



Grade 3 Health: Decision Making Skills

Unit Focus

In this unit, students will review and expand upon health topics that were taught in prior grades. Students will engage with the health lessons through the lens of decision-making. Throughout the unit, students will practice decision-making in each of the content areas: nutrition, safety, disease prevention, and body systems.

Students will also have lessons in Sexual Assault and Abuse Prevention. At this age, it will continue to focus on close family and what is appropriate touch (hugging parents, grandparents) and how to say no if uncomfortable. Emphasis will be on maintaining the personal space of self and others. Parents will receive a letter prior to the lesson to inform them of the content and date.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Healthy and Balanced Living Curriculum Framework Health Education 3-5 - List healthy ways to express affection, love, and friendship. (HR 1.1.5) - Identify characteristics and benefits of healthy family and peer relationships (HR 1.2.5) - Define and discuss consent as it relates to personal boundaries. (HR 1.4.5) - Identify nutritious and nonnutritious beverages. (HEPA 1.4.5) - Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium. (HEPA 1.6.5) - Define consent in a variety of settings (e.g., social interactions, playground interactions, physical contact, holding hands, kissing, etc. (SAAP 1.1.5) - Distinguish between “appropriate” and “inappropriate” touch. (SAAP 1.2.5) - Explain that inappropriate touches should be reported to a trusted adult. (SAAP 1.3.5) - List examples of dangerous or risky behaviors that might lead to injuries. (SIP 1.2.5) - List ways to prevent injuries at home, school, and community. (SIP 1.9.5) - Explain what to do if someone is poisoned or injured and needs help (SIP 1.12.5) - Identify situations which need a health-related decision. (DM 5.1.5)	<i>Students will be able to independently use their learning to...</i> T1 Read, evaluate, and use information from various sources to deepen understanding of impact and decision-making. T2 Analyze risk factors and evaluate the consequences to self and others before taking action.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Students independently demonstrate how decisions affect themselves and others around them. U2 Students differentiate between situations requiring peer support and requiring adult professional help. U3 Students demonstrate various strategies when making decisions to enhance health. U4 People analyze all possible options and outcomes before taking action.	<i>Students will keep considering...</i> Q1 Do my actions and/or decisions have a negative or positive impact on myself or others? Q2 What is the main issue and who can help me to deal with it? Q3 What behaviors should I employ in my current situation? Q4 What strategies do I have to make health-enhancing decisions?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 examples of healthy and non-healthy food as well as the importance of a healthy diet to overall health and well-being.	<i>Students will be skilled at...</i> S1 explaining the importance of a balanced diet to their overall health and well-being. S2 identifying an emergency situation and determining how to get help.

Stage 1: Desired Results - Key Understandings

- Decide when help is needed and when it is not needed to make a healthy decision. (DM 5.2.5)
- Identify options and their potential outcomes when making a health-related decision. (DM 5.4.5)
- Choose a healthy option when making a decision (DM 5.5.5)
- Describe the final outcome of a health-related decision. (DM 5.6.5)

Madison Public Schools Profile of a Graduate

- Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)

K2 germs cause sickness and good hygiene can prevent or limit infection.

K3 good hygiene for preventing illness includes covering coughs and sneezes, washing hands regularly, and staying home when you are feeling ill.

K4 names for basic body parts: stomach, feet, hands, ears, eyes, mouth.

K5 there are different people in your life and the amount and way that they behave with you depends on their relationship with you.

K6 if someone makes you feel uncomfortable, you should always talk to a trusted adult such as a parent or adult at school.

K7 it is important to make decisions and behave in a way that support your overall health and well-being, such as eating nutritious food, staying away from unknown or dangerous substances, protecting your personal space and wearing safety equipment when necessary.

K8 Vocabulary: hygiene, germs, bacteria, viruses, health, trusted adult

S3 identifying “appropriate” and “inappropriate” or “safe” and “unsafe” touches, now to say “No” to unwanted touch and talking to a trusted adult.

S4 demonstrating the ability to use decision making skills to enhance health.

S5 explaining the potential positive and negative outcomes from health-related decisions.

S6 describing when help is needed and when it is not needed to make a healthy decision