



Grade 8 Health - Unit 2 - Advocating for Health Awareness

Unit Focus

This unit focuses on the ability to advocate for personal, family, and community health. At the end of this unit, students will demonstrate their advocacy skills by creating presentations that advocate for and promote healthy behaviors related to any of the eighth-grade Health topics covered. These topics include topics from Unit 1, such as substance abuse issues and drug-free teens, mental health awareness & asking for help, gender equality, disease prevention, and staying safe on devices and social media. The unit will begin with the topic of mental health after bridging the drug lessons from Unit One with the mental health lessons in Unit Two. Students will first recognize the difference between mental health that everyone has and mental health disorders that some people have. Mental health disorders will be identified, and the steps for asking for help will be discussed. Trusted adults will be identified both in and out of school, and the importance of reporting concerns about someone who might hurt themselves or others will be communicated. Students will learn that the biological response to stress is fight, flight, or freeze, and they will reflect on how they manage their mental health and stress. Lessons on sexual health and safety will follow these lessons. Students will review the function of the reproductive systems, pregnancy, and gender concepts and explain how gender stereotypes can be hurtful. An overview of the differences between infectious and non-infectious diseases will follow, and practices that can prevent diseases such as HIV/AIDS will be included after discussing how HIV/AIDS is transmitted. Students will then explore teens' rights, learn about the laws pertaining to sexual behavior, and recognize the difference between sexual harassment and sexual abuse. The importance of consent in any relationship and knowing the laws regarding sexting and exploitation of minors on social media platforms will be included. Students will explore resources for support, and they are encouraged to report any concerns to trusted adults. Once these lessons are complete, students will choose a topic for their Advocacy PBA and work with a partner to create a product that heightens awareness for an issue.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Healthy and Balanced Living Curriculum Framework Health Education 6-8 - Explain how the use of social media can positively and negatively impact relationships. (HR 1.12.8) - Identify the legal and social consequences of viewing and/or sending sexually explicit pictures or messages by email or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, email, texting, websites, phone and tablet applications). (HR 1.13.8) - Describe reproductive body parts and their functions. (SH 1.3.8) - Explain how the most common STDs and HIV are transmitted. (SH 1.6.8) - Summarize ways to decrease the spread of STDs and HIV by not having sex, using condoms consistently and correctly when having sex, not touching blood, and not touching used hypodermic needles. (SH 1.9.8)	<i>Students will be able to independently use their learning to...</i> T1 Advocate on a given issue to diffuse a potentially dangerous situation and/or determine an appropriate solution for self and others.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Students will develop healthy and responsible practices to protect and maintain their sexual health U2 Students identify their role in initiating and maintaining reciprocal, mutually respectful and beneficial friendships. U3 Humans recognize that all people are different and we share a social responsibility to treat each other with respect and without bias. U4 Students critically analyze the impact of social media and technology on their decisions.	<i>Students will keep considering...</i> Q1 What can I do to avoid and reduce health risks? Q2 How and where can I seek help for myself or others? Q3 How can I manage stress and regulate my emotions? Q4 How do my feelings impact my thoughts and behaviors? Q5 How do I respect my rights and the rights of others?

Stage 1: Desired Results - Key Understandings

- Define and explain differences between cisgender, transgender, gender nonbinary, gender expansive, and gender identity (SH 1.12.8)
- Explain the difference between infectious, noninfectious, acute and chronic diseases, and the importance of seeking treatment. (OWDP 1.2.8)
- Summarize modes of transmission and health practices to prevent the spread of infectious diseases that are transmitted by food, air, indirect contact, and person-to-person contact. (OWDP 1.5.8)
- Explain that acquaintance rape and sexual assault are illegal (SAAP 1.1.8)
- Explain the term affirmative consent and what it looks like in words and/ or actions (SAAP 1.4.8)
- Describe situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. (SAAP 1.5.8)
- Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched. (SAAP 1.6.8)
- Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault. (SAAP 1.7.8)
- Identify the process for reporting incidents of sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. (SAAP 1.11.8)
- Recognize factors that lower self-worth (comparisons, perception vs. reality, social media, technology, internalizing negative external messages from media and peers). (MEH 1.1.8)
- Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others. (MEH 1.4.8)
- Recognizing stressors, their impact on mind and body, and effective coping strategies (MEH 1.5.8)
- Summarize the benefits of talking with parents and other trusted adults about feelings. (MEH 1.9.8)
- Explain the causes, symptoms, and effects of depression, stress, and anxiety. (MEH 1.14.8)
- Identify trusted adults and resources for assistance. (MEH 1.17.8)

U5 Communicating feelings can help others to understand and/or help.
U6 Mental and emotional health affect a person's physical health and overall well being
U7 Individuals engage in stress reducing activities in order to maintain a balanced lifestyle.
U8 People monitor and identify warning signs of stress and intervene when strategies can mitigate.
U9 Students differentiate between situations requiring peer support and requiring adult professional help.
U10 My thoughts and behaviors can influence others.

Q6 How does peer pressure and social media/technology impact my decisions?
Q7 Do my actions and/or decisions have a negative or positive impact on my self or others?
Q8 How can I use my knowledge of health-enhancing behaviors to persuade others to engage in positive behaviors?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 The reproductive systems develop during puberty and adolescents become sexually mature
K2 Male and female reproductive systems have both differences and similarities
K3 Some people do not identify with their biology
K4 No one has the right to touch someone's body without their consent
K5 Sexual abuse is never the fault of the victim, and it should not be kept a secret
K6 Sexting by minors has many legal and social consequences
K7 Biology, gender identity, gender expression, and sexual orientation are all part of the definition of gender
K8 There are differences between infectious and noninfectious diseases
K9 There are specific ways that are known to transmit HIV/AIDS, and therefore, it can be prevented
K10 Concerns of someone showing symptoms of suicide should be shared with a trusted adult
K11 There are a variety of effective coping strategies to deal with stressors

Skill(s)

Students will be skilled at...
S1 Recognizing and respecting that human sexuality is complex
S2 Practicing consent in relationships
S3 Identifying healthy practices to prevent disease
S4 Identifying and using effective stress reducing practices, and asking for help if feeling depressed or suicidal

Stage 1: Desired Results - Key Understandings

- State a health-enhancing position, supported by accurate information, to improve the health of others. (AV 8.1.8)
- Persuade others to make positive health choices. (AV 8.2.8)
- Collaborate with others to advocate for healthy individuals, families, and schools. (AV 8.3.8)

Madison Public Schools Profile of a Graduate

- Citizenship: Identify, analyze and contribute to critical issues in society in an ethical and responsible manner. (POG.5.1)

K12 Vocabulary (new): Uterus, cervix, fallopian tube, ovary, ovum, gamete, estrogen, progesterone, DNA, chromosome, teste, scrotum, vas deferens, semen, sperm, ejaculation, fertilization, zygote, embryo, fetus, dilate, umbilical cord, consent, sexual abuse, sexual assault, rape, grooming, minor, gender, stereotype, non-binary, transgender, heterosexual, homosexual, bisexual, queer, infectious, noninfectious, HIV/AIDS, symptomatic, asymptomatic, sexting, exploit, depression, suicide, advocate