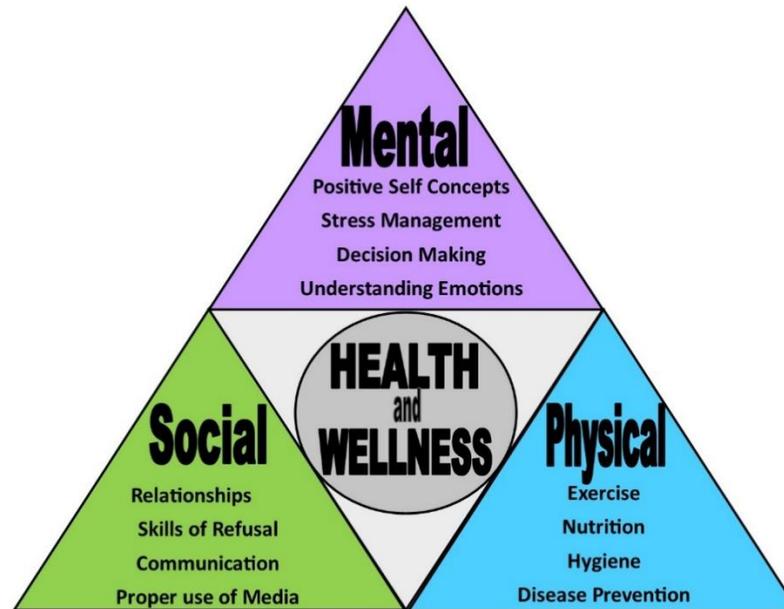


Third Grade

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

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
<p>Standard 3.HF.1: Set a measurable short-term goal and identify people who can help achieve that goal.</p>	<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). 	<p>Goal Setting in Elementary School</p>	<p>Past: Standard 2.HF.1 Future: Standard 4.HF.1</p>
<p>Standard 3.HF.2: Define verbal and nonverbal communication and demonstrate how people communicate in both ways and explain how effective communication resolves conflict.</p>	<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. 	<p>Improving Grade-Schooler's Communication Skills</p>	<p>Past: Standard 2.HF.3 & 4 Related: Standard 3.HF.3 Related: Standard 3.SAP.1 Future: Standard 4.HF.3</p>
<p>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.</p>	<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 (liking different colors, sports, pets, etc.). • Ice breaker bingo/getting to know you board. Students must find people to sign box that relates to them - different person for each box. 	<p>Teaching Kids Respect Teaching Children Respect A Collection of Social Emotional Lesson Plans & Activities</p>	<p>Past: Standard 2.HF.5 Related: Standard 3.HF.2 & 4 Future: Standard 4.MEH.3 Future: Standard 5.HF.4</p>
<p>Standard 3.HF.4: Describe the qualities of a healthy relationship.</p>	<ul style="list-style-type: none"> • Have students identify someone they feel close to and why (describe qualities). • Read book about relationships and discuss. 	<p>Healthy Relationships</p>	<p>Past: Standard 2.HF.5 Related: Standard 3.HF.2 & 3 Future: Standard 4.HF.4</p>
<p>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.</p>	<ul style="list-style-type: none"> • Have students identify 3 adults they would go to with a tough question or 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. 	<p>Kids Health: Talking to Your Parents NetSafeUtah</p>	<p>Past: Standard 2.HF.2 Related: Standard 3.SDP.3 Related: Standard 3.HD.3 Future: Standard 4.HF.2</p>

Strand 2: Mental and Emotional Health

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

Standard	Possible Activities	Teacher Resources	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. 	Coping Skills for Kids Kids Health: Feeling	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. 	Kids Health: Stress Stress Lessons Toolkit	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. 	Kids Health: How Media Use Affects Your Child	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

Strand 3: Safety and Disease Prevention

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

Standard	Possible Activities	Teacher Resources	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>Kids Emergency Preparedness Activity Guide</p> <p>School Emergency Procedures</p>	<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>Child Safety</p> <p>Sun Safety</p>	<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>NetSmartz</p> <p>Safe Online Surfing</p> <p>Internet Safety Pledge</p> <p>Digital Citizenship Curriculum</p>	<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>Understanding Bloodborne Pathogens</p> <p>Bloodborne Pathogens</p>	<p>Past: Standard 2.SDP.4 Related: Standard 3.SDP.1 Future: Standard 4.SDP.6</p>

Strand 4: Substance Abuse Prevention

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

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
Standard 3.SAP.1: Demonstrate how to respond when approached by an individual and asked to make a poor choice.	<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. Diagram one scenario as a class on the consequences whether their choice was good or bad. 	Kids Health: Drugs Ways to Say “No” to Drugs Dare Program	Past: Standard 2.SAP.1 Related: Standard 3.HF.2 Future: Standard 4.SAP.1
Standard 3.SAP.2: Identify healthy alternatives (for example, physical activity, healthy eating, reading, recreation) to alcohol, tobacco, nicotine, and other harmful substances.	<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. 	Drug Prevention Tips Drug Prevention Tips for Every Age	Related: Standard 3.MEH.2 Related Standard 3.N.1 Future: Standard 5.SAP.1
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).	<ul style="list-style-type: none"> Go over printable and discuss effects on our body, you could swap out smoking for any other of the pollutants. 	Kids Health: Smoking Five Things Inhalants Can Do to Your Body Respiratory Effects of Drug Misuse Effects of Dust on Lungs The Tobacco Talk	Past: Standard 2.SAP.1 Related: Standard 3.SAP.4 Future: Standard 4.SAP.2
Standard 3.SAP.4: Examine the consequences to the brain and body when harmful substances are ingested (for example, intoxicants, energy drinks, chemicals, poisons).	<ul style="list-style-type: none"> Discussion about what harmful substances are and go through the harmful effects of using each one. 	Kids Health: Preventing Poisoning Kids Health: Drugs	Past: Standard 2.SAP.1 & 2 Related: Standard 3.SAP.3 Future: Standard 4.SAP.2

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

Strand 5: Nutrition

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

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
<p>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.</p>	<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. 	<p>CDC: School Nutrition</p> <p>Kids Health: Kids and Exercise</p> <p>CDC Youth Physical Activity Guidelines</p> <p>CDC: Oral Health</p> <p>Children’s Oral Health</p> <p>7 Ways to Make Brushing Fun for Kids</p>	<p>Past: Standard 2.N.1 Related: Standard 3.SAP.2 Related: Standard 2.N.2 & 3 Future: Standard 4.N.1 & 4</p>
<p>Standard 3.N.2: Identify healthy foods, including snacks, in appropriate portion sizes.</p>	<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. 	<p>American Heart Association Fruit and Veggie Toolkit for Kids</p> <p>Serving Up MyPlate: Grades 3 & 4</p> <p>Nourish Printables</p>	<p>Past: Standard 1.N.2 Past: Standard 2.N.2 Related: Standard 3.N.1 Future: Standard 4.N.1</p>
<p>Standard 3.N.3: Describe the benefits of eating a nutritious breakfast.</p>	<ul style="list-style-type: none"> Watch “Why is a Healthy Breakfast the Most Important Meal of the Day?” YouTube video 	<p>Healthy Breakfast</p>	<p>Related: Standard 3.N.1 Future: Standard 4.N.1</p>
<p>Standard 3.N.4: Discuss how family, peers, culture, and media influence eating habits.</p>	<ul style="list-style-type: none"> Diagram each group and list examples of how they could influence eating habits. Cultural Relevancy in the Cafeteria. 	<p>How TV Can Influence What Your Child Eats</p> <p>The Factors That Influence Our Food Choices</p> <p>Teaching Tolerance</p>	<p>Past: Standard 2.N.4 Related: Standard 3.N.1 Future: Standard 4.N.5</p>

Additional Resource: [Dairy West Resources](#)

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	Teacher Resources	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.	CDC: Handwashing Kids Health: Personal Hygiene	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.	Book: The Human Body The Human Body	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.	Prevent Child Abuse Utah School Based Programs	Past: Standard 2.HD.2 Related: Standard 3.HF.5 Future: Standard 4.HD.3