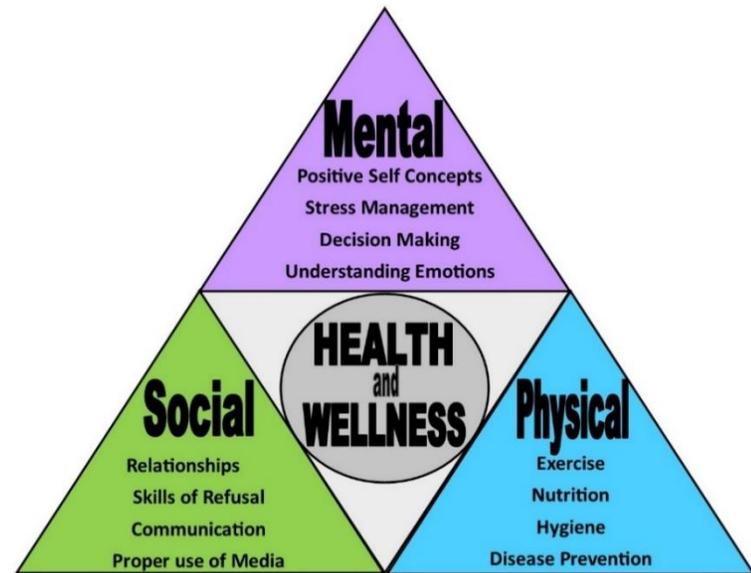


Health II

Strand 3: Safety and Disease Prevention

Safety and Disease Prevention (SDP) helps students understand their role in protecting themselves and others from unintentional danger, risk, injury, or disease. Students will learn and adopt behaviors which will maintain and enhance health. Students will practice skills to prevent injury, avoid harmful situations, and save lives. Students will also research disease prevention methods for lifelong wellness.

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



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.

Health II Strand 3 Safety and Disease Prevention

Standard	Possible Activities	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. • Practice Stop the Bleed: Basic Splinting & Bleeding Control. 	Past: Standard HI.SDP.1 Related: Standard HII.SDP.2
Teacher Resources for Further Professional Learning		
Resources for CPR : Google folder full of resources for teaching CPR provided by American Heart Association.		
First Aid Resources : Google folder with resources for teaching First Aid provided by American Heart Association.		
Stop the Bleed : You can learn how to stop major bleeding in three simple ways.		

Standard	Possible Activities	Past, Related, and Future Standards
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. 	Past: Standard HI.SDP.2 Related: Standard HII.SDP.1
Teacher Resources for Further Professional Learning		
Zero Fatalities – Distracted Driving : Videos and resources about distracted driving.		
American Stroke Association : American Stroke Association website with information for how to care for stroke and seizure victims.		
CDC: Injury Prevention & Control : Center for Disease Control and Prevention’s Injury Prevention and Control resources. Modules for home & recreation, motor vehicle, opioid overdose, traumatic brain injury, and violence prevention.		
Firearm Safety : Project ChildSafe resource for storage, gun locks, access, safe handling, and educator’s resources.		

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Standard	Possible Activities	Past, Related, and Future Standards
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. 	Past: Standard HI.SDP.3 & 4 Related: Standard HII.HF.2 & 5 Standard HII.MEH.2, Standard HII.HD.8d
Teacher Resources for Further Professional Learning		
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.		
Net Safe Utah website: NetSafe Utah provides online videos and resources for kids, teens, parents and educators, including Internet Safety information that Utah schools need to meet the Children's Internet Protection Act (CIPA) requirements.		
Safe Online Surfing: FBI website with teacher resources for online safety.		
Videos on Online Safety: A NetSmartz product with videos and modules as part of an online safety program.		
Digital Citizenship Curriculum: Lessons and resources to support teachers in digital citizenship instruction.		

Standard	Possible Activities	Past, Related, and Future Standards
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 uses it to promote pornography. Talk about recovery steps and process. 	Past: Standard HI.SDP.5 Related: Standard HII.MEH.2
Teacher Resources for Further Professional Learning		
Harmful Effects of Pornography: PDF with facts and steps for educators to teach about the harmful effects of pornography.		
Fight the New Drug: Peer-reviewed research about pornography in a clear and concise way that's engaging and easy to understand.		
Elizabeth Smart's Heartbreaking Account of Porn's Role in her Abuse (Video): Produced by Fight the New Drug.		

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Standard	Possible Activities	Past, Related, and Future Standards
<p>Standard HII.SDP.5: Develop skills to determine the validity of current health resources, information and trends.</p>	<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. 	<p>Past: Standard HII.SDP.7 Related: Standard HII.HF.4a Standard HII.SAP.5 Standard HII.N.5 Standard HII.HD.4 & 6</p>
<p>Teacher Resources for Further Professional Learning</p>		
<p>Finding and Evaluating Online Resources: U.S. Department of Health resource for evaluating online resources.</p>		
<p>Health Care Products & Services: Federal Trade Commission booklet to help find reliable sources of information.</p>		

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Standard	Possible Activities	Past, Related, and Future Standards
<p>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.</p>	<ul style="list-style-type: none"> • Break the Chain of infection group work. • Give students a list of diseases, classify the type of disease (virus, bacteria, fungi), mode of spread (direct, indirect, airborne), draw how disease looks like under a microscope, sign & 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. 	<p>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</p>
<p>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.</p>	<ul style="list-style-type: none"> • Explain common screenings & have students research the age & frequency of the screening, i.e., breast cancer, cervical, testicular, colon, skin, prostate, diabetes, eyes, cholesterol, hearing, scoliosis, blood pressure, osteoporosis, thyroid, iron, EKG. • Screening schedule for women, Screening schedule for men. • Socratic discussion about immunizations. • Jigsaw: Health screenings. 	<p>Past: Standard HI.SDP.6 & 7 Related: Standard HII.HD.6</p>
<p>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).</p>	<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. 	<p>Past: Standard HI.SDP.6 Related: Standard HII.SAP.6 Standard HII.HD.6 & 7</p>

Teacher Resources for Further Professional Learning

Skin Cancer Prevention: Huntsman Cancer Institute slides for skin cancer prevention.
Diseases and Conditions: Teens Health menu of a variety of diseases and conditions.
Infectious Disease: National Academy of Sciences resource for prevention and treatment of infectious diseases.
CDC: Healthy Living menu: Center for Disease Control and Prevention resource, select a variety of diseases and conditions to learn more.
Prevent Chronic Disease: Center for Disease Control and Prevention resource for preventing chronic disease.
Childhood Diabetes Prevention: Team Thrive: University of Utah diabetes prevention resource developed for high school.
Diseases & Conditions: Utah Department of Health menu for diseases and conditions. Select to learn more.
HCI Cancer Screening: Huntsman Cancer Institute cancer screening guidelines.
Preventative Health Care: U.S. National Library of Medicine resource for preventative healthcare.
Immunizations: U.S. Department of Health information page on immunizations and infectious diseases.
Vaccines and Immunizations: Center for Disease Control and Prevention resource for vaccines and immunizations.
Talking to Your Doctor: U.S. Department of Health resource for talking to your doctor.

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Standard	Possible Activities	Past, Related, and Future Standards
<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>Past: Standard HI.SDP.6</p> <p>Related: Standard HII.SDP.6 Standard HII.N.4</p>
<p>Teacher Resources for Further Professional Learning</p>		
<p>Physical Activity Prevents Chronic Disease: Center for Disease Control and Prevention resource for relationship between physical activity and chronic disease.</p>		
<p>Nutrition and Health: U.S. Department of Health resource for relationship between nutrition and health.</p>		