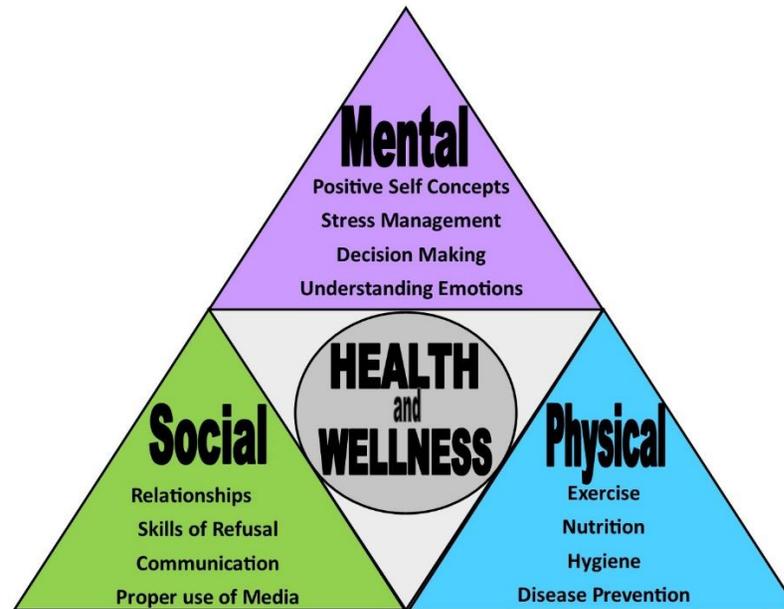# Sixth Grade

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.

Mental
Positive Self Concepts
Stress Management
Decision Making
Understanding Emotions

HEALTH and WELLNESS

Social
Relationships
Skills of Refusal
Communication
Proper use of Media

Physical
Exercise
Nutrition
Hygiene
Disease Prevention

Strand 1: Health Foundations and Protective Factors of Healthy Self
Goal: Students will enhance goal-setting, decision-making, and communication skills.

Standard	Possible Activities	Past, Related, and Future Standards
Standard 6.HF.1: Create a SMART goal and track the progress and identify obstacles to achieving goals and how to overcome them.	• Goal kites: main part of the kite is the goal and the strings are short term goals. • SMART Goals worksheet or SMART Goal Activity Worksheet	Past: Standard 5.HF.1 Related: Standard 6.N.2 Future: Standard HI.HF.1
Standard 6.HF.2: Explain how personal values, differences, and beliefs contribute to personal boundaries and how boundaries are an important factor in making healthy decisions.	• DARE/NOVA curriculum. • Write a story about a character having to make a difficult decision and how personal boundaries assisted in making the decision.	Past: Standard 5.HF.2 Related: Standard 6.HF.4 Related: Standard 6.HD.3 Future: Standard HI.HF.2 & 4
Standard 6.HF.3: Define locus of control and the impact it has on decision-making.	• Explain the importance of taking responsibility for one's actions and behaviors and discuss locus of control.	Past: Standard 5.HF.2 Related: Standard 6.SAP.2 Future: Standard HI.HF.2 & 3b
Standard 6.HF.4: Demonstrate positive ways to communicate differences of opinion while maintaining relationships.	• Role play scenarios where students must come to a compromise. • Review I-messages and practice writing I-messages based on scenarios given by the teacher. • Practice effective communication skills.	Past: Standard 4.HF.3 Past: Standard 5.HF.4 Related: Standard 6.HF.2 Future: Standard HI.HF.4
Standard 6.HF.5: Describe how to build and maintain healthy relationships through positive habits, friendships, honesty, and respect. Describe how to end unhealthy relationships.	• Developing Empathy. • Describe characteristics of a healthy relationship and list way to maintain those relationships in a class discussion. Explain healthy and safe ways to end relationships that may be unsafe/unhealthy.	Past: Standard 4.HF.4 Past: Standard 5.HF.4 Related: Standard 6.SAP.1 Future: Standard HI.HD.8
Teacher Resources for Further Professional Learning		

SMART Goal Setting with Your Students: Resource of the importance and examples of how to set SMART goals with students from Edutopia.

SMART Goals Method Teaches Kids About Goal Setting: Simple explanation of how to use SMART goals & it means from The Children's Center.

Teaching Kids About Boundaries: Resource for teaching empathy and setting boundaries from Child Mind Institute.

Locus of Control: Article with definitions and examples of locus of control by Good Therapy.

Locus of Control: Article with definitions and comparison of internal and external locus of control by VeryWell.

Effective Communication: Resource for teaching skills of effective communication by Help Guide.

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.

Healthy Relationship Resource Kit: Resource kit with information and lesson ideas for K-12 by Western Health.

Healthy Relationships: Sample lesson, including teacher materials, from KidsHealth for teaching healthy relationships by KidsHealth.

Health Foundations 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 explore common life changes and practice strategies to reduce risk factors and enhance factors that promote positive mental and emotional health.

Standard	Possible Activities	Past, Related, and Future Standards
Standard 6.MEH.1: Explore common life changes (for example, moving, changing schools, friendships, family dynamics, deaths) and list healthy coping strategies.	• Guided discussion or journal write on different common life changes students may have experienced. How did these changes make them feel? What activities helped cope with changes? • Note: This is a transition year, students are changing schools. Data indicates increases in suicide during these years.	Past: Standard 3.MEH.1 Related: Standard 6.MEH.2 Future: Standard HI.HF.3
Standard 6.MEH.2: Explore various options for managing stress by creating a personal stress management plan and adopting effective stress-reduction behaviors.	• Class discussion on stressors and stress relievers: meditation, exercise/mood log, music, mindfulness, guided imagery.	Past: Standard 5.MEH.1 Related: Standard 6.MEH1 Future: Standard HI.MEH.1
Standard 6.MEH.3: Describe the influence of culture and media, including social media, on self-esteem and body image.	• Beauty is Skin Deep. • Critical Viewer Activity. • Turn Beauty Inside Out Day • Journal write: have students write ways culture and media influence their body image, behaviors, or even clothing choices. Discuss healthy ways to cope with the influences and where to go for support.	Past: Standard 3.MEH.3 Related: Standard 6.N.3 & 4 Related: Standard 6.SDP.2 Future: Standard HI.SDP.3 Future: Standard HII.MEH.2
Standard 6.MEH.4: List warning signs of depression, anxiety, and suicide and identify how, why, and when talking with a trusted adult (for example, parent, guardian, relative, teacher, counselor, clergy) is needed.	• Construct a brochure in groups that identifies warning signs and present it to a different group. • School nurse, counselor, or another guest speaker. • List school and community mental health resources and discuss how to access those resources (e.g., technology, school counselors, teachers, resource officer, community organizations).	Past: Standard 5.MEH.2 Related: Standard 6.MEH.5 Future: Standard HI.MEH.2
Standard 6.MEH.5: Discuss strategies to help self and others affected by mental and emotional health issues (for example, depression, anxiety, violence, bullying, self-harm, suicidal thoughts).	• School nurse, counselor, or another guest speaker. • Design a positive support system for dealing with depression and other mental illnesses. • QPR – NuHope Presentation.	Past: Standard 5.MEH.3 Related: Standard 6.MEH.4 Future: Standard HI.MEH.2b & 3
Teacher Resources for Further Professional Learning		
10 Ways to Cope with Big Changes: Psychology Today article with 10 strategies for coping with change.		
Coping Skills for Kids: Resources for teachers for calming anxiety, managing anger, deep breathing exercises, and more.		
Stress: KidsHealth Resource on stress and how to find balance.		
Children, Body Image, & Media: Resource to learn about the negative effects social media has on body image in children by the Children's Society.		
Warning Signs of Suicide: Read more about the warning signs of suicide, risk factors and protective factors of suicide by SAVE.		

[Safe UT:](#) The SafeUT Crisis Chat and Tip Line is a statewide service that provides real-time crisis intervention to youth through live chat and a confidential tip program – right from your smartphone.
[Depression Symptoms and Warning Signs:](#) Resource with common signs of depression, types of depression, risk of suicide, and how to cope by Help Guide.
[Anxiety & Depression:](#) Resource with information on anxiety and depression in children from the Anxiety and Depression Association of America.
[Stop Bullying:](#) Federal government website managed by U.S. Department of Health and Human Services for stopping bullying and what kids can do.
[Prevent Bullying:](#) How parents and teachers can take action to prevent bullying from the American Psychological Association.
[Anxiety Disorders:](#) KidsHealth resource about anxiety disorders.
[Help for Cutting & Self-Injury:](#) Child Mind Institute resource to help adults help kids who intentionally hurt themselves.

Strand 3: Safety and Disease Prevention
Goal: Students will learn skills to lay the foundation for long-term healthy behaviors.

Standard	Possible Activities	Past, Related, and Future Standards
Standard 6.SDP.1: Create personal rules and strategies (for example, use of safety equipment, protective gear, seat-belts, sunscreen) incorporating healthy lifestyle activities in home, school, social, and community settings.	• Scenario cards, seatbelt safety commercials, safety commercials/skits, police officer speak. • Public Service Announcements (PSA) on different safety equipment, gear, or products (e.g., helmets, seatbelts, sunscreen). • Examine how decisions and personal behaviors contribute to a safe or unsafe environment and develop strategies for change.	Past: Standard 5.SDP.1 & 2 Related: Standard 6.SDP.4 Future: Standard HI.SDP 1 & 2
Standard 6.SDP.2: Describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks and develop strategies for minimizing risk (for example, dangerous activities, unsafe challenges, purchase choices, eating behaviors).	• Read and discuss current news articles on online (YouTube) challenges. • View commercials on various foods and discuss target audience and if the food is healthy or not.	Past: Standard 5.SDP.3 Related: Standard 6.MEH.3 Related: Standard 6.SDP.2 Future: Standard HI.SDP.3 & 7
Standard 6.SDP.3: Explore consequences for using technology inappropriately and discuss school policies.	• Review school policies. • Create posters outlining potential consequences of technology misuse (e.g., losing device, legal, financial impact of in-app purchase, safety, photos, time spent).	Past: Standard 5.SDP.3 Related: Standard 6.SDP.2 Future: Standard HI.SDP.4 & 5
Standard 6.SDP.4: Analyze how various factors, including lifestyle choices, increase or decrease risk factors for disease.	• Health brochures on lifestyle risk factors for various diseases (chronic or infectious). • Diagram or chart on factors that increase and reduce disease risk.	Past: Standard 5.SDP.4 Related: Standard 6.SDP.1 & 4 Related: Standard SAP.3 Related: Standard 6.HD.1 & 2 Future: Standard HI.SDP.6
Standard 6.SDP.5: Identify blood borne pathogens, such as HIV and Hepatitis B, and methods to prevent disease transmission.	• Discuss the importance of never touching another person's blood. Review procedures to follow when encountering blood.	Past: Standard 5.SDP.5 Related: Standard 6.SDP.4 Future: Standard HI.HD.6
Teacher Resources for Further Professional Learning		
Sun Safety: Huntsman Cancer Institute sun safety resource guide.		
UDOH-child passenger safety: Resource from the Utah Department of Health for child passenger safety statistics, laws, and prevention.		
NetSmartz: Online safety education program with activities for all ages.		
Safe Online Surfing: FBI website with teacher resources for online safety.		
Digital Citizenship Curriculum: Lessons and resources to support teachers in digital citizenship instruction from Common Sense Education.		
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.		

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

[CDC: Lifestyle Risk Factors:](#) Center for Disease Control and Prevention site on the lifestyle risk factors related to chronic disease.

[CDC: Heart Disease](#) Center for Disease Control and Prevention site on heart disease behavior and reducing the risk.

[Health Problems:](#) KidsHealth resource on common health problems like cancer, asthma, diabetes, muscular dystrophy, and more.

[CDC: How Infections Spread:](#) Center for Disease Control and Prevention site explaining how infections spread.

[CDC: Bloodborne Infections:](#) Center for Disease Control and Prevention site for bloodborne infectious diseases: HIV/AIDS, Hepatitis B & C.

[Understanding Bloodborne Pathogens:](#) Steps to protect yourself from bloodborne illnesses from CPR Certified.

[Bloodborne Pathogens:](#) Understanding bloodborne pathogens, what they are, controlling exposure, and more from United Federation of Teachers.

Strand 4: Substance Abuse Prevention
Goal: Students will develop skills to educate themselves about the consequences of substance use and practice ways to resist negative peer pressure.

Standard	Possible Activities	Past, Related, and Future Standards
Standard 6.SAP.1: Practice ways to resist negative peer pressure in a variety of situations and environments.	• Role play scenarios and practice saying no to friends when asked to participate in unsafe activities. Make sure students rotate roles.	Past: Standard 5.SAP.1 & 2 Related: Standard 6.HF.5 Future: Standard HI.SAP.1 & 2
Standard 6.SAP.2: Explain how the development of the frontal lobe impacts decision-making and how harmful substances affect development.	• Watch video (TedTalk has some good ones) on consequences of brain development with substance use. • Read as class and discuss articles on brain development and substance use. • Explain how personal choices and behaviors can lead to addictions and other consequences.	Past: Standard 5.SAP.3 Related: Standard 6.HF.3 Future: Standard HI.SAP.4
Standard 6.SAP.3: Recognize potential physical, mental, emotional, and social short and long-term consequences of alcohol, tobacco, nicotine, and other substance use.	• Research and create flip charts with the consequences to each area of health with various substances (e.g., alcohol, nicotine products, marijuana, other drugs). • Drug Free World videos.	Past: Standard 5.SAP.3 Related: Standard SDP.4 Future: Standard HI.SAP.4

Teacher Resources for Further Professional Learning
Dealing with Peer Pressure: KidsHealth resource for dealing with peer pressure, how to walk away, and how peer pressure can be positive.
Cognition is Central to Drug Addiction: American Psychological Association article on how drug abuse alters cognitive activities such as decision-making.
Brain Development, Teen Behavior, and Preventing Drug Use: Partnership for Drug-Free Kids resource on brain science behind teenage behavior.
Quick Facts on the Risks of E-Cigarettes for Kids, Teens, and Young Adults: Center for Disease Control and Prevention site for e-cigarette risks.
Kids and Alcohol: KidsHealth resource on the effects of alcohol.
Short-Term Effects of Alcohol: Resource from Foundations for a Drug-Free World for teachers to learn more about the effects of alcohol.
Tobacco: Resource by Center for Substance Abuse Research for teachers to learn about tobacco methods of use, effects on the brain, other effects, quitting.
High-Risk Substance Use Among Youth: Center for Disease Control and Prevention site explaining high-risk populations.
Botvins LifeSkills: LEA may purchase curriculum.
Catch My Breath: E-cigarette prevention program.
Stanford Tobacco Prevention Toolkit: Theory-based and evidence-informed educational resource that can be adapted to fit individual needs. Contains a set of modules focused on e-cigarettes and nicotine addiction.
Operation Prevention: Operation Prevention's classroom resources provide educators with engaging tools that are aligned to national health and science standards and integrate seamlessly into classroom instruction. Through a series of hands-on investigations, these resources introduce students to the science behind opioids and their impact on the brain and body.
smokeSCREEN: Tobacco use prevention video game.
Scholastic & FDA: Partnership between the two agencies on a lesson/activity on health risks of vaping.
ASPIRE: Prevention & cessation curriculum that can be used in the classroom or as a policy violation requirement.

Parents Empowered: ParentsEmpowered.org is a media and education campaign funded by the Utah Legislature and designed to prevent and reduce underage drinking in Utah. Website has resources on addiction, effects on brain development, behavior, laws, and prevention.
Red Ribbon Week – Toolkit for Implementation: Toolkit from the Utah PTA for schools and educators with resources for a meaningful Red Ribbon Week.
Presentation for Youth: Created by CDC to educate youth on e-cigarettes, health risks, and how youth can avoid all tobacco products.

Strand 5: Nutrition
Goal: Students will develop personal healthy eating habits and positive body image. Students will also recognize global food resources.

Standard	Possible Activities	Past, Related, and Future Standards
Standard 6.N.1: Locate age-appropriate guidelines for eating and physical activity.	• Use USDA MyPlate to research guidelines. Students complete daily food log and compare to guidelines. • Demonstrate the ability to access sources of accurate information and reliable advice regarding healthy eating.	Past: Standard 5.N.1 Related: Standard 6.N.2 & 3 Future: Standard HI.N.1
Standard 6.N.2: Evaluate personal nutritional habits and physical activity levels and set goals.	• Use USDA MyPlate to research guidelines. Students complete daily food log and compare to guidelines. • Set goals to improve or maintain personal habits to meet guidelines.	Past: Standard 5.N.2 Related: Standard 6.HF.1 Related: Standard 6.N.1 & 5 Future: Standard HI.N.2
Standard 6.N.3: Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.	• Research fad diets and the negative health outcomes for those who engage in fad diets. • Compare and contrast various fad diets. How do they compare to a balanced diet and physical activity plan?	Past: Standard 5.N.4 & 5 Related: Standard 6.MEH.3 Related: Standard 6.N.1 Future: Standard HI.N.3 & 5
Standard 6.N.4: Recognize the importance of a healthy body image and develop appropriate food and exercise behaviors.	• Discuss how having a positive body image can improve all aspects of Health Triangle. How do appropriate food and exercise behaviors contribute to body image?	Past: Standard 5.N.5 Related: Standard 6.MEH.3 Future: Standard HI.N.4
Standard 6.N.5: Research food culture around the world and identify foods that are produced in different regions.	• Integrate food culture into country projects for social studies. • Look at maps and analyze why food is grown in different regions, what cultural influences exist for food (e.g., religious reasons). • Journal and/or share student food traditions & where they originate (family history).	Past: Standard 5.N.6 Related: Standard 6.N.2 Related: Social Studies Future: Standard HII.N.7
Teacher Resources for Further Professional Learning		
AHA Fruit and Veggie Toolkit: Download the American Heart Association's Fruit and Veggie Toolkit in English or Spanish.		
MyPlate: Grades 5 & 6: USDA MyPlate lessons and resources for grades 5 & 6.		
PA Guidelines: Provides science-based guidance to help people older improve their health through participation in regular physical activity from U.S. Dept. of Health and Human Services.		
Fad Diets vs Healthy Weight: Resource from Center for Young Women's Health to identify what fad diets are and healthier options for managing weight.		
Positive Body Image: NEDA resource with 10 steps to a positive body image.		
Healthy Body Image: KidsHealth resource on encouraging a healthy body image.		
SNAP Nutrition Education: Educator handbook: MyPlate for My Family: SNAP Nutrition Education.		
Food Around the World: Resource from Fun with Foreign Language to learn about traditional foods around the world.		
What the World Eats: National Geographic resource comparing the diets of different countries or regions and how consumption patterns have changed.		
Hungry Planet: Book for purchase by Peter Menzel, can access sample on Amazon site.		
Dairy West Resources: Explore free resources, manipulatives, and lessons from Dairy West.		

Strand 6: Human Development

Goal: Students will learn basic anatomy and physiology of body systems and practice skills to build healthy relationships. Utah Code requires parental notification for instruction on child sexual abuse prevention.

Standard	Possible Activities	Past, Related, and Future Standards
Standard 6.HD.1: Describe the digestive, respiratory, and cardiovascular systems and their basic functions.	• Color and label the digestive, respiratory, and cardiovascular systems and list the function for each. • Watch video on systems.	Past: Standard 5.HD.2 Related: Standard 6.SDP.4 Future: Standard HI.SDP.6
Standard 6.HD.2: Explain the importance of practicing behaviors that maintain good hygiene.	• List reasons for having good hygiene (e.g., health, social, self-esteem). • Describe different ways of practicing good hygiene (e.g., oral hygiene, bathing, using deodorant, hand washing).	Past: Standard 5.HD.3 Related: Standard 6.SDP.4 Future: Standard HI.HD.2
Standard 6.HD.3: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe and understand the possible need to talk with more than one adult.	• Students list at least three adults they can talk with and report to if they feel uncomfortable, have been abused, or feel unsafe. Prompt students to think of someone when they are home, at school, in the community, etc. • Discuss scenarios that might require reporting to more than one adult (e.g., were not believed, nothing was done, one could not help). • Guest Speaker: Prevent Child Abuse Utah.	Past: Standard 5.HD.6 Related: Standard 6.HF.2 Future: Standard HI.HD.9 a-d
**Teacher Resources for Further Professional Learning**	

The Human Body: Modules for teaching the muscular and skeletal systems by Study.com

How the Body Works: KidsHealth resource, click on heart, lungs, or stomach to learn about the system involved.

Digestive System: National Institute of Diabetes and Digestive and Kidney Diseases resource on the how the digestive system works.

Anatomy of the Respiratory System: Resource from University of Rochester Medical Center on the anatomy of the respiratory system.

Heart & Cardiovascular System: Texas Heart Institute resource on the anatomy of the heart and cardiovascular system.

Kids Health: Personal Hygiene: KidsHelath Resource on personal hygiene and taking care of the body.

CDC: Oral Health: Center for Disease Control and Prevention site on oral health.

Good Personal Hygiene Practices: The importance and examples of good personal hygiene by Ivy Prep Early Learning Academy.

Hygiene in Puberty: TeensHealth resource on taking care of the body differently through puberty (oily hair, body hair, sweat and body odor).

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.