

**Grade 3
Health Education
Objectives and Content
2018/2019**

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

- 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.*

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

- 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

- 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

- 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 noncommunicable diseases*
 - *Strategies to prevent the spread of germs (including hand washing).*