



## FOUNDATION SKILLS

**PATHWAY:** All Pathways  
**COURSE:** All CTAE Courses  
**UNIT 7.4:** First Aid



## INTRODUCTION

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**Annotation:** Briefly describe the unit topics, tasks, methods, etc.

In this unit students will learn how to identify emergency situations and assess victims requiring first aid correctly. The students will also demonstrate first aid treatment based on the victim's signs and symptoms, and demonstrate use of supplies for first aid accurately.

**Grade(s):**

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

**Time:** Five 50 minute periods.

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**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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**GPS Focus Standards:** Please list the standard and elements covered.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

**GPS Academic Standards:**

**National / Local Standards / Industry / ISTE:**

ESS06 Safety, Health and Environmental: Understand the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. Follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.



## UNDERSTANDINGS & GOALS

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**Enduring Understandings:** Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

- Students will understand that victims should be assessed and prioritized by severity before administering first aid care.
- Students will understand the importance of remaining calm in emergency situations.

**Essential Questions:** Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: *Why is life-long learning important in the modern workplace?*

- Prior to administering care, why is it important to assess a victim requiring first aid?
- Why is it important to learn how to perform first aid treatments based on the victim's signs and symptoms?

**Knowledge from this Unit:** Factual information.

- Students will identify the supplies needed to render first aid.
- Students will define basic first aid terms.

**Skills from this Unit:** Performance.

- Students will identify emergency situations.
- Students will be able to provide basic first aid for various situations based on the victim's signs/symptoms.
- Students will prioritize care for multiple victims based on assessment results.
- Students will identify equipment/devices used for personal protection during first aid treatment according to OSHA regulatory guidelines.
- Students will demonstrate the proper techniques for rendering first aid of open and closed wounds.



## ASSESSMENT(S)

**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
  - Quizzes/Tests
  - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - Self-check rubrics
  - Self-check during writing/planning process
  - Journal reflections on concepts, personal experiences and impact on one's life
  - Reflect on evaluations of work from teachers, business partners, and competition judges
  - Academic prompts
  - Practice quizzes/tests
- Subjective assessment/Informal observations
  - Essay tests
  - Observe students working with partners
  - Observe students role playing
- Peer-assessment
  - Peer editing & commentary of products/projects/presentations using rubrics
  - Peer editing and/or critiquing
- Dialogue and Discussion
  - Student/teacher conferences
  - Partner and small group discussions
  - Whole group discussions
  - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
  - Chart good reading/writing/listening/speaking habits
  - Application of skills to real-life situations/scenarios
- Post-test

**Assessment(s) Title:**

1. Quiz: First Aid for Wounds and Bleeding

2. Test: Bone and Joint Injuries
3. Control Bleeding and Cleaning Wound Task Check Off Sheet
4. Scavenger Hunt
5. Creation of First Aid Booklet

**Assessment(s) Description/Directions:**

1. Administer quiz to students after lecture.
2. Administer test to students after lecture.
3. Each student **must** practice the procedure before final check off performance with peer checks. Students should be in groups of 3. One student as the victim, one student as the first aid responder and the other student will observe and direct the first aid responder for accuracy. The teacher may change the instructions if needed.
4. Scavenger Hunt for First Aid Questions. This is a worksheet that has questions related to first aid from a website that is listed on the worksheet.
5. Create a First Aid Booklet to read and teach first aid to an elementary student. The teacher may change the directions for accommodate your school system and or eliminate going to an elementary school. There is a quick booklet example if you would like to use. Use the LCD projector to demonstrate use of publisher to create a booklet.

**Attachments for Assessment(s):** Please list.

1. Quiz First Aid for Wounds
2. Test for Bone and Joint Injuries
3. Control Bleeding Performance Checklist
4. Scavenger Hunt
5. First Aid Booklet



## LEARNING EXPERIENCES

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**Instructional planning:** Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

**Sequence of Instruction**

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

2. Review Essential Questions.

- Prior to administering care, why is it important to assess a victim requiring first aid?
- Why is it important to learn how to perform first aid treatments based on the victim's signs and symptoms?

3. Identify and review the unit vocabulary.

Abrasion

Amputation

Avulsion

Dislocation

Fracture

Incision

Laceration

Puncture

Splint

Sprain

Strain

Wound

4. Introduce the lesson by asking the students to describe some of their encounters with emergency situations.

5. Ask the students how they handled the situation and what first aid treatments were involved.

6. Lecture: Introduction to First Aid Terms

7. Ask the students why knowing first aid is important; even if they choose a career path separate from the medical field.

8. Graphic Organizer for First Aid - is an option to use if the teacher so desires.

9. Lecture outline for first-aid for wounds and bleeding
10. Quiz: First Aid for wounds and bleeding
11. Demonstrate and identify supplies for first aid, there is an optional worksheet with a “blank first-aid kit” for the students to draw and or write supplies that should be included in a first aid kit.
12. Performance Bleeding Sheet and Cleaning Wound
13. Lecture Outline for Bone and Joint Injuries
14. Test for Bone and Joint Injuries
15. Other Assessment Activities

**Attachments for Learning Experiences:** Please list.

First Aid Organizer

Lecture Outline for Wounds and Bleeding

First Aid Kit

Lecture Outline for Bone and Joint Injuries

**Notes & Reflections:** May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.  
Optional: Invite a guest lecturer to your classroom; contact the local chapter of the American Red Cross, or your local EMS for a speaker. The school health science teacher may also have met the requirements to be an instructor of first aid from either American Red Cross and or American Heart Association, and can come speak to your class.



## CULMINATING PERFORMANCE TASK (Optional)

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**Culminating Unit Performance Task Title:**

**Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

**Attachments for Culminating Performance Task:** Please list.



# UNIT RESOURCES

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## Web Resources:

For Scavenger Hunt: <http://www.survival-center.com/firstaid/book.htm>

**Attachment(s):** Supplemental files not listed in assessment, learning experiences, and performance task.

## Materials & Equipment:

- Antiseptic Cleaner
- First Aid Kit (to display as an example)
- Gauze
- Soap
- Water

## What 21st Century Technology was used in this unit:

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|--------------------------|-------------------------|-------------------------------------|--------------------|--------------------------|---------------------------------|
| <input type="checkbox"/> | Slide Show Software     | <input type="checkbox"/>            | Graphing Software  | <input type="checkbox"/> | Audio File(s)                   |
| <input type="checkbox"/> | Interactive Whiteboard  | <input type="checkbox"/>            | Calculator         | <input type="checkbox"/> | Graphic Organizer               |
| <input type="checkbox"/> | Student Response System | <input type="checkbox"/>            | Desktop Publishing | <input type="checkbox"/> | Image File(s)                   |
| <input type="checkbox"/> | Web Design Software     | <input type="checkbox"/>            | Blog               | <input type="checkbox"/> | Video                           |
| <input type="checkbox"/> | Animation Software      | <input type="checkbox"/>            | Wiki               | <input type="checkbox"/> | Electronic Game or Puzzle Maker |
| <input type="checkbox"/> | Email                   | <input checked="" type="checkbox"/> | Website            |                          |                                 |