

Health Education Today Preview:

-3 Week First Aid Unit -

FIRST AID



High School Health Unit

**National Board-Certified Teachers
with Masters of Education Degrees
and 60+ years of experience** teaching
K-12 PE & Health, with collegiate
athletic and coaching experience!

Experience
is the best
teacher!

Created by
Master Teachers!



A family of
educators,
for educators.



Health Education Today

WHY CHOOSE HEALTH EDUCATION TODAY?

Skills

- To help your teens acquire skills and wisdom to be above unhealthy influences.

Content

- To have relevant, inspiring, standards-based and medically accurate lessons.

Ease of Use

- For an editable program where you can choose to print or work online; using step-by-step directions and PowerPoints for visual student lessons!

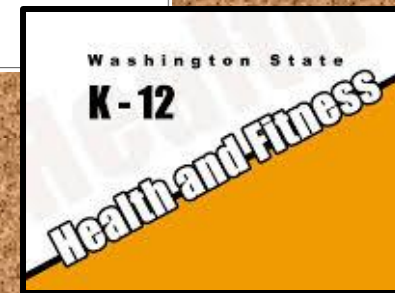
The Program Meets Health Standards:

Aligned to National, Common Core, and State Standards!

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects | ELA College and Career Anchor Standards

<https://learning.ccsso.org/common-core-state-standards-initiative>

	Writing Grades 9/10	ELA College and Career Anchor Standards for Writing
1	Write arguments focused on discipline-specific content.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3	Incorporate narrative elements effectively into arguments and informative/ explanatory texts. <i>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</i>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

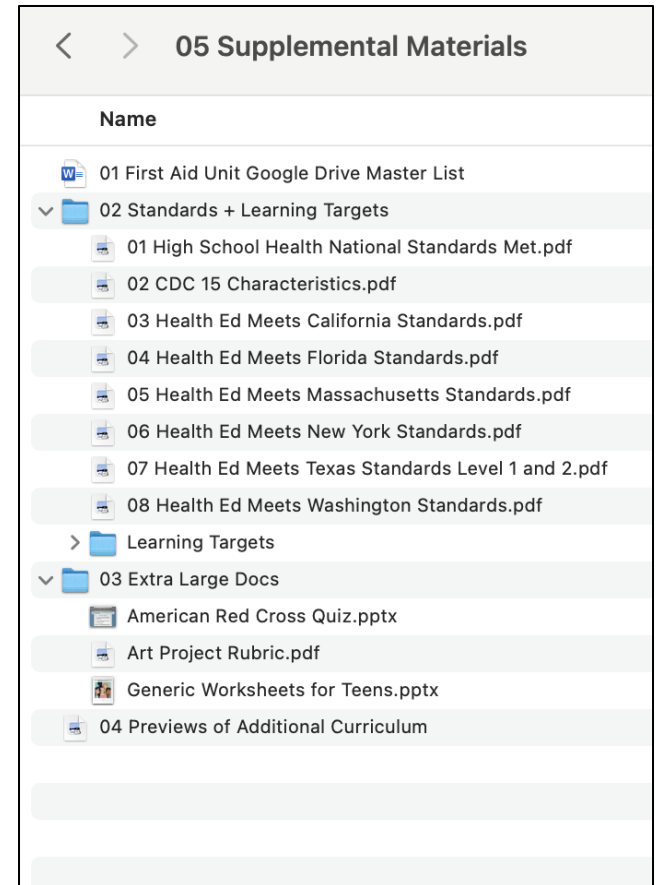
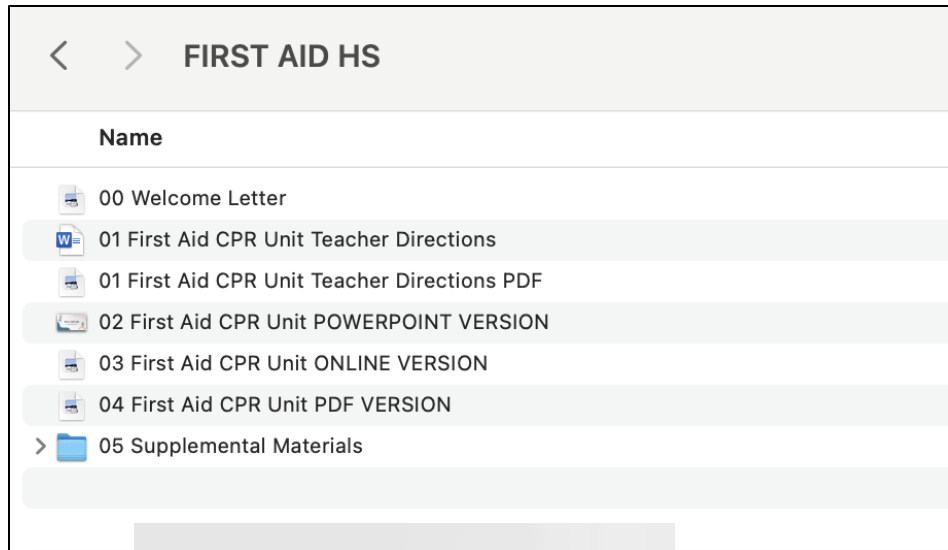


Real Teachers' Reviews endorse This program:

- ❖ “I looked at quite a few resources before settling on this one! I was happy I did! It really does not require any planning except from going through it.”
- ❖ “Such a great resource for all of my students! Was able to fit each of their needs and was very engaging throughout the entire class period.”
- ❖ “I bought several little units before finally coming to this one. This unit had lots of information to cover and the slide shows were helpful. Thank you!”
- ❖ “Great resource with easy to use format.”

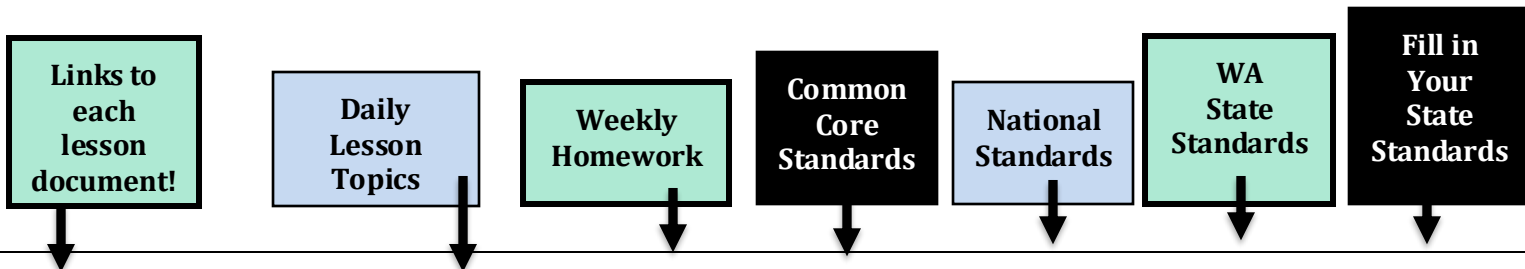


File Organization:



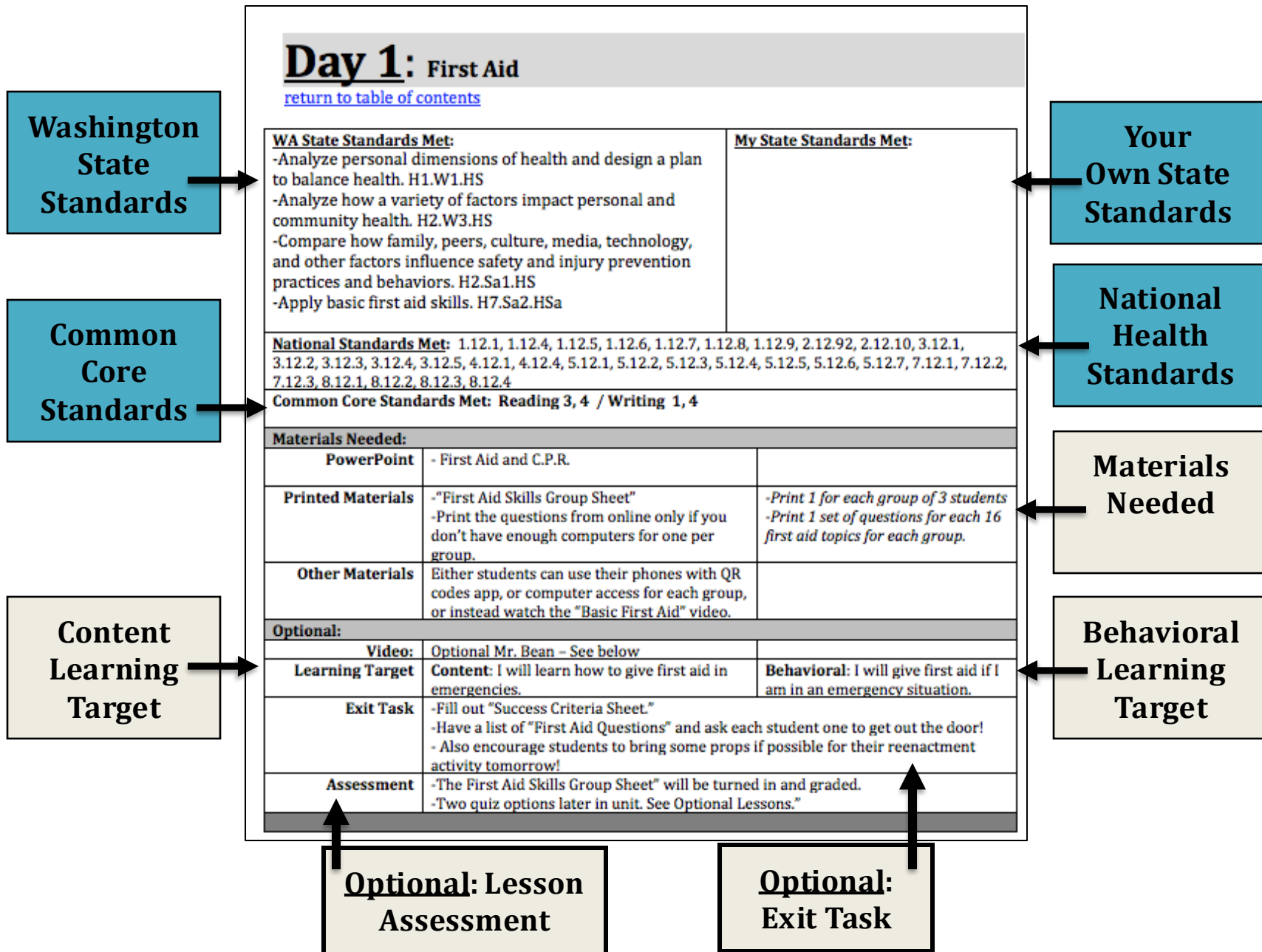
***Editable in Word and Google Slides!**

Easy to Navigate “Table of Contents”:



FIRST AID + C.P.R. UNIT - 6 DAYS TOTAL + 9 Additional Days	Lesson Titles: Click on the lesson title to be linked to the page	HOMEWORK Click on “Day” it’s listed in to see directions	Common Core Standards Met:	National Health Standards Met:	Washington Health Standards Met:	Add Your State Health Standards Here:
Intro	-Introduction to the Unit					
First Aid Day 1	-<> Optional intro video -First Aid Group Work in groups of 3 -“First Aid Skills Group Sheet”		R 3 R 4 W 1 W 4	1.12.1, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.9, 2.12.10, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 4.12.1, 4.12.4, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3, 8.12.4	H1.W1.HS H2.W3.HS H2.Sa1.HS H7.Sa2.HSa	
First Aid Day 2	-Finish First Aid Group Work -Decide which injury to do for reenactment activity -<>First aid animation video -Begin reenactment injury response planning		R 3 R 4 W 1 W 4	1.12.1, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.9, 2.12.10, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 4.12.1, 4.12.4, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 7.12.1,	H1.W1.HS H2.W3.HS H2.Sa1.HS H7.Sa2.HSa	

Standards: Beginning each lesson



Step-by-step Teacher Directions



Your Lesson Planning is Done!

PRINT & ONLINE.

GOOGLE + MICROSOFT + ADOBE +
YOUTUBE + MORE!



PowerPoints
walk you through
the lessons



Teacher Directions: Lead You Through the Lessons PowerPoint.

***Editable in Word!**

Day 2: First Aid

[return to table of contents](#)

WA State Standards Met:

-Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS
 -Analyze how a variety of factors impact personal and community health. H2.W3.HS
 -Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. H2.Sa1.HS
 -Apply basic first aid skills. H7.Sa2.HSa

My State Standards Met:

National Standards Met: 1.12.1, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.9, 2.12.10, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 4.12.1, 4.12.4, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3, 8.12.4

Common Core Standards Met: : Reading 3, 4 / Writing 1, 4

Materials Needed:

PowerPoint	-First Aid, and CPR	
Printed Materials	-“First Aid Skills Group Sheet”	-They should have this from yesterday
Other Materials	-Encourage students to bring some props if possible -Each group will need someone with a cell phone if they want to make a video, or maybe your school has some video cameras you could check out/borrow for a few days?	
Optional:		
Video	Optional video example - see lesson below	
Learning Target	Content: I will learn how to give first aid in emergencies.	Behavioral: I will give first aid if I am in an emergency situation.
Exit Task	-Fill out “Success Criteria Sheet.” -Optional written or online quiz.	
Assessment	-The First Aid Skills Group Sheet” will be turned in and graded. -Two quiz options later in unit. See Lesson Ext. -Optional online quiz http://www.redcross.org/email/safetynet/v1n6/quiz.pdf	

- DAY 2 TITLE SLIDE:** Place marker.
- FINISH GROUP SHEET:** Today, groups should finish up watching the videos and completing the “First Aid Skills Group Sheet” questions outloud for each of the 16 topics if they need to.
- VIDEO-FIRST AID ANIMATION:** Here is a funny way to introduce the reenactments if you want! It's sort of what you are looking for with the reenactments if you want to show it!

“First Aid - Animation” Example for Scenario Reenactments. (5 min.)

The image shows a vertical sequence of four PowerPoint slides. The top slide features a large red cross icon in a white square, with the text "DAY 2" below it. The second slide has a grey header with the text "Finish your QR Code Activity!" and shows a screenshot of a QR code activity page. The third slide has a grey header with the text "Finish your American First Aid Activity!" and shows a smartphone displaying a first aid app interface. The bottom slide is titled "VIDEO:" and shows a cartoon animation of two people standing by a fire; one person says, "I'll go get your medi...".

Daily PowerPoint Slides:

First Aid Unit
Copyright © Health Education Today

1

Day 1:
First Aid Worksheet

2

Videos:

<https://www.youtube.com/watch?v=000000000000>
<https://www.youtube.com/watch?v=000000000000>

3

Get into Groups for the British Red Cross QR Code Activity:
Directions for the British Red Cross Online Videos:
1) Use the links or QR codes for each topic and watch the video.
2) Take turns reading outloud the reminder steps below the video.

Read it outloud.

4

Get into Groups for the American Red Cross QR Code Activity:
Directions for American Red Cross First Aid Phone App:
1) Use the phone app for each topic and watch the video.
2) Take turns reading outloud the reminder steps below the video.

Read it outloud.

5

British Red Cross QR Code Activity:
Directions:
3) Complete the "Question and Answers" with each taking a turn reading outloud, group discusses, see the answer and then summarize it on the worksheet.

6

American Cross QR Code Activity:
Directions for American First Aid Phone App:
Each question is a bit different. Follow directions on the worksheet- each taking a turn reading outloud, group discusses, and then summarize on the worksheet.

7

Day 2:
First Aid Worksheet

8

Finish Your British Red Cross QR Code Activity!

Finish Your American Red Cross First Aid Phone App!

Group Injury Prevention Reenactment:
Create a reenactment of a first aid emergency and the correct response to it!

The Goal:
Reenact a first aid scenario and the correct response to it.

Videos:

<https://www.youtube.com/watch?v=000000000000>
<https://www.youtube.com/watch?v=000000000000>

Speaker Notes:

Guides you through each PowerPoint/Google Slide.

Hands Only CPR:

Two steps to save a life:



24. **HANDS ONLY CPR:** CPR has gotten much easier for most cases you come across (You would still do the breathing and chest compressions for all infants and children, for adult victims who are found already unconscious and not breathing normally, and for any victims of drowning or collapse due to breathing problems). Here is more information:
https://cpr.heart.org/-/media/cpr-files/courses-and-kits/hands-only-cpr/handsonly-cpr-faqs-ucm_494175.pdf

Discuss how you don't need to give breaths now, and show the videos.

Engaging Lessons
walk you through
with activities



Examples of Daily Lessons:

Day 1:

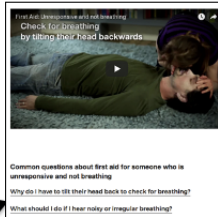
British Red Cross Version: Groups watch a video and answer questions on a worksheet.

First Aid Skills Group Activity-British Red Cross Version*:

Names: _____ Date: _____
Per. _____

Directions:

- 1) Use **the links or QR Codes to open the page for each topic.**
- 2) Take turns reading out loud the reminder numbered steps on the page above the video.
- 3) **Under the steps is a video.** Watch the video (video is in color and there is a large photo on the page).
- 4) Do the "Common Questions" that are after the video with each person taking a turn reading out loud a question, group discuss, then same person click for (and read) answer out loud and then that person will summarize the answer on the group worksheet. Hand the worksheet to the next person...



1. Unconscious and not breathing

Take turns reading out loud the reminder steps on the page above the video the video. (watch the videos here as well!)

Watch the Video:

<https://www.redcross.org.uk/first-aid/learn-first-aid/unresponsive-and-not-breathing>

Write brief answers to the questions that are after the video (Click to see answer):

- 1.
- 2.



First Aid Unit

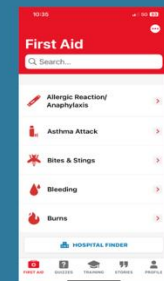
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American Cross QR Code Activity:

Directions for American First Aid Phone App:

Each question is a bit different. Follow directions on the worksheet. each taking a turn reading outloud, group discusses, and then summarize on the worksheet.

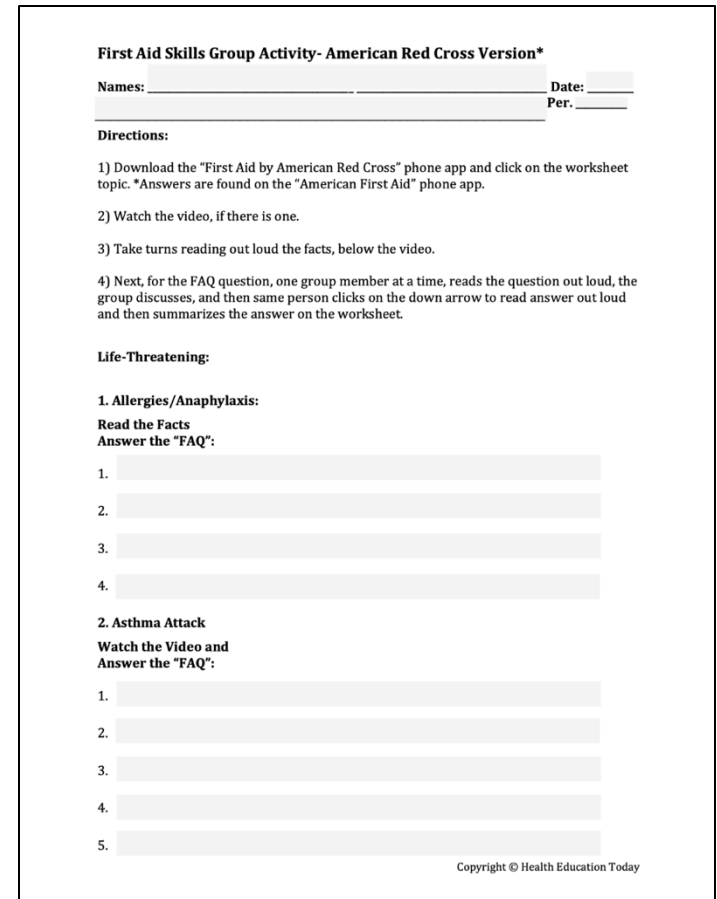
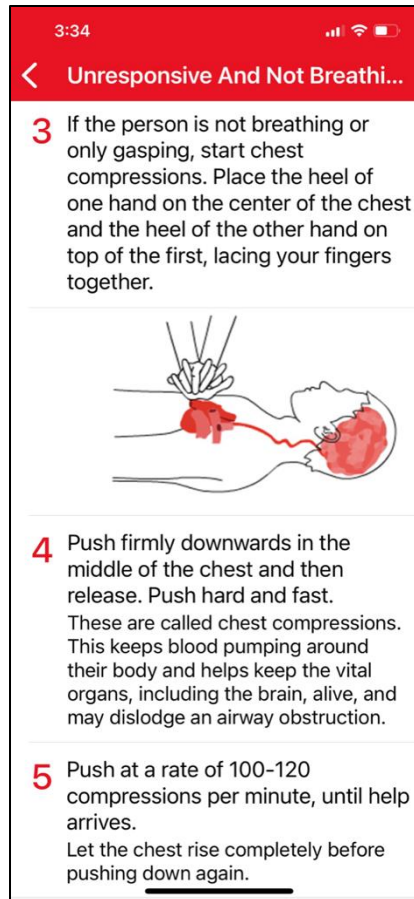
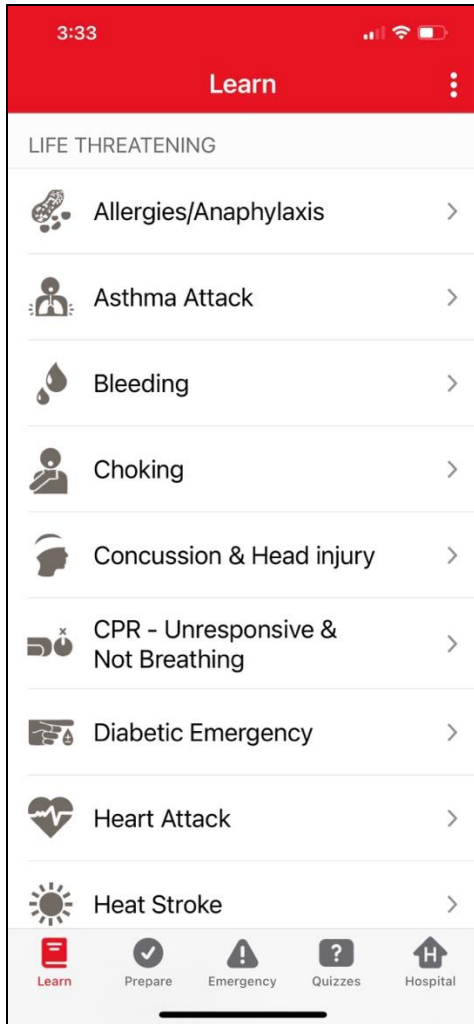


They can use the websites on the sheet or scan Q.R.

Day 1:

American Red Cross Version: Groups watch a video and answer questions on a worksheet.

They use links on their phones!



Day 2:

9. Asthma attack

Watch the Video:

<http://www.redcross.org.uk/What-we-do/First-aid/Everyday-First-Aid/Asthma-attack>

Do the "Question and Answers":

<http://www.redcross.org.uk/What-we-do/First-aid/Everyday-First-Aid/Asthma-attack/Question-and-answers>

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

10. Broken bone

Watch the Video:

<http://www.redcross.org.uk/What-we-do/First-aid/Everyday-First-Aid/Broken-bo>

Do the "Question and Answers":

<http://www.redcross.org.uk/What-we-do/First-aid/Everyday-First-Aid/Broken-bone>

Groups continue to discuss online questions and write given answers on their worksheets.



- 1** Check breathing by tilting their head backwards and looking and feeling for breaths. [Learn more ▼](#)
- 2** Call 999 as soon as possible, or get someone else to do it.
- Push firmly downwards in the middle of the chest and then release. [Learn more ▼](#)
- Push at a regular rate until help arrives.

Day 3:

Grading Rubric

Students work in groups to plan an injury scenario and correct response and treatment

Injury Prevention Reenactment Presentation Grading Rubric:

1. Name: _____
+ if did well (3) ✓ O.K. 2 / - did not do this (0)

Spoke loudly and slow ___
Used good eye contact ___
Gave useful information ___
Kept focused ___
Total: ___ / 12
+ Group grade = ___ / 8
= ___ / 20

2. Name: _____
+ if did well (3) ✓ O.K. 2 / - did not do this (0)

Spoke loudly and slow ___
Used good eye contact ___
Gave useful information ___
Kept focused ___
Total: ___ / 12
+ Group grade = ___ / 8
= ___ / 20

3. Name: _____
+ if did well (3) / ✓ O.K. 2
- did not do this (0)

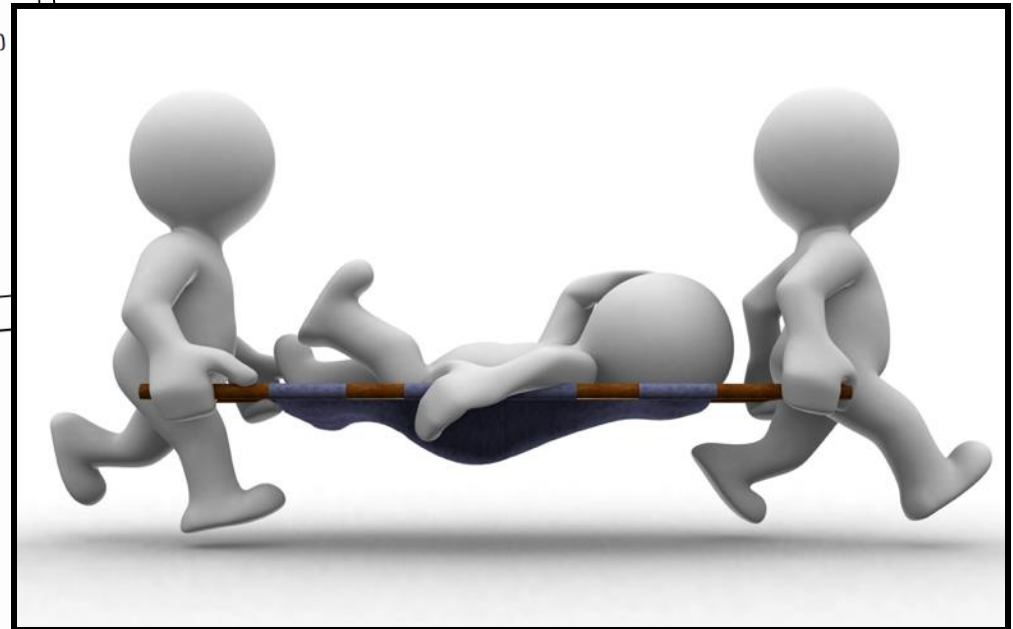
Spoke loudly and slow ___
Used good eye contact ___
Gave useful information ___
Kept focused ___
Total: ___ / 12
+ Group grade = ___ / 8
= ___ / 20

20/20 = A
19/20 = A
18/20 = A-
17/20 = B
16/20 = B-
15/20 = C
14/20 = C-
13/20 = D
12/20 = D-
11/20 = F

Worked well as a group: Circle one:

8 - Collaborated well to plan presentation, all members taking an equal part, clearly showed how the injury could happen and the CORRECT response to it.

7 - Collaborated pretty well to plan presentation, most members taking an equal part, clearly showed how the injury could happen and the CORRECT response to it.



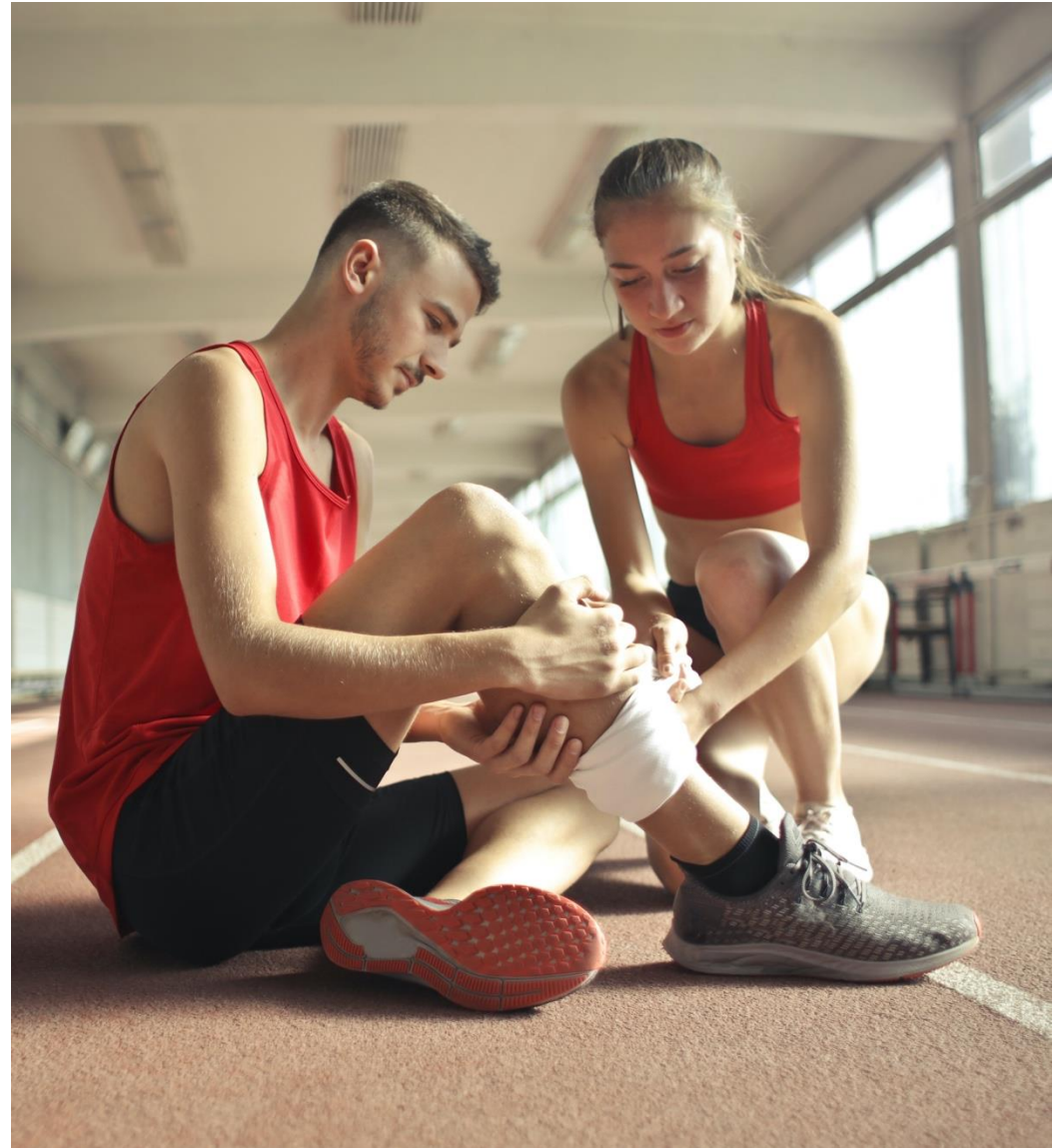
Topics are relevant

This could save a life!

Day 4:



**Student groups
get ready to
perform (or
show their
video) of their
first aid
scenarios**



Day 5 + 6:

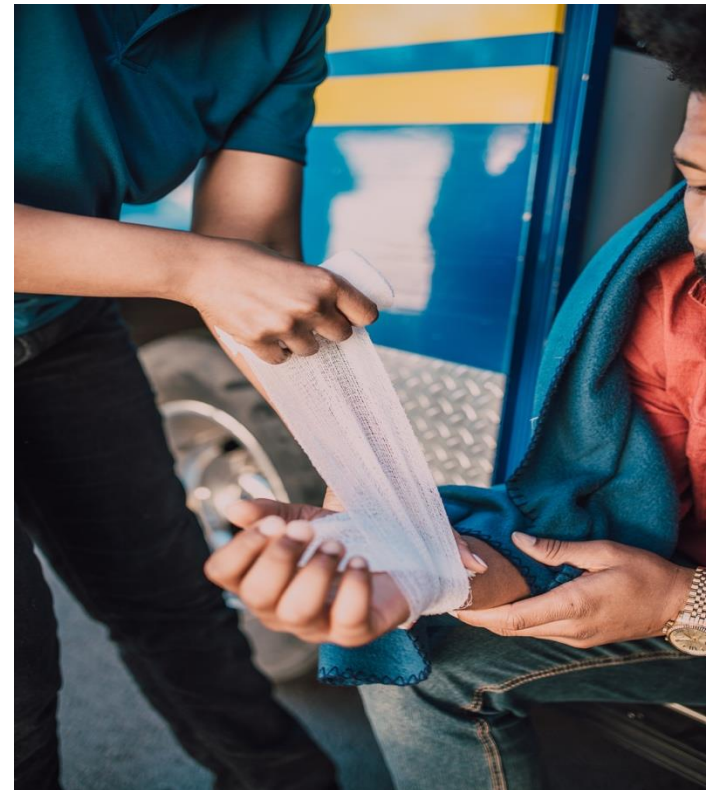
Videos



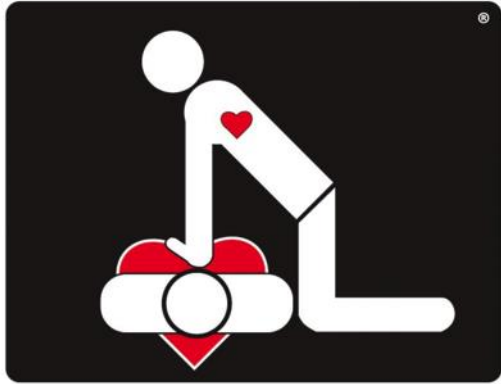
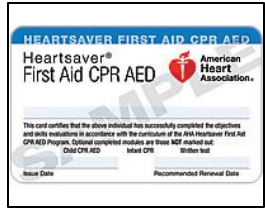
<https://www.youtube.com/watch?v=M4ACYp75mjU>

There is SO MUCH INFORMATION out there on first aid-we've done the research and sorting through materials for you!

Student Groups
perform
their first aid
scenarios to class!



Day 7:




Two steps to save a life:

1  **911**


2 


Call Right Away! **Push Hard & Fast in the Center of the Chest!**

C.P.R. DAY



Two steps to save a life:

1  **911**

2 

Call Right Away! **Push Hard & Fast in the Center of the Chest!**

Research:

Why “Hands Only” now?

In a major change, the American Heart Association said Monday that hands-only CPR — rapid, deep presses on the victim’s chest until help arrives — works just as well as standard CPR for sudden cardiac arrest in adults. Experts hope bystanders will now be more willing to jump in and help if they see someone suddenly collapse. Hands-only CPR is simpler and easier to remember and removes a big barrier for people skittish about the mouth-to-mouth breathing.

“You only have to do two things. Call 911 and push hard and fast on the middle of the person’s chest,”

Day 8:

New Skills-Based First Aid Advocacy Hero Project!

Name: _____

Source link: _____

Putting skills into practice: **Her**



You will find a true story of
CPR situation and follow the

-Also be ready to share you

-Your story must explain the
and how you and others can

-You must site where you go



➔ Who was the person who had the emergency?:

➔ What was the emergency?:

➔ Where did it happen?:

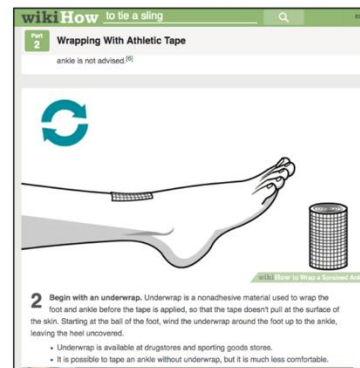
➔ Did the person do anything wrong to cause the accident?:

Day 9, 10, 11:



WMI | Leg Splints

6 Wilderness First Aid Free Video Links



<https://www.wikihow.com/Make-a-Sling-for-Your-Arm>



**Students LOVE
this hands-on
wrapping and
splinting!**

Day 12:

Name: _____ Per: _____

1. When a person collapses, they have enough oxygen in their system to stay alive for about 10 minutes, but only if:

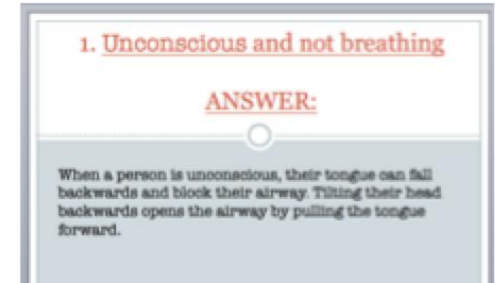
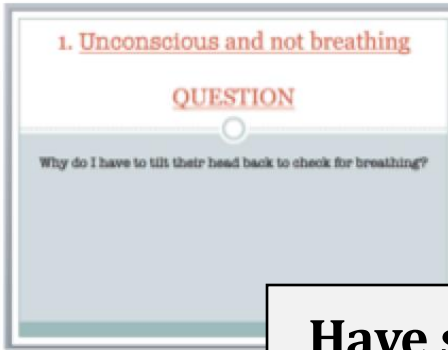
_____.

2. If you stop pumping

3. You should push h

4. No need to count c

and no need for



Have student groups make up their own PowerPoint Slide Quizzes!

Teacher Key:

1. When a person collapses, they have enough oxygen in their system to stay alive for about 10 minutes, but only if:

Their blood gets to the brain.

2. If you stop pumping, the patient's blood

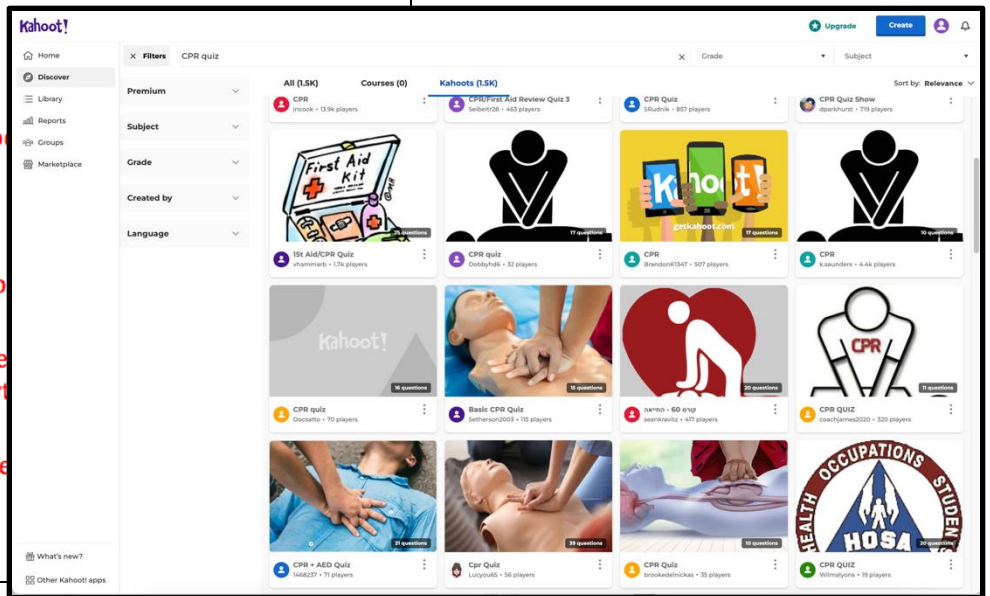
3. You should push hard and fast.

4. There is no need to count compressions

5. When first on the scene, call 911 or get help, check for a pulse, just position your hands and start

Several Quizzes

under 8 or see this video:

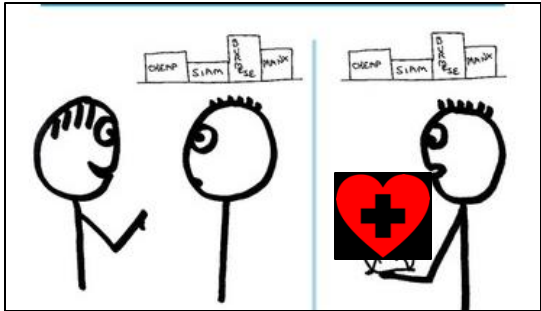


Day 13 to 15:



Public Service Announcement Posters

First Aid Cartoons



Snake Bite Management

- Place wound dressing on the bite site. Do not wash venom off the skin as it may assist in later identification.
- Immediately apply a firm pressure bandage over the bite site. Then apply a further pressure bandage commencing at toes or fingers of the bitten limb and extending upward covering as much of the limb as possible.
- Bandage should be firm. Keep the body and limb as still as possible. Do not elevate the limb.
- After applying the pressure bandage immobilise the limb by binding a splint to it (eg: a piece of timber, other leg etc). If the bite is on the forearm put the splinted forearm in a sling.
- Casualty must stay calm, keep limb still and wait for evacuation.

SEEK URGENT MEDICAL ASSISTANCE

- ✓ Leave the bandage in place until medical aid is reached.
- ✓ Check circulation at regular intervals.

CONTACT EMERGENCY SERVICES 000 (OR 112 MOBILE)

Phone: 07 3341 8033
Country Freecall: 1800 647 400

Fax: 07 3841 1864
Email: info@alphafirstaid.com.au
Web: www.alphafirstaid.com.au



First Aid Kits

First Aid Kits:



The Red Cross recommends that all first aid kits for a family of four include the following:

- 2 absorbent compress dressings (5 x 9 inches)
- 25 adhesive bandages (assorted sizes)
- 1 adhesive cloth tape (10 yards x 1 inch)
- 5 antibiotic ointment packets (approximately 1 gram)
- 5 antiseptic wipe packets
- 2 packets of aspirin (81 mg each)
- 1 blanket (space blanket) [[Available on the Red Cross Store](#)]
- 1 breathing barrier (with one-way valve)
- 1 instant cold compress
- 2 pair of nonlatex gloves (size: large)
- 2 hydrocortisone ointment packets (approximately 1 gram each)
- Scissors
- 1 roller bandage (3 inches wide)
- 1 roller bandage (4 inches wide)
- 5 sterile gauze pads (3 x 3 inches) [[Available on the Red Cross Store](#)]
- 5 sterile gauze pads (4 x 4 inches)
- Oral thermometer (non-mercury/nonglass)
- 2 triangular bandages
- Tweezers
- First aid instruction booklet [[Available on the Red Cross Store](#)]

This Program is all about the Students:

- ◆ Classroom “**kid-tested**,” teacher-approved, and full of real student examples and responses.
- ◆ Promotes **high student engagement and interaction.**
- ◆ **Challenges and impacts the mental, emotional, social life of teens.**

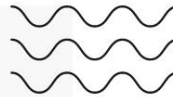
Buy it Today, Teach it Tomorrow!



What makes this program unique?

- ◆ This program features highly organized step-by-step teacher directions that follow daily PowerPoints, providing talking points for each slide.
- ◆ **Documents and PowerPoints are editable** to cater to you and your students needs. Documents are included in both **Word and PDF** formats.
- ◆ PowerPoints are full of trending topics, photos, and video links that teens will appreciate.

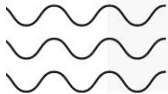
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Works Cited:

Yosemite Photo by the author:

WA Standards From: <http://www.k12.wa.us/healthfitness/Standards.aspx>

NYC Standards From:

<http://www.p12.nysed.gov/sss/schoolhealth/schoolhealtheducation/healthPF>

Photos From:

<https://labs.openai.com/>

<http://www.fotosearch.com>

<http://www.pixabay.com>

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**Thanks for
previewing!**

