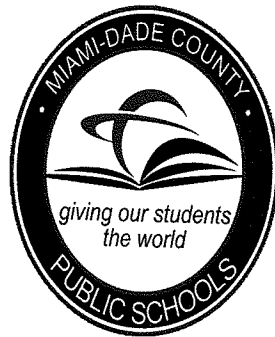


**HEALTH EDUCATION
CURRICULUM ACTIVITIES**



**MIDDLE SCHOOL
FOR TEACHER TRAINING PURPOSES
MIAMI-DADE COUNTY PUBLIC SCHOOLS**

MIAMI, FLORIDA

DECEMBER, 2010

INTRODUCTION

On May 9, 1979, the School Board approved the recommendations of the Dade County Sex Education committee and authorized the Superintendent to proceed with the implementation of a program in Human Growth and Development. The scope and sequence chart in this revised curriculum guide contains the program concepts considered to be appropriate for this grade level which were adopted by the Dade County Public School Board.

Sex Education consists of instruction to develop understanding of the physical, mental, emotional, social and psychological phases of human relations as they are affected by male and female relationships. It includes more than anatomical and reproductive information and emphasizes attitude development and guidance related to associations between the sexes. It implies that human sexuality is integrated into a person's total life development.

It is recognized that the basic responsibility for sex education belongs to the home, while the church, school and other community agencies have supplementary roles in strengthening the efforts of parents. Although the school can contribute to and reinforce wholesome attitudes while presenting factual information, it is the parents who best can give these facts their special spiritual and emotional quality. Classroom instruction in this area should support the family as the basic unit of society and provide the individual learner with a basis for future decision-making.

The attempt in this curriculum guide is to provide the teacher with the suggested objectives, content and activities which reflect the Board-approved grade level concepts for the Human Growth and Development unit of instruction. In addition, various educational materials and community resources are recommended to support the effective implementation of this program.

Note: Teachers should capitalize on every opportunity to reinforce the concept that abstinence is the only acceptable sexual behavior for unmarried, school age youth and is the only certain way to prevent pregnancy and venereal disease. This should be emphasized as the position of this school system.

**THE
HUMAN GROWTH
AND DEVELOPMENT PROGRAM**

GENERAL OUTLINE--SUGGESTED INSTRUCTIONAL ACTIVITIES

Teacher Resource

The following general activities may be incorporated into the instructional format of the seventh grade Human Growth and Development Curriculum. These activities are developed in more detail as they relate to each of the appropriate topics in the individual lesson units.

Brainstorming	Reading and discussing printouts
Bulletin board display	Role-playing
Classroom discussion	School library resources
Community agencies	School resource speakers
Community resource speakers	Small group discussions
Crossword puzzles	Student reports
Current events reports	Student work sheets
Decision-making techniques	Television program assignments
Discussing short- and long-range goals	True or false games
Evaluation techniques	Use of question box
Opinion scales	Use of school library resources
Parent-student interaction	Values continuum
Problem-solving techniques	Viewing and discussing videos
Questionnaires	Viewing and discussing films
Ranking Values	
Rating Charts	Viewing and discussing life models

VALUES GUIDE

Seven Basic Values Important To Most People:

1. Equality means having equal worth or opportunity for everyone. It means everyone should get equal treatment in studies, careers, and employment. Parents who hold this value place the same importance on girls as on boys.
2. Self-Control means keeping certain desires in check. It means not hitting someone just because you're angry. People who hold this value see that having a good relationship is more important than having sexual intercourse.
3. Respect means treating people with the dignity they deserve. It means not putting yourself down. It also means not calling people names. Someone who holds respect as a value won't force sex on another person. Someone who holds self-respect as a value won't let anyone use his or her own body for sex.
4. Responsibility means answering for your own actions and taking care of obligations. It means coming to school on time. Someone who holds this value will not invite a friend over without permission when babysitting or parents are not home.
5. Honesty means telling the truth. It means not cheating on a test. People who hold this value won't say "I love you" just to get sex.
6. Promise-keeping means being true to your word. It means calling a friend when you say you're going to call. Young people who hold this value will come home at the time they say they will.
7. Justice and fairness means being responsible toward the whole community. It means not playing dirty to win a game. Having respect for girls and boys, and not to have prejudice of race, religion, ethnic background, handicap or because someone is different.

Why These Values Are Important

These seven values help us build good relationships and make good choices. When a person goes against one of these values (pressured by your peers). Someone is usually hurt. It's normal for young people to want to be liked by their friends. But it's not worth it if they get hurt or hurt other people by ignoring these values. The hurt can be physical, or it can mean a deeper hurt inside which can also cause a lot of pain.

The way that people think about these values affects how they make decisions about their sexuality. People who see each other as equals, for example, will treat each other as people, not just body parts. By holding values such as honesty and responsibility, young people have a better chance to enjoy their teenage years.

COURTESIES

These are courtesies appreciated by most parents:

1. Make it a point (or a sacrifice) to spend a couple of hours a week with your parents. Talk to them about anything, or just watch TV with them, but be sure to talk to them during the commercials.
2. Every once in a while ask a parent who works outside the home: "How are things going?" (and if s/he says "Fine" say: "I mean, I'd like to hear about your job/business.")
3. Not too often - perhaps a couple of times a month - ask one or both parents for their advice about something not too crucial so you can occasionally follow their suggestions.
4. Experiment with telling the truth every once in a while - but start by saying: "I worry that if I tell you the truth you'll be very upset" or "When I tell the truth, the whole thing gets blown up out of proportion."
5. Clean up your room at unexpected times.
6. Praise them for things they do well.

THINGS NOT TO DO

7. Don't ever announce your good intentions, such as: "I'm going to study all weekend." Instead, say, after the fact: "I was surprised at how much I accomplished."
8. Don't say, "You don't understand me." No parent can handle it. Say instead: "I guess it's been difficult for me to explain myself to you" or "I feel badly that I have not been able to help you understand me."
9. Don't be disrespectful, talk back, or act obnoxious because you're angry.
10. Don't promise to do something if you don't intend to do it.

TEACHER RESOURCE

VOCABULARY EMOTIONS

1. Affection: Giving and getting love and friendship
2. Accepting Yourself: Doing what is right; keeping promises will help you accept yourself being honest and being trustworthy. Feeling comfortable with yourself. You may not feel comfortable with yourself if you don't do what you know is right.
3. Personal achievement/
success: setting out to do a task and accomplishing it. Set daily goals that are reasonably achievable within your time limit.
4. Need to create: Learning how to do things well, feeling that you can do them well, and changing them into something new to you.
5. Role models: You learn and get goals according to people you admire: your parents, grandparents, teachers, etc.
6. Philosophy of Life: Your principles and values that guide you in your actions.

SIX BASIC EMOTIONAL NEEDS

1. Love. Human beings need to give and receive love. These needs exist from the beginning of life to the end of life. Newborn babies respond to being held and cuddled. The behavior of children shows the need to love and be loved by their families and playmates. As an adolescent, you fear being left out of the group or not being accepted by the group. You want to be like other members of the group.

2. Accepting Yourself. A sense of personal worth becomes very strong during adolescence and adulthood. The need to be a unique individual develops slowly from birth. While you are growing up, you are dependent upon your parents for most of your physical needs, but you learn how to think for yourself and make independent decisions. Through experience, you gain judgment that can help you to make wise choices.

One of the most challenging experiences you will have is getting to understand and accept yourself. Although it is important to get respect from others, it is more important to feel comfortable with yourself. It is up to you to find your own identity because no one can give it to you. It takes courage to know yourself and to be yourself.

3. Personal achievement. The need to accomplish a task is a strong force. There are many ways to satisfy the need for personal achievement. Discover the areas in which you can achieve; then try to reach goals which you know you have the ability to reach.

4. Need to create. This is probably one of the strongest emotional needs. It can be accomplished in many ways; e.g., through arts and crafts, by composing music, writing stories, making up dance steps....

One of the most normal creative needs is the desire to have a family and a home of your own. An early expression of this need is dating. Dating gives you the opportunity to discover the character and personality traits you admire most in the opposite sex. The dating experience also helps you to choose a mate and satisfy your need to love and to belong.

5. Role models for living. Much of what you know about how to live was learned from older people you admired and respected. You learn from your parents, teachers, older students, and others. It would be unwise to select the wrong kind of person for your model. That could delay your growth as a person. Select your models with care.

6. Philosophy of Life. Your principles of conduct may be derived from religious principles or from family standards and beliefs. Your own thoughts and feelings, supplemented by what you read, help to form a philosophy of life which is likely to change as you mature. Your philosophy must fit you and be acceptable in the world in which you live.

ANALYZE YOUR EMOTIONS

Take a sheet of paper and try to finish each of these statements. Some of the statements may make you blush, but no one else need see them. This is simply a test for facing oneself. . . Be truthful.

1. I hate ...
2. I wish...
3. I fear...
4. I hope...'
5. I love. . .
6. I'm embarrassed when. . .
7. The thing I'm most afraid of is...
8. I want most to be...
9. The thing that bothers me the most is. . .
10. Regarding myself, I feel. . .
11. The person who worries me most is. . .
12. I am most cheerful when. . .
13. I am deeply happy when. . .
14. My greatest interest in life is. . .
15. The person who means most to me is. . .
16. The ones who love me most are. . .
17. In leisure time I like most to. . .
18. I have great respect for. . .
19. My health is. . .
20. My ability is. . .

DEVELOPING SELF-ESTEEM

SEEING THE POSITIVE

Circle at least five qualities that you think best describes you.

kind	ambitious	understanding
honest	proud	smart
considerate	friendly	strong
caring	loyal	attractive
helpful	patriotic	athletic
loving	grateful	creative
funny	thoughtful	sensitive
patient	hard-working	musical
moral	healthy	ethical

Not listed but true about you:

ACTIVITY: WHAT DO YOU VALUE?*

Teacher Resource

Introduce the activity. The activity may be written on the board, or individual copies provided the students.

Say: Your values have much to do with how you work out your everyday problems. Your values are those beliefs that are so important to you that you will stand up for them even if it is uncomfortable to do so. Your values are involved in the choices of action you make whether or not someone in authority is watching you. Values guide what you do now and in the future.

Some of your values will grow and change during your life. Many which you now accept and act on will stay with you through your life.

Thinking about your values and talking about them with your friends and classmates can help you decide what is really important to you. Suppose, for example, that health is high on a list of things important to you. How will that value affect some of the things you do? How will it affect some of the choices you make?

Something to Think About

People acquire values from their families, their friends, their schools, and their churches. They also acquire values from other influences:

What values might a person acquire from involvement in sports?

How might reading biographies help to foster the growth of values?

What are some of the values that are contained in the Bill of Rights of the United States Constitution?

DECISIONS AFFECTING ME - WHO MAKES THEM?

1. Divide class into groups of four or five.
2. Each group make a list of decisions that are made for them by others.
3. Identify the person(s) who made those decisions.
4. Each group make a list of decisions that they are free to make for themselves.
5. Each group identify which decisions they like to have someone else make for them. Also identify which decisions they would like to make for themselves.
6. As a total class, compare the results of the group work.

HOW TO COPE WITH PROBLEMS*

Teacher Resource

Tell the students:

The first step in solving a problem is to face up to it. Once you have faced the fact that you have a problem, there are helpful steps you can take to solve it.

Say: I am going to list the steps on the board.

Steps in Problem-Solving

Think through what the problem really is.

Write down some possible ways of meeting or solving the problem.

List some people who might be able to help, if help is needed.

Evaluate the various solutions; decide which solution to try first.

Number the other solutions in the order they might be tried.

Cross out those that do not seem sensible on second thought.

Now go to work and try your Number 1 solution.

Tell the students:

There will be times when you cannot solve a problem in ways you would like. There are times when you may have to live with a problem. Part of learning to cope with life is recognizing when you can do something about a problem and when you cannot.

For instance, if you have a handicap, you can learn to accept it and live with it. You can find those things you are able to do in spite of the handicap.

A problem-solving approach can help you meet serious problems; a problem-solving approach can be applied to everyday situations. How would you use the problem-solving steps in the following situations?

The person you want most for your best friend prefers someone else to you.

You want to convince your parents that you are able to make more mature decisions on your own.

You have trouble controlling your temper and often find yourself shouting at people.

ADOLESCENT GROWTH AND DEVELOPMENT

NOTE: This information is to help you develop material for class discussion, or you may use your own resources.

A hormone is a chemical substance secreted by an endocrine gland. The endocrine glands, some of which are pictured in the drawings which follow, pour their secretions directly into the blood stream.

The pituitary gland - the master gland which controls the entire endocrine system - produces many different hormones. These hormones, as they are dispatched through the blood stream, affect numerous bodily functions. It is one of the pituitary hormones that is responsible for triggering growth. The pituitary is also responsible for producing a special hormone at puberty which brings about maturing of the sex glands in both boys and girls. This hormone acts as a stimulant for other hormones whose job it is to develop such sex characteristics as breasts in girls, whiskers in boys, and voice changes for both sexes.

The testes produce the hormone testosterone which influences the development of the male secondary sex characteristics, while the ovaries produce the hormone estrogen which influences the development of the female secondary sex characteristics.

Am I growing the way I should? is a question many young people ask themselves. If they are much different in size from friends their age, they may be especially concerned. Generally, most young people who are concerned about their size have no real growth problem. They merely need to know the variations in rate, time, and extent of growth that occur during the teen years.

During the growing-up years, each boy and each girl, at his or her own rate, follows the same general growth patterns. As the physical changes leading to manhood and womanhood begin to take place, there is a period of fast growth known as the growth spurt. This rapid growth in height and weight occurs in all boys and girls. However, the age at which it begins, its extent, and the time it lasts vary greatly.

The growth spurt starts earlier in girls than in boys. The spurt may start anywhere from age nine to age thirteen or so in girls. Most boys begin their growth spurt sometime between eleven and fifteen years of age. The greatest weight gains for girls are usually made in the twelfth or thirteenth year. Boys' greatest weight gains usually occur in the fourteenth or fifteenth year. Weight gains are more dramatic in girls than in boys. During her growth spurt, a girl may gain seven times more weight than she did during the preceding year. Although boys' weight gains tend to be smaller than those of girls, boys' gains continue over a longer period of time.

Height gains occur at a somewhat slower rate and to a lesser extent in girls than in boys. During a boy's growth spurt, an increase in height from four to twelve inches may take place within a year.

ADOLESCENT GROWTH AND DEVELOPMENT (continued)

After the growth spurt, there is a gradual slowing down as growth is completed. Much of the growth after the growth spurt involves a change in body proportions. Growth in height is usually ended between ages sixteen or eighteen in girls and between eighteen and twenty or so in boys. When growth stops, boys usually end up being taller and heavier than girls.

The age at which a person has his or her growth spurt does not determine eventual height and body build. Some boys and girls who have the spurt early will be tall. Others will be of average height. Still others will be shorter than average. Likewise, some who have the growth spurt fairly late will be tall, others will be of medium height, and still others will be short.

The age at which a person begins his or her growth spurt, the way he or she grows, and the time when growth stops are all individual matters. Usually, though, girls are ahead at the start and boys are ahead at the finish.

It is reassuring to know that wide variations in height and weight are to be expected. During the teen years there may be as much as four years' difference in the rate of growth and the body build between the most and the least physically mature person of the same chronological age. These differences depend upon many factors. Some of the factors are the individual's sex, heredity, general health, and environment.

CHANGES OF PUBERTY

This explanation is included for those teachers who want a model for describing these changes to students in simple terms.

Changes for Boys

When a boy goes through puberty, his testicles begin to make sperm. A boy is physically able to father a child once his body produces sperm.

Throughout puberty, boys often have erections. During an erection, the penis hardens, becomes larger and stiff (the tissue fills with blood). This can happen at any time, and can come from touch, thoughts, feelings or other things. Boys often feel uncomfortable when this happens at awkward times. A boy can have an erection without ejaculation. (Erections sometimes last only short periods of time, and sometimes last longer, depending on the situation.)

During ejaculation, fluid from small glands in the boy's body joins with sperm and is released from the penis. The fluid is called semen. There is only a small amount of fluid that comes out during ejaculation, but millions and millions of sperm are in that fluid, it only takes one sperm for a pregnancy to take place.

Wet dreams (nocturnal emissions) are another common occurrence during puberty. During a "wet dream" boys ejaculate (release semen) while they are sleeping. This is completely normal and very common.

Changes for Girls

When a girl goes through puberty, one big change is that she begins to have bleeding from the vagina (monthly period, menstruation). Girls often have questions about why this happens. Here's what's happening on the inside. Her ovaries begin to release one egg each month. (Thousands of eggs have been stored in her ovaries since birth). The egg travels down a tube to the uterus. Each month, the uterus forms a special lining of blood and tissue to prepare for a pregnancy. If there is no pregnancy, the lining is not needed and it flows out the vagina. This is the blood that's seen during menstruation. Then, this monthly cycle begins again. A girl is physically able to become pregnant as soon as her ovaries begin to release eggs.

Vaginal Discharge: Girls often begin to notice small amounts of clear or milky fluid which comes out of the vagina. It's reassuring for her to know that this is a vaginal discharge and is completely normal and very common.

NAME _____

DATE _____

GROWTH STAGES

After you are born you go through five stages:

1. Infancy Birth to one year - rapid growth the first year.
2. Toddler Two years to three years - slower, more steady growth and development.
3. Childhood Four years to eleven years - slow growth and development.
Girls begin to mature one-and-a-half to two years earlier than boys.
Girls from ages 11 to 12 are usually taller and heavier than boys of their own age.
4. Puberty and Adolescence Approximately twelve to twenty years. Growth spurt - fast.
Boys catch up with girls.
Long bone growth is fastest of all.
That is why some people feel awkward--their arms and legs are growing faster than the rest of their bodies.
5. Adult After twenty years. Growth stops, but not weight gain. Scientists believe that when an organ is fully developed, it gives off a chemical which signals it to stop growing.

For Students

Name _____

Date _____

Class _____

ENDOCRINE SYSTEM AND PUBERTY QUIZ

Write in the appropriate letter.

- | <u>Questions</u> | <u>Choices</u> |
|--|----------------|
| () 1. What system sends messages by chemicals to regulate the body process? | A. hormones |
| () 2. What is the general name of these chemicals? | B. puberty |
| () 3. What is the body's "master" gland? | C. endocrine |
| () 4. What is the name of the process by which a boy changes to a man and a girl changes to a woman? | D. pituitary |
| () 5. In puberty, increase in body hair, lowering voice, widening of shoulders, etc., is found in the: | E. male |
| () 6. In puberty, the onset of menstruation, widening of hips, breast development, etc., is found in the: | F. female |

For Teachers

ENDOCRINE SYSTEM AND PUBERTY QUIZ

Write in the appropriate letter.

<u>Questions</u>	<u>Choices</u>
(C) 1. What system sends messages by chemicals to regulate the body process?	A. hormones
(A) 2. What is the general name of these chemicals?	B. puberty
(D) 3. What is the body's "master" gland?	C. endocrine
(B) 4. What is the name of the process by which a boy changes to a man and a girl changes to a woman?	D. pituitary
(E) 5. In puberty, increase in body hair, lowering voice, widening of shoulders, etc., is found in the:	E. male
(F) 6. In puberty, the onset of menstruation, widening of hips, breast development, etc., is found in the:	F. female

PUBERTY WORKSHEET

CHANGES DURING PUBERTY

The time when many physical changes take place is called puberty. The physical changes during puberty are accompanied by sexual development. The pituitary gland found in the brain signals hormones to the reproductive organs. These sex organs are also called gonads.

In females, the changes usually take place between the ages of 9 and 16. The ovaries in a female secrete a hormone called estrogen. Estrogen affects her body in many ways causing secondary sex characteristics to take place. These changes include the development of the breasts, growth of hair under the arms and in the pubic area, change in voice and the widening of the hips. The primary sex organs are the uterus, the ovaries and the fallopian tubes. During sexual development, the ovaries mature and release an ovum or egg causing the menstrual cycle.

In males, the changes usually take place between the ages of 13 and 16. The testes (testicles) in a male secrete a hormone called testosterone. Testosterone causes secondary sex characteristics to take place. In males the shoulders broaden, hair grows on the face, under the arms and in the pubic area, voice becomes lower and deeper and the occurrence of nocturnal emissions (wet dreams) take place. During nocturnal emissions semen is ejaculated during sleep. Semen is a whitish fluid that contains millions of sperm cells. The primary sex organs, the penis and the testicles, also become larger during puberty.

As both girls and boys grow, thicker hair grows on the arms and legs, skin becomes coarser, oil glands cause pimples and blackheads and sweat glands cause odor.. No two individuals grow or develop at exactly the same time. Much depends on heredity. As you learn about these changes in your own body it will help you to feel more comfortable about growing up.

List the secondary changes that occur at puberty on the lines below:

Male:

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

Female:

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

List the primary sex organs:

Male:

1. _____
2. _____

Female:

1. _____
2. _____

CHANGES DURING PUBERTY

The time when many physical changes take place is called puberty. The physical changes during puberty are accompanied by sexual development. The pituitary gland found in the brain signals hormones to the reproductive organs. These sex organs are also called gonads.

In females, the changes usually take place between the ages of 9 and 16. The ovaries in a female secrete a hormone called estrogen. Estrogen affects her body in many ways causing secondary sex characteristics to take place. These changes include the development of the breasts, growth of hair under the arms and in the pubic area, change in voice and the widening of the hips. The primary sex organs are the uterus, the ovaries and the fallopian tubes. During sexual development, the ovaries mature and release an ovum or egg causing the menstrual cycle.

In males, the changes usually take place between the ages of 13 and 16. The testes (testicles) in a male secrete a hormone called testosterone. Testosterone causes secondary sex characteristics to take place. In males the shoulders broaden, hair grows on the face, under the arms and in the pubic area, voice becomes lower and deeper and the occurrence of nocturnal emissions (wet dreams) take place. During nocturnal emissions semen is ejaculated during sleep. Semen is a whitish fluid that contains millions of sperm cells. The primary sex organs, the penis and the testicles, also become larger during puberty.

As both girls and boys grow, thicker hair grows on the arms and legs, skin becomes coarser, oil glands cause pimples and blackheads and sweat glands cause odor.. No two individuals grow or develop at exactly the same time. Much depends on heredity. As you learn about these changes in your own body it will help you to feel more comfortable about growing up.

List the secondary changes that occur at puberty on the lines below:

Male:

1. Voices lower
2. Shoulders broaden
3. Wet dreams occur
4. Body hair
5. Sex organs larger
6. Skin coarser/oily

Female:

1. Voices modulated
2. Hips rounded
3. Menstruation begins
4. Body hair
5. Breasts develop
6. Skin coarser/oily

List the primary sex organs:

Male:

1. Testicles
2. Penis

Female:

1. Ovaries
2. Fallopian Tubes
3. Uterus

ADOLESCENT GROWTH AND DEVELOPMENT

VOCABULARY

1. adrenal glands: two glands that produce several hormones, such as adrenalin, which prepare the body in times of stress; located on top of each kidney in the midback region
2. endocrine system: any of the various glands that produce secretions which pass directly into the bloodstream or lymph instead of into a duct.
3. estrogen: a female sex hormone responsible for secondary sex characteristics, the menstrual cycle and pregnancy.
4. hormones: chemicals released into the blood stream by special glands; they regulate the growth and functioning of body cells; some hormones cause the development of primary and secondary sex characteristics; examples are thyroxine, parathormone, adrenalin, insulin, estrogen, and testosterone.
5. ovary: one of a pair of glands in the female, on each side of the pelvic cavity, that produces ova and hormones.
6. menstruation: The monthly discharge of fluid from the uterus of nonpregnant women from puberty to the menopause.
7. nocturnal emission: release of semen from the penis, during sleep. Also called seminal emission or wet dream.
8. pituitary gland: The pituitary gland is sometimes called the master gland. Some of its hormones stimulate other endocrine glands to produce their own hormones. The pituitary, like the thermostat that controls the temperature of a building, has a feedback mechanism. Through this mechanism, the pituitary makes sure that enough of each hormone circulates in the body, but not too much.
9. puberty:
 - girl: the time when the first egg cell is released by the ovary; 11 to 14 years of age
 - boy: the time when living sperm are first produced by the testes; 13 to 16 years of age

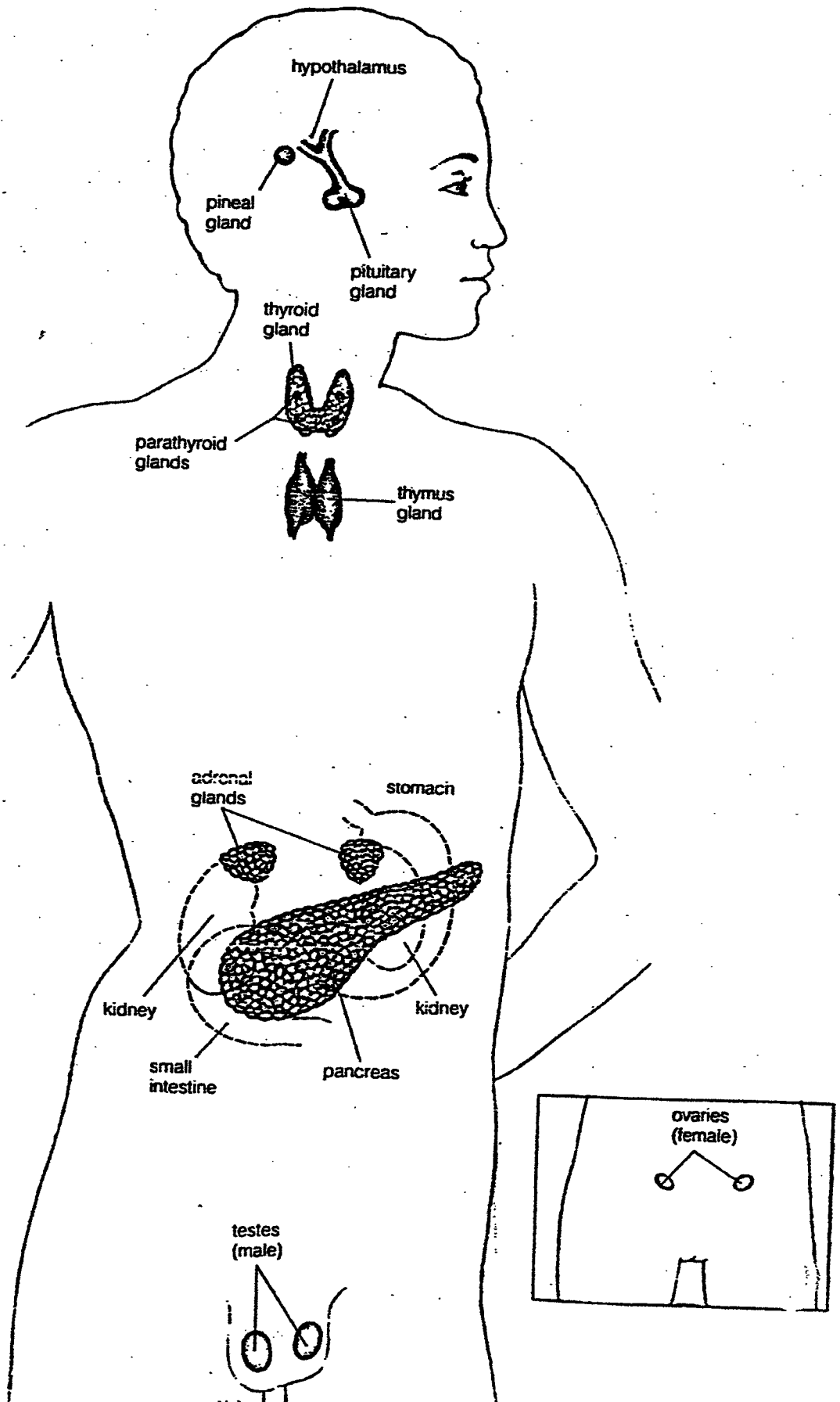
10. thyroid gland: endocrine gland in the neck that secretes the hormone thyroxin. Thyroxin helps regulate the rate at which the body uses its store of energy.
11. testosterone: the principal hormone produced in men by the testicles, responsible for secondary sex characteristics.
12. testicles: (testes) the two reproductive glands that produce male reproductive cells (sperm) and testosterone. (testes: one of the two testes)

ADDITIONAL VOCABULARY

13. genitals: the body parts of the male and female directly involved with reproduction
14. gonads: sex glands
15. hypothalamus: At the center of the underside of the brain. It is connected to the rest of the brain and the spinal cord by many nerves. This organ serves as a link between the autonomic nervous system and the endocrine system.

The hypothalamus is responsible for many body functions. It has centers for the regulation of hunger, thirst, sleep, and wakefulness. It plays an important role in the regulation of most of the involuntary mechanisms of the body, including body temperature, sexual drive, the female menstrual cycle. The hypothalamus also regulates the work of the pituitary gland.
16. islands (islets) of Langerhans: masses of endocrine cells in the pancreas which secrete insulin.
17. parathyroid: either of 2 pairs of small endocrine glands located in or within the thyroid gland. They produce a hormone that regulates the level of calcium in the blood.
18. progesterone: a hormone that prepares the uterus to receive a fertilized ovum; produced by ovaries.

Endocrine System



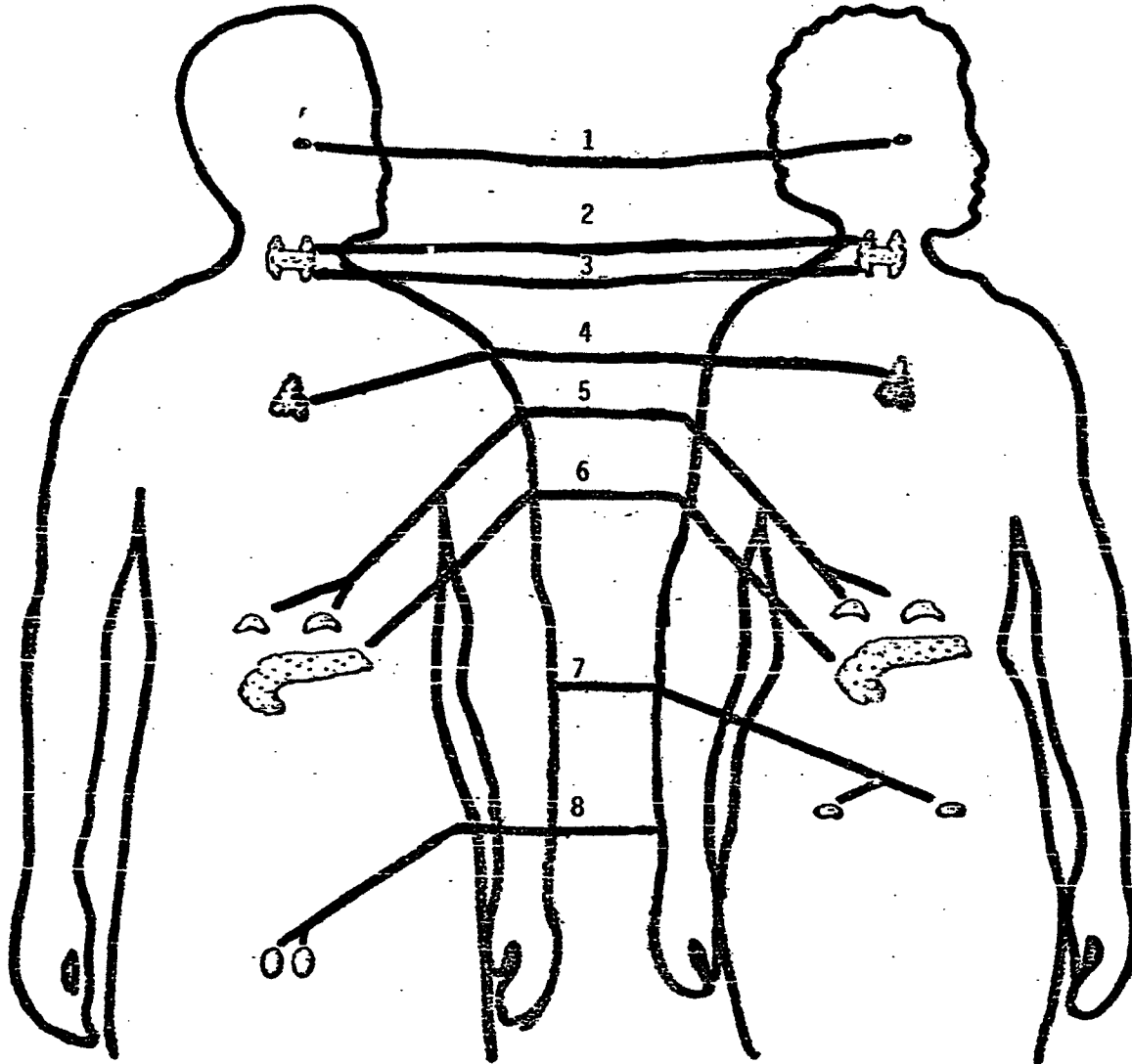
YOUR ENDOCRINE GLANDS
While your nerves carry electrical instructions to specific muscles, your endocrine glands pour chemical instructions into your bloodstream to be carried to distant cells in your body.

NAME _____

DATE _____

THE ENDOCRINE GLANDS

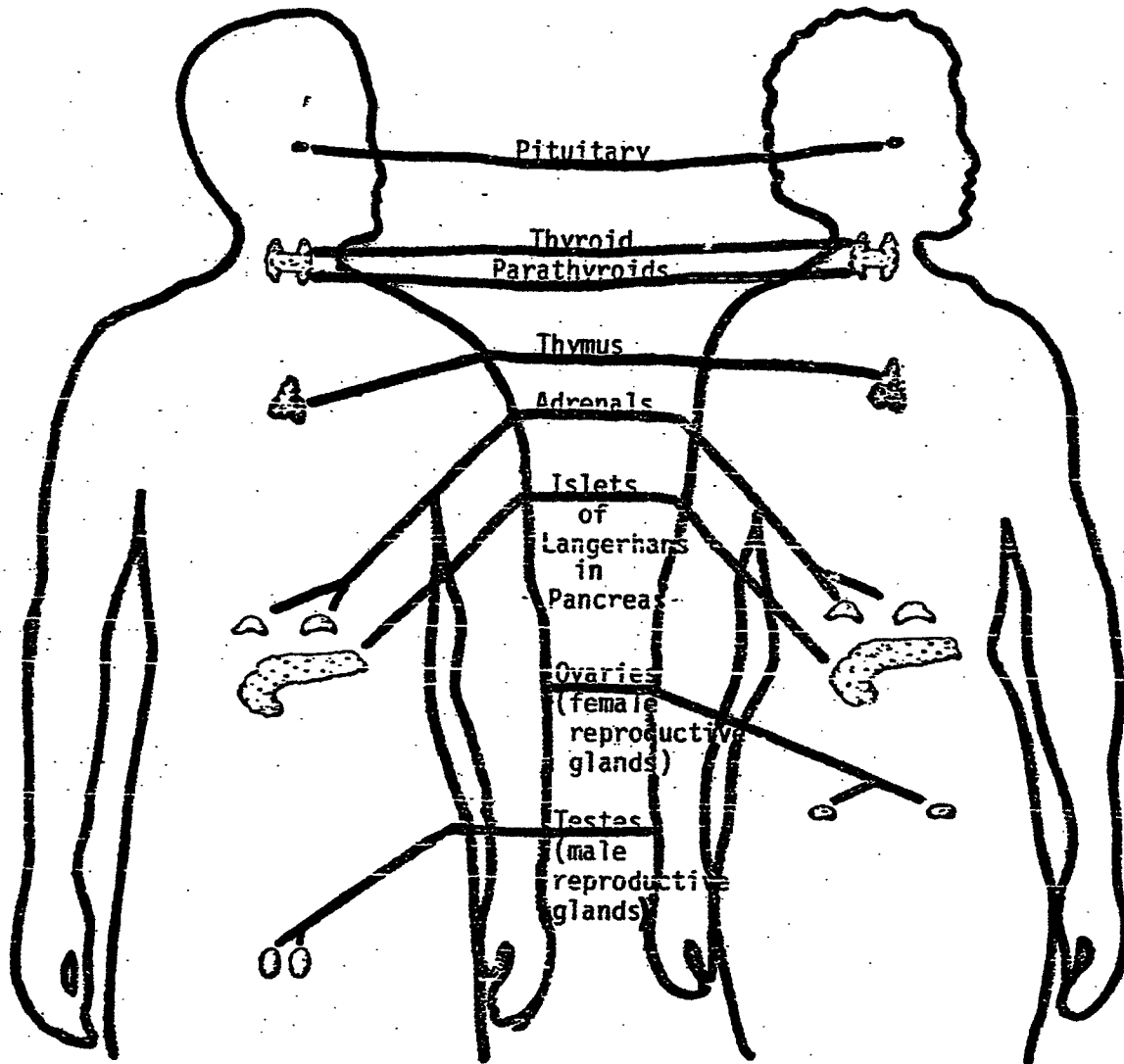
Directions: Using the terms given below, write the letter of the term in the space provided next to the gland it names.



- A Thymus
- B Adrenals
- C Pituitary
- D Testes

- E Parathyroids
- F Islets of Langerhans
- G Thyroid
- H Ovaries

THE ENDOCRINE GLANDS



Name _____

Date _____

PUBERTY QUIZ

Teacher Resource

Write in the appropriate letter.

Items

Choices

- ___ 1. The symbol for a female is:
- ___ 2. The symbol for a male is:
- ___ 3. The system that sends messages by chemicals to regulate the body processes is:
- ___ 4. The general name of these chemicals is:
- ___ 5. The body's "master" gland is:
- ___ 6. The name of one male sex hormone is:
- ___ 7. The name of one female sex hormone is:
- ___ 8. The name of the process in which a boy changes to a man and a girl changes to a woman is:
- ___ 9. In puberty, increase in body hair, lowering of voice, widening of shoulders, production of testosterone are found in the:
- ___ 10. In puberty, the onset of menstruation, widening of hips, breast development, etc., are found in the:

- A. testosterone
- B. hormones
- C. puberty
- D. endocrine
- E. estrogen
- F. pituitary
- G. male
- H. female
- I. ♀
- J. ♂

Human Reproduction

Vocabulary

(* minimum requirements)

Male reproductive organs

- * 1. foreskin: fold of skin that covers the end of the penis.
- * 2. penis: the male organ through which urine and semen pass to the outside of the body, but never at the same time.
- * 3. urethra: a tube that normally carries urine from the urinary bladder to the outside of both male and female bodies; in males only, the urethra also carries semen to the outside of the body during ejaculation.
- * 4. scrotum: the external pouch of the male in which the testes are located.
- * 5. seminal vesicles: glands in the male, located on each side of the lower end of the bladder, which produce a nourishing fluid that becomes semen when mixed with fluid from the prostate gland and sperm.
- * 6. testicles (testes): the two reproductive glands that produce male reproductive cells (sperm) and testosterone.
7. testis (testicle): one of the two walnut-sized male sex glands located in the scrotum that produce sperm cells and sex hormones (plural: testes).
- * 8. vas deferens: one of the two tubes in males that carry sperm cells from each testis to the urethra; about 12 to 24 inches long (plural: vasa deferentia).
9. cowper's gland: the small organs at the base of the penis which secrete the fluid which alkalizes the urinary canal before semen is released.
10. epididymis: the outer chamber of the male testicle in which sperm are stored until ejaculation takes place.
11. prostate gland: an organ that surrounds the junction of the urethra and the combined vasa deferentia; it produces some of the fluids of semen in males.

Other terms

1. semen: a mixture of sperm cells and fluids from the seminal vesicles and prostate gland of males.
- *2. sperm cell: the male reproductive cell produced by the testes; extremely small, having a head and a lashing tail; fertilizes the egg cell during reproduction.

- *3. wet dream: also called nocturnal emission or seminal emission; a passing off through the male penis of a fluid containing sperm cells when the male is asleep; a sign indicating that a boy has entered adolescence; it may not happen to every boy; it is not harmful in any way.
4. sphincter muscle: during sexual arousal, the muscle that closes the outlet from the bladder so the urethra carries only semen.
5. spongy tissue: the type of tissue inside the penis; the tissue fills with blood to cause an erection.
- *6. ejaculation: the process in males of forcing semen through the penis to the outside of the body.
7. erection: the stiff upright position of the penis when stimulated.

Human Reproduction

Vocabulary

Female reproductive organs (*minimum requirements)

- * 1. clitoris: the tiny bud-like organ located in the front fold of the labia minor which is sexually sensitive.
- * 2. hymen: a membrane enclosing the entrance to the vagina.
- * 3. cervix: the small opening at the lower end of the uterus; the cervix opens in to the vagina.
- * 4. fallopian tubes: two tubes that carry egg cells (ova) from an ovary to the upper part of the uterus; an egg cell and a sperm cell come together within a fallopian tube as the first step of pregnancy.
- * 5. ovary: one of two female reproductive organs that contain the ova; usually one ovum at a time will mature inside an ovary.
- * 6. uterus: a pear-shaped muscular organ that prepares an endometrium lining in the event of pregnancy; also called womb.
- * 7. vagina: the canal leading from the cervix to the vulva; also called the birth canal.
- * 8. vulva: the external female reproductive parts; the labia and clitoris.
9. labia: folds of skin that protect the opening of the vagina; the labia and the other external genitalia are collectively called the vulva (singular: labium).
10. oviduct: fallopian tube
11. endometrium: the thick, blood-rich lining of the uterus; it builds each month in females; it is usually sloughed off during menstruation.

Other terms

1. menstruation: the shedding or sloughing off of the disintegrated ovum and the endometrium (lining) in females; usually occurs about every 28 days in a regular cycle; also called a "period."
- *2. ovulation: the releasing of an ovum from an ovary in females.
- *3. ovum: an egg cell produced in females by each of the ovaries; about the size of a pin point (plural: ova).
4. follicle: spherical cells in the ovaries, each filled with fluid and containing an egg.

Additional Vocabulary : Male and Female

1. masturbation: handling, touching, or rubbing the penis (male) or clitoris (female) to cause orgasm.
2. orgasm: the climax of sexual excitement; accompanied in the male by ejaculation; orgasm is caused by a wet dream (males), masturbation, and sexual intercourse.
3. pubis (noun): either of the bones that make up the forward arch of the pelvis. Pubic (adjective) bone.
4. ureter: two slender tubes, one from each kidney, that carry urine to the bladder.
5. urinary bladder: located in the lower part of the abdomen. Stores urine.
6. rectum: the lower part of the large intestine.
7. anus: the opening at the lower end of the digestive tract.

What's Their Function?

MALE REPRODUCTIVE SYSTEM

In boys, puberty occurs between the ages of 13 and 15. The changes that occur include an increase in growth, broadening of the shoulders, deepening voice, growth of facial and body hair, and the reproductive organs mature and become capable of reproduction.

Below are simplified diagrams of the male reproductive system. Read the brief description of each part and look at the labeled drawing. Then fill in the names of the reproductive organs on the sketch. Complete the activity at the bottom of the page by matching each part with its description. Place the correct number on the line in front of each.

Pituitary gland: This gland, located at the base of the brain, produces hormones related to growth and reproduction. One of these hormones causes the testes to produce sperm.

Testes (or testicles): Two organs that produce sperm. These sperm cells are necessary to fertilize a female egg cell.

Scrotum: Soft external sac holding the testes in place.

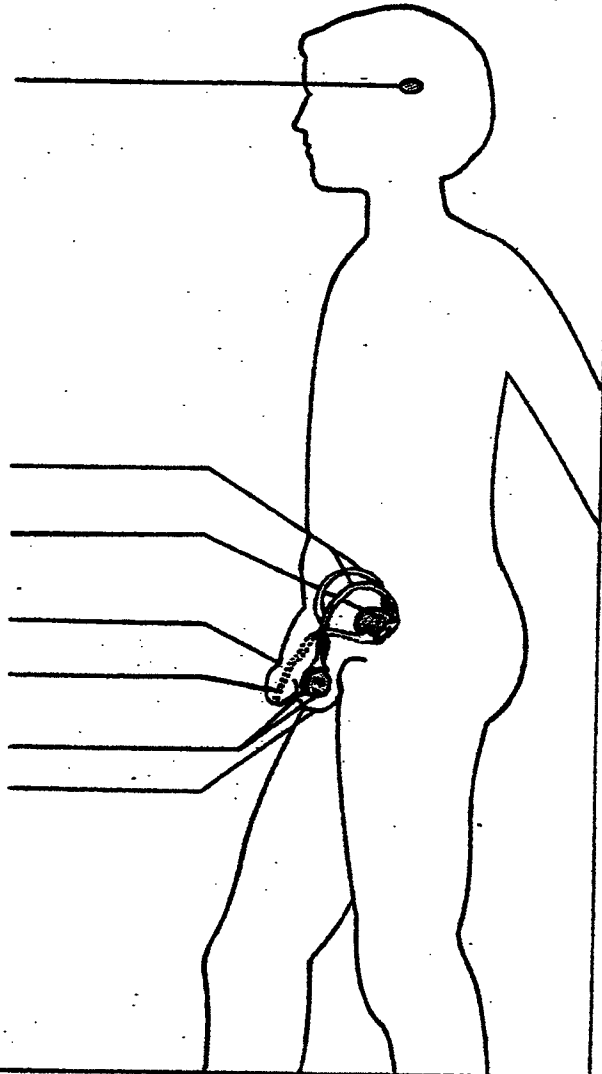
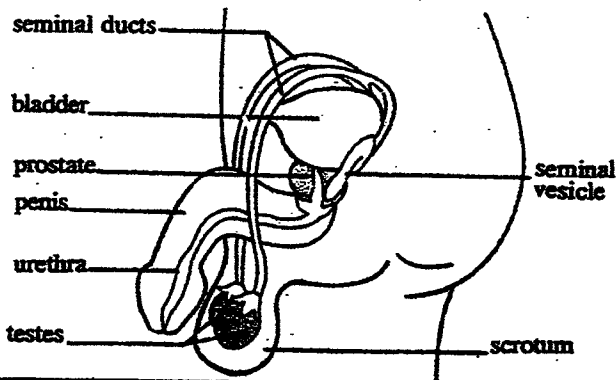
Seminal ducts (or vas deferens): Narrow tubes that carry sperm from the testes to the urethra.

Prostate: A gland which produces fluid that mixes with sperm cells to form semen. The seminal vesicle is one of two sac-like structures in which sperm have been stored before mixing with these fluids.

Penis: External organ through which semen or urine flows to the outside of the body.

Urethra: A narrow tube from the bladder, through the penis, providing a passageway for urine or semen to leave the body.

MALE REPRODUCTIVE ORGANS



- _____ Pituitary gland
- _____ Scrotum
- _____ Prostate
- _____ Testes
- _____ Urethra
- _____ Penis
- _____ Seminal ducts
- _____ Semen

1. Hormone-producing gland located at base of brain.
2. External sac holding testes.
3. Sperm-producing organs.
4. Narrow tubes that carry sperm from testes.
5. A fluid-producing gland.
6. Narrow tube through which urine or semen passes through the penis.
7. Organ through which semen or urine flows.
8. A thick fluid containing sperm.

What's Their Function? KEY

MALE REPRODUCTIVE SYSTEM

In boys, puberty occurs between the ages of 13 and 15. The changes that occur include an increase in growth, broadening of the shoulders, deepening voice, growth of facial and body hair, and the reproductive organs mature and become capable of reproduction.

Below are simplified diagrams of the male reproductive system. Read the brief description of each part and look at the labeled drawing. Then fill in the names of the reproductive organs on the sketch. Complete the activity at the bottom of the page by matching each part with its description. Place the correct number on the line in front of each.

Pituitary gland: This gland, located at the base of the brain, produces hormones related to growth and reproduction. One of these hormones causes the testes to produce sperm.

Testes (or testicles): Two organs that produce sperm. Three sperm cells are necessary to fertilize a female egg cell.

Scrotum: Soft external sac holding the testes in place.

Seminal ducts (or vas deferens): Narrow tubes that carry sperm from the testes to the urethra.

Prostate: A gland which produces fluid that mixes with sperm cells to form semen. The seminal vesicle is one of two sac-like structures in which sperm have been stored before mixing with these fluids.

Penis: External organ through which semen or urine flows to the outside of the body.

Urethra: A narrow tube from the bladder, through the penis, providing a passageway for urine or semen to leave the body.

MALE REPRODUCTIVE ORGANS

Labels on the right side of the diagram: 1. Pituitary gland, 2. Seminal vesicles, 3. Urinary gland, 4. Penis, 5. Urethra, 6. Testicles, 7. Scrotum.

Labels on the left side of the diagram: seminal ducts, bladder, prostate, penis, urethra, testes, scrotum.

- | | |
|--------------------|---|
| 1. Pituitary gland | 1. Hormone-producing gland located at base of brain. |
| 2. Scrotum | 2. External sac holding testes. |
| 3. Prostate | 3. Sperm-producing organ. |
| 4. Testes | 4. Narrow tubes that carry sperm from testes. |
| 5. Urethra | 5. A fluid-producing gland. |
| 6. Penis | 6. Narrow tube through which urine or semen passes through the penis. |
| 7. Seminal ducts | 7. Organ through which semen or urine flows. |
| 8. Semen | 8. A thick fluid containing sperm. |

What's Their Function? KEY

FEMALE REPRODUCTIVE SYSTEM

In girls, puberty occurs between the ages of 9 and 16. The changes that occur include an increase in growth, broadening of the hips, breast development, growth of pubic and underarm hair, and the reproductive organs mature and become capable of reproduction. The beginning of menstruation and the menstrual cycle are an important part of these changes.

Below are simplified diagrams of the female reproductive system. Read the brief description of each part and look at the labeled drawing. Then fill in the names of the reproductive organs on the sketch. Complete the activity at the bottom of the page by matching each part with its description. Place the correct number on the line in front of each.

Pituitary gland: This gland, located at the base of the brain, produces hormones related to growth and reproduction. One of these hormones causes an egg to ripen in an ovary.

Ovaries: Two glands that create thousands of immature egg cells, or ova. Each month an egg, or ovum, ripens and breaks out of its sac, a process called ovulation.

Fallopian tubes: Two tubes attached on either side of the uterus through which the ripened egg travels toward the uterus.

Uterus: An organ in which a fertilized egg can develop into a baby. It has an inside lining called the endometrium. If the ripened egg is not fertilized, the lining of the uterus is shed. This is called menstruation.

Vagina: The passageway from the uterus to the outside of the body, through which the menstrual flow leaves the body. The opening to the vagina is covered by delicate folds of skin and the entrance may be partially covered by a flexible fold of tissue called the hymen.

FEMALE REPRODUCTIVE ORGANS

Labels on the right side of the diagram: 1. Pituitary gland, 2. Uterus, 3. Ovary, 4. Fallopian tubes, 5. Vagina.

Labels on the left side of the diagram: ovary, Fallopian tube, uterus, Fallopian tube, hymen.

- | | |
|--------------------|--|
| 1. Endometrium | 1. Hormone-producing gland located at the base of the brain. |
| 2. Uterus | 2. Female egg-producing gland. |
| 3. Ovary | 3. Tube through which egg, or ovum, travels to the uterus. |
| 4. Vagina | 4. Female organ within which a baby can develop. |
| 5. Menstruation | 5. Inside lining of the uterus. |
| 6. Fallopian tube | 6. Passageway through which menstrual flow leaves the body. |
| 7. Pituitary gland | 7. Flexible, shedding of the lining of the uterus. |
| 8. Hymen | 8. Flexible fold of tissue at entrance of the vagina. |

What's Their Function?

FEMALE REPRODUCTIVE SYSTEM

In girls, puberty occurs between the ages of 9 and 16. The changes that occur include an increase in growth, broadening of the hips, breast development, growth of pubic and underarm hair, and the reproductive organs mature and become capable of reproduction. The beginning of menstruation and the menstrual cycle are an important part of these changes.

Below are simplified diagrams of the female reproductive system. Read the brief description of each part and look at the labeled drawing. Then fill in the names of the reproductive organs on the sketch. Complete the activity at the bottom of the page by matching each part with its description. Place the correct number on the line in front of each.

Pituitary gland: This gland, located at the base of the brain, produces hormones related to growth and reproduction. One of these hormones causes an egg to ripen in an ovary.

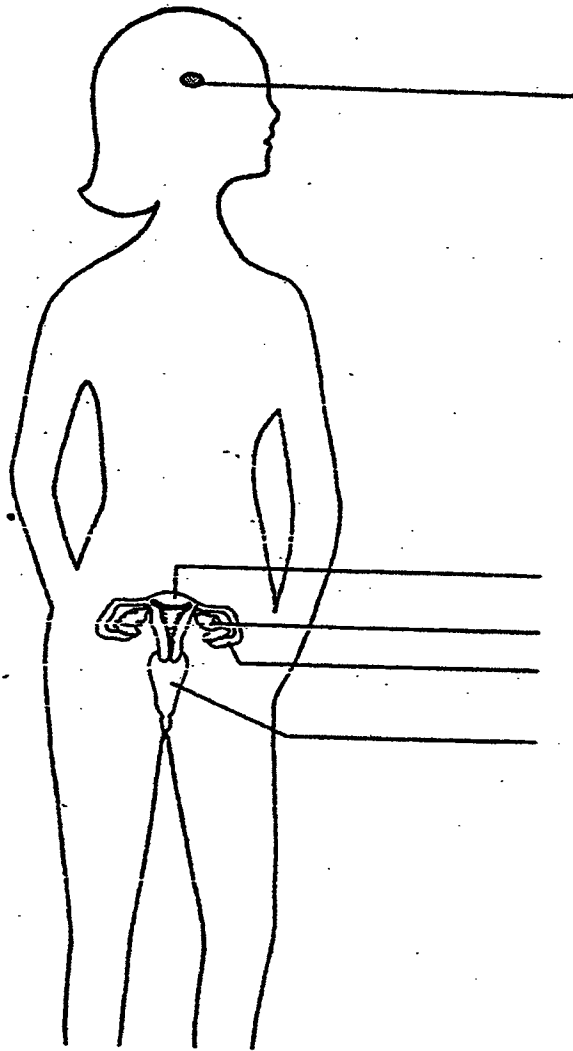
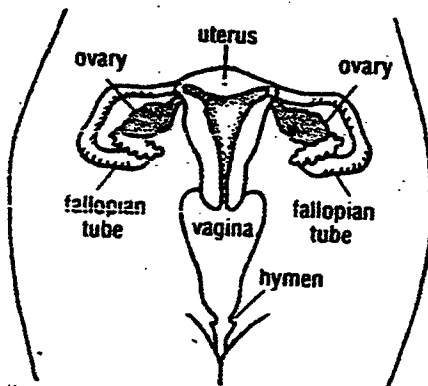
Ovaries: Two glands that contain thousands of immature egg cells, or ova. Each month an egg, or ovum, ripens and breaks out of its sac, a process called ovulation.

Fallopian tubes: Two tubes attached on either side of the uterus through which the ripened egg travels toward the uterus.

Uterus: An organ in which a fertilized egg can develop into a baby. It has an inside lining called the endometrium. If the ripened egg is not fertilized, the lining of the uterus is shed. This is called menstruation.

Vagina: The passageway from the uterus to the outside of the body, through which the menstrual flow leaves the body. The opening to the vagina is covered by delicate folds of skin and the entrance may be partially covered by a flexible fold of tissue called the hymen.

FEMALE REPRODUCTIVE ORGANS



- _____ Endometrium
- _____ Uterus
- _____ Ovary
- _____ Vagina
- _____ Menstruation
- _____ Fallopian tube
- _____ Pituitary gland
- _____ Hymen

1. Hormone-producing gland located at the base of the brain.
2. Female egg-producing gland.
3. Tube through which egg, or ovum, travels to the uterus.
4. Female organ within which a baby can develop.
5. Inside lining of the uterus.
6. Passageway through which menstrual flow leaves the body.
7. Periodic shedding of the lining of the uterus.
8. Flexible fold of tissue at entrance of the vagina.

Menstruation and the Menstrual Cycle

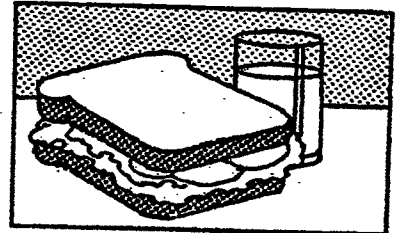
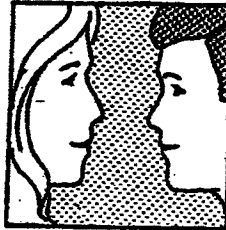
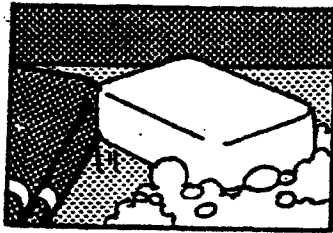
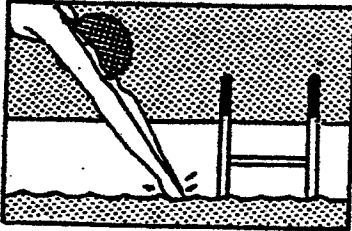
For Girls

Of all the many changes you are now experiencing, menstruation is perhaps the biggest mystery--but it does not have to be. There is a perfectly natural reason for it. Menstruation is one of the signs of maturity--of being a woman instead of a child. It means that your menstrual cycle is beginning. Its purpose is to prepare your body for the normal biological function of women--the ability to reproduce, or have children. Month after month, the menstrual cycle is repeated during the reproductive years of a woman's life.

1. What is menstruation?
[Menstruation is a normal body function that happens about once a month. It is the shedding of blood and tissue from your uterus. This menstrual fluid comes out of your body through the vaginal opening, which is located between the urinary opening and the one for bowel movements.]
2. What is the menstrual cycle?
[It is a series of changes taking place in the female reproductive organs leading up to the menstrual flow. An organ called the uterus or womb prepares a lining where a tiny female egg cell can develop into a baby, if fertilized by a male sperm cell. If the egg is not fertilized, pregnancy does not take place and the lining of the uterus is shed.]
3. How long does a menstrual cycle last?
[The average menstrual cycle is about 28 days. A cycle is counted from the first day of menstruation until the first day of the next menstrual period.]
4. Is it the same for all girls?
[The menstrual cycle can vary from 17 to 35 days and still be normal. Your cycle may be irregular for the first year or so, but after that time it should become regular. The length of each period also varies. Some girls menstruate for only 3 days...some for as long as 7. However, the average menstrual period is about 4 or 5 days.]
5. At what age do most girls start to menstruate?
[It can be as early as 9 or 10 years of age...or as late as 15 or 16. Most girls start when they are about 12 or 13. If you have not started by 16, discuss this with your doctor.]
6. How will I know when I will first start?
[No one can tell the exact day or month you will start. When your first period begins, you may not be aware of it, or you may notice a dampness in the vaginal area. When you go to the bathroom you will discover some menstrual blood on your panties. This means menstruation has begun for you. Of course, it would be best for you to have discussed all of this with your mother before your first period actually happened.]

Facts and Fables

We undergo many changes in our lives—some planned for, others unexpected. One time of change for everyone is the early teen years, when our bodies change, and our goals, expectations, and views of life take new shape. What do you feel and know about those bodily changes that occur at puberty? Below are 22 statements about puberty, menstruation, and menstrual protection. Find out how you feel about these topics by putting a check in the appropriate box.



	True	False	Don't Know
1. I already know all I need to about puberty and menstruation.			
2. All females have menstrual cramps during their period.			
3. Boys don't undergo changes at puberty.			
4. Menstruation should have no effect on a female's ability to work.			
5. I don't like the changes that are happening to my body now.			
6. Males should know about menstruation.			
7. You can't go swimming when you have your period.			
8. Eating a nutritious, well-balanced diet can help prevent some menstrual discomforts.			
9. People shouldn't talk about menstruation.			
10. Females shouldn't exercise during their menstrual period.			
11. I'm embarrassed to talk with my parents about the changes I am experiencing.			
12. Females are more emotional during their period.			
13. I have already learned about all the changes that take place during puberty.			
14. Young girls can use menstrual tampons.			
15. Boys undergo puberty at a different age than girls.			
16. There is nothing you can do for menstrual discomfort.			
17. Having your period keeps you from doing the things you like to do.			
18. Boys can tell when a girl has her period.			
19. Careful, thorough cleansing of your face can help prevent skin blemishes.			
20. Tampons are comfortable to use.			
21. There are different absorbencies of menstrual tampons.			
22. I have talked with my friends about our body changes.			

MALE/FEMALE ANATOMY

For each word listed, decide if it applies to males only, to females only, or to both males and females. Put a check in the appropriate column.

List Letter (R=Reproductive System U=Urinary D=Digestive)	System	MALE	FEMALE	BOTH
1. Fallopian Tube				
2. Testosterone				
3. Ovulation				
4. Testes				
5. Rectum				
6. Penis				
7. Estrogen				
8. Anus				
9. Hormones				
10. Puberty				
11. Uterus				
12. Menstruation				
13. Urethra				
14. Scrotum				
15. Bladder				
16. Vagina				
17. Nocturnal Emission				
18. Sperm				
19. Ovaries				

SUGGESTED CONTENT

Going Steady

Many young adults regularly date one person, but if another date comes along, they are free to accept. The relations are not formalized or verbalized, and the individuals have the right to date others. However, some people who "go steady" may date just one person.

After dating many persons over a number of years, most people start looking forward to being with only one person. They do not care much about dating anyone else and prefer to be only with each other. Steady dating is usually a test period during which a couple can decide whether they want to become engaged.

Advantages in Going Steady. When a person has a steady date, invitations to parties, dances, and popular social affairs and other social functions usually are easier to gain. Steady dating provides personal security and is a symbol of personal achievement. It enables the young man and woman to get to know each other.

Disadvantages in Going Steady

There are also some disadvantages in going steady. It may mean that the choice of a mate is reached before there is a chance for maturity and good judgment. If a person starts going steady too early, the choice of a life partner may be limited. Steady dating also may be difficult to break off. When a steady dating is broken, serious emotional disturbances may result. Going steady involves more commitment than casual dating.

If premarital sexual relations occur between the young man and woman, their relationship may be damaged. Pregnancy or contracting a sexually transmitted disease, or even AIDS also can result. A marriage may be forced upon a young man or woman for which neither of them is ready.

What Is Love?

Mature love is based upon concern, compassion, and commitment for another person. It regards the needs and feelings of the other person as equal to one's own. Love involves unselfishness, sharing, and honesty between two people. Persons in love communicate with each other and try to resolve basic issues. Love can provide a feeling of security and personal worth.

INTERPERSONAL RELATIONS

Put Answers in Outline Form

1. List three (3) things you should not do on a date.
2. Give three (3) examples of Love.
3. What does it mean to be infatuated with someone?
4. List three (3) types of dates.
5. Give two values round in dating.
6. List three (3) reasons for or against pre-marital sex.
7. Give two (2) reasons for going steady.
8. Give two (2) reasons against going steady.
9. List three (3) things a boy should do on a date.
10. List three (3) things a girl should do on a date.

Dating, Engagement, and Marriage Quiz

Directions: Write the letter indicating the appropriate phrase in the second column next to the terms in the first column.

- | | |
|---------------------------|---|
| _____ 1. Love | a. Final check upon the choice of a life partner before marriage |
| _____ 2. Going steady | b. Often a result of premarital pregnancy |
| _____ 3. Engagement | c. A desire to defeat or hurt someone, revenge |
| _____ 4. Courtship | d. Unselfishness, sharing, and honesty between two people |
| _____ 5. Forced marriage | e. Period during which young man and woman really find out about each other |
| _____ 6. Abstinence | f. Date mostly one person |
| _____ 7. Dating | g. Love for physical appearance or popularity |
| _____ 8. Secretive dating | h. Helps persons to make friends, go to social functions |
| _____ 9. Jealousy | i. Prevent unwanted pregnancy and/or sexually transmitted diseases |
| _____ 10. Infatuatonn | j. Leads to frustration, unhappiness, and loss of the parents' trust |

KEY:

1. d	6. i
2. f	7. h
3. a	8. j
4. e	9. c
5. b	10. g

TEACHER RESOURCE
KEY VOCABULARY

1. **Abstinence:** Refraining from sexual intercourse
2. **Assertiveness:** Letting others know one's own ideas and feelings, respectfully and firmly
3. **Sexual behavior:** One part of a behavioral sex role; behavior that is intended to physically attract or stimulate another person; sexual behavior may or may not involve physical contact between people
4. **Peer pressure:** Pressure to act or think a certain way coming from people of the same age group
5. **Sexual pressure:** Pressure toward thinking or acting sexually in a way beyond what a person is comfortable with
6. **Media:** Newspapers, magazines, radio, television, and other means of communication and advertising, collectively
7. **Macho:** Aggressively masculine or virile
8. **Responsibility:** Carrying out your obligations or duties; answering for your own actions
9. **Relationship:** Meeting and interacting with another person, either verbally or nonverbally
10. **Independent:** Not depending on or controlled by others
11. **Influence:** Power to persuade others or to produce results, especially by suggestion or other indirect means
12. **Sex-role:** A traditional way of behaving because of a person's sex
13. **Stereotype:** A fixed idea that does not allow for individual differences
14. **Decision:** Reaching a conclusion or making up one's mind
15. **Consequence:** The thing that happens as a result of something else
16. **Pornography:** Extreme and offensive indecency in writing and pictures
17. **Popular:** Well liked by a group
18. **Friendship:** A type of human relationship; based upon a mutual respect for the qualities of the individuals; ranges from a casual liking to a deep affection or love

19. Adolescence: The period of physiological growth and development beginning with puberty and continuing until about 17-22 years of age; the period of life when the body becomes sexually mature
20. Guilt: The shame resulting from the violation of one's own personal values or the codes of society
21. Homosexual: A person who is attracted physically and emotionally to persons of the same sex
22. Equality: All people having the same rights regardless of sex
23. Honesty: Telling the truth; meaning what you say
24. Sexual attraction: A feeling of special attraction toward another person that sometimes causes physical sensations
25. Mood: Feeling of happiness or sadness, etc.
26. Self-control: Being able to control your own actions
27. Respect: Treating everyone, including yourself, with dignity
28. Sexism: Discrimination based on the belief that one sex is superior; prejudice against one sex
29. Masculinity: The way a male reviews his sex role
30. Femininity: An idea or view a female has about her own sex role; the concept of femininity is influenced by the female's own personal needs and experiences and by what society teaches as acceptable female behavior; an individual's ideas of feminine behavior will be unlike the ideas of any other person
31. Stereotyped sex role: Behaving as society expects males and females to behave; it is learned through what a person hears and sees

GLOSSARY

Abstinence:	not having sexual intercourse, saying NO to sex
Antibiotic:	drugs that are used to cure many diseases by killing or stopping the growth of bacteria such as penicillin
Bacteria:	a one celled organism that causes a number of diseases
Cervix:	the opening into the vagina from the uterus, neck of the uterus
Chancre:	the earliest sign of syphilis in stage I, a painless, open sore
Communicable:	transmitted from person to person
Condom:	a thin covering placed over the penis to prevent getting a sexually transmitted disease
Contagious:	spreading by contact, catching
Discharge:	giving off or releasing a body substance
Genital:	the external sex organs of males and females
Immune System:	protecting the body from the attack of harmful germs, bacteria, protozoa, viruses
Infected:	to cause disease by germs, bacteria or viruses that get into a person's body
Infectious:	capable of being transmitted from person to person
Insanity:	a mental condition causing a person to be crazy
Lymph Glands:	one of many vessels that contain fluid and bathes all body cells located in the neck, under the arms, in pubic area, etc.
Paralysis:	losing ability to move or feel in a part of the body
Penicillin:	a widely used antibiotic used to cure disease
Prenatal:	the time between pregnancy (conception) and the birth of a baby
Precaution:	to be careful, to prevent disease or injury
Prevention:	protecting a person from harm such as a disease
Protection:	a way to safe guard a person, as from disease or injury

Protozoan: a microscopic single celled organism

Recognition: to be aware of and know signs and symptoms

Resistant: to fight back against

Secretions: producing a body substance such as pus

semen: the sticky whitish fluid in which the sperm are discharged from the penis

Sexually Transmitted: all infections, including venereal diseases, that may be passed to another person through sexual intercourse or close bodily contact

Spirochete: bacteria with a spiral shape and a moving body

Sterile: clean, free from germs

Sterility: unable to produce children, sperm and ovum are unable to unite

Stillborn: dead at the time of birth

Strain: a new variation or mutation, such as bacteria

Transmitted: spreading by contact, skin to skin

Venereal Disease: communicable disease spread from person to person by sexual intercourse or close bodily contact

Virus: an infectious organism smaller than bacteria

Peer Pressure: Questions For Discussion

1. What is peer pressure?
2. How important are peers to teens?
3. How much influence over one's life should peers have?
4. Why is it important for teens to develop their own beliefs and stick to them? (They are ultimately responsible for their own behavior.)
5. Does it bother you to be called chicken or stuck-up by your peers when you don't go along with the crowd?
6. What does being popular mean? How important is being popular as compared to other values or goals in life? What are some ways to be popular?
7. What are some good things about belonging to a group? What are some bad things about belonging to a group?
8. What is friendship? (Friendship is important as a support to deal with peer pressure.)
9. Why do boys feel the need to "make it" with a girl?
10. Do boys have the right to pressure girls with "Have sex with me or I won't see you again?"
11. What does it mean to "use" someone?
12. How would you describe a good relationship?
13. What do guys want most from having a girlfriend? What do girls want most from having a boyfriend?
14. What do you think about a boy who doesn't respect his girlfriend's wishes not to become sexually involved?
15. What do you think about a girl who gives in when she doesn't really want to?
16. How true is it that "everybody's doing it?"
17. How true is it that if a boy doesn't have sex with a girl he is homosexual?
18. What are some reasons a person may not engage in sexual relations?
19. What is society's attitude toward boys who are virgins through adolescence and early adulthood? Is it more difficult for a guy to say "no" than it is for a girl?
20. Why is it hard to say "no" in sexual situations?

CONSIDER THE INFLUENCE OF OTHERS -- PEERS

Introduction This session is designed to allow students to take a closer look at group norms or "unwritten rules" for behavior. The goal is to help students evaluate these norms and to try to alter the impact of those codes that encourage deviant behavior or that damage the self-esteem of others.

First discuss the concept of group norms with students and how they affect the establishment of behavioral codes. These codes of conduct are "unofficial" or "unwritten," but appear to establish rules on how students should behave. Following these precepts is likely to win acceptance and approval; breaking them brings on disapproval, often expressed in the form of teasing or laughter. One student, for example, may be laughed at for wearing "the wrong" clothing or for having an uncommon name. Another student may meet with approval for "showing off" in class or for excelling in sports. The "rules" may be different for girls and boys.

Discussion Divide the students into small teams of three or four. Ask each group to elect a recorder. The task is to formulate a list of the "unwritten rules" for their grade level. Areas to consider are personal appearance, language, classroom behavior, boy-girl behavior, and drug-taking behavior.

Summary and Evaluation Ask for a report from each recorder on the group's conclusions and performance. Discuss any problems groups had in completing the task and review discussion ground rules, if necessary. Formulate a master list on the board of all the group norms which students have listed. Then begin asking questions which will help students evaluate these norms. Are any of the unwritten rules potentially harmful? Are there any which seem foolish? Do any jeopardize another's self-esteem? Are there any which should be dropped? Most importantly, is it possible to make independent decisions, or is the pressure to conform so great that most students are unwilling to act on their own?

SOME EFFECTS OF TEENAGE PREGNANCY

Many teens who become pregnant hope that they are ready to handle the responsibilities of being a parent, but they usually encounter more problems than they anticipate.

The pregnant girl may have trouble staying in school or completing her high school education.

The teen father may drop out of high school to get a job to support the baby.

The relationship between the pregnant girl and teen father may not last. If it does not, it will be difficult for her to handle the responsibilities alone.

The young couple may choose marriage. The relationship may later end in divorce.

Finances can be a big problem. A teenage couple or an adolescent on her own often cannot afford the expenses of a baby. The costs of delivery, medical care, formula, diapers, clothing, etc., are very high.

Living arrangements for the young parent may be a problem. Not all teenage parents can live with their families. Finding an apartment, living alone, and coping with all the tasks of running a household are difficult.

For teen mothers living at home, there can be conflicts between the teenager and her parent(s). Teenage pregnancies affect the whole family, not just the teenager.

A young baby requires a huge amount of patience, time, and commitment. Babies need to be waited on for all of their needs. Often a teenager cannot handle a baby's needs and her own at the same time. Babies are often neglected or abused because of the stresses involved in a teen pregnancy. Babies need to be held, touched, played with, and cared for.

It is suspected that babies born to teenagers have a greater chance of dying from Sudden Infant Death Syndrome (crib death).

TEENAGE PREGNANCY IS EVERYBODY'S PROBLEM*

Teacher Resource

If you're a teenager, a parent or simply a taxpaying citizen, teenage pregnancy is your problem. Today, it's everybody's problem.

So you didn't think it would happen to you...someone else, someone else's daughter, another neighborhood...but not you.

(Teenager) I can't believe that what I did...what we did...caused this...this baby...to happen. It just doesn't seem possible. I can't believe it's mine.

(Parent) She said she was afraid I would find the pills. Afraid! I would have helped her...arranged for her to see our family doctor...rather than see her like this.

(Community leader) Teenage pregnancy is reaching epidemic proportions in our local high school. What about a sex education program? Has anybody tried preventing teenage pregnancy, maybe by, you know, telling teenagers how they get pregnant...and how not to get pregnant?

It's in every school, every neighborhood, affects every home. Here are some facts about teenage pregnancy:

Each year 1,000,000 teens become pregnant.

- Four out of five are unmarried
- 30,000 of the girls are under the age of fifteen
- 82% of the girls under the age of fifteen were daughters of teenage mothers
- One half will never finish high school
- About 15% of pregnant teens become pregnant again within one year; 30% do so within two years.

Researchers estimate 40% of today's 14 year-old girls will be pregnant at least once before age twenty.

Teen mothers earn half the amount of money that girls their age do. Many are dependent on welfare.

40% of pregnant U.S. teenagers have abortions, 30% of the nation's total abortions. Fewer than 5% of these pregnant teens give their babies up for adoption.

Repeat Pregnancies

The first-born child of a teenage mother faces formidable obstacles at the start of life, but the adverse effects of teenage pregnancies multiply when those mothers have a second child before they reach the age of 20. Infant and maternal mortality rates increase with successive births and with short intervals between births.

A more dramatic point is made by statistics on deaths that occur in the first 28 days of life and reflects, therefore, not so much the poverty of the family or the quality of the food and housing available to the growing infant but the health status of the mother and the conditions immediately surrounding pregnancy and delivery. These early deaths increase dramatically among the second, third and subsequent children born to a mother who is still in her teens.

Social And Economic

An unplanned teenage pregnancy is often accompanied by harsh social and economic problems--problems that can affect the individuals involved for the rest of their lives.

The Teenage Parent

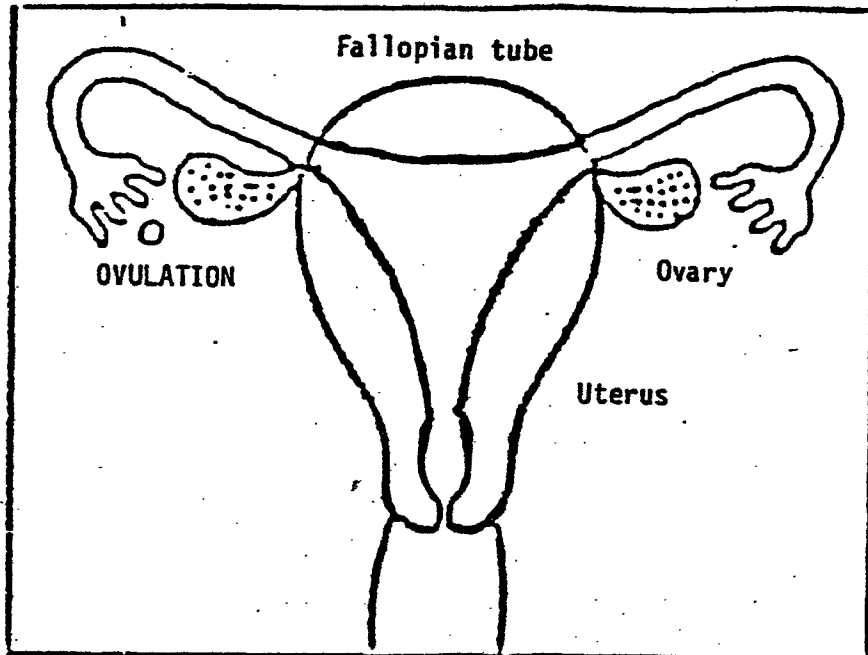
When a teenage student becomes pregnant, she is likely to drop out of school. If employed, she must give up her job at least for a short time. Eight out of 10 who first become mothers at 17 years of age or younger never complete high school. When teenagers marry following a pregnancy, their problems seldom decrease. Both teenage parents may have difficulty finishing their educations and developing skills, and as a result may be forced to accept low-paying jobs. Teenage parents often are isolated from their peers and from normal social life. Further, half of all teenage marriages end in divorce within five years.

Looking ahead, there is a strong possibility that the teenage mother will be unable to support herself and her child. The cumulative effect of all the early psychological and economic stresses that the young mother endures may affect her ability to function in a productive way later in life, and it may help explain the relatively high rate of suicide among older women who experienced a pregnancy in their teens.

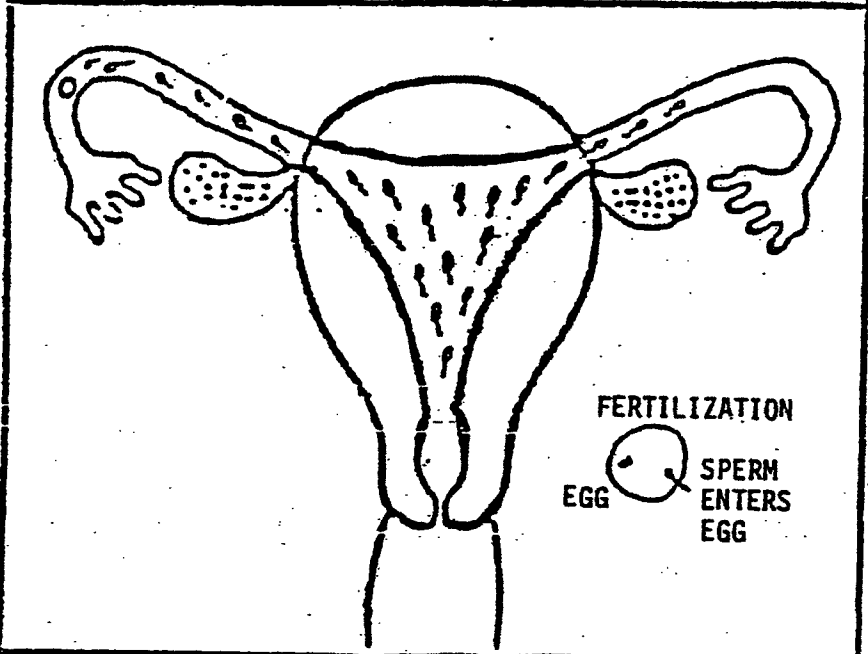
The Child

Because of the health risks and poverty conditions likely to be encountered, the child of a teenage mother enters the world at a distinct disadvantage. These handicaps are compounded by the fact that very young mothers may be ambivalent about child care and be under varying degrees of psychological strain. They may not have had the experience necessary to ensure maximum intellectual and emotional growth of the infant. While it is true that many of these infants are readily absorbed into the mother's family, it is equally evident that this process generally occurs because the mother is unmarried and unable to provide for herself and her baby.

THE FERTILIZATION PROCESS



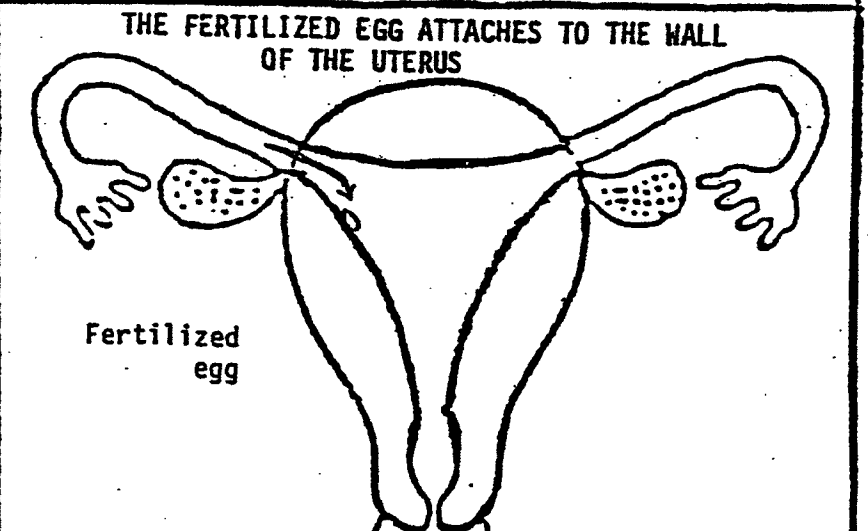
Between the tenth and seventeenth day after the menstrual flow begins, an ovary on one side releases an egg. This is called **OVULATION**. It is only during the ovulation process that fertilization can take place.



Millions of sperm are released during each ejaculation. Some of the sperm swim toward the ovum.

Only one sperm can fertilize one ovum.

Fertilization takes place in the fallopian tube.



The fertilized egg travels through the fallopian tube and attaches to the wall of the uterus where it begins to grow and develop.