

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: Street Smarts

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Agency: DuPont Hospital for Children**

**Grade Cluster: K-2
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 Safety Town (available through the University of Delaware Cooperative Extension). Safety Town is a replica of a miniature town where students rotate through various stations and practice safety in simulated situations. Students will explore safety concepts regarding motor vehicle safety, bicycle safety, and water safety. Preventable accidental injury to children is a Centers for Disease Control (CDC) focus of concern.

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 and to schedule the use of Safety Town. 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.



Permission Letter

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; Personal Health and Wellness; Physical Activity
- ☐ 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 child safety seat or booster seat and the safest place to sit in the car.

Students will be able to...

- Share stories of safe and unsafe behavior around walking and riding a bike.
- Practice the correct use of protective safety gear (helmet, pads, personal flotation devices (PFDs), correct clothing and shoes, safety belts, child safety seats, etc.).
- Demonstrate the danger zone around a bus.
- Demonstrate how to follow safety directions using the Safety Town scenario.

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)

Students will demonstrate many aspects of safety guided by community experts and high school student mentors using "Safety Town" available through the University of Delaware Cooperative Extension - Georgetown Campus. Students will make the right choices in risky situations using the skills, attitude, and motivation developed through lessons on motor vehicle safety, pedestrian safety, and water safety.

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 crossing streets, riding in vehicles, or being near the water. Student work demonstrates the skill of self-management in response to challenges by experts in pedestrian, traffic and water safety in Safety Town.
 3. Students occasionally falter in choosing safe choices in risky situations around the water, as pedestrians, or in motor vehicles. Student work usually demonstrates the skill of self-management associated with pedestrian, traffic, and water safety in Safety Town.
 2. Students sometimes make safe choices in risky situations such as crossing the streets, riding in vehicles, or being near the water. Student work sometimes demonstrates self-management skills associated with pedestrian, traffic and water safety.
 1. Students rarely make safe choices in risky situations such as crossing the streets, riding in vehicles, or being near the water. Student work may or may not demonstrate self management skills associates with pedestrian, traffic, and water safety.

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: <http://www.riskwatch.org/knowledge.html>



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).

Safety Survey and Human Graph done with parents:



Street Smarts Safety
Survey

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

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 one and two. Teachers will follow the curriculum for lessons one, seven, and eight in this unit. Teachers are reminded that training and curricula are available through the 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.

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Resource Kit

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

What Is Safety Town?

Safety Town is a comprehensive safety education program that INTRODUCES safety awareness and preventive practices to preschool and early school age children.

Safety Town Layout

Consists of miniature town complete with house, sidewalks, crosswalks, railroad crossings, street markings, etc., which is set up at a school facility.

Children practice and experience simulated situations so that they may respond decisively when confronted with those same situations in real life. Parents can also be involved in the program so they may supplement the learning at home.

Teaching Tips

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.
- Some students may need to do safety survey with the teacher.
- Children learn through THEIR OWN INVOLVEMENT—under the guidance of a teacher, uniformed personnel, and instructors.

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.
- Some students may be unable to write their self-assessment so they could draw their responses.
- Safety Town is 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 a facsimile of a town and practice bike and pedestrian safety.

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.

Bike helmets from home will be assessed for size and fit and correct use. Safety officers from the police and fire departments could be available as resources. Another available resource for bike helmet fitting and pedestrian safety is the Delaware Department of Transportation’s (DelDOT’s) Bike and Pedestrian Planning Department. The Risk Watch Coordinator located at the Delaware State Fire School is available with Safety Town to offer expert reinforcement of the lessons as well as contact information for the resources listed above.

Water safety is important in Delaware, a coastal state. The Red Cross could offer suggestions and pamphlets about PFDs, or perhaps a visit with samples of different 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.

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