

FIRST RESPONDERS

Grades 9-12

Knowledge and Skills	Activities/Outcomes	Assessments
<i>Sample</i>	<i>Sample</i>	<i>Sample</i>
<i>Concept from Pacing Guide (no verbs) State Student Performance Indicators</i>	<i>Measurable Verb paired with student activities and products.</i>	<i>Measured demonstration of student activity/</i>

Quarter-1	Care and Prevention of Athletic Injuries:	Assessment
<p>Perform</p> <p>Standard 10: The student will understand attitudes and behaviors for preventing injuries and deaths from injury.</p> <p>Standard 11: The student will understand appropriate care for injuries and sudden illness</p>	<p>Orientation</p> <ol style="list-style-type: none"> 1. Course Syllabus 2. Locks and Lockers/Uniforms 3. Attendance procedure 4. Rules and regulations <p>Vocabulary Introduced</p> <p>Testing and Conditioning</p> <ol style="list-style-type: none"> 1. Medical history 2. Fitness Test-Health related fitness <p>Foundations Training</p> <ol style="list-style-type: none"> 1. History Physical Conditioning 2. Safety/Extreme weather 3. Environmental conditions <p>Injury Prevention: Demonstrate and discuss problem solving strategies in relation to injury prevention</p> <ol style="list-style-type: none"> 1. Warm Up 2. Cool Down to be used in the course 3. Correct Warm-Up 	<p>Fitness Tests-Health Skill Related Fitness</p>

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<p>2.3.3 understand the inherent risks associated with physical activity in extreme environments (e.g., dehydration, heat-exhaustion, over-exertion, hypothermia)</p> <p>4.2.2 identify the functions of the major bones of the</p>	<p>4. Physical Conditioning</p> <p>Safety/Activity</p> <ol style="list-style-type: none"> 1. Safety precautions: Circuit training activity, 2. Protective Sports Devices 3. Heat Illness 4. Heat illness are explored and learned 5. Know the risk factors that may affect physical activity throughout life. <p>Nutrition</p> <ol style="list-style-type: none"> 1. Demonstrate Fitness Conditioning and its relationship to nutrition 2. Food Plate Circuit and its effect on fitness <p>FITT: Benefits of Physical Activity</p> <ol style="list-style-type: none"> 1. Demonstrate Health components of Fitness 2. Demonstrate how Cardio workout is beneficial to the F.I.T.T. standards <p>Participate in Conditioning activities</p> <p>Boot Camp Conditioning</p> <ol style="list-style-type: none"> 1. Running 2. Stretching. 3. Weight lifting, 4. Pushups 5. Sit-ups 6. Yoga 	<ol style="list-style-type: none"> 1. Fitness Tests-Health 2. Skill Related Fitness
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skeletal system (e.g., stabilize muscles, protect internal organs, provide support)
 4.2.3 identify the functions of the heart (e.g., circulates blood, nutrients and oxygen to the body, path of blood flow through the heart)

Cognitive

Standard 10: The student will understand attitudes and behaviors for preventing injuries and deaths from injury.

Standard 11: The student will understand appropriate care for injuries and sudden illness

Students will research information that integrates with media into a presentation for oral communication

1. Analyze long term benefits of participating in regular physical activities
2. Understand how health related component of fitness is improved through the application of training principles.
3. Discuss physiological effects of exercise during and after activity

Mechanical Corrections and Detections

1. Students will video tape each other's skill patterns in order to detect and correct mechanical errors.
2. Students will demonstrate improvements of mechanical principles.
3. Strength conditioning with weight training

Name the classes of nutrients that supply the body with energy.

1. Describe the roles the carbohydrates, fats, and proteins play in the body.
2. Identify vitamins and minerals used by the body.
3. Explain the importance of water to the body.
4. Understand the Dietary Guidelines for Americans and the recommendations in the My Plate Plan.

Students will video tape each other's skill patterns in order to detect and correct mechanical errors.
 Pre-Post strengthening assessment

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Standard 4
4.2.2 identify the functions of the major bones of the skeletal system (e.g., stabilize muscles, protect internal organs, provide support)
4.2.3 identify the functions of the heart (e.g., circulates blood, nutrients and oxygen to the body, path of blood flow through the heart)

Affective

Standard 10: The student will understand attitudes and behaviors for preventing injuries and deaths from injury.

Appreciate the benefits of being physically fit
Continue with lifelong fitness activities

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Determine central ideas or themes of a text and analyze their development: summarize the key supporting details and ideas

Draw evidence from literary or informational texts to support analysis, reflection and research.

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Standard 11: The student will understand appropriate care for injuries and sudden illness

CCSSLR

CCSSLR

CCSSLW

Quarter -
2

Perform/Cogni

II FIRST AID

Activity/Outcome First AID

Medical Emergencies

You Have to Breathe to Live

- Identifying choking victims
- Epinephrine pen use

Assessment

Chapter 1: First Aid: How Will It Help Me?

Explain what first aid is.

Describe your responsibility and possible risk.

Know where to find a list of items in the First Aid Kit.

1. Tell how to recognize someone with a breathing problem
2. Describe the signs of choking
3. Describe the first aid actions for a victim who is choking but can speak or make a sound
4. Show the first aid actions for a victim who is choking and can't speak or made a sound
5. List the signs of a bad allergic reaction
6. List the first aid actions for someone with a bad

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Chest Pain and Heart Attack

Medical Emergencies

- Heart attack symptoms
- Heart attack pain and location

Fainting

- Medical Emergencies
- First aid actions needed
- Determine fainting signs and symptoms

allergic reaction

7. Describe how you would use an epinephrine pen if your state regulations and company policy allow

1. List several words that a victim of a heart attack may use to describe the pain or pressure caused by a heart attack.

2. Describe where the pain or pressure of a heart attack might be located

3. Describe first aid actions for a victim with chest pain or pressure

1. Describe what fainting is

2. Describe the first aid actions for fainting

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Diabetes and Low Blood Sugar

- First aid action needed
- Signs and Symptoms of low blood sugar

Stroke

- Signs of a stroke
- Causes
- Actions needed

Seizure

- Causes of seizures
- Techniques for protecting someone with a seizures
- Healing & Follow-Up Care

Role of Activities in Other Cultures

1. Describe the signs of low blood sugar in a diabetic
2. Describe the first aid actions for low blood sugar in a diabetic

1. List 3 signs of stroke
2. Describe the first aid actions for stroke

1. List 4 causes of a seizure
2. Describe how someone may move or act if he/she is having a seizure
3. Describe how you would protect someone having a seizure
4. List first aid actions for a person having a seizure

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Perform

Standard 10: The student will understand attitudes and behaviors for preventing injuries and deaths from injury.

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- Identify Sport roles and activities in other cultures
- Characteristics, & Classification of Sports Injuries

Sports injuries:

Demonstrate types of injuries to a variety of Fitness and Sports Activities

1. Students will research information that integrates with media into a presentation for oral communication
2. Heat Illnesses are explored and learned
3. Understand problem solving strategies in relation to injury prevention discussed
4. Analyze long term benefits of participation in regular physical activities
5. Analyze, discuss and explain how each health related component of fitness is improved through the application of training principles
6. Discuss physiological effects of exercise during and after activity

Taping- Healing & Follow- Up Care

Demonstrate preventive and bracing Taping

- Reduce severity of injury to the ligament

Explore the role of activities in other cultures

1. Variety of Fitness and Sports Activities
2. Vary fitness conditioning prior to application of lesson.

Examples: Run, jump rope, med ball, weight training, aerobics, circuit training, team and individual / dual sports

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- Lower recurrence of injury by as much as 75%³,
- Give the most support while limiting backward bending

Taping -Strapping

- Foot, Ankle,
Plantar fasciatis
Ankle sprain

http://www.physioroom.com/prevention/taping_guide/taping_technique4.php

- Lower Leg,
Shin splints
Calf muscle

Shin splints
<http://www.sportsinjuryclinic.net/sport-injuries/ankle-achilles-shin-pain/shin-splints/shin-splints-taping>

- Knee- Patella Tendon
- http://www.physioroom.com/prevention/taping_guide/taping_technique5.php

Assess taping appropriate injury by using the White, McConnell and Kinesio taping procedures

Apply basic taping methods:
Ankle, foot

- Basket weave
- Ankle stirrup
- Figure-six, figure -8
- Heal lock

Demonstrate the appropriate taping procedures

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- thumb
<http://www.sportsinjuryclinic.net/sport-injuries/wrist-pain/sprained-thumb/thumb-sprain-taping>
- Shoulder,
<http://www.physioadvisor.com.au/11855950/shoulder-taping-shoulder-strapping-physioadv.htm>

First Aid, CPR and AED Certification

Provide participants with the knowledge and skills necessary to help sustain life and minimize the consequences of injury or sudden illness until advanced medical help arrives.

- Recognizing the need to initiate CPR,
- Performing high-quality chest compressions with minimal interruptions, \
- Practice skills on an appropriate surrogate,
- Provide AED Awareness or AED Skills Training
- Provide awareness of the purpose of an AED and the ease and safety of using it.

Demonstrate CPR steps

- **Check the victim for unresponsiveness** by shouting and shaking him/her. If there is no response, **Call 911** and return to the victim. In most locations the emergency dispatcher can assist you with CPR instructions. Pulse Location - Carotid artery (neck)

Demonstrate and explain appropriate steps for performing CPR

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- **Circulation**
If the victim is still not breathing normally, coughing or moving, begin chest compressions.
Push down with 2 hands 2 inches 30 times right between the nipples. Pump at the rate of 100/minute, faster than once per second.
- **Airways**
Tilt the head back and listen for breathing.
- **Breathing**
If not breathing normally, pinch nose and cover the mouth with yours and blow until you see the chest rise. Give 2 breaths. Each breath should take 1 second.

<http://bethebeat.heart.org/teachersAdmin.php>

Treating Swelling (Edema): Protection, Rest, Ice, Compression and Elevation,

Demonstrate first aid techniques when suffering from an injury such as a:

- Sprain,
- Strain,
- Muscle pull,
- Muscle tear,

Immediate first aid treatment can prevent complications and help you heal faster.

One of the most popular acronyms to remember if you get a sports injury is PRICE, which stands for Protection, Rest, Ice, Compression and Elevation. Using these immediate first aid measures is believed to relieve pain, limit swelling and protect the injured

5. Discuss why rest is an important for recovering from an injury.
6. Compare and contrast the consequences from returning from an injury too soon
7. Compare and contrast correct wrapping concepts. Describe the results of correct and incorrect wrapping.

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<p>Standard 10: The student will understand attitudes and behaviors for preventing injuries and deaths from injury.</p> <p>Standard 11: The student will understand appropriate care for injuries and sudden illness</p>	<p>PRICE</p> <ol style="list-style-type: none"> 1. “Protect” Bandage, tape, wrap or strap to keep the limb, body part free from unnecessary movement 2. Rest. <ul style="list-style-type: none"> • When there is an injury, small blood vessels at the injury site rupture and cause tissue bleeding, which, in turn, causes bruising and swelling. • Stop exercising immediately because moving forces more blood into the damaged area and cause further injury to the tissue. 3. Ice. <ul style="list-style-type: none"> • Apply ice continuously for the first 15 minutes to decrease swelling and pain. • Ice can be re-applied for 15 minutes after approximately 30 minutes, or until the superficial skin and soft tissue is of equal temperature to the uninjured side. • Icing too early could cause the superficial skin to freeze, result in nerve damage, or skin irritation or blistering. • Always place a barrier, such as paper towel, washcloth, or ice bag, between the ice and skin. • ! Remember: ice is the best anti-inflammatory around; 4. Compression. <ul style="list-style-type: none"> • To prevent swelling, wrap the injured area with an elastic ("ace") bandage or compression sleeve to assist in re-absorption of cellular waste and bleeding. • A wrap should always be applied distally to proximally (e.g. ankle-toes to shin, wrist-fingers to forearm). • The tightest part of the wrap should be at the distal end and the lightest part should be at the proximal end to assist in the fluid being pushed toward the midline of the body for quicker absorption. • Wrapping the wrong way could cause a tourniquet-like effect (e.g. cut off circulation, such as turning the fingers or toes blue) and cause further pain and damage. 	<p>Review and Final Exams Sample questions from each unit Student generated questions</p>
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<p>Affective</p> <p>Standard 10: The student will understand attitudes and behaviors for preventing injuries and deaths from injury.</p> <p>Standard 11: The student will understand appropriate care for injuries and sudden illness</p>	<ol style="list-style-type: none"> 1. Understand the role of activities in other cultures, characteristics & classification of injuries 2. Know the risk factors that may affect physical activity throughout life. 3. Upon completion of the course, you will have developed a strong ability to respond in an emergency situation. 4. Understand that you may be the victim's only chance of survival. You can increase that chance by 40% simply by administering Cardio Pulmonary Resuscitation (CPR). 5. Remember - you may be the victim's only chance of survival. You can increase that chance by 40% simply by administering Cardio Pulmonary Resuscitation (CPR). 	
<p>CCSSLW</p> <p>CCSSLR</p>	<p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Determine central ideas or themes of a text and analyze their development: summarize the key supporting details and ideas</p> <p>Draw evidence from literary or informational texts to support analysis, reflection and research.</p>	

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