



# CPR

Remind the children that we have just called the ambulance and it is on its way. Stress that we must not forget this important step, as the workshop does not qualify them as doctors or paramedics. Ask them how long they think it will take the ambulance to get here. Let them work it out. Agree that it will probably take 10 to 20 minutes if they are quite close to a hospital, but could take longer if they are in a rural area.

Now ask how long the unconscious person can lie without breathing before he cannot be resuscitated. Tell them 3 – 4 minutes.

Let this sink in for a moment. Say, “so the ambulance will take 10 minutes, he has got a maximum of 4, can you see the problem?” When they nod, say, “if this person was someone that you loved and cared about, wouldn’t you want to know what to do to help save their life while you wait for the ambulance?” Usually they all chorus, “Yes”, quite emphatically. Tell them that you need them to remember **A,B,C**.

Take a deep breath, and say, “who can think what A stands for?” Keep gulping until someone says, “Air.” You say, **AIRWAY**, yes. Lets do an experiment quickly. Close your mouth, put your chin on your chest and breathe. Right, now open your mouth, put your head right back and breathe now. Which way helps you get more air?” Head back, right? Show them how to tilt the doll’s head back. Demonstrate the “wrong” way too, by pushing your hand in the dolls face.

“OK, now B. Who can guess what B stands for?” Breathe in and out vigorously. “That’s right, **BREATHING**. Lets do another experiment. Put your hand out in front of you. Now breathe quietly and bring your hand closer to your face until you can feel the breath on the back of your hand.” Give them a moment to do this. “Look how close your hand is to your face.” So we can’t really tell if he is breathing by just standing here and looking at him. We use our cheek to feel the breath, because it is sensitive, and its right next to our ear, which can hear any breathing noises. Last experiment coming up. Please put your hand on your tummy and try to keep it still while you are breathing normally. You can’t, can you? So if you place your hand on his tummy and it moves, you know he is breathing.”

Show them and tell them to count 10 seconds for you.

Now, he’s not breathing, we will have to breathe for him. Show them the mouthpiece, and demonstrate how to place it. You can tell them that it’s a one way valve and helps to protect the patient and you against germs.

Say, “we have to remember to keep his airway open (tilt the doll’s head back) and we have to block his nose, so the air goes down to his lungs (pinch the nose closed) Now watch carefully.”

They are very entertained by the chest rising on the dummy, so emphasise that you have to breathe twice.

Now, the important part. Make sure they make the connection about why we have to do compressions. (to pump blood from the heart to the brain). "If the heart is not pumping on its own, we have to help it manually. By pushing blood to the brain, we can give this person a chance to live. Without this, by the time the paramedics arrive, he will be dead already."

Tell them the C is for **CIRCULATION**. The blood has to circulate to the brain.

Show them how to hold their hands. Push them out in front of you, straight arms. Link one over the other. Explain that it's a rocking motion that comes from their back, not the strength of their arms. Tell them we have to push on the heart 30 times, and that it is going to make us pretty tired. Ask them where the heart is.

Remind them about the breastbone, and that they should use this to place the strong part of their hand. Draw a cross with your finger on the doll, explaining about the nipple line. If you are matter of fact, and allow a little titter, they will soon concentrate again. They often ask, "what if it's a girl?" Just say, "same story". Draw your cross again, and get started. Ask them to help you count. Demonstrate.

When you get to 30, say, "Now what should I do?" Wait for them to answer that you should breathe again, then do compressions again, until the ambulance arrives, or the patient starts breathing.

Getting them to practice differs with each group. Some all want to "have a go" and you have to prevent a scramble. Other groups are very reluctant to "be the first". If you have been watching and paying attention, you can usually pick the most likely candidate. Help this person a lot. Repeat everything, and make the rest of the kids answer your questions. Start with Triple H, ask the audience what the first H is for, then tell your candidate to check for those hazards. Continue till the compressions, then be sure to applaud this person, and they will applaud too. Let him keep his mouthpiece.