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## Health Education: Grade 3

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In addition to the content standards, Health Education teachers must instill health literacy skills (HESK) into classroom activities. The six HESK have a two-fold benefit. First, they promote personal, family, and community health. Second, they teach essential and transferable skills that include accessing data, analyzing information, setting goals, and communicating ideas.

Strand:

### **HESK Health Literacy Skills**

The student applies health literacy skills in concert with health concepts to enhance personal, family and community health; that is, the student will:

Standards:

- HESK1:** access valid health information;
- HESK2:** practice health-enhancing behavior;
- HESK3:** analyze influences on health;
- HESK4:** use interpersonal communications skills to enhance health;
- HESK5:** use goal setting and decision making skills to enhance health; and
- HESK6:** advocate for health.

Strand:

### **HE1 Personal and Community Health**

The student understands the basic concepts of hygiene, health habits, and health promotion; that is, the student will:

Standards:

- HE1a:** identify organizations and agencies in the community that can help with health information;
- HE1b:** describe the cycle of common communicable disease (e.g., mode of transmission, signs and symptoms, treatment, and recovery); and
- HE1c:** demonstrate behaviors that minimize contact with germs that cause communicable disease.

Strand:

### **HE2 Safety and Injury Prevention**

The student demonstrates understanding of basic concepts related to safety, injury prevention or sudden illness, and prevention of child abuse and child neglect; that is, the student will:

Standards:

- HE2a:** identify valid sources of information about local safety hazards (e.g., dangerous places, animals, insects, sea life);
- HE2b:** compare and contrast safety practices in different situations or settings (i.e., in school, at home, on the playground, in the gym, in a car, on a bus); and
- HE2c:** describe the danger of contact with blood or other body fluids and the importance of using a barrier for protection (e.g., latex gloves).

Strand:

### **HE3 Nutrition and Physical Activity**

The student understands how healthful nutrition and physical activity contribute to growth and energy and help prevent chronic diseases such as heart disease, cancer, and diabetes; that is, the student will:

Standards:

- HE3a:** explain the contents of food labels on products;
- HE3b:** explain the Food Guide Pyramid as a source of information about food groups that make up a healthful diet;
- HE3c:** examine the nutritional value of snacks and water; and
- HE3d:** discuss physical activity principles of warm-up and cool-down.

Strand

**HE4 Mental Health**

The student understands how mental health contributes to general well-being; that is, the student will:

Standards:

**HE4a:** demonstrate ways to manage needs, wants, and emotions;

**HE4b:** define stress and give examples; and

**HE4c:** demonstrate ways to show respect for self and the uniqueness of others.

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**HE5 Alcohol, Tobacco, and Other Drugs**

The student understands licit and illicit drugs and how to prevent abuse and access intervention and treatment resources; that is, the student will:

Standards:

**HE5a:** explain the difference between prescription and nonprescription medicines;

**HE5b:** identify risks of incorrect use of medicines; and

**HE5c:** identify reasons to avoid using tobacco products.

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**HE6 Family Life and Human Sexuality**

The student understands the developmental changes that occur as he or she grows and matures through childhood to young adulthood and how these changes prepare one for adult roles in the family and society; that is, the student will:

Standards:

**HE6a:** report a variety of diverse family structures, customs, and practices;

**HE6b:** recognize that individuals differ in their rates of growth and development; and

**HE6c:** describe physical and emotional changes that occur from infancy to adolescence.