



START WITH WHOLE GROUP:

1. Take a moment to tell the students what to expect during today's training. They will: do an interactive lesson on their computer or tablet – this includes a final quiz. They'll see a demonstration, get actual practice once back in the classroom (if training dolls have been requested), have time for Q&A, and complete a survey. Get their headphones out, they will be needed since it is self-paced and has audio.
2. **Have kids launch their lesson from <https://heimlichheroes.com/virtual-learning-lessons>** – the lesson should take approximately 20-30 minutes. Please do not help them with the quiz unless they need help with the reading.
3. **They should enter your email when they get to the quiz; you'll receive the detailed report showing their score.**

If you have rented or purchased training dolls continue here – if not, stay in the large group and [skip ahead](#) to steps 10 – 14.

4. Once back in the classroom, **(if you are using the training dolls)** do the hands-on part of the lesson. Take some time to **demonstrate** both the **upright and unconscious** Heimlich Maneuver procedure to the students:
 - a. **ASK – Say to the training doll (or victim), “Are you choking?”**
 - b. **SHOUT – Look around, “Hey, I need help! YOU (point to someone), call 911!”**
 - c. **BEGIN – Tell the victim, “I am going to begin the Heimlich Maneuver”**
Show students how to use our training doll both in the upright and unconscious (laying down) positions*
 - d. **STOP – Tell students “Stop once the object is dislodged. You may have to do it several times before that happens.”**
 - e. **GO – Tell the training doll, “You need to go to the doctor now to make sure your throat and ribs are not damaged.”**

DO NOT USE THE DOLLS TO DEMONSTRATE THE SELF-HEIMLICH!

5. Divide students into smaller groups based on the number of dolls you have received (12-15 students/doll recommended). **Caution the students to handle the training dolls with care.** (i.e. do not punch, kick around, or throw the dolls).
6. Appoint adult helpers to support/guide each group of students.
7. Distribute one training doll and several foam pieces per group. **Foam pieces should be squeezed on the sides a few times before you insert them into the doll's mouth.**

MOVE TO SMALL GROUPS:

8. *Practice the Heimlich Maneuver® on the training doll while holding upright and then switch to when the doll is laying on the ground (the unconscious victim).
9. *When in the UNCONSCIOUS position **say**: “Just so you know, when a person goes unconscious from choking, the American Heart Association guidelines suggest that you start CPR - ***BUT ONLY IF*** you are trained in CPR. We will not practice that today. If you are not trained on CPR, then you will continue to try to unblock the airway by kneeling over top of the victim and performing the Heimlich Maneuver® as you saw demonstrated.”
10. **MAKE SURE THE STUDENTS FOLLOW THE “ASK, SHOUT, BEGIN, STOP, GO” routine EACH TIME they practice.** They may be shy about this, but it needs to be practiced so they will feel confident when the need is real.
11. **REMIND** participants that we NEVER do the Heimlich Maneuver when we are joking around, but only in times of a choking emergency.

***If the foam comes out of the doll’s mouth too easily**, flip it to the other end or begin using a new piece of foam (throw the old piece away – they get worn down after several uses). **If it is very difficult to get the foam to pop** out from the mouth, check that the hand placement is correct. After 5 tries, say “Oh no, she/he has gone unconscious!” Have the person lay the training doll on the ground and do the Heimlich Maneuver that way. Wait until others have been successful and let the person that was having difficulty try again.

RETURN TO THE WHOLE GROUP:

12. Allow a few minutes for questions and student impressions (what they learned, what surprised them, etc.).
13. Ask them to fill out the **student survey** (in the digital Getting Started Packet) and hand back to you when finished. Scan their answers to see if they feel confident or have questions that need answers.
14. **Distribute certificates, letters to parents, and anything else the student should take home.** Encourage them to share what they have learned with their family.
15. Follow steps for **After the Training** on your ***Getting Started Guide***.