

Preventing Intentional and Unintentional Injuries
Subject/Course: Health Education Grades 9-12
Estimated Instructional Time: 6-8 classes

Instructional Focus

Big Ideas:

Violence is a cause of injury and violence prevention is critical to preventing injuries.

Quality communication and decision making help to reduce injuries.

Injuries can be both prevented and treated.

Every community has resources available for those who have been injured or harassed.

Enduring Understandings:

1. It is important to develop skills necessary to avoid becoming a victim of violence.

- The key to understanding violence is to understand its roots.

2. Decision making and anger management skills result in improved expressions of one's feelings.

3. Prevention and treatment of injuries can lead to a healthy quality of life.

4. Support organizations offer resources and assistance in dealing with injury and abuse.

Essential Questions:

1. What is violence and how can it be prevented?

2. How do the decisions that we make today influence the quality of our lives in the future?

2b. How can effective anger management reduce violence?

3. What are strategies to prevent and also treat injury?

4. Identify community resources for dealing with injury and abuse.

Guiding Questions:

- 1a. What type of injuries are caused by violence?
- b. How can one prevent injuries caused by violence?
- c. What are some strategies used to resolve conflict?
- d. Identify various roots of violence.
- e. How does the media influence acts of violence?

- 1a. What are some anger management skills?
- b. How does anger management improve communication?
- c. What is a risky behavior?
- d. In what ways does effective communication prevent injury?

- 3a. What is quality of life?
- b. How do injuries affect a person's quality of life?
- c. How does knowledge of CPR/First Aid/AED benefit the community?

- 4a. What are the different types of abuse?
- b. In what situations might a person report abuse?
- c. What signs indicate abuse?

			<p>d. What services do local agencies provide to victims of abuse?</p>
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Unit Objectives: (Students will understand...)

1. That violence can be a factor in causing injuries.
2. Often times violence can be prevented and avoided.
3. Decision making and anger management can result in improved expressions of ones feelings.
4. Effective communication can help to reduce violence.
5. What strategies to use to avoid conflict,
Ex. Anger management
6. There are local resources that provide services to victims of abuse and violence.
7. Signs of abuse and when and how to report that abuse.

Enabling Objectives: (Students will...)

1. Develop strategies to prevent and avoid violence.
2. Explore how to use anger management skills to avoid conflict.
3. Demonstrate decision making and communication skills.
4. Perform proper first aid and CPR techniques.
5. Analyze and decode media messages.

Assessments

Summative:

- Written Exams
- Introduction to Violence Poster Project and Presentation
- Position Paper on Aspects of Violence

Formative:

- Written Reflection
- Conflict Resolution Role Play
- First Response Technology Assessment
- Prompts
 - What is the difference between intentional and unintentional injuries?
 - How do you know if someone is abusive?
 - What are the warning signs of an abusive relationship?
 - What is the root cause of bullying?
 - What are the steps of decision making?
 - What are the strategies to resolving conflict?
 - How do you know if someone is suicidal?
 - Where can a person go for help if they are being abused or in a violent situation?

Resources	
Instructional Resources:	Professional Resources:

- Response cards
- Graphic organizers
- Violence research packets
- Demonstration materials
- LCD projector
- Overhead projector
- "Reviving Ophelia" DVD
- Current Health Magazine
- Aspects of Violence folders
- CPR Mannequins
- AED simulator
- First Aid Kits
- American Heart Association (Smart Phone Application)

- Current Health Weekly Reader
- American Heart Association
- Center for Disease Control
- Health
Pruitt, Allegrante, Prothro-stith; Prentice-Hall
- National Domestic Violence Hotline
- Violence against Women (womenshealth.gov)
- Berks Women in Crisis
- Berks County Children and Youth
- Crimes Victim Center of Chester County

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Activities

- Introduction to safety and injury prevention group project
- “Cross the Line” activity (school violence)
- Internet Safety sample chats
- First response group project
- Identifying and ending unhealthy relationships activity
- Analyzing and Synthesizing dating violence
- Pre-Assessment: Warning Signs of Suicide

Differentiated Instruction

Extensions/Enhancements:

- Anchor Activities
 - * Skills practice at computers
 - * Targeted research
 - * Supplementary Articles/Reading
 - * Journal Writing
 - * Web-Quest

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	Hands-only CPR	Shock
Cyber-bullying	Threats	Child abuse
Dislocations	Spinal Cord Injury	AED
Domestic Violence	Survivor	Abuser
Heimlich Maneuver	911 Call	Fractures
Sexual Violence	Psychological Violence	Suicide
Stalking	Rape	Internet violence
Support Services		
Victim	Date-Rape	Severe bleeding

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.

- Recognize media and influences on violence including internet safety. (10.2.12C)
- Identify strategies to reduce risky behavior and situations (communication and decision-making). (10.2.12D)
- Identify strategies for drivers and passengers to reduce risk of injury. (10.3.12A)
- Demonstrate strategies to address conflict, bullying and hazing. (10.3.12B)
- Identify strategies for Internet safety. (10.3.12B)
- Demonstrate CPR, First Aid and AED techniques (911). (10.3.12B)

- Describe intentional injuries of sexual harassment, assault and rape. (10.3.12C)
- Strategies for preventing and reporting of abuse. (10.3.12C)
- Identify strategies to stop or prevent hate-motivated crimes (including prejudice and stereotyping behaviors). (10.3.12C)
- Identify and demonstrate strategies for managing anger. (10.3.12C)

Common Core Standards:

Math:

[CCSS.Math.Content.HSN-Q.A.3](#) Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Language Arts:

[CCSS.ELA-Literacy.RI.9-10.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

[CCSS.ELA-Literacy.RI.9-10.2](#) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.9-10.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

[CCSS.ELA-Literacy.W.9-10.2](#) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and

expressing their own clearly and persuasively.

[CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

