

Health Education – 3rd Grade

(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

(2) In Grade 3, students build on the knowledge and skills learned in the second grade. In addition to students learning health knowledge that can help them improve or maintain health habits, students begin to learn about body systems, growth and development, and the relationship between health and the environment. Students are also introduced to interpersonal skills that they will use to communicate and interact with friends and family.

(3.1) Health behaviors. The student explains ways to enhance and maintain health throughout the life span. The student is expected to:

(A) explain how personal-health habits affect self and others;

(B) describe ways to improve personal fitness;

(C) identify types of nutrients;

(D) describe food combinations in a balanced diet such as a food pyramid;

(E) explain the effects of too much stress and practice ways to reduce stress such as exercising and listening to music; and

(F) explain strategies for maintaining a personal-health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills.

(3.2) Health behaviors. The student recognizes and performs behaviors that reduce health risks throughout the life span. The student is expected to:

(A) explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons;

(B) describe the harmful effects of alcohol, tobacco, and other drugs on physical, mental, and social health and why people should not use them;

(C) identify reasons for avoiding violence, gangs, weapons and drugs;

(D) identify examples of abuse and describe appropriate responses; and

(E) describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing accidental injuries.

(3.3) Health behaviors. The student knows and engages in behaviors that prevent disease and speed recovery from illness. The student is expected to:

(A) identify health behaviors that prevent the spread of disease and avoid behaviors that cause the transmission of disease;

(B) explain the body's defense systems and how they fight disease; and

(C) explain actions to take when illness occurs such as informing parents/adults.

(3.4) Health information. The student names the basic structures and functions of the human body and explains how they relate to personal health throughout the life span. The student is expected to:

(A) list and explain the stages of growth and development;

(B) name and locate major components of the body systems; and

(C) explain the interrelationships of the body systems.

(3.5) Health information. The student knows how to access health information. The student is expected to:

(A) demonstrate the ability to locate resources from parents and family members, school, and the community; and

(B) demonstrate the ability to locate school and community health helpers.

(3.6) Influencing factors. The student understands factors that influence individual and community health. The student is expected to:

(A) relate how protecting the environment promotes individual and community health;

(B) identify common health problems that result from unhealthy environments such as skin cancer, poisoning, and respiratory illness;

(C) identify ways to protect personal health from environmental hazards such as lead removal and no-smoking laws; and

(D) describe roles and responsibilities of family members in promoting and practicing health behaviors.

(3.7) Influencing factors. The student comprehends ways in which media and technology influence individual and community health. The student is expected to:

(A) describe how the media can influence knowledge and health behaviors; and

(B) identify ways in which health care has improved as a result of technology.

(3.8) Personal/interpersonal skills. The student understands how relationships can positively and negatively influence individual and community health. The student is expected to:
(A) distinguish between positive and negative peer pressures and their effects on personal health behaviors; and
(B) describe ways in which peers and families can work together to build a healthy community.
(3.9) Personal/interpersonal skills. The student uses social skills in building and maintaining healthy relationships. The student is expected to:
(A) demonstrate effective verbal and nonverbal communication;
(B) demonstrate strategies for resolving conflicts;
(C) explain how to be a good friend;
(D) demonstrate effective listening skills;
(E) identify ways to communicate with parents/trusted adults about health concerns; and
(F) demonstrate refusal skills.
(3.10) Personal/interpersonal skills. The student explains healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:
(A) demonstrate respectful communication with family members, peers, teachers, and others;
(B) describe the mental-health value of respectful communication such as reducing the potential for angry behavior; and
(C) express needs, wants, and emotions in healthy ways.
(3.11) Personal/interpersonal skills. The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to:
(A) practice critical-thinking skills when making health decisions;
(B) gather data to help make informed health choices;
(C) explain the positive and negative consequences of making a health-related choice;
(D) explain the importance of seeking assistance in making decisions about health;
(E) practice assertive communication and refusal skills;
(F) describe goal-setting skills; and
(G) explain the importance of time passage with respect to a goal.