

# Georgia Performance Standards

## Health Education

### **THIRD GRADE**

*Students in third grade learn and apply health skills in areas such as disease prevention, nutrition, healthy relationships, use of tobacco, and use/abuse of alcohol. Students begin to recognize the existence of myths related to health information, distinguish fact from fiction, and set simple goals for promoting personal health and preventing disease. Students assume personal responsibility for helping promote health at school and in the community.*

**HE3.1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Description:** Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Third grade students will identify health enhancing behaviors and describe behaviors related to disease and injury prevention.

#### **Elements:**

**a. Identify the link between healthy choices and being healthy.**

Examples:

- Illustrate the link between the six main nutrients and being healthy.
- Examine the harmful effects of tobacco and alcohol on the body.

**b. Recognize times when it might be important to seek health care or emergency help.**

Examples:

- Identify potential dangers found at school and at home and whom to call for assistance in case of emergency.
- Recognize symptoms that might need treatment from a health care provider (e.g, fever, sore throat, toothache).

**c. Give examples of intellectual, physical, emotional, and social health.**

Examples:

- Describe the impact of stress on multiple dimensions of health.
- List behaviors that contribute to intellectual, physical, emotional, and social health.

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**HE3.2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Description:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Third grade students will comprehend a variety of internal and external factors that influence health practices and behaviors.

### Elements:

**a. Describe how the family influences personal health practices.**

Examples:

- Recognize the role that a parent or guardian plays in caring for a child.
- Discuss importance of family activities related to wellness (e.g., dental visits, exercise, and good nutrition).

**b. Identify how peers can influence healthy and unhealthy behaviors.**

Examples:

- Describe examples of positive and negative peer pressure.
- Describe methods of handling teasing and harassment.

**c. Identify consumer influences.**

Examples:

- Determine target audiences for specific media and advertisements.
- Create an advertisement designed to promote a healthy choice.

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**HE3.3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Description:** Students will identify valid health information and health-promoting products and services for the prevention, early detection, and treatment of health problems. Third grade students will locate local resources that provide valid health information.

### Elements:

**a. Describe characteristics of valid health information, products, and services.**

Examples:

- Describe characteristics of valid sources of health information available on the internet.
- Collect and compare health information from the labels of common household items.

**b. Label resources from home, school, and community that provide valid health information.**

Examples:

- List family members, school personnel, and community leaders (e.g., health experts, legal and medical professionals, business men and women, volunteer and service agencies and civic groups) that are good resources of valid health information.
- Identify sources for accurate information about how to prevent injury.

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**HE3.4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Description:** Students will use effective communication skills to enhance personal, family, and community health. Third grade students will use effective verbal and nonverbal communication skills to develop and maintain quality relationships and avoid conflicts.

### Elements:

**a. Recognize the importance of assertively refusing pressure to engage in an unhealthy behavior.**

Examples:

- Discuss healthy ways to express needs, wants, and feelings.
- Demonstrate refusal and negotiation skills to enhance health (e.g., alcohol, tobacco).

**b. Identify how listening skills can be used to build and maintain healthy relationships.**

Examples:

- Describe how active listening is important to be a positive friend and family member.
- Demonstrate listening skills as a way to show caring and respect.

**c. Recognize causes of conflicts and applies nonviolent strategies to manage or resolve.**

Examples:

- Describe how effective communication skills enhance healthy behaviors.
- List nonviolent strategies for resolving conflicts.

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**HE3.5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Description:** Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Third grade students will indicate when support is needed for making thoughtful decisions about health-related issues or problems.

### Elements:

**a. Indicate routine health-related situations.**

Examples:

- Describe personal choices that contribute to personal health and wellness.
- Give examples of what to do when home alone and someone comes to the door.

**b. Discuss situations when support is needed when making a health-related decision.**

Examples:

- Discuss how adults can help an individual avoid tobacco.
- Examine when it is appropriate to tell a teacher about a problem with another student.

**c. Discuss various options to health-related issues or problems.**

Examples:

- Examine safety tips in walking to school, riding the bus, and riding in a car to school each day.
- Create a guidebook describing ways students could be more active and less sedentary.

**d. Indicate the possible consequences of each choice when making a health-related decision.**

Examples:

- Discuss what could happen if students stopped flossing and brushing their teeth.
- Classify possible consequences to physical, intellectual, and emotional health if a student does not get adequate sleep.

**e. Identify a healthy choice when making a decision.**

Examples:

- Describe the health implications of students after school activity choices.
- Analyze the consequences for not following safety instructions (e.g., stay seated on the bus, walk in the hallways).

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**HE3.6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Description:** Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Third grade students will select a long-term goal, determine actions to achieve the goal, and recognize who can assist them with reaching their goals.

### Elements:

**a. Select a personal long-term health goal and determine actions needed to achieve the goal.**

Examples:

- Select a personal health goal related to healthy sleep habits (e.g., establish morning and bedtime routines, record the number of hours of sleep, and track progress).
- Select a personal fitness goal, determine what is necessary to achieve the goal, and monitor progress for achieving the goal.

**b. Recognize resources needed to achieve a personal health goal.**

Examples:

- Recognize that parents, teachers, and school counselors can help with a goal to manage angry feelings appropriately.
- Recognize resources in the community that can help you achieve personal goals (e.g., YMCA, Boys Club, recreation centers, and school clubs).

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**HE3.7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Description:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Third grade students will demonstrate healthy skills to prevent injuries, diseases, and disorders.

### Elements:

**a. Practice healthy behaviors.**

Examples:

- Keep a daily log of all of the health choices a student makes throughout the day.
- Demonstrate how to say “no” when pressured to engage in a risky behavior.

**b. Perform healthy practices that maintain or improve personal health.**

Examples:

- Wear appropriate footwear before engaging in an outdoor physical activity.
- Develop a log to record how often you exercise.

**c. Demonstrate actions to avoid and reduce health risks.**

Examples:

- Demonstrate ways to reduce stress throughout the day.
- Apply safety rules for engaging in an outdoor physical activity requiring the use of special equipment (e.g., baseball helmet, glove, and catcher’s mask).

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**HE3.8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**Description:** Students will demonstrate the ability to advocate for personal, family, and community health. Third grade students will share accurate health information and demonstrate healthy behaviors to encourage others to practice healthy behaviors.

### Elements:

**a. Share accurate information about a health issue.**

Examples:

- Share with family members suggestions for conserving water in their daily practices.
- Show the class how to properly clean a minor abrasion (e.g., skinned knee and scrapes).

**b. Encourage others to make positive health choices.**

Examples:

- Explain the importance of exercise to a family member and think of ways family members can exercise together.
- Design a banner to encourage others to recycle.