

Unit 1: Creating Safe Environment

Content Area: **Unified Arts**
Course(s): **Health 5**
Time Period: **September**
Length: **1 Days**
Status: **Published**

Unit Summary

Students will enter the Health room with great expectations and willingness to learn. In this unit students will identify, explain, and demonstrate the ability to go over classroom rules, policies, and classroom management. Students will learn what is expected of them in the classroom, how they will be expected to act, and what information will be presented throughout their time in Health class. Students will practice classroom and safety procedures and discuss improving procedures or rules for the class environment that could benefit everyone involved. Students will also be creating their own personal Health Class Web Page using Google Sites. Here students will create an outline for one-self to fill in information they will be learning throughout the Health semester. This site will be used for opinions, reflection, and knowledge as they grow older.

Standards

HE.3-5.2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
HE.3-5.2.1.5.PGD.1	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
HE.3-5.2.3.5.PS.4	Develop strategies to safely communicate through digital media with respect.
HE.3-5.2.3.5.PS.5	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
	There are actions that individuals can take to help prevent diseases and stay healthy.

Student Learning Objectives

Students will learn:

- how to effectively participate in health class.
- how to demonstrate the ability to follow class rules by participating in daily activities and showing good character.
- one's role and behavior expected during lockout, lockdown, fire drills, shelter in place, class discussions, and activity time by practicing with peers and discussion of key aspects.
- the importance of one's ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

Essential Questions

What is expected of me in the Health class?

What character traits will be expected of me during my time in Health?

What are my roles and expectations during emergency situations?

How can I apply what I learn in school to my home life or within my community?

What should I do if I encounter an emergency situation?

Why should certain steps be followed in an emergency?

Enduring Understandings

Students will understand that:

- being aware of the environment and surroundings helps to address safety precautions and reduce the risk of injury to oneself and others in an emergency.
- safety skills can be utilized to make quick decisions in an emergency.

Application

Students will be able to independently use their learning to:

- practice, be aware of, and be able to recognize safe behaviors during emergency situations.
- understand how individual behavior impacts everyone during given situations.
- recognize 'fight or flight' responses and how to react to emergencies.

Skills

Students will be skilled at:

- differentiating between intentional and unintentional injuries.
- explaining basic procedures/steps to take in different emergencies.
- recognizing appropriate precautions to keep them and others safe.
- demonstrating the steps of basic first aid.