

# Health I

## Strand 3: Safety & 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 explore how their personal decisions influence their health and safety.

**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 I Safety and Disease Prevention

Standard	Possible Activities	Past, Related, and Future Standards
<p><b>Standard HI.SDP.1:</b> Demonstrate proficiency in basic first-aid and Cardiopulmonary Resuscitation (CPR).</p>	<ul style="list-style-type: none"> <li>• First Aid Comic Story: Have students create a comic book with first aid scenarios uses accurate resources.</li> <li>• Use CPR dummies to teach compressions – training from certified trainer.</li> <li>• Guest speaker from Red Cross, American Red Cross, nurse, or other CPR and first aid trainer.</li> <li>• Students teach CPR to other faculty members for assessment.</li> <li>• <a href="#">Stop the Bleed</a>: Basic Splinting &amp; Bleeding Control.</li> <li>• Hands only CPR video.</li> </ul>	<p><b>Past:</b> Standard 6.SDP.1 <b>Future:</b> Standard HII.SDP.1</p>
<p><b>Teacher Resources for Further Professional Learning</b></p>		
<p><a href="#">Safety and First Aid</a>: Teens Health resource with safety basics for teens including driving, sports safety, and first aid.</p>		
<p><a href="#">Resources for CPR</a>: Google folder full of resources for teaching CPR provided by American Heart Association.</p>		
<p><a href="#">First Aid Resources</a>: Google folder with resources for teaching First Aid provided by American Heart Association.</p>		
<p><a href="#">Stop the Bleed</a>: You can learn how to stop major bleeding in three simple ways.</p>		

## Health I Safety and Disease Prevention

Standard	Possible Activities	Past, Related, and Future Standards
<p><b>Standard HI.SDP.2:</b> Demonstrate how to apply thoughtful decision-making in health-related situations (for example, substance use, vehicle safety, sun safety, recreational safety, firearm safety, physical activity, nutritional choices).</p>	<ul style="list-style-type: none"> <li>• In small groups students pick a topic of health-related safety and defend their standpoint to their peers. For example, wearing a seat belt, not texting or using phone while driving, the passenger’s role in contributing to safe transportation (e.g., seat belts, distracted driving).</li> <li>• Research sun and ultraviolet (UV) safety practices (e.g., exposure to sun during peak hours, use of sunscreen, avoid tanning beds, seek shade, hydration). Example: Huntsman Cancer Institute Skin Cancer Prevention presentation.</li> <li>• Public Service Announcements: Students film their own public service announcements on a safety concern or issue of their choice (approved by the teacher).</li> <li>• Survival Scenarios: use one of a variety of survival scenarios where students are given a situation that they must survive or get out of and a list of possible supplies to use. They must decide which they will use and how.</li> <li>• Botvin LST Lessons</li> </ul>	<p><b>Past:</b> Standard 6.SDP.1 <b>Related:</b> Standard HI.HF.2 &amp; 3b Standard HI.SAP. 3 &amp; 4 <b>Future:</b> Standard HII.SDP.2</p>
<b>Teacher Resources for Further Professional Learning</b>		
<p><a href="#">Safety and First Aid:</a> Teens Health resource with safety basics for teens including driving, sports safety, and first aid.</p>		
<p><a href="#">Zero Fatalities: Facts About Not Buckling Up:</a> Videos and resources about seatbelt use.</p>		
<p><a href="#">Zero Fatalities: Distracted Driving:</a> Videos and resources about distracted driving.</p>		
<p><a href="#">Huntsman: Cancer Screening:</a> Huntsman Cancer Institute cancer screening guidelines.</p>		
<p><a href="#">Sun Safety:</a> Huntsman Cancer Institute’s Sun Safety resource guide.</p>		
<p><a href="#">Skin Cancer Prevention Presentation for Teachers:</a> Huntsman Cancer Institute slides for skin cancer prevention.</p>		
<p><a href="#">First Aid Resources:</a> Google folder with resources for teaching First Aid provided by American Heart Association.</p>		

## Health I Safety and Disease Prevention

Standard	Possible Activities	Past, Related, and Future Standards
<p><b>Standard HI.SDP.3:</b> Investigate the effects of media and technology on mental, emotional, physical, and social health (for example, dopamine levels, sleep).</p>	<ul style="list-style-type: none"> <li>• Article discussion: <a href="#">Have Smartphones Destroyed a Generation?</a></li> <li>• Art project on effects of media on teens.</li> <li>• Botvin LST Lessons .</li> <li>• Watch and discuss lessons and speeches from <a href="#">Collin Kartchner</a>.</li> <li>• Talk about the ratio of male and female actors used in advertising and what they look like to demonstrate the effectiveness of the advertisement.</li> </ul>	<p><b>Past:</b> Standard 6.MEH.2 &amp; 3</p> <p><b>Related:</b> Standard HI.SAP.2</p> <p>Standard HI.HD.8a</p> <p><b>Future:</b> Standard HII.SDP.3</p>
<b>Teacher Resources for Further Professional Learning</b>		
<p><a href="#">How Technology is Changing the Brain - Dr. Christy Kane:</a> TedTalk video of Dr. Christy Kane’s presentation on how technology is changing the brain.</p>		
<p><a href="#">Digital Citizenship Curriculum:</a> Lessons and resources to support teachers in digital citizenship instruction.</p>		
<p><a href="#">Net Safe Utah website:</a> Net Safe 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.</p>		

## Health I Safety and Disease Prevention

Standard	Possible Activities	Past, Related, and Future Standards
<p><b>Standard HI.SDP.4:</b> Identify how to maintain a healthy online relationship and the potential consequences of sharing private information using technology including photos and videos.</p>	<ul style="list-style-type: none"> <li>• Discuss different scenarios and what information is appropriate to share online.</li> <li>• Toby Pearson Social Experiment with social media</li> <li>• Digital citizenship WebQuest .</li> <li>• Netsmartz – Student projects, presentations, and videos.</li> <li>• <a href="#">Healthy relationship middle school educators toolkit</a> from loveisrespect.org.</li> </ul>	<p><b>Past:</b> Standard 6.MEH.3 <b>Related:</b> Standard HI.HF.3b &amp; 4 Standard HI.HD.8a <b>Future:</b> Standard HII.SDP.3</p>
<b>Teacher Resources for Further Professional Learning</b>		
<p><a href="#">Safe Online Surfing:</a> FBI website with teacher resources for online safety.</p>		
<p><a href="#">NetSmartz Resources:</a> Net Safe menu of resources and videos for teachers to learn more about online safety.</p>		
<p><a href="#">Net Safe Utah website:</a> Net Safe 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.</p>		
<p><a href="#">Prevent Child Abuse Utah School Based Programs:</a> 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.</p>		

## Health I Safety and Disease Prevention

Standard	Possible Activities	Past, Related, and Future Standards
<p><b>Standard HI.SDP.5:</b> Explain the harmful effects of pornography and recognize that recovery is possible.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Fight the New Drug videos &amp; Discussions.</a></li> <li>• Discuss the potential harmful effects such as human trafficking, addiction, and legal implications.</li> <li>• Talk about Human Trafficking and how it is a real problem, use materials provided by Raffa House, OUR, and other Human Trafficking groups.</li> </ul>	<p><b>Past:</b> Standard 6.SDP.3 <b>Related:</b> Standard HI.SAP.5c <b>Future:</b> Standard HI.SDP.4</p>
<b>Teacher Resources for Further Professional Learning</b>		
<p><a href="#">Harmful Effects of Pornography:</a> PDF with facts and steps for educators to teach about the harmful effects of pornography.</p>		
<p><a href="#">Fight the New Drug:</a> Peer-reviewed research about pornography in a clear and concise way that's engaging and easy to understand.</p>		
<p><a href="#">How to Warn Against Porn:</a> Resource for how to talk about the harmful effects of pornography without frightening children.</p>		

## Health I Safety and Disease Prevention

Standard	Possible Activities	Past, Related, and Future Standards
<p><b>Standard HI.SDP.6:</b> Compare and contrast the signs, symptoms, prevention methods, and risk factors of infectious, acute, and chronic diseases.</p>	<ul style="list-style-type: none"> <li>• Concept Development Activity: Break into groups with a stack of cards with different diseases with a brief description of each. Students are then instructed to categorize them in as many different groups as possible. At the conclusion of the activity reveal how they are categorized (infectious, acute, chronic).</li> <li>• Research using verified websites the signs and symptoms of different diseases.</li> <li>• Glo Germ, <a href="#">Milk lab</a>.</li> <li>• Venn Diagram or table of infections, acute and chronic disease – compare and contrast.</li> <li>• <a href="#">How Viruses Spread</a> (Youtube video).</li> <li>• Explore prevention and risk factors for environment, diet, body composition, risky behaviors, age, gender, and family genetics.</li> <li>• Botvin LST Lessons.</li> </ul>	<p><b>Past:</b> Standard 6.SDP.4 <b>Past:</b> Standard 6.HD.1 <b>Related:</b> Standard HI.MEH.2 Standard HI.HD.5 &amp; 6 <b>Future:</b> Standard HII.SDP.6 &amp; 7</p>
<b>Teacher Resources for Further Professional Learning</b>		
<p><a href="#">Diseases and Conditions:</a> Teens Health menu of a variety of diseases and conditions.</p>		
<p><a href="#">CDC: Oral Health:</a> Center for Disease Control and Prevention resource for oral health.</p>		
<p><a href="#">CDC: Healthy Living menu of topics:</a> Center for Disease Control and Prevention resource, select a variety of diseases and conditions to learn more.</p>		
<p><a href="#">Diseases &amp; Conditions:</a> Utah Department of Health menu for diseases and conditions. Select to learn more.</p>		
<p><a href="#">Prevent Chronic Disease:</a> Center for Disease Control and Prevention resource for preventing chronic disease.</p>		
<p><a href="#">Childhood Diabetes Prevention Programs (Crush Diabetes):</a> University of Utah diabetes prevention resource developed for middle school.</p>		

## Health I Safety and Disease Prevention

Standard	Possible Activities	Past, Related, and Future Standards
<b>Standard HI.SDP.7:</b> Demonstrate how to access valid and reliable health information, products, and services.	<ul style="list-style-type: none"> <li>• Create a gallery walk based on the different diseases for students to walk and learn.</li> <li>• <a href="#">Evaluating Resources worksheet.</a></li> <li>• Online Scavenger Hunt: Going through a variety of different reliable sources/sites.</li> </ul>	<b>Past:</b> Standard 6.SDP.2 <b>Related:</b> Standard HI.MEH.2 Standard HI.HD.7 <b>Future:</b> Standard HII.SDP.5
<b>Teacher Resources for Further Professional Learning</b>		
<a href="#">Navigating the Health Care System:</a> A Nemours resource on navigation health care and health literacy.		
<a href="#">Teen Health Expert Answers:</a> Teens Health resource of questions and answers on a variety of topics.		
<a href="#">Finding and Evaluating Online Resources:</a> U.S. Department of Health resource for evaluating online resources.		
<a href="#">Health Care Products &amp; Services:</a> Federal Trade Commission booklet to help find reliable sources of information.		