

M/J Health 5 (7 <sup>th</sup> grade)		Unit 4: Reproductive Health	Unit Length: 3 Weeks
Lesson Topic: Staying Healthy for a Lifetime		Lesson Duration: Week 1	
ACADEMIC VOCABULARY		FL STANDARDS & BENCHMARKS	
Abstinence Puberty Adolescent Accurate Reliable Effective Permanent PSA		Target Audience Bacteria Chronic Infectious Non-infectious Virus  <b>HE.7.PHC.1.1</b> - Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated <b>HE.7.PHC.1.2</b> – Classify infectious diseases and their modes of transmission to the human body. <b>HE.7.PHC.1.3</b> – Explain the importance of assuming responsibility for personal and reproductive health behaviors <b>HE.7.PHC.4.1</b> – Articulate ways to request access to healthy products, services, and environments.  <b>HEALTH SKILLS ADDRESSED</b> Core Concepts Analyzing External and Internal Influences	
LESSON CONTENT			
Topic/Lesson		Supporting Resource/Activity/Assessment	
<b>Lesson One &amp; Two: Staying Healthy for a Lifetime (2 Days)</b> <ul style="list-style-type: none"><li>Students will be able to Explain how positive health behaviors can benefit people throughout their life span.</li></ul>		<b>Bellwork:</b> Name 5 ways to keep your body healthy.  <b>Lesson Resources and Activities:</b> ( HealthSmart – Abstinence, Puberty and Personal Health) <ul style="list-style-type: none"><li>Lesson 1: Staying Healthy for a Lifetime (p. 1 - 13)<ul style="list-style-type: none"><li>“Getting Good Information About Health” – (Workbook p. 3)</li></ul></li><li>Lesson 2: Keeping my Body Healthy” (p. 15 – 28)<ul style="list-style-type: none"><li>“Planning a PSA for Health” (Workbook p. 4 - 6)</li><li>“PSA Evaluation Form” (Master 3)</li></ul></li></ul> <b>Summary:</b> Students will plan, perform and evaluate PSAs.	
<b>Lesson Three: Protecting the Body from Disease</b> <ul style="list-style-type: none"><li>Students will be able to explain the difference between infectious and non-infectious diseases.</li><li>Students will be able to summarize the ways that common infectious diseases are transmitted.</li></ul>		<b>Bellwork:</b> How many of you have ever been sick with a cold, the flu or some other illness? How did you know you were ill? How did your body feel?.  <b>Lesson Resources and Activities:</b> ( HealthSmart – Abstinence, Puberty and Personal Health) <ul style="list-style-type: none"><li>Lesson 3: Protecting my Body from Disease (p. 29 - 42)<ul style="list-style-type: none"><li>“Infectious &amp; Non-Infectious Diseases” – (Slide 3)</li><li>“My Plan to Be Healthy &amp; Disease Free for a Lifetime” – (Workbook p. 7 – 8)</li><li>“HIV/AIDS” – Brainpop Video - <a href="https://www.youtube.com/watch?v=PZLdsrFo-EE">https://www.youtube.com/watch?v=PZLdsrFo-EE</a></li><li>“What I Learned About HIV” – (HIV, STD &amp; Pregnancy Prevention - Workbook p. 16)</li></ul></li></ul>	
<b>Lesson Four: Puberty</b> <ul style="list-style-type: none"><li>Students will be able to describe the physical, social, mental and emotional changes associated with puberty for boys and girls.</li></ul>		<b>Bellwork:</b> How are you different now than you were 3 years ago? How has your body changed? How have your thoughts or feelings changed? How have your relationships with friends or family changed? Describe 1 way you have changed in your body, your thoughts/feelings and your relationships.  <b>Lesson Resources and Activities:</b> ( HealthSmart – Abstinence, Puberty and Personal Health) <ul style="list-style-type: none"><li>Lesson 5: Puberty (p. 59 – 66)<ul style="list-style-type: none"><li>What is Puberty Gallery Walk – “A Time of Change” (Workbook p. 9-11)</li><li>“What I Learned about Puberty” (Workbook p. 12)</li></ul></li><li>Reproductive System Overview (CPALMS - <a href="https://www.cpalms.org/PreviewResourceStudentTutorial/Preview/168973">https://www.cpalms.org/PreviewResourceStudentTutorial/Preview/168973</a>)</li><li><a href="https://cpalmsmediaproduct.blob.core.windows.net/protected/uploads/resources/168973/accessibleversion.pdf?sv=2019-12-12&amp;spr=https&amp;st=2024-09-05T15%3A57%3A17Z&amp;se=2024-09-05T17%3A00%3A17Z&amp;sr=b&amp;sp=r&amp;sig=5CyJi351tWZI%2BbMrwlaYLVea88fEQdG01H6iy70p754%3D">https://cpalmsmediaproduct.blob.core.windows.net/protected/uploads/resources/168973/accessibleversion.pdf?sv=2019-12-12&amp;spr=https&amp;st=2024-09-05T15%3A57%3A17Z&amp;se=2024-09-05T17%3A00%3A17Z&amp;sr=b&amp;sp=r&amp;sig=5CyJi351tWZI%2BbMrwlaYLVea88fEQdG01H6iy70p754%3D</a></li></ul>	
<b>Lesson Five: Taking Care of your Reproductive Health</b> <ul style="list-style-type: none"><li>Students will be able to describe practices to protect their reproductive health.</li><li>Students will be able to summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships.</li></ul>		<b>Bellwork:</b> You have been learning about puberty and the male and female reproductive systems. All of these things are part of your sexual health. On a piece of paper, write what you think the term sexual health means? You will not be sharing with others.  <b>Lesson Resources and Activities:</b> ( HealthSmart – Abstinence, Puberty and Personal Health) <ul style="list-style-type: none"><li>Lesson 9: Taking Care of your Sexual Health (p. 101 - 104)<ul style="list-style-type: none"><li>“Taking Care of Sexual Health” – (Workbook p. 20-21) – Jigsaw Activity</li><li>“Ask the Expert” – (Workbook p. 22-23) – Writing Activity<ul style="list-style-type: none"><li>Group Share Out</li></ul></li></ul></li></ul> <b>Homework for Next Week:</b> “Staying Abstinent: Parent/Guardian Interview” (Master 7)	

# Lesson 1

## Staying Healthy for a Lifetime

### Overview

In this lesson, students learn that practicing healthy behaviors can be a path to lifelong health. They discuss the meaning of the phrase *common sense*, then brainstorm common-sense steps for staying healthy and identify benefits of lifelong health. After discussing sources of information about health and the popularity of online resources, they learn about and practice asking key questions to evaluate online resources for the quality and usefulness of the information they provide.

**Time:** 45–60 minutes

### Lesson Objectives

**Students will be able to:**

1. Explain how positive health behaviors can benefit people throughout their life span.
2. Identify sources of accurate information for help with personal health issues and concerns.
3. List questions to ask when evaluating the reliability of online information about personal health.
4. *Optional:* Evaluate online information about personal health.

### National Health Education Standards

#### Standard 1: Comprehending Concepts

##### Performance Indicator

**1.8.1:** Analyze the relationship between healthy behaviors and personal health.

##### Performance Indicator

**1.8.7:** Describe the benefits of and barriers to practicing healthy behaviors.

#### Standard 3: Accessing Resources

##### Performance Indicator

**3.8.1:** Analyze the validity of health information, products and services.

##### Performance Indicator

**3.8.2:** Access valid health information from home, school and community.

### Materials & Preparation

#### Prepare

- Review school district guidelines and policies on sexuality education prior to teaching this unit and make adaptations as needed.

### Review

- **Getting Good Information About Health** (*Student Workbook* page 3), and Scoring Rubric, page 191.

### Health Terms

Review the teaching steps, slide, master and activity sheets for any terms or concepts your students may not know, and be prepared to explain them. Examples:

- accurate
- common sense
- credentials
- data
- evaluate
- reliable
- stretch the truth

### Support for Diverse Learners

*To ensure student success with comprehending concepts:*

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.
- Consider cultural differences and interpretations of idioms. For example, the phrase *common sense* carries a different meaning than its component words might lead students to expect—*common* (familiar, ordinary, joint, public) and *sense* (feel, intuit, meaning).
- Remind students about classroom groundrules around respecting others, to limit teasing about different students' interpretations.

## Introduction

### ■ Get students ready for learning

#### Transition

*Write the phrase common sense on the board.*

On a piece of paper, explain what you think people mean when they use this phrase, and give an example.

*Allow students to focus and work quietly for a minute or two.*

#### Motivate

*Invite students to share and discuss their explanations of common sense. Make a list of key points on the board, and help students find ideas that their definitions have in common.*

## Teaching Steps

### ■ Discuss common-sense ways to stay healthy

#### Explain

The phrase *common sense* can be used to describe information, beliefs or actions that most people would agree are useful, reasonable, true or good to do. People often accept something as common sense based on what they've seen, heard or experienced over time. Common sense exists about many subjects. It includes ideas that are simple to understand and remember because they are reasonable and shared by many people.

#### Create & Share

Let's apply common sense to keeping yourself healthy. With a partner, make a list of things you can do to stay healthy that are based on common sense.

*Pair students or allow them to select partners. While pairs are working, expand the phrase on the board to become the title of a list called "Common-Sense Ways to Stay Healthy." Copy this title on a sheet of chart paper, if desired.*

Now let's share the common-sense things you thought of to help keep your body healthy.

*Go around the room allowing student pairs to share an idea from the list. Continue until all ideas have been shared, recording student responses on the board or chart paper. (Note: You will need to save this list or keep the chart posted to use in later lessons.)*

*Responses may include:*

- Wash your hands.
- Brush your teeth.
- Eat healthy foods.
- Be physically active each day.
- Stay away from people who have a cold, flu or other illness you can catch.
- Keep your body clean and wash your hair.
- See a health care provider when you feel sick.
- Take medicine correctly when you need to.
- Get plenty of sleep and rest.
- Protect your skin.
- Protect your eyes.
- Protect your ears.

*Be sure that the last 4 topics in the list of possible responses—get plenty of sleep and rest, protect your skin, protect your eyes, protect your ears—are included in the class list.*

These are all healthy actions or behaviors that make sense to do if you want to keep your body healthy.

#### Ask & Discuss

What do you think will happen to a person who starts doing most of the healthy behaviors you just named while he or she is young?

*Allow students to respond to the question and discuss their ideas.*

#### Summarize

A young person who practices the healthy behaviors on this list will be more likely to be healthy throughout his or her life.



**Ask & Discuss**

What are some of the benefits of being healthy throughout your lifetime?

*Allow students to respond to the question and discuss their ideas.*

**Summarize**

Being healthy means you can do the things you want and need to do to have a happy and successful life. Good health lets you enjoy your body and all the things it can do for you. Good physical health also helps you feel good mentally so you can accomplish the things you want to in life.

**■ Identify sources of health information****Survey**

How did you learn about the common-sense healthy behaviors you suggested for the list?

*Allow students to respond to the question. Accept all reasonable answers.*

**Summarize**

People can learn about health from many sources. You may have learned things to do to stay healthy from your family or friends. You also learn about health in school from health classes and health teachers. School nurses, doctors, dentists, dental hygienists, eye doctors or other health professionals who have taken care of you also help you learn how to stay healthy. You also may have your own personal experiences and things you may have read about or researched in books or magazines or online.

**Explain**

How to stay healthy is a popular topic, and there are many different people and places sharing information about it. The key is to get the most *accurate* and *reliable* information you can. *Accurate* means that the information is based on proven facts. *Reliable* means you can count on the source to give you correct information. The one thing all good sources of information about how to stay healthy have in common is that they provide you with accurate and reliable information you can count on.

**Survey**

How many of you have ever looked up a health topic on the Internet?

**Ask & Discuss**

What are some reasons a person might go online to get health information?

*Allow students to respond to the question and discuss their ideas.*

**Summarize**

You might be looking for:

- Information about health conditions, such as colds or the flu, and advice on how to prevent or treat them
- More information about a serious illness or disease that's affecting someone you care about
- Ways to be healthier
- A quick opinion on a health product or service you're thinking about buying or using
- Health information to help yourself or someone else

Even if you don't search online now for health information, you might do it in the future for yourself or to help someone else.

**Ask & Discuss**

What do you think makes online health resources so popular today?

*Allow students to respond to the question and discuss their ideas.*

**Summarize**

With the Internet, information can reach many people at once, and information about many different topics is instantly available. Online sources are popular with people who are looking for health information, because they can quickly and easily find expert opinions and advice for free, or buy health products and services over the Internet. Health professionals like that the Internet allows them to offer accurate, appropriate and reliable health information, advice and services in their field of training and expertise.

## ■ Teach how to evaluate online resources

### **Explain**

There is a lot of great information about health available on the Internet. But you also have to be careful when you're looking for health information online.

Some individuals or private businesses use the Internet as an easy and quick way to reach people with ideas, advice, products and services they believe in or want to sell to make money. Some online health information is false or wrong. Some products or services don't really work or have never been scientifically tested or agreed on by experts to be safe or healthy.

While all kinds of information, products and services can be accessed online, not all of them are accurate or reliable. Some can even have serious negative consequences that could affect your health. It's important for you to learn how to evaluate or judge a health website to decide if you can trust the information, services or products you find there.

### **Prepare**

### **Explain & Complete**

- **Who created the website?** This question can help you decide if you trust the source of the information. As part of this question, you'll want to ask:
  - What does the website address, or URL, tell me? Was the website created by an individual or commercial company (.com), a government agency (.gov), a university or other school (.edu), or a nonprofit organization (.org)? Websites that end in .gov, .org or .edu are likely to be more reliable than commercial or private websites.
  - Are the people who supply the information experts? How do you know? What are their *credentials*? A degree that shows a person has studied the subject, or years of working in a certain field, help prove that someone knows a lot about a topic.
  - Is there a way to contact the authors?
- **What's the website's point of view?** This question can help you evaluate the quality of the information. As part of this question, you'll want to ask:
  - Is the website based on one person's opinion, or is it backed up by facts? These might be *data* from studies and viewpoints from experts.
  - Where does the information on the website come from? Are there links to and from these sources? Or does the website make claims without saying where the data comes from?
  - Is the website trying to get people to believe, do or buy something? Does it play on strong emotions or use language designed to persuade people?
  - Does the information make sense? Is it well organized? How does it compare to other known ideas or facts about the topic?
- **When was the website created or updated?** This question can help you learn how current the information is. Most reliable websites will state when the information was posted on the site. As part of this question, you'll want to ask:
  - How new is the information? Has the website been updated recently? Is the date easy to find?
  - Do the links within the website or to other websites still work?

- **Whom is the website for?** This question can help you decide if you can use what the website has to offer to help yourself stay healthy. As part of this question, you'll want to ask:
  - Does this website meet my needs?
  - Is the information meant for teens? adults? the general public? professionals who work in the field?
- **Is the website trying to sell something?** This question can help you avoid unreliable or biased websites. Sometimes companies or people who want to sell a product will *stretch the truth* or make claims that aren't backed up by facts. Keep in mind that a person or group might also be trying to sell a certain point of view. As part of this question, you'll want to ask:
  - Would I be taking any risks by following the advice or using the products this website offers?
  - Who benefits the most from the information on this website? Is it the person reading it, or the person or company who is selling the product or point of view?

These questions can help you decide if you've found a reliable website that can give you accurate and useful information, or if you need to keep looking. These same kinds of questions can help you evaluate other sources of health information as well, such as books, pamphlets, magazine articles, and radio and TV shows.

## Assessment & Closure

### ■ Students demonstrate learning

#### Complete

Direct students to turn to **Getting Good Information About Health** on page 3 of the Student Workbook and allow time for them to complete the activity sheet.

**Getting Good Information About Health**

Directions: Think about what you have already learned about the Internet.

- ① Write at least 4 common ways to help yourself stay healthy.
- ② Write one thing that Google or any healthy website you both ever used. Give at least 1 specific example.
- ③ Think of four 3 sources where you can get accurate information about health and explain how you know each source is reliable.
- ④ If you were to make a list of health information online, what are the 8 questions you should ask yourself about the website you find?

**Self-check**

1. I can find information about health on the Internet.

2. I can find information about health on the Internet.

3. I can find information about health on the Internet.

4. I can find information about health on the Internet.

© 2008 Pearson Education, Inc. All rights reserved. Printed in the United States of America.

Workbook page 3



## ■ End the lesson

### Close

How many of you agree that the healthy actions you take now can help you have a healthy future?

*Call on a few students to share one way healthy actions can help ensure health over a lifetime.*

How many of you think you will be able to use the questions we talked about today to find accurate and reliable health information online?

*Call on a few different students to share how the questions will help them evaluate online health resources.*

How might you adapt the questions to help you evaluate other types of resources, such as books or magazine articles about health?

*Call on a few different students to share how the questions could be adapted to help them evaluate other health resources.*

### Assess

Collect students' **Getting Good Information About Health** activity sheets

# Getting Good Information About Health

**Directions:** Think about what you learned today and answer the questions.

**①** Name at least 4 common-sense ways to help yourself stay healthy.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**②** How can doing these things to stay healthy benefit you both now and later? Give at least 1 specific example.

\_\_\_\_\_

\_\_\_\_\_

**③** Name at least 3 sources where you can get accurate information about health and explain how you know each source is reliable.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**④** If you were looking for health information online, what are the 5 questions you should ask yourself about the websites you find?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Self-Check

- ☐ I clearly explained how doing things to stay healthy will benefit me now and later, and gave a specific example.
- ☐ I named at least 3 accurate sources of health information and explained why each source is reliable.
- ☐ I listed the 5 questions for evaluating a health website that I learned in class.

## Lesson 2

# Keeping My Body Healthy

### Overview

In this lesson, students continue to explore the idea of practicing healthy behaviors as a path to lifelong health. After briefly reviewing the important functions of the ears, the eyes, the skin and sleep, they work in small groups to brainstorm ways to prevent common health risks teens face with regard to hearing, vision, skin damage and lack of sleep. Then they create and present original public service announcements that advocate for selected health behaviors in the areas of adequate sleep and rest, protection of vision and hearing, and prevention of sun damage.

**Time:** 45–60 minutes (plus 5-minute time slots for presentations over the next few lessons)

### Lesson Objectives

**Students will be able to:**

1. Summarize actions to protect vision.
2. Summarize actions to protect hearing.
3. Summarize actions to protect skin from sun damage.
4. Summarize the benefits of getting proper rest and sleep for healthy growth and development.
5. Advocate for healthy behaviors.

### National Health Education Standards

#### Standard 1: Comprehending Concepts

##### Performance Indicator

**1.8.1:** Analyze the relationship between healthy behaviors and personal health.

**Performance Indicator 1.8.3:** Analyze how the environment affects personal health.

**Performance Indicator 1.8.5:** Describe ways to prevent or reduce injuries and other adolescent health problems.

#### Standard 7: Practicing Health-Enhancing Behaviors

##### Performance Indicator

**7.8.2:** Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

#### Standard 8: Advocacy

**Performance Indicator 8.8.1:** State a health-enhancing position on a topic and support it with accurate information.

**Performance Indicator 8.8.2:** Demonstrate how to influence and support others to make positive health choices.

**Performance Indicator 8.8.3:** Work cooperatively to advocate for healthy individuals, families, and schools.

## Materials & Preparation

### Prepare

- Have **Group Roles** (Slide 2), or make a transparency, if needed.
- Hang 4 pieces of chart paper at different places in the classroom. Title the 4 pieces:
  - Eyes/Vision
  - Ears/Hearing
  - Skin/Sun
  - Sleep & Rest
- Have 4 different colored markers, one for each chart paper station.
- *Optional:* Gather examples of public service announcements (PSAs) from radio, TV or the Internet.
- Schedule as many 5-minute presentation slots as needed over the next few classes for students to present and evaluate the PSAs.

### Copy

- **PSA Evaluation Form** (Master 3), enough for each student to evaluate all presentations.

### Review

- **Healthy Actions**, pages 27–28.
- **Planning a PSA for Health** (*Student Workbook* pages 4–6), and Scoring Rubric, page 192.

## Health Terms

Review the teaching steps, slide, master, teacher page and activity sheet for any terms or concepts your students may not know, and be prepared to explain them. Examples:

- |                 |                   |
|-----------------|-------------------|
| • advocacy      | • permanent       |
| • effective     | • PSA             |
| • noise-induced | • target audience |



## **Support for Diverse Learners**

*To ensure student success with comprehending concepts:*

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.
- Make a slide or transparency of the **Healthy Actions** teacher page and review with students, or make copies and distribute to students.

*To ensure student success with reading:*

- Make a slide or transparency of the **PSA Evaluation Form** activity sheet to review with students before the presentations.

*To ensure student success with presenting:*

- Allow students who may be hesitant to perform in front of the class to record their PSAs. This will also enable them to revise and rerecord as needed.

## Introduction

### ■ Get students ready for learning

#### Transition

In the last class, we talked about common-sense actions you can take to help keep your body healthy. Choose one of these actions that you think is important, and on a piece of paper write a few sentences about how it can help keep you healthy during your lifetime.

*Allow students to focus and work quietly for a minute or two.*

#### Motivate

Have any of you ever set a goal? How did you reach it? Did you do it all at once, or in smaller steps?

*Allow a few students to share their experiences. Focus the discussion on the smaller steps needed to reach a larger goal.*

We've talked about actions and behaviors that can help keep you healthy throughout your life. Today we'll focus on a few of them that are very important for teens to know about. If the goal is to be healthy for a lifetime, these are some of the action steps that can get you there.

## Teaching Steps

### ■ Teach importance of basic health habits

#### Review

*Show students the list of "Common-Sense Ways to Stay Healthy" compiled in Lesson 1, and briefly review the points. Then focus students' attention on the statements about getting enough sleep and protecting eyes, ears and skin. If there is time, allow students who chose each of these points to share what they wrote for the Transition activity during the following discussion.*

#### Ask & Discuss

Why is it important to get enough sleep and rest?

*Allow students to respond to the question and discuss their ideas.*

### **Summarize**

Your body needs sleep to repair and recharge itself. When you sleep, your body and brain take care of important functions. When people don't get enough sleep, they can feel tired, moody and irritable, and are more likely to be injured or get sick. Lack of sleep can hurt everything from relationships with others to how well a person does at school or at a job. It can make it harder to learn, focus or solve problems. Sleep is as important as air, water and food. But most teens don't get enough. Teens need about 9 hours of sleep a night to function at their best.

### **Ask & Discuss**

Why is it important to protect your eyes?

*Allow students to respond to the question and discuss their ideas.*

### **Summarize**

Your eyes allow you to see and respond visually to the world around you. When your vision, or eyesight, is sharp and clear you can function at your best. Loss of vision can cause problems with reading and recognizing people and objects, and can make people more prone to injuries because they can't see to avoid risks.

### **Ask & Discuss**

Why is it important to protect your ears?

*Allow students to respond to the question and discuss their ideas.*

### **Summarize**

Your ears allow you to hear. They collect, process and send sound signals to your brain. The ears also help you keep your balance when your body is standing still or moving. Your ears were fully developed even before you were born. Loss of hearing makes it harder to speak, communicate with others and learn.

### **Explain**

Your hearing can be damaged by illness, injury or things you choose to do. One of the biggest concerns for teens is *noise-induced* hearing loss, damage caused by exposure to very loud sounds, either once or over time. Noise can do damage to the nerve fibers inside the ear. This type of damage is *permanent*. It can't be treated with medicines or surgery.

### Ask & Discuss

What are some things that could cause noise-induced hearing loss?

*Allow students to respond to the question and discuss their ideas.*

### Summarize

Speakers, amplifiers, music players and power or yard tools, such as saws, lawnmowers and leaf blowers, can all subject your ears to loud noise. Many teens today are at greater risk for noise-induced hearing loss because portable personal listening systems make it possible to listen for long periods of time, and many earphones or ear buds fit deeper inside the ear. Also, many teens assume that the highest sound levels on their music players are safe and underestimate how loud they are setting the volume.

### Ask & Discuss

Why is it important to protect your skin?

*Allow students to respond to the question and discuss their ideas.*

### Summarize

Your skin protects the rest of your body. When your skin is damaged, infections and illnesses can enter the body more easily. Your skin also contains nerves that sense heat, cold, pain and pressure. It literally puts you in “touch” with the rest of the world. One of the biggest causes of damage to the skin is exposure to the sun. Your skin is also affected by anything that punctures or breaks it, including tattooing or piercing.

## ■ Small groups brainstorm healthy actions

### Explain

Think of the things we’ve been talking about as important parts of staying healthy for a lifetime. Each of these things—protecting your eyes, ears and skin, and getting enough rest—has its own action steps.

### Prepare

*Show the Group Roles slide.*

**Group Roles**

- Time Keeper**  
Keeps track of time and makes sure everyone stays focused.
- Writer**  
Writes down the group member responses.
- Facilitator**  
Leads discussion and makes sure everyone in the group participates.
- Reporter**  
Reports the group answers to the class.

©2010 Pearson Education, Inc. All rights reserved. Pearson Education, Inc. and its publishing program(s) are trademarks of Pearson Education, Inc. All other trademarks are the property of their respective owners.

Slide 2



## Create

You are going to be working in groups to think of specific ways or things you can do to protect your eyes, ears and skin, and get enough sleep.

Use the following steps to complete the activity:

- Divide students into 4 groups and assign each group to one of the chart paper stations. (Note: If the groups are too large, you can have groups wait to rotate into the brainstorming activity, or make additional chart paper stations for each of the topics.)
- Assign up to 4 students in each group the following jobs:
  - **Time Keeper:** Keeps track of time and makes sure everyone stays focused.
  - **Writer:** Writes the group member responses on the chart paper.
  - **Facilitator:** Leads discussion and makes sure everyone in the group participates.
  - **Reporter:** Reports the group answers to the class.
- Direct students to brainstorm actions that will help keep the body system listed on the chart paper healthy. Circulate as groups work to monitor their progress.
- When groups have listed at least 2 healthy actions for the category (about 1 or 2 minutes), tell groups to rotate to the next piece of chart paper, read what the previous group wrote, and then add another healthy action to the list.
- Have groups continue to rotate until they have written on all 4 pieces of chart paper and are back at their original stations.  
 Note: Ask groups not to rotate until you direct them to. You may want to use a signal such as a hand clap or ringing a bell to let groups know when it's time to switch. It's important to keep the groups moving every 1 or 2 minutes.
- Once groups are at their original stations, have the group reporters read the list of healthy actions for that area to the class and discuss. Supplement the lists if any crucial actions are missing, using the **Healthy Actions** teacher page. Clarify any questions and correct any misinformation, as needed.

## ■ Teach about advocacy

### Explain

Knowing what to do to be healthy is one thing; taking action on what you know is another. Sometimes we all need a reminder of what we need to do or keep doing to be healthy. You can help each other take steps to stay healthy by practicing the skill of *advocacy*.

Advocacy means taking planned action to have a positive effect on the physical or social environment. The skill of advocating for something means you use your knowledge, power and influence to convince others to do something that is right, safe or healthy for themselves and others.

In order to advocate for something you must be able to:

- Get the attention of the people you want to reach. This group is often called your “*target audience*.”
- Gather facts and information about the topic.
- Present strategies or actions people can take to do something healthy for themselves or others.
- Offer a way to get more information or resources.

*Write the letters PSA on the board.*

### Survey

How many of you know what the letters PSA stand for?

### Explain

If you think the letters PSA stand for public service announcement, you're right! A public service announcement is a bit like a commercial advertisement with one important difference. A typical commercial advertisement's goal is to get you to buy a certain product or service that will make money for the advertiser. A PSA also tries to convince you to do something, but its goal is to help everyone be healthy and safe. PSAs raise awareness about what to do to be healthy and safe by offering information and advice to teach people about a health issues, or get them to change their attitudes or make healthy choices. PSAs are a form of advocacy.

#### Tech Connection

Show students a few examples of PSAs from the radio, TV or Internet.

## Ask & Discuss

What do you think would make a PSA *effective*, or work, in changing people's behaviors?

*Allow students to respond to the question and discuss their ideas.*

## Summarize

PSAs can use many different ways to get a message across. They might use music or pictures, or feature a celebrity. But all PSAs work best when they:

- Grab the attention of their target audience.
- State the facts and clearly say what the issue or concern is and why it's important.
- Offer ways to really make a difference.
- Inspire people who hear them to take positive action.

These are the same things you have to do to advocate successfully.

## Assessment & Closure

### ■ Students demonstrate learning

#### Complete

You are now going to answer some questions about what you've learned. Then you'll work with a partner to create your own radio PSAs to teach each other about these important personal health topics and the actions that can help young people like you stay healthy now and for a lifetime.

*Direct students to turn to **Planning a PSA for Health** on page 4 of the Student Workbook.*

Think about what you've learned today. Then:

- List at least 2 actions you can take to protect your vision, protect your hearing and protect your skin from sun damage.
- Name at least 3 benefits of getting enough sleep and rest.

*Allow time for students to answer the questions in Part 1 individually.*

### Planning a PSA for Health

**Directions:** Answer the questions in Part 1 on your own. Then work with a partner to create a radio PSA and make a video for it. Your PSA must last only 30 to 60 seconds. Choose a message and use words that will help it stand out. Remember, you will be giving your PSA, so make it easy to hear and understand.

**Part 1**

① What are at least 2 specific actions you can take to protect your vision?

1. \_\_\_\_\_

2. \_\_\_\_\_

② What are at least 2 specific actions you can take to protect your hearing?

1. \_\_\_\_\_

2. \_\_\_\_\_

③ What are at least 2 specific actions you can take to protect your skin from sun damage?

1. \_\_\_\_\_

2. \_\_\_\_\_

④ What are at least 3 benefits of getting enough sleep and rest?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Self-Check**

□ Did I read and understand the directions?

□ Did I list at least 2 specific actions to protect my vision, hearing, and skin?

□ Did I list at least 3 benefits of getting enough sleep and rest?

HEALTHCARE: Middle School

Workbook page 4

## Create

Pair students and explain the process for creating the PSAs.

Use this sheet to plan your PSA. Things to keep in mind:

- Write your name and your partner's name in Part 2.
- Choose 1 of the topics for your PSA. You can focus on protecting your vision, protecting your hearing, protecting your skin from sun damage, or getting enough sleep and rest. (Note: You can assign topics to students if you wish, or allow them to choose which one they want to address.)
- Your PSA must last only 30 to 60 seconds. This means you have only a very short time to get your message across.
- Be sure the words you choose and the message you give will appeal to people your age. Think about what would convince you to take healthy actions.
- When you present your PSA use a tone of voice that will help deliver a convincing message.
- Prepare and practice your PSA over the next few days. I will let you know when you will present your PSA to the class.

**Planning a PSA for Health**

**Part 2: Planning Our PSA**

PSA created by \_\_\_\_\_ and \_\_\_\_\_

Step 1: Which health topic will we focus on?

☐ protecting vision ☐ protecting skin from sun damage  
☐ protecting hearing ☐ getting enough sleep and rest

Step 2: What we will say to get the attention of young people like us?

\_\_\_\_\_

\_\_\_\_\_

Step 3: What information about our health topic will we present?

\_\_\_\_\_

\_\_\_\_\_

Step 4: What actions will we suggest people do?

\_\_\_\_\_

\_\_\_\_\_

Step 5: Will we name a resource people can use to get more information? If so, what will the resource be?

\_\_\_\_\_

\_\_\_\_\_

Albuquerque, Primary & Personal Health

Workbook pages 5-6

## Tech Connection

Allow students to create an audio recording or video for their PSA.

## Demonstrate

Prior to the first presentation, distribute enough **PSA Evaluation Form** activity sheets to each student to evaluate all of the scheduled presentations. Explain that they will use this sheet to evaluate the effectiveness of the PSA presented by their classmates, and that their own PSA will be evaluated in the same way.

Use the following steps to conduct the PSA presentations:

- Ask the scheduled pairs to present their PSAs.

**PSA Evaluation Form**

**Group 1 (Student)**

Health Topic: \_\_\_\_\_

1. The PSA got my attention.  
☐ Yes ☐ No ☐ Somewhat

2. The PSA clearly identified the topic and gave information about it.  
☐ Yes ☐ No ☐ Somewhat

3. The PSA told me actions I could take to stay healthy.  
☐ Yes ☐ No ☐ Somewhat

4. This PSA would convince me to take action to protect my health.  
☐ Yes ☐ No ☐ Somewhat

**Group 2 (Student)**

Health Topic: \_\_\_\_\_

1. The PSA got my attention.  
☐ Yes ☐ No ☐ Somewhat

2. The PSA clearly identified the topic and gave information about it.  
☐ Yes ☐ No ☐ Somewhat

3. The PSA told me actions I could take to stay healthy.  
☐ Yes ☐ No ☐ Somewhat

4. This PSA would convince me to take action to protect my health.  
☐ Yes ☐ No ☐ Somewhat

Albuquerque, Primary & Personal Health

Master 3



- *Ask each pair to share any additional information they learned about their topic while creating their PSA.*
- *Supply additional facts or strategies, or correct any misinformation, as needed.*
- *Ask the audience to complete a section of the **PSA Evaluation Form** activity sheet after each PSA is presented.*
- *After all PSAs have been presented, ask the audience to share which strategies from the PSAs they will be most likely to use to stay healthy.*

## ■ End the lesson

### Close

You've learned a variety of actions you can take to stay healthy both now and in the future. How do you think this lesson and the PSAs you created and heard will affect your ability to be healthy for a lifetime?

*Allow as many students to respond to the question as possible.*

### Assess

*Collect students' **Planning a PSA for Health** and **PSA Evaluation Form** activity sheets and evaluate their work for this lesson.*

# Healthy Actions

## Things to Do to Protect Your Ears and Hearing

- Never poke around inside the ear with any kind of object.
- Know which noises can cause damage and avoid them whenever possible.
- Move away from loud sources of noise.
- Wear ear plugs or other hearing protection when you know you'll be around loud noises, such as at a music concert or when working with power tools.
- Turn down the volume on music systems.
- Avoid long hours of listening through headphones or ear buds.
- Take breaks from listening.
- Get help for serious ear aches and infections.
- Get your hearing tested at school or a doctor's office.

Sources: National Institute on Deafness and Other Communication Disorders, [www.nidcd.nih.gov](http://www.nidcd.nih.gov); Centers for Disease Control and Prevention, Division of Adolescent and School Health, [www.cdc.gov/healthyyouth/noise](http://www.cdc.gov/healthyyouth/noise).

## Things to Do to Protect Your Eyes and Vision

- Get your eyes checked by an eye doctor.
- Eat lots of fruits and vegetables. Leafy greens are especially good for your eyes.
- Wear eye protection such as safety glasses when you play sports, work with tools, or have a job that requires it.
- Wear sunglasses to protect your eyes from the sun's UV rays.
- Take breaks to rest your eyes when you're using a computer or reading.
- Don't ever smoke.
- Wash your hands before touching your eyes to put in contact lenses.

Source: Centers for Disease Control and Prevention, Vision Health Initiative, [www.cdc.gov/visionhealth](http://www.cdc.gov/visionhealth).

(continued)

**Teacher Page**

## **Healthy Actions** *(continued)*

### **Things to Do to Protect Your Skin**

- Use sunscreen. SPF (sun protective factor) 15 or higher is best, with both UVA and UVB protection.
- Reapply sunscreen if you're out in the sun for more than 2 hours, or after you swim or sweat.
- Wear clothing that helps protect exposed skin, such as loose-fitting long-sleeved shirts and pants.
- Wear a hat with a wide brim to shade your face, head, ears, and neck.
- Wear sunglasses that wrap around and block UVA and UVB rays.
- Stay in the shade when you're outdoors, especially in the middle of the day when the sun is highest.
- Treat and bandage any cut or wound in the skin promptly.
- Be sure any body art such as tattooing or piercing is done by a licensed artist who follows safety guidelines.

*Source: Centers for Disease Control and Prevention, [www.cdc.gov/cancer/skin](http://www.cdc.gov/cancer/skin).*

### **Things to Do to Get Enough Sleep and Rest**

- Go to bed and get up at a regular time, even on weekends and vacations.
- Take a nap if you're tired during the day.
- Do something relaxing before you go to bed. Turn down the lights. Take a hot bath. Read a book. Listen to calm music.
- Be sure your bedroom is dark and quiet.
- Sleep on a comfortable mattress and pillow.
- Don't have a computer or TV in your bedroom.
- Don't play computer games right before bed.
- Stop eating at least 2 to 3 hours before your bedtime.
- Get regular physical activity. But don't work out right before you go to bed.
- Avoid caffeine. Don't drink coffee, tea, cola or energy drinks, or eat chocolate in the evening or within 6 hours of going to bed.

*Source: National Sleep Foundation, [www.sleepfoundation.org](http://www.sleepfoundation.org).*

# Planning a PSA for Health

**Directions:** Answer the questions in Part 1 on your own. Then work with a partner to choose a topic and make notes to plan your PSA in Part 2. Your PSA must last only 30 to 60 seconds. Choose a message and use words that will appeal to people your age. After you write your PSA, practice presenting it. Be sure your tone of voice will send a convincing message.

## ► Part 1

- ① What are at least 2 specific actions you can take to protect your vision?
  1. \_\_\_\_\_
  2. \_\_\_\_\_
- ② What are at least 2 specific actions you can take to protect your hearing?
  1. \_\_\_\_\_
  2. \_\_\_\_\_
- ③ What are at least 2 specific actions you can take to protect your skin from sun damage?
  1. \_\_\_\_\_
  2. \_\_\_\_\_
- ④ What are at least 3 benefits of getting enough sleep and rest?
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_

### Self-Check

- ☐ I listed at least 2 specific ways to protect vision.
- ☐ I listed at least 2 specific ways to protect hearing.
- ☐ I listed at least 2 specific ways to protect skin from sun damage.
- ☐ I listed at least 3 benefits of getting enough rest and sleep.

# Planning a PSA for Health

(continued)

## ► Part 2: Planning Our PSA

PSA created by \_\_\_\_\_ and \_\_\_\_\_

**Step 1: Which health topic will we focus on?**

- protecting vision
- protecting skin from sun damage
- protecting hearing
- getting enough sleep and rest

**Step 2: What we will say to get the attention of young people like us?**

---

---

---

---

**Step 3: What information about our health topic will we present?**

---

---

---

---

**Step 4: What actions will we suggest people do?**

---

---

---

---

**Step 5: Will we name a resource people can use to get more information?  
If so, what will this resource be?**

---

---

---

(continued)



(continued)

[illegible]

- ☐ Our PSA gets the attention of the target audience.
- ☐ Our PSA clearly identifies the topic and offers at least 1 correct fact about it.
- ☐ Our PSA describes a specific action teens can take to protect their health.
- ☐ Our PSA names a resource for more information.

# PSA Evaluation Form

Group Members: \_\_\_\_\_

Health Topic: \_\_\_\_\_

1. The PSA got my attention.

☐ Yes      ☐ No      ☐ Somewhat

2. The PSA clearly identified the topic and gave information about it.

☐ Yes      ☐ No      ☐ Somewhat

3. The PSA told me actions I could take to stay healthy.

☐ Yes      ☐ No      ☐ Somewhat

4. This PSA would convince me to take action to protect my health.

☐ Yes      ☐ No      ☐ Somewhat

Group Members: \_\_\_\_\_

Health Topic: \_\_\_\_\_

1. The PSA got my attention.

☐ Yes      ☐ No      ☐ Somewhat

2. The PSA clearly identified the topic and gave information about it.

☐ Yes      ☐ No      ☐ Somewhat

3. The PSA told me actions I could take to stay healthy.

☐ Yes      ☐ No      ☐ Somewhat

4. This PSA would convince me to take action to protect my health.

☐ Yes      ☐ No      ☐ Somewhat

## Lesson 3

# Protecting My Body from Disease

### Overview

In this lesson, students develop their understanding of how to prevent infectious and chronic disease. They identify the symptoms of illness and learn the differences between infectious and noninfectious disease. They examine how common infectious illnesses are transmitted, and discuss and practice ways to prevent them. They then learn about behavioral and environmental factors that can influence the development of chronic disease. They summarize their learning by making a simple plan they will follow to help prevent disease and promote lifelong health.

**Time:** 45–60 minutes

### Lesson Objectives

**Students will be able to:**

1. Summarize the symptoms of someone who is sick or getting sick.
2. Explain the differences between infectious and noninfectious diseases.
3. Summarize the ways that common infectious diseases are transmitted.
4. Describe the behavioral and environmental factors that contribute to the major chronic diseases.
5. Summarize health practices to prevent the spread of infectious illnesses.
6. Summarize health practices to help prevent chronic disease.

### National Health Education Standards

#### Standard 1: Comprehending Concepts

##### *Performance Indicator*

**1.8.1:** Analyze the relationship between healthy behaviors and personal health.

##### *Performance Indicator*

**1.8.3:** Analyze how the environment affects personal health.

##### *Performance Indicator*

**1.8.4:** Describe how family history can affect personal health.

#### Standard 7: Practicing Health-Enhancing Behaviors

##### *Performance Indicator*

**7.8.1:** Explain the importance of assuming responsibility for personal health behaviors.

##### *Performance Indicator*

**7.8.2:** Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

##### *Performance Indicator*

**7.8.3:** Demonstrate behaviors to avoid or reduce health risks to self and others.

## Materials & Preparation

### Prepare

- Have dry bar of soap and a paper towel for the hand-washing demonstration. Provide these items for students as well, if you wish.
- Have **Infectious & Noninfectious Diseases** (Slide 3), or make a transparency, if needed.

### Review

- **Types of Diseases**, pages 41–42.
- **My Plan to Be Healthy & Disease Free for a Lifetime** (*Student Workbook* pages 7–8), and Scoring Rubric, page 193.

## Health Terms

Review the teaching steps, teacher page, slide and activity sheet for any terms or concepts your students may not know, and be prepared to explain them. Examples:

- |               |                 |
|---------------|-----------------|
| • bacteria    | • infectious    |
| • chronic     | • lifestyle     |
| • environment | • noninfectious |
| • factor      | • parasites     |
| • fungus      | • symptom       |
| • genes       | • toxins        |
| • germs       | • virus         |
| • heredity    |                 |

## Support for Diverse Learners

*To ensure student success with comprehending concepts:*

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.
- Distribute copies of the **Infectious & Noninfectious Diseases** slide, discuss, and provide examples for students.
- Make a slide or transparency of the **My Plan to Be Healthy & Disease Free for a Lifetime** activity sheet and review, as needed.
- Explain how some infectious diseases can become chronic. For example, hepatitis is an infectious virus, but some types can become

chronic. This means the virus can remain in the body for the rest of the person's life and can continue to damage body organs.

- Consider cultural and socioeconomic factors that may affect the ability of students' families to access appropriate health care.
- Consider cultural and social beliefs regarding health care when discussing how diseases are identified and treated, and by whom.
- Consider that cultures may have different interpretations of health risk behaviors.

*To ensure student success with writing:*

- Pair students with stronger writing skills with students who may need help reading and responding to the questions on the **My Plan to Be Healthy & Disease Free for a Lifetime** activity sheet.
- Allow students to complete the activity sheet as homework and to share it with a family member.



## Introduction

### ■ Get students ready for learning

#### Transition

You've been talking about all the things you can do to help keep your body healthy all through your life. On a piece of paper, list as many of these actions as you can in 1 minute.

*Allow students to focus and work quietly for a minute. Then go around the room and call on students to share one thing they wrote. Ask for a show of hands of those who also listed this way to keep the body healthy, and make a list on the board. Continue until all ideas have been shared. If students have mentioned things related to avoiding illness, circle those things. If students have not mentioned ways to avoid illness, prompt them to solicit a few ideas: What about keeping your body from getting sick? Can you think of some things you do to avoid getting sick? Add these ideas to the list and circle them.*

This list has many good ideas about how to stay healthy. Some of them have to do with avoiding illness and keeping your body from getting sick. Today you'll be learning more about that.

#### Motivate

How many of you have ever been sick with a cold, the flu or some other illness? How did you know you were ill? How did your body feel?

*Allow a few students to briefly share their experiences. Ask questions to engage the entire class as each student shares (e.g., How many of you have also been sick like this? Has anyone else felt this way when you were ill?).*

## Teaching Steps

### ■ Teach about symptoms of illness

#### Ask & Discuss

What are some signals your body sends to let you know you are sick or getting sick?

Allow students to respond to the question, and make a list of their ideas on the board. Title the list "Symptoms."

## Summarize

You've just described some of the symptoms of illness. *Symptoms* is another word for signs or signals. Understanding what happens to your body when it's sick or getting sick is part of knowing how to keep it healthy. When you can notice symptoms, or signals, of disease or illness, you can take steps to get help when you need to.

## ■ Categorize types of diseases

### Survey

What are some illnesses or diseases you have heard of?

List student responses on the board. Be sure the list includes both *infectious* (e.g., cold, flu, pneumonia, chicken pox) and *noninfectious*, or *chronic*, diseases (e.g., asthma, diabetes, heart disease, cancer).

### Explain

Some of these are illnesses you can catch or get from other people. Some of them are not. One way that experts understand diseases is to look at how people get the disease or illness.

### Prepare

Show the **Infectious & Noninfectious Diseases** slide.

### Explain

**Infectious diseases** are those that can be passed from person to person. These illnesses are caused by *germs*—organisms that cause disease, such as *bacteria*, *viruses*, *parasites* or *fungi*. When someone gets one of these types of germs in his or her body, we say that this person has been *infected* with the disease.

Other people can then get the disease from direct contact with the infected person or from touching things the infected person has touched that have germs on them. Germs can also go into the air when someone who's infected coughs or sneezes. Then other people breathe

**Infectious & Noninfectious Diseases**

**Infectious Diseases**

- Caused by germs—bacteria, viruses, parasites, fungi.
- Can be passed from person to person.
- Can be passed by direct contact with an infected person or from touching things an infected person has touched that have germs on them.
- Some can be passed through the air when an infected person coughs or sneezes.
- Examples: cold, flu, chicken pox, hepatitis and shingles.

**Noninfectious Diseases**

- Develop inside a person's body.
- Can't be "caught" or passed to other people.
- Happens at the same time their bodies that people are born with, usually a part.
- Can be influenced by personal health choices people make, such as what they eat, how much activity they do, how much sleep they get and how they deal with stress.
- Can also come from things in the environment, or around a person, such as pollution, smoke, poisons, noise or harmful sun rays.
- Examples: heart disease, diabetes, cancer and lung disease.

Abstinence, Puberty & Personal Health

Slide 3

in the germs and get sick too. Examples of infectious diseases include cold, flu, chicken pox and athlete's foot.

**Noninfectious diseases** are those that develop inside a person's body. These illnesses can't be "caught" or passed to other people. Some noninfectious diseases are caused by *heredity*—the *genes* from their families that people are born with. Others can develop due to unhealthy habits and lifestyle choices. Some can come from the environment around a person. Examples of noninfectious diseases include heart disease, diabetes, cancer and lung disease.

### Complete

Let's look at the list of illnesses and diseases you named earlier and decide which are infectious and which are not.

*Draw a 2-column chart on the board. Label one side "Infectious" and the other side "Noninfectious." Go through the list of illnesses/diseases on the board and have students categorize each one. Probe for student thinking by asking how they decided which category the disease belongs in. Rewrite the name of the disease in the appropriate column.*

*Be prepared to clarify the definitions of infectious and noninfectious for students and correct any misinformation. Refer to the **Types of Diseases** teacher page as needed.*

## ■ Teach about how to prevent infectious disease

### Ask & Discuss

What are some ways infectious diseases can be passed from person to person?

*Allow students to respond to the question and discuss their ideas.*

### Summarize

Types of direct contact that can spread an infectious illness or disease include touching, hugging, holding hands with or kissing an infected person.

Types of indirect contact that can spread an infectious illness or disease include being around someone who is sneezing or coughing; sharing food; sharing eating utensils or grooming items, such as spoons, cups,

straws, brushes, combs, make-up, or nail clippers; and touching hand rails, doorknobs, handles or tissues that have germs on them.

### **Ask & Discuss**

What are some actions you can take to help protect yourself from getting an infectious disease?

*Allow students to respond to the question and discuss their ideas.*

### **Summarize**

To avoid getting an infectious disease, you have to keep the germs that cause it from getting into your body. Some people wear a mask over the nose and mouth to avoid breathing in germs from the air when they're around others who are ill. You can also try to avoid touching objects or surfaces someone who's sick has touched.

But one of the best ways to avoid germs is to wash your hands often, especially before you eat, drink or touch food, and after you use the bathroom, have been in public places or have been around someone who's sick.

### **Model**

Washing your hands sounds simple, but you need to be sure you do it well and long enough to get rid of germs. Follow these steps:

- Wet your hands.
- Use plenty of soap and scrub your hands for at least 20 seconds.
- Be sure to wash between your fingers and under your nails and scrub both the front and back of your hands.
- Rinse well with clean, running water.
- Dry your hands with a towel. If you use a paper towel, throw it away after use.

*Demonstrate the proper way to wash hands using a dry bar of soap and paper towel, and miming the actions of turning on and off the water faucet.*

### **Practice**

Let's practice the right motions for washing hands.

*Allow students to practice the motions for properly washing hands. Observe as students practice and provide corrective feedback, as needed.*

### **Ask & Discuss**

What about when you're sick with an infectious disease? What can you do to protect others?

*Allow students to respond to the question and discuss their ideas.*

### **Summarize**

You can help avoid spreading an infectious disease by limiting the number of germs you put into the air or on surfaces. Cover your nose and mouth any time you cough or sneeze. Wash your hands often. Avoid touching doorknobs, counters, sinks or other surfaces that other people will touch. Stay away from public places and stay home from school or work if you can.

### **Model**

The best way to cover your nose and mouth when you cough or sneeze is to place your mouth and nose against your inner elbow or sleeve.

*Demonstrate the proper way to do this.*

You can also cough or sneeze into a tissue, and then be sure to throw the tissue in the trash right away.

### **Practice**

Let's practice covering coughs and sneezes.

*Allow students to practice the motions for properly covering a cough or sneeze. Observe as students practice and provide corrective feedback, as needed.*

## **■ Teach about how to prevent chronic disease**

### **Prepare**

*Show the Infectious & Noninfectious Diseases slide again, and point to the Noninfectious Diseases section.*



## Explain

The other type of disease you learned about today are ones that are not passed from person to person, but can develop from inside a person's body.

Many of these noninfectious diseases are also *chronic* diseases. Chronic means that an illness or disease is ongoing or lasts a long time. Many chronic diseases develop slowly, over time. People may not know they have the disease, because it often doesn't cause symptoms right away. Chronic diseases can be mild and cause few problems for a person, or be serious enough to threaten someone's life.

Experts who study serious diseases, such as heart disease, diabetes and different types of cancers, have learned a lot about the kinds of things that can cause chronic diseases or make these diseases worse when they happen.

## Ask & Discuss

How can your family history, or genes, affect your chances of getting a chronic disease?

*Allow students to respond to the question and discuss their ideas.*

## Summarize

We all inherit certain traits from our families. Hair and eye color, a tendency toward a certain body size, or facial features that "run in the family" are all a result of the genes you inherit from your family. In the same way, heredity or genes may make a person somewhat more likely to develop certain chronic diseases.

## Explain

You can't change the genes you get from your family. But family history isn't the only thing, or even the main thing, that affects whether a person develops a chronic disease. The 2 biggest factors that can lead to chronic disease are the *environment* and the *lifestyle* or behavior choices people make each day.

## Ask & Discuss

What are some things in the environment that could affect a person's health and chances of developing a chronic disease?

*Allow students to respond to the question and discuss their ideas.*

## Summarize

Environmental *factors* that can contribute to chronic disease include:

- Secondhand tobacco smoke
- Pollution
- Dangerous chemicals or *toxins*
- Sun exposure
- Unclean water

## Explain

Just as people can't change their genes, they can't always change their environment. But your own personal health choices *are* up to you. The behaviors you choose each day can play a big role in your health. You are responsible for the choices you make and the actions you take to stay healthy and help yourself avoid chronic disease.

## Create

Find a partner. You'll have 2 minutes to work together to list unhealthy behavior choices that could negatively affect people's health and increase their chances of getting a chronic disease.

*Pair students or allow them to select partners and give them 2 minutes to brainstorm as many unhealthy behavior choices as they can. Go around the room and allow each pair to share one thing they wrote. List behaviors on the board as students name them, correcting any misinformation, as needed. Be sure the list includes the following:*

- Eating a high-fat or high-sugar diet
- Eating too few fruits, vegetables and whole grains
- Not getting enough physical activity
- Not getting enough sleep and rest
- Not managing stress
- Using tobacco, alcohol or other drugs
- Not seeing a health care provider for check-ups

### Community Connection

Invite a nurse or physician to discuss ways students can stay healthy and disease free.

## Assessment & Closure

### ■ Students demonstrate learning

#### Complete

You've been learning about ways to keep your body healthy. Many of these things can also help you avoid infectious and noninfectious, chronic diseases. Now you're going to put it all together to make a plan stay healthy.

*Direct students to turn to **My Plan to Be Healthy & Disease Free for a Lifetime** on page 7 of the Student Workbook and allow time for them to complete the activity sheet.*

**My Plan to Be Healthy & Disease Free for a Lifetime**

Directions: Answer the questions under each step to complete your plan.

**Step 1: Know how and why people get sick.**

1. Describe at least 3 signs/symptoms of a disease:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

2. What is the difference between infectious and noninfectious diseases?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. Describe at least 3 ways a person could catch an infectious disease:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. Describe at least 3 things in the environment that could lead to chronic disease:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

5. Describe at least 3 unhealthy behavior choices that could lead to chronic disease:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Abstinence, Puberty & Personal Health 7

Workbook pages 7-8

### ■ End the lesson

#### Close

What's the 1 action from your **Plan to Be Healthy & Disease Free for a Lifetime** that you will start doing right now to protect yourself from disease?

*Go around the room and allow students to share the healthy action they described on their activity sheets.*

All of these things are ways you can protect your body and keep it healthy. You've made the connection between practicing healthy behaviors today and staying healthy for a lifetime. The actions you take every day can help you have a healthy life both now and in the future.

#### Assess

*Collect students' **My Plan to Be Healthy & Disease Free for a Lifetime** activity sheets and evaluate their work for this lesson.*

# Types of Diseases

**Diseases are often categorized by how people get them:**

- **Infectious diseases** can be passed from person to person. They are caused by germs—bacteria, viruses, parasites, fungi, etc. They can be passed by direct contact with an infected person, such as hugging, kissing or holding hands. They can also be passed by touching things an infected person has touched that have germs on them—such as doorknobs, handles, counters and other surfaces—or by sharing eating utensils or grooming items—such as brushes, combs, make-up or nail clippers. Some can be passed through the air when an infected person coughs or sneezes.
- **Noninfectious diseases** develop inside a person's body and can't be "caught" or passed to other people. Some noninfectious diseases are influenced by heredity; some can develop due to unhealthy habits or lifestyle choices; and some can be attributed to the environment around a person.

**Diseases can also be categorized by how long the disease or illness lasts.**

- **Acute diseases** happen quickly and last a short time. People usually have symptoms right away and can tell they are sick. Acute diseases can be mild, or serious enough to be life threatening. Some go away on their own. Others can be treated with medicines to help the person recover or feel better. Most infectious diseases are acute.
- **Chronic diseases** are illnesses that are ongoing or last a long time. Many chronic diseases develop slowly. People may not know they have the disease, because it often doesn't cause symptoms for a long time. Chronic diseases can be mild and cause few problems for a person, or be serious enough to threaten someone's life. Chronic diseases usually need a doctor's care and/or treatment with medicines to help the person feel better.

Most noninfectious diseases are chronic, although a few can be acute. For example, an allergic reaction to food or an insect bite, which cannot be passed to other people, usually causes symptoms right away. It's also possible for an infectious disease to become chronic. For example, sometimes hepatitis—a virus that infects the liver—can remain in the body for the rest of the person's life.

(continued)

**Teacher Page**

## **Types of Diseases** *(continued)*

### **Examples of infectious diseases:**

- cold
- flu
- chicken pox, measles and mumps
- whooping cough
- athlete's foot and nail fungus
- strep throat
- ear infections
- head lice
- pinkeye

### **Examples of noninfectious, chronic diseases:**

- heart disease
- diabetes
- cancer
- lung disease
- gum disease

### **Behaviors that contribute to chronic disease:**

- High-fat or high-sugar diet
- Eating too few fruits, whole grains and vegetables
- Not getting enough physical activity, leading a sedentary lifestyle
- Not getting enough sleep and rest
- Not managing stress
- Using tobacco, alcohol or other drugs
- Not getting regular medical or dental check-ups
- Poor personal hygiene

### **Environmental factors that contribute to chronic disease:**

- Secondhand tobacco smoke
- Excessive noise
- Pollution
- Dangerous chemicals, toxins
- Sun exposure



# Infectious & Noninfectious Diseases

## Infectious Diseases

- Caused by germs—bacteria, viruses, parasites, fungi.
- Can be passed from person to person.
- Can be passed by direct contact with an infected person or from touching things an infected person has touched that have germs on them.
- Some can be passed through the air when an infected person coughs or sneezes.
- Examples: cold, flu, chicken pox, hepatitis and athlete's foot.

## Noninfectious Diseases

- Develop inside a person's body.
- Can't be "caught" or passed to other people.
- Heredity, or the genes from their families that people are born with, can play a part.
- Can be influenced by personal health choices people make, such as what they eat, how much activity they do, how much sleep they get and how they deal with stress.
- Can also come from things in the environment, or around a person, such as pollution, smoke, poisons, noise or harmful sun rays.
- Examples: heart disease, diabetes, cancer and lung disease.

# My Plan to Be Healthy & Disease Free for a Lifetime

**Directions:** Answer the questions under each step to complete your plan.

## ► Step 1: Know how and why people get sick.

① Describe at least 3 signals your body sends when it's getting sick:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

② What is the difference between infectious and noninfectious disease?

- \_\_\_\_\_
- \_\_\_\_\_

③ Describe at least 3 ways a person could catch an infectious disease:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

④ Describe at least 2 things in the environment that could lead to chronic disease:

1. \_\_\_\_\_
2. \_\_\_\_\_

⑤ Describe at least 3 unhealthy behavior choices that could lead to chronic disease:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

(continued)

# My Plan to Be Healthy & Disease Free for a Lifetime

(continued)

## ► Step 2: Avoid infectious disease.

What are 2 specific actions you can take to help avoid infectious disease?

1. \_\_\_\_\_
2. \_\_\_\_\_

## ► Step 3: Protect yourself from chronic disease.

What are 3 specific actions you can take to help avoid chronic disease?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## ► Step 4: Take action.

What action will you take right now to help yourself stay healthy for a lifetime?

---

---

---

---

### Self-Check

- ☐ I completed all the questions in Step 1.
- ☐ I described 2 actions to take to help avoid infectious disease.
- ☐ I described 3 actions to take to help avoid chronic disease.

# What I Learned About HIV

**Directions:** Use what you learned today to answer the questions.

① What are the 3 ways a person can get HIV?

---

---

---

② What are at least 3 symptoms of HIV?

---

---

---

③ What are the consequences of HIV? Be sure to describe what happens to the body over time when a person has HIV.

---

---

---

---

---

---

④ What is the safest, best way to avoid HIV and why?

---

---

---

---

---

⑤ Why is it safe to be friends with someone who has HIV?

---

---

---

---

---

---

## Self-Check

- ☐ I listed 3 ways a person can get HIV.
- ☐ I listed at least 3 symptoms of HIV.
- ☐ I described consequences of HIV, including what happens to the body over time.
- ☐ I explained the best way to avoid HIV and why.
- ☐ I explained why it is safe to be around someone with HIV.

# Lesson 5

## Puberty

### Overview

In this informational lesson, students learn about puberty. Small groups brainstorm physical, emotional and social changes they think occur during puberty. The class discusses and evaluates the groups' lists, and then students complete an activity sheet on the changes they learned about. As homework, students interview parents or other adults about puberty and sexuality.

**Time:** 45–60 minutes

### Lesson Objective

**Students will be able to:**

1. Describe the physical, social, mental and emotional changes associated with puberty for boys and girls.

### National Health Education Standards

**Standard 1:**  
**Comprehending Concepts**

**Performance Indicator**

**1.8.2:** Describe the interrelationships of emotional, intellectual, physical and social health in adolescence.

**Standard 4:**  
**Communication**

**Performance Indicator**

**4.8.1:** Apply effective verbal and nonverbal communication skills to enhance health.

### Materials & Preparation

#### Prepare

- Have **What Is Puberty?** (Slide 5), or make a transparency, if needed.
- Have the **Group Roles** slide or transparency (Slide 2).
- Hang 6 pieces of chart paper at different places in the classroom.  
Title the 6 pieces:
  - What Is Puberty?
  - Mental and Emotional Changes
  - Social Changes
  - Physical Changes for Boys
  - Physical Changes for Girls
  - Getting Through Puberty
- Have markers.
- Have blank index cards.

### Copy

- **When My Parents Were Teens** (Master 4) for each student.

### Review

- **A Time of Change** (*Student Workbook* pages 9–11).
- **What I Learned About Puberty** (*Student Workbook* page 12) and Scoring Rubric, page 194.

## Health Terms

Review the teaching steps, slides, master and activity sheets for terms or concepts your students may not know, and be prepared to explain them.

Examples:

- |                |                  |
|----------------|------------------|
| • estrogen     | • puberty        |
| • genitals     | • pubic          |
| • gland        | • reproductive   |
| • hormone      | • self-conscious |
| • mature       | • testicles      |
| • menstruation | • testosterone   |
| • penis        | • vagina         |
| • progesterone |                  |

## Support for Diverse Learners

*To ensure student success with comprehending concepts:*

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.
- Clarify the changes boys and girls go through, as needed. Correct any misconceptions or misunderstandings before classroom discussion and completion of the activity sheets.
- Add a discussion of myths and facts about puberty to the lesson to address misinformation and other things students may have heard or worry about.

*To ensure student success with group activities and communicating about sexual and personal health issues:*

- Make time to talk privately with students who appear reluctant or inhibited about discussing sexuality and personal health issues with peers in class or with an adult family member. Keep in mind that some students may have family rules that prohibit or limit discussion



of these issues. Give these students the same respect as other students who are willing to openly communicate about sexual health in class.

- Modify group activities to allow students to start the activity in pairs to think, share and write/discuss, and then, when students feel more comfortable with sharing, move them into larger groups of 4 to continue the discussion.
- For this and later lessons, consider that some parents/guardians may not discuss sexual health and relationships with their children because of lack of knowledge, discomfort, cultural concerns, taboos, etc. Provide alternate ways for students to obtain information from a trusted adult and complete the **When My Parents Were Teens** family sheet.

*To ensure student success with reading:*

- Pair students with stronger reading skills with those who may need help reading the **A Time of Change** reading sheet, or call on strong readers to read the information aloud in class.

*To ensure student success with writing:*

- Allow students to work in pairs to write the questions they have about sexuality or body changes on the index cards.
- Pair students with stronger writing skills with students who may need help reading and responding to the questions on the **What I Learned About Puberty** activity sheet. Students may also work in trios.
- Allow students to select magazine pictures of examples of physical, social, mental and emotional changes associated with puberty for both boys and girls, and explain their choices to a partner, as an alternate way to complete the **What I Learned About Puberty** activity sheet.

## Introduction

### ■ Get students ready for learning

#### Transition

*Write the following words on the board: body, thoughts/feelings, relationships.*

Take out a piece of paper. Think about how you are different now than you were three years ago. How has your body changed? How have your thoughts or feelings changed? How have your relationships with your family and friends changed? Describe at least 1 way you've changed in each of these areas.

*Allow students to focus and work quietly for a minute or two. Allow students to share what they wrote, if they want to.*

#### Motivate

Changes can be exciting. They can also be confusing. There may be things you are worried or curious about. You'll have a chance to get many of your questions answered as we continue to learn about puberty and how your bodies and lives are changing. If you have a question you'd like to ask, you have a chance to ask it anonymously, without giving your name, now.

*Distribute an index card to each student. Explain that students can write a question they have about sexuality or body changes on the card, and that you will be answering these questions over the next few lessons. Tell students not to put their names on the cards, unless they would like a private answer. When students have finished, go around the room and collect the cards in a box or other container.*

*(Note: Take time after the lesson to review students' questions and decide if there's a particular lesson in which you will answer them. Remove any questions that are inappropriate or irrelevant. Arrange to meet with any students who requested a private answer.*

## Teaching Steps

### ■ Define puberty

#### Prepare

Show the **What Is Puberty?** slide.

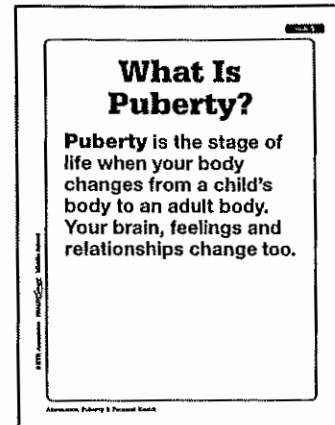
#### State

Puberty is the stage of life when your body changes from a child's body to an adult body. Your brain, feelings and relationships change too.

#### Explain

During puberty, your body's *reproductive* system matures. These are the body parts that allow people to have children. After puberty, your body is physically able to reproduce, although most people aren't ready to raise or support a child until many years after puberty.

Puberty brings other changes too. Some of these are physical. Others are mental or emotional. Still others are social. You're going to read more about these changes now.



Slide 5

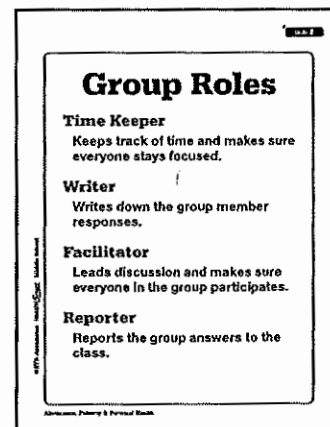
### ■ Small groups list changes of puberty

#### Prepare

Put students into at least 5 groups of 4 and show the **Group Roles** slide. Assign students in each group the following jobs:

- **Time Keeper:** Keeps track of time and makes sure everyone stays focused.
- **Writer:** Writes down the group member responses.
- **Facilitator:** Leads discussion and makes sure everyone in the group participates.
- **Reporter:** Reports the group answers to the class.

(Note: If there are fewer than 4 students in a group, assign group members more than one task.)



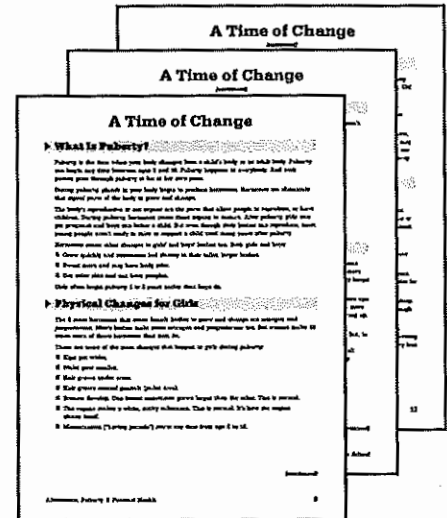
Slide 2

## Read & Share

Direct students to turn to **A Time of Change** on page 9 of the Student Workbook. Assign a reading section to each group. If you have more than 5 groups, you can assign some sections to more than one group.

Read the section assigned to your group. Then move to the chart paper station that matches the title of the section you read. Work in your group to come up with a list of the key points you think everyone in the class should know about this aspect of puberty.

Allow time for groups to read the information and record key points on the designated chart paper. When groups have finished, review each section, allowing reporters to share the key points their group wrote down. Correct any misinformation and supplement the group lists, as needed.



Workbook pages 9–11

## Assessment & Closure

### Students demonstrate learning

#### Complete & Share

Direct students to turn to **What I Learned About Puberty** on page 12 of the Student Workbook and review the directions for completing the activity sheet.

Think about what you've learned today, then describe:

- 1 social change
- 1 mental or emotional change
- 3 physical changes for boys
- 3 physical changes for girls
- 2 physical changes for both boys and girls

Allow students time to complete the activity sheet.

Workbook page 12

## ■ Prepare for homework assignment

### Explain

One of the tips for getting through puberty was to connect with your family. There are good things that can come from talking to your parents or other trusted adults about puberty

## ■ End the lesson

### Close

Today you learned about changes that happen during puberty. What are some examples of changes that happen during puberty in each of these areas?

- Mental changes
- Emotional changes
- Social changes
- Physical changes for boys
- Physical changes for girls
- Physical changes for both boys and girls

*Call on several students to share changes for each category.*

## **Assess**

*Collect students' What I Learned About Puberty activity sheets and evaluate their work for this lesson.*

### **Assessment Evidence**

#### **Objective 1**

Students described the physical, social, mental and emotional changes associated with puberty for boys and girls by:

- ☐ Completing the What I Learned About Puberty activity sheet.

*(Scoring Rubric, page 194)*



## Student Journal

# Lesson 5: Puberty

### New words

estrogen  
genitals  
gland  
hormone  
mature  
menstruation  
penis  
progesterone  
puberty  
pubic  
reproductive  
self-conscious  
testicles  
testosterone  
vagina

### Journal entry

Think about how you are different now than you were 3 years ago. How has your body changed? How have your thoughts or feelings changed? How have your relationships with your family and friends changed? Describe at least 1 way you've changed in each of these areas.

---

---

---

---

---

---

---

---

### Class discussion notes

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

# What I Learned About Puberty

**Directions:** Complete the statements to describe the different changes of puberty.

This is 1 **social change** that happens during puberty:

---

---

This is 1 **mental or emotional change** that happens during puberty:

---

---

These are 3 **physical changes that happen for boys** during puberty:

1. 

---
2. 

---
3. 

---

These are 3 **physical changes that happen for girls** during puberty:

1. 

---
2. 

---
3. 

---

These are 2 **physical changes that happen for both boys and girls** during puberty:

1. 

---
2. 

---

## Self-Check

- ☐ I described 1 social change that happens for young people during puberty.
- ☐ I described 1 mental or emotional change that happens for young people during puberty.
- ☐ I described 3 physical changes that happen for boys and 3 that happen for girls.
- ☐ I described 2 physical changes that happen for both boys and girls.

# When My Parents Were Teens

**Directions:** Take a few minutes to talk to your parent/guardian(s) or another trusted adult about these questions. Don't write down the answers. Have the adult sign the sheet when you're done. Then answer the questions for you at the bottom of the page.

## ► Questions for Parent

- 1. What were some of the physical changes that surprised you when you went through puberty?
- 2. What were some ways your friendships or life changed when you went through puberty?
- 3. Did you ever get embarrassed by something you said or did as a teen? If so, what was it?
- 4. How did you get along with your parents when you were a teen?
- 5. What were some of the goals you had when you were a teen?
- 6. What are some things that are the same for me as when you were a teen?
- 7. What advice do you want to give me about sexuality?

### Sign off

I discussed this sheet with my son or daughter. \_\_\_\_\_

## ► Questions for You

- 8. How did you feel about talking to your parent?  
\_\_\_\_\_  
\_\_\_\_\_
- 9. What are at least 2 benefits teens get from talking to their parents or another trusted adult about sexuality?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Self-Check**

- ☐ I asked my parent/guardian the questions.
- ☐ The adult I talked to signed the page.
- ☐ I described how I felt about talking to my parent/guardian.
- ☐ I described at least 2 benefits of talking about sexuality with a parent or other trusted adult.

# A Time of Change

## ► What Is Puberty?

Puberty is the time when your body changes from a child's body to an adult body. Puberty can begin any time between ages 9 and 16. Puberty happens to everybody. And each person goes through puberty at his or her own pace.

During puberty, *glands* in your body begin to produce *hormones*. Hormones are chemicals that signal parts of the body to grow and change.

The body's *reproductive* or sex organs are the parts that allow people to reproduce, or have children. During puberty, hormones cause these organs to *mature*.

Hormones cause other changes to girls' and boys' bodies too. Both girls and boys:

- Grow quickly and sometimes feel clumsy in their taller, larger bodies.
- Sweat more and may have body odor.
- Get oilier skin and can have pimples.

Girls often begin puberty 1 to 2 years earlier than boys do.

## ► Physical Changes for Girls

The 2 main hormones that cause female bodies to grow and change are *estrogen* and *progesterone*. Men's bodies make some estrogen and progesterone too. But women make 10 times more of these hormones than men do.

These are some of the main changes that happen to girls during puberty:

- Hips get wider.
- Waist gets smaller.
- Hair grows under arms.
- Hair grows around *genitals* (*pubic area*).
- Breasts develop. One breast sometimes grows larger than the other. This is normal.
- Menstruation ("having periods") starts any time from age 9 to 16.

(continued)

# A Time of Change

(continued)

## ► Physical Changes for Boys

The main hormone that causes male bodies to grow and change is *testosterone*. Women's bodies make some testosterone too. But men make 10 times more testosterone than women do.

These are some of the main changes that happen to boys during puberty:

- Shoulders get broader.
- Muscles grow.
- Voice gets deeper.
- Hair grows under arms and on arms, legs, chest and face.
- Hair grows around the genitals (pubic area).
- *Penis* and *testicles* grow larger. One testicle usually hangs lower than the other. This is normal.
- Boys' breasts may feel tender and grow a little. This is normal. It will go away.

## ► Mental and Emotional Changes

The brain is also changing during puberty. Teens understand the results of their actions more clearly than they did as children. They are able to think and solve problems in more complex ways. They begin to be able to notice and control their impulses. This ability keeps developing until people are in their early 20s.

Feelings change too. Hormones can cause teens to be more emotional and to have more ups and downs in their feelings. Moods may change quickly. Both boys and girls become more aware of their bodies as they go through puberty. Some may feel excited about growing up. Many feel shy, embarrassed or worried about the changes.

Girls and boys who develop earlier or later than their friends may feel *self-conscious*. But, in a few years, the changes even out. Each person has his or her own time clock that determines when puberty will start. Some people mature earlier, some later. Almost all young people wonder if the things they're feeling, thinking and going through during puberty are normal.

# A Time of Change

(continued)

## ► Social Changes

Friends often become more important during puberty. Teens may care more about being liked or fitting in. Sometimes teens may feel left out and lonely. Almost everyone does. Old friendships can change and new friendships begin.

Some young people begin to have romantic feelings toward others. These feelings are normal. They also can be strong and confusing. It's important for teens to learn how to express these feelings in ways that respect themselves and others.

Sometimes young people may have problems at home during puberty. Teens want a new, more adult relationship with their family. But they may not know how to get it. Teens may argue with parents, or feel embarrassed by things parents say or do. Family members are going through changes too. They need to learn to live with their teen as a more grown-up person. This can be hard for everyone.

## ► Getting Through Puberty

**Here are some things that can make puberty easier:**

- **Remember that you're not alone.** Puberty happens to everyone. Your parents went through it. Your friends and classmates are all going through it. Each person has his or her own way of growing and changing, but everyone grows and changes. Think about the person you want to be and make the choices that are right for you.
- **Get the information you need.** Find an adult you can trust. Your parents, other relatives, doctors, nurses, teachers and school counselors can give you support. Know how to find reliable answers to your questions.
- **Connect with your family.** Find things to talk about and share with family members. Help out at home and follow through on things you say you'll do. This makes it easier for you and your parents to feel trust and stay close.
- **Take good care of your body.** Eat healthy food. Be physically active. Get enough sleep. Keep yourself clean. This helps you look and feel good. It makes it easier to get through the emotional ups and downs.
- **Work on a skill.** Find something you like to do and can do well. It could be sports, music, cooking, studying, building or fixing things, training your dog, drawing or writing stories. Having something you do well helps you feel good about yourself and worry less about the changes you're going through.



# What Is Puberty?

**Puberty** is the stage of life when your body changes from a child's body to an adult body. Your brain, feelings and relationships change too.

# When My Parents Were Teens

**Directions:** Take a few minutes to talk to your parent/guardian(s) or another trusted adult about these questions. Don't write down the answers. Have the adult sign the sheet when you're done. Then answer the questions for you at the bottom of the page.

## ► Questions for Parent

1. What were some of the physical changes that surprised you when you went through puberty?
2. What were some ways your friendships or life changed when you went through puberty?
3. Did you ever get embarrassed by something you said or did as a teen? If so, what was it?
4. How did you get along with your parents when you were a teen?
5. What were some of the goals you had when you were a teen?
6. What are some things that are the same for me as when you were a teen?
7. What advice do you want to give me about sexuality?

## Sign off

I discussed this sheet with my son or daughter. \_\_\_\_\_

## ► Questions for You

8. How did you feel about talking to your parent?

---



---

9. What are at least 2 benefits teens get from talking to their parents or another trusted adult about sexuality?

---



---



---



---



---



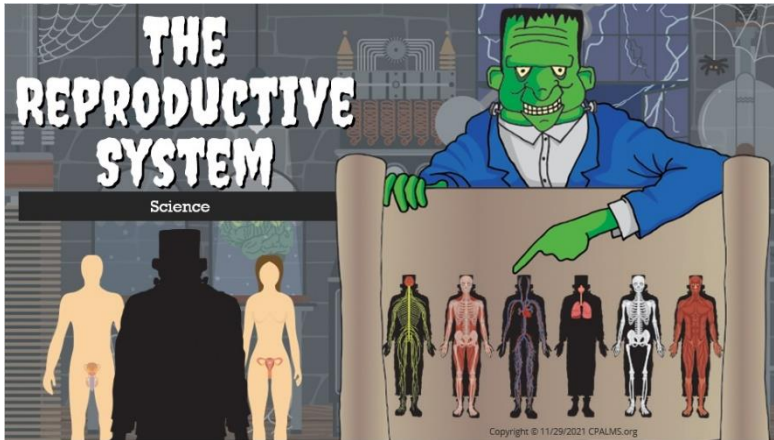
---

### Self-Check

- ☐ I asked my parent/guardian the questions.
- ☐ The adult I talked to signed the page.
- ☐ I described how I felt about talking to my parent/guardian.
- ☐ I described at least 2 benefits of talking about sexuality with a parent or other trusted adult.

# The Reproductive System

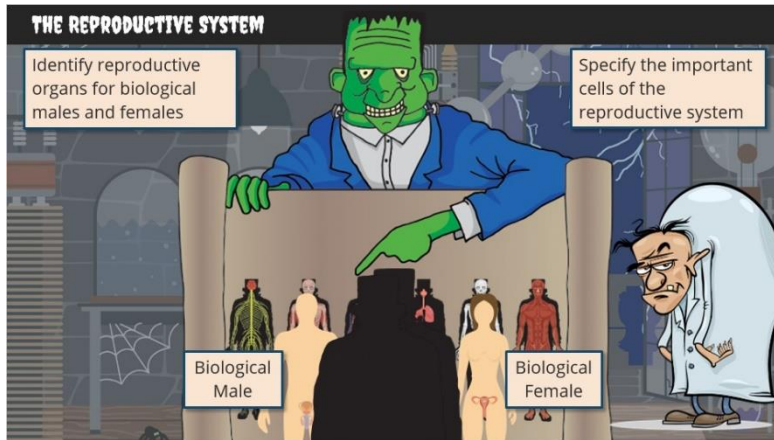
## 1.1 Welcome



### Notes:

Welcome to “The Reproductive System,” an interactive science tutorial for students like you. This is the seventh tutorial in the Body Systems series.

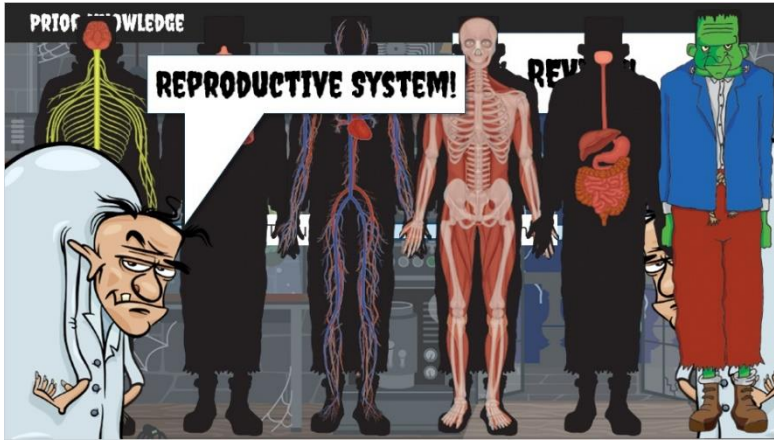
## 1.2 The Reproductive System



### Notes:

With the help of Igor, we have learned about many systems of the human body so far in this tutorial series. The reproductive system is a fundamental part of the human body. Through this tutorial, you'll identify the reproductive organs for biological males and females. You will also be able to specify the important cells of the reproductive system. As you learn, you earn another body system for Frankenstein. Off you go!

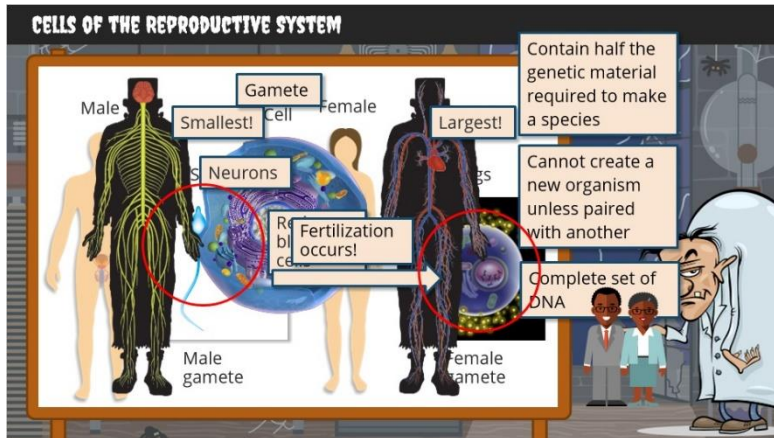
## 1.3 Prior Knowledge



### Notes:

As before, we need to review a few things before we jump into new material. Keep in mind that cells multiply and become specialized as tissues and organs form. Organs are associated with specific body systems such as those you've learned previously: the nervous, respiratory, circulatory, musculoskeletal, the digestive system, and most recently, the excretory system. This is also the case for the reproductive system.

## 1.4 Cells of the Reproductive System



### Notes:

The cells of all our body systems carry out the real work of the organism. Think about how important neurons are to the nervous system or red blood cells to the circulatory system. Similarly, specialized cells called gametes are central to the reproductive system. Biological males produce one type of gamete called sperm, and biological females produce gametes called eggs.

Gametes are special cells because they only contain half the genetic material required to make a species. They aren't complete and will not be able to create a new organism unless they are paired with another. The rest of your body cells—neurons, muscle cells, skin cells, etc., have a complete set of DNA—the combination that came from your biological parents. The only cells that don't are these gametes. As we said before they are kind of special.

When one male gamete or sperm fuses with one female gamete or egg, fertilization occurs and a new fetus begins to develop! Fun fact: the sperm is the smallest cell in the human body while the egg is the largest!





## 1.5 Practice 1


**PRACTICE 1**

Drag and drop your answers to blanks in the sentence.

Reproduction in humans and other animal species requires a biological male gamete called \_\_\_\_\_ and a biological female gamete called \_\_\_\_\_. These each contribute half of the genetic material to produce a new organism.

**sperm** 

**egg** 



Submit

### Notes:

Here's a fill-in-the-blank question for you to recall the names of the biological male and female gametes. Drag and drop your answers to blanks in the sentence.

**Sentence:** Reproduction in humans and other animal species requires a biological male gamete called (target A) and a biological female gamete called (target B). These each contribute half of the genetic material to produce a new organism.

Drag Item	Drop Target
sperm	Target A
egg	Target B

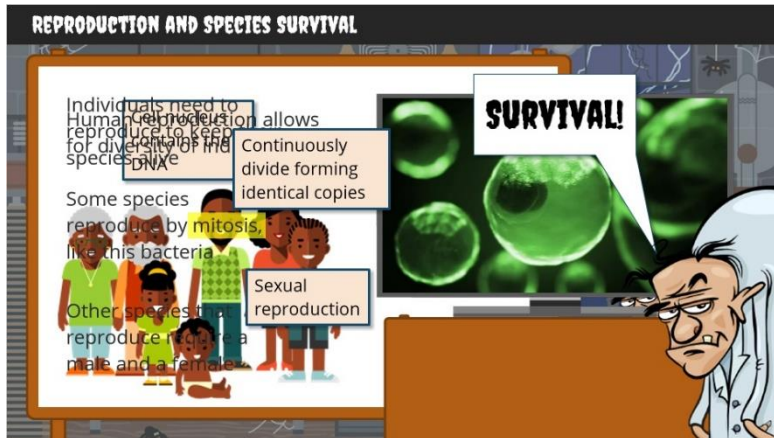
### Feedback when correct:

That's right, the male gamete is a sperm and the female gamete is the egg.

### Feedback when incorrect:

I'm sure you managed to figured it out, - That's right, the male gamete is a sperm and the female gamete is the egg.

## 1.6 Reproduction and Species Survival

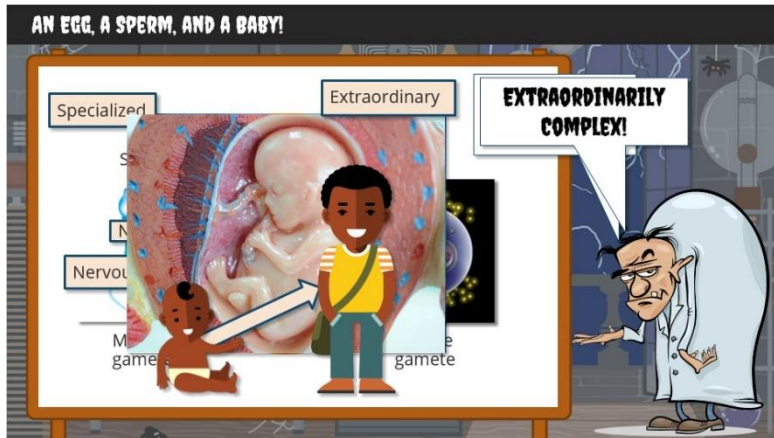


### Notes:

In order for a species to survive, individuals have to be able to reproduce before they age and die. Some species like the bacteria in this video, reproduce by mitosis, which means the cells continuously divide forming identical copies in subsequent generations. Other species like ours, reproduce by a process that requires the fusion of specialized male and female gametes. This process is referred to as sexual reproduction.

You may recall that in a body cell, the cell's nucleus contains the DNA of that organism. That DNA is a combination of traits inherited from the parents during reproduction. You are a combination of traits that you inherited from both your biological mother and father. Your parents are a combination of traits from their biological mothers and fathers before them. Over time, the diversity of humans has ensured survival of our species!

## 1.7 An Egg, a Sperm, and a Baby!



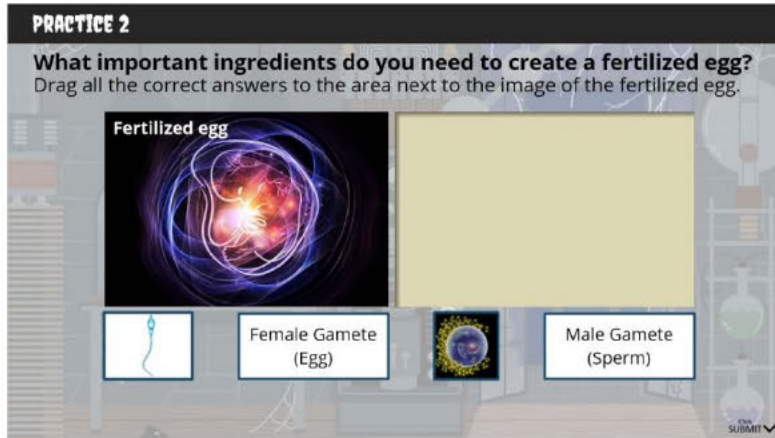
### Notes:

You've been introduced to the male and female gametes, the sperm and egg, respectively. For reproduction to occur, one egg is fertilized by one sperm. The male gamete and the female gamete fuse into one cell, called the zygote and genetic material from each biological parent is combined. The fertilized egg then divides into two cells, then four cells, then sixteen, and so on. At this point, the cells become specialized. Some are programmed to make bone, others to make neurons and the nervous system, and this process continues until all the different tissues and organs that we've been studying form, as the fetus grows. The process of producing a baby is pretty extraordinary, - and extraordinarily complex! You know the rest – after 40 weeks a baby is born and grows into an amazing person – you!

## 1.8 Practice 2

**PRACTICE 2**

**What important ingredients do you need to create a fertilized egg?**  
Drag all the correct answers to the area next to the image of the fertilized egg.



### Notes:

In the previous slides, we introduced terms associated with human reproduction to be familiar with. From the selections at the bottom of the slide, drag all the correct answers—pictures and text-- to the area next to the image of the fertilized egg.

Drag Item	Drop Target
Female Gamete (Egg)	Fertilized Egg
Male Gamete (Sperm)	Fertilized Egg
Sperm pic	Fertilized Egg
Egg pic	Fertilized Egg

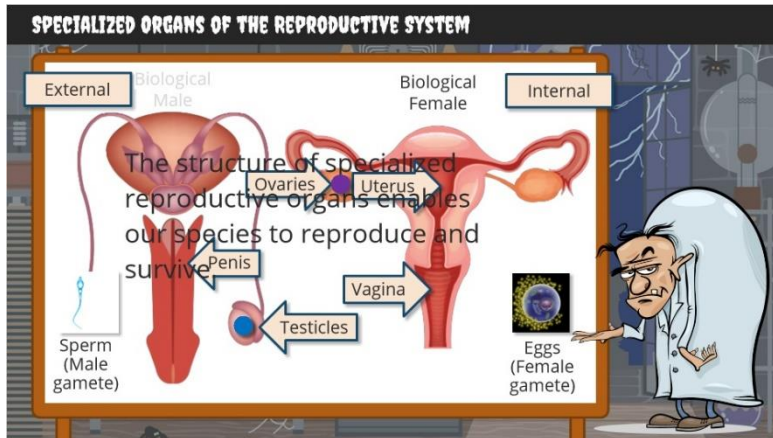
### Feedback when correct:

Yes, that's right! You need sperm, the male gametes shown in the image with a long tail, and a female gamete, an egg, shown as the spherical cell.

### Feedback when incorrect:

What do you need to fertilize an egg? You need sperm, the male gametes shown in the image with a long tail, and a female gamete, an egg, shown as the spherical cell.

## 1.9 Specialized Organs of the Reproductive System



### Notes:

The structure of our anatomy of the reproductive organs, enables our species to reproduce and survive. Let's start by looking at biological male anatomy, which is mostly external. It consists of two main parts – the testicles and the penis. Sperm, the male gametes, are produced inside the testicles; and leave through the penis.

Biological female reproductive organs are quite different. This is partially because they have the necessary body parts for pregnancy. Another difference is that biological female organs are all internal. The ovaries contain the eggs or female gametes. Once they leave the ovary they travel down the skinny tubes where if fertilized will continue traveling until it settles into the uterus, a cavity that grows larger as needed in order to hold the developing baby from a fertilized egg. The vagina is the birth canal where the baby would move through in order to be born!



## 1.10 Practice 3

**PRACTICE 3**

**Which body parts belong to the individuals below?**  
Drag each descriptive item below to the either the biological male or female.

Biological Male

Eggs

Testicles

Ovaries

Sperm

Uterus

Penis

Biological Female

SUBMIT ✓

### Notes:

Let's match the terms associated with a biological male and those associated with a biological female. Drag each term to the appropriate individual above.

Drag Item	Drop Target
Eggs	Biological female
Ovaries	Biological female
Sperm	Biological male
Testicles	Biological male
Uterus	Biological female
Penis	Biological male

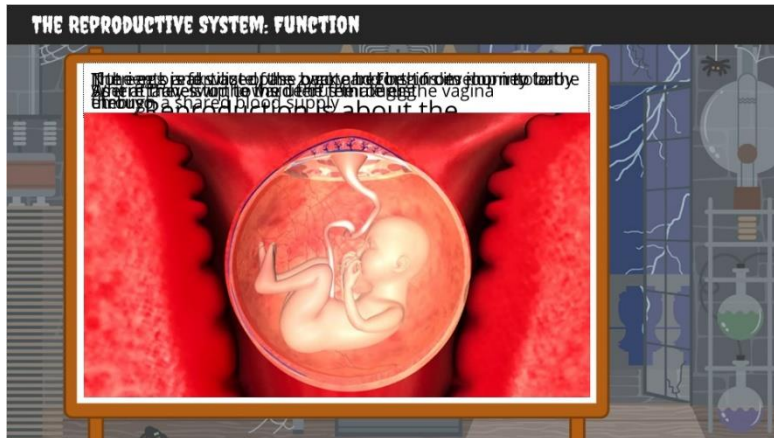
### Feedback when correct:

That's right. Biological males have a penis and testicles, two of them. Testicles produce sperm, the male gametes. Biological females have a uterus and ovaries, which contain the female gametes.

### Feedback when incorrect:

Let's make sure we're on the same page before we move on. Biological males have a penis and testicles, two of them. Testicles produce sperm, the male gametes. Biological females have a uterus and ovaries, which contain the female gametes.

## 1.11 The Reproductive System: Function



### Notes:

Reproduction is about the fertilization of an egg with sperm - and the formation of the zygote. The body parts associated with the reproductive system ensure our survival as a species.

Let's watch a short video that shows the sequence of events in reproduction.

- The egg breaks out of the ovary and begins its journey to the uterus.
- Sperm travel up to the uterus through the vagina
- Where they swim toward the female egg
- If the egg is fertilized, the zygote begins to develop into embryo with DNA from both the mother and father.
- As it attaches to the inside of the uterus
- Nutrients and waste pass back and forth from mom to baby through a shared blood supply.



## 1.12 Practice 4

**PRACTICE 4**

Arrange the statements below in order of events that occur during reproduction:

1.
2.
3.
4.
5.

The fusion of the egg and sperm result in a cell with DNA from both the mother and father.

Sperm swim toward the female egg through the vagina and uterus.

Tissues that will form all the body systems begin to be distinguished in the developing embryo.

A single egg leaves the ovary and travels to the uterus.

This fertilized egg forms the zygote and begins rapid cell division.

Submit

### Notes:

What an amazing video that was! Let's see what you remember about the order of events in reproduction. Sequence these six statements to reflect the chronology of the process by dragging the steps into the correct order.

Drag Item	Drop Target
The fusion of the egg and sperm result in a cell with DNA from both the mother and father.	Third
A single egg leaves the ovary and travels to the uterus.	First
This fertilized egg forms the zygote and begins rapid cell division.	Fourth
Tissues that will form all the body systems begin to be distinguished in the developing embryo.	Fifth
Sperm swim toward the female egg through the vagina and uterus.	Second

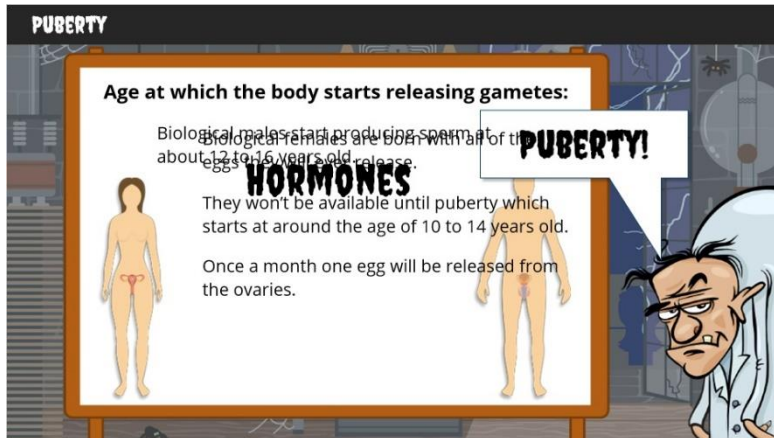
### Feedback when correct:

Yes, that's right! An egg travels to the uterus from the ovary and sperm swim up the vagina to the uterus. If fertilization occurs, the DNA from each biological parent will combine in the fertilized egg, or zygote. Then rapid cell division and tissue formation occur as the embryo develops.

### Feedback when incorrect:

Let's go through the steps together to make sure you see the process of reproduction. First, an egg travels to the uterus from the ovary as sperm swim up the vagina. If fertilization occurs, the DNA from each biological parent will combine in the fertilized egg, or zygote. Then rapid cell division and tissue formation occur as the embryo develops.

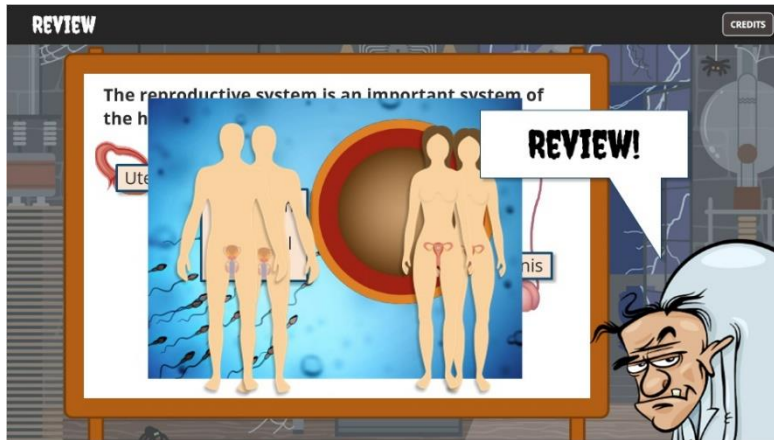
## 1.13 Puberty



### Notes:

The ability to reproduce in humans can only happen once the body has undergone puberty, a time when the body starts to produce hormones or special chemicals that help these changes occur. This can vary from person to person. Fun fact: Biological females are born with all of the eggs they will ever release, but they won't be available until puberty which starts around the age of 10 to 14 years old, then once a month one egg will be released from the ovaries. Biological males will start producing sperm at about 12 to 16 years old.

## 1.14 Review



### Notes:

Let's review what we've learned in this tutorial. The reproductive system is a fundamental part of the human body. The biological female anatomy is specialized for egg production by the ovaries and the uterus, where an embryo develops. Biological males also have specialized anatomy: the testicles and penis that produce and transport sperm to fertilize eggs. Reproduction in humans occurs as a female egg is fertilized by a male sperm resulting in a zygote. This zygote now contains the DNA from both biological parents. We've learned some ways biological males and females are different in their anatomy - but it's important to remember how similar we all are, in our daily lives and the goals we each have for ourselves.

You did it! You did a great job on the reproductive system tasks! Now go earn the next - and - last body system for Frankenstein!

-----

### Credits

All images licensed from Getty Images, iStock.com and/or Thinkstock.com, unless otherwise noted.

- Shelley, M. (1818). *Frankenstein*.

## Lesson 9

# Taking Care of Sexual (Reproductive) Health

### Overview

In this lesson, students learn about taking care of their reproductive health. They complete an activity sheet to show what they've learned.

**Time:** 45–60 minutes

### Lesson Objectives

Students will be able to:

1. Describe practices to protect reproductive health.
2. Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships.
3. Explain the importance of seeking help for sexual health issues.

### Materials & Preparation

Prepare

### Review

- **Taking Care of Sexual Health** (*Student Workbook* pages 20–21).
- **Ask the Expert** (*Student Workbook* pages 22–23), and Scoring Rubric, page 196.

### National Health Education Standards

#### Standard 1: Comprehending Concepts

##### Performance Indicator

**1.8.1:** Analyze the relationship between healthy behaviors and personal health.

##### Performance Indicator

**1.8.6:** Explain how appropriate health care can promote personal health.

#### Standard 3: Accessing Resources

##### Performance Indicator

**3.8.4:** Describe situations that may require professional health services.

#### Standard 7: Practicing Health-Enhancing Behaviors

##### Performance Indicator

**7.8.1:** Explain the importance of assuming responsibility for personal health behaviors.



## Health Terms

Review the teaching steps, slide and activity sheets for any terms or concepts your students may not know, and be prepared to explain them.

Examples:

- abstinent
- genital
- gland
- hormone
- hygiene
- over-the-counter
- symptom

## Support for Diverse Learners

*To ensure student success with comprehending concepts:*

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.

*To ensure student success with reading:*

*To ensure student success with writing:*

- Pair students with stronger writing skills with students who may need help reading and responding to the questions on the **Ask the Expert** activity sheet. Or allow students to record their responses, or create a drawing, poster or cartoon.

## ■ Get students ready for learning

### Transition

You've been learning about sexuality, puberty and the male and female reproductive systems. All of these things are part of your sexual health. On a piece of paper, write what you think the term *sexual health* means. You won't have to share your definition with anyone.

*Allow students to focus and work quietly for a minute or two.*

### Motivate

What are some things students your age worry about?

*Allow students to respond to the question, and write their ideas on the board.*

Do any of these things relate to sexual health?

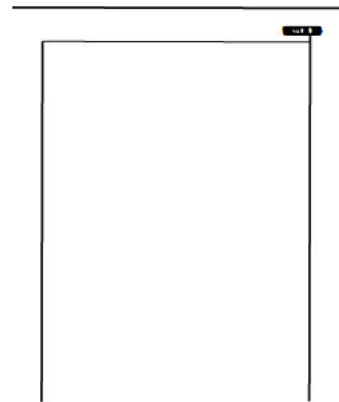
*Circle any items that might relate to sexual health. These might include physical, social and emotional worries. If none of the items on the list relate to sexual health, prompt students for examples.*

Today you're going to learn more about ways to take care of your sexual health.

## ■ Teach about protecting sexual health

### Review

The choices you make and how you take care of your body are important parts of your sexual health.





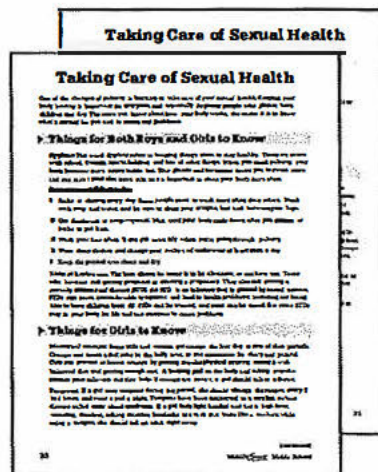
## Explain

Each person can take steps to take care of his or her own health. There are things that boys and girls should know about and things they can do to protect their reproductive health.

## Read & Share

Put students into groups of 3 and direct them to turn to **Taking Care of Sexual Health** on page 20 of the Student Workbook.

This reading sheet has 3 sections. In your group, each of you will read one of the sections—Things for Both Girls and Boys to Know, Things for Girls to Know or Things for Boys to Know—and take notes on the main points. When everyone has finished studying his or her section, you'll share what you've learned with the other members of your group. Decide who will read each section now.



Workbook pages 20–21

Allow time for students to read the material and present main points within their groups.

## Ask & Discuss

What is one new thing you learned that applies to how both girls and boys can protect their reproductive health?

Allow students to respond to the question and discuss their ideas.

What is one new thing you learned about how girls can protect reproductive health?

Allow students to respond to the question and discuss their ideas.

What is one new thing you learned about how boys can protect their reproductive health?

Allow students to respond to the question and discuss their ideas.

## Summarize

Protecting your reproductive health is important, both now and in the future. It's part of health.



## ■ Discuss importance of health care

### Explain

There are many things you can do to take care of your health, but it's also important to know when to get help.

### Ask & Discuss

When should you get professional help for health issues?

*Allow students to respond to the question and discuss their ideas.*

### Summarize

In addition to regular checkups, both boys and girls should see a doctor or other health care provider if they have pain, find a lump or sore on their genitals, or notice other signs of problems with their sexual health.

#### Community Connection

## Assessment & Closure

### ■ Students demonstrate learning

#### Complete

*Direct students to turn to Ask the Expert on page 22 of the Student Workbook.*

These are some questions students your age have about puberty and reproductive health. Work in your groups to write a response to each situation that will help these students protect their health. In your advice, be sure to explain when and why the person should get help, if the situation could be serious.

*Allow time for students to complete the activity sheet.*

**Ask the Expert**

**Scenario 1**

I just got my first period and I don't know if it's normal. Is there anything I should do?

**Your advice**

**Scenario 2**

My best friend and I are having sex. I'm not sure if we're doing it right. Can you help?

**Your advice**

Workbook pages 22–23

## ■ End the lesson

### Close

How did you answer one of the letters on the **Ask the Expert** activity sheet?

*Allow time for several students to share their answers to each of the different letters. Reinforce key points and correct any misinformation, as needed.*

### Assess

*Collect students' Ask the Expert activity sheets and evaluate their work for this lesson.*

#### Assessment Evidence

##### Objective 1

Students described practices to protect sexual health by:

- ☐ Responding to Question 1 on the **Ask the Expert** activity sheet.

##### Objective 2

Students summarized the benefits of good hygiene practices for promoting health and maintaining positive social relationships by:

- ☐ Responding to Question 2 on the **Ask the Expert** activity sheet.

##### Objective 3

Students explained the importance of seeking help for sexual health issues by:

- ☐ Responding to Questions 3 and 4 on the **Ask the Expert** activity sheet.

*(Scoring Rubric, page 196)*

## Lesson 9: Taking Care of Sexual Health

Write what you think the term *sexual health* means.

---

---

---

---

---

## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

HEALTH*Smart* Middle School 13



# Taking Care of Sexual Health

One of the changes of puberty is learning to take care of your reproductive health. Keeping your body healthy is important for everyone. The more you know about how your body works, the easier it is to know what's normal for you and to notice any problems.

## ► Things for Both Boys and Girls to Know

**Hygiene:** The word *hygiene* refers to keeping things clean to stay healthy. Teens are active with school, friends, sports, hobbies and lots of other things. When you reach puberty, your body becomes more active inside too. Your glands and hormones cause you to sweat more and can make your skin more oily, so it's important to clean your body more often.

**Here are some things to do:**

- Bathe or shower every day. Some people need to wash more often than others. Wash with soap and water, and be sure to clean your armpits, feet and between your legs.
- Use deodorant or antiperspirant. Wait until your body cools down after you shower or bathe to put it on.
- Wash your hair often. It can get extra oily when you're going through puberty.
- Wear clean clothes and change your socks and underwear at least once a day.
- Keep the genital area clean and dry.

## ► Things for Girls to Know

**Menstrual cramps:** Some girls and women get cramps the first day or two of their periods. Cramps can cause a dull ache in the belly area, or can sometimes be sharp and painful. Girls can prevent or lessen cramps by getting regular physical activity, eating a well-balanced diet and getting enough rest. A heating pad on the belly and taking over-the-counter pain relievers can also help. If cramps are severe, a girl should talk to a doctor.

**Tampons:** If a girl uses tampons during her period, she should change the tampon every 3 to 4 hours and wear a pad a night. Tampons have been connected to a rare but serious disease called *toxic shock syndrome*. If a girl feels light-headed and has a high fever, vomiting, diarrhea, aching muscles, headache or a rash that looks like a sunburn while using a tampon, she should tell an adult right away.

# Taking Care of Sexual Health

(continued)

## ► Things for Girls to Know (continued)

**Vaginal discharge:** A healthy vagina has a normal discharge that keeps it clean and protects it from infection.

**When to see a doctor:** A girl should see a doctor for regular checkups. She should talk to her parents or a doctor if she has any of these symptoms:

- Sores
- Heavy discharge that itches, burns or smells
- Pain in the pelvic area
- Bleeding that isn't part of her regular period

## ► Things for Boys to Know

**Circumcision:** In newborn boys, a fold of skin called the *foreskin* covers the tip of the penis. Sometimes the foreskin is removed in a procedure called *circumcision*. Circumcision is done for religious, social or cultural reasons. It has no effect on penis size or how the penis works. Boys who aren't circumcised should gently pull the foreskin back and wash inside the fold when they bathe.

**Testicular self-exam:** Boys should start checking their testicles once a month starting in high school. *Testicular cancer* is fairly rare, but it is the most common cancer in young men ages 15 to 35. It can be cured 90% of the time when it's found early. To check for any lumps or other changes, roll each testicle between the thumbs and fingers of both hands. Then feel the groin area on both sides for any lumps or swelling.

**Protecting the genitals:** When boys play sports they should wear an athletic supporter or "jock strap" to protect their genitals. This is a support made out of stretchy material that holds the penis and testicles in close to the body.

**When to see a doctor:** A boy should see a doctor for regular checkups. He should talk to his parents or a doctor if he has any of these symptoms:

- Burning or pain when peeing, or a need to pee often
- Drip or discharge from the penis
- Sores, bumps or blisters near or on the groin area
- Lumps or other changes

# Ask the Expert

**Directions:** Read the questions and offer advice. Be sure to explain when and why the person should get help, if needed.

## Question 1

**1 Your advice** (Describe at least 3 ways to take care of sexual health.)

---

---

---

---

---

---

---

---

## Question 2

My best friend stinks! It just started this past year. He plays a lot of sports so you really notice when he's been sweating. But lately he's got body odor in the morning too, even before P.E. or practice. I tried to say something about it but he just laughed. What can I say to convince him that hygiene is important?

**2 Your advice**

---

---

---

---

---

---

---

---

# Ask the Expert

(continued)

## Question 3

I'm a 13-year-old girl. I started getting my period last year. At first I got it almost exactly every 28 days, but now it's coming sooner in some months and later in others. I've also been having more cramps and pain. Is this normal? What should I do?

## 3 Your advice

---

---

---

---

---

---

---

## Question 4

The other day I felt a lump in one of my testicles. It doesn't hurt or anything, but I never noticed it before. I'm only 15. I don't need to worry about this, do I? What should I do?

## 4 Your advice

---

---

---

---

---

---

---

### Self-Check

- ☐ We wrote advice for each of the questions.
- ☐ We described at least 3 ways to take care of sexual health in the response to Question 1.
- ☐ We explained the benefits of hygiene and why it's important in the response to Question 2.
- ☐ We explained why it's important to talk to a health care provider about sexual health issues in at least 1 response.



# Staying Abstinent Parent Interview

**Directions:** Take a few minutes to sit down with your parent or guardian and discuss these questions.

## ► Questions for Parent

1. What are some good ways for teens to express feelings of affection for someone they feel attracted to?

---

---

---

---

2. What advice do you have for me about how to stay abstinent?

---

---

---

3. What are some benefits I'll get from remaining abstinent?

---

---

---

## Sign off

I discussed this sheet with my son or daughter. \_\_\_\_\_

## ► Question for You

What did you learn from talking to your parents?

---

---

---

---

M/J Health 5 (7 <sup>th</sup> grade)		Unit 4: Human Sexuality		Unit Length: 3 Weeks	
Lesson Topic(s): Benefits of Abstinence			Lesson Duration: Week 2		
ACADEMIC VOCABULARY		FL STANDARDS & BENCHMARKS			
Abstinence Advocacy Alternative Attraction Benefit Consequence Effective Emotional Environment Goal Ineffective Influence Negative Influence		Pressure line Regret Reputation Resist Risk Self-Respect Abstinence Support Norm Peers Perceived norm Permanent Positive Influence			
		<p><b>HE.7.PHC.1.1</b> - Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated</p> <p><b>HE.7.PHC.2.7</b> - Explain the influence of personal values, attitudes', and beliefs about individual health practices and behaviors</p> <p><b>HE.7.PHC.3.9</b> – Practice behaviors that will maintain or improve personal health and reduce health risks, including reproductive health.</p> <p><b>HE.7.CEH.1.1</b> - Investigate how physical, mental/emotional, social, and intellectual dimensions of community health are interrelated</p> <p>HEALTH SKILLS ADDRESSED Core Concepts, Analyzing External and Internal Influences, Goal Setting, Self-Management, Advocacy</p>			
LESSON CONTENT					
Topic/Lesson		Supporting Resource/Activity/Assessment			
<b>Lesson One: Benefits of Abstinence</b> <ul style="list-style-type: none"><li>Students will be able to determine the benefits of being abstinent from risky behaviors.</li><li>Students will be able to explain why abstinence is the safest, most effective risk avoidance method of protection from HIV, other STI and pregnancy.</li><li>Students will be able to advocate for protecting health by being abstinent.</li></ul>		<p><b>Bellwork:</b> How do you feel when you help someone who asks you for advice?</p> <p><b>Lesson Resources and Activities:</b> ( HealthSmart – Abstinence, Puberty and Personal Health)</p> <ul style="list-style-type: none"><li>Lesson 11: The Benefits of Abstinence (p. 117-122)<ul style="list-style-type: none"><li>Review – “Staying Abstinent: Parent Interview” Recommendations – (from previous week) – (Master 7)<ul style="list-style-type: none"><li>List all of the benefits of abstinence on the board/chart paper/padlet</li><li>Create a collaborative TOP 10 Lists of the Benefits of Abstinence</li></ul></li><li>“My Advice about Abstinence” Advice Letter (Workbook p. 26)</li></ul></li></ul>			
<b>Lesson Two: Influences on Abstinence &amp; Begin - Create an Ad Campaign</b> <ul style="list-style-type: none"><li>Students will be able to describe influences that contribute and protect against engaging in sexual risk behaviors.</li></ul>		<p><b>Bellwork:</b> To influence means to affect or change someone’s thoughts, beliefs or behaviors. Think about a time when you had to make a decision. How did your influences guide you in your decision making. Were they positive or negative?</p> <p><b>Lesson Resources and Activities:</b> ( HealthSmart – Abstinence, Puberty and Personal Health)</p> <ul style="list-style-type: none"><li>Lesson 12: Influences on Abstinence (p. 123-130)<ul style="list-style-type: none"><li>Partner Turn and Talk – Influences on Being Abstinent. (Teacher Guide p. 127)</li><li>“Influences on Abstinence” (Workbook p. 27)</li><li>“What my Friends Think” (Master 8) – Inside/Outside Circle</li></ul></li></ul> <p><b>Create an advocacy campaign based on ABSTINENCE:</b></p> <ul style="list-style-type: none"><li>Students may choose to create a product by hand OR use technology to create a brochure, poster, advertisement, video, etc.</li><li>Campaign must have evidence of:<ul style="list-style-type: none"><li>A clear, health-enhancing stand</li><li>Direct advice to others</li><li>Persuasion for making a healthy choice</li><li>Passion and conviction</li></ul></li></ul>			
<b>Lesson Three to Four: Abstinence – Create an Ad Campaign</b>					
<b>Lesson Five: Achieving Goals through Abstinence</b> <ul style="list-style-type: none"><li>Students will be able to identify personal goals for the future.</li><li>Students will be able to identify the emotional, social, physical, and financial effects of being a teen parent.</li><li>Students will be able to describe how negative consequences of becoming a teen parent would affect personal goals.</li><li>Students will be able to explain how abstinence can help young people reach future goals.</li></ul>		<p><b>Bellwork:</b> Write a goal that you want to achieve.</p> <p><b>Lesson Resources and Activities:</b> ( HealthSmart – Abstinence, Puberty and Personal Health)</p> <ul style="list-style-type: none"><li>Lesson 17: Achieving Goals through Abstinence (p. 165 - 172)<ul style="list-style-type: none"><li>“My Goals &amp; My Future” Part One – (Workbook p. 31)</li><li>Review consequences of risky behaviors</li><li>Teach About Responsibilities of Parenthood</li><li>Small Group Brainstorm of Consequences of being a Teen Parent (Slide 2)<ul style="list-style-type: none"><li>Negative Consequences Gallery Walk: Family, Friends, Health, Financial Future, Education, Emotions</li></ul></li><li>Complete Part Two of “My Goals &amp; My Future” (Workbook p. 32)</li></ul></li></ul>			

# Lesson 11

## Benefits of Abstinence

### Overview

This lesson reinforces the choice to be abstinent. Students identify the benefits of abstinence and vote on a list of the top 10 benefits. Then they use what they have learned to compose a letter of advice about abstinence.

**Time:** 45–60 minutes

### Lesson Objectives

**Students will be able to:**

1. Determine the benefits of being abstinent.
2. Explain why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STD and pregnancy.
3. Advocate for protecting sexual health by being sexually abstinent.

### National Health Education Standards

#### Standard 1: Comprehending Concepts

##### *Performance Indicator*

**1.8.1:** Analyze the relationship between healthy behaviors and personal health.

#### Standard 8: Advocacy

##### *Performance Indicator*

**8.8.1:** State a health-enhancing position on a topic and support it with accurate information.

##### *Performance Indicator*

**8.8.2:** Demonstrate how to influence and support others to make positive health choices.

### Materials & Preparation

#### Prepare

- Have chart paper.

#### Review

- **Staying Abstinent: Parent Interview** (Master 7).
- **My Advice About Abstinence** (*Student Workbook* page 26), and Scoring Rubric, page 197.

## Health Terms

Review the teaching steps, master and activity sheet for any terms or concepts your students may not know, and be prepared to explain them.

Examples:

- benefit
- regret
- reputation
- self-respect

## Support for Diverse Learners

*To ensure student success with comprehending concepts:*

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.

*To ensure student success with family involvement activities:*

- Consider that parents/guardians may not want the information from the interview with their child to be shared in class, and make allowances for differences in students' backgrounds and family situations in debriefing the parent interview assignment.

*To ensure student success with writing:*

- Allow students to share and list benefits of being sexually abstinent with a partner or in small groups of 3 or 4 before having the class discussion. Students who have not interviewed a parent/guardian may be more willing to offer suggestions in a small group.
- Allow voting for the top 3 benefits to be private by having each student write on a piece of paper the 3 benefits that matter most to him or her.
- Pair students with stronger writing skills with students who may need help writing the letter on the **My Advice About Abstinence** activity sheet. Or allow students to record or act out their responses.
- If students need more time to complete the activity sheet, allow them to complete it as homework, or with a parent, family member or friend.

## Introduction

### ■ Get students ready for learning

#### Transition

Think about what you learned in the last class about expressing affection and attraction. On a piece of paper, write at least 2 appropriate, healthy and safe ways for teens to show their affection toward someone they're attracted to.

*Allow students to focus and work quietly for a minute or two.*

#### Debrief

Take out your completed **Staying Abstinent: Parent Interview** activity sheets. What are some of the things your parents or guardians said in response to the first 2 questions?

*Review the first 2 questions on the parent interview activity sheet and allow students to share their parents' advice.*

We'll come back to the third question later in class. What did you learn from talking with your parent or guardian?

*Allow students to share what they learned from conducting the parent interview.*

#### Motivate

How do you feel when you help someone who asks you for advice?

*Make a list of feelings on the board.*

Today, you are going to have a chance to give advice about remaining abstinent.



## Teaching Steps

### ■ Examine benefits of abstinence

#### Review

During the last class, you learned about abstinence. What is abstinence?

*Allow time for a few students to share their answers. Make sure students are clear about the definition of sexual abstinence.*

Abstinence is choosing not to do any sexual activity that can result in pregnancy or a sexually transmitted disease/infection (STD/STI).

#### Explain

The word *abstain* means to do without something. Look at your **Staying Abstinent: Parent Interview** activity sheet again. What did your parents think were some benefits of abstinence?

*Allow students to share their parents' responses to the third question on the parent interview activity sheet. List the main benefits named on the board.*

#### Create

These are some ideas your parents and guardians had. What do you think? Let's make a list of all the benefits or things you get from being abstinent.

*Call on students to suggest benefits of abstinence and add their ideas to the list on the board. Try to elicit a benefit from each student. Make sure students' responses include:*

- Self-respect and respect from others
- No worries about getting pregnant or an STD
- Not having regrets
- Following your religious beliefs
- Protecting your reputation

*After the list is complete, ask students to vote on which benefits matter most to them. Allow each student to have 3 votes. Tally the votes next to each response. Transfer the top 10 to chart paper and display the list in the classroom or in the hallway outside the classroom.*

## Assessment & Closure

### ■ Students demonstrate learning

#### Explain

You're now going to have a chance to use what you've learned about the benefits of abstinence to write a letter that gives advice about abstinence. Imagine that someone you know and care about wants to know if he or she should be abstinent—this person could even be yourself! Think about what you've learned and do your best to convince this person to be abstinent. Be sure you explain why abstinence can protect teens' health, including how it helps protect teens from pregnancy and STD, and describe at least 5 benefits of remaining abstinent in your letter.

#### Complete

*Direct students to turn to My Advice About Abstinence on page 26 of the Student Workbook.*

*Allow time for students to complete their letters.*

#### Summarize

Abstinence is important for both boys and girls, even though they may have different reasons for being abstinent. Abstinence—choosing not to engage in risky behaviors—offers a lot of great benefits for teens.

### ■ End the lesson

#### Close

Find a partner and share how knowing all the benefits of being abstinent will help you stick to your choice to stay abstinent.

*Allow pairs to share briefly. Then call on students to report what their partners said.*

Workbook page 26



## Assess

*Collect students' My Advice About Abstinence activity sheets and evaluate their work for this lesson.*

### Assessment Evidence

#### Objective 1

Students determined the benefits of being sexually abstinent by:

- ☐ Completing the **My Advice About Abstinence** activity sheet.

#### Objective 2

Students explained why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STD and pregnancy by:

- ☐ Completing the **My Advice About Abstinence** activity sheet.

#### Objective 3

Students advocated for protecting sexual health by being sexually abstinent by:

- ☐ Completing the **My Advice About Abstinence** activity sheet.

*(Scoring Rubric, page 197)*

## Student Journal

# Lesson 11: Benefits of Abstinence

### New words

benefit

regret

reputation

self-respect

### Journal entry

Write at least 2 appropriate, healthy and safe ways for teens to show their affection toward someone they're attracted to.

---

---

---

---

---

---

### Class discussion notes

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

# My Advice About Abstinence

**Directions:** Write a letter to someone you want to convince to be abstinent. Explain why he or she should remain abstinent and describe at least 5 benefits of being abstinent.

Dear \_\_\_\_\_,

Here's why abstinence is the safest way to protect your sexual health:

---

---

---

---

Here are some of the benefits:

---

---

---

---

---

---

My advice to you:

---

---

---

---

---

---

---

---

---

---

## Self-Check

- ☐ I explained that abstinence protects teens from pregnancy and HIV/STD.
- ☐ I described 5 benefits of abstinence in my letter.
- ☐ My advice was accurate and convincing.

# Lesson 12

## Influences on Abstinence

### Overview

In this lesson, students examine influences on the choice to be abstinent. They identify and discuss various positive and negative influences on a person's choice to be abstinent, and then list positive influences in their own lives that will support their choice to be abstinent. As homework, they interview friends about remaining abstinent.

**Time:** 45–60 minutes

### Lesson Objectives

**Students will be able to:**

1. Describe influences that contribute to engaging in risk behaviors.
2. Describe influences that protect against engaging in risk behaviors.
3. Describe how to resist negative influences that can threaten the choice to be abstinent.

### Materials & Preparation

#### Prepare

- Write "Positive Influences" and "Negative Influences" on opposite sides of the board.

#### Copy

- **What My Friends Think** (Master 8) for each student.

### National Health Education Standards

#### Standard 2:

#### Analyzing Influences

##### Performance Indicator

**2.8.1:** Examine how the family influences the health of adolescents.

##### Performance Indicator

**2.8.2:** Describe the influence of culture on health beliefs, practices, and behaviors.

##### Performance Indicator

**2.8.3:** Describe how peers influence healthy and unhealthy behaviors.

##### Performance Indicator

**2.8.4:** Analyze how the school and community can affect personal health practices and behaviors.

##### Performance Indicator

**2.8.5:** Analyze how messages from media influence health behaviors.

##### Performance Indicator

**2.8.8:** Explain the influence of personal values and beliefs on individual health practices and behaviors.

### Review

- **Influences on Abstinence** (*Student Workbook* page 27), and Scoring Rubric, page 197.

### Health Terms

Review the teaching steps, master and activity sheet for any terms or concepts your students may not know, and be prepared to explain them. Examples:

- media
- negative influence
- peers
- positive influence

### Support for Diverse Learners

*To ensure student success with comprehending concepts:*

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.
- As an alternate approach to the analyzing influences activity, ask students to make 2 columns on a piece of paper and label the left column "Positive" and the right column "Negative." Have students work individually, in pairs, or in small groups of 3 or 4 to make a list of positive and negative influences on sexual abstinence, and then rank these in order of personal importance from greatest to least. Then allow students to explain to peers, in pairs or small groups, the reasons the influences are positive or negative. You could also have students work in small groups to draw or describe examples of influences and label each one with a plus sign for positive, or a minus sign for negative.

*To ensure student success with reading:*

- Make a slide or transparency of the **What My Friends Think** interview sheet, then read aloud and review the directions with students. Model the interview process by asking a few students in the class the questions, and write their example responses on the transparency.



*To ensure student success with writing:*

- Allow students to audiotape or videotape their interviews with friends, and then share in class.
- Have students work in groups of 4 or 5. In their groups, each student reads and interprets at least one influence on sexual abstinence, and identifies whether it is positive or negative. Have each group appoint a Writer whose job is to record responses and make sure that no answers are repeated. Then have students vote in their groups on the best and worst influences on sexual abstinence for youth their age, and have group Reporters share the group's conclusions with the class.
- Allow students to create visual instead of written responses on the **Influences on Abstinence** activity sheet. Students could create posters that label or group pictures or icons depicting the influences as positive or negative.

## Introduction

### ■ Get students ready for learning

#### Transition

Think about what you learned in the last class about the benefits of abstinence. On a piece of paper, write at least 2 good reasons for teens to be abstinent. Then write whether you think it is easy or hard for young people to stay abstinent and why.

*Allow students to focus and work quietly for a minute or two.*

#### Motivate

Have you ever decided to do something based on pressure from someone else or pressure from inside yourself? This means you were influenced. To *influence* means to affect or change someone's thoughts, beliefs or behaviors. Think about a time this happened to you.

Raise your right hand if the influence you're thinking about was *positive*—did it get you to do something healthy or help you take care of yourself? Raise your left hand if the influence you're thinking about was *negative*—did it get you to take a risk or do something that wasn't such a good idea in the end? Would anyone like to share what the influence you're thinking about was?

*Call on a few students to share their examples.*

## Teaching Steps

### ■ Analyze influences on being abstinent

#### Explain

Influences can be very powerful. Sometimes they support us in making healthy choices. Sometimes they threaten or challenge the healthy things we are doing for ourselves. There are many things that can have an influence on a person's choice to be abstinent.

#### Ask & Discuss

Who are some of the people who can influence your choices about risky activity?

*Allow students to respond to the question, and list their ideas on the board. Examples include:*

- family
- friends and other peers
- boyfriend or girlfriend
- teachers or counselors at school
- clergy or other religious leaders
- celebrities or other people students might read about in the media

What are some of the things that can influence your choices about activity?

*Allow students to respond to the question, and add their ideas to the list on the board. Examples include:*

- media—TV, movies, music, Internet, etc.
- religious beliefs
- personal values
- culture
- internal feelings, such as curiosity, love, attraction and wanting to be accepted or fit in

What are some ways each of these people or things could be a positive influence and support your choice to be abstinent? For example, your parents could set rules about how old you have to be before you date, or

an older brother and sister could tell you why he or she has decided to be abstinent.

*Go through the list and discuss how each influence could support the choice to be abstinent. Summarize the responses under the heading "Positive Influences." Encourage students to draw on these positive influences for support.*

What are some ways each of these people or things could be a negative influence and threaten your choice to be abstinent?

*Go through the list and discuss how each influence might threaten the choice to be abstinent. Summarize the responses under the heading "Negative Influences." Encourage students to think of ways they can resist negative influences.*

### **Summarize**

Many of the influences you named can be both positive and negative. For example, if you and a friend both decide that abstinence is the best choice, you can support each other, and your friend is a positive influence. You have to look for those people and things that can protect you from taking sexual risks and support you in staying abstinent.

## Assessment & Closure

### ■ Students demonstrate learning

#### Complete

Direct students to turn to **Influences on Abstinence** on page 27 of the Student Workbook. Have students follow the directions to complete their activity sheet.

**Influences on Abstinence**

Directions: Complete 2 positive influences in your life that will help you stay abstinent, and explain how each one supports your decision. Then describe 2 negative influences that might threaten your decision to be abstinent and explain how you could avoid or deal with each one.

**Positive Influences**

Positive influences that support my decision to be abstinent:

1. \_\_\_\_\_
2. \_\_\_\_\_

How this influence will help me stay abstinent:

1. \_\_\_\_\_
2. \_\_\_\_\_

**Negative Influences**

Negative influences that could threaten my abstinence decision:

1. \_\_\_\_\_
2. \_\_\_\_\_

How I can avoid or deal with this negative influence:

1. \_\_\_\_\_
2. \_\_\_\_\_

**Build Character**

1. I understand the importance of making good choices.

2. I understand the importance of staying strong when I am faced with peer pressure.

3. I understand the importance of being able to say no.

Abstinence, Puberty & Personal Health 27

Workbook page 27

### ■ End the lesson

#### Assign

Peers—people your own age—can be one of the most powerful influences on young people. For homework, you'll have a chance to find out more about what your friends think about abstinence.

Distribute the **What My Friends Think** interview sheet to students and ask them to follow the directions to interview friends. Tell them to be prepared to share their answers in the next class.

**What My Friends Think**

Directions: Use these questions to interview 1 of your friends about abstinence. Be ready to share your answers in class.

**Survey Questions**

1. What is the best reason for being to stay abstinent?
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
2. What are some negative consequences of not being abstinent?
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
3. What's something friends can do to help each other stay abstinent?
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_

Abstinence, Puberty & Personal Health

Master 8

#### Close

Turn to a partner and tell each other what positive influence gives you the most support for being abstinent and why this influence is important to you.

Allow time for pairs to share. If you have time, call on volunteers to share their positive influences with the class.

#### Assess

Collect students' **Influences on Abstinence** activity sheets and evaluate their work for this lesson.



### **Assessment Evidence**

#### **Objective 1**

Students described influences that contribute to engaging in sexual risk behaviors by:

- ☐ Completing the **Influences on Abstinence** activity sheet.

#### **Objective 2**

Students described influences that protect against engaging in sexual risk behaviors by:

- ☐ Completing the **Influences on Abstinence** activity sheet.

#### **Objective 3**

Students described how to resist negative influences that can threaten the choice to be sexually abstinent by:

- ☐ Completing the **Influences on Abstinence** activity sheet.

*(Scoring Rubric, page 197)*

## Student Journal

# Lesson 12: Influences on Abstinence

### New words

media

negative  
influence

peers

positive influence

### Journal entry

Write at least 2 good reasons for teens to be abstinent. Then write whether you think it is easy or hard for young people to stay abstinent and why.

---

---

---

---

---

---

---

---

---

---

---

---

### Class discussion notes

---

---

---

---

---

---

---

---

---

---

---

---

# Influences on Abstinence

**Directions:** Describe 2 positive influences in your life that will help you stay abstinent, and explain how each one supports your abstinence choice. Then describe 2 negative influences that might threaten your decision to be abstinent and explain a specific realistic way you could resist or deal with each one.

## ► Positive Influences

Positive influence that supports my choice to be abstinent

How this influence will help me stay abstinent

① \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

② \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ► Negative Influences

Negative influence that could threaten my abstinence choice

How I can resist or deal with this negative influence

① \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

② \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Self-Check

- ☐ I described 2 positive influences.
- ☐ I explained how each influence will help me stay abstinent.
- ☐ I described 2 negative influences.
- ☐ I explained how I can resist or deal with each influence.

# What My Friends Think

**Directions:** Use these questions to interview 3 of your friends about abstinence. Be ready to share your answers in class.

## Survey Questions

**①** What is the best reason for teens to stay abstinent?

A. \_\_\_\_\_

\_\_\_\_\_

B. \_\_\_\_\_

\_\_\_\_\_

C. \_\_\_\_\_

\_\_\_\_\_

**②** What are some negative consequences of not being abstinent?

A. \_\_\_\_\_

\_\_\_\_\_

B. \_\_\_\_\_

\_\_\_\_\_

C. \_\_\_\_\_

\_\_\_\_\_

**③** What's something friends can do to help each other stay abstinent?

A. \_\_\_\_\_

\_\_\_\_\_

B. \_\_\_\_\_

\_\_\_\_\_

C. \_\_\_\_\_

\_\_\_\_\_

# Lesson 17

## Achieving Goals Through Abstinence

### Overview

This lesson helps students examine how being abstinent can contribute to reaching their goals for the future. Students think about personal goals they have for the immediate and short-term future. Small groups brainstorm how becoming a teen parent could affect various aspects of their lives. Then they complete an activity sheet on how avoiding pregnancy by being abstinent can help them achieve their goals.

**Time:** 45–60 minutes

### National Health Education Standards

#### Standard 1: Comprehending Concepts

##### Performance Indicator

**1.8.1:** Analyze the relationship between healthy behaviors and personal health.

#### Standard 6: Goal Setting

##### Performance Indicator

**6.8.4:** Describe how personal health goals can vary with changing abilities, priorities and responsibilities.

### Lesson Objectives

Students will be able to:

1. Identify personal goals for the future.
2. Identify the emotional, social, physical and financial effects of being a teen parent.
3. Describe how negative consequences of becoming a teen parent would affect personal goals.
4. Explain how sexual abstinence can help young people reach future goals.

### Materials & Preparation

Prepare

- Have the **Group Roles** slide or transparency (Slide 2).



- Hang 6 pieces of chart paper at different places in the classroom. Title the 6 pieces: Family, Friends, Health, Financial Future, Education, Emotions.
- Have markers.

### Review

- **My Goals & My Future** (*Student Workbook* page 31–32), and Scoring Rubric, page 201.

### Health Terms

Review the teaching steps, master and activity sheet for any terms or concepts your students may not know, and be prepared to explain them. Examples:

- consequence
- financial
- goal
- responsibility

### Support for Diverse Learners

*To ensure student success with comprehending concepts:*

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.
- Explain goal setting and the concept of setting life goals.
- Appoint students with a good grasp of the concepts to act as mentors to students who are challenged by the material.
- As an optional activity, ask students who know a pregnant teen or teen parent to interview this person anonymously, and report their findings to the class.

*To ensure student success with reading:*

- Make a slide or transparency of the **My Goals & My Future** activity sheet, read aloud to students, give examples and respond to any questions.

*To ensure student success with writing:*

- Allow students to complete the **My Goals & My Future** activity sheet as homework with a partner or family member(s).
- Allow students to record or draw their responses, or have a partner write their responses.

## Introduction

### ■ Get students ready for learning

#### Transition

Today you are going to have a chance think about your goals for the future, and how remaining abstinent can help you reach your goals.

On a piece of paper write a goal that you would like to achieve.

*Allow students to focus and work quietly for a minute or two.*

#### Motivate

Have any of you ever achieved a goal you'd set for yourself? How did you do it and how did it feel to reach your goal? Do you think setting goals is important? Why or why not?

*Allow students to share their experiences and discuss the questions.*

## Teaching Steps

### ■ Students think about goals for the future

#### Explain

Setting and working toward goals is one way to keep yourself moving toward a healthy future. Goals can be short term—for next week or next month—or longer term—for next year or in 5 years. Setting goals helps you think about what you want for your life and how you can achieve it.

#### Complete

*Direct students to turn to My Goals & My Future on page 31 of the Student Workbook.*

Now you'll have a chance to write some goals you want to achieve before you leave this school, by the time you graduate from high school and by the time you're 25 years old.

*Direct students to complete Part 1 of the activity sheet.*

Workbook pages 31–32

*Allow time for students to share some of the goals they listed.*

**Tech Connection**

## ■ Review consequences

### Explain

We're now going to think about some things that will help you complete Part 2 of the **My Goals & My Future** activity sheet.

### Review & Discuss

What are some of the negative consequences of becoming sexually active that we've talked about?

*Allow students to respond to the question and discuss their ideas.*

### Summarize

One of the consequences of becoming sexually active that can affect a person's whole life is getting pregnant or getting someone pregnant and becoming a teen parent.

## ■ Teach about responsibilities of parenthood

### Ask & Discuss

What are some things parents have to do for their children?

*Allow students to respond to the question and discuss their ideas. Make a list of key points on the board.*

### Summarize

Having a child is a big responsibility. Once a person is a parent, he or she has to take care of and be there for the baby all the time. Parents have to do many things to take care of their children. They must:

- Provide food, shelter and clothing for their child.
- Respond and know what to do when their child cries.
- Keep their child clean.
- Take their child to the doctor and provide for other health care needs.

- Keep their child safe.
- Play with their child.
- Provide an education for their child.
- Put their child's needs ahead of their own.

*Add any points students didn't mention to the list on the board.*

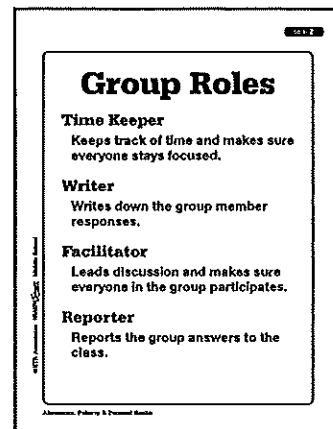
## ■ Small groups brainstorm consequences of being a teen parent

### Create & Share

You are going to be working in groups to list negative consequences of becoming a teen parent.

*Use the following steps to complete the activity:*

- *Divide students into 6 small groups and assign each group to one of the 6 chart paper stations: Family, Friends, Health, Financial Future, Education, Emotions.*
  - *Show the **Group Roles** slide. Assign students in each group the following jobs:*
    - **Time Keeper:** *Keeps track of time and makes sure everyone stays focused.*
    - **Writer:** *Writes the group member responses on the chart paper.*
    - **Facilitator:** *Leads discussion and makes sure everyone in the group participates.*
    - **Reporter:** *Reports the group answers to the class.*
- (Note: If there are fewer than 4 students in a group, assign group members more than one task.)*
- *Direct students to brainstorm how becoming a teen parent could negatively affect the area of life listed on their chart paper. Allow 1 minute.*
  - *When groups have listed at least one way being a teen parent could negatively affect that category, tell them to rotate to the next piece of chart paper, read what the previous group wrote, and then add another negative consequence to the list for that category.*



Slide 2

*(Note: Ask groups not to rotate until you direct them to. You may want to use a signal such as a hand clap or ringing a bell to let the groups know when it's time to switch. It's important to keep the groups moving every 1–2 minutes.)*

- *Have groups continue to rotate until they have written on all 6 pieces of chart paper and are back to their original stations. Circulate as groups work to monitor their progress.*
- *Once groups are at their original stations, direct them to circle the 3 things listed that they think would be most likely to discourage students from being teen parents.*
- *Have the reporters from each group share the 3 things circled on each list. Tell students to think about the consequences that would most likely prevent them from becoming a teen parent as each reporter shares.*

### **Summarize**

You've identified many negative consequences of becoming a teen parent. Many of these consequences will affect your family, friends, health, financial future, education and emotions.

#### **Community Connection**

Invite a teen parent (or someone who had a baby as a teen but is now older) to talk about how having a baby at a young age affected his or her life and ability to reach certain goals.

## **Assessment & Closure**

### **■ Students demonstrate learning**

#### **Complete & Share**

*Direct students to turn back to **My Goals & My Future** on page 31 of Student Workbook.*

Think about the consequences the groups brainstormed and which ones could be most important for you. Then complete Part 2 of the **My Goals & My Future** activity sheet.



## ■ End the lesson

### Close

Raise your hand if you think being abstinent would help you achieve these goals, and be prepared to explain how:

- graduating from high school
- getting a good job
- doing well in your sport or other activity
- joining the band, choir or another group you're interested in
- learning a new skill
- having a family one day

*As you read each goal, call on a few students who raise their hands to explain how being abstinent would help them achieve that goal.*

### Assess

*Collect students' My Goals & My Future activity sheets and evaluate their work for this lesson.*

### **Assessment Evidence**

#### **Objective 1**

Students identified personal goals for the future by:

- ☐ Completing the **My Goals & My Future** activity sheet.

#### **Objective 2**

Students identified emotional, social, physical and financial effects of being a teen parent by:

- ☐ Completing the **My Goals & My Future** activity sheet.

#### **Objective 3**

Students described how negative consequences of becoming a teen parent would affect personal goals by:

- ☐ Completing the **My Goals & My Future** activity sheet.

#### **Objective 4**

Students explained how sexual abstinence can help young people reach future goals by:

- ☐ Completing **My Goals & My Future** activity sheet.

*(Scoring Rubric, page 201)*

## Lesson 17: Achieving Goals Through Abstinence

## responsibility

Write a goal that you would like to achieve.

---

---

---

---

## This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# My Abstinence Plan

**Directions:** To help you create a plan to be abstinent, complete these statements:

**① My top 2 reasons for being abstinent:**

1. \_\_\_\_\_
2. \_\_\_\_\_

**② These situations might make it hard to stick to my abstinence choice:**

(Describe at least 2, and explain how each could threaten your choice.)

**Situations:**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**③ Here's how I can avoid these situations:**

(List at least 3 things you can do.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**④ These people will support my choice to be abstinent:**

(List at least 2.)

1. \_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

**⑤ I will tell this person about my choice to be abstinent:**

\_\_\_\_\_

**Self-Check**

- ☐ I listed 2 reasons for being abstinent.
- ☐ I listed specific situations that might make it hard to be abstinent.
- ☐ I described how I can avoid these situations.
- ☐ I named at least 2 people who will support me.
- ☐ I named 1 person I will tell about my abstinence choice.

# My Goals & My Future

**Directions:** In Part 1 list 2 goals for each time period. (Dreams are fine, too.) Then answer the questions in Part 2.

## ► Part 1

Before I leave this school, I want to:

1. \_\_\_\_\_
2. \_\_\_\_\_

Before I graduate from high school, I want to:

1. \_\_\_\_\_
2. \_\_\_\_\_

By the time I turn 25, I want to:

1. \_\_\_\_\_
2. \_\_\_\_\_

## ► Part 2

- ① Describe at least 1 way becoming a teen parent would negatively affect each of these areas of your life.

Emotions: \_\_\_\_\_

\_\_\_\_\_

Social life: \_\_\_\_\_

\_\_\_\_\_

Physical health: \_\_\_\_\_

\_\_\_\_\_

Finances: \_\_\_\_\_

\_\_\_\_\_

- ② What are at least 4 ways becoming a teen parent would negatively affect your goals? Be specific.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

(continued)



# My Goals & My Future

(continued)

**3** How will being abstinent help you reach your goals? Be specific.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

## Self-Check

- ☐ I listed 2 goals for each time period.
- ☐ I listed at least 1 way becoming a teen parent would affect each area of my life.
- ☐ I described at least 4 ways becoming a teen parent would negatively affect my goals from Part 1.
- ☐ I explained how being abstinent will help me achieve my goals.

M/J Health 5 (7 <sup>th</sup> grade)		Unit 4: Human Sexuality	Unit Length: 3 Weeks
Lesson Topic(s): Healthy vs. Unhealthy Relationships		Lesson Duration: Week 3	
ACADEMIC VOCABULARY		FL STANDARDS & BENCHMARKS	LESSON OBJECTIVES/ SAMPLE LEARNING TARGETS
Dating Violence Consent Refusal Skill Abstinence Healthy Relationship Unhealthy Relationship	Violence Threats Isolation Harassment Characteristic	<p><u>HE.7.PHC.1.3</u> – Explain the importance of assuming responsibility for personal and reproductive health behaviors</p> <p><u>HE.7.PHC.2.3</u> – Analyze how friends and peers influence the health of adolescents</p> <p><u>HE.7.PHC.2.7</u> - Explain the influence of personal values, attitudes', andbeliefs about individual health practices and behaviors</p> <p><u>HE.7.PHC.3.4</u> – Predict the short and long-term consequences of engaging in health-risk behaviors</p> <p><u>HE.7.PHC.3.9</u> – Practice behaviors that will maintain or improve personal health and reduce health risks, including reproductive health.</p> <p><u>HE.7.PHC.4.1</u> – Articulate ways to request access to health products, services, and environments.</p> <p><u>HE.7.CEH.1.2</u> – Describe community health problems and concerns common to adolescents.</p> <p>HEALTH SKILLS ADDRESSED Core Concepts, Analyzing External and Internal Influences, Goal Setting, Self-Management, Advocacy</p>	
LESSON CONTENT			
Topic/Lesson		Supporting Resource/Activity/Assessment	
<b>Lesson One: Making Safe Decisions</b> <ul style="list-style-type: none"><li>Students will be able to demonstrate decision-making skills that can be used to avoid or reduce the risk of unintentional injuries.</li></ul>		<p><b>Bellwork:</b> Pretend that you have to make a decision or choice about something that's important to you. Write the different things you would do, or steps you would take, to make that decision.</p> <p><b>Lesson Resources and Activities:</b> ( HealthSmart – Violence and Injury Prevention)</p> <ul style="list-style-type: none"><li>Lesson 6: Making Safe Decisions (p. 53 - 62)<ul style="list-style-type: none"><li>"Decision-Making Steps" (Slide 6)</li><li>"Making Safe Decisions Scenarios" (Master 4)<ul style="list-style-type: none"><li>"Making Safe Decisions" (Workbook p. 11-12)</li></ul></li></ul></li></ul>	
<b>Lesson Two &amp; Three: Healthy vs. Unhealthy Relationships (Teen Dating Violence)</b>  F.S. 1003.42		<p><b>Bellwork:</b> Think about the relationships of people you know or have seen on television. As you think about these relationships, do you think that are healthy relationships or unhealthy? What characteristics do you think make them either healthy or unhealthy?</p> <ul style="list-style-type: none"><li><b>Nearpod:</b> "<a href="#">Healthy &amp; Unhealthy Relationships</a>" – Teachers add to library from district library</li><li><b>Health Smart:</b> <a href="#">Qualities of Unhealthy Relationships</a> / <a href="#">Qualities of Healthy Relationships</a></li><li><b>Assignment:</b> <a href="#">Identifying Healthy and Unhealthy Relationships</a> – Read and Respond<ul style="list-style-type: none"><li>Identify if is a healthy or unhealthy relationship (maybe both) and explain.</li><li>Identify or list specific qualities described.</li><li>Describe how the relationship could be healthier in any way.</li></ul></li><li><b>Venn Diagram:</b> Healthy and Unhealthy Relationships</li><li><b>Health Smart:</b> <a href="#">Emotional and Mental Health (Lesson 4, p. 29-37)</a><ul style="list-style-type: none"><li><b>Student Workbook:</b> <a href="#">pages 6-8</a></li></ul></li><li><b>Health Smart:</b> <a href="#">HIV, STD and Pregnancy Prevention – (Lesson 1, p. 1-11)</a><ul style="list-style-type: none"><li><b>Student Workbook:</b> <a href="#">pages 2-3</a></li></ul></li><li><b>Michigan Model for Health</b> – <a href="#">Communicating Boundaries (Lesson 5, p. 125-135)</a></li></ul>	
<b>Lesson Four: Exploitation and Human Trafficking Awareness</b>		<p><i>Teacher follows complete lesson plan.</i></p> <p><a href="https://mbfsite.s3.amazonaws.com/wp-content/uploads/2022/01/28152745/HT-LP_2022_6-8.pdf">https://mbfsite.s3.amazonaws.com/wp-content/uploads/2022/01/28152745/HT-LP_2022_6-8.pdf</a></p>	

# Lesson 6

## Making Safe Decisions

### Overview

This lesson focuses on decision-making skills. Students briefly review the seriousness of unintentional injury and identify ways young people can be injured. Then they learn decision-making steps and work in pairs to apply the decision-making process to a variety of risky situations.

**Time:** 45–60 minutes

### Lesson Objective

**Students will be able to:**

1. Demonstrate decision-making skills that can be used to avoid or reduce the risk of unintentional injuries.

### Materials & Preparation

#### Prepare

- Have **Decision-Making Steps** (Slide 6), or make a transparency, if needed.

#### Copy

- **Making Safe Decisions Scenarios** (Master 4), enough for the students in each pair to have the same scenario.

#### Review

- **Making Safe Decisions** (*Student Workbook* pages 11–12), and Scoring Rubric, page 178.

### National Health Education Standards

#### Standard 5: Decision Making

##### *Performance Indicator*

**5.8.1:** Identify circumstances that can help or hinder healthy decision making.

##### *Performance Indicator*

**5.8.2:** Determine when health-related situations require the application of a thoughtful decision-making process.

##### *Performance Indicator*

**5.8.3:** Distinguish when individual or collaborative decision making is appropriate.

##### *Performance Indicator*

**5.8.4:** Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

##### *Performance Indicator*

**5.8.5:** Predict the potential short-term impact of each alternative on self and others.

##### *Performance Indicator*

**5.8.6:** Choose healthy alternatives over unhealthy alternatives when making a decision.

##### *Performance Indicator*

**5.8.7:** Analyze the outcomes of a health-related decision.

## Health Terms

Review the teaching steps, slide, master and activity sheet for any terms or concepts your students may not know, and be prepared to explain them. Examples:

- consequence
- evaluate
- decision making
- outcome

## Support for Diverse Learners

*To ensure student success with comprehending concepts:*

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.
- Make copies of the **Decision-Making Steps** slide and distribute to students. Review the steps as they apply to the concept of injury prevention (e.g., risk taking, dares, following safety rules).
- Allow students to refer to their notes from previous lessons on ways young people can be injured.
- Create flash cards that have one of the decision-making steps on each card, and have students place them in the correct order. Use the cards to help guide students through the decision-making process for a sample situation, having them explain an appropriate response for each step.

*To ensure student success with writing:*

- Pair students with stronger writing skills with students who may need help completing the **Making Safe Decisions** activity sheet. Or allow students to record or draw their responses.

## Introduction

### ■ Get students ready for learning

#### Transition

Pretend you have to make a decision or choice about something that's important to you. On a piece of paper, write the different things you would do, or steps you would take, to make that decision.

*Allow students to focus and work quietly for a minute or two.*

We will come back to and use what you wrote later in the lesson.

#### Debrief

How did the talk with your parent or another family member about taking risks go? Does anyone want to share something you learned from the talk with your family member?

*Take a few minutes to follow up on students' experiences with taking the Time to Talk: Dares & Risks family sheet home and the talks they had with their parents or other family members.*

#### Motivate

You make decisions or choices every day. Some decisions are simple, such as what to wear, while some are more complex. Even decisions that seem simple at first can have important consequences. For example, choosing what to eat for one meal can be a simple decision. But, over time, the choices you make about what food to eat can have a big effect on your health.

Would anyone like to share a decision you made recently?

*Call on a few students to briefly share their experiences. If the decision named lends itself to further discussion, follow up by asking how the student made the decision—What kinds of things did he or she think about? Did someone help?—and what the outcome was—Would he or she make the same decision again?*

Today you're going to learn about making decisions that can help keep you safe.

## Teaching Steps

### ■ Review ways injury can happen

#### Review & Discuss

What are some situations or ways people your age get injured?

*Allow students to respond to the question and discuss their ideas.*

#### Summarize

Young people can be injured in many situations. Areas to think about include:

- Motor vehicles
- Water
- Fire
- Recreation
- Firearms
- Being a pedestrian
- Falls
- Severe weather

#### Explain

Sometimes when people have been injured in these situations, they feel like it “just happened.” But, if you look closely, they made choices that led to taking a risk. Today, you’re going to learn steps that will help you make safe decisions and avoid or prevent injuries in these situations.

### ■ Teach about decision making

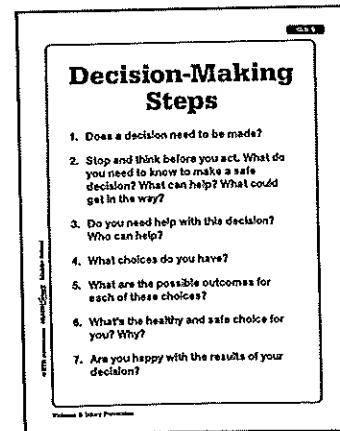
#### Prepare

*Show the Decision-Making Steps slide.*

#### Explain

These steps can help you make the best decision in any situation.

- The first step is to recognize that a decision needs to be made.
- Then you need to stop and think. What do you need to know to make a safe decision? Do you have the information you need? If not, how can you find it? What can help you make a safe and healthy decision? What could get in the way?





- Sometimes you can make a decision on your own. Sometimes you many need help from someone else. So the next step is to decide if you need help, and who can help if you need it.
- Once you have the information you need and know who can help, it's time to look at your choices, or options. What are all the possible choices you have in this situation?
- Then, you need to think about what the possible outcomes, or consequences, of each choice could be. Think about what positive things could come from this choice. Then think about what negative or dangerous things could happen.
- After you've thought about all the possible choices and their outcomes, it's time to make your decision. Use the work you've done so far to make the best, healthiest or safest choice for you.
- Later you can *evaluate* your decision. Are you happy with the results? Would you make the same choice again? What would you change the next time?

Every situation and decision is different for each person. The key is to stop and think it through before you act so you can avoid unsafe risks. These steps can help.

## Model

Let's go through the decision-making steps for a sample situation.

*Read the following scenario to students:*

You and your good friend Sam both like to swim. Sam discovered a lake that is not far from your house, so the two of you hike over to check it out one sunny Saturday afternoon. When you get to the lake, the water looks cool and inviting. There's a rope tied to a branch of a tree that hangs over the lake. Sam says, "It would be fun to swing out on that rope and drop into the water. Come on. You go first." What will you decide to do?

*Then show the **Decision-Making Steps** slide again and go through the steps, using the sample scenario to show students how to apply them.*

### 1. Does a decision need to be made?

Yes, you need to decide if you're going to try the rope swing.

### 2. Stop and think before you act. What do you need to know to make a safe decision?

- How deep the water is

- Whether there are any rocks or other hazards in the water under the swing
- If the branch holding the rope swing is strong enough to hold your weight
- If there is anyone else around
- How well you can swim—would you be able to swim back to shore?

**3. Do you need help with this decision? Who can help?**

- You can make the decision yourself.
- You might want to have Sam think about the decision with you, so you can both make the safe choice.

**4. What choices do you have?**

- You can swing on the rope.
- You can refuse to swing on the rope.
- You can let Sam go first to see what happens.

**5. What are the possible outcomes for each of these choices?**

If you swing on the rope:

- Possible positive outcomes—It could be fun. Sam would be happy.
- Possible negative outcomes—The rope could break. The tree branch could break. The water could be shallow or have hazards in it. You could be injured. You could drown.

If you refuse to swing on the rope:

- Possible positive outcomes—You'd avoid the risk and stay safe. Sam would respect you for being safe.
- Possible negative outcomes—Sam might make fun of you or get mad.

If you let Sam go first:

- Possible positive outcomes—You'd know if it was safe. It could be fun.
- Possible negative outcomes—Sam could be injured or drown if the rope or branch breaks, or if the water is too shallow.

**6. What's the healthy and safe choice for you? Why?**

The safest decision is to not swing on the rope. But you might choose to go on the rope swing if you check out the situation thoroughly and find out that the water is deep enough, the rope is in good condition, the tree branch is sturdy and both you and Sam are good swimmers.

**7. Are you happy with the results of your decision? Why or why not?**

You would be happy with the decision if both you and Sam stayed safe and didn't get hurt.

**Explain**

People have different skills and experiences. For example, in the rope swing situation, if you didn't know how to swim, it wouldn't be safe to go into the water at all. But if you were a good swimmer, there were other good swimmers around, and you checked out the situation carefully and found that the risks were low, it might be OK for you to use the rope swing to jump into the water. This is why it's so important to stop and think, and to gather all the information you need, before making a decision.

**■ Students practice decision-making skills****Practice**

Now let's go through the steps again, for another sample situation. This time, I want you to answer the decision-making questions.

*Read the following scenario to students:*

Daryl is your best friend. You both play on the soccer team. One day Daryl says, "My brother's home from college and is going to pick me up after practice tomorrow. He can give you a ride home too." You know your mom is going to be busy tomorrow afternoon, so you agree.

After practice the next day, Daryl's brother is waiting in the parking lot. When you open the car door, you smell alcohol and there's an open beer can in the cup holder. Daryl climbs into the back seat. Daryl's brother laughs when you hesitate and tells you to get in the car.

*Show the **Decision-Making Steps** slide. Then go through the process, asking students to brainstorm answers to each of the questions. Use the guide below to reinforce appropriate answers.*

**1. Does a decision need to be made?**

Yes, you need to decide if you're going to accept the ride from Daryl's brother.

**2. Stop and think before you act. What do you need to know to make a safe decision?**

The safety rule is NEVER to ride with a driver who has been drinking or using other drugs.

**3. Do you need help with this decision? Who can help?**

You can make the decision yourself.

You may want to ask your coach or another adult for help, especially if Daryl's brother puts pressure on you to get in the car.

**4. What choices do you have?**

You can get in the car and let Daryl's brother drive you home.

You can refuse to get in the car.

**5. What are the possible outcomes for each of these choices?**

If you get in the car:

- Possible positive outcomes—Daryl and his brother won't get mad. You might get home without a problem.
- Possible negative outcomes—Daryl's brother could lose control of the car and get in a crash. You and Daryl could be badly injured or even killed. Daryl's brother might be pulled over by the police and arrested for driving under the influence.

If you refuse to get in the car:

- Possible positive outcomes—You'd avoid the risk and stay safe. Daryl might get out of the car and stay safe too. You'd feel good about following a very important safety rule.
- Possible negative outcomes—Daryl's brother might get mad. You will have to find another ride home.

**6. What's the healthy and safe choice for you? Why?**

The only safe decision is to refuse the ride. Riding in a car with a driver who's been drinking is very dangerous.

**7. Are you happy with the results of your decision? Why or why not?**

You would be happy with the decision if both you and Daryl stayed safe. In the future you might choose not to accept a ride home with someone you haven't met before. You might want to ask your mom about it first, and that you can call her to come get you if the ride didn't work out. You may also want to ask your parents for advice on what to do if you are ever in a situation like this again.

# Assessment & Closure

## ■ Students demonstrate learning

### Complete

Direct students to turn to **Making Safe Decisions** on page 11 of the Student Workbook.

Now you'll have a chance to use the decision-making steps we just learned to help you make a safe decision. You and a partner will be given a scenario. After you read the scenario, you both need to complete the steps on the **Making Safe Decisions** activity sheet.

Pair students and distribute copies of one of the **Making Safe Decisions Scenarios** to each pair. Depending on class size, some scenarios will be completed by more than one pair.

Allow time for students to complete the activity sheet. Circulate as pairs work to provide guidance and feedback.

Workbook pages 11–12

## ■ End the lesson

### Close

Read each of the **Making Safe Decisions Scenarios** aloud and ask the pair who responded to that situation to share the decision they made in Step 6 and explain why this is a healthy and safe decision. If more than one pair completed a scenario, ask them if they came up with the same decision.

As each pair shares, ask the class to give a thumbs-up if the decision named was a safe decision, or a thumbs-down if it was an unsafe decision. If any students give a thumbs down, ask them to share why they think the decision is unsafe and to suggest a safer one.

Master 4

Not all injuries can be prevented. But most can be avoided if you think about how to avoid or reduce the risks. Stopping to ask questions and think through the possible outcomes of different choices can help prevent many injuries.

## **Assess**

*Collect students' **Making Safe Decisions** activity sheets and evaluate their work for this lesson.*

### **Assessment Evidence**

#### **Objective 1**

Students demonstrated decision-making skills that can be used to avoid or reduce the risk of unintentional injuries by:

- ☐ Completing the **Making Safe Decisions** activity sheet.

*(Scoring Rubric, page 178)*



# Decision-Making Steps

- ① Does a decision need to be made?**
- ② Stop, think before you act. What information do you need to help you make a healthy and safe decision?**
- ③ Do you need help with this decision? Who can help?**
- ④ What choices do you have?**
- ⑤ What are the possible outcomes for each of these choices?**
- ⑥ What's the healthy and safe choice for you? Why?**
- ⑦ Are you happy with the results of your decision?**

# Making Safe Decisions Scenarios

**Directions:** Make copies of the scenarios below. Cut them into strips and give 1 to each pair. Depending on class size, you may have to give each scenario to more than one group. Distribute the scenarios based on the interest of your students.

**Scenario 1**

You and your friend are at your house alone after school. You are both hungry and you remember that there are some uncooked hamburgers in the refrigerator. Your friend asks you to light the grill to cook the hamburgers. What should you do?

**Scenario 2**

You go down into your basement looking for a hammer to finish a school project. While you are searching, you open a drawer and discover a handgun. What should you do?

**Scenario 3**

You are walking to a friend's house. It's getting dark and there are no sidewalks along the road you are taking. What should you do?

**Scenario 4**

You and your friend are playing catch with a baseball. You try to throw the ball over the house but it gets stuck on the roof. You notice a tree right next to the house that you could climb to get on top of the roof. What should you do?

**Scenario 5**

You're at home by yourself. You notice that it is getting windy and dark outside. You hear a tornado warning on the radio but it's just about time for your favorite TV show. What should you do?

**Scenario 6**

You and a friend ride bikes over to the high school football stadium. Your friend dares you to take your bike to the top of the stadium and ride it down the stairs without putting on your brakes. What should you do?

# Types of Violence

**Assault**

**Battery**

**Bullying**

**Child Abuse**

**Dating Violence**

**Domestic or Family  
Violence**

(continued)

## **Types of Violence** *(continued)*

**Emotional Abuse**

**Hate Crimes**

**Sexual Harassment**

**Terrorism**

**Verbal Abuse**

# Making Safe Decisions

**Directions:** Read the scenario with your partner. Then work through the decision-making steps by answering the questions. Make sure you come up with at least 2 choices in Step 4.

① Does a decision need to be made? If yes, what do you need to decide?

---

---

② Stop, think before you act. What information do you need to make a safe decision?

---

---

③ Do you need help with this decision? Who can help?

---

④ What choices do you have?

---

---

---

⑤ What are the possible outcomes for each of these choices?

**Choice 1** \_\_\_\_\_

Possible Positive Outcomes

Possible Negative Outcomes

_____	_____
_____	_____
_____	_____

**Choice 2** \_\_\_\_\_

Possible Positive Outcomes

Possible Negative Outcomes

_____	_____
_____	_____
_____	_____

(continued)

# Making Safe Decisions

(continued)

**Choice 3** \_\_\_\_\_

Possible Positive Outcomes

---

---

---

Possible Negative Outcomes

---

---

---

**6** What's the healthy and safe choice for you? Why?

---

---

---

---

**7** How will you know if you're happy with the result of your decision?

---

---

---

---

---

## Self-Check

- ☐ I stated a decision that needed to be made.
- ☐ I identified information I would need to make a safe decision.
- ☐ I decided if I needed help making the decision.
- ☐ I identified at least 2 choices and identified 1 positive and 1 negative outcome for each.
- ☐ I identified the healthy and safe choice and explained why it is healthy and safe.
- ☐ I explained how I will know I'm happy with my choice.



# My Decision

**Directions:** Think about an issue related to sexuality that you will have to make a decision about one day. Then complete the decision-making steps. You will not have to share your answers.

## ► Situation

---

---

---

① Does a decision need to be made?

---

② Stop and think before you act. What information do you need to help you make a healthy and safe decision?

---

---

③ Do you need help with this decision? Who can help?

---

④ What choices do you have? Identify at least 2.

Choice #1 \_\_\_\_\_

Choice #2 \_\_\_\_\_

Choice #3 \_\_\_\_\_

⑤ What are the possible outcomes for each of these choices?

Choice #1 \_\_\_\_\_

Possible Positive Outcomes

Possible Negative Outcomes

---

---

---

---

---

---

---

---

---

---

(continued)

# My Decision

(continued)

Choice #2 \_\_\_\_\_

Possible Positive Outcomes

---

---

---

---

---

Possible Negative Outcomes

---

---

---

---

---

Choice #3 \_\_\_\_\_

Possible Positive Outcomes

---

---

---

---

---

Possible Negative Outcomes

---

---

---

---

---

**6** What's the healthy and safe choice for you? Why?

---

---

---

---

---

**7** What would help you be happy with the results of your decision?

---

---

---

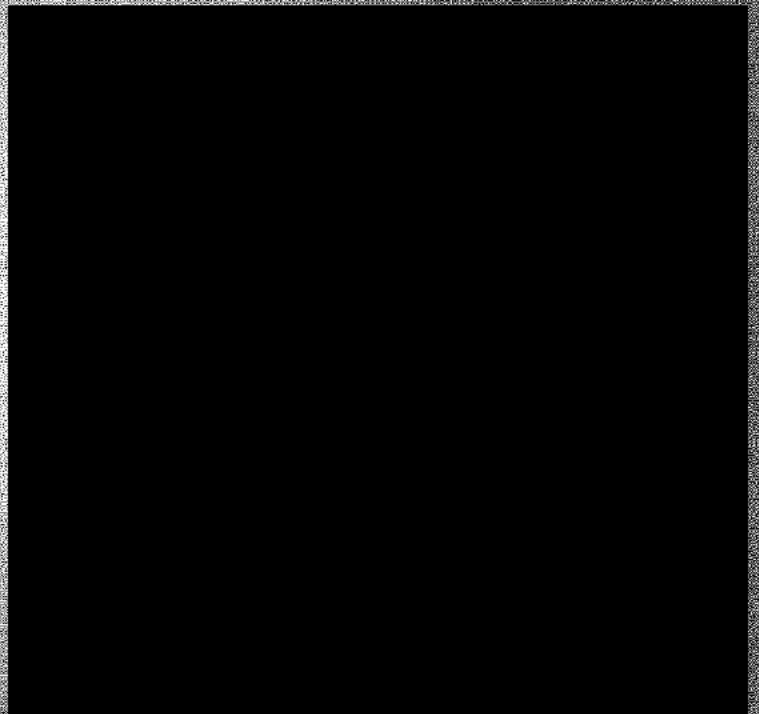
---

---

## Self-Check

- ☐ I stated a decision that needed to be made.
- ☐ I identified information I would need to make a safe decision.
- ☐ I decided if I needed help making the decision.
- ☐ I identified at least 2 choices and identified at least 1 positive and 1 negative outcome for each.
- ☐ I identified the healthy and safe choice and explained why it is healthy and safe.
- ☐ I explained how I would know if I was happy with my choice.

# Healthy & Unhealthy Relationships



00:00

# Purpose

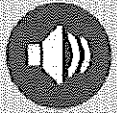
- Increase awareness of unhealthy relationship behaviors.
- Educate about teen dating violence, including providing definitions and facts about physical, sexual, and emotional violence, as well as stalking.
- Discuss when unhealthy behaviors (“yellow light behaviors”) cross the line and become unsafe (“red light behaviors”).
- Emphasize that unsafe (“red light”) behaviors include behaviors that fall within the category of teen dating violence and they should seek help from a trusted adult.



00:00

# Open Ended Question





**Who do you most respect? Why?**



# Relationships

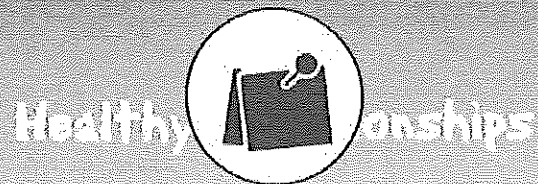
- Family
- Friends
- Peers
- Dating



00:00



## What Makes A Relationship Healthy?



List characteristics of healthy relationships.

## Collaborate Board

### Healthy Relationships

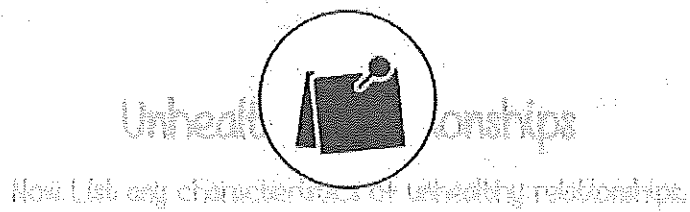


# Healthy Relationships

- Honesty and Trust
- Mutual Respect
- Care
- Attraction
- Closeness
- Commitment
- Individuality
- Balance
- Open Communication
- Support
- Love
- Physical Intimacy
- Safety



00:00



## Collaborate Board

### Unhealthy Relationships

# *Unhealthy Relationships*

- Angry Outbursts
- Constantly fighting
- Making fun of or threatening
- Being Possessive
- Extreme jealousy
- Keeping from friends or family
- Bossing or ordering around
- Raising a hand as if to hit
- Slapping, choking, kicking or physically assaulting
- Forcing or coercing into sexual intercourse



00:00



## HEALTHY RELATIONSHIPS

Compliment 

Forgive 

Appreciate partner 

Respect

Compromise

Encourage 

Trust 

Support 

Communicate 

Validate 

## UNHEALTHY RELATIONSHIPS

Criticize 

Hold grudges 

Resent partner 

Disrespect

Demand

Insult 

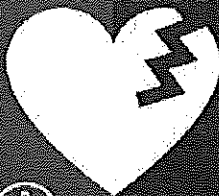
Distrust 

Compete 

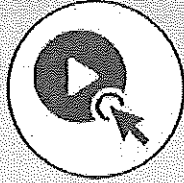
Hold secrets 

Blame 

tadlusk.com



00:00



Video

final\_5faac2dc503f0a00a027f086\_528547.mp4

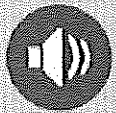
# Open Ended Question



**What relationship characteristics did you notice from the video? Was this a healthy relationship or an unhealthy relationship? How do you know?**



# Open Ended Question



**Could the friend of the girl in the video handled the situation better? If you were the friend of the girl from the video, what would you do or say in this situation?**



# *It's okay to end it*

- Do it in person
- Be honest about your feelings
- Be clear and certain about your reasons
- Take responsibility
- Give yourself time to grieve the relationship.



00:00

# Healthy & Unhealthy Relationships

## **Assignment:**

Read the examples below. Think about what qualities the relationship in the example shows and decide if it is healthy, unhealthy or some of both. Write down your thoughts for each relationship example on a word document or piece of paper in complete sentences. Include the following in your responses:

- Identify if it is a healthy or unhealthy relationship (maybe both) and explain why you think so using **2 specific details from the paragraph**
- Identify or list specific qualities described
- Describe how the relationship could be healthier in any way **providing at least one example, explained in complete sentences.**

1. When Audra got a part-time job after school, her partner Sam wasn't happy about it because he thought Audra would flirt with the guys she met at work. Sam also can't understand why Audra is tired on the weekends and keeps pressuring her to go out and do things when she wants to stay home and rest. He told her he was angry because she was giving all her attention to some guy at work instead of him.
2. Pedro and his girlfriend Allison usually do something together on Saturdays. This fall, Pedro joined a soccer team that has practice two nights a week and games on Saturdays. So, they switched their schedule to spend time together on Sundays, but Allison still comes to most of the games to cheer him on. She also joined a dance class that meets on the nights Pedro has soccer practice so she would have something else to do.
3. A girl notices her boyfriend is getting a lot of attention from two different people at school. She goes up to each of them separately and warns them to stay away from him, "or else."

## Healthy & Unhealthy Relationships

4. A couple has an agreement that they won't put passwords on their phones and can check each other's' texts and social media accounts whenever they feel like it.
5. A guy walks his girlfriend to school every morning, meets her for lunch every day, and picks her up to walk her home at the end of each afternoon.
6. A guy notices his girlfriend is getting a lot more texts than usual. When he mentions it, the girl says he's imagining things. When his girlfriend goes to use the bathroom, he checks her phone and reads her texts.
7. A couple text all the time. But when they get together, whether alone or with friends, they feel uncomfortable talking to each other.
8. One partner usually decides when, where, and what they do together. The other partner says they don't like making decisions and is fine with this.

# Lesson 4

## Qualities of Healthy Relationships

### Overview

In this lesson, students learn about the qualities and benefits of healthy relationships. After identifying qualities of healthy and unhealthy relationships, they read scenarios and identify the healthy and unhealthy qualities in each relationship. They discuss the benefits of healthy relationships, then analyze one of their own healthy relationships to describe its qualities and benefits.

**Time:** 45–60 minutes

### Lesson Objectives

Students will be able to:

1. Compare and contrast healthy and unhealthy relationships.
2. Describe characteristics of healthy relationships.
3. Describe benefits of healthy relationships.

### National Health Education Standards

#### Standard 1: Comprehending Concepts

##### *Performance Indicator*

**1.8.1:** Analyze the relationship between healthy behaviors and personal health.

#### Standard 2: Analyzing Influences

##### *Performance Indicator*

**2.8.1:** Examine how the family influences the health of adolescents.

##### *Performance Indicator*

**2.8.3:** Describe how peers influence healthy and unhealthy behaviors.

### Materials & Preparation

#### Prepare

- Have **Relationship Case Study** (Slide 4) and **Benefits of Healthy Relationships** (Slide 5), or make transparencies, if needed.

#### Review

- **Relationship Case Studies** (*Student Workbook* page 6).
- **My Healthy Relationships** (*Student Workbook* pages 7–8), and Scoring Rubric, page 155.

## Health Terms

Review the teaching steps, slides and activity sheets for any terms or concepts your students may not know, and be prepared to explain them.

Examples:

- acquaintance
- case study
- companionship
- confidence
- empathy
- manipulation
- relationship
- sibling

## Support for Diverse Learners

*To ensure student success with comprehending concepts:*

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension. Clarify terms that may have multiple definitions (e.g., acquaintance, confidence).
- Distribute copies of the **Benefits of Healthy Relationships** slide and review with students, providing examples as needed.
- Be prepared to define the qualities of unhealthy relationships as discussed in the lesson, particularly the types of abuse. Discuss how Case Study 2 can be interpreted/perceived as a form of bullying or intimidation.
- Consider that some students may have never experienced healthy relationships as described in the lesson. Help them to think of or identify healthy relationships they may have seen or read about in books, movies or television shows, and use these examples when responding to the **My Healthy Relationships** activity sheet.

*To ensure student success with reading:*

- Pair students with stronger reading skills or peer tutors with students who may need help reading the stories on the **Relationship Case Studies** activity sheet.

*To ensure student success with writing:*

- Prepare a checklist of healthy and unhealthy qualities that students might refer to when completing the **Relationship Case Studies** activity sheet.
- Pair students with stronger writing skills or peer tutors with students who may need help responding to the questions on the **My Healthy Relationships** activity sheet. Or allow students to respond to the questions on the activity sheet by drawing pictures, acting out responses or singing/rapping.

## Introduction

### ■ Get students ready for learning

#### Transition

In the last class, you described some action steps you could take to improve your emotional health. On a piece of paper, write a sentence or two about what happened when you tried these steps. How did it work? Is there something else you want to try? If you haven't tried the steps yet, write about when and where you will try them and what you expect to happen.

*Allow students to focus and work quietly for a minute or two.*

#### Motivate

How would you define the word *relationship*?

*Call on students to share their definitions, and make a list of key points on the board.*

Think of a relationship you have that you consider a good relationship. You don't have to share the person's name. What do you like about this relationship? How does it make you feel?

*Allow time for students to share what they like and how they feel about their relationships.*

## Teaching Steps

### ■ Discuss qualities of healthy relationships

#### Explain

The relationships you have with other people have a big effect on your emotional and social health.

People begin to form relationships with parents and siblings as soon as they are born. As you get older, school and neighborhood friends become important. You also begin to have relationships with adults outside the home, such as teachers and coaches.

Some people have many different relationships with a wide circle of friends and *acquaintances* (people they know but not as well as friends).



Others prefer to have only a few close friends. Some relationships are with people you talk to or see every day. You may also have relationships with people you talk to or see only once in a while.

You shared a little about a good relationship in your life. Think about the qualities or things about that relationship that make it a good or healthy relationship for you.

### **Ask & Discuss**

What are some qualities of healthy relationships?

*Allow students to respond to the question and discuss their ideas. Make a list of qualities on the board.*

*Make sure the following qualities are included.*

- *Kindness*
- *Trust*
- *Clear communication*
- *Keeping confidences*
- *Listening*
- *Being honest*
- *Respect for each other*
- *Seeing the other person's point of view (empathy)*
- *Working out differences*
- *People can be themselves*
- *Having fun together*

### **■ Discuss qualities of unhealthy relationships**

#### **Explain**

Relationships aren't always healthy. Sometimes connections with others can be unhealthy or hurtful. It's important to be able to recognize both healthy and unhealthy qualities of relationships so you can choose healthy connections with others or work to improve the unhealthy things about a relationship.

## Ask & Discuss

What are some qualities of unhealthy relationships?

*Allow students to respond to the question and discuss their ideas. Make a list of qualities on the board.*

*Make sure the following qualities are included:*

- Lack of trust
- Jealousy
- Unfair fights
- The other person tries to change you
- Lying
- Manipulation (tricking the other person into doing things for you)
- Lack of understanding
- Lack of respect
- Poor communication
- Abuse (physical, emotional, sexual)

## ■ Students analyze example relationships

### Explain

Relationships aren't just one thing. Sometimes they have both healthy and unhealthy qualities. Few relationships are perfect. People in healthy relationships may have times when they disagree or have problems with each other, and unhealthy qualities can exist even in a mostly healthy relationship. It's important to be able to identify unhealthy qualities in your relationships so that you can work on improving them. You're going to have a chance to read about some relationships and identify the healthy and unhealthy qualities in each one.

### Prepare

*Show the Relationship Case Study slide. Read or have students read the case study aloud.*

Slide 4

### Relationship Case Study

**Derek and Mason**

Derek and Mason have been good friends since third grade. Now, in middle school, they aren't in any of the same classes. Derek has made some new friends, but Mason hasn't. Derek still likes Mason and enjoys hanging out with him, but he also likes his new friends. Mason sent Derek a text inviting him to come over after school to play video games. Derek texted back that he had to finish some homework. But Derek was really having his new friends over. Derek felt bad about lying to Mason. He understands that Mason has a harder time making new friends. So the next day he asked Mason to join him and his new friends after school to play basketball.

Healthy Qualities	Unhealthy Qualities

©2014 American Psychological Association. All rights reserved. Reproduced with permission.

Slide 4

## HEALTHSmart Middle School

What are the qualities of Jess and TJ's relationship?

*Allow students to respond to the question. Make sure the following qualities are named:*

- *Healthy qualities—Maria stands up for herself and refuses to do Shelly's homework for her. Shelly apologizes to Maria and respects her decision.*
- *Unhealthy qualities—Shelly tries to manipulate Maria into doing her homework. Maria thinks Shelly won't be her friend if she doesn't do Shelly's homework.*

What are the qualities of Jess and TJ's relationship?

Allow students to respond to the question. Make sure the following qualities are named:

- *Healthy qualities—Maria stands up for herself and refuses to do Shelly's homework for her. Shelly apologizes to Maria and respects her decision.*
- *Unhealthy qualities—Shelly tries to manipulate Maria into doing her homework. Maria thinks Shelly won't be her friend if she doesn't do Shelly's homework.*

Workbook page 6

- *Healthy qualities—Jess and TJ both like something about the other person.*
- *Unhealthy qualities—TJ teases and doesn't show respect for Jess. Jess feels scared to stop being friends with TJ.*

## Review

Which of the 3 case study relationships—Derik and Mason, Shelly and Maria, Jess and TJ—are more healthy than unhealthy?

Is any of the case study relationships unhealthy enough that one of the people should end the connection?

*Allow students to respond to the questions and discuss their ideas. Be sure to note that the relationships in the example case study from the slide and Case Study 1 on the activity sheet are worth working on because both people want the relationship and are willing to compromise and reach out to each other. Explain that Case Study 2 is mainly unhealthy. Because TJ isn't willing to see Jess's point of view or change, Jess might be better off not being in this relationship.*

## ■ Identify benefits of healthy relationships

### Ask & Discuss

What are the benefits, or things you get, from a healthy relationship?

*Allow students to respond to the question and discuss their ideas. Make a list of benefits on the board.*

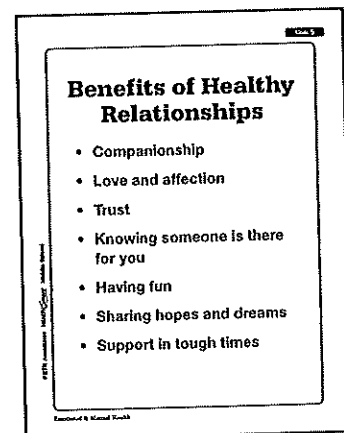
### Prepare

Show the **Benefits of Healthy Relationships** slide.

### Explain

Some of the benefits of healthy relationships include:

- Companionship
- Love and affection
- Trust
- Knowing someone is there for you



Slide 5

- Having fun
- Sharing hopes and dreams
- Support in tough times

*Compare the benefits on the slide to those the students listed and add any that weren't already mentioned to the list on the board.*

## Ask & Discuss

How can your healthy relationships with family and friends have a positive effect on your emotional health?

*Allow students to respond to the question and discuss their ideas.*

## Summarize

The healthy relationships you have with family and friends help give you a feeling of belonging. When you have a healthy relationship with someone, you support each other and help each other stay healthy. Healthy relationships with family and friends give you people to talk to when you need help with troublesome feelings, and people who will encourage you to make good choices about your health.

# Assessment & Closure

## ■ Students demonstrate learning

### Complete

*Direct students to turn to My Healthy Relationships on page 7 of the Student Workbook.*

Now you'll have a chance to use what you've learned today to think about some of your own healthy relationships.

*Review the directions with students and allow time for them to complete the activity sheet.*

The worksheet is titled "My Healthy Relationships" and is divided into three sections, each with a heading, a question, and a "Healthy Relationship" label.

- Section 1:** Heading: "My Healthy Relationships", Question: "Explain how each of these things would be different in a healthy versus an unhealthy relationship.", Label: "Healthy Relationship".
- Section 2:** Heading: "My Healthy Relationships", Question: "How do people not involved with you feel about you?", Label: "Healthy Relationship".
- Section 3:** Heading: "My Healthy Relationships", Question: "How do people feel about you when you are not around?", Label: "Healthy Relationship".

At the bottom of the page, it says "Assessment & Closure Sheet" and "Workbook pages 7-8".

Workbook pages 7-8

## ■ End the lesson

### Close

Almost every relationship has healthy qualities, as well as things that need some attention or even some hard work. Paying attention to these qualities in all of your relationships can make you a better friend.

What do you think is the most important quality of a healthy relationship and why?

*Allow students to share their ideas. Reinforce the healthy qualities they name and explain that different people may value certain healthy qualities more than others, but all of these qualities help make relationships healthy and worth working on.*

### Assess

Collect students' **My Healthy Relationships** activity sheets and evaluate their work for this lesson.

### Assessment Evidence

#### Objective 1

Students compared and contrasted healthy and unhealthy relationships by:

- ☐ Completing the **My Healthy Relationships** activity sheet.

#### Objective 2

Students described characteristics of healthy relationships by:

- ☐ Completing the **My Healthy Relationships** activity sheet.

#### Objective 3

Students described benefits of healthy relationships by:

- ☐ Completing the **My Healthy Relationships** activity sheet.

(Scoring Rubric, page 155)



# Relationship Case Studies

**Directions:** Read each case study. Then list the healthy and unhealthy qualities in each relationship.

## ► Case Study 1: Shelly and Maria

Shelly has always been very popular. Maria was glad when Shelly asked if she'd come over and help her with some homework. Since then, Shelly has asked Maria for help on a lot of homework assignments. Yesterday, Shelly asked Maria to do her homework for her. Maria really likes Shelly and is scared that if she doesn't do Shelly's homework, Shelly won't be friends with her anymore. But Maria also doesn't want to cheat. So Maria told Shelly she would be happy to help with homework, but she won't do it for her. Shelly got mad and asked Maria to leave. But the next day at school, Shelly told Maria that she was wrong. Shelly said she was sorry and still wanted to be friends.

### Healthy Qualities

---

---

---

---

---

### Unhealthy Qualities

---

---

---

---

---

## ► Case Study 2: Jess and TJ

Jess and TJ met on the track team. Jess admired how good TJ was at sports, and TJ enjoyed Jess's sense of humor, so they became friends. But lately Jess isn't having as much fun with TJ. TJ teases Jess all the time about not being as fast or strong as other members of the team. One day after track practice, TJ hid Jess's clothes in the locker room when Jess was in the shower. When Jess got upset, TJ just laughed and told Jess not to be such a baby. The next day, TJ acted like nothing had happened. Jess is scared to stop being friends with TJ, because Jess has seen TJ be really mean to other kids on the team who TJ doesn't like.

### Healthy Qualities

---

---

---

---

---

### Unhealthy Qualities

---

---

---

---

---

# My Healthy Relationships

**Directions:** Think about what you've learned today about relationships. Then answer the questions.

- 1** Explain how each of these things would be different in a healthy versus an unhealthy relationship.

**How do people communicate?**

Healthy Relationship:

---

---

---

Unhealthy Relationship:

---

---

---

**How do people act toward each other?**

Healthy Relationship:

---

---

---

Unhealthy Relationship:

---

---

---

**How do people feel about themselves?**

Healthy Relationship:

---

---

---

Unhealthy Relationship:

---

---

---

(continued)

(continued)

- 
- This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

- ☐ I explained the qualities of healthy and unhealthy relationships.
- ☐ I described at least 3 qualities of a healthy relationship.
- ☐ I described at least 2 benefits of healthy relationships.

# Lesson 1

## Healthy Romantic Relationships

### Overview

In this lesson, students learn about healthy romantic relationships. They list words that describe a good relationship in their lives, then learn about and discuss qualities of healthy and unhealthy relationships. After practice in identifying healthy and unhealthy qualities in some relationship scenarios, they discuss ways to build healthy romantic relationships. They complete an activity sheet to identify qualities of healthy relationships, explain why these qualities are important and think about how they can develop healthy relationships.

**Time:** 45–60 minutes

### National Health Education Standards

#### Standard 1: Comprehending Concepts

**Performance Indicator**  
**1.8.1:** Analyze the relationship between healthy behaviors and personal health.

### Lesson Objectives

**Students will be able to:**

1. Explain the qualities of a healthy romantic relationship.
2. Differentiate healthy and unhealthy romantic relationships.
3. Describe strategies for building healthy romantic relationships.

### Materials & Preparation

#### Prepare

- Review school district guidelines and policies on sexuality education prior to teaching this unit and make adaptations as needed.
- Be sure to send the **Family Letter** (Master 1) home with students prior to teaching this unit.
- Have **Qualities of Healthy Romantic Relationships** (Slide 1) and **Qualities of Unhealthy Romantic Relationships** (Slide 2), or make transparencies, if needed.

### Review

- **Building Healthy Romantic Relationships** (*Student Workbook* pages 2–3), and Scoring Rubric, page 177.

### Health Terms

Review the teaching steps, slides and activity sheet for any terms or concepts your students may not know, and be prepared to explain them.

Examples:

- abuse
- balance
- control
- flexibility
- jealousy
- overdependence
- partner
- romantic

### Support for Diverse Learners

*To ensure student success with comprehending concepts:*

- Assess students' knowledge and understanding of sexual health and relationships prior to instruction.
- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.
- Review and clarify terms and idioms that may have the potential for multiple interpretations (e.g., romantic, balance, relationship, affection, abuse). Provide concrete examples, analogies, interpretations or experiences related to sexual health and relationships.
- Ask students to complete prompts to provide examples to facilitate the discussion of relationship qualities (e.g., a person shows a lack of respect when she..., a person shows trust in another person when he...).
- Create a "relationship pizza." Give each student a "wedge" or piece of pizza (cut from plain paper). Have them draw their favorite pizza toppings on it, and then draw or describe a positive or healthy quality they bring to their relationships. Have students put together healthy relationship pizzas from the various pieces. This can help the teacher learn which qualities the students value most.
- Create a handout with the relationship story example students practice analyzing in class. Allow students to read the story and answer the questions about relationship qualities in pairs. Pair stronger readers with students who may need help.

*To ensure student success with group activities and communicating about sexual health issues:*

- Be aware of family and cultural beliefs and values around what is appropriate and acceptable in relationships. For example, physical displays of affection in public may be considered inappropriate, or differences of control between partners may be customary or acceptable in some cultures. Respect these differences when asking students to discuss qualities of healthy and unhealthy relationships.
- Consider the cultural, personal and family beliefs that may underlie any discussion of sexuality-related topics and issues of a personal nature. Incorporate students' understandings and cultures into class discussions.
- Review the **Tips for Answering Questions About Sexuality** teacher page from Lesson 2 prior to instruction.
- Consider a private discussion with students who appear reticent or reluctant to discuss sexual health issues with peers in class or with an adult family member. Some students may have family rules that prohibit such discussions. Those students should be given the same respect by peers as other students who are willing to openly communicate about sexual health issues in class discussions.
- Modify large-group discussions by allowing students to start the activity in pairs. Then, when they feel more comfortable, move into larger groups of 4 students to continue sharing and discussing.

*To ensure student success with reading:*

- Distribute copies of the **Qualities of Healthy Romantic Relationships** and **Qualities of Unhealthy Romantic Relationships** slides.

*To ensure student success with writing:*

- Allow students to create icons or illustrate the qualities of healthy and unhealthy romantic relationships. Check for understanding and match of icons or drawings to concepts.
- Pair students with stronger writing skills or peer tutors with students who may need help responding to the **Building Healthy Relationships** activity sheet, or allow students to complete the activity sheet as homework.



## Introduction

### ■ Get students ready for learning

#### Transition

Think about your best friend or someone close to you with whom you would say you have a healthy relationship. On a piece of paper, write some words that describe your relationship with that person.

*Allow students to focus and work quietly for a minute or two. Then ask students to share the words they wrote. Help them frame these words as qualities of their friendships.*

#### Motivate

These are all important qualities of friendships. They are qualities that make the relationship a healthy or good one that benefits both people. All relationships can have healthy or unhealthy aspects. Think of some friendships you've read about or seen on TV, in movies or between people you know.

If the relationship shown was a good one, what things did the characters or people say or do that made the relationship seem healthy?

*Under the heading "Healthy Qualities," write the healthy qualities on the board as students name them. Point out any that were also named earlier.*

If the relationship was a bad one, what did the characters or people say or do that made the relationship less healthy, hurtful or dangerous?

*Under the heading "Unhealthy Qualities," write the unhealthy qualities on a separate list on the board. Keep the lists on the board for later review.*

Today you're going to be learning more about the characteristics, or qualities, of healthy and unhealthy romantic relationships.

## Teaching Steps

### ■ Define romantic relationships

#### Ask & Discuss

What do you think of when you hear the term *romantic relationship*?

*Allow students to respond to the question and discuss their ideas.*

#### Summarize

Having a romantic relationship implies that people are attracted to or like each other as more than friends. People in a romantic relationship want to be close to each other emotionally and physically. Romantic relationships often begin with attraction and develop emotional closeness as the two people share their thoughts and feelings with each other. It's also possible for romantic relationships to grow out of friendships, when two people who are already close begin to feel attracted to each other in a romantic way. The feeling of "falling in love" is often part of a romantic relationship.

Just like friendships and other relationships, romantic relationships can have healthy or unhealthy qualities.

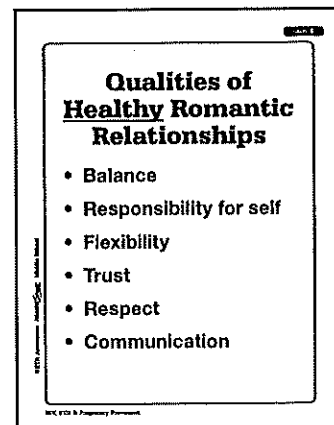
### ■ Examine qualities of healthy romantic relationships

#### Explain

There are many qualities that make a romantic relationship healthy. Many of these are similar to the ones you listed at the beginning of class to describe your relationship with your friend.

#### Prepare

Show the Qualities of Healthy Romantic Relationships slide.



Slide 1

## **Explain**

*Discuss the qualities one at a time, asking students how they would explain each one before you clarify:*

Healthy romantic relationships have these qualities:

- **Balance.** Both partners give something to the relationship and both of them get something from it. The sharing feels fair and equal.
- **Responsibility for self.** Each partner takes responsibility for his or her actions and behavior in the relationship.
- **Flexibility.** Both partners are able to bend, or change, if needed. They allow their relationship to change, grow and develop over time.
- **Trust.** Partners are honest with each other. They know they can believe and count on the other person.
- **Respect.** Each partner thinks about the other's needs and feelings. They treat each other well. They don't pressure the other person to do things he or she doesn't want to do.
- **Communication.** The partners communicate openly and honestly. They talk about things and listen to each other. They are willing to work out disagreements.

## **Review**

Now look at the things you listed that make a relationship good, and let's see how those things fit into these categories.

*Review the list on the board under the heading "Healthy Qualities," and help students relate the list to the qualities of healthy romantic relationships. For example, ask, "which of these are an example of balance in a relationship?"*

## **■ Examine qualities of unhealthy romantic relationships**

### **Explain**

An unhealthy romantic relationship has certain traits, too. When a relationship is unhealthy, one or both of the partners are likely to feel unhappy, stressed, scared or bad about himself or herself.

## Prepare

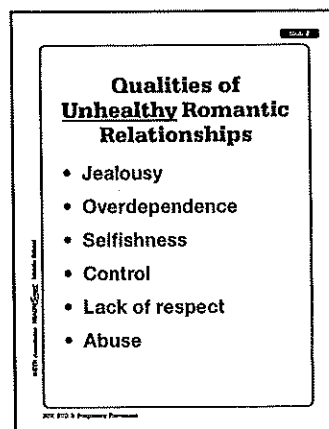
Show the **Qualities of Unhealthy Romantic Relationships** slide.

## Explain

Discuss the qualities one at a time, asking students how they would explain each one before you clarify.

Unhealthy romantic relationships often have these qualities:

- **Jealousy.** One partner fears losing the affection of the other and becomes suspicious and controlling.
- **Overdependence.** One partner relies on the other to meet all of his or her emotional, physical or social needs.
- **Selfishness.** One partner has little or no concern for the needs of the other.
- **Control.** One partner tries to have power over the relationship and the other person's actions.
- **Lack of respect.** Partners don't think about the other's needs and feelings. They may treat each other badly, or one may pressure the other to do things he or she doesn't want to do.
- **Abuse.** One partner physically or emotionally mistreats the other. Abuse can be verbal—put-downs or criticism of a person's personality, abilities or behaviors. It can be physical—hurting or threatening to harm the other person's body.



Slide 2

## Review

Now look at the things you listed that make a relationship unhealthy, hurtful or even dangerous, and let's see how these things fit into these categories.

Review the list on the board under the heading "Unhealthy Qualities," and help students relate the list to the qualities of unhealthy romantic relationships. For example, ask, "Which of these are an example of jealousy?"

## ■ Students practice differentiating healthy and unhealthy romantic relationships

### Model

Here's something someone in a healthy romantic relationship might say. Listen, and then tell me what qualities are being described.

"I know my boyfriend will always be there for me if I have a problem and need to talk about it. He really listens to me." (trust, respect, communication)

Here's something someone in an unhealthy romantic relationship might say. Listen, and then tell me what qualities are being described.

"I want to try playing the drums. I told some friends I was going to sign up for a class, and my girlfriend said I shouldn't bother because I had a terrible sense of rhythm and would never be any good at it. (lack of respect, verbal abuse)

### Practice

Now listen to two more examples. Think about what qualities the relationship in the example shows and decide if it is a healthy or an unhealthy relationship.

*Allow students to respond to each example and discuss their ideas.*

When Audra got a part-time job after school, her partner Sam wasn't happy about it because he thought Audra would flirt with the guys she met at work. Sam also can't understand why Audra is tired on the weekends and keeps pressuring her to go out and do things when she wants to stay home and rest. He told her he was angry because she was giving all her attention to some guy at work instead of him. (Unhealthy: Sam shows jealousy, selfishness, control, lack of respect.)

Pedro and his girlfriend Alison usually do something together on Saturdays. This fall, Pedro joined a soccer team that has practice two nights a week and games on Saturdays. So they switched their schedule to spend time together on Sundays, but Alison still comes to most of the games to cheer him on. She also joined a dance class that meets on one of the nights Pedro has soccer practice so she would have something else to do. (Healthy: Alison shows balance, responsibility for self, and flexibility.)

## ■ Teach about building healthy romantic relationships

### Ask & Discuss

Partners share the responsibility for building a healthy romantic relationship. What are some things you could do to help build a healthy romantic relationship with someone?

*Allow students to respond to the question and discuss their ideas. Write their suggestions on the board.*

### Summarize

Strategies to help build a healthy relationship can include:

- Showing self-respect and respect for a partner.
- Being willing to adapt and change.
- Supporting each other's goals and giving your partner time to do things without you.
- Being trustworthy.
- Sharing your thoughts and feelings and listening to your partner's.
- Taking steps to change unhealthy qualities when you notice them.

## ■ Examine reasons to end a relationship

### Explain

No relationship is perfect, and even healthy relationships may have some difficult moments. Often, people are able to work together to create a healthier relationship. But people can't always change the qualities of a relationship. If a relationship keeps showing more unhealthy qualities than healthy ones, sometimes it's best for that relationship to end.

### Ask & Discuss

What do you think would indicate that a relationship should end?

*Allow students to respond to the question and discuss their ideas. Show the **Qualities of Unhealthy Romantic Relationships** slide again to help facilitate the discussion.*



## Summarize

If these unhealthy qualities are always present in the relationship, and especially if one person is abusing the other verbally, emotionally or physically, the healthiest thing is to end the relationship.

# Assessment & Closure

## ■ Students demonstrate learning

### Complete

Now you will have a chance to put what you know into practice. You'll describe 2 qualities you think are important in a healthy romantic relationship—as well as one that could be a problem—and strategies you could use to build a healthy romantic relationship.

*Direct students to turn to **Building Healthy Romantic Relationships** on page 2 of the Student Workbook.*

Have students work individually to complete the activity sheet.

The image shows a worksheet titled "Building Healthy Romantic Relationships". It includes a definition of a healthy relationship: "Disrespect has 2 qualities of a healthy romantic relationship and explain why you think each is important. Describe 1 way you can build a healthy romantic relationship. Then name 1 quality of an unhealthy romantic relationship and explain why you think it could be a problem. Then name 1 way to solve it." Below this, there are sections for "Quality 1", "Quality 2", and "Describe 1 way you can build a healthy romantic relationship".

Workbook pages 2–3

## ■ End the lesson

### Close

Look at the lists of qualities on the board one more time. Which one do you think is most important in a romantic relationship?

*Go around the room and allow students to name a quality and explain why it's important. Ask for a show of hands from those who would also choose this quality and allow those students to give their reasons. Continue until all the students have had a chance to share which quality they consider most important.*

### Assess

*Collect students' **Building Healthy Romantic Relationships** activity sheets and evaluate their work for this lesson.*

## **Assessment Evidence**

### **Objective 1**

Students explained the qualities of a healthy romantic relationship by:

- ☐ Completing the **Building Healthy Romantic Relationships** activity sheet.

### **Objective 2**

Students differentiated healthy and unhealthy romantic relationships by:

- ☐ Completing the **Building Healthy Romantic Relationships** activity sheet.

### **Objective 3**

Students described strategies for building healthy romantic relationships by:

- ☐ Completing the **Building Healthy Romantic Relationships** activity sheet.

*(Scoring Rubric, page 177)*

# Building Healthy Romantic Relationships

**Directions:** Name 2 qualities of a healthy romantic relationship and explain why you think each one is important. Describe 3 ways you can build a healthy romantic relationship. Then name 1 quality of an unhealthy romantic relationship and explain why you think it would be a problem. Then answer the last question.

## ► Healthy Relationships

Quality 1: \_\_\_\_\_

Why is this quality important? \_\_\_\_\_

---

---

---

Quality 2: \_\_\_\_\_

Why is this quality important? \_\_\_\_\_

---

---

---

Describe 3 ways you can build a healthy romantic relationship:

1. \_\_\_\_\_

---

---

2. \_\_\_\_\_

---

---

3. \_\_\_\_\_

---

---

(continued)

# Building Healthy Romantic Relationships

(continued)

## ► Unhealthy Relationships

Quality: \_\_\_\_\_

Why is this quality a problem? \_\_\_\_\_

---

---

---

What are at least 3 differences between a healthy and an unhealthy romantic relationship? Be specific and give at least 1 example.

---

---

---

---

---

---

---

---

---

---

---

---

### Self-Check

- ☐ I named 2 qualities of healthy romantic relationships and explained why each is important.
- ☐ I described 3 ways I can build a healthy romantic relationship.
- ☐ I named 1 quality of unhealthy romantic relationships and explained why it is a problem.
- ☐ I described at least 3 differences between a healthy and an unhealthy romantic relationship and gave at least 1 example.

## Student Journal

# Lesson 1: Healthy Romantic Relationships

### New words

abuse  
balance  
control  
flexibility  
jealousy  
overdependence  
partner  
romantic

### Journal entry

Think about your best friend or someone close to you with whom you would say you have a healthy relationship. Write some words that describe your relationship with that person.

---

---

---

---

### Qualities of *Healthy* Romantic Relationships

Balance:

---

---

Responsibility for self:

---

---

Flexibility:

---

---

Trust:

---

---

Respect:

---

---

Communication:

---

---

(continued)

## Student Journal

### **Lesson 1: Healthy Romantic Relationships**

(continued)

#### **Qualities of *Unhealthy* Romantic Relationships**

Jealousy:

---

---

Overdependence:

---

---

Selfishness:

---

---

Control:

---

---

Lack of respect:

---

---

Abuse:

---

---

#### **Class discussion notes**

---

---

---

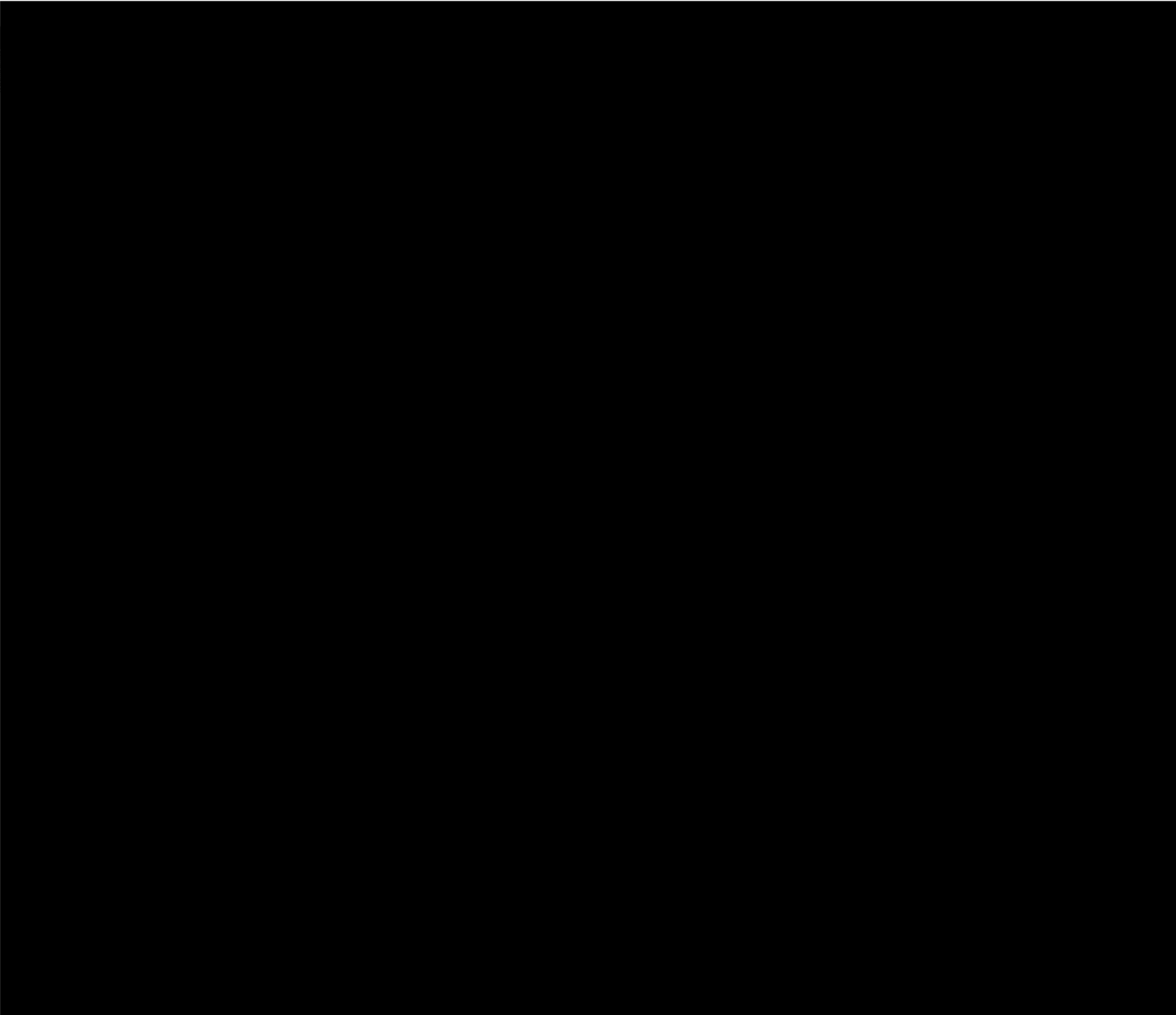
---

---

---

---





# LESSON 5

## Communicating Our Boundaries

### Student Learning Objectives:

- Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).
- Demonstrate the ability to communicate one's behavioral limits or boundaries and to show respect for the limits or boundaries of others related to physical intimacy and sexual behavior.

### National Health Education Standards:

- Self Management
- Interpersonal Communication

### Lesson Synopsis

Connect this lesson on communicating plans for staying within safe behavioral boundaries with the previous lesson on setting goals for living free of HIV and other STIs and planning how to stay within the safe behavioral boundaries. Review and practice, in pairs, verbal and nonverbal communication skills for telling others personal boundaries for safe behavior. Summarize how and what to communicate when sharing boundaries with others. Assign homework of asking two trusted adults for communication ideas.



Activity	Time	Materials Needed
Introduction	2 minutes	<ul style="list-style-type: none"> <li>None</li> </ul>
Input	10 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>Slide Master: "What to Communicate"</li> <li>Slide Master: "How to Communicate"</li> <li>Appendix S: "School Personnel Guide for Reporting Suspected Child Abuse and Neglect: You Are a Mandated Reporter"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>Writing paper</li> <li>Pens or pencils</li> <li>Slides</li> <li>Projector</li> </ul>
Application	30 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>Student Worksheet: "Communicating Boundaries"</li> <li>Teacher Key: "Communicating Boundaries"</li> <li>Slide Master: "Time to Communicate"</li> <li>Teacher Reference-Assessment: "Assessment Rubric: Communicating Boundaries"</li> <li>Student Self-Assessment Rubric: "Communicating Boundaries"</li> <li>Student Self-Assessment Checklist: "Communicating Boundaries"</li> <li>Peer Assessment Checklist: "Communicating Boundaries"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>Slide</li> <li>Projector</li> <li>Pens or pencils</li> </ul>

<b>Closure</b>	3 minutes	Supplied by the Teacher • Student folders from Lesson 1
<b>TOTAL</b>	<b>45 minutes</b>	

### Preparation

- Prior to the Lesson**
- Determine which version of the lesson has been approved by your Board of Education to be taught in your class, abstinence-based or abstinence-only.
  - Decide if you want to assess student progress. A rubric is provided for your use at the end of this lesson, "Assessment Rubric: Communicating Boundaries."
  - Decide if you want students to assess their own progress. Duplicate the rubric, "Communicating Boundaries," for students if you plan to have them use it. There are also two checklists you can duplicate for students to use. One is a self-assessment checklist and the other is designed for peer assessment. They are both titled, "Communicating Boundaries."
  - Read appendix S, "School Personnel Guide for Reporting Suspected Child Abuse and Neglect: You Are a Mandated Reporter."
- For Input**
- Decide how to have the students form pairs to practice skills.
  - Prepare slides of the slide masters, "What to Communicate" and "How to Communicate."
- For Application**
- Prepare a slide of the slide master, "Time to Communicate."
  - Duplicate the student worksheet, "Communicating Boundaries," for each student.

## LESSON PROCEDURE

**Introduction:** Connect this lesson on communicating plans for staying within safe behavioral boundaries with the previous lesson on setting goals for living free of HIV and other STIs and planning how to stay within the safe behavioral boundaries.


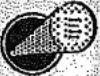

2 minutes






Instructional Steps	Script and Detailed Directions
Review the previous lesson on setting goals	<p><i>What steps might a person take in order to protect himself or herself from HIV and other STIs?</i></p> <p>Possible Answers:</p> <ul style="list-style-type: none"> <li>• Go out with a group of kids rather than going alone with someone you like.</li> <li>• Talk to each other about boundaries and what you will and won't do prior to going out.</li> <li>• Go to a girlfriend/boyfriend's house only when an adult is home to supervise.</li> <li>• Hold hands, but do not kiss a boyfriend or girlfriend.</li> <li>• Abstain from sex.</li> </ul>








	<p>Display the slide, "How to Communicate," and supplement the students' lists as needed.</p>  <p>Be sensitive to cultural differences regarding nonverbal communication, such as eye contact. If you are working with students from a variety of cultural backgrounds, you may want to discuss the various ways nonverbal gestures are interpreted.</p>
<p>Describe what to say when communicating boundaries using the slide, "What to Communicate."</p> 	<p>Display the slide, "What to Communicate."</p> <p><i>To communicate your plan for your personal boundaries, you need to know what to communicate. The first thing to do is simply share information.</i></p> <ul style="list-style-type: none"> <li>• Address the person by name.</li> <li>• State your plan clearly and simply: Say what you will do. Say what you won't do. Use one sentence each.</li> </ul> <p><i>That may be enough. However, there may be times when your listener doesn't seem to be listening or hearing what you said. Then, you may need to use the three steps for making sure you are heard.</i></p> <ul style="list-style-type: none"> <li>• Repeat your message.</li> <li>• Say something that shows you are serious.</li> <li>• If interrupted, continue from where you were interrupted.</li> </ul>
<p>Discuss the importance of respecting other people's boundaries.</p>	<p><i>Of course you want people to listen to you when you communicate your boundaries and respect them.</i></p> <p><i>If another person didn't listen or tried to push you outside your boundaries, what kind of relationship might this be?</i></p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• This would be disrespectful.</li> <li>• The other person would be trying to abuse their power over you.</li> <li>• The person might try to exploit you for his or her own happiness.</li> <li>• This could mean the other person doesn't really care about you.</li> </ul> <p><i>Just as you want others to listen and respect your boundaries, it is important that you do the same for them. If someone tells you "no" or communicates a boundary, listen and support their limit. If you don't hear someone say "yes," that means "no."</i></p>  <p>Refer to appendix S, "School Personnel Guide for Reporting Suspected Child Abuse and Neglect: You Are a Mandated Reporter," to review your responsibility to report abuse if students disclose situations that cause you to suspect abuse.</p>

Instructional Steps	Script and Detailed Directions
<p>Write scripts to practice communication skills using the student worksheet, "Communicating Boundaries."</p>  <p>Keep the slide, "What to Communicate," displayed.</p> 	<p>Distribute the student worksheet, "Communicating Boundaries," to each student.</p>  <p>You have several assessment tools available at the end of the lesson if you want to assess students' progress. You may choose from the teacher assessment rubric, student self-assessment rubric, student self-assessment checklist, and/or peer assessment checklist.</p>  <p><i>Now you will have a chance to use these skills in two hypothetical situations. Individually, record what you would say in each situation on the worksheet. Follow the steps on the slide. You will have five minutes. I will call on a few of you to hear your ideas.</i></p> <p>After five minutes, gather examples from two or three students.</p> <p><i>Take a minute to add to your worksheet if you got any new ideas. In a minute, you will practice your responses with your partner.</i></p> <p>Pause another minute to allow students to add new ideas.</p>
<p>Verbally practice communication skills using the student worksheet, "Communicating Boundaries," and the slide, "Time to Communicate."</p> 	<p><i>Next, each of you will have a chance to practice what you would say in one of the scenarios. This is not a role-play because no one will play the pressurer in the situation. However, you will each read one scenario and then practice what you would say as if you were in the situation.</i></p> <p><i>The person who isn't practicing should watch and listen to his or her partner so that he or she can explain what was said or done that was effective and what could be improved. Try to help each other communicate what you will and won't do in as clear and firm a manner as possible.</i></p> <p><i>When I give the signal, the second partner will read the second scenario and practice what he or she would say.</i></p> <p>Assign who will communicate first and review the directions by displaying the slide, "Time to Communicate."</p> <p>Signal the first person in each pair to go first.</p> <p>Provide time for the pairs to practice and talk about how the message was delivered and how it could be improved.</p> <p>Conduct two rounds, giving each student a chance to practice and get feedback.</p>
<p>Summarize reasons communicating boundaries might be difficult and the importance of practicing.</p>	<p><i>This seems pretty easy. What makes it hard to do this in real life?</i></p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• You care for the person.</li> <li>• You want to be liked and accepted.</li> <li>• You don't want to look stupid, etc.</li> <li>• You don't want your boyfriend or girlfriend to be mad at you.</li> <li>• You don't want the person to break up with you or not date you.</li> <li>• You don't want others to find out about your personal life.</li> </ul> <p><i>We need to practice these skills, because it is harder in real life. However, communicating your plan for what you will and won't do is one way to protect yourself.</i></p>



**Closure:** Summarize how and what to communicate when sharing boundaries with others.  
Assign homework of asking two trusted adults for communication ideas.

3 minutes

Instructional Steps	Script and Detailed Directions
<p>Summarize the lesson, emphasizing how to communicate and what to communicate.</p>	<p><i>How should you verbally and nonverbally communicate your personal boundaries to others?</i></p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Face the person.</li> <li>• Maintain eye contact.</li> <li>• Stand or sit straight and tall.</li> <li>• Speak slowly.</li> <li>• Speak clearly.</li> <li>• Use a firm voice without yelling.</li> </ul> <p><i>What should you say when you communicate your personal boundaries?</i></p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Address the person by name.</li> <li>• State your plan clearly and simply. <ul style="list-style-type: none"> <li>– Say what you will do.</li> <li>– Say what you won't do.</li> <li>– Use one sentence each.</li> </ul> </li> <li>• Repeat your message.</li> <li>• Say something that shows you are serious.</li> <li>• If interrupted, continue from where you were interrupted.</li> </ul> <p><i>What effective communication skills did you see during our practice situations?</i></p> <p>Call on a few students to describe effective strategies. Their answers will vary.</p>
<p>Assign homework using the student worksheet, "Communicating Boundaries."</p> 	<p><i>Parents and other trusted adults have years of experience with communicating boundaries.</i></p> <p><i>Take your student worksheet, "Communicating Boundaries," home with you. For your homework assignment, discuss the situations and possible responses with two trusted adults. One adult may be a parent or guardian, but the other should be someone who is not your parent or guardian. Ask each adult what they would say and record their ideas. When finished, have each adult sign the worksheet. Bring it to class and show it to me to earn credit. I will not keep the worksheet, but I do want to see that you completed the assignment. It is due by (insert due date).</i></p>
<p>Give credit for signed homework slips.</p>	<p>Ask students to turn in their homework assignments from Lesson 2, involving interviewing a parent or other adult, and Lesson 4, involving reviewing goals and tasks with a parent or other adult.</p> <p><i>Show me your signed worksheets to receive credit for your homework assignments. Then, place them in your folders.</i></p>
<p>Introduce the next lesson on identifying trouble.</p>	<p><i>During our next health lesson, we will practice identifying situations that may lead to trouble.</i></p>



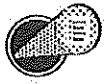
# How to Communicate

## Verbal Communication

- Speak clearly.
- Speak slowly.
- Use a firm voice without yelling.

## Nonverbal Communication

- Stand or sit straight and tall.
- Look the person in the eye.
- Face the person.



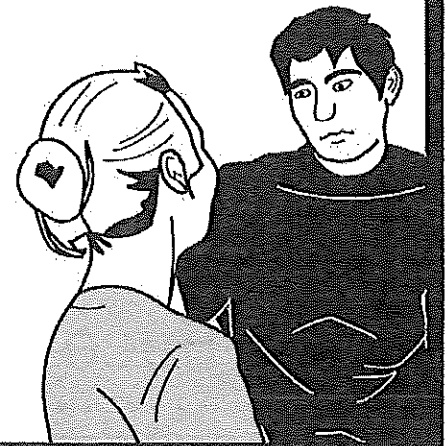
# What to Communicate

## Share information:

- Address the person by name.
- State your plan clearly and simply:
  - Say what you will do.
  - Say what you won't do.
  - Use one sentence each.

## Be sure you are heard:

- Repeat your message.
- Say something that shows you are serious.
- If interrupted, continue from where you were interrupted.





# Time to Communicate

## Round 1!

- Communicator will be the partner who is shorter.
  - Read Anthony's situation to your partner.
  - Communicate your boundaries as if you were Anthony.
- Listener will be the partner who is taller.
  - Listen and watch as your partner reads the situation and sets boundaries.
  - Tell your partner what was effective and one idea for improvement.

## Round 2!

Switch roles and use David's situation.



# Communicating Boundaries

## Situation #1: Anthony

Anthony really likes Kim. They live in the same neighborhood, so they are able to spend a lot of time together after school and on weekends. Last week, Anthony and Kim started kissing at Anthony's when no one else was home. Tonight, Kim invited Anthony to come over, so they could be alone. Anthony has decided that it isn't a good idea for them to be alone. Anthony wants to spend time with Kim, but not if they are alone. If you were Anthony, how would you communicate what you will and won't do? What would you say?

Kim tries to convince Anthony to come over. Kim insists on Anthony being there at 7:00. What three things can Anthony say to be heard?

## Situation #2: David

David and his teammates have been getting together to give each other piercings. One teammate has experience with piercing and has supplies, so they go to his house. David's friends say that it is his turn next time, and they have invited him to a piercing party tonight. He knows that it is not safe to get a piercing, because sometimes needles are shared or aren't clean. David wants to go to the party, but doesn't want to get a piercing. If you were David, how would you communicate what you will and won't do? What would you say?

David's friends interrupt and start to laugh at him. What three things can he say to make sure he is heard?

## Homework Assignment:

- Discuss the situations and possible responses with two trusted adults. One adult may be a parent or guardian; the other should be someone other than a parent or guardian.
- Ask each adult what they would say and record their ideas.
- Have each adult sign the worksheet.
- Bring the signed worksheet to class to earn credit.

**Note to Parents and Adults Being Interviewed:** The goal of this interview is to help the young person conducting the interview communicate personal boundaries on behavior. Knowing what you think about these issues will provide him or her with valuable information and will help him or her communicate about boundaries which will keep him or her safe.

1. Parent or Other Trusted Adult Signature \_\_\_\_\_
2. Other Trusted Adult Signature \_\_\_\_\_



# Communicating Boundaries

## Situation #1: Anthony

Anthony really likes Kim. They live in the same neighborhood, so they are able to spend a lot of time together after school and on weekends. Last week, Anthony and Kim started kissing at Anthony's when no one else was home. Tonight, Kim invited Anthony to come over, so they could be alone. Anthony has decided that it isn't a good idea for them to be alone. Anthony wants to spend time with Kim, but not if they are alone. If you were Anthony, how would you communicate what you will and won't do? What would you say?

*"Even though I like you, I don't want to come over unless your parents are there."*

Kim tries to convince Anthony to come over. Kim insists on Anthony being there at 7:00. What three things can Anthony say to be heard?

*"Kim, seriously, I want to be with you, and I'd love to come over, but only if somebody is there. I don't like the idea of us being by ourselves."*

## Situation #2: David

David and his teammates have been getting together to give each other piercings. One teammate has experience with piercing and has supplies, so they go to his house. David's friends say that it is his turn next time, and they have invited him to a piercing party tonight. He knows that it is not safe to get a piercing, because sometimes needles are shared or aren't clean. David wants to go to the party, but doesn't want to get a piercing. If you were David, how would you communicate what you will and won't do? What would you say?

*"I will go to the party, but I'm not getting a piercing."*

David's friends interrupt and start to laugh at him. What three things can he say to make sure he is heard?

*"Look. We're teammates, and I still want to hang out. But, I'm not getting a piercing."*

## Homework Assignment:

- Discuss the situations and possible responses with two trusted adults. One adult may be a parent or guardian; the other should be someone other than a parent or guardian.
- Ask each adult what they would say and record their ideas.
- Have each adult sign the worksheet.
- Bring the signed worksheet to class to earn credit.

**Note to Parents and Adults Being Interviewed:** The goal of this interview is to help the young person conducting the interview communicate personal boundaries on behavior. Knowing what you think about these issues will provide him or her with valuable information and will help him or her communicate about boundaries which will keep him or her safe.

1. Parent or Other Trusted Adult Signature \_\_\_\_\_

2. Other Trusted Adult Signature \_\_\_\_\_



## Assessment Rubric: Communicating Boundaries



### Elements in the Lesson

Individually, record what you would say in each situation on the worksheet by answering the questions:

- If you were the person, how would you communicate what you will and won't do? What would you say?
- What three things can the person say to make sure he or she is heard?

- How to Communicate
  - ▶ Verbal Communication:
    - Speak clearly.
    - Speak slowly.
    - Use a firm voice.
  - ▶ Nonverbal Communication:
    - Stand or sit straight and tall.
    - Look the person in the eye.
    - Face the person.
- What to Communicate
  - ▶ Share information:
    - Address the person by name.
    - State your plan clearly and simply:
      - Say what you will do.
      - Say what you won't do.
      - Use one sentence each.
  - ▶ Be sure you are heard:
    - Repeat your message.
    - Say something that shows you are serious.
    - If interrupted, continue from where you were interrupted.

The following holistic rubric can be used for assessing student ability to communicate boundaries. The student has demonstrated the elements listed above through a written assignment.

To access an analytic rubric for this assignment or a generic, holistic rubric that can be used for any assignment, check the resources for Lesson 5 on the flash drive that came with your manual.



Elements	Exceeds Expectations 4	Meets Expectations 3	Progressing Toward Expectations 2	Does Not Meet Expectations 1	Comments
<b>How and What to Communicate</b>	The response describes how the person would respond and what would be said. The response relates to the situation and clearly communicates what the person will and will not do.	The response describes how the person would respond and what would be said. The response relates to the situation and clearly communicates what the person will and will not do.	The response weakly describes how the person would respond and what would be said to communicate what the person will and will not do.	The response does not describe how the person would respond and what would be said to communicate what the person will and will not do. It is unclear or unrelated to the situation.	
<b>How to Try to Be Heard</b>	The response states three ways to try to be heard, showing strength and a depth of understanding.	The response clearly states three ways to try to be heard.	The response either weakly states or includes only two or three ways the person can try to be heard.	The response includes only one way the person can try to be heard, and it is unclear or unhelpful.	

## Communicating Boundaries

This rubric can be used for assessing your ability to communicate boundaries.

Review the rubric and circle the number with the statements that best represents your work for this assignment. Record any comments you have about your assessment in the "Comments" column.

Elements	Exceeds Expectations 4	Meets Expectations 3	Progressing Toward Expectations 2	Does Not Meet Expectations 1	Comments
<b>How and What to Communicate</b>	My response describes how I would respond and what I would say. My response relates to the situation and clearly communicates what I will and will not do.	My response describes how I would respond and what I would say. My response relates to the situation and clearly communicates what I will and will not do.	My response weakly describes how I would respond and what I would say to communicate what I will and will not do.	My response does not describe how I would respond and what I would say to communicate what I will and will not do. It is unclear or unrelated to the situation.	
<b>How to Try to Be Heard</b>	My response states three ways to try to be heard, showing strength and a depth of understanding.	My response clearly states three ways to try to be heard.	My response either weakly states or includes only two or three ways to try to be heard.	My response includes only one way to try to be heard, and it is unclear or unhelpful.	



Student Self-Assessment Rubric

Name \_\_\_\_\_

## Communicating Boundaries

### Directions:

- Use the following checklist to identify what communication strategies you used to communicate boundaries. Place an "x" next to each strategy used.
- Record in the "Comments" column what you did well or could do differently to communicate more effectively what you will or will not do.

Communicating Boundaries	I did this strategy.	Comments
<b>How to Communicate Verbally</b>		
I spoke clearly.		
I spoke slowly.		
I used a firm voice.		
<b>How to Communicate Nonverbally</b>		
I stood or sat straight and tall.		
I used eye contact.		
I stood face-to-face.		
<b>What to Communicate</b>		
I used a name.		
I stated a plan clearly and simply including what I will do.		
I stated a plan clearly and simply including what I won't do.		
I stated a plan clearly and simply using one sentence each.		
<b>Be sure you are heard</b>		
I repeated my message.		
I said something that showed I was serious.		
I continued from where I was interrupted.		



Student Self-Assessment Checklist

Name \_\_\_\_\_

## Communicating Boundaries

### Directions:

- Use this checklist to identify what communication strategies your partner used to communicate boundaries. Place an "x" next to each strategy used.
- Record in the "Comments" column what your partner did well or could do differently to communicate more effectively what he or she will or will not do.

Communicating Boundaries	I observed my activity partner doing this strategy.	Comments
<b>How to Communicate Verbally</b>		
My partner spoke clearly.		
My partner spoke slowly.		
My partner used a firm voice.		
<b>How to Communicate Nonverbally</b>		
My partner stood or sat straight and tall.		
My partner used eye contact.		
My partner stood face-to-face.		
<b>What to Communicate</b>		
My partner used a name.		
My partner stated his or her plan clearly and simply including what he or she will do.		
My partner stated his or her plan clearly and simply including what he or she won't do.		
My partner stated his or her plan clearly and simply using one sentence each.		
<b>Be sure you are heard</b>		
My partner repeated his or her message.		
My partner said something that showed he or she was serious.		
My partner continued from where he or she was interrupted.		



Peer Assessment Checklist

Name \_\_\_\_\_  
Partner's Name \_\_\_\_\_



**MONIQUE BURR**  
FOUNDATION FOR CHILDREN  
PREVENTION EDUCATION PROGRAMS

---

**Lesson Plan**  
**Exploitation and Human Trafficking Awareness**

Dear Educator,

The mission of the Monique Burr Foundation for Children (MBF) is to educate and empower students and adults to help keep children safe from bullying, cyberbullying, child abuse, and exploitation/trafficking.

We are providing the attached supplemental lesson plans for use in classrooms to help teach students in a developmentally appropriate way about personal safety and abuse, particularly about digital abuse, online exploitation, and safety which is often a recruitment tactic into human trafficking.

Consider these facts:

- Human Trafficking happens every day in every community in America.
- Human trafficking is the fastest growing, and now second largest, criminal activity in the world.
- The average age a child is first trafficked for sex in the U.S. is 11-14.
- The National Runaway Safeline reports that between 1.6 million and 2.8 million youth run away each year. 1 in 5 homeless and runaway youth become victims of human or sex trafficking.

*Sources: U.S. Dept of State; U.S. Dept of Justice; U.S. Dept of Health and Human Services; [humantraffickingresearch.org](http://humantraffickingresearch.org)*

If your school is using the *MBF Child Safety Matters® (K-5)* program or *MBF Teen Safety Matters® (6-12)* program, the MBF 5 Safety Rules® and Safe Adults referenced in the lesson plans will be familiar. If your school is not using MBF Prevention Education Programs, these are important concepts that will be introduced in this lesson to help keep students safe. We encourage you to continue these important conversations with your students using our Prevention Education Programs throughout the year. MBF also provides materials and resources to help educate parents and school staff on child victimization and ways to help keep children safe.

To learn more about our prevention education programs for students in grades K-12 contact us at [info@mbfpreventioneducation.org](mailto:info@mbfpreventioneducation.org) or 904-642-0210.

For more information and additional resources about child abuse, exploitation, and trafficking, please visit our website, [www.mbfpreventioneducation.org](http://www.mbfpreventioneducation.org).

Please help us prevent exploitation and trafficking by teaching your students these brief lessons and giving them the tools they need to be safe.

Sincerely,  
The MBF Team



## Human Trafficking Prevention Lesson Plan: Grades 6-8

<b>Grade Level</b>	6-8		
<b>Lesson Length</b>	45 minutes		
<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>Students will increase their awareness of exploitation and the different types of human trafficking.</li> <li>Students will identify Safe Adults and ways they can help adults keep them safe.</li> <li>Students will learn the MBF 5 Safety Rules® and will identify ways to use them to help them stay safe.</li> </ul>		
<b>Key Terms</b>	<ul style="list-style-type: none"> <li>Child Abuse</li> <li>Coercion</li> <li>Exploitation</li> <li>Force</li> <li>Forced Labor</li> <li>Fraud</li> <li>Human Trafficking</li> <li>Inappropriate Images</li> <li>Online Enticement</li> <li>Predator</li> <li>Prevention</li> <li>Safe Adult</li> <li>Safe Friend</li> </ul>		
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>One copy of the MBF Human Trafficking Fact Sheet for each student</li> <li>Scenario Cards: One card cut out for each of four small groups (or one copy of all cards for each group or individual students)</li> <li>Optional: CAT video by Thorn: <a href="https://www.youtube.com/watch?v=9yQ3fdttbUk">https://www.youtube.com/watch?v=9yQ3fdttbUk</a></li> </ul>		
<b>Common Core Education Standards &amp; National Health Instruction Standards</b>	<b>6<sup>th</sup> Grade</b> SL.6.1 L.6.1 L.6.3 1.8.1 1.8.5 1.8.7 1.8.8 2.8.3 2.8.6 4.8.1 4.8.2 4.8.4 5.8.2 5.8.6 7.8.1 7.8.3 8.8.1	<b>7<sup>th</sup> Grade</b> SL.7.1 L.7.1 L.7.3 1.8.1 1.8.5 1.8.7 1.8.8 2.8.3 2.8.6 4.8.1 4.8.2 4.8.4 5.8.2 5.8.6 7.8.1 7.8.3 8.8.1	<b>8<sup>th</sup> Grade</b> SL.8.1 L.8.1 L.8.3 1.8.1 1.8.5 1.8.7 1.8.8 2.8.3 2.8.6 4.8.1 4.8.2 4.8.4 5.8.2 5.8.6 7.8.1 7.8.3 8.8.1

## Human Trafficking Prevention Lesson Plan: Grades 6-8

<p><b>Additional Resources (For teachers and parents)</b></p>	<p>Monique Burr Foundation for Children <a href="http://www.mbfpreventioneducation.org">www.mbfpreventioneducation.org</a></p> <p>Cyberbullying Research Center – Cyber Safety resources and a Technology Use Contract <a href="http://www.cyberbullying.org">www.cyberbullying.org</a></p> <p>Darkness To Light - Resources on child sexual abuse <a href="http://www.d2l.org">www.d2l.org</a></p> <p>Institute for Responsible Online and Cellphone Communication – Resources for parents and educators including tip sheets and a contract for families for online usage <a href="http://www.iroc2.org/149.html">www.iroc2.org/149.html</a></p> <p>National Center for Missing and Exploited Children (NCMEC) <a href="http://www.missingkids.org/">www.missingkids.org/</a></p> <p>NCEMC Cyber Tip-line <a href="https://report.cybertip.org/">https://report.cybertip.org/</a></p> <p>National Human Trafficking Hotline - Resources for victims of human trafficking <a href="https://humantraffickinghotline.org/">https://humantraffickinghotline.org/</a></p> <p>Polaris - Information and research on human trafficking <a href="https://polarisproject.org/">https://polarisproject.org/</a></p> <p>Prevent Child Abuse America <a href="http://www.preventchildabuse.org">www.preventchildabuse.org</a></p> <p>The Role of Educators Preventing and Responding to Child Abuse <a href="http://www.childwelfare.gov/pubs/usermanuals/educator">www.childwelfare.gov/pubs/usermanuals/educator</a></p> <p>THORN - Resources on child sex trafficking and the exploitation of children <a href="http://www.thorn.org">www.thorn.org</a></p>
---	--

## Human Trafficking Prevention Lesson Plan: Grades 6-8

### Lesson Preparation:

- Prepare materials for the lesson. (See Materials Needed - Page 2)
- Prior to starting the lesson, write the **MBF 5 Safety Rules** where students can see them or print and post a copy of the **5 Safety Rules**.
  - Safety Rule #1 – Know What's Up**
  - Safety Rule #2 – Spot Red Flags**
  - Safety Rule #3 – Make A Move**
  - Safety Rule #4 – Talk It Up**
  - Safety Rule #5 – No Blame | No Shame**

### Class Discussion:

- At the beginning of the lesson, reinforce classroom expectations for respectful discussions (i.e. listen before responding, don't interrupt, respect the opinions and voices of others). Remind students to use "I" language rather than the more accusatory "you" when responding to others. If they have personal stories to share, remind them to wait and share at the end of the lesson if there is time.
- Good Morning/Afternoon Students.
- Today we're going to talk about your personal safety, child abuse, and human trafficking.
- There are many different types of child abuse, including physical, emotional, sexual abuse and neglect. But another type of abuse that is on the rise in the United States is exploitation and human trafficking, and that is what today's lesson is about.
- How many of you have heard the term human trafficking? (Raise hands)
- What do you think human trafficking is? (Elicit several responses)
- How many of you have heard the term exploitation? (Raise hands)
- What do you think exploitation means? (Elicit several responses)
- **Human trafficking** is a crime that **exploits**, or uses, girls and boys for someone else's personal gain. It includes **forced labor** (making someone work for little or no money), and **sex trafficking** where young adults or teens are forced to perform sexual activities.
- Human trafficking happens in big cities as well as small towns, and it happens every day of the year.

## Human Trafficking Prevention Lesson Plan: Grades 6-8

- Human trafficking involves **force**, **fraud**, and **coercion**.
- What do you think that means? (*Elicit responses*)
- It means forcing, pressuring, tricking or threatening someone to do something they do not want to do. It is imposing one person's will on another person, like bullying or cyberbullying, there becomes an imbalance of power. When human trafficking and sex trafficking involve children and teens it is **child abuse**.

If the technology is available, watch "The Cat" video created by THORN: Digital Defenders of Children, an anti-human trafficking organization that works to address and stop the exploitation of children. It would be a good introduction for this lesson and allow further discussion for students. <https://www.youtube.com/watch?v=9yQ3fdttbUk>

- How might a predator gain access to private images or texts? (*Elicit response, but make sure the discussion includes the information below.*)
  - Hacking - predators gain access to images without consent, breaching security networks or tricking someone to download malware on their computer.
  - Grooming - predators build relationships with victims, making false promises, with the intent of getting students to share something that could be used for blackmail.
  - Sharing - sometimes people in a relationship share intimate pictures with each other, but when the relationship ends the pictures are shared with others, OR someone shares a text because they think it is funny or daring, but it ends up being hurtful.

## Human Trafficking Prevention Lesson Plan: Grades 6-8

- There are **5 Safety Rules** from the MBF Teen Safety Matters® program that can help you stay safe from all types of abuse, including exploitation and human trafficking. Let's review them. You will also use them in the follow-up activity at the end of the lesson.
- **Safety Rule #1 is Know What's Up.** Knowing what's up means:
  - Being aware of what human trafficking is, and how teens can be tricked and blackmailed into being trafficked.
  - Knowing that if you share a revealing picture of yourself it could go public or could be used to blackmail you into doing something you do not want to do. Once you share something you risk it becoming public and permanent.
  - If you share a revealing picture of someone else it will be hurtful, and it could be against the law. (The distribution of pornography (or inappropriate images) is against the law.)
  - Knowing that not everyone you meet online is who they say they are. Many predators are looking for victims online.
  - Knowing that it is not safe to share personal information online: your full name, where you go to school, where you live, where your work and be careful of posting pictures that might inadvertently share that information.
  - As a precaution, don't post, check in or tag your location on social media apps. As an additional privacy setting, turn off location services when you're not using them.
- **Safety Rule #2 is Spot Red Flags.** Spotting Red Flags means knowing if someone's behavior or something that happens online is unsafe. For example, if someone is asking you to do something wrong, inappropriate or unsafe this puts you or others in danger.
- What are some examples of Red Flags when you are using technology? *(Elicit responses, but make sure they include:)*
  - Cyberbullying- someone being a bully online, or other inappropriate online and offline behavior.
  - Adults or other students trying to trick or force you into unsafe or inappropriate behaviors or situations.
  - Someone you don't know asking for information about you, e.g. your name, where you go to school, where you live.
  - Someone sending **inappropriate images**, such as pictures, drawings, or cartoons (Memes/GIFS/anime) of people without their clothes on.
  - Someone asking you to send inappropriate images.
  - Someone online that you do not know asking you to keep secrets.
- Can you think of any other Red Flags you might see online? *(Elicit responses)*
- **Safety Rule #3 is Make a Move.** If you Spot a Red Flag, you can Make a Move and GET AWAY or STAY AWAY from an unsafe situation or person.
  - Online you can unfriend or block a person who is asking you for information about yourself.
  - Change your passwords if you have shared them or you think someone might know them. You may need to deactivate the account for a while.

## Human Trafficking Prevention Lesson Plan: Grades 6-8

- If someone sends you an inappropriate picture DO NOT pass it on. Ask a **Safe Adult** for help.
- Make sure all of your accounts are set to private.
- **Safety Rule #4 is Talk It Up.** Talking It Up means using an assertive voice to speak up or say NO if you or others are in an unsafe situation.
  - If you are asked to share personal information or pictures, or to do something unsafe or that makes you feel uncomfortable, you have the right to say No!
  - Remember that predators count on the silence of their victims. Don't allow them to silence you!
  - And, if you see any Red Flags online, you should always talk to a **Safe Adult**.
- Let's talk about Safe Adults for a minute. What do we mean by a Safe Adult? (*Elicit responses*)
- A **Safe Adult** is someone you know and trust to keep you safe, someone you can talk to about unsafe situations or people. Examples of Safe Adults could be a parent, a teacher, a school counselor, or a coach.
- What characteristics would you want in a Safe Adult? (*Elicit responses such as someone who is a good listener, someone they can talk to about difficult topics, someone who follows the rules and does not encourage them to break rules, and someone they trust to look out for them.*)
- You should try to choose at least two Safe Adults, one in your home and one outside of your home.
- Who would like to share one of your Safe Adults? (*Answers will vary but encourage students to think of someone in their home and someone outside their home, in case there is not a Safe Adult in the home.*)
- You can also talk to a **Safe Friend**, someone you trust, who will support you and help you talk to a Safe Adult. A Safe Friend is someone who can help you talk to a Safe Adult, not a replacement for a Safe Adult. You should always tell a Safe Adult about unsafe or inappropriate situations or people.
- **Safety Rule #5 is No Blame | No Shame.** If you are ever hurt or abused, you are never to blame, and you should never be ashamed to talk to a Safe Adult.
  - Blame the predator, not yourself. If someone broke your trust, it is not your fault.
  - If something does happen, it may feel overwhelming and devastating, but there is help. You may be surprised by the support of your family and friends.
  - No matter what anyone does or says to you, even if they say you will get in trouble if you tell, you are never to blame, and it is never too late to tell.



## Human Trafficking Prevention Lesson Plan: Grades 6–8

### Class Activity:

*Note: Research says young people need opportunities to think about what they would do in a dangerous situation BEFORE it happens. There are several options for presenting this activity to students. It may be done as a class, as a small group activity, or presented virtually. Ideally it would be done in a small group so students can discuss a scenario with classmates and then share their responses with the larger class.*

*Guidance for facilitating these discussions with students can be found at the end of the lesson. See Scenario Discussion Guide (page 11).*

### Option 1: Class Activity

- *Distribute copies of the MBF Human Trafficking Fact Sheet to each student. Please ask them to note the hotlines at the bottom of the sheet.*
- *Distribute a copy of the Scenario Cards to each student.*
- *The scenarios for this activity are real. Please take a few minutes to review the Human Trafficking Fact Sheet and then we will discuss some scenarios.*
- *Read each scenario to students, then ask the following questions and allow a few students to respond to each question.*
  - **Know What's Up** - What do you think is happening here?
  - What are some **Red Flags**?
  - How could the person **Make a Move**?
  - How could the person **Talk It Up**?
  - **No Blame | No Shame** - Who is to blame in this situation?
- *What is something you learned today about keeping yourself and others safe from exploitation and human trafficking? (Elicit responses)*

### Option 2: Small Group Activity

- *Distribute copies of the MBF Human Trafficking Fact Sheet to each student. Please ask them to note the hotlines at the bottom of the sheet.*
- *Distribute one of the Scenarios (cut into individual cards) to each group or distribute one of the Scenario Sheets to each group and assign each group one scenario to read and discuss.*
- *The scenarios for this activity are real. Please take a few minutes to review the Human Trafficking Fact Sheet. If working in small groups, have the students talk about the*

## Human Trafficking Prevention Lesson Plan: Grades 6-8

scenario and how to apply the **5 Safety Rules** as guidelines. You will be asked to share your responses in a few minutes.

- Allow 5-10 minutes for groups to review/discuss their assigned scenario.
- Ask each group to share their responses and answer the following questions:
  - **Know What's Up** - What do you think is happening here?
  - What are some **Red Flags**?
  - How could the person **Make a Move**?
  - How could the person **Talk It Up**?
  - **No Blame | No Shame** - Who is to blame in this situation?
- What is something you learned today about keeping yourself and others safe from exploitation and human trafficking? (*Elicit responses*)

### Option 3: Virtual Lesson

- If delivering the lesson virtually, provide students with a digital copy of the MBF Human Trafficking Fact Sheet. Please ask them to note the hotlines at the bottom of the sheet.
- The scenarios for this activity are real. Please take a few minutes to review the Human Trafficking Fact Sheet and then we're going to go through some scenarios.
- Read each scenario from the Scenario Cards aloud and ask students to answer the following questions after each scenario:
  - **Know What's Up** - What do you think is happening here?
  - What are some **Red Flags**?
  - How could the person **Make a Move**?
  - How could the person **Talk It Up**?
  - **No Blame | No Shame** - Who is to blame in this situation?
- What is something you learned today about keeping yourself and others safe from exploitation and human trafficking? (*Elicit responses*)
- Great work today. To finish up today, let's all say the **5 Safety Rules** together.
  - Safety Rule #1 – Know What's Up**
  - Safety Rule #2 – Spot Red Flags**
  - Safety Rule #3 – Make A Move**
  - Safety Rule #4 – Talk It Up**
  - Safety Rule #5 – No Blame | No Shame**

## Human Trafficking Prevention Lesson Plan: Grades 6-8

### Closing:

- To summarize, exploitation and human trafficking are types of abuse that are on the rise. Human trafficking is happening all over our country. It happens to both young women and young men. Some of the main recruitment tools of traffickers are the Internet and social media. You can use the **5 Safety Rules** to help you if you ever feel unsafe or are concerned that someone else is unsafe. You can also talk to a **Safe Adult** to get help for you or for someone else. One of the most important ways to prevent human trafficking, is to be aware of it, so TALK IT UP and help increase awareness!

### Scenario Discussion Guide:

#### Scenario #1

Gabriel was invited to join an online gaming group by some friends at school. The site has live messaging and Gabriel has told other players his full name, his age, and where he goes to school. A player he does not know gives him tips how to play the game better. The player says he is the same age as Gabriel and attends another school nearby. He has asked Gabriel to meet him at a local park so they can talk more about the game, but tells Gabriel not to tell his parents.

- **Safety Rule #1 is Know What's Up** – What do you think is happening here?
  - *Elicit responses being sure to cover: Not everyone online is who they say they are. This could be a predator, and Gabriel should not meet him.*
- **Safety Rule #2 is Spot Red Flags** – What are some Red Flags in this scenario?
  - *Gabriel has shared personal information online.*
  - *Someone Gabriel does not know is reaching out to him.*
  - *He has asked Gabriel to meet him.*
  - *He has asked Gabriel not to tell his parents.*
- **Safety Rule #3 is Make A Move** – How could Gabriel Make a Move?
  - *He could block or unfriend this person.*
  - *He could leave the gaming site.*
- **Safety Rule #4 is Talk It Up** – How could Gabriel Talk It Up?
  - *He could tell this person, "NO!"*
  - *He could tell a Safe Adult.*
  - *He could talk to a Safe Friend who could then go with him to talk to a Safe Adult.*
- **Safety Rule #5 is No Blame | No Shame** Is Gabriel to blame?
  - *No. While he should not have shared his personal information online, he is not to blame.*
  - *Adults are supposed to keep kids safe. The predator is trying to trick him and is to blame.*

#### Scenario #2

Khalil uses a messaging app to stay in touch with his friends. He even messages with some adults that are friends with his parents. One of the adults is always messaging him nice comments about how smart and good looking he is. He tells Khalil they are "best friends." He has bought Khalil some really cool gifts but asked him to keep the gifts "just between us." He says he knows that Khalil's parents "don't understand him." He's messaged Khalil to ask him to sneak out one night so they can "hang out."

## Human Trafficking Prevention Lesson Plan: Grades 6-8

- **Safety Rule #1 is Know What's Up** – What do you think is happening here?
  - *Elicit responses being sure to cover: An adult that Khalil's parents know is making him feel uncomfortable and to remember that a predator can be a stranger, but it can also be someone you or your parents know.*
- **Safety Rule #2 is Spot Red Flags** – What are some Red Flags in this scenario?
  - *An adult is telling Khalil that they are "best friends."*
  - *An adult is asking Khalil to keep secrets.*
  - *An adult is telling Khalil his parents "don't understand him."*
  - *He has asked Khalil to sneak out.*
- **Safety Rule #3 is Make A Move** – How could Khalil Make a Move?
  - *He could block or unfriend this person.*
  - *He could ignore his messages and stop responding.*
- **Safety Rule #4 is Talk It Up** – How could Khalil Talk It Up?
  - *He could tell this person "NO!"*
  - *He could tell a Safe Adult.*
  - *He could talk to a Safe Friend who could then go with him to talk to a Safe Adult.*
- **Safety Rule #5 is No Blame | No Shame** Is Khalil to blame?
  - *No. Adults are responsible for keeping kids safe. The predator is to blame. Even if the adult tells Khalil he is to blame, or that he will get in trouble if he tells, it is not his fault and he should tell a Safe Adult. The predator is trying to trick him and is to blame.*

### Scenario #3

Sophia has been chatting with someone she does not know online. He threatens to harm her and her loved ones if she doesn't send him a revealing picture. She replies that she is not afraid of him and he doesn't even know where she lives. He sends her screen shots of her exact location, including pictures of her house.

- **Safety Rule #1 is Know What's Up** – What do you think is happening here?
  - *Elicit responses being sure to cover: Not everyone online is who they say they are. This could be a predator, and Sophia should not send him a picture of herself or share any more personal information with him.*
- **Safety Rule #2 is Spot Red Flags** – What are some Red Flags in this scenario?
  - *Sophia is communicating with someone she does not know.*
  - *Sophia has shared personal information with someone she does not know.*
  - *Someone Sophia does not know is threatening her.*
- **Safety Rule #3 is Make A Move** – How could Sophia Make a Move?
  - *She could block or unfriend this person.*
  - *She could ignore his messages and stop responding.*

## Human Trafficking Prevention Lesson Plan: Grades 6-8

- **Safety Rule #4 is Talk It Up** – How could Sophia Talk It Up?
  - *She could tell this person “NO!”*
  - *She could tell a Safe Adult.*
  - *She could talk to a Safe Friend who could then go with him to talk to a Safe Adult.*
- **Safety Rule #5 is No Blame | No Shame** Is Sophia to blame?
  - *No. While she should not have been communicating with someone she does not know, she is not to blame.*
  - *Adults are supposed to keep kids safe. The predator is trying to trick her and is to blame.*

### Scenario #4

Tiana's parents have had the same babysitter come to the house and “hang out” with her and her younger brothers and sisters for a couple of years. The babysitter and Tiana are quite close, she is always saying nice and encouraging things to her. As Tiana has gotten older, she tells her to think of her less as a babysitter and more of a “best friend.” They talk a lot about body image and self-esteem. When the younger kids go to bed one night, Tiana's babysitter asks her to put on a bathing suit and let her take pictures to post online to help her with her self-esteem.

- **Safety Rule #1 is Know What's Up** – What do you think is happening here?
  - *Elicit responses being sure to cover: A young adult that Tiana's parents know is making her feel uncomfortable. (Remember a predator can be a stranger, but it can also be someone you or your parents know.)*
- **Safety Rule #2 is Spot Red Flags** – What are some Red Flags in this scenario?
  - *An adult is saying think of her as a “best friend.”*
  - *The adult is asking to take pictures of her.*
- **Safety Rule #3 is Make A Move** – How could Tiana Make a Move?
  - *She could come up with an excuse or suggest doing something else.*
- **Safety Rule #4 is Talk It Up** – How could Tiana Talk It Up?
  - *She could tell this person “NO!”*
  - *She could tell this person she's uncomfortable.*
  - *She could tell a Safe Adult.*
  - *She could talk to a Safe Friend who could then go with her to talk to a Safe Adult.*
- **Safety Rule #5 is No Blame | No Shame** Is Tiana to blame?
  - *No. Adults are responsible for keeping kids safe. The predator is to blame. Even if the adult tells Tiana she is to blame, or that she will get in trouble if she tells, it is not her fault and she should tell a **Safe Adult**.*



## Human Trafficking Fact Sheet



### Know What's Up

**Human Trafficking** is defined by U.S. law as the use of **force, fraud, or coercion** to compel a person into commercial sex acts, labor, or services against their will. Common examples include: domestic servitude, forced begging, magazine selling crews, hotel/restaurant work, hair/nail salons, massage parlors, strip clubs, and agricultural work.

**Sex Trafficking**, one type of human trafficking, is when a trafficker uses **force, fraud or coercion** to engage someone in a commercial sex act.

**Child Sex Trafficking** is inducing a minor into a commercial sex act. This is, by law, human trafficking, regardless of the use of force, fraud, or coercion. The average age a girl is first trafficked for sex in the U.S. is 12-14, for boys it is 11-13.

**Recruiting:** Traffickers find victims through social networking and the Internet, but they also recruit at shopping malls, bus/train stations, in neighborhoods, at popular teenage hangouts, and even at schools.

**Online Exploitation** is a tactic often used to recruit victims.

### Traffickers often use false promises of:

- Love: pretend to be in a relationship
- A better life: shelter, protection, money
- Opportunity: a good job or modeling contract



### Spot Red Flags

- Has limited freedom of movement
- Constantly has someone at their side who seems in control
- Is not allowed to speak for themselves
- Appears fearful, anxious, depressed, submissive, tense, nervous, or paranoid
- Seems to have changed their habits, behaviors, and activities

**Red Flags** for Human Trafficking vary by the type of trafficking, but may include someone who:

- Protects a person who appears to be controlling or abusive
- Works long or unusual hours
- Shows signs of substance abuse or addiction
- Distances themselves from family and friends
- Shares scripted, confusing or inconsistent stories
- Has a new (often older) boyfriend or girlfriend
- Shows signs of poor hygiene, malnourishment, fatigue, physical injuries and/or abuse
- Has few or no personal possessions
- Has unexplained money or possessions
- Has tattoos on their body (possibly their neck or back which is often branding by their trafficker)



### Make a Move

#### To get help call the

National Human Trafficking Hotline:

1-888-373-7888

or text HELP or INFO to BeFree (233733)

### Hotlines:



### Talk It Up

#### Talk to a Safe Adult

Florida Abuse Hotline: 800-962-2873  
National Runaway Safeline: 800-786-2929  
National Sexual Assault Hotline: 800-655-467  
Suicide Prevention Lifeline: 800-273-8255

### Why don't victims seek help or leave?

**Isolation:** Victims are often confined and isolated from friends and family.

**Fear:** Victims are often physically abused and they and their loved ones are often threatened.

**Shame:** Victims often blame themselves, feel hopeless, and don't see a way out of the situation.

**Dependency:** Victims may become dependent on drugs and/or develop a trauma bond with their trafficker, both of which makes it difficult to escape.



### No Blame | No Shame

Victims of abuse, exploitation, and/or trafficking are never to blame!

## Scenario #1

Gabriel was invited to join an online gaming group by some friends at school. The site has live messaging and Gabriel has told other players his full name, his age, and where he goes to school. A player he does not know gives him tips how to play the game better. The player says he is the same age as Gabriel and attends another school nearby. He has asked Gabriel to meet him at a local park so they can talk more about the game, but tells Gabriel not to tell his parents.



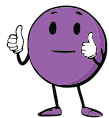
## Scenario #2

Khalil uses a messaging app to stay in touch with his friends. He even messages with some adults that are friends with his parents. One of the adults is always messaging him nice comments about how smart and good looking he is. He tells Khalil they are “best friends.” He has bought Khalil some really cool gifts but asked him to keep the gifts “just between us.” He says he knows that Khalil’s parents “don’t understand him.” He’s messaged Khalil to ask him to sneak out one night so they can “hang out.”



### Scenario #3

Sophia has been chatting with someone she does not know online. He threatens to harm her and her loved ones if she doesn't send him a revealing picture. She replies that she is not afraid of him and he doesn't even know where she lives. He sends her screen shots of her exact location, including pictures of her house.



### Scenario #4

Tiana's parents have had the same babysitter come to the house and "hang out" with her and her younger brothers and sisters for a couple of years. The babysitter and Tiana are quite close, she is always saying nice and encouraging things to her. As Tiana has gotten older, she tells her to think of her less as a babysitter and more of a "best friend." They talk a lot about body image and self-esteem. When the younger kids go to bed one night, Tiana's babysitter asks her to put on a bathing suit and let her take pictures to post online to help her with her self-esteem.

