**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? | |
| **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 |