

Delaware Model Unit Gallery Template: Health Education

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Risk Watch: Safety Detectives

Designed by: Kim O'Malley, BSN, Risk Watch Coordinator, Delaware Agency: DuPont Hospital for Children

Grade Cluster: K-2 (designed for grades 1 or 2)

Time Frame: 4 Lessons

Summary of Unit

Students will explore their home environment for safety and for prevention of fires, poisonings, and falls. Using the Risk Watch Curriculum for grades one and two, the teacher and students will be "safety detectives" as they ensure the safety of the student's environment.

Risk Watch curriculum is owned by the National Fire Protection Association and may be implemented only after instructor training. Teachers and curriculum directors may reach Kim O'Malley, State Coordinator of Risk Watch, to arrange teacher trainings. After the training workshop, materials needed for teaching the program will be given to the teachers at no charge, along with the resource kit of props for visual aids.

Fire safety presentations may be arranged by contacting the Public Education, Senior Instructor, Mike Lowe, at the Delaware State Fire School.

Stage 1 – Desired Results (What students will know, be able to do and understand)

Delaware Health Education Standards

- 1. Students will understand essential health concepts in order to transfer knowledge into actions for life. Specify core concepts to be addressed:
- 2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior.*
- 3. Students will demonstrate the ability to access information, products, and services to enhance health.*
- 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- 5. Students will demonstrate the ability to use decision-making skills to enhance health.
- 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- 8. Students will demonstrate the ability to advocate for personal, family and community health.

* Includes technology integration

Big Idea: Health is Personal Power

Unit Enduring Understandings

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas(s) and/or Content Standards and that are transferable to new situations.
- Health risks are reduced by effective communication.
- My family and my community help me to be healthy.

Essential Questions

- What is Health?
- What prevents people from practicing healthy behavior?

Unit Essential Question

- Open-ended questions designed to guide student inquiry and learning.
- Why choose safety?

Knowledge and Skills

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2.

Students will know...

- How to exit a burning building.
- How to access emergency help using the 9-1-1 system.
- Two ways to prevent playground falls.
- How look-a-like substances can be harmful.
- How to identify items that pose a risk of suffocation and strangulation within the home.

Students will be able to...

- Stop, drop, and roll if clothes catch on fire.
- Practice an escape plan.
- Conduct a home safety assessment.
- Demonstrate proper rules on the playground for safe play.
- Identify possible poisons throughout their home with their parents and explain the definition of a poison.
- Practice how to call 9-1-1 and give the proper information to the operator using the 9-1-1 simulator available from the Delaware State Fire School.

Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

Suggested Unit Transfer Tasks

An effective transfer task for ALL students should be designed to include:

- Complex, real-world, authentic applications
 - Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)
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- As safety detectives, you discovered that your dad removed the battery from the smoke alarm because he needed it for your baby brother’s new toy car. How would you convince your dad that this is a safety violation? OR, could you do a skit that would show your dad how important smoke alarms are? You can also do a skit that shows what to do when the smoke alarm goes off and how to safely exit the building you are in?
 - As safety detectives, you see poisons in your home. What should you do if you find a poison? What is a poison? Have the students close their eyes, picture themselves in a room in their home, and have them tell you some of the things they see that could be a poison. Have the students cut out pictures in magazines and turn in a page showing different things that could be a poison.

Rubrics

- Scoring guide to evaluate transfer tasks used as evidence of student proficiency

An effective scoring guide should:

- Measure what is appropriate for the Content Standard that is assessed.
- Provide opportunities for differentiation of the transfer tasks used as evidence of student proficiency.

The Delaware State Fire School (Mike Lowe) has a 9-1-1 Simulator that allows students to practice skills reporting an emergency and a safety hazard house to discuss how to fix hazards in your home.

4. Students consistently make safe choices in risky situations such as escaping their home in a fire, calling 9-1-1 in an emergency situation, identifying potential poisons in the home, and playing safe on the playground. Student work demonstrates the skill of self-management in response to challenges and scenarios presented by the curriculum.
3. Students occasionally make safe choices in risky situations such as escaping their home in a fire, calling 9-1-1 in an emergency situation, identifying potential poisons in the home, and playing safe on the playground. Student work usually demonstrates the skill of self-management in response to challenges and scenarios presented by the curriculum.
2. Students sometimes make safe choices in risky situations such as escaping their home in a fire, calling 9-1-1 in an emergency situation, identifying potential poisons in the home, and playing safe on the playground. Student work sometimes demonstrates the skill of self-management in response to challenges and scenarios presented by the curriculum.
1. Students rarely make safe choices in risky situations such as escaping their home in a fire, calling 9-1-1 in an emergency situation, identifying potential poisons in the home, and playing safe on the playground. Student work may or may not demonstrate self-

management skills associated with the challenges and the scenarios presented by the curriculum.

Other Evidence

- Performance Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards
- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)

Pre-/post-test – Link (<http://www.riskwatch.org/knowledge.html>)

- Using the poster included in the curriculum books—What’s a Risk?—students will tell a story about a safe and risky behavior to a small group.
- Using the attached worksheet, students will draw their family escape plan, showing two ways out, with their parents and explain it to the class.



Family Escape Plan

Using the attached worksheets, students will identify safe things to eat and drink.



Mistaken Identities
game



Poison Coloring
Sheet



Poison Look-Alike

Use the workbook activity pages included on the CD in the curriculum books or contact Kim O’Malley for hardcopies of the workbooks for students.

Optional: Fire Prevention poster contest available from your local fire company for the children to draw various fire safety scenarios based on grade level. Contests are judged and awards are given at the local, county, and state levels.

Link (<http://www.dvfassn.com/documents/5/45778.pdf>) **Note – Deadlines are updated each year and the Specials Division topics are changed yearly. Other Grade-Level Topics remain the same each year.**

Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing—based on ongoing formative assessments)

Students will do a home safety assessment. Upon completion, they will consider how they could improve their home safety. They will, as detectives, write a story about another family with the same home safety issues and how that family solved the problem.



Sparky Checklist

Safety survey and human graph is done in the classroom to show the results of the home safety assessment. Have the students stand in front of the classroom like a graph in the section that has their answer from the safety survey. This will give a visual for the safety survey results.

Using the prompt "What area of safety is most difficult for me?", students will write, draw, or discuss how they can better practice safety.

Students will explore different rooms of their home with their parents and write in a journal the name of the poison they found, and whether or not it is safely stored in its original container and properly labeled. The final entry in the journal will explain if the poisons were moved by a grown-up to the proper place and out of sight and reach of children.

Students will draw pictures of safe and unsafe ways to play on the playground. They will explain why their drawing is safe or unsafe. If the drawing shows unsafe play, student will explain how to correct the behavior.

Stage 3 – Learning Plan

(Learning activities need to align with Stage 1 and Stage 2 and show connections to prior learning)

Key Learning Events Needed to Achieve Unit Goals

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
- Provide ongoing opportunities for self-monitoring and self-evaluation

Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws.
<http://www.umuc.edu/library/copy.shtml>

Risk Watch Safety Program for grades one and two, National Fire Protection Association. Quincy, Massachusetts, Safety, 1998

- Lesson Two: Fire and Burn Protection
- Lesson Three: Choking, Suffocation, and Strangulation
- Lesson Four: Poisoning Prevention
- Lesson Five: Falls Prevention

Resources and Teaching Tips

Resources

- Include a variety of resources (texts, print, media, and web links) that best supports the unit.

Risk Watch Safety Program. National Fire Protection Association. Quincy, Massachusetts, 1998.

- www.Kidshealth.org
- www.Healthteacher.com
- Children’s Hospital of Pittsburgh Poison Control Center (www.chp.edu)
- Oregon Health & Science University Poison Control Center (<http://www.ohsu.edu/poison/educators/index.htm>)
- Kim O’Malley, Risk Watch Coordinator, DuPont Hospital for Children, Delaware State Fire School, phone - 302-739-4773, fax – 302-739-4436, kim.omalley@state.de.us
- Mike Lowe, Public Education Senior Instructor, Delaware State Fire School, phone 302-739-4773, fax – 302-739-6245



Resource Kit Items

Teaching Tips

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.

Children learn through THEIR OWN INVOLVEMENT—under guidance of a teacher, uniformed personnel, and instructors.

Student workbooks are provided with the curriculum books in either printed form through a request sent to Kim O’Malley, Risk Watch Coordinator, or in CD format included with the curriculum books. Kim O’Malley can also provide the CD for you if requested.

Accommodations/Differentiation

- Stages 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Describe how instruction may be varied to address differences in readiness, interest, and/or learning profiles.

Students may have difficulty with the pre- and post-test, and the teacher may need to read it to the class and have the children check the box with the correct answers.

Some students may be unable to write a story about their home safety issues so they could draw their responses.

The fire safety programs offered by the Delaware State Fire School are designed to accommodate the learning needs of all students.

Design Principles for Unit Development

Please check the design principles below that are embedded within the unit

- International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- 21st Century Learning** – the ability of to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

Students will practice necessary safety skills and concepts a variety of ways, including written and oral stories that solve various situations. They will use the 9-1-1 simulator to practice speaking their home addresses. They will describe what to do in an emergency situation. Students will be able to identify poisons in their home and be able to explain to their parents how to keep their home safer and how something can be considered a poison.

Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate) families and communities.

Students will practice learning their phone number and address on a worksheet before practicing on the 9-1-1 simulator. Participation in the Fire Prevention Poster & Essay contest through your local fire department will be a fun activity for the students to learn more about fire safety and be eligible for awards at the local, county, and state levels. These activities will help to meet the curriculum standards set forth by House Bill 57.

Poison Prevention is an important safety lesson for interaction with families and their communities.

The journal writing activity can be incorporated in the Language Arts lessons and done by the Language Arts teacher.

The Delaware Volunteer Firemen's Association Fire Prevention Poster Contest could be included in the Art program for all grade levels. The prizes for the winners are supplied by local fire departments and the county and state organizations.