

SHAPE Indicator	PWY Lessons – Grade 6	
1.5.1 Explain how to build upon strengths and assets to support health and well-being.	4–1, 4–2	5–1,
1.5.2 Describe health-promoting behaviors for the dimensions of wellness.	4–6, Add-On B, Add-On C, Add-On D	5–4, 5–5, Add-On B, Add-On C, Add-On D, Add-On G, Add-On H
1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries.	4–4, 4–5	5–4, 5–5, 5–7, Add-On G, Add-On H
1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions.	4–6, Add-On B, Add-On C, Add-On D	5–4, 5–5, Add-On B, Add-On C, Add-On D, Add-On G, Add-On H
1.5.5 Examine how health literacy supports health and well-being.		
1.5.6 Examine how the environment affects personal and community health.		
1.5.7 Explain when and why it is important to seek health care.		5–4, Add-On G, Add-On H
2.5.1 Explain how various influences affect health and well-being.	4–2,	5–5, 5–6, 5–7
2.5.2 Determine the ways various influences affect the health and well-being of self and others.	4–2,	5–5, 5–6, 5–7
2.5.3 Explain how influences affect the health and well-being of people and communities in different ways.		
2.5.4 Use strategies and resources to manage influences that impact health and well-being.		5–5, 5–6, 5–7
3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations.	4–1, 4–4, 4–5	5–1, 5–3, 5–5, Add-On E, Add-On G, Add-On H
3.5.2 Locate home, school, and community resources to support health and well-being.	4–1, 4–4, 4–5	5–1, 5–5, 5–6, 5–7
3.5.3 Determine the validity and reliability of health information, products, services, and other resources.		5–5,
3.5.4 Explain how misinformation and disinformation affect health and well-being.	4–2,	
4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others.	4–1, 4–3, 5–1, Add-On F	5–1, 5–3, 5–5, 5–6, 5–7, Add-On F

4.5.2 Use active listening skills and strategies in a variety of situations.		5–7,
4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others.	4–1, 4–4, 4–5, Add-On F	5–5, 5–6, 5–7, Add-On F
4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others.	Add-On F	5–6, 5–7, Add-On F
4.5.5 Demonstrate refusal skills to use in a variety of situations.	Add-On F	5–7, Add-On F
4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict.	Add-On F	5–6, 5–7, Add-On F
4.5.7 Demonstrate effective ways to communicate with kindness and compassion.	4–1, 4–2, 4–3, 5–1, Add-On F,	5–1, 5–6, 5–7, Add-On F
5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being.		
5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision.	Add-On F	5–5, 5–6, 5–7, Add-On F
5.5.3 Compare and contrast options and potential outcomes for a health-related decision.		
5.5.4 Choose a health-promoting option when making a decision.		
5.5.5 Reflect on the results of a health-related decision on self and others.		
6.5.1 Set a goal and explain how the goal supports health and well-being.	4–6,	5–5,
6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being.		
6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal.	4–6,	5–5,
6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal.	4–6,	5–5,
6.5.5 Track progress toward attaining a health-related goal.	4–6,	
6.5.6 Reflect on the goal-setting process and outcomes.		
7.5.1 Examine practices and behaviors that support health and well-being of self and others.	4–3,	5–5, 5–6, 5–7
7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others.		5–5, 5–6, 5–7

8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others.		5-6, 5-7
8.5.2 Explain how collaboration and communication support advocacy.	4-3,	
8.5.3 Identify advocacy skills and strategies to support health and well-being.		5-6, 5-7
8.5.4 Demonstrate how to advocate for health and well-being.	4-3,	5-6, 5-7