

Understanding by Design (UbD Overview)

LEVEL: PRIMARY ONE (TERM 3)

SUBJECT: HEALTH EDUCATION – ENVIRONMENT & YOUR HEALTH

<p>Established Goals</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • understand that it is everyone’s responsibility to keep safe by paying attention to environmental dangers • recognise that accidents and unsafe situations can occur in school, at home or in unexpected places and circumstances • recognize dangerous situations and react to them in ways to reduce any harmful effects

<p>Essential Questions</p> <ul style="list-style-type: none"> • Why do accidents happen? • How do accidents happen? • How can we prevent accidents? • What if we are careful and others are not? • What could happen if we are not careful? 	<p>Enduring Understandings</p> <p>Pupils will understand that</p> <ul style="list-style-type: none"> • Accidents can happen if we are not careful; e.g. fires, falls, bodily injuries such as cuts and bruises, poisoning through medications, drowning and road accidents. • Accidents can be prevented by: <ul style="list-style-type: none"> ○ not running on slippery floors or along staircases; ○ not jumping from high places; and ○ not sitting on the parapet. • Playing safely allows you to enjoy the activities more.
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<p>Key knowledge and skills</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> • Key terms – accidents, danger, dangerous, hazard, parapet. • The potential dangers that exist at home, in school and in their environment. • The consequences of being careless or ignoring danger signs. 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Identify potential dangers at home, in school and their environment. • Identify dangerous behaviour and differentiate it from good behaviour. • List potential consequences of dangerous behaviours.
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<p>Evidence to show understanding</p> <p>Performance tasks:</p> <ul style="list-style-type: none"> • Physical activities – ‘Boundary Game’, ‘Stop, Drop Roll! Game’ and ‘Help! Help! Game’. Pupils’ performance in these games will be observed to show understanding of the desired outcomes. • Completion of activities in Activity Book. • Self-reflection in Personal HE Logbook. • Poster to advocate safe play at the playground.
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Understanding by Design (UbD Overview)

LEVEL: PRIMARY ONE (TERM 3)

SUBJECT: HEALTH EDUCATION – EMOTIONAL & PSYCHOLOGICAL HEALTH

<p>Established Goals</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • understand different positive and negative emotions experienced • develop an awareness of the needs & feelings of others • differentiate between good and bad touch • understand the dangers of strangers knocking on the door • know what to do when someone knocks on their doors
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<p>Essential Questions</p> <ul style="list-style-type: none"> • What are the different emotions that you feel? • When do you feel these emotions? • What are negative feelings and what are positive feelings? • How do you overcome negative feelings? • How do you help others overcome negative feelings? • What is a bad touch and what is a good touch? • Who can or cannot touch you? • What should you do if you are touched by someone who should not touch you? • Who are strangers? • Are all strangers bad? • How do you identify strangers? • What should you do if you are approached by strangers? 	<p>Enduring Understandings</p> <p>Pupils will understand that</p> <ul style="list-style-type: none"> • There are different types of emotions such as happiness, sadness, fear, anger, restlessness, at peace and at ease. • It is important to recognise different emotions caused by different situations. e.g. celebrations, loss of a pet, being alone, not getting what one wants. • A good touch can mean a pat on the shoulder / hand / head, or a hug or a peck on the cheek as a sign of affection. • A bad touch occurs when one’s private areas are touched by others. The body is very personal and one should not allow anyone to touch the private areas unnecessarily. • Strangers are people that you do not know. • When there are no adults at home, do not allow anyone to enter.
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<p>Key knowledge and skills</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> • Key terms – feelings, negative/positive emotions, touch, strangers • Different feelings which are negative and positive. • The parts of the body that should not be touched. • The dangers that strangers pose. 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Identify their feelings and how to overcome negative feelings. • Identify their friends’ feelings and how to help them overcome their negative feelings. • List the parts of their bodies which should not be touched. • Know what to do if they are alone at home or if they are approached by strangers.
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<p>Evidence to show understanding</p> <p>Performance tasks:</p> <ul style="list-style-type: none"> • Physical activities – Pupils’ performance in these games will be observed to show understanding of the desired outcomes. • Completion of activities in Activity Book. • Self-reflection in Personal HE Logbook. • Leaf cutting on letting others know of their feelings. Leaf cuttings will be put up in class.
