Introduction

Although statistics indicate that the number of teens who are sexually active is declining, we need to consider the following:

- The United States has the highest rates of teen pregnancy and births in the Western industrialized world.
- Approximately one in four new STD infections occur in teens, about 3.75 million cases each year. Teens and young adults are more likely than other age groups to have multiple sex partners and engage in unprotected sexual activity, putting them at high risk for acquiring most STDs.
- Because HIV can take up to ten years to progress to AIDS, most young adults between the ages of 20 and 29 were likely infected as teens. This is nearly one in every five reported AIDS cases.

**Human Sexuality** emphasizes using refusal skills, making responsible decisions, and practicing abstinence as ways to help reduce these statistics.

**Using Human Sexuality**

Most young people have received many messages about sex but know very little about sexuality. Some teens may have not had opportunities to discuss, in a serious manner, concerns and problems dealing with sexuality or to obtain factual information about it. Nor have they learned or had a chance to apply this practical information while practicing basic life skills, such as decision making, communication, goal setting, refusal, and the application of personal values in life. **Human Sexuality** presents factual information and encourages students to apply the information when making responsible decisions. There are several points about sexuality education you may wish to keep in mind to use the program successfully.

**Parental Involvement**

Education about sexuality is both a parent’s or guardian’s right and responsibility. Studies have shown that in homes where there is open communication on sexuality issues, young people tend to follow more traditional norms of sexual behavior. Efforts, thus, should be made to encourage parents or guardians to maintain an open and honest dialogue with their teens on sex-related issues raised in this program.

The most successful efforts in sexuality education are those that result from cooperation between home and school. Parents and guardians should be informed of sexuality programs, have an opportunity to review classroom materials, and, when possible, be provided with materials to use at home.

**School and District Policies**

Some schools may require parents to sign a letter of permission before their child takes the class. Are there school or state guidelines defining what can and cannot be taught in a class discussing sexuality issues? Find out exactly what the policies are for your school. It may be the case that student response to certain questions may require parental permission. Be aware of any such school and community guidelines before proceeding with this course.

The teacher is the critical key to whether a school-based sexuality program is successful. It is important that you feel comfortable with the subject matter and have a broad base of accurate information. Participating in update workshops as well as a sexuality course can be very helpful. Keep in mind the potential controversy that surrounds any program that includes sexuality topics. By being aware of the feelings and attitudes of the community and knowing how to handle sensitive topics, you may be able to avoid potential problems.

**A Word About Refusal Skills**

*Human Sexuality* reinforces the choice of sexual abstinence for young people and underscores the importance of avoiding all drugs, including alcohol. The choices to abstain from sexual activity
before marriage and avoid risk behaviors including alcohol and drug use are viable options for teens. At the same time, and partly because of the role peer pressure and negative media messages play in teens’ lives, discussions of and references to these subjects should be presented in a manner that is relevant and has immediacy for them. Telling students to just say no is not enough. Students must be provided with a knowledge base that can influence attitudes and help them choose healthy behaviors. Human Sexuality provides such a motivation, along with the opportunity for students to discuss concerns, learn to deal with and express feelings, and practice communication and assertiveness skills. Human Sexuality encourages students to use a decision-making process to make responsible choices and teaches valuable communication and refusal skills to help them stay out of situations that make them uneasy or that are unhealthy.

Program Components

Human Sexuality consists of a student text and a Teacher’s Annotated Edition. Lesson plans are included to help you teach each lesson and chapter successfully and efficiently. Answers to Lesson and Chapter Reviews are provided in the Teacher Manual. Helpful Teaching Tips (indicated by the following headings: DISCUSS, EMPHASIZE, and CRITICAL THINKING) are found in the margins of each student page. These tips may be used to reinforce and enrich the material found in the lesson.

In addition to these teaching aids, you can receive help from guidelines under the headings General Teaching Suggestions, Responding to Student Questions, and Use of Resources which follow.

General Teaching Suggestions

The following are some tips for carrying out the lesson:

- Avoid using the word you in teaching (e.g., “When you participate in sexual activity...”), which may be construed by students as an advocacy position. Instead, use the third-person pronoun in any class discussion.

- Acknowledge the fact that, historically, sexuality topics have not been discussed openly in our society. As such, some people are likely to be uncomfortable with them and may express this discomfort in any number of inappropriate ways (such as through laughter). Stress the inappropriateness of such responses, underscoring that sexuality is neither a forbidden topic nor one that should be confined to formal settings (i.e., the classroom).

- Correct the students’ use of slang terms (to refer, for example, to parts of the reproductive system) by providing the students with correct terms. This simultaneously creates a trusting and mature environment and encourages free inquiry.

- Avoid asking for personal information or sharing such information about yourself with the class.

- If there are school or state guidelines defining what can and cannot be taught in a class discussing sexuality issues, explain the guidelines to the class. Then, if a question arises that goes beyond the district policy, the students can appreciate why it cannot be addressed in class. Students will support this approach and will not think that you are just dodging a topic.

- Emphasize, especially as you go through the material on teens and high-risk behaviors, that physical and emotional changes occurring during adolescence are normal and vary greatly from person to person. Most students’ feelings, thoughts, and concerns are normal.

- Be sure to obtain permission (passive or active) from a parent or guardian prior to teaching about sexuality and/or STDs, as designated by state or local district guidelines. Note that student response to any questions may require prior parental or guardian permission.

- Emphasize mutual respect between students and between teacher and students regarding questions and answers and group participation.
Encourage students to establish and maintain an open dialogue at home with their parents, guardians, or other adult care providers.

**Responding to Student Questions**

Here are some suggestions you may wish to follow when responding to student questions:

- All questions should be treated as serious questions. Do not assume that a student's question is being asked to elicit a reaction or get attention. If the question is one that goes beyond school guidelines, explain that fact to students. Advise students to pursue the line of inquiry with parents or in appropriate reference materials.
- Remind students that there is no such thing as a dumb question. Tell students you would rather they ask questions in class, where they can get correct information. Suggest that if they do ask a question, it is likely that others in class have the same question.
- Allow students to submit written questions anonymously if they do not feel comfortable speaking about a topic. Respond to written questions during class.
- Do not allow another student to answer a student’s question, which risks not only throwing the discussion off track but disseminating incorrect information. If a student asks a question to which you do not know the answer, the appropriate response is to admit not having that information and to assure students that you will find the answer before the next class session. *Do not give students the responsibility of hunting for every answer, as this may discourage future open inquiry.*
- Repeat any difficult questions to be sure you heard them correctly.
- Answer all questions concisely, but bear in mind that most questions deserve more than a simple yes or no answer. Always take the time to review correct information and make sure students understand.
- Avoid making judgments or imposing your own opinions. This is often done in subtle ways through tone of voice or body language. Be aware of and spend extra time preparing for topics or issues on which you have particularly strong feelings that may be communicated to the class.

Remember, finally, that new information on topics related to sexuality is being made available on a continual basis, in both the newspaper and professional literature. It is important to stay abreast of current, accurate information from reliable sources and to be prepared to communicate this information to students in a format and style that will reach them.

**Use of Resources**

Here are some additional suggestions for the introduction and use of outside resource material:

- Any material brought into the classroom should be reviewed thoroughly. Some schools have guidelines concerning what can and cannot be used. Careless dissemination of material can have serious repercussions.
- All audiovisuals should be previewed before being shown. This point is critical. With such delicate subject matter, you will want to be thoroughly familiar with the contents of any video before presenting it.
- All potential guest speakers should be approved by the school administrator before being invited. You should discuss guidelines with the speaker prior to the presentation. In addition, the speaker should be advised of the main objectives of the course and the specific lesson.

**Additional Resources**

Information on topics related to sexuality is always changing, particularly in the area of sexually transmitted diseases and HIV/AIDS. The following page provides current information you may choose to use as a handout or part of your health class discussion. This page gives a synopsis of common STDs. This information corresponds with that in Chapter 7 of the student text. The chart includes a description of the STD, its cause, symptoms (when present), and treatment. It is important to remind students that in many cases, symptoms of STDs are not obvious.
<table>
<thead>
<tr>
<th>Disease</th>
<th>Description</th>
<th>Cause</th>
<th>Symptoms</th>
<th>Treatment</th>
</tr>
</thead>
</table>
| Chlamydia               | An infection that attacks the male and female reproductive organs            | The bacterium *Chlamydia trachomatis*                    | Females—(early) abnormal vaginal discharge, burning during urination; (late) PID, which involves severe pelvic pain, infertility, increased chance of ectopic pregnancy  
|                         |                                                                              |                                                           | Males—(early) discharge from the penis, burning during urination; (late) damage to reproductive organs | Antibiotics                         |
| Gonorrhea               | A disease that attacks the mucous membranes of the penis, vagina, uterus, rectum, throat | The bacterium *Neisseria gonorrhoeae*                     | Females—(early) yellow vaginal discharge, burning during urination; (late) PID  
|                         |                                                                              |                                                           | Males—(early) yellow-whitish discharge from the penis, burning during urination, painful or swollen testicles; (late) epididymitis, infertility  
|                         |                                                                              |                                                           | Both—(late) infection of blood or joints, which is life threatening                        | Antibiotics                         |
| Human Papillomavirus (HPV) | A virus that can cause genital warts, asymptomatic infection, and can cause cancer | Human papillomavirus (HPV)                              | Soft, moist, pink or red swellings—often in clusters on the genitals, anus, groin, or thigh; often asymptomatic | No cure; removal of warts by laser or by freezing, burning, cutting; injected antiviral drug; topical ointments |
| Genital Herpes          | Blister in the genital or rectal area                                         | Herpes simplex virus type 2 (HSV-2)                       | Blister within 2 weeks of contact, fever, swollen glands                                  | No cure; antiviral drugs reduce duration and severity of episodes |
| Hepatitis B             | A disease that attacks the liver                                             | Hepatitis B virus (HBV)                                  | Jaundice, fatigue, abdominal pain, nausea and vomiting, joint pain, loss of appetite      | Drugs that are effective in about 40 percent of patients |
| Hepatitis C             | A disease that causes liver damage                                           | Hepatitis C virus (HCV)                                  | Often asymptomatic; jaundice, fatigue, abdominal pain, loss of appetite, nausea and vomiting | Antiviral drugs, combination treatments effective in 40 to 80 percent of cases depending on type |
| Syphilis                | A progressive disease that affects the entire body if left untreated         | The bacterium *Treponema pallidum*                       | Primary stage—chancre, a painless sore  
|                         |                                                                              |                                                           | Secondary stage—infectious rash on palms of hands and soles of feet; flulike symptoms, hair loss, weight loss  
|                         |                                                                              |                                                           | Late syphilis—symptoms disappear during latent period, then slow, progressive loss of muscular coordination, paralysis, blindness, dementia, sometimes death | Antibiotics cure disease but cannot repair damage already done |
| Trichomoniasis and Bacterial Vaginosis | Vaginitis, or inflammation of the vagina; infection of the urethra in males (Trichomoniasis only) | The protozoan parasite *Trichomonas vaginalis* and an imbalance of bacteria normally found in the vagina, respectively | Females—odorous vaginal discharge; genital irritation, itching, discomfort  
|                         |                                                                              |                                                           | Males—mild discharge from penis, irritation, burning (Trichomoniasis only)                  | Prescription drug metronidazole (for both) |
| Pubic Lice              | Tiny parasitic insects that live in pubic hair and sometimes in coarse hair of legs, armpits, mustaches, beards, eyebrows, eyelashes | The parasitic insect *Phthirus pubis*                    | Intense itching in the genital area and/or other areas of infestation                       | Special medicated shampoo for pubic hair and hair of legs, armpits, mustaches, beards; special prescription ointment for eyebrows, eyelashes |
| Scabies                 | Microscopic mites that burrow into the skin                                  | The parasitic mite *Sarcoptes scabei*                    | Pimplelike rash with severe itching in the genital area and/or other areas of infestation 4-6 weeks after contact | Medicated lotions; additional medications for itching |
Comprehensive Health
Topic: Reproductive Health Education

Chapter 1: Sexuality and You
High School

Lesson 1: Sexuality and Making Responsible Decisions

INTEGRATED SKILLS: Reading, writing, decision making, team building

Objectives
Given instruction, the student will:
1. Explain how sexuality develops.
2. Identify the physical, mental/emotional, and social changes that occur during adolescence.
3. Identify decision-making skills that promote individual, family, and community health.
4. Summarize the advantages of seeking advice and feedback when making healthful decisions.

Instructional Resources:

Textbook
Human Sexuality (Adopted 2006)
Glencoe /McGraw Hill

Student Activity Sheet 2
Transparency 2
Quiz 2
Sexuality and Making Responsible Decisions

(pages 2-15)

FOCUS

OBJECTIVES
- Explain how sexuality develops.
- Identify the physical, mental/emotional, and social changes that occur during adolescence.
- Identify decision-making skills that promote individual, family, and community health.
- Summarize the advantages of seeking advice and feedback when making healthful decisions.

MOTIVATOR

Write the following on the board for students to work on while attendance is being taken: What kinds of product advertisements in magazine ads or television commercials promote products by using sexual messages? Assign the Quick Start.

INTRODUCING THE LESSON

Allow students to describe the products that use sexual messages in their advertisements. Then discuss why so many advertisers use these types of messages to sell their products. (People want to identify with the people in the ad; sexual messages catch attention.)

INTRODUCING VOCABULARY

Have students look up the vocabulary words self-concept and goal in the Glossary/Glosario. Have them infer ways the two terms relate.

TEACH

Discussing

Ask students whether they think popular entertainment—movies, television, and music—glorifies sex. Discuss how they feel they are influenced by these sources. Then ask students to provide examples of songs, movies, or television shows that deal with the risks of sexual intercourse, such as unplanned pregnancy and sexually transmitted diseases. Have students discuss the frequency of these examples compared to the examples of sex being glorified.

Discussing

Have students discuss the ways they have learned about sexuality. These could include a discussion with parents or information learned from a book. Record this list on the board.

Discussing

Point out that many of our decisions are influenced by peer pressure and that often this pressure is negative—that others try to convince us to do something unwise, unhealthy, or wrong.

Discussing

Put the following headings on the board: Physical, Mental/Emotional, and Social. Brainstorm and list ways to promote healthy sexuality in each area.

Cooperative Learning

Divide the class into four groups. Have each group work through the following problem using the decision-making model: One day while walking to school, one of three friends suggests skipping school and going to the local mall. Instruct the groups to begin by stating the situation that requires a decision and listing all of the possible options. Encourage them to be as thorough as they can. When discussing the group responses with the class, stress the role peer pressure might play in such a decision.
Class Activity

Ask each student to write down the names of three people he or she could talk to regarding an important decision about sexual activity. Tell students to keep this paper for future reference.

Cooperative Learning

Divide the class into four groups. Have each group choose a goal that a teen might set about dating. Then have students work through the goal-setting process. Evaluate the steps students have decided on and discuss the effects that both positive and negative peer pressure might have on such a goal.

Class Activity

Have students discuss the relationship between one's mental health and his or her self-concept. Ask students to create a list of people who influence a person's self-concept. Then discuss how positive role models can affect one's physical health.

Analyzing

Divide the class into females and males. Have each group compile a list of famous people (entertainers, politicians, businesspeople) that they consider to be typically "feminine" or "masculine." Have students list the characteristics that led to their choices. Use the lists to begin a discussion of how gender-role stereotypes get reinforced.

Class Activity

Have students reread the Health Minute on page 4. Ask students to suggest more examples of ways teens can meet their mental and emotional health needs. Ask what support systems are available to teens. Have volunteers discuss ways teens can reach out to the community and how this can contribute to good mental health.

3 ASSESS

EVALUATING THE LESSON

Assign and discuss the Lesson 1 Review on page 7.

Answers to Lesson 1 Review

1. Sexuality is everything about you as a male or female. Your sexuality develops over time as you live, grow, and develop.

2. The three aspects are physical health, mental/emotional health, and social health.

3. Self-concept is the mental image you have about yourself. It develops over time, beginning in infancy, from the variety of signals you get from people around you.

4. Break the decision-making process down into small steps, such as the six basic steps.

5. Answers will vary but should include aspects of physical growth and development and mental and emotional maturity, as well as basic physical and mental/emotional self-care discussed in the lesson.

6. Answers will vary but should demonstrate the student's understanding that a healthy self-concept promotes healthy, self-protective behavior, and a low self-concept makes self-destructive behavior more likely.

Answer to Applying Health Skills

Action plans will vary but should include the first four steps of the goal-setting process.

RETEACHING

Have students review the six goal-setting steps. Encourage them to explain in their own words how they would set about accomplishing a specific goal. Explain that the goal-setting steps can be used to reach both simple and complex goals.

ENRICHMENT

- Have students write a paragraph about how the influences on their social health change during adolescence.
- Have students write a paragraph about how using the decision-making process can help with important decisions.

CLOSE

Sum up the lesson by reminding students that adolescence is a time of tremendous change, and that they can make many important decisions that will promote their physical, mental/emotional, and social health.
Where to Get Help

Directions: Health is composed of three elements: physical, mental/emotional, and social. Problems in the different areas are often the responsibility of different types of professionals. For example, a nurse can be responsible for physical health problems, a guidance counselor for mental/emotional problems, and a vice-principal for social problems. Your job is to schedule student appointments with the school nurse, guidance counselor, and vice-principal. For each of the following cases, decide which professional(s) the student(s) should see and explain why. More than one professional may be relevant in each case.

1. A 15-year-old boy has come to the office complaining of a stomachache. He has a math test during the next class period. You have noticed that he comes to the office with a stomachache every time he has a math test.

2. A ninth-grade girl wants to talk with someone because she is having a hard time catching up with her schoolwork after missing a week of school for her grandmother’s funeral.

3. Two tenth-grade boys have been sent to the office for fighting. They have minor injuries and appear to be very angry. Both have been in fights before.

4. A ninth grader is unhappy about her weight problem. She says she is sick of being teased by the other kids.
The Health Triangle

- Display Transparency 2. Engage students in a discussion of the three aspects of health and their attributes. (Guide the discussion to include: Physical Health—adequate rest, proper nutrition, regular physical activity, good hygiene, avoiding harmful substances; Mental/Emotional Health—appropriate and healthful expression of feelings, responsibility for one’s actions, viewing mistakes as opportunities for growth and change; Social Health—getting along with others, making friends, working and playing cooperatively, communicating well, showing respect and care for oneself and others.)

- For the Quick Write, stress to students the importance of keeping the three sides of the health triangle in balance in order to stay healthy and function well. Have them write a paragraph describing things they can do to contribute to each area of their own health triangle.

- Point out to students that there are several important influences on health, among them heredity; environment; media and technology; and values, attitudes, and behavior.

- Ask students to name some of the influences of heredity on our bodies and health. (Answers may include: eye and hair color, height, general health, risk of or resistance to certain illnesses, personality, intellect, talents.)

- Guide students in a discussion of some of the influences of our physical, social, and cultural environments. (Physical environment: the contrast between living in a clean, safe environment and living in an area that is polluted or that has a high crime rate; factors such as pollen, dust, and smog; living with a smoker. Social environment: the importance of supportive family members or adult role models; choosing friends who are loyal and supportive and care about their health. Cultural environment: language, foods, traditions, religion; being tolerant of our differences and recognizing the things we have in common.)

- Emphasize to students that a positive attitude in life has been proven to play a major role in health and wellness.
Lesson Quiz 2

I. **Directions:** Match each definition in the left column with the correct term in the right column. Write the letter of the term in the space provided.

1. All the traits that were biologically passed on to you from your parents
   
   _____ 1. __________
   
   a. culture
   
   b. environment
   
   c. heredity
   
   d. media
   
   e. peers

2. The collective beliefs, customs, and behaviors of a group
   
   _____ 2. __________

3. The sum of your surroundings
   
   _____ 3. __________

4. All forms of mass communication
   
   _____ 4. __________

5. People of the same age who share similar interests
   
   _____ 5. __________

II. **Directions:** Read each statement carefully. If the statement is true, place a plus (+) in the space provided. If the statement is false, cross out the italicized word and write the correct word in the space provided.

6. The three elements of the health triangle are physical health, mental/emotional health, and **social** health.
   
   _____ 6. __________

7. Your **physical** environment includes the people you come into contact with each day.
   
   _____ 7. __________

8. Culture refers to the way you view life situations.
   
   _____ 8. __________

9. You have a great deal of control over your **heredity**.
   
   _____ 9. __________

10. Your **environment** includes your family, neighborhood, and school.
    
    _____ 10. __________
Lesson 2: Adolescence and Development

INTEGRATED SKILLS: Reading, writing, decision making, team-building

Objectives
Given instruction, the student will:
1. Identify the developmental tasks of adolescence.
2. Demonstrate strategies for communicating needs, wants, and emotions that lead to responsible behaviors.
3. Analyze how changes during adolescence lead to an increased ability to demonstrate empathy toward others.

Instructional Resources:

Textbook
Human Sexuality (Adopted 2006)
Glencoe/McGraw Hill

Student Activity Sheet 73
Health Skills Activity: Decision Making  (Human Sexuality, page 10)
Quiz 73
Lesson 2

Adolescence and Development
(pages 8-11)

1. FOCUS

OBJECTIVES
- Identify the developmental tasks of adolescence.
- Demonstrate strategies for communicating needs, wants, and emotions that lead to responsible behaviors.
- Analyze how changes during adolescence lead to an increased ability to have respect and empathy for other people.

MOTIVATOR

Write the following on the board for students to work on while attendance is being taken: How does a child react to a difficult situation? How would you react to a difficult situation? Would an adult react differently? Assign the Quick Start.

INTRODUCING THE LESSON

Have students share their answers from the Motivator and Quick Start activities. As a person moves from childhood to adolescence, his or her ability to handle difficult situations increases as he or she becomes more emotionally and intellectually mature. Tell students that in this lesson they will learn about tasks they need to accomplish before being ready to assume the responsibilities of adulthood.

INTRODUCING VOCABULARY

Tell students that the word development comes from the Old French word developper, which means “to unwrap” or “to expose.” Have students look up the meaning of the suffix -al (relating to or characterized by) and use the meanings of the Old French word and the suffix to determine what the phrase developmental tasks might mean. Then have the students look up the term in the Glossary/Glosario and review the definition they find there.

2. TEACH

Class Activity

Ask students to name skills they think an adult should have. List the responses on the board. Skills listed might include such things as filling out income tax forms or planning a family budget. After you have seven or eight skills listed, have students pick one skill and show how it relates to at least one of the developmental tasks.

Cooperative Learning

Divide the class into nine groups. Assign each group one of the developmental tasks listed in the lesson. Have each group develop a list of actions that would help an adolescent achieve that task. For example, one group may suggest that an adolescent could study vocabulary words for the SATs, which would expand his or her verbal skills. Groups should share their lists with the rest of the class.

Discussing

Ask students to explain how succeeding at each of the developmental tasks contributes to a person’s ability to make responsible decisions. For example, developing behavioral maturity leads to behaving in a responsible manner, which is a result of making responsible decisions.

Using the Feature

DEcision Making

After students have read the scenario, guide them through each step of the decision-making process on page 6. Have groups plan and present role-plays to demonstrate a health-enhancing decision Paul can make.

Research

Have students find articles and other sources of information about artificial intelligence. Ask them to write a short essay about the cognitive abilities of which computers are not yet capable.
3 ASSESS

EVALUATING THE LESSON

Assign and discuss the Lesson 2 Review on page 11.

Answers to Lesson 2 Review

1. A developmental task is something that needs to occur during a particular age period for a person to continue his or her growth toward maturity.
2. Answers will vary but should include four of the nine tasks outlined in the lesson.
3. The process of thinking and caring about other people is crucial to forming more mature relationships.
4. Answers will vary, but students should support their choices with clear reasoning.
5. Answers should reflect an understanding of the shift from concrete to abstract thinking, the ability to think logically, and the ability to appreciate finer points of an issue as well as others’ views. Examples should demonstrate use of at least two of these higher-level thinking skills.

Answer to Applying Health Skills

Dialogues will vary, but one or more of the characters represented should be shown to behave responsibly, showing respect and empathy toward other characters.

RETEACHING

Have students review the list of developmental tasks from the lesson and explain in their own words what each task involves. Explain to them that just as toddlers need to learn certain tasks to progress to the next stage of childhood, they as adolescents need to accomplish these tasks to grow into capable, mature adults.

ENRICHMENT

To compare the reasoning abilities of people at different ages, have students develop a simple problem: Your friends come by and want you to go to a movie with them. You haven’t finished your chores/homework/work. What should you do? Why?

Have students ask a 10-year-old, a 12-year-old, 15-year-old, a 20-year-old, and a 30-year-old how each would solve the problem. Then have students compare the answers and discuss possible reasons for the differences they discover.

4 CLOSE

Sum up the lesson by reminding students that adolescence is a time of many changes. In fact, during adolescence, individuals experience the greatest degree of change in any period of life.

"I love my big on sports, lives for excitement anyone could want as a" 

science, and learning the foundation the following questions.

friend in the future? Why?

the “cement” that holds you

hang the friendship? Why?
Lesson Quiz 73

I. Directions: Read each statement carefully. If the statement is true, place a plus (+) in the space provided at the left. If the statement is false, write a sentence to make the statement true in the space provided after the statement.

1. The period from childhood to adulthood is called puberty.
2. Hormones are responsible for the physical, mental, and emotional changes of puberty that also affect a teen’s social health.
3. Progesterone is a male hormone.
4. During puberty it is best to spend most of your time alone to reflect on goals for the future.

II. Directions: In the space provided at the left, write the letter of the choice that best completes the statement.

5. All of a female’s gametes, or eggs, are present
   a. at birth.  
   b. between the ages of 6 and 10.  
   c. between the ages of 0 and 5.  
   d. during puberty.

6. An increase in body fat is a secondary sex characteristic of
   a. males.  
   b. females.  
   c. both males and females.  
   d. adults.

7. By the time a person reaches the age of six, his or her
   a. body  
   b. mouth  
   c. brain  
   d. spine
   is 95% of its adult size.

8. Increased brain capability throughout adolescence leads to greater memory and
   a. intelligence.  
   b. popularity.  
   c. cognition.  
   d. anxiety.

9. The support and guidance of your parents can help you become more emotionally and socially
   a. accepted.  
   b. independent.  
   c. distant.  
   d. available.

10. Your values and goals will give you a firm idea on the importance of
    a. making healthy decisions.  
    b. getting plenty of rest.  
    c. having many friends.  
    d. your family.
Lesson 3: Adolescence - A Time of Change

INTEGRATED SKILLS: Reading, writing, decision making, team building

Objectives
Given instruction, the student will:
1. Identify and appraise the causes and significance of the physical changes that occur during adolescence.
2. Explain the role of hormones during puberty.
3. Relate the development of secondary sex characteristics to chemical changes that occur within the body.

Instructional Resources:

Textbook
*Human Sexuality* (Adopted 2006)
Glencoe/McGraw Hill

Transparency Master Sheet 59
INTRODUCING VOCABULARY

Have students look up the words *hormones* and *pituitary gland* in the Glossary/Glosario. Then draw the following map on the board.

- hormones
- pituitary gland
- secondary sex characteristics
- reproductive organs

Beginning with “pituitary gland” and moving clockwise, help students explore the relationship illustrated: During adolescence, the pituitary gland releases hormones that stimulate the body to grow. Two of those hormones cause the reproductive organs to produce hormones of their own that cause the development of secondary sex characteristics. Have students suggest other words that might be added and branched out from the map.

2 TEACH

Class Activity

Ask students to write down their height and gender on a piece of paper. Collect the papers and have students assist in creating a double bar graph or bar graph for each gender. Have students compare the bars within each gender. Explain that the second fastest growth period of one's life occurs during puberty, when growth can be very uneven and varies greatly from person to person. At no other time in our lives is there such a difference in the sizes and shapes of people who are the same age.

Discussing

Have students interview one parent or guardian, using the following list of questions: What were the main concerns you had as a teen? What did your parents say about your choice of friends? In what kinds of social activities did you participate? Do not ask students to share the information they learned. Instead, conduct a class discussion about the overall interview experience. Ask students if the interviews made them feel any closer to their parents or guardians. Did they find out that the adult shared some of the same feelings they are now experiencing? Help students realize that their parents or guardians, like all adults, went through changes during puberty and experienced the concerns and problems of adolescence.

Class Activity

Have students create a chart with the following headings: Male, Female, and Both Genders. Then ask the students to complete the chart by filling in the secondary sex characteristics for each category. Lead a discussion about the similarities and differences between the genders.

Research

Have students find current articles on hormonal research related to growth or the reproductive system. Ask them to write a brief summary of the articles.

3 ASSESS

EVALUATING THE LESSON

Assign and discuss the Lesson 3 Review on page 14.

Answers to Lesson 3 Review

1. It is a body system made up of ductless glands that secrete chemicals called hormones into the blood.

2. Hormones released by the pituitary gland cause the changes that occur in the body during puberty. These hormones include growth hormones and hormones that affect the brain, glands, skin, bones, muscles, and reproductive organs.

3. The reproductive organs that produce sex cells are the testes in the male and the ovaries in the female.

4. Answers will vary but should reflect the student's understanding that developing secondary sex characteristics could affect a teen's self-image and prompt changes in relationships with peers and others.

5. Answers will vary but should include the widening physical differences between males and females. Students may focus on thinking differently about childhood friends of the opposite gender or may emphasize the need for more mature relationship skills.

Answers to Applying Health Skills

Posters will vary but should indicate an appreciation for the wide variations among adolescents in height, weight, and other developing physical characteristics. The tip for handling the stressor of concern about the differences should be practical.
RETEACHING

Have students write a short paragraph describing how the pituitary gland and hormones cause the changes that occur during puberty.

ENRICHMENT

Have students do further research on one gland or organ that is part of the endocrine system. Have them make a poster that includes a diagram of the gland or organ and lists its functions.

CLOSE

Sum up the lesson by asking volunteers to describe two changes teens experience during puberty.

Chapter 1 Review Answers

Assign and discuss the Chapter 1 Review on page 15.

1. The facts will help you understand your growth and development and make decisions that protect your health and prevent some diseases.
2. Examples will vary, but students might suggest deciding not to participate in risky behavior that harms health.
3. Decision-making steps are 1.) State the situation. 2.) List the options. 3.) Weigh the possible outcomes. 4.) Consider values. 5.) Make a decision and act on it. 6.) Evaluate the decision.
4. Goal-setting steps are 1.) Select a goal and write it down. 2.) List the steps you will take to reach your goal. 3.) Identify sources of help and support. 4.) Set a reasonable time frame for reaching your goal. 5.) Evaluate your progress by establishing checkpoints. 6.) Reward yourself after achieving your goal.
5. Empathy is the ability to feel what others feel, to put yourself in someone else’s place.
6. The pituitary gland does; it is located at the base of the brain.
7. The male organs are the testes; they release testosterone. The female organs are the ovaries; they release estrogen and progesterone.
8. Answers will vary but might include: males—shoulders broaden; facial, underarm, and pubic hair grows; voice deepens; muscles develop; bones become longer and larger; females—breasts develop; underarm and pubic hair grows; hips widen.
9. Answers will vary, but students could suggest decisions about behaviors such as using tobacco, drinking alcohol, taking illegal drugs, or becoming sexually active. Students should discuss how these decisions could affect all parts of their health.
10. Answers will vary.
11. Answers will vary.
12. Answers will vary but should focus on one of the higher-level thinking skills discussed in this chapter.
13. Answers will vary, but students should discuss that changes during adolescence occur at different rates.
14. The facial hair signals that this friend has begun to experience the changes of puberty. Answers should include informing the friend that hormones released during puberty cause the sweat glands in the body to become more active. As the sweat glands become more active, body odor can become a problem. The student may suggest to his friend that regular bathing is more necessary now than when they were younger.
15. Pamphlets will vary.
16. Stories will vary.

BEYOND the Classroom

Encourage students to participate in activities that involve parents and community resources.
- Encourage students to complete this activity with a parent or other adult family member.
- Answers will vary.
Changes During Adolescence

- Remind students that puberty marks the beginning of adolescence. Changes take place not only in physical growth, but also in mental/emotional and social growth.
- Display Transparency 59. Review the changes of adolescence.
- Point out to students that after infancy, adolescence is the fastest period of growth. The changes that take place are related to the release of hormones, chemical substances that are produced in glands and help regulate many of the body’s functions.
- Note that the hormones responsible for adolescent changes are testosterone in males, and estrogen and progesterone in females.
- Emphasize that each individual goes through the changes of puberty at his or her own rate.
- For the Quick Write, ask students to list some healthy ways of dealing with the emotional challenges of adolescence. (*Students may suggest talking with trusted friends or family members, school counselors, or clergy; understanding that every teen experiences these waves of strong emotion; spending quiet time alone or with supportive friends and family; finding fun or creative activities to get involved in; learning stress-reduction techniques.*)
Comprehensive Health
Topic: Reproductive Health Education

Chapter 2: Relationships and Choosing Abstinence
High School

Lesson 1: Relationships and Communication

INTEGRATED SKILLS: Reading, writing, decision making, team building

Objectives
After instruction, the student will:
1. Evaluate the effects of family relationships on physical, mental/emotional, and social health.
2. Evaluate the positive and negative effects of relationships with peers.
3. Demonstrate communication skills that build and maintain healthy relationships.

Instructional Resources:

Textbook
Human Sexuality (Adopted 2006)
Glencoe/McGraw Hill

Student Activity Sheet 35 & 38
Transparency Master Sheet 26 & 29
Quiz 35 & 38
Chapter 2  Relationships and Choosing Abstinence

Lesson 1  
Relationships and Communication (pages 16-21)

1. FOCUS

OBJECTIVES
- Evaluate the effects of family relationships on physical, mental/emotional, and social health.
- Evaluate the positive and negative effects of relationships with peers.
- Demonstrate communication skills that build and maintain healthy relationships.

MOTIVATOR
Write the following on the board for students to work on while attendance is being taken: Why do you think communication is important in any relationship? Assign the Quick Start.

INTRODUCING THE LESSON
Have students share their responses to the Motivator and Quick Start activities. Tell students they will learn more about relationships and communication.

INTRODUCING VOCABULARY
Have students write their own definitions of the vocabulary terms and compare them with those in the Glossary/Glosario.

2. TEACH

Discussing
Ask students to think about their relationships with immediate and extended family members. Point out that people are bonded to family members in many different ways—love, friendship, shared experiences and values. Ask students how the ways they develop friendships outside their families differ from ways they develop relationships within their families. How are they the same?

Class Activity
Let students work in small groups to role-play situations in which teens exert peer pressure. Encourage members to enact examples of both positive and negative pressure.

Discussing
Discuss with students the advantages of group dating. Brainstorm places in and around your town where people might go on a group date.

Cooperative Learning
Have each student bring in a picture from a magazine that is an example of nonverbal communication. Each student should write on the back of the picture what he or she thinks is being communicated. Tell students that there are no wrong answers for this activity. Allow each student to hold up his or her picture for the rest of the class to see. Call on two or three volunteers to say what they think is being communicated in the picture. Then, let the student read his or her remarks from the back of the photograph. Point out that different people can get different messages from nonverbal communication. The same is true for verbal, or spoken, communication. That is why it is important to practice the rules of good communication.

Demonstrating
After reading the section Good Communication Skills, have two student volunteers role-play the following activity. One person is A, the other is B. Explain that A promises to take B to a concert that starts at 7:30. A says he or she will pick up B at 6:45 but doesn’t show up until 8:30. It’s too late to go to the concert. B is furious. B is to confront A using “you” statements. After two or three minutes, stop the activity. Have two other student volunteers repeat the scene with B using only “I” messages. Remind the Bs to state how they feel and what they see as the problem. Allow two to three minutes. In a
Analyzing

After students read the section *Good Listening Skills*, have each pick one skill he or she needs to work on. Ask each to make a plan describing what he or she will do to improve this skill.

Discussing

Have students describe examples of times that they worked out a compromise with someone. Ask them to explain how the compromise was to their advantage, and how they think it affected their relationship with the other person.

Analyzing

Ask students to think about why a couple might want to see each other exclusively. Ask students to list these reasons on a piece of paper and identify them as healthy or unhealthy reasons. Look at students’ responses and share appropriate ones with the class for discussion.

Class Activity

Have students write a story that describes a successful group date. The story should tell what the group does, where it goes, and so on. Collect the papers, choose some that are suitable, and read them to the class.

Research

Have students find current articles that describe healthy relationships. Encourage them to include family relationships as well as friendships and dating relationships.

3 ASSESS

EVALUATING THE LESSON

Assign and discuss the Lesson 1 Review on page 21.

Answers to Lesson 1 Review

1. Parents, guardians, and other family members help you learn to get along with other people. Your family teaches you your basic values and helps you learn to function in society.
2. Peer pressure is the influence that people your own age may have on you. A teen with low self-esteem is more likely to conform to peer pressure even if it means engaging in high-risk behaviors or other activities that go against his or her values.
3. Benefits include: You have opportunities to interact with a variety of people, you can get to know individuals better at the same time, and you may feel less nervous on a first date.
4. If you use good communication skills, you will find it easier to talk calmly about a problem. For example, if you use “I” messages, you are less likely to provoke a conflict by making the other person feel blamed. Keeping a respectful tone and being clear and organized about the problem would also help you stay calm.
5. Answers will vary but might include participating in a variety of social activities. Becoming a good friend might involve helping your friend with a task or a project and using good communication and listening skills.

Answers to Applying Health Skills

Lists will vary.

RETEACHING

Have students reread the five suggestions for good communication on page 19. Have them explain in their own words how they would approach a particular conflict with a friend. Explain that good communication skills can be used to resolve conflicts with people they are close to and others whom they don’t know as well.

ENRICHMENT

Divide the class into males and females. Have each group make a list of the five qualities they look for in a friend. Have the class compare lists. Then have them discuss the following question: How do the qualities change when considering someone of the opposite sex?
CLOSE

Summarize this lesson by telling students that the material in this lesson presented skills to help them communicate well and build healthy relationships. In the next lesson they will learn about making decisions about sexual relationships.
Activity 35

Applying Health Skills

FOR USE WITH CHAPTER 10, LESSON 1

What’s Going On?

Directions: Read the following scenarios and answer the questions that follow in the space provided.

1. Jan’s mother belongs to a club in their community. The club has planned a bake sale to raise money for a family in the community. Her mother asked Jan to help on the following Saturday, and Jan agreed. However, on Friday, Jan learned that her friends were all going to the beach on Saturday. Jan agreed to go with them. Then she remembered her promise to her mother. She stayed and helped her mother.

What characteristic(s) of a healthy relationship did Jan demonstrate?

What trait(s) of a good character did Jan demonstrate?

2. Bill belongs to a baseball team that is not having a good season. He is frustrated and wants to quit. However, there are a few games left on the schedule. The coach is aware of Bill’s attitude, and after the next game, the coach talked with Bill. As the coach talked, Bill realized that he had been totally self-centered. He had not realized that the coach was also discouraged. Bill decided not to quit. In fact, he promised to work harder and to encourage others on the team.

What skill(s) did the coach use?

What trait(s) of good character did Bill demonstrate?

3. Tara and her sister Kim have chores to do at home. They usually take turns washing the dinner dishes, which is one of their chores. Now, Tara has an opportunity to get a part-time job three evenings a week. She really wants the job and wonders if she can make a deal with Kim so that she can take the job. She talks with Kim and offers to do Kim’s chores plus her own for three of the days she would not be working. Kim thinks it over and agrees to the proposition.

What skill(s) did Tara use?

What trait(s) of good character did Tara demonstrate?
4. Bud’s neighbor, Amad, was in an automobile accident, and his leg was broken. Amad has after-school jobs mowing lawns around the neighborhood, and now he can’t work. Bud realizes that several people will be expecting Amad, and they won’t like to have to look for someone else to work for them temporarily. Bud calls some of his friends and explains the situation and asks them if they would be willing to help Amad until he gets the cast off his leg. They agree. Bud then went to the neighbors who had hired Amad and explained the situation. He asked if they would be willing to have their lawns mowed by someone else while Amad is recuperating. He promises that the jobs will be done well. The neighbors agree to the plan.

What skill(s) did Bud use? 

What traits of good character did Bud demonstrate?
Activity 38

Applying Health Skills

FOR USE WITH CHAPTER 11, LESSON 1

Families on the Screen

Directions: Identify four current television programs or movies that deal with families. Choose one, and analyze the ways the family meets the members' needs and the ways that members help to strengthen or weaken the family relationships.

Name of TV program/Movie:

Ways family meets members' emotional needs:

Ways family meets members' social needs:

How members strengthen or weaken family relationships:

Name of TV program/Movie:

Ways family meets members' emotional needs:

Ways family meets members' social needs:

How members strengthen or weaken family relationships:

Name of TV program/Movie:

Ways family meets members' emotional needs:

Ways family meets members' social needs:

How members strengthen or weaken family relationships:

Name of TV program/Movie:

Ways family meets members' emotional needs:

Ways family meets members' social needs:

How members strengthen or weaken family relationships:
Building Healthy Relationships

- Display Transparency 26. Review the skills for building healthy relationships.

- Point out that healthy relationships are based on mutual values, interests, and respect. Each person in a relationship should benefit and feel comfortable.

- Have students explain what each of the Three Cs on the transparency means. (Communication is the way in which you send messages to and receive messages from others. Cooperation is working together for the good of all. Compromise is a problem-solving method that involves each participant's giving up something to reach a solution that satisfies everyone.) Stress that these three skills are among the skills needed for relationships to succeed.

- Mention that, in addition to the Three Cs, all good relationships have certain recognizable characteristics, which are listed on the bottom part of the transparency.

- Ask students to describe the first of these characteristics: mutual respect and consideration. (People show mutual respect even when they disagree; they accept one another's tastes and opinions and are tolerant of different viewpoints; each person is thoughtful about the rights and feelings of others.)

- Ask what honesty does to strengthen a relationship. (Participants in a relationship have the confidence to be open and honest about their actions, thoughts, and feelings. Dishonesty can weaken or even destroy a relationship.)

- Discuss dependability and commitment. (Participants in a healthy relationship can rely on one another completely and are there when needed. They are committed to the relationship and willing to work together to make sacrifices that will benefit both parties involved. They are loyal to one another, and are committed to strengthening the relationship.)

- For the Quick Write, ask students why compromise is important to a healthy relationship. (It creates a win-win situation; give-and-take strengthens a relationship; your willingness to give up something in order to reach a solution shows that you value the relationship.)

- Stress that compromising should never involve decisions that go against a person's values and beliefs.
Strengthening Family Relationships

- Ask students to review the basic functions of the family. (*It provides for a safe and nurturing environment; it serves as a protective factor, helping teens and children avoid risky behaviors.*)

- Point out that the health of society is directly related to the health of the family. Through the family, which is a miniature society, people develop values and skills that enable them to function successfully in society.

- Display Transparency 29. Review the ways you can strengthen family relationships.

- Stress that good communication is one of the most important traits of a healthy family.

- Ask a volunteer to explain why developing a good value system is important. (*It helps in making responsible decisions, in becoming a good citizen, and in contributing to school and community; it improves relationships with other people and strengthens the health of society.*)

- For the Quick Write, ask students how sharing household tasks can benefit individual family members. (*Besides helping the family run smoothly, it also helps the individual develop a sense of personal accountability as well as life skills that will be useful as an adult.*)
Lesson Quiz 35

I. Directions: Match each definition in the left column with the correct term in the right column. Write the letter of the term in the space provided.

1. having the confidence to be open about your actions, thoughts, and feelings  
   a. commitment

2. being honest, reliable, and loyal  
   b. honesty

3. using good manners, being considerate and tolerant  
   c. respect

4. doing what is expected of you and being accountable for your choices  
   d. responsibility

5. being willing to work together and to make sacrifices that benefit everyone involved  
   e. trustworthiness

II. Directions: In the space provided, write the letter of the choice that best completes the statement or answers the question.

6. The strongest relationship bonds are with  
   a. friends.  
   b. community.

7. When you babysit, your role is a(n)  
   a. friend.  
   b. playmate.

8. The greatest influence on your relationships with others is your  
   a. honesty.  
   b. mutual respect.

9. Which is NOT one of the “Three Cs” of healthy relationships?  
   a. consideration  
   b. communication

10. Doing your share to make your school and community safe is  
    a. communication.  
    b. citizenship.
Lesson Quiz 38
FOR USE WITH CHAPTER 11, LESSON 1

I. Directions: In the space provided, write the word(s) from the list that best complete(s) the statement.

1. The ___________ is the basic unit of society.

2. Promoting healthy families helps to maintain a healthy ___________.

3. A(n) ___________ includes the immediate family and relatives such as grandparents and cousins.

4. A(n) ___________ is a brother or sister.

5. Providing positive feedback that helps others feel appreciated and supported is called ___________.

II. Directions: In the space provided, write the letter of the choice that best completes the statement or answers the question.

6. Which of the following is an example of families meeting physical needs?
   a. teaching children how to communicate
   b. providing children with ways to be safe
   c. passing along family values
   d. passing on family traditions

7. The beliefs and feelings about what is important are a person’s ___________.
   a. values.
   b. character.
   c. self-concept.
   d. self-esteem.

8. Families help meet the social needs of their members by
   a. helping children develop a value system.
   b. taking care of members when they are sick.
   c. providing food, shelter, and clothing.
   d. showing children how to cross the street.

9. Which of the following statements about family responsibilities is NOT true?
   a. Each family member must accept some responsibilities.
   b. Adult family members are responsible for setting limits and maintaining rules.
   c. Children have responsibilities to their family.
   d. Providing basic needs is a responsibility of all family members.

10. Which of the following is NOT a way of strengthening family relationships?
    a. providing affirmation to family members
    b. being reliable and loyal
    c. being unwilling to place the family’s needs over one’s own
    d. eating dinner and playing sports with the family
Comprehensive Health
Topic: Reproductive Health Education

Chapter 2: Relationships and Choosing Abstinence
High School

Lesson 2: Decisions About Sexual Relationships

INTEGRATED SKILLS: Reading, writing, decision making, team building

Objectives
After instruction, students will:
1. Analyze the importance and benefits of abstinence from sexual activity in promoting emotional health and preventing pregnancy, STD’s, and HIV/AIDS.
2. Evaluate ways to practice abstinence in a dating relationship.
3. Demonstrate refusal strategies to reinforce the decision to remain abstinent.

Instructional Resources:

Textbook
*Human Sexuality* (Adopted 2006)
Glencoe/McGraw Hill

Student Activity Sheet 45
Health Skills Activity: Refusal Skills (*Human Sexuality* Textbook, page 25)
Transparency Master Sheet 35
Quiz 45
Lesson 2

Decisions About Sexual Relationships (pages 22-26)

1 FOCUS

OBJECTIVES

- Analyze the importance and benefits of abstinence from sexual activity before marriage in promoting emotional health and preventing pregnancy, STDs, and HIV/AIDS.
- Evaluate ways to practice abstinence in a dating relationship.
- Demonstrate refusal skills to reinforce the decision to remain abstinent.

MOTIVATOR

Write the following on the board for students to work on while attendance is being taken: List three reasons why girls practice abstinence from sexual activity. Assign the Quick Start.

INTRODUCING THE LESSON

Have students share their reasons for practicing abstinence. Explain that in this lesson students will study reasons to wait until marriage to engage in sexual activity.

INTRODUCING VOCABULARY

Have students write their own definitions of what they believe intimacy and refusal skills might be. Have them look up the words in the Glossary/Glosario and compare the actual definition to their own. Emphasize that intimacy involves physical and emotional closeness. Tell students they will learn more about intimacy and its relationship to abstinence.

2 TEACH

Research

Have students conduct research to find out if there are local or national organizations formed to encourage abstinence. Ask students to design their own organization and describe ways it would help members in their commitment to remain abstinent.

Demonstrating

After reading the section on refusal skills, allow students to meet in groups to role-play teens using refusal skills to say “no” to high-risk behaviors, such as drinking alcohol.

Analyzing

Reread Did You Know on page 26. Ask students to think about a friendship or dating relationship of their own and whether or not this relationship supports their rights.

Using the Feature

REFUSAL SKILLS

Remind students to include specific strategies for effective refusals in their dialogues. Allow time for volunteers to present their dialogues to the class and discuss the effective use of communication and refusal skills.

3 ASSESS

EVALUATING THE LESSON

Assign and discuss the Lesson 2 Review on page 26.

Answers to Lesson 2 Review

1. Abstinence is a deliberate decision to avoid harmful behaviors, including sexual activity before marriage and the use of alcohol, tobacco, and other drugs.
2. Any four of the following: Abstinence can allow a couple to build a deeper friendship; abstinence eliminates both persons’ risks of contracting a sexually transmitted disease; abstinence is the only 100 percent effective
method to avoid unplanned pregnancy; engaging in sexual activity is against one's values; being sexually active can interfere with a person's future plans; one may not feel physically, mentally, emotionally, or financially ready for sexual activity or its consequences.

3. Any three of the following: Use decision-making skills; say no, repeat yourself if necessary; be polite but firm; suggest alternative activities; do not compromise; avoid the use of alcohol and other drugs; leave if necessary. Examples will vary.

4. Answers will vary. Students may suggest to their friend that it is easier to decide about limits on sexual behavior before he or she is in a situation where sexual feelings build up. A well thought-out plan of action will help him or her to abstain from sexual activity.

5. Answers will vary. Possible physical consequences include sexually transmitted diseases and unplanned pregnancy. Possible mental/emotional consequences include feelings of guilt, broken trust with parents and friends, and anxiety about possible pregnancy or disease. Legal consequences exist for any adult who has sexual contact with anyone under the age of consent, which varies from state to state.

Answer to Applying Health Skills

Answers will vary. Plays should feature appropriate dating situations. The characters should emphasize the idea of planning the details of the date and avoiding situations where alcohol or other drugs may be present.

RETEACHING

Have students use their own words to describe refusal skills.

ENRICHMENT

Have students write a letter to a younger family member or neighbor in which they coach the younger person on a specific situation requiring the use of refusal skills. Students should also remind the younger person of their rights in a relationship.

CLOSE

Sum up the lesson by asking students to list the three most important things they learned in this lesson.

Chapter 2 Review Answers

Assign and discuss the Chapter 2 Review on page 27.

1. family
2. Communication is the process through which you send messages to and receive messages from others.
3. By using an "I" message, you are taking responsibility for your feelings. A "you" statement seems to blame someone else and can cause the listener to become defensive and unwilling to talk about the problem.
4. Any four of the following: Give your full attention to the person speaking and eliminate distractions; focus on the speaker's message by looking for the central concept; indicate your interest; remember what the speaker has said; use positive body language.
5. Issues to consider include: pressure from a boyfriend or girlfriend to engage in sexual activity; differing from a boyfriend or girlfriend regarding feelings about premarital sexual activity; the benefits of abstinence; communication about expectations of the relationship with a boyfriend or girlfriend; and the effects of engaging in sexual activity on the teen and his or her family.
6. Intimacy is closeness between two people that develops over time. A couple can hold hands, hug, kiss, and grow to know and understand each other to establish intimacy while practicing abstinence.
7. You can plan the location of the date, the amount of time that you will spend on the date, and when you will go home. Answers will vary, but may discuss how planning safe activities can help teens avoid risky situations.
8. Refusal skills are communication strategies that help you say no effectively.
9. Charts will vary. Students may list values such as honesty, trust, and respect.
10. Peer pressure can have a positive effect if friends also practice abstinence themselves. Peer pressure can have a negative effect if sexually active friends make a person feel that he or she needs to change behavior to belong to the group.
11. Answers will vary. Students may suggest that if the dating partner does not respect the person's decision, he or she may not be right for the person.

12. Answers will vary. Students may point out that teens who practice abstinence are mature because they have considered the consequences of sexual activity and decided to avoid taking the associated risks. Teens who practice abstinence may be considered independent because they are not giving in to the direct and indirect pressure from peers, friends, media, and other sources to engage in sexual activity.

13. Answers will vary. Student responses should incorporate the principles of dating someone who shares interests and values; using good communication skills; learning how to resolve conflict without compromising values; and deciding in advance their personal limits on sexual behavior.

14. Answers will vary. Student responses should incorporate the ideas of setting guidelines in advance, avoiding high-risk situations, and using refusal skills.

15. Skits will vary.

16. Stories will vary.

17. Pamphlets will vary.

**BEYOND the Classroom**

Encourage students to participate in activities that involve parents and community resources. Answers will vary.
Activity 45

Applying Health Skills

FOR USE WITH CHAPTER 12, LESSON 4

Abstinence Makes the Heart Grow Fonder

Directions: Practicing abstinence requires planning, preparation, and self-control. The following six steps serve as a guide to help practice abstinence. For each situation below, decide if one of these steps was taken and, if not, what step could have been taken to help commit to abstinence.

Establish your priorities.  
Set personal limits on how you express affection.  
Talk with a trusted adult.

Do not use alcohol and other drugs.  
Avoid high-pressure situations.  
Share your feelings with your partner.

1. Andres and Zina have been dating for three months. Andres has started pressuring Zina to be sexually active. They decide to drive to a secluded, private spot to talk things over. Talking didn’t happen.

Did Andres and Zina follow one of the steps above? ____________________________

If yes, what step? ____________________________________________________________

If no, what step should they have taken? _______________________________________

2. Enrique and Jenny date and have committed to abstinence. They practice self-control and respect each other. Then they go to a party where alcohol is being served. They each drink a couple of beers. They are not feeling as clear-headed as usual.

Did Enrique and Jenny follow one of the steps above? __________________________

If yes, what step? ____________________________________________________________

If no, what step should they have taken? _______________________________________

3. Kelly believes she is falling in love with Justin. She’s afraid and confused about her feelings. She knows their relationship has become serious, and she doesn’t want to lose him. She doesn’t know how to express her feelings of affection toward him. She makes an appointment with Mrs. Rosenthal, her school counselor, to discuss her situation.

Did Kelly follow one of the steps above? _______________________________________

If yes, what step? ____________________________________________________________

If no, what step should she have taken? ________________________________________
4. Kareem and Afi are dating and are considering becoming sexually active. Afi is a good student and grades are important to her. She hopes to go to college and then to medical school to become a pediatrician. Kareem also thinks school is important and hopes to become a teacher. They are both on track to receive merit scholarships. They decide to commit to abstinence because they don’t want to do anything that could interfere with their education plans.

Did Kareem and Afi follow one of the steps above? ________________________________

If yes, what step? ____________________________________________________________

If no, what step should they have taken? ________________________________________

5. Isaiah is very attracted to Emma, a cute and popular girl at school. Emma is very pleased by Isaiah’s attention. She shows her appreciation with overt shows of hugging, kissing, and hanging on Isaiah. She often tries to arrange times when they can be alone at her house. All this makes Isaiah feel uncomfortable. He wants to practice abstinence, mainly because he isn’t ready for a commitment; but, he’s afraid that if he says something she’ll lose interest.

Did Isaiah follow one of the steps above? ________________________________

If yes, what step? ____________________________________________________________

If no, what step should he have taken? ________________________________________
Committing to Abstinence

- Define abstinence. *(a deliberate decision to avoid high-risk behavior, including sexual activity before marriage and the use of tobacco, alcohol, and other drugs)*
- Have a volunteer define self-control. *(a person’s ability to use responsibility to override emotions)*
- Display Transparency 35. Review the tips for committing to abstinence.
- Ask students to list some reasons to practice abstinence. *(legal implications; effects on physical health, such as unplanned pregnancy and STDs, including HIV/AIDS; effects on emotional health; effects on social health)*
- For the Quick Write, have students list three healthful dating behaviors. *(Answers may include personal limits, avoiding high-pressure situations, and avoiding the use of drugs and alcohol.) Then discuss how these behaviors can help teens commit to abstinence.*
Lesson Quiz 45

I. Directions: Match each definition in the left column with the correct term in the right column. Write the letter of the term in the space provided.

____ 1. a deliberate decision to avoid high-risk behavior
   a. abstinence
   b. priorities
   c. self-control
   d. STDs

____ 2. infectious diseases spread from person to person through sexual contact

____ 3. the goals, tasks, and activities you judge as more important than others

____ 4. a person's ability to use responsibility to override emotions

II. Directions: In the space provided, write the word(s) from the list that best complete(s) the statement.

5. The risks of teen sexual activity include
   _______________ and sexually transmitted diseases.

6. A sign of a mature relationship is being able to
   _______________ with your partner openly and honestly.

7. One way to commit to abstinence is to

8. There are _______________ for unmarried minors who engage in sexual activity.

9. Using _______________ can help reduce the risk of being pressured into engaging in sexual activity.

10. You need to become more _______________ if someone continues to pressure you to engage in sexual activity after you have communicated that you are not interested.

asseritive
avoidance techniques
communicate
legal implications
set limits on how you express affection
unplanned pregnancy
Comprehensive Health
Topic: Reproductive Health Education

Chapter 3: The Reproductive System

Lesson 1: The Male Reproductive System

INTEGRATED SKILLS: Reading, writing, decision making, team building

Objectives
After instruction, the student will:
1. Analyze the relationship between good personal hygiene, health promotion, and disease prevention.
2. Describe the functioning of the male reproductive system.
3. Relate the importance of early detection and warning signs that prompt individuals to seek health care for the male reproductive system.

Instructional Resources:

Textbook
Human Sexuality (Adopted 2006)
Glencoe/McGraw Hill

Student Activity Sheet 67
Transparency Master Sheet 54
Transparency Male Reproductive System
Quiz 67
The Male Reproductive System
(pages 28–34)

FOCUS

OBJECTIVES
- Analyze the relationship between good personal hygiene, health promotion and disease prevention
- Describe the functioning of the male reproductive system.
- Relate the importance of early detection and warning signs that prompt individuals to seek health care for the male reproductive system.

MOTIVATOR
Write the following on the board for students to work on while attendance is being taken: How can you take care of your reproductive system? Assign the Quick Start.

INTRODUCING THE LESSON
Have students share their answers to the Motivator and Quick Start activities. Tell students that their reproductive systems are inactive until puberty. Then the reproductive systems of both males and females change and begin to function. This is why it is especially important at this time for adolescents to learn how the reproductive systems work and how to care for them. Students may discuss personal hygiene and monthly self-examinations.

INTRODUCING VOCABULARY
Have students look over the list of vocabulary words and note any similarities between the words they can find. Some of these similarities may be obvious, such as testes and testosterone. Tell students that the word epididymis comes from the Greek word didymos, meaning “testicle.” Have them find other words in the list that relate to one another.

TEACH

Class Activity
Review the parts of the male reproductive system. Have students examine the path of the sperm on the illustration of the male reproductive system. Tell them that sperm are produced in the testes and then move to the epididymis at the back of the testes, where they mature. The sperm then travel into the vas deferens, which becomes the ejaculatory duct as it passes through the prostate gland. Secretions from the seminal vesicles empty into the ejaculatory duct and join with the sperm and secretions from the testes. Secretions from the prostate gland and the Cowper’s glands are the final components that make up semen. The ejaculatory duct opens into the urethra, through which the semen exits the body.

Discussing
Discuss with students the risks of STDs to the male reproductive system. Have students work in groups and investigate descriptions, symptoms, and treatment of one STD. You may wish to refer to the table on STDs on page TM8.

Research
Have students find current articles about testicular and prostate cancer and their treatment. Revie the articles and then allow students to share them with the class.

ASSESS

EVALUATING THE LESSON
Assign and discuss the Lesson 1 Review on page 34.

Answers to Lesson 1 Review
1. The scrotum is a loose sac of skin that hangs outside the body. It holds the testes. The testes
are the male sex glands, and they manufacture testosterone and produce sperm. To produce sperm, the temperature of the testes must be a few degrees lower than normal body temperature. The scrotum keeps the testes at the right temperature by holding the testes away from or close to the body as needed.

2. The external organs are the scrotum, testes, and penis. The internal organs are the vas deferens, the seminal vesicles, the prostate gland, Cowper’s glands, and the urethra.

3. Care of the male reproductive system includes thorough washing of the external organs and monthly testicular self-examination.

4. Possible answer: Cancer of the testes can be detected through monthly testicular self-examination.

5. Sperm are produced in a section of the testes called the seminiferous tubules. Next they move into the epididymis, where they mature. From the epididymis, sperm travel into the vas deferens. The vas deferens loops over the pubic bone, around the bladder, and through the prostate gland. As it passes through the prostate gland, it narrows and becomes the ejaculatory duct, which opens into the urethra. The urethra carries semen out of the body through the tip of the penis.

6. Possible answers: If the seminal vesicles did not function properly, the sperm would not receive nourishment and be mobile. If the prostate gland did not function properly, acids in the urethra and those encountered during intercourse in the vagina would destroy the sperm. If the Cowper’s glands did not function properly, the acidity of any urine that might be in the urethra would destroy the sperm.

Answer to Applying Health Skills

Answers will vary, but students might research chlamydia, gonorrhea, or human papillomavirus.

**RETEACHING**

Using the diagram on page 32, point out each internal and external organ in the male reproductive system. Ask students to describe the function of each organ.

**ENRICHMENT**

Have students research the causes of fertility problems in men. Have them find articles about typical treatments for each of these problems and report their findings to the class.

**CLOSE**

Sum up the lesson by asking students why it is important for males to practice good personal hygiene and care for the health of the male reproductive system. In the next lesson they will learn about the female reproductive system.
Mix and Match

Directions: Carlos has a big health test tomorrow on the male reproductive system. During study hall, he made up a set of study cards with the names of various structures of the male reproductive system on one card and the role of that system on another card. On the way home from school, Carlos dropped the cards. One of the cards fell into a storm sewer and was washed away, and the others are now out of order. Help Carlos organize the cards so he can study for his test. Determine which cards go together and which one is missing.

1. produces secretions that neutralize acid in semen
2. stores sperm
3. prostate gland

4. produces fluid that nourishes sperm
5. testes
6. seminal vesicles

7. produces secretions that combine with sperm to form semen
8. Cowper’s glands
9. vas deferens

10. propels sperm to urethra
11. produces sperm
12. Missing card

Matching cards: ____________________________
The Male Reproductive System

- Remind students that the male reproductive system includes both internal and external organs, and that its two main functions are the production and storage of sperm—the male reproductive cells—and transfer of sperm to the female’s body during sexual intercourse.

- Display Transparency 54. Review the male reproductive system.

- Explain that the male reproductive system reaches maturity between the ages of 12 and 15. Hormones in the pituitary gland stimulate the production of testosterone, the male sex hormone, which controls the production of sperm. Testosterone also initiates physical changes that signal maturity, including broadening of the shoulders, development of muscles and facial and other body hair, and deepening of the voice.

- Note that a physically mature male is capable of producing sperm for the rest of his life.

- For the Quick Write, have students list some ways to care for the male reproductive system. (*Get regular checkups; bathe regularly; wear protective equipment; perform regular self-examinations; practice abstinence.*)
Male Reproductive System (Side View)

- Ureter
- Seminal Vesicle
- Bladder
- Vas Deferens
- Prostate
- Penis
- Urethra
- Glans Penis
- Foreskin
- Bulbourethral Gland
- Rectum
- Anus
- Testis
- Scrotum
Lesson Quiz 67

I. Directions: In the space provided, write the letter of the choice that best completes the statement or answers the question.

1. Male reproductive cells are called
   a. gonads.
   b. sperm.
   c. semen.
   d. testes.

2. One role of testosterone is to
   a. stimulate the thyroid gland.
   b. fertilize an egg.
   c. produce semen.
   d. control the production of sperm.

3. Sperm are produced in the
   a. penis.
   b. ovum.
   c. testes.
   d. semen.

4. The joining of a male sperm cell and a female egg cell is called
   a. ejaculation.
   b. fertilization.
   c. sexual intercourse.
   d. circumcision.

5. Which sexually transmitted disease cannot be cured with antibiotics?
   a. genital herpes
   b. chlamydia
   c. gonorrhea
   d. syphilis

II. Directions: In the space provided, write the term from the list that best completes the statement.

6. ____________ is the inability to reproduce.
   epididymis
   gonorrhea
   prostate
   sterility
   urethra

7. Sperm mature and are stored in the ____________

8. ____________ is the passageway through which both semen and urine leave the male body.


10. ____________ is a bacterial infection that causes a discharge from the penis.
Comprehensive Health
Topic: Reproductive Health Education
Chapter 3: The Reproductive System

Lesson 2: The Female Reproductive System

INTEGRATED SKILLS: Reading, writing, decision making, team building

Objectives
After instruction, the student will:
1. Describe the functioning of the female reproductive system.
2. Relate the importance of early detection and warning signs that prompt individuals to seek health care for the reproductive system.
3. Analyze the relationship between good personal hygiene and disease prevention.

Instructional Resources:

Textbook
Human Sexuality (Adopted 2006)
Glencoe/McGraw Hill

Student Activity Sheet 68
Real-Life Application: Accessing Information (Human Sexuality Textbook, page 35)
Transparency Master Sheet 55
Transparency Female Reproductive System
Quiz 68
Addendum
Chapter 3 Lesson 2

This is information that should be included during your lesson as it is not included in the textbook, Human Sexuality but is on the Student Activity Sheet.

Endometriosis is a painful, chronic disease that occurs when tissue that lines the uterus migrates and grows in the ovaries, fallopian tubes, the uterus, or the lining of the pelvic cavity. Treatments include pain medications, hormone therapy, and surgery.
Lesson 2

The Female Reproductive System
(pages 35-43)

1 FOCUS

OBJECTIVES

- Describe the functioning of the female reproductive system.
- Relate the importance of early detection and warning signs that prompt individuals to seek health care for the female reproductive system.
- Analyze the relationship between good personal hygiene and disease prevention.

MOTIVATOR

Write the following on the board for students to work on while attendance is being taken: How is the female reproductive system different from the male reproductive system? Assign the Quick Start.

INTRODUCING THE LESSON

Have students share their answers from the Motivator and Quick Start activities. Tell students that in this lesson, they will learn about the parts of the female reproductive system and the function of each part.

INTRODUCING VOCABULARY

Have students look at the vocabulary words for this lesson. Then ask students which word comes from the Latin word *mensis*, meaning "month" (*menstruation*).


Using the Feature

Real-Life Application

ACCESSING INFORMATION

Encourage students to examine the Web page provided on page 41 to verify the elements of a valid source of information. Have them check the site's sponsor, verify additional links, and identify citations from specific sources. Ask students to summarize the reliability of this resource in a paragraph.

Discussing

Ask students why it is important to answer all of a physician's medical questions as truthfully as possible. Explain that the more a physician knows about a patient's medical history, the better prepared the physician is to diagnose any problems a patient might have. Encourage students to ask questions during checkups, especially during pelvic exams. The more a person asks, the better he or she understands the process.

EVALUATING THE LESSON

Assign and discuss the Lesson 2 Review on page 43.

Answers to Lesson 2 Review
1. The cervix is the neck of the uterus. The uterus is a hollow, muscular organ that receives and holds the fertilized ovum during pregnancy. The primary function of the uterus is to hold and nourish a developing embryo and fetus. The cervix has a very small opening that dilates, or opens up, to allow a baby to pass out of the uterus during birth.
2. The external organs are the mons pubis, labia majora, labia minora, vaginal opening, and clitoris. The internal organs are the vagina, uterus, fallopian tubes, and ovaries.
3. Breast cancer can be detected through monthly self-examinations and also through annual mammograms, which are recommended for all women after age 40. Cervical cancer can be detected by getting an annual Pap test.
4. Care of the female reproductive system includes good personal hygiene, monthly breast self-exams, and regular examinations by
a physician, including a Pap test after age 18 or earlier if sexually active.

5. Answers will vary, but students should include strategies listed on page 39.

6. Paragraphs will vary but should mention finding out if there is an odorless or odoriferous discharge and testing in some way to identify the responsible organism.

**Answer to Applying Health Skills**

Letters will vary, but students should note that a Pap test can detect cervical cancer in the early stages, which is easier to treat than in later stages, and that risk factors for cervical cancer include being between the ages of 20 and 30 and not having regular Pap tests. Letters should present the student's case convincingly.

**RETEACHING**

Using the diagram on page 37, point out each internal and external organ in the female reproductive system. Ask students to name and describe the function of each organ.

**ENRICHMENT**

Have students research various methods of alleviating the pain of abdominal cramps early in the menstrual period. Ask students which methods they think will work best and why.

**CLOSE**

Sum up the lesson by asking students the three most important things they learned in this lesson. Emphasize how important it is for females to keep themselves and their reproductive systems healthy.
Problems of the Female Reproductive System

Directions: Problems relating to the female reproductive system can range from temporary discomfort to life threatening illnesses. Read the descriptions below and identify the specific problems and treatments.

1. **Symptoms**: nervous tension, anxiety, irritability, bloating, weight gain, depression, mood swings, and fatigue
   - Problem: __________
   - Treatment: __________

2. **Symptoms**: vaginal infection, discharge, odor, pain, itching, and burning
   - Problem: __________
   - Treatment: __________

3. **Symptoms**: vomiting, diarrhea, sunburn-like rash, red eyes, dizziness, and muscle aches
   - Problem: __________
   - Treatment: __________

4. **Symptoms**: abdominal cramps, ranging from mild to severe
   - Problem: __________
   - Treatment: __________

5. **Symptoms**: painful and chronic abdominal or low back pain, painful menstruation, or sometimes there are no symptoms (tissue that lines uterus migrates and grows on nearby organs or reproductive components).
   - Problem: __________
   - Treatment: __________
The Female Reproductive System

- Note that the female reproductive system has several functions. It produces female sex hormones and stores female reproductive cells, called ova. The uterus, a hollow, muscular, pear-shaped organ, nourishes and protects the fertilized ovum from conception until birth.
- Display Transparency 55. Review the female reproductive system.
- Explain that when a mature ovum is released from the ovary, it moves to one of the fallopian tubes. Sperm from the male enters the female reproductive system through the vagina. If sperm are present in the fallopian tubes, a sperm cell may unite with an ovum, resulting in fertilization and producing a cell called a zygote. The zygote leaves the fallopian tube and enters the uterus, where it attaches to the uterine wall and begins to grow. In preparation for receiving the zygote, the uterine wall has thickened and is rich in blood, which enables the uterus to nourish the zygote. The developing fetus will remain attached to the uterine wall until birth.
- Explain that in a mature female the uterus prepares each month for possible pregnancy. If pregnancy doesn’t occur, the thickened lining of the uterus, called the endometrium, breaks down into blood, tissue, and fluids. These materials pass through the cervix, the opening to the uterus, and into the vagina. This shedding of the uterine lining is called menstruation. The menstrual period usually lasts from 5 to 7 days, and the entire cycle begins again.
- Note that most females experience their first menstrual cycle between the ages of 10 and 15. The menstrual cycle may be irregular at first, but as a female grows and matures, it usually becomes more predictable.
- For the Quick Write, ask students to list some ways to care for the female reproductive system. (Bathe regularly; during menstruation, change tampons or sanitary pads every few hours; do not use deodorant sprays and douches—they may cause irritation or infection in sensitive tissues; practice abstinence.)
I. Directions: Read each statement carefully. If the statement is true, place a plus (+) in the space provided. If the statement is false, cross out the italicized word(s) and write the correct word(s) in the space provided.

1. Female reproductive cells are called ovaries.

2. Menstruation is the process of releasing a mature ovum into the uterine tube each month.

3. A disease that can cause sterility in females is endometriosis.

4. Toxic shock syndrome is the most common vaginal infection in women of childbearing age.

5. The cervix is the opening to the uterus.

II. Directions: In the space provided, write the letter of the choice that best completes the statement or answers the question.

6. Which organ nourishes the fertilized ovum?
   - a. ovary
   - b. uterus
   - c. fallopian tube
   - d. vagina

7. The shedding of the uterine lining is referred to as
   - a. ovulation.
   - b. endometriosis.
   - c. menstruation.
   - d. vaginosis.

8. One role of the ovaries is to
   - a. store ova.
   - b. protect the fertilized ovum.
   - c. move the ovum to the uterus.
   - d. connect the uterus and vagina.

9. Problems related to menstruation include
   - a. dysmenorrhea.
   - b. PMS.
   - c. toxic shock syndrome.
   - d. all of the above

10. The leading cause of infertility in females is
    - a. ovarian cysts.
    - b. ovarian cancer.
    - c. blocked fallopian tubes.
    - d. vaginosis.
Lesson 3: Hormones and Sexual Feelings

INTEGRATED SKILLS: Reading, writing, decision making, team building

Objectives
After instruction, the student will:
1. Examine the effect of hormones on body systems.
2. Demonstrate healthful decision-making skills that show responsible behaviors for your health and the health of others.

Instructional Resources

Textbook
Human Sexuality (Adopted 2006)
Glencoe/McGraw Hill

Health Skills Activity: Goal Setting (Human Sexuality Textbook, page 45)
Transparency Master Sheet 53
Quiz 66
- Demonstrate healthful decision-making skills that show responsible behavior for your health and the health of others.

**MOTIVATOR**

Write the following on the board for students to work on while attendance is being taken: Why is it important to set personal limits on sexual behavior before getting involved in a situation where sexual feelings are present? Assign the Quick Start.

**INTRODUCING THE LESSON**

Have students share their answers to the Motivator and Quick Start activities. Explain that when in an emotional state such as sexual excitement, it may be easy to be overwhelmed by such feelings and more difficult to make a responsible decision. Students should recognize that having pre-determined limits will help them stick to their responsible choices during stressful times.

**INTRODUCING VOCABULARY**

Write the term hormones on the board. Have volunteers recall the definition from Chapter 1. Then have students look up the word in the Glossary/Glosario.

**2 TEACH**

**Discussing**

Ask students to discuss the difference between love and sexual excitement. Emphasize that love is an emotional feeling, while sexual excitement is an automatic physiological response. Explain that some people may confuse the two, but that it is important to remember that sexual excitement is a result of hormones being released.

**Class Activity**

Have students consider the relationship between how a person chooses to respond to sexual feelings and the effects of that response on a person’s long-term goals. Ask volunteers to give examples of how responsible decisions regarding sexual activity can be made by keeping goals in mind.
Using the Feature

**Health Skills Activity**

**GOAL SETTING**

Let students work in teams to develop a plan for Ray and Shauna to reach their individual goals. Have them keep in mind reasons why setting specific goals for the future can support teens in making responsible decisions about responding to sexual feelings.

**Discussing**

Have students discuss the following statement: A couple can have a long-lasting relationship that does not include sexual intercourse.

**3 ASSESS**

**EVALUATING THE LESSON**

Assign and discuss the Lesson 3 Review on page 46.

**Answers to Lesson 3 Review**

1. Sex hormones cause the body to respond to sexual stimulation.
2. Answers may include any or all of the following: the heart rate increases, breathing speeds up, hands feel clammy, the face gets flushed, the penis swells, the vaginal walls swell, the vagina becomes lubricated, the clitoris swells.
3. Once sexual tension builds up, it is more difficult to make a responsible decision. It is smarter and easier to have predetermined limits on sexual behavior and stop things before they progress.
4. Sexual feelings are not the same as love. Sexual feelings are triggered by hormones and involve a physical response to a stimulating situation or thought. Love is a deep emotional bond, not an automatic response.
5. Answers will vary, but students may note that thinking about something they really want in the future can motivate them to plan ahead and to preset limits on sexual behavior to protect those goals or remind them of what they could lose if they do not act responsibly.

**Answer to Applying Health Skills**

Cartoons will vary but should demonstrate an understanding that the goal provides a positive influence on decisions about how to spend time with a date without testing their resistance—building sexual tension.

**RETEACHING**

Explain that we cannot keep our hormones from causing sexual feelings. Emphasize, however, that while we have no control over the hormones, we have control over how we react to those feelings and are able to make responsible decisions about them.

**ENRICHMENT**

Have students research the hormones affecting the autonomic nervous system, the system that helps maintain the body's metabolism. Have them present a report or prepare a video to share the information with the rest of the class.

**4 CLOSE**

Sum up the lesson by telling students that the lesson is intended to support young people in making responsible decisions about sexual activity.

**Chapter 3 Review Answers**

Assign and discuss the Chapter 3 Review on page 47.

1. The epididymis is a highly coiled structure located on the back side of each testis. Over a period of 64 days, sperm produced in each testis mature in the epididymis.
2. The urethra.
3. Semen is made up of sperm and secretions from the testes, secretions from the seminal vesicles that nourish sperm and help keep them mobile, secretions from the prostate that neutralize acids in the urethra and the vagina, and secretions from the Cowper's glands that lubricate the urethra and neutralize acidity of any urine that is present.
4. Activities such as heavy lifting can result in inguinal hernia.
5. The fallopian tubes are tubes on each side of the uterus that connect the uterus to the region of the ovaries. When an ovum is released from an ovary, motions of the fingerlike projections at the end of the tube near the ovary draw the ovum into the tube. Fertilization usually occurs in the widest part of the tube.
6. Menstruation usually begins between the ages of 10 and 15.
7. For males, any three: overheating of the testes, exposure to certain chemicals, contracting mumps as an adult, an untreated STD, and problems with the epididymis, vas deferens, or urethra. For females, any three: physical blocking of one or both fallopian tubes, failure to ovulate (usually for hormonal reasons), endometriosis, and untreated STDs.
8. Symptoms include a change in breast or nipple appearance, a lump or swelling in the breast, and a lump in the armpit.
9. Answers will vary, but students should discuss the importance of cleanliness, care in lifting heavy objects, self-exams for males and females, regular physical exams, and seeing a health care professional when a possible problem occurs.
10. Forty-six chromosomes are needed—23 from the male’s sperm and 23 from the female’s ovum.
11. It is the only body system that is different for males and females.

12. Ovulation must occur before fertilization can take place. Menstruation does not occur if fertilization has taken place.
13. Dialogues will vary, but students should point out that vaginal infections are fairly common and could have many causes, some of which require prescribed medication.
14. Answers will vary, but students should demonstrate a caring attitude and should explain that changes during the teen years are normal and what this means in terms of their sibling’s maturing body.

**BEYOND the Classroom**

- Encourage parents to meet with the school nurse during or before the classroom visit. Issues to discuss may include dating, peer pressure, abstinence, sexually transmitted diseases (including HIV infection), and pressure to use drugs and alcohol.
- Answers will vary but should indicate that students recognize the range and depth of training and personal qualifications needed for the profession.
The Endocrine System

- Remind students that the nervous system, immune system, and endocrine system work closely together to coordinate the functions of the body. The endocrine system is especially important during the teen years because one of its main functions is to regulate growth and development.

- Display Transparency 53. Review the glands of the endocrine system.

- Remind students that endocrine glands are ductless—or tubeless—organs or a group of cells that secrete hormones directly into the bloodstream. Hormones are chemical substances that are produced in glands and help regulate many of the body’s functions.

- Note that hormones produced during puberty trigger physical changes in the body.

- Point out that because it regulates and controls the activities of all other endocrine glands, the pituitary is known as the master gland.

- Discuss some of the potential problems of the endocrine system. (diabetes mellitus: the pancreas produces little or no insulin; Graves’ disease: hyperthyroidism, or an overactive and enlarged thyroid gland; hypothyroidism: low thyroid hormone production; Cushing’s disease: overproduction of adrenal hormones; goiter: enlargement of the thyroid gland; growth disorders: caused by abnormally high or low amounts of growth hormone)

- For the Quick Write, ask students for ideas on how to ensure a healthy endocrine system. (Eat nutritious meals; get enough sleep; use stress management; have regular medical checkups.)
Lesson 1: The Commitment to Marry

INTEGRATED SKILLS: Reading, writing, decision making, team building

Objectives
After instruction, the student will:

1. Analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage.
2. Distinguish between a dating relationship and marriage.
3. Demonstrate how couples use effective communication skills in building and maintaining healthy relationships.
4. Describe the effects of divorce on adults and children.
5. Explain why teens should delay marriage until they are mature adults.

Instructional Resources:

Textbook
Human Sexuality (Adopted 2006)
Glencoe/McGraw Hill

Student Activity Sheet 75
Health Skills Activity: Communication (Human Sexuality Textbook, page 51)
Transparency Master Sheet 61
Lesson 4

The Commitment to Marry
(pages 49-54)

1) FOCUS

OBJECTIVES
- Analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage.
- Distinguish between a dating relationship and a marriage.
- Demonstrate how couples use effective communication skills in building and maintaining healthy relationships.
- Describe the effects of divorce on adults and children.
- Explain why teens should delay marriage until they are mature adults.

MOTIVATOR

Write the following on the board for students to work on while attendance is being taken: Do you plan to marry? If so, at what age do you think you will marry? Assign the Quick Start.

INTRODUCING THE LESSON

Have students share their answers to the Motivator and Quick Start. Write the number of students who plan to marry on the board. Then write the ages at which these people indicated they think they will marry. Have students calculate the average ages for each gender. Compare the figures for your class with the following statistic:

The average age for first marriages in the United States is about 27 for males and 25 for females.

INTRODUCING VOCABULARY

Tell students that the word commitment comes from the Latin word committere, which means “connect” or “to entrust.” Ask students how the word origins relate to the commitment of marriage (In a marriage, you share a special connection with another person, whom you have entrusted to share your life with you.)

2) TEACH

Discussing

Ask students to create a list of reasons why two adults might marry. Have students explain why it important for a person to be mentally and emotionally mature before entering into a marriage.

Using the Feature

COMMUNICATION

Have students work in groups to brainstorm ideas for resolving the conflict between Tom and Alicia. Remind them to include interaction and use of effective communication skills in their endings to the scenario. Allow time for groups to present their role-plays to the class.

Class Activity

Have students compile a list of television shows that depict divorced or blended families. Have the discuss some of the problems experienced by the parents and children in those families.

Discussing

Have students discuss the reasons why most teenage marriages do not last. Then discuss problems that occur in teen marriages. (Responses may include desire to go to college, wanting the freedom to hang out with their friends when they want to, and not wanting to be tied down.)
ASSESS

EVALUATING THE LESSON

Assign and discuss the Lesson 1 Review on page 54.

Answers to Lesson 1 Review

1. A commitment is a promise or a pledge. Answers will vary, but should include lifelong commitment and readiness to take on responsibilities of marriage.

2. The couple faces these challenges and demonstrates communication and compassion.

3. A blended family is a family where two adults marry and have children from a previous marriage living with them.

4. Marrying young can interfere with a teen's personal growth and development; marrying young may force a teen to postpone college, job training, or beginning a career; marrying young because of pregnancy places emotional and financial stresses on the relationship.

5. Answers will vary, but students should discuss how maturity, commitment, and mutual love and respect contribute to the dignity, respect, and responsibilities of a healthy marriage.

6. Answers will vary, but possible negative effects of divorce may include: one parent moving out, facing potential financial difficulties, and dealing with difficult emotions. Healthful ways for family members to deal with divorce include keeping the lines of communication open; talking to relatives and other trusted adults; and seeking help and support from a professional counselor or a support group.

Answer to Applying Health Skills

Answers will vary. Students should thoroughly analyze the media marriage they selected and provide specific reasons to back up their opinions.

RETEACHING

Have students review the list of reasons why teens should delay marriage. Remind students that marriage takes a great deal of work and patience.

ENRICHMENT

Have students collect the age data on divorce rates for different states. Ask whether their findings support the correlation between early marriage and divorce.

CLOSE

Sum up the lesson by telling students that successful marriages occur when two people are mentally and emotionally mature and are willing to work through their problems together. In the next lesson students will learn about some of the responsibilities of a good parent.
Marriage: It’s All About Choices

Directions: Read the following scenarios and, using the information from your book as a guide, identify the problem and offer helpful advice. Explain your reasoning.

1. Jamie and Brent have been dating for a year, seeing only each other. Now, as high school seniors, they have talked about marriage. Lately, Brent talks about their future as if they were already married; he refers to educational, housing, and financial quandaries all within the context of marrying immediately after school ends. He wants them both to find jobs, a small apartment, and go to a local community college. Jamie isn’t so sure. She has a scholarship offer to study engineering at a prestigious out-of-state university. She feels she loves Brent, but finds the prospect of going away to school and a career in engineering alluring.

   Problem: __________________________________________
   __________________________________________
   __________________________________________

   Advice: __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

2. When Jessica and Eamon were first married, they had the same ambition: finish college and find good jobs. They met these goals together. Lately, however, there has been a growing friction between them. She complains he works too many hours. He says he does so because he wants to earn enough money to buy a house. Getting a house would allow them to start a family. Jessica, on the other hand, has her sights set on a new car and a European vacation. Eamon has also been unhappy with the amount of time she spends with her friends.

   Problem: __________________________________________
   __________________________________________
   __________________________________________

   Advice: __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
Successful Marriages

- Display Transparency 61. Note that marital adjustment and success depend on these factors.
- Point out that a life commitment is only the first step in a successful marriage.
- For the Quick Write, discuss how marriage is different from a dating relationship. (When two individuals decide on a goal of marriage, their relationship becomes more thoughtful, they make deeper commitments to each other, and they consider long-term consequences when making decisions.)
- Ask students to describe how good communication is achieved in a marriage. (by a couple sharing feelings and expressing needs and concerns; by knowing how to demonstrate affection)
- Explain that emotional maturity involves people trying to understand their partner’s needs and trying to make necessary adjustments. They think of what is best for the relationship, and do not always think of themselves first.
- Have students describe the importance of having similar values and interests. (People can become closer when they share attitudes about things such as the importance of good health, religious beliefs, cultural heritage, family, and friendships. Sharing interests, such as hobbies and travel, means that couples can spend more time together and strengthen their marriage.)
- Discuss the problems of teen marriages. Mention that teens may not be mature enough to handle the problems and decisions of marriage. Increased responsibilities may interfere with personal freedoms and education or career goals. Financial pressure adds stress to the relationship.
Lesson 2: Becoming a Parent

INTEGRATED SKILLS: Reading, writing, decision making, team building

Objectives
After instruction, the student will:
1. Identify reasons why people have children.
2. Describe the roles and responsibilities of parents in promoting healthy families.
3. Evaluate the effects of family relationships on physical, mental/emotional, and social health.
4. Analyze the importance and benefits of abstinence.

Instructional Resources:

Textbook
Human Sexuality (Adopted 2006)
Glencoe/McGraw Hill

Hands-On Health: Advocacy (Human Sexuality Textbook, page 58)
Quiz 75
Becoming a Parent (pages 55-60)

1. **FOCUS**

**OBJECTIVES**
- Identify reasons why people have children.
- Describe the roles and responsibilities of parents in promoting healthy families.
- Evaluate the effects of family relationships on physical, mental/emotional, and social health.
- Analyze the importance and benefits of abstinence.

**MOTIVATOR**
Write the following on the board for students to work on while attendance is being taken: *Do you want to have children in the future? What are some reasons to have children?* Assign the Quick Start.

**INTRODUCING THE LESSON**
On the board, write the number of students who indicated in the Motivator that they would like to have children in the future. With the class, calculate this percentage for both genders. Then have students share their reasons for wanting to be parents. Write this list on the board and have students compare this list to the reasons listed in the lesson.

**INTRODUCING VOCABULARY**
Write the following vocabulary term on the board: *parenting*. Have students write their idea of what this word means and then check the definition in the dictionary and Glossary/Glosario.
TEACH

Class Activity
Have students create a list of reasons why it is important to be both physically and emotionally mature before making the decision to become a parent. Remind students to think of both the child and the parents when creating their lists.

Guest Speaker
Invite a parenting instructor to speak to your class about the responsibilities and tasks involved in raising children.

Class Activity
Have students refer to nutrition charts to compare the dietary needs of a pregnant and nonpregnant female. Have students plan a three-day meal plan for a pregnant female.

Discussing
Ask students to discuss the social consequences of teen parenthood. What would be the impact on a teen’s family if he or she became a parent?

Research
Have students research the median salaries of people with different levels of education. Ask them to compare the average salary of a person who has not completed high school to one who has a college degree. Have students use these figures to explain why teen parents are less likely to be able to provide financially for a child.

ASSESS

EVALUATING THE LESSON
Assign and discuss the Lesson 2 Review on page 60.

Answers to Lesson 2 Review
1. Reasons include: they love children; they want to pass on the family name and heredity; they wish to give one’s parents a grandchild; they want to be loved by someone; they are giving in to pressure from friends or parents; and they hope to bring stability to a shaky marriage.

2. Teens are less likely to get proper medical attention, may not have a well-balanced diet, and have a higher risk of medical complications such as early or prolonged labor, high blood pressure, and anemia; these factors may compromise the health of the mother and the baby.

3. A teen father may need to quit school to get a job to help support the child; the lack of a diploma might make it difficult to find a high-paying job; there could be emotional and social health problems.

4. Teen parents often depend on their families for financial and emotional support. Meeting the needs of mother and infant puts a strain on families. Dropping out of school and juggling schedules impacts social health.

5. Answers will vary, but students should mention examples of the parents’ responsibility to meet the child’s physical, mental, emotional, and social needs.

6. Answers will vary. Students may suggest problems with parents, peers, and the other parent of the child; problems with school, and health problems associated with the pregnancy.

Answer to Applying Health Skills
Answers will vary. Refusal statements may convey the risk of complications during pregnancy, not being able to finish high school, not having an adequate income, having to give up a normal social life, giving up goals such as attending college, having to care for a baby 24 hours a day.

RETEACHING
Have students write a short paragraph describing the qualities necessary to be a nurturing and committed parent.

ENRICHMENT
Have students observe a day-care center or assist a family with small children for several hours. Ask students to write an essay about the difficulties involved in caring for children.

CLOSE
Sum up the lesson by telling students that becoming a parent is a great responsibility that requires both physical and emotional maturity. Remind students that teen parents will experience many difficulties.
Chapter 4 Review Answers

Assign and discuss the Chapter 4 Review on page 61.

1. To enter a lasting relationship with the person they love
2. They understand their needs and know how to meet them in healthy ways.
3. Students' answers should include any four of the factors in the bulleted list under the head "Adjusting to Marriage."
4. Approximately 50 percent
5. Parenting is providing care, support, and love in a way that leads to a child's total development. The most basic function is taking care of physical needs, such as food, clothing, shelter, and medical care.
6. She has a greater risk for complications in pregnancy, including miscarriage, and her body is not fully developed and is often not prepared for the stresses of pregnancy.
7. Students may list dropping out of school, not being able to get a good job, finding ways to spend time with his child, and being financially responsible for a child.
8. Practicing abstinence from sexual activity before marriage.
9. Answers will vary, but may include level of maturity, their ability to make healthy decisions, relationship with family members, educational and career goals, and personal choices about whether one would like to be a parent someday.
10. Answers will vary, but students might discuss differences of opinion about important issues concerning their relationship, such as different interests, different backgrounds, different religions; arguments about finances; and disagreements about whether to have children and how to raise them.
11. Answers will vary. Students should point out attributes of the healthy marriage and attributes of the unhealthy marriage.
12. Answers will vary.
13. Answers will vary, but students might suggest that some people are better parents because they are mature, have prepared for parenthood, and have experienced positive family influences in the past.
14. Answers will vary. Student responses should provide specific examples for comparing and contrasting and discuss the difficulties of raising a baby as a single teen.
15. Pamphlets will vary.
16. Stories will vary.

BEYOND the Classroom

Encourage students to participate in activities that involve parents and the community. Answers will vary.
Lesson Quiz 75

FOR USE WITH CHAPTER 20, LESSON 3

I. Directions: Read each statement carefully. If the statement is true, place a plus (+) in the space provided. If the statement is false, change the italicized word to make the statement true.

1. An extended family includes grandparents.

2. Couples that marry make a long-term budget with each other.

3. How well a person adjusts to marriage and to his or her spouse is conflict resolution.

4. According to statistics, 60% of marriages involving teens will succeed.

5. The responsibilities of parenting are beyond the abilities of most teens.

II. Directions: In the space provided, write the letter of the choice that best completes the statement.

6. One of the most important factors for a successful marriage is
   a. counseling.
   b. maturity.
   c. sex appeal.
   d. income.

7. Children are _______ when they make correct decisions about behavior when adults are not present.
   a. respectful
   b. lucky
   c. self-directed
   d. good communicators

8. When children must be disciplined, parents should act quickly so that children understand the ________ between misbehavior and consequences.
   a. difference
   b. timing
   c. choice
   d. link

9. Providing children with ________ is one of the most important responsibilities of parenthood.
   a. fun
   b. adventure
   c. unconditional love
   d. food

10. Resolving marital conflicts sometimes requires
    a. counseling.
    b. re-financing.
    c. separation.
    d. legal action.
Comprehensive Health
Topic-Reproductive Education and Family Life Education

Chapter 5: Pregnancy and Childbirth
High School

Lesson 1: Prenatal Development

INTEGRATED SKILLS: Reading, writing, decision making, team building

Objectives
After instruction, the students will:
1. Explain fetal development from conception through pregnancy.
2. Explain the significance of genetics and its role in fetal development
3. Discuss the importance of a healthful lifestyle before and during pregnancy.

Instructional Resources:

Textbook
Human Sexuality (Adopted 2006)

Student Activity Sheet 69
Transparency Master Sheet 56
Transparency Master Sheet (Conception)
Addendum
Chapter 5 Lesson 1

This is information that should be included during your lesson as it is not included in the textbook, Human Sexuality but is on the Student Activity Sheet.

First Trimester Fetal Development

1. Nervous system responds to stimuli

Second Trimester Fetal Development

1. Fetus has sleep/wake cycles
2. Limbs reach full proportion

Third Trimester Fetal Development

1. Fetus uses all five senses
2. Fetus passes water from bladder
Chapter 5  Pregnancy and Childbirth

Lesson 1  Prenatal Development
(pages 63–68)

1 FOCUS

OBJECTIVES
- Explain fetal development from conception through pregnancy.
- Explain the significance of genetics and its role in fetal development.
- Discuss the importance of healthful living before and during pregnancy.

MOTIVATOR
Write the following on the board for students to work on while attendance is being taken: Name as many signs of pregnancy as you can that might indicate a female is pregnant. Assign the Quick Start.

INTRODUCING THE LESSON
Have students share their answers to the Motivator or the Quick Start. Signs of pregnancy may include all of the following:
- A missed menstrual period.
- Nausea. Commonly known as “morning sickness,” these bouts can occur throughout the day. Two-thirds of all pregnant females may experience this.
- Enlarged or tender breasts. By the eighth week of pregnancy, in many females, the areolas—the pigmented areas around the nipples—will also have grown darker and larger than normal.

INTRODUCING VOCABULARY
As students read the lesson, have them make a chart listing the terms used to describe a child as it develops from conception until birth, the time period each term includes, and the different characteristics of the developing child in each stage.

2 TEACH

Discussing
Have students discuss the myths people dren about how babies are born. Ask them think people have told such stories.

Discussing
Ask students why it is necessary for the ovum to travel to the uterus.

Discussing
Ask students why they think it is important for waste products to be removed from the embryo and excreted through the mother’s body.

Class Activity
Ask students to list the structures that help and protect the developing fetus. Have them look in a biology textbook to view these structures.

Research
Ask students to research how home pregnancy tests work. Have volunteers report to the class the reliability of these tests.

Class Activity
With the class, go over the chart on page 65. Students might want to use a ruler to help them fully understand the dimensions given for each stage.

Class Activity
Reinforce the concept of dominant and recessive genes by making a chart showing the likelihood a child being born with blue eyes if: (a) each parent inherits a gene for blue eyes from each parent, (b) the child inherits a gene for brown eyes from one parent and a gene for blue eyes from the other parent.
Research

Ask students to research differences in the development of multiple embryos in the uterus and share their findings with the class.

Research

Ask students to research one of the hereditary diseases discussed in the text or another hereditary disease and share their findings with the class.

Discussing

Ask students why prospective parents might consult a genetic counselor.

3 ASSESS

EVALUATING THE LESSON

Assign and discuss the Lesson 1 Review on page 68.

Answers to Lesson 1 Review

1. A zygote is a fertilized ovum; it begins dividing, first into two cells, then four, then eight, and so on, and it moves down the fallopian tube to the uterus.

2. The amniotic sac is a fluid-filled sac that surrounds the embryo, protecting it from outside impact and insulating it from temperature changes.

3. The doctor will administer a test and then will perform an internal examination to detect changes in the cervix and the size of the uterus that signify pregnancy.

4. The father's sperm.

5. Genes are units of heredity that determine which traits, or characteristics, offspring inherit from their parents. Inherited genes determine traits such as height, hair color, and skin type.

6. Each parent must have had one gene for blue eyes and one gene for brown eyes; the dominant gene masked the effect of the recessive gene, so their eyes were brown. The child must have received a recessive blue-eye gene from each parent.

7. Possible answer: Genetic counseling helps prospective parents know more about their risk of passing on genetic diseases so that they can make an informed decision about whether to have children. Since most people may not show symptoms of some inherited diseases until later in life, when they may have already had children, this is especially helpful concerning the risk for these diseases.

Answers to Applying Health Skills

Answers will vary, but students should explain that research has shown that home pregnancy tests yield a high number of false negative results, meaning that the test says a female is not pregnant when she really is. For that reason, if someone thinks she may be pregnant she should have a pregnancy test done by a health care professional.

RETEACHING

Have students prepare a time line that summarizes physical development of the fetus in the uterus throughout pregnancy.

ENRICHMENT

Have students research the history of genetic counseling. Have them report on their findings to the class.

4 CLOSE

Sum up the lesson by discussing with students fertilization and fetal development from conception through birth. The next lesson concentrates on prenatal care of the developing fetus.
It All Happens Before Birth

**Directions:** Read the following list of events in the stages of embryonic and fetal development. Then fill in the chart by placing each event in the trimester when it usually occurs.

1. Fetus may dream
2. Heart begins beating
3. Fingers and toes form
4. Weight increases rapidly
5. Embryo becomes fetus
6. Fetus can hear conversations
7. Fetus passes water from the bladder
8. Baby is ready to be born

9. Nervous system responds to stimuli
10. Fetus weighs 6 to 9 pounds
11. Fetus has regular sleep/wake cycle
12. Fetus uses all five senses
13. Fetus develops human profile
14. Limbs reach full proportion
15. Fetus can kick

<table>
<thead>
<tr>
<th>First Trimester</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Trimester</td>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
<td>5.</td>
</tr>
<tr>
<td>Third Trimester</td>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
<td>5.</td>
</tr>
</tbody>
</table>
Implantation

- Display Transparency 56. Review the process of implantation.

- Note that fertilization is the union of a male sperm cell and a female egg cell, also known as conception. The resulting cell is called a zygote.

- Explain that the developing child from the time of implantation until about the eighth week of development is known as an embryo. After the eighth week, the developing embryo is called a fetus.

- Point out that as the embryo grows and the cells continue to divide, three tissue layers are formed. One layer becomes the respiratory and digestive systems; the second layer develops into the muscles, bones, blood vessels, and skin; the third layer becomes the nervous system, sense organs, and mouth.

- For the Quick Write, have students explain what actions a pregnant female can take to protect her health and the health of her unborn child. (Answers may include avoiding harmful substances such as tobacco, alcohol, and other drugs. These harmful substances can pass from the mother to the developing child.)

- Mention that although the blood supply of the mother and the developing embryo are kept separate, materials diffuse from one blood supply to the other through the umbilical cord. Nutrients pass through, and wastes are excreted. Substances harmful to the developing embryo can pass through the umbilical cord, too.
Comprehensive Health
Topic: Reproductive Health Education and Family Life Education

Chapter 5: Pregnancy and Childbirth
High School

Lesson: 2 Prenatal Care

INTEGRATED SKILLS: Reading, writing, decision making, team building

Objectives
After instruction, the student will:

1. Analyze the harmful effects on the fetus of the mother’s use of alcohol, tobacco, and other drugs, as well as environmental hazards such as lead and radiation.
2. Explain the importance of the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother.
3. Explain how technology has impacted the health status of families by aiding in prenatal diagnosis of certain conditions.

Instructional Resources:

Textbook
Human Sexuality (Adopted 2006)
Glencoe/McGraw Hill

Student Activity Sheet 70
Transparency Master Sheet 57
Quiz 70
Lesson 2:

Prenatal Care (pages 69–76)

FOCUS

OBJECTIVES

- Analyze the harmful effects on the fetus if the mother uses alcohol, tobacco, and other drugs, as well as environmental hazards such as exposure to lead and radiation.
- Explain the importance of the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother.
- Examine how technology has impacted the health status of families by aiding in prenatal diagnosis of certain conditions.

Teacher Manual  TM31
MOTIVATOR

Write the following on the board for students to work on while attendance is being taken: Why is it important for a female to learn about proper prenatal care as soon as she thinks she might be pregnant? Assign the Quick Start.

INTRODUCING THE LESSON

Have students share their answers from the Motivator or the Quick Start. Point out that it is important that the mother take care of the developing fetus to help ensure that the baby will be born healthy.

INTRODUCING VOCABULARY

In the last lesson, students learned that the protective sac surrounding the embryo is called the amniotic sac. Inform students that amniocentesis comes from the Greek, meaning “to puncture.” Have students write their own definition of the word amniocentesis. Have them check their definition in the Glossary/Glosario.

2 TEACH

Discussing

Have students discuss how changes brought on by pregnancy might affect the physical, mental/emotional, and social health of the mother.

Discussing

Have students think of strategies to help a pregnant female deal with the changes she is experiencing.

Research

Have students work in groups to research and learn about the services and classes your community offers expectant parents.

Research

Divide the class into two groups. Ask them to debate the issue of responsibility regarding fetal exposure to drugs and alcohol. For example, should females be held accountable for damage to a fetus caused by drug use? Should bartenders be required by law to withhold alcoholic beverages from females who are obviously pregnant?

3 ASSESS

EVALUATING THE LESSON

Assign and discuss the Lesson 2 Review on page 76.

Answers to Lesson 2 Review

1. See answers under the head “Characteristics of a Pregnancy,” subheads “First Trimester,” “Second Trimester,” and “Third Trimester.”
2. Any substance taken in by the mother can be transferred to the fetus through the placenta. Harmful substances cause low birth weight, fetal alcohol syndrome, and other complications.
3. It is a condition of physical, mental, and behavioral abnormalities that can result when a pregnant female drinks alcohol.
4. Amniocentesis and chorionic villus sampling.
5. Possible answer: Prenatal care can help a
pregnant female make healthy choices about diet, exercise, and avoiding harmful substances. Prenatal care also monitors the health of both the mother and the developing fetus throughout the pregnancy, so that any medical complications can be dealt with should they arise.

6. Development of medical technologies including ultrasound, amniocentesis, and chorionic villus sampling helps doctors and parents monitor fetal development and respond to abnormalities or complications.

**Answers to Applying Health Skills**

Answers will vary, but students should explain to the sister why alcohol is harmful and should offer refusal strategies such as: say “no” in a firm voice, repeat yourself if necessary, use appropriate body language, suggest an alternative, leave if necessary.

**RETEACHING**

Have students reread the sections “Medical Complications” and “Dangers to the Fetus” (page 72). Ask them to name the factors over which they have control. Have them explain what steps can be taken to avoid problems during pregnancy.

**ENRICHMENT**

Have students research fetal alcohol syndrome and report their findings to the class.

**CLOSE**

Sum up the lesson by asking students to discuss the role of good prenatal care in a healthy pregnancy and child. The next lesson focuses on childbirth.
Ask the Doctor

Directions: Dr. Maybelle writes a daily newspaper column and welcomes questions from her audience of readers. Using information from Lesson 2, help the doctor by responding to each writer.

1. Dear Dr. Maybelle:
Since I learned that I was pregnant, my husband has nagged me if I have a beer or a glass of wine. Why should I give up alcoholic drinks while I am pregnant? What is so urgent about that?

2. Dear Dr. Maybelle:
This is my first pregnancy and I am concerned about proper nutrition for me and the baby. Are there certain foods I should be eating or not eating?

3. Dear Dr. Maybelle:
Someone told me that now that I am pregnant, I have to be sure to eat plenty because, after all, I am eating for two people—me and my baby. Is this true? I don’t want to be too fat after the baby is born.
Proper Nutrition During Pregnancy

- Display Transparency 57. Review the six nutrients that are especially important for proper nutrition during pregnancy.

- Point out to students that too much weight gain during pregnancy can be a health risk. Most pregnant females need only 300 additional calories per day, the equivalent of 2 ½ cups of low-fat milk.

- Explain that pregnant females should also avoid foods that may contain substances harmful to the fetus. An example is caffeine, which is present in coffee, tea, chocolate, cola drinks, and other foods, and has been linked to an increased risk of birth defects and low birth weight.

- Note that any alcohol consumed during pregnancy quickly passes through the umbilical cord to the fetus, and can result in permanent damage and a condition known as fetal alcohol syndrome, a group of alcohol-related birth defects that includes physical and mental problems with serious, lifelong consequences.

- Explain that smoking tobacco during pregnancy can cause low birth weight, premature birth, and infant death, and can affect the growth, mental development, and behavior of a child until he or she is 11 years old.

- Emphasize that prescription and over-the-counter medicines should only be taken by pregnant females with a doctor’s approval. The use of illegal drugs during pregnancy can cause serious birth defects, premature labor, and miscarriage.

- For the Quick Write, have students think of types of physical activity that might be good for a pregnant female to engage in. *(She should engage in regular, moderate exercise following a doctor’s recommendation. This might include walking or jogging.)*
I. Directions: In the space provided, write the letter of the choice that best completes the statement or answers the question.

1. The nutrient that makes red blood cells and supplies oxygen to cells is
   a. iron.
   b. folic acid.
   c. calcium.
   d. vitamin A.

2. Babies born with FAS can suffer
   a. slowed growth.
   b. heart defects.
   c. mental retardation.
   d. all of the above

3. Environmental hazards that might be harmful to a fetus include
   a. microwave ovens.
   b. smog.
   c. color television sets.
   d. all of the above

4. A harmful substance that can reach the fetus and cause premature birth, low birthweight, or death is
   a. folic acid.
   b. tobacco smoke.
   c. preeclampsia.
   d. all of the above

5. Which of the following is NOT associated with preeclampsia?
   a. high blood pressure in mother
   b. results in low fetal birth weight
   c. placenta does not get enough blood
   d. none of the above

II. Directions: In the space provided, write the term from the list that best completes the statement.

6. ______________ refers to steps that a pregnant female can take to provide for her and her baby’s health.

7. A dead fetus expelled from the body after the twentieth week of pregnancy is a(n) ______________.

8. A group of alcohol-related birth defects that includes both physical and mental problems is known as
   ______________.

9. Sometimes as a result of a sexually transmitted disease, the zygote can’t pass to the uterus, and ______________ is the result.

10. The spontaneous expulsion of a fetus that occurs before the twentieth week of pregnancy is a(n) ______________.
Lesson 3: Childbirth

INTEGRATED SKILLS: Reading, writing, decision making, team building

Objectives
After instruction, the students will:
1. Identify and explain the stages of labor.
2. Explain how breastfeeding promotes optimal health for the baby.

Instructional Resources:

Textbook
Human Sexuality (Adopted 2006)
Glencoe/McGraw Hill

Real Life Application: Analyzing Influences (Human Sexuality, page 79)
Transparency Master Sheet (Childbirth Sequence I, III, IV, VII)
Quiz 69
MOTIVATOR

Write the following on the board for students to work on while attendance is being taken: Look up the definition of cesarean in the dictionary. Assign the Quick Start.

INTRODUCING THE LESSON

Have students share their answers from the Motivator or Quick Start activities. Explain that the word cesarean came from the Roman emperor Julius Caesar, who was supposedly born by cesarean section. Have students compare the dictionary definition with that in the Glossary/Glosario.

INTRODUCING VOCABULARY

Tell students that the word labor is used to describe many types of physical and mental work. Ask students why they think this word is also used for childbirth.

2 TEACH

Discussing

Have students discuss the purpose of the Apgar assessment. How are the scores interpreted?

Guest Speaker

Invite a childbirth instructor from the community to describe the birth process and the different birthing methods, and to tell how the mother may cope with the pain associated with childbirth.

Research

Ask students to research different birthing methods and share what they find with the class.

Discussing

Ask students to list what items new parents need to help take care of their baby. Encourage them to find out about the costs of these items.

Research

Have students research the ways a father-to-be participates in the prenatal care and delivery of his child.
Using the Feature

Real-Life Application

ANALYZING INFLUENCES

As students examine the trends, point out the decline in teen pregnancies since 1970. Ask: What factors may have influenced the decline in the number of pregnancies over the last 3 decades?

Discussing

Ask students to discuss why some mothers choose not to have any pain medication when they give birth.

Research

Have students research the increase in cesarean deliveries over the past several decades and write a brief report summarizing their findings.

Research

Ask students to contact birthing centers in your community, or research their Web sites, to learn about the types of services they offer.

ASSESS

EVALUATING THE LESSON

Assign and discuss the Lesson 3 Review on page 80.

Answers to Lesson 3 Review

1. First Stage: Constrictions open (or dilate) the cervix to a diameter of about 4 inches (10 cm), amniotic sac usually ruptures; Second Stage: begins when the cervix is fully dilated, the mother feels an urge to push; pushing and contractions force the baby through the cervix, into the vagina, and out through the vaginal opening; Third Stage: contractions separate the placenta from the uterine wall and expel it out of the body through the vagina.

2. An episiotomy is an incision made from the vagina toward the anus to enlarge the opening for delivery of a baby. It is used to prevent the tissues around the vaginal opening from tearing.

3. A cesarean birth is a method of childbirth in which a surgical incision is made through the abdominal wall and uterus and the baby is lifted out.

4. The goal is to make the experience of labor and delivery less mysterious and as painless as possible.

5. Infants who are breastfed receive antibodies from their mother’s colostrum and breast milk so they have fewer illnesses. They have an easier time digesting colostrum and breast milk than formula, they receive ideal nutrition, and they do not experience allergic reactions. They don’t have to wait for breast milk to be prepared or warmed—it’s always ready.

6. The expectant mother and the coach will know what to expect during labor and delivery, and the female will have relaxation and breathing techniques to cope with the pain of labor and help her have a medication-free delivery if that is her goal.

Answer to Applying Health Skills

Possible answer: Stress could cause responses the body, such as increasing blood pressure, to the body just as during pregnancy or labor a delivery. She could use stress-management techniques such as knowing how and when to relax, keeping a positive outlook, being physically active, and managing her time to deal with problems throughout her pregnancy.

RETEACHING

Have students (male and female) write a short essay on what it would be like to either experience or be with someone going through the three stages of labor.

ENRICHMENT

Have students do a study of midwifery—the role of midwives in childbirth. What is involved? How often are midwives used in the United States? What percentage of these are women? How often are midwives used in other parts of the world? What kind of training is required? In what kinds of settings do midwives usually practice? What might be the benefits and drawbacks of using a midwife during childbirth?
CLOSE

Sum up the lesson and chapter by asking students to name the many factors influencing the outcome of each birth.

Chapter 5 Review Answers
Assign and discuss the Chapter 5 Review on page 81.

1. The union of a single sperm and an ovum. Pregnancy begins with fertilization.
2. At the end of the third month.
3. The couples' family histories can be mapped, and medical tests can be run to identify genetic or biochemical markers for some hereditary diseases.
4. The mother's abdomen swells, she can detect fetal movements, her appetite and blood volume increase, any morning sickness usually subsides. Hormonal shifts may cause forgetfulness; some females may have trouble concentrating. Weight gain changes the female's center of gravity and loosens ligaments, causing some females to feel clumsy.
5. Babies born to smokers can have lower birth weights, heart and brain abnormalities, and cleft lip and palate. Maternal smoking is also linked to higher fetal and infant mortality rates, and SIDS.
6. To assess fetal position or evaluate development.
7. There are more than 4,000 known birth defects. They can be caused by abnormal genes or environmental factors.
8. When the cervix is fully dilated, the mother feels an urge to push. She uses muscles to aid the contractions in moving the baby's head through the cervix and into the vagina. When the baby's head crowns, the mother continues to push until the entire baby is delivered. This stage usually lasts from 1/2 hour to 2 hours.
9. Parents learn what to expect at each stage of labor and delivery. A father, close friend, or relative learns to play the role of coach, and mothers learn relaxation and breathing techniques to cope with the pain of labor and possibly to have a medication-free delivery.
10. A birthing center is a facility that has homelike settings, is separate from a hospital, and offers medication-free births.
11. The placenta, which forms along the lining of the uterus, transfers oxygen and nutrients to the embryo, then the fetus, via the umbilical cord.
12. The doctor will likely suspect preeclampsia. Other symptoms that would confirm this diagnosis are severe swelling from water retention, and/or protein in the urine.
13. Answers will vary, but students may take into account their feelings about the risk of miscarriage, the strain of waiting and not knowing the results until the baby is born.
14. A doctor may schedule a cesarean if the baby is not positioned correctly, if the mother's pelvic structure makes a vaginal delivery dangerous or impossible, or if the mother has an STD that could be transmitted during a vaginal delivery.
15. Pamphlets will vary. Students should provide as many reasons as possible.
16. Answers will vary, but students should communicate as much information as possible about healthful behaviors during pregnancy and labor and delivery.

BEYOND the Classroom

Encourage students to participate in activities that involve parents and the community. Answers will vary.
Lesson Quiz 69

FOR USE WITH CHAPTER 19, LESSON 1

I. Directions: Read each statement carefully. If the statement is true, place a plus (+) in the space provided. If the statement is false, cross out the italicized word(s) and write the correct word(s) in the space provided.

1. Conception also is known as implantation.

2. Nutrients and oxygen, as well as harmful substances, pass through the umbilical cord to the developing embryo.

3. The embryo normally attaches to a fallopian tube.

4. The umbilical cord attaches to the amniotic sac.

5. The formation of all organs in a fetus is complete at week 5.

II. Directions: In the space provided, write the letter of the choice that best completes the statement or answers the question.

6. From implantation to approximately 8 weeks, the cluster of cells is called a(n)
   a. fetus.  
   b. zygote.  
   c. embryo.  
   d. egg cell.

7. The blood-rich tissue that lines the walls of the uterus during pregnancy and nourishes the embryo is the
   a. amniotic sac.  
   b. placenta.  
   c. umbilical cord.  
   d. uterus.

8. The mother's blood supply and the embryo's blood supply
   a. always flow together.  
   b. mix in the umbilical cord.  
   c. sometimes flow together.  
   d. are kept separate.

9. Labor is induced by
   a. tightening of the umbilical cord.  
   b. contractions of the uterus.  
   c. contractions of the placenta.  
   d. all of the above

10. Which of the following is NOT a stage of labor?
    a. breaking of water  
    b. afterbirth  
    c. passage through birth canal  
    d. dilation
Comprehensive Health
Topic: Pregnancy Prevention Education

Chapter 6: Issues of Sexuality
High School

Lesson 1: Contraception

INTEGRATED SKILLS: Reading, writing, decision making, team building

Objectives
After instruction, the student will:

1. Analyze the effectiveness of contraceptive methods and the role they play in the prevention of pregnancy and STD’s.
2. Analyze the importance of abstinence from sexual activity as the preferred choice of behavior for unmarried persons of school age.
3. Discuss abstinence from sexual activity as the only method is that 100 percent effective in preventing pregnancy and STDs, including HIV/AIDS.

Instructional Resources:

Textbook
Human Sexuality (Adopted 2006)

Student Activity Sheet
Real Life Applications: Accessing Information (Human Sexuality, page 89)
Transparency Master Sheets (Female Sterilization, Vasectomy, Insertion of IUD, Diaphragm, Mechanical Contraception)
Quiz
Chapter 6  
Issues of Sexuality

Lesson 1  
Contraception (pages 83–91)

1 FOCUS

OBJECTIVES

- Analyze the effectiveness and ineffectiveness of various contraceptive methods and the role they play in the prevention of pregnancy and STDs.
- Analyze the importance of abstinence from sexual activity as the preferred choice of behavior for unmarried persons of school age.
- Discuss abstinence from sexual activity as the only 100 percent effective method of preventing pregnancy and STDs, including HIV/AIDS.

2 TEACH

Discussing

Discuss why misconceptions about pregnancy prevention are so common. Discuss the bulleted list in the “Facts About Pregnancy Prevention” section and ask students why some people might believe the opposite of these are true.

Cooperative Learning

Divide the class into two groups. Ask each group to discuss who is responsible for birth control, the male or the female. Tell the groups to state at least three reasons for their choice. Ask each group to designate a spokesperson to read their answers. Encourage students to discuss the reasons. Finish the activity by telling the students that responsible adult couples share responsibility for birth control.

Research

Ask students to research the history of one form of birth control discussed in this lesson. Ask them to find out where and when it was first used and how it has changed over the years.

Class Activity

Ask students to list the advantages and disadvantages of the various forms of birth control discussed in this lesson.

Discussing

Ask students how practicing abstinence to eliminate concerns about unintended pregnancy or sexually transmitted disease might affect a teen's mental and emotional health.

3 ASSESS

EVALUATING THE LESSON

Assign and discuss the Lesson 1 Review on page 91.
Answers to Lesson 1 Review

1. Any three of the following: the male or female condom, contraceptive foams, contraceptive jellies, contraceptive creams, contraceptive suppositories, FAMs, and abstinence.

2. The male condom must be unrolled onto the erect penis, keeping a space between the tip of the penis and the end of the condom, before there's any contact with the vagina. As soon as ejaculation occurs, and while holding the condom in place, the penis must be removed from the vagina. Condoms must never be used with petroleum-based products, stored in a hot place, or reused.

3. Any four of the following: nausea, breast tenderness, weight gain, mood swings, breakthrough bleeding.

4. Sterilization is a surgical procedure that makes a male or female incapable of reproducing. The procedure for males is a vasectomy; for females, it is a tubal ligation.

5. One: abstinence; two: the pill; three: male condom; four: diaphragm; five: spermicide.

6. Only abstinence offers total protection against STDs; condoms provide some protection.

Answer to Applying Health Skills

Posters will vary.

RETEACHING

Have students make a chart of prescription and nonprescription contraceptive methods.

ENRICHMENT

Have students prepare speeches advocating abstinence for their peers.

CLOSE

Sum up the lesson by asking students to explain the role of abstinence in avoiding pregnancy or STDs. Remind students that abstinence is the only 100 percent effective method to prevent pregnancy.
Chapter 6 Lesson 1 Contraception
Student Activity Sheet

1. What does “nonprescription” mean when referring to birth control methods?

2. What is a condom?

3. What types of male condoms protect against STD’s?

4. What is the 100 percent effective method in preventing pregnancy and STDs, including HIV/AIDS?

5. What does the term “contraception” mean?

6. Name three (3) forms of birth control that require a prescription.
   1.
   2.
   3.

7. Why does a female have to go to a doctor to get a prescription for the cervical cap?

8. _______ is a surgical procedure that makes a male or female incapable of reproducing.

9. How does a “spermicide” work?

10. List three (3) reasons to abstain from intercourse prior to marriage?
    1.
    2.
    3.
Chapter 6  Lesson 1 “Contraception”

Quiz

In the blank beside the question, write “True” or “False.”

1. ______ Condoms should be used with petroleum-based products.

2. ______ Spermicides when used alone are effective in preventing STDs.

3. ______ Oral contraceptives (birth control pills) should be taken every day at the same time each day.

4. ______ Teens can become pregnant before their first menstrual period.

5. ______ There must be a space between the tip of the penis and the end of the condom.

6. ______ Withdrawal is an effective method of birth control.

7. ______ A condom can be used more than once.

8. ______ Abstinence is 100% effective in the prevention of pregnancy and STDs.

9. ______ Foams, jellies, creams and suppositories are “spermicides.”

10. ______ The cervical cap and diaphragm fit around the female cervix.
Female Sterilization

CUT AND TIED

OVIDUCTS
Figure 21

Vasectomy

A

B

C

D
Mechanical Contraception

INTRAUTERINE DEVICE

CONDOM

CERVICAL CAP

DIAPHRAGM AND INSERTION DEVICE
OMIT THIS LESSON

It has not been approved by the State and District Guidelines.
Comprehensive Health
Topic: Reproductive Health Education

Chapter 6: Issues of Sexuality

Lesson 3: Sexual Abuse and Violence

INTEGRATED SKILLS: Reading, writing, decision making, team building

Objectives
After instruction, the student will:
1. Analyze issues surrounding sexual abuse and incest.
2. Describe situations that can lead to acquaintance rape and date rape.
3. Analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse, including date rape.

Instructional Resources:

Textbook
**Human Sexuality (Adopted 2006)**
Glencoe/ McGraw Hill

Student Activity Sheet 49
Health Skills Activity: Decision Making ((Human Sexuality, page 99)
Transparency Master Sheet 39
Quiz 49
Lesson 3

Sexual Abuse and Violence
(pages 96–100)

1 FOCUS

OBJECTIVES
- Analyze issues surrounding sexual abuse and incest.
- Describe situations that can lead to acquaintance rape and date rape.
- Analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse, including date rape.

MOTIVATOR
Write the following on the board for students work on while attendance is being taken: *What associations come to mind when you see or hear the word rape? Do you know why you have these associations?* Assign the Quick Start.

INTRODUCING THE LESSON
Have students share their responses to the Motivator or Quick Start activities. Explain that people sometimes think that rape only happens between strangers or that you can identify a rapist by the way he looks. Tell them that in this lesson they will learn that rape is any forced sexual contact.
INTRODUCING VOCABULARY

Point out to students that there are three vocabulary terms in this lesson using the word rape. Ask them to write what they think are the differences between the three words, and then check the Glossary/Glosario to see how they are defined.

TEACH

Class Activity

Have students put together a list of local agencies that assist victims of sexual assault or sexual abuse. See that each student has a copy of the list and understands the function of each agency. [5]

Discussing

Ask students what they should do if they suspected a friend was being sexually abused. [5]

Guest Speaker

Invite a speaker from a rape crisis center to speak to the class. Before the speaker’s visit, have the class make a list of questions they want to ask. [5]

Discussing

Ask students to discuss why a victim of sexual abuse may find it difficult to report the crime. [5]

Class Activity

Review the “Protecting Yourself Against Rape” section of the lesson. Ask students to make a list of other ways to protect against rape (for example, to be wary of meeting people on the Internet). [5]

Using the Feature

DECISION MAKING

Have the class brainstorm a list of Carrie’s options. Then ask volunteers to describe in their own words how they would apply the decision-making steps to Carrie’s situation.

Research

Have students find current articles about rape cases in which the assailant was convicted. Tell students to find out what sentences were given to those found guilty. Have students compare their findings with those of the rest of the class. [2]

ASSESS

EVALUATING THE LESSON

Assign and discuss the Lesson 3 Review on page 100.

Answers to Lesson 3 Review

1. Sexual abuse is any sexual contact that is physically or emotionally forced on a person.
2. A victim of sexual abuse or incest may remain silent about the abuse out of fear, loyalty, or obedience; some victims may believe that they caused the abuse or that they were at fault because they did not resist.
3. The first and most important step a victim of sexual abuse can take is to tell someone about the abuse.
4. Any three of the following: know the person you are going out with and learn about his or her friends and reputation; do not go on blind dates alone; go on group dates the first few times you’re out with a new person; do not go to isolated places on a date; tell someone at home where you will be and when you plan to return; take money with you and a cell phone if you have one; do not use drugs or alcohol, and leave immediately if your date uses them.
5. These actions can remove evidence the police will need.
6. Incest is a specific type of sexual abuse that occurs when the sexual abuser is related to the victim.
7. Situations will vary, but students should include some of the information under the head “Protecting Yourself Against Rape” in their suggestions.

Answer to Applying Health Skills

Pamphlets will vary but should list and illustrate many of the guidelines discussed in the lesson.

RETEACHING

Have students explain the importance of immediately reporting a rape to the authorities.

ENRICHMENT

Ask students to research statistics on rape victims. Ask them to find out the percentages of rape victims by gender and age.
CLOSE

Sum up the lesson by asking volunteers to summarize what they have learned about ways young people can protect themselves against sexual abuse.

Chapter 6 Review Answers

Assign and discuss the Chapter 6 Review on page 101.

1. Douching may push sperm farther into the vagina, making fertilization more likely.
2. Withdrawal is the male's removal of the penis from the vagina before ejaculation; it is not an effective method of preventing pregnancy.
3. A contraceptive suppository is inserted into the vagina with an applicator; it takes about 15 minutes to dissolve and release its spermicide. A contraceptive suppository must not be inserted more than 30 minutes before intercourse if it is to effectively kill sperm.
4. They are the basal body temperature method and the cervical mucus method.
5. Any three of the following: birth control pills, diaphragm, cervical cap, or contraceptive implants.
6. Oral contraceptives are hormone pills that, taken correctly, make changes in the female body that prevent pregnancy.
7. A contraceptive implant provides protection from pregnancy for about five years.
8. Spontaneous abortion or miscarriage.
9. Rape is sexual intercourse through force or threat of force.
10. Acquaintance rape is rape by someone the victim knows, whereas date rape is rape by someone the victim is dating.
11. Answers will vary, but students might suggest that they could talk to a trusted adult such as a teacher or a doctor, or they could consult reference material from the library or reliable Internet sites.
12. During a vasectomy, each vas deferens is cut and sealed. The procedure takes about 20 minutes and involves using a local anesthetic. Most males can resume normal activities the following day. It is not immediately effective; a male's semen will not be totally free of sperm until 15 to 20 ejaculations have occurred after surgery. The procedure is 99.9 percent effective. In a tubal ligation, the fallopian tubes are cut and tied or clamped to prevent sperm from reaching the ova. The procedure requires a hospital stay. Complications following surgery may include cramps, heavier periods, breakthrough bleeding, and pelvic pain. Tubal ligation is 99.5 percent effective.
13. Answers will vary, but students should include the health consequences of sexual activity before marriage.
14. Answers will vary, but students may say it happens because they trust the people who give them the false information.
15. Answers will vary, but may include that in-depth counseling can give an abuser insight into the problem.
16. Students' directories should provide comprehensive contact information.
17. Answers will vary, but will probably include the idea that movie characters might influence teens to engage in high-risk sexual behaviors.

BEYOND
the Classroom

Encourage students to participate in activities that involve parents and the community.

- Discussions should include the information presented in Lesson 3.
- Answers will vary.
Dear Diary

Directions: Read the following diary entries. Identify the type of abuse being described. Then, list actions the individuals involved should take to protect themselves from being abused or from being an abuser in the future.

1. Dear Diary,
   A boy at school, Ken, is beginning to bother me. Lately he has been watching me at school, and he has called me at home several times. This afternoon after school I saw him standing in front of my house. He is beginning to scare me; I don’t know what to do.
   —Stephanie

   Type of Abuse:

   Recommended Actions:

2. Dear Diary,
   Everything was going great with Michael until the night of the Homecoming Dance. We went to the beach afterward. Even though I told him “no,” he forced me to have sexual intercourse with him. He is my boyfriend, and we were on a date. Does that make it okay?
   —Keesha

   Type of Abuse:

   Recommended Actions:
Sources of Help for Victims of Rape or Abuse

- Remind students of the definition of abuse: the physical, mental/emotional, or sexual mistreatment of one person by another. Point out that abuse affects both males and females of all ages and all economic, racial, and ethnic groups. All forms of abuse are illegal.

- Have volunteers list some of the different types of abuse. (physical: slapping, punching, kicking, biting, shaking, beating, shoving, use of belts or weapons; verbal (emotional): name-calling, teasing, insulting, yelling; stalking (emotional): following a person, standing outside his or her home, making repeated phone calls, destroying property; neglect: failing to meet a person's basic needs, such as adequate food, clothing, shelter, love, and support; dating violence: includes all forms of abuse along with expressions of jealousy, attempts to control, and use of insults and guilt; date and acquaintance rape: occurs when one person in a dating relationship or casual friendship forces the other person to have sexual intercourse)

- Share with students the following methods for avoiding date rape: do not go out with a person you do not know well; date people close to your own age; set clear sexual boundaries assertively and without worrying about being polite; avoid being completely alone with your date; go out in groups; do not use alcohol or other drugs or date anyone who does; avoid places where alcohol or drugs may be present; watch your food or drink—date rape drugs may be used.

- Display Transparency 39. Review the sources of help for victims of rape or abuse. Emphasize that a teen victim should speak with a caring, trusted, and knowledgeable adult.

- For the Quick Write, ask students what local resources provide help for victims of rape and abuse. (Answers may include police, hot lines, shelters, clinics, or support groups.)
Lesson Quiz 49

I. Directions: In the space provided, write the word(s) from the list that best complete(s) the statement.

1. If someone repeatedly follows and harasses you, you are a victim of _________________.

2. Using words to mistreat another person is called _________________.

3. ________________ is most common between people in close relationships.

4. Alcohol and other drugs are involved in the majority of ________________ cases.

5. ________________, intentionally harming or injuring another person, can include hitting, biting, and punching.

II. Directions: Read each statement carefully. If the statement is true, place a plus (+) in the space provided. If the statement is false, cross out the italicized word(s) and write the correct word(s) in the space provided.

6. Teasing and insults are forms of physical abuse.

7. Stalking is becoming less common each year.

8. Repeated phone calls are a type of stalking behavior.

9. The cycle of violence continues because abuse victims often see abuse as a normal way of life.

10. Date rape is legal.
Comprehensive Health
Topic: STD's, STI's, and HIV/AIDS

Chapter 7: Sexually Transmitted Infections

Lesson 1: Common Sexually Transmitted Infections

INTEGRATED SKILLS: Reading, writing, decision making, team building

Objectives
After instruction, the student will:

1. Describe the relationship between high-risk behaviors, including alcohol and drug use, and the risk of contracting a sexually transmitted disease.
2. Recognize and discuss abstinence from sexual activity as the only method that is 100 percent effective in preventing sexually transmitted diseases or infections.
3. Develop and analyze strategies to prevent the spread of sexually transmitted diseases.

Instructional Resources:

Textbook
Human Sexuality (Adopted 2006)
Glencoe. McGraw Hill

Student Activity Sheet 91
Health Skills Activity: Communication (Human Sexuality, page 108)
Transparency Master Sheet 72
Quiz 91
Chapter 7  Sexually Transmitted Infections

Lesson 1

Common Sexually Transmitted Infections (pages 103-109)

FOCUS

OBJECTIVES

- Describe the relationship between high-risk behaviors and the risk of contracting a sexually transmitted disease.
- Recognize and discuss abstinence from sexual activity as the only method that is 100 percent effective in preventing sexually transmitted diseases and infections.
- Develop and identify strategies to prevent the spread of sexually transmitted diseases.

MOTIVATOR

Write the following on the board for students to work on while attendance is being taken: List the common symptoms of STDs. Assign the Quick Start.

INTRODUCING THE LESSON

Have students share their responses to the Motivator or Quick Start. Tell students they will learn more about sexually transmitted diseases, their symptoms, and treatments in this chapter.

INTRODUCING VOCABULARY

Ask students to look at the vocabulary list and note any terms they have heard of before. Have them look these words up in the Glossary/Glosario to see how they are defined. Point out to students the reason the CDC has used the term “sexually transmitted infection” in place of “sexually transmitted disease” is because a person can be infected, and be infectious, without necessarily having the disease. Experts also feel people may be more likely to seek testing treatment for an infection.

2 TEACH

Discussing

Ask students why they think STDs are on the rise despite all the information available on how to prevent them. [ ]

Discussing

Have students discuss why having an STD might affect the mental and emotional health of a teen. How might it interfere with their goals for the future? [ ]

Guest Speaker

Invite a health care professional from your local health department to speak about STDs. Have each student prepare at least three questions to ask the speaker. [ ]

Class Activity

Ask students to think of strategies to make other teens aware of the benefits of abstinence for avoiding STDs. Ask them to consider what kind of campaigns might be effective in reaching teens. [ ]

Research

Have students research one of the STDs discussed in this lesson. When and where was the disease first reported, and when were treatments or cures discovered? Ask students to share what they learn with the class. [ ]

Using the Feature

COMMUNICATION

Before students begin writing their dialogues, have them review the communication skills covered in Chapter 2 of this text. Be sure students describe interaction between Briann and Julia to demonstrate how Julia communicates her message clearly.
Discussing

Have students discuss the importance of sexually active people being tested for STDs even if they are symptom free. Tell them to consider some of the consequences of living with an STD.

3 ASSESS

EVALUATING THE LESSON

Assign and discuss the Lesson 1 Review on page 109.

Answers to Lesson 1 Review

1. Sexually transmitted infections are diseases that spread from person to person through sexual contact. They are difficult to track because some people who have them may not exhibit symptoms and some infected people may not report them.

2. Answers may vary but should include these risk behaviors: engaging in sexual activity without using any barrier protection method; using alcohol and other drugs; being sexually active with more than one person; choosing high-risk partners.

3. It is the virus that causes genital warts and can cause cancer in both males and females. Health experts believe that genital HPV infection is the most commonly contracted of all the STDs.

4. Chlamydia, because it often goes undiagnosed since many people have no symptoms.

5. Some of the results are: PID; epididymitis; effect on the prostate; scarring inside the urethra; affects the blood or joints, at which point the disease becomes life threatening.

6. Answers will vary, but students should communicate reasons why it is risky to go out with someone who has a reputation for being sexually active.

7. The early symptoms for females often go unnoticed but may involve a burning sensation when urinating and an abnormal vaginal discharge; the early symptoms for males may involve a burning sensation when urinating and a discharge from the penis.

Answer to Applying Health Skills

Pamphlets will vary but should list and illustrate many of the guidelines discussed in the lesson.

RETEACHING

Have students make a chart listing the types of STDs they learned about in this lesson, and the symptoms, diagnoses, and treatments of each.

ENRICHMENT

Ask students to find current articles regarding the spread of STDs, especially among teens. Have them share what they learn with the class.

4 CLOSE

Sum up this lesson by asking students to state one fact that they have learned about STDs and their consequences. Tell students they will learn more about STDs in the next lesson.
Activity 91  Applying Health Skills  

FOR USE WITH CHAPTER 25, LESSON 1

**Putting on the Pressure**

**Directions:** Many teens want to remain abstinent but are unprepared to deal with situations in which they may be pressured to engage in sexual activity. It helps to consider such situations in advance and think of ways to respond in order to avoid the pressure. The following exercises illustrate such situations. In the space provided, describe how each teen might respond to the situation in order to avoid being pressured into sexual activity. Explain your response in each case.

**Exercises**

1. Kurt has invited his girlfriend Jennifer to go for a ride in the country in his new car. No one else is going. She doesn't know what to tell him.

   

2. Carrie keeps asking her boyfriend Tino to come over to her house when no one is home. He always makes up an excuse to get out of going because he doesn't want to hurt her feelings by just saying no.

   

3. Kuancheng wants to remain abstinent, but his friends keep bragging about their sexual activity and embarrassing him because of his lack of experience. He's wondering whether he should reconsider his decision to remain abstinent in order to get his friends to back off.

   


4. At the beach, Yolanda runs into a group of the most popular teens in her class. They have a cooler full of alcoholic beverages and invite her to join them. Yolanda is thrilled about being asked to join the group but not about the drinking. She doesn't know what to say.

5. Whenever Ashleigh goes to a movie with her boyfriend Zach, he wants to become intimate. His behavior makes Ashleigh feel uncomfortable, so she tries to ignore it. She wishes he would get the message and stop trying so hard.
STDs and Abstinence

- Display Transparency 72. Guide students in a discussion of some of the consequences of STDs shown on the top of the transparency: incurable STDs (include HIV/AIDS and genital herpes); cancer-causing STDs (hepatitis B, human papillomavirus); damage to reproductive organs (pelvic inflammatory disease, in females); how STDs can be passed from mother to child before, during, or after birth. Tell students that specific STDs will be discussed in more detail in Lesson 2.

- Remind students that many people who have STDs have no symptoms. They do not seek treatment and may continue to transmit STDs.

- Review the meaning of abstinence. (avoiding harmful behaviors, including sexual activity before marriage, and the use of tobacco, alcohol, or other drugs)

- For the Quick Write, ask students what communication skills they can use to let people know of their decision to practice abstinence.

- Lead a discussion about the importance of practicing abstinence from sexual activity before marriage.

- Review the bottom part of the transparency, which gives guidelines to help avoid situations that might pressure students to engage in sexual activity.

- Ask why avoiding the use of alcohol and illegal drugs is an important part of abstinence.
**Lesson Quiz 91**

**FOR USE WITH CHAPTER 25, LESSON 1**

**I. Directions:** Match each definition in the left column with the correct term in the right column. Write the letter of the term in the space provided.

1. Disease that spreads from person to person through sexual contact
   - a. abstinence
   - b. cancer
   - c. refusal strategy
   - d. STD
   - e. using alcohol

2. Avoiding harmful behaviors such as sexual activity and drug use

3. Risk behavior for STDs

4. Consequence of some STDs

5. Technique to counter peer pressure

**II. Directions:** In the space provided, write the term from the list that best completes the statement.

6. Occurrences of diseases in which many people in the same place at the same time are affected are called ________________.

7. A condition in which an individual is unable to conceive or has difficulty with conceiving a child is known as ________________.

8. ________________ is the only 100 percent effective way to prevent STDs.

9. ________________ is a disease caused by STDs that damages reproductive organs.

10. STDs are a hidden epidemic because many people with STDs do not have ________________.
Lesson 2: Other Sexually Transmitted Infections

INTEGRATED SKILLS: Reading, writing, decision making, team building

Objectives
After instruction, the student will:

1. Develop and analyze strategies to prevent spreading sexually transmitted diseases.
2. Explain the relationship between drug use and unsafe situations that can lead to transmission of STDs.
3. Identify, describe, and assess community health services available for prevention and treatment of STDs.
4. Analyze the importance and benefits of abstinence in the prevention of STDs.

Instructional Resources:

Textbook
*Human Sexuality (Adopted 2006)*
Glencoe/McGraw Hill

Student Activity Sheet 92
Transparency Master Sheet 73
Quiz 92
Lesson 2

Other Sexually Transmitted Infections (pages 110-114)

FOCUS

OBJECTIVES
- Develop and analyze strategies to prevent spreading sexually transmitted diseases.
- Explain the relationship between drug use and unsafe situations that can lead to transmission of STDs.
- Identify, describe, and assess community health services available for prevention and treatment of STDs.
- Analyze the importance and benefits of abstinence in the prevention of STDs.

MOTIVATOR

Write the following on the board for students to work on while you take attendance: How might a person contract an STD without being sexually active? Assign the Quick Start.

INTRODUCING THE LESSON

Have students share their responses to the Motivator. (Students may mention sharing needles from injected drug use or body piercing, transmission from mother to baby during pregnancy or childbirth, or contact with infested bed linens...
or clothing.) Discuss answers to the Quick Start activity. Explain to students that in this lesson they will learn more about other STDs and their treatments.

**TEACH**

**Research**

Tell students that there are several different types of hepatitis (A, B, C, D, and E), not all of which are sexually transmitted. Ask students to research one of the hepatitis types and share what they learn about its causes, symptoms, and treatments with the class.

**Discussing**

Tell students that STDs are often referred to as "silent epidemics" or "silent killers." Ask them to discuss why such labels are applied to STDs.

**Class Activity**

Have students write about the serious risk of STDs to teens. The information should be presented in article form, such as for a teen magazine.

**Discussing**

Ask students to make a list of what they might say to a friend who is reluctant to see a doctor about a possible STD.

**Research**

Ask students to research how sexually transmitted diseases are tracked and by whom. Ask them to consider why it is helpful to track a disease.

Answers to Lesson 2 Review

1. Hepatitis B is a viral infection that attacks the liver and can cause extreme illness and death. It is transmitted when blood or other body fluids from an infected person enter the body of a person who is not immune to the disease; it is spread through sexual activity, contaminated needles and injected drug use, and through vaginal births.
2. Syphilis is spread by direct contact with a chancre, the painless sore, or with the infectious rash. It is transmitted primarily through sexual activity, but pregnant females can pass the disease to the fetus during pregnancy.
3. Trichomoniasis and bacterial vaginosis.
4. Intense itching is the main symptom.
5. Scabies is an infestation of the skin with microscopic mites.
6. If syphilis is left untreated, it causes severe, sometimes fatal damage to internal organs. Strategies should include being tested and getting treatment for STDs.
7. They can make the decision to practice abstinence.

**Answer to Applying Health Skills**

Answers will vary, but students should advise the friend to see a doctor first because that painless sore may have been the primary stage of syphilis. Then the students should advise the friend to take all his medication, to follow all of the doctor's orders for treatment, not to engage in sexual activity with anyone, and to be sure to tell all people he has had sexual contact with to seek treatment.

**RETEACHING**

Have students add to the chart they created for the last lesson hepatitis B, hepatitis C, syphilis, trichomoniasis, bacterial vaginosis, pubic lice, and scabies, including the symptoms, diagnoses, and treatments of each.

**ENRICHMENT**

Tell students that in some states, a couple is required to have their blood tested for STDs and other conditions before a marriage license can be issued. Ask students to research why some states require such tests.

**ASSESS**

**EVALUATING THE LESSON**

Assign and discuss the Lesson 2 Review on page 114.
4 CLOSE

Sum up the lesson by asking students to list the three most important things they learned in this lesson about avoiding STDs.

Chapter 7 Review Answers

Assign and discuss the Chapter 7 Review on page 115.

1. C is true because some STDs have no symptoms in some people, others don't produce symptoms for a long time, and still others have symptoms that go away while the STD remains in the body and can be spread.

2. Abstinence. Abstaining from high-risk behaviors, such as alcohol or drug use and sexual activity before marriage, is the only method that is 100 percent effective in avoiding STDs.

3. Both males and females can get chlamydia.

4. It is a painful infection of the uterus, fallopian tubes, and/or ovaries. Permanent damage to these structures, with severe pelvic pain, infertility, and increased likelihood of ectopic pregnancy, can result.

5. It is most commonly diagnosed by examining genital warts. It is treated by having the genital warts removed by laser or by being frozen, burned, or cut off; or by having an antiviral drug injected into larger warts and/or using other topical treatments. Removal of the warts does not eliminate the virus, however, and the warts often recur.

6. One reason is that once a person has been infected, he or she will always have the disease and can spread it to other people.

7. An infectious rash of nonitchy, rough, red or reddish-brown spots appears on the palms of the hands and the soles of the feet. Flu-like symptoms, hair loss, and weight loss can also be present. The rash disappears without treatment.

8. Syphilis is diagnosed by a blood test or by a laboratory examination of material from the primary chancre or the secondary-stage rash.

9. Pubic lice are treated with a special medicated over-the-counter or prescription shampoo.

10. A doctor or public health clinic provides diagnosis and treatment for STDs.

11. STDs can be prevented by making healthy choices and not engaging in sexual activity. There is no effective way to protect against the common cold.

12. Answers will vary, but students might discuss a patient’s need for privacy in order to seek treatment and parents’ concern for the health of a teen who may have an STD or is engaging in risky behaviors.

13. Answers will vary, but students should suggest that they would advise their friend to seek medical attention.

14. The partners could become infected, as could a baby, if the infected person is female and becomes pregnant. Partners could also infect other people, thus spreading the disease.

15. STDs affect the health of infected individuals and the health of others.

16. Radio announcements will vary.

17. Answers will vary, but students may suggest that teens are not as well informed as adults, that they may engage in risky behaviors, or that they believe they are immune from harm because of their age.

BEYOND the Classroom

Encourage students to participate in activities that involve parents and the community.

• Encourage students to discuss these issues with parents or guardians.

• Reports will vary depending on the STD students choose to research.
Activity 92

Disease Detective

Directions: Some STDs have similar symptoms or no symptoms at all, so making a diagnosis requires further evaluation or testing. Other sexually transmitted diseases have fairly distinctive symptoms, making them easier to diagnose. Assume you are a physician’s assistant and it is your job to make preliminary diagnoses and recommend testing, if necessary, to determine the causes of illness. In each of the following cases, the patient has an STD. Based on the patient’s symptoms or circumstances, make a preliminary diagnosis. State how the diagnosis can be confirmed and how the disease can be treated.

Cases
1. Patient A is a 21-year-old male. He is concerned about several small, pinkish bumps he has noticed on his penis. The tops of the bumps are cauliflower-like in appearance.

2. Patient B is a 21-year-old female. Her boyfriend told her that he has a discharge from his penis. She has no symptoms herself, but she is worried she might have an STD because they have had physical contact.

3. Patient C is a 19-year-old male who has found blisterlike sores on his genitals. The sores are painful, and they come and go.
4. Patient D is a 23-year-old married female who has noticed a discharge and odor from her vagina, along with itching and irritation. Her husband has no symptoms, but both are concerned about an STD.

5. Patient E is a 27-year-old male who has had a skin rash, swollen lymph nodes, and fever for a week. When questioned about any other recent symptoms, he recalls having a painless reddish sore on his penis a few weeks earlier. The sore healed on its own, so he did not see the doctor about it at the time.
Some Common STDs

- Have students review the STDs studied in the lesson. (*human papillomavirus* [HPV], *chlamydia*, *gonorrhea*, *genital herpes*, *trichomoniasis*, *syphilis*, *Hepatitis B and C*)

- Display Transparency 73. Review with students the other common STDs outlined.

- For the Quick Write, ask students what strategies they can use to protect themselves from STDs. (*They should avoid situations and behaviors that may pressure them into engaging in sexual activity. Abstinence is the only guaranteed way to avoid STDs.*)

- Review the importance of seeking treatment for STDs. Emphasize that STDs can cause severe, long-term health problems and cannot be self-diagnosed or self-treated. Stress that seeking treatment is an individual's responsibility as well as social obligation.
Lesson Quiz 92

I. Directions: In the space provided, write the letter of the choice that best completes the statement or answers the question.

1. The human papillomavirus causes
   a. gonorrhea.                  c. genital warts.
   b. chlamydia.                  d. genital herpes.

2. The highest rates of gonorrhea infections in females are found in
   a. women in their thirties.     c. middle-aged people.
   b. men in their twenties.       d. teens.

3. An STD caused by a protozoan is
   a. syphilis.                    c. chlamydia.
   b. trichomoniasis.              d. gonorrhea.

4. Which STD may lead to cancer of the liver?
   a. syphilis                     c. chlamydia
   b. hepatitis B                  d. bacterial vaginosis

5. Almost all cases of cervical cancer are caused by
   a. human papillomavirus.        c. syphilis bacteria.
   b. herpes simplex virus.       d. trichomoniasis.

II. Directions: Read each statement carefully. If the statement is true, place a plus (+) in the space provided. If the statement is false, cross out the italicized word(s) and write the correct word(s) in the space provided.

6. The primary means of transmission of STDs is illegal drug use.
   ____________

7. Trichomoniasis is a bacterial STD that progresses in stages.
   ____________

8. Chlamydia can cause PID and lead to infertility.
   ____________

9. Gonorrhea can be treated with antibiotics.
   ____________

10. The first sign of infection with HIV is a sore called a chancre.
    ____________
Comprehensive Health
Topic: STD's, STI's, HIV/AIDS

Chapter 8: HIV and AIDS
High School

Lesson 1: What is HIV/AIDS?

INTEGRATED SKILLS: Reading, writing, decision making, team building

Objectives
After instruction, the student will:
1. Identify the stages and symptoms of HIV infection and AIDS.
2. Explain the relationship between risky behaviors, unsafe situations, and the transmission of HIV.
3. Explain why abstinence from alcohol, drugs, and sexual activity is the only method that is 100 percent effective in preventing HIV infection.

Instructional Resources:

Textbook
Human Sexuality (Adopted 2006)
Glencoe/McGraw Hill

Student Activity Sheet 93
Transparency Master Sheet 74
Quiz 93
Lesson 1

What Is HIV/AIDS?
(pages 117-121)

FOCUS

OBJECTIVES

- Identify the stages and symptoms of HIV infection and AIDS.
- Explain the relationship between risky behaviors, unsafe situations, and the transmission of HIV.
- Explain why abstinence from alcohol, drugs, and sexual activity is the only 100 percent effective method of preventing HIV infection.

MOTIVATOR

Write the following on the board for students to work on while attendance is being taken: How is HIV spread? How is HIV not spread? Assign the Quick Start.

INTRODUCING THE LESSON

Have students share their answers to the Motivator or the Quick Start activities. Tell students that in this lesson they will learn the ways HIV can be spread. They will also learn about ways HIV is not spread.

INTRODUCING VOCABULARY

Tell students that the word syndrome comes from the Greek words syn-, meaning “with” or “together with” and diamein, meaning “to run.” Ask students to explain why they think AIDS is a syndrome.

TEACH

Discussing

Emphasize that AIDS is caused by a virus called HIV. Have students identify other diseases caused by a virus, such as polio, chicken pox, measles, herpes, influenza, mononucleosis, mumps, rabies, and the common cold. Point out that many of these diseases can be prevented through immunizations. Tell students that isolating HIV was the first step in the ongoing process of finding a way to stop AIDS.

Research

Have students research more about the origins of HIV. Have them share their findings with the class.

Class Activity

Ask students to list five safe, entertaining activities they have participated in over the last week that offered no risk of contracting HIV. Have volunteers read activities from their lists and write these on the board under the heading “No-Risk Behaviors.” You might also want to use this heading for a bulletin board that students can decorate with pictures cut out from magazines or newspapers.

Discussing

Review each of the ways HIV is spread. Have students discuss how HIV can enter the blood. Have students reread the section “How HIV Is Transmitted.” Then add that cuts in the skin of the penis and on the vaginal wall can be so tiny that they do not bleed visibly. Therefore, most people are unaware of them. Ask students why these cuts are dangerous.

Discussing

Have students debate the following statement: “An individual infected with HIV should be allowed to play contact sports.” Encourage students to support their positions with factual information from the lesson about HIV transmission and how it might impact such a situation.
**Guest Speaker**

Invite a representative from the local health department to speak about HIV transmission and risk behaviors. Have each student prepare a brief essay describing what he or she learned from the speaker.

**Discussing**

Have students explain, using their own words, the meaning of the term **AIDS-opportunistic illness** (an illness that would not harm a person with a healthy immune system; takes advantage of the weaknesses in the immune system caused by HIV). Explain the statement: “A person does not die from AIDS but from another disease or opportunistic illness.” (HIV destroys the immune system but the virus itself does not cause death. The damage to the immune system leaves the body with no way to fight off AIDS-opportunistic illnesses, which then prove fatal.)

**ASSESS**

**Evaluating the Lesson**

Assign and discuss the Lesson 1 Review on page 121.

Answers to Lesson 1 Review

1. AIDS is a fatal disorder with no fully effective treatment or known cure. AIDS is the final stage of infection with the human immunodeficiency virus (HIV), a virus that attacks the immune system.
2. This stage lasts for a span of years. The virus is largely confined to the lymph nodes, where it invades and takes over or destroys T-helper cells. There are no outward signs of the infection—the person looks and feels healthy.
3. The virus is borne in body fluids such as blood, semen, vaginal secretions, and breast milk. It is transmitted by activities or risk behaviors that cause a person to come in contact with these fluids from an infected person if there are breaks in the skin at the point of contact for the uninfected person.
4. No, only teens who are or have been sexually active and/or use or have used drugs, especially injection drugs, are at serious risk for HIV/AIDS.
5. Answers will vary.
6. Answers will vary but should include increasing numbers of people affected, lack of cure, effects on victims and their families, and costs for health care.

**Answer to Applying Health Skills**

Posters will vary, but should include strategies to avoid high-risk behaviors.

**Reteaching**

Have students use each of the vocabulary terms in a written sentence to explain how HIV is transmitted and the effect it has on the body. Have students form groups to share sentences. Discuss any discrepancies.

**Enrichment**

Have students find information about the spread of HIV in other countries. Have them share their findings with the class.

**CLOSE**

Sum up the lesson by telling students that any one can get HIV, regardless of race, gender, and sexual orientation. Ask students to explain the ways teens can make responsible decisions about risky behaviors to avoid infection.
Activity 93
Applying Health Skills
FOR USE WITH CHAPTER 25, LESSON 3

E-Expert

Directions: Many people are confused about which behaviors and situations put them at risk of HIV infection. Pretend that you are an HIV/AIDS expert and you operate an Internet information service to answer teens’ questions about HIV. Read each of the following e-mail questions received from teens. Then, in the space provided, write a response based on what you have learned about HIV transmission.

1. I just found out that the new guy in my gym class was infected with HIV through a blood transfusion when he was a child. I asked the gym teacher if we could get HIV from the guy, and he said not if we avoid physical contact with him. Now, whenever we play basketball, I’m afraid to get aggressive for fear of bumping into him. What should I do?

2. I heard you can get HIV through body fluids. Does this mean I can get it from the sweat of an infected person? Should I avoid going into the sauna at the health club in case someone with HIV has been sweating in there before me?

3. My parents said I can have my navel pierced, but I am worried about picking up HIV. Should I be worried?
4. I live next door to a woman with AIDS. We have a lot of mosquitoes at this time of year, and I am afraid if one bites her and then bites me I could become infected with HIV. How likely is that?

5. Last week, I was introduced to an aunt I never met before, and she gave me a big hug. Later I found out that she is infected with HIV. Now I am worried that she may have transmitted the virus to me when she hugged me. What should I do?

6. My cousin has HIV. When I saw her a few days ago, she had a cold and accidentally sneezed on me. Today I woke up with a stuffy nose and sore throat. I think I caught her cold. Could I have caught her HIV as well?
How HIV Attacks Cells

- Display Transparency 74. Review with students the process by which HIV invades cells.
- Mention that teens have one of the fastest growing rates of HIV infection and that many of the young adults who are currently dying from AIDS were infected in their teens.
- Point out that HIV causes the body to become susceptible to infections. As the immune system becomes more and more weakened, the infected person begins to suffer from one illness after another. These infections include opportunistic infections.
- Emphasize that HIV lives in cells or body fluids and does not survive well outside the body. It is transmitted from an infected person to an uninfected person through blood, semen, vaginal secretions, and breast milk.
- Remind students that AIDS is the advanced stage of HIV infection.
- Have students name some of the high-risk behaviors and situations that increase their risk of HIV infection. Discuss their answers. (Be sure that discussion includes the following behaviors: any form of sexual intercourse; sharing needles or syringes used to inject drugs; mother to baby during pregnancy, childbirth, or nursing.)
- Begin a discussion by asking students to think of ways HIV is NOT transmitted. (It is not spread on toilet seats or telephones; by working next to, casually touching, or being in the same room with an infected person; or through food, insect bites, sweat, sneezing, or giving blood.)
- For the Quick Write, have students name some ways that HIV infection can be avoided. (by making responsible decisions about personal behaviors, such as abstinence from sexual activity, tobacco, alcohol, and other drugs)
Lesson Quiz 93

I. Directions: In the space provided, write the term from the list that best completes the statement.

1. The virus that causes AIDS attacks the ________________________________

2. A(n) __________________ can occur when a person has a weakened immune system.

3. Infection with HIV can be prevented through ________________________________

4. ________________________________ is the advanced stage of HIV infection.

5. HIV lives inside cells and ________________________________

II. Directions: In the space provided, write the letter of the choice that best completes the statement.

6. In the United States, the rate of new AIDS cases is
   a. increasing in the population as a whole.
   b. increasing in teens.
   c. the same as it was in 1981.
   d. the same in all age groups.

7. HIV can be transmitted through
   a. food.
   b. blood.
   c. sweat.
   d. insect bites.

8. T cells are
   a. an opportunistic infection.
   b. a pathogen.
   c. a type of virus.
   d. a part of the immune system.

9. As the number of HIV viruses in the body increases, the
   a. number of T cells decreases.
   b. immune system grows stronger.
   c. number of T cells remains the same.
   d. body becomes less susceptible to infections.

10. A pregnant woman who is infected with HIV can pass the virus to her baby
    a. while nursing.
    b. during childbirth.
    c. during pregnancy.
    d. all of the above
Lesson 2: HIV/AIDS Testing and Treatment

INTEGRATED SKILLS: Reading, writing, decision making, team building

Objectives
After instruction, the student will:
1. Describe the tests that are used to diagnose the presence of HIV antibodies.
2. Identify the symptoms of HIV infection and AIDS.
3. Explain how technology and the use of various drugs and combinations of drugs are used in the treatment of AIDS.
4. Identify, describe, and assess support services available in the community for individuals with HIV/AIDS and their families.

Instructional Resources:

Textbook
Human Sexuality (Adopted 2006)
Glencoe/McGraw Hill

Student Activity Sheet 94
Real-Life Applications: Accessing Information (Human Sexuality, page 124)
Quiz 94
Lesson 2

HIV/AIDS Testing and Treatment
(pages 122-127)

# FOCUS

**OBJECTIVES**

- Describe the tests that are used to diagnose the presence of HIV antibodies.
- Identify the symptoms of HIV infection and AIDS.
- Explain how technology and the use of various drugs and combinations of drugs are used in the treatment of AIDS.
- Identify, describe, and assess support services available in the community for individuals with HIV/AIDS and their families.
MOTIVATOR

Write the following on the board for students to work on while attendance is being taken: What kinds of care and help might a person infected with HIV/AIDS need? Assign the Quick Start.

INTRODUCING THE LESSON

Have students share their answers to the Motivator or the Quick Start. Tell students that people with HIV/AIDS need more than just health care. They often need practical help, such as legal and social services, as well as a variety of other community services such as hospice or grief counseling.

INTRODUCING VOCABULARY

Point out that many of the vocabulary terms are the names of diseases. Ask students why they think so many of these names also have shortened forms. (They are long, with many syllables, and might be difficult for people to pronounce and remember. Shortened forms might sound less threatening.)

TEACH

Discussing

Review the symptoms of HIV infection with the class. Ask students what other conditions besides HIV infection might cause the same symptoms (diseases of the blood, pregnancy, presence of other diseases). Emphasize that whenever symptoms are present for any length of time, a person should visit a health care professional for diagnosis and treatment of whatever is causing the symptoms.

Research

Have students find out how HIV tests are performed. Ask them to explain which bodily fluids can be tested for HIV. Have students call a local testing facility to find out what type of fluid is tested.

Class Activity

Have students go to the library and research Elizabeth Glaser, who in 1988 co-founded the Pediatric AIDS Foundation after Elizabeth and her husband, Paul, found out that she and their two children were infected with HIV. Ask students to discuss why children infected with HIV might need different treatment than adults infected with the virus.

Discussing

Discuss the difference between a cure and a vaccine. (A cure heals those who have contracted a disease. A vaccine immunizes people who have not contracted a disease, preventing them from ever becoming infected.)

Using the Feature

Real-Life Application

ACCESSING INFORMATION

Point out to students the source of this information on the cost of HIV/AIDS. Ask whether they consider this a reliable source of information. Then have volunteers explain why or why not.

Class Activity

Have students find out what services are available locally for people with HIV/AIDS. Remind students to include testing facilities, health care providers, and legal and counseling services. Ask them to create a chart listing the services with descriptions and contact information. Display the charts in the classroom.

ASSESS

EVALUATING THE LESSON

Assign and discuss the Lesson 2 Review on page 127.

Answers to Lesson 2 Review

1. The tests detect HIV antibodies.
2. He or she should not engage in activities that can transmit HIV until testing at six months after exposure is also negative.
3. It requires that a person be HIV positive and have either a T-helper cell count below 200 or the presence of at least one AIDS-OI.
4. Using a cocktail, or assortment, of drugs helps minimize side effects and prevent HIV from becoming resistant to individual drugs.
5. They provide practical assistance, one-on-one support, crisis counseling, grief counseling, and information dissemination.
6. The EIA test is a screening tool used to detect the presence of antibodies for HIV in the blood. If the results of this test are positive two times, a confirmatory test such as the Western
blot is done. If this test is positive, a person is considered to be infected with HIV.
7. Answers will vary, but may include that individuals can’t afford it, don’t like the side effects, or don’t have enough information about it to get treatment.

Answer to Applying Health Skills
Plans will vary. Students should include descriptions of local services and ways to encourage others to participate.

RETEACHING
Put the following headings on the board: PCP, KS, CMV, and Candidiasis. Have students list facts about each disease under its heading. If necessary, have students reread the section “Diagnosis of AIDS” to locate the facts.

ENRICHMENT
Have students do research to find out about the Declaration of Commitment on HIV/AIDS issued by the United Nations in 2001. Ask them to write a brief report about the declaration and why the United Nations is involved with HIV/AIDS.

4 CLOSE
Sum up the lesson by asking students to list the three most important things they learned about HIV testing and treatment.

Chapter 8 Review Answers
Assign and discuss the Chapter 8 Review on page 128.
1. HIV enters certain cells, including T-helper cells, and reproduces itself. As more cells become infected, more are destroyed and the immune system weakens. The body succumbs to AIDS-opportunistic illnesses.
2. They are illnesses the body could normally fight off if the immune system were healthy.
3. The main way is through unprotected sexual activity with an infected partner.
4. Any three of the following: through shaking hands, touching, or hugging; by sharing towels, combs, eating utensils, or bathroom facilities; by coughing or sneezing; by the bites of insects such as mosquitoes.

5. The best methods of prevention of HIV/AIDS involve avoiding risk behaviors—for teens, abstinence from sexual activity before marriage and avoidance of all drug use, especially injection drug use.
6. They are flu-like symptoms including fever, headache, fatigue, and swollen lymph nodes. They usually disappear within one to four weeks.
7. HIV can remain in the body for a span of years before symptoms appear.
8. It is a kind of cancer that develops in connective tissues, usually in the skin or in the linings of the mouth, nose, or anus. In more serious cases it involves the lungs, liver, gastrointestinal tract, and lymph nodes.
9. They inhibit HIV from making copies of itself.
10. They are organizations, staffed largely by volunteers, that provide a wide range of essential services to HIV/AIDS patients, their families, and their loved ones.
11. Answers will vary but may include that people only know what they’ve heard from other people, they have not read scientific or factual articles, or they believe in certain stereotypes that keep them from learning the facts.
12. Answers will vary, but students should provide explanations for their opinions.
13. Answers will vary, but students should provide explanations for their opinions.
14. The person should avoid behaviors known to transmit HIV for six months and be retested.

BEYOND the Classroom
Encourage students to participate in activities that involve parents and the community.
• Discussions may include issues of increased risk of contracting HIV infection, public health, and confidentiality.
• Answers will vary but should include saying “no” firmly and leaving.
Knowledge Is Power

Directions: In the year 2001, there were 40 million people worldwide infected with HIV. One key strategy for reducing the number of new HIV infections is HIV/AIDS education. The table below, compiled by the Centers for Disease Control and Prevention, shows the percentage of students who are educated about HIV and AIDS at school. Use the information in the table to answer the following questions.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>9</td>
<td>86.0</td>
<td>88.2</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>87.8</td>
<td>90.6</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>84.8</td>
<td>92.3</td>
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</tr>
<tr>
<td>12</td>
<td>86.8</td>
<td>91.8</td>
<td></td>
</tr>
</tbody>
</table>

1. Would you consider the effort to educate high school students about HIV and AIDS to be successful? Why or why not?

____________________________________________________________________________________________________________________________________________________________

2. How do the percentages of students educated about HIV and AIDS at school compare for the years 1995 and 1999?

____________________________________________________________________________________________________________________________________________________________

3. Take a survey of the students at your school to compare to the national survey. If possible, survey students in grades 9–12. Record your results in the last column of the table above.

4. What might account for any differences between the national data and the data for the students at your school?

____________________________________________________________________________________________________________________________________________________________
Lesson Quiz 94

I. Directions: Read each statement carefully. If the statement is true, place a plus (+) in the space provided. If the statement is false, cross out the italicized word(s) and write the correct word(s) in the space provided.

1. The third stage of HIV infection is characterized by flu-like symptoms.

2. The second stage of HIV infection is symptomatic.

3. The Western blot is the most common confirmation test for HIV in the United States.


5. Once AIDS develops, HIV may attack brain cells.

II. Directions: Match each definition in the left column with the correct term in the right column. Write the letter of the term in the space provided.

   — 6. Stage of HIV infection when yeast infections are common
   — 7. Stage of HIV infection when opportunistic infections occur
   — 8. Test that screens for the presence of HIV antibodies in the blood
   — 9. A global outbreak of infectious disease
   — 10. Condition that may develop when people take medicines incorrectly

   a. AIDS
   b. drug resistance
   c. EIA
   d. pandemic
   e. symptomatic
Putting on the Pressure

Directions: Many teens want to remain abstinent but are unprepared to deal with situations in which they may be pressured to engage in sexual activity. It helps to consider such situations in advance and think of ways to respond in order to avoid the pressure. The following exercises illustrate such situations. In the space provided, describe how each teen might respond to the situation in order to avoid being pressured into sexual activity. Explain your response in each case.

Exercises
1. Kurt has invited his girlfriend Jennifer to go for a ride in the country in his new car. No one else is going. She doesn’t know what to tell him.

Jennifer should tell Kurt she does not want to go for a ride in the country alone with him.
She might suggest that they bring some friends along or that they drive to the mall instead where there will be adults.

2. Carrie keeps asking her boyfriend Tino to come over to her house when no one is home. He always makes up an excuse to get out of going because he doesn’t want to hurt her feelings by just saying no.

Tino should tell Carrie that he does not want to go to her house and explain the reason.
He should communicate his limits and use refusal strategies rather than make up excuses.

3. Kuancheng wants to remain abstinent, but his friends keep bragging about their sexual activity and embarrassing him because of his lack of experience. He’s wondering whether he should reconsider his decision to remain abstinent in order to get his friends to back off.

Kuancheng should reconsider his choice of friends, not his decision to remain abstinent. He should associate with people who agree with and support his decision to remain abstinent.
4. At the beach, Yolanda runs into a group of the most popular teens in her class. They have a cooler full of alcoholic beverages and invite her to join them. Yolanda is thrilled about being asked to join the group but not about the drinking. She doesn’t know what to say.

Yolanda should say that she does not drink and avoid joining the group. She should communicate her feelings clearly without making excuses for her choices. She should also ask herself why she wants to join the group in the first place if they use alcohol.

5. Whenever Ashleigh goes to a movie with her boyfriend Zach, he wants to become intimate. His behavior makes Ashleigh feel uncomfortable, so she tries to ignore it. She wishes he would get the message and stop trying so hard.

Ashleigh should explain to Zach how she feels. Just ignoring his behavior is not an effective way of communicating her limits to him. She should also suggest that they choose group activities rather than going alone to the movies.
Disease Detective

Directions: Some STDs have similar symptoms or no symptoms at all, so making a diagnosis requires further evaluation or testing. Other sexually transmitted diseases have fairly distinctive symptoms, making them easier to diagnose. Assume you are a physician’s assistant and it is your job to make preliminary diagnoses and recommend testing, if necessary, to determine the causes of illness. In each of the following cases, the patient has an STD. Based on the patient’s symptoms or circumstances, make a preliminary diagnosis. State how the diagnosis can be confirmed and how the disease can be treated.

Cases
1. Patient A is a 21-year-old male. He is concerned about several small, pinkish bumps he has noticed on his penis. The tops of the bumps are cauliflower-like in appearance.

   **The patient may have genital warts. The diagnosis can be confirmed by an examination of the warts by a doctor. Treatment can rid the body of the warts but not the virus itself.**

2. Patient B is a 21-year-old female. Her boyfriend told her that he has a discharge from his penis. She has no symptoms herself, but she is worried she might have an STD because they have had physical contact.

   **A discharge from the penis could be a sign of chlamydia or gonorrhea, both of which are often asymptomatic in females. Patient B and her boyfriend should have laboratory tests (of his discharge and her cervical secretions or in the case of gonorrhea, swabbing her cervix and growing the organisms in a laboratory) to determine if they have either of these STDs. Both diseases are caused by bacteria and can be treated successfully with antibiotics.**

3. Patient C is a 19-year-old male who has found blisterlike sores on his genitals. The sores are painful, and they come and go.

   **Patient C’s symptoms are typical of genital herpes, which is caused by a virus. The diagnosis can be confirmed through laboratory tests on the fluid from the blisters. Medication can relieve the symptoms but cannot cure the herpes infection.**
4. Patient D is a 23-year-old married female who has noticed a discharge and odor from her vagina, along with itching and irritation. Her husband has no symptoms, but both are concerned about an STD.

**Patient D may have vaginitis caused by trichomoniasis, which is caused by a microscopic protozoan. It often causes vaginal discharge and odor in females and is typically asymptomatic in males. It can be diagnosed by microscopic examination of the discharge in females but is difficult to diagnose in males. If confirmed in patient B, both she and her husband should receive treatment, which is effective in curing the disease.**

5. Patient E is a 27-year-old male who has had a skin rash, swollen lymph nodes, and fever for a week. When questioned about any other recent symptoms, he recalls having a painless reddish sore on his penis a few weeks earlier. The sore healed on its own, so he did not see the doctor about it at the time.

**Patient E could have syphilis. If so, he would be in the second stage of the disease. At this stage, diagnosis can be made through a blood test. Antibiotics can be used to cure syphilis.**
E-Expert

Directions: Many people are confused about which behaviors and situations put them at risk of HIV infection. Pretend that you are an HIV/AIDS expert and you operate an Internet information service to answer teens’ questions about HIV. Read each of the following e-mail questions received from teens. Then, in the space provided, write a response based on what you have learned about HIV transmission.

1. I just found out that the new guy in my gym class was infected with HIV through a blood transfusion when he was a child. I asked the gym teacher if we could get HIV from the guy, and he said no if we avoid physical contact with him. Now, whenever we play basketball, I’m afraid to get aggressive for fear of bumping into him: What should I do?

   Quit worrying and enjoy the game. HIV can be transmitted only when body fluids, such as blood, from an infected person enter your blood. This is unlikely to happen when you play sports such as basketball, even if the play gets rough.

2. I heard you can get HIV through body fluids. Does this mean I can get it from the sweat of an infected person? Should I avoid going into the sauna at the health club in case someone with HIV has been sweating in there before me?

   HIV is present in the blood, semen, and breast milk of infected people, but it is not found in sweat. Therefore, you do not need to worry about being infected with HIV in the sauna.

3. My parents said I can have my navel pierced, but I am worried about picking up HIV. Should I be worried?

   You have no cause for concern if sterile instruments are used. HIV has not been shown to be spread through body piercing. If you are still worried, have the piercing done by a doctor or other qualified medical professional.
4. I live next door to a woman with AIDS. We have a lot of mosquitoes at this time of year, and I am afraid if one bites her and then bites me I could become infected with HIV. How likely is that?

   It is not at all likely. HIV has not been shown to be spread through insect bites.

5. Last week, I was introduced to an aunt I never met before, and she gave me a big hug. Later I found out that she is infected with HIV. Now I am worried that she may have transmitted the virus to me when she hugged me. What should I do?

   You should stop worrying. Casual physical contact, such as hugging, does not spread HIV.

6. My cousin has HIV. When I saw her a few days ago, she had a cold and accidentally sneezed on me. Today I woke up with a stuffy nose and sore throat. I think I caught her cold. Could I have caught her HIV as well?

   HIV, unlike cold viruses, does not spread through sneezing. Therefore, you could not have caught her HIV along with her cold when she sneezed on you.
Knowledge Is Power

Directions: In the year 2001, there were 40 million people worldwide infected with HIV. One key strategy for reducing the number of new HIV infections is HIV/AIDS education. The table below, compiled by the Centers for Disease Control and Prevention, shows the percentage of students who are educated about HIV and AIDS at school. Use the information in the table to answer the following questions.

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1. Would you consider the effort to educate high school students about HIV and AIDS to be successful? Why or why not?

   Possible answers: yes, a very high percentage of students are being educated about HIV and AIDS at school; no, there are still a portion of students not being educated about HIV/AIDS at school.

2. How do the percentages of students educated about HIV and AIDS at school compare for the years 1995 and 1999?

   The percentage of students educated about HIV and AIDS at school increased from 1995 to 1999 at every grade level.

3. Take a survey of the students at your school to compare to the national survey. If possible, survey students in grades 9–12. Record your results in the last column of the table above.

4. What might account for any differences between the national data and the data for the students at your school?

   possible answers: different years of survey, smaller sample size
Dear Diary

Directions: Read the following diary entries. Identify the type of abuse being described. Then, list actions the individuals involved should take to protect themselves from being abused or from being an abuser in the future.

1. Dear Diary,

A boy at school, Ken, is beginning to bother me. Lately he has been watching me at school, and he has called me at home several times. This afternoon after school I saw him standing in front of my house. He is beginning to scare me; I don’t know what to do.

—Stephanie

Type of Abuse:

emotional abuse, stalking

Recommended Actions:

Stephanie should report Ken’s stalking behavior to authorities immediately. Ken should seek counseling to learn how to appropriately express his feelings for Stephanie.

2. Dear Diary,

Everything was going great with Michael until the night of the Homecoming Dance. We went to the beach afterward. Even though I told him “no,” he forced me to have sexual intercourse with him. He is my boyfriend, and we were on a date. Does that make it okay?

—Keesha

Type of Abuse:

date rape/sexual abuse

Recommended Actions:

Date rape is illegal—it should be reported to the authorities immediately.
### Lesson Quiz 1
1. Health
2. prevention
3. Wellness
4. health education
5. Health literacy
6. d
7. b
8. c
9. d
10. a

### Lesson Quiz 2
1. c
2. a
3. b
4. d
5. e
6. +
7. social
8. attitude
9. behavior
10. +

### Lesson Quiz 3
1. c
2. d
3. c
4. d
5. a
6. Risk behaviors
7. cumulative risks
8. Abstinence
9. decisions
10. Physical inactivity

### Lesson Quiz 4
1. b
2. c
3. a
4. d
5. b
6. refusal strategies
7. external influences
8. Stress
9. Conflict resolution
10. communication skills

### Lesson Quiz 5
1. a
2. b
3. e
4. d
5. c
6. possible outcomes
7. decision
8. action plan
9. short-term goal
10. decision-making skills

### Lesson Quiz 6
1. +
2. efficacy
3. +
4. Citizenship
5. responsibility
6. d
7. c
8. a
9. d
10. a

### Lesson Quiz 7
1. +
2. external factor
3. safety
4. +
5. rich and famous
6. online shopping
7. health consumer
8. comparison shopping
9. media
10. Advertising

### Lesson Quiz 8
1. b
2. c
3. d
4. a
5. a
6. hospital
7. private practice
8. urgent care center
9. emergency room
10. group practice

### Lesson Quiz 9
1. b
2. e
3. d
4. c
5. a
6. d
7. d
8. b
9. c
10. d

### Lesson Quiz 10
1. epidemiology
2. +
3. EPA
4. +
5. global/international
6. USDA
7. nonprofit agency
8. public health
9. Red Cross
10. NIH

### Lesson Quiz 11
1. b
2. c
3. d
4. a
5.-7. Any three: unhealthful weight gain, cardiovascular disease, type 2 diabetes, cancer, osteoporosis, reduced ability to manage stress, decreased social opportunity.
8.-10. Any three: improved functioning of cardiovascular system, improved functioning of respiratory system, improved functioning of nervous system, improved appearance, positive self-concept, reduced mental fatigue, better productivity, ability to face challenges, self-confidence, social interaction, stress management.
### Answer Key

**Lesson Quiz 24**
1. b  
2. d  
3. a  
4. e  
5. c  
6. compassion  
7. Empowerment  
8. self-esteem  
9. personal identity  
10. self-talk

**Lesson Quiz 25**
1. +  
2. +  
3. Sympathy  
4. more  
5. +  
6. a  
7. b  
8. e  
9. d  
10. c

**Lesson Quiz 26**
1. defense mechanisms  
2. Suppression  
3. denial  
4. emotions  
5. guilt  
6. c  
7. d  
8. b  
9. a  
10. a

**Lesson Quiz 27**
1. b  
2. c  
3. b  
4. d  
5. b  
6. Perception  
7. motivation  
8. psychosomatic  
9. weaken  
10. Chronic

**Lesson Quiz 28**
1. b  
2. c  
3. a  
4. b  
5. d  
6. +  
7. good  
8. sometimes  
9. +  
10. +

**Lesson Quiz 29**
1. perfection  
2. false  
3. Reactive  
4. unheeded  
5. treatable  
6. b  
7. c  
8. b  
9. a  
10. c

**Lesson Quiz 30**
1. mental health  
2. Resilient  
3. external  
4. protective  
5. internal  
6. +  
7. strengthen  
8. face or overcome  
9. +  
10. +

**Lesson Quiz 31**
1. +  
2. an organic disorder  
3. a post-traumatic stress disorder  
4. bipolar disorder  
5. an antisocial personality disorder  
6. c  
7. c  
8. a

**Lesson Quiz 32**
1. b  
2. c  
3. a  
4. True  
5. True  
6. False  
7. False  
8. True  
9. False  
10. False

**Lesson Quiz 33**
1. Biomedical therapy  
2. Behavior therapy  
3. Group therapy  
4. Psychotherapy  
5. Cognitive therapy  
6. d  
7. d  
8. b  
9. d  
10. c

**Lesson Quiz 34**
1. d  
2. a  
3. a  
4. c  
5. d  
6. b  
7. a  
8. d  
9. e  
10. c

**Lesson Quiz 35**
1. b  
2. e  
3. c  
4. d  
5. a  
6. c  
7. c
Answer Key

8. d
9. a
10. b

Lesson Quiz 36
1. c
2. c
3. c
4. b
5. d
6. d
7. b
8. c
9. a
10. e

Lesson Quiz 37
1. Negotiation
2. Conflict resolution
3. +
4. Mediation
5. Confidentiality
6. c
7. d
8. a
9. d
10. b

Lesson Quiz 38
1. family
2. society
3. extended family
4. sibling
5. affirmation
6. b
7. a
8. a
9. d
10. c

Lesson Quiz 39
1. separation
2. divorce
3. custody
4. grief
5. resiliency
6. structure
7. is different for each person
8. +
9. circumstances
10. +

Lesson Quiz 40
1. b
2. c
3. e
4. d
5. a
6. emotional abuse/verbal abuse
7. spousal abuse
8. +
9. more likely
10. +

Lesson Quiz 41
1. b
2. d
3. a
4. c
5. crisis center
6. crisis hot lines
7. Support groups
8. Foster care
9. Family counseling
10. mediator

Lesson Quiz 42
1. peer
2. platonic friendship
3. clique
4. stereotype
5. b
6. a
7. c
8. d
9. b
10. a

Lesson Quiz 43
1. e
2. b
3. c
4. d
5. a
6. positive peer pressure
7. manipulation
8. Body language
9. refusal
10. +

Lesson Quiz 44
1. infatuation
2. Adolescence
3. abstinence
4. curfew
5. risk behaviors
6. +
7. +
8. setting limits
9. is a good way
10. +

Lesson Quiz 45
1. a
2. d
3. b
4. c
5. unplanned pregnancy
6. communicate
7. set limits on how you express affection
8. legal implications
9. avoidance techniques
10. assertive

Lesson Quiz 46
1. b
2. c
3. d
4. b
5. a
6. protective factors
7. assertive
8. Body language
9. community safety
10. Self-defense

Lesson Quiz 47
1. Sexual harassment
2. +
Answer Key

3. +
4. students (peers)
5. violence
6. b
7. d
8. a
9. b
10. d

Lesson Quiz 48
1. assailant
2. homicide
3. prejudice
4. sexual violence
5. Random violence
6. b
7. b
8. d
9. a
10. b

Lesson Quiz 49
1. stalking
2. verbal abuse
3. Abuse
4. date rape
5. physical abuse
6. verbal (emotional)
7. more
8. +
9. +
10. illegal

Lesson Quiz 50
1. e
2. b
3. c
4. a
5. d
6. Acne
7. Boils
8. moles
9. Vitiligo
10. warts

Lesson Quiz 51
1. b
2. d
3. d
4. b
5. d
6. osteoporosis
7. torn cartilage
8. dislocation
9. scoliosis
10. compound fracture

Lesson Quiz 52
1. Cataracts
2. +
3. lacrimal gland
4. +
5. Conjunctivitis
6. a
7. b
8. d
9. d
10. a

Lesson Quiz 53
1. b
2. a
3. d
4. a
5. b
6. balance
7. labyrinth
8. eustachian tube
9. Conductive hearing loss
10. sensorineural hearing loss

Lesson Quiz 54
1. d
2. a
3. c
4. b
5. e
6. Ball-and-socket
7. cartilage
8. +
9. axial
10. +

Lesson Quiz 55
1. b
2. a
3. d
4. a

Lesson Quiz 56
1. Skeletal muscles
2. Tendonitis
3. Smooth muscles
4. +
5. +
6. a
7. b
8. c
9. a
10. c

Lesson Quiz 57
1. a
2. d
3. b
4. c
5. a
6. peripheral nervous system
7. central nervous system
8. cerebrum
9. brain stem
10. sympathetic nervous system

Lesson Quiz 58
1. a
2. e
3. d
4. b
5. c
6. +
7. Parkinson’s disease
8. +
9. epilepsy
10. concussion

Lesson Quiz 59
1. a
2. d
3. c
4. b
Chapter 6 Lesson 1 “Contraception”

Answers to Quiz

1. False
2. False
3. True
4. True
5. True
6. False
7. False
8. True
9. True
10. True
Answer Key

5. e  
6. Capillaries  
7. lymphocytes  
8. cardiovascular system  
9. ventricles  
10. Hemoglobin

Lesson Quiz 60
1. c  
2. d  
3. b  
4. a  
5. d  
6. illegal drugs  
7. congenital  
8. Blood pressure  
9. Leukemia  
10. heart murmur

Lesson Quiz 61
1. +  
2. diaphragm  
3. upper  
4. +  
5. cilia  
6. d  
7. a  
8. d  
9. a  
10. b

Lesson Quiz 62
1. d  
2. c  
3. a  
4. b  
5. e  
6. Sinusitis  
7. Smoking  
8. Emphysema  
9. exercise  
10. influenza

Lesson Quiz 63
1. d  
2. b  
3. a  
4. c  
5. c

Lesson Quiz 64
1. digestion  
2. Absorption  
3. chyme  
4. gastric juices  
5. mastication

Lesson Quiz 65
1. nephron  
2. +  
3. +  
4. urethritis  
5. cystitis  
6. b  
7. a  
8. d  
9. c  
10. d

Lesson Quiz 66
1. b  
2. e  
3. a  
4. d  
5. c  
6. hormones  
7. thyroid  
8. gonads  
9. Diabetes mellitus  
10. goiter

Lesson Quiz 67
1. b  
2. d  
3. c  
4. b  
5. a  
6. Sterility

Lesson Quiz 68
1. ova  
2. Ovulation  
3. +  
4. Vaginosis  
5. +  
6. b  
7. c  
8. a  
9. d  
10. c

Lesson Quiz 69
1. fertilization  
2. +  
3. the uterus  
4. placenta  
5. week 8  
6. c  
7. b  
8. d  
9. b  
10. a

Lesson Quiz 70
4. b  
5. d  
6. Prenatal care  
7. stillbirth  
8. fetal alcohol syndrome  
9. ectopic pregnancy  
10. miscarriage

Lesson Quiz 71
1. Genes  
2. DNA  
3. genetic disorders  
4. +  
5. Sperm cells  
6. d  
7. a  
8. d  
9. c  
10. b
Lesson Quiz 72
1. a
2. d
3. b
4. d
5. c
6. d
7. c
8. a
9. d
10. b

Lesson Quiz 76
1. a
2. b
3. c
4. d
5. c
6. empty-nest syndrome
7. Change
8. transitions
9. integrity
10. life expectancy

Lesson Quiz 73
1. The period from childhood to adulthood is called adolescence.
2. +
3. Progesterone is a female hormone.
4. During puberty expanding your circle of friends and being exposed to different groups can be rewarding and fun.
5. a
6. b
7. c
8. c
9. b
10. a

Lesson Quiz 77
1. d
2. b
3. e
4. c
5. a
6. arteriosclerosis
7. chronic bronchitis
8. emphysema
9. withdrawal symptoms
10. leukoplakia

Lesson Quiz 74
1. +
2. self-actualization
3. +
4. self
5. +
6. c
7. d
8. a
9. b
10. d

Lesson Quiz 78
1. b
2. d
3. c
4. b
5. d
6. healthful behaviors
7. smoking rates
8. nicotine withdrawal
9. refusal skills
10. nicotine substitute

Lesson Quiz 75
1. +
2. commitment
3. marital adjustment
4. fail

Lesson Quiz 79
1. Healthy People 2010
2. mainstream smoke
3. sidestream smoke
4. +

Lesson Quiz 80
1. b
2. e
3. a
4. c
5. d
6. +
7. is harmful
8. +
9. can extend
10. do not use

Lesson Quiz 81
1. c
2. b
3. a
4. c
5. d
6. 0.02
7. quickly
8. +
9. less able
10. +

Lesson Quiz 82
1. g
2. a
3. f
4. b
5. h
6. detoxification
7. alcoholics
8. fetal alcohol syndrome
9. domestic violence
10. addiction

Lesson Quiz 83
1. b
2. a
3. c
4. d
### Answer Key

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#### Lesson Quiz 84

1. substance abuse
2. illicit drug use
3. overdose
4. psychological dependence
5. addiction
6. c
7. d
8. d
9. a
10. b

#### Lesson Quiz 85

1. c
2. b
3. a
4. d
5. more
6. +
7. +
8. central nervous system
9. +
10. illegal

#### Lesson Quiz 86

1. central nervous system
2. euphoria
3. amphetamines
4. Barbiturates
5. Rohypnol
6. e
7. a
8. d
9. c
10. b

#### Lesson Quiz 87

1. refusal skills
2. communities
3. drug-free zones

#### Lesson Quiz 88

1. pathogens
2. Antibiotics
3. indirect contact
4. direct contact
5. Washing hands
6. c
7. b
8. c
9. d
10. d

#### Lesson Quiz 89

1. immune system
2. antibody
3. +
4. lymphocytes
5. +
6. inflammatory response
7. Mucous membranes
8. immunity
9. Antigens
10. memory cells

#### Lesson Quiz 90

1. d
2. a
3. b
4. d
5. c
6. pneumonia
7. Antibiotics
8. hepatitis
9. hepatitis C
10. Lyme disease

#### Lesson Quiz 91

1. d
2. a
3. e

#### Lesson Quiz 92

1. c
2. d
3. b
4. b
5. a
6. sexual activity
7. Syphilis
8. +
9. +
10. syphilis

#### Lesson Quiz 93

1. immune system
2. opportunistic infection
3. abstinence
4. AIDS
5. body fluids
6. b
7. b
8. d
9. a
10. d

#### Lesson Quiz 94

1. first
2. asymptomatic
3. +
4. developing world
5. +
6. e
7. a
8. c
9. d
10. b

#### Lesson Quiz 95

1. d
2. c
3. b
Activity 2

Applying Health Skills

FOR USE WITH CHAPTER 1, LESSON 2

Where to Get Help

Directions: Health is composed of three elements: physical, mental/emotional, and social. Problems in the different areas are often the responsibility of different types of professionals. For example, a nurse can be responsible for physical health problems, a guidance counselor for mental/emotional problems, and a vice-principal for social problems. Your job is to schedule student appointments with the school nurse, guidance counselor, and vice-principal. For each of the following cases, decide which professional(s) the student(s) should see and explain why. More than one professional may be relevant in each case.

1. A 15-year-old boy has come to the office complaining of a stomachache. He has a math test during the next class period. You have noticed that he comes to the office with a stomachache every time he has a math test.

   Answers may vary. Students might say that the boy should see the school nurse because a stomachache is a physical problem. Some students may say that the boy should see the guidance counselor because his stomachaches might reflect excessive worry, which would be considered a mental/emotional problem.

2. A ninth-grade girl wants to talk with someone because she is having a hard time catching up with her schoolwork after missing a week of school for her grandmother’s funeral.

   Answers may vary. Students may say that the girl should see the guidance counselor, who can provide tips on catching up with her work as well as dealing with her grief.

3. Two tenth-grade boys have been sent to the office for fighting. They have minor injuries and appear to be very angry. Both have been in fights before.

   Answers may vary. Students might say that the injuries should be treated by the nurse, and the fight dealt with by the vice-principal. Students may suggest seeing the guidance counselor to resolve the issues that led to the fight and their inability to deal with anger in a less violent way.

4. A ninth grader is unhappy about her weight problem. She says she is sick of being teased by the other kids.

   Answers may vary. Students might say she should talk with the vice-principal about the teasing, which is a form of bullying and should not be allowed in school. They might also say that the nurse might recommend a nutritious eating plan.
Friendship Under the Microscope

Directions: Even though Kate and Sasha are 15 and 17, and total opposites, they’ve been best friends for ten years. Kate says that differences, like how she’s a junior and Sasha is a freshman, don’t matter when it comes to friendship. “Our differences give us a chance to learn from each other,” she says. “I love dance, fashion, and am a terrible romantic. Sash is big on sports, lives for excitement, and takes life for what it is. She’s the best person anyone could want as a friend, and that’s all that counts.”

After reading the lesson on changes in adolescence, and learning the foundations most lasting friendships are built on, answer the following questions.

1. Do you think Kate and Sasha will remain close friends in the future? Why? Why not?

2. What about your close friendships? Explain the “cement” that holds you together.

3. Do you think future changes in your life will change the friendship? Why? Why not?

Answers will vary. Students should address key concepts covered in the lesson about close friendships. Friendships that last generally have shared goals, experiences, and values.
Families on the Screen

Directions: Identify four current television programs or movies that deal with families. Choose one, and analyze the ways the family meets the members’ needs and the ways that members help to strengthen or weaken the family relationships. Program and movie choices will vary. Students should identify how the families portrayed in the program or movie meet the members’ needs and what actions they take that either strengthen or weaken family relationships.
What's Going On?

Directions: Read the following scenarios and answer the questions that follow in the space provided.

1. Jan's mother belongs to a club in their community. The club has planned a bake sale to raise money for a family in the community. Her mother asked Jan to help on the following Saturday, and Jan agreed. However, on Friday, Jan learned that her friends were all going to the beach on Saturday. Jan agreed to go with them. Then she remembered her promise to her mother. She stayed and helped her mother.

What characteristic(s) of a healthy relationship did Jan demonstrate?

**dependability, commitment**

What trait(s) of a good character did Jan demonstrate?

**trustworthiness, respect, responsibility, citizenship**

2. Bill belongs to a baseball team that is not having a good season. He is frustrated and wants to quit. However, there are a few games left on the schedule. The coach is aware of Bill's attitude, and after the next game, the coach talked with Bill. As the coach talked, Bill realized that he had been totally self-centered. He had not realized that the coach was also discouraged. Bill decided not to quit. In fact, he promised to work harder and to encourage others on the team.

What skill(s) did the coach use? **communication**

What trait(s) of good character did Bill demonstrate?

**respect, caring, responsibility**

3. Tara and her sister Kim have chores to do at home. They usually take turns washing the dinner dishes, which is one of their chores. Now, Tara has an opportunity to get a part-time job three evenings a week. She really wants the job and wonders if she can make a deal with Kim so that she can take the job. She talks with Kim and offers to do Kim's chores plus her own for three of the days she would not be working. Kim thinks it over and agrees to the proposition.

What skill(s) did Tara use? **compromise**

What trait(s) of good character did Tara demonstrate?

**fairness, responsibility**
4. Bud's neighbor, Amad, was in an automobile accident, and his leg was broken. Amad has after-school jobs mowing lawns around the neighborhood, and now he can't work. Bud realizes that several people will be expecting Amad, and they won't like to have to look for someone else to work for them temporarily. Bud calls some of his friends and explains the situation and asks them if they would be willing to help Amad until he gets the cast off his leg. They agree. Bud then went to the neighbors who had hired Amad and explained the situation. He asked if they would be willing to have their lawns mowed by someone else while Amad is recuperating. He promises that the jobs will be done well. The neighbors agree to the plan.

What skill(s) did Bud use? **communication, cooperation**

What traits of good character did Bud demonstrate?

**caring, responsibility**
Abstinence Makes the Heart Grow Fonder

Directions: Practicing abstinence requires planning, preparation, and self-control. The following six steps serve as a guide to help practice abstinence. For each situation below, decide if one of these steps was taken and, if not, what step could have been taken to help commit to abstinence.

Establish your priorities.  
Set personal limits on how you express affection.  
Talk with a trusted adult.

Do not use alcohol and other drugs.  
Avoid high-pressure situations.  
Share your feelings with your partner.

1. Andres and Zina have been dating for three months. Andres has started pressuring Zina to be sexually active. They decide to drive to a secluded, private spot to talk things over. Talking didn’t happen.

Did Andres and Zina follow one of the steps above? **No**

If yes, what step?

If no, what step should they have taken? **Avoid high-pressure situations.**

2. Enrique and Jenny date and have committed to abstinence. They practice self-control and respect each other. Then they go to a party where alcohol is being served. They each drink a couple of beers. They are not feeling as clear-headed as usual.

Did Enrique and Jenny follow one of the steps above? **No**

If yes, what step?

If no, what step should they have taken? **Do not use alcohol and other drugs.**

3. Kelly believes she is falling in love with Justin. She’s afraid and confused about her feelings. She knows their relationship has become serious, and she doesn’t want to lose him. She doesn’t know how to express her feelings of affection toward him. She makes an appointment with Mrs. Rosenthal, her school counselor, to discuss her situation.

Did Kelly follow one of the steps above? **Yes**

If yes, what step? **Talk with a trusted adult.**

If no, what step should she have taken?
Mix and Match

Directions: Carlos has a big health test tomorrow on the male reproductive system. During study hall, he made up a set of study cards with the names of various structures of the male reproductive system on one card and the role of that system on another card. On the way home from school, Carlos dropped the cards. One of the cards fell into a storm sewer and was washed away, and the others are now out of order. Help Carlos organize the cards so he can study for his test. Determine which cards go together and which one is missing.

1. produces secretions that neutralize acid in semen
2. stores sperm
3. prostate gland
4. produces fluid that nourishes sperm
5. testes
6. seminal vesicles
7. produces secretions that combine with sperm to form semen
8. Cowper’s glands
9. vas deferens
10. propels sperm to urethra
11. produces sperm
12. Missing card

Epididymis

Matching cards: 1 and 8; 2 and 12; 3 and 7; 4 and 6; 5 and 11; 9 and 10
Problems of the Female Reproductive System

Directions: Problems relating to the female reproductive system can range from temporary discomfort to life threatening illnesses. Read the descriptions below and identify the specific problems and treatments.

1. Symptoms: nervous tension, anxiety, irritability, bloating, weight gain, depression, mood swings, and fatigue
   Problem: premenstrual syndrome (PMS)
   Treatment: Regular physical activity and good nutrition may reduce severity of symptoms.

2. Symptoms: vaginal infection, discharge, odor, pain, itching, and burning
   Problem: vaginosis
   Treatment: antibiotics

3. Symptoms: vomiting, diarrhea, sunburn-like rash, red eyes, dizziness, and muscle aches
   Problem: toxic shock syndrome
   Treatment: immediate treatment by doctor

4. Symptoms: abdominal cramps, ranging from mild to severe
   Problem: menstrual cramps
   Treatment: application of heating pad to abdomen, over the counter medication, occasionally prescribed medication

5. Symptoms: painful and chronic abdominal or low back pain, painful menstruation, or sometimes there are no symptoms (tissue that lines uterus migrates and grows on nearby organs or reproductive components).
   Problem: endometriosis
   Treatment: pain medications, hormonal therapy, and surgery
Marriage: It’s All About Choices

Directions: Read the following scenarios and, using the information from your book as a guide, identify the problem and offer helpful advice. Explain your reasoning.

1. Jamie and Brent have been dating for a year, seeing only each other. Now, as high school seniors, they have talked about marriage. Lately, Brent talks about their future as if they were already married; he refers to educational, housing, and financial quandaries all within the context of marrying immediately after school ends. He wants them both to find jobs, a small apartment, and go to a local community college. Jamie isn’t so sure. She has a scholarship offer to study engineering at a prestigious out-of-state university. She feels she loves Brent, but finds the prospect of going away to school and a career in engineering alluring.

   Problem: The problem is one of age and commitment. They are both teens and seem to have different life goals. Their age limits their options; at this point, their relationship may interfere with personal freedoms and educational and career goals. Jamie isn’t yet ready to make a lifetime commitment.

   Advice: Answers will vary. Students may suggest that Jamie and Brent postpone marriage until after college. Doing so will allow them to experience life, fulfill their educational goals, and figure out their own identity, all before taking on the responsibility and commitment of marriage.

2. When Jessica and Eamon were first married, they had the same ambition: finish college and find good jobs. They met these goals together. Lately, however, there has been a growing friction between them. She complains he works too many hours. He says he does so because he wants to earn enough money to buy a house. Getting a house would allow them to start a family. Jessica, on the other hand, has her sights set on a new car and a European vacation. Eamon has also been unhappy with the amount of time she spends with her friends.

   Problem: Jessica and Eamon are having difficulties because they have different life goals. They also have a lack of communication. Both feel neglected; she reacts by spending more time with her friends, while he responds by working more.

   Advice: Answers will vary. Students might suggest that the couple needs to sit down and talk about life priorities, perhaps making compromises. They need to make time for each other and openly communicate ideas, aspirations, and goals. Perhaps they could arrange their schedules to accommodate each other; on the nights he works late, she could see her friends. On other nights, Jessica and Eamon could spend time together.
# Activity 69

## It All Happens Before Birth

**Directions:** Read the following list of events in the stages of embryonic and fetal development. Then fill in the chart by placing each event in the trimester when it usually occurs.

1. Fetus may dream
2. Heart begins beating
3. Fingers and toes form
4. Weight increases rapidly
5. Embryo becomes fetus
6. Fetus can hear conversations
7. Fetus passes water from the bladder
8. Baby is ready to be born
9. Nervous system responds to stimuli
10. Fetus weighs 6 to 9 pounds
11. Fetus has regular sleep/wake cycle
12. Fetus uses all five senses
13. Fetus develops human profile
14. Limbs reach full proportion
15. Fetus can kick

| First Trimester | 1. Heart begins beating  
|                | 2. Fingers and toes form  
|                | 3. Embryo becomes fetus  
|                | 4. Nervous system responds to stimuli  
<table>
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<th>5. Fetus develops human profile</th>
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| Second Trimester | 1. Fetus can kick  
|                 | 2. Weight increases rapidly  
|                 | 3. Fetus can hear conversations  
|                 | 4. Fetus has regular sleep/wake cycle  
|                 | 5. Limbs reach full proportion |
| Third Trimester | 1. Fetus may dream  
|                | 2. Fetus uses all five senses  
|                | 3. Fetus weighs 6 to 9 pounds  
|                | 4. Fetus passes water from the bladder  
|                | 5. Baby is ready to be born |
Ask the Doctor

Directions: Dr. Maybelle writes a daily newspaper column and welcomes questions from her audience of readers. Using information from Lesson 2, help the doctor by responding to each writer.

1. Dear Dr. Maybelle:
Since I learned that I was pregnant, my husband has nagged me if I have a beer or a glass of wine. Why should I give up alcoholic drinks while I am pregnant? What is so urgent about that?

_Alcohol in any alcoholic drink you have reaches your developing fetus. A fetus’s system breaks down alcohol much more slowly than your system does. As a result, the level of alcohol in your fetus remains higher than yours for a longer period of time. The urgency is that an elevated alcohol level can result in permanent damage to the fetus. You would not want your baby to be born with FAS, would you?_

2. Dear Dr. Maybelle:
This is my first pregnancy and I am concerned about proper nutrition for me and the baby. Are there certain foods I should be eating or not eating?

_As always, it is important to eat a balanced diet and to get enough calories. A pregnant woman needs only about 300 additional calories a day. There are not certain foods to eat, but there are some nutrients that a pregnant woman should make sure she is getting in the foods she does eat. Increased amounts of the following nutrients are needed: calcium, protein, iron, vitamin A, vitamin B complex, and folic acid._

3. Dear Dr. Maybelle:
Someone told me that now that I am pregnant, I have to be sure to eat plenty because, after all, I am eating for two people—me and my baby. Is this true? I don’t want to be too fat after the baby is born.

_In a way you are eating for two people, you and your baby, because your baby is depending on you for nourishment. However, you need to concentrate on eating the right nutrients and taking vitamin and mineral supplements rather than eating too much food. Excess weight gained during pregnancy can be a health risk for both you and your baby. If you were at a healthy weight before your pregnancy, you should gain between 25 and 35 pounds during your pregnancy. This is a reasonable amount to gain, according to health care professionals._
Chapter 6 Lesson 1 Contraception
Student Activity Sheet Answers

1. What does “nonprescription” means when referring to birth control methods? Nonprescription means that a prescription or examination by a health care professional is not necessary.

2. What is a condom? A condom is a thin sheath of latex, plastic, or animal tissue that is placed on the erect penis to catch semen.

3. What types of male condoms protect against STD’s? Latex condoms offer the best protection against most STDs, including HIV infection.

4. What is the 100 percent effective method in preventing pregnancy and STDs, including HIV/AIDS? Abstinence is the only 100% method of preventing pregnancy and STDs.


6. Name three (3) forms of birth control that require a prescription.
   1. oral contraceptives (birth control pills)
   2. the diaphragm and cervical cap
   3. contraceptive implants

7. Why does a female have to go to a doctor to get a prescription for the cervical cap? A female needs to have a pelvic examination so that health care professional can measure the cervix and prescribe the right size for her body.

8. “Sterilization” is a surgical procedure that makes a male or female incapable of reproducing.

9. How does a “spermicide work? Spermicides are chemicals that kill sperm and it is a chemical barrier in the vaginal area.

10. List three (3) reasons to abstain from intercourse prior to marriage?
    1. prevents unplanned pregnancy and the transmission of STDs.
    2. demonstrates maturity and positive self-concept
    3. preserves your chance of fulfilling your goals for the future