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Section XII - Health Education

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**PASADENA UNIFIED SCHOOL DISTRICT HEALTH
PROGRAMS**

Nurse Delivered Supplemental Health Instruction

Students receive a comprehensive health instruction program from preschool through high school which emphasizes health as a high priority in one's personal life. In addition to regular health instruction conducted by teachers, the nurse teaches the following lessons in the classroom:

<u>Grade Level</u>	<u>Topic of Instruction</u>
PK	Handwashing, Dental, Good Health Habits
K	Handwashing ("Scrubby Bear"), Good Health Habits
1	Dental (see dental section)
2	
3	
4	
5	Family Life Education: Growth and Development (use current videos and lessons plans)
6	Life - Human Growth and Development, AIDS
7	Abstinence, Contraception, AIDS
8	Secrets (Kaiser)
9	CPR (High School R.N.)
10, 11, 12	As requested by teacher
Staff Development	First Aid, CPR Communicable Diseases and Universal Precautions Topics requested



PASADENA UNIFIED SCHOOL DISTRICT
EDUCATION CENTER • HEALTH PROGRAMS

Dear Parent:

California State Law specifies that parents be notified in writing regarding classes where Family Life Education will be a part of their child's curriculum.

At the fifth grade level, a program on the physical and emotional changes that take place in adolescence is presented.

If you wish your son/daughter excluded from this part of the regular school program, you are asked to indicate this in writing to the school principal.

Sincerely,

Ann Rector
Coordinator of Health Programs

APPROVED:

Sean Bird
Chief Academic Officer



PASADENA UNIFIED SCHOOL DISTRICT
EDUCATION CENTER , HEALTH PROGRAMS

Estimados Padres:

La Ley del Estado de California especifica que los padres deben ser notificados por escrito en cuanto a las clases en donde la Educación de la Vida de la Familia sera parte del plan de estudios de su niño/a.

Al nivel del quinto grado se presenta un programa sobre los cambios fisicos y emocionales que ocurren durante la adolescencia.

Si desean que su hijo/a sea excluido/a de esta parte del programa de estudios, por favor indiquenlo por escrito al director/a de la escuela.

Atentamente,

Ann Rector
Directora de los Programas de Salud

APROBADO:

Sean Bird
Chief Academic Officer



PASADENA UNIFIED SCHOOL DISTRICT
EDUCATION CENTER , HEALTH PROGRAMS

Dear Parent:

California State Law specifies that parents be notified in writing regarding classes where Family Life Education will be a part of their child's curriculum.

At the sixth grade level, a program on AIDS, human reproduction, and the physical and emotional changes that take place in adolescence is presented.

If you wish your son/daughter excluded from this part of the regular school program, you are asked to indicate this in writing to the school principal.

Sincerely,

A handwritten signature in cursive script, appearing to read "Ann Rector".

Ann Rector
Coordinator of Health Programs

APPROVED:

Sean Bird
Chief Academic Officer



PASADENA UNIFIED SCHOOL DISTRICT
EDUCATION CENTER • HEALTH PROGRAMS

Estimados Padres:

La Ley del Estado de California especifica que se les debe avisar por escrito a los padres en cuanto a las clases en donde la Educación de la Vida de la Familia sera parte del plan de estudios de su niño/a.

Al nivel del sexto grado se presenta un programa sobre la reproducción humana, el SIDA, y los cambios fisicos y emocionales que ocurren durante la adolescencia.

Si desean que su hijo/a sea excluido/a de esta parte del programa de estudios, por favor indiquenlo por escrito al director/a de la escuela.

Atentamente,

Ann Rector
Directora de los Programas de Salud

APROBADO:

Sean Bird
Chief Academic Officer



PASADENA UNIFIED SCHOOL DISTRICT
EDUCATION CENTER • HEALTH PROGRAMS

Dear Parent:

California State Law specifies that parents be notified in writing regarding classes where Family Life Education will be a part of their child's curriculum.

At the Middle School level in the required Health Education course, classes in sexually transmitted diseases, abstinence, contraception and human reproduction are included in the family life education unit. Now included in this curriculum are classes for the purpose of helping students to postpone sexual involvement, to prevent teenage pregnancy.

If you wish your son/daughter excluded from this part of the regular school program, you are asked to indicate this in writing to the school principal.

Sincerely,

A handwritten signature in cursive script, appearing to read "Ann Rector".

Ann Rector
Coordinator of Health Programs

APPROVED:

Sean Bird
Chief Academic Officer



PASADENA UNIFIED SCHOOL DISTRICT
EDUCATION CENTER • HEALTH PROGRAMS

Estimados Padres:

La Ley del Estado de California especifica que se les debe avisar a los padres, por escrito, cuando las clases en donde la Educación de la Vida de la Familia sera parte del plan de estudios de su niño/a.

Al nivel de la Escuela Intermedia, en el curso requerido de la Educación de Salud, las clases sobre las enfermedades trasmitidas sexualmente, abstinencia, anticoncepción y la reproducción humana, son incluidas en la unidad de educación de la vida familiar.

Si desean que su hijo/a sea excluido/a de esta parte del programa regular de estudios, por favor indiquenlo por escrito al director/a de la escuela.

Atentamente,

A handwritten signature in black ink, appearing to read "Ann Rector".

Ann Rector
Directora de los Programas de Salud

APROBADO:

Sean Bird
Chief Academic Officer



PASADENA UNIFIED SCHOOL DISTRICT
EDUCATION CENTER • HEALTH PROGRAMS

Dear Parent:

California State Law specifies that parents be notified in writing regarding classes where Family Life Education will be a part of their child's curriculum.

At the Middle School level in the required Health Education course, classes in sexually transmitted diseases, including HIV/AIDS, abstinence, contraception and human reproduction are part of the Family Life Education unit. Also included in this unit is the Postponing Sexual Involvement Curriculum to Prevent teenage pregnancy.

A Pasadena Public Health Department speaker will be presenting current information on HIV/AIDS Prevention Education in your child's health education class. If you wish your son/daughter excluded from this part of the school program, you are asked to indicate this in writing to the school principal.

Sincerely,

Ann Rector
Coordinator of Health Programs

APPROVED:

Sean Bird
Chief Academic Officer

351 South Hudson Avenue • Pasadena, CA 91109
(626) 396-3600 Ext. 88240 • Fax (626) 584-1540



PASADENA UNIFIED SCHOOL DISTRICT
EDUCATION CENTER • HEALTH PROGRAMS

Estimados Padres:

La Ley del Estado de California especifica que se les debe avisar a los padres, por escrito, cuando las clases en donde la Educación de la Vida de la Familia sera parte del plan de estudios de su niño/a.

Al nivel de la Escuela Intermedia, en el curso requerido de la Educación de Salud, las clases sobre las enfermedades transmitidas sexualmente, incluyendo VIH/SIDA, abstinencia, anticoncepción y la reproducción humana son parte de la unidad de Educación de la Vida Familiar. Incluido en esta unidad esta el plan de estudios "Postergando las Relaciones Sexuales", para evitar los embarazos juveniles.

Un orador del Departamento de Salud Publica de Pasadena presentara información al dia sobre Educación Para la Prevención del VIH/SIDA, en la clase de educación de salud de su hijo/a. Si desean que su hijo/a sea excluido/a de esta parte del programa de estudios, por favor indiquenlo por escrito al director/a de la escuela.

Atentamente,

Ann Rector
Coordinadora de los Programas de Salud

APROBADO:

Sean Bird
Chief Academic Officer



PASADENA UNIFIED SCHOOL DISTRICT
EDUCATION CENTER • HEALTH PROGRAMS

Dear Parent:

California State Law specifies that parents be notified in writing regarding classes where Family Life Education will be a part of their child's curriculum.

At the Middle School level in the required Health Education course, classes in sexually transmitted diseases, human reproduction and contraceptive information are included in the Family Life Education unit. A Planned Parenthood of Pasadena Peer Counselor will be presenting a class on (date):

If you wish your son/daughter excluded from this part of the regular school program, you are asked to indicate this in writing to the school principal.

Sincerely,

A handwritten signature in cursive script, appearing to read "Ann Rector".

Ann Rector
Director of Health Programs APPROVED:

Sean Bird
Chief Academic Officer



PASADENA UNIFIED SCHOOL DISTRICT
EDUCATION CENTER • HEALTH PROGRAMS

Estimados Padres:

La Ley del Estado de California especifica que los padres deben ser notificados por escrito en cuanto a las clases en donde la Educación de la Vida de la Familia sea parte del plan de estudios de su niño/a.

Al nivel de la Escuela Intermedia, en el curso requerido de la Educación de Salud, se incluyen las clases sobre las enfermedades transmitidas sexualmente, la reproducción humana, e información sobre anticonceptivos en la unidad de educación de la vida familiar. Un consejero compafiero de Planned Parenthood of Pasadena (Patemidad Planeada de Pasadena) presentani una clase el (date):

Si desean que su hijo/a sea excluido/a de esta parte del programa de estudios, por favor indiquenlo por escrito al director/a de la escuela.

Atentamente,

Ann Rector

Directora de los Programas de Salud APROBADO:

Sean Bird

Chief Academic Officer



PASADENA UNIFIED SCHOOL DISTRICT
EDUCATION CENTER • HEALTH PROGRAMS

Dear Parent:

California State Law specifies that parents be notified in writing regarding classes where Family Life Education will be a part of their child's curriculum.

At the Senior High School level in the required Health Education course, classes in abstinence, AIDS, sexually transmitted diseases, human reproduction and contraception are included in the family life education unit.

If you wish your son/daughter excluded from this part of the regular school program, you are asked to indicate this in writing to the school principal.

Sincerely,

A handwritten signature in cursive script, appearing to read "Ann Rector".

Ann Rector
Director of Health Programs

APPROVED:

Sean Bird
Chief Academic Officer



PASADENA UNIFIED SCHOOL DISTRICT
EDUCATION CENTER • HEALTH PROGRAMS

Estimados Padres:

La Ley del Estado de California especifica que los padres deben ser notificados por escrito en cuanto a las clases en donde la Educación de la Vida de la Familia sera parte del plan de estudios de su niño/a.

Al nivel de la Escuela Secundaria, en el curso requerido de la Educación de Salud, las clases sobre abstinencia, SIDA, enfermedades transmitidas sexualmente, reproducción humana y anticoncepción son incluidas en el segmento de salud requerido en las clases de ciencias y de salud.

Si desean que su hijo/a sea excluido/a de esta parte del programa de estudios, por favor indiquenlo por escrito al director/a de la escuela.

Atentamente,

A handwritten signature in cursive script, appearing to read "Ann Rector".

Ann Rector
Coordinadora de los Programas de Salud

APROBADO:

Sean Bird
Chief Academic Officer



PASADENA UNIFIED SCHOOL DISTRICT
EDUCATION CENTER • HEALTH PROGRAMS

Dear Parent:

California State Law specifies that parents be notified in writing regarding classes where Family Life Education will be part of their child's curriculum.

There will be a presentation called "Secrets" at your student's school. This is a live play that discusses AIDS and contraception, including abstinence. The play is produced by Kaiser Permanente and is an excellent educational program.

If you wish your son/daughter excluded from this part of the school program, you are asked to indicate this in writing to the school principal.

Sincerely,

A handwritten signature in cursive script, appearing to read "Ann Rector".

Ann Rector
Coordinator of Health Programs

APPROVED:

Sean Bird
Chief Academic Officer



PASADENA UNIFIED SCHOOL DISTRICT
EDUCATION CENTER • HEALTH PROGRAMS

Estimados Padres:

La Ley del Estado de California especifica que se les debe avisar a los padres, por escrito, cuando las clases en donde la Educación de la Vida de la Familia sea parte del plan de estudios de su niño/a.

En la escuela de sus niños habrá una presentación llamada "Secrets". Esta es una obra en vivo que discute la enfermedad del SIDA y la anticoncepción, incluyendo abstinencia. La obra es producida por Kaiser Permanente y es un programa de educación excelente.

Si uds. desean que su hijo/a sea excluido/a de esta parte del programa de la escuela, por favor indiquenlo por escrito al/a director/a de la escuela.

Atentamente,

A handwritten signature in black ink, appearing to read "Ann Ratz".

Directora de los Programas de Salud

APROBADO:

Sean Bird
Chief Academic Officer

KAISER THEATRICAL PRODUCTIONS

The following Kaiser Programs are approved for presentations at the schools.

If you are interested in scheduling any of these theatrical plays, please request an information packet from the Health Programs office at 626/795-6981, extension 249.

1. ***“Professor Bodywise’s Traveling Menagerie”***: for elementary school; promotes healthy lifestyles with messages on these subjects: nutrition, don’t smoke, personal hygiene, active lifestyle, avoid alcohol, vehicular safety, home safety, avoid drugs.
2. ***“Intersections”***: for middle school; the program is designed to: a) Provide a forum for exploring values, focusing on self-esteem, self responsibility, communication; b) Promote skill building in the areas of active listening and responsible communication, conflict mediation and resolution, impulse control; and c) Educate youth about enhancing family communication, violence, sex and pregnancy, drugs and alcohol, depression and suicide.
3. ***“Nightmare on Puberty St.”***: for middle school; tackles the following critical health issues: 1) Peer Pressure and Self-Esteem, 2) First feelings of sexual attraction, 3) Depression and thoughts of suicide, 4) Coping with violent environments, and 4) Communication with parents and peers through a tongue-in-cheek journey through middle school.
4. ***“Secrets”*** recommended for High School 9-12, can be performed for 7th and 8th grade if approved by the school; this educational play about HIV and AIDS awareness has the following goals: **educating** teens on the basic facts about the prevention and spread of HIV, **emphasizing** the need for prevention, including not having sex and/or not using drugs, **teaching** about safer sex/drug guidelines if the teen is already involved in these high risk behaviors, **helping** teens assess their own risk of getting HIV and encouraging HIV testing when the teen is at risk, and **encouraging** communication about HIV between adults and teens.

KINDERGARTEN/FIRST GRADE

GOOD HEALTH HABITS PREVENT DISEASE

Objectives:

1. The student will develop an understanding of the word DISEASE.
2. The student will understand what causes disease.
3. The student will learn how to prevent the spread of disease.

Anticipatory Set:

- A. The teacher will tell a story about a child who does not practice good health habits. This child does not wash his hands before meals, he does not take baths, and he does not cover his mouth when he sneezes. He shares his utensils with others and he sucks his thumb. The teacher will ask the students to predict what may happen to that boy.

Discuss.

- B. Suggested alternatives: Read and discuss a story on practicing good health habits.

Title: Germs Make Me Sick by Melvin Berger

Video: "Scrubby Bear"

Instructions:

Germs are tiny living things that are everywhere - in the air, on the ground, and in the water. We cannot see them with our eyes. A scientist can see them with a microscope. Some germs can make us sick. Germs can be spread in many ways: sneezing, coughing, and sharing utensils. They can also get into your body through cuts and scrapes. How can we protect ourselves from germs?

RESPONSE: Cover our mouths when we cough or sneeze, don't share cups or utensils, wash our hands before eating and wash cuts and scrapes with soap and water.

When germs enter our body, they can cause diseases which make us sick. Can you name some of these diseases?

RESPONSE: Colds, flu, pneumonia, chicken pox, ear infections, sore throats, and measles.

DEMONSTRATE: Handwashing.

REVIEW OF GOOD HEALTH HABITS

1. How many of you have been sick recently? Was it fun?
2. What does it mean to be sick?
Cough, sore throat, fever, runny nose, body aches, tired, headache, sneeze, vomit.
3. What does it mean to be healthy?
Have energy, feel well, clean hands, body and teeth.
4. How do we get sick?
Small germs get into our bodies and make us ill.
You get them from other people who are ill or in dirty places.
5. Easy way to keep from getting ill:
Wash hands before you eat and after using the toilet.
6. If you do get sick:

Stay home, sleep, rest in bed, keep the cold to yourself.

Cover coughs and sneezes with tissue then throw them away
(or use your sleeve if you don't have a tissue).

Keep fingers away from nose and mouth.

Wash your hands frequently.

Drink lots of fluids.

Don't share your glass or towel with anyone else.

See your doctor if necessary.

WASH AWAY GERMS

HOMEWORK CHART

DIRECTIONS: Ask someone at home to mark your chart with and X each time you remember to wash your hands with soap and water.

	Before Breakfast	Before Lunch	Before Dinner	Always After Bathroom	Other Times
Sunday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

FIFTH GRADE HUMAN GROWTH & DEVELOPMENT (Boys and Girls)

Goal: To increase the student's understanding of the physical and emotional changes of puberty.

Objectives:

The student will:

1. be able to describe the changes which occur in females and males at puberty.
2. be able to discuss the importance of good hygiene and personal health habits.
3. describe the process of menstruation.

FIFTH GRADE HUMAN GROWTH AND DEVELOPMENT
CLASS PREPARATION MATERIALS

- I. Materials for teaching - pick up prior to class.
 - A. DVD - From Health Programs - boys' and girls' version
 - B. Sanitary products for display
 - C. Student booklets
 - D. Charts
 - E. Lesson outline

- II. Preparation
 - A. Schedule class with 5th grade teachers
 - B. Give teacher the parent letter to send home with students before class
 - C. Notify principal of class schedule
 - D. Make arrangements to pick up materials
 - E. Place notice in bulletin regarding schedule (optional)
 - F. Photocopy pre-test, post-test (optional)

- III. List of Resources
 - A. Chart packet
 - 1. Female Anatomy
 - 2. Male Anatomy
 - 3. Boy to Man
 - 4. Girl to Woman

 - B. Handouts
 - 1. For boys: Booklets
 - 2. For girls: Deodorant and booklets

 - C. Booklets - *Always Changing* - English and Spanish for boys
English and Spanish for girls
Instructor's kits are also available

You should get an email from Procter & Gamble for ordering these supplies. If you don't, please request these samples directly from the company at:

http://www.pgschoolprograms.com/select_program.php

Order in June for the next school year using projected enrollment figures or before the end of September.

**PASADENA UNIFIED SCHOOL DISTRICT
HEALTH PROGRAMS**

5th GRADE GIRL'S HUMAN GROWTH AND DEVELOPMENT - INSTRUCTION

I. Pretest - given by teacher prior to class (optional)

II. Introduction to Program

Statement of why boys and girls are separated

1. Facilitate discussion
2. Each see a different video. "Meet The New You - Girls" (or other approved video)
3. Both groups are learning the same information with different emphasis.

III. Puberty - Girls

A. Definition of puberty

B. Role of hormones - pituitary gland signals release of estrogen, testosterone

C. Changes hormones produce - secondary sex characteristics

1. Increase height and weight
2. Changes in body contour
3. Breast development
4. Development of body hair
5. Changes in skin and sweat glands
6. Changes in feelings and emotions

D. Anatomy and Function of Female Reproductive System

1. Ovaries - ova or egg
2. Uterus - cervix
3. Vagina
4. Fallopian Tubes (oviducts)
5. Orifices (anus, vagina, urethra)

E. Menstruation

1. Timeline
 - a. Begins age 9-16 yrs.
 - b. Occur monthly and lasts 3-7 days
 - c. Ends with menopause (age 50 yrs)
2. How to keep track of period
3. Most girls do not get cramps. If you do: How to deal with cramps "Cat & Camel" exercises; medication (discuss with parent and physician).

F. Sanitary protection products - discuss

1. External protection

- a. Pads - change every four hours (once or twice during school day)
- b. Panty shields
- c. Proper disposal

2. Internal protection

- a. Tampons
- b. Toxic Shock Syndrome - T.S.S.
- c. Proper disposal

IV. Hygiene

1. Bathing
2. Skin care
3. Deodorant
4. Exercise
5. Diet
6. Rest

V. Boys

A. Secondary sex characteristics

1. Increase height and weight
2. Changes in body contour
3. Development of body hair
4. Changes in skin and sweat glands
5. Vocal cord changes
6. Production of sperm cells
7. Nocturnal emission

VI. Sample Questions - Use ONLY as starters

1. What if your period starts and you're not home?
2. Can you go swimming during your period?
3. How often should you change your sanitary protection?
4. Should you exercise while you're on your period?
5. What can you do for cramps?
6. What if you're 13 years old and you haven't started yet?
7. How do you know when you first start?
8. When does your period stop?
9. Can you bathe when you're on your period?
10. Why are some girls' breasts bigger than other girls'?

VII. Conclusion

- A. Quick review of objectives
- B. Statement on where to go for further information
- C. Give post-test (optional)
- D. Give samples of sanitary napkins and deodorant.

**PASADENA UNIFIED SCHOOL DISTRICT
HEALTH PROGRAMS**

5th GRADE BOY'S HUMAN GROWTH AND DEVELOPMENT - INSTRUCTION

Resource: "What Would You Say" - available from Health Programs

- I. Pretest - given by teacher prior to class (optional)
- II. Introduction to program
 - A. Statement of why boys and girls are separated
 1. Facilitate discussion
 2. "Meet The New You - Boys" (or other approved video)
 3. Both groups are learning the same information with different emphasis.
 - B. Use of correct terminology
- III. Puberty - Boys
 - A. Define puberty - everyone different
 - B. Role of hormones - Pituitary
 - C. Changes hormones produce - secondary sex characteristics
 1. Increased height and weight
 2. Changes in body contour, muscle development
 3. Development of body hair
 4. Changes in skin and sweat glands
 5. Changes in vocal cords
 6. Changes in feelings and emotions
 7. Production of sperm cells
 8. Development of penis and scrotum
 - D. Anatomy of the male reproductive system
 1. Testes
 2. Scrotum
 3. Penis
 4. Urethra
 5. Seminal vesicles
 6. Sperm
 7. Prostate

E. Physiology of Male Reproductive System

1. Production and storage of sperm
2. Ejaculation process
3. Nocturnal emissions (wet dreams)

IV. Hygiene

1. Bathing
2. Skin care
3. Deodorant
4. Exercise
5. Diet
6. Rest

V. Puberty-Girls

A. Changes hormones produce - secondary sex characteristics

1. Increase height and weight
2. Changes in body contour
3. Breast development
4. Development of body hair
5. Changes in skin and sweat glands
6. Female reproductive organs
7. Menstruation process

VI. Sample Questions

1. What is the name of the male sex cell?
2. Why are some boys bigger than others?
3. At what age does sperm develop?
4. What does it mean if you're shorter than the rest of your friends?
5. What causes hair to grow on the body?
6. What is the best way to keep the body from having an odor?
7. How can a boy protect his testicles during sports?
8. What does having a wet dream mean?
9. Do boys menstruate - why & why not?
10. How do you know when you have started to produce sperm?

VII. Conclusion

- A. Quick review of objectives
- B. Statement on where to go for further information
- C. Give post-test (optional)
- D. Give samples of deodorant

SIXTH GRADE HEALTH

LESSON I - THE REPRODUCTIVE SYSTEM

Lesson Objectives:

The student will:

1. identify the major organs of the male and female reproductive system.
2. describe the secondary sex characteristics and changes which take place during puberty.
3. define the functions of the organs of reproduction and trace the paths of the female egg cell and the male sperm cell.
4. learn the importance of good hygiene and personal health habits during this period of body change.

Activities to Meet Objectives:

1. Have the student identify the various organs of the male and female reproductive systems using overhead transparencies and/or "Systems of the Body" charts.
2. Show the film "Bodies in Progress" or "Then One Year" (or other approved video). Discussion reviewing the physical changes which occur during adolescence.
3. The student will complete the work sheet, "Body Facts" (anatomy of the reproductive system, male and female) about the reproductive systems as an in-class assignment. (Optional)
4. Students may write anonymous questions for the nurse to answer in the classroom or in private.
5. Homework assignment - Write a paragraph describing the importance of good personal hygiene during adolescence (optional).

SIXTH GRADE HUMAN GROWTH & DEVELOPMENT

LESSON II - HOW A BABY GROWS AND IS BORN

Lessons Objectives:

The student will:

1. demonstrate an understanding of the process of fertilization.
2. explain how the baby is nourished during pregnancy.
3. describe how the sex of the baby is determined.
4. identify the length of a normal pregnancy.

Activities to Meet Objectives:

1. Using an overhead transparency (optional) of the female reproduction system as a guide, have the student explain where fertilization occurs.
2. The students will watch the film, "A Baby is Born" depicting fetal development and the birth process. Class discussion with definition of terms will follow.
3. The class will share the Time-Life photographs of fetal development (* available at Health Programs office). Compare the monthly changes which occur as the baby grows. Describe the role of the placenta.
4. The student will complete a worksheet as a homework assignment. (Optional)

Enrichment:

Have the student research a paper on the differences between fraternal and identical twins.

LESSON II
HOW A BABY GROWS AND IS
BORN

- I. Review and answer questions from previous lesson
 - A. Male reproductive cell - name, where produced, shape, etc.
 - B. Female reproductive cell - name, where produced, shape, etc.
 - C. In what organ does a baby grow?

- II. Fertilization
 - A. Definition: joining of the male and female reproductive cells (sperm and ovum)
 - B. Occurs primarily through sexual intercourse
 - C. One ovum, many sperm cells
 - 1. sperm surround wall of ovum, weaken wall
 - 2. one sperm may enter ovum - "fertilization"

 - D. Occurs in fallopian tube
 - 1. Cells divide
 - a. cells differentiate (specialize): nerve cells, skin cells, muscle cells, etc.
 - b. each of us - billions of cells

 - 2. Fertilized cell moves into uterus and imbeds itself into thick blood lining of uterus.

Transparencies are optional.

- III. Development of Embryo - first 8 weeks
 - A. Embryo formation
 - 1. Amniotic sac (Life magazine picture #3)
 - a. warm salty water
 - b. protection

 - 2. Placenta (Life magazine picture #4)
 - a. blood supply
 - b. unique organ (miracle organ)

 - 3. Cord
 - a. two arteries, one vein (Life magazine picture #5)
 - b. umbilical attachment
 - c. food and oxygen supplied by mother
 - d. diet, alcohol and drugs

 - 4. Appearance
 - a. length - one inch
 - b. large head
 - c. little human resemblance

IV. Development of Fetus

- A. Three months (Life magazine picture #4, back)
 - 1. length - over 2 1/2 inches

2. lungs active - salty water - oxygen through cord
3. bone growing process (Life magazine picture #5)
4. all systems formed (immature) and at work

B. Fifth month (Life magazine picture #7)

1. length - six inches
2. transparent new skin
3. active - kicks and punches - muscles flexing
4. fast-growing nails

C. Seventh month (Life magazine picture #8)

1. length - one foot
2. weight - 2 1/2 pounds
3. head down position
4. skin thicker - white vernix coating
5. begin growth of hair

D. Fetus at birth (Life magazine picture #9)

1. length - twenty inches
2. weight - 6-7 pounds
3. can live outside mother

V. Process of Delivery

A. Signs

1. rupture of sac of water
2. uterine muscle contractions

B. Baby is born

1. lungs expand - baby cries
2. cord cut and tied

VI. Video - "A BABY IS BORN" (11 minutes)

VII. Question and Answer Period

SOCIETAL ISSUES

- Discuss appropriate relationships
 - trust your instincts "uh oh feeling"
 - people (behavior of an uncle, brother, stepfather)
 - ie touches (appropriate and inappropriate)
 - secrets
 - conversations
- Sexual Harassment
 - What can you do? Who can help you?
- AIDS

6th GRADE HUMAN GROWTH AND REPRODUCTION - INSTRUCTION

HIV/AIDS

1. Define HIV (Human Immunodeficiency Virus)
Define AIDS (Acquired Immune Deficiency Syndrome)
Discuss difference
It takes effort to become HIV positive (Virus is fragile)

2. Modes of Transmission:
Shared body fluids
 - blood (transfusion, IV drug use)
 - semen (intercourse, oral sex)
 - vaginal secretions (intercourse, oral sex, delivery)
 - breast milk - postpartum
 - pregnancy (virus may pass through placental barrier)

* Discuss sex as a source of transmission (without going into specifics of anal/oral intercourse etc.)

3. Discuss Myths and Misconceptions
 - You cannot become HIV positive by
 - hugging
 - kissing
 - sharing a sandwich or a drink (but can get a cold or herpes simplex)
 - sharing a bathroom
 - being in the same classroom

7th GRADE HEALTH CURRICULUM

II. FAMILY LIFE EDUCATION

Lesson 9 - Contraception

Anticipatory Set:

We have been discussing reasons for abstinence from sexual activity. It is important to wait until you are more mature emotionally and physically, and ready for the responsibilities and consequences of sexual activity. When you are more mature it is necessary to accept responsibility for the prevention of an unwanted pregnancy by using effective contraception. Being too embarrassed to use contraception may be a sign that you are not really ready for a sexual relationship.

Objectives:

The student will be able to:

1. state five methods of contraception
2. one advantage of each method
3. one disadvantage of each method

Instructional Set:

Abstinence is the safest and most effective method of contraception. No contraceptive is completely effective against unwanted pregnancy; all have some disadvantages. Abortion is not a means of contraception because it does not prevent pregnancy, it terminates pregnancy. Withdrawal, douching, and makeshift condoms are not good methods either because they are ineffective.

Some methods of contraception, especially the condom, also help in prevent sexually transmitted diseases (STD's). It is doubly important then, that you know about contraception before you are mature enough for sexual activity. You must be ready to assume the risks and consequences of sexual activity. Do not assume that because you are biologically mature, that you are emotionally and psychologically ready for the consequences of sexual activity. It is your responsibility to prevent unwanted pregnancies and STD's by abstaining from sexual intercourse.

While explaining the following chart, point out to the students that the birth control pill, Norplant, Depo Provera, the IUD and diaphragm must be obtained from a doctor or birth control clinic. In order for any of the methods to work effectively, directions must be followed carefully. The pill must be taken every day; the condom must be put on and taken off correctly; and barrier methods must be inserted correctly and left in place the correct amount of time. When feasible, show students and actual example of the contraceptive device while explaining its proper use.

Guided Practice:

Have each student fill out his or her own chart on contraception and include how it works, advantages and disadvantages.

Independent Practice:

For homework each student will be asked to make a bar graph, pie graph, or picture graph showing the statistics on the following page.

Closure:

Abstinence is the most effective and safest means of contraception. If contraception is properly used, it decreases your chance of an unwanted pregnancy and lowers your risk of getting an STD. All methods of contraception have some risks and disadvantages.

This class may be taught by a representative from Planned Parenthood.

METHODS OF CONTRACEPTION

METHOD	HOW IT WORKS	ADVANTAGES	DISADVANTAGES
1. Condoms	A rubber sheath that fits over the penis to keep sperm from entering the vagina.	Helps to prevent STD's if they contain Nonoxynol 9. Easy to obtain. 85% effective. <u>Latex</u> condoms help protect against HIV.	Must be put on just before intercourse. Must be stored in a cool place. Must be used correctly. Only watersoluble lubricants.
2. Oral Contraceptives	Contains hormones that stop the egg from being released.	No preparation before sex. 99% effective.	If not taken 1-2 days, effectiveness gone. Some possible side effects such as nausea and irritability or medical problems. Does not protect against STD's.
3. Norplant	Contains hormones that stop the egg from being released.	Surgically implanted in arm. Prevents pregnancy for 5 years.	Possible side effects of weight gain, headaches, excessive bleeding. Requires surgical implantation and removal. Does not protect against STD's.
4. Depo-Provera	Contains hormones that stop the egg from being released.	Injection given every 3 months to prevent pregnancy for 3 months.	Possible side effects of weight gain, bleeding. Requires injection every 3 months. Does not protect against STD's. Some change in menstrual patterns.

METHOD	HOW IT WORKS	ADVANTAGES	DISADVANTAGES
5. Diaphragm	A rubber cup that fits over opening to the uterus--used with a jelly or cream to kill sperm.	Convenient.	It must be inserted in the vagina one hour before sexual activity and left in for six hours afterwards. Must be used in conjunction with a condom to protect against STD's and HIV. Only 85% effective even if used correctly. MD prescription required.
6. IUD (Intra-Uterine Device)	Inserted by physician into uterus, to prevent the fertilized egg from being implanted.	Effective for several years.	Used most often in women who have had at least one pregnancy. Does not protect against STD's. Not OK with some medical conditions.
7. Chemical Barriers	A sperm-killing foam, cream, or tablet inserted in the vagina before intercourse. Contains nonoxynol 9.	When used with the condom is almost as effective as the pill.	Must be used shortly before sex. May cause serious reaction on vaginal tissues. Must be used in conjunction with a condom to protect against STD's.
8. Natural Family Planning	Observation of menstrual cycle to determine ovulation and fertile period.	Cost is low.	Requires daily observation. Sex must be avoided at least eight days each month. Least effective method.

<u>Method</u>	<u>Number of Pregnancies Per 100 Women/Year</u>	<u>Protection Against STD's</u>
1. Abstinence	0	yes
2. Oral Contraceptives	1 - 2	no
3. Norplant	less than 1	no
4. Depo-Provera	less than 1	no
5. Diaphragm	15	no
6. Condom	15	no
7. Condom and Foam	1 - 2	partial
8. IUD	2 - 3	no
9. Spermicidal Foams	20	partial
10. No Contraception	90	no

Name _____

Date _____

Pregnancy and Birth

Write the letter of the correct answer in the blank at the left.

- _____ 1. How long does a pregnancy usually last?
a. about 3 months b. about 6 months
c. about 9 months d. about 12 months
- _____ 2. Where does a fetus develop?
a. in the ovaries b. in the uterus
c. in the cervix d. in the vagina
- _____ 3. An embryo gets nutrients and oxygen from its mother through the _____.
a. Amniotic sac b. Fallopian tube
c. ovary d. placenta
- _____ 4. About how large is a three-month-old fetus?
a. 3 inches c. 8 inches b. 5 inches d. 12 inches

Describe what happens in each of the three stages of labor.

5. _____

6. _____

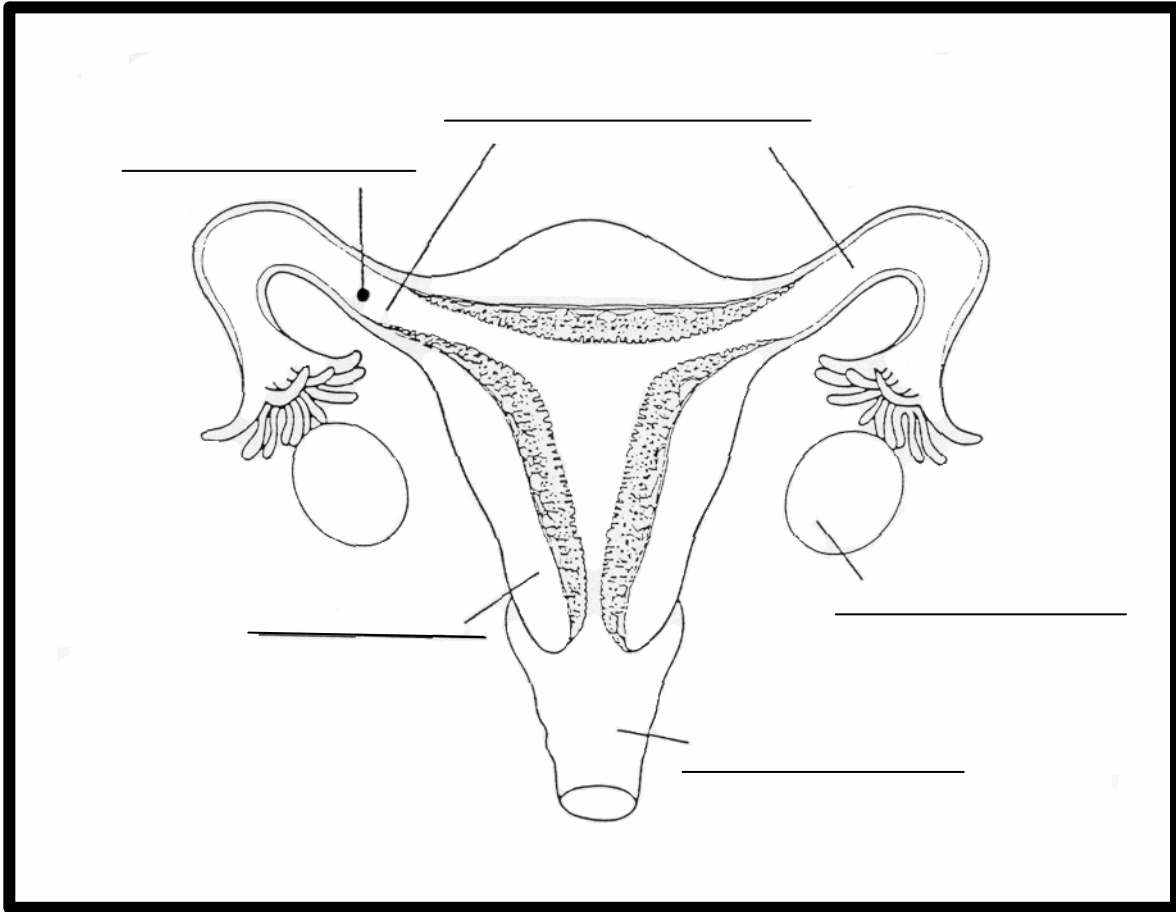
7. _____

8. How is the fetus protected as it develops? _____

9. Why is it important for a woman to avoid alcohol and tobacco during pregnancy? _____

body facts

about the female reproductive system



egg: _____

fallopian tubes: _____

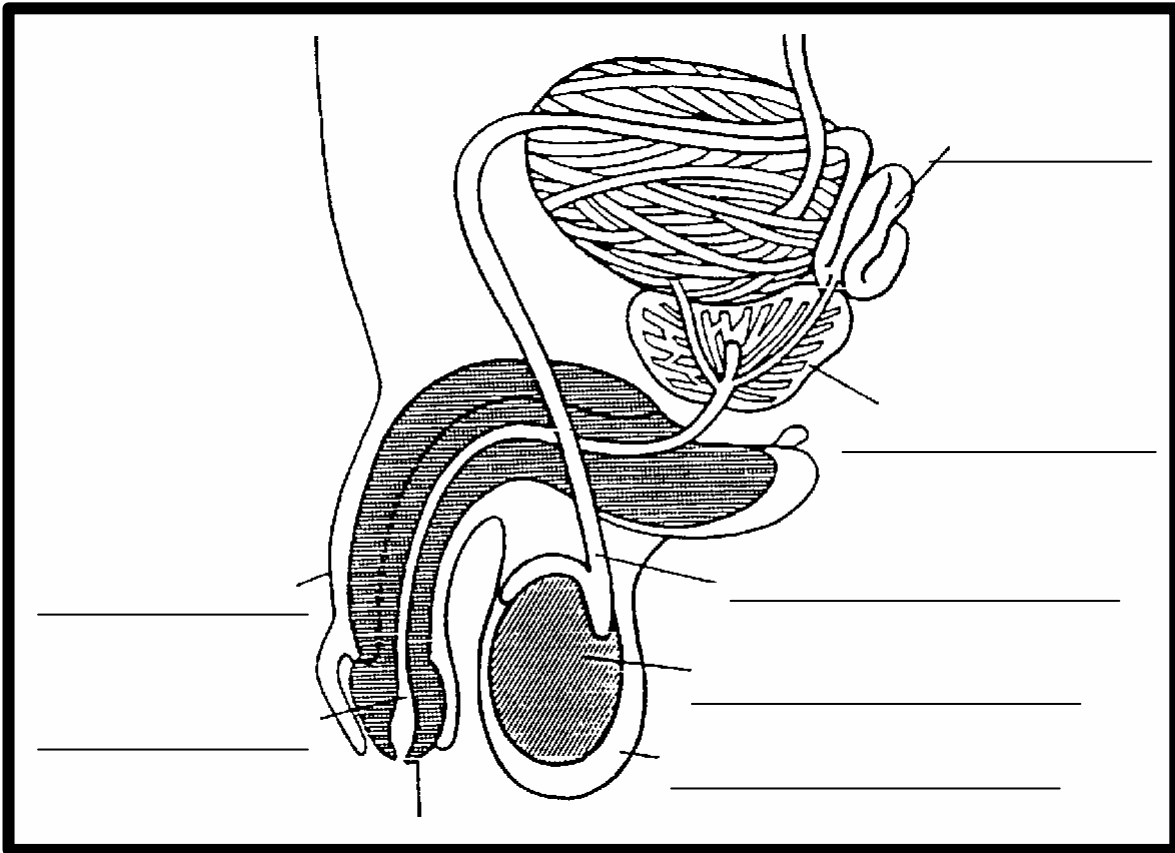
ovary: _____

uterus: _____

vagina: _____

body facts

about the male reproductive system



penis: _____

prostate gland: _____

scrotum: _____

seminal vesicles: _____

testicles: _____

urethra: _____

vas deferens: _____

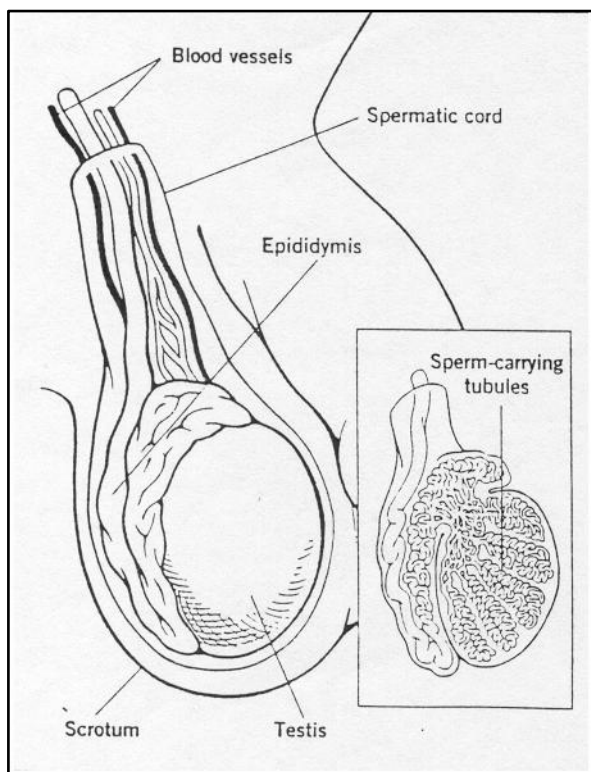
Detecting testicular cancer

You may not have heard much about testicular cancer, but it is actually the most common form of cancer among men ages 20 to 35. And although the disease is very rare in teenage boys, it can develop anytime after age 14. As with other cancers, early detection is vital. If the disease is caught before it has spread to other parts of the body, there is more than a 90% chance of survival. That's why all men should do a testicular self-examination (TSE) once a month. It only takes a few minutes - and could save your life. This sheet provides step-by-step instructions on how to perform TSE. Be sure to ask your doctor or nurse, however, if you have any other questions.

How should my testicles look and feel normally?

To spot the changes that may indicate cancer, you need to be familiar with the usual size, shape, and consistency of your testicles. They should be smooth, egg-shaped, and firm. Also not the color of the scrotum, the sac of skin that holds the testicles.

Don't be alarmed if one testicle is larger than the other. This is normal. Also don't be concerned if you feel a cork-like structure on the top and back of each testicle. This is the epididymis, a tube that stores and transports sperm.

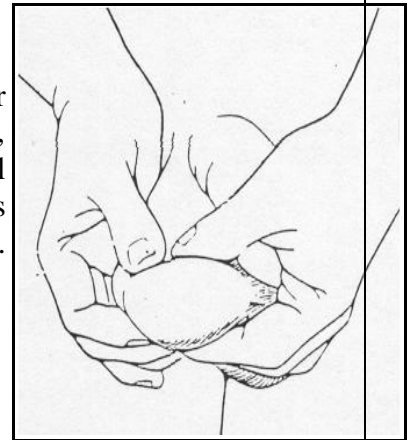


When and how is TSE done?

Try to perform TSE after a warm bath or shower, which loosens the scrotal skin and makes the testes easier to examine.

Follow these steps:

- Visually inspect the scrotum for changes in color - reddening, for example - or appearance, such as darkening.
- Examine each testicle with both hands by placing the index and middle fingers under the testicle and the thumbs on the top. Gently roll the testicle between the thumbs and fingers, feeling for any changes - whether it is more or less firm or whether there are lumps, swelling, or painful spots.
- Examine the penis for lumps, sores, ulcers, or changes in color.



What if I find something abnormal?

The first sign of testicular cancer is usually a hard, painless lump - or any other abnormality - call your doctor right away. He'll rule out less serious causes, such as an infection. But if he suspects cancer, a surgeon will need to remove the testicle for direct examination.

This procedure reduces sperm count, but it does not interfere with sexual function. And while dealing with the loss of a testicle may be difficult, you can take comfort in knowing that by doing TSE, you've maximized your chances of surviving cancer.

PASADENA UNIFIED SCHOOL DISTRICT
HEALTH PROGRAMS

MEMORANDUM

TO: All Middle and Secondary School Nurses/Nurse Practitioners **DATE:** October X, XXXX

FROM: Ann Rector
Coordinator of Health Programs

RE: Federal Law regarding Pregnant Minor/Minor Parent procedure

When doing an assessment on pregnant minor/minor parent, please include the following per *Health/Safety Code 104460 (a)*: **referral to preinatal and related support services; outreach services and assessment of smoking status (included on intake form); individualized counseling and advocacy services; motivational messages; cessation services, if appropriate; incentives to maintain a healthy lifestyle; follow up assessment; maintenance and relapse prevention services.** Extra space is available on the intake form to write narrative notes.

Should you need additional educational materials such as pamphlets, literature or posters please contact Health Programs at the Education Center at (626) 795-6981, ext. 247 or 249. Information about community-based support/counseling services for cessation and or relapse-prevention may also be obtained from our office.

PASADENA UNIFIED SCHOOL DISTRICT HEALTH PROGRAMS

Procedure for Pregnant Minors

Pregnancy must be treated the same as other medical conditions. All certificated school nurses and nurse practitioners assess, educate and refer pregnant and parenting teens for services which include medical/dental, mental health and insurance services. Students are referred to the following community agencies: Pasadena Public Health Department Perinatal Outreach; Planned Parenthood of Pasadena; Foothill Family Service. Other agencies may be accessed after a needs assessment is completed using the attached form.

The nursing assessment process involves an intake to gather information about current health status; insurance status; home/family support; prenatal care or lack thereof; nutritional habits; use of drugs including tobacco, alcohol and over-the-counter medicines. Academic performance is also assessed. This information is documented on an intake form and kept confidential. Our goals are to keep the pregnant minor and infant healthy and to assist the student to graduate with a diploma.

When doing the intake assessment please include the following as per Health/Safety Code 104460(a): referral to perinatal and related support services; outreach services and assessment of smoking status (included on intake form); individualized counseling and advocacy services; motivational messages; cessation services, if appropriate; incentives to maintain a healthy lifestyle; follow up assessment; maintenance and relapse prevention services.

There are specific types of care that minors can obtain without parental consent and these include: pregnancy testing/prenatal care; birth control; testing and treatment for sexually-transmitted diseases; abortion and rape/sexual assault treatment. For more information please refer to the "Legal Issues for Pregnant/Parenting Teens Manual" in your health office or at the district office.

**PASADENA UNIFIED SCHOOL DISTRICT
HEALTH PROGRAMS**

Individual Health & Support Plan/Intake

Name: _____ DOB: _____ Age: _____ Grade: _____
Address: _____ Phone: _____
Lives With: _____
FOB: _____ Current Relationship: _____
Foothill Family Service Case Manager: _____

PRE-NATAL CARE Provider: _____ EDC: _____
 Address: _____ Phone: _____
Assessment: _____

LABOR & DELIVERY Location: _____ Type: _____ Date: _____
Child's Name: _____ Sex: _____ Wt: _____ Length: _____
Assessment: _____

NUTRITION: Sample, Daily Meals Daily Servings: _____
 Breakfast: _____ Milk Products: _____
 Lunch: _____ Protein: _____
 Dinner: _____ Fruits & Veg: _____
 Snacks: _____ Grains: _____

HEALTH CARE Provider: Parent Child _____
 Insurance/Medi-Cal

Significant Medical Hx _____

Current Drug Use _____

Family Planning Choices _____

STATED CONCERNS _____

Legal Rights Explained Initials of Nurse _____

NEEDS SERVICE PLAN REVIEW/RE-ASSESSMENT

