell bystander to call 9-1-1 and get equipment and give care for the choking infant.</li> <li>● The <b>Parent/Bystander</b> will give consent as necessary and verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed.</li> <li>● The <b>Coach</b> will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Caring for a Choking Infant in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should <b>not</b> provide coaching or peer-to-peer feedback.</li> </ul> </li> <li>■ Hand out the Assessment Scenario Flowchart: Caring for a Choking Infant to each group.</li> </ul>
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*(Continued)*

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|  | <ul style="list-style-type: none"><li>■ Communicate the following to participants:<ul style="list-style-type: none"><li>● You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.</li></ul></li><li>■ Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.</li><li>■ Manage the time for each round of the scenario and rotate roles after each round of the scenario.</li><li>■ Check off each participant's progress on the Participant Progress Log.</li><li>■ Ask participants if anything from the scenario needs clarification.</li></ul> |
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# MODULE 5

# Sudden Illness

Module Length: 25 minutes

## Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, "Sudden Illness."
- Show the videos, "General Approach to Sudden Illness" (Adult and Pediatric) (2:47), "Stroke" (Adult) (1:48), "Shock" (Adult) (1:27), "Asthma Attack" (Pediatric) (1:10), "Anaphylaxis" (1:23), "Heart Attack" (2:13), "Opioid Overdose" (1:10) and "Diabetic Emergency" (Adult and Pediatric) (1:54).
- Conduct the scenario, "Caring for a Person with a Sudden Illness" (optional).

## Learning Objectives

After completing this module, participants will be able to:

- Recognize a sudden illness.
- Describe general care for common sudden illnesses.
- Describe how to assist an adult, child or infant with medication.

## Materials, Equipment and Supplies

- First Aid/CPR/AED Review course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Assessment Scenario Flowchart: Caring for a Person Experiencing a Sudden Illness (optional; one for every two or three participants)
- Assessment Scenario Tool: Caring for a Person Experiencing a Sudden Illness (optional)
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)

# Sudden Illness

25 minutes

## DISCUSSION



## LECTURE



## REFERENCES

Course Presentation  
Slides 105–109

Participant's Manual  
Chapter 5

- Ask participants: **What are some examples of life-threatening sudden illnesses?**

Answers:

- Heart attack
  - Asthma attack
  - Anaphylaxis
  - Diabetic emergency
  - Seizures
  - Shock
  - Opioid overdose
  - Stroke
  - High fever in young children and infants
  - Vomiting, diarrhea and dehydration in young children and infants
- Tell participants that the signs and symptoms of sudden illness vary widely, depending on the cause of the illness. The person may have:
    - Trouble breathing.
    - Pain, such as chest pain, abdominal pain or a headache.
    - Changes in level of responsiveness, such as being confused or unaware of one's surroundings, or becoming unresponsive.
    - Extreme fatigue.
    - Light-headedness or dizziness.
    - Nausea, vomiting, diarrhea or stomach cramps.
    - A fever.
    - Pale, ashen (gray) or very flushed skin, which may be excessively sweaty or dry, or excessively hot or cold.
    - Problems seeing or speaking (e.g., blurred vision or slurred speech).
    - Numbness, weakness or paralysis.
    - Seizures.



**Instructor's Note** If participants have questions about changes in skin color in darker skin, explain that changes in skin color, including pale, gray (ashen) or flushed skin happens in all people and that it is simply a degree of change from the person's baseline skin color. To look for changes in skin color, it can be helpful to look at less pigmented areas of the skin, such as lips or mucous membranes. In addition, a person with a sudden illness will not "look right" and will have other signs and symptoms of sudden illness, such as sweating, trouble breathing, nausea and so on.



## General Approach to Sudden Illness

### VIDEO



### REFERENCES

Course Presentation  
Slide 110  
Participant's Manual  
Chapter 5

- Explain to participants that they are going to watch a video about a general approach to sudden illness for adults, children and infants.
- Show the video, "General Approach to Sudden Illness" (Adult and Pediatric) (2:47).
- Ask participants if anything in the video needs clarification.
- Explain to participants that if, during the *initial impression*, they determine that the person appears to be experiencing a life-threatening sudden illness, they should immediately call 9-1-1, get the equipment and give general care for the condition found. *Then*, they should continue their check (as appropriate) to determine if additional care is needed.

## High Fever in Young Children and Infants

### LECTURE



### REFERENCES

Course Presentation  
Slides 111–112  
Participant's Manual  
Chapter 5

- Explain to participants that fever is defined as an elevated body temperature above the normal range of 100.4° F (38° C).
- Tell participants that with the onset of a fever, children and infants can have something called a febrile seizure, which is due to a sudden rise in temperature.
- Tell participants that it is important to consult a healthcare provider if:
  - The infant is younger than 3 months and has a fever of 100.4° F (38° C) or greater.
  - The child is younger than 2 years and has a fever of 102.5° F (39.2° C) or greater.
  - The child or infant has a febrile seizure.
  - The fever is associated with change in behavior or activity, neck pain, poor feeding, decreased urination, trouble breathing, abdominal pain, pain with urination, back pain or a rash.

## Vomiting, Diarrhea and Dehydration in Young Children and Infants

### LECTURE



### REFERENCES

Course Presentation  
Slides 113–116  
Participant's Manual  
Chapter 5

- Explain to participants that in children, especially younger children and infants, vomiting, diarrhea or both can lead to **dehydration** (too little fluid in the body) and shock.
- Emphasize that young children and infants are at especially high risk for dehydration because they tend to lose more fluid, and at a faster rate, than adults do and often do not have the ability to obtain fluids themselves.
- Tell participants that priority care is to give fluids (e.g., water, popsicles or oral rehydration solutions designed specifically for children and infants).
- Emphasize that it is important to consult a healthcare provider if:
  - The diarrhea or vomiting persists for more than a few days.
  - The child or infant is not able to keep fluids down.
  - The child has not urinated for more than 6 hours.
  - The infant has not had a wet diaper in 3 or more hours.
  - The diarrhea is bloody or black.
  - The child is unusually sleepy or irritable.
  - The child has associated abdominal pain that is sharp or persistent.
  - The child cries without tears or has a dry mouth.
  - There is a sunken appearance to the child's abdomen, eyes or cheeks (or, in a very young infant, the soft spot at the top of the infant's head).
  - The child's skin remains "tenting" if pinched and released.

(Continued)

## Stroke

### VIDEO



### REFERENCES

Course Presentation  
Slide 117

Participant's Manual  
Chapter 5

- Explain to participants that they are going to watch a video about recognizing and caring for a person having a stroke.
- Remind participants that if they recognize signs and symptoms of stroke during their check of the person, they should always call 9-1-1 and get equipment before giving care.
- Show the video, "Stroke" (Adult) (1:48).
- Ask participants if anything in the video needs clarification.

## Shock

### VIDEO



### REFERENCES

Course Presentation  
Slide 118

Participant's Manual  
Chapter 5

- Explain to participants that they are going to watch a video about recognizing and caring for a person in shock.
- Remind participants that if they recognize signs and symptoms of shock during their check of the person, they should always call 9-1-1 and get equipment before giving care.
- Show the video, "Shock" (Adult) (1:27).
- Ask participants if anything in the video needs clarification.

## Asthma Attack

### VIDEO



### REFERENCES

Course Presentation  
Slide 119

Participant's Manual  
Chapter 5

- Explain to participants that they are going to watch a video about recognizing and caring for a person having an asthma attack.
- Remind participants that if they recognize signs and symptoms of an asthma attack during their check of the person, they should always call 9-1-1 and get equipment before giving care.
- Show the video, "Asthma Attack" (Pediatric) (1:10).
- Ask participants if anything in the video needs clarification.

## Anaphylaxis

### VIDEO



### REFERENCES

Course Presentation  
Slide 120

Participant's Manual  
Chapter 5

- Explain to participants that they are going to watch a video about recognizing and caring for a person experiencing anaphylaxis.
- Remind participants that if they recognize signs and symptoms of anaphylaxis during their check of the person, they should always call 9-1-1 and get equipment before giving care.
- Show the video, "Anaphylaxis" (1:23).
- Ask participants if anything in the video needs clarification.

## Heart Attack

### VIDEO



### REFERENCES

Course Presentation  
Slide 121

Participant's Manual  
Chapter 5

- Explain to participants that they are going to watch a video about recognizing and caring for a person having a heart attack.
- Remind participants that if they recognize signs and symptoms of a heart attack during their check of the person, they should always call 9-1-1 and get equipment before giving care.
- Show the video, "Heart Attack" (2:13).
- Ask participants if anything in the video needs clarification.

## Opioid Overdose

### VIDEO



### REFERENCES

Course Presentation  
Slide 122

Participant's Manual  
Chapter 5

- Explain to participants they are going to watch a video about recognizing and caring for a person experiencing opioid overdose.
- Remind participants that if they recognize signs and symptoms of an opioid overdose during their check of the person, they should always call 9-1-1 and get equipment before giving care.
- Show the video, "Opioid Overdose" (1:10).
- Ask participants if anything in the video needs clarification.

## Diabetic Emergency

### LECTURE



### VIDEO



### REFERENCES

Course Presentation  
Slides 123–124

Participant's Manual  
Chapter 5

- Explain to participants that they are going to watch a video about recognizing and caring for a person having a diabetic emergency.
- Remind participants that if they recognize signs and symptoms of a diabetic emergency, and the person is not fully awake and alert during their check of the person, they should always call 9-1-1 and get equipment before giving care.
  - If the person is awake and alert you can get equipment and give them oral sugar, as will be explained in the video, before calling 9-1-1. However, if the person's symptoms don't improve after giving sugar, then you need to call 9-1-1.
  - If you are unsure, the safest approach is always to call 9-1-1 and then get equipment and give care.
- Show the video, "Diabetic Emergency" (Adult and Pediatric) (1:54).
- Ask participants if anything in the video needs clarification.

# Assessment Scenario: Caring for a Person Experiencing a Sudden Illness (optional)

7 minutes

## SCENARIO



## REFERENCES

Course Presentation  
Slides 125–127

Assessment  
Scenario Flowchart:  
Caring for a Person  
Experiencing a  
Sudden Illness

Assessment Scenario  
Tool: Caring for a  
Person Experiencing  
a Sudden Illness

Participant Progress  
Log

- Tell participants that they will now be assessed on putting everything together, from checking the scene through checking a person experiencing a sudden illness to determining care.
- Divide the class into groups of **two or three** and assign the roles of “First Aid Responder,” “Person Experiencing a Sudden Illness” or “Bystander/Coach.” For groups of two, have the second participant play the roles of Person Experiencing a Sudden Illness and Coach. You (the instructor) may play the role of Bystander.
- Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario.
  - Participants should wait for instructor prompts and not rush ahead in the scenario.



**Instructor's Note** Scenario setups are provided in the Assessment Scenario Tool: two involving an adult and one involving a child. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, calling 9-1-1, using PPE, checking a person with a sudden illness and determining care.

- Communicate the following to participants:
  - The **First Aid Responder** will follow the instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE and check the injured or ill person, tell the Bystander to call 9-1-1 and get equipment, and determine the appropriate care. The person in this role should complete all the check-call-care steps.
  - The **Person Experiencing a Sudden Illness** may choose to role-play one of the following conditions: asthma attack, anaphylaxis or diabetic emergency.
  - The **Bystander** will verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed. The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Checking a Person Experiencing a Sudden Illness in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
- Hand out the Assessment Scenario Flowchart: Checking a Person Experiencing a Sudden Illness to each group.
- Communicate the following to participants:
  - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.

# MODULE 6

# Life-Threatening Bleeding

Module Length: 22 minutes

## Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Life-Threatening Bleeding Foundations.”
- Discuss all points in the topic, “Skill Review: Caring for Life-Threatening Bleeding.”
- Show the video, “Using Direct Pressure to Control Life-Threatening Bleeding” (Adult) (5:15).
- Conduct the skill practice, “Using Direct Pressure to Control Life-Threatening Bleeding.”
- Discuss all points in the topic, “Assessment Scenario: Caring for Life-Threatening Bleeding.”
- Conduct the assessment scenario, “Caring for Life-Threatening Bleeding.”

## Learning Objectives

After completing this module, participants will be able to:

- Recognize life-threatening bleeding.
- Demonstrate how to control life-threatening bleeding using direct pressure and apply a bandage when the bleeding stops.

## Materials, Equipment and Supplies

- First Aid/CPR/AED Review course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Student Training Kits for CPR and/or First Aid or equivalent training supplies:
  - Latex-free disposable gloves (multiple sizes)
  - Gauze pads
  - Roller bandages
- Simulation device for bleeding control (e.g., pool noodle; one for every two or three participants)
- Skill Practice Sheet: Using Direct Pressure to Control Life-Threatening Bleeding (one for every two or three participants)
- Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (one for every two or three participants)
- Assessment Scenario Tool: Caring for Life-Threatening Bleeding
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant’s Manual* (optional)
- Participant Progress Log



**Instructor’s Note** Skill Practice Sheets, Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from the Appendices of the instructor’s manual or downloaded from the Red Cross Learning Center.

# Life-Threatening Bleeding Foundations

2 minutes

## Recognizing Life-Threatening Bleeding

### LECTURE



### GUIDED DISCUSSION



### REFERENCES

Course Presentation  
Slides 128–132

Participant's Manual  
Chapter 6

- Emphasize that when you recognize that an adult, child or infant has life-threatening bleeding, it is important to do two things immediately:
  - Call 9-1-1 or tell someone to do so.
  - Get a bleeding control/first aid kit and an AED or tell someone to do so.
- Volume and flow are two ways to tell if bleeding is life-threatening.
- Ask participants: **What are signs of life-threatening bleeding?**  
*Answers:*
  - Amount of blood present equal to about half of what a soda can contains
  - Blood that is flowing continuously or spurting

# Skill Review: Caring for Life-Threatening Bleeding

6 minutes

### LECTURE



### GUIDED DISCUSSION



### VIDEO



### REFERENCES

Course Presentation  
Slides 133–137

Participant's Manual  
Chapter 6

- Tell participants that pressure is the most effective way to stop all causes of bleeding.
  - Depending on the situation, the location of the wound and the equipment you have, you may use direct pressure, a tourniquet or both to control life-threatening bleeding.
- Ask participants: **When should you use direct pressure to stop life-threatening bleeding?**  
*Answers:*
  - The wound is on the head, neck or trunk.
  - The wound is on an arm or a leg and you are waiting for someone to bring a tourniquet, or no tourniquet is available.
  - You can also use direct pressure to stop non-life-threatening bleeding.
- Tell participants that for life-threatening bleeding on an arm or leg, they should use a tourniquet if one is available.
- Explain to participants that they are going to review how to use direct pressure and how to apply a bandage when the bleeding stops to control life-threatening bleeding before practicing the skill.
- Show the video, "Using Direct Pressure to Control Life-Threatening Bleeding" (Adult) (5:15).
- Tell participants that if they have applied a bandage after bleeding has stopped, they should:
  - Monitor for bleeding through the dressing.
  - If bleeding recurs, do not apply an additional dressing or bandage; instead remove the bandage and leave only the single dressing on the wound in place, and then apply direct manual pressure.
- Tell participants that they should monitor for shock and give care, if necessary, until help arrives.
- Ask participants if anything in the video or lecture needs clarification.

# Skill Practice: Using Direct Pressure to Control Life-Threatening Bleeding

7 minutes

## SKILL PRACTICE



## REFERENCES

Course Presentation  
Slides 138–139

Skill Practice  
Sheet: Using Direct  
Pressure to Control  
Life-Threatening  
Bleeding

Participant's Manual  
Appendix C

Participant Progress  
Log

- Conduct the skill practice, “Using Direct Pressure to Control Life-Threatening Bleeding.”
- Tell participants that they will practice controlling life-threatening bleeding using direct pressure and applying a bandage after the bleeding stops.
- Divide the class into groups of two or three and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.
- Have groups get into position by their simulated limb to prepare for skill practice. Tell them they should **not** practice direct pressure on each other. To ensure the safety of all participants, they should only practice on their simulated limb.
- Communicate the following to participants:
  - The **First Aid Responder** will use direct pressure to control life-threatening bleeding and apply a bandage when the bleeding stops.
  - The **Bystander** will observe.
  - The **Coach** will observe, give feedback and guide the First Aid Responder through the steps of using direct pressure using the Skill Practice Sheet: Using Direct Pressure to Control Life-Threatening Bleeding.
    - In all rounds, the Coach should read each step of the skill aloud, as needed.



**Instructor's Note** You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should use direct pressure to control life-threatening bleeding and apply a bandage when the bleeding stops until all participants have had a turn.
- Participants should help each other and give peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
- Common errors to look for include:
  - Not using both hands stacked on one another to apply direct pressure.
  - Not locking the elbows when applying direct pressure.
  - Not checking for circulation beyond the injury before and after bandaging.
- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

# Assessment Scenario: Caring for Life-Threatening Bleeding

7 minutes

## SCENARIO



## REFERENCES

Course Presentation  
Slides 140–142

Assessment Scenario  
Flowchart: Caring  
for Life-Threatening  
Bleeding

Assessment  
Scenario Tool: Caring  
for Life-Threatening  
Bleeding

Participant Progress  
Log

- Tell participants that they will now be assessed on putting everything together, including checking the scene, forming an initial impression, using direct pressure for an adult, child or infant with life-threatening bleeding and applying a bandage when the bleeding stops.
- Have the groups of **two or three** get into position beside their simulated limb and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.
- Remind participants that they should **not** practice direct pressure on each other.
- Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario.
  - Participants should wait for instructor prompts and not rush ahead in the scenario.



**Instructor's Note** Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, calling 9-1-1 and getting equipment, using direct pressure for an adult, child or infant with life-threatening bleeding and applying a bandage when the bleeding stops.

- Communicate the following to participants:
  - The **First Aid Responder** will care for the person with life-threatening bleeding. They should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, tell bystander to call 9-1-1 and get equipment, use direct pressure to care for an adult, child or infant with life-threatening bleeding and apply a bandage when the bleeding stops.
  - The **Bystander** will verbalize calling 9-1-1 and getting additional resources and an AED, when instructed.
  - The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
- Hand out the Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding to each group.
- Communicate the following to participants:
  - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.



# MODULE 7

# Injuries and Environmental Emergencies

Module Length: 10 minutes

## Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Injuries and Environmental Emergencies.”
- Show the videos, “Burns” (Adult and Pediatric) (2:04), “Head, Neck and Spinal Injuries” (Pediatric) (2:58), “Heat Stroke” (Adult) (1:10), “Hypothermia” (Pediatric) (1:10) and “Poison Exposure” (1:14).

## Learning Objectives

After completing this module, participants will be able to:





- Recognize and respond to common injuries, including burns and head, neck and spinal injuries.
- Recognize and respond to environmental injuries, including heat stroke, hypothermia and poison exposures.

## Materials, Equipment and Supplies

- First Aid/CPR/AED Review course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant’s Manual* (optional)

# Injuries and Environmental Emergencies

10 minutes

<p><b>LECTURE</b></p>  <p><b>REFERENCES</b> Course Presentation Slides 143–145 Participant's Manual Chapter 7</p>	<ul style="list-style-type: none"><li>■ Communicate the following to participants:<ul style="list-style-type: none"><li>● Common life-threatening injuries include burns and head, neck and spinal injuries.</li><li>● Life-threatening bleeding is covered in Module 6.</li><li>● Common life-threatening environmental emergencies include heat stroke, hypothermia and poison exposure.</li><li>● We are now going to cover a general approach to injuries and environmental emergencies.</li></ul></li></ul>
<h2>General Approach to Injuries and Environmental Emergencies</h2>	
<p><b>LECTURE</b></p>  <p><b>REFERENCES</b> Course Presentation Slide 146 Participant's Manual Chapter 7</p>	<ul style="list-style-type: none"><li>■ Follow the emergency action steps, CHECK—CALL—CARE, as you have learned to do for any emergency situation.</li><li>■ There are specific <b>Care</b> actions you can take for:<ul style="list-style-type: none"><li>● Burns.</li><li>● Head, neck and spinal injuries.</li><li>● Heat stroke.</li><li>● Hypothermia.</li><li>● Poison exposure.</li></ul></li></ul>
<h2>Burns</h2>	
<p><b>VIDEO</b></p>  <p><b>REFERENCES</b> Course Presentation Slide 147 Participant's Manual Chapter 7</p>	<ul style="list-style-type: none"><li>■ Explain to participants that they are going to watch a video about recognizing and caring for a person with burns.</li><li>■ Show the video, "Burns" (Adult and Pediatric) (2:04).</li><li>■ Ask participants if anything in the video needs clarification.</li></ul>
<h2>Head, Neck and Spinal Injuries</h2>	
<p><b>VIDEO</b></p>  <p><b>REFERENCES</b> Course Presentation Slide 148 Participant's Manual Chapter 7</p>	<ul style="list-style-type: none"><li>■ Explain to participants that they are going to watch a video about recognizing and caring for a person with a head, neck or spinal injury and for a person with a suspected concussion.</li><li>■ Show the video, "Head, Neck and Spinal Injuries" (Pediatric) (2:58).</li><li>■ Ask participants if anything in the video needs clarification.</li></ul>

## Heat Stroke

### VIDEO



### REFERENCES

Course Presentation  
Slide 149

Participant's Manual  
Chapter 7

- Explain to participants that they are going to watch a video about heat stroke.
- Show the video, "Heat Stroke" (Adult) (1:10).
- Ask participants if anything in the video needs clarification.

## Hypothermia

### VIDEO



### REFERENCES

Course Presentation  
Slide 150

Participant's Manual  
Chapter 7

- Explain to participants that they are going to watch a video about hypothermia.
- Show the video, "Hypothermia" (Pediatric) (1:10).
- Ask participants if anything in the video needs clarification.

## Poison Exposure

### VIDEO



### REFERENCES

Course Presentation  
Slide 151

Participant's Manual  
Chapter 7

- Explain to participants that they are going to watch a video about poison exposure.
- Show the video, "Poison Exposure" (1:14).
- Ask participants if anything in the video needs clarification.



# MODULE 8

# Conclusion

Module Length: 2 minutes (62 minutes with final exam)

## Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Administer the final exam (optional).
- Discuss all points in the topic, “Closing.”

## Learning Objectives

After completing this module, participants will be able to:

- Pass the final exam (optional).
- Receive a digital certificate after successfully meeting the requirements for course completion.

## Materials, Equipment and Supplies

- First Aid/CPR/AED Review course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Final exams, answer sheets and answer keys (optional)



**Instructor's Note** Final exams and answer sheets can be downloaded from the Red Cross Learning Center. Answer keys are included in Appendix K of the instructor's manual.

# Final Exam (optional)

60 minutes



**Instructor's Note** Written exams are not a required element of the First Aid/CPR/AED program. Written exams are provided for cases in which they are requested or required by an employer, course provider, or state or local regulations. Administer the exam that is appropriate for the review course taken:

- Adult First Aid/CPR/AED
- Adult and Pediatric First Aid/CPR/AED
- Pediatric First Aid/CPR/AED

If you are teaching a review course that is other than one of those listed above, simply cross out or tell participants to skip appropriate portion(s) of the exam; for example, for the course Adult CPR/AED, simply cross out or tell participants to skip the First Aid portion of the exam.

## EXAM (optional)

### REFERENCES

Course Presentation  
Slides 152–154

- Communicate the following to participants:
  - You must score a minimum of 80 percent to pass the exam.
  - If you do not achieve a score of 80 percent, you will be given an opportunity to remediate and take another version of the exam.
  - If you pass the exam, you may review questions you missed; however, you must return graded answer sheets and written exams to the instructor.



**Instructor's Note** Participants must pass the final exam with a score of 80 percent or better. Refer to the Program Administration section for guidelines on retesting participants who do not pass the final exam.

- Have participants put away all course materials and mobile devices. Tell participants that they may not refer to any materials during the exam.
- Hand out an exam and answer sheet to each participant. Tell participants to write only on the answer sheet and mark answers clearly.
- Remind participants to return these items to you once they have finished the exam, so you can grade them.
- Tell participants to come to you or raise their hand if they have questions.
- Grade the exams using the answer key.
- Return the final exams and answer sheets to participants for them to review.
- Answer participants' questions about the exam.
- If necessary, make arrangements for those participants who score less than 80 percent to review the material and retake the alternate version of the exam.



**Instructor's Note** After reviewing the exam with the participants, collect all exams and answer sheets to protect the security of the exam.

# Closing

2 minutes

## LECTURE



## REFERENCES

Course Presentation  
Slides 155–156

- Thank participants for their efforts during class and ask for any remaining questions.
- Explain that participants will receive a certificate from the American Red Cross that is valid for 2 years.
- Remind participants that many resources are available to help them respond to an emergency:
  - The American Red Cross First Aid mobile app is free and available for iPhone and Android devices.
  - Ready Reference cards can be kept handy in a medical emergency.
  - The *First Aid/CPR/AED Participant's Manual* contains detailed information on topics covered in the course as well as a wide range of additional topics not covered in the course.



**Instructor's Note** If participants did not receive Ready Reference cards or a participant's manual as part of their course materials, tell participants that these materials (as well as first aid kits and supplies) are available through the Red Cross store at [redcross.org](http://redcross.org).

## First Aid/CPR/AED Challenge Course

The purpose of a challenge course is to provide participants the opportunity to demonstrate knowledge and skill competency outside of a formal class setting. Participants have sole responsibility to prepare for the knowledge and skill evaluations. Anyone is eligible to participate in a challenge.

Participants who do not pass the challenge course should be referred to a full course. They should not be allowed to attempt a challenge again, nor are they eligible to participate in the review course.

Participants who hold current American Red Cross certificates (or equivalent) may challenge as often as the courses are available and their certificates remain valid.

Participants must demonstrate appropriate skills/scenarios for the courses challenged (as indicated with an "X" on the chart shown in Module 2). No video segments are shown except for an introduction on how scenarios are conducted.



# MODULE 1

# Course Introduction

Module Length: 5 minutes

## Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, "Course Introduction."
- Show the video, "Assessment Scenario Walk-Through" (1:48) (optional).

## Learning Objectives

After completing this module, participants will be able to:

- State the course purpose.
- Identify the requirements for successful course completion.
- Understand how the assessment scenarios will be conducted.

## Materials, Equipment and Supplies

- First Aid/CPR/AED Challenge course presentation, downloadable videos or DVD (optional)
- Computer or tablet with speakers, projector, projection screen or monitor
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)
- Participant Progress Log

# Course Introduction

5 minutes

## Welcome, Course Purpose and Course Completion

### LECTURE



### REFERENCES

Course Presentation  
Slides 1–6

- Welcome participants and briefly introduce yourself as an American Red Cross instructor.
- Review the following information:
  - Facility policies and procedures
  - Locations of restrooms, water fountains and break areas
  - Where emergency exits are located as well as where automated external defibrillators (AEDs) and first aid kits are located
- Explain to participants that the purpose of the American Red Cross First Aid/CPR/AED Challenge course is to:
  - Provide First Aid/CPR/AED trained and certified participants a convenient option to demonstrate knowledge and skill competency outside of a formal classroom setting in order to be recertified.
- Inform participants of successful course completion requirements. They must:
  - Attend and participate in the entire class session.
  - Demonstrate competency in all required skills.
  - Successfully complete all assessment scenarios.
- Inform participants that upon successful course completion, they will receive a certificate from the American Red Cross that is valid for 2 years.



**Instructor's Note** Inform participants that they have sole responsibility to be prepared for knowledge and skill evaluations.

- Tell participants:
  - Please request a separate training manikin for CPR if you have a condition that would increase the risk of disease transmission.
  - PPE, including latex-free disposable gloves and breathing barriers, will be used during all assessment scenarios.
  - Though the risk for infection is low when giving care, you can lower your risk by always washing your hands after giving care (and before if possible) and using PPE when giving care.



**Instructor's Note** The American Red Cross advises that responders use appropriate PPE when giving first aid care if PPE is available and circumstances allow.

## Review of the Assessment Scenario Structure

### VIDEO



### REFERENCES

Course Presentation  
Slides 7–8

- Explain to participants that the challenge course is focused on assessment scenarios to determine their skill competency.
- Show the video, “Assessment Scenario Walk-Through” (1:48) (optional).
- Answer any questions participants may have before proceeding.

## MODULE 2

# Assessment Scenarios

Module Length: Variable

### Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Conduct scenarios for challenge course being taught.

### Learning Objectives

After completing this module, participants will be able to:

- Demonstrate competency in all scenarios being conducted.

### Materials, Equipment and Supplies

- First Aid/CPR/AED Challenge course presentation, downloadable videos or DVD (optional)
- Computer or tablet with speakers, projector, projection screen or monitor
- Student Training Kits for CPR and/or First Aid or equivalent training supplies:
  - CPR breathing barriers (face shield or pocket mask; one for each participant)
  - Latex-free disposable gloves (multiple sizes)
- AED training devices and pads (minimum of one for every two or three participants), depending on the challenge course being taught
- Simulation device for bleeding control (e.g., pool noodle; one for every two or three participants), depending on the challenge course being taught
- Adult manikins (minimum of one for every two or three participants), based on the needs of participants
- Child manikins (optional; minimum of one for every two or three participants), based on the needs of participants
- Infant manikins (minimum of one for every two or three participants), based on the needs of participants
- Assessment Scenario Flowchart(s), depending on the challenge course being taught
- Assessment Scenario Tool(s), depending on the challenge course being taught
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)
- Participant Progress Log



**Instructor's Note** Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from the Appendices of the instructor's manual or downloaded from the Red Cross Learning Center.

## Conduct Assessment Scenarios

The chart below denotes the assessment scenarios that are required for each challenge course. Refer to the *First Aid/CPR/AED Instructor's Manual*, **Lesson Plan B: Adult and Pediatric First Aid/CPR/AED Instructor-Led Training** for instructions on how to conduct the required assessment scenarios for the specific challenge course you are teaching. Also refer to Appendix B for the relevant Assessment Scenario Flowcharts and Appendix C for the relevant Assessment Scenario Tools.



**Instructor's Note** The length of time to complete this lesson for the challenge depends on the specific challenge course being taught.

		ADULT CHALLENGE COURSES		
		Adult First Aid/CPR/AED	Adult CPR/AED	Adult CPR
<b>A S S E S S M E N T  S C E N A R I O S</b>	Giving CPR and Using an AED for Adults	X	X	X
	Caring for a Choking Adult or Child	X	X	X
	Caring for Life-Threatening Bleeding	X		
	<b>Total Assessment Time</b>	28 minutes	22 minutes	16 minutes

		ADULT AND PEDIATRIC CHALLENGE COURSES			
		Adult and Pediatric First Aid/CPR/AED	Adult and Pediatric CPR/AED	Adult and Pediatric CPR	First Aid
ASSESSMENT SCENARIOS	Giving CPR and Using an AED for Adults	X	X	X	
	Giving CPR and Using an AED for Infants	X	X	X	
	Caring for a Choking Adult or Child	X	X	X	X
	Caring for a Choking Infant	X	X	X	X
	Caring for Life-Threatening Bleeding	X			X
	<b>Total Assessment Time</b>	50 minutes	44 minutes	32 minutes	20 minutes

		PEDIATRIC CHALLENGE COURSES		
		Pediatric First Aid/CPR/AED	Pediatric CPR/AED	Pediatric CPR
A S S E S S M E N T  S C E N A R I O S	Giving CPR and Using an AED for Children	X	X	X
	Giving CPR and Using an AED for Infants	X	X	X
	Caring for a Choking Adult or Child	X	X	X
	Caring for a Choking Infant	X	X	X
	Caring for Life-Threatening Bleeding	X		
	<b>Total Assessment Time</b>	50 minutes	44 minutes	32 minutes

# MODULE 3

# Conclusion

Module Length: 2 minutes

Refer to Module 8 in **Lesson Plan B: Adult and Pediatric First Aid/CPR/AED Instructor-Led Training** to administer the optional final exam and conduct the course conclusion.

