

Unit 6: Safety Precautions

Unit #:	APSDO-00026699	Duration:	3.0 Lesson(s)	Date(s)	
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Grade(s)
 K, 1

Subject(s)
 Wellness

Unit Focus

In this unit, students will begin to learn the skills needed for self protection through literacy based discussions, activities and role playing.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Connecticut Goals and Standards <i>Health Education: 4</i> <ul style="list-style-type: none"> Apply effective verbal and nonverbal communication skills as a means of enhancing health. <i>M.5.1</i> Distinguish between safe, risky or harmful behaviors involving themselves and/or others <i>M.3.3</i> Predict how decisions regarding health behaviors have consequences for themselves and others <i>M.6.3</i> Use a decision-making process to enhance health <i>M.6.1</i> Use appropriate strategies to prevent/reduce risks and promote well-being <i>M.1.6</i> 	T1 (T1) Develop skills, knowledge and concepts needed to make appropriate decisions to create a healthy and balanced lifestyle. T2 (T3) Advocate based on personal needs (academic, behavioral, emotional and physical) to determine an appropriate solution for self and others.	
	Meaning	
	Understanding(s)	Essential Question(s)
	U1 (U150) The routines you follow have predictable impact on your overall health. U2 (U302) There are a range of support systems and resources for every concern: the best system or resource is grounded in level of trust and credibility in the information provided. U3 (U151) The way you treat your body (e.g., exercise, sleep, injury and disease	Q1 (Q150) What choices do I make when I am in charge of myself? Q2 (Q151) How do I keep myself safe? Q3 (Q152) How does what I put in my body affect the way it works? Q4 (Q302) Where do I go/who do I turn to when I need help?

	prevention, nutrition) affects the body`s ability to appropriately respond.	
Acquisition of Knowledge and Skill		
Knowledge		Skill(s)
<p>K1 Good decisions to make in emergencies</p> <p>K2 Resistance skills needed to be safe</p> <p>K3 How to avoid getting poisoned</p>	<p>S1 Demonstrate self protection strategies for fire, bus, getting lost, and from strangers</p> <p>S2 Differentiate types of emergencies (e.g., fire, medical, police)</p> <p>S3 Identify strategies to avoid poisoning</p> <p>S4 Identify numbers to use in emergency situations (e.g., dialing 911 to seek help)</p>	