



Grade 3 Engagement and Assessment Ideas

Body Systems

- Have students complete the activities on an interactive body site that demonstrate digestion.
- Give students various examples of health care technology (e.g., wearable technology, heart rate and blood pressure monitors); have them measure and write down various results.
- Create collages of health technology pictures from newspapers and magazines.
- Have students identify three ways in which dental health care has improved over the last 50 years as a result of advances in science and technology.
- Have students identify three ways in which general health care has improved over the last 50 years as a result of advances in science and technology.
- Have students identify three ways in which medical care for vision and hearing has improved over the last 50 years as a result of advances in science and technology.

Community/Environmental Health

- Have students journal about times they re-use or recycle during the week (e.g., grocery shopping, trash at home).

Nutrition

- Have students complete a worksheet that calculates how much water they should drink on a daily basis and keep a log of their water consumption for a week.
- Have students evaluate the nutritional content of their lunch using the food guide pyramid.
- Have students list and explain the benefits of several vitamins and minerals.
- Have students plan a meal that is high in calcium and iron.
- Have students compare the nutritional content of two food items by using the food labels.
- Have students design a meal that uses all the food groups from the food pyramid.
- Have students make a bulletin board of the food guide and have students fill in each category with pictures of foods.

- After students read scenarios about people who are eating unhealthy foods and or engaging in sedentary lifestyles, have them discuss one or two overall weekly improvement goals for the people to improve their nutrition and physical activity. Students should also identify daily activities that will help the people reach the weekly goal(s).
- Have students complete a worksheet where they identify a weekly nutrition or physical activity goal for themselves and create a one-week calendar with daily specific activities they should do to meet the goal.
- Have students explain different countries' ethnic foods, cultural traditions, celebrations, and recreational activities.
- Have students identify dietary customs and practices, recreational activities, celebrations, and traditions in their community.

Disease Prevention/Health Promotion

- Have students develop a one-week physical fitness plan for their family that provides 60 minutes of activity a day.
- Have students identify two exercises that develop aerobic capacity, muscle strength, muscle endurance, and flexibility

Substance Abuse Prevention

- Have students create a poster about the proper use of prescription and non-prescription drugs.
- Ask students to examine the contents of the family “medicine cabinet” with a parent and list at least five over-the-counter or prescription medicines and proper dosage of each.

Safety/Injury Prevention

- Have students discuss and develop a family safety plan to prevent home, transportation, and recreational injuries.
- Have students role-play refusal skills to avoid peer pressure to engage in unsafe behaviors (e.g., not buckling up, not wearing a helmet)
- Help students prepare a disaster supply kit at home that follows the recommendations of Ready.gov <https://www.ready.gov/kit>

Mental Wellness/Social Emotional Skills

- Incorporate activities that encourage kindness into every class.
- Implement KidsHealth.org lessons:
 - Feeling Sad- *Lets Talk About It, Feeling Better* <http://classroom.kidshealth.org/3to5/problems/emotions/sad.pdf>
 - Getting Along – *Oh Brother, Kindness Coupons* http://classroom.kidshealth.org/3to5/personal/growing/getting_along.pdf

- Empathy – *Deciding on Empathy, Empathy Award* <http://classroom.kidshealth.org/3to5/personal/growing/empathy.pdf>
- Conflict Resolution – *Conflict Corner* https://classroom.kidshealth.org/3to5/personal/growing/conflict_resolution.pdf
- Stress – *Take Care of Yourself, Morning Stressbusters* <https://classroom.kidshealth.org/3to5/problems/emotions/stress.pdf>
- Help students practice mindfulness.
- Create and read two scenarios where a child experiences disappointment. In one scenario, the child handles it inappropriately, and in the other scenario, the child overcomes disappointment in a positive manner. Have students discuss the pros and cons of each ending. Have students further illustrate or act out constructive ways of dealing with disappointment.
- Encourage students to talk to trusted adults about disappointments, loss, and grief. Talk to them about helpful school and community resource people. *When Grief Enters the Classroom* is a resource that provides good background and strategies for educators on addressing grief across various developmental ages. http://www.rcsdk12.org/cms/lib04/NY01001156/Centricity/Domain/12/District%20Links%20documents/grief_guide.pdf.

Violence Prevention

- Have students develop posters to show classmates how to report bullying, stand up to bullying, and help friends who are being bullied.
- Have students role-play positive communication and interaction with friends, family, community members.