



**Middle School
6-8**

Teacher Instructional Guide Unit 8 - Safety

Lesson 1 – Preventing Accidents

Lesson 2 – A Safe and Healthy School Environment

The Healthy and Wise monthly publications can also be used to enhance this unit or provide additional content and lessons.

Lesson 1 – Preventing Accidents

Objective:

Students will learn about common types of accidents, tips for preventing accidents, and several ways to respond to emergencies.

Standards

Health TEKS 6.5 F – Demonstrate an understanding of basic first-aid procedures.

Health TEKS 6.5 G – Students demonstrate strategies for the prevention and response to deliberate and accidental injuries such as using conflict resolution skills instead of fighting and wearing a seat belt.

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Health TEKS 7- 8.5 A – The student is expected to analyze and demonstrate strategies for preventing and responding to deliberate and accidental injuries.

Health TEKS 7- 8.5 G – The student is expected to demonstrate basic first-aid procedures including Cardiopulmonary Resuscitation (CPR) and the choking rescue.

Health TEKS 7- 8.12 A, B - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (7) – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK – “How many of you have been in an accident such as a biking accident or car accident?” Encourage discussion. Explain to students that they are going to learn about preventing accidents in the Healthy and Wise article.

Reading the Article:

Students can read the article silently, with a friend, or as a group. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- According to the article, what are the most commonly occurring accidents? **(Refer to list in the article for correct responses.)**
- What are some tips for preventing accidents as listed in the article? What is the benefit of understanding these tips? **(Refer to list in article and accept reasonable responses.)**

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Assign some of the activities as home projects and let the students share their findings with the class.

Additional Activities

- Ask students to individually research common sports injuries in males and females their age. Tell them to pay attention to which injuries are more common among each gender (i.e.: girls are more prone to knee injuries, such as Anterior Cruciate Ligament tears, due to the presence of estrogen in their bodies and wider hips than boys), and explain why certain injuries occur more often in different genders. Ask them to present their findings to the class.
- In groups, tell students to write a skit depicting an accident happening, someone calling 911, and the proper procedure for explaining the accident to the operator and getting appropriate help. When the groups are ready, have them perform their skits for the class. Encourage fun and creativity!
- Divide the students into groups, and ask each group to create a collage of people taking the proper precautions to prevent accidents. Tell them they can draw, cut pictures from magazines, and/or use pictures from the Internet to make their collages. When they are through, have each group present their collages to the class. Display the collages in the classroom.

- In groups, let students demonstrate the basic first-aid steps they would need to take for a minor cut or burn, a sprained ankle, or an insect bite.
- **(Guest Speaker)** Invite an EMS professional or Emergency Room doctor to speak to your class about the reality of accidents and how most accidents can be prevented. Encourage class participation!

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about preventing accidents.

1. Ask students to write a letter to a friend or family member explaining the importance of knowing the risk of accidents and the proper ways to prevent them. Encourage students to use facts from the Healthy and Wise article to support their statements. Have students read their letters for the class.
2. Individually, tell students to research the 911 emergency calling system – its origins, history, effectiveness, etc. – and have them write a brief report on their findings. Ask students to present their reports to the class.

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student’s work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

Lesson 2 – A Safe and Healthy School Environment

Objective:

Students will learn about the importance of a safe and healthy school environment. Students will fill out a survey in the article to gain more knowledge of what factors contribute to a safe and healthy school environment.

Standards Covered

Health TEKS 6. 5 H – Students identify strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations.

Health TEKS 6. 6 A - Students identify factors that affect an individual’s physical, emotional, and social health such as school climate and safety measures.

Health TEKS 7- 8. 5 K – Students apply strategies for avoiding violence, gangs, weapons and drugs.

Health TEKS 7-8. 5 L – Students explain the importance of complying with rules prohibiting possessions of drugs and weapons.

Health TEKS 7-8. 6 A – Students relate social and environmental factors to individual and community health such as climate and gangs.

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Health TEKS 7- 8.12 A, B - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (7) – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK - “What do you think constitutes a safe and healthy school environment?” Encourage responses. Explain to students that they are going to learn about the elements and importance of a safe and healthy school environment by completing the survey and then analyzing the results. Refer students to the survey in Healthy and Wise.

Reading the Article:

Students can read the article silently, with a friend, or as a group. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- According to the article, what three environments can have a great impact on a person’s ability to learn, teach, or work? **(Physical, Social, and Cultural Environments)**
- What four areas did the Healthy and Wise survey cover in the article? **(Physical Environment, Nutrition, Physical Fitness, Cooperation and Collaboration)**

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Assign some of the activities as home projects and let the students share their findings with the class.

Additional Activities

- Divide the class into groups. Give each group the assignment of creating a skit (which can be videotaped or performed for the class) of what a safe and healthy school environment looks like in comparison with what an unsafe, unhealthy school environment looks like. Encourage creativity! Ask each group to present their skits when they are finished.
- Ask students to come up with a list of questions for the cafeteria staff about safe food handling processes, nutrition content in the food etc., and,

if the staff agrees, take the students to the cafeteria to interview the staff. Once the students have asked their questions, tell them to write up a report explaining their findings. *(If the cafeteria staff cannot participate in this assignment, simply have students write out questions and share them with the class, discussing what healthy answers could be.)*

- **(Guest Speaker)** Ask your principal to visit your class and discuss how he/she works with members of the faculty and staff to ensure that the students have a safe and healthy school environment. Encourage students to participate and ask questions.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned about a safe and healthy school environment.

1. Ask students to create a poster depicting what a safe and healthy school environment should include. Tell them to draw, cut pictures from magazines, and/or use pictures from the Internet to create their posters. This can be a class-time assignment or a homework assignment. When they are finished, have each student present his/her poster to the class. Display the posters in the classroom.
2. In groups, have students create their own survey similar to the one in the Healthy and Wise article. Ask each group to choose questions based on what they see happening at school. When they are through, have groups trade surveys with each other, take the surveys, and tally the results. Were there common concerns? Encourage class discussion.

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student's work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

Administer the Unit 8 Test – Available at the end of the instructional guide.

GENERAL RUBRIC

Read each box below and determine if the student completed most or all of the characteristics listed. Make your decision based on a student's overall performance.

Points, stickers, or other forms of praise may be used when assessing or grading student work. Be creative, and give feedback as often as possible.

| | |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>“Excellent” or 4 points</p> | <ul style="list-style-type: none"> <input type="checkbox"/> An outstanding example of student's work. <input type="checkbox"/> Student understands and applies all health concepts and skills. <input type="checkbox"/> Student had needed supplies. <input type="checkbox"/> Student participated with enthusiasm and worked well with others/alone. <input type="checkbox"/> Student displays knowledge of language, reading, writing and math. <input type="checkbox"/> Finished work is easy to decipher and understand. <input type="checkbox"/> Work shows no significant errors in grammar, punctuation, capitalization, or spelling. <input type="checkbox"/> Student obviously did their best. |
| <p>“Good” or 3 points</p> | <ul style="list-style-type: none"> <input type="checkbox"/> An above average example of student's work. <input type="checkbox"/> Student understands and applies most health concepts and skills. <input type="checkbox"/> Student had most of his/her needed supplies. <input type="checkbox"/> Student made an effort to participate and did his/her best to cooperate with others/work alone. <input type="checkbox"/> Student is able to organize thoughts. <input type="checkbox"/> Finished work contains few errors and does not detract from its intended meaning. <input type="checkbox"/> Student stayed focused on the task. |
| <p>“Average” or 2 points</p> | <ul style="list-style-type: none"> <input type="checkbox"/> An average/fair example of student's work. <input type="checkbox"/> Student attempts to understand and apply health concepts and skills. <input type="checkbox"/> Student couldn't find some of his/her needed supplies. <input type="checkbox"/> Student didn't work well with others or alone. <input type="checkbox"/> Student is not well organized or focused and does not complete work efficiently. <input type="checkbox"/> Work contains several noticeable errors. <input type="checkbox"/> Student can do better. |
| <p>“Poor” or 1 point</p> | <ul style="list-style-type: none"> <input type="checkbox"/> A poor example of student's work. <input type="checkbox"/> Student does not understand and apply health concepts and skills. <input type="checkbox"/> Student was without his/her needed supplies. <input type="checkbox"/> Student refused to cooperate and did not work well alone either. <input type="checkbox"/> Student is confused/distracted/lacks ability to finish. <input type="checkbox"/> Student displays major problems with spelling, grammar, coloring, etc. <input type="checkbox"/> Student needs redirection/reteaching. |

Health Knowledge and Skills Evaluation Rubric

Read each box below and determine if the student accomplished the cognitive, behavioral, and attitudinal outcomes listed. Make your decision based on a student's overall performance.

Points, stickers, or other forms of praise may be used when assessing or grading student work. Be creative, and give feedback as often as possible.

| | |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>“Excellent” or 4 points</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Student has mastered (90-100%) of the health concepts presented. <input type="checkbox"/> Student has successfully applied health skills in a variety of situations and settings. <input type="checkbox"/> Student always demonstrates good health behaviors. <input type="checkbox"/> Student has a positive and enthusiastic attitude towards health. |
| <p>“Good” or 3 points</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Student understands most (80-89%) of the health concepts presented. <input type="checkbox"/> Student has been able to apply most of the health skills in a variety of situations. <input type="checkbox"/> Student demonstrates good health behaviors most of the time. <input type="checkbox"/> Student cooperates and demonstrates a good attitude towards health. |
| <p>“Average” or 2 points</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Student has demonstrated an average (70-79%) understanding of the health concepts presented. <input type="checkbox"/> Student has attempted to apply most of the health skills in a variety of situations. <input type="checkbox"/> Student attempts to demonstrate good health behaviors. <input type="checkbox"/> Student is willing to try and isn't negative towards health. |
| <p>“Poor” or 1 point</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Student does not understand the health concepts presented. <input type="checkbox"/> Student can't apply health skills. <input type="checkbox"/> Student refuses to change health behaviors for the better. <input type="checkbox"/> Student has a poor attitude towards health. |

Home Connection - Parental Involvement Evaluation Rubric

Read each box below and determine if the completed home connection activities and parental involvement meets the cognitive, behavioral, and attitudinal outcomes listed. Make your decision based on overall performance.

Communication is key in encouraging parental involvement. Recognize parental involvement and express your appreciation on a regular basis.

| | |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>“Excellent” or 4 points</p> <p><i>Parent(s)...</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> Is always informed and involved in school health and physical education programs and activities. <input type="checkbox"/> Participates in home and school health and physical education activities on a regular basis. <input type="checkbox"/> Always demonstrates good health attitudes and behaviors. <input type="checkbox"/> Is a good role model. |
| <p>“Good” or 3 points</p> <p><i>Parent(s)...</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> Tries to stay informed and involved in school health and physical education programs and activities. <input type="checkbox"/> Participates in home and school health and physical education activities most of the time. <input type="checkbox"/> Demonstrates good health attitudes and behaviors most of the time. <input type="checkbox"/> Tries to be a good role model and sets good examples. |
| <p>“Average” or 2 points</p> <p><i>Parent(s)...</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> Is somewhat informed and involved in school health and physical education programs and activities. <input type="checkbox"/> Sometimes participates in home and school health and physical education activities. <input type="checkbox"/> Attempts to demonstrate good health attitudes and behaviors. <input type="checkbox"/> Attempts to set good examples. |
| <p>“Poor” or 1 point</p> <p><i>Parent(s)...</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> Is uninformed and not involved in school health and physical education programs and activities. <input type="checkbox"/> Never participates in home and school health and physical education activities. <input type="checkbox"/> Doesn't demonstrate good health attitudes and behaviors. <input type="checkbox"/> Is not a good role model. |

Middle School Subscribers also have access to the Healthy and Wise Monthly Program. These issues support lessons in the Healthy and Wise Strength, Conditioning, and Wellness Guide.

**Additional Resources Available Online for
The Healthy and Wise Monthly (Elem./Middle/Family)
Publications www.caprockpress.com**

Teachers

- Weekly Sample PE Lesson Plans
- Scope and Sequence
- Using HEALTHY & WISE Within and Across the Grade Levels
- Changing Health Behaviors
- Reading, Writing, Math, and Science Skills
- Healthy and Wise Classroom Centers
- Healthy and Wise Online Curriculum Strategies

Assessment and Planning Tools

- Elementary/Middle School Health Index - Assessment and Planning Tools
- MyPyramid Nutrition Resources and Planning Tools
- MyPyramid Worksheet/Log
- Anatomy of MyPyramid
- MyPyramid Mini Poster
- Healthy Cafeteria Checklist and Action Plan
- Healthy Educator's Checklist
- District Coordinated School Health Accountability Checklist
- Coordinated Health Rubric
- Health Knowledge and Skills Evaluation Rubric
- Physical Education Rubric
- Recess Rubric
- General Rubric
- Parental Involvement Rubric
- Health/PE Presentation Rubric

- Student Portfolio Form
- Weekly Lesson Planning Form **(Texas)**
- Weekly Lesson Planning Form **(Generic)**

Correlations for Monthly Publications

- National Health Standards
- National Association for Sport and Physical Education
- Texas (TEKS/TAKS) – Health, Physical Education, Reading, Writing, Math, and Science

Students

- MyPyramid.gov Resources
- Food/Exercise Diary/Journal

Parents

- Monthly Parent Letters – English/Spanish

Unit 8 Test- Safety

1. True or False: Accidents can happen, and many of them cannot be prevented.
2. List four (4) of the ten most common accidents listed in the article.
3. To prevent an accident, it is important to wear a _____ when biking, skating, or playing certain sports.
 - a. Knee brace
 - b. Uniform
 - c. Helmet
 - d. Jacket
4. _____ can prevent accidents and save your life.
 - a. Calling a parent or guardian
 - b. Thinking
 - c. Panicking
 - d. Reacting
5. What number is best to call in response to an emergency?
 - a. 1411
 - b. 0 (for the Operator)
 - c. 911
 - d. None of the above
6. What does the abbreviation CPR stand for?
 - a. Cardiac Pressure Revival
 - b. Cardiopulmonary Revival
 - c. Cardiopulmonary Retrieval
 - d. Cardiopulmonary Resuscitation

7. True or False: It is important to learn how to help a choking victim.
8. Yes or No: It is ok to put small objects into your mouth as long as you don't swallow them.
9. Which of the following is NOT listed in the article as one of the environments of a school that can have a great impact on a person's ability to learn, teach, or work?
 - a. Cultural
 - b. Outdoor
 - c. Social
 - d. Physical
10. How often does the survey indicate students should have PE class?
 - a. Every other day
 - b. Once a week
 - c. Every day
 - d. Not given

Unit 8 Test – Answer Key

1. True or **False**: Accidents can happen, and many of them cannot be prevented. **False**
2. List four (4) of the ten most common accidents listed in the article.
 - **Biking Accidents**
 - **Sports Injuries**
 - **Burns**
 - **Choking**
 - **Falls**
 - **Insect Bites**
 - **Eye Injuries**
 - **Poisoning**
 - **Drowning**
 - **Car Accidents**
3. To prevent an accident, it is important to wear a _____ when biking, skating, or playing certain sports.

c

 - a. Knee brace
 - b. Uniform
 - c. Helmet**
 - d. Jacket
4. _____ can prevent accidents and save your life.

b

 - a. Calling a parent or guardian
 - b. Thinking**
 - c. Panicking
 - d. Reacting
5. What number is best to call in response to an emergency?

c

 - a. 1411
 - b. 0 (for the Operator)
 - c. 911**
 - d. None of the above
6. What does the abbreviation CPR stand for?

d

 - a. Cardiac Pressure Revival
 - b. Cardiopulmonary Revival
 - c. Cardiopulmonary Retrieval
 - d. Cardiopulmonary Resuscitation**

7. **True** or False: It is important to learn how to help a choking victim. **True**

8. Yes or **No**: It is ok to put small objects into your mouth as long as you don't swallow them. **No**

9. Which of the following is NOT listed in the article as one of the environments of a school that can have a great impact on a person's ability to learn, teach, or work?

b

- a. Cultural
- b. Outdoor**
- c. Social
- d. Physical

10. How often does the survey indicate students should have PE class?

c

- a. Every other day
- b. Once a week
- c. Every day**
- d. Not given