

Social and Healthcare Educational Area

Grades 3-4

Content	
1.	<p>Security</p> <p>Security at home. Probable consequences of their own decisions and behavior for themselves and others. Responsibility and appropriate behavior in dangerous situations (fire, water, gas, household chemicals, etc.).</p> <p>Rules for using water supply sources.</p> <p>Fire security. Rules for using heaters. Rules for using a gas stove. Signs of gas leak. Procedure for gas leaks. Indirect danger (fire in another apartment, another house, etc.).</p> <p>Appeal for help to various services in case of dangerous situations.</p> <p>Security at school. Probable consequences of their own decisions and their behavior in different situations of school life (classroom, dining room, gym, etc.).</p> <p>Safe behavior on the street. Security in the village. Rules of conduct for children outside.</p> <p>Road safety.</p> <p>Safety during sports and active leisure (scooter, rollers, gyroscooter, skateboard, etc.).</p> <p>Rules for maintaining health from possible environmental hazards (water bodies, sunlight, weather conditions, natural disasters, etc.).</p> <p>Security in society. Safe behavior in public places. Signs of a safe and dangerous situation. Warning signs ("danger of electric shock", "flammable substance", etc.).</p> <p>Getting out of unforeseen situations outside the home, school (rejection of proposals that may have negative consequences, etc.).</p> <p>Rules of conduct with suspicious objects and things forgotten in public places. Seeking help in appropriate services in case of dangerous life situations. Contact hotlines.</p> <p>Useful and harmful influences on the choice of safe behavior (peers, acquaintances, strangers, the media, etc.). Positive and negative impacts on the safety of people in organizations and groups. Internet and security.</p>
2.	<p>Health</p> <p>The value and uniqueness of human life and health. Healthy Lifestyle. Useful habits. Indicators of health and development of the child.</p> <p>Emotions and the impact on them of world events, natural phenomena, other people's behavior. Influence of friends, family, media on feelings, behavior, mood. Feelings (one's own and others') in specific situations. Personal relationships. Resolving conflicts with peers through verbal and nonverbal means.</p> <p>Independent mental work. Ways to relieve fatigue.</p> <p>Manifestations of good and bad health. Treatment and assistance in case of ill health. Non-infectious and infectious diseases (causes). Recovery from illness. Prevention of disorders of vision, hearing, musculoskeletal system in schoolchildren. Changes in one's body and appearance as signs of adulting.</p>

Educational programs in use for teaching Ukrainian children

	<p>Relationship between active lifestyle and human health. Wellness value of outdoor recreation.</p> <p>The impact of hygienic procedures on health. Oral hygiene. Cleaning of your body, clothes, personal belongings. Prevention of contact and airborne infections. Home hygiene. Air, its importance for health. Principles of hardening.</p> <p>The importance of nutrition for human life and health. Balanced nutrition. Drinking regime.</p> <p>Dishes of national cuisine. Food choices (eating habits, taste and understanding of their benefits and harms to health). The influence of advertising on the choice of goods. Shelf life and storage conditions of food products according to their labeling. Food poisoning. First aid for food poisoning.</p> <p>Relationships between people (family ties, marital life, friendships and business relationships). Mutual assistance of family members. Traditions of family health. Effective communication. Tolerance. Friendship and building friendly relations. Influence of friends. The health effects of television, computers, mobile phones and other electronic devices. Safe behavior in handling medicines and household chemicals. Risks and use of harmful substances (alcohol, nicotine, drugs).</p>
3.	<p>Welfare</p> <p>Quality of human life (physical health and spiritual values; friendly human relations; favorable natural environment and life; material security).</p> <p>Own schedule of the day / week, adjusting it as needed. Improving one's skills through successes and failures. Correspondence of the workplace to the work performed. Joy in learning. Success in learning and overcoming difficulties. Learning through experience.</p> <p>Own needs (primary and secondary) and their satisfaction.</p> <p>The choice of things and food necessary for life, based on the assessment of their quality, practicality, aesthetic appearance, price (benefits and value). Material values (own, family, school, city). Careful attitude and rational use of resources, rational purchase. The role of advertising in the consumption of services and products.</p> <p>Opportunities to create value in my community. Desired future (simple scenarios). Search for ideas. The value of the idea (own and others). Rules for using other people's ideas (integrity). Environmentally friendly behavior that benefits the community.</p> <p>Needs, desires, interests and goals. Responsible use of resources (natural and personal). Time as a rare resource. Sources of help for your own value creation activities.</p> <p>Budgeting a simple activity. Money symbols. Types of income for families.</p> <p>Problems that affect the community and ways to solve them. Defining the goals of a simple value creation activity. Qualities and abilities required for different types of work. Risks. Mistakes, fear of mistakes, right to make mistakes. Teamwork to create value. Roles in the work of small groups. Success and its achievements.</p> <p>The needs of others, their consideration and the search for help. Respect for</p>



other people, their origins, in different situations. Behavior focused on the laws of charity (honesty, integrity, responsibility, courage and devotion). Changes caused by people's actions in the social, cultural, economic context.

Compulsory learning outcomes

Student:

- demonstrates a variety of behavioral practices that prevent or reduce risks to life and health;
- behaves ethically, demonstrating integrity, fairness, honesty, responsibility, etc.;
- explains what to do in dangerous situations at home, at school and in the world around;
- decides how to act in everyday situations without endangering life and health;
- behaves safely with regard to himself and others at home, at school, on a street, in public places;
- considers alternative solutions for compliance with healthy or harmful habits;
- observes changes in own body depending on physical condition, mood, type of activity, lifestyle; explains and accepts them;
- analyzes the positive and negative impact on the choice of healthy and safe behavior;
- plans and organizes own training, alternating it with rest;
- distinguishes between necessary and excessive needs of oneself and others; sets short-term goals and plans specific actions to meet their own needs;
- perceives critical information about themselves and reacts ethically to it;
- tries to use resources efficiently;
- agrees to the role he is able to perform best; together with others determines the purpose of collaboration, tries to achieve it.