

# **3<sup>rd</sup> Grade – Health Curriculum**

## **Unit A: Mental, Emotional, Family, and Social Health**

(2.1.5PGD.1-5, 2.1.5.EH.1-4, 2.1.5.SSH.4-7, 2.1.5.CHSS.3, 2.1.5.PGD.1-1, 2.1.5.SSH.1-3, 2.1.2.SSH.1-2)

## **Chapter 1 Mental and Emotional Health**

### **Objectives:**

- Describe the three parts of health
- Explain how choosing healthful behaviors protects our health
- Identify how choosing risk behaviors can harm your health
- Explain how practicing life skills can help you take responsibility for your health
- Identify what makes you special
- Describe actions that help you have a healthful self-concept
- Explain different ways that people learn
- Describe how to share emotions in healthful ways
- Explain how to use I-message
- List ways to stay in a good mood
- Describe ways to keep your mind healthy
- Identify the six parts of a good character
- Explain why your friends and heroes should have good character
- Discuss w to show respect for others
- Promote dignity and respect for all people
- List questions to ask before you make a decision
- Discuss ways to communicate with responsible adults about health decisions
- Describe how to use resistance skills
- Explain what effect stressors have on your body
- Discuss the difference between healthful and harmful stress
- Describe ways to manage your stress

## **Chapter 2 Family and Social Health**

### **Objectives:**

- Describe ways to make a healthful relationship
- List ways to show respect for other people
- Identify healthful ways to communicate
- List and apply the four steps to use for resolving conflicts
- List ways to get along better with others
- Describe how peer pressure works
- Explain what it means to be a family and how families grow

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- List ways to be a responsible family member
- Describe how to adjust to family changes in healthful ways
- Explain why you need friends
- List ways to make new friends
- Explain how friends can help each other make responsible decisions

Supplementary Resource Lulu is a Rhinoceros by Jason and Allison Flom

## Extended Activities:

1. Have students make a word web placing one health goal in the center. In the smaller circles ask students how to achieve the goals.
2. Have small groups of students work together to write a pamphlet for younger students entitled *Stress and You*. Have the groups describe in the pamphlets the signs of stress and healthful actions one can take to reduce the harmful effects of stress.

## Gifted and Talented:

1. Have students label the columns of a three column chart *Listening, Reading, and Writing*. Then have them note specific actions to each learning style.
2. Have small groups of students work together to make a picture book about a character that has a healthful attitude.

## Unit B: Growth and Nutrition (2.1.5PGD.1-5)

# Chapter 3 Growth and Development

## Objectives:

- Describe the stages of the life cycle
- List signs that show that your body is changing
- Explain how your body grows
- Explain the way your muscles work
- Describe what your bones do
- Identify ways to care for muscles and bones
- Describe the circulatory system
- Describe the respiratory
- Describe how to care for your heart and lungs
- Discuss how your digestive system works
- Describe how to care for the digestive system
- List the five senses
- Discuss what the nervous system does
- Describe how to care for the nervous system

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## **Chapter 4 Nutrition**

### **Objectives:**

- Identify the nutrients your body needs
- Identify what foods are food groups
- Explain how to use My Pyramid to make healthful food choices
- List the Dietary Guidelines
- Explain how to follow the Dietary Guidelines
- Explain how to use the Dietary Guidelines to choose healthful snacks
- Identify influences on your food choices
- Describe what facts are found on food labels
- Explain how to plan a menu for a healthful meal
- Explain how food can be kept safe
- List kitchen safety rules
- Identify the health benefits of good table manners

### **Extended Activities**

1. Have students list three things they can do today to ensure that the bones and muscles in their legs and arms stay strong and healthy.
2. Ask students to list their ten favorite snacks. Then have them use the Dietary Guidelines to cross out the unhealthful snacks on their lists. For each snack crossed off, ask students to suggest a healthful snack they could eat in its place.

### **Gifted and Talented**

1. Have students make a comic strip that shows step-by-step what happens when someone senses something with one of the sense organs, such as smelling a flower, tasting an orange, or seeing a shooting star.
2. Have students write a letter to a peer explaining why it's important to be able to breathe clean air.

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## **Unit C: Personal Health and Safety (2.1.5.PGD.1-2, 2.1.5.CHSS.1-2)**

### **Chapter 5 Personal Health and Physical Activity**

#### **Objectives:**

- Explain why you need medical checkups
- Describe why you need to keep your teeth healthy
- Summarize how to floss and brush your teeth
- Describe how to keep your eyes healthy
- Describe how to keep your ears healthy
- Explain how to protect your hearing
- Explain why grooming your skin, hair, and nails is important
- Explain why getting enough rest is important to good health
- Discuss why being physically active is important
- Describe how you can work on physical fitness
- Describe how to improve fitness skills
- Describe what steps to include in a physical fitness plan
- Discuss ways to prevent injuries during physical activity
- List what safety equipment is needed for different sports
- Identify ways to be a good sport

### **Chapter 6 Violence and Injury Prevention**

#### **Objectives:**

- Describe how to prevent falls
- Explain how to prevent fires
- List ways to avoid injury from poisons
- Explain what computer safety means
- Explain how to keep safe around cars and buses
- List safety rules when walking, biking, skating and riding a scooter
- Describe how to keep safe around water
- Discuss how to stay safe outdoors
- Explain how to stay safe in bad weather
- List safety rules for times when you are home with someone besides your parent or guardian
- List ways to stay safe from strangers
- Define what an unsafe touch is
- List ways that you can stay safe from a gang
- Explain safety rules to prevent injury from guns and knives
- Describe what to do if you find a weapon

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- Explain how to call for help in an emergency
- Explain how to help an injured person
- Describe what safety rules to follow in case of disaster
- Describe precautions to take when giving first aid
- Describe how to give first aid for cuts, scrapes, nosebleeds, bruises, burns, insects bites, animal bites reactions to poisonous plants and choking
- List items that should be part of a first aid kit

## **Extended Activities**

1. Have students work in pairs to decide two things they might do to protect themselves from sun if no sunscreen was available. Have pairs share their ideas with the class.
2. Have students make a pamphlet listing safety tips for one of these events; a thunderstorm, a tornado, and a flood. Have students draw pictures to include in their pamphlet and share their pamphlets with the class.

## **Gifted and Talented**

1. Have students act out a skit that suggests behaviors that students can follow to help them avoid joining a gang. Students can choose to be actors, writers, stagehands, cameramen, producers, or directors. Have them act out their skits for the class.
2. Have students imagine that they are a dentist. Ask them to write an ad explaining why young people should visit them for regular checkups. Ads should include reasons and special features that might make a checkup fun. Display the ads in the classroom.

**Unit D: Drugs and Disease Prevention** (2.1.5.SHH.6, 2.1.5.CHSS.1-3, 2.1.5.EH.1-4, 2.1.5.PGD.1, 2.3.5.ATD.1, 2.3.5.ATD.2, 2.3.5.ATD.3, 2.3.2.HCDM.3, 2.3.5.HCDM.1-3)

## **Chapter 7 Alcohol, Tobacco, and other Drugs**

### **Objectives:**

- Explain ways medicines can help health
- Explain how prescription and over-the-counter (OTC) medicines differ
- List safety rules to follow for using medicines
- List ways that alcohol affects physical health
- Describe ways that alcohol affects how a person thinks, feels, and acts
- List ways to say “no” to drinking alcohol
- Describe how smoking and smokeless tobacco harm health
- List ways that secondhand tobacco smoke harms health
- Explain ways ads try to get people to use tobacco
- List ways to say “no” to tobacco use
- Tell ways caffeine can harm health
- List the harmful effects of illegal drugs-marijuana, chemical inhalants, cocaine, crack and ecstasy
- Tell how to say “no” to illegal drugs and the benefits of a drug-free lifestyle

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- Explain how to get help for drug abuse

## **Chapter 8: Communicable and Chronic Diseases**

### **Objectives:**

- Tell what causes disease
- Describe ways to prevent the spread of disease
- Explain how to treat flu, cold, and strep throat
- Identify ways the body keeps out germs
- Explain how the immune system fights disease
- Tell what chronic diseases are
- Describe ways to prevent chronic disease
- Identify ways to show care, concern and respect for people with special needs

### **Extended Activities**

1. Ask students to draw symbols that could be placed on various medicine labels to show what symptoms the medicine treats, for example, a symbol for medicine that treats sore throats.
2. Have students survey their homes, magazines, supermarkets, and pharmacies with their parents or guardians to find products that claim to kill germs and bacteria. Have them make a chart or poster to show their findings.

### **Gifted and Talented**

1. Have students interview a parent, guardian, or older adult to find out what vaccines are available today that were not available when they were children. Ask students to write a brief summary of what they learn.
2. Have students write a script of five questions they might ask someone who is not feeling well in order to learn more about their symptoms. These questions should help an adult determine whether or not medicine is needed.

## **Unit E: Community and Environmental Health (2.1.5.CHSS.1-3, 2.1.5.SSH.4-5)**

## **Chapter 9 Consumer and Community Health**

### **Objectives:**

- Describe ways to be a consumer
- Identify ways to get health information
- Explain how you can check out commercials for health products
- Tell where health helpers work
- Tell what health helpers do
- Describe different kinds of healthful community activities
- Describe ways to organize your time and money

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## **Chapter 10: Your Environment**

### **Objectives:**

- Explain how people use natural resources
- Identify some kinds of pollution
- Explain how water is kept cleanExplain how communities stay clean and healthful
- Tell what you can do to stop pollution
- Identify ways to save natural resources

### **Extended Activities:**

1. Have students obtain from a parent a record of the shots they got before they started school. Have them list each shot they received, where they got it, and what disease the shots protect against.
2. Have students write a form letter that could be sent to environmental organizations to ask for information about protecting the Earth.

### **Gifted and Talented:**

1. Ask students to create a print ad for a health care product or service. Have the ad “sell” the product or service using only truthful information. Invite students to present their ads in class.
2. Ask students to record a list of questions they would ask a community health worker about his or her job