

7th Grade, Objective 7.03

Objective:

Evaluate the safe and effective use of FDA-approved methods of preventing sexually transmitted diseases.

Materials Needed:

Appendix 1a, b – female and male anatomy
Appendix 2a, b –master female and male anatomy
Cups and dice (enough for each student)
Appendix 3 – Condom Ad Template
Appendix 4 – Rubric for Independent Practice (Condom Ad)
PowerPoint on Condoms
Appendix 5 – Signs for Condom Line-up

Review:

Labeling and basic functions of reproductive anatomy which should have been taught in grade 5, objective 2.03: Summarize the functions of the male and female reproductive systems.

Distribute Appendix 1 a,b.

Before we begin today's lesson, I want to make certain you recall the male and female reproductive structures and their basic functions. There is a word bank for you to use. Take a few minutes to label the parts and answer the questions about primary functions.

Post Appendix 2 a,b (Master) on a transparency or convert to a PowerPoint slide. Make certain each student has correct responses. Address the function questions. The correct answers follow:

Female

1. FALLOPIAN TUBES: path the egg follows after it has been released from the ovary; primary site of fertilization
2. OVARIES: (2) release an egg (or ovum), usually monthly; produce hormones
3. UTERUS: location of implantation and growth of a fertilized egg. Provides nourishment for a growing baby. During menstruation, lining sloughs off.
4. CERVIX: allows for menstruation from the uterine wall; dilates for childbirth
5. VAGINA: vaginal intercourse, menstrual flow and childbirth

Male

1. VAS DEFERENS: passage way for sperm and semen during ejaculation
2. EPIDIDYMIS: storage chamber for sperm
3. PROSTATE GLAND: produces some of the fluids that make up semen
4. SEMINAL VESICLES: provide energy to sperm and help make up semen
5. URETHRA: passage for semen during reproduction (ejaculation); also passage for urine
6. TESTICLES: produce sperm for reproduction; produce hormones

Focus:

Dice Game (adapted from Ms. Deborah L. Tackmann, Health Educator in Eau Claire, Wisconsin)

Purpose: To increase student awareness regarding risk taking through a simulation activity, which demonstrates how easy it is to cause a pregnancy or acquire an STD if one chooses to be sexually active and not use a reliable form of contraception. The second part of this activity is to process the positive and negative effects that peer pressure can have on decision-making.

I want to play a game before we begin our lesson. Here are your instructions:

1. Each student will receive a plastic cup with one die inside it (or you can have them work in groups of 3-4 and share dice and cups).
2. Each student should roll the die six times and record what number they rolled in the order that they rolled them on their piece of paper.

Let's look at the six numbers you rolled and pretend that each time you rolled the dice, you were having sexual intercourse. Ask students to revisit the six numbers that they rolled. Every time a person has unprotected sex, they have 1:6 chance of a pregnancy.

If you rolled a six at least once are asked to stand.

If you rolled a six, you represent a teenager who just got pregnant or just got a girl pregnant. If you are standing, how do you feel about just becoming a teen parent? If you rolled a six the first time, how do you feel about getting pregnant the first time? Can this happen? Did anyone roll more than one six? How do you feel about that?

Additionally, every time a person has unprotected sex they have a greater chance of contracting an STD. If you rolled a 5, this represents contracting an STD, some have no cure and can be fatal. If you rolled a five at least once, please stand. How do you feel about contracting an STD? If a person rolled more than one five, is it possible to contract an STD from partner one and pass it to partner two and then get another STD from partner three?

Did anyone not roll a five or six? If so, would you take a chance and roll again? Why or why not? So, based on this activity, what are some of the possible outcomes of unprotected sexual intercourse?

Statement of Objectives:

We have been discussing the consequences of sexually transmitted diseases. Today we will discuss and evaluate the effectiveness of different FDA-approved methods of prevention, specifically latex condoms. By the end of the lesson, you will have gained the knowledge to help you make more informed decisions about preventing STDs.

Teacher Input:

Show the PowerPoint on condoms and correct use.

The PowerPoint presentation covers these topics:

- Quick review of STD/STIs
- Discuss ways to reduce risks for STDs
- Examine how condoms can reduce risks for STDs
- Discuss what increases and decreases condoms effectiveness

Guided Practice:

Condom Line up (sequence steps of condom use). Using the steps below (1 – 11), print onto 8 and 1/2 x 11 sheets of colored paper (without the number). Correct sequence and set up are included on PPT, slides 9 & 10.

Eleven volunteers are needed. Distribute one card to each volunteer. Directions include:

- As a group, discuss the appropriate steps to use a condom.
- Line up in order, from first step to last.
- Read aloud what is on your card.
- *Does the remainder of the class agree that this is a correct way to use a condom?*
 - *What are some common errors that occur with condom use?*
Possible responses: not leaving room in the tip, using an oil-based lubricant, poor storage, tearing condom when opening package, not using a new condom with each act of intercourse
 - *What other steps might one take to increase the effectiveness rate of a condom?*
Possible responses: use a water-based lubricant, check condom to make sure it is still in place, remove condom before loss of erection

Correct Order:

1. Discuss safer sex
2. Agree to have sex
3. Choose and buy latex condoms
4. Store in a cool, dry place
5. Carefully remove condom from package, after checking expiration date
6. Press air out of tip and hold the tip before placing on penis
7. Unroll condom onto erect penis before ANY sexual contact
8. Have intercourse
9. Hold onto the rim of the condom and withdraw the penis
10. Carefully remove condom and throw it away
11. Wash up*

*For males before and after; for females, after.

Independent Practice:

Instructions included on PowerPoint, slide 11.

Now that you have learned about condom effectiveness, let's create an advertisement for condoms that will encourage someone who is thinking about sexually activity to engage in safer sex. Using the template for your ads (Appendix 3) or creating your own, I would like you to include the following elements:

- *A creative and appropriate name for your condom with two adjectives*
- *Explain what a condom is*
- *Three considerations for condom use (example, should be latex)*
- *Include a “Don’t” for condom use (example, store in wallet)*
- *Include color and visuals for appeal.*

Share the attached Rubric for scoring (Appendix 4). You can also create a sample ad for students to see.

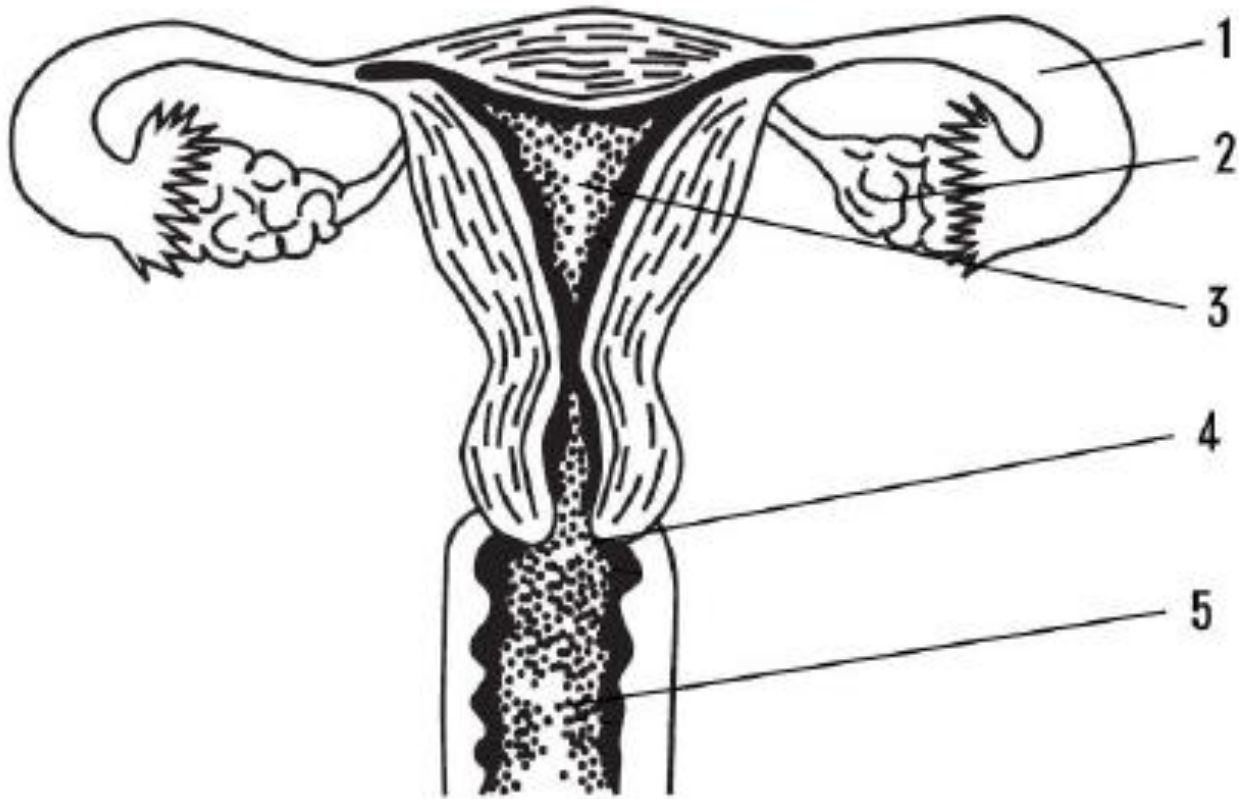
Closure:

Today we learned about the safe and effective use of FDA-approved methods of preventing sexually transmitted diseases. You should be able to use this information to make informed decisions about preventing transmission of STDs to yourself and others.

Female Reproductive Organs

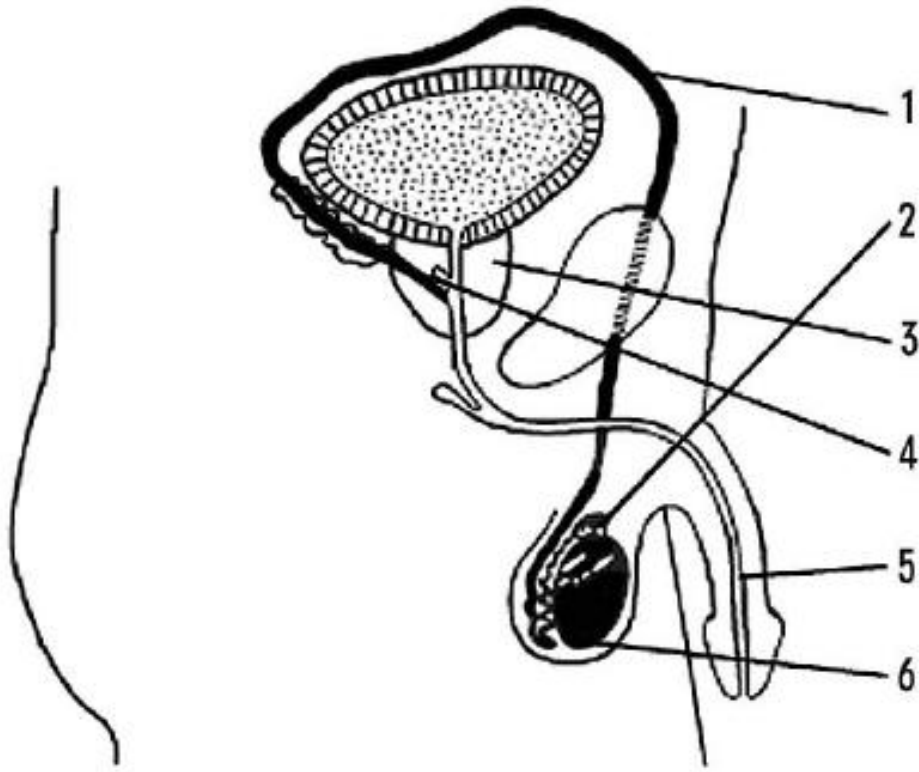
Word Bank: cervix, ovaries, uterus, Fallopian tubes, vagina

Label each of the structures and provide a brief explanation of what each one does.



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

Male Reproductive Organs



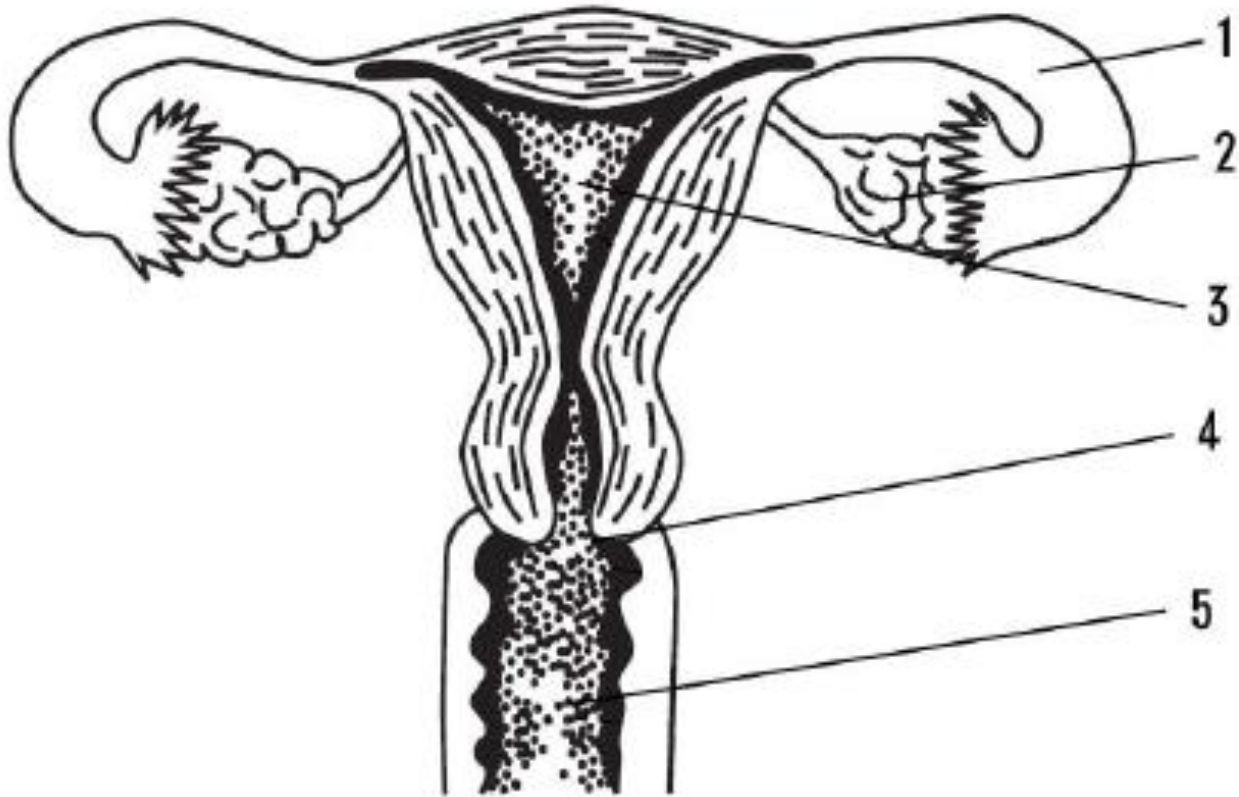
Word bank: testicles, urethra, vas deferens, epididymis, prostate gland, seminal vesicles

Label each of the structures and provide a brief explanation of what each one does.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Female Reproductive Organs (MASTER)

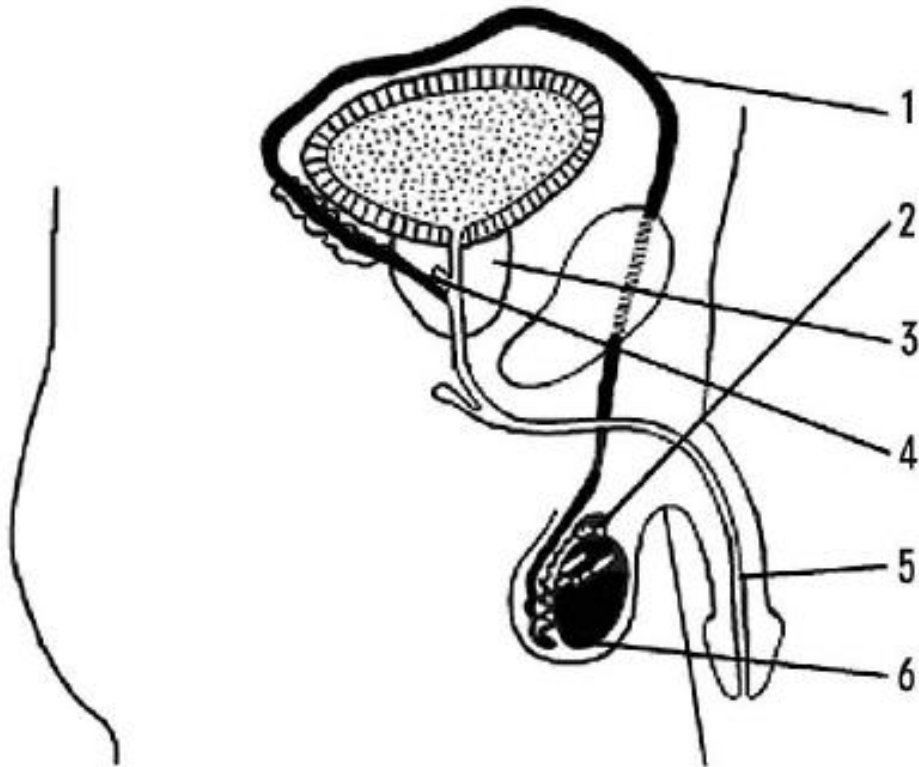
Word Bank: cervix, ovaries, uterus, Fallopian tubes, vagina



Label each of the structures and provide a brief explanation of what each one does.

1. FALLOPIAN TUBES
2. OVARIES
3. UTERUS
4. CERVIX
5. VAGINA

Male Reproductive Organs (MASTER)

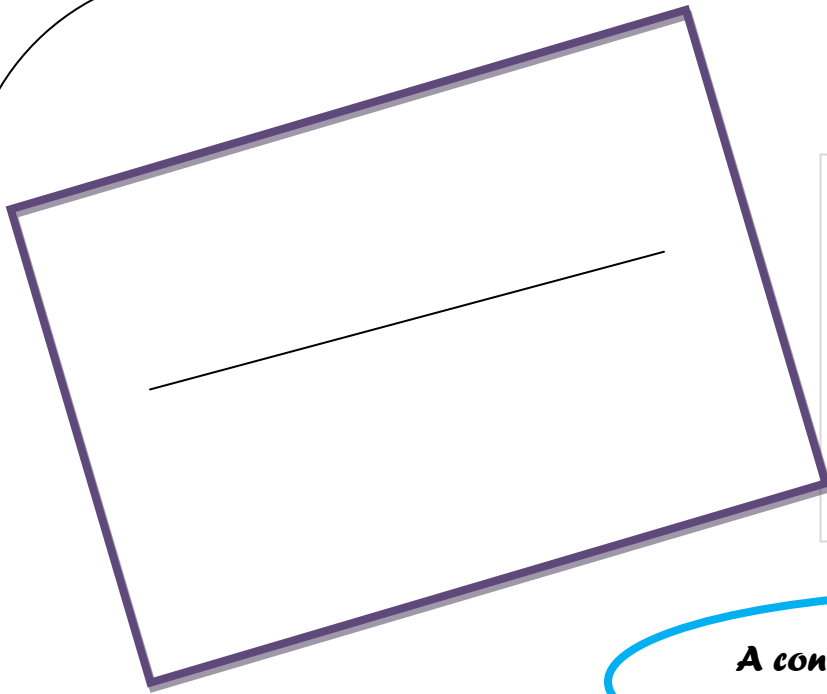


Word bank: testicles, urethra, vas deferens, epididymis, prostate gland, seminal vesicles

Label each of the structures and provide a brief explanation of what each one does.

1. VAS DEFERENS
2. EPIDIDYMIS
3. PROSTATE GLAND
4. SEMINAL VESICLES
5. URETHRA
6. TESTICLES

Condom Ad Template



Graphics here

A condom is

When using a condom, DON'T...

Graphics here



Making a Poster: Condom Advertisement

Student Name: _____

CATEGORY	3	2	1	Comments
Product Name	Condom name is creative and appropriate and 2 adjectives are used.	Condom name is creative and appropriate and 1 adjectives are used.	Condom name is not creative and appropriate and/or 1 adjective is used (or no adjectives are used).	
Content - Accuracy	Three considerations for condom use are included and accurate.	Two considerations for condom use are included and accurate.	One consideration for condom use is included and/or information is inaccurate.	
Content - Accuracy	A condom "Don't" is included and explained.	A condom "Don't" is included and not explained.	A condom "Don't" is not included or inaccurate.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	

Discuss safer sex

**Agree to
have sex**

**Choose and
buy latex
condoms**

**Press air out of
tip; hold the tip
before placing
on penis**

**Unroll condom
onto erect penis
before ANY
sexual contact**

**Have
intercourse**

**Hold onto the
rim of condom
and withdraw
the penis**

**Carefully
remove condom
and throw it
away**

Wash

up *