

Grade 10 Objective #1

Lesson: Students will be able to demonstrate understanding of various types of opposite sex relationships, how they develop, and the impact of these relationships on their social behavior.

OBJECTIVES

Knowledge: Presented with information on opposite sex interpersonal relationships, students will be able to list and define various types and/or levels of interpersonal relationships, such as friendship, infatuation, physical attraction and love.

Comprehension: Following a discussion on misinterpretation of opposite sex interpersonal relationships, students will be able to cite various reasons for such confusion.

Analysis: Students will compare and contrast various types of opposite sex relationships, such as friendship, infatuation, physical attraction and love, and the impact of confusing one for another.

INSTRUCTIONAL FORMAT

Glencoe Health Book, Chapter 11, Lesson 1 pages 258-262
Glencoe Health Book, Chapter 13, Lesson 1 pages 298-300

RESOURCES

Glencoe Health Module TAE Abstinence~Making Responsible Decisions
Chapter 2, Lesson 1 pages 14-16
Glencoe Health Module TAE Education in Sexuality, Chapter 3, Lesson I, Pages 37-42

EVALUATION

Chapter 11, Lesson 1 Review Questions page 262
Chapter 13, Lesson 1 Review Questions page 303

Grade 10 Objective # 2

Lesson: Students will identify the responsibilities and consequences inherent in dating and other male-female relationships.

OBJECTIVES

Knowledge: Presented with information on dating and other male-female relationships, students will be able to list social factors and pressures that influence dating/interpersonal patterns, such as parental involvement, safe dating practices, differences in male and female sexual drives, interests of the opposite sex, respect for oneself, one's own sex and for the opposite sex, and the necessity of sexual abstinence before marriage.

Comprehension: Presented with information on dating and other male-female relationships, students will be able to list positive factors that occur within adolescent dating/interpersonal relationships, such as developing trust, mutual respect, self-respect, honesty and enhancing social communication skills, and negative factors, such as emotional, physical or verbal abuses, and self-debasement involvement which can lead to emotional distress, social change, pregnancy, STD's including AIDS.

Analysis: Using class discussion, students will understand positive and negative dating/interpersonal situations and responses which cultivate trust, self-respect, mutual respect, integrity, honesty, and practice assertive communication skills.

INSTRUCTIONAL FORMAT

Lecture and discussion.

Instructor uses the overhead transparency "Events That may Happen in Dating," stressing alcohol and drugs. Using the overhead transparency, the teacher explains to the class how progressive sexually intimate physical contact can lead to the act of sexual intercourse.

Key points of emphasis in teacher-led discussion: (a) holding of hands; arm around; light kissing are intimate expressions of affection that convey a sense of security and agreement in liking each other (b) lingering kisses is the beginning stage of deep emotional and physical involvement for the couple (c) necking/petting are the last stages preceding sexual intercourse. This stage is characterized by "clouded thinking" that

prevents the couple from thinking in a rational manner concerning the short term and long term consequences of this kind of behavior. Most dramatically affected if the couple is under the influence of alcohol or some other drug (d) sexual intercourse problems associated with “teen sex” are: pregnancy; guilt; emotional un-preparedness; STD’s, including HIV infection and AIDS; “infatuation” being mistaken for “genuine love;” lack of social and emotional skills for a mature relationship.

Teacher uses overhead transparency and discusses with the class” “Characteristics of a Healthy Dating Relationship.”

Glencoe Health Book, Chapter 13, Lesson I pages 301-303

RESOURCES

Overhead transparency “Events That May Happen In Dating”

Overhead transparency “Characteristics of a Healthy Dating Relationship”

Glencoe Health Module TAE Abstinence~Making Responsible Decisions

Chapter 2, Lesson 2 pages 17-18

Glencoe Health Module TAE Abstinence~Making Responsible Decisions

Chapter 3, Lesson 2 pages 27-30

EVALUATION

Have students write the answers to the following questions:

List five rules for establishing healthy verbal treatment in a dating relationship.

(Example: Never put the person down in front of others)

List five rules for establishing proper physical treatment for the person you are dating.

(Example: Attitudes and actions will prove love without being physical with each other)

List five guidelines that promote healthy emotional treatment towards each other.

(Example: Your date or friend should feel secure in your relationship)

Glencoe Health Book, Chapter 13, Lesson 1 Review Questions page 303

Glencoe Health Book, Chapter 11, Lesson 1 Review Questions page 262

Glencoe Health Module TAE Abstinence~Making Responsible Decisions

Chapter 3 Review Questions page 31

Grade 10 Objective # 3

Lesson: Students will demonstrate understanding of the pressures in our society which influence young people's sexual behavior.

OBJECTIVES

- Knowledge: Students will be able to identify examples of pressures in our society that influence young people's sexual behavior.
- Comprehension: Students will be able to discuss conflicts between societal pressures and their family/personal values.
- Analysis: Students will analyze the problems and consequences presented by media presentations and pressure situations and be able to determine appropriate ways to deal with the situations.

INSTRUCTIONAL FORMAT

Small group activity/lecture and discussion.

Have students form small groups of three or four students per group. When students are in their groups, pass out the handout sheet on "Pressure Situations In Our Society That Influence Sexual Behavior." (See handout sheet copy.) Each small group chooses a group leader who will write down the ideas from the group evaluation to the rest of the class during large group discussion. Each group identifies examples by memory and through sharing ideas from within the group by magazines and other related material brought in by the class prior to this lesson. When the group handout sheet is completed, each group leader presents the group's recorded responses from the work sheet to the class. The teacher then tabulates the results on the chalkboard and asks for individual comments as well as group related responses.

Key teacher directed questions for synthesis of activity:

What areas of conflict can you identify between family values and peer pressure?

How does the advertising industry conflict with a positive value system?

What are some characteristics of a positive self-image that helps us to resist "sexually at risk" behavior?

RESOURCES

Handout sheet on "Pressure Situations In Our Society That Influence Sexual Behavior"
Glencoe Health Book, Chapter 13, Lesson 2 pages 304-306

Glencoe Health Book, Chapter 21, Lesson I pages 478-482
Glencoe Health Book, Chapter 21, Lesson 2 pages 483-487

Glencoe Health Module TAE Education in Sexuality, Chapter 3, Lesson 1
Pages 37-39

EVALUATION

Students, working in cooperative groups, will complete worksheet on “Pressure Situations In Our Society That Influence Sexual Behavior.”
Glencoe Health Book, Chapter 21, Chapter Review, page 490

Grade 10 Objective # 4

Lesson: Students will define marriage and identify factors which contribute to a strong marriage relationship.

OBJECTIVES

Knowledge: Given a class discussion on marriage, students will define marriage as a legally and emotionally binding commitment between a man and a woman.

Comprehension: Given a class discussion on marriage, students will be able to identify factors and skills that can predict and sustain a healthy marriage relationship, e.g., mutual love, respect, commitment, compromise responsibility to self and to each other, communication, acceptance, compatibility of personalities, interests and goals, caring and sexual attraction.

Analysis: Students will participate in interactive analysis activities, such as role play of hypothetical situations involving married couples using various skills which can strengthen and sustain a healthy marriage relationship.

marriage: the legal union of a man and woman as husband and wife

INSTRUCTIONAL FORMAT

Lecture and discussion.

Define marriage and discuss definition with students.

Instructor uses overhead transparency on “Love or Infatuation”

Instructor explains and discusses characteristics of love and infatuation.

Using the large group discussion method, students will cite various examples that would further illustrate these characteristics.

Using the large group discussion method, students cite various examples of these qualities and the positive impact they create within a marriage.

RESOURCES

Overhead transparency and handout on “Love and Infatuation”
Overhead transparency “Qualities of Lasting Love”
Glencoe Health Book, Chapter 22, Lesson 2 pages 498-500
Glencoe Health Module TAE Education in Sexuality, Chapter 4, Lesson 1
Pages 51-53
Glencoe Health Module TAE Abstinence~Making Responsible Decisions
Chapter 5, Lesson 2 pages 49-51

EVALUATION

Students will role-play situations involving married couples using various skills which can strengthen and sustain a healthy marriage relationship. Students will evaluate each other’s skills by using a matrix.
Glencoe Health Book, Chapter 22, Lesson 2 Review Questions, page 501

Grade 10 Objective #5

Lesson: Students will recognize major changes which may occur within a marriage during the various stages of the family life cycle.

OBJECTIVES

- Knowledge: Students will define stages which can occur within the family cycle.
- Comprehension: Given a class discussion, students will be able to cite ways in which the various stages within the family cycle impact a marriage relationship.
- Analysis: Given an interactive analysis activity, such as role play, students will participate in various hypothetical situations as married couples in the various stages of the family life cycle.

INSTRUCTIONAL FORMAT

Lecture and discussion.

Instructor passes out the handout sheets on “The Family Life Cycle” to each student in class. Using the large group discussion method, teacher explains the various stages that occur in the family life cycle.

RESOURCES

- Handout sheets on “The Family Life Cycle”
Glencoe Health Book, Chapter 12, pages 274-295
Glencoe Health Book, Chapter 22, Lesson 2 pages 499-500
Glencoe Health Module TAE Education in Sexuality, Chapter 4, Lesson 1
Page 53
Glencoe Health Module TAE Abstinence~Making Responsible Decisions
Chapter 5, Lesson 2 pages 50-54

EVALUATION

- Role-play skits.
Glencoe Health Book, Chapter 12, Review Questions, pages 294-295

Grade 10 Objective #6

Lesson: Students will demonstrate understanding of situations which create changes and cause stress on marriage and the family.

OBJECTIVES

- Knowledge: Students will identify changes which may cause stress in marriage and the family.
- Comprehension: Students will explain the impact and effects changes have on each member of the family and explain various positive ways of adjusting to, coping with, or working through these changes.
- Analysis: Students will be selective in compiling information which identifies sources to help family members deal with changes that may cause stress on marriage and the family and share this information in an analysis activity.

INSTRUCTIONAL FORMAT

Lecture, discussion and small group.

Glencoe Health Book, Chapter 12, Lesson 2, Class Activity page 283

Pass out the handout sheet on “How To Reduce Conflict In Marriage and the Family.”
Discuss this with the class.

Using the large group discussion method, have students compile a list of resource agencies within the community that can assist in family crisis situations such as: (Teacher should list on chalkboard) family physician, Kenosha Council on Alcohol and Drug Abuse, Family counselor/agencies, KYDS, Crisis Intervention, Alcoholics Anonymous, Alateen, Alanon, Clergy/religious institution.

RESOURCES

Glencoe Health Book, Chapter 12, Lesson 2 pages 282-287

EVALUATION

Glencoe Health Book, Chapter 12, Lesson 2 Review Questions page 287

Grade 10 Objective #7

Lesson: Students will define terms associated with sexual violence and assault and be able to differentiate between flirting and sexual harassment, i.e., male and female rape, date rape, incest, child molestation, and the impact of these acts and the accusation of sexual assault on both male and female.

OBJECTIVES

Knowledge: Students will define terms associated with acts of sexual assault including male and female rape, date rape, incest, child molestation, seduction, enticement, false accusation, and mixed sexual messages.

Comprehension: Students will be able to describe the immediate and long term physical, mental and emotional traumas suffered by male and female victims of sexual victimization, and will understand their personal responsibility to avoid any actions, words and gestures that result in others negative feelings of being victimized or harassed.

Analysis: Students will express their right to be free of sexual violence, harassment, and assault, and the availability of appropriate safeguards and support services for avoiding, surviving, and reporting (event and evidence) of such incidence.

sexual victimization: any forced or unwanted sexual incident/activity that can be physical, verbal or emotional.

INSTRUCTIONAL FORMAT

Lecture and discussion.

Define sexual victimization and discuss definition with students.

Instructor uses overhead transparency on “Vocabulary Terms Associated with Sexual Assault.” Discuss the vocabulary terms on sexual assault with the class.

Suggested questions for teacher-led discussion:

- (1) What are some examples of good touch and bad touch?
- (2) What are some examples of ways people can send mixed sexual messages?
- (3) Can you list or name examples of refusal skills or techniques to avoid unwanted sexual contact?
- (4) What characteristics in a relationship would you look for that indicate trust?

Instructor uses overhead transparency on “Trauma and Recovery Cycle of Sexual Victimization (see graph).

RESOURCES

Overhead transparency on “Vocabulary Terms Associated with Sexual Assault”
Overhead transparency on “Trauma and Recovery Cycle of Sexual Victimization”
Overhead transparency and handout of “Safeguards to Avoid Date Rape”
Glencoe Health Book, Chapter 14, Lesson 4 pages 330-333
Glencoe Health Book, Chapter 34, Lesson 4 pages 760-763
Glencoe Health Module TAE Education in Sexuality, Chapter 3, Lesson 2 page 47
Glencoe Health Module TAE Education in Sexuality, Chapter 6, Lesson 3 page 98-101
Glencoe Health Module TAE Abstinence~Making Responsible Decisions, Chapter 4, Lesson 2 page 41
Video: “Dating, Sex, and Trouble”, Sunburst Communications VHS 2336-03
Video: “But...He Loves Me”, Churchill Films
www.healthteacher.com/lessonguides Relationship Worksheets: Analyzing Relationships; Respecting Sexual Limits; When Date Becomes Rape

EVALUATION

Given characteristics and situations illustrating “Sexual Victimization,” students will be able to list elements describing the needs and safeguards for avoiding and coping with sexual assault.

Glencoe Health Book, Chapter 14, Review Questions page 333
Glencoe Health Book, Chapter 34, Review Questions page 763

Grade 10 Objective #8

Lesson: Students will demonstrate understanding that being under the influence of alcohol or other mood-altering drugs has adverse effects on analytical thinking, decision making and emotional self-control within social relationships.

OBJECTIVES

Knowledge: Given a presentation on the effects of alcohol and other mood altering drugs that affect judgment and rational thinking, students will identify how “clouded thinking” can increase the likelihood of sexual intercourse and other risky behaviors while under the influence of certain substances.

Comprehension: Presented with current data, students will demonstrate understanding that substance abuse, including alcohol and other mood altering drugs, can increase the likelihood of teen sexual activity.

Analysis: Given a discussion concerning substance abuse and teen sexual activity, students will participate in an appropriate analysis activity regarding the long term implications concerning substance abuse preceding sexual activity and the sociological and public health effects this behavior can have on the individual\ society.

INSTRUCTIONAL FORMAT

Lecture and discussion.

Instructor uses overhead transparency on “Effects of Psychoactive Drugs”

Instructor discusses the overall effects of psychoactive drugs on the brain emphasizing the areas that control thoughts, feelings and judgment that could increase the likelihood of “risky sexual behaviors” under the influence of certain substances.

Instructor talks on substances that increase the likelihood of “clouded thinking” and why they are at risk for increasing the chances for teen sexual activity.

Using chalkboard, teacher asks students to identify short term and long term implications concerning chemical use and teen sexual activity (e.g., teen pregnancy, STD’s date rape, psychological trauma).

RESOURCES

Overhead transparency on “Effects of Psychoactive Drugs”
Glencoe Health Book, Chapter 25, Lesson 3, pages 566-567
Glencoe Health Book, Chapter 26, Lesson 1, page 576

EVALUATION

Given facts and statistics illustrating substance abuse preceding sexual activity, students will be able to write an essay describing the long term implications this behavior can have on the individual and society.

Grade 10 Objective #9

Lesson: Students will be able to identify the different types of sexually transmitted diseases/infections (STD/STI's). (Emphasis is on abstinence as the only 100% effective method for prevention of STD/STI's.)

OBJECTIVES

- Knowledge: Presented with information on the various types of STD/STI's, students will be able to identify the symptoms, mode of transmission, period of communicability, incubation period, rate of occurrence, prevention and treatment measures.
- Comprehension: Students will be able to demonstrate an understanding by describing the long and short term health effects caused by a STD/STI's, the associated risks, and methods of prevention to maintain optimum health.
- Analysis: Students will discuss the long and short term consequences of STD/STI's with an emphasis on personal responsibility to prevent the spread of STD/STI's.

INSTRUCTIONAL FORMAT

Glencoe Health Book, Chapter 29, Lesson 1 and 2, pages 640-655
Glencoe Health Book, Chapter 30, Lesson 1 and 2, pages 656-673
Pamphlet: STD Facts, ETR Associates
Pamphlet: Incredible STD Facts, ETR Associates
Pamphlet: HIV-AIDS, The Wisconsin AID/HIV Program
Pamphlet: 50 Things You Need to Know About STDs, Journeyworks Publishing
Health Teacher with WEB MD: HIV/AIDS and other STD Prevention

RESOURCES

Glencoe Health Module TAE Education in Sexuality, Chapter 7, Lesson 1 and 2,
Pages 105-115

EVALUATION

Glencoe Health Book, Chapter 29, Review Questions, pages 654-655
Glencoe Health Book, Chapter 30, Review Questions, pages 672-673

Grade 10 Objective #10

Lesson: Students will be able to identify methods of preventing pregnancy. (Emphasis is on abstinence as the only 100% effective method.)

OBJECTIVES

Knowledge: Presented with information on pregnancy prevention, students will be able to describe the various methods, function, effectiveness, and side-effects of each type of family planning.

Comprehension: Presented with information on pregnancy prevention, students will be able to demonstrate an understanding of each method of family planning and the efficacy rate of each method.

Analysis: Presented with information on pregnancy prevention, students will be able to analyze factors that influence an individual's decision to prevent pregnancy with an emphasis on personal responsibility.

INSTRUCTIONAL FORMAT

Lecture and discussion.

Glencoe Health, TAE Education in Sexuality, Chapter 6, Lesson 1, Pages 85-93

Pass out copy of handout sheet on "Reasons for Planning or Preventing Pregnancy" with area to be checked off in class discussion as to whether risk involves male, female, or both. Space at bottom for students to add additional risks that they think of.

Instructor uses overhead transparency of "Reasons for Planning or Preventing Pregnancy" and using erasable marking pen checks off which gender the class feels is affected by each risk. Class is asked to offer suggestions to add to list.

Show overhead transparency of Contraceptive Methods, Non prescription/Prescription

Teachers should note that it is important for students to realize that withdrawal is not considered an effective method of birth control; that sperm can be released before withdrawal, without the male's knowledge, resulting in an unplanned pregnancy. Responsibility for birth control falls upon both partners equally.

RESOURCES

Transparencies “Reasons for Planning or Preventing Pregnancy”
Transparencies “Contraceptive Methods, Non Prescription/Prescription”
Pamphlet Birth Control Facts, ETR Associates
Website www.etr.org

EVALUATION

Ask students to research the cost of prenatal care and delivery; cost of caring for child infancy through kindergarten; cost of education kindergarten through college.

Grade 10 Objective # 11

Lesson: Students will identify the benefits of maintaining an abstinence-based lifestyle.

OBJECTIVES

- Knowledge: Students will describe the positive benefits of an abstinence-based lifestyle, i.e., physical, emotional, educational, social, vocational, and economic.
- Comprehension: Students will demonstrate an understanding of the positive benefits from maintaining an abstinence-based lifestyle by verbalizing the personal impact, i.e., physical emotional, educational, social, vocational and/or economic.
- Analysis: Given a class discussion, students will participate in an appropriate analysis activity related to the long term impact of maintaining an abstinence-based lifestyle.

INSTRUCTIONAL FORMAT

Lecture and discussion.

Using overhead transparencies, have the class join in a discussion about the advantage of premarital abstinence and refusal techniques.

Glencoe Health Book, Chapter 21, Lesson 2, pages 483-487

RESOURCES

- Overhead transparencies
Glencoe Health Book, Chapter 13, Lesson 2, pages 308-309
Glencoe Health Module TAE Abstinence—Making Responsible Decisions
Chapter 1, Lesson 1, pages 2-7
Glencoe Health Module TAE Abstinence—Making Responsible Decisions
Chapter 3, Lesson 1 and 2, pages 22-30

EVALUATION

Glencoe Health Book, Chapter 21, Lesson 2, Review Questions, page 487

Students should be able to suggest uncomfortable situations they or their friends may find themselves in and how to avoid or make suggestions how to avoid uncomfortable situations.

Grade 10 Objective #12

Lesson: The students will demonstrate understanding that if a person has already been sexually active they can practice abstinence from that point on. This is sometimes called secondary virginity.

OBJECTIVES

- Knowledge: Students will be able to define secondary virginity.
- Comprehension: Students will be able to explain steps needed to achieve secondary virginity.
- Analysis: Students will be able to discuss the positive reasons for achieving secondary virginity as well as the importance for following the steps to achieve secondary virginity.

Second Virginity: A sexually active individual who cannot change the past, but they are committed to creating a better future through secondary virginity.

INSTRUCTIONAL FORMAT

- Lecture and discussion.
- Define secondary virginity.
- Review 11 step process of achieving secondary virginity.

RESOURCES

- 11 Step Process of Achieving Secondary Virginity
- Pamphlet: SEX been there done that. Now What?, The Medical Institute for Sexual Health
- Pamphlet: Been there done that. Now What?, Life Cycle Books

EVALUATION

- Class discussion.

Grade 10 Objective #13

Lesson: Students will demonstrate understanding of a pregnant mother's responsibility to protect the health and development of the human embryo/fetus.

OBJECTIVES

- Knowledge: Presented with information on early signs of pregnancy and proper care, students will be able to describe how nutrients and alcohol and other drugs passed from the mother to the baby via the placenta affect human embryonic and fetal development.
- Comprehension: Presented with information on prenatal care, students will be able to list factors that affect healthy human fetal development, such as early detection, diet, nutrition and prenatal examinations by a health care professional.
- Analysis: Presented with information on prenatal care, students will complete an appropriate analysis activity, such as writing a report on factors that influence health human embryonic and fetal development

INSTRUCTIONAL FORMAT

Lecture and discussion.

Glencoe Health Book, Chapter 20, Lesson 1, pages 454-460

Using overhead transparencies, review of information previously given in 8th grade health: Factors that Affect Healthy Human Fetal Development.

RESOURCES

Glencoe Health Module TAE Education in Sexuality, Chapter 5, Lesson 2, pages 71-78
Overhead transparencies of Factors that Affect Healthy Human Development and diagram of how fetus receives substances from mother.

EVALUATION

Glencoe Health Book, Chapter 20, Review Questions, page 460
Class Discussion

Grade 10 Objective #14

Lesson: Students will demonstrate understanding of the major causes of birth defects.

OBJECTIVES

- Knowledge: Students will be able to identify the major causes of birth defects to the developing fetus.
- Comprehension: Students will be able to identify the consequences of behavioral, environmental, and inherited genetic factors that cause major birth defects.
- Analysis: Students will be able to compile information on various birth defects and disseminate information to their school community.

INSTRUCTIONAL FORMAT

Lecture and discussion.

Glencoe Health Book, Chapter 20, Lesson 2, pages 461-467
Glencoe Health Book, Chapter 24, Lesson 2, page 537
Glencoe Health Book, Chapter 29, Lesson 1, page 644
Glencoe Health Book, Chapter 31, Lesson 4, page 696

Video on fetal alcohol syndrome.

RESOURCES

Glencoe Health Module TAE Education in Sexuality, Chapter 5, Lesson 2,
pages 74, 75, 78
Video, “One For My Baby” by March of Dimes

EVALUATION

Glencoe Health Book, Chapter 20, Lesson 2, Lesson Review Questions, page 467

Grade 10 Objective # 15

Lesson: Students will demonstrate an understanding of the options available to a pregnant teen and expectant father.

***It is understood that no employee of the Kenosha Unified School District is allowed to encourage a student to have an abortion or be an advocate of abortion to students, and that parents will be notified by mail before this subject is introduced and will have an opportunity to review the material and opt to remove their children from this objective.**

OBJECTIVES

Knowledge: Students will list the options available to a pregnant teen and expectant father from information presented on single parenting, care by extended family, adoption, abortion, and marriage; and the consequences associated with each option, i.e., physical, emotional, educational, social, vocational, and economic.

Comprehension: Students will demonstrate an understanding of the importance for a pregnant teen and expectant father to seek the counsel of parents, close family members, health professionals, clergy and/or other significant adults before making decisions concerning the future of the pregnancy.

Analysis: Students will demonstrate an understanding of the risks and consequences associated with a teen pregnancy, the impact on the life of the pregnant teen and expectant father, and the options available by using role play, class discussion, and/or other appropriate analysis activities.

INSTRUCTIONAL FORMAT

Teacher/Class discussion.

Presentation on overhead of different types of abortion, risks involved, alternatives to abortion and consequences of each alternative choice, and to whom the expectant teens can turn to for help.

Students will be encouraged to offer suggestions to fill in boxes areas for consequences of alternative choices on overhead while they fill in their own personal copies at the same time.

Glencoe Health Book, Chapter 12, Lesson 1, page 280
Glencoe Health Book, Chapter 20, Lesson 1, page 460
Glencoe Health Module TAE Abstinence—Making Responsible Decisions, Chapter 5,
Lesson 2, page 50

Discussion of Options:

Single Parenting: Glencoe Health Module TAE Education in Sexuality,
Page 60-62

Extended Family: Discussion

Adoption: Glencoe Health Book, Chapter 12, Lesson 1, page 280

Abortion: Glencoe Health Module TAE Education in Sexuality,
Page 96-97

Marriage: Glencoe Health Module TAE Abstinence—Making Responsible
Decisions, Chapter 5, Lesson 2, page 50

Glencoe Health Module TAE Education in Sexuality, Chapter 4,
Lesson 4, pages 55-56

RESOURCES

Handouts on “Risks Involved In All Types of Abortion” and “Options to a Pregnant Teen and Expectant Father and Their Consequences.”

Handout on “Safe Harbor Law” information.

List of to whom to turn to for help.

Glencoe Health Module TAE Education in Sexuality, Chapter 6, Lesson 2, page 96, 97

Glencoe Health Module TAE Education in Sexuality, Chapter 4, Lesson 2, page 57-62

EVALUATION

Students may form a panel for discussion of the options available to pregnant teen and expectant father .

Classmates will be expected to join in discussion with well thought-out questions or comments.

Grade 10 Objective #16

Lesson: Students will demonstrate understanding of some of the changes that occur with aging.

OBJECTIVES

Knowledge: Students will be able to define how the aging process impact people, i.e., health issues, work habits, free time, etc.

Comprehension: Students will be able to compare attitudes towards aging and recognize positive contributions by senior citizens.

Analysis: Students will engage in an analysis activity based on firsthand observation of, or interaction with senior citizens, focusing on the positive contributions of senior citizens in our society.

INSTRUCTIONAL FORMAT

Lecture/Discussion

Glencoe Health Book, Chapter 22, Lesson 1, pages 494-497

Glencoe Health Book, Chapter 22, Lesson 3, pages 502-505

RESOURCES

Video: “Growing Older...Together”, Churchill Films

EVALUATION

Student is to interview an older person. Write his/her story and thoughts.

Invite several grandparents, or senior citizens to visit the class. Prepare questions and discussion points beforehand.

Observe interaction with senior citizens within the community. Using the questions listed below, discuss and write your thoughts.

1. Did you have any preconceived ideas about what elderly people would be like? Did your observation change them at all? In what way?
2. Which do you think is more difficult time of life, youth or old age? Why?
3. What are some ways in which teens and the elderly are similar?
4. Did this observation help you understand senior citizens any better? How?
5. What positive contributions can be made by senior citizens?

Grade 10 Additional Resources

- Sexuality Internet Worksheet
- Health Teacher with Web MD *Family Health and Sexuality*
- www.healthteacher.com Analyzing Relationships
- www.healthteacher.com Respect in Relationships
- www.healthteacher.com Setting Sexual Limits
- www.healthteacher.com Respecting Sexual Limits
- www.healthteacher.com Refusing Sexual Behavior
- www.healthteacher.com Communicating About Condoms
- www.healthteacher.com Pregnancy Prevention
- www.healthteacher.com Preventing HIV

Pamphlets

- Wisconsin Department of Corrections *Staying Safe What Your Can Do About Sexual Violence*
- Journeyworks Publishing *50 Things You Should Know Before You Have Sex*
- Planned Parenthood *Basics of Birth Control*