

Third Grade Health Standards

Unifying Idea: Acceptance of personal responsibility for lifelong health.

Standard: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

The Human Body	Performance Indicators	Sample Activities
	Practice good personal hygiene, with particular attention to changing needs.	Discuss the importance of body cleanliness.
	Use protective equipment such as a helmet when cycling. Practice behaviors to protect the body, such as applying sunscreen when appropriate.	Identify injuries which may occur without protective equipment. As a homework assignment to be completed with adult help, describe the characteristics, sources, and benefits of protective equipment. Volunteers share their information with the class.
	Summarize health risks for own age group.	Identify injuries from vehicle crashes, burns, falls, and bicycle collisions as the most important health risks.
	Identify characteristics of responsible health behaviors.	Given several descriptions of health-related behaviors, select those that are responsible and state characteristics that they have in common.
	Identify the major body organs and their function.	Draw an outline of the body and place a picture of each organ in the appropriate location. Identify each organ and its function.
	Develop a growth chart.	Maintain a growth chart for each student and identify growth patterns.

	Recognize and demonstrate an understanding of individual differences and disabilities.	Adapt group activities to include a variety of individuals.
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Food Choices	Performance Indicators	Sample Activities
	Categorize foods according to nutrient classes.	Given pictures of a variety of foods and containers, separate the pictures according to nutrient classes. Justify placement of each picture. Read and interpret the information available on food labels, such as the amount of sugar, salt, or fat contained in the food.
	Select meals balanced according to nutrient classes.	Using the labels of food containers, group foods to represent a balanced meal.
	Describe the special roles of water and fiber in healthful eating.	Trace the passage of water and fiber through the body and describe the roles each performs.
	Choose balanced meals away from home.	Using a menu, mark the components of at least one balanced meal.
	Learn kitchen safety, such as: using knives, stoves, and ovens correctly and carefully.	Discuss the hazards of not using safe practices while using knives, stoves, and ovens.

Physical Activity	Performance Indicators	Sample Activities
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<p>Obtain a sufficient amount of sleep.</p>	<p>Maintain a chart of sleep patterns for the week. Discuss results with classmates.</p>
<p>Observe safety rules during physical activities.</p>	<p>Describe the safety rules for various activities. Create a poster for the school.</p>
<p>Explore ways to engage in enjoyable out-of-school play activities that promote fitness and health.</p>	<p>Describe healthy free time physical activities.</p>
<p>Demonstrate the ability to monitor resting, exercise, and recovery rates.</p>	<p>The student will be able to check his or her heart rate by using either the radial artery (wrist) or carotid artery (side of neck) for a six-second period, while doing a variety of different activities.</p> <p>For example: The student will be able to correctly find his or her pulse and count the beats for a six-second period as directed. By adding a zero to the number of beats counted in the six second period, the student will have an approximate heart rate count in beats per minute (14 beats in a six second period equals 140 beats per minute). The student is given numerous opportunities through out the school year to take a six-second heart rate while at rest, during activity, and during recovery.</p>

	<p>Demonstrate the knowledge of the components of health-related fitness.</p>	<p>Identify and describe the following components of health-related fitness: 1) Cardiovascular fitness, 2) Muscle strength/Muscle endurance, 3) Flexibility, 4) Body composition. Example: The student will be able to correctly identify the health-related fitness components using terms familiar to a third grader.</p>
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<p>Mental and Emotional Development</p>	<p>Performance Indicators</p>	<p>Sample Activities</p>
	<p>Identify and share feelings in appropriate ways.</p>	<p>Share various situations and role-play the appropriate way to show feelings related to the situation.</p>
	<p>Recognize the association of thoughts, feelings, and behaviors.</p>	<p>Reflect on the course of the day and select one pleasant and one unpleasant occurrence. State the thoughts, feelings, and behaviors that surrounded the occurrence.</p>
	<p>Acknowledge universal standards for behavior.</p>	<p>Following the presentation of stories describing admirable behaviors in a variety of situations, identify, in groups, at least three behavior standards that all group members can agree are desirable.</p>
<p>Acknowledge that behavior is changeable.</p>	<p>Describe at least one behavior that is different from what it would have been one year ago in a similar situation.</p>	

	Formulate a plan to handle embarrassment.	Given scenarios of students who are in embarrassing situations, describe both productive and non-productive means by which the students might handle the embarrassment. Develop a personal plan for how one might handle their embarrassing situation.
	Develop self-control.	Determine alternatives to confrontation through role-playing.
	Develop effective coping strategies including effective decision making, critical thinking, goal setting and problem solving.	Develop a chart of effective coping skills. Practice assertiveness and refusal skills; taking time for exercise and relaxation.

Standard: **Students will demonstrate behaviors that prevent disease and speed recovery from illness.**

Disease Prevention	Performance Indicators	Sample Activities
	Learn to practice positive health behaviors to reduce the risk of disease.	Create charts identifying healthy foods and behaviors.
	Understand the importance of regular health screenings, including dental examinations.	Discuss the benefits of regular health screenings.
	Understand safe care and concern toward ill persons in the family, the school, and the community.	Write a paragraph describing how to take care of a sick family member or friend.
	Describe various childhood diseases.	Discuss in groups how disease spreads and actions to prevent the spread of disease.

Treatments of Disease	Performance Indicators	Sample Activities
	Recognize symptoms of common illnesses.	Role-play a trip to the doctor or describe symptoms to one's parent or care giver.
	Take prescription and over-the-counter medicines properly; never take medicine prescribed for someone else.	Chart the rules for medicines: 1) take medicine only if adult family members say it is okay, 2) never take medicines that are prescribed for another, and 3) never touch an unknown medicine.
	Correctly interpret instructions for taking medicine.	Given directions for taking various medicines, determine the time and amount of dosage for a 48 hour period.

Standard: **Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.**

Potentially Dangerous Situations	Performance Indicators	Sample Activities
	Understand the procedures for exiting a smoke filled building.	In response to a fire drill, demonstrate getting below the smoke ceiling and exiting the building to avoid smoke inhalation.
	Make a plan to escape fire in a building.	Take home instructions for making a home fire escape plan.
	Demonstrate first aid for minor problems.	Given simulated cuts, scratches, etc., apply appropriate first aid procedures.
	Practice safe behavior in and near water.	Describe the correct procedures for dealing with a water emergency in a pool, canal, and/or river.

	Develop and use appropriate skills to avoid, resolve, and cope with conflicts.	Describe the steps in resolving conflict. Role-play how peers can help one another to resolve conflict appropriately.
	Understand and follow rules prohibiting possession and use of weapons at home and at school.	List the rules that apply to weapons. Invite a law enforcement officer to discuss the procedures and rules for dealing with weapons.
	Report or seek help when faced with unsafe situations.	Role play various situations that demonstrate obtaining assistance in unsafe situations.

Alcohol, Tobacco, and Other Drugs	Performance Indicators	Sample Activities
	Distinguish between helpful and harmful substances.	Given a variety of pictures from advertisements, select those that show helpful and harmful substances. Discuss what should be done with each. Role play assertiveness when faced with drugs or alcohol.
	Develop and use interpersonal and other communication skills, such as assertiveness, refusal, negotiation, and conflict-resolution skills to avoid the use of alcohol, tobacco, and other drugs.	In groups, identify as many reasons as possible not to use alcohol, tobacco, and other drugs.
	Identify positive peer pressure to counteract the negative effects of living in an environment where alcohol, tobacco, or other drug abuse or dependency exists.	Provided with scenarios, role play using positive peer pressure.

Child Abuse, Including Sexual Exploitation	Performance Indicators	Sample Activities
	Identify ways to seek assistance if concerned, abused, or threatened, including how to overcome fear of telling.	Have a group discussion of people who help stop abuse.
	Recognize and avoid situations that can increase risk of abuse.	Discuss ways to stay safe. Role-play various situations and correct responses in these situations.

Unifying Idea: Respect for and promotion of the health of others.

Standard: Students will play a positive, active role in promoting the health of their families.

Roles of Family Members	Performance Indicators	Sample Activities
	Support and value all family members.	Discuss family members and the importance of their role in the family structure.
	Understand ways to support positive family interactions, such as listening to and following directions, following family rules, showing concern toward other family members, and interacting appropriately with family members.	Discuss the importance of rules and the consequences that can occur from not following established rules.
	Develop and use effective communication skills.	After discussion, role-play effective ways to ask for something, show appreciation, and interact with all family members.
	Identify feelings related to changes within the family and effectively expressing them to others in a positive way.	Discuss different kinds of change that can occur in a family and how to talk about them.

	Understand effective strategies to cope with change in the family, such as learning how to handle emotions by talking with a parent or other trusted adult about those feelings.	Role play different situations about how to deal with family change.
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Standard: **Students will promote positive health practices within the school and community, including developing positive relationships with their peers.**

Friendship and Peer Relationships	Performance Indicators	Sample Activities
	Have knowledge of appropriate ways to make new friends.	Discuss the qualities of a good friend. "What qualities do you have that will make you a good friend?" and "What qualities do you look for in a good friend?" Using inside/outside circles, state the qualities of a friend.
	Learn to effectively express opinions contrary to those of others.	Given a topic that is strictly a matter of opinion, such as "What is the best tasting vegetable?" or "What is the best television program?" demonstrate in pairs how to state and justify an opinion while accepting a different opinion from the other person.
	Learn to initiate conversation with another person.	Role-play to how to begin a conversation through the use of appropriate greetings and questions.
	Explain appropriate means of responding to teasing and bullying.	Given descriptions of situations, role-play methods of handling teasing and bullying. Role-playing should include useful verbal communications and follow up with adults when appropriate.

	Select appropriate means of showing concern for others.	Given a description of a situation in which one person is dejected, fearful, or embarrassed, state appropriate means of responding to this person.
	Plan to exercise self-control as a substitute for aggression.	Given a situation in which one person is very angry at another, role play both self-controlled and aggressive ways of handling the situation. Describe the benefits of self-control.
	Demonstrate how to resist negative peer pressure.	Brainstorm methods for resisting negative peer pressure. Given a specific scenario, role play demonstrating one of the methods.

School and Community – Based Efforts to Promote and Protect Health	Performance Indicators	Sample Activities
	Understand and follow school rules related to health.	Practice washing hands before breakfast or lunch.
	Participate in school efforts to promote health – for example, a walk-a-thon, fundraising events, or practices that support healthy food choices.	Participate in fundraising events such as jump-rope-for-heart, or a walk-a-thon.
	Assume responsibility for helping to take care of the school, such as picking up trash on the school grounds or helping other students assume responsibility for that action.	Participate on teams to assist with trash pick-up on the school grounds.
	Participate in community efforts to address local health and environmental issues.	Participate in classroom and school efforts to recycle.

Unifying Idea: An understanding of the process of growth and development.

Standard: **Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.**

Life Cycles	Performance Indicators	Sample Activities
	Use correct terminology for body parts.	Label the body parts on a wall chart. Make a book entitled "My Body". Include drawings and a sentence about major parts of the body.
	Recognize the changes that occur as children grow.	Maintain a monthly growth chart. Make a graph showing the change each month in height and weight.

Standard: **Students will understand and accept individual differences in growth and development.**

Growth and Development	Performance Indicators	Sample Activities
	Demonstrate an understanding of individual differences.	Discuss and chart basic differences in the class – hair and eye color, height and weight, etc.
	Develop a realistic body image.	Discuss, with a partner, what a realistic body image is.
	Recognize problems associated with not having a realistic body image, including dieting and eating disorders.	List those unhealthy habits which are associated with an unrealistic body image.
	Adapt group activities to include individuals with special needs.	Discuss class games and how they can be adapted to include everybody.

Mental and Emotional Development	Performance Indicators	Sample Activities
	Recognize one's own strengths and limitations.	List individual qualities; each student should identify those which are strengths and those which are limitations.
	Develop and use effective coping strategies including effective decision making, critical thinking, and problem solving.	Develop a chart of effective coping skills.
	Develop a focus on the future, such as having realistic short-term and long-term goals.	Discuss the differences between long-term and short term goals and identify one of each.

Unifying Idea: Informed use of health-related information, products, and services that may be helpful or harmful to their health.

Standard: Students will identify information, products, and services that may be helpful or harmful to their health.

Products and Services	Performance Indicators	Sample Activities
	Identify places to obtain health and social services and learn what types of services are provided.	Discuss and identify the places to receive health care.
	Identify health care workers.	From pictures, identify health care providers and their service.
	Identify consumer influences.	Be able to tell or write how the consumer is influenced by media and advertising. Prepare a class chart listing consumer influences and how each can affect decision making.

	<p>Recognize helpful products and services.</p>	<p>Chart helpful services and products.</p> <p>Make a consumer magazine of helpful products and services.</p>
	<p>Use critical thinking skills to analyze marketing and advertising techniques and their influence on the selection of health-related services and products.</p>	<p>Discuss the various health services and products available. Select advertisements from magazines and newspapers and determine if a good decision can be made from the advertisements collected. What other information might be needed?</p>