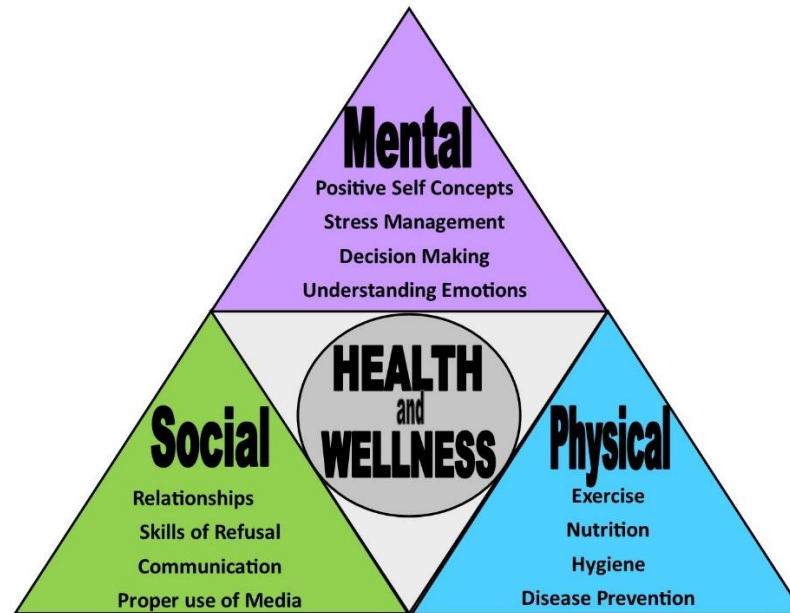


# Sixth Grade

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 enhance goal-setting, decision-making, and communication skills.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
<p><b>Standard 6.HF.1:</b> Create a SMART goal and track the progress and identify obstacles to achieving goals and how to overcome them.</p>	<ul style="list-style-type: none"> <li>• Goal kites: main part of the kite is the goal and the strings are short term goals.</li> <li>• <a href="#">SMART Goals worksheet.</a></li> </ul>	<p><a href="#">SMART Goal Setting with Your Students</a></p> <p><a href="#">SMART Goals Method Teaches Kids About Goal Setting</a></p> <p><a href="#">SMART Goal Activity Worksheet</a></p>	<p>Past: Standard 5.HF.1                      Related: Standard 6.N.2                      Future: Standard HI.HF.1</p>
<p><b>Standard 6.HF.2:</b> Explain how personal values, differences, and beliefs contribute to personal boundaries and how boundaries are an important factor in making healthy decisions.</p>	<ul style="list-style-type: none"> <li>• DARE/NOVA curriculum.</li> <li>• Write a story about a character having to make a difficult decision and how personal boundaries assisted in making the decision.</li> </ul>	<p><a href="#">Teaching Kids About Boundaries</a></p>	<p>Past: Standard 5.HF.2                      Related: Standard 6.HF.4                      Related: Standard 6.HD.3                      Future: Standard HI.HF.2 &amp; 4</p>
<p><b>Standard 6.HF.3:</b> Define locus of control and the impact it has on decision-making.</p>	<ul style="list-style-type: none"> <li>• Explain the importance of taking responsibility for one’s actions and behaviors and discuss locus of control.</li> </ul>	<p><a href="#">Locus of Control</a></p>	<p>Past: Standard 5.HF.2                      Related: Standard 6.SAP.2                      Future: Standard HI.HF.2 &amp; 3b</p>
<p><b>Standard 6.HF.4:</b> Demonstrate positive ways to communicate differences of opinion while maintaining relationships.</p>	<ul style="list-style-type: none"> <li>• Role play scenarios where students must come to a compromise.</li> <li>• Review I-messages and practice writing I-messages based on scenarios given by the teacher.</li> <li>• Practice effective communication skills.</li> </ul>	<p><a href="#">Effective Communication</a></p>	<p>Past: Standard 4.HF.3                      Past: Standard 5.HF.4                      Related: Standard 6.HF.2                      Future: Standard HI.HF.4</p>
<p><b>Standard 6.HF.5:</b> Describe how to build and maintain healthy relationships through positive habits, friendships, honesty, and respect. Describe how to end unhealthy relationships.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Developing Empathy.</a></li> <li>• Describe characteristics of a healthy relationship and list way to maintain those relationships in a class discussion. Explain healthy and safe ways to end relationships that may be unsafe or unhealthy.</li> </ul>	<p><a href="#">Prevent Child Abuse Utah School Based Programs</a></p> <p><a href="#">Healthy Relationship Resource Kit</a></p> <p><a href="#">Healthy Relationships</a></p>	<p>Past: Standard 4.HF.4                      Past: Standard 5.HF.4                      Related: Standard 6.SAP.1                      Future: Standard HI.HD.8</p>

**Strand 2: Mental and Emotional Health**

Goal: Students will explore common life changes and practice strategies to reduce risk factors and enhance factors that promote positive mental and emotional health.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
<p><b>Standard 6.MEH.1:</b> Explore common life changes (for example, moving, changing schools, friendships, family dynamics, deaths) and list healthy coping strategies.</p>	<ul style="list-style-type: none"> <li>Guided discussion or journal write on different common life changes students may have experienced. How did these changes make them feel? What activities helped cope with changes?</li> <li>Note: This is a transition year, students either just changed schools or will change next year. Data indicates increases in suicide during these years.</li> </ul>	<p><a href="#">10 Ways to Cope with Big Changes</a></p>	<p>Past: Standard 3.MEH.1            Related: Standard 6.MEH.2            Future: Standard HI.HF.3</p>
<p><b>Standard 6.MEH.2:</b> Explore various options for managing stress by creating a personal stress management plan and adopting effective stress-reduction behaviors.</p>	<ul style="list-style-type: none"> <li>Class discussion on stressors and stress relievers: meditation, exercise/mood log, music, mindfulness, guided imagery.</li> </ul>	<p><a href="#">Coping Skills for Kids</a>   <a href="#">Stress</a>   <a href="#">Childhood Stress</a></p>	<p>Past: Standard 5.MEH.1            Related: Standard 6.MEH1            Future: Standard HI.MEH.1</p>
<p><b>Standard 6.MEH.3:</b> Describe the influence of culture and media, including social media, on self-esteem and body image.</p>	<ul style="list-style-type: none"> <li><a href="#">Beauty is Skin Deep.</a></li> <li><a href="#">Critical Viewer Activity.</a></li> </ul>	<p><a href="#">Children, Body Image, &amp; Media</a>   <a href="#">Teaching Tolerance</a>   <a href="#">Turn Beauty Inside Out Day</a></p>	<p>Past: Standard 3.MEH.3            Related: Standard 6.N.3 &amp; 4            Related: Standard 6.SDP.2            Future: Standard HI.SDP.3            Future: Standard HII.MEH.2</p>
<p><b>Standard 6.MEH.4:</b> List warning signs of depression, anxiety, and suicide and identify how, why, and when talking with a trusted adult (for example, parent, guardian, relative, teacher, counselor, clergy) is needed.</p>	<ul style="list-style-type: none"> <li>Construct a brochure in groups that identifies warning signs and present it to a different group.</li> <li>School nurse, counselor, or another guest speaker.</li> <li>List school and community mental health resources and discuss how to access those resources (e.g., technology, school counselors, teachers, resource officer, community organizations).</li> </ul>	<p><a href="#">Warning Signs of Suicide</a>   <a href="#">Safe UT</a>   <a href="#">Depression Symptoms and Warning Signs</a>   <a href="#">Anxiety &amp; Depression</a></p>	<p>Past: Standard 5.MEH.2            Related: Standard 6.MEH.5            Future: Standard HI.MEH.2</p>
<p><b>Standard 6.MEH.5:</b> Discuss strategies to help self and others affected by mental and emotional health issues (for example, depression, anxiety, violence, bullying, self-harm, suicidal thoughts).</p>	<ul style="list-style-type: none"> <li>School nurse, counselor, or another guest speaker.</li> <li>Design a positive support system for dealing with depression and other mental illnesses.</li> <li><a href="#">QPR</a> – NuHope Presentation.</li> </ul>	<p><a href="#">Stop Bullying</a>   <a href="#">Prevent Bullying</a>   <a href="#">Anxiety Disorders</a>   <a href="#">Help for Cutting &amp; Self-Injury</a></p>	<p>Past: Standard 5.MEH.3            Related: Standard 6.MEH.4            Future: Standard HI.MEH.2b &amp; 3</p>

**Strand 3: Safety and Disease Prevention**

Goal: Students will learn skills to lay the foundation for long-term healthy behaviors.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
<b>Standard 6.SDP.1:</b> Create personal rules and strategies (for example, use of safety equipment, protective gear, seat-belts, sunscreen) incorporating healthy lifestyle activities in home, school, social, and community settings.	<ul style="list-style-type: none"> <li>• Scenario cards, seatbelt safety commercials, safety commercials/skits, police officer speak.</li> <li>• Public Service Announcements (PSA) on different safety equipment, gear, or products (e.g., helmets, seatbelts, sunscreen).</li> <li>• Examine how decisions and personal behaviors contribute to a safe or unsafe environment and develop strategies for change.</li> </ul>	<a href="#">Sun Safety</a> <a href="#">UDOH-child passenger safety</a>	Past: Standard 5.SDP.1 & 2 Related: Standard 6.SDP.4 Future: Standard HI.SDP 1 & 2
<b>Standard 6.SDP.2:</b> Describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks and develop strategies for minimizing risk (for example, dangerous activities, unsafe challenges, purchase choices, eating behaviors).	<ul style="list-style-type: none"> <li>• Read and discuss current news articles on online (YouTube) challenges.</li> <li>• View commercials on various foods and discuss target audience and if the food is healthy or not.</li> </ul>	<a href="#">NetSmartz</a> <a href="#">Safe online surfing</a> <a href="#">Prevent Child Abuse Utah School Based Programs</a> <a href="#">Digital Citizenship Curriculum</a>	Past: Standard 5.SDP.3 Related: Standard 6.MEH.3 Related: Standard 6.SDP.2 Future: Standard HI.SDP.3 & 7
<b>Standard 6.SDP.3:</b> Explore consequences for using technology inappropriately and discuss school policies.	<ul style="list-style-type: none"> <li>• Review school policies.</li> <li>• Create posters outlining potential consequences of technology misuse (e.g., losing device, legal, financial impact of in-app purchase, safety, photos, time spent).</li> </ul>	<a href="#">NetSmartz</a> <a href="#">Safe online surfing</a> <a href="#">Prevent Child Abuse Utah School Based Programs</a>	Past: Standard 5.SDP.3 Related: Standard 6.SDP.2 Future: Standard HI.SDP.4 & 5
<b>Standard 6.SDP.4:</b> Analyze how various factors, including lifestyle choices, increase or decrease risk factors for disease.	<ul style="list-style-type: none"> <li>• Health brochures on lifestyle risk factors for various diseases (chronic or infectious).</li> <li>• Diagram or chart on factors that increase and reduce disease risk.</li> </ul>	<a href="#">CDC: Oral Health</a> <a href="#">CDC: Lifestyle Risk Factors</a> <a href="#">CDC: Heart Disease</a> <a href="#">Health Problems</a>	Past: Standard 5.SDP.4 Related: Standard 6.SDP.1 & 4 Related: Standard SAP.3 Related: Standard 6.HD.1 & 2 Future: Standard HI.SDP.6
<b>Standard 6.SDP.5:</b> Identify blood borne pathogens, such as HIV and Hepatitis B, and methods to prevent disease transmission.	<ul style="list-style-type: none"> <li>• Discuss the importance of never touching another person's blood. Review procedures to follow when encountering blood.</li> </ul>	<a href="#">CDC: How Infections Spread</a> <a href="#">CDC: Bloodborne Infections</a> <a href="#">Bloodborne Pathogens</a>	Past: Standard 5.SDP.5 Related: Standard 6.SDP.4 Future: Standard HI.HD.6

**Strand 4: Substance Abuse Prevention**

Goal: Students will develop skills to educate themselves about the consequences of substance use and practice ways to resist negative peer pressure.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
<b>Standard 6.SAP.1:</b> Practice ways to resist negative peer pressure in a variety of situations and environments.	<ul style="list-style-type: none"> <li>Role play scenarios and practice saying no to friends when asked to participate in unsafe activities. Make sure students rotate roles.</li> </ul>	<a href="#">Dealing with Peer Pressure</a>	Past: Standard 5.SAP.1 & 2 Related: Standard 6.HF.5 Future: Standard HI.SAP.1 & 2
<b>Standard 6.SAP.2:</b> Explain how the development of the frontal lobe impacts decision-making and how harmful substances affect development.	<ul style="list-style-type: none"> <li>Watch video (TedTalk has some good ones) on consequences of brain development with substance use.</li> <li>Read as class and discuss articles on brain development and substance use.</li> <li>Explain how personal choices and behaviors can lead to addictions and other consequences.</li> </ul>	<a href="#">Cognition is Central to Drug Addiction</a> <a href="#">Brain Development, Teen Behavior, and Preventing Drug Use</a> <a href="#">Quick Facts on the Risks of E-Cigarettes for Kids, Teens, and Young Adults</a>	Past: Standard 5.SAP.3 Related: Standard 6.HF.3 Future: Standard HI.SAP.4
<b>Standard 6.SAP.3:</b> Recognize potential physical, mental, emotional, and social short and long-term consequences of alcohol, tobacco, nicotine, and other substance use.	<ul style="list-style-type: none"> <li>Research and create flip charts with the consequences to each area of health with various substances (e.g., alcohol, nicotine products, marijuana, other drugs).</li> <li>Drug Free World videos.</li> </ul>	<a href="#">Kids and Alcohol</a> <a href="#">Short-Term Effects of Alcohol</a> <a href="#">Tobacco</a> <a href="#">High-Risk Substance Use Among Youth</a>	Past: Standard 5.SAP.3 Related: Standard SDP.4 Future: Standard HI.SAP.4

Additional Resources:

[Botvins Life Skills](#): LEA may purchase curriculum

[Catch My Breath](#): E-cigarette prevention program

[Stanford Tobacco Prevention Toolkit](#): Theory-based and evidence-informed educational resource that can be adapted to fit individual needs. Contains a set of modules focused on e-cigarettes and nicotine addiction.

[smokeSCREEN](#): Tobacco use prevention video game.

[tScholastic & FDA](#): a partnership between the two agencies on a lesson/activity on health risks of vaping.

[ASPIRE](#): prevention & cessation curriculum that can be used in the classroom or as a policy violation requirement.

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

[Presentation for Youth](#): created by CDC to educate youth on e-cigarettes, health risks, and how youth can avoid all tobacco products.

**Strand 5: Nutrition**

Goal: Students will develop personal healthy eating habits and positive body image. Students will also recognize global food resources.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
<b>Standard 6.N.1:</b> Locate age-appropriate guidelines for eating and physical activity.	<ul style="list-style-type: none"> <li>Use USDA MyPlate to research guidelines. Students complete daily food log and compare to guidelines.</li> <li>Demonstrate the ability to access sources of accurate information and reliable advice regarding healthy eating.</li> </ul>	<a href="#">AHA Fruit and Veggie Toolkit</a> <a href="#">MyPlate: Grades 5 &amp; 6</a>	Past: Standard 5.N.1 Related: Standard 6.N.2 & 3 Future: Standard HI.N.1
<b>Standard 6.N.2:</b> Evaluate personal nutritional habits and physical activity levels and set goals.	<ul style="list-style-type: none"> <li>Use USDA MyPlate to research guidelines. Students complete daily food log and compare to guidelines.</li> <li>Set goals to improve or maintain personal habits to meet guidelines.</li> </ul>	<a href="#">Active Children</a> <a href="#">Fitness &amp; Your 6-12 Year Old</a> <a href="#">USDA Evaluation Tools</a> <a href="#">SNAP Nutrition Education</a>	Past: Standard 5.N.2 Related: Standard 6.HF.1 Related: Standard 6.N.1 & 5 Future: Standard HI.N.2
<b>Standard 6.N.3:</b> Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.	<ul style="list-style-type: none"> <li>Research fad diets and the negative health outcomes for those who engage in fad diets.</li> <li>Compare and contrast various fad diets. How do they compare to a balanced diet and physical activity plan?</li> </ul>	<a href="#">Fad Diets and Teens</a> <a href="#">Fad Diets vs Healthy Weight</a>	Past: Standard 5.N.4 & 5 Related: Standard 6.MEH.3 Related: Standard 6.N.1 Future: Standard HI.N.3 & 5
<b>Standard 6.N.4:</b> Recognize the importance of a healthy body image and develop appropriate food and exercise behaviors.	<ul style="list-style-type: none"> <li>Discuss how having a positive body image can improve all aspects of Health Triangle. How do appropriate food and exercise behaviors contribute to body image?</li> </ul>	<a href="#">Positive Body Image</a> <a href="#">Healthy Body Image</a> <a href="#">SNAP Nutrition Education</a> <a href="#">Extension Purdue</a> <a href="#">Health Powered Kids</a>	Past: Standard 5.N.5 Related: Standard 6.MEH.3 Future: Standard HI.N.4
<b>Standard 6.N.5:</b> Research food culture around the world and identify foods that are produced in different regions.	<ul style="list-style-type: none"> <li>Integrate food culture into country projects for social studies.</li> <li>Look at maps and analyze why food is grown in different regions, what cultural influences exist for food (e.g., religious reasons for not eating pork, food groups that cannot be combined).</li> <li>Journal and/or share student food traditions and where they originate (family history).</li> </ul>	<a href="#">Food Around the World</a> <a href="#">Where Your Food Originated</a> <a href="#">What the World Eats</a> <a href="#">What the World Eats - photos</a> <a href="#">Hungry Planet</a>	Past: Standard 5.N.6 Related: Standard 6.N.2 Related: Social Studies Future: Standard HI.N.7

Additional Resource: [Dairy West Resources](#)

**Strand 6: Human Development**

Goal: Students will learn basic anatomy and physiology of body systems and practice skills to build healthy relationships. Utah Code requires parental notification for instruction on child sexual abuse prevention.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
<p><b>Standard 6.HD.1:</b> Describe the digestive, respiratory, and cardiovascular systems and their basic functions.</p>	<ul style="list-style-type: none"> <li>• Color and label the digestive, respiratory, and cardiovascular systems and list the function for each.</li> <li>• Watch video on systems.</li> </ul>	<p><a href="#">Book: The Human Body</a></p> <p><a href="#">The Human Body</a></p> <p><a href="#">Digestive System</a></p> <p><a href="#">Respiratory System</a></p> <p><a href="#">Lungs &amp; Respiratory System</a></p> <p><a href="#">Heart &amp; Circulatory System</a></p> <p><a href="#">How the Body Works</a></p>	<p>Past: Standard 5.HD.2            Related: Standard 6.SDP.4            Future: Standard HI.SDP.6</p>
<p><b>Standard 6.HD.2:</b> Explain the importance of practicing behaviors that maintain good hygiene.</p>	<ul style="list-style-type: none"> <li>• List reasons for having good hygiene (e.g., health, social, self-esteem).</li> <li>• Describe different ways of practicing good hygiene (e.g., oral hygiene, bathing, using deodorant, hand washing).</li> </ul>	<p><a href="#">Kids Health: Personal Hygiene</a></p> <p><a href="#">CDC: Oral Health</a></p> <p><a href="#">Good Personal Hygiene Practices</a></p> <p><a href="#">Hygiene in Puberty</a></p>	<p>Past: Standard 5.HD.3            Related: Standard 6.SDP.4            Future: Standard HI.HD.2</p>
<p><b>Standard 6.HD.3:</b> 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 and understand the possible need to talk with more than one adult.</p>	<ul style="list-style-type: none"> <li>• Students list at least three adults they can talk with and report to if they feel uncomfortable, have been abused, or feel unsafe. Prompt students to think of someone when they are home, at school, in the community, etc.</li> <li>• Discuss scenarios that might require reporting to more than one adult (e.g., were not believed, nothing was done, one could not help).</li> <li>• Guest Speaker: Prevent Child Abuse Utah.</li> </ul>	<p><a href="#">Prevent Child Abuse Utah School Based Programs</a></p>	<p>Past: Standard 5.HD.6            Related: Standard 6.HF.2            Future: Standard HI.HD.9 a-d</p>