



# First Aid/CPR/AED

**BLENDED LEARNING SKILL SESSION  
INSTRUCTOR'S MANUAL SUPPLEMENT**

**American Red Cross**



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Red Cross**

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This instructor's manual supplement is part of the American Red Cross First Aid/CPR/AED program.

The emergency care procedures outlined in this book reflect the standard of knowledge and accepted emergency practices in the United States at the time this book was published. It is the reader's responsibility to stay informed of changes in emergency care procedures.

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## SECTION A: ABOUT THE FIRST AID/CPR/AED BLENDED LEARNING SKILL SESSION

This supplement serves as the main instructor resource for blended learning skill sessions. However, instructors should still refer to the *First Aid/CPR/AED Instructor's Manual* for complete administrative information (e.g., policies and procedures) and any applicable program appendices.

### BLENDED LEARNING SKILL SESSION DESIGN

The blended learning skill session is designed to transition participants from the virtual setting of the online course to the hands-on skills required to demonstrate competency for certification. All elements of the blended learning skill session are based on missions the participants completed in the online course.

Each mission used in the skill session will be presented using a three-step sequence:

- Mission Replay
- Mission Practice
- Learning Assessment

#### MISSION REPLAY

The Mission Replay is a video review of key missions in the online course. It represents the complete and correct path of action steps to respond to the emergency. The same missions will be used in the Mission Practice and Learning Assessment.

The First Aid/CPR/AED Blended Learning Skill Session DVD contains the mission replay video segments to be used for the skill session. These videos may also be downloaded from the Instructor's Corner website. The following video segments are included on the DVD.

VIDEO	SKILL	RUN TIME
"Frozen Farms Parking Lot"	Adult CPR/AED	(2:31)
"Edison Elementary Teacher's Lounge"	Adult Choking	(1:29)
"Frozen Farms Café"	Controlling Bleeding	(1:37)
"Chemvirement Plant Tour"	Child CPR/AED	(2:43)
"Nancy's Daytime Daycare Playground"	Infant CPR	(2:38)
"Edison Elementary Cafeteria"	Child Choking	(1:26)
"Chester's Seafood Shanty Dinner"	Infant Choking	(1:26)

**Instructor's Note:** While use of the Mission Replay videos is required, if equipment or technical difficulties prevent their use in the skill session, print versions of the Mission Replays may be used if necessary. If the print Mission Replays are used, review each step with the participants before conducting the Mission Practice and Learning Assessment.

## MISSION PRACTICE

The Mission Practice gives participants the opportunity to work with the first aid, CPR and AED equipment and to practice body mechanics before moving on to the Learning Assessment to demonstrate competency. The Mission Practice uses the same mission that will be used for the Learning Assessment. The format of the Mission Practice includes question prompts to encourage participants to recall each step before practicing it. This feature enhances participant engagement and reinforces knowledge of the correct sequence of steps when responding to each emergency.

The instructor's role during the Mission Practice is to:

1. Engage participants in a review of each step of the mission.
2. Assess the participants for competency in skills.
3. Evaluate the participants' decision-making abilities.
4. Provide corrective feedback.
5. Answer questions.

An outline for conducting each Mission Practice used in the skill session can be found in Section B.

## LEARNING ASSESSMENT

For each Learning Assessment, participants will work through the same mission viewed during the Mission Replay and used during the Mission Practice. The instructor's role during the Learning Assessment is to:

1. Follow the instructor cues provided.
2. Allow the participants to independently complete the emergency action steps.
3. Assess the participants for a final time for competency in all skills for certification.

An outline for conducting the Learning Assessment for each mission used in the skill session can be found in Section B. Instructors may opt to use an abbreviated version of the outline that includes only a list of the instructor cues for each mission. This alternate outline is in Section C.

# PLANNING A BLENDED LEARNING SKILL SESSION

## Session Duration

Estimates are provided for both 1:1 and 1:2 participant to manikin/AED ratios and a 1:10 instructor to participant ratio. Where feasible, the skill session should be conducted with a 1:1 manikin/AED ratio in order to maximize the amount of time each participant is actively engaged in the skill session.

### 1:1 Participant to Manikin/AED Ratio

COURSE	SESSION DURATION
First Aid	25 minutes
Adult CPR/AED	35 minutes
Adult First Aid/CPR/AED	50 minutes

<b>Adult and Pediatric CPR/AED</b>	1 hour
<b>Pediatric CPR/AED</b>	1 hour
<b>Adult and Pediatric First Aid/CPR/AED</b>	1 hour, 15 minutes
<b>Pediatric First Aid/CPR/AED</b>	1 hour, 15 minutes

### 1:2 Participant to Manikin/AED Ratio

<b>COURSE</b>	<b>SESSION DURATION</b>
<b>First Aid</b>	25 minutes
<b>Adult CPR/AED</b>	45 minutes
<b>Adult First Aid/CPR/AED</b>	1 hour
<b>Adult and Pediatric CPR/AED</b>	1 hour, 25 minutes
<b>Pediatric CPR/AED</b>	1 hour, 25 minutes
<b>Adult and Pediatric First Aid/CPR/AED</b>	1 hour, 40 minutes
<b>Pediatric First Aid/CPR/AED</b>	1 hour, 40 minutes

### Mission Replay Videos by Course

Use the chart below to determine which video segments should be used when conducting a skill session for each blended learning course.



<b>COURSE</b>	<b>SKILL</b>	<b>MISSION REPLAY VIDEO</b>
<b>Adult First Aid/CPR/AED</b>	Adult CPR/AED	Frozen Farms Parking Lot
	Adult Choking	Edison Elementary Teacher's Lounge
	Controlling Bleeding	Frozen Farms Café
<b>Adult and Pediatric First Aid/CPR/AED*</b>	Adult CPR/AED	Frozen Farms Parking Lot
	Adult Choking	Edison Elementary Teacher's Lounge
	Controlling Bleeding	Frozen Farms Café
	Child CPR/AED	Chemvironment Plant Tour
	Infant CPR/AED	Nancy's Daytime Daycare Playground
	Child Choking	Edison Elementary Cafeteria
	Infant Choking	Chester's Seafood Shanty Dinner
<b>Pediatric First Aid/CPR/AED</b>	Controlling Bleeding	Frozen Farms Café
	Child CPR/AED	Chemvironment Plant Tour
	Infant CPR/AED	Nancy's Daytime Daycare Playground
	Child Choking	Edison Elementary Cafeteria
	Infant Choking	Chester's Seafood Shanty Dinner
<b>Adult CPR/AED</b>	Adult CPR/AED	Frozen Farms Parking Lot
	Adult Choking	Edison Elementary Teacher's Lounge
<b>Course</b>	<b>Skill</b>	<b>Mission Replay Video</b>

<b>Adult and Pediatric CPR/AED*</b>	Adult CPR/AED	Frozen Farms Parking Lot
	Adult Choking	Edison Elementary Teacher's Lounge
	Child CPR/AED	ChemvIRONMENT Plant Tour
	Infant CPR/AED	Nancy's Daytime Daycare Playground
	Child Choking	Edison Elementary Cafeteria
	Infant Choking	Chester's Seafood Shanty Dinner
<b>Pediatric CPR/AED</b>	Child CPR/AED	ChemvIRONMENT Plant Tour
	Infant CPR/AED	Nancy's Daytime Daycare Playground
	Child Choking	Edison Elementary Cafeteria
	Infant Choking	Chester's Seafood Shanty Dinner
<b>First Aid</b>	Controlling Bleeding	Frozen Farms Café

*\*When conducting an adult and pediatric CPR/AED skill session, choose either the adult or child mission for the CPR/AED and choking skills. Due to the similarities between adult and child CPR/AED and adult and child choking skills, participants do not need to complete both adult and child missions.*

## EQUIPMENT AND TRAINING MATERIALS

### Equipment requirements for viewing video segments:

- First Aid/CPR/AED Blended Learning Skill Session DVD, DVD player, monitor, power source and extension cord as needed; or
- Blended Learning Skill Session videos downloaded from the Instructor's Corner website, laptop/desktop computer, power source, extension cord as needed, projector (including any connection cables), projection screen/area and computer speakers

### Equipment and training material requirements for Mission Practices and Learning Assessments:

- Adult manikins (one per participant recommended)
- Child manikins (optional: adult manikins may be used if child manikins are unavailable)
- Infant manikins (one per participant recommended when teaching courses with infant skills)
- Extra manikin lungs, airways and faces
- Manikin decontamination supplies
- Latex-free disposable gloves (multiple sizes)
- CPR breathing barriers or pocket masks (one for each participant)

- Print version of Mission Replays (optional; may be downloaded from the Instructor's Corner website)
- Student training kits for CPR and/or first aid training supplies (dressing, roller bandages)
- AED training devices and pads (one per participant)
- Pediatric AED training devices and pads (one per participant recommended when teaching courses with pediatric skills)

## SECTION B: THE PROGRAM

### INTRODUCTION

#### WELCOME

1. Introduce yourself and have participants introduce themselves.
2. Verify the names of participants on the class roster and collect proof of online session completion.
3. Review any facility policies and procedures.
4. Inform participants of completion requirements.
5. Explain the purpose of this skill session.
6. Explain to participants that they will revisit key missions from the online course during the skill session. First, they will view a video of the mission, then they will practice the mission and finally, they will go through the mission for their certification assessment.

#### HEALTH AND SAFETY PRECAUTIONS FOR THE COURSE

1. Explain to participants that standard precautions will be followed during this training.
2. Hand out the student training kits for CPR and/or first aid or equivalent training supplies as applicable and identify the contents.
3. Ask participants to inform you privately if they have any medical condition or disability that might affect course participation.
4. Tell participants that they should request a separate training manikin if they have a condition that would increase the risk of disease transmission.
5. Tell participants that they will be using personal protective equipment (PPE) such as disposable latex-free gloves, when appropriate, to prevent the spread of bloodborne pathogens that can cause disease and that may be present in blood and other body fluids.
6. Inform participants that while some of the missions in the online course may not feature PPE, items such as disposable latex-free gloves and breathing barriers should be used when available to reduce the risk of disease transmission.
7. Encourage participants to follow along as you demonstrate how to remove gloves.

#### **AFTER GIVING CARE, MAKE SURE NEVER TO TOUCH THE BARE SKIN WITH THE OUTSIDE OF EITHER GLOVE.**

##### **PINCH GLOVE**

- Pinch the palm side of one glove near the wrist.
- Carefully pull the glove off so that it is inside out.

##### **SLIP TWO FINGERS UNDER GLOVE**

- Hold the glove in the palm of the remaining gloved hand.
- Slip two fingers under the glove at the wrist of the remaining gloved hand.

##### **PULL GLOVE OFF**

Pull the glove until it comes off, inside out, so that the first glove ends up inside the glove just removed.

##### **DISPOSE OF GLOVES AND WASH HANDS**

After removing the gloves:

- Dispose of gloves in the appropriate biohazard container.
- Wash hands thoroughly with soap and warm running water, if available.
- Otherwise, use an alcohol-based hand sanitizer to clean the hands if they are not visibly soiled.

**Instructor's Note:** Refer participants to other resources, such as their employer, or training, such as Bloodborne Pathogens Training, if they need additional information.

# ADULT CPR/AED

## MISSION REPLAY

1. Show the video segment, "Frozen Farms Parking Lot" (2:41).



## MISSION PRACTICE

1. Explain to participants that they will practice the skills associated with this mission, including:
  - Checking the scene
  - Checking for responsiveness and looking for breathing
  - Giving compressions
  - Giving rescue breaths
  - Using an AED
2. Guide participants through the Mission Practice and offer corrective feedback (coaching/guidance/instruction) when necessary.
3. Continue on to the Learning Assessment after all participants have successfully completed the Mission Practice and have shown proficiency in all steps and skills.

**Instructor's Note:** For the Adult and Pediatric CPR/AED course and the Adult and Pediatric First Aid/CPR/AED course, remind participants of the following differences for the injured or ill child: For a child, the depth of compressions is about 2 inches. For an infant, the depth of compressions is about 1 1/2 inches.

Make sure participants are standing and backed away from their manikins before the Mission Practice begins.

To avoid overlapping sounds from AED trainers:

- A) Use only one AED to give the prompts. Participants' devices remain turned off and are used for the purposes of practice and assessment only, or
- B) Give a prompt/signal to participants to turn on the AEDs at the same time.

## Instructor's Introduction

You are walking through the Frozen Farms parking lot and overhear two colleagues chatting about weekend plans. Your colleague, Chris, abruptly stops speaking and appears pale. When asked what is wrong, he insists he just skipped lunch. But seconds later, Chris grabs his chest and falls to the ground.

Use the skills you've learned to respond to this emergency.

INSTRUCTOR/RESPONDER	ACTION	WHAT TO LOOK FOR
Instructor	Ask: "What is the first step in responding to this emergency?" Answer: "Check the scene for safety and form and initial impression."	

INSTRUCTOR/RESPONDER	ACTION	WHAT TO LOOK FOR
Responder	Checks the scene for safety and forms an initial impression. Checks the injured or ill person.	Pauses and looks at the scene before responding
Instructor	<p><b>The scene is safe and there is no severe, life-threatening bleeding. The person appears to be unresponsive.</b></p> <p><b>Ask: "What is the next step?"</b> <b>Answer: "Check Chris for responsiveness."</b></p> <p><b>Ask: "How do you check for responsiveness?"</b> <b>Answer: "Shout, tap, shout and look for normal breathing."</b></p>	
Responder	Shouts "Are you OK"  Taps the shoulder, shouts again, and looks for normal breathing.	Speaks out loud  Physically taps the manikin; speaks out loud  Scans body up and down for normal breathing
Instructor	<p><b>Tell participants that Chris is unresponsive and not breathing.</b></p> <p><b>Ask: "What do you do now that you know Chris is unresponsive?"</b> <b>Answer: "Ask a bystander to call 9-1-1 and get an AED and First Aid Kit."</b></p>	
Responder	Directs other colleague to call 9-1-1 or the local emergency number and get an AED and First Aid Kit	Points as if other colleague is present; speaks out loud
Instructor	<p><b>Tell participants emergency services are on the way.</b></p> <p><b>Ask: "What step comes next?"</b> <b>Answer: "Give 30 compressions."</b></p> <p><b>Remind participants to push hard and fast, being sure to compress the chest straight down at least 2 inches.</b></p>	

INSTRUCTOR/RESPONDER	ACTION	WHAT TO LOOK FOR
Responder	Gives 30 chest compressions	<p>Positioned well for chest compressions (kneeling alongside the manikin, interlaced hands on center of chest, arms and elbows straight and shoulders over the hands)</p> <p>Pushes down on the center of the manikin's chest on the lower half of the breastbone 30 times</p> <p>Compresses the chest straight down at least 2 inches at a rate of 100 to 120 compressions per minute</p> <p>Allows full recoil without pausing or taking hands off the chest</p>
Instructor	<p><b>Ask: "What comes next after giving 30 chest compressions?"</b>  <b>Answer: "Open the airway and give 2 rescue breaths."</b></p> <p><b>Remind participants that breathing barriers should be placed on the manikin before giving rescue breaths.</b></p> <p><b><i>Instructor's Note:</i></b> <i>If participants have trouble getting the breaths to go in, tell them to retilt the head, ensure the nose is pinched, make a seal over the mouth and try again.</i></p>	
Responder	Gives 2 rescue breaths	<p>Places breathing barrier on the manikin</p> <p>Tilts the head (one hand on forehead) and lifts the chin (two or three fingers of other hand on the bony part of the chin) slightly past a neutral position</p>
Instructor	<p><b>Tell participants that the AED has arrived.</b></p> <p><b>Ask: "What steps need to be taken once an AED is available?"</b>  <b>Answer: "Turn on the AED, expose the chest and apply the pads."</b></p> <p><b>Remind participants to follow any prompts the AED gives.</b></p>	

INSTRUCTOR/RESPONDER	ACTION	WHAT TO LOOK FOR
Responder	Turns on AED Exposes chest Attaches AED pads Plugs in connector, if necessary	Turns on AED Exposes chest Attaches pads, ensuring they do not touch Plugs connector into device, if necessary
Instructor	Device should indicate that it is analyzing the rhythm.	
Responder	Makes sure no one is touching the person while AED analyzes the heart rhythm	Says, "Everyone stand clear" while the AED analyzes the heart rhythm
Instructor	Device should indicate a shock is advised.	
Responder	Makes sure that no one is touching the person Pushes "shock" button	Says, "Everyone stand clear" Pushes "shock" button
Instructor	Device should indicate that a shock has been delivered and instruct to continue CPR.	



INSTRUCTOR/RESPONDER	ACTION	WHAT TO LOOK FOR
Responder	<p>Gives 30 chest compressions</p>          <p>Gives 2 rescue breaths</p>	<p>Positioned well for chest compressions (kneeling alongside the manikin, interlaced hands on center of chest, arms and elbows straight and shoulders over the hands)</p> <p>Pushes down on the center of the manikin’s chest on the lower half of the breastbone 30 times</p> <p>Compresses the chest straight down at least 2 inches at a rate of 100 to 120 compressions per minute</p> <p>Allows full recoil without pausing or taking hands off the chest</p> <p>Tilts the head (one hand on forehead) and lifts the chin (two or three fingers of other hand on the bony part of the chin) slightly past a neutral position</p> <p>Makes sure that each breath lasts about 1 second and makes the chest rise</p>
Instructor	<b>“The paramedics arrive as you are performing compressions. You continue providing care until they indicate it is time for them to take over providing care for Chris.”</b>	

## LEARNING ASSESSMENT

1. Explain to participants that the Learning Assessment will take them back to the emergency at the Frozen Farms parking lot for a final time. They will be prompted only on the conditions they find. This assessment will test their ability to independently go through the mission and apply the skills they learned.

**Instructor’s Note:** Make sure participants are standing and backed away from their manikins before the Learning Assessment begins.

## Instructor's Introduction

You are walking through the Frozen Farms parking lot and overhear two colleagues chatting about weekend plans. Your colleague, Chris, abruptly stops speaking and appears pale. When asked what is wrong, he insists he just skipped lunch. But seconds later, Chris grabs his chest and falls to the ground.

Use the skills you've learned to respond to this emergency.

INSTRUCTOR/RESPONDER	ACTION	WHAT TO LOOK FOR
Responder	Checks the scene for safety and forms an initial impression. Checks the injured or ill person.	Pauses and looks at the scene before responding
Instructor	<b>The scene is safe and there is no severe, life-threatening bleeding. The person appears to be unresponsive.</b>	
Responder	Shout, tap, shout: Shouts "Are you OK?"  Taps the shoulder, shouts again, while looking for normal breathing.	Speaks out loud  Physically taps the manikin; speaks out loud  Scans body up and down for normal breathing
Instructor	<b>"Chris is unresponsive and not breathing."</b>	
Responder	Directs other colleague to call 9-1-1 or the local emergency number and get an AED and First Aid Kit	Points as if other colleague is present; speaks out loud



INSTRUCTOR/RESPONDER	ACTION	WHAT TO LOOK FOR
<b>Responder</b>	Turns on AED  Exposes chest  Attaches AED pads  Plugs in connector, if necessary	Turns on AED  Exposes chest  Attaches pads, ensuring they do not touch  Plugs connector into device, if necessary
<b>Instructor</b>	Device should indicate that it is analyzing the rhythm.	
<b>Responder</b>	Makes sure no one is touching the person while AED analyzes the heart rhythm	Says, "Everyone stand clear" while the AED analyzes the heart rhythm
<b>Instructor</b>	Device should indicate a shock is advised.	
<b>Responder</b>	Makes sure that no one is touching the person  Pushes "shock" button	Says, "Everyone stand clear"  Pushes "shock" button
<b>Instructor</b>	Device should indicate that a shock has been delivered and instruct to continue CPR.	

<b>INSTRUCTOR/RESPONDER</b>	<b>ACTION</b>	<b>WHAT TO LOOK FOR</b>
<b>Responder</b>	<p>Gives 30 chest compressions</p>          <p>Gives 2 rescue breaths</p>	<p>Positioned well for chest compressions (kneeling alongside the manikin, interlaced hands on center of chest, arms and elbows straight and shoulders over the hands)</p> <p>Pushes down on the center of the manikin's chest on the lower half of the breastbone 30 times</p> <p>Compresses the chest straight down at least 2 inches at a rate of 100 to 120 compressions per minute</p> <p>Allows full recoil without pausing or taking hands off the chest</p> <p>Tilts the head (one hand on forehead) and lifts the chin (two or three fingers of other hand on the bony part of the chin) slightly past a neutral position</p> <p>Makes sure that each breath lasts about 1 second and makes the chest rise</p>
<b>Instructor</b>	<p><b>"The paramedics arrive as you are performing compressions. You continue providing care until they indicate it is time for them to take over providing care for Chris."</b></p>	

## **ADULT CHOKING**

### **MISSION REPLAY**

1. Show the video segment, "Edison Elementary Teacher's Lounge" (1:27).



## MISSION PRACTICE

1. Ask participants to choose a partner.
2. Explain to participants that they will take turns with their partner to practice the skills associated with this mission, including:
  - Checking the scene
  - Checking the person
  - Obtaining consent
  - Delivering back blows
  - Delivering abdominal thrusts
3. Guide participants through the Mission Practice and offer corrective feedback (coaching/guidance/instruction) when necessary. Explain to responders that they must not give real back blows or abdominal thrusts. Instead, simulate giving 5 back blows between the shoulder blades with the heel of the hand, giving 5 abdominal thrusts, with the covered fist just above the navel and thumb side against the abdomen.
4. Continue on to the Learning Assessment after all participants have successfully completed the Mission Practice and have shown proficiency in all steps and skills.

### Instructor's Introduction

You work as a teacher at Edison Elementary School. You and your colleagues are taking a lunch break in the teacher's lounge and are chatting as you eat. Suddenly, one of your colleagues, Melanie, clutches her throat. She appears panicked.

Use the skills you've learned to respond to this emergency.

INSTRUCTOR/RESPONDER	ACTION	WHAT TO LOOK FOR
Instructor	<b>Ask: "What is the first step in responding to this emergency?"</b> <b>Answer: "Check the scene for safety and form and initial impression."</b>	
Responder	Checks the scene for safety and forms an initial impression. Checks the injured or ill person.	Pauses and looks at the scene before responding
Instructor	<b>The scene is safe and there is no severe, life-threatening bleeding. The person appears to be choking.</b>  <b>Inform participants that Melanie appears unable to breathe, cough, talk or make sounds and is holding her hands to her throat.</b>  <b>Ask: "What is the next step?"</b> <b>Answer: "Direct someone to call 911 and get an AED and First Aid Kit. Get consent to help."</b>	

INSTRUCTOR/RESPONDER	ACTION	WHAT TO LOOK FOR
Responder	Directs other colleague to call 9-1-1 or the local emergency number and get an AED and First Aid Kit  Asks partner for consent to help	Obtains consent to help  Points as if other colleague is present; speaks out loud
Instructor	<b>Ask: “What step comes next?”</b> <b>Answer: “Give 5 back blows.”</b>	
Responder	Simulates 5 back blows	Bends the person forward at the waist so that the upper airway is parallel to the ground or angled slightly downward  Simulates striking the back between the shoulder blades with the heel of one hand
Instructor	<b>Ask: “What comes next after delivering back blows?”</b> <b>Answer: “Give 5 abdominal thrusts.”</b>	
Responder	Simulates 5 abdominal thrusts	Makes fist with one hand, thumb facing in, and places the fist against the person’s torso just above the navel; grasps the fist with the other hand  Simulates a swift in-and-up movement
Instructor	<b>“The abdominal thrusts have freed the obstruction and Melanie is able to breathe again. She’s a little shaken up, but she’s going to be fine.”</b>	

## LEARNING ASSESSMENT

1. Explain to participants that the Learning Assessment will take them back to the emergency at Edison Elementary for a final time. They will be prompted only on the conditions they find. This assessment will test their ability to independently go through the mission and apply the skills they learned.
2. As with the Mission Practice, participants will switch partners to allow everyone a chance to be the responder.

**Instructor’s Note:** Make sure participants are standing and backed away from their partner before the Learning Assessment begins.

## Instructor's Introduction

You work as a teacher at Edison Elementary School. You and your colleagues are taking a lunch break in the teacher's lounge and are chatting as you eat. Suddenly, one of your colleagues, Melanie, clutches her throat. She appears panicked.

Use the skills you've learned to respond to this emergency.

INSTRUCTOR/RESPONDER	ACTION	WHAT TO LOOK FOR
Responder	Checks the scene for safety and forms an initial impression. Checks the injured or ill person.	Pauses and looks at the scene before responding
Instructor	<b>"The scene is safe and there is no severe, life-threatening bleeding. The person is unable to breath, cough, talk or make sounds."</b>	
Responder	Directs other colleague to call 9-1-1 or the local emergency number and get an AED and First Aid Kit	Points as if other colleague is present; speaks out loud
Instructor	<b>"Melanie is unable to breathe, cough, talk or make sounds."</b>	
Responder	Obtains consent	Asks partner for consent
Responder	Simulates 5 back blows	Bends the person forward at the waist so that the upper airway is parallel to the ground or angled slightly downward  Simulates striking the back between the shoulder blades with the heel of one hand
Responder	Simulates 5 abdominal thrusts	Makes fist with one hand, thumb facing in, and places the fist against the person's torso just above the navel; grasps the fist with the other hand  Simulates a swift in-and-up movement
Instructor	<b><i>Instructor's Note:</i> Continue cycles of 5 back blows and 5 abdominal thrusts until you have successfully assessed all participants for proficiency.</b>  <b>"The abdominal thrusts have freed the obstruction and Melanie is able to breathe again. She's a little shaken up, but she's going to be fine."</b>	



# CONTROLLING BLEEDING

## MISSION REPLAY

1. Show the video segment, “Frozen Farms Café” (1:33).



## INSTRUCTOR DEMONSTRATION

**Instructor’s Note:** Participants should also be sitting with their first aid materials nearby for the forthcoming Learning Assessment.

1. Explain to participants that you will demonstrate the skills associated with this mission, including:
  - Controlling bleeding
  - Bandaging an open wound
2. Ask for a volunteer to be your partner and sit or stand where all participants can clearly see you.
3. Using your volunteer as the injured person, demonstrate all steps of the above skills. Encourage participants to ask questions during the demonstration.
4. Continue on to the Learning Assessment after the demonstration.

INSTRUCTOR	ACTION
Demonstration Steps	<ol style="list-style-type: none"><li>1. Put on latex-free disposable gloves and apply direct pressure with sterile dressing.</li><li>2. Bandage the wound. <b>Instructor’s Note:</b> To tie off a roller bandage, create a loop toward the end of the wrapping—leaving enough to complete the wrap and secure the loop in place. Then, use the loop and the end of the bandage to tie a bow directly over the wound.</li><li>3. Check for feeling, warmth and color just below the wound.</li></ol>

## LEARNING ASSESSMENT

1. Explain to participants that the Learning Assessment will take them back to the emergency at the Frozen Farms café for a final time. They will only be prompted on the conditions they find. This assessment will test their ability to independently go through the mission and apply the skills they learned.
2. Participants will switch partners to allow everyone a chance to be the responder.

**Instructor’s Note:** Make sure participants are standing and backed away from their partner before the Learning Assessment begins.

### Instructor’s Introduction

You work at the Frozen Farms café. A customer orders an iceberg wedge salad from your co-worker, Gloria. As she’s chopping the lettuce, she screams out in pain and drops her knife. You see blood coming down her arm.

Use the skills you’ve learned to respond to this emergency.

INSTRUCTOR/RESPONDER	ACTION	WHAT TO LOOK FOR
Responder	Checks the scene for safety and forms an initial impression. Checks the injured or ill person.	Pauses and looks at the scene before responding
Instructor	<p><b>“You identify the knife as a potential hazard at the scene. You’ve checked the scene and identified all potential hazards. ”</b></p> <p><b>Ask: “What step comes next?”</b> <b>Answer: “Ask a bystander to call 9-1-1 and get the First Aid Kit.”</b></p>	
Responder	Directs other colleague to call 9-1-1 or the local emergency number and get the First Aid Kit	Points as if other colleague is present; speaks out loud
Responder	Applies gloves  Applies dressing and pressure over the wound	Applies gloves appropriately  Uses firm, direct pressure to the arm and holds the dressing in place
Instructor	<b>“You’ve controlled the bleeding.”</b>	
Responder	Wraps the dressing in a roller bandage  Secures dressing in place by tying a bow with the last few inches of roller bandage directly over the wound  Checks for feeling, warmth and color above and below the wound	Ensures that direct pressure continues to be applied  Wraps roller bandage working up toward the heart and ties securely  Gently touches and observes the area above and below the bandaged site
Instructor	<b>“Gloria reports that she is weak and dizzy. You care for shock by laying her on the floor, covering her with a blanket and offering her reassurance. Paramedics have arrived at the scene and will continue providing care for Gloria.”</b>	

# CHILD CPR/AED

## MISSION REPLAY

1. Show the video segment, "Chemenvironment Plant Tour" (3:01).



## MISSION PRACTICE

1. Explain to participants that they will practice the skills associated with this mission, including:
  - Checking the scene, obtaining consent.
  - Checking for responsiveness and looking for breathing
  - Giving rescue breaths
  - Giving compressions
  - Using an AED
2. Guide participants through the Mission Practice and offer corrective feedback (coaching/guidance/instruction) when necessary.
3. Continue on to the Learning Assessment after all participants have successfully completed the Mission Practice and have shown proficiency in all steps and skills.

**Instructor's Note:** For the Adult and Pediatric CPR/AED course and the Adult and Pediatric First Aid/CPR/AED course, remind participants of the following differences for the injured or ill adult:

For an adult, the depth of compressions is at least 2 inches and for children, the depth of compressions is about 2 inches.

**Instructor's Note:** Make sure participants are standing and backed away from their manikins before the Mission Practice begins.

**Instructor's Note:** To avoid overlapping sounds from AED trainers:

- A) Use only one AED to give the prompts to participants, while the others stay off and are used for the purposes of practice and assessment only, or
- B) Give a prompt/signal to participants to turn on the AEDs at the same time.

## Instructor's Introduction

You work at the Chemenvironment factory and see that a colleague is giving a tour to his friend and her young son, Cole. As they begin the tour of your section, the boy begins to breathe abnormally. His mother tries to comfort him, but he quickly collapses to the ground.

Use the skills you've learned to respond to this emergency.

INSTRUCTOR/RESPONDER	ACTION	WHAT TO LOOK FOR
Instructor	Ask: "What is the first step in responding to this emergency?" Answer: "Check the scene for safety and form and initial impression."	

INSTRUCTOR/RESPONDER	ACTION	WHAT TO LOOK FOR
Responder	Checks the scene for safety and forms an initial impression. Checks the injured or ill person.	Pauses and looks at the scene before responding
Instructor	<p><b>The scene is safe and there is no severe, life-threatening bleeding. The person appears to be unresponsive.</b></p> <p><b>Ask: "What are the next steps?"</b> <b>Answer: "Obtain consent from the mother, then check Cole for responsiveness."</b></p> <p><b>Tell participants they have received consent to help Cole.</b></p> <p><b>Ask: "How do you check for responsiveness?"</b> <b>Answer: "Shout, tap, shout and look for normal breathing."</b></p>	
Responder	<p>Shouts "Are you Ok"</p> <p>Taps the shoulder, shouts again, and looks for normal breathing.</p>	<p>Speaks out loud</p> <p>Physically taps the manikin; speaks out loud</p> <p>Scans body up and down for normal breathing</p>
Instructor	<p><b>Tell participants that Cole is unresponsive and not breathing.</b></p> <p><b>Ask: "What do you do now that you know Cole is unresponsive?"</b> <b>Answer: "Ask a bystander to call 9-1-1 and get an AED and First Aid Kit."</b></p>	
Responder	Directs other colleague to call 9-1-1 or the local emergency number and get an AED and First Aid Kit	Points as if other colleague is present; speaks out loud
Instructor	<p><b>Ask: "What step comes next?"</b> <b>Answer: "Give 30 compressions."</b></p> <p><b>Remind participants to push hard and fast, being sure to compress the chest straight down about 2 inches.</b></p>	

INSTRUCTOR/RESPONDER	ACTION	WHAT TO LOOK FOR
Responder	Gives 30 chest compressions	<p>Positioned well for chest compressions (kneeling alongside the manikin, interlaced hands on center of chest, arms and elbows straight and shoulders over the hands)</p> <p>Pushes down on the center of the manikin's chest on the lower half of the breastbone 30 times</p> <p>Compresses the chest straight down about 2 inches at a rate of 100 to 120 compressions per minute</p> <p>Allows full recoil without pausing or taking hands off the chest</p>
Instructor	<p><b>Ask: "What comes next after giving 30 chest compressions?"</b>  <b>Answer: "Open the airway and give 2 rescue breaths."</b></p> <p><b>Remind participants that breathing barriers should be placed on the manikin before giving rescue breaths.</b></p> <p><b><i>Instructor's Note:</i></b> <i>If participants have trouble getting the breaths to go in, tell them to retilt the head, ensure the nose is pinched, make a seal over the mouth and try again.</i></p>	
Responder	Gives 2 rescue breaths	<p>Places breathing barrier on the manikin</p> <p>Tilts the head (one hand on forehead) and lifts the chin (two or three fingers of other hand on the bony part of the chin) slightly past a neutral position</p> <p>Makes sure that each breath lasts about 1 second and makes the chest rise</p>

INSTRUCTOR/RESPONDER	ACTION	WHAT TO LOOK FOR
Instructor	<p>Tell participants that the AED has arrived.</p> <p>Ask: “What steps need to be taken once an AED is available?”            Answer: “Turn on the AED, expose the chest and apply the pads.”</p> <p>Remind participants to follow any prompts the AED gives.</p>	
Responder	<p>Turns on AED</p> <p>Exposes chest</p> <p>Attaches AED pads</p> <p>Plugs in connector, if necessary</p>	<p>Turns on AED</p> <p>Exposes chest</p> <p>Attaches pads, ensuring they do not touch</p> <p>Plugs connector into device, if necessary</p>
Instructor	Device should indicate that it is analyzing the rhythm.	
Responder	Makes sure no one is touching the person while AED analyzes the heart rhythm	Says, “Everyone stand clear” while the AED analyzes the heart rhythm
Instructor	Device should indicate a shock is advised.	
Responder	<p>Makes sure that no one is touching the person</p> <p>Pushes “shock” button</p>	<p>Says, “Everyone stand clear”</p> <p>Pushes “shock” button</p>
Instructor	Device should indicate that a shock has been delivered and instruct to continue CPR.	



INSTRUCTOR/RESPONDER	ACTION	WHAT TO LOOK FOR
Responder	Checks the scene for safety and forms an initial impression. Checks the injured or ill person.	Pauses and looks at the scene before responding
Instructor	<b>“The scene is safe and there is no severe, life-threatening bleeding; mother has given you consent to help Cole.”</b>	
Responder	Shout, tap, shout: Shouts “Are you OK?”  Taps the shoulder, shouts again, while looking for normal breathing.	Speaks out loud  Physically taps the manikin; speaks out loud  Scans body up and down for normal breathing
Instructor	<b>“Cole is unresponsive and not breathing.”</b>	
Responder	Directs someone to call 9-1-1 or the local emergency number and get an AED and First Aid Kit	Points; speaks out loud



INSTRUCTOR/RESPONDER	ACTION	WHAT TO LOOK FOR
Responder	<p>Gives 30 chest compressions</p>           <p>Gives 2 rescue breaths</p>	<p>Positioned well for chest compressions (kneeling alongside the manikin, interlaced hands on center of chest, arms and elbows straight and shoulders over the hands)</p> <p>Pushes down on the center of the manikin's chest on the lower half of the breastbone 30 times</p> <p>Compresses the chest straight down about 2 inches at a rate of 100 to 120 compressions per minute</p> <p>Allows full recoil without pausing or taking hands off the chest</p> <p>Tilts the head (one hand on forehead) and lifts the chin (two or three fingers of other hand on the bony part of the chin) slightly past a neutral position</p> <p>Makes sure that each breath lasts about 1 second and makes the chest rise</p> <p>Transitions smoothly between giving chest compressions and giving rescue breaths</p>

INSTRUCTOR/RESPONDER	ACTION	WHAT TO LOOK FOR
<b>Instructor</b>	<p><i><b>Instructor's Note:</b> Continue CPR until you have successfully assessed all participants for proficiency before giving this prompt.</i></p> <p><b>“Cole’s uncle has arrived with an AED. He tells you that paramedics are on the way.”</b></p>	
<b>Responder</b>	<p>Turns on AED</p> <p>Exposes chest</p> <p>Attaches AED pads</p> <p>Plugs in connector, if necessary</p> <p>Makes sure no one is touching the person while AED analyzes the heart rhythm</p>	<p>Turns on AED</p> <p>Simulates exposing chest</p> <p>Attaches pads, ensuring they do not touch</p> <p>Plugs connector into device, if necessary</p>
<b>Instructor</b>	Device should indicate that it is analyzing the heart rhythm.	
<b>Responder</b>	Makes sure no one is touching the person while AED analyzes the heart rhythm	Says, “Everyone stand clear” while the AED analyzes the heart rhythm
<b>Instructor</b>	Device should indicate a shock is advised.	
<b>Responder</b>	<p>Makes sure that no one is touching the person</p> <p>Pushes “shock” button</p>	<p>Says, “Everyone stand clear”</p> <p>Pushes “shock” button</p>
<b>Instructor</b>	Device should indicate that a shock has been delivered and instruct to continue CPR.	



# INFANT CPR/AED

## MISSION REPLAY

1. Show the video segment, “Nancy’s Daytime Daycare Playground” (2:41).



## MISSION PRACTICE

1. Explain to participants that they will practice the skills associated with this mission, including:
  - Checking the scene
  - Checking for responsiveness and looking for breathing
  - Giving rescue breaths
  - Giving chest compressions
  - Using an AED
2. Guide participants through the Mission Practice and offer corrective feedback (coaching/guidance/instruction) when necessary.
3. Continue on to the Learning Assessment after all participants have successfully completed the Mission Practice and have shown proficiency in all steps and skills.

**Instructor’s Note:** Make sure participants are standing and backed away from their manikins before the Mission Practice begins.

**Instructor’s Note:** To avoid overlapping sounds from AED trainers:

- A) Use only one AED to give the prompts to participants, while the others stay off and are used for the purposes of practice and assessment only, or
- B) Give a prompt/signal to participants to turn on the AEDs at the same time.

## Instructor’s Introduction

You work at Nancy’s Daytime Daycare. A co-worker, Michael, is watching over two young boys and an infant named Tilly on the playground. He briefly turns his attention to the boys as they argue over a swing, and when Michael turns back to Tilly, he sees her motionless on the ground.

Use the skills you’ve learned to respond to this emergency.

INSTRUCTOR/ RESPONDER	ACTION	WHAT TO LOOK FOR
Instructor	Ask: “What is the first step in responding to this emergency?” Answer: “Check the scene for safety and form and initial impression.”	
Responder	Checks the scene for safety and forms an initial impression. Checks the injured or ill person.	Pauses and looks at the scene before responding

INSTRUCTOR/ RESPONDER	ACTION	WHAT TO LOOK FOR
Instructor	<p>The scene is safe and there is no severe, life-threatening bleeding. The person appears to be unresponsive.</p> <p>Remind participants that because Tilly is an infant, a parent or guardian is not present and this is a life-threatening emergency, consent is implied.</p> <p>Ask: “What is the next step?” Answer: “Check Tilly for responsiveness.”</p> <p>Ask: “How do you check for responsiveness?” Answer: “Shout, tap, shout and look for normal breathing.”</p>	
Responder	<p>Shouts “Tilly”</p> <p>Taps the foot, shouts again, and looks for normal breathing.</p>	<p>Speaks out loud</p> <p>Physically taps the manikin; speaks out loud</p> <p>Scans body up and down for normal breathing</p>
Instructor	<p>Tell participants that Tilly is unresponsive and not breathing.</p> <p>Ask: “What do you do now that you know Tilly is unresponsive?” Answer: “Ask a bystander to call 9-1-1 and get an AED and First Aid Kit.”</p>	
Responder	<p>Directs other colleague to call 9-1-1 or the local emergency number and get an AED and First Aid Kit</p>	<p>Points as if other colleague is present; speaks out loud</p>
Instructor	<p>Ask: “What step comes next?” Answer: “Give 30 compressions.”</p> <p>Remind participants to push hard and fast, being sure to compress the chest straight down about 1½ inches with the pads of two or three fingers.</p>	

INSTRUCTOR/ RESPONDER	ACTION	WHAT TO LOOK FOR
Responder	Gives 30 chest compressions	<p>Positioned well for chest compressions (one hand on the infant's forehead, using pads of two or three fingers)</p> <p>Pushes down on the center of the manikin's chest just below the nipple line 30 times</p> <p>Compresses the chest straight down at about 1 ½ inches at a rate of 100 to 120 compressions per minute</p> <p>Allows full recoil without pausing or taking fingers off the chest</p>
Instructor	<p><b>Ask: "What comes next after giving 30 chest compressions?"</b>  <b>Answer: "Open the airway and give 2 rescue breaths."</b></p> <p><b>Remind participants that breathing barriers should be placed on the manikin before giving rescue breaths.</b></p> <p><i><b>Instructor's Note:</b> If participants have trouble getting the breaths to go in, tell them to retilt the head, ensure the nose is pinched, make a seal over the mouth and try again.</i></p>	
Responder	Gives 2 rescue breaths	<p>Places breathing barrier on the manikin</p> <p>Tilts the head (one hand on forehead) and lifts the chin (two or three fingers of other hand on the bony part of the chin) to a neutral position</p> <p>Makes a seal over the nose and mouth</p> <p>Rescue breaths make the chest rise and last about 1 second each</p>
Instructor	<p><b>Tell participants that the AED has arrived.</b></p> <p><b>Ask: "What steps need to be taken once an AED is available?"</b>  <b>Answer: "Turn on the AED, expose the chest and apply the pads."</b></p> <p><b>Remind participants to follow any prompts the AED gives.</b></p>	

INSTRUCTOR/ RESPONDER	ACTION	WHAT TO LOOK FOR
Responder	Turns on AED  Exposes chest  Attaches AED pads on the front and back  Plugs in connector, if necessary	Turns on AED  Exposes chest  Exposes chest and attaches AED pads with one pad on the middle of the chest and one pad on the back centered between the shoulder blades  Plugs connector into device, if necessary
Instructor	Device should indicate that it is analyzing the rhythm.	
Responder	Makes sure no one is touching the person while AED analyzes the heart rhythm	Says, "Everyone stand clear" while the AED analyzes the heart rhythm
Instructor	Device should indicate a shock is advised.	
Responder	Makes sure that no one is touching the person Pushes "shock" button	Says, "Everyone stand clear" Pushes "shock" button
Instructor	Device should indicate that a shock has been delivered.	
Instructor	<b>"The paramedics have arrived and taken over giving care for Tilly."</b>	

## LEARNING ASSESSMENT

1. Explain to participants that the Learning Assessment will take them back to the emergency at the Nancy's Daytime Daycare playground for a final time. They will be prompted only on the conditions they find. This assessment will test their ability to independently go through the mission and apply the skills they learned.

**Instructor's Note:** Make sure participants are standing and backed away from their manikins before the Learning Assessment begins.

### Instructor's Introduction

You work at Nancy's Daytime Daycare. A co-worker, Michael, is watching over two young boys and an infant named Tilly on the playground. He briefly turns his attention to the boys as they argue over a swing, and when Michael turns back to Tilly, he sees her motionless on the ground.

Use the skills you've learned to respond to this emergency.

<b>INSTRUCTOR/ RESPONDER</b>	<b>ACTION</b>	<b>WHAT TO LOOK FOR</b>
<b>Responder</b>	Checks the scene for safety and forms an initial impression. Checks the injured or ill person.	Pauses and looks at the scene before responding
<b>Instructor</b>	<b>“The scene is safe and there is no severe, life-threatening bleeding. Because Tilly is an infant, a parent or guardian is not present and this is a life-threatening emergency, consent is implied.”</b>	
<b>Responder</b>	Shout, tap, shout: Shouts “Are you OK?”  Taps the shoulder, shouts again, while looking for normal breathing.	Speaks out loud  Physically taps the manikin; speaks out loud  Scans body up and down for normal breathing
<b>Instructor</b>	<b>“Tilly is unresponsive and not breathing.”</b>	
<b>Responder</b>	Directs co-worker to call 9-1-1 or the local emergency number and get an AED and First Aid Kit”	Points as if co-worker is present; speaks out loud





<b>INSTRUCTOR/ RESPONDER</b>	<b>ACTION</b>	<b>WHAT TO LOOK FOR</b>
<b>Responder</b>	Makes sure no one is touching the person while AED analyzes the heart rhythm	Says, "Everyone stand clear" while the AED analyzes the heart rhythm
<b>Instructor</b>	Device should indicate that shock is advised.	
<b>Responder</b>	<p>Makes sure that no one is touching the person</p> <p>Pushes "shock" button</p>	<p>Says, "Everyone stand clear"</p> <p>Pushes "shock" button</p>
<b>Instructor</b>	<b>"The paramedics have arrived and taken over giving care for Tilly."</b>	

# CHILD CHOKING

## MISSION REPLAY

1. Show the video segment, “Edison Elementary School Cafeteria” (1:20).



## MISSION PRACTICE

1. Ask participants to choose a partner.  
Explain to participants that they take turns with their partner to practice the skills associated with this mission, including:
  - Checking the scene
  - Checking the person
  - Delivering back blows
  - Delivering abdominal thrusts
2. Guide participants through the Mission Practice and offer corrective feedback (coaching/guidance/instruction) when necessary.
3. Explain to participants that they must not give real back blows or abdominal thrusts. Instead, simulate giving 5 back blows between the shoulder blades with the heel of the hand, and giving 5 abdominal thrusts, with the covered fist just above the navel and thumb side against the abdomen.
4. Continue on to the Learning Assessment after all participants have successfully completed the Mission Practice and have shown proficiency in all steps and skills.

## Instructor’s Introduction

You are a teacher at Edison Elementary. A student named Alex is standing and eating while listening to a friend’s story, when he begins coughing forcefully. Your colleague, Ms. Cole, encourages Alex to keep coughing but he suddenly stops coughing completely.

Use the skills you’ve learned to respond to this emergency.

INSTRUCTOR/ RESPONDER	ACTION	WHAT TO LOOK FOR
Instructor	<b>Ask: “What is the first step in responding to this emergency?”</b> <b>Answer: “Check the scene for safety and form and initial impression.”</b>	
Responder	Checks the scene for safety and forms an initial impression. Checks the injured or ill person.	Pauses and looks at the scene before responding

INSTRUCTOR/ RESPONDER	ACTION	WHAT TO LOOK FOR
Instructor	<p>Tell participants that Alex dropped his food tray on the floor and it should be recognized as a potential hazard to remove, but otherwise the scene is safe and there is no severe, life-threatening bleeding.</p> <p>Remind participants that because Alex is a child, a parent or guardian is not present and this is a life-threatening emergency, consent is implied.</p> <p>Inform participants that Alex appears unable to breathe, cough, talk or make a sound and is holding his hands to his throat.</p> <p>Ask: “What is the next step?” Answer: “Direct someone to call 9-1-1 and get an AED and First Aid Kit.”</p>	
Responder	Directs other colleague to call 9-1-1 or the local emergency number and get an AED and First Aid Kit.	Points as if other colleague is present; speaks out loud
Instructor	<p>Ask: “What step comes next?” Answer: “Give 5 back blows.”</p>	
Responder	Simulates 5 back blows	<p>Bends the person forward at the waist so that the upper airway is parallel to the ground or angled slightly downward</p> <p>Simulates striking the back between the shoulder blades with the heel of one hand</p>
Instructor	<p>Ask: “What comes next after delivering back blows?” Answer: “Give 5 abdominal thrusts.”</p>	
Responder	Simulates 5 abdominal thrusts	<p>Makes fist with one hand, thumb facing in, and places the fist against the person’s torso just above the navel; grasps the fist with the other hand</p> <p>Simulates a swift in-and-up movement</p>
Instructor	“Alex’s airway is no longer blocked and he is able to breathe.”	
Instructor	Tell participants to switch places with their partners.	

## LEARNING ASSESSMENT

1. Explain to participants that the Learning Assessment will take them back to the emergency at the Edison Elementary for a final time. They will be prompted only on the conditions they find. This assessment will test their ability to independently go through the mission and apply the skills they learned.
2. As with the Mission Practice, participants will switch partners to allow everyone a chance to be the responder.

**Instructor's Note:** *Make sure participants are standing and backed away from their partner before the Learning Assessment begins.*

### Instructor's Introduction

You are a teacher at Edison Elementary. A student named Alex is standing and eating while listening to a friend's story, when he begins coughing forcefully. Your colleague, Ms. Cole, encourages Alex to keep coughing but he suddenly stops coughing completely.

Use the skills you've learned to respond to this emergency.

INSTRUCTOR/ RESPONDER	ACTION	WHAT TO LOOK FOR
Responder	Checks the scene for safety and forms an initial impression. Checks the injured or ill person.	Pauses and looks at the scene before responding
Instructor	<b>“The scene is safe and there is no severe, life-threatening bleeding. Because Alex is a child, a parent or guardian is not present and this is a life-threatening emergency, consent is implied.”</b>	
Responder	Directs colleague to call 9-1-1 or the local emergency number and get an AED and First Aid Kit.	Points as if the other colleague is present; speaks out loud
Instructor	<b>“Alex appears unable to breathe, cough, talk or make a sound and is holding his hands to his throat.”</b>	
Responder	Simulates 5 back blows	Bends the person forward at the waist so that the upper airway is parallel to the ground or angled slightly downward  Simulates striking the back between the shoulder blades with the heel of one hand
Responder	Simulates 5 abdominal thrusts	Makes fist with one hand, thumb facing in, and places the fist against the person’s torso just above the navel; grasps the fist with the other hand  Simulates a swift in-and-up movement
Instructor	<i><b>Instructor’s Note:</b> Continue cycles of 5 back blows and 5 abdominal thrusts until you have successfully assessed all participants for proficiency.</i>  <b>“Alex’s airway is no longer blocked and he is able to breathe.”</b>	

# INFANT CHOKING

## MISSION REPLAY

1. Show the video segment, “Chester’s Seafood Shanty Dinner” (1:24).



## MISSION PRACTICE

1. Explain to participants that they will practice the skills associated with this mission, including:
  - Checking the scene
  - Obtaining consent
  - Checking the infant
  - Delivering back blows to an infant
  - Delivering chest thrusts to an infant
2. Guide participants through the Mission Practice and offer corrective feedback (coaching/guidance/instruction) when necessary.
3. Continue on to the Learning Assessment after all participants have successfully completed the Mission Practice and have shown proficiency in all steps and skills.

**Instructor’s Note:** Make sure participants are standing and backed away from their manikins before the Mission Practice begins.

## INSTRUCTOR’S INTRODUCTION

You work at Chester’s Seafood Shanty. A couple is enjoying dinner with their infant daughter, Sarah. As her mother feeds her, Sarah begins choking.

Use the skills you’ve learned to respond to this emergency.

INSTRUCTOR/ RESPONDER	ACTION	WHAT TO LOOK FOR
Instructor	Ask: “What is the first step in responding to this emergency?” Answer: “Check the scene for safety and form and initial impression.”	
Responder	Checks the scene for safety and forms an initial impression. Checks the injured or ill person.	Pauses and looks at the scene before responding

INSTRUCTOR/ RESPONDER	ACTION	WHAT TO LOOK FOR
Instructor	<p>Tell participants that the scene is safe and there is no severe, life-threatening bleeding.</p> <p>Inform participants that Sarah appears unable to breathe, cough or cry.</p> <p>Ask: "What is the next step?" Answer: "Get consent to help and direct someone to call 9-1-1 and get an AED and First Aid Kit."</p>	
Responder	Directs colleague to call 9-1-1 or the local emergency number and get an AED and First Aid Kit.	Points as if other colleague is present; speaks out loud
Instructor	<p>Tell participants that Sarah's mother has given you consent to give care.</p> <p>Ask: "What step comes next?" Answer: "Give 5 back blows."</p>	
Responder	Gives 5 back blows	<p>Positions infant face-down along the arm, keeping the head lower than the chest and supporting the head and neck (Make a "C" shape with thumb and index finger and hold across the chin)</p> <p>Strikes the back with the heel of one hand between the shoulder blades</p>
Instructor	<p>Ask: "What comes next after delivering back blows?" Answer: "Give 5 chest thrusts."</p> <p>Remind participants that the infant should be turned over to the other arm with head lower than the chest, and head and neck supported. Tell participants to deliver 5 quick thrusts using two or three fingers.</p>	
Responder	Gives 5 chest thrusts	<p>Turns the manikin face-up along the other arm, keeping the head lower than the chest and using the hand to support the head and neck</p> <p>Compresses the chest just below the nipple line using two or three fingers</p>
Instructor	Tell participants that Sarah has begun coughing and paramedics have arrived and taken over.	



## LEARNING ASSESSMENT

Explain to participants that the Learning Assessment will take them back to the emergency at Chester's Seafood Shanty for a final time. They will be prompted only on the conditions they find. This assessment will test their ability to independently go through the mission and apply the skills they learned.

**Instructor's Note:** Make sure participants are standing and backed away from their manikin before the Learning Assessment begins.

### Instructor's Introduction

You work at Chester's Seafood Shanty. A couple is enjoying dinner with their infant daughter, Sarah. As her mother feeds her, Sarah begins choking.

Use the skills you've learned to respond to this emergency.

INSTRUCTOR/ RESPONDER	ACTION	WHAT TO LOOK FOR
Responder	Checks the scene for safety and forms an initial impression. Obtains consent from the mother.	Pauses and looks at the scene before responding
Instructor	<b>"The scene is safe and there is no severe, life-threatening bleeding."</b>	
Responder	Directs a colleague to call 9-1-1 or the local emergency number and get an AED and First Aid Kit.	Points as if colleague is present; speaks out loud
Instructor	<b>"The mother has given you consent. Sarah appears unable to breathe, cough or cry."</b>	
Responder	Gives 5 back blows	Positions infant face-down along the arm, keeping the head lower than the chest and supporting the head and neck (Make a "C" shape with thumb and index finger and hold across the chin)  Strikes the back with the heel of one hand between the shoulder blades
Responder	Gives 5 chest thrusts	Turns the manikin face-up along the other arm, keeping the head lower than the chest and using the hand to support the head and neck  Compresses the chest just below the nipple line using two or three fingers

INSTRUCTOR/ RESPONDER	ACTION	WHAT TO LOOK FOR
Instructor	<p><i><b>Instructor's Note:</b> Continue cycles of 5 back blows and 5 chest thrusts until you have successfully assessed all participants for proficiency.</i></p> <p><b>“The chest thrusts have freed the obstruction and Sarah is able to breathe again. You should monitor her until EMS arrives.”</b></p>	

## CLOSING

1. Thank participants for their efforts during class and ask for any remaining questions.
2. Remind participants that many resources are available to help them respond to an emergency:
  - The American Red Cross First Aid app is free and available for iPhone and Android devices.
  - The Red Cross store at [redcrossstore.org](http://redcrossstore.org) offers first aid kits and supplies in addition to these print materials:
    - Ready Reference cards that can be kept handy for us in a medical emergency.
    - The First Aid/CPR/AED Participant's Manual, which contains detailed information on topics covered in the course, as well as a wide range of additional topics not covered in the course.
3. Tell participants that they will receive an email from the American Red Cross with a link to access their digital certificate. The digital certificate can be downloaded, printed or shared, as needed.

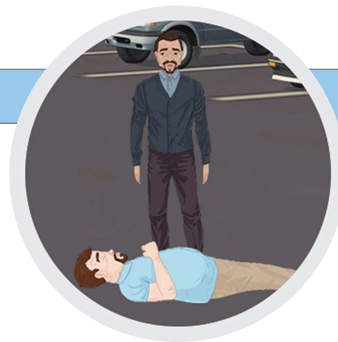
## SECTION C: ABBREVIATED LEARNING ASSESSMENT OUTLINES

### ADULT CPR/AED

#### LEARNING ASSESSMENT

1. Explain to participants that the Learning Assessment will take them back to the emergency at the Frozen Farms parking lot for a final time. They will be prompted only on the conditions they find. This assessment will test their ability to independently go through the mission and apply the skills they learned.

**Instructor's Note:** Make sure participants are standing and backed away from their manikins before the Learning Assessment begins.



#### Instructor's Introduction

You are walking through the Frozen Farms parking lot and overhear two colleagues chatting about weekend plans. Your colleague, Chris, abruptly stops speaking and appears pale. When asked what is wrong, he insists he just skipped lunch. But seconds later, Chris grabs his chest and falls to the ground.

Use the skills you've learned to respond to this emergency.

#### INSTRUCTOR

**"The scene is safe. There is no severe, life-threatening bleeding."**

**"Chris is unresponsive and not breathing."**

**Instructor's Note:** Continue CPR until you have successfully assessed all participants for proficiency.

**"Your colleague has arrived with the AED. You are told that paramedics are on the way and you should continue to help."**

Device should indicate that it is analyzing the rhythm.

Device should indicate a shock is advised.

Device should indicate that a shock has been delivered and instruct to continue CPR.

**"The paramedics arrive as you are performing compressions. You continue pushing until they indicate it is time for them to take over providing care for Chris."**

# ADULT CHOKING

## LEARNING ASSESSMENT

1. Explain to participants that the Learning Assessment will take them back to the emergency at Edison Elementary for a final time. They will be prompted only on the conditions they find. This assessment will test their ability to independently go through the mission and apply the skills they learned.
2. As with the Mission Practice, participants will switch partners to allow everyone a chance to be the responder.



**Instructor's Note:** Make sure participants are standing and backed away from their partner before the Learning Assessment begins.

## Instructor's Introduction

You work as a teacher at Edison Elementary School. You and your colleagues are taking a lunch break in the teacher's lounge and are chatting as you eat. Suddenly, one of your colleagues, Melanie, clutches her throat. She appears panicked.

Use the skills you've learned to respond to this emergency.

## INSTRUCTOR

**"The scene is safe. There is no severe, life-threatening bleeding."**

**"Melanie is unable to breathe, cough, talk or make sounds."**

***Instructor's Note:*** Continue cycles of 5 back blows and 5 abdominal thrusts until you have successfully assessed all participants for proficiency.

**"The abdominal thrusts have freed the obstruction and Melanie is able to breathe again. She's a little shaken up, but she's going to be fine."**

# CONTROLLING BLEEDING

## LEARNING ASSESSMENT

1. Explain to participants that the Learning Assessment will take them back to the emergency at Frozen Farms café for a final time. They will only be prompted on the conditions they find. This assessment will test their ability to independently go through the mission and apply the skills they learned.
2. Participants will switch partners to allow everyone a chance to be the responder.



**Instructor's Note:** Make sure participants are standing and backed away from their partner before the Learning Assessment begins.

## Instructor's Introduction

You work at Frozen Farms café. A customer orders an iceberg wedge salad from your co-worker, Gloria. As she's chopping the lettuce, she screams out in pain and drops her knife. You see blood coming down her arm.

Use the skills you've learned to respond to this emergency.

## INSTRUCTOR

"You identify the knife as a potential hazard at the scene. You've checked the scene and identified all potential hazards."

"You've controlled the bleeding."

"Gloria reports that she is weak and dizzy. You care for shock by laying her on the floor, covering her with a blanket and offering her reassurance. Paramedics have arrived at the scene and will continue providing care for Gloria."

# CHILD CPR/AED

## LEARNING ASSESSMENT

1. Explain to participants that the Learning Assessment will take them back to the emergency at the Chemvironment plant for a final time. They will be prompted only on the conditions they find. This assessment will test their ability to independently go through the mission and apply the skills they learned.

**Instructor's Note:** Make sure participants are standing and backed away from their manikins before the Learning Assessment begins.



## Instructor's Introduction

You work at the Chemvironment factory and see that a colleague is giving a tour to his friend and her young son, Cole. As they begin the tour of your section, the boy begins to breathe abnormally. His mother tries to comfort him, but he quickly collapses to the ground.

Use the skills you've learned to respond to this emergency.

## INSTRUCTOR

**"The scene is safe and there is no severe, life-threatening bleeding. The mother has given you consent to help Cole."**

**"Cole is unresponsive and not breathing."**

**Instructor's Note:** Continue CPR until you have successfully assessed all participants for proficiency before giving this prompt.

**"Cole's uncle has arrived with an AED. He tells you that paramedics are on the way."**

Device should indicate that it is analyzing the heart rhythm.

Device should indicate a shock is advised.

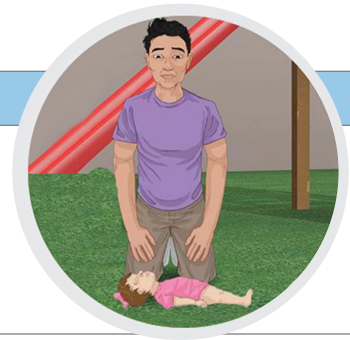
Device should indicate that a shock has been delivered and instruct to continue CPR.

**"The paramedics are here and ready to take over caring for Cole."**

# INFANT CPR/AED

## LEARNING ASSESSMENT

Explain to participants that the Learning Assessment will take them back to the emergency at the Nancy's Daytime Daycare playground for a final time. They will be prompted only on the conditions they find. This assessment will test their ability to independently go through the mission and apply the skills they learned.



## Instructor's Introduction

You work at Nancy's Daytime Daycare. A co-worker, Michael, is watching over two young boys and an infant named Tilly on the playground. He briefly turns his attention to the boys as they argue over a swing, and when Michael turns back to Tilly, he sees her motionless on the ground.

Use the skills you've learned to respond to this emergency.

## INSTRUCTOR

**"The scene is safe and there is no severe, life-threatening bleeding. Because Tilly is an infant, a parent or guardian is not present and this is a life-threatening emergency, consent is implied."**

**"Tilly is unresponsive and not breathing."**

***Instructor's Note:*** Continue CPR until you have successfully assessed all participants for proficiency before giving this prompt.

**"Your co-worker Michael has arrived with the AED and tells you that EMS is on the way and will arrive in about 5 minutes."**

Device should indicate that it is analyzing the heart rhythm.

Device should indicate that shock is advised.

**"The paramedics have arrived and taken over giving care for Tilly."**

# CHILD CHOKING

## LEARNING ASSESSMENT

1. Explain to participants that the Learning Assessment will take them back to the emergency at the Edison Elementary for a final time. They will be prompted only on the conditions they find. This assessment will test their ability to independently go through the mission and apply the skills they learned.
2. As with the Mission Practice, participants will switch partners to allow everyone a chance to be the responder.



## Instructor's Introduction

You are a teacher at Edison Elementary. A student named Alex is standing and eating while listening to a friend's story, when he begins coughing forcefully. Your colleague, Ms. Cole, encourages Alex to keep coughing but he suddenly stops coughing completely.

Use the skills you've learned to respond to this emergency.

## INSTRUCTOR

**"The scene is safe and there is no severe, life-threatening bleeding. Because Alex is a child, a parent or guardian is not present and this is a life-threatening emergency, consent is implied."**

**"Alex appears unable to breathe, cough, talk or make a sound and is holding his hands to his throat."**

***Instructor's Note:*** Continue cycles of 5 back blows and 5 abdominal thrusts until you have successfully assessed all participants for proficiency.

**"Alex's airway is no longer blocked and he is able to breathe."**



# INFANT CHOKING

## LEARNING ASSESSMENT

1. Explain to participants that the Learning Assessment will take them back to the emergency at Chester's Seafood Shanty for a final time. They will be prompted only on the conditions they find. This assessment will test their ability to independently go through the mission and apply the skills they learned.



### Instructor's Introduction

You work at Chester's Seafood Shanty. A couple is enjoying dinner with their infant daughter, Sarah. As her mother feeds her, Sarah begins choking.

Use the skills you've learned to respond to this emergency.

## INSTRUCTOR

**"The scene is safe. There is no severe, life-threatening bleeding."**

**"The mother has given you consent. Sarah appears unable to breathe, cough or cry."**

***Instructor's Note:*** Continue cycles of 5 back blows and 5 chest thrusts until you have successfully assessed all participants for proficiency.

**"The chest thrusts have freed the obstruction and Sarah is able to breathe again. You should monitor her until EMS arrives."**

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## The American Red Cross Scientific Advisory Council

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**For more information on the Scientific Advisory Council, visit [redcross.org/science](http://redcross.org/science).**

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Care steps outlined within this manual are consistent with:

- 2015 International Consensus on CPR and Emergency Cardiovascular Care (ECC) Science with Treatment Recommendations
- 2015 American Heart Association and American Red Cross Guidelines Update for First Aid



**American  
Red Cross**

### **Mission**

The American Red Cross prevents and alleviates human suffering in the face of emergencies by mobilizing the power of volunteers and the generosity of donors.