

**Health Education
Grade 3
Essential Objectives and Content**

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 characteristics that contribute to one's uniqueness.
- b. Identify and examine different complex emotions.
 - Admiration, respect, frustration, doubt, jealousy, envy, anxiety, grief, etc.
 - Relate human needs to human emotions
- c. Explore effective communication skills.
 - Verbal and nonverbal
 - The importance of expressing verbally and nonverbally
 - Model positive responses
- d. Describe and demonstrate the difference between telling and tattling.
- e. Identify and apply age-appropriate strategies for stress management.
 - Time management
 - Coping strategies
 - Stressors – including school stressors
 - Stress reducers
- f. Apply a decision-making process to health issues and problems.
 - Identify positive and negative consequences
- g. Develop strategies for dealing with conflicts in nonviolent ways.
- h. Set a personal health goal and track progress toward its achievement.
- i. Identify components to promote personal well-being.
 - Emotional – love
 - Physical – shelter, food, and water

- j. Identify and describe human social needs.
 - Belonging to a group
 - Feelings of being excluded from groups

UNIT II: 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
 - o Diseases
 - o Difficulty breathing
 - o Bad breath
 - o Stained teeth and fingers
 - o Smell
 - o Early aging
 - o Habit forming
 - Secondhand smoke
 - o Asthma
 - o More frequent colds
 - o Smell
 - Nonuse
 - o Overall improved health
 - o Lack of smell and staining of fingers and teeth
 - Recognize that tobacco products contain nicotine.
 - Define addiction as a physical or emotional need for a substance or both.
- c. Demonstrate a personal commitment not to use tobacco.
- d. Identify three types of ethyl alcohol beverages and the amount of alcohol in each.
 - beer, wine, and liquor
- e. Describe the effects of alcohol use and nonuse on the body.
 - Physical, psychological, and social consequences
- f. Practice resistance techniques for avoiding unsafe substances.

UNIT III: 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 nonemergencies. i.e. missed bus, parents not showing up
 - Taking precautions
 - Knowing emergency phone numbers
- c. Identify basic first aid procedures.
 - Small cuts and scrapes
 - Blisters, mild burns, sunburn
 - Choking
 - Nosebleeds
- d. Identify teasing and bullying as harassment.
 - Forms of bullying
 - o Isolation
 - o Name calling
 - o Other verbal assaults
 - o Pushing and other physical assaults
- e. Examine the effects of teasing and bullying from the perspective of the bully and the victim.
- f. Identify and describe feelings associated with okay, not okay, and confusing touches.
- g. Define the terms “abuse” and “neglect.”
- h. Recognize and respond to situations of abuse and neglect.
- i. Practice safety strategies for self-protection: asking for help and refusal skills.

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. Define “virus” and “bacteria” and identify examples of each.
- b. Identify modes of transmission: air, touch, food, and body fluids.
- c. Identify diseases as communicable or noncommunicable.
 - Communicable – common cold, strep throat, flu, etc.
 - Noncommunicable – allergies, asthma, etc.
- d. Explain the importance of prevention and early detection and treatment of disease.
- e. Identify ways to prevent communicable and noncommunicable diseases.
 - Strategies to prevent the spread of germs
 - Handwashing
- f. Identify parasites and explain how they infect the body.
 - Lice
 - Ticks and Lyme disease

NOTE: HIV and AIDS are NOT to be addressed at this grade level.