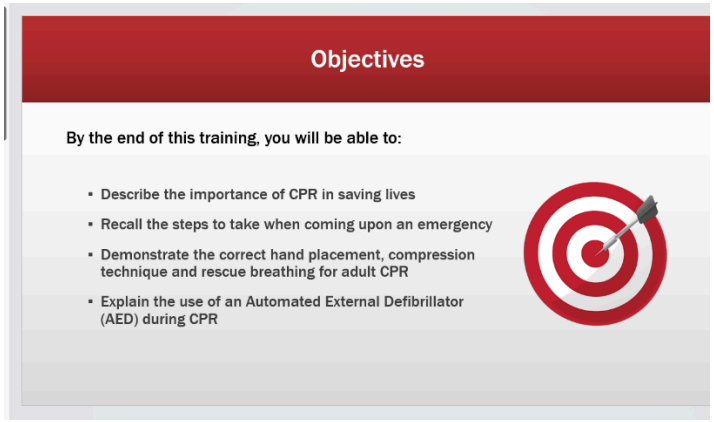
Producer: Pre-work	● There is a breakout room activity scheduled for this session on Slide 13 (Page 9 of this guide.) Collaborate with the facilitator to decide if participants should be put in specific groups or can be chosen at random. There will be three groups of three put in three different rooms.
	● Email participants' requirement to come prepared with a pillow or dummy mannequin to practice and demonstrate with.

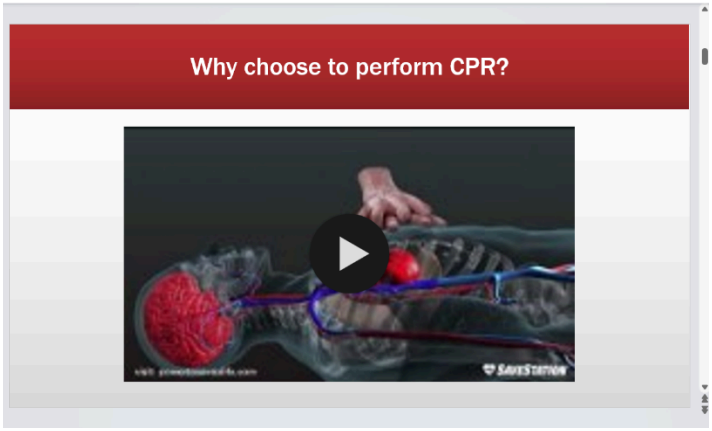
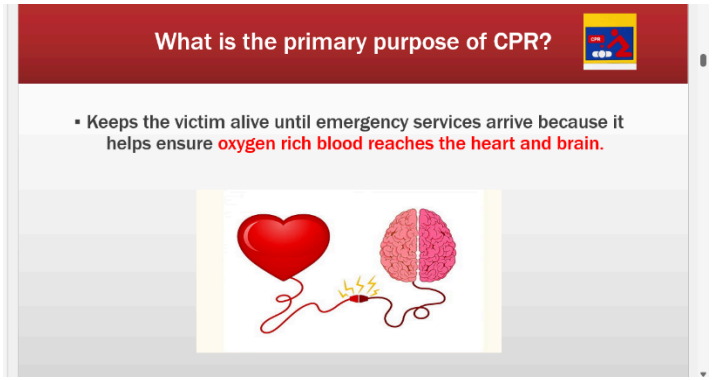
Facilitator Pre-Work:	● This guide was developed for the purpose of delivering this course via Zoom but can also be used as in-person training with the breakout room session being within different parts of the classroom.
	● Participants will need to come prepared with a pillow or dummy mannequin to practice and demonstrate CPR.
	● This training has a breakout room activity, where participants will need to be divided into three groups. Collaborate with the producer to decide if the participants can be placed in groups at random or need specific groups.
	● Open the PowerPoint file associated with this training.
	● Share the PowerPoint file and ensure the Zoom attendees and chat panel are visible.
	● Some key talking points and questions are included in this guide but be prepared to add your own commentary and questions as well.
	● Aim to generate a response from learners at least once every five minutes. This will keep the learners engaged and will encourage them to follow along closely.

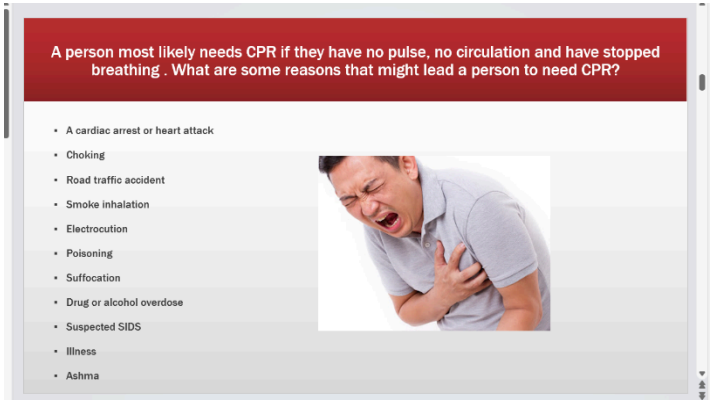
CPR Training

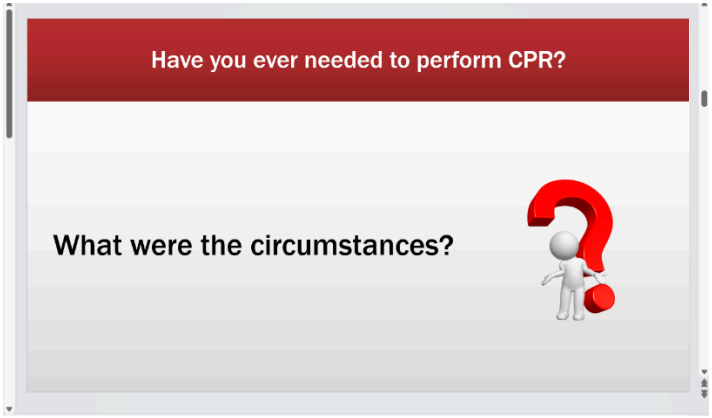
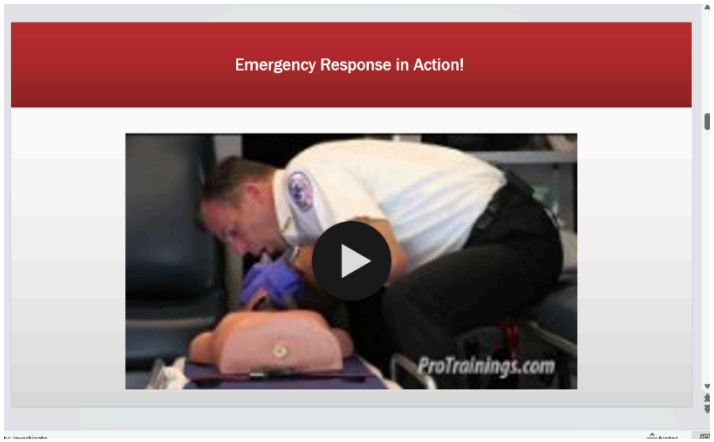
Session # 1		
Slides	**Approximate Timing**	**Topic**
1 - 2	3 min	Introduction and Objectives
3 - 13	30 min	CPR (Purpose, When and How)
14 - 18	10 min	AED (Purpose, When and How)
19	10 min	Demonstration and Practice
20 - 22	7 min	Summary, Questions, Closing
Total:	One hour	

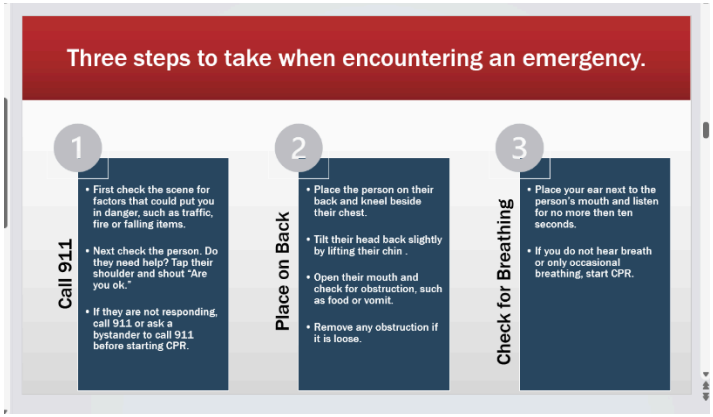
Slide#) Duration	**Slide**	**Facilitator Notes**	**Producer Notes**
#1 – 1 min		**DO**: - Welcome learners - Introduce yourself - Remind learners that the session will be recorded and will be available for their review.	**DO:** - Check for facilitator readiness **SAY**: - Greet early learners as needed, letting them know the session will begin shortly - Remind learners to have their pillow or dummy mannequin ready

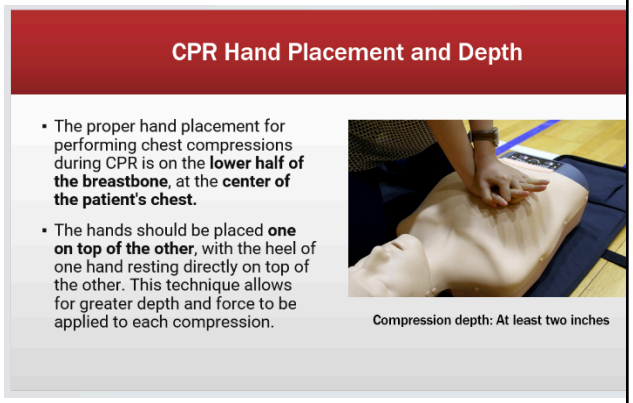
			- Please remind everyone that they should remain muted unless called upon - Also, to use the raise hand icon if they have questions
#2 – 2 min		**DO:** - Click the screen to list objectives after you say, "Let's start …" - Call on participants to read bullets - Ask participants to type in the chat box a number from 0 to 5 to show how confident they are at this moment with these objectives. With 0 being the least bit confident and 5 being the most confident. This will help you pre-assess what participants will need extra support. **SAY**: - Let's start with the course objectives. By the end of this training, participants should be able to	

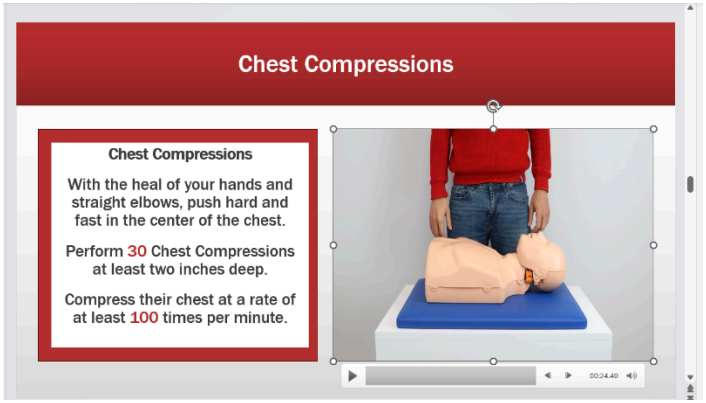
#3 – 4 min		**DO:** Play video after you say, "Let's watch this video …" **SAY:** Let's watch this video and find out why someone may choose to perform CPR.	–
#4 – 1 min		**Do:** - Call on a participant to answer question after you say it - After they answer, click the screen to reveal the answer - Rub your heart and pat your brain when indicated **SAY:** - What is the primary purpose of CPR? For a hint, look at the image - That's right! CPR keeps the victim alive until emergency services arrive because it helps ensure oxygen rich blood reaches the heart and brain. - Please rub your heart and pat your brain to show that you know where	

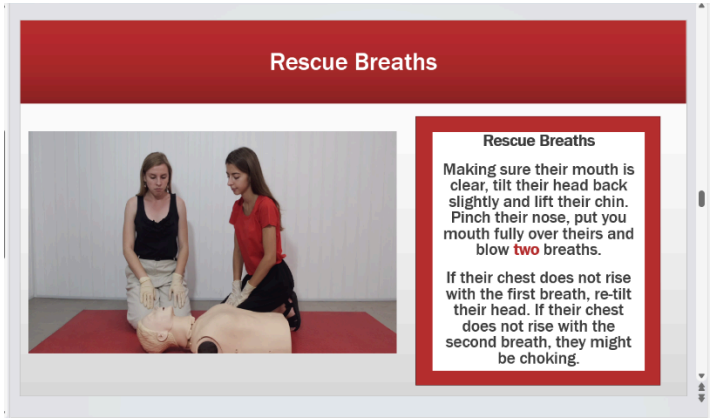
		the oxygen rich blood goes during CPR.	
#5 – 2 min		**DO:** - Call on participants to answer the question after you say it. - Click on the screen to reveal the answers after you have called on several participants. **SAY:** - A person most likely needs CPR if they have no pulse, no circulation and have stopped breathing. Can you think of some reasons that might lead a person to need CPR? - Good job coming up with so many reasons. - (Say any reasons that participants missed)	

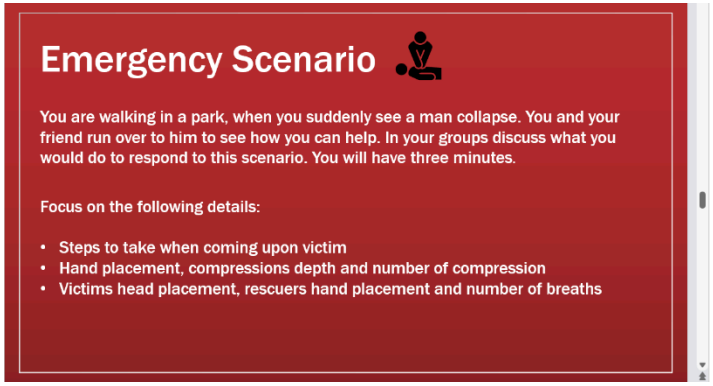
#6 – 3 min		**DO:** - Call on participants to talk about a time they performed CPR or tell your own story **SAY:** - I would now like to discuss the circumstances and feelings that come along with doing CPR. Have any of you ever needed to perform CPR? If so, what were the circumstances and how did you feel at the time doing it?	
#7 – 3 min		**Do:** - Play the video - Call on participants to say what they noticed about the video **Say:** - It's now time to watch an emergency response in action. Pay special attention to what the rescuer does when he comes upon the scene. - What kinds of things did you notice the rescuer do?	

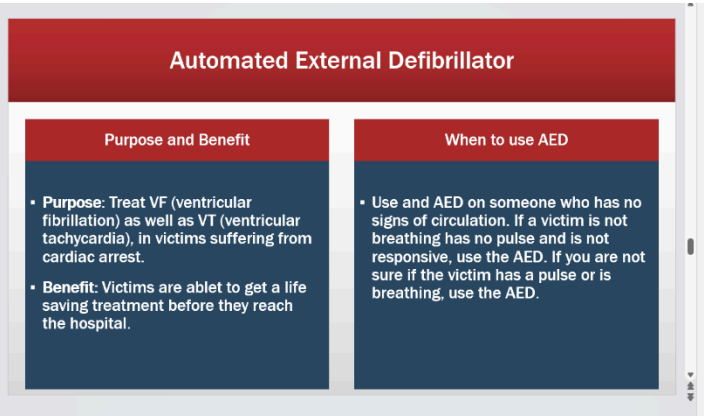
#8 – 2 min		**DO:** - Call on participants to read bullet points **SAY:** - There are three steps to take when encountering an emergency. Can I have some help reading the bullet points for number one. (participants reads) - Great, so the first step is to check the scene and call 911. - Who can read number two for me? (participant reads) - This step is all about getting the vicitm in the right position. - And number three bullets? (participant reads) - Checking for breathing is the last step before starting CPR.	

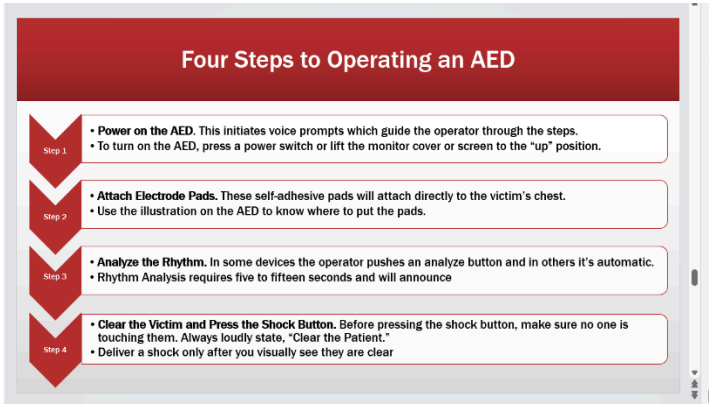
#9 – 2 min		**DO:** - Have the participants type in the chat box their answers. - After getting the chat box answers, click each box to reveal the answers on the screen **SAY:** - What are the three steps you can take when encountering an emergency? Type your answers in the chat box. - Let's see if you all answered correctly.	
#10 – 2 min		- **DO:** - Point to middle of chest where you do chest compressions - Clasp hands like when you do chest compressions - **SAY:** - Let's learn about proper hand placement and depth when doing CPR. The proper hand placement for performing chest compressions during CPR is on the lower half of the breastbone, as the center of	

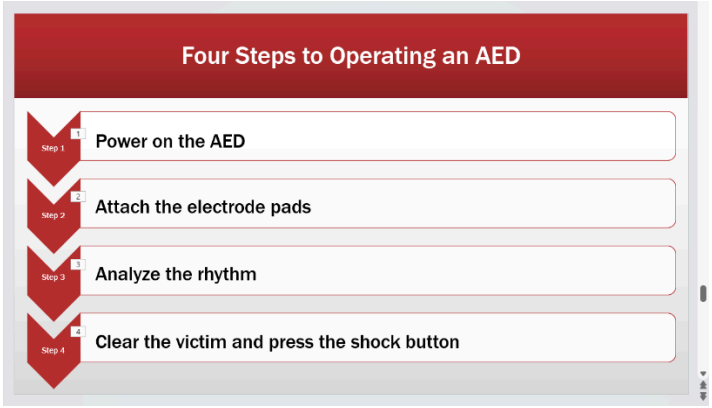
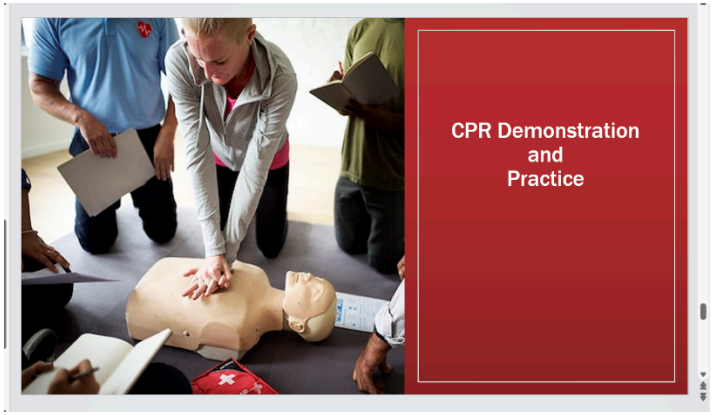
		the patient's chest. Please point to that part of your chest. - The hands should be one on top of the other, with the heel of one hand resting directly on top of the other. This technique allows for greater depth and force to be applied to each compression. Please show me how you clasp your hands. - You got it! Just remember to go at least two inches deep.	
#11 – 2 min		**DO:** - Call on participant to read text. - Play video after participant reads the text - Do chest compressions along with participants on a mannequin or pillow. **SAY:** - Can I get a volunteer to read about chest compressions? - This short clip will show you how. - Now that we have seen chest compressions done, I would like you to try it on your mannequin or	

		pillow. Remember to push two inches deep and do thirty compressions. Let's begin: one, two …. thirty.	
#12 – 2 min		**DO:** - Call on participant to read text. - Play video after participant reads the text - Do rescue breaths along with participants on a mannequin or pillow. **SAY:** - Can I get a volunteer to read about rescue breaths? - This short clip will show you how. - Now that we have seen rescue breaths done, I would like you to try it on your mannequin or pillow. Remember to tilt the head, lift their chin, pinch their nose, and put your entire mouth over theirs before blowing two breaths.	

#13 – 7 min 1 min – pre breakout 3 min – breakout 3 min - Debrief		**DO:** - After returning from the breakout room, have one person from each group tell one thing they did. Switch between each group to go through the entire process from start to finish. **SAY:** - It's time for an emergency scenario. You are walking in the park when you suddenly see a man collapse. You and your friend run over to him to see how you can help. I will now put you in a small group. In those groups, I would like you to discuss what you would do to respond to this scenario. You will have three minutes. Focus on the following details. Steps to take when coming upon a victim, hand placement, compression depth and number of compressions, victims head placement, rescuers hand placement and number of breaths. - Let's now take a second to debrief.	**DO:** - Put participants in three groups of three in break out rooms

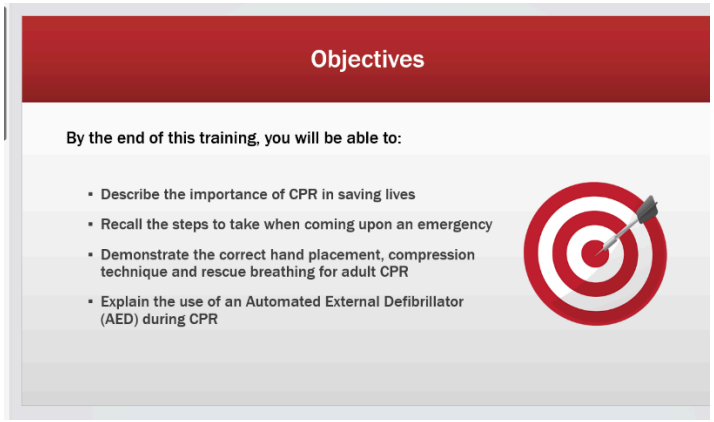
#14 – less than 1 min		**DO:** - Click on the red box to show what AED stands for - Call on participant if someone knows the answer - Click screen to reveal answer **SAY:** - Does anyone know what AED stands for? - It's an Automated External Defibrillator. - If you have ever used an AED, give me a thumbs up.	
#15 – 2 min		**DO:** - Call on participants to read bullet points **SAY:** - Let's find out what an AED or Automated External Defibrillator's purpose and benefits are, as well as when to use an AED. Can I get someone to read the purpose and benefit of AED's? - Thank you. Now can I have someone read when to use an AED.	

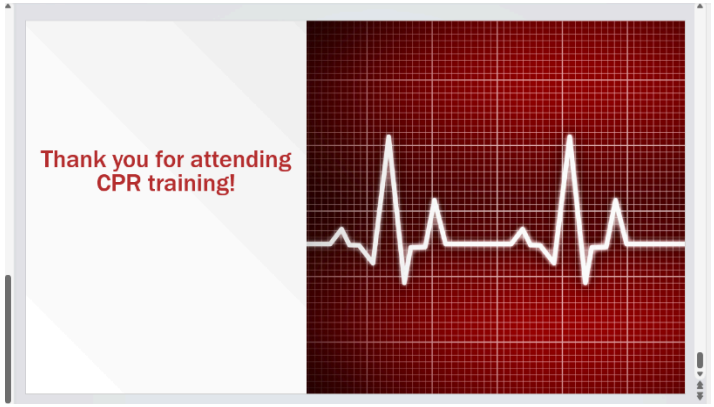
#16 – 4 min		**DO:** - Play AED video - Discuss video details **SAY:** - We are now going to watch a short video on using an AED. - What are some key details you picked up on in this video?	
#17 – 2 min		**DO:** - Call on participants to read each step. **SAY:** - There are four major steps to operating an AED. Who can read the first step? - What is step one? - Who can read step 2? - What is step two? - I need a volunteer to read step 3. - What is step three? - Who can read the last step? - Step four is to first? And then what?	

#18 – 1 min		**DO:** - After asking the question, get an answer for each step from participant, click the box and reveal the answer **SAY:** - What are the four steps to operating an AED? First, what is step one. Next, step two. Now step three and finally step four.	
#19 – 10 min		**DO:** - Demonstrate emergency response and CPR with chest compressions and rescue breaths. - Participants practice with you the second time around. - Participants do CPR on their own for the third time. This is when you **assess their CPR skills** and if they can correctly do it. **SAY:** - It's now time to watch me demonstrate responding to an emergency and performing CPR. Pay close attention to the steps I take. After seeing myself perform	

		CPR, you will have a chance to do the same. - First thing I do is check the scene for danger and then check the person and say, “Are you ok?” - Next, I call 911 because they are not ok. - Then, I turn the victim to their back. - I listened for a breath but there was none. I saw nothing blocking their airway. - Now it’s time to start chest compressions. I get my interlaced hands in the proper location in the middle of the chest. I give thirty compressions that are at least two inches deep. - Then I give two rescue breaths. To do this, I tilt their head, lift their chin, pinch their nose, and put my mouth over the victim’s mouth. I breathe two breaths into them. - Then I go back to chest compressions. - Now that you have seen me demonstrate it, let’s do it together. - (Repeat process saying exactly what you are doing as you are doing it.	

		The third time around observe and assess)	
#20 – 4 min		**Do:** - Call on participants to answer questions one at a time. Once they answer, click to reveal the answer. **SAY:** - It's time to see what you have learned. Raise your hand when you know the answer. - CPR is important because … - I should perform CPR when … - Before starting CPR, I should … - The correct hand placement/depth when doing CPR is … - When doing rescue breaths, tilt their _____, lift their _____ and pinch their _____. - While doing CPR, I should do ____ chest compressions and _____ rescue breaths. - The four steps to take when using and AED are … - **After participants answer, give feedback like, "That's right, or not quite."**	

#21 – 1 min		**DO:** - Click to reveal objectives **SAY:** - Now that you have completed this course, how would you rate your ability to meet these objectives? In the chat box, type your number from one to five. Thank you. I can see that all of you were able to grow your CPR knowledge and skills. I hope you never have to perform CPR, but if you do, I can see you will be prepared.	
#22 – 1 min		**DO:** - Click the screen to float in the image - Answer and questions or address any concerns **SAY:** - Do you have any questions are concerns?	

#23 – 1 min		**SAY:** - Thank you for attending CPR Training. You will be receiving a certificate of completion via email.	**Do:** Send out letters of completion to participants via email.