

# **Georgia Performance Standards**

## **Health Education**

### **SIXTH GRADE**

*Students in sixth grade generate and choose positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices (e.g., nutritional, physical activity) to alertness, feelings, and performance at school or during physical activity. Students exhibit a healthy lifestyle, interpret health information, and promote good health.*

**HE6.1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Description:** Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Sixth grade students will identify actions and behaviors to prevent injuries, diseases, and disorders.

#### **Elements:**

**a. Compare how healthy behaviors and risk practices impact personal health.**

Examples:

- Analyze the relationship between stress and personal health.
- Compare different cultures food preparation practices and their impact on health.

**b. Identify the interrelationships of emotional and social health in adolescence.**

Examples:

- Identify positive relationships in a student's life.
- Identify how having positive relationships with others can help a student to develop a positive self-concept.

**c. Examine how one's surroundings impact health and wellness.**

Examples:

- Identify healthy and unhealthy relationships and their effect on health and wellness.
- Examine how environmental dangers impact personal health and wellness.

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**d. Identify how family culture and beliefs can impact personal health.**

Examples:

- Describe family practices and beliefs that benefit personal health.
- Identify the different ways that families cope with stress and how it impacts personal health.

**e. Practice ways to reduce or prevent injuries.**

Examples:

- Demonstrate examples of several stretching techniques.
- Demonstrate the equipment and safety steps to use when participating in athletic activities.

**f. Identify how health care can promote health.**

Examples:

- Describe the benefits of regular dental visits on oral health.
- Give examples of healthcare products and good personal hygiene practices that promote personal health for adolescents.

**g. Identify the benefits of practicing healthy behaviors.**

Examples:

- Describe the benefits of only using household products for their intended purpose.
- Determine what changes are needed in your daily routines that can improve or maintain your personal health.

**h. Describe the consequences of engaging in unhealthy behaviors.**

Examples:

- Research and describe the long-term health effects of tobacco use.
- Predict the health consequences of sedentary behavior.

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**HE6.2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Description:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Sixth grade students will compare how the family, peers, culture, and media influence personal and family health. Students will review how laws, rules, and regulations influence health promotion and risk reduction.

### **Elements:**

**a. Identify how family practices influence the health of adolescents.**

Examples:

- Discuss how often students eat at fast food establishments on a weekly basis.
- Describe a list of family guidelines and rules in the home that enhance health.

**b. Identify the influence of culture on health beliefs and practices.**

Examples:

- Research health beliefs and practices in different countries and time periods.
- Discuss examples of the differences in the expectations for healthy behaviors from different cultures (e.g., Japan's exercise program for school and work).

**c. Explain how peers influence healthy behaviors.**

Examples:

- Give a description of an activity other peers are involved in that could increase personal physical activity levels.
- Explain the influence of a helpful bystander's actions in a bullying situation.

**d. Identify how the community can affect personal health practices and behaviors.**

Examples:

- Identify service activities being offered in the community.
- Give examples of programs offered at local businesses that help improve personal health.

**e. Illustrate how media messages influence health behaviors.**

Examples:

- Examine print media advertisements for fast food restaurants and interpret hidden messages.

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- Give examples of current media messages and determine how the messages influence alcohol, tobacco, and other drug use.

### **f. Explain the influence of technology on family health.**

Examples:

- List kinds of technology found in the home.
- Describe how common types of technology (e.g., internet, television, and radio) provide sources of health-related disease information for families to reduce their health risks.

### **g. Identify norms that influence health behaviors.**

Examples:

- Identify examples of norms that impact healthy behaviors (e.g., using safety belts, eating heart healthy foods, drinking an adequate amount of water each day).
- Give examples of group norms that improve the physical, emotional, and social health of an individual.

### **h. List the influence of personal values on health practices.**

Examples:

- Describe a personal value in a home that can impact personal health.
- Identify personal health-related values and explain how they influence personal health choices.

### **i. Identify how some health choices influence unhealthy behaviors.**

Examples:

- Identify the health risks associated with eating an excessive amount of calories.
- Give examples of how alcohol can increase the likelihood of other health risk behaviors.

### **j. Describe how school policies can influence health promotion.**

Examples:

- Research and discuss how many minutes per week different age groups of students should spend in a physical education class or engaged in physical activities.
- Describe the changes in the lunch menu as a result of implementing a School Wellness Policy.

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**HE6.3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Description:** Students will access valid health information and health-promoting products and services. Sixth grade students will identify and access valid health resources and services that promote healthy living within the school and community.

### **Elements:**

**a. Determine validity of health information, products, and services.**

Examples:

- Research and analyze the validity of a variety of sources for health information.
- Identify local resources for reliable health information.

**b. Locate valid information from home, school, and community.**

Example:

- Research the benefits of several different healthy eating plans.
- Examine the purpose and responsibilities of the local school wellness council.

**c. Determine the accessibility of products that enhance health.**

Examples:

- Discuss the various products that enhance health that can be found at a local drug store.
- Create a brochure that describes community agencies promoting physical activity, including local phone numbers and websites.

**d. Describe the situations that may require professional health services.**

Examples:

- List and discuss the services offered in your local community which influence healthy lifestyles (e.g. importance of yearly check-ups at the dentist, doctor's office, health department, etc.)
- Discuss a variety of available professional health resources.

**e. Locate valid and reliable health products and services.**

Examples:

- Research and summarize several effective methods to change an unhealthy behavior.
- Create a guide for locating local health care services.

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**HE6.4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Description:** Students will use effective communication skills to enhance personal, family, and community health. Sixth grade students will use verbal and nonverbal communication skills to develop and maintain healthy personal relationships.

#### **Elements:**

- a. **Recognize effective verbal and nonverbal communication skills to enhance health.**

Examples:

- Identify effective verbal communication strategies for making healthy choices.
- Discuss and demonstrate good nonverbal communication skills a person can use when they are upset.

- b. **Identify refusal and negotiation skills that avoid or reduce health risks.**

Examples:

- List peer pressure refusal skills (e.g., better idea, say no).
- Role-play strategies for avoiding conflict.

- c. **Examine effective conflict management or resolution strategies.**

Examples:

- Demonstrate negotiation skills to avoid conflict.
- Role-play ways to handle conflict without name calling or fighting.

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**HE6.5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Description:** Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Sixth grade students will evaluate if a behavior is healthy or not and recognize unhealthy behaviors as posing a danger to well-being.

### **Elements:**

- a. **List some reasons that one may use to make an unhealthy choice.**  
Examples:
  - List reasons one may choose to be sedentary.
  - Analyze reasons teens may make the unhealthy choice to use tobacco.
- b. **Decide whether a health-related situation may require a carefully considered decision-making process.**  
Example:
  - Determine when it is necessary to ask for assistance when making a health choice.
  - Analyze how to decide which after school activities to participate in on a regular basis.
- c. **Distinguish whether decisions should be made by the individual or if help should be sought.**  
Examples:
  - Determine when to seek help if faced with peer pressure from a friend.
  - Decide what actions should be taken when an unsafe situation occurs at school.
- d. **Choose between healthy and unhealthy alternatives to health-related problems.**  
Examples:
  - Role-play healthy ways to express anger and frustration.
  - Describe various options when approached by a peer to use alcohol.

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- e. Study the potential short-term impact of each alternative on self and others.**

Examples:

- List the consequences of skipping meals.
- Examine the consequences of tobacco use on personal, family, and community health.

- f. Decide which alternatives are healthy when making a decision.**

Examples:

- Identify healthy exercise choices when planning a physical activity program.
- Examine a restaurant menu and decide which choices are healthiest.

- g. Predict the outcomes of a health-related decision.**

Examples:

- Analyze the benefits of avoiding risky health behaviors.
- Analyze the negative consequences of unhealthy friendships.

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**HE6.6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Description:** Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Sixth grade students will understand and use the specific steps that are necessary to set and achieve both short-term and long-term health goals.

### **Elements:**

**a. Assess personal health practices and decide whether or not they are healthy.**

Examples:

- Examine current snacking habits and assess whether they are healthy.
- Explain why specific protective gear is a good choice in certain physical activities.

**b. Choose a goal to adopt a personal health practice.**

Examples:

- Set goals to allow time for physical activity and quality academic study.
- Make a choice to improve physical and mental fitness.

**c. Develop a plan to achieve a personal health practice.**

Examples:

- Identify personal behaviors that could lead to injury and create a plan to address them.
- Follow through on a plan to avoid situations that could lead to violence.

**d. Explain how personal health goals can vary with changing priorities.**

Examples:

- Describe the benefits of participation in extracurricular activities.
- Explain how personal goals may be affected by unsafe practices and injury.

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**HE6.7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Description:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Sixth grade students will practice health-enhancing behaviors that contribute to a positive quality of life. By accepting responsibility for personal health, students will build a foundation for living a healthy and productive life.

#### **Elements:**

**a. Identify the importance of being responsible for health behaviors.**

Examples:

- State how present health behaviors impact one's future health (proper nutritional guidelines, physical activity, dental care, proper medical check-ups).
- Examine your personal fitness assessment and identify the behaviors that need to be maintained or improved according to the results.

**b. Demonstrate healthy behaviors that will maintain or improve the health of self and others.**

Examples:

- Show behaviors that increase the likelihood of being a non-smoker (e.g., being physically active, utilizing refusal skills).
- Examine personal fitness assessment data and identify the behaviors that need to be maintained or improved.

**c. Describe practices to avoid or reduce health risks to self and others.**

Examples:

- Discuss practices that reduce the possibility of misusing a prescription or over-the-counter (OTC) medication (e.g., follow directions for appropriate use for condition, dosage, and other medications not to be used in combination with the medication).
- Design a poster highlighting risky behaviors to avoid such as smoking or using illegal drugs.

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**HE6.8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**Description:** The students will demonstrate the ability to advocate for personal, family, and community health. Sixth grade students will apply advocacy skills that encourage others to adopt health-enhancing behaviors.

### **Elements:**

**a. State a health position and support it with accurate information.**

Examples:

- Design a sun safety poster after interviewing a health care provider and getting proper techniques to protect the skin from the sun.
- Determine a personal health goal and support it with valid health information.

**b. Demonstrate how to support others in positive choices regarding their health.**

Examples:

- Practice social skills such as listening, taking turns, using names, and making eye contact while communicating to help others to make healthy lifestyle choices.
- Participate in a role play demonstrating effective bystander strategies to use when bullying takes place.

**c. Plan with others to advocate for healthy lifestyles or choices.**

Examples:

- Plan with others to make signs promoting safety to place in an elementary school.
- Work in a group to develop a skit utilizing skills to avoid a conflict.

**d. Identify the methods in which health messages can be altered to appeal to different age groups.**

Examples:

- Analyze the lyrics of a popular song to identify underlying health messages.
- Find a snack advertisement and modify it to target children, teenagers, or adults.