



# Middle/High School Education Programs

- ❖ All programs are 45 minutes in length. You may combine 2 for block scheduling and book multiple days if it fits into your schedule. Contact Holly Dolan @ 273-6741 ext. 310 or [holly@lebanonfamilyhealth.org](mailto:holly@lebanonfamilyhealth.org) to book a program.
- ❖ Pennsylvania state standards for health education are in (Green). Program activities are tailored for grade appropriateness and for specific populations as needed and requested.
- ❖ Materials Needed: access to computer/projector (PowerPoint) or an overhead projector.

## **Value Clarification and Sexual Decision Making** (10.1.9A)(10.1.12A)(10.1.9E)(10.2.6D)(10.2.9D)(10.2.12D)

**Goal:** to identify personal goals in order to see how the decision to engage in unprotected sex and have a baby as a teen would harm personal goals.

**Objectives:** by the end of the lesson student will be able to identify (1) personal goals/values, (2) the cost/responsibility of raising a baby (3) and how having a baby would interfere with their goals.

### **Possible Activities:**

- (1) Ticket to Ride: Each student gets 8 tickets of "common values" and needs to exchange with other students in order to collect the tickets they want most. F/U discussion about how a pregnancy or STD would harm their goals/values.
- (2) "Bringing Up Baby": group budget activity to calculate cost of having a baby. F/U discussion linking to above activity.

## **Contraceptive Decision Making** (10.1.9A)(10.1.12A)(10.1.12B)(10.2.9A)(10.2.12A)(10.2.9B)(10.2.12B)

**Goal:** to demonstrate the dynamics of personal and family strain comes with an unplanned teen pregnancy and how access to contraception can reduce the risk.

**Objectives:** by the end of the lesson, students will be able to (1) experience the stress of an unplanned pregnancy and (2) identify options for preventing a pregnancy.

### **Possible Activities:**

- (1) The Loud Circle/Role Play: 1 student will be told they have an unplanned pregnancy while 8 students role play different people in their lives that will pose questions she needs to make decisions about.
- (2) Various contraceptive methods will be identified and demonstrated. F/U discussion linking to above activity.

## **Sexually Transmitted Infections** (10.1.9A)(10.1.12A)(10.1.12B)(10.1.6E)(10.1.9E)(10.1.12E)

**Goal:** To demonstrate the person to person transmission of sexually transmitted infections.

**Objectives:** by the end of the lesson, students will (1) visualize the rate in which diseases are transmitted, (2) identify the difference between viral and bacterial infections, (3) the signs and symptoms of an STI and (4) resources for treating STIs.

### **Possible Activities:**

- (1) STI Index Card Game: Each student gets a secretly marked index card and we go on "dates" with other students in the class. They sign each other's cards. One of the students has an STI and it is demonstrated how they spread it to each other.
- (2) Lecture/photos: defining the difference between a viral and bacterial infection, signs and symptoms and treatment.
- (3) The Crowded Bed: Similar to above but with a story (if time).

## **Abstinence** (10.1.9A)(10.1.12A)(10.1.6E)

**Goal:** To demonstrate the emotional commitment involved in sexual activity.

**Objective:** by the end of the lesson, students will demonstrate the emotional commitment involved in a sexual relationship.

### **Possible Activities:**

- (1) “Your Lifeline”: visual demonstration of the length of time in life when you need to remain abstinent in order to protect your emotional health and the long length of time when you are more emotionally mature and can have a healthy sex life.
- (2) The Proposal: 5 individuals are given paper hearts and have a story read about how they had their hearts broken from prior sexual relationships and how they take this with them into their adult committed relationship (such as a marriage). F/U discussion linking to the above activity.

### **Reproductive Health and Cancer Prevention** (10.1.12B)(10.1.6E)(10.1.9E)(10.1.12E)

**Goal:** To become health literate by identifying the practices and resources one needs to keep reproductive anatomy healthy.

**Objectives:** by the end of the lesson, students will identify (1) the male reproductive health practices such as the testicular self-exam, the PSA test and the vasectomy and (2) the female reproductive health practices such as the breast self-exam, the Pap test, the tubal ligation and what to expect in a gynecological exam and the menstrual cycle.

**Possible Activities:**

- (1) Lecture on the reproductive anatomy/physiology. Animated video demonstration of a gynecological exam.
- (2) Models: demonstration of the testicular and breast self-exam using models. Student participation.

### **Conception, Prenatal Development, labor and delivery** (10.1.6B)(10.1.9B)(10.1.12B)

**Goal:** To identify how and when conception takes place and the stages of fetal development, labor and child birth.

**Objectives:** by the end of the lesson, students will (1) explain the menstrual cycle, (2) the male reproductive physiology, (3) the process of conception, (4) the stages of fetal development, (5) labor and childbirth and (6) identify resources in the community.

**Possible Activities:**

- (1) Lecture/demonstration
- (2) Video

### **Tobacco education and prevention** (10.1.6E) (10.1.9E)(10.1.12E)(10.2.6E)(10.2.9E)(10.2.12E)

**Goal:** To identify the impact of one cigarette and long terms smoking on the lungs.

**Objectives:** by the end of the lesson, students will (1) observe the impact of one cigarette, (2) experience the impact of long terms smoking-emphysema, and (3) identify the cancer causing agents in tobacco

**Possible Activities:**

- (1) The “Smoking Dummy” demo: requires going outside to demonstrate with a cigarette
- (2) The Straw Activity: breathing through a straw to demonstrate emphysema
- (3) Lecture/Photos: cancer causing agents and (4) jellybean tobacco death statistics demo