Unit 1-4C Social and Sexual Health

Content Area: **P.E. & Health**
Course(s): **Health 8**
Time Period: **MP1-4**
Length: **Day 8**
Status: **Published**

Essential Questions

- Why do I need to plan time to be alone?
- What can be done about "sick" relationships?
- What are Dos and DON'Ts for dating?

Big Ideas

- The values acquired from family, culture, personal experiences and friends impact all types of relationships.
- Inclusive schools and communities are accepting of all people and make them feel welcome and included.
- There are factors that contribute to making healthy decisions about sex.

Enduring Understandings

2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.

2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.

2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships

2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.

2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.

2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.
2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.

2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).

2.1.8.SSH.9: Define vaginal, oral, and anal sex.

2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).

2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).

2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).

2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determ

Family Life Lesson

Objectives:

Students will be able to determine different types of sex.

8th Grade Standards:

2.1.8.SSH.9: Define vaginal, oral, and anal sex.

- Old standard best comparison: 2.4.6.B.3 Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.

2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).

2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV). 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.

Procedures:

1. Do Now.. Student pre assessment of what STI stands for and list examples.
2. Teacher explains what STI stands for, and explains they are transmitted through anal, oral, and vaginal sex.
3. Teacher lists the most common- HPV, herpes, syphilis, chlamydia.

4. Teacher discusses the STI chart which includes STI, symptoms, treatment, and effects.

5. Teacher explains ways to increase/decrease one's chances of becoming pregnant or infected with an STI.avoid or lower risks of STDs.

Description:

Students by raising their hand show who knows what STI stands for and examples. Teacher defines STI and writes the most common on the board. Teacher defines that sex can happen in 3 ways, and explains STI's are transmitted through anal, oral, and vaginal sex. Teacher and students view the kids health video on STI's. Individually, student;s complete the STI chart which includes the STI, symptom, treatment, and effects. Teacher discusses the chances of pregnancy, and infection of an STI with using a condom, or practicing abstinence.

Assessments:

STI chart

Resources/Materials:

Kids Health for Teens, STDs (Sexually Transmitted Diseases): see link below

https://kidshealth.org/en/teens/std.html

Resources

- Healthy Vs. Unhealthy Relationships:

https://teenshealth.org/en/teens/abuse.html?WT.ac=ctg#catrelationships

https://teenshealth.org/en/teens/healthy-relationship.html#catrelationships

NJSA 18A:37-34 | MBOE Policy 6142.4 Physical Education and Health: Dating Violence

- STIs:

https://teenshealth.org/en/teens/std.html?WT.ac=ctg#catstds

https://www.youtube.com/watch?v=2Nwz7XguH_A

- Orientation:

https://kidshealth.org/en/teens/sexual-orientation.html?ref=search