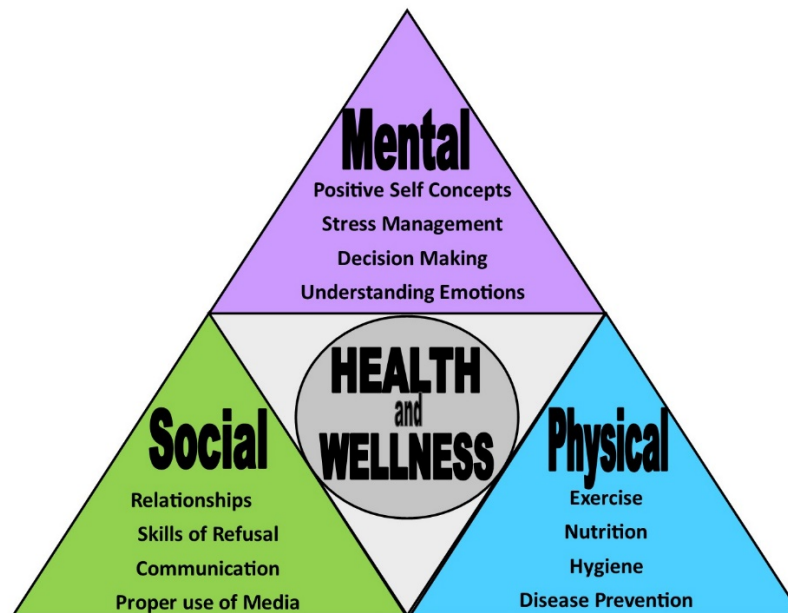


Second Grade

The academic success of Utah’s students is strongly linked to their health. The goal of Health Education is to support parents and families in developing healthy, responsible students who have the knowledge, skills, and dispositions to work together in an inclusive manner to think critically and participate in a variety of activities that lead to lifelong healthy behaviors. The inclusion of health in a student’s education positively contributes to their ability to learn, focus, and achieve health and wellness throughout their lives. The Utah Core Standards for Health Education focus on overall health which includes physical, mental, emotional, and social health in each of the six strands.

The Health Triangle is a tool to show how the three elements of health are interconnected and need to be balanced to achieve overall health and wellness. The image below has some examples of mental, physical, and social health. The Health Education Core Standards are designed to incorporate each area of the triangle within each strand.



Strand 1: Health Foundations and Protective Factors of Healthy Self (HF)

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

Standard 2.HF.1

Set a goal and discuss strategies for meeting the goal.

Concepts and Skills to Master

- 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.

Critical Background Knowledge

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

Related Standards: Current Grade Level

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

Related Standards: Future Grade Level

Standard 3.HF.1: Set a measurable short-term goal and identify people who can help achieve that goal.

Standard 2.HF.2

Recognize when assistance is needed in making decisions

Concepts and Skills to Master

- 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.

Critical Background Knowledge

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

Related Standards: Current Grade Level

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

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

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

Standard 2.N.4: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.

Related Standards: Future Grade Level

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.

Standard 2.HF.3

Identify ways to set, recognize, respect, and communicate personal boundaries.

Concepts and Skills to Master

- Discuss how each person has comfort levels for personal space and how to tell others (e.g., friends, family) your comfort level.
- Discover personal strengths and talents in self and others.
- Respect and appreciate the ways people are similar and different.

Critical Background Knowledge

Standard 1.MEH.1: Define what bullying is and is not and demonstrate what to say and do if someone is bullying or bothering oneself or others. Compare these actions with kindness.
Related Standards: Current Grade Level
Standard 2.MEH.2: Describe ways to respond to uncomfortable emotions or situations. Standard 2.SDP.2: Identify personal behaviors that contribute to safe or unsafe use of technology. Standard 2.HD.2: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.
Related Standards: Future Grade Level
Standard 3.HF.2: Define verbal and nonverbal communication and demonstrate how people communicate in both ways and explain how effective communication resolves conflict. Standard 3.HF.4: Describe the qualities of a healthy relationship.
Standard 2.HF.4
Practice active-listening skills.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Teach active listening and have students practice with peers. • Identify active listener skills (e.g., paraphrasing to understand, nonverbal cues, affirmations).
Critical Background Knowledge
N/A
Related Standards: Current Grade Level
Standard 2.HF.2: Recognize when assistance is needed in making decisions.
Related Standards: Future Grade Level
Standard 3.HF.2: Define verbal and nonverbal communication and demonstrate how people communicate in both ways and explain how effective communication resolves conflict.
Standard 2.HF.5
Describe characteristics of a good friend.
Concepts and Skills to Master
<ul style="list-style-type: none"> • List the qualities that you feel make them a good friend. • Identify ways for friends to appropriately express feelings to each other.
Critical Background Knowledge
Standard 1.HF.3: Demonstrate how to express gratitude, treat others with kindness, and respect differences. Standard K.HF.2: Describe how to be a good friend, and how to make a friend.
Related Standards: Current Grade Level
Standard 2.HF.3: Identify ways to set, recognize, respect, and communicate personal boundaries.
Related Standards: Future Grade Level
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. Standard 3.HF.4: Describe the qualities of a healthy relationship.

Academic Language

Goal: The result or achievement toward which effort is directed.

Personal Boundaries: Guidelines, rules or limits that a person creates to identify reasonable, safe and permissible ways for other people to behave towards them and how they will respond when someone passes those limits.

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

Assessment Exemplars

Students will be able to create a newspaper ad which is titled Wanted: A Good Friend. They will include at least 10 positive characteristics.

Strand 2: Mental and Emotional Health (MEH)

Goal: Students will identify and respond to various emotions in appropriate ways.

Standard 2.MEH.1

Identify the causes of different emotions and practice methods to express emotions appropriately.

Concepts and Skills to Master

- Discuss how to express a variety of emotions appropriately.
- Identify scenarios that may cause different emotions to arise and how to appropriately handle those emotions.

Critical Background Knowledge

Standard 1.MEH.1: Define what bullying is and is not and demonstrate what to say and do if someone is bullying or bothering oneself or others. Compare these actions with kindness.
Standard 1.MEH.2: Demonstrate healthy ways to express needs, wants, and feelings.

Related Standards: Current Grade Level

Standard 2.MEH.2: Describe ways to respond to uncomfortable emotions or situations.
Standard 2.MEH.3: Identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with about emotions.

Related Standards: Future Grade Level

Standard 3.MEH.1: Identify healthy strategies individuals may use to cope with disappointment, grief, sadness, and loss, including talking with a trusted adult

Standard 2.MEH.2

Describe ways to respond to uncomfortable emotions or situations.

Concepts and Skills to Master

Describe uncomfortable feelings you might get and what to do when you get that feeling.

Critical Background Knowledge

Standard 1.MEH.2: Demonstrate healthy ways to express needs, wants, and feelings

Related Standards: Current Grade Level

Standard 2.MEH.1: Identify the causes of different emotions and practice methods to express emotions appropriately.
Standard 2.MEH.3: Identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with about emotions.

Related Standards: Future Grade Level

Standard 3.MEH.2: Define positive and negative stress and identify how each type feels. Identify behaviors or ways to alleviate stress.

Standard 2.MEH.3

Identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with about emotions.

Concepts and Skills to Master

- Define a trusted adult and their characteristics.
- List names of people students feel meet the criteria of a trusted adult (a minimum of three).

Critical Background Knowledge

Standard K.HF.1: Identify trusted adults (e.g., parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe

Related Standards: Current Grade Level

Standard 2.MEH.2: Describe ways to respond to uncomfortable emotions or situations.

Standard 2.MEH.2: Describe ways to respond to uncomfortable emotions or situations.

Related Standards: Future Grade Level

Standard 3.MEH.1: Identify healthy strategies individuals may use to cope with disappointment, grief, sadness, and loss, including talking with a trusted adult.

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.

Academic Language

Coping Skills: Methods used to deal with stressful situations. These learned skills may help a person face a situation, take action, and be flexible and persistent in solving problems.

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

Assessment Exemplars

Students can make a notecard with a list of 3 adults that they feel like they can talk to when they are dealing with difficult things, they can keep this in their backpack.

Strand 3: Safety and Disease Prevention (SDP)

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

Standard 2.SDP.1

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

Concepts and Skills to Master

- Identify the health benefits of various health products/equipment.
- Explain why certain products/equipment are needed for health and safety.

Critical Background Knowledge

Standard 1.SDP.1: Understand how proper use of equipment (for example, helmets, sports equipment, seat belts, booster seats) helps protect from injury.

Related Standards: Current Grade Level

Standard 2.SDP.3: Describe reasons why people visit a healthcare provider (for example, doctor, dentist, counselor).

Related Standards: Future Grade Level

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.

Standard 2.SDP.2:

Identify personal behaviors that contribute to safe or unsafe use of technology.

Concepts and Skills to Master

- Discuss safe behaviors when using technology.
- List safe and unsafe uses of technology.

Critical Background Knowledge

Standard 1.SDP.3: Recognize the importance of using electronic devices only with trusted adult supervision.

Related Standards: Current Grade Level

Standard 2.HF.3: Identify ways to set, recognize, respect, and communicate personal boundaries.

Related Standards: Future Grade Level

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).

Standard 2.SDP.3

Describe reasons why people visit a healthcare provider (for example, doctor, dentist, counselor).

Concepts and Skills to Master

- List reasons to see different health care providers (e.g., dentist, doctor, counselor, optometrist). Describe why this is important.

Critical Background Knowledge

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

Related Standards: Current Grade Level

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

Related Standards: Future Grade Level
Standard 4.SDP.5: Explain facts about common chronic health conditions (for example, asthma, diabetes, allergies, anaphylaxis, seizures) and discuss empathy towards individuals living with these conditions.
Standard 2.SDP.4
Identify ways people can avoid coming in contact with another person’s blood and bodily fluids.
Concepts and Skills to Master
<ul style="list-style-type: none"> Discuss practical and impractical ways to avoid contact with bodily fluids. Locate where supplies can be found, and who can use them, to avoid bodily fluids (e.g., gloves, Band-Aids, paper towels, cleaning products).
Critical Background Knowledge
Standard 1.SDP.4: Describe behaviors that may prevent and reduce the risk of disease.
Related Standards: Current Grade Level
Standard 2.SDP.2: Identify personal behaviors that contribute to safe or unsafe use of technology.
Related Standards: Future Grade Level
Standard 3.SDP.4: Describe procedures to follow when encountering another person’s blood or other bodily fluids.
Academic Language
Universal Precautions: Approach to infectious control to treat all human blood and certain body fluids as if they were known to be infectious for pathogens. See Health Terms and Law and Policy for Health Education for more details
Assessment Exemplars
Students will be able to create a poster which will highlight 4 products that can contribute to personal health and explain how each does.

Strand 4: Substance Abuse Prevention (SAP)

Goal: Students will learn how to refuse specific substances and understand the health risks associated with harmful substances.

Standard 2.SAP.1

Recognize the health implications of harmful substances and demonstrate how to refuse alcohol, tobacco, nicotine, and other substances.

Concepts and Skills to Master

- List a variety of harmful substances.
- Discuss way harmful substance can lead to poor mental, physical or social health.
- Practice ways to refuse harmful substances.

Critical Background Knowledge

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

Related Standards: Current Grade Level

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

Related Standards: Future Grade Level

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

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).

Standard 3.SAP.4: Examine the consequences to the brain and body when harmful substances are ingested (for example, intoxicants, energy drinks, chemicals, poisons).

Standard 2.SAP.2

Describe the role medications play in wellness and identify what is helpful or harmful.

Concepts and Skills to Master

- Discuss common medications that kids use. Talk about times they can be helpful and times they are harmful.

Critical Background Knowledge

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

Related Standards: Current Grade Level

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

Related Standards: Future Grade Level

Standard 4.SAP.4: Describe the appropriate use of medicines (over-the-counter [OTC] and prescription) and potential dangers of drug interactions.

Academic Language

Medicine: something used for treatment or prevention of disease.

Nicotine: A colorless, poisonous compound occurring naturally in the tobacco plant. It is used in medicine and as an insecticide, and it is the substance in tobacco products, electronic cigarettes, and vaping devices to which smokers can become addicted.

Assessment Exemplars

2.SAP.1: Create a video of your students talking about the dangers of drugs and other harmful substances. Have half of the students show on the video how to refuse these substances and have the other half of the students share why drugs and alcohol can hurt them. If students need help knowing what to say

for the video, talk with them before recording them so they feel confident in their answer. After the video is completed make sure to show this to the students. It may be a great opportunity to have a community event about drug awareness.

Strand 5: Nutrition (N)

Goal: Students will understand nutritional terms and learn internal and external influences on eating.

Standard 2.N.1

Identify food and beverage choices that contribute to good health.

Concepts and Skills to Master

- List healthy and unhealthy choices of food and beverages.
- From pictures or food models, categorize foods and beverages as healthy or unhealthy.

Critical Background Knowledge

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

Related Standards: Current Grade Level

Standard 2.N.2: Define calorie as a measurement of energy and describe how calories are necessary for good health.

Standard 2.N.3: Recognize the signals the body sends when hungry or full.

Standard 2.N.4: Identify how family, peers, culture, and media influence eating habits.

Related Standards: Future Grade Level

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.

Standard 2.N.2

Define calorie as a measurement of energy and describe how calories are necessary for good health.

Concepts and Skills to Master

- Define calorie.
- Discuss how your body needs and uses calories for daily function and during activity.

Critical Background Knowledge

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

Related Standards: Current Grade Level

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

Related Standards: Future Grade Level

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

Standard 4.N.2: Locate key nutrition items on nutrition facts label.

Standard 2.N.3

Recognize the signals the body sends when hungry or full.

Concepts and Skills to Master

- Discuss ways to recognize the feeling of full before it is uncomfortable.

<ul style="list-style-type: none"> Identify the difference between hungry and other emotions (e.g., bored, stressed, sad).
Critical Background Knowledge
N/A
Related Standards: Current Grade Level
Standard 2.N.1: Identify food and beverage choices that contribute to good health.
Related Standards: Future Grade Level
Standard 5.N.3: Differentiate between appetite and hunger.
Standard 2.N.4
Identify how family, peers, culture, and media influence eating habits.
Concepts and Skills to Master
<ul style="list-style-type: none"> Identify the influence food commercials and advertisements have on personal habits. Discuss the influence family and culture has on eating habits.
Critical Background Knowledge
Standard 1.N.4: Recognize not all food products advertised or sold are healthy.
Related Standards: Current Grade Level
Standard 2.N.1: Identify food and beverage choices that contribute to good health. Standard 2.HF.2: Recognize when assistance is needed in making decisions.
Related Standards: Future Grade Level
Standard 3.N.4: Discuss how family, peers, culture, and media influence eating habits.
Academic Language
<p>Appetite: A desire for food or drink, sometimes a specific food or drink; can be physical or psychological.</p> <p>Calorie: A unit of heat energy. Used to measure the energy content of food and activity.</p> <p>Culture: Social behavior, attitudes, customs, beliefs, and norms found in human societies.</p> <p>Eating Habits: Why and how people eat, which foods they eat, and with whom they eat, as well as the ways people obtain, store, use, and discard food. Individual, social, cultural, religious, economic, environmental, and political factors all influence people’s eating habits.</p> <p>Food Behavior: How people choose, consume, sell, and buy food. People’s actions toward food.</p> <p>Hunger: A feeling of discomfort or weakness caused by a lack of food, coupled with the physical need to eat.</p> <p>Media: Includes all print, online, social, radio and television media sources.</p>
Assessment Exemplars
Students will be able to create a poster (divided into 4 sections) to share in a Socratic seminar (or small groups) which compares at least 5 healthy vs. 5 unhealthy food and beverage choices in the top two boxes. In the 3rd box they will define a calorie and explain why they are necessary for good health. In the 4th quadrant they will contrast how the body signals when it is hungry or full.

Strand 6: Human Development (HD)

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

Standard 2.HD.1

Identify the proper names for body parts.

Concepts and Skills to Master

- Match the proper names of body parts to a body diagram.
- In a letter home, 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.
- Discuss how it is important to call body parts by its real name and talk about respect for your body.

Critical Background Knowledge

N/A

Related Standards: Current Grade Level

Standard 2.HD.2: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.

Science LS1.A Standard 2.2.2: Plan and carry out an investigation of the structure and function of plant and animal parts in different habitats. Emphasize how different plants and animals have different structures to survive in their habitat.

Related Standards: Future Grade Level

Standard 3.HD.2: Identify the building blocks of the human body (for example, cells, tissues, organs, organ systems, organisms)

Standard 4.HD.1: Describe the skeletal and muscular systems and their basic functions.

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.

Concepts and Skills to Master

- Create scenarios and ask students to brainstorm things they could say and do to get themselves out of that situation.
- Teach students that no one has the right to touch their bodies if they don't want that to happen. Students should also learn to respect the right to privacy of other people (Prevent Child Abuse Utah has curriculum for this).

Critical Background Knowledge

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

Related Standards: Current Grade Level

Standard 2.HF.3: Identify ways to set, recognize, respect, and communicate personal boundaries.

Standard 2.HD.1: : Identify the proper names for body parts.

Related Standards: Future Grade Level

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.

Academic Language

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

Assessment Exemplars

- Students will play a matching game that has basic body parts and their names.
- Practice saying no with students when they feel uncomfortable. Talk about how those feelings look. Talk with students about scenarios that might make them feel uncomfortable.
- Read a story about the correct body parts and their terms. Have students repeat the proper names with you.