

## Health Education

### Appendix F: Life Skills Connections

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In 2006 The Utah State Office of Education produced a *Life Skills* document that describes the attributes of a well-educated person. The seven domains reflect the thinking of educators, parents, students, and the community, and it is intended to support and influence instruction in all curriculum areas. To access the document go to:



[www.schools.utah.gov/curr/lifeskills/index.htm](http://www.schools.utah.gov/curr/lifeskills/index.htm)

The *Life Skills* document is not a separate entity from the Health Education Core Curriculum. Life skills are woven into the health education content to address competencies needed for students to become safe, healthy and successful contributing members of society.

In order to illustrate to health educators how the life skills are incorporated into the Health Education Core Curriculum, this appendix links the seven domains of the *Life Skills* document to the Standards, Objectives and Indicators of the Health Education Core. Although the indicators have been placed in one specific box, it is understood that they may run indirectly through more than one *Life Skills* domain. The Health I (Junior High/Middle School) curriculum is followed by the Health II (High School) curriculum.



## Health I

### Standard 1- Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance self-concept and their relationship with others.



Life Skills   Objectives 	Thinking and Reasoning	Social and Civic Responsibility	Character	Aesthetics	Communication	System Skills	Employability
Develop strategies for a healthy self-concept	<ul style="list-style-type: none"> <li>•Use decision making skills to solve personal problems.</li> </ul>	<ul style="list-style-type: none"> <li>•Analyze how risk and protective factors affect self-concept.</li> </ul>	<ul style="list-style-type: none"> <li>•Identify ways to build self-esteem including identification of strengths and weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>•Explain the influence of values on individual health practices.</li> </ul>		<ul style="list-style-type: none"> <li>•Identify goal-setting strategies to create a plan for health-related goals.</li> </ul>	
Identify strategies that enhance mental and emotional health.	<ul style="list-style-type: none"> <li>•Demonstrate stress management techniques.</li> </ul>		<ul style="list-style-type: none"> <li>•Identify ways to build resiliency.</li> </ul>		<ul style="list-style-type: none"> <li>•Identify ways to positively express emotions.</li> </ul>	<ul style="list-style-type: none"> <li>•Recognize strategies for suicide prevention.</li> </ul>	
Examine mental illness	<ul style="list-style-type: none"> <li>•Understand the prevalence of mental illness and the importance of early intervention and treatment</li> </ul>	<ul style="list-style-type: none"> <li>•Compare public perceptions of mental illness and the stigma associated with it.</li> </ul>			<ul style="list-style-type: none"> <li>•Distinguish types of mental disorders and explain their effects on individuals and society.</li> </ul>	<ul style="list-style-type: none"> <li>•Investigate school and community mental health resources.</li> </ul>	
Develop and maintain healthy relationships	<ul style="list-style-type: none"> <li>•Examine the components of healthy relationships.</li> </ul>	<ul style="list-style-type: none"> <li>•Develop strategies to manage inappropriate or harmful comments and advances from others.</li> </ul>	<ul style="list-style-type: none"> <li>•Determine healthy ways to accept, manage and adapt to changes in relationships.</li> </ul>		<ul style="list-style-type: none"> <li>•Illustrate and practice effective communication skills.</li> <li>•Demonstrate refusal skills for managing peer pressure.</li> </ul>		

## Health I

### Standard 2 -Students will use nutrition and fitness information, skills, and strategies to enhance health.



Life Skills  Objectives 	Thinking and Reasoning	Social and Civic Responsibility	Character	Aesthetics	Communication	System Skills	Employability
Describe the components and benefits of proper nutrition.	<ul style="list-style-type: none"> <li>•Explain how the USDA’s 7 Dietary Guidelines and the Food Pyramid can enhance proper nutrition.</li> <li>•Identify the primary nutrients and describe their functions.</li> <li>•Recognize and employ healthy food choices.</li> </ul>					<ul style="list-style-type: none"> <li>•Identify and investigate community nutritional resources.</li> </ul>	
Analyze how physical activity benefits overall health.	<ul style="list-style-type: none"> <li>•Describe the elements of physical fitness.</li> </ul>		<ul style="list-style-type: none"> <li>•Examine the benefits of maintaining life-long fitness and consequences of inactivity.</li> </ul>	<ul style="list-style-type: none"> <li>•Create individual fitness goals.</li> </ul>		<ul style="list-style-type: none"> <li>•Identify and investigate available fitness resources.</li> </ul>	
Recognize the importance of a healthy body image and develop appropriate weight management behaviors.	<ul style="list-style-type: none"> <li>•Explain affect of body weight from caloric intake and activity</li> <li>•Explore the short and long term effects of poor nutrition and inactivities.</li> </ul>	<ul style="list-style-type: none"> <li>•Understands, consequences of eating disorders.</li> </ul>			<ul style="list-style-type: none"> <li>•Analyze the influence of media on body image.</li> </ul>	<ul style="list-style-type: none"> <li>•Understand the strengths and weaknesses of various body-weight indicators.</li> </ul>	

## Health I

Standard 3- Students will demonstrate health-promoting and risk-reducing behaviors to prevent substance abuse.							
Life Skills 	Thinking and Reasoning	Social and Civic Responsibility	Character	Aesthetics	Communication	System Skills	Employability
Objectives 							
Examine the consequences of drug use, misuse and abuse.	<ul style="list-style-type: none"> <li>Identify the short and long term effects of ATOD abuse.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the impact of ATOD abuse on individuals, families and communities.</li> </ul>	<ul style="list-style-type: none"> <li>Identify guidelines for the safe use of medicine.</li> </ul>			<ul style="list-style-type: none"> <li>Recognize the legal consequences of ATOD abuse.</li> </ul>	
Analyze the risk and protective factors that influence the use and abuse of ATOD	<ul style="list-style-type: none"> <li>List risk and protective factors associated with ATOD abuse.</li> </ul>	<ul style="list-style-type: none"> <li>Examine the impact of peer pressure on ATOD use/abuse.</li> </ul>	<ul style="list-style-type: none"> <li>Identify practices that help to support a drug-free lifestyle.</li> </ul>		<ul style="list-style-type: none"> <li>Practice interpersonal communication skills to help avoid ATOD abuse.</li> <li>Understand media and marketing tactics used to promote ATOD products.</li> </ul>		
Access information for treatment of addictive behaviors.		<ul style="list-style-type: none"> <li>Explain the need for professional intervention for those affected by addictions.</li> </ul>				<ul style="list-style-type: none"> <li>Identify community resources available to support individuals impacted by substance abuse</li> </ul>	

## Health I

**Standard 4 - Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safety in the home, school, and community.**



<b>Life Skills</b>   <b>Objectives</b> 	<b>Thinking and Reasoning</b>	<b>Social and Civic Responsibility</b>	<b>Character</b>	<b>Aesthetics</b>	<b>Communication</b>	<b>System Skills</b>	<b>Employability</b>
Identify personal behaviors that contribute to a safe or unsafe environment.	<ul style="list-style-type: none"> <li>Recognize dangerous situations and their consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss safety guidelines for a variety of environments and activities.</li> </ul>				<ul style="list-style-type: none"> <li>Identify ways to avoid dangerous situations.</li> <li>Develop strategies to enhance personal safety.</li> </ul>	
Recognize emergencies and respond appropriately.	<ul style="list-style-type: none"> <li>Explain how immediate response increases a victim's chance for survival.</li> </ul>	<ul style="list-style-type: none"> <li>Create a personal disaster safety plan for a variety of disasters.</li> </ul>				<ul style="list-style-type: none"> <li>Demonstrate basic first-aid and CPR/AED procedures.</li> </ul>	
Identify and respond appropriately to harassment and violent behaviors.	<ul style="list-style-type: none"> <li>Identify abusive behaviors (e.g., threats harassment, bullying, assault, domestic abuse).</li> </ul>	<ul style="list-style-type: none"> <li>Recognize sexual harassment and identify methods to stop it.</li> <li>Describe ways to prevent and report violence.</li> </ul>				<ul style="list-style-type: none"> <li>Investigate resources to assist those affected by abusive behaviors.</li> </ul>	
Examine the dangers of inappropriate use of current technology.	<ul style="list-style-type: none"> <li>Identify the use and misuse of current technology (e.g., Internet, email, websites, instant messaging, cell phones, ect.).</li> <li>Analyze violence in the media.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate personal and legal consequences for the inappropriate use of technology and discuss school and district policies.</li> </ul>			<ul style="list-style-type: none"> <li>Discuss the short and long term dangers of sharing private information using current technology devices.</li> </ul>		

## Health I

<b>Standard 5- Students will understand and summarize concepts related to health promotion and the prevention of communicable and non-communicable diseases.</b>							
<b>Life Skills</b> →	<b>Thinking and Reasoning</b>	<b>Social and Civic Responsibility</b>	<b>Character</b>	<b>Aesthetics</b>	<b>Communication</b>	<b>System Skills</b>	<b>Employability</b>
<b>Objectives</b> ↓							
Identify the transmission and prevention of communicable diseases.	<ul style="list-style-type: none"> <li>•Identify pathogens and how they are transmitted.</li> <li>•Discuss symptoms of common communicable diseases.</li> </ul>					<ul style="list-style-type: none"> <li>•Describe methods of prevention and treatment for communicable diseases.</li> </ul>	
Identify the effects of non-communicable diseases.	<ul style="list-style-type: none"> <li>•Recognize common non-communicable diseases.</li> <li>•Describe risk reduction and prevention methods for non-communicable diseases.</li> </ul>					<ul style="list-style-type: none"> <li>•Identify risk factors for common non-communicable diseases.</li> <li>•Compare signs and symptoms of common non-communicable diseases.</li> </ul>	
Analyze the impact of sexually transmitted diseases.	<ul style="list-style-type: none"> <li>•Identify common STDs.</li> <li>•Discuss the advantages of abstinence over other methods in preventing STDs.</li> </ul>					<ul style="list-style-type: none"> <li>•Recognize symptoms, modes of transmission, and associated pathogens for common STDs</li> </ul>	
Discuss the impact of disease on self and society		<ul style="list-style-type: none"> <li>•Discern the economic, physical, mental, social, and emotional impact of communicable diseases.</li> </ul>				<ul style="list-style-type: none"> <li>•Identify the economic, physical, mental, social, and emotional impact of non-communicable diseases.</li> </ul>	



## Health I

**Standard 6- Students will demonstrate human development knowledge, social skills, and health-enhancing strategies to encourage healthy relationships and healthy growth and development throughout life.**

<b>Life Skills</b>   <b>Objectives</b> 	<b>Thinking and Reasoning</b>	<b>Social and Civic Responsibility</b>	<b>Character</b>	<b>Aesthetics</b>	<b>Communication</b>	<b>System Skills</b>	<b>Employability</b>
Describe physical, mental social and emotional changes that occur throughout the life cycle.	<ul style="list-style-type: none"> <li>•Explain reproductive anatomy and physiology.</li> <li>•Recognize the impact heredity and environment have on growth and development.</li> </ul>	<ul style="list-style-type: none"> <li>•Describe the development and maturation of the brain and how it impacts behavior.</li> </ul>				<ul style="list-style-type: none"> <li>•Identify the mental, social, and emotional developmental changes that occur from infancy through adolescence.</li> </ul>	
Describe the interrelationship of mental, emotional, social, and physical health during adolescence.	<ul style="list-style-type: none"> <li>•Identify healthy relationships and strategies for developing them.</li> </ul>	<ul style="list-style-type: none"> <li>•Develop strategies to manage or adapt to changes in relationships.</li> </ul>	<ul style="list-style-type: none"> <li>•Analyze how self-image, social norms, and personal beliefs may influence choices, behaviors and relationships.</li> </ul>		<ul style="list-style-type: none"> <li>•Identify strategies to communicate personal boundaries for self and others.</li> </ul>	<ul style="list-style-type: none"> <li>•Determine healthy ways to manage changing relationships.</li> </ul>	
Explain reproduction from conception through birth.		<ul style="list-style-type: none"> <li>•Describe the benefits of sexual abstinence.</li> <li>•Identify adoption and <i>Newborn Safe Haven</i> as options for unintended pregnancy.</li> </ul>	<ul style="list-style-type: none"> <li>•Identify appropriate ways to show interest and express affection for others.</li> </ul>			<ul style="list-style-type: none"> <li>•Predict the impact of adolescent parenting.</li> </ul>	

## Health II

**Standard 1- Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance self-concept and their relationships with others.**

<b>Life Skills</b>   <b>Objectives</b> 	<b>Thinking and Reasoning</b>	<b>Social and Civic Responsibility</b>	<b>Character</b>	<b>Aesthetics</b>	<b>Communication</b>	<b>System Skills</b>	<b>Employability</b>
Develop strategies for a healthy self-concept	<ul style="list-style-type: none"> <li>•Use decision making skills to solve problems.</li> <li>•Understand how adolescent brain development affects self-concept and social interactions.</li> </ul>	<ul style="list-style-type: none"> <li>•Understand how personal self-concept relates to interactions with others.</li> </ul>	<ul style="list-style-type: none"> <li>•Analyze the influence of personal values on individual health practices.</li> <li>•Create personal goal-setting strategies to promote a healthy lifestyle.</li> </ul>				
Identify strategies that enhance mental and emotional health.	<ul style="list-style-type: none"> <li>•Analyze how societal norms, personal beliefs and media influence choices, behavior, and relationships.</li> <li>•Identify positive ways to express emotions.</li> </ul>	<ul style="list-style-type: none"> <li>•Explore the risk and protective factors of mental and emotional health.</li> </ul>			<ul style="list-style-type: none"> <li>•Discuss strategies for suicide prevention.</li> </ul>		<ul style="list-style-type: none"> <li>•Apply stress management techniques.</li> </ul>

## Health II

Standard 2- Students will use nutrition and fitness information, skills, and strategies to enhance health.							
Life Skills →	Thinking and Reasoning	Social and Civic Responsibility	Character	Aesthetics	Communication	System Skills	Employability
Objectives ↓							
Describe the components and benefits of proper nutrition.	<ul style="list-style-type: none"> <li>•Explain how the USDA’s 7 Dietary Guidelines and the Food Pyramid can enhance proper nutrition.</li> <li>•Define the primary nutrients and describe their functions.</li> <li>•Recognize and employ healthy food choices.</li> </ul>					<ul style="list-style-type: none"> <li>•Identify and investigate community nutritional resources.</li> </ul>	
Analyze how physical activity benefits overall health.	<ul style="list-style-type: none"> <li>•Describe the elements of physical fitness.</li> <li>•Examine the benefits of maintaining life-long fitness and the consequences of inactivity.</li> </ul>		<ul style="list-style-type: none"> <li>•Create individual fitness goals.</li> </ul>			<ul style="list-style-type: none"> <li>•Identify and investigate available fitness resources.</li> </ul>	
Recognize the importance of maintaining appropriate weight management behaviors.	<ul style="list-style-type: none"> <li>•Explain how caloric intake and energy expenditure affect body weight.</li> <li>•Explore the effects of poor nutrition and inactivity.</li> </ul>	<ul style="list-style-type: none"> <li>•Examine causes, symptoms, and the short and long-term consequences of eating disorders.</li> </ul>			<ul style="list-style-type: none"> <li>•Analyze the influence of media on body image.</li> </ul>	<ul style="list-style-type: none"> <li>•Understand the strengths and weaknesses of various body-weight indicators.</li> </ul>	

## Health II

### Standard 3- Students will demonstrate health-promoting and risk-reducing behaviors to prevent substance abuse.

<b>Life Skills</b> ⇨  <b>Objectives</b> ⇩	<b>Thinking and Reasoning</b>	<b>Social and Civic Responsibility</b>	<b>Character</b>	<b>Aesthetics</b>	<b>Communication</b>	<b>System Skills</b>	<b>Employability</b>
Examine the consequences of drug use, misuse and abuse.	<ul style="list-style-type: none"> <li>•Explain the short and long term effects of ATOD abuse.</li> </ul>		<ul style="list-style-type: none"> <li>•Understand the legal consequences of ATOD abuse</li> </ul>		<ul style="list-style-type: none"> <li>•Describe guidelines for the safe use of medicines.</li> </ul>	<ul style="list-style-type: none"> <li>•Evaluate the impact of ATOD abuse on individuals, families and communities.</li> </ul>	
Analyze the risk and protective factors that influence the use and abuse of ATOD.		<ul style="list-style-type: none"> <li>•Advocate for healthy ATOD policies in home and community.</li> </ul>	<ul style="list-style-type: none"> <li>•Examine the impact of peer pressure on ATOD use/abuse.</li> </ul>		<ul style="list-style-type: none"> <li>•Discuss risk and protective factors associated with ATOD abuse.</li> </ul>	<ul style="list-style-type: none"> <li>•Evaluate media and marketing tactics used to promote ATOD products.</li> </ul>	
Access information for treatment of addictive behaviors.		<ul style="list-style-type: none"> <li>•Recognize the need for professional intervention for those affected by addictions.</li> </ul>			<ul style="list-style-type: none"> <li>•Discuss practices that will help support a drug-free lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>•Identify community resources available to support individuals impacted by substance abuse.</li> </ul>	



## Health II

Standard 4 -Students will demonstrate the ability to apply prevention and intervention knowledge skills, and processes to promote safety in the home, school, and community.							
Life Skills →	Thinking and Reasoning	Social and Civic Responsibility	Character	Aesthetics	Communication	System Skills	Employability
Objectives ↓							
Identify personal behaviors that contribute to or detract from safety.	•Develop strategies to avoid unhealthy or potentially dangerous situations.					•Create personal safety plans for a variety of activities at home, school and in the community	
Recognize emergencies and respond appropriately.	•Describe how immediate response increases a victim’s chance for survival.					•Demonstrate proficiency in basic first-aid and CPR/AED procedures.	
Assess and respond appropriately to harassment and violent behaviors.	•Describe abusive behaviors (e.g., threats, harassment, bullying, assault, domestic abuse).	•Examine methods to prevent and report violence at home, school and in the community.				•Practice skills for maintaining healthy relationships.	
Examine the dangers of inappropriate use of current technology.	•Discuss use and misuse of current technology (e.g., Internet, email, websites, instant messages, cell phones, etc.).	•Explore personal and legal consequences for using technology inappropriately and discuss school and district policies.			•Analyze violence in the media.	•Determine the short and long term dangers of sharing private information when using current technologies.	

## Health II

<b>Standard 5- Students will understand and summarize concepts related to health promotion and the prevention of communicable and non-communicable diseases.</b>							
<b>Life Skills</b> ⇨ <b>Objectives</b> ↓	<b>Thinking and Reasoning</b>	<b>Social and Civic Responsibility</b>	<b>Character</b>	<b>Aesthetics</b>	<b>Communication</b>	<b>System Skills</b>	<b>Employability</b>
Identify the transmission and prevention of communicable diseases.	<ul style="list-style-type: none"> <li>•Identify pathogens and how they are transmitted.</li> <li>•Discuss symptoms of common communicable diseases.</li> </ul>	<ul style="list-style-type: none"> <li>•Apply methods of prevention and treatment for communicable diseases.</li> </ul>					
Analyze the effects of non-communicable diseases.	<ul style="list-style-type: none"> <li>•Describe medical diagnoses and treatment for non-communicable diseases.</li> <li>•Examine risk factors for common non-communicable diseases.</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss risk reduction and prevention methods for non-communicable diseases.</li> </ul>				<ul style="list-style-type: none"> <li>•Identify short and long term effects of common non-communicable diseases.</li> </ul>	
Analyze the impact of sexually transmitted diseases including HIV and AIDS on self and others.	<ul style="list-style-type: none"> <li>•Explain signs and symptoms of common STDs.</li> <li>•Identify treatment options for STDs.</li> <li>•Understand the symptoms, transmission, and pathogens of common STDs.</li> </ul>		<ul style="list-style-type: none"> <li>•Discuss the advantages of abstinence over other methods in preventing STDs.</li> </ul>				
Discuss the impact of disease on self and society		<ul style="list-style-type: none"> <li>•Explain economic, physical, mental, social, and emotional impact of communicable diseases.</li> </ul>				<ul style="list-style-type: none"> <li>•Discuss the economic, physical, mental, social, and emotional impact of non-communicable diseases.</li> </ul>	

## Health II

Standard 6- Students will demonstrate human development knowledge, social skills, and health-enhancing strategies to encourage healthy relationships and healthy growth and development throughout life.							
Life Skills 	Thinking and Reasoning	Social and Civic Responsibility	Character	Aesthetics	Communication	System Skills	Employability
Objectives 							
Describe the physical, mental, social and emotional changes that occur throughout the life cycle.	<ul style="list-style-type: none"> <li>•Review male and female reproductive systems.</li> <li>•Explain genetic influences on growth/development.</li> </ul>	<ul style="list-style-type: none"> <li>•Describe fertilization, fetal development, the birth process and common conditions that affect the fetus.</li> </ul>	<ul style="list-style-type: none"> <li>•Show how the brain impacts choices and behaviors.</li> </ul>			<ul style="list-style-type: none"> <li>•Identify physical, mental, social, and emotional changes that occur in adolescence through late adulthood.</li> </ul>	
Describe the interrelationship of physical mental, social, and emotional health	<ul style="list-style-type: none"> <li>•Identify characteristics necessary for healthy relationships.</li> </ul>		<ul style="list-style-type: none"> <li>•Develop Strategies for preventing sexual harassment.</li> </ul>		<ul style="list-style-type: none"> <li>•Develop and use effective communication skills including the ability to discuss human sexuality with parents/guardians.</li> </ul>	<ul style="list-style-type: none"> <li>•Describe how personal relationships evolve over time.</li> <li>•Identify resources that may help with personal issues.</li> </ul>	
Establish guidelines that promote healthy and positive dating relationships.	<ul style="list-style-type: none"> <li>•Identify skills for maintaining healthy relationships.</li> </ul>		<ul style="list-style-type: none"> <li>•Analyze how personal values impact dating behaviors.</li> </ul>		<ul style="list-style-type: none"> <li>•Demonstrate refusal skills as they apply to the pressure to become sexually active.</li> <li>•Evaluate how media messages affect sexual behavior.</li> </ul>	<ul style="list-style-type: none"> <li>•Explain how laws relate to relationships and sexual behavior.</li> </ul>	
Understand the importance of abstinence, and challenges of unintended pregnancies.	<ul style="list-style-type: none"> <li>Describe the benefits of sexual abstinence.</li> <li>•Understand the importance of annual physicals and self-exams.</li> </ul>	<ul style="list-style-type: none"> <li>•Identify means of prevention of early and/or unintended pregnancy and sexually transmitted disease.</li> </ul>	<ul style="list-style-type: none"> <li>•Identify adoption and the <i>Newborn Safe Haven Law</i> as considerations for unintended pregnancy.</li> </ul>	<ul style="list-style-type: none"> <li>•Analyze the responsibilities, joys demands, and challenges of parenthood.</li> </ul>		<ul style="list-style-type: none"> <li>•Explain the importance of an annual physical and breast and testicular self exams.</li> </ul>	

