

**Brunswick School Department
Grade 10
Injury Prevention**

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| Essential Understandings | <ul style="list-style-type: none"> ▪ Unintentional injuries are injuries caused by an accident. ▪ It is important to be prepared to deal with severe weather or natural disasters. ▪ Motor vehicle collisions are the leading cause of unintentional injuries for adults, teens and children. ▪ People who can provide first aid and CPR could possibly save lives and lessen the severity of injuries. |
| Essential Questions | <ul style="list-style-type: none"> ▪ What types of accidents can cause unintentional injuries? ▪ What types of unintentional injuries can result from accidents? ▪ What can families do to prevent injuries during severe weather and natural disasters? ▪ What is the leading cause of unintentional injury? ▪ How can motor vehicle collisions be prevented? ▪ What are universal precautions should be taken when providing first aid? ▪ What steps are taken to provide first aid to the following emergencies: choking , heart attack, stroke, bleeding, incision, laceration, abrasion, avulsion, puncture, infection, shock first-degree burn, second-degree burn, third-degree burn, fracture, dislocation, sprain, strain, fainting, seizures, heat stroke, frostbite, and hypothermia. |
| Essential Knowledge | <ul style="list-style-type: none"> ▪ Accidents that can cause unintentional injuries include falls, fires, poisoning, suffocation, drowning, bicycle accidents, and vehicle accidents. ▪ Families should develop a plan to follow in the case of catastrophes such as: landslides, floods, earthquakes, tornados, hurricanes, forest fires, electrical storms, flu pandemics, terrorist attacks, and winter storms. ▪ Avoiding high risk driving, wearing a safety belt, avoiding drinking and driving, avoiding traffic violations, and holding a valid drivers license are all precautions that could prevent motor vehicle collision. ▪ Many emergency situations require specific first aid care. ▪ It is important to be able to identify the situations and provide appropriate first aid assistance after calling an ambulance and taking universal precautions. |
| Vocabulary | <ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ unintentional injuries, accidents, motor vehicle collision, natural disasters, high risk driving, traffic violations, first aid, CPR, actual consent, implied consent, Good Samaritan Laws, universal precautions, victim assessment, choking, rescue breathing, heart attack, stroke, bleeding, incision, laceration, abrasion, avulsion, puncture, infection, shock, first-degree burn, second-degree burn, third-degree burn, fracture, dislocation, sprain, strain, fainting, seizures, heat stroke, frostbite, hypothermia |

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| Essential Skills | <ul style="list-style-type: none"> ▪ Identify causes of unintentional injuries. ▪ Describe safety guidelines for severe weather and natural disasters. ▪ Identify motor vehicle safety guidelines. ▪ Demonstrate the ability to perform CPR and first aid. |
| Related Maine Learning Results | <p><u>Health and Physical Education</u></p> <p>B. Health Information, Products and Services</p> <p>2. Locating Health Resources Students access valid and reliable health information, products, and services.</p> <p>b. Access valid and reliable health information.</p> <p>C. Health Promotion and Risk Reduction</p> <p>2. Avoiding/Reducing Health Risks Students demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p> <p>a. Develop ways to recognize, avoid, or change situations that threaten the safety of self and others.</p> <p>b. Develop injury prevention and response strategies including first aid for personal, family, and community health.</p> <p>D. Influences of Health</p> <p>2. Technology and Health Students evaluate the impact of technology, including medical technology, on personal, family, and community health.</p> <p>E. Communication and Advocacy Skill</p> <p>1. Interpersonal Communication Skills Students utilize skills for communicating effectively with family, peers, and others to enhance health.</p> <p>a. Demonstrate effective communication skills including asking for and offering assistance to enhance the health of self and others.</p> |
| Sample Lessons And Activities | <ul style="list-style-type: none"> ▪ Work in groups to research emergency treatments. Prepare a class demonstration that provides information about recognizing and managing emergency situations. |
| Sample Classroom Assessment Methods | <ul style="list-style-type: none"> ▪ In a group, create an instructional pamphlet for researched emergency situation. |
| Sample Resources | <ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ “Outrageous Teaching Techniques in Health Education” – Deborah Tackmann ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ |
| Technology Link | <ul style="list-style-type: none"> ▪ http://www.healthteacher.com |