

<p style="text-align: center;">Health Education Grade 3 Objectives and Content</p>

National Standards

The following standards are incorporated into each instructional unit where appropriate:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health
- Analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors
- Access valid information, products, and services to enhance health
- Use interpersonal communication skills to enhance health and avoid or reduce health risks
- Use decision-making skills to enhance health
- Use goal-setting skills to enhance health
- Practice health-enhancing behaviors and avoid or reduce risks
- Advocate for personal, family, and community health.

UNIT I: Social and Emotional Health

MSC Standard: Students will demonstrate the ability to use mental health knowledge, skills, and strategies to enhance one's self-concept and one's relationship with others.

Objectives- The student will be able to:

- a. Identify and examine different complex emotions
 - Admiration, respect, frustration, doubt, jealousy, envy, anxiety, grief, etc.
 - Relate human needs to human emotions
- b. Explore effective communication skills
 - Verbal and nonverbal
 - The importance of expressing verbally and nonverbally
 - Model positive responses
- c. Describe and demonstrate the difference between telling and tattling
- d. Identify and apply age-appropriate strategies for stress management
 - Time management
 - Coping strategies
 - Stressors – including school stressors
 - Stress reducers
- e. Apply a decision-making process to health issues and problems
 - Positive and negative consequences of decisions
- f. Identify and describe human social needs
 - Belonging to a group
 - Feelings of being excluded from groups
- g. Identify components of a healthy family
- h. Recognize different relationships within the family
 - Parent/child, sibling/sibling
- i. Explore ways family members show they care for each other
- j. Identify ways family members help one another
 - How families help children mature, stay safe, and be responsible
- k. Explain how roles, rights, and responsibilities of family members differ according to age
- l. Describe ways families can resolve conflicts
 - Family meetings

- Parent involvement
- Talking things out

Enrichment/Optional

- m. Develop strategies for dealing with conflicts in nonviolent ways*
- n. Set a personal health goal and track progress toward its achievement*
- o. Identify components to promote personal well-being*
 - *Emotional – love*
 - *Physical – shelter, food, and water.*

NOTE: The term “family” may mean different things to different people. The families in which our students live are varied and diverse. Therefore, HCPSS has chosen NOT to define “family” but to encourage students to have a discussion at home about how *their* families define “family.”

UNIT II: Safety, First Aid, and Injury Prevention

MSC Standard: Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

Objectives- The student will be able to:

- a. Identify appropriate behaviors for potentially dangerous situations
 - Home-alone safety (including being locked out of the house)
 - Internet safety
 - School bus safety
 - Stranger safety
 - Telephone safety
 - Weather safety
 - Matches and gun safety
- b. Explain appropriate responses to emergency situations
 - Calling 911
 - Differentiating between emergencies and non-emergencies i.e. missed bus, parents not showing up
 - Taking precautions
 - Knowing emergency phone numbers
- c. Identify teasing and bullying as harassment
 - Forms of bullying
 - Isolation
 - Name calling
 - Other verbal assaults
 - Pushing and other physical assaults
- d. Examine the effects of teasing and bullying from the perspective of the bully and the victim
- e. Identify and describe feelings associated with okay, not okay, and confusing touches
- f. Define the terms “abuse” and “neglect”
- g. Recognize and respond to situations of abuse and neglect
- h. Practice safety strategies for self-protection: asking for help and refusal skills

Enrichment/Optional

- i. Identify basic first aid procedures*
 - *Small cuts and scrapes*
 - *Blisters, mild burns, sunburn*
 - *Choking*
 - *Nosebleeds.*

UNIT III: Tobacco, Alcohol, and Other Drugs

MSC Standard: Students will demonstrate the ability to use drug knowledge, decision-making skills, and health-enhancing strategies to address the nonuse, use, and abuse of medications, alcohol, tobacco, and other drugs.

Objectives- The student will be able to:

- a. Identify safe practices for prescription and over-the-counter medicines
- b. Describe the effects of tobacco use and nonuse, including secondhand smoke, on the body
 - Smoke and smokeless tobacco
 - Use
 - Diseases
 - Difficulty breathing
 - Bad breath
 - Stained teeth and fingers
 - Smell
 - Early aging
 - Habit forming
 - Secondhand smoke
 - Asthma
 - More frequent colds
 - Smell
 - Nonuse
 - Overall improved health
 - Lack of smell and staining of fingers and teeth
 - Recognize that tobacco products contain nicotine
 - Define addiction as a physical or emotional need (or both) for a substance
- c. Demonstrate a personal commitment not to use tobacco

Enrichment/Optional

- d. *Practice resistance techniques for avoiding unsafe substances.*

UNIT IV: Disease Prevention and Control

MSC Standard: Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

Objectives- The student will be able to:

- a. Identify diseases as communicable or non-communicable.
 - Communicable – common cold, strep throat, flu, etc.
 - Non-communicable – allergies, asthma, etc.
- b. Explain the importance of prevention and early detection and treatment of disease
- c. Identify parasites and explain how they infect the body
 - Lice
 - Ticks and Lyme disease

Enrichment/Optional

- d. *Define “virus” and “bacteria” and identify examples of each*
- e. *Identify modes of transmission: air, touch, food, and body fluids*
- f. *Identify ways to prevent communicable and non-communicable diseases*
 - *Strategies to prevent the spread of germs (including hand washing).*