

# Unit 6: Safety Precautions

<b>Unit #:</b>	APSDO-00026698	<b>Duration:</b>	5.0 Lesson(s)	<b>Date(s)</b>	
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**Grade(s)**  
 2, 3, 4

**Subject(s)**  
 Wellness

## Unit Focus

In this unit, students will continue 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	
<p><b>Connecticut Goals and Standards</b>  <i>Health Education: 4</i></p> <ul style="list-style-type: none"> <li>Analyze how family, school and peers influence personal health <i>M.4.3</i></li> <li>Apply effective verbal and nonverbal communication skills as a means of enhancing health. <i>M.5.1</i></li> <li>Demonstrate strategies to prevent, manage and resolve conflicts in healthy ways and identify adults and peers who might assist, when appropriate <i>M.5.9</i></li> <li>Demonstrate the ability to locate and use resources from home, school and community that provide valid health information, products and services <i>M.2.2</i></li> <li>Support a healthy position with accurate information <i>M.8.2</i></li> </ul>	<p><b>T1</b> (T1) Develop skills, knowledge and concepts needed to make appropriate decisions to create a healthy and balanced lifestyle.</p> <p><b>T2</b> (T2) Communicate effectively based on purpose, task and audience using appropriate vocabulary and body language.</p> <p><b>T3</b> (T3) Advocate based on personal needs (academic, behavioral, emotional and physical) to determine an appropriate solution for self and others.</p> <p><b>T4</b> (T5) Access, evaluate and use information from various sources to deepen understanding of a given topic.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><b>U1</b> (U150) The routines you follow have predictable impact on your overall health.</p> <p><b>U2</b> (U161) Substances carry a different set of risks and consequences because of their potency and their unpredictable chemical</p>	<p><b>Q1</b> (Q150) What choices do I make when I am in charge of myself?</p> <p><b>Q2</b> (Q151) How do I keep myself safe?</p> <p><b>Q3</b> (Q200) How do I talk to and act with others to achieve ____ (a desired result)?</p>

<ul style="list-style-type: none"> <li>• Use a decision-making process to enhance health <i>M.6.1</i></li> <li>• Use appropriate strategies to prevent/reduce risks and promote well-being <i>M.1.6</i></li> </ul>	<p>makeup.</p> <p><b>U3</b> (U200) How you send and receive information depends on what you are trying to accomplish and who you are talking to.</p> <p><b>U4</b> (U300) The way in which we advocate for self and others has a direct impact on overall well-being and performance.</p> <p><b>U5</b> (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.</p> <p><b>U6</b> (U500) What sources you look at/turn to for information has an impact on your decision-making.</p>	<p><b>Q4</b> (Q301) How do I speak up for myself/someone else in a way that gets people`s attention?</p> <p><b>Q5</b> (Q302) Where do I go/who do I turn to when I need help?</p> <p><b>Q6</b> (Q502) What makes a source trustworthy?</p>
<b>Acquisition of Knowledge and Skill</b>		
<b>Knowledge</b>		<b>Skill(s)</b>
<p><b>K1</b></p> <p>How resistance skills and advocacy keep a person safe</p> <p><b>K2</b></p> <p>How to differentiate between myths and facts about substance</p>	<p><b>S1</b></p> <p>Demonstrate the skills or steps needed to say no</p> <p><b>S2</b></p> <p>Demonstrate actions needed to stay safe when biking, swimming, using the internet, when home alone, when lost, when offered a substance, when away from home</p> <p><b>S3</b></p> <p>Demonstrate the steps needed to make healthy decisions</p> <p><b>S4</b></p> <p>Report an emergency giving detailed information</p> <p><b>S5</b></p>	

		<p>Seek trusted adults at home, school, and in the community</p> <p><b>S6</b></p> <p>Identify long term and short term goals to stay healthy</p>
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