

For these lessons I use *Encyclopedia of Body: From Complex Body Systems to Health and Genetics* by Miles Kelly.

Title of Lesson 1: Infectious Diseases (2 pages)

Standards Taught: 7.HI.SDP.6		
Materials:	Preparation:	Implementing the Lesson: <p>Ask your child to remind you of what they learned last year about the immune system. Discuss the fact that the immune system is in place to protect your body from illnesses and harm. It includes the skin, mucus, blood cells, antibodies, and the lymphatic system, which prevent harmful substances from affecting your body. Barriers (like the skin) create walls barring entry. Defensive cells (like white blood cells) work to learn how to fight and eliminate germs that do get in. The lymphatic system works to drain your body of waste and harmful materials and certain organs (like the liver) filter harmful substances from the blood.</p> <p>Though our bodies naturally have several elements that can protect us from illness and disease, sometimes we still get sick. Sometimes these illnesses last only a few days. Others, however, can last a lifetime. One type of disease is infectious disease.</p> <p>Infectious diseases are caused by pathogenic organisms such as viruses, bacteria, fungi, or parasites. These are the most common illnesses and most can be treated at home through self-care or with medication from a doctor.</p> <p>Discuss the following most common infectious diseases with your child:</p> <p>Influenza is a common, seasonal illness usually prevalent in the winter. It is caused by a virus that affects the respiratory system and causes symptoms like sneezing, coughing, runny nose, fever and chills, muscle and headaches, and a sore throat. Though the flu can be serious, most make a full recovery with rest and hydration. Flu prevention consists of yearly flu shots, proper hygiene, and avoidance of those who are ill. Other respiratory illnesses with similar symptoms include norovirus (common cold), RSV, croup (which causes excessive coughing), and coronavirus.</p> <p>Tuberculosis is caused by a bacteria and mainly affects the lungs. It is airborne, which means it can be spread through breathing, coughing, or sneezing. Symptoms of TB include a cough, coughing up blood, loss of appetite, and fever and can be fatal if left untreated. Early treatment is key and medications need to be used over long periods of time. Though a vaccine exists, few people outside of high-risk areas are vaccinated. Other methods of prevention include wearing an approved mask, avoiding contact with ill persons, washing hands regularly, and proper ventilation.</p> <p>Hepatitis (several varieties) causes inflammation of the liver and can be fatal without proper treatment. Symptoms include fatigue, dark urine, fever, and jaundice (yellowing of the skin and eyes). Liver failure can occur without treatment. Hepatitis can be caused by eating foods prepared by infected people and/or direct contact with bodily fluids of</p>

an infected person. Vaccines for prevention are commonly given in the U.S. as part of a regular schedule. Workers in food industries are often required to miss work or not handle food if they are showing signs of illness.

Malaria, an infectious parasite, is spread by infected mosquitoes and has an incubation period of 10-15 days. It presents as a high fever with chills, muscle pain, and flu-like symptoms. Malaria can cause brain swelling, breathing problems, anemia, and low blood sugar. The parasite affects red blood cells and multiplies in the liver. Early treatment is necessary, as malaria is a life-threatening disease which can block blood supply to organs. To prevent malaria, avoid areas with mosquitos, wear bug spray and clothing that covers the body, use sleeping nets, or insecticide to kill mosquitos. Treatment varies, but is usually a medication administered by a doctor. Like malaria, dengue is transmitted by mosquitos and causes flu-like symptoms and rash. Severe cases can cause bleeding, vomiting, and difficulty breathing. Dengue fever usually affects children under the age of 10 and can be fatal if not treated early. Vaccines are available in high-risk areas, but the best prevention is avoidance of mosquito bites.

Food poisoning occurs when food that is contaminated by microorganisms or prepared in unclean situations is consumed. It causes diarrhea, vomiting, stomach pain, and fatigue. Usually, food poisoning is not fatal and lasts only a few days with rest and hydration. If it lasts longer than that, medical help is needed. To prevent food poisoning, ensure food is properly handled in sanitary conditions, kept away from contaminants, and stored and cooked at safe temperatures.

Cholera, a waterborne bacteria spreads through consumption of water that contains the feces of an infected person. Watery diarrhea, abdominal pain, and vomiting are common symptoms. Cholera can be fatal die to dehydration and electrolyte imbalance. Treatment includes methods to hydrate and anti-bacterial medications. To prevent cholera, drink only clean, filtered water from safe sources and wash your hands after using the restroom. E. coli is another disease with similar symptoms, risks, and treatments.

Varicella is the viral infection responsible for chicken pox and shingles. It causes a fever, body aches, and raised red bumps on the body, which are often painful or itchy. Though it usually goes away on its own, managing symptoms is important. Use of over-the-counter fever medications and oatmeal baths or calamine lotion can help you rest. Vaccines are available for prevention, as well.

Sexually transmitted diseases are transmitted contact with the bodily fluids of an infected person, usually through sexual contact. Though symptoms can vary common symptoms include itching or burning in the genital area, discharge and/or odor, blisters or a rash in the genital area, painful urination, or pain during sexual intercourse. One of the most dangerous STD's is HIV, which can develop into AIDs, which suppresses the immune system, is spread through sex or contact with blood, cannot be cured, and is usually fatal. The best prevention for STD's of any kind is abstinence (avoiding sexual intercourse). However, limiting sexual partners, using protective barriers such as condoms, and regularly visiting a doctor can help limit risk as well.

Title of Lesson 2: Acute Diseases (2 pages)

Standards Taught: 7.HI.SDP.6		
Materials:	Preparation:	Implementing the Lesson: <p>Briefly review the previous lesson with your child, asking them to remind you of some prevention methods for infectious diseases. Then, explain that we are going to cover another category of diseases today.</p> <p>Acute diseases are illnesses that last a short amount of time. Acute diseases have a sudden onset of symptoms which last only days or weeks. Some infectious diseases, like norovirus, are acute diseases. Others, such as asthma attacks, strep throat, a broken bone, appendicitis, or heart attacks. Review the following information with your child.</p> <p>Asthma attacks occur when the muscles around the airways tighten and breathing becomes difficult. During an attack, the lining of the airways can become inflamed and covered in thick mucus. Shortness of breath, coughing, and wheezing. Those diagnosed with asthma often are prescribed inhalers, devices holding liquid medication that can be breathed in during an attack. If an asthma attack occurs, you should stay calm, sit upright, and use the inhaler. If there is no improvement after 10 uses, emergency services should be contacted or you should go to the ER. Though the cause of asthma is not known, many attacks can be prevented by avoiding triggers such as dust, smoke, pollen, and other allergens.</p> <p>Strep throat, an infectious disease caused by bacteria, causes a high fever, sore throat, white patches on the throat, and pain when swallowing. The tonsils may become inflamed and often an ear infection accompanies this illness. Treatment of symptoms at home and/or medication from the doctor can help cure strep. The best preventions are avoiding people who are sick and proper hygiene.</p> <p>Broken fractures, or broken bones, are usually caused by some sort of trauma to the affected area. Slips and falls are one of the most common ways bones are broken. Broken bones may present as closed (beneath the skin) or compound (sticking through the skin) and result in pain, difficulty using the broken body part properly, bumps, and/or swelling. Most broken bones can be confirmed using an x-ray. If you suspect a broken bone, the area should be splinted and kept immobile until treatment can be secured. Treatment may include taping, casting, braces, or surgery. Prevention of broken bones includes taking steps to prevent falls, exercising, and providing your body with a healthy diet that supports bone growth.</p> <p>Appendicitis is swelling of the appendix, a small organ located in your lower right abdomen. Appendicitis often causes severe pain and is life-threatening. Nausea, fever, constipation, and frequent urination are common symptoms. If left untreated, the appendix can rupture, causing infection and/or the formation of an abscess. Treatment is removal of the appendix. Though the cause is unknown, it is believed that a high-fiber diet may help with prevention.</p>

		<p>A heart attack occurs when an artery becomes blocked and prevents blood from circulating back to the heart properly. The severity and symptoms of a heart attack can vary but common signs are pain, pressure, or discomfort in the chest or left arm, excessive sweating, shortness of breath, nausea, and dizziness. Heart attacks are life-threatening and should be treated immediately. Emergency services should be called, a dose of aspirin should be chewed and swallowed, and CPR may need to be administered if the heart has stopped beating and the person is unconscious. If you are properly trained, an AED may also be used. To prevent heart attacks, proper exercise and diet are essential. Smoking, sleep deprivation, diabetes, high blood pressure, stress and high cholesterol increase your risk of a heart attack.</p> <p>A stroke is a sudden reduction or blockage of blood to the brain. Without this, the brain is deprived of the oxygen it needs and cannot function properly. Strokes are life-threatening and emergency services should be contacted immediately. Symptoms of a stroke are paralysis or numbness of one side of the body, or parts of the body on one side, confusion, headache, trouble seeing, slurred speech, difficulty swallowing, and trouble walking. The best thing you can do for someone suffering from a stroke is get medical treatment as fast as possible. Call 911 immediately and note the time the stroke started. Fast treatment increases the odds of recovery and decreases the amount of damage. Prevention for strokes is nearly identical as prevention for heart attacks.</p>
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Title of Lesson 3: Chronic Diseases (2 pages)

Standards Taught: 7.HI.SDP.6		
Materials:	Preparation:	Implementing the Lesson: <p>Briefly review infectious and acute illnesses with your child. Then, introduce chronic, or long-term, diseases. Explain that chronic diseases can last a lifetime and usually are not curable. Management of symptoms and risks are usually the only options.</p> <p>Though there are several types of chronic disease, some of the most common ones are listed below. Review the following information with your child.</p> <p>Allergies are the overreaction of the immune system to a foreign substance. Most people have an allergy of some sort, often combating with sneezing, runny nose, watering eyes, or fatigue. Allergies are common and can often be prevented by avoiding contact with allergens and over-the-counter treatment. However, allergies can range in severity and include symptoms such as hives, vomiting, diarrhea, rashes, and anaphylaxis. Anaphylaxis is an extreme reaction and causes difficulty breathing. It can be fatal and most people prone to anaphylaxis carry an epi-pen, or shot that can be immediately administered to delay symptoms until medical help can be reached. The epi-pen should be administered at the first signs of anaphylaxis by holding the orange tip downward, removing the blue safety time, placing the orange tip against the outer thigh, and jabbing into the thigh until a click is heard. The epi-pen should be held in place for three seconds. Medical care should be immediately sought after any use of an epi-pen.</p> <p>Seizures are caused by an electrical disturbance in the brain. They can cause behavioral changes, tremors, confusion, staring into space with unfocused eyes, or uncontrollable jerking movements of the limbs. Though often caused by an underlying condition, seizures can also occur after sleep deprivation, substance abuse, stress, or flashing lights. During a seizure, clothing should be loosened, the person should be protected from falls or bumping into dangerous items, and a pillow can be placed under the head. Seizures should not be treated by restraining the person, placing items between the teeth, food or water, or location change. A doctor should be contacted after a seizure, especially if it is accompanied by a fever, loss of consciousness, or additional seizures. Seizures due to underlying conditions may be managed by medication and/or avoidance of triggers.</p> <p>Diabetes is characterized by blood sugar levels that are either too high (hyperglycemic) or too low (hypoglycemic), resulting in fatigue, excessive hunger or thirst, weight changes, and frequent urination. It occurs when the body is unable to produce the correct amounts of insulin, or when the body becomes resistant to insulin, causing difficulty breaking down sugars from the foods eaten. Treatment for diabetes includes frequent blood sugar checks (often done with a blood test), changes in diet, medication, and/or administration of insulin through injection. Though not all forms of diabetes can be prevented, correct diet and exercise and avoidance of high-sugar foods, can help.</p>

		<p>Arthritis, or chronic swelling of the joints, is extremely painful and can cause stiff joints. This can make daily tasks difficult and walking, standing, or laying down painful. Arthritis can be treated with medications, therapy, surgery, diet and exercise, cold or heat packs, and assistive devices (walkers, etc.). However, it can also persist throughout a lifetime. Prevention consists of protecting the joints from trauma, a healthy diet, and regular exercise, however it cannot always be prevented.</p> <p>Mental illnesses, such as anxiety, depression, OCD, or ADD/ADHD, are long-lasting and, at times, debilitating. Though these conditions can be caused by several things, it is believed that chemical imbalances in the brain, trauma, stress, and sleep deprivation can worsen the symptoms. Many people with mental illnesses benefit from a fixed routine, family support, therapy, and medical treatment.</p> <p>Many people with chronic diseases are in constant or regular pain and find certain tasks difficult. Working to understand the symptoms of specific diseases can help you to better advocate and assist those with chronic conditions. Supporting them through friendship, communication, and encouragement can also help.</p>
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Title of Lesson 4: Accessing Healthcare (2 pages)

Standards Taught: 7.HI.SDP.7

Materials:	Preparation:	Implementing the Lesson:
<p>A list of doctors, specialists, urgent cares, clinics, hospitals, therapist, pharmacies, and emergency services your family regularly uses. Include names, phone numbers, and addresses</p>		<p>Discuss with your child the times he/she needed to visit a healthcare provider. This may be a doctor, dentist, clinic, urgent care, pharmacist, therapist, EMT, hospital, or specialist. Ask your child to describe their experience. What happened? What treatment did they receive? Was their concern resolved? Did they feel comfortable? Why or why not? Did they get the information, services, and products needed to restore health? Did it take more than one visit?</p> <p>Point out that our bodies and minds sometimes need the help of trained professionals who understand how to treat acute or chronic conditions. However, not all healthcare is reliable, safe, or right for every situation. Choosing competent, caring, and relevant healthcare, information, and services can ensure the best chance for a healthy life.</p> <p>Review the following tips with your child, explaining each as you go. Point out that these are ideas that can help sift through the information, products, services and healthcare providers that are best to use.</p> <p>Healthcare providers should be licensed and insured. They should have an educational background and training in the specific area you are seeing them for. They should be patient, willing to answer questions, respectful of patient boundaries and concerns, and current in studies on relevant topics. Their opinions should be backed by peer-reviewed and/or current medical knowledge. Offices should be well-lit, sanitary, and professional. Tools used should be regularly sanitized. Insurance companies often contract with certain providers and sometimes offer reviews for different locations and healthcare workers. Online reviews can sometimes be found through other services as well. Providers should have a nurse or other secondary medical professional present for all examinations that concern private areas of the patient to ensure proper procedures are followed. Waivers and other paperwork should be read carefully before signing. "I don't know" is a valid response to some questions, given that they are willing to look for more information and report back. It is normal to seek a second opinion before making larger medical choices. Healthcare providers should include parents in medical decisions to best understand minor patients. Healthcare providers are blocked by law from sharing any medical information with those outside of your parents and/or approved contacts.</p> <p>Healthcare information should always cite a valid, reliable source relevant to the information provided. Studies should include clinical trials and/or tests and expert opinions from those with experience and/or education in the specific area addressed. Data should be carefully reviewed, rather than relying on another person's interpretation. Information should be presented in a transparent, unbiased, and clear way and be in-line with other medical knowledge for the time. Information can be checked by asking for an opinion from a healthcare provider, checking for more information online, or asking for a second opinion. Information found online should be checked against professional sources and current studies rather than anecdotal stories.</p>

		<p>Medical products, medication, exercise programs, diets, and supplements should be checked with your primary care provider before beginning use. This ensure that they are necessary, beneficial, and safe for the patient. Items should be clean and properly stored. Medications, supplements, and other edible items should be sealed upon purchase. Items should be used according to directions on the packaging and/or from your medical provider. Items should be purchased/rented from approved, licensed medical providers. Prescription medication should be purchased from a licensed pharmacist and OTC medications should always be checked for side-effects or interactions.</p> <p>For services, information, and products, trust your gut feeling. If something feels wrong, it probably is. Find a different provider, ask for a second opinion, or ask questions until you understand what is going on. Your health is ultimately in your own hands. All others can do is offer advice and help.</p> <p>Finally, show your child your list of medical providers. Explain your reasoning for choosing these particular providers and point out how you used the tips above to do so. Tell your child about a time when a medical provider or treatment didn't match up to the tips above and what you did. What happened and how did you learn to trust yourself more? Have your child copy these contacts into an address book or list they can keep in their room in case they need to contact them for medical advice/treatment.</p>
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Title of Lesson 5: Changes During Adolescence

Standards Taught: 7.HI.HD.1		
Materials:	Preparation:	Implementing the Lesson: <p>Remind your child of the maturation lesson they had in 5th grade. Remind them that, as humans hit adolescence, they go through a process called puberty. During this process, the body, mind, and emotions are in a state of growth and change. These changes can sometimes feel uncomfortable or strange, but they are a normal part of the process of growing into an adult and everyone goes through them.</p> <p>Discuss the following physical changes with your child: growth spurts in males and females, the production of sex hormones, female menstruation (periods) begins, skin can become oily producing pimples, males produce more muscle, deodorant/antiperspirant is needed to prevent odors, male sperm production begins, male development of facial, chest, armpit, and pubic hair, male voice change, female growth of armpit and pubic hair, female breast development and widening of hips, changes to a more adult-like facial appearance. Note that many of these physical changes often come as children reach the ages of 10-15, but the timing can vary greatly by individuals. This often means that groups of teens will greatly differ in appearance and physical maturity because their bodies develop more quickly or slowly than others. Your doctor can help assure you that your body is healthy and growing and answer any questions you have. Remind your child that you and other trusted adults are also available to answer questions or help.</p> <p>Discuss the following cognitive (brain development) changes with your child: begin to process logical thought, more abstract thinking (focus on less concrete ideas), knowledge that experts often disagree and you must think for yourself, differentiate facts from opinions, doubting authority and an understanding that authority can be wrong, questioning authority, development of competency in several areas of interest and extreme value placed on being competent in socially acceptable areas, the idea of loyalty in family, friendships, and romantic relationships becomes very important, building of self-identity (finding out who you are and what your beliefs are as an individual), a need for more independence</p> <p>Discuss the following emotional changes with your child: frequent and large mood swings (often due to hormonal production), self-confidence or insecurity, more conflict with parents, development of strong emotions on a variety of topics/situations, impulsive behavior based on feelings rather than fact, risk of mental health disorders (your doctor can give advice if you suspect a mental illness)</p> <p>Discuss the follow social changes with your child: focus on close friends rather than family, physical, emotional, and social attraction to others (often of the opposite sex), increasing friendships and relationships with the opposite sex, desire for positive interactions with peers, adoption of dress, mannerisms, interests, and speech of close friends, focus on the views of others in terms of self-identity, need to fit in, preoccupation with/curiosity about crushes, romantic relationships, and sexual relations</p>

Ask your child if they have any questions about the facts presented. Remind them that these changes in physical appearance, thinking, emotions, and social interactions are normal and that everyone goes through adolescence. Address any concerns they may have and remind them that you are always available to answer questions or talk. Give the option of writing notes back and forth if a conversation is uncomfortable to them. Ensure they have the supplies, privacy, and support needed and check back frequently as your child grows.

*Source for this information in this lesson: *Physical, cognitive & emotional development during adolescence: Psychology*. Psychology Discussion - Discuss Anything About Psychology. (2018, April 24). Retrieved July 30, 2022, from <https://www.psychologydiscussion.net/adolescence-2/physical-cognitive-emotional-development-during-adolescence-psychology/13592>

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Title of Lesson 6: The Reproductive System

Standards Taught: 7.HI.HD.2		
Materials:	Preparation:	Implementing the Lesson:
<p><i>Encyclopedia of Body: From Complex Body Systems to Health and Genetics</i> by Miles Kelly</p>		<p>Review the previous lesson with your child, reminding them that adolescence is when the body begins to create sex hormones, leading to physical, cognitive, and emotional changes. Puberty is the process in which the body's reproductive system matures, allowing a child to grow into an adult. Males produce androgens (such as testosterone) while females produce estrogen and progesterone. These hormones help to fully develop the reproductive system in both sexes.</p> <p>Explain that the male reproductive system consists of the penis, scrotum, and two testes. It is in the testes that sperm are (microscopic cells resembling tadpoles) produced. The testes and scrotum hang outside of the male's body and can produce over 200 million sperm per day. Sperm carry the genetic material necessary to create a new life when it meets with an egg. The sperm are carried from the testes to the prostate gland by a tube called the epididymis. From here, fluids and nutrients are added and the mixture exits the penis during ejaculation, which occurs during sexual arousal/actions. From there, the sperm wiggle their "tails" and move outwards, in search of an egg to fertilize. Review the information and images found on pages 272-273 of the book listed in the materials section with your child.</p> <p>Point out that the eggs that sperm look to fertilize are in the body of females. The female reproductive system consists of the uterus, Fallopian tubes, ovaries, cervix, and vagina. Female bodies are born with 150,000 egg cells, which begin to mature at puberty. After menstruation begins, an egg is released each cycle during a process called ovulation. If an egg becomes fertilized, it grows into a baby. If it does not, the female will have a period, shedding the lining of the uterus and the unfertilized egg. The ovaries hold the eggs inside the pelvic area and release one into the Fallopian tubes during ovulation. Eggs then travel down the tubes into the uterus, which grows a soft lining for the fertilized egg to attach to. This is where the baby grows if the egg is fertilized. The cervix is a closed entrance to the uterus and opens during childbirth to allow the baby to exit the mother's body. The female reproductive system also includes the breasts. The breasts produce milk for a newborn baby upon birth. During pregnancy, hormones in the woman's body allow milk production to begin. This milk is meant to nourish the baby for at least a year and provides antibodies to protect the baby from illness. The canal from the uterus to the outside of the body is called the vagina. This is also the area where the penis is inserted during sex to allow the sperm to enter. Review the information found on pages 274-275 and 280-281 of the book.</p> <p>Caring for your reproductive system can help lower risks to your health, as well as to the health of your sexual partners and future children. In males, the penis and scrotum should regularly be cleaned with soap and water, maintaining a healthy diet and exercise programs, avoiding substance abuse, being tested and/or treated for sexually transmitted illnesses, and avoiding risky sexual interactions (too many partners, no protection, contact to those infected with illnesses). Females should follow the same hygiene, medical, and risk-management advice. However, they should also consult with their doctors about proper vitamin and mineral levels, especially before pregnancy. Females should wash</p>

		<p>their pelvic area with warm water and no soap and avoid the use of scented menstrual products and monitor for yeast infections and UTI's, watching for unusual pain or discharge.</p> <p>Answer any questions your child may have and remind them that they can always come discuss concerns with you or a trusted adult.</p>
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Title of Lesson 7: Reproduction Decisions and Precautions

Standards Taught: 7.HI.HD.3, 7.HI.HD.4, 7.HI.HD.4.a, 7.HI.HD.4.b, 7.HI.HD.9.c

Materials:	Preparation:	Implementing the Lesson: <p>Briefly review the previous lesson with your child, reminding them of the physiological aspects of the reproductive system and pregnancy. Point out that, in order to become pregnant, a sperm must meet with and fertilize an egg. This is usually done through sexual intercourse, or the insertion of the penis into the vagina (though it can occur without penetration, too). Explain that sex always comes with a risk of pregnancy, sexually transmitted diseases, and other emotional, physical, and mental risks. It is important to understand the depth of the consequences that can come if you choose to have sex. Discuss your family’s values concerning the matter and remind your child that abstinence until after marriage is the best way to protect the mental, physical, emotional, and financial health of themselves, their partner, and their future child.</p> <p>Sexual activity has several potential physical consequences, including pregnancy. Infections and other diseases can be spread through the exchange in bodily fluids that happen during sex. These vary from easily treatable to lifelong burdens. Sex too early can also cause soreness and swelling, fatigue, changes to the immune system, and put you at higher risk for mental illnesses. Despite the common misconception that casual sex is physically fine, abstinence before marriage and limited sexual partners after is the best way to protect yourself from these physical challenges.</p> <p>Sex is more than a physical joining of two people. It also comes with emotional connections and affects the relationship, feelings, and self-identity. Sex is one way couples bond and become more attached to each other. Females, especially, see sex as an emotional connection to their partner. Casual sex (sex with people you don’t know well) can lead to mental illnesses, feelings of regret, loneliness, low self-esteem, and lower levels of happiness. Sex before marriage, especially at younger ages, can complicate the relationship, lead to anxiety about pregnancy, and lead to feelings of being used if the relationship ends. Sex should be reserved only for serious and mature relationships in order to avoid these negative consequences.</p> <p>Many teens believe that sex will boost their acceptance in social circles. Often, teens are made to believe that sex is a way to show maturity and that “everyone is doing it.” Sex may boost popularity or social acceptance for a time, but can lead to negative social issues as well. Bullying and slut-shaming (shunning those with too many sexual partners) are common issues for those who engage in sex before marriage. Complications in relationships can lead to lost friends or romantic interests. Future relationships may be challenged by the number of sexual partners you have, as well.</p> <p>Explain that sex is a normal and natural thing. However, in order to keep ourselves and those around us healthy, it must be controlled by good choices and clear thinking. The physical, emotional, and social consequences of bad sexual choices are very real and difficult to deal with before you and your partner are mature enough to face them. The easiest way to make these difficult choices is to decide now where your boundaries are and never cross them. Things like impaired judgement from alcohol or substance abuse, peer pressure from friends or romantic interests, and culture can affect your views on sex and sexual decisions. Media often portrays only the positives of sex (pleasure, acceptance, etc.) and often ignores the real-life situations that sex can put you in. Rather than allowing society to pressure you into choices about sex, discuss these choices with adults you trust, learn from their experiences, assess your value system, and make choices that protect your health.</p>
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Title of Lesson 8: Pregnancy (3 pages)

Standards Taught: 7.HI.HD.4, 7.HI.HD.4.a, 7.HI.HD.4.c

Materials:	Preparation:	Implementing the Lesson:
<p><i>Encyclopedia of Body: From Complex Body Systems to Health and Genetics</i> by Miles Kelly</p>		<p>Remind your child of the previous three lessons and answer any questions they may have. Remind them of the benefits of abstinence until marriage for themselves, their partners, and their future children. Point out that a married couple can provide the most stable and beneficial situation for a child.</p> <p>Review the process of fertilization with your child, reminding them that a fertilized egg implants in the uterus and creates pregnancy. Explain that pregnancy stops the menstrual cycle and pregnant women do not have periods. This is one way to tell if you are pregnant. Urine and blood tests can also confirm pregnancy. Human pregnancy lasts nine months.</p> <p>During pregnancy, the fertilized egg begins to divide into several different cells. These cells contain the information needed to grow different body parts. During the first 8 weeks, this baby is known as an embryo. During this time, the mother often feels nauseous and experiences extreme fatigue. The baby is provided with nutrients and oxygen through the placenta, which is attached to the umbilical cord, a blood vessel attached to the uterus on one end and the baby's belly button on the other. The baby develops in an amniotic sac, which is filled with liquid.</p> <p>From eight weeks until birth, the baby is known as a fetus, and has grown arms, legs, and internal organs. These continue to develop until birth, with the lungs being the final organs to be fully ready to sustain life. During this time, many women experience cravings for certain foods, muscle aches, fatigue, and an urge to nest, or prepare for the baby. The breasts prepare to produce milk, but do not usually begin to until after the baby is born. Review the information and images on pages 282-283 of the book listed in the materials section of lesson with your child and answer any questions they may have.</p> <p>To ensure a healthy pregnancy, women should visit an obstetrician regularly, starting as soon as they are 8 weeks pregnant. The doctor can help you ensure proper care for your body as the baby grows and will help deliver the baby when it is time. Pre-natal vitamins, a healthy diet, and proper exercise can help both the mother's and baby's bodies maintain health. Pregnant women should avoid taking certain medications, substance abuse, alcohol, smoking, and lifting of heavy items. Some activities, such as certain amusement park rides, x-rays, and extended time laying on one's back should be avoided. The best way to ensure a healthy pregnancy is to discuss concerns and questions with your doctor.</p> <p>Though rare, miscarriages (death of the baby before 20 weeks pregnancy), still births (loss of the baby after 20 weeks pregnant), infant mortality (death of the baby shortly after birth) and health defects or other issues can arise during pregnancy. The health of the mother is constantly in danger due to the extreme stresses of carrying and delivering a baby. Sometimes these outcomes are caused by actions of those around the baby, but most of the time there is no known reasons.</p>

Most pregnancies result in the birth of a new child. After nine months, the baby assumes an upside-down position in the uterus with its head on the pelvis. The cervix begins to open and eventually dilates to 10 cm wide. This opening, the water breaking (the amniotic sac bursting and leaking out of the vagina) along with contractions (the muscles of the uterus squeeze and relax to push the baby out) constitute active labor. Women should follow the advice of their doctor on when to go to the hospital after labor begins. The general rule is if contractions are consistently 5 minutes apart and 1 minute long and you have been in labor for 1 hour, go to the hospital. Alternatives to hospital delivery are at-home births, birthing centers, and midwives (who help you deliver the baby). Labor can last for hours and the first delivery is usually the longest. It is also usually very painful for the mother. Medications, support, and birthing classes before delivery can help with this process. In the event of complications, a C-section (operation in which the mother's uterus is cut open and the baby is removed by doctors) may be necessary to protect the mother and/or baby.

While in active labor, the baby is pushed by the contractions into the birth canal and exits the woman's body through the vagina. The umbilical cord is then cut, the baby is washed and checked, and the parents are usually allowed to hold it. During this time, skin-to-skin contact can help baby calm down and bond with the parents. Breastfeeding begins shortly after birth and may be supplemented or replaced by formula if needed. Parents are guided on care, legal responsibilities, and follow-up medical appointments before taking the baby home. Review the information on pages 284-285 of the book with your child.

Though the process of creating, growing, and delivering a baby is considered to many to be a blessing, some pregnancies are unwanted. In several situations, the mother may decide they do not want to care for the child. Abortion (the removal of a fetus from the womb, resulting in the death of the baby) is an option that some people choose. Others find it too distressing and morally wrong.

Another option is placing the baby up for adoption. In this case, the mother carries and delivers the baby and it is legally given to another person for care. The types of adoption vary and, in some cases, the mother is allowed to visit and be a part of the baby's life. In others, the baby never meets its biological parents. Likewise, some states (Utah included) have a safe haven law. Babies may legally be given to any hospital in the state where they will be cared for and placed for adoption. The mother may choose to remain anonymous. Both of these choices allow mothers to ensure the safety of their child and give them the chance for a loving family. They are difficult choices for any mother and often stick with her for a lifetime.

The best choice for any woman who does not want to become pregnant is abstinence, or not having sex. This results in no risk of pregnancy. However, contraception is available in many different forms to greatly reduce the risk of pregnancy, even if engaging in sex.

One of the most common and effective methods of contraception is birth control. This is a hormonal treatment that can be taken by women through pills, patches, injections, or inserts. Hormones released into the body prevent the fertilization or implantation of the egg, preventing pregnancy 99% of the time when used correctly. Another highly effective method of preventing pregnancy is surgical sterilization, which works 91-94% of the time. This method surgically disrupts the

		<p>process of releasing eggs (in females) or delivering sperm (in males) and is usually permanent without another surgery. Other, less effective methods include withdrawal (the removal of the penis from the vagina before ejaculation), cervical caps, diaphragms, sponges (which work to collect sperm before it reaches the egg), spermicides (which work to kill sperm before reaching the egg), the rhythm method (avoiding sex while the woman is ovulating) and condoms (pieces of latex or plastic placed in the vagina or on the penis to collect sperm so it cannot reach the egg). These methods have an effectiveness range of 72-82%. Each method of contraception comes with risks and benefits and should be carefully considered before use.</p>
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Title of Lesson 9: Sexually Transmitted Diseases and Infections (3 pages)

Standards Taught: 7.HI.HD.5, 7.HI.HD.6, 7.HI.HD.6.a, 7.HI.HD.6.b		
Materials:	Preparation:	Implementing the Lesson: <p>Briefly review the previous lessons with your child, reminding them of risks and prevention methods for pregnancy, emphasizing abstinence. Discuss the emotional, physical, mental, financial, and social challenges and remind your child of your family values. Point out that pregnancy, at any time, comes with risks, but that they are more difficult to manage before reaching adulthood and a stable relationship, such as marriage.</p> <p>Then, remind your child that sexual contact with another person carries the risk of becoming infected with a sexually transmitted disease (STD) or infection (STI). These illnesses can vary in symptoms, severity, and time infected and some can affect your health for a lifetime. Like other illnesses, some are treatable, some have symptoms that can be managed, and some can be fatal.</p> <p>Preventing STD/STI's is the best course of action when considering your health. Since STD/STI's can be transmitted through any sexual contact (contact with the genitals of one person with sensitive parts of another person's body – penis, vagina, anus, or mouth) or through contact with bodily fluids, the best way to prevent them is abstinence from sex. With no sexual contact and avoidance of the blood of others, most STD/STI's can be avoided.</p> <p>Other prevention methods include discussing health issues with sexual partners, limiting sexual contact to a single person (e.g. husband/wife), being tested by your doctor for common STD/STI's and asking your partner to do the same, vaccinations against certain STD/STI's (HPV, Hepatitis B), and the use of condoms to prevent physical contact.</p> <p>Review the following common STD/STI's with your child, including symptoms and treatment.</p> <p>Bacterial vaginosis is simply the presence of too much of a certain bacteria in the vagina. While there is a normal balance of bacteria always present, too much can cause women to be more susceptible to other STD/STI's. BV is most often found in women who are sexually active, though few show symptoms. For those who do have symptoms, they may include white or gray discharge from the vagina, pain or itching, fish-like odor, or burning with urination. Your healthcare provider can test and treat for BV, which is especially concerning if you are pregnant.</p> <p>Yeast infections are not considered sexually transmitted, but sex often increases the risk. Though common and relatively mild, yeast infections(a fungal infection) can cause discharge and extreme itchiness in the vaginal area. Most women will have a yeast infection at some point in their lives. Yeast infections are easily treated with over-the-counter medication but should be cared for early to prevent issues with pregnancy, diabetes, or a weakened immune system. A visit with a healthcare provider is recommended for your first yeast infection, testing to confirm an infection, if OTC medications don't work, or your symptoms worsen. You can prevent this infection with proper hygiene, by avoiding scented products</p>

that come in contact with the vagina, hot tubs/baths, excessive antibiotic use, long exposure to wet clothing, and by wearing cotton underwear, which allows for air movement.

Chlamydia is another common, but treatable STD. It can affect both men and women, however, without treatment can cause damage to a woman's reproductive system causing infertility and/or ectopic pregnancy (in which the fetus grows outside of the womb- potentially fatal to baby and mother). Chlamydia can be spread through sex or can be given to a baby by its infected mother. Chlamydia often shows no symptoms and must be diagnosed by a test given by a doctor. However, some women report vaginal discharge and a burning sensation when urinating. Men may have a discharge from the penis, burning when urinating, and pain or swelling in the testicles. Chlamydia is treatable by prescription medication.

Gonorrhea can affect the genitals, rectum, and throat and can be spread between sexual partners or from infected mother to baby if pregnant. It usually shows no symptoms but can present as painful urination, painful bowel movements, and/or discharge in men and women. Women may have bleeding between periods and men may have swollen testicles. Diagnosis and treatment require a visit to your healthcare provider where a urine or swab sample will be taken to confirm infection. Antibiotics are prescribed to treat gonorrhea which can cause reproductive/pregnancy issues and long-term pain for women and a potentially life-threatening blood infection in men.

Hepatitis A, B, and C can be transmitted through contact with bodily fluids, including semen and vaginal discharge and are, therefore, considered STI's. The best way to prevent hepatitis is through vaccination (for A and B) and avoidance of contact with infected persons (for A, B, and C). Hepatitis causes inflammation of the liver through viral infection and can present as abdominal pain, loss of appetite, fatigue, dark urine, pale stools, and/or jaundice (yellowing/orange-colored skin and eyes). Though treatment is available, hepatitis can be a chronic condition and lead to a weakened immune system, liver damage, and/or liver failure, especially if not treated early.

Herpes is another common STD caused by viruses. Oral herpes presents on or around the mouth in the form of cold sores, or blisters. These are easily treated by OTC medications. Genital herpes presents as a sore on or around the vaginal, rectum, or penis. It can be spread through contact with the penis, vagina, or mouth of an infected person or through contact with bodily fluids. Herpes may be present and contagious, even if a sore is not visible. Symptoms include painful sores and/or flu-like symptoms. Herpes is a life-long infection and cannot be cured, though treatment is available to limit outbreaks. Herpes can be spread to other parts of the body and condoms cannot fully protect against infection. It can increase the risk of infection to a baby if an infected woman is pregnant and may lead to miscarriage.

The risk of transmitting HIV (human immunodeficiency virus) or AIDS (acquired immunodeficiency syndrome) increase greatly with an infection of any other STD/STI. HIV is spread through contact with the bodily fluids (blood, semen, vaginal discharge) of an infected person. HIV attacks the cells that build the immune system, leaving the body nearly defenseless against any type of illness. HIV is not curable, though treatment exists to help suppress the amount of virus your body holds, and can lead to AIDS. AIDS is last stage of HIV and consists of a badly damaged immune system. With medication, many people with HIV do not develop AIDS. However, AIDS is fatal because it means your body cannot fight against any type of illness and something as simple as a cold can kill you. HIV can be diagnosed only

through a blood test with your healthcare provider. Though many have no symptoms, HIV may show as flu-like symptoms.

Human Papillomavirus (HPV) is the most common STI in the U.S. It affects those under 30 most often and can cause genital warts and various types of cancers. HPV is spread by an infected person through sex and rarely shows any symptoms. 90% of HPV cases clear up on their own without long-term problems. However, small bumps in the shape of a cauliflower (genital warts), and cancers (cervical, oropharyngeal, cancer of the vulva, vagina, penis, or anus) can occur, often developing years later. Vaccination and safe sex practices are the best way to prevent HPV. Though there is no test to prove HPV infection, routine visits to your healthcare provider can screen for cancers and other STD/STI's to ensure you are healthy. Warts can be treated with prescription medication and treatment for cancer will depend upon the type, severity, and stage.

Syphilis is a curable STI, but can cause serious problems if left untreated. Symptoms can include sores on or around the penis, vagina, anus, rectum, and lips or mouth. Sores are usually firm, but painless and last 3-6 weeks. Without treatment, sore can develop into a rash on the palms of your hands and/or the bottom of your feet. A fever, swollen lymph glands, sore throat, hair loss, headaches, weight loss, muscle aches, and fatigue may accompany this stage. Finally, without treatment, syphilis will show no symptoms but can stay in your body for years, causing damage to major organs and carrying the risk of death. Syphilis can be diagnosed through a blood test or by testing fluid from a sore and is curable with prescription antibiotics. Early treatment is best, as damage caused cannot be reversed by treatment.

Public lice (also known as crabs) are caused by tiny parasitic insects that infect the genital area. They can be spread through sexual activity with an infected person and can be found in the eyebrows and eyelashes as well as in pubic hair. Though more rare, they can also be spread through sharing of clothing, bedsheets, or towels. These lice feed on your blood and cause itching. Treatment includes over-the-counter medication to kill the lice and their eggs. If OTC medications do not work, you are pregnant, or you have infected sores from itching, seek help from a medical provider.

Though this is not a complete list of STD/STI's, it includes some of the most common ones. Remind your child that they can also use other resources to seek out more information or find answer to their questions. Healthcare providers, clinics, trusted adults, and reliable sources (books, websites, etc.) of information can be used to help guide decisions in healthcare. Remind your child of the necessity of using reliable sources to ensure their safety. Point out that common symptoms include: discharge, pain, itchiness, sores, and flu-like symptoms, all of which can be addressed by a trusted adult and/or healthcare provider. Point out that it is better to seek help early on to prevent worsening symptoms or other risks. Finally, remind your child of safe practices to avoid infection such as abstinence, use of condoms, limited sexual partners, and avoidance of contact with infected persons.

*Information for this lesson was found [here](#)

Title of Lesson 10: Healthy vs. Unhealthy Relationships (2 pages)

Standards Taught: 7.HI.HD.8, 7.HI.HD.8.a, 7.HI.HD.8.b, 7.HI.HD.8.c

Materials:	Preparation:	Implementing the Lesson:
		<p>Briefly review the previous lessons with your child, focusing on ways to keep them and those they care about healthy and safe. Point out that you have discussed various ways that growth, development, and new types of relationships can affect physical, emotional, financial, social, and mental health. Point out that, when they were little, they thought that being healthy simply meant not eating too much candy. As they've grown, they've discovered that balanced meals, exercise, regular checkups, and daily decisions factor into their health. As our bodies and minds mature, the choices we make can become more complicated or detailed.</p> <p>Point out that one important choice is who we spend our time with. Part of the growth we experience during adolescence shows in spending more time with friends and romantic interests (crushes, boyfriends, girlfriends) and, often, less time with our family. This is a normal part of growing up and learning how to interact with the world without constant help from our parents. It is during adolescence that we form stronger friendships, begin to date, get first jobs, learn to drive, and prepare for life outside of the home we grew up in.</p> <p>However, like many choices we make, not every friendship or romantic relationship is healthy for our mental, physical, or emotional health. Healthy relationships can give children, teens, and adults the ability to learn and grow, develop self-image, and create connections between ourselves and others. Unhealthy relationships, however, may fulfil a semblance of these things while actually causing harm to our mental, physical, or emotional well-being.</p> <p>Discuss the fact that there are several different types of relationships. These may include our self-relationship (how we see and treat ourselves), intimate relationships (romantic partners with a high level of mutual trust), family relationships (mom, dad, siblings), friends, acquaintances/co-workers (people we interact with often but don't have a deep relationship with), authority (police, teachers, bosses, church leaders), and strangers (people we don't know at all). Ask your child what the differences are between these types of relationships. Would they tell a teacher the same things they would tell their best friend? Why or why not? Would they tell a stranger something they would tell a police officer? Why or why not?</p> <p>Point out that each type of relationship has different levels of trust, different types of connections between the two people involved, and different sets of boundaries. It would be strange to wake up to your teacher in your bedroom one morning, but may be perfectly normal to expect your mom there. Explain that all healthy relationships have boundaries, even the relationship we have with ourselves or our most trusted partners. Boundaries are different for each person and, therefore, different for each relationship. Healthy relationships respect boundaries of both people involved and create an atmosphere of mutual trust.</p>

	<p>Discuss the following characteristics of healthy relationships with your child, giving examples from your own life or theirs as you go. Point out ways in which this makes the relationship better for all involved or helps protect mental, emotional, and/or physical health. Discuss how the absence or opposite of these could cause harm: equality between both partners (vs. one partner in control), honesty between partners (vs. lies and deception), physical safety (vs. physical abuse), respect for each other's opinions, friends, and interests (vs. disrespect), comfort and feeling safe with each other (vs. feeling intimidated or anxious), sexual respectfulness (vs. sexual abuse, coercion, or force), independence with each partner being their own person, have friends and hobbies outside of the relationship, and the right to end the relationship if they wish (vs. dependence – can't live without him/her or threats if the relationship is ended), mutual and respectful humor (vs. hostility and mean comments).</p> <p>Explain that the best way to prevent an unhealthy relationship is to build up your own self-image, avoid serious relationships until you are mature enough, and set and stick to your own personal boundaries. Adolescence is a time when you are forming your own ideas about the world and deciding where you stand on certain issues. Do your homework, think things through, and decide where you stand. Then, don't let anyone force you to violate your own morals. Those in healthy relationships know how to stay no with confidence and clarity. Saying no to the requests or demands of others helps the other person understand clear boundaries. Search for relationships which help both parties. In every relationship consider what you are giving to the other person and what you are gaining. Healthy relationships should be a balance of both. People in healthy relationships are not afraid of what other people think, they are concerned with their own opinion of themselves more than that of others. Ask yourself, will I feel guiltier for crossing my boundary or saying no? Healthy relationships allow time to think about big decisions. Partners allow each other time to calm down, think through, or rest before expecting an answer to something important.</p> <p>Discuss your own experiences with healthy or unhealthy relationships and share personal advice on working towards being someone who creates and maintains healthy relationships. Encourage your child to examine their own relationships and determine whether or not they are healthy, in need of some changes, or should end. Point out that their boundaries and feelings of safety/comfort are big indicators and encourage your child to always trust their gut instinct. It's ok to say no, refuse a friendship or relationship, or end one that is not healthy. Remind your child that they can be both victims and perpetrators of unhealthy relationships but can always seek help if needed.</p>
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Title of Lesson 11: Abuse and Getting Help (2 pages)

Standards Taught: 7.HI.HD.7, 7.HI.HD.9, 7.HI.HD.9.a, 7.HI.HD.9.b, 7.HI.HD.9.d		
Materials:	Preparation:	Implementing the Lesson: <p>Review the previous lesson about healthy vs. unhealthy relationship and ask them to remind you of a few of the characteristics of a healthy relationship and what to do if they find themselves in an unhealthy one. Remind your child of some of the effects an unhealthy relationship may have on their emotional, mental, or physical health.</p> <p>Next, explain that some relationships are so unhealthy they cross the line into abusive. Abusive relationships can cause immediate harm as well as long-term suffering that is extreme and difficult to recover from. Abuse is not limited to any one type of relationship, it can happen in friendships, family relationships, romantic relationships, or even distant relationships with those in positions of authority. Abusive relationships often have good days or good traits. However, they always have a lack of respect for boundaries of one or both people involved, create a feeling of anxiety or fear, and show signs of harm to one or both partners.</p> <p>Discuss the following types of abuse with your child:</p> <p>Harassment is aggressive pressure or intimidation. It is often the first sign of abuse and can be physical, verbal, or emotional. Harassment is often seen as persistent bothering, pressuring, or attempts at convincing someone to agree to something that violates their own boundaries. One partner asking the other out on a date again and again after multiple attempts and rejections is one form of harassment. Inappropriate sexual comments or jokes that make one partner feel uncomfortable, standing over or preventing someone from exiting a room, or pressure from one person to another that is ongoing are all forms of harassment. Victims of harassment often feel responsible for the feelings of the other person and don't want to cause sadness or anger in the harasser. However, victims have the right to feel safe and unbothered by others without regard to the feelings of the harasser. Sometimes, a clear and confident no will end harassment. If it persists, seek help from a trusted adult (parent, teacher, church leader). If harassment is becoming physically harmful or you feel threatened it may be appropriate to contact an authority figure (principal, school board, police officer), request a restraining order, or take other legal measures.</p> <p>Physical abuse is the most easily seen by others. It includes physical harm to one person as a result of the actions of another. It may include hitting, kicking, burning, cutting, or otherwise harming the body. It can also include kidnapping or restraining a person against their will. Victims of physical abuse often feel trapped in the relationship or hope that the abuse will end on its own. Some will rationalize that they deserve to be abused. However, physical abuse can lead to long-term health issues as well as mental and emotional challenges. The victim of physical abuse is not to blame and should seek help as soon as possible by speaking out to trusted adults, contacting the police and filing a report, requesting a restraining order, learning self-defense, and/or contacting the National Abuse Hotline (1-800-799-7233), healthcare workers, or a local community center for help.</p>

Sexual abuse includes forced, coerced, or unwanted sexual encounters. This may include touching, kissing, or sexual intercourse. Often abusers will groom the victim to accept previously unwanted advances and actions, starting with actions that require a lower tolerance (such as touching private areas over the clothing) and advance slowly over time. Often victims are given gifts and told or threatened to keep encounters quiet. At other times, victims may be raped (forced to have sex with) with little warning and often at under the threat of violence. Any touching, kissing, or sexual encounters you are not comfortable with or have refused are abuse and should be reported to a trusted adult, police officer, or healthcare worker. Sexual contact cannot be consented to if one or both partners are below the age of 18 years (some exceptions apply in certain states), are impaired by drugs or alcohol, is disabled, or if one partner is in a position of authority over the other (e.g. teacher and student, church leader and youth, police officer/doctor and teen). Sexual abuse is a traumatic experience that can harm the physical, mental, and emotional health of a victim. Emphasize that the victim is never at fault for unwanted or unlawful sexual harassment or abuse.

Emotional abuse is one of the most difficult types of abuse to recognize. It often takes shape in insults, a lack of respect, isolation, or threats and harmful comments. The abuser uses words, threats, and implied actions to make the victim feel trapped, alone, and unsafe. Emotional abuse often accompanies other types of abuse, though it can be used as the sole tool to control a victim as well. Emotional abuse creates an unequal balance of power in a relationship and often only the abuser is allowed to make decisions, have acceptable ideas, or experience their own feelings. The victim is often made to feel like everything is their own fault and they need the abuser to live life. These types of actions are not acceptable in any relationship. If you find yourself in a relationship where you feel anxious or unsafe, it is appropriate to end the relationship and find help if needed. Explain that getting out of and/or reporting an abusive relationship often saves others from enduring the same abuse from the same person and takes an immense amount of courage.

Finally, discrimination, or the unjust treatment of a person or class of persons based on ethnicity, religion, gender, or age is a type of abuse sometimes found in all types of relationships. Though rare, discrimination can present as unfair or different treatment to people of a certain class or type based on the prejudices of those who are discriminating. Discrimination in places of business, medical centers, government services, and public areas is illegal and can be reported to authorities and pursued through legal action.