

Community Health Services

1. Question & Research Task

You are in school for most of your day - do you know who you can go to if you need help or just need to talk about something important?

There are many people in your school that can help you to be safe and healthy!

Select the picture on the right to watch a video about all of the helpful people in your school.

While you view and listen to the video, think about...

- ❖ Which adult do you see the most in your school?
- ❖ Who can help you when you do not feel well?
- ❖ What can you do to stay safe at school?
- ❖ Who else in your community can help you?

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How can we find health services in our community?



Your teacher/librarian will give you the database login if needed.

Image Source: [BrainPOP](#)

2. Information Sources

**Now that you know who helps you to be safe and healthy in school,
let's think about who does this in your community!**

1. Watch a [video](#) about our community helpers. ([BrainPOP](#))

2. [Read](#) about different community helpers. ([Scholastic](#))

3. [Meet the Helpers](#) (PBS) will introduce you to community helpers and practice emergency preparedness.



*Your teacher/librarian will give you the database login if needed.

3. Student Activity

It is really important to know when to call 911 for an emergency.

1. Check out this World Book article about [Emergency Medical Services](#).

***Your teacher/librarian will give you the database login if needed.**

2. Complete the [Strangers and 911 worksheet](#).

The worksheet is titled "Personal Health Series Strangers and 911" and features the KidsHealth logo. It includes a header for "Name:" and "Date:". The main section is titled "9+1+1 = Emergency" with instructions: "Choose one emergency, then practice what you could say if you were calling 911." There are three numbered scenarios in boxes: 1. Playing ball with a babysitter who falls and has trouble breathing. 2. Watching TV at home when flames come out of a neighbor's house. 3. Playing at a friend's house when a car crashes nearby. Each scenario is followed by the prompt "You call 911." Below these are several lines for role-playing a 911 call, with prompts like "This is the 911 operator. What is your emergency?", "What's your name?", "Where are you? What's your address?", "Can you tell me what happened?", "Is anyone hurt?", "Is anyone else with you?", and "Are you safe where you are?". It ends with "OK, stay on the phone. Help is on the way!" and a copyright notice for The Nemours Foundation/KidsHealth.

4. Assessment Activity

How can we find health services in our community?

Now you know how to stay safe and healthy in your community.

1. Check out this World Book article about [Public Health](#).

***Your teacher/librarian will give you the database login if needed.**

2. Complete the [SafetyLand](#) worksheet.

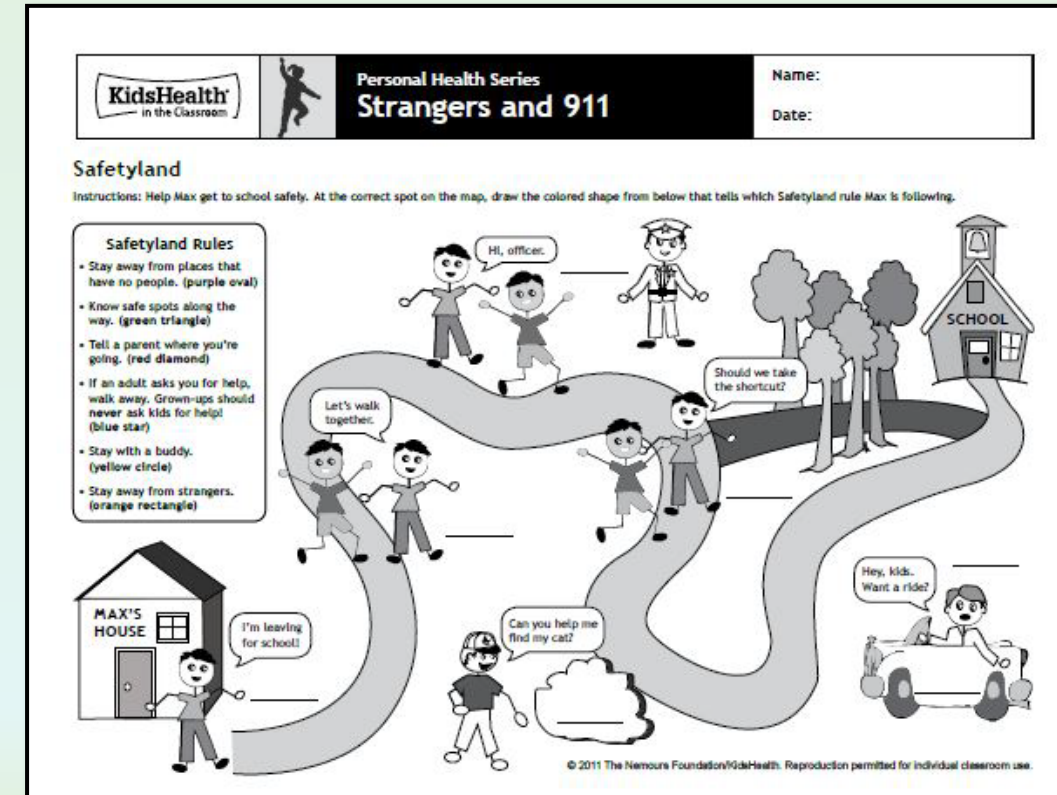


Image Source: KidsHealth

5. Enrichment Activities

SLIDE NAVIGATION

[1](#)

[2](#)

[3](#)

[4](#)

[5](#)

[6](#)

[Next](#)

Learn more about communities and community helpers!

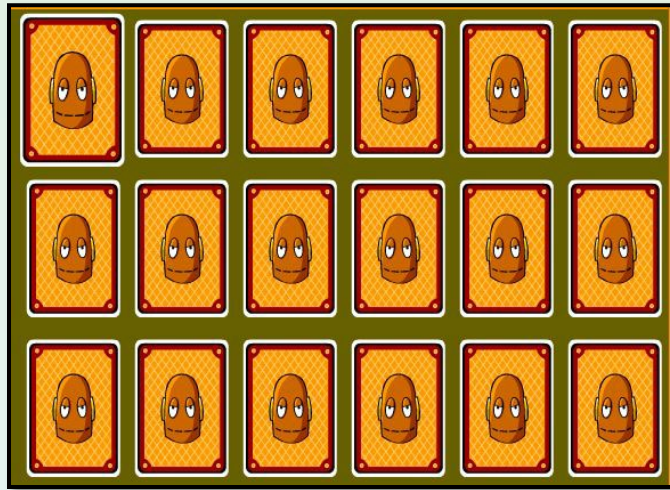


Image Source: BrainPop Jr.

Match Community Helpers



Image Source: Scholastic

**Read about
Police Officers**



Image Source: BrainPop Jr.

Take the Quiz!

6. Teacher Resources

Learning Standards Alignment

[Maryland State Curriculum Standards](#)

Grade 4, Health Standard 3.0: Students will demonstrate the ability to use consumer knowledge, skills, and strategies to develop sound personal health practices involving the use of health care products, services, and community resources.
B. Information, Products, and Services
1. Locate resources that provide valid health information concerning consumer health issues and services.
a. Identify the health services available in the school and community.

[Common Core State Standards for English Language Arts & Literacy](#)

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

[AASL Standards Framework for Learners](#) Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

- Think: Learners display curiosity and initiative by:
- I.A.2 Recalling prior and background knowledge as context for new meaning.
- Create: Learners engage with new knowledge by following a process that includes:
- I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.
- Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
- I.C.1 Interacting with content presented by others.
- Grow: Learners participate in an ongoing inquiry-based process by:
- I.D.2 Engaging in sustained inquiry.

[P21 Framework: 21st Century Student Outcomes](#)

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.
ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

SLIDE NAVIGATION

1	2	3	4	5	6
-------------------	-------------------	-------------------	-------------------	-------------------	-------------------

Grade 4 Health Module 2 Lesson 7: Community Safety Careers

Objective: Students will identify and explain how individuals keep the community clean and safe. Students will investigate careers that assist individuals in staying safe.

Students will use text support and read for global understanding when they summarize text in a manner that reflects the main ideas, significant details, and its underlying meaning.

Time Frame: 1 – 2 lessons

Differentiation strategies for this lesson:

- Have students use learning supports provided in any BCPS Digital Content in the [Apps Portal](#) included in this lesson.
- Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- This Slam Dunk Lesson includes links to YouTube videos. Teacher/librarian may screen videos for the class.
- Print out [SafetyLand](#) and [Strangers and 911](#) prior to instruction.