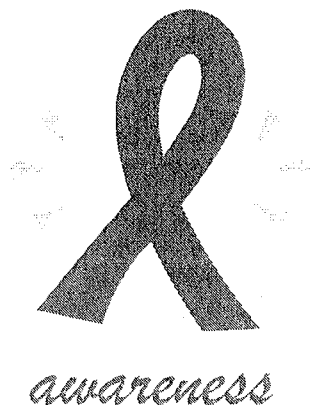




8th Grade Health

Sexuality: Student Edition



awareness

Name: _____
DAY 1 2 3 4 Period _____

Lesson 1 - Starting Out

Health Standards:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Objectives:

- To introduce students to the course and establish a friendly atmosphere, basic ground rules, identify and affirm positive personal qualities, and link self-esteem with the topic of human sexuality.

Vocabulary:

Self-Esteem: _____

Self-Respect: _____

Sexuality: _____

COURSE OVERVIEW

Directions: Complete part II with your parent and bring with you back to the next class.

 Part 1

<u>Schedule</u>	<u>Topic</u>
<i>Date</i> _____	Starting Out (Sense of Self)
_____	What's Really Important (Values)
_____	Changes (Puberty)
_____	Pregnancy and Birth
_____	More Changes (Feelings of Attraction)
_____	Equal Though Different (Sexism and Stereotypes)
_____	Making Choices
_____	Going Out? (Dating)
_____	Saying No!
_____	Planning for the Future
_____	Teenage Pregnancy: The Realities
_____	Teenage Pregnancy: The Choices
_____	Taking Chances (Sexually Transmitted Diseases)
_____	The Power of Touch (Sexual Abuse)
_____	Moving On!

 Part II

Student Response:

1. The most important topic in this list is:

2. The most difficult topic to talk about is:

Seeing the Positive

Circle at least 5 qualities that best describe YOU!

Kind	Ambitious	Understanding
Honest	Proud	Smart
Considerate	Friendly	Strong
Caring	Loyal	Attractive
Helpful	Patriotic	Athletic
Loving	Grateful	Creative
Funny	Thoughtful	Sensitive
Patient	Hard-working	Musical
Outgoing	Healthy	Good Listener
	A Leader	

Not Listed but True About You:

Lesson Outline 2.0



LESSON 2 - What's Really Important

Health Standards:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will analyze the influence of culture, media, technology, and other factors on health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Objectives:

- To increase students' understanding of the concept of values and the role of values in decision-making
- To increase students' familiarity with the basic values promoted by this curriculum.

Class Notes:

Vocabulary:

Equality: _____

Honesty: _____

Promise Keeping: _____

Respect: _____

Responsibility: _____

Self-Control: _____

Social Justice: _____

Who's Teaching Me VALUES?

Choose from the following values to answer these questions:

Equality

Honesty

Promise-Keeping

Respect

Self-Control

Social Justice

Responsibility

1. Which is emphasized the most by the principal of your school?
2. Which is emphasized the most by your favorite teacher?
3. Which is emphasized by the teacher who makes you work the hardest?
4. Which seems most important to your mother?
5. Which seems most important to your father?
6. Which seems most important to your friends?
7. Which are you BEST at doing?
8. Which do you need to work on the most?
9. When younger kids look at me, what value am I teaching them?

Which Value?

Using the 7 Values we discussed, match a value to the situation.

1. A friend tells you that they have a crush on someone and tells you not to tell anyone. You decide to tell one other person and soon the whole class knows.

Value not Used: _____

Consequence for your action:

2. You have a substitute teacher in your class and you decide that this would be a good day to shoot spitballs at your classmates.

Value not Used: _____

Consequence for your action:

3. A classmate invites you to come over to hang out one day but you know that they live in a tiny house that's much smaller than yours and you don't want your friends to know that you were there.

Value not Used: _____

Consequence for your action:

4. You're supposed to study because you have a test the next day but you play video games instead.

Value not Used: _____

Consequence for your action:

5. You are getting a bad grade in one of your classes but when your parents asked how you were doing you told them that you were doing well.

Value not Used: _____

Consequence for your action:

6. During lunch, you keep dropping stuff on the floor and when the lunch aide asks you to pick it up you tell them to do it because that's their job.

Value not Used: _____

Consequence for your action:

7. During PE, you pass the ball to the boys on your team because you know that the boys are better at sports than the girls.

Value not Used: _____

Consequence for your action:

What I Think

[Student Opinion]

Directions: Please fill in the blanks with your own ideas. Then discuss with your parents what both of you think.

1. What's OK and what's not OK about teenagers seeing Rated R movies?

What I think: _____

2. What's OK and what's not about teenagers reading pornographic visiting pornographic websites?

What I think: _____

3. What's OK and what's not about teenagers wearing sexy clothes?

What I think: _____

4. What's OK and what's not about language – swearing and slang?

What I think: _____

5. What's OK and what's not about sexual activity for teenagers?

What I think: _____

Lesson 3 - Changes

Health Standards:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to access valid health information and health-promoting products and services.

Objectives:

- To increase students' understanding of the concept of values and the role of values in decision-making
- To increase students' familiarity with the basic values promoted by this curriculum

Vocabulary:

Conception: _____

Ejaculation: _____

Ovulation: _____

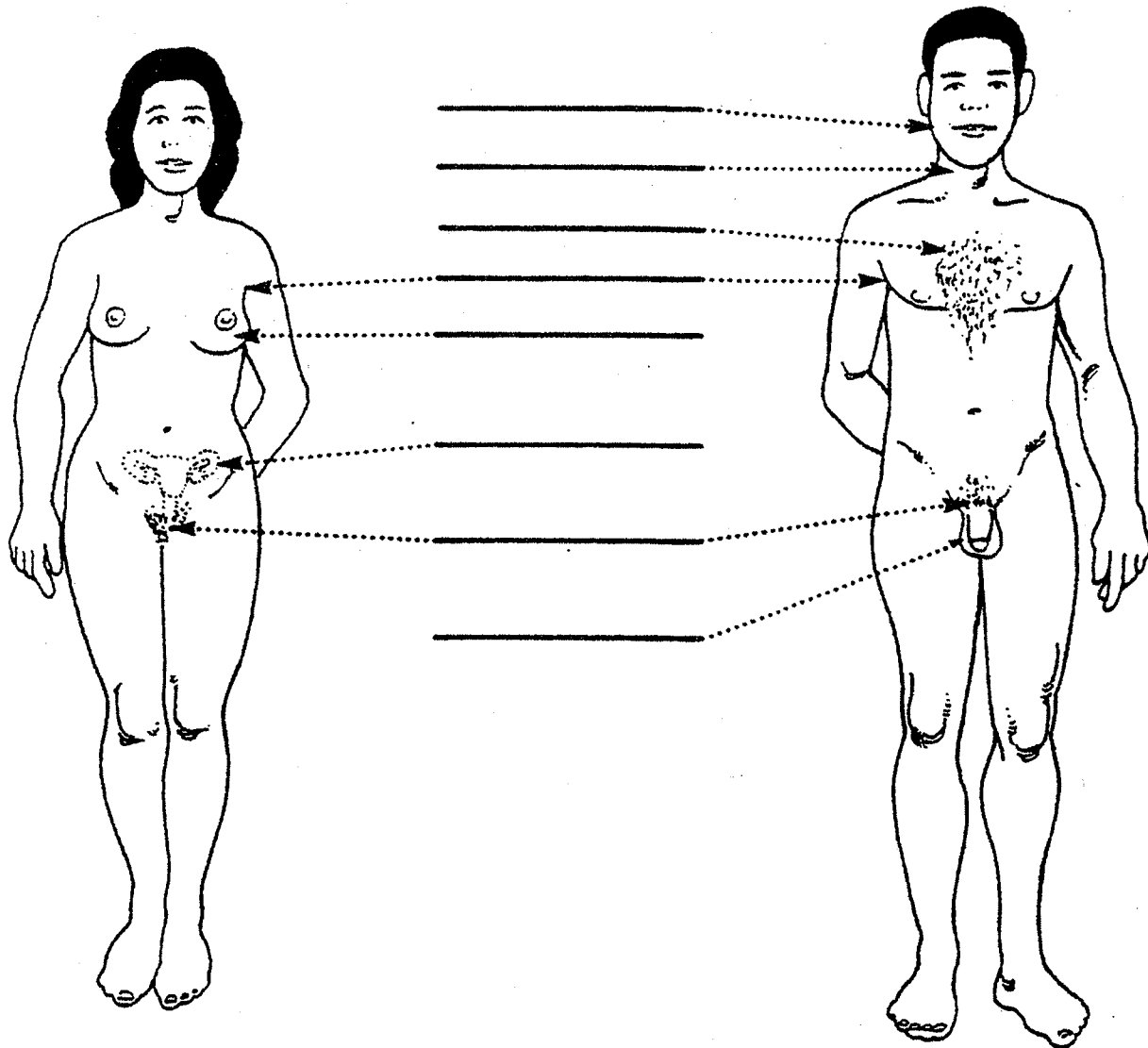
Menstruation: _____

Puberty: _____

Body Changes

Adult Female Body: broader hips; rounding of body contours.

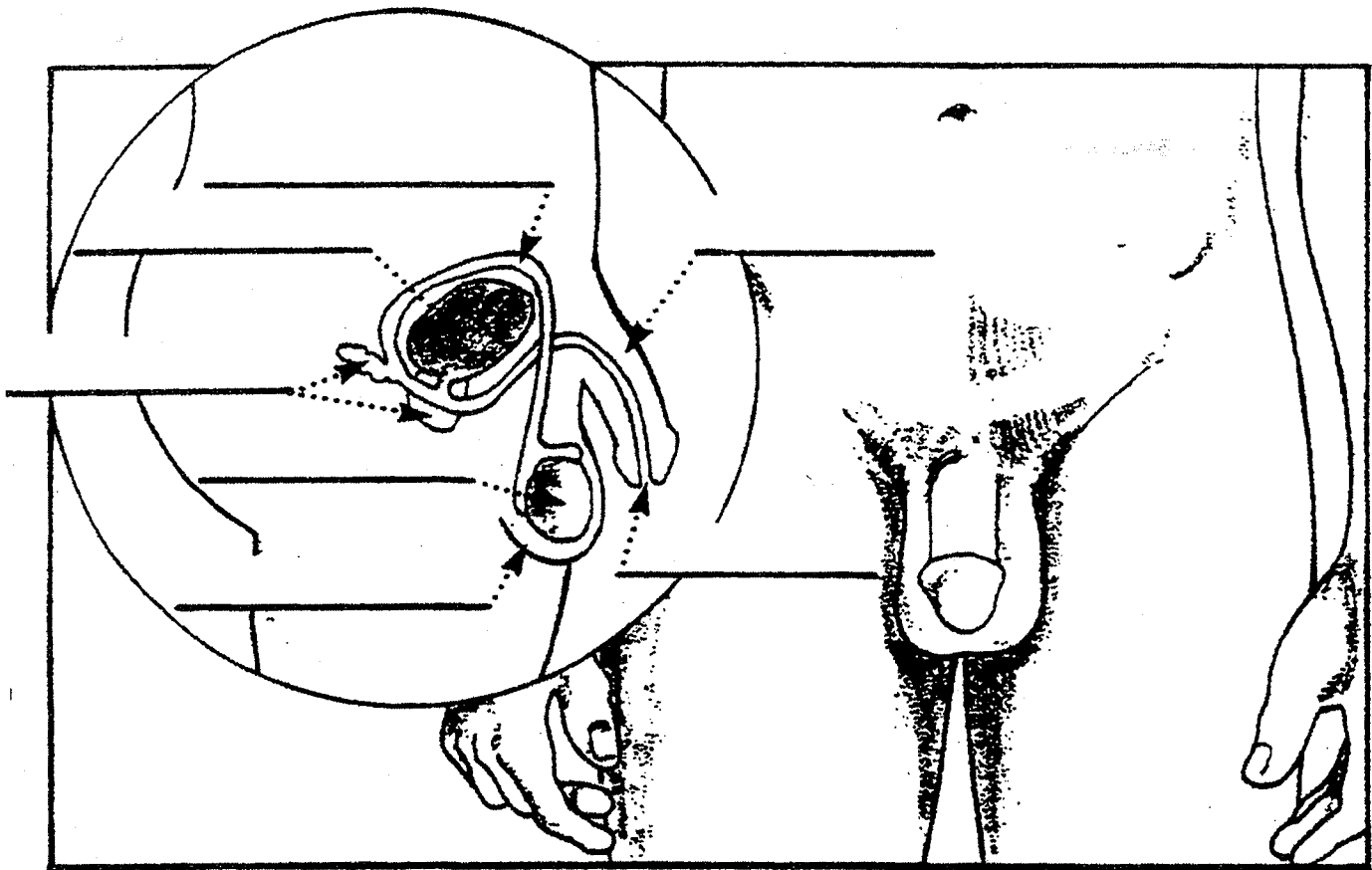
Adult Male Body: broader shoulders and chest; greater muscle development.



Female Hormones:

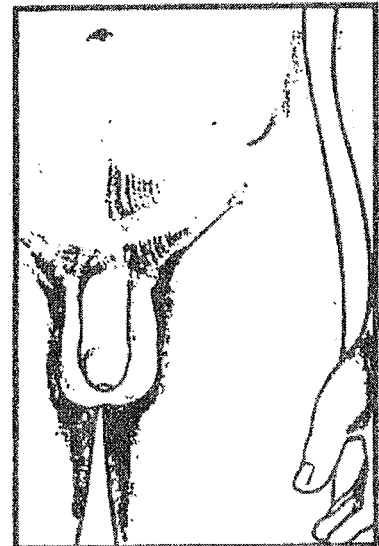
Male Hormone:

Male Reproductive System



Notes:

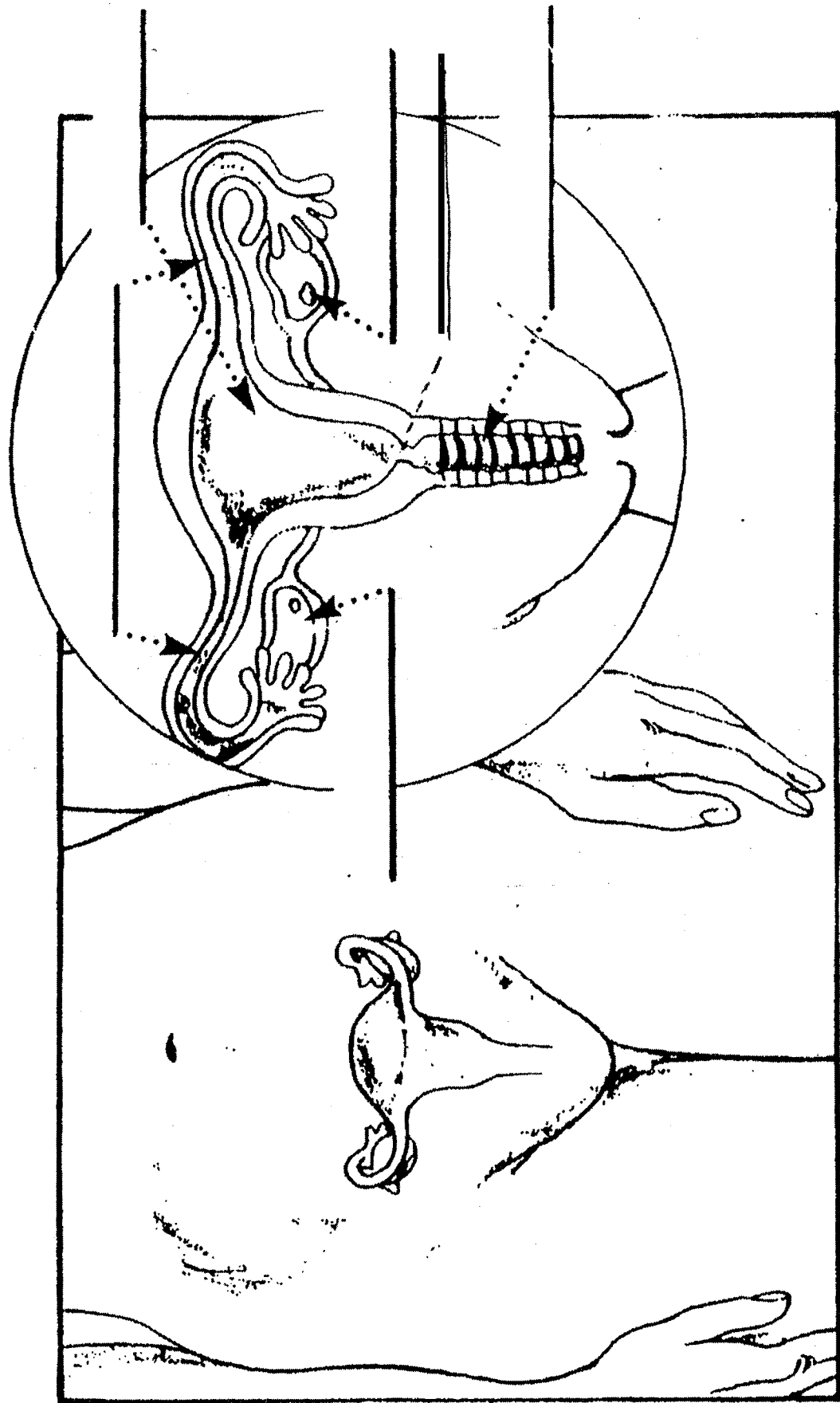
Uncircumcized Penis



MALE REPRODUCTIVE SYSTEM

Structure	Function
Vas Deferens / Sperm Duct	Carries sperm upward from the testes to the Seminal Vesicle.
Prostate Gland	Secretes fluid that initiates the movement of sperm. May produce pre-ejaculation.
Penis	Male reproductive organ for urination and the release of semen.
Scrotum	Encloses the two testes. Maintains the testes at a temperature suitable for sperm production.
Testes	Secretes testosterone. Produces sperm.
Seminal Vesicle	Secretes fluid to nourish the sperm. Assists in sperm movement.
Bladder	The organ where urine is stored.
Urethra	Serves as a passageway for urine and sperm/semen.

Female Reproductive System (Internal)



FEMALE REPRODUCTIVE SYSTEM

Structure	Function
Ovaries	Produce ovum (eggs) and secrete hormones.
Urethra	Serves as a passageway for urine.
Fallopian Tube	Tube leading from the ovaries to the uterus. Ovum passes through here. Site of female fertilization.
Uterus	The female organ/muscle in which an embryo/fetus grows and develops.
Vagina	3 Major functions: 1. Female organ during intercourse 2. Birth Canal 3. Passageway for menstrual flow and arriving sperm
Labia (Major & Minor)	Covers and protects the vaginal opening.
Clitoris	Small, highly sensitive area between the labia. Site of female excitement.
Cervix	Lower opening of the uterus. Allows for passage of sperm and menstrual flow.

The Reproductive System

The future of life itself depends upon the reproductive system. Each of the 18 definitions related to human reproduction is followed by a term. If the term matches the definition circle the term. If it does not, cross it out, and write the correct term in the space provided.

Reproductive organs.

Genitals

The male sex organ.

Scrotum

The female sex organ and birth canal.

Vagina

The male organ that produces sperm.

Urethra

The fleshy sac that contains the testicles.

Sperm

The external female genitals covering the vagina.

Uterus

The pear-shaped organ, also called the womb, in which the growing baby develops.

Cervix

Duct that carries sperm from the testicles.

Vas Deferens

The female reproductive organs that produce eggs.

Ovaries

The liquid that contains male sex cells.

Semen

The tube that carries urine from the male's bladder and sperm from the testicles.

Fallopian Tube

Narrow opening at the neck of the uterus.

Labia

Tubes that carry the female's eggs from the ovaries to the uterus.

Testicle

Male sex cell.

Penis

Release of the egg from the ovary.

Menstruation

Male gland near the bladder that produces the fluid part of semen.

Prostate

Shedding the lining of the uterus when the egg does not become fertilized.

Ejaculation

The discharge of the male sperm.

Ovulation

LESSON 4 - More Changes

Health Standards:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will analyze the influence of culture, media, technology, and other factors on health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Objectives:

- To promote understanding of emotional changes in adolescence, especially sexual attraction, and to promote positive ways of dealing with emotions.

Vocabulary:

Sexual Attraction: _____

Mood: _____

In-Class Activity 4.1

Questions for Small Groups

[To be copied and cut up for distribution to groups]

1. What is the difference between having a crush on someone vs. “being in love”?
2. How can people tell if they’re in love?
3. Do you think it’s possible for someone your age to be “in love”? Why or Why not?
4. Do you think most people marry the person that they’re in love with when they’re 13? Why or Why not?
5. For people your age, do you think it’s a good idea to have sex if they’re attracted to someone? Why or Why not?

LESSON 5 - Equal Though Different

Health Standards:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will analyze the influence of culture, media, technology, and other factors on health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health.
- Students will demonstrate the ability to advocate for personal, family, and community health.

Objectives:

- To promote equality and social justice for human beings, regardless of gender.

Vocabulary:

Sexism: _____

Sex-role: _____

Stereotype: _____

Personality Traits

Trait	Male	Female
Aggressive		
Athletic		
Brave		
Competitive		
Emotional		
Gentle		
Helpless		
Independent		
Intelligent		
Loving		
Persuasive		
Reliable		
Responsible		
Sensitive		
Strong		
Talkative		
Thoughtful		
Tough		
Understanding		

Sexism and Sex Role Stereotyping

Quickly read through each statement and put a mark in the box which best fits your opinion. Your choices are Strongly Agree, Agree, Disagree and Strongly Disagree.

	SA	A	D	SD
1. It's really the woman's job to stay home and raise the kids.	1. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Girls should be able to ask guys out.	2. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Boys' athletics are really more important than girls'.	3. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Men sometimes treat women like objects.	4. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Men make good secretaries and nurses.	5. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Boys should hide their feelings if at all possible.	6. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. If a husband and wife both work, they should both help with the cooking and cleaning at home.	7. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Girls have more feelings than boys.	8. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Men are really more intelligent than women.	9. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The husband should have the final say.	10. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. It's just as OK for men to cry as for women.	11. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Girls should help pay for dates.	12. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Education is more important for boys than for girls.	13. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Women make good construction workers and engineers.	14. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Boys should learn how to cook, sew, clean a house and do laundry.	15. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LESSON 6 - Making Choices

Health Standards:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will analyze the influence of culture, media, technology, and other factors on health.
- Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Objectives:

- To help adolescents understand that choices are involved in most situations and that, in making choices, it is helpful to think about basic human values and possible consequences of choices.

Vocabulary:

Decision: _____

Consequence: _____

Decision	Choices	Consequences
		+
		-
		+
		-
		+
		-
		+
		-

PLAN

P _____

L _____

A _____

N _____

LESSON 10 - Planning for the Future

Health Standards:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to access valid health information and health promoting products and services.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
- Students will demonstrate the ability to advocate for personal, family, and community health.

Objectives:

- To promote abstinence as the best method of avoiding pregnancy for teens and to provide information on other available family planning methods.

Vocabulary:

Abstinence: _____

Birth Control (Contraception): _____

Effectiveness: _____



My Future

Jot down 10 goals you want to do in the future.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Now, suppose you became pregnant or fathered a child while you were still in school.

- Would these things still be possible for you?
- Would your plans have to change?

Answer the following questions:

1. If or when you get married, do you want to have children?

2. If you answered yes, what age do you want to be when you have your first child?



People make plans all the time. What are some things you plan for?

1. _____
2. _____
3. _____
4. _____
5. _____

Let's look at HOW people plan...

- 1. LOOK AHEAD**
- 2. LOOK AT CHOICES**
- 3. LOOK AT DECISIONS**
- 4. DECIDE**
- 5. FOLLOW THROUGH**

➤ Why do people plan?

➤ What happens if you don't plan?

ABSTINENCE

Abstinence is the **ONLY** 100% sure way to prevent pregnancy.

That means, if someone really doesn't want to become pregnant, not having sex is the only way of being absolutely certain.

Family Planning

Almost everyone agrees that abstinence is the smartest choice for teenagers, but in spite of that fact, not everyone chooses abstinence. Sometimes people choose to have sex but don't want a pregnancy to result. This is where birth control comes in. Birth control is a way to plan families used by many married couples. There are many different kinds of birth control available. You've probably heard of some of them.

Some teenagers do NOT choose abstinence and do NOT use birth control.

What do you think are some reasons for this?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

REMEMBER, an important step to planning is to look at the consequences. If teenagers have sex and don't use birth control, the consequences are really scary and huge. An unplanned pregnancy will really have a big effect on their plans for the future.

Lesson 7 - Going Out?

Health Standards:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will analyze the influence of culture, media, technology, and other factors on health.
- Students will demonstrate the ability to use interpersonal communication to enhance health.
- Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Objectives:

- To explore various aspects of dating and to develop guidelines contributing to positive growth.

Vocabulary:

Dating: _____

Peer Pressure: _____

Risky Situation: _____

In-Class Activity 7.1

Student Ideas and Expectations
About Dating

1. What is a good age to begin dating? Why?
2. Who should do the asking? Why?
3. Who should pay for the date? Why?
4. List some guidelines on whom to date? (Example: same age)
5. What are the advantages of a group date? (Example: a whole group of boys and girls go to the movies).
6. How late do YOU think it's okay to be out on a date? Weekend? Week night? Why?
7. Keeping guidelines in mind, what dating situations could be difficult to handle (risky situations)? What makes these situations risky?

In-class Activity 8.1

Video 6**Choosing Abstinence****Preview**

1. What would you do if someone pressured you to have sex? What would you say?

Explore

2. List two significant risks of being sexually active.

3. What reasons did Zach and Chelsey give for choosing abstinence?

4. How did belonging to a group of teens that shared their values help Zach and Chelsey to keep their commitment?

5. Why do you think Kyle was emotionally devastated even though she was the one who ended her relationship with her boyfriend?

-
-
-
6. Do you think that it will be difficult for Angel to “be single for quite a while”? Why or why not?
-
-
-

7. What are some advantages of going out as a group?
-
-
-

Wrap Up

8. What advice would you give a friend about how to abstain from sex?
-
-
-

Connect to Your Life

9. Describe three things you learned from the video about the benefits of abstinence.
-
-
-
-

LESSON 9 - Pregnancy & Birth

Health Standards:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Objectives:

- To promote understanding of fetal growth and development, maternal changes, the process of labor and birth, and the influence of the mother's health on the well being of the baby.
-

Chapter 9 Vocabulary

Amniotic Sac – bag of _____; a sac developed in _____ inside the uterus containing _____ fluid. This fluid helps _____ the baby during pregnancy.

Caesarean Birth (C-section) – birth of a baby through an _____ in the abdomen. This occurs when birth through the _____ is not possible or would not be _____.

Cervix – lower part of the _____ which opens or _____ during labor to allow the birth of the baby.

Conception – the beginning of _____ when an _____ cell from a female meets a _____ cell from a male.

Contraction – the tightening of a _____. During _____ the muscle that contracts is the _____. Also called _____ pains.

Dilation – the process of _____. In labor the _____ dilates or opens to a size of _____ cm in diameter to allow the baby to be pushed out of the _____ and into the _____.

Embryo – the _____ part of the life of a _____ baby. This period lasts from the time the _____ egg is a few _____ old until it has been growing for _____ weeks.

Fetus – the developing _____ from the _____ week of life in the uterus until _____.

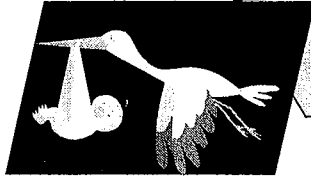
Labor – regular _____ of the uterus which _____ or _____ the cervix that allow the baby and _____ to be pushed out.

Placenta – also called _____; an organ which _____ in pregnancy inside the _____. It is attached to the _____ on one side and connected to the _____ by the umbilical cord. Food and _____ are received by the baby from the _____ through the cord and waste products are _____ in a similar way.

Umbilical Cord – tube containing _____ blood vessel that connects the _____ to the placenta.

Uterus – small _____ sac in the _____ body where the _____ grows during pregnancy; also known as the _____.

Vagina – the passage from the _____ of the body to the _____; also refers to the _____ of this muscular tube. Also known as the birth _____.



Pregnancy Video

Answer these questions in complete sentences.

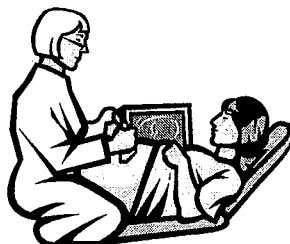
1. How did the video make you feel?

2. Was the birthing film what you imagined?

3. What do you think would be the most difficult part of pregnancy and birth?

4. For the girls: How do you feel about the fact that women give birth?

5. For the boys: How do you feel about the fact that women give birth?



LESSON 11+12 - Teenage Pregnancy

Health Standards:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Objectives:

- To provide an understanding of the consequences of teenage pregnancy and the choices involved.

Vocabulary:

Adoption: _____

Pregnancy Complications: _____

Single Parenthood: _____

Some Effects of Teenage Pregnancy

The teen father may drop out of high school to get a job to support the baby.

The relationship between the pregnant girl and teen father may not last. If it doesn't, it will be difficult for her to handle the responsibilities alone.

Finances can be a big problem. A teenage couple or an adolescent on her own often cannot afford the expenses of a baby. The costs of delivery, medical care, formula, diapers, clothing, and more are very high.

Living arrangements for the young parent may be a problem. Not all teenage parents can live with their families. Finding an apartment, living alone, and coping with all the tasks of running a household are difficult.

For teen mothers living at home, there can be conflicts between the teenager and her parent(s). Teenage pregnancies affect the whole family, not just the teenager.

A young baby requires a huge amount of patience, time and commitment. Babies need to be waited on for all of their needs. Often a teenager can't handle a baby's needs and her own at the same time. Babies are often neglected or abused because of the stresses involved in a teen pregnancy. Babies need to be held, touched, played with, and cared for.

It is inspected that babies born to teenagers have a greater chance of dying from Sudden Infant Death Syndrome (SIDS/Crib Death)

Teenage Pregnancy Facts

Most teens who become pregnant don't marry.

Most teens that have babies don't place them for adoption.

Babies born to teen mothers have a greater risk of medical problems (may be born too soon, weigh too little, and have other problems). Low birth weight babies are at greater risk of cerebral palsy, epilepsy and mental retardation.

A teenage mother is more likely to have complications during pregnancy than a woman over 18 years of age.

The risk of death for a pregnant teen is higher than for a woman in her twenties.

Most teen mothers do not complete high school nor acquire employment skills and are more likely to end up on welfare.

Many teens will have a second pregnancy before the age of 20.

Many teens do not seek medical care until late in pregnancy, thereby increasing the health risks to both mother and child.

If a teenage girl gets pregnancy, very often the boy leaves her.

Teenage Parenting

Pretend that you are a 16-year-old who has just given birth to a child or fathered a child. What are some positives and negatives about the following choices?

	Positives	Negatives
Option #1 – Keeping the baby and staying single.		
Option #2 – Keeping the baby and getting married.		
Option #3 – Placing the baby up for adoption.		

1. What choice do you think your family would suggest?

2. What choice do you think your friends would suggest?

Teenage Parenting

Pretend that you are 16 years old and you just found out that you are pregnant, or have fathered a child.

- 1) Think about all the choices available in your own personal situation. What would be difficult about keeping the baby and becoming a single parent?

Getting married and keeping the baby?

- 2) Now think about your family. How might your family feel about the pregnancy?

- 3) What choice do you think your family would suggest for you? Why?

- 4) What choice do you think your friends might suggest? Why?

- 5) List some people or places you could go to for help.

a) _____

b) _____

c) _____

d) _____

Video 19**Teenage Pregnancy****Preview**

1. What are some of the difficulties teenage parents face?

Explore

2. What challenges did Kristine face after her son was born? What ended up happening to her son?

3. What does Amy miss most about the life she led before her son was born? What help would you offer Amy if she were your friend?

4. Why is it important for pregnant teens in particular to get prenatal care as soon as they know they are pregnant?

5. What assistance do Doula's and other healthcare providers offer pregnant teens?

6. Do you think parents should get more support from government or community organizations? Why or why not?

Wrap Up

7. What kind of support do teenagers parents need?

Connect to Your Life

8. Describe how pregnancy affected the long-term plans of the teens in the video.

LESSON 13 - Taking Chances

Health Standards:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to access valid health information and health promoting products and services.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
- Students will demonstrate the ability to advocate for personal, family, and community health.

Objectives:

- To promote awareness of sexually transmitted disease as a possible consequence of sexual activity, along with knowledge of treatment and prevention.

Vocabulary:

Pelvic Inflammatory Disease (PID): _____

Venereal Disease (VD)/Sexually Transmitted Disease (STD): _____

STD/STI Sense

Beginning of Class

End of Class

TRUE

FALSE

1. A person with herpes can be completely cured with proper medical treatment.

2. It is easier for girls than for boys to tell if they have an STD/STI.

3. STD/STI s are not all that serious.

4. A person with one sex partner is as likely to get an STD/STI as a person with ten partners.

5. STD/STI s can result in a baby being born blind.

6. If a girl thinks a guy has an STD/STI, it is stupid to have sex with him.

7. One consequence of having an STD/STI might be the inability to have children.

8. A girl is really being unfair if she suspects she has an STD/STI and doesn't tell her boyfriend until after they have had sex.

9. STD/STI s among teenagers are really pretty rare.

10. In our state, parents need to be notified if their son or daughter is treated for an STD/STI.

TRUE

FALSE

Sexually Transmitted Diseases/Infection (STD/STIs)

Name	Facts	Symptoms	Results
Gonorrhea	<p>Treatable with penicillin.</p> <p>Most women and some men have NO symptoms.</p> <p>Spread only by sexual contact.</p> <p>There is a super-strain now that is resistant to treatment.</p>	<p>Usually show up 2-6 days after sexual contact.</p> <p><i>For men:</i> pus dripping from penis or burning feeling while urinating; 10% have no symptoms.</p> <p><i>For women:</i> slight vaginal discharge with burning but usually no symptoms at all.</p>	<p>Sterility in men and women.</p> <p>If a mother has gonorrhea when her baby is born, the baby must get medication or it may go blind.</p> <p>Arthritis, heart trouble, and general bad health.</p> <p>For women: one complication is an inflammation of the pelvic organs.</p>
Herpes	<p>Caused by herpes virus.</p> <p>Has reached epidemic proportions in the U.S.</p> <p>There is treatment but NO cure at this time.</p>	<p>Painful blisters on genitals, sometimes on thighs and buttocks. They last 7-28 days.</p> <p>The sores will go away, but the disease will not. The sores can occur over and over again.</p> <p>Stress might be one reason for recurrence.</p>	<p>For women: The chance of getting cancer of the cervix is higher, so women with herpes should have regular pap smears.</p> <p>Newborn babies can get herpes as they pass through the birth canal. Herpes can hurt the central nervous system and the baby could die.</p>
Syphilis	<p>Treatable with penicillin, antibiotics.</p> <p>Spread only by sexual contact.</p>	<p>The first sign is a sore or "chancere." It is very contagious and usually painless.</p> <p><i>In men:</i> it is on the penis.</p> <p><i>In women:</i> it is inside and around the vagina.</p> <p>Chancres may also show up on the mouth or breasts and cause swelling in the groin. They disappear in 3-6 weeks.</p> <p><i>The Second Stage:</i></p> <p>About 1-6 months later, people with syphilis get flu symptoms: they are tired and feverish; their joints and muscles hurt. They might get a painless rash on the palms of their hands or soles of their feet, swollen lymph nodes and hair loss in patches.</p> <p><i>The Third Stage:</i></p> <p>(The latent or silent stage). The disease travels all over the body for 1-20 years.</p>	<p>If the mother is pregnant and the baby gets infected, it can die or be seriously hurt.</p> <p>If the disease enters Stage 3, it can be very serious: brain damage, heart and blood vessel disease, kidney disease, and possible death.</p>
(HPV)	<p>Caused by human papillomavirus. No cure, only symptoms are treated.</p>	<p>Visible genital warts, precancerous changes in the cervix, labia, anus or penis.</p> <p>Common to have no symptoms at all.</p>	<p>May increase the risk of certain types of cancer mainly cervical cancer. A mother can pass the infection to her baby during birth.</p>

Pubic Lice (Crabs)	Insect makes its home in pubic hair area but can travel to other areas. Can be passed on in many ways, including sexual contact. Becoming more common. Treatable.	Crabs are almost invisible and cause intense itching.	Harmless
Chlamydia	Very common Can cause several different types of infections, including NSU. Treated with antibiotics. High risk groups: sexually active homosexual and bisexual men, IV drug users, hemophiliacs, certain immigrants to U.S. since 1977 and people who have sexual contact with any of the above. Transmitted through body fluids (semen, blood).	<i>For women:</i> Itching, burning and discharge from vagina. <i>In men:</i> painful urination. Many men and women have no symptoms.	Can cause pelvic inflammatory disease (leading to infertility) Miscarriages, stillbirths. Newborns may get conjunctivitis or pneumonia if mother has infection while pregnant. Actually caused by HIV (Human Immunodeficiency Virus) that attacks the body's immune system. Most AIDS victims die within 2-4 years, though treatment has become more advanced in slowing the process of HIV allowing people to live longer. AIDS victims don't actually die from the syndrome itself, they are killed by common sicknesses which the immune system can no longer fight off.
AIDS (Acquired Immune Deficiency Syndrome)		Fatigue, loss of appetite, and extreme weight loss. Swollen lymph glands all over the body. Night Sweats. Skin Infections that won't heal.	
Non-Specific Urethritis (NSU) or Non-Gonococcal Urethritis (NGU)	Very common in the U.S. A painful inflammation of the urinary tract. Treatable with antibiotics.	A clear or whitish gray discharge from the penis along with burning pain during urination. 22% of the men and most of the women have NO symptoms.	Prostrate problems, infertility, eye problems, skin outbreaks, and small ulcers in the mouth. If a woman is pregnant, the baby can die or be seriously hurt.
Vaginal Infections	Passed during sexual contact. Mainly a women's disease, but men can carry the germs and show symptoms, too. Treatable.	Redness and itching of the vagina and a smelly discharge. These signs can go away, but the disease can stay.	<i>In women:</i> gland infections, more risk of cancer of the cervix.
Venereal Warts	Treatable by freezing or burning. Very contagious.	Warts on genitals that spread quickly.	May be linked to certain types of cancer.

LESSON 14 - The Power of Touch

Health Standards:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will analyze the influence of culture, media, technology, and other factors on health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health.
- Students will demonstrate the ability to advocate for personal, family, and community health.

Objectives:

- To promote an understanding of the difference between positive and abusive touch.

Vocabulary:

Abuse: _____

Incest: _____

Rape: _____

Victim: _____

Know How to Protect Yourself

1. **TRUST YOUR FEELINGS.** If you're feeling scared, confused, or just uncomfortable, there's probably a good reason.
2. **REMEMBER THAT YOU COULD BE AT RISK.** Anyone can be a victim. It's easier to think about protecting yourself if you know that it could happen to you – not just to other people.
3. **THINK ABOUT SITUATIONS THAT COULD BE OR ARE UNSAFE.** Avoid them, or make sure someone you trust is with you. Talk about it with someone you trust, too.
4. **DON'T BE AFRAID TO ASK FOR HELP.** If you're in danger or afraid, it's smart to ask someone for help. It's not a sign of weakness. It's just common sense.
5. **DON'T TRY TO HANDLE EVERYTHING ON YOUR OWN.** If something has happened to you, or if you're afraid or confused, a counselor or another adult you really trust can help you talk through your feelings.
6. **USE COMMON SENSE SELF DEFENSE RULES.** (The ones you've always heard):
 - 6.1. *Don't walk alone at night*
 - 6.2. *Don't take rides from people you don't know very well*
 - 6.3. *Don't hitchhike*
 - 6.4. *And all the others; they make sense!!!*
7. **SAY WHAT YOU MEAN AND WHAT YOU WANT.** If someone is pressuring you, you can say no! If someone touches you in a way that you don't like or that is confusing, leave and talk to someone about it. Don't let friends talk you into doing something that seems scary or unsafe. Trust your feelings.

