

<b>COURSE:</b> Health	<b>GRADE(S):</b> 3 <sup>rd</sup> Grade
<b>UNIT:</b> Personal Health/Decision Making	<b>TIMEFRAME:</b> 3 Lessons

<b>NATIONAL HEALTH EDUCATION STANDARDS:</b>	
<b>STANDARD 1:</b>	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
<b>STANDARD 4:</b>	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
<b>STANDARD 5:</b>	Students will demonstrate the ability to use decision-making skills to enhance health.
<b>STANDARD 7:</b>	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

<b>STATE STANDARDS:</b>	
<b>10.2. Healthful Living</b>	
10.2.3.D. Identify the steps in decision-making process.	
<b>10.3. Safety and Injury Prevention</b>	
10.3.3.C. Recognize conflict situations and identify strategies to avoid or resolve.	
<i>Reading Assessment Anchors:</i>	
<b>R3.A.2 Understand nonfiction appropriate to grade level</b>	
R3.A.2.1 Identify and interpret the meaning of vocabulary in nonfiction.	
<b>R3.B.3 Identify and interpret concepts and organization of non-fictional text</b>	
R3.B.3.2 Distinguish between essential and nonessential information within text.	

<b>UNIT OBJECTIVES:</b>	<b>CONTENT:</b>
Recognize and value the uniqueness of all people	<ul style="list-style-type: none"> <li>I. Positive Self-Esteem <ul style="list-style-type: none"> <li>- What a person thinks or believes about him/her.</li> </ul> </li> <li>II. Qualities that make a person unique <ul style="list-style-type: none"> <li>- Outside Qualities (visible) <ul style="list-style-type: none"> <li>o Friends</li> <li>o Skin color</li> <li>o Family</li> <li>o Body features</li> <li>o Facial features</li> </ul> </li> <li>- Inside Qualities (learned) <ul style="list-style-type: none"> <li>o Likes</li> <li>o Dislikes</li> <li>o Feelings</li> <li>o Thoughts</li> <li>o Experiences</li> </ul> </li> </ul> </li> <li>III. Compare and Contrast <ul style="list-style-type: none"> <li>- Uniqueness vs. Sameness</li> <li>- Vocabulary</li> <li>- Unique – one of a kind</li> <li>- Profile – a description of ones’ self</li> </ul> </li> </ul>

<p>Recognize how to include others and how it feels to be excluded.</p>	<p><b>IV. Inclusion/Exclusion</b></p> <ul style="list-style-type: none"> <li>- One feels included when: <ul style="list-style-type: none"> <li>o Asked to a party</li> <li>o Part of a sports team</li> <li>o Member of a church group</li> <li>o Belongs to a clubs and organized groups such as, Scouts, 4H, etc.</li> <li>o Are part of a family</li> <li>o Has a group of close friends</li> </ul> </li>   <li>- One feels excluded when: <ul style="list-style-type: none"> <li>o Not asked to a party</li> <li>o Others refuse to play with you</li> <li>o Friends won't share with you</li> <li>o Others whisper and tell secrets in front of you</li> <li>o Not chosen for a sports team</li> <li>o Not included in making family decisions or taking part in family functions</li> </ul> </li> </ul>
<p>Students will identify the steps in the decision making process.</p>	<p><b>V. How To Make Others Feel Included</b></p> <ul style="list-style-type: none"> <li>- Invite them to join you and your friends</li> <li>- Get to know them by talking with them</li> <li>- Complement them on their good characteristics</li> <li>- Help them with school work and projects</li> </ul> <p><b>VI. Decision Making</b></p> <ul style="list-style-type: none"> <li>- <i>Step 1:</i> Define the problem to be solved</li> <li>- <i>Step 2:</i> Make a list of people who can help you (be sure you have at least one adult)</li> <li>- <i>Step 3:</i> Generate at least three options or alternatives.</li> <li>- <i>Step 4:</i> Think about positive and negative consequences of each option.</li> <li>- <i>Step 5:</i> Make your decision.</li> <li>- <i>Step 6:</i> Evaluate the decision</li> </ul>
<p>Recognize the importance of learning to resolve conflicts peacefully.</p>	<p><b>VII. Conflict Resolution</b></p> <ul style="list-style-type: none"> <li>- Review "I" messages and uncomfortable feelings.</li>   <li>- <i>Define Conflict:</i> A disagreement between two or more persons or between two or more choices. <ul style="list-style-type: none"> <li>o Conflicts are a normal part of relationships.</li> </ul> </li> <li>- <i>Causes of Conflict</i> <ul style="list-style-type: none"> <li>o Being dishonest</li> <li>o Poor communication</li> <li>o Sharing secrets</li> <li>o Not sharing items (toys, school supplies)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Conflict Resolution Process <ul style="list-style-type: none"> <li>o Recognize that there is a conflict.</li> <li>o State the conflict.</li> <li>o Consider options for resolving the conflict.</li> <li>o Compromise/find a solution.</li> </ul> </li> </ul>
<p><b>ACTIVITIES:</b></p> <p>"All About Me", HLAY 2000, Lesson 2, Grade 2 (Interpersonal Communication)</p> <p>Make a class book where each student gets a page that describes their unique qualities. (Interpersonal Communication)</p> <p>Human Scavenger Hunt "<i>Find someone who</i>" (Interpersonal Communication)</p> <p>Discussion with a partner of how to make others feel included/excluded (using "<i>I Feel Included/I Feel Excluded</i>" worksheet) HLAY, Lesson 7, Grade 3 (Interpersonal Communication)</p> <p>Brainstorm times when conflict occurs during 3<sup>rd</sup> grade.</p> <p>Given a choice/situation students will use the decision making model to make a decision.</p> <p>Role-play ways to solve a conflict. (Interpersonal Communication/Self Management)</p> <p><i>Teacher directed differentiated instructional projects and activities are ongoing and based on student need.</i></p> <p><b>RESOURCES:</b></p> <p><i>"Here's Looking at You 2000": Drug Education Program 1999) United Learning</i></p> <p>Health Teacher: "<i>Conflict Resolution</i>" (1999-2006) Retrieved on July 10,2006 from: <a href="http://www.healthteacher.com/lessons/lessonid/142">http://www.healthteacher.com/lessons/lessonid/142</a></p>	<p><b>ASSESSMENTS:</b></p> <p>List five qualities that make a person unique.</p> <p>On a worksheet, name 1 way to feel included, 1 way to feel excluded, and 1 way to make others feel included.</p> <p>Students will implement the correct steps in the decision making process during a role play.</p> <p>Illustrate a story to demonstrate the steps in conflict resolution.</p> <p><b>REMEDIATION:</b></p> <p>Teacher assistance with worksheets.</p> <p>Work with another student in the small group.</p> <p><b>ENRICHMENT:</b></p> <p>Students will make a "<i>code of arms</i>" describing themselves and their families.</p> <p>Students will list their personal goals and then use the decision making model to make a decision consistent with their goals.</p> <p>Students will create a brochure for others on how to make a decision with examples.</p> <p>Have students work independently to create a script that illustrates appropriate use of conflict resolution skills to resolve a conflict situation.</p>