

Activities of Daily Living Skills: Personal Care & Safety

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote healthy lifestyle. - Students will demonstrate the ability apply safety and survival skills in order to maintain a healthy lifestyle. <u>Content Standards:</u> - HE: 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health. - HE: 3 – Students will demonstrate the ability to access valid information and products and services to enhance health. - HE: 5 – Students will demonstrate the ability to use decision-making skills to enhance health. - HE: 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. - PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact). - PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual. - PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact. - PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy. - PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help. - PS:C1.6 Identify resource people in the school and community, and know how to seek their help. - PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices. STANDARDS DERIVED FROM: - SHAPE America (Society of Health & Physical Educators) - ASCA National Standards (The American School Counselor Association)	Transfer	
	<i>Students will be able to independently use their learning to maintain good personal hygiene, proper appearance, and personal fitness and use safety and survival skills in order to access and navigate their daily environment.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - healthy hygiene and eating habits will help them understand and respect themselves and others. - healthy hygiene and eating habits will impact their personal and professional lives in a positive way. - engaging in fitness activities and eating healthy will ensure good health and well-being.	ESSENTIAL QUESTIONS Is it important to maintain a healthy well-being and life style?
Acquisition		
	<i>Students will know...</i> - what is meant by good hygiene. - the importance of good hygiene when interacting with others. - that good personal hygiene is an essential component when presenting oneself to the community, school, and workplace. - why personal hygiene is vital to good health. - correct usage of simple equipment needed to assist in attainment of good hygiene, proper appearance, and personal fitness. - health issues caused by neglected hygiene and fitness. - negative consequences of poor hygiene and fitness. - their abilities and limitations as it pertains to their choice of physical and/or recreation/leisure activities. - that leisure and recreational activities are appropriate modes of maintaining a healthy wellbeing.	<i>Students will be skilled at...</i> - explaining what good hygiene, proper appearance and personal fitness means. - utilizing a checklist to perform skills necessary for good hygiene, proper appearance, and personal fitness. - performing essential activities necessary for good hygiene: (including but not limited to: shampooing hair, bathe, clean and trim nails, use comb and brush, wear clean clothing, wash hands before meals, wash hands after going to the bathroom, wash face, brush teeth, blow and clean nose, use deodorant, use mouthwash, shave, use perfume/cologne, apply make-up, cleaning ears, cleaning eyeglasses, etc. - selecting the appropriate products for washing face, hands, body, teeth, and hair. - demonstrating and completing all restroom procedures. - maintaining good hygiene, proper appearance, and personal fitness.

	• where to find information about fitness and leisure activities that they are interested in. • what is mean by personal information. • why it is vital to know their information. • their own personal information (i.e., First and last name, address, city, state, zip code, telephone number, date of birth, social security number, Parent's name, parent's address, city, state, and zip code, parent's telephone number, emergency contact, personal allergies, medications, medical history/disability, weight, height, clothing size, etc.). • how knowledge of personal information will aid in everyday life communications. • who they can seek help from within the school and community. • who they should give their personal information to. • how knowledge of personal information leads to independence. • the differences between appropriate and inappropriate physical contact. • safety warning signs. <u>vocabulary:</u> hygiene, poor hygiene, clean, dirty, healthy, unhealthy, safe, unsafe, safety, recreation, leisure, fitness, personal	• identifying and selecting attire (clothing and footwear) according to weather, cleanliness, and activity (fitness, leisure, formal, casual, etc.). • completing self-dressing routine. • finding where they can participate in exercise/leisure activities within the community and/or at home. • participating in a weekly exercise plan. • demonstrating their knowledge of their personal information (i.e., First and last name, address, city, state, zip code, telephone number, date of birth, social security number, Parent's name, parent's address, city, state, and zip code, parent's telephone number, emergency contact, personal allergies, medications, medical history/disability, weight, height, clothing size, etc.). • communicating (recite, read, locate an ID card and/or use their communication device) their relevant personal information. • answering verbal questions about themselves in conversation. • completing applications with their personal information. • demonstrating the ability to set boundaries, rights and personal privacy. • demonstrating appropriate and inappropriate behaviors across school and community environments. • identifying resource people in the school and community, and know how to seek their help. • applying effective problem-solving and decision-making skills to make safe and healthy choices. • participating in community/school travel by walking/using wheelchair. • following warning signs to avoid noticeable dangers. • waiting in line and staying with their group/partner/coach/teacher. • locating entrance door and associated social courtesies (holding doors, knock on door, open & close door). • accessing school and community environments (restaurants, library, grocery store, parking lot
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		safety, retail stores, and community recreation venues, etc.). • utilizing community resources when needed. • gaining attention of resource people and indicating their need for service/assistance.
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		• <i>reason effectively</i> • <i>solve problems</i> • <i>adapt to change</i> • <i>be flexible</i> • <i>manage goals and time</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	