

<b>COURSE:</b> Health	<b>GRADE(S):</b> 4 <sup>th</sup> Grade
<b>UNIT:</b> First Aid	<b>TIMEFRAME:</b> 2 Lessons

<b>NATIONAL HEALTH EDUCATION STANDARDS:</b>	
<b>STANDARD 1:</b>	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
<b>STANDARD 5:</b>	Students will demonstrate the ability to use decision-making skills to enhance health.
<b>STANDARD 7:</b>	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

<b>STATE STANDARDS:</b>	
<b>10.3. Safety and Injury Prevention</b>	
10.3.6.A. Explain and apply safe practices in the home, school and community.	
10.3.6.B. Know and apply appropriate emergency responses.	
<i>Reading Assessment Anchors:</i>	
<b>R4.A.2 Understand nonfiction appropriate to grade level</b>	
R4.A.2.1. Identify and interpret the meaning of vocabulary in nonfiction.	

<b>UNIT OBJECTIVES:</b>	<b>CONTENT:</b>
Apply proper first aid procedures	<ul style="list-style-type: none"> <li>I. Definition of first aid <i>Temporary emergency care or treatment given to the sick or injured.</i></li> <li>II. Basic first aid steps <ul style="list-style-type: none"> <li>- Check the scene; be sure that it is safe for you to help. <ul style="list-style-type: none"> <li>o Check the victim for responsiveness; gently shake the victim and ask "are you ok".</li> <li>o How many victims?</li> <li>o What happened?</li> <li>o Can anyone help you?</li> </ul> </li> <li>- Call 911 for help <ul style="list-style-type: none"> <li>o Know where you are</li> <li>o Victim information</li> <li>o What happened</li> <li>o Anyone one else there</li> <li>o Stay on the line let them hang up first.</li> </ul> </li> <li>- Care for the victim <ul style="list-style-type: none"> <li>o A: Airway open with head tilt chin lift.</li> <li>o B: Breathing, look listen and feel: <ul style="list-style-type: none"> <li>▪ No breathing, give two breaths.</li> <li>▪ Child and infant breath once</li> </ul> </li> </ul> </li> </ul> </li> </ul>

every three seconds.

- Adult breath once every five seconds.
- Circulation no movement begin CPR.
  - 30 compressions and two breaths.

### III. Choking

- Abdominal Thrusts
    - o Ask can you speak? If they can then let them alone.
    - o Performing five abdominal thrusts
      - Stand behind the person.
      - Wrap your arms around them so that your fist is between their ribs and belly button.
      - Hold your fist with your other hand and pull in and up as if scooping ice cream.
      - Continue to do until the object is ejected.
      - Get medical help.
- ✦ **Remember: “DO NOT”** actually practice on a person who is not choking.

### IV. Bleeding

- First Aid
  - o Cover the wound
  - o Apply direct pressure
  - o Cover with bandage
  - o Seek Medical Attention
- Type of wounds
  - o Abrasions- Scrape
  - o Lacerations- Jagged cut
  - o Incisions- Clean cut
  - o Puncture- Hole
  - o Avulsions- Torn or ripped off
- Nosebleeds
  - o Lean head slightly forward while pinching nostrils. If bleeding continues put ice on nose and apply pressure on lip just under the nose.

### V. Burns

- Degrees
  - o First: Redness or discoloration, mild swelling, and pain. Sunburn is an example.
  - o Second: Blisters, red or mottled, painful.
  - o Third: Deepest burn, looks white or charred this involves many layers of the skin.

	<ul style="list-style-type: none"> <li>- First Aid <ul style="list-style-type: none"> <li>o For first degree and second that has no open blisters, flush with cool running water.</li> <li>o For second degree with open blisters and third degree burns, apply a dry dressing and bandage loosely. DO NOT use water or other ointments. SEEK MEDICAL ATTENTION!</li> </ul> </li> </ul>
<p><b>ACTIVITIES:</b></p> <p>Brainstorm a class definition of first aid.</p> <p>Lecture and demonstration of First Aid steps.</p> <p>Students will practice making an emergency phone call. (Self Management)</p> <p>Students will complete a 911 emergency form to be placed near their phone. (Accessing Information)</p> <p>Students will practice techniques needed to perform the abdominal thrusts, during teacher lead demonstration. (Self Management)</p> <p>In learning centers, students will explore the different types of wounds/burns and the appropriate first aid for each.</p> <p><i>Teacher directed differentiated instructional projects and activities are ongoing and based on student need.</i></p> <p><b>RESOURCES:</b>  American Red Cross, <i>First Aid/CPR/AED for schools and the community</i>, American National Red Cross, 2006 (Yardley, PA).</p> <p>Health Teacher: <i>Treating Minor Injuries and Burns</i> (1999-2006)  Retrieved on July 11,2006 from:  <a href="http://www.healthteacher.com/lessons/lessonid/102">http://www.healthteacher.com/lessons/lessonid/102</a></p>	<p><b>ASSESSMENTS:</b></p> <p>Given a first aid emergency, when the victim is not breathing, the student can correctly identify the proper first aid steps.</p> <p>During a role play situation, students will demonstrate the proper steps to making a 911 emergency phone call.</p> <p>Teacher will observe students correctly performing the steps of the Heimlich maneuver.</p> <p>On a worksheet, students will correctly identify different types of wounds/burns and the appropriate first aid.</p> <p><b>REMEDIATION:</b></p> <p>Teacher copy of completed notes/worksheets.</p> <p>Handouts that supplement the materials taught.</p> <p>Extra time as needed.</p> <p><b>ENRICHMENT:</b></p> <p>Share 911 Form with their family.</p> <p>Research how the American Red Cross has helped in a Disaster.</p> <p>Obtain B.A.T. (Basic Aid Training) certification.</p>