



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

EDUCATION

PATHWAY: Early Childhood Education

COURSE: Health, Safety & Nutrition

UNIT: 5 – Accident Procedures & Reports



INTRODUCTION

Annotation: This unit examines examples of accident and injury reports. It also teaches students procedures to follow for accidents, medical emergencies, and environmental alerts.

NOTE: This unit is not intended to cover the required First Aid and Safety Training recommended for our students. It is general information about how day care centers deal with emergencies. It is highly recommended that you have your students trained and certified in first aid and safety. Some teachers are certified to teach this and certify their students. Others might consider having the school nurse provide the training or have Red Cross come in and certify the students.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time: 5 hours

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Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

EDU- HSN 3 –

Students will provide a safe environment for children.

- d. Examine examples of accident and injury reports.
- i. Demonstrate procedures to follow for accidents, medical emergencies, and environmental alerts (reporting communicable diseases or infections).

GPS Academic Standards:

ELA11W3.

The student uses research and technology to support writing.



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand the importance of accident report forms in day care centers.

Essential Questions:

- What is the purpose of an accident report form?
- What kind of injuries should be reported?
- Why is it important to have policies and procedures to follow for emergencies?

Knowledge from this Unit:

- Students will know the policies and procedures for emergencies in a day care setting.

Skills from this Unit:

- Students will have the necessary skills to react in the case of an accident, medical emergency, or environmental alerts (reporting exposure to communicable diseases or infections).



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☒ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☒ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☒ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☒ Partner and small group discussions
 - ☒ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

- Policies and Procedures Skits

Assessment(s) Description/Directions:

- Rubric



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

Identify and review the unit vocabulary.

- **Medical emergency** –and injury or illness that is acute and poses an immediate risk to a person’s life or long term health
- **Environmental alerts** – a warning of potentially harmful factors originating in the environment
- **Compliance** – the act of obeying or cooperating with specific requests or requirements
- **Liability** – legal responsibility or obligation for one’s actions owed to another individual
- **Negligence** – failure to practice or perform one’s duties according to certain standards; carelessness
- **Accident** – an unexpected or unplanned event that may result in physical harm or injury
- **Procedure** – a particular course or mode of action

Lesson I: Accident/Illness/Illness Report Forms

Review Essential Questions.

1. What is the purpose of an accident report form?
2. Should you only report major injuries requiring first aide?
3. Why is it important to have policies and procedures to follow for emergencies?

Unit introduction/lecture notes attached. Examples of report forms attached. Also use the form from your lab or off-site center. Show students the different examples and discuss the pros/cons of each one.

Also discuss the importance of using the forms. This information is in the attached Lecture Notes.

Before class, complete one of the report forms as an example of how a completed form looks.

Lesson II: Accident and Injury Policies and Procedures

Review Essential Questions.

1. What is the purpose of an accident report form?
2. Should you only report major injuries requiring first aide?
3. Why is it important to have policies and procedures to follow for emergencies?

View attached PowerPoint

Divide class into 7 groups. Assign each group a case study. They are to research the policies and procedures for dealing with the emergency in the case studies.

REMEMBER THAT THIS UNIT IS NOT INTENDED TO TEACH FIRST AID, BUT TO INFORM STUDENTS OF THE POLICIES AND PROCEDURES TO FOLLOW IN THE CASE OF AN INJURY OR MEDICAL EMERGENCY.

In the form of a skit, have students present the case study and their response to the emergency based on the recommended policies and procedures they found in their research. This should also include completing an Injury/Accident Report. The skits must include props. Skits are to be 5-8 minutes in length. (Rubric attached for self, peer and teacher grading.)

Case Study I: Niki was playing on the swings and fell off. She has blood on her knees and elbows. What steps should you take?

Case Study II: Jose fell on the playground and is crying and holding his arm. It appears to be broken. What should you do?

Case Study III: Kristina has a documented seizure disorder. While reading to the children, you notice that she has a blank look on her face and her hand is moving in a strange manner. What do you do?

Case Study IV: While playing at the sensory table, Trey's nose begins to bleed. What should you do?

Case Study V: While on the playground, Kaci comes to your crying and says that a bee stung her. What should you do?

Case Study VI: Ashton tells you he drank something that "tasted nasty" and he is crying. You are not sure at this point what he drank or if it is poisonous. What should you do?

Case Study VII: Andria has a place on her hand that looks infected. You call the parents and have them take her to the doctor. The parent calls and tells you that Karen had a staph infection and cannot come to school for several days. She also tells you that the doctor said that it was very contagious. What should you do?

Wrap up with class discussion over the essential questions. Ensure students have the knowledge and skills taught in this unit.

Attachments for Learning Experiences:

- PowerPoint: Safety for Preschool Children: What to do in Emergencies
- Case Studies



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Emergencies Policies and Procedures Skits

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Divide class into 7 groups. Assign each group a case study. They are to research the policies and procedures for dealing with the emergency in the case studies. Then have students present the case study and their response to the emergency in the form of a skit. The skits must include props. Skits are to be 5-8 minutes in length.

Attachments for Culminating Performance Task:

- Lecture notes
- Case studies
- Skit grading rubric
- Emergency procedures
- Two sample accident reports



UNIT RESOURCES

Web Resources:

ACCIDENT REPORT FORMS:

- <http://stepbystepcc.com/forms.html>
- <http://www.supportingproviders.com/childcareforms4.htm>
- <http://www.eec.state.ma.us/docs/TAEmergencyPlanningGCCSACC.pdf>

Materials & Equipment:

- Computers, student made props
- “Health, Safety & Nutrition for the Young Child” eResource CD (includes basic PowerPoint for each chapter and test-bank) – <http://www.earlychilded.delmar.cengage.com/>

What 21st Century Technology was used in this unit?:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		