

Kindergarten: Communication/Safety & Injury Prevention

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 a healthy lifestyle. - Students will demonstrate the ability to demonstrate the ability to use interpersonal communication and advocacy skills in order to promote personal and community health. <u>Content Standards:</u> - SHAPE 1. Use functional health information to support health and well-being of self and others. - SHAPE 4. Use interpersonal communication skills to support health and well-being of self and others. - SHAPE 7. Demonstrate practices and behaviors to support health and well-being of self and others.	Transfer	
	Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - using proper communication skills will help a person improve their safety and reduce their chance of injury. - telling an adult about an injury or dangerous situation is very important.	ESSENTIAL QUESTIONS What makes something dangerous?
	Acquisition	
	Students will know... - their name, address, phone numbers, and names of guardians. - that they need to ask an adult before putting anything into their body. - to never touch or play with a weapon and tell an adult if they find one. - that calling 911 will summon emergency services for help. - that they are safest when they obey traffic signs, crosswalks and ask an adult before entering the road. - that they are safest in a car with their seat belt buckled. - that they are safest when wearing helmets and proper safety gear when biking or participating in other recreation activities. - that they should evacuate a building after an alarm bell and know when to "stop, drop, and roll." - that playing with matches, lighters or other flammable devices is unsafe.	Students will be skilled at... - responding to a dangerous situation with the appropriate course of action (i.e. ball enters the road, stranger approaches, finding a gun or matches, etc.) - identifying various safety gear for riding in a car or a bike, walking on the street, etc.. - asking an adult for help using proper listening and speaking skills (i.e. raising hand, waiting for a turn to speak, listening to directions). - using "please," "thank you," "excuse me," and "I am sorry." in appropriate situations. - calling home or 911 for help in different emergency situations. - demonstrating safe pedestrian behaviors.

	<i>vocabulary: fire alarm, rules of the road, 911, address, helmet, life jacket, stranger</i>	
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		• <i>work creatively with others</i> • <i>communicate clearly</i> • <i>collaborate with others</i> • <i>interact effectively with others</i>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

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