

World Restart A Heart

Two hands can save a life!

Lesson Plan for Grades K-6 (Discussion topics and activities can be tailored to specific grade level)

Lesson Style: Interactive discussion, role playing and activities

Time required: 45 minutes-1 hour

Materials suggested: Stuffed animal or pillow, activity pages

Primary objective: To educate on the act of dialing 9-1-1, ensuring students know when and how to call, as well as important information to share with the 911 Dispatcher. To familiarize students with the concept of performing CPR and using an AED.

Key Concepts:

- 9-1-1 as an emergency services number
- Questions asked by 9-1-1 Dispatchers (What service do you need, where are you, what is the emergency)
- Emergency services available via 9-1-1 (Police, fire, ambulance)
- What CPR is and when it is used
- What an AED is, where you can find them, and when is it used

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Discussion 1

Ask students what number to call in the event of an emergency. Discuss what constitutes an emergency. Basic queries for younger grades and higher-level concepts for older grades.

Do we call 911 if our toy gets broken? (No) Do we call 911 if we hear a fire alarm? (Maybe, check with a grownup nearby) Do we call 911 if we break our arm? (Yes, you can) Do we call 911 if we find a grown-up that won't wake up? (Yes, and try and find another grownup to help)

Would you call 911 if your neighbour is listening to loud music? (Unless there are safety concerns, no) Would you call 911 if you sprained an ankle? (You could but it would probably be best to check with a grownup, they may be able to bring you to medical care without needing an ambulance) Would you call 911 if a grownup that you know suddenly started acting weirdly? (Yes, a sudden and unusual change in behaviour could be a sign of serious medical emergency, such as a stroke or hyperglycemia/hypoglycemia).

Discuss the process of calling 9-1-1. In most regions, a 9-1-1 call will be answered by a central telecommunications point and will then be transferred to the appropriate service (Police, Ambulance, Fire). The most important thing for children to be aware of when calling 9-1-1 is being able to convey their location, as well as staying on the phone with the Dispatcher. Discussion around specific emergency events the children may have witnessed or taken part in should be avoided within the lesson, however students should be made aware of teachers and school administration that they can reach out to if they have concerns over previous emergency events. These topics should be approached with empathy, ensuring you have support resources available. Outreach options are listed at the end of this document.

For younger students, Educators may simulate a phone conversation where the student is given a pretend scenario to call 9-1-1 about. Older students may be split into smaller groups and asked to discuss what they would do in that scenario, and information they might need to share with the 9-1-1 operator.

For example: Pretend you walked into your classroom, and you see a teacher lying on the floor. Pretend you're playing on the playground, and you see your friend fall off the tallest slide. Pretend you're playing soccer with a friend, the ball hit them in their head and now they won't wake up.

The most important piece of information that needs to be shared with the 9-1-1 Operator is the location of the emergency. Kids can give the address, the name of the building or facility (i.e. John Smith Public School; Forest Green Playground; Jane Doe Community Rec Centre etc.) or provide a description of their location (on the walking path, close to the big church and the playground in town XYZ). While providing an address is ideal, there are many other ways for 9-1-1 to verify your location. Details should also be given about the specific location within the building or address (which room in the school, which area of the park, etc.).

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When dialing 9-1-1, the caller will be asked a lot of questions. It's a Dispatcher's job to gather as much information as possible about the emergency. Kids should know that it's important to answer as many questions as they can, but it's ok if they don't know the answers. Just tell the Dispatcher "I don't know."

Sometimes, people dial 9-1-1 by accident. If this happens, it's important to stay on the phone and let the dispatcher know that everything is ok, and you don't need help. Mistakes happen, children should know they won't get in trouble if they accidentally call. If they just hang up, Emergency Responders will come looking for them, assuming that an emergency is happening. It would be a waste of resources so divert First Responders from a real emergency to go help someone who doesn't need assistance.

Did you know that you can even call 9-1-1 from a phone with no SIM card? Kids can let their caregiver know that it might be a good idea to keep an old cell phone around that is charged and ready to dial 9-1-1 in an emergency. Calling from a landline or active cell phone is preferred, but inactive phones can be used as a last resort.

Some additional tasks that the students may have considered while brainstorming how to act during an emergency:

- *Call 9-1-1, tell the operator where you are and what is happening, stay on the phone and answer their questions*
- *Provide First Aid*
- *Go look for a grown-up to help*
- *Make sure the door to the building or room is unlocked*
- *Watch the patient closely and report any changes to the 9-1-1 Operator*
- *Send someone to the building entrance or greeting area to flag down emergency responders (ensuring to stay off the road and away from traffic)*
- *Look for a first aid kit or an AED*
- *Turn on lights out front of the building and in nearby rooms/hallways so the responders can safely make their way to the patient*
- *Securing any pets so they can't escape or interfere with the medics*
- *Keeping bystanders (such as other young children) away to prevent overcrowding the patient*
- *Move the patient away from danger (when medical emergencies occur, it is generally best practice to leave the patient where they are found, unless there is a risk to stay in the area. For example, if it is a freezing cold winter day, moving the patient indoors may be considered)*

Congratulate students on a job well done, it can be a scary situation to think about and hard to know what to do.

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Discussion 2

What is CPR, and when do you do it? What is an AED, and where can I find one?

Core concepts of performing CPR and using an AED should be discussed. Studies have shown that children as young as 12 may be able to perform effective CPR. Researchers have conducted mock scenarios using training AEDs, with school children (approximate ages 10/11) with no prior knowledge of AED usage. In every practice scenario, the children were able to apply and utilize with AEDs without intervention by adults. They were typically able to administer the AED and initiate the first shock within 90 seconds.

Educators are encouraged to show a brief video, with some options featured below. These resources help quickly and accurately summarize how to perform CPR and use an AED. The goal for children is simply to introduce the concepts to ensure that they are familiar with the concepts, which ensures they will be less hesitant to act as they mature.

[How to use an AED: Training for every age](#)

[Kids Learn CPR - HiHo kids](#) *

*(Please note that some CPR recommendation have changed since the production of this video. The video demonstrates feeling for a pulse- this no longer needs to be done. Helpers should check for breathing, and if no breathing is observed within 10 seconds, CPR should be initiated. Additionally, recommendations for adult patients are to perform compression-only CPR (meaning the breaths are not needed on adult patients). For infant/child patients, the breaths are still recommended at a ratio of 30:2)

[Mission Possible: 5 Steps to save a life](#)

[Learn CPR in less than 90 seconds \(Heart & Stroke Canada\)](#)

[Learn how to use an AED in less than 90 seconds \(Heart & Stroke Canada\)](#)

Some suggested questions to follow-up video learning:

- *What does your heart do? (It pumps blood around your body, which delivers oxygen to all your vital organs, muscles, and tissues)*
- *When do we do CPR? (When someone collapses and are not breathing)*
- *What number do we call for help? (9-1-1)*
- *What part of the body do we push down on to do CPR? (The chest, in the center over the heart)*
- *What does an AED do? (It's a machine that helps the heart beat again when it's stopped beating properly)*
- *What is Cardiac Arrest? (When the electricity in the heart stops working and the heart stops pumping blood around the body)*

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Activity 1

It is important to discuss where to find an AED. If your school has an AED on site, ask the students where the AED can be found. Take a walk with the students to go have a look at the AED. You may want to show it to the student and explain its features. Be cautious not to open the pad package, as they are single use and will dry out once the pads have been opened. The most important feature to note is either the lid or ON button. Some AEDs will turn on when the lid is opened, while other will require the ON button to be pushed if no lid is present. Once the AED is activated, helpers just need to listen and do exactly as the AED says.

Discussion questions may include:

- *What is the AED symbol? (Heart with a lightning bolt)*
- *Where have you seen this symbol before? (Usually found on an AED case, on/near the AED cabinet, on the door of a building with an AED inside)*
- *Where is the AED in this school?*
- *What other places have you seen an AED (Arena's, Shopping Malls, Grocery Stores, Hospitals, Medical Clinic, Places of Worship, Airports and many more!)*

It is always a good idea to play 'Spot the AED' in public to maintain awareness of where the nearest AED is. Educators can examine a map featured on the Alberta Public Access to Defibrillation Program website to discuss the locations of other AEDs in their community. (Please be aware that some owners of AEDs have not yet registered them with the program, or in some instances they have registered the AED but requested the information not be shared on the public website so the list may not be inclusive of all AEDs in the community).

[AHS Heart Safe- AED Map & Site Listing](#)

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Activity 2

Students should be encouraged to practice CPR on a pillow or stuffie. They should first be asked to indicate on themselves where the hands need to be placed to perform CPR. An easy way to find the correct spot is to stick one hand in the armpit, then drag it across the chest until the heel of the hand is directly in the center. The second hand will then go on top of the first hand.

When performing CPR, students should kneel on the floor. The floor is the only place where CPR should be performed. Chairs, couches, and beds are too bouncy to work, so a patient needs to be moved to the floor if they are on any of these surfaces. The patient needs to be lying flat on their back. Students should lock their elbows in place and push the chest down using the weight of their body.

A good practice song for keeping the beat is 'Baby Shark' and this can be sung or played while children practice. This is also a good opportunity for students to practice numbers by counting their compressions. They may be paired off into teams, with one person counting while the other does compressions. Focus on compression-only CPR so there is no need for breaths and aim for a couple rounds of 30 compressions if possible.

Students should be encouraged to practice what they have learned, and share that knowledge with others in their lives, such as caregivers, guardians, coaches, family members and friends.

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Important Phone/Text Numbers

- Community Resources – [211 Alberta](#)
- Crisis Text Line - Text CONNECT to 741741
- [Family Violence – Find Supports](#) – 310-1818
- [Health Link](#) – 811
- [Income Supports](#) – 1-866-644-5135
- [Indian Residential School Survivors and Family, IRSSS](#) – 1-866-925-4419
- [Kids Help Phone](#) – 1-800-668-6868 or text CONNECT to 686868
- [MyHealth.Alberta.ca: List of Important Numbers](#)
- [Physician & Family Support Program](#) - 1-877-767-4637
- [Talk Suicide](#)

Social supports

- [Provincial Family Violence Treatment Program | Alberta Health Services](#)
- [Home - Centre for Suicide Prevention \(suicideinfo.ca\)](#)
- [Get Help | Talk Suicide Canada](#)
- [Shelters Directory - Alberta Council of Women's Shelters \(acws.ca\)](#)
- [Home - FCSSAA](#) Family and community support services of Alberta
- [Family violence – Find supports | Alberta.ca](#)
- [Sexual Assault Response Team | Alberta Health Services](#)
- [Hope for Wellness Helpline \(sac-isc.gc.ca\)](#)
- [Métis and Indigenous Children's Services offices | Alberta.ca](#)
- [Child and youth addiction and mental health \(alberta.ca\)](#)
- [Grief: Helping Children Understand \(alberta.ca\)](#)
- [Grieving Together | Alberta Health Services](#)
- [Pflag Canada | For All Families](#)
- [Growing up online \(alberta.ca\)](#)
- [Stress in Children and Teenagers \(alberta.ca\)](#)
- [Children and Suicide \(alberta.ca\)](#)

Emergencies & Disasters

- [Alberta Ready – Are You Prepared?](#)
- [Flood Resources & Safety Information](#)
- [Wildfire Resources](#)