



6th Grade Health Education Lesson Plan Outline

Recommend three days 45-minute classes w/ additional “buffer” day if needed.

Standard	Performance Indicator
<p>1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ul style="list-style-type: none"> • <i>HE.1.6.4</i> Identify how the environment affects personal health. • <i>HE.1.6.5</i> Describe ways to reduce or prevent injuries such as accidents. • <i>HE.1.6.7</i> Identify the physical, academic, mental, and social benefits of physical activity. • <i>HE.1.6.11</i> Explain safe behaviors when traveling to and from school and in the community. • <i>HE.1.6.12</i> Recognize the role of lifelong fitness activities in maintaining a high quality of life and improving longevity. • <i>HE.1.6.13</i> Describe the benefits of and barriers to practicing healthy behaviors.
<p>2: Students will analyze the influence of family, peers, culture, media technology, and other factors on health behaviors.</p>	<ul style="list-style-type: none"> • <i>HE.2.6.2</i> Identify how the school and community can affect personal health practices and behaviors.
<p>4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or deduce health risks.</p>	<ul style="list-style-type: none"> • <i>HE. 4.6.1</i> Describe effective verbal and nonverbal communication skills that avoid or reduce health risks. • <i>HE.4.6.3</i> Explain refusal and negotiation skills that avoid or reduce health risks • <i>HE.4.6.4</i> Explain effective conflict management or resolution strategies. • <i>HE.4.6.7</i> Explain effective ways to communicate personal boundaries and show respect for the boundaries of others. • <i>HE.4.6.8</i> List a variety of clear communication skills to report and/or access help in dangerous situations.
<p>5: Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<ul style="list-style-type: none"> • <i>HE.5.6.7</i> Describe a decision-making process to practice safety in and around motor vehicles.

<p>7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<ul style="list-style-type: none"> • <i>HE.7.6.1</i> Recognize the importance of assuming responsibility for personal health behaviors. • <i>HE.7.6.10</i> Identify behaviors to avoid or reduce health risks to self and others.
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Day 1: Walking & Rolling Safety

Day	Lesson Summary	Learning Objectives
1	<ol style="list-style-type: none"> 1. Active Transportation & Public Spaces 2. Different Types of Safety 3. Tools for Your Personal Security 4. End of Day Reflection 	<ul style="list-style-type: none"> • Students will define active transportation and public spaces. • Students will list the principles of active transportation. • Students will list the different types of safety. • Students will define and identify three types of communication. • Students will demonstrate how to use the three-step method of assertive communication. • Students will demonstrate three responses a person can have when in a situation that makes them feel unsafe.

Teacher materials:

- Projector
- Laminated scenario handouts
- Presentation clicker

Optional stopping points: Three Steps of Assertive Communication (Slide 22)

Priority takeaways: principles of active transportation and assertive communication techniques

Lesson Outline:

1. Active Transportation and Public Spaces

1.a. What is active transportation? (Slides 3-5)

Activity: Have students raise their hand and share examples of active modes people use around Portland. (2 minutes)

1.b. What are public spaces? (Slides 4-6)

Activity: Ask students what other public places can you think of?

1.c. Principles of Active Transportation

List and give definition of each: Aware, Legal, Predictable, Assertive, Courteous, Able to be seen.
Activity: Brainstorm one example of each.

2. Different Types of Safety

What do we mean by safety? (Slides 8-12)

Traffic Laws	Built Environment	Personal Security
Codes created to provide order for lots of people to navigate public spaces	Infrastructure, like sidewalks or bike lanes, available and how it should be used	Human to human interactions when you are navigating public spaces

3. Tools for Your Personal Security

3.a. Types of Communication (Slide 13)

Activity: Before going over the three types of communication as a class, have students write down their answers on a sheet of paper: How do they communicate verbally and non-verbally when confronted with an unsafe situation?

3.b. Risks and Benefits of Passive, Aggressive, and Assertive Communication (Slides 14-18)

Activity: Brainstorm as a class what are the risks and benefits of each communication style.

Optional Activity: walking activity: have students walk around and with their bodies communicate assertively, passively and aggressively as you define each.

3.c. What mode makes you feel most powerful? (Slides 19-21)

Activity: Reflection.

3.c. Toolbox (Slide 22)

Activity: Practice the three-step method of assertive communication: Name It, Frame It, Change It!

3.d. How to be assertive (Slide 23)

Activity: *On the Bus activity (20 min): look for handout*

4. End of Day Reflection

Activity: Writing/thinking prompt (Slide 24)

- How/When do you use active transportation in your life?
- How do you keep yourself safe?

Day 2: Walking & Taking Transit

Day	Lesson Summary	Learning Objectives
2	<ol style="list-style-type: none"> 1. Benefits of Active Transportation 2. When are you pedestrian? 3. Crosswalk Laws and Best Practices 4. Navigating Transit 5. End of Day Reflection 	<ul style="list-style-type: none"> • List benefits of Active Transportation • Recall Oregon crosswalk laws • Explain how to cross the street safely • Describe techniques to safely ride transit

Materials:

- Projector
- Speakers (videos)
- Presentation clicker
- Technology cart with laptops

Optional stopping points: (Please note this day is the longest!)

Slide 39 (after Benefits of Active Transportation & Pedestrian conversation)

Slide 65 (After Crosswalk Law/Safety Tips Jeopardy)

Slide 75 (After Transit Etiquette & Street Smarts)

Priority takeaways: Laws and tips (Jeopardy) and etiquette for riding transit

Lesson Outline:

1. Benefits of Active Transportation

Discuss the benefits of active transportation:

- Health (Slides 27-29)
- Mobility (Slide 30)
- Neighborhood Livability (Slide 31)
- Economy (Slide 32)
- Environment (Slides 33-35)

2. When are You a Pedestrian

2.a. We all walk at some point every day (Slide 36)

Activity: As a class, define when we are pedestrians.

2.b. Videos: (Slides 37-38) two different stories of people navigating the city car-free and the challenges they experience.

Activity: Reflection what resonates with each story.

3. Oregon Crosswalk Laws and Best Practices (tips)

Activity: Jeopardy! (Slides 41-64)

4. Riding Transit in Portland

4.a. Transit options in Portland (Slide 65)

4.b. Benefits of Riding Transit (Slide 66-67)

Discussion: Why is riding transit a more sustainable choice over driving a car for a city? Why is it more sustainable for a city to have people ride transit versus people driving cars?

Optional discussion: What doesn't work about transit right now in Portland? How could it be improved to make people want to use it more?

4.c. Etiquette (Slides 68-74)

Activity: Icon identification on public transit

Optional Activity: Practice using the PUAH reporting tool.

4.d. Tools for Riding (Slides 75-87)

5. End of Day Reflection

Activity: Writing/thinking prompt (Slide 24)

- What do we mean by "look before you cross"? Where are you looking and what are you paying attention to while crossing a street?
- Name one thing you could DO to be an active bystander?
- What skills do you need to ride public transit?

Day 3: Safety on Wheels

Day	Lesson Summary	Learning Objectives
3	<ol style="list-style-type: none">1. Oregon Laws for Human-Powered Vehicles2. All about Portland Streets: Infrastructure3. Crash Prevention4. End of Day Reflection	<ul style="list-style-type: none">• Identify Oregon laws for human-powered vehicles• Recognize different types of infrastructure & how to use it• Recognize the most common human-powered vehicle crashes• Identify how to avoid most common human-powered vehicle crashes

Teacher materials:

- Speakers (video)
- Projector
- Presentation clicker

Optional stopping points: Slide 106 (after discussing helmet benefits); and Slide 117 (after All about Portland Streets)

Priority takeaways: laws and crash prevention

Lesson Outline:

1. Oregon Laws for Human-Powered Vehicles

Laws and best practices:

- Pedestrians (Slide 95)
- Rules and Responsibilities (Slide 96)
- Sidewalk Riding (Slides 97-98)
- Lights (Slide 100)
- Signaling (slides 101-102)
- Helmet Law and Benefit (slides 104-105)

2. All about Portland Streets: Infrastructure

Types of Streets and Infrastructure (Slide 106)

- Neighborhood Greenways (Slides 107-108)
- Different Types of Bike Lanes! (Slides 109-112)
- Unique and Important Human-Power Vehicle Focus Infrastructure (Slide 113)
- Shared Paths (Slides 115-116)

3. Crash Prevention

3.a. Steps for Preventing a Crash (Slide 116)

3.b. Common Crashes (Slides 117-119)

3.c. Uncontrolled Intersection (Slide 120)

3.d. Wrong Way Riding (Slides 122-124)

Video: Shared Responsibility

4. End of Day Reflection

Activity: Writing/thinking prompt (Slide 125)

- List one law a person on a human-powered vehicle must obey and why.
- When you're on a bike, scooter or skateboard, what should you be looking for when approaching an intersection with a traffic signal?
- Why is wearing a helmet the last resort when it comes to traffic safety?