

06_Community Health and Personal Safety Copied from: K-2, Copied on: 01/13/23

Content Area: **Physical Education/Health**
Course(s):
Time Period: **Cycle**
Length: **NA**
Status: **Published**

General Overview, Course Description or Course Philosophy

In this unit, students will learn about the many resources and people in the community that keep us safe. It is important for students to know when to turn to a trusted adult, and to know that people in the community are there to help in certain situations. Also students will learn that adherence to safety rules are important skills to use, which keeps students safe. Habits and personal skills will be visited in this unit. By utilizing such skills, students will learn to make safe choices which keep them safe and healthy.

Content will be covered by classroom teachers, the school nurse, and the school guidance counselor throughout the year, specialists and support staff, and viewing assemblies on safety.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

People in the community work to keep us safe.

The environment can impact personal health and safety in different ways.

Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important

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.

The environment can impact personal health and safety in different ways.

Potential hazards exist in personal space, in the school, in the community, so we need to learn how to navigate them safely. (Ie: walking around a puddle to not slip)

Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.

People need food and water to stay healthy.

environment to stay healthy.

Personal habits that keep us and environment safe

Wearing a helmet is a safe choice

Symbol awareness: red light, stop sign

Boundaries keep us safe

Boundaries should be respected (personal space, appropriate vs inappropriate)

CONTENT AREA STANDARDS

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|---------------------|--|
| HE.K-2.2.1.2.CHSS.1 | Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. |
| HE.K-2.2.1.2.CHSS.2 | Determine where to access home, school and community health professionals. |
| HE.K-2.2.1.2.CHSS.3 | Demonstrate how to dial and text 911 in case of an emergency. |
| HE.K-2.2.1.2.CHSS.5 | Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. |
| HE.K-2.2.1.2.CHSS.6 | Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). |
| HE.K-2.2.3.2.PS.1 | Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. |
| HE.K-2.2.3.2.PS.2 | Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety). |
| HE.K-2.2.3.2.PS.3 | Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention). |
| HE.K-2.2.3.2.PS.4 | Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol). |
| HE.K-2.2.3.2.PS.5 | Define bodily autonomy and personal boundaries. |
| HE.K-2.2.3.2.PS.6 | Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. |

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| HE.K-2.2.3.2.PS.7 | Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual). |
| HE.K-2.2.3.2.PS.8 | Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse). |

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

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| CS.K-2.8.1.2.AP.4 | Break down a task into a sequence of steps. |
| CS.K-12.2.b | Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness. |
| LA.SL.2.1.C | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| LA.SL.2.3 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |
| LA.SL.2.4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |

STUDENT LEARNING TARGETS

Learning target attached

Declarative Knowledge

Students will understand that:

If they feel uncomfortable they should reach out to a trusted adult.

There are many workers in the community that are hired to keep us safe and healthy.

It is our personal responsibility to care for the environment and take care of things that we care about

Personal habits that keep us and environment safe: abiding by law to wear seatbelt, wearing helmet, picking up trash

Wearing a helmet is a safe choice

Symbol awareness: red light, poison symbol

Boundaries keep us safe (personal space, inappropriate vs appropriate)

Procedural Knowledge

Students will be able to:

Identify people in the community that keep us safe

Know to dial 911 in case of emergency

Identify ways to keep environment, plants, humans, and animals safe

Empathy helps us to understand how a person may be feeling

Identify a number of people that one can speak with if they need help in expressing feelings

Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches

We should communicate respectfully whether in person or online.

Set personal boundaries

Demonstrate respecting personal space

Identify a trusted adult that they can speak with

Identify ways to state where boundaries are and how we feel....use I statements

Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).

EVIDENCE OF LEARNING

Formative Assessments

- Questions & Answers
- Discussions
- Turn and Talk
- Observations
- Participation
- Exit Ticket

- What Stuck post-it
- Pair share for problem solving and skill feedback
- Chat and Stretch review of lesson concept

Summative Assessments

For this unit, summative assessments can/will include:

Exit ticket - ability to demonstrate understanding of personal space/boundary "bubble" space

RESOURCES (Instructional, Supplemental, Intervention Materials)

Safety-

<https://www.google.com/search?q=safety+video+elementary&ie=UTF-8&oe=UTF-8&hl=en-us&client=safari#fpstate=ive&vld=cid:c224cccc,vid:RmX351JMgdU,st:0>

Road safety

<https://m.youtube.com/watch?v=NeEF1fwT4k>

Social skills

<https://m.youtube.com/watch?v=Myf2CUx9E60>

Poison safety

https://m.youtube.com/watch?v=YZO-drzD1_M

Community groups

<https://m.youtube.com/watch?v=IGC0zxgRNJQ>

Officials in community

<https://m.youtube.com/watch?v=jt2q1cHsH6E>

<https://www.shapeamerica.org/events/healthmovesminds/>

<https://classroom.kidshealth.org/classroom/index.jsp?Grade=pk&Section=personal>

<https://www.state.nj.us/education/modelcurriculum/peh/>

<https://www.cdc.gov/healthyschools/sher/standards/index.htm>

<https://ny.pbslearningmedia.org/subjects/health-and-physical-education/>

<https://www.jumpope.org.au/>

<https://www2.heart.org/site/SPageServer/?pagename=AHALandingPage>

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

NJAHPHERD conferences, Lake Conference, PE Central, PE Universe, Standards-based Health and Physical Education Curriculum Development, PE Jam sessions, Professional Learning Community Seminars

INTERDISCIPLINARY CONNECTIONS

Full Value and SEL- being a part of a team, caring for self and others in school, home, and community

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

Modifications:

- Special Education Students
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- English Language Learners
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
- At-Risk Students
 - Provide extended time to complete tasks
 - Consult with Guidance Counselors and follow I&RS procedures/action plans
 - Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary
- Gifted and Talented Students
 - Provide extension activities
 - Build on students' intrinsic motivations