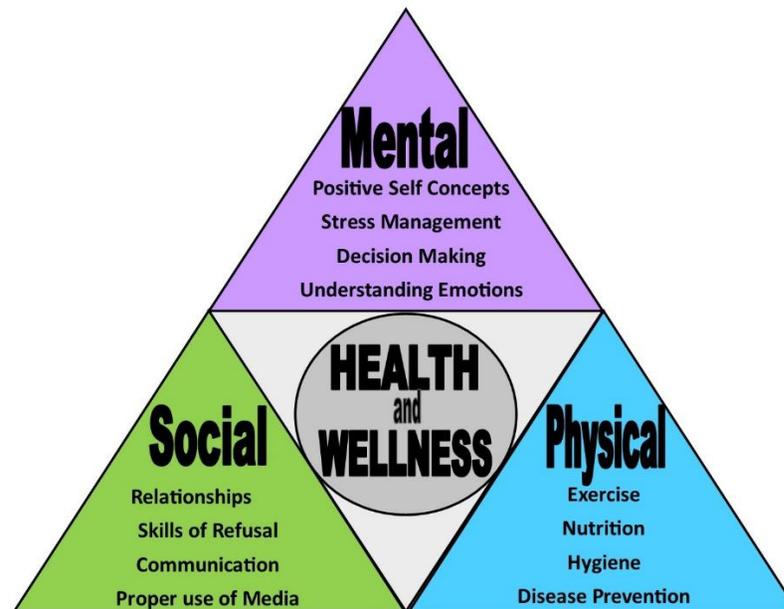


Second Grade

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 learn the importance of goal setting, decision-making skills, and social and emotional competence.

Standard	Possible Activities	Past, Related, and Future Standards
Standard 2.HF.1: Set a goal and discuss strategies for meeting the goal.	<ul style="list-style-type: none"> • Discuss a goal that you have and break it down into steps. • Create a class goal and have students help you break it down into steps. • Talk about 2nd grade end of year goals. Reading at an M level...how are you going to get that level? Write down steps. 	Past: Standard 1.HF.1 Future: Standard 3.HF.1
Standard 2.HF.2: Recognize when assistance is needed in making decisions.	<ul style="list-style-type: none"> • Write the question, “Have you ever had an experience when you did not know how to make a decision?” think about it for a few minutes. Did you ask someone to assist you? • Give scenarios and discuss what they would do. If they do not know, then emphasize that sometimes all of us need an expert for assistance. 	Past: Standard 1.HF.2 Related: Standard 2.SDP.2 Related: Standard 2.SAP.2 Related: Standard 2.N.4 Future: Standard 3.HF.5
Standard 2.HF.3: Identify ways to set, recognize, respect, and communicate personal boundaries.	<ul style="list-style-type: none"> • Discuss how we all have comfort levels for personal space. How can you communicate that comfort level to friends and family? • Discover personal strengths and talents in self and others. • Respect and appreciate the ways people are similar and different. 	Past: Standard 1.MEH.1 Related: Standard 2.MEH.2 Related: Standard 2.SDP.2 Related: Standard 2.HD.2 Future: Standard 3.HF.2 & 4
Standard 2.HF.4: Practice active-listening skills.	<ul style="list-style-type: none"> • Teach active listening and have students practice with each other. • Identify active listener skills (e.g., paraphrasing to understand, nonverbal cues, affirmations). 	Related: Standard 3.HF.2 Future: Standard 3.HF.2
Standard 2.HF.5: Describe characteristics of a good friend.	<ul style="list-style-type: none"> • Think of a good friend. List the qualities that you feel make them a good friend. • Friendships lesson plan. • Identify ways for friends to appropriately express feelings to each other. 	Past: Standard 1.HF.3 Past: Standard K.HF.2 Related: Standard 2.HF.3 Future: Standard 3.HF.3 Future: Standard 3.HF.4

Teacher Resources for Further Professional Learning

[7 Fun Goal Setting Activities for Children:](#) 7 activities that can make goal setting more fun and effective by Big Life Journal.

[YouTube: Setting SMART Goals for Children:](#) Simple YouTube video to help set SMART goals with kids by Janna Duval.

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

[KidsHealth: Decision Making:](#) Steps and guidance for making healthy decisions.

[Teaching Kids About Boundaries:](#) Resource from Child Mind Institute to explain how to set boundaries and the importance of empathy and self-awareness.

[Teaching Your Child About Personal Space:](#) Tips for teaching children about personal space by Understood.org

[YouTube: Active Listening: How to Communicate Effectively:](#) YouTube video to help teach healthy communication skills by Amaze.org.

[Lesson: The Power of Active Listening:](#) Sample lesson for teaching active listening by Story Corps.

[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 respond to various emotions in appropriate ways.

Standard	Possible Activities	Past, Related, and Future Standards
Standard 2.MEH.1: Identify the causes of different emotions and practice methods to express emotions appropriately.	<ul style="list-style-type: none"> • Create scenarios and pass them out to groups. Have them write down the emotions that scenario may elicit. Have them talk about how they could express those emotions appropriately. • Read <i>Chrysanthemum</i>. Discuss who was a friend to her and who was not. 	Past: Standard 1.MEH.1 & 2 Related: Standard 2.MEH.2 & 3 Future: Standard 3.MEH.1
Standard 2.MEH.2: Describe ways to respond to uncomfortable emotions or situations.	<ul style="list-style-type: none"> • Ask student if they have ever felt that “uh-oh” feeling. Share with your elbow partner how they responded to that feeling. • Describe uncomfortable feelings you might get and what to do when you get that feeling. 	Related: Standard 1.MEH.1 & 3 Future: Standard 3.MEH.2 Future: Standard 4.MEH.2
Standard 2.MEH.3: Identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with about emotions.	<ul style="list-style-type: none"> • Define a trusted adult and their characteristics. Ask students to list names of people they feel meet the criteria of a trusted adult. • Invite a school counselor or behavior specialist, in lieu of these, ask a principal to talk about trusted adults and trusted situations at the school. 	Related: Standard 1.MEH 1 & 2 Future: Standard 3.MEH.3

Teacher Resources for Further Professional Learning

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

[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.:

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

[7 Uncomfortable Emotions Children Should Be Taught How to Process](#): Psychology magazine article explaining how to help children deal with uncomfortable emotions.

Strand 3: Safety and Disease Prevention

Goal: Students will learn how practices and behaviors contribute to good health.

Standard	Possible Activities	Past, Related, and Future Standards
<p>Standard 2.SDP.1: Explain how products (for example, sun protection, hygiene products, sports equipment, seatbelts, booster seats) can contribute to personal health.</p>	<ul style="list-style-type: none"> List product names on the board. Ask them how they help to protect their health. Bring in products and ask what they are for and how they keep us healthy and safe. 	<p>Past: Standard 1.SDP.1 Related: Standard 2.SDP.3 Future: Standard 3.SDP.1</p>
<p>Standard 2.SDP.2: Identify personal behaviors that contribute to safe or unsafe use of technology.</p>	<ul style="list-style-type: none"> Lead a discussion around technology. Ask them things they can do to keep them safe. Brainstorm and list safe and unsafe uses of technology. 	<p>Past: Standard 1.SDP.3 Related: Standard 2.HF.3 Future: Standard 3.SDP.3</p>
<p>Standard 2.SDP.3: Describe reasons why people visit a healthcare provider (for example, doctor, dentist, counselor).</p>	<ul style="list-style-type: none"> When you have a toothache, who would you visit and why? Have a guest speaker talk about preventative care. 	<p>Past: Standard 1.SDP.4 Related: Standard 2.SDP.1 Future: Standard 4.SDP.5</p>
<p>Standard 2.SDP.4: Identify ways people can avoid coming in contact with another person’s blood and bodily fluids.</p>	<ul style="list-style-type: none"> Ask “If you are outside on the playground and a friend is injured and bleeding, how can you help them and still protect yourself”? Talk about practical and impractical ways we can avoid contact with bodily fluids. Show where things are located in the room that they can avoid bodily fluids and who can use these items. (e.g., gloves, Band-Aids, paper towels, cleaning products). 	<p>Past: Standard 1.SDP.4 Future: Standard 3.SDP.4</p>

Teacher Resources for Further Professional Learnign

[Child Safety:](#) List of videos to teach children about being safe and how to handle injuries, emergencies, and other situations by Neok12.

[Personal Safety:](#) Davis School Personal Safety K-1 lessons.

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

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

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

[Digital Citizenship Curriculum:](#) K-12 Digital Citizenship Curriculum by Common Sense Education.

[BrainPop-Be Well:](#) Site with modules for allergies, asthma, chickenpox, colds and flu, and more.

[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 to refuse specific substances and understand the health risks associated with harmful substances.

Standard	Possible Activities	Past, Related, and Future Standards
Standard 2.SAP.1: Recognize the health implications of harmful substances and demonstrate how to refuse alcohol, tobacco, nicotine, and other substances.	<ul style="list-style-type: none"> • Ask students to work in groups to list harmful substances. • Ask them how they can refuse those substances. • Give scenarios and have volunteer’s role play these scenarios by saying no. 	Past: Standard 1.SAP.1 Related: Standard 2.SAP.2 Future: Standard 3.SAP.1, 3, & 4
Standard 2.SAP.2: Describe the role medications play in wellness and identify what is helpful or harmful.	<ul style="list-style-type: none"> • Let students know medications can be very helpful, but when taken the wrong way, they can become very harmful. Ask them to list common medications that are helpful and why. • Discuss common medications that kids use. Talk about times they can be helpful and times they are harmful. 	Past: Standard 1.SAP.2 Related: Standard 2.SAP.3 Future: Standard 4.SAP.4

Teacher Resources

[YouTube: Learn How to Say No to Drugs:](#) Learning how to say no to drugs is not easy. Watch Mr. Earl talk about what drugs are and how to say no when approached with drugs from Educational Videos for Students.

[Alcohol, Tobacco, Drug Use Prevention:](#) The resources in this site are provided by Health Smart Virginia to enable educators to equip youth and young adults to be healthy, active, informed, resilient, and resistant with good refusal and leadership skills – important preventive measures against drug and alcohol use.

[Tobacco Free Kids:](#) Resource from Campaign for Tobacco-Free Kids with information and statistics about tobacco products, including e-cigarettes.

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

[BrainPop – Drugs and Medicine:](#) Videos, lessons, and resources for teaching elementary students about drugs and medicine.

[Medicines and Drugs: What’s Helpful, What’s Harmful:](#) Information and lessons K-4 for helpful and harmful substances from National Institute on Drug Abuse.

[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 understand nutritional terms and learn internal and external influences on eating.

Standard	Possible Activities	Past, Related, and Future Standards
Standard 2.N.1: Identify food and beverage choices that contribute to good health.	<ul style="list-style-type: none"> • Create a T chart listing healthy and unhealthy choices of food and beverages. • Bring in beverages and food choices. Discuss how you know they are good for you. 	Past: Standard 1.N.1 Related: Standard 2.N.2, 3, & 4 Future: Standard 3.N.1
Standard 2.N.2: Define calorie as a measurement of energy and describe how calories are necessary for good health.	<ul style="list-style-type: none"> • Once you have defined a calorie, ask students to think of ways they help their body and why. • Discuss how your body needs and uses calories for daily function and during activity. 	Past: Standard 1.N.2 Related: Standard 2.N.1 Future: Standard 3.N.2 Future: Standard 4.N.2
Standard 2.N.3: Recognize the signals the body sends when hungry or full.	<ul style="list-style-type: none"> • Ask if anyone has ever eaten too much. How did it make you feel? Discuss ways to recognize the feeling of full before it is uncomfortable. 	Related: Standard 2.N.1 Future: Standard 5.N.3
Standard 2.N.4: Identify how family, peers, culture, and media influence eating habits.	<ul style="list-style-type: none"> • Talk about food commercials and advertisements. Add a star if you feel that advertisement influences you to create healthy habits. • Healthy Bodies, Healthy Body Image. • Cultural Relevancy in the Cafeteria. • Read <i>Too many Tamales</i> by Gary Soto. Discuss how that family ate tamales as part of their culture. What do you eat as part of your culture? 	Past: Standard 1.N.4 Related: Standard 2.N.1 Related: Standard 2.HF.2 Future: Standard 3.N.4
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.		
Serving up MyPlate: Grades 1 & 2: USDA MyPlate lessons and resources for grades 1 and 2.		
Meet the Calorie: American Heart Association lesson to teach calories.		
How Hungry Am I?: Health Powered Kids lesson for teaching how to recognize hunger and appetite.		
Parents’ Influence on Children’s Eating Habits: Resource to teach the influence in the home on eating habits from Dietitians of Canada.		
How Children Develop Unhealthy Food Preferences: HealthyChildren.org resource for how food preferences are developed in children.		
Dairy West Resources: Explore free resources, manipulatives, and lessons from Dairy West.		

Strand 6: Human Development

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

Standard	Possible Activities	Past, Related, and Future Standards
<p>Standard 2.HD.1: Identify the proper names for body parts.</p>	<ul style="list-style-type: none"> • Have the students match the proper names of body parts to a body diagram. • Send a letter home to parents stating, “we are talking about our bodies in class this week....” Include resource for families to discuss body parts, private/not private, and abuse prevention at home. It is important to teach children the names of genitals, just like the names of other body parts. This teaches that the genitals, while private, are not so private that you can’t talk about them. • Read a children’s book about the body such as <i>Your Body is Awesome</i>. Discuss how it is important to call body parts by its real name. And talk about respect for your body. 	<p>Related: Standard 2.HD.2 Related: Science LS1.A Standard 2.2.2 Future: Standard 3.HD.2 Future: Standard 4.HD.1</p>
<p>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.</p>	<ul style="list-style-type: none"> • Create scenarios and ask students to brainstorm things they could say and do to get themselves out of that situation. • Seeking Help lesson plan. • Guest Speaker: Prevent Child Abuse Utah. • Teach young children about the privacy of body parts, and that no one has the right to touch their bodies if they don’t want that to happen. Children should also learn to respect the right to privacy of other people (Prevent Child Abuse Utah has curriculum for this). • Have an anonymous box where kids could put in a situation. 	<p>Past: Standard 1.HD.4 Related: Standard 2.HF.3 Related: Standard 2.HD.1 Future: Standard 3.HD.3</p>

Teacher Resources

[The Human Body](#): KidsHealth Human Body Series. Has sections on different parts of the body with a teacher’s guide.

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

[Prevent Child Abuse Utah School Based Programs](#): Prevent Child Abuse Utah prevention programs educate children to recognize abuse, engage children to learn safety strategies, and empower children to report abuse. PCAU in-school programs are FREE, age appropriate, and typically taught in the classroom with visual aids, videos, and other interactive activities such as role playing. The programs also teach adult community members how to prevent child abuse, how to identify signs of possible abuse, and how to report abuse.

[Teaching Touching Safety Rules](#): Committee for Children blog for teaching touching safety rules, safe and unsafe touching.