

HEALTH EDUCATION

DISTRICT 4J ESSENTIAL LEARNING SKILLS PLANNING DOCUMENT GRADE 6

Eugene School District 4J
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HEALTH EDUCATION

The Oregon Board of Education adopted Health Education Content Standards in February 2005. A team of 4J health educators reviewed the Oregon Health Education Standards document and the Oregon Department of Education grade level-mapping document in health and determined specific grade level and priority ranking within the grade level to provide a comprehensive health education program including health concepts and skills. That information is included in a separate document, *Health Education, Prioritization of Oregon Health Education Standards, Grade Level Curriculum Map (grades K-3, 4-5,6-8, and 9-12)* and includes the essential skills, important skills, and condensed skills that students are to attain. It also includes resources and alignment with the district adopted health curricula. It is available on the 4J Prevention/Wellness web site.

This tool may be helpful to schools as a beginning planning guide in developing their articulated program and includes only the essential skills. This document also identifies the eight basic health skills that students will develop in order to make healthy decisions, identifies the nine major health content areas, concepts to be taught, and examples of skill based activities that may be used to teach the essential concepts. The eight skills that students will develop at each grade level are: Concepts (CC), Accessing Information (AC), Self Management (SM), Analyzing Influences (INF), Interpersonal Communication (IC), Goal Setting (GS), Decision Making (DM), and Advocacy (AV). For some grade levels, resources are listed, aligning the district adopted health curricula with the concept. Resources listed in italics are not district adopted health education curricula. They are suggested as examples of possible supplemental materials that teachers may choose to use in their instructional program. A Health Education Resource Packet, developed for each grade level, is available through the 4J print provider and provides additional resources for the classroom teacher. When schools feel they have developed a program providing the essential skills they will want to continue this process, including important and condensed skills, which are listed in the first referenced document.

Grades 6-8

HEALTH SKILLS—The study of health education prepares students to make healthy decisions and take healthy actions on matters concerning personal, family and community health. The goal of health education is that students become health literate -- the ability to obtain, interpret, and understand basic health information and services. More importantly, they will have competence to use such information and services in ways, which are health-enhancing.

Common Curriculum Goals—Demonstrate ability to use health skills, to obtain and interpret health information, to manage personal behaviors and to advocate for health and safety issues.

<p>Accessing Information Demonstrate ability to access valid health and safety related information. Identify and access resources at home, at school, and in the community for health and safety information.</p>	E	E
<p>Self-Management Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks. Demonstrate management skills to prevent unsafe situations and promote behaviors that enhance health and safety.</p>	E	E
<p>Analyzing Influences Demonstrate ability to analyze influences of culture, media, technology and other factors on health. Identify influences on health and well being (e.g., culture, family, media, technology, peers, body image, emotions, and physical environment).</p>	<i>E</i>	E
<p>Interpersonal Communication Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety. Use communication skills to help self and others avoid unsafe situations and promote healthy behaviors.</p>	E	E

Goal Setting Demonstrate ability to use goal-setting skills to enhance health and safety. Use a goal setting model to set goals that enhance health and safety.	E	E
Decision Making Demonstrate ability to use decision-making skills to enhance health and safety. Use a decision making model to make positive health and safety decisions.	E	E
Advocacy Demonstrate the ability to advocate for personal, family and community health and safety. Advocate for the benefits of safe and healthy actions and environments at home, at school and in the community.	E	E

Grade 6
ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION – Acquire knowledge and skills to understand the physical, social and emotional effects of alcohol, tobacco and other drugs and their use.

Common Curriculum Goals: Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention.

Essential Skills	Resources	Week or Date	Person Responsible/ Completed
Describe the benefits of a tobacco and drug-free environment. SKILL: IC (Demonstrate refusal skills around the use of alcohol, tobacco, inhalant and other drug use)	ETR Health Smart, Unit 4, Lessons 1,2,3,4,5,6, 7 pg.164-202 Project ALERT Lessons 1, 4, 5, 6, 7, 9, 11 ATOD Instruction, required every year		
Explain school policies and community laws related to alcohol, tobacco and illegal drug use, possession, and sales. SKILL: AV (Advocate in the school and community for a drug and tobacco-free environment)	Student Rights and Responsibilities Handbook		

Grade 6
PREVENTION AND CONTROL OF DISEASE – Acquire knowledge and skills to understand and practice health habits that can prevent and/or control disease.

Common Curriculum Goals: Demonstrate self-management and advocacy skills while understanding the relationships among health behavior and prevention of disease.

Essential Skills	Resources	Week or Date	Person Responsible/ Completed
Identify the differences between communicable diseases and non-communicable diseases.			
<p>Describe personal health care practices that prevent the spread of communicable disease including HIV/AIDS and Hepatitis B and C.</p> <p>SKILL: SM (Demonstrate personal health care practices that prevent the spread of communicable disease)</p> <p>SKILL: AV (Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C)</p>	<p><i>Making a Difference, Module 2</i> <i>HIV Positive Speakers, HIV Alliance DV 050266</i> <i>Germ</i> HIV instruction required every year</p>		

Grade 6
PROMOTION OF ENVIRONMENTAL HEALTH – Acquire knowledge and skills to determine how protecting the environment impacts health for individuals and society.
Common Curriculum Goals: Demonstrate analyzing influences and interpersonal communication skills while understanding how the environment affects health.

Essential Skills	Resources	Week or Date	Person Responsible/ Completed
<p>Identify sources of air and water pollution and how pollution affects health.</p> <p>SKILL: AC (Identify a specific health outcome as a result of air and/or water pollution, such as asthma)</p> <p>SKILL: SM (Demonstrate ways to reduce your exposure to air and water pollution)</p>	<p><i>ETR- Environmental and Community Health, Part 1</i> <i>Environmental Health, Part 4</i></p>		
Identify ways to prevent exposure to the sun.	<p>ETR- Environmental and Community Health, Part 1 <i>SunWise Program</i></p>		

<p>SKILL: SM (Describe personal strategies for minimizing potential harm from exposure to the sun)</p> <p>SKILL: INF (Analyze media messages that prevent and/or promote sun exposure)</p>	<p><i>U.S. Environmental Protection Agency</i></p>		
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Grade 6
PROMOTION OF HEALTHY EATING – Acquire knowledge and skills to understand and practice healthful nutrition that contributes to growth and energy and helps prevent chronic diseases.
 Common Curriculum Goals: Demonstrate self-management, analyzing influences, goal setting and advocacy skills while understanding the components of healthy eating.

Essential Skills	Resources	Week or Date	Person Responsible/ Completed
<p>Explain the importance of variety and moderation in food selection and consumption.</p> <p>SKILL: GS (Track progress toward achieving short-term personal goal related to variety and moderation within healthy eating)</p>	<p>ETR Health Smart, Unit 3, Lesson 1 pg. 112-128</p>		

Grade 6
PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH – Acquire knowledge and skills to understand that mental, social and emotional health contributes to building and maintaining interpersonal and intrapersonal relationships.
 Common Curriculum Goals: Demonstrate accessing information and interpersonal communication skills while understanding the components of mental, social and emotional health.

Essential Skills	Resources	Week or Date	Person Responsible/ Completed
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<p>Explain how to build and maintain healthy family and peer relationships. SKILL: IC (Demonstrate effective communication skills that encourage healthy relationships) SKILL: DM (Make decisions that enhance or establish healthy relationships) SKILL: AV (Advocate for healthy communication skills within relationships)</p>	<p>HealthTeacher.com, grade 6, Lesson titles: Positive Influences, Styles of Communication, Friends, Friends, Friends, Talking Skills. <i>Growing into Healthy Sexuality, Sessions 3, 4, 5, 6</i></p>		
<p>Identify qualities that contribute to a positive self-image. SKILL: INF (Analyze influences that may affect self-esteem (e.g., peers, media, adults) SKILL: GS (Set goals around increasing positive self-image)</p>	<p>HealthTeacher.com, grade 6, Lesson Title: Feeling Positive about Yourself <i>Growing Into Healthy Sexuality, Session 1</i></p>		
<p>Identify personal stressors at home, in school and with peers. SKILL: SM (Practice managing personal stressors at home, in school, and with peers) SKILL: GS (Develop achievable goals to handle stressors in a healthy way)</p>	<p>HealthTeacher.com, Grade 6, Lesson Titles: Stress Me Out, Problems in Relationships <i>DV 060174</i> <i>Surviving Peer Pressure: You Can Do It</i></p>		
<p>Recognize diversity among people, including disability, gender, race, sexual orientation and body size. SKILL: SM (Demonstrate appropriate ways to respect and include others who are different from yourself) SKILL: AV (Advocate for respect)</p>	<p>ETR Health Smart, Unit 1, Lesson 5 pg. 46-47</p>		
<p>Identify how emotions change during adolescence. SKILL: AC (Identify school, home and community</p>	<p>ETR Health Smart, Unit 1, Lesson 2 pg. 18-26 Healthy Sexuality, Lesson 2 pg. 25-39</p>		

resources for mental and emotional health concerns)			
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Grade 6
PROMOTION OF PHYSICAL ACTIVITY -- Acquire knowledge and skills to understand the role physical activity has in promoting health.
Common Curriculum Goals: Demonstrate accessing information skills while understanding the components of physical activity.

Essential Skills	Resources	Week or Date	Person responsible/ Completed
Explain the physical, academic, mental, and social benefits of physical activity and the relationship of a sedentary lifestyle to chronic disease. SKILL: AC (Access the recommended amount and types of physical activity for adolescents) SKILL: SM (Identify ways to be physically active throughout a lifetime) SKILL: GS (Design, implement, and monitor a personal physical activity plan)	ETR Health Smart, Unit 3, Lesson 4, pg.145-148 <i>Physical Education</i>		
Identify appropriate use of safety equipment and procedures for physical activity. SKILL: IC (Share with others appropriate use of safety equipment for physical activity)	<i>Physical Education</i>		

Grade 6

PROMOTION OF SEXUAL HEALTH – Acquire knowledge and skills that emphasize the importance of safe behaviors in maintaining sexual health.

Common Curriculum Goals: Demonstrate accessing information, interpersonal communication and decision-making skills while understanding the components of sexual health.

Essential Skills	Resources	Week or Date	Person Responsible/ Completed
Describe physical, social and emotional changes that occur during puberty.	ETR Health Smart, Unit 1, Lesson 2 pg. 18-26 Healthy Sexuality, Lesson 2 pg. 25-39 <i>Growing Into Healthy Sexuality, Optional Sessions 1, 2, 3</i>		
Acknowledge that abstinence is the safest, most effective method of protection from STD/HIV and pregnancy. SKILL: INF (Define values and what influences our values, including the media; analyze how our values impact our sexual health-related decisions) SKILL: AV (Advocate for the promotion of abstinence as the safest most effective method of protection from STD/HIV, Hepatitis B and C and pregnancy)	ETR Health Smart, Unit 1, Lesson 4,5, pg. 29-45 Healthy Sexuality, Lesson 3 pg, 41-46 <i>Making a Difference, Modules 2, 6, 7</i> <i>Stop and Think Andrew Robinson</i> 800-282-7035 www.talktothem.org//stop-and-think.htm		
Identify possible short and long-term consequences of sexual activity, including that it means to be responsible for the results of one’s decisions. SKILL: IC (Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity)	ETR Health Smart, Unit 1, Lesson 5, pg. 44-45 Healthy Sexuality, Lesson 3 pg.46 <i>Making a Difference: Module 1, 5</i> <i>Growing Into Healthy Sexuality, Sessions 7, 8</i>		

Grade 6

UNINTENTIONAL INJURY PREVENTION – Acquire knowledge and skills necessary to be safe at home, on the move, at school, at work and in the community and how to get help in case of injury.

Common Curriculum Goals: Demonstrate accessing information, self-management, interpersonal communication, goal setting and decision making skills while understanding the components of injury prevention.

Essential Skills	Resources	Week or Date	Person Responsible/ Completed
<p>Explain ways to reduce risk of injuries while traveling to and from school and in the community. SKILL: AC (Identify rules and laws intended to prevent injuries) SKILL: SM (Demonstrate personal responsibility to follow safety-related laws) SKILL: DM (Use the decision making process to use safety practices in and around motorized vehicles)</p>	<p><i>Smart Ways to School, LTD</i> <i>Lisa Van Winkle</i> <i>682-6212</i></p>		
<p>Describe what to do during an emergency and/or natural disaster, including floods, tsunamis, and earthquakes. SKILL: AC (Demonstrate an awareness of websites or organizations that promote survival kits and skills) SKILL: SM (Know your community’s emergency response plan (CERT) and how you can participate in it) SKILL: IC (Devise a communication plan with your family so all the members know how to contact each other in case of emergency)</p>	<p><i>It’s Up To You, Oregon State Fire Marshal</i></p>		

<p>Explain the impact of alcohol, tobacco and other drugs on unintentional injury. SKILL: INF (Determine how alcohol and other drugs can affect behaviors that can lead to injury) SKILL: IC (Demonstrate strategies and refusal skills to avoid situations that may cause injury)</p>			
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Grade 6

VIOLENCE AND SUICIDE PREVENTION – Acquire knowledge and skills to prevent different forms of violence and suicide with a focus on communication and pro-social behaviors.

Common Curriculum Goals: Demonstrate self-management, analyzing influences and advocacy skills while understanding individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.

Essential Skills	Resources	Week or Date	Person Responsible/ Completed
<p>Describe pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). SKILL: SM (Demonstrate effective ways to promote respect for self and others) SKILL: IC (Practice and use a variety of clear communication skills and peer resistance skills to avoid violent situations)</p>	<p>HealthTeacher.com, Grade 6, Lesson Title: Friends, Friends, Friends</p>		
<p>Explain how violence, aggression, bullying and harassment affect's health and safety. SKILL: AV (Design an advocacy campaign for preventing violence, aggression, bullying and harassment)</p>	<p><i>Bully- Proofing Your School</i> <i>Second Step</i> <i>Sexual Assault Support Services</i></p>		

<p>Understand the role problem solving; anger management and impulse control have on preventing violence. SKILL: IC (Demonstrate the steps of problem solving, anger management and impulse control)</p>	<p>HealthTeacher.com, Grade 6, Lesson Title: Problems in Relationships</p>		
<p>Describe the differences between physical, verbal, relational and sexual violence. SKILL: GS (Set a goal to prevent and avoid physical, verbal and relational violence)</p>			
<p>Describe the relationship between alcohol and other drug use on violence, including suicide and sexual assault. SKILL: AC (Determine resources for help on alcohol and drug issues) SKILL: INF (Identify the role of alcohol, and other drugs in violent situations)</p>			