

Helena Public Schools
Grade 8
School Counselor
Health and Wellness

Health Maintenance & Enhancement

School Counselors support the following

- Know what abstinence means and the significance of saying no
- Distinguish between problems that can be solved independently & those that need the help of a peer, adult, or professional
- Analyze the importance of safety rules & procedures on a positive school climate
- Demonstrate self-directed behavior without external rewards
- Know that sexual assault by an acquaintance, a friend, or a date is often called acquaintance rape or date rape which is a crime and should be reported to authorities and/or a trusted adult
- Know that people who are sexually assaulted are never at fault and should report the action to a trusted adult
- Examine the impact that peer pressure has on self-perception & the perception of others
- Demonstrate a positive decision-making process that relates choices to consequences
- Recognize the signs of an eating disorder or unhealthy dieting and know who to ask for help with concerns
- Understand when to ask an adult for help with body image issues
- Begin to recognize the signs of an eating disorder or unhealthy directing
- Recognize and understand the consequences of self-destructive acts, including suicide, alcohol, drug abuse, hazardous driving, eating disorders, & gang involvement

Functions & Interrelationships of Systems

School Counselors support the following:

- Understand that family structures and dynamics differ
- Assess how people in loving relationships encourage each other to develop as individuals
- Acceptance that loving someone can involve taking risks & being vulnerable & that love is not always returned
- Explore how being a teenage parent can be extremely difficult
- Recognize that values influence a person's most important decisions about friends, sexual relationships, family, education, work, & money
- Understand asking questions to a parent, trusted adult, teacher, or counselor is usually a wise decision
- Understand alcohol & other drugs often interfere with clear, effective decision-making as it pertains to sexual behaviors
- Understand people have the right to re-evaluate decisions & change their minds or their behavior
- Recognize the influence peers have on people (shared interest, goals, & values)
- Differentiate between negative & positive peer pressure & discuss refusal techniques
- Identify a variety of feelings & situations that may require adult assistance
- Respect the rights & feelings of others
- Demonstrate peaceful conflict resolution
- Accepts & expresses feelings in a socially acceptable manner
- Understand that communication may be improved by: listening well; making eye contact; stating feelings; using messages that start with "I" to indicate that the person is speaking for him/herself; trying to understand the other person(s); offering possible solutions to problems; giving positive nonverbal messages such as a smile or touch; asking for clarification
- Compare and contrast signs and symptoms of mental illness
- Identify resources available in school and community
- Understand the consequences of untreated mental illness

Risk Assessment & Reduction

School Counselors support the following:

- Recognize problems in daily living that may contribute to self-destructive behaviors & apply strategies to reduce the risks of harm to self & others
- Identify societal problems (assault, homicide, rape, robbery, gangs, personal safety risks)
- Describe the short & long-term effects of performance enhancing drugs
- Describe the continuum from use, abuse, to dependency