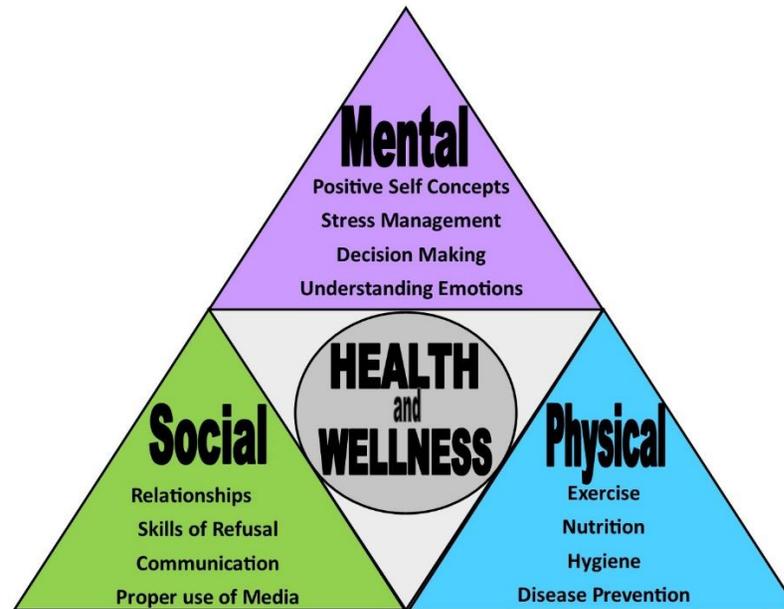


Fourth Grade

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

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



Strand 1: Health Foundations and Protective Factors of Healthy Self

Goal: Students will develop and practice basic skills for goal-setting, decision-making, and healthy relationships.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
Standard 4.HF.1: Set a specific and measurable short-term goal and track the progress.	<ul style="list-style-type: none">• Make a list of improvements students can make and discuss how to turn these into goals.• Complete a goal template and display around the room. Students can update them each day to track progress.	Goal Setting in Elementary School The Children’s Center: SMART Goals	Past: Standard 3.HF.1 Related: Standard 4.SAP.1 Future: Standard 5.HF.1
Standard 4.HF.2: Describe how choices can have positive and negative consequences and give examples of how a person’s decisions can be positively or negatively influenced by others, including peers.	<ul style="list-style-type: none">• Stop and Think Activity: Positive and Negative Consequences.		Past: Standard 3.HF.5 Related: Standard 4.SAP.1 Future: Standard 5.HF.2
Standard 4.HF.3: Recognize and accept that reasonable people can have differing opinions.	<ul style="list-style-type: none">• Being Clear With Your Friends.		Past: Standard 3.HF.2 Related: Standard 4.MEH.3 Future: Standard 6.HF.4
Standard 4.HF.4: Distinguish between healthy and unhealthy relationships.	<ul style="list-style-type: none">• Figuring Out Friendships.	Healthy Relationships Healthy vs. Unhealthy Relationships	Past: Standard 3.HF.4 Related: Standard 4.MEH.2 Related: Standard 4.HD.3 Future: Standard 6.HF.5

Strand 2: Mental and Emotional Health

Goal: Students will identify and practice strategies that promote positive mental and emotional health.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
Standard 4.MEH.1: Identify healthy ways to manage and reduce stress (for example, exercise, hobbies, mindfulness, time management, organization).	<ul style="list-style-type: none">List activities each student likes to do that makes them feel better.Practice a variety of stress management activities during the week as 5-minute brain breaks (e.g., relaxation exercise, breathing, music, chair stretching).	Kids Health: Stress Stress Lessons Toolkit Coping Skills for Kids	Past: Standard 3.MEH.2 Related: Standard 4.SAP.2 Future: Standard 5.MEH.1
Standard 4.MEH.2: Practice strategies to manage inappropriate or harmful comments and behaviors from others.	<ul style="list-style-type: none">Words That Hurt and Words That HealRespect Popcorn Party.	Helping Kids Deal with Friends Who Are Mean	Past: Standard 2.MEH.2 Related: Standard 4.HF.4 Future: Standard 5.MEH.2
Standard 4.MEH.3: Define empathy and practice demonstrating empathy with peers.	<ul style="list-style-type: none">Read stories as a class that demonstrate empathy (tie to literacy standards).Students write a short story that uses empathy (tie to literacy standards).	Empathy	Past: Standard 3.HF.3 Related: Standard 4.HF.3 Related: Standard 4.SDP.5 Future: Standard 5.MEH.3
Standard 4.MEH.4: Identify ways to support self and others struggling with mental and emotional health and recognize when to seek help.	<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.Guided discussion on ways to support others and list who can be a support when needed (e.g., parent, teacher, counselor).	NAMI: How to Support A Loved One's Mental Health	Past: Standard 3.HF.3 Future: Standard 5.MEH.3

Strand 3: Safety and Disease Prevention

Goal: Students will apply information and develop personal plans to take responsibility for personal safety and disease prevention.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
Standard 4.SDP.1: Describe how immediate response increases a victim's chance for survival and demonstrate the proper use of basic first aid in a variety of situations.	<ul style="list-style-type: none"> • Guest speaker: school nurse, resource officer, EMT. • Read a first aid book for kids as a class and discuss real-life scenarios. 	First Aid Saves Lives American Heart Association Guidelines	Related: Standard 4.SDP.2 & 3 Future: Standard 5.SDP.1
Standard 4.SDP.2: Develop a personal safety plan to follow in case of emergency, which may include fire, earthquake, lock down, lock out, evacuate, and shelter in place for school, home, and community settings.	<ul style="list-style-type: none"> • Create a magnet or paper to give to families with emergency contacts. Talk about why and how to call 911 or adult. • Go over school procedures for emergency situations and discuss how this may change in different locations (e.g., park, movie theater, grocery store). 	Child Safety	Past: Standard 3.SDP.1 Related: Standard 4.MEH.1 Related: Standard 4.SDP.1 & 3 Future: Standard 5.SDP.1
Standard 4.SDP.3: Identify and practice ways to prevent common childhood injuries.	<ul style="list-style-type: none"> • Activity Cards showing safe behaviors (e.g., using a helmet while riding bike, water safety, sun safety, safety around strangers, carrying sharp objects, safety around animals, plants, foods). 	Child Safety National Action Plan for Child Injury Prevention	Past: Standard 3.SDP.2 Related: Standard 4.SDP.1 & 2 Future: Standard 5.SDP.2
Standard 4.SDP.4: Discuss use and misuse of current technology and develop a personal safety plan for technology use.	<ul style="list-style-type: none"> • NetSmartz lessons and videos. • Develop a personalized technology safety plan including time limits, social media, talking to strangers, and photos. Involve parents if possible. 	NetSmartz Safe Online Surfing Prevent Child Abuse Utah Digital Citizenship Curriculum	Past: Standard 3.SDP.3 Related: Standard 4.SAP.3 Future: Standard 5.SDP.3
Standard 4.SDP.5: Explain facts about common chronic health conditions (for example, asthma, diabetes, allergies, anaphylaxis, seizures) and discuss empathy towards individuals living with these conditions.	<ul style="list-style-type: none"> • Create brochures on common chronic health conditions. Stress importance that these are not contagious. • Guest speakers to talk about living with chronic health conditions and how important it is to be treated with empathy. 	Kids Health: Disease Teaching Children About Asthma CDC: Chronic Disease	Past: Standard 2.SDP.3 Related: Standard 4.MEH.3 Future: Standard 5.SDP.4
Standard 4.SDP.6: Describe procedures to follow when encountering another person's blood or body fluid.	<ul style="list-style-type: none"> • Review procedures to help when a friend is bleeding on the playground. 	Understanding Bloodborne Pathogens Bloodborne Pathogens	Past: Standard 3.SDP.4 Future: Standard 5.SDP.5

Strand 4: Substance Abuse Prevention

Goal: Students will learn how refusing alcohol, tobacco, nicotine, and other drugs helps accomplish personal goals.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
<p>Standard 4.SAP.1: Explain how choosing to refuse alcohol, tobacco, nicotine, and other substances relates to accomplishing personal goals.</p>	<ul style="list-style-type: none"> Review goals from 4.HF.1 and discuss how substance use would impact goal success. Discuss limitations substance use may cause (e.g., clean air act prevents smoking or e-cigarettes in public places, health impacts of substance use prevent activity). 	<p>Kids Health: Drugs</p> <p>Drug Prevention Tips for Every Age</p> <p>Drug Prevention Tips</p> <p>Creative Ways to Say No</p>	<p>Past: Standard 3.SAP.1 Related: Standard 4.HF.1 & 2 Future: Standard 5.SAP.1</p>
<p>Standard 4.SAP.2: Explain the short and long-term physical, mental, social, financial, and emotional effects of alcohol, tobacco, nicotine, and substance use.</p>	<ul style="list-style-type: none"> Diagram, chart, or foldable on the effects on each area of health. 	<p>Effects of Drug Abuse</p> <p>The Truth about Alcohol</p> <p>Physical and Emotional Effects of Alcohol</p>	<p>Past: Standard 3.SAP.3 & 4 Related: Standard 4.SAP.4 Future: Standard 5.SAP.2</p>
<p>Standard 4.SAP.3: Discuss marketing tactics regarding harmful substances by reviewing various media sources to identify misinformation and manipulative techniques.</p>	<ul style="list-style-type: none"> Review songs, commercials, and video clips that promote substance use. Identify when the media is targeting students and brainstorm how to avoid falling for tactics. 	<p>4 Marketing Tactics E-cigarette Companies Use to Target Youth</p> <p>Dare: Just Say No</p> <p>Alcohol Marketing and Youth</p> <p>Tobacco Free Kids</p> <p>The Truth</p>	<p>Related: Standard 4.SDP.4 Future: Standard HI.SAP.2</p>
<p>Standard 4.SAP.4: Describe the appropriate use of medicines (over-the-counter [OTC] and prescription) and potential dangers of drug interactions.</p>	<ul style="list-style-type: none"> Review dangers of taking medicine when symptoms are not present, stress only taking medicine with adult supervision and at appropriate dosage. 	<p>TeensHealth: Understanding Medicines and What They Do</p>	<p>Past: Standard 2.SDP.2 Related: Standard 4.SAP.2 Future: Standard 5.SAP.3 Future: Standard HI.SAP.3</p>

Additional Resources: [Red Ribbon Week – Toolkit for Implementation](#)

Strand 5: Nutrition

Goal: Students will identify the basics of nutrition, healthy eating habits, and advertising techniques. Students will also identify statewide food resources.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
Standard 4.N.1: Identify the basic nutrients and describe their functions (for example, carbohydrates, proteins, fats, vitamins, minerals, water).	<ul style="list-style-type: none"> Label each nutrient with the correct function in the human body. 	American Heart Association Fruit and Veggie Toolkit for Kids Nutrition Basics Serving Up MyPlate: Grades 3 & 4	Past: Standard 3.N.1 & 2 Related: Standard 4.N.2, 3, & 4 Future: Standard 5.N.2
Standard 4.N.2: Locate key nutrition items on nutrition facts label.	<ul style="list-style-type: none"> Make copies of food labels for common items (e.g., cereal, snack bars, candy) and have students locate serving size, calories, fat, and sugar. Use FDA "Read the Label!" Outreach materials. 	Understanding Food Labels Nutrition Facts Label: Read the Label Youth Outreach Materials	Related: Standard 4.N.1 & 5 Future: Standard 5.N.1
Standard 4.N.3: Recognize that calories are needed for growth and body function and that caloric needs change throughout the lifespan.	<ul style="list-style-type: none"> Review definition for calorie (unit of energy) and how nutritious food has calories. Review nutritional needs to determine a healthy calorie range for various ages and activity levels. Stress: calories are not bad. They are needed for energy. 	Kids Health: Learning About Calories	Past: Standard 2.N.2 Related: Standard 4.N.1 Future: Standard 5.N.1
Standard 4.N.4: Examine how health can be managed through healthy eating and physical activity.	<ul style="list-style-type: none"> Create posters promoting healthy food choices and physical activity. Include health benefits for each. 	Keep Active and Eat Healthy to Improve Well-being and Feel Great Physical Activity Guidelines	Past: Standard 3.N.1 Related: Standard 4.N.1 Future: Standard 5.N.4
Standard 4.N.5: Analyze marketing tactics used for food and beverages.	<ul style="list-style-type: none"> Review commercials, print ads, and grocery store layout. Analyze how students are targets for certain products. Discuss how to manage and choose healthy food options. 	Food Advertising and Marketing Directed at Children and Adolescents in the US The Impact of Food Advertising	Past: Standard 3.N.4 Related: Standard 4.N.2 Future: Standard 5.N.5
Standard 4.N.6: Identify foods that are grown and produced in Utah.	<ul style="list-style-type: none"> Images of foods produced in Utah, visit a community garden or farmers market, and discuss why Utah produces various food. 	Utah's Own	Related: Social Studies Future: Standard 5.N.6

Additional Resource: [Dairy West Resources](#)

Strand 6: Human Development

Goal: Students will learn basic anatomy and physiology of body systems, universal precautions, and skills to build healthy relationships. Utah Code requires parental notification for instruction on child sexual abuse prevention.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
Standard 4.HD.1: Describe the skeletal and muscular systems and their basic functions.	<ul style="list-style-type: none">• Label major muscles and bones and describe how they work together for movement.• Discuss ways to care for and strengthen the muscular and skeletal systems.	Book: The Human Body The Human Body Kids Health: Muscles Skeletal System	Past: Standard 2.HD.1 Past: Standard 3.HD.2 Related: Science LS1.A Standard 4.1.1 Future: Standard 5.HD.2
Standard 4.HD.2: Explain reasons why having good hygiene is important for health and well-being.	<ul style="list-style-type: none">• List reasons for having good hygiene (e.g., health, social, self-esteem).• Describe different ways of practicing good hygiene (e.g., oral hygiene, bathing, using deodorant, hand washing).	Kids Health: Personal Hygiene 4 Reasons You Would Need Good Hygiene CDC: Oral Health	Past: Standard 3.HD.1 Future: Standard 5.HD.3
Standard 4.HD.3: List multiple trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with if feeling uncomfortable, afraid, or unsafe about an interaction or other harmful situations. Explain the need to talk with more than one adult if the issue is not resolved.	<ul style="list-style-type: none">• Students list at least three adults they can talk with and report to if they feel uncomfortable, have been abused, or feel unsafe. Prompt students to think of someone when they are home, at school, in the community, etc.• Discuss scenarios that might require reporting to more than one adult (e.g., were not believed, nothing was done, one could not help).• Guest Speaker: Prevent Child Abuse Utah.	Prevent Child Abuse Utah School Based Programs	Past: Standard 3.HD.3 Related: Standard 4.HF.4 Future: Standard 5.HD.6