Unit 12: Personal Safety

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Marking Period 1**
Length: **1 Week**
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

Students will learn and understand how to protect themselves when at home, outdoors, during weather emergencies, and during natural disasters. Students will learn basic first aid methods to be used during emergencies. Students will learn ways to apply knowledge gained during the unit to their own personal life.

Standards

By the end of Grade 8:

2.1 Mental Health: Emotional and Social Wellness

Personal Growth and Development

Individual actions, genetics, and family history can play a role in an individual's personal health.

· 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.

Responsible actions regarding behavior can impact the development and health of oneself and others.

· 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health

Community Health Services and Support

Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

· 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).

2.3 Safety

Personal Safety

Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations

· 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).

Interdisciplinary connections across content areas

· LA.WHST.6-8.2.D - Use precise language and domain-specific vocabulary to inform about or explain the topic.

· LA.WHST.6-8.4 - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

· LA.WHST.11-12.6 - Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

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.

Integration of Technology Standards through the NJSLS

· TECH.8.1.8.A.3: Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

Transfer

Essential Questions

• • Why is it often hard for an adolescent to avoid dangerous situations and keep safe in the presence of peers?	.

• • Are there crucial first steps that can be effectively used by an adolescent during an emergency to assist themself or others?

• • What patterns of behavior often contribute to common accidental injuries?

Essential Understandings

• • appropriate action in an emergency situation can prevent injuries and save lives.
• • safety precautions can be taken to avoid accidental injury.
• • it is necessary to prepare for weather emergencies and natural disasters.

Students Will Know

• • what to do during an emergency situation
• • how to prevent accidental injuries.
• • how to treat common accidental injuries.
• • what to do during a weather emergency or natural disaster.

Students Will Be Skilled At

key terms and concepts, including: safety conscious, hazard, accidental injuries, flammable, electrical overload, smoke alarm, fire extinguisher, weather emergencies, tornado, hurricane, blizzard, hypothermia, earthquake, aftershock, first aid, fracture, dislocation.

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.

• • participate in group work to identify strategies to prevent accidental injuries.	.
• • create a personal emergency plan.	.
• • complete a written assessment on ways to react during different emergency situations, ways to treat common injuries, strategies to remain safe during weather emergencies and natural disasters.	.
• • answer the essential questions.	.

Learning Plan

• • Preview the essential questions and connect to learning throughout the unit.
• • Provide an introduction to personal safety, highlighting topics such as: emergency situations, basic first aid, weather emergencies/ natural disasters, and preventing injury.
• • Discuss key terms and concepts such as: safety conscious, hazard, accidental injuries, flammable, electrical overload, smoke alarm, fire extinguisher, weather emergencies, tornado, hurricane, blizzard, hypothermia, earthquake, aftershock, first aid, fracture, dislocation.
• • Participate in group work to identify strategies to prevent accidental injuries.
• • Create a personal emergency plan.
• • Take a written test on ways to react during different emergency situations, ways to treat common injuries, strategies to remain safe during weather emergencies and natural disasters.

Materials

Google classroom/ technology access

Projector

Construction paper

Markers

Course videos

Handouts

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

In addition the materials above, 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 environment.

Suggested Strategies for Modifications

https://docs.google.com/spreadsheets/d/1JN3XzsuRVs09JoqKayEQYWUZt4rJdwqQ3rQI5jqs5C4/edit?usp=sharing