



TRAUMA LESSON “*Trauma is No Accident*” High School

- 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 should have a working knowledge of the terms prior to our visit.
- Click the link to play videos:
Choices (15:00) <https://www.youtube.com/watch?v=4LLp80XVGd8>
Are you Living in a Dream World? (9:52)
<https://www.youtube.com/watch?v=46pB672Ng7E>

Post-Visit Activities

- Click the link to play: *#GetThereSafe Distracted Driving (1:37)*
<https://www.youtube.com/watch?v=dCGVMUVg2AU>
- Have students research auto crash statistics for their state, city, or county. Are some areas more dangerous than others? Why? Does the time of day have anything to do with the crashes? How many were alcohol related? What other violations were prevalent (texting, speeding, reckless driving, running red light, racing, etc.)? Did the crash result lead to injury or fatality? Were the injured wearing a seatbelt? These are a few of the factors the students can investigate. Additional websites to use as resources include:
<https://www.flhsmv.gov/traffic-crash-reports/crash-dashboard/>,
<https://www.cdc.gov/transportationsafety/>
- Have students work in small groups to create a campaign advocating for safer driving or pedestrian practices and then present their project to the class. They can use their imagination and creativity to come up with various forms of media messaging (video, print, music, art, etc.).
- Use the **Trauma** worksheet as an additional teaching tool - Answer key (page 6).

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Vocabulary

- **accident_n** an incident that happens unintentionally or unexpectedly, usually resulting in injury or damage
- **binge_n** period of excessive indulgence in an activity, especially eating, drinking, taking drugs, or spending
- **brain_n** mass of nerve tissue in the cranium; central organ of the nervous system functioning as primary receiver, organizer, and distributor of information for the body
- **depressant_n** chemical substance that reduces the activity of the central nervous system and affects other bodily systems
- **designate_v** to appoint a person for a specified position or purpose (designated driver – someone appointed to drive that has NOT consumed any alcohol or drugs)
- **distract_v** to draw or direct the attention or mind to something else
- **hematoma_n** a localized collection of blood outside of a blood vessel
- **impair_v** to weaken or damage something, make worse
- **injury_n** physical harm or damage that is done or sustained
- **paralysis_n** the loss or ability to move or have sensation
- **paraplegia_n** partial or complete paralysis of the lower half of the body, typically caused by spinal injuries or disease
- **pedestrian_n** a person on foot, a walker
- **prevent_v** to keep from happening; make impossible
- **quadriplegia_n** paralysis in all four extremities (arms and legs), typically resulting from spinal injury, usually at the base of the neck or skull
- **rehabilitation_n** treatment(s) designed to facilitate the process of recovery from injury, illness, or disease to as normal a condition as possible
- **risk_v** to expose to hazard or danger; take a chance
- **spinal cord_n** an elongated mass of nerve tissue that extends from the brain, continuing to the lower back and is surrounded by the spinal canal
- **statistics_n** numerical facts collected and organized to present significant information
- **trauma_n** bodily injury, wound or shock
- **vertebral column_n** a bony structure made up of 33 bones or vertebrae that encloses the spinal cord, also known as spine, backbone, and spinal column

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Goals

- Students will practice safe driving habits (e.g., wearing seatbelts, avoiding distractions while driving including use of cell phone/texting, not drinking and driving, understanding pedestrian safety.)
- Students will understand the most common cause of spinal cord and brain injuries and the resulting effects.

Objectives

- Students will be able to list at least three preventative behaviors that will decrease brain and spinal cord injuries (e.g., wear seatbelts and helmets, do not drink and drive, avoid distractions while driving).
- Students will be able to list at least three distractions, other than cell phones, that can adversely affect their driving.
- Students will be able to describe permanent changes in a person’s function and lifestyle resulting from brain and spinal cord injuries.
- Students will be aware of the seat belt laws for drivers.
- Students will be able to list at least three precautions or safety measures to take when they are pedestrians.

Standards

The student will...

- HE.912.B.4.2 assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- HE.912.B.5.1 determine the value of applying a thoughtful decision-making process in health-related situations.
- HE.912.B.5.3 appraise the potential short-term and long-term outcomes of each alternative on self and others.
- HE.912.B.6.4 formulate an effective long-term personal health plan.
- HE.912.C.1.1 predict how healthy behaviors can affect health status.
- HE.912.C.1.4 propose strategies to reduce or prevent injuries and health problems.
- HE.912.C.1.8 assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors.
- HE.912.C.2.2 compare how peers influence healthy and unhealthy behaviors.
- HE.912.C.2.3 assess how the school and community can affect personal health practices and behaviors.

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- HE.912.C.2.4 evaluate how public health policies and government regulations can influence health promotion and disease prevention.
- HE.912.C.2.6 evaluate the impact of technology on personal, family, and community health.
- HE.912.C.2.8 analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- HE.912.C.2.9 evaluate the influence of personal values, attitudes and beliefs about individual health practices and behaviors.
- HE.912.P.7.1 analyze the role of individual responsibility in enhancing health.
- HE.912.P.7.2 evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.
- HE.912.P.8.1 demonstrate how to influence and support others in making positive health choices.
- HE.912.P.8.2 utilize current, accurate data/information to formulate a health-enhancing message.
- HE.912.SUA.1.1 differentiate between various levels of alcohol consumption and its effects on the body.
- HE.912.SUA.1.2 analyze how moderate and excessive alcohol consumption can contribute to risky, unsafe behaviors and consequences.
- HE.912.SUA.1.4 analyze how alcohol and/or drug use can impede goals, activities, achievements, and college and career readiness.
- HE.912.SUA.2.1 analyze the legal, emotional and social consequences of underage consumption of alcohol.
- HE.912.SUA.5.2 utilize current, accurate data/information to formulate a health-enhancing message to effectively persuade others to be drug and alcohol free.
- SC.912.L.14.28 identify the major functions of the spinal cord.
- SC.912.P.12.2 analyze the motion of an object in terms of its position, velocity, and acceleration (with respect to a frame of reference) as functions of time.
- ELA.910.C.2.1 present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. (*suggested post-visit activity*)
- ELA.9.C.5.1 create digital presentations with coherent ideas and a clear perspective. (*suggested post-visit activity*)
- ELA.10.C.5.1 create digital presentations to improve understanding of findings, reasoning, and evidence. (*suggested post-visit activity*)
- ELA.910.C.5.2 use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements. (*suggested post-visit activity*)

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- ELA.910.V.1.1 integrate academic vocabulary appropriate to grade level in speaking and writing.
- LAFS.910.SL.1.3 evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. *(suggested post-visit activity)*
- LAFS.910.SL.2.4 present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. *Suggested post-visit activity)*
- LAFS.910.SL.2.5 make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings reasoning, and evidence and to add interest. *(suggested post-visit activity)*
- LAFS.910.W.1.2 write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. *(suggested post-visit activity)*
- LAFS.910.W.2.4 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *(suggested post-visit activity)*
- LAFS.910.W.2.6 use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. *(suggested post-visit activity)*
- LAFS.910.W.3.7 conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. *(suggested post-visit activity)*
- LAFS.910.W.3.8 gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. *(suggested post-visit activity)*

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Trauma Worksheet Answer Key

1. Trauma is physical injury resulting in a wound, or shock, or organ damage.
2. Trauma is consistently the leading cause of Death of young people aged 1-44.
3. Two major types of Traumas are Brain injury and Spinal Cord injury.
4. Automobile Crashes are the leading causes of traumas to teenagers.
5. Four primary factors that put teen drivers at risk for having automobile crashes include:
 - a. Inexperience
 - b. Speeding
 - c. Drinking/Impairment
 - d. Distractions
6. In Florida, it is illegal for a person under the age of 21 to operate a motor vehicle with a blood alcohol level of .02 % or higher.
7. A Designated Driver is a person that has had Nothing to drink.
8. Symptoms of alcohol toxicity can include: a. Unconsciousness
b. Vomiting c. Irregular Breathing
9. A person’s reaction time is 40 % slower when texting while driving.
10. In Florida, a person caught driving and texting will receive a Ticket and a Fine.
11. Other factors that may cause distractions for teen drivers include: Music, Weather, Eating, and Emotions.
12. Wearing a seatbelt correctly will reduce the risk of severe injury or death during a crash by approximately 45 %.
13. Florida law requires every occupant under the age of 18 to wear a seatbelt, regardless of where they are sitting in a vehicle.
14. As a driver, it is important to be aware of Pedestrians and Bicyclists.
15. Pedestrians should use Crosswalks or cross at Intersections, walk Facing traffic, wear Light and Reflective clothing if dark.

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