HOPE	Unit 7: Diseases and Disorders Unit	Unit Length: 3 Weeks

Lesson Topic: Abstinence, Personal and Sexual Health | **Lesson Duration:** 3 Weeks

ACADEMIC VOCABULARY

Abstinence	HPV
Accurate	Immune System
AIDS	Ineffective
Alternative	Influence
Antibodies	Injection Drugs
Asymptomatic	Latex
Barrier	Over-the-Counter
Benefit	Pelvic
Chlamydia	PID
Chronic	Prescription
Commitment	Pubic Lice
Communicable	Refusal Skills
Confidential	Reliable
Consequence	Reproductive
Consistently	Risk Factor
Decision-Making	STD
Discharge	STI
Effective	Sterility
Genitals	Symptom
Genital Warts	Syphilis
Gonorrhea	Transmit
Hepatitis B	Trichomoniasis
Herpes	Virus
HIV	

FL STANDARDS & BENCHMARKS

HE.912.PHC.1.1 – Evaluate personal health practices and overall health status to include all dimensions of health.

HE.912.PHC.1.2 – Analyze personal strategies for prevention, detection, and treatment of communicable diseases.

HE.912.PHC.2.6 – Predict how healthy behaviors can affect health status.

HE.912.PHC.3.7 – Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.

HE.912.PHC.3.10 – Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks, including reproductive health.

HE.912.PHC.4.2 – Propose strategies to reduce or prevent injuries and health problems.

HE.912.CEH.2.5 – Predict how healthy behaviors can affect community health status.

HE.912.CEH.3.1 – Analyze community strategies for prevention, detection and treatment of communicable and chronic diseases.

HE.912.CEH.3.6 – Design a campaign promoting health literacy that would result in a variety of positive health and quality of life outcomes.

HE.912.CH.1.1 – Evaluate the relationship between access to health care and health status.

HEALTH SKILL(S) ADDRESSED

Personal Health Concepts
Decision Making
Self-Management
Interpersonal Communication

LESSON OBJECTIVES/ SAMPLE LEARNING TARGETS

- Students will be able to summarize direct and indirect ways common infectious diseases can be transmitted.
- Students will be able to identify ways to prevent the spread of infectious diseases.
- Students will be able to describe the relationship between poor personal health and wellness habits and common chronic diseases.
- Students will be able to analyze the behavioral and environmental risk factors that contribute to the major chronic diseases.
- Students will be able to evaluate the validity and reliability of personal health and wellness information.

LESSON RESOURCES AND ACTIVITIES

Text Resources

Health Smart Abstinence, Personal and Sexual Health

- Lesson 2: Preventing Infectious Disease (p.11 – 24)
  - "Infectious Diseases" (Slide 1)
- Lesson 3: Preventing Chronic Disease (p. 25 – 40)
  - "Leading Causes of Death" (Slide 2)
  - "Noninfectious Diseases" (Slide 3)
  - "Risk Factor Cards" (Master 2)
  - "Chronic Disease Cards" (Master 3)
  - "Teens and Chronic Disease" (Masters 4A-D)
- Lesson 4: Getting Help to Stay Healthy (p. 41 – 59)
  - "Benefits of Seeing a Health Care Provider" (Slide 4)
  - "How to Evaluate a Health Website" (Slide 5)

Health Smart HIV, STD & Pregnancy Prevention

- Lesson 5: STD: The Facts (p.65 - 80)
  - "What is an STD?" (Slide 3)
  - "STD: Things to Know" (Slide 4)
  - "STD Fact Sheets" (Masters 6A-G)
- Lesson 6: HIV: The Facts (p. 81 – 95)
  - "What is HIV?" (Slide 5)
  - "Risk Cards" (Master 7)
- Lesson 8: Assessing & Avoiding STD Risks (p. 115 – 130)
  - "Signature Sheet" (Master 10)
- Lesson 14: Advocating to Keep Friends Safe & Healthy (p. 189 – 195)
  - "Advocacy Skills" (Slide 12)
  - Advocacy Pamphlet (p.207-210)

ASSESSMENT(S)

Health Smart Abstinence, Personal and Sexual Health - Student workbook

- "Infectious Disease Detective" (p. 4-5)
- "Stop the Spread" (p. 6)
- "Teens & Chronic Disease" (p. 7)
- "Chronic Disease and Quality of Life Analysis" (p. 8)
- "Self Care or See a Doctor" (p. 10)
- "My Guide for Evaluating Health Websites" (p. 11)
- "Getting Help with Staying Healthy" (p. 12-13)

Collaborative Activity: Picture of Health Gallery Walk (Master 17-18)

Health Smart HIV, STD & Pregnancy Prevention - Student workbook

- "STD Checklist" (p. 15)
- "Understanding STDs" (p. 16-17)
- "HIV Quiz: Fact or Myth?" (p. 18)
- "HIV Facts" (p. 19-20)
- "Understanding HIV" (p. 21-22)
- "Partner Stories: Rate the Risk" (p. 25-27)
- "Advocating for My Friends Part One" (p. 39)
- "Advocating for My Friends Part Two" (p. 40)

Projects

- Advocacy Pamphlet (Slide 13)
  - Pamphlet Rubric (p.230-232)
- STD: Things to Know Poster Project (Teacher Guide p. 70)
- Risk Continuum Activity (Teacher Guide p. 87)

Lesson 2
Preventing Infectious Disease

Overview

After exploring the distinction between infectious and noninfectious illness, students learn how infectious diseases can be spread. They discuss common modes of transmission, including person-to-person contact, as well as contact with food-borne and blood-borne pathogens, and review examples of infections that can be passed in these ways. Then they examine ways to prevent or stop the spread of infectious disease, and review their own health habits related to preventing infections.

Time: 60–90 minutes

Note: If time is limited, the case studies activity sheet may be completed through class discussion and the assessment activity sheet may be completed as homework.

Lesson Objectives

Students will be able to:

1. Summarize direct and indirect ways common infectious diseases can be transmitted.
2. Describe how common food-borne diseases are transmitted.
3. Explain the relationship between injection drug use and transmission of blood-borne diseases such as HIV and hepatitis.
4. Summarize ways to prevent the spread of infectious diseases.

National Health Education Standards

Standard 1: Comprehending Concepts

Performance Indicator 1.12.1: Predict how healthy behaviors can affect health status.

Performance Indicator 1.12.3: Analyze how environment and personal health are interrelated.

Performance Indicator 1.12.5: Propose ways to reduce or prevent injuries and health problems.

Performance Indicator 1.12.8: Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors.

Performance Indicator 1.12.9: Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

Standard 6: Goal Setting

Performance Indicator 6.12.1: Assess personal health practices and overall health status.

Materials & Preparation

Prepare

- Have **Infectious Diseases** (Slide 1), or make a transparency, if needed.
- Have chart paper and tape.

Review

- **Infectious Disease Detective** (*Student Workbook* pages 4–5) and **Infectious Disease Detective *Key***, pages 23–24.
- **Stop the Spread** (*Student Workbook* page 6), and Scoring Rubric, page 252.

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:

- airborne
- bacteria
- blood borne
- direct contact
- disease
- feces
- food borne
- fungi
- germ
- hepatitis
- HIV (human immunodeficiency virus)
- host
- immune system
- immunization
- indirect contact
- infectious disease
- noninfectious disease
- norovirus
- parasite
- pathogen
- protozoa
- sterilize
- vaccine
- virus

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-assess students' knowledge and understanding of key concepts related to infectious disease transmission prior to instruction.
- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.

- Make copies of the **Infectious Diseases** slide and distribute to students.
- Post two signs in the room: Direct Contact and Indirect Contact. Give students examples of how selected diseases are transmitted, and have them stand under the sign that describes the type of transmission. Review and discuss answers.

To ensure student success with reading:

- Pair students with stronger reading skills or peer tutors with students who may need help completing the **Infectious Disease Detective** activity sheet.

To ensure student success with writing:

- Pair students with stronger writing skills or peer tutors with students who may need help completing the **Stop the Spread** activity sheet.

To challenge accelerated learners:

- Have students research and create presentations about how the immune system works. Different individuals or groups could report on the various ways the human body resists or fights infections, including mechanical barriers such as the skin and mucous membranes, the inflammatory response and the production of antibodies.
- Have students research emerging infections or diseases. They should identify and describe at least 1 emerging infection or disease and analyze the factors that have contributed to its development.

Introduction

Get students ready for learning

Transition

On a piece of paper, write a few sentences about how being ill could affect a person's quality of life. How does a temporary sickness or infection, such as a cold or the flu, affect quality of life? What about a more serious or longer-lasting illness?

Allow students to focus and work quietly for a minute or two. Call on student volunteers to share what they wrote.

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

Define infectious disease

Survey

What's the meaning of *disease*? Where do you think the meaning of this word comes from?

Allow a few students to share their ideas.

Explain

The word *disease* literally means "not at ease." It refers to any destructive process that can affect a living organism. Most often, people use *disease* to describe an illness or infection that disrupts the function of or causes harm to the body.

Survey

What are some illnesses or diseases you've heard of?

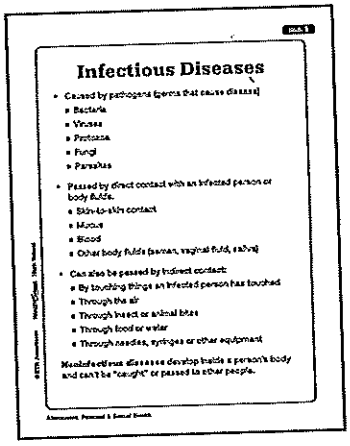
List student responses on the board. Be sure the list includes both infectious (e.g., cold, flu, HIV, chicken pox) and noninfectious diseases (e.g., asthma, diabetes, heart disease, cancer).

Explain

One way that experts understand diseases is to look at how people get them. Some of the diseases you named are illnesses you can catch or get from other people or from things in the environment. Some of them are not.

Prepare

Show the **Infectious Diseases** *slide.*



Slide 1

Explain

Infectious diseases are those that can be passed by contact with *pathogens (germs)*, or organisms that cause disease. 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. An infection occurs when pathogens enter the body, multiply and begin to damage body cells. If the body is not able to resist or fight off the infection, disease will develop.

Pathogens that cause disease include bacteria, viruses, protozoa, fungi or parasites.

- **Bacteria** are single-cell living organisms that are found in the air, soil, water, and inside the bodies of other living things. Many play a helpful role, such as helping to digest food or break down waste materials. Others can cause disease in humans, plants and animals. Examples of diseases caused by bacteria include strep throat, tetanus and tuberculosis.
- **Viruses** are made up of genetic material surrounded by a coating of protein. They are not living organisms and cannot reproduce without the aid of a living *host* cell. (Host cells are cells in which the virus is found.) Diseases caused by viruses include the common cold, chicken pox, warts, hepatitis, mumps, measles and HIV/AIDS.

- **Protozoa** are animals that consist of a simple, single cell. They play a useful role in the food chain. Some eat harmful bacteria. Others are parasites and can transmit disease to their host. Diseases caused by protozoa include malaria, sleeping sickness and dysentery.
- **Fungi** are living organisms that share characteristics of both plants and animals. Mushrooms, yeast and molds are all types of fungi. Examples of fungal diseases include yeast infections, ringworm and athlete's foot.
- **Parasites** are any living organisms that live on or inside another living organism and get food, shelter or other things they need to survive from that host. While the parasite benefits from the connection, the host is often harmed. Some parasites enter a person's body through contaminated water or food and cause diarrhea or other digestive problems. Other types of parasites can spread diseases to their hosts, such as ticks, which can carry Lyme disease and Rocky Mountain spotted fever, and mosquitoes, which can spread malaria.

There are two ways infectious disease can spread.

Direct contact means that the pathogen is transmitted by person-to-person contact. Other people get the disease from contact with the infected person. Depending where the pathogen is, this can happen through touching an infected person's skin, or when infected blood, mucus or other body fluids get inside another person's body.

Indirect contact means that the infected person's skin or body fluids don't directly touch or enter the other person through human-to-human contact. The pathogen gets on or travels through something else, and then the healthy person comes in contact with that thing. For example:

- If someone with a cold rubs his or her nose and then opens a door, the cold virus can transferred to the doorknob. The pathogen can be transferred if another person touches the object and then touches his or her own nose or mouth. This can happen with tissues, eating utensils and many other objects.
- If an infected person coughs or sneezes without covering the nose and mouth, droplets of mucus or saliva containing the pathogen can go into the air and be breathed in by another person.
- Animals or insects can pass pathogens from one person to another if they bite someone who's infected and then bite or sting another person.

- Pathogens can get into a person's body if the person eats or drinks contaminated food or water.
- Needles, syringes or other equipment used by or on an infected person can contain traces of blood or other infected body fluids. If these items aren't properly *sterilized* (made free of germs) before being used by or on someone else, the pathogen can get into the other person's body.

Noninfectious diseases develop inside a person's body, and can't be "caught" or passed to other people. You'll be learning more about these types of diseases in the next lesson. Today, we're going to focus on infectious disease.

Review

Which of the illnesses and diseases you named earlier are infectious?

Go through the list of illnesses/diseases on the board and circle the ones students identify as infectious. Be prepared to clarify the definition of infectious and noninfectious disease for students and correct any misinformation, as needed.

Can you think of any other infectious diseases that weren't named earlier?

Add students' suggestions to the list on the board, circling each one as you do so. Suggest the following and add them to the list if needed:

- *cold and flu*
- *food poisoning (norovirus)*
- *hepatitis*
- *HIV*

Clarify modes of transmission

Explain

Before we look at ways to stop the spread of infection, let's focus a bit more on the different ways the germs that cause infections can be transmitted. There are many different modes of transmission. Let's look at the list of infectious diseases and review how people can get some of the main ones.

Review

Refer students to the examples of infectious diseases circled on the list on the board. Go through the examples, asking students:

- Is this disease transmitted by direct or indirect contact?

- What are the specific ways it can be transmitted? Is it passed through the air? through food? through contact with blood?

Be sure to cover the following diseases to further explain transmission of airborne, food-borne and blood-borne diseases:

- **Cold or flu:** Transmission can be direct—through touching or kissing—or indirect—from breathing in *airborne* (carried in the air) particles containing the virus, or from touching tissues, doorknobs or other objects that have the virus on them.
- **Food poisoning:** Transmission happens through contaminated food or water. This could be direct, if the food is spoiled and has bacteria growing in it, or hasn't been cooked properly. It could also be indirect, if the food contains a virus or other pathogen transferred from someone who prepared the food. This can happen when people don't wash their hands after going to the bathroom and then prepare food, or if cooking utensils, cutting boards and other kitchen surfaces aren't cleaned properly.
- **Hepatitis:** *Hepatitis* is a virus that infects and can damage the liver. There are many different types that can be transmitted in different ways.
  - Hepatitis A is usually transmitted indirectly when contaminated *feces* (bowel movements) get into water or food. This usually happens because the person preparing the food didn't wash his or her hands thoroughly after going to the bathroom. It can also happen if a water supply has flowed through or come in contact with contaminated feces.
  - Hepatitis B and C are transmitted by blood. This transmission can be direct—for example, if someone touches an infected person's blood—or indirect—for example, if blood from a person with hepatitis B or C is left in a needle that another person uses for injecting drugs or vitamins, tattooing, piercing, or any other reason.
  - Hepatitis B can also be transmitted directly by semen or vaginal fluids.
- **HIV:** *HIV* stands for *human immunodeficiency virus.* It's the virus that causes AIDS. It's transmitted directly through infected semen or vaginal fluids during sexual intercourse with a person who has HIV. It can also be transmitted through blood, particularly if people share needles for injecting drugs or any other reason with someone who has HIV. HIV is *not* transmitted directly from day-to-day contact. It's safe to touch, hug, shake hands or share eating utensils with someone who has HIV.

Explain

Infectious diseases vary in how easily they are transmitted. For example, you can't get HIV from casual, everyday contact with someone who has the virus, but you could get a cold or the flu in this way.

Examine ways to prevent infectious disease

Create

When you know how infectious diseases are transmitted, you can understand ways to prevent their spread. People can prevent infectious diseases by breaking the chain of infection at any point. You're going to think about strategies that could help prevent or stop infection from spreading. Think of both ways you could prevent becoming infected in the first place, and ways you could stop an infection from spreading to others. Try to think of specific examples that will help explain your ideas.

Put students into small groups or pairs and allow time for them to brainstorm ways to stop or prevent infection.

Call on pairs or groups to share their ideas. Help them group the ideas based on whether they represent a way to prevent an infection from starting, or a way to stop further spread if a person has become infected.

Ways to prevent infection:

- **Eliminate the source of the pathogen.** Examples: Throw away spoiled food. Drain a pond with contaminated water. Quarantine or isolate an infected animal or person.
- **Handle and dispose of body fluids appropriately.** Examples: Properly and promptly clean up blood, vomit or feces. Dispose of body fluids in special containers marked for that purpose.
- **Safely handle and dispose of contaminated items.** Examples: Sterilize needles and other equipment. Never reuse needles or syringes. Throw away sharp items in sealed containers.
- **Keep food safe.** Examples: Cook foods to the proper temperature. Keep hot foods hot and cold foods cold. Refrigerate leftovers. Throw away food that looks or smells spoiled. Don't use the same cutting board to cut raw meat and then cut vegetables or other foods.

- **Protect yourself.** Examples: Wash your hands frequently. Always use sterile equipment. Bandage any wound or break in your skin promptly. Wear latex gloves when cleaning blood or other body fluids. Wear a mask that covers your nose and mouth when around people who are ill. Don't let another person's body fluids enter your body. Never share needles for any reason. Be up to date on recommended vaccines or *immunizations* (preparations given to provide immunity to a disease), such as vaccines for measles, mumps and rubella, and a yearly flu shot.

Community Connection

Invite a pediatrician to speak to the class about how immunizations work and which ones are recommended for children and teens.

Ways to stop the spread of infection:

- **Don't spread germs to others.** Examples: Don't hug or kiss other people when you're sick. Cover your nose and mouth when you sneeze or cough. Wear a mask that covers the nose and mouth when sick. Bandage any wound or break in the skin promptly.
- **Don't spread germs to objects.** Examples: Wash hands frequently when sick. Try not to touch doorknobs, railings or other objects that other people touch. Dispose of tissues immediately after use. Wash plates, cups and other eating utensils with soap and hot water.
- **Don't spread germs to food.** Examples: Wash your hands after using the bathroom. Don't use fingers to eat from a jar, bag or box of food. Don't put a used utensil back into a jar or other container of food.
- **Keep your immune system strong by following healthy habits.** (The *immune system* is the body's system of defense against disease.) Examples: Get enough rest and sleep. Eat healthy foods. Be physically active. Take steps to reduce or manage stress. Practice good hygiene. Get proper treatment for infections or other illnesses.

Students review health habits

Review

Direct students to turn back to their completed **Assessing My Health Habits** *activity sheet and ask them to privately review their responses for questions 1 through 6.*

These are some health habits related to preventing infectious disease. How are you doing in this area? Could you improve any of these habits?

Are there other actions you could add to help prevent infectious diseases?

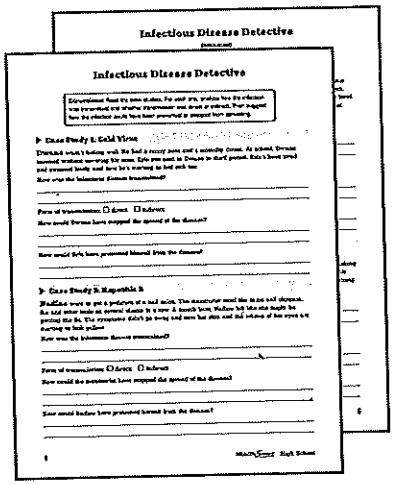
Allow student volunteers to share their observations and ideas.

Students analyze case studies

Complete & Share

Put students into small groups of 2 or 3 and direct them to turn to **Infectious Disease Detective** *on page 4 of the* Student Workbook.

Read the case studies in your groups. For each one, analyze how the infection was transmitted and what could have been done to prevent or stop the spread of the infection.



Workbook pages 4–5

Allow time for groups to complete the activity sheet. Then review the diseases one at a time and have each group share the ways they've suggested to prevent and stop the spread. Provide corrective feedback, as needed, using the **Infectious Disease Detective** *Key.*

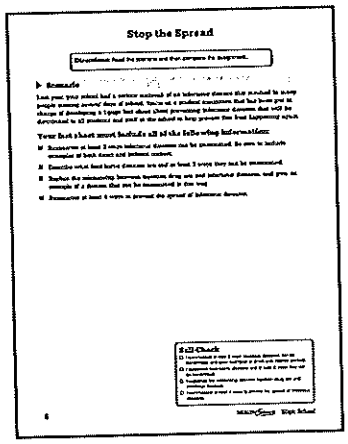
Assessment & Closure

Students demonstrate learning

Complete & Share

Direct students to turn to the **Stop the Spread** *activity sheet on page 6 of the* Student Workbook.

Review the directions with students and allow time for them to complete the activity sheet.



***Workbook* page 6**

End the lesson

Close

What's one behavior that you plan to do today to reduce your risk of getting an infectious disease?

Allow a number of students to share their answers.

Assess

Collect students' **Stop the Spread** *activity sheets and completed fact sheets, and evaluate their work for this lesson.*

Assessment Evidence

Objective 1

Students summarized direct and indirect ways common infectious diseases can be transmitted by:

☐ Completing the **Stop the Spread** activity sheet.

Objective 2

Students described how common food-borne diseases are transmitted:

☐ Completing the **Stop the Spread** activity sheet.

Objective 3

Students explained the relationship between injection drug use and transmission of blood-borne diseases such as HIV and hepatitis by:

☐ Completing the **Stop the Spread** activity sheet.

Objective 4

Students summarized ways to prevent the spread of infectious diseases by:

☐ Completing the **Stop the Spread** activity sheet.

(Scoring Rubric, page 252)

Teacher Page

Infectious Disease Detective *Key*

Directions: Read the case studies. For each one, analyze how the infection was transmitted and whether transmission was direct or indirect. Then suggest how the infection could have been prevented or stopped from spreading.

▶ Case Study 1: Cold Virus

Dwane wasn't feeling well. He had a runny nose and a scratchy throat. At school, Dwane sneezed without covering his nose. Kyle sits next to Dwane in third period. Kyle's been tired and stressed lately, and now he's starting to feel sick too.

How was the infectious disease transmitted?

Most likely through the air when Dwane sneezed. It could also have spread when Kyle touched something in the classroom that Dwane had touched or that had gotten virus on it.

Form of transmission: ☐ direct ☑ indirect

How could Dwane have stopped the spread of the disease?

Stay home from school when sick. Cover his nose when sneezing. Wear a mask over his nose and mouth. Wash his hands often during the day.

How could Kyle have protected himself from the disease?

Wash his hands often during the day. Keep his immune system healthy by getting enough sleep and dealing with stress.

▶ Case Study 2: Hepatitis B

Nadine went to get a pedicure at a nail salon. The manicurist used the same nail clippers, file and other tools on several clients in a row. A month later, Nadine felt like she might be getting the flu. The symptoms didn't go away and now her skin and the whites of her eyes are starting to look yellow.

How was the infectious disease transmitted?

Most likely from blood left on the clippers or other tools by a previous client. There's also a slight possibility it might have come from person-to-person contact with the manicurist, if she had hepatitis B, and if both the manicurist and Nadine had cuts or open sores.

Form of transmission: ☐ direct ☑ indirect (most likely)

How could the manicurist have stopped the spread of the disease?

Clean and sterilize all reusable tools and equipment after each use. Frequently clean surfaces and work areas. Wash her hands between clients. Wear disposable gloves and change them for every service.

How could Nadine have protected herself from the disease?

Get immunized for hepatitis B. Bring her own nail tools to the salon and ask the manicurist to use them. Choose a different salon that follows proper procedures for disease prevention.

(continued)

Teacher Page

Infectious Disease Detective *Key* *(continued)*

▶ Case Study 3: Food Poisoning (Norovirus)

Dana has a job as a server at a local restaurant. She was sick over the weekend, but by Monday she felt good enough to go to work. During her shift, Dana started feeling nauseous again and went to the restroom to throw up a little. In a hurry to get back to the customers, she left the restroom without washing her hands. The servers make the salads from a big bowl of lettuce and cut tomatoes that are kept on the counter. Dana made a salad for a customer. She served the salad and the customer ate it. A few hours later, Dana's customer started feeling sick to his stomach.

How was the infectious disease transmitted?

Dana didn't wash her hands before preparing the food.

Form of transmission: ☐ direct ☑ indirect

How could Dana have stopped the spread of the disease?

Don't go to work when ill. Go home from work after throwing up. Wash hands well with soap and hot water after using the restroom or preparing food. The restaurant could require workers to wear plastic gloves while making the salad.

How could the customer have protected himself from the disease?

Don't eat the salad. Ask to switch to another server's station if he noticed that Dana was sick.

▶ Case Study 4: Athlete's Foot/Jock Itch

All of the team members go barefoot in the school locker room. Since last week, Jacob's feet and the spaces between his toes have been burning and itching. He's been taking extra care to wash them well and always dries them first before toweling off the rest of his body when he takes a shower. But today after basketball practice, he noticed that the burning and itching had started happening in his groin area too.

How was the infectious disease transmitted?

Contact with a contaminated floor in the locker room.

Form of transmission: ☐ direct ☑ indirect

How could the school or other team members have stopped the spread of the disease?

Disinfect the locker room floor and other surfaces. Wear shower sandals or shoes in the locker room. Keep feet clean and dry.

How could Jacob have protected himself from the disease?

Wear shower sandals or shoes in the locker room. Keep feet clean and dry. Dry the groin area before the feet after bathing or showering. Put on socks before underwear. Use an antifungal cream to clear up the foot infection before it can spread.

Student Journal

Lesson 2: Preventing Infectious Disease

Health terms

airborne
bacteria
blood borne
direct contact
disease
feces
food borne
fungi
germ
hepatitis
HIV (human immunodeficiency virus)
host
immune system
immunization
indirect contact
infectious disease
noninfectious disease
norovirus
parasite
pathogen
protozoa
sterilize
vaccine
virus

Journal entry

Write a few sentences about how being ill could affect a person's quality of life. How does a temporary sickness or infection, such as a cold or the flu, affect quality of life? What about a more serious or longer-lasting illness?

Infectious Diseases

Caused by pathogens

(continued)

Student Journal

Lesson 2: Preventing Infectious Disease *(continued)*

Infectious Diseases *(continued)*

Passed by direct contact with an infected person or body fluids.

Can also be passed by indirect contact.

Noninfectious diseases

Class discussion notes

(continued)

Student Journal

Lesson 2: Preventing Infectious Disease *(continued)*

Class discussion notes *(continued)*

Infectious Diseases

- Caused by pathogens (germs that cause disease)
  - Bacteria
  - Viruses
  - Protozoa
  - Fungi
  - Parasites
- Passed by direct contact with an infected person or body fluids.
  - Skin-to-skin contact
  - Mucus
  - Blood
  - Other body fluids (semen, vaginal fluid, saliva)
- Can also be passed by indirect contact:
  - By touching things an infected person has touched
  - Through the air
  - Through insect or animal bites
  - Through food or water
  - Through needles, syringes or other equipment

Noninfectious diseases develop inside a person's body and can't be "caught" or passed to other people.

Infectious Disease Detective

Directions: Read the case studies. For each one, analyze how the infection was transmitted and whether transmission was direct or indirect. Then suggest how the infection could have been prevented or stopped from spreading.

▶ Case Study 1: Cold Virus

Dwane wasn't feeling well. He had a runny nose and a scratchy throat. At school, Dwane sneezed without covering his nose. Kyle sits next to Dwane in third period. Kyle's been tired and stressed lately, and now he's starting to feel sick too.

How was the infectious disease transmitted?

_____

_____

Form of transmission: ☐ direct ☐ indirect

How could Dwane have stopped the spread of the disease?

_____

_____

How could Kyle have protected himself from the disease?

_____

_____

▶ Case Study 2: Hepatitis B

Nadine went to get a pedicure at a nail salon. The manicurist used the same nail clippers, file and other tools on several clients in a row. A month later, Nadine felt like she might be getting the flu. The symptoms didn't go away and now her skin and the whites of her eyes are starting to look yellow.

How was the infectious disease transmitted?

_____

_____

Form of transmission: ☐ direct ☐ indirect

How could the manicurist have stopped the spread of the disease?

_____

_____

How could Nadine have protected herself from the disease?

_____

_____

Infectious Disease Detective

(continued)

▶ Case Study 3: Food Poisoning (Norovirus)

Dana has a job as a server at a local restaurant. She was sick over the weekend, but by Monday she felt good enough to go to work. During her shift, Dana started feeling nauseous again and went to the restroom to throw up a little. In a hurry to get back to the customers, she left the restroom without washing her hands. The servers make the salads from a big bowl of lettuce and cut tomatoes that are kept on the counter. Dana made a salad for a customer. She served the salad and the customer ate it. A few hours later, Dana's customer started feeling sick to his stomach.

How was the infectious disease transmitted?

_____

_____

Form of transmission: ☐ direct ☐ indirect

How could Dana have stopped the spread of the disease?

_____

_____

How could the customer have protected himself from the disease?

_____

_____

▶ Case Study 4: Athlete's Foot/Jock Itch

All of the team members go barefoot in the school locker room. Since last week, Jacob's feet and the spaces between his toes have been burning and itching. He's been taking extra care to wash them well and always dries them first before toweling off the rest of his body when he takes a shower. But today after basketball practice, he noticed that the burning and itching had started happening in his groin area too.

How was the infectious disease transmitted?

_____

_____

Form of transmission: ☐ direct ☐ indirect

How could the school or other team members have stopped the spread of the disease?

_____

_____

How could Jacob have protected himself from the disease?

_____

_____

Stop the Spread

Directions: Read the scenario and then complete the assignment.

▶ Scenario

Last year, your school had a serious outbreak of an infectious disease that resulted in many people missing several days of school. You're on a student committee that has been put in charge of developing a 1-page fact sheet about preventing infectious diseases that will be distributed to all students and staff at the school to help prevent this from happening again.

Your fact sheet must include all of the following information:

- Summarize at least 3 ways infectious diseases can be transmitted. Be sure to include examples of both direct and indirect contact.
- Describe what food-borne diseases are and at least 3 ways they can be transmitted.
- Explain the relationship between injection drug use and infectious diseases, and give an example of a disease that can be transmitted in this way.
- Summarize at least 4 ways to prevent the spread of infectious diseases.

Self-Check

- ☐ I summarized at least 3 ways infectious diseases can be transmitted, and gave examples of direct and indirect contact.
- ☐ I described food-borne diseases and at least 3 ways they can be transmitted.
- ☐ I explained the relationship between injection drug use and infectious diseases.
- ☐ I summarized at least 4 ways to prevent the spread of infectious diseases.

Lesson 3
Preventing Chronic Disease

Overview

This lesson teaches about chronic disease, with a focus on chronic diseases common among young people. Students examine factors that contribute to the development of chronic disease, including risk factors related to health and wellness habits. They apply what they've learned by completing an analysis of the risk factors for a particular common chronic disease and how it would affect a person's quality of life.

Time: 60–120 minutes

Note: If time is limited, the assessment activity sheet may be completed as homework. The teaching steps and Exit Ticket related to Objective 3 are optional.

Lesson Objectives

Students will be able to:

1. Describe the relationship between poor personal health and wellness habits and common chronic diseases.
2. Analyze the behavioral and environmental risk factors that contribute to the major chronic diseases.
3. Describe common chronic diseases and conditions among youth, such as allergies, asthma, diabetes and epilepsy. *(Optional)*

National Health Education Standards

Standard 1: Comprehending Concepts

Performance Indicator 1.12.1: Predict how healthy behaviors can affect health status.

Performance Indicator 1.12.3: Analyze how environment and personal health are interrelated.

Performance Indicator 1.12.4: Analyze how genetics and family history can affect personal health problems.

Performance Indicator 1.12.8: Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors.

Performance Indicator 1.12.9: Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

Standard 6: Goal Setting

Performance Indicator 6.12.1: Assess personal health practices and overall health status.

Materials & Preparation

Prepare

- Have **Leading Causes of Death** (Slide 2) and **Noninfectious Diseases** (Slide 3), or make transparencies, if needed.

Copy

- **Risk Factor Cards** (Master 2), one set for each pair or small group, and one set for the matrix.
- **Chronic Disease Cards** (Master 3), one set for the class, and one set for the matrix.
- **Teens & Chronic Disease** (Masters 4A–D), one set for each group.

Review

- **Risk Factors for Chronic Diseases *Key,*** page 40.
- **Teens & Chronic Disease** (*Student Workbook* page 7).
- **Chronic Disease & Quality of Life Analysis** (*Student Workbook* page 8), and Scoring Rubric, page 253.

Health Terms

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

- allergens
- allergy
- Alzheimer's disease
- angina
- antibodies
- antihistamine
- anti-inflammatory
- anaphylactic shock
- arrhythmia
- asthma
- bronchodilators
- cancer
- cardiovascular disease
- cerebrovascular disease
- cholesterol
- chronic disease
- congenital heart defect
- convulsions
- COPD (chronic obstructive pulmonary disease)
- diabetes
- emphysema
- epilepsy
- gestational diabetes
- heart disease
- heredity
- histamines
- homicide
- insulin
- kidney disease
- modifiable
- nonmodifiable
- prediabetes
- respiratory
- risk factor
- seizure
- stroke
- wheezing

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-assess students' knowledge and understanding of key concepts related to chronic diseases prior to instruction. For example, prepare a quiz or activity sheet that lists facts and myths about the most common chronic diseases and allow students to test their knowledge.
- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.
- Make copies of the **Noninfectious Diseases** and **Leading Causes of Death** slides and distribute to students.
- Provide additional information about selected leading causes of death, such as heart disease, cancer, chronic lung diseases, Alzheimer's disease, stroke, diabetes and kidney disease, as needed.

To ensure student success with reading:

- Pair students with stronger reading skills or peer tutors with students who may need help completing the activity with the **Chronic Disease** and **Risk Factor Cards.**
- Pair students with stronger reading skills or peer tutors with students who may need help reading and reporting on the **Teens & Chronic Disease** topics.

To ensure student success with writing:

- Pair students with stronger writing skills or peer tutors with students who may need help completing the **Chronic Disease & Quality of Life Analysis** activity sheet.

To extend the learning activities:

- Have interested students compile a family health history. They could interview parents and other relatives, or develop a questionnaire, to research the incidence of chronic disease within their extended families and examine family risk factors.
- Ask students to explore sample public health policies and government regulations on personal health and wellness-related practices and behaviors. For example, students could research a proposed or existing sample policy, such as tobacco control, and discuss the pros, cons and costs. They could also conduct further research on a specific disease and draft a public policy for high-risk populations.

Introduction

Get students ready for learning

Transition

Write the following sentence on the board:

The choices you make today can affect your long-term health and quality of life.

On a piece of paper, write whether you agree or disagree with this sentence and explain why. Be sure to give an example that supports your opinion.

Allow students to focus and work quietly for a minute or two. Call on student volunteers to share what they wrote.

Motivate

What do you think are the top 5 leading causes of death in the United States for adults?

What do you think are the top 5 leading cause of death in the United States for teens?

Allow students to respond to the questions. Write their ideas on the board.

Let's see how accurate your lists are.

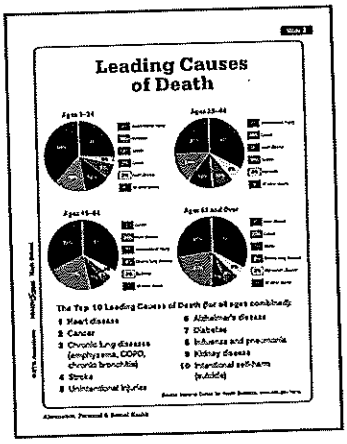
Teaching Steps

(Note: Throughout this lesson, be aware of and sensitive to the feelings of students who may be dealing with chronic disease in a family member or themselves.)

Examine leading causes of death

Prepare

Show the **Leading Causes of Death** *slide.*



Slide 2

Explain

These pie charts show the top 5 leading causes of death for different age groups. Below is a list of the top 10 causes of death for all ages combined.

Ask & Discuss

What do you notice based on the pie charts?

Allow students to share their observations. Guide the discussion to how the causes of death shift toward diseases as people get older.

Summarize

You may have noticed how diseases such as heart disease and cancer become more and more common as causes of death as people age.

The top 3 leading causes of death for people under age 24 are unintentional injuries, homicide and suicide. Unintentional injuries refer to injuries that are not deliberately inflicted by another person or oneself. Deaths from motor vehicle crashes, falls, fires, drowning and unintentional poisoning are all included in this category. *(Note: If you have already taught the* HealthSmart Violence & Injury Prevention *unit, remind students about what they learned in those lessons about teens and unintentional injury.)*

Unintentional injury is still the leading cause of death for people ages 25 to 44, but cancer and heart disease are now second and third. In the older age groups, diseases continue to account for more and more deaths. For example, while heart disease accounts for only 3 percent of deaths among young people ages 1 to 24, it accounts for over one-fourth of the deaths among people age 65 and older, and cancer deaths increase from only 7 percent in people age 24 and younger to nearly one-third of all deaths among people ages 45 to 64.

Survey

Were your earlier guesses about the leading causes of death for adults and teens correct?

Circle any diseases or other causes in the list students suggested at the beginning of class that correspond to the leading causes of death featured on the slide. Add any diseases or conditions that weren't mentioned to the list on the board.

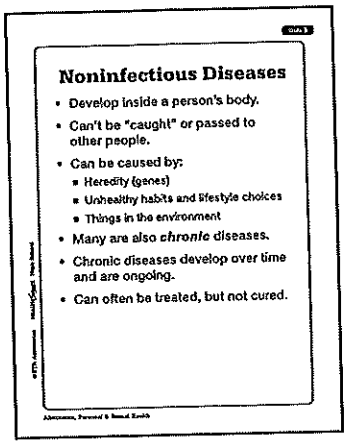
Summarize

When you look at all age groups combined, 7 out of 10 of the leading causes of death are noninfectious, chronic diseases.

Define chronic disease

Prepare

Show the **Noninfectious Diseases** *slide.*



Slide 3

Explain

Noninfectious diseases develop inside a person's body and can't be "caught" or passed to other people. *Heredity*—the genes people are born with—can play a role in some of these diseases. Some can also develop due to unhealthy habits and lifestyle choices. Sometimes things in the environment, such as lead, dust, chemicals, smog or secondhand tobacco smoke, may contribute to the development of disease. Examples of noninfectious diseases include heart disease, diabetes, cancers and lung disease.

Many noninfectious diseases are also *chronic* diseases. Chronic means that the disease is ongoing or lasts a long time. Many chronic diseases develop slowly, over time, and don'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.

Most chronic diseases are not infectious, but are linked to heredity, unhealthy lifestyle choices or things in the environment. The chronic diseases you saw among the leading causes of death are all life threatening. Chronic diseases generally can't be cured, although medicines and other treatments can help manage them.

Some infectious diseases may have a chronic form. For example, tuberculosis is an infectious bacterial disease that a person can have for a long time; HIV, a virus transmitted by direct contact with an infected person's blood, semen or vaginal fluids, stays in the body and can eventually cause AIDS, which is life threatening; and some forms of hepatitis, an infectious virus that can damage the liver, can remain in the person's body and continue to cause harm for the rest of the person's life.

Survey

What do you know about the chronic diseases that are some of the leading causes of death for adults in the United States?

Go through the chronic diseases listed on the **Leading Causes of Death** *slide and/or the list on the board and allow students to share what they know about each one. Correct any misinformation using the summarizing notes below as a guide.*

Summarize

- **Heart disease** is a broad term used to describe a range of diseases that affect the heart. The term is often used interchangeably with *cardiovascular disease.* Cardiovascular diseases include conditions in which the blood vessels become narrowed or blocked so they don't carry blood as effectively, which can result in chest pain *(angina)* or a heart attack. Other forms of heart disease include conditions that affect the heart's beating rhythm *(arrhythmias),* infections of the heart muscle; and heart problems a person is born with *(congenital heart defects).*
- **Cancer** isn't a single disease but a number of diseases that are characterized by the development of abnormal cells. Cancer cells divide rapidly and take over and destroy normal body tissues. There are many types of cancer that can affect different body organs and systems. Cancer can also spread throughout a person's body. Cancer is the second-leading overall cause of death in the United States. But survival rates are improving for many types, thanks to advances in cancer screening and treatments.
- **Chronic lung diseases** include *emphysema,* chronic bronchitis and *COPD,* or *chronic obstructive pulmonary disease.* In these conditions, the airways and/or air sacs in the lungs become inflamed, narrowed or damaged, which makes it increasingly difficult for the person to breathe.
- **Alzheimer's disease** damages and kills brain cells. As the brain cells decline and die, it leads to a progressive loss of memory and other mental functions. Compared to a healthy brain, the brains of people with Alzheimer's disease have fewer cells and fewer connections among the cells that survive. Alzheimer's disease isn't part of normal aging, but the risk increases greatly as people grow older.

- A **stroke** occurs when the blood flow to part of the brain is stopped or greatly reduced. This deprives the brain tissue of oxygen and food, and, within minutes, brain cells begin to die. It's often caused by *cerebrovascular disease,* in which the arteries that feed the brain become narrowed or blocked.
- **Diabetes** refers to *diabetes mellitus,* a group of diseases that affect how the body uses blood glucose, or blood sugar. Glucose is a vital source of energy for all of the body's cells and the brain's main source of fuel. Normally, the pancreas secrets a hormone called *insulin*, which helps the cells absorb glucose from the blood. When a person has diabetes, it means there's too much glucose in his or her bloodsteam, which can lead to serious health problems. There are 2 main types of diabetes:
  - Type 1 occurs when the insulin-producing cells in the pancreas are damaged, so there's little or no insulin being secreted to help the cells absorb glucose. This is the type of diabetes people are born with. It's thought to be caused mainly by genetic or environmental factors.
  - In type 2 diabetes, the pancreas still makes insulin, but the cells have become resistant to it. The pancreas can't make enough insulin to overcome this resistance and move the glucose into the cells, so it builds up in the bloodstream. Genetic and environmental factors play a role in the development of type 2 diabetes as well, but it's also strongly linked to being overweight.

  Gestational diabetes is a form that occurs in some women during pregnancy. It usually goes away after the birth.

  Prediabetes occurs when a person's blood sugar levels are higher than normal, but not high enough to be classified as diabetes.
- **Kidney disease** involves a gradual loss of kidney function. The kidneys filter the blood and secrete wastes and excess fluids in the urine. When the kidneys aren't working correctly, dangerous levels of fluids and wastes can build up in the body. Because symptoms come on slowly, often kidney function is seriously impaired before this disease is diagnosed. When the kidneys fail, the person requires daily dialysis or artificial filtering of the blood.

Teach about risk factors

Ask & Discuss

Do you think a person has any control over whether he or she develops a chronic disease? Why or why not?

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

Summarize

Remember that noninfectious diseases can be caused by heredity, or a person's genes, the environment, and habits or lifestyle choices. Some of these things people have some control over and some they don't.

Explain

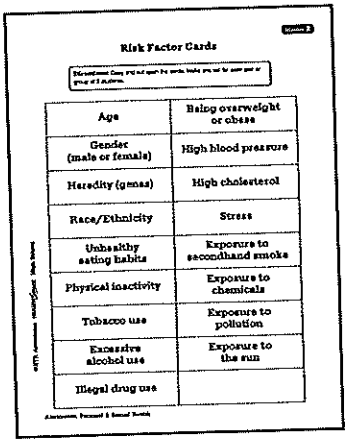
The various things that can contribute to chronic disease are known as *risk factors*. A risk factor is anything that increases the chance that a person will develop a particular disease. For example, long-term cigarette smoking is the most significant risk factor for developing COPD or emphysema.

The more risk factors a person has, the greater the likelihood the person will develop the disease. However, some people have very few risk factors for a disease and still end up getting it, while others may have many risk factors and never get the disease. The most important thing to remember is that you can significantly decrease your chances of getting a particular chronic disease by decreasing those risk factors that are within your control.

Complete & Share

Place students into pairs or groups of 3. Distribute a set of **Risk Factor Cards** *to each pair or small group. Ask students to sort the cards into two piles: (1) factors people have some control over or can change, and (2) factors people can't change.*

Which of these risk factors could be changed? These are sometimes called *modifiable* risk factors.



Risk Factor Cards

Age	Being overweight or obese
Gender (male or female)	High blood pressure
Heredity (genes)	High cholesterol
Race/Ethnicity	Stress
Unhealthy eating habits	Exposure to secondhand smoke
Physical inactivity	Exposure to chemicals
Tobacco use	Exposure to pollution
Excessive alcohol use	Exposure to the sun
Illegal drug use	

Master 2

Call on pairs or groups to share a risk factor that could be changed. Ask the rest of the class if they agree. Continue until all modifiable risk factors from the cards have been named, explaining the different factors as needed:

- *Unhealthy eating habits*
- *Physical inactivity*
- *Tobacco use*
- *Illegal drug use*
- *Being overweight or obese*
- *Excessive alcohol use*
- *High blood pressure*
- *High cholesterol*
- *Stress*
- *Exposure to secondhand smoke*
- *Exposure to chemicals*
- *Exposure to pollution*
- *Exposure to the sun*

Allow for discussion of factors the class can't agree on. In particular, environmental exposure may not always be within a person's control. For example, children may be exposed to parents' tobacco smoke, or people may not know about pollution or other contaminants in the environment until after they've been exposed.

Which of these risk factors can't be changed? These are sometimes called *nonmodifiable* risk factors.

Call on pairs or groups to share a risk factor that can't be changed. Ask the rest of the class if they agree. Continue until all nonmodifiable risk factors from the cards have been named:

- *Age*
- *Gender (male or female)*
- *Heredity (genes)*
- *Race/Ethnicity*

Students explore risk factors for chronic diseases

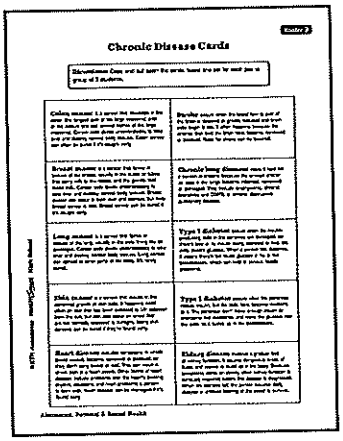
Complete & Share

Now you're going to take a closer look at the risk factors for some chronic diseases. All of these diseases have both modifiable and nonmodifiable risk factors.

Distribute a **Chronic Disease Card** *to each pair or small group. Ask students to go through the* **Risk Factor Cards** *and select all of the ones*

they think could be related to the disease named on their card.

When students have made their selections, go through the diseases named on the **Chronic Disease Cards** *and have students with that card share the risk factors they think are related to it. Correct any misconceptions, as need, using the* **Risk Factors for Chronic Diseases Key.** *(Note: The key is not intended to cover every risk factor for every chronic disease. Its purpose is to make sure students have evaluated common risk factors for major chronic diseases.)*


Chronic Disease Cards

Master 3

Ask & Discuss

What would you say are the most common modifiable risk factors for the chronic diseases we've looked at?

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

Summarize

The most common modifiable risk factors for the chronic diseases we've discussed include:

- Tobacco use
- Excessive alcohol use
- Unhealthy eating habits
- Physical inactivity

These 4 risk factors are responsible for much of the illness, suffering and death related to heart disease, lung disease, cancer, stroke and diabetes. The good news is that people can change all of these things by making different behavior choices. The bad news is that many people don't look at how their habits and lifestyle choices could affect their health until they are faced with a chronic disease.

Ask & Discuss

Do you think most people your age worry about chronic disease? Why or why not?

Why might it be difficult for someone who isn't suffering from a chronic disease yet to modify his or her risk factors?

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

Summarize

As you saw earlier, chronic diseases such as heart disease, lung disease and cancer usually don't start causing serious problems until a person is older. Many teens may not even be aware of their risk factors for chronic disease, and those who are may believe they have plenty of time to make changes later. When you get an infectious disease such as a cold or the flu, or are injured in some way, you usually know you're sick or hurt and are motivated to take steps to help yourself heal or rest to get better. The long-term nature and slow development of chronic diseases can make them seem less real or important to young people.

Students review health habits

Review

Direct students to turn back to their completed **Assessing My Health Habits** *activity sheet and ask them to privately review their responses for questions 7 through 15.*

These are some health habits related to preventing common chronic diseases. How are you doing in this area? Could you improve any of these habits? Are there other actions you could add to lower your risk for chronic disease?

Allow student volunteers to share their observations and ideas.

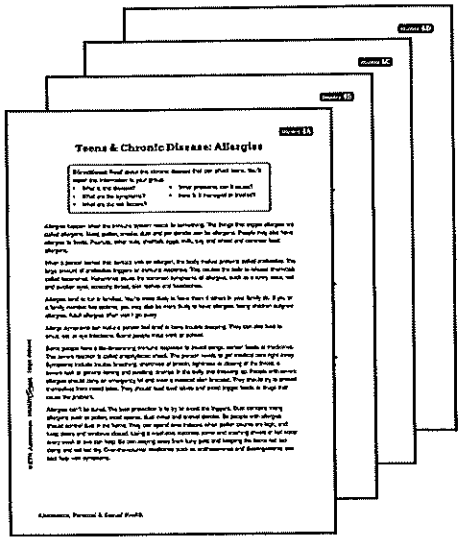
Optional: Students learn about chronic diseases that affect young people

Explain

Although increasing age is a risk factor for many common chronic diseases, there are some chronic diseases that people may be born with or develop early in their lives. You're going to be learning more about 4 chronic diseases that can affect people your age: allergies, asthma, epilepsy and type 1 diabetes.

Read

Put students into groups of 4 and distribute a set of the **Teens & Chronic Disease** *reading sheets to each group. Direct them to turn to* **Teens & Chronic Disease** *on page 7 of the* Student Workbook.

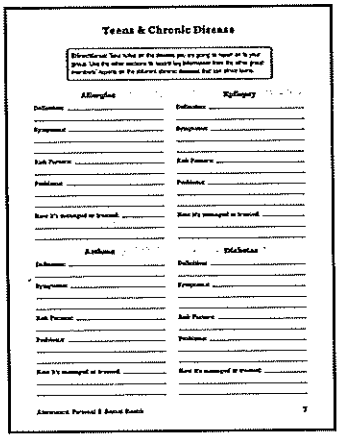


Masters 4A–D

Each member of your group should choose one of the diseases to read about and report on. As you read, look for the answers to these questions:

- What is this disease?
- What are the symptoms?
- What are the risk factors?
- How is it managed or treated?

Use the appropriate section of the activity sheet to take notes on the disease you're going to report on to your group. You'll fill out the key information for the other diseases when the other group members make their reports.



***Workbook* page 7**

Assign or allow students to choose a disease on which to report. Give students time to read about the diseases individually and compile their notes. Then have groups discuss the different diseases, with the person who read about each disease teaching the other group members about it.

Share

After students have shared in their groups, lead a brief discussion of each of the diseases, allowing group members who read about each one to report the answers to the questions and clarifying any confusion or concerns students might have. If you have any students with these particular diseases, ask them if they'd be willing to briefly talk about their experiences and how they manage the condition.

Optional: Consider providing more in-depth information about symptoms of these diseases, including what to do if someone is experiencing an allergic reaction, asthma attack, low blood sugar or epileptic seizure, particularly if there are students in your class with these conditions.

Assessment & Closure

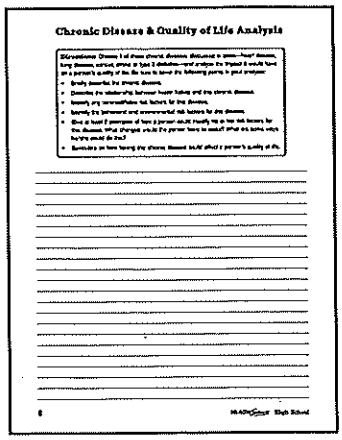
Students demonstrate learning

Complete

Direct students to turn **Chronic Disease & Quality of Life Analysis** *on page 8 of the* Student Workbook.

Choose one of the common chronic diseases you learned about and complete an analysis of the effects this chronic disease could have on quality of life. Be sure to include all the required criteria in your analysis.

Allow time for students to complete the activity sheet.


Chronic Disease & Quality of Life Analysis

***Workbook* page 8**

Exit Ticket

On a piece of paper, briefly describe 2 of the chronic diseases you learned about that can affect teens (allergies, asthma, epilepsy or diabetes).

Be sure to put your name on your paper and hand it in before you leave class.

Write the criteria for completing the Exit Ticket on the board and allow time for students to complete the assignment.

End the lesson

Close

What's one behavior you currently engage in that can help prevent one of the chronic diseases we discussed today?

Allow a number of students to share their answers.

Assess

Collect students' **Chronic Disease & Quality of Life Analysis** *activity sheets and Exit Tickets, and evaluate their work for this lesson.*

Assessment Evidence

Objective 1

Students described the relationship between poor personal health and wellness habits and common chronic diseases by:

☐ Completing the **Chronic Disease & Quality of Life Analysis** activity sheet.

Objective 2

Students analyzed the behavioral and environmental risk factors that contribute to the major chronic diseases by:

☐ Completing the **Chronic Disease & Quality of Life Analysis** activity sheet.

Objective 3 ***(Optional)***

Students described common chronic diseases and conditions among youth, such as allergies, asthma, diabetes and epilepsy, by:

☐ Completing the Exit Ticket.

(Scoring Rubrics, page 253)

Teacher Page

Risk Factors for Chronic Diseases *Key*

Risk Factor	Chronic Disease: Cancer – Colon	Cancer – Breast	Cancer – Lung	Cancer – Skin	Heart Disease	Stroke	Chronic Lung Deseases	Diabetes – Type 1	Diabetes – Type 2	Kidney Disease
Age	✓	✓		✓	✓	✓	✓		✓	✓
Gender (male)					✓	✓				
Gender (female)		✓								
Heredity	✓	✓	✓	✓	✓	✓		✓	✓	✓
Race/Ethnicity	✓	✓		✓		✓			✓	
Unhealthy eating habits	✓				✓	✓			✓	
Physical inactivity	✓				✓	✓			✓	
Tobacco Use	✓		✓		✓	✓	✓			✓
Excessive Alcohol use	✓	✓	✓		✓	✓				
Illegal drug use					✓	✓				✓
Being overweight or obese	✓	✓			✓	✓			✓	✓
High blood pressure					✓	✓			✓	✓
High cholesterol					✓	✓			✓	✓
Stress					✓	✓				
Exposure to secondhand smoke			✓		✓	✓	✓			
Exposure to chemicals	✓	✓	✓		✓	✓	✓			✓
Exposure to pollution							✓			
Exposure to the sun				✓						

Student Journal

Lesson 3: Preventing Chronic Disease

Health terms

allergens

allergy

Alzheimer's disease

angina

antibodies

antihistamine

anti-inflammatory

anaphylactic shock

arrhythmia

asthma

bronchodilators

cancer

cardiovascular disease

cerebrovascular disease

cholesterol

chronic disease

congenital heart defect

convulsions

COPD (chronic obstructive pulmonary disease)

(continued)

Journal entry

Write whether you agree or disagree with this sentence and explain why. Be sure to give an example that supports your opinion.

The choices you make today can affect your long-term health and quality of life.

Leading Causes of Death

(continued)

Lesson 3: Preventing Chronic Disease *(continued)*

Health terms

(continued)

diabetes
emphysema
epilepsy
gestational diabetes
heart disease
heredity
histamines
homicide
insulin
kidney disease
modifiable
nonmodifiable
prediabetes
respiratory
risk factor
seizure
stroke
wheezing

Noninfectious Diseases

Develop inside a person's body.

Can't be caught or passed to other people.

Can be caused by:

Many are also called *chronic* diseases.

Chronic diseases develop over time and are ongoing.

Can often be treated, but not cured.

Class discussion notes

(continued)

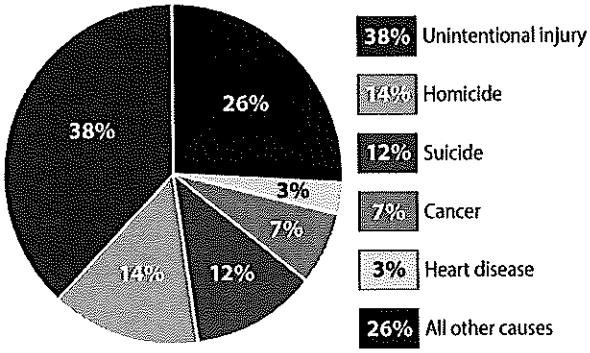
Student Journal

Lesson 3: Preventing Chronic Disease *(continued)*

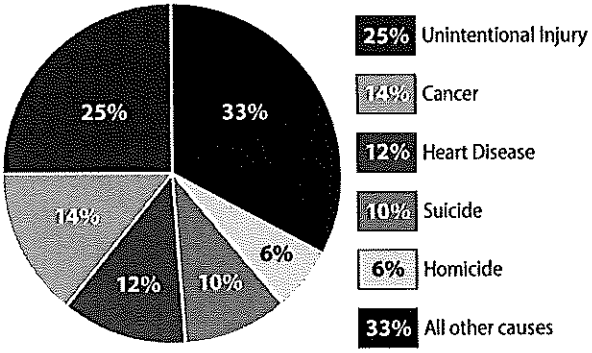
Class discussion notes *(continued)*

Leading Causes of Death

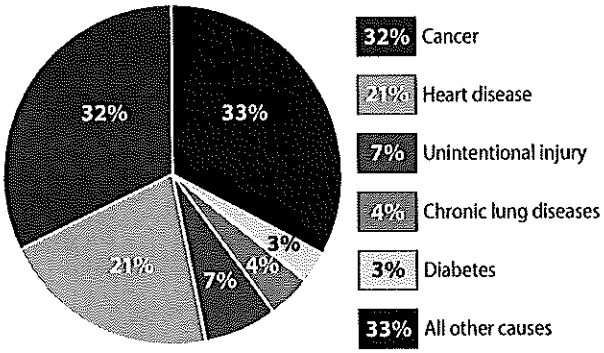
Ages 1–24



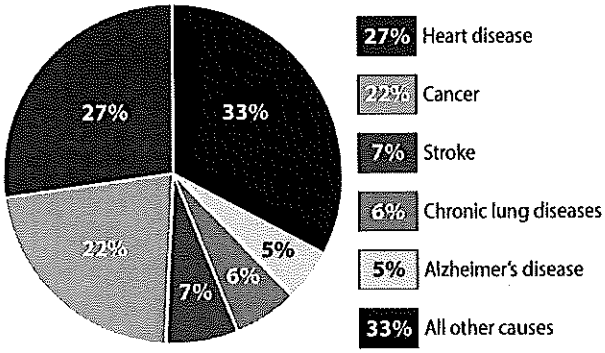
Ages 25–44



Ages 45–64



Ages 65 and Over



The **Top 10** Leading Causes of Death (for all ages combined):

1. Heart disease
2. Cancer
3. Chronic lung diseases (emphysema, COPD, chronic bronchitis)
4. Stroke
5. Unintentional injuries
6. Alzheimer's disease
7. Diabetes
8. Influenza and pneumonia
9. Kidney disease
10. Intentional self-harm (suicide)

Source: National Center for Health Statistics, www.cdc.gov/nchs.

Noninfectious Diseases

- Develop inside a person's body.
- Can't be "caught" or passed to other people.
- Can be caused by:
  - Heredity (genes)
  - Unhealthy habits and lifestyle choices
  - Things in the environment
- Many are also ***chronic*** diseases.
- Chronic diseases develop over time and are ongoing.
- Can often be treated, but not cured.

Teens & Chronic Disease

Directions: Take notes on the disease you are going to report on to your group. Use the other sections to record key information from the other group members' reports on the different chronic diseases that can affect teens.

Allergies

Definition: _____

Symptoms: _____

Risk Factors: _____

Problems: _____

How it's managed or treated: _____

Asthma

Definition: _____

Symptoms: _____

Risk Factors: _____

Problems: _____

How it's managed or treated: _____

Epilepsy

Definition: _____

Symptoms: _____

Risk Factors: _____

Problems: _____

How it's managed or treated: _____

Diabetes

Definition: _____

Symptoms: _____

Risk Factors: _____

Problems: _____

How it's managed or treated: _____

Chronic Disease & Quality of Life Analysis

Directions: Choose 1 of these chronic diseases discussed in class—heart disease, lung disease, cancer, stroke or type 2 diabetes—and analyze the impact it would have on a person's quality of life. Be sure to cover the following points in your analysis:

- Briefly describe the chronic disease.
- Describe the relationship between health habits and this chronic disease.
- Identify any nonmodifiable risk factors for this disease.
- Identify the behavioral and environmental risk factors for this disease.
- Give at least 2 examples of how a person could modify his or her risk factors for this disease. What changes would the person have to make? What are some ways he/she could do this?
- Speculate on how having this chronic disease could affect a person's quality of life.

Chronic Disease & Quality of Life Analysis

(continued)

Self-Check

- ☐ I described the chronic disease and the relationship between health habits and this disease.
- ☐ I identified nonmodifiable risk factors for this disease.
- ☐ I identified behavioral and environmental risk factors for this disease.
- ☐ I gave at least 2 examples of how a person could modify risk factors.
- ☐ I described how this disease might affect a person's quality of life.

Risk Factor Cards

Directions: Copy and cut apart the cards. Make one set for each pair or group of 3 students.

Age	Being overweight or obese
Gender (male or female)	High blood pressure
Heredity (genes)	High cholesterol
Race/Ethnicity	Stress
Unhealthy eating habits	Exposure to secondhand smoke
Physical inactivity	Exposure to chemicals
Tobacco use	Exposure to pollution
Excessive alcohol use	Exposure to the sun
Illegal drug use	

Chronic Disease Cards

Directions: Copy and cut apart the cards. Make one set for each pair or group of 3 students.

Colon cancer is a cancer that develops in the colon (the longest part of the large intestine) and/or the rectum (the last several inches of the large intestine). Cancer cells divide uncontrollably to take over and destroy normal body tissues. Colon cancer can often be cured if it's caught early.

Stroke occurs when the blood flow to part of the brain is stopped or greatly reduced and brain cells begin to die. It often happens because the arteries that feed the brain have become narrowed or blocked. Risks for stroke can be lowered.

Breast cancer is a cancer that forms in tissues of the breast, usually in the ducts or tubes that carry milk to the nipple, and the glands that make milk. Cancer cells divide uncontrollably to take over and destroy normal body tissues. Breast cancer can occur in both men and women, but male breast cancer is rare. Breast cancer can be cured if it's caught early.

Chronic lung diseases make it hard for a person to breathe because the airways and/or air sacs in the lungs become inflamed, narrowed or damaged. They include emphysema, chronic bronchitis and COPD, or chronic obstructive pulmonary disease.

Lung cancer is a cancer that forms in tissues of the lung, usually in the cells lining the air passages. Cancer cells divide uncontrollably to take over and destroy normal body tissues. Lung cancer can spread to other parts of the body. It's rarely cured.

Type 1 diabetes occurs when the insulin-producing cells in the pancreas are damaged, so there's little or no insulin being secreted to help the cells absorb glucose. When a person has diabetes, it means there's too much glucose in his or her bloodstream, which can lead to serious health problems.

Skin cancer is a cancer that results in the abnormal growth of skin cells. It happens most often on skin that has been exposed to UV radiation from the sun, but can also occur on areas that are not normally exposed to sunlight. Many skin cancers can be cured if they're found early.

Type 2 diabetes occurs when the pancreas makes insulin, but the cells have become resistant to it. The pancreas can't make enough insulin to overcome this resistance and move the glucose into the cells, so it builds up in the bloodstream.

Heart disease includes conditions in which blood vessels become narrowed or blocked, so they don't carry blood as well. This can result in chest pain or a heart attack. Other forms of heart disease include problems with the heart's beating rhythm, infections and heart problems a person is born with. Heart disease can be managed if it's found early.

Kidney disease involves a gradual loss of kidney function. It causes dangerous levels of fluids and wastes to build up in the body. Because symptoms come on slowly, often kidney function is seriously impaired before this disease is diagnosed. When the kidneys fail, the person requires daily dialysis or artificial filtering of the blood to survive.

Teens & Chronic Disease: Allergies

Directions: Read about this chronic disease that can affect teens. You'll report this information to your group.

- What is this disease?
- What are the symptoms?
- What are the risk factors?
- What problems can it cause?
- How is it managed or treated?

Allergies happen when the immune system reacts to something. The things that trigger allergies are called *allergens.* Mold, pollen, smoke, dust and pet dander can be *allergens.* People may also have allergies to foods. Peanuts, other nuts, shellfish, eggs, milk, soy and wheat and common food allergens.

When a person comes into contact with an allergen, the body makes proteins called *antibodies.* The large amount of antibodies triggers an immune response. This causes the cells to release chemicals called *histamines.* Histamines cause the common symptoms of allergies, such as a runny nose, red and swollen eyes, scratchy throat, skin rashes and headaches.

Allergies tend to run in families. You're more likely to have them if others in your family do. If you or a family member has asthma, you may also be more likely to have allergies. Many children outgrow allergies. Adult allergies often won't go away.

Allergy symptoms can make a person feel tired or have trouble sleeping. They can also lead to sinus, ear, or eye infections. Some people miss work or school.

Some people have a life-threatening immune response to insect stings, certain foods or medicines. This severe reaction is called *anaphylactic shock.* The person needs to get medical care right away. Symptoms include trouble breathing, shortness of breath, tightness or closing of the throat, a severe rash or general itching and swelling, cramps in the belly and throwing up. People with severe allergies should carry an emergency kit and wear a medical alert bracelet. They should try to protect themselves from insect bites. They should read food labels and avoid trigger foods or drugs that cause the problem.

Allergies can't be cured. The best protection is to try to avoid the triggers. Dust contains many allergens such as pollen, mold spores, dust mites and animal dander. So people with allergies should control dust in the home. They can spend time indoors when pollen counts are high, and keep doors and windows closed. Using a washable mattress cover and washing sheets in hot water every week or two can help. So can staying away from furry pets and keeping the home not too damp and not too dry. Over-the-counter medicines such as *antihistamines* and decongestants can also help with symptoms.

Teens & Chronic Disease: Asthma

Directions: Read about this chronic disease that can affect teens. You'll report this information to your group.

- What is this disease?
- What are the symptoms?
- What are the risk factors?
- What problems can it cause?
- How is it managed or treated?

Asthma is a disease that makes it hard to breath. It causes the muscles around the airways to tense up and the tissues that line the airways to swell. It also makes airways produce extra mucus. Then the passages become narrow and clogged so that the lungs don't get enough air.

Many people with asthma wheeze or make a whistling sound when breathing out. But not everyone does. Other symptoms include a cough that lasts for more than a week, tightness in the chest and shortness of breath that happens often.

Different people have different things that cause or trigger asthma. Some common triggers are dust, pollen, mold, cigarette smoke, cleaning products, perfumes or air pollution. Cold, dry air, exercise, stress, colds, flu or other infections can trigger asthma. So can some preservatives added to foods and medicines, including aspirin.

It's not known for sure what causes asthma. But some people are more likely to have it. Risk factors include having a family member with asthma, having allergies, smoking and being overweight. Being exposed to exhaust fumes or other air pollution, certain chemicals or cigarette smoke can also trigger asthma.

Asthma can range from mild to a major problem that affects daily life. A person who has symptoms of asthma should see a health care provider. Asthma that isn't treated can lead to trouble sleeping, missing work or school, more doctor visits, and trips to the hospital for asthma attacks. It can get worse and can even lead to death.

Asthma can't be cured. But it can be managed with medicines. A health care provider can prescribe anti-inflammatory drugs to take on a regular basis to prevent symptoms. Some of these are inhaled. Some are taken by mouth. Other medicines called *bronchodilators* give relief right away if they are breathed in when symptoms happen. Some people use an inhaler before physical activity. Warming up before and cooling down after activity also helps the body adjust.

Other ways to help prevent attacks include avoiding triggers such as dust and molds in the bedroom, covering the nose and mouth during cold weather, and reducing stress.

Teens & Chronic Disease: Epilepsy

Directions: Read about this chronic disease that can affect teens. You'll report this information to your group.

- What is this disease?
- What are the symptoms?
- What are the risk factors?
- What problems can it cause?
- How is it managed or treated?

Epilepsy is a disease in which surges in electrical signals in the brain cause seizures. A *seizure* is an involuntary change in body movement, function, sensation, awareness or behavior. The type of seizures can depend on where in the brain the abnormal activity occurs. When it occurs in a single place in the brain, it causes a *partial* or *focal* seizure. Seizures that involve the whole brain are called *generalized* seizures. Each type of seizure can range from mild to severe.

Mild symptoms include changes in the way things look, taste, smell, feel or sound. A person may lose awareness briefly or see flashing lights. Tingling feelings and sudden twitching of a body part such as an arm or leg are other symptoms. More intense symptoms include *convulsions.* These are violent and involuntary spasms of the muscles. A person may also black out, lose bladder control and bite the tongue. People with epilepsy tend to have the same type of seizure every time.

Epilepsy most often begins during childhood or after age 65. About half the time, the cause isn't known. Experts think some epilepsy is the result of genes that run in families. (A family history of epilepsy can put a person more at risk.) Head injuries, strokes and heart disease, other infections that affect the brain, and dementia can also be causes. Children often outgrow epilepsy. But high fevers with seizures in childhood sometimes lead to epilepsy later in life. Men are slightly more at risk than women.

Even mild seizures require treatment because they can be dangerous. People with epilepsy can suffer head injuries or broken bones from falls. They can drown while swimming or crash if they black out while driving or running a machine. There can be problems for both mother and baby during pregnancy. Epilepsy can also lead to mental health problems such as depression, anxiety and even suicide.

Medicines can often control and even keep seizures from happening. Surgery may be an option if medicines don't help. If seizures start in a small area of the brain that doesn't involve speech, language or hearing, that area of the brain can be removed. If speech, language or hearing centers are involved, a series of cuts can keep the seizures from spreading to other parts of the brain. A special diet that causes the body to break down fats for energy instead of sugars and starches can help some people. Taking the right medicines, getting enough sleep, and warning a medical alert bracelet can help people manage epilepsy.

Teens & Chronic Disease: Diabetes

Directions: Read about this chronic disease that can affect teens. You'll report this information to your group.

- What is this disease?
- What are the symptoms?
- What are the risk factors?
- What problems can it cause?
- How is it managed or treated?

Diabetes is a disease that causes problems in the way the body uses food. It's normal for the body to change food into sugar. Then *insulin,* a hormone produced by the pancreas, helps sugar enter the cells, where it's turned into energy. In type 1 diabetes, the person's immune system attacks and destroys the cells in the pancreas that produce insulin. So there's too little or no insulin to help the cells take in sugar. In type 2 diabetes, the cells can't use the insulin that's there. In both cases, sugar builds up in the blood instead of entering the cells. Then the cells don't get enough fuel.

Symptoms of both types of diabetes include the need to pee often, being very thirsty and feeling tired. A person may lose weight. Blurry vision, sores that heal slowly and slightly high blood pressure are other symptoms. High levels of sugar in the blood can damage the eyes, kidneys, nerves or heart and blood vessels. Over time, diabetes can even lead to blindness, stroke or loss of feet or limbs.

Type 1 Diabetes

It's thought that people with a parent, grandparent, brother or sister with diabetes are at greater risk. Type 1 diabetes can start at any age. But it most often appears in children or teens. It's more common in whites than other races.

People with type 1 diabetes need more daily insulin than their bodies can make. Some people give themselves insulin shots. Some people wear an insulin pump. This device is the size of a cell phone. It automatically gives them the insulin they need. With either method, people need to watch their blood sugar levels and keep track of how much starch and sugar they eat.

Type 2 Diabetes

Type 2 diabetes is sometimes called *adult-onset diabetes.* But today it's being found more and more often in young people. People who are overweight or inactive are at greater risk. Having a parent, grandparent, brother or sister with diabetes and being over age 45 are risk factors. So is being Latino, African American, Native American, Asian American or Pacific Islander.

Some people with type 2 diabetes can control their blood sugar if they lose weight, are physically active, and eat a healthy diet. Some people need insulin shots as well. Some take other medicines that help lower blood sugar. People with type 2 diabetes also need to keep careful track of their blood sugar levels.

Lesson 4
Getting Help to Stay Healthy

Overview

In this lesson, students examine how preventive health care and being able to find reliable information can support their efforts to be healthy. They learn about the importance of screenings, immunizations and examinations, and discuss when to see a health care provider if they feel ill. After discussing sources of information, they learn about and practice asking key questions to evaluate online resources.

Time: 60–90 minutes

Note: If time is limited, the teaching steps on sources of information and evaluating online resources may be taught as a separate class session, and/or the assessment activity sheet may be completed as homework.

National Health Education Standards

Standard 1: Comprehending Concepts

Performance Indicator 1.12.1: Predict how healthy behaviors can affect health status.

Performance Indicator 1.12.6: Analyze the relationship between access to health care and health status.

Standard 3: Accessing Resources

Performance Indicator 3.12.1: Evaluate the validity of health information, products and services.

Performance Indicator 3.12.4: Determine when professional health services may be required.

Standard 6: Goal Setting

Performance Indicator 6.12.1: Assess personal health practices and overall health status.

Lesson Objectives

Students will be able to:

1. Summarize important health screenings, immunizations and examinations necessary to maintain good health.
2. Explain why it's important to seek help and treatment for common infectious and chronic diseases.
3. Determine when professional health and wellness services may be required.
4. Describe how to evaluate the validity and reliability of personal health and wellness information.

Materials & Preparation

Prepare

- Have **Benefits of Seeing a Health Care Provider** (Slide 4) and **How to Evaluate a Health Website** (Slide 5), or make transparencies, if needed.
- Review school district policies on required immunizations for students and current CDC recommendations on immunizations for teens (www.cdc.gov/vaccines/schedules/easy-to-read/preteen-teen.html).

Review

- **Self-Care or See a Doctor?** (*Student Workbook* page 10).
- **My Guide for Evaluating Health Websites** (*Student Workbook* page 11).
- **Getting Help with Staying Healthy** (*Student Workbook* pages 12–13), **Getting Help with Staying Healthy *Key*,** pages 58–59, and Scoring Rubric, page 254.

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:

- accurate
- health care provider
- hypertension
- immune
- immunization
- preventive
- preventive health care
- reliable
- screening
- vaccine

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.
- Remember that cultural, spiritual, religious or personal beliefs can affect how, when, where and from whom a person seeks health care treatment or advice. For example, some students might visit a tribal healer instead of a physician, and some families may choose not to immunize their children. In some states, students can attend school without being immunized.

- Acknowledge the range of different health care providers (e.g., physicians, osteopaths, nurse practitioners, physician's assistants, dentists) and alternative health care practices (e.g., chiropractic, acupuncture, Chinese medicine) that may be part of students' experience.
- Allow students to discuss the **Getting Help with Staying Healthy** activity sheet with a family member to ensure the information and recommendations are aligned with family beliefs and practices around health care.

To ensure student success with reading:

- Pair students with stronger reading skills or peer tutors with students who may need help reviewing the **Self-Care or See a Doctor?** activity sheet.

To ensure student success with writing:

- Pair students with stronger writing skills or peer tutors with students who may need help completing the **Getting Help with Staying Healthy** activity sheet.

Introduction

Get students ready for learning

Transition

On a piece of paper, list at least 4 things you do to help keep your body healthy. Then choose one of these actions and write a few sentences about how you think it'll help prevent chronic disease and keep you healthy during your lifetime.

Allow students to focus and work quietly for a minute or two. Call on student volunteers to share what they wrote. If anyone mentions "seeing a doctor" or "getting a checkup" explain that this is something they'll be talking more about in this class.

Motivate

Imagine this situation:

Your car is making a strange noise once in a while, but seems to be starting and running just fine, so you don't worry about it. Then, one day, when you're stopped at a light on a busy street, the car suddenly dies and you can't get it started again.

Is there anything you could have done to prevent this from happening?

Which is easier—changing or fixing a problem once you have it, or preventing the problem in the first place?

Why do you think people often don't address potential problems before they happen?

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

Sometimes people don't anticipate something being a problem or issue. At other times, they may know about a potential problem but not be willing to take the time or make the effort to address it until it becomes a more pressing or immediate concern.

But taking *preventive* measures early on can often save someone time, trouble or suffering down the road. This idea applies to your health as well.

Teaching Steps

Teach about the importance of preventive health care

Explain

Preventive health care is an important part of staying healthy. In the last class, you learned about many of the risk factors for chronic disease, including risk factors that people have some control over. Changing these risk factors can help you prevent a disease before it can develop or interrupt it early in its progress. You know that to stay healthy and help prevent chronic disease you need to eat healthy foods, get enough physical activity and avoid tobacco smoke. Another important part of staying healthy is seeing a *health care provider* for preventive health care.

Survey

Raise your hand if you've seen a health care provider of some sort within the past year.

What are some examples of different health care providers?

Allow students to respond to the question and discuss their ideas. Prompt them to think of a wide variety of health care providers. Make sure the list includes physicians, nurse practitioners, physician's assistants, pharmacists, dentists, ophthalmologists and counselors. Students may also name alternative health care providers, such as chiropractors, acupuncturists, osteopaths or herbalists. Clarify any terms with which students are unfamiliar.

Ask & Discuss

When should you see a health care provider?

Allow students to respond to the question and discuss their ideas. Make sure answers include when you're sick, when you think something is wrong with your health, and for an annual exam or checkup.

What are the benefits of having an annual exam or checkup?

Allow students to respond to the question and discuss their ideas. Make sure the answers include detecting a problem early before it gets too bad, getting treatment for any existing health conditions, and

obtaining health-related information and answers to your questions about your health.

What are some teen health problems a health care provider might be able to detect and treat before they become bigger problems?

Allow students to respond to the question and discuss their ideas. Make sure the answers include a variety of teen health problems such as asthma, allergies, diabetes, acne, poor vision or a heart condition.

Summarize

It makes sense to see a health care provider when you're sick or think something could be wrong with your health. Even if you're not feeling ill or having any symptoms, getting regular checkups or yearly physical exams is a way to help catch any potential health problems early. Sometimes a health exam is required to participate in certain activities. For example, those of you who are in athletics probably have to have a checkup each year in order to play sports.

Explain

Generally, the earlier a health problem is detected, the easier it is to cure. If it's a chronic disease that can't be cured, early detection is important to manage the symptoms and keep the problem from getting worse.

Often when you see a doctor, nurse practitioner or physician's assistant certain *screenings* will be done. Screenings are tests that can help determine if a person has a medical problem or risk factors for a specific disease. For example, screening for cholesterol can identify people who have high cholesterol, which is a risk factor for several of the chronic diseases we discussed earlier. Testing blood sugar levels can show if a person has prediabetes.

Some screenings are done routinely as part of an annual health exam or doctor's visit. Others may be done on an as needed basis, if a person is showing symptoms or has risk factors and the provider has concerns about a particular disease or condition.

A provider often has new patients fill out a health history that includes questions about past illnesses and injuries, as well as family members' health. This can help point to hereditary risk factors or other potential problems to watch for.

Complete

Make two columns on the board with the headings "Routine" and "As Needed."

What are some screenings that are done nearly every time a person goes to see a doctor or other health care provider?

Write students' answers on the board under the appropriate column. Screenings that should be listed in the "Routine" column include height, weight, temperature and blood pressure.

What are some screenings that may be done on an as-needed basis?

Write students' answers on the board under the appropriate column. Screenings that might be listed in the "As Needed" column might include blood test, urine test, Pap test, and x-rays. Note that hearing and vision tests may be done when there's a problem but are also sometimes part of an annual exam for school or sports.

Ask & Discuss

Why is blood pressure screening done every time you go to the doctor?

Why might a blood test be done?

Why might a urine test be done?

Summarize

Blood pressure testing is done so that *hypertension,* or *high blood pressure,* can be detected early. *(Note: You may need to explain that blood pressure is measured by 2 numbers—one written on top of or "over" the other—for example, 115/75. The top number shows the highest pressure the heart is at when it contracts to beat. The bottom number is the pressure when the heart is at rest. Any reading under 120/80 is considered healthy.)*

Blood tests might be done for a variety of reasons. One common blood test measures cholesterol, which is a risk factor for heart disease. These tests can also measure blood sugar levels to screen for diabetes or be used to detect blood-borne diseases, such as hepatitis or HIV.

A urine test can also be done for a variety of reasons. It can help screen for kidney disease, diabetes or certain pathogens.

Students review health habits

Review

Direct students to turn back to their completed **Assessing My Health Habits** *activity sheet and ask them to privately review their response for question 16.*

This question relates to preventive health care. Seeing a doctor or other health care provider for regular checkups and exams is one way to help yourself stay healthy. How are you doing in this area?

Allow student volunteers to share their observations and ideas.

Teach about importance of treatment

Explain

Preventive health care aims to stop health problems before they start, so it's often focused on detecting and preventing chronic diseases. But, despite taking preventive measures, people can still get sick.

Ask & Discuss

When do you think it would be important to see a health care provider?

Allow students to respond to the question and discuss their ideas. List key points on the board.

Summarize

Sometimes an infection just has to run its course. For example, there's nothing a doctor can do for you if you have a cold. Over-the-counter medicines can help symptoms, but a cold can't be cured. Your body just has to recover from it naturally. With other types of infectious diseases, it can be very important to seek medical help and treatment. For example, cancer, a rash or pneumonia often can be very serious or get worse if a person doesn't get treatment. Early detection and treatment can help decrease the severity of some infectious diseases.

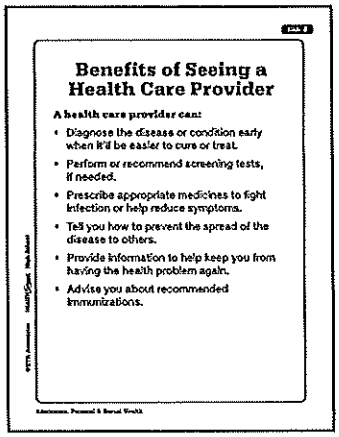
Prepare

Show the **Benefits of Seeing a Health Care Provider** *slide.*

Explain

There are benefits to seeing a health care provider when you feel sick or are experiencing health problems. A health care provider can:

- Diagnose the disease or condition early when it'll be easier to cure or treat.
- Perform or recommend screening tests, if needed.
- Prescribe appropriate medicines to fight infection or help reduce symptoms.
- Tell you how to prevent the spread of the disease to others.
- Provide information to help keep you from having the health problem again.
- Advise you about recommended immunizations.



Slide 4

Teach about recommended immunizations for teens

Ask & Discuss

What does it mean to be *immune* to something?

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

Summarize

To be immune means to be protected or not susceptible to harm from something. Your body's immune system works to fight off infectious diseases so you won't be harmed by them. You might remember that one of the ways to protect yourself from infectious disease is to be up to date on recommended vaccines, or *immunizations*. A *vaccine* for a disease helps the immune system learn to recognize the disease so it can fight it in the future. The vaccine helps the body become immune to the disease.

Explain

Immunizations are an excellent way to prevent or stop the spread of infection. They have proven very successful as reducing death and illnesses throughout the world. In fact, the death rate for many infectious diseases that used to be common is now near zero because of immunizations.

Survey

Do you know which immunizations, or vaccines, you've had to help protect you from some common infectious diseases?

Allow student volunteers to share which immunizations they've had.

Explain

There are a series of immunizations recommended for infants and children, and several that are recommended for teens. Most of the time, if you are under age 18, you need parent permission before you can be given a vaccine.

Make a list of recommended immunizations on the board as you discuss them.

Key immunizations recommended for teens include:

- **Tetanus, diphtheria, pertussis (Tdap).** This is one vaccine for all 3 of these diseases. It's often given at age 11 or 12. It's recommended that people get a booster, or second vaccine, to protect against tetanus every 10 years. (Tetanus is a disease caused by bacteria that are found in the soil. Diphtheria is a bacterial disease that causes fever and a coating of the air passages, making it hard to breathe. Pertussis is whooping cough, which causes severe coughing.)
- **HPV (human papillomavirus).** This is a series of 3 shots. Experts recommend it be given at age 11 or 12, and to teens who were not vaccinated earlier. The vaccine protects against the types of HPV that can cause cancers and genital warts.
- **Influenza.** This vaccine is given every year to protect against the flu.

There's also a vaccine against bacterial meningitis given at age 11 or 12. Teens should have a booster for this vaccine at age 16. It's also recommended that teens get the vaccine for measles, mumps and rubella, if they didn't receive it as children, and the vaccine for chicken pox, if they haven't had the disease or already been vaccinated.

Sometime other vaccines are recommended for teens with certain health conditions that may put them more at risk. These include vaccines for pneumonia, hepatitis A and hepatitis B. *(Note: If your school district requires certain vaccines for students, discuss those at this time.)*

You should talk to your parents and health care provider to find out which vaccines you've already had and which you should get as a teen.

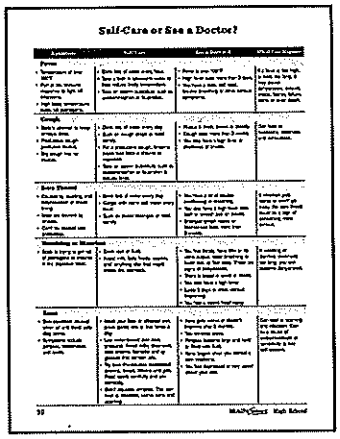
Students evaluate when to see a health care provider

Explain

Sometimes it's hard to decide whether you need to see a health care provider or not. You may not want to go if it's unnecessary, but, on the other hand, you may be worried that a health problem might get worse. Knowing how to evaluate some common symptoms can help you decide when you should try to do things at home to care for yourself and when it's important to see a doctor.

Read & Discuss

Put students into pairs or groups of 3 and direct them to turn to **Self-Care or See a Doctor?** *on page 10 of the* Student Workbook.


Self-Care or See a Doctor?

***Workbook* page 10**

Review this information together and discuss the symptoms. Try to answer these questions for each one:

- How could you take care of this symptom at home?
- What would tell you it was time to see a doctor?
- What can happen if you need but don't get help for this symptom?

Write the questions on the board and allow time for groups to review the reading sheet. Circulate as groups are working to keep them on task, answer any questions and clarify the information, as needed.

Practice

Now you're going to practice applying these guidelines to some common situations. I'll read a situation, and your group will need to decide whether a person in those given circumstances should see a doctor or not.

Read the following statements one at a time and ask groups to raise their hands if they'd recommend seeing a doctor in those circumstances. Call on groups who voted yes and then on groups that voted no and ask each of them why they made that choice. Then explain the correct response, correcting any misinformation, as needed.

- You've had a fever of 101°F for the past 3 days.
  (No, because the fever is lower than 103°F.)
- You have a fever, cough and sore throat.
  (Yes, because your fever is accompanied by these other symptoms.)
- You've had a cough for 4 days.
  (No, because the cough has only lasted a few days.)
- You've had a sore throat for the past 4 days, but now you're starting to have difficulty breathing.
  (Yes, because your sore throat is accompanied by another serious symptom.)
- You've had diarrhea for 2 days, but it seems to be getting better.
  (No, because the diarrhea has lasted fewer than 3 days and is getting better.)
- You have been throwing up blood.
  (Yes, because blood in the vomit could be a sign of something serious.)

Identify sources of health information

Explain

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've 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.

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 for a show of hands.

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
- Advice on whether you need to see a health professional about a symptom or condition
- More information about a serious illness or chronic 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

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, many people can be reached 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.

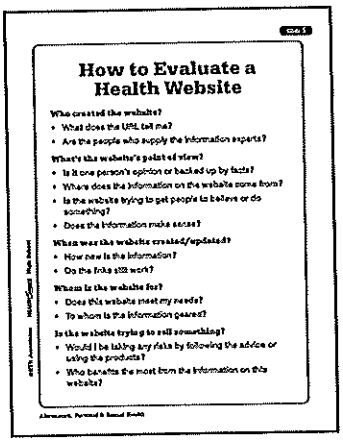
Teach how to evaluate online health resources

Explain

There's 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 use to make money. Some online health information is false or wrong. Some products or services don't really work or haven't been scientifically tested or agreed on by experts to be safe or healthy.

While all kinds of information, services and products 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.



Slide 5

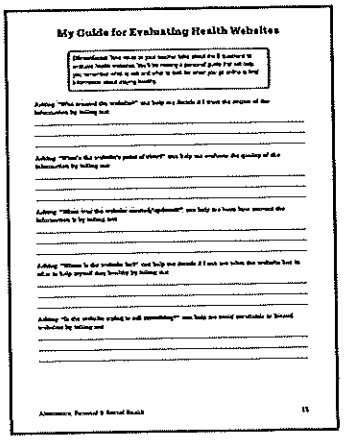
Prepare

Show the **How to Evaluate a Health Website** *slide.*

Explain & Complete

Direct students to turn to **My Guide for Evaluating Health Websites** *on page 11 of the* Student Workbook.

There are 5 basic questions that can help you decide if a health website is offering accurate, reliable and safe information, products or services that can help you stay healthy. As we discuss these questions, use your activity sheet to take notes and create a guide for yourself to use when you go online.



***Workbook* page 11**

Review the questions on the slide one at a time. Encourage students to take notes to complete their activity sheets to create a personal guide for evaluating health websites. Outline key points brought out during discussion on the board to support students' note taking.

- **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 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 worked for years 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 other 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 or do 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 easy to understand?
  — 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 that's selling the product or point of view?

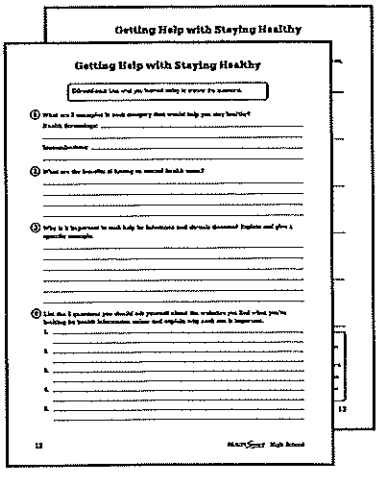
These questions can help you decide if you've found a reliable website that can give you accurate and useful information, or if you need to keep looking. These same kinds of questions can help you evaluate other sources of health information as well, such as books, pamphlets, magazine articles, and radio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

Assessment & Closure

Students demonstrate learning

Complete

Direct students to turn to **Getting Help with Staying Healthy** *on page 12 of the* Student Workbook *and allow time for them to complete the activity sheet.*


Getting Help with Staying Healthy

Getting Help with Staying Healthy

***Workbook* pages 12–13**

End the lesson

Close

How many of you have a doctor or other health care provider you trust and would recommend? Why do you trust this provider and what's one way he or she has helped you stay healthy?

Allow student volunteers to share their experiences. Compile a list of providers or clinics on the board.

Assess

Collect students' **Getting Help with Staying Healthy** *activity sheets, and evaluate their work for this lesson.*

Assessment Evidence

Objective 1

Students summarize important health screenings, immunizations, checkups and examinations necessary to maintain good health by:

☐ Completing the **Getting Help with Staying Healthy** activity sheet.

Objective 2

Students explained why it's important to seek help and treatment for common infectious and chronic diseases by:

☐ Completing the **Getting Help with Staying Healthy** activity sheet.

Objective 3

Students determined when professional health and wellness services may be required by:

☐ Completing the **Getting Help with Staying Healthy** activity sheet.

Objective 4

Students described how to evaluate the validity and reliability of personal health and wellness information by:

☐ Completing the **Getting Help with Staying Healthy** activity sheet.

(Scoring Rubric, page 254)

Teacher Page

Getting Help with Staying Healthy *Key*

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

1. **What are 2 examples in each category that would help you stay healthy?**

   Health Screenings: Answers can include blood pressure, height and weight, temperature, blood tests, urine tests, x-rays, vision and hearing tests.

   Immunizations: Answers can include Tdap (tetanus, diphtheria and pertussis), HPV, influenza, meningitis, measles/mumps/rubella, hepatitis A and B, and chicken pox.

2. **What are the benefits of having an annual health exam?**

   Benefits of having an annual health exam include catching any potential health problems early, screening for risk factors and other problems, getting treatment for any existing health conditions, and having a chance to ask and get answers to your questions about your health.

3. **Why is it important to seek help for infections and chronic diseases? Explain and give a specific example.**

   It's important to catch some infectious and chronic diseases early when they can be more easily treated. A health care provider can diagnose the disease or condition, perform screening tests, and prescribe medicines to stop an infection or relieve symptoms. You can learn how to prevent spreading an infectious disease to others. You can get treatment for a chronic disease and learn what you can do to improve the condition or keep it from getting worse.

4. **List the 5 questions you should ask yourself about the websites you find when you're looking for health information online and explain why each one is important.**

   1. Who created the website? This tells you if the source of the information is trustworthy and whether it was created by an individual, commercial company, government agency, school or nonprofit organization.
   2. What's the website's point of view? This lets you evaluate the quality of the information. You can learn whether it's one person's opinion or backed up by facts and whether the website provides for the general good or is trying to sell a particular belief or opinion.
   3. When was the website created or updated? This lets you know how current the information is.
   4. Whom is the website for? This can help you decide if you can use what the website has to offer.
   5. Is the website trying to sell something? This can help you avoid unreliable or biased websites and determine if you'll be taking a risk to follow the advice or actions the website recommends.

Teacher Page

Getting Help with Staying Healthy *Key* *(continued)*

5 **Decide what kind of professional health care (if any) is needed for each of these situations, and explain why:**

Situation	See a Doctor?	Why
For the past day, you've had a fever of 103°F. Your neck is also very stiff.	☑ Yes ☐ No	You have a high fever along with a stiff neck.
You have a dry, irritating cough that has lasted 2 days.	☐ Yes ☑ No	The cough has lasted only a few days.
You've had a sore throat for the past 4 days, but don't have a fever or rash.	☐ Yes ☑ No	The sore throat hasn't lasted very long and it is not accompanied by other serious symptoms.
You've had diarrhea for 3 days, and you're not getting any better.	☑ Yes ☐ No	The diarrhea has lasted 3 days and isn't clearing up on its own.
You have acne even though you wash your face twice a day with a special cleanser. It's been over 3 months now, and it's not getting any better.	☑ Yes ☐ No	Since self-care over the last 3 months hasn't helped, you might need medication or a prescription cleanser.

Self-Check

- ☐ I listed at least 2 screenings and 2 immunizations that are important for teen health.
- ☐ I explained the importance of annual health exams.
- ☐ I explained why it's important to get help for infectious and chronic diseases, and gave an example.
- ☐ I listed the 5 questions to ask about websites that provide health information and explained why each is important.
- ☐ I assessed whether professional health care is needed for all 5 situations and explained why.

Student Journal

Lesson 4: Getting Help to Stay Healthy

Health terms

accurate

health care provider

hypertension

immune

immunization

preventive

preventive health care

reliable

screening

vaccine

Journal entry

List at least 4 things you do to help keep your body healthy. Then choose one of these actions and write a few sentences about how you think it'll help prevent chronic disease and keep you healthy during your lifetime.

Benefits of Seeing a Health Care Provider

A health care provider can:

(continued)

Student Journal

Lesson 4: Getting Help to Stay Healthy *(continued)*

How to Evaluate a Health Website

Who created the website?

What's the website's point of view?

When was the website created/updated?

Whom is the website for?

Is the website trying to sell something?

(continued)

Lesson 4: Getting Help to Stay Healthy *(continued)*

Class discussion notes

Benefits of Seeing a Health Care Provider

A health care provider can:

- Diagnose the disease or condition early when it'll be easier to cure or treat.
- Perform or recommend screening tests, if needed.
- Prescribe appropriate medicines to fight infection or help reduce symptoms.
- Tell you how to prevent the spread of the disease to others.
- Provide information to help keep you from having the health problem again.
- Advise you about recommended immunizations.

How to Evaluate a Health Website

Who created the website?

- What does the URL tell me?
- Are the people who supply the information experts?

What's the website's point of view?

- Is it one person's opinion or backed up by facts?
- Where does the information on the website come from?
- Is the website trying to get people to believe or do something?
- Does the information make sense?

When was the website created/updated?

- How new is the information?
- Do the links still work?

Whom is the website for?

- Does this website meet my needs?
- To whom is the information geared?

Is the website trying to sell something?

- Would I be taking any risks by following the advice or using the products?
- Who benefits the most from the information on this website?

Self-Care or See a Doctor?

Symptom	Self-Care	See a Doctor if...	What Can Happen
Fever • Temperature of over 100°F. • Part of the immune response to fight off infections. • High body temperature helps kill pathogens.	• Drink lots of water every hour. • Take a bath in lukewarm water to help reduce body temperature. • Take an aspirin substitute such as acetaminophen or ibuprofen.	• Fever is over 103°F • High fever lasts more than 3 days. • You have a rash, stiff neck, trouble breathing or other serious symptoms.	If a fever is too high, or lasts too long, it may cause dehydration, seizure, shock, kidney failure, coma or even death.
Cough • Body's attempt to keep airways clear. • Productive cough produces mucus. • Dry cough has no mucus.	• Drink lots of water every day. • Suck on cough drops or hard candy. • For a productive cough, breathe moist heat from a shower or vaporizer. • Take an aspirin substitute such as acetaminophen or ibuprofen to reduce fever.	• Mucus is thick, brown or bloody • Cough lasts more than 3 weeks. • You also have a high fever or shortness of breath.	Can lead to headache, dizziness and exhaustion.
Sore Throat • Caused by swelling and inflammation of throat lining. • Most are caused by viruses. • Can't be treated with antibiotics.	• Drink lots of water every day. • Gargle with warm salt water every hour. • Suck on throat lozenges or hard candy.	• You have a lot of trouble swallowing or breathing. • You also have a high fever, skin rash or whitish pus on tonsils. • Enlarged lymph nodes or hoarseness lasts more than 3 weeks.	If infection gets worse or won't go away, the sore throat could be a sign of something more serious.
Vomiting or Diarrhea • Body is trying to get rid of pathogens or irritants in the digestive tract.	• Drink sips of fluid. • Avoid milk, fatty foods, aspirin, and anything else that might irritate the stomach.	• You feel thirsty, have little or no urine output, rapid breathing or heart rate, or feel dizzy. These are signs of dehydration. • There is blood in vomit or stools. • You also have a high fever. • Lasts 3 days or more without improving. • You had a recent head injury.	If vomiting or diarrhea continues too long, you can become dehydrated.
Acne • Skin condition caused when oil and dead cells clog pores. • Symptoms include pimples, blackheads and cysts.	• Wash your face or affected skin areas gently one or two times a day. • Use water-based skin care products. Avoid milky cleansers, cold creams, lipsticks and lip glosses that contain oils. • Try over-the-counter medicated creams, soaps, lotions and gels. Read labels carefully and use correctly. • Don't squeeze pimples. This can lead to infection, worse acne and scarring.	• Acne gets worse or doesn't improve after 3 months. • You develop scars. • Pimples become large and hard or filled with fluid. • Acne began when you started a new medicine. • You feel depressed or very upset about your skin.	Can lead to scarring and infection. Can be a cause of embarrassment or contribute to low self-esteem.

My Guide for Evaluating Health Websites

Directions: Take notes as your teacher talks about the 5 questions to evaluate health websites. You'll be making a personal guide that will help you remember what to ask and what to look for when you go online to find information about staying healthy.

Asking "Who created the website?" can help me decide if I trust the source of the information by telling me:

_____

_____

_____

Asking "What's the website's point of view?" can help me evaluate the quality of the information by telling me:

_____

_____

_____

Asking "When was the website created/updated?" can help me learn how current the information is by telling me:

_____

_____

_____

Asking "Whom is the website for?" can help me decide if I can use what the website has to offer to help myself stay healthy by telling me:

_____

_____

_____

Asking "Is the website trying to sell something?" can help me avoid unreliable or biased websites by telling me:

_____

_____

_____

Getting Help with Staying Healthy

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

1. What are 2 examples in each category that would help you stay healthy?

Health Screenings: _____

_____

Immunizations: _____

_____

2. What are the benefits of having an annual health exam?

_____

_____

_____

_____

3. Why is it important to seek help for infections and chronic diseases? Explain and give a specific example.

_____

_____

_____

_____

_____

_____

4. List the 5 questions you should ask yourself about the websites you find when you're looking for health information online and explain why each one is important.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

Getting Help with Staying Healthy

(continued)

5 **Decide what kind of professional health care (if any) is needed for each of these situations, and explain why:**

Situation	See a Doctor?	Why
For the past day, you've had a fever of 103°F. Your neck is also very stiff.	☐ Yes ☐ No	
You have a dry, irritating cough that has lasted 2 days.	☐ Yes ☐ No	
You've had a sore throat for the past 4 days, but don't have a fever or rash.	☐ Yes ☐ No	
You've had diarrhea for 3 days, and you're not getting any better.	☐ Yes ☐ No	
You have acne even though you wash your face twice a day with a special cleanser. It's been over 3 months now, and it's not getting any better.	☐ Yes ☐ No	

Self-Check

- ☐ I listed at least 2 screenings and 2 immunizations that are important for teen health.
- ☐ I explained the importance of annual health exams.
- ☐ I explained why it's important to get help for infectious and chronic diseases, and gave an example.
- ☐ I listed the 5 questions to ask about websites that provide health information and explained why each is important.
- ☐ I assessed whether professional health care is needed for all 5 situations and explained why.

Picture of Health Gallery Walk Study Guide

Directions: To prepare for the Gallery Walk, review the questions in each of these categories, and write a detailed response to each one.

▶ Quality of Life

1. What is meant by quality of life?

2. What are at least 4 factors that can affect your quality of life? Describe the effect each one could have. Include at least 2 positive and 2 negative factors.

▶ Infectious Disease

3. What are 3 infectious diseases that can affect teens?

4. How are infectious diseases transmitted? Explain 2 direct and 2 indirect ways.

(continued)

Picture of Health Gallery Walk
Study Guide *(continued)*

5. Describe at least 5 ways to help stop the spread of infectious disease. Then provide a detailed example: (1) Name a specific infectious disease; (2) describe how this disease is transmitted; (3) explain how the spread of infection can be stopped.

Example: _____

▶ Chronic Disease

6. What are 3 common chronic diseases that can affect teens? Briefly describe each one.

7. What are some factors that can contribute to chronic disease? Identify at least 2 factors that can't be changed. Describe at least 1 factor related to the environment. Describe at least 2 factors related to a person's behaviors or lifestyle choices.

(continued)

Picture of Health Gallery Walk
Study Guide *(continued)*

8. Explain the relationship between poor personal health habits and chronic diseases.

▶ Treatment

9. Why is it important to seek help and treatment for common chronic and infectious diseases?

10. Explain how you can determine when professional personal health services may be required. Then provide at least 1 specific example of when a person could care for symptoms at home, and at least 1 specific example of when a person should see a health care provider.

Examples:

▶ Preventive Health Care

11. List 3 immunizations teens should get and name the diseases they provide protection from.

(continued)

Picture of Health Gallery Walk
Study Guide *(continued)*

12. Why is it important to have an annual health examination? Describe at least 2 screenings that are usually done during a health exam, and explain why each one is important.

▶ Health Habits

13. Summarize at least 3 strategies that teens can use to protect themselves from each of these potential health problems:

- Hearing damage:
- Vision damage:
- Damage from sun exposure:

14. Describe at least 3 benefits of getting enough rest and sleep.

15. Summarize at least 3 strategies teens can use to get enough sleep.

Gallery Walk Record Sheet

Name: _____

Directions: For each round of the gallery walk, circle the number of the poster you created or reviewed and answer "yes" or "no" to each question.

Round 1	Poster 1 2 3 4 5		
I helped:	• Discuss the question and answer with my group	☐ Yes	☐ No
	• Create a response to the question	☐ Yes	☐ No
Round 2	Poster 1 2 3 4 5		
I helped:	• Discuss the question and answer with my group	☐ Yes	☐ No
	• Add information to the poster	☐ Yes	☐ No
	• Delete information from the poster	☐ Yes	☐ No
	• Revise information on the poster	☐ Yes	☐ No
Round 3	Poster 1 2 3 4 5		
I helped:	• Discuss the question and answer with my group	☐ Yes	☐ No
	• Add information to the poster	☐ Yes	☐ No
	• Delete information from the poster	☐ Yes	☐ No
	• Revise information on the poster	☐ Yes	☐ No
Round 4	Poster 1 2 3 4 5		
I helped:	• Discuss the question and answer with my group	☐ Yes	☐ No
	• Add information to the poster	☐ Yes	☐ No
	• Delete information from the poster	☐ Yes	☐ No
	• Revise information on the poster	☐ Yes	☐ No
Round 5	Poster 1 2 3 4 5		
I helped:	• Discuss the question and answer with my group	☐ Yes	☐ No
	• Add information to the poster	☐ Yes	☐ No
	• Delete information from the poster	☐ Yes	☐ No
	• Revise information on the poster	☐ Yes	☐ No
Round 6	Poster 1 2 3 4 5		
I helped:	• Discuss the edits made to our poster by other groups	☐ Yes	☐ No
	• Edit the original response as needed	☐ Yes	☐ No

(continued)

Gallery Walk Record Sheet

(continued)

Summary

Copy the question(s) from the poster to which your group was assigned:

In your own words, summarize your group's final answer to the question(s).

Lesson 5
STD: The Facts

Overview

In this lesson, students learn about some of the most common STDs. They work in small groups to examine facts and create posters about a particular STD, then present the information to the class. Students then compare and discuss commonalities among different STDs. They examine reasons teens might not get tested for STD, and identify ways to address these barriers.

Time: 60–90 minutes

Note: If time is limited, the assessment activity sheet may be completed as homework.

National Health Education Standards

Standard 1: Comprehending Concepts

Performance Indicator 1.12.1: Predict how healthy behaviors can affect health status.

Performance Indicator 1.12.8: Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors.

Performance Indicator 1.12.9: Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

Standard 3: Accessing Resources

Performance Indicator 3.12.4: Determine when professional health services may be required.

Lesson Objectives

Students will be able to:

1. Summarize how common STDs are transmitted.
2. Summarize how to prevent or reduce the risk of common STDs.
3. Summarize symptoms of common STDs.
4. Summarize the problems associated with asymptomatic STDs.
5. Summarize the short- and long-term consequences of common STDs.
6. Explain the importance of seeking testing and treatment if a person is having symptoms of STD or has been at risk.

Materials & Preparation

Prepare

- Review the questions in the Anonymous Question Box that relate to STD, and prepare to answer any that aren't covered in the Teaching Steps for this lesson.
- Review your school and district guidelines around discussing STD in the classroom, and adapt the lesson as needed.
- Gather information on local resources for STD testing to make available to students.
- Have **What Is an STD?** (Slide 3) and **STD: Things to Know** (Slide 4), or make transparencies, if needed.
- Have chart paper and markers.

Copy

- **STD Fact Sheets** (Masters 6A–G), 3 or 4 copies of each.

Review

- **STD Checklist** (*Student Workbook* page 15), and **STD Checklist *Key,*** page 78.
- **Understanding STDs** (*Student Workbook* pages 16–17), **Understanding STDs *Key,*** pages 79–80, and Scoring Rubric, pages 217–218.

Health Terms

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

- abdominal
- anal sex
- anus
- asymptomatic
- cervix
- chancre
- chlamydia
- chronic
- communicable
- discharge
- fatigue
- genital
- genital warts
- gonorrhea
- hepatitis B
- herpes
- HIV (human immunodeficiency virus)
- HPV (human papillomavirus)
- jaundice

Health Terms *(continued)*

- latex
- oral sex
- Pap test
- pelvic
- prostate gland
- protozoan
- pubic lice
- STD (sexually transmitted disease)
- sterility
- symptom
- syphilis
- transmit
- trichomoniasis (trich)
- vaginal sex
- vulva

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 writing:

- For the Transition activity, allow students to verbally describe or record their responses and share them with you, a classroom aide or a peer.
- Allow students to collaborate in pairs to create a poster about an STD. They may use magazine photos, clip art, drawings or cartoons. Or have them record a rap song or poem about the STD.

To challenge accelerated students:

- Have students research STDs not covered in this lesson. Students should select an STD that was not discussed in class and report using the same format as the **STD Fact Sheet** masters. Students should access reliable and valid information and cite their sources.

Introduction

Note: The terms sexually transmitted disease (STD) *and* sexually transmitted infection (STI) *mean the same thing. They describe illness caused by the transmission of pathogens (germs) from one person to another through intimate sexual contact, such as vaginal, oral or anal intercourse, or genital touching.*

Because a person doesn't actually have a disease unless symptoms are present, some specialists now prefer the term STI, *since an infection can be asymptomatic.*

Get students ready for learning

Transition

On a piece of paper, write a few sentences about a time when you had a cold, the flu or another *communicable* illness. How did your body feel? How did you know you were getting sick? Were you aware of how you caught the illness? Did you take any steps to keep from passing the illness to other people?

Allow students to focus and work quietly for a minute or two. Call on a few students to share what they wrote. Focus the discussion on symptoms and what they did to keep from infecting others.

Motivate

You've been learning about the possible consequences of being sexually active and the responsibilities sexually active people have to keep themselves and others safe and healthy. One of these responsibilities is preventing STD, or sexually transmitted disease. We've talked a little about this topic in general, but today you'll be learning more about specific STDs and how to prevent or reduce your risk of getting them.

Why would teens need to be concerned about STDs?

Allow students to respond to the question and discuss their ideas. Then go around the room and have students count off in sets of 1 to 4.

Everyone who said "3," stand up.

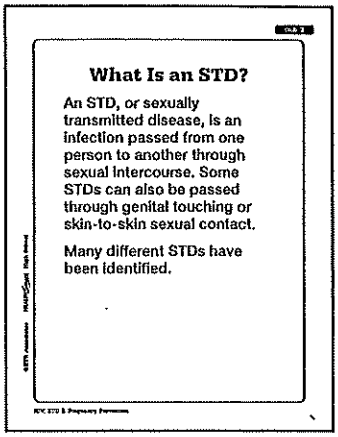
Those of you standing reflect the percentage of teens in the United States who'll get an STD sometime during their teenage years—25%.

Teaching Steps

Teach about STD

Prepare

Show the **What Is an STD?** *slide.*



Slide 3

State

An *STD,* or *sexually transmitted disease,* is an infection passed from one person to another through sexual intercourse. Some STDs can also be passed through skin-to-skin sexual contact.

Many different STDs have been identified.

Explain

Sexually transmitted disease (STD) is not a single disease but a variety of different infections. Sexual intercourse can include *vaginal sex* (penis to vagina), *oral sex* (mouth to penis or vulva) and *anal sex* (penis to anus). All sexually active people—whether they are straight, gay or lesbian, or bisexual—are at risk for STD unless they take steps to protect themselves and their partners.

You'll be learning more about some of the STDs teens get most commonly. STDs are serious and can cause many physical, emotional and social health problems.

Survey

Let's see how many STDs you already know about. What are some of the STDs you have heard of before?

Allow students to respond to the question. Make a list of STDs on the board. If students suggest slang terms for some STDs, add these to the list, but be sure to relate them to the proper names. Make sure the following common STDs are listed.

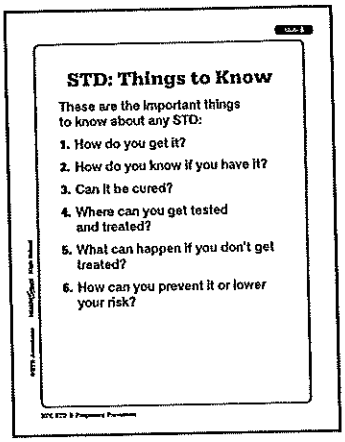
- *chlamydia*
- *gonorrhea*
- *hepatitis B*

- *herpes*
- *HIV (human immunodeficiency virus)*
- *genital warts/HPV (human papillomavirus)*
- *syphilis*
- *trichomoniasis (trich)*

Note: Students may name other STDs, such as pubic lice, in addition to the ones to be studied in small groups. Be sure to offer a quick explanation of these STDs during the debrief of the small group work. Explain that they'll be studying HIV in more detail in a later lesson.

Prepare

Show the **STD: Things to Know** *slide.*



Slide 4

State

These are the important things to know about any STD:

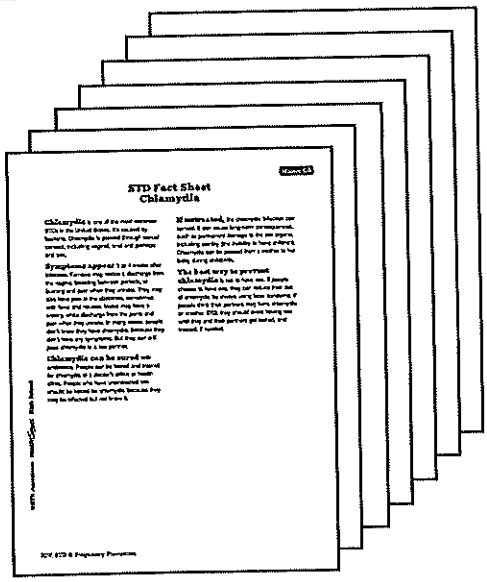
1. How do you get it?
2. How do you know if you have it?
3. Can it be cured?
4. Where can you get tested and treated?
5. What can happen if you don't get treated?
6. How can you prevent it or lower your risk?

Students learn about specific STDs

Create

You're going to work in small groups to learn important information about some common STDs and make a poster to present what you've learned to others.

Put students into 7 groups and distribute a piece of chart paper and copies of one of the **STD Fact Sheets** *to each small group.*



Masters 6A–G

Each student in the group should receive a copy of the fact sheet. Explain that each group will make a poster about a different STD.

Read the fact sheet in your group to learn what people should know about this STD, then create your poster. Write the name of the STD at the top of your poster and be sure to include the answers to the 6 questions on the **STD: Things to Know** slide on the poster. You can be creative in writing or displaying the answer to each question, but be sure to keep your poster appropriate for displaying at school.

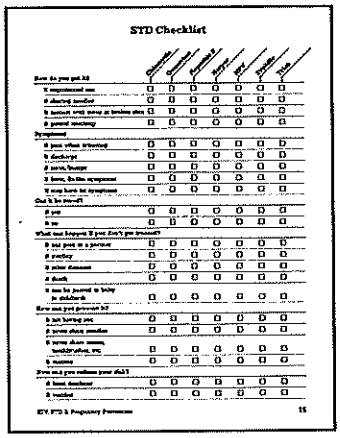
Tech Connection

Allow students to create their posters on a computer, using digital photos and illustrations, create a PowerPoint-style presentation, or build a web page about the assigned STD.

Allow 10–15 minutes for groups to read the information about their assigned STD and create their posters. Circulate as groups are working to assist, as needed. Have groups hang their posters around the room when they have finished.

Share

When all of the posters have been completed and displayed, direct students to turn to the **STD Checklist** *on page 15 of the* Student Workbook. *Explain that students will complete the checklist as they listen to the group presentations. Review how to complete the checklist if necessary.*


STD Checklist

***Workbook* page 15**

Have a student from each group briefly summarize the 6 elements of the poster for the class. Remind the rest of the students to complete the column on the STD checklist for each STD as it's presented. Clarify the correct responses as needed, using the **STD Checklist *Key*** *on page 78.*

Discuss commonalities among STDs

Ask & Discuss

Thinking about the information you just learned about these different STDs, what facts were similar for all of the STDs?

Allow students to respond to the question and discuss their ideas. Be sure all the ideas summarized below are identified.

Summarize

- All these STDs are passed through having sexual intercourse with someone who has the STD. This includes vaginal, oral or anal sex. Some of them can also be passed by skin-to-skin contact.
- People with an STD can pass it to other people through sexual intercourse, even if they look and feel healthy.
- People can be tested for STDs at a doctor's office or health clinic.
- If a person has any symptoms of an STD, he or she should see a doctor or go to a health clinic right away.
- STDs can harm unborn babies, cause health problems and even damage a person's reproductive organs if they're not treated.
- A person can prevent all these STDs by being abstinent, or choosing not to have sex.
- Having a sexual relationship with only 1 person (who is not infected with any STD and is not having sex with anyone else) is also a way of reducing the risk.

Note: Be sure students understand that monogamy does not reduce the risk unless both partners have been tested and are not having sex with other people. Some people don't know they are infected and some people may lie about being tested, so it's safer to always use a condom with any partner.

Ask & Discuss

What are some common symptoms of STDs for males?

What are some common symptoms of STDs for females?

What are some common symptoms of STDs for both males and females?

What should a person do if he or she is having any of these symptoms?

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

Summarize

Symptoms are one of the immediate or short-term consequences of STD.

Women with an STD may have a *discharge* from the vagina, pain in the *pelvic* area, and burning or itching around the vagina.

Men often have a drip or discharge from the penis.

Both men and women with an STD may notice:

- Sores, bumps or blisters near the *genital* or anal areas or the mouth
- Burning or pain when urinating (peeing)
- Swelling or redness in the infected area

It's very important for a person who is having any of these symptoms to see a doctor or go to a clinic to be tested for STD and treated if needed. Sometimes an STD is *asymptomatic*. This means it doesn't cause symptoms.

Ask & Discuss

Why is it a problem that some people with an STD don't have symptoms?

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

Summarize

When people have an STD but don't know it, they can pass the STD to other people during sex. If a person has an STD but doesn't have symptoms, he or she may not get tested and treated. Then the STD can cause long-term consequences, such as not being able to have children, or serious health problems. This is why all sexually active people should be tested regularly for STD, whether or not they are experiencing symptoms.

Clarify how condoms reduce the risk of STD

Explain

Another way to reduce the risk of STD is to use latex condoms. Condoms help prevent STD in the same way they help prevent pregnancy—by forming a barrier so that body fluids are not exchanged. They block the bacteria and viruses that cause STDs from being passed between partners.

People who are sexually active can help lower their risk of STD by using condoms every time they have sex. This includes vaginal, anal and oral sex. Many teens think that oral sex does not pose a risk of STD, but this isn't true. Nonlubricated condoms should be used for oral sex with a man. For oral sex with a woman, a latex square or a condom that has been cut to lie flat can be used.

Ask & Discuss

Based on what you've read and learned in your groups, are there any STDs condoms may not work as well to help prevent?

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

Summarize

In general, condoms are very effective in reducing the risk of most types of STD. But herpes, HPV and syphilis are all STDs that can be passed by genital or skin-to-skin touching. To help protect people from these STDs, a condom must cover the skin where the virus is. It might be possible to get one of these STDs even if a person uses a condom, because the virus might be passed to a partner by skin-to-skin contact.

Clarify importance of STD testing

Explain

From everything you've been learning about STD, it's clear that knowing if you have an STD, and getting treated if you do, is very important. But many people—including adults—avoid going to a doctor or health clinic to find out if they have an STD.

Survey

Why do you think someone would avoid or put off getting tested for STD?

Have students brainstorm reasons why people might not get tested. Examples might include:

- *Fear of seeing someone they know at the clinic*
- *Fear of what people would think*
- *Don't want to admit they have an STD*
- *Don't want to tell a stranger they've had sex*
- *Don't want to give names of sex partners*

What are some ways to deal with these barriers to getting tested?

Have students brainstorm ways to deal with the various barriers suggested. Examples might include:

- *Go to a clinic in another neighborhood.*

- *Think about the consequences of not getting treated.*
- *Recognize that it's better to know than to get really sick or give an STD to someone else.*

Where are some places in our community where a person could go to be tested for STD?

Have students suggest health centers or clinics where they might get tested and treated for STD. Make a list of local resources on the board, adding any locations they've missed. Leave this information on the board or have a student volunteer copy it onto a poster to display in the classroom.

Summarize

It's very important to get tested and treated for STD as soon as possible after you notice symptoms. People who think they may have been exposed to an STD should be tested right away.

Remember that with some STDs, such as chlamydia and gonorrhea, people may not have symptoms. This is why sexually active people who have sex without using latex condoms should be tested for STD regularly and whenever they might have been exposed.

Assessment & Closure

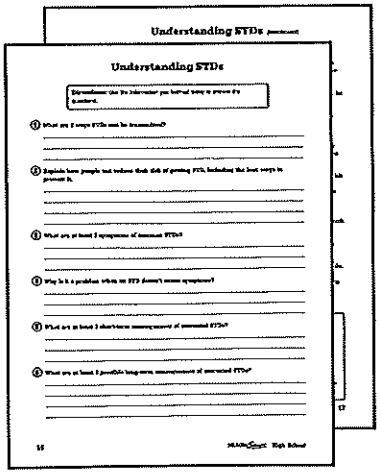
Students demonstrate learning

Complete

You're now going to have a chance to demonstrate what you've learned today.

Direct students to turn to **Understanding STDs** *on page 16 of the* Student Workbook.

Allow time for students to complete the activity sheet.


Understanding STDs

Understanding STDs

Workbook **pages 16–17**

End the lesson

Review

Allow time at the end of class to read and answer questions from the Anonymous Question Box that relate to STD. Use the questions as a way to review key concepts taught in the lesson, and provide answers for any relevant questions that weren't covered.

Close

Today we learned more about STDs—another potential consequence of becoming sexually active.

What's one thing you learned that you didn't know before?

Call on students to share something they learned, using their responses to reiterate key points from the lesson. Continue until all students who wish to have shared.

Assess

Collect students' **Understanding STDs** *activity sheets and evaluate their work for this lesson.*

Assessment Evidence

Objective 1

Students summarized how common STDs are transmitted by:

☐ Completing the **Understanding STDs** activity sheet.

Objective 2

Students summarized how to prevent or reduce the risk of STDs by:

☐ Completing the **Understanding STDs** activity sheet.

Objective 3

Students summarized symptoms of common STDs by:

☐ Completing the **Understanding STDs** activity sheet.

Objective 4

Students summarized the problems associated with asymptomatic STDs by:

☐ Completing the **Understanding STDs** activity sheet.

Objective 5

Students summarized the short- and long-term consequences of common STDs by:

☐ Completing the **Understanding STDs** activity sheet.

Objective 6

Students explained the importance of seeking testing and treatment if a person is having symptoms of STD or has been at risk by:

☐ Completing the **Understanding STDs** activity sheet.

(Scoring Rubric, pages 217–218)

Student Journal

Lesson 5: STD: The Facts

Health terms

abdominal
anal sex
anus
asymptomatic
cervix
chancre
chlamydia
chronic
communicable
discharge
fatigue
genital
genital warts
gonorrhea
hepatitis B
herpes
HIV (human immunodeficiency virus)
HPV (human papillomavirus)
jaundice
latex
oral sex

(continued)

Journal entry

Write a few sentences about a time when you had a cold, the flu or another *communicable* illness. How did your body feel? How did you know you were getting sick? Were you aware of how you caught the illness? Did you take any steps to keep from passing the illness to other people?

What Is an STD?

An STD is _____

STD: Things to Know

Important things to know about any STD:

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

(continued)

Student Journal

Lesson 5: STD: The Facts *(continued)*

Health terms

(continued)

Pap test

pelvic

prostate gland

protozoan

pubic lice

STD (sexually transmitted disease)

sterility

symptom

syphilis

transmit

trichomoniasis (trich)

vaginal sex

vulva

Class discussion notes

What Is an STD?

An STD, or sexually transmitted disease, is an infection passed from one person to another through sexual intercourse. Some STDs can also be passed through genital touching or skin-to-skin sexual contact.

Many different STDs have been identified.

STD: Things to Know

These are the important things to know about any STD:

1. How do you get it?
2. How do you know if you have it?
3. Can it be cured?
4. Where can you get tested and treated?
5. What can happen if you don't get treated?
6. How can you prevent it or lower your risk?

STD Fact Sheet
Chlamydia

Chlamydia is one of the most common STDs in the United States. It's caused by bacteria. Chlamydia is passed through sexual contact, including vaginal, anal and perhaps oral sex.

Symptoms appear 1 to 4 weeks after infection. Females may notice a discharge from the vagina, bleeding between periods, or burning and pain when they urinate. They may also have pain in the abdomen, sometimes with fever and nausea. Males may have a watery, white discharge from the penis and pain when they urinate. In many cases, people don't know they have chlamydia, because they don't have any symptoms. But they can still pass chlamydia to a sex partner.

Chlamydia can be cured with antibiotics. People can be tested and treated for chlamydia at a doctor's office or health clinic. People who have unprotected sex should be tested for chlamydia because they may be infected but not know it.

If untreated, the chlamydia infection can spread. It can cause long-term consequences, such as permanent damage to the sex organs, including sterility (the inability to have children). Chlamydia can be passed from a mother to her baby during childbirth.

The best way to prevent chlamydia is not to have sex. If people choose to have sex, they can reduce their risk of chlamydia by always using latex condoms. If people think their partners may have chlamydia or another STD, they should avoid having sex until they and their partners get tested, and treated, if needed.

STD Fact Sheet
Gonorrhea

Gonorrhea is caused by bacteria. It's passed through vaginal, anal and oral sex. Other names for gonorrhea are "clap," "the drip" or "a dose."

Symptoms appear between 2 days and 3 weeks after infection. Males may feel burning and pain when they urinate. They also may have a thick, yellow or greenish discharge from the penis. Females may experience burning and pain when they urinate, have abdominal pain and cramps, or have a yellow or gray discharge from the vagina. In many cases, people don't have any symptoms. But they can still pass gonorrhea to a sex partner.

Gonorrhea can be cured with antibiotics. People can be tested for gonorrhea at a doctor's office or health clinic. People who have unprotected sex should be tested for gonorrhea because they may be infected but not know it.

Untreated gonorrhea can lead to long-term consequences, such as severe infection of the sex organs, skin disease and joint problems. Both men and women may no longer be able to have children. A mother with gonorrhea can give it to her baby during childbirth. This may cause blindness in the baby.

The best way to prevent gonorrhea is not to have sex. If people choose to have sex, they can reduce their risk of gonorrhea by always using latex condoms. Gonorrhea can be passed through oral sex, so, to reduce the risk, people should use an unlubricated condom for oral sex on a man and a latex square or a condom that has been cut to lie flat for oral sex on a woman. If people think their partners may have gonorrhea or another STD, they should avoid having sex until they and their partners get tested, and treated, if needed.

STD Fact Sheet
Hepatitis B

Hepatitis B is a virus that affects the liver. It's passed in body fluids, including semen, vaginal fluids, saliva and blood. This means it can be passed through vaginal, anal or oral sex. It can also be passed by sharing needles to inject drugs or vitamins, tattooing or piercing. Sharing toothbrushes, combs or razors, or any other personal care items that can break the skin and cause bleeding, with someone who has hepatitis B can also be risky.

Symptoms usually appear about 3 months after infection, but can happen anywhere from 1 to 9 months after someone is exposed to the virus. Some people don't have symptoms. Those who do may have fatigue, fever, painful and swollen joints, jaundice (yellow skin and eyes), poor appetite, weight loss, dark urine, light-colored bowel movements, nausea and vomiting.

Treatment for hepatitis B consists of rest, good nutrition and fluids and monitoring the infection. The symptoms can last anywhere from several weeks to as long as 6 months.

Some people recover completely from the infection. But others may develop chronic hepatitis B. This means that the hepatitis B virus stays in the body for the rest of the person's life. People who have chronic hepatitis B may not know it because the chronic form of the virus doesn't cause symptoms for many years. But even though the person doesn't have symptoms, the liver is being damaged, and he or she can pass hepatitis B to others.

Untreated chronic hepatitis B can lead to long-term consequences, such as scarring of the liver, liver cancer, liver failure and even death. There are medicines that can treat the chronic form of hepatitis B. The medicines depend on the person's situation, so it's very important for people with chronic hepatitis B to see a doctor. A mother with hepatitis B can give it to her baby during childbirth.

There's a shot that can protect people from hepatitis B. It's recommended for all children and any teens who didn't get the vaccine as children.

The best way to prevent transmission of hepatitis B is to get the vaccine and not have sex or share needles for any reason. If people choose to have sex, they can reduce their risk of hepatitis B by always using latex condoms. If people think their partners may have hepatitis B or another STD, they should avoid having sex until they and their partners get tested, and treated, if needed. People should also be careful about sharing razors or other personal items that could transmit hepatitis B through blood or saliva.

STD Fact Sheet
Herpes

Herpes is caused by a virus. The virus that causes genital herpes is related to the virus that causes cold sores and fever blisters. It's passed during oral, vaginal or anal sex, and sometimes by genital or skin-to-skin touching.

Symptoms appear from 1 to 30 days after a person is exposed. The first sign of genital herpes is usually a tingling or itching in the genital area. This is followed by painful blisters that break into open sores. Sometimes, particularly in women, herpes may go unnoticed because the blisters occur on the cervix or inside the vagina. Both males and females may have flu-like symptoms, including fever, aching joints and a general ill feeling.

The open sores disappear within 2 to 3 weeks, but the herpes virus stays in the body. The first outbreak is often the most severe, but the herpes blisters may recur, or come back, especially at times of stress or other illness. A person with herpes can pass the virus to others even when he or she doesn't have active symptoms. A person doesn't need to have blisters or sores to pass the virus to a sex partner. Many people who have genital herpes never have any symptoms. But they can still pass the virus to their partners.

Genital herpes *cannot* be cured. So one of the long-term consequences of getting herpes can be that the sores can come back again throughout a person's life. If people think they have genital herpes, they should see a doctor or go to a health clinic. There's a drug that can help reduce painful symptoms and shorten or prevent the reappearance of sores. Medicines can also lower the risk of passing herpes to a partner. A pregnant woman with herpes can give it to her baby during childbirth.

The best way to prevent genital herpes is not to have sex. People who choose to have sex can reduce their risk by never having sexual contact when a partner has sores, and by using a latex condom every time during sex—even if the sores aren't visible. Condoms help protect people as long as the condom covers the skin where the herpes virus is.

STD Fact Sheet
HPV

HPV (human papillomavirus) is a virus with over 100 different types. Some are more serious than others. HPV can be passed during vaginal or anal sex and, rarely, oral sex. HPV can also sometimes be passed through genital touching.

Some types of low-risk HPV cause genital warts—small bumps on, around or inside the sex organs. Some warts are flat. Others look like tiny cauliflowers. Warts can be around or inside the vagina or on the cervix in females, on the penis or scrotum in males, or around the anus. Genital warts appear from 6 weeks to 8 months after contact with an infected person. They are often painless, but they can itch or burn, especially if they grow larger or spread. Sometimes the warts go away on their own, but HPV can still be in the body.

Other types of HPV can cause cell changes in the cervix, penis, anus, mouth or throat that can sometimes lead to cancer. These high-risk types of HPV don't cause warts or other symptoms, so many people don't know they have them.

Genital warts can be treated by a doctor or at a health clinic. Treatment depends on how many warts there are, how big they are and where they are. Treatment gets rid of the warts, but the person isn't cured. Sometimes HPV stays in the body and causes more warts later on. A pregnant woman with genital warts can pass them to her baby during childbirth, although this isn't very common.

Cell changes caused by HPV can be serious and cause long-term consequences if they aren't treated. A Pap test can show if a woman has cell changes on her cervix caused by other types of HPV. Then these changes can be treated before they become cancer.

Females and males between age 9 and 26 can get a vaccine that helps protect them against the types of HPV that cause genital warts and cell changes. The vaccine requires 3 shots over a 6-month period. The vaccine works best if it's given before a person begins to have sex, although it can also help protect someone who has already had sex.

The best way to prevent genital warts and other types of HPV is not to have sex. If people choose to have sex, they can reduce their risk of HPV by always using latex condoms. Condoms can help protect people from HPV, as long as the condom covers the skin where the virus is.

STD Fact Sheet
Syphilis

Syphilis is caused by bacteria. It's usually spread by sexual contact, including vaginal, anal and oral sex. Sometimes it can be passed by genital touching. It's sometimes called "syph," "pox" or "bad blood."

Symptoms appear slowly, within 1 to 12 weeks after infection. The first sign is a painless skin sore called a *chancre*. This sore appears in the area where the bacteria entered the body. It could appear on or near the penis, the outer lips of the vagina, inside the vagina, or on other parts of the body, such as the mouth, throat, breasts, fingers or anus. Many women don't have symptoms.

The sores disappear in 2 to 6 weeks without treatment. But the syphilis bacteria don't go away. The bacteria spread to other parts of the body and produce symptoms such as rashes, swollen joints and flu-like symptoms. These symptoms eventually go away too, but the person still has syphilis.

Syphilis can be cured with antibiotics. People can be tested and treated for syphilis by a doctor or at a health clinic. People should not have sexual intercourse while they are being treated for syphilis.

If syphilis is untreated, it can lead to serious long-term consequences, such as brain damage, heart disease, deafness, blindness, and possibly death. A pregnant woman who has syphilis can pass it to her unborn child.

The best way to prevent syphilis is not to have sex. If people choose to have sex, they can reduce their risk of syphilis by always using latex condoms. If people think their partners may have syphilis or another STD, they should avoid having sex until they and their partners get tested, and treated if needed.

STD Fact Sheet
Trich

Trichomoniasis (or "trich") is caused by a one-celled protozoan. It is a common STD in sexually active young women. About 1 out of 4 cases of vaginal infection is due to trich. Men can also get it. It's passed through vaginal sex. It can also be passed through vulva-to-vulva contact between female sex partners.

Symptoms can vary. They usually appear 5 to 28 days after infection. It's common for men not to have any symptoms. Women with symptoms may notice a foamy, yellow-green, strong-smelling discharge from the vagina. They may also have pain during sex, pain when urinating, itching and irritation in the genital area, and pain in the lower belly. Men who have symptoms may have irritation inside the penis, a white drip from the penis and burning after urinating or ejaculating.

Trich can be cured with prescription medicines. People can get treated by a doctor or at a health clinic.

Untreated trich will continue to cause uncomfortable symptoms and can be passed to a sex partner. A pregnant woman with trich may have a premature or low-birth-weight baby. In men it can lead to an infection in the prostate gland.

The best way to prevent trich is not to have sex. If people choose to have sex, they can reduce their risk of trich by always using latex condoms. If people think their partners may have trich or another STD, they should avoid having sex until they and their partners get tested, and treated if needed.

Teacher Page

STD Checklist *Key*

	Chlamydia	Gonorrhea	Hepatitis B	Herpes	HPV	Syphilis	Trich
How do you get it?							
■ unprotected sex	☑	☑	☑	☑	☑	☑	☑
■ sharing needles	☐	☐	☑	☐	☐	☐	☐
■ contact with sores or broken skin	☐	☐	☑	☑	☑	☑	☐
■ genital touching	☐	☐	☐	☑	☑	☑	☑
Symptoms							
■ pain when urinating	☑	☑	☐	☐	☐	☐	☑
■ discharge	☑	☑	☐	☐	☐	☐	☑
■ sores/bumps	☐	☐	☐	☑	☑	☑	☐
■ fever, flu-like symptoms	☑	☐	☑	☑	☐	☑	☐
■ may have no symptoms	☑	☑	☑	☑	☑	☑	☑
Can it be cured?							
■ yes	☑	☑	☐	☐	☐	☑	☑
■ no	☐	☐	☑*	☑	☑	☐	☐
What can happen if you don't get treated?							
■ can pass to a partner	☑	☑	☑	☑	☑	☑	☑
■ sterility	☑	☑	☐	☐	☐	☐	☐
■ other diseases	☐	☑	☐	☐	☑	☑	☑
■ death	☐	☐	☑	☐	☐	☑	☐
■ can be passed to baby in childbirth	☑	☑	☑	☑	☑	☑	☐
How can you prevent it?							
■ not having sex	☑	☑	☑	☑	☑	☑	☑
■ never share needles	☐	☐	☑	☐	☐	☐	☐
■ never share razors, toothbrushes, etc.	☐	☐	☑	☐	☐	☐	☐
■ vaccine	☐	☐	☑	☐	☑	☐	☐
How can you reduce your risk?							
■ latex condoms	☑	☑	☑	☑	☑	☑	☑
■ vaccine	☐	☐	☑	☐	☑	☐	☐

*Can become chronic in some cases

Teacher Page

Understanding STD *Key*

Directions: Use the information you learned today to answer the questions.

1. **What are 3 ways STDs can be transmitted?**
   Sexual intercourse (vaginal, anal or oral sex), skin-to-skin contact, genital touching, sharing needles to inject drugs or for other reasons, from mother to baby during childbirth

2. **Explain how people can reduce their risk of getting STD, including the best ways to prevent it.**
   The best way to prevent STD is to be abstinent (not have sex). Being abstinent means avoiding any behaviors that could cause pregnancy or transmit STD. People who are sexually active can reduce their risk by using condoms every time they have sex. People should also never share needles for any reason.

3. **What are at least 3 symptoms of common STDs?**
   Drip or discharge from the penis or vagina, pain when urinating, pain in the abdomen, itching or irritation of the genitals, sores on the sex organs, fever and flu-like symptoms.

4. **Why is it a problem when an STD doesn't cause symptoms?**
   If a person doesn't have symptoms, he or she may not know about the STD. Then the person can pass the STD to a sex partner. Also, some STDs can progress and cause serious problems if they're not treated. A person who doesn't have symptoms won't know he or she needs treatment to prevent these problems.

5. **What are at least 3 short-term consequences of untreated STDs?**
   Uncomfortable symptoms; can pass the STD to a sex partner; sex partner can be infected and not know it and pass the STD to others; mother can give the STD to her baby during childbirth.

6. **What are at least 3 possible long-term consequences of untreated STDs?**
   Chlamydia or gonorrhea can damage the sex organs, so the person may not be able to have children; hepatitis B can damage the liver; HPV can cause cancer; syphilis can lead to heart disease, brain damage, deafness, blindness and death.

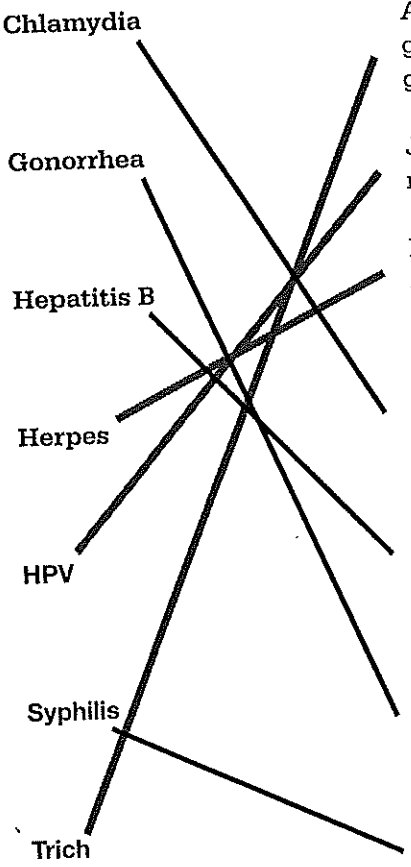
(continued)

Teacher Page

Understanding STD *Key*

(continued)

7 **Match the STD to the symptoms.**



About a week after having sex with a new partner, Tina's genital area began to itch, and she noticed a smelly yellow-green discharge coming from her vagina.

Jonah hasn't had sex with anyone for several months, but he recently noticed some small, flat bumps on his penis.

Kyle's genital area started tingling and itching a few days ago, and now there are small blisters there.

About 3 weeks after hooking up with this guy at a party, Ana noticed she was bleeding when it wasn't time for her period, and she started to have a burning feeling when she urinated.

Alex started feeling very tired and her knees and elbows felt sore and swollen. She knew she needed to see a doctor when she noticed that her skin and the whites of her eyes were looking yellow.

Just a few days after having sex with his new girlfriend, Ty started having pain when he urinated and noticed a thick yellow discharge in his underwear.

About a month ago, Raymond noticed a sore on his penis. It didn't hurt and went away, so he decided not to worry about it. But now he's got a rash on his palms and the bottoms of his feet and feels like he might be getting the flu.

8 **What should a person who's having symptoms or who may have been exposed to an STD do and why?**

Anyone who notices symptoms of STD or who may have been exposed to an STD should see a doctor or go to a clinic to be tested and treated if needed. People who don't get tested won't know for sure if they have an STD and may pass it to their sex partners. If an STD isn't treated it can cause serious health problems. So it's very important for sexually active people to be tested regularly and to get any symptoms checked out by a health professional.

Self-Check

- ☐ I described 3 ways STDs can be transmitted.
- ☐ I explained how to reduce the risk of STD, including the best way to prevent it.
- ☐ I listed 3 STD symptoms.
- ☐ I explained why it's a problem when an STD doesn't cause symptoms.
- ☐ I described 3 short-term and 3 long-term consequences of untreated STD.
- ☐ I matched the STDs to the symptoms.
- ☐ I explained what a person who has symptoms or who may have been exposed to an STD should do and why.

STD Checklist

	Chlamydia	Gonorrhea	Hepatitis B	Herpes	HPV	Syphilis	Trich
How do you get it?							
■ unprotected sex	☐	☐	☐	☐	☐	☐	☐
■ sharing needles	☐	☐	☐	☐	☐	☐	☐
■ contact with sores or broken skin	☐	☐	☐	☐	☐	☐	☐
■ genital touching	☐	☐	☐	☐	☐	☐	☐
Symptoms							
■ pain when urinating	☐	☐	☐	☐	☐	☐	☐
■ discharge	☐	☐	☐	☐	☐	☐	☐
■ sores/bumps	☐	☐	☐	☐	☐	☐	☐
■ fever, flu-like symptoms	☐	☐	☐	☐	☐	☐	☐
■ may have no symptoms	☐	☐	☐	☐	☐	☐	☐
Can it be cured?							
■ yes	☐	☐	☐	☐	☐	☐	☐
■ no	☐	☐	☐	☐	☐	☐	☐
What can happen if you don't get treated?							
■ can pass to a partner	☐	☐	☐	☐	☐	☐	☐
■ sterility	☐	☐	☐	☐	☐	☐	☐
■ other diseases	☐	☐	☐	☐	☐	☐	☐
■ death	☐	☐	☐	☐	☐	☐	☐
■ can be passed to baby in childbirth	☐	☐	☐	☐	☐	☐	☐
How can you prevent it?							
■ not having sex	☐	☐	☐	☐	☐	☐	☐
■ never share needles	☐	☐	☐	☐	☐	☐	☐
■ never share razors, toothbrushes, etc.	☐	☐	☐	☐	☐	☐	☐
■ vaccine	☐	☐	☐	☐	☐	☐	☐
How can you reduce your risk?							
■ latex condoms	☐	☐	☐	☐	☐	☐	☐
■ vaccine	☐	☐	☐	☐	☐	☐	☐

Understanding STDs

Directions: Use the information you learned today to answer the questions.

1. What are 3 ways STDs can be transmitted?

2. Explain how people can reduce their risk of getting STD, including the best ways to prevent it.

3. What are at least 3 symptoms of common STDs?

4. Why is it a problem when an STD doesn't cause symptoms?

5. What are at least 3 short-term consequences of untreated STDs?

6. What are at least 3 possible long-term consequences of untreated STDs?

Understanding STDs *(continued)*

7 **Match the STD to the symptoms.**

Chlamydia	About a week after having sex with a new partner, Tina's genital area began to itch, and she noticed a smelly yellow-green discharge coming from her vagina.
Gonorrhea	Jonah hasn't had sex with anyone for several months, but he recently noticed some small, flat bumps on his penis.
Hepatitis B	Kyle's genital area started tingling and itching a few days ago, and now there are small blisters there.
Herpes	About 3 weeks after hooking up with this guy at a party, Ana noticed she was bleeding when it wasn't time for her period, and she started to have a burning feeling when she urinated.
HPV	Alex started feeling very tired and her knees and elbows felt sore and swollen. She knew she needed to see a doctor when she noticed that her skin and the whites of her eyes were looking yellow.
Syphilis	Just a few days after having sex with his new girlfriend, Ty started having pain when he urinated and noticed a thick yellow discharge in his underwear.
Trich	About a month ago, Raymond noticed a sore on his penis. It didn't hurt and went away, so he decided not to worry about it. But now he's got a rash on his palms and the bottoms of his feet and feels like he might be getting the flu.

8 **What should a person who's having symptoms or who may have been exposed to an STD do and why?**

_____

_____

_____

_____

_____

_____

_____

_____

Self-Check

- ☐ I described 3 ways STDs can be transmitted.
- ☐ I explained how to reduce the risk of STD, including the best way to prevent it.
- ☐ I listed 3 STD symptoms.
- ☐ I explained why it's a problem when an STD doesn't cause symptoms.
- ☐ I described 3 short-term and 3 long-term consequences of untreated STD.
- ☐ I matched the STDs to the symptoms.
- ☐ I explained what a person who has symptoms or who may have been exposed to an STD should do and why.

Lesson 6
HIV: The Facts

Overview

In this lesson, students learn facts about HIV. After learning the definition of HIV, they take a fact or myth quiz to test what they know about it. They read more about HIV and place behavior cards on a continuum to identify low-risk and high-risk activities for HIV. They then discuss ways to avoid the risk of getting HIV.

Time: 45–60 minutes

Note: If time is limited, the assessment activity sheet may be completed as homework.

National Health Education Standards

Standard 1: Comprehending Concepts

Performance Indicator 1.12.1: Analyze the relationship between healthy behaviors and personal health.

Performance Indicator 1.12.8: Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

Performance Indicator 1.12.9: Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Lesson Objectives

Students will be able to:

1. Summarize how HIV is transmitted.
2. Describe symptoms of HIV.
3. Summarize the long-term physical consequences of HIV.
4. Analyze the HIV risk of a variety of behaviors.
5. Summarize how to prevent or reduce the risk of HIV.
6. Explain why it's safe to be a friend of someone who has HIV.

Materials & Preparation

Prepare

- Review the questions in the Anonymous Question Box that relate to HIV, and prepare to answer any that aren't covered in the Teaching Steps for this lesson.
- Review your school and district guidelines around discussing HIV in the classroom, and adapt the lesson as needed.
- Have **What Is HIV?** (Slide 5), or make a transparency, if needed.

- Have tape.
- *Optional:* Make 4 signs labeled "No Risk," "Low Risk," "Some Risk" and "High Risk" and post them along one wall of the classroom.

Copy

- **Risk Cards** (Master 7). Make enough for each student to have 1 card.
- **Attitudes About Sex Survey** (Master 8) for each student.

Review

- **HIV Quiz—Fact or Myth?** (*Student Workbook* pages 18), and **HIV Quiz *Key,*** pages 91–92.
- **HIV Facts** (*Student Workbook* pages 19–20).
- **Understanding HIV** (*Student Workbook* pages 21–22), **Understanding HIV *Key,*** pages 94–95, and Scoring Rubric, page 219.
- **Risk Continuum *Key,*** page 93.

Health Terms

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

- AIDS (acquired immune deficiency syndrome)
- anal sex
- condom
- fatigue
- HIV (human immunodeficiency virus)
- immune system
- inhibition
- injection drugs
- latex
- lymph nodes
- masturbation
- monogamy
- myth
- saliva
- transfusion
- virus

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. Review key terms from previous lessons that apply to this lesson.
- Further define and explain HIV and AIDS and give examples, as your school district policy and state education code or regulations dictate.

- Make a slide or transparency of the **HIV Quiz *Key*** and use it to review important concepts about HIV.
- Prepare a set of lead-in prompts to help students identify key information from discussion (e.g., People don't get HIV from...).
- For the risk continuum activity, prepare multiple sets of **Risk Cards** and sets of 4 signs labeled "no risk," "low risk," "some risk" and "high risk." Have students work in groups of 4 to play the risk-continuum game. Divide up the **Risk Cards** among the group members, and give each student in the group one of the signs. When you give the signal to begin, students give their cards to the person with the correct sign. The first team to divide up the cards correctly wins. Review correct answers with the class and allow groups to rearrange their cards as needed.

To ensure student success with reading:

- Pair students with stronger reading skills or peer tutors with students who may need help completing the **HIV Quiz—Fact or Myth?** activity sheet.
- Make a slide or transparency of the **HIV Facts** reading sheet. Read aloud, clarify terms and respond to students' questions.
- Pair students with stronger reading skills or peer tutors with students who may need help with the **HIV Facts** reading sheet.
- Highlight students' **HIV Facts** activity sheets to help them focus on key concepts or terms.

To ensure student success with writing:

- Pair students with stronger writing skills or peer tutors with students who may need help completing the **Understanding HIV** activity sheet. Allow students to draw or record their responses.
- Allow students to create posters to document the answers to the **Understanding HIV** activity sheet.

Introduction

Get students ready for learning

Transition

On a piece of paper, write at least 3 things you've heard or read about HIV or AIDS.

Allow students to focus and work quietly for a minute or two. Then call on student volunteers to share what they wrote. Affirm any correct information. If students share myths or misinformation, explain that this information isn't accurate and that they'll be learning more about why that is so in this lesson.

Motivate

What is a situation in which a person might do something risky because he or she didn't know all the facts? What could happen? What might some of the negative consequences be?

Allow students to respond to the questions and share their ideas. Offer some examples, if needed, to encourage discussion.

Examples:

- Taking a dare and getting injured because the person didn't know or didn't think about what might happen.
- Getting pregnant or getting someone pregnant because the person didn't understand how a pregnancy happens.

Teaching Steps

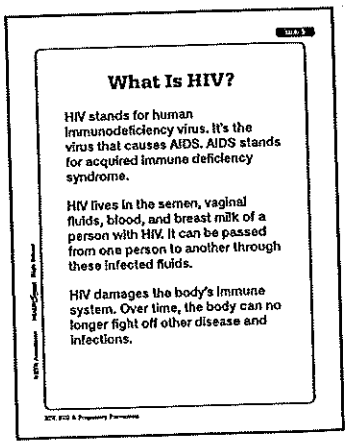
Define HIV

Explain

In the last class you learned more about STDs. Today we're going to be talking about HIV, a serious STD.

Prepare

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



Slide 5

State

HIV stands for *human immunodeficiency virus.*

It's the virus that causes AIDS. AIDS stands for *acquired immune deficiency syndrome.*

HIV lives in the semen, vaginal fluids, blood, and breast milk of a person with HIV. It can be passed from one person to another through these infected fluids.

HIV damages the body's immune system. Over time, the body can no longer fight off other diseases and infections.

Explain

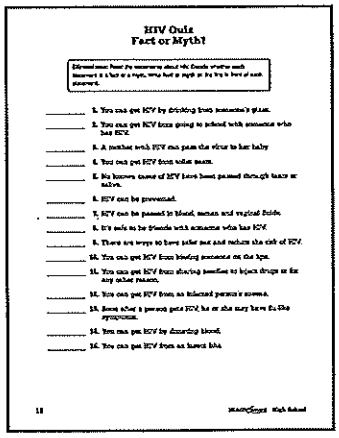
Some people with HIV stay healthy a long time. Medicines can help people stay healthy longer. But as HIV progresses, the person may get sick more often. A person with HIV is diagnosed with AIDS when his or her immune system can no longer fight off certain kinds of diseases. There is no cure for HIV, but there are ways to keep from getting it.

Students learn facts about HIV

Complete & Share

Let's see how much you already know about HIV.

Direct students to turn to **HIV Quiz—Fact or Myth?** *on page 18 of the* Student Workbook *and allow time for students to complete the activity sheet individually. Reassure students that this quiz won't be counted as a grade, but will help them see what they still need to learn about HIV.*

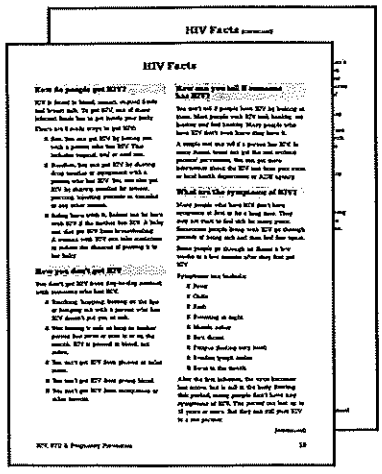

HIV Quiz
Fact or Myth!

***Workbook* 18**

Read

Now let's read some facts about HIV.

Direct students to turn to **HIV Facts** *on page 19 of the* Student Workbook. *Allow time for students to read the information individually or aloud in pairs.*


HIV Facts

***Workbook* pages 19–20**

Review

You're going to have a chance to work with a partner to check your answers on the **HIV Quiz.** Based on what you just read, you can change any answer you want.

Pair students or allow them to select partners (or keep reading pairs together). Tell them they can change any answer they'd like based on what they just read and their discussion with their partners. Allow time for partners to consult with each other and review their answers on the quiz.

I'll read each statement on the **HIV Quiz.** If you and your partner think that statement is a fact, stand up. If you think the statement is a myth, stay seated.

Review the correct answers to the quiz using the **HIV Quiz *Key*** *(pages 91–92).*

Summarize the basic information, clarify key points and correct any misinformation, as needed.

Summarize

HIV is passed through infected blood, semen and vaginal fluids. This can happen during sexual activity, or when people share needles to inject drugs or for other reasons. You can't get HIV unless one of these infected body fluids from someone who has HIV gets into your body. HIV can also be passed from a mother with HIV to her baby before birth, or after birth through breastfeeding. A woman with HIV can take medicines to reduce the chances of passing it to her baby.

People don't get HIV from day-to-day contact. This includes touching, hugging, kissing or drinking from the same glass. People can't get HIV from toilet seats or mosquito bites. It's safe to be friends with someone who has HIV.

You can't tell if someone has HIV. People with HIV may look and feel well for a long time. They may not even know they have HIV. The only way to know for sure is to get tested.

People with HIV may have flu-like symptoms when they're first infected. Then they may not notice symptoms for years. As HIV slowly damages more of the immune system, people may have fever, chills, a rash, sweating at night, achy muscles, a sore throat, swollen lymph nodes and sores in the mouth.

You can protect yourself. The best way to avoid sexual transmission of HIV is to be abstinent, or not have sex. People who do choose to have sex can stay safer if they have sex only with one lifetime partner who doesn't have HIV or share needles and who has sex only with them. People can also practice safer sex to reduce their risk by using latex or plastic condoms every time. It's also important to never share needles with anyone for any reason.

Community Connection

Invite an HIV counselor, or an HIV-positive adult, to discuss the physical and emotional challenges of living with HIV.

Students categorize risk behaviors

Explain

You now have a better understanding of how people get HIV and some of the symptoms of HIV. Let's look at the HIV risk of different behaviors.

Prepare

Point out the prepared signs posted along the wall, or draw a line the length of the board and write the following 4 labels at regular intervals.

No Risk — Low Risk — Some Risk — High Risk

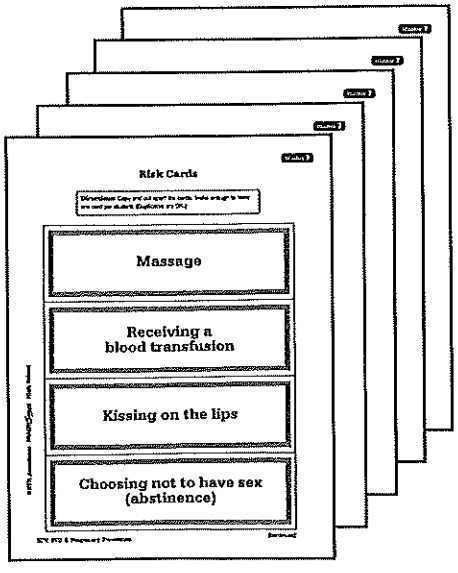
Distribute a **Risk Card** *and a piece of tape to each student.*

Complete & Share

Read the behavior on your card and think about whether doing this behavior would put a person at risk of getting HIV. Decide how much risk the behavior carries and then tape your card where you think it belongs on the risk continuum.

Allow time for all students to tape their cards on the continuum.

Review each card and ask the class if they agree with where the card is placed and why or why not. Discuss the placement of each card and reposition them as needed, using the **Risk Continuum Key** *on page 93 as a guide. Clarify terms and behaviors, as needed.*



Master 7

Summarize

The main thing to remember is that any behavior that puts you in contact with another person's blood, semen or vaginal fluids carries a risk for HIV. Abstinence—choosing not to have sex—and never sharing needles for any reason are the surest ways to avoid HIV.

Ask & Discuss

Drinking alcohol or using other drugs isn't a sexual activity. Why does drinking alcohol or using other drugs carry some risk for HIV?

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

Summarize

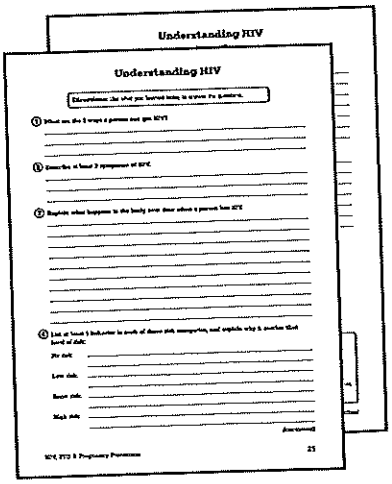
Alcohol and other drug use lowers a person's inhibitions and ability to make decisions. People who are drunk or high are more likely to do things that could put them at risk for HIV, as well as other STD and unintended pregnancy.

Assessment & Closure

Students demonstrate learning

Complete

Direct students to turn to **Understanding HIV** *on page 21 of the* Student Workbook *and have them complete the activity sheet individually.*



***Workbook* pages 21–22**

End the lesson

Review

Allow time at the end of class to read and answer questions from the Anonymous Question Box that relate to HIV. Use the questions as a way to review key concepts taught in the lesson, and provide answers for any relevant questions that weren't covered.

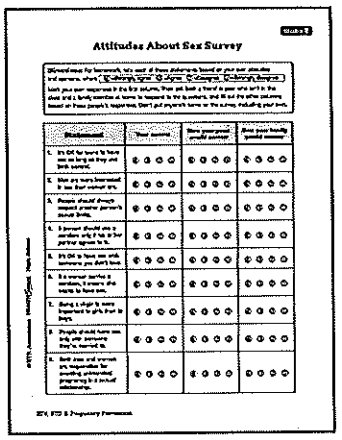
Close

Work with a partner to list 3 things you learned in this lesson.

Pair students or allow them to select partners, and give them a few minutes to make their lists. Call on pairs to share what they wrote. Summarize key points as students share, and correct any misinformation, as needed.

Assign

In the next class, you'll be taking a closer look at the things that influence people's choices and behaviors around sex. In preparation, you're going to gather some survey data on people's attitudes about sex. Fill out the first column of the survey to reflect your own opinions. Then ask a friend or peer who isn't in this class and a family member at home to respond to the questions, and fill out the other columns based on these people's responses. Don't put anyone's name on the survey, including your own.


Attitudes About Sex Survey

Master 8

Distribute an **Attitudes About Sex Survey** *to each student and review the assignment directions as needed.*

Assess

Collect students' **Understanding HIV** *activity sheets and evaluate their work for this lesson.*

Assessment Evidence

Objective 1

Students summarized how HIV is transmitted by:

☐ Completing the **Understanding HIV** activity sheet.

Objective 2

Students described symptoms of HIV by:

☐ Completing the **Understanding HIV** activity sheet.

Objective 3

Students summarized the long-term physical consequences of HIV by:

☐ Completing the **Understanding HIV** activity sheet.

Objective 4

Students analyzed the HIV risk of a variety of behaviors by:

☐ Completing the **Understanding HIV** activity sheet.

Objective 5

Students summarized how to prevent or reduce the risk of HIV by:

☐ Completing the **Understanding HIV** activity sheet.

Objective 6

Students explained why it is safe to be a friend of someone who has HIV by:

☐ Completing the **Understanding HIV** activity sheet.

(Scoring Rubric, page 219)

Teacher Page

HIV Quiz *Key*

1. **You can get HIV by drinking from someone's glass.**

   MYTH. HIV is passed in blood, semen, vaginal fluids and breast milk. You can't get it from day-to-day contact.

2. **You can get HIV from going to school with someone who has HIV.**

   MYTH. HIV is not passed through day-to-day contact.

3. **A mother with HIV can pass the virus to her baby.**

   FACT. This can happen before birth or after birth when the mother breastfeeds. But women with HIV can take medicines to lower the baby's risk.

4. **You can get HIV from toilet seats.**

   MYTH. HIV is not passed in urine. Also, HIV can't survive outside the body long enough to cause infection.

5. **No known cases of HIV have been passed through tears or saliva.**

   FACT. Tears and saliva don't have enough HIV in them to infect someone else.

6. **HIV can be prevented.**

   FACT. Abstinence—choosing not to have sex—and never sharing needles for any reason are the best ways to avoid HIV. People who do have sex can use latex or plastic condoms every time to lower their risk.

7. **HIV can be passed in blood, semen and vaginal fluids.**

   FACT.

8. **It is safe to be friends with someone who has HIV.**

   FACT. People don't get HIV through day-to-day contact with friends. It's safe to touch, hug, share a meal and spend time with people with HIV. Having HIV can be hard, and people with HIV need friends' support.

(continued)

Teacher Page

HIV Quiz *Key* *(continued)*

9. There are ways to have safer sex and reduce the risk of HIV.

FACT. Using latex or plastic condoms every time is one safer sex practice. People who choose to have sex must be sure that none of their partners' blood, semen or vaginal secretions get into their bodies.

10. You can get HIV from kissing someone on the lips.

MYTH. HIV is not passed in saliva. There might be a small risk from French or wet kissing, if both people had cuts or sores in their mouths, but this is very unlikely.

11. You can get HIV from sharing needles to inject drugs or for any other reason.

FACT. HIV is passed in blood. When people use a needle to inject drugs, vitamins or medicines, some blood can be left in the needle or syringe. If someone else uses the same needle, the infected blood can get into this person's body. Sharing needles for any other reason, such as tattooing or piercing, is also risky.

12. You can get HIV from an infected person's sneeze.

MYTH. HIV is not passed through mucus or saliva.

13. Soon after a person gets HIV, he or she may have flu-like symptoms.

FACT. The initial infection may cause a fever, chills, muscle aches, sore throat and other symptoms similar to a bad case of flu. This can happen a few weeks to a few months after the person gets HIV. The person may not realize these are symptoms of HIV infection. After these symptoms go away, HIV continues to damage the immune system, even though the person may look and feel fine and not have symptoms again for a long time.

14. You can get HIV by donating blood.

MYTH. Blood donation centers follow safety procedures to prevent HIV. There's no risk of infection from donating blood.

15. You can get HIV from an insect bite.

MYTH. There's no evidence that HIV can be passed through mosquito or other insect bites.

Teacher Page

Risk Continuum *Key*

No Risk

Massage

Receiving a blood transfusion (Blood supply in the United States is tested for HIV.)

Kissing on the lips

Choosing not to have sex—abstinence

Shaking hands

Masturbation

Hugging

Donating blood

Monogamy—having sex with only 1 lifetime partner who does not have HIV and does not use injection drugs, and who has sex only with you

Low Risk

Properly using latex condoms every time you have sex

Wet (French) kissing (There is some risk if both people have cuts or sores in the mouth.)

Some Risk

Drinking alcohol (Alcohol lowers inhibitions and makes it harder to make decisions. People who are drunk or high are more likely to do other things that could put them at risk for HIV.)

Breastfeeding by an infected mother

Oral sex

High Risk

Vaginal sex without a condom

Using the same condom twice

Anal sex

Sharing needles for injecting drugs

Sharing needles for tattooing or piercing

Cleaning spilled blood without wearing gloves

Teacher Page

Understanding HIV *Key*

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

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

Having sex; sharing needles and equipment for taking drugs, getting tattoos, injecting steroids, piercings, etc.; babies can get it from infected mothers, including from breastfeeding

2. **Describe at least 3 symptoms of HIV.**

Fever, chills, rash, sweating at night, muscle aches, sore throat, fatigue, swollen lymph nodes, sores in mouth

3. **Explain what happens to the body over time when a person has HIV.**

People may not show symptoms for some time, or have flu-like symptoms at first. As infection progresses, the immune system is damaged, so the body can't fight off other diseases and infections, and the person gets sick. Medications can slow the disease down.

4. **List at least 1 behavior in each of these risk categories, and explain why it carries that level of risk:**

No risk: Massage, receiving blood transfusion, kissing, abstinence, shaking hands, masturbation, hugging, donating blood, monogamy

Low risk: Properly using latex or plastic condoms every time a person has sex, wet (French) kissing

Some risk: Drinking alcohol (lowers inhibitions), breastfeeding by infected mother, oral sex

High risk: Vaginal sex without condom, using same condom twice, anal sex, sharing needles, cleaning up spilled blood without wearing gloves

Understanding HIV *Key*

(continued)

5 **How can people prevent HIV or reduce their risk?**

Don't have sex; never share needles; practice monogamy; use latex or plastic condoms; wear rubber gloves when cleaning up spilled blood; avoid alcohol and other drugs because they make it hard to make careful choices.

6 **Is it safe to be friends with someone who has HIV? Why or why not?**

Yes. People can't get HIV from day-to-day contact. The virus has to get inside your body through blood, semen or vaginal fluids.

Self-Check

- ☐ I summarized the 3 ways a person can get HIV.
- ☐ I described at least 3 symptoms of HIV.
- ☐ I explained what happens to the body over time when a person has HIV.
- ☐ I listed at least 1 behavior in each of the risk categories and explained why it carries that risk.
- ☐ I explained how to prevent or reduce the risk of HIV.
- ☐ I explained whether it's safe to be friends with someone who has HIV and why.

Student Journal

Lesson 6: HIV: The Facts

Health terms

AIDS (acquired immune deficiency syndrome)

anal sex

condom

fatigue

HIV (human immunodeficiency virus)

immune system

inhibition

injection drugs

latex

lymph nodes

masturbation

monogamy

myth

saliva

transfusion

virus

Journal entry

Write at least 3 things you have heard or read about HIV or AIDS.

What Is HIV?

HIV stands for _____

HIV lives in _____

HIV damages _____

Class discussion notes

What Is HIV?

HIV stands for human immunodeficiency virus. It's the virus that causes AIDS. AIDS stands for acquired immune deficiency syndrome.

HIV lives in the semen, vaginal fluids, blood, and breast milk of a person with HIV. It can be passed from one person to another through these infected fluids.

HIV damages the body's immune system. Over time, the body can no longer fight off other disease and infections.

Risk Cards

Directions: Copy and cut apart the cards. Make enough to have one card per student. (Duplicates are OK.)

Massage

Receiving a blood transfusion

Kissing on the lips

Choosing not to have sex (abstinence)

(continued)

Risk Cards

(continued)

Shaking hands

Masturbation

Hugging

Donating blood

(continued)

Risk Cards

(continued)

Monogomy

Having sex with only 1 lifetime partner who doesn't have HIV and doesn't use injection drugs and who has sex only with you

Wet (French) kissing

Properly using latex or plastic condoms every time you have sex

Drinking alcohol

(continued)

Risk Cards

(continued)

Breastfeeding by an infected mother

Oral sex

Vaginal sex without a condom

Sharing needles for tattooing or piercing

(continued)

Risk Cards

(continued)

Using the same condom twice

Anal sex

Sharing needles for injecting drugs

Cleaning spilled blood without wearing gloves

HIV Quiz
Fact or Myth?

Directions: Read the statements about HIV. Decide whether each statement is a fact or a myth. Write **fact** or **myth** on the line in front of each statement.

_____ **1.** You can get HIV by drinking from someone's glass.

_____ **2.** You can get HIV from going to school with someone who has HIV.

_____ **3.** A mother with HIV can pass the virus to her baby.

_____ **4.** You can get HIV from toilet seats.

_____ **5.** No known cases of HIV have been passed through tears or saliva.

_____ **6.** HIV can be prevented.

_____ **7.** HIV can be passed in blood, semen and vaginal fluids.

_____ **8.** It's safe to be friends with someone who has HIV.

_____ **9.** There are ways to have safer sex and reduce the risk of HIV.

_____ **10.** You can get HIV from kissing someone on the lips.

_____ **11.** You can get HIV from sharing needles to inject drugs or for any other reason.

_____ **12.** You can get HIV from an infected person's sneeze.

_____ **13.** Soon after a person gets HIV, he or she may have flu-like symptoms.

_____ **14.** You can get HIV by donating blood.

_____ **15.** You can get HIV from an insect bite.

HIV Facts

How do people get HIV?

HIV is found in blood, semen, vaginal fluids and breast milk. To get HIV, one of these infected fluids has to get inside your body.

There are 3 main ways to get HIV:

- **Sex.** You can get HIV by having sex with a person who has HIV. This includes vaginal, oral or anal sex.
- **Needles.** You can get HIV by sharing drug needles or equipment with a person who has HIV. You can also get HIV by sharing needles for tattoos, piercing, injecting steroids or vitamins or any other reason.
- **Being born with it.** Babies can be born with HIV if the mother has HIV. A baby can also get HIV from breastfeeding. A woman with HIV can take medicines to reduce the chances of passing it to her baby.

How you don't get HIV

You don't get HIV from day-to-day contact with someone who has HIV.

- Touching, hugging, kissing on the lips or hanging out with a person who has HIV doesn't put you at risk.
- Wet kissing is safe as long as neither person has sores or cuts in or on the mouth. HIV is passed in blood, not saliva.
- You can't get HIV from glasses or toilet seats.
- You can't get HIV from giving blood.
- You can't get HIV from mosquitoes or other insects.

How can you tell if someone has HIV?

You can't tell if people have HIV by looking at them. Most people with HIV look healthy, act healthy and feel healthy. Many people who have HIV don't even know they have it.

A simple test can tell if a person has HIV. In many states, teens can get the test without parents' permission. You can get more information about the HIV test from your state or local health department or AIDS agency.

What are the symptoms of HIV?

Many people who have HIV don't have symptoms at first or for a long time. They may not start to feel sick for many years. Sometimes people living with HIV go through periods of being sick and then feel fine again.

Some people go through an illness a few weeks to a few months after they first get HIV.

Symptoms can include:

- Fever
- Chills
- Rash
- Sweating at night
- Muscle aches
- Sore throat
- Fatigue (feeling very tired)
- Swollen lymph nodes
- Sores in the mouth

After the first infection, the virus becomes less active, but is still in the body. **During this period, many people don't have any symptoms of HIV.** This period can last up to 10 years or more. But they can still pass HIV to a sex partner.

(continued)

HIV Facts *(continued)*

As HIV infection progresses many people begin to suffer symptoms. Most of the severe long-term consequences, symptoms and illnesses people with HIV experience come from the infections that attack a damaged immune system. People with HIV can take medications to help slow down HIV in the body and treat symptoms.

You can protect yourself

Here are things you can do to help keep from getting HIV:

- **Don't have sex.** This is called abstinence. It means no vaginal, anal or oral sex. It doesn't mean you can't be close, but it does mean keeping somebody else's blood, semen or vaginal fluids out of your body.
- **Practice monogamy.** This means having sex with only one person who doesn't have HIV. Neither of you should ever have sex or share needles with anyone else.
- **Use latex or plastic condoms.** A condom is a sheath that covers a man's penis during sex to keep semen from entering his partner's body. For those who choose to have sex, latex or plastic condoms can help reduce the risk of HIV.
- **Talk with your partner.** Talking may seem hard to do. But if two people decide together to not have sex, to use condoms and/or to have sex only with each other, the plan is more likely to work.
- **Never share needles** for injecting drugs, body piercing, tattooing or any other reason.
- **Always wear rubber gloves when cleaning up spilled blood.**
- **Avoid alcohol and other drugs.** Being drunk or high makes it hard to make careful choices about sex or drug use.

Understanding HIV

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

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

2. **Describe at least 3 symptoms of HIV.**

3. **Explain what happens to the body over time when a person has HIV.**

4. **List at least 1 behavior in each of these risk categories, and explain why it carries that level of risk:**

No risk:

Low risk:

Some risk:

High risk:

(continued)

Understanding HIV

(continued)

5 **How can people prevent HIV or reduce their risk?**

6 **Is it safe to be friends with someone who has HIV? Why or why not?**

Self-Check

- ☐ I summarized the 3 ways a person can get HIV.
- ☐ I described at least 3 symptoms of HIV.
- ☐ I explained what happens to the body over time when a person has HIV.
- ☐ I listed at least 1 behavior in each of the risk categories and explained why it carries that risk.
- ☐ I explained how to prevent or reduce the risk of HIV.
- ☐ I explained whether it's safe to be friends with someone who has HIV and why.

Lesson 8
Assessing & Avoiding STD Risks

Overview

In this lesson, students examine behaviors that increase the risk for STD and learn strategies for avoiding these risks. They participate in a group activity that illustrates the risk of having serial or overlapping sexual partners. They brainstorm ways people can be sexually responsible and lower their risk of STD. Then they analyze some example scenarios to evaluate the characters' STD risks and make recommendations for reducing the risk.

Time: 60–90 minutes

Note: If time is limited, the assessment activity sheet may be completed as homework.

National Health Education Standards

Standard 1: Comprehending Concepts

Performance Indicator 1.12.1: Predict how healthy behaviors can affect health status.

Performance Indicator 1.12.9: Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

Standard 2: Analyzing Influences

Performance Indicator 2.12.5: Evaluate the effect of media on personal and family health.

Standard 7: Practicing Health-Enhancing Behaviors

Performance Indicator 7.12.1: Analyze the role of individual responsibility for enhancing health.

Lesson Objectives

Students will be able to:

1. Explain the increased risks associated with having multiple sexual partners, including serial monogamy.
2. Explain the importance of partners sharing the responsibility for avoiding sexual activity and/or preventing sexual risk behaviors.

Materials & Preparation

Prepare

- Review the questions in the Anonymous Question Box that relate to serial monogamy or multiple partners, and prepare to answer any that aren't covered in the Teaching Steps for this lesson.

- Prepare 3 students to help with the **Signature Sheet** activity. Explain that for the purpose of the activity they'll be representing someone who has an STD to help demonstrate how STD can spread. Choose students who are mature and willing to take on this role in the activity.

Copy

- **Signature Sheet** (Master 10) for each student. Label 3 of the activity sheets with the numbers 1, 2, and 3. These sheets will be given to the 3 student helpers.

Review

- **Partner Stories: Rate the Risk** (*Student Workbook* pages 25–27), **Partner Stories: Rate the Risk *Key,*** pages 127–129, and Scoring Rubric, page 221.

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:

- monogamy
- overlapping
- serial monogamy

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.
- Use an alternate means of teaching about the risk of STDs with multiple partners (e.g., instead of signatures, use envelopes with messages, hand sanitizer with color/glitter, etc.).

To ensure student success with partner stories:

- Allow students to record their responses for the **Partner Stories: Rate the Risk** activity sheet.

Introduction

Get students ready for learning

Transition

On a piece of paper, write about the factor you think has the biggest influence on teens' sexual choices. Describe what this factor is and explain why you think it has such a strong influence.

Allow students to focus and work quietly for a minute or two. Call on student volunteers to share what they wrote. If any students mention peer behaviors or being in a relationship, note that they'll be talking more about these things in a little while.

Motivate

Think of a movie or TV show you've seen in which at least some of the characters were in a sexual relationship with each other. Find a partner and discuss these questions:

- Was any of these characters in a sexual relationship with someone else before getting together with his/her current partner?
- Did any of the characters have sex with more than one other person during the timeline of the movie or TV show?
- Do you think the characters demonstrated sexual responsibility? Why or why not?

Note: You may want to write the questions on the board to help students remember them.

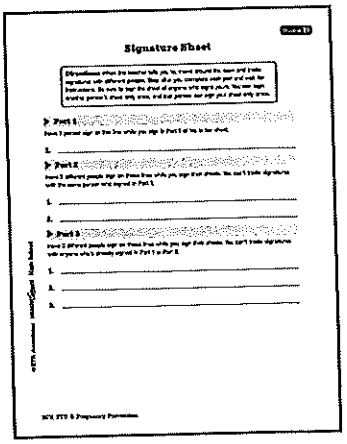
Pair students or allow them to select partners. Allow time for pairs to discuss their examples and address the questions. Then call on a few pairs to share the main points or conclusions of their discussion.

The examples of sexual behavior shown in the media don't always represent sexually responsible choices or show the negative consequences of being sexually active. Today you're going to be looking at some of the behaviors and choices that can increase a person's risk for STD.

Teaching Steps

Illustrate STD risk of serial partners

Complete


Signature Sheet

Master 10

Now you're going to do an activity that will help you understand one of the behaviors that can put you at risk for STD, including HIV.

Distribute a **Signature Sheet** *to each student. Give the prepared student volunteers the sheets you have numbered 1, 2 and 3. Then explain the activity to students.*

- You'll move around the room 3 different times to trade signatures with others and complete the 3 parts of the activity sheet. Wait for my instructions to begin each round.
- In the first round, you should trade signatures with 1 other person by signing each other's activity sheet.
- In the second round, you'll trade signatures with 2 different people.
- In the third round, you'll trade signatures with 3 different people.
- Be sure to trade with different people for each round—nobody should sign your sheet more than once. Try to mingle outside your usual group of friends to trade signatures with classmates you may not know as well.

Be sure students understand that they are to trade signatures—as they sign someone else's activity sheet, that person should be signing theirs. Answer any questions, as needed. Then begin the activity.

- *Have students complete Part 1 of the activity sheet by circulating and trading signatures with one other person. Tell them to wait before moving on to Part 2.*
- *Once everyone has a signature for Part 1, have students complete Part 2 by circulating and trading signatures with 2 different people. Tell them to wait before moving on to Part 3.*
- *After everyone has 2 signatures for Part 2, have students complete Part 3 by circulating and trading signatures with 3 additional people.*

Explain

Suppose that, for the purposes of this activity, signing someone's activity sheet represents having sex with that person. The number of signatures in each part of the activity sheet represents the number of sexual partners a person had.

In round 1, you traded signatures with only 1 other person. This represents *monogamy*, or having only 1 sexual partner, who has sex only with you. A person who is monogamous has a mutually committed sexual relationship with only one other person, in which each person is faithful to the other, for a long period of time.

Demonstrate

Ask the student volunteer with the number 1 on his or her activity sheet to stand up.

Again, just for the purposes of this activity, we're going to suppose that this person has an STD. This means that his or her partner has been exposed to that STD and is likely to have caught it.

Have the first student volunteer read the name from Part 1 of his or her activity sheet, and have this student also stand. Explain that, in the context of this activity, this person got the STD from the volunteer.

These are the only 2 people infected with the STD. All the rest of you avoided getting the STD because you limited the number of partners you had to just one. If 2 people have sex only with each other, and neither of them has an STD, they can remain uninfected. Having sex with only one other person who does not have an STD and who has sex only with you is one way sexually active people can help protect themselves from STD.

Have the 2 students who are standing sit down.

Explain

The risk of getting an STD, including HIV, increases when people have had more than one partner. In round 2, trading signatures with 2 people represents having 2 different partners over time—for example, having a sexual relationship with one person, ending that relationship, and then, after some time has passed, beginning a sexual relationship with a new partner.

Many people who do this believe that they're being monogamous because they're faithful to their partner while they're in the relationship. But, if they begin a new sexual relationship soon after the first relationship ends, they're putting themselves at greater risk for STD. Having a series of single sexual partners over time is often referred to as *serial monogamy.*

Demonstrate

Ask the student volunteer with the number 2 on his or her activity sheet to stand up.

Again, just for the purposes of this activity, we're going to suppose that this person has an STD. This means that his or her partners have been exposed to that STD and are likely to have caught it.

Have the second student volunteer read the names from Part 2 of his or her activity sheet, and have these students also stand. Explain that, in the context of this activity, these people got the STD from the volunteer.

Then ask the first student whose name was read by the volunteer to read the name from Part 2 of his or her activity sheet that comes after the name of the student volunteer. Have this student stand as well.

This person also got the STD, because he or she had sex with someone who had already been exposed and infected.

Ask the second student whose name was read by the volunteer to read any name from Part 2 of the activity sheet that comes before the name of the student volunteer. Explain that this person does not have to stand and does not have the STD because this person had sex with the second person before he or she became infected.

Count the number of students standing and write it on the board. (Note: There should be a total of 4 students standing—the volunteer and 3 others.)

Have the students who are standing sit down.

Explain

The risk of getting an STD, including HIV, increases even more with each additional partner a person has. Round 3 of the activity represents a situation in which each person had 3 different partners over time.

Demonstrate

Ask the student volunteer with the number 3 on his or her activity sheet to stand up.

Again, just for the purposes of this activity, we're going to suppose that this person has an STD. This means that all of his or her partners have been exposed to that STD and are likely to have caught it.

Have the third student volunteer read the 3 names from Part 3 of his or her activity sheet, and have these students also stand. Explain that, in the context of this activity, these people got the STD from the volunteer.

Then ask the first and second students whose names were read by the volunteer to read any names from Part 3 their activity sheets that come after the name of the student volunteer. Have these students stand as well. (Note: There should now be up to 7 students standing.)

These people also got the STD, because they had sex with someone who had already been exposed and infected.

Have the newly standing students read any additional names that come after the names of any of the students who are already standing, and have any student whose name is called stand too. (This should yield one more "infected" student.) Explain that this person also has the STD, because he or she had sex with someone who had been infected.

Count the number of students standing and write it on the board. (Note: There will most likely be 8 students standing at this point.)

Have the students who are standing sit down.

Summarize

Everyone who traded signatures (had sex) with a person who'd been exposed to an STD was at risk of being infected. Notice how the number of people doubled as the number of sexual partners increased from 1 to 2 to 3. Even if a person is monogamous or faithful in each sexual relationship, if he or she has a series of relationships over time, the risk for STD is greater than it would be with only 1 long-term or lifetime partner.

Illustrate STD risk of multiple partners

Survey

So far, we've been showing what happens with *serial monogamy,* or having sexual relationships with different partners one after the other over time. What do you think will happen to a person's STD risk if he or she has more than one sexual partner over the same period of time?

Allow students to respond to the question.

Explain

With serial monogamy, you are at risk for STD only if you have sex with someone after he or she has been exposed to an STD. But some people have multiple partners. This means they have sex with more than one partner during the same period of time. For example, they may have sex with one person, then have sex with a second person, then hook up with the first person again. This is called having *overlapping* sexual partners.

Demonstrate

Ask the student volunteer with the number 3 on his or her activity sheet to stand up again.

Let's suppose again that this person has an STD. This means that his or her partners have all been exposed to that STD.

Have the third student volunteer read the 3 names from Part 3 of his or her activity sheet, and have these students stand again. Explain that, in the context of this activity, these people got the STD from the volunteer.

Now, let's suppose that these people who got the STD had overlapping partners, and see how many people could have caught the STD.

Ask the 3 students whose names were read by the volunteer to each read all the names from Part 3 of their activity sheets. Have these students stand as well.

Everyone that these 3 people had sex with has been exposed to the STD. These people infected all their partners because they continued to have sex with all of them over time.

Have the newly standing students each read all the names from Part 3 of their activity sheets, and have these students stand as well.

Then have those students read the names from Part 3 of their activity sheets. Continue until there are no more names to read.

Count the number of students standing and write it on the board. (Note: In many cases, everyone who participated in the activity will be "infected" and standing.)

Have students sit down.

Summarize

This last demonstration shows what can happen if people continue to have sex with multiple partners over the same period of time. In this case, everyone who had sex with one of the people who was exposed to the STD would be at risk, no matter in what order the worksheet was signed. When people continue to have sex with more than one partner, everyone's STD risk goes up.

Ask & Discuss

What conclusions can you draw about how the number of sexual partners affects a person's STD risk?

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

Summarize

The risk of getting an STD greatly increases with the number of partners a person has. This is true even if a person is serially monogamous. Having overlapping partners, or continuing to have sex with more than one person over the same period of time, greatly increases the spread of STD within a group of people.

Students brainstorm ways to reduce STD risk

Ask & Discuss

What's the surest way to prevent STD, including HIV?

Allow students to respond to the question and discuss their ideas. Make a list of their ideas on the board. Circle "abstinence" or "choose not to have sex" if this is suggested.

Summarize

Not having sex, or being abstinent, is always a choice. For teens, it's the best option. It protects you from both pregnancy and STD. It's also important to never share needles for any reason if a person wants to be completely safe from HIV.

If students have mentioned monogamy as a way to lower STD risk, circle it now.

Monogamy, or having only one sexual partner who does not have an STD and who has sex only with you, is also a way to avoid STD. But most teens are not ready to commit to a single relationship for the rest of their lives. You've seen that serial monogamy, being faithful to a partner while in a relationship but having a series of relationships over time, is not risk free. A person's STD risk increases with the number of partners he or she has had.

Ask & Discuss

If a person does choose to become sexually active, what are some ways to help reduce his or her risk of STD, including HIV?

Allow students to respond to the question and discuss their ideas. Make a list of strategies on the board. Be sure the following ideas are included:

- *Get tested for STD/HIV before having sex with a new partner.*
- *Be sure your partner also gets tested.*
- *Be monogamous within your relationship.*
- *Use condoms correctly every time you have sex.*
- *Choose sexually responsible partners.*
- *Get checked regularly for STD if you are sexually active.*

Summarize

All of these are ways sexually active people can be responsible and help protect themselves and their partners.

Ask & Discuss

What role do you think partners should play in protecting each other from STD?

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

Summarize

People in a relationship who've chosen to be abstinent can support each other in avoiding any sexual activity that could cause a pregnancy or pass an STD.

When people are sexually active, responsible sexual partners share the responsibility for avoiding STD. They're willing to talk about current and past STD risk and get tested. They're honest with each other and decide together to make a commitment to be monogamous and/or take steps to protect themselves and any partners from STD by using condoms every time they have sex. When both partners work together to be sexually responsible and protect each other, they have a much better chance of avoiding STD and having a healthy relationship.

If someone you're sexually attracted to refuses to do these things, he or she may not be a wise choice for a partner.

Assessment & Closure

■ Students demonstrate learning

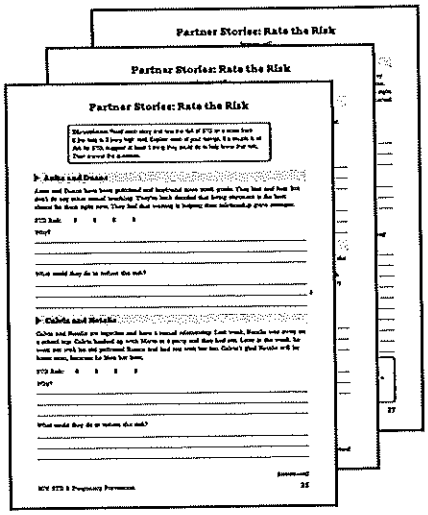
Complete

Now you'll have a chance to use what you've learned to rate the STD risk of some relationships.

Direct students to turn to **Partner Stories: Rate the Risk** *on page 25 of the* Student Workbook. *You may have students work individually or in pairs to complete the activity sheet.*

Read about the different relationships, rate the STD risk of each one and explain your rating. Then answer the question.

Allow time for students to complete the activity sheet.



Workbook pages 25–27

End the lesson

Review

Allow time at the end of class to read and answer questions from the Anonymous Question Box that relate to serial monogamy or multiple partners. Use the questions as a way to review key concepts taught in the lesson, and provide answers for any relevant questions that weren't covered.

Close

Suppose you have a friend who just broke up with a boyfriend or girlfriend and is thinking of starting a new sexual relationship. What advice would you give this friend to help protect him or her from STD?

Call on a student to respond to the question. Ask for a show of hands from others who agree that this is good advice. Continue until all ideas have been named or all students have raised their hands to agree with some of the suggested advice.

Assess

Collect students' **Partner Stories: Rate the Risk** *activity sheets, and evaluate their work for this lesson.*

Assessment Evidence

Objective 1

Students explained the increased risks associated with having multiple sexual partners, including serial monogamy, by:

☐ Completing the **Partner Stories: Rate the Risk** activity sheet.

Objective 2

Students explained the importance of partners sharing the responsibility for avoiding sexual activity and/or preventing sexual risk behaviors by:

☐ Completing the **Partner Stories: Rate the Risk** activity sheet.

(Scoring Rubric, page 221)

Teacher Page

Partner Stories: Rate the Risk *Key*

Directions: Read each story and rate the risk of STD on a scale from 0 (no risk) to 3 (very high risk). Explain each of your ratings. If a couple is at risk for STD, suggest at least 1 thing they could do to help lower that risk. Then answer the question.

▶ Anita and Duane

Anita and Duane have been girlfriend and boyfriend since ninth grade. They kiss and hug, but don't do any other sexual touching. They've both decided that being abstinent is the best choice for them right now. They feel that waiting is helping their relationship grow stronger.

STD Risk: **(0)** **1** **2** **3**

Why?
Being abstinent is the surest way to avoid STD, including HIV.

What could they do to reduce the risk?
Anita and Duane aren't at risk for STD, as long as they don't have sex or engage in touching that could spread STD.

▶ Calvin and Natalie

Calvin and Natalie are together and have a sexual relationship. Last week, Natalie was away on a school trip. Calvin hooked up with Marta at a party and they had sex. Later in the week, he went out with his old girlfriend Bianca and had sex with her too. Calvin's glad Natalie will be home soon, because he likes her best.

STD Risk: **0** **1** **2** **(3)**

Why?
Calvin is having sex with multiple partners over the same period of time. If Marta had an STD, Calvin could get it and give it to Bianca and Natalie. If his old girlfriend Bianca has an STD, Calvin may have already given it to Natalie and could give it to Marta.

What could they do to reduce the risk?
Calvin could have lowered the risk by being sure to use condoms with all his partners, including throughout his relationship with his ex-girlfriend. The girls could have protected themselves by insisting that Calvin use a condom.

(continued)

Teacher Page

Partner Stories: Rate the Risk *Key* *(continued)*

▶ Morgan and Alex

Morgan and Alex have been together for 2 years. They have sex, but only with each other. Morgan has never had sex with anyone else. Alex had sex in a previous relationship, but that relationship broke up 8 months before Alex got together with Morgan.

STD Risk: 0 **(1)** 2 3

Why?

Morgan and Alex's risk is low because they are monogamous, Morgan has never had sex with anyone else, and Alex had not had sex for 8 months before being with Morgan. There's a slight chance that Alex could have an STD from the previous relationship but have no symptoms.

What could they do to reduce the risk?

To be absolutely safe, they should wait to have sex, or use condoms or other latex barriers, until Alex has been tested for STD.

▶ Samantha and Mateo

Samantha used to be in a sexual relationship with Luke. As soon as she broke up with him, she got involved with Carlos and they started having sex. Then she met Mateo. Samantha liked Mateo a lot, but wasn't sure she was ready to leave Carlos. After a few weeks of seeing both guys and having sex with both of them, she broke up with Carlos. She's been having sex only with Mateo since then.

STD Risk: 0 1 2 **(3)**

Why?

Samantha is having sex with multiple partners over the same period of time. If she got an STD from Carlos, she could have given it to Mateo. If she got an STD from Luke, she could have given it to both Carlos and Mateo.

What could they do to reduce the risk?

Samantha could have lowered the risk by being sure to use condoms with all her partners, and by waiting to get involved with a new partner until she has been tested for STD.

Teacher Page

Partner Stories: Rate the Risk *Key* *(continued)*

▶ Dory and Leslie

Dory and Leslie were both in monogamous sexual relationships with other people when they met. So, even though they were attracted to each other, they were just friends for a long time. After Dory's relationship broke up, they talked about getting together, but Leslie didn't feel right about it. Then, about 6 months later, Leslie's relationship ended too, and Dory and Leslie started going out right away.

STD Risk: 0 1 (2) 3

Why?

Dory and Leslie are being serially monogamous. If either of their past partners had an STD, they could have been infected and could give it to each other.

What could they do to reduce the risk?

If Dory was abstinent between the break-up and getting together with Leslie, that would help lower the risk. They could also lower the risk by waiting to have sex or always using condoms or other latex barriers until they've both been tested for STD.

Question:

Why is it important for partners to share the responsibility for protecting themselves by being abstinent or taking steps to reduce their risk of STD?

Being sexually active can have risks and consequences. When a couple shares the responsibility they are more likely to successfully protect themselves from STD, including HIV. If they've chosen to be abstinent, they can support each other in avoiding any sexual activity that could pass an STD. If they've chosen to have sex, they can be monogamous, talk about their STD risk and both get tested.

Self-Check

- ☐ I rated the risk of STD for all 5 couples, explained my ratings, and suggested at least 1 thing they could do to lower the risk.
- ☐ I explained why it's important for partners to share responsibility for protecting themselves.

Student Journal

Lesson 8: Assessing & Avoiding STD Risks

Health terms

monogamy

overlapping

serial monogamy

Journal entry

Write about the factor you think has the biggest influence on teens' sexual choices. Describe what this factor is and explain why you think it has such a strong influence..

Class discussion notes

Signature Sheet

Directions: When the teacher tells you to, move around the room and trade signatures with different people. Stop after you complete each part and wait for instructions. Be sure to sign the sheet of anyone who signs yours. You can sign another person's sheet only once, and that person can sign your sheet only once.

▶ Part 1

Have 1 person sign on this line while you sign in Part 1 of his or her sheet.

1. _____

▶ Part 2

Have 2 different people sign on these lines while you sign their sheets. You can't trade signatures with the same person who signed in Part 1.

1. _____

2. _____

▶ Part 3

Have 3 different people sign on these lines while you sign their sheets. You can't trade signatures with anyone who's already signed in Part 1 or Part 2.

1. _____

2. _____

3. _____

Partner Stories: Rate the Risk

Directions: Read each story and rate the risk of STD on a scale from 0 (no risk) to 3 (very high risk). Explain each of your ratings. If a couple is at risk for STD, suggest at least 1 thing they could do to help lower that risk. Then answer the question.

▶ Anita and Duane

Anita and Duane have been girlfriend and boyfriend since ninth grade. They kiss and hug, but don't do any other sexual touching. They've both decided that being abstinent is the best choice for them right now. They feel that waiting is helping their relationship grow stronger.

STD Risk: **0** **1** **2** **3**

Why?

_____

_____

_____

What could they do to reduce the risk?

_____

_____

_____

▶ Calvin and Natalie

Calvin and Natalie are together and have a sexual relationship. Last week, Natalie was away on a school trip. Calvin hooked up with Marta at a party and they had sex. Later in the week, he went out with his old girlfriend Bianca and had sex with her too. Calvin's glad Natalie will be home soon, because he likes her best.

STD Risk: **0** **1** **2** **3**

Why?

_____

_____

_____

What could they do to reduce the risk?

_____

_____

_____

(continued)

Partner Stories: Rate the Risk

(continued)

▶ Morgan and Alex

Morgan and Alex have been together for 2 years. They have sex, but only with each other. Morgan has never had sex with anyone else. Alex had sex in a previous relationship, but that relationship broke up 8 months before Alex got together with Morgan.

STD Risk: **0** **1** **2** **3**

Why?

What could they do to reduce the risk?

▶ Samantha and Mateo

Samantha used to be in a sexual relationship with Luke. As soon as she broke up with him, she got involved with Carlos and they started having sex. Then she met Mateo. Samantha liked Mateo a lot, but wasn't sure she was ready to leave Carlos. After a few weeks of seeing both guys and having sex with both of them, she broke up with Carlos. She's been having sex only with Mateo since then.

STD Risk: **0** **1** **2** **3**

Why?

What could they do to reduce the risk?

Partner Stories: Rate the Risk

(continued)

▶ Dory and Leslie

Dory and Leslie were both in monogamous sexual relationships with other people when they met. So, even though they were attracted to each other, they were just friends for a long time. After Dory's relationship broke up, they talked about getting together, but Leslie didn't feel right about it. Then, about 6 months later, Leslie's relationship ended too, and Dory and Leslie started going out right away.

STD Risk: **0** **1** **2** **3**

Why?

What could they do to reduce the risk?

Question:

Why is it important for partners to share the responsibility for protecting themselves by being abstinent or taking steps to reduce their risk of STD?

Self-Check

- ☐ I rated the risk of STD for all 5 couples, explained my ratings, and suggested at least 1 thing they could do to lower the risk.
- ☐ I explained why it's important for partners to share responsibility for protecting themselves.

Lesson 14
Advocating to Keep Friends Safe & Healthy

Overview

In this lesson students learn about advocating for teens to make healthy choices to protect themselves from unintended pregnancy, HIV and other STD. After learning about advocacy skills, they brainstorm ideas for advocacy messages. They discuss benefits of graduating without getting pregnant, causing a pregnancy, or getting HIV or other STD. Then they work in groups to create advocacy messages and present them to the class.

Time: 45–60 minutes

Note: If time is limited, Part 2 of the assessment activity sheet may be completed in the following class.

National Health Education Standards

Standard 8: Advocacy

Performance Indicator 8.12.2: Demonstrate how to influence and support others to make positive health choices.

Performance Indicator 8.12.3: Work cooperatively as an advocate for improving personal, family, and community health.

Performance Indicator 8.12.4: Adapt health messages and communication techniques to a specific target audience.

Lesson Objective

Students will be able to:

1. Use advocacy skills to encourage others to prevent or reduce the risk of pregnancy, HIV and other STD.

Materials & Preparation

Prepare

- Review any final questions in the Anonymous Question Box and prepare to answer any that aren't covered in the Teaching Steps for this lesson.
- Have **Advocacy Skills** (Slide 12), or make a transparency, if needed.

Review

- **Advocating for My Friends** (*Student Workbook* pages 39–40), and Scoring Rubric, page 227.

Health Terms

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

- advocacy
- 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. Review the concepts of advocacy skills and effective communication.

To ensure student success with writing:

- Allow students to work in pairs to complete Part 1 of the **Advocating for My Friends** activity sheet, or to complete Part 1 at home with parent or other adult, if groups will complete Part 2 in the following class.

Introduction

Get students ready for learning

Transition

On a piece of paper, write down the 3 most important things you've learned in these lessons about HIV, STD and pregnancy prevention. How will knowing these things affect your choices and behaviors?

Allow students to focus and work quietly for a minute or two. Call on student volunteers to share what they wrote.

Motivate

Do you think teens can have an effect on what their friends and peers do? Why or why not? What kinds of things can teens do to influence each other?

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

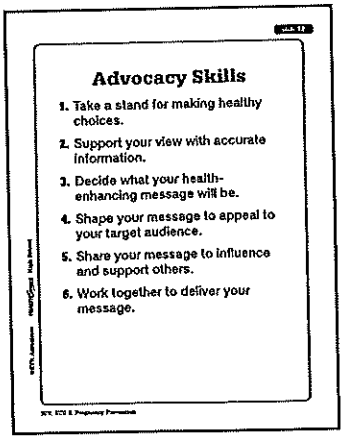
Today you're going to have a chance to share what you've learned to help others.

Teaching Steps

Teach about advocacy

Explain

When people go beyond taking a personal stand on an issue and work to convince and encourage others to take the same position, it's called *advocacy*. You've learned a lot about protecting yourself from pregnancy, HIV and other STD. Advocacy is a way to share what you know to help other teens make healthy choices too. Just as there are skills you can learn to help you say NO to sexual pressure or negotiate condom use, there are skills that will help you be an effective advocate.



Slide 12

Prepare

Show the **Advocacy Skills** *slide.*

Explain

1. When you advocate, you take a stand for making healthy choices. This goes beyond just making a healthy choice yourself. It involves actively supporting others in making healthy choices too.
2. Supporting your view with accurate information is important. If you want to convince others that the choice you support is worth making, you need to have the facts on your side.
3. Then you need to decide what your health-enhancing message will be. There are many different things people can know and do about any health issue. Your advocacy will be more successful if you can come up with a single, clear message that supports the stand you take and want others to take too.
4. Your *target audience* is the group of people you want to reach. Once you know the message you want to send, you need to think how you can shape it to appeal to this particular group. What will you say that will be convincing for this target audience? How will you present the message in a way they find engaging or enjoyable? This is something advertisers do all the time. For example, if a company wants teens to purchase their products, they are going to make their commercials and other ads appeal to teens.
5. Once you know what you want to say, whom you want to say it to, and how you need to say it, it's time to share your message to influence others and give them support for making healthy choices.
6. Advocacy often requires a group of people working together to deliver the message. When you join your voice with others who believe or feel the same way, you can really spread the word about how to stay healthy and protect yourselves.

Community Connection

Invite an advocate from a local nonprofit to share his or her work with the class and describe the elements of a successful advocacy campaign.

Students brainstorm advocacy messages

Ask & Discuss

What do you think other teens most need to know about protecting themselves from unintended pregnancy, HIV and other STD?

How could you express these things in words that other teens would listen to and understand?

Allow students to respond to the question and discuss their ideas. List their responses on the board.

Summarize

You've already begun thinking about ways you can advocate to help your friends and peers protect themselves from the negative consequences of unintended pregnancy, HIV and other STDs.

Explain

One way to shape your message is to support your friends and peers in the goal of graduating from high school without getting pregnant, causing a pregnancy, or being infected with HIV or other STD. You can advocate to help other teens achieve this goal too.

Ask & Discuss

What are some benefits of graduating from high school without getting pregnant or getting someone pregnant, or being infected with an STD, including HIV?

Allow students to respond to the question and discuss their ideas. List key points on the board. Examples include not having a baby to care for, being able to focus on studies, planning for and being able to go to college, not being sick or worried about getting sick with an STD, avoiding the negative social and financial consequences of being a teen parent.

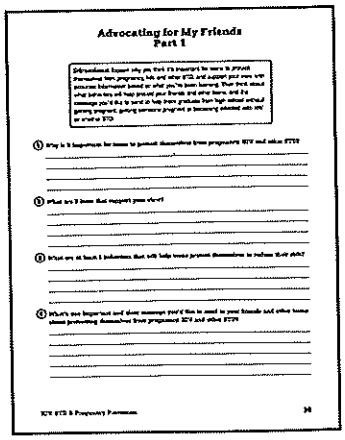
Summarize

There are obviously many benefits of preventing pregnancy, HIV and other STD. Talking about some of these benefits could be part of your advocacy message.

Complete & Share

Direct students to turn to Part 1 of **Advocating for My Friends** *on page 39 of the* Student Workbook.

Have students complete the 4 questions in Part 1 of the activity sheet individually. Then allow them to share some of their ideas. Use the sharing to help students with similar messages divide into pairs or small groups to create their advocacy messages.

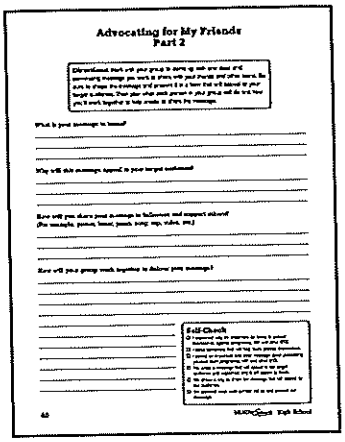

Advocating for My Friends
Part 1

Workbook page 39

Assessment & Closure

Students demonstrate learning

Create & Share


Advocating for My Friends
Part 2

Workbook page 40

Direct students to turn to Part 2 of **Advocating for My Friends** *on page 40 of the* Student Workbook.

Now you'll work with your group to come up with one clear message that will help teens protect themselves from pregnancy, HIV and other STD and a way to share it with your friends and other teens. Answer the questions in Part 2 to shape the message and decide in which form you'll present it to appeal to your target audience. Plan what each person in your group will do and how you'll work together to help create or share the message, then follow your plan to produce your advocacy message.

Allow time for groups to complete Part 2 of the activity sheet and work on their advocacy messages.

Have each group present their advocacy messages to the class. You might also want to arrange for them to share their messages with the entire school, other high schools or local teen programs.

Tech Connection

Assign interested students to use the Internet to research examples of effective advocacy campaigns. Topics could include any message that promotes positive health choices or social norms. Allow them to share the best examples with the class.

End the lesson

Review

Allow time at the end of class to read and answer any final questions from the Anonymous Question Box. Use the questions as a way to review key concepts taught in the unit, and provide answers for any relevant questions that weren't covered.

Close

Today you had the chance to create a message specifically targeted toward your friends and other teens to help them graduate from high school without getting pregnant, causing a pregnancy, or being infected with HIV or another STD.

How do you think your friends and peers will respond to your messages?

Call on students to share their ideas.

Assess

Collect students' **Advocating for My Friends** *activity sheets and message products, and evaluate their work for this lesson.*

Assessment Evidence

Objective 1

Students used advocacy skills to encourage others to prevent or reduce the risk of pregnancy, HIV and other STDs by:

- ☐ Completing the **Advocating for My Friends** activity sheet.
- ☐ Working in small groups to create an advocacy message and a means to share it with others.

(Scoring Rubric, page 227)

Student Journal

Lesson 14: Advocating to Keep Friends Safe & Healthy

Health terms

advocacy

target audience

Journal entry

Write down the 3 most important things you've learned in these lessons about HIV, STD and pregnancy prevention. How will knowing these things affect your choices and behaviors?

Advocacy Skills

1. Take a stand for making healthy choices.

2. Support your view with accurate information.

3. Decide what your health-enhancing message will be.

4. Shape your message to appeal to your target audience.

(continued)

Student Journal

Lesson 14: Advocating to Keep Friends Safe & Healthy *(continued)*

Advocacy Skills *(continued)*

5. Share your message to influence and support others.

6. Work together to deliver your message.

Class discussion notes

Advocacy Skills

1. Take a stand for making healthy choices.
2. Support your view with accurate information.
3. Decide what your health-enhancing message will be.
4. Shape your message to appeal to your target audience.
5. Share your message to influence and support others.
6. Work together to deliver your message.

Unit Assessment: Activity 2
Educating Others: Writing a Pamphlet

Overview

In this culminating activity, students work in pairs or small groups to create a pamphlet that gives teens the facts about preventing pregnancy, HIV or other STD. After choosing which topic they'll address, students write and design their pamphlets to include consequences of unintended pregnancy, HIV or other STD; how pregnancy or HIV/STD infection occurs; ways to reduce the risk; the importance of testing, counseling and services; and local resources for testing.

Time: 60–90 minutes

Lesson Objectives

Students will be able to:

1. Summarize the emotional, social, physical and financial effects of being a teen parent; the short- and long-term consequences of common STDs; or the short- and long-term consequences of HIV.
2. Summarize how pregnancy occurs; how common STDs are transmitted; or how HIV is transmitted.
3. Summarize different birth control options; how STD can be prevented; or how HIV can be prevented.

(continued)

National Health Education Standards

Standard 1: Comprehending Concepts

Performance Indicator 1.12.1: Predict how healthy behaviors can affect health status.

Performance Indicator 1.12.9: Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

Standard 3: Accessing Resources

Performance Indicator 3.12.3: Determine the accessibility of products and services that enhance health.

Performance Indicator 3.12.4: Determine when professional health services may be required.

Standard 8: Advocacy

Performance Indicator 8.12.3: Work cooperatively as an advocate for improving personal, family and community health.

Performance Indicator 8.12.4: Adapt health messages and communication techniques to a specific target audience.

Lesson Objectives *(continued)*

Students will be able to:

4. Explain the importance of using contraceptives correctly and consistently to reduce risk of pregnancy; or summarize symptoms of common STDs or HIV.
5. Explain the importance of contraceptive counseling and services; the importance of seeking testing and treatment if a person is having symptoms of STD or has been at risk; or the importance of HIV testing and counseling if sexually active.
6. Identify local resources where teens can get tested for pregnancy, STD or HIV.
7. Cite resources that provide reliable sexual health information.
8. Adapt sexual health messages to reach a specific target audience.

Materials & Preparation

Prepare

- Have **Writing a Pamphlet** (Slide 13), or make a transparency, if needed.
- Have paper and art supplies.

Copy

- **A Pamphlet to Educate Others** (Masters 19A–C) for each student.

Review

- **A Pamphlet to Educate Others** (Masters 19A–C), and Scoring Rubric, pages 230–232.

Assessment

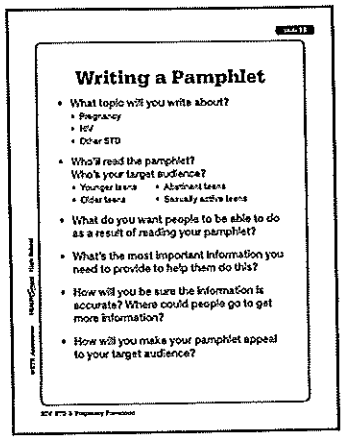
Students demonstrate learning

Explain

One of the ways health educators teach people about different topics is through written materials, such as pamphlets or brochures. Today you're going to have a chance to show what you've learned and educate others about reducing the risk of pregnancy, HIV or other STD.

Prepare

Show the **Writing a Pamphlet** *slide.*



Slide 13

Explain

When you create a pamphlet, you need to figure out how to provide the information people need to make healthy choices about your topic in a clear and concise way. Here are some questions that will help you do this.

- What topic will you write about?
- Who'll read the pamphlet? Who's your target audience?
- What do you want people to be able to do as a result of reading your pamphlet?
- What's the most important information you need to provide to help them do this?
- How will you be sure the information in your pamphlet is accurate? Where could people go to get more information?
- How will you make your pamphlet appeal to your target audience?

Model

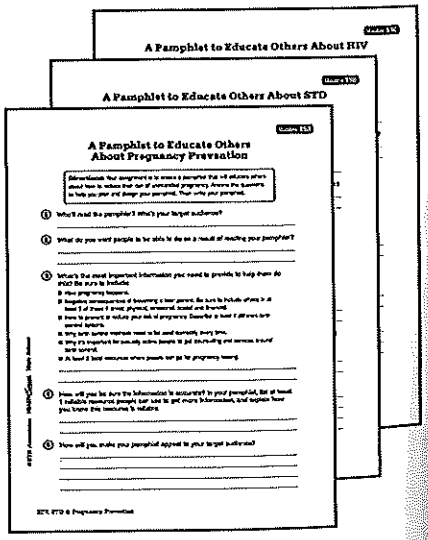
Let's think about these questions.

- **What topic will you write about?** You can choose to write your pamphlet about reducing the risk of pregnancy, HIV or other STD. Select your topic based on what you think is the most important for teens to know about.

- **Who'll read the pamphlet?** Think about your target audience. You'll want to write using words and ideas they'll be able to understand.
- **What do you want people to be able to do as a result of reading your pamphlet?** The goal of your pamphlet is to help people protect themselves from either unintended pregnancy, HIV or STD. You want your readers to know what they need to do to avoid or reduce these risks.
- **What's the most important information you need to provide to help them do this?** Think about what people need to know to help protect themselves. In your pamphlet, you'll want to explain how pregnancy happens or how people get HIV/STD, describe some of the negative consequences, inform people about how they can protect themselves or reduce their risk, let people know about counseling and other services, explain why it's important to get tested and treated, and share where they can go for testing. If you choose to write your pamphlet about HIV or other STD, you'll also want to describe the symptoms people need to watch for.
- **How will you be sure the information is accurate?** Use the facts you've learned in class. You can also do additional research using reliable resources to help you give your readers the best, most up-to-date information. Let the readers know where they can go for more information by citing reliable resources.
- **How will you make your pamphlet appeal to your target audience?** You want your pamphlet to hold the reader's attention and interest. Make your pamphlet interesting to look at and read.

Create

Pair students or put them in small groups of 3, or allow them to select partners or teams, and assign or have them choose a topic. Distribute the **A Pamphlet to Educate Others** *activity sheet to students, based on the topics they've chosen to write about, and review the directions. Ask if students have any questions. Make paper and art supplies available and allow time for students to create their pamphlets. Circulate as students work to answer any questions and provide assistance, as needed.*



Masters 19A–C

Unit Assessment 2 • Educating Others: Writing a Pamphlet

A Pamphlet to Educate Others About Pregnancy Prevention

Objective	4	3	2	1
1. Effects of Being a Teen Parent	Correctly summarizes negative effects in 3 or 4 of the following areas: • Emotional • Social • Physical • Financial	Correctly summarizes negative effects in 2 of the following areas: • Emotional • Social • Physical • Financial	Correctly summarizes 1 effect in just 1 the following areas: • Emotional • Social • Physical • Financial	Does not correctly summarize effects in the following areas: • Emotional • Social • Physical • Financial
2. How Pregnancy Occurs	Clearly and correctly describes how pregnancy occurs.	Somewhat clearly and correctly describes how pregnancy occurs.	Vaguely describes how pregnancy occurs.	Does not describe how pregnancy occurs.
3. Different Birth Control Options	Accurately identifies 4 or more birth control methods.	Accurately identifies 2 or 3 different birth control methods.	Accurately identifies 1 birth control method.	Does not accurately identify birth control methods.
4. Importance of Using Contraceptives Correctly and Consistently	Clearly and accurately explains that birth control needs to be used correctly every time in order to avoid pregnancy.	Somewhat clearly explains that birth control needs to be used correctly every time in order to avoid pregnancy.	States that birth control needs to be used correctly every time without explaining why.	Does not state that birth control needs to be used correctly every time in order to avoid pregnancy.
5. Importance of Contraceptive Counseling and Services	Clearly explains the importance of getting accurate information about birth control in order to avoid the negative consequences of unintended pregnancy.	Somewhat clearly explains the importance of getting accurate information about birth control in order to avoid the negative consequences of unintended pregnancy.	States that getting accurate information about birth control is important without explaining why.	Does not state that getting accurate information about birth control is important in order to avoid the negative consequences of unintended pregnancy.
6. Local Resources for Testing	Clearly and correctly identifies 2 or more local clinics or agencies where teens can be tested for pregnancy.	Clearly and correctly identifies 1 local clinic or agency where teens can be tested for pregnancy.	Vaguely identifies 1 local clinic or agency where teens can be tested for pregnancy.	Does not identify a local clinic or agency where teens can be tested for pregnancy.
7. Resources That Provide Reliable Information	Clearly cites 1 or more reliable sources of information and clearly and correctly explains why these resources are reliable.	Cites 1 reliable source of information and somewhat clearly explains why this resource is reliable.	Cites 1 source of information and states that this resource is reliable without explaining why.	Cites sources that are inaccurate or unreliable.
8. Adapting Messages for a Target Audience	Creates a pamphlet that is clearly written and designed to appeal to the intended target audience.	Creates a pamphlet that is written and designed to have some appeal to the intended target audience.	Creates a pamphlet that has no specific appeal to the intended target audience.	Creates a pamphlet that would be inappropriate for the intended target audience.

Unit Assessment 2 • Educating Others: Writing a Pamphlet

A Pamphlet to Educate Others About STD

Objective	4	3	2	1
1. Short- and Long-Term Consequences of Common STDs	Clearly and correctly summarizes 4 or more negative consequences of STD, including both short- and long-term effects.	Clearly and correctly summarizes 2 or 3 negative consequences of STD, but does not distinguish between short- and long-term effects.	Clearly and correctly summarizes 1 negative consequence of STD.	Does not correctly summarize short-term or long-term consequences of STD.
2. How Common STDs Are Transmitted	Clearly and correctly describes 3 of the following ways STDs can be transmitted: • Sexual intercourse (vaginal, oral, anal) • Skin-to-skin contact or genital touching • Sharing needles	Clearly and correctly describes 2 of the following ways STDs can be transmitted: • Sexual intercourse (vaginal, oral, anal) • Skin-to-skin contact or genital touching • Sharing needles	Clearly and correctly describes 1 of the following ways STDs can be transmitted: • Sexual intercourse (vaginal, oral, anal) • Skin-to-skin contact or genital touching • Sharing needles	Does not correctly describe ways STDs can be transmitted.
3. How to Reduce the Risk of STD	Clearly and correctly explains that the best way to prevent getting an STD is to be sexually abstinent and never share needles for any reason, and that using latex condoms every time can help protect people who are sexually active.	Explains that STDs can be prevented by being sexually abstinent or using latex condoms every time, but does not distinguish abstinence as offering the most complete protection, or mention needle sharing.	States that STDs can be prevented by being sexually abstinent or the risk of acquiring an STD can be reduced by using latex condoms every time, but not both.	Does not correctly explain ways to protect oneself from acquiring an STD.
4. Symptoms of Common STDs	Clearly and correctly describes 3 or more symptoms of STD.	Clearly and correctly describes 2 symptoms of STD.	Clearly and correctly describes 1 symptom of STD.	Does not correctly describe symptoms of STD.
5. Importance of Testing and Treatment for STD	Clearly and correctly explains that a person with STD symptoms needs to go to a doctor or clinic to be tested and treated so he/she won't pass the STD to a partner or experience serious health problems from untreated STD.	Explains that a person with STD symptoms needs to go to a doctor or clinic to be tested so he/she won't pass the STD to a partner, but does not explain the importance of treatment.	States that a person with STD symptoms needs to go to a doctor or clinic, without explaining why.	Does not state that a person with STD symptoms needs to go to a doctor or clinic, or explain why.
6. Local Resources for Testing	Clearly and correctly identifies 2 or more local clinics or agencies where teens can be tested for STD.	Clearly and correctly identifies 1 local clinic or agency where teens can be tested for STD.	Vaguely identifies 1 local clinic or agency where teens can be tested for STD.	Does not identify a local clinic or agency where teens can be tested for STD.
7. Resources That Provide Reliable Information	Clearly cites 1 or more reliable sources of information and clearly and correctly explains why these resources are reliable.	Cites 1 reliable source of information and somewhat clearly explains why this resource is reliable.	Cites 1 source of information and states that this resource is reliable without explaining why.	Cites sources that are inaccurate or unreliable.
8. Adapting Messages for a Target Audience	Creates a pamphlet that is clearly written and designed to appeal to the intended target audience.	Creates a pamphlet that is written and designed to have some appeal to the intended target audience.	Creates a pamphlet that has no specific appeal to the intended target audience.	Creates a pamphlet that would be inappropriate for the intended target audience.

Unit Assessment 2 • Educating Others: Writing a Pamphlet

A Pamphlet to Educate Others About HIV

Objective	4	3	2	1
1. Short- and Long-Term Consequences of HIV	Correctly describes what happens to the body over time when a person has HIV, and mentions the damage to the immune system and the person becoming ill with other sicknesses and infections.	Correctly describes what happens to the body over time when a person has HIV, and mentions either the damage to the immune system or the person becoming ill with other sicknesses and infections.	Mentions a few symptoms a person with HIV might have but does not link these to the destruction of the immune system.	Does not correctly describe what happens to the body over time when a person has HIV.
2. How Common HIV Is Transmitted	Clearly and correctly describes the 3 ways HIV is transmitted: • Sexual intercourse • Sharing needles • From mother to baby	Clearly and correctly describes 2 of the 3 ways HIV is transmitted: • Sexual intercourse • Sharing needles • From mother to baby	Clearly and correctly describes 1 of the 3 ways HIV is transmitted: • Sexual intercourse • Sharing needles • From mother to baby	Does not correctly describe the ways HIV is transmitted.
3. How to Reduce the Risk of HIV	Clearly and correctly summarizes that the best way to prevent HIV is to be sexually abstinent and never share needles for any reason. AND Clearly explains that people who are sexually active should use latex condoms every time they have sex.	Summarizes that HIV can be prevented by being sexually abstinent or using latex condoms every time, but does not distinguish abstinence as offering the most complete protection or mention needle sharing.	States that HIV can be prevented by being sexually abstinent or using latex condoms every time, but not both.	Does not correctly describe/ summarize ways to prevent HIV.
4. Symptoms of HIV	Correctly lists 3 or more symptoms of HIV.	Correctly lists 2 symptoms of HIV.	Correctly lists 1 symptom of HIV.	Does not correctly list symptoms of HIV.
5. Importance of HIV Counseling and Testing	Clearly and correctly explains the importance of HIV testing and counseling for sexually active teens.	Vaguely explains the importance of HIV testing and counseling for sexually active teens.	Somewhat clearly and correctly explains the importance of HIV testing or counseling for sexually active teens, but not both.	Does not correctly explain the importance of HIV testing and counseling for sexually active teens.
6. Local Resources for Testing	Clearly and correctly identifies 2 or more local clinics or agencies where teens can be tested for HIV.	Clearly and correctly identifies 1 local clinic or agency where teens can be tested for HIV.	Vaguely identifies 1 local clinic or agency where teens can be tested for HIV.	Does not identify a local clinic or agency where teens can be tested for HIV.
7. Resources That Provide Reliable Information	Clearly cites 1 or more reliable sources of information and clearly and correctly explains why these resources are reliable.	Cites 1 reliable source of information and somewhat clearly explains why this resource is reliable.	Cites 1 source of information and states that this resource is reliable without explaining why.	Cites sources that are inaccurate or unreliable.
8. Adapting Messages for a Target Audience	Creates a pamphlet that is clearly written and designed to appeal to the intended target audience.	Creates a pamphlet that is written and designed to have some appeal to the intended target audience.	Creates a pamphlet that has no specific appeal to the intended target audience.	Creates a pamphlet that would be inappropriate for the intended target audience.

Advocating for My Friends
Part 1

Directions: Explain why you think it's important for teens to protect themselves from pregnancy, HIV and other STD, and support your view with accurate information based on what you've been learning. Then think about what behaviors will help protect your friends and other teens, and the message you'd like to send to help them graduate from high school without getting pregnant, getting someone pregnant or becoming infected with HIV or another STD.

1 **Why is it important for teens to protect themselves from pregnancy, HIV and other STD?**

2 **What are 3 facts that support your view?**

3 **What are at least 2 behaviors that will help teens protect themselves or reduce their risk?**

4 **What's one important and clear message you'd like to send to your friends and other teens about protecting themselves from pregnancy, HIV and other STD?**

Advocating for My Friends
Part 2

Directions: Work with your group to come up with one clear and convincing message you want to share with your friends and other teens. Be sure to shape the message and present it in a form that will appeal to your target audience. Then plan what each person in your group will do and how you'll work together to help create or share the message.

What is your message to teens?

Why will this message appeal to your target audience?

How will you share your message to influence and support others?
(For example, poster, letter, poem, song, rap, video, etc.)

How will your group work together to deliver your message?

Self-Check

- ☐ I explained why it's important for teens to protect themselves against pregnancy, HIV and other STD.
- ☐ I listed behaviors that will help teens protect themselves.
- ☐ I stated an important and clear message about protecting yourself from pregnancy, HIV and other STD.
- ☐ We wrote a message that will appeal to our target audience and explained why it will appeal to them.
- ☐ We chose a way to share our message that will appeal to our audience.
- ☐ We planned what each person will do and created our message.