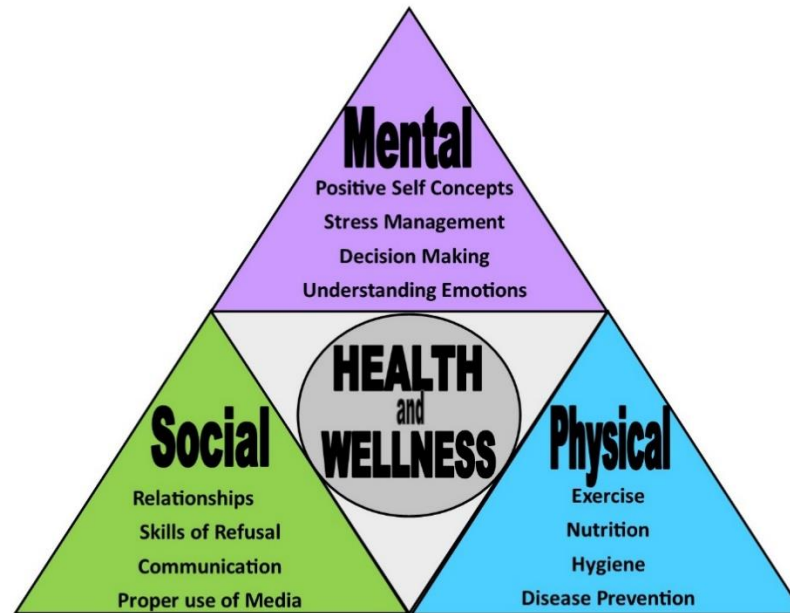


Third Grade

Notice: In utilizing the Core Guides be aware that all hyper-links are meant as separate resources and not as approval or alignment to an entire website's domain.

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 be introduced to conflict resolution, coping strategies, and resiliency.

Standard	Possible Activities	Past, Related, and Future Standards
Standard 3.HF.1: Set a measurable short-term goal and identify people who can help achieve that goal.	<ul style="list-style-type: none"> • Make goal on Monday and tape to desk, evaluate on Friday with peer group. • List people that can help with goals (e.g., parent, teacher, friend). 	Past: Standard 2.HF.1 Future: Standard 4.HF.1
Standard 3.HF.2: Define verbal and nonverbal communication and demonstrate how people communicate in both ways and explain how effective communication resolves conflict.	<ul style="list-style-type: none"> • Create scenarios of typical conflicts between students, have students act them out while the audience identifies what communication is verbal versus nonverbal and express how we can effectively resolve conflict (apply concepts of patience, listening to other side, kindness). • Role play verbal and non-verbal communication and conflict resolution. 	Past: Standard 2.HF.3 & 4 Related: Standard 3.HF.3 Related: Standard 3.SAP.1 Future: Standard 4.HF.3
Standard 3.HF.3: Describe how to interact with those who are different from oneself and demonstrate ways to treat others with dignity and respect.	<ul style="list-style-type: none"> • Discussion about traits that makes each student unique, talk about how we respect differences. • Activity addressing differences using flashcards (e.g., foods, sports, pets). • Ice breaker bingo/getting to know you board. Students must find people to sign box that relates to them - different person for each box. 	Past: Standard 2.HF.5 Related: Standard 3.HF.2 & 4 Future: Standard 4.MEH.3 Future: Standard 5.HF.4
Standard 3.HF.4: Describe the qualities of a healthy relationship.	<ul style="list-style-type: none"> • Have students identify someone they feel close to and why (qualities). • Read book about relationships and discuss. 	Past: Standard 2.HF.5 Related: Standard 3.HF.2 & 3 Future: Standard 4.HF.4
Standard 3.HF.5: Explain how trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) are resources for advice and guidance when making decisions.	<ul style="list-style-type: none"> • Have students identify 3 adults they can go to with a tough question/problem. • Class discussion with scenarios for when talking with a trusted adult is needed, helpful, and how it is a benefit. • Talk about what and who a trusted adult can be - have them draw their hand on a piece of paper and name a trusted adult for each finger. 	Past: Standard 2.HF.2 Related: Standard 3.SDP.3 Related: Standard 3.HD.3 Future: Standard 4.HF.2

Teacher Resources for Further Professional Learning

[Goal Setting in Elementary School:](#) Sample with downloadable sheets of goal setting with elementary students from What I have Learned Teaching.

[Improving Grade-Schooler’s Communication Skills:](#) 10 ways to improve elementary students’ communication skills from Understood.org.

[Teaching Kids Respect:](#) Six highly effective ways to teach kids respect from Parenting for Brain.

[Teaching Children Respect:](#) Article about teaching children how to be respectful through modeling from The Natural Child Project.

[A Collection of Social Emotional Lesson Plans & Activities:](#) A variety of lessons for K-3 students by Project BASIC.

[Healthy Relationships:](#) Resource kit with information and lesson ideas for K-12 by Western Health.

[Kids Health: Talking to Your Parents:](#) Tips to teach students how to talk with parents and other trusted adults about important issues.

[NetSafeUtah:](#) Videos, resources, and lessons to help kids stay safe and get help provided by NetSafe Utah.

[Health Foundation and Protective Factors Google Folder:](#) Collection of documents and lessons provided by Utah teachers for teaching protective factors.

Strand 2: Mental and Emotional Health

Goal: Students will learn how to cope with emotions and stress.

Standard	Possible Activities	Past, Related, and Future Standards
Standard 3.MEH.1: Identify healthy strategies individuals may use to cope with disappointment, grief, sadness, and loss, including talking with a trusted adult.	<ul style="list-style-type: none"> • Present book that talks about grief, sadness, etc. Discuss how these feelings can affect us and talk about ways we deal with negative emotions (talking with a parent, friend, doing activities we like, remembering those we love). • Teach breathing techniques. • Role play with situations. 	Past: Standard 2.MEH.1 Related: Standard 3.MEH.3 Future: Standard 6.MEH.1
Standard 3.MEH.2: Define positive and negative stress and identify how each type feels. Identify behaviors or ways to alleviate stress.	<ul style="list-style-type: none"> • Define positive and negative stress and have students make a list of both based on how they feel. Or have examples and have students categorize whether it's positive or negative. Have students identify ways they alleviate stress; teacher can give examples. • Stressed/not stressed activity scale 1-10 (see resource link), discuss each stress and how to make it better. • Additional Activities and Resources Link. 	Past: Standard 2.MEH.2 Related: Standard 3.MEH.3 Related: Standard 3.SAP.2 Future: Standard 4.MEH.1
Standard 3.MEH.3: Describe how various sources (for example, media, internet, social media, other people) can influence mental and emotional health and identify appropriate ways to respond.	<ul style="list-style-type: none"> • Talk about an appropriate and relevant news story and how students feel about it, identify adults they feel they can talk to and share their feelings (student may feel scared, wonder if it's true) and discuss how students can apply stories to their lives. • Talk about something on the media that makes them laugh or happy. • Have students write their name on paper and list a situation where they have felt (sad, happy, angry, afraid, etc.). Discuss situations as a class but don't say who wrote each situation. 	Past: Standard 2.MEH.3 Related: Standard 3.MEH.1 Related: Standard 3.SDP.3 Future: Standard 4.MEH.2 Future: Standard 6.MEH.3

Teacher Resources for Further Professional Learning[Coping Skills for Kids](#): Resources for teachers for calming anxiety, managing anger, deep breathing exercises, and more from Coping Skills for Kids.[Kids Health: Feelings](#): Resource for teaching students about emotions and how to deal with them.[Kids Health: Stress](#): Lesson for teaching kids the signs of stress and how to appropriately deal with stress.[Stress Lessons Toolkit](#): Free classroom resource to help students learn problem solving, stress management skills, and become more self-aware by Psychology Foundations.[Kids Health: How Media Use Affects Your Child](#): Resource explaining the various dangers media can have on health.

Strand 3: Safety and Disease Prevention

Goal: Students will practice procedures and methods that contribute to safety.

Standard	Possible Activities	Past, Related, and Future Standards
<p>Standard 3.SDP.1: Explain and practice procedures to follow in case of emergency which may include fire, earthquake, lock down, lock out, evacuate, and shelter in place for school, home, and community settings. Describe how to react and promptly report to a trusted adult or emergency services.</p>	<ul style="list-style-type: none"> Go over school procedures for emergency situations. Practice appropriate ways to behave in emergency situations. Create a magnet or paper to give to families with emergency contacts. Talk about why and how to call 911 or adult. Discuss emotions students might have/feel and how we can help each other during an emergency. 	<p>Past: Standard 2.SDP.1 Related: Standard 3.SDP.2 Future: Standard 4.SDP.2</p>
<p>Standard 3.SDP.2: Identify personal behaviors that contribute to a safe or unsafe environment and discuss safety rules at home, school, and in the community.</p>	<ul style="list-style-type: none"> Activity Cards showing safe behaviors (examples, using a helmet while riding bike, water safety, sun safety, safety around strangers, carrying sharp objects, safety around animals, plants, foods, etc.). Have the students list ideas to keep them safe, what could make it unsafe at school, and how they could do better at keeping everyone safe. 	<p>Related: Standard 3.SDP.1 & 3 Future: Standard 4.SDP.3</p>
<p>Standard 3.SDP.3: Describe safety guidelines for internet and social media and describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks (for example, dangerous activities, unsafe challenges, purchasing choices, eating behaviors).</p>	<ul style="list-style-type: none"> Assembly at school, have students sign a pledge or watch video from NetSmartz that applies to your class. 	<p>Past: Standard 2.SDP.2 Related: Standard 3.HF.5 Related: Standard 3.MEH.3 Future: Standard 4.SDP.4</p>
<p>Standard 3.SDP.4: Describe procedures to follow when encountering another person's blood or other bodily fluids.</p>	<ul style="list-style-type: none"> Talk about why fluids could be hazardous and what to do if you come across them. 	<p>Past: Standard 2.SDP.4 Related: Standard 3.SDP.1 Future: Standard 4.SDP.6</p>

Teacher Resources for Further Professional Learning

[Kids Emergency Preparedness Activity Guide](#): Collection of activities and information for emergency preparedness by City of Santa Monica.

[School Emergency Procedures](#): Sample checklist for school emergency procedures from Utah Department of Public Safety.

[Child Safety](#): List of videos to teach children about being safe and how to handle injuries, emergencies, and other situations by NeoK12.

[Sun Safety](#): Huntsman Cancer Institute sun safety resource guide.

[NetSmartz](#): Online safety education program with activities for all ages.

[Safe Online Surfing](#): FBI website with teacher resources for online safety.

[Internet Safety Pledge](#): Sample pledge students can use for internet safety by Enough is Enough.

[Understanding Bloodborne Pathogens](#): Steps to protect yourself from bloodborne illnesses by CPR Certified.

[Bloodborne Pathogens](#): Understanding bloodborne pathogens, what they are, controlling exposure, and more from United Federation of Teachers.

Strand 4: Substance Abuse Prevention

Goal: Students will explore the benefits of refusing to use harmful substances.

Standard	Possible Activities	Past, Related, and Future Standards
<p>Standard 3.SAP.1: Demonstrate how to respond when approached by an individual and asked to make a poor choice.</p>	<ul style="list-style-type: none"> • Give groups of students scenario cards with situations where they might have to choose then have them discuss answers as a group and as a class. • As a class, diagram the consequences of one of the scenarios and discuss whether the choice was good or bad. 	<p>Past: Standard 2.SAP.1 Related: Standard 3.HF.2 Future: Standard 4.SAP.1</p>
<p>Standard 3.SAP.2: Identify healthy alternatives (for example, physical activity, healthy eating, reading, recreation) to alcohol, tobacco, nicotine, and other harmful substances.</p>	<ul style="list-style-type: none"> • Talk about what harmful substances are and what the consequences/problems they could have from using them. • Discuss alternatives to using these substances. 	<p>Related: Standard 3.MEH.2 Related Standard 3.N.1 Future: Standard 5.SAP.1</p>
<p>Standard 3.SAP.3: Examine the consequences to the brain, body and lungs when oxygen is limited through inhaling substances (for example, smoking, vaping, inhalants, candy, dust, pollutants).</p>	<ul style="list-style-type: none"> • Go over Effects of Smoking and discuss effects on our body, you could swap out smoking for any other of the pollutants. 	<p>Past: Standard 2.SAP.1 Related: Standard 3.SAP.4 Future: Standard 4.SAP.2</p>
<p>Standard 3.SAP.4: Examine the consequences to the brain and body when harmful substances are ingested (for example, intoxicants, energy drinks, chemicals, poisons).</p>	<ul style="list-style-type: none"> • Discussion about what harmful substances are and go through the harmful effects of using each one. 	<p>Past: Standard 2.SAP.1 & 2 Related: Standard 3.SAP.3 Future: Standard 4.SAP.2</p>

Teacher Resources for Further Professional Learning

[Kids Health: Drugs:](#) Grades 3-5 teacher guide for teaching about drugs.

[Drug Prevention Tips for Every Age:](#) Partnership for Drug-Free Kids resources for prevention at all ages.

[Kids Health: Smoking:](#) Teacher guide for teaching the dangers of smoking and tobacco.

[Five Things Inhalants Can Do to Your Body:](#) Dangers of inhaling substances from the National Institute on Drug Abuse for Teens.

[Respiratory Effects of Drug Misuse:](#) National Institute on Drug Abuse resource on the effects inhaled substances have on the respiratory system.

[Effects of Dust on Lungs:](#) Resource for what happens to the lungs when dust and pollutants are inhaled by Canadian Centre for Occupational Health.

[The Tobacco Talk:](#) Resource for educators with latest information on tobacco products (e.g., vaping, e-cigarettes) and the effects these products have on health.

[Kids Health: Preventing Poisoning:](#) Important ways to help prevent students from eating or drinking a poisonous substance.

[Red Ribbon Week – Toolkit for Implementation:](#) Toolkit from the Utah PTA for schools and educators with resources for a meaningful Red Ribbon Week.

Strand 5: Nutrition

Goal: Students will learn to make healthy nutritional choices and identify factors that influence food choices.

Standard	Possible Activities	Past, Related, and Future Standards
Standard 3.N.1: Demonstrate healthy behaviors to maintain or improve personal nutrition, fitness, and oral health including encouraging healthy food behavior and physical activity.	<ul style="list-style-type: none"> • Sorting game where kids are given cards with healthy/non-healthy activities, nutritional choices, and oral health choices. After sorting discuss results and fix any that are in the wrong column. 	Past: Standard 2.N.1 Related: Standard 3.SAP.2 Related: Standard 2.N.2 & 3 Future: Standard 4.N.1 & 4
Standard 3.N.2: Identify healthy foods, including snacks, in appropriate portion sizes.	<ul style="list-style-type: none"> • Discuss the food groups, have students give examples from each group, and then show examples of portion sizes. • Poster of serving sizes. • Practice how to decline food when not hungry and when food is unhealthy. 	Past: Standard 1.N.2 Past: Standard 2.N.2 Related: Standard 3.N.1 Future: Standard 4.N.1
Standard 3.N.3: Describe the benefits of eating a nutritious breakfast.	<ul style="list-style-type: none"> • Watch “Why is a Healthy Breakfast the Most Important Meal of the Day?” YouTube video 	Related: Standard 3.N.1 Future: Standard 4.N.1
Standard 3.N.4: Discuss how family, peers, culture, and media influence eating habits.	<ul style="list-style-type: none"> • Diagram each group and list examples of how they could influence eating habits. • Cultural Relevancy in the Cafeteria. 	Past: Standard 2.N.4 Related: Standard 3.N.1 Future: Standard 4.N.5

Teacher Resources for Further Professional Learning

[CDC: School Nutrition:](#) Center for Disease Control and Prevention site for school nutrition, including meals and snacks.

[Kids Health: Kids and Exercise:](#) Resource for teaching the benefits of exercise.

[CDC Youth Physical Activity Guidelines:](#) Center for Disease Control and Prevention physical activity guidelines for children 6-17 years old.

[CDC: Oral Health:](#) Center for Disease Control and Prevention site on oral health.

[Children’s Oral Health:](#) Center for Disease Control and Prevention oral health basics.

[7 Ways to Make Brushing Fun for Kids:](#) American Dental Association resource for making brushing fun for kids.

[American Heart Association Fruit and Veggie Toolkit for Kids:](#) Download the American Heart Association’s Fruit and Veggie Toolkit in English or Spanish.

[Serving Up MyPlate: Grades 3 & 4:](#) USDA MyPlate lessons and resources for grades 3 & 4

[Nourish Printables:](#) Printables for teachers on healthy foods, healthy habits, and activities by Nourish Interactives.

[Healthy Breakfast:](#) Teacher guide for teaching the importance of breakfast by KidsHealth.

[How TV Can Influence What Your Child Eats:](#) Academy of Nutrition and Dietetics resource for teaching the influence TV has on eating habits.

[The Factors That Influence Our Food Choices:](#) How to tame temptations and promote healthier eating by Eufic.

[Cultural Relevancy in the Cafeteria:](#) Lesson by Teaching Tolerance to teach students about the dietary guidelines of various ethnic and religious groups and then analyze their cafeteria’s food offerings.

[Dairy West Resources:](#) Explore free resources, manipulatives, and lessons from Dairy West.

Strand 6: Human Development

Goal: Students will learn basic anatomy and universal precautions, and skills to report abuse. Utah Code requires parental notification for instruction on child sexual abuse prevention.

Standard	Possible Activities	Past, Related, and Future Standards
Standard 3.HD.1: Define hygiene and discuss its importance for health and well-being.	<ul style="list-style-type: none"> Watch Germ Smart YouTube video. 	Past: Standard 1.HD.1 Future: Standard 4.HD.2
Standard 3.HD.2: Identify the building blocks of the human body (for example, cells, tissues, organs, organ systems, organisms).	<ul style="list-style-type: none"> Diagram building blocks of living things: Cells → Tissue → Organ → Organ System → Organism. 	Past: Standard 2.HD.1 Related: Science LS1.B Standard 3.2.1 Future: Standard 4.HD.1
Standard 3.HD.3: 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.	<ul style="list-style-type: none"> Talk about what and who a trusted adult can be - have them draw their hand on a piece of paper and name a trusted adult for each finger. Feeling Safe. Guest Speaker: Prevent Child Abuse Utah. 	Past: Standard 2.HD.2 Related: Standard 3.HF.5 Future: Standard 4.HD.3
Teacher Resources		
CDC: Handwashing: Handwashing facts from the Center of Disease Control and Prevention.		
Kids Health: Personal Hygiene: Resource to teach about keeping the body clean and healthy.		
Khan Academy- Tissues, Organs, & Organ Systems: Learn about the main tissue types and organ systems of the human body and how they work together.		
Preventing and Identifying Child Sexual Abuse: American Academy of Pediatrics resource for preventing and identifying child abuse.		
Prevent Child Abuse Utah School Based Programs: Prevent Child Abuse Utah prevention programs educate children to recognize abuse, engage children to learn safety strategies, and empower children to report abuse. PCAU in-school programs are FREE, age appropriate, and typically taught in the classroom with visual aids, videos, and other interactive activities such as role playing. The programs also teach adult community members how to prevent child abuse, how to identify signs of possible abuse, and how to report abuse.		