Understanding By Design Unit Template

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| Title of Unit | Safety at home | Grade Level | 3 |
| Subject | Health | Time Frame | ? |
| Developed By | Paul Woolley | | |
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| Stage 1 - Identify Desired Results | | | |
| Broad Areas of Learning  How are the BAL incorporated into this unit? | | | |
| Lifelong Learners-Students will engage with the topic and become aware of any current issues that may be taking place, to figure out what is happening in the world To become a lifelong learner, you must be totally committed to, and be enthusiastic about, the pursuit of learning, and believe that learning is a journey and not a destination. Students will be able to apply things they learn in this unit because we always need to be safe in our daily lives.  Sense of Self, Community, and Place-. A sense of self is defined as one's perception of oneself and an awareness of who they truly are. Each person's sense of self is directly related to how they feel about themselves, their levels of self-esteem, and their confidence or lack thereof. Students will realize that they all play a role in the development in the world regardless of their age or abilities. Students should know that they should always feel safe regardless of where they are and what they are doing. As this will help them to focus on what they are supposed to be doing, and give them a sense of comfort and peace.  Engaged Citizens-. An active and engaged citizen is someone who cares about his or her community enough to change it. Anyone can become an active and engaged citizen and help to make their community a better place. Active and engaged citizens are also safe citizens | | | |
| Cross curricular Competencies  How will this unit promote the CCC? | | | |
| Developing Thinking-Students will construct knowledge to make sense of the world and environment around them.  And how their actions and choices affect people and things around them. Learning to think critically may be one of the most important skills that today's children will need for the future. By allowing students to think differently, we are helping them hone their creative problem solving skills. Students should be constantly thinking about what they are learning and in this unit the lessons will build off of each other so that what they have previously learned will help them in future lessons. Students should also be thinking about what it means to be safe, and if they feel unsafe, what do they need to do to become safe  Developing Identity and Interdependence-Achieving true identity and interdependence requires understanding, valuing, and caring for oneself and for others, and understanding and valuing social and environmental interdependence and sustainability.  Students should be able to create their own identity without environmental influences and they should be comfortable with who they are as individuals. And that they are all unique individuals and that they should be confident that wherever they are they can be free to be themselves. Identity is the qualities, beliefs, personality, looks and/or expressions that make a person.    Developing Literacies- Literacy provide many opportunities, including the use of various language systems and media, to interpret the world and express understanding of it.  A literacy rich environment emphasizes the importance of speaking, reading, and writing in the learning of all students.    Developing Social Responsibility- Student social responsibility mainly focuses on taking responsibility for one's own actions. It is a promise everyone should make for the society while working for the social, cultural and, ecological causes. It requires the ability to participate with others in accomplishing goals. Student participation in solving social problems has the power to promote the personal and collective identity. It is a personal responsibility to both feel and stay safe. By being safe we are taking responsibility for our own lives. | | | |
| Learning Outcomes  What relevant goals will this unit address?  (must come from curriculum; include the designations e.g. IN2.1) | | | |
| [USC3.5](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=47&oc=76190)  Evaluate safe behaviours/practices to increase the safety of self and others while at home.  [**CR3.3**](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=29&oc=64363)  Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.  [**CR3.2**](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=29&oc=64352)  View and respond to grade-appropriate visual and multimedia texts (including videos, cartoons, illustrations, diagrams, charts, maps, and posters) explaining reactions and connections as well as visual features that convey humour, emotion, and mood. | | | |
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| Students will understand that...  They should make personal safety a daily habit, as it will improve overall health and well-being by avoiding illness and injury and reducing stress  Personal safety is a general recognition and avoidance of possible harmful situations or persons in your surroundings.  Home is a place to relax, play and enjoy spending time with family. Of course, accidents happen, and there will be minor scrapes and bruises along the way, especially as kids grow and discover new things. And that’s OK. The problem is the more serious injuries that are often completely preventable.  Safety is Paramount  Students should know that they should always feel safe regardless of where they are and what they are doing. As this will help them to focus on what they are supposed to be doing, and give them a sense of comfort and peace.  . Students will be able to apply things they learn in this unit because we always need to be safe in our daily lives. | | Content specific….    What is home safety?  What do I want to learn about home safety?  What does home safety look like?  How do I stay safe during a fire?  How do I know whether or not there is a fire?  What do I do if there is a fire?  What do I do if there is a fire?  What do I not do if there is a fire?  What is best way out of my bedroom in a fire?  What’s the best way out of my house or classroom in a fire?  What do I do to stay safe in the kitchen?  How do I cut food safely?  How do I safely take food out of the oven?  How do I properly wash my hands before I cook food?  How do I safely use a stovetop for cooking?  What do I do to stay safe in severe weather?  How do I stay safe in a thunderstorm?  How do I stay safe in a hurricane?  How do I stay safe in a tornado?  How do I stay safe in a flood  What do I do if I am home alone?  Who do I call if I need help?  What is a poisonous substance?  What do they look like | |
| I Can Statements | |  | |
| I can state how I can be safe at home  I can describe what being safe looks like  I can spot unsafe and safe practices and behaviours  I can state what I want to learn about  I can state what to do if there is a fire  I can state how to look for a fire  I can stay calm during a fire  I can explain what to do in case of a fire  I can explain what not to do if there is a fire  I can determine a way out of a specific room if there is a fire  I can explain how to stay safe in the kitchen  I can explain how to safely cut food  I can explain how to safely take food out of the oven  I can explain how to properly wash my hands before I cook food  I can explain how to safely cook on top of a stove  I can explain how to stay safe in a thunderstorm  I can explain how to stay safe in a tornado  I can explain how to stay safe in a hurricane  I can explain how to stay safe in severe weather  I can explain how to stay safe in a flood  I can explain what to do when I am home alone  I can access contact information if I need help  I can identify a poisonous substance | |  | |

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| Stage 2 – Assessment Evidence | | |
| Performance Task  Through what authentic performance task will students demonstrate the desired understandings, knowledge, and skills? (describes the learning activity in “story” form.  Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below)  By what criteria will performances of understanding be judged? | | |
| GRASPS Elements of the Performance Task | | |
| G – Goal  What should students accomplish by completing this task? | G- The goal is that students will be able to understand the importance of staying safe while they are at home to keep both themselves and others safe.  R- For students to be active participants in their own learning, they must take an active role in formative assessment. It is especially important for young students to be actively involved in their classes and their assessment as every year expectation increase and the more prepared, they are at a young age, the better they can do.  A-The audience is going to be everyone in the room. And when they hand stuff in, the audience will be myself. I will use their answers to help me figure out where they are at in terms of meeting the expectations for what is to be done.  S- The challenge will be getting them to see the importance of safety. And practicing and developing safe behavioural practices at home.  P- They will be working on multiple worksheets both in paper form and online. They will also be doing some drawings to add further detail and show what they know in a different form. | |
| R – Role  What role (perspective) will your students be taking? |
| A – Audience  Who is the relevant audience? |
| S – Situation  The context or challenge provided to the student. |
| P – Product, Performance  What product/performance will the student  create? |
| S – Standards & Criteria for Success  Create the rubric for the Performance Task | Assessment should focus on supporting children’s progress towards learning of knowledge. Also, assessment tasks should provide teachers with meaningful, useful insight in the form of information about a child’s learning and ability to apply their learning to a broad range of contexts. Lastly, assessments should enable dependable claims to be made about children’s learning particularly when communicating with parents. Having a clear and defined rubric will help when communicating with parents because there will be solid proof of what was being. I will be placing a heavy focus on ability and effort as students will be evaluated based on their level of understanding and comprehension. | |
| i | | Student Self-Assessment  How will students reflect upon or self-assess their learning? |
|  | | The ability to assess one’s own and others work is a complex cognitive and social skill that requires guidance and practice in order to develop over time. Starting self-assessment at a young age will help prepare students for their coming years in schools.  At the end of the unit they will be making a safety poster to demonstrate what they have learned. I am hoping that by doing this they will truly realize whether or not they have really gained any true knowledge from this unit.  I am also hoping that this unit shows students that what they learn in school will also help them in their lives outside of school. |
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| Stage 3 – Learning Plan  What teaching and learning experiences will you use to:   * Achieve the desired results identified in Stage 1? * Equip students to complete the assessment tasks identified in Stage 2? | | | | |
| Where are your students headed?  Where have they been? How will you make sure the students know where they are going?  What experiences do the learners bring to the unit?  How have the interests of the learners been ascertained?  Have the learners been part of the pre-planning in any way?  What individual needs do you anticipate will need to be addressed?  Learning environment:  Where can this learning best occur?  How can the physical environment be arranged to enhance learning? | | | | |
| In terms of where the students are heading, they are heading towards a better understanding of the importance of using and practicing safe behaviours while they are at home.  Teachers need to identify lesson learning goals that should be clearly identified and communicated to students so that they know where they are heading.  Some students will need support in writing out what they want to say. In this case I will lightly write out the words they want to use and then they can trace over them.  . It is important that teachers activate students' prior knowledge as a first step. As it can help students gain a better understanding if they are able to add to or use prior knowledge. Background knowledge is an essential component in learning because it helps us make sense of new ideas and experiences.  To end the unit, they will be creating a poster that will provide a visual and written aspect about some of the things they have learned about. | | | | |
| How will you engage students at the beginning of the unit? (Motivational set) | | | | |
| They will be participating in a MentiMeter to see what they already know about safety, and what they would like to know about safety | | | | |
| What events will help students experience and explore the enduring understandings and essential questions in the unit?  How will you equip them with needed skills and knowledge? | | | | |
| # | Lesson Title | Lesson Activities | CCCs | Resources |
| 1  30 Min | Intro to Safety | MentiMeter  2 Questions  What comes to mind when you hear the word safety?  What do you want to learn about safety? |  |  |
| 2  25-30 Min | Intro to Fire safety | YouTube Video  Fire safety For kids  Discuss what the video addressed  Online quiz done as a class |  |  |
| 3  30 Min | Fire escape Plan | Quiz handout  Discuss the Do’s and Don’ts of fire safety  Work on Escape Plan diagram |  |  |
| 4  20-25 Min | Fire Safety Reflection | SeeSaw Activity  5 Things they learned about fire safety |  |  |
| 5  25-30 Min | Kitchen Safety | YouTube Video  Kitchen safety for kids  Worksheet projected onto the board completed as a class |  |  |
| 6  30 Min | Weather Safety | YouTube video  Discuss and ask questions during  Work on handout as a class |  |  |
| 7  25-30 Min | Weather Safety part 2 | Watch the 2nd half of the video  Finish the last questions |  |  |
| 8  30 Min | Home alone | YouTube video  Answer the questions that are in the video |  |  |
| 9  20-25 Min | Household Hazards | YouTube video Poisons kids find in their house  Activity Colour the poisons red and the safe items green |  |  |
| 10  20-25 Min | Household Safety | Spot/circle the dangerous areas  What makes them dangerous  How can we change them  Write what you would change  Word search when done |  |  |
| 11  20-25 Min | Checkup | Kahoot  Questions covering all topics covered  Finish word search when done |  |  |
| 12  30 Min | Wrap up safety poster | Pick one of the big ideas we touched on  Write down everything you can remember about it  With pictures and words to describe |  |  |
| 13  20-25 Min | Final Wrap-Up | See-Saw activity  5 things you learned about home safety |  |  |
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| Assess and Reflect (Stage 4) | |
| Considerations | Comments |
| Required Areas of Study:   Is there alignment between outcomes, performance assessment and learning experiences? | Yes  Assessment is done the same way for everything-consistent expectations |
| Adaptive Dimension:  Have I made purposeful adjustments to the curriculum content (not outcomes), instructional practices, and/or the learning environment to meet the learning needs and diversities of all my students? | For struggling students:  Sit with them  Write for them lightly but only what they say  Make sure they are on task and focused  For students who need a challenge:  Encourage them to think deeper  Write more, 2-3 instead of 1 thing  Let them work on their own |
| Instructional Approaches:  Do I use a variety of teacher directed and student centered instructional approaches? | Explicit Teaching  Experiential learning  Guides for Reading  Listening and Viewing  Concept Attainment |
| Resource Based Learning:   Do the students have access to various resources on an ongoing basis? |  |
| FNM/I Content and Perspectives/Gender Equity/Multicultural Education:  Have I nurtured and promoted diversity while honouring each child’s identity? | Yes |

From:  Wiggins, Grant and J. McTighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development, ISBN # 0-87120-313-8 (pbk)

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| Not Yet Meeting Grade Level Outcomes (NY) | Beginning to Meet Grade Level Outcomes (B) | Meeting Grade Level Outcomes (M) | Enriched Understanding (EU) |
| Does not yet  Is unable to  Seldom  Struggles To  Has difficulty  Does Not Understand  Has not Yet Demonstrated  Needs a Lot Of Assistance | Sometimes  Is Developing  Understands Some of  Has a Basic Understanding  With Support and Prompting  Has Some Difficulty With | Consistently  Completely  Understands Most  Has Fully Demonstrated  Has Developed  Engaged Learning  Independently | Goes Beyond  Skillfully Uses  Understands How and Why  Comprehensive Understanding  Excellent and Highly Proficient  Analyzes and Applies |