

Third Grade Pacing Guide

Suggestion: Before starting class review ground rules and complete the introduction worksheet

<p>TOPIC: Positive Self-esteem, Self-image and Friendship</p> <p>SOL:</p> <p>3.1 The student will demonstrate a sense of belonging in group work and play.</p> <p>3.2 The student will express what he or she likes about himself or herself to continue developing a positive self-image.</p> <p>3.3 The student will describe the types of behavior that enable him or her to gain friends or to lose friends.</p>	
<p>Performance Objectives:</p> <p>Students will be able to:</p> <p>Describe experiences of cooperative group games and acceptance.</p> <p>Discuss appropriate and inappropriate behavior of virtual groups on the internet.</p> <p>Express the capabilities, personality traits, and physical features that the child likes about himself or herself.</p> <p>Understand behaviors that helps children make and keep friends includes: friendly attitudes, being aware of others' feelings, sharing, using appropriate language and behavior, and accepting the attitudes and feelings of others. Behavior that causes children to lose friends includes: verbal or physical aggression; embarrassing or criticizing the friend; excluding the friend from activities; and violations of the relationship, such as lying, gossiping, cheating, stealing, and breaking promises.</p> <p>Discuss the rights and responsibilities of being a member of a group.</p>	<p>Materials:</p> <p>Acceptance 3.1</p> <p>Find the correct definition 3.2</p> <p>Online dilemmas 3.3</p> <p>All about me 3.4</p> <p>Friends 3.5</p> <p>Demonstrate responsibility 3.6</p>

<p>TOPIC: Changes and Coping</p> <p>SOL:</p> <p>3.4 The student will become aware of the changes occurring in family life that affect daily living and produce strong feelings.</p> <p>3.5 The student will give examples of healthy coping strategies for dealing with the feelings produced by changes in the family.</p>	
Performance Objectives:	Materials:
<p>Students will be able to:</p> <p>Describe that changes which occur including moving to a new home, the addition or birth of a sibling, the birth of a disabled child, death, illness, drug abuse, separation, divorce, remarriage, and children leaving home.</p> <p>Demonstrate healthy coping strategies including vigorous physical activity such as exercises and games; talking about feelings; reading books; and creative expressions such as writing, art, music, dance, and drama.</p>	<p>Family changes 3.7</p> <p>Coping strategies 3.8</p>

<p>TOPIC: Safety</p> <p>SOL:</p> <p>3.6 The student will practice safety rules in the home.</p> <p>3.7 The student will demonstrate to others how to respond appropriately to good touches and how to handle inappropriate approaches from relatives, neighbors, strangers, and others.</p>	
<p>Performance Objectives:</p> <p>Students will be able to:</p> <p>Understand the safety/first-aid objectives, appropriate use of communication devices such as the phone and internet and develop safety precautions at home.</p> <p>Review the elements of good and bad touches including responding appropriately both to good and to bad touches. When a good touch is welcomed by the child, he or she can respond by smiling, by returning a similar gesture, or by saying "thank you."</p> <p>Demonstrate how to tell a trusted adult in private about any inappropriate approaches. This includes inappropriate approaches made by way of electronic devices such as the internet or text messaging.</p> <p>Discuss responses to inappropriate approaches include saying "no," getting away from the person quickly, telling the person that he or she does not like the touch, and telling a trusted adult about the inappropriate approach.</p>	<p>Materials:</p> <p>First-Aid basics 3.9</p> <p>Internet safety review 3.10</p> <p>Personal body safety review 3.11</p> <p>What's my game plan? 3.12</p> <p>What's my game plan? 3.12</p>

TOPIC: Media Messages

SOL:

3.8 The student will be conscious of how commercials use our emotions to make us want products.

Performance Objectives:

Materials:

Students will be able to:

Review the concept of media influences and give examples of techniques used by the media to create excitement and a desire to purchase products.

Understand how the media affects mental health issues such as self-image, and alcohol, tobacco and other drug use.

Techniques in advertising 3.13-14

Body image 3.15-17
Discussion lead by teacher

TOPIC: Reproduction

SOL:

3.9 The student will identify and use correct terms for external body parts associated with reproduction and elimination.

3.10 The student will recognize that while all human beings grow and develop in a given sequence, rates and patterns vary with individuals.

3.11 The student will become aware that both a male and a female are necessary to have a baby.

3.12 The student will comprehend that the baby grows inside the mother's body for nine months and then is born.

Performance Objectives:

Materials:

Students will be able to:

Use correct scientific terms such as penis, scrotum, vaginal opening, opening of the urethra, and anus.

Understand development patterns and sequences and demonstrate and validate individual variations in development.

Understand that babies begin with a sperm and an egg, with the male providing the sperm and the female providing the egg. This is an age-appropriate, medically-accurate introduction to reproduction and is not intended to be an explicit explanation of the sexual process.

Recognize that the umbilical cord and placenta play a role in pregnancy.

Recognize that at the end of nine months of development, the baby leaves the mother's body through the vagina or through a surgical process known as Caesarean section.

(The extent of the discussion of the birth process at this point is dependent upon the students and the topics that arise.)

Male Anatomy 3.18

Female Anatomy 3.19

I am changing read along and worksheet 3.20-21

Where do babies come from? 3.22-23

Where do babies come from? 3.22-23

Where do babies come from? 3.22-23

Acceptance

1. Describe a time you were left out. How did it make you feel?
2. Describe a time you were part of the group. How did it make you feel?
3. Have you ever left anyone out of a group before? How do you think that person felt?
4. What are some things you can do to make sure you stay friends?
5. What are some things you can do that will cause you to lose a friend?

Name: _____

Date: _____

Find the correct definition

Match the following words to the correct definition below. Two definitions are missing. Write your own definitions for these below.

1. social networking

2. tag

3. status update

4. spam

5. email

6. cyberbully

7. internet

A _____ network of computers joined together around the world that can share information

B _____ sharing news and photos with other people online

C _____ mail messages sent by computer

D _____ short line on a social networking site that tells people what you are doing or thinking

E _____ add someone's name to a picture or video

Name: _____

Date: _____

Online dilemmas

Read these four online dilemmas and write what each child should do.

1. Chloe is a member of a social networking site. One of her 'friends' has posted some nasty comments about her. What should Chloe do?

2. Jake has a really good friend that he met online. Now his friend wants to meet up for real. What should Jake do?

3. Emily uses a computer at home and sometimes when she does a search she sees stuff that she wished she hadn't seen. What should she do?

4. Shakil has been downloading ringtones on his computer, but now the computer doesn't seem to work properly. What should he do?

What is today's date?

All About Me

Write your name in your best handwriting.

What is your favorite subject in school?

What do you want to be when you grow up?

What is your favorite food or meal?

What is your favorite hobby?

What is the last book you read?

What is your favorite outfit?

What is your favorite song?

What is one thing you are really good at doing?

What is one thing you want to get better at this year?

Friends

Make a list of how to keep your friends:

Make a list of how to lose friends:

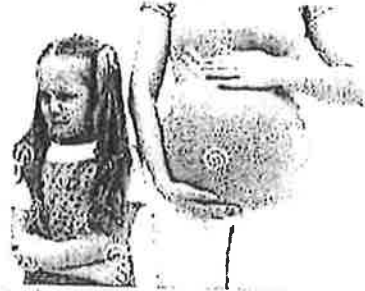
How would you demonstrate *responsibility* if...

1. You broke the wheel off your brother's new skateboard?
2. Your friend asks you to play and you haven't finished your homework?
3. You're playing a really fun game at your friend's house and it's time to go home?
4. You promised your mom or dad you would clean your room but you just don't feel like it?
5. It is time to go to bed and you just remembered that your book report is due tomorrow?
6. You agreed to take care of your neighbor's dog while she is away, but now a friend has invited you to a sleep over?
7. Your mom is not feeling well and could really use some extra help around the house?
8. You forgot to bring your homework home from school, including the book you need to study for tomorrow's test?

Family Changes

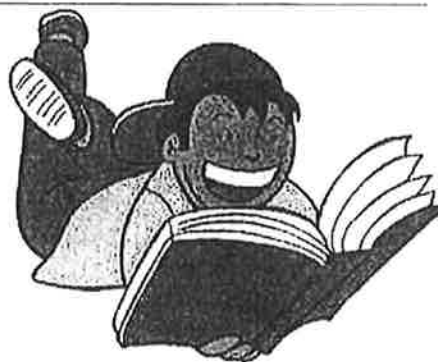
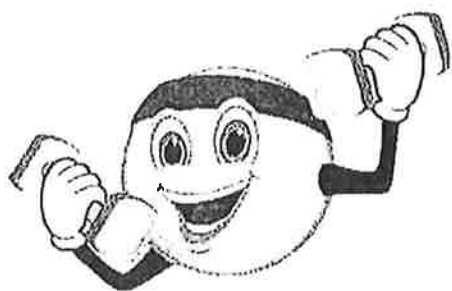
Sometimes, difficult things happen to our family.

It is important that we cope with these changes in a positive method.
Label the changes and share how you could cope correctly.



Coping Strategies:

Label



First Aid Basics

Stop Bleeding

- Wash out the cut
- Put a clean bandage over the cut
- Apply pressure
- Elevate



Burns

- Stop the burn
- Run cool water over the burn
- Bandage loosely
- Do not put any cream/butter on the burn

Run cool water
over area of
burn



ADAM

Injury to Bone or Muscle

- Rest
- Ice
- Compression (Bandage/Splint)
- Elevate

RICE:
rest, ice,
compression
and elevation



ADAM

Call **9-1-1**

immediately

If you experience:

- Chest pains
- Slurred speech and sudden impaired use of limbs
- Bleeding that can't be stopped
- Loss of consciousness

Nosebleed

- Pick the bridge of the nose
- Add ice
- Lean forward

Sit and lean
forward slightly



ADAM

Internet Safety Review

Name _____

1) Matching

Internet

Junk mail (don't open)

Instant Messaging (IM)

A place to "talk by typing"

Chat Room

- Never give out personal information
- Never meet anyone you met online
- Tell an adult if you feel uncomfortable about anything you see on the internet

E-mail

Worldwide system of millions of computers connected together in a network

SPAM

Someone with criminal intent who uses electronic devices to meet others.

Cyber Predator

Electronic mail

Cyber Bully

Instant messages sent to others using a special program.

Someone who harasses others by electronic means (computer, phone, e-mail)

Internet Safety Rules

2) What are five things you should never share with anyone on the computer?

1. _____
2. _____
3. _____
4. _____
5. _____

3) What should you do if you see something on the internet that makes you feel uncomfortable?

4) When is it OK to meet with someone that you found on the internet?

Personal Body Safety Review

Worksheet 3A

Name _____

Directions: Match the definition to the vocabulary word.

_____ **Personal Body Safety Rules**

_____ **Bad Touch**

_____ **Confusing Touch**

_____ **Good Secret**

_____ **Bad Secret**

_____ **Private Parts**

_____ **Good Touch**

- A. A touch that mixes you up or makes you feel uneasy. It starts out okay, but ends up not being okay. For example, you are having fun wrestling with someone but when you ask the person to stop the person does not stop.
- B. Say, "No" in a strong voice. Get away to a safe place. Tell a grown-up you can trust.
- C. A secret that you feel uncomfortable keeping because it could hurt you or someone else.
- D. A touch that feels okay, acceptable, warm, and makes you feel loved.
- E. A secret that you feel safe and comfortable keeping because it does not hurt you or anyone else.
- F. A touch that makes you feel bad, embarrassed or funny inside. This touch may actually hurt bodies, not like a spanking, although spanking may hurt. This touch can cause severe bruises, broken bones, cuts or burns. Another example of this type of touch is when someone touches you on your private parts for no good reason.
- G. Parts of your body covered by a bathing suit.

What's My Game Plan?

Situation Cards

Situation #1

John is ten years old. His parents went away for the weekend. He stayed with a friend of the family. On Friday John accidentally spilled cherry soda on the floor. An adult in the house hit John in the face and gave John a black eye. He then told John not to tell his parents.

Situation #2

Morgan came to school limping one day, and when her friend Kate asked her what had happened, Morgan said she didn't want to talk about it. Later that day, Morgan admitted that her mother had shaken her roughly and pushed her down to the ground when she found out that Morgan had been playing outside after school before doing her chores.

Situation #3

While Tim was waiting for a movie to begin, he and his friend tried to answer the movie trivia questions on the screen. Someone he didn't know began to ask him questions about himself and if his parents dropped him off or if they were in another theater. The stranger continued to ask him more questions that made him feel uncomfortable and told him some "dirty jokes" that Tim didn't think were funny. Should he keep this a secret?

Situation #4

Robyn tells her friend Cheyenne about some stuff going on at her house. She tells Cheyenne that her 21-year-old cousin comes into her bedroom at night and touches her in her private areas. She asks Cheyenne not to tell anyone about this because although she feels uncomfortable, she likes her cousin and does not want him to get in trouble.

Situation #5

Spencer's mom works at night. Many nights he is left all alone with nothing to eat. When he wakes up in the morning, Spencer's mom is often still not home. He has to wake up and get himself ready for school. Many times Spencer misses the bus.

Techniques in Advertising

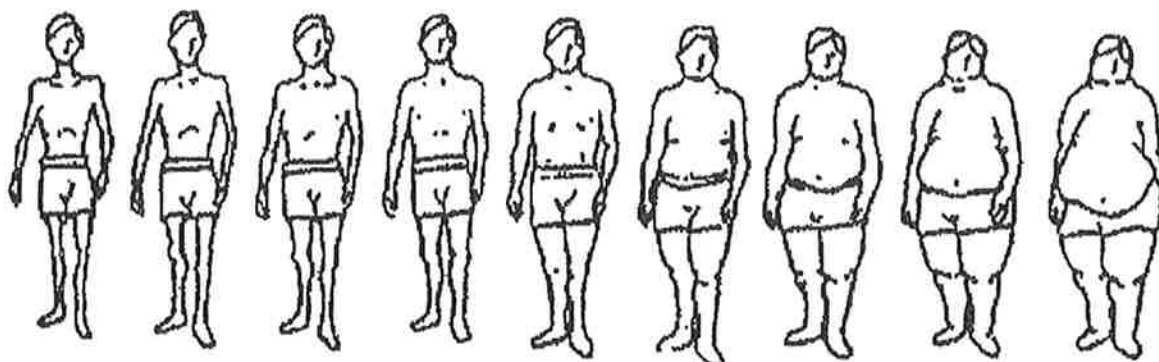
Technique	How It Is Used	Example
Bandwagon	Tells you that everyone is doing it	
Celebrity Spokesperson	Uses a celebrity or famous person to endorse a product	
Emotional Appeals	Make viewers feel certain emotions, such as excitement, sadness, or fear	
Humor	Used to make audiences laugh	
Individuality	Makes you feel like you are different than everyone else	
Plain Folk	Shows ordinary people using or supporting a product or candidate	
Product Comparison	Compares products to another one	

Techniques in Advertising

Technique	How It Is Used	Example
Bandwagon	Tells you that everyone is doing it	McDonalds (over 99 billion served) Proactive Pepsi Coke
Celebrity Spokesperson	Uses a celebrity or famous person to endorse a product	Shaq Beyonce Kobe Wade Manning (Etc)
Emotional Appeals	Make viewers feel certain emotions, such as excitement, sadness, or fear	Aspca Kleenex Insurance Diapers
Humor	Used to make audiences laugh	Doritos AT&T Orbit gun
Individuality	Makes you feel like you are different than everyone else	Wranglers Lee Jeans Mountain Dew
Plain Folk	Shows ordinary people using or supporting a product or candidate	Household goods Food Items
Product Comparison	Compares products to another one	Dental Care Medical Items

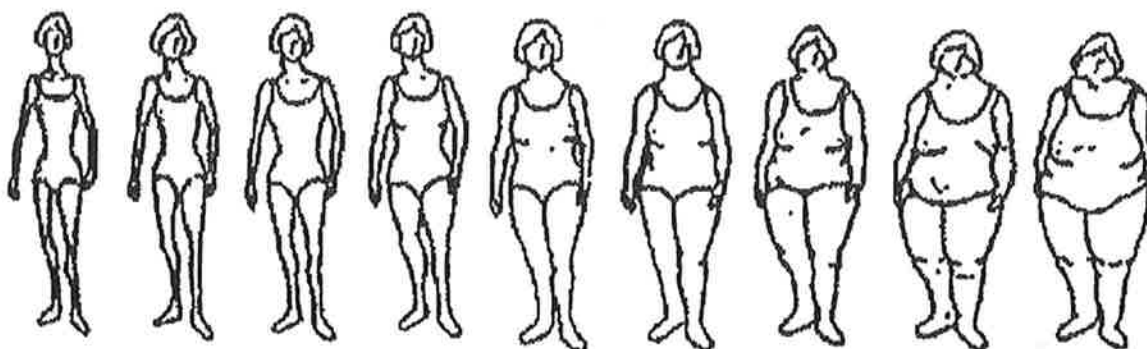
Body Image

1. Draw a circle around which imagine you think most Americans look like.
2. Draw a rectangle around the body imagine you see mostly in movies and magazines.
3. Did you pick the same answer? Why or Why not?



Male

1 2 3 4 5 6 7 8 9



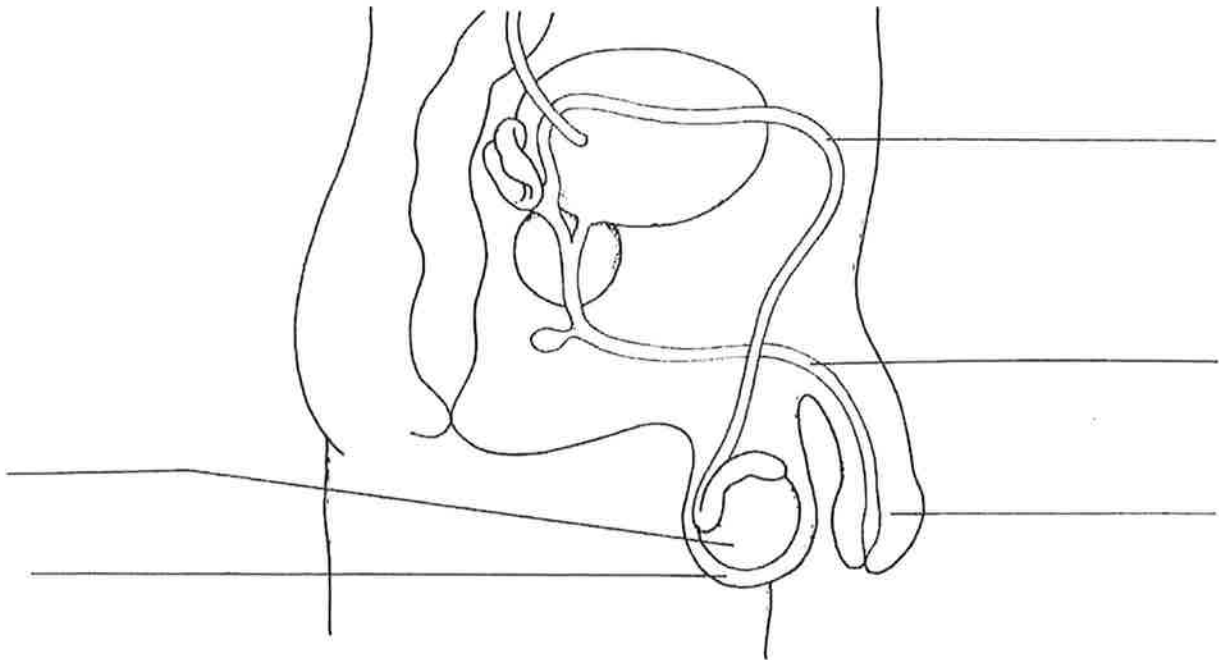
Female

Male Anatomy

NAME _____

DATE _____

Part I: Look at the diagram below and label the body parts by writing the correct term in the blank space.



Part II: Match the definition from Column 2 with the word it describes in Column 1.

Male Reproductive Organs

- _____ 1. Penis
- _____ 2. Urethra
- _____ 3. Scrotum
- _____ 4. Testicle
- _____ 5. Vas deferens

Definitions

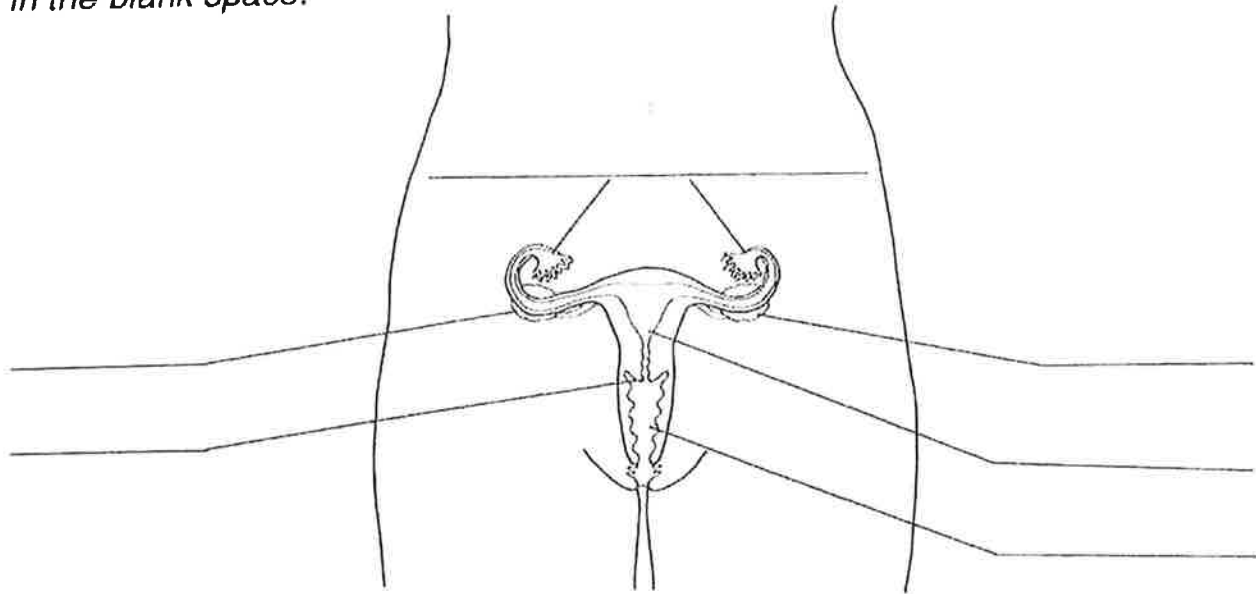
- A. The gland that produces sperm.
- B. The duct through which urine is discharged and, in males, through which semen is discharged.
- C. The two tubes that allow sperm to pass from the testicles.
- D. The male sex organ; also, the male urinary organ.
- E. The external pouch that contains the testicles.

Female Anatomy

NAME _____

DATE _____

Part I: Look at the diagram below and label the body parts by writing the correct term in the blank space.



Part II: Match the definition from Column 2 with the word it describes in Column 1.

Definitions

_____ 1. Cervix

_____ 2. Vagina

_____ 3. Uterus

_____ 4. Fallopian tube

_____ 5. Ovary

A. Pear-shaped female reproductive organ in which fetus grows and develops until birth.

B. Female organ in which egg cells and sex hormones are produced.

C. Neck-like, narrow end of uterus which opens into vagina; it stretches to allow a baby to be born.

D. Either of two tubes through which egg is released from an ovary each month and travels on its way to uterus.

E. Passage that leads from uterus to external genital organs.



I am Changing

Part 1 - Activity 1



Taller, Hairier, Smellier...

Sometimes puberty can be a bit of a shock - hairs growing in strange new places, fluids coming out that have never come out before and you have to start washing more often.

Why does it happen?

"Puberty" is the process of changing from a child into a sexually mature adult capable of reproduction. Chemical messages called hormones are sent around the body via the bloodstream and tell the body it's time to change.

A part of the brain called the hypothalamus sends a message to the pituitary gland at the base of the brain. This then sends hormones called gonadotropins to activate the ovaries in girls and the testes in boys.

The ovaries start producing the hormone oestrogen, progesterone and a small amount of testosterone and the testes start producing testosterone and a small amount of oestrogen. These are the main hormones that cause the changes of puberty.

For some people puberty can start as young as 8, others may be 16 or 17 before they start to develop.

Hormones make physical changes happen but they also influence how you think and feel, especially as your body is getting used to them. Sometimes they can make you feel good, sometimes they can make you feel angry or sad or like being alone. They can also make you more interested in sex and you can start having very strong feelings of attraction. This can be exciting but it can also be tricky to deal with and makes interacting with others more complicated.

As you start going through puberty and begin changing into an adult you have to work out your thoughts, feelings, attitudes, values, likes and dislikes. The things you want to do and are allowed to do change. People expect more from you and it can take time for you, and your friends and family, to work out the new you.



I am Changing

Part 1 - Activity 1



Taller, Hairier, Smellier...

Fill in the blanks.

Puberty means _____

Your body changes because of the effect of _____

The main hormone causing changes in girls is called _____

The main hormone causing changes in boys is called _____

As well as making physical changes happen hormones also affect _____

I think going through puberty is _____

because _____

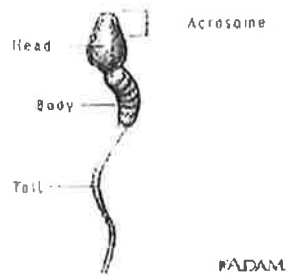
A good thing about going through puberty is _____

A hard thing about going through puberty is _____

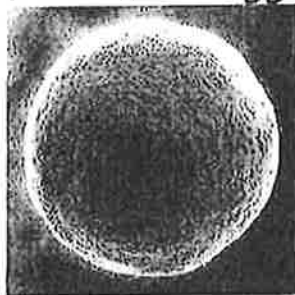
In what ways could you and your friends support each other as you go through puberty?

Where do babies come from?

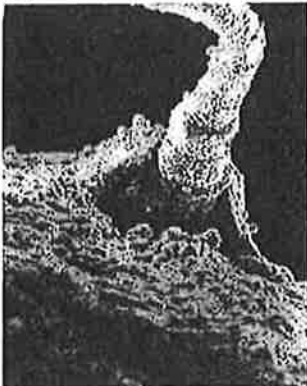
Males have a cell called sperm



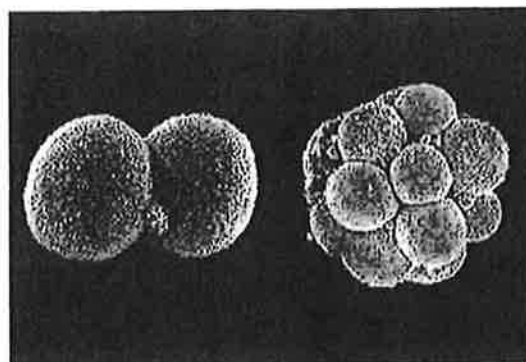
Females have a cell called egg or ovum



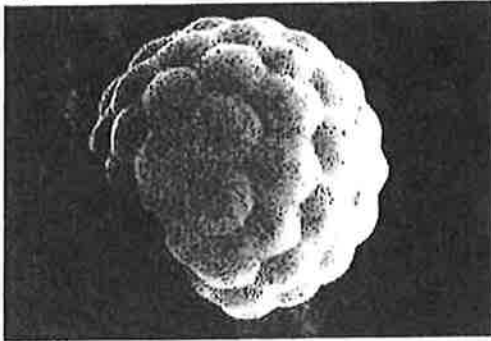
When the two meet, human life begins.



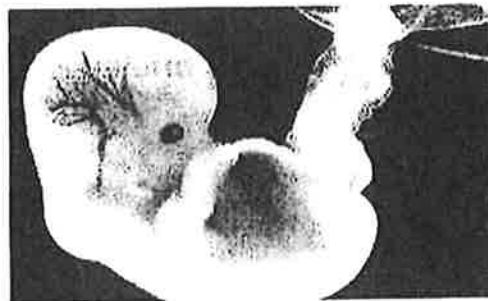
The two cells now create a new cell. This new cell starts to divide and multiply.



It then travel down toward the uterus and attaches to the wall.



This ball of cells turns into a tiny clump of life called an embryo. The embryo has an umbilical cord that attached from its stomach to a placenta. The placenta feeds and nourishes the baby so it can grow and develop properly.



The developed baby is called a fetus and has been growing for 40 weeks.



The baby will be delivered through the vaginal canal or if there are complications, a cesarean section is needed. That is when the doctor surgically cuts through the stomach muscle to deliver the baby.

