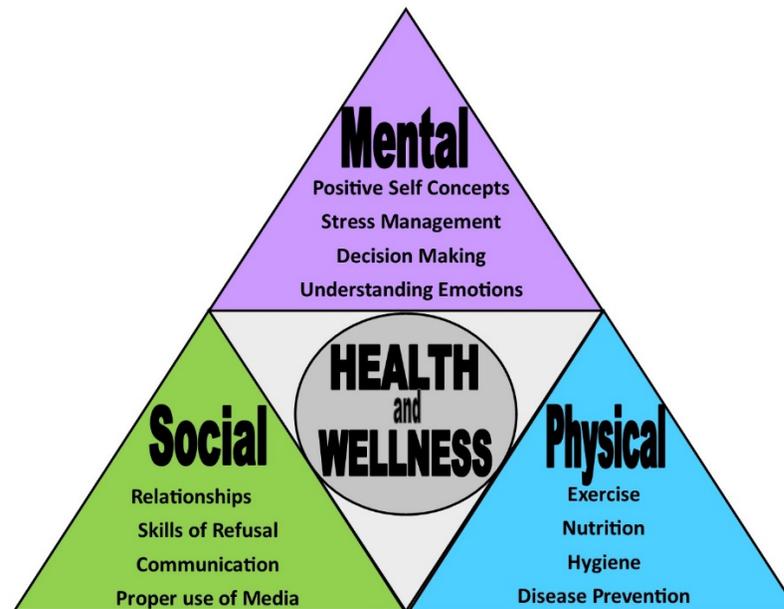


First Grade

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 (HF)

Goal: Students will learn the importance of goals and decision-making skills and continue to develop healthy relationship skills.

Standard 1.HF.1

Define goals and explain why setting goals is important.

Concepts and Skills to Master

- Model setting goals with the students of how to earn a longer recess time.
- Discuss personal interests and growth opportunities. Give the students an opportunity to set personal learning goals that they develop over a period of time.

Critical Background Knowledge

N/A

Related Standards: Current Grade Level

Standard 1.HF.2: Explain how to make good decisions and how all decisions can affect self or others.

Related Standards: Future Grade Level

Standard 2.HF.1: Set a goal and discuss strategies for meeting the goal.

Standard 1.HF.2

Explain how to make good decisions and how all decisions can affect self or others.

Concepts and Skills to Master

- Discuss how your actions affect others. "What would happen if I....?" Use manipulatives (dominoes, blocks) to create a cause and effect scenario, demonstrating how our actions affect others.

Critical Background Knowledge

N/A

Related Standards: Current Grade Level

Standard 1.HF.1: Define goals and explain why setting goals is important.

Standard 1.SAP.3: Practice strategies that can be used to refuse harmful substances.

Related Standards: Future Grade Level

Standard 2.HF.2: Recognize when assistance is needed in making decisions.

Standard 1.HF.3

Demonstrate how to express gratitude, treat others with kindness, and respect differences.

Concepts and Skills to Master

- Talk about what kindness means and how to express it in the classroom.
- List events that have meant a lot to you. Identify why they were important. How can you let someone know you appreciated their efforts?
- Practice expressing gratitude and treating others with kindness.
- Accept the differences of others (for example, ability level, characteristics, likes and dislikes).

Critical Background Knowledge

Standard K.HF.2: Describe how to be a good friend, and how to make a friend.

Standard K.HF.3: Communicate respectfully with others.
Related Standards: Current Grade Level
Standard 1.MEH.1: Define what bullying is and is not and demonstrate what to say and do if someone is bullying or bothering oneself or others. Compare these actions with kindness.
Related Standards: Future Grade Level
Standard 2.HF.5: Describe characteristics of a good friend.
Academic Language
Goal: The result or achievement toward which effort is directed. See Health Terms and Law and Policy for Health Education for more details
Assessment Exemplars
Given a verbal prompt, students will be able to demonstrate how to express gratitude, treat others with kindness and/or respect differences.

Strand 2: Mental and Emotional Health (MEH)

Goal: Students will practice expressing emotions and bully prevention strategies.

Standard 1.MEH.1

Define what bullying is and is not and demonstrate what to say and do if someone is bullying or bothering oneself or others. Compare these actions with kindness.

Concepts and Skills to Master

- Practice appropriate responses to a variety of situations.
- Compare and contrast kindness and bullying behaviors.
- Practice methods of reporting bullying.

Critical Background Knowledge

N/A

Related Standards: Current Grade Level

Standard 1.HF.3: Demonstrate how to express gratitude, treat others with kindness, and respect differences.

Standard 1.SDP.2: Identify when an environment or situation is not safe (for example, abuse, bullying, harmful substances, firearms, fire, medical emergency) and understand how to react and promptly report to a trusted adult (for example, parent, guardian, relative, teacher, counselor, clergy) or emergency services.

Related Standards: Future Grade Level

Standard 2.MEH.1: Identify the causes of different emotions and practice methods to express emotions appropriately.

Academic Language

Bullying: To seek harm, intimidate, or coerce another individual.

Biased-Based Bullying: when bullying is based on race or ethnicity, color, national origin, sex, gender, sexual orientation, disability, or religion.

Assessment Exemplars

Coming soon

Standard 1.MEH.2

Demonstrate healthy ways to express needs, wants, and feelings.

Concepts and Skills to Master

- Prepare situations or pictures and ask students to role play a healthy way to express their needs, wants, and/or feelings for that picture or situation.
- Talk about different needs, wants and feelings by using the charade cards.

Critical Background Knowledge

Standard K.MEH.1: Identify how different emotions feel and how your body reacts to those emotions.

Related Standards: Current Grade Level

Standard 1.MEH.1: Define what bullying is and is not and demonstrate what to say and do if someone is bullying or bothering oneself or others. Compare these actions with kindness.

Related Standards: Future Grade Level

Standard 2.MEH.1: Identify the causes of different emotions and practice methods to express emotions appropriately.

Academic Language

Bullying: To seek harm, intimidate, or coerce another individual.

Biased-Based Bullying: when bullying is based on race or ethnicity, color, national origin, sex, gender, sexual orientation, disability, or religion.

See [Health Terms and Law and Policy for Health Education](#) for more details

Assessment Exemplars

Have students practice healthy ways to express their needs, wants and/or feelings by responding to different situations provided by the teacher.

Strand 3: Safety and Disease Prevention (SDP)

Goal: Students will learn specific behaviors to prevent disease, common injuries, and avoid dangerous situations.

Standard 1.SDP.1

Understand how proper use of equipment (for example, helmets, sports equipment, seat belts, booster seats) helps protect from injury.

Concepts and Skills to Master

- Identify dangers in the environment and discuss what the outcomes could be.
- Discuss types of safety equipment, explain the importance, specifically helmets.

Critical Background Knowledge

Standard K.HD.2: Explain different methods (e.g., booster seats, seatbelts, helmets, safety equipment, visiting healthcare providers) for keeping the developing body safe and healthy.

Related Standards: Current Grade Level

Standard 1.SDP.2: Identify when an environment or situation is not safe (for example, abuse, bullying, harmful substances, firearms, fire, medical emergency) and understand how to react and promptly report to a trusted adult (for example, parent, guardian, relative, teacher, counselor, clergy) or emergency services.

Related Standards: Future Grade Level

Standard 2.SDP.1: Explain how products (for example, sun protection, hygiene products, sports equipment, seatbelts, booster seats) can contribute to personal health.

Standard 1.SDP.2

Identify when an environment or situation is not safe (for example, abuse, bullying, harmful substances, firearms, fire, medical emergency) and understand how to react and promptly report to a trusted adult (for example, parent, guardian, relative, teacher, counselor, clergy) or emergency services.

Concepts and Skills to Master

- Discuss steps to prevent or address emergency and safety situations.
- Talk about online safety and why it is important to only use technology with a trusted adult.
- Practice reporting situations to a trusted adult (e.g., witnessing someone being bullied, finding a firearm, medical emergency).

Critical Background Knowledge

Standard K.HD.4: 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.

Related Standards: Current Grade Level

Standard 1.HD.4: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, unsafe, or afraid.

Related Standards: Future Grade Level

Standard 2.SDP.2: Identify personal behaviors that contribute to safe or unsafe use of technology.

Standard 2.HD.2: 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.

Standard 1.SDP.3

Recognize the importance of using electronic devices only with trusted adult supervision.
Concepts and Skills to Master
<ul style="list-style-type: none"> Lead a discussion of reasons an adult should supervise or monitor use (e.g., purchases, strangers, damage, unsafe pages).
Critical Background Knowledge
N/A
Related Standards: Current Grade Level
Standard 1.HD.4: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, unsafe, or afraid.
Related Standards: Future Grade Level
Standard 2.SDP.2: Identify personal behaviors that contribute to safe or unsafe use of technology. Standard 2.HD.2: 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.
Standard 1.SDP.4
Describe behaviors that may prevent and reduce the risk of disease.
Concepts and Skills to Master
<ul style="list-style-type: none"> Discuss ways to protect the skin from sun exposure (e.g., sunscreen, hats, shade covers). Practice proper handwashing steps. Discuss benefits of physical activity, healthy eating, or good hygiene.
Critical Background Knowledge
Standard K.HD.1: Describe why oral hygiene, washing body and hands, and wearing clean clothes are important for a healthy body.
Related Standards: Current Grade Level
Standard 1.N.2: Identify foods and beverages that are healthy choices for the body and explain the importance of choosing healthy foods at each meal. Standard 1.HD.1: Explain how hand washing, clean clothes, and oral hygiene are important for a healthy body. Standard 1.HD.2: Explain how the right amount of sleep contributes to health and wellness.
Related Standards: Future Grade Level
Standard 2.SDP.3: Describe reasons why people visit a healthcare provider (for example, doctor, dentist, counselor).
Standard 1.SDP.5
Recognize the importance of never touching another person's blood or other bodily fluids.
Concepts and Skills to Master
<ul style="list-style-type: none"> Discuss what to do if one encounters another person's blood or other bodily fluid. Understand bodily fluids may contain viruses or bacteria.
Critical Background Knowledge
N/A
Related Standards: Current Grade Level
Standard 1.SDP.4: Describe behaviors that may prevent and reduce the risk of disease.
Related Standards: Future Grade Level
Standard 2.SDP.4: Identify ways people can avoid coming in contact with another person's blood and bodily fluids.

Academic Language

Universal Precautions: Approach to infectious control to treat all human blood and certain body fluids as if they were known to be infectious for pathogens.

Trusted Adult: An adult, or adults, chosen by the student, that makes the student feel safe, secure, and comfortable. Examples include, but are not limited to parent, guardian, relative, teacher, counselor, and clergy.

See [Health Terms and Law and Policy for Health Education](#) for more details

Assessment Exemplars

Given 3 scenarios, students will be able to verbalize when an environment or situation is not safe and explain how to react and promptly report to a trusted adult or emergency services.

Strand 4: Substance Abuse Prevention (SAP)

Goal: Students will understand when substances are helpful or harmful.

Standard 1.SAP.1

Compare and contrast the difference between helpful and harmful substances.

Concepts and Skills to Master

- Discuss the ways healthy and unhealthy substances can affect your body.
- Identify healthy and unhealthy substances (for example, medicines, cleaning solutions, poison, healthy food, cigarettes) and discuss when something may be both (for example medicine only healthy in correct dose when needed).

Critical Background Knowledge

N/A

Related Standards: Current Grade Level

Standard 1.SAP.2: Explain the importance of only taking medicine with adult supervision
Standard 1.SAP.3: Practice strategies that can be used to refuse harmful substances.

Related Standards: Future Grade Level

Standard 2.SAP.1: Recognize the health implications of harmful substances and demonstrate how to refuse alcohol, tobacco, nicotine, and other substances.

Standard 1.SAP.2

Explain the importance of only taking medicine with adult supervision.

Concepts and Skills to Master

- Start a discussion of medicines and how they help the body heal.
- Contrast that discussion about what medications can do to your body if your body does not require them at that time.

Critical Background Knowledge

N/A

Related Standards: Current Grade Level

Standard 1.SAP.1: Compare and contrast the difference between helpful and harmful substances.
Standard 1.SAP. 3: Practice strategies that can be used to refuse harmful substances.

Related Standards: Future Grade Level

Standard 2.SAP.2: Describe the role medications play in wellness and identify what is helpful or harmful.

Standard 1.SAP.3

Practice strategies that can be used to refuse harmful substances.

Concepts and Skills to Master

- Brainstorm and roleplay ways to say no to difficult situations and harmful substances.
- Brainstorm ways to say no to harmful substances.

Critical Background Knowledge

N/A

Related Standards: Current Grade Level

Standard 1.HF.2: Explain the importance of only taking medicine with adult supervision.

Standard 1.SAP.1: Compare and contrast the difference between helpful and harmful substances.

Standard 1.SAP.2: Explain the importance of only taking medicine with adult supervision.

Related Standards: Future Grade Level

Standard 3.SAP.1: Demonstrate how to respond when approached by an individual and asked to make a poor choice.

Academic Language

Medicine: Something used for treatment or prevention of disease

See [Health Terms and Law and Policy for Health Education](#) for more details

Assessment Exemplars

1.SAP.1

Make a collage of random household items like medicines, cleaning solutions, poison, healthy food, cigarettes, etc. Have them circle which ones are okay to ingest and have them put an x through the ones that are not okay.

*Note: Make sure to reinforce that medicine is only okay if parents or guardians are around and it is a small, healthy dose.

1.SAP.3

Role Plays: Have students pair up with someone next to them. Have them role play what they would do and say if someone offered them something that they did not know what it was. Give them short and simple phrases that they can memorize and use in the role plays.

1.SAP.1

Students will be given cards with healthy and unhealthy substances on them. They will then separate them into two categories. Students could also make their own cards with healthy and unhealthy substances on them.

Strand 5: Nutrition (N)

Goal: Students will learn how to fuel their body with healthy food choices.

Standard 1.N.1

Recognize major food groups, including water, and list a variety of healthy foods in each group.

Concepts and Skills to Master

- List a variety of foods in each food group.
- Identify which food group different foods belong in.

Critical Background Knowledge

Standard K.N.1: List a variety of healthy foods from each food group.

Related Standards: Current Grade Level

Standard 1.N.2: Identify foods and beverages that are healthy choices for the body and explain the importance of choosing healthy foods at each meal.

Related Standards: Future Grade Level

Standard 2.N.1: Identify food and beverage choices that contribute to good health.

Academic Language

Food Groups: Foods that share similar nutritional properties such as fruits, vegetables, grains, proteins, and dairy.

Assessment Exemplars

Coming soon

Standard 1.N.2

Identify foods and beverages that are healthy choices for the body and explain the importance of choosing healthy foods at each meal.

Concepts and Skills to Master

- Identify a variety of healthy foods and beverages.
- Explain the importance of consuming healthy foods at each meal and snack.

Critical Background Knowledge

Standard K.N.2: Explain the importance of choosing healthy foods and beverages at each meal.

Related Standards: Current Grade Level

Standard 1.N.1: Recognize major food groups, including water, and list a variety of healthy foods in each group.

Related Standards: Future Grade Level

Standard 2.N.1: Identify food and beverage choices that contribute to good health.

Standard 3.N.2: Identify healthy foods, including snacks, in appropriate portion sizes.

Standard 1.N.3

Describe how food is fuel for the body.

Concepts and Skills to Master

- Recognize growing bodies need food for fuel and different food groups give different kinds of fuel needed for growth.

<ul style="list-style-type: none"> Discuss what happens when meals are skipped, or food groups are left out.
Critical Background Knowledge
N/A
Related Standards: Current Grade Level
Standard 1.N.2: Identify foods and beverages that are healthy choices for the body and explain the importance of choosing healthy foods at each meal.
Related Standards: Future Grade Level
Standard 2.N.2: Define calorie as a measurement of energy and describe how calories are necessary for good health.

Standard 1.N.4
Recognize not all food products advertised or sold are healthy.
Concepts and Skills to Master
<ul style="list-style-type: none"> After viewing or discussing common food advertising, label the food advertised as healthy or unhealthy. Discuss why different foods are advertised to kids and how to know if the food is good for you.
Critical Background Knowledge
N/A
Related Standards: Current Grade Level
Standard 1.N.2: Identify foods and beverages that are healthy choices for the body and explain the importance of choosing healthy foods at each meal.
Related Standards: Future Grade Level
Standard 2.N.4: Identify how family, peers, culture, and media influence eating habits.
Academic Language
<p>Calorie: A unit of heat energy. Used to measure the energy content of food and activity.</p> <p>Eating Habits: Why and how people eat, which foods they eat, and with whom they eat, as well as the ways people obtain, store, use, and discard food. Individual, social, cultural, religious, economic, environmental, and political factors all influence people’s eating habits.</p> <p>Food Behavior: How people choose, consume, sell, and buy food. People’s actions toward food.</p> <p>Food Groups: Foods that share similar nutritional properties such as fruits, vegetables, grains, proteins, and dairy.</p> <p>See Health Terms and Law and Policy for Health Education for more details</p>
Assessment Exemplars
Given a stack of food pictures students will be able to sort foods into the major food groups which they will identify. They will also be able to place them in piles representing healthy choices for breakfast, lunch & dinner, explain how food is fuel and give an example of an unhealthy food.

Strand 6: Human Development (HD)

Goal: Students will review basic hygiene skills, learn how human development varies, and practice refusal skills. Utah Code requires parental notification for instruction on child sexual abuse prevention.

Standard 1.HD.1

Explain how hand washing, clean clothes, and oral hygiene are important for a healthy body.

Concepts and Skills to Master

- Discuss how germs can grow and spread without proper hygiene (hand washing, clean clothes, covering cough or sneeze).
- Discuss the importance of oral hygiene, including bad breath, bacteria, and cavities.

Critical Background Knowledge

Standard K.HD.1: Describe why oral hygiene, washing body and hands, and wearing clean clothes are important for a healthy body.

Related Standards: Current Grade Level

Standard 1.SDP.4: Describe behaviors that may prevent and reduce the risk of disease.

Related Standards: Future Grade Level

Standard 3.HD.1: Define hygiene and discuss its importance for health and well-being

Assessment Exemplars

Coming soon

Standard 1.HD.2

Explain how the right amount of sleep contributes to health and wellness.

Concepts and Skills to Master

- Learn how much sleep is necessary for health.
- Discuss strategies for getting the right amount of sleep.

Critical Background Knowledge

N/A

Related Standards: Current Grade Level

Standard 1.SDP.4: Describe behaviors that may prevent and reduce the risk of disease.

Related Standards: Future Grade Level

Standard 6.SDP.4: Analyze how various factors, including lifestyle choices, increase or decrease risk factors for disease.

Assessment Exemplars

Coming soon

Standard 1.HD.3

Recognize that healthy bodies come in different shapes, sizes, and abilities.

Concepts and Skills to Master

- Define healthy and what that looks like, including a variety of healthy examples.
- Describe the abilities of a healthy body, include a variety (inclusive to those with special needs).

Critical Background Knowledge

N/A
Related Standards: Current Grade Level
Science LS1.A Standard 1.2.2: Construct an explanation by observing patterns of external features of living things that survive in different locations. Science LS1.B Standard 1.2.4: Construct an explanation of the patterns in the behaviors of parents and offspring which help offspring to survive.
Related Standards: Future Grade Level
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.
Standard 1.HD.4
Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, unsafe, or afraid.
Concepts and Skills to Master
<ul style="list-style-type: none"> List at least three trusted adults the student can talk with. Practice methods to leave situations that are uncomfortable. Brainstorm situations that may become unsafe. Understand when assistance is needed, and student may need to seek help from a trusted adult.
Critical Background Knowledge
Standard K.HD.4: 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.
Related Standards: Current Grade Level
Standard 1.SDP.2: Identify when an environment or situation is not safe (for example, abuse, bullying, harmful substances, firearms, fire, medical emergency) and understand how to react and promptly report to a trusted adult (for example, parent, guardian, relative, teacher, counselor, clergy) or emergency services.
Related Standards: Future Grade Level
Standard 2.HD.2: 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.
Academic Language
<p>Trusted Adult: An adult, or adults, chosen by the student, that makes the student feel safe, secure, and comfortable. Examples include, but are not limited to parent, guardian, relative, teacher, counselor, and clergy.</p> <p>See Health Terms and Law and Policy for Health Education for more details</p>
Assessment Exemplars
<ul style="list-style-type: none"> Students will sort pictures to show what is important for a healthy body. Examples would be, how to wash hands, clean clothes, take care of their oral health and get good sleep. Students will fill in the blanks on a worksheet about how to wash their hands and brush their teeth. Students will share with a partner the things they like about their body or the things they are good at.