

Health II

Strand 1 Health Foundations & Protective Factors of Healthy Self

Health Foundations and Protective Factors of Healthy Self (HF) is intended to be the foundation of the Health Education Core.

Protective factors are attributes such as skills,

strengths, or coping strategies which increase the health and well-being of individuals. These attributes help people deal more effectively with stress, peer-pressure, and other potentially harmful situations. Students with strong protective factors are less likely to develop mental illness or substance use disorders. Students will use goal-setting, decision-making, and communication skills to promote lifelong health. Students will also practice resiliency skills.

Goal: Students will use goal-setting and decision-making skills to enhance health. Students will apply their knowledge to develop social and emotional competence to make healthy and safe choices.



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 II - Strand 1 Health Foundations and Protective Factors of Healthy Self

Standard HII.HF.1
Use SMART goal criteria to design and implement a plan for positive lifelong healthy habits.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Create a living document that students check in with for SMART Goals. • Set a health goal for each component of the health triangle: Mental, Social, and Physical. • Botvin LST Lesson.
Critical Background Knowledge
Standard HI.HF.1: Create a health-related SMART goal and explain how using the SMART goal-setting process promotes health and improves self-confidence.
Related Standards: Current Grade Level
Standard HII.SAP.1: Explore risk and protective factors for making healthy decisions about substance use. Standard HII.N.4: Develop lifelong strategies for maintaining nutrition and physical activity behaviors that improve mental, physical, and social health. Standard HII.HD.8b: Discuss and understand refusal skills, personal boundaries, and affirmative consent as they apply to situations involving pressure to be sexually active and identify strategies that support the decision to abstain from sexual behavior.
Standard HII.HF.2
Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Define your personal boundaries with strangers, acquaintances, friends, etc. Practice methods to communicate personal boundaries. • Practice accepting the boundaries of others (e.g., accepting a no, compromise, and active listening). • Demonstrate assertiveness, communication skills, how to negotiate, and collaborate with others to enhance health and avoid or reduce health risks. • Botvin LST Lesson.
Critical Background Knowledge
Standard HI.HF.4: Demonstrate assertiveness and other effective ways to communicate personal boundaries and show respect for the boundaries of others.
Related Standards: Current Grade Level
Standard HII.SAP.1: Explore risk and protective factors for making healthy decisions about substance use. Standard HII.N.4: Develop lifelong strategies for maintaining nutrition and physical activity behaviors that improve mental, physical, and social health. Standard HII.HD.2: Define and describe the mental, emotional, physical, and social health benefits of sexual abstinence. Standard HII.HD.3: Explain the process of conception, fetal development and birth, practices for a healthy pregnancy, pregnancy prevention, and parenting responsibilities. Standard HII.HD.4: Identify practices for prevention of common sexually transmitted diseases or infections (STD/STI). Standard HII.HD.8: Recognize characteristics of healthy relationships, the impact a relationship has on wellness, practice skills to build healthy relationships, and emphasize the responsibility within families and communities to support healthy relationships.

Health II - Strand 1 Health Foundations and Protective Factors of Healthy Self

Standard HII.HD.9: Discuss harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.
Standard HII.HF.3
Apply decision-making strategies to a health-related choice and defend the decision. Discuss practicing self-control, such as delaying immediate gratification, resisting negative peer pressure, and avoiding risks of impulsive behavior.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Teach students the Decision-Making Process (DMP) model and discuss how timetable is appropriate with major decisions. • Botvin LST Lesson. • Recognize how emotions impact the decision-making process.
Critical Background Knowledge
Standard HI.HF.2: Research factors that contribute to decisions and apply effective decision-making strategies.
Related Standards: Current Grade Level
<p>Standard HII.SAP.1: Explore risk and protective factors for making healthy decisions about substance use.</p> <p>Standard HII.N.4: Develop lifelong strategies for maintaining nutrition and physical activity behaviors that improve mental, physical, and social health.</p> <p>Standard HII.HD.2: Define and describe the mental, emotional, physical, and social health benefits of sexual abstinence.</p> <p>Standard HII.HD.3: Explain the process of conception, fetal development and birth, practices for a healthy pregnancy, pregnancy prevention, and parenting responsibilities.</p> <p>Standard HII.HD.4: Identify practices for prevention of common sexually transmitted diseases or infections (STD/STI).</p> <p>Standard HII.HD.8: Recognize characteristics of healthy relationships, the impact a relationship has on wellness, practice skills to build healthy relationships, and emphasize the responsibility within families and communities to support healthy relationships.</p> <p>Standard HII.HD.9: Discuss harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.</p>
Standard HII.HF.4
Develop resiliency skills.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Brainstorm positive characteristics about self, include both physical and emotional. Students can refer back in difficult situations.
Critical Background Knowledge
Standard HI.HF.3: Practice resiliency skills.
Related Standards: Current Grade Level
<p>Standard HII.MEH.1: Apply stress management techniques to a personal stressor and evaluate their effectiveness.</p> <p>Standard HII.MEH.2: Research current modes of technology and media use and how they impact mental and emotional health.</p> <p>Standard HII.MEH.5: Research and demonstrate knowledge of risk factors and warning signs of suicide and know how to seek help when needed.</p> <p>Standard HII.SAP.5: Identify community resources available to support individuals impacted by substance abuse and addiction, recognizing that recovery from addiction is possible.</p> <p>Standard.HD.9: Discuss harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.</p>
Standard HII.HF.4a

Health II - Strand 1 Health Foundations and Protective Factors of Healthy Self

Develop skills to cope with common life changes (for example, changing schools, relationship changes, family changes).
Concepts and Skills to Master
<ul style="list-style-type: none"> • Botvin LST lesson. • List common life changes and develop and plan and coping strategies for each. • Design a personal collage, paper, or other format addressing future goals and plans for families, life, relationship, or career.
Critical Background Knowledge
Standard HI.HF.3c: Develop coping skills by learning from mistakes or perceived failures of self and others.
Related Standards: Current Grade Level
Standard HII.MEH.1: Apply stress management techniques to a personal stressor and evaluate their effectiveness. Standard HII.HD.8: Recognize characteristics of healthy relationships, the impact a relationship has on wellness, practice skills to build healthy relationships, and emphasize the responsibility within families and communities to support healthy relationships.
Standard HII.HF.4b
Understand the impact of locus of control, growth mindset, and healthy response to failure on physical, mental, emotional, and social health.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Discuss how to demonstrate responsibility in variety of situations. • Practice positive responses to failure (using historical figures or other famous people is helpful).
Critical Background Knowledge
Standard HI.HF.3a: Practice strategies (e.g., positive self-talk, service to others, developing talents and skills) to develop a positive self-image. Standard HI.HF.3b: Explain the importance of taking responsibility for one's actions and behaviors and discuss locus of control.
Related Standards: Current Grade Level
Standard HII.SAP.4: Evaluate the physical, mental, emotional, social, legal, and financial impacts of the use or abuse of alcohol, tobacco, nicotine and other drugs on self, families, and communities. Standard HII.HD.4c: Analyze the impact of STD/STI on self and others (e.g., physical, social, emotional, financial), including responsibility for testing and informing partners. Standard HII.HD.8: Recognize characteristics of healthy relationships, the impact a relationship has on wellness, practice skills to build healthy relationships, and emphasize the responsibility within families and communities to support healthy relationships. Standard HII.HD.9: Discuss harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.
Standard HII.HF.4c
Develop resilience by connecting to self, family, and community.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Use questionnaires or surveys about self-worth. Tie in data to show what impact students have in their communities and families.
Critical Background Knowledge
Standard HI.HF.3: Practice resiliency skills.
Related Standards: Current Grade Level

Health II - Strand 1 Health Foundations and Protective Factors of Healthy Self

Standard HII.HD.8: Recognize characteristics of healthy relationships, the impact a relationship has on wellness, practice skills to build healthy relationships, and emphasize the responsibility within families and communities to support healthy relationships.
Standard HII.HF.5
Model strategies to prevent, manage, or resolve interpersonal conflicts in healthy ways.
Concepts and Skills to Master
<ul style="list-style-type: none">• Botvin LST Lesson.• Class discussion on various conflict scenarios.• Create a conflict role play activity where students use conflict resolution skills.• Assess characteristics of unhealthy relationships and practice strategies to avoid and/or end them.
Critical Background Knowledge
Standard HI.HF.4: Demonstrate assertiveness and other effective ways to communicate personal boundaries and show respect for the boundaries of others.
Related Standards: Current 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.
Academic Language
<p>Coping Skills: Methods used to deal with stressful situations. These learned skills may help a person face a situation, take action, and be flexible and persistent in solving problems.</p> <p>Frontal Lobe: The front portion of the brain concerned with behavior, learning, personality, decision making, and voluntary movement. This portion of the brain is not fully developed until early adulthood. Use of substances can impact the growth and development of the frontal lobe.</p> <p>Locus of Control: How strongly people believe they have control over the situations and experiences that affect their lives.</p> <p>Peer Pressure: The feeling of being pushed towards a certain choice by people of similar age and social group in order to be liked or respected. Peer pressure can be positive or negative.</p> <p>Personal Boundaries: Guidelines, rules or limits that a person creates to identify reasonable, safe and permissible ways for other people to behave towards them and how they will respond when someone passes those limits.</p> <p>Protective Factors: Any action or condition that reduces the likelihood of injury, disease, or other outcome.</p> <p>SMART Goal: A strategy for setting achievable goals. SMART stands for: specific, measurable, achievable/attainable, relevant/realistic/reasonable, time.</p>
Assessment Exemplars
Students will be able to design a SMART goal in each of the following areas: physical, mental, and social health. They will implement and keep a log of their progress. At the conclusion they will write how the process went, what may need to be changed, and explain how continuing to design and implement these goals will lead them toward lifelong healthy habits.

Health II - Strand 1 Health Foundations and Protective Factors of Healthy Self