



## Grade 6 Health - Unit 2 - Healthy Behaviors and Personal Responsibility

### Unit Focus

These lessons focus on demonstrating and ultimately practicing healthy behaviors that enhance health and avoid or reduce health risks. Lessons will include topics related to self-management, such as understanding the changes that occur during puberty, body safety, and making healthy choices about drugs. Students will be introduced to self-management related to physical and psychological changes that occur during puberty. Becoming more responsible for themselves and their health will be discussed, and students will respond to questions about their responsibilities and health practices. Students will recognize that many changes during puberty happen to everyone, while some developmental changes occur specifically in just biological males or biological female bodies. Gender stereotypes and identity will also be discussed, and students will recognize that being emotionally and physically safe in school is every student's right. Students will be able to explain that self-management includes practicing good hygiene and taking on new responsibilities during adolescence as a part of growing up. Students will be able to explain how making healthy decisions about drugs can avoid and reduce risk. Students will identify how drugs can be both helpful and harmful, depending on whether it is legal, the purpose of use, the user, and how the drug is used. Common and accessible drugs for teens, such as alcohol, tobacco products, prescription drugs, and marijuana (cannabis), will all be included in this unit. The developing brain until twenty-five years old will be identified as a major reason that drugs can have a more harmful and lasting effect on teens. Students will recognize that many adults can use some drugs responsibly, such as alcohol, but many people abuse drugs, which interferes with their relationships and responsibilities. Some people become addicted to drugs, which changes how the brain functions. Managing one's health requires making good decisions to maintain health and safety, and there are many risks to using drugs underage. Various classroom activities will be interspersed between videos and worksheets to facilitate learning. Several resources are provided and can be selected to meet the objectives, and they should include the most common and accessible drugs currently. This unit should begin with introducing the skill of Self-Management and explaining what it means regarding personal responsibility as they grow up. Students will demonstrate learning to manage their health by engaging in positive behaviors that they represent in a visual presentation.

### Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>Healthy and Balanced Living Curriculum Framework</b> Health Education 6-8 <ul style="list-style-type: none"><li>Distinguish between proper use and abuse of over-the-counter and prescription medicines. (ANOD 1.2.8)</li><li>Summarize the negative consequences of using alcohol and other drugs. (ANOD 1.3.8)</li><li>Determine the benefits of being alcohol, nicotine and other drug-free. (ANOD 1.7.8)</li><li>Describe reproductive body parts and their functions. (SH 1.3.8)</li><li>Describe the menstrual cycle, the process of sperm production and the relationship to conception (SH 1.4.8)</li><li>Define and explain differences between cisgender, transgender, gender nonbinary, gender expansive, and gender identity (SH 1.12.8)</li></ul>	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Analyze risk factors and evaluate the consequences to self and others before taking action. <b>T2</b> Respond to situational challenges and social interactions based on consideration of societal norms, safety, and belief systems.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> <b>U1</b> Students demonstrate various strategies when making decisions to enhance health. <b>U2</b> Understanding puberty helps to facilitate the transition from childhood to adolescence <b>U3</b> Recognizing risk factors and applying risk reducing strategies can prevent health consequences	<i>Students will keep considering...</i> <b>Q1</b> What do I need to know to make good decisions and stay healthy? <b>Q2</b> What can I do to avoid or reduce health risks? <b>Q3</b> How do I assess a situation and decide what kind of support is needed? <b>Q4</b> What are my rights and responsibilities?

## Stage 1: Desired Results - Key Understandings

<ul style="list-style-type: none"> <li>Explain the term affirmative consent and what it looks like in words and/ or actions (SAAP 1.4.8)</li> <li>Describe situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. (SAAP 1.5.8)</li> <li>8 Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched. (SAAP 1.6.8)</li> <li>Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault. (SAAP 1.7.8)</li> <li>Identify the process for reporting incidents of sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. (SAAP 1.11.8)</li> <li>Explain the importance of being responsible for one's personal health behaviors. (SM 7.1.8)</li> <li>Demonstrate healthy practices and behaviors to improve the health of oneself and others (SM 7.3.8)</li> <li>Make a commitment to practice healthy behaviors. (SM 7.4.8)</li> </ul> <p><b>Madison Public Schools Profile of a Graduate</b></p> <ul style="list-style-type: none"> <li>Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)</li> </ul>	<p><b>U4</b> Students differentiate between situations requiring peer support and requiring adult professional help.</p> <p><b>U5</b> Individuals embrace diversity as contributing members of a larger community.</p>	
	<b>Acquisition of Knowledge and Skill</b>	
	<b>Knowledge</b>	<b>Skill(s)</b>
	<p><i>Students will know...</i></p> <p><b>K1</b> There are benefits to being drug and alcohol free</p> <p><b>K2</b> There are many physical and emotional changes during puberty</p> <p><b>K3</b> Adolescence is time for developing more personal responsibility</p> <p><b>K4</b> There are some situations when it is important to involve trusted adults</p> <p><b>K5</b> Vocabulary: OTC, prescription drugs, cannabis, THC, CBD, tobacco products, vaping, e-liquid, propylene glycol, formaldehyde, aerosol, e-cigarettes, alveoli, chemicals, carcinogens, tar, alcohol, tolerance, addiction, dopamine, puberty, adolescence, abstinence, ovary, ovum, uterus, fallopian tube, vagina, cervix, testes, sperm, scrotum, vas deferens, bladder, urethra, gender, transgender, non-binary, ally, embryo, fetus, pregnancy, consent, sexual harassment, sexual abuse, body safety, grooming, exploitation</p>	<p><i>Students will be skilled at...</i></p> <p><b>S1</b> Making good decisions that enhance and protect students' health and safety</p> <p><b>S2</b> Developing healthy practices and avoiding risks to themselves and others</p> <p><b>S3</b> Developing personal responsibility for their health</p> <p><b>S4</b> Identifying situations that should involve trusted adults.</p>