

THIRD GRADE

- 3.1 **The student will demonstrate a sense of belonging in group work and play.**
Descriptive Statement: The child experiences cooperative group games and acceptance as a member of the class. This involves reciprocal helping behavior and positive mental health practices. Participation in groups such as the scouts is encouraged. Students will be introduced to the appropriate and inappropriate behavior of virtual groups on the internet.
- 3.2 **The student will express what he or she likes about himself or herself to continue developing a positive self-image.**
Descriptive Statement: Expressive media (for example: exercises, games, art, music, dance, internet, and drama) are used for student expression of the capabilities, personality traits, and physical features that the child likes about himself or herself.
- 3.3 **The student will become aware of the changes occurring in family life that affect daily living and produce strong feelings.**
Descriptive Statement: Changes which occur include: moving, the addition or birth of a sibling, the birth of a disabled child, death, illness, drug abuse, separation, divorce, remarriage, and children leaving home. Children are assisted in adjusting to such changes on an individual basis through the teacher-parent team approach to problem solving using positive mental health practices..
- 3.4 **The student will give examples of healthy coping strategies for dealing with the feelings produced by changes in the family.**
Descriptive Statement: An essential component is providing a clear explanation of the changes which occur in families. Healthy coping strategies include vigorous physical activity such as exercises and games; talking about feelings; reading books; and creative expressions such as writing, art, music, dance, and drama. In order to foster positive mental health, it is important that feelings be expressed openly in appropriate ways.
- *3.5 **The student will identify external body parts associated with reproduction and elimination using correct terms.**
Descriptive Statement: External genitalia are explained, including correct scientific terms such terms as penis, scrotum, vaginal opening, opening of the urethra, and anus.
- 3.6 **The student will recognize that all human beings grow and develop in a given sequence but that rates and patterns vary with individuals.**
Descriptive Statement: The student's own biographical data are used to chart growth and development patterns and sequences and to demonstrate and validate individual variations in development. Emphasis is placed also on different rates of learning, and students are taught to be tolerant of those who do not learn quickly. Students are taught to be accepting of other's differences, including physical and mental differences.
- *3.7 **The student will become aware that both a male and a female are necessary to have a baby.**
Descriptive Statement: The focus is on the concept that babies begin with a sperm and an egg, with the Male providing the sperm and the female providing the egg. This is an age-appropriate introduction to Reproduction and is not intended to be an explicit explanation of the sexual process.

- *3.8 The student will comprehend that the baby grows inside the mother’s body for nine months and then is born.**
Descriptive Statement: The umbilical cord and placenta are introduced. Students also learn that at the end of nine months of development, the baby leaves the mother’s body through the vagina or through a surgical process known as Caesarean section. The extent of the discussion of the birth process at this point is dependent upon the students and topics that arise.
- 3.9 The student will describe the types of behavior that enable him or her to gain friends or to lose friends.**
Descriptive Statement: Behavior that helps children make and keep friends includes: friendly attitudes, being aware of others’ feelings, sharing, using appropriate language and behavior, and accepting the attitudes and feelings of others. Behavior that causes children to lose friends includes: verbal or physical aggression; embarrassing or criticizing the friend; excluding the friend from activities; and violations of the relationship, such as lying, gossiping, cheating, stealing, and breaking promises. Behavior in groups also is discussed with emphasis on the rights and responsibilities of being a member of a group.
- 3.10 The student will practice safety rules in the home.**
Descriptive Statement: This involves following up on the safety/first aid objectives for the third-grade health curriculum and focuses on appropriate use of communication devices such as the phone and *internet* when no adult is present. Parents are encouraged to discuss and develop safety precautions at home.
- 3.11 The student will demonstrate to others how to respond appropriately to good touches and how to handle inappropriate approaches from relatives, neighbors, strangers, and others.**
Descriptive Statement: This is a continuing review of the elements of good and bad touches including responding appropriately both to good and to bad touches. When a good touch is welcomed by the child, he or she can respond by smiling, by returning a similar gesture, or by saying “thank you.” Children also need continuing encouragement to tell a trusted adult in private about any inappropriate approaches. This includes inappropriate approaches made by way of electronic devices such as the internet or text messaging. Other responses to inappropriate approaches include saying “no,” getting away from the person quickly, telling the person that he or she does not like the touch, and telling a trusted adult about the inappropriate approach.
- 3.12 The student will be conscious of how commercials use our emotions to make us want products.**
Descriptive Statement: Children review the concept of media influences. The students are given examples of techniques used by the media to create excitement and a desire to purchase products. Students will begin to understand how the media affects mental health issues such as self-image, alcohol, tobacco and other drug use.
- 3.13 The student will state various ways the body may become diseased.**
- 3.14 The student will identify HIV/AIDS as a serious infectious disease.**
- 3.15 The student will identify local resources that are available for help, information, and counseling.**

OBJECTIVE 3.1

The student will demonstrate a sense of belonging in group work and play.

Descriptive Statement: The child experiences cooperative group games and acceptance as a member of the class. This involves reciprocal helping behavior and positive mental health practices. Participation in groups such as the scouts is encouraged. Students will be introduced to appropriate and inappropriate behavior of virtual groups on the internet.

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

I. Behaviors that make friends in a group

1. Tell the students the day before the lesson to observe and record any types of group behavior they see during gym or playing after school. Collect examples of behaviors and discuss them.

2. Tell the students that there are ways one can become a person others want in a group. Ask them to discuss what some of those ways might be.

3. Read to the children a story such as "The Hundred Dresses." Write a report on how the girls could change their behavior so that the one girl could be part of the group. Discuss how the one girl felt when the other girls would laugh at her.

4. Display on a bulletin board the group behaviors for the classroom.

A. Exhibiting group attitudes

1. Discuss the importance of one's being a member of a group.

2. Discuss with students certain behaviors they can practice that will help them be better members in a group. Emphasize that it is important also to extend friendly behaviors to children who are not their best friends within the group. Point out that most of these behaviors also will help them to get along better in a group and in life.

B. Sharing in group play

1. Discuss how sharing helps people get along better within a group.

CONTENT

C. Being aware of others' feelings with-
in a group.

D. Accepting the appearance, attitudes
and feelings of others

E. Behaviors to be avoided in a group
activity

Good Sportsmanship
vs.
Bad Sportsmanship

SUGGESTED TEACHING/LEARNING STRATEGIES

1. Have students list some fair ways to choose
people for a game (example: count off by
two's)

2. Promote group and team work and en-
courage students to include and support
each person's contribution.

1. Read to the students a story such as "Why
Are People Different?" Discuss that all
People have feelings no matter what color
or shape they are. Discuss that even so
called "Bullies" have feelings. Discuss
that no one is any better than anyone
else. Everyone should be treated the same.

1. Discuss and list with the students some of
the bad behaviors that could happen within
a group.

- a. Lying
- b. Cheating
- c. Calling Names
- d. Not taking turns
- e. Showing partiality
- f. Being rough and mean

2. Discuss and list with the students some of
the good behaviors that could happen with-
in a group.

- a. Sharing
- b. Owning up to your mistakes
- c. Playing fairly
- d. Helping the weaker members of
the group.

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

II. Behaviors in the family group

1. Discuss with the students the roles that each person plays within the family.
2. Discuss with the students how working as a group in the family, will make it stronger and easier to get along with each other.
3. Discuss with the students some of the chores that a person of their age could do to better the family.
 - a. Make their beds
 - b. Help clean off the dinner table
 - c. Watch the baby brother or sister while mom is doing something else in the house.

III. Internet Strategies

1. Discuss with the students the responsibilities of being a part of a virtual group.
 - a. Discuss with students how someone can be prosecuted for bullying or threatening on the internet.
 - b. Discuss safety issues using a virtual group. Refer to website; <http://www.fbi.gov/kids/k5th/safety2.htm>.

RESOURCES

PEOPLE

Guidance Counselor

PRINTED MATERIALS

OBJECTIVE 3.2

The student will express what he or she likes about himself or herself to continue developing a positive self-image.

Descriptive Statement: Expressive media (for example: exercises, games, art, music, dance, *internet*, and drama) are used for student expression of the capabilities, personality traits, and physical features that the child likes about himself or herself.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
I. Each student expresses what he likes about himself.	1. Read and discuss Chapter 1 in <u>Health For Life</u> pp.16-35
II. Student shows what he likes about himself through creative writing.	1. Students choose one or more topics, write and share with others. a. Why I Like Myself b. Good Things About Me c. Why I'm a Good Friend d. How I help Others e. Things I Can Do
III. Students express themselves through art.	1. Students work as partners to make floor drawings of selves. Display around the classroom.
IV. Throughout the school year the teacher Should recognize good qualities of each Student.	1. Teacher should make a point of praising something about each child. 2. Have a continuing bulletin board such as "Student of the Week".
V. Teacher should lead pupils to know that people are different and that all students have good qualities.	1. Have some type of rotating helper system so that each child gets many chances to try many jobs. 2. Teacher should take advantage of times to hold individual conversations – such as eating with different students, asking them to help before or after school, etc. 3. Display artwork, craftwork, creative writing hobbies, collections etc. 4. Let students share talents, music, singing etc. with others. 5. Use peer helpers in classroom and in other classrooms if possible. 6. Use purchased or handmade rewards (stickers, certificates) for behavior excellence or improvement in academics.

OBJECTIVE 3.2 continued

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

7. Student will be aware of using a safe website and not indulging personal information that may lead to dangerous or negative consequences.
8. Discuss with the students the use of the internet to search for appropriate items.

OBJECTIVE 3.3

The student will become aware of the changes occurring in family life that affect daily living and produce strong feelings.

Descriptive Statement: Changes which occur include: moving, the addition or birth of a sibling, the birth of a disabled child, death, illness, drug abuse, separation, divorce, remarriage, and children leaving home. Children are assisted in adjusting to such changes on an individual basis through the teacher-parent team approach to problem solving using positive mental health practices.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
I. Changes that occur in family life.	
A. Moving	
1. Changing homes	<ol style="list-style-type: none">1. Read and discuss Chapter I in <u>Health for Life</u> pp.18-34. These lesson plans can Supplement.2. Tell the students that many families move each year to a new home and change schools. Ask students, "How many of you have moved one or more times in your life?"3. Discuss the feelings of the students who have moved to a new home.4. Discuss what to expect during the move and in their new surroundings. (For example: loneliness is normal at this time.) Allow children to ask questions, air Concerns, and resolve anxieties.5. Encourage children to help in the moving. They may enjoy packing and labeling boxes. This may give them a sense of control over the situation. This could provide an excellent opportunity for discussing the move and give children less time to feel bored or lonely.6. Encourage children to say good-bye and to maintain old friendships. (Maintaining contact is important to children.) This could be done through letters, photographs, telephone calls, audiocassette tapes and visits to old neighborhoods. Tell the children that out of sight does Not necessarily mean gone forever.
2. Changing schools	<ol style="list-style-type: none">1. Ask the students, "How many of you have changed schools before? Share experiences that come with change from one school to another.

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

B. Addition of sibling

1. Birth

2. Remarriage

2. Allow new students to bring show and tell objects to their new class. This could aid the transition by providing security for the student.
 3. Have an informal conference with the students. This will enable students to realize that others share their feelings and concerns.
 4. Encourage students to write to former classmates. Include some art work of familiar places. Emphasize the ways in which the schools are alike.
 5. Make a bulletin board greeting new students.
 6. Appoint a student to be a helper for the new student.
1. Read a book such as How To Be An Older Brother or Sister. Allow time for discussion.
 2. Name some things that might enter a child's mind when he/she learns that there will be a new baby in the family.
 3. You may have students draw pictures of new sibling and give them a name.
 4. Discuss things they can do to be helpful with new baby.
1. Tell the class that in many step-families the parents decide to have a child of their own.
 2. Discuss the following questions:
 - a. How might the child react when he/she learns that there is going to be a new bay in the family?
 - b. How will he/she react when the child is born?
 - c. What could parents do to make the arrival of the new baby a special event?
 - d. Share the book, For Sale: One Sister Cheap

CONTENT

SUGGESTED TEACHING /LEARNING STRATEGIES

C. Birth of a disabled child

1. Physical disability

2. Mentally disability

D. Illness and death

1. Pets

1. In the event that a physically disabled child is born into a family one could:
 - a. Read or allow the child to read a book such as, My Sister's Special. Follow with discussion.
 - b. Parent-teacher conferences to discuss ways school can help.
2. In the event that a mentally disabled child is born into a family, a parent-teacher conference would be in order to discuss how this trauma is being handled at home and ways in which the school can be supportive.

1. Ask, "How many of you have pets?" Have you ever had a pet to be ill or die? If a pet is ill you can talk about ways to care for it. If a pet has died, allow students to share their feelings about the loss of their pet.

2. If a classroom gerbil, fish, or other animal dies, as a group, plan a funeral and participate in this. This can help him or her establish a basis for dealing with deaths.

3. Share the story of E.B. Whites book "Charlotte's Web."

4. It is important to provide an atmosphere in the classroom in which children will feel free to ask questions.

2. Family and friends

1. Share any experiences children have had with death of a grandparent, a baby cousin, aunt or uncle.

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

2. You may like to read a story such as, “My Grandpa Died Today? Or “Why did Grandpa Die?” Discuss feeling sad about things we cannot control. Put a list of words on the blackboard or give students sheet number 48. Listed are some things people can choose to feel sad about. Rearrange the list so that the item that feels the saddest is at the top and item that feels the least sad is at the bottom. List other items that make you feel sad.

3. You may choose to use sheet 50 (Causing My Own Sadness). List things you can control and things you cannot control. Discuss.

4. What do you do when you feel sad?
 - a. *Talk to my family.
 - b. *Talk to a friend.
 - c. *Be alone in my room.
 - d. *Go to a quiet spot outdoors.
 - e. *Do some physical activity.

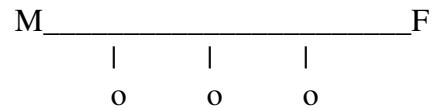
CONTENT

TEACHING/LEARNING STRATEGIES

- E. Separation-divorce-remarriage
 - 1. Family units
 - a. Traditional family

- 5. Students may have questions about causes of death. Present information in a factual but sympathetic manner. Do not explain everything at one time.
- 6. Help the students to determine how to best release feelings of grief, anger and other emotions. He or she should be informed that it is acceptable for someone who is grieving to cry, to be quiet, or talk about memories of the person who died.
- 7. If you are aware that a student is experiencing prolonged, intense grief, you may wish to discuss the situation with school guidance counselor.

- 1. Tell students that a traditional family is when students are living with their natural parents in the same residence. If necessary explain the term “natural parents.” Put the following diagram on the chalkboard or chart paper.



- 2. Explain that many students have been a part of a traditional family at some point in their lives. Use the word “many” instead of “all” because some students may live in a single-parent family in which the parent was never married.

CONTENT

TEACHING/LEARNING STRATEGIES

3. Allow students who wish to come to the chalkboard or use chart paper and draw a diagram of their traditional family.
4. Write the following list of words on the chalkboard or chart paper.
 - a. Secure
 - b. Togetherness
 - c. Easy
 - d. Sharing
 - e. Holidays
 - f. Decisions
 - g. Rules
 - h. Understanding
 - i. Wanted
 - j. Relatives

Ask students to look at the words and class discuss each one as it relates to a traditional family.
5. For example:
 - *Children in traditional families feel secure because they know mom or dad are always there.
 - *Children in a traditional family do not have step-relatives.
 - *Children in a traditional family only have to learn one set of rules.
6. Draw two columns on the chalkboard. Label one “Advantages” and the other “Disadvantages.” As a class have the students list the advantages and disadvantages of living in a traditional family.

You may like to share a book, such as The Relatives Came by Cynthia Rylant.

CONTENT

b. The Single-parent family

2. Change in the family unit

A. The step-family

TEACHING/LEARNING STRATEGIES

1. Tell the class that many students are members of single-parent families.

Ask, “What is a single-parent family?”
“Can a child have two parents and live in a single-parent family?” “How do families become single-parent families?”

(The common answers are by death of a parent or when parents divorce.) Be aware that students may also include unmarried mothers who keep their babies and unmarried people who adopt children.
2. Give each student a copy of the sheet on page 45. Instruct the student to complete the story by filling in the blanks as if it were a story of their own. Share the stories with the class. When finished, ask the class to think of the different ideas they heard expressed by their classmates. On the chalkboard or chart paper rewrite the story together, using the answers the majority of the class feel are appropriate. After the story is complete, select certain answers and ask the class to explain why they were selected.
1. Give the students sheet 21 and have them list some things that will cause changes in them and their family. Discuss good and bad changes that may occur in families.
2. Ask the class to define the meaning of “stepfamily”. Tell the class that students living in a stepfamily experience unique situations.

CONTENT

a. Names

b. Rules

TEACHING/LEARNING STRATEGIES

3. As a group, discuss the following by noting the difference between a step-family and a traditional or single-parent family.
1. Explain to the class that in a traditional or single-parent family students know what to call their parents, but with a stepfamily it must be decided what name to call the step-parent.
2. Ask the following questions and allow time for discussion after each.
 - a. "What are possible names that a child might call a stepparent?" (mom, dad, step-parents first name, etc.)
 - b. "If you were going to have a stepparent, how do you think it should be decided what name you would call him/her?"
 - c. "How do you think students in a step-family feel when they must introduce a step-parent? Would the feelings be different if the parent and stepparent had different last names than the student?"
1. Explain to the class that when a stepparent enters a family, that person will bring rules of his/her own which will be included in the present family system. Ask the class the following questions and allow time for discussion.
 - a. "What new rules might be enforced by a step-parent?"
 - b. "How do you think punishments should be handled in a step-family?"

CONTENT

c. Fears

E. Foster families

TEACHING/LEARNING STRATEGIES

2. Should the stepparent be allowed to punish.
 - a. "How do you think a step-parent might feel if he/she had to punish a step-child?"
1. Students in step-families have special fears that students in traditional or single-parent families do not have to face. Ask the class to think about following questions and discuss each one.
 - a. What does a child do when faced with the fear of wondering how to like a step-parent and still love the natural parent?
 - b. Why do some children feel they are betraying the natural parent?
 - c. How can the situation be handled?
2. As a follow-up allow children to think about a time in their life when they felt some fear about something and later it turned out to be a happy experience for them. Have them write a paragraph about their experience.
1. Sometimes children are not able to live with their parents and are given homes in other families. These homes are called foster homes and the families are called foster families. Foster parents are people willing to have children live in their home.
2. Discuss the following situations
 - a. What adjustments would there be for the foster child? (Possible answers, new school, new rules, new children).
 - b. What could a foster family do to make a foster child feel welcome?
3. Plan for parent/teacher conference to discuss adjustment of the child to his new home.

CONTENT

F. Children leaving home

TEACHING/LEARNING STRATEGIES

1. Discuss overnight trips away from home and parents.
2. Discuss attending camps. (Sport camps, 4-H camps, church camps, etc.)
3. You may want to mention going away to college.

RESOURCES

PEOPLE

Guidance Counselor

PRINTED MATERIALS

Health Text

OBJECTIVE 3.4

The student will give examples of healthy coping strategies for dealing with the feelings produced by changes in the family.

Descriptive Statement: An essential component is providing a clear explanation of the changes which occur in families. Healthy coping strategies include vigorous physical activity such as exercises and games; talking about feelings; reading books; and creative expressions such as writing, art, music, dance, and drama. In order to foster positive mental health, it is important that feelings be expressed openly in appropriate ways.

<u>CONTENT</u>	<u>TEACHING/LEARNING STRATEGIES</u>
I. Changes which occur in families	<ol style="list-style-type: none"><li data-bbox="857 506 1528 575">1. Tell students it is normal to have negative feelings.<li data-bbox="857 617 1528 758">2. Ask students to name changes which may affect families (divorce, marriage, illness, birth of a sibling, handicapped members, etc.)<li data-bbox="857 800 1528 1010">3. Encourage students to share experiences if there have been changes in their family. Stress the importance of talking openly about these situations. Discuss their feelings when the change happened and their feelings now.
II. Coping strategies	<ol style="list-style-type: none"><li data-bbox="857 1052 1528 1199">1. Tell students anger and hostility are feelings everyone has. Healthy ways to release these feelings would be to <u>talk</u> about the problem, or become involved in a physical activity.<li data-bbox="857 1241 1528 1346">2. Have students to list some activities that would relieve the anger. Name people who will listen to their problem.<li data-bbox="857 1388 1528 1493">3. Have students draw a cartoon showing brothers/sisters arguing over a broken toy. Be sure to show a good solution to problem.<li data-bbox="857 1535 1528 1745">4. Tell students feelings of sadness or loneliness are normal feelings. Emphasize by sharing their feelings with a grown up or even through crying may make them feel better. Encourage students not to ignore sad feelings.<li data-bbox="857 1787 1528 1854">5. Ask students to tell when they have felt sad or lonely.

CONTENT

TEACHING/LEARNING STRATEGIES

6. Read a story such as, Dinosaurs Divorce. Ask questions: Why do parents divorce? What are some feelings you have when parents divorce? What are some changes that happen?
7. Ask students to write what they say to a friend whose pet has just died.
8. Discuss the importance of sharing and cooperating at home. Parents will appreciate help and siblings may not be as fussy. List ways we can help at home. Make a chart and keep track of the week. Students can ask parents to participate. After one week students should be aware of a better relationship at home.
9. Have students write a short paragraph about how they would feel if a change happened in their family. Include a good way to cope with the negative feelings.
10. Read the following situations. Discuss better ways to react.
 - a. The dog chewed up your favorite toy, so you kicked him out the door.
 - b. Telling someone “I hate you” when you were being punished.
 - c. Your sister broke one crayon, so you threw the whole box away.

RESOURCES

PEOPLE

Guidance Counselor

PRINTED MATERIALS

Health Text

AUDIOVISUAL MATERIALS

****This objective will be taught in sex separated classes.**

***OBJECTIVE 3.5**

The student will identify external body parts associated with reproduction and elimination using correct terms.

Descriptive Statement: External genitalia are explained, including correct scientific terms such terms as penis, scrotum, vaginal opening, opening of the urethra, and anus.

<u>CONTENT</u>	<u>TEACHING/LEARNING STRATEGIES</u>
I. Students will understand that body organs work together to perform different body functions. A. Internal body parts	1. This should begin with Unit 3 in the student's Health books. 2. Let students express their ideas about what they think their bodies on the inside. 3. Let children discuss that (almost all) body organs are the same in everyone, unless there is a medical reason that handicaps someone. 4. Tell children that they are going to make models of their own to locate their internal body parts are and show what they look like. 5. Discuss why it is important to understand your body and how it works. Discuss the importance of taking care of your body. (etc. good health, long life) 6. Might want to discuss things that we do that are harmful to our bodies (etc. smoking, drinking, alcohol, drugs, overeating, not eating properly) 7. Make poster sized outline of body. Each child should have their own model to work with each day. (Some may even want to use life size drawings.) These can be displayed around the room or used on a bulletin board. Children will need to take down each day to add body parts as they are discussed. 8. Booklets can be made using the duplicating book, <u>My Body</u> , by Patricia Carratello. Each body part has a short description. These can be used along with the student's text book.

CONTENT

B. Reproductive system

C. External body organs

TEACHING/LEARNING STRATEGIES

9. Teacher's might use the series All About You, from the Public Broadcasting Service. These are 15 min. programs that help further explain certain body organs and their Functions.
1. This can be discussed using the book, My Body, by Patricia Carrattello. Like all other body parts, these can be reproduced and Placed in the student's model. The inf. emphasis should be placed on the fact that All students have certain organs that allow them to one day become parents.
2. This does not have to be dwelt upon. Simply introduce the uterus and ovaries and the testicles and place them in the model. If there are further questions, notes might be sent home to tell parents that you have books available and either parent or teacher might use them. This need only be done if questions are asked.
3. Books that might be used are:

A Baby Starts to Grow by Paul Showers
Let's Learn About Babies by Martha and Charles Shapp, Sylvia Shepard
1. After all body organs are placed in the model, the teacher will add the outer covering to her model. This might be taught as a single lesson. There should be separate coverings used. (etc. male and female)
2. External genitalia will be part of these coverings. They might be made out of cloth such as a rag doll.
3. The female genitalia will be introduced as vaginal opening, and male genitalia as the penis and scrotum.

*The opening of the urethra and the anus can be introduced when the bladder and large intestines are discussed.

CONTENT

TEACHING/LEARNING STRATEGIES

4. After this lesson the covering can be removed. This does not have to be displayed in the room.
5. The models and booklets can then be taken home and to be shared with the student's parents.
6. If time and space does not permit, the teacher can make models, for the class. She should make both male and female models. This way only 1 set of organs needs to be made for each model.
7. Teacher may want to show the video "Fertilization and Birth" to tie in objective 3.5 and 3.7. This will help to show children that both male and female are needed to have a baby. The terms sperm and egg are shown and discussed for several animals, including humans.

RESOURCES

PEOPLE

Smyth County School Nurse

PRINTED MATERIALS

Health Text

AUDIOVISUAL MATERIALS

Overhead of reproductive organs from anatomy book

OBJECTIVE 3.6

The student will recognize that all human beings grow and develop in a given sequence but that rates and patterns vary with individuals.

Descriptive Statement: The student's own biographical data are used to chart growth and development patterns and sequences and to demonstrate and validate individual variations in development. Emphasis is placed also on different rates of learning, and students are taught to be tolerant of those who do not learn quickly. Students are taught to be accepting of other's differences, including physical and mental differences.

CONTENT

I. All human beings grow and develop.

A. Observe child's family

B. Individual variations

TEACHING/LEARNING STRATEGIES

1. A week before the lesson the children are told to bring baby pictures of themselves. These are used in a bulletin board display.
 2. Tell the children to observe family members. Are they tall, short, overweight, skinny, have a fair complexion or dark skinned, have blonde hair or dark hair.
 3. Tell them to look through a family photo album and notice family similarities.
 4. Have the students to make their individual time line. (birth-9 years). Include when they walked, talked, rode a bicycle, took a vacation, started to day care or kindergarten. (First or second grade is done with parents help.) Include any memorable event in the child's life.
 5. Have the children write an autobiography using the information gained from the timeline. Add these to the bulletin board with their baby picture.
 6. If the name is omitted the children could guess the picture autobiography match.
1. Have the students compare their height and weight on the classroom growth chart.
 2. Have the students compare their own height and weight from the previous year.

CONTENT

TEACHING/LEARNING STRATEGIES

3. Have the class to run the 50-yard dash in pairs during their physical education. Later in the classroom discuss how some ran faster than others.
4. Discuss with children not only physical differences but the different rates of learning with siblings and classroom members. Point out that there must be a tolerance of those who do not learn quickly.
5. Discuss the importance of friendship and kindness to those who develop differently from us. Discuss the need to be polite and tolerant.

RESOURCES

PEOPLE

Guidance Counselor
School Nurse

PRINTED MATERIALS

AUDIOVISUAL MATERIALS

**** This objective will be taught in sex separated classes.**

***OBJECTIVE 3.7 - TEACH WITH 3.5 & 3.8**

The student will become aware that both a male and a female are necessary to have a baby.

Descriptive Statement: The focus is on the concept that babies begin with a sperm and an egg, with the male providing the sperm and the female providing the egg. This is an age-appropriate introduction to reproduction and is not intended to be an explicit explanation of the sexual process.

CONTENT

(See Objective 3.5)

TEACHING/LEARNING STRATEGIES

1. This objective will be taught along with 3.5. When pupils make their body reproductive System and add it to their body – discuss:
2. If I am a girl, I have the female reproductive organs. These parts will become more developed as I get older. I have two ovaries. They will make eggs. I have a uterus. It will be a home for a baby to grow in.
3. If I am a boy, I have the male reproductive organs. I have two testicles. They will make sperm.
4. One day, these organs may make it possible to be a mother or a father!

Color, cut out and add these parts to paper Body.

My Body by Patricia Carratello p. 15

RESOURCES

PEOPLE

See (3.5)

PRINTED MATERIALS

See (3.5)

AUDIOVISUAL MATERIALS

See (3.5)

****To be taught in Sex Separated Classes**

***OBJECTIVE 3.8**

The student will comprehend that the baby grows inside the mother’s body for nine months and then is born.

Descriptive Statement: The umbilical cord and placenta are introduced. Students also learn that at the end of nine months of development, the baby leaves the mother’s body through the vagina or through a surgical process known as Caesarean section. The extent of the discussion of the birth process at this point is dependent upon the students and topics that arise.

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

I. Definition of umbilical cord and placenta.

1. Define umbilical cord and placenta. The umbilical cord is the tube that connects the fetus to the placenta. The placenta is the spongy mass of cells in the uterus of the mother. The placenta attaches the unborn fetus to the uterus of the mother.

II. At the end of nine months of development, the baby leaves mother’s body through the vagina or through a surgical process known as Cesarean section.

1. Using model, the teacher will explain the birth process, both vaginal delivery and Cesarean section.

RESOURCES

PEOPLE

School Nurse

SUPPLEMENTAL MATERIALS

Model of fetus, placenta, umbilical cord & uterus

OBJECTIVE 3.9

The student will describe the types of behavior that enable him or her to gain friends or to lose friends.

Descriptive Statement: Behavior that helps children make and keep friends includes: friendly attitudes, being aware of others' feelings, sharing, using appropriate language and behavior, and accepting the attitudes and feelings of others. Behavior that causes children to lose friends includes: verbal or physical aggression; embarrassing or criticizing the friend; excluding the friend from activities; and violations of the relationship, such as lying, gossiping, cheating, stealing, and breaking promises. Behavior in groups also is discussed with emphasis on the rights and responsibilities of being a member of a group. Positive mental health practices should be utilized when discussing behaviors.

CONTENT

I. Behaviors that make friends

A. Exhibiting friendly attitudes

TEACHING/LEARNING STRATEGIES

1. Tell the students the day before the lesson to observe and record any types of friendly behavior they see. Collect examples of behaviors and discuss them.
 2. Tell the students that there are ways one can become a person others want for a friend. Ask them to discuss what some of those Ways might be.
 3. Have students discuss why they need friends and how friends can help them.
 4. Ask students to read a story about friendship and write a report on it; write an original story on being a friend; or write a story entitled "Why I Am A Good Friend."
 5. Have students write a want ad for a best friend. Display on a bulletin board.
1. Discuss the importance of one's being a member of a group.
 2. Discuss with students certain behaviors they can practice that will help them be better friends. Emphasize that it is important also to extend friendly behaviors to children who are not their best friends. Point out that most of these behaviors also will help them to get along better in life as well.

CONTENT

B. Sharing

1. Material things
2. Feelings

C. Using appropriate language and behavior

D. Being aware of others' feelings

E. Accepting the appearance, attitudes, and Feelings of others

TEACHING/LEARNING STRATEGIES

3. Have students find a book about friendship in the library. They can write a short report about how friends share things.
1. Discuss how sharing helps people get along better.
2. Discuss the need for being polite and tolerant.
1. Expand vocabulary to include words which one uses to express extreme feelings.
2. Have students design their own Miss/Mr. Manners booklet with at least five manners that are important.
1. Demonstrate body and facial reactions to various emotions.
2. Give the students situations that evoke strong feelings. Have them discuss in buzz groups how they would react to each situation.
1. Show one of the films on feelings or pictures of feelings and have students talk about the last time that they experienced one of these feelings. Discuss how quickly the feelings went away or how they adjusted to it.
2. Read to the students a fable such as "The Lion and the Mouse" (available in several children's books).. The moral of the story should be "one cannot tell a friend by his looks." Discuss the fable. Did the lion think the mouse could be his friend? (No). Why? (The mouse was too small.) What Could this fable teach you about making Friends? (Answers will vary). Can you tell whether someone would be a friend by looking at them. No.

CONTENT

TEACHING/LEARNING STRATEGIES

II. Behaviors that lose friends

A. Exhibiting verbal or physical aggression

B. Embarrassing or criticizing a friend

1. Have students write about an incident where they have lost a friend or argued with a friend. Have them include reasons that may have caused this.
2. Discuss the behaviors that may cause someone to lose friends.
 1. Discuss reasons for verbal or physical aggression and alternate ways of handling various situations.
 2. Discuss the following questions:
 - a. Do you think that it is healthy to fight or argue?
 - b. How do you handle situations involving conflict?
 - c. What do you do when you are angry with a friend?
 - d. How do you make up with your friend after a fight?
 - e. What are some things you have fought about many times?
 - f. Describe some good ways you could solve a conflict.
1. Relate to students an anecdote or story about a friend embarrassing or criticizing another friend. Discuss feelings and emotions of individuals involved.
2. Have students think about embarrassing or critical situations in which they have been involved, and have them write a short journal or diary about feelings that they had.

CONTENT

- C. Excluding a friend from activities

- D. Upsetting the relationship
 - 1. Lying
 - 2. Cheating
 - 3. Stealing
 - 4. Breaking promises
 - 5. Tattling about trivial matters

TEACHING/LEARNING STRATEGIES

- 1. Arrange students in pairs, and have them pretend to be new friends. Have them talk about how they would get to know each other and how they would be sure to include their new friend in activities.

- 2. Promote group and team work, and encourage students to include and support each person's contribution.

- 1. Discuss with students the ways that friends let each other down and upset the relationship.

- 2. Give students situations that might impair a friendship and them act out ways to handle the situation.

RESOURCES

PEOPLE

Guidance Department

PRINTED MATERIALS

Health Text.

AUDIOVISUAL MATERIALS

OBJECTIVE 3.10

The student will practice safety rules in the home.

Descriptive Statement: This involves following up on the safety/first aid objectives for the third-grade health curriculum and focuses on appropriate use of communication devices such as the phone and internet when no adult is present. Parents are encouraged to discuss and develop safety precautions at home.

CONTENT

I. Safety rules in the home

A. Keeping safe with electric appliances

TEACHING/LEARNING STRATEGIES

1. Ask volunteers to name some of their responsibilities at home. Explain that responsibilities vary with age and what families expect, but children are always responsible for their own safety.
2. Show a film such as "Safety in the Home." Discuss what students should do to keep safe.
3. Have students design their own safety booklets listing rules and illustrations.
1. Ask students if they have ever had an accident with an electric appliance.
2. Discuss ways such accident could be avoided. For example damaged cords should be replaced. Never allow electric cords to hang down from a counter top. Electric appliances, such as hair dryers and radios should not be plugged in near a bath tub or sink full of water. Never touch small electrical appliances with wet hands. When you finish using electrical appliances, always cut off and then unplug.
3. Explain that electricity can cause injuries such as burns and electric shock.
4. Share an anecdote about how electrical burns can sometimes cause respiratory failure.
5. Have students to write a paragraph giving information that they previously did not know about safety with electric equipment.

CONTENT

B. Keeping safe with cleaning products

C. Preventing Fires

1. Smoke Alarms

TEACHING/LEARNING STRATEGIES

1. Display pictures or bring to class empty household cleaning product containers. Read the labels and discuss the importance of reading the labels on containers before using products.
 2. Discuss why cleaning products should not be mixed together.
 3. List safety rules for cleaning products in safety booklets.
 - a. Read directions on containers.
 - b. Leave labels on household products.
 - c. Leave products in containers they come in.
 - d. Do not mix contents of different containers.
 - e. Store all products away from food.
 - f. Store out of reach of small children.
 4. Make posters to illustrate safety rules and display on bulletin board.
1. Ask students if they have ever had a fire around their house.
 2. Show children a smoke alarm. Give child time to examine it. Talk about the purpose of a smoke alarm.
 3. Demonstrate how one works by holding a lighted candle six inches under it.
 4. Discuss with students the best location for fire alarms:
 - a. Outside the bedroom
 - b. Over the kitchen stove near the heating or air-conditioning vent.

CONTENT

2. Fire drills

TEACHING/LEARNING STRATEGIES

5. Discuss how many smoke alarms each family needs.
1. Discuss with students importance of home fire drills. (Planning and practicing for something that may never happen is a good idea, because everyone will know exactly what to do in an emergency. Children can help their parents devise escape routes in case of fire at home. (Each family needs two different fire drill plans in case one exit is blocked.)
2. Draw a floor plan of a house on a large piece of paper. Use small figures to practice family fire drills. Families need to designate a meeting place outside the house so they can account for everyone. This place might be a tree or a landmark away from home.
3. Practice getting out of a burning house. (Use a large sheet to simulate smoke. Hold the sheet 12-18 inches above the floor. Students can take turns rolling out of bed when the smoke alarm sounds. Then they crawl under the smoke to the door.
4. List points or rules to remember in safety booklet.
 - a. Get out fast.
 - b. Stay low, don't stand up.
 - c. Feel the door, before opening it.
 - d. Know where the meeting place is.
 - e. Don't go back into the house.
5. Practice the stop, drop, and roll technique in the classroom. (In case clothing catches on fire.)

CONTENT

TEACHING/LEARNING STRATEGIES

II. First Aid

A. Small injuries

B. Insect bites

6. Share any experiences students have had with fires. Discuss where the fire occurred and what caused it.
 7. Ask student to name things at home that could burn. Write down responses on chalkboard.
 8. Ask students what would be needed for these things to burn. (Responses may be matches, a lighter, or a fire). Many things at home will burn if a match or some source of fire is near them.
 9. Ask students what can be done to make sure all flammable objects do not catch fire. (Possible responses to listen for:
 - a. Don't touch matches
 - b. Keep matches away from younger brothers and sisters.
 - c. Don't get too close to heaters, fire places or kitchen stoves.
 - d. Don't touch lighters and lighter fluid.
 - e. Only adults should build fires.
 10. Help students summarize their fire prevention strategies. Reproduce each list of take home.
 11. Suggest students turn into safety detectives. Ask them to watch carefully at home for safe actions. Give reports on their findings.
-
1. Ask student how they could help a person with a small injury (give first aid).
 2. Discuss what help can be given for a small cut. (Wash the cut with soap and water. Dry it with clean tissue or towel, and cover with a bandage.)
 3. Discuss why a bandage is needed. (Helps keep the cut clean.)
-
1. Discuss what to do for insect bites.

CONTENT

- III. Door answering safety
 - A. When no adult is present
 - B. When an adult is present
- IV. Telephone Safety and Internet Safety
 - A. When no adult is present.

TEACHING/LEARNING STRATEGIES

- 1. Read to the students the book, "Who Is A Stranger and What Should I Do?" Follow-up with discussion.
- 1. Discuss the following rules:
 - a. Stay inside with the doors closed.
 - b. Open the door only if you know the person knocking.
 - c. Do not tell strangers you are home alone.
- 1. Follow the same rules and notify the adult in the house immediately.
- 1. Discuss precautions for telephone and internet safety. Do not tell strangers that you are alone. Say that your parents cannot come to the phone, that you will take a message.
- 2. Discuss with students that confidentiality and privacy do not exist on the internet. Do not reveal personal information by phone, text or internet.
- 3. Discuss the importance of saving texts, emails, etc. that are offensive. Anything that makes you uncomfortable should be reported. Teachers should also report to the guidance counselor or principal anything reported to them.
- 4. Provide a telephone and headset to practice calling an operator and friend's numbers. Emphasize operators can help with an emergency.
- 5. Teach students to dial "911" for an operator and the steps in reporting an emergency.

CONTENT

- B. When an adult is present.

- V. Parental involvement
 - A. Discussion of safety precautions

 - B. Development of safety precautions

TEACHING/LEARNING STRATEGIES

- 1. Follow the same procedure for precautions for telephone safety and notify an adult immediately.

- 1. Family letter.
- 2. Review safety rules with students. Go over check-list.

- 1. Conduct a home safety inspection with parents.
- 2. Plan fire escape routes with children.
- 3. Learn how to prepare for other emergencies.
- 4. Place emergency telephone numbers at every phone.
- 5. Use Mr. Yuk stickers for child's protection.

RESOURCES

PEOPLE

Guidance Department
DARE Officer

PRINTED MATERIALS

Health Text

AUDIOVISUAL MATERIALS

VCR: Child Safety – 53 minutes
 Staying Home Alone
 Riding on Bikes or In Cars
 Playing at Home or in School
 Computer Internet Safety
 Living in Homes with Guns
DVD: Safety: If You Feel Danger (Marsh Media)

OBJECTIVE 3.11

The student will demonstrate to others how to respond appropriately to good touches and how to handle inappropriate approaches from relatives, neighbors, strangers, and others.

Descriptive Statement: This is a continuing review of the elements of good and bad touches including responding appropriately both to good and to bad touches. When a good touch is welcomed by the child, he or she can respond by smiling, by returning a similar gesture, or by saying “thank you.” Children also need continuing encouragement to tell a trusted adult in private about any inappropriate approaches. This includes inappropriate approaches made by way of electronic devices such as the internet or text messaging. Other responses to inappropriate approaches include saying “no”, getting away from the person quickly, telling the person that he or she does not like the touch, and telling a trusted adult about the inappropriate approach.

<u>CONTENT</u>	<u>TEACHING/LEARNING STRATEGIES</u>
I. Behaviors that demonstrate Good Touching	1. Discuss the behaviors that show and/or demonstrate good touching.
A. Exhibiting attitudes for Good Touching	2. Demonstrate and discuss how you feel about good touches from relatives, friends, neighbors, strangers and other people. Such as hugs, handshakes, kisses, etc.
B. Sharing	1. Read and discuss the book called “Squeaker”.
II. Behaviors that demonstrate Bad Touching	1. Invite the acting group, <u>Theater IV</u> from Richmond, who presents a play such as, “Hugs and Kisses”.
A. Exhibiting attitudes for Bad Touching	2. Contact and invite DARE officer.
B. Sharing	3. Discuss what behaviors show and/or demonstrate bad touching.
	1. Demonstrate and discuss how you feel about bad touches from relatives, friends, neighbors, strangers, and other people.
	1. Discuss movies, plays and programs used in the above.
	2. Discuss – learning to interact with an adult about good and bad touches.

OBJECTIVE 3.11 (continued)

CONTENT

III. Behaviors that demonstrate good approaches and bad approaches using the internet and text messaging.

TEACHING/LEARNING STRATEGIES

1. Discuss possible consequences of negative use, inappropriate pictures, texts, topics and language on the internet and for text messaging.
2. Discuss appropriate use of the internet including pictures, texts, topics and language.
3. Discuss and stress the importance of adult supervision and involvement. Report to an appropriate adult any negative or inappropriate contact from texts, emails, cell phone messages, etc.

RESOURCES

PEOPLE

Guidance Department
Theater Group
DARE Program

PRINTED MATERIALS

AUDIOVISUAL MATERIALS

OBJECTIVE 3.12

The student will be conscious of how commercials use our emotions to make us want products.

Descriptive Statement: Children review the concept of media influences. The students are given examples of Techniques used by the media to create excitement and a desire to purchase products. Students will begin to understand how the media affects mental health issues such as self-image, alcohol, tobacco and other drug use.

CONTENT

I. Media Influences

TEACHING/LEARNING STRATEGIES

1. Ask students why they buy certain products. Discuss responses. Show two packages of cereal (ex. Lucky Charms & bag of Puffed Wheat.) Ask students which they would rather buy? Why?
2. Tell students advertisers try to make products as attractive and eye catching as possible. They try to appeal to our senses and our individual needs or desires. Sometimes advertisers will have a well-known personality to advertise their product. (Athletes, rock stars, etc.).
3. Have students look through magazines and find a product they would like to buy. Cut out and mount on construction paper. Discuss reasons for picking that product. Was it colorful? Why did you want it? Was someone famous shown using product?
4. Children will watch cartoons for 30 minutes on Saturday. Have them report on products advertised and the ways the media used our emotions to buy the products.
5. Teachers will make three advertisements for cereals. (Ex. Snap, Crackle, Pop) Each cereal will be advertised differently.
 - a. One will “melt in our mouth”
 - b. One will be in a liquid form “for those on the run”
 - c. One will be extra crunchy to help “wake us up” in the morning.

CONTENT

TEACHING/LEARNING STRATEGIES

6. Discuss each ad. Are they colorful? Which cereal meets your needs or emotions? Which would you like to try? Why? Which would you not like to try? Why?
7. Students can continue this activity by role playing and selling their favorite product.

RESOURCES

PEOPLE

Guidance Department
School Nurse

PRINTED MATERIALS

Health Text
HIV/AIDS Prevention Education Handout

AUDIOVISUAL MATERIALS

OBJECTIVE 3.13

The student will state various ways the body may become diseased.

CONTENT

1. Causes of infectious (communicable) diseases (e.g., colds, measles, mumps, chicken pox)
 - Germs
 - Bacteria
 - Viruses
2. Ways germs are spread
 - By people
 - By food
 - By animals
 - By air
 - By water
 - By blood
3. Definition of epidemics—outbreaks of contagious diseases that spread rapidly among more individuals in an area than expected
4. Causes of noninfectious (non-communicable) diseases (e.g., diabetes, heart disorders, cancer)
 - Heredity
 - Lifestyles
 - Unknowns

TEACHING/LEARNING STRATEGIES

1. Have students brainstorm a list of common diseases. Help them classify the list into two categories: infectious (communicable) or noninfectious (non-communicable). Discuss the causes of both kinds of disease.
2. Illustrate the spread of disease germs by sprinkling glitter on your hand. Shake a student's hand; then have this student shake another student's hand, etc. Tell students that the glitter represents infectious disease germs which are spread from person to person. When everyone has glitter on his/her hands, students will understand how epidemics develop (e.g., flu epidemics or a measles outbreak at school).
3. To illustrate the containment of noninfectious disease germs, put a glove on your hand to cover the glitter. Explain to students that you still have disease germs; however, they cannot be spread. Shake hands with the class to show that no more glitter (infectious disease germs) is spread to others. Explain that noninfectious diseases may be caused by heredity (i.e., genes from parents), lifestyle (i.e., a poor diet can sometimes cause diabetes or heart disorders), or environment (i.e., asbestos may cause cancer). Some noninfectious diseases have unknown causes.

OBJECTIVE 3.14

The student will identify HIV/AIDS as a serious infectious disease.

CONTENT

- I. Facts about the disease AIDS
 - It is caused by a virus (HIV)
 - It is a disease that can be “caught”.
 - It weakens the body’s immune system and makes it unable to fight infection or cancer.
 - It is usually a fatal (deadly) disease.
 - There is no known cure for HIV/AIDS.
 - HIV infection can be prevented.
- II. Ways HIV is not transmitted
 - By shaking hands
 - By getting a shot from the doctor
 - By using a public phone
 - By playing with a friend who has AIDS
 - By hugging
 - By kissing (unless there are cuts or sores in the mouth)
 - By classroom contact
 - By sneezing
 - By touching toilet seats
 - By touching door knobs
 - By sharing food, pencils, toys, dishes
 - By insect bites
 - In swimming pools
 - By pets
 - By giving blood or having a blood test
- III. Ways HIV could be transmitted
 - By an infected mother to her unborn baby
 - By sharing needles (injectable drug, tattoo, ear piercing) with an infected person
- IV. Emphasis is on alleviating the fear of contracting HIV/AIDS

TEACHING/LEARNING STRATEGIES

1. Students should understand that although HIV/AIDS is a serious illness, it is hard to get and is not easily spread from person to person by casual contact.
2. Most students at this age do not need and cannot understand detailed facts and statistics about HIV/AIDS. In order to ease needless anxiety and give students a sense of control over their own health, reassure them that they are not in danger of getting HIV/AIDS from normal day-to-day contact.
3. Have students cut sheets of paper into strips and write on the strips the ways HIV/AIDS is and is not transmitted. Then have students draw a chart with two columns. title one “How A Person Gets HIV/AIDS” and the other “How a Person Does Not Get HIV/AIDS.” Paste the strips of paper in the Appropriate columns.

***HIV is discussed as a sexually transmitted disease in a later grade.**
4. Create a mural depicting how HIV is not transmitted.

RESOURCES

PEOPLE

Guidance Department
School Nurse
DARE Officer

OBJECTIVE 3.15

The student will identify local resources that are available for help, information, and counseling.

CONTENT

1. Health-care resources
 - Doctor
 - Nurse
 - Dentist
 - Dental hygienist
 - Poison Control Center
 - Emergency medical technician
2. School resources
 - Teacher
 - Guidance counselor
 - Social worker
 - Principal
3. Community resources
 - Police officer
 - Fireman
 - Religious representative
 - Librarian

TEACHING/LEARNING STRATEGIES

1. Discuss local resources that can be helpful during emergencies, problems, and illnesses (e.g., the family, teacher, school nurse, guidance counselor, principal, police officer, doctor, religious leader, poison control center, dental hygienist, EMT, and the library).
2. Have students make a booklet of “School and Community Helpers” that includes the names and phone numbers of resources. The booklet should be shared with parents.
3. Invite a community health helper to be a guest in the classroom (e.g., nurse, police officer, EMT, pharmacist, fireman, doctor, dentist, or religious leader).

