

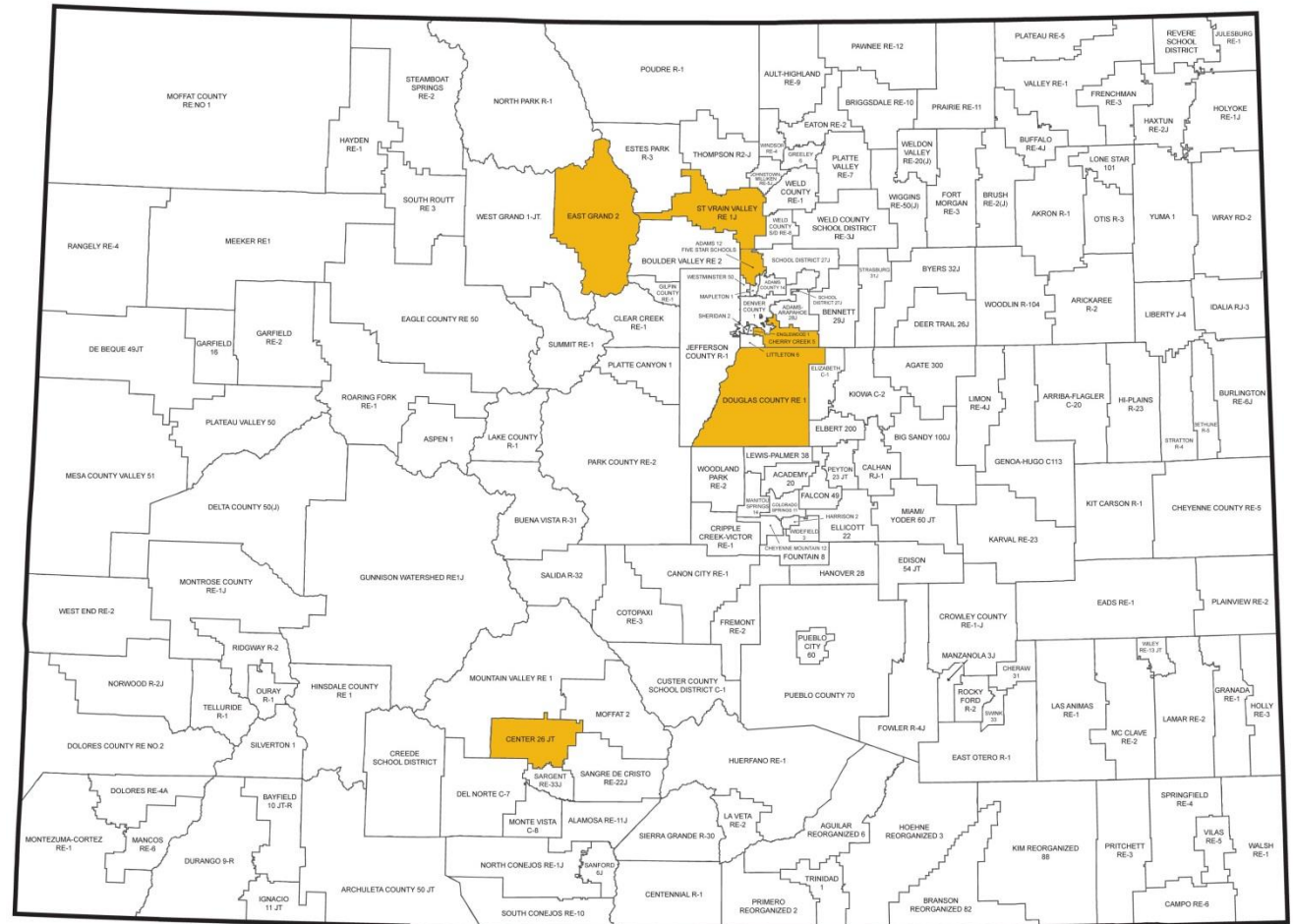
Unit Title: Injury Prevention

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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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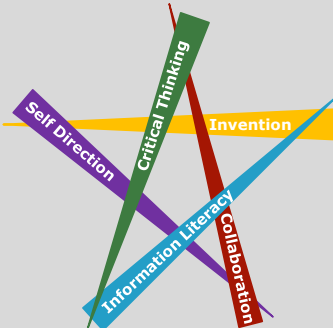
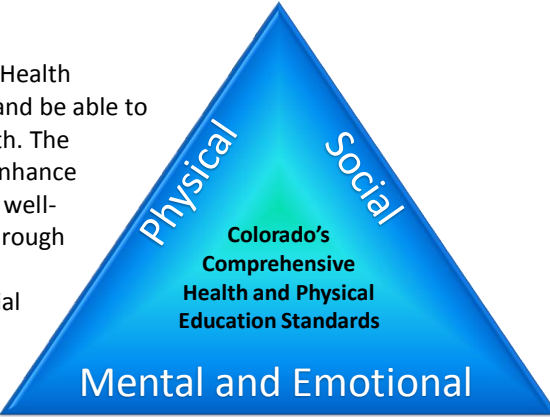


This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

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Colorado Teacher-Authored Sample Instructional Unit

Content Area	Comprehensive Health	Grade Level	7 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
2. Physical and Personal Wellness	1. Analyze factors that influence healthy eating behaviors	CH09-GR.7-S.2-GLE.1	
	2. Demonstrate the ability to make healthy food choices in a variety of settings	CH09-GR.7-S.2-GLE.2	
	3. Compare and contrast healthy and unhealthy relationships (family, peer, and dating)	CH09-GR.7-S.2-GLE.3	
	4. Analyze the internal and external factors that influence sexual decision-making and activity	CH09-GR.7-S.2-GLE.4	
	5. Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS)	CH09-GR.7-S.2-GLE.5	
3. Emotional and Social Wellness	1. Demonstrate effective communication skills to express feelings appropriately	CH09-GR.7-S.3-GLE.1	
	2. Develop self-management skills to prevent and manage stress	CH09-GR.7-S.3-GLE.2	
4. Prevention and Risk Management	1. Analyze the consequences of using alcohol, tobacco and other drugs	CH09-GR.7-S.4-GLE.1	
	2. Demonstrate safety procedures for a variety of situations	CH09-GR.7-S.4-GLE.2	

<p align="center">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>	<p>The Colorado Academic Standards for Health describes what learners should know and be able to do as they develop proficiency in health. The utilization of knowledge and skills to enhance physical, mental, emotional and social well-being will be supported in each unit through the standard areas of Physical and Personal Wellness, Emotional and Social Wellness and Prevention and Risk Management.</p> 
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Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Injury Prevention	1 week	4

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Unit Title	Injury Prevention		Length of Unit	1 Week
Focusing Lens(es)	Procedures	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.7-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How do you create an emergency plan for your family? (CH09-GR.7-S.4-GLE.2) Who can I trust to tell me how to be safe? (CH09-GR.7-S.4-GLE.2-IQ.3) 			
Unit Strands	Prevention and Risk Management			
Concepts	Procedures, Prevention, Actions, Plans, Emergencies, Safety, Precautions			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
First-response procedures manage emergency situations. (CH09-GR.7-S.4-GLE.2-EO.a)	What procedures should be followed in an emergency?	What type of response do you demonstrate during any emergency you experienced?
Peers, family and media may help individuals develop effective safety plans to prevent injuries. (CH09-GR.7-S.4-GLE.2-EO.d,e)	How do the media communicate safety plans?	What are some of the safety procedures your family follows in your home?
Severe weather or trauma-related emergencies require event-specific precautions and actions. (CH09-GR.7-S.4-GLE.2-EO.d)	What type of precautions should be taken in severe weather?	What are the challenges of creating an emergency plan? (CH09-GR.7-S.4-GLE.2-EO.a,b;IQ.1)

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> Emergency Plans (CH09-GR.7-S.4-GLE.2-EO.d,e) First-response procedures (CH09-GR.7-S.4-GLE.2-EO.a) Injury Prevention (CH09-GR.7-S.4-GLE.2-EO.c) Injury prevention (CH09-GR.7-S.4-GLE.2-EO.e) 	<ul style="list-style-type: none"> Establish an emergency plan (CH09-GR.7-S.4-GLE.2-EO.d,e) Identify first-response procedures (CH09-GR.7-S.4-GLE.2-EO.a) Discuss injury prevention procedures (CH09-GR.7-S.4-GLE.2-EO.e)

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Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
 EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

I will be able to identify and perform first-response procedures in severe weather and trauma-related situations.

Academic Vocabulary:

Procedures, Prevention, Actions, Plans, Emergencies, Safety, Precautions

Technical Vocabulary:

First-response

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Unit Description:	This unit allows students to develop personal safety skills and plans to prepare them for responding to personal injury, trauma, and natural disasters. Developing skills and processes such as precautions, prevention, actions, plans, emergencies and safety, will allow students to learn to navigate these possible personal injury situations. The unit culminates with a performance assessment that asks students to demonstrate their ability to design and execute a safety plan for a variety of situations. The goal of this unit is to give students the skills needed to be an effective first-responder.
Considerations:	Student should have a good working understanding of regional/weather disasters and should be able to make generalizations about safe and unsafe actions/decisions. The teacher may want to consider their own particular regions regarding safety issues for learning experience focus (i.e. weather, personal, societal, etc).
Unit Generalizations	
Key Generalization:	Peers, family and media may help individuals develop effective safety plans to prevent injuries.
Supporting Generalizations:	First-response procedures manage emergency situations.
	Severe weather or trauma-related emergencies require event-specific precautions and actions.

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Peers, family and media may help individuals develop effective safety plans to prevent injuries.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a first responder to a variety of safety scenarios, you will need to refer to your “Safety Handbook” to assess the best course of action. Your “Safety Handbook” will include: <ul style="list-style-type: none"> • Personal safety plan • “Basic first aid” procedures • Life-saving procedures (i.e. CPR, Heimlich) • Severe weather (T-storms, floods, fires)
Product/Evidence: (Expected product from students)	Students are either EMS, Firefighters, or Police Officers and will be the first responder on the scene of a car accident/playground accident/athletic injury/water related accident/natural disaster/etc. and may refer to their “Safety Handbook” for review of protocol for that specific scenario. Student will demonstrate the appropriate action steps to respond to their particular scenario. Students will create a “Safety Handbook” to include first aid and life-saving procedures.
Differentiation: (Multiple modes for student expression)	<ul style="list-style-type: none"> • Teacher assigned scenarios • Students may refer to “Safety Handbook” • Students may work with a partner • Student created safety scenarios

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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>Frequently Asked Questions about Everyday First Aid (FAQ: Teen Life)</i> by Heather Hasan (Lexile range 800-1200)</p> <p><i>Sound of Mercy: A Paramedic's Story</i> by Louis C. Farah (Lexile range 800-1200)</p> <p><i>The American Red Cross First Aid and Safety Handbook</i> by American Red Cross (Lexile range 800-1200)</p>	<p><i>Before I Fall</i> by Lauren Oliver (<i>Before I Fall</i> raises thought-provoking questions about love, death, and how one person's life can affect so many others.) (Lexile level 860)</p> <p><i>On My Honor</i> by Marion Dane Bauer (Joel dares his best friend, Tony, to a swimming race in a dangerous river. Both boys jump in, but when Joel reaches the sandbar, he finds Tony has vanished. How can he face their parents and the terrible truth?) (Lexile level 750)</p> <p><i>The Hunger Games</i> by Suzanne Collins (Katniss and her male counterpart Peeta, are pitted against bigger, stronger representatives, some of whom have trained for this their whole lives. , she sees it as a death sentence. But Katniss has been close to death before. For her, survival is second nature. (Lexile level 810)</p>

Ongoing Discipline-Specific Learning Experiences			
1.	Description:	Think/work like a first responder in compiling proper safety protocols for a "Safety Handbook"	<p>Teacher Resources:</p> <p>https://docs.google.com/document/d/1QIcAGJKmktcanp1hOvamzQkrWjWJrorhCoeD-LtuEeM/edit?usp=sharing (Safety Handbook Template)</p> <p>https://docs.google.com/document/d/1olu_Gf1rH0LhhjSa29rAYosDvDCE5cecTBRcfFp50QQ/edit?usp=sharing (safety plan graphic organizer template)</p> <p>http://www.landmarkoutreach.org/publications/spotlight/two-column-method-note-taking (directions on two column notes)</p> <p>https://keystoliteracy.com/wp-content/pdfs/5b-wkshp-templates/blank%20two%20column%20note.pdf (two column notes general)</p> <p>https://www.mindmup.com/#m:new (mapping diagram create your own)</p>
			<p>Student Resources:</p> <p>https://docs.google.com/document/d/1QIcAGJKmktcanp1hOvamzQkrWjWJrorhCoeD-LtuEeM/edit?usp=sharing (Safety Handbook Template)</p> <p>https://docs.google.com/document/d/1olu_Gf1rH0LhhjSa29rAYosDvDCE5cecTBRcfFp50QQ/edit?usp=sharing (safety plan graphic organizer template)</p>
	Skills:	Steps for procedures/precautions in emergency situations	<p>Assessment:</p> <p>Students will complete graphic organizers/2 column notes from various learning experiences throughout the unit.</p>

Prior Knowledge and Experiences
Students have a presumed working knowledge of safe and unsafe actions/decisions. Students will share their own experiences/prior knowledge of weather/natural disasters.

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Learning Experience # 1		
The teacher may introduce the Term “Risk” so students can form ideas on what it is “safe”.		
Generalization Connection(s):	Peers, family and media may help individuals develop effective safety plans to prevent injuries	
Teacher Resources:	http://www.woodward.edu/data/files/gallery/ContentGallery/Dr.Crawford_WoodwardPresenation12013.pdf (Risk management for teens) http://www.cbsnews.com/news/whats-wrong-with-the-teen-brain/ (Why teens do stupid things) https://www.youtube.com/watch?v=AATl0Apvctc (Dangerous situation examples) https://www.youtube.com/watch?v=uE8KpGeewEU (Safe or dangerous interactive video) http://kidshealth.org/teen/safety/ (Basics of safety for teens)	
Student Resources:	https://www.youtube.com/watch?v=a88o7pl_ig (Safe vs unsafe situation examples) http://www.cbsnews.com/news/whats-wrong-with-the-teen-brain/ (Why teens do stupid things) https://www.youtube.com/watch?v=AATl0Apvctc (Dangerous situation examples) https://www.youtube.com/watch?v=uE8KpGeewEU (Safe or dangerous interactive video) http://kidshealth.org/teen/safety/ (Basics of safety for teens)	
Assessment:	Students will create a “Sticky” Wall identifying safe and unsafe behaviors, situations, and natural disasters that will place them at risk. Students will discuss the content on the wall as a large group.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide examples of safe and unsafe situations The teacher may provide a definition of risk The teacher may provide pictures to identify safe and unsafe situations	Students may pair with other students to identify safe and unsafe behaviors, situations, and natural disasters Students may use pictures to identify safe and unsafe situations
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide opportunities to view safety videos of various unsafe scenarios	Students may view video and analyze safety of the situation and predict what could happen or what would not have happened if safety procedures/precautions were in place or followed
Critical Content:	<ul style="list-style-type: none"> Injury prevention 	
Key Skills:	<ul style="list-style-type: none"> Discuss injury prevention procedures 	
Critical Language:	Procedures, Prevention, Actions, Plans, Emergencies, Safety, Precautions	

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Learning Experience # 2		
The teacher will illustrate “basic first aid” procedures so students can identify appropriate action steps to treat/respond/prevent emergency situations (e.g. accidents, injuries, illness, etc).		
Generalization Connection(s):	First-response procedures manage emergency situations	
Teacher Resources:	http://www.slideshare.net/maglenn/basics-of-first-aid-for-children-in-middle-school (Basics of first-aid presentation) http://www.dmoz.org/Kids_and_Teens/Health/First_Aid/ (Resources for various first-aid) https://www.youtube.com/watch?v=ycB5gHBz5o0 (YouTube video: How to treat a puncture wound) https://www.youtube.com/watch?v=y8CYSFgBJil (YouTube video: How to stop bleeding) https://www.youtube.com/watch?v=L77rERL64zc (YouTube video: How to treat cuts and scrapes) www.youtube.com/watch?v=0Q5npXJ8KUY&list=PLLALQuK1NDrgdKHwEDiburNOPcothH2Ud (YouTube video: How to treat a severe allergic reaction) https://www.youtube.com/watch?v=ccr4IKZjHks (YouTube video: How to help someone who can’t breathe) https://www.youtube.com/watch?v=vRO0qNI-Cnk (YouTube video: How to stop a nosebleed) https://www.youtube.com/watch?v=LliuqzvX4vs (YouTube video: How to help someone who has fainted) https://www.youtube.com/watch?v=4qWPFCFmRll (YouTube video: How to help someone having a seizure) https://www.youtube.com/watch?v=4HjHBcgAN3E (YouTube video: How to treat poisoning)	
Student Resources:	http://www.dmoz.org/Kids_and_Teens/Health/First_Aid/ (Resources for various first-aid) http://www.slideshare.net/maglenn/basics-of-first-aid-for-children-in-middle-school (Basics of first-aid presentation) http://kidshealth.org/teen/safety/ (Basics of safety for teens) https://www.youtube.com/watch?v=y8CYSFgBJil (YouTube video: How to stop bleeding) https://www.youtube.com/watch?v=L77rERL64zc (YouTube video: How to treat cuts and scrapes) www.youtube.com/watch?v=0Q5npXJ8KUY&list=PLLALQuK1NDrgdKHwEDiburNOPcothH2Ud (YouTube video: How to treat a severe allergic reaction) https://www.youtube.com/watch?v=ccr4IKZjHks (YouTube video: How to help someone who can’t breathe) https://www.youtube.com/watch?v=vRO0qNI-Cnk (YouTube video: How to stop a nosebleed) https://www.youtube.com/watch?v=LliuqzvX4vs (YouTube video: How to help someone who has fainted) https://www.youtube.com/watch?v=4qWPFCFmRll (YouTube video: How to help someone having a seizure) https://www.youtube.com/watch?v=4HjHBcgAN3E (YouTube video: How to treat poisoning)	
Assessment:	Students will create a one page graphic organizer/two column notes identifying correct emergency first aid procedures and prevention strategies for five emergency situations.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide first aid procedures to students The teacher may provide videos for students to view on first aid procedures The teacher may provide pictures of examples of each first aid procedure	Students may use first aid procedures/steps Students may use videos to review first aid procedures/steps Students may use picture to sequence the correct order of first aid action steps

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may display student brochures throughout the school	Students may create a brochure of the specific first aid procedures/steps
Critical Content:	<ul style="list-style-type: none"> • First-response procedures • Injury Prevention • Injury prevention 	
Key Skills:	<ul style="list-style-type: none"> • Identify first-response procedures • Discuss injury prevention procedures 	
Critical Language:	Procedures, Prevention, Actions, Plans, Emergencies, Safety, Precautions, First-response	

Learning Experience # 3		
The teacher will show CPR and Heimlich lifesaving procedures videos so student can access the skills necessary to save a life.		
Generalization Connection(s):	First-response procedures manage emergency situations	
Teacher Resources:	http://www.ptc.edu/sites/default/files/documents/continuing_ed/BLS%20Heartsaver%20CPR-AED%20Skill%20Sheet%202010%20Guidelines.pdf (Check-sheet for CPR procedure) https://www.youtube.com/watch?v=7CgtIgSyAiU (YouTube video: Heimlich for students) https://www.youtube.com/watch?v=ZXL8SOPXX7A (YouTube video: How to give CPR) http://www2.sptimes.com/pdfs/heimlich.pdf (basics of Heimlich)	
Student Resources:	http://kidshealth.org/teen/safety/ (Basics of safety for teens) https://www.youtube.com/watch?v=7CgtIgSyAiU (YouTube video: Heimlich for students) https://www.youtube.com/watch?v=ZXL8SOPXX7A (YouTube video: How to give CPR) http://www2.sptimes.com/pdfs/heimlich.pdf (Basics of Heimlich)	
Assessment:	Students will complete a check sheet demonstrating their mastery of CPR and Heimlich skills. (Mannequins will be used if available.)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may purposefully pair students for practice The teacher may provide illustrations of the sequence of accurate steps for CPR/Heimlich	Students may pair with other students for practicing skills Students may use illustrations to sequence accurate steps for CPR/Heimlich
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may display student brochures throughout the school	Students may create brochures of the specific first aid procedures/steps
Critical Content:	<ul style="list-style-type: none"> • First-response procedures • Injury • Injury prevention 	

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Key Skills:	<ul style="list-style-type: none"> Identify first-response procedures Discuss injury prevention procedures
Critical Language:	Procedures, Prevention, Actions, Plans, Emergencies, Safety, Precautions, First-response

Learning Experience # 4

The teacher will facilitate discussion about severe weather/natural disasters (E.g. thunderstorms, floods, fires, tornadoes, etc.) so students can reflect upon their knowledge/experiences.

Generalization Connection(s):	Severe weather or trauma-related emergencies require event-specific precautions and actions	
Teacher Resources:	http://www.weatherwizkids.com/weather-safety-tornado.htm (Tornado safety for teens) http://www.lightningsafety.noaa.gov/safety.shtml (Lightning safety) https://www.youtube.com/watch?v=MNWUHTd8Z4o (Lightning video) https://www.youtube.com/watch?v=lzOz_QfSg_k (Forest fire safety) https://www.youtube.com/watch?v=tj-5Zt4Qqqw (YouTube video: tornado safety guidelines) https://www.youtube.com/watch?v=1k7ap96CPJk (YouTube video: What to do during a flood) https://www.youtube.com/watch?v=2NWwpbrgz9Y (YouTube video: What to do in the event of an earthquake)	
Student Resources:	http://www.weatherwizkids.com/weather-safety-tornado.htm (Tornado safety for teens) http://www.lightningsafety.noaa.gov/safety.shtml (Lightning safety) https://www.youtube.com/watch?v=MNWUHTd8Z4o (lightning video) https://www.youtube.com/watch?v=lzOz_QfSg_k (forest fire safety) https://www.youtube.com/watch?v=tj-5Zt4Qqqw (YouTube video: tornado safety guidelines) https://www.youtube.com/watch?v=1k7ap96CPJk (YouTube video: What to do during a flood) https://www.youtube.com/watch?v=2NWwpbrgz9Y (YouTube video: What to do in the event of an earthquake)	
Assessment:	Students will create a short skit on a specific natural disaster, acting out correct safety procedures while the audience completes a graphic organizer/two-column notes listing accurate and appropriate action steps.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide action steps to students	Students may use correct steps to highlight steps observed in skit
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide opportunities for students to show video	Students may create a video of the skits to share with other students during lunch, study hall, etc
Critical Content:	<ul style="list-style-type: none"> Emergency Plans 	
Key Skills:	<ul style="list-style-type: none"> Establish an emergency plan 	
Critical Language:	Procedures, Prevention, Actions, Plans, Emergencies, Safety, Precautions	

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Learning Experience # 5		
The teacher may introduce a Safety Plan by showing students an example of their school safety plan so students can begin to understand elements to include in their own personal Safety Plan.		
Generalization Connection(s):	Peers, family and media may help individuals develop effective safety plans to prevent injuries Severe weather or trauma-related emergencies require event-specific precautions and actions	
Teacher Resources:	http://www.esc1.net/cms/lib/tx21000366/centricity/domain/89/school_safetytemplattessamplesafe_haven_international.pdf (Sample School Safety Plan Development Templates) http://www.educationworld.com/a_lesson/lesson/lesson026.shtml (Fire Safety information) http://www.pecentral.org/lessonideas/MiddleSchoolHealthPersonalSafety.pdf (Middle School Health Lessons 6-8: Personal Injury)	
Student Resources:	http://www.esc1.net/cms/lib/tx21000366/centricity/domain/89/school_safetytemplattessamplesafe_haven_international.pdf (Sample School Safety Plan Development Templates) http://www.educationworld.com/a_lesson/lesson/lesson026.shtml (Fire Safety information) http://www.pecentral.org/lessonideas/MiddleSchoolHealthPersonalSafety.pdf (Middle School Health Lessons 6-8: Personal Injury)	
Assessment:	Students will create a personal safety plan by utilizing a graphic organizer to list their top four safety procedures in the following three areas: <ul style="list-style-type: none"> • Home (fire, home invasion, gas leak, etc.) • Friends (pranks, transportation, etc.) • Outdoors (athletics, parks, camping, water, etc.) 	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide examples of existing safety plans	Students may use examples of safety procedures (school, family)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may write a safety manual for procedures specific to own home or weather region. (i.e. fire, strangers, natural disasters)
Critical Content:	<ul style="list-style-type: none"> • Emergency Plans 	
Key Skills:	<ul style="list-style-type: none"> • Establish an emergency plan 	
Critical Language:	Procedures, Prevention, Actions, Plans, Emergencies, Safety, Precautions	

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Learning Experience # 6		
The teacher will review information from learning experiences one through five so students can develop ideas for their own “Safety Handbook”.		
Generalization Connection(s):	First-response procedures manage emergency situations	
Teacher Resources:	http://www.esc1.net/cms/lib/tx21000366/centricity/domain/89/school_safetytemplattessamplesafe_haven_international.pdf (Sample School Safety Plan Development Templates)	
Student Resources:	http://www.esc1.net/cms/lib/tx21000366/centricity/domain/89/school_safetytemplattessamplesafe_haven_international.pdf (Sample School Safety Plan Development Templates)	
Assessment:	Students will compile data from their previous learning experiences to create their own “Safety Handbook”.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may pair students to complete handbooks The teacher may give students example safety handbooks to follow	Students may pair with another student to develop personal “Student Handbook” Students may use examples of “Safety Handbooks” to follow
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may develop “model” safety handbooks that can be placed in nursing, counseling services department, and/or school “Safety Handbook”
Critical Content:	<ul style="list-style-type: none"> • Emergency Plans 	
Key Skills:	<ul style="list-style-type: none"> • Establish an emergency plan 	
Critical Language:	Procedures, Prevention, Actions, Plans, Emergencies, Safety, Precautions	