Unit 2: Safety and Injury Prevention

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 9**
Length: **6 Weeks**
Status: **Published**

Unit Overview

In the Safety and Injury Prevention Unit, students will learn about fire safety, road safety, stranger danger, harmful household subtances, and how to call for help in an emergency

Standards

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.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.
HPE.2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.

Essential Questions

- How can you encourage others to plan for emergencies?
- What are the consequences of our choices in terms of wellness and safety?

Application of Knowledge and Skills...

Students will know that...

- that firefighters are there to help in an emergency

- what good touch and bad touch is
- what poses a fire hazard
- what to do in an emergency

Students will be skilled at...

- dial 911 or call the office in a school emergency.
- discuss safe exit routes from their home with their families.
- exit the school quickly and quietly for a firedrill.
- identify harmful household substances.
- recognize fire fighters in full gear.
- safely cross the street and use a carseat and wear a seatbelt in a vehicle.
- stay away from fire hazards.

Assessments

- Summative: Benchmark Assessment 2.1.D; 2.2.E Mid year and final benchmark tests.
- Diagnostic: Instructional/Assessment Focus 2.1.P.D.1; 2.1.P.D.2; 2.1.2.D.1 Are there any products in your house that are unsafe? How are they unsafe?
- Formative: Instructional/Assessment Focus 2.1.P.D.1; 2.1.P.D.3; 2.2.P.E.1; 2.1.2.D.2; 2.2.2.A.1 Describe what a stranger is and what safety rules to follow with strangers.
- Formative: Other visual assessments 2.1.P.D.1; 2.1.2.D.1; 2.2.2.A.1; 9.1.4.A.5 Fire Drill: silently exit from the building. Folowing the drill, discuss what was done well and what can be done better.
- Formative: Other written assessments 2.1.P.D.1; 2.1.P.D.2; 2.1.2.D.1; 2.1.2.D.3 Describe safety rules as a passenger and identify and interpret road signs and signals.
- Summative: Other written assessments 2.1.D, 2.2.D Draw and describe ways to stay safe and avoid injury.

Activities

- Discuss and identify dangerous household substances.
- Discuss pedestrian and passenger safety including traffic signals and seatbelts.
- Discuss and practice a successful fire drill. Walk out of the building to the appropriate place to await clearance.
- Identify fire hazards.
- Discuss the need to identify exit routes and a mutually agreed upon meeting place at home
- Visit with the firefighters from Green Brook Fire Department.
- Discuss stranger danger and what to do if approached by a stranger. Discuss good and bad touch.
- Practice dialling 911 or the school office in an emergency, providing identification information.

Activities to Differentiate Instruction

General Modification for All Students May Include:

- Follow the differentiation pattern of:
    - Identification of Objectives
    - Pre-Assessment of student understanding
    - Differentiated Activity
    - Whole-Group Discussion
    - Post-Assessment
    - Flexible Grouping strategies:
        - Readiness Groups – "readiness" refers to a student's grasp of a particular concept or task
        - Student Choice Groups
        - Interest Groups
        - Learning Profile Groups
        - When working in groups, students may benefit from having assigned roles in the group, which could be differentiated based on student's ability. Examples include, "facilitator", "materials coordinator", "time keeper", and "task master".
        - Provide student choice for assignments and activities that may appeal to their interests or particular abilities
        - Provide visual and auditory learning supports

Content Specific Modifications for Special Education Students May Include:

- Modifications and accommodations as listed the student's IEP
- One-on-one supports
- Prioritize tasks
- Modified or reduced assignments
- Modified worksheets
- Leveled books on fire safety
- Practice making emergency phone calls

Differentiation for ELL's May Include:

- General modifications may include:
    - Integrate activities into thematic units
    - Trigger student's prior knowledge and experience, which may be different from other students in the class
    - Scaffold complex texts
    - Collaboration with ELL teacher
    - Content specific vocabulary important for ELL students to understand include: firefighter, emergency, fire hazard, seatbelt

Differentiation to Extend Learning for Gifted Students May Include:

- Students can create a record roleplays in which they model how to respond in an emergency situation.

- When differentiating for gifted learners, consider the following three areas to differentiate: content, process, and product.
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    - Content – consider leveling of resources, using additional resources, or developing learning centers. If modifying the content for students, consider various ways to modify content including acceleration of delivery, providing more depth or complexity in the topic, or creating scenarios that utilize critical or creative thinking.
    - Process – consider asking different questions or having students develop the questions, varying group patterns, or developing small groups that will enable you to target instruction
    - Product – allow for student choice in work products, independent study options related to the content areas, or appealing to their particular strengths when considering the theory of multiple intelligences

Integrated/Cross-Disciplinary Instruction

Language Arts: Students can develop roleplay scenarios for different events. As students develop the scenario, they can apply strategies from reader's and writer's workshop to enhance the overall performance.

Resources

Green Brook Fire Department visit

"Time for Kids" Fire safety issue

McGraw Hill Health Teacher's Guide

McGraw Hill Health Big Book

McGraw Hill Health duplication masters

Worksheet to trace exit routes from a home

The Berenstain Bears Learn about Strangers by Stan and Jan Berenstain

21st Century Skills

CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.