Health Unit 1 Wellness and Safety

Content Area: **Physical Education and Health**
Course(s): **Physical Education/Health**
Time Period: **November**
Length: **2 weeks**
Status: **Published**

Enduring Understandings

Understanding the difference between safe and unsafe environments.

To reduce the risk of injuries or bad outcomes results in good decision making.

Understanding safety guidelines such as bike safety, pedestrian laws, vehicle safety, and prevention of potential injuries at school and home.

Essential Questions

How do I know when an environment is safe or unsafe?

How do you find information about laws, guidelines, and injury preventions for bike, pedestrian, and vehicle safety?

How do I make good decisions?

Skills

Distinguish between safe and unsafe environments.

Recite emergency number: 911

Role-play an emergency call to 911 with teacher.

List steps in an event that there is an emergency.

List safety precautions.

Standards

HPE.2.1.2.D	Safety
HPE.2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
HPE.2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
HPE.2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.
HPE.2.1.2.D.CS1	Using personal safety strategies reduces the number of injuries to self and others.
HPE.2.1.P.D.1	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
HPE.2.1.P.D.2	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
HPE.2.1.P.D.3	Identify community helpers who assist in maintaining a safe environment.
HPE.2.1.P.D.4	Know how to dial 911 for help.

Assessments

Formative: Other Evidence:Oral: Discussion

Formative: Other Evidence:Performance: Dramatization