

## **HEALTH EDUCATION DEPARTMENT**

## **HEALTH EDUCATION: GRADE 8 LIFE SKILLS**

### **Contact Information**

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### **The Department's Educational Philosophy**

Health education at the Raymond J. Grey Junior High School promotes the resiliency of its adolescent students. Health educators facilitate lessons that encourage positive decision-making with regard to physical, mental and social health. Students are challenged to examine both short- and long-term effects of health-related decisions. This knowledge is not only important for one's own personal health, but also to assume a role in educating his/her peers. The ultimate goal is for adolescents to act independently in promoting their own health, seek resources when necessary and contribute to public health issues.

### **Guiding Principles**

- Evaluate progressively challenging health concepts
- Assess risky behaviors and consider outcomes
- Communicate concerns about personal health issues and seek resources
- Promote safe and healthy habits within a variety of social environments
- Utilize a collaboration of school services that promote health

## **HEALTH EDUCATION: GRADE 8 LIFE SKILLS**

**Course Frequency:** One quarter, meets every day

**Credits Offered:** N/A, Pass/Fail grade

**Prerequisites:** None

### **Background to the Curriculum**

This course was developed by the Raymond J. Grey Junior High School Health Education Department as an eighth-grade exploratory. The course was reviewed by a health advisory committee. The Massachusetts Comprehensive Health Curriculum Framework (1999) was used as a guide for course revision. Currently, Life Skills is taught as one of five team courses for eighth-grade students.

### **Core Topics/Questions/Concepts/Skills**

- Acquisition of knowledge through discussion and research
- Evaluation of health resources
- Decision-making to promote resiliency
- Evaluation of outcomes for behavior
- Interpersonal communication skills
- Use of multi-media for presentation of health information

### **Course-End Learning Objectives**

<b><u>Learning objectives</u></b>	<b><u>Corresponding state standards</u></b>
<b><u>Introduction to Health</u></b>  1] Define health. 2] Identify the three aspects of health of physical, mental and social.	1.8 Describe the influence of health habits on growth and development. 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning. 5.9 Describe the relationships among physical appearance, changes in the body, and self-concept and esteem.

<p>3] Create a 3-dimensional model, including examples of each aspect of health.</p> <p>4] Reflect on personal health habits.</p> <p>5] Identify personal goals.</p> <p><b><u>Decision-Making</u></b></p> <p>1] Define values as part of the decision-making process.</p>	<p>5.10 Describe the contribution of a personal support system to good mental health.</p> <p>7.8 Describe the purpose of dating and acceptable dating attitudes (such as respect) and appropriate conduct.</p> <p>8.9 Discuss how cleanliness and good grooming show consideration for self and others, and ways to promote cleanliness.</p> <p>12.6 Describe how allowing time for healthy activities (such as exercise, preparing nutritious meals, getting adequate sleep) can improve health.</p> <p>5.9 Describe the relationships among physical appearance, changes in the body, and self-concept and esteem.</p> <p>8.11 List the factors contributing to tooth decay, diseases of the mouth and preventive measures.</p> <p>12.6 Describe how allowing time for healthy activities (such as exercise, preparing nutritious meals, getting adequate sleep) can improve health.</p> <p>5.10 Describe the contribution of a personal support system to good mental health.</p> <p>6.5 Describe how the functions, purposes, and responsibilities of family members change with life events.</p> <p>7.5 Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication.</p>
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<b><u>Health Communication</u></b>	
1] Deconstruct media messages.	12.8 Identify ways consumer decisions and actions can influence physical and mental health.
2] Identify formats used for health-related messages.	7.6 Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure. 12.8 Identify ways consumer decisions and actions can influence physical and mental health.
3] Recognize elements of health-related messages for teenagers.	7.5 Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication. 7.6 Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure. 14.4 Identify how individuals can be knowledgeable and active in the school and community to promote health. 14.5 Identify the origins and accuracy of facts in social messages that promote healthy and unhealthy behaviors.
4] Research and evaluate health information.	14.5 Identify the origins and accuracy of facts in social messages that promote healthy and unhealthy behaviors.
5] Create multi-media project incorporating health communication elements.	3.11 Analyze dietary intake and eating patterns. 3.13 Identify the behaviors and avenues of support for young people with disordered eating behaviors or eating disorders. 5.8 Identify the causes and effects of depression and how to seek help.

<p><b><u>Relationships</u></b></p> <p>1] Identify appealing qualities in a dating partner.</p>	<p>6.7 Describe those one can trust or turn to for help when needed, such as a support system that can include relatives, friends, neighbors, community organizations, and faith-based groups.</p> <p>8.5 Identify ways individuals can reduce risk factors related to communicable and chronic diseases.</p> <p>8.6 Describe the importance of early detection in preventing the progression of disease.</p> <p>8.7 Explain the need to follow prescribed health care procedures given by parents and health care providers.</p> <p>8.8 Describe how to demonstrate safe care and concern toward ill and disabled persons in the family, school, and community.</p> <p>14.6 Describe how local public health departments have developed and implemented policies to keep communities safe.</p> <p>5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning.</p> <p>6.8 Describe ways in which relationships among parents and children change during adolescence and compare peer and parental influences.</p> <p>7.6 Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure.</p>
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<p>4] Identify resources for help with an alcohol addiction.</p>	<p>6.5 Describe how the functions, purposes, and responsibilities of family members change with life events.</p> <p>6.7 Describe those one can trust or turn to for help when needed, such as a support system that can include relatives, friends, neighbors, community organizations, and faith-based groups.</p> <p>6.8 Describe ways in which relationships among parents and children change during adolescence and compare peer and parental influences.</p> <p>7.6 Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure.</p> <p>8.5 Identify ways individuals can reduce risk factors related to communicable and chronic diseases.</p> <p>10.8 Demonstrate ways of refusing and of sharing preventive health information about tobacco, alcohol, and other drugs with peers.</p>
<p>5] Create presentations for classmates on one aspect of alcohol use.</p>	<p>8.5 Identify ways individuals can reduce risk factors related to communicable and chronic diseases.</p> <p>8.6 Describe the importance of early detection in preventing the progression of disease.</p> <p>8.8 Describe how to demonstrate safe care and concern toward ill and disabled persons in the family, school, and community.</p> <p>10.5 Describe addictions to alcohol, tobacco, and other drugs and methods for intervention, treatment, and cessation.</p> <p>10.6 List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow.</p>

<p><b><u>CPR and Fire Safety</u></b></p> <p>1] Label the parts of the heart.</p> <p>2] Define heart attack and stroke.</p> <p>3] Identify risk factors for heart attacks and strokes.</p> <p>4] Recognize the signs and symptoms of heart attacks and strokes.</p> <p>5] Discuss procedures in calling for help.</p> <p>6] Practice procedures for helping victims of cardiac arrest and choking.</p> <p>7] Discuss fire safety concerns for home and public areas.</p>	<p>10.8 Demonstrate ways of refusing and of sharing preventive health information about tobacco, alcohol, and other drugs with peers.</p> <p>8.5 Identify ways individuals can reduce risk factors related to communicable and chronic diseases.</p> <p>8.6 Describe the importance of early detection in preventing the progression of disease.</p> <p>8.6 Describe the importance of early detection in preventing the progression of disease.</p> <p>8.7 Explain the need to follow prescribed health care procedures given by parents and health care providers.</p> <p>9.11 Distinguish among symptoms of bleeding, choking, shock, poisoning, burns, broken bones, and cardiac arrest.</p> <p>9.8 Describe actions and behaviors to protect oneself when alone at home or in the community or caring for small children (such as first aid and rescue breathing).</p> <p>9.12 Apply appropriate first aid for bleeding, choking, and burns.</p> <p>14.6 Describe how local public health departments have developed and implemented policies to keep communities safe.</p>
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## **Materials and Resources**

American Legacy Foundation. Truth. Anti-tobacco advertisement.

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Bronson Merki, Mary. Teen Health course 3. New York: Glencoe McGraw-Hill, 1999.

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Hales, Dianne. An Invitation to Health. Redwood City: Benjamin/Cummings, 1992

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Media Sharp. VHS/lesson plans. Substance Abuse and Mental Health Services Administration, The Office on Smoking and Health, Centers for Disease Control and Prevention, The American Academy of Pediatrics, & National Education Association Health Information Network, n.d.

Multimedia Projects in Education. Englewood: Libraries Unlimited, Inc, 1998.

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Rescue 911. VHS. ABC Television.

Tortora, Gerard J. Principles of Human Anatomy. New York: HarperCollins Inc, 1992.

Turning Point. VHS. ABC Television.

Van Lieshout, M., Egyedi, T., Bijker, W. Social Learning Technologies. Hampshire: Ashgate Publishing, 2001.

*WBZ Channel 4 News*.

*WCVB Channel 5 News*.

*WHDH Channel 6 News*.