



Volume 14
Health
Sciences

Nasco

FCS Lessons

Integrity

Grade Level: High School

National FCS Standard:

Describe recurring and evolving concerns facing individuals, families, workplaces, and communities.

Objective:

Students will...

- Access outcomes when integrity is/is not applied in real-life situations.

Essential Questions:

- How is integrity related to making reasoned judgments?
- Can you distinguish between integrity and honesty?

Career Clusters (& Pathways):

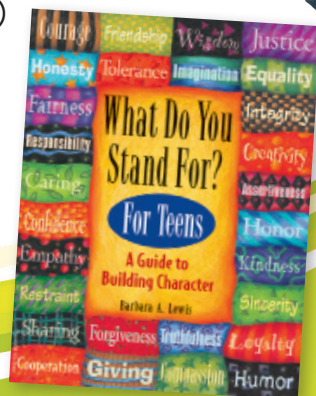
- Health Sciences (All Pathways)
- Human Services (All Pathways)

FCCLA Connections:

- Program, Career Connection
- Program, Leaders at Work
- Program, Power of One — Unit, Working on Working

Materials List:

- *What Do You Stand For?* Book (WA28258H)
- (OPTIONAL) *What Do You Stand For?* Poster (WA28259H)
- Teacher Resource Case Studies by Sue Blahnik, Sun Prairie FCS teacher (www.eNasco.com/page/lesson14)
- Write-On Cling Sheet (9708303H)
- Dry Erase Markers (set of 4 colors; 6100285H)
- The Process of Practical Reasoning Flip Chart: A Teacher's Resource (WA26542H)
- Materials for Mobile:
 - String or Fish Line
 - Glue Sticks
 - Hula Hoop
 - Scissors
- Markers/Colored Pencils
- Construction Paper
- Magazines/Photos/Illustrations



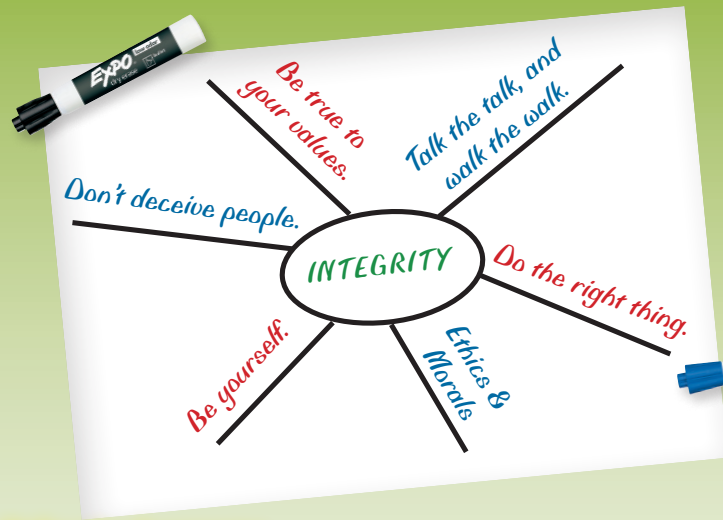
Patient's Bill of Rights



**Lesson Developed by
Catherine Lader, Retired FACS
Teacher & FCCLA Adviser**

1-800-558-9595

Go to www.eNasco.com/fcs



Prior to Lesson:

Use Write-On Cling Sheet to draw a large Web. Construct a Web by placing a circle in the middle of the page, place a concept inside the circle (i.e., Integrity), and drawing lines extending out from the circle for student responses. Make copies of pages 135 and 136 from the *What Do You Stand For?* book, then cut the first seven paragraphs apart. Duplicate either character dilemmas or case studies (www.eNasco.com/page/lesson14) for Activity 2.

Introduction (5-10 minutes):

Distribute paragraphs from pages 135 and 136 to small groups of students to read. Groups pick out main idea(s) from their paragraph and write on lines extending out from the center of the web. Webs are used to help students clarify concepts. List synonyms for integrity. Share examples of integrity experienced in life.

Activity 1 (5-10 minutes):

Read the profile of Winfred Rembert Jr. (page 141) out loud. Facilitate discussion that includes:

- Context Questions (i.e., What is the problem? How did it come to be? What has happened in the past regarding the problem? What are the influencing factors — social, economic, political, historical, cultural, religious, economic?)
- Valued Ends Questions (i.e., What does society want to happen? What is the ideal solution or outcome of situation? What is morally and/or ethically acceptable in this situation?)
- Means Questions (i.e., Who will take action? What steps need to happen? What are some alternative approaches to the solution?)
- Consequence Questions (i.e., What are the immediate, short-term, and long-term effects? How would the consequences impact individuals, families, and society? How will society benefit from this action?)

A reoccurring concern for families, communities, and society is keeping families safe. How does having integrity impact making a reasoned judgment regarding a reoccurring concern?

Activity 2 (10-15 minutes):

Students will work with a partner. Each pair receives either one Character Dilemma on pages 136 and 137 (*What Do You Stand For?* book) or case studies related to Health Sciences Occupations (www.eNasco.com/page/lesson14). Students will pose and discuss questions of: context, valued ends, means, and consequences. Reach a conclusion on what should be done to solve this reoccurring concern. Join another pair and share how character dilemma/case study was processed.

Activity 3 (10-15 minutes):

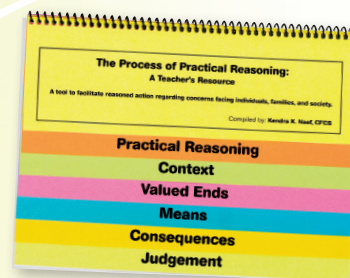
Create an integrity mobile. Students list examples of what integrity means to them. Illustrate these and hang from a mobile in the classroom (use a hula hoop as the main support for the class mobile). Refer to page 138 of *What Do You Stand For?* book for an example of mobile content.

Summation (5-10 minutes):

Journal about a real-life situation that a student has observed, or been involved in, where integrity fulfilled a major role in the outcome. Write about how integrity is nurtured/developed throughout life as an individual, in families, at work-places, and in communities.

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For Lesson Resource Links, go to www.eNasco.com/page/lesson14.





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Volume 14
Health
Sciences

FCS Lessons First Aid & CPR



Grade Levels: Middle School

National FCS Standard:

Implement strategies to teach children health, safety, and sanitation habits.

Objectives:

Students will...

- Create safe environment for children and identify home safety hazards.
- Classify child safety hazards by category of First Aid needed.

Essential Questions:

- How could you apply what you've learned to develop a safe child care environment?
- How would you use First Aid knowledge and skills when caring for children?

Career Clusters (& Pathways)

- Human Services (Early Childhood Development & Services)
- Education & Training (Teaching/Training)

FCCLA Connection:

- STAR Events — Focus on Children
- Program, Power of One — Unit, Take the Lead
- Program, Families First — Unit, Parent Practice

Materials List:

- Clever Catch® — CPR/First Aid Ball (SB39919H)
- Safety First DVD (WA24532H)
- White Board (4 ft. x 6 ft.; Z45319H)
- Dry-Erase Markers (set of 8 colors; 9709509H)
- Computer Lab
- Index Cards
- Easel Paper
- Markers

Prior to Lesson:

To prepare for lesson, refer to Teacher Resource at www.eNasco.com/page/lesson14.



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Day 1

Introduction

Diagram Maslow Hierarchy of Needs triangle on the board — label levels. Distribute cards to students — content for cards is on Teacher Resource at www.eNasco.com/page/lesson14. Partners decide where the card belongs on the triangle. Guide students to complete the Hierarchy of Needs. Focus the class on the physical and safety needs of the children that students may baby sit.

Activity 1 (5-10 minutes)

On the board write, "What potential safety hazards in a family's home could affect the safety of children?" Divide the class into six groups — each group develops a 2-column chart on easel paper. The column headings are "Find It" and "Fix It." Each group picks a room — refer to list on Teacher Resource. Students brainstorm potential safety hazards that the room/area poses for children. List the hazards in the "Find It" column. Post lists in the classroom — students identify the types of injuries that may occur as a result of the listed hazards.

Activity 2 (20-25 minutes)

Each group will gather First Aid information regarding one type of injury/procedure. Groups receive questions they will answer using classroom resources and the computer lab. Questions from the Clever Catch® ball are grouped according to topic — see Teacher Resource at www.eNasco.com/page/lesson14. Students share information within the group so that each individual is able to answer the questions accurately.

Living/great Room	
FIND IT	FIX IT
electrical outlets	use outlet covers
stairs	install safety gates
electrical cords	tie up and secure out of reach
flatscreen TV	secure to wall with safety straps

Day 2

Activity 3 (20-25 minutes)

Form teams for a Clever Catch® Ball Tournament. A team will have a member from each group in Activity 2 (i.e., Team 1 = 6 students; one student from each of the groups A, B, C, D, E, and F). The class will need a timekeeper and scorekeeper. Prior to starting the tournament, explain the rules — see Teacher Resource at www.eNasco.com/page/lesson14. Play continues with each team having an equal number of questions to answer. When the last student has answered, team scores are posted.

Activity 4 (10 minutes)

Discuss what it felt like to come up with an answer in 15 seconds. How does this compare to managing a First Aid situation? How would you contrast playing a game to managing a First Aid situation? Return to Activity 1 groups and "Find It, Fix It" charts. Identify one or more ways to prevent/fix safety hazards on the list. Discuss the skills and knowledge that baby sitters need to maintain a safe environment.

Summation (5-10 minutes)

Each group develops a list of recommendations for child-proofing a room assigned to them in Activity 1. Word recommendations in a positive manner. Example: Keep potted plants out of child's reach. Student volunteers incorporate ideas from the groups into an informational brochure. The audience for the brochure will be parents, grandparents, PTO/PTA members, and babysitters. Plan for distribution.



Nasco FCS Lesson Integrity

Lesson Developed by Sue Blahnik, FCS Teacher

Teacher Resource Analysis of Case Studies

Introduction

Health care workers form teams to provide optimum care for their patients/clients. Workers come from a variety of backgrounds with different levels of training, plus their own personal beliefs. As a health care worker, an individual needs to demonstrate their willingness to collaborate with other professionals to make reasoned judgements.

Individuals must proceed with integrity, meaning “doing the right thing, even when no one is looking.” In health sciences, professionals are guided by three possible standards/principles:

- Legal (what current laws require)
- Ethical (a standard of conduct or code of behavior for health care workers, i.e., The Hippocratic Oath)
- Moral (personal beliefs that guide their decisions, especially when faced with a dilemma)

Finally, the Patient Bill of Rights is a document to use in identifying appropriate care and viewing decisions through the eyes of a patient.

Directions

For each case study, use the “Analyzing Case Studies” worksheet to assist with processing possible actions and resulting consequences.

Case Studies

#1 — Lindsay and Heather were excited about their first “real nursing” experience. They were completing clinical training at a nursing home as part of their nursing assistant course. While some of the residents were difficult to care for, they both loved working with sweet-natured Mrs. Staatz. She was so cute and kind, and they couldn’t wait to tell their friends all about her. So, they took a quick cell phone shot and sent it to their friends to let them know that Mrs. Staatz is their favorite.

#2 — Caitlin works at the local clinic as a medical assistant. At Thanksgiving dinner, her grandmother says, “Caitlin, when I was at the clinic last week, I saw you take my good friend, Lucille, back to see Dr. Beard. What’s wrong? I hope she’s OK. I’m really worried about her!” What can Caitlin say?

#3 — Dylan and Nate were headed home after working the evening shift at an assisted living facility. As they approached Dylan’s car, they noticed a couple of road signs piled in a corner of the parking lot. Nate thought a “No Parking” sign would be an awesome addition to his college dorm room next fall, so he talked Dylan into hauling it home for him. Dylan was already feeling a little guilty when he went to work the next day and overheard the custodian talking about a missing sign that he was responsible for repairing.

Nasco FCS Lesson: Integrity *Analyzing Case Studies*

In health care, our actions are based on our:

- Legal Obligations
- Ethical Standards
- Underlying Moral Principles

All of our actions have consequences!

For each case study, describe the dilemma. Fill in the “Actions” section by listing 2 possible actions that could be taken by the health care worker. Next, list 2 possible “Consequences” for each action. Finally, list the “Guiding Principles” that guide this decision. Are they legal, ethical, or moral?

Dilemma:	Actions: #1 #2	Consequences: #1 #2	Guiding Principles:
Dilemma:	Actions: #1 #2	Consequences: #1 #2	Guiding Principles:
Dilemma:	Actions: #1 #2	Consequences: #1 #2	Guiding Principles:

Nasco FCS Lesson

First Aid & CPR

Lesson Developed by Catherine Lader,
Retired FACS Teacher & FCCLA Adviser

Teacher Resource **Clever Catch® Ball Lesson**

Introduction

Card labels to use for Maslow sorting activity:

Content for Index Cards	Maslow's Hierarchy of Needs: Levels of Need
Food	Physical
Shelter	Physical
Clothing	Physical
Smoke Detector	Safety & Security

Saves \$ Monthly	Safety & Security
Neighborhood Watch Program	Safety & Security
Approval of Others	Love & Acceptance
Feel Like You Belong	Love & Acceptance
My Family & Friends Care About Me	Love & Acceptance
Sense of Personal Worth	Esteem

Respect Yourself	Esteem
Admiration Received from Others	Esteem
Content with Oneself	Self-Actualization
Succeeds with Goals	Self-Actualization
Inspired to Be the Best Capable of	Self-Actualization

Activity 1

List of rooms/areas for student groups:

- Bedroom
- Kitchen

- Living Room/Great Room
- Bathroom
- Garage/Workbench Area
- Home Office or Fitness Center

Activity 2

Topics for groups of students listed with coordinating questions from Clever Catch® ball.

<u>Group A</u>	<u>Question #s</u>
Burns & Heat Emergencies.....	42, 53, 71, 83, 99
Bleeding & Wounds.....	29, 48-50, 61, 78, 95, 96, 98

<u>Group B</u>	<u>Question #s</u>
Poisoning, Bites, Seizures, Electrical Shock.....	4, 24, 25, 51, 52, 54, 55, 69, 84
CPR.....	14, 15, 36-38, 67

<u>Group C</u>	<u>Question #s</u>
Breathing.....	1-3, 5, 6, 8, 10, 11, 26, 27, 68, 81, 85

<u>Group D</u>	<u>Question #s</u>
Choking.....	7, 16, 17, 19-21, 46, 47, 62, 63, 86, 87
Diabetic Emergency.....	40

<u>Group E</u>	<u>Question #s</u>
Contacting Help.....	28, 30-32, 45, 75, 11
Water Safety.....	57-59, 64
Muscles, Bones, & Joints.....	34, 35

<u>Group F</u>	<u>Question #s</u>
Assessing Scene.....	22, 23, 43, 60, 66, 70, 73, 74, 76, 79, 80, 89-92

Activity 3

Rules for Clever Catch® Ball Tournament:

- Determine the order in which teams will play by flipping a coin or drawing cards from a deck.
- Among team members, decide who will be the team spokesperson.
- Decide in what order they will catch the ball and read a question.
- To start the game, the scorekeeper throws the ball to the first team.
- As quickly as possible, the student reads out loud the question under their left thumb.
- The team has 15 seconds to respond. They may confer with each other.
- Only the first answer will be considered.
- The scorekeeper records 1 point for each accurate answer.
- The teacher monitors answers using the Q & A document packaged with the ball.