

Oakwood City School District

Health - Third Grade

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HEALTHY EATING

- Eat a variety of foods within each food group every day.
- Eat an abundance of fruits and vegetables every day.
- Drink plenty of water every day.
- Eat breakfast every day.
- Follow an eating plan for healthy growth and development.
- Support others to eat healthy.
- Name the food groups and variety of nutritious food choices for each food group.
- Identify the amount of food from each food group that a child needs daily.
- Describe the benefits of eating plenty of fruits and vegetables.
- Explain the importance of eating a variety of foods from all the food groups.
- Describe the benefits of drinking plenty of water.
- Identify foods that are high in fat and low in fat.
- Identify foods that are high in added sugars.
- Identify foods that are high in sodium.
- Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium.
- Explain why breakfast should be eaten every day.
- Explain the concept of eating in moderation.
- Describe the benefits of healthy eating.
- Explain body signals that tell a person when they are hungry and when they are full.
- Use goal setting to plan and maintain a healthy food related goal for an extended time.

MENTAL AND EMOTIONAL HEALTH

- Express feelings in a healthy way.
- Show tolerance and acceptance of differences in others.
- Identify characteristics of a mentally and emotionally healthy person.
- Explain what it means to be mentally or emotionally healthy.
- Describe the relationship between feelings and behavior.
- Identify role models who demonstrate positive emotional health.
- Describe appropriate ways to express and deal with emotions.
- Describe healthy ways to express affection, love, friendship, and concern.
- Explain the importance of talking with parents and other trusted adults about feelings.
- Identify feelings and emotions associated with loss and grief.

- Identify feelings of depression, sadness, and hopelessness for which someone should seek help.
- Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others.
- Identify characteristics of someone who has self-respect.
- Give examples of prosocial behaviors (e.g., helping others, being respectful of others, cooperation, consideration).
- Describe the value of others' talents and strengths.
- Describe how people are similar and different.
- Analyze how peers and media influence of how we show tolerance and acceptance of difference in others.
- Demonstrate the ability to advocate how to show tolerance and acceptance of differences in others.

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

- Avoid misuse and abuse of over-the-counter and prescription drugs.
- Explain the benefits of medicines when used correctly.
- Explain how to use medicines correctly.
- Describe potential risks associated with inappropriate use of OTC medicines.
- Explain the potential risks associated with inappropriate use and abuse of prescription medicines.
- Assess valuable and reliable health resources and influences relating to the distribution of medication.

VIOLENCE PREVENTION

- Avoid bullying, being a bystander to bullying, or being a victim of bullying.
- Get help to prevent or stop violence including abuse, bullying and fighting.
- Get help to prevent or stop inappropriate touching.
- Describe the difference between bullying and teasing.
- Define prejudice, discrimination and bias.
- Explain why it is wrong to tease or bully others based on their body type or other personal characteristics.
- Describe examples of prosocial behaviors that help prevent violence.
- Identify short- and long-term consequences of violence to perpetrators, victims, and bystanders.
- Describe what to do if oneself or someone else is being bullied.
- Distinguish between "appropriate" and "inappropriate" touch.
- Explain that inappropriate touches should be reported to a trusted adult.
- Explain why it is not the child's fault if someone touches him or her in an inappropriate way.
- Explain that everyone has the right to tell others not to touch his or her body.
- Demonstrate how to persuade peers to prevent or stop bullying.

SAFETY

- Follow appropriate safety rules when riding in or on a motor vehicle.
- Use safety equipment appropriately and correctly.
- Apply safety rules and procedures to avoid risky behaviors and injury.
- Avoid safety hazards in the home and community
- Recognize and avoid dangerous surroundings.

- Identify ways to reduce the risk of injuries while riding in a motor vehicle.
- Explain how injuries can be prevented.
- List examples of dangerous or risky behaviors that might lead to injuries.
- Describe how to ride a bike, skateboard, ride a scooter, and/or inline skate safely.
- Identify ways to reduce the risk of injuries in case of a fire.
- Identify ways to reduce the risk of injuries around water.
- Identify ways to reduce injury from falls.
- Identify ways to protect vision or hearing from injury.
- Identify ways to reduce injuries from firearms.
- Identify ways to reduce injuries as a pedestrian.
- Identify safety precautions for playing and working outdoors in different kinds of weather and climates.
- List ways to prevent injuries at home.
- List ways to prevent injuries in the community.
- Identify ways to reduce the risk of injuries from animal and insect bites and stings.
- List ways to prevent injuries at school.
- Explain why household products are harmful if ingested or inhaled.
- Demonstrate the ability to use decision-making skills to prevent injury. Identify safety hazards in the home.
- Identify how household products are harmful if ingested or inhaled.
- Identify safety hazards in the community.