

Health I

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

Health Foundations and Protective Factors of Healthy Self (HF) is intended to be the foundation of the Health Education Core. Protective factors are attributes such as skills, strengths, or coping strategies which increase the health and well-being of individuals. These attributes help people deal more effectively with stress, peer-pressure, and other potentially harmful situations. Students with strong protective factors are less likely to develop mental illness or substance use disorders. Students will use goal-setting, decision-making, and communication skills to promote health. Students will also practice resiliency skills.

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.



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.

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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.
Concepts and Skills to Master
<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. • Botvin LST Lessons. • Students write a reflection essay to evaluate their efforts, goals, what they learned about themselves, and the process of change after completing goal journey.
Critical Background Knowledge
Standard 6.HF.1: Create a SMART goal and track the progress and identify obstacles to achieving goals and how to overcome them.
Related Standards: Current Grade Level
Standard HI.SAP.4: Investigate potential short and long-term consequences (e.g., physical, mental and emotional, social, legal, financial) of alcohol, tobacco, nicotine, and other substance use, including the misuse of prescription drugs. 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.
Related Standards: Future Grade Level
Standard III.HF.1: Use SMART goal criteria to design and implement a plan for positive lifelong healthy habits.
Standard HI.HF.2
Research factors that contribute to decisions and apply effective decision-making strategies.
Concepts and Skills to Master
<ul style="list-style-type: none"> • 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. • Botvin LST Lessons.
Critical Background Knowledge
Standard 6.HF.2: Explain how personal values, differences, and beliefs contribute to personal boundaries and how boundaries are an important factor in making healthy decisions. Standard 6.HF.3: Define locus of control and the impact it has on decision-making.
Related Standards: Current Grade Level
Standard HI.SDP.2: Demonstrate how to apply thoughtful decision-making in health-related situations (e.g., substance use, vehicle safety, sun safety, recreational safety, firearm safety, physical activity, nutritional choices). 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.

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Standard HI.SAP.4: Investigate potential short and long-term consequences (e.g., physical, mental and emotional, social, legal, financial) of alcohol, tobacco, nicotine, and other substance use, including the misuse of prescription drugs.
Standards 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.
Standard HI.HD.3: Define and describe the mental, emotional, physical, and social benefits of practicing sexual abstinence.
Related Standards: Future Grade Level
Standard HII.HF.3: Apply decision-making strategies to a health-related choice and defend the decision. Discuss practicing self-control, such as delaying immediate gratification, resisting negative peer pressure, and avoiding risks of impulsive behavior.
Standard HI.HF.3
Practice resiliency skills.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Students reflect about their day or event and evaluate what are things that cause stress and discuss coping skills for the stressful events. • Students can evaluate the impact resiliency and attitude from articles or video clips depicting resiliency. • Botvin LST Lessons
Critical Background Knowledge
Standard 5.HF.3: Define and practice positive self-talk.
Standard 6.MEH.1: Explore common life changes (e.g., moving, changing schools, friendships, family dynamics, deaths) and list healthy coping strategies.
Related Standards: Current Grade Level
Standard HI.MEH.1: Explore a variety of stress management techniques and choices that will manage and reduce stress.
Related Standards: Future Grade Level
Standard HII.HF.4: Develop resiliency skills.
Standard HI.HF.3a
Practice strategies (for example, positive self-talk, service to others, developing talents and skills) to develop a positive self-image.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Students create positive pictures and/or words that display all the positive qualities they see in themselves. • Students create a board that represents their best qualities and goals. Goals must be positive.
Critical Background Knowledge
Standard 5.HF.3: Define and practice positive self-talk.
Related Standards: Current Grade Level
Standard HI.N.4: Identify internal and external influences on body image.
Related Standards: Future Grade Level
Standard HII.HF.4b: Understand the impact of locus of control, growth mindset, and healthy response to failure on physical, mental, emotional, and social health.

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Standard HI.HF.3b
Explain the importance of taking responsibility for one’s actions and behaviors and discuss locus of control.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Discuss how to demonstrate responsibility in variety of situations. • Practice conflict resolution and collaboration skills to enhance health and avoid or reduce health risks.
Critical Background Knowledge
Standard 6.HF.3: Define locus of control and the impact it has on decision-making.
Related Standards: Current Grade Level
<p>Standard HI.MEH.1: Explore a variety of stress management techniques and choices that will manage and reduce stress.</p> <p>Standard HI.SDP.2: Demonstrate how to apply thoughtful decision-making in health-related situations (e.g., substance use, vehicle safety, sun safety, recreational safety, firearm safety, physical activity, nutritional choices).</p> <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> <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> <p>Standard HI.N.4: Identify internal and external influences on body image.</p> <p>Standard HI.HD.3: Define and describe the mental, emotional, physical, and social benefits of practicing sexual abstinence.</p> <p>Standard HI.HD.4: Define and describe the mental, emotional, physical, and social benefits of practicing sexual abstinence.</p> <p>Standard HI.HD.6: Identify practices for prevention of common sexually transmitted diseases/infections (STD/STI).</p>
Related Standards: Future Grade Level
Standard III.HF.4b: Understand the impact of locus of control, growth mindset, and healthy response to failure on physical, mental, emotional, and social health.
Standard HI.HF.3c
Develop coping skills by learning from mistakes or perceived failures of self and others.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Practice skills such as positive self-talk, service to others, developing talents and skills. • Research examples or recall from personal experience situations in which someone failed. Evaluate ways to recover from the situation and turn the perceived failure into a success.
Critical Background Knowledge
Standard 6.MEH.1: Explore common life changes (e.g., moving, changing schools, friendships, family dynamics, deaths) and list healthy coping strategies.
Related Standards: Current Grade Level
Standard HI.MEH.3: Explore relevant facts about self-harming behaviors and suicide, including warning signs, and where to turn for help.
Related Standards: Future Grade Level
III.HF.4a: Develop skills to cope with common life changes (e.g., changing schools, relationship changes, family changes).

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Standard HI.HF.4
Demonstrate assertiveness and other effective ways to communicate personal boundaries and show respect for the boundaries of others.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Practice effective communication skills. • Demonstrate ways to communicate personal boundaries and respect the boundaries of others. • Botvin LST Lessons
Critical Background Knowledge
Standard 6.HF.2: Explain how personal values, differences, and beliefs contribute to personal boundaries and how boundaries are an important factor in making healthy decisions.
Standard 6.HF.4: Demonstrate positive ways to communicate differences of opinion while maintaining relationships.
Related Standards: Current Grade Level
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.
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.
Standard HI.HD8b: Identify effective ways to communicate personal boundaries and show respect for the boundaries of others to foster healthy relationships.
Related Standards: Future Grade Level
Standard III.HF.2: Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.
Standard III.HF.5: Model strategies to prevent, manage, or resolve interpersonal conflicts in healthy ways.
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.
Frontal Lobe: The front portion of the brain concerned with behavior, learning, personality, decision making, and voluntary movement. This portion of the brain is not fully developed until early adulthood. Use of substances can impact the growth and development of the frontal lobe.
Locus of Control: How strongly people believe they have control over the situations and experiences that affect their lives.
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.
Protective Factors: Any action or condition that reduces the likelihood of injury, disease, or other outcome.
SMART Goal: A strategy for setting achievable goals. SMART stands for: specific, measurable, achievable/attainable, relevant/realistic/reasonable, time.
Assessment Exemplars
Students will be able to present 5 health-related decisions they may encounter and successfully take each of them through the 3 C's of decision-making. <ul style="list-style-type: none"> • Clarify what decision you need to make

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- Consider the possible alternatives (think about the different things you might decide to do) and the consequences of choosing each alternative; collect any additional information needed. (If you are trying to solve a problem, think up as many solutions as possible.)
- Choose the best alternative for you and take the necessary action. Afterwards, think about whether you were satisfied with your decision.

Students will be able to design a health-related SMART goal, implement it and keep a log of their progress. At the conclusion they will reflect on how the process went, what may need to be changed, and how it positively affected their health and self-confidence.