

Grade 3 Personal Health and Safety Education Unit Plan

Unit Rationale:

People of all ages have a variety of personal relationships in which respect is needed. This unit will allow students to explore how to respect one another. Throughout the unit, students will build empathy for others, learn what to do when confronted with negative communication, and learn strategies to use when confronted with bullying in real life and online, such as talking to a trusted adult. Students will learn the definitions of consent, bodily autonomy, and personal boundaries, which are critical for their understanding of safety – this content supports requirements of Erin’s Law (erinslaw.org), an [Illinois Law](#) requiring that schools offer sexual abuse prevention education for all school-aged children. This unit will also help younger students explore the concepts of gender and gender identity, which is critical knowledge as students develop their own identities and understand the identities of family and friends. At this age, students are becoming more independent, so this unit will emphasize the importance of taking care of their physical health, inside and out, with basic personal hygiene habits. They will also learn age-appropriate information about human growth and development, including a very basic introduction to puberty, so that students are prepared for the way their bodies may start to change in the coming years.

Enduring Understandings:

- All people deserve to be treated with dignity and respect.
- It is important to set and respect personal boundaries.
- We can support one another by celebrating and respecting individual differences.
- It is important to take care of our bodies as they grow and develop.

Essential Questions:

- How can a person show dignity and respect for everyone?
- What should you do when someone uses hurtful language on the internet?
- How can we make our classmates feel safe and supported?
- What are personal boundaries?
- How can I improve my personal hygiene habits?
- What are some stages of human development?

Standards:

All lessons are aligned with the [National Sex Education Standards \(NSES\), Second Edition](#). By the end of each grade band, students will have received instruction addressing all standards in each topic for the designated grade band. In addition to aligning with the NSES, lessons meet several Illinois State Standards and National Health Education Standards.

Unit Outline:

	Lesson <i>NSES</i>	Objectives <i>By the end of this lesson, students will be able to...</i>	Lesson Overview and Key Content
1	Our Classroom Community (50 minutes) <i>SO.5.ADV.1</i> <i>GI.5.ADV.1</i> <i>IV.5.ADV.1</i>	<ul style="list-style-type: none">• Define and give examples of what respect looks, sounds, and feels like.• Describe the classroom community's expectations.	In this lesson, students will discuss the concept of respect and give examples of what respect looks like, sounds like, and feels like in their classroom. Then, students will work together to create classroom rules/expectations to foster a healthy learning environment.
2	Respect for All (45 minutes) <i>SO.5.ADV.1</i> <i>GI.5.ADV.1</i> <i>IV.5.ADV.1</i>	<ul style="list-style-type: none">• List at least three ways to treat others with dignity and respect.• Demonstrate ways to celebrate the diversity in our communities.	In this lesson students will discuss examples of prejudice and discrimination to understand the importance of showing dignity and respect, especially to those who may be different from them. Students will create a family pride flag to demonstrate the importance of being proud of their own identity and celebrating the diversity in our communities.
3	The Power of Words (45 minutes) <i>CHR.5.IC.1</i>	<ul style="list-style-type: none">• Understand the importance of our words because everyone interprets things differently.• Identify ways to respond to mean words online, using S-T-O-P.	In this lesson, students will explore the concept of online safety. Through age-appropriate videos* and scenarios from Common Sense Education , students will discuss the impact their words can have in person or online. Students will identify what types of statements are okay to say online and will use the STOP model (S tep away, T ell a trusted adult, O K sites first, P ause and think online) to practice responding to hurtful words online.

		<ul style="list-style-type: none"> Decide what kinds of statements are okay to say online and which are not. 	
4	<p>Time to Be Me (30-35 minutes)</p> <p><i>GI.5.CC.1</i> <i>GI.5.ADV.1</i></p>	<ul style="list-style-type: none"> Explain the difference between sex assigned at birth and gender identity. List ways to create welcoming schools and classrooms. Understand what it can mean to be transgender. 	<p>In this lesson, students will explore the concepts of gender and gender identity. Using the book <i>Calvin</i> by J. R. Ford and Vanessa Ford*, students will engage with the text to expand their understanding of what it can mean to be transgender and the concept of gender expression. Transgender is defined as: When a person’s gender identity (how they feel) is different from what doctors/midwives assigned to them when they were born (sex assigned at birth). To reinforce concepts introduced in lesson one, such as dignity and respect, students will identify ways to create a safe and welcoming classroom community for all students.</p>
5	<p>If You Don’t Have Consent, You Don’t Have Consent! (40 minutes)</p> <p><i>CHR.5.CC.2</i> <i>CHR.5.IC.1</i></p> <p><i>This lesson supports Erin’s Law requirements.</i></p>	<ul style="list-style-type: none"> Explain the terms “consent,” “personal boundary” and “bodily autonomy” and how they relate to each other. Demonstrate how to communicate clearly about their personal boundaries. Demonstrate how to respect another person’s boundaries. 	<p>In this lesson, students will use an interactive short story to define and model the concepts of consent, personal boundaries, and bodily autonomy. Through a guided exercise in pairs, they will practice identifying and respecting other people’s boundaries. Students will review identifying and talking to trusted adults if they feel their personal boundaries are not respected.</p>
6	<p>Taking Care of Our Bodies with Basic Hygienic Habits (45-50 minutes)</p>	<ul style="list-style-type: none"> Utilize reliable resources to learn about healthy hygiene habits. 	<p>In this lesson, students use the age-appropriate website KidsHealth to explore different basic hygiene habits, such as brushing teeth and washing hands. In groups, they will create a short presentation to teach their peers about keeping their bodies clean and healthy.</p>

	<p><i>PD.5.AI.1</i> <i>PD.5.GS.1</i></p>	<ul style="list-style-type: none"> ● Understand that proper hygiene habits help people stay healthy. ● Teach others, including their peers, basic hygiene habits. 	<p>Students discuss the importance of caring for their body as it grows and develops.</p>
7	<p>Personal Timeline (40 minutes)</p> <p><i>PD.5.CC.1</i></p>	<ul style="list-style-type: none"> ● Recognize at least two stages of typical human development. ● Define puberty. ● Identify at least two significant events in their lives. 	<p>In this lesson, students will learn about the stages of typical human development to briefly introduce puberty. Students will create personal timelines and reflect as a class to acknowledge their similarities and patterns of development while recognizing that each timeline is unique.</p>

*Visit the [Grade 3 Unit Videos](#) document to review the videos included in this unit

School to Home Connection:

Establishing a pattern of open and honest conversations at home can help protect students now and as they grow older. Throughout the unit, students will receive optional take-home assignments to support the learning taking place in the classroom. While optional, families are encouraged to complete all assignments together. These activities are meant to help facilitate important conversations between students and their parents/caregivers.

The following lessons include a School to Home Connection Component in the Grade 3 Unit:

Lesson 1: Students can tell a family member about one classroom expectation the class created today.

Lesson 2: Students can share the “family pride” flag they created that represents pride in who their family is.

Lesson 3: Students can share the “Family Activity - Cyberbullying, Digital Drama & Hate Speech” and the [E-volve game](#) with a parent or guardian.

Lesson 4: Students can review the book *Calvin* at home with a family member or *I am Jazz* by Jessica Herthel and Jazz Jennings.

Lesson 5: Students can complete the vocabulary worksheet at home with their family.

Lesson 6: Students can share the skill they taught their peers to family members at home.

The following video can also be shown to teach more about the immune system: KidsHealth.org
“Your Immune System” video at

http://kidshealth.org/kid/htbw/ismovie.html?tracking=K_RelatedArticle

Lesson 7: Students can share their personal timelines with their families.