

KEY POST-TEST: Main Idea, Inferences, Summarizing KEY

Name _____ Hour _____ Date _____

Directions: Read the following passages and answer the questions that follow. Choose the one best answer to each question.

Injuries

Injury is one of our nation's most important health problems. Most of us will have a significant injury at some time in our lives. In the few minutes it takes you to read this information, 10 people will be killed and almost 400 will suffer disabling injuries. Besides the cost in grief and pain, these injuries will amount to \$469 billion in lost income, medical expenses, property damage, insurance and other costs.

Causes of Injury

Injuries that damage, disable and kill are caused by different types of force. For example, a blow to the chest can break ribs. A bullet that travels through skin and muscles can strike a blood vessel and cause serious bleeding within the body.

Sometimes, a force causes an injury to an area in the body away from where it strikes. This happens, for example, when you fall and try to break the fall with an outstretched hand and the force of the impact travels up your arm, injuring your shoulder.

Most of us will have a significant injury at some time in our lives.

Moving your body in certain ways also causes injuries. Even movements as simple as stepping off a curb or turning to reach for an out-of-the-way object can cause injury. Suddenly contracting or tightening a muscle, or group of muscles, can also cause injury. These types of muscle injuries commonly happen in sports activities, sometimes as a result of not warming up or cooling down enough.

You can also be injured by the energy from heat, chemicals, radiation and electricity, which all cause burns. Thousands die each year from fires and burns. They are the sixth leading cause of unintentional deaths. Most of these fatal injuries happen at home. Fires cause 83 percent of all deaths from burns. Smoking is the leading cause of fire deaths in the home overall, but in the winter months heating equipment contributes significantly to the number of fire-related deaths. Of an estimated 1.25 million burn injuries per year in the U.S., over 600,000 require medical care in a hospital emergency department.

Reducing Your Risk of Injury

How does this information relate to you? What are your chances of injury? What can you do to reduce your risk of injury?

People of certain ages are injured more often than others. Injury rates are higher for people under 45. Injuries resulting in death occur most often among people aged 15 to 24. Men are more likely to be injured than women.

Your chances of being injured are influenced most by what you do.

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Many people believe that injuries just happen. They believe that those who are injured are just unfortunate victims of circumstance, but this is not true. Overwhelming evidence exists that injuries, like disease, do not just happen. Rather, many injuries are predictable, preventable events resulting from the way people interact with the potential dangers in the environment.

There are three general strategies for preventing injury:

1. Persuade people at risk to change their behavior.
2. Require people at risk to change their behavior.
3. Provide automatic protection products designed to reduce the risk of injury.

Although laws that require you to take safety measures, such as wearing safety belts, are moderately effective, the most successful injury-prevention strategy is the protection built into the product. Automatic protection, such as airbags in motor vehicles, does not allow people to make choices.

What You Can Do to Reduce Risk

- ⊙ Take measures that can decrease the risk of injury for you and others.
- ⊙ Think safety—be alert and avoid potentially harmful conditions or activities that increase your injury risk.
- ⊙ Take precautions such as wearing protective helmets, padding and eyewear for appropriate recreational activities.
- ⊙ Always buckle your seatbelt when driving or riding in motor vehicles.
- ⊙ Let your state and congressional representatives know that you support legislation that ensures a safer environment for us all.

Typically, behaviors of members of high-risk groups tend to be the hardest to influence. For example, despite the overwhelming number of traffic deaths in the 16-to-19 age group, teenagers are less likely than adults to wear seat belts.

Many people view laws that require certain behaviors as an infringement of their rights—even though the laws are intended to protect them from injury. Product designs are also difficult to influence because many manufacturers are reluctant to commit the resources for design changes. For instance, the evidence in favor of safety belts was available many years ago. However, it took over 20 years to get a federal regulation requiring automobile manufacturers to install automatic restraints by 1990.

Although there are some injury factors that you can do little about, there are others that you directly control. For example, drinking alcohol is a primary cause of many injuries and deaths, especially from motor vehicle accidents. Many people who die from falls, drowning, fires and firearm-related accidents have more than the legal limit of alcohol in their blood. Alcohol is a factor in about 42 percent of motor vehicle accidents, 45 percent of fire fatalities, 38 percent of drowning deaths and 46 percent of homicides.

The American Trauma Society contends that, if all the existing information about prevention were applied, the injury rate could be reduced by 50 percent, with most of the gains made for children and young adults, who are most frequently injured.

Adapted from: *Community First Aid and Safety*. The American National Red Cross. Staywell: 2002. 129-135, 165.

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- ___C___ 1. Based on information under the heading Reducing Your Risk of Injury, the most likely victim to die in an accident would be a
- A. 20 year old female
 - B. 14 year old male
 - C. 22 year old male
 - D. 46 year old female
- ___B___ 2. Which is not a common cause of fatal injuries in the home?
- A. burns
 - B. sudden movements
 - C. falls
 - D. electrical fires
- _ C_ 3. According to the textbox, what can you do to reduce risk?
- A. don't drink and drive
 - B. persuade people to change their behavior
 - C. always wear your seatbelt
 - D. use care when stepping off a curb
- _ D_ 4. A conclusion that might be drawn about teen drivers is that they
- A. wear protective gear such as helmets and padding.
 - B. are less likely to be involved in a fatal accident.
 - C. are often the unfortunate victims of circumstance.
 - D. don't always follow safety measure laws.
- _D___ 5. The author uses cause and effect as the main text structure of the section titled "Causes of Injury" in order to
- A. compare different types of physical injuries.
 - B. convince readers to warm up before exercising.
 - C. describe the costs associated with various injuries.
 - D. show how injuries result from various forces.

Walkin' the Walk

Put on your walking shoes and come along and join the fun . . . a 5-mile walk through your neighborhood community!!!

Walk-a-Thons are a great way to bring a community together. Walk-a-thons can have specific themes, raise money for charities, or simply affirm local pride. No matter what the purpose, Walk-a-Thons bring people together. Here is a sample "to-do" list that will help you create a Walk-a-Thon for your community.

WHAT TO DO: Advance Planning

Task 1. Establish a committee to plan and coordinate the 5-mile Walk-a-Thon; identify a member of the committee as chairperson or coordinator.

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Task 2. Develop a plan implementing the Walk-a-Thon in the community. Use the Community Activity Planning Checklist to help identify the major functions to include in the plan and customize the Walk-a-Thon for your community.

Task 3 Decide on Walk-a-Thon route and obtain all necessary permits as required by the community. Here are some examples of route types:

- "out and back" type which allows people to see everyone else on the way back
- "loop" type which allows the participants to choose the distance by the loops completed
- "one big loop" type where the beginning is also the end of the route
- "straight line" type where the beginning and end are 5 miles apart

Task 4. Review community calendars to establish date for the Walk-a-Thon. Set time and date so that it conflicts with few other community-wide events.

Task 5. Contact local businesses, civic groups, and community agencies to become partners and/or sponsors.

Task 6. Invite local celebrity, educator, and outstanding student to serve as honorary chairs of the activity.

Task 7. Contact local radio, television, and newspapers to let them know about the Walk-a-Thon.

Task 8. Invite participation of youth (grades 3-5) and their parents by contacting local Team Nutrition schools or contacting the local county Extension office to involve youth. As needed, explain and describe the Walk-a-Thon and discuss the benefits of the activity for themselves and for the community.

Task 9. Invite participation of the youth and adult volunteers as "walkers" as well as adult volunteers to handle the support committee logistics on the day of the Walk-a-Thon, for example, registration, water stations, and route monitors.

Task 10. Review Materials Needed and make additions if necessary. Note what the Planning Committee can supply, what items need to be rented, which things can be donated from community businesses, and what needs to be purchased.

WHAT TO DO: Two Weeks Before Activity

Task 11. Have youth volunteers (grades 3-5) help prepare and distribute flyers, radio announcements, etc., for announcing and advertising the Walk-a-Thon in the local community. They can also create a design to mark Walk-a-Thon route which can be duplicated and put up along the 5-mile route the day of the activity.

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Task 12. Have adult volunteers sign up for specific jobs, such as those mentioned in Task 9, for the day of the Walk-a-Thon.

Task 13. Encourage participation of youth and adults as "walkers" by telephoning schools, etc., contacted in Task 8 and remind them to advertise or "talk up" the Walk-a-Thon.

Task 14. Make sure all supplies have been acquired. The paperwork should be completed for rented items.

WHAT TO DO: Day Before the Activity

Task 15. Activate system to call adult volunteers to remind them of jobs at the Walk-a-Thon.

Task 16. Remind local media about the Walk-a-Thon.

WHAT TO DO: Day of the Activity

Task 17. Set up route markers and tables, chairs, water dispensers, paper cups, and trash bags along the walk route and at the finish-line area.

Task 18. Set up registration tables and chairs and put up banner to designate the central registration/sign-in area. Put up decorations. Put registration forms, pens, and cash box on tables.

Task 19. Welcome the "walkers." The Walk-a-Thon Committee Chairperson and the celebrity guest are good choices to handle this. Include in the welcome a brief review of the walk route and the locations of water/rest stations.

Task 20. Assign adult volunteers to designated jobs, such as monitoring the walk route, etc.

Task 21. Participate in media interviews on local radio, TV, or newspapers.

Task 22. Youth and adult volunteers help with cleanup. Close the Walk-a-Thon by thanking all volunteers.

Materials Needed

- Tables
- Chairs
- Large water dispensers
- Paper cups
- Decorations
- Balloons
- Registration forms
- Pencils or pens
- Cash box
- Petty cash
- First aid kit
- Large outdoor umbrellas
- Signs to mark the route
- Trash bags

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OPTIONAL ACTIVITY

Establish a neighborhood walking group. Get together with friends and set up a plan to walk every day or every other day for a mile or two. Build up the miles and keep up the walking for a healthier life style.

C 6. According to the passage, who would be a good choice to welcome the walkers?

- A. news reporter
- B. adult volunteer
- C. celebrity guest
- D. youth volunteer

B 7. The author uses sequence as the structure of the passage **mainly** to

- A. inform the reader of the materials needed for a Walk-a-Thon.
- B. provide a step-by-step guide to planning a Walk-a-Thon.
- C. show the results of a carefully planned Walk-a-Thon.
- D. persuade the reader to attend a Walk-a-Thon.

A 8. This passage is **mainly** about

- A. how to organize and carry out a Walk-a-Thon.
- B. what to expect on the day of a Walk-a-Thon.
- C. how to attract more people to a Walk-a-Thon.
- D. what committee members do at a Walk-a-Thon.

C 9. Based on the passage what would **most likely** be the result of following tasks 1-22?

- A. a healthier lifestyle
- B. a weekly Walk-a-Thon
- C. a successful Walk-a-Thon
- D. a neighborhood walking group

A 10. Which **best** summarizes Task 3?

- A. Choose a route for the Walk-a-Thon. Choices can include out and back, loop, one big loop, and straight line. Each of these choices has its own benefits and drawbacks.
- B. Look over community calendars to choose a date for the Walk-a-Thon. Make sure the date you select does not conflict with other community-wide events.
- C. Get volunteers to distribute flyers and prepare radio announcements to advertise the Walk-a-Thon. They should also create a design to mark the route.
- D. Be sure to set up a registration table with chairs. Put up a sign to mark the area for walkers. Make sure the table has forms, pens, and cash.

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Standards Alignment:

	1	2	3	4	5	6	7	8	9	10
1.4.5 Inference	x			x					x	
1.4.9 Summary										x
1.4.10 Main Idea		x	x			x		x		
1.4.6 Text Structure					x		x			