**High School Health Curriculum: SAFETY and FIRST AID**

<table>
<thead>
<tr>
<th>STANDARD 1:</th>
<th>STANDARD 2:</th>
<th>STANDARD 3:</th>
<th>STANDARD 4:</th>
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</thead>
<tbody>
<tr>
<td><strong>Comprehend health related concepts to enhance physical, social and mental health and avoid or reduce health risks.</strong>&lt;br&gt;1.1 Understand the relationship between physical, social and mental health and overall wellness.</td>
<td><strong>Demonstrate the ability to practice behaviors that enhance physical, social and mental health and avoid or reduce health risks.</strong>&lt;br&gt;2.1 Use decision-making skills to enhance health. 2.2 Apply goal-setting skills to enhance health.</td>
<td><strong>Demonstrate the ability to access valid information, products and services to enhance physical, social and mental health and avoid or reduce health risks.</strong>&lt;br&gt;3.1 Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</td>
<td><strong>Demonstrate the ability to use interpersonal communication skills to enhance physical, social and mental health and avoid or reduce health risks.</strong>&lt;br&gt;4.1 Communicate effectively with family, peers and others to enhance health and avoid or reduce health risks. 4.2 Advocate for personal, family and community health.</td>
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### Strand: PHYSICAL HEALTH

#### 1.1-1 Safety and Healthy Lifestyle
- a. Summarize ways to reduce safety hazards in the home, school and community.
- b. Understand that preventative and protective behaviors are the number one consideration for a safe and healthy life.
- c. Analyze the benefits of reducing the risks of injury.
- d. Analyze how changes in individual behaviors, the environment, or characteristics of products can interact to cause or prevent injuries.
- e. Determine situations that could lead to unsafe risks that cause injuries.
- f. Explain ways to reduce the risk of injuries in various scenarios e.g., near water, around heights, during sport and leisure activities.
- g. Explain ways to reduce the risk of injuries from participation in sports and other physical activities.
- h. Determine the necessary protective gear for recreational activities to avoid injury e.g., biking, inline skating, skateboarding.
- i. Explain ways to reduce the risk of injuries while riding in or driving a motorized vehicle.

#### 2.1, 2.2.1 Safety and Healthy Lifestyle
- a. Demonstrate preventative and protective behaviors for a safe and healthy life.
- b. Recognize and avoid situations/activities that have the potential to cause injury, disease or detract from a healthy future.
- c. Demonstrate responsible behaviors in various scenarios e.g., near water, around heights, during sport and leisure activities.
- d. Demonstrate the ability to identify and correct safety hazards in the home, at school, in the community, and when riding in a motor vehicle.

#### 3.1-1 Safety and Healthy Lifestyle
- a. Know when and how to access health services to avoid situations/activities that have the potential to cause injury, disease or detract from a healthy future.
- b. Know who to contact in an emergency/for a sports injury.
- c. Know who to contact to rectify a safety hazard.
- d. Identify influences that may compromise health and safety e.g., peers, media, environment.
- e. Interpret statistics relating to safe and healthy practices e.g., wearing a bike helmet.
- f. Compare U.S. standards of safety and health practices and with other regions, particularly Asia; interpret findings.

#### 4.1, 4.2.1 Safety and Healthy Lifestyle
- a. Use interpersonal communication skills to avoid situations and activities that may compromise health and/or safety of self and others.
- b. Advocate for peers and family to engage in positive behaviors that promote safety e.g., wearing protective gear when skateboarding.
- c. Advocate for peers and family to engage in behaviors that reduce risks.
- d. Express compassion and support for people living with injury.

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*Adapted from National Health Education Standards, HECAT*

Correlation to National Health Education Standards: SAS Standard 1 – NHES Standard 1  
SAS Standard 2 – NHES Standard 5, 6, 7  
SAS Standard 3 – NHES Standard 2, 3  
SAS Standard 3 – NHES Standard 4, 8  
*Singapore American School, April 27, 2009*
### Standard 1: Comprehend health related concepts to enhance physical, social and mental health and avoid or reduce health risks.

#### 1.1 Understand the relationship between physical, social and mental health and overall wellness.

- Comprehend the role of the citizen responder.
- Identify body systems, their components and their function.
- Comprehend the relationship among body systems in an emergency situation.
- Describe various types of breathing emergencies, including conscious and unconscious choking.
- Describe major risk factors for cardiovascular disease and how to minimize these.
- Know the signals of a possible heart attack, and describe how to care for someone who is experiencing persistent chest pain.
- Describe the causes, nature and signals of shock, and how to minimize its effects.
- Explain situations where emergency care and lifesaving is needed.
- Explain accepted procedures for emergency care and lifesaving e.g., mouth-to-mouth resuscitation, CPR.
- Understand why and when to use an automated external defibrillator (AEDs).
- Understand the importance of preventing disease transmission when attending to emergencies.

### Standard 2: Demonstrate the ability to practice behaviors that enhance physical, social and mental health and avoid or reduce health risks.

#### 2.1 Use decision-making skills to enhance health.
- Demonstrate the ability to recognize and respond appropriately to any emergency in the role of a citizen responder.
- Recognize the signals of breathing emergencies, including choking, and demonstrate how to provide first aid for choking.
- Recognize signals of unconscious choking, and demonstrate how to provide care.
- Recognize the signals of cardiac arrest, and demonstrate how to provide CPR until emergency medical care arrives.
- Recognize life-threatening bleeding.
- Demonstrate how to use an automated external defibrillator (AEDs).
- Recognize when and how to move a victim in an emergency situation.
- Demonstrate steps for preventing disease transmission.

### Standard 3: Demonstrate the ability to access valid information, products and services to enhance physical, social and mental health and avoid or reduce health risks.

#### 3.1 Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Use critical information in an emergency situation, including risks to own and victim’s safety, to determine how to respond.
- Know when and how to access the Emergency Medical Services (EMS) system and call the local emergency number; know what information to share.
- Know where to find a first aid kit and materials, including AEDs, within the school, home, public buildings.
- Know when and who to contact in an emergency related to disease.
- Know strategies for determining contact information of a victim’s family and relatives.

### Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance physical, social and mental health and avoid or reduce health risks.

#### 4.1 Communicate effectively with family, peers and others to enhance health and avoid or reduce health risks.
- Use interpersonal communication skills to respond appropriately to emergency situations and safety of self and others.
- Know how to appropriately communicate information to a family or relative of an emergency victim.
- Express compassion and support for people in emergency situations, including those living with disease.

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**Adapted from National Health Education Standards, HECAT**

Correlation to National Health Education Standards: SAS Standard 1 – NHES Standard 1

SAS Standard 2 – NHES Standard 5, 6, 7

SAS Standard 3 – NHES Standard 2, 3

SAS Standard 4 – NHES Standard 4, 8
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.1</td>
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</table>
**Comprehend health related concepts to enhance physical, social and mental health and avoid or reduce health risks.**

1.1 Understand the relationship between physical, social and mental health and overall wellness. |
| 2.1 | 
**Demonstrate the ability to practice behaviors that enhance physical, social and mental health and avoid or reduce health risks.**

2.1 Use decision-making skills to enhance health.
2.2 Apply goal-setting skills to enhance health. |
| 3.1 | 
**Demonstrate the ability to access valid information, products and services to enhance physical, social and mental health and avoid or reduce health risks.**

3.1 Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. |
| 4.1 | 
**Demonstrate the ability to use interpersonal communication skills to enhance physical, social and mental health and avoid or reduce health risks.**

4.1 Communicate effectively with family, peers and others to enhance health and avoid or reduce health risks.
4.2 Advocate for personal, family and community health. |

## Strand: PHYSICAL HEALTH (cont’d)

### 1.1.3 First Aid

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<thead>
<tr>
<th>2.1, 2.2-3</th>
<th>First Aid</th>
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<tbody>
<tr>
<td>a.</td>
<td>Demonstrate how to recognize the signals of various soft tissue and musculoskeletal injuries and demonstrate how to care for them e.g., controlling bleeding, splinting.</td>
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<td>b.</td>
<td>Demonstrate how to recognize life-threatening bleeding, and administer care until advanced help arrives.</td>
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<tr>
<td>c.</td>
<td>Recognize signals of and describe how to care for sudden illness, including poisoning, bites and stings, diabetic emergencies, seizures, strokes, and shock.</td>
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<tr>
<td>3.1-3</td>
<td>First Aid</td>
</tr>
<tr>
<td>a.</td>
<td>Use critical information, including risks to own and victim’s safety, to evaluate a situation and determine how to respond.</td>
</tr>
<tr>
<td>b.</td>
<td>Know how and when to access the Emergency Medical Services (EMS) system and call the local emergency number; know what information to share.</td>
</tr>
<tr>
<td>c.</td>
<td>Know where to find a first aid kit and materials within the school.</td>
</tr>
<tr>
<td>d.</td>
<td>Know when and who to contact in an emergency related sudden illness or injury.</td>
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<tr>
<td>e.</td>
<td>Know strategies for determining contact information of a victim’s family and relatives.</td>
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### 1.1.4 Substances

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<thead>
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<tbody>
<tr>
<td>a.</td>
<td>Identify available positive alternatives to using alcohol and other drugs.</td>
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<tr>
<td>b.</td>
<td>Predict immediate and long-term consequences of using alcohol, tobacco or other drugs for oneself, for one’s family, and for the community.</td>
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<tr>
<td>c.</td>
<td>Defend choice when deciding to abstain from alcohol, smoking or other drugs.</td>
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<tr>
<td>d.</td>
<td>Recognize signs of substance related life-threatening emergencies, such as alcohol poisoning.</td>
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<tr>
<td>3.1-4</td>
<td>Substances</td>
</tr>
<tr>
<td>a.</td>
<td>Access and interpret information, including statistics, relating to alcohol and other drugs.</td>
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<tr>
<td>b.</td>
<td>Recognize internal and external factors that may influence substance use behaviors e.g., feelings, family values, peers, media, culture.</td>
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<tr>
<td>c.</td>
<td>Interpret the image of drug and alcohol use among women and men, the absence of use of substances.</td>
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<tr>
<td>d.</td>
<td>Access reliable assistance in situations where alcohol, tobacco and other drugs present risks.</td>
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<tr>
<td>e.</td>
<td>Understand information relating to the Singapore Law regarding substance use.</td>
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</tbody>
</table>

### 4.1, 4.2-3 First Aid

| a. | Use interpersonal communication skills to respond appropriately to first aid situations and safety of self and others. |
| b. | Know how to appropriately communicate information to a family or relative of an injured or ill victim. |
| c. | Express compassion and support for people in first aid situations, including those living with disease. |

### 4.1, 4.2-4 Substances

| a. | Demonstrate effective refusal skills when pressured to use alcohol, tobacco or other drugs. |
| b. | Demonstrate how to effectively dissuade others from using alcohol, tobacco or other drugs. |
| c. | Support friends and family members who abstain from alcohol or other drugs. |
| d. | Know how, when and what to communicate in an alcohol and/or drug related emergency. |
| e. | Advocate for SAS to be drug free. |

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*Adapted from National Health Education Standards, HECAT*

*Correlation to National Health Education Standards: SAS Standard 1 – NHES Standard 1, SAS Standard 2 – NHES Standard 5, 6, 7, SAS Standard 3 – NHES Standard 2, 3, 4, 5, 8*
### Strand: PHYSICAL HEALTH [cont’d]

#### 1.1-5 Sexual Health and Safety
- **a.** Justify why sexual abstinence is the safest, most effective method of protection from HIV and other STIs (STDs).
- **b.** Know how HIV and common STIs (STDs) are transmitted; describe signs and symptoms.
- **c.** Understand the HIV/AIDS epidemic.
- **d.** Understand how setting personal limits can help avoid risky sexual behavior.
- **e.** Identify situations and/or techniques that could lead to being pressured to have sex.
- **f.** Know individuals have the right and responsibility to refuse unwanted sexual contact.

#### 2.1, 2.2-5 Sexual Health and Safety
- **a.** Analyze the benefits of delaying romantic involvement.
- **b.** Compare possible consequences of early sexual behavior to the emotional, social, and physical benefits of delaying it, including impact on achieving goals.
- **c.** Identify ways to set personal limits for situations/activities that pose a risk to sexual health and safety.

#### 3.1-5 Sexual Health and Safety
- **a.** Access valid information about sexual health e.g., HIV AIDS epidemic.
- **b.** Access a trusted adult to provide accurate information and support about sexual health, risks and responsible sexual behavior.
- **c.** Examine internal influences on sexual feelings and behavior e.g., hormones, emotions, curiosity, personal values.
- **d.** Identify external influences on sexual decisions e.g., parents, media, internet, culture, peers, substances, fads and trends.

### Strand: SOCIAL HEALTH

#### 1.1-6 Relationships
- **a.** Understand the characteristics of different types of relationships e.g., friendship, dating, intimate relationship.
- **b.** Explain how to build and sustain healthy relationships.
- **c.** Understand the concept of boundaries in the context of relationships.
- **d.** Identify risk behaviors and how they can impact relationships.

#### 2.1, 2.2-6 Relationships
- **a.** Demonstrate strategies to build manage and sustain healthy relationships.
- **b.** Respect boundaries in the context of relationships.
- **c.** Avoid risk behaviors that can impact relationships, including those presented by misuse of technology.

#### 3.1-6 Relationships
- **a.** Access and evaluate sources of information and services relating to relationships.
- **b.** Identify positive and negative influences that may affect various relationships e.g. media, peers, culture.

### Strand: MENTAL HEALTH

**Within the Safety and First Aid Course, Mental Health is addressed in the context of the topics in the other strands as it arises e.g., the role of mental health in substance use and abuse.**