|  |  |
| --- | --- |
| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections & Security |
| **Course Name** | Correctional Services |
| **Lesson/Unit Title** | Cardiopulmonary Resuscitation (CPR) in Correctional Facilities |
| **TEKS Student Expectations** | **130.333. (c) Knowledge and skills**  (6) The student uses first aid, infection control, and cardiopulmonary resuscitation in a correctional facility. The student is expected to:  (A) demonstrate first aid procedures, cardiopulmonary resuscitation, and automated external defibrillator use in a simulated emergency situation |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | |  | | --- | | The student will be able to: | | * Identify the danger of heart disease and when CPR is necessary. | | * Memorize the steps of CPR. | | * Distinguish when to give rescue breathing and CPR. | | * Inspect and assess an emergency situation in a jail setting. | | * Perform CPR on a victim. | |
| **Rationale** | |  | | --- | | There is always the possibility that a correctional guard will have to give CPR to an inmate that is in their charge. The ability of the guard to perform CPR could save the inmate’s life. | |
| **Duration of Lesson** | This lesson should take 4 to 6 hours. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | Refer the Direct Instructions section below. |
| **Materials/Specialized Equipment Needed** | * CPR Dummy * Alcohol wipes * PR in Correctional Facilities computer-based presentation |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Discuss the following scenario: You’re a guard in charge of watching several inmates. One of them grabs his chest and falls to the ground and stops breathing. All of the other inmates look at you for help. What is happening and what will you do about it? Use the Discussion Rubric for assessment. |
| **Direct Instruction \*** | I. The facts about CPR  A. Heart disease is the number one killer in the United States. Each year, almost 330,000 Americans die from heart disease. Half of these will die suddenly, outside of the hospital, because their heart stops beating.  B. The most common cause of death from a heart attack in adults is a disturbance in the electrical rhythm of the heart called ventricular fibrillation.  1. Ventricular fibrillation can be treated, but it requires applying an electrical shock, called defibrillation, to the chest.  2. If a defibrillator is not readily available, brain death will occur in less than 10 minutes.  3. One way of buying time until a defibrillator becomes available is to provide artificial breathing and circulation by performing CPR.  C. The earlier you give CPR to a person in cardiopulmonary arrest (no breathing, no heartbeat), the greater the chance of a successful resuscitation.  D. By performing CPR, you keep oxygenated blood flowing to the heart and brain until a defibrillator becomes available.  E. CPR is a combination of rescue breathing and chest compressions delivered to victims thought to be in cardiac arrest.  F. When cardiac arrest occurs, the heart stops pumping blood. CPR can support a small amount of blood flow to the heart and brain to “buy time” until normal heart function is restored.  II. When to give CPR  A. CPR is given when someone is not breathing AND has no pulse.  B. If someone is not breathing but has a pulse, you would perform rescue breathing which consists of giving one breath to the victim every 5 seconds.  III. How to Determine When to Give CPR  A. Check the ABC’s:  1. Airway  2. Breathing  3. Circulation  B. Airway  1. Check to make sure there is nothing in the mouth or throat that is blocking the breathing passage.  2. You may need to sweep the inside of their mouth with your fingers.  C. Breathing  1. Put your ear to the mouth and nose and listen to see if they are breathing.  2. Observe if the chest is rising.  3. Feel for breaths on your cheek.  D. Circulation  1. Put your fingers on the side of the neck or on the top of the underside of the wrist to feel for a pulse.  2. Do not use your thumb to feel for the pulse as you can feel your own pulse in your thumb. This could lead to confusion as to whose pulse you are actually feeling.  IV. Rescue Breathing  A. If a person has a pulse but is not breathing, perform rescue breathing.  B. Make sure they are lying on their back.  C. Tilt their head back by lifting their chin with one hand while you press their forehead back with the other.  D. Close the airway through their nose by pinching it.  E. Give 1 breath every 5 seconds.  F. Take a normal breath and cover the victim’s mouth with your mouth to create an airtight seal.  G. Watch for the chest to rise as you give each breath.  V. How to give CPR  A. If a person’s airway is clear but they are not breathing and do not have a pulse, proceed to CPR.  B. CPR involves giving compressions that pump blood to the brain and heart.  C. To give compressions:  1. Put the heel of one hand on the center of the chest between the nipples.  2. Put the other hand on top of the first hand.  3. Push hard and push fast.  4. Push at a rate of 100 times a minute.  5. After each compression, release pressure on the chest to let it come back to its normal position.  6. Keep your elbows locked so you do not get tired quickly.  D. Give 2 breaths, 1 second each.  E. Give 30 compressions at a rate of 100 per minute and then give 2 breaths. After each compression, release pressure on the chest to let it come back to its normal position.  F. Keep giving sets of 30 compressions and 2 breaths until the automated external defibrillator (AED) arrives, the victim starts to move, or trained help arrives.  VI. Other Things to Keep in Mind  A. Make sure the area is secure before you begin administering rescue breathing or CPR.  B. Notify (or have someone else notify) medical personnel about the situation before you begin.  C. CPR is best done with 2 people: one person doing the breathing and one person doing the compressions. |
| **Guided Practice \*** | Students participate in a scenario and perform CPR on a dummy. The students will be graded using the CPR Checklist. The scenario will consist of two or three inmates (actors) standing over the CPR dummy, indicating that something is wrong. The student is expected to secure the scene (have the inmates move to a location where they cannot attack the student), radio for medical help, and then begin CPR according to the steps outlined in the rubric. CPR should be given for at least one minute, but the student should be able to give one of the reasons why they are stopping CPR. Clean the CPR dummy with alcohol wipes after each student. Use the Role Play Rubric and the CPR Checklist for assessment. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | None |
| **Lesson Closure** | None |
| **Summative/End of Lesson Assessment \*** | * CPR in Correctional Facilities Quiz (Open note) and Key * CPR in Correctional Facilities Exam and Key * CPR Checklist * Discussion Rubric * Individual Work Rubric * Research Rubric * Role Play Rubric   **Accommodations for Learning Differences:**  For reinforcement, students will participate in peer teaching (mentoring) and team learning, and keep journals for key words and definitions. Use the Individual Work Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | * American Heart Association <http://www.heart.org/HEARTORG/> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Students will research current information about CPR related events, including statistics (amount of lives saved yearly, people certified, etc.). Use the Research Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)