

# 6<sup>th</sup> GRADE

## Mental, Emotional and Social Health

### Lessons

### Indicators

Introduction to  
Wellness  
(Who Influences You?)

M-6.1.1 Describe the interrelationship among mental, emotional, social, and physical health in adolescence.

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

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Body Image

M-6.1.2 Discuss the importance of a positive self-concept.

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Mental, Emotional, and  
Social health  
(Friendship, Peer Pressure,  
and Coercion)

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

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Grief, Stress Reduction,  
and Resilience  
(Stress Management Lesson)

M-6.1.3 Define the term “resiliency.”

M-6.1.4 Examine grief and ways to deal with loss.

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

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Help – When and  
Where?  
(Self-Advocacy Lesson)

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

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## Personal Health

### Lessons

### Indicators

Person Hygiene and  
Dental Practices  
(Hyperdoc Lessons)

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

Validity of Health  
Information Products  
and Services  
(Product Comparison Activity)

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

Responsible Decision-  
Making for My Personal  
Health  
(Goal Setting Project)

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

Day 2 – finish lesson

Take a Stand on Health-  
Enhancement  
(Take a Stand Activity)

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

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## Injury Prevention and Safety

### Lessons

### Indicators

Keep Safe While Active  
(bike, water, road, and outdoors )

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

Injury Prevention  
(Accident Chain  
Group Activity)

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.

Bullying / Cyberbullying  
Prevention and Conflict  
Strategies  
(Who's the Bully?)

I-6.1.3 Identify types of bullying, including cyberbullying.

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.

Middle School Violence  
Prevention  
(Introduction to Violence  
Lesson)

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

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

Advocate Against  
Violence  
(Social Media Campaigns)

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

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

# 6<sup>th</sup> GRADE

## Alcohol, Tobacco and Other Drugs

### Lessons

### Indicators

**Tobacco**  
(Including E-cigs and secondhand smoke)

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

**Medicine vs Drug Misuse**  
(Invent a Medicine Activity)

- D-6.1.1 Identify reasons why individuals use and abuse ATOD.
- D-6.1.3 Discuss the risks associated with OTC (over-the-counter) and prescription drugs.

**Alcohol lesson**

- D-6.1.1 Identify reasons why individuals use and abuse ATOD.
- D-6.2.1 Analyze the influence of family and peers on a person's ATOD use.

**Refusal skills to reduce ATOD**  
(Refusal Skills Cartoon Project)

- D-6.4.1 Utilize refusal skills to avoid ATOD use and to reduce risk-taking behaviors.
- D-6.7.1 Demonstrate ways to avoid potentially harmful situations involving ATOD use.

**Advocate against ATOD**  
**Set Personal Goals**  
(It's Not for Me Project)

- D-6.3.1 Discuss how to identify sources of help for someone who abuses ATOD.
- D-6.6.1 Set a goal to avoid ATOD use.
- D-6.8.1 Describe ways to advocate to others the benefits of not using ATOD.

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## Nutrition and Physical Activity

### Lessons

### Indicators

Interrelationship Among  
Diet, Physical Activity  
Level, and Body Weight

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

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Disease Prevention and  
Eating Disorders

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.”

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Access Healthy Eating

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

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..

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Create and Implement  
Nutrition and Physical  
Activity Plan

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.

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Day 2 - Finish Project

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## Growth, Development, and Sexual Health and Responsibility

### Lessons

### Indicators

Media's Influence on sexuality

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

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

Puberty and Endocrine  
(What's going on with my body?)

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

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

Reproductive Structures  
(Define sterility and dysmenorrhea)

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.

Abstinence  
Define STI & HIV  
(Making a good decision)

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

Family Relationships  
(Communicating to a trusted adult)

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

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

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.