

## Human Growth and STI/AIDS Unit

### **Lesson 1: Introduction to Sexual Health/ Male and Female Anatomy (1 class period)**

**Essential Question:** (1)What are the physical, social and emotional changes that occur during the transition from adolescence to adulthood? (2) What is the difference between biological sex, sexual orientation, and gender identity and expression?

#### **Objective:**

1. Introduce the Human Growth Unit.
2. Discuss the importance of creating a safe environment: Social vs. Medical language
3. Help students identify the basic sexual anatomy of male and females
4. Introduce

#### **Resources being used for Lesson-**

1. Case Study from Flash curriculum- Lesson 1, Pages 4-5
  - a. Use this as an example of how we do not want to use language that could possibly make your fellow students uncomfortable during this unit.
  - b. Journal #1: What could have been done differently in this case study? How would you respond to Rob if you were the teacher?
2. Social vs. Medical Language Powerpoint Slides- Teacher resource
  - a. Discuss the type of words and phrases that will be allowed during our discussions, and the type of words and phrases that will not be allowed
3. Male and Female Anatomy Powerpoint Slides- Teacher resource
  - a. Students will receive a package of the unit work. As teacher discusses the anatomy on the powerpoint, students will fill in the information on their packet as they follow along.
4. Gender Identity Powerpoint Slides (Flash Resource- Lesson 7, page 5 and 6)
  - a. Introducing basic definitions of gender identity, gender expression, gender, sexual orientation, transgender, heterosexual, gay, lesbian and bisexual.

### **Lesson 2: Conception through Birth (2 class periods)**

**Essential Question:** How does conception occur, what are the stages of pregnancy, and what is the responsibility of pregnancy?

#### **Objective:**

1. Summarize the events that occur during the first week after fertilization.
2. Describe the structures that protect and nourish the embryo and fetus.

#### **Resources being used for Lesson**

1. Development Before Birth (Glencoe Health Book, Chapter 19-1)
  - a. Teacher will use Glencoe powerpoints as students take notes
2. Life's Greatest Miracle video (PBS/NOVA Documentary)

- a. Will watch the first half of this video and answer the corresponding questions on the Life's Greatest Assignment (Teacher resource)

### **Lesson 3: Conception through Birth (continued)**

**Essential Question:** How does conception occur, what are the stages of pregnancy, and what is the responsibility of pregnancy?

#### **Objective:**

1. Identify 4 behaviors that are essential to a healthy pregnancy
2. Explain the importance of prenatal care throughout pregnancy
3. Identify the 3 stages of the birth process
4. Describe 4 complicating factors that may arise at birth

#### **Resources being used for class:**

1. Students will read Chapter 19-2 and 19-3 (Glencoe Health Book)
2. Section 19-2 and 19-3 Review questions at the end of each chapter (Glencoe Health Book)
  - a. Page 496: Questions 1-5
  - b. Page 503: Questions 1-5
3. Finish Life's Greatest Miracle video (PBS/NOVA Documentary)
  - a. Finish answering questions on video assignment
4. Pregnancy: Two Truths and Lie Activity (Flash Curriculum, Lesson 3, Page 9)

### **Lesson 4: Abstinence (1 class period)**

**Essential Question:** 1) Why is abstinence the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C and pregnancy? 2) What is sexual consent and what are its implications for sexual decision-making?

#### **Objective:**

1. List behaviors that help a person succeed at abstaining from all forms of sex
2. Articulate to others the decision to not have sex
3. Practice using assertive decision-making techniques with a partner

#### **Resources being used for the class:**

1. Will be using Lesson 9 of the Flash curriculum on Abstinence as a guide (see updates to lesson in Lesson 4)
2. Students will read page 16-17 on The DECIDE Process
3. Students will read page 138 about Passive, Aggressive, and Assertive Communication Skills

### **Lesson 5: Contraceptives (2-3 class periods)**

**Essential Question:** (1) Why is abstinence the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C and pregnancy? (2) What are contraceptive methods, disease reduction measures, their proper use, and their effectiveness including condoms?

**Objective:**

1. Help students understand that abstinence is still the best option to prevent unwanted pregnancy and contraction of STIs.
2. Know the effectiveness of the various methods of birth control

**Resources being used for the class:**

1. Internet Contraceptive lesson (Teacher resource pulled from webmd.com)
  - a. Students will answer the questions as they visit the websites on the assignment
  - b. We will discuss the answers to the assignment at the end of class

**Lesson 6: Contraceptives (continued)**

**Essential Question:** (1) Why is abstinence the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C and pregnancy? (2) What are contraceptive methods, disease reduction measures, their proper use, and their effectiveness including condoms?

**Objective:**

1. Help students understand that abstinence is still the best option to prevent unwanted pregnancy and contraction of STIs.
2. Know the effectiveness of the various methods of birth control.
3. Describe behaviors that can help prevent the spread of sexually transmitted infections.

**Resources being used for the class:**

1. Class Starter activity (teacher resource)
  - a. Each student receives a small scrap of paper and they are asked to get 3 signatures from a classmate of a different gender. A random piece of paper that has been handed out has a red dot on it. The person with the red dot is our 'carrier' of disease and we explain how easily a disease can be transmitted and you could receive that disease from someone you've never met.
2. Contraceptive powerpoint (teacher resource)
  - a. Powerpoint discusses the different types of contraceptives that can be used, and the typical and perfect use rates of each contraceptive
  - b. Students will understand the difference between barrier and hormonal methods of birth control
3. Male Condom- Flash curriculum, Lesson 10, Page 12
  - a. Students will be able describe the steps to using a condom correctly, as well as many of the mistakes that can be made that will lead to unplanned pregnancies and the spread of diseases.

## **Lesson 7: Contraceptives (continued)**

**Essential Question(s):** 1) What are contraceptive methods, disease reduction measures, their proper use, and their effectiveness including condoms? 2) What are the laws related to reproductive and sexual health care?

### **Objective:**

1. Help students understand that abstinence is still the best option to prevent unwanted pregnancy and contraction of STIs.
2. Know the effectiveness of the various methods of birth control.
3. Understand the difference between typical use and perfect use of contraceptives.
4. Understand the laws in Oregon that are related to reproductive and sexual health care.

### **Resources being used for Class:**

1. Contraceptive Powerpoint (teacher resource)
  - a. Students will learn the difference between typical and perfect use of contraceptives.
  - b. Students will see that abstinence is the only choice to prevent pregnancy.
  - c. Students will learn about Oregon laws related to sexual health.
2. Informational Handout (teacher resource)
  - a. This informational handout lists the various contraceptive methods, their typical and perfect use failure rates, and whether they prevent pregnancy and/or disease transmission.

## **Lesson 8: STIs/AIDS**

**Essential Questions:** What are common symptoms of and treatment for STDs and HIV, including increased risk with multiple partners?

### **Objective:**

1. Identify 8 of the most common STIs, including their symptoms and treatments.
2. Know when a person should seek treatment for an STI.

### **Resources being used for class:**

1. Class readings on each of the 8 STIs that we will be studying (Teacher resource from [teensource.org](http://teensource.org))
  - a. Students will be answering questions on an assignment taken from the readings on each STI
  - b. Class discussion will follow

### **Lesson 9: STIs/AIDS and Current Event**

**Essential Questions:** What are common symptoms of and treatment for STDs and HIV, including increased risk with multiple partners?

#### **Objective:**

1. Know the difference between a virus and a bacteria and how they relate to our study of STIs.
2. Explain how HIV leads to AIDS.
3. Describe how HIV is, and is not, transmitted from person to person.
4. Identify 3 behaviors that can prevent the spread of HIV.
5. Describe how a person gets tested for HIV and the goal of HIV treatment.

#### **Resources being used for Class**

1. STI/AIDS powerpoint (teacher resource)
  - a. Look at how HIV infects the body and how that is different from a typical virus
2. Reading and Cornell notes from Health book (Chapter 22)
  - a. Read Page 584-589 and 592-596 in our Health book and then take Cornell Notes
    - i. Complete questions 1-3 on page 589 and 1-4 on page 596.
3. AIDS Vaccine Advances Current Event
  - a. Find a current event about the medical advances being made in AIDS research.

### **Lesson 10: Review and High risk behaviors that can lead to STIs/AIDS**

**Essential Questions:** 1) What are the physical, social, and emotional changes that occur during the transition from adolescence to adulthood? 2) What is the impact of alcohol and other drug use on sexual decision-making? 3) What are common symptoms of and treatment for STDs and HIV, including increased risk with multiple partners?.

#### **Objective:**

1. Help students understand the physical, emotional and financial stress that can result from an unplanned pregnancy or becoming infected with an STI.
2. Help students understand how drugs and alcohol can lead to extremely poor decision-making in regards to sexual behavior.

#### **Resources being used for Class:**

1. Journal: What would be the physical, emotional and financial impact if you or your partner were to become pregnant right now? Become infected with an STI? Be specific
2. Human Growth Review (teacher resource)
3. 'Check for understanding' quizzes (taken from Health book curriculum)

- a. This will help us determine what we need to emphasize in next week's review
- b. We will be using Quizzes 19-1, 19-2, 19-3, 22-1, 22-2 and 22-3 from our Health book curriculum.