

COURSE: Health Education	GRADE(S): 8th Grade
UNIT: First Aid - Introduction and Emergency Action Principles	TIMEFRAME: 2 Lessons

<p>NATIONAL STANDARDS:</p> <p>STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>STANDARD 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>STANDARD 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>
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<p>STATE STANDARDS:</p> <p>10.2. Healthful Living</p> <p>10.2.9.A. Identify and describe health care products and services that impact adolescent health practices.</p> <p>10.2.9.D. Analyze and apply a decision-making process to adolescent health and safety issues.</p> <p>10.2.9.E. Explain the interrelationship between the environment and personal health.</p> <p>10.3. Safety and Injury Prevention</p> <p>10.3.9.A. Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.</p> <p>10.3.9.B. Describe and apply strategies for emergency and long-term management of injuries.</p> <p><i>Reading Assessment Anchors:</i></p> <p>R8.A.2 Understand nonfiction appropriate to grade level.</p> <p>R8.A.2.1 Identify and apply the meaning of vocabulary in nonfiction.</p> <p>R8.A.2.3 Make inferences, draw conclusions, and make generalizations based on text.</p> <p>R8.A.2.4 Identify and explain main ideas and relevant details.</p>

<p>UNIT OBJECTIVES:</p> <p>Formulate a definition of first aid and identify its value.</p>	<p>CONTENT:</p> <p>I. Introduction to First Aid</p> <ul style="list-style-type: none"> - Basic Definition of First Aid: Immediate and temporary care given to a victim of an accident or sudden illness until a doctor or medical help arrives. This includes words of encouragement and willingness to help the victim. - Importance of First Aid <ul style="list-style-type: none"> o Can mean the difference between life and death. o Can mean the difference between a permanent and temporary disability. - The Value of First Aid <ul style="list-style-type: none"> o Help self o Help others
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<p>Identify essential information when placing a 911 call.</p>	<ul style="list-style-type: none"> o What to say to the operator when you call: <ul style="list-style-type: none"> ▪ Exact location ▪ Telephone number you are calling from ▪ Callers name ▪ What happened ▪ Number of victims ▪ Victim(s) condition ▪ Help being given o Care for the victim (treat all life-threatening conditions first until trained professionals arrive) o <u>First Aid Priorities:</u> <ul style="list-style-type: none"> ▪ No breathing ▪ No pulse ▪ Poisoning ▪ Severe bleeding
<p>ACTIVITIES:</p> <p>Magic Circle, small groups, brainstorm – to generate definitions and first aid importance. (Interpersonal Communication)</p> <p>Graffiti Wall Strategy – used to share ideas and definitions on first aid (Interpersonal Communication)</p> <p><i>Worksheets:</i> “Why First Aid?”</p> <p><i>Overheads:</i> Medico-Legal terms in first aid</p> <p><i>Brainstorm:</i> Students compile a list of unsafe scenes and life-threatening emergencies.</p> <p><i>Brainstorm:</i> Students compile a list of reasons to call a local emergency number.</p> <p><i>Articles/Worksheets:</i> Jig Saw Activity: <i>Community First Aid & Safety</i> “Check, Call, Care.” pp. 14-23</p> <p>Group Discussion: Your role in the EMS system (Analyzing Internal Influences & Self-management)</p> <p><i>Role play scenarios:</i> Check, Call, Care (Interpersonal Communication & Analyzing External Influences)</p> <p><i>Guest Speaker:</i> Monroe County Control Center</p>	<p>ASSESSMENTS:</p> <p>Class will reach consensus on a class definition of first aid; answers will be placed on the title page of their notebook.</p> <p>Each student will write a brief paragraph on the value of first aid</p> <p>Teacher observation of students performing the emergency action principles during role-play scenarios.</p> <p>With a partner, students will compile a list of reasons to call a local emergency number.</p> <p>Partner check of students giving essential information during a mock 911 call.</p> <p>Students will sequence the chain of survival on a worksheet.</p> <p>Each student will score a proficient score on a written test.</p> <p>REMEDIATION:</p> <p>Give students a list of possible definitions that they may “weed” through and adapt before forming their own.</p> <p>Review the emergency action principles with a partner.</p> <p>Create a mind map to help visualize the emergency action principles.</p>

Videos:

American Red Cross Community CPR Video:
"Emergency Action Principles Section"

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

RESOURCES:

Community First Aid & Safety, American Red Cross, Mosby, Baltimore 1993

Community First Aid & Safety, American Red Cross Mosby, Baltimore: 1993

Instructor's Manual Basic Life Support 2000, American Heart Association

WEBSITES:

[Http://www.redcross.org/hss](http://www.redcross.org/hss)

<http://www.americanheart.org/presenter.jhtml?identifier=3011764> (2006)

ENRICHMENT:

Research definitions associated with first aid before generating your own.

With a small group, video tape a role-play scenario and analyze it.

Create a list of reasons not to call a local emergency number.

Example: As a joke, Bob called 911 and told the operator his neighbor was having a heart attack.

In the above example, 911 should not have been called because a prank call takes time away from operators that are truly needed in the case of a real emergency.