Health II - Unit 2 - Advocacy

Unit Focus

Students will demonstrate the ability to promote healthy behaviors and encourage peers to develop and maintain their health behaviors. Within the unit, students will examine peer and societal norms based on accurate health information. Throughout the learning activities, students will formulate health-enhancing messages to persuade and support others to make positive health choices. Advocacy will be emphasized as students examine real-life scenarios and apply the I CARE acronym for advocacy for themselves and others. Ultimately, students will participate in rewriting a script from a film or TV show to create a more positive narrative that includes advocacy skills.

Stage 1: Desired Results - Key Understandings

Standard(s)

Healthy and Balanced Living Curriculum Framework
Health Education 9-12

- Differentiate between proper use and abuse of over-the-counter (OTC) and prescription medicines. (ANOD 1.1.12)
- Summarize family rules, school rules, and laws about alcohol, nicotine, and other drug-use. (ANOD 1.4.12)
- Identify treatments for addiction to ANOD. (ANOD 1.7.12)
- Evaluate the legal and social consequences of 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, and phone and tablet applications). (HR 1.7.12)
- Explain why it is wrong to trick, threaten, or coerce another person into having sex. (SAAP 1.1.12)
- Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault and should not be blamed (SAAP 1.2.12)
- Explain why rape and sexual assault should be reported to a trusted adult. (SAAP 1.5.12)
- Demonstrate the ability to access reliable school and community service providers and resources for health care services related to sexual health and violence prevention (e.g., counseling, testing, school-based health centers, pediatrician, reproductive health community centers). (SAAP 1.6.12)
- Determine laws and policies related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and trafficking which are designed to protect young people. (SAAP 1.8.12)

Transfer

Students will be able to independently use their learning to...
T1 Analyze risk factors and evaluate the consequences to self and others before taking action.

Meaning

Understanding(s)

Students will understand that...
U1 People choose when to demonstrate cooperation, collaboration, compromise and negotiation to build and maintain healthy relationships.
U2 Students differentiate between situations requiring peer support and requiring adult professional help.
U3 Students use prior knowledge, active listening, and communication to accept and/or tolerate other opinions and beliefs.
U4 Individuals need to recognize both sides of a topic/matter in order to interpret the complexities of the issue from another perspective.
U5 Humans are responsible to acknowledge and maintain the rights of all individuals and groups.
U6 Humans recognize that all people are different and we share a social responsibility to treat each other with respect and without bias.
U7 People who respect individual rights and roles engage in respectful exchanges that allows others to understand what is being shared.

Essential Question(s)

Students will keep considering...
Q1 What strategies can I use to help me in this moment?
Q2 When do we have a social responsibility to take action?
Q3 What is the main issue and who/where can I go to help myself and others?
Q4 What are the basic human rights of all people and how do I respect their rights as well as my own?
Q5 How do we accept each other's differences?
Q6 How can I influence my peers to be more sensitive to the needs of others?

Stage 1: Desired Results - Key Understandings

- Examine characteristics of a mentally and emotionally healthy person. (MEH 1.1.12)
- Summarize personal stressors at home, in school, and with friends. (MEH 1.7.12)
- Evaluate effective strategies for dealing with stress (e.g., avoidance, active problem solving, emotion focused [reframing problem], self-care). (MEH 1.8.12)
- Identify trusted adults and resources for assistance. (MEH 1.14.12)
- Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages. (AV 8.1.12)
- Persuade and support others to make positive health choices. (AV 8.2.12)

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)

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** ICARE (Identify, Create, Act, Relay, Examine) is an acronym that can be used for advocacy. **K2** legalities of possessing control substances in school, public, or at home **K3** improper use of substances have a negative impact on one's life **K4** that available services for those struggling with addiction exist. **K5** legalities related to acts of sexual violence **K6** that consent differentiates between a healthy sexual experience and one that may n'ot be. **K7** the importance of reporting acts of sexual violence. **K8** identify examples of positive and negative stress. **K9** common signs/symptoms of anxiety and depression and how it effects one physically and psychologically.	*Students will be skilled at...* **S1** Utilizing an advocacy tool, such as I CARE, can be useful in organizing an action plan to build support or encourage someone to adopt or maintain health-promoting behaviors. **S2** differentiating between proper and improper use of prescribed medications **S3** identifying local available services for those struggling with addiction. **S4** utilizing the FRIES acronym when obtaining consent before a sexual experience. **S5** identifying when situations require adult assistance. **S6** identifying examples of positive and negative stress and utilizing effective coping strategies that may arise through stress.