Unit 1-4D Community Health Services and Support

Content Area: **P.E. & Health**
Course(s): **Health 8**
Time Period: **MP1-4**
Length: **Day 9**
Status: **Published**

Essential Questions

- Who can I ask for help about my health?
- What laws are there to protect me?
- What are STIs?

Big Ideas

- Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.
- Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.
- Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.
- Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.

New Jersey Legislative Statute Breast Self-Examination (N.J.S.A. 18A:35-5.4)

Objective: Students will develop an understanding about breast cancer including the steps to completing a self breast examination.

Activity: Students will be instructed by the school nurse how to complete a self breast examination.

Enduring Understandings

2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g.,

suicide prevention, CPR/AED, breast self-examination, traumatic stress).

2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.

2.3.8.PS.2: Define sexual consent and sexual agency

2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).

2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.

2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).

2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.

2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.

2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.

2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.

2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.

2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

Family Life lesson

Objectives:

Students will be able to explain the characteristics of an inclusive school and community that is accepting of all people and makes them feel welcome and included.

8th Grade Standards:

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.

Procedures:

1. Students write down existing knowledge about definitions of sexual orientation and gender identity.

2. Review slideshow "Understanding Gender Identity and Sexual Orientation." and complete worksheet "Myth vs. Fact: Gender Identity and Sexual Orientation"

3. Redirect students to their initial definitions of the terms, and ask if they have any new understandings.

Description: Teacher defines sexual orientation and gender identity and current categories of sexual orientation using the power point I am Who I am.

Students are broken up into groups and complete the worksheet "Myth vs. Fact: Gender Identity and Sexual Orientation"

Exit Ticket: Why is it important to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

Assessments:

Each of the in-class activities is intended to provide and reinforce the content taught, including the differentiation between the terms. The last activity in which students check their own perceptions of sexual orientation and gender identity from the beginning of class will help the teacher determine whether the objectives have been achieved.

Resources/Materials:

7-Lesson-6-3Rs-IAmWhoIAm.pdf

7-Lesson-6-3Rs-IAmWhoIAm-UnderstandingGenderIdentityandSexualOrientation-PPT (1).pptx

Resources

- https://kidshealth.org/en/teens/expert/
- https://kidshealth.org/en/teens/crisis-support.html#catsafebasics