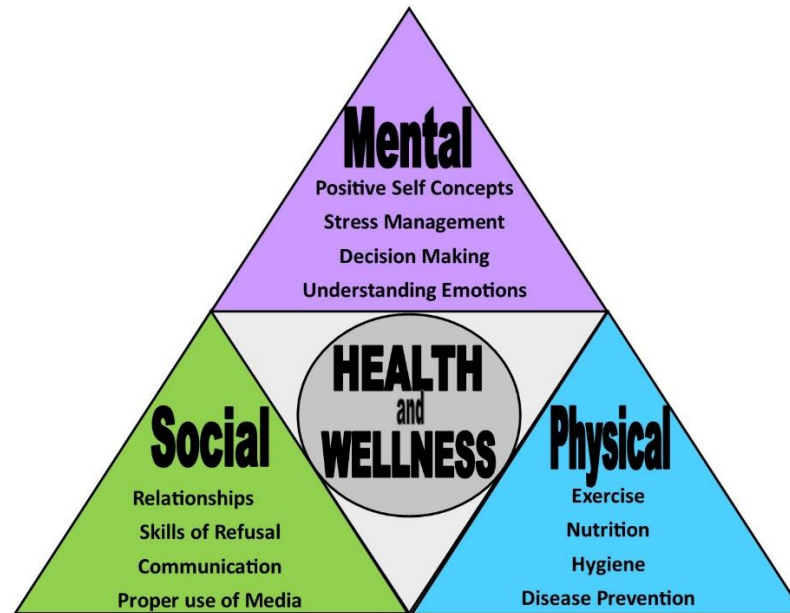


Fifth Grade

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 apply their knowledge to develop social and emotional competence to make healthy and safe choices.

| Standard | Possible Activities | Past, Related, and Future Standards |
|--|---|--|
| Standard 5.HF.1: Define SMART goal and identify how SMART criteria improve the effectiveness of a goal. | <ul style="list-style-type: none"> • Use a sentence frame and the SMART acronym to engage in a goal setting activity with the students. • Define and give examples of each letter (S,M,A,R,T) for SMART goals, and explain the significance for this type of goal setting. | Past: Standard 4.HF.1 Future: Standard 6.HF.1 |
| Standard 5.HF.2: Describe how the positive and negative consequences of a decision can have short and/or long-term effects. | <ul style="list-style-type: none"> • Use a 4-quadrant graphic organizer (positive, negative, short-term, long-term), post a relevant decision both positive and negative (do your homework, don't do chores at home, start vaping), ask kids to list consequences in all 4 quadrants. • DARE/NOVA curriculum. | Past: Standard 4.HF.2 Related: Standard 5.SAP.1 Future: Standard 6.HF.2 & 3 |
| Standard 5.HF.3: Define and practice positive self-talk. | <ul style="list-style-type: none"> • Practice reframing negative self-talk and shifting it to positive self-talk. | Related: Standard 5.N.5 Future: Standard HI.HF.3a |
| Standard 5.HF.4: Demonstrate ways to express gratitude and treat others with dignity and respect. | <ul style="list-style-type: none"> • Write a gratitude note to a friend, parent, teacher, or anyone who you appreciate. • As part of circle time or Morning Meeting, have each student say why they are grateful for 2 other students. • Additional activities and resources. | Past: Standard 3.HF.3 Related: Standard 5.SAP.2 Related: Standard 5.MEH.3 Future: Standard 6.HF.4 & 5 |

Teacher Resources for Further Professional Learning

[SMART Goal Setting with Your Students:](#) Resource of the importance and examples of how to set SMART goals with students from Edutopia.

[SMART Goal Activity Worksheet:](#) Sample worksheet for setting SMART goals by Trio Outreach Program.

[Decision Making:](#) Five-step model for grades 3-5 to teach how to make healthy decision.

[Self-Talk:](#) Sample lesson to teach positive self-talk by Educate Empower Kids.

[TeensHealth: Gratitude:](#) Resource to teach students about gratitude, why it matters, and how to build a gratitude habit.

[How to Respect Yourself and Others:](#) Resource by Good Choices Good Life to teach about respecting self and others.

[Dignity vs Respect:](#) Resource, with video, from Cultures of Dignity complete with definitions of each.

[Health Foundations 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 examine personal traits and lifestyles and how they impact overall wellness.

| Standard | Possible Activities | Past, Related, and Future Standards |
|---|--|--|
| Standard 5.MEH.1: Practice a variety of stress management techniques. | <ul style="list-style-type: none"> • Teach students progressive muscle relaxation exercise. • Recognize personal behaviors and situations that may cause conflict or stress. • Discuss how to accept and adapt to personal traits. | Past: Standard 4.MEH.1 Related: Standard 5.MEH.2 Future: Standard 6.MEH.2 |
| Standard 5.MEH.2: Demonstrate how to obtain and offer assistance to enhance the health of self and others in harmful situations. | <ul style="list-style-type: none"> • List out scenarios where students may need to ask for help (someone is alone and looks sad on the playground, you don't understand the math lesson, you have a family situation that make you upset). Have students role play their responses in small groups and then share with the class. | Past: Standard 4.MEH.2 Related: Standard 5.MEH.1 Future: Standard 6.MEH.4 |
| Standard 5.MEH.3: Express positive attitudes about intervention and seeking help to eliminate stigmas regarding mental health. | <ul style="list-style-type: none"> • Have the school counselor, psychologist, and social worker come do a presentation on who they are and what they can help kids with. | Past: Standard 4.MEH.3 & 4 Related: Standard 5.MEH.1 Related: Standard 5.HF.4 Related: Standard 5.SDP.1 Future: Standard 6.MEH.5 |

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.

[8 Self-Soothing Techniques for Your Young Child:](#) Techniques to help calm and relax children from Understood.org.

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

[Progressive Muscle Relaxation Document:](#) Progressive Muscle Relaxation teaches you how to relax your muscles. This simple resource walks through those steps by Anxiety Canada.

[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 learn to respond effectively to environments and practice decision-making skills for safety and disease prevention.

| Standard | Possible Activities | Past, Related, and Future Standards |
|--|---|---|
| Standard 5.SDP.1: Explain strategies on how to help others and demonstrate how to help or contact the appropriate emergency resources (for example, first aid, CPR, poison control, 911, mental health crisis lines, animal control, non-emergency lines) for different situations. | <ul style="list-style-type: none"> Have students brainstorm scenarios where they or others need help. Create a T-chart that has the scenario and a local resource they would use for support. Observe hands-only Cardiopulmonary Resuscitation (CPR) training including proper utilization of an Automated External Defibrillator (AED). Discuss first aid procedures (Stop the Bleed). | Past: Standard 4.SDP.1 & 2 Related: Standard 5.MEH.3 Future: Standard 6.SDP.1 |
| Standard 5.SDP.2: Explain a variety of healthy behaviors (for example, diet, exercise, proper hygiene, helmet use, proper car restraints, firearm safety) that avoid or reduce health risks. | <ul style="list-style-type: none"> Brainstorm, compare, and contrast healthy and unhealthy behaviors. Identify reasons healthy behaviors support a healthy life. | Past: Standard 4.SDP.3 Related: Standard 5.SDP.4 & 5 Future: Standard 6.SDP.1 |
| Standard 5.SDP.3: Analyze the influence of media and technology on personal and family health and develop a personal safety plan for technology use. | <ul style="list-style-type: none"> Have students track their media and technology use for 1 week. Set a goal to decrease use in one area. | Past: Standard 4.SDP.4 Related: Standard 5.N.5 Future: Standard 6.SDP.2 & 3 |
| Standard 5.SDP.4: Compare and contrast infectious and chronic diseases and recognize when others have a chronic disease or disability and practice methods of treating them respectfully. | <ul style="list-style-type: none"> Give a definition for infectious and chronic disease. List diseases and have kids identify whether it is infectious or chronic. Invite a guest speaker who has a chronic disease or disability to share their experience and ways students can approach that person and treat them respectfully. | Past: Standard 4.SDP.5 Related: Standard 5.SDP.2. & 5 Related: Standard 5.SAP.3 Future: Standard 6.SDP.4 |
| Standard 5.SDP.5: Identify how to avoid, manage and report situations involving exposure to another person's blood and other bodily fluids. | <ul style="list-style-type: none"> Have school nurse/custodian come explain procedures they have to do with blood/bodily fluids, explain what students should do when they encounter these situations. | Past: Standard 4.SDP.6 Related: Standard 5.SDP.2& 4 Future: Standard 6.SDP.5 |

Teacher Resources for Further Professional Learning

[Fast First Aid Tips for 6 Common Accidents:](#) Doctors share best methods for wound care, stocking a first-aid kit, & calming little patients from Parents.com.

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

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

[Stop the Bleed:](#) You can learn how to stop major bleeding in three simple ways.

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

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

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

[Digital Citizenship Curriculum:](#) Lessons and resources to support teachers in digital citizenship instruction by Common Sense Education.

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

[CDC: Healthy Living menu of topics:](#) Center for Disease Control and Prevention resource, select a variety of diseases and conditions to learn more.

[Understanding Bloodborne Pathogens:](#) Steps to protect yourself from bloodborne illnesses CPR Certified.

Strand 4: Substance Abuse Prevention

Goal: Empower students to resist peer pressure and substance use by identifying practices that promote a lifestyle free from alcohol, tobacco, nicotine, and other drugs.

| Standard | Possible Activities | Past, Related, and Future Standards |
|--|--|---|
| Standard 5.SAP.1: Identify choices, behaviors, and practices that help support a lifestyle free from alcohol, tobacco, nicotine and other substances. | <ul style="list-style-type: none"> • DARE/NOVA curriculum. | Past: Standard 4.SAP.1 Past: Standard 3.SAP.2 Related: Standard 5.HF.2 Related: Standard 5.SAP.2 Future: Standard 6.SAP.1 |
| Standard 5.SAP.2: Practice ways to resist negative peer pressure and positively influence relations with peers in a variety of situations. | <ul style="list-style-type: none"> • List out scenarios where students may need to say no or leave a situation (approached by a stranger, another student asks them if they want to try vaping, etc.) have students role play their responses in small groups and then share with the class. • DARE/NOVA curriculum. | Past: Standard 4.SAP.2 Related: Standard 5.HF.4 Related: Standard 5.SAP.1 Future: Standard 6.SAP.1 |
| Standard 5.SAP.3: Evaluate how the use of alcohol, tobacco, nicotine and other substances can cause illness, injury, and complications with body development, overall health, and behavior. | <ul style="list-style-type: none"> • DARE/NOVA curriculum. | Past: Standard 4.SAP.4 Related: Standard 5.SDP.4 Future: Standard 6.SAP.2 & 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.

[Foundation for a Drug-Free World:](#) Teacher resource to learn about different substances.

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

[Know the Risks: E-Cigarettes:](#) Surgeon General Advisory on e-cigarettes and young people.

[The Tobacco Talk:](#) Resource explaining the new generation of tobacco products: the looks, flavors, and effects on children.

[Substance Use and Adolescent Development:](#) Learn more about adolescent substance use issues and ways to prevent them from U.S. Department of Health and Human Services.

[Drugs and the Brain:](#) National Institute on Drug Abuse publication on drugs and the human brain.

[Parents Empowered:](#) ParentsEmpowered.org is a media and education campaign funded by the Utah Legislature and designed to prevent and reduce underage drinking in Utah. Website has resources on addiction, effects on brain development, behavior, laws, and prevention.

[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 that support a healthy body, and how to recognize eating behaviors. Students will also recognize nationwide food resources.

| Standard | Possible Activities | Past, Related, and Future Standards |
|---|---|---|
| Standard 5.N.1: Use a food label to calculate how caloric intake can change depending on the number of servings consumed. | <ul style="list-style-type: none"> Use the Fooducate app to have students scan/browse food labels and make a meal plan for the day. Cross-curricular math activity. Bring in various food labels and have students calculate the caloric intake based on various servings. | Past: Standard 4.N.2 Related: Standard 5.N.2 Related: Math Standard Future: Standard 6.N.1 |
| Standard 5.N.2: Create a healthy meal, including beverage, using current dietary guidelines. | <ul style="list-style-type: none"> Use the Fooducate app to have students scan/browse food labels and make a meal plan for the day. Cross-curricular math portion activity: Use MyPlate food portions and practice fractions, percentages, and proportions. Identify foods and beverages that are high in added sugar and list examples of healthy alternatives. | Past: Standard 4.N.1 Related: Standard 5.N.1 Related: Math Standard (portion) Future: Standard 6.N.2 |
| Standard 5.N.3: Differentiate between appetite and hunger. | <ul style="list-style-type: none"> Define appetite and hunger and create a sort with scenarios where students differentiate between the 2 (i.e.: Just finished a long soccer practice and feel weak, hearing the ice cream truck music and desiring ice cream. | Past: Standard 2.N.3 Related: Standard 5.N.4 Sci: LS1.C: Stand. 5.3.2 Future: Standard 6.N.4 |
| Standard 5.N.4: Explain the role of healthy eating and physical activity in maintaining health. | <ul style="list-style-type: none"> Split students into 2 teams to come up with the benefits of healthy eating and physical activity. Have them do a relay race to write benefits one at a time on a poster for each topic. Then have the teams share what the benefits with the whole group. | Past: Standard 4.N.4 Related: Standard 5.N.3 Sci: LS1.C Stand. 5.3.2 Future: Stand. 6.N.3 & 4 |
| Standard 5.N.5: Analyze the influence of media and technology, including social media, on personal and family nutrition and body image. | <ul style="list-style-type: none"> Review a variety of food and beverage ads and understand marketing strategies used. Critical Viewer Activity Our Bodies and the Media I See You, You See Me: Body Image and Social Justice Analyzing food/beverage ads | Past: Standard 4.N.5 Related: Stand.5.HF.3 Related: Stand.5.SDP.3 Future: Standard 6.N.3 |
| Standard 5.N.6: Explain why different foods are produced in various regions of the United States and how this may affect consumer practices and local diets. | <ul style="list-style-type: none"> Look at a variety of maps on the website in the teacher resources list. Have students fill out a map with areas and the identified crops grown in the region. Integrate food production into state projects for social studies. | Past: Standard 4.N.6 Related: Social Studies Future: Standard 6.N.5 |

Teacher Resources for Further Professional Learning

[Fooducate:](#) App that tracks calories, nutrients, and activity levels.

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

[Nutrition Facts Label:](#) FDA resource with how-to manual and background information/materials to support teaching about food labels.

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|---|
| AHA 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 : USDA MyPlate lessons and resources for grades 5 & 6. |
| Appetite vs Hunger: What's the Difference? Resource from Healthier to teach the difference between hunger and appetite. |
| PA Guidelines : Provides science-based guidance to help people older improve their health through participation in regular physical activity by U.S. Department of Health and Human Services. |
| Food Advertising : National Library of Medicine article on how food advertising is directed at children and adolescents. |
| Cultural Relevancy in the Cafeteria : This lesson by Teaching Tolerance seeks to open students' eyes to the variety of experiences that they and their classmates have at lunchtime. |
| The Impact of Food Advertising : American Psychological Association article on how food advertising is connected to childhood obesity. |
| Food Choice Factors : This review from EUFIC examines the major influences on food choice with a focus on those that are amenable to change and discusses some successful interventions. |
| Maps showing food production in America : Here are 40 maps, charts, and graphs that show where our food comes from and how we eat it by VOX. |
| Dairy West Resources : Explore free resources, manipulatives, and lessons from Dairy West. |

Strand 6: Human Development

Goal: Students will understand puberty and maturation. Utah Code requires parental consent for instruction on maturation. Utah Code requires parental notification for instruction on child sexual abuse prevention. *Note: this strand is often taught during maturation program by a nurse or contracted instructor. It is the responsibility of the teacher to ensure each standard has been covered.

| Standard | Possible Activities | Past, Related, and Future Standards |
|--|--|--|
| Standard 5.HD.1: Explain how the timing of puberty and adolescent development varies, including that there is a wide range of what is healthy or typical. | <ul style="list-style-type: none"> Typically, part of maturation program. Nurse presentation. Explain how healthy bodies come in a variety of shapes and sizes. | Related: Standards 5.HD.1-5 Future: Standard HI.HD.1 |
| Standard 5.HD.2: Describe the basic structures of the reproductive and endocrine systems and identify their respective functions. | <ul style="list-style-type: none"> Typically, part of maturation program. Nurse presentation. | Past: Standard 4.HD.1 Related: Standards 5.HD.1-5 Future: Standard HI.HD.2 |
| Standard 5.HD.3: Describe the body changes that accompany puberty and how puberty prepares human bodies for reproduction. | <ul style="list-style-type: none"> Typically, part of maturation program. Nurse presentation. | Past: Standard 4.HD.3 Related: Standards 5.HD.1-5 Related: Science LS1.B Standard 3.2.1 Future: Standard HI.HD.1 |
| Standard 5.HD.4: Explain the physical, social, and emotional changes that occur during puberty and adolescence and healthy ways to manage these changes. | <ul style="list-style-type: none"> Typically, part of maturation program. Nurse presentation. | Related: Standards 5.HD.1-5 Future: Standard HI.HD.1 |
| Standard 5.HD.5: Identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with about puberty. | <ul style="list-style-type: none"> Have students make a list of trusted adults they would feel comfortable talking with, pick one to interview about their maturation program. Compare and contrast their own experience with a maturation program. | Related: Standards 5.HD.1-5 Future: Standard HI.HD.7 |
| Standard 5.HD.6: 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. | <ul style="list-style-type: none"> List out scenarios where students may need to say no or leave a situation (approached by a stranger, another student asks them if they want to try vaping, etc.), have students role play their responses in small groups and then share with the class. Being Clear With Your Friends. Guest Speaker: Prevent Child Abuse Utah. | Past: Standard 4.HD.3 Related: Standard Future: Standard 6.HD.3 |

Teacher Resources for Further Professional Learning

[Proctor and Gamble Always Changing and Growing Up Programs:](#) Specially designed for 5th/6th grade boys and girls, the Always Changing Puberty Education Program helps educators teach the important topics of puberty and development.

[KidsHealth: All About Puberty:](#) Resource explaining the basic changes that occur during puberty.

[Boys and Puberty](#): Simple explanation of the changes that occur during puberty for boys by Family Doctor.

[Girls and Puberty](#): Simple explanation of the changes that occur during puberty for girls by Family Doctor.

[Reproduction](#): Learn about the male and female reproductive systems. The process of reproduction, including ovulation and fertilization, are discussed by About Kids Health.

[Endocrine System](#): TeensHealth resource explaining the endocrine system and how it works.

[KidsHealth YouTube Video: How the Endocrine System Works](#): YouTube video, produced by KidsHealth explaining the endocrine system.

[Physical Changes During Puberty](#): Resource explaining the physical changes that occur during puberty by Healthy Children .org.

[KidsHealth: Talking to Your Child About Puberty](#): Advice for parents and care givers on how to talk about puberty.

[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.