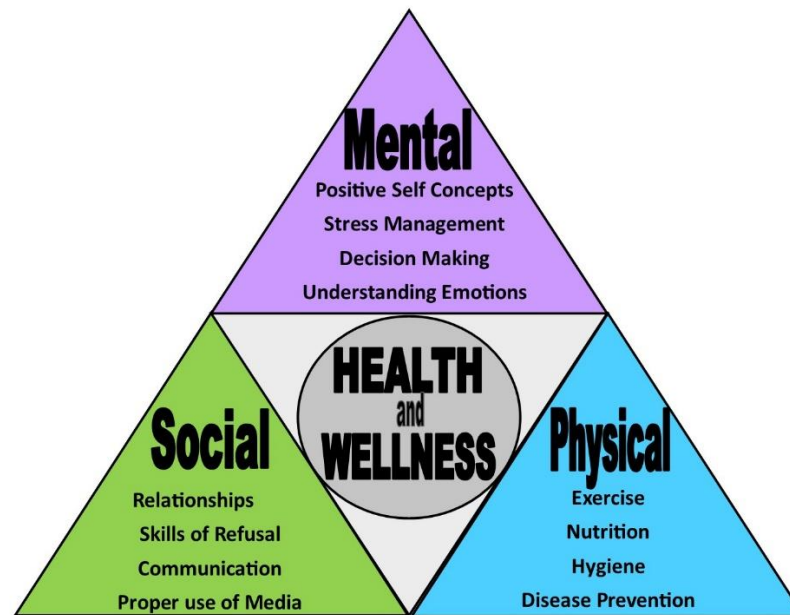


Fifth Grade

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.



Strand 1: Health Foundations and Protective Factors of Healthy Self

Goal: Students will apply their knowledge to develop social and emotional competence to make healthy and safe choices.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
Standard 5.HF.1: Define SMART goal and identify how SMART criteria improve the effectiveness of a goal.	<ul style="list-style-type: none"> Use a sentence frame and the SMART acronym to engage in a goal setting activity with the students, 	SMART Goal Setting with Your Students SMART Goal Activity Worksheet	Past: Standard 4.HF.1 Future: Standard 6.HF.1
Standard 5.HF.2: Describe how the positive and negative consequences of a decision can have short and/or long-term effects.	<ul style="list-style-type: none"> Use a 4-quadrant graphic organizer (positive, negative, short-term, long-term), post a relevant decision both positive and negative (do your homework, don't do chores at home, start vaping), ask kids to list consequences in all 4 quadrants. DARE/NOVA curriculum. 		Past: Standard 4.HF.2 Related: Standard 5.SAP.1 Future: Standard 6.HF.2 & 3
Standard 5.HF.3: Define and practice positive self-talk.	<ul style="list-style-type: none"> Practice reframing negative self-talk and shifting it to positive self-talk. 	Self-Talk Worksheet for reframing	Related: Standard 5.N.5 Future: Standard HI.HF.3a
Standard 5.HF.4: Demonstrate ways to express gratitude and treat others with dignity and respect.	<ul style="list-style-type: none"> Write a gratitude note to a friend, parent, teacher, or anyone who you appreciate. As part of circle time or Morning Meeting, have each student say why they are grateful for 2 other students. Additional activities and resources. 	TeensHealth: Gratitude How to Respect Yourself and Others Dignity vs Respect	Past: Standard 3.HF.3 Related: Standard 5.SAP.2 Related: Standard 5.MEH.3 Future: Standard 6.HF.4 & 5

Strand 2: Mental and Emotional Health

Goal: Students will examine personal traits and lifestyles and how they impact overall wellness.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
Standard 5.MEH.1: Practice a variety of stress management techniques.	<ul style="list-style-type: none">• Teach students progressive muscle relaxation exercise.• Recognize personal behaviors and situations that may cause conflict or stress.• Discuss how to accept and adapt to personal traits.	Kids Health: Stress 8 Self-Soothing Techniques for Your Young Child Coping Skills for Kids Progressive Muscle Relaxation Document	Past: Standard 4.MEH.1 Related: Standard 5.MEH.2 Future: Standard 6.MEH.2
Standard 5.MEH.2: Demonstrate how to obtain and offer assistance to enhance the health of self and others in harmful situations.	<ul style="list-style-type: none">• List out scenarios where students may need to ask for help (someone is alone and looks sad on the playground, you don't understand the math lesson, you have a family situation that make you upset). Have students role play their responses in small groups and then share with the class.		Past: Standard 4.MEH.2 Related: Standard 5.MEH.1 Future: Standard 6.MEH.4
Standard 5.MEH.3: Express positive attitudes about intervention and seeking help to eliminate stigmas regarding mental health.	<ul style="list-style-type: none">• Have the school counselor, psychologist, and social worker come do a presentation on who they are and what they can help kids with.	NAMI: How to Support A Loved One's Mental Health	Past: Standard 4.MEH.3 & 4 Related: Standard 5.MEH.1 Related: Standard 5.HF.4 Related: Standard 5.SDP.1 Future: Standard 6.MEH.5

Strand 3: Safety and Disease Prevention

Goal: Students will learn to respond effectively to environments and practice decision-making skills for safety and disease prevention.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
<p>Standard 5.SDP.1: Explain strategies on how to help others and demonstrate how to help or contact the appropriate emergency resources (for example, first aid, CPR, poison control, 911, mental health crisis lines, animal control, non-emergency lines) for different situations.</p>	<ul style="list-style-type: none"> • Have students brainstorm scenarios where they or others need help. Create a T-chart that has the scenario and a local resource they would use for support. • Observe hands-only Cardiopulmonary Resuscitation (CPR) training including proper utilization of an Automated External Defibrillator (AED). 	<p>Fast First Aid Tips for 6 Common Accidents</p>	<p>Past: Standard 4.SDP.1 & 2 Related: Standard 5.MEH.3 Future: Standard 6.SDP.1</p>
<p>Standard 5.SDP.2: Explain a variety of healthy behaviors (for example, diet, exercise, proper hygiene, helmet use, proper car restraints, firearm safety) that avoid or reduce health risks.</p>	<ul style="list-style-type: none"> • Brainstorm, compare, and contrast healthy and unhealthy behaviors. Identify reasons healthy behaviors support a healthy life. 	<p>Sun Safety</p>	<p>Past: Standard 4.SDP.3 Related: Standard 5.SDP.4 & 5 Future: Standard 6.SDP.1</p>
<p>Standard 5.SDP.3: Analyze the influence of media and technology on personal and family health and develop a personal safety plan for technology use.</p>	<ul style="list-style-type: none"> • Have students track their media and technology use for 1 week. Set a goal to decrease use in one area. 	<p>NetSmartz Safe Online Surfing Common Sense Media Digital Citizenship Curriculum</p>	<p>Past: Standard 4.SDP.4 Related: Standard 5.N.5 Future: Standard 6.SDP.2 & 3</p>
<p>Standard 5.SDP.4: Compare and contrast infectious and chronic diseases and recognize when others have a chronic disease or disability and practice methods of treating them respectfully.</p>	<ul style="list-style-type: none"> • Give a definition for infectious and chronic disease. List diseases and have kids identify whether it is infectious or chronic. • Invite a guest speaker who has a chronic disease or disability to share their experience and ways students can approach that person and treat them respectfully. 		<p>Past: Standard 4.SDP.5 Related: Standard 5.SDP.2. & 5 Related: Standard 5.SAP.3 Future: Standard 6.SDP.4</p>
<p>Standard 5.SDP.5: Identify how to avoid, manage and report situations involving exposure to another person's blood and other bodily fluids.</p>	<ul style="list-style-type: none"> • Have school nurse/custodian come explain procedures they have to do with blood/bodily fluids, explain what students should do when they encounter these situations. 	<p>Understanding Bloodborne Pathogens Bloodborne Pathogens</p>	<p>Past: Standard 4.SDP.6 Related: Standard 5.SDP.2& 4 Future: Standard 6.SDP.5</p>

Strand 4: Substance Abuse Prevention

Goal: Empower students to resist peer pressure and substance use by identifying practices that promote a lifestyle free from alcohol, tobacco, nicotine, and other drugs.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
Standard 5.SAP.1: Identify choices, behaviors, and practices that help support a lifestyle free from alcohol, tobacco, nicotine and other substances.	<ul style="list-style-type: none"> DARE/NOVA curriculum. 	Kids Health: Drugs The Truth	Past: Standard 4.SAP.1 Past: Standard 3.SAP.2 Related: Standard 5.HF.2 Related: Standard 5.SAP.2 Future: Standard 6.SAP.1
Standard 5.SAP.2: Practice ways to resist negative peer pressure and positively influence relations with peers in a variety of situations.	<ul style="list-style-type: none"> List out scenarios where students may need to say no or leave a situation (approached by a stranger, another student asks them if they want to try vaping, etc.) have students role play their responses in small groups and then share with the class. DARE/NOVA curriculum. 	Foundation for a Drug-Free World Substance Use and Adolescent Development	Past: Standard 4.SAP.2 Related: Standard 5.HF.4 Related: Standard 5.SAP.1 Future: Standard 6.SAP.1
Standard 5.SAP.3: Evaluate how the use of alcohol, tobacco, nicotine and other substances can cause illness, injury, and complications with body development, overall health, and behavior.	<ul style="list-style-type: none"> DARE/NOVA curriculum. 	The Tobacco Talk	Past: Standard 4.SAP.4 Related: Standard 5.SDP.4 Future: Standard 6.SAP.2 & 3

Additional Resources: [Red Ribbon Week – Toolkit for Implementation](#)

Strand 5: Nutrition

Goal: Students will identify the basics of nutrition, healthy eating habits that support a healthy body, and how to recognize eating behaviors. Students will also recognize nationwide food resources.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
Standard 5.N.1: Use a food label to calculate how caloric intake can change depending on the number of servings consumed.	<ul style="list-style-type: none"> Use the Fooducate app to have students scan/browse food labels and make a meal plan for the day. Cross-curricular math activity. 	Fooducate Food Labels Nutrition Facts Label	Past: Standard 4.N.2 Related: Standard 5.N.2 Related: Math Standard Future: Standard 6.N.1
Standard 5.N.2: Create a healthy meal, including beverage, using current dietary guidelines.	<ul style="list-style-type: none"> Use the Fooducate app to have students scan/browse food labels and make a meal plan for the day. Cross-curricular math portion activity: Use MyPlate food portions and practice fractions, percentages, and proportions. Identify foods and beverages that are high in added sugar and list examples of healthy alternatives. 	AHA Fruit and Veggie Toolkit for Kids Serving Up MyPlate:	Past: Standard 4.N.1 Related: Standard 5.N.1 Related: Math Standard (portion) Future: Standard 6.N.2
Standard 5.N.3: Differentiate between appetite and hunger.	<ul style="list-style-type: none"> Define appetite and hunger and create a sort with scenarios where students differentiate between the 2 (i.e.: Just finished a long soccer practice and feel weak, hearing the ice cream truck music and desiring ice cream. 	Appetite vs Hunger: What's the Difference?	Past: Standard 2.N.3 Related: Standard 5.N.4 Sci: LS1.C: Stand. 5.3.2 Future: Standard 6.N.4
Standard 5.N.4: Explain the role of healthy eating and physical activity in maintaining health.	<ul style="list-style-type: none"> Split students into 2 teams to come up with the benefits of healthy eating and physical activity. Have them do a relay race to write benefits one at a time on a poster for each topic. Then have the teams share what the benefits with the whole group. 	PA Guidelines Active Children Eat Healthy	Past: Standard 4.N.4 Related: Standard 5.N.3 Sci: LS1.C Stand. 5.3.2 Future: Stand. 6.N.3 & 4
Standard 5.N.5: Analyze the influence of media and technology, including social media, on personal and family nutrition and body image.	<ul style="list-style-type: none"> Review a variety of food and beverage ads and understand marketing strategies used. Critical Viewer Activity. Our Bodies and the Media. I See You, You See Me: Body Image and Social Justice. Analyzing food/beverage ads. 	Food Advertising Teaching Tolerance Food Advertising Selfie-Esteem	Past: Standard 4.N.5 Related: Stand.5.HF.3 Related: Stand.5.SDP.3 Future: Standard 6.N.3
Standard 5.N.6: Explain why different foods are produced in various regions of the United States and how this may affect consumer practices and local diets.	<ul style="list-style-type: none"> Look at a variety of maps on the website in the teacher resources list. Have students fill out a map with areas and the identified crops grown in the region. Integrate food production into state projects for social studies. 	Food Choice Factors Maps showing food production in America	Past: Standard 4.N.6 Related: Social Studies Future: Standard 6.N.5

Additional Resource: [Dairy West Resources](#)

Strand 6: Human Development

Goal: Students will understand puberty and maturation. Utah Code requires parental consent for instruction on maturation. Utah Code requires parental notification for instruction on child sexual abuse prevention. *Note: this strand is often taught during maturation program by a nurse or contracted instructor. It is the responsibility of the teacher to ensure each standard has been covered.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
<p>Standard 5.HD.1: Explain how the timing of puberty and adolescent development varies, including that there is a wide range of what is healthy or typical.</p>	<ul style="list-style-type: none"> Typically, part of maturation program. Nurse presentation. Explain how healthy bodies come in a variety of shapes and sizes. 	<p>Proctor and Gamble Always Changing and Growing Up Programs</p> <p>KidsHealth: All About Puberty</p> <p>Puberty Changes for Males</p> <p>Puberty Changes for Females</p>	<p>Related: Standards 5.HD.1-5 Future: Standard HI.HD.1</p>
<p>Standard 5.HD.2: Describe the basic structures of the reproductive and endocrine systems and identify their respective functions.</p>	<ul style="list-style-type: none"> Typically, part of maturation program. Nurse presentation. 	<p>Proctor and Gamble Always Changing and Growing Up Programs</p> <p>Reproduction</p> <p>Endocrine System</p> <p>KidsHealth YouTube Video: How the Endocrine System Works</p>	<p>Past: Standard 4.HD.1 Related: Standards 5.HD.1-5 Future: Standard HI.HD.2</p>
<p>Standard 5.HD.3: Describe the body changes that accompany puberty and how puberty prepares human bodies for reproduction.</p>	<ul style="list-style-type: none"> Typically, part of maturation program. Nurse presentation. 	<p>Proctor and Gamble Always Changing and Growing Up Programs</p> <p>Physical Changes During Puberty</p> <p>Everything You Wanted to Know About Puberty</p>	<p>Past: Standard 4.HD.3 Related: Standards 5.HD.1-5 Related: Science LS1.B Standard 3.2.1 Future: Standard HI.HD.1</p>
<p>Standard 5.HD.4: Explain the physical, social, and emotional changes that occur during puberty and adolescence and healthy ways to manage these changes.</p>	<ul style="list-style-type: none"> Typically, part of maturation program. Nurse presentation. Change is Good. 	<p>Proctor and Gamble Always Changing and Growing Up Programs</p> <p>Puberty</p> <p>Social and Emotional Changes: 9-15 Years</p>	<p>Related: Standards 5.HD.1-5 Future: Standard HI.HD.1</p>

<p>Standard 5.HD.5: Identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with about puberty.</p>	<ul style="list-style-type: none"> • Have students make a list of trusted adults they would feel comfortable talking with, pick one to interview about their maturation program. Compare and contrast their own experience with a maturation program. 	<p>KidsHealth: Talking to Your Child About Puberty</p> <p>Who Can I Talk to About My Body and Sexual Health?</p> <p>Puberty Talk: Who Should You Talk To?</p>	<p>Related: Standards 5.HD.1-5 Future: Standard HI.HD.7</p>
<p>Standard 5.HD.6: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.</p>	<ul style="list-style-type: none"> • List out scenarios where students may need to say no or leave a situation (approached by a stranger, another student asks them if they want to try vaping, etc.), have students role play their responses in small groups and then share with the class. • Being Clear With Your Friends. • Guest Speaker: Prevent Child Abuse Utah. 	<p>Prevent Child Abuse Utah School Based Programs</p> <p>Prevent Child Abuse Utah School Based Programs</p>	<p>Past: Standard 4.HD.3 Related: Standard Future: Standard 6.HD.3</p>