

THIRD GRADE

*Family Life
Curriculum*

BARTLETT CITY SCHOOLS

DR. DAVID STEPHENS,
SUPERINTENDENT

NOTICE

This curriculum will be taught on the dates determined by the Department of Teaching and Learning. These dates will be determined annually.

Only teachers who have attended Family Life Workshops or training conducted or sponsored by the Bartlett City Schools Department of Teaching & Learning may teach this curriculum.

Family Life Curriculum Adopted 1991 Revised
Summer, 1997
Updated Fall, 2001
Revised Summer, 2009

Third Grade Lesson 1

The student will understand attitudes and behaviors for preventing and controlling disease. To achieve this standard, the learner will:

- Recognize ways diseases are spread and prevented.
- Contrast communicable diseases with respect to
 - a. Relationship of hygiene to communicable diseases
 - b. Childhood diseases
 - c. Parasites

MATERIALS: Pencils or Markers, Scissors, Construction Paper

SET: Ask students if they ever been sick with chicken pox or the flu. Tell them that these are communicable diseases.

Tell students, “ In today’s lesson we will learn about ways our body is protected against diseases, and good health practices you can follow to protect yourself.

INSTRUCTION: Tell students, “Laws protect people in many ways. One law protects children against dangerous communicable diseases. Do you remember when you were getting ready for kindergarten and had to get a statement from the doctor saying that you were healthy? You also had to have proof that you had been immunized against certain diseases. The doctor gave you different vaccines. If the flu germ enters your body, you will not get the flu. This is because your body has antibodies against the flu. An antibody is a substance in your body that kills germs.”

“Name one way the body can be protected against diseases?”

Write the word IMMUNIZATION on the chalkboard. Explain to students that this is one way we protect ourselves from diseases.

“A doctor or nurse has to give us a shot or medicine so that we can become immunized for some diseases.

There are other ways that our body can be protected against disease. Many of these things we can do for ourselves. One way is through universal precautions. One good health habit is to wash your hands with warm soap and water before and after eating, after sneezing and coughing, and after using the bathroom. You should wash your hands for at least twenty seconds.”

Can you name some other good health habits?

- a. Cover your mouth when you cough or sneeze.
- b. Stay away from people with communicable diseases.
- c. Stay home when you are sick.
- d. Wear clothes that are appropriate to the weather.
- e. Wash your hands after going to the restroom and before eating.
- f. Follow universal precaution procedures.

What do we call the precautions that protect our bodies from diseases?

Write good health practices on the chalkboard and show students the good health habit pictures located at the the end of this lesson.

Students should also be instructed on what to do if they are injured.

1. Tell an adult.
2. Wash your hands before and after a bandage is applied.
3. Cover a wound with a clean gauze or bandage.

The body has another way of protecting itself against diseases. These are things that the body does without being told. We call these natural defenses.

Write these terms on the board-

(1) Immunization, (2) Good health practices, and (3) Natural Defenses.

Describe examples of:

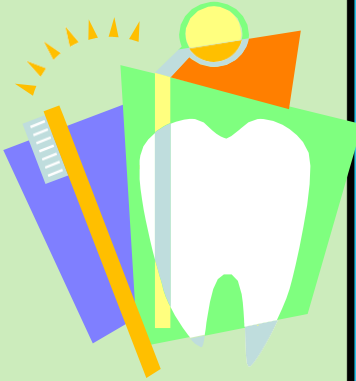
(1) Immunization, (2) Good health practices, and (3) Natural Defenses.

Students hold up appropriate number fingers as the teacher gives the following examples:

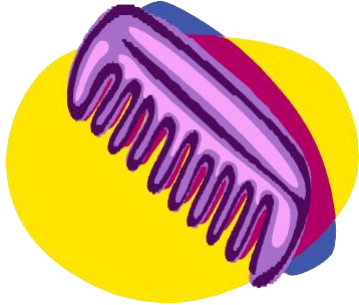
1. You will not be crippled because of polio. (Immunization)
2. You cover your mouth when you sneeze. (Good health Practice)
3. Your body is sensitive to chalk dust. (Natural Defense)

Activities

- Students will make a flip book showing three ways diseases can be prevented: Immunization, good health practices, and natural defenses.
- Under each flap, students are to write and illustrate how to prevent the spread of communicable diseases.
- Students will complete the good health habits activity sheet by drawing and labeling a picture and placing a good health habit in the appropriate box.
- **CLOSURE:** “Today we have learned about ways your body is protected against diseases. Name one way to protect yourself from disease.”

		
Immunization	Good Health Practices	Natural Defenses.

Good Health Habits



Third Grade, Lesson 2

- Standard 1: Emotional, Social, Mental Health

The student will understand the consequences of personal actions as they relate to personal, mental, and social health. To achieve this standard, the learner will:

- 0 Demonstrate respect for the rights of others.
- 0 Recognize similarities and differences among people.
- 0 Examine how attitudes effect behavior toward individuals different from oneself.

MATERIALS: Paper, Pencil, Getting Along with Others list (see below)

SET: Tell students, “Today we are considering two different points of view. Personal rights refer to MY rights and the rights of others refer to YOUR rights.”

INSTRUCTION: Tell students that they are expected to get along and that it is important that they remember and respect both sets of rights. (For example, the right to privacy means no one should go in your desk, backpack, or pockets.) Ask students to identify something different about another student in class. Ask students if the difference means that you have to treat that person differently. Tell students that everybody is not the same and that we must treat people the way that we would want to be treated.

- **ROLE PLAY**

Call on five students to volunteer to role play. Tell students that one of them will act like a new student at school. Tell the other four students that they will all sit together, talk, and laugh leaving the new student out. Ask the other students how they think this made the new student feel. Ask students if the students in the group wanted to play with the new student. Tell students that even though the students in the groups didn't say that they didn't want to play with the new student, their body language did.

Tell students that body language is ways that we use our body and gestures to speak without actually talking. Explain that the students in the group didn't make eye contact or talk to the new student. This body language made the new student feel unwelcomed.

Call on students to list ways in which we can get along with others.

CLOSURE: Today we have discussed the importance of respecting the rights of others, having our rights respected, and treating people the way we would want to be treated.

Give one example of how we can respect the rights of others and one example of how we can treat others the way that we would want to be treated.

ACTIVITY: Students will take a sheet of paper and fold it in half. One side is titled PERSONAL RIGHTS and the other side is titled RIGHTS OF OTHERS. The students are able to work with a partner and list 5 rights for each group.

These lists are to be shared with the class.

Getting Along with Others

- Show respect and Understanding for family members.
- Be Responsible for your chores.
- Follow Family Rules and Community Laws for Health and Safety.
- Use skills to be a Good Friend and to Make New friends.
- Make decisions that are safe, legal, and follow family Rules.
- Learn to get along with different people.

Third Grade Lesson 3

Standard 1: Emotional/Social/ Mental Health

The student will understand the importance of a positive self concept, interpersonal relationships, and the relationships of a sound social, emotional, and mental health practices to wellness.

To achieve this standard, the learner will:

- 0 Describe how feelings affect behavior.
- 0 Recognize the importance of being tolerant of self and others.

MATERIALS: Poster board, crayons

SET: “Think of some places where you have to follow rules.” Responses may include home, school, playground, and sports events. Ask students, “Why do you think it is important to have rules? What would happen if we didn’t have rules?”

Today we are going to discuss the importance of following rules and respecting the rights of others.”

INSTRUCTION: Point to your list of classroom rules. Ask students why they need to follow these rules (such as not hitting, speaking softly, and not calling names).

List responses and help students deduce that these rules are necessary to protect the rights of everyone in the class.

Name personal rights such as safety and privacy.

Name one rule that helps protect these rights.

CLOSURE: “Today we have talked about rules and the rights they protect. Name one rule. Tell how following it shows respect for the rights of others.”

ACTIVITY: Students will make a poster demonstrating an important rule that we all need to follow.

Display posters.

SET: Call on two student volunteers to stand so close to each other that they are touching. Ask the other students in the room-
“What is wrong with the way they are standing?”

Tell students that they are invading each other's personal space.

Your personal space is like an invisible bubble that surrounds you. It can affect how you feel about others.

If people move inside this bubble when they are talking to you it may make you feel uncomfortable.

Everyone's personal space is different.

Here are some facts about personal space bubbles.

- The bubble is larger if you are talking to a stranger
- The better you know the person that you are talking to, the smaller the bubble may be.

The bubble size may differ for different cultures.

ACTIVITY: Draw a picture of you and a friend talking.

Draw a horizontal line between the two of you showing that you are not invading each other's personal space.

CLOSURE: Why is personal space important?

Third Grade Lesson 4

- **Standard 1: Family Life**

The student will understand roles, values, responsibilities, and contributions, of family members. To achieve this standard, the learner will:

- 0 Respect the responsibilities of each person within the family.
- 0 Recognize all families as unique because of size, cultural differences, environment, etc.

MATERIALS: Paper, Pencil

SET: Tell students that you are going to pretend that you are Dorothy in *The Wizard of Oz*. You remember feeling really good about home, but you can't remember all of the details about your family. Tell students, "Let's help Dorothy remember by sharing what our families (brothers, sisters, parents, grandparents, aunts, uncles, cousins) do for us."

INSTRUCTION: Tell students, "Today we are going to learn about ways families help us to stay healthy by doing things for and with us." List things that students' families have done to meet their needs such as providing clean clothes, food, shelter, expressing love and encouragement, and providing for the children's wants.

Have students role play family situations where Dorothy shows these feelings for her family when she returns home. Be sure to include the family reunion.

CLOSURE: “Today we have discussed ways family members help us stay healthy. Give two examples.

ACTIVITY: Have students write a story telling how a family member has helped another family member or how they have helped a family member.