

Module 4

Suspected Heart Attack



Learning Outcomes

Pupils will:

- learn how to recognise the signs and symptoms of a heart attack; and
- learn how to respond to the signs and symptoms of a heart attack.



Resources

- **Jenny's Day** clip and/or **The Garden Centre** clip
- Difference between heart attack and cardiac arrest infographic
- **Skills Card: 4 What Should do if I Think a Person is Having a Heart Attack?**
- **Activity Card: 4 A Suspected Heart Attack**
- Model of human heart



Teaching Notes

- Ask pupils if they know what a heart attack is. Discuss their answers. Explain that the heart serves as a pump that carries blood to all of our organs. The heart has its own blood supply made up of coronary arteries. When one of these arteries becomes blocked, a heart attack occurs.
- Ask pupils for reasons why an artery in the heart could become blocked.
- Tell them that sometimes a heart attack can cause a cardiac arrest (this will be covered in more detail in the modules that follow), so it is important to get treatment fast.
- Show **Jenny's Day** clip and/or **The Garden Centre** clip.
- Ask pupils how they could tell if the person was having a heart attack.
- Explain the symptoms of a heart attack.



Module 4 - Suspected Heart Attack



Signs and Symptoms of a Heart Attack

Someone having a heart attack might have some, or all, of these symptoms:

- pain, tightness, burning or a heavy feeling in the chest;
- pain in the arms, neck, jaw, back or stomach;
- looking pale and sweaty; and
- feeling sick or dizzy.
- Use the writing task on **Activity Card: 5 Suspected Heart Attack** to reinforce the actions and the order to do them in.
- Tell pupils to always shout for help or call 999 or 112 first. In the UK we use 999. In Europe the emergency number is 112. It connects a caller to the same service. We can use either number. Discuss how important it is that the person receives treatment from emergency services as quickly as possible.
- Explain the importance of making sure the casualty:
 - sits down so they are comfortable and safe;
 - keeps calm, even if they are worried; and
 - does not have anything to eat or drink.
- Explain that ambulance staff in the control room may ask the casualty to chew 300 mg of aspirin, if available. They will ask specific questions first to make sure it is okay for the casualty to take aspirin. It is important to note that the advice to give aspirin will come from the control room staff and not the rescuer.
- Make sure that pupils know to stay with the casualty until an ambulance arrives.
- Advise pupils what to do if the casualty falls asleep and won't wake up. They should check that the patient is breathing normally. If they are, put them in the recovery position. If they are not, do CPR. Then call 999 or 112 again at this point and tell them that the casualty has become unconscious.
- Divide the pupils into groups and ask them to role-play the scenario from the film clip, describing each action as they take it. They can take turns to be the casualty and the lifesaver.



Extension Ideas and Cross-Curricular Links

- **Science and Technology (Biology), LLW (Personal Development), Physical Education**
 - Pupils may have questions about what causes a heart attack. Explain that there are a number of causes – some people are born with heart problems, others may develop heart problems because of smoking, eating a lot of fast food and takeaways or not being active enough. These can cause the arteries to narrow, making it harder for the blood to pump through the heart.
- **Learning for Life and Work (Personal Development)**
 - Ask your pupils how they might feel if they needed to help someone who was having a heart attack. If they say they would feel frightened or panic, discuss ways to manage these feelings.



Tell your pupils the best way to prevent heart disease is to:

- eat at least five portions of fruit and vegetables a day;
- be active for at least 60 minutes a day; and
- never smoke.