

Grade Six

Students in grade six develop more sophistication in understanding health issues and practicing health skills. They apply health skills and strategies to improve or maintain personal and family health. Students begin to understand adolescent health issues and concerns and the relationship between choices and consequences. They understand how to be a positive role model and the impact of positive and negative peer pressure. Injury prevention behaviors are demonstrated at school and elsewhere. Students are resourceful and discriminating in accessing and critiquing health information.

Knowledge and Skills

Standard of Learning

- 6.1 The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and well-being. Key concepts/skills include:
- a) the importance of significant friends or adult mentors;

Understanding the Standard

The student will discuss the importance of having significant friends and adult mentors in their life.

Essential Knowledge and Skills

The student will:

- describe a significant friend. (a special type of relationship between people who enjoy being together)
- identify adult mentors. (trusted adults – parents, guardians, other relatives, ministers, youth leaders, etc.)
- determine why one needs significant friends. (offer support, encouragement, share similar interests, etc.)
- explain how one benefits from having adult mentors in your life. (offer support, encouragement, guidance, and comfort when you feel troubled or need advice)

Instructional Resources

- School Guidance Staff
- “Friends, Friends, Friends” – <http://www.healthteacher.com>
- HealthWeb – <http://healthweb.org>
- The Lesson Plans Page – <http://www.lessonplanspage.com/PE.htm>

Assessment Ideas

The student will:

- identify qualities one looks for in a good friend.
- write a poem about significant friends or adult mentors in their life.

Knowledge and Skills Sixth Grade

Standard of Learning

- 6.1 The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and well-being. Key concepts/skills include:
- b) the relationship between self-image and gang-related behaviors;

Understanding the Standard

The student will understand the connection between self-image and the behaviors associated with gangs.

Essential Knowledge and Skills

The student will:

- define self-image. (how you see yourself)
- identify who influences your self image. (feedback you receive from your parents, siblings, other relatives, friends, teachers, and anyone else you have contact with will influence your self-image)
- define gangs. (groups of young people who participate in violent or criminal activity)
- identify the connection between self-image and gangs. (gang members target people with poor self-images because they are viewed as being weak and easy targets)

Instructional Resources

- School Resource Officers
- Life Skills Training Programs
- Guidance Staff
- Avoiding Gangs and Bullies – <http://www.healthteacher.com/lessonguides/injuries/middle/inj4ms/printout2asp>
- Parent's Guide for Preventing Gangs – <http://www.segag.org/pargde.html>
- Center for Disease Control – <http://www.cdc.gov>
- Gangs – <http://www.ci.joliet.il/JPDGangs.htm>
- Youth Violence – <http://www.safeyouth.org/teens/topics/conflicts.htm>
- Bodyteen Violence – <http://www.231.pair.com/grpulse/bt/gaal.html>
- Violence Prevention – <http://www.evergreenhouse.org/ecommc.htm>
- Gangs or Us – <http://www.gangsorus.com>
- Drug and Violence Prevention – <http://dave.esc4.net>

Assessment Ideas

The student will:

- identify what influences the development of self-image.
- write a short story about the connection between self-image and gang-related behaviors.

Knowledge and Skills Sixth Grade

Standard of Learning

- 6.1 The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and well-being. Key concepts/skills include:
- c) the effects of environmental influences on personal health;

Understanding the Standard

The student will understand the effects environmental influences have on personal health.

Essential Knowledge and Skills

The student will:

- define environmental influences. (the physical, social, and cultural conditions affecting the individual's growth and development)
- identify physical environmental influences. (shelter, water, air, land, pollution, food, etc.)
- identify social environmental influences. (family, peers, schoolmates, etc.)
- identify cultural environmental influences. (traditions, norms, expectations, etc.)
- determine how air, water, and noise pollution affects personal health.
- describe how family and peers effect personal health.
- describe how social norms and cultures affect personal health.

Instructional Resources

- Refer to SOL 4.6
- Local and State Environmental Agencies (recycling and litter prevention educators)
- Parks and Recreation Departments
- Compile Information on Events and Projects That Promote Healthy Environments
- Growing up in Smoke – <http://smoke-free.eire.org/contents.htm>
- Environmental Health – <http://www.niehs.nih.gov/kids/home.htm>
- Environmental Protection Agency – <http://www.epa.gov>
- Environment and Human Health – <http://health.usgs.gov>

Assessment Ideas

The student will:

- research the effects of environmental influences in different countries have on personal health.
- identify at least two physical, social and cultural environmental conditions or influences that affects health.

Knowledge and Skills Sixth Grade

Standard of Learning

- 6.1 The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and well-being. Key concepts/skills include:
- d) refusal strategies related to alcohol, tobacco, and other drugs;

Understanding the Standard

The student will understand the benefits of using refusal strategies and assertive behavior when dealing with situations involving alcohol, tobacco and other drugs.

Essential Knowledge and Skills

The student will:

- define refusal skills.
- identify the benefits of staying tobacco, alcohol and drug-free.
- determine ways of saying no.
- define assertive behavior.
- describe effective assertive behaviors when saying NO:
 - have a determined tone of voice;
 - maintain eye contact; and
 - have a committed facial expression.

Instructional Resources

- Life Skills Programs
- Resource Officers
- Variety of Health textbooks and Materials
- Food and Drug Administration – <http://www.fda.gov/oc/opacom/kids/default.htm>
- Alcohol – <http://www.sayno.com/alcohol.html>
- American Lung Association – <http://www.lungusa.org/tobacco/secondhand.html>
- PBS Teacher Source – <http://www.pbs.org/teachersource/health.htm>
- K-6 Life Skills Learning Objectives – http://www.lifeskills4kids.com/learning_objectives.htm
- Refusal Skills – http://www.uen.org/utahlink/lp_res/prev001.html
- Drug and Violence Prevention – <http://dave.esc4.net>

Assessment Ideas

The student will:

- role-play refusal strategies and assertive behavior
- write a success story about someone who steers clear of alcohol, tobacco, and other drugs.

Knowledge and Skills Sixth Grade

Standard of Learning

- 6.1 The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and well-being. Key concepts/skills include
- e) prevention of communicable and noncommunicable diseases.

Understanding the Standard

The student will understand the difference between communicable and non-communicable diseases and how to reduce or prevent the risks of contracting a disease.

Essential Knowledge and Skills

The student will:

- define communicable and noncommunicable diseases.
- identify ways to prevent the spread of communicable diseases.
- identify how to decrease your risk of contracting a communicable disease, such as the common cold, influenza, strep throat, and Rocky Mountain spotted fever.
- describe ways to prevent noncommunicable diseases, such as cancer, heart disease, high blood pressure, and diabetes.

Instructional Resources

- Review 4.4c
- School Nurse and Health Departments
- Various Health Textbooks and Materials on Nutrition and Exercise
- Toxin "Bugs"! – <http://www.niehs.nih.gov/kids/redbug/home.htm>
- How to Survive the Common Cold – <http://www.eduplace.com/rdg/genact/survive/survive.html>
- Germs Everywhere – <http://www.teachnet.com/lesson/health/germs041999.html>
- PBS Teacher Source – <http://www.pbs.org/teachersource/health.htm>
- Diet, Nutrition, and Chronic Diseases – <http://www.wiley.com/cda/product/0,,0471971332%7Cdesc%7C2699,00.html>
- Classifying Diseases – <http://www.scs.sk.ca/phi/Lessons/health/disease.htm>
- Science List – <http://www.myschoolhouse.com/SubjectLists/ScienceList.htm>

Assessment Ideas

The student will:

- create a dietary and exercise plan.
- write a short paper on ways to prevent the spread of communicable diseases.
- research noncommunicable diseases in their family.

Knowledge and Skills Sixth Grade

Standard of Learning

- 6.2 The student will use knowledge of the body's structure and function to make sound decisions related to personal health. Key concepts/skills include:
- a) relationships of dietary guidelines to eating habits;

Understanding the Standard

The student will understand the importance of using the dietary guidelines to make healthy food choices.

Essential Knowledge and Skills

The student will:

- understand the rationale for the dietary guidelines.
- list the seven dietary guidelines:
 - eat a variety of foods;
 - balance the food eaten with physical activity to maintain a healthy weight;
 - limit the amount of fatty foods consumed;
 - eat a variety of grains, vegetables, and fruits;
 - limit salt intake;
 - limit amount of processed sugar consumed; and
 - do not drink alcoholic beverages.
- understand what is meant by a serving size and how it is determined.
- recognize factors that influence eating habits.

Instructional Resources

Dole's Five A Day Lesson Plans

Covers food journals, new fruits and vegetables, measuring portions, and where plants grow. Linked with reading/language arts, math, history, social science, science, geography, health, art/music/dance, agriculture, technology, home school, community service learning, and recognition curricula standards.

Sponsor: Dole

<http://www.dole5aday.com/index.jsp>

Free

Elementary Interdisciplinary Curriculum: Every Day , Lots of Ways (EDLOW)

Grades 4-6: Energy Choices (focus – learn to make healthy food choices)

Curriculum to promote healthy food choices.

Sponsor: Pennsylvania Department of Education

http://www.pde.state.pa.us/food_nutrition/cwp

Feeding Minds, Fighting Hunger

Grades 6-8

International classroom for exploring the problems of hunger, malnutrition, and food insecurity.

- What are Hunger and Malnutrition?
- Who are the Hungry?

- Why are People Hungry and Malnourished?
- What Can We Do to Help End Hunger?

Three or more class periods

Contact: <http://www.feedingminds.org>

Free

Five A Day The Color Way – “There’s a Rainbow on My Plate”

Grades K-6 (K-3, 4, 5, 6)

Encourages students to eat more fruits and vegetables each day through a variety of lessons and activity sheets. Teacher’s guide, take home literature, and recipes.

Sponsor: Dole Food Company

<http://www.5aday.com>

Free

The Great Body Shop

Grades preK-6

*Evaluated program

Encourages students to make life-long healthy choices including healthy nutrition and physical activity. Comprehensive health education program. Topics include:

- Critical thinking
- Life skills
- Health values

Available in English and Spanish; parent bulletins in seven languages

Sponsor: The Children’s Health Market

<http://www.thegreatbodyshop.net>

+Cost

HeartPower

Grades 6-8

Teaches students about the heart and how to keep it healthy. Includes physical activity, nutrition, and living tobacco-free. Science-based.

- Healthy Snacks – quick activity (Discusses what makes snacks healthy. Students develop recipes for healthy snacks and plan how they would market the snack.)
- Build Your Own Pyramid – activity sheet (Students record what they eat throughout the day on the food pyramid and discuss the results.)
- Become a Fat Detective – quick activity (Students analyze fast food menus to find fats and discuss more healthy ways to cook.)
- Aerobic or Anaerobic? – quick activity (Discusses differences between aerobic and anaerobic exercise, and the relationship between regular physical activity and a healthy heart. Students keep records of their activities.)
- How Does the Heart Work? – lesson idea
- What Increases the Risks of CVD? – lesson idea
- More or Less? – lesson idea
- Why is a Low-Fat Diet a More Healthful Diet? – lesson idea (Encourages children to eat a variety of healthy foods to maintain a healthy heart. Activity sheets.)
- How Do You Choose a Physical Activity? – lesson idea (Relationship between exercise, body concept and a healthy heart. Activity sheets. Create an exercise video.)

- How Can You Help Others Stay Tobacco Free? – lesson idea
- Why is Secondhand Smoke Dangerous? – lesson idea
- Build Your Own Pyramid – activity sheet
- Today’s Specials – activity sheet
- What or Who Influences Your Food Choices? – lesson idea (Relationship between healthful food choices and self-concept.)

Sponsor: American Heart Association

<http://www.americanheart.org/presenter.jhtml?identifier=3003406>

Free

Middle Level Interdisciplinary Curriculum (Mid-LINC)

Curriculum teaches nutrition concerns to pre-adolescents.

- Prehistoric vs. Modern Diet
- Growing to the Max
- Food-Environment Connection

Sponsor: Pennsylvania Department of Education

http://www.pde.state.pa.us/food_nutrition/cwp

Planet Health

Grades 6-8

*Evaluated program with mixed results

Interdisciplinary curriculum encouraging students to choose healthy foods, increase physical activity, and decrease inactivity. Includes 63 lessons, “Power Down” campaign to decrease television viewing, FitCheck tool to check fitness level, and worksheets.

Gives students skills to make healthy changes, strengthen competence, and foster support.

Sponsor: Harvard University

<http://www.humankinetics.com>

+Cost

Sports Nutrition for Adolescents

Grades 6-8

Promotes healthful nutrition to students participating in school or community-based athletics.

- Sports Drinks
- Sports Bars and Energy Foods
- Sports Diet
- Protein Power
- Recovery Carbs

Sponsor: Pennsylvania Department of Education

http://www.pde.state.pa.us/food_nutrition

Teens Eating for Energy and Nutrition at School (TEENS)

Grades 6-8

*Evaluated program

Program to increase fruits and vegetables, and reduce fat intake. Taught by peer leaders.

Sponsor: Learning Zone Express

<http://www.learningzoneexpress.com>

You Are What You Eat

Grades 6-8

Explores how social class might affect personal health, understanding of nutritional needs, and methods for community change.

Source: PBS

Two-four class periods

<http://www.pbs.org/peoplelikeus/resources/lessonplans/health.html>

Free

yourSELF Middle School Education Kit

Grades 6-9

Students understand how their decisions about eating patterns and physical activity affect how they grow and their health as adults. Helps students make healthy choices. Includes magazine, workbooks, teacher's guide, handouts, video, poster, and project ideas.

Source: U.S. Department of Agriculture

<http://www.fns.usda.gov/tn/educators/index.htm>

Instructional Lessons

A Healthy Diet

Grades 5-8

Maintain a three-day food diary to determine how much fat is consumed.

Sponsor: PBS

Two class periods

<http://www.pbs.org/saf/1104/teaching/teaching3.htm>

Free

A Meal of Endurance

Grades 5-8

Explores nutritional value of antarctic explorers' high fat diet.

Sponsor: PBS

One class period

<http://www.pbs.org/teachersource>

Free

Discovering Foods of Mexico

Grades 5-6

Compares nutritional and wellness practices between cultural groups.

Sponsor: PBS

One-two class periods

<http://www.pbs.org/foodancestors/midplan.html>

Free

Eat This!

Grades 6-8

Modifies personal diets relative to special needs (vegetarians, athletes, diabetics, food allergies). Evaluates how diet is related to disease.

Sponsor: Georgia State University

Individual lesson plans
<http://www.gsu.edu/~wwwche/lessons.htm>
Free

Eating Forever

Grades 6-12
Importance of a healthy diet and regular exercise.
Sponsor: PBS
One-two class periods
<http://www.pbs.org/stealingtime/resources/lesson2print.htm>
Free

Healthy Weights for Healthy Kids

Grades 3-6
Addresses healthy eating, physical activity, and positive body image for children.
Discusses healthy food, drink, and snack choices; physical activity options; and positive body image.
Sponsor: Virginia Cooperative Extension
Contact Local County Extension Office
Free

LOAFS – Learning on a Full Stomach

Grades 5-12
Students look at hunger problems within their own communities and are encouraged to implement a LOAFS program.
Sponsor: Ask ERIC Lesson Plan
Three classes
<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>
Free

Nutrition – Food Pyramid Book and Game

Grades 2-6
Students create a food pyramid and classify foods.
Sponsor: Ask ERIC Lesson Plan
One class period.
<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>
Free

Planning a Healthy Menu Using the Food Pyramid

Grades 3-8
Students use the food pyramid to plan a healthy meal.
Sponsor: Ask ERIC Lesson Plan
One class period
<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>
Free

Additional Instructional Resources

- Dietary Guidelines for Americans – <http://www.cnpp.usda.gov/>
- Nutrition Calorie Control – <http://www.caloriecontrol.org>

- Nutrition: Family Food Zone – <http://www.familyfoodzone.com/fridge.html>
- School Food Service Staff
- Test Your Nutrition Knowledge – <http://www.utexas.edu/courses/ntr311/testknow/testknow.html>

Assessment Ideas

The student will:

- record everything eaten and the level of physical activity for two week days and one weekend day, and compare results to the dietary guidelines.
- graph food choices and determine what changes could be made to have healthier choices.
- formulate a healthy diet for three meals a day, including snacks, for two week days and one weekend day, using the dietary guidelines.
- depict, using common household items, appropriate serving sizes for each of the food groups for all family members.

Knowledge and Skills Sixth Grade

Standard of Learning

- 6.2 The student will use knowledge of the body's structure and function to make sound decisions related to personal health. Key concepts/skills include:
- b) the interconnection of the body systems;

Understanding the Standard

The student will understand the relationship between, and the importance of, maintaining healthy body systems.

Essential Knowledge and Skills

The student will:

- differentiate between the different body cells.
- define the function of body tissue.
- list and describe body organs.
- define and explain the function of each body system.
- explain how the following body systems work together:
 - skeletal and muscular systems;
 - the circulatory and respiratory systems;
 - digestive and excretory systems;
 - nervous and all other body systems; and
 - endocrine and all other body systems.
- identify behaviors that maintain healthy body systems:
 - stay active;
 - avoid alcohol, tobacco, and other drugs;
 - get plenty of rest; and
 - drink plenty of water and eat healthy foods.

Instructional Resources

- Skeletal System – <http://schools.eastnet.ecu.edu/pitt/ayden/PE-LP14.htm>
- Human Anatomy – <http://www.innerbody.com>
- The Human Body – <http://yucky.kids.discovery.com/teachercenter/pg000064.htm>
- Edhelper.com – http://209.15.142.32/cat61_morel.htm
- DiscoverySchool.com – <http://school.discovery.com/lessonplans/6-8.html>
- Innerbody – <http://www.innerbody.com/htm/body.html>
- Human Body Systems – <http://www.si.edu/nsrc/stcms/access/humanbod.htm>
- BrainPOP – <http://www.brainpop.com/health>
- Body Systems – <http://www.ops.org/mcmillan/academics/science/body.html>
- Your Body Systems – <http://www.factmonster.com/ipka/A0774536.html>

Assessment Ideas

The student will:

- describe how body systems work together.
- classify behaviors that enable body systems to function efficiently.
- develop a plan to modify diet and/or behavior to improve the health of body systems.

Knowledge and Skills Sixth Grade

Standard of Learning

- 6.2 The student will use knowledge of the body's structure and function to make sound decisions related to personal health. Key concepts/skills include:
- c) the effects of disease on the functions of the body;

Understanding the Standard

The student will understand how diseases affect the function of the body.

Essential Knowledge and Skills

The student will:

- define disease and differentiate between communicable and noncommunicable diseases.
- explain the process of infection and the immune system's response.
- describe how diseases affect the function of body systems.

Instructional Resources

- American Heart Association – <http://www.americanheart.org>
- American Cancer Society – <http://www.cancer.org>
- American Lung Association – <http://www.lungusa.org>
- Teaching the Human Body – <http://yucky.kids.discovery.com/teachercenter/pg000064.htm>
- Edhelper.com – http://209.15.142.32/cat61_morel.htm
- DiscoverySchool.com – <http://school.discovery.com/lessonplans/6-8.html>
- Innerbody – <http://www.innerbody.com/htm/body.html>
- KidsHealth.org – <http://kidshealth.org>
- Human Body Systems – <http://www.si.edu/nsrc/stcms/access/humanbod.htm>
- BrainPOP – <http://www.brainpop.com/health>
- Body Systems – <http://www.ops.org/mcmillan/academics/science/body.html>
- Diseases – <http://www.uen.org/Lessonplan/LPview?core=7>

Assessment Ideas

The student will:

- research and present to the class the effects one communicable or noncommunicable disease has on the functions of the body.
- identify specific body systems affected by various diseases.
- discuss how a healthy immune system protects the body from diseases.

Knowledge and Skills Sixth Grade

Standard of Learning

- 6.2 The student will use knowledge of the body's structure and function to make sound decisions related to personal health. Key concepts/skills include:
- d) the relationship of drugs, alcohol, tobacco, and inhalants to body functioning.

Understanding the Standard

The student will understand the effects of alcohol, tobacco, inhalants and other drugs have on body functions.

Essential Knowledge and Skills

The student will:

- describe the effects of alcohol and other depressants on body functions.
- explain the effects of tobacco on body functions.
- describe the effects of inhalants on body functions.
- determine the effects of marijuana on body functions.
- explain the effects of stimulants on body functions.
- describe the effects of narcotics on body functions.
- explain the effects of hallucinogens on body functions.

Instructional Resources

- American Heart Association – <http://www.americanheart.org>
- American Lung Association – <http://www.lungusa.org>
- American Cancer Society – <http://www.cancer.org>
- Resource Officer
- Tips 4 Youth – <http://www.cdc.gov/tobacco/tips4youth.htm>
- New York Online Access to Health: NOAH – <http://www.noah-health.org>
- Effects of Inhalants on Body Systems – <http://www.edhelper.com/cat58.htm>
- ERIC Health – <http://www.cloudnet.com/~edrbsass/edpe.htm>
- Drugs and the Body – <http://www.learn.co.uk/default.asp?WCI=Unit&WCU=1580>
- Drug and Violence Prevention – <http://dave.esc4.net>

Assessment Ideas

The student will:

- name three drugs and explain the harmful effect these drugs have on body functions.
- discuss the relationship between substance abuse and disease.

Knowledge and Skills Sixth Grade

Standard of Learning

- 6.3 The student will describe the connections between mental and physical development as they relate to adolescence. Key concepts/skills include:
- a) the effects of stress;

Understanding the Standard

The student will understand how stress affects adolescents.

Essential Knowledge and Skills

The student will:

- define stress.
- distinguish between eustress and distress. (eustress are the "good" stressors while distress are the "bad" stressors)
- recognize situations that are stressful for sixth graders.
- list healthy ways to relieve stress:
 - increase physical activity;
 - relax, take deep breaths, listen to soothing music, and think positive thoughts;
 - get plenty of sleep;
 - practice time management;
 - set priorities;
 - talk to someone; and
 - put things in perspective.

Instructional Resources

- Guidance Counselors
- Health Textbook
- Life Skills: pg. 56, 6.3a
- PBS Teacher Source: Health and Fitness – <http://www.pbs.org/teachersource/health.htm>
- Coping with Life's Stressors – <http://www.coping.org/control/seltcont.htm>
- Stress Management – <http://stress.about.com>
- Managing Stress – <http://www.healthteacher.com/lessonguides/default.asp>
- Eustress Versus Distress – <http://www.jhu.edu/~hr1/fasap/stress/slide13html>

Assessment Ideas

The student will:

- brainstorm a list of potentially stressful situations for teenagers.
- role-play ways to handle stressful situations.
- discuss the positive and negative effects of stress.

Knowledge and Skills Sixth Grade

Standard of Learning

- 6.3 The student will describe the connections between mental and physical development as they relate to adolescence. Key concepts/skills include:
- b) respect for individual differences;

Understanding the Standard

The student will understand the need to respect the uniqueness and individuality of others.

Essential Knowledge and Skills

The student will:

- define respect.
- list examples of individual differences.
- explain the concept of uniqueness.
- define personal relationships.
- define individuality.
- describe a friendly/respectful environment:
 - people listen and are able to share ideas;
 - people are not afraid to ask for help;
 - people have self-respect and behave in responsible, caring ways;
 - people feel less stressful and more accepted;
 - people thank and compliment each other; and
 - people respect people with disabilities.
- demonstrate ways to show respect for individual differences:
 - treat others the way you want to be treated;
 - try to understand other people's ways of life;
 - reach out to people who are different; and
 - teach your friends to show respect to people who are different.

Instructional Resources

- Life Skills: pg. 64, 6.3b
- Character Education Programs
- Respecting Others – <http://www.goodcharacter.com/BCBC/RespectingOthers.html>
- Respect for Individual Differences –
- <http://www.edu-orchard.net/PROFESS/LESSON/HISTORY/ML/ml074.html>
- 4-H Youth Development Program – <http://fourh.ucdavis.edu/4hresource/ir/natmodel.asp>

Assessment Ideas

The student will:

- write a story about going to a school that has a friendly/respectful environment.
- tape record a public service announcement that addresses respecting differences.
- role-play moving to another state or country and going to school where the culture or language is different.
- role-play being in a situation where they are teased and laughed at.

Knowledge and Skills Sixth Grade

Standard of Learning

- 6.3 The student will describe the connections between mental and physical development as they relate to adolescence. Key concepts/skills include:
- c) positive and negative responses to criticism;

Understanding the Standard

The student will understand the difference between positive and negative criticism and the appropriate response to each.

Essential Knowledge and Skills

The student will:

- define criticism.
- describe why people criticize.
- describe negative ways to respond to criticism.
- describe positive ways to respond to constructive criticism:
 - try to understand the person's point of view;
 - accept making mistakes as a part of a learning process;
 - learn from the mistakes so you don't make those mistakes again;
 - analyze the situation and determine how you can adjust or improve the situation; and
 - offer thanks when constructive criticism is given.
- describe positive ways to respond to hurtful/negative criticism:
 - do not respond in a retaliatory way;
 - using I-messages, explain why the statement was hurtful; and
 - be positive about the results.

Instructional Resources

- Health Text
- Life Skills
- Character Education Resources
- Responding to Criticism – <http://www.coping.org/seas/lifestyle/feed.htm>
- Coping with Criticism – <http://www.ext.nodak.edu/extpubs/yf/leaddev/htm>
- Responding to Criticism – <http://members.tripod.com/trepanrr/id152.htm>
- Receiving and Responding to Criticism – http://www.mgt-online.com/begin/giving_receiving_feedback/section3/sect3b.phtml

Assessment Ideas

The student will:

- keep a log of constructive criticism given by parents, teachers, coaches, peers and others.
- role-play positive and negative responses to positive and negative criticism.

Knowledge and Skills Sixth Grade

Standard of Learning

- 6.3 The student will describe the connections between mental and physical development as they relate to adolescence. Key concepts/skills include:
- d) the effects of peer pressure;

Understanding the Standard

The student will understand the effects of peer pressure on decision making.

Essential Knowledge and Skills

The student will:

- define peer pressure.
- explain the difference between positive and negative peer pressure.
- identify situations involving negative peer pressure.
- explain the difficulty of not yielding to peer pressure.
- identify ways to handle peer pressure:
 - say NO;
 - explain reasons for saying NO; and
 - encourage friends to make better decisions.

Instructional Resources

- Life Skills Program
- Character Education Programs
- Adolescence and Peer Pressure – <http://www.ianr.unl.edu/pubs/family/nf211.htm>
- Dealing with Peer Pressure – <http://kidshealth.org/kid/feeling/friend/peer>
- Peer Pressure and Choices – <http://www.doitnow.org/pages/163.html>
- Teacher Talk – <http://education.indiana.edu/cas/tt/v3i3/peer>
- Peer Pressure – <http://www.uen.org/Lessonplan/LPview?core=7>

Assessment Ideas

The student will:

- write a story involving a situation in which a teen responds positively to negative peer pressure.
- describe examples of positive and negative peer pressure.
- use a decision-making model to avoid making unwise decisions.

Knowledge and Skills Sixth Grade

Standard of Learning

- 6.3 The student will describe the connections between mental and physical development as they relate to adolescence. Key concepts/skills include:
- e) issues related to body image and weight management.

Understanding the Standard

The student will explore issues surrounding body image and weight management.

Essential Knowledge and Skills

The student will:

- understand the concept of body image.
- identify factors that affect perception of body image.
- explore methods of determining a healthy weight.
- determine body mass index (BMI):
 - multiple weight in pounds by 703;
 - square height (in inches); and
 - divide answer in step 1 by the answer in step 2. The result determines categories of risk. Health risk based on BMI:
 - if BMI is under 25, health risk is minimal.
 - if BMI is 26-27, health risk is low.
 - if BMI is 28-30, health risk is moderate.
 - if BMI is 31-34, health risk is high.
 - if BMI is 40 or higher, health risk is extremely high.
- identify and explain illnesses related to body image and weight management:
 - obesity;
 - underweight;
 - eating disorders;
 - anorexia nervosa; and
 - bulimia nervosa.
- explain weight management.

Instructional Resources

Body Weight and Body Image Lessons for Adolescents

Grades 6-8

Multidisciplinary, interactive lessons:

- Normal Eating and Exercise
- Eating Volumetrically – Eating More for Less
- Portions are Out of Proportion
- Food-Mood Connection
- It's the Little Things That count
- Barbie, Ken, and Action Toys
- Body Image Distortion

Sponsor: Pennsylvania Department of Education

http://www.pde.state.pa.us/food_nutrition

Eating Disorders – Five-Day Lesson Plan

Grades 7-12

Cultural basis for body dissatisfaction and drive for thinness, prejudice, and dieting

Sponsor: National Eating Disorders Association

http://www.nationaleatingdisorders.org/p.asp?webpage_id=365&profile_id=46

+Cost

Healthy Body Image

Grades 4-6

Age-appropriate lessons to help pre-adolescents develop identity based on inner strength, not appearance. Resist unhealthy cultural pressures related to dieting.

http://www.nationaleatingdisorders.org/p.asp?webpage_id=365&profile_id=46

+Cost

Just for Girls

Grades 6-7

Focuses on healthy eating, coping with stress, self-image, gender, and culture related to self-esteem.

http://www.nationaleatingdisorders.org/p.asp?webpage_id=365&profile_id=46

+Cost

Instructional Lessons

Eat This!

Grades 6-8

Modifies personal diets relative to special needs (vegetarians, athletes, diabetics, food allergies). Evaluates how diet is related to disease.

Sponsor: Georgia State University

Individual lesson plans

<http://www.gsu.edu/~wwwche/lessons.htm>

Free

Healthy Weights for Healthy Kids

Grades 3-6

Addresses healthy eating, physical activity, and positive body image for children.

Discusses healthy food, drink, and snack choices; physical activity options; and positive body image.

Sponsor: Virginia Cooperative Extension

Contact Local County Extension Office

Free

Mission Nutrition

Grades 6-8

Web-based units and lesson plans covering:

- Self-esteem and body image
- Gender
- Media Awareness
- Healthy Eating (multiple lessons)
- Physical Activity

Sponsor: Dietitians of Canada and Team from Kellogg Canada, Inc.

http://www.missionnutrition.ca/english/teachers/teachers_home.asp

Free

What or Who Influences Your Food Choices?

Relationship between healthful food choices and self-concept.

Sponsor: American Heart Association

One class period

<http://www.americanheart.org/presenter.jhtml?identifier=3003165>

Additional Instructional Resources

- American Psychiatric Association
- BMI Calculator and Factors that Affect BMI (calculates BMI) – <http://www.cdc.gov/nccdphp/dnpa/bmi/bmi-for-age.htm>
- Compulsive Overeating Information – <http://www.somethingfishy.org/whatarethey/coe.php>
- Eating Disorders for People of Color – <http://www.somethingfishy.org/cultural/roles.php>
- Health Department
- Health Text
- Local Doctors
- National Eating Disorders Association – http://www.nationaleatingdisorders.org/p.asp?webpage_id=373&profile_id=43
- National Heart, Lung, and Blood Institute: BMI Calculator (Adults) – <http://www.nhlbisupport.com/bmi/bmicalc.htm>
- National Women’s Health Information Center: Eating Disorders and Adolescents – <http://www.4women.gov/bodyimage>
- Nutrition Calorie Control – <http://www.caloriecontrol.org>
- School Nurse

Assessment Ideas

The student will:

- calculate body-mass index and daily caloric expenditure.
- explain the relationship between food intake and energy expenditure in weight management
- identify and explain illnesses related to body image and weight management.
- compare and contrast results of BMI to height-weight charts to hip-waist ratio.

Knowledge and Skills Sixth Grade

Standard of Learning

- 6.4 The student will analyze the consequences of personal choices on health and well being. Key concepts/skills include:
- a) the connection between self-image and personal success;

Understanding the Standard

The student will understand the relationship between a positive self-image and personal success.

Essential Knowledge and Skills

The student will:

- define self-image.
- explain the development of positive or negative self-image.
- explain the effects of self-image on mental health.
- understand how a positive self-image develops:
 - maintain a positive attitude toward self and others;
 - say positive things to others;
 - do not dwell on hurtful remarks;
 - accept complimentary remarks and encouragement from others; and
 - develop realistic expectations and understand that no one is perfect.
- understand the benefits of a positive self-image:
 - confidence in self, resulting in success in school, sports, relationships, etc.;
 - feelings of security and being loved;
 - caring about self and health;
 - standing up for what is important; and
 - not dwelling on disappointments.
- begin to recognize negative habits that prevent a positive self-image.

Instructional Resources

Body Weight and Body Image Lessons for Adolescents

Grades 6-8

Multidisciplinary, interactive lessons:

- Normal Eating and Exercise
- Eating Volumetrically – Eating More for Less
- Portions are Out of Proportion
- Food-Mood Connection
- It's the Little Things That count
- Barbie, Ken, and Action Toys
- Body Image Distortion

Sponsor: Pennsylvania Department of Education

http://www.pde.state.pa.us/food_nutrition

Healthy Body Image

Grades 4-6

Age-appropriate lessons to help pre-adolescents develop identity based on inner strength, not appearance. Resist unhealthy cultural pressures related to dieting.

http://www.nationaleatingdisorders.org/p.asp?webpage_id=365&profile_id=46

+Cost

Just for Girls

Grades 6-7

Focuses on healthy eating, coping with stress, self-image, gender, and culture related to self-esteem.

http://www.nationaleatingdisorders.org/p.asp?webpage_id=365&profile_id=46

+Cost

Instructional Lessons

Healthy Weights for Healthy Kids

Grades 3-6

Addresses healthy eating, physical activity, and positive body image for children.

Discusses healthy food, drink, and snack choices; physical activity options; and positive body image.

Sponsor: Virginia Cooperative Extension

Contact Local County Extension Office

Free

Mission Nutrition

Grades 6-8

Web-based units and lesson plans covering:

- Self-esteem and body image
- Gender
- Media Awareness
- Healthy Eating (multiple lessons)
- Physical Activity

Sponsor: Dietitians of Canada and Team from Kellogg Canada, Inc.

http://www.missionnutrition.ca/english/teachers/teachers_home.asp

Free

Additional Instructional Resources

- Guidance Counselors
- Health Text
- Nutrition Calorie Control – <http://www.caloriecontrol.org>
- Self-Image – <http://www.coping.org/seas/lifestyle/self.htm>

Assessment Ideas

The student will:

- submit an article to the school newspaper on the benefits of a positive self-image.
- role-play situations in which positive self image influences success.

Knowledge and Skills Sixth Grade

Standard of Learning

- 6.4 The student will analyze the consequences of personal choices on health and well being. Key concepts/skills include:
- b) the importance of accepting responsibility for personal actions;

Understanding the Standard

The student will understand the importance of accepting responsibility for their actions.

Essential Knowledge and Skills

The student will:

- define responsibility.
- list individual responsibilities.
- provide examples of those who avoid responsibilities.
- define and explain responsible behaviors.
- determine importance of accepting responsibility:
 - reinforces respect for self and others;
 - increases accountability;
 - avoids blaming others for own mistakes; and
 - indicates a person of good character.

Instructional Resources

- Character Education Resources
- Life Skills Program
- Health Textbooks
- Guidance Counselors
- Accepting Responsibility – http://www.bridgework.org/accept_respons.htm
- Accepting Personal Responsibility – <http://www.coping.org/growth/accept.htm>
- Accepting Responsibility for Your Feelings – <http://www.mentalhelp.net/psyhelp/chap13/chap13g.htm>
- Responsibility – http://www.bridgework.org/nb_synopsis.htm

Assessment Ideas

The student will:

- role-play situations in which individuals take responsibility for their actions.
- list qualities of friends and family members who take responsibility for their actions.
- list examples of situations in which they took responsibility for their actions.

Knowledge and Skills Sixth Grade

Standard of Learning

- 6.4 The student will analyze the consequences of personal choices on health and well being. Key concepts/skills include:
- c) the use of resistance skills to avoid violence, gangs, weapons, and drugs;

Understanding the Standard

The student will understand the importance of resistance skills in avoiding violence, gangs, weapons, and drugs.

Essential Knowledge and Skills

The student will:

- define negative peer pressure.
- demonstrate refusal skills:
 - say NO in a firm voice;
 - explain why you are saying NO;
 - offer other options; or
 - leave.
- explain the importance of avoiding gangs, weapons, and drugs:
 - they are likely to lead to serious trouble;
 - gangs are often involved in violent and illegal behavior;
 - you or a family member may get hurt;
 - possession of a weapon may result in someone being accidentally hurt;
 - possession of a weapon at school results in expulsion; and
 - the use of drugs affects your ability to make wise decisions.

Instructional Resources

- Review 6.1d
- School Resource Officer
- DARE Program
- How Assertive Are You? – <http://www.theoaktree.com/assrtquz.htm>
- Preventing Violence – <http://www.Colorado.EDU/cspv/index.html>
- Drug and Violence Prevention – <http://dave.esc4.net>
- A Parent's Guide for Preventing Gangs – <http://www.lunaweb.com/pargang.htm>
- Peer Pressure and Choices – <http://www.doitnow.org/pages/163.html>
- Gangs: The Hard Facts – <http://www.childhoodresources.com/article1018.html>
- Avoiding Gangs and Bullies – <http://www.healthteacher.com/lessonguides/injuries/middle/inj4ms/printout3.asp>

Assessment Ideas

The student will:

- role-play situations in which positive peer pressure is used to avoid gangs, weapons, and drugs.
- discuss the hazards and implications of becoming involved with violence, gangs and drugs.

Knowledge and Skills Sixth Grade

Standard of Learning

- 6.4 The student will analyze the consequences of personal choices on health and well being. Key concepts/skills include:
- d) identification of risk behaviors;

Understanding the Standard

The student will identify risk behaviors and understand the consequences of engaging in risky behaviors.

Essential Knowledge and Skills

The student will:

- define a risk behavior.
- identify examples of risky behaviors:
 - smoking;
 - riding a bike without a helmet;
 - eating large amounts of “junk” food;
 - in-line skating without safety equipment;
 - going into deep water and being unable to swim;
 - not wearing a seatbelt;
 - being physically inactivity;
 - using alcohol and other drugs;
 - getting in a physical fight;
 - handling firearms; and
 - playing with toxic chemicals.

Instructional Resources

- Health Textbooks
- Family Life Education
- Life Skills Program
- Injury Prevention Web – <http://www.injurypreventionweb.org>
- Summary of Behaviors that Result in Intentional or Unintentional Injuries – http://www.state.sd.us/daca/DESR/csh/yrbs/2001/results/summary/inj_violence.htm
- PBS TeacherSource – http://www.pbs.org/teacherssource/whats_new/health/feb00.shtm
- ERIC – http://www.ericsp.org/pages/digests/health_risk.html

Assessment Ideas

The student will:

- identify 10 risky behaviors and discuss dangers associated with each risky behavior.
- use case studies to identify and alter the outcome of situations involving risky behavior.

Knowledge and Skills Sixth Grade

Standard of Learning

- 6.4 The student will analyze the consequences of personal choices on health and well being. Key concepts/skills include:
- e) strategies for preventing and responding to injuries.

Understanding the Standard

The student will understand the importance of safety and first aid.

Essential Knowledge and Skills

The student will:

- define injury.
- describe an accident.
- define first aid.
- list safety rules for a variety of situations/activities.
- explain what to do in an emergency situation:
 - CHECK the scene for hazards;
 - CALL 9-1-1 or your local emergency number; and
 - CARE for the victim until help arrives.
- administer basic first aid:
 - bleeding;
 - burns;
 - choking;
 - poisoning;
 - fractures; and
 - respiratory emergencies.

Instructional Resources

- American Red Cross
- National Safety Council
- First Aid Textbooks
- American Heart Association
- First Aid – <http://library.thikquest.org/10624/1staid.html>
- Active First Aid Online – <http://www.parasolemt.com.au/afa>
- Basic First Aid Script – <http://www.cdc.gov/nasd/docs/d000101-d000200/d000105/d000105.html>

Assessment Ideas

The student will:

- provide written responses to emergency care situations.
- role-play situations requiring emergency care.
- perform appropriate first aid techniques.

Knowledge and Skills Sixth Grade

Standard of Learning

- 6.5 The student will demonstrate injury prevention and management skills to promote personal and family health. Key concepts/skills include:
- safety habits in vehicles and public areas;
 - first aid and safety practices;
 - strategies to avoid accidents;
 - the need for and use of protective gear;
 - awareness of behaviors that can result in violent acts.

Understanding the Standard

The student will understand the need for vehicular and public safety practices; become familiar with general first aid procedures; identify behaviors, such as the use of protective gear, that reduce the risk of accidents or injury; and recognize that certain behaviors may result in violence.

Essential Knowledge and Skills

The student will:

- identify vehicle safety precautions.
- list safety precautions to observe while at the park, playground, or on public roadways.
- explain safety precautions to take at school and in the community.
- demonstrate basic first aid treatment for injuries.
- describe the importance of first aid skills.
- list activities that require protective gear.
- provide examples of behaviors/misunderstandings that may lead to violence.

Instructional Resources

- Review 6.4e
- American Red Cross – <http://www.redcross.org>
- First Aid Page – <http://www.expage.com/page/lacieking>
- Emergency and First Aid – <http://www.healthy.net/clinic/firstaid>
- Safety City – <http://www.nhtsa.dot.gov/kids>
- Virginia Department of Health – <http://vdh.state.va.us>
- Center for Disease Control – <http://www.cdc.gov>

Assessment Ideas

The student will:

- interview five adults regarding seatbelt usage and record their reasons for using or not using a safety belt.
- interview 10 peers regarding seatbelt usage and record their reasons for using or not using a safety belt.
- practice and demonstrate first aid skills.
- research the leading causes of unintentional injury deaths for individuals less than 24 years old.

Information Access and Use Sixth Grade

Standard of Learning

- 6.6 The student will access and analyze information for the purpose of improving personal and family health. Key concepts/skills include:
- a) assessment of personal and family wellness;

Understanding the Standard

The student will understand how to measure and interpret personal and family wellness data.

Essential Knowledge and Skills

The student will:

- identify and explain the wellness components. (social, physical, emotional, intellectual, environmental, spiritual, and career)
- identify methods of assessing personal and family wellness.

Instructional Resources

- <http://www.webhealth.com>
- Eric Digest
- <http://www.pbs.org>
- Healthy People 2010
- Nutrition Web quest – <http://www.plainfield.k12.in.us/hschool/webq/webq31/food.htm>
- Target Heart Rate – <http://www.stevenscreek.com/goodies/hr.shtml>
- Nutrition Cafe Games – <http://www.familyfoodzone.com/game/index.htm>
- Family Wellness Assessment – <http://www.rcerutgers.edu/fcs/assessmenttools.asp>
- Seven Dimensions of Wellness – <http://cps.uwsp.edu/hphd/wellquiz>
- Wellness Checkup – <http://www.wellnessu.org/wellnessassessment.htm>

Assessment Ideas

The student will:

- plan a "family wellness" program that includes the seven components of wellness.
- create a calendar of family wellness goals.
- compare family wellness priorities now to other generations.
- research a two-page report that compares family wellness priorities for early pioneers to present day wellness efforts.
- chart personal and family wellness accomplishments during a two-month period of time.

Information Access and Use Sixth Grade

Standard of Learning

- 6.6 The student will access and analyze information for the purpose of improving personal and family health. Key concepts/skills include:
- b) recognition of persuasive tactics used by various types of media.

Understanding the Standard

The student will be able to recognize persuasive tactics designed to influence consumers of personal and family health products used by various types of media.

Knowledge and Skills

The student will recognize persuasive tactics designed to influence health consumers:

- provides scientific evidence to authenticate a product or service;
- compares tests or opinions of different products;
- uses demonstrations to enhance product appeal and perceived effectiveness;
- uses romance or sex appeal to make the product more attractive;
- uses a maturity or sophistication approach to make the buyer feel more confident about using the product;
- uses fun or humor; and
- persuades the buyer that buying the product is a good “deal”.

Instructional Resources

- Life Skills Curriculum (advertising), by Gilbert Botvin.
- Marketing Specialists
- Social Marketing – <http://www.socialmarketing-nutrition.ucdavis.edu/somark.htm>
- Types of Web Advertising – <http://www.pr2.com/webads3.htm>
- Six Types of Advertising – <http://www.smalltownmarketing.com/sixads.html>
- Food and Drug Administration Center for Drug Evaluation – <http://www.fda.gov/cder/>
- Education World – <http://www.educationworld.com/standards/national/toc/index>.
- Advertising and Healthy Decisions – <http://www.nysatl.nysed.gov/health/advertising/html>

Assessment Ideas

The student will:

- create posters using persuasive advertising techniques for health products targeted at adolescents.
- survey parents, grandparents, and others about health product advertising methods that have been used over a period of time.
- create a fictitious health product and use several persuasive marketing techniques to sell the product to the class.

Information Access and Use Sixth Grade

Standard of Learning

- 6.6 The student will access and analyze information for the purpose of improving personal and family health. Key concepts/skills include:
- c) interpretation of the contraindications for prescription drugs and over-the-counter medicines.

Understanding the Standard

The student will be able to recognize contraindications (effects which are undesirable) for prescription drugs and over-the counter medicines.

Essential Knowledge and Skills

The student will:

- identify signs and symptoms of contraindications for prescription and over-the-counter drugs.
- identify the role of the Food and Drug Administration (FDA).
- describe how physical activity, dehydration, food, fatigue, and other medications may interact negatively with prescription and over-the counter medications.
- recognize the effects of medications may be immediate or delayed.
- identify what potency, expiration, absorption, and elimination rate mean in regards to medication use.
- understand the importance of drug regulations, precautions, and safety for self and others when taking medication. (Poison Control Center, Basic First Aid, etc.)

Instructional Resources

- Description of over 4,000 Medications – <http://www.drugfacts.com>
- Food and Drug Administration – <http://www.fda.gov>
- Drug Descriptions, Dosing and Contraindications, and Patient information – RxList
- General Resources – Drugs – http://www.vhct.org/gr_drugs.shtml
- WebMD – <http://www.webmd.com>
- Intellihealth – <http://www.intelihealth.com>

Assessment Ideas

The student will:

- create a home safety checklist to assist parents in identifying contraindications for family prescription and over-the counter medications.
- go to a local pharmacy and identify drug contraindications listed on the product label for 12 over-the-counter medications.

Community Health and Wellness Sixth Grade

Standard of Learning

- 6.7 The student will evaluate the benefits of becoming a positive role model within the family and the community. Key concepts/skills include:
- involvement in community and family projects;
 - development of increased leadership-role participation.

Understanding the Standard

The student will identify how involvement and volunteering with family or community projects is an asset to personal as well as community health and understand that participation in family or community projects provides an opportunity to practice and develop leadership skills.

Essential Knowledge and Skills

The student will:

- describe common identity. (having similar interests and goals)
- define volunteerism. (to provide a service without getting paid)
- define leadership. (the ability to combine knowledge of self and others to achieve a common goal – leaders model responsible behavior, take risks, and are tolerant of other’s opinions)
- identify reasons that community health is important to personal health.
- describe how to get involved with a project or service activity:
 - consider ways you can contribute as a volunteer;
 - get permission and make a plan; and
 - evaluate your project when it is complete.
- identify components of leadership skills:
 - develop a vision; (having an idea)
 - motivate others; (getting others involved)
 - take initiative; (organizing the group)
 - communicate effectively; (ability to explain the project and its goal)
 - set goals, make decisions; (being realistic about what can be accomplished) and
 - manage resources. (making use of community or school resources, estimating how long a project will take, etc.).
- list examples of tasks that can be better accomplished by a group.
- identify and develop a work plan for a project that will contribute to his or her family, school, or community.

Instructional Resources

- [Totally Awesome Health](#)
- [Discover Health](#)
- Health Promotion Wave
- Linking Leadership to Instruction, Department of Education
- <http://www.healthteacher.com>
- Service Learning – <http://www.servicelearning.org>

Assessment Ideas

The student will:

- keep a log of family/community service activities in which they volunteered that contribute to the health and well-being of the group.

- create situations in which students will have to demonstrate leadership skills.
- demonstrates leadership by taking responsibility for improving the community in which they live.

Community Health and Wellness Sixth Grade

Standard of Learning

- 6.7 The student will evaluate the benefits of becoming a positive role model within the family and the community. Key concepts/skills include:
- c) development of peer mediation techniques;
 - d) demonstrate respect for the opinions and beliefs of other individuals;
 - e) respect for rules and regulations.

Understanding the Standard

The student will respect rules and regulations, the opinions and beliefs of others, and understand that peer mediation skills help resolve conflicts.

Essential Knowledge and Skills

The student will:

- define mediation. (a process in which a trusted person helps to settle a conflict)
- describe a mediator. (a person who helps two sides solve a problem reasonably)
- explain a conflict. (disagreement between two or more people)
- describe a put-down. (a negative remark that may make others angry)
- define respect. (having a high regard for others)
- explain why there are rules and regulations.
- describe mediation techniques:
 - agree on a trusted peer or adult;
 - set ground rules;
 - agree to treat each other with respect;
 - do not blame, name-call, fight, or push;
 - allow both sides to define the conflict;
 - list solutions to the conflicts; and
 - judge each solution. Will the solution result in actions that:
 - are helpful?
 - are safe and non-violent?
 - are legal?
 - show respect for yourself and others?
 - follow the guidelines of responsible adults?
 - demonstrate good character?
- make a written agreement to try a solution.
- schedule a follow-up meeting.
- identify ways to show respect:
 - listen without interrupting;
 - consider the views of others when you disagree;
 - consider the feelings of others before you act;
 - follow through on what you agree to do;
 - build others up rather than putting them down; and
 - treat others in the same way you expect them to treat you.

Instructional Resources

- Life Skills Curriculum by Gilbert Botvin.
- Education World – <http://www.educationworld.com/standards/national/toc/index>.
- Advertising and Healthy Decisions – <http://www.nysat1.nysed.gov/health/advertising/html>
- Invite a Police Officer to Explain the Importance of Mediation for Resolving Conflicts in Their Job. (Police officers often deal with conflict resolution – trying to

calm people down before they get into violent confrontations and commit crimes.)
What Kinds of Conflicts are Typical? Encourage the Officer to Explain the Type of Training He or She Received to Do This Part of the Job.

- Peer Mediation – <http://education.indiana.edu/cas/tt/v2i3/peer.html>

Assessments Ideas

The student will:

- role-play a non-violent solution to the disagreement.
- develop posters that reflect the elements of successful peer mediation. Have the class vote on the most creative, most original, most effective, and most humorous posters.
- list characteristics of a people in healthy relationships. (They accept each other's differences, respect each other's values, and think about the rights and needs of the other person.)
- list put-downs and explain why they are inappropriate and make other people angry.
- explain why rules and regulations are important.