Introduction

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

Brief Summary of Unit

This unit will serve to train seniors in basic First Aid and workplace training care. Students will become more aware of their participation as a member of society and how to make a difference by giving care to anyone suddenly ill or injured. The training will enhance the skills necessary to become a certified member of the American Red Cross, if requirements are met. The unit will include CPR/AED (Cardiopulmonary Resuscitation/Automated External Defibrillator) for the adult, child and infant as well as Airway Obstruction skills and First Aid. The course will also reinforce the effects of Alcohol and Drug Abuse, HIV/AIDS (Human immunodeficiency/Acquired immunodeficiency syndrome) and the social aspect of Human Sexuality.

Standards

2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
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).
2.1.12.CHSS.7	Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).
2.3.12.PS.3	Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices).
2.3.12.PS.4	Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.
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,).
2.3.12.HCDM.5	Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.
2.3.12.DSDT.1	Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.

Essential Questions

What are the certification requirements of the American Red Cross?

Why is CPR/First Aid an important life skill?

What is the advantage of having certification when seeking employment in the workforce?

Students Will Know/ Students Will Be Skilled At

Skills for CPR, AED and First Aid

Proper number of compressions to breaths

Use of an AED machine

First aid for controlling bleeding

Proper application of sling and splints

Learning Plan

I. Introduction to Senior Health A. Overview 1. Grading and state requirements 2. What is the American Red Cross?

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II. Before Giving Care

A. Recognizing Emergencies

B. Protecting Self in all Emergencies

C. Good Samaritan Law

D. Obtaining Consent

E. Preventing Disease Transmission

F. HIV/AIDS

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III. Emergency Action Steps

A. Check

B. Call

C. Care

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IV. The Conscious Victim

A. Checking

B. Questions to Ask

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V. Shock

A. Definition

B. Causes

C. Signals

D. Care

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VI. Moving the Victim

A. When to move a victim

B. How to move a victim

C. Types of moves

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VII. Call First/Care First

A. Situations for Adults

B. Situations for Child/Infant

C. Arrival of EMS

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VIII. Conscious Choking Adult

A. Universal Sign of Choking

B. Procedure for Care

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IX. Checking the Unconscious Victim

A. Assessment of victims

B. Procedure for care - ABC's

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X. CPR

A. Definition

B. Purpose

C. Signals of a Heart Attack

D. Cardiac Chain of Survival

E. Steps for Adult CPR

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XI. AED

A. Definition

B. Purpose

C. Precautions

D. Steps for Use

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XII. Unconscious Choking

A. Procedure for Care

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XIII. Child Skills

A. Prevention of injuries

B. Procedures for care

C. Conscious Choking

D. CPR

E. Unconscious Choking

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XIV. Infant Skills

A. Conscious Choking

B. CPR

C. Unconscious Choking

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First Aid

A. Control Severe Bleeding

B. Burns

C. Injuries to Muscles, Bones and Joints

D. Sudden Illnesses

E. Heat Related Emergencies

F. Cold Related Emergencies

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XVI. Substance Use and Abuse

A. Alcohol

B. Drugs

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XVII. Dating Violence

A. Healthy vs. Unhealthy Relationships

B. Acquaintance Rape

C. Setting Sexual Limits

D. Sexual Harassment

Evidence/ Performance Tasks

Show an understanding of content through tests/quizzes, skill assessment, class participation, guided discussions, group activities, homework assignments, projects, oral presentations, and self-evaluations.

Answer the essential questions.

Proper steps to assist and assess real life emergency situations

Materials

Power Point, Gloves, Barriers, Videos, Manikins, AED, Red Cross Tests, Gauze, Roller bandages, Ace Bandages

Suggested Strategies for Modification

Provide copy of accurate class notes

Adjust number of items student is expected to complete

Allow extra time for task completion

Allow verbal rather than written responses

Modify curriculum content based on student's ability level

Allow typed rather than handwritten responses

Modified homework assignments

(modify content, modify amount, as appropriate)

Assistance with organization of materials/notebooks

Use a consistent daily routine

Assist student in setting short-term goals

Break down tasks into manageable units

Provide benchmarks for long-term assignments and/or projects

Use of checklists

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

Include brainstorming as a pre-writing activity

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