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| **First Aid and Safety** | ***45 – 60 minutes*** | **HE.912.C.2.3** Assess how the school and community can affect personal health practice and behaviors. | **Written:**  When should you call 911 if someone is choking? | **Choking – Conscious and Unconscious**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | **Internet**  Learn 360 - First Aid Basics:   * Choking Clip 3:16 min   **DVD/VHS:**  Classroom Library   * Heart Saver First Aid. CPR, AED   **Materials**   * Mannequins * mouth shields * lungs * Family and Friends CPR |

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| **First Aid and Safety** | ***25 minutes*** | **HE.912.B.3.4** Justify when professional health services or providers may be required. | **Written**:  How are a heart attack and cardiac arrest different? | **Heart Attack versus Cardiac Arrest**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | **Internet**  Learn 360 - First Aid Basics:   * Stokes Clip 2:36 min * Heart Attack Clip 5:35 min   **DVD/VHS:**  **Classroom Library**   * Heart Saver First Aid, CPR, AED |
| **First Aid and Safety** | ***90 – 180 minutes*** | **HE.912.C.2.3** Assess how the school and community can affect personal health practice and behaviors. | **Written**  What should you check before you administer CPR?  **Performance Task**  Have students perform CPR on mannequins? | **CPR**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | **Physical Best Activity Guide Third Edition**   * Aerobic Fitness is FITT pgs. 31-32   **PCS HS Health Binder**   * Basic Life Support (LMS-PH-54 – 72)   **Internet**   * American Heart Association - CPR   + http://newsroom.heart.org/news/american-heart-association-teaches-americans-the-two-simple-steps-of-hands-onlytm-cpr-to-the-beat-of-stayin-alive * AHA, Official Staying Alive Dance (how to):   http://www.youtube.com/watch?v=yKsChPl5cis   * YRBS Data- cdc.gov/yrbs - Youth Online Interactive Data (Personal Safety)   **DVD/VHS:**  Classroom Library   * Heart Saver First Aid, CPR, AED   **Materials**   * Mannequins * mouth shields * lungs * Family and Friends CPR |
| ***25 minutes*** | **HE.912.C.2.3** Assess how the school and community can affect personal health practice and behaviors. | **Written:**  Why is it important to call 911 as soon as possible when someone is having a heart attack? | **AED**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | **DVD/VHS:**  Classroom Library   * Heart Saver First Aid, CPR, AED. |
| **First Aid and Safety** | ***45 – 90 minutes*** | **HE.912.C.2.3** Assess how the school and community can affect personal health practice and behaviors.  **HE.912.P.8.3** Work cooperatively as an advocate for improving personal, family, and community health. | **Performance Task:** Have students participate in an advocacy activity to benefit your school.  Have students make a list of dates and locations that people could get certified in CPR.    OR  Make a flyer or pamphlet on water safety. | **Advocacy**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | **Health Smart: Violence & Injury Prevention**  Lesson 18 Advocating for Safety pg. 285   * Injury Risk Reduction Campaign (Workbook found in eLearning)   **Personal & Social Skills:**   * HELP Wanted! Pg. 161 * Discovering Community Resources Pg. 319 * Discovering Community Resources pg. 337   **First Aid and Safety Activity:**   * First Aid for Choking pg. 246 * List various classes available for First Aid, CPR and Choking Education. Put information in School TV and various locations around the school * Organ Donor Information pg. 260- collect information and post in areas around campus (Drivers Ed room) /present on school TV * Blood Drive: pg. 298- Present the importance of donating blood to your community. Post locations and dates for blood drives |
| ***Unit Scale and Assessment*** |  |  | |  |  | | --- | --- | |  | **Cardiopulmonary Resuscitation Unit** | | 4 | Student can perform ON the SPOT CPR procedures. | | 3 | *I can demonstrate basic CPR procedures.* | | 2 | I can perform the basic steps to CPR including:   * Assessing the scene for safety * Determine need * call 911, * chest compressions for 5 cycles (30) * recovery position. Breathing is not done. | | 1 | With help from the teacher, I have only partial success at a score 2.0 | | 0 | Student is unable to complete any portion of the sequence without direction. |   Sample Scale | **Health Smart: Violence & Injury Prevention**  **Unit Assessment:** Countdown for Safety Campaign pg. 307  (Slide 24 CD-Rom; Master 16; Scoring Rubric page 335-336) |
| **First Aid and Safety** | **Resources** | **Resources**  **Health Smart:**   * Violence & Injury Prevention   **Personal & Social Skills*:***  **Physical Best Activity Guide Third Edition**  **Youth Mental Health First Aid USA**  **PCS Health Binder**  **Canvas (formerly known as Schmoop) sign up with**  **Materials**   * Mannequins * mouth shields * lungs * Family and Friends CPR | | **eLearning**  HOPE Parent Letter  HOPE YRBS – Pinellas County  HOPE Curriculum Map  Approved Speakers | |