



## SAFETY AND FIRST AID “S.A.F.E. Team” Fourth Grade

- **The MORE HEALTH website is equipped with a classroom TEACHER section.** Here you will find pre- and post-visit activities, vocabulary words, and in many cases pre- and post-visit videos.
- **Visit [morehealthinc.org](https://www.morehealthinc.org) – <https://www.morehealthinc.org/teachers/>**
- **Password: resources**

### Pre-Visit Activities

- Review the enclosed vocabulary. Students do not need to have a working knowledge of the words, but rather a working familiarity.
- Distribute A.C.T. mini posters to students. A great deal of information and new vocabulary are included on this sheet. Reviewing with your students prior to the presentation will prepare them for the presentation.

### Suggested Post-Visit Activities

- A Word Search reinforcing the First Aid skills is enclosed for each student.
- The parent letter provided will let parents know what their child learned in today’s lesson and how these Safety and First Aid skills may be reinforced at home. MORE HEALTH seeks parental involvement with our program through these activities.
- Have the school nurse or physical education teacher talk to your class about the different injuries that can occur on school property during the day.
- Have students research injuries and accidents suffered by school-aged children. Students could create a graph to compare and contrast the types of injuries (i.e., most common verses least common) or they can write a report on ways to reduce the number of common injuries.
- Read to your students one or more of the attached stories taken from Now I Know Better by Children’s Hospital at Yale-New Haven 1996. Have students write letters of their own beginning with “Now I Know Better...” about an accident in their lives. Did these accidents change their lives? Can accidents have long- term effects? Presenting their stories orally will help strengthen their presentation skills.

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### Vocabulary

- **accident<sub>n</sub>** an unplanned and undesirable event usually resulting in harm, injury, damage or loss
- **assess<sub>v</sub>** to find out the importance, size, or value of
- **burn<sub>n</sub>** damage to the body’s tissues caused by extreme heat, chemicals, electricity, sunlight, or radiation
- **choking<sub>v</sub>** inability to breathe because the passage to your lungs is blocked or you cannot get enough air
- **clotting<sub>v</sub>** the thickening and sticking together of blood
- **compression<sub>n</sub>** the act of pressing or becoming pressed together
- **elevate<sub>v</sub>** to lift up; raise
- **emergency<sub>n</sub>** an unexpected situation demanding immediate action
- **first aid<sub>n</sub>** emergency treatment given to an ill or injured person
- **fracture<sub>n</sub>** a partial or complete break in a bone
- **panic<sub>n</sub>** sudden or uncontrollable fear that prevents reasonable thought and action
- **prevention<sub>n</sub>** the act of stopping something from happening
- **safety<sub>n</sub>** freedom from danger or harm
- **treat<sub>v</sub>** to give medical or surgical care to heal, cure, or make better
- **victim<sub>n</sub>** an injured person
- **wound<sub>n</sub>** a break in the skin or other body tissue, usually caused by a cut, blow, or other impact

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### Goals

- Students will know how childhood injuries can be prevented and treated.
- Students will know and be able to practice basic techniques for medical emergencies.

### Objectives

- Students will be able to explain the importance of accident prevention.
- Students will be able to name at least three safety precautions they can take to prevent injuries.
- Students will know the correct first aid procedures for bleeding, choking, burns, sprains, and fractures.
- Students will understand A.C.T. means to assess an accident scene, when and how to make an emergency telephone call, and treat an injury by performing the proper first aid sequence.

### Standards

The student will

- HE.4.B.4.4 demonstrate ways to ask for assistance to enhance personal health.
- HE.4.B.5.1 identify circumstances that can help or hinder healthy decision making.
- HE.4.B.5.2 itemize healthy options to health-related issues or problems.
- HE.4.B.5.3 predict the potential short-term impact of each option on self and others when making a health-related decision.
- HE.4.B.5.4 choose a healthy option when making decisions for yourself and/or others.
- HE.4.B.5.5 analyze when assistance is needed when making a health-related decision.
- HE.4.C.1.1 identify the relationship between healthy behaviors and personal health.
- HE.4.C.1.4 describe ways to prevent common childhood injuries and health problems.
- HE.4.C.1.6 distinguish differences among various healthcare providers, products, and services.
- HE.4.C.2.1 explain the importance of family on health practices and behaviors.
- HE.4.C.2.2 explain the important role that friends/peers may play on health practices and behaviors.
- LAFS.4.W.1.1 write opinion pieces on topics or texts, supporting a point of view with reasons and information. (*suggested post-visit activity*)
- LAFS.4.W.1.2 write informative/explanatory texts to examine a topic and convey ideas and information clearly. (*suggested post-visit activity*)
- LAFS.4.W.1.3 write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences. (*suggested post-visit activity*)
- LAFS.4.W.2.4 produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (*suggested post-visit activity*)

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- LAFS.4.W.3.7 conduct short research projects that build knowledge through investigation of different aspects of a topic. *(suggested post-visit activity)*
- LAFS.4.SL.2.4 report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace. *(suggested post-visit activity)*
- ELA.4.C.1.2 write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases. *(suggested post-visit activity)*
- ELA.4.C.1.3 write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions. *(suggested post-visit activity)*
- ELA.4.C.1.4 write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions. *(suggested post-visit activity)*
- ELA.4.C.2.1 present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation. *(suggested post-visit activity)*
- ELA.4.C.3.1 follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. *(suggested post-visit activity)*
- ELA.4.C.4.1 conduct research to answer a question, organizing information about the topic, using multiple valid sources. *(suggested post-visit activity)*
- ELA.4.V.1.1 use grade-level academic vocabulary appropriately in speaking and writing.

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**NOW I KNOW BETTER**

Who's Goofy?

My friend was riding his bike on the city streets. A car was coming behind him. So he took a turn into someone's driveway without exactly looking at where he was going and he hit the curb and flew over the bike's handlebars. He was careless in not wearing a helmet and he hit his head on the asphalt, which resulted in a serious concussion. He had a lot of experience cycling and thought he was the best. He was rushed to the hospital in an ambulance. He was treated and had to wear a bandage on his head for about a week. My advice to everyone is to wear a helmet and look slightly goofy rather than wear a helmet of bandages that looks even worse. Be smart and always wear a helmet when riding a bike. Don't end up like my friend did.

John Smeraglia, 17

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### The whole truth...

My friend Tom was sleeping over that day. My brother tried to reach for the cup in the cabinet, but he accidentally dropped it on the floor and smashed it. My brother didn't want to get in trouble, so he asked me to help him and tell nobody. I gathered all the pieces, and put them in a plastic bag, so no pieces would fall out, and threw it in the garbage.

On garbage day my dad and Tom were taking out the trash. When Tom carried the garbage bag out, nothing happened. When he put the garbage down, some of the broken glass was sticking out of the bag. The glass cut him in the calf. You could see the meat inside of his calf. It was nasty. When my dad found out that Tom was cut, he ran inside the house, got the keys, and drove Tom to the hospital. The doctor stitched it up.

When someone in your house breaks a cup, dish, or anything that can be broken, tell your parents right away, don't do what I did. Let your parents clean it up. Remember to tell your parents to wrap it in newspaper and put it in 2 bags. Try to remind your dad that he has broken glass in the garbage bag and to keep the garbage bag away from his body.

Sonee Pathammarang, 14

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### No more monkeys jumping on the bed!

My story is about a dumb mistake that could have been prevented. Everyone's mom has probably told them to stop jumping on the bed. Well, I didn't stop. I insisted she was being unfair, and I could do what I wanted.

It happened when I was at my friend's house. We were jumping on his bed when his mom came in and told us to stop. Ignoring her warning we continued jumping. Then I fell. Being only 4 at the time I thought nothing of it. Until the pain hit me like a ton of bricks.

I immediately started crying. My friend's mother thought it was just a bruise. Little did we know I had broken my collarbone.

It wasn't until Halloween that I realized I had broken it. When my mom was helping me with my costume when I noticed a yellowish bruise near my shoulder. When she touched it I screamed with pain.

She immediately took me to the hospital. There I got x-rays that proved I had a fractured collarbone. The doctors put a brace on me. I had to wear that ugly thing for a long time! But that was too long ago for me to remember exactly how long. The accident taught me one thing, never go against your parents' wishes. They speak from experience.

Tara Cocchiarella, 11

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### Ruining a good time

I was with my dad camping in the woods of New Hampshire. We just unpacked the jeep, and I had a big sharp knife. I was cutting off the bark of a twig. When whoosh, I cut my hand right by my thumb. I was shocked at what just happened! My blood was pouring out. I said, “uh uh D-Dad.” My dad came over with a towel and put it over my cut, as he applied pressure to my hand.

We quickly got into the jeep and drove to the hospital. I had to tell what happened and where I lived. The doctor had me go inside an examining room. But, was I scared! I did not know what was going to happen.

The doctor stopped the blood and put in three stitches in my hand. They put my nerves to sleep with a needle. The rest of the week was ruined. I couldn't go swimming or run around. Now I have a scar on my left hand.

I could have prevented my cut by not playing with a sharp object. I should have waited until I was older. I know that now.

Blake Abbruscato, 12

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## ***CALL 911***

**THIS IS 911, WHAT IS YOUR EMERGENCY?**

**IS SOMEONE INJURED? WHAT KIND OF INJURIES DO THEY HAVE?**

**HOW MANY PEOPLE ARE INJURED?**

**WHERE ARE YOU LOCATED – ADDRESS**

**WHAT HAPPENED?**

**I WILL SEND HELP, GO BACK TO THE SCENE AND STAY ON THE LINE WITH ME UNTIL HELP ARRIVES.**

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