



## SAMPLE LESSON PLANS

### Grade 10- Safety and Injury Prevention

#### SOLs:

	Identify behaviors that result in intentional and unintentional injury.
	Explain the role of the environment, individual behavior, social norms, legislation, and policies in preventing intentional and unintentional injuries.
	Describe rules and laws intended to prevent intentional and unintentional injuries.
	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](http://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](http://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/](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](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](http://www.sprc.org)  
National Highway Traffic Safety Administration [www.nhtsa.gov](http://www.nhtsa.gov)  
Substance Abuse and Mental Health Services Administration [www.samhsa.gov](http://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:**

**Influence:**  
*Positive or Negative?*  
*Internal or External?*

**Message:**

**Influence:**  
*Positive or Negative?*  
*Internal or External?*

**Message:**

**Your Name**

**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

<b>Number of Connections</b>	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)
<b>Quality and Depth of Connections</b>	<p>The connections I created are explained thoroughly. The HOW and WHY are described and the message is evident.</p> <p>I am able to “think outside the box” and make thoughtful connections to the influence and how it impacts me</p> <p>Reflection is thorough with specific example(s)</p>	<p>My connections are accurately explained The HOW and WHY are described in each connection and the message is mostly clear/evident.</p> <p style="text-align: center;">AND...</p> <p>Reflection is thorough with specific example</p>	<p>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.</p> <p style="text-align: center;">AND/OR...</p> <p>Reflection is vague or not evident</p>	<p>My connections are inaccurate and are not clearly explained. Or, lacking evidence.</p>
<b>Assessment Level →</b>	<b>Wow! (10 pts)</b>	<b>Got It! (9 pts)</b>	<b>Getting There! (8 pts)</b>	<b>Not Yet! (5-6 pts)</b>