

First Aid: 9th grade OTP

Content Area: **Health**
Course(s): **First Aid, OTP Health**
Time Period: **Generic Time Period**
Length: **1 year**
Status: **Published**

Unit Overview

This unit provides a basic overview of providing first aid in various situations. Topics that will be covered include;

- The steps to follow to provide basic first aid.
- Properly administered first aid can prevent or reduce the effects of an injury.
- Understand the importance of family and community health.
- Proper techniques for caring for an unconscious victim.
- The appropriate steps to follow to when responding to life-threatening emergencies. Including breathing emergencies, heart attack and cardiac arrest.

Transfer

Students will be able to independently use their learning to...

- effectively respond to emergency situations.
- administer basic first aid to an injured person.
- recognize different types of injuries and how to care for them.
- effectively respond to emergency situations
- be able to respond properly in life-threatening situations

For more information, read the following article by Grant Wiggins.

Meaning

Understandings

Students will understand...

- How to care for injuries and illness.
- The three emergency action steps.
- The role of the EMS system and the purpose of the Good Samaritan Laws
- How to reduce the risk of disease transmission while giving care.
- Understand the proper technique to move a victim from a critical situation.
- Recognize the symptoms of a person having a heart attack and recognize correct techniques in using the AED or CRP.

Essential Questions

Students will keep considering...

- What are the different signs and symptoms of injuries?
- What are the procedures to follow when responding to an emergency?
- What is my role in responding to an emergency situation?
- What are the laws on moving an injured person from a critical situation?
- What are the appropriate steps to follow for responding to an unconscious victim?
- What are the signs of someone who is choking?

- What an AED machine looks like?
- What steps would an individual take from preventing heart disease?

Application of Knowledge and Skill

Students will know...

Students will know...

- what is the role of the EMS system.
- how to recognize and respond to an emergency.
- how to prevent disease transmission when responding in an emergency situation.
- how to compare and contrast different injuries.
- techniques on how to move an injured victim in a critical situation.
- provide care for minor injuries.
- strategies for responding to a victim who is unconscious.
- sign to look for when identifying someone who is experiencing a breathing emergency or a heart attack.
- recognize the correct technique in using an AED and CPR.

Students will be skilled at...

Students will be skilled at...

- assessing in an emergency scene.
- providing basic first aid to injuries.

- recognizing injuries that have similar symptoms.
- moving an injured victim correctly.
- recognizing a person having a heart attack.
- proper procedures to follow the emergency action steps to activate the EMS system.
- knowing when there is a life-threatening situation.

Academic Vocabulary

First Aid

EMS

Emergency

Good Samaritan Law

Breathing Emergency

Respiratory Arrest

wounds

burns

allergic reaction

CPR

Cardiac arrest

AED

Learning Goal 1

Understand the importance of learning first aid to be able to respond quickly in emergency situations to minimize injuries and save lives.

defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

HPE.2.1.12.D.CS2

Applying first-aid procedures can minimize injury and save lives.

Target 1

Students will be able to apply the emergency action steps in emergency situations.

Target 2

Students will be able to identify the steps for responding to common and life-threatening emergencies.

Learning Goal 2

Students will be able to acknowledge the different techniques in caring for injuries.

HPE.2.1.12.A.1

Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

HPE.2.1.12.D.1

Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.

HPE.2.1.12.D.CS1

Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.

Target 1

Students will be able recognize the general steps in caring for soft wounds.

Target 2

Students will be able to recognize the general steps in caring for burns.

Learning Goal 3

Students will be able to acknowledge the proper procedures to move a victim in a critical situation.

HPE.2.1.12.D.1

Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.

HPE.2.1.12.D.CS1

Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.

Target 1

Students will be able to recognize certain situations when to move an injured person.

Learning Goal 4

Recognize a conscious victim who is experiencing a breathing emergency.

HPE.2.1.12.D.6

Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

HPE.2.1.12.D.CS2

Applying first-aid procedures can minimize injury and save lives.

Target 1

Students will be able to recognize if someone is experiencing a breathing problem.

Target 2

Students will be able to explain the signs of choking.

Target 3

Students will be able to explain the signs of a bad allergic reaction.

Learning Goal 5

Students will gain an understanding on the importance of using the AED in a life-threatening situation.

HPE.2.1.12.D.6

Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

HPE.2.1.12.D.CS2

Applying first-aid procedures can minimize injury and save lives.

Target 1

Students will be able to recognize when the AED should be used when a victim is in cardiac arrest.

Target 2

Students will be able to recognize risk factors that can contribute to other injuries while using the AED.

Summative Assessment

<http://www.edudemic.com/summative-and-formative-assessments/>

<https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/summativeassess.html>

*Notebooks

* Quizzes

* Tests

* Projects

* Benchmark

* Essay

* Participation in lecture, discussion or group work

* Presentation

*Structured observation

* Project

21st Century Life and Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Formative Assessment and Performance Opportunities

<http://www.edudemic.com/summative-and-formative-assessments/>

<https://www.nwea.org/blog/2016/take-three-55-digital-tools-and-apps-for-formative-assessment-success/>

https://docs.google.com/presentation/d/1nzhdnyMQmio5INT75ITB45rHyLISHEEHZiHTWJRqLmQ/pub?start=false&loop=false&delayms=3000#slide=id.gb49e70aa_370

Work product

Weekly quiz

Do now

Graphic organizer

Exit ticket

Questioning/ discussion

Role play

Visual representation

Think-pair-share

Teacher observation

Task rubric

Simulation

Differentiation/Enrichment

Lessons and accompanying activities will be presented verbally, in writing and with visual examples of varying complexity to accommodate unique learning styles. Extra staff will be available to students to provide prompting and support.

- * Modifications as per IEP/ 504 plans

- 1:1 instruction

- *community-based instruction

- *prompting

- *reinforcement

- *role play

- *small group instruction

- *visual supports

- * Google classroom resources (power point, guided notes)

- * Small group activities

- * Reteaching opportunities in textbook

- * Directed reading

- * Inclusion strategies in textbook

- * Motivating activities in textbook

Unit Resources

Topic related videos

Laptops

Partner work

Mannequin work

Topic Related Worksheets

