**Teaching Hands-Only CPR, Using an AED, and Abdominal Thrusts During a Pandemic**

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All public high school students in Missouri are required to receive 30 minutes of hands-only CPR and abdominal thrusts training in order to graduate. At Clayton High School (located in a suburb of St. Louis), this instruction occurs in the 9th-grade health course during the basic first aid unit. In order to fulfill the graduation requirement, our students must complete a two-minute hands-only CPR simulation with proficiency and pass a Google Form assessment with a score of at least 70%.

In March, our district moved to an asynchronous virtual model. In August, we started the school year fully remote. In mid-October, our middle school and high school switched to a hybrid schedule. Some students attend classes in-person and some attend classes remotely. Some classes have a mix of in-person and remote students, and some classes only have remote students. Building-wide schedule changes resulted in us losing contact days (from 45 days to just 18 days), and we had to quickly and purposefully prioritize our curriculum.

**Here’s how we’re currently teaching our basic first aid unit:**

**Day 1 (45 minutes)**

1. Teacher Demonstration一Performing Hands-Only CPR
   1. We use the steps in this [video](https://www.youtube.com/watch?v=-Yqk5cHXsko) and demonstrate with a CPR mannequin or large stuffed animal (if we are at home). This is entirely teacher-led. Students do not watch the video during this class period.
2. Teacher Demonstration一Using an AED
   1. We have an AED trainer and ask students to view this [video](https://www.youtube.com/watch?v=8A0kljQU48U).
3. Students enrolled in a remote section (every student is learning from home) choose how they would like their hands-only CPR simulation to be assessed by completing the “Choose an Assessment Space” Google Form. It includes information about the entire unit and these choices:
   1. *Individual Room一I would like to be assigned my own Breakout Room on [date]. Mrs. G-H will stop by the room to assess my skills and will provide verbal feedback when necessary.*
   2. *Small-Group Room一I would like to be assigned to a Breakout Room with a small group of students on [date]. Mrs. G-H will stop by the room to assess all of our skills at the same time and will provide verbal feedback when necessary.*
4. Remote students are reminded to bring a large stuffed animal or pillow to class on Day 2 and Day 3.

**Day 2 (45 minutes)**

1. Simulation Practice一Performing Hands-Only CPR
   1. In-person students practice with CPR mannequins that are sanitized after each use and remote students practice with a large stuffed animal or pillow. Remote students are encouraged to turn on their cameras so the teacher can give them feedback on their form and speed of their compressions.
2. Demonstration一First Aid for Conscious Choking
   1. We use this [video](https://www.youtube.com/watch?v=XOTbjDGZ7wg) for this portion of the lesson.
3. Students are given the [study guide](https://docs.google.com/document/d/1xcG6L1JitGPdgxKkgBKTc5YYyCWajqBfyNyIYQh75UI/edit?usp=sharing) for the Google Form assessment on Day 4.
4. Remote students are reminded to bring a large stuffed animal or pillow to class on Day 3.

**Day 3 (45 minutes)**

1. Simulation一Hands-Only CPR for 2 Minutes
2. Students review the steps together (with leading questions from the teacher like, *“You come up to someone who is collapsed on the ground. What should you do next?”* and *“What should you ask someone to get if it’s available…?”* An AED. and *“What will increase their chance of survival?”* Two rescue breaths, followed by 30 compressions.) and perform chest compressions to Stayin’ Alive by the Bee Gees… 🎵 Ah, ha, ha, ha, stayin’ alive, stayin’ alive… 🎶 for two minutes.
   1. In-person students use CPR mannequins that are sanitized after each use. Remote students are assigned to the Zoom Breakout Room of their choice and are required to turn on their cameras and microphones for the assessment.
3. Students spend the remaining time in class working on or reviewing their [study guide](https://docs.google.com/document/d/1xcG6L1JitGPdgxKkgBKTc5YYyCWajqBfyNyIYQh75UI/edit?usp=sharing).

**Day 4 (45 minutes)**

1. Google Form一Performing Hands-Only CPR, Using an AED, First Aid for Conscious Choking
   1. Students have to score at least 70% to pass this component of the graduation requirement. They can retake the assessment on Day 5 if they did not score 70% or want to improve their passing score.
2. Practicing Gratitude一Fill a teacher’s bucket by writing them a thank you email!

**Day 5 (45 minutes)**

1. Together, the entire class watches the [video](https://www.youtube.com/watch?v=94C28w-2Jr8), “Know Where to Go一What’s the difference between a walk-in clinic, urgent care, and emergency room?”
2. Students who scored 70% or higher on the Google Form will complete the [Basic First Aid Choice Board](https://docs.google.com/document/d/1tMQpXN-11v-gOBALuP7peHismSycYdTQsb01LxQsHuM/edit?usp=sharing) and exit ticket.
3. Students who did not score 70% on the Google Form will retake the assessment.