



## **Health and Physical Education**

### **Grade 3**



## **Strand: Growth Development and Body Awareness**

**Sub strand:** Healthy Body Awareness

**Outcome: GDH 301**

**Demonstrate understanding of the developmental milestones; positive and negative self-image; healthful choice regarding digestive system**

**Indicators**

**This is evident when the student:**

- a. Construct a timeline of own life showing development from birth to present (developmental milestones).
- b. Identify positive and negative influence related to body image
- c. Identify basic structures and functions of the skeletal system.
- d. Illustrate the important roles of the heart and lungs.
- e. Describe how choices regarding sleep, nutrition, and health care practices impact overall health.
- f. Demonstrate how to communicate with parents or trusted adults about growth and development

**Sub strand:** Nutrition

**Outcome: GDN 201**

**Develop and understanding about foods they can eat to enhance their health and practices good hygiene when handling food.**

**Indicators**

**This is evident when the student:**

- a. List six nutrients
- b. Name some energy giving food, body building food and protective and regulatory food
- c. Talk about the importance of a balance meal
- d. Identify the impact of high sugar and high caffeine drinks

- e. Explain the importance of choosing healthy beverages
- f. Plans and makes a healthy sandwich and applies safe food handling practices.
- g. Identify the types of information on nutrition fact label
- h. Identify food that are high in sodium and sugar
- i. Describe benefits of limiting consumption of sodium and added sugars.

**Sub strand:** Common diseases and disorders

**Outcome: GDC 301**

**Discuss ways in which the local community contributes to the health of individuals and groups.**

**Indicators**

**This is evident when the student:**

- a. Identifies health concerns in the community incorporating different dimension of health.
- b. Identifies some of the services the community provides to promote the health of groups and individuals and identifies how they are used
- c. Describes the special health needs of different groups in the community and how these are met.

**GDC 302**

**Identify communicable diseases prevalent in the Maldives and their preventive measures.**

**This is evident when the student:**

- a. Define common *communicable diseases* (e.g., common cold, flu, measles).
- b. Identify how communicable diseases spread.
- c. Identify types of parasites that infect the body (e.g., lice, ticks, hookworm).

## **Strand: Personality and Social Development**

**Sub strand:** Personal Identity

**Outcome: PSP 301**

**Identifies groups and places that are part of one's life.**

**Indicators**

**This is evident when the student:**

- a. Describe their various group identities.
- b. Understands that everyone has multiple identities
- c. Recognize positive attributes of self, family, and classmates (e.g., physical characteristics, abilities, qualities,
- d. Understands needs, wants and likes may differ from each other

**Sub strand:** Interpersonal skill

**Outcome: PSI 301**

**Develop effective interpersonal skills to maintain relationship, respect and responsibility.**

**Indicators**

**This is evident when the student:**

- a. List characteristics and benefits of healthy and unhealthy relationship.
- b. Identify situations in which friends may be helpful.
- c. Describes ways to express feelings so as to avoid conflict.
- d. Describe the effects of conflict on relationships.

**Sub strand:** Resilience

**Outcome: PSR 301**

**Students will develop self-management skills to handle stress and cope with feelings, avoid and seek help in threatening situation.**

**Indicators**

**This is evident when the student:**

- a. Identify unhealthy behaviors that express certain emotions
- b. Identify personal stressors.
- c. Demonstrate ways to manage different kinds of stress (e.g., praying, reciting Quran, writing a journal)

## Strand: Health of Individual and Community

**Sub strand:** Injury prevention

**Outcome: PSP 301**

**Indicators**

**Demonstrate understanding of different safety hazards in their surrounding and how to overcome them**

**This is evident when the student:**

- a. Identify the danger of playing with electricity.
- b. Demonstrate respect for the laws and regulation regarding safety.
- c. Identify steps for home fire prevention and their home fire escapes
- d. Demonstrate stop, drop and roll when clothing is on fire
- e. Understand that individuals are responsible for their own personal safety
- f. Tell a trusted adult if been asked to dare
- g. State reasons why it is unsafe to take dares.

**Sub strand:** Personal body safety skills

**Outcome: HIP 301**

**Indicators**

**Acquire personal body safety skills and decision-making skills that can be used in times of crisis to promote safe living.**

**This is evident when the student:**

- a. Recall and discuss when to use personal body safety rules.
- b. Define strangers and identify ways to protect themselves from strangers.
- c. Decide between safe and dangerous situation that occurs in various environments

## Strand: Healthy Physical Activities

**Sub strand:** Fundamental Movement Skill

**Outcome: HPF 301**

**Perform a range of manipulative skills in response to stimuli, including equipment, words and signals**

**Indicators**

**This is evident when the student:**

- a. Throws underarm and overarm for accuracy and distance using preferred and non-preferred hand.
- b. Catches using preferred hand.
- c. Traps balls of different sizes and shapes using preferred and non-preferred hand and foot.
- d. Kicks using either foot.
- e. Strikes with both forehand and backhand
- f. Performs simple routines using a short rope (e.g. side swings and jumps, alternate foot and basic steps).
- g. Passes to a stationary target (e.g., passes with hand, foot or equipment).
- h. Dribbles with preferred foot/hand.

**Sub strand:** Locomotor and Non-locomotor movements

**Outcome: HPL 301**

**Perform locomotor skills in game situation with increasing agility**

**Indicators**

**This is evident when the student:**

- a. Perform locomotor skills with increasing agility
- b. Perform locomotor skill in a variety of games

**Sub strand:** Swimming and water safety

**Outcome: HPL 301**

**Demonstrate basic swimming ability and survival techniques**

**Entry into water**

**Sculling and body orientation**

**Movements and swimming strokes**

**Survival skills**

**Underwater skills**

**Indicators**

**This is evident when the student:**

- a. Perform step in entry
- b. Demonstrate sculling head first
- c. Swim 50 meters using action which resembles two or more strokes (15 meters using an above-water arm recovery stroke and 15 meter using an underwater arm recovery

**Butterfly**

- d. Perform dolphin kick for a distance of 5 meters
- e. Demonstrate swim for 1 minute holding a rescue floatation aid
- f. Using a rigid object pull a partner to safety
- g. Perform a surface dive, swim underwater and recover an object from water of chest depth

**Sub strand:** Health and skill related fitness activities

Outcome: HPH 301	Indicators
<b>Participates in physical activities that enhance fitness and fitness knowledge</b>	<b>This is evident when the student:</b>
<b>Cardiovascular Endurance</b>	<b>Skill</b> <ul style="list-style-type: none"> <li>• Take part at least 3 times a week in moderate to vigorous physical activities that increase breathing and heart rate. (For e.g., active games involving running and chasing such football, handball, netball)</li> </ul>
	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Locate areas on the body where a pulse can be found (e.g., wrist, chest, neck)</li> <li>• Compare changes in heart rate before, during, and after physical activities</li> </ul>
<b>Muscular Endurance /Muscular Strength</b>	<b>Skills</b> <ul style="list-style-type: none"> <li>• Perform abdominal sit up, push up, forward and side lunges and squats to improve endurance and increase muscle strength.</li> </ul>
	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Identify how to lift heavy objects properly without injury back</li> </ul>
<b>Flexibility</b>	<b>Skill</b> <ul style="list-style-type: none"> <li>• Hold stretching of hips, shoulders, hamstring triceps, biceps, quadriceps back and neck without injury.</li> </ul>
	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Identify and locate abdominals, calf muscles and gluteus muscles.</li> </ul>
<b>Body composition</b>	<b>Skill</b> <ul style="list-style-type: none"> <li>• Engage in uninterrupted moderate to vigorous physical activities (in games such as tag or follow the leader, active games involving running and chasing)</li> </ul>
	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Understand that body mass can be measured using Body Mass Index (BMI).</li> <li>• Understand that calories determine the amount of energy they can expend for various physical activity.</li> </ul>
	<ul style="list-style-type: none"> <li>• Participate in recognize health fitness assessment which cardiovascular endurance, muscular strength and endurance, flexibility and body composition</li> </ul>