

Middle-level CTE Learning Experience Title: Personal First Aid Kits Educator: Phillip Helmer, Zak Messenger-Harris; M-O BOCES Length of Lesson: 6 days (40 minute periods) Grade Level: 7,8	CTE Area: Trade and Technical Education CTE Theme: Problem Solving CTE Content: Safety in Trade and Technical Fields Date Created: June 25, 2019
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PLANNING	
Curriculum Goal	Students work in pairs to identify the most common injuries for a specific trade area; pairs share their lists. As a class, students will brainstorm a set of items that could be kept in a first aid kit that would help workers respond immediately to common trade-specific injuries. Students collect needed items and create personal first aid kits to keep at their workstation, desk, or locker.
Essential Question(s)	What knowledge and skills are necessary to demonstrate introductory understanding of the application of problem-solving processes and the acquisition, evaluation, and application of the products of research for informed decision making? What knowledge and skills are necessary to demonstrate appropriate and consistent use of policies, equipment, and techniques that foster workplace safety in trade and technical careers?
National Standards	Common Career Technical Core Standards https://www.careertech.org/career-ready-practices Career Ready Practices <ol style="list-style-type: none"> 1. Act as a responsible and contributing citizen and employee 2. Apply appropriate and academic and technical skills 4. Communicate clearly and effectively and with reason 5. Consider environmental, social, and economic impacts of decisions 6. Demonstrate creativity and innovation 7. Employ valid and reliable research strategies 8. Utilize critical thinking to make sense of problems and persevere in solving them 11. Use technology to enhance productivity 12. Work productively in teams while using cultural global competence USDOE Employability Skills http://cte.ed.gov/employability-skills/ Applied Knowledge: Applied Academic Skills, Critical Thinking Skills The thoughtful integration of academic knowledge and technical skills put to practical use Effective Relationships: Interpersonal Skills, Personal Qualities The skills that enable individuals to interact effectively with clients, coworkers, and supervisors Workplace Skills: Resource Management, Information Use, Communication Skills, Systems Thinking, Technology Use The skills employees need to successfully perform work tasks

<p>NYS Standards</p>	<p>New York State Career Development and Occupational Studies (CDOS) Standards Intermediate Level http://www.p12.nysed.gov/cte/</p> <p>Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings</p> <p>Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace</p>	
<p>Learning Objectives</p>	<p>Problem Solving and Innovation 2. Design Process (Proactive) Students will</p> <ul style="list-style-type: none"> a) Implement a formal design process to solve a given problem by <ul style="list-style-type: none"> a. Defining the problem being addressed b. Defining criteria that must be met through the finished design c. Defining constraints that must be adhered to d. Brainstorming and examining possible solutions e. Selecting the best solution for evaluation f. Developing and constructing a prototype or model of the selected design g. Evaluating their use of the design process and how it impacted their final solutions b) Demonstrate personal development of design skills through practice of these skills in a variety of classroom applications <p>Safety in the Trade and Technical Fields 1. Safety in the Workplace Students will</p> <ul style="list-style-type: none"> a) Tell how safety procedures protect workers in trade careers b) Identify common safety hazards in specific trade areas c) Understand and utilize trade-specific safety vocabulary d) Investigate school, community, state, and federal guidelines for workplace safety e) Gain knowledge of the purpose and application of items in a first aid kit f) Apply Universal Precautions for every exposure incident g) Communicate safety concerns to appropriate leaders in classroom and workplace situations 	
<p>Vocabulary</p>	<p>Academic Venn diagram, Infographic, Intersection, Consensus, Procedure, Scenario</p>	<p>Content Injury, First Aid, Workplace Safety, OSHA</p>

<p>Materials and Resources</p>	<p>First Aid Kit containers and supplies, computer, health care professional as guest speaker, Venn diagrams and other supporting graphic organizers, stopwatch Workplace Injuries Infographic: https://www.nsc.org/work-safety/tools-resources/infographics/workplace-injuries OSHA Job Site Hazard Videos: https://www.osha.gov/video/ Contents of a “good” first aid kit: https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/first-aid-kits First Aid Kit Video: https://www.youtube.com/watch?v=tH_X3oxl03E</p>		
<p>INSTRUCTION</p>	<p>What will the teacher do?</p>	<p>What will the students do?</p>	<p>How much time for each activity?</p>
<p>Pre-assessment</p>	<p>Teacher asks students to bring in a pocket-sized, waterproof, easily transportable, self-closing, impact-resistant, non-glass container. Do not tell students that this container will be used to hold supplies for a personal first aid kit.</p>	<p>Bring in containers by the due date</p>	<p>15 min</p>
<p>Do-now/Hook</p>	<p>Day 1- Teacher runs a stopwatch for 35 seconds. Teacher provides students with an infographic showing workplace safety/injury statistics. Workplace Injuries Infographic: https://www.nsc.org/work-safety/tools-resources/infographics/workplace-injuries Teacher asks how many people were injured in the 35 second interval Teacher provides a worksheet with questions regarding workplace safety. Review the worksheet as a class.</p>	<p>Day 1- Students guess how many people were injured on the job in the 35 second interval. Students refer to infographic to find out how many workers were injured in the 35 second interval Students use the infographic to answer the questions and review their responses in a class discussion</p>	<p>40 min total 5min 35 min</p>

Procedure for Instruction/ Learning Activities	<p>Day 2- Teacher provides links to workplace safety information, that is searchable by trade areas: OSHA Job Site Hazard Videos: https://www.osha.gov/video/</p> <p>Teacher provides students with a blank Venn diagram graphic organizer.</p>	<p>Day 2- Students work in small groups to identify common injuries for workers in a particular trade area (construction, transportation, manufacturing, visual arts and communication, human and public services, and information technology) Students complete a Venn diagram. Each circle represents one trade area. Injuries common to all trade areas will be placed where the circles intersect.</p>	<p>40 min total 30 min</p>
	<p>Teacher leads a class review of the information that should be in each section of the Venn diagram, based in the workplace safety information site</p>	<p>Students participate in the class review of the Venn diagram and correct their diagrams as needed</p>	<p>10 min</p>
	<p>Day 3- Invite a health professional (school nurse, EMT, etc.) as a guest speaker to talk about what is first aid and basic first aid needs in the workplace.</p>	<p>Day 3 - Students make a list of items needed for basic first aid, based on the guest speaker's presentation.</p>	<p>40 min</p>
	<p>Day 4- Teacher asks students: What would you put in a first aid kit so you are prepared to treat the injuries found in the intersection on the Venn diagram.</p>	<p>Day 4- Students work in small groups to decide what they will place in their personal first aid kits. Share their decisions with the class.</p>	<p>40 min total 25min</p>
	<p>Teacher shows You-Tube video- make own first aid kit: First Aid Kit Video: https://www.youtube.com/watch?v=tH_X3oxl03E</p>	<p>Watch the You-Tube Students come to consensus about what must be placed in their kits</p>	<p>5min 10min</p>
<p>Day 5- Teacher sets the conditions for the</p>	<p>Day 5- Students begin to create first aid kits, following</p>	<p>40min</p>	

	<p>creation of the personal first aid kits: All supplies and reminder card must fit into the container the student brought in. What adjustments can be made to make supplies and card fit into the container (ex. roll band-aids, cut cotton swabs in half, etc.)?</p> <p>Teacher provides some supplies for First Aid Kits: Contents of a “good” first aid kit: https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/first-aid-kits</p> <p>Teacher reviews injury procedures for the classroom and hands out small reminder cards to the class: What is first aid? What is the role of the first aid responder? What is the first aid procedure for this class?</p> <p>Day 6- Teachers arrange students in small groups. Each group will develop a trade area workplace injury scenario for which their personal first aid kits might be useful.</p> <p>Teacher provides exit ticket assessment question: Why is it important for workers in the trade areas to understand basic first aid?</p>	<p>the conditions, using the container they brought in.</p> <p>Students place reminder cards in their boxes.</p> <p>Day 6- Small groups work together to create trade area workplace injury scenarios for which their personal first aid kits might be useful.</p> <p>Groups present their scenarios and classmates tell how they would use items from their first aid kits to treat the injury.</p> <p>Students complete the exit ticket assessment</p>	<p>40min 15min 20min 5min</p>
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Differentiation	Students will be grouped by their abilities and interests. Teacher will provide scaffolded support where needed. Students who have physical disabilities will be accommodated for. Students who are meeting all of the expectations will be challenged to go above and beyond.
Closure	Small groups create an injury scenario. Groups present their scenarios; classmates tell how they would use items from their first aid kits to treat the injury. Exit Ticket Assessment Question
ASSESSMENT	
College, Career, and Life Readiness Skills	See below Based on Middle-level Life/Career Rubrics available at https://nyctecenter.org/middle-level-life-career-rubric-database/rubrics

Performance Measure	Exemplary	Proficient	Developing	Beginning
Listens and Cooperates With Team Members	Consistently listens to others and their ideas; helps the team reach its full potential.	Listens to others'™ points of view and makes a definite effort to understand their ideas.	Sometimes listens to others, but often assumes others'™ ideas will not work. Tries to work well with the team.	Does not listen to group'™s opinions and ideas; wants things done own way.
Reads and Interprets Workplace Documents	Reads, interprets, and applies workplace documents correctly and with ease (e.g., instructional manuals, work orders, invoices, memorandums).	Reads, interprets, and applies workplace documents (e.g., instructional manuals, work orders, invoices, memorandums).	Reads but misinterprets and misapplies workplace documents (e.g., instructional manuals, work orders, invoices, memorandums).	Incorrectly reads, interprets, and applies workplace documents (e.g., instructional manuals, work orders, invoices, memorandums).
Uses Technology to Locate and Evaluate Information	Effectively and consistently uses multiple technology tools to collect, organize, evaluate, and/or communicate information.	Uses technology effectively as a tool to collect, organize, evaluate, and/or communicate information.	Uses popular technology tools to collect and/or communicate information.	Attempts to use technology to collect and/or communicate information are ineffective.
Practices Workplace Safety	Consistently selects and safely uses technological resources (e.g., equipment, machines, tools, electronics) to accomplish work efficiently and productively.	Selects and safely uses technological resources (e.g., equipment, machines, tools, electronics) to accomplish work productively.	Requires reminders to select and safely use technological resources (e.g., equipment, machines, tools, electronics) to accomplish work.	Often disregards safety standards and instructor and manufacturer guidelines.
Analyzes Critical Information	Thoroughly evaluates the reliability of the source and the information researched	Thoroughly evaluates information researched using internal and external	Evaluates information researched but not thoroughly.	Does not evaluate information.

	using internal and external validation.	validation.		
Demonstrates Originality and Inventiveness	Consistently demonstrates creativity in new situations.	Demonstrates creativity in many new situations.	Demonstrates creativity but does not always understand how to express it.	Does not demonstrate creativity.