

Program Implementation Guide, Part 1

Grade 6 Scope and Sequence

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Empathy and Communication

Lesson 1: Working in Groups

Students will be able to:

- Identify behaviors involved in listening and respecting others' ideas
- Apply group communication skills
- Define *empathy*
- Apply empathy skills while identifying feelings

Lesson 2: Friends and Allies

Students will be able to:

- Apply empathy skills
- Apply active listening skills
- Identify ways to make friends and join groups
- Define the term *ally* and identify when and how to be one

Lesson 3: Considering Perspectives

Students will be able to:

- Understand that people's perspectives are based on their feelings, experiences, and needs or wants
- Recognize the value in being able to consider another's perspective
- Apply perspective-taking skills

Lesson 4: Disagreeing Respectfully

Students will be able to:

- Apply perspective-taking skills
- Distinguish between disrespectful and respectful disagreement
- Identify and apply effective communication skills
- Apply skills to give constructive feedback

Lesson 5: Being Assertive

Students will be able to:

- Distinguish differences between passive, assertive, and aggressive communication styles
- Identify and assume the physical and verbal characteristics of assertive communication
- Apply assertive communication skills

Bullying Prevention

Lesson 6: Recognizing Bullying

Students will be able to:

- Recognize and define *bullying*
- Understand how bullying can affect them and their peers
- Empathize with individuals who are bullied
- Understand what they can do if they or someone they know is bullied

Lesson 7: Bystanders

Students will be able to:

- Recognize and define the role of a bystander in bullying
- Understand how a bystander can be a part of the problem or part of the solution
- Apply empathic concern and perspective taking
- Identify ways to be part of the solution to bullying

Emotion Management

Lesson 8: Emotions—Brain and Body

Students will be able to:

- Understand what happens to their brains and bodies when they experience strong emotions
- Identify the first three Steps for Staying in Control
- Understand why using self-talk is a key to managing emotions
- Apply self-talk strategies

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Emotion Management, continued

Lesson 9: Calming-Down Strategies

Students will be able to:

- Apply centered breathing techniques correctly
- Recognize self-talk that intensifies or calms down strong feelings
- Use self-talk to manage emotions
- Identify calming-down strategies that work best for them

Problem Solving

Lesson 10: Using the Action Steps

Students will be able to:

- Analyze a problem by stating what the problem is and identifying the perspectives of those involved
- Generate multiple options for solving a problem
- Understand how to consider each option and decide on the best one
- Apply the first four Action Steps

Lesson 11: Making a Plan

Students will be able to:

- Generate a plan for carrying out an option
- Apply the Action Steps
- Understand how to make amends

Substance Abuse Prevention

Lesson 12: Tobacco and Marijuana

Students will be able to:

- Define *addiction* and understand its dangers
- Identify the personal, health, and social consequences of using tobacco and marijuana
- Identify consequences that they consider their personal best reasons for not using tobacco and marijuana

Lesson 13: Alcohol and Inhalants

Students will be able to:

- Identify the personal, health, and social consequences of using alcohol and inhalants
- Identify consequences that they consider their personal best reasons for not using alcohol or inhalants

Lesson 14: Identifying Hopes and Plans

Students will be able to:

- Identify their hopes and plans for the future
- Identify the ways that using alcohol, tobacco, marijuana, and inhalants can interfere with their hopes and plans for the future
- Identify how people who care about their future would be affected if they knew they were using alcohol or other drugs

Lesson 15: Making a Commitment

Students will be able to:

- Generate individual commitments to stay free from alcohol and other drugs
- Identify skills to help maintain their commitments
- Review and apply Stepping Up skills to certain situations

