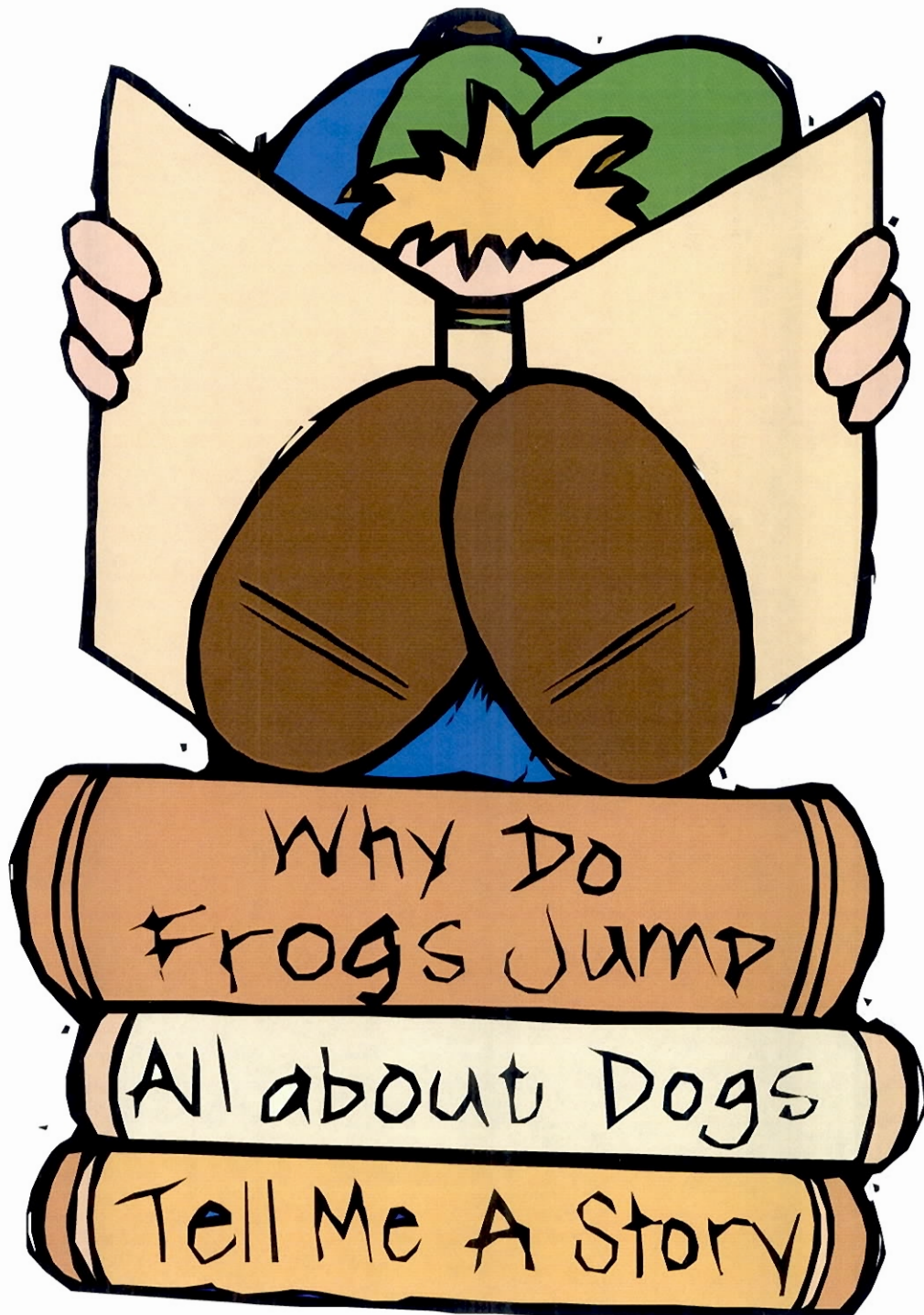


Sixth Grade Health Core Curriculum



Elementary Health Core

Sixth Grade

Healthy Self

- Objective 1: PD a
- Objective 2: PD all
- Objective 3: PD all
- Objective 4: Counselor & PD 2nd

Substance Abuse Prevention

- Objective 1: PD all
- Objective 2: PD all
- Objective 3: PD all

Human Development and Relationships

- Objective 1: Counselor
- Objective 2: Nurses and Gentlemen

Disease Prevention and HIV/AIDS Education

- Objective 1: Teachers Resource Manual
- Objective 2: Teachers Resource Manual
- Objective 3: Teachers Resource Manual

Safety and Injury/Violence Prevention

- Objective 1: Counselor
- Objective 2: Counselor

Nutrition and Fitness

- Objective 1: Teachers Resource Manual
- Objective 2: Teachers Resource Manual
- Objective 3: Teachers Resource Manual
- Objective 4: Teachers Resource Manual

Consumer and Community Health

- Objective 1: Teachers Resource Manual
- Objective 2: Teachers Resource Manual
- Objective 3: Teachers Resource Manual

ATT=Activities That Teach- Book by Tom Jackson
 MATT=More Activities That Teach- Book by Tom Jackson
 PD=Prevention Dimensions- contact Monica
 30 MM= 30 Minute Miracles- IMC
 www.activelearning.org

Sixth Grade Core Curriculum

Healthy Self

Grade	Standard	Objective	Resources
6 th Grade	Standard 1: The students will learn ways to improve mental health and manage stress.	<p>Objective 1: Develop strategies for appropriately and safely expressing emotions.</p> <p>a. Recognize the range of emotions, including extremes. *PD</p> <p>b. List situations that elicit strong emotions; e.g., winning or losing a competition, losing a friend, family changes.</p> <p>c. Predict the effect of substance abuse on emotions and the ability to appropriately manage them.</p>	<p>Counselors will teach these lessons. PD Lesson #4 Natural High 2- video- ISBN # 0974681504- Sundt Memorial Foundation Why Try- program- Defense Mechanisms whytry.org/elementary.html Book: The Hating Book by Charlotte Zolotow Dollar Bill Jump-ATT- page 122 All Tied Up- ATT- page 62 The Truth about Tobacco presentation 1-801-531-0533 Tales that Teach-curriculum.-Contact Teresa Winkler for more info. 30 Minute Miracles- IMC curriculum Substance Abuse: Good Answers to Tough Questions by Joy Wilt Berry More Hot Stuff to help Kids Chill Out: The Anger and Stress Management Book by Jerry Wilde What to Do When You're Scared and Worried: A Guide for Kids by James Crist</p>
6 th Grade	Standard 1: The students will learn ways to improve mental health and manage stress.	<p>Objective 2: Demonstrate acceptance of self and others. *PD</p> <p>a. Identify the benefits of feeling good about self.</p> <p>b. Recognize the value of other human beings.</p> <p>c. Predict the outcome of caring about self and others.</p>	<p>http://www.uen.org/Lessonplan/preview.cgi?LPid=410 PD Lesson # 2 Self-Esteem http://www.interactive-bot.com/wordpress go to February 2007 http://thewinningattitude.com/2007/03/04/practice-postive-self-talk/ Ten steps to self-esteem http://www.nebo.edu/curriculum/health/files/6_self.pdf</p>
6 th Grade	Standard 1: The students will learn ways to improve mental health and manage stress.	<p>Objective 3: Develop personal assets that help promote resiliency. *PD</p> <p>a. Identify personal developmental assets; i.e., internal, external.</p> <p>b. Identify opportunities to incorporate additional assets into life.</p>	<p>PD Lesson #5</p>
6 th Grade	Standard 1: The students will learn ways to improve mental health and manage stress.	<p>Objective 4: Demonstrate positive strategies for managing stress.</p> <p>a. Identify situations or circumstances that cause stress.</p> <p>b. Recognize personal reaction or response to stressful situations.</p> <p>c. Design a personal plan that includes options for managing stress and stressful situations.</p>	<p>Counselors will teach these lessons. PD Lesson #19 30 MM-Managing Stress Circle Jungle-ATT p. 106 Come on Six-MATT p. 137 Stress Test- ATT p. 205 Duffy's Story- Video Power Point- Terri Jensen <u>The Prince who Wrote A Letter</u> by Toni Goffe Tales that Teach-curriculum.-Contact Teresa Winkler for more info. 30 Minute Miracles- IMC curriculum Book: <u>That's Good ! No That's Bad !</u> by Margery Cuyler Blow Up-MATT- page 114 <u>Hip, Hip, Hooray for Annie McRae</u> by Brad Wilcox</p>

			<u>Enemy Pie</u> by Derek Munson <u>Best Friends</u> by Stephen Kellogg <u>The Lemonade Club</u> by Patricia Polacco
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Substance Abuse Prevention

6th Grade	Standard 2: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.	Objective 1: Examine the possible physical effects of substance abuse. *PD a. Identify the general physical effects of depressants and stimulants. b. Explain the concept of blood alcohol content. c. Explain the meaning of chemical dependence.	<u>Joey Pigza Loses Control</u> by Jack Gantos <u>Alcohol</u> by Carl R. Green <u>Nicotine and Tobacco</u> by Carl R. Green <u>Danger: Tobacco</u> by Ruth Chier <u>Would I Ever Lie To You?</u> By Caralyn Buehner http://www.healthchecksystems.com/alcohol.htm http://www.geocities.com/cps17901/Drugs/sad.html?200812 PD Lesson # 13
6 th Grade	Standard 2: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.	Objective 2: Summarize the legal, social, and emotional consequences of substance abuse. *PD a. Identify legal age for using some substances and the consequences for underage use. b. Describe how meaningful relationships may suffer as a result of substance use.	http://www.med-help.net/DrugAbuse.html PD Lesson # 11
6 th Grade	Standard 2: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.	Objective 3: Assess the role of positive peer involvement in making healthy choices. *PD a. Name the people comprising a personal support system. b. Explore the impact friends have on decision making. c. Practice Refusal Skills® in responding to pressure from others.	http://www.uen.org/Lessonplan/preview.cgi?LPid=406 http://www.camh.net/education/Resources_teachers_schools/Drug_Curriculum/Primary/curriculum_gr6expect2.html PD Lesson # 12, 17 & 18

Human Development and Relationships

6 th Grade	Standard 3: The students will understand and respect self and others related to human development and relationships.	<p>Objective 1: Practice ways of showing respect for self and others.</p> <p>a. Adopt behaviors that contribute to a healthy body image; e.g., posture, hygiene, exercise, balanced diet.</p> <p>b. Demonstrate ability to communicate affection appropriately.</p>	<p>http://www.uen.org/Lessonplan/preview.cgi?LPid=12967</p> <p>www.uen.org go under K12 Education choose Utah Core Curriculum choose Health Education choose grade 6 go to Standard 3</p>
6 th Grade	Standard 3: The students will understand and respect self and others related to human development and relationships.	<p>Objective 2: Summarize changes that accompany puberty. *MP</p> <p>a. Recognize fluctuations in emotions and discuss ways of dealing with emotional changes.</p> <p>b. Predict ways that relationships may change over time.</p> <p>c. Recognize physical changes that occur during puberty.</p> <p>d. Practice behaviors that maintain good hygiene.</p>	<p>Teachers of Maturation will teach this (nurses, counselors and select teachers)</p> <p>http://www.uen.org/Lessonplan/preview.cgi?LPid=12967</p> <p><u>Hot Stuff to Help Kids Cheer Up</u> by Jerry Wilde</p> <p><u>Stick Up for Yourself: Every Kid's Guide to Personal Power & Positive Self-Esteem</u> by Gershen Kaufman & Pamela Espeland</p> <p><u>Microscopic Life</u> by Richard Walker & Peter Doherty.</p>

Disease Prevention and AIDS/HIV Prevention

6 th Grade	Standard 4: The students will understand concepts related to health promotion and disease prevention.	Objective 1: Compare viruses to other microorganisms. (SC) a. List several types of microorganisms. b. Explain how viruses differ from other microorganisms.	http://www.uen.org/Lessonplan/preview.cgi?LPid=1369 <u>Fighting Disease</u> by Kate Boehm Jerome The Magic School Bus Inside Ralphie: A Book About Germs
6 th Grade	Standard 4: The students will understand concepts related to health promotion and disease prevention.	Objective 2: Describe the HIV disease continuum. a. Explain the progression of the disease beginning with HIV infection. b. Recognize how infected yet symptom-free people can infect others. c. Explain why opportunistic infections occur in people with weakened immune systems.	http://www.uen.org/Lessonplan/preview.cgi?LPid=1370 http://www.uen.org/Lessonplan/preview.cgi?LPid=400 <u>Eyewitness: Epidemic</u> by Bryan Ward <u>Be A Friend: Children Who Live With HIV Speak</u> by Lori S. Wiener and Philip A. Pizzo <u>Myths and Facts about AIDS</u> by Anna Forbes <u>Drugs and AIDS</u> by Barbara Hermie Draimin
6 th Grade	Standard 4: The students will understand concepts related to health promotion and disease prevention.	Objective 3: Demonstrate decision-making and Refusal Skills® for HIV prevention. a. List situations that pose a risk for transmission of HIV. b. Identify, avoid, manage, or escape situations involving exposure to bodily fluids.	http://www.uen.org/Lessonplan/preview.cgi?LPid=1371

Safety and Injury/Violence Prevention

<p>6th Grade</p>	<p>Standard 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.</p>	<p>Objective 1: Manage abusive situations.</p> <ul style="list-style-type: none"> a. Recognize abusive situations; e.g., physical, emotional, and sexual. b. Identify sources of responsible help for self and others; e.g., parents, grandparents, school counselors, health professionals, clergy. 	<p>Counselors will teach these lessons.</p> <p>McGruff Stuff- video DCFS Presentation- contact Monica Hullinger Why Try- Getting Plugged In</p> <p>Tales that Teach-curriculum.-Contact Teresa Winkler for more info. 30 Minute Miracles- IMC curriculum</p>
<p>6th Grade</p>	<p>Standard 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.</p>	<p>Objective 2: Examine emotions that may lead to violence, and determine safe ways to manage them.</p> <ul style="list-style-type: none"> a. List situations that elicit strong emotions; e.g., winning or losing a competition, losing a friend, family changes. b. Identify strategies to appropriately and safely manage emotions that may lead to violence toward self or others. c. Predict the effect that substance use may have on emotions and the ability to appropriately manage them. 	<p><u>Young People/Tough Problems</u> by Tova Navarra <u>Shiloh</u> by Phyllis Reynolds Naylor <u>The Lottery Rose</u> by Irene Hunt <u>Words</u> by Heart by Ouida Sebestyen</p> <p>Coping with Family Problems http://www.nebo.edu/curriculum/health/files/6_cope.pdf</p> <p>The Chill Drill http://www.nebo.edu/curriculum/health/files/6_chill.pdf</p>

Nutrition and Fitness

6 th Grade	Standard 6: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.	Objective 1: Evaluate food intake and levels of activity. (PE)*NU a. Analyze food intake and compare to Dietary Guidelines for Americans. b. Modify personal eating and activity plans to promote health and well-being. c. Choose activities to maintain or improve fitness. d. Examine how weight can be managed in a healthy manner.	http://www.uen.org/Lessonplan/preview.cgi?LPid=968 http://www.uen.org/Lessonplan/preview.cgi?LPid=977 http://www.uen.org/Lessonplan/preview.cgi?LPid=969 http://www.uen.org/Lessonplan/preview.cgi?LPid=970 http://www.uen.org/Lessonplan/preview.cgi?LPid=971
6 th Grade	Standard 6: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.	Objective 2: Compare a variety of food preparation techniques. *NU a. Explain the impact of food preparation on nutritional content. b. Judge food preparation methods to determine impact on nutritional content. c. Prepare a nutritionally sound snack.	http://www.uen.org/Lessonplan/preview.cgi?LPid=968 http://www.uen.org/Lessonplan/preview.cgi?LPid=977 http://www.uen.org/Lessonplan/preview.cgi?LPid=969 http://www.uen.org/Lessonplan/preview.cgi?LPid=970 http://www.uen.org/Lessonplan/preview.cgi?LPid=971 <u>Food Labels: Using Nutrition Information to Create a Healthy Diet</u> by Rose McCarthy <u>Planning and Preparing Healthy Meals and Snacks</u> by Jennifer Silate
6 th Grade	Standard 6: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.	Objective 3: Explain nutritional labeling and identify nutritional content. *NU a. Recognize serving size information. b. Compare similar products and determine nutritional values of each.	http://www.uen.org/Lessonplan/preview.cgi?LPid=968 http://www.uen.org/Lessonplan/preview.cgi?LPid=977 http://www.uen.org/Lessonplan/preview.cgi?LPid=969 http://www.uen.org/Lessonplan/preview.cgi?LPid=970 http://www.uen.org/Lessonplan/preview.cgi?LPid=971
6 th Grade	Standard 6: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.	Objective 4: Recognize the dangers of dysfunctional eating. a. Identify eating habits that may be dysfunctional; e.g., unbalanced diet, fad dieting, starving, compulsive overeating, bulimia nervosa, anorexia nervosa. b. Recognize the concept of self-abusive behaviors. c. Determine how dysfunctional eating may have negative effects on mental, physical, and social health.	http://www.uen.org/Lessonplan/preview.cgi?LPid=968 http://www.uen.org/Lessonplan/preview.cgi?LPid=977 http://www.uen.org/Lessonplan/preview.cgi?LPid=969 http://www.uen.org/Lessonplan/preview.cgi?LPid=970 http://www.uen.org/Lessonplan/preview.cgi?LPid=971 http://www.uen.org/Lessonplan/preview.cgi?LPid=419 <u>When Zachery Beaver Came to Town</u> by Kimberly Willis Holt <u>Food</u> by Milton Meltzer <u>It's Disgusting and We Ate It</u> by James Solheim

Consumer and Community Health

6th Grade	Standard 7: The students will understand the value of service and effective consumer practices.	Objective 1: Participate in service learning that benefits the environment. (SC) a. Identify environmental protection needs. b. Examine situations where a person or group assists with the protection of the environment. c. Plan, implement, and report on environmental service.	www.epa.gov www.health.utah.gov/lab/chemistry/index www.health.utah.gov www.edhelper.com This is a GREAT site for all parts of education! <u>Catch the Spirit: Teen volunteers Tell How They Made a Difference</u> by Susan K. Perry <u>Volunteering to Help in Your Neighborhood</u> by Claudia Isler <u>Volunteering to Help the Environment</u> by Suzanne J. Murdico <u>Miss Rumphius</u> by Barbara Cooney <u>Ordinary Mary's Extraordinary Deed</u> by Emily Pearson
6 th Grade	Standard 7: The students will understand the value of service and effective consumer practices.	Objective 2: Research and summarize the reliability of health resources and information. (LM) a. Identify various types of health resources and information; e.g., pamphlets, journals, Internet, folklore, peers, fact lines, quackery, healthcare professionals, media. b. Determine a standard for reliability in health resources and information. c. Evaluate the reliability of resources and information based on the established standards.	www.edhelper.com This is a GREAT site for all parts of education!
6 th Grade	Standard 7: The students will understand the value of service and effective consumer practices.	Objective 3: Determine ways to be a more effective health consumer. (LM) a. Recognize media influences on making healthy choices. b. Predict the reliability of the product or information being considered.	www.edhelper.com This is a GREAT site for all parts of education!

Human Development and Relationships

Standard 3 Grades 3-6

Web sites:

Web sites:

Core Academy at USU

<http://coreacademy.usu.edu/Materials/>

Heart Power Online

<http://www.americanheart.org/presenter.jhtml?identifier=3028650>

This website has great lesson plan ideas by grade or core on health.

Jordan Educational Media, Inc. You can get video clips for teaching.

<http://www.jordaneducationmedia.com/>

<http://charactercounts.org>

www.teachwithmovies.org (may have a fee)

www.uen.org Gives lesson plans that follow core

www.uen.org/dms/ E-media can download materials

HANDOUT #1A



Ten Steps to Building Your Own Self-Esteem



1. Watch what you say to yourself.

Even though we don't always notice it, we're almost continually "talking to ourselves" about everything: our feelings, our problems, other people, or school. Often what we're "telling ourselves" causes us to have either high or low self-esteem. We can talk to ourselves in either a critical way or an encouraging way. Underline any of these examples of self-talk that sound familiar to you.

EXAMPLES OF CRITICAL SELF-TALK

- I'm so dumb!
- I never do anything right.
- I always screw up.
- I'm not good enough.
- I really blew it.
- I'll never learn to do it.
- I should have gotten that—I'm really stupid!
- I never do anything right.
- Everyone thinks I'm dumb.
- I'm **such** a klutz.
- If I try it, they'll all probably laugh.
- Nobody likes me.
- I'm not very popular.
- I look so weird!
- I shouldn't have even tried.

EXAMPLES OF ENCOURAGING SELF-TALK

- I can do this if I stick with it.
- I'll just relax and do my best.
- Even Einstein made mistakes.
- Making mistakes is part of growing up.
- There's a lot about me that's good.
- Making mistakes doesn't make me a bad person.
- I won't put myself down—I can try again.
- I'm a mixture of pluses and minuses just like everyone else.
- I've done hard things before—I can do this too.
- Lots of people like me.
- I'm a neat kid. I don't have to be perfect.

HANDOUT #1B



Ten Steps to Building Your Own Self-Esteem

(continued)



2. Visualize yourself as you'd like to be.

Put your imagination to work by picturing yourself as competent and self-assured. Do what Olympic athletes do—mentally prepare yourself for success by seeing yourself as successful. Athletes rehearse events in their minds, picturing themselves going through each step of the event exactly as they hope it will happen. The same technique will help you prepare for any situation in which you want to do well.

3. Realize you're unique!

Of the 70 billion people who have lived or are alive now, there has never been anyone like you. No one has your special combination of looks, thoughts, feelings, talents, and skills. No one can respond to others in your unique way.

4. Pay more attention to your strengths than your faults.

Think about what you **like** about yourself, not what you don't like.

5. Forgive yourself when you make a mistake.

Treat yourself the way you'd treat someone you really liked. Accept yourself as a person with good points and faults, just like everyone else.

HANDOUT #1c



Ten Steps to Building Your Own Self-Esteem (continued)



6. Do something that makes you respect yourself.

No amount of positive thinking can do as much for self-esteem as taking action to change something you don't like about yourself. Start with one thing as your goal, develop a plan to reach it, then **do it**.

7. Notice progress.

When you do something you're proud of, dwell on it a little and praise yourself for it. We're not used to doing that for ourselves. When things go wrong, we're often hard on ourselves. When things go well, congratulate yourself the way a good friend would.

8. Get involved in some physical activity.

There's a real sense of achievement when you work hard to improve in some physical activity or sport you enjoy.

9. When you feel down, ask for support.

If you can't think of anything good about yourself, ask someone you trust to remind you of some of your good points.

10. Do something nice for somebody else.

Doing something for someone is a sure-fire method to raise self-esteem.

I want to be a strong person. To be strong, I need to be in control of myself.

Sometimes I really want to hit or scream at someone. When I feel this way, I can stop, think, and act in a way that does not hurt anyone—including myself.

I'm tired of getting into trouble. This time, I'm going to think before I do something that will get me into trouble.

Sometimes I make mistakes and lose my cool. But I can do better next time, because I am smart.

I am responsible for what I do and say. No one makes me angry. I decide how I want to act.

I can keep my cool when things don't go my way. I can take three deep breaths and tell myself that it doesn't matter.

I believe in myself. I can remain calm and relaxed. I have done it before, and I can do it again.

When I don't know what to do, maybe I am scared or lonely or embarrassed. I will remember that I am strong and that I can be honest with myself and with others.

It's OK to be angry. It's just not OK to hurt another person by hitting or talking mean.

I can have angry feelings and still be in control and not hurt others. I can stand up for myself.

I can notice when I am becoming angry and learn to calm down before I speak or act.

I am getting angry. I am breathing deeply and counting to 10. I can do it.

I was able to be angry and stand up for myself without getting myself into trouble. I like this feeling of being proud of myself.

I can stand up for myself. If I am teased, I can do something besides running away, hitting, or calling names. I can use "I" statements or humor to stand up for myself and my feelings.

POSITIVE SELF-STATEMENTS

COPING WITH FAMILY PROBLEMS

RELATED CORE CURRICULUM OBJECTIVE

1550-0102. Sing a variety of songs from the Americas, folk songs, spirituals, patriotic songs, and singing games.
4050-0103. Draw conclusions from a speaker's message.
4050-0105. Listen attentively to comments of others.
4050-0202. Ask questions to gain additional information.
4050-0204. Contribute ideas in group discussions.
4050-0207. Memorize and recite poetry, short selections, and perform in plays.
7050-0102. Describe ways that behavior might affect the health of others.
7050-0105. List techniques that can help them resist anti-personal and anti-social persuasion from peers, adults, or the media.

Grade 6
Standard 5
Objective 2:a

PROGRAM GOAL(S)

Healthy Life Skills

PERFORMANCE OBJECTIVE(S)

Students will recognize the importance of participating in family activities and demonstrate skills for coping with change and failure.

MATERIALS NEEDED

Worksheet: "Coping with Family Problems"

Song (Rap): "Rap It"

Teacher Resource List: "Prevention Programs in Utah"

Teacher Resource List: "Toll-Free Numbers For Advice, Questions, or Just Help"

Note: The current Utah State Division of Substance Abuse Directory of Services is available upon request from the Utah State Division of Substance Abuse.

NEW VOCABULARY

Coping

LESSON AT A GLANCE

1. Discuss kinds of problems that families may have, ways family members are affected, and methods of coping.
2. Have students complete worksheet "Coping with Family Problems." Discuss.
3. Review agencies that may provide family and individual help.
4. Assign students to write a "Rap."

COPING WITH FAMILY PROBLEMS

Level 5 Lesson 8

INTRODUCTION (Setting Focus)

Discuss the kinds of problems that families may have such as the ones listed below. List the problems on the board.

- Financial
- Drug use
- Death
- Divorce
- Illness

Note: Write simple situations for each problem with sensitivity to students' backgrounds.

BODY (Strategies/Activities)

1. Discuss the many ways that family members are affected by the following problems.
 - a. Communication problems such as arguing and misunderstanding one another.
 - b. Sadness and grieving by family members.
 - c. Financial problems.
 - d. Added stress on family members which may make it difficult to do their work or study.
 - e. Legal problems.
2. Discuss different ways of coping with the problems listed below.
 - a. Talking about the problem within the family.
 - b. Sharing feelings with a trusted adult outside the family.
 - c. Talking to a school counselor.
 - d. Getting professional help from a counselor outside the school setting.
3. Divide students into groups. Assign each group one of the problems listed on the board.
4. Have each group complete the worksheet "Coping With Family Problems" and focus on the assigned problem.
5. Instruct each group to elect a spokesperson to present their solutions to the class.
6. Go over "Rap It" song and encourage the groups to make up their own rap and present it.
7. Make information available, if needed, on agencies that may provide family or individual help.

Teacher Tip

Stress that family problems are not a child's fault. Families must work together to solve problems. In the event there are some problems with this exercise, the counselor can serve as a resource and a referral source. Teacher resource lists are included.

CLOSURE (Wrap-up and Extension)

Review how important it is to get help.

COPING WITH FAMILY PROBLEMS

Every family has problems at one time or another. This group will discuss a family who is going through:

How are each of these people affected by the problem?

Mother	Father	Sister/Brother	Grandparent or Other Family Member

What are some ways these people can cope with the problem?

Mother	Father	Sister/Brother	Grandparent or Other Family Member

“RAP IT”

(Example)

When in doubt, you gotta' talk it out
You gotta' find someone you know.

You'll feel much better than you did before.
Talking is the way to go.

If your friends are doing drugs and you're
getting scared, just call someone and let them
know.

With help, your friends can get back on line,
and they'll know how much you care.

Don't start smoking or drinking beer
or you'll feel you've lost your mind.

It's best to try to find someone to help you
leave that stuff behind.

“THE CHILL DRILL”®

RELATED CORE CURRICULUM OBJECTIVE

7030-0105. Discuss different ways people deal with feelings.

Grade 6
Standard 5
Objective 2:b

PROGRAM GOAL(S)

Healthy Life Skills

PERFORMANCE OBJECTIVE(S)

Students will demonstrate a calming technique that can be used to control their anger and channel it positively.

MATERIALS NEEDED

Stars, stickers, or Post-it notes
Worksheet: “Watch Out For Anger”
Tape
Balloon for each student
“Chill E. Chill” stickers
Poster: “THE CHILL DRILL”®
“Family Share Sheet”

NEW VOCABULARY

Anger triggers and flags
Abdominal breathing

LESSON AT A GLANCE

1. Discuss that anger is a natural and acceptable feeling that every human being experiences.
2. Have students provide examples of what makes them angry and have them identify where in the body they experience angry sensations.
3. Anger happens in your mind, is felt (experienced) in your body, and shows up in your behavior
4. Complete worksheet “Watch Out For Anger.”
5. You have CHOICES about how to experience and express your anger.
6. Anger that hurts you, that destroys property, or that hurts others is a problem: ANGER IS OKAY; VIOLENCE IS NOT!
7. Demonstrate “THE CHILL DRILL.”
8. Send home “Family Share Sheet.”

“THE CHILL DRILL”

Level 5 Lesson 9

INTRODUCTION (Setting Focus)

1. Anger provided our ancestors with a useful tool for survival in a dangerous environment. The powerful physical and emotional energy that anger produces supplied courage to defend loved ones from enemy attack; it helped speed an escape from a hostile beast.
2. Anger energizes you and prepares you to stand up to the problem or to withdraw from it.
3. Your breathing changes and your heart races to pump extra oxygen to your brain for quicker thinking and to your muscles for extra strength. You may feel a rush of adrenaline, a powerful chemical that stimulates and energizes your whole body. Certain muscles become tense, preparing for action: your face frowns, your jaw tightens, your fists begin to clench. Your body’s temperature also changes; you may sweat, or you may shiver.
4. Anger resulting in self-destructive behavior that destroys property or hurts others is a problem.

BODY (Strategies/Activities)

1. Ask the students to show you how they look when they get angry. Select a few students to demonstrate their angry looks for the class. Encourage them to describe the sensations they experience in their bodies (e.g., facial expressions, body language, heartbeat, and muscle tension) when they feel angry.
2. Distribute the “Watch Out For Anger” worksheet. Have students complete the “My Anger Warning Signs” section of the worksheet.
3. Give a sticker, a star, or a Post-it note to each student and tell them to stick it on the part of their bodies that gives off the most noticeable sign of their anger. Demonstrate on yourself. Emphasize that this is the part of the body they should pay attention to when they become upset; this anger warning sign is their cue to CHILL.
4. Ask students to describe some of the things that cause their anger warning signs to occur. What makes them angry? What triggers their anger flags to wave? Have students complete “My Anger Triggers” section of the worksheet.

Activity (Part One)

1. Display “THE CHILL DRILL” poster. Read the first four steps of the “CHILL: Calm Your Body’s Anger Energy” section of the poster (or lead the class in the reading). Briefly explain each step, one at a time.

NOTE: In the interest of time, you may decide to separate the CHILL and CHOOSE portions of this lesson into two lessons, or you may choose to selectively emphasize certain steps over others.

CHILL

Chill is your signal to start to calm down;
Take a deep breath, get rid of that frown.

“THE CHILL DRILL”
LEVEL 5 Lesson 9

BODY (Strategies/Activities Continued)

2. Tell the students: “When you first become aware of your anger flags and triggers, such as the location on your bodies where you attached the stickers, tell yourself to CHILL. Thinking CHILL is your cue (or signal) to pay attention to what is happening in your body so you can begin to calm and control yourself. CHILL also reminds you that you have CHOICES about how to respond to your anger.

BLOW

Blow means to breathe as if blowing a balloon;
Take three balloon breaths; you’ll be calmer soon.

3. Distribute the balloons and instruct the students to blow them up. Tell the students:

“Thinking CHILL is your cue to take a balloon breath, to breathe as if you were blowing up a balloon. (This is called abdominal breathing.) After a few balloon breaths, return to normal breathing.”

FACE

Your face shows your anger; it gives off a frown;
Relax your face--SMILE, you’ll quickly calm down.

4. Have the students practice changing their facial expressions from an angry one to a relaxed, positive expression. SMILE. Pass out the Chill E. Chill stickers. Instruct the students to place the stickers on their noses and try to wiggle them off. Comment on their wonderful bright smiles. Tell them to make sure that they use their smile muscles during “THE CHILL DRILL.”

SPACE

Your personal space is important to protect;
Take a step back, take time to reflect.

5. Ask the students to stand, stretch out their arms and turn in a complete circle, being careful not to bump into people or things. Tell the students: “You all have a personal comfort zone, an invisible boundary around yourselves. When you’re angry, it’s important that you give yourself and others plenty of space. It also helps to take a giant step backwards or even to get away from the situation for a while to get a different view of things.”
6. Lead the students in a Chill Drill Chant (“CHILL, BLOW, FACE, SPACE” or “C.B.F.S.”). Remind students of the importance of practicing the steps of “THE CHILL DRILL” until it becomes automatic.

NOTE: “THE CHILL DRILL” works best when it becomes a “conditioned response.” Therefore, provide the students with multiple, varied practice opportunities. Associate “THE CHILL DRILL” with a routine or with an everyday circumstance. For example, start the day off with a Chill Drill Chant, do the Chill Drill Chant to music, or read a story as the students chant along in the background, simulating a sound that fits the story’s content or flow; e.g., the sound of a train or a wild animal.

“THE CHILL DRILL”

Level 5 Lesson 9

BODY (Strategies/Activities Continued)

7. Pair the students up with a partner. Have them think of situations that create anger and take turns practicing “THE CHILL DRILL.”

Activity (Part Two)

1. Read the next four steps of the poster’s second section “Choose: Focus Your Mind on Positive Action,” or lead the class in the reading.

CLAIM YOUR ANGER

Your anger is yours to own and to claim;
Try not to deny it, stuff it, or blame.

2. Tell the students: “You choose how you feel and how you act. Blaming others for causing you to feel the way you do prevents you from taking control of your own anger. Ask yourself, what is my part in the anger?”

NAME THE HURT

Anger protects us, it covers our pain.
Admit that you’re hurting, you’ve so much to gain.

3. Tell the students: “Your angry feelings often protect you from the emotional pain caused by feeling hurt. When you feel an angry feeling, put aside the anger for a moment and try to identify your hurt feelings.” Ask the class for examples of hurt feelings and write them on the board.

TAME YOUR ANGER

Your temper is yours to lose or control;
Choose wisely and well to accomplish this goal.

4. Tell the students: “Think about all the things that you can do to take the edge off your anger: take a long walk, count slowly to ten, blow your anger into a balloon or CHILL.” Ask the class to brainstorm ideas that can help them cope with anger and write them on the board.

MAKE A PLAN

Anger results from problems unsolved;
Plan for solutions until they’ve resolved.

5. Tell the students: “Anger often lets us know that something is wrong and needs correcting. Make a plan and then take positive actions. If you get stuck, ask someone for help.” Help the students identify the persons to whom they might turn for help in resolving a problem or conflict.

HOMEWORK

6. Distribute the “Family Share Sheet” and the sheet entitled “THE CHILL DRILL” and give instructions.

“THE CHILL DRILL”
Level 5 Lesson 9

BODY (Strategies/Activities Continued)

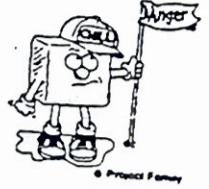
7. Instruct the students to take home their balloons and use them to teach “THE CHILL DRILL” to a family member. Emphasize the importance of returning the signed “Family Share Sheet” when it is due.

CLOSURE (Wrap-up and Extension)

1. Review that physical changes are important cues that notify you to take control of your anger before it takes control of you.
2. Emphasize ANGER IS OKAY; VIOLENCE IS NOT!

WATCH OUT FOR ANGER

(Grades 4-6)



My Anger Warning Signs

When I get angry, my body lets me know. Draw an outline of your body. Make a line from an anger flag to each part of your body that tells you when you are angry. Write the name of the warning sign on the line (e.g., red face, fast breathing, pounding heart, etc.).



My Anger Triggers

Think about some of the situations or individuals that trigger your anger warning signs. What really makes you mad? Complete the sentences below.

I get mad when _____

I get mad when _____

I get mad when _____

I get mad when _____

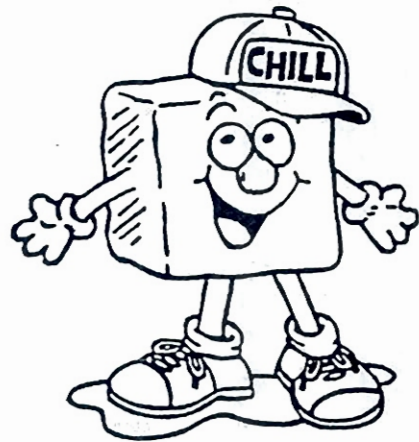
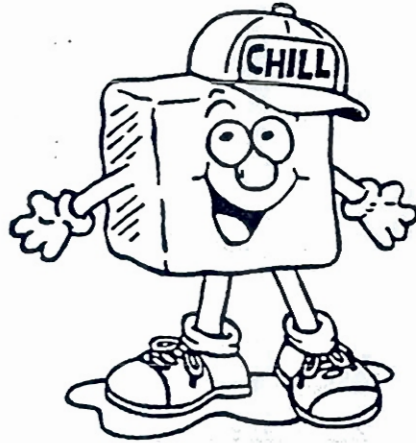
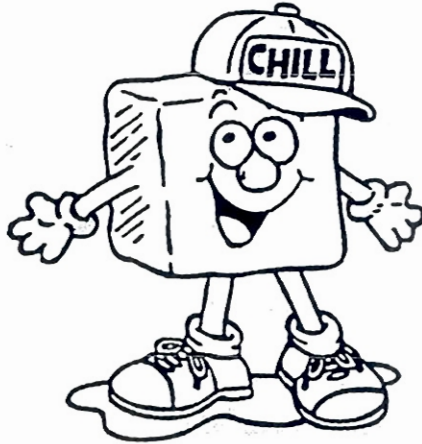
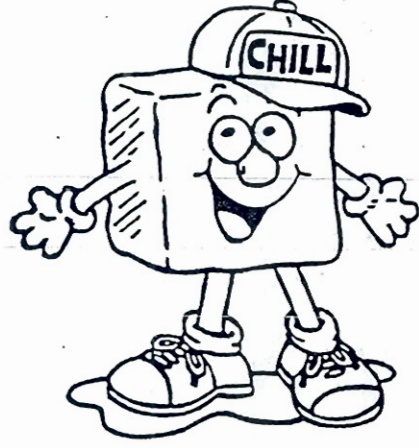
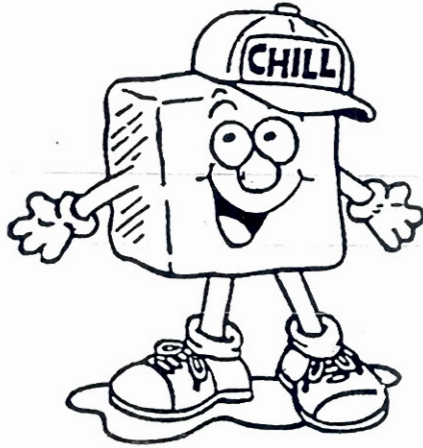
How do you act when you are angry? How well do you handle your anger? Circle any of the following examples that describe how you handle your anger.

When I get mad, I:

- Keep it in
- Blame others
- Say mean things
- Try to hurt myself
- Tell someone about it
- Try to figure it out

- Cry
- Yell
- Pout
- Blow up
- Get help

'CHILL E. CHILL'® STICKERS

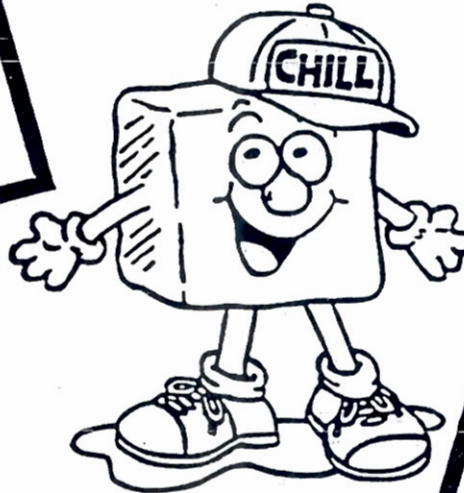


"THE CHILL DRILL"

CHILL: Calm your body's anger energy.

CHOOSE: Focus your mind on positive action.

Take Control of Your Anger!



1. CHILL

As soon as you notice your anger triggers and signs, **TELL YOURSELF TO "CHILL."** Thinking "Chill" is your cue to pay attention to what is happening in your body and your mind so that you can begin to calm and control yourself. "Chill" also reminds you that **YOU HAVE CHOICES** about how to respond to your anger.

2. BLOW!

When you are faced with a disturbing, tense, or scary situation, your breathing changes; you may briefly hold your breath, or your breathing may become rapid and shallow.

Thinking "Chill" is your cue to **TAKE A BALLOON BREATH**, to breathe as if you were blowing up a balloon. Blowing up a balloon requires strong steady breaths and uses the muscles in your stomach as you exhale. (A balloon should be given to you to help you practice "abdominal breathing.") After a few balloon breaths, return to normal breathing.

3. FACE

It's the look on your face that shows other people how you really feel, more than your body language, your tone of voice, or even the words you say.

RELAX YOUR FACE. As your anger grows, your face may be giving off negative or hostile messages that could make the situation much worse.

Try to **SMILE.** Your face's smile muscles signal your brain to start your body's natural calming abilities. Practice changing your face from an angry expression to a neutral or positive one until it feels natural. Keep this positive look as you continue **"THE CHILL DRILL."**

4. SPACE

We all have a personal comfort zone, an invisible boundary around ourselves. When someone steps over that imaginary line and enters our personal space, it can feel quite unpleasant, especially during a conflict. This is what it means to "get in someone's face," or to be "too close for comfort."

GET SOME SPACE. When you're angry, it's important to give yourself and others plenty of space. **MAINTAIN YOUR COMFORT ZONE.** Take a step back and place your body in a balanced position. Remain in an open and relaxed posture to be sure that you don't look threatening. Your body should be saying that you are willing to work out your differences.

1. CLAIM YOUR ANGER

Your angry feelings are **NOT** caused by people, situations or events outside yourself. Blaming others for "causing" you to feel the way you do prevents you from taking control of your anger energy. **Instead, TAKE RESPONSIBILITY** for your thoughts, feelings, and reactions, and for any part of your behavior that may have contributed to the problem.

2. NAME THE HURT

Your angry feelings often protect you from the emotional pain caused by feeling hurt. Anger can defend you against feeling afraid, ashamed, lonely, and frustrated. Anger can even completely block your awareness of how much you hurt.

When you feel an angry feeling, put aside the anger for a moment and try to **IDENTIFY YOUR HURT FEELINGS.** What are you really feeling under that anger of yours? Search for ways to soothe your discomfort. This lessens your anger so you can begin to work on a constructive solution to your problem.

3. TAME YOUR ANGER

Think about what else you can do to take the edge off your anger. Find a way to gain some distance from the situation to get a different perspective. Consider things that make you calm—take a walk, count slowly to ten, say a prayer, or Chill. **CONTAIN YOUR ANGER:** As you blow up your balloon, imagine breathing all your anger into it. When the balloon is full, let it go and watch it drift away.

4. MAKE A PLAN

Anger often lets us know that something is wrong and needs correcting.

Therefore, when you become angry, determine what you can do to relieve your hurt feelings. **FOCUS ON SOLUTIONS.** Make a plan and then take positive actions. If you get stuck, ask someone for help.

Chill



Music and Lyrics by Steve James

Arranged by Brian Jensen

♩ = 112
Funky-With a beat

Em

mf Chill! Take a deep breath and say,

Em

Em

Em

"Ev-ery-thing's gon - na be al - right, Things are gon-na be o - kay." You got - ta

Em

Em

Em

chill! Take a deep breath and say, "Ev-ery-thing's gon-na be al-right, Things-

Em To Coda \oplus A⁹ A⁹

- are gon-na be o-kay." ——— If you're feel - in' pres - sure And

Detailed description: This system contains the first two lines of music. The top line is a vocal melody in treble clef with lyrics. The bottom two lines are piano accompaniment in G major, with a bass line in the left hand and chords in the right hand. The key signature has one sharp (F#). The time signature is 4/4. The first measure has a chord of Em. The second measure has a Coda symbol and a chord of A9. The third measure has a chord of A9. The piano part features a steady eighth-note bass line and chords in the right hand.

Em Em A⁹

life is get - tin' you down, ——— There's a lit - tle some -

Detailed description: This system contains the next two lines of music. The top line is a vocal melody in treble clef with lyrics. The bottom two lines are piano accompaniment in G major. The key signature has one sharp (F#). The time signature is 4/4. The first measure has a chord of Em. The second measure has a chord of Em. The third measure has a chord of A9. The piano part continues with the eighth-note bass line and chords in the right hand.

A⁹ B7(#9) B7(#9) D.C. al Coda \oplus Coda
Em

thing To turn it all — a - round. ——— You got-ta Chill!

Detailed description: This system contains the final three lines of music. The top line is a vocal melody in treble clef with lyrics. The bottom two lines are piano accompaniment in G major. The key signature has one sharp (F#). The time signature is 4/4. The first measure has a chord of A9. The second measure has a chord of B7(#9). The third measure has a chord of B7(#9). The fourth measure has a D.C. al Coda symbol and a chord of Em. The piano part features a steady eighth-note bass line and chords in the right hand. The final measure of the piano part has a forte (f) dynamic marking.