Community/Environmental Awareness

Content Area: **Special Education**
Course(s):
Time Period: **September**
Length: **All school year**
Status: **Published**

Enduring Understandings

- I will understand safe behaviors can prevent accidents from occurring.
- I will be able to access resources when an accident occurs to prevent further harm and to seek medical attention.
- I will be able to identify potential hazards in the community.
- I will be able to identify trusted adults.
- I will understand what information is appropriate to share with various people.
- I will understand safe behaviors to use on the internet and social media.

Essential Questions

- What are safety procedures in the home, school, internet and community?
- What actions should be taken if an accident occurs?
- What are the roles of specific community helpers?
- Who are trusted adults?
- What information is appropriate to give to various people?

Content

- Will be chosen and/or designed based on the individual needs of each student. When choosing content, consideration will be given to each student´s current level of functioning as demonstrated through observation, interviews and standardized assessments such as the Washington State Life Skills Inventory Independent Living Assessment Tool, Ohioś Employability and Life Skills Assessment and the Assessment of Financial Skills and Abilities.

- Instruction will be differentiated with multiple entry points for diverse learners. The low ratio of teacher to students in this class provides for each student's individual needs to be met and for the lesson to change to meet the needs of individual learning styles as the lesson progresses.

Skills

- Define: awareness, hazards, professionals, treatment, first-aid, injury, strangers, acquaintance, community, familiar/unfamiliair
- Identify environmental/community signs

- Label environmental/community signs
- Identify community helpers
- Label community helpers
- Identify the role of community helpers
- Explain the role of community helpers
- Differentiate between safe and unsafe behaviors, both inside and outside.
- Explain the consequences of unsafe behaviors
- Identify potential hazards in the environment which can impact personal health and safety
- Identify ways to prevent injuries at home, school, and in the community (e.g. fire safety, posion safety, accident prevention)
- Demonstrate/understand how to dial 911 for help and what information to give (i.e. street names, landmarks, personal information).
- Differentiate between situations that warrant emergency help.
- Differentiate amoung the characteristics of strangers, acquaintances and trusted adults.
- Identify/describe safe and appropriate behavior/touches.
- Understand/explain the amount of personal information appropriate to share with various people.
- Understand/explain the consequences of sharing personal information with unfamiliar people.
- Define cyberbullying.
- Identify instances of cyberbullying.
- Identify/list strategies to prevent the dangers of the internet/social media.

Resources

Essential for Living

I-Safe.org

Rethink Autism

Signing Time

Standards

HPE.2.1.12.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
HPE.2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
HPE.2.1.12.D.CS1	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
HPE.2.1.12.E.CS1	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the

	prevention and resolution of conflict.
HPE.2.1.12.E.CS2	Stress management skills impact an individual's ability to cope with different types of emotional situations.
HPE.2.2.12	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
HPE.2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
HPE.2.2.12.A.CS1	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
HPE.2.2.12.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
HPE.2.2.12.B.CS1	Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.