

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: Household Hazards Reporter

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 safety 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 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.

Students will explore their home environment for safety and for prevention of fires, poisonings, and falls. Using the Risk Watch curriculum for grades 3 through 5, the teacher and students will be safety reporters as they ensure the safety of the student's environment.

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; Community and Environmental Health.
- ☐ 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...

- How to exit a burning building.
- How to properly test a smoke alarm.
- The proper placement of smoke alarms in the house.
- How to define a poison.

- How to identify a household item that could be poisonous.
- Rules of safe play on the playground.
- How to access emergency help using the 9-1-1 system.

Students will be able to...

- Draw and practice a home escape plan.
- Explain and assist their parents in testing the smoke alarm and show where the alarms need to be placed inside their home.
- Correctly identify household items that could be a potential poison and how to properly secure them from younger siblings and relatives.
- Demonstrate stop, drop, roll, cool, and call as the correct procedure to extinguish a clothing fire.
- 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 Task(s)

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)

As a county home inspector, you will take all of the risk areas in this unit and choose one room in your home to investigate for safety violations. During this investigation, you will identify potential hazards in the home, unsafe items, fire hazards, and items that should be locked up or out of reach of children. Students will use the five Ws (who, what, when, where, and why) to discuss how each is a hazard. After the investigation is complete, you will present a PowerPoint presentation to the class explaining what hazards were found and how each hazard should be eliminated to make the room safe.

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. Students consistently make safe choices in risky situations such as escaping from the home in a fire, assisting parents with testing and placing smoke alarms in the home, identifying potential poisons in the home, playing safely on the playground, and assisting someone if they are choking. Student work appropriately demonstrates the skill of self-management in response to challenges and scenarios presented by the curriculum.
 3. Students usually make safe choices in risky situations such as escaping from home in a fire, assisting parents with testing and placing fire alarms properly, identifying potential poisons in the home, playing safely on the playground, and assisting someone if they are choking. Student work adequately demonstrates the skill of self-management in response to challenges and scenarios presented by the curriculum.
 2. Students will sometimes make safe choices in risky situations such as escaping from home in a fire, assisting parents with testing and placing smoke alarms, identifying potential poisons in the home, playing safely on the playground, and assisting someone if they are choking. Student work occasionally demonstrates the skill of self-management in response to challenges and scenarios presented by the curriculum.
 1. Students will rarely make safe choices in risky situations such as escaping from home in a fire, assisting with testing and placement of smoke alarms, identifying potential poisons in the home, playing safely on the playground, and assisting someone if they are choking. Student work poorly demonstrates the skill of self-management in response to challenges and 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 attached worksheet, students will draw a home escape plan with their parents showing at least two exits from each room and identifying the location of each smoke alarm and their meeting place location. Students will then agree to practice the plan twice a year with their parents.



Escape Plan

Students will practice writing their Emergency Contact information on the Emergency Phone Numbers Worksheet



Emergency Phone
Numbers

Using the Hidden Risks worksheet from the Risk Watch 3rd and 4th grade curriculum, students will identify potential choking, suffocation, and strangulation risks and explain why they are considered a risk. Students will also explain the three ways a person's airway can be blocked and the definitions of each term. Kim O'Malley will provide the 5th grade teachers a copy of the worksheet upon request.

Students will break up into groups and write 5 safety tips on one of the risk areas discussed in the unit and present them on the morning announcements. Students may choose a period of time to declare as that risk area's safety time (week or month).

Optional but Fun: Fire Prevention poster/essay contest available from your local fire company for the children to draw and write about 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.

Using either the Find a Risk worksheet in the curriculum binder or the larger What's a Risk poster in the sleeve in the back of the curriculum binder, students will identify 5 unsafe behaviors and explain in a report to the class what is unsafe about the behavior and how they could make it safe.

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 write a story answering the following questions:

- What should you do if you see someone choking?
- What is the universal sign for choking?
- What can you do to prevent yourself from choking?
- What foods should you be very careful eating?
- They will also explain safe practices when they are eating.

As safety reporters, you are investigating safe and unsafe play on the playground for the evening news report. You will be taking pictures of these safe and unsafe practices and completing a report. Your report will consist of these pictures and explanations. When all of the reports are completed, the class can put them together in a storybook and present it to the Kindergarten or first grade classes.

Students will break into groups of two or three and interview each other on what they learned about poison prevention. They will ask each other a series of questions on prevention in the home, the definition of a poison, how they can reach the Poison Control Center, and identify some potential poisons. Each student will write in a journal the answers they receive. This can be done for each of the risk areas discussed in this unit.

Students can keep a log of one meal at home tracking the food they eat, the time they sat down to eat, the time they finished the meal, and the number of times they chewed each bite. The logs will be part of a group discussion about eating safely to prevent choking. Teachers can also reflect on the various types of food children need to be more cautious with when eating.

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, National Fire Protection Association, 1981, Quincy, Massachusetts, Safety Program for grades 3 through 5:

- 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.
- www.Kidshealth.org
- www.healthteacher.com
- American Association of Poison Control Centers (www.aapcc.org)
- www.Sparky.org
- www.nfpa.org
- 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-Rom format included with the curriculum books. The computer disk will be provided upon request.
- Definitions of vocabulary words related to content are located in the Risk Watch curriculum books.



Household Hazards Vocabulary

- Uniformed fire personnel may be contacted through your local fire company or through the Delaware State Fire School for demonstrations.
- The hazard house or the 9-1-1 Simulator may be requested through Mike Lowe, Delaware State Fire School, phone 302-739-4773, Michael.lowe@state.de.us

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.

If classrooms do not have the capabilities to do a PowerPoint presentation, the students could do a poster presentation with the photos from their investigation on the playground of unsafe and safe behaviors.

Teachers can have the students perform their self-assessment with the choking lesson on a snack in the classroom. This would generate a classroom discussion after the task has been completed.

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 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 the necessary safety skills and concepts a variety of ways, including written and oral stories that solve various situations. They will use their investigative skills to identify and show potential hazards in the home and be able to explain to their parents how to make their home safer and why something can be considered a poison. They will also be able to use the 9-1-1 simulator to practice their home address and what to do in an emergency situation.

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 to 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, Choking, Strangulation, and Suffocation Prevention are important safety lessons to promote interaction with families and their communities.

The journal and story writing activities 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 for 3rd grade could be included in the Art program. The Essay Contest for 4th and 5th grade could be included in the Language Arts program. The prizes for the winners are supplied by local fire departments and the county and state organizations.

The photography and the PowerPoint Presentation activities can be incorporated in the Technology program. The photography activity could also be incorporated in the Art program.