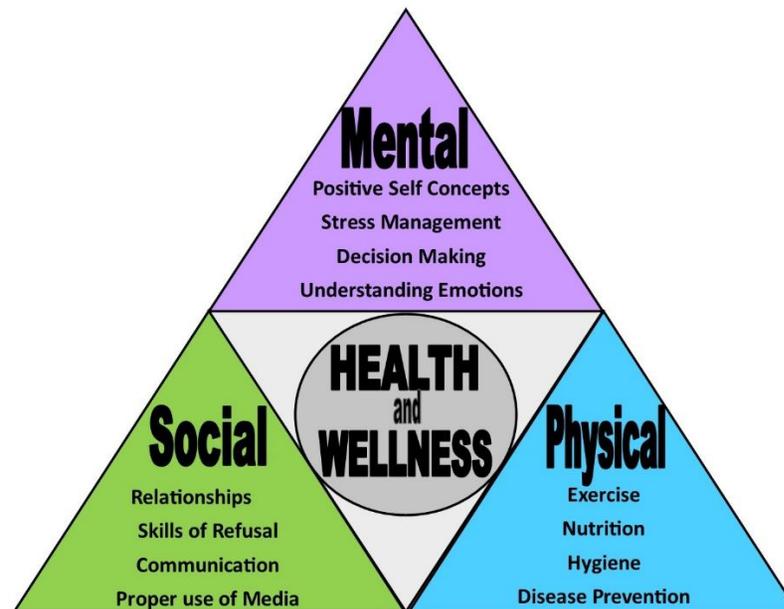


# Fourth Grade

*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 develop and practice basic skills for goal setting, decision-making, and healthy relationships.

Standard	Possible Activities	Past, Related, and Future Standards
<b>Standard 4.HF.1:</b> Set a specific and measurable short-term goal and track the progress.	<ul style="list-style-type: none"> <li>• Make a list of improvements students can make and discuss how to turn these into goals.</li> <li>• Complete a goal template and display around the room. Students can update them each day to track progress.</li> </ul>	Past: Standard 3.HF.1 Related: Standard 4.SAP.1 Future: Standard 5.HF.1
<b>Standard 4.HF.2:</b> Describe how choices can have positive and negative consequences and give examples of how a person’s decisions can be positively or negatively influenced by others, including peers.	<ul style="list-style-type: none"> <li>• <a href="#">Stop and Think Activity: Positive and Negative Consequences.</a></li> <li>• List common choices students are faced with and have them identify possible positive and negative consequences of each.</li> <li>• Discuss how our own choices can influence those around us.</li> </ul>	Past: Standard 3.HF.5 Related: Standard 4.SAP.1 Future: Standard 5.HF.2
<b>Standard 4.HF.3:</b> Recognize and accept that reasonable people can have differing opinions.	<ul style="list-style-type: none"> <li>• <a href="#">Being Clear With Your Friends.</a></li> <li>• Have students write an experience when they didn’t agree with a friend of family member’s decision. Brainstorm with class they can accept the difference in opinions and maintain the relationship. Write solution to personal experience.</li> </ul>	Past: Standard 3.HF.2 Related: Standard 4.MEH.3 Future: Standard 6.HF.4
<b>Standard 4.HF.4:</b> Distinguish between healthy and unhealthy relationships.	<ul style="list-style-type: none"> <li>• Have students identify characteristics of healthy and unhealthy relationships (friends or family).</li> <li>• Describe at least 3 Healthy and Unhealthy characteristics of relationships.</li> <li>• Compare at least 2 positive and 2 negative ways friends and peers can influence relationships.</li> <li>• Identify 3 trusted adults students can talk with about healthy relationships.</li> </ul>	Past: Standard 3.HF.4 Related: Standard 4.MEH.2 Related: Standard 4.HD.3 Future: Standard 6.HF.5

**Teacher Resources for Further Professional Learning**

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

[The Children’s Center: SMART Goals:](#) Simple explanation of how to use SMART goals and what each letter represents.

[Decision Making:](#) Five-step model for grades 3-5 to teach how to make healthy decisions by The Colorado Education Initiative.

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

[Healthy vs. Unhealthy Relationships:](#) Signs of healthy and unhealthy relationship resource by University of Washington.

[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 identify and practice strategies that promote positive mental and emotional health.

Standard	Possible Activities	Past, Related, and Future Standards
<b>Standard 4.MEH.1:</b> Identify healthy ways to manage and reduce stress (for example, exercise, hobbies, mindfulness, time management, organization).	<ul style="list-style-type: none"> <li>List activities each student likes to do that makes them feel better.</li> <li>Practice a variety of stress management activities during the week as 5-minute brain breaks (e.g., relaxation exercise, breathing, music, chair stretching).</li> </ul>	Past: Standard 3.MEH.2 Related: Standard 4.SAP.2 Future: Standard 5.MEH.1
<b>Standard 4.MEH.2:</b> Practice strategies to manage inappropriate or harmful comments and behaviors from others.	<ul style="list-style-type: none"> <li><a href="#">Words That Hurt and Words That Heal.</a></li> <li><a href="#">Respect Popcorn Party.</a></li> </ul>	Past: Standard 2.MEH.2 Related: Standard 4.HF.4 Future: Standard 5.MEH.2
<b>Standard 4.MEH.3:</b> Define empathy and practice demonstrating empathy with peers.	<ul style="list-style-type: none"> <li>Read stories as a class that demonstrate empathy (tie to literacy standards).</li> <li>Students write a short story that uses empathy (tie to literacy standards).</li> </ul>	Past: Standard 3.HF.3 Related: Standard 4.HF.3 Related: Standard 4.SDP.5 Future: Standard 5.MEH.3
<b>Standard 4.MEH.4:</b> Identify ways to support self and others struggling with mental and emotional health and recognize when to seek help.	<ul style="list-style-type: none"> <li>Have the school counselor, psychologist, and social worker come do a presentation on who they are and what they can help kids with.</li> <li>Guided discussion on ways to support others and list who can be a support when needed (e.g., parent, teacher, counselor).</li> </ul>	Past: Standard 3.HF.3 Future: Standard 5.MEH.3

**Teacher Resources for Further Professional Learning**

[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.

[Coping Skills for Kids:](#) Resources for teachers for calming anxiety, managing anger, deep breathing exercises, and more by Coping Skills for Kids.

[Empathy:](#) Video library for teaching empathy for kids by Kid World Citizens.

[NAMI: How to Support A Loved One's Mental Health:](#) Resource to help teachers understand how to support those with mental illness. Simple infographic with steps and how to also take care of self.

**Strand 3: Safety and Disease Prevention**

Goal: Students will apply information and develop personal plans to take responsibility for personal safety and disease prevention.

Standard	Possible Activities	Past, Related, and Future Standards
<b>Standard 4.SDP.1:</b> Describe how immediate response increases a victim’s chance for survival and demonstrate the proper use of basic first aid in a variety of situations.	<ul style="list-style-type: none"> <li>• Guest speaker: school nurse, resource officer, EMT.</li> <li>• Read a first aid book for kids as a class and discuss real-life scenarios.</li> </ul>	Related: Standard 4.SDP.2 & 3 Future: Standard 5.SDP.1
<b>Standard 4.SDP.2:</b> Develop a personal safety plan 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.	<ul style="list-style-type: none"> <li>• Create magnet or paper to give to families with emergency contacts. Talk about why and how to call 911 or adult.</li> <li>• Review procedures for emergency situations, discuss changes in different locations (e.g., park, movie theater, store).</li> </ul>	Past: Standard 3.SDP.1 Related: Standard 4.MEH.1 Related: Standard 4.SDP.1 & 3 Future: Standard 5.SDP.1
<b>Standard 4.SDP.3:</b> Identify and practice ways to prevent common childhood injuries.	<ul style="list-style-type: none"> <li>• Activity Cards showing safe behaviors (e.g., helmet use, water safety, sun safety, carrying sharp objects, foods).</li> </ul>	Past: Standard 3.SDP.2 Related: Standard 4.SDP. 1 & 2 Future: Standard 5.SDP.2
<b>Standard 4.SDP.4:</b> Discuss use and misuse of current technology and develop a personal safety plan for technology use.	<ul style="list-style-type: none"> <li>• NetSmartz lessons and videos.</li> <li>• Develop personalized technology safety plan (time limits, social media, strangers, photos). Involve parents if possible.</li> </ul>	Past: Standard 3.SDP.3 Related: Standard 4.SAP.3 Future: Standard 5.SDP.3
<b>Standard 4.SDP.5:</b> Explain facts about common chronic health conditions (for example, asthma, diabetes, allergies, anaphylaxis, seizures) and discuss empathy towards individuals living with these conditions.	<ul style="list-style-type: none"> <li>• Create brochures on common chronic health conditions. Stress importance that these are not contagious.</li> <li>• Guest speakers to talk about living with chronic health condition and how important it is to be treated with empathy.</li> </ul>	Past: Standard 2.SDP.3 Related: Standard 4.MEH.3 Future: Standard 5.SDP.4
<b>Standard 4.SDP.6:</b> Describe procedures to follow when encountering another person’s blood or body fluid.	<ul style="list-style-type: none"> <li>• Review procedures to help when a friend is bleeding on the playground.</li> </ul>	Past: Standard 3.SDP.4 Future: Standard 5.SDP.5

**Teacher Resources for Further Professional Learning**

[First Aid Saves Lives:](#) Ten reasons to learn first aid by First Aid for Life.

[American Heart Association Guidelines:](#) The American Heart Association and the American Red Cross jointly co-authored and released the 2015 Guidelines Update for First Aid.

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

[National Action Plan for Child Injury Prevention:](#) CDC resource for preventing injuries and promoting safety.

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

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

[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.

[Kids Health: Disease:](#) Get information you need about health problems like cancer, asthma, muscular dystrophy, and more.

[Teaching Children About Asthma:](#) Resource explaining asthma in simple language appropriate for kids by American Academy of Allergy, Asthma and Immunology.

[CDC: Chronic Disease:](#) Center for Disease Control and Prevention resource on chronic diseases, which can be prevented, and lifestyle factors that may contribute.

[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 by United Federation of Teachers.

**Strand 4: Substance Abuse Prevention**

Goal: Students will learn how refusing alcohol, tobacco, nicotine, and other drugs helps accomplish personal goals.

Standard	Possible Activities	Past, Related, and Future Standards
<b>Standard 4.SAP.1:</b> Explain how choosing to refuse alcohol, tobacco, nicotine, and other substances relates to accomplishing personal goals.	<ul style="list-style-type: none"> <li>Review goals from 4.HF.1 and discuss how substance use would impact goal success.</li> <li>Discuss limitations substance use may cause (e.g., clean air act prevents smoking or e-cigarettes in public places, health impacts of substance use prevent activity).</li> </ul>	Past: Standard 3.SAP.1 Related: Standard 4.HF.1 & 2 Future: Standard 5.SAP.1
<b>Standard 4.SAP.2:</b> Explain the short and long-term physical, mental, social, financial, and emotional effects of alcohol, tobacco, nicotine, and substance use.	<ul style="list-style-type: none"> <li>Diagram, chart, or foldable on the effects on each area of health.</li> <li>Have students research the total health effects of a substance and share with the class or display around the room and students can evaluate others' research.</li> </ul>	Past: Standard 3.SAP.3 & 4 Related: Standard 4.SAP.4 Future: Standard 5.SAP.2
<b>Standard 4.SAP.3:</b> Discuss marketing tactics regarding harmful substances by reviewing various media sources to identify misinformation and manipulative techniques.	<ul style="list-style-type: none"> <li>Review songs, commercials, video clips that promote substance use. Identify when media is targeting students and brainstorm how to avoid falling for tactics.</li> <li>Have recall ads, commercials, or songs they know and identify the media message about substance use.</li> </ul>	Related: Standard 4.SDP.4 Future: Standard HI.SAP.2
<b>Standard 4.SAP.4:</b> Describe the appropriate use of medicines (over-the-counter [OTC] and prescription) and potential dangers of drug interactions.	<ul style="list-style-type: none"> <li>Review dangers of taking medicine when symptoms are not present, stress only taking medicine with adult supervision and at appropriate dosage.</li> <li>Review the appropriate use of common medicines and discuss when and why it may be appropriate to take (with adult supervision).</li> </ul>	Past: Standard 2.SDP.2 Related: Standard 4.SAP.2 Future: Standard 5.SAP.3 Future: Standard HI.SAP.3

**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.

[Creative Ways to Say No:](#) Sample activities to help students come up with ways to refuse drugs and other substances by Tobacco Prevention Toolkit.

[Effects of Drug Abuse:](#) Resource by Foundation for a Drug-Free World for teachers to learn the short and long term effects of substance abuse.

[The Truth about Alcohol:](#) Information from Foundation for a Drug-Free World to support teachers in learning the effects of alcohol.

[4 Marketing Tactics E-cigarette Companies Use to Target Youth:](#) Resource from Truth Initiative about the ways companies market e-cigarettes to youth.

[TeensHealth: Understanding Medicines and What They Do:](#) Resource explaining medicines, what they are, what they do, and how to safely use them.

[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 identify the basics of nutrition, healthy eating habits, and advertising techniques. Students will also identify statewide food resources.

Standard	Possible Activities	Past, Related, and Future Standards
<b>Standard 4.N.1:</b> Identify the basic nutrients and describe their functions (for example, carbohydrates, proteins, fats, vitamins, minerals, water).	<ul style="list-style-type: none"> <li>Label each nutrient with the correct function in the human body.</li> <li>Identify common sources of nutrients (carbohydrates in grain products, vitamin C in citrus fruits, protein in meats and nuts, etc.).</li> </ul>	Past: Standard 3.N.1 & 2 Related: Standard 4.N.2, 3 & 4 Future: Standard 5.N.2
<b>Standard 4.N.2:</b> Locate key nutrition items on nutrition facts label.	<ul style="list-style-type: none"> <li>Make copies of food labels for common items (e.g., cereal, snack bars, candy) and have students locate serving size, calories, fat, and sugar</li> <li>Use FDA "<a href="#">Read the Label</a>" Outreach materials.</li> </ul>	Related: Standard 4.N.1 & 5 Future: Standard 5.N.1
<b>Standard 4.N.3:</b> Recognize that calories are needed for growth and body function and that caloric needs change throughout the lifespan.	<ul style="list-style-type: none"> <li>Review definition for calorie (unit of energy) and how nutritious food has calories. Review nutritional needs to determine healthy calorie range for various ages and activity levels. Stress: calories are not bad. They are needed for energy.</li> </ul>	Past: Standard 2.N.2 Related: Standard 4.N.1 Future: Standard 5.N.1
<b>Standard 4.N.4:</b> Examine how health can be managed through healthy eating and physical activity.	<ul style="list-style-type: none"> <li>Create posters promoting healthy food choices and physical activity. Include health benefits for each.</li> </ul>	Past: Standard 3.N.1 Related: Standard 4.N.1 Future: Standard 5.N.4
<b>Standard 4.N.5:</b> Analyze marketing tactics used for food and beverages.	<ul style="list-style-type: none"> <li>Review commercials, print ads, and grocery store layout. Analyze how students are targets for certain products. Discuss how to manage and choose healthy food options.</li> </ul>	Past: Standard 3.N.4 Related: Standard 4.N.2 Future: Standard 5.N.5
<b>Standard 4.N.6:</b> Identify foods that are grown and produced in Utah.	<ul style="list-style-type: none"> <li>Images of foods produced in Utah, visit a community garden or farmers market, discuss why Utah produces various food.</li> </ul>	Related: Social Studies Future: Standard 5.N.6

**Teacher Resources**

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

[Nutrition Basics:](#) American Heart Association resource for basic nutrition information.

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

[Understanding Food Labels:](#) Tips from the American Heart Association for making the most of the information on food labels.

[Nutrition Facts Label: Read the Label Youth Outreach Materials:](#) FDA how-to manual & background information/materials for teaching food labels.

[Kids Health: Learning About Calories:](#) Resource about calories, what they are, how they are measured, and why we need them.

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

[Physical Activity Guidelines:](#) Provides science-based guidance from U.S. Department of Health and Human Services to help people older improve their health through participation in regular physical activity.

[Food Advertising and Marketing Directed at Children and Adolescents in the US:](#) National Library of Medicine journal article on food marketing for children.

[The Impact of Food Advertising:](#) American Psychological Association article on how food advertising is connected to childhood obesity.

[Utah's Own:](#) Search a variety of food companies headquartered in Utah, from Utah.gov.

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

**Strand 6: Human Development**

Goal: Students will learn basic anatomy and physiology of body systems, universal precautions, and skills to build healthy relationships. Utah Code requires parental notification for instruction on child sexual abuse prevention.

Standard	Possible Activities	Past, Related, and Future Standards
<b>Standard 4.HD.1:</b> Describe the skeletal and muscular systems and their basic functions.	<ul style="list-style-type: none"> <li>Label major muscles and bones and describe how they work together for movement</li> <li>Discuss ways to care for and strengthen the muscular and skeletal systems</li> </ul>	Past: Standard 2.HD.1 Past: Standard 3.HD.2 Related: Science LS1.A Standard 4.1.1 Future: Standard 5.HD.2
<b>Standard 4.HD.2:</b> Explain reasons why having good hygiene is important for health and well-being.	<ul style="list-style-type: none"> <li>List reasons for having good hygiene (e.g., health, social, self-esteem)</li> <li>Describe different ways of practicing good hygiene (e.g., oral hygiene, bathing, using deodorant, hand washing).</li> </ul>	Past: Standard 3.HD.1 Future: Standard 5.HD.3
<b>Standard 4.HD.3:</b> List multiple trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with if feeling uncomfortable, afraid, or unsafe about an interaction or other harmful situations. Explain the need to talk with more than one adult if the issue is not resolved.	<ul style="list-style-type: none"> <li>Students list at least three adults they can talk with and report to if they feel uncomfortable, have been abused, or feel unsafe. Prompt students to think of someone when they are home, at school, in the community, etc.</li> <li>Discuss scenarios that might require reporting to more than one adult (e.g., were not believed, nothing was done, one could not help).</li> <li>Guest Speaker: Prevent Child Abuse Utah</li> </ul>	Past: Standard 3.HD.3 Related: Standard 4.HF.4 Future: Standard 5.HD.6

**Teacher Resources for Further Professional Learning**

[The Human Body](#): Modules for teaching the muscular and skeletal systems by Study.com

[Kids Health: Muscles](#): Resource for teaching types of muscle tissues.

[Skeletal System](#): Games, videos, and other instructional material for teaching the skeletal system from NeoK12.

[Kids Health: Personal Hygiene](#): Resource to teach about keeping the body clean and healthy.

[4 Reasons You Would Need Good Hygiene](#): Resource from Solv for understanding hygiene and why it's important and risks of not having good hygiene.

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

[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.

[Preventing and Identifying Child Sexual Abuse](#): American Academy of Pediatrics resource for preventing and identifying child abuse.