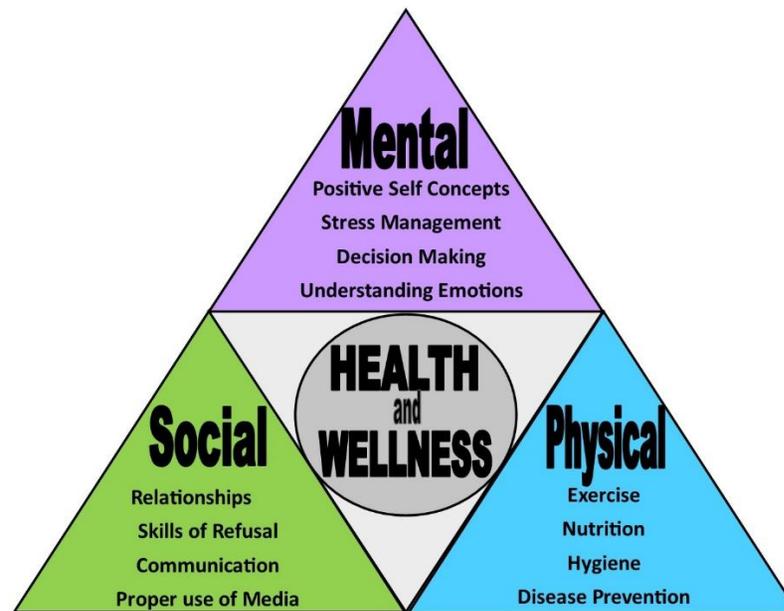


Second Grade

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 learn the importance of goal-setting, decision-making skills, and social and emotional competence.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
<p>Standard 2.HF.1: Set a goal and discuss strategies for meeting the goal.</p>	<ul style="list-style-type: none"> • Discuss a goal that you have and break it down into steps. • Create a class goal and have students help you break it down into steps. • Talk about 2nd grade end of year goals. Reading at an M level...how are you going to get that level? Write down steps. 	<p>7 Fun Goal Setting Activities for Children</p> <p>YouTube: Setting SMART Goals for Children</p>	<p>Past: Standard 1.HF.1 Future: Standard 3.HF.1</p>
<p>Standard 2.HF.2: Recognize when assistance is needed in making decisions.</p>	<ul style="list-style-type: none"> • Write the question, “Have you ever had an experience when you did not know how to make a decision?” think about it for a few minutes. Did you ask someone to assist you? • Give scenarios and discuss what they would do. If they do not know, then emphasize that sometimes all of us need an expert for assistance. 	<p>KidsHealth: Decision Making</p>	<p>Past: Standard 1.HF.2 Related: Standard 2.SDP.2 Related: Standard 2.SAP.2 Related: Standard 2.N.4 Future: Standard 3.HF.5</p>
<p>Standard 2.HF.3: Identify ways to set, recognize, respect, and communicate personal boundaries.</p>	<ul style="list-style-type: none"> • Discuss how we all have comfort levels for personal space. How can you communicate that comfort level to friends and family? • Discover personal strengths and talents in self and others. • Respect and appreciate the ways people are similar and different. 	<p>Teaching Kids About Boundaries</p> <p>Teaching Your Child About Personal Space</p>	<p>Past: Standard 1.MEH.1 Related: Standard 2.MEH.2 Related: Standard 2.SDP.2 Related: Standard 2.HD.2 Future: Standard 3.HF.2 & 4</p>
<p>Standard 2.HF.4: Practice active-listening skills.</p>	<ul style="list-style-type: none"> • Teach active listening and have students practice with each other. • Identify active listener skills (e.g., paraphrasing to understand, nonverbal cues, affirmations). 	<p>YouTube: Active Listening: How to Communicate Effectively</p> <p>Lesson: The Power of Active Listening</p>	<p>Related: Standard 3.HF.2 Future: Standard 3.HF.2</p>
<p>Standard 2.HF.5: Describe characteristics of a good friend.</p>	<ul style="list-style-type: none"> • Think of a good friend. List the qualities that you feel make them a good friend. • Friendships lesson plan. • Identify ways for friends to appropriately express feelings to each other. 	<p>YouTube: What Makes a Good Friend?</p>	<p>Past: Standard 1.HF.3 Past: Standard K.HF.2 Related: Standard 2.HF.3 Future: Standard 3.HF.3 Future: Standard 3.HF.4</p>

Strand 2: Mental and Emotional Health

Goal: Students will identify and respond to various emotions in appropriate ways.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
Standard 2.MEH.1: Identify the causes of different emotions and practice methods to express emotions appropriately.	<ul style="list-style-type: none"> • Create scenarios and pass them out to groups. Have them write down the emotions that scenario may elicit. Have them talk about how they could express those emotions appropriately. • Read <i>Chrysanthemum</i>. Discuss who was a friend to her and who was not. 	Coping Skills for Kids	Past: Standard 1.MEH.1 & 2 Related: Standard 2.MEH.2 & 3 Future: Standard 3.MEH.1
Standard 2.MEH.2: Describe ways to respond to uncomfortable emotions or situations.	<ul style="list-style-type: none"> • Ask student if they have ever felt that “uh-oh” feeling. Share with your elbow partner how they responded to that feeling. • Describe uncomfortable feelings you might get and what to do when you get that feeling. 	Teaching Your Kids to Say “No”	Related: Standard 1.MEH.1 & 3 Future: Standard 3.MEH.2 Future: Standard 4.MEH.2
Standard 2.MEH.3: Identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with about emotions.	<ul style="list-style-type: none"> • Define a trusted adult and their characteristics. Ask students to list names of people they feel meet the criteria of a trusted adult. • Invite a school counselor or behavior specialist, in lieu of these, ask a principal to talk about trusted adults and trusted situations at the school. 	Prevent Child Abuse Utah School Based Programs A Collection of Social Emotional Lesson Plans & Activities 7 Uncomfortable Emotions Children Should Be Taught How to Process	Related: Standard 1.MEH 1 & 2 Future: Standard 3.MEH.3

Strand 3: Safety and Disease Prevention

Goal: Students will learn how practices and behaviors contribute to good health.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
<p>Standard 2.SDP.1: Explain how products (for example, sun protection, hygiene products, sports equipment, seatbelts, booster seats) can contribute to personal health.</p>	<ul style="list-style-type: none"> List product names on the board. Ask them how they help to protect their health. Bring in products and ask what they are for and how they keep us healthy and safe. 	<p>Child Safety</p> <p>Sun Safety</p> <p>CDC: Oral Health</p>	<p>Past: Standard 1.SDP.1 Related: Standard 2.SDP.3 Future: Standard 3.SDP.1</p>
<p>Standard 2.SDP.2: Identify personal behaviors that contribute to safe or unsafe use of technology.</p>	<ul style="list-style-type: none"> Lead a discussion around technology. Ask them things they can do to keep them safe. Brainstorm and list safe and unsafe uses of technology. 	<p>NetSmartz</p> <p>YouTube: Being Safe on the Internet</p> <p>Digital Citizenship Curriculum</p>	<p>Past: Standard 1.SDP.3 Related: Standard 2.HF.3 Future: Standard 3.SDP.3</p>
<p>Standard 2.SDP.3: Describe reasons why people visit a healthcare provider (for example, doctor, dentist, counselor).</p>	<ul style="list-style-type: none"> When you have a toothache, who would you visit and why? Have a guest speaker talk about preventative care. 	<p>BrainPop-Be Well</p> <p>CDC: Oral Health</p>	<p>Past: Standard 1.SDP.4 Related: Standard 2.SDP.1 Future: Standard 4.SDP.5</p>
<p>Standard 2.SDP.4: Identify ways people can avoid coming in contact with another person's blood and bodily fluids.</p>	<ul style="list-style-type: none"> Ask "If you are outside on the playground and a friend is injured and bleeding, how can you help them and still protect yourself"? Talk about practical and impractical ways we can avoid contact with bodily fluids. Show where things are located in the room that they can avoid bodily fluids and who can use these items. (e.g., gloves, Band-Aids, paper towels, cleaning products). 	<p>Understanding Bloodborne Pathogens</p> <p>Bloodborne Pathogens</p>	<p>Past: Standard 1.SDP.4 Future: Standard 3.SDP.4</p>

Strand 4: Substance Abuse Prevention

Goal: Students will learn how to refuse specific substances and understand the health risks associated with harmful substances.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
Standard 2.SAP.1: Recognize the health implications of harmful substances and demonstrate how to refuse alcohol, tobacco, nicotine, and other substances.	<ul style="list-style-type: none">• Ask students to work in groups to list harmful substances.• Ask them how they can refuse those substances.• Give scenarios and have volunteer’s role play these scenarios by saying no.	YouTube: Learn How to Say No to Drugs Alcohol, Tobacco, Drug Use Prevention Drug Prevention Tips for Every Age Ways to Say “No” to Drugs Dare Program Tobacco Free Kids	Past: Standard 1.SAP.1 Related: Standard 2.SAP.2 Future: Standard 3.SAP.1, 3, & 4
Standard 2.SAP.2: Describe the role medications play in wellness and identify what is helpful or harmful.	<ul style="list-style-type: none">• Let students know medications can be very helpful, but when taken the wrong way, they can become very harmful. Ask them to list common medications that are helpful and why.• Discuss common medications that kids use. Talk about times they can be helpful and times they are harmful.	Drug Prevention Tips for Every Age BrainPop – Drugs and Medicine Medicines and Drugs: What’s Helpful, What’s Harmful	Past: Standard 1.SAP.2 Related: Standard 2.SAP.3 Future: Standard 4.SAP.4

Strand 5: Nutrition

Goal: Students will understand nutritional terms and learn internal and external influences on eating.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
Standard 2.N.1: Identify food and beverage choices that contribute to good health.	<ul style="list-style-type: none"> • Create a T chart listing healthy and unhealthy choices of food and beverages. • Bring in beverages and food choices. Discuss how you know they are good for you. 	American Heart Association Fruit and Veggie Toolkit for Kids Serving up MyPlate: Grades 1 & 2	Past: Standard 1.N.1 Related: Standard 2.N.2, 3, & 4 Future: Standard 3.N.1
Standard 2.N.2: Define calorie as a measurement of energy and describe how calories are necessary for good health.	<ul style="list-style-type: none"> • Once you have defined a calorie, ask students to think of ways they help their body and why. • Discuss how your body needs and uses calories for daily function and during activity. 	Meet the Calorie	Past: Standard 1.N.2 Related: Standard 2.N.1 Future: Standard 3.N.2 Future: Standard 4.N.2
Standard 2.N.3: Recognize the signals the body sends when hungry or full.	<ul style="list-style-type: none"> • Ask if anyone has ever eaten too much. How did it make you feel? Discuss ways to recognize the feeling of full before it is uncomfortable. 	How Hungry Am I?	Related: Standard 2.N.1 Future: Standard 5.N.3
Standard 2.N.4: Identify how family, peers, culture, and media influence eating habits.	<ul style="list-style-type: none"> • Talk about food commercials and advertisements. Add a star if you feel that advertisement influences you to create healthy habits. • Healthy Bodies, Healthy Body Image. • Cultural Relevancy in the Cafeteria. • Read <i>Too many Tamales</i> by Gary Soto. Discuss how that family ate tamales as part of their culture. What do you eat as part of your culture? 	Parents' Influence on Children's Eating Habits How Children Develop Unhealthy Food Preferences Teaching Tolerance	Past: Standard 1.N.4 Related: Standard 2.N.1 Related: Standard 2.HF.2 Future: Standard 3.N.4

Additional Resource: [Dairy West Resources](#)

Strand 6: Human Development

Goal: Students will learn basic anatomy and universal precautions. Utah Code requires parental notification for instruction on child sexual abuse prevention.

Standard	Possible Activities	Teacher Resources	Past, Related, and Future Standards
<p>Standard 2.HD.1: Identify the proper names for body parts.</p>	<ul style="list-style-type: none"> • Have the students match the proper names of body parts to a body diagram. • In early childhood, teach children the name of the genitals, just like the names of other body parts. This teaches that the genitals, while private, are not so private that you can't talk about them. • Read a children's book about the body such as <i>Your Body is Awesome</i>. Discuss how it is important to call body parts by its real name. And talk about respect for your body. 	<p>Book: The Human Body</p> <p>The Human Body</p> <p>Understanding Our Bodies: The Basics</p> <p>Preventing and Identifying Child Sexual Abuse</p>	<p>Related: Standard 2.HD.2 Related: Science LS1.A Standard 2.2.2 Future: Standard 3.HD.2 Future: Standard 4.HD.1</p>
<p>Standard 2.HD.2: 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.</p>	<ul style="list-style-type: none"> • Create scenarios and ask students to brainstorm things they could say and do to get themselves out of that situation. • Seeking Help lesson plan. • Guest Speaker: Prevent Child Abuse Utah. • Teach young children about the privacy of body parts, and that no one has the right to touch their bodies if they don't want that to happen. Children should also learn to respect the right to privacy of other people (Prevent Child Abuse Utah has curriculum for this). • Have an anonymous box where kids could put in a situation. 	<p>Prevent Child Abuse Utah School Based Programs</p> <p>Preventing and Identifying Child Sexual Abuse</p>	<p>Past: Standard 1.HD.4 Related: Standard 2.HF.3 Related: Standard 2.HD.1 Future: Standard 3.HD.3</p>