Grade 8 Health Unit 2: Personal Safety

Content Area: **Health & PE**
Course(s):
Time Period: **MP2**
Length: **6 Weeks**
Status: **Published**

Rationale and Transfer Goals

The rationale of the Personal Safety unit is to provide students with the basic knowledge and experience they need to to live a healthy life. The students will learn how to prevent and care for victims of common first aid accidents as well as life-threatening emergencies. Students will also learn what to do in the event of a natural disaster.

Enduring Understandings

Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.

Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.

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.

Essential Questions

How does bad habits lead to an accident chain?

Why do you think that children and older adults are the most likely to die in house fires?

Why is it important to get to safety before you call 911?

Why is it important to follow rules against bringing weapons to school and what should you do if someone has one?

What are some actions you can take to stay safe outdoors during walks, biking, hiking and other pedestrian activities?

What is the difference between weather emergencies and a natural disaster?

What should be in your emergency supply kit?

Why should medical professionals always wear gloves when they help someone who is bleeding?

What information should you give when calling 911 or another emergency number?

Content - What will students know?

- Explain what it means to be safety conscious
- Explain how to protect yourself and others from fires.
- Describe how to stay safe on the roads in a car or as a pedestrian.
- Describe how to stay safe you the neighborhood.
- Describe the different types of weather emergencies and natural disasters.
- First aid is the immediate care but more care may be needed

Vocabulary

Safety conscious

Flammable

Pedestrian

Weather emergencies

Tornado

Hurricane

Blizzard

Hypothermia

Earthquake

Aftershocks

First aid

Cardiopulmonary resuscitation

Rescue breathing

Abdominal thrusts

Chest thrust

First degree burns

Second degree burn

Third degree burn

Fracture

dislocation

Skills - What will students be able to do?

- Break bad habits that could lead to unsafe results of others or oneself.
- Take action of fire prevention at home
- Develop an escape plan in case of fire emergency.
- Develop safety rules for self when playing in the neighborhood
- Practice healthful behaviors by preparing an emergency supplies kit

Activities - How will we teach the content and skills?

skits

Worksheets

Discussion

Notes

PowerPoint

Evidence/Assessments - How will we know what students have learned?

Summative

Completion of final unit writing assignments and written test

Homework

Notebook

Participation

Formative

Skills content sheets, including pre-tests, to drive formative grouping in Instructional Workshop

Station evaluation within Instructional Workshop

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Accessing Information • Staying up to date with news and thing of the world • Knowing your community escape plan Practicing Healthful Behaviors • Breaking the Accident Chain • Staying abstinent from risky behaviors • Making sure fire alarms have good batteries • Following safety rules and procedures Communication Skills • Having great communication when calling 911 • Communicating well in an emergency situation Decision Making • Using your decision-making skills from home, school, neighborhood safety Advocacy Sharing information that could help others with safety prevention methods.	• Building healthy habits • Building strong communication skills • The Decision-Making Process	Fire Escape Plan Public Service Announcements What to Put in a first Aid Kit CPR practice Abdominal thrust practice Notes Q and A Sessions Journal Writing Topics: Preventing Injury Staying Safe at Home Staying Safe Outdoors Weather Emergencies and Natural Disasters Giving First Aid

Key Resources

Glencoe Teen Health Course 2 (470-505)

KidsHealth.com

*various resources health information changes daily

21st Century Life and Careers

2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.

2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).

2.1.8.SSH.9: Define vaginal, oral, and anal sex.

2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).

2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

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).

2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.

Interdisciplinary Connections/Companion Standards

Science

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

MS-LS1-5 . Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

- Connections to health processes associated with physiology and anatomy
- Basic understanding of communicability of diseases in discussion of wellness

ELA

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions

drawn from the text.

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- Students practice writing and reading in the content area

Social Studies

6.1.4.D.13: Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.18: Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.

discussion of community and culture as a role in an individual's fitness level, discussion of community resources related to personal wellness