

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 – Reporting Street Safety

Designed by: Kim O’Malley, BSN, Risk Watch Coordinator

Organization: duPont Hospital For Children

Grade Cluster: 3–5

Time Frame: 4 lessons

Summary of Unit

Students will learn safety concepts and skills using the Risk Watch curriculum (1998 National Fire Protection Association, Quincy, Massachusetts 02269-9101) and will demonstrate their skills using the Risk Watch curriculum which 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 and schedule 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.

As street reporters, students will investigate current events and their own environments to identify unsafe behaviors and practices and explain or show how to make them safe.

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: Injury Prevention and Safety; Personal Health and Wellness.
- 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 Understanding

- 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.
- It is important to grow up safe and healthy.

Essential Questions

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

Unit Essential Questions

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

Knowledge and Skills

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

Students will know...

- The rules to ride, walk, or bike safely.
- Safety rules in and around water.
- Safety rules on and around the bus.
- The importance of using a booster seat and the safest place to sit in the car.
- The laws in Delaware regarding bicycle safety, pedestrian safety, motor vehicle safety, and water safety.

Students will be able to...

- Demonstrate the danger zone around the bus.
- Practice the correct use of protective safety gear (helmet, pads, personal flotation devices (PFDs), correct clothing and shoes, safety belts, and booster seats, etc.).
- Assess various unsafe scenarios and explain how to make it safe.

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)

You are a news reporter for the local radio station. You will apply your knowledge of the motor vehicle laws in Delaware to present a news report for your classmates using a current events article or a story. As a reporter, you will show a risky situation and then describe the unsafe practice using Delaware laws to explain how to make it safe. Be sure to utilize the 5 Ws (who, what, when, where, and why) when creating the news report.

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.
4. The student consistently describes safe choices in risky situations such as crossing streets, riding in vehicles, or being near the water. Student work demonstrates the skill of self-management in response to challenges and scenarios presented by current events.
 3. The student occasionally describes safe choices in risky situations such as crossing streets, riding in vehicles, or being near water. Student work usually demonstrates the skill of self-management in response to challenges and scenarios presented by the current events chosen.
 2. The student sometimes describes making safe choices in risky situations such as crossing streets, riding in vehicles, or being near water. Student work sometimes demonstrates the skill of self-management in response to challenges and scenarios presented by the current events.
 1. The student's descriptions rarely identify safe choices in risky situations such as crossing streets, riding in vehicles, or being near water. Student work may or may not demonstrate self-management skills in response to challenges and scenarios presented by the current events.

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>)
 - Use the workbook activity pages included on the CD-ROM in the curriculum books or contact the Risk Watch Coordinator (kim.omalley@state.de.us) for hardcopies of the workbooks for students.

Students will each create a water safety awareness flyer or brochure that can be posted outside the classroom and then sent home to their parents. These flyers and brochures can show the dangers if the rules are disobeyed or they can just list the rules when swimming at a pool or at a beach or boating. This activity can be done twice a year: One time in the winter to show the dangers of water safety near icy bodies of water, and one time in the spring when people are thinking about swimming and boating in bodies of water.

Students will demonstrate the different skills of riding a bicycle and correctly putting on a bicycle helmet guided through a Bicycle Rodeo course available through Delaware Department of Transportation (DelDOT) Bicycle and Pedestrian Planning Department.

Students will write a story about riding their bicycle and include safety rules to follow while on their bicycle. In this story, the students will include how to use hand signals and draw each of the hand signals at the end of the story.

If the lesson is done in warm weather, students can complete the attached log sheet for time spent walking or riding a bicycle. The teacher can use the log sheets turned in for class discussion on physical fitness and how the students were safe during their endeavors.



Bicycle Riding Log

Students will present a skit to the class as a bus driver with a group of students going on a field trip. In this skit, they will explain the rules to follow while riding on a bus and show the danger zone around the bus. The students in the field trip group may act out while pretending to ride on the bus, and the bus driver will ask the class which rule the children disobeyed and explain how they should behave.

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).

Using the "[What's My Size](#)" activity sheet, students will weigh themselves at home and have their parents assist them in filling out the worksheet. The students will choose the correct safety seat for their weight and stand next to the correct safety seat. The teacher will draw a graph on the board showing the number of students for each child passenger safety seat.

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>

Lessons are from Risk Watch, Safety Program, grades three, four, and five. Teachers will follow the curriculum for lessons one, seven, and eight in these two units. Teachers are reminded that training and curricula are available through the Delaware State Fire School.

- Lesson One: Motor Vehicle Safety
- Lesson Seven: Bike and Pedestrian Safety
- Lesson Eight: Water Safety

Resources and Teaching Tips

Resources

- Include a variety of resources (texts, print, media, and web links) that best supports the unit.
- www.Kidshealth.org
- www.Healthteacher.com
- www.ohs.delaware.gov
- www.usa.safekids.org
- www.imsafe.com
- Anthony Aglio, DeIDOT Bike Project Planner, State of Delaware, phone 302-760-2509, e-mail Anthony.aglio@state.de.us
- Kim O'Malley, Risk Watch Coordinator, duPont Hospital for Children, Delaware State Fire School, phone 302-739-4773, fax 302-739-6245, e-mail kim.omalley@state.de.us



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

Utilize some of the above websites for up-to-date information and the Office of Highway Safety website (www.ohs.delaware.gov) for Delaware laws regarding motor vehicle and pedestrian safety.

Accommodations/Differentiation

- Stage 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.

The bicycle rodeo may be utilized to assist students with skills in riding their bicycle. Some students may not be able to ride a bicycle and may be assisted through the course or opt to learn by watching. These students should demonstrate how to properly wear a helmet and use the correct hand signals.

Magazines and other publications can be collected starting at the beginning of the school year so there is enough to use for the lesson.

Skit guidelines should be detailed before the students complete the lesson.

Students and the teacher should collect current event articles relating to motor vehicle, pedestrian, and water incidences at the beginning of the school year until the lesson is taught in class.

Delaware laws should be printed out prior to the lessons.

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)

Students will practice necessary safety skills and concepts a variety of ways, including written and oral stories that solve various situations. They will reference Delaware laws and explain how the situations may have been avoided.

Students will show the skills and knowledge learned about bicycle safety with a bicycle rodeo course and helmet fitting presentation.

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.

School nurses can assist with information on the bike helmet bank for low-cost helmets for the students.

Physical Education professional can utilize the curriculum and correlate the lessons to their programs.

The bicycle rodeo may be used with physical education.

Water safety is important in Delaware, a coastal state. The Red Cross, YMCA, or DNREC (Fish & Wildlife) may offer pamphlets or suggestions about PFDs or perhaps a visit with samples of PFDs and how to wear them. Safety on ice could be emphasized by Coast Guard representatives. This unit offers many opportunities for community and family involvement.

The Risk Watch Coordinator located at the Delaware State Fire School is available with contact information for the resources needed to assist with the lessons in this unit.

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

The current events activity can be incorporated in the Social Studies lessons and done by the Social Studies teacher.