

Preventing Intentional and Unintentional Injuries
Subject/Course: Health Education 6-8
Estimated Instructional Time: 6-8 classes

Instructional Focus

Big Ideas:

The relationships that an individual develops with their peers play a role in injuries and their prevention.

There are many outside influences that affect your day to day decisions.

There are many ways in which injuries can be prevented or treated.

Media may depict violence in a distorted or glorified way.

Enduring Understandings:

1. Knowledge of basic first aid can reduce the serious effects of injury and save lives.

2. Peer relationships can have both positive and negative effects on personal health.

3. Most injuries can be prevented.

Essential Questions:

1. How does basic first aid reduce the seriousness of an injury?

2. How do peers influence our day to day decisions?

3. How can common injuries be prevented?

Guiding Questions:

1a. What are basic first aid techniques?
 b. How do you know when to apply first aid techniques?
 c. How does the practice of first aid save lives?
 d. Should we always assist someone who is hurt or in danger?

2a. How do peers pressure us to make bad decisions?
 b. How can peer pressure be positive?
 c. What strategies will students utilize to influence others?

3a. How does the proper use of safety equipment reduce injury in home/work/school/play environments?
 b. Do laws or rules make those environments more safe?
 c. What other measures can be taken to prevent injuries?

	<p>4. All injuries can be treated.</p> <p>5. The media influences our daily decisions.</p>	<p>4. What are the methods of treatment for common injuries?</p> <p>5. How does the media influence our daily decisions?</p>	<p>4a. What are basic first aid techniques? b. When should basic first aid techniques be utilized?</p> <p>5a. What forms of media have the largest impact on society? b. How does the media desensitize society to the reality of violence? c. Does the media play a role in violence prevention?</p>
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Unit Objectives: (Students will understand...)

- Basic first aid techniques and treatment of common injuries.
- Basic injury prevention techniques.
- How the media influences decision-making.
- How peers influence decision-making.

Enabling Objectives: (Students will...)

- Utilize decision-making skills to make healthy choices.
- Utilize refusal skills to avoid undesired risky situations.
- Analyze the influence of media on decisions.
- Analyze the influence of peer pressure on decisions.
- Practice basic first aid techniques and treatments for common injuries.

Assessments

Summative:

- Written exams
- Poster/Pamphlet
- Decision-making scenarios

Formative:

- Written Reflection
- Conflict Resolution Role Play
- Prompts
 - What is the difference between intentional and unintentional injuries?
 - What is the root cause of bullying?
 - What are the steps of decision making?
 - What are the strategies to resolving conflict?
 - Where can a person go for help if they are being abused or in a violent situation?

Resources

Instructional Resources:

- Response Cards
- Graphic Organizers
- Worksheets
- Demonstration Materials
- LCD projector/Overhead Projector
- TVMS Student Handbook
- Web Quests
- www.kidshealth.org
- www.americanredcross.org

Professional Resources:

- Health by Pruitt, Allegrante, Prothrow-Stith; Prentice-Hall
- Comprehensive School Health Education - 6th edition by [Linda Meeks](#), [Philip Heit](#) and [Randy M. Page](#)
- Advocates for Youth
<http://www.advocatesforyouth.org/>
- Current Health Weekly Reader
- American Red Cross
- National Domestic Violence Hotline
- Violence against Women (womenshealth.gov)
- Berks Women in Crisis
- Berks County Children and Youth
- Crimes Victim Center of Chester County

Activities

- Role-Play activities
- Word-Wall
- Personal Scenarios
- Reflection Activities
- Safety Advocacy Poster/Pamphlets
- Identifying intentional and unintentional injuries (category activity)
- Prompts (Decision Making Prompts)
- “Glorifying Risky Behaviors in the Media” project

Differentiated Instruction

Extensions/Enhancements:

- Anchor Activities
 - * Skills practice at computers
 - * Targeted research
 - * Supplementary Articles/Reading
 - * Journal Writing
 - * “How Stuff Works” website/ GIST
- * Independent study
- * Current events reading
- * Unit review game/activity
- * Real life scenarios
- * Targeted research

Adaptations/Modifications:

- Priming prior knowledge / previewing / predicting
- Identifying the main idea / summarizing
- Using text structure / using graphic organizers
- Answering and generating questions
- Flexible grouping
- Ongoing assessments
- Variety of assessment tools
- Use of educational resource room
- Break large tasks into smaller chunks and provide timelines for completion
- Checks for understanding
- Collaborating with peer (ESL students)
- Pre-teaching and front loading to scaffold new ideas to previously learned information
- Teacher copy of notes

- Comprehension checks and use of comprehension strategies: i.e. note-taking guide, highlighting instructions, summary sheets, opportunities for look backs, leveled text
Use of prewriting and post-writing strategies, teacher or peer conferencing prior to submission

Key Terms

Abuse	Coercive Behavior	Physical Violence
Bullying	Harassment	Warning signs
Choking	Injury	Shock
Cyber-bullying	Threats	Child abuse
Unintentional	911 Call	AED
Risky Behavior	Suicide	Victim
Heimlich Maneuver	Psychological Violence	Internet violence
Sexual Violence	stalking	Severe bleeding
Support Services	Rape	

PA Standards / Anchors / Eligible Content

Pennsylvania State Standards for Health Education

PA Key Concept: Students will acquire the knowledge and skill necessary to make healthy choices regarding intentional and unintentional injuries.

- Demonstrate communication skills to reduce injuries (10.1.9 D)
- Recognize the role of media and violence (10.2.9 C)
- Describe and demonstrate decision making to reduce intentional and unintentional injuries (seatbelts and sports safety) (10.2.9 D)
- Shaping peer norms that promote actions to prevent fights and violence (10.3.9 A)
- Demonstrate Internet safety (10.3.9 A)
- Protection from abuse (sexual, physical, emotional, verbal and neglect) (10.3.9 A)
- Demonstrate strategies for emergency care (911 and basic first aid) (10.3.9 B)
- Demonstrate Heimlich maneuver (10.3.9 B)
- Describe and demonstrate skills to prevent and resolve bullying (10.3.9 C)

- Demonstrate skills for conflict resolution and anger management (10.3.9 C)

Common Core Standards:

CCSS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCSS.ELA-Literacy.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

