Unit 3: Personal Health and Safety

Content Area: **Health**
Course(s): **Generic District Course, Health**
Time Period: **Week 22**
Length: **11 Weeks**
Status: **Published**

Unit Overview

In the Personal Health and Safety unit, students will learn about preventive health behaviors, such as medical and dental checkups. Personal hygiene, including oral, eye, and ear care will be discussed. In this unit, students will also learn about personal safety and avoiding injury and violence.

Standards

HPE.2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body systems.
HPE.2.1.4.D.1	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
HPE.2.1.4.D.2	Summarize the various forms of abuse and ways to get help.
HPE.2.1.4.D.3	Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
HPE.2.1.4.D.4	Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.

Essential Questions

- How does being physically active improve your mind?
- How do safety practices and procedures help to prevent injuries and provide a safe environment?
- How do hygiene practices affect wellness?
- Why do people sometimes take risks that can cause harm to themselves and others?

Application of Knowledge and Skills...

Students will know that...

- agility, balance, coordination, reaction time, speed, and power improve their fitness skills.
- bicycle helmets are worn to protect the head/brain from accidental injury.

- booster seats/special restraints are necessary to protect children while riding in motor vehicles.
- medical checkups help their doctor notice changes in their health.
- physical activity means maintaining their body in good shape by keeping their heart, lungs, bones, joints, and muscles strong.
- washing their face, getting the proper amount of sleep, and having regular checkups help them to stay healthy.

Students will be skilled at...

- create a fitness plan.
- describe how to floss and brush their teeth.
- describe the importance of using a size and age-appropriate booster seat/restraint in a motor vehicle.
- explain the health benefits of being physically fit.
- explain the importance of wearing a helmet when riding a bicycle
- explain ways to get a good night's sleep.
- illustrate how to keep their eyes and ears healthy.
- prevent injuries during physical activity by implementing appropriate safety precautions.

Assessments

- Summative: Benchmark Assessment (2.1.4.A.2, 2.1.4.D.1, 2.1.4.D.2, 2.1.4.D.3, 2.1.4.D.4)
- Diagnostic: Visual Arts Project Using magazines, create a collage to illustrate your knowledge about personal health and safety. (2.1.4.A.2, 2.1.4.D.1, 2.1.4.D.2, 2.1.4.D.3, 2.1.4.D.4)
- Formative: Visual Arts Project Design a Sign- Design signs to hang on walls in the gymnasium at school. The signs should contain safety rules that everyone can follow in order to stay safe. (2.1.4.A.2, 2.1.4.D.1, 2.1.4.D.2, 2.1.4.D.3, 2.1.4.D.4)

Activities

Write a Skit- Write a skit based on the following scenario: two friends are on opposite football teams. One friend begins yelling and pushing the other friend. How can the two friends be good sports and support each other?

Electrical Safety- A person plugs a television, an alarm clock, and a lamp into one outlet. Explain why this is an unsafe situation. Decide how these appliances can be plugged in safely.

Design a Sign- Design signs to hang on the walls in the gymnasium at your school. The signs should contain safety rules that everyone can follow in order to stay safe.

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

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: checkup, heart, lungs, joints, muscles, agility, balance, coordination, reaction time, speed, power, floss

Differentiation to Extend Learning for Gifted Students May Include:

- Create an instructional video for preschool or kindergarten students on how to maintain healthy habits

such as flossing techniques or exercises that would keep their body in shape.

- When differentiating for gifted learners, consider the following three areas to differentiate: content, process, and product.
    - 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

Write a Poem- Keeping your ears healthy is an important part of a health plan. Write a poem giving reasons you should value the sense of hearing. Include ways to protect your hearing.

Write a Skit- Suppose you are going to the beach. Write a skit in which you get a sunburn. Explain why wearing sunscreen is important to protect your skin. Act out the skit with a small group.

Sleep Graph- Keep track of the hours you sleep each night for a week. Make a bar graph of your findings. How many nights did you get ten to twelve hours of sleep?

Draw a Danger Sign- Cut a large circle out of a sheet of paper. Think of a safety hazard. Then draw a sign that warns people about the hazard. Color your sign and share it with your family and classmates.

Make a Poster- Make a poster showing safety rules for riding a bike.

Resources

Health & Wellness, Macmillian/McGraw-Hill 2008

www.mmhhealth.com

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
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.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.