

## FIFTH GRADE

- 5.1 The student will define the structure and function of the endocrine system** Descriptive Statement: The basic parts of the endocrine system (pituitary gland and adrenal glands) and their functions are introduced.
- \*5.2 The student will identify the human reproductive organs in relation to the total anatomy.** Descriptive Statement: Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes. The reproductive organs are explained in relation to total human anatomy.
- \*5.3 The student will explain how human beings reproduce.** Descriptive Statement: Instruction includes the uniting of the sperm and the egg and the development of the unborn child inside the uterus. The development of the baby at different stages is illustrated. Emphasis is placed on the consequences of premarital sexual activity. The importance of prenatal care is discussed also, as well as the profound effects of drugs on the mother and developing child.
- \*5.4 The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.** Descriptive Statement: Physical changes that occur during puberty are summarized. Topics included are nocturnal emissions and erections; menstruation; instability of emotions, such as mood swings during puberty; development of a positive attitude toward one's sexuality; and the relationship between changes during puberty and one's ability to conceive and bear children.
- 5.5 The student will realize the importance of nutrition for himself or herself and for pregnant women who need to eat nutritious foods and avoid dangerous substances while the baby is growing inside the uterus.** Descriptive Statement: This objective is incorporated into the nutrition component for the fifth-grade health curriculum.
- \*5.6 The student will identify reasons for avoiding sexual activity prior to marriage.** Descriptive Statement: The psychological, social, and physical consequences of premarital sexual relations are discussed, as well as the benefits of postponing sexual intercourse until one is physically and emotionally mature and has a positive, committed marital relationship. The detrimental effects of premarital sex, including teenage pregnancy, infant mortality, and sexually transmitted diseases, are emphasized, as well as the impact on one's reputation and self-esteem, and mental health..
- \*5.7 The student will describe the effects of personal hygiene on one's self-concept.** Descriptive Statement: Discussion focuses on those bodily changes in puberty that require special attention to cleanliness and their relationship to a positive self-concept and acceptance from peers. Proper use of feminine hygiene products in relationship to cleanliness is included.
- 5.8 The student will recognize the importance of contributing to a constructive group activity.** Descriptive Statement: The teacher emphasizes the individual's contribution to accepting responsibility, how this relates to group success or failure, and how opportunities for leadership may be presented.

**5.9 The student will develop an increased understanding of the roles, duties and responsibilities of family members.**

Descriptive Statement: The student can achieve this by defining the traditional and changing roles, duties, and responsibilities of family members; by preparing for the life-long adjustments required for his or her changing roles; and by describing the emotional interactions involved in being a family member. Non-traditional career roles of males and females are discussed, and options for the life-long goals of women are presented.

**5.10 The student will examine the messages from mass media related to sexuality.**

Descriptive Statement: Printed materials, advertising, television, wearing apparel, internet, movies, and music are discussed in relation to gender stereotyping and to the avoidance of sexual exploitation and sexual violence. Students will understand how the media affects mental health issues related to sexuality.

**\*5.11 The student will develop skill in saying “no” to any social behavior or activity that he or she perceives as wrong for himself or herself.**

Descriptive Statement: Discussion focuses on alternatives to situations such as rude behavior, smoking, alcohol or drug use, theft, vandalism, and premarital sexual relationships.

**\*5.12 The student will recognize threatening or uncomfortable situations and how to react to them.**

Descriptive Statement: These situations may include walking alone, opening doors for strangers, experiencing sexual abuse or incest, receiving obscene telephone calls or text messages, and facing dangers found in shopping malls. Ways of protecting oneself and recognizing and reporting such threats are stressed. The point is made, however, that most life situations are not threatening.

**5.13 The student will explain the effects of substance abuse on the body.**

Descriptive Statement: Emphasis is placed on the adverse effects of alcohol, drugs, and tobacco on the body. This information is related to physical and emotional growth during adolescence, including sexual development; to fetal development; and to any adverse effects upon the family unit.

**\*5.14 The student will become aware of the existence of sexually transmitted diseases.**

Descriptive Statement: Factual information regarding the nature of sexually transmitted diseases, including human immuno-deficiency virus (HIV)/ acquired immune deficiency syndrome (AIDS), is introduced. HIV/AIDS is explained as a deadly disease. Other diseases referred to include syphilis, gonorrhea, chlamydia, and genital herpes.

**\*THESE OBJECTIVES WILL BE TAUGHT IN SEX-SEPARATED CLASSES.**

## OBJECTIVE 5.1

**The student will define the structure and function of the endocrine system.**

Descriptive Statement: The basic parts of the endocrine system (pituitary gland and adrenal glands) and their functions are introduced.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
<p>I. Parts of the Endocrine System</p> <ul style="list-style-type: none"><li>A. Pituitary gland</li><li>B. Adrenal gland</li></ul> <p>II. Functions of Endocrine Glands</p> <ul style="list-style-type: none"><li>A. Pituitary gland releases hormones</li><li>B. Adrenal gland regulates the balance of water and minerals in blood &amp; helps increase the amount of proteins &amp; fats.</li></ul>	<ol style="list-style-type: none"><li>1. Introduce the parts of the endocrine system by presenting terms in sentences that serve to clearly define the words.</li><li>2. One sentence you might use to introduce the term pituitary gland is the following: The <u>pituitary gland</u> is often called the master gland because it controls the other endocrine glands. Either read the sentences to the students or write them on the chalkboard. Ask the students to generate two meaningful sentences using the terms.</li><li>3. Show videocassette of the endocrine system and discuss the functions of the endocrine system.</li><li>4. Suggested activity: Draw &amp; label the parts of the endocrine system.</li><li>5. Enrichment activity: Direct interested students to look in a recent <u>Guinness Book of World Records</u> to get facts on height and weight variations.</li></ol>
<p>III. Structure and function of the body systems</p> <ul style="list-style-type: none"><li>-Muscular (enables movement)</li><li>-Skeletal (gives the body a framework)</li><li>-Respiratory (helps breathing)</li><li>-Circulatory (moves blood through the body and carries food and oxygen to cells)</li><li>-Immune (protects the body from disease)</li><li>-Nervous (enables thinking and action)</li><li>-Digestive (changes food into form cells can use)</li><li>-Endocrine (produces hormones that control growth and development)</li><li>-Reproductive (allows for birth of children)</li></ul>	<ol style="list-style-type: none"><li>1. Using textbook and charts, review the structure and function of each body system.</li><li>2. Have students cut out pictures of objects that are similar to body parts and explain the similarities. Examples: a computer is similar to the brain; balloons are similar to lungs; a blender is similar to the digestive system, etc. Display these in the room.</li></ol>

CONTENT

- IV. How body systems interrelate
- The motor and sensory nerves transfer brain messages into body actions.
  - The muscular system moves all body parts.
  - The skeletal system provides the framework to hold all organs, glands, and muscles in place.
  - The respiratory system relies upon the circulatory system for the distribution of oxygen.
  - The digestive system uses blood to supply nutrients to the body.
  - Hormones secreted by the endocrine glands affect changes in body structure and in the growth of secondary sex characteristics.
  - The immune system protects the body from disease and keeps the body well so that the rest of its systems can continue functioning.
- V. Definition of puberty – the period of growth from physical childhood to physical adulthood; in girls, between ages 10-15; in boys between ages 12-16.
- VI. Interrelationships of body systems during puberty.
- VII. Changes that occur during puberty.
- Physiological changes
  - Testes in boys produce sperm cells
  - Ovaries in girls develop egg cells
  - The body develops a more adult like shape
  - Body hair grows
  - Boys' voices deepen
  - Growth spurts
  - Hormonal changes
  - Emotional changes

SUGGESTED TEACHING/LEARNING STRATEGIES

3. Put students in groups and assign each group a body system to read about and find out how it interrelates with other systems. Allow students time to share findings with the class.
4. Define puberty. Emphasize the interrelationships of the body systems during the process of puberty. The endocrine gland produces chemicals (hormones) that affect how body cells work. The hormones are released directly into the blood (circulatory system) where they are carried to cells throughout the body. The pituitary gland produces a growth hormone which directs bone (skeletal system) and muscle growth (muscular system). The pituitary gland also releases hormones that cause the reproductive glands to become more active and cause important changes inside and outside the body.
5. Discuss changes that occur during puberty. Emphasize that everyone has gone through the same changes. Students need not feel that something is wrong with them when they encounter these physical and emotional changes.

## **RESOURCES**

### **PEOPLE**

**School Nurse**

### **PRINTED MATERIALS**

**Health Text**

**Guinness Book of World Records**

### **AUDIOVISUAL MATERIALS**

**Videocassette or filmstrip (SFS) of the endocrine system  
SFS of the endocrine system (excellent explanation of the functions  
of endocrine system)**

**Windows on Science  
Life Science Vol. 2  
Lessons 4, 5**

**\*\*This objective will be taught in sex separated classes.**

## **OBJECTIVE 5.2**

**The student will identify the human reproductive organs in relation to the total anatomy.**

Descriptive Statement: Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes. The reproductive organs are explained in relation to total human anatomy.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
<p>I. Male reproductive organs Identify and Function</p> <p>A. Penis</p> <ol style="list-style-type: none"><li>1. External reproductive organ</li><li>2. Contains the urethra</li><li>3. Channels urine from the body</li></ol> <p>B. Urethra</p> <ol style="list-style-type: none"><li>1. Tube leading from urinary bladder through the penis to the outside of the body</li><li>2. Channel for urine &amp; sperm</li></ol> <p>C. Scrotum (Sac)</p> <ol style="list-style-type: none"><li>1. Pouch hanging below penis</li><li>2. Contains the testicles</li></ol> <p>D. Testicles</p> <ol style="list-style-type: none"><li>1. Two egg-shaped organs found inside scrotum</li><li>2. Manufactures male sex cells (sperm)</li></ol>	<ol style="list-style-type: none"><li>1. Explain to the class that the human body, like all living things, can reproduce itself. The body has certain organs especially designed for the purpose of reproduction.</li><li>2. Explain that the next few lessons will be in learning these organs and their functions.</li><li>3. Use a chart or diagram of the male reproductive organs. Point out and explain each part and its function.</li></ol>
<p>II. Female Reproductive Organs Identify and Function</p> <p>A. Uterus</p> <ol style="list-style-type: none"><li>1. Pear-shaped organ also called the womb</li><li>2. Lies in the middle of the lower part of the abdominal cavity behind bladder</li><li>3. Houses or shelters the developing embryo until time of birth</li></ol> <p>B. Ovaries</p> <ol style="list-style-type: none"><li>1. Two almond-shaped organs</li><li>2. Lies in lower abdominal cavity between the hips</li><li>3. Produce female hormones which triggers changes</li><li>4. Ripens the ova (eggs)</li></ol>	<ol style="list-style-type: none"><li>1. Use a chart or diagram of the female reproductive organs. Point out and explain each part and its function.</li></ol>

**CONTENT**

**SUGGESTED TEACHING/LEARNING STRATEGIES**

C. Vagina

1. Muscular tube at the lower end of uterus – passes to outside of body
2. Largest tube in reproductive tract
3. Receptacle for sperm
4. Birth canal when fetal development is complete
5. Passage for menstrual flow

D. Fallopian Tubes

1. Two thin tubes
2. Joined to the uterus
3. Contain waving cilia
4. Channel for ova (egg) on way to uterus

## **RESOURCES**

### **PEOPLE**

**School Health Nurse**

### **PRINTED MATERIALS**

**Diagram of male and female reproductive organs**

### **AUDIOVISUAL MATERIALS**

**Growing Up for Girls –Marsh Media (VCR)**

**Growing Up for Girls – (VCR)**

**A Baby Is Born – Marsh Media DVD**



**\*\*This objective will be taught in sex separated classes.**

### **OBJECTIVE 5.3**

**The student will explain how human beings reproduce.**

Descriptive Statement: Instruction includes the uniting of the sperm and the egg and the development of the unborn child inside the uterus. The development of the baby at different stages is illustrated. Emphasis is placed on the consequences of premarital sexual activity. The importance of prenatal care is discussed also, as well as the profound effects of drugs on the mother and developing child.

<u>CONTENT</u>		<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
I.	Uniting of the sperm and egg	1. Though many are present, only one sperm cell is needed to unite with one ova (egg) in the female's body to create a fetus.
II.	Fetal development	1. Explain how during the first 6-7 days after conception, the fertilized egg travels thru the fallopian tube and enters the uterus where it attaches itself for the 9 month developmental period. All major organs begin to form. Arms, legs, and head are clearly visible by the end of the first "trimester". Size of fetus is approx. 4 ½" in length and 1 oz. in weight.
	A. 0 – 3 months	
	B. 4 – 6 months	2. Body grows very fast during this period. The fetal heartbeat can be detected during this stage and the mother can feel the movement of the fetus.
	C. 7 – 9 months	3. Rapid brain growth. Eyes open and close. Fat cells form and begin to smooth out the wrinkles. Fetus will develop taste buds and suck its thumb. It develops definite periods of being awake and asleep and now can smile, yawn, curl up, stretch, etc. 96% of all fetuses will settle into a "head-down", position during this period, preparing for birth.

**CONTENT**

- III. Importance of prenatal care
  - A. Regular visits to a physician
  - B. Proper diet
  - C. Mother refrains from use of tobacco, alcohol, drugs

**SUGGESTED TEACHING/LEARNING STRATEGIES**

- 1. Point out that early and regular supervision by a physician will help to insure good health for both B. mother and child.
- 2. Because the fetus is nourished solely by the mother's body during this period, good nutrition for the mother is essential to fetus forming healthy bones and organs.
- 3. Emphasize that everything in the mother's blood stream is shared by the fetus. Tobacco use by the mother has been shown to cause low birth weight and respiratory problems for the fetus. Alcohol can cause brain damage to the fetus as can drug use. Explain that babies have been born drug addicted.

# **RESOURCES**

## **PRINTED MATERIALS**

## **AUDIOVISUAL MATERIALS**

**Pocket Uterus, Baby with Placenta . . .Model**  
**Precious Preborn . . .Model**

**\*\*This objective will be taught in sex separated classes.**

## **OBJECTIVE 5.4**

**The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.**

Descriptive Statement: Physical changes that occur during puberty are summarized. Topics included are nocturnal emissions and erections; menstruation; instability of emotions, such as mood swings during puberty; development of a positive attitude toward one's sexuality; and the relationship between changes during puberty and one's ability to conceive and bear children.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
<p>I. Physical changes that occur during puberty *Boys will be taught A. 1 – 5 B. 1 – 5 C. 1 – 4 Girls will be taught A. 1 – 3, 5 Omit #4 Nocturnal emissions and erections B. 1 – 5 C. 1 – 4</p> <p>A. Male changes 1. Shoulders broaden 2. Muscles develop 3. Penis and testicles begin to grow and become more sensitive 4. Nocturnal emissions and erections 5. Voice changes</p> <p>B. Female changes 1. Breast develop 2. Hips become more rounded 3. Genitals (vagina) change and become more sensitive 4. Menstruation occurs 5. Some may experience mood swings</p> <p>C. Both male and female changes 1. Body size increases 2. Sweat and oil glands become more active 3. Additional growth of body hair 4. Growth spurt</p>	<p>1. Identify and discuss the physical changes that occur during puberty.</p>

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

II. Changes during puberty result in being physically capable of becoming a parent

1. Help the students develop an awareness that puberty is the time during which the release of reproductive hormones causes an adolescent to become physically mature & capable of reproducing.

III. Development of a positive attitude toward one's sexuality

A. Realization of sexuality

1. Help students to develop an understanding of their own sexuality by realizing sexuality includes:

- a. friendships
- b. growing up
- c. changes
- d. the body
- e. emotions/feelings
- f. love
- g. relationships
- h. reproduction

B. Discuss with others

2. Encourage students to discuss questions and/or worries with parents, teachers, ministers, friends, etc.

## **RESOURCES**

### **PEOPLE**

**Guidance Counselor**

### **PRINTED MATERIALS**

### **AUDIOVISUAL MATERIALS**

**Always Changing About You: Puberty – Education Program**

## OBJECTIVE 5.5

**The student will realize the importance of nutrition for himself or herself and for pregnant women who need to eat nutritious foods and avoid dangerous substances while the baby is growing inside the uterus.**

Descriptive Statement: This objective is incorporated into the nutrition component for the fifth-grade health curriculum.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
I. The importance of nutrition A. Facilitate growth 1. Bones 2. Muscles B. Maintain Health 1. To prevent many illnesses and control diseases 2. To be mentally alert and physically fit	1. Review the nutritional needs of school-age children as well as pregnant women.
II. Nutrition for school-age children A. Nutrients 1. Minerals 2. Carbohydrates 3. Vitamins 4. Proteins 5. Fats 6. Water B. Nutritious Foods 1. Balanced Diet 2. Healthy Snacks	1. Allow students to select one of the nutrients discussed and describe its functions. 2. Recommended activity: Make a list of everything you eat for the next 24 hours. In chart form, evaluate your diet based on the recommended servings from each food group. List healthy snacks for after school and between meals.
III. Nutrition for pregnant women A. Balanced Diet B. Additional dietary supplements	1. Discuss the importance of eating nutritious foods during pregnancy in relation to fetal development.
IV. Dangerous substances for pregnant women A. Drugs 1. Caffeine 2. Alcohol 3. Nicotine 4. Medication B. Harmful Foods 1. High in sodium 2. High in cholesterol	1. Help students develop an awareness of the dangers associated with the use of drugs having pregnancy.

## **RESOURCES**

### **PEOPLE**

**Dietician or Nutritionist**

### **PRINTED MATERIALS**

**Health Text**



**\*\*This objective will be taught in sex separated classes.**

## **OBJECTIVE 5.6**

**The student will identify reasons for avoiding sexual activity prior to marriage.**

Descriptive Statement: The psychological, social, and physical consequences of premarital sexual relations are discussed, as well as the benefits of postponing sexual intercourse until one is physically and emotionally mature and has a positive, committed marital relationship. The detrimental effects of premarital sex, including teenage pregnancy, infant mortality, and sexually transmitted diseases, are emphasized, as well as the impact on one's reputation and self-esteem, and mental health.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
<p>I. Adolescent problems resulting from non-marital sexual intercourse.</p> <p>A. Psychological problems</p> <ol style="list-style-type: none"><li>1. Guilt feelings and/or embarrassment</li><li>2. Feelings of depression</li><li>3. Loss of reputation and self esteem</li></ol> <p>B. Social</p> <ol style="list-style-type: none"><li>1. Possible dropping out of school and loss of friends</li><li>2. Possible forced marriage</li></ol> <p>C. Physical problems</p> <ol style="list-style-type: none"><li>1. Possible sexually transmitted diseases including AIDS</li><li>2. Possible unwanted pregnancy</li><li>3. High percentage of death risk for mother</li></ol> <p>II. Benefits of postponing sexual intercourse</p> <ol style="list-style-type: none"><li>1. Positive self-image/self-respect</li><li>2. Avoiding sexually transmitted diseases.</li><li>3. Allow time to become physically emotionally, and financially mature and responsible.</li></ol>	<ol style="list-style-type: none"><li>1. Discuss the importance of feeling right About the relationship and respecting others' feelings in a boy-girl relationship.</li><li>2. Discuss sad feelings associated with loss of friends.</li><li>3. Draw responses from students.</li></ol>

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

- III. Human resources
  - Parents
  - Relatives
  - Teachers
  - School Nurse
  - School psychologist
  - School social worker/visiting teacher
  - Doctor
  - Guidance counselor
  - Religious representative
  
- IV. Mass media resources
  - Newspaper
  - Phone book (yellow pages)
  - Television
  - Library
  
- V. Community resources
  - DARE Officer

1. Discuss the concept of “people helping people.” Sometimes we help others, and sometimes others help us (e.g., neighborhood clean-up campaigns, taking homework to sick friends, helping with chores).
  
2. Explain that people who have a drug-related or HIV/AIDS problem themselves or who are involved with a friend or family member who has such a problem need help. It is okay to ask for help with problems.
  
3. Have students create a class bulletin board of “Helping Hands” for substance use/abuse and HIV/AIDS information. Each student can trace his or her hand on colored construction paper, cut it out, and affix it to the board with one source of help (a phone number, name, brochure, etc.) that he or she has investigated.

## **RESOURCES**

### **PEOPLE**

**Guidance Counselor  
DARE Officer**

### **PRINTED MATERIALS**

**HIV/AIDS Prevention Education**

### **AUDIOVISUAL MATERIALS**

**Aids Facts for Kids – Marsh Media (VCR)**

**\*\*This objective will be taught in sex separated classes.**

**\*OBJECTIVE 5.7**

**The student will describe the effects of personal hygiene on one's self-concept.**

Descriptive Statement: Discussion focuses on those bodily changes in puberty that require special attention to cleanliness and their relationship to a positive self-concept and acceptance from peers. Proper use of feminine hygiene products in relationship to cleanliness is included.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
<p>I. Body changes that require extra cleanliness</p> <p>A. Face</p> <ol style="list-style-type: none"><li>1. Glands produce extra oil</li><li>2. Addition of facial hair</li><li>3. Stress</li><li>4. Diet</li></ol> <p>B. Hair</p> <ol style="list-style-type: none"><li>1. Increase in oil</li><li>2. Change in texture</li></ol> <p>C. Underarms</p> <ol style="list-style-type: none"><li>1. Perspiration</li><li>2. Growth of hair</li></ol> <p>D. Genitals</p> <ol style="list-style-type: none"><li>1. Hair starts to grow</li><li>2. Menstrual cycle</li></ol> <p>E. Feet</p> <p>F. Nails</p> <p>II. Decision-making: personal hygiene:</p> <p>A. Face</p> <ol style="list-style-type: none"><li>1. Cleanliness</li><li>2. Proper care</li></ol> <p>B. Hair</p> <ol style="list-style-type: none"><li>1. Proper way to wash &amp; rinse</li><li>2. Grooming</li></ol> <p>C. Underarms</p> <ol style="list-style-type: none"><li>1. Cleanliness</li><li>2. Deodorant/Antiperspirant</li></ol> <p>D. Genitals</p> <ol style="list-style-type: none"><li>1. Male cleanliness of penis</li><li>2. Female cleanliness of vagina especially during menstrual cycle</li></ol> <p>E. Feet</p> <p>F. Nails</p> <p>III. Physical problems</p> <p>A. Acne</p> <ol style="list-style-type: none"><li>1. Appearance</li><li>2. Care</li></ol> <p>B. Dandruff</p> <p>C. Infection of hair follicles</p> <p>D. Abscessed hairs on underarms and genital areas</p>	<ol style="list-style-type: none"><li>1. Give students a chance to discuss changes that have taken place during puberty. Discuss the communication barriers that may exist between parents and children. Emphasize to students that their bodies will go through many changes. Therefore, it is important to keep their bodies clean.</li><li>2. Discuss with students the need to shampoo more often.</li><li>3. Discuss causes and prevention of body odor.</li><li>4. Discuss products that help to control excess oil.</li><li>5. Discuss problems that students may face due to neglect.</li></ol>

**CONTENT**

- E. Odor
- F. Athlete's foot
- G. Head lice
- H. Toxic Shock Syndrome

**SUGGESTED TEACHING/LEARNING STRATEGIES**

- 6. Read and discuss warning labels on various products. Locate articles in pamphlets or magazines concerning possible health risks.
- 7. Recommended Activity:  
Have students read and complete the following:  
"My health behaviors reflect my concern for my skin, hair, nails, and feet because I . . ."

## **RESOURCES**

### **PEOPLE**

**School Health Nurse**

### **PRINTED MATERIALS**

**Health Text**

### **AUDIOVISUAL MATERIALS**

## **OBJECTIVE 5.8**

**The student will recognize the importance of contributing to a constructive group activity.**

Descriptive Statement: The teacher emphasizes the individual's contribution to accepting responsibility, how this relates to group success or failure, and how opportunities for leadership may be presented.

### **CONTENT**

- I. Individual contributions
  - a. Responsibility
  - b. Cooperation
  - c. Participation
  - d. Leadership

### **SUGGESTED TEACHING/LEARNING STRATEGIES**

Explain the need for a clearly defined set of rules emphasizing the consequences if rules aren't followed.

Brainstorm to set up three rules for constructive group activities.

## **RESOURCES**

### **PEOPLE**

**Guidance Counselor**

### **PRINTED MATERIALS**

**Health Text**



## OBJECTIVE 5.9

**The student will develop an increased understanding of the roles, duties and responsibilities of family members.**

Descriptive Statement: The student can achieve this by defining the traditional and changing roles, duties, and responsibilities of family members; by preparing for the life-long adjustments required for his or her changing roles; and by describing the emotional interactions involved in being a family member. Non-traditional career roles of males and females are discussed, and options for the life-long goals of women are presented.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
<p>I. Exploration of family</p> <p>A. Different family types</p> <ol style="list-style-type: none"><li>1. Nuclear family</li><li>2. Single parent family</li><li>3. Extended family (grandparents, etc.)</li></ol> <p>B. Responsibilities within the family</p> <ol style="list-style-type: none"><li>1. Role of parents</li> <li>2. Role of children</li></ol>	<ol style="list-style-type: none"><li>1. Ask each student to define family and discuss the various types of family units. Students should consider how the family structure influences the individual and his or her relationships within the family. Discuss two career families and the increasing opportunities for women to combine career and family life.</li><li>2. Grandpa Walton “A family is for growing up in, going away from and coming back to.” Ask students to explain what Grandpa meant by this.</li></ol> <ol style="list-style-type: none"><li>1. Make a list on the board of things which parents provide to their children (love, housing, food, clothing, discipline, etc.) Have children list beside each item what parents need to have in order to provide these things (love returned, money, jobs, skills, education, etc.)</li><li>2. Make a list on the board of things which children provide parents (love, companionship, household help etc.). Have children list beside each item what children need in order to provide these things (to be loved, unselfishness, household skills, etc.).</li><li>3. Ask the students how a child’s responsibilities at age 6, age 9, age 12, age 18, adulthood differ.</li></ol>

**CONTENT**

**SUGGESTSED TEACHING/LEARNING STRATEGIES**

C. Ways to improve relationships within the family.

1. Sharing ideas and experiences with family.
2. Treating others with respect.
3. Understanding other family member's feelings.
4. Ability to make decisions.
5. Ability to handle anger and disappointment.
6. Relationships with siblings.

1. Ask students to suggest some ways to make time to communicate more with family members (dining together at the table, turning off the television on Sunday afternoon, etc.).
2. Talking things over and trying to understand the other person's feelings. Thinking positively.
3. Dramatize a crisis or trouble situation in a family life. Have students play out the part of the parent or sibling in a situation where the student himself has done something wrong.
4. Discuss confidence in thinking for themselves. Encourage students to make independent choices for themselves on some matters when appropriate and be prepared to accept the consequences.
5. Discuss how aggression can be channeled into positive energy through study, work, sports, hobbies, etc.
6. Express importance of understanding other person's feelings. Ask students to consider how birth order rank affects a person's personality and relationships within the family (oldest child, youngest child, middle child, only child, etc.) Make a list on the board of the advantages and disadvantages of each of these positions.

## CONTENT

## SUGGESTED TEACHING/LEARNING STRATEGIES

<p>D. Non-traditional career roles</p> <ol style="list-style-type: none"><li>1. Males</li><li>2. Females</li></ol>	<p>1. Discuss/Brainstorm with children listing non traditional roles for males/females. For males: secretaries house husbands</p>
<p>E. Options for the life-long goals for women</p> <ol style="list-style-type: none"><li>1. Single career women</li><li>2. Married/career women</li><li>3. Homemakers</li><li>4. (Welfare)</li></ol>	<p>2. For females: construction worker engineer</p> <p>3. Discuss that females are no longer limited to traditional jobs for females (including staying at home to rear children).</p>
<p>II. Review and summarize the importance of family relationships.</p>	<p>4. Ask each student to write a brief paragraph of how his or her definition of family and views of relationships within the family have changed through the class discussions. Ask the students to share what they have written with their families and return to discuss outside comments with the class.</p>

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

6. Suggested Activity: Tape card to back of each student. Pick a partner. Partner guesses word by asking questions which can only be answered yes or no. Read word and tell whether or not it is important successful family living. Words such as:
- |            |           |
|------------|-----------|
| Love       | Listening |
| Mother     | Sharing   |
| Father     | Talking   |
| Rules      | Dog       |
| Discipline | Food      |
| Respect    | Income    |
| Television | Car       |
7. Suggested Activity: Correlate creative writing/thinking with an exploration of students' own career goals.

## **RESOURCES**

### **PEOPLE**

### **PRINTED MATERIALS**

## OBJECTIVE 5.10

**The student will examine the messages from mass media related to sexuality.**

Descriptive Statement: Printed materials, advertising, television, wearing apparel, internet, movies, and music are discussed in relation to gender stereotyping and to the avoidance of sexual exploitation. Students will understand how the media affects mental health issues related to sexuality.

### CONTENT

### SUGGESTED TEACHING/LEARNING STRATEGIES

- I. Recognizing messages from mass media related to gender stereotyping and avoiding sexual exploitation in the following:
- a. printed materials
  - b. advertising
  - c. television
  - d. wearing apparel
  - e. movies
  - f. music

1. Begin by examining/discussing the Smyth County student dress code.
2. Divide and assign the group the responsibility of examining various media identifying examples of gender stereotyping and sexual exploitation.
3. Share findings with the class.

## **RESOURCES**

### **PEOPLE**

### **PRINTED MATERIALS**

**\*\*This objective will be taught in sex separated classes.**

**\*OBJECTIVE 5.11**

**The student will develop skill in saying “no” to any social behavior or activity that he or she perceives as wrong for himself or herself.**

Descriptive Statement: Discussion focuses on alternatives to situations such as rude behavior, smoking, alcohol or drug use, theft, vandalism, and premarital sexual relationships.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
I. Unreasonable & harmful risk-taking behaviors A. Rude behaviors B. Smoking C. Alcohol or other drug use D. Theft E. Vandalism F. Premarital sex	1. Introduce the term values by asking the students, “How do your values affect your behavior?” Define the term as meaning guides for how you live –I what is important to you . . .  2. Conduct a class discussion to allow students to suggest a variety of risk-taking suggestions on the chalkboard.
II. Developing ways of saying “no”	3. Role-play with students several ways to say “no”. As examples include: a. Saying “No thanks” b. Giving a reason or excuse c. Broken record or saying no as many times as necessary d. Walking away e. Changing the subject f. Avoid the situation g. Cold shoulder h. Strength in numbers



## **RESOURCES**

### **PEOPLE**

**DARE Officer  
Guidance Counselor**

### **PRINTED MATERIALS**

**Health Text**

### **AUDIOVISUAL MATERIALS**

**Out of the Danger Zone – Marsh Media**

**\*\*This information is to be taught in sex separated classes.**

**\*OBJECTIVE 5.12**

**The student will recognize threatening or uncomfortable situations and how to react to them.**

Descriptive Statement: These situations may include walking alone, opening doors for strangers, experiencing sexual abuse or incest, receiving obscene telephone calls or text messages, and facing dangers found in shopping malls. Ways of protecting oneself and recognizing and reporting such threats are stressed. The point is made, however, that most life situations are not threatening.

**CONTENT**

- I. Threatening or uncomfortable situations.
  - a. Walking alone
  - b. Opening doors for strangers
  - c. Experiencing sexual abuse or incest
  - d. Receiving obscene telephone calls
  - e. Facing dangers found in shopping malls and other public places
  
- II. Recognizing when a dangerous situation exists.
  
  
  
  
  
  
  
  
  
  
- III. Learning ways to protect one-self.

**STRATEGIES**

- 1. Explore with the class the possible hazards that could result in these situations.
  
- 2. Encourage students to collect magazines and newspaper stories about children who have faced difficult situations.
  
  
- 1. Discuss the need to be alert at all times.
  
- 2. Brainstorm with students warning signs that may indicate danger. (Being followed by a stranger, promises or gifts offered by strangers, uncomfortable touching by anyone, etc.)
  
  
  
  
  
  
  
  
  
  
- 1. Discuss strategies for keeping safe including:
  - a. Walking with a friend instead of alone whenever possible.
  - b. Avoid poorly lit & isolated places.
  - c. Showing caution when inviting someone into your home when alone.
  - d. Being aware that you have the right to say “no” if anyone touches your body in ways that hurt or make you feel uncomfortable.
  - e. Hanging up the telephone if someone makes an obscene call & reporting this to parents , teachers, or other trusted adults.

**\*OBJECTIVE 5.12 (Cont.)**

**CONTENT**

**STRATEGIES**

IV. Learning how and to whom to report threats and/or incidents.

V. Being aware that most life situations are not threatening.

- f. Not opening or responding to unknown or inappropriate text messages and reporting this to parents, teachers or other trusted adults.
- g. Staying with a friend in public places like shopping malls whenever possible. Being aware of the presence of security people in public places if you need them.
- h. Having a list of emergency telephone numbers available.
- i. Having a set of rules to follow when you are home alone.

- 1. Explore with the class help available If problems arise including:
  - a. Parents
  - b. Teachers & other school personnel.
  - c. Other trusted adults.
  - d. Police
  - e. Hotlines

- 1. Explore with students the following:
  - a. Everyone is unique and should have a good self-image.
  - b. All people are alike in that all people have feelings.
  - c. You cannot expect to feel good all the time. Everyone experiences uncomfortable feelings such as anger, fear, embarrassment, and shyness at times.

## **RESOURCES**

### **AUDIOVISUAL**

**Safety: Out of the Danger Zone  
No. 9233 DVD (Marsh Media)**

## OBJECTIVE 5.13

**The student will explain the effects of substance abuse on the body.**

Descriptive Statement: Emphasis is placed on the adverse effects of alcohol, drugs, and tobacco on the body. This information is related to physical and emotional growth during adolescence, including sexual development; to fetal development; and to any adverse effects upon the family unit.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
<p>I. Tobacco</p> <p>A. Cigarettes</p> <ol style="list-style-type: none"><li>1. Danger to respiratory and circulatory system</li><li>a. Cancer</li><li>b. Chronic Bronchitis</li><li>c. Emphysema</li><li>d. Increased blood pressure</li><li>e. Heart disease</li><li>f. Increase heart rate</li></ol> <p>B. Smokeless Tobacco</p> <ol style="list-style-type: none"><li>1. Oral Cancer</li><li>2. Bad breath</li><li>3. Discoloration and/or loss of teeth</li></ol> <p>C. Effects on other people</p> <ol style="list-style-type: none"><li>1. Health problems</li><li>2. Clothing/hair odor</li></ol> <p>II. Alcohol</p> <p>A. Adverse effect</p> <ol style="list-style-type: none"><li>1. Liver</li><li>2. Muscles and bones</li><li>3. Digestive Tract</li><li>4. Heart</li><li>5. Brain</li><li>6. Pituitary gland</li></ol> <p>III. Other Drugs</p> <p>A. Can affect a person's physical health</p> <ol style="list-style-type: none"><li>1. Dependence</li><li>2. Side Effects</li></ol> <p>B. Can affect a person's mind</p> <p>C. Behavior and feelings</p>	<ol style="list-style-type: none"><li>1. Discuss non-smoker's rights; present attempts to ban smoking; health dangers of second-hand smoke.</li><li>2. Recommend activity: Interview an ex-smoker to determine how they quit and how successful they have been.</li></ol> <ol style="list-style-type: none"><li>1. List organizations that produce support for alcohol abusers and their families.</li><li>2. Recommended Activity: Conduct a survey. Ask five adults why they choose not to drink alcohol. Bring survey to class. Compare with classmates. List the five most common reasons.</li></ol> <ol style="list-style-type: none"><li>1. Give students a chance to name some drugs and substances that are harmful to the body. Let students give examples of people they know that have substance abuse problems. Relate substance's affect on body functions.</li></ol>

## CONTENT

## SUGGESTED TEACHING/LEARNING STRATEGIES

<p>D. Reasons for abuse</p> <ol style="list-style-type: none"><li>1. Peer pressure</li><li>2. Feel grown-up</li><li>3. Kicks</li><li>4. To escape problems</li><li>5. Wide availability</li></ol> <p>E. Dangers</p> <ol style="list-style-type: none"><li>1. Overdose</li><li>2. Dependence</li><li>3. Ill health</li><li>4. Accidents</li><li>5. Family</li><li>6. Fetal development</li></ol>	<ol style="list-style-type: none"><li>1. How can you detect if there is substance abuse?</li><li>2. Sheriff Dept. can do drug talk and show students drug display.</li><li>1. Students can bring in articles that they find in newspapers and magazines on drugs and drug abuse.</li><li>2. Discuss alternatives to using drugs (to get positive results.)</li><li>3. Use cause-effect role-playing situations to act out dangers.</li></ol>
<p>V. Reasons people use chemical substances</p> <ul style="list-style-type: none"><li>-Medical reasons (to prevent or correct a health problem)</li><li>-Social reasons (peer pressure, to overcome shyness, to be accepted)</li><li>-Psychological reasons (curiosity, desire to “escape” feelings of boredom or failure, a coping mechanism)</li><li>-Physical reasons (heredity)</li></ul>	<ol style="list-style-type: none"><li>1. Ask volunteers to tell any physical reactions they may have experienced when in a restaurant or other building where people were smoking.</li><li>2. Ask students to recall situations from TV or films that show the negative effects of alcohol, tobacco, and other drugs.</li><li>3. Have students bring in newspaper/magazine articles about the dangerous effects of drugs, alcohol, and tobacco (drinking and operating cars, boats, equipment).</li></ol>
<p>VI. Short-term and long-term effects of drugs</p> <ul style="list-style-type: none"><li>-Tobacco (cigarettes and smokeless tobacco)</li><li>-Loss of money (cost of cigarettes, smokeless tobacco)</li><li>-Increased heart rate</li><li>-Increased blood pressure</li><li>-Increased risk for coronary heart disease (70% more likely than nonsmokers)</li><li>-Irritation of nose, throat, and windpipe</li><li>-Severe coughing, sore throat, headaches</li></ul>	<ol style="list-style-type: none"><li>4. Have students (a) make posters that tell what smoking, drinking, or drugs do to the different body parts or that will encourage people not to smoke, drink, or use illegal drugs or (b) design anti-drug or anti-smoking buttons. Posters/buttons should emphasize a “no use” attitude toward tobacco, alcohol, and other drugs.</li></ol>

## CONTENT

- Increased risk of diseases, such as lung cancer and emphysema
- Itchy, watery eyes
- Bad taste in mouth
- Loss of appetite and ability to taste and enjoy food
- Delayed digestion (up to 1 hour)
- Stained teeth, bad breath
- Increased level of fatigue
- Decreased endurance (due to extra burden on heart)
- Decreased life expectancy (as much as 8 years shorter if a person smokes 2 packs per day)
- Cancer of the throat, mouth, larynx (from chewing tobacco)
- Tooth decay, gum disease (from chewing)
- Chronic bronchitis
- Addiction (nicotine, the drug in tobacco, is the most addictive of all drugs)
  
- Alcohol (beer, wine, wine coolers, liquor, liqueur)
- Decreased ability to make good judgments
- Impaired reflexes and coordination
- Disturbance in speech, hearing, memory, and vision
- Impaired reflexes and coordination
- Harm to body organs (brain, liver, stomach)
- Decreased social inhibitions
- Mood/behavior changes (laughing, crying, becoming loud, angry)
- Loss of self-control
- Violent behavior (becoming a victim or perpetrator)
- Improper nutrition
- Loss of money
- Legal implications (DUI's, DWI's, etc.)
- Weight gain
- Increased risk of diseases (cirrhosis of liver, cancer)
- Addiction (alcoholism or mental and physical dependence)
- Family problems
- Inhibited physical/emotional growth

## SUGGESTED TEACHING/LEARNING STRATEGIES

5. Have students draw diagrams showing the path of smoke, alcohol, and drugs through the human body. (This is also a way to review information about the systems.)
6. Invite a law enforcement official to speak to the class about the dangers/legal implications of using alcohol and other drugs.
7. Have students write letters to a friend, loved one, etc., encouraging him or her to quit smoking, drinking, or using drugs (including steroids). The letters should mention the health dangers of the continuing use of tobacco, alcohol, or other drugs as well as the benefits of quitting or not starting at all.

## CONTENT

## SUGGESTED TEACHING/LEARNING STRATEGIES

- Other drugs – misuse of legal drugs and use of illegal drugs (classified by effects on the body)
- Depressants (“downers,” such as alcohol, sleeping pills or barbiturates and sedatives)
- Slow down of the brain and nervous system
- Slurred speech, staggering, loss of balance
- Unconsciousness
- Addiction
- Death from overdose or accidental poisoning
- Legal implications
  
- Stimulants (“uppers” or “speed” such as caffeine, nicotine, cocaine, amphetamines, including diet pills, that stimulate the nervous system and create alertness or edginess)
- Elevated blood pressure, irregular heart rhythms, heart attack
- Loss of appetite
- Nervousness
- Nausea
- Insomnia
- Tension and anxiety
- Coma
- Contraction of HIV/AIDS if injected
- Death
- Legal implications
- Poisoning
  
- Narcotics (opium, heroin, morphine that reduce pain)
- Dulling the senses
- Addiction
- Contraction of HIV/AIDS (if drugs are injected)
- Shortened life span
- Legal implications



## CONTENT

## SUGGESTED TEACHING/LEARNING STRATEGIES

- Hallucinogens (LSD, PCP, mescaline that distort sight and sound and are mind-altering)
- Thought disruption
- Feelings of panic
- Feelings of paranoia
- Flashbacks
- Extremely violent behavior
- Suicidal tendencies
- Legal implications
  
- Inhalants (household products, such as glue, gasoline, paint thinner, hair spray as well as the vapors of chemicals)
- Increased reactions of central nervous system
- Brain, liver, bone, and marrow damage
- Psychological dependence
- Death
- Legal implications
  
- Marijuana (has some of the same effects as both depressants and stimulants)
- Rapid heartbeat
- Abnormal lowering of body temperature
- Stimulated appetite
- Lack of coordination
- Inflammation of mucous membranes and bronchial tubes
- State of intoxication, feelings of well-being, hilarity, confusion, distortion of time and space, loss of judgment and memory
- Legal implications
  
- Steroids (the “muscle building drug”)
- Increased body weight, largely due to fluid retention
- Increased blood pressure due to fluid retention
- Blockage of arteries which can lead to heart trouble
- Liver damage due to abnormal liver function
- Changes in brain wave patterns
- Problems with reproductive systems (in males, shrinkage of the testicles and sterility)

**CONTENT**

- Aggressive, combative behavior (“roid  
“rage)
- Hair loss (males); hairiness (in women –  
irreversible)
- Severe acne
- Deep depression
- Acute schizophrenia
- Transmission of HIV/AIDS (from sharing  
needles when injecting steroids)
- Stunted growth
- Jaundice/yellowing of eyes and skin
- Cancer
- Death
- Note: Reactions may be delayed as long as  
10 years after initial use

**SUGGESTED TEACHING/LEARNING STRATEGIES**

## **RESOURCES**

### **PEOPLE**

**DARE Officer  
Guidance Counselor**

### **PRINTED MATERIALS**

**Health Text**

### **AUDIOVISUAL MATERIALS**

**Aids Facts for Kids – Marsh Media**

**\*\*This objective will be taught in sex separated classes.**

**\*OBJECTIVE 5.14**

**The student will become aware of the existence of sexually transmitted diseases.**

Descriptive Statement: The nature and myths regarding sexually transmitted diseases, including human immuno-deficiency virus (HIV)/acquired immune deficiency syndrome (AIDS), is introduced. HIV/AIDS is explained as a deadly disease. Other diseases referred to include syphilis, gonorrhea, chlamydia, and genital herpes.

**CONTENT**

- I. Definition of terms
  - STD (sexually transmitted disease)
  - HIV (human immunodeficiency virus)
  - AIDS (acquired immune deficiency syndrome)
  - Asymptomatic HIV positive person  
a person who presents no real symptoms but is a positive carrier of the HIV virus; such a person will eventually develop symptoms for the disease AIDS
- II. Common symptoms of STDs
  - Skin changes (sores, rashes, bumps around the genitals)
  - Irritation (burning) on urination
  - Genital itching
  - Noticeable pelvic pain (females)
  - Discharges from sex organs
  - No symptoms for many people (yet they are infected and can infect others)
- III. General symptoms that can be specific to AIDS
  - Unexplained and persistent fatigue
  - Persistent fever
  - Loss of appetite
  - Unexplained weight loss of ten pounds or more (not caused by dieting)
  - Persistent diarrhea (lasting two weeks or more)
  - Night sweats, chills that last several weeks or months
  - Swollen glands for two months or longer
  - Persistent dry cough or shortness of breath
  - White spots in the mouth
  - Persistent infection

**SUGGESTED TEACHING/LEARNING STRATEGIES**

1. Ask students how many of them have heard about STDs and AIDS. Have students share what they have heard. Based on what students say, clarify what are facts about the diseases and what are misconceptions.
2. Define STD as an infection spread by sexual contact with an infected person. Some common STDs are syphilis, gonorrhea, and genital herpes. Discuss the common symptoms of STDs. Point out that many people will have none of these symptoms; yet, they can have an STD and transmit the disease. Only qualified health professionals can diagnose and care for persons with STDs.
3. Explain that AIDS is one type of sexually transmitted disease. Explain the acronym AIDS.
  - Acquired means “not inherited,” as are height and hair color; therefore, a person must do something to get the disease.
  - Immune means “protected from.” In this case, the body’s defense system, which provides protection from disease.
  - Deficiency means “inadequate” or “lack of;” the immune system is lacking in its ability to resist disease.
  - Syndrome refers to a group of symptoms that occur together and which characterize a specific disorder.
4. Discuss the symptoms and means of transmission of STDs in general and HIV/AIDS specifically so that students can see that control/prevention of these diseases is an individual’s responsibility. With responsible decisions, however, there is no need to fear getting these diseases from casual contact with an infected person.

## CONTENT

## SUGGESTED TEACHING/LEARNING STRATEGIES

- IV. Rationale for knowing symptoms of STDs and HIV/AIDS
- Know when to cease activity or behavior
  - Know when to seek professional help (only qualified health professionals can diagnose and treat STDs)
- V. Rationale for controlling STDs
- STDs may endanger many organs of the body (heart, lung, brain, reproductive organs) by spreading infection to them
  - STDs affect more than one person (i.e., the sexual partner, infected mothers can pass the STDs to her child)
  - STDs can cause one to become unable to have children
  - HIV/AIDS will cause death
  - Other STDs are treatable
  - All STDs, including HIV/AIDS, are preventable
- VI. Ways STDs are transmitted
- By sexual intercourse with an infected person
- VII. Ways AIDS is transmitted
- By sexual intercourse with an infected
  - By exposure to blood, which includes
  - Sharing needles (injectable drug,, including steroid, tattoo, ear-piercing)
  - Exchanging blood as in “blood brother” rituals
  - Giving first aid (when blood is present) without wearing gloves

5. Explain to students that people who contract HIV/AIDS suffer from certain diseases that healthy people generally don't get, such as a rare and severe form of pneumonia and a rare cancer, Kaposi's sarcoma. Therefore, it is very important to prevent the HIV virus from entering the body.

## CONTENT

## SUGGESTED TEACHING/LEARNING STRATEGIES

- VIII. Ways AIDS is not transmitted
- By going to school with someone who has AIDS or is infected with HIV
  - By sharing hands, hugging, kissing cheeks
  - By coughing, sneezing, or through tears
  - By touching doorknobs, pens, telephones, dishes, towels or toilets
  - By mosquito (or other insect) bites
  - By swimming in public pools
  - By blood transfusions (Since 1958 all blood is tested for the HIV antibody and donors are screened. The risk is very low for HIV infection by blood transfusions) or having blood tests
- IX. Control of disease through healthy lifestyles
- Proper nutrition
  - Plenty of exercise
  - Appropriate rest
  - Cleanliness (teeth, hands, body, hair)
  - Seeking medical assistance
  - Observing environmental and health ordinances
  - Reducing negative risky behaviors
  - Resisting negative peer pressure
  - Abstaining from illegal drug use
  - Participating in activities that enhance self-respect and self-concept
  - Abstaining from sexual experimentation
  - Seeking help for problems or concerns
  - Reducing stress
  - Following safety rules
  - Avoidance of tobacco & alcoholic beverages
- X. Identification of preventable infectious diseases
- Tetanus
  - Measles, mumps
  - Polio
  - Whooping cough
  - Diphtheria
  - Sexually transmitted diseases (syphilis, genital herpes, etc.)
  - HIV infection

1. Introduce this objective with this scenario:  
“You are playing ball with a friend when your ball bounces into the street. You run after the ball, but suddenly a car comes speeding toward the ball. What will happen if you continue running after the ball? What can you do to avoid the car? Emphasize that often we take risks without knowing the consequences as in this scenario. We do have control over what happens to us; we can choose behaviors that are safe, healthy, and minimize the risks of getting hurt or catching diseases.

## CONTENT

## SUGGESTED TEACHING/LEARNING STRATEGIES

- |   |   |
|---|---|
| <p>XI. Seven helpful behavior concepts</p> <ul style="list-style-type: none"><li>-Reasoning abilities regarding choices &amp; consequences</li><li>-The individual's control over health-related behaviors (you are in charge of you --do what's best for you)</li><li>-Respect for personal privacy (you have a right to privacy, you should not interfere with another's right to privacy)</li><li>-The role of personal behavior in preventing disease (your habits)</li><li>-The concept of risk and the consequences of risk-taking behaviors</li><li>-Responsibilities involved with family, friends, and school</li><li>-Recognition of help and support that family friends, and school provide</li></ul> | <p>2. Ask students what they know about their own health: immunizations? injuries? surgery? Have each student develop a personal health profile identifying his or her</p> <ul style="list-style-type: none"><li>-Name</li><li>-Height</li><li>-Weight</li><li>-Blood Type</li><li>-Blood Pressure</li><li>-Allergies</li><li>-Medical Conditions</li><li>-Medications</li><li>-Injuries</li><li>-Surgery</li><li>-Immunizations</li><li>-Diseases</li></ul>  |
| <p>XII. Benefits of a healthy lifestyle</p> <ul style="list-style-type: none"><li>-Immediate</li><li>-Long term</li></ul>   | <p>3. Through brainstorming and discussion, help students create a checklist of daily habits and behaviors that will help them prevent illness and disease. Encourage them to keep and use this checklist for a period of time.</p> <p>4. From the list of healthy behaviors/habits generated by students (or added by you), stress those behaviors related to preventing the risk of HIV/AIDS:</p> <ul style="list-style-type: none"><li>-Don't use illegal injectable drugs</li><li>-Don't share razors, toothbrushes, ear-piercing needles or any item that may carry blood</li><li>-Do not engage in sexual intercourse</li><li>-Do not exchange blood (become blood brothers" or give first aid without wearing gloves).</li><li>-Clean body fluid spills with a solution of bleach and water (1 part bleach to 10 parts water)</li></ul> <p>5. The profile created from the above information should help students see the relationship among medical information, health practices, and one's own health. Reinforce that it is desirable to manage one's own health on a consistent basis.</p> |

## CONTENT

## SUGGESTED TEACHING/LEARNING STRATEGIES

6. Explain the seven general behavior concepts of a healthful lifestyle (listed in XI of Content). Have students share their ideas on the immediate and long-term benefits of such a lifestyle. Explain that reasoning abilities and recognizing your own control over your behaviors will be skills that help you throughout life, especially as you experience more and more peer pressure.
7. Ask students individually or in groups to create posters related to the seven healthful behavior concepts. These posters should help people see the concept in a visual, concrete way. Allow time for students to show and explain their posters to the class. You may wish to award prizes for the most colorful, most unusual, most creative, etc. Display posters in the room (or about the school) for everyone to see.



## **RESOURCES**

### **PEOPLE**

**School Nurse**

### **PRINTED MATERIALS**

**HIV/AIDS Prevention Education (Handout)**

### **AUDIOVISUAL MATERIALS**

**Aids Facts for Kids – Marsh Media**