Cliffside Park Public Schools

GRADE: Fourth

Unit Name: Unit IV: Community Health Skills

Resource: 2014 NJSLS Model Curriculum for Comprehensive Health and Physical Education

Learning Objectives

- **To demonstrate effective decision- making strategies to identify and resolve potential situations of bullying, discrimination, violence, gang violence, and harassment**
- **To explain personal character traits that promote wellness and their importance in the local and world community.**
- **To identify the impact that participating in different types of service projects may have on community wellness (environmental, social).**
- **To describe when and how to seek the proper help when oneself or others are experiencing a health emergency.**
- **To identify potential emergency situations and explain and demonstrate simple first aid procedures for choking, bleeding, burns, and poisoning.**
- **To identify what causes stress and describe strategies to deal with stressful situations**

 Duration: May/June

Essential Questions
- Why is a clean community environment important to your health?
- How can we use natural resources without our communities and why is conserving them important to people's health?
- Why is identifying ways to communicate yourself, in order to feel confident and safe in your community, important?
- What steps can you take to get help or give first aid when someone gets injured?
- What safety precautions and measures can you take to prevent injuries while playing sports and being outdoors in different weather conditions?

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Enduring Understandings

- Many factors at home, school, and in the community impact social and emotional health.
- Stress management skills impact an individual's ability to cope with different types of emotional situations.
- Effective communication may be a determining factor in the outcome of health- and safety-related situations.
- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
- Personal core ethical values impact the health of oneself and others.
- Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
- Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.
- Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
- Applying first-aid procedures can minimize injury and save lives.
- Describe when and how to seek the proper help when oneself or others are experiencing a health emergency.

NJSLS Comprehensive Health and Physical Education Standards

- **2.1.4.E.2** Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
- **2.2.4.A.2** Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
- **2.2.4.C.1** Determine how an individual's character develops over time and impacts personal health.
- **2.2.4.E.2** Explain when and how to seek help when experiencing a health problem.
- **2.1.4.D.4** Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.
- **2.2.4.E.1** Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
- **2.1.4.E.4** Summarize the causes of stress and explain ways to deal with stressful situations.

Interdisciplinary Connections

Social Skills

Role-Play: Students will work in groups to write a skit about when and how to make an effective 9-1-1 emergency phone call.

Role-Play: Students will work in groups to write a skit about how to handle a bullying situation.

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Art

Butterfly Collage: Students will create collages with the theme of "butterflies" in the stomach. They should think about situations that may cause this feeling, and then make illustrations of the feeling.

Science

Inventions that Save Lives: Students will investigate inventions that have made automobiles safer for drivers and passengers and physical activities safer for athletes.

Tier 2 Vocabulary: develop, design, select, support, compare, contrast, distinguish, examine, question, differentiate, implement, interpret, sketch, classify, describe, explain, recognize, identify, define, analyze, clarify

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Tier 3 Vocabulary: emergency, first aid, wound, injury prevention, safety measures, hazards, safety gear, lightning, air bag, lifeguard, bully, conflict, conflict-resolution, negotiate, compromise, compassion bystander, weapon, environment, polluted, recreation, graffiti, emergency medical technicians, dispatchers, natural resources, pollution, conservation

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Core Instructional Materials/Resources/Digital Tools

i.e., specific textbooks, classroom resources, digital tools, links to websites and videos

- http://www.kidshealth.org
- http://classroom.kidshealth.org/3to5/personal/growing/conflict_resolution.pdf
- http://www.helpguide.org/mental/eq8_conflict_resolution.htm
- http://classroom.kidshealth.org/3to5/personal/growing/conflict_resolution.pdf
- http://www.helpguide.org/mental/eq8_conflict_resolution.htm
- https://students.ucsd.edu/student-life/involvement/community/reasons.html

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21st Century Themes and Skills (CRP Standards)	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
8.1 Educational Technology	http://www.state.nj.us/education/cccs/2014/tech/8.pdf http://www.kidshealth.org http://classroom.kidshealth.org/3to5/personal/growing/conflict_resolution.pdf http://www.helpguide.org/mental/eq8_conflict_resolution.htm http://classroom.kidshealth.org/3to5/personal/growing/conflict_resolution.pdf http://www.helpguide.org/mental/eq8_conflict_resolution.htm https://students.ucsd.edu/student-life/involvement/community/reasons.html **Content Area Technology**

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	Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. **Strand F: Critical thinking, problem solving, and decision making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
	Grade Level Bands - K-2 **Content Statements students will:** Identify and define authentic problems and significant questions for **Indicator 8.1.2.F.1** Use geographic mapping tools to plan and solve problems. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative solutions

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Assessments and Performance Tasks	Activities:
	SLO: 2 Goal: Students will demonstrate effective decision- making strategies to identify and resolve potential situations of bullying, discrimination, violence, gang violence, and harassment. Assessment Activity: Review * Definition of effective decision-making: Decision making can be defined as the process of making choices among possible alternatives. The skills considered important to effective decision making are based on a normative model of decision making, which prescribes how decisions should be made. These skills include:
	1) identifying the decision;
	2) explore the alternatives;
	3) assessing the likelihood of each consequence; and 4) make a decision.
	* What are the "situations" named within the SLO?
	1). Have students work in five equal groups (each one representing the 5 "situations" within the SLO):
	A) Bullying B) Discrimination C) Violence D) Gang violence E) Harassment

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2). Using the definition of decision-making in the REVIEW section, have each student propose a scenario describing a situation that might lead to a conflict. Have the group decide on one of the suggestions.

3). Students will contribute to the writing of a role play for a presentation to the class that resolves the problem. The role play should include non-violent and appropriate strategies to manage/resolve the conflict and consequences of the described behavior.

4). Allow each group to present their role plays to the class. WRAP UP: Have the class discuss each scenario after they are presented to see if there could have been an alternative solution. What are the positive outcomes of using "conflict resolution?"

Resource: www.kidshealth.org

SLO: 4 Goal: Students will demonstrate effective interpersonal communication skills in response to disagreements or conflicts with others.

Assessment Activity:

1). Using paper/pencil to create a list, have small groups brainstorm situations that could make them angry.

2). Think about what your responses HAVE been in these type situations.

3). Individuals will now choose a situation from the list and using the skills of conflict resolution write about the alternative ways to deal with anger in a healthier way.

Resource:

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	http://classroom.kidshealth.org/3to5/personal/growing/conflict_resolution.pdf

Healthy and unhealthy ways of managing and resolving conflict

Unhealthy responses to conflict:

- An inability to recognize and respond to the things that matter to the other person
- Explosive, angry, hurtful, and resentful reactions
- The withdrawal of love, resulting in rejection, isolation, shaming, and fear of abandonment
- An inability to compromise or see the other person's side
- The fear and avoidance of conflict; the expectation of bad outcomes

Healthy responses to conflict

- The capacity to recognize and respond to the things that matter to the other person
- Calm, non-defensive, and respectful reactions
- A readiness to forgive and forget, and to move past the conflict without holding resentments or anger
- The ability to seek compromise and avoid punishing
- A belief that facing conflict head on is the best thing for both sides
- http://www.helpguide.org/mental/eq8_conflict_resolution.htm

SLO: 7 Goal: Students will display the ability to explain personal character traits that promote wellness and their importance in the local and world community.

Assessment Activity:

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- 1). After students have an understanding of each of these traits have them choose two and write an essay about the possible ways individuals who possess them might have an important effect on the local community.
- 2). As part of this essay, have the students surmise how these traits might also affect the global community.

WRAP UP: Initiate a discussion on "what our community might be like if people did NOT possess these positive character traits". How about the global community? Can you name a global situation where some of these character traits might change a particular community/society of people?

SLO: 9 Goal: Students will display the ability to identify the impact that participating in different types of service projects may have on community wellness (environmental, social).

Assessment Activity:

- 1). Have the class construct a list on the board of what existing issues might be addressed within OUR community that would benefit its "wellness".
- 2). Have students work in small groups (3-4). Have them develop a project to address one of the issues on the list that our community faces.

Name the project so that it attracts volunteers or name a specific group that might be able to participate, if any materials/resources are needed, a time frame for completion, and what overall impact this project will have on our community wellness.

WRAP UP: Discuss the value of each project on community wellness. Have the class decide which ones may be written and submitted to the school administrator for possible consideration as service learning projects for local high school students.

- Community Service: TOP 10 Reasons for Volunteering
  https://students.ucsd.edu/student-life/involvement/community/reasons.html

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	● Have students discuss different service projects that may have been done within the community by individuals/groups. (i.e. shoreline clean up). * What impact or result did these projects have on our community as a whole?
	
	SLO: 12 Goal: Students will display the ability to describe when and how to seek the proper help when oneself or others are experiencing a health emergency.
	
	Assessment Activity: REVIEW: * Know how to recognize a health emergency.
	
	  ● What steps to take in handling an emergency (911 and proper way to give important information, is the local system "enhanced 911?").
	  ● Understand the difference between non-threatening and life threatening emergencies.
	
	 Show ability to name examples. * When to see your primary physician, seek urgent care, or seek care in an emergency room.
	
	  ● 1). Prepare a card naming possible health situations for each student in the class (See resource above for ideas). Fold and place in a large box.
	  ● 2). Have students draw one card from the box and return to seats to begin writing a short set of directions for seeking the correct assistance in handling this health emergency.
	  ● 3). Tell students that some of them have life threatening emergencies and some have non-threatening emergencies.
	  ● Have students move about the room communicating the information on their cards. Goal of this part of the activity is to move into the correct group. Allow the students 5 minutes for this.

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	WRAP UP: What are the characteristics of a life-threatening emergency? How can certain emergencies be prevented? Give an example of an emergency health situation that one
	SLO: 15 Goal: Students will display the ability to identify potential emergency situations and explain and demonstrate simple first aid procedures for choking, bleeding, burns, and poisoning. Assessment Activity: ● 1) To divide the class into four equal groups, make equal numbers of cards with the following: A) LARGE "X's" (choking symbol…arms crossed, clutching neck). B) LARGE RED "droplet" (symbol for bleeding). C) FLAME (symbol for burns). D) SKULL and CROSSBONES (symbol for poisoning). ● 2). Mix up the cards and hand one to each student in the class. Have the students hold the card on their foreheads symbol facing outward so that it may be seen by others. With NO verbal communication, students must group themselves according to symbols. ● 3). Once grouped have the students create a scenario with resolution for their emergency first aid situation including the following information: • How to recognize the potential emergency. • Explain and demonstrate how to properly handle the situation according to simple medical procedures. • How to determine the need for more highly trained medical personnel or not. • How and from where to summon such medical personnel. • How could this first aid emergency have been prevented? ● 4). Have each group demonstrate and explain their scenarios giving everyone in the group and active role. **WRAP UP:** Have a class discussion asking students why it is important for individuals to be trained in simple first aid procedures (first aid for choking, bleeding, burns, and poisoning). What are the

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	benefits of learning these first aid procedures? Are there reasons why someone should NOT attempt to use these first aid procedures? **SLO: 18 Goal:** Students will display the ability to identify what causes stress and describe strategies to deal with stressful situations. Assessment Activity: ● 1). Have students work individually on this activity. Give paper and pencil and ask them to identify one stressor for each: home, with friends, in school/community, and in environment. 2). Have students identify the causes for each stressor and a personal strategy to relieve the stress. Could any of your stressors have had a positive effect on you? ● 3). Qualify if the stress relief is either physical or mental in type 4). Ask for volunteers to share one of the stressor they identified. What were the causes? Could it have been prevented? Was the stress negative or with control could it have had a positive affect? WRAP UP: Have class make a list of ONLY positive stressors. How are any of these going to contribute to making me a better/strong person of character?CANNOT have been prevented. **Assessments** ● Grade 4: Unit IV: Community Health Skills (See Attached) ● See SLO Goals 2,4,7,9,12,15,18 (See Above) ● Anecdotal Notes

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Differentiation/Accommodations/Modifications *(Alternate Modes of Instruction and Support)*			
Gifted and Talented	**English Language Learners**	**Students with IEPs/504s**	**At-Risk Learners**
Provide appropriate challenge for wide ranging skills and development areas. Participate in inquiry and project-based learning units of study Assigning roles within partnerships Differentiated supports: content, process, product, environment	Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Pair visual prompts with verbal presentations Frontload and immerse students in literacy and language experiences related to content Provide students with visual models, sentence stems, concrete objects, and hands-on materials. Model procedures for life skills. Collaboration between ELL and general education teacher to maximize learning	Review student individual educational plan and/or 504 plan. Establish procedures for accommodations and modifications for assessments as per IEP/504. Establish procedures for modification of classwork and homework as per IEP/504. Modify classroom environment to support academic and physical needs of the students as per IEP/504. Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team. Differentiation through content, process, product, environment	Provide Title I services to students not meeting academic standards in ELA and/or Math. Provide instructional adaptations and interventions in the general education classroom. Modify classroom environment to support student needs. Differentiated instruction Basic Skills Intensive individual intervention

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Sources
2014 NJSLS for Comprehensive Health and Physical Education
www.state.nj.us/education/cccs/2014/chpe/standards.pdf
www.nj.gov/education
NJ: 2014 SLS: Technology: http://www.state.nj.us/education/cccs/2014/tech/8.pdf
21st Century Life and Careers: http://www.state.nj.us/education/cccs/2014/career/9.pdf
Career Ready Practices: http://www.state.nj.us/education/cccs/2014/career/9.pdf