

Health Area: Alcohol, Tobacco, and Drug Use Prevention

VDOE Standards:

- 6.1 The student will apply critical-thinking skills and personal-management strategies to address issues.
- 6.2 The student will describe the influence of family, peers, and media on personal health decisions.
- 6.3 The student will develop personal strategies and skills for personal, social, and community health.

<p>Essential Health Concepts</p> <p>6.1.e. Differentiate between proper use and misuse of prescription and nonprescription medications.</p> <p>6.1.f. Evaluate refusal strategies related to alcohol, tobacco, and other drug use.</p>	<p>Healthy Decisions</p> <p>6.2.c. Evaluate the influence of the media and marketing techniques on prescription and nonprescription medication choices.</p> <p>6.2.f. Analyze the role of self and others in avoiding risk-taking behaviors.</p> <p>6.2.g. Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors and injury.</p> <p>6.2.h. Analyze family and peer pressure as influences on the use and nonuse of alcohol, tobacco, inhalants, and other drugs.</p>	<p>Advocacy and Health Promotion</p> <p>6.3.i. Recognize the effects of peer pressure.</p>
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Essential Understandings:

- Marketing and media can influence your decisions.

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do)</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate)</i>	Sample Resources
<ul style="list-style-type: none"> • Prescription and nonprescription drugs • Refusal strategies • Tobacco-free environment • Proper use and misuse of medications • Strategies to “say no” to alcohol, tobacco, and other drugs • Benefits of a tobacco-free lifestyle and environment 	<p>Health Education Resources for all of Grade Six</p> <ul style="list-style-type: none"> • Grade Six Health Education Standards of Learning • Grade Six Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 6 - ATOD Use Prevention with a Focus on Prescription Drugs 	<ul style="list-style-type: none"> • Create a list of refusal skills and rank them in order of most effective to least effective. • Shown short clips of advertisements for current prescription and nonprescription drugs, discuss the marketing techniques and their effectiveness. • Discuss ways to prevent drug/alcohol use. • Prepare and perform a skit/rhyme/poem demonstrating refusal skills. 	<p>Prescription drug scenario and article</p> <p>Scholastic Drugs + Your Body Interactive</p> <p>Myths vs. Facts: Prescription Drug Scavenger Hunt</p> <p>Danger of Other Tobacco Products, Virginia Foundation for Healthy Youth Lesson</p> <p>Health Smart Virginia Resources for Grade 6 including the following identified resources:</p> <ul style="list-style-type: none"> • Alcohol - What’s the Truth • Cool Spot

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		<ul style="list-style-type: none"> • List common prescription and nonprescription medications. • Presented with several case studies, determine if and how the individuals used medication correctly/incorrectly. • Role-play refusal strategies and assertive behavior. • Write a success story about someone who steers clear of alcohol, tobacco, and other drugs. • Name three drugs and explain the harmful effect these drugs have on body functions. • Discuss the relationship between substance abuse and disease. • Identify common prescription and over the counter medications; research and present on side effects and results of improper use. • Brainstorm reasons why individuals take risks. • Journal about times students have experienced peer pressure. 	<ul style="list-style-type: none"> • Experimentation and Addiction - What's the Truth • FDA-Medicine in My Home • Handling stress / Dealing with pressures - Teaching guide for 5-9 peer pressure; activities and great discussion questions • Inhalant Prevention Education: Utah Poison Control Center 2008 - Toxic Chemicals • Inhalant Prevention Education: Utah Poison Control Center 2008 - Toxic Chemicals and Poison Prevention (Grade 6-above) • KidsHealth.Org Teachers Guides - Alcohol, Smoking, Drugs • National Council on Patient Information and Education Coalition • National Education Association's Rx for Understanding: Prescription Drug Abuse Prevention Program- Grades 5-8 Lesson Plans
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		<ul style="list-style-type: none"> • Interview parents, grandparents, or other adults and report on activities that they considered risky when they were teens. • Survey pop culture (TV shows, movies, books, etc.), media, and marketing references or advertisements to prescription and nonprescription medication explain what was learned; the emotions or feelings evoked; and evaluate if they communicate correct information about the medications. • List tips for media and marketing of drugs and alcohol. • Create a media or marketing product (poster, radio ad, TV commercial, newspaper, etc.) to promote the correct use of medications. 	<ul style="list-style-type: none"> • NIDA Easy-to-Read/ESL Drug Facts and videos • PE Central - The Pressure Is On! • Reality Matters: Under the Influence - Lesson plan teaching about addiction and the effects on the brain and body • Risky Business - Lesson Plan: Risky choices, stats about risky choice, consequences of risky choices • Tobacco Lesson Plan for Grades 3-7
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Health Area: Body Systems

VDOE Standards:

- 6.1 The student will apply critical-thinking skills and personal-management strategies to address issues.

Essential Health Concepts

6.1.a. Identify and describe the major structures and functions of the urinary system (kidneys, ureters, bladder, and urethra) and strategies to promote renal health.
6.1.d. Assess the effects of communicable and non-communicable diseases on the functions of the body.

Healthy Decisions

None.

Advocacy and Health Promotion

None.

Essential Understandings:

- A system is made up of many parts working together.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<ul style="list-style-type: none"> Kidneys Ureters Bladder Urethra Renal 	<p>Health Education Resources for all of Grade Six</p> <ul style="list-style-type: none"> Grade Six Health Education Standards of Learning Grade Six Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> Unit 1 - Grade 6 - The Urinary System 	<ul style="list-style-type: none"> Identify and describe how different parts of the urinary system work together in the human body. Write a paragraph comparing the urinary system to a system of your choice. Create an advertisement that promotes the importance of renal health and identifies community resources for additional information Using a worksheet, link the major structures to functions of the urinary system. Research and present 3 strategies to promote renal health (drink plenty water, eat healthy foods, etc.) Develop individualized plans to modify diet and 	<p>Understanding Your Urinary System</p> <p>The Urinary Tract and How It Works</p> <p>Health Smart Virginia Resources for Grade 6 including the following identified resources:</p> <ul style="list-style-type: none"> KidsHealth.Org How the Body Works: Urinary System Kids Health How the Body Works YouTube Series Kids Health-human body series LiveStrong-Does Exercise Affect the Urinary System? Simulation activity on disease spread Wisconsin Department on Communicable disease prevention K-12-Communicable Disease

Health Area: Body Systems

VDOE Standards:

- 6.1 The student will apply critical-thinking skills and personal-management strategies to address issues.

		<p>exercise to improve renal health.</p> <ul style="list-style-type: none"> • Create a poster to promote strategies to promote renal health. 	<p>Prevention Lesson Plans for Middle Schoolers“Inspector Bacterium”; “The Germs Go Marching In”; “Archaeological Dig” (21-39)</p>
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Health Area: Healthy Environment

VDOE Standards:

- 6.1 The student will apply critical-thinking skills and personal-management strategies to address issues.
- 6.2 The student will describe the influence of family, peers, and media on personal health decisions.
- 6.3 The student will develop personal strategies and skills for personal, social, and community health.

Essential Health Concepts 6.1.g. Determine the effects of environmental influences on personal health. 6.1.r. Research the impact of air quality on body function during moderate and vigorous physical activity.	Healthy Decisions 6.2.d. Identify the benefits of a tobacco-free environment.	Advocacy and Health Promotion 6.3.t. Encourage others to minimize pollution in the environment. 6.3.u. Create and monitor progress toward a goal to protect the environment.
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Essential Understandings:

- Protecting the environment can improve your personal health.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<ul style="list-style-type: none"> • Environmental health • Air quality • Air pollution • Understand the impact of poor air quality on cardiovascular and other body functions. • Understand the effects of pollution on the environment. 	<p>Health Education Resources for all of Grade Six</p> <ul style="list-style-type: none"> • Grade Six Health Education Standards of Learning • Grade Six Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 6 - Benefits of Tobacco-Free Environments 	<ul style="list-style-type: none"> • Analyze air health in your community. • Compare and contrast how you feel when you are physically active outside on a winter day, spring day, and summer day. • Develop a plan to help protect the environment, and monitor progress for your community. • Write a short story about a young person who helps protect the environment • Use this worksheet to determine how much students know about indoor air quality • Research air pollutants and their effects on body functions and write a short report. • When presented with a narrative about a smoker and a nonsmoker 	<p>Air Now</p> <p>100 Ways You Can Improve the Environment</p> <p>Health Smart Virginia Resources for Grade 6 including the following identified resources:</p> <ul style="list-style-type: none"> • KidsHealth.Org Ozone, Air Quality and Asthma • KidsHealth.Org Smoking • NIH Healthy Lungs Exercise and Air Quality – Top 10 Tips • Virginia Foundation for Healthy Youth • Virginia 24/7 Campaign for Tobacco Free Schools

Health Area: Healthy Environment

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		<p>participating in moderate and vigorous physical activity, identify the differences in their experiences and discuss the impact of tobacco.</p> <ul style="list-style-type: none"> • As a class, develop a list of the benefits of a tobacco-free environment. • In a group, decide on a goal to protect the environment. Develop a plan to achieve this goal and monitor your progress. • List 5 ways they and/or their families can protect the environment. • Design a poster to encourage others to reduce pollutants, • Define environmental influences (the physical, social, and cultural conditions) affecting the individual’s growth and development <ul style="list-style-type: none"> ○ physical environmental influences (shelter, water, air, land, pollution, food , etc.) ○ social–cultural environmental 	
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		<p>influences (family, peers, schoolmates, traditions, norms, expectations, etc.)</p>	
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Health Area: Health Promotion Including Nutrition and Physical Activity

VDOE Standards:

- 6.1 The student will apply critical-thinking skills and personal-management strategies to address issues.
- 6.2 The student will describe the influence of family, peers, and media on personal health decisions.
- 6.3 The student will develop personal strategies and skills for personal, social, and community health.

<p>Essential Health Concepts</p> <p>6.1.b. Analyze the recommended daily intake of macronutrients (carbohydrates, fat, and protein) for adolescent males and females.</p> <p>6.1.c. Compare the intake of nutrients and metabolism.</p> <p>6.1.g. Determine the effects of environmental influences on personal health.</p>	<p>Healthy Decisions</p> <p>6.2.a. Analyze the benefits of following recommended daily allowances for macronutrients when selecting beverages and planning meals and snacks.</p> <p>6.2.b. Recognize how family, peers, and culture affect food and physical activity choices, as well as choices about bedtime and how long to sleep.</p> <p>6.2.e. Describe how screen time affects physical and social health.</p> <p>6.2.k. Identify external influences that affect personal health choices.</p>	<p>Advocacy and Health Promotion</p> <p>6.3.a. Create a one-day plan for meals, snacks, and beverages that includes the daily recommended macronutrients.</p> <p>6.3.b. Assess personal and family wellness related to nutrition, physical activity, and sleep choices.</p> <p>6.3.c. Monitor personal progress toward a physical activity, nutrition, and sleep goal.</p> <p>6.3.d. Analyze the influence of media on issues related to body image and weight management.</p> <p>6.3.e. Develop strategies to prevent chronic disease.</p> <p>6.3.j. Analyze the reliability of health information.</p> <p>6.3.k. Recognize the persuasive tactics used by various types of media.</p>
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Essential Understandings:

- Getting enough sleep is as important as eating the right food and exercising daily.

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.)</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.)</i>	Sample Resources
<ul style="list-style-type: none"> • Macronutrients are carbohydrates, fats, and proteins and are used by the body as sources of energy. 	<p>Health Education Resources for all of Grade Six</p> <ul style="list-style-type: none"> • Grade Six Health Education Standards of Learning • Grade Six Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 6 - Nutrition and Physical Activity • Unit 2 - Grade 6 - Media Smarts 	<ul style="list-style-type: none"> • Sort macronutrient definitions, examples, and calories correctly in a table. • Create a one-day food journal. Identify macronutrients and compare recommended amounts to recorded amounts. • Create a one-day plan for meals, snacks, and beverages that includes the daily 	<p>Overview of macronutrients</p> <p>Sample lesson plan that includes macronutrients</p> <p>Health Smart Virginia Resources for Grade 6 including the following identified resources:</p> <ul style="list-style-type: none"> • 101 Tips for Teaching About Nutrition • 5-2-1-0 Let's Go Middle and High School Toolkit • Action for Healthy Kids - Instant Recess, Brain Breaks, and Energizers

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	<ul style="list-style-type: none"> • Unit 3 - Grade 6 - Evaluating Health Information 	<p>recommended macronutrients.</p> <ul style="list-style-type: none"> • Create songs about healthy food choices. • Set three new personal health habit goals for the month/ year. Once you select them, explain your choices. • Create a healthy habit: set a goal and monitor progress toward a physical activity, nutrition, or sleep goal over two weeks. • List 3 favorite foods, research their contents, and calculate the percentages of fat, protein, and carbs in the selected foods. • When presented with several food items and their macronutrient compositions, create a balanced meal. 	<ul style="list-style-type: none"> • Activity Break - Health Work Education • American Heart Association (AHA) Middle School Lesson Plans • Assessing My Eating Habits • CA Adolescent Nutrition and Fitness Program - Junk Food Marketing • CA Media Smarts - Looking at Food Advertising • CDC BAM! Body and Mind Teacher's Corner Nutrition • Eat Fit - addresses media and body image • Family Doctor.Org (American Association of Family Physicians) • Food Span - Marketing Lesson 11 - Johns Hopkins Center for a Livable Future • FCS Fast Food Commercials & Nutrition Lesson • Food Day Curriculum • Girlshealth.gov - Nutrition
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		<ul style="list-style-type: none"> • Write a weekly food and exercise journal and reflect on how you might change your habits to be more consistent with national recommendations or guidelines. • Design a balanced one-day food plan (breakfast, lunch, dinner, snacks, beverages). • Write a reflection about how family, peers, and culture affect food and physical activity choices after teachers share relevant excerpts from a novel or television show to demonstrate this point. • Interview family about nutrition, physical activity, and sleep. • Analyze media ads for 	<ul style="list-style-type: none"> • Girlshealth.gov - Having Body Image Issues • Grocery Store Scavenger Hunt • Iowa Children's Hospital - Online Health Information What Can You Trust • Kids Health Media Literacy and Health Teacher's Guide • Maricopa Schools -My Plate Based Grade 5-8 Curriculum • Mission Nutrition CanadaMission Nutrition - Canada - Self Esteem Lessons • NY Times- Thinking Critically About Ads • PBS Frontline-obesity, eating habits, and weight loss • PE Central - Food Pyramid Game • PE Central - Calculating Fat, Carbohydrates & Proteins • Produce for Better Health- Teacher's "Rainbow" Curriculum
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		<p>food/ junk food using questions like those found here.</p> <ul style="list-style-type: none"> • Create a fictitious health product and use several persuasive marketing techniques to sell the product. • Join the NFL Play 60 Challenge. 	<ul style="list-style-type: none"> • Scholastic - Middle School Healthy Body Image Lesson Plan • Sample Physical Activity Log - Michigan State University • Scholastic - Healthy Body Image Lesson Plan • USDA-Serving Up My Plate. A Yummy Curriculum for grades 5 and 6 • UC Davis Youth Nutrition Education Materials
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Health Area: Safety and Injury Prevention

VDOE Standards:

- 6.1 The student will apply critical-thinking skills and personal-management strategies to address issues.
- 6.2 The student will describe the influence of family, peers, and media on personal health decisions.
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Essential Health Concepts

6.1.h. Create strategies to prevent injuries, to include safety habits in vehicles, on the Internet, and in public areas, and using protective gear.
6.1.i. Describe basic first aid and emergency procedures for treatment of sunburn and injuries to the head, teeth, and eyes.

Healthy Decisions

6.2.i. Use a decision-making process to determine when medical assistance is needed.

Advocacy and Health Promotion

6.3.f. Identify strategies to reduce illness and injury at home and at school.
6.3.g. Develop a plan to remain injury free that includes avoiding risk-taking behaviors and using protective gear.
6.3.h. Determine strategies to protect against the harmful effects of the sun.

Essential Understandings:

- Preparation and education can help you respond to potential dangers.

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.)</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.)</i>	Sample Resources
<ul style="list-style-type: none"> • 9-1-1 • Sunblock • First aid • Protective gear • Ultraviolet rays • Sun protection factor (SPF) • Concussion • Protective gear should be used during recreational activities to protect you from extremes in temperature and other potential dangers. • Basic first-aid and cardiopulmonary-resuscitation (CPR) skills could help you save a life. • Follow basic safety guidelines during recreational activities. • You can be a safe driver at any age if you practice good driving skills and 	<p>Health Education Resources for all of Grade Six</p> <ul style="list-style-type: none"> • Grade Six Health Education Standards of Learning • Grade Six Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 6 - Injury Prevention • Unit 2 - Grade 6 - Sun Safety • Unit 3 - Grade 6 - First Aid • Unit 4 - Grade 6 - First Aid Kit • Unit 5 - Grade 6 - Poetry in Motion 	<ul style="list-style-type: none"> • Create a pamphlet, using pictures and words to describe what should be included in a first-aid kit. • List activities that require protective gear. Design posters for each activity with examples of the gear required and how it protects the body. • Research and write newspaper articles on the leading causes of unintentional injuries and deaths for individuals less than 24 years old. • When presented with descriptions of student behaviors or images of scenes, identify any safety missteps. • Brainstorm a list of vehicle safety precautions. 	<p>Sun Safety</p> <p>Staying Safe</p> <p>Health Smart Virginia Resources for Grade 6 including the following identified resources:</p> <ul style="list-style-type: none"> • CDC Street Smartz • Emergency CPR Activities from the American Heart Association • FEMA Youth Emergency Preparedness • KidsHealth.org Safety Tip Sheets • Injury in the News • PE Central- Fire Safety Skills Tag • PE Central First Aid Booklet • Playground Safety Check • Safe Routes to School

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<p>know how to respond to situations.</p> <ul style="list-style-type: none"> • Signs and prevention of sunburns • First aid for sunburns 		<ul style="list-style-type: none"> • List safety precautions to observe while at the park, playground, or on public roadways • Reflect on a situation in your life when first aid skills (yours or others) were required. • List activities that require protective gear. • Brainstorm risky activities that might lead to injury and discuss how to avoid them • Make a home escape plan that identifies two ways to exit each room. • Develop a classroom escape plan. • Create safety checklists/inventories for homes (fire detectors, carbon monoxide, sprinklers, fire extinguisher, etc.). • Create first aid booklets with illustrated recommendations. • Check the schoolyard or community playground for safety hazards. • Write a persuasive essay about sunburn and sun protection. 	<ul style="list-style-type: none"> • US Fire Administration Info
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		<ul style="list-style-type: none"> • Make a poster about how to treat sunburn. • As a class, come up with safety rules for fire, playground, driving, sunburn, biking, etc. • Work in groups to develop fact sheets about their assigned safety issue. Then, create role-plays to illustrate how to use the safety facts and the decision-making steps to make safe decisions about ways to avoid accidents, preventive measures and what to do in an emergency. • Research the leading causes of unintentional injury deaths for individuals. • Plan learning centers about an assigned safety topic using props and posters. Students rotate through each center where they learn about a particular safety issue (e.g., vehicle safety, protective gear). • Identify emergency situations, state the appropriate response steps, 	
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		<p>and demonstrate how to perform.</p> <ul style="list-style-type: none"> • Interview five adults regarding seatbelt usage and record their reasons for using or not using a safety belt. 	
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Health Area: Social Emotional Health

VDOE Standards:

- 6.1 The student will apply critical-thinking skills and personal-management strategies to address issues.
- 6.2 The student will describe the influence of family, peers, and media on personal health decisions.
- 6.3 The student will develop personal strategies and skills for personal, social, and community health.

Essential Health Concepts

6.1.j. Identify and interpret nonverbal cues.
 6.1.o. Recognize the importance of significant friends or adult mentors.
 6.1.p. Identify personal characteristics that can contribute to happiness for self and others (e.g., self-discipline, positive self-image, independence, acceptance of others, concern for the needs of individuals with disabilities, honesty, respect for self and others, avoidance of self-harming behaviors).
 6.1.q. Analyze the factors that contribute to group success (e.g., respecting individual differences and opinions, accepting responsibility, contributing positively, knowing when to lead and when to follow, dealing with conflict, using effective face-to-face and online communication skills).

Healthy Decisions

6.2.n. Describe how culture, media, and other external factors influence perceptions about body image and gender roles.
 6.2.o. Explain the importance of understanding the feelings and perspectives of others.
 6.2.p. Identify internal factors, such as criticism or stress, which influence emotional and social health.

Advocacy and Health Promotion

6.3.l. Create a plan to prevent and manage stress.
 6.3.s. Identify the relationships among personal actions, self-image, and personal success.

Essential Understandings:

- Stress impacts your body and mind.

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.)</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.)</i>	Sample Resources
<ul style="list-style-type: none"> • Stress management • Media influence • Gender roles • Stressors • Fight-or-flight response • Biofeedback • Mental rehearsal • Stress can affect health. • A stressor can be an event or situation that causes stress. • Biofeedback and mental rehearsal may help you take control of stress. 	<p>Health Education Resources for all of Grade Six</p> <ul style="list-style-type: none"> • Grade Six Health Education Standards of Learning • Grade Six Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 6 - Social Emotional Skills Lessons Overview • Unit 2 - Grade 6 - Compliment a Character 	<ul style="list-style-type: none"> • Create flashcards with a description about a disappointment the student has experienced and a coping mechanism to use to manage stress. • Create a plan to prevent and manage stress. • In small groups, identify and discuss factors that affect school success. Next, create a skit that involves factors that would negatively impact school success. In the skit, demonstrate the 	<p>Fighting Stress with Healthy Habits</p> <p>What Is Stress Management?</p> <p>TeensHealth – Stress videos and articles</p> <p>Got Butterflies?</p> <p>Health Smart Virginia Resources for Grade 6 including the following identified resources:</p> <ul style="list-style-type: none"> • An Adolescent Mental Health

Health Area: Social Emotional Health

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<ul style="list-style-type: none"> • People respond differently to stress. 	<ul style="list-style-type: none"> • Unit 3 - Grade 6 - Wrinkled Heart • Unit 4 - Grade 6 - Mental and Emotional Health 	<p>appropriate way to cope with that behavior.</p> <ul style="list-style-type: none"> • List stressful situations and perform skits on how to handle these stressful situations. • Discuss the differences between constructive and unconstructive criticism, and have students role-play responses to positive and negative criticism. • List put-downs and explain why they are inappropriate and make other people angry. • Discuss and practice the factors that contribute to group success. • Role-play situations where students are teased and laughed at and how to be a helpful bystander. • Implement activities that encourage kindness and allow students to roleplay communication skills. • Communication undergirds social emotional development. Implement the class activity, • Have students work together to create a class 	<ul style="list-style-type: none"> • Curriculum-SPRC • CMHA- Mental Health and High School Curriculum Guide • CA Media Smarts- Avatars and Body Image • CA Media Smarts- Gender Body Image • CDC-Relationship Talking Points • CDC-Healthy Communication Skills Teachers Guide • Discovery Education- Depression Lesson Plan • KidsHealth.org Teacher's Guides for Grades 6-8: <ul style="list-style-type: none"> ○ Conflict Resolution ○ Depression ○ Empathy ○ Eating Disorders ○ Getting Along ○ Healthy Relationships ○ Peer Pressure ○ Self-Esteem ○ Stress ○ Suicide Prevention • MACMH-Open Up Magazine Classroom
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Health Area: Social Emotional Health

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- 6.2 The student will describe the influence of family, peers, and media on personal health decisions.
- 6.3 The student will develop personal strategies and skills for personal, social, and community health.

		<p>social media or Instagram account with pictures and captions that reflect their positive traits.</p> <ul style="list-style-type: none"> • Discuss stress management strategies and have students exercise a strategy of their choosing for a 2 - 5 minute time period in the class (i.e., physical or creative expression, talking, breathing). • Help students practice mindfulness 	<p><u>Activities</u></p> <ul style="list-style-type: none"> • <u>Mental Health First Aid-NCBH</u> • <u>Mindful Schools-Lesson: Introduction to Mindful Bodies and Listening</u> • <u>Mindful Teachers-Activities and Teaching Resources</u> • <u>NIDA (CDC.-Love and Drugs and Violence</u> • <u>Scholastic-Teens and Decision Making</u> • <u>Open Up Magazine, Minnesota Association for Children’s Mental Health-It’s All in Your Viewpoint</u> • <u>PBS-Mindfulness: A Teacher’s Guide</u> • PE Central lessons <ul style="list-style-type: none"> ○ <u>Emotions in Motion</u> ○ <u>Sounds of Music (Stress Management.</u> ○ <u>What is Stress?</u> • <u>ProCon.org-Social Networking</u> • <u>Purdue-Healthy Body Image Middle School Lessons</u> • <u>Reach Out-Asking</u>
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Health Area: Social Emotional Health

VDOE Standards:

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- 6.3 The student will develop personal strategies and skills for personal, social, and community health.

			<p><u>students if they are okay</u></p> <ul style="list-style-type: none"> • <u>Rossier (USC.-Creating Safe Spaces: Social Emotional Lessons</u> • <u>Samaritans-Developing Emotional Awareness and Listening (DEAL. Teaching Resources</u> • <u>Scholastic-Social Emotional Lessons (Grade 6-8.</u> • <u>Scholastic-Mind Up Curriculum</u> • <u>Scholastic-Social and Emotional Learning: Essential Lessons for Student Success</u> • <u>Screening for Mental Health-depression, suicide, and self-injury</u> • <u>Signs of Suicide and ACT</u> • <u>ProCon.org-Social Networking</u> • <u>Striking Out Stress: A “Gallery Walk” Activity</u> • <u>Substance Abuse and Mental Health Services Administration</u> • <u>Suicide Prevention Resource Center</u>
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Health Area: Social Emotional Health

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- [Teen Mental Health-
Mental Health &
High School
Curriculum](#)
- [VA Dept of
Behavioral Health and
Developmental
Services](#)
- [“Walk in Our Shoes”
Lesson Plan](#)
- [Wall Street Journal-
Overview of
Mindfulness](#)
- [We Are Teachers-
Resources for Social
and Emotional
Learning](#)
- [Welcoming Schools-
Bias, Bullying, and
Bystanders](#)
- [RCSD GRN-When
Grief Enters the
Classroom](#)

Health Area: Violence Prevention and Healthy Relationships

VDOE Standards:

- 6.1 The student will apply critical-thinking skills and personal-management strategies to address issues.
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- 6.3 The student will develop personal strategies and skills for personal, social, and community health.

<p>Essential Health Concepts</p> <p>6.1.k. Describe the possible effects of bullying, to include the increased risk for harm and violence when bullying aggression persists.</p> <p>6.1.l. Explain methods to reduce conflict, harassment, and violence.</p> <p>6.1.m. Explain the myths and facts about gangs and gang-related behaviors.</p> <p>6.1.n. Analyze the relationship between self-image and gang-related behaviors.</p>	<p>Healthy Decisions</p> <p>6.2.j. Explain the importance of friends or adult mentors in avoiding gang involvement.</p> <p>6.2.l. Recognize the importance of family, peers, and the media in preventing bullying.</p> <p>6.2.m. Analyze the role of emotions in safe behaviors and violent behaviors, and the importance of effective conflict resolution skills.</p>	<p>Advocacy and Health Promotion</p> <p>6.3.m. Demonstrate ways to show respect for individual differences, opinions, and beliefs.</p> <p>6.3.n. Set personal boundaries for privacy, safety, and expression of emotions and opinions.</p> <p>6.3.o. Assess positive and negative responses to criticism.</p> <p>6.3.p. Evaluate a plan to prevent or manage the effects of bullying.</p> <p>6.3.q. Practice ways to resolve conflict nonviolently.</p> <p>6.3.r. Identify resistance skills to avoid violence, gangs, weapons, alcohol, tobacco, and other drugs.</p>
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Essential Understandings:

- You can control many of the factors that contribute to your personal success.
- Bullying is the use of threats or physical force to intimidate and control another person.

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.)</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.)</i>	Sample Resources
<ul style="list-style-type: none"> • Resistance skills • Self-image • Mentor • Identify risk factors associated with gang involvement. • Understand the value of relationships with friends and mentors. • Understand strategies that lead to successful group settings. • Conflict resolution • Bullying • Nonverbal cues • Understand nonverbal cues. 	<p>Health Education Resources for all of Grade Six</p> <ul style="list-style-type: none"> • Grade Six Health Education Standards of Learning • Grade Six Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 6 - Violence Prevention Education Resources 	<ul style="list-style-type: none"> • Read a story about someone who has participated in some risky behaviors. Identify and explain why the behaviors were risky and what healthy behaviors the person in the story could have selected instead. How would that change the outcome of the story? • List nonviolent and effective conflict-resolution strategies • Create a plan to prevent and manage effects of bullying in the class/school. 	<p>Facts for Educators</p> <p>Teens Talk about Bullying</p> <p>Preventing Bullying</p> <p>Bullying Roundup</p> <p>Health Smart Virginia Resources for Grade 6 including the following identified resources:</p> <ul style="list-style-type: none"> • Blueprints for Healthy Youth Development website • CDC-School-Based Violence Prevention

Health Area: Violence Prevention and Healthy Relationships

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<ul style="list-style-type: none"> • Understand the effects of bullying and how to manage the effects of bullying. • Practice conflict-resolution techniques. 		<ul style="list-style-type: none"> • Design a checklist to evaluate your school's bullying-prevention program. • Participate in a class discussion about violence: Do you think violence is ever necessary? When do you think violence is necessary? Have you experienced or seen violence? Have you challenged or seen a challenge to violence? • Role-play a non-violent solution to a disagreement. • Review and complete the PACER action plan against bullying. • Illustrate posters or act out and/or videotape short skits depicting how to report bullying, stand up to bullying, and help friends who are being bullied. • Participate in a class discussion about the negative effects of bullying behavior. • List 5 -10 characteristics of people in healthy relationships (e.g., they 	<ul style="list-style-type: none"> • Clemson Olweus School-Wide Bullying Prevention Program • Positive Behavior Interventions and Supports website • Teaching Tolerance-School Climate Resources • Conflict Resolution Roleplay Activities • 10 Conflict Resolution Lessons, Fairfax County Schools • Coaches Corner-Coaching Boys into Men Toolkits • Discovery Online-Resolving Conflicts • Do Something, Inc. School Violence Unit • Fairfax Schools – 8th Grade Harrassment/Bullying Prevention Lesson • Healthy Communication Skills Guide • Hernando County Anger Management Lesson • Kids Health Healthy Relationship Handout • Kids Health Teachers Guide 9-12 Grade Conflict Resolution • In the Mix - Thinking it Through
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Health Area: Violence Prevention and Healthy Relationships

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		<p>accept each other's differences, respect each other's values, think about the rights and needs of the other person).</p> <ul style="list-style-type: none"> • Write a short story about the connection between self-image and gang-related behaviors. • Discuss situations when you feel safe and unsafe. • Create posters or infographics reflecting resistance skills to avoid gangs and then role play resistance scenarios. 	<ul style="list-style-type: none"> • National Crime Prevention Council: Youth Gangs-Know the Facts • National Gang Center • Olweus -Class Meetings That Matter- Grades 6-8 • Ophelia Project- It Has a Name: Relational Aggression • Pacer National Bullying Prevention Center • Pacer Student Action Plan • Pacer Teens Against Bullying • Respect Others. Respect Yourself. • StaySafeOnline.Org- Middle and High School Teaching Resources • Teaching Tolerance – Cliques • VA Attorney General-Gangs • Welcoming Schools – Bias, Bullying, Bystanders Users Guide and Lessons
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