

Johnsonville Middle School
Sixth Grade
Health Scope and Sequence

1st Nine Weeks:

Injury Prevention and Safety (I)
Personal and Community Health (P)

2nd Nine Weeks:

Alcohol, Tobacco, and Other Drugs (D)
Nutrition and Physical Activity (N)

3rd Nine Weeks:

Mental, Emotional, and Social Health (M)

4th Nine Weeks:

Growth, Development, and Sexual Health and Responsibility (G)

FSD5 Health Scope and Sequence

6th Grade

1st Nine Weeks:

Injury Prevention and Safety

- I-6.1.1 Describe ways to reduce and prevent injuries (for example, helmets, mouth guards, safety equipment, seat belts, water-safety devices).
- I-6.1.2 Examine issues surrounding violence and discuss strategies for violence prevention.
- I-6.1.3 Identify types of bullying, including **cyberbullying**.
- I-6.2.1 Discuss the threat of gangs or other violent behaviors to personal safety.
- I-6.4.1 Demonstrate refusal and **negotiation skills** to reduce the risk of injury and promote personal safety.
- I-6.5.1 Demonstrate decision-making processes to deal with situations that involve personal safety and risk, including the use of the Internet.
- I-6.7.1 Demonstrate behaviors and strategies to manage anger and conflict in healthy ways.
- I-6.7.2 Discuss ways to avoid or reduce threatening situations.
- I-6.7.3 Discuss protective strategies to reduce the risk of violence in a person's home, school, and community.
- I-6.8.1 Describe ways to advocate for a safe school environment.

Personal and Community Health

- P-6.1.1 Compare strategies for reducing risks of communicable and chronic illnesses.
- P-6.1.2 Discuss personal hygiene practices (for example, bathing, using deodorant, brushing and flossing teeth, grooming the hair).
- P-6.1.3 Describe ways a dentist helps to keep teeth and gums healthy.
- P-6.2.1 Analyze ways that peers and the media influence healthy and unhealthy behaviors.
- P-6.3.1 Discuss the **validity** of health information, products, and services.
- P-6.5.1 Identify circumstances that can help or hinder healthy decision making.*
- P-6.6.1 Set a goal to develop and implement a personal health and wellness plan (for example, eating healthy foods, meeting specific goals related to oral health, getting physical activity, and sleeping 8–10 hours nightly).
- P-6.7.1 Explain the importance of assuming responsibility for personal health behaviors.*
- P-6.7.2 Construct a plan to reduce environmental health risks in his or her school or community.
- P-6.8.1 State a health-enhancing position on a health-related topic and support it with accurate information.

2nd Nine Weeks:

Alcohol, Tobacco, and Other Drugs

- D-6.1.1 Identify reasons why individuals use and abuse **ATOD**.
- D-6.1.2 Describe short- and long-term effects and consequences of **ATOD** use, including **secondhand** smoke.
- D-6.1.3 Discuss the risks associated with OTC (over-the-counter) and prescription drugs.
- D-6.2.1 Analyze the influence of family and peers on a person's **ATOD** use.
- D-6.3.1 Discuss how to identify sources of help for someone who abuses **ATOD**.
- D-6.4.1 Utilize **refusal skills** to avoid **ATOD** use and to reduce risk-taking behaviors.
- D-6.6.1 Set a goal to avoid **ATOD** use.
- D-6.7.1 Demonstrate ways to avoid potentially harmful situations involving **ATOD** use.
- D-6.8.1 Describe ways to advocate to others the benefits of not using **ATOD**.

Nutrition and Physical Activity

- N-6.1.1 Describe the benefits of healthy eating in relation to disease prevention (for example, preventing cancer, controlling diabetes, reducing the incidence of heart disease, reducing tooth decay).
- N-6.1.2 Define the term "**disordered eating**."
- N-6.1.3 Explain how the body uses the **six essential nutrients**.
- N-6.1.4 Differentiate between nutritious and non-nutritious food, snacks, and beverages.
- N-6.1.5 Analyze the nutrition information on food labels to compare products.
- N-6.1.6 Describe the interrelationship among diet, physical activity level, and body weight.
- N-6.1.7 Assess food intake and physical activity in relation to the federal dietary guidelines for Americans.
- N-6.3.1 Access accurate information on healthy eating and physical activity.
- N-6.7.1 Create and implement a nutrition plan that meets the federal dietary guidelines for Americans.
- N-6.7.2 Create and implement a plan to engage in moderate to vigorous daily physical activity.
- N-6.8.1 Describe ways to encourage family and peers to choose healthy foods and increase their physical activity.

3rd Nine Weeks:

Mental, Emotional, and Social Health

- M-6.1.1 Describe the interrelationship among mental, emotional, social, and physical health in adolescence.
- M-6.1.2 Discuss the importance of a positive self-concept.
- M-6.1.3 Define the term "**resiliency**."
- M-6.1.4 Examine grief and ways to deal with loss.
- M-6.2.1 Discuss ways that family and peers influence the mental, emotional, and social health of adolescents.
- M-6.3.1 Demonstrate the ability to locate within his or her community the appropriate health information and services for dealing with mental health issues.
- M-6.4.1 Discuss healthy ways to express feelings and relieve stress.
- M-6.5.1 Discuss when it is important to seek information, support, and assistance regarding mental, emotional, and social health.
- M-6.7.1 Discuss strategies to maintain or improve mental, emotional, and social health.

4th Nine Weeks:

Growth, Development, and Sexual Health and Responsibility

G-6.1.1 Explain how family roles, rules, and responsibilities change over time.

G-6.1.2 Describe how the endocrine system affects growth and development.

G-6.1.3 Identify the structures and functions of the male and female reproductive systems.

G-6.1.4 Identify reproductive problems found in males and females.

G-6.1.5 Explain why **abstinence** is the most effective means of protecting reproductive health. ☐☐

G-6.1.6 Define the terms "sexually transmitted diseases/infections" (**STDs/STIs**) and "human immunodeficiency virus" (**HIV**).

G-6.2.1 Describe the influence of families and peers on a person's body image.

G-6.3.1 Demonstrate the ability to access appropriate resources for dealing with child abuse, sexual assault, and domestic violence. ☐☐

G-6.4.1 Demonstrate effective verbal and nonverbal communication skills to promote healthy parent, family, and peer relationships.

G-6.4.2 Demonstrate ways to communicate with parents, family members, or other trustworthy adults (for example, doctors and nurses) about sexual health and responsibility.

G-6.5.1 Identify steps in a decision-making process that promotes **abstinence** and avoids risk behaviors. ☐☐

G-6.7.1 Identify **coping strategies** to address the physical, emotional, and social changes that occur during adolescence.

G-6.7.2 Describe appropriate steps a person should take if he or she becomes the victim of **sexual harassment**.

The Curriculum Guide which follows is based upon the *Curriculum Guide for Health and Safety Education* provided by the SC Department of Education. It can be accessed in its original form at

<http://www.ed.sc.gov/agency/se/Instructional-Practices-and-Evaluations/HealthEducation.cfm>

CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

6th Grade

1st Nine Weeks

Injury Prevention and Safety

Essential Questions: Injury Prevention and Safety

- What are ways to prevent injuries?
- What can cause violence?
- What do the terms bullying and cyberbullying mean?

Performance Indicators:

I-6.1.1 Describe ways to reduce and prevent injuries (for example, helmets, mouth guards, safety equipment, seat belts, water-safety devices).

I-6.1.2 Examine issues surrounding violence and discuss strategies for violence prevention.

I-6.1.3 Identify types of bullying, including cyberbullying.

Sample Teaching Strategies and Activities

- The teacher prepares note cards listing one of various activities, sports, games, and situations in which most sixth graders participate. Typical activities include: football, soccer, skating, skateboarding, riding bicycles, swimming, fishing, riding in or on a motorized vehicle, and walking the dog. Each activity should be repeatedly listed on three separate cards. The cards are shuffled and students select one card and gather into groups according to the topic on their card. The student groups discuss ways to reduce or prevent injuries related to their activity.
- Students bring in an article (newspaper, magazine, or Internet) that addresses gangs or violence in the state or region. The teacher leads discussion on the impact of the violent behavior on the individual, school, and the community. Prevention strategies for individuals, families, and communities are discussed.
- The teacher lists discussion questions on the board or on a worksheet. The questions might include: “Have you ever been bullied? What was the situation in which you were bullied? How did it make you feel? Did you or someone get help? How was the situation resolved? What could be done to prevent the situation in the future?” In small group discussion, students categorize the types of bullying they discussed into two categories, either “physical” (such as pushing or hitting) or “non-physical” (such as name calling and verbal abuse). Cyberbullying is explored as an example of a non-physical form of violence.

Sample Assessment Strategy

- Students create a list of safety rules for using the Internet. The list should include what to do if a person is bullied through other forms of technology such as cell phones or webcams.

Essential Question: Injury Prevention and Safety

- How do gangs or violence threaten a person’s safety?

Performance Indicator:

I-6.2.1 Discuss the threat of gangs or other violent behaviors to personal safety.

Sample Teaching Strategy and Activity

- Students conduct an informal survey around the school or community. The teacher sets ground rules for the survey such as; work with a partner, survey different ages of people, do not go door-to-door or anywhere alone and talk to family members and people you know. The teacher should emphasize safety in conducting the survey. The class determines what questions they would like to include on the survey such as: Do you think we have gangs in our school/community? Have you seen signs of gang activity in our school/community, if so what were they? How do you feel about gangs? Why do you think a person would join a gang? Do you think gangs are a threat to a person’s safety in our school/community?

Essential Question: Injury Prevention and Safety

- How do you use refusal and negotiation communication skill when faced with a potentially dangerous situation?

Performance Indicator:

I-6.4.1 Demonstrate refusal and negotiation skills to reduce the risk of injury and promote personal safety.

Sample Teaching Strategy and Activity

- Students are partnered together to explore the use of negotiation to promote personal safety. Given various dangerous situations, such as getting into a car with a driver who has been drinking, and peer pressure to not wear a helmet when riding a dirt bike, or peer pressure to not wear a life preserver when floating in a canoe. Students practice the role of persuader and the refusal negotiation skill role. Volunteer partners do a class demonstration of the use of negotiation skill for a safe solution or alternative to the dangerous activity.

Essential Question: Injury Prevention and Safety

- How can decision making help a person stay safe?

Performance Indicator:

I-6.5.1 Demonstrate decision-making processes to deal with situations that involve personal safety and risk, including the use of the Internet.

Sample Teaching Strategy and Activity

- Students use steps in the decision making model to discuss safety risks that a person might encounter while walking home, using the Internet, riding a bike to the park or going to the mall with friends.

Essential Questions: Injury Prevention and Safety

- What are ways to effectively resolve conflicts?
- What are specific strategies to use in avoiding or reducing the threat of potentially dangerous situations

Sample Performance Indicators:

I-6.7.1 Demonstrate behaviors and strategies to manage anger and conflict in healthy ways.

I-6.7.2 Discuss ways to avoid or reduce threatening situations.

Sample Teaching Strategy and Activity

- Students divide a piece of notebook paper into four equal parts by drawing lines or folding the paper into four equal parts. The teacher asks students to label each section with 4 “C” words, “Calm” “Communicate” “Consider” and, “Complete.” Using C word skills, students work within a small group to brainstorm ways to resolve conflicts. (Examples: Calm- think, take a breath or, keep your cool. Communicate- listen to the other person, express how you feel or, use “I” messages. Consider- think of a possible solution, negotiate, collaborate or, compromise. Complete- work it out, agree on a solution, walk away or, get help). The teacher gives examples of a scenario that requires the use of conflict resolution skills. Examples are: “your little brother keeps getting into your belongings in your room and you catch him in the act”, “a friend is spreading rumors about you”, and “you see someone being bullied”. Students record how they would apply each “C” in resolving each conflict.
- Students create a personal emergency plan that they could use if they find themselves in a harmful situation. The plan should include examples such as: letting parents know who, what, when, where and why before going out and knowing the location of a phone to notify parents or another emergency contact.

Essential Question: Injury Prevention and Safety

- How can you involve others in keeping your school and community safe and clean?

Performance Indicator:

I-6.8.1 Describe ways to advocate for a safe school environment.

Sample Teaching Strategy and Activity

- Students design a poster that reinforces the rules or illustrate ideas that will promote a safe school environment. Posters are displayed in the classroom or around the school.

Personal and Community Health

Essential Questions: Personal and Community Health

- Why are hygiene practices important?
- Why is seeing a dentist important?
- How can a person reduce the risk of communicable and chronic illness?

Performance Indicators:

P-6.1.1 Compare strategies for reducing risks of communicable and chronic illnesses.

P-6.1.2 Discuss personal hygiene practices (for example, bathing, using deodorant, brushing and flossing teeth, grooming the hair).

P-6.1.3 Describe ways a dentist helps to keep teeth and gums healthy.

Sample Teaching Strategies and Activities

- Each student is assigned two illnesses (one communicable and one chronic) to research. The students create a graphic organizer or concept map to compare the two illnesses including cause, symptoms, treatment, prevention, and strategies to reduce the risk of contracting the illnesses.
- The teacher invites a dentist, dental hygienist, or dental professional to give a class presentation explaining how a dentist helps keep teeth and gums healthy and the importance of maintaining good dental health throughout life.

Sample Assessment Strategy

- Students can identify key differences between chronic and communicable disease.

Essential Question: Personal and Community Health

- How do peers and media influence healthy and unhealthy behaviors?

Performance Indicator:

P-6.2.1 Analyze ways that peers and the media influence healthy and unhealthy behaviors

Sample Teaching Strategy and Activity

- Students bring samples of media advertisements to class. Working in groups, they sort the ads into one or two categories, healthy behavior or unhealthy behavior. The advertisements should include topics such as fitness, weight loss, beauty products, fashions, fads, health care products, and tobacco use.

Sample Assessment Strategy

- Students sort the behavior displayed in advertisements into correct healthy or unhealthy categories.

Essential Question: Personal and Community Health

- How can a person determine if health information, products, and services are valid?

Performance Indicator:

P-6.3.1 Discuss the validity of health information, products, and services.

Sample Teaching Strategy and Activity

- Students conduct an investigation a health promotion item seen on television, advertised in print form on the Internet, or in magazines and newspapers. The students conduct research to investigate the validity of the health information, product, or service that is being promoted, identifying false or exaggerated claims. In their analysis, they should include how they arrived at their conclusion, what valid sources of information they accessed, what unexpected things they discovered, and how the activity will help them when accessing health information in the future.

Essential Question: Personal and Community Health

- What factors can help or hinder decision making?

Performance Indicator:

P-6.5.1 Identify circumstances that can help or hinder healthy decision making.

Sample Teaching Strategy and Activity

- Groups of students create two skits, one to illustrate an easy decision and the other to illustrate a difficult decision. As the groups present their skits, the class identifies the circumstances that either helped or hindered the decision. The teacher should list the factors that “Help” such as; values, character, goals and respect and factors that “Hinder” factors such as; peer pressure, media influence, desires and image.

Essential Question: Personal and Community Health

- How can a person develop a personal health and wellness plan?

Performance Indicator:

P-6.6.1 Set a goal to develop and implement a personal health and wellness plan (for example, eating healthy foods, meeting specific goals related to oral health, getting physical activity, and sleeping 8-10 hours nightly).

Sample Teaching Strategy and Activity

- Students select a health behavior that they need to improve. They create a plan that should include a goal statement, a way to record and measure progress, possible obstacles and the rewards or incentives for motivation.

Sample Assessment Strategy

- Students submit a written report of the plan, the progress record, an evaluation of the success or necessary adjustments in the plan, and what they learned from the experience.

Essential Questions: Personal and Community Health

- What are ways that a person can assume responsibility for his or her health behaviors?
- How can you work with others to improve environmental health risks in your school or community?

Performance Indicators:

P-6.7.1 Explain the importance of assuming responsibility for personal health behaviors.

P-6.7.2 Construct a plan to reduce environmental health risks in his or her school or community.

Sample Teaching Strategies and Activities

- Students keep a health journal for one week to explain how they assume responsibility for personal health and safety each day. Examples may include actions they did on their own without parental reminders such as; making healthy food choices, being physical active, studying, buckling up their seat belt and, performing good dental and personal hygiene.

Each day's entry should include an explanation of why they feel assuming responsibility for personal health that day was important.

- Students discuss environmental health concerns that may affect their school or community. The teacher divides the class into small groups. Each group brainstorms a plan to help the environment. Suggestions include; a recycling campaign, picking up litter, planting trees, and energy or water saving ideas. The students plans should include the steps they will use to make the plan become a reality such as approaching administrators, the PTA or the student or city council for help, and searching for resources to support the plan.

Essential Question: Personal and Community Health

- Why is it important to defend and support accurate health related information?

Performance Indicator:

P-6.8.1 State a health-enhancing position on a health-related topic and support it with accurate information.

Sample Teaching Strategy and Activity

- Students write a letter to the editor (of the local community or school newspaper) regarding a health-related topic and support it with accurate information. Information may include statistics available online from The Center for Disease Control, Youth Risk Behaviors Survey, or other reliable resources. Students read their letters to the class. The class determine by secret ballot which person's letter should be submitted to the editor for review and possible publication.
- Student groups are assigned a body topic "hair," "nails," "teeth and mouth," "body and skin." Each group's assignment is to discuss what grooming products and procedures are necessary for taking care of the assigned body topic. The group should design a "commercial" to convince others to use the products and explain why good grooming and hygiene is important. The teacher encourages the students to be creative in their "advertising" using slogans and jingles. The information presented in the slogan or jingle must be truthful and accurate. Each group selects a person(s) from their group to try and "sell" their product or practice to the rest of the class.

CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

6th Grade

2nd Nine Weeks

Alcohol, Tobacco, and Other Drugs

Essential Questions: Alcohol, Tobacco, and Other Drugs

- What are reasons some individuals use ATOD?
- What are some harmful effects of ATOD use?
- What some risks of taking OTC (over-the-counter) and prescription drugs?

Performance Indicators:

D-6.1.1 Identify reasons why individuals use and abuse ATOD.

D-6.1.2 Describe short- and long-term effects and consequences of ATOD use, including secondhand smoke.

D-6.1.3 Discuss the risks associated with OTC (over-the-counter) and prescription drugs.

Sample Teaching Strategies and Activities

- The teacher leads a class discussion asking students to identify the reasons why a person would use ATOD. As students make comments, the teacher should map the concepts on the board. The three major concept map categories should be emotional, physical, and social reasons for using ATOD.
- The teacher leads discussion about the factors that change the effects of drug use such as age, weight, dosage, passage of time, and food intake. The teacher explains that no prescription drug is safe or effective if it is not taken as prescribed. Similarly, OTC drug use can be dangerous if warning labels and dosage instructions are not followed. The teacher brings in examples of OTC and prescription medications and reads the dosage and warning label information to students. Students interpret the meaning of the directions found on the drug labels.
- To illustrate one of the short-term effects of alcohol or similar drugs on the coordination of body muscles, a student reads aloud a passage from a textbook with one or two marshmallows in their mouth. This activity will simulate how a person might have difficulty talking if they have had too much alcohol or too much of another mind-altering substance.

Sample Assessment Strategies

- Students write a reflective summary identifying the common links between ATOD use and abuse. Answers should include factors such as peer pressure, lack of factual knowledge, lack of close family relationships and lack of goals or plans for the future.
- Students can properly assess the dosage and risks associated with taking OTC and prescription medications.

Essential Question: Alcohol, Tobacco, and Other Drugs

- How can family and friends influence a person's decisions about ATOD use?

Performance Indicator:

D-6.2.1 Analyze the influence of families and peers on a person's ATOD use.

Sample Teaching Strategy and Activity

- The teacher divides the class into three groups to explore three ATOD situations.

Situation 1: A teen walks over to a group of friends who are smoking and decides to join them. Students discuss: "Why they think he decided to smoke? Does a person have to smoke if his friends smoke? What could he have done instead?"

Situation 2: An adult leaves an alcoholic beverage on the table while she goes to another room. While the adult is gone, their daughter goes over and takes a couple of sips of the drink. Have students discuss: “Why was the adult drinking? Why did the daughter sneak a drink? What could she have done instead?”

Situation 3: Sam has decided to avoid ATOD. He is involved in several school organizations, and has close relationship with his family. He chooses to hang out with friends who share his values regarding ATOD. Have students discuss: “How does the influence of Sam’s family and friends help to protect him from ATOD use?”

Essential Question: Alcohol, Tobacco, and Other Drugs

- What help and resources are available for ATOD abuse?

Performance Indicator:

D-6.3.1 Discuss how to identify sources of help for someone who abuses ATOD.

Sample Teaching Strategy and Activity

- Students explore local, state, and national Internet websites that offer help to people with drug abuse problems. Students summarize the type of help each organization offers, providing information about fee structure, medical insurance reimbursement, residential care options, and family counseling.

Essential Question: Alcohol, Tobacco, and Other Drugs

- How can you use refusal skills to help a person avoid risk behaviors and ATOD use?

Performance Indicator:

D-6.4.1 Utilize refusal skills to avoid ATOD use and to reduce risk-taking behaviors

Sample Teaching Strategy and Activity

- The teacher prepares a list of pressure lines that a person might use to convince another person to engage in a risk behavior, such as; “Would like a cigarette/drink/hit? Everybody is doing it! What are you afraid of? No one will find out.” The class forms two lines. The first person in each line faces the first person in the other line. Copies of the pressure lines are distributed to one line (pressurers) to read aloud. The other line (responders) is to respond to the pressure line using a refusal skill. After each person reads and the other person responds, that person should move to the end of his or her line. The participants switch roles (the pressurers become the responders). The teacher reminds students to include important skills to include as they respond including tone of voice, body language and eye contact.

Sample Assessment Strategy

- Students correctly distinguish between responses that are helpful and appropriate and those that are inappropriate and harmful.

Essential Question: Alcohol, Tobacco, and Other Drugs

- Why is it important to set a goal to avoid ATOD use?

Performance Indicator:

D-6.6.1 Set a goal to avoid ATOD use.

Sample Teaching Strategy and Activity

- Students write a goal statement that addresses avoiding ATOD use. Their plan should include ways to achieve the goal. The plan should also consider possible obstacles that may hinder the achievement of the goal and what can be done to overcome the obstacles.

Essential Question: Alcohol, Tobacco, and Other Drugs

- How can you avoid potentially harmful situations involving ATOD use?

Performance Indicator:

D-6.7.1 Demonstrate ways to avoid potentially harmful situations involving ATOD use.

Sample Teaching Strategy and Activity

- The teacher gives students a number of examples of situations that can be dangerous because of the use of ATOD. Students must determine how they would avoid harm in dealing with each situation. An example of a harmful ATOD situation is getting into a car to drive home and the driver has had too much to drink. What is your plan to avoid harm?

Essential Question: Alcohol, Tobacco, and Other Drugs

- What are ways to promote the benefits of not using ATOD?

Performance Indicator:

D-6.8.1 Describe ways to advocate to others the benefits of not using ATOD.

Sample Teaching Strategy and Activity

- Students (individually or in small groups) design a slogan and create a poster to promote the benefits of not using ATOD. The posters are displayed in various areas of the school for Red Ribbon or Drug Awareness weeks.

Nutrition and Physical Activity

Essential Questions: Nutrition, and Physical Activity

- How does the body use the six essential nutrients?
- Why is it important to understand food labels?
- What are the federal dietary guidelines for Americans?
- What is disordered eating?
- What can an individual do to maintain a healthy weight?
- What are the benefits of moderate to vigorous physical activity?

Sample Performance Indicators:

N-6.1.2 Define the term “disordered eating.”

N-6.1.3 Explain how the body uses the six essential nutrients.

N-6.1.4 Differentiate between nutritious and non-nutritious food, snacks, and beverages.

N-6.1.5 Analyze the nutrition information on food labels to compare products.

N-6.1.6 Describe the interrelationship among diet, physical activity level, and body weight.

Sample Teaching Strategies and Activities

- Students select a chronic disease or are assigned a chronic disease to study. They write a one page report to include how healthy eating and nutrition affects the prevention and progression of the disease. Findings are shared with the class.
- Six student groups are each assigned one essential nutrient (protein, carbohydrate, fats, vitamins, minerals, water). Each person within the group must give at least one fact and food sources of their nutrient, explaining how the body uses the nutrient, and the benefits of the nutrient in helping to prevent disease.
- Students bring two food labels of his or her favorite food, snack or beverage containers (empty and clean) to class. One label should be from a healthy choice and the other may be a not so nutritious choice. Working in small groups, students compare the nutrition information on the label to determine the most nutritious choices.
- Students prepare a journal of all foods they ate and all activities they did over a weekend. Students evaluate their results by rating each intake and activity a good, fair, or needs improvement.

- Using Internet sources, students explore the signs and symptoms of different types of eating disorders.
- Students list the amount of food they typically consume in one day and calculate the amount of calories taken in by using www.choosemyplate.com as a resource. They list a normal day of physical activity and calculate the amount of calories used and determine if the results show a balance of energy intake and expenditure.

Sample Assessment Strategy

- Students are able to sort nutritional information found on food labels to correctly determine a ranking of healthiest to least healthy food choices.

Essential Question: Nutrition, and Physical Activity

- How can you tell if the food you eat is nutritious and the exercise you do is appropriate for you?

Performance Indicator:

N-6.3.1 Access accurate information on healthy eating and physical activity.

Sample Teaching Strategy and Activity

- Students examine various myths and common beliefs about eating or exercise such as; an apple a day keeps the doctor away, carrots are good for your eyes, milk makes strong teeth and bones and, exercise will wear you out. Students groups choose one of the myths or common beliefs and then prove or disprove it using accessing validating information or resources.

Sample Assessment Strategy

- Students make a poster or brochure to display their myth or belief findings

Essential Question: Nutrition, and Physical Activity

- How can you be sure your exercise and nutritional plan meets recommended guidelines?

Performance Indicators:

N-6.7.1 Create and implement a nutrition plan that meets the federal dietary guidelines for Americans.

N-6.7.2 Create and implement a plan to engage in moderate to vigorous daily physical activity.

Sample Teaching Strategies and Activities

- Students create and implement plans to follow the guidelines for nutrition and moderate to vigorous daily physical activity by monitoring their eating and exercise habits for a specific amount of time. The teacher can download tracking worksheets from www.choosemyplate.gov; www.kidshealth.org; www.heart.org; www.pecentral.com, students can also choose to track their progress online.

Sample Assessment Strategy

- Students submit a written evaluation of their project including their activity logs, goal statements, outcomes, areas that need improvement, and what they learned from completing the project.

Essential Question: Nutrition, and Physical Activity

- How can a person encourage others to make healthy food and physical activity choices?

Performance Indicator:

N-6.8.1 Describe ways to encourage family and peers to choose healthy foods and increase their physical activity.

Sample Teaching Strategy and Activity

- Students write a letter, story, poem, or song to encourage their family and friends to choose healthy foods and to engage in moderate to vigorous levels of physical activity. Their writing should include how good choices promote health such as explaining why moving is more healthful for the body than sitting, and why eating a piece of fruit is more healthful than consuming a soft drink or a candy bar.

CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

6th Grade

3rd Nine Weeks

Mental, Emotional, and Social Health

Essential Questions: Mental, Emotional, and Social Health

- What is the relationship between the components of health?
- Why is a positive self-concept important?
- What is resiliency?
- What are some positive ways to deal with grief and loss?

Performance Indicators:

- M-6.1.1 Describe the interrelationship among mental, emotional, social, and physical health in adolescence.
- M-6.1.2 Discuss the importance of a positive self-concept.
- M-6.1.3 Define the term resiliency.
- M-6.1.4 Examine grief and ways to deal with loss.

Sample Teaching Strategies and Activities

- Blocks or boxes are labeled for an area of health (physical, mental, or social) to illustrate balance. The blocks are stacked on top of each other. The teacher demonstrates how one block that is not in balance affects the stability of the rest of the blocks. The students create a drawing or a graphic organizer to illustrate how each area of health must be balanced for wellness. Artwork is displayed around the classroom.
- Students are given a list of the names of everyone in the class. Beside each name, the student is to write a compliment or positive comment about each classmate. The teacher collects the lists for cutting and sorting. The compliments are assembled into a collage.
- Several flexible items such as, a foam stress ball, an elastic band are used to demonstrate the elasticity. Students are asked to describe how “bouncing back” or being flexible is important to a person’s mental, emotional, and social health. The flexible items are used in visual illustration of the concept of resiliency.
- Students write a personal documentary about a loss they have experienced and what they did to stay emotionally healthy. Examples of a loss are: a friend moves away, a pet dies, a parent loses a job.

Sample Assessment Strategies

- Students analyze and compose realistic and accurate compliments for members of the classroom.
- Students can distinguish between healthy and unhealthy reactions to the experience of a loss and grief.

Essential Question: Mental, Emotional, and Social Health

- How do family and peers influence a person’s mental, emotional, and social health?

Performance Indicator:

- M-6.2.1 Discuss ways that family and peers influence the mental, emotional, and social health of adolescents.

Sample Teaching Strategy and Activity

- Students conduct an informal survey of friends and family to determine: “Who has the greatest influence on an adolescent’s mental, emotional, and social health: family or peers and why?” The survey should include a variety of subjects (age, gender, some relatives, and some friends) and a summary analysis of the findings.

Essential Question: Mental, Emotional, and Social Health

- What are some local community services that deal with mental health issues?

Performance Indicator:

M-6.3.1 Demonstrate the ability to locate within his or her community the appropriate health information and services for dealing with mental health issues.

Sample Teaching Strategy and Activity

- The teacher leads discussion related to mental health issues common among most sixth graders such as, stress, grief, anger, frustration, anxiety, and fear. Students work with a partner to locate appropriate health information and services in the community for dealing with mental health issues. The paired groups create a report, brochure, or poster to share the information with the class.

Essential Question: Mental, Emotional, and Social Health

- How can you communicate with others to express feelings and relieve stress?

Performance Indicator:

M-6.4.1 Discuss healthy ways to express feelings and relieve stress.

Sample Teaching Strategies and Activities

- The teacher prepares note cards with words or phrases describing an emotion or a stressful situation. Small groups are given a note card and are asked to tell, act, or communicate a healthy way of expressing the emotion or dealing with the stress. After the group has had a chance to practice, a volunteer from each group demonstrates his or her note card situation.
- Working with a partner, one student is a reader and the other is a talker. The reader should start focusing on reading silently from a page in a textbook. Their partner talks about all of the things they did over the weekend. The reader should not make eye contact with the talker or acknowledge them in any way. After two or three minutes, the readers and talkers share thoughts describing feelings of stress experienced in doing this activity. The activity is repeated with partners switching roles. The teacher lists class identified common stress responses on the board under the talker stress or reader stress category.
- The teacher prepares several note cards with an identified emotion listed on each card (sad, angry, happy, frustrated, fearful, excited, or surprised). The teacher asks for a volunteer to be an actor. The actor should draw one of the cards at random and silently act out the emotion in front of the class. The classmate who correctly identifies the emotion being displayed gets to pick another emotion card to act out. The activity concludes with discussion of how nonverbal communications can promote or hinder relationships.

Sample Assessment Strategy

- Students can explain why and how one-way or all non-verbal communication can be stressful.

Essential Question: Mental, Emotional, and Social Health

- When is it important to seek information and help with mental, emotional, and social health issues?

Performance Indicator:

M-6.5.1 Discuss when it is important to seek information, support, and assistance regarding mental, emotional, and social health.

Sample Teaching Strategy and Activity

- The teacher describes negative feelings related to each area of health (mental, emotional and social). For mental health the negative feeling is: "I cannot think straight with so many things on my mind." For emotional health the feeling is: "I am so sad since my best friend moved away." For social health the feeling is: "I'm afraid that no one will want to sit with me at lunch." Students identify when it may be necessary for the person to seek information, support or assistance in order to make a healthy decision regarding their negative feeling.

Essential Question: Mental, Emotional, and Social Health

What are some personal strategies for your improving mental, emotional, and social health?

Performance Indicator:

M-6.7.1 Discuss strategies to maintain or improve mental, emotional, and social health.

Sample Teaching Strategy and Activity

- Students create a worksheet or a list of healthy ways to deal with mental, emotional and social health issues. For example: When I get angry, I will _____; When I am sad, I will _____; When I am lonely, I will _____. After the students complete their lists, they determine how many of their answers involved some form of physical activity, exercise, art, or music? The lesson concludes with a discussion of the mental, emotional and social benefits engaging in healthy activities that a person enjoys.

CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

6th Grade

4th Nine Weeks

Growth, Development, and Sexual Health and Responsibility

Essential Questions: Growth and Development

- How do family roles, rules, and responsibilities change over time?
- How does the endocrine system affect growth and development?
- What are the structures and functions of the reproductive system?
- What are some problems that may occur in the reproductive system?
- How does abstinence protect reproductive health?
- What are STDs/STIs and HIV?

Performance Indicators:

- G-6.1.1 Explain how family roles, rules, and responsibilities change over time.
- G-6.1.2 Describe how the endocrine system affects growth and development.
- G-6.1.3 Identify the structures and functions of the male and female reproductive systems.
- G-6.1.4 Identify reproductive problems found in males and females.
- G-6.1.5 Explain why abstinence is the most effective means of protecting reproductive health.
- G-6.1.6 Define the terms “sexually transmitted diseases/infections” (STDs/STIs) and “human immunodeficiency virus” (HIV).

Sample Teaching Strategies and Activities

- The teacher uses a graphic organizer, such as a Venn diagram, to show the physical changes that occur in both genders during adolescence. The role of the endocrine system in promoting these changes is discussed.
- The teacher leads a class discussion to explain how family roles, rules, and responsibilities change over time. The students list several family rules or responsibilities they had when they were in the second, fourth, and sixth grade.
- Students explore commonly occurring problems in the reproductive system. For females examples are irregular menstruation cycles and menstrual discomfort. For males, examples are testicular discomfort and hernias.
- The teacher explains the concept that diseases need a port of entry into the body that is friendly to their survival. The teacher can explain the concept that many disease causing germs that are ingested never cause illness, because stomach acid destroys the germs. The stomach is a non-supportive environment for many germs and viruses. STIs need the port of entry of warm, non-acidic, body fluids. The teacher can use pictures of cultures growing on science petri dishes to illustrate the concept of supportive environments for bacterial and viral growth.
- The teacher emphasizes that STIs and STDs can be harmful to reproductive structures. Infection can cause, swelling, blockages and scarring that can lead to infertility in both males and females. The teacher emphasizes that abstinence is an effective way to protect the reproductive system from harm.

Sample Assessment Strategies

- Students identify similarities and differences in family roles and responsibilities of second, fourth and sixth grade students.
- Students can name multiple non-gender specific changes that occur during adolescence, including increases in height, perspiration and body hair.

Essential Question: Growth and Development

- How do peers influence self-concept and body image?

Performance Indicator:

G-6.2.1 Describe the influence of families and peers on a person's body image

Sample Teaching Strategy and Activity

- Students make two columns on a sheet of paper. The first column is labeled, "Things I like about myself" and the second is labeled, "Things I'd like to improve." Working alone, students list as many things as they can think of under each heading. The teacher should assure students that the list will not be shared with others. The students identify the characteristics on their list that were influenced by families or peers. (Place an "f" for family, "p" for peers next to the comments on the lists). The class is polled as to which group had the greater influence on self-image.

Essential Question: Growth and Development

- How can a person find help for a victim of child abuse, sexual assault, or domestic violence?

Performance Indicator:

G-6.3.1 Demonstrate the ability to access appropriate resources for dealing with child abuse, sexual assault, and domestic violence.

Sample Teaching Strategy and Activity

- A school guidance counselor or school resource officer is invited to speak to the class about various services in the community and the assistance the school can provide for students and families who are dealing with child abuse, sexual assault, and domestic violence.

Sample Assessment Strategy

- The students write a reflective summary of the steps they would take to seek help for a victim of abuse or violence.

Essential Question: Growth and Development

- How can you communicate with adults about sexual health and responsibility?

Performance Indicators:

G-6.4.1 Demonstrate effective verbal and nonverbal communication skills to promote healthy parent, family, and peer relationships.

G-6.4.2 Demonstrate ways to communicate with parents, family members, or other trustworthy adults (for example, doctors and nurses) about sexual health and responsibility.

Sample Teaching Strategy and Activity

- Students are given three note cards or strips of paper for writing down questions about sexual health that they would like to ask a parent, doctor, or trusted adult. Students are told that they may write only one question per card and they are instructed to not sign their name. The students must use scientific terms for reproductive organs. The questions are collected in a box and mixed together so the questions will be anonymous. The teacher sorts cards combining similar questions, discarding inappropriate questions and makes a class list on the board for the students to copy. The students title their paper: "Everything a sixth grader wants to know about sexual health and responsibility." Students take the list home for their parents or trusted adult to gather answers.

Sample Assessment Strategy

- Students provide feedback to the class regarding answers gathered from the homework assignment.

Essential Question: Growth and Development

- Why is decision making important to promote abstinence and avoid risks behaviors?

Performance Indicator:

G-6.5.1 Identify steps in a decision-making process that promotes abstinence and avoids risk behaviors.

Sample Teaching Strategy and Activity

- Students identify the steps to decision-making model from their text or from a model supplied by the teacher. The teacher discusses the process involved in each step and possible circumstances that could help or hinder a healthy decision. Volunteer students read a role play from prepared script so the appropriate outcome of abstinence may be realized. The role play may include resistance and refusal skills as well as a plan to get out of the situation.

Essential Question: Growth and Development

- What coping strategies could one use to deal with the changes during adolescence?

Sample Performance Indicator:

G-6.7.1 Identify coping strategies to address the physical, emotional, and social changes that occur during adolescence.

Sample Teaching Strategy and Activity

- The teacher uses a raisin, ginger ale, a clear container and, plastic knife for a visualization of how a shriveled grape (raisin) can represent feelings. Students are asked to give examples why adolescents may feel “shriveled.” Examples include: worrying about grades, being hurt by a friend, arguing with a parent, feeling physically different, or being pressured by peers. The teacher pours ginger ale into the clear container and slices the raisins into quarters, explaining that the raisins represent feelings. The raisin pieces are then dropped into the ginger ale. The raisin pieces will be observed sinking and then rising to the surface repeatedly. The teacher uses this illustration to show that no matter how many times the raisins went down, they continued to “bounce back” to the surface. The teacher asks student to brainstorm coping strategies that they can use to help them feel better in order to bounce back. Examples are; talking to a parent or trusted adult, doing something fun, exercising and getting plenty of rest and sleep.

Sample Assessment Strategy

- Students draw a bunch of grapes on a piece of paper (draw several medium-sized circles in a cluster). Students write a coping strategy on each grape they plan to use to bounce back when they have negative feelings. The drawings are posted in the classroom or on a bulletin board.

Resources

ATOD

Decisions for Health; Holt, Rhinehart, Winston.

Teen Health; Glencoe; Bronson, Cleary and Hubbard.

Life Skills; Gilbert J. Botvin.

Comprehensive School Health Education – Totally Awesome Strategies for Teaching Health; Meeks, Heit, Page.

Project TNT Towards No Tobacco Use, ETR Associates; Sussman, Barovich, Hahn, Abrams, Selski and Craig.

Growth and Development

Decisions for Health; Holt, Rhinehart, Winston.

Teen Health; Glencoe; Bronson, Cleary and Hubbard.

Puberty and Reproduction: *Comprehensive Health for the Middle Grades*; ETR Associates: Catherine Golliver, PhD.

Sex Education Activities: *Just for the Health of It!* Patricia R. Toner.

HIV and STD: *Comprehensive Health for the Middle Grades*; ETR Associates: Jory Post, MA and Carole McPherson MA.

How To Survive Teaching Health; Games, Activities and Worksheets for Grades 4-12; Kenneth Tillman, PhD and Patricia R. Toner, M.ED.

Comprehensive School Health Education – Totally Awesome Strategies for Teaching Health: Meeks, Heit and Page.

Draw The Respect, The Line Grade 6: ETR Associates; Coyle, Gardner, Marin Cummings, Gomez and Kirby.

United Streaming (Discovery Education) Videos

Injury Prevention & Safety

Think, Choose, Act Healthy Student Activities: Comprehensive Health for the Middle Grades; Hilda Clarice Quiroz.

Teen Health; Glencoe; Bronson, Cleary and Hubbard.

Decisions for Health; Holt, Rinehart, and Winston.

Life Skills Manual 1; Gilbert J. Botvin Ph.D.

ETV Streaming Video Resources

Mental Emotional & Social Health

Decisions for Health; Holt, Rhinehart, Winston.

Teen Health; Glencoe; Bronson, Cleary and Hubbard.

Comprehensive School Health Education – Totally Awesome Strategies for Teaching Health; Meeks, Heit, Page.

Personal and Community Health

Teen Health. Glencoe; Bronson, Cleary and Hubbard.

Comprehensive School Health Education – Totally Awesome Strategies for Teaching Health. Meeks, Heit, Page.

Decisions for Health. Holt, Rinehart, Winston.

Nutrition and Physical Activity

Decisions for Health; Holt, Rhinehart, and Winston.

Nutrition and Body Image: Comprehensive Health for the Middle Grades; ETR Associates: Kathleen R. Miner, PhD.

Think, Choose, Act Healthy Student Activities: Comprehensive Health for the Middle Grades; Hilda Clarice Quiroz.