

FACS: Child Safety-Therapeutic Services (HST)

Summary

Students will learn how to respond to emergencies involving children. Students will learn about emergency health care workers by sharing personal stories about medical emergencies, ponder case studies, view a video, participate in class and small group discussions, complete written assignments, and interview the guest speaker.

Main Core Tie

FCS 6th Grade

[Strand 3 Standard 2](#)

Time Frame

3 class periods of 45 minutes each

Group Size

Large Groups

Materials

1. A bulletin board displaying the "Six Points of Danger" bulletin board sample, (page 8.24 of the TLC FACS curriculum) Also found as an attachment to this document.
2. The child care safety assignment 8.23 of the TLC FACS curriculum). Also found as an attachment to this document.
3. Case studies (pp. 8.33-8.38 of the TLC FACS curriculum). Optional
4. Basic first-aid information (pp. 1.33-1.34 of the TLC FACS curriculum). Also found as an attachment to this document.
5. A guest speaker from the emergency health care system.
6. Guest Speaker - Student Evaluation Form (TLC Work-based Learning Tool Kit CD).
7. Introduction to Health Careers or EMT Units (TLC Health Careers Teacher Guide). Optional

Intended Learning Outcomes

- 1- Identify potential hazards that exist in the home and in the health care industry.
- 2- Demonstrate prevention of injury or illness through safe work practices.
- 3- Explore careers in the health care.

Instructional Procedures

DAY ONE:

Personal Experiences with Accidents or Emergency Situations

Introduction: Show the "Responsible Babysitting" video. This can be used as a devil's advocate-type of approach for the first 5 minutes. If you do not already have this video, check its availability with Cambridge. An alternative video is the "Shaken Baby Syndrome" produced by KUTV.

Distribute copies of the child care safety assignment worksheet on the Six Points of Danger to each student. Refer to the bulletin board or the handout displaying the Six Points of Danger. Have the students record each point on their own worksheet. Encourage students to memorize these six points to help them prevent accidents when caring for children. Tell a personal story about an accident involving a child. (If you have not had a personal experiences, use stories from the media). Talk about the point of danger that had been overlooked causing the accident to occur.

Engage the students into a discussion as you identify a rule or point of danger that may have kept the

child safe. For example, if the story is about a child finding and ingesting pills or other medication, the rule might be to keep medicines in a locked cabinet, or at least up high and out of the child's reach. You may also talk about medical personnel that responded to the emergency.

Have students share their own experiences with emergency situations. If the student is relating a story about a friend or family member, be sure to remind the student not to use the victim's name. As students relate their stories, ask which point of danger was apparently overlooked. Ask if there is a rule that might help prevent such an incident in the future. On their safety assignments worksheets, have the students write in ten rules that may help them avoid accidents and emergencies. Note any health care occupations (careers) on the board as they are mentioned in discussions.

To improve classroom discussion, have students who want to talk raise their hands and record those names on the board. If other students want to participate after the first person has started, simply add their names to the end of the list. This will prevent interruptions and encourage others that their turns are coming.

If students are not sharing experiences, begin other class discussion by using the case studies (pp. 8.33-8.38 in the TLC curriculum) and relating them to the Six Points of Danger rather than the five steps of problem solving.

Review basic first-aid information from the Independent Living Skills (pp. 1.33-1.34) section of the TLC curriculum.

DAY TWO:

Expanding the List of Health Care Careers

Review the occupational titles that have been listed on the board. Show the list of health care careers in their pathways. Ask if the students can think of other careers that relate to emergency medicine, accidents, or the treatment of children. Add these titles to the list on the board. Possible titles might include:

- **Emergency Medical Technician
- **Hospital Admitting Clerk
- **Emergency Physician
- **Physician's Assistant
- **Surgeon
- **Medical/Clinical Laboratory Technician/Technologist
- **Anesthesiologist
- **Neonatal/Perinatal Specialist
- **Phlebotomist
- **Pediatrician
- **Radiologist
- **Pediatric Nurse
- **Pharmacist

If you have computers in your classroom, let students work in groups using Career Futures or the Occupational Outlook Handbook to look up job descriptions. There are many websites available for students to look up career information. Have them work individually or in groups to write their own stories about having to deal with each of these jobs. You may also want students to create stories using different health care careers.

Prepare the students for the next day's guest speaker--E.R. nurse, physician, EMT, or other workers representing the emergency health care system. Brainstorm a list of questions to ask the guest speaker including:

- What education and training are necessary or preferred for the job?
- Where does a person get the necessary training and education?
- What is an average beginning salary? Are there opportunities to earn more?
- Do you work as a member of a team or closely with people in other occupations?

- What personality traits or characteristics are important for being successful in your job?
- What do you see as the main advantages and disadvantages of your job?
- What advice would you give someone my age who has an interest in health occupations?
- Are there high school courses or related extra-curricular activities that would be helpful?

Additional questions for emergency or trauma health care providers:

- Do you ever get nauseous?
- How many people come into the emergency room each day?
- What is the most common complaint of people who access emergency services?
- When are ambulances and helicopters dispatched to an emergency scene?
- How do you deal with the stress of life and death decisions?
- What is the hardest thing you deal with at work?

DAY THREE:

A Guest Speaker from the Emergency Medical Care System

A general outline for the expected presentation should be given to the health care professional a few days before the actual class. You will want to use the Guest Speaker Student Evaluation form located in the TLC Work-Based Learning Tool Kit CD for each student to record his/her thoughts about the guest speaker. Be sure the guest speaker allows time to answer students' questions at the end of his/her presentation.

Extensions

Have students reflect on the experiences of the last three days of class and write a response to the last question, "What I like about this career." Take an informal poll of students who are thinking about working in the medical field. Ask these students to share what specific health care careers they think are the most interesting and why.

Authors

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