

# **HEALTH EDUCATION**

## **DISTRICT 4J ESSENTIAL LEARNING SKILLS PLANNING DOCUMENT GRADE 8**

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## HEALTH EDUCATION

The Oregon Board of Education adopted Health Education Content Standards in February 2005. A team of 4J health educators reviewed the Oregon Health Education Standards document and the Oregon Department of Education grade level-mapping document in health and determined specific grade level and priority ranking within the grade level to provide a comprehensive health education program including health concepts and skills. That information is included in a separate document, *Health Education, Prioritization of Oregon Health Education Standards, Grade Level Curriculum Map (grades K-3, 4-5,6-8, and 9-12)* and includes the essential skills, important skills, and condensed skills that students are to attain. It also includes resources and alignment with the district adopted health curricula. It is available on the 4J Prevention/Wellness web site.

This tool may be helpful to schools as a beginning planning guide in developing their articulated program and includes only the essential skills. This document also identifies the eight basic health skills that students will develop in order to make healthy decisions, identifies the nine major health content areas, concepts to be taught, and examples of skill based activities that may be used to teach the essential concepts. The eight skills that students will develop at each grade level are: Concepts (CC), Accessing Information (AC), Self Management (SM), Analyzing Influences (INF), Interpersonal Communication (IC), Goal Setting (GS), Decision Making (DM), and Advocacy (AV). For some grade levels, resources are listed, aligning the district adopted health curricula with the concept. Resources listed in italics are not district adopted health education curricula. They are suggested as examples of possible supplemental materials that teachers may choose to use in their instructional program. A Health Education Resource Packet, developed for each grade level, is available through the 4J print provider and provides additional resources for the classroom teacher. When schools feel they have developed a program providing the essential skills they will want to continue this process, including important and condensed skills, which are listed in the first referenced document.

**Grades 6-8**

**HEALTH SKILLS**—The study of health education prepares students to make healthy decisions and take healthy actions on matters concerning personal, family and community health. The goal of health education is that students become health literate -- the ability to obtain, interpret, and understand basic health information and services. More importantly, they will have competence to use such information and services in ways, which are health-enhancing.

**Common Curriculum Goals**—Demonstrate ability to use health skills, to obtain and interpret health information, to manage personal behaviors and to advocate for health and safety issues.

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|--|---|---|
| <p><b>Accessing Information</b><br/>           Demonstrate ability to access valid health and safety related information.<br/> <b>Identify and access resources at home, at school, and in the community for health and safety information.</b></p>  | E | E |
| <p><b>Self-Management</b><br/>           Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.<br/> <b>Demonstrate management skills to prevent unsafe situations and promote behaviors that enhance health and safety.</b></p>                             | E | E |
| <p><b>Analyzing Influences</b><br/>           Demonstrate ability to analyze influences of culture, media, technology and other factors on health.<br/> <b>Identify influences on health and well being (e.g., culture, family, media, technology, peers, body image, emotions, and physical environment).</b></p> | E | E |
| <p><b>Interpersonal Communication</b><br/>           Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.<br/> <b>Use communication skills to help self and others avoid unsafe situations and promote healthy behaviors.</b></p>                   | E | E |
| <p><b>Goal Setting</b><br/>           Demonstrate ability to use goal-setting skills to enhance health and safety.<br/> <b>Use a goal setting model to set goals that enhance health and safety.</b></p>   | E | E |
| <p><b>Decision Making</b><br/>           Demonstrate ability to use decision-making skills to enhance health and safety.<br/> <b>Use a decision making model to make positive health and safety decisions.</b></p>   | E | E |
| <p><b>Advocacy</b><br/>           Demonstrate the ability to advocate for personal, family and community health and safety.<br/> <b>Advocate for the benefits of safe and healthy actions and environments at home, at school and in the community.</b></p>  | E | E |

**Grade 8**

**ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION – Acquire knowledge and skills to understand the physical, social and emotional effects of alcohol, tobacco and other drugs and their use.**

**Common Curriculum Goals: Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention.**

| Essential Skills  | Resources  | Week or Date | Person Responsible/ Completed |
|---|--|--------------|-------------------------------|
| <p><b>Describe the benefits of a tobacco and drug-free environment.</b><br/> <b>SKILL: IC</b><br/>           (Demonstrate refusal skills around the use of alcohol, tobacco, inhalant and other drug use)</p>   | <p><b>Michigan Model Modules, It’s No Mystery: Tobacco is a Killer, Lesson 5 &amp; 7 pg. 65-80.</b></p> <p><b>Michigan Model Modules, Protect A Friend, Share Your Skills, Lessons 5, 6,7,8, 9, 10, 11, 12, 13 pg. 37-104.</b></p> <p><b>ATOD Instruction, required every year</b></p> |              |                               |
| <p>Explain short-and long-term effects, including social, legal, economic and cosmetic effects of alcohol, tobacco, inhalant and other drug use.</p>  | <p>Michigan Model Modules, It’s No Mystery: Tobacco is a Killer: Lesson 2 pg. 23-32</p> <p>Michigan Model Modules, Protect A Friend, Share Your Skills, Lessons 4, 5, 6 pg.31-48, Lesson 13 pg. 89-104</p>   |              |                               |
| <p>Explain the stages of drug dependence and addiction and it’s effects on the adolescent brain.<br/> <b>SKILL: AC</b><br/>           (Identify places at school, in the home and community that provide support to those affected by alcohol, tobacco and drug addiction)<br/> <b>SKILL: INF</b><br/>           (Identify individual factors that modify drug effects including age, gender, weight, dosage, purity, tolerance, drug interactions)</p> | <p><i>Oregon Partnership Kristin Nielsen</i><br/>           800-282-7035<br/> <a href="http://www.orpartnershil.org">www.orpartnershil.org</a></p>   |              |                               |

**Grade 8**

**PREVENTION AND CONTROL OF DISEASE – Acquire knowledge and skills to understand and practice health habits that can prevent and/or control disease.**

**Common Curriculum Goals: Demonstrate self-management and advocacy skills while understanding the relationships among health behavior and prevention of disease.**

| Essential Skills  | Resources  | Week or Date | Person Responsible/ Completed |
|---|--|--------------|-------------------------------|
| <p><b>Describe personal health care practices that prevent the spread of communicable disease including HIV/AIDS and Hepatitis B and C.</b><br/> <b>SKILL: SM</b><br/>                     (Demonstrate personal health care practices that prevent the spread of communicable disease)<br/> <b>SKILL: AV</b><br/>                     (Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C)</p> | <p>Reducing the Risk,<br/>                     Alternate Lesson 1</p> <p><i>HIV Positive Speakers, HIV Alliance</i></p> <p><b>HIV instruction required every year at Middle School</b></p> |              |                               |

**Grade 8**

**PROMOTION OF ENVIRONMENTAL HEALTH – Acquire knowledge and skills to determine how protecting the environment impacts health for individuals and society.**

**Common Curriculum Goals: Demonstrate analyzing influences and interpersonal communication skills while understanding how the environment affects health.**

There are no essential skills for Grade 8 for this area.

**Grade 8**

**PROMOTION OF HEALTHY EATING – Acquire knowledge and skills to understand and practice healthful nutrition that contributes to growth and energy and helps prevent chronic diseases.**

**Common Curriculum Goals: Demonstrate self-management, analyzing influences, goal setting and advocacy skills while understanding the components of healthy eating.**

| Essential Skills | Resources | Week or Date | Person Responsible/ Completed |
|------------------|-----------|--------------|-------------------------------|
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| <p><b>Explain the importance of variety and moderation in food selection and consumption.</b><br/> <b>SKILL: GS</b><br/> <b>(Track progress toward achieving short-term personal goal related to variety and moderation within healthy eating)</b></p> | <p>Michigan Model Modules,<br/> What's Food Got To Do With It? Lessons 1, 4, 5, 7 pg.1-20, 43-78,91-94</p> |  |  |
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**Grade 8**

**PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH – Acquire knowledge and skills to understand that mental, social and emotional health contributes to building and maintaining interpersonal and intrapersonal relationships.**

**Common Curriculum Goals: Demonstrate accessing information and interpersonal communication skills while understanding the components of mental, social and emotional health.**

| Essential Skills   | Resources  | Week or Date | Person Responsible/ Completed |
|--|--|--------------|-------------------------------|
| <p>Explain how to build and maintain healthy family and peer relationships.<br/> <b>SKILL: IC</b><br/> (Demonstrate effective communication skills that encourage healthy relationships)<br/> <b>SKILL: DM</b><br/> (Make decisions that enhance or establish healthy relationships)<br/> <b>SKILL: AV</b><br/> (Advocate for healthy communication skills within relationships)</p> | <p>Michigan Model Modules, The Two “Rs” for Stopping Assault and Preventing Violence, Lesson 1, pg. 1-13</p>                 |              |                               |
| <p><b>Identify how emotions change during adolescence.</b><br/> <b>SKILL: AC</b><br/> <b>(Identify school, home and community resources for mental and emotional health concerns)</b></p>  |  |              |                               |
| <p>Identify the causes, effects and symptoms of depression, including suicide.<br/> <b>SKILL: AC</b><br/> (Identify school and community resources</p>   | <p><i>Prevention Website, Teacher Curricula Resources: PBS, IN THE MIX</i><br/><br/> <i>Claire’s/My Story Curriculum</i></p> |              |                               |

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| that can help a person who is depressed or contemplating suicide)<br>SKILL: IC<br>(Communicate to a peer ways of accessing help in a critical situation)                         |  |  |  |
| Explain disordered eating habits and symptoms.<br>SKILL: INF<br>(Identify how food choices are influenced by culture, family, media, technology, peers, body image and emotions) |  |  |  |

**Grade 8**

**PROMOTION OF PHYSICAL ACTIVITY -- Acquire knowledge and skills to understand the role physical activity has in promoting health.  
Common Curriculum Goals: Demonstrate accessing information skills while understanding the components of physical activity.**

There are no essential skills for Grade 8 for this area.

**Grade 8**

**PROMOTION OF SEXUAL HEALTH – Acquire knowledge and skills that emphasize the importance of safe behaviors in maintaining sexual health.**

**Common Curriculum Goals: Demonstrate accessing information, interpersonal communication and decision-making skills while understanding the components of sexual health.**

| Essential Skills  | Resources | Week or Date | Person Responsible/ Completed |
|---|-----------|--------------|-------------------------------|
| Explain how conception occurs, the stages of pregnancy, and responsibility of parenting.<br>SKILL: AC<br>(Demonstrate the ability to access |           |              |                               |

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| <p>community resources that provide assistance around sexual health and pregnancy)</p>  |  |  |  |
| <p>Acknowledge that abstinence is the safest, most effective method of protection from STD/HIV and pregnancy.<br/> <b>SKILL: INF</b><br/>         (Define values and what influences our values, including the media; analyze how our values impact our sexual health-related decisions)<br/> <b>SKILL: AV</b><br/>         (Advocate for the promotion of abstinence as the safest most effective method of protection from STD/HIV, Hepatitis B and C and pregnancy)</p>          | <p>Reducing the Risk, Classes 1, 2, pg. 10-37<br/><br/> <i>Stop and Think Andrew Robinson</i><br/>         800-282-7035<br/> <a href="http://www.talktothem.org//stop-and-think.htm">www.talktothem.org//stop-and-think.htm</a></p>                            |  |  |
| <p>Identify methods of protection including abstinence, disease reduction measures, and contraception from STD/HIV, Hepatitis B and C and pregnancy.<br/> <b>SKILL: AC</b><br/>         (Access appropriate school, home and community resources to meet specific needs around sexual health, including testing for pregnancy, STD/HIV and Hepatitis B and C)<br/> <b>SKILL: GS</b><br/>         (Use a decision making model to choose abstinence or effective contraceptives)</p> | <p>Reducing the Risk, Classes 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16 pg. 49-197<br/><br/> <i>HIV Alliance</i><br/> <i>Paloma</i><br/> <a href="mailto:Youth@hivalliance.org">Youth@hivalliance.org</a><br/> <i>Planned Parenthood, Tova, 394-1611</i></p> |  |  |
| <p><b>Identify possible short and long-term consequences of sexual activity, including that it means to be responsible for the results of one's decisions.</b><br/> <b>SKILL: IC</b><br/>         (Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity)</p>  | <p>Reducing the Risk,<br/>         Class 14 pg. 185-190</p>  |  |  |



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| Understand gender roles and sexual orientation within healthy sexuality.   |                                      |  |  |
| Identify the impact of alcohol and other drug use on sexual decision-making.<br>SKILL: INF<br>(Analyze the role of alcohol and other drug use in sexual violence-related situations) | Reducing The Risk, Class 13, pg. 181 |  |  |

### Grade 8

**UNINTENTIONAL INJURY PREVENTION – Acquire knowledge and skills necessary to be safe at home, on the move, at school, at work and in the community and how to get help in case of injury.**

**Common Curriculum Goals: Demonstrate accessing information, self-management, interpersonal communication, goal setting and decision making skills while understanding the components of injury prevention.**

| Essential Skills  | Resources  | Week or Date | Person Responsible/ Completed |
|---|--|--------------|-------------------------------|
| Explain ways to prevent fires and reduce the risk of injuries in case of fire.<br>SKILL: INF<br>(Analyze how the media portrays fire and explosives and compare it to the reality of fire science)<br>SKILL: DM<br>(Understand the legal, financial and social consequences of fire and decide how to be responsible with fire)<br>SKILL: AV<br>(Advocate for the installation of home fire sprinklers) | <i>It's Up To You, Oregon State Fire Marshal</i> |              |                               |
| Explain ways to reduce risk of injuries in and around water.<br>SKILL: IC<br>(Demonstrate verbal and nonverbal communication to avoid unsafe situations in and around water)  |  |              |                               |

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| <p><b>Explain ways to reduce risk of injuries while traveling to and from school and in the community.</b><br/> <b>SKILL: AC</b><br/> <b>(Identify rules and laws intended to prevent injuries)</b><br/> <b>SKILL: SM</b><br/> <b>(Demonstrate personal responsibility to follow safety-related laws)</b><br/> <b>SKILL: DM</b><br/> <b>(Use the decision making process to use safety practices in and around motorized vehicles)</b></p> | <p><i>Smart Ways to School, LTD</i><br/> <i>Shane Rhodes</i><br/> 682-6212</p>   |  |  |
| <p>Explain ways to reduce risk of injuries during sports/recreational participation.<br/> <b>SKILL: INF</b><br/> (Examine the role of extreme risk-taking actions in the media and its' possible affects on behavior)<br/> <b>SKILL: GS</b><br/> (Develop a goal to wear safety equipment correctly even when peers do not)</p>  | <p><i>McKenzie Willamette and Sacred Heart Head Trauma,</i><br/> <i>“ Trauma Nurse”</i><br/> <i>SHH Safety Talk 686-6868</i></p> |  |  |
| <p>Identify ways to prevent climate-related physical conditions, such as physical exhaustion, sunburn, heat stroke and hypothermia.</p>  | <p>Michigan Model Modules, Take Control of Your Sun Exposure</p>   |  |  |
| <p>Explain the impact of alcohol, tobacco and other drugs on unintentional injury.<br/> <b>SKILL: INF</b><br/> (Determine how alcohol and other drugs can affect behaviors that can lead to injury)<br/> <b>SKILL: IC</b><br/> (Demonstrate strategies and refusal skills to avoid situations that may cause injury)</p>   |  |  |  |

**Grade 8**

**VIOLENCE AND SUICIDE PREVENTION – Acquire knowledge and skills to prevent different forms of violence and suicide with a focus on communication and pro-social behaviors.**

**Common Curriculum Goals: Demonstrate self-management, analyzing influences and advocacy skills while understanding individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.**

| Essential Skills   | Resources  | Week or Date | Person Responsible/ Completed |
|--|--|--------------|-------------------------------|
| <p>Describe pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).<br/> <b>SKILL: SM</b><br/>                     (Demonstrate effective ways to promote respect for self and others)<br/> <b>SKILL: IC</b><br/>                     (Practice and use a variety of clear communication skills and peer resistance skills to avoid violent situations)</p> | <p>Michigan Model Modules, The Two “R”s for Stopping Assault and Preventing Violence, Lesson 1,2,3,4,5,6,7 pg. 1-90</p>  |              |                               |
| <p>Explain how violence, aggression, bullying and harassment affect’s health and safety.<br/> <b>SKILL: AV</b><br/>                     (Design an advocacy campaign for preventing violence, aggression, bullying and harassment)</p>   | <p>Michigan Model Modules, The Two “Rs’ for Stopping Assault and Preventing Violence, Lesson 1,9, pg. 1-14, 99-110.<br/><br/> <i>Bully- Proofing Your School</i><br/><br/> <i>Second Step</i><br/><br/> <i>Sexual Assault Support Services</i></p> |              |                               |
| <p>Understand the role problem solving; anger management and impulse control have on preventing violence.<br/> <b>SKILL: IC</b><br/>                     (Demonstrate the steps of problem solving, anger management and impulse control)</p>  | <p>The Two “R’s” for Stopping Assault and Preventing Violence, Lessons 3, 4, 5, 6, 7<br/>                     Pg. 29 - 91</p>  |              |                               |
| <p>Describe the differences between physical, verbal, relational and sexual violence.<br/> <b>SKILL: GS</b><br/>                     (Set a goal to prevent and avoid physical, verbal and relational violence)</p>  | <p>The Two “R’s” for Stopping Assault and Preventing Violence, Lessons 2, 8, 9, 10, 11, 12, 13, 14 pg. 15-28, 91-179</p>   |              |                               |

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| <p>List the warning signs of suicide.<br/>SKILL: AC<br/>(Describe what to do if someone seems depressed or is considering suicide)<br/>SKILL: SM<br/>(Identify the early signs of stress and implement stress management techniques)</p> | <p><i>Prevention Website Teacher Curricula Resources, PBS In The Mix</i></p> |  |  |
|--|--|--|--|