## Human Growth and Development

### Third Grade

**Wellness and Prevention Office**

6/19/2015

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Milwaukee Public Schools
Wellness and Prevention Office

Human Growth & Development Curriculum
Third Grade Lessons

OUTLINE

Unit 1 – Relationships
• Lesson 1-Families, Listening Skills, and Cooperation
• Lesson 2-Families & Responsibility
• Lesson 3-Friendships

Unit 2 – Society & Culture
• Lesson 4-Respecting Others
• Lesson 5-Media Influences

Unit 3 – Personal Skills
• Lesson 6-Communication & Conflict Resolution
• Lesson 7-Emotions
• Lesson 8-Values
• Lesson 9-Decision Making & Refusal Skills

Unit 4 – Human Development
• Lesson 10-Body Image
• Lesson 11-Anatomy
• Lesson 12-Body Privacy
INSTRUCTIONS FOR ASSESSMENT COMPLETION

- Please use the attached Assessment Tracking Form; make copies for yourself as needed.

- Each grade level of the HGD course has a pre and post assessment and two additional assessments/quizzes that could be used for formative or summative assessments.

- The Assessment Tracking Form should be submitted to your school principal.

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<thead>
<tr>
<th>Third</th>
<th>Grade HGD</th>
<th>Pre-Assessment</th>
<th>Post-Assessment</th>
<th>Assessment Quiz 1</th>
<th>Assessment Quiz 2</th>
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AD = ADVANCED: Student performs this task at an advanced level and is significantly above the standard.

PR = PROFICIENT: Student performs this task confidently and consistently and meets the standard.

BA = BASIC: Student is improving in this skill or behavior; however they are below the standard.

MI = MINIMAL: Student is beginning to develop in this skill or behavior; however they are significantly below the standard.
**Third Grade HGD**

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Teacher Name:______________  

# students ___________  

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3rd - 5th Grade Instructions for Accommodations and Modifications

It is our responsibility as educators to ensure that students have access to the curriculum or information that we present as well as a way to demonstrate their understanding.

It is important to realize that this may look different for some students.

Accommodations for students with disabilities would include, but are not limited to:

| Directions: Accommodations are for clarification of directions and are separate from accommodations for test items. (Examples: Sign language for directions, explain or clarify directions, etc.) |
| Content Presentation: Accommodations allow an assessment to be given to a student in a different format or mode of access that may be auditory, multi-sensory, tactile, or visual. (Examples: Large-print, audio recording, Braille, etc.) |
| Response: Accommodations allow a student to respond to each test item or organize work using an assistive device. (Example: Student responds orally to a scribe who documents the student’s answers, use of a graphic organizer, etc.) |
| Setting: Accommodations allow a student to take an assessment in a different location or environment than the rest of his or her class. (Example: Individual testing, student stands or moves during testing, etc.) |
| Timing/Scheduling: Accommodations increase the allowable length of time to complete an assessment or change the way the time is organized. (Example Extra time, testing across multiple days, etc.) |

Examples of areas of concern:

<table>
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<th>Possible methods of addressing those needs:</th>
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<td>Reading/Writing - Student is having difficulty reading instructions, content and/or completing an activity.</td>
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| Fine Motor - Student is having difficulty gripping paper, scissors or writing utensils when the task requires drawing, writing or manipulating paper. | • Provide pencil grips. |
| | • Use laminated tag board. |
| | • Adapted Scissors. |
| | • Provide pictures of images that fall in the category to be drawn (varying in size, shape, color). Allow them to cut and paste. |
| | • Allow use of tablet to draw with finger. |
| | • Speech Recognition Software. |

| Language/Communication - Student is having difficulty verbalizing and/or expressing his thoughts. **Contact speech/language pathologist for more information about this area of need**. | • Provide student with visual supports to encourage communication |
| | • May require a speech output device to aid in communication. |

**Note:** These are all tools to support learning that could be used with any student. If a student with a disability requires one of these tools, it becomes assistive technology. Contact the Assistive Technology team via email at atteam@milwaukee.k12.wi.us if you want more information or have questions regarding a student’s possible need for assistive technology. The Assistive Technology Website is an excellent resource. Please visit http://www5.milwaukee.k12.wi.us/dept/at/ or www.mpsmke.com/at for more ideas.
National Health Education Standards

Primary Focus
Standard 4 – Interpersonal Communication
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Secondary Focus
Standard 1 – Core Concepts
Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 5 – Decision Making
Students will demonstrate the ability to use decision-making skills to enhance health.

What You Need to Know
Students will
- recognize that a family consists of two or more people who care for each other in many ways
- talk about members of their family and share what makes their family special
- recognize every family member has a role and things they need

Materials
- “What is a Family?” - song
- Worksheet: Family Survey
- Worksheet: Helping Hands
- Pencil
- Paper
- Suggested reading: Families are Different by Nina Pellegrini
  Holiday House
  ISBN: 0823408876
  September 1991

Procedures
1. Read Families are Different
2. Discuss story and family relationships. Begin with brainstorming the question; “What is a family?” Put the words, “A family is…” and “In a family the people…” on two sheets of newsprint or two sections of the board. Give the students time to individually write their ideas (and ideas they got from the story) under the headings. Summarize what has been written for the whole class to hear. If the following comments are not made in some form by the children, add them as you go. If none of the comments refer to adoption, be sure to add that the relationships in a family can be based on biology (whether you were born to one of the people in the home) and it can be based on a choice to commit to live as a family together such as a marriage and being adopted. When someone is adopted or is in a foster family, those parents have committed their love and care to the child like two people do when they get married.
- A family is two or more people who live together and help care for each other.
- A family is people who live in different places and who love each other.
- A family is children and grownups who live together and love each other.
- A family is people who are related like brothers, sisters, mothers, fathers, grandparents.
- A family is people who live together and care for each other but are not related.
“Body Boogie” – Families, Listening Skills, Cooperation

- Family members give each other support and love.
- Families provide shelter, food, and other things.
- Families provide safe places for family members to learn, grow, develop, and share.
- Family members have a responsibility to the other family members.

3. Give each student one “Family Survey” and ask him or her to complete the survey.
4. Have students gather and make a class graph based on the information from the surveys. (Sample graph is attached)
5. Give each student a photocopied school photo of himself, which has been mounted on a construction paper square.
6. Then have each student place his/her photo marker by the correct graph heading.
7. Encourage students to analyze and discuss what the graph reveals.

Lesson Extensions
Parent Activity Sheet about the day the child came into the family (take home) – see following pages.
This activity allows for birth, adoption, and foster families.

“That’s a Family” DVD from Groundspark, and part of the Respect for All Project.
www.groundspark.org/films/thatfamily/index.html
In this award winning DVD children from diverse families talk about what is special about their family, what’s challenging about their type of family, and what they want other children to understand about their family. It is recommended for K-5th grade and comes with a thorough discussion guide.

“What is a Family?” – Song
(to the tune of Rock-a-Bye Baby)

Families are big,
And families are small.
Families give love,
And care to us all.

People in families
Work and play, too.
I live in a family,
And so do you!

Families are different.
None are the same.
Some families have
Special names.

Families have ways,
So special and fine.
You love your family.
I sure love mine!
Family Survey

*We are talking about families at school. We know that, like each one of us, each family is different. Please help fill out this form. It will be used at school to help with class projects.*

My name is __________________________________________

I love my family because ______________________________________

There are ____ number of people in my family.  ____ parents

I have:  ____ sisters  ____ brothers  ____ cousins

        ____ grandparents  ____ aunts  ____ uncles

I am:  ____ oldest  ____ youngest  ____ middle

        ____ the only child

For fun, my family likes to __________________________________________

_________________________________________________________________

We work together on __________________________________________

_________________________________________________________________

One of our family rules is: __________________________________________

_________________________________________________________________
Dear Parent,

Please help your child write a story or draw a picture about the day he or she came into your family. You may wish to use the attached “newspaper” outline to get the story started.

The day I joined my family...

I came into this family on_________________________.

(date)

My family includes:_________________________________

_________________________________________________

(list members of the family)

On the day I joined this family I looked like this:

One thing that is really great about this family is

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________
**Sample Graph**

**In My Family I Have:**

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<td>I am an only child</td>
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<td>Parent(s)</td>
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National Health Education Standards

Primary Focus
Standard 7 – Self Management
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Secondary Focus
Standard 1 – Core Concepts
Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 6 – Goal Setting
Students will demonstrate the ability to use goal-setting skills to enhance health.

What You Need to Know
Students will:
- recognize that a family consists of two or more people who care for each other in many ways
- talk about members of their family and share what makes their family special
- recognize every family member has a role and things they need
- demonstrate their role in the family by completing a “chore worksheet”
- talk about how they feel when they are able to help out at home

Materials
- “Helping Hands” Poem
- Worksheet: Helping Hands
- Pencil
- Paper

Procedures
1. Introduce the lesson with the poem, “Helping Hands.”
2. Discuss how taking care of ourselves and doing chores are part of being a family.
3. Distribute a piece of construction paper to each student.
4. Ask students to fold the paper into four sections.
5. Then draw a large oval in the center.
6. Label the center, “How I Help”
7. In each of the four sections have the students draw or write a short sentence about how they help at home.
8. Send home 2 copies of the “Taking Responsibility” worksheet as homework and ask students to track their responsibilities for 2 weeks.

“Helping Hands”
Helping hands can use a rake,
Hang a picture, bake a cake.
Helping hands are hands that share,
Helping hands are everywhere.
**Helping Hands** – Families/Adoption

**Taking Responsibility Worksheet**

- Please have your child mark when they have done one of the listed activities.
- Please talk with your child and ask them to take on a “new” chore that he or she currently does not do to “Help Out”.

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<td>“New Chore”:</td>
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National Health Education Standards

**Primary Focus**

**Standard 4 – Interpersonal Communication**
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Secondary Focus**

**Standard 1 – Core Concepts**
Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2 – Analyzing Influences**
Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**What You Need to Know**

Students will:

- discuss what makes a good friend
- learn about qualities friends possess
- discuss other cultures

**Materials**

- “How Do You Rate as a Friend?”
- Egg carton cut apart into sections of 3. Label “N” (Never), “S” (Sometimes) and “A” (Always).
- Small beans or other object for counting
- Poem: “Friends Around the World”

**Procedures**

1. Discuss/brainstorm ideas of what is a “friend” with the students. Write answers on the chalkboard.
2. Distribute the egg carton sections to the students. If they are not already labeled, ask the students to label them using the above directions.
3. Explain to the students that you will be reading off a list of questions. If the student would respond “never” to a question they should place a bean in the “N” cup and so on for the other two ways to respond. If you are uncomfortable using absolutes use other labels such as rarely, sometimes, mostly or almost always, sometimes, and almost never.
4. Model how you will ask a question and put a bean in one of the containers.
5. After all the questions are asked, ask each student to tally or count the number in each category.
6. Discuss your findings.
7. If they know of anyone from a different place, ask what types of things are the same; what types of things are different (culture, clothes, food, etc.).
### "Friendship"
#### How Do You Rate as a Friend?

To discover what kind of friend you are to others, mark the answers that best describe you.

<table>
<thead>
<tr>
<th></th>
<th>Mark an X for Always, Sometimes, or Never.</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I keep the promises I make.</td>
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<tr>
<td>2.</td>
<td>I let my friends know how much they mean to me.</td>
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<tr>
<td>3.</td>
<td>I am a good listener.</td>
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<td>4.</td>
<td>I talk over misunderstandings.</td>
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<td>5.</td>
<td>I apologize when I am wrong.</td>
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<td>6.</td>
<td>I stick by my friends when they are going through rough periods.</td>
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<tr>
<td>7.</td>
<td>I go out of my way to help people.</td>
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<tr>
<td>8.</td>
<td>I make new students at school feel welcome.</td>
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<tr>
<td>9.</td>
<td>I return the things I borrow in good condition.</td>
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<tr>
<td>10.</td>
<td>I do not talk behind a person’s back.</td>
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<tr>
<td>11.</td>
<td>I do not embarrass people in front of others.</td>
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<tr>
<td>12.</td>
<td>I am flexible and willing to share.</td>
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<tr>
<td>13.</td>
<td>I do not brag.</td>
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<tr>
<td>15.</td>
<td>I do not pick on other kids.</td>
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</tbody>
</table>

*Premier may be used for reading and marking responses. Contact AT Department for assistance.*
National Health Education Standards

Primary Focus
Standard 2 – Analyzing Influences
Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Secondary Focus
Standard 1 – Core Concepts
Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 8 - Advocacy
Students will demonstrate the ability to advocate for personal, family and community health.

What You Need to Know
Students will:
- talk about different types of cultures
- talk about what it means to respect self and others
- list ways they can show respect to others
- learn about the culture diversity of students in the class

Materials
- Scavenger hunt worksheet
- Pencils
- Suggested reading: “I Wish I Could Fly Like a Bird” by Katherine Denison
  Wildwood Creative Enterprises
  ISBN: 0965435156
  1st edition, October 1, 1996
  *This book is about a bird that can't fly because he has a learning disability.*

Procedures
1. Give each student a copy of the scavenger hunt worksheet.
2. Instruct students to go around the room and ask classmates to sign the worksheet if they match the category.
3. Give students 10 minutes to complete (adjust time as needed.)
4. Upon returning to large group, discuss the findings. Are we all the same or different? What did you learn from this scavenger hunt?
5. Read portions of one of “I Wish I Could Fly Like a Bird”.
6. Discuss types of diversity:
   a. skills (some are really good at reading, some are really good at math, some people can sing, some people play sports really well)
   b. cultural diversity – ask kids about some of the traditions in their homes
   c. physical abilities/disabilities – talk positively about how people with disabilities do some things in different ways if they can’t use their legs or they can’t hear or see. Give some examples from the community.
   d. Lead a discussion on diversity and respect: “Respecting others means that; you treat them in kind ways, you do not talk when they are talking, you take your turn and wait while others take theirs, you are fair to others, you answer when people speak to you. Sometimes people don’t respect others because they are different from them or they don’t
know them. In the last lesson, we talked about what it meant to be a good friend. Respect is part of being a good friend and part of getting along with others, even if they are not your “best friend.” Why do you think it is important to have respect for others? Who are some of the people you respect? Can you respect yourself? Self-respect is thinking highly of yourself because you act in responsible ways. As we saw in our survey, we all have things that are different than others. That makes us unique and special. Learning about the differences in others makes life exciting and teaches us new things.”

Lesson Extension
Assessment
1. Distribute a piece of blank paper and a pencil to each student.
2. Ask them to write the names of three people across the top of the page. One person for each of the following categories,
   (a) someone his or her own age (peer),
   (b) a grown up that is not related to them (teacher, pastor, family friend)
   (c) a relative (parent, sibling, aunt, uncle, cousin)
3. Underneath each person’s name, write down two things that are unique about that person and two ways that you show that person respect.
### “Different & Alike”

Scavenger Hunt Card

<table>
<thead>
<tr>
<th>Someone taller than you...</th>
<th>Someone with the same eye color as you...</th>
<th>Someone with different hair color than you...</th>
<th>Someone with the same skin color as you...</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Someone shorter than you...</th>
<th>Someone with the same foot size as you...</th>
<th>Someone who can sing...</th>
<th>Someone who wears glasses...</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Someone who can play a sport...</th>
<th>Someone who has a pet...</th>
<th>Someone who can play an instrument...</th>
<th>Someone who has something unique about them...</th>
</tr>
</thead>
<tbody>
<tr>
<td>What sport?</td>
<td>What kind of a pet?</td>
<td>What instrument?</td>
<td>What?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Someone with the same hand size as you...</th>
<th>Someone with freckles...</th>
<th>Someone with jewelry...</th>
<th>Someone with shorter hair than you...</th>
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June 2015
National Health Education Standards

Primary Focus
Standard 2 – Analyzing Influences
Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Secondary Focus
Standard 1 – Core Concepts
Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 6 – Goal Setting
Students will demonstrate the ability to use goal-setting skills to enhance health.

What You Need to Know
Students will:
- examine popular television or movie families and assess if the programs are similar to their real lives
- discuss how families, genders and values are portrayed in television or movies
- list ways television or movies may or may not influence their feelings about body image, self esteem and respect

Materials
- “Is it True?” worksheet (for use at school and as a home assignment)
- Teacher Resource - Statistics on children’s television viewing habits (see the “Is It True?” Statistics sheet)

Procedures
1. Ask students to think about television programs that show families interacting. As a class, list three to five of the most popular television families.
2. Write the name of these shows on the board.
3. Ask students to pick two of the shows to complete the first two columns of the “Is It True?” worksheet. Students will not turn these worksheets in, they will only be used by the student in discussion. *(If students can complete the worksheet based on what they remember from the program, this lesson can be done in one day. If not, ask students to select one program, watch it during the week and complete the worksheet.)*
4. Begin the discussion with some of the statistics from the “Is It True?” Statistics sheet.
5. Divide the class into small groups for discussion. (Try to divide groups according to the program they selected to review.) Invite one student to be a “recorder” (write down responses) of the group and another student to be a “reporter.” (Tell the large group what their small group said.) Each group should answer the following questions one at a time led by the teacher. All answers will be recorded and reported to the group as a whole after the teachers asks all five questions.
   a. Did the television programs relate to real life? Give an example.
   b. What makes this show entertaining? (fun to watch)
   c. In our last lesson (lesson # 4) we talked about respect. Does this program show respect? (to family members, to different cultures, to females, to males)
   d. Does this program make you feel good about who you are? (as a child, a boy or girl, a person of a specific culture)
   e. Do you think this show encourages children to do good things or bad things?
6. Bring the large group back together and have the “reporters” tell the large group what their answers are.

7. To conclude ask the students as a large group:
   a. What are questions you can ask yourself about a television program so that you are in charge of how it affects you? (Is this real? What do I think? What does it mean to me? Does this show tell me to follow family guidelines? Do the people in this show act in responsible ways?)
   b. Who is someone you can talk to when you have questions about a television program?
   c. How can kids your age help you think about this? How can grown-ups help you think about this?
   d. How can you look at the programs you watch and make a change to the programs you watch to limit how programs affect you?

8. Home Assignment: Assign students to watch a third program on TV during the week with an adult family member. Complete the third column of the worksheet and bring back to class.

Lesson Extension
Have students interview one another on their television habits and thoughts. Use the interview material to create:

- A newspaper article
- TV news stories that can be acted out in front of the class
- Students could create a classroom survey to find out the statistics for their class.
**“Is it True?” – Worksheet**

<table>
<thead>
<tr>
<th>Three favorite TV Families</th>
<th>TV Family 1:</th>
<th>TV Family 2:</th>
<th>TV Family 3:</th>
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<tbody>
<tr>
<td>Who lives together as a family?</td>
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<tr>
<td>What type of home do the TV families live in? (apartment, house?)</td>
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<tr>
<td>What do the Moms look like/do?</td>
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<td>What do the Dads look like/do?</td>
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<td>Do the boys and girls behave like you and your friends?</td>
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<tr>
<td>What do the families disagree about?</td>
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<tr>
<td>Name three values the TV Families Portray</td>
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<td>Question</td>
<td>Your Real Life</td>
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<td>-------------------------------------------------------------------------</td>
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<td>Who are the members of your family? (Who lives with you?)</td>
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<tr>
<td>What type of home do you live in?</td>
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<tr>
<td>Do the grown ups in your life look/act like the grown ups on TV?</td>
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<td>What does your family disagree about?</td>
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<tr>
<td>Give three values that are important to you.</td>
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<tr>
<td>Which of the TV families comes closest to your real life?</td>
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</table>
Children are widely exposed to the media.
- 58% watch 2-4 or more hours of television a day
- 55% usually watch television alone or with friends, but not with their family
- 44% watch something different when they're alone than with their parents (25% choose MTV)

Children believe that kids their age are influenced by the entertainment media.
- 66% say they think their peers are influenced by what they see on TV
- 65% say shows like The Simpsons and Married...With Children encourage kids to disrespect their parents
- 62% say that sex on TV shows and movies influences kids to have sex when they are too young
- Young boys are most likely to agree that kids their age are influenced by the media...they agree by a 76% to 22% margin

The vast majority of children believe that television should help teach kids right from wrong.
- Although 73% of kids think television is mostly entertainment, 82% say television shows should help teach kids right from wrong
- 77% say there is too much sex before marriage on television

http://www.childrennow.org/index.html

- Television viewing increases aggressive behavior.
- Children imitate what they see.
- Children under the age of 5 cannot separate fact from fantasy.
- 66% of Americans eat dinner while watching television.
- When shopping with a parent, on average, children request a brand-named item 13-18 times.
- Children watch an average of 27 hours of television per week.
- Americans, collectively, spend 231 billion hours per year watching television.
- The average adult, at the age of 65, will have spent 9 years watching television.
- The sixth grader has seen 8,000 murders and 100,000 acts of violence.
- 60% of the information that children receive comes from TV.
- Advertisers spend 125 billion dollars a year to convince us to buy their products.
- The average adult has experienced between 50 -100 advertisements by 9 AM.
- Children influence 250 billion dollars of buy decisions a year.

Source: The TV Project
http://www.tvp.org/index.html
National Health Education Standards

Primary Focus
Standard 4 – Interpersonal Communication
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Secondary Focus
Standard 1 – Core Concepts
Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 7 – Self Management
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

What You Need to Know
Students will
- Identify bullying behavior
- Know what to do when they’re bullied or they see someone being bullied
- Practice I-statements relating to being bullied
- Know the role that bystanders play in helping to stop bullying

Materials
- “Stop bullying?” Worksheet
- Teacher resource – “Interpersonal Communications”

Procedures
1. Discussion on Bullying
   Write this definition on the board:
   “Bullying is unfair and one sided. It happens when someone keeps hurting, frightening, threatening or leaving someone out on purpose” (This definition comes from Committee for Children)
   Explain to students that this definition means the person who is bullying someone who
   - does it often. It doesn’t just happen one time.
   - does the behavior on purpose in order to make someone feel bad.
   - bullies others to have power.
   - will keep doing it until someone tells them to stop.

   Behaviors that are bullying are:
   - name calling,
   - saying bad things about someone else to make them feel bad (either to their face or behind their back)
   - not allowing others to play with you
   - hitting
   - making threats
   - taking things from someone and not giving it back
   Ask:
   a. Have you seen someone being bullied?
   b. How did you feel?
   c. What is bad about bullying?
2. Communicating your thoughts, feelings and needs can stop bullying
   a. Explain that when they are bullied or they see someone being bullied they need to do something about it or it will continue.
   b. Steps to stop bullying:
      i. Walk away
      ii. If it continues, talk firmly
      iii. If it continues, get help from an adult
   c. More on talking firmly
      i. Use an I-statement: “I feel _____ when you ______, and I want you to stop. If you choose not to stop, then I have to get an adult to help us figure this out.”
      ii. If the bully calls you a tattle-tale or some other name, simply say, “You have the control of whether an adult gets involved by stopping what you are doing.”

3. Students are encouraged to tell an adult if bullying continues or if they see someone being bullied.
   Ask:
   a. What might happen if you don’t tell an adult?
   b. Who are some adults you could tell or ask for help?
   c. Who are some people at home you could tell?
   d. What would you tell them?

4. Practice use of I-statements and the decision to involve an adult using the Stop Bullying? worksheet. Assign each situation to a group of students. Ask the group to decide how they will perform the skit for the class. Ask students to include an I-statement in their skit. Go privately to one group and ask them to demonstrate walking away and another group ask the bully to keep going even after the I-statement so they can demonstrate getting an adult to help. Write the outline of an I-statement on the board to guide the preparation for the skits.

5. Each group performs their skit. When each group finishes, ask the class to comment on:
   a. Did the bully stop?
   b. What did the person being bullied do or say that was powerful enough to stop the bully? When all are finished, discuss how words can be more powerful than violent actions. Violence often leads to more violence- word or action. Walking away and asking someone to stop can be enough. Getting an adult to help is not tattling. A bullies choose the trouble when they continue their actions.

6. Close the class by telling a personal story of how the use of I-statements can be helpful in relationships in other contexts than just bullying. (examples might include: telling someone that you do not want to do something unhealthy, telling a friend that their behavior your feelings, asking someone to do what they promised, etc.)

Lesson Extension: The following is a class offered at the Children’s Health Education Center. Call (414) 390-2166 to schedule a field trip

Communication: Grades 3-4: Different styles of communication are learned as students work together toward a common goal. The importance of active listening also is stressed, as well as conflict resolution. This program is facilitated, in part, by peer educators from CHEC’s Teen Health Crew, when available.
Stop Bullying Now!

Sam keeps making fun of Malika because she did not do well on the recent spelling test. Malika works hard at school and usually gets great grades. Sam does this when they ride the bus home from school.

Four people are in the same reading group. The teacher tells them to switch off reading. She asks the current reader to call on the next reader when finished. Three of the students purposely never call on the fourth student (Shawn). This has gone on for three days. Shawn is angry and feels very left out.

Three older boys think it is funny to always take the basketball away from Carlos on the playground. This makes him sad.

Sheena and Maria have called Amy every day after school for a week to say mean things to her. Amy feels scared to go to school.

Marcus was crying at school last week. He was talking to the school counselor. Jake keeps asking him why he is such a cry baby. Marcus does not want to tell Jake what happened and is embarrassed that he keeps bringing it up in front of the other kids.
Dear Parent or Guardian,

The third grade is learning about how to use our words in powerful ways to stop bullying without making the violence worse. We practiced telling people how we think and feel and what we need from another person. We also practiced getting help from an adult when our words do not work to stop bullying.

To begin your conversation with your child about our lesson, ask:

1. Why telling an adult when someone is being bullied is not tattling. (answer- Bullying is when hurtful behavior happens more than once and is on purpose. The person telling the adult is asking for help. The bully has the choice to stop the behavior. Tattling is when someone makes a bad choice and the other person just wants to get them in trouble.)

2. What can you say to the bully first to possibly stop the bullying before you have to get an adult involved? (answer- tell them you want the behavior to stop and if they stop you will not have to get an adult involved.)

Thank-you for supporting the work we are doing at school!

Sincerely,
Interpersonal communications "means showing appropriate ways to exchange your ideas and needs." A student demonstrates appropriate application of this skill when he/she can do a good job of presenting both sides of an issue, showing how both sides feel and interact, showing respect, using appropriate language, not using "put downs", and using strategies such as "I messages" and refusal techniques. Some examples of activities that help to build this include skills, role plays, dialogue, and puppet shows. (from: Assessing Health Literacy: A Guide to Portfolios).

Interpersonal Communication Primer
Most people want to be understood and accepted more than anything else in the world. Knowing this is the first step toward good communication. Good communication has two basic components:

- You listen to and acknowledge other people's thoughts and feelings: Rather than showing that you only care about broadcasting your feelings and insisting that others agree with you, you encourage others to express what they are thinking and feeling. You listen and try to understand.
- You express your own thoughts and feelings openly and directly: If you only listen to what other people are thinking or feeling and you don't express your own thoughts or feelings, you end up feeling shortchanged or "dumped on."

To communicate effectively, practice using these interpersonal communication skills.

- **I-statements** help you express the way you feel and what you want with great clarity. Sometimes people use "you" statements, such as "You never call when you are going to be late." This type of statement can make others feel angry and defensive immediately. When you use I-statements, such as, "I really need to know when you're going to be here so I can make plans," you express your the concern in terms of you.
- **A respectful tone of voice** conveys that you are taking others seriously and that you also expect to be taken seriously. In addition, people with good communication skills are assertive without being aggressive or manipulative.
- **Eye contact** is vital for good communication. For example, how would you feel if the person you were talking to kept looking around the hallway or out the window?
- **Appropriate body language** encourages conversation. Nodding your head, smiling, laughing, using words such as "uh-huh" and "yeah" and asking questions at appropriate times assure the person that you are really listening.
- **Clear, organized ideas** help you accurately and honestly describe your feelings and contribute to conversations and to decisions that need to be made. Good communicators are also specific. For example, a good communicator would say, "I need to use the computer from 7-9," as opposed to "I'll need the computer tonight."

"I" Statements/ Assertiveness Skills
Communication Styles
Without adequate communication skills, adolescents may be unable to release their feelings. This lack of communication can increase stress and lower self-esteem.

There are three styles of communication:

- passive
- assertive
- aggressive
Passive communication involves the inability or unwillingness to express thoughts and feelings. Passive people will do something they don't want to do or make up an excuse rather than say how they feel.

Assertive behavior involves standing up for oneself. Assertive people will say what they think and stand up for their beliefs without hurting others.

The aggressive style of communication involves overreaction, blaming and criticizing. Aggressive people try to get their way through bullying, intimidating or even physical violence. They do not or will not consider the rights of others.

**Types of Messages**

There are two types of messages that accompany each style of communication: nonverbal and verbal. Signs, symbols, posture, body movements, dress, facial expressions and gestures are examples of nonverbal messages. The nonverbal messages reinforce what the speaker is saying. For example, passive communicators often have slumped posture and a lack of eye contact. Assertive people exhibit erect posture and direct eye contact. Forward-leaning posture, pointing and a glaring look are nonverbal signals of aggressive communication.

The verbal messages for each communication style are very different. People who are passive will often ask questions to determine what others want, or they may say, "I don't care." Assertive communicators use I-messages to say what they want or need. They use refusal skills to say no while maintaining important relationships. People who are aggressive often use you-statements to blame or criticize.

**Components of Assertive Communication**

The components of verbal messages for assertive communication include I-messages and refusals. I-messages state what the sender thinks, feels, needs, wants or believes. They begin with the word I.

Examples of I-messages:

- I want to see Star Wars.
- I feel angry about the game.

There are a variety of refusal strategies, including:

- Say the word “NO” firmly.
- Repeat “NO” (if needed).
- Let the other person know you want to stay friends.

Examples of refusals:

- No, I can't sleep over on Friday, but I would like to another time.
- No, thanks. I'm allergic to peanuts. The cookies look really delicious, and I'm sorry I can't have one.
Assertiveness Skills

What is the difference between assertiveness (confrontation) and aggressiveness?
Assertiveness, or confrontation, means taking the initiative or first steps to deal with a problem in a constructive, self-protective manner. Assertiveness attacks the problem, not the person.

Aggressiveness attacks the other person rather than the problem. It is a destructive desire to dominate another person or to force a position or viewpoint on another person; it starts fights or quarrels.

When do you use assertiveness skills?
These skills can be used when another's behavior is not acceptable or when continued "listening and accepting" isn't appropriate. People often avoid confronting others about their behavior because they don't want to hurt the relationship. However, avoiding problems may cause bad feelings to build and may result in an explosion or withdrawal from the relationship. Using I-messages to be assertive is constructive, rather than destructive. It helps people deal with problem behavior in a way that allows the other person to agree to change while not damaging the relationship.

How do you use this skill?
The goal is to get other people to change their behavior without putting them down or making them feel badly toward you. You may like the person; it's a particular behavior of the person that you don't like. Your purpose is to address the behavior, not to "dress down" the person.

The Importance of I-messages
I-messages are designed to deal with problems. The purpose of an I-message is to express your needs. It expresses the attitude "I am not going to give up my needs and I'm willing to help you meet your needs," creating a win-win situation.
I-messages attempt to deal with the problem situation by talking about it in terms of what is happening to me-I've got a problem. An I-message is disarming. It's hard for someone to say something nasty in response to a good I-message. On the other hand, a "you" message blames others and puts them on the defensive. Then they want to retaliate, to get even.

Steps in Using I-Messages
There are three parts to delivering an I-message, although sometimes not all three parts are used.

A description of the behavior. What is it the other person is doing that gives you a problem? You are describing something to the other person, not blaming her or him for something. I-messages tell others that their behavior is interfering with something you need (not just something that you want). Give the other person a clear idea of what he has done without extra blame or guilt added.

A description of the feeling this behavior causes you. How does what the other person is doing affect you?

A description of the effects produced by the behavior. What concrete problem is the behavior causing you? If you can help other people see how their behavior effects you, then they are more likely to change the behavior.
Examples:

**Teacher to student:**

- **"You" message:** You just tracked mud all over the classroom floor! You don’t care about others!
- **I-message:** When I see mud tracked into our clean classroom, I get frustrated, because we have to work even harder to keep our room clean. Please get some paper towels and clean up the mud.”

<table>
<thead>
<tr>
<th>Description of Behavior</th>
<th>Description of Feeling</th>
<th>Description of Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mud tracked on the clean floor</td>
<td>Frustrated</td>
<td>More to deal with in a busy day</td>
</tr>
</tbody>
</table>

**One friend to another:**

- **"You" message:** You don't care about anyone but your own fat self!
- **I-message:** I feel hurt when you only call me to come over to visit when none of your other friends are available. I get left out.

<table>
<thead>
<tr>
<th>Description of Behavior</th>
<th>Description of Feeling</th>
<th>Description of Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>You only call me when you don't have anyone else to visit</td>
<td>Hurt</td>
<td>Left out of things</td>
</tr>
</tbody>
</table>

**Student to teacher:**

- **"You" message:** “You are so unfair! You let her read first all of the time!”
- **I-message:** “When I don’t get called on to read I feel frustrated and don’t want to try as hard.”

<table>
<thead>
<tr>
<th>Description of Behavior</th>
<th>Description of Feeling</th>
<th>Description of Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher picks someone else more than you.</td>
<td>Frustrated and angry</td>
<td>Makes me not want to try.</td>
</tr>
</tbody>
</table>
Hints for Successful I-messages

- Be specific in describing the problem behavior
- Make eye contact
- Use a respectful tone of voice, not an aggressive or confrontational tone
- Be aware of what your body language is saying—that it is reinforcing what your words say.

When an I-message Doesn't Work

If an I-message isn't working, it may be a lousy message. Yes, the words may be OK, but the tone may be full of blame or rage or disrespect. Pay attention to the non-verbal message. Is your face red; are your eyes bulging; are you yelling to the top of your voice? Or are you cool, calm and collected?

There is little to be gained by sending an anger message. Try to stop and think about why you are so angry. You will likely find other feelings underneath the anger: frustration, embarrassment, rejection, fear, hurt and loneliness.

Sometimes, an I-message may not work if the other person has a strong need to continue her or his behavior. If the other person is upset and out of control, shift gears. Try active listening, change the environment, or let him or her blow off steam.

I-messages also may not work if the other person doesn't agree that the "effect" on you is a real problem. This is a values collision, which occurs often in families.

If there is a conflict of needs, an I-message won't be enough. You'll need to give up on the I-message and work out the conflict with some other techniques.

National Health Education Standards

Primary Focus
Standard 7 – Self Management
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Secondary Focus
Standard 1 – Core Concepts
Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 4 – Interpersonal Communication
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

What You Need to Know
Students will:
• name different emotions
• tell appropriate ways to deal with emotions
• talk about the difference between emotion & behavior

Materials
• “Five Steps to Calming Down” – Worksheet
• “Feelings Feud” Game Board (made before class)
• 5 poster boards
• 10 rectangular pieces of construction paper with tape at the top to hide the answers
• Permanent marker
• 3 “X” cards – cut out cards and paste to card stock
• 2 bells (one per team)
• Parent letter

Procedures
1. PREPARATION: Create display boards for Feelings Feud game. Use each of the pieces of poster board to write out on question – poster board should look like this:

<table>
<thead>
<tr>
<th>Name the top 9 things that make kids angry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Being teased</td>
</tr>
<tr>
<td>2. Being hit, kicked, tripped, pushed, etc.</td>
</tr>
<tr>
<td>3. Getting blamed for something you didn’t do</td>
</tr>
<tr>
<td>5. Being told no / Not getting your way</td>
</tr>
</tbody>
</table>

Cut out rectangular pieces of construction paper to cover the answers. Put adhesive on the top of the construction paper to re-use for the other boards. (See next sheet for other 4 game boards.) You will also want to cover the question (“Name the top…”) until after you have read the question aloud one time.
2. Prepare three cards with large “x’s” on them by cutting out the cards, drawing an “X” and gluing onto card stock.

3. Give students the “5 Steps to Calming Down”. Review and discuss the worksheet. Send the worksheet home with the parent letter.

4. Play “Feelings Feud” – This game is intended to reinforce material taught (5 steps to calming down) and to provide a discussion starter. “Process Questions” are located below each “game board.” Take time after each game question to ask the process questions.

5. Before play begins, explain to students that the answers to the questions came from surveys of 5th grade students. “…The answers on the board may not be answers you would say. We will play the game according to “Family Feud” rules and will take time after each question to hear what you think about each question. I will consider your thoughts and answers when I update the game board for next year.”

6. Divide the class into two teams. One player from each team will come forward. The teacher reads the first question. If the player knows an answer, he/she rings the bell for their team. The first player to ring in gets a chance to answer. If their answer is on the board reveal it. If it is not the number 1 answer, the other player gets a chance to guess an answer higher on the board. Whichever team’s answer is higher, that team gets to play the round. The students on that team take turns guessing until they have revealed all the answers or they get 3 “X’s”. An “X” is handed to the team each time they guess an answer not found on the board. If the team gets three “X’s” before clearing the board, the other team gets a chance to guess. If they come up with an answer that is on the board, they win the round.

7. After each round, ask the process questions located below each game board.

8. Send parent letter and Steps to Calming Down sheet home.

(See the following pages.)
Feelings Feud Game Boards and Process Questions:

Name the 9 main emotions:

| 1. Glad (Happy) | 6. Afraid |
| 2. Mad (Angry)  | 7. Embarrassed |
| 3. Sad (Lonely)| 8. Jealous |
| 4. Worried (Stressed) | 9. Frustrated |
| 5. Ashamed (Guilty) |

Process Questions:
1. These answers came from 5th grade students who were polled for the top answers. Many of these answers are negative; why do you think many of us think of negative emotions first?
2. Can each team name 5 positive emotions in one minute.

Name the top 9 things that make kids angry:

| 1. Being teased | 6. Not being trusted |
| 2. Being hit, kicked, tripped, pushed, etc. | 7. Losing |
| 3. Getting blamed for something you didn’t do | 8. Being treated unfairly |
| 5. Being told no / Not getting your way |

Process Questions:
1. What positive things do you do to help yourself calm down?
2. Are there things you can do to try to prevent from being in a situation where you might get angry?

Name the top 9 things someone might do if they were frustrated or angry:

| 1. Talk to someone | 6. Not talk to anyone |
| 2. Throw something | 7. Cry |
| 3. Swear | 8. Breathe deeply |
| 5. Exercise |

Process Questions:
1. What is the difference between and emotion and behavior?
2. Is it wrong to have “bad” feelings?
3. What are some ways of dealing with frustration?
**Name the top 8 things that make kids worry:**

1. Tests/School
2. Friends (being accepted)
3. Family issues
4. Death
5. What will happen in the future
6. Drugs
7. Moving
8. Violence

**Process Questions:**

1. What can you do when you are worried?
2. Name two people that you trust to talk to.

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**Top 5 ways to calm down:**

1. Recognize how you feel
2. Take three deep, slow breaths
3. Count to five slowly
4. Say, “Calm down”
5. Talk to a grown up

**Process Questions:**

1. What stops you from using the calm down techniques?
2. What are things that would help you to use these calm down techniques?
3. Why is it important not to let your anger get out of control?
**Steps to Calming Down**

1. Identify how you feel.
2. Take three deep, slow breaths.
3. Count slowly to five.
4. Say, "Calm down" to yourself.
5. Talk to a grown up about it.
Dear Parent or Guardian,

We are learning how to calm ourselves down when our feelings are strong and our behavior might lead to trouble. Take a look at the five steps to calming down. Decide with your child where a good place in your home might be to hang the paper as a reminder.

Take time to share a story with your child about a time when you purposely worked at calming down and one when you did not. What happened? How might these steps help in your family life at home?

Thanks for your interest in what we are learning in third grade!

Sincerely,
National Health Education Standards

Primary Focus
Standard 2 – Analyzing Influences
Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Secondary Focus
Standard 1 – Core Concepts
Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 5 – Decision Making
Students will demonstrate the ability to use decision-making skills to enhance health.

What You Need to Know
Students will:
• name values that make up good character
• explain why they need good character
• learn the differences between a responsible decision and a wrong decision
• practice applying values to re-write the story of Jack & the Beanstalk

Materials
• List of values (make a poster or write on the board before class)
• The story of “Beauty and the Beast” (either read the book or use the synopsis below).

Procedures
1. With the class, make a list of the values. Either write them on the chalkboard or create a poster that can hang on the wall.
2. Discuss the values with the class.
3. Allow the class to add other values to the list.
4. Lead a discussion using the following questions:
   o Who cares about these values?
   o Where do people use these values?
   o Where did you learn these values?
   o What might happen if we didn’t have values in this classroom?
5. Ask students to think about the values that are most important to them.
6. Read the story of “Beauty and the Beast” or use the synopsis below to tell the story in your own words.

“Beauty and the Beast”

A rich merchant lived in a city with his three daughters, of whom the youngest is named Belle. The merchant eventually loses all of his wealth. After some years of this, he hears that one of the trade ships sent had arrived in port; therefore he returns to the city to discover whether it contains anything of monetary value. Before leaving, he asks his daughters whether they desire that he bring them any gift upon his return. His two oldest daughters ask for jewelry and dresses, thinking that his wealth has returned; Belle is satisfied with the promise of a rose. The merchant finds that his ship's cargo has been seized to pay his debts, leaving him without money by which to buy his daughters their presents.
“Beauty and the Beast” – Values

During his return, he becomes lost in a forest. Seeking shelter, he enters a castle. He finds inside tables laden with food and drink, which have apparently been left for him by the castle's owner. The merchant accepts this gift and is about to leave when he sees a rose garden and recalls that Belle had desired a rose. Upon picking the most lovely rose he finds, the merchant is confronted by a hideous 'Beast', which tells him that for taking his (the Beast's) most precious possession after accepting his hospitality, the merchant must stay his prisoner forever. The merchant begs to be set free, arguing that he had only picked the rose as a gift for his youngest daughter. The Beast agrees to let him go only if the merchant will send his daughter to live in the castle in his place.

The merchant is upset, but accepts this condition. He tries, upon arriving home, to hide the secret from Belle; but she pries it from him and willingly goes to the Beast's castle. The Beast receives her graciously and treats her as his guest. He gives her lavish clothing and food and carries on lengthy conversations with her.

Eventually, Belle becomes homesick and begs the Beast to allow her to go to see her family. He allows it, if she will return exactly a week later. Belle agrees to this and sets off for home. Her older sisters are surprised to find her well fed and dressed in finery. They grow jealous and, hearing that she must return to the Beast on a certain day, beg her to stay another day, even putting onion in their eyes to make it appear as though they are weeping. Belle's heart is moved and she agrees to stay.

When Belle returns to the Beast's castle late, she finds him dying in his rose garden of a broken heart. Belle weeps over him, saying that she loves him; when her tears strike him, he is transformed into a handsome prince. The Prince informs Belle that long ago a fairy turned him into a hideous beast after he refused to let her in from the rain. Only by finding true love, despite his ugliness, can he break the curse.

1. Ask the students:
   - What things did the characters do wrong (Father - taking food and rose, promising that Belle will take his place, Sisters – choosing expensive clothes and asking Belle to stay, Beast – threatening imprisonment)?
   - What can we do when we make mistakes?
   - What values did Jack demonstrate? (Trying to be responsible for his family by providing food, Courage in the face of danger, Independence)

2. Have the students rewrite the story “Beauty and the Beast” to incorporate at least four values.
National Health Education Standards

Primary Focus
Standard 5 – Decision Making
Students will demonstrate the ability to use decision-making skills to enhance health.

Secondary Focus
Standard 1 – Core Concepts
Students will comprehend concepts related to health promotion and disease prevention to enhance health.

What You Need to Know
Students will:
- list six questions to ask before making a decision
- explain the difference between a responsible decision and a wrong decision
- show how to use resistance skills

Materials
Copy of “Healthy Decision Making Questions”, “Ways to Say No” and parent letter for each student

Procedures
2. Introduce the lesson by going over the decision making model that is used throughout the HG&D curriculum from kindergarten to high school.
   - State what is going on that requires a decision.
   - List the possible Choices.
   - Consider the consequences.
     - Is it safe?
     - Is it legal?
     - Is it respectful of self and others?
     - Does it follow my parents’ guidelines?
     - Is it healthy?
     - How will it affect my future?
   - Choose the best option and do it.
   - Think about how it turned out. Can something be changed? Now? Next time?

3. Distribute the worksheets, talk through the Decisions Making Questions and Ways to Say No. Have students complete the examples on the worksheet.

4. Use the following scenarios to practice the “Healthy Decision Making Questions” and “Ways to Say No.” For each scenario; (1) read the situation, (2) have the students answer each of the six questions, (3) ask students to recommend what action should be taken (Talk about the difference between a responsible decision and a wrong decision. A responsible decision is one that would answer “yes” to all six questions). (4) Group Response: whole groups says “no.”
   - You are walking home from school with your friend. Your friend finds a crumpled pack of cigarettes with two left in it. He/she suggests you go home and try smoking one.
   - A friend of yours had a difficult family situation last night. He/she was unable to complete their homework for today. He/she asks you if they can copy your homework.
“Decision Making & Refusal Skills”

c. You and a friend spot your favorite candy in the candy aisle at the corner store. You don’t have any money but would really like that candy…

5. Handout out parent letter or send in weekly communication folders.
A friend of yours had a difficult family situation last night. He/she was unable to complete their homework for today. He/she asks you if they can copy your homework.

Scenario B
Scenario C

You and a friend spot your favorite candy in the candy aisle at the corner store. You don’t have any money but would really like that candy…
“Decision Making Questions”

- Is it healthy?
- Is it safe?
- Does it follow the rules and laws?
- Does it show respect for others and myself?
- Does it follow my family’s guidelines?
- Does it show good character?
“Decision Making - Ways to Say No”

For each of the “ways to say no,” read the situation and give an example for how you would use that technique.

Example: Way to say no: Avoid

Situation: There is always a group of kids smoking on a certain corner on your walk home from school.

Example: Walk one block north or south to avoid that corner.

Ways to Say No:

1. *Avoid* (Try to stay away from difficult situations)
   - Situation: There is a group of kids that uses dirty language and tells jokes that make you uncomfortable.
   - Example:

2. *Say no* (Look the person in the eye, use a firm voice)
   - Situation: A friend invites you to come over to their home after school. There will not be a grown up in the home and you have a family rule that you can only go to homes where there is grown up supervision.
   - Example:

3. *Give an excuse*
   - Situation: Your friends have decided to pick on the new kid at school. They want you to start a nasty rumor about him/her.
   - Example:

4. *Strength in numbers* (Be with friends who will also say no)
   - Situation: One of your friends brought a marker to school and wants you to guard the door of the rest room so he/she can write graffiti on the wall.
   - Example:

5. *Walk away*
   - Situation: Your friend dares you to steal some candy from a store.
   - Example:

6. *Change the topic* (Come up with a different idea for something to do)
   - Situation: You are at a sleep over and one of the guests brought a video that your parents won’t let you watch at home.
   - Example:
Dear Parents or Guardian,

We have been learning about how to make good decisions this week. We reviewed a model for decision making that was introduced in kindergarten and will be used throughout your child’s education at Milwaukee Public Schools. The steps to decision making in the model are:

1. State what is going on that requires a decision.
2. List the possible Choices.
3. Consider the consequences.
   a. Is it safe?
   b. Is it legal?
   c. Is it respectful of self and others?
   d. Does it follow my parents’ guidelines?
   e. Is it healthy?
   f. How will it affect my future?
4. Choose the best option and do it.
5. Think about how it turned out. Can something be changed? Now? Next time?

Many times the best decision requires us to be able to say “no” to someone. We practiced the following ways to say “no:”

- Avoid (Try to stay away from difficult situations)
- Say no (Look the person in the eye, use a firm voice)
- Give an excuse
- Strength in numbers (Be with friends who will also say “no”)
- Walk away
- Change the topic (Come up with a different idea for something to do)

We want to support your efforts to teach healthy decision making at home. Please feel free to contact me at any time.

Sincerely,
National Health Education Standards

Primary Focus
Standard 4 – Interpersonal Communication
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Secondary Focus
Standard 1 – Core Concepts
Students will comprehend concepts related to health promotion and disease prevention to enhance health.

What You Need to Know
Students will:
- understand the influences of the media in defining society's standards regarding who is successful and what is desirable
- understand the transience and superficiality of media images and messages regarding who and what is cool
- understand how they themselves are influenced by these media images and messages
- name what makes them cool

Materials
- 2 boxes of Smarties
- “What is Cool?” – Worksheet
- “What is Cool About Me” – Worksheet
- Teacher Resource – Analyzing Internal and External Influences

Procedures
1. Ask kids what is the latest terminology for the word 'cool' as it might apply to things such as clothing or toys. Write their suggestions on the board. Next, ask students to identify what makes a person “cool”
   Is it external – the way they look, or the way they dress; or is it internal – the way they act? As a class, come up with a list of traits that define “cool” making sure to include personality traits like independence, strength of character, being a good friend, along with the more obvious external traits such as “wears the latest fashions” or “looks good.”
2. Reinforce the idea that we tend to think of cool as an external thing, but the best kind of cool comes from inside.
3. Ask students to think of their friends
   - Without naming their friend, have students write a description of their coolest friend, explaining what makes them cool.
   - Remind students that they are looking for “internal cool”, not just how a person looks.
   - Have students share what they have written with the rest of the class.
1. Explain to students that there can be two different types of cool people – those who are cool because they are famous or fashionable, and those who are cool because of how they act.
2. Say, “The truth is that very few people look like those you see in the media. In fact, some of the people we see in the media don’t look anything like their media images in real life, because their photographs are touched up to make them look more attractive, or they are filmed using lots of make-up and special lighting. There are even software programs that can take a picture of someone and give him or her longer legs, or make them thinner! Yet despite knowing this, many of us are still influenced by images we see in magazines and on television. Statistically, the people that we see in the media represent only 5 per cent of the population. That means that 95 per cent of us are being told that we should look the same way as a very small percentage of people.”
3. To make your point, get two boxes of Smarties and take out all of the blue Smarties.
   a) Count out 95 regular Smarties and toss in 5 blue ones.
   b) Explain that the 95 regular Smarties are regular people, and the 5 blue Smarties are the types of people who the media say we should be.
   c) Ask students: What is wrong with this picture? Is it possible for the other colors to turn blue? (You might point out that the colors that are closer to blue, like purple, might be able to pass for blue, but what about the yellows, and reds? It is just as impossible for them to become blue as it is for many of us to conform to the standards of beauty and cool that we see in the media.)
   d) How will the Smarties feel, not being able to live up to the image dictated by the media?
4. How important is “coolness” to people trying to sell things? Companies who want to attract kids and teens will hire people to find out what is cool. They will watch kids and see who/what is cool. They also do things like use the Internet to have kids fill out surveys on line. (They do this to grown ups too when they ask grown ups to sign up for grocery store cards. They watch what people buy to see what is popular and create coupons just for that person so they will buy more.)
5. Distribute “What is Cool?” worksheet to students and ask them to complete. Once they have completed the questionnaires, review their answers and tally class results.
6. Who do students consider to have the greatest influence on their perceptions of coolness?

Same Day or Day 2

7. Yesterday we talked about internal and external coolness. We tend to think of cool as an external thing, but the best kind of cool comes from inside.
8. You are cool! Today we will take a look at what makes you cool. Distribute “What is Cool About Me?” worksheet and have students complete.
9. Have students share something that is cool about themselves.

Resource: http://www.media-awareness.ca/english
“I am Cool” – Body Image

“What is Cool?” - Worksheet

How do your attitudes about what is cool measure up against other students? Answer the following questions to find out!

1. Do you think that it is important to have cool clothes and accessories? Circle one answer.
   - Very Important
   - Somewhat Important
   - Not Important

2. Think carefully. Which of these groups has the most influence on what you consider to be cool? Why?
   - your friends
   - kids you know who are a little older than you
   - kids who are really popular
   - celebrities

3. Name the first five brand names that come to mind for stuff like clothing, food, sports items and games. (Don’t think about it, just write down the first five brand names that come to mind!)
   1. 
   2. 
   3. 
   4. 
   5. 

4. Name five people that you think are cool.
   1. 
   2. 
   3. 
   4. 
   5. 
“What is Cool About Me?” - Worksheet

*Draw a picture of yourself.*
*Write some words that tell what is cool about you using words of your own or choose words from around the page.*

What is cool about me...
Analyzing Internal and External Influences
Analyzing influences "means knowing what influences you and how your are influenced when you make certain health choices." A student demonstrates appropriate application of this skill when he/she can show different ways that health choices are affected, including internal feelings and external things that influence health choices, and that he/she has considered why different things affect health choices. Some examples of activities that help to build this skill include re-working an advertisement, doing a skit on peer pressure, re-writing a tale that helps explain influences. (from: Assessing Health Literacy: A Guide to Portfolios).

Influences on Decisions
The skill category of Analyzing Internal and External Influences helps develop students' ability to analyze the influence of internal and external elements on health behavior. Unfortunately, many young people do not recognize the role internal and external factors play in their decisions regarding personal, family and community health. These decisions are more likely to result in risky behavior. Students must learn to appreciate the complexity of these influences and be able to determine how these factors can positively or negatively affect health decisions.

There are two major types of influences-internal and external.
1. Internal Influences:
   a. knowledge/factual information/what I know
   b. curiosity
   c. interests, likes/dislikes
   d. desires (to feel accepted, loved, powerful, competent, etc.)
   e. fears
2. External Influences:
   a. media/advertising
   b. legal restrictions (speed limit, drinking age laws, driver's license, no smoking signs)
   c. setting/location
   d. culture
   e. parents/family/relatives
   f. peers/friends/other teens
   g. role models outside the family (celebrities, athletes, singers, leaders)

Media-Literacy
Media literacy is defined a "the ability to access, analyze, evaluate, and communicate information in a variety of format including print and nonprint….It is an expanded information and communication skill that is responsive to the changing nature of information in our society. It addresses the skills students need to be taught in school, the competencies citizens must have as we consume information in our homes and living rooms, the abilities workers must have as we move toward the 21st century and the challenges of a global economy." (Appalachian State University definition.)

National Health Education Standards

Primary Focus
Standard 1 – Core Concepts
Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Secondary Focus
Standard 4 – Interpersonal Communication
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

What You Need to Know
Students will:
- review each body part and its specific function. The body parts will be: head, eyes, mouth, nose, ears, neck, shoulders, arms, elbow, chest, back, legs, knees, feet, ankles and toes.
- review reproductive body parts and the medical terms for these body parts.

In the process of creating this curriculum; teachers, parents, school administrators, and religious leaders were surveyed to get their thoughts on when different aspects of Human Growth and Development should be taught. There was consensus that the medical terms for body parts should be used in the school setting starting as early as Kindergarten. This is an excellent lesson to partner with the school nurse if possible. Use of the diagrams is optional based on the teacher’s professional judgment in regard to their school culture and individual classes.

If you are new to teaching sexuality education, practice saying genital terms aloud until you think you will be comfortable using them with children. If the children become giggly, you might say, “It’s okay to giggle. But we need to use the correct words – penis, vulva, breast, and buttocks- because all parts of the body are important. When we talk about them correctly and comfortably, we learn the meaning, function and value of our bodies. We are specifically discussing only the external anatomy, this is why vulva is used, not vagina.

Materials
- Prepare an outline drawing of a body
- Overhead labels for body parts
- Color transparency of individual body parts. (Optional – not included in this curriculum)
- Overhead projector
- If overhead is not available, activity can be done with the body outline or felt body kit from Carson Dellosa.
- Blank paper
- Crayons
- Parent letter to use if including private anatomy parts in session

Procedures (Get all slang terms and pictures of body parts on board. Have students discuss what they call them.)
1. Introduce this activity as, “In this room, we are going to use the medical words for our body. Let’s play Simon Says and check out some of the names for our body parts.”
2. Play ‘Simon Says’ to check for student’s understanding of the names of common (non-reproductive) body parts. On the same day or another day, play Simon Says to review the function of body parts. Example: touch the body part that you: smell with, eat with, hear with, your legs
bend with, walk on, pumps blood, brings in oxygen and gets rid of carbon dioxide, mixes up your food, etc.

3. For the reproductive organs-teacher will cover function with the following organs:
   - Vulva – this is where a baby comes out when born
   - Testicles – this is where the cells (sperm) that make a baby are made
   - Penis – this is where urine and sperm come out

4. Use the overhead transparency to review the body parts. As teacher, model placing a label next to a body part. (Example: Say, “This is the elbow. I am going to place the word elbow next to the elbow part.”) Ask students to point to body a common part. Have them say the name and hand them the label to place next to the part.

5. End this lesson by stressing how incredible the human body. Our body is special and can do great things.

6. Ask the students to talk about some of the things they do (ride a bike, run, jump, read, etc.).”
<table>
<thead>
<tr>
<th>Head</th>
<th>Eyes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mouth</td>
<td>Nose</td>
</tr>
<tr>
<td>Ears</td>
<td>Neck</td>
</tr>
<tr>
<td>Shoulders</td>
<td>Arms</td>
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<tr>
<td>Elbows</td>
<td>Chest</td>
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<td>Knees</td>
<td>Feet</td>
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<td>Ankles</td>
<td>Toes</td>
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<tr>
<td>Hand</td>
<td>Fingers</td>
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<tr>
<td>Navel</td>
<td>Buttocks</td>
</tr>
<tr>
<td>Penis</td>
<td>Vulva</td>
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<td>-------</td>
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<tr>
<td>Heart</td>
<td>Lungs</td>
</tr>
<tr>
<td>Brain</td>
<td>Stomach</td>
</tr>
<tr>
<td>Testicles</td>
<td>Breasts</td>
</tr>
</tbody>
</table>
Dear Parent or Guardian,

Our curriculum in third grade includes a lesson on our body. The focus of the lesson is on all of our body parts. As a part of the lesson we introduce the correct medical terms for our private parts of our body. The purpose of this is to:

1) let children know that we expect the use of appropriate words when referring to all parts of the body
2) promote respect for our bodies in our classroom

In the process of creating this curriculum community members were surveyed to get their thoughts on when different aspects of Human Growth and Development should be taught. People surveyed included teachers, parents, school administrators, and religious leaders. There was consensus that the medical terms for body parts should be used in the school setting at all grade levels.

Our experience is that children do not find this lesson to be uncomfortable and that it helps to set a standard for respect. You are welcome to give me a call, stop by school to discuss this or to join us in class on _________ (date) if you have any concerns.

Families might use non-medical terms for private body parts. You may want to ask your child what term the teacher uses for specific body parts. This will help your child share the expectations from school.

Sincerely,
National Health Education Standards

Primary Focus
Standard 4 – Interpersonal Communication
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Secondary Focus
Standard 1 – Core Concepts
Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 8 - Advocacy
Students will demonstrate the ability to advocate for personal, family and community health.

What You Need to Know
Students will:
- learn ways of keeping their bodies healthy
- explore the concept of body privacy
- identify three trusted grown ups they would talk to if something was wrong

Materials
- Outline of body or human body felt chart kit from Carson Dellosa.
  A conversation between a mother and her daughter. All the important issues are discussed in a non frightening yet serious manner and without providing too much detail about what can happen during a sexual abuse encounter.
  In simple, reassuring language, therapist Cornelia Spelman explains that a child's body is his or her own; that it is all right for children to decline a friendly hug or kiss, even from someone they love; and that "even if you don't want a hug or kiss right now, you can still be friends." A prefatory note helps parents talk to their children about good and bad touching. Full color.
- Suggested reading: NO, GO, TELL Poster (enlarge following page and paste on poster board)

Procedures
Prior to teaching lesson:
1. Send parent letter home to help teach safety tips at home and to inform parents of the NO, GO, TELL Rule.
2. Introduce concept by reading a story like My Body Is Private or Your Body Belongs to You.
3. Say, "Each persons body belongs to him or her (refer back to lesson # 10 where private parts were introduced) this means that your own body is private and usually you can decide who can touch you."
4. Talk to children about the times when people may touch their genitals - a doctor's exam, a parent helping children wash themselves, etc.

5. Most grown ups would never hurt or abuse a child. But some grownups may. If you are ever touched in a private place for no good reason (it is not a doctor's exam and you are not cleaning the area) tell a grown up that you trust about what happened.

6. If someone touches you and says, "This is our secret, don't tell anyone." They are trying to keep themselves from being in trouble. You won't get in trouble; it is not your fault what someone else does. Tell a grown-up

7. Teach students the "No, Go, Tell" rules (refer to poster):
   - If someone touches you in a way you don't like, SAY NO. Remember, no one has the right to touch you on or near your private parts if you are uncomfortable about it or if there is not a good reason. If someone older or stronger than you hurts you physically, what should you say? NO!
   - When you are in those situations, GO! Listen to what your feelings are telling you. You know what loving touches are. A touch that makes you feel angry or afraid is bad. What should you do? (GO)
   - Always TELL a grown up that you trust. Don't be afraid. Don't wait. Tell, even if the person who abused you is a member of your family. Telling someone you trust gets you the help you need. Keep telling until someone helps you.

8. Ask students to think about three grown ups that they could talk to about their feelings or if someone touched them in a way they didn't like or made them uncomfortable. Have students share some of their 'trusted grown ups'.

9. Read some of the following situations to the students. Ask them to tell you what they would do in each situation.
   - One of your parent's friends always wants you to sit on his lap. He squeezed you really tight and you don't like it. (NO, GO, TELL)
   - Your Grandfather comes to your house and reads books to you. He asks you to sit on his lap to read. It feels snuggly and warm to read with Grandpa. (OK touch)
   - Your older sister's friend has started babysitting for you. When it is time to get ready for bed she tries to see you naked. (NO, GO, TELL)
   - You are taking a bath and your parent helps you to wash your private areas. (OK touch)
   - You are walking to school and someone you don't know pulls their car up to you and asks you for directions. (NO, GO, TELL)
No, Go, Tell Rule

1. Say NO!

2. GO!

3. Tell a grown up that you trust.

Parent

Teacher

Doctor
Dear Parents or Guardians,

Our class has been discussing “good touch” and “bad touch”. We have talked about loving touches from family and friends. You may wish to encourage them to talk with you more about the loving touches they get from family and friends. (Hugs, kisses, high five’s, holding hands, someone rubbing you head or back when you don’t feel good, etc…)

Talk with your child and together think of what your child should do if they get lost or a stranger approaches them. Write down their suggestions and put where you both can see it as a reminder. Review.

We have also discussed body privacy and what to do when someone touches them in a way they do not like. We talked about the NO, GO, TELL rule at school. Students learned that if someone touches them in a way that makes them uncomfortable they should:

- **SAY NO.** No one has the right to touch you on or near your private parts if you are uncomfortable about it or if there is not a good reason (like a doctors visit or a parent helping to clean the area). If someone older or stronger than you hurts you physically, what should you say? **NO**
- When you are in those situations, **GO!** Listen to what your feelings are telling you. You know what loving touches are. A touch that makes you feel angry or afraid is bad. What should you do? **GO**
- Always **TELL** a grown up that you trust. Don’t be afraid. Don’t wait. **Tell,** even if the person who abused you is a member of your family. Telling someone you trust gets you the help you need. Keep telling until someone helps you.

Reread and practice these rules until you are sure your child knows what to do in an abusive situation.

Thank you for your support.

Sincerely,
Assessment Directions

Assessments should be used to help teachers gauge how well students are learning the content. The following pages are for the assessments to be used with the HGD curriculum. The first assessments are the Pre/Post assessment. This is to be given to every student. The Pre/Post assessment could be used as part of a teacher’s SLO. You are also asked to complete two more assessments during the course of the HGD curriculum. These additional assessments may be used as Formative or Summative assessments.

The teachers who prepared these assessments noted activities in the curriculum that could be used as assessments for students.

The following assessments are listed below:

- Grade 3 HGD Pre and Post Assessment

Unit Assessments

- Grade 3 Lesson 2: Helping Hands Worksheet
- Grade 3 Lesson 3: Friendship Worksheet
- Grade 3 Lesson 5: Is it True Worksheet
- Grade 3 Lesson 10: What is Cool? Worksheet
Name__________________________________________

Human Growth and Development

_____ Pretest                                                                     _____ Posttest

1.  Is everything that you see on TV/internet real?  Explain your answer.

2.  Should you always follow what your friends are doing?  Explain your answer.

3.  Is it more important to look nice on the outside or to be nice to others?  Explain your answer.

4.  Would it be okay for your cousin to touch you in areas covered by your swimsuit?  Explain your answer.

5.  Is it important to be nice to others in the classroom?  Explain your answer.