

# Olathe Public Schools Third-Grade Health Curriculum

This material was developed for the exclusive use of Olathe Public Schools, USD 233, staff. Approved by the Board of Education April 2017. The elementary health curriculum is supported by the counseling and physical education curriculum.

## *Personal and Community Health*

### **NHES Performance Indicators**

#### **Standard 1 — Essential Concepts**

- 1.5.1: Describe the relationship between healthy behaviors and personal health.
- 1.5.2: Identify examples of physical health.
- 1.5.3: Describe ways in which safe and healthy school and community environments can promote personal health.
- 1.5.4: Describe ways to prevent common childhood injuries and health problems.
- 1.5.5: Describe when it is important to seek health care.

#### **Standard 2 — Analyzing Influences**

- 2.5.4: Describe how the school and community can support personal health practices and behaviors.

#### **Standard 5 — Decision Making**

- 5.5.4: Predict the potential outcomes of each option when making a health-related decision.

#### **Standard 7 — Practicing Health-Enhancing Behaviors**

- 7.5.1: Identify responsible personal health behaviors.

### **Essential Concepts / Focus Skills**

- Identify positive health practices that reduce illness, disease, and injury (e.g. handwashing). (1.5.1, 1.5.2, 1.5.4, 5.5.4, 7.5.1)
- Describe how bacteria and viruses are spread and how they affect the body. (1.5.4, 1.5.5, 5.5.4)
- Discuss the impact of select health concerns on the community and community services to support health (e.g. influenza and flu shots). (1.5.3, 1.5.5, 2.5.4, 5.5.4, 6.5.2)

### **Suggested Lesson Plans / Resources / Activities**

#### ➤ **Preventing Spread of Germs:**

- Reinforce Hand washing — Focus related to disease prevention and how germs are spread.
- Sneeze into your sleeve optional videos
  - <https://www.youtube.com/watch?v=zXXgRvdq7fg> (2 min.)
  - <https://www.youtube.com/watch?v=SpPA73SZJYE> (2 min.)

- Collaborate with School nurse/GLO Germ — Focus on shared objects in the classroom, transfer of germs to objects through coughing/sneezing/touching and how the “Flu” and other diseases are spread this way. <http://www.glogerm.com/sheets/grade3.pdf>
- **Differentiate using “Is it a cold or the flu”**  
<https://www.cdc.gov/flu/symptoms/coldflu.htm>
- **Community Services**
  - Discuss importance of Flu Vaccines — Fight the Flu <https://www.youtube.com/watch?v=XzEloj6lBes>
  - Identify Community Resources — Discuss where you can get flu vaccines. Align with Social Studies Alive — Civic Services.
- **Optional Hygiene at teacher discretion** (Note: Comprehensive hygiene in 4<sup>th</sup>)  
<http://departments.olatheschools.com/healthservices/files/2012/05/3rd-grade-health-powerpoint.pptx>

**Vocabulary students know and use:** illness, disease, germs, bacteria, viruses, handwashing, influenza, vaccine, community services

## *Nutrition*

### **NHES Performance Indicators**

#### **Standard 1 — Essential Concepts**

1.5.1: Describe the relationship between healthy behaviors and personal health.

1.5.3: Describe ways in which safe and healthy school and community environments can promote personal health.

1.5.4: Describe ways to prevent common childhood injuries and health problems.

#### **Standard 2 — Analyzing Influences**

2.5.4: Describe how the school and community can support personal health practices and behaviors.

#### **Standard 3 — Accessing Valid Information**

3.5.1: Identify characteristics of valid health information, products, and services.

3.5.2: Locate resources from home, school, and community that provide valid health information.

#### **Standard 5 — Decision Making**

5.5.1: Identify health-related situations that might require a thoughtful decision.

5.5.4: Predict the potential outcomes of each option when making a health-related decision.

#### **Standard 6 — Goal Setting**

6.5.2: Identify resources to assist in achieving a personal health goal.

#### **Standard 7 — Practicing Health-Enhancing Behaviors**

7.5.1: Identify responsible personal health behaviors.

7.5.2: Identify responsible personal health behaviors.

### **Essential Concepts / Focus Skills**

- Identify the five main food groups and name a variety of nutritious examples of foods in each (review from K-2). (5.5.1, 7.5.1)
- Explain how MyPlate serves as a reminder for how to eat a healthier meal. (3.5.2, 6.5.2, 7.5.2)
- Identify what foods to eat more of, and explain that nutrients in food help us grow and stay healthy (3.5.1, 5.5.1, 5.5.4, 7.5.1)
- Set a short term goal for positive health practices. (1.5.1, 1.5.4, 5.5.4, 6.5.2, 7.5.2)
- Give examples of the ways society and science influence personal health. (1.5.3, 2.5.4)

### **Suggested Lesson Plans / Resources / Activities**

- **Serving My Plate, U.S. Department of Agriculture: Resources and Reproducibles:**
  - ✓ Three series Lesson- [https://www.fns.usda.gov/sites/default/files/tn/sump\\_level2.pdf](https://www.fns.usda.gov/sites/default/files/tn/sump_level2.pdf)
  - ✓ Note: Use lessons titled **First** and **Second Course**
  - ✓ Assessment Quiz and Review <https://www.choosemyplate.gov/quiz>
- Optional - Collaborate with Children's Mercy Weighing In - <https://www.childrensmrcy.org/in-the-community/weighing-in/>
  - Journeys Lesson 12- Tops and Bottoms Pg 431
  - Students set a short term Nutrition Goal (i.e. eat a fruit or vegetable with each meal/snack for one week)
  - Super Tracker with MyPlate <https://www.eatright.org/fitness/exercise/family-activities/fitness-trackers-for-kids>
  - Create an Imovie on the benefits of making healthy choices in nutrition.

**Vocabulary students know and use:** food groups, nutrients, fruit, vegetable, grains, protein, dairy, sometimes foods, solid fats, sugar, consumption, content, influence, positive health practice, goal, decision, improvement, society, community, influences.

### *Injury Prevention and Safety*

#### **NHES Performance Indicators**

##### **Standard 1 — Essential Concepts**

1.5.4: Describe ways to prevent common childhood injuries and health problems.

##### **Standard 5 — Decision Making**

5.5.2: Analyze when assistance is needed in making a health-related decision.

5.5.4: Predict the potential outcomes of each option when making a health-related decision.

##### **Standard 7 — Practicing Health-Enhancing Behaviors**

7.5.1: Identify responsible personal health behaviors.

7.5.2: Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

7.5.3: Demonstrate a variety of behaviors to avoid or reduce health risks.

## **Standard 8 — Health Promotion**

8.5.1: Express opinions and give accurate information about health issues.

### **Essential Concepts / Focus Skills**

- Apply school wide safety expectations for recess, cafeteria, classroom, and hallway (1.5.4, 7.5.1, 7.5.3)
- Identify potential dangers and practice appropriate responses to: (fire safety, water safety, bike safety, weather related emergencies, etc.) (1.5.4, 5.5.2, 5.5.4, 7.5.1, 8.5.1)
- Understand and practice appropriate emergency procedures (fire & tornado drill/ALICE) (1.5.4, 7.5.1, 7.5.3)
- Apply basic first aid techniques. (5.5.2, 7.5.1, 7.5.2, 7.5.3)
- Explain importance of wearing safety equipment during sports or outdoor activities (helmets, reflectors, signals etc.) (1.5.4, 5.5.4, 7.5.1)

### **Suggested Lesson Plans / Resources / Activities**

#### ➤ **Teaching Routines and Procedures**

- Creating Classroom Agreements
- PBIS Lessons

#### ➤ **Collaborate with Local Fire Department for fire safety visit**

#### ➤ **Collaborate with local Fire Department (i.e. bike helmets) and PE Teacher (sports safety equipment)**

#### ➤ **Discuss common situations requiring first aid and appropriate first aid response for**

- ✓ Nosebleed
- ✓ Abrasion and cut
- ✓ Bruise

- Discuss how to identify an emergency and list appropriate responses

<http://kidshealth.org/en/kids/nosebleeds.html?WT.ac=ctg#cater>

<https://kidshealth.org/en/teens/cuts.html?ref=search>

<http://kidshealth.org/en/kids/emergency.html?WT.ac=ctg#>

<https://kidshealth.org/en/kids/scab.html?ref=search>

**Vocabulary students know and use:** Danger, fire, drill, exits, home plan, meeting place, water rescue, emergency, bike safety, helmet, reflector, signals, prevention, first aid, burn, cuts, falls, head injury, nosebleed, equipment.

## Substance Safety

### NHES Performance Indicators

#### Standard 1 – Essential Concepts

1.5.1: Describe the relationship between healthy behaviors and personal health

#### Standard 2 – Analyzing Influences

2.5.4: Describe how the school and community can support personal health practices and behaviors.

#### Standard 5 — Decision Making

5.5.4: Predict the potential outcomes of each option when making a health-related decision.

#### Standard 7 – Practicing Health-Enhancing Behaviors

7.5.1: Identify responsible personal health behaviors.

### Essential Concepts / Focus Skills

- Reinforce and practice the district elementary medication policy. (1.5.5, 7.5.1, 2.5.4)
  - ✓ All medications taken to the school nurse.
  - ✓ Some students can carry medication for asthma (inhaler) and severe allergies (epinephrine autoinjector) with approval of doctor, parent, and school nurse.

### Suggested Lesson Plans / Resources / Activities

➤ **Align with the beginning school year classroom rules and reinforce as needed.**

**Vocabulary students know and use:** OTC Medication, Prescription Medication, Health Room

## National Health Education Standards

Standard	Performance Indicators for Grades 3-5
<p><b>Standard 1</b> — Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p><b>Rationale:</b> The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.</p>	<p>1.5.1 Describe the relationship between healthy behaviors and personal health.</p> <p>1.5.2 Identify examples of emotional, intellectual, physical, and social health.</p> <p>1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.</p> <p>1.5.4 Describe ways to prevent common childhood injuries and health problems.</p> <p>1.5.5 Describe when it is important to seek health care.</p>

Standard	Performance Indicators for Grades 3-5
<p><b>Standard 2</b> — Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p><b>Rationale:</b> Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.</p>	<p>2.5.1 Describe how family influences personal health practices and behaviors.</p> <p>2.5.2 Identify the influence of culture on health practices and behaviors.</p> <p>2.5.3 Identify how peers can influence healthy and unhealthy behaviors</p> <p>2.5.4 Describe how the school and community can support personal health practices and behaviors.</p> <p>2.5.5 Explain how media influences thoughts, feelings, and health behaviors.</p> <p>2.5.6 Describe ways that technology can influence personal health.</p>
<p><b>Standard 3</b> — Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p><b>Rationale:</b> Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.</p>	<p>3.5.1 Identify characteristics of valid health information, products, and services.</p> <p>3.5.2 Locate resources from home, school, and community that provide valid health information.</p>
<p><b>Standard 4</b> — Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>Rationale:</b> Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.</p>	<p>4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.</p> <p>4.5.2 Demonstrate refusal skills that avoid or reduce health risks.</p> <p>4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.</p> <p>4.5.4 Demonstrate how to ask for assistance to enhance personal health.</p>
<p><b>Standard 5</b> — Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>Rationale:</b> Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.</p>	<p>5.5.1 Identify health-related situations that might require a thoughtful decision.</p> <p>5.5.2 Analyze when assistance is needed in making a health-related decision.</p> <p>5.5.3 List healthy options to health-related issues or problems.</p> <p>5.5.4 Predict the potential outcomes of each option when making a health-related decision.</p> <p>5.5.5 Choose a healthy option when making a decision.</p> <p>5.5.6 Describe the outcomes of a health-related decision.</p>

Standard	Performance Indicators for Grades 3-5
<p><b>Standard 6</b> — Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p><b>Rationale:</b> Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.</p>	<p>6.5.1 Set a personal health goal and track progress toward its achievement.</p> <p>6.5.2 Identify resources to assist in achieving a personal health goal.</p>
<p><b>Standard 7</b> — Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>Rationale:</b> Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.</p>	<p>7.5.1 Identify responsible personal health behaviors.</p> <p>7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.</p> <p>7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.</p>
<p><b>Standard 8</b> — Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p><b>Rationale:</b> Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.</p>	<p>8.5.1 Express opinions and give accurate information about health issues.</p> <p>8.5.2 Encourage others to make positive health choices.</p>