7th grade Family Life Unit

Approved by the BOE 10/6/10
Revised October 2010

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Queen Anne’s County Public Schools
7th grade Family Life Unit

Implementation Guidelines

- This curriculum will only be implemented by those teachers who developed the curriculum OR those teachers and/or school nurses who received training by the science supervisor.

- School nurses will be supplied with the curriculum by their supervisor and will identify which lessons they would like to serve as a resource. School nurses are not required to teach any portion of the lessons. However, they will serve as a resource for the classroom teacher.

- Lessons will be taught in 2009-2010 in May. In the following years the curriculum in the 7th grade will be incorporated into the Human Body Unit (March) and will be taught in the 5th grade in May.

- Parents will have the opportunity to view the video clips and curriculum annually.

- Letters will be distributed to the parents prior to the implementation of the curriculum informing them of the agenda and content.

- Parents have the opportunity to sign a letter which will allow their child to be excused from the lessons. However, the students will be required to complete an independent study of a health related topic which requires the approval of the classroom teacher and science supervisor.
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   HIV Transmission Game
   CDC Fact Sheets – Teacher Copy
   CDC Fact Sheets – Student Copy
   Communicable Disease Lab

These lessons should span 12-14 instructional days.
<table>
<thead>
<tr>
<th><strong>VSC Topic</strong></th>
<th>4.A.2(7): Examine the elements that contribute to family structure.</th>
</tr>
</thead>
</table>
| **Objective** | 1. Describe the relationships that exist within a family.  
2. Discuss how culture and customs affect interpersonal relationships.  
3. Analyze the effect of family value on children. |
| **Engage** | Ask students what the definition of a relationship is.  

*Definition: an emotional or other connection between people*  

**Ask** students- What does a typical family look like? Draw or list ideas on board.  

Have student describe their family and the relationships that take place within their family.  

**Ask**- Are there other types of families?  

Tell the students - According to the American Heritage Dictionary, a *family* is defined as:  
- A group of persons sharing a common ancestry  
- All the members of a household under one roof.  

**Ask** – Do these definitions change our definition of what a family looks like? |
| **Explore** | Set the stage for the following video clips. Explain that not all families look alike.  

**Show** video clips of family types.  
That's a Family (3:30) |
<table>
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<tr>
<th>Clips:</th>
<th>Explain</th>
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</table>
| * Adoption (0:52) **Ask** the students: Does adoption change our definition of a family? | * Looking at the different types of families mentioned in the clips and from the class discussion, what types of relationships are present in a family?  
* Do relationships look different from one type of family to another? |
| * Divorce (0:30) **Ask** the students: How does divorce change our definition of a family? | |
| * Guardian (1:15) **Ask** the students: Does living with someone other than a biological parent change our definition of a family? | |
| * Single parent (0:23) **Ask** the students: If only one parent is raising the child/children, is it still a family? | |

- **Emphasize** to the students that families can look different but still constitute a family.

<table>
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<tr>
<th>Extend</th>
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</table>

- **Explain to the students that not all families have the same culture or customs.**

Have students brainstorm with their neighbor the definition of culture and customs. Record their answers on the board/overhead.

**Culture:** *The totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population.*

**Customs:** *A practice followed as a matter of course among people. A habitual practice of an individual.*
<table>
<thead>
<tr>
<th>Evaluate</th>
<th>Have students brainstorm with their neighbor examples of different cultures and customs. Record their answers on the board/overhead.</th>
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<tbody>
<tr>
<td><strong>Class Discussion:</strong></td>
<td>How do culture and customs affect interpersonal relationships?</td>
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<td></td>
<td>• In school?</td>
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<tr>
<td></td>
<td>• At work?</td>
</tr>
<tr>
<td></td>
<td>• Between friends?</td>
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<tr>
<td><strong>Journal Reflection:</strong></td>
<td>1. Describe your family.</td>
</tr>
<tr>
<td></td>
<td>2. Discuss customs your family has.</td>
</tr>
<tr>
<td></td>
<td>3. Do you have cultural differences or customs from your friends?</td>
</tr>
<tr>
<td></td>
<td>4. Do differences in family change relationships with friends? How?</td>
</tr>
</tbody>
</table>
### VSC Topic
4.A.1(7); describe how family members influence the development of adolescents.

### Objective
1. Analyze the effect of family value on children.

### Engage

**Think-Pair-Share:** What are family values?

**Family values** are values especially of a traditional or conservative kind which are held to promote the sound functioning of the family and to strengthen the fabric of society.


With a partner, students share ideas and come up with one answer with examples of family values.

Tell the students that we will discover how our family values contribute to our own wellness, including self esteem.

### Explore

Have students make a Wellness Chart of the 5 components of wellness. Have them come up with what they think the definitions of the components of wellness are.

1. **Physical Wellness**: involves aspects of life that are necessary to keep yourself in top condition.

2. **Emotional Wellness**: the ability to deal with, cope with and control emotions so that you feel comfortable expressing them in an
<table>
<thead>
<tr>
<th>Explain</th>
<th>3. <strong>Social Wellness</strong>: the ability to interact well with people and the surrounding environment, to have accommodating interpersonal relationships.</th>
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<tr>
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<td>4. <strong>Mental Wellness</strong>: involves the ability to learn and grow intellectually.</td>
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<td></td>
<td>5. <strong>Spiritual Wellness (Life’s Path)</strong>: refers to issues in rightness and order and belief to a higher being (God) and what you believe (whether or not you believe in a higher being).</td>
</tr>
<tr>
<td>Extend</td>
<td>Students will complete the Wellness Star Activity (attached).</td>
</tr>
</tbody>
</table>
|         | **Wellness Star Activity**  
> - 5 groups. Pass out star  
> - Groups discuss how a family can affect each aspect of wellness. Record on star. Share ideas with class. |
|         | Tell students that personal wellness leads to self-esteem. Have students complete **Self-Esteem Rocket** activity            |
|         | Resource: 10 Traits To Be Perceived As A Winner by Alex Shalman                                                                |
|         | The 10 traits identified are:                                                                                                       |
|         | - Exhibit integrity  
> - Do not speak badly of others  
> - Stay optimistic  
> - Help others when you can  
> - High ambitions  
> - Kind and compassionate  
> - Believe in and respect yourself |
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<tr>
<th>Evaluate</th>
<th>Exit Ticket/Journal Reflection:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Persist until you succeed</strong>&lt;br&gt;<strong>Open mindedness</strong>&lt;br&gt;<strong>Take responsibility</strong></td>
<td>Describe how family members influence the development of adolescents. Be sure to include the effects of family on:&lt;br&gt;<strong>Relationships</strong>&lt;br&gt;<strong>Wellness</strong>&lt;br&gt;<strong>Self esteem</strong></td>
</tr>
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</table>
Self-Esteem Rocket

Go Places!

Directions: Using a foam cup and the Self-Esteem Rockets Parts sheet, complete the following steps.

1. On each of the three rocket fins write a person value.

2. On the rocket nose cone write a major future life goal.

3. Inside each of the ten rocket engine flames tips write a positive personal characteristic about yourself.

4. On the rocket body (foam cup) write five good things you have accomplished in life so far.

5. Cut out the rocket parts and tape them onto the foam cup as shown below. So you can hang your rocket up, tape a loop of yarn to the inside of the nose cone before attaching it to the foam cup.

© J. M. Leake 1995
TEACHER TIPS:
1. Meaning of rocket parts:
   a. Rocket Fins: Guide you through life
   b. Nose Cone: Points you where you want to go
   c. Flame Tips: Propel you through life
   d. Rocket Body: Hold your life together

2. Tape the string to the inside of the nose cone prior to placing it on the rocket body.
3. The three fins have a dotted line separating the tab and the fin. Fold on the dotted line and attach the tab to the foam cup using a piece of tape.
4. Attach the flames by first taping one end of the flames on the inside of the opening of the cup. Curve the flames following the inside tip of the cup. Attach one piece of tape on the middle of the flames to the interior of the cup and one last piece of tape on the end of the flames. Depending on the cup size, the flames may or may not wrap around the entire interior.
5. Don’t color the gray parts since these will be attached to the cup.
### Lesson 2: Healthy Relationships

|-----------|---------------------------------------------------------------------|
| **Objective** | 1. List the components of a healthy relationship.  
- Respect for self and others  
- Effective communication  
- Honesty  
- Support  
- Ability to resolve conflicts in a rational, peaceful way.  
2. Describe how the components of a healthy relationship can be demonstrated in a variety of situations. |

| Engage | Have students complete pre-video worksheet Friendships/Relationships. **Discuss** healthy friendships. |

| Explore | Video Presentation  
**Friends First: Virtual Relationships**  
Explain that they are about to view a video on relationships.  
➢ Have students discuss why it is an important topic for middle school students. (*relationships influence decision making.*)  
➢ How do they think good relationships happen? (*trust, communication, shared experiences, etc.*)  
➢ How do one’s relationships have a negative influence on one’s future? (*unintended pregnancy, disease, unmet career goals, unmet family goals*) |
How can one’s relationships have a positive influence? (*make you a better person, feeling whole and complete, authentic intimacy in relationships with parents and lifetime mate*)

Explain that relationships are complex and it takes practice to develop positive relationships with the people in our lives.

Explain that this video will help them identify issues that will help them begin to develop their relationship skills and that with practice, they will be able to take proactive steps to enhance their current and future relationships.

Show first 6-7 minutes. Stop when the begin talking about love lust and infatuation.

Have students brainstorm the components of a healthy relationships.

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<th>Explain</th>
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<tbody>
<tr>
<td><strong>Discussion and Group work</strong></td>
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<tr>
<td><strong>Ask</strong> students- when we begin having boyfriend/girlfriend relationships, how do the good relationship traits we discussed earlier apply?</td>
</tr>
<tr>
<td><strong>Introduce</strong> the words love, lust and infatuation.</td>
</tr>
<tr>
<td><strong>Assign</strong> 1 word to each group to define. Group discusses and defines the word in terms of; what does it look like? What does it sound like? What does it act like?</td>
</tr>
<tr>
<td><strong>Share</strong> group ideas aloud.</td>
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<tr>
<td><strong>Definitions:</strong> Love: a feeling of warm personal</td>
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<tr>
<td>Extension</td>
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<tr>
<td>Evaluate</td>
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<tr>
<td><strong>Discussion</strong></td>
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<td><strong>Exit Ticket:</strong></td>
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</table>
Friendships/Relationships

List 4 characteristics of a good relationship/friendship. Briefly explain why each one is important to you.

The following questions are written in a personal tone. Answer each one according to your own experiences.

Why do all of my friendships seem to be changing?

Is there anything I can do about losing these friends?

What can I do to keep a friendship alive?

What if my parents don’t like my friends?

What if I like my friends but not what they’re doing?

How do I know when it’s time to give up on a friendship?

Changes in friendship can be hard, especially when you’re dealing with all the other changes during your teenage years. The good news is that it will get easier. The most important thing is to focus on being yourself, even as you seem to change from one day to the next. You might find it helpful to talk to an adult such as a parent, relative, teacher, or counselor, because, after all, every adult was a teenager at some point in his or her life, so they may remember what you’re going through and be able to help you get through the rough times.
20 Questions Activity – Girlfriend/Boyfriend

1. I can name my Girlfriend/Boyfriend’s best friends. **YES** **NO**

2. I know what stresses my Girlfriend/Boyfriend is currently facing. **YES** **NO**

3. I know the names of some of the people who have been irritating my Girlfriend/Boyfriend lately. **YES** **NO**

4. I can tell you some of my Girlfriend/Boyfriend’s life dreams. **YES** **NO**

5. I can tell you about my Girlfriend/Boyfriend’s basic philosophy of life. **YES** **NO**

6. I can list the relatives my Girlfriend/Boyfriend likes the least. **YES** **NO**

7. I feel that my Girlfriend/Boyfriend knows me pretty well. **YES** **NO**

8. When we are apart, I often think fondly of my Girlfriend/Boyfriend. **YES** **NO**

9. My Girlfriend/Boyfriend appreciates the things I do in this relationship. **YES** **NO**

10. My Girlfriend/Boyfriend really respects me. **YES** **NO**

11. My Girlfriend/Boyfriend generally likes my personality. **YES** **NO**

12. At the end of the day, my Girlfriend/Boyfriend is glad to see me. **YES** **NO**

13. We just love talking to each other. **YES** **NO**

14. There is lots of give and take (both people have influence) in our discussions. **YES** **NO**

15. My Girlfriend/Boyfriend listens respectfully, even when we disagree. **YES** **NO**

16. My Girlfriend/Boyfriend is usually a great help as a problem solver. **YES** **NO**

17. We generally mesh well on basic values and goals in life. **YES** **NO**

18. I am the first person my Girlfriend/Boyfriend calls when upset. **YES** **NO**

19. My Girlfriend/Boyfriend has more friends than just me. **YES** **NO**

20. I am the most important person in my Girlfriend/Boyfriend’s life right now. **YES** **NO**

*Total number of YES = ____________ Total number of NO = ____________*
20 Questions Activity - Friend

1. I can name my friend’s best friends. YES NO
2. I know what stresses my friend is currently facing. YES NO
3. I know the names of some of the people who have been irritating my friend lately. YES NO
4. I can tell you some of my friend’s life dreams. YES NO
5. I can tell you about my friend’s basic philosophy of life. YES NO
6. I can list the relatives my friend likes the least. YES NO
7. I feel that my friend knows me pretty well. YES NO
8. When we are apart, I often think fondly of my friend. YES NO
9. My friend appreciates the things I do in this relationship. YES NO
10. My friend really respects me. YES NO
11. My friend generally likes my personality. YES NO
12. At the end of the day, my friend is glad to see me. YES NO
13. We just love talking to each other. YES NO
14. There is lots of give and take (both people have influence) in our discussions. YES NO
15. My friend listens respectfully, even when we disagree. YES NO
16. My friend is usually a great help as a problem solver. YES NO
17. We generally mesh well on basic values and goals in life. YES NO
18. I am the first person my friend calls when upset. YES NO
19. My friend has more friends than just me. YES NO
20. I am the most important person in my friend’s life right now. YES NO

Total number of YES = ____________ Total number of NO = ____________
### 7th Grade Science
#### Family Life
#### Lesson 3: Puberty

<table>
<thead>
<tr>
<th>VSC Topic</th>
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</table>
| 4.A.3(7): Apply knowledge about puberty to the reproductive system.  
4.A.3(8): Describe the process of the menstrual cycle. |

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
</table>
| 1. Describe how the changes during puberty prepare the body for reproduction  
2. Explain the stages of the menstrual cycle |

<table>
<thead>
<tr>
<th>Engage</th>
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<tbody>
<tr>
<td><strong>Brainstorm</strong> a list with students about what they think will happen to them during puberty. (use a secret ballot box if necessary)</td>
</tr>
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<thead>
<tr>
<th>Explore</th>
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</table>
| **Show** video about puberty  
United streaming-  
*Talking About Sex: Am I Normal*  
**Stop** the video when it begins talking about STD’s. (stop at 09:27) |

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<tr>
<th>Explain</th>
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<tr>
<td><strong>Dispel Myths</strong>- refer back to what students thought and compare to what they heard in the video. Use Secondary Sex Characteristics charts (for boys and Girls) as a visual.</td>
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<tr>
<th>Extend</th>
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</table>
| **Define** menstruation and explain cycle.  
Reference: Menstrual Cycle Chart  
(Family Life file: lesson 3 web page)  
**Note**- remind students that this cycle varies for individuals. |

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<tr>
<th>Evaluate</th>
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</table>
| **Exit Ticket**- Multiple Choice activity sheet  
(Family Life file: lesson 3) |
Male Secondary Sex Characteristics

1. Increase in height
2. Increase in perspiration
3. Growth of underarm hair
4. Growth of pubic hair
5. Broadening of shoulders
6. Deepening of voice
7. Increase in size of reproductive organs
8. Increase in muscle mass
9. Formation of sperm
Female Secondary Sex Characteristics

1. Increase in height
2. Increase in perspiration
3. Growth of underarm hair
4. Growth of pubic hair
5. Increase in breast size
6. Widening of hips
7. Increase in size of reproductive organs
8. Beginning of menstruation
9. Formation of mature ova
Menstrual Cycle Chart

Days 26 - 28
The uterine lining detaches leading to menstruation

Days 1 - 7
Menstruation (3 - 7 days)

Days 18 - 25
If fertilisation has not taken place the corpus luteum fades away

Days 8 - 11
The lining of the womb thickens in preparation for the egg

Day 14
Ovulation
Lesson 3 Exit Ticket Questions

1. Which of these statements about the physical differences between males and females is true?
   a. Only males possess external genitalia
   b. Hormones can only be found in females
   c. Females usually reach puberty at a younger age than males do
   d. Only males show secondary sexual changes

2. Which of these changes does NOT happen to a boy when he reaches puberty?
   a. He gets taller
   b. His hips get wider
   c. His voice changes
   d. Hair grows under his arms

3. Which of these changes happens to a girl when she reaches puberty?
   a. Her voice gets deeper
   b. Her skin gets softer
   c. She begins to have a menstrual period
   d. Her shoulders get wider

4. The stage when boys and girls FIRST become physically capable of reproducing is known as-
   a. childhood
   b. adulthood
   c. pregnancy
5. Feeling happy one minute and upset the next is an example of what type of change that may occur during puberty?
   a. Physical
   b. Social
   c. Emotional
   d. Spiritual

6. Many of the changes that occur in puberty are due to changes in a person’s:
   a. diet
   b. hormone levels
   c. height
   d. weight

7. Curtis has noticed that his face is often oily and that pimples are starting to form. This is probably because Curtis:
   a. is going through puberty
   b. sometimes eats potato chips with his lunch
   c. didn’t buy the pimple medication advertised on television.
   d. Eats too much chocolate

8. Many changes occur during puberty. Wanting to make decisions without a parent’s help is an example of what type of change?
   a. Physical
   b. Social
   c. Emotional
   d. Spiritual
<table>
<thead>
<tr>
<th><strong>VSC Topic</strong></th>
<th>4.A.4: Recognize factors that influence an individual's decision concerning sexual behavior.</th>
</tr>
</thead>
</table>
| **Objective** | 1. Examine reason why people have sexual intercourse, such as desire, to attain love, alcohol/drug influence, partner pressure, media influence, curiosity or to gain social status.  
2. List reasons why abstinence for sexual activity is a healthy, safe and responsible decision.  
3. Identify ways to maintain abstinence in a relationship. |
| **Engage** | Use a Circle of Knowledge technique to brainstorm with students the reason that young people have sex. Record list. Directions in Family life file: lesson 4 |
| **Explore** | Discuss if any of these are good reasons for young unmarried people to have sex. Why or why not? |
| **Explain** | Have students brainstorm the definition of abstinence.  
Define abstinence- The act or practice of refraining from doing something by one's own choice. |
| **Extend** | Use a Pass the Problem technique to discuss and share reasons and strategies for abstaining:  
- Work in groups  
- Each group is given and responds to a scenario. Write answer on scenario paper.  
- Pass the problem to the next... |
group. Group reads problem and responses and then adds their own response.
- Share. The last group shares responses with the class.

<table>
<thead>
<tr>
<th>Evaluate</th>
<th>Discussion</th>
<th>Tie their thoughts and ideas back to their self esteem rockets. Can they reach their goals in the face of pressures to have intercourse?</th>
</tr>
</thead>
</table>
Circle of Knowledge Directions

1. This is a brainstorming activity. Students will work in groups silently to come up with a list of ideas or answers to a question.

2. Give each group a question or idea sheet. The group will pass the paper around the circle to record ideas.

3. Instruct the group to silently take turns answering the question or writing ideas. Each member of the group must write an idea when the paper comes to them.

4. The sheet must pass from person to person. Each person must write an idea or answer. The paper may go around as many times as you have ideas. After the first time around a person may pass if necessary.
**Pass the Problem - Directions**

**Did you know?** Students of today…must be good communicators, as well as great collaborators. Because of the complexity of the major challenges facing society, organizations expect employees to have the skills to work on teams to interact, relate, and solve complicated problems.

When working in a collaborative environment people need to be able to reach out to others; they should be adept at both asking and giving help and support. Providing our students with opportunities to practice and build their collaborative skills will give them an added advantage in the global workplace. In the collaborative exercise outlined below, *Pass the Problem*, students will ask and give help, communicate with one another, and get diverse and creative insight for dealing with a problem.

**Try This:**

1. **Ask** some questions: What does collaboration mean? Give me an example of a time you collaborated with others? What kinds of skills do you need to be an effective collaborator?

2. **Distribute** the Pass the Problem Activity Sheet for students to complete. Each group writes an answer to the problem or concern. Pass the paper to the next group and repeat as many times as time allows. Last group shares response with the class. Give students an opportunity to read the responses they received.

**Debrief** the activity: How many got one or more ideas that were helpful? How did you feel having to give advice? Why are we not willing to ask for more help, advice, support from others? How will you use this in your everyday life?
#1
Jessica and Sam have been friends for years. They are watching TV in the basement of Sam’s house and a commercial comes on for a new movie. The plot describes a young couple who have become attached to each other. They go to glamorous parties, romantic locations and it suggests that they will become sexual partners. Jessica suggests to Sam that they should have intercourse just to see what it is like (After all they are good friends and they are both just curious). She says that at least then they would know what it is all about. What are reasons that they should abstain?
#2
My grandmother says she loves me and I am sure that she does, but I think she has to say that. Maybe, I should have sex with my boyfriend Pat. If I did that would give me someone to love and someone to love me just because we want to. How can this girl feel loved and still abstain from having a sexual relationship?
#3
Chris and Karen have been dating for a few months and really like each other. They have talked about taking their relationship “to the next level” and both really want to. How can they abstain from sexual intercourse while maintaining a strong healthy relationship?
#4
Gabrielle and Amon have been dating for nearly one year. Amon really wants to have sexual intercourse with Gabrielle. Amon’s parents will be out of town this weekend and he has already purchased condoms. Gabrielle loves Amon but is unsure what to do. How can Gabrielle maintain a healthy relationship and say no at the same time?
#5
Suzie’s best friend is very popular and many boys ask her for dates. Suzie does not get as many invitations and is thinking if boys know she is willing to have sex she will get more dates. How could Suzie build her self-esteem without having sexual intercourse?
### Lesson 5: Gestation and Fetal Development

<table>
<thead>
<tr>
<th><strong>VSC Topic</strong></th>
<th>4.A.5: Explain the gestation process of fetal development and maternal changes.</th>
</tr>
</thead>
</table>
| **Objective** | 1. Describe the fertilization process  
2. Describe the implantation process.  
3. Describe the stages of gestation. |
<p>| <strong>Engage</strong>    | Brainstorm at how many weeks each of the following happens during gestation. |
|               | • The baby’s fingernails, toenails, eyebrows and eyelashes are now fully present and will continue to grow until birth (week 26) |
|               | • The baby is about 1mm in length and looks like a tiny tadpole (week 4) |
|               | • The baby can open his eyes and will turn his head towards a source of any light (week 29) |
|               | • The baby’s blood is beginning to form in the bone marrow and blood vessels are beginning to connect various parts of the fetus to another (week 14) |
|               | • The baby has fully formed fingerprints and loud noise can wake up the baby (week 22) |
| <strong>Explore</strong>   | <strong>Show</strong> the movie <em>In The Womb</em>. This will take part of 2 days. Today show the movie up until the birth. Show the healthy birth in lesson 6. |
| <strong>Explain</strong>   | <strong>Complete</strong> worksheet - Stages of Development (family Life file: lesson 5) |</p>
<table>
<thead>
<tr>
<th>Extend</th>
<th>Foldable: Cut out the pictures from the Stages of Human Development worksheet &amp; paste on each part of the foldable. Write the events in the life of a developing baby on the appropriate picture/week.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate</td>
<td><strong>Exit Ticket</strong> – Stages of Human Development</td>
</tr>
</tbody>
</table>

Stages of Human Development

1. The pictures below show various stages in the development of a human baby. You know that life begins with a fertilized egg that divides many, many times. An embryo is formed from these cells. The embryo develops into a fetus. Eventually, a baby is born. Can you put these pictures in order from fertilization to birth? Put a 1 below the picture that comes first, a 2 below the picture that comes next, and so on.

   a. 
   b. 
   c. 
   d. 
   e. 
   f. 
   g. 
   h. 
   i. 
   j. 
   k.
Baby in the Making

Listed below are some important events in the life of a developing human baby. Following the list is a time line that shows the nine months of human pregnancy. Study the list carefully, then place each event on the numbered line on the time line. For now, do not use reference sources. Keep your time line until you have finished studying this chapter. Then compare your answers to what you have learned about the development of a human baby. If at this time you still have questions, then consult reference sources.

Events in the Life of a Developing Baby

- nerve chord forms
- upper and lower eyelids separate and eyelashes form
- three layers of cells form: endoderm, mesoderm, and ectoderm
- facial muscles move
- tubelike structure that will become the heart begins to beat
- arms and legs move
- heartbeat can be heard with the aid of a stethoscope
- developing baby can survive on its own if necessary
- four chambers of the heart form
- sucking reflex begins
- finger rays appear
- all individual organs and body systems have appeared
- nervous system begins to form
- tube that will give rise to digestive system forms
- fingers and toes form
- arm and leg buds appear
- eyes open
- lung development becomes complete
- eye patches appear
- fingers can make grasping movements
Exit Ticket

Critical Thinking and Application

1. What factors did you consider as you decided where to place each item on the time line?

2. Which events were the most difficult for you to place?

3. What questions came to mind as you considered the development of a human baby?
### 7th Grade

**Family Life**

**Lesson 6: Prenatal Care**

<table>
<thead>
<tr>
<th><strong>VSC Topic</strong></th>
<th>4.A.6: Explain the principles of prenatal care.</th>
</tr>
</thead>
</table>
| **Objective** | 1. Distinguish between positive and negative examples of prenatal care.  
2. List the components of proper personal and professional prenatal care. |
| **Engage** | Make a class collage of healthy living vs unhealthy living. Students can work in groups and use magazines to find pictures. Glue these to a class collage. |
| **Explore** | Define prenatal.  

*Prenatal: previous to birth or to giving birth (adjective).*  

Ask students to consider how the collage they have created applies to prenatal health? |
| **Explain** | Have students brainstorm and describe good prenatal care.  

**Prenatal Care:**  

**Definition:** Refers to the medical and nursing care recommended for women before and during pregnancy.  

**Goal of Prenatal Care:** to monitor the progress of a pregnancy and to identify potential problems before they become serious for the mother or baby. |
**Good Prenatal Care:**

**Nutrition** – Healthy eating, prenatal vitamins, decrease in caffeine intake, healthy weight gain (25 – 35 lbs)

**Exercise** – at least 2.5 hours of aerobic per week (recommended 30 min/day)

**Regular doctor visits.**

- Weeks 4-28: 1 visit to doctor per month (every 4 weeks)
- Weeks 28 – 26: 2 visits to doctor per month (every 2 weeks)
- Weeks 36 – birth: doctor visits are once per week.

<table>
<thead>
<tr>
<th>Extend</th>
<th>Finish movie- In The Womb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate</td>
<td>Exit Ticket: Prenatal Care/Fetal Development (attached)</td>
</tr>
</tbody>
</table>
Lesson 6 Exit Ticket

1. Describe 2 things that you have learned about fetal development.
   a. 
   b. 

2. For the following situations, determine if they are positive or negative examples of prenatal care. Place a “+” for positive or a “−” for negative on the line provided.
   
   _____ Mia goes to the doctors regularly.
   _____ Paula drinks alcohol.
   _____ Trisha exercises regularly.
   _____ Kathy smokes a pack of cigarettes daily.
   _____ Kim eats in excess on a daily basis.
   _____ Rebecca limits her coffee and all caffeinated beverages.
<table>
<thead>
<tr>
<th>VSC Topic</th>
<th>4.A.7: Determine the impact of teen pregnancy.</th>
</tr>
</thead>
</table>
| **Objective** | 1. Discuss the impact of unplanned pregnancy on the teens, their child and the family.  
2. List the reasons why people get pregnant such as: by accident, by not using contraceptive, to keep a partner, to have a child to love and not being abstinent. |
<p>| <strong>Engage</strong> | Introduce a timed quiz with a reward. This quiz can be random but should be challenging. (for example; Your math teacher asked me to give you this math assessment today because she ran out of time. Students doing well will receive…) During quiz create interruptions. For example play “baby crying” sounds (Dramaticpublishing.com free sound effects), send someone to give another teacher a cup of water, ask a student to pick up small objects from the floor, send someone to get a band aid-Tasks that resemble child interruptions.) |
| <strong>Explore</strong> | Debrief the quiz- Was it difficult to take the quiz and be successful? Why? |
| <strong>Explain</strong> | Introduce the video “Sex and Consequences” segment Teen Sacrifices and Responsibilities from United Streaming. This video shows teens talking about the challenges and impacts of being a parent at their young age. |</p>
<table>
<thead>
<tr>
<th>Extend</th>
<th>Use a Pass the Problem technique to answer questions about the impact of teen pregnancy. Impact of Teen Pregnancy questions- Pass the Problem Directions- Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate</td>
<td>Have the last group with the problem share answers with class. Exit Ticket: Impacts of Teenage Pregnancy (attached)</td>
</tr>
</tbody>
</table>

**Homework**
Give homework for lesson 8- Baby Budget packet (the website for this activity is at the end of this document.)
Lesson 7 Exit Ticket: Impact of Teen Pregnancy

1. List 3 things that are impacted by teen pregnancy.
   a. 
   b. 
   c. 

2. List 2 reasons why teenage girls get pregnant.
   a. 
   b.
Pass the Problem
Impact of Teen Pregnancy

• Who will take care of the baby if I want to go to school, work, or get job training?
• How can I juggle school, work, and parenting and do each task well?
• What kind of social, emotional, or financial help am I receiving?
• What community resources are available to help me?
• What are some parenting issues I never considered before the baby came?
• Who will take care of the baby if I want to go to school, work, or get job training?
• How can I juggle school, work, and parenting and do each task well?
• What kind of social, emotional, or financial help am I receiving?
• What community resources are available to help me?
• What are some parenting issues I never considered before the baby came?
**BABY BUDGET**

**How much does the first year cost?**

Take this quiz and find out how much it costs to raise a baby for a year! Enter how many of each item you think you will need. Total it up. Are there other items you can think of that you will need in the baby's first year? Doctor visits, toys, etc.? Add this to your total.

### BEFORE BABY ARRIVES

1. You will need monthly check-ups with the doctor for pre-natal care. ($1,500.00) Enter 1 here for paying the doctor!

2. You will need to buy months worth of prenatal vitamins! ($15.00 for 1 months supply)

3. Don't forget about the hospital! Enter 1 here for paying the hospital! ($5,000.00)

4. You will need to buy an infant car seat to take the baby home from the hospital. (You can't leave without one!) ($45.00) Enter 1 here for buying a car seat!

### NURSERY ITEMS

5. You will need crib(s). ($100.00 each)

6. You will need crib mattress(es). ($45.00 each)

7. You will need crib sheets. ($10.00 each)

8. You will need crib blankets. ($10.00 each)

9. You will need crib mattress pad(s). ($7.76 each)

10. You will need receiving blanket(s). ($2.98 each)

11. You will need crib mobile(s). ($14.95 each)

12. You will need crib activity center(s). ($12.57 each)

13. You will need changing table(s). ($89.00 each)

14. You will need changing table pad(s). ($8.00 each)

15. You will need cradle(s) or bassinette(s). ($80.00 each)
HEALTH / SAFETY ITEMS
(Remember, you are buying for a year!)

16. You will need [ ] hairbrush(es) and comb(s) for the baby. ($6.87 each)

17. You will need [ ] digital thermometer(s). ($10.27 each)

18. You will need [ ] humidifier(s)/vaporizer(s) ($35.42 each) for when the baby gets sick and you probably ought to pick up [ ] nasal aspirator(s) ($2.01 each) and [ ] medicine dropper(s) ($1.97 each) while you are at the store!

19. You will need [ ] toothbrush(es). ($ .89 each)

20. You will need [ ] baby monitor(s). So you can hear when the baby is crying. ($25.00 each)

21. Do you have stairs in your house? You will need [ ] stairway gate(s) to protect the baby from falling down the stairs. ($9.96 each)

22. You will need [ ] drawer latches ($ .13 each) and [ ] outlet plug covers ($ .09 each) so the baby doesn't get into things he/she shouldn't. ($ each)

23. You will need [ ] baby bathtub(s). ($14.39 each)

24. You will need [ ] baby washcloths. ($ .79 each) (Don't forget to get enough for when you haven't had time to do the laundry!)

25. You will need [ ] bathtub ring ($8.96 each) and [ ] faucet protector(s) ($2.00 each) so baby can be independent in the bath.

26. You will need [ ] hooded towel(s) to keep the baby warm after the bath. ($6.00 each)

27. You will need to buy : (Remember you are buying for a year!)
   - [ ] baby soap(s) ($2.77 each),
   - [ ] baby lotion(s) ($2.81 each),
   - [ ] baby powder(s) ($2.00 each),
   - [ ] baby oil(s) ($2.80 each),
   - [ ] diaper rash ointment(s). ($3.50 each)

28. You will need to buy [ ] boxes of laundry detergent for baby clothes! ($4.89 each) (Hint - About 2 a month!)
DIAPERS  
(Remember, you are buying for a year!)

29. You will need to buy ___ disposable diapers. ($ .30 each) (Hint - you will use about 75 diapers a week and about 320 diapers a month)

30. Even if you are using disposables, cloth diapers come in handy as burp/spit towels!  
   You decide to buy ___ dozen to keep on hand. ($12.00 each)

31. You will need to buy ___ boxes of baby wipes. ($2.97 each) (Hint - you will use about 2 a month).

32. You will need to buy ___ diaper bag(s). ($15.00 each)

33. You will need to buy ___ cloth diapers if you choose to use them instead of disposable. ($12.00 each) (Hint - You should have at least 3 dozen clean diapers on hand).

34. You will need to buy ___ diaper pail(s). ($17.95 each)

35. You will need to buy ___ diaper cover(s). ($1.59 each)

FEEDING BABY  
(Remember, you are buying for a year!)

If you plan on breast-feeding the Baby:

36. You will need to buy ___ breast pump(s) if you plan on nursing while you are in school or working. ($24.98 each)

37. You will need to buy ___ nursing pad(s). ($ .58 each) (Hint - about 3-4 a day)

38. You will need to buy ___ nursing bra(s). ($14.00 each) (Hint - you will need extras because of how quickly they need to be laundered!)

39. You will need to buy ___ pacifiers. ($1.34 each) (Better buy a few extra - for the ones that end up getting misplaced).

40. You will need to buy ___ pacifier holders. ($1.76 each)

If you plan on using formula:

41. You will need to buy ___ cans of formula. ($3.65 each) (Hint - you will use 7-8 a week and about 32 a month).
42. You will need to buy \_
packages of wipes. ($2.97 each) (Hint - 2 a month).

43. You will need to buy \_ 4 oz. bottles. ($ .99 each)

44. You will need to buy \_ 8 oz bottles. Don’t forget to get enough to allow for breakage and having a couple of spares. ($1.65 each)

45. You will need to buy \_ bottle brush(es) to clean the bottles. ($2.00 each)

46. You will need to buy \_ boxes of bottle inserts if you plan on using them. ($3.43 each) (Hint - about 4 a month).

47. You will need to buy \_ nipples for the bottles. These are in addition to your bottles! ($ .30 each)

CONGRATULATIONS!
(Remember, you are buying for a year!)

The good news is your baby is getting bigger and more independent. The bad news is there are more expenses involved!

48. Your baby is growing - you now need a toddler car seat.
   Enter 1 here \_ to buy a toddler car seat. ($55.00)

49. You will need to buy \_ jars of baby food. ($ .47 each) (Hint - Babies begin on solid foods at about 6 months.)

50. You will need \_ high chair(s). ($47.00 each)

51. You will need to buy \_ childproof plates and bowls. ($3.96 each)

52. You will need to buy \_ infant spoons. ($ .96 each)

53. You will need to buy \_ cloth bibs. ($2.75 each)

54. You will need to buy \_ plastic bibs. ($1.96 each)

55. You will need to buy \_ no-spill cups. ($1.73 each)

CLOTHING
(Remember, you are buying for a year!)

56. You will need to buy \_ sleepers. ($4.95 each)
57. You will need to buy hats. ($2.78 each)
58. You will need to buy booties. ($2.39 each)
59. You will need to buy gowns. ($6.00 each)
60. You will need to buy outfits. ($12.00 each)
61. You will need to buy socks. ($2.48 each)
62. You will need to buy coats. ($24.00 each)
63. You will need to buy warm suits. ($18.00 each)
64. You will need to buy shirts. ($6.45 each)
65. You will need to buy pants. ($9.18 each)

______________________________

ADDITIONAL ITEMS

Not necessary items, but they sure make life easier!
66. You decide to buy carrier(s). ($40.00 each)
67. You decide to buy stroller(s). ($48.00 each)
68. You decide to buy play yard. ($60.00)
69. You decide to buy extra diaper bag(s). ($15.00 each)
70. You decide to buy swing(s). ($80.00 each)
71. You decide to buy doorway jumper(s). ($20.00 each)
72. You decide to buy small toys. ($8.00 each)
73. You decide to buy books. ($3.00 each)
74. You decide to get set(s) of pictures taken. ($30.00 each)
75. You decide to buy yard toys. ($48.00 each)
All together it will cost \_

This is a brief insight into the costs of having a baby. You might not need all of the items listed, but this is the “recommended” shopping list for new parents. There are also additional costs not listed, like going to the doctor, etc.

How many CD’s or movie tickets could you buy for this amount?

How much money would you need to earn a hour, a week, a month to be able to afford a child?
Baby Budget: How much does the first year cost?

Take this worksheet and find out how much it costs to raise a baby for 1 year! Enter how many of each item you think you will need and online or in the newspaper, look up the costs of each item. Total it up. Are there other items not listed that you can think of that you will need in the baby's first year?

Before Baby Arrives:

1. You will monthly check-ups with a doctor for pre-natal care($1,500). Enter 1 here ______ for paying the doctor.
2. You will need to by ______ months of prenatal vitamins. ________ x ________ months =
3. Don't forget the hospital! Enter 1 here ____ for paying the hospital ($5,000).
4. You will need to buy an infant car seat to take the baby home from the hospital (You cannot leave without one!) Amount: _______________

Total amount of dollars for this section: ___________________

Nursery Items:

5. You will need_________ crib(s). $_____________
6. You will need_________ crib mattress(s). $_____________
7. You will need_________ crib sheets(s). $_____________
8. You will need_________ crib blanket(s). $_____________
9. You will need_________ crib mattress pad(s). $_____________
10. You will need_________ receiving blanket(s). $_____________
11. You will need_________ crib mobile(s). $_____________
12. You will need_________ crib activity center(s). $_____________
13. You will need_________ changing table(s). $_____________
14. You will need_________ changing table pad(s). $_____________
15. You will need_________ cradle(s) or bassinette(s). $_____________

Total amount of dollars for this section: ___________________

Health/Safety Items

(Remember you are buying for a year!!!)

16. You will need_________ hairbrush(es)and ________ comb(s) for the baby. $_____________
17. You will need_________ digital thermometer(s). $_____________
18. You will need_________ humidifier(s)/vaporizer(s) for when the baby get sick and you ought to pick up_________ nasal aspirator(s) and ________ medicine dropper(s) which you are at the store. $_____________
19. You will need_________ toothbrush(es). $_____________
20. You will need_________ baby monitor(s). So you can hear when the baby is crying. $_____________
21. Do you have stairs? You will need_________ stairway gate(s) to protect the baby from falling down the stairs. $_____________
22. You will need_________ drawer latch(es) and _________ outlet plug covers so the baby doesn’t get into things he/she shouldn’t. $_____________
23. You will need _________ baby bathtub(s). $__________
24. You will need _________ baby washcloth(s). Don’t forget enough when you don’t have time to do laundry! $__________
25. You will need _________ bathtub ring(s) and _________ faucet protector(s) so the baby can be independent in the bathtub. $__________
26. You will need _________ hooded towel(s) to keep the baby warm after the bath. $__________
27. You will need to buy: (remember you are buying for 1 year!)
   _________ baby soap(s). $__________
   _________ baby lotion(s). $__________
   _________ baby powder(s). $__________
   _________ baby oil(s). $__________
   _________ baby rash ointment(s). $__________
28. You will need to buy _________ boxes of laundry detergent for baby clothes. $__________ (HINT: about 2/month)

Total for this section: _______________________

Diapers
(Remember you are buying for 1 year!)

29. You will need to buy _________ disposable diapers. HINT: you will use about 75/week and about 320/month. $__________
30. Even if you are using disposables, cloth diapers come in handy as burp/spit cloths. You decide to buy _________ dozens to keep on hand. $__________
31. You will need to buy _________ boxes of baby wipes. Hint: you will use about 2boxes/month. $__________
32. You will need to buy _________ diaper bag(s). $__________
33. You will need to buy _________ diaper pail(s). $__________
34. You will need to buy _________ diaper cover(s). $__________
35. You will need to buy _________ cloth diaper(s) if you choose to use them instead of disposables. Hint: you should have at least 3 dozen clean diapers on hand. $__________

Total for this section: _______________________

Feeding Baby
(Again, this is for 1 year)

If you plan on breast-feeding the baby:

36. You will need to buy _________ breast pump(s) if you plan on nursing while you are in school or at work. $__________
37. You will need to buy _________ nursing pad(s) Hint: you will need about 3-4/day). $__________
38. You will need to buy _________ nursing bra(s). $__________
39. You will need to buy _________ pacifier(s). $__________
40. You will need to buy _________ pacifier holder(s). $__________

Total for this section: _______________________

If you plan on using formula:

41. You will need to buy _________ cans of formula. Hint: you use 7-8 a week. $__________
42. You will need to buy _________ packages of wipes. $__________
43. You will need to buy _________ 4 oz. bottles. $__________
44. You will need to buy _____________ 8oz. bottles. $_____________
45. You will need to buy _____________ bottle brush(es) to clean the bottle. $_____________
46. You will need to buy _____________ boxes of bottle inserts if you plan on using them. Hint: you will need about 4/month $_____________
47. You will need to buy _____________ nipple(s) for the bottles. $_____________

Total amount for this section: ______________________________

Congratulations!
(Remember you are buying for 1 year)

48. Your baby is growing. You need a toddler car seat. You will need to buy _____________ toddler car seats. $_____________
49. You will need to buy _____________ jars of baby food. Hint: babies start solid food around 6 months. $_____________
50. You will need to buy _____________ high chair(s). $_____________
51. You will need to buy _____________ childproof plates and bowls. $_____________
52. You will need to buy _____________ infant spoon(s). $_____________
53. You will need to buy _____________ cloth bib(s). $_____________
54. You will need to buy _____________ plastic bibs. $_____________
55. You will need to buy _____________ no spill cups. $_____________

Total for this section: ______________________________

Clothing
(Remember you are buying for 1 year)

56. You will need to buy _____________ sleepers. $_____________
57. You will need to buy _____________ hats. $_____________
58. You will need to buy _____________ booties. $_____________
59. You will need to buy _____________ gowns. $_____________
60. You will need to buy _____________ outfits. $_____________
61. You will need to buy _____________ socks. $_____________
62. You will need to buy _____________ coats. $_____________
63. You will need to buy _____________ warm suits. $_____________
64. You will need to buy _____________ shirts. $_____________
65. You will need to buy _____________ pants. $_____________

Total amount for this section: __________________________________________

Additional Items
(Not necessary items but they sure make life easier!)

66. You decide to buy _____________ carrier(s). $_____________
67. You decide to buy _____________ stroller(s). $_____________
68. You decide to buy _____________ play pen(s). $_____________
69. You decide to buy _____________ extra diaper bag(s). $_____________
70. You decide to buy _____________ swing(s). $_____________
71. You decide to buy _____________ doorway jumper(s). $_____________
72. You decide to buy _____________ small toy(s). $_____________
73. You decide to buy _____________ book(s). $_____________
74. You decide to buy _____________ set(s) of pictures taken. $_____________

57
75. You decide to buy ____________ yard toy(s). $________________

Total for this section: ________________________________

GRAND TOTAL: $__________________ (and how much is your allowance?)
### VSC Topic

4.A.9: Recognize the responsibilities of parenting.

### Objective

1. Assess the costs associated with raising a child.
2. Evaluate the impact of parenting on time management.

### Engage

**Briefly review** homework. Discuss what student assumptions are.

### Explore

Go to the computer lab and work individually or in pairs on **Life in the Fast Lane web site**.


On home page go to **Games/activities** and then **Baby Budget**.

**Homework – attached.**

### Explain

**Discuss** how the real budget compares to what students thought.

How many students could keep up with this budget today? What other factors besides money would be challenging?

### Extend

The students have discussed parenting and money management. What about time management?

Have students fill out their typical 24 hour day (sheet provided)

Overlay a typical infant schedule (sheet provided)

### Evaluate

**Reflection:**

1. Where do the adjustments need to be made?
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>How will you get ready for school and take care of the baby, based on this schedule?</td>
</tr>
<tr>
<td>3.</td>
<td>Who will watch the baby while you have to be in school or work? Or both?</td>
</tr>
<tr>
<td>4.</td>
<td>What will you do with the baby when you have homework to do?</td>
</tr>
<tr>
<td>5.</td>
<td>How will you manage staying awake in school when you've had to get up throughout the night?</td>
</tr>
</tbody>
</table>
Life in the Fast Lane – Homework

This is a brief insight into the costs of having a baby. You might not need all of
the items listed, but this is the "recommended" shopping list for new parents.
There are also additional costs not listed, like going to the doctor, etc.

How many CD's or movie tickets could you buy for this amount?

How much money would you need to earn a hour, a week, a month to be able to
afford a child?

How does this activity make you re-evaluate the consequences of being sexually
active?
### 24 hour Student Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 AM</td>
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<td>12:00 PM</td>
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### 24 Hour Infant Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 AM</td>
<td>Sleeping</td>
<td>12:00 PM</td>
<td>Change needed</td>
</tr>
<tr>
<td>1:00 AM</td>
<td>Baby wakes – change and bottle needed</td>
<td>1:00 PM</td>
<td></td>
</tr>
<tr>
<td>2:00 AM</td>
<td>Sleeping</td>
<td>2:00 PM</td>
<td>Baby wakes – Change needed</td>
</tr>
<tr>
<td>3:00 AM</td>
<td>Sleeping</td>
<td>3:00 PM</td>
<td></td>
</tr>
<tr>
<td>4:00 AM</td>
<td>Sleeping</td>
<td>4:00 PM</td>
<td></td>
</tr>
<tr>
<td>5:00 AM</td>
<td>Baby wakes – change and bottle needed</td>
<td>5:00 PM</td>
<td>Change needed Dinner feeding</td>
</tr>
<tr>
<td>6:00 AM</td>
<td></td>
<td>6:00 PM</td>
<td></td>
</tr>
<tr>
<td>7:00 AM</td>
<td></td>
<td>7:00 PM</td>
<td>Change needed</td>
</tr>
<tr>
<td>8:00 AM</td>
<td>Morning bottle and change &amp; morning nap</td>
<td>8:00 PM</td>
<td></td>
</tr>
<tr>
<td>9:00 AM</td>
<td></td>
<td>9:00 PM</td>
<td>Change needed Last bottle before bed</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>Baby wakes – Change needed</td>
<td>10:00 PM</td>
<td>Sleeping</td>
</tr>
<tr>
<td>11:00 AM</td>
<td>Change needed</td>
<td>11:00 PM</td>
<td>Sleeping</td>
</tr>
</tbody>
</table>
7th Grade Science  
Family Life  
Lesson 8a: Qualities Necessary to Parenting

<table>
<thead>
<tr>
<th>VSC Topic</th>
<th>4.A.8: Recognize qualities necessary prior to parenting.</th>
</tr>
</thead>
</table>
| **Objective** | 1. Identify safe and appropriate living conditions for children.  
2. Identify knowledge, skills and personality traits necessary for the appropriate care of a child.  
3. Identify skills that demonstrate effective parenting. |

| Engage | Have students get into groups and brainstorm the answers to the following question:  
Describe what ideal safe and appropriate living conditions would look like.  
Have students share answers.  
Ask the students the following questions for discussion.  
After looking at the time and monetary budgets needed for raising a child, how can teenagers manage to provide these? |
|--------|----------------------------------------------------------|

| Explore | Introduce the video clips by telling the students that parenting requires major adjustment in the teens' lives. The video clips that are to been seen describe such changes by the students themselves.  
Have students listen to 3 teen stories.  
Tell the students that not only do they have to provide for the infant, but as the child grows they have to be effective parents to ensure the child’s needs are met. |
|--------|----------------------------------------------------------|
| Explain | Have students get back into their groups and on chart paper list the characteristics of effective parenting.

According to Kids Health, the following are characteristics of effective parenting:

1. Nurture child’s self esteem
2. Catch the child being good
3. Set limits and be consistent with discipline
4. Make time for the child
5. Be a good role model
6. Make communication a priority
7. Be flexible and willing to adjust parenting style
8. Show that love is unconditional
9. Be aware of one’s own needs and limits as a parent (know when to ask for help) |
| --- | --- |
| Extend | Looking at all of the lessons on parenting, have students brainstorm a list of knowledge, skills, and personality traits that parents need to appropriately care for a child.

Have groups complete a list on chart paper and share as a class. |
| Evaluate | Reflection: Now that we’ve looked at the impact of teen pregnancy, budgets (monetary and time), effective parenting and the skills needed to be an effective parent, how can teenagers be effective parents?

Do you feel teen pregnancy is irresponsible on the part of the teens? Why or why not? |
### 7th Grade Science
#### Family Life
#### Lesson 9: Methods of Contraception

<table>
<thead>
<tr>
<th><strong>VSC Topic</strong></th>
<th>4.A.10: Describe methods of contraception</th>
</tr>
</thead>
</table>
| **Objective**  | 1. Explain how each method of contraception works to prevent pregnancy.  
2. Explain how each method of contraception is used.  
3. List the advantages and disadvantages of each method of contraception.  
4. Identify where each method of contraception can be obtained. (abstinence, chemical/hormonal, barrier methods) |
| **Engage**      | In their notebook, have students brainstorm a list of contraceptives that they have seen TV ads/radio ads for.  
What other types of contraceptives are available? |
| **Explore**     | Show video clips from united streaming:  
*Teens Who Choose Abstinence*  
- What is abstinence?  
- Respect Yourself  

Question box: Allow students to write question and put in the Question box. Read these later and answer during the extend portion of the lesson. |
| **Explain**     | Answer the discussion questions from the video clips.  
Discuss the methods of birth control and have students fill in the comparison chart during the |
<table>
<thead>
<tr>
<th>Extend</th>
<th>Have students discuss where these types of birth control can be obtained.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Answer appropriate questions from the question box or any other questions posed by students.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Analysis Questions on the Birth Control Comparison Chart.</td>
</tr>
</tbody>
</table>
Teens Who Choose Abstinence – Discussion Questions

1. How do your personal, social, religious or family values affect your decisions to sexually active?

2. What are some of the enjoyable things you can do on a date that do not involve sexual activity?

3. What are some of the emotional complications that a sexual relationship can bring with it? Why might it be easier to handle such feelings when you’re older?

4. Why does getting involved in a serious relationship so often have a negative effect of school performance?

5. How do the performances of music videos and add to the sexual messages contained in the songs? How does it influence your behavior?

6. Why do teens often pressure friends of the same sex to engage in sexual activity with others? How much influence should you allow your friends to have over your values?

7. What are some of the reasons so many parents are in favor of abstinence for their children? Why might choosing abstinence improve a teenager’s relationship with his or her parents?
Birth Control Methods

There are 3 types of birth control:

- Abstinence
- Hormonal
- Barrier

Definitions:

**Abstinence**: as a means of contraception, it is the voluntary refraining from sexual activity.

**Hormonal**: through the addition of hormones (either via injection/insertion or injection) prevents the reproductive system form releasing an egg.

**Barrier**: Prevents sperm from entering the uterus and reaching the egg.
<table>
<thead>
<tr>
<th>Method</th>
<th>Classify as abstinence, hormonal, or barrier</th>
<th>How does it work to prevent pregnancy</th>
<th># Pregnancies</th>
<th>Does it Work</th>
<th>Does it protect against STDs?</th>
<th>Where can it be obtained?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistent Abstinence</td>
<td>A</td>
<td>Prevents sperm from entering uterus</td>
<td>None</td>
<td>Completely effective</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>Birth Control Patch</td>
<td>H</td>
<td>prevents releasing of egg</td>
<td>5-8 per 100</td>
<td>Effective</td>
<td>No</td>
<td>Doctor</td>
</tr>
<tr>
<td>Birth Control Pill</td>
<td>H</td>
<td>prevents releasing of egg</td>
<td>5-8 per 100</td>
<td>Effective</td>
<td>No</td>
<td>Doctor</td>
</tr>
<tr>
<td>Birth Control Ring</td>
<td>H</td>
<td>prevents releasing of egg</td>
<td>5-8 per 100</td>
<td>Effective</td>
<td>No</td>
<td>Doctor</td>
</tr>
<tr>
<td>Condom</td>
<td>B</td>
<td>Prevents sperm from entering uterus</td>
<td>15 per 100</td>
<td>Moderately Effective</td>
<td>Yes</td>
<td>Store</td>
</tr>
<tr>
<td>Birth Control Shot</td>
<td>H</td>
<td>prevents releasing of egg</td>
<td>3 per 100</td>
<td>Effective</td>
<td>No</td>
<td>Doctor</td>
</tr>
<tr>
<td>Diaphragm</td>
<td>B</td>
<td>Prevents sperm from entering uterus</td>
<td>16 per 100</td>
<td>Moderately</td>
<td>No</td>
<td>Doctor</td>
</tr>
<tr>
<td>IUD</td>
<td>H</td>
<td>prevents releasing of egg</td>
<td>1 per 100</td>
<td>Very Effective</td>
<td>No</td>
<td>Doctor</td>
</tr>
<tr>
<td>Method</td>
<td>Effectiveness</td>
<td>Prevents sperm from entering uterus</td>
<td>Failure Rate per 100</td>
<td>Effectiveness</td>
<td>Store</td>
<td></td>
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<td>-------</td>
<td></td>
</tr>
<tr>
<td>Spermicide</td>
<td>B</td>
<td>Prevents sperm from entering uterus</td>
<td>29</td>
<td>Less Effective</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Withdrawal</td>
<td>-</td>
<td>-</td>
<td>27</td>
<td>Less Effective</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Not Using Any Birth Control</td>
<td>-</td>
<td>-</td>
<td>85</td>
<td>Not Effective</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Chart from Atnea Health: [http://www.intelihealth.com](http://www.intelihealth.com)
## Birth Control Methods: Comparison Chart

<table>
<thead>
<tr>
<th>Method</th>
<th>Classify as abstinence, hormonal, or barrier</th>
<th>How does it work to prevent pregnancy</th>
<th># Pregnancies</th>
<th>Does it Work</th>
<th>Does it protect against STDs?</th>
<th>Where can it be obtained?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistent Abstinence</td>
<td></td>
<td></td>
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<tr>
<td>Birth Control Patch</td>
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<td></td>
<td></td>
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<tr>
<td>Birth Control Pill</td>
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<tr>
<td>Birth Control Ring</td>
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<tr>
<td>Condom</td>
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<td></td>
</tr>
<tr>
<td>Birth Control Shot</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diaphragm</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>IUD</td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>Spermicide</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Withdrawal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Using Any Birth Control</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chart from Atnea Health: [http://www.intelihealth.com](http://www.intelihealth.com)
There are 3 types of birth control:

Abstinence:

Hormonal:

Barrier:

There are many reasons people choose different forms of birth control.

- How easy it is to use
- How much a particular method costs
- Whether a person has a health condition or is taking medication that will interfere with how well it works
- How important it is to them not to conceive a child

1. Which of the above methods is completely safe, costs nothing and protects you against STDs?

2. Give one example of the 3 types of birth control methods. Explain why it is or is not a good way to prevent pregnancy.
# 7th Grade Science

## Family Life

### Lesson 10: Sexually Transmitted Infections/Diseases

<table>
<thead>
<tr>
<th>VSC Topic</th>
<th>7.F.1: Recognize and describe symptoms, effects on the body, treatment, and prevention of Sexually Transmitted Infections — STIs including syphilis, gonorrhea, Chlamydia, Herpes, and genital warts.</th>
</tr>
</thead>
</table>
| Objective | a. Classify STIs as bacterial, viral, or parasitic.  
   b. List specific symptoms of STIs.  
   c. Explain the impact STIs have on the contraction of other STIs and/or HIV.  
   d. Describe the effects on the body.  
   e. Examine various modes of treatment.  
   f. Compare ways to prevent STIs. |

**Engage**

Communicable disease activity Reference either- Hershey kiss lab at www.advocatesforyouth.org (search HIV Transmission Game) (link at the bottom of the page)

**Explore**

Show video from United streaming: The Facts About Some Common STDs (05:57)

**Explain**

Go over the facts about STDs. (attached)

Have students fill in the STD chart during the discussion. (attached)

**Extend**

Students will complete the Communicable Disease Lab (attached)

**Evaluate**

**Exit Ticket:**

1. What is the difference between Communicable and non-communicable diseases?
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Pick one of the STIs learned and describe how it can be transmitted, the effect it has on the body and a mode of treatment.</td>
</tr>
<tr>
<td>3.</td>
<td>How can a person prevent STIs?</td>
</tr>
</tbody>
</table>

HIV Transmission Game

http://www.advocatesforyouth.org/index.php?option=com_content&task=view&id=224&Itemid=129
HIV Transmission Game

Lesson Plan from Guide to Implementing TAP (Teens for AIDS Prevention): A Peer Education Program to Prevent HIV/STD Infection

Purpose: To increase awareness of how quickly HIV and other STIs can be spread and how they can be stopped and to illustrate effects of peer pressure

Materials: Hershey's Hugs & Kisses, Hershey's Almond Kisses, index cards, pens/pencils, and a small brown paper bag for each TAP member

Time: 30 minutes

Planning notes:

- In each participant's bag (except one) place a mixture of approximately 10 to 12 Hugs & Kisses and one marked or unmarked index card. In one participant's bag put 10 to 12 Almond Kisses (instead of Hugs & Kisses) and an unmarked index card. Put a star (*) on the bottom of the bag with Almond Kisses.

- Mark the bottom corner of two index cards with a small "C." Place each card in a different bag with Hugs & Kisses.

- Mark two other index cards with a small "IC." Place each card in a different bag with Hugs & Kisses.

- Write on a fifth index card: Do not participate. When asked, tell anyone who wants to exchange candy, 'I do not want to exchange hugs and kisses.' Place the card in a bag with Hugs & Kisses and put an "A" on the bottom of the bag.

- Write on two separate index cards: Do not participate with anyone other than your partner. When asked, tell anyone (other than your partner) who wants to exchange candy, 'I do not want to exchange hugs and kisses with anyone other than my partner.' Place each card in a different bag with Hugs & Kisses and put an "M" on the bottom of each bag. Give these two bags to the two participants who are willing to sit in the front of room.

- Do not place any of the seven, marked cards in with the bag with Almond Kisses.

Procedure:

1. Ask for two participants who are willing to be partners and to sit in the front of the room throughout the entire exercise. Give each of these two participants a bag marked with an "M."

2. Hand out the other bags to the remaining participants. Explain that each participant is receiving a bag with Hershey's Kisses and an index card. Ask each participant to pull the card out of his/her bag and follow the instructions on it (if there are any) and to keep secret any instructions on his/her card.
3. Tell the participants that they are to exchange candy and that they should write on their index cards the name of everyone with whom they exchange candy.

4. Give participants about five minutes to exchange candy and to write down names. Then, have everyone return to his/her seat.

5. Find out who got the most signatures.

6. Ask the one person whose bag has a star (‘*) on the bottom to stand up. Explain that this was the person who started out with Almond Kisses and that, for the purposes of this exercise, the Almond Kisses represent HIV infection.

7. Then, ask anyone who has an Almond Kiss in his or her bag to stand up. Explain that, because they exchanged Hugs & Kisses for Almond Kisses, they, too, have are infected with HIV.

8. Ask everyone who is still seated to check their index cards for the name of anyone who is standing. Ask participants to stand up if they see the name of someone who is standing on their index cards. Continue to ask participants to stand until everyone except the three participants with the "M" and the "A" on the bottom of their bags are standing.

9. Ask the participants with "C" written on their cards to sit down. Explain that the "C" means they always used condoms or clean needles and protected themselves from HIV infection. They are not infected with HIV.

10. Ask the people with "IC" written on their cards to sit down. Then, ask them to stand right back up. Explain that these people used condoms and/or clean needles each time, but they used them incorrectly. They are infected with HIV.

11. Explain to the participants that this activity contains an error because someone might have received an Almond Kiss (HIV infection) and then given it away again. By contrast, you cannot give away HIV. Once you have it, you can share it with others; but, you can never get rid of it yourself.

12. Remind participants that this is a game. No one can become infected with HIV because he/she eats a particular kind of food nor by sharing or exchanging food.

**Discussion Questions:**

1. Did anyone notice anyone who did not stand up? Introduce the "abstinent" participant and the "monogamous" partners. Ask them how they felt not playing. How did the others feel when these people refused to exchange candy with them?

2. Why is it difficult not to participate when everyone else is participating?

3. How did the person with the Almond Kisses (HIV infection) feel?

4. The one person whose bag had a star did not know he/she was "infected" with HIV. How could we have known ahead of time?

7th grade Family Life
Lesson 10: Sexually Transmitted Infections/Diseases

The following pages include:

- STD Fact Sheets from the CDC
- Student Comparison Chart
Syphilis - CDC Fact Sheet

What is syphilis?
- sexually transmitted disease (STD) caused by the bacterium Treponema pallidum

How do people get syphilis?
- passed from person to person through direct contact with a syphilis sore
- Sores occur mainly on the external genitals, vagina, on the lips and in the mouth.
- Transmission of the organism occurs during vaginal or oral sex

What are the signs and symptoms in adults?

- **Primary Stage**
  - appearance of a single sore (called a chancre)
  - The time between infection with syphilis and the start of the first symptom can range from 10 to 90 days (average 21 days).
  - The chancre lasts 3 to 6 weeks, and it heals without treatment.
  - If adequate treatment is not administered, the infection progresses to the secondary stage.

- **Secondary Stage**
  - Skin rash and mucous membrane lesions
  - rash usually does not cause itching
  - The characteristic rash of secondary syphilis may appear as rough, red, or reddish brown spots both on the palms of the hands and the bottoms of the feet.
  - Symptoms of secondary syphilis may include fever, swollen lymph glands, sore throat, patchy hair loss, headaches, weight loss, muscle aches, and fatigue.

- **Late and Latent Stages**
  - begins when primary and secondary symptoms disappear.
  - person will continue to have syphilis even though there are no signs or symptoms
  - latent stage can last for years
the disease may subsequently damage the internal organs, including the brain, nerves, eyes, heart, blood vessels, liver, bones, and joints.

Signs and symptoms of the late stage of syphilis include
- difficulty coordinating muscle movements,
- paralysis,
- numbness,
- gradual blindness,
- dementia.

This damage may be serious enough to cause death.

**What is the treatment for syphilis?**
- injection of penicillin, an antibiotic, will cure a person who has had syphilis for less than a year

**How can syphilis be prevented?**
- abstinence
- condoms
Gonorrhea - CDC Fact Sheet

What is gonorrhea?

- a sexually transmitted disease (STD) caused by *Neisseria gonorrhoeae*,
  - a bacterium that can grow and multiply easily in the warm, moist areas of the reproductive tract, including the cervix (opening to the womb), uterus (womb), and fallopian tubes (egg canals) in women, and in the urethra (urine canal) in women and men.
  - The bacterium can also grow in the mouth, throat, eyes, and anus.

How do people get gonorrhea?

- Spread through contact with the penis, vagina, mouth, or anus.
- Can also be spread from mother to baby during delivery.

What are the signs and symptoms of gonorrhea?

- Some men with gonorrhea may have no symptoms at all.
- Symptoms and signs include a burning sensation when urinating, or a white, yellow, or green discharge from the penis.
- Sometimes men with gonorrhea get painful or swollen testicles.
- Most women who are infected have no symptoms.
- The initial symptoms and signs in women include a painful or burning sensation when urinating, increased vaginal discharge, or vaginal bleeding between periods.
What is the treatment for gonorrhea?

- Several antibiotics can successfully cure gonorrhea in adolescents and adults.
- **Drug-resistant strains of gonorrhea** are increasing in many areas of the world.
- Although medication will stop the infection, it will not repair any permanent damage done by the disease.

How can gonorrhea be prevented?

- Abstinence
- Condoms
Chlamydia - CDC Fact Sheet

What is chlamydia?

- A common sexually transmitted disease (STD) caused by the bacterium, *Chlamydia trachomatis*,
- Can damage a woman's reproductive organs

How do people get chlamydia?

- Can be transmitted during vaginal or oral sex.
- Can also be passed from an infected mother to her baby during vaginal childbirth.

What are the symptoms of chlamydia?

- In women, the bacteria initially infect the cervix and the urethra (urine canal).
- Women who have symptoms might have an abnormal vaginal discharge or a burning sensation when urinating.
- When the infection spreads from the cervix to the fallopian tubes (tubes that carry fertilized eggs from the ovaries to the uterus), some women still have no signs or symptoms; others have lower abdominal pain, low back pain, nausea, fever, pain during intercourse, or bleeding between menstrual periods.
- Men with signs or symptoms might have a discharge from their penis or a burning sensation when urinating.
- Men might also have burning and itching around the opening of the penis.
What is the treatment for chlamydia?

- Chlamydia can be easily treated and cured with antibiotics.

How can chlamydia be prevented?

- abstinence
- condoms
Genital Herpes - CDC Fact Sheet

What is genital herpes?

- A sexually transmitted disease (STD) caused by the herpes simplex viruses type 1 (HSV-1) or type 2 (HSV-2).
- Most genital herpes is caused by HSV-2.

How do people get genital herpes?

- HSV-1 and HSV-2 can be found in and released from the sores that the viruses cause.
- They also are released between outbreaks from skin that does not appear to have a sore.
- A person can only get HSV-2 infection during sexual contact with someone who has a genital HSV-2 infection.
- HSV-1 can cause genital herpes, but it more commonly causes infections of the mouth and lips, so-called “fever blisters.”
- HSV-1 infection of the genitals can be caused by oral-genital or genital-genital contact with a person who has HSV-1 infection.

What are the signs and symptoms of genital herpes?

- Most people infected with HSV-2 are not aware of their infection.
- Other signs and symptoms during the primary episode may include
  - a second crop of sores,
  - flu-like symptoms,
  - fever and
  - swollen glands.
Is there a treatment for herpes?

There is no treatment that can cure herpes,
  • antiviral medications can shorten and prevent outbreaks
  • daily suppressive therapy for symptomatic herpes can reduce transmission to partners.

How can herpes be prevented?

  • abstinence
  • condoms
Genital HPV Infection (Genital Warts) - CDC Fact Sheet

What is genital HPV infection?

- the most common sexually transmitted infection
- more than 40 HPV types that can infect the genital areas of males and females
- can also infect the mouth and throat
- all viruses can be passed on during sex

What are the signs, symptoms and potential health problems of HPV?

- Most people with HPV do not develop symptoms or health problems from it.
- In 90% of cases, the body’s immune system clears HPV naturally within two years.
- certain types of HPV can cause genital warts in males and females
- Other HPV types can cause cervical cancer
- **Signs and symptoms**
  - Genital warts
  - Cervical cancer
  - Other HPV-related cancers
  - RRP (causes warts to grow in the throat)

How do people get HPV?

- passed on through genital contact and oral sex

Is there a treatment for HPV or related diseases?

There is **no** treatment for the virus itself, but there are treatments for the diseases that HPV can cause:
• **Visible genital warts**
  o can be removed with medications.

• **Cervical cancer**
  o most treatable when it is diagnosed and treated early.

• **Other HPV-related cancers**
  o more treatable when diagnosed and treated early.

• **RRP**
  o can be treated with surgery or medicines.
  o can take many treatments or surgeries over a period of years.

**How can people prevent HPV?**

• abstinence
• Vaccines can protect males and females against some of the most common types of HPV
• condoms may lower the risk of HPV
### 7th Grade Family Life
Sexually Transmitted Disease Comparison Chart

<table>
<thead>
<tr>
<th>STI</th>
<th>What is it?</th>
<th>How do people get it?</th>
<th>Signs/Symptoms</th>
<th>Prevention</th>
<th>Treatment</th>
<th>Bacteria Virus or Parasite</th>
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<td>What is it?</td>
<td>How do people get it?</td>
<td>Signs/Symptoms</td>
<td>Prevention</td>
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Communicable Disease Lab

Teacher Preparation Notes for
Spread of Infectious Disease and Population Growth
Jennifer Doherty and Dr. Ingrid Waldron, Department of Biology, University Of Pennsylvania, 2007

Spread of an Infectious Disease

Equipment and Supplies:
Small Dixie cups (3-5 oz; 2 cups per student)
Chemical (such as Calgon water softener or NaOH) to mix with water to produce a clear solution
   with a basic pH of 10 or above
Phenolphthalein pH indicator*
   (you can substitute any basic indicator that is clear until in a basic solution)
Small container with eye dropper or pipet for phenolphthalein
Container for mixing basic solution

*Purchase from Carolina Biological:
Phenolphthalein Indicator Solution 87-9965 $6.20 500 mL

Teacher Instructions:

1. Prepare a basic solution to be used as the infected solution. Make sure the solution will still change color when your indicator is added when diluted to 1/8 strength.

2. Prepare two sets of cups (each with one cup per student) for the two sets of interactions (items 2 and 4 on page 1 of the student protocol). For each set, fill one of the cups one quarter full with the infected solution. Fill all the other cups one quarter full with plain water.

3. Explain that each student will receive a cup containing a clear solution. Tell the students that the solutions represent bodily fluids. Explain that after they receive their solutions each of them should first interact with one other student. The interaction is accomplished by one student pouring all of their solution into the partner’s cup. Then that partner pours all of the solution back into the empty cup. Then the two partners each take half of the solution in their cups and move to a different part of the room for their next interaction. After the first interactions have been completed, give them the signal for their second interaction.

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1 These teacher preparation notes and the related student handout are available at http://serendip.brynmawr.edu/sci_edu/waldron.
4. After students have completed two rounds of exchanging solutions, have them go back to their seats and predict the number of infected people. Go around the classroom and drop the phenolphthalein indicator in the cups; as you’re doing so, tell the students that you are putting an infection indicator into their cups. If they have exchanged solutions with the original infected person in the class or someone who came into contact with the infected person, they are now infected and their solution will turn pink. If they have not exchanged solutions with anyone who was infected, their solution will not turn color. Have a show of hands to determine the number of people who were infected.

5. Now repeat the process, but have three interactions instead of just two.

6. If you have enough time and your class size is large enough, it may be helpful to have another round with four interactions (you will need another set of Dixie cups and your infected solution will need to react with the indicator when solution is at 1/16 strength).

7. Dispose of the liquid by rinsing it down the sink with plenty of water.

**Background Information for Infectious Disease Discussion**

**Questions in Student Protocol:**

6-7. In order to predict the subsequent spread of the disease, students should notice the approximate doubling of the number of infected people after each round of interactions. The following graphic may help your students to understand this process.

```
First Interaction
Previously Infected 1
Newly Infected 2

Second Interaction
Previously Infected 1 2
Newly Infected 3 4

Second Interaction
Previously Infected 1 2 3 4
Newly Infected 5 6 7 8
```

This doubling in each generation results in exponential growth (see the figure on the next page). This is similar to exponential growth of a population with abundant resources, as discussed in the second half of this activity.