

FOURTH GRADE OBJECTIVES

***4.1 The student will be able to identify the human reproductive organs.**

Descriptive Statement: Emphasis is placed on the male reproductive organs: penis, Testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes.

***4.2 The student will identify physical changes that begin to occur during puberty.**

Descriptive Statement: The individual differences in growth patterns associated with male and female sexual changes are presented. Male characteristics presented include: Increased width of shoulders, increased length of arms and legs, the pituitary gland that controls physical growth through hormones, the appearance of pubic and axillary hair, and changes in the voice. Female characteristics presented include: increased width and roundness of hips, development of breasts, the pituitary gland that controls physical growth through hormones, the appearance of pubic and axillary hair, and the onset of the menstrual cycle. Emphasis is placed on the fact that the onset of sexual changes and growth patterns varies with individuals and that this is normal. Students are helped on an individual basis to avoid being fearful if they are slower to develop than their peers. The harmful effects of teenage pregnancy are discussed along with the importance of avoiding premarital sexual activity. In addition, the importance of personal hygiene in relation to these bodily changes is discussed. When problems arise, teachers and parents are encouraged to continue working together in a team approach to problem solving.

***4.3 The student will develop an awareness of human fertilization and prenatal development.**

General Statement: Instruction include the uniting of the sperm and the egg and the Development of the fetus inside the uterus.

4.4 The student will identify basic human emotions and effective ways of dealing with them.

Descriptive Statement: Emphasis is placed on understanding and dealing with strong emotions, both positive and negative. Students learn how to deal with joy and exuberance, as well as those emotions resulting from loss, rejection, divorce, death, illness, and moving. The student learns to manage appropriate responses to these feelings and to avoid self-destructive behavior or abusive behavior by using positive mental health practices.

4.5 The student will develop positive reactions to his or her strengths and weaknesses.

Descriptive Statement: This includes accepting personal responsibility for successes and failures, taking pride in successes, and understanding that mistakes can result in positive learning toward success next time.

4.6 The student will become aware of the need to assume responsibility within the family and to function effectively as a family member.

Descriptive Statement: The focus is on sharing tasks within the family and helping, supporting, and communicating with family members. Special attention is given to appropriate assistance and support for and communication with family members who have physical and mental disabilities.

4.7 The student will describe the factors surrounding child abuse and child neglect.

Descriptive Statement: The terms child abuse and child neglect (including sexual abuse and electronic harassment) are explained, as well as how to protect oneself and the importance of confiding in a trusted adult such as a parent, teacher, minister, grandparent, or guardian.

4.8 The student will identify factors contributing to the use of drugs.

Descriptive Statement: Discussion includes the motivation for using alcohol, tobacco, and other drugs, a need to feel “grown up,” a need for peer acceptance, a “high” from the temporary effects of drugs, and/or a relief from emotional pain. Emphasis is placed on ways of dealing with one’s needs and feelings without the use of drugs or other substances.

4.9 The student will recognize the dangers of substance abuse.

Descriptive Statement: The focus is on the misuse of tobacco, alcohol, and other drugs. Content includes the adverse effects of substance abuse on the individual and on the many contributing factors to family violence, sexual violence, and child abuse.

4.10 The student will describe the affects of personal hygiene on one’s self-concept.

Descriptive Statement: Discussion focuses on those bodily changes in puberty that require special attention to cleanliness and their relationship to a positive self-concept and acceptance from peers. Toxic shock syndrome and its relation to cleanliness are included.

4.11 The student will cite qualities and behaviors of being a friend.

Descriptive Statement: This objective relates to: Health SOL 3.12, 4.3, 4.13; HIV/AIDS 3.5; IAAS 3.7, 4.3, 47.

4.12 The student will define and discuss basic information about HIV/AIDS.

Descriptive Statement: This objective relates to Health SOL 4.4, 4.5, 4.6, 4.7, 4.8; HIV/AIDS 3.1, 3.2, 4.2, 5.1

4.13 The student will identify local resources that provide information about infectious diseases.

Descriptive Statement: This objective relates to HIV/AIDS 3.7, 5.8

***THESE OBJECTIVES WILL BE TAUGHT IN SEX-SEPARATED CLASSES.**

****This objective will be taught in sex separated classes.**

***OBJECTIVE 4.1**

The student will be able to identify the human reproductive organs.

Descriptive Statement: Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
<p>I. Male Reproductive Organs – identify and function</p> <p>A. Penis</p> <ol style="list-style-type: none">1. External reproductive organ2. Contains the urethra3. Rids body of urine <p>B. Testicles</p> <ol style="list-style-type: none">1. Two egg-shaped organs found inside scrotum2. Manufacture male sex cells (sperm) <p>C. Scrotum</p> <ol style="list-style-type: none">1. Pouch hanging below penis2. Contains the testicles <p>D. Urethra</p> <ol style="list-style-type: none">1. Tube leading from urinary bladder through the penis to outside the body2. Channel for urine and sperm	<ol style="list-style-type: none">1. Explain to class that reproduction means “making more of the same.” The male will produce a special reproductive cell. The female will also produce a special reproductive cell. The body has certain organs especially designed for the purpose of reproduction.2. Explain to the class that in this lesson we will learn about the organs and their functions.3. Using charts, point out and explain functions of the following organs as listed on the left.4. May have urologist come in to talk to class about male organs and functions.5. May have gynecologist come in to talk to class about female organs and functions.
<p>II. Female Reproductive Organs Identify and function</p> <p>A.</p> <ol style="list-style-type: none">1. Pear shaped organ also called the womb.2. Lies in the middle of lower part of the abdominal cavity behind bladder.3. Houses the developing embryo until time of birth <p>B.</p> <ol style="list-style-type: none">1. Two almond-shaped organs.2. Lies in lower abdominal cavity between the hips	

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

3. Produces female hormones while trigger changes at puberty
 4. Ripens the ova (eggs)
 - C. Vagina
 1. Muscular tube at the lower end of uterus – passes to outside of body.
 2. Largest tube in reproductive tract.
 3. Receptacle for sperm.
 4. Birth canal when fetal development is complete.
 - D. Fallopian Tubes
 1. Two thin ducts
 2. Meet at the uterus
 3. Contain waving cilia
 4. Channel for ova (egg) in way to uterus.
- III. Definition of terms
- Cell—the smallest unit of living matter.
 - Tissue—a collection of similar cells.
 - Organ—a part of the body, adapted for a specific function.
 - Body system—a group of body organs and parts that work together.
- IV. Body systems and their functions
- Skeletal (gives the body a framework)
 - Muscular (enables movement)
 - Circulatory (moves blood through the body and carries food and oxygen to cells)
 - Respiratory (helps breathing)
 - Reproduction (allows for birth of children)
 - Nervous (enables thinking and action)
 - Immune (protects the body from disease)
 - Digestive (changes food into a form cells can use)

1. Explain that all parts of our bodies are alike in one way. All parts are made up of tiny cells, the smallest parts of the body (similar to building blocks). Cells of the same kind group themselves together to form tissue (e.g., muscle tissue, nerve tissue, or nerves, etc.). Two or more kinds of tissue group together to form an organ. In a body organ the different tissues work together for a special purpose. For example, in the eye (a major organ), nerve tissue sends messages about light to the brain, and muscle tissue in the eye moves the eyeballs.

CONTENT

- V. Interrelationships of body systems
- The skeletal system provides the framework to hold all organs, glands, and muscles in place.
 - The muscular system moves all the body parts.
 - The circulatory system distributes oxygen for the respiratory system.
 - The immune system enables all body systems to continue functioning as it fights off infections in the entire body.

SUGGESTED TEACHING/LEARNING STRATEGIES

2. Ask students to brainstorm major organs in the body (heart, eye, brain, lungs, stomach). Explain that body organs and parts work together as body systems to keep us alive and healthy (e.g., the nervous system, circulatory system, etc.). Ask students to name body systems and their functions.
3. Teach the meaning of analogy—a likeness in some ways between things that are otherwise different. Explain that parts of the body's systems can in some ways be compared to other structures. For example, the circulatory system is like a tree because it delivers oxygen to cells in the same way tree sap carries nutrients to the tree's leaves. The heart is like a car's engine because it keeps the car going like the heart keeps the body going.
4. Have each student select one structure of one system to create a statement of analogy between that body part and another structure. For example:
 - The heart is like a pump because . . .
 - The bones are like tree branches because . . .
 - The lungs are like balloons because . . .Have each child work with a parent or other adult to generate these ideas and then share them with the class.
5. To integrate this objective 4.1, explain that the immune system is affected by the HIV virus.
6. Also, emphasize the importance of keeping each body system healthy. Since body systems interrelate so much in their functions, it is important to keep each system healthy in order for the other systems to function properly.

RESOURCES

PEOPLE

**School Nurse
Local Physicians**

SUPPLEMENTAL MATERIALS

**Poster of male and female rep. and urinary systems
3-D Individual charts of male and female reproductive systems**

AUDIOVISUAL MATERIALS

****This objective will be taught in sex separated classes.**

***OBJECTIVE 4.2**

The student will identify physical changes that begin to occur during puberty.

Descriptive Statement: The individual differences in growth patterns associated with male and female sexual changes are presented. Male characteristics presented include: Increased width of shoulders, increased length of arms and legs, the pituitary gland that controls physical growth through hormones, the appearance of pubic and axillary hair, and changes in the voice. Female characteristics presented include: increased width and roundness of hips, development of breasts, the pituitary gland that controls physical growth through hormones, the appearance of pubic and axillary hair, and the onset of the menstrual cycle. Emphasis is placed on the fact that the onset of sexual changes and growth patterns varies with individuals and that is natural. Students are helped on an individual basis to avoid being fearful if they are slower to develop than their peers. The harmful effects of teenage pregnancy are discussed along with the importance of avoiding premarital sexual activity. In addition, the importance of personal hygiene in relation to these bodily changes is discussed. When problems arise, teachers and parents are encouraged to continue working together in a team approach to problem solving.

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

I. Definition of puberty

1. Define puberty: The period of time when physical development, specifically the development of secondary sex characteristics, begins and when males and females become physically able to produce offspring.

II. Individual differences in patterns of boys and girls

1. Stress the importance of good growth nutrition, cleanliness, exercise, and rest during puberty.

a. Since it is not exposed to much air, the area between your legs where your reproductive organs are located, called the genital area is another place likely to acquire an odor. Daily washing plus wearing clean underwear & socks will keep these parts of you smelling good.

b. Boys especially need to carefully wash and dry the genital area. Otherwise they can get a fungus infection called jock itch.

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

*Boys will be taught

A. 1 - 6

B. 1 - 7

*Girls will be taught

A. 1 – 5 (**omit nocturnal emissions**)

B. 1 - 7

A. Characteristics of boys

1. Pituitary gland controls physical growth hormones.
2. Shoulders become broader.
3. Arms and legs become longer.
4. Pubic and axillary hair appears.
5. Voice changes occur
6. Nocturnal emissions might occur

c. Bathing daily is also important when a girl begins to menstruate. To absorb the menstrual flow, girls wear disposal pads called sanitary napkins, or they wear tampons. The menstrual fluid gets a disagreeable odor after it is exposed to bacteria in the air. For this reason, it is important to bathe daily and change the sanitary pad often. If a girl chooses to wear tampons, it is also important to change frequently because she may develop a bacterial infection in her bloodstream called Toxic Shock Syndrome which may result in death.

2. Show video such as Dr. D's Birds and Bees and ask students to answer the following questions:

- a. What are three changes that happen to a girl?
- b. What are three changes that happen to boy?
- c. What are three changes that happen to both boys and girls?

1. Have students discuss the physical changes in boys that begin to occur in puberty.

CONTENT

- B. Characteristics of girls
1. Pituitary gland controls physical growth hormones.
 2. Breasts begin to develop.
 3. Hips become wider and rounder.
 4. Pubic and axillary hair appears.
 5. Voice change occurs.
 6. Female reproductive organs begin to function.
 7. Menstrual cycle begins
 - a. Irregular cycle at first
 - b. Internal changes

SUGGESTED TEACHING/LEARNING STRATEGIES

1. Have students discuss the physical changes that begin in puberty.
2. Define Menstruation – Each month a tiny cell is released from one of the girl's two ovaries. At about the same time the egg is released, the lining of a girl's uterus grows extra cells. If the egg is fertilized (united with a male sperm) it will tuck itself into the thickened lining of the uterus and begin to grow. The girl will be pregnant. The extra cells provide nourishment in the early stages of the unborn baby's development.
3. If the egg is not fertilized, the uterus casts off the extra cells and extra blood in a fluid called the menstrual flow. This fluid passes from the uterus out of the vaginal opening. Though the flow can last from three to seven days, it actually amounts to only a few amounts to only a few ounces worth. Once menstruation becomes regular, it usually takes place about once a month.

RESOURCES

PEOPLE

**School Nurse
Smyth County Health Department
Local Physician**

SUPPLEMENTAL MATERIALS

“How Does Your Body Grow” 60-63 Health for Life

“Dr. D’s Birds & Bees Video Show” focuses on the changes of puberty.

Dr. D., an animated character, says that

“Adolescence is like a bridge.” Izzy & Miranda cross the Adolescence Bridge, from childhood, heading toward adulthood, learning about puberty along the way. Dr. D. prepares them to expect changes in how they look, think, and feel during this passage from childhood to adulthood.

The viewer learns that “adolescence activates the equipment” that makes babies.

Just Around the Corner for Boys – Marsh Media (VCR)

Just Around the Corner for Girls – Marsh Media (VCR)

****This objective will be taught in sex separated classes.**

***OBJECTIVE 4.3**

The student will develop an awareness of human fertilization and prenatal development.

General Statement: Instruction includes the uniting of the sperm and the egg and the development of the fetus inside the uterus.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
I. Definition of sexual reproduction	1. Explain to class that human beings reproduce by sexual reproduction.
II. Explain how human fertilization occurs.	1. Human fertilization occurs when a sperm (the male sex cell) joins with an egg (the female sex cell) to form one cell.
III. Discuss prenatal development A. Embryo B. Fetus	1. After fertilization the embryo attaches itself to the uterus wall and a placenta develops. The placenta enables the mother to supply nutrients and oxygen to the embryo and to carry off waste materials from it. After two months the developing embryo is called a fetus. At the end of the nine months the baby is born. 2. Use Life Unto Life chart to illustrate fertilization and fetal development. 3. Also use fetal models to show fetal size at twelve weeks. 4. Model of fetus, placenta, uterus and umbilical cord to show prenatal development.

RESOURCES

PEOPLE

**School Nurse
Local Physician**

SUPPLEMENTAL MATERIALS

**Life Unto Life chart
12 week fetus – model
Model of fetus, placenta, umbilical cord, and uterus**

AUDIOVISUAL MATERIALS

A Baby Is Born-Marsh Media DVD

OBJECTIVE 4.4.

The student will identify basic human emotions and effective ways of dealing with them.

Descriptive Statement: Emphasis is placed on understanding and dealing with strong emotions, both positive and negative. Students learn how to deal with joy and exuberance, as well as those emotions resulting from loss, rejection, divorce, death, illness, and moving. The student learns to manage appropriate responses to these feelings and to avoid self-destructive behavior or abusive behavior by using positive mental health practices.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
I. Definition of emotions	<ol style="list-style-type: none">1. Define emotions – Strong feelings of any kind. Joy, grief, fear, hate, love, anger, and excitement are emotions.2. Discussion: Discuss the changes that take place in the body when people experience different emotions. Ask students who wish to participate in the discussion to describe how they felt physically when they were happy, sad, surprised, and frightened.
II. Dealing with strong emotions (positive and negative)	<ol style="list-style-type: none">3. Divide students into groups to make a mask portraying a different emotion.
<ol style="list-style-type: none">1. Joy and exuberance2. Loss3. Rejection4. Divorce5. Death6. Illness7. Moving	<ol style="list-style-type: none">1. Have children discuss what makes them happy/sad. Discuss with children about moving – their feelings and prepare a list of activities that would be helpful to a new student in making them feel comfortable.2. Individual Activity: Discuss the feeling of surprise with the class. Ask students for examples that occur in daily life, such as a birthday party, winning a contest, or receiving a letter from a friend. List students' responses on the chalkboard. Ask students to write a short story that involves a surprise.

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

- III. Personal strengths and weaknesses
- Identifying strengths
 - Taking pride in successes
 - Improving self-esteem
 - Recognizing weaknesses
 - Understanding that mistakes can result in positive learning toward success next time
 - Balancing daily activities (work, play, rest, proper diet)
- IV. Emotions
- Understanding strong emotions
 - Positive (love, happiness, excitement)
 - Negative (anger, hatred)
 - Appropriate responses to avoid self-destructive behavior

3. Group Activity: List various emotions or feelings on the chalkboard. Divide the class into three or four groups. Assign one of the emotions to each group. Supply each group with magazines, a large piece of paper, paste and scissors. Ask each group to make a collage of pictures of faces found in magazines that express their specific emotion. Bring the groups back together. Tape the pieces of paper together and display the mural. Discuss the differences in expression.
4. Have the students complete the worksheets on emotions or feelings.
5. Other Activities: The student learns to manage appropriate responses to these feelings and avoid self destructive behavior through role playing.
6. Emphasize to students that all people have strengths and weaknesses. We want to build on our strengths and improve our weaknesses.
7. Have students assess their strengths saying their first names and something they do well, such as play the piano, dance, run fast, or get along well with others. Ask each student to repeat the comments of the student just before him/her. Go around the room in this manner to reinforce positive statements about all students.
8. Remind students that being proud of their strengths is not bad. If there are students with disabilities in your classroom, emphasized their strengths, too. Even though disabilities can be limiting, the positive approach is to view disabilities as challenges. Everyone has some sort of weakness or disability (i.e., some are good spellers, some are not, etc.).

CONTENT

- V. Responsibilities (at home and at school)
- Developing communication skills
 - Setting personal limits to avoid harm
 - Demonstrating self-motivation
- VI. Coping skills
- Recognizing stressors
 - Positive reactions to stress

SUGGESTED TEACHING/LEARNING STRATEGIES

9. Have students write in their journals/notebooks two columns labeled “Strengths” and “Weaknesses.” Define Strength as a skill or quality (physical, emotional, or mental) that helps us lead positive, healthy lives. Define weakness as a part of our lives we’d like to improve. Ask students to list their own specific strengths and weaknesses in the appropriate columns. Help them by suggesting strengths you have noticed as well as weaknesses. However, emphasize their strengths. At the bottom of the page, have students write how they plan to overcome one weakness.
10. Have students draw or cut out pictures to make their own coat of arms (give them a suggested outline of a shield). Suggest that they emphasize at least three of the seven items listed below:
- What you are good at doing
 - Your greatest success
 - Your happiest moment
 - What you wish to be
 - Your picture
 - Something you would like to learn to do
 - Your motto or philosophy of life (a statement, proverb, etc.)
- Allow students to explain their individual coats of arms. Display them inside or outside the room.
11. Discuss with students how everyone has strong emotions, both positive and negative. Have students in their journals/notebooks write about their emotions by completing statements such as:

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

1. I feel good when . . .
 2. I like the way I . . .
 3. I am scared of . . .
 4. I am happy with myself when . . .
 5. I get angry when . . .
 6. I am sad when . . .
 7. When someone criticizes me, I . . .
 8. I laugh out loud when . . .
 9. I like my friends to be . . .
 10. I look forward to . . .
 11. When someone says mean things about someone else, I . . .
 12. I get upset at myself when . . .
 13. I like teachers who . . .
-
12. Invite a counselor to speak to the class about dealing with emotions resulting from loss, rejection, divorce, illness, and moving.
 13. Discuss signs of emotional maturity:
 1. learning to accept responsibility for actions;
 2. motivating yourself to do things at home and at school (e.g., get up on time, keep your room neat, do your homework, follow class rules, etc.); and
 3. setting limits on yourself to avoid harm (e.g., not to drink alcohol, not to smoke, not to curse, not to take drugs, not to ride your bike in dangerous places, to wear a seat belt in a motor vehicle, to swim only in safe places, not to take things that aren't yours, etc.).Emphasize that students must start assuming responsibility for their own actions, regardless of where their parents or other adults are at the time.
 14. Explain that another part of positive emotional growth and development is sharing tasks within the family and helping, supporting, and communicating with family members, including assisting and supporting family members with disabilities.

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

15. Define stress as the response of the body to any demand made upon it. Define stressor as a demand made on the body. Stressors may be:
- physical (performing in a gymnastics competition)
 - mental (doing an oral report for class)
 - social (asking someone to dance or to skate)
- Tell students that their responses to a stressor may be healthful or harmful. Getting proper rest, maintaining a healthy diet, and practicing for the gymnastics competition are positive reactions to stress. Skipping meals, not sleeping, and panicking are negative reactions.
16. Discuss alternatives to dealing with stress. For example:
- Recognize situations that cause stress.
 - Maintain an exercise and fitness program.
 - Eat a low-fat, no-cholesterol, low-sugar, and low-salt diet.
 - Do relaxation or deep-breathing exercises. (Demonstrate some of these to the class).
 - Talk to a trusted adult.
 - Listen to music.
 - Get plenty of rest/sleep.
 - Set goals for improving a stressful situation.

OBJECTIVE 4.5

The student will develop positive reactions to his or her strengths and weaknesses.

Descriptive Statement: This includes accepting personal responsibility for successes and failures, taking pride in successes, and understanding that mistakes can result in positive learning toward success next time.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
I. Definition of strengths and weaknesses.	1. Define <u>strength</u> : something a person is strong in or can do well. 2. Stress the importance of having a good self-image and accepting individual differences can help a person appreciate others. Define weakness: things you do not do well.
II. Explain how having a good self-image and learning to accept individual differences can help a person.	a. Encourage students to name ways people are different from each other (hair color, height, gender). b. Discuss the benefits of different people having different strengths. c. Ask students what helps people have a good self-image. d. Discuss how having a good self-image can help a person get along with others. e. Find out how your classmates are special. Think of three people you know. List a strength each person has. Are the strengths all the same? Write your ideas about how each strength makes the person special. f. Discuss responsibility (success & failure). What responsibilities do you have at home? at school? 1. List on board 2. Draw a picture 3. Write a paragraph on "A Time I Learned from My Mistake" 3. Have students complete the worksheet on physical changes. a. Discuss ways students can work on weaknesses.

RESOURCES

PEOPLE

**Guidance Counselor
School Psychologist
Local Ministers**

SUPPLEMENTAL MATERIALS

Health textbook

OBJECTIVE 4.6

The student will become aware of the need to assume responsibility within the family and to function effectively as a family member.

Descriptive Statement: The focus is on sharing tasks within the family and helping, supporting, and communicating with family members. Special attention is given to appropriate assistance and support for and communication with family members who have physical or mental disabilities.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
I. Definition of responsibility.	1. Discuss with class that responsibility means something which one has to do, reliability; trustworthiness.
II. Understanding what responsibilities are and the consequences if they are not met.	1. Make a list of responsibilities that the students have at home and school. Let students brainstorm what may happen if these responsibilities were left undone. 2. Discuss responsibilities of parents and what would happen if they were left undone. 3. Explain to class that when someone doesn't do what they are suppose to do it puts more work on others. 4. Let students play act situations where this happens. 5. Explain to students how learning to be responsible will help them all through their life. People who are not responsible are sometimes not wanted in a group or left out. 6. Teach students that part of being responsible is being able to make good decisions. The five steps to making decisions are: 1. Realize that a decision is needed; 2. List the possible choices; 3. List the possible results of each choice; 4. Decide which choice is best; 5. judge the decision.
III. Five steps to making good decisions.	1. Discuss with class that when they make a decision, they might ask another person for help. The person they talk to might give them information from his or her own experience.

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

- | <u>CONTENT</u> | <u>SUGGESTED TEACHING/LEARNING STRATEGIES</u> |
|---|---|
| IV. Definition of <u>family</u> | 1. Ask students to write in their journals/ notebooks a definition of <u>family</u> and describe their own families. |
| V. Changes in the “family” today compared to earlier days
-Changes in types of family
-Changes in gender-related roles, duties, responsibilities | 2. Discuss with students types of family units such as nuclear, extended, stepfamily, etc. |
| VI. Responsibilities of family members
-Show love and respect through things they do for and with each other.
-Work and play together to help develop each individual in the family.
-Help each other with decisions and accept the consequences of decisions.
-Help each other become better family members. | 3. Have students bring in photographs/ drawings for a class bulletin board on “Family Activities”. |
| VII. Stresses on the family
-Illness or accident
-Health
-Separation/divorce
-New members (new baby, adoption, stepparent, stepsibling, grandparents move in)
-Financial problems | 4. Have student interview parents, grandparents, and other older persons. Make a list that differentiates family living today with that of the interviewees’ childhoods. Have students share the responses with the class. Note that gender-related roles have changed today (e.g., sometimes fathers prepare the meals, mothers cut grass, mothers are doctors, etc.). |
| | 5. Discuss some characteristics of healthy family relationships:
-Members practice the appropriate traits of a loving person.
-Children develop good self-concepts and learn to get along well with others.
-Members communicate or share ideas, information, and feelings.
-Children have good memories.
-Members help each other deal with difficult situations (moving, handicaps, illness).
-Children develop values (honesty).
-Children feel safe. |
| | 6. Have students brainstorm responsibilities all family members have. |
| | 7. Discuss stresses that occur in families and how family members can help each other deal with these situations. |

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

8. Role-play a scenario related to how families deal with stressful situations. Assign roles of parent, child, etc., in the families. For examples:
 - You wish to “sleep over” at a friend’s house. Your parents do not know the family.
 - There is a big family reunion to be held at your house. Many relatives will attend.
 - A parent is losing a job because of a company layoff.
 - A family member develops a debilitating disease.
9. Let students write about changes they would make in their families if they were parents. Encourage students to communicate these ideas to their parents.

RESOURCES

PEOPLE

SUPPLEMENTAL MATERIALS

**Health text
Work Study Sheet**

OBJECTIVE 4.7

The student will describe the factors surrounding child abuse and child neglect.

Descriptive Statement: The terms child abuse and child neglect (including sexual abuse and electronic harassment) are explained, as well as how to protect oneself and the importance of confiding in a trusted adult such as a parent, teacher, minister, grandparent, or guardian.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
I. Definition of child abuse.	<ol style="list-style-type: none">1. Define <u>child abuse</u>. It's mistreatment of a child by parent(s), guardians, or other people resulting in injury or harm.<ol style="list-style-type: none">a. <u>Physical</u> – shaking, beating, burningb. <u>Verbal</u> – excessive yelling, belittling, teasing2. Discuss the meaning of child abuse. Stress the fact that child abuse can happen anywhere, to anyone and that the effects are severe including emotional and physical handicaps, “acting out” behaviors and even death. <u>Stress</u> also that child abuse can be prevented or treated successfully if it does occur.3. In discussing child abuse include the importance of confiding in a trusted adult such as a parent, teacher, minister, grandparent or guardian even if the abusive persons threatens the child not to tell anyone.
II. Definition of child neglect.	<ol style="list-style-type: none">1. Define child neglect. Child neglect a form of child abuse which includes failure to provide warmth, attention, supervision, normal living experiences (food, clothing, shelter).
III. Definition of sexual abuse.	<ol style="list-style-type: none">1. Define <u>sexual abuse</u>. It's a form of child abuse that may include incest, rape, and other sexual activity, inappropriate touches in private places.2. Read and discuss <u>My Body is Private</u> by Linda Walwood Girard.3. Stress the importance of boldly saying “NO” to touching that makes the child feel uncomfortable and confiding in a trusted adult. (teacher, parents, school nurse, guidance counselor)

OBJECTIVE 4.7 (continued)

CONTENT

IV. Definition of electronic harassment

SUGGESTED TEACHING/LEARNING STRATEGIES

1. Define electronic harassment:
Electronic harassment is any form of harmful or inappropriate content sent via text messaging, social networking, instant messaging, email, voice mail, phone calls or any other form of electronic communication.
2. Discuss examples of electronic harassment, such as: how it affects you, what to do if it happens to you, etc.

RESOURCES

PEOPLE

**Family Resource Center: Wytheville, VA
Dept. of Social Services
(Child Protection Agency)**

SUPPLEMENTAL MATERIALS

My Body is Private by Linda Walwood Girard (at SBR Library)

***Safe Kids, Strong Kids (Video - *Preview before showing)**

**This cassette, hosted by Henry Winkler focuses on sexual molestation and abduction.
The material is frank and to the point but is presented with music and humor.**

OBJECTIVE 4.8

The student will identify factors contributing to the use of drugs.

Descriptive Statement: Discussion includes the motivation for using alcohol, tobacco and other drugs, a need to feel “grown up,” a need for peer acceptance, a “high” from the temporary effects of drugs, and/or a relief from emotional pain. Emphasis is placed on ways of dealing with one’s needs and feelings without the use of drugs or other substances.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
I. Definition of drugs.	<ol style="list-style-type: none">1. Define <u>drugs</u>. A substance other than food that causes changes in the body.2. <u>Discuss:</u> What is a drug? aspirin, over-the-counter drugs, prescription drugs, caffeine, alcohol, tobacco, marijuana3. How can drugs be helpful? help sick person get better help control disease help keep people from getting sick4. Who can give medicines and drugs to you? parents, doctors, pharmacists5. Where should medicines and drugs be stored? locked cabinet where small children cannot reach
II. Reasons why people choose to use drugs	<ol style="list-style-type: none">1. Discuss reasons why people choose to use drugs.<ol style="list-style-type: none">a. Friends dob. Afraid to say “No”c. Makes them look grown-upd. Need to feel a “high”(Use worksheet on Using Drugs)2. Ask students “If drugs are harmful, why do some people use them?” Then ask students “Why do you think these people try to get other people to use drugs?”

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

III. Emphasize other ways of feeling good about self.

1. Expand student thinking by asking students how someone could respond to a friend who is trying to convince the person to take drugs by saying that taking drugs will make the person feel grown-up. (Students might say that most adults do not take drugs because they want their health and that drugs can reduce a person's ability to walk, and function clearly.)
2. Stress that the student should boldly just say no to drugs.

RESOURCES

PEOPLE

DARE Officer

SUPPLEMENTAL MATERIALS

“Using Drugs” – Handouts

Health Text

OBJECTIVE 4.9

The student will recognize the dangers of substance abuse.

Descriptive Statement: The focus is on the misuse of tobacco, alcohol, and other drugs. Content includes the adverse effects of substance abuse on the individual and on the many contributing factors to family violence, sexual violence, and child abuse.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
I. Definition of substance abuse.	1. Define substance abuse: the misuse of tobacco, alcohol, and other drugs.
II. Discussion on misuse of drugs.	1. Discussion goes along with health text. 2. Elicit from student the reasons why tobacco, alcohol, and others are harmful. For example: <ul style="list-style-type: none">a. They can change the way your mind worksb. They can make you sickc. They can cause people to have accidentsd. They can be habit-forminge. It's against the law to use them and a person could get into trouble (parents, school, police)f. They contribute to family violence and child abuse.
III. Activities:	3. Invite DARE officers to give presentation on saying "NO" to drugs. 4. Call on students to come to the front of the room to practice using the ways to say NO. Direct one student to make the offer and the other student to refuse. Then reverse the roles so both students have an opportunity to practice how to say, NO. 5. See Additional handouts for tobacco and alcohol to use with Health book.

CONTENT

- IV. Basic health habits
- Physical fitness (at school, work, play; good nutrition; etc.
 - Emotional fitness (friendship, loving family relationships, etc.)
 - Mental fitness (stress management)
- V. Personal responsibility and control
- Making healthy choices
 - Seeking health care/advice
 - Avoiding legal/illegal drugs
 - Other drugs
- VI. Consequences of unhealthy behaviors
- Smoking
 - Irritates eyes
 - Irritates nose, throat, and windpipe; may cause severe coughing, shortness of breath
 - Increases heart rate
 - Constricts blood vessels, causing high blood pressure
 - Increases chance of coronary heart disease
 - Leaves a bad taste in the mouth, may reduce appetite
 - Interferes with ability to taste and enjoy food
 - May delay digestion for up to one hour
 - Causes stained teeth, bad breath, dulled sense of taste and smell
 - Increases level of fatigue, inhibits endurance
 - Decreased life span
 - Can cause fires
 - Is expensive
 - Causes premature aging of skin
 - Causes air pollution
 - Has secondary health effects to nonsmokers

SUGGESTED TEACHING/LEARNING STRATEGIES

1. Have each student verbally complete the following statement: "To prevent disease and keep myself healthy. I . . . (complete with something you do or a choice you make). Tell students that each person must try to say something different. This activity will review basic habits/behaviors for physical, emotional, and mental health. Stress that emotional/mental health greatly affects physical health.
2. Have students brainstorm reasons people use drugs (tobacco, alcohol, legal and illegal drugs). Write these reasons on the chalkboard or chart paper. Then, make a second list of reasons people do not use drugs. Compare and discuss the lists.
3. Ask students to brainstorm the harmful effects of smoking and using alcohol and other drugs. Ask them to take their lists home, ask their parents to add ideas, and bring them back to share with the class.
4. Have students, working in pairs and assuming the roles of body parts, write and perform narratives to tell how smoking affects them. For example: "I am hair. When you smoke I smell bad." etc.
5. Emphasize to students that "no use" of tobacco, alcohol, and other drugs is the only healthy choice. In fact, it is illegal to purchase tobacco if you are under age 18, and it is illegal to use, purchase, or distribute alcohol if you are under age 21. Drugs other than prescription and over-the-counter medicines are illegal also.

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

- VII. -Using smokeless tobacco (snuff and chewing tobacco)
- Increases risk of cancer of the mouth, throat, and larynx
 - Causes tooth decay
 - Irritates oral tissue, sensitivity of teeth, causes teeth to erode
- Using alcohol
- Depresses the brain
 - Can cause slurred speech, staggering, sleepiness, impaired memory
 - Inhibits normal physical and emotional growth and development
 - Can destroy brain cells
 - Can lead to alcoholism
- Other drugs
- Cause slurred speech, staggering, loss of balance
 - Can cause addiction
 - Can cause death from overdose and/or accidental poisoning
 - Cause elevated blood pressure, irregular heart rhythms, and heart attacks
 - Cause nervousness, nausea, insomnia
 - Can cause a person to contract HIV/AIDS if using injectable drugs and sharing needles
 - Decrease life span
 - Can damage body organs (the brain, liver)
 - Others (the negative effects also depends on which type drug is used)
- Alternatives to tobacco, alcohol, and drug use
- Participating in fitness activities
 - Playing sports
 - Joining clubs
 - Joining Church activities
 - Participation at the YMCA/YWCA
 - Reading at the library
 - Joining the Scouts
 - Participating in community activities (specific to your community)
 - Playing/listening to music
 - Having hobbies

CONTENT

- Saying “no” to tobacco, alcohol, and drugs
- Say “no” as soon as possible
- Be direct, firm, calm, brief, and honest
- Don’t apologize
- Look the person in the eyes, and look as if you mean what you say
- Use a clear, loud voice
- Walk away
- Tell a trusted adult

SUGGESTED TEACHING/LEARNING STRATEGIES

RESOURCE

PEOPLE

Dare Officer

SUPPLEMENTAL MATERIALS

Health Text

OBJECTIVE 4.10

The student will describe the affects of personal hygiene on one’s self-concept.

Descriptive Statement: Discussion focuses on those bodily changes in puberty that require special attention to cleanliness and their relationship to a positive self-concept and acceptance from peers. Toxic shock syndrome and its relation to cleanliness are included.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
I. Definition of hygiene	1. Define personal hygiene. Hygiene is “the science of keeping healthy and being clean”.
II. Discuss the relationship of cleanliness and how it helps them have a positive self-concept.	2. Stress the importance of clean skin. a. Why is your skin important? go over 132-133 <u>Health For Life</u> Scott, Foresman 3. Care of face. a. You may begin to notice blemishes. These are a result of extra oil your body is producing. This is called acne. b. If you have acne, you should keep your hands as clean as you can. Washing hands are important because they touch your face often. c. Your pharmacist can suggest anti-acne soaps & lotions. d. How can you take care of your skin? p. 134 <u>Health for Life</u> Scott, Foresman 4. Discuss causes of body odor a. Odor actually comes from the combination of perspiration, oil, bacteria, dead skin cells, & dirt. The longer this mixture remains on your body, the more noticeable the odor gets. b. Body odor can come from any part of the body. However, certain parts are more likely to smell than other parts.

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

- c. Your feet always perspire a lot because they are enclosed in shoes. Thus, feet and sock quickly get a distinctive odor.
- d. The underarm areas have regular sweat glands. They also have a special type of gland that is triggered by emotional excitement instead of heat or exercise. When perspiration from this area mixes with skin bacteria, it produces a distinctive smell, different from regular sweat.
- e. Girls and boys will first notice the underarm odor at varying ages depending upon their individual sexual development. Sometimes a daily bath and change of clothes will prevent noticeable odor. If not, try a deodorant or an antiperspirant.
- f. Hair collects dirt quickly. Brushing it 10 or 12 strokes a day will remove some surface dirt. Washing is usually necessary to keep it looking and smelling good.
- g. The amount of times hair should be washed depends on individual hair type, style and the amount of physical activity the person has. In some cases, hair should be washed daily.
- h. Bad breath can be offensive to others. Daily brushing stops this kind of bad breath.

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

5. How Often To Bathe
- a. In hot, humid weather, you perspire more. You also perspire a great deal if you take part in sports, summer or winter. In these situations, daily bathing is a good idea.
 - b. You need to wash your face, hands & genital area daily.

You need to wash your hands before you eat and after using the restroom.

RESOURCES

PEOPLE

School Nurse

SUPPLEMENTAL MATERIALS

Hygiene – by Jane Eyerly

Located at Smyth Bland Library and Marion Intermediate

ABC's of Hygiene – Sunburst Visual Media

Health Text

OBJECTIVE 4.11

The student will cite qualities and behaviors of being a friend.

Descriptive Statement: This objective relates to: Health SOL 3.12, 4.3, 4.13; HIV/AIDS 3.5; IAAS 3.7, 4.3, 4.7

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
1. Recognizing qualities and responsibilities of friends	1. To introduce this objective, write on the chalkboard or post on the bulletin board these slogans: "The best way to have a friend is to be a friend." "Do unto others as you would have them do unto you."
2. Understanding the effects of peer influences -Positive vs. negative -Impact of media and advertising -Refusal skills	2. Have students brainstorm qualities/responsibilities of being a good friend. For example: -Be kind and courteous -Be helpful -Listen when your friend has a problem -Treat people with HIV/AIDS, as well as disabled people, with understanding and concern, not repulsion or pity -Be trustworthy -Be dependable
3. Using the decision-making/problem-solving process -Identify the problem or situation -Gather information -Identify possible choices for dealing with the problem (Alternatives should be considered that are safe, legal, healthful, respectful of others, and follow parents' or guardians' guidelines.) -Predict the consequences of each choice -Decide on a choice -Identify an action plan -Act -Evaluate the actions	3. Challenge students to perform especially friendly acts for one day (or more). Let students (as well as you) give others stickers (stars, smiley faces) when they have done a friendly act that day. 4. Have students brainstorm how friends (peers) influence us positively and negatively. Write their responses on the chalk-board or on chart paper and classify them positive or negative. (e.g., you invite someone to join your scout/church group. You dare someone to do something you know is dangerous/illegal. You make fun of anyone who dresses differently than you.)

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

5. Tell students that each of them has \$1,000 to spend. Ask them, without talking to any class members, to write about ways they would use the money. Collect the papers. Allow students to discuss their lists within small or large groups. Then ask them to rewrite a list of what to do with the \$1,000. Compare the papers to see if there are changes from the first to the second lists. Anonymously share some of the lists with the class. This will illustrate the effects of peer influences. Note that some influences may be positive, and others may be negative.
6. Have students collect and analyze samples of products or ideas that are marketed to influence them. Discuss whether these are good or bad influences. (Include ads for cigarettes and alcohol.)
7. Role-play ways students can avoid persuasive tactics that “friends” use to convince them to participate in negative or risky activities (e.g., using tobacco, alcohol, or other drugs; playing in dangerous areas; etc.)
8. Discuss with students the steps they might use in making a decision. Role-play this decision making process using a problem relevant to your students. For example:
 - A group of your friends are whispering about the new student in class. Will you join them?
 - Someone offers you some medicine. They tell you it tastes real good. Will you take it/
 - You are with a friend in a store. Your friend says, “Let’s see how much stuff we can sneak out of here in our purse/jacket?” Will you do it?

OBJECTIVE 4.12

The student will define and discuss basic information about HIV/AIDS.

Descriptive Statement: This objective relates to Health SOL 4.4, 4.5, 4.6, 4.7, 4.8; HIV/AIDS 3.1, 3.2, 4.2, 5.1

CONTENT

1. Definition of AIDS—(acquired immunodeficiency syndrome)—a serious disease caused by a virus (HIV) that breaks down the immune system and makes the body unable to resist infections or cancers that it normally could fight.
2. Ways HIV/AIDS is transmitted
 - By exchanging blood
 - Sharing injectable drug needles
 - Sharing tattoo or ear piercing needles
 - Becoming “blood brothers”
 - Giving first aid without gloves
 - By an infected mother to her unborn child
3. Ways HIV/AIDS is not transmitted
 - By being in the same room with an infected person
 - By donating blood (to a blood bank)
 - By sharing a soda or food
 - By sneezing
 - By using public toilets or swimming pools
 - By animals or insects
 - By having a blood test

SUGGESTED TEACHING/LEARNING STRATEGIES

1. Students should understand how the HIV virus is spread so that they will know that everyday contact with an infected person will not put them in danger of getting the disease. At this level the information should serve to communicate the realities of the HIV epidemic without unduly frightening students. Deal with HIV/AIDS as a sexually transmitted disease according to her school division’s guidelines for this grade level.
2. Assess what students already know about HIV/AIDS by having them write in their journals/notebooks answers to the following questions:
 - What is HIV/AIDS?
 - How is HIV/AIDS spread?
 - What should people learn about HIV/AIDS?
 - What questions do you have about HIV/AIDS?
 - How can HIV/AIDS be prevented?
 - Is there a cure for HIV/AIDS?
3. After examining students’ journals/papers, discuss what the acronym AIDS means:
 - A -- Acquired, from someone else
 - I – Immune, the body’s defense system against disease
 - D – Deficiency, a decrease or lack of
 - S – Syndrome, a set of clinical and laboratory results

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

4. Explain that AIDS is caused by a virus – HIV (human immunodeficiency virus) – which is able to infect and kill white blood cells. If enough of these white blood cells are killed, the infected person is no longer able to fight off infections or cancer.
5. Eventually even relatively harmless germs that exist normally in the human body are able to cause life-threatening illnesses. When this happens, a person is said to have AIDS.
6. Discuss ways HIV/AIDS is transmitted. Dispel any misconceptions students may have shown in their previous written answers. Assure students that they do not need to fear getting HIV/AIDS from casual, everyday contact.
7. Have students draw the universal “no” symbol and write/illustrate ways to stop HIV infection.

OBJECTIVE 4.13

The student will identify local resources that provide information about infectious diseases.

Descriptive Statement: This objective relates to HIV/AIDS 3.7, 5.8.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
1. School resources -Teacher -Nurse -Guidance Counselor -School social worker (visiting teacher)	1. Students should know to check with the school nurse about questions concerning health issues. They should learn to use the library reference section and the phone book to identify resources within the community that have information about HIV/AIDS: library, nurse, guidance counselor, doctor, media, community resource agencies, social worker, religious representative, clinic.
2. Health Department resources -Nurse -Doctor	2. Discuss ways to determine what information is accurate and what is sensationalism. Walk students through a sample analysis of information using the criteria for evaluating information under “Content.”
3. Other community resources -Library -Phone Book -Hospital -Media -Community resource agencies -Social Worker -Religious representative -Clinic -Doctor (pediatrician) -Pharmacist	3. Have students clip and bring in newspaper or magazine article concerning infectious diseases. Divide the class into groups. Ask the groups to evaluate the accuracy of the information in the articles and share the results of their discussion with the class.
4. Evaluating information/resources -Qualifications of the writer/speaker -Source of information -Currency of information -How the information compares with other information	4. Invite a speaker from a community resource agency to visit the class. The speaker will identify the services and resources concerning infectious diseases provided by his or her agency.