

Georgia Performance Standards

Health Education

EIGHTH GRADE

Students in eighth grade integrate a variety of health concepts, skills, and behaviors to plan for their personal health goals. These include prevention of disease and chemical addiction for the promotion of a healthy lifestyle. Students demonstrate confidence in their knowledge and skills. They see themselves as having a role in creating a healthy lifestyle for themselves as individuals, for their families, and for the larger community. These students will engage in promoting health in their community.

HE8.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Eighth grade students will describe patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will examine the interrelationships of emotional, physical, social, and intellectual health and how each aspect of health can be impacted by their surroundings.

Elements:

a. Analyze the relationship between healthy behaviors and personal health.

Examples:

- Identify how low self esteem affects multiple dimensions of health.
- Analyze the relationship of engaging in regular physical activity and healthy eating to enhance personal health.

b. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

Examples:

- Determine how societal influences can affect physical health (i.e., food choices, participation in unhealthy activities, etc.) and describe their impact on emotional and social health.
- Describe the health-related consequences that participation in risky health behaviors can have on the emotional, physical, and social health of adolescents.

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c. Analyze how the environment affects personal health.

Examples:

- Investigate the effects stress has on personal health by researching different high stress-related occupations (e.g., ambulance drivers, high-rise construction workers).
- Analyze the environmental health conditions of diverse countries and how these conditions can impact personal health.

d. Describe how family history can affect personal health.

Examples:

- Describe how family dietary behaviors can impact health and quality of life.
- Analyze your family history and determine which health conditions have a genetic predisposition.

e. Describe ways to reduce or prevent injuries and other adolescent health problems.

Examples:

- Describe ways to reduce asthma-related symptoms.
- Collect information on injuries that are prevalent in adolescents and list ways they could be avoided.

f. Explain how appropriate health care can promote personal health.

Examples:

- Investigate programs offered at hospitals/clinics that help promote personal health.
- Discuss the importance of consulting with a parent before seeking medical help.

g. Describe the benefits of and barriers to practicing healthy behaviors.

Examples:

- Create a plan for eliminating potential barriers to exercise.
- Prepare a presentation showing health behaviors that reduce the risk of cardiovascular disease and identify barriers for practicing these behaviors.

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h. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

Examples:

- Illustrate the correlation between alcohol use and poor academic achievement.
- Examine the potential health risks related to one or more of the following behaviors (physical inactivity, tobacco use, violence.).

i. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Examples:

- Examine the physical, social, and emotional effects illegal drug use has on an adolescent.
- Discuss why body piercing, tattooing, and IV drug use can increase one's risk of bacterial infections and lifelong diseases.

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HE8.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Eighth grade students will focus on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs, and perceived norms. Students will draw conclusions on how the family, peers, culture, and media influence personal and family health. Eighth graders will review how policies and regulations influence health promotion and risk reduction.

Elements:

a. Examine how the family influences the health of adolescents.

Examples:

- Log the meals your family eats for one week and examine the contents of the meals for nutritional value.
- Interpret family influences on health through guidelines given to the adolescent regarding social activities (e.g., parties, tobacco use, peer pressure, etc.).

b. Describe the influence of culture on health beliefs, practices, and behaviors.

Examples:

- Describe how the community determines the sale of alcohol (e.g., when it can be sold, how many stores can be built).
- Give examples of family members' roles and family structures in different cultures and how this could influence health beliefs, practices, and behaviors.

c. Describe how peers influence healthy and unhealthy behaviors.

Examples:

- Describe how peers influence your consumer choices.
- Dramatize the different ways peers can respond in a bullying situation.

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d. Analyze how the school and community can affect personal health practices and behaviors.

Examples:

- Analyze the requirements for students to participate in physical education classes and the effects on student health.
- Examine ways that the school or community encourages students to use appropriate skills to avoid, resolve, and cope with conflict.

e. Analyze how messages from media influence health behaviors.

Examples:

- Interpret underlying messages used in health-related advertisements.
- Analyze the approaches used to convey messages through media to influence eating behaviors and food selections of adolescents.

f. Analyze the influence of technology on personal and family health.

Examples:

- Determine how new types of technological equipment can contribute to the early detection of diseases.
- Analyze how technology (e.g., social networking, texting, instant messaging) influences communication in relationships.

g. Explain how the perceptions of norms influence healthy and unhealthy behaviors.

Examples:

- Give examples of adolescent perceived norms which can result in healthy and/or unhealthy behaviors (e.g., teenagers consuming alcohol because they think it is expected).
- Explain how peers' perception of dating can influence healthy and unhealthy behaviors.

h. Explain the influence of personal values and beliefs on individual health practices and behaviors.

Examples:

- Explain how beliefs regarding alcohol consumption can influence interactions with your peers.
- Demonstrate how personal values and beliefs can encourage abstinence from risky behaviors (e.g., bullying, tobacco use, alcohol or other drug use).

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- i. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.**

Examples:

- Describe how alcohol use can lead to poor decision-making.
- Show how a peer group can have a negative influence on behaviors.

- j. Explain how school and public health policies can influence health promotion and disease prevention.**

Examples:

- Identify the healthy beverage choices that students make as a result of implementing a school wellness policy.
- Explain how the school lunch menu benefits a healthy lifestyle.

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HE8.3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Description: Students will access valid health information and health-promoting products and services. Eighth grade students will analyze the validity of health information, health promoting products, and services to prevent and detect health problems.

Elements:

a. Analyze the validity of health information, products, and services.

Examples:

- List and discuss home gym equipment in terms of reliability, effectiveness, and cost, in helping an individual start a physical activity program.
- Create an exercise and meal plan for an overweight person using health information, products, and services found on websites.

b. Access valid health information from home, school, and community

Examples:

- Analyze conflict resolution material that can be accessed from school (counselor's office).
- Compare and contrast websites which promote exercise programs.

c. Determine the accessibility of products that enhance health.

Examples:

- Locate restaurants with healthier food options within your community.
- Identify products which help in disease prevention and where to locate these products.

d. Describe situations that may require professional health services.

Examples:

- Examine the risks associated with tobacco/drug use and list professional health services which deal with these issues.
- Predict the possible outcomes of participating in unhealthy behaviors and compile a list of health services which relate to the outcome.

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e. Locate valid and reliable health products and services.

Examples:

- Discuss how to differentiate between a reliable product and/or service and quackery (e.g., performance enhancement drugs).
- Invite a knowledgeable health expert to make a presentation concerning the unreliable products and services students are exposed to in the media.

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HE8.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Description: Students will use effective communication skills to enhance personal, family, and community health. Eighth grade students will demonstrate verbal and nonverbal skills in the appropriate manner to maintain healthy relationships. Students will distinguish how communication skills are the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

Elements:

a. Apply effective verbal and nonverbal communication skills to enhance health.

Examples:

- Practice effective alcohol/drug refusal skills.
- Develop strategies using verbal and nonverbal communication in dealing with peer pressure situations.

b. Demonstrate refusal and negotiation skills that avoid or reduce health risks.

Examples:

- Demonstrate refusal skills which could be used when presented with drug use.
- Reconstruct bullying situations and demonstrate negotiation skills which would help resolve the conflict.

c. Demonstrate effective conflict management or resolution strategies.

Examples:

- Analyze media clips of effective and non-effective conflict resolutions as portrayed by the media.
- Demonstrate effective negotiation and refusal skills to avoid unhealthy behaviors.

d. Demonstrate how to ask for assistance to enhance the health of self and others.

Examples:

- Role-play how the student being bullied should ask for assistance from school personnel.
- Demonstrate ways to ask for help with mental and emotional health problems.

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HE8.5: Students will demonstrate the ability to use decision-making skills to enhance health.

Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Eighth grade students will model the steps of the decision-making model and analyze the importance of seeking assistance before making a decision.

Elements:

a. Identify health-related situations that might require a thoughtful decision.

Examples:

- Explain what to do when approached with an uncomfortable request or situation (e.g., peer pressure to steal or damage property, a choice to sneak cigarettes from a parent).
- Explain how to choose appropriate internet websites.

b. Analyze when assistance is needed in making a health-related decision.

Examples:

- Analyze your options when being pressured by peers to commit illegal acts.
- Recognize the importance of consulting with a parent before making a consumer health purchase.

c. List healthy options to a health-related issue or problem.

Examples:

- Identify options for improving the health of one's environment.
- List alternative suggestions for life-long physical activities for individuals with a physical disability.

d. Predict the potential outcomes of each option when making a health-related decision.

Examples:

- Predict the outcomes of a good time management plan on health and wellness.
- Make a list of possible hazards around the community and describe the potential dangers of the hazards.

e. Choose a healthy option when making a decision.

Examples:

- Determine which foods would be a healthy choice from a favorite restaurant menu.
- Make a commitment to wear a seat belt when riding in a car.

f. Describe the outcomes of a health-related decision.

Examples:

- Describe the consequences of using positive peer pressure to avoid using drugs.
- Describe strategies to help you make better grades in school (e.g., less time watching television, plenty of sleep, good nutrition).

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HE8.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Eighth grade students will utilize critical skills to achieve both short-term and long-term health goals and continue to aspire to maintain these goals in the future. Students should be prepared to modify goals when faced with changing abilities, priorities, and responsibilities.

Elements:

a. Compile and assess personal health practices.

Examples:

- Identify and avoid dangers to one's safety in the home, community, and school.
- Compile health information and assess its impact on your health.

b. Develop a goal to adopt, maintain, or improve a personal health practice.

Examples:

- Discuss the importance of having regular physical examinations.
- Learn standard First Aid skills that could assist with sudden illness or injuries.

c. Outline the strategies and skills necessary to attain a personal health goal.

Examples:

- Create a list of ways to resist peer pressure to be disrespectful of others.
- Analyze the sequence of events that may lead to violent actions and list ways that personal behaviors may be monitored to help one avoid violence.

d. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Examples:

- Demonstrate the ability to set goals to prevent and manage unhealthy relationships.
- Describe how personal stressors may require an individual to modify personal health goals.

e. Explain how early sexual behavior can affect achieving long-term health goals.

Examples:

- Discuss the importance for setting personal boundaries and limits related to sexual behavior.
- Explain the importance for making a personal commitment to remain sexually abstinent.

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HE8.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Eighth grade students will summarize strategies that improve healthy behaviors and will assist students in developing positive healthy lifestyles to achieve wellness for a lifetime.

Elements:

a. Examine the relationship between assuming responsibility for personal health and avoiding risky behaviors.

Examples:

- Explain how personal choices can influence one's health (e.g., active lifestyle vs. sedentary, good nutritional choices vs. poor diet).
- Analyze the relationship between a positive self-image and using self-control and assertive behaviors.

b. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

Examples:

- Define the role of a peer leader and practice peer leadership. (e.g., anti-smoking campaign).
- Practice basic techniques for helping friends start an active lifestyle (e.g., finding an activity you enjoy, keeping an activity log).

c. Examine the behaviors to avoid or reduce health risks to self and others.

Examples:

- Identify the symptoms of alcoholism and recognize that alcoholism is one of the most common forms of chemical dependency.
- Develop a personal plan for avoiding the risks of cancers (consume a low-fat, high fiber diet, reduce exposure to pollutants, and limit exposure to x-rays and sun).

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HE8.8: Students will demonstrate the ability to advocate for personal, family, and community health.

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Eighth grade students will develop important advocacy skills to create persuasive health enhancing messages to encourage others to adopt healthy behaviors.

Elements:

a. Debate a health issue and support all sides with accurate information.

Examples:

- Research the causes and methods to prevent sexually transmitted infections (STIs) and create a public service announcement.
- Develop a slide show listing the factual information, history, effects, and legal issues concerning marijuana.

b. Apply strategies that will influence and support others to make positive health choices.

Examples:

- Work as a class to keep an activity journal for a week to identify group norms for healthy physical activity.
- Write a letter to the school cafeteria manager suggesting healthy snack alternatives.

c. Work cooperatively to advocate for healthy individuals, families, and schools.

Examples:

- Work with a group and plan a skit with someone taking the part of a bully, a victim, and a bystander, and explain how each person felt in each situation.
- Role-play a court case about underage drinking.

d. Identify ways in which health messages and communication techniques can be altered for different audiences.

Examples:

- Choose a public service announcement about a tobacco message and identify how it could be altered to reach a younger audience.
- Research and post in the classroom a list of crisis hot lines and support groups for children of abuse.