

02_Unit 2: Personal Safety

Content Area: **Physical Education/Health**
Course(s):
Time Period: **Full Year**
Length: **On-going**
Status: **Published**

General Overview, Course Description or Course Philosophy

Health 4

Health will provide students with the physical and health literacy that enables them to pursue a life of wellness. The knowledge and skills gained throughout the course will help them to pursue healthy habits and productive lives at home, school and throughout their community. During the fourth grade curriculum the students will focus on "Health Conditions, Diseases, and Medicine", "Emotional Health", "Personal Safety", and "Alcohol, Tobacco and Other Drugs".

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Unit Summary:

Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it essential that individuals know where and how to seek help and do not blame themselves.

Essential Question(s):

- How can I stay safe?

Enduring Understanding(s):

- 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.

CONTENT AREA STANDARDS

HE.3-5.2.3.5.PS.1	Develop strategies to reduce the risk of injuries at home, school, and in the community.
HE.3-5.2.3.5.PS.2	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
HE.3-5.2.3.5.PS.3	Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
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.
HE.3-5.2.3.5.PS.6	Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.4.4.A	Read grade-level text with purpose and understanding.
LA.RF.4.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- The best strategy to prevent an injury from a car crash is to use your seat belt, child safety seat, or booster seat that is appropriate for your age and weight. Seat belts reduce the risk of death by 45%, and cut the risk of serious injury by 50%.
- Strategies to prevent bicycle crashes include using a working bike that fits you, wearing a helmet that is properly fitted, wearing bright clothing and using reflective gear.
- Strategies to prevent fire injuries include creating an escape plan in case of fire, remembering to stay three feet away from anything that is hot like a space heater, not playing with smoking materials and to never play with lighters or matches.
- If something happens and someone needs first aid you will want to first check that you and the injured person aren't in any danger, and, if possible, make the situation safe. Next, call 911.
- Strategies to safely communicate through digital media with respect are: to think before you post, don't add people you don't know, never send inappropriate pictures or content, and never give your address or other personal information on social media sites.
- Understanding the importance of personal boundaries is also important to stay safe. Boundaries are essentially about understanding and respecting our own needs, and being respectful and understanding of the needs of others.
- If someone is not respecting your personal boundaries you can be direct and tell them to stop, walk away and stay away, find a trusted adult like a teacher, guidance counselor, or school nurse. If you are in a situation that might be dangerous you will want to fight back and call attention to yourself.

Procedural Knowledge

Students will be able to:

- List common injuries that happen at home, school, and in the community.
- Develop strategies to reduce the risk of injuries at home, school, and in the community.
- Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke.
- Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
- Develop strategies to safely communicate through digital media with respect.
- Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
- Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

EVIDENCE OF LEARNING

Formative Assessments

For this unit, formative assessments can/will include:

- observation
- one-on-one
- questioning
- graphic organizers/worksheet
- anecdotal notes

Summative Assessments

For this unit, summative assessments can/will include:

- graphic organizers/worksheet
- homework
- tests/quizzes
- culminating alternative activity

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources Include:

<https://www.aafp.org/home.html>

<https://www.cdc.gov/>

<https://kidshealth.org>

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - implementation of conventions of Standard English, reading and comprehension

Technology/Multi-Media - Audio/visual media analysis

Visual and Performing Arts - debate

Social Studies - Civics, community

Science - chemical reaction (fire)

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.