

HOLLAND TOWNSHIP SCHOOL DISTRICT

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3rd Grade Health Education

Health Education provides students with the knowledge and skills they need to be healthy throughout their lifetime. New Jersey law requires the teaching of Comprehensive Health Education in grades K-8. The intent of a comprehensive health education program is to motivate students to maintain and improve their health, prevent disease, and avoid or reduce health related risk behaviors.

The Comprehensive health education curriculum for Holland Township School will cover the following content areas:

- Emotional & Mental Health
- Personal Health & Wellness
- Injury and Violence Prevention
- Nutrition
- Tobacco & Alcohol Prevention
- Character Education

Parental/guardian involvement is a very important component when covering health-related topics. Such involvement can help make the information, skills, and strategies more personal and meaningful to the child. These lessons encourage parent/guardian-child dialogue to provide an opportunity for discussion of the family's values and beliefs. The dialogue can be a catalyst to enhance overall parent/guardian-child communication.

Information regarding the 2020 New Jersey Student Learning Standards can be found at <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf>

Lesson Objectives with HECAT & NHES Correlations

Grade 3



Lesson 1: Being Healthy in Many Ways

1. Explain what it means to be mentally and emotionally healthy. (MEH1.5.7)
2. Identify characteristics of a mentally and emotionally healthy person. (MEH1.5.8)
3. Identify role models who demonstrate positive emotional health. (MEH1.5.9)

NHES Performance Indicators: 1.5.1, 1.5.2; 3.5.2

Lesson 2: Expressing Feelings in Healthy Ways

1. Describe the relationship between feelings and behavior. (MEH1.5.4)
2. Describe appropriate ways to express and deal with emotions. (MEH1.5.5)
3. Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others.
4. Identify a parent or other trusted adult to talk with about feelings. (MEH1.5.17)
5. Explain the importance of talking with parents and other trusted adults about feelings. (MEH1.5.18)

NHES Performance Indicators: 1.5.1

Lesson 3: Getting Along with Family

1. Describe the benefits of healthy family relationships. (SH1.5.11)
2. Give examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). (MEH1.5.23)
3. Identify characteristics of a responsible family member. (SH1.5.14)

NHES Performance Indicators: 1.5.1; 2.5.1

Lesson 4: Getting Along with Friends

1. Describe the benefits of healthy peer relationships. (SH1.5.12)
2. Describe healthy ways to express affection, love, friendship, and concern. (MEH1.5.21)
3. Explain the importance of respecting the personal space and boundaries of others.
4. Demonstrate effective verbal and nonverbal communication skills. (MEH4.5.1)

NHES Performance Indicators: 1.5.1; 2.5.3; 4.5.1; 7.5.2

Lesson 5: Valuing Self and Others

1. Describe how people are similar and different.
2. Identify characteristics that make people unique or special. (MEH1.5.26)
3. Identify characteristics of someone who has self-respect.

NHES Performance Indicators: 1.5.1

Lesson 6: Avoiding Germs to Stay Healthy

1. Describe ways that common infectious diseases are transmitted. (PHW1.5.9)
2. Describe ways to prevent the spread of germs that cause infectious diseases. (PHW1.5.10)
3. Explain how handwashing and covering a cough and sneeze are effective ways to prevent many infectious diseases. (PHW1.5.18)
4. Describe the importance of seeking help and treatment for common infectious diseases. (PHW1.5.14)

NHES Performance Indicators: 1.5.1; 7.5.3

Lesson 7: Helping Everyone Avoid Germs

1. Give factual information to improve the personal health and wellness of others. (PHW8.5.1)
2. State personal beliefs to improve the personal health and wellness of others. (PHW8.5.2)
3. Demonstrate how to persuade others to make positive personal health and wellness-related choices. (PHW8.5.3)

NHES Performance Indicators: 1.5.1; 8.5.1, 8.5.2

Lesson 8: Using Medicines in Safe Ways

1. Describe symptoms that occur when a person is sick. (PHW1.5.11)
2. Explain how to use medicines correctly. (AOD1.5.4)
3. Explain the benefits of medicines when used correctly. (AOD1.5.3)
4. Describe potential risks associated with inappropriate use of medicines. (AOD1.5.5, AOD1.5.6)

NHES Performance Indicators: 1.5.1, 1.5.5

Lesson 9: Being Safety Smart

1. Explain what *being safe* means.
2. Explain how injuries can be prevented. (S1.5.1)
3. Identify basic safety rules for a variety of common situations and activities.

NHES Performance Indicators: 1.5.3, 1.5.4; 7.5.1

Lesson 10: Teaching Others to Be Safety Smart

1. Describe how to ride a bike, skateboard, ride a scooter, and/or inline skate safely. (S1.5.4)
2. Identify ways to reduce injuries as a pedestrian. (S1.5.11)
3. Identify ways to reduce risk of injuries while riding in a motor vehicle. (S1.5.3)
4. Identify ways to reduce risk of injuries around water. (S1.5.7)
5. Identify ways to reduce risk of injuries in case of a fire. (S1.5.6)
6. Identify ways to reduce injuries from firearms. (S1.5.10)

NHES Performance Indicators: 1.5.3, 1.5.4; 8.5.1

Lesson 11: Safety-Smart Presentations

1. Give factual information to improve the safety and injury prevention of others. (S8.5.1)
2. State personal beliefs to improve safety and injury prevention of others. (S8.5.2)
3. Demonstrate how to persuade others to make choices to promote safety and avoid or reduce injury. (S8.5.3)
4. Describe practices that promote safety and reduce or prevent injuries. (S7.5.1)

NHES Performance Indicators: 1.5.3, 1.5.4; 7.5.1; 8.5.1, 8.5.2

Lesson Objectives with HECAT & NHES Correlations

Grade 3 (continued)

Lesson 12: Setting My Goal to Be Safety Smart

1. Set a realistic personal goal to avoid or reduce injury. (S6.5.1)
2. Identify resources that can help achieve a personal goal to avoid or reduce injury. (S6.5.3)
3. Track progress toward achieving a personal goal to avoid or reduce injury. (S6.5.2)

NHES Performance Indicators: 6.5.1, 6.5.2; 7.5.3

Lesson 13: Assessing Situations & Making Safe Choices

1. Describe safe situations.
2. Identify situations which need a decision related to staying safe. (S5.5.1)
3. Identify options and their potential outcomes when making a decision related to safety. (S5.5.4)
4. Decide whether help is needed to make a decision related to safety. (S5.5.2)
5. Choose a healthy option when making a decision related to safety. (S5.5.5)

NHES Performance Indicators: 1.5.3; 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5

Lesson 14: Bullying: Myths and Facts

1. Describe the difference between bullying and teasing. (V1.5.6)
2. Explain why it is wrong to bully others. (V1.5.8)
3. Describe the difference between tattling and reporting bullying. (V1.5.16)
4. Describe what to do if they or someone else were being bullied. (V1.5.9)

NHES Performance Indicators: 1.5.3; 2.5.6; 7.5.1

Lesson 15: Preventing and Reporting Bullying

1. Demonstrate how to effectively ask for help to prevent bullying. (V4.5.5)
2. Demonstrate how to persuade others to prevent bullying. (V8.5.3)

NHES Performance Indicators: 1.5.3; 2.5.4; 4.5.4; 8.5.1, 8.5.2

Lesson 16: Dealing with Inappropriate Touch

1. Distinguish between safe, unsafe and secret touches. (V1.5.21)
2. Explain that unsafe and secret touches should be reported to a trusted adult. (V1.5.22)
3. Explain why it's not children's fault if someone touches them in an inappropriate way. (V1.5.23)
4. Explain that children have the right to tell others not to touch their bodies. (V1.5.24)
5. Demonstrate how to effectively ask for help if they are touched in an inappropriate way. (V4.5.5)

NHES Performance Indicators: 1.5.4; 4.5.2, 4.5.4; 7.5.3

Lesson 17: My Healthy Food Choices

1. Explain body signals that tell people when they are hungry and when they are full. (FN1.5.16)
2. Describe the benefits of healthy eating. (FN1.5.15)
3. Identify foods that are high in fat and low in fat. (FN1.5.8)
4. Identify foods that are high in added sugars. (FN1.5.8)
5. Identify foods that are high in sodium. (FN1.5.8)
6. Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium. (FN1.5.10)

NHES Performance Indicators: 1.5.1

Lesson 18: Water and Other Healthy Drink Choices

1. Identify nutritious and non-nutritious beverages. (FN1.5.7)
2. Describe the benefits of drinking plenty of water, including before, during and after physical activity. (FN1.5.6, PA1.5.8)
3. Assess and make a plan to maintain or improve their water-drinking habits. (FN7.5.3)

NHES Performance Indicators: 1.5.1; 7.5.2

Lesson 19: Eat Breakfast Every Day

1. Explain why breakfast should be eaten every day. (FN1.5.12)
2. Illustrate a healthy breakfast.
3. Explain the benefits of eating a healthy breakfast.

NHES Performance Indicators: 1.5.1

Lesson 20: Eat 5 a Day

1. Describe the benefits of eating plenty of fruits and vegetables. (FN1.5.4)

NHES Performance Indicators: 1.5.1

Lesson 21: Food Choices and Influences

1. Illustrate a favorite meal.
2. Identify and describe how relevant influences of family and culture affect personal food choices. (FN2.5.1, FN2.5.4)
3. Identify and describe how relevant influences of peers affect food choices and other eating practices and behaviors. (FN2.5.2, FN2.5.8)
4. Identify and describe how relevant influences of media (e.g., advertising) affect food choices. (FN2.5.6)

NHES Performance Indicators: 1.5.1; 2.5.1, 2.5.2, 2.5.3, 2.5.5

Lesson 22: My Goal to Eat Healthy

1. Set a realistic personal goal related to improving healthy eating. (FN6.5.1)
2. Identify resources that can help achieve a personal goal to improve healthy eating. (FN6.5.3)
3. Track progress toward achieving a personal goal to improve healthy eating. (FN6.5.2)

NHES Performance Indicators: 1.5.1; 6.5.1, 6.5.2; 7.5.2

Lesson 23: Move More, Sit Less

1. Assess how much they move each day.
2. Describe the recommended amount of physical activity for children. (PA1.5.1)
3. Identify ways to increase daily physical activity. (PA1.5.2)
4. Explain positive outcomes for being physically active. (PA1.5.5)

NHES Performance Indicators: 1.5.1

Lesson 24: My Goal to Move More

1. Set a realistic personal goal related to improving physical activity behaviors. (PA6.5.1)
2. Track progress toward achieving a personal goal to improve physical activity behaviors. (PA6.5.2)
3. Identify resources that can help achieve a personal goal to improve physical activity behaviors. (PA6.5.3)

NHES Performance Indicators: 1.5.1; 6.5.1, 6.5.2; 7.5.2

Lesson Objectives with HECAT & NHES Correlations

Grade 3 (continued)

Lesson 25: Tobacco and Alcohol Are Dangerous Drugs

1. Explain the difference between medicines and illicit drugs. (AOD1.5.8)
2. Identify short- and long-term effects of alcohol use. (AOD1.5.10)
1. Identify short- and long-term physical effects of using tobacco. (T1.5.1)
2. Explain the short- and long-term physical effects of being exposed to others' tobacco use. (T1.5.5)
3. Describe benefits of being tobacco and alcohol free. (T1.5.2)

NHES Performance Indicators:
1.5.1

Lesson 26: Choosing to Be Tobacco and Alcohol Free

1. Identify situations which need a decision related to alcohol or tobacco use. (AOD5.5.1)
2. Identify options and their potential outcomes when making a decision related to alcohol or tobacco use. (AOD5.5.4)
3. Choose a healthy option when making a decision about alcohol or tobacco use. (AOD5.5.5)
4. Describe the final outcome of a decision related to alcohol or tobacco use. (AOD5.5.6)

NHES Performance Indicators:
1.5.1; 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5, 5.5.6

Lesson 27: The Pressure Cooker

1. Describe what people say and do when they pressure others.
2. Describe how they feel when they are pressured by their friends.

NHES Performance Indicators:
1.5.1; 2.5.3

Lesson 28: Where Does Pressure Come From?

1. Identify ways peers can influence or pressure someone to use tobacco and alcohol. (AOD2.5.2, T2.5.2)
2. Identify media influences on the use of tobacco and alcohol. (AOD2.5.6, T2.5.6)
3. Identify internal influences on the use of tobacco and alcohol.
4. List reasons young people choose not to use tobacco and alcohol.
5. Describe family rules about avoiding tobacco and alcohol use (T1.5.4, AOD1.5.11)

NHES Performance Indicators:
1.5.1; 2.5.3, 2.5.5

Lesson 29: Turning Off the Pressure

1. Demonstrate effective peer resistance skills to avoid tobacco, alcohol and other drug use. (T4.5.3, AOD4.5.2)
2. Support peers to be tobacco and alcohol free. (T8.5.3, AOD8.5.3)

NHES Performance Indicators:
4.5.1, 4.5.2; 7.5.3; 8.5.2

Grade 4



Lesson 1: What Is Stress?

1. Define stress.
2. List physical and emotional reactions to stress.

NHES Performance Indicators:
1.5.1

Lesson 2: What Causes Stress?

1. Identify personal stressors at home, in school, and with friends. (MEH1.5.12)
2. Identify possible causes and effects of long-term stress. (MEH1.5.12)

NHES Performance Indicators:
1.5.1

Lesson 3: Dealing with Stress in Healthy Ways

1. Identify positive and negative ways of dealing with stress and anxiety.
2. Identify personal stressors and suggest stress-management techniques for dealing with them. (MEH1.5.14)
3. Demonstrate techniques for dealing with stress in healthy ways. (MEH7.5.2)

NHES Performance Indicators:
1.5.1, 1.5.4; 7.5.3

Lesson 4: Troublesome Feelings & Signals for Support

1. Identify feelings and emotions associated with loss and grief. (MEH1.5.3)
2. Explain the importance of talking with parents and other trusted adults about feelings. (MEH1.5.18)
3. Identify feelings, thoughts and actions for which someone should seek help.

NHES Performance Indicators:
1.5.1; 7.5.1