

## Health Area: Alcohol, Tobacco, and Drug Use Prevention

### VDOE Standards:

- 3.1 The student will explain that health habits and practices impact personal growth and development.
- 3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.
- 3.3 The student will promote health and safety at school and at home.

### Essential Health Concepts

3.1.h. Describe proper and improper use of prescription and nonprescription medications.  
3.1.i. Identify body systems affected by the use of alcohol, tobacco, inhalants, and other drugs.

### Healthy Decisions

3.2.c. Compare proper and improper use of prescription and nonprescription medicines.  
3.2.d. Explain the consequences of disregarding medical recommendations for prescription and nonprescription medications.  
3.2.e. Analyze the harmful short- and long-term effects of alcohol, tobacco, common household inhalants, and other drugs on body systems.  
3.2.f. Describe refusal skills when pressured to use alcohol, tobacco, inhalants, or other drugs.

### Advocacy and Health Promotion

3.3.d. Create a health message about the proper use of prescription and nonprescription medications.  
3.3.e. Describe the effects of nicotine, alcohol, and other drugs on body systems.  
3.3.f. Encourage others not to use alcohol, tobacco, inhalants, or other drugs.  
3.3.g. Explain the effects of mind-altering drugs on behavior.  
3.3.i. Demonstrate the use of refusal skills to counter negative influences.

### Essential Understandings:

- Understand how the use of prescription and nonprescription drugs is different.
- Understand that all drugs have consequences and therefore should only be used when directed by a physician.
- Understand that alcohol, tobacco, and other common drugs have several short- and long-term effects on the mind and body.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<ul style="list-style-type: none"> <li>• Prescription drugs are those that can be picked up at a pharmacy after seeing a doctor.</li> <li>• Nonprescription (over-the-counter) drugs are drugs that can be purchased at a local store without a physician's note. More harmful nonprescription drugs can include many illegal drugs, but also alcohol, tobacco, and common household inhalants.</li> <li>• All drugs will affect the body and how it functions. Some are more immediate</li> </ul>	<p><b>Health Education Resources for all of Grade Three</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Grade Three Health Education Standards of Learning</a></li> <li>• <a href="#">Grade Three Crosswalk: Health Smart Lesson Search by Virginia SOL</a></li> </ul> <p><b><a href="#">Health Smart VA Lessons</a></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1 - Grade 3 - Medicines and Other Drugs, Including Alcohol and Tobacco</a></li> <li>• <a href="#">Unit 2 - Grade 3 - Substance Abuse Prevention Performance Task</a></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast prescription and nonprescription drugs</li> <li>• Create a list of drugs (alcohol, tobacco, caffeine, etc.) and list 2-3 effects they have on body systems.</li> <li>• Choose one substance, draw an outline of the human body and label the effect of the substance on different body parts/systems.</li> <li>• Create an antidrug message that illustrates the consequences of drug use and/or an appropriate message about prescription</li> </ul>	<p><a href="#">Health Smart Virginia Resources for Grade 3</a> including the following identified resources:</p> <ul style="list-style-type: none"> <li>• Alcohol, Tobacco, Drugs (NCPC)</li> <li>• <a href="#">ATOD Grades 2-3</a></li> <li>• <a href="#">ATOD Grades 3-5</a></li> <li>• <a href="#">Brain Power!</a></li> <li>• <a href="#">Got WeirDOS Video</a></li> <li>• <a href="#">Its My Life</a></li> <li>• KidsHealth.org, Smoking, Alcohol and Drugs</li> </ul> <p>Teacher's Guides:</p> <ul style="list-style-type: none"> <li>○ <a href="#">Drugs (Grades K-2)</a></li> <li>○ <a href="#">Alcohol (Grades 3-5)</a></li> <li>○ <a href="#">Drugs (Grades 3-5)</a></li> </ul>

<p>and severe than others. Drugs change the way people feel and act.</p> <ul style="list-style-type: none"> <li>• In most cases, medicines are good things as long as they are used correctly. Too much of a medicine can be harmful, and old or outdated medicines may not work or can make people sick. Taking the wrong medicine or medicine prescribed for someone else is also very bad news. You should always follow your doctor's instructions for taking medicine and only take medicines that your parents/guardians give you. (Kids Health.org)</li> <li>• People who drink alcohol are at risk for injury especially when driving a car.</li> <li>• Alcoholism is a disease where people cannot stop using alcohol.</li> <li>• Alcohol can permanently damage the liver, brain, motor skills, and more depending on the amount and the frequency with which it is being used/abused.</li> <li>• Tobacco can damage the mouth, throat, lungs, and other parts of the body</li> </ul>		<p>or over-the-counter medication (social media campaign, poster).</p> <ul style="list-style-type: none"> <li>• Role play effective refusal skills.</li> </ul>	<ul style="list-style-type: none"> <li>○ <a href="#">Smoking (Grades 3-5)</a></li> <li>• <a href="#">Don't Start</a></li> <li>• <a href="#">Drug Facts – Prescription and Over-the-Counter Medications</a></li> <li>• <a href="#">Drug Facts (this site is targeted to teens and while a good source of information, activities may not be appropriate for grade 3 students)</a></li> <li>• <a href="#">Lessons and activities (may need to be adapted for elementary students) (NIDA)</a></li> <li>• <a href="#">LifeSkills Training</a></li> <li>• <a href="#">NEA Practice Saying No</a></li> <li>• <a href="#">NIDA Brain Power Curriculum</a></li> <li>• <a href="#">On the Rocks Resource Guide</a></li> <li>• <a href="#">Poison Control Center, Children's Hospital of Philadelphia</a></li> <li>• <a href="#">PE Central Drug Abstinence Skills Lesson</a></li> <li>• <a href="#">Practice Saying No</a></li> <li>• <a href="#">Refusal: Sample Animation Activity</a></li> <li>• <a href="#">SAMHSA</a></li> <li>• <a href="#">Together Counts-Decision Making</a></li> <li>• <a href="#">Too Smart to Start Lesson Plans</a></li> <li>• <a href="#">Underage Drinking Teacher Kit Gr 5-6</a></li> </ul>
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<p>depending on how it is being ingested. Tobacco smoke can also be harmful to nonsmokers.</p> <ul style="list-style-type: none"> <li>• Nicotine is a drug found in tobacco smoke that stimulates the adrenal glands to produce epinephrine. This increases the user’s heart rate and blood pressure while constricting the blood vessels. It is extremely addictive.</li> <li>• Caffeine is a drug in certain foods and drinks that make people feel more awake. It speeds up your heart rate and may upset your stomach.</li> <li>• Inhalants are substances that give off fumes. They may cause people to become violent, headache, sneezing, slowed breathing, nose bleeds, coughing, brain damage, slowed heart rate, and upset stomach. They may injure the lungs, olfactory system (nose), brain, nervous system, heart, and stomach. They may also cause death.</li> <li>• Marijuana use may cause lung and memory problems.</li> </ul>			<ul style="list-style-type: none"> <li>• <a href="#">What you need to know about drugs</a></li> <li>• <a href="#">Wise Owl’s Drug Safety Kit: What is MedicineVideo</a></li> </ul>
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<ul style="list-style-type: none"> <li>• Cocaine use has been connected to confusion, nervousness, anger, lung issues, brain problems, stroke, and heart attack.</li> <li>• Say “NO” – There is no substitute for the word ‘NO.’ It makes any refusal stronger.</li> <li>• Repeat the refusal.</li> <li>• Suggest an alternative – suggest something to do instead.</li> <li>• Build the friendship – say something to let the person know you are his/her friend and want to spend time with him/her. (This is especially important because a major reason for ineffective refusals is not wanting to hurt the other person’s feelings or make him/her mad.)</li> <li>• Use a firm tone of voice – be strong and business-like.</li> <li>• Non-verbal Refusal Skills</li> <li>• Direct eye contact – look the person in the face.</li> <li>• Serious expression – use your best “I mean it” face.</li> <li>• Hands-off hands – put your hands up in front of you when you refuse. (This is especially useful in situations involving physical pressure.)</li> </ul>			
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<ul style="list-style-type: none"><li>• Leave – get out of the situation.</li><li>• Avoid situations where there may be pressure.</li></ul>			
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## Health Area: Body Systems

### VDOE Standards:

- 3.1 The student will explain that health habits and practices impact personal growth and development.
- 3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.
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### Essential Health Concepts

- 3.1.a. Identify the major structures and functions of the digestive system.
- 3.1.b. Describe why digestion is important and how the body uses digested food molecules.
- 3.1.g. Define and describe non-communicable diseases.

### Healthy Decisions

None.

### Advocacy and Health Promotion

- 3.3.a. Evaluate the role of the digestive system in providing energy for the body.
- 3.3.c. Identify ways in which health care has improved as a result of technology.

### Essential Understandings:

- Understand that the digestive system works to help maintain a healthy body by digesting food to provide nutrients and energy for body systems.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<ul style="list-style-type: none"> <li>• The major parts of the digestive system are the mouth, salivary glands, esophagus, liver, stomach, intestines, and rectum.</li> <li>• The mouth is where food is broken down mechanically by chewing.</li> <li>• The salivary glands in the mouth add saliva (spit) to break down food and starts to chemically break down starches (such as potatoes).</li> <li>• In the esophagus (a muscular, stretchy tube about 9 inches long), food is pushed from the mouth to the stomach.</li> <li>• Food is broken down into a liquidy mixture due to the churning of the stomach (a stretchy sack) from the strong muscles in the walls of the stomach. Gastric</li> </ul>	<p><b>Health Education Resources for all of Grade Three</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Grade Three Health Education Standards of Learning</a></li> <li>• <a href="#">Grade Three Crosswalk: Health Smart Lesson Search by Virginia SOL</a></li> </ul> <p><b><a href="#">Health Smart VA Lessons</a></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1 - Grade 3 - The Digestive System</a></li> </ul>	<ul style="list-style-type: none"> <li>• Label the major parts of the digestive system and describe main function of each part.</li> <li>• Write a short story on the travels of a healthy food or beverage through the digestive system and how it helps the body function</li> <li>• Complete the activities on an interactive body site that demonstrate digestion.</li> </ul>	<p><b><a href="#">Health Smart Virginia Resources for Grade 3</a></b> including the following identified resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Amazing Body Systems</a></li> <li>• <a href="#">Body Systems Lesson Plan</a></li> <li>• <a href="#">KidsHealth.org</a></li> <li>• <a href="#">Kids Health How the Body Works YouTube Video Series</a></li> <li>• <a href="#">Kids Health - human body series</a></li> <li>• <a href="#">Scholastic Study Jams!</a></li> <li>• <a href="#">What Happens When You Eat?</a></li> </ul>

**Health Area: Body Systems**

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<p>juices/acids in the stomach help to break down food. The stomach stores the food eaten and then slowly empties the liquid into the small intestine.</p> <ul style="list-style-type: none"> <li>• As the food leaves the stomach as a liquid, the enzyme insulin from the liver aids in the additional breaking down of the food in the small intestine. Nutrients enter the walls of the small intestine and are carried throughout the body by the blood.</li> <li>• Any undigested food passes into the large intestine where water is removed.</li> <li>• The unused waste is eliminated from the body through the rectum.</li> <li>• Digestion is important to deliver necessary nutrients throughout the body by way of the bloodstream.</li> <li>• Food is converted into energy use for children to grow and be active or converted into waste as part of digestion.</li> </ul>			
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**Health Area: Healthy Environment**

**VDOE Standards:**

- 3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.
- 3.3 The student will promote health and safety at school and at home.

<p><b>Essential Health Concepts</b> None.</p>	<p><b>Healthy Decisions</b> 3.2.m. Analyze how reducing, reusing, and recycling products promote a healthier environment.</p>	<p><b>Advocacy and Health Promotion</b> 3.3.q. Demonstrate ways to reduce, reuse, and recycle at home, at school, and in the community.</p>
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**Essential Understandings:**

- Understand how recycling impacts our lifestyles and benefits our environment.

<p><b>Essential Knowledge and Skills</b></p>	<p><b>Sample Instructional Activities</b> <i>(What the Teacher Will Do)</i></p>	<p><b>Sample Student Assessments</b> <i>(What the Students Will Do/Demonstrate)</i></p>	<p><b>Sample Resources</b></p>
<ul style="list-style-type: none"> <li>• According to the Environmental Protection Agency (EPA), the national recycling rate is just 30%. If recycling in the U.S. is increased to 60%, it could save approximately 315 million barrels of oil every year.</li> <li>• Many electronics can be donated. Reusing a computer, cell phone, or video-game console is a form of recycling.</li> <li>• Items that can be recycled at home include paper, glass, aluminum, and plastic. There are certain materials that fall under those headings that are more easily recycled than others, so check what materials items are made of before purchasing.</li> <li>• Throw trash in the trash bin.</li> <li>• Pick up any litter on the school grounds.</li> </ul>	<p><b>Health Education Resources for all of Grade Three</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Grade Three Health Education Standards of Learning</a></li> <li>• <a href="#">Grade Three Crosswalk: Health Smart Lesson Search by Virginia SOL</a></li> </ul> <p><b><a href="#">Health Smart VA Lessons</a></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1- Grade 3 - The 3 Rs and the Environment</a></li> </ul>	<ul style="list-style-type: none"> <li>• Create a plan to help your school or family recycle more. Be sure to have students include items that can and cannot be recycled.</li> <li>• Organize a school yard clean-up day.</li> <li>• Research the recycling of a certain material such as paper, plastic, or metal.</li> <li>• Create a flow chart that shows the steps in the recycling process.</li> <li>• Ask students to choose one type of recyclable material and recycle it for a week. Keep a written record.</li> <li>• Have students journal about times they re-use or recycle during the week (e.g., grocery shopping, trash at home)</li> </ul>	<p><a href="#">Health Smart Virginia Resources for Grade 3</a> including the following identified resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Fairfax County Public Schools Get2Green</a></li> <li>• <a href="#">Kids Health – Be a Green Kid</a></li> <li>• <a href="#">National Wildlife Federation (Eco-schools)</a></li> <li>• <a href="#">CT Environmental Health Curricula For Health Teachers</a></li> <li>• <a href="#">Eartheasy – Recycling basics for the home</a></li> <li>• <a href="#">EPA Games and Quizzes</a></li> <li>• <a href="#">EPA Student Resources</a></li> <li>• <a href="#">Go Green</a></li> <li>• <a href="#">IDAHO Environmental Health Education – Lesson Plans for All Grade Levels</a></li> <li>• <a href="#">Reduce, Reuse, Recycle</a></li> <li>• <a href="#">Stuffed Paper Hearts</a></li> <li>• <a href="#">US Environmental Protection Agency (EPA) – Reduce, Reuse, Recycle..</a></li> </ul>

## Health Area: Healthy Environment

### VDOE Standards:

- 3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.
- 3.3 The student will promote health and safety at school and at home.

- [Virginia Recycling Association – School Recycling Toolkit](#)
- [Virginia Department of Education Resources for Recycling Projects VRA Recycles](#)
- [Waste Management – Think Green Learning Center \(Recycling Rules\)](#)
- [WWF Global \(World Wide Fund for Nature / World Wildlife Fund\) – Recycling Glass – project ideas](#)

## Health Area: Health Promotion Including Nutrition and Physical Activity

### VDOE Standards:

- 3.1 The student will explain that health habits and practices impact personal growth and development.
- 3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.
- 3.3 The student will promote health and safety at school and at home.

<p><b>Essential Health Concepts</b></p> <p>3.1.c. Explain the importance of water and healthy food choices for digestion and body function.</p> <p>3.1.d. Identify healthy food and beverage choices based on nutritional content.</p> <p>3.1.e. Describe the benefits of physical activity and personal fitness.</p> <p>3.1.f. Describe the benefits of getting enough sleep.</p> <p>3.1.m. Identify the steps for goal setting to adopt positive health practices.</p>	<p><b>Healthy Decisions</b></p> <p>3.2.a. Evaluate how physical activity and healthy food and beverage choices impact personal health.</p> <p>3.2.b. Determine when and how much water to drink to keep the body hydrated.</p> <p>3.2.i. List the benefits of goal setting for personal health</p> <p>3.2.j. Describe strategies for solving problems related to health.</p>	<p><b>Advocacy and Health Promotion</b></p> <p>3.3.b. Develop a plan to meet the recommended physical activity guidelines of 60 minutes a day.</p>
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<p><b>Essential Understandings:</b></p> <ul style="list-style-type: none"> <li>• Recognize the importance of water for body functions, health, and exercise.</li> <li>• Understand the importance of physical activity and how it affects overall health.</li> <li>• Describe different types of physical activities that help maintain personal fitness and activity guidelines.</li> <li>• Recognize that sleep also contributes to good health.</li> </ul>
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Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.)</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.)</i>	Sample Resources
<ul style="list-style-type: none"> <li>• Eating a variety of healthy foods every day leads to good overall health.</li> <li>• The body needs fats such as cheese, proteins such as fish, carbohydrates such as bread, vitamins such as vitamin A in carrots, and minerals from foods like spinach, and water, not only to drink, but from food such as celery.</li> <li>• These nutrients help the body grow and get energy.</li> <li>• Using My Plate, students can choose nutritious foods that foster a balanced diet.</li> </ul>	<p><b>Health Education Resources for all of Grade Three</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Grade Three Health Education Standards of Learning</a></li> <li>• <a href="#">Grade Three Crosswalk: Health Smart Lesson Search by Virginia SOL</a></li> </ul> <p><b><a href="#">Health Smart VA Lessons</a></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1 - Grade 3 - Nutrition, Physical Activity, and Health Promotion</a></li> </ul>	<ul style="list-style-type: none"> <li>• Name two ways water helps the body.</li> <li>• Complete a Sleep and/or Hydration Log to view daily habits</li> <li>• Use Sleep and/or Water Log to compare/contrast class habits (graph)</li> <li>• Matching game with pictures of food; match the food to the food group.</li> <li>• Students interview a peer, teachers, school staff, and/or parents about their favorite snacks. Graph the results. Create healthy snack options.</li> </ul>	<p><a href="#">Health Smart Virginia Resources for Grade 3</a> including the following identified resources:</p> <p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>• <a href="#">American Heart Association (AHA) - Elementary Lesson Plans</a></li> <li>• <a href="#">AHA Balance It Out Teacher's Guide</a></li> <li>• <a href="#">AHA It Takes a Heart to be a Hero Teacher's Guide 2012-2013</a></li> <li>• <a href="#">AHA It Takes a Heart to be a Hero Teacher's Guide 2013-2014</a></li> <li>• <a href="#">BAM! Body and Mind Teacher's Corner Nutrition</a></li> </ul>

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- Water helps the body by regulating body temperature (main ingredient in sweat), helps with digestion and elimination of waste, helps with body systems that fight illnesses. Without enough water (dehydration), a person can feel sick.

### Serving Size of Common Foods

Grains	1 oz. – 1 slice of bread, an ice cream scoop of cooked rice, pasta, or oats, or a fistful of cereal.
Vegetables	1 cup = size of a baseball or fist
Fruits	1 cup = size of a baseball or fist
Oils	1 teaspoon = size of a penny
Milk	1 cup = size of a baseball or fist
Meat & Beans	An oz. of beans is an ice cream scoop. A 3 oz. portion of cooked meat, fish, or poultry is

- Have pairs or groups of students write songs using common melodies about using MyPlate to maintain a balanced diet.
- Create advocacy posters for healthy eating and 60 minutes of physical activity a day for display around the school.
- Complete a worksheet that calculates how much water they should drink on a daily basis and keep a log of their water consumption for a week.
- Evaluate the nutritional content of their lunch using the food guide pyramid.
- List and explain the benefits of several vitamins and minerals.
- Plan a meal that is high in calcium and iron.
- Compare the nutritional content of two food items by using the food labels.
- Design a meal that uses all the food groups from the food pyramid.
- Identify one or two overall weekly improvement goals for the people to improve

- [Education World Popcorn Nutrition](#)
- [Food Plate Game](#)
- [Fuel Up to Play 60- 101 Tips for Teaching Nutrition in Physical Education](#)
- [Great Body Shop](#)
- Kids Health Teacher's Guides:
  - [Breakfast](#)
  - [Food Labels](#)
  - [Healthy Snacking](#)
  - [School Lunch](#)
- Learning to Give - [What Is a Balanced Menu?](#)
- Learning to Give - [What Is My Plate?](#)
- Learning to Give - [World Hunger](#)
- [My Plate Kids Place](#)
- [NIH We Can! Eat Play Grow Site](#)
- [NIH Eat Play Grow Curriculum](#)
- [PBS Arthur Nutrition - Eat Well](#)
- [PBS Fizzy's Lunch Lab Site](#)
- [PBS Fizzy's Lunch Lab videos](#)
- [PE Central Lessons](#)
- [Science NetLinks - Got Broccoli?](#)

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<p>the size of a computer mouse.</p>	<ul style="list-style-type: none"> <li>• One half of the plate should be fruits and vegetables, one-quarter should be grains and one quarter should be low fat meat or beans. One serving of low fat milk is suggested. Healthy snacks include fresh fruit, whole grain cereal, unbuttered popcorn, raw veggies, cheese, raisins, or low-fat yogurt. Colas contain sugar and caffeine. Some fruit juices are sugary too. Limit soda and make sure fruit juices are 100% real fruit juice. Drink water.</li> <li>• Fitness includes eating healthy foods and getting 60 minutes of physical activity (exercise) daily.</li> <li>• Physical activity is movement of the body that expels energy.</li> <li>• Getting enough sleep is as important as eating the right foods and exercising daily. Sleep helps your brain, mood, dealing with stress. Lack of sleep can affect mood, energy,</li> </ul>	<p>their nutrition and physical activity.</p> <ul style="list-style-type: none"> <li>• Identify daily activities that will help the people reach the weekly goal (s).</li> <li>• Complete a worksheet where they identify a weekly nutrition or physical activity goal for themselves</li> <li>• Create a one week calendar with daily specific activities to meet a goal.</li> <li>• Identify dietary customs and practices, recreational activities, celebrations, and traditions in their community.</li> <li>• Explain different countries' ethnic foods, cultural traditions, celebrations, and recreational activities.</li> <li>• Create a personal plan for 60 minutes of physical activity a day.</li> <li>• Develop a one-week physical fitness plan for their family that provides 60 minutes of activity a day.</li> <li>• Identify two exercises that develop aerobic capacity,</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">There's a Rainbow on My Plate</a></li> <li>• <a href="#">Together Counts Nutrition curriculum</a> <ul style="list-style-type: none"> <li>• <a href="#">Food for Thought</a></li> <li>• <a href="#">Healthy Eating Patterns</a></li> <li>• <a href="#">Job of a Nutrient</a></li> </ul> </li> <li>• <a href="#">USDA - Serving Up My Plate – A Yummy Curriculum Grades 3-4</a></li> </ul> <p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Action for Healthy Kids - Instant Recess, Brain Breaks, and Energizers</a></li> <li>• <a href="#">Activity Breaks</a></li> <li>• <a href="#">American Heart Association (AHA) - NFL Play 60 Challenge</a></li> <li>• <a href="#">East Carolina University - Energizers for Grades K-2</a></li> <li>• <a href="#">Fuel Up to Play 60</a></li> <li>• <a href="#">Fast Breaks</a></li> <li>• Kids Health Teacher's Guides:             <ul style="list-style-type: none"> <li>• <a href="#">Fitness</a></li> <li>• <a href="#">Screentime</a></li> <li>• <a href="#">Sports Safety</a></li> <li>• <a href="#">Sportsmanship</a></li> </ul> </li> <li>• <a href="#">National Institutes of Health (NIH)- We Can! Eat Play Grow site</a></li> </ul>
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<p>attention, and academic performance.</p> <ul style="list-style-type: none"> <li>• In order to get enough sleep, go to bed at the same time every night, be calm and quiet before going to bed, don't eat much before bedtime, and don't drink (especially caffeine) before bedtime.</li> <li>• Different age groups need different amounts of sleep. An elementary student needs 10-12 hours of sleep a night to maintain their health.</li> <li>• Healthy choices keep the body working and growing most effectively. Unhealthy choices can lead to injury or illness, feeling tired or frustrated, not being able to keep up with your friends, and not doing your best in school. In combination with healthy eating, physical activity can help prevent a range of chronic diseases, including heart disease, cancer, and stroke, which are the three leading causes of death. Physical activity helps control weight, builds lean</li> </ul>		<p>muscle strength, muscle endurance, and flexibility.</p>	<ul style="list-style-type: none"> <li>• <a href="#">National Institutes of Health (NIH) Eat Play Grow Curriculum</a></li> <li>• <a href="#">PE Central Lessons Site</a></li> <li>• <a href="#">Safe Routes to School</a></li> <li>• <a href="#">SHAPE America – PE Musical Spots Fitness Edition</a></li> <li>• <a href="#">SHAPE American – Healthy Heart Transport</a></li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• <a href="#">BAM! Oral Health</a></li> <li>• <a href="#">PBS Kids It's My Life Interactive Site</a></li> </ul>
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- 3.3 The student will promote health and safety at school and at home.

<p>muscle, reduces fat, promotes strong bone, muscle and joint development, and decreases the risk of obesity.</p> <ul style="list-style-type: none"> <li>• Water is an important part of a balanced diet. Six to eight glasses a day is suggested depending how much students get from their food.</li> <li>• It is suggested that from 1-2 hours before exercising, 1.5 cups water should be ingested. Ten to fifteen minutes before exercise, a student should drink 1.25 cups of water. While exercising, 0.5 cup per every 15 minutes is suggested. After exercising drink 1-2 cups of water.</li> <li>• Water aids the body by: regulating body temperature, hydration, digestion and lubrication.</li> <li>• Goal setting using SMART Goals (specific, measurable, attainable, realistic, timely)</li> </ul>			
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## Health Area: Safety and Injury Prevention

### VDOE Standards:

- 3.1 The student will explain that health habits and practices impact personal growth and development.
- 3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.

### Essential Health Concepts

3.1.b. Describe the benefits of a physically active lifestyle, safe behaviors, healthy food choices, and sleep.

### Healthy Decisions

3.2.i. Explain the health consequences of not following safety practices (e.g., seat belt and helmet use, home fire escape plan, swimming safety, sports safety).

### Advocacy and Health Promotion

None.

### Essential Understandings:

- Understand that rules are necessary to be safe as part of a healthy lifestyle.

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.)</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.)</i>	Sample Resources
<ul style="list-style-type: none"> <li>• Always stay seated with a seatbelt on in a car. Do not put hands outside of a car window.</li> <li>• Stay on the sidewalk. Walk with others. Cross only at corners or crosswalks. Before crossing STOP, LOOK, LISTEN, and THINK about what might be a hazard. Don't take shortcuts or go where safety signs are posted.</li> <li>• Observe safety rules on the playground and on the playground equipment.</li> <li>• Know where the school safety equipment is located.</li> <li>• Know what to do in an emergency.</li> <li>• Don't push, shove, or fight with others.</li> <li>• Electricity is a form of energy that can produce light, heat, or motion.</li> </ul>	<p><b>Health Education Resources for all of Grade Three</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Grade Three Health Education Standards of Learning</a></li> <li>• <a href="#">Grade Three Crosswalk: Health Smart Lesson Search by Virginia SOL</a></li> </ul> <p><b><u>Health Smart VA Lessons</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1 - Grade 3 - Safety Rules and Personal Safety</a></li> <li>• <a href="#">Unit 2 - Grade 3 - Wear the Gear</a></li> <li>• <a href="#">Unit 3 - Grade 3 - Resisting Pressure to Break the Rules</a></li> <li>• <a href="#">Unit 4 - Grade 3 - Disaster Preparation</a></li> </ul>	<ul style="list-style-type: none"> <li>• Create posters of safety rules for home, school, and community</li> <li>• Create a personal safety plan</li> <li>• Draw items in a first aid kit.</li> <li>• Role play potentially harmful and how to be safe behaviors</li> <li>• Create a safety advocacy message promoting use of recreational safety gear, pedestrian safety, bike safety, online safety, and other safety-related situations.</li> <li>• Create a family safety plan. Include items in the first-aid kit, the location of the closest emergency room, and a family member to call.</li> <li>• Write a newspaper article on how to stay safe at school.</li> </ul>	<p><a href="#">Health Smart Virginia Resources for Grade 3</a> including the following identified resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">BAM! Safety</a></li> <li>• <a href="#">Build a Kit</a></li> <li>• <a href="#">Bicycle Safety</a></li> <li>• <a href="#">Common Sense Media: Digital Citizenship – K-12 curriculum</a></li> <li>• <a href="#">FEMA Be a Hero Youth Emergency Preparedness</a></li> <li>• <a href="#">FEMA Family Communication Plans for Kids (communication and evacuation plans template)</a></li> <li>• <a href="#">Gun Safety</a></li> <li>• <a href="#">Home Alone (Grades K-2)</a></li> <li>• <a href="#">Home Alone (Grades 3-5)</a></li> <li>• <a href="#">Home Safety With Rover Activity Book</a></li> <li>• <a href="#">Internet Safety</a></li> <li>• <a href="#">KidsHealth.Org Personal Safety – Strangers and 911 Lesson</a></li> <li>• <a href="#">KidsHealth.org Video: Concussion</a></li> </ul>

## Health Area: Safety and Injury Prevention

### VDOE Standards:

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- 3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.

<p>Electrical cords carry electricity throughout your house. When unplugging hold the plug, not the cord. Never run a cord under a carpet. Don't plug in or turn on electrical items with wet hands. Never touch outdoor power lines.</p> <ul style="list-style-type: none"> <li>• In the kitchen always ask an adult or trusted adult before you use any kitchen appliances. Make sure the counter is dry before you plug in anything. Use only a butter, not a sharp, knife. Always carry scissors with the blade pointing down.</li> <li>• When someone is cut or injured, wash the injury with clean water, clean around the injury with mild soap and a dishcloth, cover with a bandage, and tell an adult.</li> <li>• A helmet, kneepads, elbow pads, and sneakers should be worn when riding a bike, skateboard, or scooter, or when rollerblading.</li> <li>• A life vest should be worn during all water-sporting activities, and you should always have a "spotter"</li> </ul>		<ul style="list-style-type: none"> <li>• Role-play refusal skills to avoid peer pressure to engage in unsafe behaviors (e.g., not buckling up, not wearing a helmet)</li> <li>• Prepare a <a href="#">disaster supply kit</a> at home that follows the recommendations of Ready.gov.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">KidsHealth.org Bicycle Safety Lesson</a></li> <li>• <a href="#">Maryland Pedestrian and Bicycle Safety Education Program K-5</a></li> <li>• <a href="#">Net Smartz Kids (Program of the National Center for Missing and Exploited Children) – videos, information on internet safety, Internet safety pledge (materials require an email registration to access but are free)</a></li> <li>• <a href="#">NHTSA Bicycle Safety Activity Kit</a></li> <li>• <a href="#">National Highway Traffic Safety Administration (NHTSA) Child Pedestrian Safety Curriculum – Lesson plans for grades K-5</a></li> <li>• <a href="#">NHTSA Bicycles Roll Model</a></li> <li>• <a href="#">U.S. Department of Homeland Security - Disaster Preparedness for Kids (games, build a kit, information)</a></li> <li>• <a href="#">Virginia Department of Fire Programs – Fire and Life Safety Education</a></li> <li>• <a href="#">VDOT Safe Routes to School – Bikeology safety curriculum</a></li> </ul>
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**Health Area: Safety and Injury Prevention**

**VDOE Standards:**

- 3.1 The student will explain that health habits and practices impact personal growth and development.
- 3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.

<p>watching while someone is participating in a water sport off the back of a boat.</p> <ul style="list-style-type: none"> <li>• A family plan for injury should include a location for a first-aid kit, a family member to call, and directions to the closest emergency center.</li> <li>• In developing an emergency safety plan for a fire in your home, you must create an escape plan, have fire drills, and decide where to meet outside. Also, try to crawl out quickly. Drop down to stay below the smoke and try to keep a damp cloth over your mouth and nose to not breathe in the smoke. Warn others with a shout or a whistle. Get to your meeting spot and call 911. Stop, drop, and roll if your clothing catches fire.</li> </ul>			<ul style="list-style-type: none"> <li>• <a href="#">Pedestrian Safety</a></li> <li>• <a href="#">Playground Safety Check</a></li> <li>• <a href="#">Roots and Wings Peer Pressure Lesson, Graystone Elementary School, San Jose, CA</a></li> <li>• <a href="#">Safety Lessons</a></li> <li>• <a href="#">SafeKids Home Safety</a></li> <li>• <a href="#">SafeKids Pedestrian Safety</a></li> <li>• <a href="#">Strangers</a></li> <li>• <a href="#">Street Smart/Think First Video</a></li> <li>• <a href="#">Smart Choices Curriculum Grade 3</a></li> <li>• <a href="#">Staying Safe Online/Safety Net Kids Tip Sheet</a></li> <li>• <a href="#">USDOTFHWA Bicycle Safer Journey Video</a></li> <li>• <a href="#">Water Safety Video: Danger Rangers Everybody Be Water Safe</a></li> <li>• <a href="#">Water Safety Video: Modeling Water Safety</a></li> <li>• <a href="#">Kidshealth.org Educators Site</a></li> <li>• <a href="#">Youth Emergency Kit Checklist and Youth Family Emergency Plan</a></li> </ul>
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## Health Area: Social Emotional Health

### VDOE Standards:

- 3.1 The student will explain that health habits and practices impact personal growth and development.
- 3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.
- 3.3 The student will promote health and safety at school and at home.

### Essential Health Concepts

3.1.n. Describe emotions that result from experiencing change, such as the arrival of a new family member, making new friends, going to a new school, being accepted by peers, and losing a loved one.

### Healthy Decisions

3.2.k. Identify how emotions such as happiness, fear, sadness, excitement, anger, and loneliness can be expressed positively or negatively.

### Advocacy and Health Promotion

3.3.j. Design effective strategies for expressing and managing emotions, which may include physical activity, talking about feelings, reading, or creative expressions such as writing, art, music, and dance.

### Essential Understandings:

- Understand how emotions and various feelings can impact health.
- Understand what bullying is and how to handle it in a safe and resolute manner.

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.)</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.)</i>	Sample Resources
<ul style="list-style-type: none"> <li>• Emotions are also called feelings. You feel them because of what you see, hear, remember, and do.</li> <li>• Communication, stories, and modeling ways to manage feelings are important ways to teach children how to identify and handle their emotions.</li> <li>• Dealing with disappointment, loss, and grief – it is okay to feel sad or even mad</li> <li>• You can cope with sad things that happen.</li> <li>• You can do things to ease a sad mood and feel happier.</li> <li>• A positive attitude can help you through disappointments.</li> <li>• Learning how to deal with sad feelings can make a big difference in your life.</li> </ul>	<p><b>Health Education Resources for all of Grade Three</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Grade Three Health Education Standards of Learning</a></li> <li>• <a href="#">Grade Three Crosswalk: Health Smart Lesson Search by Virginia SOL</a></li> </ul> <p><b><a href="#">Health Smart VA Lessons</a></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1- Grade 3 - Emotions Lessons Overview</a></li> </ul>	<ul style="list-style-type: none"> <li>• Choose a situation that causes change (such as the arrival of a new family member, making new friends, going to a new school, being accepted by peers, and losing a loved one) and draw or demonstrate possible emotions.</li> <li>• Create a list of strategies to use when experiencing feelings of fear, anger, sadness, and loneliness.</li> <li>• Conduct an assessment of where or when bullying may be occurring in the school</li> <li>• Create a “no bullying” message for the class or school</li> <li>• Create a reporting system to report bullying that keeps it confidential</li> </ul>	<p><a href="#">Health Smart Virginia Resources for Grade 3</a> including the following identified resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Al's Pals: Kids Making Healthy Choices</a></li> <li>• <a href="#">An ARTHUR Social, Emotional, and Character Development Curriculum K-5</a></li> <li>• <a href="#">BAM! Life</a></li> <li>• <a href="#">Be the Boss: A Lesson Plan on Managing Feelings</a></li> <li>• <a href="#">Bullying prevention resources</a></li> <li>• <a href="#">Daniels Neighborhood - Feel So Mad that You Want to Roar – Strategy Song /Activity (Anger)</a></li> <li>• <a href="#">Elementary School Counseling - Identifying and Expressing Feelings</a></li> </ul>

## Health Area: Social Emotional Health

### VDOE Standards:

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- 3.3 The student will promote health and safety at school and at home.

<ul style="list-style-type: none"> <li>• Notice how you feel and why</li> <li>• Talk to a parent or other trusted adult or a friend.</li> <li>• Give yourself credit for trying when disappointed. Focus on what you need to work on and try again.</li> <li>• Keep a positive attitude.</li> <li>• Think positive – think about one or two good things about yourself or the situation</li> <li>• Play a game or sport, ride a bike, dance or run, take a walk, make art or music, read, or spend time with someone you like</li> <li>• Breathing techniques can assist with cooling down during and immediately following a conflict.</li> <li>• Students discussing their own problems with an adult present can help them learn how to effectively communicate emotions.</li> <li>• Stop, Walk, Talk is a common strategy used to resolve conflict and bullying in school.</li> <li>• Avoid bullies and tell a responsible adult if you feel threatened.</li> </ul>		<ul style="list-style-type: none"> <li>• Create posters for reporting bullying and what to do if bullied</li> <li>• Demonstrate kindness into every class.</li> <li>• Demonstrate mindfulness.</li> <li>• Act out constructive ways of dealing with disappointment.</li> <li>• Develop posters to show classmates how to report bullying, stand up to bullying, and help friends who are being bullied.</li> <li>• Role-play positive communication and interaction with friends, family, community members</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Fit4TheClassroom – Mood Music Lesson</a></li> <li>• <a href="#">Joyful Mind – Mindfulness in the Classroom Activities</a></li> <li>• KidsHealth.org Teacher’s Guides for Grades 3-5:             <ul style="list-style-type: none"> <li>○ <a href="#">Self Esteem</a></li> <li>○ <a href="#">Empathy</a></li> <li>○ <a href="#">Conflict Resolution</a></li> <li>○ <a href="#">Getting Along</a></li> <li>○ <a href="#">Peer Pressure</a></li> <li>○ <a href="#">Stress</a></li> <li>○ <a href="#">Feeling Sad</a></li> </ul> </li> <li>• <a href="#">Learn to Be Healthy</a></li> <li>• <a href="#">Mindful Schools-Lesson: Introduction to Mindful Bodies and Listening</a></li> <li>• <a href="#">Mindful Schools</a></li> <li>• <a href="#">Mindful Teachers Site</a></li> <li>• <a href="#">PBS - Overview of Mindfulness</a></li> <li>• PE Central lessons             <ul style="list-style-type: none"> <li>○ <a href="#">Emotions in Motion</a></li> <li>○ <a href="#">Emotion Discovery with DDR</a></li> <li>○ <a href="#">Lesson on Feelings</a></li> <li>○ <a href="#">The Feelings Hop</a></li> <li>○ <a href="#">Yoga Unit – Feelings and Reactions</a></li> <li>○ <a href="#">Problem Solving Door</a></li> </ul> </li> </ul>
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## Health Area: Social Emotional Health

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<ul style="list-style-type: none"> <li>• When using the steps to resolve a conflict one must use “I” messages to tell how you feel, listen to each other and consider the other person’s point of view, negotiate how to resolve the problem, and compromise on the resolution of the conflict.</li> <li>• A compromise is when all participants agree on a solution even if it is not everyone’s first choice.</li> <li>• It is important to think of several solutions to a problem that is causing the conflict.</li> <li>• Although anger is a normal part of life, knowing the correct ways to express and deal with anger is important. Negotiation may help in expressing anger in a way that helps keep it under control.</li> <li>• Skills to address conflict can be taught to children (Responsive Classroom)             <ul style="list-style-type: none"> <li>○ Cooling off when upset</li> <li>○ Speaking directly to each other</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>○ <a href="#">Stress Hot Potato</a></li> <li>• <a href="#">Reach Out-Asking students if they are okay</a></li> <li>• <a href="#">Rossier (USC.-Creating Safe Spaces: Social Emotional Lessons</a></li> <li>• <a href="#">Scholastic-Mind Up Curriculum</a></li> <li>• <a href="#">Scholastic-Social and Emotional Learning: Essential Lessons for Student Success</a></li> <li>• <a href="#">Teachnology-Mental Health and Stress Reduction</a></li> <li>• <a href="#">Together Counts-Smart From the Start: Every Body is Special</a></li> <li>• <a href="#">Together Counts-Energy Balance 1.2. Full Esteem Ahead</a></li> <li>• <a href="#">Together Counts-Foundations of Wellness</a></li> <li>• <a href="#">Wall Street Journal-Overview of Mindfulness</a></li> <li>• <a href="#">We Are Teachers-Resources for Social and Emotional Learning</a></li> <li>• <a href="#">Welcoming Schools-Bias, Bullying, and Bystanders</a></li> </ul>
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**Health Area: Social Emotional Health**

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<ul style="list-style-type: none"> <li>○ Speaking assertively, honestly, and kind</li> <li>○ Listening carefully to others and accurately paraphrasing their words</li> <li>○ Proposing solutions and agreeing on a solution to try</li> <li>• How to advocate for self appropriately if bullied             <ul style="list-style-type: none"> <li>○ Look at the kid bullying you and tell him or her to stop in a calm, clear voice. You can also try to laugh it off. This works best if joking is easy for you. It could catch the kid bullying you off guard.</li> <li>○ If speaking up seems too hard or not safe, walk away and stay away. Don't fight back. Find an adult to stop the bullying on the spot.</li> <li>○ Talk to an adult you trust. Don't keep</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>• <a href="#">RCSD GRN-When Grief Enters the Classroom</a></li> <li>• <a href="#">Y Project Cornerstone – Teasing and Putdowns Lesson</a></li> </ul>
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**Health Area: Social Emotional Health**

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<p>your feelings inside. Telling someone can help you feel less alone. They can help you make a plan to stop the bullying.</p> <ul style="list-style-type: none"> <li>○ Stay away from places where bullying happens.</li> <li>○ Stay near adults and other kids. Most bullying happens when adults aren't around.</li> </ul> <ul style="list-style-type: none"> <li>• When you see bullying, there are safe things you can do to make it stop.             <ul style="list-style-type: none"> <li>○ Talk to a parent, teacher, or another adult you trust. Adults need to know when bad things happen so they can help.</li> <li>○ Be kind to the kid being bullied. Show them that you care by trying to include them. Sit with them at lunch or on the bus, talk to them at school, or invite them to do</li> </ul> </li> </ul>			
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**Health Area: Social Emotional Health**

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<p>something. Just hanging out with them will help them know they aren't alone.</p> <ul style="list-style-type: none"> <li>○ Not saying anything could make it worse for everyone. The kid who is bullying will think it is ok to keep treating others that way.</li> </ul>			
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## Health Area: Violence Prevention and Healthy Relationships

### VDOE Standards:

- 3.1 The student will explain that health habits and practices impact personal growth and development.
- 3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.
- 3.3 The student will promote health and safety at school and at home.

<p><b>Essential Health Concepts</b></p> <p>3.1.o. Describe positive interaction with family, peers, and other individuals.</p> <p>3.1.p. Identify refusal skills and how to communicate directly, respectfully, and assertively.</p> <p>3.1.q. Describe behaviors that may cause the loss of a friend (e.g., being unaware of the attitudes and feelings of others, using inappropriate language and behavior, excluding a friend from activities, breaking promises).</p> <p>3.1.r. Explain the difference between bullying and conflict.</p> <p>3.1.s. Identify positive ways to communicate and the benefits of having positive relationships with family and friends.</p>	<p><b>Healthy Decisions</b></p> <p>3.2.i. Identify the process of resolving conflicts peacefully.</p>	<p><b>Advocacy and Health Promotion</b></p> <p>3.3.k. Evaluate strategies to prevent bullying behaviors, using conflict-resolution skills.</p> <p>3.3.l. Describe how to report bullying, how to advocate for self appropriately if bullied, and how to support mistreated students.</p> <p>m. Demonstrate positive ways to communicate with family and friends.</p> <p>3.3.n. Apply goal-setting strategies to make and keep friends.</p> <p>3.3.o. Demonstrate effective verbal communication skills, awareness of the attitudes, feelings, and opinions of others, appropriate language and behavior, sharing, and reciprocal helping behavior to make and keep friends.</p> <p>3.3.p. Practice positive interactions with family, peers, and others to promote personal health.</p>
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<p><b>Essential Understandings:</b></p> <ul style="list-style-type: none"> <li>• Understand how positive interactions can create and impact relationships.</li> <li>• Understand that behaviors will impact friendships.</li> <li>• Understand that communication is an important part of any relationship.</li> </ul>			
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Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.)</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.)</i>	Sample Resources
<p><b>Social skills are an important part everyday life.</b></p> <ul style="list-style-type: none"> <li>• Social skills impact life and relationships at home, school, after-school activities, and eventually, work. Social skills are a collective set of skills that include different components of effective communication to include verbal and nonverbal communication. What is said is influenced by the</li> </ul>	<p><b>Health Education Resources for all of Grade Three</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Grade Three Health Education Standards of Learning</a></li> <li>• <a href="#">Grade Three Crosswalk: Health Smart Lesson Search by Virginia SOL</a></li> </ul> <p><b><a href="#">Health Smart VA Lessons</a></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1 - Grade 3 - Violence Prevention Skills</a></li> </ul>	<ul style="list-style-type: none"> <li>• Create a comic strip that gives many examples of effective and ineffective communication. Be sure to follow the story through to show the end result of each form of communication (i.e., how communication impacts various relationships).</li> <li>• Create a goal to create or maintain friendships (i.e., I will be a better listener; I</li> </ul>	<p><a href="#">Getting Along with Parents</a></p> <p><a href="#">Getting Along with Brothers and Sisters</a></p> <p><a href="#">Kids Talk About Friends (video)</a></p> <p><a href="#">Saying What you Mean – A Children’s Book About Communication Skills</a></p> <p><a href="#">Safe Share Link</a></p>

## Health Area: Violence Prevention and Healthy Relationships

### VDOE Standards:

- 3.1 The student will explain that health habits and practices impact personal growth and development.
- 3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.
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<p>words used, tone of voice, volume of speech, as well as by body language (eye contact), gestures, and personal appearance. Social skills are vital to the development of meaningful, healthy interpersonal relationships. Social skills also allow students to work effectively in school and to interact with their social environment.</p> <ul style="list-style-type: none"> <li>• Social skills include             <ul style="list-style-type: none"> <li>○ Assertive communication</li> <li>○ Active listening</li> <li>○ Conflict management</li> <li>○ Problem solving</li> <li>○ Respect</li> <li>○ Cooperation</li> <li>○ Sharing</li> <li>○ Patience</li> <li>○ Following directions</li> <li>○ Staying on task</li> <li>○ Being polite</li> <li>○ Using manners</li> <li>○ Components of a healthy relationship</li> <li>○ Communication</li> <li>○ Trust</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2 - Grade 3 - Healthy Relationships</a></li> <li>• <a href="#">Unit 3 - Grade 3 - The Power of Positive Communication Performance Task</a></li> <li>• <a href="#">Unit 4 - Grade 3 - Bullying Awareness and Prevention Performance Task</a></li> </ul>	<p>will ask my friends how I can help them)</p> <ul style="list-style-type: none"> <li>• Role Play positive and effective ways to communicate with friends and family members.</li> </ul>	<p><a href="#">101 Ways to Teach Children Social Skills</a></p> <p><a href="#">Health Smart Virginia Resources for Grade 3</a> including the following identified resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Al's Pals: Kids Making Healthy Choices</a></li> <li>• <a href="#">Bullying Prevention Lesson Plans</a></li> <li>• <a href="#">Collection of Social Emotional Lesson Plans</a></li> <li>• <a href="#">Decision Making and Assertiveness</a></li> <li>• <a href="#">Emotional Development Resources</a></li> <li>• <a href="#">Intel Education: "Flat Stanley"</a></li> <li>• <a href="#">Kids against Bullying</a></li> <li>• <a href="#">Kids Bullying Kids</a></li> <li>• <a href="#">LifeSkills Training</a></li> <li>• <a href="#">Olweus Bullying Prevention Program</a></li> <li>• <a href="#">Olweus - Class Meetings That Matter: A Year's Worth of Resources for Grades K-5</a></li> <li>• <a href="#">Peaceful Schools</a></li> <li>• <a href="#">Preventing and Reporting Bullying</a></li> <li>• <a href="#">Social Emotional Learning K-5</a></li> </ul>
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**Health Area: Violence Prevention and Healthy Relationships**

**VDOE Standards:**

- 3.1 The student will explain that health habits and practices impact personal growth and development.
- 3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.
- 3.3 The student will promote health and safety at school and at home.

<ul style="list-style-type: none"> <li>○ Support</li> <li>○ Encouragement</li> <li>○ Cooperation</li> <li>○ Compromise</li> <li>• Getting along with the people closest to you help you feel good about yourself.</li> <li>• Positive relationships require communication, compromise, and understanding.</li> <li>• Friendships can be affected by someone who is unaware of the attitudes and feelings of others, using inappropriate language and behavior, excluding a friend from activities, and/or breaking promises.</li> </ul> <p><b>Effective communication</b></p> <ul style="list-style-type: none"> <li>• Verbal Communication – use of words to send an oral or written message (conversation, text messages, phone calls, social media posts) (Reference: Essential Health textbook).</li> <li>• Verbal communication skills may include             <ul style="list-style-type: none"> <li>○ Be friendly</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>• <a href="#">Teaching Guide: Bullying and Teasing</a></li> <li>• <a href="#">Time to Talk about Bullying</a></li> <li>• <a href="#">We Are Teachers: Resources for Social and Emotional Learning</a></li> </ul>
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**Health Area: Violence Prevention and Healthy Relationships**

**VDOE Standards:**

- 3.1 The student will explain that health habits and practices impact personal growth and development.
- 3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.
- 3.3 The student will promote health and safety at school and at home.

- Think before you speak
- Be clear
- Focus on your body language (nonverbal communication)
- Be an active listener

**Nonverbal Communication includes facial expressions, body language, gestures, and tone and voice volume.**

- Nonverbal communication skills may include
  - Eye contact
  - Facial expressions (smile, frown)
  - Gestures (nodding)
  - Posture (facing person you are speaking with)
  - Tone of voice
  - Volume of voice
- Active listening – focus on what the other person is saying, make sure you understand what they are saying (ask questions), and show respect.
- (Reference: Essential Health)

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**Health Area: Violence Prevention and Healthy Relationships**

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**Goal setting using SMART**

**Goals (specific, measurable, attainable, realistic, timely)**

- Goal setting may include being a good listener, doing things that show you care, doing things that show respect and understanding.
- A friend should be caring, honest, respectful, responsible, and a good listener.
- To be an effective communicator, one must also be a good listener. Positive ways to communicate include talking at an appropriate tone, waiting for a turn to speak, and allowing others to provide feedback.

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