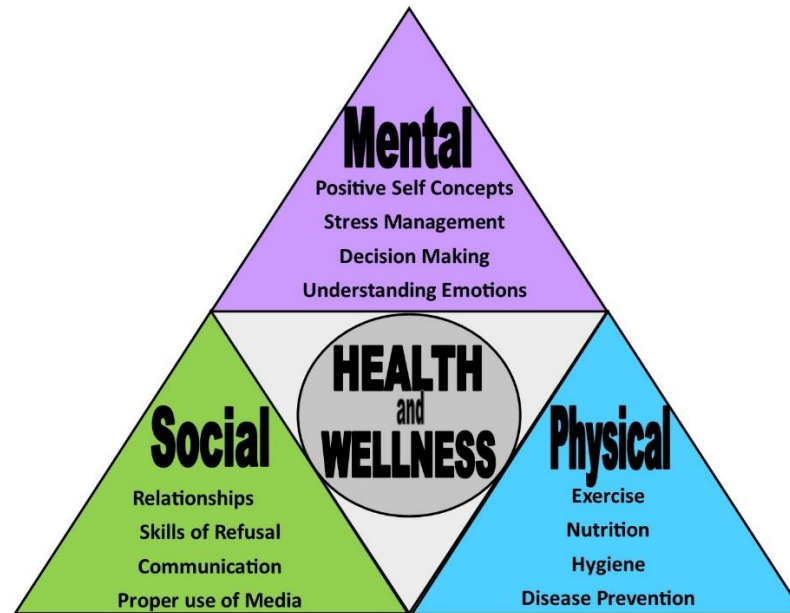


Health I

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 understand the responsibility and outcomes of personal decisions. Students will also apply their knowledge to develop social and emotional competence to make healthy and safe choices.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
<p>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.</p>	<ul style="list-style-type: none"> Write a health-related SMART goal in journal and have daily, weekly, or monthly check points to determine goal progress. Emphasize the importance of goal revision. SMART Goals Log or SMART Goals worksheet. Footprints Introductory Activity: Print out footprints and show how short-term goals help you reach long term goals, Footprints at various distances across the room. Edpuzzle short video. Goal kites: main part of the kite is the goal and the strings are short term goals. Botvin LST Lessons. Set SMART goals via peer interviews (Edutopia resource). Students write a reflection essay to evaluate their efforts, goals, what they learned about themselves, and the process of change after completing goal journey. 	<p>Teen Health -Making a Change Goal Setting Tool</p>	<p>Past: Standard 6.HF.1 Related: Standard HI.SAP.4, Standard HI.N.2 Future: Standard HII.HF.1</p>
<p>Standard HI.HF.2: Research factors that contribute to decisions and apply effective decision-making strategies.</p>	<ul style="list-style-type: none"> Have students create a storyboard showing real-life examples of three types of decisions they have made and what strategies they used to make those decisions. Decision Making Model worksheet. TedTalk: The Mysterious Working of the Adolescent Brain (sets up for SAP and HD standards on brain development). Botvin LST Lessons. Explain the importance of taking responsibility for one’s actions and behaviors and discuss locus of control. Describe the development of the adolescent brain (prefrontal cortex) and its impact on impulsivity and decision-making. Predict the long-term impacts of personal decisions. 	<p>Choosing the Best curriculum</p> <p>SafeTeens: Relationships and Peer Pressure</p>	<p>Past: Standard 6.HF.2 & 3 Related: Standard HI.SDP.2 Standard HI.SAP.1 Standard HI.SAP.4 Standards HI.HD.1 Standard HI.HD.3 Future: Standard HII.HF.3</p>
<p>Standard HI.HF.3: Practice resiliency skills.</p>	<ul style="list-style-type: none"> Resilience Building Plan Worksheet (Positive Psychology). Beach ball activity: Inflated beach ball ask students about their day/ bounce the ball/what are things that cause stress while 	<p>Social Emotional Learning Toolkit</p>	<p>Past: Standard 5.HF.3 Past: Standard 6.MEH.1 Future:</p>

	<p>deflating the ball/next have students talk about coping skills and put air back in the ball and bounce it.</p> <ul style="list-style-type: none"> • Read and/or watch portions of <i>Unbroken</i> (ocean scene) have students evaluate the impact resiliency and attitude played in their survival or demise. • Botvin LST Lessons 	23 Resilience Building Tools and Exercises	Standard HII.HF.4
<p>Standard HI.HF.3a: Practice strategies (for example, positive self-talk, service to others, developing talents and skills) to develop a positive self-image.</p>	<ul style="list-style-type: none"> • Things I love project. • Have students complete a brain brag on paper with positive pictures and/or words that display all the positive qualities they see in themselves. • Vision Boards: Have students create a board that represents their best qualities AND goals. Goals must be POSITIVE. • Empathy: “If you could walk a mile in my shoes”. Give students a picture of a shoe (printout) (that says?) “if you could walk a mile in my shoes you would know”. Post them around the room and help students to be more empathetic. • Emotional First Aid: Guy Winch TedTalk. 	<p>Proctor and Gamble Growing #likeagirl Health and Wellness Program</p> <p>Choosing the Best curriculum</p>	<p>Past: Standard 5.HF.3 Related: Standard HI.N4 Future: Standard HII.HF.4b</p>
<p>Standard HI.HF.3b: Explain the importance of taking responsibility for one’s actions and behaviors and discuss locus of control.</p>	<ul style="list-style-type: none"> • The Orange Duffel Bag (Book). • Coach Scolinos (Speech). • Discuss how to demonstrate responsibility in variety of situations. • Practice conflict resolution and collaboration skills to enhance health and avoid or reduce health risks. 	<p>Social Emotional Learning Toolkit</p> <p>Locus of Control</p>	<p>Past: Standard 6.HF.3 Related: Standard HI.MEH.1 Standard HI.SDP.2 & 4 Standard HI.SAP.1 Standard HI.N.4 Standard HI.HD.3, 4 & 6 Future: Standard HII.HF.4b</p>
<p>Standard HI.HF.3c: Develop coping skills by learning from mistakes or perceived failures of self and others.</p>	<ul style="list-style-type: none"> • Discuss several famous people who have failed and how they turned those failures into success. Famous Failures. • Watch and discuss Angela Duckworth (Grit) Video. • Choice Effectiveness Analysis- Students each come up with three “events” or scenarios in which a mistake is made. Once every student has come up with three write them on a card. The teacher will shuffle them and pass them back out at random. Students then take the card they received and evaluate how they could recover from that scenario. • Practice skills such as positive self-talk, service to others, developing talents and skills. 	<p>Social Emotional Learning Toolkit</p> <p>George Takei – TED talk</p> <p>Famous Failures Bulletin Board Kit</p>	<p>Past: Standard 6.MEH.1 Related: Standard HI.MEH.3 Future: HII.HF.4a</p>

	<ul style="list-style-type: none"> • Create a movie trailer showcasing a main character who recovers from mistakes they have made. 		
<p>Standard HI.HF.4: Demonstrate assertiveness and other effective ways to communicate personal boundaries and show respect for the boundaries of others.</p>	<ul style="list-style-type: none"> • Botvin LST Lessons • Review I-messages and practice writing I-messages based on scenarios given by the teacher. • Body Language Speaks Volumes - TedTalk. • CAPSA Healthy Relationships. 	<p>Social Emotional Learning Toolkit</p> <p>Love is Respect website</p>	<p>Past: Standard 6.HF.2 & 4</p> <p>Related: Standard HI.SDP.4 Standard HI.SAP.1 Standard HI.HD8b</p> <p>Future: Standard HII.HF.2 & 5</p>

Strand 2: Mental and Emotional Health

Goal: Students will develop a foundation of knowledge related to reducing risk factors and enhancing factors that promote positive mental and emotional health.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
<p>Standard HI.MEH.1: Explore a variety of stress management techniques and choices that will manage and reduce stress.</p>	<ul style="list-style-type: none"> • Use a list of possible stressors and have students put (+) if they have experienced it in the last year and (-) if they haven't. • Use car ghost videos or bird box crossing a river to give students an understanding of fight, flight, and freeze. • Class discussion on stressors and stress relievers (e.g. meditation, exercise, mood log, hobbies, time management, organization, music, mindfulness, guided imagery, PMR, breathing exercises). • Identify and describe individual stressors (eustress and distress) and predict the potential short and long-term impact on overall well-being. • Create and implement a plan to reduce and deal with individual stressors. • Botvin LST Lessons • Stress reduction activities for students from Healthier SF. 	<p>Emotional Learning Toolkit</p> <p>Teens Health – Stress & Coping</p> <p>Calm App</p>	<p>Past: Standard 6.MEH.1 Related: Standard HI.HF.3b Future: Standard HII.MEH.1</p>
<p>Standard HI.MEH.2: Identify the risk factors for development and the prevalence of mental health disorders, explain the importance of early intervention and treatment, and locate valid and reliable health services.</p>	<ul style="list-style-type: none"> • Construct a brochure that identifies risk factors for a mental illness disorder and present it to a group • Inside Out - Disney Inside Out worksheet. • Create Foldable on types of Mental Disorders: Name, Definition, Signs & Symptoms, and Management. • Voices of Hope -KUED Documentary with guided discussion. • Recognize risk factors for development of mental disorders (e.g., genetics, family history, trauma, abuse). • Assess and reflect on personal mental and emotional health practices and identify strategies for improvement. • TeenMentalHealth.org Lesson plans about understanding mental illness and mental health. • WalkinOurShoes.org lessons on mental health and mental illness (personal stories of those with mental health disorders). 	<p>Utah 211</p> <p>SafeUT</p> <p>Trevor Project 2019 National Survey on LGBTQ Mental Health</p>	<p>Past: Standard 6.MEH.4 Related: Standard HI.SDP 6 & 7 Standard HI.SAP.5 Standard HI.N.5 Standard HI.HD.7 Future: Standard HII.MEH.3</p>

<p>Standard HI.MEH.2a: Distinguish types of mental health disorders (for example, depression, anxiety disorders, bipolar, schizophrenia, OCD, ADD/ADHD, phobias, PTSD) by identifying signs and symptoms.</p>	<ul style="list-style-type: none"> Choose a mental health disorder, research it and how many people are impacted by it. Create a poster to raise awareness. Organize mental illnesses into the correct classification. Group Slide Show or Mental Health Disorder Gallery Walk with demonstration of each various mental health disorders. From various scenarios have students identify the warning signs of a suicidal person. Mental Illness PPT. 	<p>The Jason Foundation</p>	<p>Past: Standard 6.MEH.4</p>
<p>Standard HI.MEH.2b: Demonstrate how to ask for and offer assistance to enhance the health of self and others in harmful situations.</p>	<ul style="list-style-type: none"> Design a positive support system for dealing with depression and other mental illnesses. QPR, NuHope Presentation, or school counselor lesson. Discuss positive strategies for supporting and respecting individuals with mental health disorders to reduce the stigma associated with mental health disorders and suicide. Have students create a safety pyramid with the people and local resources they feel would be helpful to them in harmful situations. Design pyramid with strongest resources on bottom and a description of what situations each would be best in. Discuss the value of seeking help and intervention for self and others affected by mental disorders and suicidal thoughts. 10 Ways to Have a Better Conversation: TedTalk. 	<p>Prevent Child Abuse Utah School Based Programs</p>	<p>Past: Standard 6.MEH.5 Future: Standard HI.MEH.4</p>
<p>Standard HI.MEH.3: Explore relevant facts about self-harming behaviors and suicide, including warning signs, and where to turn for help.</p>	<ul style="list-style-type: none"> Group and class discussions about risk factors and warning signs. Local mental health professional guest speaker (e.g. social worker, health department professional). Students research and identify areas, agencies, and community resources they can turn to for help, including phone numbers, websites, and addresses. Lifelines Program. Have students write down the resources, store numbers in phone, or download apps (e.g., Suicide Hotline, local crisis service, SafeUT). 	<p>The Jason Foundation</p> <p>Bear River Health</p> <p>SafeUT App</p>	<p>Past: Standard 6.MEH.5 Related: Standard HI.HF.3c Future: Standard HII.MEH.5 & 6</p>

Strand 3: Safety and Disease Prevention

Goal: Students will apply practical knowledge and skills to develop lifelong behaviors for personal and community well-being.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
<p>Standard HI.SDP.1: Demonstrate proficiency in basic first-aid and Cardiopulmonary Resuscitation (CPR).</p>	<ul style="list-style-type: none"> • First Aid Comic Story. • Use CPR dummies to teach compressions – training from certified trainer. • Guest speaker from Red Cross. • Students teach CPR to other faculty members for assessment. • Stop the Bleed: Basic Splinting & Bleeding Control. • Hands only CPR video. 	<p>Safety and First Aid</p> <p>Resources for CPR</p>	<p>Past: Standard 6.SDP.1 Future: Standard HII.SDP.1</p>
<p>Standard HI.SDP.2: Demonstrate how to apply thoughtful decision-making in health-related situations (for example, substance use, vehicle safety, sun safety, recreational safety, firearm safety, physical activity, nutritional choices).</p>	<ul style="list-style-type: none"> • In small groups students pick a topic of health-related safety and defend their standpoint to their peers. For example, wearing a seat belt, not texting or using phone while driving, the passenger’s role in contributing to safe transportation (e.g., seat belts, distracted driving). • Research sun and ultraviolet (UV) safety practices (e.g., exposure to sun during peak hours, use of sunscreen, avoid tanning beds, seek shade, hydration). Example: Huntsman Cancer Institute Skin Cancer Prevention presentation. • Public Service Announcements: Students film their own public service announcements on a safety concern or issue of their choice (approved by the teacher). • Survival Scenarios: use one of a variety of survival scenarios where students are given a situation that they must survive or get out of and a list of possible supplies to use. They must decide which they will use and how. • Botvin LST Lessons 	<p>Safety and First Aid</p> <p>Zero Fatalities: Facts About Not Buckling Up</p> <p>Zero Fatalities: Distracted Driving</p> <p>Huntsman: Cancer Screening</p> <p>Sun Safety</p> <p>Skin Cancer Prevention Presentation for Teachers</p> <p>First Aid Resources</p>	<p>Past: Standard 6.SDP.1 Related: Standard HI.HF.2 & 3b Standard HI.SAP. 3 & 4 Future: Standard HII.SDP.2</p>
<p>Standard HI.SDP.3: Investigate the effects of media and technology on mental, emotional, physical, and social health (for example, dopamine levels, sleep).</p>	<ul style="list-style-type: none"> • Article discussion: Have Smartphones Destroyed a Generation? • Art project on effects of media on teens. • Botvin LST Lessons . • Watch and discuss lessons and speeches from Collin Kartchner. 	<p>How Technology is Changing the Brain - Dr. Christy Kane</p> <p>Digital Citizenship Curriculum</p>	<p>Past: Standard 6.MEH.2 & 3 Related: Standard HI.SAP.2 Standard HI.HD.8a Future: Standard HII.SDP.3</p>

	<ul style="list-style-type: none"> • Talk about the ratio of male and female actors used in advertising and what they look like to demonstrate the effectiveness of the advertisement. 		
<p>Standard HI.SDP.4: Identify how to maintain a healthy online relationship and the potential consequences of sharing private information using technology including photos and videos.</p>	<ul style="list-style-type: none"> • Discuss different scenarios and what information is appropriate to share online. • Toby Pearson Social Experiment with social media • Digital citizenship WebQuest . • Netsmartz – Student projects, presentations, and videos. • Healthy relationship middle school educators toolkit from loveisrespect.org. 	<p>Safe Online Surfing</p> <p>NetSmartz Resources</p> <p>Net Safe Utah website</p> <p>PCAU School Based Programs</p> <p>Sex Ed in the Digital Age</p>	<p>Past: Standard 6.MEH.3</p> <p>Related: Standard HI.HF.3b & 4 Standard HI.HD.8a</p> <p>Future: Standard HII.SDP.3</p>
<p>Standard HI.SDP.5: Explain the harmful effects of pornography and recognize that recovery is possible.</p>	<ul style="list-style-type: none"> • Fight the New Drug videos & Discussions. • Discuss the potential harmful effects such as human trafficking, addiction, and legal implications. • Talk about Human Trafficking and how it is a real problem, use materials provided by Raffa House, OUR, and other Human Trafficking groups. 	<p>Sex Ed in the Digital Age</p> <p>Harmful Effects of Pornography</p> <p>How to Warn Against Porn</p>	<p>Past: Standard 6.SDP.3</p> <p>Related: Standard HI.SAP.5c</p> <p>Future: Standard HI.SDP.4</p>
<p>Standard HI.SDP.6: Compare and contrast the signs, symptoms, prevention methods, and risk factors of infectious, acute, and chronic diseases.</p>	<ul style="list-style-type: none"> • Concept Development Activity: Break into groups with a stack of cards with different diseases with a brief description of each. Students are then instructed to categorize them in as many different groups as possible. At the conclusion of the activity reveal how they are categorized (infectious, acute, chronic). • Research using verified websites the signs and symptoms of different diseases. • Glo Germ, Milk lab. • Venn Diagram or table of infections, acute and chronic disease – compare and contrast. • How Viruses Spread (Youtube video). • Explore prevention and risk factors for environment, diet, body composition, risky behaviors, age, gender, and family genetics. • Botvin LST Lessons. 	<p>Teens Health – Diseases and Conditions</p> <p>CDC: Oral Health</p> <p>CDC: Healthy Living menu of topics</p> <p>Utah Department of Health: Diseases and Conditions</p> <p>Childhood Diabetes Prevention Programs (Crush Diabetes)</p>	<p>Past: Standard 6.SDP.4</p> <p>Past: Standard 6.HD.1</p> <p>Related: Standard HI.MEH.2 Standard HI.HD.5 & 6</p> <p>Future: Standard HII.SDP.6 & 7</p>
<p>Standard HI.SDP.7: Demonstrate how to access valid and reliable health information, products, and services.</p>	<ul style="list-style-type: none"> • Create a gallery walk based on the different diseases for students to walk and learn. • Evaluating Resources worksheet. • Online Scavenger Hunt: Going through a variety of different reliable sources/sites. 	<p>Navigating the Health Care System</p> <p>Teen Health Expert Answers</p>	<p>Past: Standard 6.SDP.2</p> <p>Related: Standard HI.MEH.2 Standard HI.HD.7</p> <p>Future: Standard HII.SDP.5</p>

Strand 4: Substance Abuse Prevention

Goal: Students will learn how substances affect the developing brain, practice ways to resist peer pressure, and examine consequences of substance use.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
<p>Standard HI.SAP.1: Practice methods to resist peer pressure with regards to alcohol, tobacco, nicotine, and other substances, including the misuse of prescription drugs.</p>	<ul style="list-style-type: none"> • Create “escape” plan activity practicing various situations. • Botvin LST Lessons. • Explore positive alternatives to substance use when experiencing stress, adversity, or peer pressure. • Practice strategies to stand up to pressures and influences to engage in unhealthy behaviors. 	<p>Dealing with Peer Pressure</p>	<p>Past: Standard 6.SAP.1 Related: Standard HI.HF.2, 3b, & 4 Standard HI.HD.8b & 9c Future: Standard HII.SAP.1</p>
<p>Standard HI.SAP.2: Analyze media and marketing tactics used to promote alcohol, tobacco, nicotine, and other drug products.</p>	<ul style="list-style-type: none"> • Watch and analyze commercials from on-line, and printed media. Discuss common advertising techniques. • Botvin LST Lessons. • “How they should have done it - Ad redo”. Take an ad with blatant or unethical tactics and give them a reboot. 	<p>Parents Empowered</p>	<p>Past: Standard 6.SAP.1 Related: Standard HI.SDP.3 Standard HI.N.3 Future: Standard HII.SAP.2</p>
<p>Standard HI.SAP.3: Examine the safe use and potential risks of prescription medications, over-the-counter (OTC) medications and herbal or dietary supplements.</p>	<ul style="list-style-type: none"> • Graphic organizer with various OTC’s & safe vs. abuse. • Guest speaker: Pharmacist. • Use a flow chart to demonstrate side effects of prescription and over-the-counter medications. • Stations asking the students to find side effects, date issued, how many pills in each bottle, etc. 	<p>National Institute on Drug Abuse for Teens</p> <p>Parents Empowered</p> <p>Herbs at a Glance</p> <p>Safe Use, Disposal of Prescriptions</p>	<p>Past: Standard 4.SAP.4 Related: Standard HI.HF.1 Standard HI.SDP.2 Future: Standard HII.SAP.6</p>
<p>Standard HI.SAP.4: Investigate potential short and long-term consequences (for example, physical, mental and emotional, social, legal, financial) of alcohol, tobacco, nicotine, and other substance use, including the misuse of prescription drugs.</p>	<ul style="list-style-type: none"> • Research and create flip charts with long- and short-term effects of various substances. • Warning-Take Only As Directed video. • Show & discuss Foundation for Drug-free World videos. • Describe how substance use affects brain development (discussion, PPT, TedTalks). • Botvin LST Lessons. • Examine the myths and realities of substance use. • Use Utah’s presentation and videos associated with the opioid epidemic in Utah. 	<p>Discovery Education: E-Cigarettes</p> <p>Quick Facts on E-Cigarettes</p> <p>Know the Risks: E-Cigarettes</p> <p>Drug Abuse for Teens</p> <p>Learn Genetics: Drugs of Abuse</p> <p>Foundation for a Drug-Free World</p>	<p>Past: Standard 6.SAP.2 & 3 Related: Standard HI.HF.1 Standard HI.SDP.2 Future: Standard HII.SAP.4</p>

	<ul style="list-style-type: none"> Analyze the legal consequences of underage use and possession of alcohol, tobacco and nicotine products, and illegal drugs. 	CDC: Alcohol and Public Health CDC: Smoking and Tobacco Use	
Standard HI.SAP.5: Explain how addiction is a disease and understand the need for professional intervention.	<ul style="list-style-type: none"> The Reward Circuit. Drug Use and the Brain. Discuss the reward mechanism in the brain and how the brain develops during adolescence. Have students identify, define, and discuss. Botvin LST Lessons. 	National Institute on Drug Abuse for Teens National Institute on Drug Abuse – Addiction	Related: Standard HI.MEH.2 Future: Standard HII.SAP.5
Standard HI.SAP.5a: Identify and recognize the warning signs of addiction.	<ul style="list-style-type: none"> Define addiction and identify and discuss what negative life consequences include. Addiction Posters (Addiction isn't only for drugs/ pornography). Bill Nye addiction video. Sobriety Assignment. 	National Institute on Drug Abuse for Teens	Future: Standard HII.SAP.5
Standard HI.SAP.5b: Identify community resources available to support individuals impacted by substance abuse and addiction.	<ul style="list-style-type: none"> Have students research local resources and present. Research free meetings in your area (NA, OA, HA, AA, Alateen, Alanon). Law enforcement or other guest speaker to discuss substance abuse and addiction. 		Related: Standard HI.MEH.2 Future: Standard HII.SAP.5
Standard HI.SAP.5c: Recognize that recovery from addiction is possible.	<ul style="list-style-type: none"> Guest speakers in recovery. Discuss quitting and prevention strategies (examples: nicotine replacement, detox and withdrawal, support groups, counseling). Have students research addiction and addiction types and create a checklist of warning signs and effects (could work with pornography, social media, food, etc.). 	Parents Empowered	Related: Standard HI.SDP.5 Future: Standard HII.SAP.5

Additional Resource:

[National Institute of Drug Abuse](#) (latest science—based information about health effects and consequences of drug use and addiction resources).

[Red Ribbon Week Toolkit](#)

[CDC – Adverse Childhood Experiences \(ACES\)](#)

[Parents Empowered](#)

[Utah Department of Public Safety](#)

[Naloxone Training: Bystander Intervention](#)

Strand 5: Nutrition

Goal: Students will develop lifelong strategies for healthy eating, body image, and understanding the food environment around them.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
<p>Standard HI.N.1: Describe the function of the six basic nutrients and the impact on individual health.</p>	<ul style="list-style-type: none"> • Use Biteable to create video with the information for students to view-or have them create one. • Nutrient Posters and Nutrient Actions. • Create a ladder foldable for the six nutrients with definitions. • Infographics: Student groups take one of the basic nutrients and create an infographic. • Students create nutrition guides based on sound practices and research. 	<p>Teens Health – Food & Fitness</p> <p>Additional Resources for Nutrition</p>	<p>Past: Standard 6.N.1 Related: Standard HI.N.2 Science LS1.C Standard 8.3.2 Future: Standard HII.N.1</p>
<p>Standard HI.N.2: Explain how nutrition and fitness contribute to long-term mental, physical, and social health and analyze situations where nutritional needs change throughout the lifespan.</p>	<ul style="list-style-type: none"> • Compare the dietary needs of teens vs adults, timeline of a lifespan and how nutritional and activity needs may change. • Fitness Log/Journal: As a class, decide on a specific time and interval that they will exercise, record food and mood daily for two weeks. Students journal how the exercise (or lack thereof), food choices, and mood affected their day. • Create a personal meal plan based on energy needs and activity level. • Have the students create a list of things they love to do (i.e. sports, reading, drama, etc.) and explain how water and nutrient dense foods affect those activities (i.e. water affects mood, memory, joint lubrication). • Near Pod “Exercise and Fitness”. • Define nutrient density and compare the nutrient density of various foods. 	<p>Teens Health – Food & Fitness</p> <p>Additional Resources for Nutrition</p> <p>Portion Distortion</p> <p>USDA Blast Off Game</p>	<p>Past: Standard 6.N.2 Related: Standard HI.FH.1 Standard HI.N.1 Future: Standard HII.N.2 & 4</p>
<p>Standard HI.N.3: Explore advertising claims and potential health consequences for dietary supplements, popular fad diets, and weight-loss products.</p>	<ul style="list-style-type: none"> • Using different ads on diets determine what the diet claims and what are the possible outcomes. • Research projects on diets/exercise programs. • Fad Diets. • Fad Diet Billboard: Groups each take one of the MANY fad diets that have risen to popularity. Students create a billboard advertising all the “miracles” they profess to 	<p>Additional Resources for Nutrition</p> <p>Herbs and Supplements at a Glance</p>	<p>Past: Standard 6.N.3 & 5 Related: Standard HI.SAP.2 Future: Standard HII.N.3</p>

	<p>provide. Along with those miracles, students also include the truth the public may not know. Billboards are hung around the classroom and students go on a “roadtrip” to view everyone’s work.</p> <ul style="list-style-type: none"> • Describe how metabolism is influenced by genetics, body composition and food environment. • How Fad Diets Work: TedTalk. • Identify how different supplements are used and how there are different area including foods that can help to solve problems. We are what we take into our bodies. • Botvin LST Lessons 		
<p>Standard HI.N.4: Identify internal and external influences on body image.</p>	<ul style="list-style-type: none"> • Analyze factors that influence eating (e.g., health conditions, internal influences, family, peers, cost, convenience, media, social, and cultural messages). • Positive comments posters to classmates/around the school. • Spoon Activity: Looking at reflection of yourself on both sides of the metal spoon. • You Tube: social media’s influence on teen self-image. • Diagram: External vs. Internal: Students draw a picture of themselves. On one half of the page list/draw external influences and on the other half list/draw internal influences. • Beauty is Skin Deep. • Critical Viewer Activity. 	<p>Health at Every Size</p> <p>Additional Resources for Nutrition</p> <p>Teaching Tolerance</p> <p>Turn Beauty Inside Out Day essays</p>	<p>Past: Standard 6.N.4 Related: Standard HI.HF.3a & b Future: Standard III.N.6</p>
<p>Standard HI.N.5: Describe the signs, symptoms, and consequences of eating disorders or disordered eating and recognize that people with these conditions may need medical care.</p>	<ul style="list-style-type: none"> • Story time: have different students read the accounts of people with disorders (w/ prior consent). Give props for the presentations as appropriate and follow up with questions on stigma and effects. • Group Prezi presentation. • Eating Disorder Table Reads: Students get into groups; each group is assigned a story about someone’s struggle with ED’s. Each group will share a summary of their story with the class. The class examines the stories to identify common symptoms, signs, etc. • Graphic organizer on eating disorders identifying the different disorders and the symptoms and consequences or each and where they can go for help. 	<p>Teens Health – Food & Fitness</p> <p>Dying to Be Thin – YouTube Video – View prior to showing students</p> <p>What is Disordered Eating</p> <p>Additional Resources for Nutrition</p>	<p>Past: Standard 6.N.3 Related: Standard HI.MEH.2 Future: Standard III.N.6</p>

Strand 6: Human Development

Goal: Students will understand reproductive anatomy and physiology, pregnancy, disease prevention, healthy relationships, and refusal skills. Utah Code requires parental notification for instruction on child sexual abuse prevention and parental consent for instruction on sex education. Instruction shall stress the benefit of abstinence before marriage and fidelity after marriage.

State Health Education Web page with Parental Consent Form and required Law & Policy training: [Click Here](#)

*All standards in this strand require parental consent

*All curriculum, materials, media, and guest speakers need to be approved through local committee

*See [Utah Code 53G-10-402](#) or contact Jodi Parker for more information or training: jodi.parker@schools.utah.gov

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
<p>Standard HI.HD.1: Describe the physical, social, cognitive, and emotional changes of adolescence and recognize the individual differences in growth and development, physical appearance, self-identity, and attraction.</p>	<ul style="list-style-type: none"> Identify and compare changes occurring to teenagers physically, cognitively, emotionally, & socially. Growth & development charts and explain the genetic influence involved. List changes that occur during puberty with relationships, abilities, emotions, and responses. My Many Identities. Appreciating Differences and Acknowledging Stereotypes. Gender separate dialogue groups (allow students to self-select into their preferred group). Learning Empowerment Self-Identification. What is Love Anyway? lesson plan. Change is Good. I Am Who I Am. Understanding Gender. 	<p>Proctor and Gamble Growing #likeagirl Health and Wellness Program</p> <p>What do you say to “That’s so gay” and other anti-LGBTQ comments</p> <p>Be Prepared for Questions and Put-Downs About Gender</p> <p>Teaching Tolerance</p> <p>ThinkB4YouSpeak Educator’s Guide</p> <p>Sexual and Gender Diversity</p>	<p>Past: Standard 5.HD.1, 3, & 4</p> <p>Future: Standard HII.HD.1</p>
<p>Standard HI.HD.2: Describe the anatomy, physiology, and ways to care for the reproductive system.</p>	<ul style="list-style-type: none"> Label and give functions of reproductive system. Include common problems which happen to these body systems. Reproductive System Diorama - Using only items provided in class by the teacher, students create a diorama of their own reproductive system. Items provided by the teacher can be random or have anatomical relevance to a particular part. (i.e. Ovary = Almond) Reproductive Go Fish. 	<p>Proctor and Gamble Growing #likeagirl Health and Wellness Program</p> <p>Teen Health – Sexual Health</p>	<p>Past: Standard 5.HD.2 Standard 6.HD.2</p> <p>Future: HII.HD.6</p>

	<ul style="list-style-type: none"> ○ Terms. ○ Go Fish Label. 		
Standard HI.HD.3: Define and describe the mental, emotional, physical, and social benefits of practicing sexual abstinence.	<ul style="list-style-type: none"> ● Top 10 reasons for choosing abstinence, have a home discussion, report back in a journal entry. ● Consequence Discussion positive/negative. ● Triangle Foldable: Makes a pyramid that stands up. Label each side mental, emotional, social. On the bottom write what you think is a benefit of practicing sexual abstinence. ● Communicating About a Sensitive Topic lesson plan. ● Liking and Loving. 	Teen Health – Sexual Health Choosing the Best curriculum	Related: Standard HI.HF.2 Standard HI.HD.6a Future: Standard HII.HD.2
Standard HI.HD.4: Understand the process of pregnancy, practices for a healthy pregnancy, and pregnancy prevention.	<ul style="list-style-type: none"> ● Video on fetal development: Life in the Womb (9 months in 4 minutes) (must be approved). ● Research healthy pregnancy practices: (e.g., planning, prenatal care, nutrition, physical activity; abstinence from alcohol, nicotine, drugs). 	Utah Department of Health – Power Your Life How to Have a Healthy Pregnancy How to Have a Healthy Pregnancy Infographic Body Changes During Pregnancy	Future: Standard HII.HD.3
Standard HI.HD.4a: Describe fertilization, fetal development, and the birth process.	<ul style="list-style-type: none"> ● Development timeline. ● Nearpods: The reproductive system. ● Life Before Birth PPT (must be approved). ● Miracle of Birth video (must be approved). 		Future: Standard HII.HD.3
Standard HI.HD.4b: Compare and contrast the effectiveness of various contraceptive methods for pregnancy prevention.	<ul style="list-style-type: none"> ● Compare and contrast: abstinence, barrier, & hormonal methods in graphic organizer. ● PowerPoint from Utah Department of Health and Utah State Board of Education (upon district/charter approval). ● Create a table listing various contraceptive methods with abstinence at the top of the table. Include columns for effectiveness percentage, protect against STDs, male/female method (add vasectomy). 	Your Birth Control Choices Bedsider Birth Control Methods Teen Health – Sexual Health Contraceptive Presentation-- Contact Elizabeth Gerke, Utah Department of Health (egerke@utah.gov or 801-273-2870) *Must be approved with district or charter board	Related: Standard HI.HD.6b Future: Standard HII.HD.3a
Standard HI.HD.4c: Identify adoption as an option for unintended pregnancy and	<ul style="list-style-type: none"> ● Safe Haven PPT. 	Luisa Hansen, Utah Department of Health, Safe Haven Specialist	Future: Standard HII.HD.3b

discuss the Newborn Safe Haven Law.		(lfhansen@utah.gov or 801-538-6924)	
Standard HI.HD.5: Identify common reproductive conditions and diseases, including cancers.	<ul style="list-style-type: none"> • Create health brochure for conditions and diseases. PowerPoint and charts on common reproductive diseases (e.g., endometriosis, PMS, vaginitis, dysmenorrhea, jock itch, UTI, PCOS, yeast infection, amenorrhea, testicular torsion, hernia) and cancers (e.g., prostate, testicular, ovarian, uterine, cervical, breast). • School nurse presentation. 	Teen Health – Sexual Health Huntsman Cancer Institute Cancer Screening Guidelines	Related: Standard HI.SDP.5 Future: Standard HII.HD.6
Standard HI.HD.6: Identify practices for prevention of common sexually transmitted diseases & infections (STD/STI).	<ul style="list-style-type: none"> • Charts or PowerPoints showing viral vs. bacterial caused STD/STI. • Compare and contrast abstinence, barrier, and hormonal methods in graphic organizer. • PowerPoint from Utah Department of Health and Utah State Board of Education (upon district/charter approval). • Recognize symptoms (including the absence of symptoms), modes of transmission, importance of early detection, testing, and treatments for common STD/STIs. • Identify local STD/STI and HIV testing and treatment resources. 	CDC – STDs CDC – HIV/AIDS Information on pre-exposure prophylaxis (or PrEP) Information on PEP (post-exposure prophylaxis) Information on dental dams	Past: Standard 6.SDP.5 Related: Standard HI.SDP.6 Standard HI.HD.4 Future: Standard HII.HD.4
Standard HI.HD.6a: Define and discuss sexual abstinence as it relates to STD/STI prevention.	<ul style="list-style-type: none"> • Nurse or another guest speaker. • Dentist to discuss oral STD's/STI's. • Abstinence stations talking about how sexual abstinence affect the 5 sides of health. 	Teen Health – Sexual Health Choosing the Best curriculum	Related: Standard HI.HD.4 Standard HI.HD.3 Future: Standard HII.HD.4a
Standard HI.HD.6b: Compare and contrast the effectiveness of various risk-reducing behaviors, including condoms, as a method of preventing STD/STI.	<ul style="list-style-type: none"> • Power Point to Compare and Contrast. • Facts and Myths about STD/STI. 	CDC - STDs CDC – HIV/AIDS Infor on pre-exposure prophylaxis (or PrEP) Infor on PEP (post-exposure prophylaxis) Information on dental dams	Related: Standard HI.HD.4b Future: Standard HII.HD.4b
Standard HI.HD.7: Identify accurate and credible sources of information about sexual health, development, relationships, harassment,	<ul style="list-style-type: none"> • Review a list of web sites create T chart showing credible vs questionable vs untrue. • Chose several sources for people to get help when faced with sexual harassment, abuse and/or relationship abuse, 	Nemours Navigating the Health Care System curriculum and resources TeensHealth – Expert Answers	Past: Standard 5.HD.5 Related: Standard HI.MEH.2 Standard HI.SDP.7 Future: Standard HII.HD.7

<p>and abuse and identify who and where to turn to for help (for example, parent, relative, clergy, health care provider, teacher, counselor).</p>	<p>have students identify which one they believe to be the best source and why?</p> <ul style="list-style-type: none"> • “How to” conversations cards: Students work with teacher to identify a list of individuals it is appropriate to discuss this topic with. Write one on each card and list the topics or questions you might feel appropriate or comfortable asking to that individual. • CAPSA - Sexual Harassment. 	<p>Proctor and Gamble Growing #likeagirl Health and Wellness Program</p>	
<p>Standard HI.HD.8: Recognize characteristics of healthy and unhealthy relationships.</p>	<ul style="list-style-type: none"> • “Power and Control Wheel vs Healthy Relationships” review as a class and discuss behaviors they may see in friendships, parent/child, sibling, dating, marital relationships. • Review vocabulary words: love, mature love, immature love, and infatuation. Then give students examples of relationships and have them placed with the correct vocabulary word. • Healthy or Unhealthy Relationships lesson plan. • Discuss how to create and maintain healthy personal online relationships (e.g., use, contact list, time, safety). • Botvin LST Lessons. 	<p>Love is Respect Website</p> <p>Prevent Child Abuse Utah School Based Programs</p> <p>Choosing the Best curriculum</p> <p>Characteristics of Healthy & Unhealthy Relationships</p> <p>Healthy vs. Unhealthy Relationships</p> <p>Healthy Relationships</p>	<p>Past: Standard 6.HF.5 Future: Standard HII.HD.8</p>
<p>Standard HI.HD.8a: Recognize the difference between healthy and unhealthy relationships and practice skills necessary to build healthy relationships and end unhealthy relationships both online and in person.</p>	<ul style="list-style-type: none"> • List qualities of a friend, date, and spouse. Have students relate those qualities to themselves. • Recognize a positive role model and explain the positive qualities that the person possesses. • Friendship Inventory: Students list the most important traits/characteristics of a friend (personalized to each individual) and list each friend they have with that trait. • Students create a postcard: One side would be “Friend Wanted” list characteristics -Other side would be “What I can offer as a Friend”. • Analyze song lyrics about relationships and decide if they are about a healthy or unhealthy relationship and what makes it that way. • Draw a giant heart on the board and have students fill in the inside with examples of what love is and on the outside what love is not. 	<p>Love is Respect Website</p> <p>Prevent Child Abuse Utah School Based Programs</p> <p>Choosing the Best curriculum</p>	<p>Related: Standard HI.HF.3 & 4 Future: Standard HII.HD.8d</p>

<p>Standard HI.HD.8b: Identify effective ways to communicate personal boundaries and show respect for the boundaries of others to foster healthy relationships.</p>	<ul style="list-style-type: none"> • Discuss “I Statements” and role play using them. • Reading body language. • Worksheet that identifies individual student’s personal boundaries (hand holding, hugging, kissing, etc.), with the option of sharing with a friend or trusted adult. • Love is a Verb... A Verb is an action. Have students identify something they do for someone. Talk about what actions they can use to identify activities you can do for someone and display respect for them. Identify what your abilities are and how or what your response can be for a situation your responsibility-- is your <u>ability to respond</u> appropriately to a situation and display respect for another. 	<p>Love is Respect Website</p> <p>Choosing the Best curriculum</p>	<p>Related: Standard HI.HF.4 Standard HI.SAP.1 Future: Standard HII.HD.8b</p>
<p>Standard HI.HD.8c: Discuss and understand the importance of developing personal refusal skills, including how to refuse an unwanted sexual advance, and how and when to use those skills.</p>	<ul style="list-style-type: none"> • Journaling. • Understanding boundaries lesson plan. • Discuss common gender roles how those affect attitudes and behaviors regarding sex. 	<p>Love is Respect Website</p> <p>Choosing the Best curriculum</p>	<p>Related: Standard HI.HD.9 Future: Standard HII.HD.8c</p>
<p>Standard HI.HD.9: Recognize harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.</p>	<ul style="list-style-type: none"> • Family Support and Treatment Center as guest speakers. • Your Body, Your Rights. • Define relationship violence for various relationships (e.g., acquaintance, dating, marriage, family). • Define sexual harassment, sexual abuse, and relationship violence. • CAPSA lessons. 	<p>Love is Respect Website</p> <p>Prevent Child Abuse Utah School Based Programs</p>	<p>Past: Standard 6.HD.3 Related: Standard HI.HD.8c Future: Standard HII.HD.9</p>
<p>Standard HI.HD.9a: Investigate methods of reporting, seeking help, and stopping sexual harassment and sexual abuse.</p>	<ul style="list-style-type: none"> • Ask students to research resources and create a list to share with class. • Students brainstorm methods of reporting, seeking help, and stopping sexual harassment and sexual abuse. • School counselor. • Brochure of resources in community and state laws. 	<p>Love is Respect Website</p> <p>Prevent Child Abuse Utah School Based Programs</p>	<p>Past: Standard 6.HD.3 Future: Standard HII.HD.9f</p>
<p>Standard HI.HD.9b: Explain why a person who has been</p>	<ul style="list-style-type: none"> • Make a Social Impact Poster or brochure. • School counselor. • Elizabeth Smart Story. 	<p>Love is Respect Website</p>	<p>Past: Standard 6.HD.3 Future: Standard HII.HD.9d</p>

<p>raped or sexually assaulted is not at fault.</p>			
<p>Standard HI.HD.9c: Examine how alcohol and other substances, friends, family, media, society, and culture influence decisions about engaging in sexual behaviors.</p>	<ul style="list-style-type: none"> • Discuss sexuality in media with various examples (any fashion add will do, but music videos, commercials, etc.). • Open Discussion in circles. • Tie back to Botvin Lesson. • Discussion of statistics from the Department of Health. 	<p>Love is Respect Website</p> <p>Choosing the Best curriculum</p> <p>Utah's Online Library</p> <p>UEN eMedia</p>	<p>Past: Standard 6.HD.3 Related: Standard HI.SAP.1 Future: Standard HII.HD.9b</p>
<p>Standard HI.HD.9d: Explain the potential legal and emotional impacts in a relationship when there are power differences such as age, status, or position.</p>	<ul style="list-style-type: none"> • Students will read a current event showing emotional impacts of a relationship where there are power differences. • Research articles on illegal relationships and what the differences are between the people in those relationships. Discuss ways to avoid these types of relationships and how to report them. 	<p>Love is Respect Website</p>	<p>Past: Standard 6.HD.3 Future: Standard HII.HD.9e</p>