Unit 2: Personal Health and Safety

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 10**
Length: **9 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.2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
HPE.2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
HPE.2.1.6.D.4	Assess when to use basic first-aid procedures.
HPE.2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
HPE.2.2.6.B.1	Use effective decision-making strategies.

Essential Questions

- How do safety practices and procedures help to prevent injuries and to 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...

- current and future health wellness is dependent upon everyday lifestyle choices
- First-Aid can be used for a minor illness or injury
- key terms for the unit include: intentional and unintentional injury, hygiene, gangs, First-Aid, grooming, hazard, CPR

Students will be able to...

- describe ways to express anger and resolve conflict without violence
- explain how personal hygiene can affect personal health, positive attitude, and self-image
- list ways to eliminate common safety hazards at home and at school

Assessments

- Personal Health & Safety Benchmark Summative: Benchmark Assessment (2.1.6 A3, D1, E2, 2.2.6 B1)
- Quiz Formative: Instructional/Assessment Focus Assess on ear, eye, and oral hygiene. (2.1.6 A3)
- Skits Formative: Dramatization Give students a conflict that they will act out and demonstrate how to resolve in a non-violent manner. (2.1.6 E2 & 2.2.6 B1)
- Wordsplash Diagnostic: Instructional/Assessment Focus Give a word-splash of key terms to assess prior knowledge. (2.1.6 A3, D1, E2, 2.2.6 B1)

Activities

- **Design a Booklet**- Create a booklet telling others how to care for a body part. Students can select teeth, eyes, or ears.
- **First-Aid Chart-** Students select a first-aid procedure and create a diagram or chart for the necessary steps. Ex: CPR or a minor cut

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: intentional and unintentional injury, hygiene, gangs, First-Aid, grooming, hazard, CPR, positive attitude

Differentiation to Extend Learning for Gifted Students May Include:

- storyboard, script, and record informational videos for the elementary school students about safety procedures

- 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

- **History/Research-** Many people in history have demonstrated non-violent means of protest or ways of solving conflict. Research a historical figure and explain how their actions serve as a model for others.

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.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.