

Decision-Making

Grade 6, Lesson 1

Student Learning Objectives

To be able to ...

1. Identify two ways people can make decisions (actively or passively.)
2. List and demonstrate the steps in making a decision actively.
3. Recognize that, although feelings affect decisions, people CAN decide not to act on a feeling.

Activity

Read the following:

Sexuality is probably new to you, so I'll define it. Some people think "sex" and "sexuality" are the same, but that they aren't. "Sex" is the smaller word and the narrower concept. It is sometimes used to mean gender (e.g. on forms where it asks your name, birth date and sex) and it is sometimes used to mean particular behaviors..."Sexuality" includes those ideas, but it also includes how a person feels about him or herself, what they feel about being male or female, whether they know how to love, how to trust, how to communicate. A person's sexuality has to do with whether they can make friends, whether they can keep friends. And when people study sexuality they also learn about how people change from children into adults, how babies are made, how they're born, and how they grow.

We are doing this unit so that you will have correct information about things like bodies and growth; so that you will feel good about growing up; so that you'll feel more comfortable asking questions of your parents or doctors; so that you'll understand and appreciate yourselves, your families and one another; and so that you will not be as likely to ever be sexually abused.

Examples of sexuality decisions we all face at some time in our lives include: Whom to choose as friends, how to act toward friends, whom to choose as a boyfriend or girlfriend and at what age, whether to "go with" anybody, whether and when to marry or have children, whether and when to go to the doctor about our private parts, whether to talk about sexuality with our families or friends, and even how to treat a person who likes us but whom we don't especially like."

ACTIVE decisions involve conscious thought (sometimes 30 seconds' worth, sometimes 5 year's worth). ACTIVE decisions involve a choice between at least two alternatives, where one can know or guess some of the consequences of each alternative. In making ACTIVE decisions, people consider their feelings (e.g. fear, anger, tenderness), their beliefs and their family's belief e.g. "friendship is important, but honesty is more important."), and the possible consequences, good and bad, of each alternative.

Passive decisions are those where the person has a choice, but allows someone else, or

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time, or chance to decide. Having red hair is NOT a decision, because there is no choice. Having short hair because your hairdresser or barber chooses it is a PASSIVE decision. Having short hair because you prefer it is an ACTIVE decision.

There is nothing inherently "good" or "bad" about ACTIVE vs. PASSIVE decision. In fact, if we consciously decided about every step we took, we'd be late getting where we were going!

Write a list of decisions you've made so far today. Which ones were made ACTIVELY, and which, PASSIVELY?

- 1.
- 2.
- 3.
- 4.
- 5.

People make ACTIVE DECISIONS in 4 steps (sometimes carefully, even in writing; other times, quickly):

- a. List alternatives (people often forget this step!)
- b. Consider the consequences, positive and negative, of each alternative
- c. Consider feelings (your own and, if someone else is involved, theirs)
- d. Consider beliefs (your own...but sometimes to decide what you believe it helps to find out what other people you trust believe--parents, clergy, a family friend)

One ACTIVE decision: what to have for breakfast. **EXAMPLE**

- e. What are my alternatives? Under the heading "alternatives": skip breakfast; coffee and donut; eggs, grits, bacon, juice, toast, and milk; leftover tortilla with cheese.
- f. What are possible consequences of these alternatives?

Alternatives

Consequences

	Good	Bad
1. Skip breakfast	On time to school Get to sleep a little longer	Feel cranky Get yelled at for not eating Do poorly on test
2. Coffee and donut	Quick energy Good taste	Even more tired when sugar/caffeine is gone Cavities
3. Eggs, grits, bacon, juice, toast milk	Do well on test Not hungry all morning	Late to school Gain

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How do you feel this morning? Hungry? Sleepy? (If so, I might prefer to “sleep in” rather than to eat.) Scared about today’s test? (If so, I may want to eat to get my brain in gear.)

What do I believe about this issue? That breakfast is the most important meal? That being on time to school is more important than breakfast? That it’s wrong to eat sugar? That you should always eat before a test?

Remember you

- are already decision-makers
- make some decisions ACTIVELY and others, PASSIVELY
- will face some big decisions in life about which they will feel better afterwards, if they make them in an ACTIVE way...maybe even on paper.

Use the Decision-Making Worksheet to practice the model on another decision. Submit completed assignments to your teacher. Choose one of the following:

You see your friend shoplift; nobody else seems to have noticed.

Your old friend invites you to a party this Friday and you say “yes”. Then a really cute boy or girl invites you to watch movies with their family the SAME night.

- list alternatives (write at least 3 alternatives)
- consider consequences (write at least one good consequence and one bad one for each alternative)

Note: the more alternatives a person thinks of, and the more thoughtful s/he is about each one of them, the better the chances of a good decision.

DECISION MAKING WORKSHEET

Directions: Complete the chart. Submit completed assignments to your teacher.

ALTERNATIVES

CONSEQUENCES

+(GOOD)

-(BAD)

ALTERNATIVES	+(GOOD)	-(BAD)

Sexual Exploitation

Grade 6, Lesson #2

Student Learning Objectives

To be able to ...

1. List examples each of "safe or healthy or unfair touch," "unsafe or unhealthy or unfair touch" and "confusing touch."
2. Define sexual exploitation.
3. Distinguish between facts and myths about sex abuse.
4. Describe ways to get out of an exploitive situation.
5. List people a child could tell about having been sexually exploited.
6. Give reasons it is important to report sexual exploitation.
7. Describe ways to help a friend who tells you he/she has been exploited

Activity

Read the following. Submit completed assignments to your teacher.

Sexual exploitation is one person using another person to make themselves feel good or to get something from the other person no matter how the other person feels.

For Example: "If you offered to buy your first grade brother's bicycle for \$1.00 that would be exploiting or using him because you know it's worth a lot more money but he doesn't. You trick or pressure him into the sale and then you tell him to keep it a secret. That is exploitation."

Sometimes people trick or pressure a child into secret touching and that is called sexual exploitation. Adults can also be sexually exploited and children can be exploited by other children, but when a child is sexually exploited by an adult or older child, there is a special name for it: "sexual abuse.

Today's lesson is intended to reduce the chances that you will be exploited in the future and to help those who may have already been exploited to feel better about themselves.

Some examples of touch. Safe touch is hugging your mom. Unsafe touch is someone forcing you to hug. Fair touch is high fiving your friend. Unfair touch is grabbing your friend forcibly/"horseplay". Healthy touch is when the barber cuts your hair. Unhealthy touch is when a touch makes you feel uncomfortable and the person tells you not to tell anyone. Confusing touch can be when you think someone is going to touch you in a nice way and when they do touch you, it makes you feel uncomfortable.

Only the person being touched can tell.

"Private parts" are the parts of the body covered by a bathing suit: the bottom, a boy's or man's penis and scrotum, a girls' or woman's labia and vagina, and girls' chests...even if they're too young to have breasts."

The concept of rights.

You have the right **not** to be touched on private parts. That's why they are called "private".

There may be exceptions like when a doctor is examining you or when parents change a baby's diapers. You can decide about this touching.

You have the right **not** to have to look at other people's private parts or listen to talk about private behaviors.

Exploitation is wrong; touch that is not exploitative (like a doctor's exam) is OK.

Examples of sexual abuse, i.e., an older or stronger person wants you to look at or touch their genitals or to touch your genitals.

Exploitation is wrong **EVEN IF**

- the person is older and bigger
- the person has done or promises to do favors or buy gifts
- you liked the touch to begin with (like tickling) and changed your mind
- it took you a long time to get up the courage to tell or even to realize it wasn't fair
- the person is "in charge" (like a parent, a teacher, a babysitter, a bus driver, etc.)

Child sexual exploitation:

- a. usually happens gradually (over months or years...the average duration is four years)
- b. usually is not violent (noweapon)
- c. usually involves tricks, threats or special treats
- d. usually involves someone the child knows--and maybe loves--not strangers (although the latter can be offenders, too); 85% are known to the child
- e. almost always involves a pact of secrecy
- f. may give children a warning feeling, in their guts...sometimes called an "UH-OH feeling"
- g. can involve boys as well as girls (1 out of 4 girls are sexually exploited by age 18, and at least 1 out of 6 boys--so if this were a class of 30 girls...7 or 8 could be abused by 18 and if this were a class of 30 boys...about 5 could be abused by 18)

Say the following aloud. "In a big voice":

"I AM SPECIAL."

"I DESERVE GOOD TOUCH."

"MY BODY BELONGS TO ME."

Issues of prevention and reporting:

"David and Maria were doing yard work for their neighbor, Mr. Simms, the way they had done every summer for years. This time, instead of bringing them their pay when they were done,

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he invited them into his house for lemonade. They figured it was OK, since they'd known him a long time. While he was handing them the cups of lemonade, he touched their hands longer than necessary and then he stroked Maria's hair while she drank ..."

"How do you think David and Maria felt?" Scared? Angry? Embarrassed?

Write how you would feel?

"They looked at each other, and David moved closer to Maria. Then Mr. Simms offered them twice their usual pay if they would take off their clothes."

Write what you think the kids can do?

"They did tell him to leave them alone. He did stop. And he handed them twice their usual salary anyway, saying, 'Let's keep this just between us.' They were afraid to say no, so they did promise not to tell and they took the money and left quickly."

Write how you think they felt after he told them not to tell anyone?

Write what you think David and Maria should do?

"They decided it was OK to break their promise. They told their parents. They thought they might get yelled at for going into Mr. Simms' house to begin with; but their dad just said, 'I'm glad you told us. It's not your fault this happened and I'm sorry it happened to you.' And their mom called the police. She said 'Mr. Simms may be nice in other ways, but he's got a serious problem and we need help protecting you and other children from him.' David and Maria were awfully glad they told."

State whether each of the following statements is TRUE or FALSE:

- h. Sexual exploiters usually have guns or knives.
- i. Kids are usually exploited by someone they know; not a stranger.
- j. Only girls are sexually exploited.
- k. Sometimes, if a child says "No!" the exploiter will stop.
- l. Even if a child promises to keep the exploitation a secret, it's OK to tell.
- m. Usually a child will be exploited only one time.

Complete the Sexual Exploitation Worksheet. Submit completed assignments to your teacher.

Sometimes a young person is too confused or scared to do ANYTHING. Sometimes, he or she might try to do something and get exploited anyway. People tell friends more often than any other group. *"If it happened to your friend, suppose his or her uncle unzipped his pants while he was driving your friend to school. And suppose your friend told you. How do you think your friend is feeling? And how would he or she like you to respond?"*

Below are examples of 5 Things a Friend Can Do.
Read what each behavior might look and sound like.

- i. **Listen** - means don't watch T.V. while your friend is talking; don't change the subject. Just lean forward and show you are listening by looking at him/her while s/he talks.
- ii. **Believe them** - people don't often lie about sexual exploitation. Say, "I believe you."
- iii. **Show you care** - means be serious; don't make jokes about your friend's feelings.
- iv. **Don't blame them** - it is NEVER the victim's fault, even if s/he took "stupid" risks like hitchhiking or going to a party without parents. It IS STILL the fault of the offender.

Confidentiality - DO help your friend to tell an adult who can help. Or tell the adult yourself if your friend "can't". But DON'T tell other classmates, because your friend's feelings are at stake. S/he trusted you.

Sexual Exploitation Worksheet

Directions: Complete the Worksheet. Submit completed assignments to your teacher.

1. Touch is important. Sometimes it is fair and safe. Give three examples:

2. Some touch is obviously unfair or unsafe. It never feels OK. Give three examples:

3. Some kinds of touch are confusing. They might feel OK one minute and awful the next. They might not hurt, but they just don't feel quite right. They may give a person an "UH- OH" feeling. Give three examples:

4. What three things can people do if they get that "UH-OH" feeling?

5. Sometimes a young person is too confused or scared to do ANYTHING. Sometimes, he or she might try to do something and get exploited anyway. If that happened, name three people the young person could tell about it afterwards:

6. Why is it important to tell somebody even if you promised to keep it secret? Can you think of two reasons?

7. If your friend were sexually exploited and told you about it, name three ways you could be of help:

Reproductive System

Grade 6, Lesson #3

Student Learning Objectives

To be able to ...

1. Identify the medical terms, locations, and functions of the structures in and near the male reproductive system.
2. Identify the medical terms, locations, and functions of the structures in and near the female reproductive system.
3. Distinguish reproductive system facts from myths.
4. Distinguish among definitions of: ovulation, ejaculation, intercourse, fertilization, implantation, conception, circumcision, genitals, and semen.
5. Explain the process of the menstrual cycle and sperm production/ejaculation.

Activities

Read the following. Submit completed assignments to your teacher.

You are doing this unit so that you will have correct information about things like bodies and growth; so that you will feel good about growing up; so that you'll feel more comfortable asking questions of your parents/guardian or doctors; so that you'll understand and appreciate yourselves, your families and one another; and so that you will not be as likely to ever be sexually abused.

Look at the male reproductive worksheet as you read the information about the male reproductive system.

Most people's bodies are made like the diagram, but individual differences are pretty common.

Side view of the male: This is a side view of the male reproductive system. On the outside he has two parts, 'penis' and 'scrotum.' The job of the scrotum is to hold the "testicles" or "testes" at the proper temperature – lower than 98.6 degrees – for making sperm. The scrotum will move toward or away from the body to keep it at a lower temperature.

Besides producing sperm **testicles'** also make male hormones to give him a deeper voice, broader shoulders, and all the other characteristics of an adult male body.

Sperm are made in the testes and then move into the **epididymis** which is a long tube tightly coiled into the back of the scrotum. The sperm stay there for 2-3 months while they mature.

Then they travel up into his body through a tube called a **vas deferens**. He's got two, one leading from each epididymis. The sperm travel, through a vas deferens,

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past his **bladder** (where urine or “pee” is stored), and into the tube that will carry them out of his body, the **urethra**. The urethra is the tube that runs through his penis. In the male, the urethra has two jobs: urination (part of the urinary system), and ejaculation (part of reproductive system). On the way, the sperm gather fluids we call **semen**. These fluids come from three places: his **seminal vesicles** (two long skinny glands which contribute sugars to help nourish the sperm on their long journey), his **prostate gland** (the fluid from which is a lubricating liquid, allowing the sperm to swim freely, and his **Cowper’s glands** (which mostly neutralize the acids that might still be in his urethra from the last time he urinated – “peed”).

A man has two openings in his private parts, the urethra is one. The other opening from a man’s private parts is his **anus**, where a bowel movement (“poop” or “feces”) comes out. Of course, even though the bladder and anus are nearby, they aren’t actually PART of the reproductive system. They have nothing to do with making a baby.

Look at the female reproductive worksheet as you read the information about the female reproductive system.

Most people’s bodies are made like the diagram, but individual differences are pretty common.

Front view of the female:

Now let’s look at the female reproductive system. This opening to the outside of her body is called the **vagina**. That’s where a penis would go if she had intercourse. And sperm would be released to travel up into her body in search of an egg.

Eggs and female hormones come from the **Ovaries**. She has two of them and they sort of take turns ovulating, with one releasing an egg one month and, often, the other releasing one the next month. Her ovaries also make female hormones, so that her body will grow into an adult woman’s.

When an egg leaves an ovary, it usually goes into the **fallopian tubes**. If an egg gets fertilized, that’s where it will happen – in her tubes. Then it travels on down to the place it will grow for nine months.

That place is called the **uterus**. And the bottom part of the uterus, it’s neck, is called the **cervix**. That’s the place a doctor or nurse practitioner wipes cells from when they do a **Pap Smear Test**. They are looking for changes in the cells of the cervix that might mean a cancer would develop. If they find that kind of changes, they can usually remove the cells that are in trouble long before they would become cancer.

And after a baby has grown in the uterus (remember it isn’t called her stomach) for

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nine months, it usually comes out through the vagina.

Side view: Now she's facing to the side. A woman has three openings in her private parts. In the front, is the tube urine ("pee") comes out from. It's called the same thing we called it in the male: the **urethra**. And of course it is attached to the place where urine is stored: the **bladder**. In the middle is the opening her period comes out of, and where she has intercourse, the **vagina**. And then the third opening, besides the urethra and the vagina, is the opening a bowel movement comes out of, the **anus**.

Then, she has two folds of skin that protect the openings to the urethra and the vagina, called her **labia**. And in the front, where the labia meet, is the part with all the nerve endings that's usually the most sensitive to touch and that gets erect, the **clitoris**.

The outside parts of the reproductive system are called your **genitals**. In other words, a guy's genitals are the penis and scrotum. A girl's genitals, also called her vulva, are the labia and clitoris.

Baby boys are born with a sleeve of skin on their penises called the foreskin. Sometimes the doctor removes the foreskin, in a procedure called **circumcision**. The penis is normal either way, whether it's been circumcised or not.

Ovulation is the releasing of a mature egg (ovum) from an ovary. It happens every 20 to 40 days, more or less. And usually a woman doesn't know when it happens. A couple of weeks later is when she will menstruate. **Menstruation** is the lining of her uterus (the blood and tissue) coming out through the vagina, so that she can build up a fresh new lining the next month.

Intercourse is the kind of sexual touch when the penis is in the vagina. It is sometimes called "vaginal intercourse" or "lovemaking" ... but "lovemaking" can mean different things to different people. **Ejaculation** is what you call it when **semen**, the fluid carrying sperm, comes out of the penis.

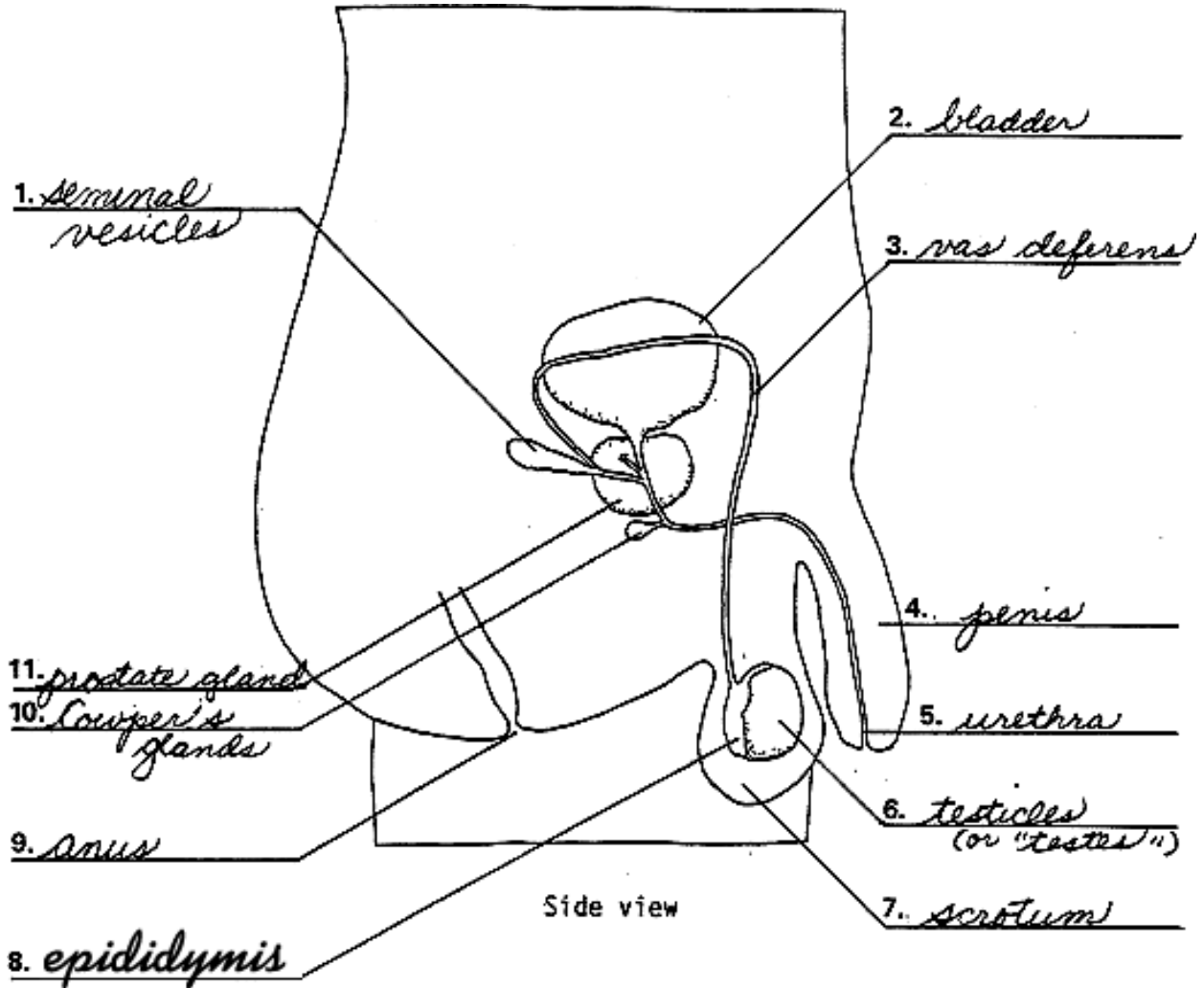
If he ejaculates during intercourse – or even if he ejaculates onto her labia, without ever putting the penis inside the vagina – sperm can swim up into her uterus and tubes in search of an egg to fertilize. **Fertilization** is what you call it when a sperm cell enters an egg. But there need to be millions of sperm to begin with because that way thousands will find their way into the fallopian tube and hundreds will find the egg and begin bumping into it, gradually wearing away the protein coat, allowing one to finally get inside.

After the egg is fertilized, it will take a week or so to finish traveling down the tube into the uterus, where it will nest. That's called **implantation**. The combination of fertilization and implantation is what we call **conception**, meaning a pregnancy has begun.

Complete the Reproductive System Diagrams Worksheets 1-3. Submit completed assignments to your teacher.

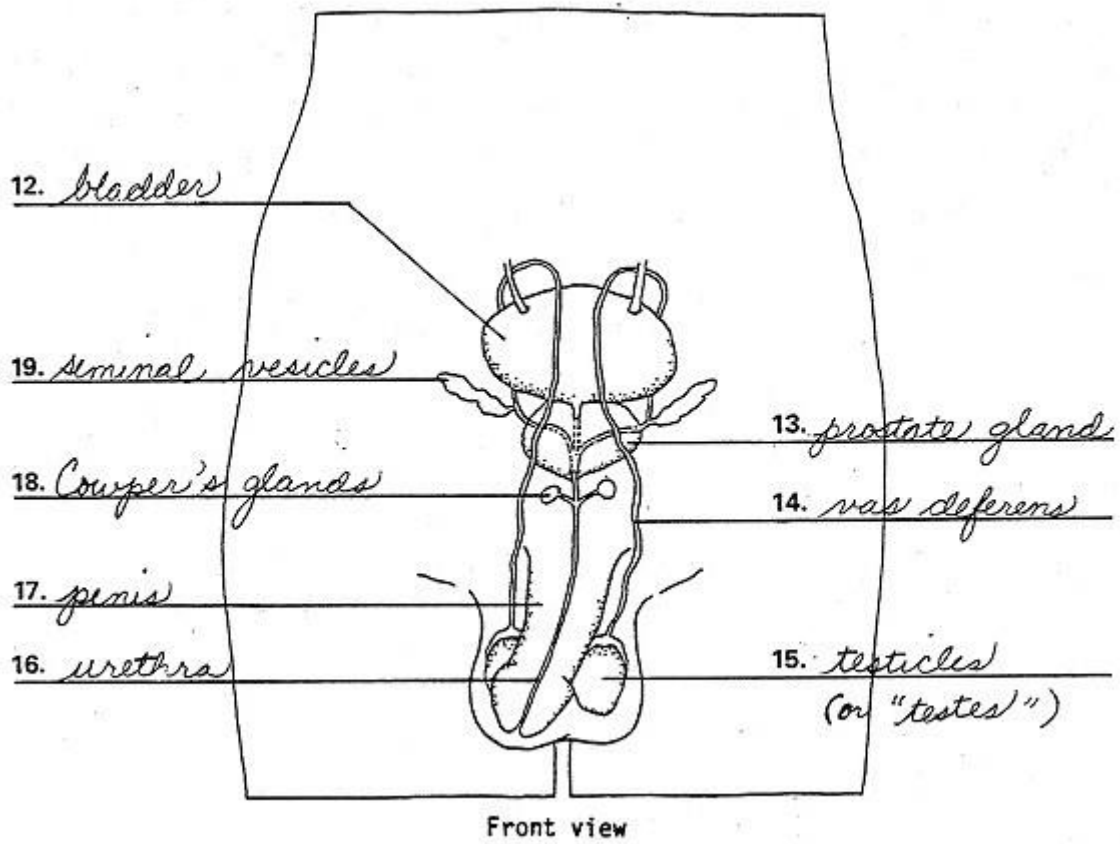
Reproductive System Diagram Male Side View

Review the name of each body part. Some will be repeated.



NOTE: #9 and #2 are not part of the reproductive system

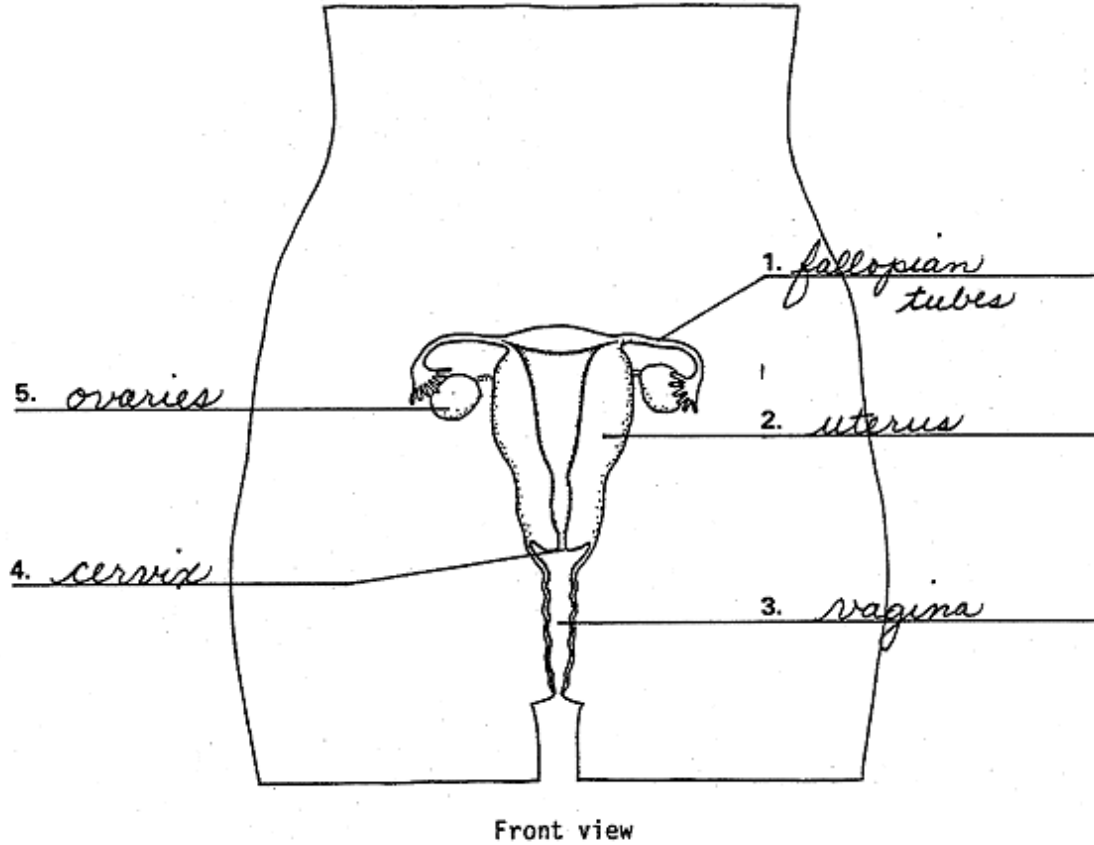
Reproductive System Diagram continued...Male Front View



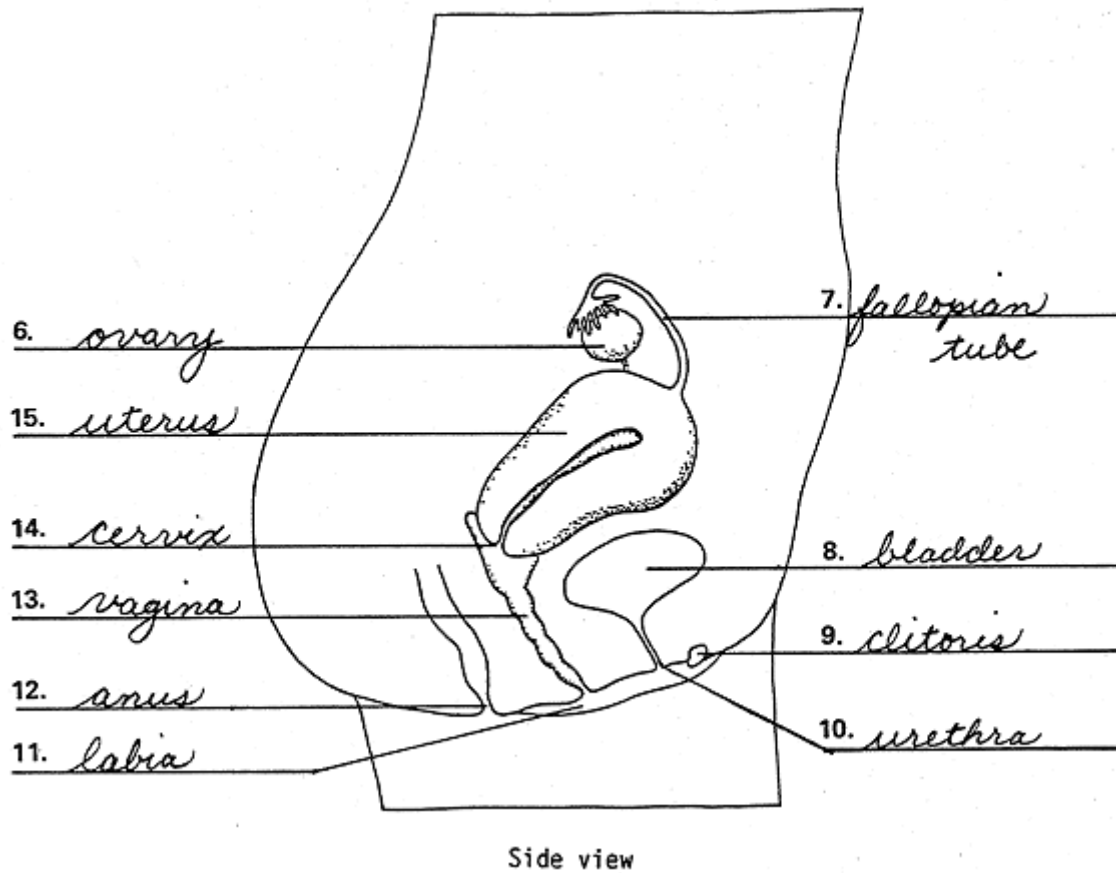
NOTE: #12 is not part of the reproductive system

Reproductive System Diagram – Female Front View

DIRECTIONS: Review the name of each body part. Some will be repeated.



Reproductive System Diagram continued...Female Side View



NOTE: #8, 10, and 12 are not part of the reproductive system

Reproductive System Diagrams Worksheet 1

DIRECTIONS: Mark an "M" next to any part of a male's (a boy's or man's) body, an "F" next to any part of a female's (a girl's or woman's) body, or "E" if the part could belong to either a male or a female. **Submit completed assignments to your teacher.**

So your choices are "M", "F", and "E".

_____ 1. Penis

_____ 2. Scrotum

_____ 3. Cervix

_____ 4. Bladder

_____ 5. Vagina

_____ 6. Testicle

_____ 7. Fallopian Tube

_____ 8. Cowper's Gland

_____ 9. Labia

_____ 10. Urethra

_____ 11. Seminal Vesicle

_____ 12. Epididymis

_____ 13. Ovary

_____ 14. Prostate Gland

_____ 15. Uterus

_____ 16. Anus

_____ 17. Vas Deferens

_____ 18. Clitoris

Reproductive System Diagrams Worksheet 2

DIRECTIONS: Put the letter of each word next to the correct definition of the word. **Submit completed assignments to your teacher.**

- | | | |
|------------------------------|-----------|--|
| a. <i>circumcision</i> | _____ 1. | <i>The penis or clitoris filling with blood and getting harder and larger</i> |
| b. <i>conception</i> | _____ 2. | <i>The outside parts of the male's or female's reproductive system</i> |
| c. <i>ejaculation</i> | _____ 3. | <i>Ejaculation during sleep (sometimes called "having a wet dream")</i> |
| d. <i>erection</i> | _____ 4. | <i>The process of fertilization and implantation</i> |
| e. <i>fertilization</i> | | |
| f. <i>genitals</i> | | |
| g. <i>implantation</i> | _____ 5. | <i>A cell from a woman's body that can start a pregnancy (sometimes called an "egg cell")</i> |
| h. <i>intercourse</i> | _____ 6. | <i>A cell from a man's body that can start a pregnancy</i> |
| i. <i>menstruation</i> | _____ 7. | <i>An operation to remove the foreskin from the penis</i> |
| j. <i>nocturnal emission</i> | | |
| k. <i>ovulation</i> | _____ 8. | <i>The meeting of the sperm and ovum</i> |
| l. <i>ovum</i> | _____ 9. | <i>The penis being inside the vagina</i> |
| m. <i>pituitary</i> | _____ 10. | <i>The gland in the brain that triggers puberty</i> |
| n. <i>puberty</i> | _____ 11. | <i>A ripe ovum coming out of the ovary</i> |
| o. <i>semen</i> | _____ 12. | <i>Semen coming out of the penis</i> |
| p. <i>sperm</i> | _____ 13. | <i>The nesting of a fertilized egg in the wall of the uterus</i> |
| | _____ 14. | <i>The body beginning to change from a child's into an adult's</i> |
| | _____ 15. | <i>The liquid that carries sperm</i> |
| | _____ 16. | <i>The lining of the uterus coming out through the vagina (sometimes called "having a period")</i> |

Reproductive System Diagrams Worksheet 3

DIRECTIONS: Fill in the blanks. Then look up each word to make sure you have spelled it correctly.
Submit completed assignments to your teacher.

- 1. The outside parts of the male reproductive system are the penis and the _____.*
- 2. The outside parts of the female reproductive system are the labia and the _____.*
- 3. A female has three openings: the _____ in the front, the _____ in the middle (where the blood comes out during her period) and the anus in the back.*
- 4. Sperm are made in the testicles. They are stored for 2-3 months in the _____ and then they travel through the _____ and the urethra, which leads out of the penis.*
- 5. The semen is made up of sperm and liquids. The liquids are produced by the _____, the _____, and the _____.*
- 6. In both males and females, urine is stored in the _____ and leaves the body through the urethra.*
- 7. Both males and females have an opening where bowel movements come out. It is called the _____.*

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8. A baby grows for nine months in the_____.

9. The scrotum is the sac that holds the_____.

10. The parts of the body that protect the urethra and the vagina are called
_____.

11. When an egg cell leaves the_____, it travels through the
_____ on its way to the uterus.

12. The opening of the uterus into the vagina is called the_____

HIV & AIDS

Grade 6, Lesson #4

Student Learning Objectives

To be able to...

1. Explain that HIV is a blood-borne virus which attacks to the body's immune system.
2. Distinguish between:
 - (a) Being infected with HIV
 - (b) Being diagnosed with AIDS
3. Explain that the disease is transmitted only via blood, semen, vaginal fluid and breast milk.
4. Understand that, under certain circumstances, anyone can contract the disease.
5. Explain that the disease is not transmitted through casual contact.
6. Understand the concept of risk behavior and know which behaviors are safe and which are not.

Activities

Read the following:

The good news about HIV/AIDS is that even though we can't cure people of the infection after they contract it, we can prevent people from getting it in the first place. It is a very hard disease to contract, and people have to do some very specific things in order to get it.

It's important that you have good, factual information about HIV and AIDS. After today, you'll be able to tell facts from rumors and gossip. You'll be smart about HIV/AIDS, and most important, you'll know how to protect yourself and help your friends and families too.

HIV/AIDS as far as we know, has been around for less than fifty years. It was named in America in 1981. That's when doctors started noticing that patients had strange symptoms. They started to investigate. We don't know for certain when HIV started or where it came from.

We don't have a cure for people with HIV. Unfortunately, we don't have a vaccine either.

- Vaccines are shots to protect us.
- We've all had some vaccines when we were young to protect us against certain illnesses. (chickenpox, flu, measles, mumps)

Scientists around the world are working to make a vaccine against HIV, but they tell us that even if they're lucky enough to find one, it's going to be at least five or ten

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years until we can give it to people, because vaccines must go through long periods of testing to prove they work correctly.

It's important for you to be safe. Carefully read the information. Today we will talk about what HIV/AIDS is: how you can get it and how you cannot.

Characteristics of HIV and AIDS.

AIDS is caused by a virus called HIV. HIV is a tiny germ that enters the body through the blood stream. The virus attacks the immune system, the system that normally fights off diseases. You might have noticed when you were sick with a bad cold or flu, that areas in your neck become swollen. These are some of your lymph nodes. Inside, white blood cells were working to fight off infection.

Viruses need to get inside our cells in order to live. When a person gets HIV, the virus invades a white blood cell, which is the leader and organizer of the immune system. Inside the white cell, the virus multiplies and multiplies until the white cell can't hold any more virus. It bursts open and releases more new virus into the bloodstream to travel around looking for more white cells to invade. Over time, there aren't enough white blood cells left to protect the body. The immune system can't work properly; it can't do its job of protecting the body against infection. Patients may have to be hospitalized because they can't fight off illnesses that a healthy body could fight easily. Instead they become sicker.

Most people look and feel perfectly healthy when they first get HIV, and most don't even know it's in their body. We could not tell by looking at them if they were infected. The virus is inside their cells, and for the moment, their immune system continues to work fairly normally. Even though they seem completely healthy, they could still pass the disease on to other people during certain behaviors which we'll talk about in a moment. The virus will be in their body as long as they live. There is absolutely no way that they can get rid of it.

Over time (sometimes a very long time), a person with HIV will start becoming ill. There are lots of possible symptoms. These symptoms can be similar to those we have when we are sick with the flu, but they last much longer and are more severe. So people might have a fever that lasts for weeks or a cough or diarrhea. They may lose a lot of weight or they may have night sweats. (This is when a person wakes up, and even on a freezing cold night, their whole body is soaked with sweat and so are their sheets and blanket.) If a person has these kinds of symptoms for more than a couple of weeks, they would need to see a doctor. Only a blood test can tell if their symptoms are caused by HIV.

A person doesn't have AIDS until they get very sick from HIV. A person must have lost most* of the white blood cells called "T-cells" or get a specific type of illness for a doctor to diagnose them with AIDS. Often there is a particular type of pneumonia or

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cancer. While there are new medications that have helped people live longer and longer with HIV, no one has been able to fully recover. HIV is still considered a terminal disease. That means that, eventually, the person will die.

Note: * The actual T-cell count has to have dropped below 200 cells per cubic milliliter of blood.

How the disease is transmitted and who is vulnerable.

HIV is very hard to get. We can't get it the same way we do other illnesses like colds and flu.

What do you do if you have a friend with a bad cold, and they're sneezing and coughing around you? You try to keep away from them.

How do cold germs travel? Through the air. Cold viruses are airborne. Luckily for all of us, HIV does not travel through the air.

How does it pass? HIV is blood borne. It has to get inside a person's bloodstream.

HIV can only be passed from one person to another when people exchange certain fluids in their body. There are only four fluids known to have a strong enough concentration of the virus to pass it from an infected person to another person. These fluids are blood, semen, vaginal fluid, and breast milk. Semen and vaginal fluids are our sexual liquids.

These fluids can be passed only when people are doing very particular, very intimate behaviors. We're going to talk about two behaviors which pass the virus. These are called risk behaviors.

Risk means taking a chance. Sometimes people are very lucky when they take a chance, but other times they have no luck at all. Nothing works out the way they planned. So during these risky behaviors people are taking a chance of getting HIV.

The first risk behavior is shooting up with injection drugs. Injection drugs are drugs people inject (or shoot) into their bodies. When people shoot up drugs, they often do it with a few other people. When a person puts a drug into his/her vein with a needle, she/he also pulls some of their blood up into the syringe. That blood will be in the syringe as long as the needle is used, even if there's such a small amount you cannot see it. As it is passed from one person's body to the next person's body, each person can be putting infected blood directly into their own bloodstream.

Many students have reported finding used drug needles lying around: sometimes at a park, or under bushes, or on the street. If you find any used needles, leave them alone and do not touch them at all. If there's an adult around, tell them about it. Do not

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handle them ever. Let an adult throw them away.

There are situations in which all of us see exactly the same type of needles. In hospitals, and doctors' and dentists' offices. If you need to get a shot from a doctor or nurse, or if you donate blood to help a friend, you will never have to worry about catching HIV. When a doctor or nurse uses a needle and syringe, it is always 100% sterile. There are absolutely no germs. The key is, the needle is used only one time to give your medicine, and then it's disposed of in a safe manner. People can only become ill when needles are shared. You already know that illegal drugs like marijuana, cocaine, and heroin are bad for people. They're bad for kids, for teenagers, for adults. You know that these drugs do terrible things to peoples' bodies and to their minds. Most people who shoot injection drugs probably never really planned to do it. Somehow, they got started, and then they couldn't stop - because they became addicted. What does it mean to have an addiction?

People who use alcohol or drugs are at greater risk to try injection drugs. They may start like this: Sometimes a person may be drinking alcohol or using another drug like marijuana at a party. Somebody in the room takes out a needle and asks if they want to shoot up. Since they are drunk or stoned, they can't think very clearly. They say "Sure," and they shoot up for the first time. That's why drugs are dangerous.

When we can't think clearly, we sometimes make choices that make us very unhappy later.

Let's review the four fluids that can pass the virus. (Infected blood, infected breast milk, infected semen, and infected vaginal fluids.)

The last two are our sexual fluids. They can only be shared between two people when they are having sexual intercourse. If one person is infected with HIV, the other person can become infected during sex. Sex is especially risky because no one can tell by looking at someone whether that person has the virus and because most people who have it don't realize they have it.

The only 100% safe way to protect yourself from HIV is not to use injection drugs at all ever and to practice sexual abstinence.

Abstinence means a decision to delay sex and other risky behavior.

Sexual intercourse, when two people are older and love each other very much, is an important part of most people's lives. It's a way to show strong affection, and it's also the way to make babies. It's very private and personal and special. Decisions about sex are very complicated.

They are really adult decisions. When young people try to make sexual decisions, things often don't go right. Sex is worth waiting for until you're an adult.

Many students have reported finding used condoms lying around: sometimes at a

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park, or under bushes, or on the street. Condoms are something people may use, when they have sex, to cut down the chances of pregnancy or HIV (or other diseases). If you find any used condoms, leave them alone and do not touch them at all. If there's an adult around, tell them about it. Do not handle them, ever! Let an adult throw them away.

Another way that the virus is passed is during pregnancy. If a woman is pregnant (and remember, she may not know she is infected), she can give the virus to the baby during the pregnancy or birth. Many babies are born with HIV around the world. Here in the U.S., we have medicine that can protect most of these babies, but in many places there isn't enough money to pay for these medicines. It's a very sad situation. If they don't get medical treatment, most of these babies may not live very long; they are too sick.

In past years, some people became infected during blood transfusions. (They needed other people's blood to keep them healthy.) Before 1985, there was no test to screen blood to make certain it was safe. Some people got the virus during their transfusion. Now, we do have a test to check all blood, so the chance of getting HIV from a transfusion is very, very small.

It's important to know that anyone who participates in a risky behavior can get HIV. The virus does not discriminate. It can infect males or females, babies, kids, teenagers, or adults. It can infect people from any racial or ethnic group. The virus does not depend on certain kinds of people; it depends on certain kinds of behaviors. It's not who you are but what you do.

Ways the HIV virus is NOT transmitted

HIV is a hard disease to catch. It is passed mainly through risk behaviors.

HIV is not an airborne virus like colds and flu.

- We can't get it through coughs and sneezes.
- We can't get it by touching things like doorknobs, or pencils or kickballs.
- You don't get HIV through any of the regular daily things you do: riding next to someone on a school bus, or shaking hands, or hugging.
- Not by using someone's comb or make-up or wearing their clothes.
- Not by sharing a can of pop or a pizza or playing sports.
- Not by slow dancing.
- Not from swimming pools or from mosquitoes.

There have been lots of studies done of people who live with and care for people with HIV and AIDS. Not one single person has ever gotten HIV from living in the same home or going to school with someone with HIV.

As time goes on, many people in this class may know someone with HIV or AIDS. Now

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you know that you won't have to be afraid; you don't have to keep away from the person. People with HIV/AIDS can still be friends, relatives, and neighbors - just like they've always been.

AIDS

Let's take a look at what the letters AIDS stand for

- The A stands for
- ACQUIRED - AIDS is a disease a person gets by participating in a particular behavior. (Only babies whose mothers are infected can be born with it.)

- The I stands for
- IMMUNE – The virus attacks the person's immune system.

- The D stands for
- DEFICIENCY – The white blood cells are too few or too weak, so the immune system can't protect the person against illness.

- The S stands for
- SYNDROME – The cycle of the disease is from the time of infection...a group of symptoms.

Complete the *HIV/AIDS Terminology Worksheet*. Submit completed assignments to your teacher.

HIV/AIDS Terminology Worksheet

DIRECTIONS: Fill in the blanks. **Submit completed assignments to your teacher.**

1. A virus called _____ causes AIDS.
2. HIV attacks the body's _____ system.
3. The virus invades _____ cells.
4. AIDS is transmitted through three body fluids: _____,
_____, and _____.
5. Two risk behaviors are _____ and _____.
6. People who are infected with HIV, can still look and feel _____.
7. HIV can't be cured, but it can be _____.
8. Four casual (everyday) behaviors which do **not** pass the virus are:
_____, _____,
_____, _____.
9. AIDS stands for _____
_____.
10. When a person decides not to have sexual intercourse, that is called
_____.
11. Most children who have HIV, got the virus during _____.

Puberty

Grades 6, Lesson #5

Student Learning Objectives

To be able to ...

1. describe the physical, emotional and social changes of puberty.
2. explain that puberty is triggered by the endocrine system, specifically the pituitary gland.
3. distinguish among definitions of erection, menstruation, nocturnal emission, ovum, puberty, and sperm.

Activities

Read the following. Submit completed assignments to your teacher.

You and your friends have either begun or will soon begin to develop from a child into an adult. This lesson will help you understand the changes that involves.

Puberty is a time when a person's body, feelings and relationships change from a child's into an adult's.

Knowing an average age is kind of useless, since most of us aren't "average." A range is more useful. It is normal to start noticing changes, for a girl, any time between about age 8 or 9 and age 13. Guys, on average, start noticing changes a little later, between about ages 9 or 10 and 14. Puberty isn't an overnight process. It can take several years to complete. It may take longer in boys, on average, than girls. If someone gets to be 16 and still hasn't noticed any changes in their body, they might want to chat with a doctor. Puberty involves changes in not only your body but also your feelings and relationships. So your friend's body might start maturing first, but you may be maturing emotionally and socially sooner than your friend.

And it isn't a race. The **pituitary gland**, in a person's brain, will trigger the changes of puberty whenever it is programmed to do so. Younger for one person; older for another.

Puberty changes.

- **height growth spurts (both)** – You grow most in your sleep.
- **shoulders broaden (boys)** – This is a skeletal change, not something he can speed up through strength-training, although strength-training is certainly OK.
- **hips widen (girls)** – The idea is for her pelvic bones to form sort of a bowl, in order to support a pregnancy if she ever decides to have a biological child.

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- **breasts develop (girls and, to some extent, many boys)** – Many boys do experience some breast development and it usually disappears within six months or a year. It can be scary, but it is common. If it doesn't disappear in a year's time, you may want to chat with your doctor about it. Girls can, of course, also expect that their breasts will develop, too. No matter what size or shape or color they end up (and there's quite a variety) and even if they are different from one another, they will almost always be sensitive to sexual touch and able to nourish a baby.
- **acne may begin (both)** – Acne is caused by a combination of thicker skin than when you were younger and more oils, along with bacteria. Sometimes the new, thicker layer of skin blocks the pores or openings where the oils are supposed to flow, causing a pimple. If it gets infected it can become a blackhead. People should wash gently with mild soap a couple of times a day and after heavy exercise, but it will not prevent acne altogether. Scrubbing hard can actually make acne worse. And thinking that washing will *cure* acne, makes it sound like people who have it are dirty. That's neither true nor fair.
- **stress-related, malodorous perspiration begins (both)** – Everyone sweats when they are hot, but at puberty another group of sweat glands starts to produce sweat *also* when you feel stressed or upset. This kind of sweat in teens and adults can have a strong odor. So people often bathe or shower more often after puberty. Many people use deodorant or antiperspirant, too.
- **pubic and underarm hair develops (both)** – Pubic hair grows around a person's genitals (around the labia or penis) and pubic and underarm hair is often coarser and sometimes a different color than the hair on the person's head. Shaving one's underarm hair is a personal decision.
- **facial hair develops and body hair may thicken (boys and, to some extent, many girls)** – The *amount* of hair a person gets on their face and body is genetic (inherited from a person's biological family). It isn't unusual for girls to notice new hair on the face or around the nipples and a girl might feel self-conscious if she didn't know it was common.
- **voice deepens (both, though more in boys)** – The depth of the voice is a matter of air passing the vocal chords. The vocal chords are like the strings of a stringed instrument. Your vocal chords thicken during puberty, no matter what sex you are. On average a boy's will get thicker than a girl's as he matures, but that's just an average. The reason a guy may notice his voice cracking sometimes, is that the vocal chords don't always get thick evenly. There may be a time when one end of the vocal chord is thicker than another and as air pushes past, the pitch of his voice may change in mid-sentence.
- **genitals enlarge (both)** – This is more obvious for a boy, since he looks at his penis and scrotum every time he uses the bathroom. A girl is less likely to notice, but her vulva (labia and clitoris) gets bigger at puberty, too.
- **erections happen more frequently (more noticeable in boys)** -- An erection is what you call it when the penis or the clitoris fills up with blood and gets harder and

bigger. Erection is perfectly healthy and it happens sometimes when you are thinking of something sexual or of someone you like, but it also can happen, especially at puberty, for no apparent reason. A guy may find it embarrassing when he has one in public, but he can just carry something in front of him if it does. And it may help to know that it happens at some point to almost all guys.

- **sperm production and ejaculation begin (boys)** – Sperm are the microscopic cells from a man’s body that can start a pregnancy, when they combine with a woman’s egg cell. Ejaculation is what you call it when the sperm come out of his penis (in a fluid called “semen”). A man may ejaculate during sleep, masturbation, or sexual touch with a partner. Once he’s able to ejaculate, he’s able to help start a pregnancy. That’s not to say he’s ready to be a good dad yet, but it is biologically possible to make a baby.
- **nocturnal emissions begin (many boys)** – The slang term for nocturnal emission is “wet dream” (but it isn’t offensive slang). Some boys – not all – will ejaculate during their sleep. They may or may not have been dreaming at all. The wet dream can be their body’s response to the higher level of hormones in their bloodstream during a growth spurt. But guys should know that not everyone has nocturnal emissions and there’s nothing to worry about whether they do or don’t. Some guys find them very personal and will prefer to wash their own bedding when they have a wet dream.
- **ovulation and menstruation begin (girls)** --The slang term for ovulating is “releasing an egg;” the slang term for menstruating is “having a period” (neither of these are offensive slang). Once a month, starting at puberty, one or the other of a girl’s ovaries will allow an egg or, in Latin, an “ovum” to mature and pop out. That’s called ovulating. It usually travels into the nearest fallopian tube. If she has had sexual intercourse and there is sperm in that fallopian tube, it may fertilize the egg. The fertilized egg will travel the rest of the way down the tube and, in a week or so, it will nest, or “implant,” in the uterus to begin growing into a baby. In the meantime, the uterus has developed a thick, blood-rich lining to be a good nest in case she did get pregnant. If that egg doesn’t get fertilized, though, it will live for only about 24 hours and then dissolve and be reabsorbed by her body. The uterus will wait a couple of weeks, in case the egg did get fertilized, with support from her body’s hormones. Then, after a couple of weeks, if no egg has implanted, the hormone level will drop and her uterus will, basically, give up on her being pregnant that month. The lining will come out in the form of blood and little pieces of tissue, through her vagina ... so that she can build up a fresh new lining the next month in case she gets pregnant. The shedding of the lining is called menstruating. A woman doesn’t have muscles to control when her period comes out, the way you can control when urine comes out. It will just dribble out for 2 to 10 days. That’s why she’d need a pad or a tampon to soak it up. If she doesn’t have one handy when she happens to get her first period, a bunch of toilet paper will do briefly, until she can get one. But many girls start carrying supplies in their backpacks or purses as they reach the age of 9 or 10, just in case.
- **crushes and attractions may begin (both)** –Crushes may feel more intense at

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puberty. It is the feeling of really wanting someone to like you. Of having your tummy feel funny when they walk in the room or when you hear their voice. Everybody will feel this eventually, but some people notice it at this age and others may not notice those kinds of feelings until middle school, high school or even later. A person may have crushes on people of their own sex, the other sex or both. It may or may not predict how they will feel when they're grown. That is, really liking someone of a different sex doesn't necessarily mean you will eventually figure out that you are heterosexual (straight). And, likewise, really liking someone of your own sex doesn't necessarily mean you will eventually figure out that you are gay or lesbian. It often takes time to figure out. There's no rush.

- **self-consciousness may increase (both)** – Everybody goes through a time of worrying what other people think of them. Students with older brothers and sisters may have noticed that they may be spending longer in front of the mirror getting ready for school and that they may be getting really picky about their clothes. It's OK. Adults worry about what other people think, too. But it gets less painful as you mature. It may help to realize that other people may be so worried about how *they* look and what *you* think that they aren't noticing how you look as much as you think they are.
- **concern for others may grow (both)** – As you start focusing more on other people's feelings and needs, you may, in fact notice that you are less self-conscious.
- **sudden mood changes may begin (both)** – Feeling happy one minute and in tears the next, sometimes for no apparent reason, isn't at all unusual at puberty. The hormones in your blood stream influence how you feel.
- **When might you want to see a doctor or counselor about it?** Being a teenager or a preteen is hard. You're under stress to be liked, do well in school, get along with your family and make big decisions. You can't avoid most of these pressures, and worrying about them is normal. But feeling very sad, hopeless or worthless could be warning signs of a mental health problem.

“Mental health problems are real, painful and sometimes severe. You might need help if you have the signs mentioned above, or if you

- Often feel very angry or very worried
- Feel grief for a long time after a loss or death
- Think your mind is controlled or out of control
- Use alcohol or drugs
- Exercise, diet and/or binge-eat obsessively
- Hurt other people or destroy property
- Do reckless things that could harm you or others

Mental health problems can be treated. To find help, talk to your parents, school counselor or health care provider.

- **friction with parents or guardians may grow (both)** –A preteen or teen and a parent or guardian probably both want the same thing in the long run ... for the teen to grow up and become more independent. But sometimes you feel like a

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little kid and want to get taken care of and other times you prefer to think for yourself. The adults in your life go through similar changes as you're going through puberty, sometimes wanting to make decisions for you because they're afraid you'll get hurt and other times ready to let you try your wings. If you aren't on the same page at the same time, there can be – and often are – some times of struggle. That doesn't mean you don't love each other. Most families get through it eventually.

- **freedom to make decisions grows (both)** – Your parents and guardians will often trust you with more of your own choices, especially as you take on more responsibilities.

- **understanding of self may grow (both)** – Beginning to gain more of a sense of who you are and that, as this happens, a person gets more self-confident.

Products newly adolescent bodies may use are:

- athletic supporter
- bra
- several kinds of menstrual hygiene products (a tampon with applicator, a tampon without, a maxi-pad, a mini-pad). Which menstrual hygiene products are “best” is a personal decision and sometimes a girl's family and culture may have strong opinions about it, but that medically, they are all OK.
- deodorant and a daily bath or shower is sufficient for cleanliness.

Complete "Puberty Worksheets". Submit completed assignments to your teacher.

Puberty Worksheet 1

DIRECTIONS: Put the letter of each word next to the correct definition of the word. **Submit completed assignments to your teacher.**

- | | |
|-----------------------|---|
| a) erection | ___1. having a period |
| b) menstruation | ___2. the penis or clitoris filling with blood and getting larger |
| c) nocturnal emission | ___3. the cell from a man that can start a pregnancy |
| d) ovum | ___4. sperm coming out of the penis during sleep |
| e) puberty | ___5. the "egg" cell from a woman that can start a pregnancy |
| f) sperm | ___6. a child's body beginning to change into an adult's body |
| g) pituitary | ___7. the gland in the brain that triggers the beginning of puberty |

Puberty Worksheet 2

Directions: Write “T” for “true” next to each statement you believe is correct. Write “F” for “false” next to the wrong statements. **Submit completed assignments to your teacher.**

- _____ 1. Girls may start puberty any time between the ages of 8 and 13.
- _____ 2. Usually, boys start puberty a little younger than girls.
- _____ 3. The pituitary gland, in the brain, tells the body when to begin puberty.
- _____ 4. Boys only get erections when they think about something sexual.
- _____ 5. A person's feelings may change from moment to moment, especially during puberty.
- _____ 6. If your parents started puberty early, you might too.
- _____ 7. You can tell whether a girl is menstruating by looking at her.
- _____ 8. Boys often have some breast growth during puberty.
- _____ 9. It is common for boys to have nocturnal emissions at puberty, but it is also healthy not to.
- _____ 10. The main reason teenagers get acne is they eat the wrong foods.
- _____ 11. Girls should not use tampons until they are grown.
- _____ 12. The vagina is always wet, just like the mouth and eyes.
- _____ 13. There is something wrong with a boy if he ejaculates in his sleep.
- _____ 14. If a boy has not started puberty by age 13, he should see a doctor, because there might be something wrong with his endocrine system.
- _____ 15. It is OK for a girl to shower or play sports during her menstrual period.
- _____ 16. A boy should start wearing an athletic supporter (“jock strap”) during puberty when he plays sports, to protect and support his genitals.
- _____ 17. A girl may start wearing a bra for support when her breasts start to develop, especially if she is uncomfortable being active and playing sports.
- _____ 18. It is necessary to wash more often once you begin puberty.