

03_Unit 3: Personal Safety

Content Area: **Physical Education/Health**
Course(s):
Time Period: **Marking Period**
Length: **2 weeks (10 lessons)**
Status: **Published**

General Overview, Course Description or Course Philosophy

Health will provide students with the physical and health literacy that enables them to pursue a life of wellness. The knowledge and skills gained throughout the course will help them to pursue healthy habits and productive lives at home, school and throughout their community. During the eighth grade curriculum the students will focus on "Personal Growth and Development", "Personal Safety", "Social Health", "Sexual Health", "Pregnancy and Parenting", "Health Conditions, Diseases and Medicine", and "Community Health Services and Support".

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

CONTENT AREA STANDARDS

HE.6-8.2.3.8.PS.1	Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
HE.6-8.2.3.8.PS.2	Define sexual consent and sexual agency.
HE.6-8.2.3.8.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).
HE.6-8.2.3.8.PS.4	Describe strategies that sex traffickers/exploiters employ to recruit youth.
HE.6-8.2.3.8.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).
HE.6-8.2.3.8.PS.6	Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on

	that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LA.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
TECH.9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
TECH.9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).
TECH.9.4.8.IML.11	Predict the personal and community impact of online and social media activities.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- risk is the chance that something harmful may happen to your health and wellness
- consequence is a result or effect of an action or condition.
- intimidation is purposely frightening another person through threatening words, looks, or body language.
- bullying is the use of threats, taunts, or force to intimidate someone again and again.
- harassment is ongoing conduct that offends a person by criticizing his or her race, color, religion, disability, or gender.
- assault is an attack on another person in order to hurt him or her.
- rape is forced sexual activity.
- homicide is a violent crime that results in the death of another person.
- factors in teen violence are prejudice, peer pressure, media influence, drugs, gangs, and weapons.
- identify what could cause injury or illness to a person in a situation (strangers, giving out personal information, communicating with a trusted adult with your location).
- take action to eliminate, avoid, control or remedy the situation/hazard.
- sexual consent is voluntary clear agreement between the participants to engage in specific sexual activity.
- people incapacitated by drugs or alcohol cannot consent.
- sexual agency is the capability to make and enforce decisions about your sex life.
- dating violence or interpersonal violence is what a person in a dating relationship or friendship tries to control his or her partner.
- date rape is when one person in a relationship forces the other person to take part in

sexual activity.

- sexual violence means that someone forces or manipulates someone else into unwanted sexual activity without their consent.
- sexual violence can have short-term and long-term consequences.
- several short-term causes of sexual violence may be physical, like bruising and genital injuries, and psychological, such as depression, anxiety, and suicidal thoughts.
- several long-term causes of sexual violence may be post-traumatic stress disorder, re-occurring reproductive, gastrointestinal, cardiovascular, and sexual health problems.
- sex trafficking is the action or practice of illegally transporting people from one country or area to another for the purpose of sexual exploitation.
- sex traffickers lure children in with an offer of food, clothes, attention, friendship, love, and a seemingly safe place to sleep.
- various strategies such as after school programs, neighborhood watches, improved lights, and learning to avoid dangerous situations can help to reduce injury.
- unintentional injuries are the leading cause of death and disability among adolescents.
- teen drivers are at high risk for distraction-related accidents.
- fatalities have decreased with the implementation of new driving laws in NJ, but motor vehicle fatalities remain the leading cause of death among teenage males and females in the State.
- drowning is also among the top causes of death among adolescents.
- interpersonal violence is the fourth leading cause of death in adolescents and young people globally.
- depression is one of the leading causes of illness and disability among adolescents, and suicide is the third leading cause of death in people aged 15–19 years.
- international legal documents have been developed to ensure the rights of children to survive, grow and develop.
- Child Abuse Prevention and Treatment Act (CAPTA), is a law that provides Federal funding to States in support of prevention, assessment, investigation, prosecution, and treatment activities.
- social media consists of websites and applications that enable users to create and share content or to participate in social networking.
- sextortion is the practice of extorting money or sexual favors from someone by threatening to reveal evidence of their sexual activity.
- strategies that teens should use when accessing or using social media are: be respectful and expect respect, protect your reputation, protect your privacy, watch your tone and be sceptical.

Procedural Knowledge

Students will be able to:

Determine risky situations and identify strategies that would reduce injuries.

- define risk and consequence
- define sexting
- define intimidation, bullying, assault, rape and homicide
- identify factors in teen violence
- determine or assess situations that would be risky to anyone's health
- identify strategies that would reduce injuries

Decide if laws are keeping children and adolescents healthy and safe.

- identify main health issues for adolescents and young adults.
- describe laws created to keep children and adolescents healthy and safe.
- analyze statistics related to safety in regards to children and adolescents.
- determine the effectiveness of laws designed to keep children and adolescents healthy and safe.

Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion)..

- define social media
- define sextortion.
- describe strategies that will help a person to use social media safely, legally and respectfully.

Define sexual consent and sexual agency.

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).

- define sexual consent and sexual agency.
- define interpersonal/dating violence, date rape, sexual violence.

- describe the impact of violence on one's sexual health.

Describe strategies that sex traffickers/exploiters employ to recruit youth.

- define sex trafficking.
- describe strategies that sex traffickers use to recruit children.

EVIDENCE OF LEARNING

Formative Assessments

Questions that may be addressed but not limited to are:

What is a risky situation and what are strategies I can use to reduce the risk of injury or death?

What laws have been created to help keep me safe and are they working?

How can I use social media safely, legally, and respectfully?

What is sexual violence and how does it impact one's well-being?

Other resources:

- observation
- one-on-one conferences
- questioning
- graphic organizers
- anecdotal notes
- self-assessments
- exit tickets

Summative Assessments

Questions that may be addressed but not limited to are:

What is a risky situation and what are strategies I can use to reduce the risk of injury or death?

What laws have been created to help keep me safe and are they working?

How can I use social media safely, legally, and respectfully?

What is sexual violence and how does it impact one's well-being?

Other resources:

- graphic organizers
- open ended writing activities
- homework
- culminating activities, i.e., skits, presentations, creating a product
- tests/quizzes

RESOURCES (Instructional, Supplemental, Intervention Materials)

Health Textbook - Bronson, Mary H. et al. *teen health*. Columbus: McGraw-Hill Education; 2014.

Statistics on Main Health Issues for Adolescents and Teens: <https://www.who.int/news-room/fact-sheets/detail/adolescents-health-risks-and-solutions>

NJ Driving Statistics: https://www.nj.gov/oag/hts/downloads/HSP_2018_web.pdf

CAPTA information and statistics: <https://www.childwelfare.gov/pubs/factsheets/about/>

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - implementation of conventions of Standard English, information writing

Technology/Multi-Media - audio/visual media analysis, creating products using technology,

Google

Math - categorizing, statistics, computations

Visual and Performing Arts - debate, presentations

Science - climate change, environment, pollution

Social Studies - laws, civics

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.