Grade 10– Safety and Injury Prevention

Unit 1

SOLs:

10.1.I	Identify behaviors that result in intentional and unintentional injury.
10.2.I	Explain the role of the environment, individual behavior, social norms, legislation, and policies in preventing intentional and unintentional injuries.
10.3.E	Describe rules and laws intended to prevent intentional and unintentional injuries.
10.3.G	Research and develop an education campaign to encourage positive health choices and discourage risky choices (e.g., body piercing, tattooing, exposure to sun and loud noise, drinking, texting while driving, driving while drowsy)

Title: Injury and Violence Prevention Research and Education Project

Objectives/ Goals:

1. Students will gain an understanding of injury and violence as *preventable* public health problems; identify behaviors that result in injury; and explain the contributions of the environment, behavior, social norms, legislation and policies to injury.
2. Students will work in teams to encourage injury or violence prevention on a selected topical area.

Materials:

- Internet Access to national injury and violence prevention sites.
- Presentation materials (video, powerpoint, poster etc.).
- Attached articles on injury, violence, socioecological prevention approaches (*Application of Behavior Change Theory, ASTHO Injury and Violence Prevention, ASTHO Preventing Motor Vehicle Injury, Health Impact Pyramid, SEM Framework for Violence Prevention, Injury Prevention at Home Using the Health Impact Pyramid, Injury Prevention as Social Change*)

Procedure:

- Play the attached video, *PHI Episode 35_Injury and Violence Prevention* as an introduction to injury and violence prevention.
- Visit key national sites (see reference list) for students to understand the public health burden of injuries and violence and that the behaviors and factors that contribute to injuries and violence can be prevented.
- Break students into small groups to research and present on the behavioral and socioeconomic contributors to injury and violence and how these can be harnessed for the prevention of injury and violence (i.e., individual behavior, family and social environment, policies and legislation). The attached site reference links and PDFs should provide a good foundation for this research.
- Assign groups of students to an area of injury and violence, and have them develop an infographic education campaign to discourage risky injury behaviors. Infographics allow a concise visual depiction of a significant amount of information- some attached examples are: *Disparities in Child Passenger Safety, The Facts on Childhood Drowning*, but numerous examples are available on the internet. One of several sites where students can develop infographics for free is www.piktochart.com

Assessment Ideas:
- Are students able to explain the behavioral and socioeconomic contributors to injury and violence in their participation, presentations or infographics?
- Are students' infographics persuasive about preventing injury and violence?

References:

National Center for Injury Prevention and Control www.cdc.gov/injury
National Injury and Violence Data Site http://www.cdc.gov/injury/wisqars/
Virginia Injury and Violence Data Site
http://www.vdh.virginia.gov/livewell/data/interactive/applications/voirs
Healthy People 2020 Injury and Violence https://www.healthypeople.gov/2020/topics-objectives/topic/injury-and-violence-prevention
Teach-VIP E Violence and Injury Prevention Comprehensive Curriculum
http://www.who.int/violence_injury_prevention/capacitybuilding/teach_vip/e-learning/en/
Overview of Science of Injury Prevention and Public Health Approaches to Violence
http://genderandhealth.ca/en/modules/trauma/module-map.jsp
Social Ecology of Health http://www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.html

States' Legislation and Policy for Injury Prevention
http://www.ncsl.org/research/health/injury-and-violence-prevention.aspx
Overview of national injury and violence prevention areas
http://www.astho.org/programs/prevention/injury-and-violence-prevention/

Injury Prevention Research Centers
    Columbia University http://www.cdc.gov/injury/erpo/icrc/columbia.html
    Johns Hopkins University   http://www.cdc.gov/injury/erpo/icrc/jhopkins.html
    University of Iowa http://www.cdc.gov/injury/erpo/icrc/uiowa.html

University of Michigan http://www.cdc.gov/injury/erpo/icrc/umichigan.html

Mount Sinai http://www.cdc.gov/injury/erpo/icrc/mtsinai.html

Nationwide Children's http://www.cdc.gov/injury/erpo/icrc/childrens_oh.html

UNC Chapel Hill http://www.cdc.gov/injury/erpo/icrc/unc.html

University of Pennsylvania http://www.cdc.gov/injury/erpo/icrc/upenn.html

University of Rochester http://www.cdc.gov/injury/erpo/icrc/rochester.html

West Virginia University http://www.cdc.gov/injury/erpo/icrc/wvau.html

Harborview   https://depts.washington.edu/hiprc/

Southern California http://www.ph.ucla.edu/sciprc/

Suicide Prevention Resource Center www.Sprc.org

National Highway Traffic Safety Administration www.Nhtsa.gov

Substance Abuse and Mental Health Services Administration www.samhsa.gov

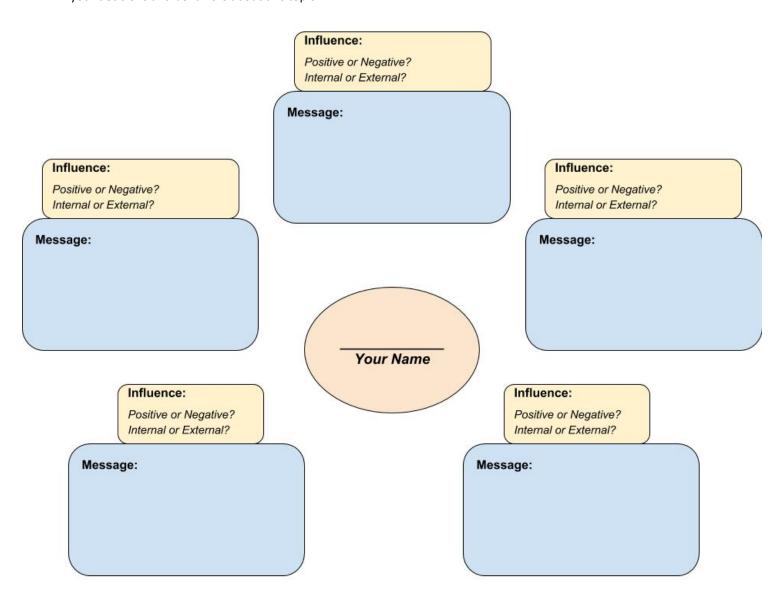Safe Kids World Wide https://www.safekids.org

Think First: National Head and Spinal Cord Injury Prevention Program http://thinkfirst.org/teens

Cure Violence http://cureviolence.org

Virginia Rules - Juvenile Violence Related Laws -http://www.virginiarules.com/virginia-rules/

Analyzing Influences Violence, Weapons & You

Directions: Create a web with your name and health issue in the center. Each spoke signifies an influence in your life (i.e. family, peers, social media, video games, yourself, etc.) that impacts you in a positive or negative way in regard to violence and weapon use..

1. Identify at least 5 influences. Is it positive or negative? Is it Internal (you control) or something External (out of your control)?
2. Describe the message that you receive from each of those influences about drug use. Discuss HOW and WHY it influences you.
3. Draw a line connecting the source to yourself – the thicker and bolder the line, the more powerful you feel that influence is on your decisions and behaviors about this topic.

Influence:

Positive or Negative?
Internal or External?

Message:

Influence:

Positive or Negative?
Internal or External?

Message:

Influence:

Positive or Negative?
Internal or External?

Message:

Your Name

Influence:

Positive or Negative?
Internal or External?

Message:

Influence:

Positive or Negative?
Internal or External?

Message:

Reflection - Complete this after filling out the Web of Influence above…

After completing this activity, what is one thing you learned about influences impacting you in terms of violence and/or weapon use? What did you learn (if anything)?

Analyzing Influences Web Assessment Rubric

Number of Connections	I made 5 or more connections. (5 or more lines)	I made 4-5 connections. (4-5 lines)	I made 3 connections. (3 lines)	I made 2 or fewer connections. (0, 1, 2, lines)
Quality and Depth of Connections	The connections I created are explained thoroughly. The HOW and WHY are described and the message is evident. I am able to "think outside the box" and make thoughtful connections to the influence and how it impacts me Reflection is thorough with specific example(s)	My connections are accurately explained The HOW and WHY are described in each connection and the message is mostly clear/evident. AND... Reflection is thorough with specific example	My connections are accurate, but are not explained in complete sentences. The how and why are not clear in most cases. The message is clear in some cases and lacking in some. AND/OR... Reflection is vague or not evident	My connections are inaccurate and are not clearly explained. Or, lacking evidence.
Assessment Level →	**Wow! (10 pts)**	**Got It! (9 pts))**	**Getting There! (8 pts)**	**Not Yet! (5-6 pts)**