**North East School Division Planning Organizer**



**Health 9 Outcome 9.2**

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| **Stage 1 – Begin With the End in Mind** |
| **Big Ideas** What do we want students to remember 40 years from now? |
|  How can a community approach safety to affect *your* well-being?*(your family’s, your community’s the environment’s)*How does a community’s well-being impact the well-being of an individual? |
| **Outcomes** Circle the verbs or skills, underline the qualifiers |
| **USC 9.2 Analyze how the *well-being* of self, family, community and the environment *is enhanced* by a comprehensive, community approach to safety.** |
| **Understandings** What do we hope students will come to understand as a result of learning? Think: Students will understand that… | **Essential Questions** Questions for deeper understanding that invite deep thinking about the ideas and issues throughout the unit. |
| * There are many sources of information about safety in the community
* There are comprehensive approaches to safety
* Some approaches to safety/ plans overlap with the plans of others and there are ways to make approaches aligned (through communication, etc.)
* There are danger signals and strategies with which to respond
* There are safe and unsafe practices which people follow
* Assertiveness skills can protect
* Approaches to safety can often involve multiple partners, environments and supports
* Unsafe environments impact people mentally, physically, emotionally and spiritually
* Safe environments allow people to explore how they are and encourage connections between people (which leads to greater well-being).
* Staying safe means anticipating the dangers.
 | * Where can we find information about safety in our community?
* How do we know when we’re in danger and how can we respond?
* Why do young people follow safe (health) and unsafe practices? How do people make decisions?
* .How do safety plans overlap? Why? How can this be better aligned?
* How can we keep our community safe? What are the things we need to consider?
* How does the safety of our environment impact us?
* Why is safety so important?
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| **Students need to know:** What is essential knowledge for students to have in order to demonstrate their understanding of the outcomes? Students need to know... | **And be able to do:** What should they eventually be able to do as a result of their learning experiences in order to achieve the outcome? Should reference the indicators. Think: verb. Students should be able to... |
|  * what safety policies/programs are available in the community
* Vocabulary/ language: determinants of health, safety policy, comprehensive, physical, mental, emotional, spiritual, impact, partner, support, assertive vs. aggressive
* what internal and external signals of danger are and what situations may exist in the community and how to respond to them
* strategies with which to respond
 |  * evaluate and respond to sources of information about safety in the community
* use language appropriate to the topic
* investigate possible sources of danger and assess strategies to deal with them (familiar and unfamiliar situations)
* examine safe/unsafe health practices in the community and analyze why these practices are occurring.
* Investigate safety promotion strategies in the community
* Investigate examples of comprehensive safety approaches (tornado plans, fire plans, lockdown, etc.) including ones that have multiple partners, environments and supports
* Assess the link between being assertive and staying safe
* Examine the physical, mental, emotional and spiritual impact of unsafe situations.
* Explore connection between safe environments and identity and connection to others
* Determine overlap/ alignment of safety approaches in the community and explore how they could be improved
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