Unit 3: Personal Health and Safety

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 22**
Length: **10 Weeks**
Status: **Published**

Unit Overview

In the Personal Health and Safety unit, students will be introduced to a variety of preventative health measures they can take. The unit will also focus on safety in sports and physical activities. Students will learn how to prevent injuries and stay safe in various situations. Topics include safety rules; staying safe from violence and weapons; and basic first aid skills.

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...

- bathing or showering removes dirt, germs, sweat, and oil from your skin

- brushing daily, flossing daily, eating healthy foods, and getting regular checkups is important for a healthy dental plan
- First-Aid can be used for a minor illness or injury and how to administer basic first-aid
- getting enough sleep and rest affects how they perform in school
- having regular checkups can help discover a health problem as early as possible
- in order to prevent injuries, they must know their limits, go at a safe pace, use correct form, and use approved safety equipment
- physical activity can improve mental and emotional health

Students will be able to...

- describe first aid for several minor illnesses and injuries
- describe how sleep affects performance
- describe how to put together a First Aid kit
- describe what to do if you find yourself in unsafe situations and ways to recover from these situations
- explain the importance of taking responsibility for developing and maintaining a personal fitness plan
- explain when and how to call for emergency help
- identify five exercises involved in a fitness test
- identify ways to stay safe when you exercise and play sports
- list safety rules in case of a fall, fire, poisoning, and earthquake
- list safety rules to follow for walking or swimming
- list ways to care for skin, hair, and nails
- list ways to care for teeth and gums

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)
- Formative: Other written assessments Write a Speech- Write a speech to explain the importance of lifetime sports. Describe some lifetime sports in which you can currently participate. (2.1.4.A.2, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.B.4)
- KWL Chart Diagnostic: Other oral assessments Pre-evaluation of student understanding about personal health and safety (2.1.4.A.2, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.B.4)

Activities

Write a Speech- Write a speech to explain the importance of lifetime sports. Describe some lifetime sports in which you currently participate.

Make a Chart- Work with a partner to learn about New Jersey's helmet laws for riding bikes, scooters, and skateboards. Organize your findings in a chart.

Design a Display- Work together as a class to gather items for a First Aid kit. Create a display in your school.

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, dental,

germs, First Aid, gums, fitness

Differentiation to Extend Learning for Gifted Students May Include:

- Interview or survey adults in their lives or in the building about their personal fitness routines. Synthesize the information and create a menu of healthy habits that can be employed by individuals to stay active at different points in their lives.

- 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

Math- Take a survey of your classmates' favorite sport. Use the information to create a bar graph

Physical Education- Create a 5-10 minute fitness routine. Combine at least three of the skill-related fitness activities- agility, coordination, balance, speed, power, and reaction time. Set your routine to music.

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.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.