

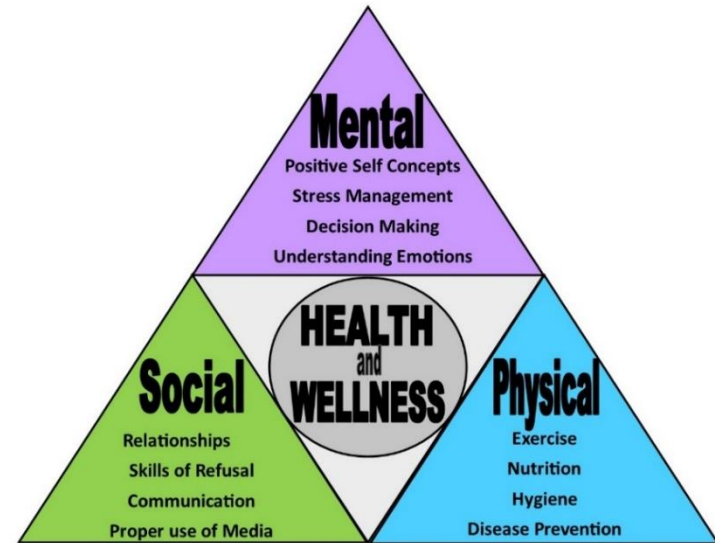
# Health I

## Strand 1: Health Foundations and Protective Factors of Healthy Self

*Notice: In utilizing the Core Guides be aware that all hyper-links are meant as separate resources and not as approval or alignment to an entire website's domain.*

**Health Foundations and Protective Factors of Healthy Self (HF)** is intended to be the foundation of the Health Education Core. Protective factors are attributes such as skills, strengths, or coping strategies which increase the health and well-being of individuals. These attributes help people deal more effectively with stress, peer-pressure, and other potentially harmful situations. Students with strong protective factors are less likely to develop mental illness or substance use disorders. Students will use goal-setting, decision-making, and communication skills to promote health. Students will also practice resiliency skills.

**Goal:** Students will understand the responsibility and outcomes of personal decisions. Students will also apply their knowledge to develop social and emotional competence to make healthy and safe choices.



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 I - Strand 1 Health Foundations and Protective Factors of Healthy Self

Standard	Possible Activities	Past, Related, and Future Standards
<p><b>Standard HI.HF.1:</b> Create a health-related SMART goal and explain how using the SMART goal-setting process promotes health and improves self-confidence.</p>	<ul style="list-style-type: none"> <li>• Write a health-related SMART goal in journal and have daily, weekly, or monthly check points to determine goal progress. Emphasize the importance of goal revision.</li> <li>• <a href="#">SMART Goals Log</a> or <a href="#">SMART Goals worksheet</a>.</li> <li>• Footprints Introductory Activity: Print out footprints and show how short-term goals help you reach long term goals, Footprints at various distances across the room.</li> <li>• <a href="#">Edpuzzle</a> short video.</li> <li>• Goal kites: main part of the kite is the goal and the strings are short term goals.</li> <li>• Botvin LST Lessons.</li> <li>• Set SMART goals via peer interviews (<a href="#">Edutopia resource</a>).</li> <li>• Students write a reflection essay to evaluate their efforts, goals, what they learned about themselves, and the process of change after completing goal journey.</li> </ul>	<p><b>Past:</b> Standard 6.HF.1  <b>Related:</b> Standard HI.SAP.4                      Standard HI.N.2  <b>Future:</b> Standard HII.HF.1</p>
<b>Teacher Resources for Further Professional Learning</b>		
<p><a href="#">Teen Health -Making a Change Goal Setting Tool</a>: Tool to make a personal plan, also links to other goal setting resources from TeensHealth.</p>		
<p><a href="#">Health Foundation and Protective Factors Google Folder</a>: Collection of documents and lessons provided by Utah teachers for teaching protective factors.</p>		

Standard	Possible Activities	Past, Related, and Future Standards
<p><b>Standard HI.HF.2:</b> Research factors that contribute to decisions and apply effective decision-making strategies.</p>	<ul style="list-style-type: none"> <li>• Have students create a storyboard showing real-life examples of three types of decisions they have made and what strategies they used to make those decisions.</li> <li>• <a href="#">Decision Making Model worksheet</a>.</li> <li>• <a href="#">TedTalk: The Mysterious Working of the Adolescent Brain</a> (sets up for SAP and HD standards on brain development).</li> <li>• Botvin LST Lessons.</li> <li>• Explain the importance of taking responsibility for one’s actions and behaviors and discuss locus of control.</li> <li>• Describe the development of the adolescent brain (prefrontal cortex) and its impact on impulsivity and decision-making.</li> <li>• Predict the long-term impacts of personal decisions.</li> </ul>	<p><b>Past:</b> Standard 6.HF.2 &amp; 3  <b>Related:</b> Standard HI.SDP.2                      Standard HI.SAP.1                      Standard HI.SAP.4                      Standards HI.HD.1                      Standard HI.HD.3  <b>Future:</b> Standard HII.HF.3</p>
<b>Teacher Resources for Further Professional Learning</b>		
<p><a href="#">Choosing the Best curriculum</a>: Consistent with Title V Federal guidelines A-H for abstinence-centered, sexual risk avoidance education.</p>		
<p><a href="#">SafeTeens: Relationships and Peer Pressure</a>: Resource for resisting negative peer pressure and how positive peer pressure can be beneficial.</p>		
<p><a href="#">Health Foundation and Protective Factors Google Folder</a>: Collection of documents and lessons provided by Utah teachers for teaching protective factors.</p>		

## Health I - Strand 1 Health Foundations and Protective Factors of Healthy Self

Standard	Possible Activities	Past, Related, and Future Standards
<p><b>Standard HI.HF.3:</b> Practice resiliency skills.</p>	<ul style="list-style-type: none"> <li>• Resilience Building Plan Worksheet (Positive Psychology).</li> <li>• Beach ball activity: Inflated beach ball ask students about their day/ bounce the ball/what are things that cause stress while deflating the ball/next have students talk about coping skills and put air back in the ball and bounce it.</li> <li>• Read and/or watch portions of <i>Unbroken</i> (ocean scene) have students evaluate the impact resiliency and attitude played in their survival or demise.</li> <li>• Botvin LST Lessons</li> </ul>	<p><b>Past:</b> Standard 5.HF.3  <b>Past:</b> Standard 6.MEH.1  <b>Future:</b> Standard HII.HF.4</p>
<p><b>Standard HI.HF.3a:</b> Practice strategies (for example, positive self-talk, service to others, developing talents and skills) to develop a positive self-image.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Things I love project.</a></li> <li>• Have students complete a brain brag on paper with positive pictures and/or words that display all the positive qualities they see in themselves.</li> <li>• Vision Boards: Have students create a board that represents their best qualities AND goals. Goals must be POSITIVE.</li> <li>• Empathy: Give students a picture of a shoe (printout) (that says?) “If you could walk a mile in my shoes you would know”. Post them around the room to help students be empathetic.</li> <li>• <a href="#">Emotional First Aid: Guy Winch TedTalk.</a></li> </ul>	<p><b>Past:</b> Standard 5.HF.3  <b>Related:</b> Standard HI.N4  <b>Future:</b> Standard HII.HF.4b</p>
<p><b>Standard HI.HF.3b:</b> Explain the importance of taking responsibility for one’s actions and behaviors and discuss locus of control.</p>	<ul style="list-style-type: none"> <li>• The Orange Duffel Bag (Book).</li> <li>• Coach Scolinos (Speech).</li> <li>• Discuss how to demonstrate responsibility in variety of situations.</li> <li>• Practice conflict resolution and collaboration skills to enhance health and avoid or reduce health risks.</li> </ul>	<p><b>Past:</b> Standard 6.HF.3  <b>Related:</b>            Standard HI.MEH.1            Standard HI.SDP.2 &amp; 4            Standard HI.SAP.1            Standard HI.N.4            Standard HI.HD.3, 4 &amp; 6  <b>Future:</b> Standard HII.HF.4b</p>
<p><b>Standard HI.HF.3c:</b> Develop coping skills by learning from mistakes or perceived failures of self and others.</p>	<ul style="list-style-type: none"> <li>• Discuss several famous people who have failed and how they turned those failures into success. <a href="#">Famous Failures.</a></li> <li>• Watch and discuss <a href="#">Angela Duckworth (Grit) Video.</a></li> <li>• Choice Effectiveness Analysis- Students each come up with three “events” or scenarios in which a mistake is made. Once every student has come up with three write them on a card. The teacher will shuffle them and pass them back out at random. Students then take the card they received and evaluate how they could recover from that scenario.</li> <li>• Practice skills such as positive self-talk, service to others, developing talents and skills.</li> <li>• Create a movie trailer showcasing a main character who recovers from mistakes they have made.</li> </ul>	<p><b>Past:</b> Standard 6.MEH.1  <b>Related:</b>            Standard HI.MEH.3  <b>Future:</b> HII.HF.4a</p>

## Health I - Strand 1 Health Foundations and Protective Factors of Healthy Self

### Teacher Resources for Further Professional Learning

[Social Emotional Learning Toolkit](#): This toolkit includes activities, templates, and tools organized around four ways to help support staff and youth in SEL.

[23 Resilience Building Tools and Exercises](#): Science-based activities to build resilience.

[Proctor and Gamble Growing #likeagirl Health and Wellness Program](#): Growing #LikeAGirl Health and Wellness is a free program that's perfectly designed for girls in the heart of growing up. Developed by a team of doctors, school nurses, and health educators, this program makes learning about puberty and women's health easy and comfortable for everyone involved.

[Choosing the Best curriculum](#): Consistent with Title V Federal guidelines A-H for abstinence-centered, sexual risk avoidance education.

[Locus of Control](#): Article with definitions and examples of locus of control.

[George Takei – TED talk](#): When he was a child, George Takei and his family were forced into an internment camp for Japanese-Americans, as a "security" measure during World War II. 70 years later, Takei looks back at how the camp shaped his surprising, personal definition of patriotism and democracy.

[Famous Failures Bulletin Board Kit](#): Teachers Pay Teachers interactive bulletin board kit that can be downloaded for \$3.

[Health Foundation and Protective Factors Google Folder](#): Collection of documents and lessons provided by Utah teachers for teaching protective factors.

## Health I - Strand 1 Health Foundations and Protective Factors of Healthy Self

Standard	Possible Activities	Past, Related, and Future Standards
<p><b>Standard HI.HF.4:</b> Demonstrate assertiveness and other effective ways to communicate personal boundaries and show respect for the boundaries of others.</p>	<ul style="list-style-type: none"> <li>• Botvin LST Lessons</li> <li>• Review I-messages and practice writing I-messages based on scenarios given by the teacher.</li> <li>• <a href="#">Body Language Speaks Volumes - TedTalk</a>.</li> <li>• CAPSA Healthy Relationships.</li> </ul>	<p><b>Past:</b> Standard 6.HF.2 &amp; 4  <b>Related:</b> Standard HI.SDP.4                      Standard HI.SAP.1                      Standard HI.HD8b  <b>Future:</b>                      Standard HII.HF.2 &amp; 5</p>
<b>Teacher Resources for Further Professional Learning</b>		
<p><a href="#">Social Emotional Learning Toolkit</a>: This toolkit includes activities, templates, and tools organized around four ways to help support staff and youth in SEL.</p>		
<p><a href="#">Love is Respect website</a>: Love is respect is the ultimate resource to empower youth to prevent and end dating abuse. It is a project of the National Domestic Violence Hotline.</p>		
<p><a href="#">Health Foundation and Protective Factors Google Folder</a>: Collection of documents and lessons provided by Utah teachers for teaching protective factors.</p>		