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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.
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| **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. ORMake 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
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| ***Unit Scale and Assessment*** |  |  |

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|  | **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 LetterHOPE YRBS – Pinellas CountyHOPE Curriculum MapApproved Speakers |