



Restart a Heart Ambassador Programme

Basic Life Support Training Session Handbook



Welcome

Thank you for joining our Ambassador Programme to deliver Restart a Heart training in your school/college. Through your time as an Ambassador you will be delivering vital skills to your peers that could one day save a life.

You will be providing a basic life support session, teaching your peers how to use cardiopulmonary resuscitation (CPR) and defibrillators to give someone in cardiac arrest the best possible chance of survival.

This handbook has been created to support the Restart a Heart Ambassador Programme training sessions. It contains useful tips, supporting information, lesson plans and other helpful links and can be used alongside the Teaching Guidance Handbook.

Good luck and enjoy the programme!

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Introduction

Restart a Heart Day was developed in 2013 by the European Resuscitation Council to encourage others to teach members of the public how to help restart the heart of someone who has suffered a cardiac arrest. Since then, CPR has been taught to millions of people around the world.

Currently in the UK, less than one in ten people (8.6%) survive a cardiac arrest. If we achieved the same survival rates as countries like Norway (25%) where CPR is taught more widely as well as in schools an additional 100 lives could be saved every week. That's the equivalent of approximately 5,000 people every year.

Bystander CPR rates are believed to be low because:



Failure to recognise cardiac arrest



Lack of knowledge of what to do



Fear of causing harm or being harmed



Fear of being sued

Why should your students learn CPR? Did you know?



Cardiac arrest occurs when the heart stops pumping blood around the body and causes a person to collapse and stop breathing normally



In the UK fewer than one in 10 people survive a cardiac arrest



In the UK there are over 30,000 out-of-hospital cardiac arrests a year where emergency medical services attempt resuscitation



There is a 10% decrease in chances of survival for every minute that passes without CPR



Around 80% of out-of-hospital cardiac arrests happen in the home



By learning CPR, you can more than double someone's chances of survival

HOW TO DO CPR

Cardiopulmonary resuscitation, or CPR for short, is a simple life-saving technique given to someone in cardiac arrest. It aims to take over the job of the heart and lungs by keeping blood and oxygen flowing through the body.

1

CHECK FOR DANGER

Look around for risks to make sure you won't be putting yourself in danger by helping.



2

CHECK FOR RESPONSE

Gently shake the person by the shoulders and ask if they can hear you.



3

SHOUT FOR HELP

If you don't get a response and the person is not breathing or not breathing normally (do not put your face next to theirs when checking), they are in cardiac arrest and you should shout for someone to help you.



4

CALL 999

Call 999 and make sure an ambulance is on its way. You will be talked through what to do and given the location of a defibrillator if there is one nearby.



5

COVER MOUTH AND NOSE WITH CLOTH

If you think there is a risk of infection, place a cloth, towel or piece of clothing loosely over the patient's mouth and nose.



6

START HANDS-ONLY CPR

Put your two hands together and interlock your fingers, place your hands in the centre of the chest and push hard and fast to the beat of Stayin' Alive or Baby Shark. Keep going until professional help arrives or the person starts to regain consciousness.



7

USE A DEFIBRILLATOR

Please see our 'How to use a defibrillator' poster on page 8.



What are defibrillators?

Defibrillators give a high energy electric shock to the heart of someone who has suffered a cardiac arrest to restore the heart's normal rhythm. Defibrillators are easy to use and provide audible instructions to the user. No training is required to use the equipment.

The device will not harm the patient and will only give them a shock if needed. There's no reason to feel nervous about using a defibrillator - just follow its simple instructions and know that by using it, you could save someone's life.

The location of defibrillators - often in yellow or green cabinets in public spaces - can sometimes be marked with a white heart on a green background, or they could just be mounted on a wall behind a bar, in gyms, leisure centres, offices, tourist information centres, schools, colleges, railway stations, restaurants - anywhere at all.

If someone has suffered a cardiac arrest and you need a defibrillator, when you call 999 you will be told the location of your nearest device. If it's kept in a secure cabinet you will be provided with the code.

HOW TO USE A DEFIBRILLATOR

Combined with CPR, defibrillators give patients the greatest chance of survival.



1

SEND SOMEONE TO GET A DEFIBRILLATOR

There may be a defibrillator where you are, or the ambulance service will tell you if there is one nearby.



2

KEEP CPR GOING

It is better if someone is doing hands-only CPR while the defibrillator is prepared.



3

SWITCH THE DEFIBRILLATOR ON

Defibrillators are simple to use so the 'on' button should be easy to find. Some will turn on as you open them up.



4

ATTACH PADS TO THE CHEST

The pads must be attached to the patient's bare chest. Instructions on the pads will tell you where to stick them. One goes on the patient's upper right side of the chest, the other on the left side.



5

FOLLOW THE INSTRUCTIONS

The defibrillator will analyse the patient's heart rhythm every two minutes to decide whether it needs to give a shock. If a shock is advised, you will be instructed to press the 'shock' button but make sure there is nobody touching the patient when you do this.



6

CONTINUE CPR

As soon as you have shocked the patient, continue doing CPR. If the defibrillator does not recommend a shock, then continue CPR until the defibrillator is ready to analyse again.



7

KEEP GOING

Continue with this process until professional help arrives or the person starts to regain consciousness.



Frequently Asked Questions

Do I need training to perform CPR?

CPR is a simple skill that can be performed by anybody physically able to do so. No training is required however people often feel more confident if they have been taught. Anyone calling 999 for a person in cardiac arrest will be given CPR instructions over the phone by the ambulance service.

Could I make the situation worse?

At this point in time, starting CPR will only improve the patient's chance of survival, not make them worse. Doing nothing is the worst thing you can do.

Could I be sued if I do something wrong?

If you act in good faith and attempt to save the life of someone, it is unlikely that you would ever be held accountable for the outcome. Nobody in the UK has ever faced legal action for performing CPR.

Will CPR hurt the casualty?

When someone is collapsed and in cardiac arrest they are considered to be (medically) dead and therefore unable to feel pain. Good-quality CPR may, in some cases, cause rib fractures however these will repair. Any injury performed by doing CPR is either rare or not serious and should not prevent it being performed.



Why don't we do mouth-to-mouth resuscitation now?

During the COVID-19 pandemic, the mouth-to-mouth element of CPR was removed. Even prior to this people had a natural reluctance to perform mouth-to-mouth anyway. CPR including breaths is still ideal but if people feel uncomfortable with this approach, hands-only CPR may be effective in the first few minutes following a cardiac arrest as the blood should be well oxygenated. In cardiac arrests in children or drownings, where it is caused by a lack of oxygen, hands-only CPR will be less effective.

Are a heart attack and cardiac arrest the same thing?

No! This is a common mistake and the terms are incorrectly used interchangeably, often by the media. A heart attack is a blockage of one of the arteries supplying the heart, often causing chest pain, sweating, nausea and neck/jaw pain. This is still a medical emergency and it is important that 999 is called as a heart attack can sometimes lead to a cardiac arrest. A cardiac arrest is when a person's heart stops pumping blood around their body and they stop breathing normally. The patient will be unconscious and unresponsive.

Is CPR really effective?

Performing good-quality CPR after witnessing a cardiac arrest can more than double the patient's chance of survival. However, achieving a good outcome is also dependent on a number of factors, such as the severity of the illness that caused the cardiac arrest. What is definite is that doing nothing does not improve a patient's chance of survival.





Safeguarding Considerations When Lesson Planning

Students may be affected by issues discussed in a Restart a Heart lesson. Let the school's child protection/pastoral/safeguarding leads know what you are teaching so they can speak to pupils, including those with adverse childhood experiences.

At the start of the lesson, it is good practice to forewarn the students what will be covered and give them permission to leave the class should it prove to be traumatic/upsetting for them (for example if they have been recently bereaved). Ensure there is provision for any students leaving class.

You may also want to send a letter to parents/guardians in advance, an example of which is provided on page 13.

Also make sure you follow safeguarding procedures, including:

- setting ground rules for lessons, where needed, particularly around not sharing personal information
- stopping discussions if personal information is shared in lessons and following up with pupils later where needed
- not promising confidentiality if a pupil confides something concerning
- telling pupils they can ask for help and they will be taken seriously.

Sample Letter to Parents/Guardians

Please feel free to modify the sample letter for your own purposes.

Dear parents and guardians,

We are writing to inform you that your child/children will be learning CPR in a lesson on [insert date] as part of Yorkshire Ambulance Service's Restart a Heart campaign. CPR stands for cardiopulmonary resuscitation and is used to try to revive a person after a sudden cardiac arrest.

CPR is now part of the health education curriculum for secondary school pupils aged 12 and over in England. The lesson will be taught sensitively under Yorkshire Ambulance Service guidelines. It will include how to identify whether someone is in cardiac arrest (has collapsed and stopped breathing normally) and how to perform hands-only chest compressions to give the person their best chance of survival before the arrival of an ambulance.

As 80% of out-of-hospital cardiac arrests happen in the home, you can be reassured that they will be learning skills that may one day help someone close to them.

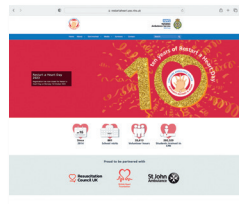
Your child/children may have questions about some of the related topics and themes that will be explored at school, and we would encourage further discussion at home wherever possible. For more information, visit the Yorkshire Ambulance Service Restart a Heart website at

www.restartaheart.yas.nhs.uk.



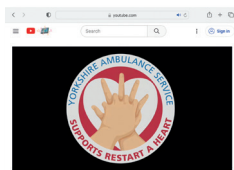
Useful Links

Yorkshire Ambulance Service Restart a Heart website – <https://restartaheart.yas.nhs.uk/>



Yorkshire Ambulance Service Restart a Heart learning resources - <https://restartaheart.yas.nhs.uk/get-involved/cpr-training-resources/>

Yorkshire Ambulance Service CPR tutorial video - <https://youtu.be/YgQdVkJbQkk>



Test your Restart a Heart knowledge with this Yorkshire Ambulance Service quiz - <https://docs.google.com/forms/d/e/1FAIpQLSdur0BEpgqQM-blaJAqUK4gusdrjleSPaKFDexgqgqpbx4tfQ/viewform>

Good presentation example - <https://youtu.be/ghsBFT-HQ04>



Poor presentation example - <https://youtu.be/87C0rN0JU40>



Basic Life Support Session – CPR and defibrillator awareness

Time allowed – 60 minutes

Resources required: CPR training manikins/Pillow Partners, computer, multimedia presenter, speakers, access to Yorkshire Ambulance Service Restart a Heart website.

Session aim – To equip learners with the basic knowledge, understanding and confidence to perform CPR and use a defibrillator when necessary.

Learner outcomes:

At the end of the session the learner will:

- understand the difference between a heart attack and cardiac arrest
- be aware of and understand the Chain of Survival
- demonstrate the stepwise approach using DRS(C)ABC
- demonstrate how to perform effective hands-only CPR on a non-breathing casualty
- understand the purpose of a defibrillator, how they can be accessed and used.



Timing	Activity	Presenter activity	Learner activity
2 minutes	Introduction	<p>Introduce yourself and the session.</p> <p>Housekeeping.</p> <p>Ground rules.</p> <p>Session overview and learning outcomes.</p>	<p>Listen.</p> <p>Questions if needed.</p> <p>Slides 1&2</p>
5 minutes	Willingness to act	<p>Pose the question to learners about whether they would be willing to perform CPR and use a defibrillator if someone were to collapse in the room.</p> <p>Explore through discussion why people might not be prepared to act.</p>	<p>Respond to questions.</p> <p>Slides 3&4</p>

Timing	Activity	Presenter activity	Learner activity
6 minutes	Knowledge check	<p>Assess learner knowledge by asking questions.</p> <p>What is a cardiac arrest?</p> <p>What is a heart attack?</p> <p>Are a heart attack and cardiac arrest the same thing?</p> <p>How many people have a cardiac arrest out of hospital annually?</p> <p>How many people currently survive an out of hospital cardiac arrest?</p>	<p>Listen.</p> <p>Questions and answers.</p> <p>View slides 5 -10</p>



3 minutes	Chain of Survival	<p>Explain the importance of each link in the Chain of Survival.</p> <p>Ask the learners to identify which links they can deliver.</p>	<p>Discuss the four links and the theory of “a chain is only as strong as its weakest link”.</p> <p>Highlight to the learners that 3 of the 4 links are ones where they can act.</p> <p>Slide 11</p>
5 minutes	DRS(C)ABC	<p>Explain the elements of the mnemonic DRS(C)ABC as a tool to use in an emergency.</p>	<p>Discuss each step and how it is acted upon.</p> <p>Slide 12</p>

2 minutes	High quality CPR	<p>Using the “Rate, Depth, Don’t Stop” tagline explore what learners understand about what constitutes high-quality CPR.</p>	<p>Answer questions about rate and depth.</p> <p>Slide 13</p>
8 minutes	CPR video	<p>Play CPR training video.</p>	<p>Watch video.</p> <p>Slide 14 / YouTube</p>



<p>1 minutes</p>	<p>Hands-only CPR summary</p>	<p>Provide brief summary of how to perform CPR after watching video.</p>	<p>Listen. Slide 15</p>
<p>10 minutes</p>	<p>Over to you</p>	<p>Support learners practicing CPR on manikins. Correct hand position and depth where appropriate by use of “clicker” on manikins. Once learners achieve a standard ask them to do two minutes timed CPR to demonstrate fatigue.</p>	<p>One manikin per 1 or 2 students. Practice CPR. Slide 16</p>

<p>10 minutes</p>	<p>Defibrillators</p>	<p>Discuss what defibrillators are, what they do, where they are located, simplicity of use. Highlight importance of defibrillators along with CPR. Ask learners if they know where their nearest one is. Using cardboard AED and App demonstrate how simple it is to use a defibrillator.</p>	<p>Discussion with facilitator. Watch demonstration of how to use a defibrillator. Slide 17</p>
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4 minutes	Willingness to act	Return to questions posed at beginning of session to ascertain confidence increase. Pose the question to learners about whether they would be willing to perform CPR and use a defibrillator if someone were to collapse in the room. Explore through discussion why people might not be prepared to.	Respond to questions. Slide 18 & 19
2 minutes	Key messages	Summarise the key messages of the session as quick soundbites.	Listen. Slide 20
2 minutes	It only takes two hands to save a life	Closure of session. Ask learners if they have any questions.	Questions. Slide 21

"Thank you for visiting our school to teach CPR. The students now feel confident about stepping in to save a life if they ever came across someone in cardiac arrest."



<https://restartaheart.yas.nhs.uk>
[#restartaheart](#)