01 Before Giving Care

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Marking Period 1**
Length: **3 Days**
Status: **Published**

Brief Summary of Unit

This unit addresses the basic precautions to follow once emergencies have been recognized and the decision to respond in community and school situations.

Standards

2.1.12.EH.3	Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
2.1.12.CHSS.5	Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
2.3.12.HCDM.4	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).

Essential Questions

What signs do you look for to determine how to recognize an emergency?

What are the legal aspects of assisting a victim in an emergency situation?

What are the necessary steps in preventing the transmission of disease when assisting a victim?

What is the importance of OSHA in a school and work environment?

Students Will Know/ Students Will Be Skilled At

unusual sights, sounds and smells associated with emergencies in our environment.

an unusual appearance/behavior dealing with the injured or ill victim

protection against disease transmission in an emergency situation

legal protection through the Good Samaritan Law

consent vs. implied consent

key terms: unusual appearances/behaviors, unusual sights, unusual sounds, unusual smells, obtaining consent, Good Samaritan Law, disease transmission, universal precautions, gloves, breathing barriers, HIV/AIDS, OSHA (Occupational Safety and Health Administration), CPR.

how to recognize an emergency.

Learning Plan

Preview the essential questions and connect to learning throughout the unit. .

Introduce the ways to recognize an emergency. .

Identify why people won't help in an emergency. .

Explain the Good Samaritan Law. .

Differentiate between consent and implied consent with regard to an adult and child. .

Evidence/ Performance Tasks

collaborate in small groups and discuss the many ways to recognize emergencies

present various scenarios

participate in a skill test

complete a weekly written/oral test.

answer the essential questions.

appropriate scenario dealing with emergencies

Materials

breathing
barriers

gloves

power point

video

Suggested Strategies for Modification

Use of an assignment notebook or planner

Provide timelines for work completion

Provide organizational support through teacher websites

Provide organizers/study guides

Require classroom notebooks and/or folders

Frequently check for understanding

Simplify task directions

Provide hands-on learning activities

Provide modeling

Provide guided instruction

Modify pace of instruction to allow additional processing time

Provide small group instruction

Present information via the visual modality(written material to supplement oral explanation, models,

illustrations, assignments written on board)

Provide outline in advance of lecture

Demonstrate directions and provide a model or example of completed task

Emphasize multi-sensory presentation of data

Encourage use of mnemonic devices

Provide oral as well as written instructions/directions

Allow for repetition and/or clarification of directions, as needed

Reinforce visual directions with verbal cues

Give direct and uncomplicated directions

Orient to task and provide support to complete task

Help to develop metacognitive skills (self-talk and self-correction)

Directions repeated, clarified or reworded

Have student demonstrate understanding of instructions/task before beginning assignment

Allow wait time for processing before calling on student for response

Read directions aloud

Administer work in small segments

Provide visual models of completed tasks

Give verbal as well as written directions

Use interests to increase motivation

Enlarge print

Modified grading

Additional time to complete classroom tests/quizzes

Announce test with adequate prep time

Small group administration of classroom tests/quizzes

Modified tests/quizzes Modify the number of choices on tests/quizzes

Modify length of test

Modify the content of tests/quizzes

Adjust test format to student's ability level

Provide manipulative examples

Develop charts, visual outlines, diagrams, etc.

Verbally guide student through task steps

Allow for oral rather than written responses on tests

Allow for oral follow-up for student to expand on written response

Allow use of a computer

Provide a word bank for fill-in-the blank tests

Allow dictated responses in lieu of written responses

Do not penalize for spelling errors

Allow typed rather than handwritten responses

Provide word banks for recall tests

Read test aloud

Allow student to make test corrections for credit

Alternate test-taking site

Seat student near front of room

Preferential seating

Monitor on-task performance

Arrange private signal to cue student to off-task behavior

Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention

Provide short breaks when refocusing is needed

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Refocusing and redirection

Behavior/time management system

Edit written work with teacher guidance

Allow use of word processor

Discuss behavioral issues privately with student

Provide opportunities for peer interactions

Utilize student in development of tasks/goals

Encourage student to self-advocate

Minimize negative behavior

Present alternatives to negative behavior

Desensitize student to anxiety causing events

Monitor for overload, excess stimuli

Identify triggers

Help student manage antecedents

Develop signal for when break is needed

Give student choices to allow control

Provide positive reinforcement

Provide consistent praise to elevate self-esteem

Model and role play problem solving

Provide counseling

Use social skills group to teach skills and provide feedback

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