

Health Education
Grade 8
Essential Objectives and Content

National Standards

The following standards are incorporated into each instructional unit where appropriate:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors.
- Access valid information, products, and services to enhance health.
- Use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Use decision-making skills to enhance health.
- Use goal-setting skills to enhance health.
- Practice health-enhancing behaviors and avoid or reduce risks.
- Advocate for personal, family, and community health.

UNIT I: Safety, First Aid, and Injury Prevention

MSC Standard: Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

Objectives – The student will be able to:

- a. Critique strategies to avoid or handle unsafe situations.
 - Internet Safety
 - When you are alone
 - Emergencies (natural disasters, terrorist attacks, other)
- b. Cite sources of conflict and other barriers to effective communication.
- c. Choose conflict resolution skills to prevent violence.
 - Define “violence” and describe types of violence.
 - Bullying, name-calling, teasing, harassment, and other forms of conflict
 - Verbal vs. nonverbal communication
 - Listening skills

NOTE: Students should not be placed in the role of perpetrator in roleplay situations.

- d. Assess safe practices for potentially dangerous household products.
- e. Summarize strategies for the prevention and intervention of child abuse.
 - Review the four types of child abuse
 - Physical
 - Sexual
 - Mental Injury

- Neglect
- Resources for intervention
- f. Describe strategies for the prevention and intervention of harassment, to include sexual harassment.
 - Define “sexual harassment.”

UNIT II: Social and Emotional Health

MSC Standard: Students will demonstrate the ability to use mental health knowledge, skills, and strategies to enhance one’s self-concept and one’s relationship with others.

Objectives – The student will be able to:

- a. Explore social and emotional health and mental illness.
 - Respect for diversity.
 - Mental and physical disabilities
 - Culture
 - Race/ethnicity
 - Define “social and emotional health” and “wellness.”
 - Characteristics of emotional health
 - Spiritual
 - Physical
 - Intellectual
 - Emotional/Mental
 - Social
 - Environmental
 - Internal and external influences on self image: External – culture, media, friends, family, role models; Internal – heredity, interests, likes and dislikes
 - Origins and causes of mental illness.
 - Influences on mental health stigmas
 - Media, peers, family, and culture
- b. Compare sources of stress and their effects on health.
 - Define “eustress,” “distress,” and “stressors”
 - Short and long-term effects of stress
- c. Construct healthy strategies for managing stress.
 - Coping skills
 - Personal improvement and goal setting
 - Avoiding setbacks
- d. Examine the effects of unmanaged distress to include depression and suicide.
 - Define “depression” and “suicide.”
 - Consequences of untreated depression
 - Warning signs of suicide
 - Suicide prevention strategies
 - Resources for help with a social and emotional health concern
 - Ways to help others with a social and emotional health concern

- e. Develop a personal health goal and track progress towards its achievement.
 - Importance of assuming responsibility for personal health behavior
 - Self-efficacy – a person’s belief about his or her ability and capacity to accomplish a task or to deal with the challenges of life.

UNIT III: Family Life and Human Sexuality

MSC Standard: Students will demonstrate the ability to use human development knowledge, social skills, and health-enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.

NOTE 1: Prior to beginning instruction in this very sensitive topic, it is important to establish ground rules that promote open and honest discussion and create a safe classroom environment for such discussion.

NOTE 2: The following terms may be **defined** if they come up during the course of instruction: oral sex, anal intercourse.

Objectives – The student will be able to:

- a. Describe the components of sexuality to include biological, psychological, cultural, and ethical.
 - Define “sexuality.”
 - Define “sexual orientation,” (heterosexual, homosexual, and bisexual).
 - Dimensions of sexuality (ethical, cultural, biological, psychological)
 - Factors that influence stereotyping and generalizing about gender roles
- b. Explore issues related to dating relationships.
 - Friendship vs. dating relationship
 - Components
 - Guidelines
- c. Explain the consequences of adolescent sexual intercourse.
 - Teen pregnancy to include emotional, physical, social, and economic consequences
 - Reasons people get pregnant
- d. Describe various contraceptives and their effectiveness in reducing the risk of pregnancy.
 - Contraceptives to include abstinence, condoms, withdrawal, oral contraceptives, and spermicides
- e. Describe the prevention, symptoms, and treatment of sexually transmitted infections to include HIV/AIDS.
 - HIV/AIDS, syphilis, gonorrhea, Chlamydia, HPV, genital warts, genital herpes, etc.
 - The progression from HIV to AIDS

- f. Apply skills that encourage a personal commitment to abstinence from sexual intercourse.
 - Decision making
 - Problem solving
 - Refusal skills
 - Goal setting
 - Communication
- g. Validate the reasons why abstinence from sexual intercourse is a healthy, safe, and responsible decision for adolescents.

UNIT IV: Tobacco, Alcohol, and Other Drugs

MSC Standard: Students will demonstrate the ability to use drug knowledge, decision-making skills, and health-enhancing strategies to address the nonuse, use, and abuse of medications, alcohol, tobacco, and other drugs.

Objectives – The student will be able to:

- a. Distinguish between healthy and unhealthy use of prescription and over-the-counter drugs.
 - Take according to instructions
 - Negative effects of combining medications
 - Forms of misuse
 - Someone else’s prescriptions
 - Combining drugs
 - Overmedication
 - Consequences of prolonged use
- b. Analyze the physical, psychological, social, economic, and legal consequences of drug abuse.
 - Define “tolerance,” “addiction,” and “withdrawal.”
 - Physical, psychological, social, economic, and legal consequences of drug abuse
 - Classifications of drugs
 - Marijuana
 - Hallucinogens
 - Stimulants
 - Depressants
 - Narcotics
 - Steroids – medical use and abuse, consequences of abuse
 - Emphasize the short-term and long-term effects of marijuana.
- c. Demonstrate skills that promote a personal commitment to remain drug free.
 - Normative education * – teaching youth what’s normal as most believe substance use is more prevalent than it really is.
 - Cultural sensitivity* - an awareness and respect for the fact that needs and motivation of people are often greatly affected by culture, race, and gender.
 - Resistance skills*

- Problem solving
- Goal setting
- Stress management
- Decision making
- Assertiveness

NOTE 1: * Research has shown that the following three skills are the most important: normative education, cultural sensitivity, and resistance skills.

NOTE 2: Students should not be placed in the role of perpetrator in roleplay situations.