Unit 03: Safety

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Trimester 1**
Length: **ongoing**
Status: **Published**

Brief Summary of Unit

The ability to understand and incorporate wellness practices into one's daily living is vital to the well-being of our students and directly correlates to their optimal overall health. Effective health practices provide students with the potential for success when choosing a career and allow for the pursuit of any career interest. When taking this course, students develop their understanding of the interrelationship between wellness, overall well-being and success.

This unit will explore and build upon previously learned ways to prevent accidents and injuries, basic first aid, and avoidance of high risk behaviors.

Revised: July 2020

Standards

By the end of 5th grade:

2,1 Personal and Mental Health

Personal Growth and Development

- Health is influenced by the interaction of body systems.
- Puberty is a time of physical, social, and emotional changes.
    - 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).
    - 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.
    - 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
    - 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).
    - 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students

Pregnancy and Parenting

- Pregnancy can be achieved through a variety of methods.
    - 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.

- 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).

Emotional Health

- Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.
- Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.
    - 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy
    - behaviors.
    - 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
    - 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
    - 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

Social and Sexual Health

- All individuals should feel welcome and included regardless of their gender, gender expression, or sexua orientation.
- Family members impact the development of their children physically, socially, and emotionally.
- People in healthy relationships share thoughts and feelings, as well as mutual respect.
    - 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.
    - 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.
    - 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).
    - 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.
    - 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
    - 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
    - 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

Community Health Services and Support

- Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.
- Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.
    - 2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
    - 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
    - 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

2.2 Physical Wellness

Nutrition

- Understanding the principles of a balanced nutritional plan (e.g., moderation, variety of fruits, vegetables limiting processed foods) assists in making nutrition- related decisions that will contribute to wellness.
    - 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
    - 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.
    - 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs and culture.

2.3 Safety

Personal Safety

- Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.
- There are strategies that individuals can use to communicate safely in an online environment.
- Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.
    - 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.
    - 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
    - 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.

Health Conditions, Diseases and Medicines

- There are actions that individuals can take to help prevent diseases and stay healthy.
    - 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
    - 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)
    - 2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).

Alcohol, Tobacco and Other Drugs

- The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.
- Drug misuse and abuse can affect one’s relationship with friends, family, and community members in unhealthy ways.
    - 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
    - 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
    - 2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.

Dependency, Substances Disorder and Treatment

- The short- and long-term effects of substance abuse are dangerous and harmful to one's health.
- The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.
    - 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.
    - 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
    - 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.

Inclusion of the Career Ready Practice Standards

- CRP.K-12.CRP4: Communicate clearly and effectively and with reason.

Integration of 21st Century Skills through NJSLS 9

- CAEP.9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Essential Questions

- What is a high risk behavior?
- How can you avoid high risk behaviors?
- What skills enable and empower a student to resist destructive behaviors and seek positive influences for growth and learning?
- What high risk behaviors are children at risk for?
- What are some basic first aid procedures?
- What is the impact of decisions on your safety?
- How does resistance and abstaining from high risk behavior influence wellness?
- What are some strategies for avoiding high risk behavior?

Essential Understandings

- Poor hygiene can lead to illness
- Making healthy food choices will benefit their overall health and wellness
- The human body goes through various stages of growth and development throughout childhood
- The dimensions of health impact their lifestyle
- Assessment of health data is necessary for a healthy lifestyle
- Their bodily systems are interrelated
- Heredity may be offset by lowering health risk factors
- The choices one makes will affect their personal health

Students Will Know

- How to prevent injuries
- The basics for safety and first aid
- The difference between healthy and high risk behaviors
- Strategies for avoiding high risk behaviors
- Resources available to them when their safety has been compromised
- How to stay safe when engaging in physical activities

Students Will Be Skilled At

- Key terms: High risk, low risk, resistance, abstinence, avoidance
- Avoiding high risk behaviors will prevent injuries
- They can deal with dangerous situations in a healthful manner
- Healthy risks can lead to a positive outcome whereas high risk behaviors often lead to negative consequences
- They can help others in physical danger with the use of basic first aid
- Safety equipment must be utilized in order to remain safe during physical activity

Evidence/Performance Tasks

When taking a Physical Education or Health course, students demonstrate differentiated abilities to answer the essential questions and meet course objectives through formative and summative assessments. Evidence of progression in answering the essential questions and meeting course objectives demonstrates the development of proficiency over time. The performance tasks below are implemented as benchmark assessments and, based on individual student readiness and performance, can be implemented as formative and/or summative assessments. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

- Answer the essential questions
- Role-play situations where students are presented with high risk behaviors to practice avoidance techniques
- Demonstrate basic first aid techniques
- Complete weekly journal entries that reflect on the impact that high risk behaviors have on an individual
- Work in small groups and discuss safety precautions
- Participate in the “Bike Rodeo” to practice bike/outdoor safety

Learning Plan

- Introduction to healthy vs. high risk behaviors
- Discuss the consequences of engaging in high risk behaviors
- List and identify both healthy and high risk behaviors
- Discuss appropriate application of basic first aid
- Review various resources for finding help for those that are engaging in high risk behaviors
- Discuss appropriate clothing and safety gear for outdoor activities

Materials

Associated web content and media sources are infused into the unit as applicable and available

In addition the materials below, the link connects to district approved textbooks and resources utilized in this course

CORE BOOK LIST

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments

• Computers • Projector • Construction paper • Markers • Course videos • handouts	•

Suggested Strategies for Modifications

https://docs.google.com/spreadsheets/d/1Dt1d40AYxClqqaEUJ0RRPHlx5Ace8TWBXtEQu8hpw3Q/edit#gid=1426178898