

East Penn School District

Curriculum for

Health Grades 1-5

Course(s): Health	Grades: K-5
Department: Health/Wellness/Fitness	Length of Period (average minutes): 40
Lessons: 6 lessons per year per grade level	Type of offering: required
Credit: N/A	

Developed by:

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Grade 1						
Big Idea 10.1	Standard Statement	Essential Questions	Content	Skills	Assessments Options	Learning Activities
Health concepts are essential for wellness and a health-enhancing lifestyle.	10.1.3.D Know age appropriate drug information.	<p>What is a drug? A substance that, when put in the body, changes the way it works. A Substance that changes the way you think, act, and feel.</p> <p>How do drugs affect your body? Change your heart rate, change your breathing, make you well, stop pain.</p> <p>What are some types of medicine? Prescription medicine and Over-the counter medicines</p> <p>What is medicine? Substances from the doctor or the store that make you feel better.</p> <p>How can medicine help you? Help sick people get well Make you feel better</p> <p>Who should give you medicine? Parents, nurses, doctors, caregivers</p> <p>What is safety with medicines? Don't take it by yourself Don't take too much – correct dosage Don't take it from someone you don't know.</p>		Identify what is a drug and how it affects the body. Recognize the difference between safe and unsafe substances.	Summative Poisonous or Safe	May include and not limited to the following activities: Teacher observation Class discussion Class discussion with media Videos Medicine is not Candy book Large and Small group activities Individual worksheets
Big Idea 10.2	Standard Statement	Essential Questions	Content	Skills	Assessments Options	Learning Activities
Community well-being is dependent upon a balance of personal and social responsibility.	10.2.3B Identify health-related information. • signs and symbols • terminology	<p>What are some signs you might see on household products that keep us safe? Poison Control Center Symbol (Poison help) caution = red circle with line through it, skull and cross bones.</p>		<ul style="list-style-type: none"> Identify signs and symbols that keep you safe from poisons and other hazards. 	Summative Poisonous or Safe	May include and not limited to the following activities: Class discussion

	<ul style="list-style-type: none"> • products and services 					Class discussion with media Videos Large and Small group activities Individual worksheets
Big Idea 10.3	Standard Statement	Essential Questions	Content	Skills	Assessments Options	Learning Activities
Safetyimpacts individualand community well-being.	10.3.3A Recognize safe/unsafe practices in the home, school and community. <ul style="list-style-type: none"> • general (e.g., electrical, animals) • modes of transportation (e.g., pedestrian, bicycle, vehicular) 	<p><u>Electrical Safety</u></p> <p>Where do we find electricity in our house? Lights, outlets, computers, etc.</p> <p>What are some electrical safety/prevention rules? Never put rugs on tops of electrical cords, do not overload electrical outlets, check electrical cords, never put anything into and outlet but a plug, etc. Keep electrical devices away from water in kitchen/bathroom (ex: hair dryer).</p> <p>What are some outdoor electrical safety rules? Stay away from downed wires, electrical wires. During thunderstorms move inside and stay away from swimming pools/bodies of water.</p> <p><u>Pedestrian Safety</u></p> <p>What is a pedestrian? A walker or runner.</p>		Recognize good choices and actions (safe practices) in the home, school, community and physical activity settings.	Safe and un safe situations	May include and not limited to the following activities: Class discussion Group interactive activity Individual worksheets and activities Role play activities Hall of Fame video Smoke alarm safety video If you feel danger video Bike Safety video

		<p>What rules do pedestrians need to follow? Always walk on sidewalks/paths. Cross at street corners. Use traffic signals. Look left-right-left when crossing. Make eye contact with drivers.</p> <p><u>Bike Safety</u> What equipment should you wear while riding a bike? Wear a helmet and shoes with closed toes. Ride a bike with reflectors on a frame, wheels, and pedals.</p> <p>Other Activities that require safety equipment? Hockey, football, soccer, baseball, in-line skating, etc.</p> <p>What is important to check on your bike each time you ride? A-air B-brakes C-chains General Check</p> <p>What Rules of the road should you know before riding? Single file, knowledge of street signs, hand signals, traffic rules.</p> <p><u>Animal Safety</u> What is a safe way to approach a dog? Ask permission of the owner Move slowly and quietly. Do not touch face, pet behind ears or on back.</p> <p>What do you do if a stray dog approaches?</p>				<p>You Tube— Walk Smart video</p>
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		<p>Stand still, do not stare in eyes, look at tail, face animal.</p> <p>What are signs that an animal is unfriendly? Growling, showing teeth, hair raised, ears back, barking</p> <p>What are safe games to play with your pet? Fetch Unsafe games: tug of war, chasing games, keep away.</p> <p>What are some rules of being a responsible pet owner? Leash your dog while walking outside of fenced in areas. Collar with tags for identification. Free roaming in fenced in area.</p> <p>How do you approach and injured animal? Get an adult</p>				
<p>Safetyimpacts individualand community well-being.</p>	<p>10.3.3B Recognize emergency situations and explain appropriate responses.</p> <ul style="list-style-type: none"> • importance of remaining calm • how to call for help • simple assistance procedures • how to protect self 	<p>What is an emergency? When someone becomes injured or becomes ill suddenly.</p> <p>How would you get help? Find an adult or call 911.</p>		<ul style="list-style-type: none"> ● Recognize emergency situations in our lives. ● Identify appropriate responses to emergency situations. 	<p>Safe and un safe situations</p>	<p>May include and not limited to the following activities:</p> <p>Class discussion Class discussion with media Videos Large and Small group activities Individual worksheets Know your emergency</p>

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Materials and Resources:

www.chop.edu/service/poison

www.kidshealth.org

www.poisoncontrol.org/kids/games

www.stayingalive.com

www.electrickids.com

www.mysafehome.org

www.sparky.org

www.saferoutes.pa.org/bicycles

www.nhtsa.gov

www.kidsafensw.org

www.getstreetsmarts.org

www.safekids.org

www.dangerrangers.com/kids_safety_topic.php?id=1

<http://www.state.nj.us/911/kids/book/911book.pdf>

www.unitedstreaming.com

Grade 2						
Big Idea 10.1	Standard Statement	Essential Questions	Content	Skills	Assessments Options	Learning Activities
Health concepts are essential for wellness and a health-enhancing lifestyle.	10.1.3C Explain the role of the MyPlate in helping people eat a healthy diet.	<p>What is a food group? Foods that are alike</p> <p>What are the food groups? Milk, Grains, Vegetables, Fruits, Protein</p> <p>Why do we need to eat a variety of foods? Foods from one food group don't provide everything the body needs for balance, nutrition, energy, vitamins, growing</p> <p>How does the MyPlate help someone choose a healthy diet? Shows the types and amounts of healthy foods for a health daily diet. The five colors in the plate represent the five food groups to which nutrient dense foods belong.</p>		Identify the food groups and what foods are included within each.	Food Groups	May include and not limited to the following activities: Class discussion Class discussion with media Videos Large and Small group activities Individual worksheets

<p>Health concepts are essential for wellness and a health-enhancing lifestyle.</p>	<p>10.1.3E Identify types and causes of common health problems of children.</p> <ul style="list-style-type: none"> • Infectious diseases (e.g. cold, flu, chickenpox) • germs 	<p>What does infectious or contagious mean? When germs are spread from one person to another. What is a germ? Tiny organisms that can cause disease. How do germs play a role in the spread of infectious disease? If we have the infectious germs, we can give them to others by touching them, coughing or sneezing near them, etc. What are some ways to prevent the spread of germs? Wash hands prior to handling food, sneeze into your elbow, hand sanitizer etc.</p>		<p>Show how good nutrition, heredity, environment and healthy decisions can impact the way our body systems function.</p>	<p>Personal health</p>	<p>May include and not limited to the following activities:</p> <p>Class discussion Class discussion with media Videos Large and Small group activities Individual worksheets</p>
<p>Big Idea 10.2</p>	<p>Standard Statement</p>	<p>Essential Questions</p>	<p>Content</p>	<p>Skills</p>	<p>Assessments Options</p>	<p>Learning Activities</p>
<p>Community well-being is dependent upon a balance of personal and social responsibility.</p>	<p>10.2.3A Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.</p>	<p>How can your personal health practices protect you from disease? Good personal health practices keep you from getting germs and spreading them. Some examples are: sneezing into your elbow or a tissue; always washing your</p>		<p>Identify trusted community members who can provide valid safety and health information as well as health services and products.</p>	<p>Personal Health</p>	<p>May include and not limited to the following activities:</p> <p>Class discussion Class discussion with media Videos</p>

		<p>hands with warm soapy water before you eat; seeing a doctor if you are sick.</p> <p>What influences your personal health? Doctor visits, Immunizations, Dentist visits, nutrition, rest, exercise</p> <p>How do the community helpers in your neighborhood help you stay safe? They protect our communities by watching over them; they respond to emergencies and get us first aid care; they teach us how to keep safe.</p> <p>How do the community helpers in your neighborhood help prevent the spread of disease? They promote immunizations and treatment of illnesses/diseases.</p>				<p>Large and Small group activities Individual worksheets</p>
<p>Community well-being is dependent upon a balance of personal and social responsibility.</p>	<p>10.2.3C Identify media sources that influence health and safety.</p>	<p>What is media? A source where one can get information.</p> <p>What types of media are there? TV and movies, video games, music, internet, and print.</p> <p>How can the media affect your health in a positive manner?</p>		<p>Describe media sources that influence health and safety</p>	<p>Food groups</p>	<p>May include and not limited to the following activities:</p> <p>Class discussion Class discussion with media Videos Large and Small group activities Individual worksheets</p>

		<p>Correct information, wide variety, updated.</p> <p>How can the media affect your health in a negative manner?</p> <p>False information, concerned about selling a product instead of providing correct info.</p> <p>What is a food ad?</p> <p>A picture, song, or words that try to get you to buy a food. Food ads tell you about a food. But many food ads do not tell you everything you need to know like fat and salt content. The food may or may not be healthful.</p>				
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Materials and Resources

www.kidshealth.org

www.safekids.org

www.fda.gov

www.cdc.gov

www.unitedstreaming.com

www.myplate.gov

Grade 3						
Big Idea 10.1	Standard Statement	Essential Questions	Content	Skills	Assessments Options	Learning Activities
Health concepts are essential for wellness and a health-enhancing lifestyle.	10.1.3.A Identify and describe the stages of growth and development.	<p>What are the characteristics of infancy? Birth to 1 year. Completely dependent on others to meet needs</p> <p>What are the characteristics of a child? Ages 1-11. Develop ability to do tasks independently, mobile, communicates, develop social skills and self-esteem</p>		Describe how identifying and managing our emotions can impact personal well-being and relationships with others through the lifespan.	Systems Packet	May include and not limited to the following activities: Class discussion Class discussion with media Videos
		<p>What are the characteristics of an adolescent? Ages 12-18. Physical (puberty), mental, and emotional, and social changes.</p> <p>What are the characteristics of an adult? Ages 19-60. Work, marriage, family</p> <p>What are the characteristics of an older adult? Ages 61 to death. Retirement, volunteer work.</p>				Large and Small group activities Individual worksheets

<p>Health concepts are essential for wellness and a health-enhancing lifestyle.</p>	<p>10.1.3B Identify and know the location and function of the major body organs and systems.</p> <ul style="list-style-type: none"> ● Circulatory ● Respiratory ● Muscular ● Skeletal ● digestive 	<p>What organs are associated with each system? <i>Circulatory</i> – Heart – Where are they located? Center of the chest leaning to left. Function- carries oxygen and nutrients in the blood through the body. <i>Respiratory</i> – Lungs – Where are they located? In two openings on each side of the heart and behind the ribcage. Function – processes oxygen so it can be used by the body to make energy. <i>Muscular</i> – 600+ muscles – Where are they located? – All throughout the body ie. bicep-located between shoulder and elbow in front of arm. Function – allows our bodies to move. <i>Skeletal</i> – Bones – 206 bones Where are they located? – All throughout the body i.e. femur-located in upper leg. Function – Gives us structure and protects internal organs.</p>		<p>Recognize the major body organs and systems and their functions.</p>	<p>Systems packet</p>	<p>May include and not limited to the following activities:</p> <p>Class discussion Class discussion with media Videos Large and Small group activities Individual worksheets</p>
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		<i>Digestive</i> – Stomach – Where are they located? Below the ribs in the front, middle of body. Function – processes food so it can be used by the body.				
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Materials and Resources

- www.unitedstreaming.com
- www.pbs.org
- www.kidshealth.org

Grade 4	Standard Statement	Essential Questions	Content	Skills	Assessments Options	Learning Activities
<p>Big Idea 10.1</p> <p>Health concepts are essential for wellness and health-enhancing lifestyle.</p>	<p>10.1.6C Analyze nutritional concepts that impact health.</p>	<p>What are calories? Calories are units of energy in food. It comes from fats, proteins and carbohydrates.</p>		<p>Recognize nutritional concepts that impact health.</p>	<p>Nutrition education</p>	<p>May include and not limited to the following activities: Class discussion</p>
	<ul style="list-style-type: none"> ● Calorie content of food ● Relationship between food intake and physical activity(energy output) ● Nutrient requirements ● Label reading ● Healthful food selection 	<p>What is the relationship between food intake and physical activity? Calories in foods provide the energy for physical activity.</p> <p>What are the 6 nutrients found in food and drinks? Proteins, carbohydrates, fats, minerals, vitamins, water</p> <p>What is a food label? Food labels describe nutritional contents of food within the container.</p> <p>What is healthful food selection? Choosing foods that are low in fat (especially saturated fat), low in added sugar, and low in salt.</p> <p>How does advertising effect food choices? Advertisements are designed to inform, influence and sell.</p>				<p>Class discussion with media Videos Large and Small group activities Individual worksheets</p>

<p>Health concepts are essential for wellness and a health-enhancing lifestyle.</p>	<p>10.1.6.D Explain factors that influence childhood and adolescent drug use.</p> <ul style="list-style-type: none"> ● Peer influence ● Body image ● Social acceptance ● Stress ● Media influence ● Decision-making refusal skills 	<p>What is peer influence? Peer influence is pressure put on you from people your own age.</p> <p>What is social acceptance? Social acceptance is “fitting in” or being part of the crowd.</p> <p>What is the danger of peer influence? You might feel pressured into doing something that you know is not safe or legal.</p> <p>What is stress? The body’s reaction to a change that requires a physical, mental or emotional adjustment to a situation.</p> <p>What is Media influence? How television, magazine, internet, etc. help you form opinions on health related topics. What are consequences? Consequences are results of decision that you make. They can affect the individual, family, friends and others.</p>		<p>Clarify the relationships among stress, peer pressure, nutritional factors and personal choices such as avoiding risky use of drugs, with well-functioning body systems and disease prevention.</p>	<p>Drug Education</p>	<p>May include and not limited to the following activities:</p> <p>Class discussion Class discussion with media Videos Large and Small group activities Individual worksheets</p>
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<p>Health concepts are essential for wellness and a health-enhancing lifestyle.</p>	<p>10.1.6E Identify health problems that can occur throughout life and describe ways to prevent them.</p>	<p>What are health problems related to lifestyle choices that people make? Heart attack, lung disease, obesity, anorexia, diabetes and skin cancer.</p> <p>What are preventative measures that can be taken to prevent health problems? Know the signs and symptoms, exercise regularly, choose a healthy diet, maintain a healthy weight, learn to cope with stress.</p>		<ul style="list-style-type: none"> Recognize the lifestyle choices that effect a person’s health. Identify health problems and ways to prevent them 	<p>Health problems and prevention</p>	<p>May include and not limited to the following activities:</p> <p>Class discussion Class discussion with media Videos Large and Small group activities Individual worksheets</p>
<p>Big Idea 10.2</p>	<p>Standard Statement</p>	<p>Essential Questions</p>	<p>Content</p>	<p>Skills</p>	<p>Assessments Options</p>	<p>Learning Activities</p>
<p>Community well-being is dependent upon a balance of personal and social responsibility.</p>	<p>10.2.6B Explain the relationship between health-related information and consumer choices.</p>	<p>What is a healthy diet? One that helps maintain or improve health. Involves consuming appropriate amounts of all nutrients, and an adequate amount of water. Nutrients can be obtained from</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Identify the relationships between health related information and consumer choices. 	<p>Health problems and prevention</p>	<p>May include and not limited to the following activities:</p>

	<ul style="list-style-type: none"> • dietary guidelines/food selection • sun exposure guidelines/sunscreen selection 	<p>What are the dietary guidelines? Make smart choices from every food group, Find balance between food and physical activity, Get the most nutrition out of calories, Stay within daily calorie needs.</p> <p>What are ways to protect yourself in the sun? Wear sunscreen, Drink water; stay hydrated, Take frequent breaks from sun by going indoors or moving into the shade, Wear sunglasses and hats</p> <p>What are the sun exposure guidelines? Stay out of the sun when it is strongest (between 10 a.m. and 4 p.m.), Use sunscreen with an SPF of 30 or higher, Wear protective clothing, Wear wraparound sunglasses that provide 100 percent UV ray protection, Avoid sunlamps and tanning beds</p>		<ul style="list-style-type: none"> • Explain how health related guidelines should influence our choices and behavior. 		Class discussion Class discussion with media Videos Large and Small group activities Individual worksheets
Community well-being is dependent upon a balance of personal and social responsibility.	10.2.6C Explain the media’s effect on health and safety issues.	<p>What are advertisements and commercials? Forms of media that send information to people, Ads are printed materials. Commercials are on TV and radios.</p>		Recognize the media’s effect on health and safety issues	Nutrition education Drug education	May include and not limited to the following activities: Class discussion Class discussion with media

		<p>How does the media influence our choices in health and safety products? They make us believe we have to buy the product.</p> <p>Why is it important to always keep in mind who made the ad? It reminds you that all the good things being said about the product come from the company who made the product. They will benefit from you buying it.</p> <p>What are some questions you can ask to help make responsible decisions about products? Who made the ad? What is the ad trying to make you do? How does the ad appeal to me? Is the ad encouraging me to do something responsible? Did the ad leave out any facts?</p>				<p>Videos Large and Small group activities Individual worksheets</p>
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Materials and Resources

www.pbs.org

www.unitedstreaming.com

www.fda.gov

www.kidshealth.org

www.choosemyplate.gov

Grade 5	Standard Statement	Essential Questions	Content	Skills	Assessment Options	Learning Activities
<p>Big Idea 10.1</p> <p>Health concepts are essential for wellness and a health-enhancing lifestyle.</p>	<p>10.1.6.A Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.</p>	<p>What are some growth and development changes that occur between childhood and adolescence? Body growth, more coordination, more mature logical thinking, better social skills, more independence from the family, loss of baby teeth, etc.</p> <p>What is puberty? Puberty is a term used to describe the time in life when the body begins to develop certain characteristics.</p> <p>What characteristics can be expected as the human body enters puberty (physical, mental/emotional, social)? Physical: Menstrual cycle, acne, deepening of the voice, body hair, increased perspiration. Mental: More independent thoughts, emotional, mood swings, ideas, responsibility, skill development, changes in interests, emotional management</p>		<ul style="list-style-type: none"> Recognize the developmental changes that occur between childhood and adolescence. Describe the factors that influence growth and development changes. 	<p>Puberty/ body changes</p>	<p>May include and not limited to the following activities:</p> <p>Class discussion Class discussion with media Videos Large and Small group activities Individual worksheets</p> <p>Videos – Growing up for boys, Growing up for girls, We’re Growing Up</p> <p>Growing Up Boys/Girls True/False Worksheets</p> <p>Stages of Development Collage and Post It Note Discussion</p>

		<p>Social: Peer pressure, independence, interests in varied activities, more or less time with family and friends</p> <p>What causes the process of puberty? The endocrine system releases hormones that initiate the process of puberty.</p> <p>What are the physical changes that occur in males at puberty? Increased hormones, Muscular development, Body hair, Pubic hair, Increased perspiration, Acne, Deepening of voice, Enlargement of external genitals</p> <p>What are the physical changes that occur in females at puberty? Increased hormones, Pubic hair, Underarm hair, Widening of hips, Increased perspiration, Acne Start of menstrual cycle, Breast development, Increased body fat, Enlargement of external genitals.</p> <p>What are the mental/emotional changes that occur in both females and males during puberty?</p>				
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		<p>Development of abstract thought, Development of independent thoughts and ideas, Increase interest in sexual development, Powerful emotions, Mood swings</p> <p>What are the social changes that occur in both females and males during puberty?</p> <p>Increased focus and importance on friendships, Start becoming independent from parents</p>				
<p>Health concepts are essential for wellness and a health-enhancing lifestyle.</p>	<p>10.1.6B Identify and describe the structure and function of the major body systems.</p>	<p>What is the reproductive system? The system responsible for creating off-spring.</p> <p>What are the major organs in the male and female reproductive system? Ovaries, uterus, fallopian tubes, vagina, penis, testicles, sperm duct, urethra.</p>		<p>Recognize the major organs and their function of the reproductive system.</p>	<p>Puberty/ body changes</p>	<p>May include and not limited to the following activities:</p> <p>Class discussion Class discussion with media Videos Large and Small group activities Individual worksheets</p> <p>Videos – Growing up for boys, Growing up for girls, We’re Growing Up</p> <p>Growing Up Boys/Girls True/False Worksheets</p>
Big Idea 10.2	Standard Statement	Essential Questions	Content	Skills	Assessments Options	Learning Activities

<p>Community well-being is dependent upon a balance of personal and social responsibility.</p>	<p>10.2.6E Analyze environmental factors that impact health.</p> <ul style="list-style-type: none"> • indoor air quality (e.g., secondhand smoke, allergens) • chemicals, metals, gases (e.g. carbon monoxide) • natural disasters 	<p>What is secondhand smoke? Secondhand smoke is when someone other than the person smoking inhales the smoke coming off of the cigarette or exhaled by the smoker.</p> <p>What are the dangers associated with carbon monoxide? Headache, vomiting, dizziness, death.</p> <p>How do we avoid the dangers associated with carbon monoxide poisoning? Do not run cars or generators with garage doors closed, have a carbon monoxide detector in your house.</p> <p>What is an allergen? A substance that causes an allergy or allergic reaction.</p> <p>What are some common allergens? Grass, pollen, milk, peanuts, other food, bees, etc.</p> <p>What are some preventative measures that can be taken to prevent poisoning in the home? Lock cabinets, store items up high, throw away old medicines/cleaning supplies, keep out of the reach of small children, etc.</p>		<p>Identify factors that positively and negatively impact both our health and environment.</p>	<p>Scenario (multiple choice)</p>	<p>May include and not limited to the following activities:</p> <p>Class discussion Class discussion with media Videos Large and Small group activities Individual worksheets</p> <p>Class Discussion of Secondhand Smoke/Carbon Monoxide</p> <p>Secondhand Smoke Worksheet</p> <p>PowerPoint of Common Allergies</p> <p>Video of Food Allergies</p> <p>Food Allergy Worksheet</p> <p>Natural Disasters PowerPoint with pictures and procedures</p>
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		<p>What is an example of a natural disaster? Hurricane, tornado, thunderstorm, blizzard, flooding.</p>				
Big Idea 10.3	Standard Statement	Essential Questions	Content	Skills	Assessments Options	Learning Activities
Safety impacts individual and community well-being.	<p>10.3.6A Explain and apply safe practices in the home, school and community. • emergencies (e.g., fire, natural disasters)</p>	<p>What is an Emergency? When someone needs help due to sudden illness, injury, accident, criminal activity, fire or weather. What are some safe practices that can be used during emergencies at home, at school and in the community? Stop-drop and roll, Escape/exit plan, Stay away from windows and doors, Stay away from downed wires, Call 911 or security</p>		Demonstrate how to use good choices and actions (safe practices) in the home, school and community.	Scenario (multiple choice)	<p>May include and not limited to the following activities:</p> <p>Class discussion Class discussion with media Videos Large and Small group activities Individual worksheets</p>
Safety impacts individual and community well-being.	<p>10.3.6 B Know and apply appropriate emergency responses. • Basic first aid • Heimlich maneuver • Universal precautions</p>	<p>What are situations that would require first aid responses? Nosebleed, choking, poisoning, sprains/strains, electrical shock, falls, bleeding. How do you respond to emergency situations? Check, Call, Care (general and specific care) What are universal precautions? Wear gloves, how to take gloves off</p>		Recognize emergency situations and identify appropriate responses to emergencies.	Scenario (multiple choice)	<p>May include and not limited to the following activities:</p> <p>Class discussion Class discussion with media Videos Large and Small group activities Individual worksheets</p>

Materials and Resources

www.cdc.gov

www.kidshealth.org

www.redcross.org

www.unitedstreaming.com

www.pbs.org