

**Johnsonville Elementary School**  
**Third Grade**  
**Health Scope and Sequence**

1<sup>st</sup> Nine Weeks:

Injury Prevention and Safety (I)  
Personal and Community Health (P)

2<sup>nd</sup> Nine Weeks:

Alcohol, Tobacco, and Other Drugs (D)  
Nutrition and Physical Activity (N)

3<sup>rd</sup> Nine Weeks:

Mental, Emotional, and Social Health (M)

4<sup>th</sup> Nine Weeks:

Growth, Development, and Sexual Health and Responsibility (G)

# FSD5 Health Scope and Sequence

## 3<sup>rd</sup> Grade

### **1<sup>st</sup> Nine Weeks:**

#### Injury Prevention and Safety

- I-3.1.1 Identify ways to prevent poisoning.
- I-3.1.2 Describe the characteristics of violent and unsafe behaviors.
- I-3.2.1 Examine media messages that are related to violence and risk behaviors.
- I-3.2.2 Explain peer influences on the way an individual deals with conflict.
- I-3.3.1 Identify school and community resources as well as services that contribute to a safe and healthy environment.
- I-3.4.1 Demonstrate nonviolent strategies to manage or resolve conflicts.
- I-3.5.1 Identify steps to take when making a decision about a safety issue.
- I-3.6.1 Develop plans for dealing with emergencies, including severe storms that have resulted in injuries in the home, school, or community.
- I-3.7.1 Identify safety rules at home (including "never open the door to a stranger while at home," "never touch an unknown substance," "plan an escape route for family members in case of fire," "follow directions of a trustworthy adult during a storm," and "dial 911 for assistance in an emergency").
- I-3.7.2 Identify safety rules at school (including "do not fight on the school bus," "tell a trustworthy adult if a peer brings a gun or weapon to school," "do not throw rocks on the playground," and "never tell a stranger on the Internet which school you attend").
- I-3.7.3 Identify safety rules in various environmental situations (including "avoid listening to loud music when walking down the street," "wear a seatbelt when riding in an auto," "tell a trustworthy adult if a person tries to hurt you," "do not approach an unknown animal," and "learn to swim").
- I-3.7.4 Demonstrate appropriate responses to emergency situations, including basic **first aid**.
- I-3.7.5 Describe ways to deal with bullying and violence.

#### Personal and Community Health

- P-3.1.1 Define the term "wellness."
- P-3.1.2 Examine types of chronic and **communicable diseases**.
- P-3.1.3 Discuss wellness practices that keep the body healthy (for example, sleep, good oral and personal hygiene, good nutrition, physical activity).
- P-3.1.4 Describe ways in which a safe and healthy school and community environment can promote personal health.\*
- P-3.2.1 Analyze ways that media messages influence personal health.
- P-3.2.2 Discuss ways that the environment influences personal and community health.
- P-3.3.1 Use technology to find reliable health information.
  
- P-3.5.1 Describe situations when a personal or community health-related decision is needed.
- P-3.5.2 Demonstrate the ability to apply a decision-making process regarding a personal or community health issue.
- P-3.6.1 Set a goal to brush the teeth before school and before bedtime.
  
- P-3.7.1 Demonstrate ways to keep the eyes, ears, hair, teeth, and body healthy.
- P-3.8.1 List ways to help others be healthy.
- P-3.8.2 Describe ways to promote school, community, and environmental health.

## **2<sup>nd</sup> Nine Weeks:**

### Alcohol, Tobacco, and Other Drugs

- D-3.1.1 Identify the basic parts of the respiratory system (for example, lungs, bronchioles, diaphragm).
- D-3.1.2 Discuss ways that **ATOD** can harm an individual's physical, mental, and social health.
- D-3.1.3 Explain the difference between the use, misuse, and abuse of drugs.
- D-3.1.4 Define the term "**refusal skills.**"
- D-3.2.1 Identify the influence of family, peers, and the media on an individual's **ATOD** use.
- D-3.8.1 Explain to family members and peers the harmful effects of **ATOD** use.

### Nutrition and Physical Activity

- N-3.1.1 Identify the major parts of the digestive system (for example, salivary glands, mouth, stomach, intestines).
- N-3.1.2 Define the terms "nutrients" and "**calories.**"
- N-3.1.3 Describe the difference between recommended serving size and portion consumption.
- N-3.1.4 Use the federal dietary guidelines to identify the number of servings from each food group that children need daily.
- N-3.1.5 Categorize his or her food choices by food group.
- N-3.1.6 Identify ways to handle and store foods safely.
- N-3.1.7 Identify major parts of the muscular system (for example, heart, biceps, triceps, quadriceps).
- N-3.1.8 Explain why physical activity is important for children.
- N-3.1.9 Explain ways to be physically active daily and limit **screen time.**
- N-3.1.10 Explain **health-related fitness** and **skill-related fitness.**
- N-3.2.1 Identify the various strategies used by the media to influence food choices and physical activity.
- N-3.3.1 Identify places to access accurate information on healthy eating and physical activity.
- N-3.3.2 Describe the nutrition information that is found on food labels.
- N-3.6.1 Set a goal to eat a healthy breakfast daily.
- N-3.6.2 Set a goal to choose healthy foods and be physically active.
- N-3.8.1 Explain to others why healthy eating and physical activity are important.

### **3<sup>rd</sup> Nine Weeks:**

#### *Mental, Emotional, and Social Health*

M-3.1.1 Identify examples of mental, emotional, and social health.

M-3.1.2 Define the term "peer pressure."

M-3.1.3 Identify healthy ways to communicate (including verbal, nonverbal, and written).

M-3.1.4 Explain grief and discuss ways to deal with loss.

M-3.2.1 Identify various sources that influence an individual's mental, emotional, and social health behaviors.

M-3.2.2 Identify ways that the media influences an individual's thoughts, feelings, self-concept, and health behaviors.

M-3.4.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.\*

M-3.4.2 Practice ways to ask for assistance in harmful situations or relationships.

M-3.7.1 Demonstrate behaviors that promote healthy relationships with families and peers (for example, communication, honesty).

M-3.7.2 Demonstrate **coping strategies** (for example, deep breathing, exercising, talking to a trustworthy adult) for dealing with changes within the family (for example, birth, death, marriage, divorce, illness).

### **4<sup>th</sup> Nine Weeks:**

#### *Growth, Development, and Sexual Health and Responsibility*

G-3.1.1 Identify physical signs of growth and change that occur during childhood (for example, increase in height and weight, increase in the size of the feet and hands, loss of baby teeth).

G-3.1.2 Identify the following family units: **nuclear family**, **blended family**, **extended family**, and single-parent family.

G-3.1.3 Identify the four stages of the life cycle (infancy, childhood, adolescence, adulthood).

G-3.7.1 Demonstrate behaviors that promote healthy growth and development (for example, eat balanced meals, get sufficient sleep).

The Curriculum Guide which follows is based upon the *Curriculum Guide for Health and Safety Education* provided by the SC Department of Education. It can be accessed in its original form at

<http://www.ed.sc.gov/agency/se/Instructional-Practices-and-Evaluations/HealthEducation.cfm>

# CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

## 3<sup>rd</sup> Grade

### 1<sup>st</sup> Nine Weeks

#### Injury Prevention and Safety

**Essential Question:** Injury Prevention and Safety

- What do you need to know about chemicals that can cause harm?

**Sample Performance Indicator:**

I-3.1.1 Identify ways to prevent poisoning.

**Sample Teaching Strategy and Activity**

- Students examine a list of common liquid chemicals found in and around the home. The teacher assembles pictures of the household products onto a worksheet. Some examples of common products that can be displayed are: air freshener, antifreeze, antibacterial spray, bleach, gasoline, insecticide, weed killer, over the counter medicines, nail polish, nail polish remover, shampoo, dish detergent, and sunscreen. Student label each product on the worksheet with stickers marked with a nose representing danger if inhaled, lips to represent danger from ingesting and, a hand to represent harm caused by skin contact.

**Sample Assessment Strategy**

- Students correctly label each product as dangerous if the product is inhaled, ingested or comes in contact with skin.

**Essential Question:** Injury Prevention and Safety

- How do peers affect attitudes toward violence conflict resolution?

**Sample Performance Indicator:**

I-3.2.2 Explain peer influences on the way an individual deals with conflict.

**Sample Teaching Strategy and Activity**

- The teacher leads a brain-storming activity to ask students to name examples of negative and positive peer influence. The teacher can start the activity with examples. An example of negative peer pressure is joining in when friends are teasing another student. An example of positive peer influence is asking someone who usually doesn't play with you at recess to join you and your friends.

**Sample Assessment Strategy**

- Students correctly identify positive and negative peer pressure and peer influence.

**Essential Question:** Injury Prevention and Safety

- Who can help keep people in the community safe?

**Performance Indicator:**

I-3.3.1 Identify school and community resources as well as services that contribute to a safe and healthy environment.

**Sample Teaching Strategy and Activity**

- The teacher leads discussion with students as to how the media can help individuals and families feel safe and alleviate fears in an emergency. A weather person from the local TV station can be invited into the classroom to talk about the

responsibility of the media in relaying personal safety messages to the public. A policeman can also talk about Amber alerts and the use of the media in keeping people safe.

### Sample Assessment Strategy

- Students give examples of positive media messages that promote personal health and safety.

#### **Essential Question:** Injury Prevention and Safety

- What is the best ways to handle conflict or violent situations?

#### **Sample Performance Indicator:**

I-3.4.1 Demonstrate nonviolent strategies to manage or resolve conflicts.

### Sample Teaching Strategy and Activity

- The teacher explains that conflict naturally happens every day as a result of our daily schedules and daily routines. The teacher gives examples of minor conflicting situations. An example of a minor conflict is the problem of a family having to decide what restaurant to choose for dinner when eating out. Students are asked to cite examples of minor and major conflict in their lives. Students brain storm positive and negative examples of dealing with both minor and major conflict.

### Sample Assessment Strategy

- Students suggest positive and healthy solutions to the restaurant choice conflict situation that was presented by the teacher.

#### **Essential Question:** Injury Prevention and Safety

- Why is it important to decide on a plan of action when faced with an unsafe situation?

#### **Performance Indicator:**

I-3.5.1 Identify steps to take when making a decision about a safety issue.

### Sample Teaching Strategy and Activity

- Students are given a scenario of a situation where they are playing in a friend's front yard and are approached by an aggressive dog that they do not know. The students role-play the step-by-step action that they should take including: standing still, not looking the dog in the eye, and avoiding screaming, shouting, jumping, or running.

### Sample Assessment Strategy

- Students correctly identify behaviors that are appropriate when approaching an unknown and aggressive dog.

#### **Essential Question:** Injury Prevention and Safety

- Why is it important to have a set plan for dealing with an emergency?

#### **Performance Indicator:**

I-3.6.1 Develop plans for dealing with emergencies, including severe storms that have resulted in injuries in the home, school, or community.

### Sample Teaching Strategy and Activity

- The teacher gives examples of common storm emergencies including: flash flooding, lightning strikes, and extremely windy conditions. In each situation, students identify one rule to follow to stay safe.

## Sample Assessment Strategy

- Students create posters that display an emergency along with an important rule to follow when faced with that emergency. For example, in a flooding or a wind storm the rule might be to never go near a downed power line. For lightning, the rule might be to get out of the swimming pool, the ocean, or the lake.

### Essential Question: Injury Prevention and Safety

- What are key elements for staying safe at home, school, and in the community?

### Sample Performance Indicators:

I-3.7.1 Identify safety rules at home (including never open the door to a stranger while at home, never touch an unknown substance, plan an escape route for family members in case of fire, follow directions of a trustworthy adult during a storm, and dial 911 for assistance in an emergency).

I-3.7.2 Identify safety rules at school (including do not fight on the school bus, tell a trustworthy adult if a peer brings a gun or weapon to school, do not throw rocks on the playground, and never tell a stranger on the Internet which school you attend).

I-3.7.4 Demonstrate appropriate responses to emergency situations, including basic first aid.

## Sample Teaching Strategies and Activities

- Students develop a fire escape plan for their home along with identifying a common meeting area outside of their home.
- Students adopt a school policy of reporting bullying to an adult they trust along with suggestions about how to manage their own behavior in positive ways.

## Sample Assessment Strategy

- After conducting a practice timed trial run of their fire escape plan, students make adjustment and repeat the run until they are successful in completing the run in less time.

## Personal and Community Health

### Essential Questions: Personal and Community Health

- Why is it important to eat healthy foods, exercise and get plenty of rest?
- What does it mean to be well?

### Performance Indicators:

P-3.1.1 Define the term “wellness”.

P-3.1.2 Examine types of chronic and communicable diseases.

P-3.1.3 Discuss wellness practices that keep the body healthy (for example, sleep, good oral and personal hygiene, good nutrition, physical activity).

P-3.1.4 Describe ways in which a safe and healthy school and community environment can promote personal health.

## Sample Teaching Strategies and Activities

- The teacher asks students to describe how their body tells them that they are not well. The teacher names common childhood communicable diseases and conditions including, measles, chicken pox, influenza, common cold, ear infections, and lice. Students create a list of good practices that reduce the spread of disease or infestation in the classroom and at home.
- Students reinforce learning of good practices for preventing the spread of disease by playing a timed line game. Three lines are formed and the first person in each line states a good habit or practice. The next person in line is tagged and must identify a different habit or practice. Once everyone in a line has recited a good habit, all students in that line sit down.

The teacher is the judge of whether or not the habit stated is healthy. Each healthy habit is stated only once. The game continues until no new practices are named or an entire team has sat down.

### Sample Assessment Strategy

- Each healthy practice or habit named in the game is checked from the master list that students had created with the teacher. The winning team is determined by the group that named the most practices from the list or sat down first.

#### **Essential Question:** Personal and Community Health

- What information found on the Internet, television, and reading materials can be used to improve health?

#### **Performance Indicators:**

P-3.2.1 Analyze ways that media messages influence personal health.

P-3.2.2 Discuss ways that the environment influences personal and community health.

### Sample Teaching Strategy and Activity

- Students discuss how television weather reports influence their choice of daily activities and dress. The teacher posts an outline of a child's body on the bulletin board. The body has Velcro glued to the torso, arms, legs, neck, forehead, ears, hands, and feet. Students read the weather report online in the morning and dress the child with pieces of clothing cut from cloth. Clothing articles should include: scarfs, earmuffs, sunglasses, knit hats, broad rim hats, jackets, coats, boots, flip flop shoes, shorts, skirts, and long pants.

### Sample Assessment Strategy

- Students place appropriate attire on the bulletin board doll.

#### **Essential Question:** Personal and Community Health

- What information found on the Internet, television, and reading materials can be used to improve health?

#### **Performance Indicator:**

P-3.3.1 Use technology to find reliable health information.

### Sample Teaching Strategy and Activity

- The teacher asks students to work in groups of two to research a specific health related topic on the Internet. The teacher gives the students multiple web-sites to examine that target their age group. Students examine each website for differences in the messages given on each site. Student groups report and show others the web-site that they believe gave the best and most accurate information.

### Sample Assessment Strategy

- Students can rank Internet sites for content that contains the most accurate information.

#### **Essential Question:** Personal and Community Health

- What effect do personal decisions have on other?

#### **Performance Indicators:**

P-3.5.1 Describe situations when a personal or community health-related decision is needed.

P-3.5.2 Demonstrate the ability to apply a decision-making process regarding a personal or community health issue.

### Sample Teaching Strategy and Activity

- Students are given an example of a parent who refuses to have their child immunized for school and also refuses to get their dog vaccinated for rabies. Students examine the consequences of each decision and the effect it has on others.



### Sample Assessment Strategy

- Students construct a one paragraph letter explaining the importance of immunizations and vaccinations. They highlight the potential consequences of not having childhood immunizations and pet vaccinations.

#### **Essential Question:** Personal and Community Health

- What can you do to protect your eyes, ears, skin and hair?

#### **Performance Indicator:**

P-3.7.1 Demonstrate ways to keep the eyes, ears, hair, teeth, and body healthy.

### Sample Teaching Strategies and Activities

- The teacher asks student if they have been sunburned. The teacher counts the number of students who have had sunburn. The teacher asks students to describe their sunburn including where they were when it happened.
- Students draw the face of a clock on a piece of paper. The teacher discusses the hours of greatest intensity of the sun. The hours from 10:00 AM to 2:00 PM are labeled "Protect Time" on the clock. This part of the clock is colored red. Students color the part of the clock to represent times when they can play without sun protection in the morning and afternoon in a green "safe" shade of green or blue.
- The teacher explains that protection from the sun involves putting a block between themselves and the sun (clothing, umbrellas, and sunscreens). The teacher passes out pictures from magazines of people engaged in an outdoor activity. Students make recommendations for sun protection for the people in the photos, including sunscreens, hats, and T-shirts.
- The class has a hat competition. They construct different types of hats using various materials assembled by the teacher (straw, newspaper, construction paper, belts, and bands). Students identify which hat creations are the most effective to protect against UV radiation. The students explain the reasons for their choices.

### Sample Assessment Strategy

- Given a list of items that provide protection against the sun the students can arrange protection list into CARE categories as follows:

**C**=Cover up

**A**=Avoid the sun between 10:00 AM and 2:00 PM

**R**=Rub on sunscreen

**E**=Examine your skin regularly

#### **Essential Question:** Personal and Community Health

- What are important ways to help other be healthy?

#### **Performance Indicators:**

P-3.8.1 List ways to help others be healthy.

P-3.8.2 Describe ways to promote school, community, and environmental health.

### Sample Teaching Strategy and Activity

- Students are asked to write a persuasive letter to parents for the school parent newsletter in support of a campaign to unplug TV sets. In their letter, students identify multiple ways that less screen time makes children healthier.

# CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

## 3<sup>rd</sup> Grade

### 2<sup>nd</sup> Nine Weeks

#### Alcohol, Tobacco, and Other Drugs

**Essential Questions:** Alcohol, Tobacco, and other Drugs

- How do the organs in the body work together to support the respiratory system in promoting good health?

**Sample Performance Indicators:**

D-3.1.1 Identify the basic parts of the respiratory system (for example, lungs, bronchioles, diaphragm).

D-3.1.3 Explain the difference between the use, misuse, and abuse of drugs.

**Sample Teaching Strategies and Activities**

- The teacher illustrates how the moist lining in the respiratory tract helps trap pollutants before they can enter and do harm to the body. Using two straws filled with sand and dust, the teacher blows the contents over a dry paper towel and then over a paper towel that has been moistened with water and liquid white paper glue. Comparisons are made to the trapping function of the nose and moist mucous lining of the respiratory tract. The teacher draws comparisons to the harmful inhaled chemicals and particles that result from smoking cigarettes.
- Two teams of students are formed. Each team member is assigned a part of the respiratory system, (alveoli, lung, cilia, trachea, mouth, and nose). The student with the assigned part must spell the word correctly on a three-by-seven inch piece of paper. Two holes are punched at the corners of the top end of the paper. A hanging sign is made with yarn. Students color and draw a picture of their respiratory system part and wear their sign around their neck. Teams are instructed to line up in the order in which air passes through the respiratory system.

**Sample Assessment Strategy**

- Each respiratory team has members line up in airflow order. Each team makes necessary corrections to the team order. The team sits down to indicate they have the order correct.

**Essential Questions:** Alcohol, Tobacco, and Other Drugs

- In what ways are alcohol and tobacco use promoted in the community?
- In what ways does the community help to discourage the use of alcohol and tobacco products?

**Performance Indicator:**

D-3.2.1 Identify the influence of family, peers, and the media on an individual's ATOD use.

**Sample Teaching Strategy and Activity**

- Students compare their local community efforts to curb alcohol and tobacco promotion to the efforts of advertisers to send positive messages about alcohol and tobacco use. One student group examines the work of community help groups that are listed in the yellow pages under substance abuse or alcohol treatment. Another student group examines city or county restrictions on the locations of stores or billboard that sell or advertise alcohol and tobacco products and their proximity to schools. A third group examines clothing apparel, and promotional items including pens and pencils that advertise cigarettes or alcohol products. This group examines school district policy related to the display of alcohol and tobacco promotional items on school grounds.

## Sample Assessment Strategy

- Students create a list of the five major ways that community organizations help to discourage the use of alcohol and tobacco.
- Students create a list of the five major school policies and rules that prevent alcohol and tobacco products from being portrayed in positive ways.

### **Essential Question:** Alcohol, Tobacco, and Other Drugs

- What plan could you develop to help others avoid using alcohol, tobacco and other drugs that cause harm?

### **Performance Indicator:**

D-3.8.1 Explain to family members and peers the harmful effects of ATOD use.

## Sample Teaching Strategy and Activity

- The teacher introduces the students to the Ant E Tobacco cartoon and coloring book that conveys the anti-tobacco message through a colony of ants. Students explore how to pass the ant's message on to family and friends.  
[http://www.itsyourlifefoundation.org/what\\_is\\_ante\\_tobacco](http://www.itsyourlifefoundation.org/what_is_ante_tobacco)

## Nutrition and Physical Activity

### **Essential Questions:** Nutrition, and Physical Activity

- How can foods be checked to see if they are healthy choices?
- What are the major parts of the digestive system?
- Why is it important to eat healthy foods and exercise?

### **Sample Performance Indicators:**

N-3.1.1 Identify the major parts of the digestive system (for example, salivary glands, mouth, stomach, intestines).

N-3.1.3 Describe the difference between recommended serving size and portion consumption.

N-3.1.5 Categorize his or her food choices by food group.

N-3.1.6 Identify ways to handle and store foods safely.

N-3.1.7 Identify major parts of the muscular system (for example, heart, biceps, triceps, quadriceps).

N-3.1.8 Explain why physical activity is important for children.

## Sample Teaching Strategies and Activities

- The teacher brings in clear flexible tubing measuring thirty-two feet in length to illustrate the length of intestines in the body. The teacher explains that the stomach and intestines work together to break down food. The teacher places a coated baby aspirin tablet and an uncoated aspirin tablet into a clear plastic cup that contains vinegar to simulate stomach acids. The uncoated tablet dissolves quickly in the vinegar. After one to two minutes, the teacher moves the coated tablet to a plastic cup containing a solution of baking soda and water, similar to the environment of the intestines. Students observe the slower disintegration of the coated tablet in the baking soda solution.
- The teacher brings a box of cereal and different sized non-breakable soup bowls to class. A student volunteer is asked to select the type of bowl that they typically use for breakfast cereal and the student pours that amount of cereal into the bowl. Students examine the food label on the cereal box to determine how many serving sizes were poured into the bowl.
- Students play the food safety board game : [http://www.canfightbac.org/en/\\_pdf/loresen.pdf](http://www.canfightbac.org/en/_pdf/loresen.pdf)
- Students identify kitchen food safety mistakes on food mistakes worksheet provided by the teacher  
<http://www.utextension.utk.edu/publications/pbfiles/PB1591.pdf>

- Students explore the concept of the heart muscle and the importance of exercise. The teacher has students clench their fist to imitate the action of the heart muscle. Using a cardboard toilet paper roll, students listen to the sound of each other's heart, first at rest and then after jumping up and down for 30 seconds.
- Students form a circle. One child holds a soft non-bouncing ball. The teacher tells the student with the ball to toss it to another student as he or she calls out the name of a fruit or vegetable. The student receiving the ball, thanks the sender by name, and names another fruit or vegetable. Each student holding a ball has three seconds to call out another food item and get rid of the ball. If time expires or they repeat the name of a food item, they step back out of the circle and sit down. The activity ends when there is one child left holding the ball and all others have been eliminated. The activity can be repeated by naming items found in other food groups.

### **Sample Assessment Strategies**

- Students can explain the different functions of the stomach and intestines in breaking down foods.
- Students know how to use food labels to determine serving sizes.
- Students can identify at least four of the six mistakes found on the food safety worksheet, explaining why the food handling practice is unsafe.
- Students identify a variety of fruits and vegetables by name.

### **Essential Question:** Nutrition, and Physical Activity

- In what ways do our culture and the community influence what we eat?

### **Performance Indicator:**

N-3.2.1 Identify the various strategies used by the media to influence food choices and physical activity.

### **Sample Teaching Strategy and Activity**

- Students look at samples of local restaurant foods on the restaurant menu to determine if the menu items are healthy choices.

### **Sample Assessment Strategy**

- Students correctly identify healthy menu items.

### **Essential Question:** Nutrition, and Physical Activity

- How can foods be checked to see if they are healthy choices?

### **Sample Performance Indicator:**

N-3.3.2 Describe the nutrition information that is found on food labels.

### **Sample Teaching Strategy and Activity**

- Ten to twenty food labels cut from food products are examined, sorted, and ranked in order from healthiest to unhealthy. Students try to guess the type of food each label represents. They examine fat, salt, and sugar content to make their decisions.

### **Sample Assessment Strategy**

- Given a group of food labels, students can tell which foods are healthy.

**Essential Question:** Nutrition, and Physical Activity

- Why is it important to plan to have a healthy breakfast every day?

**Sample Performance Indicator:**

N-3.6.1 Set a goal to eat a healthy breakfast daily.

**Sample Teaching Strategy and Activity**

- Student record whether or not they ate breakfast each day in a journal. On days that they ate breakfast, they record the items eaten. For each day that they did not eat breakfast, they write a one sentence explanation in their journal.

**Sample Assessment Strategy**

- At the end of thirty days, students examine the content of their breakfasts, determining the number of healthy and unhealthy breakfasts that they ate. They then determine the main reason why they skipped breakfast.

**Essential Question:** Nutrition, and Physical Activity

- What are some ways to help others eat more healthfully and improve fitness?

**Performance Indicator:**

N-3.8.1 Explain to others why healthy eating and physical activity are important.

**Sample Teaching Strategies and Activities**

- Students design a restaurant child menu. They give the restaurant a name and design a cover and pictures for the healthy child menu.
- Students examine reasons for doing personal gardening by reading the story “Grandpa’s Garden”.

# CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

## 3<sup>rd</sup> Grade

### 3<sup>rd</sup> Nine Weeks

#### Mental, Emotional, and Social Health

**Essential Question:** Mental, Emotional, and Social Health

- How can a person effectively cope with feelings of grief experienced from a personal loss?

**Sample Performance Indicators:**

M-3.1.1 Identify examples of mental, emotional, and social health.

M-3.1.3 Identify healthy ways to communicate (including verbal, nonverbal, and written).

M-3.1.4 Explain grief and discuss ways to deal with loss.

**Sample Teaching Strategies and Activities**

- Students write a paragraph about a loss that they experienced in their life. The paragraph should include a discussion about their feelings at the time of the loss and how they dealt with the loss. The teacher can invite sharing between students. The teacher can also choose to have the students read a book with a fictional character that is dealing with a loss and the grieving process. Students explore the differences between expressing difficult feelings in writing and in oral communication.
- Students complete a writing assignment working together in groups of three. The first student writes a sentence or two describing an event or events that resulted in an imaginary personal loss. Examples could be the loss of a favorite toy, a pet, or friend who moved away. The paper is then passed to the next student in the group, who writes a sentence about an unhealthy way to respond to the loss. The paper goes to the third person, who writes a sentence or two about a healthy way to respond to the loss. Together the group identifies individuals and resources that can be used to help cope with the loss.

**Sample Assessment Strategy**

- Students identify healthy solutions to dealing with loss.

**Essential Question:** Mental, Emotional, and Social Health

- What information found on the Internet, television, and reading materials can be used to improve health?

**Performance Indicators:**

M-3.2.1 Identify various sources that influence an individual's mental, emotional, and social health behaviors.

M-3.2.2 Identify ways that the media influences an individual's thoughts, feelings, self-concept, and health behaviors.

**Sample Teaching Strategies and Activities**

- Students cut out and create one "unhealthy" and another "healthy" behavior collage of magazines advertisements that promote both healthy and unhealthy behaviors.
- Students assemble a "peace" bulletin board with doves made of white construction paper that are labeled with examples of kind words and acts of kindness.

### Sample Assessment Strategy

- Students correctly place healthy and unhealthy behaviors on the two collages.

#### **Essential Question:** Mental, Emotional, and Social Health

- What are the different ways you can communicate to others how you feel?

#### **Sample Performance Indicator:**

M-3.4.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

### Sample Teaching Strategy and Activity

- Student use non-verbal communication to line themselves up in order by calendar month and day of their birthday. They have two minutes to complete the activity. Verbal communication is then allowed and students correct any mistakes that were made in the non-verbal part of the exercise. The teacher leads discussion about the strengths and weaknesses of verbal and non-verbal forms of communication.

### Sample Assessment Strategy

- Students effectively use non-verbal communication in successfully completing the birthday line activity.

#### **Essential Questions:** Mental, Emotional, and Social Health

- What are some things you can do to handle stress well?
- Why is it important to be honest in communicating with your family and friends?

#### **Performance Indicators:**

M-3.7.1 Demonstrate behaviors that promote healthy relationships with families and peers (for example, communication, honesty).

M-3.7.2 Demonstrate coping strategies (for example, deep breathing, exercising, talking to a trustworthy adult) for dealing with changes within the family (for example, birth, death, marriage, divorce, illness).

### Sample Teaching Strategies and Activities

- The teacher explains how telling an untruth can be hurtful to self and others. Being dishonest leads to more dishonesty as a cover up to the first untruth. The teacher uses a simulation to reinforce the lesson. Using a clear bowl of water, the teacher drops a quarter into the water and tells an untrue story or statement. Each student holds a penny and is instructed to try to cover up the quarter with their penny by dropping it into the water. The difficulty of this task represents the difficulty in trying to cover up for telling untruths.
- The teacher asks students to brainstorm creating a list of things that cause stress. Students then write the name of three daily school stressors separately on three small, four inch by four inch pieces of plain paper. They fold each paper until it is small enough to fit inside a deflated balloon. Each paper is placed individually inside a separate balloon (three folded pieces of paper and three balloons). Students rank the three stressors in order from major to minor in the degree that each causes stress. The students blow up each balloon in different sizes. The balloon with the bigger stressor is blown up fully and tied closed. The medium stressor balloon is blown up half way, and the minor stressor balloon is blown up at less than fifty percent inflation. Using masking tape, the teacher attaches the three balloons to the waist of each student. Students wear their balloons for at least an hour and then discuss the effect of having to cope with their “stress” balloon during the day. Students discuss stress issues that confront families, such as loss of employment, moving, illness of a family member, or divorce.

### Sample Assessment Strategy

- Students write a paragraph about the coping strategies they used to deal with a recent family stress event.

# CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

## 3<sup>rd</sup> Grade

### 4<sup>th</sup> Nine Weeks

#### Growth, Development, and Sexual Health and Responsibility

**Essential Questions:** Growth and Development

- How are families unique and different from each other?
- How do children grow and change as they get older?

**Performance Indicators:**

G-3.1.1 Identify physical signs of growth and change that occur during childhood (for example, increase in height and weight, increase in the size of the feet and hands, loss of baby teeth).

G-3.1.2 Identify the following family units: nuclear family, blended family, extended family, and single-parent family.

G-3.1.3 Identify the four stages of the life cycle (infancy, childhood, adolescence, adulthood).

**Sample Teaching Strategies and Activities**

- Students draw a family tree showing the structure and history of their family. The tree can include pictures of family members. Students write an essay about one of their favorite family memories. Parents can get involved in sharing music and food traditions that are unique to their family.
- Using picture timeline drawings, students identify the key role of other family members in the life stages including infancy, childhood, adolescence, adulthood, and senior years. Students identify their own family members who represent each stage of life.
- Students can also discuss the stages of life of an important or famous person in history.

**Sample Assessment Strategy**

- Students compare and contrast their drawings to others in the class and draw conclusion about how families are alike and how they are different.

**Essential Question:** Growth and Development

- How does health behavior impact growth and development in the childhood?

**Performance Indicator:**

G-3.7.1 Demonstrate behaviors that promote healthy growth and development (for example, eat balanced meals, get sufficient sleep).

**Sample Teaching Strategy and Activity**

- Students assemble a graph with days of the week listed for 30 days (X axis of chart). On the Y axis of the chart they list healthy activities that they engage in daily. Examples include: riding their bicycle or walking for thirty minutes at a time, eating at least five servings of fruits and vegetables, sleeping eight hours a day, screen time sitting of less than three hours per day, brushing their teeth three times a day, brushing their hair once a day, bathing once a day, and flossing their teeth once a day. The students color the corresponding square for each day that the activity was accomplished. Student records are placed in a personal journal.

**Sample Assessment Strategy**

- Students write a short report about changes in the way they felt during the month as a result of observing their own healthy behavior practices.



# Resources

## ATOD

National Institute on Drug Abuse's "Brain Power!  
The NIDA Junior Scientist Program (For Grades 2-3)  
" SAMHSA, *Al's Pals: Kids Making Healthy Choices*  
[http://www.aadac.com/documents/grade3\\_lesson5.pdf](http://www.aadac.com/documents/grade3_lesson5.pdf)  
[http://www.lung.ca/children/index\\_kids.html](http://www.lung.ca/children/index_kids.html)  
[http://www.itsyourlifefoundation.org/what\\_is\\_ante\\_tobacco](http://www.itsyourlifefoundation.org/what_is_ante_tobacco)

## Growth & Development

<http://www.teacherplanet.com/resource/humanbody.php>  
[http://www.sciencenetlinks.com/pdfs/human\\_actsheet.pdf](http://www.sciencenetlinks.com/pdfs/human_actsheet.pdf)  
<http://www.scrubclub.org/site/downloads.aspx>  
<http://www2.scholastic.com/browse/lessonplan.jsp?id=859>  
<http://kidshealth.org/classroom/3to5/body/systems/respiratory.pdf>

United Streaming (Discovery Education) Videos:

All Fit- Body Design Brain  
All Fit- Bones and Muscle  
All Fit- The Structure and Function of the Human Body  
Life Skills 101- Dealing With Stress

## Injury Prevention & Safety

<http://web.extension.illinois.edu/disaster/teacher/dispre.html>  
<http://www.mcgruff.org/Games/>  
<http://www.state.sc.us/dmh/schoolbased/bullying.htm>  
<http://pubs.cas.psu.edu/freepubs/pdfs/ui367.pdf>

## Mental, Emotional and Social Health

[http://www.teachervision.com.au/tv/printables/TCR/1557342741\\_77.pdf](http://www.teachervision.com.au/tv/printables/TCR/1557342741_77.pdf)  
[http://www.vahealth.org/dental/oralhealtheducation/documents/2007/pdfs/Saving\\_Smiles\\_K%20-%20205\\_Oral\\_Health\\_Education\\_Curriculum.pdf](http://www.vahealth.org/dental/oralhealtheducation/documents/2007/pdfs/Saving_Smiles_K%20-%20205_Oral_Health_Education_Curriculum.pdf)

## Nutrition and Physical Activity

<http://www.choosemyplate.gov>  
[http://www.impactchildhoodobesity.org/images/docs/K-12\\_Nutrition\\_Lesson\\_Plans.pdf](http://www.impactchildhoodobesity.org/images/docs/K-12_Nutrition_Lesson_Plans.pdf)  
[http://www.canfightbac.org/en/\\_pdf/loresen.pdf](http://www.canfightbac.org/en/_pdf/loresen.pdf)  
<http://www.utextension.utk.edu/publications/pbfiles/PB1591.pdf>  
<http://www.fooddetectives.com/>  
<http://video.pbs.org/video/1591397895/>  
<http://www.energybalance101.com/>

Darian, Shea. *Grandpa's Garden*. Nevada City, California: Dawn Publications, 1996. ISBN: 1883220416