

Introduction to the Updated MCPS Health Curriculum

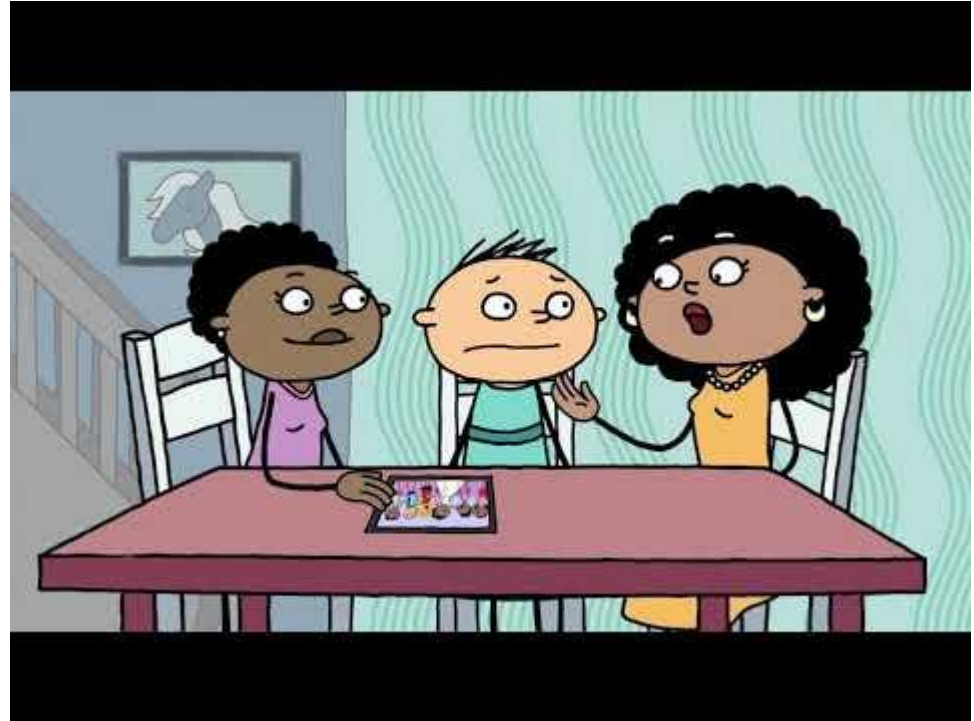
Identity - Middle School, 7th Grade

<https://youtube.com/watch?v=eRzRAh2M2Ao&feature=share>



Intersectionality- Health A Family Life and Human Sexuality SLT 7- Sexual Health

https://youtu.be/dV9vhtS_1rw



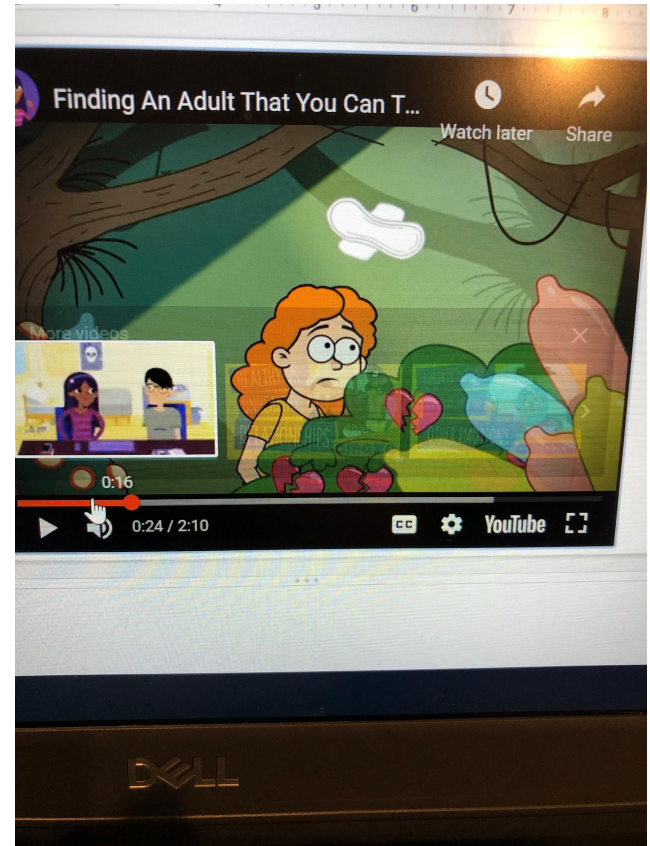
Finding an Adult You Can Trust- HS Week 4 of Health A

<https://youtu.be/OWtPnjSoppc>

Lesson includes resources for help include Planned Parenthood

Triangulation in Relationships:

“An All-too effective manipulation strategy with low risk to the user, triangulation starts when one person stops communicating directly with another. Instead of communication existing between just two individuals (the dyad), a third person communicates between the two parties. This forms a relational ‘triangle.’”



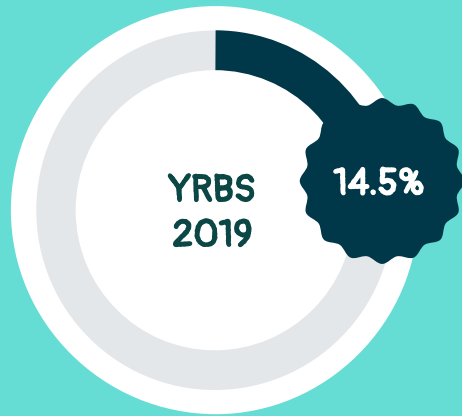
**Practice
Makes
Perfect**

Challenge: Analyze how NOT asking for help will negatively impact Jules's overall wellness.

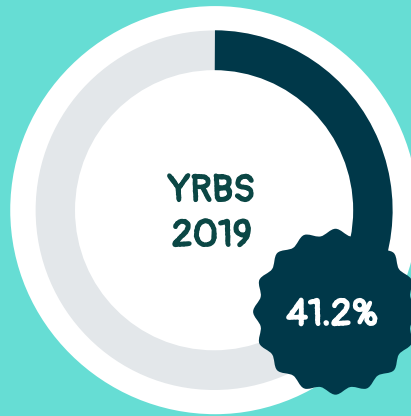


Practice Prompt: Jules has been extremely overwhelmed lately. Jules has a full schedule at school and is taking a math class that is exceptionally difficult. After school, Jules barely has time to get **their** homework done because **they** have Marching band practice. When Jules gets home, **they** have to watch their younger sibling because **their** parent works the night shift. Jules is staying up till 2am every night doing homework, and this causes Jules to fall further behind because **they** are so tired at school. Jules got **their** interims last week and has 2 Ds and an E. The stress has caused Jules to become agitated with **their** friends and family when they try to help.

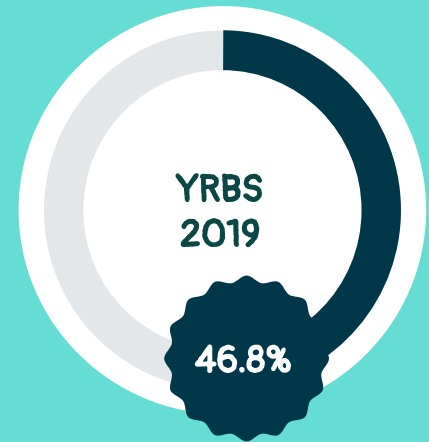
High Schools students who seriously considered attempting suicide:



High school students
who identify as
Heterosexual.



High school students
who identify as Gay or
Lesbian.



High school students
who identify as Bisexual.



**Why do you believe
that the suicide rate
is significantly
higher for LGBTQ
youth?**

THE PROBLEM...



Documented evidence indicates that LGBTQ youth regularly experience discrimination and harassment because of their sexual orientation and gender identity.

More than

50%

of **LGBTQ** youth (52%) who were enrolled in middle or high school reported being bullied either in person or electronically in the past year.

33% reported being bullied in-person

42% were bullied electronically



3x

LGBTQ students who reported being bullied (either in-person or electronically) in the past year also had three times greater odds of attempting suicide.



**How can we address
discrimination and
bullying amongst
LGBTQ youth?**

WE ALL NEED ALLIES...



#iamanally



Because we all have to confront stressful situations, times when we feel disrespected, unwanted or rejected. Times when we need support from someone else.

“We Will...”

Create a “We Will” statement that exhibit respectful behavior and actions benefitting all students and including LGBTQ students that will be displayed on a class bulletin board.

- The words “We Will” begin the statement.
- Second, a specific behavior or action follows the words “We Will”.
- Lastly, a reason is given to justify the specific behavior or action.



Let's Review!



Analyzing Influences

Analyze the influences of internal and external factors on health behaviors.

For example: family, peers, culture, media, and technology.

PROCESS

Identify influences



Evaluate influences



Make a positive choice

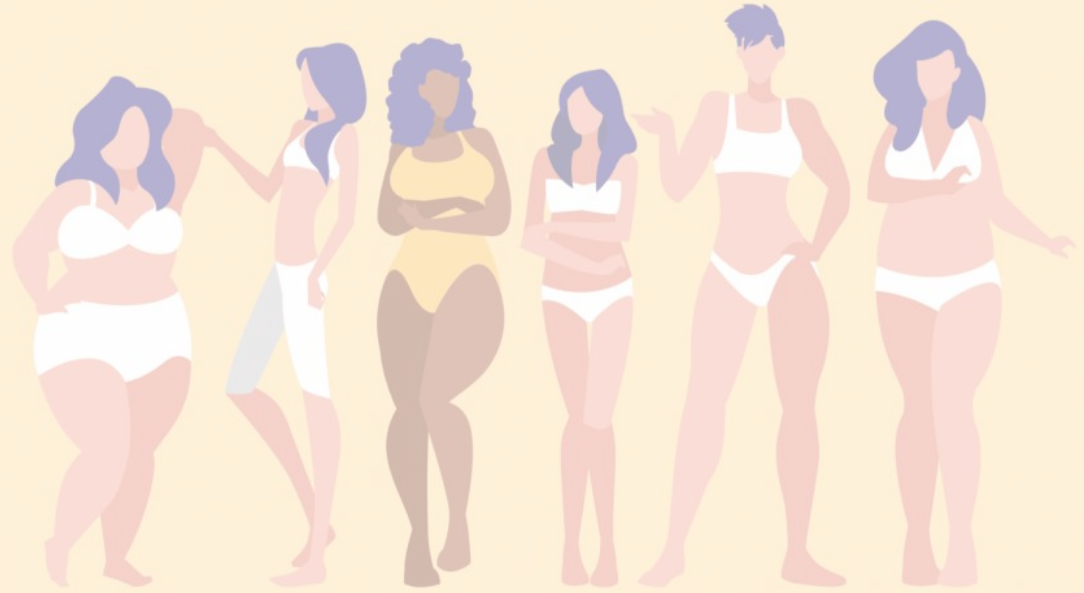


Protect from negative influences

Race & Ethnicity



- **Mostly White or light-skinned models are shown in US media**
 - *May cause people from different racial or ethnic backgrounds to view their bodies more negatively*
 - *Strong ethnic or racial identity can help protect against negative impact of ideals that are not diverse*
- **Different groups have different values and preferences in relation to ideal body type and appearance**



Boost your Body Image

What impacts my body image?

Impact of Body Image

Read the following scenarios and answer the questions about the influences that can affect a teen's body image.

Denis has loved playing basketball for as long as they can remember. This year, Denis made the varsity team at their high school. Since then, Denis has become uncomfortable with how their body compares to older teammates and their opponents. They all seem so much more muscular. They look more like a favorite professional basketball player. Denis feels skinny and weak in relation. Denis worries that they look like a little kid out on the court during games.

What factor influences Denis' body image? Explain.

How can Denis get physical activity and feel good about their body?



Behaviors that contradict the characteristics of an individual who is mental and emotionally healthy are highlighted.



Model Prompt: Gray is a goalie on the schools soccer team. Today, the team versed one of the best teams in the county. Gray played great and stopped over 6 goals from getting in the net. However, the team lost by 1 after the other team scored on Gray during the final 30 seconds. Gray can be very competitive and hates losing. After the game, the coach briefed the team and complemented gray on playing great. Gray, exclaimed “I am the worst player and need to just quit”. Gray kicked the bench and then stormed off the field. The coach followed gray, but gray said they didn't want to talk. After getting home, grays step day asked if they were okay. Gray said “Im fine” and then isolated upstairs. Gray was so angry about losing the game and punched the bedroom door. The next day, Grays coach had a conversation with them and told Gray that reacting that way after a game is unacceptable. Gray knows that they need to improve their mental and emotional health but needs help identifying the areas of improvement.

Now, let's see if you can identify which of Gray's behavior contradict the characteristics of an individual who is mental and emotionally healthy

A person who is mental and emotionally healthy will...	Gray's Behavior
Realizes their own potential	Said they were the worst player even though they played great.
Ask for help	Gray didn't ask for help.
Talks about their feelings	Gray said they didn't want to talk when the coach asked
Utilizes healthy coping skills	Gray punched the bedroom wall
Shows resilience	Gray said they were going to quit playing soccer
Is honest about how they feel	Gray lied to their step parent and said they were fine.
Can cope with normal stresses of life.	Had a hard time coping with losing the game.
Communicates effectively	Gray stormed off after practice when the coach tried to talk

MY
FRIEND IS

TRANSGENDER



NAME : Glenda
AGE : 16
SEX : ~~M~~ F

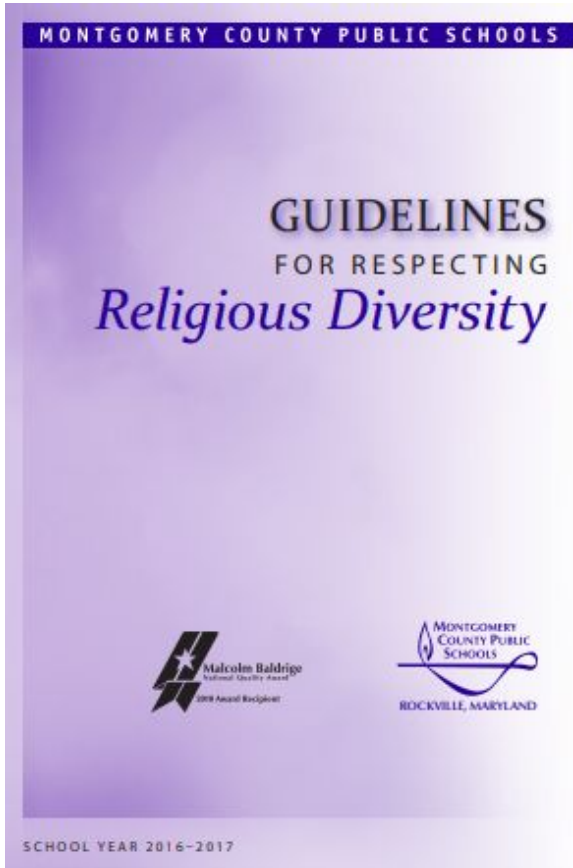
amaze



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Challenge: Choose 1 characteristic of a mentally and emotionally healthy person. Then, help Gray by writing a SMART goal that will work to improve their mental and emotional health.

MCPS Guidelines for Respecting Religious Diversity



Requests to be Excused from Instructional Programs for Religious Reasons

When possible, schools should try to make reasonable and feasible adjustments to the instructional program to accommodate requests from students, or requests from parents/guardians on behalf of their students, to be excused from specific classroom discussions or activities that they believe would impose a substantial burden on their religious beliefs. Students, or their parents/guardians on behalf of their students, also have the right to ask to be excused from the classroom activity if the students, or their parents/guardians, believe the activity would invade student privacy by calling attention to the student's religion. When a student is excused from the classroom activity, the student will be provided an alternative to the school activity or assignment.

For example, it may be feasible to accommodate objections from students or their parents/guardians to a particular reading assignment on religious grounds by providing an alternative selection that meets the same lesson objectives. If requests for exemptions become too frequent or too burdensome; however, the school may refuse to accommodate the requests. Schools are not required to alter fundamentally the educational program or create a separate educational program or a separate course to accommodate a student's religious practice or belief.