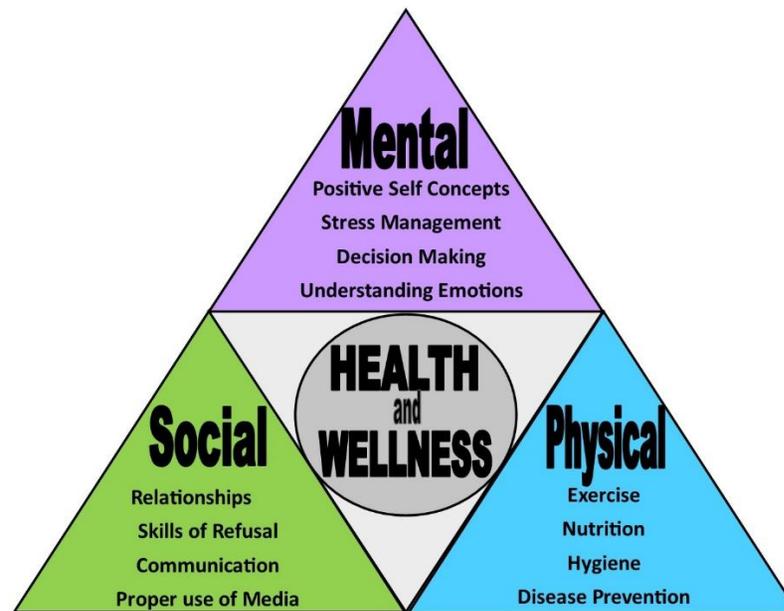


Health II

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 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.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
<p>Standard HII.HF.1: Use SMART goal criteria to design and implement a plan for positive lifelong healthy habits.</p>	<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. 	<p>How to Get SMART About Goal Setting</p> <p>Tony Robins article</p>	<p>Past: Standard HI.HF.1</p> <p>Related: Standard HII.SAP.1, Standard HII.N.4, Standard HII.HD.8b</p>
<p>Standard HII.HF.2: Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.</p>	<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: My Boundaries or 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!”. 	<p>Four Communication Styles</p>	<p>Past: Standard HI.HF.4</p> <p>Related: Standard HII.SAP.1, Standard HII.N.4, Standard HII.HD.2, 3, 4, 8, & 9</p>

<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>APA: Strengthening Self-Control</p> <p>SafeTeens: Relationships and Peer Pressure</p> <p>Teen Brain</p>	<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>
<p>Standard HII.HF.4: Develop resiliency skills.</p>	<ul style="list-style-type: none"> • Create a paper box. On the inside write down positive characteristics about self. Include both physical and emotional characteristics. Teach students to refer back in difficult situations. • Various famous successful people who faced failure and bounced back for the adversity. • “Why Try”. 	<p>Resilience Video</p> <p>ACES Fact Sheet</p> <p>The Road to Resilience</p>	<p>Past: Standard HI.HF.3</p> <p>Related: Standard HII.MEH.1, 2 & 5, Standard HII.SAP.5, Standard.HD.9</p>
<p>Standard HII.HF.4a: Develop skills to cope with common life changes (for example, changing schools, relationship changes, family changes).</p>	<ul style="list-style-type: none"> • Botvin LST lesson. • Help students explore who they are and why they are that way. Possible activity could be to do an “I Am” poem. • Class discussion to come up with ideas/techniques - gallery walk type activity 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/career, and write paper discussing the collage. 	<p>Cope with Big Change</p>	<p>Past: Standard HI.HF.3c</p> <p>Related: Standard HII.MEH.1, Standard HII.HD.8</p>
<p>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.</p>	<ul style="list-style-type: none"> • Vision board. • Developing a Growth Mindset with Carol Dweck. • Growth Mindset Lesson. 	<p>Locus of Control</p>	<p>Past: Standard HI.HF.3a & b</p> <p>Related: Standard HII.SAP.4 Standard HII.HD 4c, 8 & 9</p>
<p>Standard HII.HF.4c: Develop resilience by connecting to self, family, and community.</p>	<ul style="list-style-type: none"> • Students choose a song that helps them through difficult times and shares with class. 	<p>Building Resilience in Children</p>	<p>Past: Standard HI.HF.3</p> <p>Related: Standard HII.HD.8</p>

	<ul style="list-style-type: none"> • 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 showing their relationships and where they can go to increase their resiliency. • Create a personal portfolio or poster displaying life events that they have already experienced (challenges, successes, hardships, accomplishments). 		
<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>Conflict Spiral</p> <p>Conflict Cycle</p> <p>Conflict Resolution Skills</p> <p>Lessons for Conflict Resolution</p>	<p>Past: Standard HI.HF.4</p> <p>Related: Standard HII.SDP.3 Standard HII.SAP.1, Standard HII.HD.8b</p>

Strand 2: Mental and Emotional Health

Goal: Students will apply knowledge to reduce risk factors and enhance factors that promote positive mental and emotional health.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
<p>Standard HII.MEH.1: Apply stress management techniques to a personal stressor and evaluate their effectiveness.</p>	<ul style="list-style-type: none"> Students select a stress management prevention technique to practice all week and then share the effectiveness (e.g., Stress articles, CALM app, exercises, art therapy). Learning to Breathe. Stress buster research: Every day, have students record in their “stress buster log” a pre-score on the Anxiety Scale (1-5). Do a “stress buster” and have them record a post-score and write a few lines about why that stress buster may or may not have worked. Examples: walk, throwing paper airplanes, music, funny videos, coloring pages, meditation. Distinguish and examine individual stressors (eustress and distress). Botvin LST Lesson. 	<p>Stress Management</p>	<p>Past: Standard HI.MEH.1 Related: Standard HII.HF.4</p>
<p>Standard HII.MEH.2: Research current modes of technology and media use and how they impact mental and emotional health.</p>	<ul style="list-style-type: none"> Botvin LST Lesson. Social Media Lesson. PSA/pamphlet/posters: Effects of technology on mental and emotional health of self, peers, or family. Evaluate personal electronic use and analyze the impact on mental, emotional, and physical health (e.g., social interactions, sleep, anxiety, depression, poor eating habits, physical activity) and create a personal plan that promotes positive mental and emotional health. Creating a comparative list of reasons as to why you need social media vs things you’re missing out on while spending time on technology. Media/technology detox challenge for 1 week in the classroom with students and teachers. Reflect or discuss at the end of the week. 	<p>Social Media and Adolescents’ and Young Adults’ Mental Health</p> <p>Can flip phones end our social media addiction? Collin Kartchner TEDxSaltLakeCity</p>	<p>Past: Standard 6.MEH.3 Related: Standard HII.4a, Standard HII.SDP.3, Standard HII.SAP.2 Standard HII.N.3 Standard HII.HD.8d</p>
<p>Standard HII.MEH.3: Explore ways individuals, families, and communities can understand, accept, and reduce the stigma</p>	<ul style="list-style-type: none"> Talk about how mental health disorders are just like a broken arm or another physical disorder. Guided worksheet for <i>Front of the Class</i> movie (Allyce Jones). 	<p>9 Ways to Fight Mental Health Stigma</p>	<p>Past: Standard HI.MEH.2 Related: Standard HII.MEH.4 Standard HII.N.6</p>

<p>of individuals with mental health disorders.</p>	<ul style="list-style-type: none"> • Community school-based meetings discussing mental health awareness. Identifying the need to get help, and where to find it. • Develop a plan to change the stigma associated with mental disorders. • NAMI packet resources of common mental illness. • Create posters that have facts and helpful information like numbers and resources. Then, place posters around the classroom or school. • Mental Health Lesson Plans. • Stigma and Mental Health. 		
<p>Standard HII.MEH.4: Research school and community mental health resources and determine when professional health services may be required.</p>	<ul style="list-style-type: none"> • Research paper – tie to ELA standards. • Resource Health List- Have students write down the resources, create a poster, store numbers in phone, or download apps (e.g., Suicide Hotline, local crisis service, SafeUT). • Scenario cards with common mental health illnesses with instruction on how to facilitate getting the individual help. • QPR or ACT. • NUHOPE Guest Speaker. 	<p>Teen Mental Health</p>	<p>Past: Standard HI.MEH.2b Related: Standard HII.MEH.3 Standard HII.SDP.6, Standard HII.SAP.6, Standard.HII.HD.7</p>
<p>Standard HII.MEH.5: Research and demonstrate knowledge of risk factors and warning signs of suicide and know how to seek help when needed.</p>	<ul style="list-style-type: none"> • School counselor or guest speaker. • Warning signs and risk factors related to suicide through a presentation. • In the Mix: Suicide Prevention. • Students write a letter to a real or fictional friend they are worried are considering suicide. Students point out risk factors and warning signs they may have noticed and direct them to a resource where they could get help. 	<p>Youth Suicide Warning Signs How to Deal with Self-Harm Suicide Prevention Lifeline American Foundation for Suicide Prevention</p>	<p>Past: Standard HI.MEH.3 Related: Standard HII.HF.4a Standard HII.MEH.6 Standard HII.SAP.4</p>
<p>Standard HII.MEH.6: Use accurate information to formulate a health-enhancing message for mental health and suicide prevention.</p>	<ul style="list-style-type: none"> • School counselor or guest speaker. • Create PSA, graphic, posters, MEME, etc. to promote mental health. • Outline your body with chalk and write health enhancing messages in chalk outline. • Student presentations – research illnesses, treatments, & resources. • Brochure Activity. 	<p>Suicide Prevention Resource Center Teen Mental Health</p>	<p>Past: Standard HI.MEH.3 Related: Standard HII.MEH.5</p>

Strand 3: Safety and Disease Prevention

Goal: Students will apply practical knowledge and skills to develop lifelong behaviors for personal and community well-being.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
Standard HII.SDP.1: Demonstrate high-quality hands-on CPR, how to operate an AED, and appropriate first aid.	<ul style="list-style-type: none"> Hands on CPR – use USBE grant (contact Jodi.Parker@schools.utah.gov for more information). American Heart Association videos. Certified instructors as guest speakers. 	Resources for CPR First Aid Resources	Past: Standard HI.SDP.1 Related: Standard HII.SDP.2
Standard HII.SDP.2: Develop strategies for safety-related or emergency situations (for example, vehicle safety, recreation safety, firearm safety, seizure, stroke, cardiac event).	<ul style="list-style-type: none"> Create an emergency preparedness plan and things to put in a 72-hour kit. Break the students into groups, give each group an emergency situation to research, and create a poster or presentation teaching what to do in the situation (how to prepare, etc.). Examples: vehicle driver and passenger, CPR, first aid, stroke, naloxone, epinephrine auto-injector, pedestrian, recreation, physical activity, firearm safety. Create a safety poster. Provide a list to students with common emergency situations or places to practice safety. The poster should have a slogan, image, and 5-10 facts. Have students present in class. Zero Fatalities: Texting and Driving Destroys Lives. 	Zero Fatalities – Distracted Driving National Stroke Association CDC: Injury Prevention & Control	Past: Standard HI.SDP.2 Related: Standard HII.SDP.1
Standard HII.SDP.3: Practice responsible ways to communicate online, via text, or through other electronic means and how to respond to inappropriate contact or sexual advances online, via text, or through other electronic means.	<ul style="list-style-type: none"> Use “Remind” to practice ways to respond to inappropriate text as a class. Create scenarios or have students come up with scenarios they have been in where they have had inappropriate contact or content sent to them and discuss in groups how to respond appropriately after learning tips from NetSmartz website. Guest speaker, law enforcement, prosecutor, crime specialist, etc., to speak about what can be prosecuted when using electronics. Using Technology Respectfully and Responsibly lesson plan. 	Prevent Child Abuse Utah School Based Programs Net Safe Utah website Safe Online Surfing Videos on Online Safety Digital Citizenship Curriculum	Past: Standard HI.SDP.3 & 4 Related: Standard HII.HF.2 & 5 Standard HII.MEH.2, Standard HII.HD.8d
Standard HII.SDP.4: Assess the harmful effects of pornography and recognize that recovery is possible.	<ul style="list-style-type: none"> Fight the New Drug videos & Discussions. Panel discussion with counselors in the areas to help recognize how one site may lead to another and how media 	Harmful Effects of Pornography Sex Ed in the Digital Age	Past: Standard HI.SDP.5 Related: Standard HII.MEH.2

	uses it to promote pornography. Talk about recovery steps and process.	Fight the New Drug Davis HS video (23:08)	
Standard HII.SDP.5: Develop skills to determine the validity of current health resources, information and trends.	<ul style="list-style-type: none"> Present a project on current health trends. Using CDC websites and accessing other countries' health trends. Find valid websites for health resources and explain how to determine the validity (.org .gov .edu websites vs .com). Give valid (CDC, UDOH) and invalid (YouTube, WebMD) examples and have students identify the differences. 	Finding and Evaluating Online Resources Health Care Products & Services	Past: Standard HII.SDP.7 Related: Standard HII.HF.4a Standard HII.SAP.5 Standard HII.N.5 Standard HII.HD.4 & 6
Standard HII.SDP.6: Research preventive measures for chronic and infectious health conditions, and the physical, mental and emotional, social and economic effects on self and society.	<ul style="list-style-type: none"> Break the Chain of infection group work. Give students a list of diseases, have them classify the type of disease it is (virus, bacteria, fungi, etc.), mode of spread (direct, indirect, airborne), draw what the disease looks like under the microscope, sign and symptoms this disease causes, ways to treat it and rates in the US of the disease. Venn diagram of chronic, acute, & infectious diseases. Research project on specific disease (paper, brochure, presentation). Examine how family, genetics, culture, health history, and environment can affect personal health. 	Skin Cancer Prevention Diseases and Conditions Infection Disease CDC: Healthy Living menu Prevent Chronic Disease Diseases & Conditions Childhood Diabetes Prevention: Team Thrive	Past: Standard HI.SDP.6 Related: Standard HII.MEH.4 Standard HII.SDP.6a & 7 Standard HII.N.1 & 4 Standard HII.HD.4 & 6
Standard HII.SDP.6a: Research the efficacy of health screenings, immunizations, checkups, and other preventive examinations that are necessary to maintain overall health and wellness.	<ul style="list-style-type: none"> Explain common screenings and have students research the age and frequency of the screening. Examples: Breast cancer, cervical, testicular, colon, skin, prostate, diabetes, eyes, cholesterol, hearing, scoliosis, blood pressure, osteoporosis, thyroid, iron, EKG, etc. Screening schedule for women, Screening schedule for men. Socratic discussion about immunizations. Jigsaw: Health screenings. 	HCI Cancer Screening Skin Cancer Prevention Vaccines and Immunizations Immunizations Preventative Health Care	Past: Standard HI.SDP.6 & 7 Related: Standard HII.HD.6
Standard HII.SDP.6b: Demonstrate effective communication about health concerns with healthcare providers and other trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy).	<ul style="list-style-type: none"> Research paper or presentation to address how health choices and lifestyles affect outcomes (health screenings, immunizations, and preventive screenings can be used to improve health and lifestyle choices). Health Family History Hyperdoc. Invite a nurse or other healthcare provider to come in and talk about what is involved in routine doctor's visits. Facilitate effective communication with students. 	Talking to Your Doctor	Past: Standard HI.SDP.6 Related: Standard HII.SAP.6 Standard HII.HD.6 & 7

<p>Standard HII.SDP.7: Analyze and describe the relationships among healthy eating, physical activity, and chronic diseases (for example, heart disease, cancer, type-2 diabetes, hypertension, osteoporosis).</p>	<ul style="list-style-type: none"> • Stations with each disease explaining the cause and prevention and then they write down how they personally can change to prevent the disease. • Family Health Risk Interview • List risk factors for chronic diseases such as heart disease, cancer, and type-2 diabetes. Small changes can make a difference. Examples include eating less processed food, increasing fiber intake, and building activity into your daily routine. • Create a Venn diagram of the health triangle and list behaviors as negative, positive, or both and how they impact the areas of the health triangle. 	<p>Physical Activity Prevents Chronic Disease</p> <p>Nutrition and Health</p>	<p>Past: Standard HI.SDP.6</p> <p>Related: Standard HII.SDP.6 Standard HII.N.4</p>
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Strand 4: Substance Abuse Prevention

Goal: Students will evaluate decisions and influences about substance use. Students will also learn to speak with health care providers, research legal consequences, and analyze facts and resources for substance abuse.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
Standard HII.SAP.1: Explore risk and protective factors for making healthy decisions about substance use.	<ul style="list-style-type: none"> • Botvin LST Lesson. • Separate into groups to list risk factors of substance abuse. • Discuss protective factors, and other measures to support a substance-free lifestyle. • Discuss how increased independence adds to individual responsibility. • Construct methods to resist negative peer pressure and positively influence others to make healthy choices. • Develop a plan with positive alternatives to substance use when experiencing stress, adversity or peer pressure. 	Risk and Protective Factors CDC: Protective Factors Adverse Childhood Experiences (ACES)	Past: Standard HI.SAP.1 Related: Standard HII.HF.1, 3, 4 & 5
Standard HII.SAP.2: Evaluate media and marketing tactics used to promote alcohol, tobacco, nicotine, and other drug products.	<ul style="list-style-type: none"> • Botvin LST Lesson. • Compare and contrast media ads, identify target audience. • Create ad (video, poster, song) showing the truth about the substances or anti-drug campaign. 	Parents Empowered Alcohol Advertising Beyond Advertising	Past: Standard HI.SAP.2 Related: Standard.MEH.2 Standard HII.N.3 & 5
Standard HII.SAP.3: Discuss how substance use alters brain development and function and research the link between genetics and addiction.	<ul style="list-style-type: none"> • Discuss neurotransmission and how addiction occurs. • Guided worksheet. • Epigenetics and drugs role in passing of traits. Teach students how receptors in the brain work and how the receptors change with the use of drugs. • Use the Utah Department of Health resource and CDC website for current info to use in the classroom discussion. • Mouse Party. • Analyze the impact alcohol, nicotine and other drugs have on the developing teen brain. 	Drug Use and the Brain Alcohol and Public Health Smoking and Tobacco Use Risks of E-Cigarettes Genes and Addiction The Science of Addiction Drugs and the Brain	Past: Standard HI.SAP.4 Related: Standard HII.HD.1 & 9b
Standard HII.SAP.4: Evaluate the physical, mental, emotional, social, legal, and financial impacts of the use	<ul style="list-style-type: none"> • Have the students work in groups, where each group will choose a different category of substances and create presentations or posters that address each of these consequences. 	The Facts on E-Cigarette Use Know the Risks E-Cigarette	Past: Standard HI.SAP.4 Related: Standard.HII.HF.3 Standard HII.HF.4b Standard HII.MEH.5

<p>or abuse of alcohol, tobacco, nicotine and other drugs on self, families, and communities.</p>	<ul style="list-style-type: none"> • Have the students as individuals, or in groups of 2, choose a type of drug to write a song about the drug and its effects. • Identify environments with higher risks of smoking, drinking and substance abuse. • Assign groups to break down the cost of alcohol, tobacco, vaping, etc. to the cost per day, week, month, year, 5 years, and 15 years. What else could someone do with that money? 	<p>Social Consequences of Using Drugs</p> <p>Drug Addiction & Legal Consequences</p> <p>Financial Toll of Addiction</p> <p>Drug Use and the Brain</p> <p>Know the Risks</p>	<p>Standard HII.HD.9b</p>
<p>Standard HII.SAP.4a: Explain driving under the influence (DUI) and not-a-drop laws.</p>	<ul style="list-style-type: none"> • Show short video clips of vehicle crashes that happen while under the influence. Explain there are many people affected due to the poor choices of the driver. Discuss the not a drop law and the consequences of being in the age category for the not a drop law. 	<p>Impaired Driving</p> <p>Parents Empowered</p> <p>Utah Dept of Public Safety</p>	<p>Past: Standard HI.SAP.4</p>
<p>Standard HII.SAP.4b: Research the legal consequences of driving under the influence of alcohol and other substances.</p>	<ul style="list-style-type: none"> • Invite drug task force officer or other officer to talk about the law and consequences of driving under the influence. • Guided online research of Utah laws and prosecution of DUI. 	<p>Zero Fatalities: Impaired Driving</p> <p>Parents Empowered</p> <p>Hard Facts</p>	<p>Past: Standard HI.SAP.4</p>
<p>Standard HII.SAP.5: Identify community resources available to support individuals impacted by substance abuse and addiction, recognizing that recovery from addiction is possible.</p>	<ul style="list-style-type: none"> • Using the jigsaw model, have certain groups of students’ research resources in the community, and share their findings with the other students. • Lead a discussion that identifies community programs that deal with substance abuse and addiction. Have students become aware of hot lines and other resources that are available to them for assistance. 	<p>Utah Division of Substance Abuse and Mental Health</p> <p>UNI Hospital Inpatient Treatment</p> <p>Addiction Center</p>	<p>Past: Standard HI.SAP.5</p> <p>Related: Standard HII.SDP.5</p>
<p>Standard HII.SAP.6: Demonstrate how to talk with a health care provider about prescription options, effectiveness, side effects, and interactions of medications.</p>	<ul style="list-style-type: none"> • Role play a patient speaking with their healthcare provider about options for non-addictive painkillers, other medications, and complete mock patient history forms. • List guidelines for proper disposal of medication. • Research prescriptions and write about the effectiveness, side effects, and interactions of the medication. Explain how and where to look up drug information. 	<p>National Consumer League</p>	<p>Past: Standard HI.SAP.3</p> <p>Related: Standard HII.MEH.4 Standard HII.SDP.6b</p>

Additional Resource:

[National Institute of Drug Abuse](#) (latest science—based information about health effects and consequences of drug use and addiction resources).

[Red Ribbon Week Toolkit](#)

[Naloxone Training: Bystander Intervention](#)

Strand 5: Nutrition

Goal: Students will develop lifelong strategies for healthy eating, body image, and understanding the food environment around them by locating and using accurate evidence-based nutrition information.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
<p>Standard HII.N.1: Use accurate nutrition information and current research-based guidelines to describe the importance of drinking water and eating a variety of nutrient dense foods to balance nutritional needs in a variety of settings.</p>	<ul style="list-style-type: none"> • Nutritionist guest speaker. • Play a nutrient game where teams try and match nutrients to their function. • Have students create a meal plan that includes adequate serving sizes and nutrients. • Food journal/log and evaluate at end of period to determine areas of deficiency, strength, or excess. Reflect on results. • Explain food labeling and advertising terminology related to marketing and how it affects consumer choices. 	<p>Additional Resources for Nutrition</p> <p>Teens Health – Food & Fitness</p> <p>Vitamin and Mineral Chart</p> <p>Water & Nutrition</p>	<p>Past: Standard HI.N.1</p> <p>Related: Standard HII.SDP.5 Standard HII.N.2</p>
<p>Standard HII.N.2: Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner.</p>	<ul style="list-style-type: none"> • Divide in groups practice using an app researching nutrients and calories (for example, MyFitnessPal). • Each student will determine their Basal Metabolic Rate (BMR) and body weight. Create an individual plan to meet personal needs. • Compare and contrast various measures for determining healthy body weight. 	<p>Calorie Lesson</p> <p>Finding Balance</p>	<p>Past: Standard HI.N.2</p> <p>Related: Standard HII.N.1</p>
<p>Standard HII.N.3: Describe how family, peers, media, and day-to-day activities influence food choices.</p>	<ul style="list-style-type: none"> • Identify the positive and negative trends on social media, television, print ads, etc. and what people are doing to meet those. • Get into groups and have students discuss/compare eating habits while growing up. How has it influenced your current habits? • Journal food and activity and include what emotions or other influences may have led to food choices. • Chart to determine various influence for nutritional choices • Read and discuss “How Social Media Can Impact Your Eating Habits”. 	<p>The Factors that Influence Our Food Choices</p>	<p>Past: Standard HI.N.3</p> <p>Related: Standard HII.HF.2 Standard HII.MEH.2 Standard HII.SAP.2</p>
<p>Standard HII.N.4: Develop lifelong strategies for maintaining nutrition and physical activity behaviors</p>	<ul style="list-style-type: none"> • Have students create a short-term and a long-term fitness and nutrition plan so that they can recognize what they can do now to start and how to continue throughout their lives. 	<p>Changing Your Habits for Better Health</p> <p>Healthy Weight</p>	<p>Past: Standard HI.N.2</p> <p>Related: Standard HII.HF.1 Standard HII.SAP.2</p>

<p>that improve mental, physical, and social health.</p>	<ul style="list-style-type: none"> • Use goal setting strategy to create a plan for a life-long nutrition program. Have students create a plan for each side of the health triangle. • HAES (healthy at every size) philosophy, show media imaging and break into groups and talk about how we should discuss body imaging. 		
<p>Standard HII.N.5: Assess the accuracy and validity of claims about health information, dietary supplements, products, and services.</p>	<ul style="list-style-type: none"> • Create a visual representation that shows how much caffeine and/or other harmful substances are in different energy drinks, dietary supplements, etc. • Have students find what they believe is a fad diet or supplement and breakdown it's validity. • Fad Diet jigsaw - students read credible articles about various diets and supplements, evaluate the credibility and/or teach classmates. 	<p>Dietary Supplements: What You Need to Know</p> <p>Tips for Dietary Supplement Users</p> <p>Herbs and Supplements at a Glance</p>	<p>Past: Standard HI.N.3 Related: Standard HII.SDP.5 Standard HII.SAP.2</p>
<p>Standard HII.N.6: Explain the effects of disordered eating and eating disorders on healthy growth and development.</p>	<ul style="list-style-type: none"> • Students will create google slide presentation demonstrating the dangers of disordered eating and eating disorders. • Guest speaker or read stories of people with eating disorders. Follow up with questions on the stigma. • Research the negative effects eating disorders and disordered eating have on growth and development. 	<p>What is Disordered Eating</p> <p>Consequences of Eating Disorders</p> <p>Eating Disorders</p> <p>Resources for Eating Disorders</p>	<p>Past: Standard HI.N.4 & 5 Related: Standard HII.MEH.3 & 4</p>
<p>Standard HII.N.7: Assess the relationship between food and culture. Compare and contrast the differences in the dietary guidelines, food choices, and eating habits around the world.</p>	<ul style="list-style-type: none"> • Compare and contrast food models from different countries. • Build a trifold project to demonstrate knowledge of the diet in a country and how it is influenced by culture. Students will include the country's food guidelines in their project. Then students walk around and compare and contrast other presentations. • Top Chef - plan, shop, prepare, serve, clean, and reflect. Each student completes the activity at home with their family (or school food lab in groups if available) and then report in class using media of choice as evidence that the assignment was complete. • Cultural Relevancy in the Cafeteria. • Discuss ways to be an advocate for enhanced nutritional options in the school and community (e.g., healthy options in vending machines, checkout lines, school meals, rewards). 	<p>USDA: Dietary Guidelines from Around the World</p> <p>Cultural Considerations in Food Preparation</p> <p>Food and Culture</p> <p>Teaching Tolerance</p> <p>What the World Eats</p> <p>What the World Eats - photos</p> <p>Hungry Planet</p>	<p>Past: Standard 6.N.5</p>

Additional Resources: [Utah Agriculture in the Classroom](#)

Strand 6: Human Development

Goal: Students will understand reproductive anatomy and physiology, pregnancy, disease prevention, healthy relationships, and refusal skills. Utah Code requires parental notification for instruction on child sexual abuse prevention and parental consent for instruction on sex education. Instruction shall stress the benefit of abstinence before marriage and fidelity after marriage.

State Health Education Web page with Parental Consent Form and required Law & Policy training: [Click Here](#)

*All standards in this strand require parental consent

*All curriculum, materials, media, and guest speakers need to be approved through local committee

*See Utah Code [53G-10-402](#) or contact Jodi Parker for more information or training: jodi.parker@schools.utah.gov

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
Standard HII.HD.1: Analyze how brain development has an impact on cognitive, social, and emotional changes of adolescence and early adulthood.	<ul style="list-style-type: none"> Have the students research various milestones of development. At what age are certain reflexes in effect? When is the optimal age for kids to begin to learn to read or play an instrument? Use a picture of the brain lobes and discuss what each lobe is responsible for and the length of time needed to develop each lobe. Watch the video on brain development and in groups reflect critically on how development impacts cognitive, social and emotional changes. 	<p>Proctor and Gamble Growing #likeagirl Health and Wellness Program</p> <p>Maturation of the Adolescent Brain</p> <p>Teen Brain</p>	<p>Past: Standard HI.HD.1</p> <p>Related: Standard HII.HF.3</p> <p>Standard HII.SAP.3</p>
Standard HII.HD.2: Define and describe the mental, emotional, physical, and social health benefits of sexual abstinence.	<ul style="list-style-type: none"> Create a poster promoting abstinence and list 5 benefits of maintaining abstinence. Create abstinence slogan. Worksheet that identifies possible risks affiliated with sexual activity and how to eliminate those risks through abstinence. Journal: Explain how abstinence from sexual activity at this time in your life can reduce stress (use abstinence definition provided by the Utah State Board of Education). Communicating About a Sensitive Topic lesson plan. Liking and Loving. 	<p>How Casual Sex Can Affect Our Mental Health</p> <p>Advantages of Abstinence</p>	<p>Past: Standard HI.HD.3</p> <p>Related:</p> <p>Standard HII.HF.3 & 4</p>
Standard HII.HD.3: Explain the process of conception, fetal development and birth, practices for a healthy pregnancy, pregnancy prevention, and parenting responsibilities.	<ul style="list-style-type: none"> Responsibility chart to show how much a child costs and how difficult raising children can be. Short video on process of fetal development (must be approved). Give groups of 3-4 students butcher paper (or foldable). On this paper have them divide the paper into 9 months. For each month of development have them draw a picture of what 	<p>9 Months That Made You</p> <p>Pregnancy: Ovulation, Conception & Getting Pregnant</p> <p>Fetal Development: Stages of Growth</p>	<p>Past: Standard HI.HD.4</p>

	<p>the fetus looks like and development that is happening at that stage. On the back, write things parents should do to ensure the healthiest pregnancy possible.</p> <ul style="list-style-type: none"> • Use videos to show the whole process “Life before birth, in the womb.” Free YouTube video (must be approved). • Identify prenatal practices that can contribute to a healthy pregnancy (e.g., planning, prenatal care, nutrition, physical activity; abstinence from alcohol, nicotine, drugs). 	Staying Healthy During Pregnancy	
Standard HII.HD.3a: Evaluate the effectiveness of various contraceptives as methods of preventing pregnancy, stressing abstinence.	<ul style="list-style-type: none"> • PowerPoint with contraceptive methods or devices, effective rates, limitations, risks, and information about state law applicable to minors obtaining (combine with HD 4a and 4b). • Have students in groups, where each group will be given a description of a type of contraception, such as the effectiveness, cost, etc. The different methods will be scattered throughout the room, and each group must go find which method their description aligns with. 	<p>Contraceptive Presentation- -Contact Elizabeth Gerke, Utah Department of Health (egerke@utah.gov or 801-273-2870) *Must be approved with district or charter board</p> <p>Birth Control Choices</p>	Past: Standard HI.HD.4b Related: Standard HII.HD.4b
Standard HII.HD.3b: Identify adoption as an option for unintended pregnancy and discuss the Newborn Safe Haven Law.	<ul style="list-style-type: none"> • Safe Haven PPT. • Talk about possibilities of adoption and how many people are unable to have children of their own. • Invite someone to speak with the class about their experience with giving up their child for adoption or a child that was adopted. 	<p>Luisa Hansen, Utah Department of Health, Safe Haven Specialist (lfhansen@utah.gov or 801-538-6924)</p> <p>Adoption Options</p>	Past: Standard HI.HD.4c
Standard HII.HD.4: Identify practices for prevention of common sexually transmitted diseases or infections (STD/STI).	<ul style="list-style-type: none"> • Unit Project Sample. • PowerPoint with contraceptive methods or devices, effective rates, limitations, risks, and information about state law applicable to minors obtaining. • School nurse presentation. • UDOH guest speaker. • Recognize symptoms, including absence of symptoms, modes of transmission, importance of early detection, testing and treatment of common STD/STI including HIV/AIDS. 	<p>Contraceptive Presentation- -Contact Elizabeth Gerke, Utah Department of Health (egerke@utah.gov or 801-273-2870)</p> <p>Birth Control Choices</p>	Past: Standard HI.HD.6 Related: Standard HII.SDP.6
Standard HII.HD.4a: Evaluate the effectiveness of risk-avoiding behaviors, stressing abstinence, as methods of preventing STD/STI including HIV/AIDS.	<ul style="list-style-type: none"> • PowerPoint with contraceptive methods or devices, effective rates, limitations, risks, and information about state law applicable to minors obtaining (Combine with HD 3a & 4b). 	Sexual Risk-Avoidance Education	Past: Standard HI.HD.6a Related: Standard HII.HD.2

<p>Standard HII.HD.4b: Evaluate the effectiveness of risk-reducing behaviors, including condoms, as methods of preventing STD/STI including HIV/AIDS.</p>	<ul style="list-style-type: none"> • PowerPoint with contraceptive methods or devices, effective rates, limitations, risks, and information about state law applicable to minors obtaining (Combine with HD 3a & 4a). 	<p>STD Prevention Utah AIDS Foundation</p>	<p>Past: Standard HI.HD.6b Related: Standard HII.HD.3a</p>
<p>Standard HII.HD.4c: Analyze the impact of STD/STI on self and others (for example, physical, social, emotional, financial), including responsibility for testing and informing partners.</p>	<ul style="list-style-type: none"> • How STD’s could affect your life and your future spouse? • Research various STD/STIs, the treatments recommended, how often they need to get screened and the associated costs involved. • Effects of STD/STI for each area of health (physical, social, mental/emotional). • Explain how to access local STD/STI, including HIV/AIDS, testing and treatment services. 	<p>Talking to Partner About STD Testing Impact of STD’s</p>	<p>Related: Standard HII.HF.4b</p>
<p>Standard HII.HD.5: Explain the importance of understanding the healthy and unhealthy function of reproductive anatomy.</p>	<ul style="list-style-type: none"> • List the healthy function (what is normal) compared to unhealthy function (what is not normal) of different parts of reproductive anatomy (e.g., discharge, soreness, growth, hair, odor). Discuss when medical treatment may be necessary. • Research, identify, and list symptoms of an unhealthy reproductive system. List symptoms on paper for a “snowball activity.” Discuss what symptoms could be indicating. 	<p>TeensHealth: Everything You Wanted to Know About Puberty</p>	<p>Past: Standard HI.HD.2</p>
<p>Standard HII.HD.6: Discuss risk reduction, prevention and early detection methods for common reproductive conditions and diseases, including cancers, and when it may be necessary to seek medical care.</p>	<ul style="list-style-type: none"> • Review common reproductive conditions (examples: cancer, infertility, endometriosis, PMS, vaginitis, dysmenorrhea, jock itch, UTI, PCOS, yeast infection, amenorrhea, testicular torsion, hernia) through guided discussion, presentation, or guest speaker. • Note: Breast self-exams are no longer recommended as research has not shown a clear benefit. Testicular exams are advised by the American Cancer Society. • Cancers worth discussing include prostate, testicular, ovarian, uterine, cervical, breast. 	<p>Huntsman Cancer Institute Cancer Screening Guidelines CDC: Common Reproductive Health Concerns for Women Male Reproductive System Reduce Your Risk of Gynecologic Cancer</p>	<p>Past: Standard HI.HD.5 Related: Standard HII.SDP.6a & b</p>
<p>Standard HII.HD.7: Identify accurate and credible resources for sexual health, development, and relationships, and identify who and where to turn to for</p>	<ul style="list-style-type: none"> • Compare and contrast: credible vs. non credible sources. • Venn diagram of resources for sexual health. Include people, places, and online resources. Provide list of local community and school resources. 	<p>Website Evaluation Tool Adolescent Sexual Health</p>	<p>Past: Standard HI.HD.7 Related: Standard HII.MEH.4 Standard HII.SDP.5 & 6</p>

<p>help (for example, parent, clergy, relative, health care provider, teacher, counselor).</p>			
<p>Standard HII.HD.8: Recognize characteristics of healthy relationships, the impact a relationship has on wellness, practice skills to build healthy relationships, and emphasize the responsibility within families and communities to support healthy relationships.</p>	<ul style="list-style-type: none"> • Students get in groups of 2-4 and in the group have them create a poster with 10 rules of healthy dating and 10 rules of healthy long-term relationships. Make sure to set ground rules that everyone has their right to opinion and differences, all types of dating and relationships are good and that some might choose not to date or be in a relationship and that's okay. • Students free write about a couple they feel has a healthy relationship, have them write characteristics they possess. Then write about a couple they feel has an unhealthy relationship and have them write what is bad about it. Make sure during this activity no real names are used. • Have students brainstorm and write down the key characteristics of a healthy relationship, ways to improve relationships, and what impact healthy relationships play within a community. • Place characteristics all around the room about boundary behaviors. Have students place a red/yellow/green flag on the activities. Discuss. • Botvin LST Lesson. 	<p>Prevent Child Abuse Utah School Based Programs</p> <p>Healthy Relationships: Smart Dating</p> <p>Healthy Relationships</p> <p>Building a Healthy Relationship</p> <p>Healthy Relationship Toolkit</p>	<p>Past: Standard HI.HD.8 Related: Standard HII.HF.1 & 4 Standard HII.HD.8 a-e</p>
<p>Standard HII.HD.8a: Recognize and respect differences in attraction.</p>	<ul style="list-style-type: none"> • Have students draw (appropriately) and describe their ideal partner. Physical and emotional characteristics. Have a class discussion on differences. Also talk about how this doesn't have to be romantic attraction, but also people who you choose as friends, etc. • Ask students to share personality characteristics and physical characteristics they are attracted to, write them on the board. Once it is written on the board discuss with the students that we all have different things we are attracted to and that differences are a positive thing. • What are the things you are looking for in a healthy relationship? What qualities/attributes/attraction that you are looking for in a friend, teacher, employer, or romantic relationship. Individual assignment, paper, or questionnaire. • Letter to future partner. • What is Love Anyway? lesson plan. 	<p>The Gingerbread Person</p> <p>What do you say to "That's so gay" and other anti-LGBTQ comments</p> <p>Teaching Tolerance</p> <p>Rights, Respect, Responsibility Teachers Guide</p> <p>Sexual and Gender Diversity</p>	

	<ul style="list-style-type: none"> • I Am Who I Am lesson plan. • Orientation, Behavior, and Identity. 		
<p>Standard HII.HD.8b: Discuss and understand refusal skills, personal boundaries, and affirmative consent as they apply to situations involving pressure to be sexually active and identify strategies that support the decision to abstain from sexual behavior.</p>	<ul style="list-style-type: none"> • Review and discuss refusal skills (review state law definition in resource guide). They will discuss how they are in control of their bodies and need to set healthy boundaries. They will also review the reasons why they should abstain from sexual behavior. • Three Handshakes Activity. • Tea Consent video: discuss affirmative consent in many contexts, including but not limited to sex. • Understanding boundaries lesson plan. • My Boundaries lesson plan. • Analyze how friends, family, media, society and culture influence attitudes and decisions about sexual behaviors and relationships. 	<p>Break the Cycle</p> <p>Teach Consent PDF</p> <p>Teaching Affirmative Consent</p> <p>Teaching Children about Affirmative Consent</p>	<p>Past: Standard HI.HD.8b</p> <p>Related: Standard HII.HF.1, 2, & 5</p>
<p>Standard HII.HD.8c: Discuss the reasons why refusal skills and affirmative consent are necessary to show respect for the boundaries of self and others as they relate to healthy relationships, marriage, intimacy, and sexual behavior.</p>	<ul style="list-style-type: none"> • Discuss with the class what respect within healthy relationships, marriage, intimacy, and sexual behavior looks like. Continue discussing why refusal skills and affirmative consent are important within those relationships and how respect can be broken if refusal skills are not listened to. • Healthy Relationships. 	<p>Teach Consent PDF</p> <p>Teaching Affirmative Consent</p> <p>Teaching Children about Affirmative Consent</p> <p>What Consent Looks Like</p>	<p>Past: Standard HI.HD.8c</p> <p>Related: Standard HII.HF.2</p>
<p>Standard HII.HD.8d: Evaluate the potentially positive and negative impacts of technology and social media in relationships and strategies to use technology and social media safely emphasizing the value of face-to-face communication.</p>	<ul style="list-style-type: none"> • Practice communicating via technology and using face-to-face. The students will then compare and contrast using technology vs. face-to-face. • Create a no social media challenge for 24 hours. Have students report the pros/cons of social media. • Discuss safe online relationships and rules to follow for online profiles (now and in future). • Talking Without Speaking lesson plan. • Describe strategies to use technology and social media safely, legally and respectfully, including understanding the risks of online relationships, sexting, pornography, and sexual harassment. 	<p>Prevent Child Abuse Utah School Based Programs</p> <p>Online Dating: Get Safe Online</p> <p>Technology and Relationships</p>	<p>Past: Standard HI.HD.8a</p> <p>Related: Standard HII.MEH.2 Standard HII.SDP.3</p>
<p>Standard HII.HD.8e: Discuss the risks of indiscriminate</p>	<ul style="list-style-type: none"> • The students will list common STD/STIs and how an increased number of partners increase their risk of contracting the disease (percentage basis). 		

sexual behavior on overall health.	<ul style="list-style-type: none"> • Discuss or journal how having multiple relationships can impact mental, physical, and social health. 		
<p>Standard HII.HD.9: Discuss harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.</p>	<ul style="list-style-type: none"> • Discuss and talk about how you have the right to you and that no means no, and if someone pushes beyond that they can be charged legally for those actions. Provide students with resources and local locations where they can go to get help or support if the student has been involved in harassment, abuse, discrimination, and relationship. • Paper assignment: what does harassment look like, what qualities do you think are harassing or controlling. How would you report this and to whom would you report? • Guest speaker from Prevent Child Abuse Utah. • Discuss relationship violence including sexual violence (e.g., prevention strategies, seeking counseling, prevalence, bystander intervention strategies, reporting, seeking medical attention, other community resources). • Recognize sexual harassment and sexual abuse behaviors and discuss methods of stopping, reporting, and seeking help. 	<p>Intimate Partner Violence</p> <p>The National Domestic Violence Hotline</p>	<p>Past: Standard HI.HD.9</p> <p>Related: Standard HII.HF.1 & 4 Standard HII.HD.9a-f</p>
<p>Standard HII.HD.9a: Recognize and minimize exposure to potentially dangerous situations.</p>	<ul style="list-style-type: none"> • The students will think-pair-share potential risky situations and how to minimize risk. After making their lists they will share them with the class to create a comprehensive list. • Students can give situations that they think are dangerous and have a class discussion about those situations and try to discuss solutions. Students will find current dangerous situations in the world today and discuss their findings in small groups. 		<p>Past: Standard HI.HD.9</p>
<p>Standard HII.HD.9b: Analyze factors, including alcohol and other substances, that can affect the ability to effectively refuse or consent to sexual activity or perceive the refusal of others.</p>	<ul style="list-style-type: none"> • Teach the law associated to consent under the influence. • Tea Consent video: discuss affirmative consent in many contexts, including but not limited to sex. • Drunk girl gets sexually assaulted video. It shows kids partying, girl passes out, and it is implied clearly that she is about to be assaulted. Unsettling, but not explicit. 	<p>Sex, Drugs & Alcohol</p> <p>Above the Influence</p>	<p>Past: Standard HI.HD.9c</p> <p>Related: Standard HII.SAP.3 & 4</p>
<p>Standard HII.HD.9c: Discuss unhealthy behaviors and violence in dating and other personal relationships.</p>	<ul style="list-style-type: none"> • Watch (google video)/read Tragic Tale of Teen Dating Violence and have students look for the warning signs of an abusive relationship. • Is It Abuse If...? 	<p>Break the Cycle website</p> <p>Healthy Relationship Toolkit</p>	<p>Past: Standard HI.HD.9</p>

	<ul style="list-style-type: none"> Discuss effective strategies to avoid or end an unhealthy relationship. 		
<p>Standard HII.HD.9d: Explain why a person who has been raped or sexually assaulted is not at fault.</p>	<ul style="list-style-type: none"> Elizabeth Smart Overcoming Trauma. Discuss why the victim is never at fault and why reporting the crime is important. Create PSA, read and reflect on news stories. 	<p>Rape Recovery Center</p> <p>Was it My Fault?</p> <p>It's Never Your Fault</p>	<p>Past: Standard HI.HD.9b</p>
<p>Standard HII.HD.9e: Describe the potential legal and emotional impacts in a relationship when there are power differences such as age, status, or position.</p>	<ul style="list-style-type: none"> Discuss how being in a position of power (age, status, or position) is a factor when it comes to interaction between teachers, students, or colleagues. Explain statutory rape – possible guest speaker. Define examples of power differences and how that power can be used to be abusive; articles or stories detailing real life examples of what this looks like; doesn't have to just be sexual (can be emotional manipulation, etc.) and how that power can be used to draw someone in and control them. 		<p>Past: Standard HII.HD.9d</p>
<p>Standard HII.HD.9f: Investigate methods of reporting, seeking help, and stopping sexual harassment and sexual abuse.</p>	<ul style="list-style-type: none"> Have students locate a DCFS rep in their area from the DCFS website. Safe Harbor, counselor, police officer, etc. as guest speaker. Have students create an information pamphlet for themselves about each of these ideas: resources, who they can talk to, how to report, good data tracking methods, different ways to say no, etc. 	<p>Prevent Child Abuse Utah</p> <p>South Valley Services</p> <p>Bikers Against Child Abuse</p> <p>Rape Recovery Center</p> <p>Stopping Sexual Harassment</p> <p>National Sexual Assault Hotline</p>	<p>Past: Standard HI.HD.9a</p>