

Health Education
Grade 6
Essential Objectives and Content

National Standards

The following standards are incorporated into each instructional unit where appropriate:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors.
- Access valid information, products, and services to enhance health.
- Use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Use decision-making skills to enhance health.
- Use goal-setting skills to enhance health.
- Practice health-enhancing behaviors and avoid or reduce risks.
- Advocate for personal, family, and community health.

UNIT I: Tobacco, Alcohol, and Other Drugs

MSC Standard: Students will demonstrate the ability to use drug knowledge, decision-making skills, and health-enhancing strategies to address the nonuse, use, and abuse of medications, alcohol, tobacco, and other drugs.

Objectives- The student will be able to:

- a. Describe short and long term effects of tobacco use and nonuse.
 - Consequences of tobacco use for self and others to include second-hand smoke
 - Diseases linked to tobacco use
 - Legal consequences of underage tobacco use
 - Addiction (physical and psychological)
 - Effects of tobacco use on relationships in social settings (family/community gatherings, restaurants, sporting events)
- b. Explain how internal and external factors influence decisions about tobacco use and nonuse.
 - External factors - media, peer pressure, family
 - Internal factors - values, stress, curiosity, depression
- c. Examine media influences on health behaviors (media literacy).
 - Healthy influences on behavior
 - Unhealthy influences on behavior
- d. Demonstrate skills that promote a personal commitment to remain tobacco free.
 - Normative Education * - teaching youth what's normal as most believe tobacco use is more prevalent than it really is.

- Cultural Sensitivity* - an awareness and respect for the fact that needs and motivation of people are often greatly affected by culture, race, and gender.
- Resistance skills *
- Decision making
- Problem solving
- Goal setting
- Stress management
- Assertiveness

NOTE 1: * Research has shown that the following three skills are the most important: normative education, cultural sensitivity, and resistance skills.

NOTE 2: Students should not be placed in the role of perpetrator in roleplay situations.

UNIT II: Disease Prevention and Control

MSC Standard: Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

Objectives- The student will be able to:

- a. Identify the risk, protective, and preventative factors that influence communicable diseases.
 - Define Communicable Diseases
 - Universal Precautions
 - Hand-washing
 - Sharing Health Products
 - Impact of personal health habits on social wellness
- b. Describe the transmission, treatment, and prevention of HIV/AIDS.
 - Define HIV/AIDS
 - Describe transmission – sexual contact, IV drug use, blood transfusions, and mother to child
 - Describe treatment (AZT) vs. cure
 - Describe prevention methods – abstinence, refrain from IV drug use, practice universal precautions
- c. Identify current health care issues and the health services available in the community.
- d. Describe and choose appropriate health care services based on valid criteria: physicians/specialists, local health departments, hospitals, rehabilitation facilities, and holistic medicines.
- e. Generate practices to prevent food borne illness.

UNIT III: Family Life and Human Sexuality

MSC Standard: Students will demonstrate the ability to use human development knowledge, social skills, and health-enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.

NOTE 1: Prior to beginning instruction on this sensitive topic, it is important to establish ground rules that promote open and honest discussion and create a safe classroom environment for such discussion.

NOTE 2: The following terms may be **defined** if they come up during the course of instruction: masturbation, orgasm.

Objectives- The student will be able to:

- a. Describe sexuality and its role in healthy human development.
 - Define the following terms: pituitary gland, puberty, adolescence
- b. Identify physical and nonphysical changes that occur during puberty.
 - Physical (males, females, both)
 - Age range for puberty
 - Nonphysical (social, mental, emotional, intellectual)
 - Identify positive ways to manage emotions.
- c. Identify the anatomy of the human reproductive system.
 - Male (internal and external)
 - Female (internal and external)
- d. Explain the physiology of the human reproductive system.
 - Male (sperm production, erections, ejaculation)
 - Female (egg maturation, menstruation, ovulation)
- e. Describe the process of human reproduction.
 - Define the following terms: sexual intercourse, abstinence, fertilization, pregnancy

UNIT IV: Safety, First Aid, and Injury Prevention

MSC Standard: Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

Objectives- The student will be able to:

- a. Describe procedures for responding appropriately to situations requiring emergency services.
 - First responder procedures
 - Emergency Action Plan
 - Good Samaritan Law
 - Universal Precautions

- b. Demonstrate basic first aid procedures for the following injuries:
 - Burns
 - Cuts
 - Scrapes
 - Poisonings
 - Sprains
 - Choking and airway obstruction.
- c. Identify ways to prevent injuries resulting from risky behaviors and situations.
 - Risky behaviors, situations
 - Prevention techniques (first aid courses, CPR courses, water and boating safety, bicycle safety, automobile, ATVs, skating, inhalants/household products, etc.)
- d. Describe a plan for emergency preparedness.
 - Family contact information (work and cell phone numbers)
 - Two family meeting places
 - Out-of-town contact (name and phone number)
 - Supplies to have on hand in an emergency kit
- e. Articulate strategies for safe Internet use.
 - Avoid chat rooms.
 - Do not give out personal information.
- f. Apply intervention strategies to situations that involve bullying and teasing.
 - Define bullying bystander, and teasing.
 - Where to get help, how to get help, and who to tell
 - Tattling vs. Telling

NOTE: Students should not be placed in the role of perpetrator in roleplay situations.

- g. Identify barriers to the intervention of child abuse.
 - Review the four types of child abuse.
 - o Physical
 - o Sexual
 - o Mental Injury
 - o Neglect
 - Define “barriers” and “intervention.”
 - o Barriers
 - Fear of abuser
 - Fear of consequences to abuser
 - Fear of impact to family
 - Fear of not being believed
 - o Intervention
 - Parent
 - Teacher
 - Counselor
 - Police
 - Clergy
 - Other trusted adults

- h. Apply intervention strategies to situations involving child abuse.
 - Where to get help, how to get help, and who to tell