

Health II

Strand 1 Health Foundations & Protective Factors of Healthy Self

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.

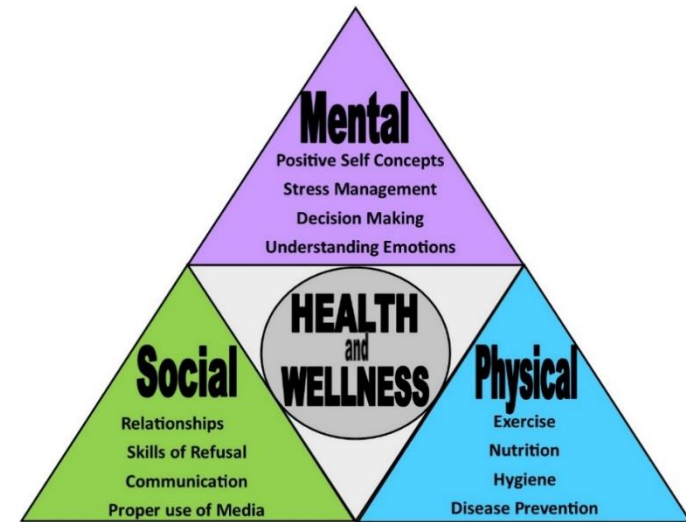
Health Foundations and Protective Factors of

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 lifelong health. Students will also practice resiliency skills.

Goal: Students will use goal-setting and decision-making skills to enhance health. Students will 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 | Possible Activities | Past, Related, and Future Standards |
|--|---|--|
| Standard HII.HF.1: Use SMART goal criteria to design and implement a plan for positive lifelong healthy habits. | <ul style="list-style-type: none"> • Botvin LST Lesson. • SmartGoals Worksheet or Smart Goal Worksheet. • Create a living document that students check in with for SMART Goals: Sample Worksheet. • Set a health goal for each component of the health triangle: Mental, Social, and Physical and use Health Dimensions and SMART Goals Guided Notes. • Pick a positive healthy lifelong habit, then use the following activity: How to Set SMART Goals. • Bellringer: Every Monday have students create a goal for the week. | Past: Standard HI.HF.1 Related: Standard HII.SAP.1, Standard HII.N.4, Standard HII.HD.8b |
| Teacher Resources for Further Professional Learning | | |
| How to Get SMART About Goal Setting: Article from <i>A Healthier Michigan</i> on learning about SMART goals and how to set them specifically for health and wellness objectives. | | |
| Health Foundation and Protective Factors Google Folder: Collection of documents and lessons provided by Utah teachers for teaching protective factors. | | |

| Standard | Possible Activities | Past, Related, and Future Standards |
|--|--|--|
| Standard HII.HF.2: Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. | <ul style="list-style-type: none"> • Communication Styles assignment. • Avoid Falling for a Jerk or Jerkette curriculum. • Journal: Define your personal boundaries with strangers, acquaintances, friends, etc. • Lesson: Understanding Boundaries. • Demonstrate assertiveness, communication skills, how to negotiate, and collaborate with others to enhance health and avoid or reduce health risks. • Botvin LST Lesson. • Fist Bump or High - 5 Activity: Students walk around the room identifying their personal boundaries, only communication is nonverbal and eye contact. Giving a “high 5” or a “fist bump” to each student. Both parties must use the same communication method for contact to be acceptable. If a student does not want to make any type of contact, then they would not make eye contact and avoid them. If someone touches them without consent then they may say, “Ouch!”. | Past: Standard HI.HF.4 Related: Standard HII.SAP.1, Standard HII.N.4, Standard HII.HD.2, 3, 4, 8, & 9 |
| Teacher Resources for Further Professional Learning | | |
| Four Communication Styles: PDF file with descriptions of passive, aggressive, passive-aggressive, and assertive communication styles. | | |
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| <p>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.</p> | <ul style="list-style-type: none"> • The Marshmallow Study. • <i>Forever Strong</i> clip (post detention returning home) references peer pressure and defend the decision. • Teach students the Decision-Making Process (DMP) model and discuss how timetable is appropriate with major decisions. • Botvin LST Lesson. • Resist Peer Pressure Worksheet. • Recognize how emotions impact the decision-making process. | <p>Past: Standard HI.HF.2</p> <p>Related: Standard HII.SAP.1, Standard HII.N.4, Standard HII.HD.2, 3, 4, 8, & 9</p> |
| Teacher Resources for Further Professional Learning | | |
| <p>APA: Strengthening Self-Control: American Psychological Association article on how to strengthen self-control.</p> | | |
| <p>SafeTeens: Relationships and Peer Pressure: Resource for resisting negative peer pressure and how positive peer pressure can be beneficial.</p> | | |
| <p>Teen Brain: American Academy of Child and Adolescent Psychiatry information on the development of the brain and explanation for teen behaviors.</p> | | |
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| Standard HII.HF.4: Develop resiliency skills. | <ul style="list-style-type: none"> • Create a paper box. On the inside write down positive characteristics about self, include both physical and emotional. Students can refer back in difficult situations. • Various famous successful people who faced failure and strived through adversity. • “Why Try”. | Past: Standard HI.HF.3 Related: Standard HII.MEH.1, 2 & 5, Standard HII.SAP.5, Standard.HD.9 |
| Standard HII.HF.4a: Develop skills to cope with common life changes (for example, changing schools, relationship changes, family changes). | <ul style="list-style-type: none"> • Botvin LST lesson. • Help students explore who they are. Possible activity could be to do an “I Am” poem. • Class discussion coming with ideas/techniques - gallery walk w/ scenarios on posters around class where students can discuss/write together what they would do, then reflect and discuss as a class after and/or journal entry depending on time/class environment, etc. • Lesson: Changes I Have Made. • Design a personal collage addressing future goals and plans for families, life, relationship, or career, and write paper discussing the collage. | Past: Standard HI.HF.3c Related: Standard HII.MEH.1, Standard HII.HD.8 |
| 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. | <ul style="list-style-type: none"> • Vision board. • Developing a Growth Mindset with Carol Dweck. • Growth Mindset Lesson. | Past: Standard HI.HF.3a & b Related: Standard HII.SAP.4 Standard HII.HD 4c, 8 & 9 |
| Standard HII.HF.4c: Develop resilience by connecting to self, family, and community. | <ul style="list-style-type: none"> • Students choose a song that helps them through difficult times and shares with class. • Use questionnaires or surveys about self-worth. Tie in data to show what impact students have in their communities and families. • Students build a Mind Map of relationships and how to increase their resiliency. • Create a personal portfolio or poster displaying life events that they have already experienced (challenges, successes, hardships, accomplishments). | Past: Standard HI.HF.3 Related: Standard HII.HD.8 |
| Teacher Resources for Further Professional Learning | | |
| Resilience Video: The documentary <i>Resilience</i> reveals, toxic stress can trigger hormones that wreak havoc on the brains and bodies of children, putting them at a greater risk for disease, homelessness, prison time, and early death. | | |
| The Road to Resilience: American Psychological Association resource on resilience. | | |
| ACES Fact Sheet: Resources for educators to learn more about ACES. | | |
| Cope with Big Change: 10 tips for coping with big changes in life and coming out a better person, from Psychology Today. | | |
| Locus of Control: Article with definitions and examples of locus of control. | | |
| Building Resilience in Children: Dr. Kenneth Ginsburg’s seven “C”s of resilience. | | |
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| Standard | Possible Activities | Past, Related, and Future Standards |
|---|---|---|
| <p>Standard HII.HF.5: Model strategies to prevent, manage, or resolve interpersonal conflicts in healthy ways.</p> | <ul style="list-style-type: none"> • Botvin LST Lesson. • Class discussion on various conflict scenarios. • <i>The Six Most Important Decisions You'll Ever Make Teenage Edition</i> by Sean Covey (Use as class textbook). • Create a conflict role play activity where students use conflict resolution skills. • Conflict Resolution curriculum. • Assess characteristics of unhealthy relationships and practice strategies to avoid and/or end them. • Conversation Circle: Have students form a circle in small groups. Two people read a scripted argument. Students can step in and demonstrate how they might approach the conflict differently to come to a better solution. | <p>Past: Standard HI.HF.4</p> <p>Related: Standard HII.SDP.3 Standard HII.SAP.1, Standard HII.HD.8b</p> |
| Teacher Resources for Further Professional Learning | | |
| <p>Conflict Spiral: Visual aid to explain the escalation of conflicts.</p> | | |
| <p>Conflict Cycle: Visual aid for conflict cycle.</p> | | |
| <p>Conflict Resolution Skills: Resource to help solve conflicts without damaging relationships.</p> | | |
| <p>Lessons for Conflict Resolution: Ten lessons for teaching conflict resolution.</p> | | |
| <p>Health Foundation and Protective Factors Google Folder: Collection of documents and lessons provided by Utah teachers for teaching protective factors.</p> | | |