Health Grades K-2 Unit 4: Community Health Skills

Content Area: **Physical Education & Health**
Course(s):
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Overview

The grades K-2 Comprehensive Health Education Units are a cohesive set of four units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision-making skills which will be applied in various situations in later units involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

In Unit 4, students will interact with content regarding:

- Effective communication may be a determining factor in the outcome of health and safety-related situations
- Effective decision-making skills foster healthier lifestyle choices.
- Character traits are often evident in behaviors exhibited by individuals when interacting with others.
- Service projects provide an opportunity to have a positive impact on the lives of self and others.
- Developing an awareness of potential hazards in the environment impacts personal health and safety.
- Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.
- Developing an awareness of potential hazards in the environment impacts personal health and safety.
- Using personal safety strategies reduces the number of injuries to self and others.
- Many factors at home, school, and in the community impact social and emotional health.

Learning Targets

- I can determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- I can determine the benefits for oneself and others of participating in a class or school service activity
- I can determine ways parents, peers, technology, culture, and the media influence health decisions.
- I can determine where to access home, school, and community health professionals.
- I can develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
- I can differentiate among the characteristics of strangers, acquaintances, and trusted adults and

describe safe and appropriate behaviors/touche

- I can explain healthy ways of coping with common stressful situations experienced by children.
- I can explain how to dial 911 for help.
- I can explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
- I can explain what a decision is and why it is advantageous to think before acting
- I can express needs, wants, and feelings in health- and safety-related situations.
- I can identify basic social and emotional needs of all people
- I can identify community helpers who assist in maintaining a safe environment.
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- I can identify procedures associated with pedestrian, bicycle, and traffic safety
- I can identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
- I can identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention)
- I can relate decision-making by self and others to one's health.
- I can select a personal health goal and explain why setting a goal is important
- I can 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).

Enduring Understandings

- Develop and demonstrate an awareness of healthy habits (use clean tissues, wash hands, handle food hygienically) that support personal wellness.
- Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.
- Families shape the way we think about our bodies, our health and our behaviors.
- Individuals enjoy different activities and grow at different rates.
- Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.
- Many factors influence how we think about ourselves and others
- Nutritious food choices promote wellness and are the basis for healthy eating habits.
- People have relationships with others in the local community and beyond.
- People in the community work to keep us safe.
- People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.
- Personal hygiene and self-help skills promote healthy habits (using utensils, choosing clothes, brushing teeth)
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- Substance abuse is caused by a variety of factors. .
- The environment can impact personal health and safety in different ways
- The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.

- There are different ways that individuals handle stress, and some are healthier than others.
- There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

Essential Questions

- Why it is advantageous to think before acting and how those decisions impact the health of you and others?
- How can certain character traits (respect, responsibility, trustworthiness, honesty, kindness, compassion) impact the way one feels, thinks and acts towards themselves and others?
- How can character be enhanced by participating in school service activities?
- How can parents, culture and media influence healthy decision-making?
- How does character impacts the way one feels and thinks about one's self and others?
- What are age appropriate needs, wants, and feelings in health and safety related situations (i.e. communication in different scenarios).
- What are different physical abilities?
- What are the roles and responsibilities of family members in different types of families both locally and globally? K
- What is the meaning of character?
- What needs, wants, and feelings are in health and safety related situations (i.e. assistance, fear, nervousness)

NJ Health & PE Standards

2.1.2.PGD.1	Explore how activity helps all human bodies stay healthy.
2.1.2.PGD.2	Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
2.1.2.PGD.3	Explain what being “well” means and identify self-care practices that support wellness.
2.1.2.PGD.4	Use correct terminology to identify body parts and explain how body parts work together to support wellness.
2.1.2.PGD.5	List medically accurate names for body parts, including the genitals.
2.1.2.PP.1	Define reproduction.
2.1.2.PP.2	Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).
2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
2.1.2.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
2.1.2.EH.5	Explain healthy ways of coping with stressful situations.
2.1.2.SSH.1	Discuss how individuals make their own choices about how to express themselves.
2.1.2.SSH.2	Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.

2.1.2.SSH.3	Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
2.1.2.SSH.4	Determine the factors that contribute to healthy relationships within a family.
2.1.2.SSH.5	Identify basic social needs of all people.
2.1.2.SSH.6	Determine the factors that contribute to healthy relationships.
2.1.2.SSH.7	Explain healthy ways for friends to express feelings for and to one another.
2.1.2.SSH.8	Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
2.1.2.SSH.9	Define bullying and teasing and explain why they are wrong and harmful.
2.1.2.CHSS.1	Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
2.1.2.CHSS.2	Determine where to access home, school and community health professionals.
2.1.2.CHSS.4	Describe how climate change affects the health of individuals, plants and animals.
2.1.2.CHSS.5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
2.1.2.CHSS.6	Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.MSC.8	Explain the difference between offense and defense.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner.
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.2	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
2.2.2.LF.4	Identify physical activities available outside of school that are in the community.

2.2.2.N.1	Explore different types of foods and food groups.
2.2.2.N.2	Explain why some foods are healthier to eat than others.
2.2.2.N.3	Differentiate between healthy and unhealthy eating habits.
2.3.2.PS.1	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
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).
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).
2.3.2.PS.4	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
2.3.2.PS.5	Define bodily autonomy and personal boundaries.
2.3.2.PS.6	Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
2.3.2.PS.7	Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
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).
2.3.2.HCDM.1	Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
2.3.2.HCDM.2	Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
2.3.2.HCDM.3	Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
2.3.2.ATD.1	Explain what medicines are, how they are used, and the importance of utilizing medications properly.
2.3.2.ATD.2	Identify ways in which drugs, including some medicines, can be harmful.
2.3.2.ATD.3	Explain effects of tobacco use on personal hygiene, health, and safety.
2.3.2.DSDT.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
2.3.2.DSDT.2	Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

Learning Plan and Activities

Topic	Activities
Bike Safety	Teacher's Guide Handout: Talking Hands Handout: Brainy Bikers Quiz Quiz: Answer Key

Car and Bus Safety	Teacher's Guide Handout: Safe Bus Rides Handout: Travel Brochure
Food and Cooking Safety	Teacher's Guide Handout: 10 Ingredients for a Safe Kitchen Quiz Quiz: Answer Key Poster: Don't Share Germs (color) | (black and white) | (in Spanish, color) | (in Spanish, black and white) Poster: Wash Your Hands (color) | (black and white)
Fire Safety	Teacher's Guide Handout: Stop, Drop and Roll! Handout: Crawl Low Under Smoke! Handout for Teachers: Crawl Low Under Smoke! Answer Key
Strangers and 911	Teacher's Guide Handout: Safetyland Handout: 9+1+1 = Emergency Quiz Quiz: Answer Key
Water Safety	Teacher's Guide Handout: Safety Duck Handout: Water Bottle Label With Safety Rules Handout: Water Bottle Label Without Safety Rules

Other Ideas for Lesson Implementation/Discussion

- Role-play for safety-related situations

- Chart healthy lifestyle choices
- Discuss ways to interact with people who have disabilities
- Review character traits
- Create lists about ways to prevent injuries in school, home, and out in the community
- Read Aloud from the ARC Jobs in My Community Unit
- The 7 Habits of Healthy Kids

Assessments

- Abilities Awareness Month Projects
- Discussion
- Family Projects
- Follow-up activities
- Student independent work
- Student participation
- Student writing journals

Career Awareness, Exploration, and Preparation

9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

21st Century Skills

9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.

Interdisciplinary Connections

LA.K-12.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.
LA.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.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
MA.2.MD.D.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.
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 climate change and humans on the land, water, air, and/or other living things in the local environment.