

Health I

Strand 3: Safety & Disease Prevention (SDP)

Safety and Disease Prevention (SDP) helps students understand their role in protecting themselves and others from unintentional danger, risk, injury, or disease. Students will learn and adopt behaviors which will maintain and enhance health. Students will explore how their personal decisions influence their health and safety.

Goal: Students will apply practical knowledge and skills to develop lifelong behaviors for personal and community well-being.



The academic success of Utah's students is strongly linked to their health. The goal of Health Education is to support parents and families in developing healthy, responsible students who have the knowledge, skills, and dispositions to work together in an inclusive manner to think critically and participate in a variety of activities that lead to lifelong healthy behaviors. The inclusion of health in a student's education positively contributes to their ability to learn, focus, and achieve health and wellness throughout their lives. The Utah Core Standards for Health Education focus on overall health which includes physical, mental, emotional, and social health in each of the six strands.

The Health Triangle is a tool to show how the three elements of health are interconnected and need to be balanced to achieve overall health and wellness. The image below has some examples of mental, physical, and social health. The Health Education Core Standards are designed to incorporate each area of the triangle within each strand.

Health I Safety and Disease Prevention

Standard HI.SDP.1
Demonstrate proficiency in basic first-aid and Cardiopulmonary Resuscitation (CPR).
Concepts and Skills to Master
<ul style="list-style-type: none"> • Use CPR dummies to teach compressions – training from certified trainer. • Practice basic splinting & bleeding control techniques. • View hands only CPR video. <p>* Guest speaker from Red Cross, American Red Cross, nurse, or other CPR and first aid trainer may be useful.</p>
Critical Background Knowledge
Standard 6.SDP.1: Create personal rules and strategies (e.g., use of safety equipment, protective gear, seat-belts, sunscreen) incorporating healthy lifestyle activities in home, school, social, and community settings.
Related Standards: Future Grade Level
Standard HII.SDP.1: Demonstrate high-quality hands-on CPR, how to operate an AED, and appropriate first aid.
Standard HI.SDP.2
Demonstrate how to apply thoughtful decision-making in health-related situations (for example, substance use, vehicle safety, sun safety, recreational safety, firearm safety, physical activity, nutritional choices).
Concepts and Skills to Master
<ul style="list-style-type: none"> • Research various health-related topics for safety and describe the decision-making for that situation. For example, wearing a seat belt, not texting or using phone while driving, the passenger’s role in contributing to safe transportation (e.g., seat belts, distracted driving), firearm safety, recreational safety, nutrition. • Research sun and ultraviolet (UV) safety practices (e.g., exposure to sun during peak hours, use of sunscreen, avoid tanning beds, seek shade, hydration). Example: Huntsman Cancer Institute Skin Cancer Prevention presentation. • Botvin LST Lessons
Critical Background Knowledge
Standard 6.SDP.1: : Create personal rules and strategies (e.g., use of safety equipment, protective gear, seat-belts, sunscreen) incorporating healthy lifestyle activities in home, school, social, and community settings.
Related Standards: Current Grade Level
<p>Standard HI.HF.2: Research factors that contribute to decisions and apply effective decision-making strategies.</p> <p>Standard HI.HF.3b: Explain the importance of taking responsibility for one’s actions and behaviors and discuss locus of control.</p> <p>Standard HI.SAP.3: Examine the safe use and potential risks of prescription medications, over-the-counter (OTC) medications and herbal or dietary supplements.</p> <p>Standard HI.SAP.4: Investigate potential short and long-term consequences (e.g., physical, mental and emotional, social, legal, financial) of alcohol, tobacco, nicotine, and other substance use, including the misuse of prescription drugs.</p>
Related Standards: Future Grade Level
Standard HII.SDP.2: Develop strategies for safety-related or emergency situations (e.g., vehicle safety, recreation safety, firearm safety, seizure, stroke, cardiac event).

Health I Safety and Disease Prevention

Standard HI.SDP.3
Investigate the effects of media and technology on mental, emotional, physical, and social health (for example, dopamine levels, sleep).
Concepts and Skills to Master
<ul style="list-style-type: none">• Research the effects of media on teens.• Botvin LST Lessons
Critical Background Knowledge
Standard 6.MEH.2: Explore various options for managing stress by creating a personal stress management plan and adopting effective stress-reduction behaviors.
Standard 6.MEH.3: Describe the influence of culture and media, including social media, on self-esteem and body image.
Related Standards: Current Grade Level
Standard HI.SAP.2: Analyze media and marketing tactics used to promote alcohol, tobacco, nicotine, and other drug products.
Standard HI.HD.8a: Recognize the difference between healthy and unhealthy relationships and practice skills necessary to build healthy relationships and end unhealthy relationships both online and in person.
Related Standards: Future Grade Level
Standard HII.SDP.3: Practice responsible ways to communicate online, via text, or through other electronic means and how to respond to inappropriate contact or sexual advances online, via text, or through other electronic means.
Standard HI.SDP.4
Identify how to maintain a healthy online relationship and the potential consequences of sharing private information using technology including photos and videos.
Concepts and Skills to Master
<ul style="list-style-type: none">• Discuss different scenarios and what information is appropriate and inappropriate to share online.• Research consequences of sharing inappropriate material online (e.g., sexting, videos, pornography, threats, racist comments)
Critical Background Knowledge
Standard 6.MEH.3: Describe the influence of culture and media, including social media, on self-esteem and body image.
Related Standards: Current Grade Level
Standard HI.HF.3b: Recognize the difference between healthy and unhealthy relationships and practice skills necessary to build healthy relationships and end unhealthy relationships both online and in person.
Standard HI.HF.4: Demonstrate assertiveness and other effective ways to communicate personal boundaries and show respect for the boundaries of others.
Standard HI.SDP.5: Explain the harmful effects of pornography and recognize that recovery is possible.
Standard HI.HD.8a: Recognize the difference between healthy and unhealthy relationships and practice skills necessary to build healthy relationships and end unhealthy relationships both online and in person.
Related Standards: Future Grade Level
Standard HII.SDP.3: Practice responsible ways to communicate online, via text, or through other electronic means and how to respond to inappropriate contact or sexual advances online, via text, or through other electronic means.

Health I Safety and Disease Prevention

Standard HI.SDP.5
Explain the harmful effects of pornography and recognize that recovery is possible.
Concepts and Skills to Master
<ul style="list-style-type: none">• Discuss the potential harmful effects such as human trafficking, addiction, and legal implications.• Discuss human trafficking and the link to pornography.• Discuss safety measures and reporting strategies.
Critical Background Knowledge
Standard 6.SDP.3: Explore consequences for using technology inappropriately and discuss school policies.
Related Standards: Current Grade Level
Standard HI.SDP.4: Identify how to maintain a healthy online relationship and the potential consequences of sharing private information using technology including photos and videos. Standard HI.SAP.5c: Recognize that recovery from addiction is possible.
Related Standards: Future Grade Level
Standard HI.SDP.4: Assess the harmful effects of pornography and recognize that recovery is possible.
Standard HI.SDP.6
Compare and contrast the signs, symptoms, prevention methods, and risk factors of infectious, acute, and chronic diseases.
Concepts and Skills to Master
<ul style="list-style-type: none">• Research using verified websites the signs, symptoms, treatment, and prevention of different diseases (infectious, acute, chronic).• Explore prevention and risk factors for environment, diet, body composition, risky behaviors, age, gender, and family genetics.• Botvin LST Lessons.
Critical Background Knowledge
Standard 6.SDP.4: Analyze how various factors, including lifestyle choices, increase or decrease risk factors for disease. Standard 6.HD.1: Describe the digestive, respiratory, and cardiovascular systems and their basic functions.
Related Standards: Current Grade Level
Standard HI.MEH.2: Identify the risk factors for development and the prevalence of mental health disorders, explain the importance of early intervention and treatment, and locate valid and reliable health services. Standard HI.HD.5: Identify common reproductive conditions and diseases, including cancers. Standard HI.HD.6: Identify practices for prevention of common sexually transmitted diseases/infections (STD/STI).
Related Standards: Future Grade Level
Standard HII.SDP.6: Research preventive measures for chronic and infectious health conditions, and the physical, mental and emotional, social and economic effects on self and society. Standard HII.SDP.7: Analyze and describe the relationships among healthy eating, physical activity, and chronic diseases (e.g., heart disease, cancer, type-2 diabetes, hypertension, osteoporosis).

Health I Safety and Disease Prevention

Standard HI.SDP.7
Demonstrate how to access valid and reliable health information, products, and services.
Concepts and Skills to Master
<ul style="list-style-type: none">Recognize reliable health resources, products, and services (e.g., Department of Health, CDC, physicians, correct medicines, sun safety products, exercise equipment) and those that are unreliable (e.g., social media, YouTube, untested herbal supplements, oils).
Critical Background Knowledge
Standard 6.SDP.2: Describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks and develop strategies for minimizing risk (e.g., dangerous activities, unsafe challenges , purchase choices, eating behaviors).
Related Standards: Current Grade Level
Standard HI.MEH.2: Identify the risk factors for development and the prevalence of mental health disorders, explain the importance of early intervention and treatment, and locate valid and reliable health services. Standard HI.HD.7: Identify accurate and credible sources of information about sexual health, development, relationships, harassment, and abuse and identify who and where to turn to for help (e.g., parent, relative, clergy, health care provider, teacher, counselor).
Related Standards: Future Grade Level
Standard HII.SDP.5: Develop skills to determine the validity of current health resources, information and trends.
Academic Language
Assessment Exemplars
Coming soon