

Third Grade Health Core Curriculum



Elementary Health Core

Third Grade

Healthy Self

Objective 1: Counselor

Objective 2: PD a,b,c

Substance Abuse Prevention

Objective 1: PD a,b,c

Objective 2: Teachers Resource Manual

Human Development and Relationships

Objective 1: Teachers Resource Manual

Objective 2: PD a.b.c

Objective 3: Counselor

Disease Prevention and HIV/AIDS Education

Objective 1: Teachers Resource Manual

Objective 2: PD a,b

Objective 3: Teachers Resource Manual

Safety and Injury/Violence Prevention

Objective 1: Teachers Resource Manual

Nutrition and Fitness

Objective 1: Teachers Resource Manual

Objective 2: Teachers Resource Manual

Objective 3: Teachers Resource Manual

Objective 4: Teachers Resource Manual

Consumer and Community Health

Objective 1: Teachers Resource Manual

Objective 2: Teachers Resource Manual

Objective 3: Teachers Resource Manual

ATT=Activities That Teach- Book by Tom Jackson
 MATT=More Activities That Teach- Book by Tom Jackson
 PD=Prevention Dimensions- contact Monica
 30 MM= 30 Minute Miracles- IMC

Third Grade Core Curriculum

<i>Healthy Self</i>			
Grade	Standard	Objective	Resources
3 rd Grade	Standard 1: The students will learn ways to improve mental health and manage stress.	Objective 1: Demonstrate responsibility for self and actions. a. Identify personal responsibilities. b. Predict the consequences of neglecting responsibilities; e.g., increased stress, poor grades, punishment, no sense of accomplishment, impact on other people. c. Report the outcomes of completing responsibilities; e.g., sense of accomplishment, feeling good, contribution to cause, less stress. d. Determine how good decision making can help complete responsibilities.	Counselors will teach these lessons. http://www.uen.org/Lessonplan/preview.cgi?LPid=125 Book: Alexander and the Terrible, Horrible, No Good, Very Bad Day 30 MM- Tender Sweet Young Thing Book: <u>Ordinary Mary's Extraordinary Deed</u> Free the Horses- IMC Book: Wemberly Worried Knight School- video Book: <u>Sneetches</u> Choices and Consequences –ATT page 100 Tales that Teach-curriculum.-Contact Teresa Winkler for more info. 30 Minute Miracles- IMC curriculum Book: <u>You Are Special</u> Book: <u>That's What you Get...!</u> By Rick Walton Book: <u>Tops and Bottoms</u> by Janet Stevens 30MM Lesson # 13&14 (Green) Book: <u>The Empty pot</u> by Demi Book: <u>Horton Hatches the Egg</u> By Dr.Seuss <u>Don't Pop Your Cork on Monday</u> by Adolph Moser <u>Mind Over Basketball: Coach Yourself to Handle Stress</u> by Jane Weierbach <u>The Amah</u> by Laurence Yep <u>The Secret Science Project that Almost Ate The School</u> by Judy Sierra <u>It's Not My Fault</u> by Nancy L. Carlson <u>Judy Moody Declares Independence</u> by Megan McDonald
3 rd Grade	Standard 1: The students will learn ways to improve mental health and manage stress.	Objective 2: Recognize why acceptance of self and others is important for the development of positive attitudes. *PD a. Determine the benefits of helping self and others. b. Determine the benefits of having positive attitudes. c. Describe the relation between acceptance and attitude.	http://www.uen.org/Lessonplan/preview.cgi?LPid=125 http://www.uen.org/Lessonplan/preview.cgi?LPid=157 <u>Stand Tall Molly Lou Melon</u> by Patty Lovell PD Lesson #6

Substance Abuse Prevention

<u>Grade</u>	<u>Standard</u>	<u>Objective</u>	<u>Resources</u>
3 rd Grade	Standard 2: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.	<p>Objective 1: Recognize the health implications of alcohol and tobacco use. *PD</p> <ul style="list-style-type: none"> a. Identify both the short- and long-term effects of alcohol and tobacco use. b. Describe the effects of passive smoke. c. Determine the financial impact of alcohol and tobacco use. 	<p><u>The Brown Bottle</u> by Penny Jones <u>Alcohol (The Real Deal)</u> by Rachel Lynette <u>Cigarettes, Cigarettes: The Dirty Rotten Truth About Tobacco</u> by Pete Traynor Pd Lesson # 8</p>
3 rd Grade	Standard 2: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.	<p>Objective 2: Determine how building relationships with helpful people can be beneficial. (SS)</p> <ul style="list-style-type: none"> a. List and classify helpful people; e.g., within family, neighborhood, community. b. Identify the benefits of building relationships with caring adults. 	<p><u>Behind the Scenes at the Hospital</u> by Marilyn Niller.</p>

Human Development and Relationships

Grade	Standard	Objective	Resources
3 rd Grade	Standard 3: The students will understand and respect self and others related to human development and relationships.	Objective 1: Summarize the functions of the skeletal and muscular systems. a. Name the major body systems and their basic functions. b. Describe the skeletal and muscular systems. c. Demonstrate ways to strengthen the skeletal and muscular systems. (PE)	www.uen.org go under K12 Education choose Utah Core Curriculum choose Health Education choose grade 3 go to Standard 3 <u>The Human Body: Bones and Muscles</u> by Rebecca Johnson <u>The Human Machine</u> by Catherine Stephens <u>Muscles</u> by Ralph Mitchell <u>Bones</u> by Ralph Mitchell
3 rd Grade	Standard 3: The students will understand and respect self and others related to human development and relationships.	Objective 2: Model behaviors that foster healthy interpersonal relationships. (SS) *PD a. Examine the benefits of healthy relationships among peers, family, and community members. b. Recognize ways in which peers, families, and communities may change over time. c. Model ways to contribute to healthy relationships among peers, family, and community members	<u>Cliques, Phones & Other Baloney</u> by Trevor Romain <u>Ordinary Mary's Extraordinary Deed</u> by Emily Pearson PD Lesson #9
3 rd Grade	Standard 3: The students will understand and respect self and others related to human development and relationships.	Objective 3: Model strategies for preventing abuse. a. Maintain personal boundaries. b. Identify situations that may put one at risk for abuse. c. Demonstrate ways to avoid, manage, or escape risk.	Counselors will teach these lessons. Family Support & Treatment Center- Phone: 1-801-229-1181 RAD Kids Monica Hullinger as a resource NetSmartz- Internet program http://www.netsmartz.org/index.aspx Book: <u>Telling Isn't Tattling</u> Faux Paws- books and curriculum Tales that Teach-curriculum.-Contact Teresa Winkler for more info. 30 Minute Miracles- IMC curriculum Book: <u>The Sly Fox and the Chicks</u> by Carl Sommer Personal Space Camp ordered from www.youthlightbooks.com "What Tadoo with Secrets" presentation by Family Support and Treatment Center Phone: 1-801-229-1181

Disease Prevention And HIV/AIDS Education

Grade	Standard	Objective	Resources
3 rd Grade	Standard 4: The students will understand concepts related to health promotion and disease prevention.	<p>Objective 1: Tell why HIV is difficult to contract and usually does not affect children.</p> <ol style="list-style-type: none"> a. List ways that people cannot contract HIV. b. Identify ways people can avoid coming in contact with blood. 	<p>http://www.uen.org/Lessonplan/preview.cgi?LPid=571 http://www.uen.org/Lessonplan/preview.cgi?LPid=1363 UEN www.uen.org Utah Core Curriculum Health Education Third Grade</p> <p>Standard 4 Objective 1</p> <p>Lesson Plans: Disease Prevention and HIV/AIDS Education Lesson 1</p> <p>AIDS by Andrew T. McPhee Myths and Facts about AIDS by Anna Forbes</p>
3 rd Grade	Standard 4: The students will understand concepts related to health promotion and disease prevention.	<p>Objective 2: Demonstrate <i>decision-making and Refusal Skills</i>® for HIV prevention. *PD</p> <ol style="list-style-type: none"> a. List reasons to avoid contact with blood. b. Identify, avoid, manage, or escape situations involving blood-to-blood contact. 	<p>http://www.uen.org/Lessonplan/preview.cgi?LPid=571 UEN www.uen.org Utah Core Curriculum Health Education Third Grade</p> <p>PD Lesson # 13</p> <p>Lesson Plans: Disease Prevention and HIV/AIDS Education Lesson 2</p>
3 rd Grade	Standard 4: The students will understand concepts related to health promotion and disease prevention.	<p>Objective 3: Demonstrate proper personal hygiene and universal precautions.</p> <ol style="list-style-type: none"> a. Demonstrate proper hand washing. b. Recognize importance of never touching another person's blood and other body fluids c. Describe procedure to follow in the event of a blood spill. 	<p>http://www.uen.org/Lessonplan/preview.cgi?LPid=571 http://www.uen.org/Lessonplan/preview.cgi?LPid=1365 http://www.uen.org/Lessonplan/preview.cgi?LPid=321 http://www.uen.org/Lessonplan/preview.cgi?LPid=157 UEN www.uen.org Utah Core Curriculum Health Education Third Grade</p> <p>Lesson Plans: Hygiene Potato Graph</p> <p>Texas Department of State Health Services http://www.dshs.state.tx.us/kids/lessonplans/ Illness and Prevention Grades K-5</p> <p>Disease Prevention by Alexandra Powe Fighting Disease by Ian Graham</p>

Safety and Injury/Violence Prevention

<u>Grade</u>	<u>Standard</u>	<u>Objective</u>	<u>Resources</u>
3 rd Grade	Standard 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.	Objective 1: Match safety procedures to potential hazards. (SC) a. Describe procedures to follow in case of fire, flood, earthquakes, and electrical shock. b. Predict problems of using and being around machines. c. Explain how carelessness, hurrying, anger, and upset feelings may increase the chance of having an accident. d. List reasons for treating animals with respect and kindness.	<p>Fire, Flood, Earthquakes, shock http://www.nebo.edu/curriculum/health/files/safety.3.5.1.a.pdf</p> <p>Safety procedures http://www.nebo.edu/curriculum/health/files/procedures.3.5.1.b.pdf</p> <p>Treat animals with kindness http://www.nebo.edu/curriculum/health/files/kindness.3.5.1.d.pdf</p> <p><u>Earthquakes</u> by Seymour Simon <u>Earthquakes</u> by Sally Walker <u>Earthquake!</u> By Cynthia Nicolson <u>Weather</u> by Seymour Simon The Magic School Bus and The Electric Field Trip by Joanna Cole</p> <p>http://www.sparky.org/games/SAFE/safe.html</p> <p>http://www.dinah.com/conceptmap.php http://www.nyhealth.gov/environmental/emergency/flood/docs/when_theres_a_flood.pdf</p> <p>http://www.fema.gov/kids/pdf/daycare.pdf</p> <p>http://nie.honoluladvertiser.com/04-Student-Supplements/Be-Kind-to-Animals-v0412181116.pdf</p>

Nutrition and Fitness

Grade	Standard	Objective	Resources
3 rd Grade	Standard 6: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.	Objective 1: Compare personal eating habits with a balanced diet. *NU a. Record daily food intake. b. Determine a balanced diet based on the Food Guide Pyramid.	http://www.uen.org/Lessonplan/preview.cgi?LPid=965 http://www.uen.org/Lessonplan/preview.cgi?LPid=966 http://www.uen.org/Lessonplan/preview.cgi?LPid=967 http://www.uen.org/Lessonplan/preview.cgi?LPid=974 http://www.uen.org/Lessonplan/preview.cgi?LPid=1016 http://www.uen.org/Lessonplan/preview.cgi?LPid=68 http://www.econedlink.org/lessons/print.cfm?lesson=EM41 Food for Life by Kathleen V. Kudlinski Janey Junk food's Fresh Adventure! By Barbara Storper Sweet Tooth by Margie Palatini and Jack E. Davis Samantha Loses Her Sweet Tooth by Charlie Callahan
3 rd Grade	Standard 6: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.	Objective 2: Identify nutrient groups and the key functions of each. *NU a. Identify nutrient groups; i.e., proteins, fats, water, carbohydrates, vitamins, minerals. b. Name foods rich in key nutrients. c. Define the functions of basic nutrient groups.	http://www.uen.org/Lessonplan/preview.cgi?LPid=965 http://www.uen.org/Lessonplan/preview.cgi?LPid=966 http://www.uen.org/Lessonplan/preview.cgi?LPid=967 http://www.uen.org/Lessonplan/preview.cgi?LPid=974 Website Activity: http://teammnutrition.usda.gov/Resources/game/Blastoff_Game.html
3 rd Grade	Standard 6: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.	Objective 3: Examine the dangers of dysfunctional eating. a. Identify common reasons for dieting; e.g., health, peer pressure, unhappy with looks and/or size, weight loss. b. Predict the effect fad diets may have on health.	
3 rd Grade	Standard 6: The students will understand how a healthy diet and exercise can increase the likelihood of physical and	Objective 4: Assess personal fitness level. (PE) a. Measure heart rate. b. Record the results of participation in aerobic, strength, endurance, and flexibility testing.	http://www.uen.org/Lessonplan/preview.cgi?LPid=1017 Website Activity: http://www.kidshealth.org/kid/closet/games/bed_game.html

mental
wellness.

Consumer and Community Health

<u>Grade</u>	<u>Standard</u>	<u>Objective</u>	<u>Resources</u>
3 rd Grade	Standard 7: The students will understand the value of service and effective consumer practices.	Objective 1: Participate in service learning that assists the community. (SS) <ol style="list-style-type: none"> a. <i>Identify the needs</i> of a community. b. Examine situations when people or groups assist communities. c. <i>Plan, implement, and report</i> on community service. 	*This website gives you the steps for how to brainstorm a project and plan it, and gives you links to people who can help you complete your project: http://tiny.cc/kidscare or http://teams.lacoe.edu/documentation/classrooms/language/shiloh/activities/care/care.html <u>Helping Out Community Volunteers</u> by Karen Kane <u>Building A Better Community</u> By Lisa Trumbauer <u>Ordinary Mary's Extraordinary Deed</u> by Emily Pearson
3 rd Grade	Standard 7: The students will understand the value of service and effective consumer practices.	Objective 2: Describe the influence of media on making healthy choices. (LA) (LM) <ol style="list-style-type: none"> a. Find health-related messages in media. b. Determine the reliability of health messages in the media, including Internet. c. Report the effect of media on decision-making. 	*Here are some reliable websites that you can show your students and point out what makes them a reliable source. www.bam.gov www.kidshealth.org/kids www.girlshealth.gov/bones *Questions to ask to determine if a website is reliable: -Can you tell who wrote it? Is it a major organization that you've heard of or just a random person? -Does it have .com in the address? This means it exists for a profit, and might not be reliable. .gov and .edu websites are almost always reliable. -Does it have a lot of ads on it? Is it trying to get you to buy something? -When was it last updated? -Does it look professional?
3 rd Grade	Standard 7: The students will understand the value of service and effective consumer practices.	Objective 3: Summarize the role of health services in the community. <ol style="list-style-type: none"> a. List various health services. b. Define the role of each service. c. Identify situations in which the health services can or should be accessed. 	http://www.uen.org/Lessonplan/preview.cgi?LPid=571 *This is a link to a lesson where students learn about different types of health workers: http://www.uen.org/Lessonplan/preview?LPid=571 *Invite health workers from your community to talk to your class

Human Development and Relationships

Standard 3 Grades 3-6

Web sites:

Web sites:

Core Academy at USU

<http://coreacademy.usu.edu/Materials/>

Heart Power Online

<http://www.americanheart.org/presenter.jhtml?identifier=3028650>

This website has great lesson plan ideas by grade or core on health.

Jordan Educational Media, Inc. You can get video clips for teaching.

<http://www.jordaneducationmedia.com/>

<http://charactercounts.org>

www.teachwithmovies.org (may have a fee)

www.uen.org Gives lesson plans that follow core

www.uen.org/dms/ E-media can download materials

Utah State Health Core 3rd Grade

Objective 1

Match safety procedures to potential hazards. (SC)

- Describe procedures to follow in case of fire, flood, earthquakes, and electrical shock.

Materials Needed/Attachments

- Flip book (class set of white paper – 8 ½ " by 11 ")
- Emergency Information (copies for expert groups – or overhead copy)

Instructional Procedure

- Make the Flip book
 - Fold a sheet of paper in half vertically (hot dog) so that one side is one inch longer than the other side.
 - Cut the shorter side in fourths, up towards the fold (mountain top) to create four flaps. This can be done easily by folding the paper in half hamburger style and then folding it in half again. Unfold and cut to mountain tops.
 - Label the four flaps
 - Fire
 - Flood
 - Earthquakes
 - Electrical Shock
 - Label under the flaps Emergency

Fire	Flood	Earthquake	Shock
Emergency			

- As a class go over the procedure to follow when there is a fire. Students should list under the flap what they should do. There is some information attached, but for more information go to
- At this point the class can continue working as a whole with the teacher. A second option is to split into three groups. Each group becomes an expert on one of the areas. The information should be copied and passed out to them for

note taking. After 10 minutes each expert goes and makes a group with experts from other groups. Creating a group that can share about all different areas.

Fun Extension: <http://www.sparky.org/games/SAFE/safe.html>

Teacher Resources

- <http://www.dinah.com/conceptmap.php>
- <http://www.sparky.org/games/SAFE/safe.html>
- [http://www.nyhealth.gov/environmental/emergency/flood/docs/when theres a flood.pdf](http://www.nyhealth.gov/environmental/emergency/flood/docs/when_theres_a_flood.pdf)
- <http://www.fema.gov/kids/pdf/daycare.pdf>

FLOOD

From http://www.nyhealth.gov/environmental/emergency/flood/docs/when_theres_a_flood.pdf

Before You Evacuate

If there is time, move important papers, television sets, computers, stereo equipment and easily moveable appliances such as a microwave oven to the upper floors of your home.

If your basement floods before you have a chance to shut off electric and natural gas service, do not enter the basement. There is the possibility of electric shock if any electrical wires are touching the water. Contact your electric company as soon as possible.

If you have to leave your home, use the following checklists to help you do so safely and minimize the amount of damage to your home while you are away.

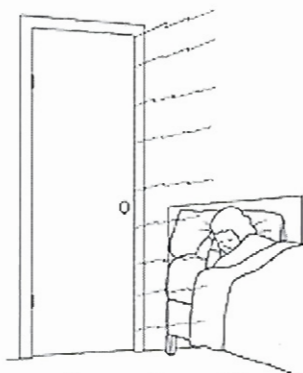
- **Turn off all electrical appliances.**
- **Turn off the electricity at the main fuse or circuit breaker**
- **Turn off water at the main valve.**
- **Turn off propane gas service.** Propane tanks often become dislodged in emergency situations.
- **Leave natural gas on.** Unless local officials advise otherwise, leave natural gas on because you will need it for heating and cooking when you return home. If you turn the gas off, a licensed professional is required to turn it back on and it may take weeks for a professional to respond.
- **Drain your plumbing if it is likely that the temperature in your house will go below freezing.** Shut off the water service valve. Then turn on the highest and lowest hot and cold water taps in the house (often a laundry sink in the basement is the lowest tap). This will drain most of the water out of your system. Also, flush toilets and remove water from lower bowl to prevent freezing damage. Leave all taps open until you return.

On the Road

If you evacuate because of a flood, do not drive around barricades; they are there for your safety. If your car stalls in rapidly rising water, abandon it immediately and climb to higher ground.

Fire

From <http://www.dos.state.ny.us/kidsroom/firesafe/escape.html>



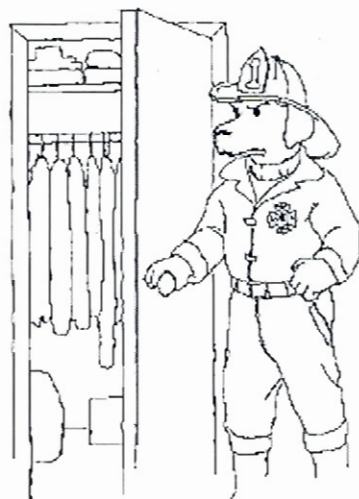
Always sleep with your bedroom door closed



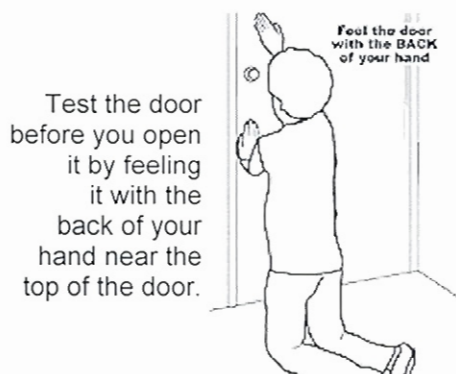
If there is a fire, keep calm.
Don't panic.
Let your family know you are all right.



Don't hide under a bed during a fire.

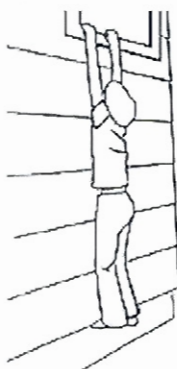


Don't hide in a closet during a fire.



Test the door before you open it by feeling it with the back of your hand near the top of the door.

Feel the door with the **BACK** of your hand



If the door is cool, open it carefully.
If the door is hot, do **NOT** open it.
Use the second way out: the window.

Firefighters found these children who couldn't get out by themselves. They were not hiding.



heat
gases
smoke



Crawl under smoke and heat

If your room is filled with smoke, keep down close to the floor where you can breathe more easily.

NEVER
re-enter a burning
building.

Earthquake

From <http://www.fema.gov/kids/pdf/daycare.pdf>

During an Earthquake

1. Every one should **duck and cover and hold**. Well-trained children and adults will generally do that. Do not move until the shaking stops.
2. If you are outside, stay away from overhead power lines, trees and overpasses. **Duck and cover**.
3. If you are in a car, pull over to the side of the road and stop. Stay away from overhead power lines, trees, and overpasses. Stay in the car until the shaking stops.

After an Earthquake

Sometimes, large earthquakes are followed by smaller ones, called "aftershocks". These can also cause damage, so be prepared to **duck and cover** again.

1. Check all children and adults for injuries. Treat minor injuries.

2. Check for damage(s):

If you smell gas, shut it off at the meter. Don't shut off the gas unless you smell it! If you shut off the gas, the gas company must turn it back on. It may take days or weeks before they are able to do so.

If electric wires are crackling inside, shut off the gas first, then turn off the master electrical switch.

If there is a small fire that can be put out with the fire extinguisher, do that.

Otherwise, leave the house. Remember that you must protect the children and yourself!

3. Reassure the children. Tell them that their parents will come for them as soon as they can, that their parents know everyone will be safe with you, and that you are all together and everyone is fine.

4. If you think that the house and/or its contents are too damaged for the safety of you and the children, leave the house. If you must leave the area, place a note for the parents on the outside door, telling them where you are going.

Electrical shock: First aid

From <http://www.mavoclinic.com/health/first-aid-electrical-shock/FA00051>

The danger from an electrical shock depends on how high the voltage is, how the current traveled through the body, the person's overall health and how quickly the person is treated.

Call 911 or your local emergency number immediately if any of these signs or symptoms occur:

- Cardiac arrest
- Heart rhythm problems (arrhythmias)
- Respiratory failure
- Muscle pain and contractions
- Seizures
- Numbness and tingling
- Unconsciousness

While waiting for medical help, follow these steps:

1. **Look first. Don't touch.** The person may still be in contact with the electrical source. Touching the person may pass the current through you.
2. **Turn off the source of electricity if possible.** If not, move the source away from you and the affected person, using a nonconducting object made of cardboard, plastic or wood.
3. **Check for signs of circulation (breathing, coughing or movement).** If absent, begin cardiopulmonary resuscitation (CPR) immediately.
4. **Prevent shock.** Lay the person down and, if possible, position the head slightly lower than the trunk, with the legs elevated.

Caution

- **Don't touch the person with your bare hands** if he or she is still in contact with the electrical current.
- **Don't get near high-voltage wires** until the power is turned off. Stay at least 20 feet away — farther if wires are jumping and sparking.
- **Don't move a person** with an electrical injury unless the person is in immediate danger.

Utah State Health Core 3rd Grade

Objective 1

Match safety procedures to potential hazards. (SC)

- Predict problems of using and being around machines.
- Explain how carelessness, hurrying, anger, and upset feelings may increase the chance of having an accident.

Materials Needed/Attachments

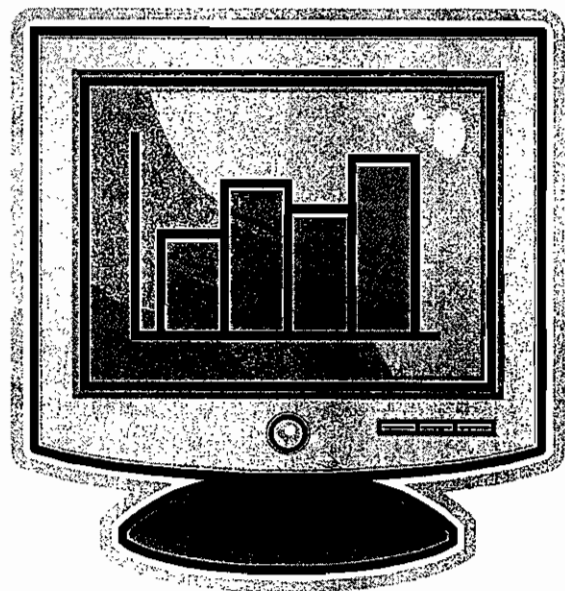
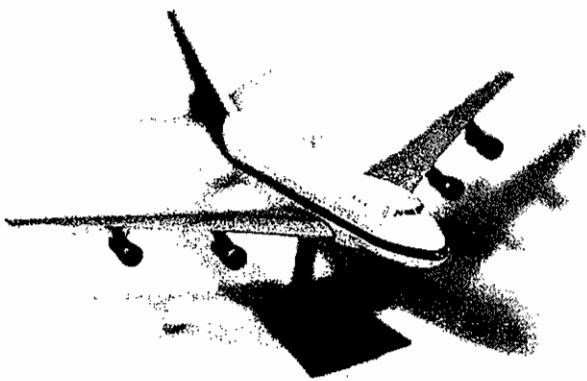
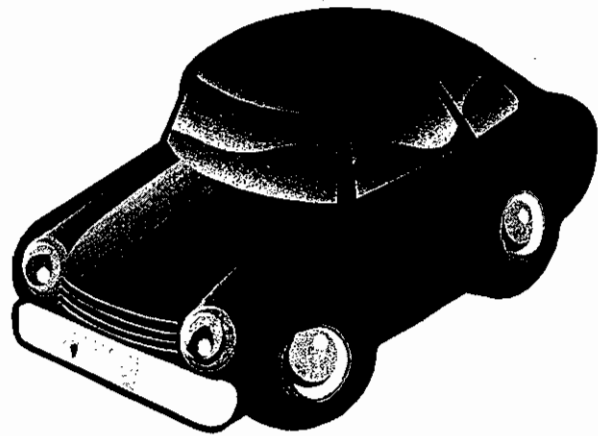
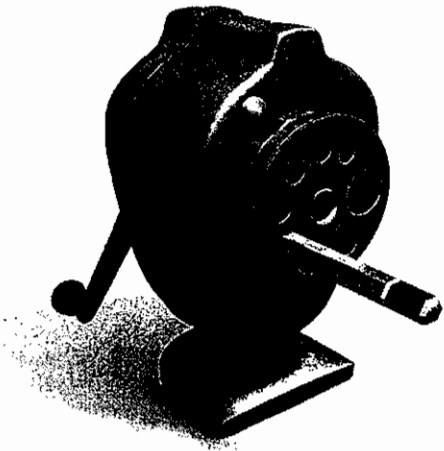
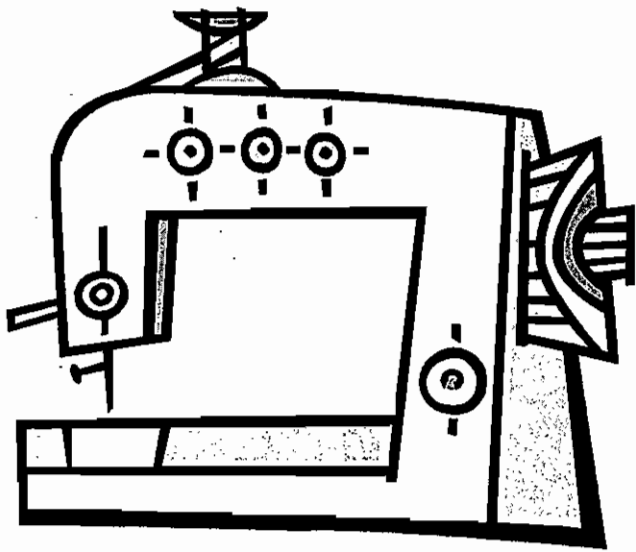
- Machine Pictures
- True Story

Instructional Procedure

- As a class discuss different times when students have been hurt. Move onto a list of times they have been hurt that it involves a machine.
- Talk about how carelessness, hurrying, anger, and upset feelings may increase the chance of being hurt.
- Read the True Story and discuss what could have happened to the little boy.
- Hold up pictures of machines and ask brainstorm different ways that if we aren't careful that people can get hurt.
- Students write 1 page about what they can do to make sure everyone stays safe around machines.

Teacher Resources

- <http://www.msnbc.msn.com/id/12057691/>



True Story

[\(http://www.msnbc.msn.com/id/12057691/\)](http://www.msnbc.msn.com/id/12057691/)

Devin Haskin isn't the first little boy to find the inside of a toy machine too enticing to resist. When the 3-year-old Austin, Minn., boy crawled through the discharge chute of a Toy Chest claw machine at a Godfather's Pizza in his hometown, he ended up on the other side of the glass surrounded by stuffed animals.

Rescuers had to pry the door open to get Devin out, though the boy was in no hurry to leave.

"When we got it open, he didn't want to come out," Fire Chief Dan Wilson said Tuesday. "One of my firefighters had to reach inside and get him. He was happy in there."

Utah State Health Core 3rd Grade

Objective 1

Match safety procedures to potential hazards. (SC)

- List reasons for treating animals with respect and kindness.

Materials Needed/Attachments

- *Hey Little Ant* by Phillip Hoose
- Respect and Kindness Paper

Instructional Procedure

- Write on the board "Kindness=_____"
- Students have two minutes to come up with the longest list of what could fit into the blank. As a group come together and put your lists together. Eventually bring the discussion to the importance of being kind to animals.
- Optional: Read the book *Hey Little Ant* by Phillip Hoose. Discuss with the students that it is important to also be kind to all living things especially animals.
- Have the students fill out the Respect and Kindness paper, listing reasons to show respect and kindness to animals.

Teacher Resources

- <http://nie.honoluluadvertiser.com/04-Student-Supplements/Be-Kind-to-Animals-v0412181116.pdf>

