

Lesson 2 – Be the Beat®: Tell the Story

Lesson Description: Through writing, students will advocate for and educate the community about the simple steps to save a life: call 911, push hard and fast in the center of the chest (Hands-Only™ CPR), get an AED.

Curriculum Connections: writing, health

National Health Education Standards:

Students will:

- demonstrate the ability to access valid information, products, and services to enhance health; and
- demonstrate the ability to advocate for personal, family, and community health.

Common Core Standards for Writing:

Students will:

- write arguments to support claims with clear reasons and relevant evidence;
- write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content;
- write narratives to develop real or imagined experiences or events by using effective technique, relevant descriptive details, and well-structured event sequences; and
- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Health Intended Learning (objectives):

Students will:

- write for a purpose, using what they learn about heart health;
- write to inform others about the importance of more people in the community knowing how to recognize a cardiac arrest (CA) and the simple steps to save a life;
- write to persuade others to help start CPR programs, place AEDs in the community; and
- demonstrate understanding of the importance of more people who are able to recognize and act in a CA emergency through authentic writing activities.

Language Arts Intended Learning (objectives):

Students will:

- write for a purpose in a variety of genres; and
- publish and present their work to an appropriate audience.

Class Time: 60 minutes, plus additional time for publishing

Materials:

- **Research Organizer** handout
- writing paper
- access to computers and the Internet

Launch (Anticipatory Set):

Discuss with students that, according to the American Heart Association (AHA):

- Every day, nearly 1160 Americans suffer cardiac arrest at home, work, or in a public place. Only 10.4% survive. CPR can more than double or triple a victim's chance for survival.
- CA can happen to anyone at any time. Many victims appear healthy, with no known heart disease or other risk factors.
- Unless CPR and defibrillation are provided within minutes of collapse, few attempts at resuscitation are successful.
- Even if CPR is performed, defibrillation with an AED is required to stop the abnormal rhythm and restore a normal heart rhythm.
- New technology has made AEDs simple and user-friendly.

Explore/Activity:

- Have students use the Internet to gather information about CA and learn to recognize the signs and symptoms of a CA, as well as investigate how educating more people about CA and the signs of CA can help to save more lives. Students should use the **Research Organizer** handout to take notes as they conduct their research.
- Encourage students to read "Heart Hero Stories" on the Be the Beat website to learn about students who saved lives by performing CPR or used an AED in an emergency.
- Have students use the information they've gathered to investigate and discuss the role that both AEDs and Hands-Only CPR can and have played in saving lives. Have them work in groups to discuss various ways that they (through writing) can increase public awareness and help educate the community about the importance of recognizing cardiac emergencies; knowing when to call 911; having AEDs on-hand; and having as many community members as possible trained in performing Hands-Only CPR. Have them consider ways to promote both school- or community-wide CPR training programs and the installation of AEDs.
- Have students select a writing project and use the notes they've recorded on the **Research Organizer** to plan their writing. Help them explore options for publishing their work. Writing topics may include:
 - *Persuasive*: Write a letter to the school board advocating for CPR training programs in schools or communities and the installation of AEDs.

- *Informative:* Write an instruction card on the importance of knowing how to recognize a cardiac arrest or create a flyer that outlines the signs of CA.
- *Narrative:* Write a fictional news article about a student who uses Hands-Only CPR and an AED to save someone's life.

Publishing opportunities may include:

- Present a PSA during announcements or prepare a video to air on a local TV or radio station.
- Prepare written educational materials to share at a health fair or the library.
- Read a letter at a school board or parent group meeting.
- Present an article in a mock news broadcast.

Summary:

Discuss with students:

- In a CA, these steps offer the best chance for saving a life: recognize CA, call 911, start CPR, then grab the AED.
- Training as many people as possible in the community (in CPR and using AEDs) makes it more likely that assistance will be available to victims in an emergency.

Assessment:

Students show proficiency by demonstrating an understanding, through their writing, of the need for public awareness and training in CPR and using AEDs.

Extensions:

- Investigate ways to be awarded grant money for community training programs.
- Organize a fundraiser to pay for CPR education and awareness, or heart-health charity organizations.
- Invite health professionals to speak about CPR and AED's at school/community events.

Resources:

- CPR Statistics (http://www.heart.org/HEARTORG/CPRAndECC/WhatisCPR/CPRFactsandStatistics_UCM_307542_Article.jsp#.TsgRefLSxVg)
- Cardiac Arrest Resources (http://www.heart.org/HEARTORG/Conditions/More/CardiacArrest/CardiacArrest_UCM_002081_SubHomePage.jsp)
- Hands-Only™ CPR (<http://handsonlycpr.org/>)
- Be the Beat! (<http://bethebeat.heart.org/>)

Research Organizer

Website	Information about CA, AEDs, or CPR