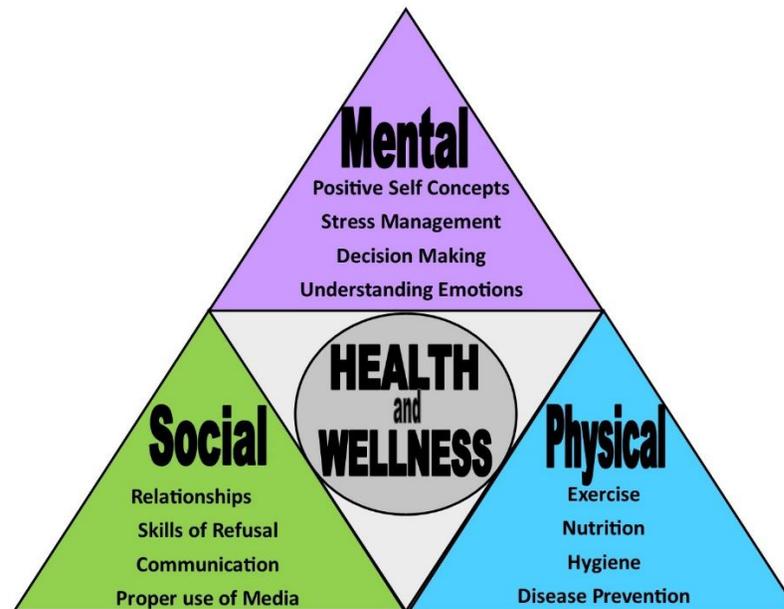


First Grade

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 goals and decision-making skills and continue to develop healthy relationship skills.

Standard	Possible Activities	Past, Related, and Future Standards
Standard 1.HF.1: Define goals and explain why setting goals is important.	<ul style="list-style-type: none"> • Model setting goals with the students of how to earn a longer recess time. • Brainstorm with students other incentives they are interested in earning and have them work in groups and present their ideas to the teacher. • Discuss personal interests and growth opportunities. Give the students an opportunity to set personal learning goals that they develop over a period of time. 	Future: Standard 2.HF.1
Standard 1.HF.2: Explain how to make good decisions and how all decisions can affect self or others.	<ul style="list-style-type: none"> • The first week of school, pose the question of “What happens if...” . Use those examples to create your classroom rules. • Show “Making Tough Choices with Kid President” and discuss. • Discuss how your actions affect others. “What would happen if I....?” Use manipulatives (dominoes, blocks) to create a cause and effect scenario, demonstrating how our actions affect others. 	Related: Standard 1.SAP.3 Future: Standard 2.HF.2
Standard 1.HF.3: Demonstrate how to express gratitude, treat others with kindness, and respect differences.	<ul style="list-style-type: none"> • Giving Tree- The first week of school, talk about what kindness means and how to express it in the classroom. When a student shows kindness, have the recipient write a kindness note add to the tree. • List events that have meant a lot to you. Identify why they were important. How can you let someone know you appreciated their efforts? • Respect Popcorn Party. • A Welcoming Classroom lesson plan. • Valuing Diversity with The Big Orange Splot. • The Names We Want to be Called. • What’s Your Name? (Simon Says diversity activity). 	Past: Standard K.HF.3 Related: Standard 1.MEH.1 Future: Standard 2.HF.5

Teacher Resources for Further Professional Learning

[7 Fun Goal Setting Activities for Children:](#) 7 activities that can make goal setting more fun and effective from Big Life Journal.

[Helping Kids Be Goal-Setters:](#) Simple ways to help kids understand what goals are, and why using them can enhance their chances of success by Dr. Borba.

[A Collection of Social Emotional Lesson Plans & Activities:](#) A variety of lessons for K-3 students from Project BASIC.

[How to Teach the Value of Gratitude to Children:](#) Information from the Children’s Bureau on the health benefits of gratitude and how to teach.

[Kids Health: Empathy:](#) KidsHealth teacher guide for teaching empathy K-2.

[Ready, Set, Respect:](#) Tools to support elementary educators to prepare to teach about respect by GLESN.

[Positively Respectful:](#) Education World lesson on creating a positive environment by teaching students to show respect and share compliments.

[Everybody is Unique:](#) Education World lesson to teach about respect for others’ unique qualities, combines art and language arts.

[What is Empathy?](#) Teaching Tolerance lesson to teach students to be more conscious of other people’s feelings to create a more accepting and respectful school community.

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

Strand 2: Mental and Emotional Health

Goal: Students will practice expressing emotions and bully prevention strategies.

Standard	Possible Activities	Past, Related, and Future Standards
<p>Standard 1.MEH.1: Define what bullying is and is not and demonstrate what to say and do if someone is bullying or bothering oneself or others. Compare these actions with kindness.</p>	<ul style="list-style-type: none"> • Show situational cards of other students and brainstorm what possible solutions would be. Ask students to illustrate and write about how they could appropriately handle that situation. • Read- <i>Have You Filled a Bucket Today?</i> Demonstrate bucket filling and dipping throughout the story. Discuss Helpful and Hurtful situations they might encounter during the school day. • Words that Hurt and Words that Heal lesson plan. • Matthew and Tilly: Addressing Name Calling. • Standing Up for Each Other: Drawing Ally. Superheroes. • A Song for Anti-Bullying. • Garden of Kindness. 	<p>Related: Standard 1.HF.3 Related: Standard 1.SDP.2 Future: Standard 2.MEH.1</p>
<p>Standard 1.MEH.2: Demonstrate healthy ways to express needs, wants, and feelings.</p>	<ul style="list-style-type: none"> • Prepare situations or pictures and ask students to role play a healthy way to express their needs, wants, and/or feelings for that picture or situation. • Play Emotion Charades- Talk about different needs, wants and feelings by using the charade cards. Have a student act out an emotion, then have another student guess and address their needs. "It looks like you are.... Would you like to...?" 	<p>Past: Standard K.MEH.1 Related: Standard 1.MEH.1 Future: Standard 2.MEH.1</p>

Teacher Resources for Further Professional Learning

[Facts for Kids About Bullying:](#) Stopbullying.gov site with facts about bullying.

[Steps to Prevent Bias-Based Bullying:](#) Welcoming Schools tips on preventing bias-based bullying.

[What is a Disability?](#) Teaching Tolerance lesson to help students increase knowledge about people with disabilities and explore ways to sensitively communicate with people with disabilities.

[Coping Skills for Kids:](#) Resources for teachers on calming anxiety, managing anger, deep breathing exercises, and more from Coping Skills for Kids.

[8 Self-Soothing Techniques for Your Young Child:](#) Resource from Understood.org with techniques to help children relax and regain sense of control.

[Helping Kids Recognize, Manage, and Express Their Feelings:](#) Resource from How Are the Children to support adults in helping children identify, understand, and express their feelings.

Strand 3: Safety and Disease Prevention

Goal: Students will learn specific behaviors to prevent disease, common injuries, and avoid dangerous situations.

Standard	Possible Activities	Past, Related, and Future Standards
<p>Standard 1.SDP.1: Understand how proper use of equipment (for example, helmets, sports equipment, seat belts, booster seats) helps protect from injury.</p>	<ul style="list-style-type: none"> • Lead a discussion of “What could happen if...”. Show a picture of a student participating in various unsafe situations. Identify dangers in the environment and discuss what the outcomes could be then create a safety poster. • Discuss types of safety equipment, explain the importance. Use a melon to demonstrate helmet safety by dropping the melon with and without a helmet. 	<p>Past: Standard K.HD.1 Future: Standard 2.SDP.1</p>
<p>Standard 1.SDP.2: Identify when an environment or situation is not safe (for example, abuse, bullying, harmful substances, firearms, fire, medical emergency) and understand how to react and promptly report to a trusted adult (for example, parent, guardian, relative, teacher, counselor, clergy) or emergency services.</p>	<ul style="list-style-type: none"> • Read a story in which one of these situations occurred. Stop the reading at the peak of the unsafe activity. Discuss how they could respond. • Use scenario cards to discuss steps to prevent or address emergency and safety situations. Post cards for students to see throughout the year. • Read the story <i>Chicken Clicking</i> by Jeanne Willis or <i>The Internet Sleuths: Picture Book about Keeping Children Safe Online (Child Internet Safety)</i>. Talk about online safety and why it is important to only use technology with a trusted adult. 	<p>Past: Standard K.HD.4 Related: Standard 1.HD.4 Future: Standard 2.SDP.2 Future: Standard 2.HD.2</p>
<p>Standard 1.SDP.3: Recognize the importance of using electronic devices only with trusted adult supervision.</p>	<ul style="list-style-type: none"> • Lead a discussion of reasons an adult should supervise or monitor use (e.g., purchases, strangers, damage, unsafe pages). • <i>The Internet Sleuths: Picture Book about Keeping Children Safe Online.</i> 	<p>Related: Standard 1.HD.4 Future: Standard 2.SDP.2 Future: Standard 2.HD.2</p>
<p>Standard 1.SDP.4: Describe behaviors that may prevent and reduce the risk of disease.</p>	<ul style="list-style-type: none"> • Sunscreen Experiment- Take a colored piece of paper. Add sunscreen to a small part. Place paper in the window and discuss the changes you see over time. Discuss ways to protect the skin from sun exposure. • Create a poster of proper handwashing steps. Post it by the sink and reinforce following the proper steps. Use the evidence soap with the class to determine if they are using proper handwashing skills. • Read story for benefits of physical activity, healthy eating, or good hygiene. 	<p>Related: Standard 1.N.2 Related: Standard 1.HD.1 & 2 Future: Standard 2.SDP.3</p>
<p>Standard 1.SDP.5: Recognize the importance of never touching another person’s blood or other bodily fluids.</p>	<ul style="list-style-type: none"> • Introduce the saying, “If it’s wet, warm, and not yours, do not touch it without gloves”. 	<p>Related: Standard 1.SDP.4 Future: Standard 2.SDP.4</p>

Teacher Resources for Further Professional Learning

[Safe Kids Worldwide](#): Variety of safety tips for situations, ages, and places.

[Elmo Stays Safe – Storybook](#): Book written for educators by Child Accident Prevention Foundation to help involve children in learning and a discussion about staying safe.

[BrainPop – Be Safe](#): Site with modules for bullying, fire safety, internet safety, and safety signs.

[Kids Health: Bullying](#): KidsHealth K-2 lesson plan for bullying.

[Personal Safety](#): Davis School Personal Safety K-1 lessons.

[Kids Health: Strangers and 911](#): KidsHealth K-2 Strangers and 911 lesson.

[NetSmartz](#): Online safety education program with activities for all ages.

[BrainPop-Be Well](#): Site with modules for allergies, asthma, chickenpox, colds and flu, and more.

[CDC - Posters](#): Center for Disease Control and Prevention printable posters for handwashing.

[CDC: Oral Health](#): Center for Disease Control and Prevention site on oral health.

[Sun Safety](#): Huntsman Cancer Institute sun safety resource guide.

[Bloodborne Pathogens](#): Steps to protect yourself from bloodborne illnesses from the United Federation of Teachers.

[Bloodborne Pathogens](#): Understanding bloodborne pathogens, what they are, controlling exposure, and more from CPR Certified.

Strand 4: Substance Abuse Prevention

Goal: Students will understand when substances are helpful or harmful.

Standard	Possible Activities	Past, Related, and Future Standards
Standard 1.SAP.1: Compare and contrast the difference between helpful and harmful substances.	<ul style="list-style-type: none"> • Healthy and Hurtful Choices Bingo. Discuss the ways each choice can affect your body. • Bring in pictures of items and have the students sort them into whether they are helpful or harmful to the body. 	Related: Standard 1.SAP.2 & 3 Future: Standard 2.SAP.1
Standard 1.SAP.2: Explain the importance of only taking medicine with adult supervision.	<ul style="list-style-type: none"> • Start a discussion of medicines and how they help the body heal. • Contrast that discussion about what medications can do to your body if your body does not require them at that time. 	Related: Standard 1.SAP.1 & 3 Future: Standard 2.SAP.2
Standard 1.SAP.3: Practice strategies that can be used to refuse harmful substances.	<ul style="list-style-type: none"> • Brainstorm and roleplay ways to say no to difficult situations and harmful substances. • Brainstorm and create a word web of ways to say no to harmful substances. 	Related: Standard 1.SAP.1 & 2 Related: Standard 1.HF.2 Future: Standard 3.SAP.1

Teacher Resources for Further Professional Learning[Medicine and Drugs: What's Helpful, What's Harmful:](#) Information and lessons K-4 for helpful and harmful substances from the National Institute of Drug Abuse.[BrainPop-Medicine:](#) Videos, lessons, and resources for teaching elementary students about medicine.[Drug Prevention Tips for Every Age:](#) Partnership for Drug-Free Kids resources for prevention at all ages.[Drug Abuse Prevention:](#) HealthyChildren.org resource to support parents and adults as protective factors against substance use.[Red Ribbon Week – Toolkit for Implementation:](#) Toolkit from the Utah PTA for schools and educators with resources for a meaningful Red Ribbon Week.

Strand 5: Nutrition

Goal: Students will learn how to fuel their body with healthy food choices.

Standard	Possible Activities	Past, Related, and Future Standards
Standard 1.N.1: Recognize major food groups, including water, and list a variety of healthy foods in each group.	<ul style="list-style-type: none"> Write the headings of each food group on the board. Ask students to list foods in those food groups. Food Groups Twister- Have the students discuss types of food from different groups. Play twister (with sit spots) assigning the different colors to each food group. 	Past: Standard K.N.1 Related: Standard 1.N.2 Future: Standard 2.N.1
Standard 1.N.2: Identify foods and beverages that are healthy choices for the body and explain the importance of choosing healthy foods at each meal.	<ul style="list-style-type: none"> Under each heading of food groups, have students vote as to which are healthy choices. Lead a discussion as to what that food group does to help your body. Healthy Choice Bingo! 	Past: Standard K.N.2 Related: Standard 1.N.1 Future: Standard 2.N.1 Future: Standard 3.N.2
Standard 1.N.3: Describe how food is fuel for the body.	<ul style="list-style-type: none"> Experiment- How much sugar is in my drink? Compare choices by measuring the amount of sugar in 3-4 common beverages and displaying. Ask students how they feel if they miss breakfast or lunch throughout the day. What happens to their energy, their desire to learn, etc. 	Related: Standard 1.N.2 Future: Standard 2.N.2
Standard 1.N.4: Recognize not all food products advertised or sold are healthy.	<ul style="list-style-type: none"> Food Advertisement matching game- Display advertisements and talk about moderation and healthy alternatives. Ask the students to bring in their favorite food or snack. Categorize them as healthy or not. Introduce the nutritional facts on the packages. 	Future: Standard 2.N.4

Teacher Resources for Further Professional Learning

[BrainPop-Food Groups:](#) Videos and resources for teaching food groups.

[American Heart Association Fruit and Veggie Toolkit for Kids:](#) Download the American Heart Association's Fruit and Veggie Toolkit in English or Spanish.

[Serving up MyPlate: Grades 1 & 2:](#) USDA MyPlate lessons and resources for grades 1 and 2.

[Choose MyPlate:](#) USDA MyPlate Kids' Place has games, activity sheets, videos, songs and more to help teach students about nutrition.

[MyPlate for Educators:](#) USDA MyPlate resource for parents and educators.

[KidsHealth: Healthy Eating:](#) Resource with strategies to improve nutrition and encourage smart eating habits.

["5-2-1 Almost None" Poster:](#) Printable nutrition poster from KidsHealth.

[Kids Health: Breakfast:](#) Lesson for teaching the importance of breakfast.

[Nutrition Facts Label: Read the Label Youth Outreach Materials:](#) FDA resource for teaching kids how to read food labels.

[Dairy West Resources:](#) Explore free resources, manipulatives, and lessons from Dairy West.

Strand 6: Human Development

Goal: Students will review basic hygiene skills, learn how human development varies, and practice refusal skills. Utah Code requires parental notification for instruction on child sexual abuse prevention.

Standard	Possible Activities	Past, Related, and Future Standards
Standard 1.HD.1: Explain how hand washing, clean clothes, and oral hygiene are important for a healthy body.	<ul style="list-style-type: none"> • Read- <i>The Night I Forgot to Brush</i> by Anna W. Bardus • Read- <i>The Girl Who Wouldn't Brush her Hair</i> by Kate Bernheimer • Swab different parts of the classroom and grow bacteria in a petri dish. Discuss good and bad bacteria. • Have a nurse come in and use the soap with blacklight. • Ask a dentist to come give a presentation on oral hygiene. 	Past: Standard K.HD.1 Related: Standard 1.SDP.4 Future: Standard 3.HD.1
Standard 1.HD.2: Explain how the right amount of sleep contributes to health and wellness.	<ul style="list-style-type: none"> • Design an emotions poster articulating how you feel without enough sleep • Explore different strategies to help students fall asleep. Example, Sleep Stories, (Calm.com) Meditation body scan, signs of being tired. • How do you feel in the morning if woken up several times a night by a rainstorm? Use that information to compare to how you feel with a good night's sleep. 	Related: Standard 1.SDP.4
Standard 1.HD.3: Recognize that healthy bodies come in different shapes, sizes, and abilities.	<ul style="list-style-type: none"> • Read- <i>Stand Tall Molly Lou Melon</i>, <i>Spaghetti in a Hot Dog Bun</i>, or <i>I'm Gonna Like Me</i>. • Define healthy and what that looks like. • Ask students to think of one person they think of as healthy. Ask them to describe their bodies by shape, size, and abilities. • Many Shapes and Sizes. 	Related: Science LS1.A Standard 1.2.2 Related: Science LS1.B Standard 1.2.4 Future: Standard 5.HD.1
Standard 1.HD.4: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, unsafe, or afraid.	<ul style="list-style-type: none"> • Role play several situations and have the students practice how they would react. • Seeking Help lesson plan. 	Past: Standard K.HD.4 Related: Standard 1.SDP.2 Future: Standard 2.HD.2

Teacher Resources for Further Professional Learning

[Children's Oral Health:](#) Center for Disease Control and Prevention site on oral health.

[Kids Health: Why Do I Need to Wash My Hands?:](#) Hand washing resource.

[Personal Hygiene:](#) Hygiene and importance for whole body from National Children's Hospital.

[Sleep for Kids:](#) National Sleep Foundation information about children's sleep.

[6 Ways to Promote Healthy Body Image in Your Child:](#) How to promote healthy body image in children from Children's Hospital.

[Size Diversity:](#) Resource for understanding size diversity from National Eating Disorders .org.

[Healthy Bodies, Healthy Body Image:](#) Teaching Tolerance lesson for healthy bodies and body image.

[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.

[Safe Touch/Unsafe Touch: YouTube Video](#): Protect Yourself Rules - Grades K-3 Lesson 3 - Safe Touch / Unsafe Touch The nonprofit Barbara Sinatra Children's Center Foundation in conjunction with Wonder Media has developed a national campaign on a child abuse awareness and prevention.