



**Department of Unified Arts  
Physical Education  
Curriculum Scope and Sequence**

<b>Unit Title</b>	Safety and Self-Awareness	<b>Length of Unit</b>	<ul style="list-style-type: none"> <li>● 2-4 lessons for grades 3-5</li> <li>● 4-6 lessons for grades 6-12</li> </ul>
<b>Unit Focus</b>	<p>This unit contains information to educate students in conflict resolution and survival in today's society. This unit allows for both group and individual participation equally by the students. Using a positive open attitude is the key to teaching this unit. The unit provides each student with the opportunity to assess various situations, and to develop skills and understanding that will enable them to create safer environments. This unit contains all the information necessary to teach safety and self-awareness through conflict resolution, verbal and physical self-defense approaches, and easy-to-follow formats which include warm-up exercises, individual and group activities, and student assessments. The step-by-step lesson plans will guide the teacher through each lesson, and include discussion questions, analyzing and practicing the various skills and techniques taught during each lesson.</p>		
<b>Clear Learning Targets.</b>	<p>The clear learning target is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity as it relates to Safety and Self-Awareness. To pursue a lifetime of healthful physical activity, a physically literate individual in the area of Safety and Self-Awareness:</p> <ul style="list-style-type: none"> <li>• Has learned the skills necessary to participate in a variety of Safety and Self-Awareness activities;</li> <li>• Knows the implications and the benefits of involvement in various types of Safety and Self-Awareness activities;</li> <li>• Participates regularly in Safety and Self-Awareness activity;</li> <li>• Is physically fit for Safety and Self-Awareness;</li> <li>• Values the Safety and Self-Awareness activity and its contributions to a healthful lifestyle.</li> </ul>		

<p><b>ODE Standards</b></p>	<p><b><u>The Standards A physically literate individual...</u></b></p> <p>STANDARD 1 Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>STANDARD 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>STANDARD 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>STANDARD 4 Exhibits responsible, personal and social behavior that respects self and others.</p> <p>STANDARD 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
<p><b>ODE Benchmarks</b></p>	<p><b><u>Ohio Department of Education Physical Education Benchmarks met in this unit.</u></b></p> <p>Grades 3-5 1B, Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p> <p>Grades 3-5 2A, Demonstrate and apply basic tactics and principles of movement.</p> <p>Grades 3-5 2B, Demonstrate knowledge of critical elements for more complex motor skills.</p> <p>Grades 3-5 3A, Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p> <p>Grades 3-5 3B, Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.</p> <p>Grades 3-5 4A, Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.</p> <p>Grades 3-5 4B, Interact and communicate positively with others.</p> <p>Grades 3-5 5A, Identifies multiple, specific health benefits as a reason to value physical activity.</p> <p>Grades 3-5 5B, Expresses multiple, specific reasons (enjoyment, challenge, social) to participate in physical activity.</p> <p>Grades 6-8 1A, Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.</p> <p>Grades 6-8 1B, Demonstrate critical elements of specialized manipulative skills in a variety of settings.</p> <p>Grades 6-8 2B, Demonstrate knowledge of critical elements and biomechanical principles for specialized skills.</p> <p>Grades 6-8 4A, Develop and apply rules, safe practices and procedures in physical activity settings.</p> <p>Grades 6-8 4B, Communicate effectively with others to promote respect and conflict resolution in physical activity settings.</p> <p>Grades 6-8 5A, Makes a connection between participation in physical activity and physical, emotional and intellectual health.</p> <p>Grades 6-8 5B, Discusses the positive impact physical activity has on his or her life.</p> <p>Grades 9-12 1A, Demonstrate combined movement skills and patterns in authentic settings.</p> <p>Grades 9-12 2A, Apply knowledge of tactical concepts and strategies in authentic settings.</p> <p>Grades 9-12 2B, Apply biomechanical principles to performance in authentic settings.</p> <p>Grades 9-12 4A, Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings.</p> <p>Grades 9-12 4B, Initiate responsible, personal, social behavior and positively influence the behavior of others in physical activity settings.</p>

	<p>Grades 9-12 5A, Analyzes the activity to identify specific physical, mental and social health benefits.</p> <p>Grades 9-12 5B, Expresses multiple, specific reasons (enjoyment, challenge, self-expression, social) to participate in a selected physical activity.</p>
<b>Question/Inquiry</b>	<ol style="list-style-type: none"> <li>1. <b>Question:</b> When walking through any area new or well known, what are some things that you may want to take note of?             <ol style="list-style-type: none"> <li>a. <b>Answer:</b> People sitting in cars, hanging around areas where people don't usually, strangers, a group of people, someone staring at you, someone following you.</li> </ol> </li> <li>2. <b>Question:</b> If someone attacks/grabs your leg(s) in an attempt to lift or tackle you, what do you do?             <ol style="list-style-type: none"> <li>a. <b>Answer:</b> Sprawl; a wrestling technique where the a person places their chest on the attackers back, kicks both legs back and spreads their feet, while putting all their body weight on the back of the attacker).</li> </ol> </li> <li>3. <b>Question:</b> What are two physical techniques one can use to reach safety when attacked?             <ol style="list-style-type: none"> <li>a. <b>Answer:</b> Types of strikes to the eyes, nose, throat, solar plexus, groin knee, shin, foot etc...</li> </ol> </li> <li>4. <b>Question:</b> What are two non-physical techniques on can use to reach safety when facing a threatening situation?             <ol style="list-style-type: none"> <li>a. <b>Answer:</b> Body position open stance, hands up at guard, screaming, whistles, making noise, etc...</li> </ol> </li> </ol>
<b>Concepts</b>	<p>The timeless and universal aspects that provide the unit's <i>depth</i>- the aspects within a standard that transcend specific places, cultures, and times.</p> <ul style="list-style-type: none"> <li>● Conflict Resolution</li> <li>● Self-Awareness</li> <li>● Body Language</li> <li>● Self-Defense</li> <li>● Personal Safety</li> <li>● Sprawl</li> <li>● Body Position Open Stance</li> </ul>

<b>Suggested Activities/Projects:</b>	<b>Key Resources:</b>
<p>List possible activities and projects that could be incorporated in daily and weekly instruction?</p> <ul style="list-style-type: none"> <li>● Individual safety and self-awareness portfolio as a homework assignment</li> <li>● Movement pattern creation demonstrating basic knowledge of the varying physical safety techniques</li> </ul>	<p>List resources, materials, and links for unit instruction.</p> <ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com/watch?v=kmQe29r6PE0">https://www.youtube.com/watch?v=kmQe29r6PE0</a></li> <li>● <a href="https://www.youtube.com/watch?v=W8BVx2S6IMo">https://www.youtube.com/watch?v=W8BVx2S6IMo</a></li> <li>● <a href="https://www.youtube.com/watch?v=KVpxP3ZZtAc">https://www.youtube.com/watch?v=KVpxP3ZZtAc</a></li> <li>● <a href="https://youtu.be/uZYhVAmZ7N0">https://youtu.be/uZYhVAmZ7N0</a> (stances/strikes)</li> <li>● <a href="https://youtu.be/LhuF0Utbq5E">https://youtu.be/LhuF0Utbq5E</a> (basic kicks slow motion)</li> <li>● <a href="https://youtu.be/iBt_q_uJc_A">https://youtu.be/iBt_q_uJc_A</a> (stances)</li> </ul>

- <https://youtu.be/etgxusKS0Do> (basic form)
- <https://youtu.be/KeEnol1KPV4> (taekwondo blocks)
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<b>Assessments:</b>	<b>Differentiation</b>
<ul style="list-style-type: none"> <li>• ODE Assessments and Rubrics.</li> <li>• Student Questionnaire</li> <li>• Observational performance checklist</li> <li>• Movement Pattern checklist</li> </ul>	<p>Modifications listed, (e.g., APE students).</p>