

GRADE 6 HEALTH EDUCATION

**REVISIONS FOR NEW GRADE 6 HEALTH TEACHERS FOR
FIRST 12-WEEK SESSION ONLY
(since they have not had ALL STARS Instructor training)**

**LINCOLN PUBLIC SCHOOLS
MIDDLE SCHOOL HEALTH EDUCATION
GRADE 6**

Days 1-2

INTRODUCTION TO HEALTH CLASS: Welcome, Community Builder, etc.

Day 3

ALL STARS Ground Rules: “Terrific, OK, Not OK” Activity from ALL STARS Session 1

You may substitute a different activity to teach your classroom expectations and ground rules.

UNIT 1: MENTAL AND EMOTIONAL HEALTH

Unit Focus: Friendship, Self-Esteem, & Conflicts

9 Days (16%)

Health Standard 2 *Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.*

Health Standard 4 *Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.*

Health Standard 7 *Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*

Day 4

CHAPTER 2 -- LESSON 1 – A HEALTHY SELF-CONCEPT (pp 32-35)

PI 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.

- ◆ Explain what your self-concept is.
- ◆ Identify influences on your self-concept.
- ◆ Describe how you can build a positive self-concept.

Day 5

CHAPTER 2 -- LESSON 2- YOUR CHARACTER COUNTS (pp 36-40)

PI 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.

- ◆ Identify the traits of good character.
- ◆ Explain how character develops.
- ◆ List ways of showing good character.

Day 6

CHAPTER 2 -- LESSON 3 EXPRESSING EMOTIONS (pp 41-44)

PI 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.

- ◆ Explain what causes the emotions you experience.
- ◆ Express strong feelings healthfully.
- ◆ Discuss why abstinence [from high risk behaviors] is important for teens.

Days 7-8

CHAPTER 3 -- LESSON 1 COMMUNICATION SKILLS (pp 62-66)

PI 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.

- ◆ Explain different ways people communicate.
- ◆ Describe how you can be a better speaker and listener.

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- ◆ Identify the three styles of communication.
- ◆ Develop skills to communicate safely online.

Day 9

CHAPTER 3 -- LESSON 3 YOUR FRIENDS AND PEERS (pp 73-77)

- PI 7.8.3 Demonstrate behaviors that avoid or reduce health risks to self and others.
- ◆ Identify the qualities of a good friend.
 - ◆ Recognize character traits found in friends.
 - ◆ Understand the two kinds of peer pressure.

Day 10

CHAPTER 3 -- LESSON 5 RESOLVING CONFLICTS (pp-81-85)

- PI 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- ◆ Explain why conflicts occur.
 - ◆ Describe ways of protecting yourself from violence.
- PI 7.8.3 Demonstrate behaviors that avoid or reduce health risks to self and others.
- ◆ Identify a strategy to resolve conflicts through negotiation.

Day 11

CHAPTER 2 & 3 – REVIEW AND ASSESSMENT

Day 12

ADJUSTMENT DAY

**** NEW GRADE 6 HEALTH TEACHERS WILL TEACH UNIT 3 HERE**

UNIT 3: ALCOHOL, TOBACCO, AND OTHER DRUGS

Unit focus: Tobacco and Resistance Skills

10 days (18%)

<u>Health Standard 1</u>	<i>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</i>
<u>Health Standard 2</u>	<i>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</i>
<u>Health Standard 3</u>	<i>Students will demonstrate the ability to access valid information and products and services to enhance health.</i>
<u>Health Standard 5</u>	<i>Students will demonstrate the ability to use decision-making skills to enhance health.</i>
<u>Health Standard 8</u>	<i>Students will demonstrate the ability to advocate for personal, family, and community health.</i>

Day 13

CHAPTER 7 -- LESSON 4 HEART, BLOOD, LUNGS, AND NERVES (pp 191)

- PI 1.8.3 Analyze how the environment affects personal health.
- ◆ Analyze factors in the environment that influence respiratory health. (Explain the parts and functions of the Respiratory System)

Days 14-15

CHAPTER 9 -- LESSON 1 TOBACCO: A HARMFUL DRUG (pp 222-226)

- PI 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- ◆ Identify how tobacco damages your health.
- PI 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- ◆ Explain how tobacco leads to addiction.
- PI 5.8.7 Analyze the outcomes of a health-related decision.
- ◆ Identify how tobacco damages your health.

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- PI 8.8.1 State a health-enhancing position on a topic and support it with accurate information.
◆ Practice the skill of advocacy to inform others about the dangers of tobacco use.

Days 16-17

CHAPTER 9 -- LESSON 2 TEENS AND TOBACCO (pp 227-229)

- PI 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
◆ Identify factors that influence teens to try tobacco.
- PI 2.8.5 Analyze how messages from media influence health behaviors.
◆ Recognize negative influences on teens to use tobacco.
- PI 3.8.2 Access valid health information from home, school, and community.
◆ Access reliable information on teens and tobacco use.

Days 18-20

CHAPTER 9 -- LESSON 3 STAYING TOBACCO FREE (pp 230-233)

- PI 5.8.7 Analyze the outcomes of a health-related decision.
◆ Demonstrate ways to say no to tobacco use.
◆ Explain how someone can quit using tobacco.
◆ Understand the rights of nonsmokers.

Day 21

CHAPTER 9: REVIEW AND ASSESSMENT

Day 22

ADJUSTMENT DAY

**** NEW GRADE 6 HEALTH TEACHERS WILL BE TRAINED TO TEACH ALL STARS ON SEPTEMBER 11-12, 2012 (Days 20-21)**

<p style="text-align: center;"><u>UNIT 2: ALL STARS CORE COURSE</u> <i>ALL STARS CORE</i> Facilitator Manual 17 days (30%)</p>

Health Standard 2 *Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.*

- PI 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
PI 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
PI 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.

Day 23

ALL STARS Session #1: Program Orientation

- Understand basic information about ALL STARS.

ALL STARS Session #2: The World of the Future

- Think about one's heritage.
- Identify and prioritize personal ideals that will reflect high aspirations and a positive view of the future.
- Understand that peers have similar positive ideals.

Day 24

ALL STARS Session #3: Understanding What Is Important

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- Understand that what is important does not fit with living a life that includes risky behaviors.

Day 25

ALL STARS Session #4: Planning for the Future

- Think about one's heritage.
- Identify and prioritize personal ideals that will reflect high aspirations and a positive view of the future.
- Understand that peers have similar positive ideals.

Day 26

ALL STARS Session #5: Make Your Mark

- Develop personal symbols that incorporate positive ideals.
- Develop a personal motto that will remind one of positive ideals.

Day 27

ALL STARS Session #6: Ideals-Based Reputations – 1st day

- Understand what social and psychological consequences of high-risk behavior are important to avoid.
- Have a strong desire to avoid the personal consequences associated with high-risk behaviors.

Day 28

ALL STARS Session #6: Ideals-Based Reputations – 2nd day

- Consciously begin to develop personal reputations that protect one from engaging in high-risk behaviors.

Day 29

ALL STARS Session #7: Opinion Poll Game

- Understand that high-risk behaviors are unacceptable to the peer group.

Day 30

ALL STARS Session #8: Norms: Unwritten Rules of Behavior

- Understand that peers make constant judgments about one's behavior, even when such judgments are not spoken.
- Establish voluntary group standards of good citizenship, including avoidance of substance use, violence, and premature sexual activity.

Day 31

ALL STARS Session #9: Opinion Poll Game Rematch

- Understand that high-risk behaviors are unacceptable to the peer group.

Day 32

ALL STARS Session #10: Hypocrisy or Commitment

- Be motivated to make and keep commitments.
- Develop generic skills for keeping commitments.

Day 33

ALL STARS Session #11: Defending Commitments

- Develop attitudes and habits that will support keeping one's commitments.

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Day 34

ALL STARS Session #12: Scripting Commitments

- Deepen personal commitments to avoid high-risk behaviors by expressing positive commitments publicly.

Day 35

ALL STARS Session #13: Proclaiming Commitments

- Deepen personal commitments to avoid high-risk behaviors by expressing positive commitments publicly.

Day 36

ALL STARS Session #14: Celebration

- Create memories of participation in ALL STARS that will inspire one when challenged in the future.

Day 37

ALL STARS Supplemental Session #4: Where Do I Stand? (OPTIONAL)

- Understand that high-risk behaviors are unacceptable to the peer group.

Day 38

ALL STARS Supplemental Session #5: Standing for Something (OPTIONAL)

- Understand that high-risk behaviors are unacceptable to the peer group.

Day 39

ADJUSTMENT DAY

UNIT 4: NUTRITION

**Unit focus: Food Pyramid & Serving Sizes
10 days (18%)**

<u>Health Standard 1</u>	<i>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</i>
<u>Health Standard 2</u>	<i>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</i>
<u>Health Standard 5</u>	<i>Students will demonstrate the ability to use decision-making skills to enhance health.</i>
<u>Health Standard 6</u>	<i>Students will demonstrate the ability to use goal-setting skills to enhance health.</i>

Day 40

CHAPTER 7 -- LESSON 3 DIGESTION AND EXCRETION (pp 185-187)

- PI 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- ◆ Explain the parts and functions of the digestive system.
 - ◆ Explain the parts and functions of the excretory system.

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- ◆ Apply the skill of advocacy to promote ways to care for the digestive and excretory systems.

Days 41-43

CHAPTER 4 -- LESSON 2 FOLLOWING A HEALTHFUL EATING PLAN (pp 98-101)

- PI 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- ◆ List the names of the five food groups.
 - ◆ Discuss how to use the MyPyramid food guidance system.
- PI 2.8.6 Analyze the influence of technology on personal and family health.
- ◆ Use MyPyramid food guidance system to create a nutrient-rich meal.
- PI 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- ◆ Choose a goal for healthy food choices.
- PI 6.8.3 Apply strategies and skills needed to attain a personal health goal.
- ◆ Choose strategies for healthy food choices.

Days 44-47

CHAPTER 4 -- LESSON 3 MAKING HEALTHFUL FOOD CHOICES (pp 102-107)

- PI 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- ◆ Recognize influences on your food choices.
- PI 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- ◆ Identify guidelines to make healthy food choices.
 - ◆ Analyze key nutrients in a food product.

Day 48

CHAPTER 4: REVIEW AND ASSESSMENT

Day 49

ADJUSTMENT DAY

UNIT 5: DISEASE PREVENTION

Unit focus: Communicable Diseases

6 days (10%)

Health Standard 7 *Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*

Days 50-51

CHAPTER 11 -- LESSON 1 WHAT CAUSES DISEASE? (pp 268-271)

- PI 7.8.3 Demonstrate behaviors that avoid or reduce health risks to self and others.
- ◆ Identify two main types of disease.
 - ◆ Recognize the four common disease-causing organisms.
 - ◆ Describe how germs are spread.

Days 52-53

CHAPTER 11 -- LESSON 2 COMMUNICABLE DISEASE (pp 272-276)

- PI 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- ◆ Recognize ways pathogens are spread.
 - ◆ Identify common communicable diseases.
 - ◆ Demonstrate healthful behaviors that limit the spread of pathogens.

Day 54

CHAPTER 11: REVIEW AND ASSESSMENT

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Day 55

ADJUSTMENT DAY

UNIT 6: GROWTH AND DEVELOPMENT

Unit focus: Puberty & Hygiene

5 days (8%)

Health Standard 1 *Students will comprehend concepts related to health promotion and disease prevention to enhance health.*

Day 56

CHAPTER 8 -- LESSON 1 ADOLESCENCE: A TIME OF CHANGE (pp 202-205)

- PI 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- ◆ Describe three kinds of changes you go through during the teen years.
 - ◆ Identify the structure and function of the endocrine system.
 - ◆ Analyze how a teen is influenced by peers.

Days 57-58

******SUPPLEMENTAL BOOK: ADOLESCENCE: GROWING AND CHANGING******

LESSON 2 (pp 7-10)

- PI 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- ◆ Explain how teens can learn to accept their individual looks.
 - ◆ Discuss how to make the most of personal appearance.
 - ◆ Identify personal habits that can improve appearance and keep one healthy.

Day 59

CHAPTER 8: REVIEW AND ASSESSMENT

Day 60

ADJUSTMENT DAY