HUMAN GROWTH AND DEVELOPMENT UNIT

Females – Grade 5







Classroom Expectations:

- We will act in an appropriate and respectful manner, no name-calling, and use appropriate language at all times.
- Personal stories will not be shared. Please place all questions in the question box if you need further information. Remember what is shared may need to be discussed with counselors or parents.
- Be kind to yourself and others, that includes our growing, changing bodies, and remember to practice building self-esteem/respect daily.

EXPECTED LEARNING OUTCOMES

The standards can be addressed through many elements of this unit. Language Arts, Math, and Science Standards may also be reflected.

Directions: Using 5 small groups, provide one of the Learning Targets below to each group. Allow them to brainstorm to see what they already know and record their knowledge. They will revisit and revise their knowledge at the end of the unit after learning the critical content. Monitor and honor appropriate and meaningful responses.

By the end of this unit, the student can:

1. Explain the characteristics of valid health information, products and services.
2. Explain when help is needed in making health-related decisions, including who to ask and why it is important to ask.
3. Explain how behavior affects personal health. Identify examples from this unit.
4. Explain how human body parts and body systems function specific to growth and development.
5. Explain how to avoid or reduce health risks and be responsible for health behaviors. Identify examples from this unit.

Module 1

Life Skills Reviewed, Endocrine System, Puberty, Anatomy Structures and Functions

LEARNING TARGET BREAKOUT ACTIVITY

When/Who/Why Should You Seek Help in Making Health-related Decisions?	How Might Your Behaviors Affect Your Personal Health?	What Actions Can Help You Avoid Health Risks?
How Can You Access Valid and Reliable Information?	How Might Your Health Behaviors Impact Your HGD?	

When should you seek help in making a health-related decision?

Who can you ask for help?

Why should you ask?



WORD SORT

ACTIVITY

Endocrine System

Directions: On the next slide, you will see a list of words from the Endocrine System.

- Sort the words on the next slide under each category: Unknown, Known, Familiar

Endocrine System

Word Sort

Known	Unknown	Familiar

Estrogen	Gland	Pituitary Gland	Hormones
Ovaries	Human Growth Hormone	Testes	

HOW DOES THE BODY WORK?

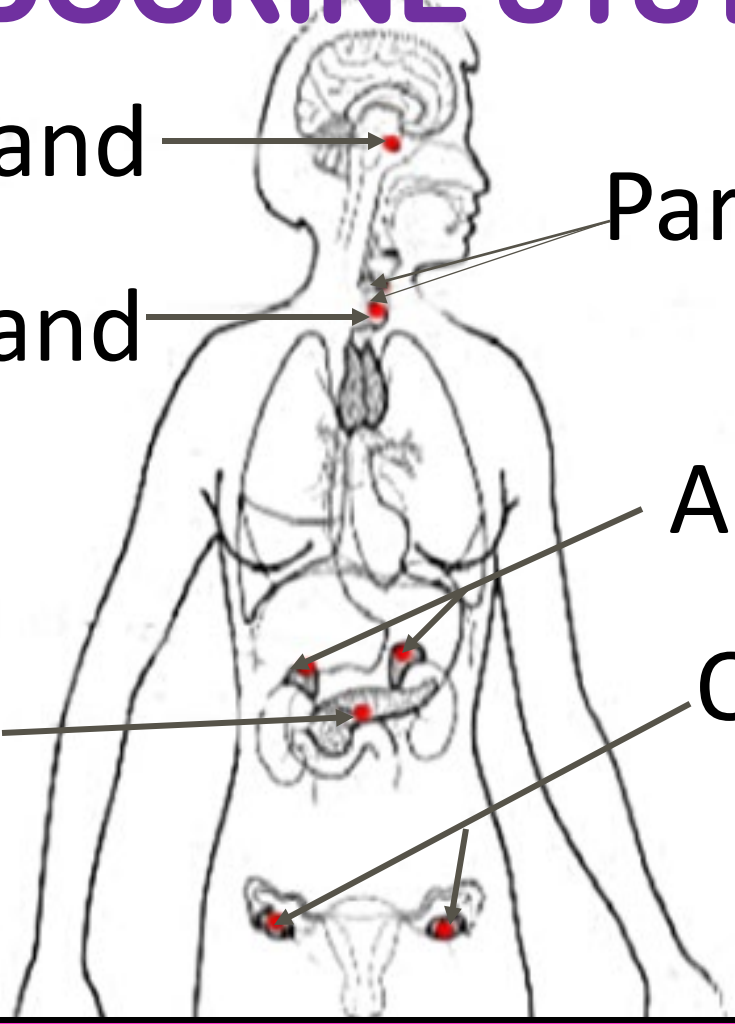
INVESTIGATE The Endocrine System:



Choose your level to build foundation or demonstrate mastery:

- Video on Endocrine System (5:46)

ENDOCRINE SYSTEM



Checking for Understanding Activity –

For example: Which gland produces eggs?

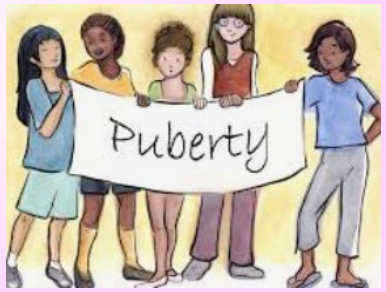
1) Which of the structures creates insulin?
2) Which gland is also part of the reproductive system?

Endocrine System Health Vocabulary

- **Gland:**
  - An organ that releases chemicals into the body is a gland.
- **Pituitary Gland:**
  - A very important gland. Also called the "master gland" since it controls so many body functions.
- **Hormones:**
  - Hormones are chemicals that start, change, or stop certain body processes.
- **Human Growth Hormone (HGH):**
  - A hormone made by the pituitary gland necessary for normal growth.
- **Ovaries (*singular is Ovary*):**
  - Female sex glands. The ovaries produce estrogen and ova, also referred to as eggs or ovum. One egg is released each month.
- ***Testes:***
  - *Male sex glands, responsible for the development of the primary and secondary sex characteristics.*
- **Estrogen:**
  - A hormone that produces secondary sex characteristics and influences the menstrual cycle.

What is Puberty?

- ♀ Puberty is the time when a young person's body begins maturing and changing to become more like an adult.
- ♀ At puberty, many changes begin.
- ♀ Puberty usually begins two years earlier for girls than for boys.
- ♀ For most girls, puberty begins between the ages of ten and twelve.
- ♀ It may, however, begin as early as age eight or as late as age seventeen.
- ♀ The changes may take place over several years.
- ♀ When these changes are complete, the person is physically mature.



Other Changes in Puberty

Environment and Growth

- Growth does not depend only on hormones. How people grow also depends on their lifestyle, or how they live.
- People need good food, rest, and exercise to be healthy.
- During puberty, your need for nutrition-rich food and rest increases.
- Because your body is changing so rapidly, it uses more energy than it ever has before.
- In order to be as strong and healthy as you can, you must eat healthful foods and get plenty of sleep.
- Choosing a healthful lifestyle is part of becoming a responsible person.







Student Practice Activity - Predict how lifestyle and health behaviors might affect puberty. Refer to pictures to help guide your thinking

Female Secondary Sex Characteristics

- Increase in height
- Voice becomes softer and fuller
- Growth of thicker and darker hair on the legs
- Growth of hair around the pubic area
- Growth in hair under the arms
- Increase in perspiration
- Hips become wider and rounder
- Increase in breast size
- Increase in size of the reproductive organs
- Onset of menstrual periods





WORD SORT

ACTIVITY

Reproductive System

Directions: On the next slide, you will see a list of words from the Reproductive System.

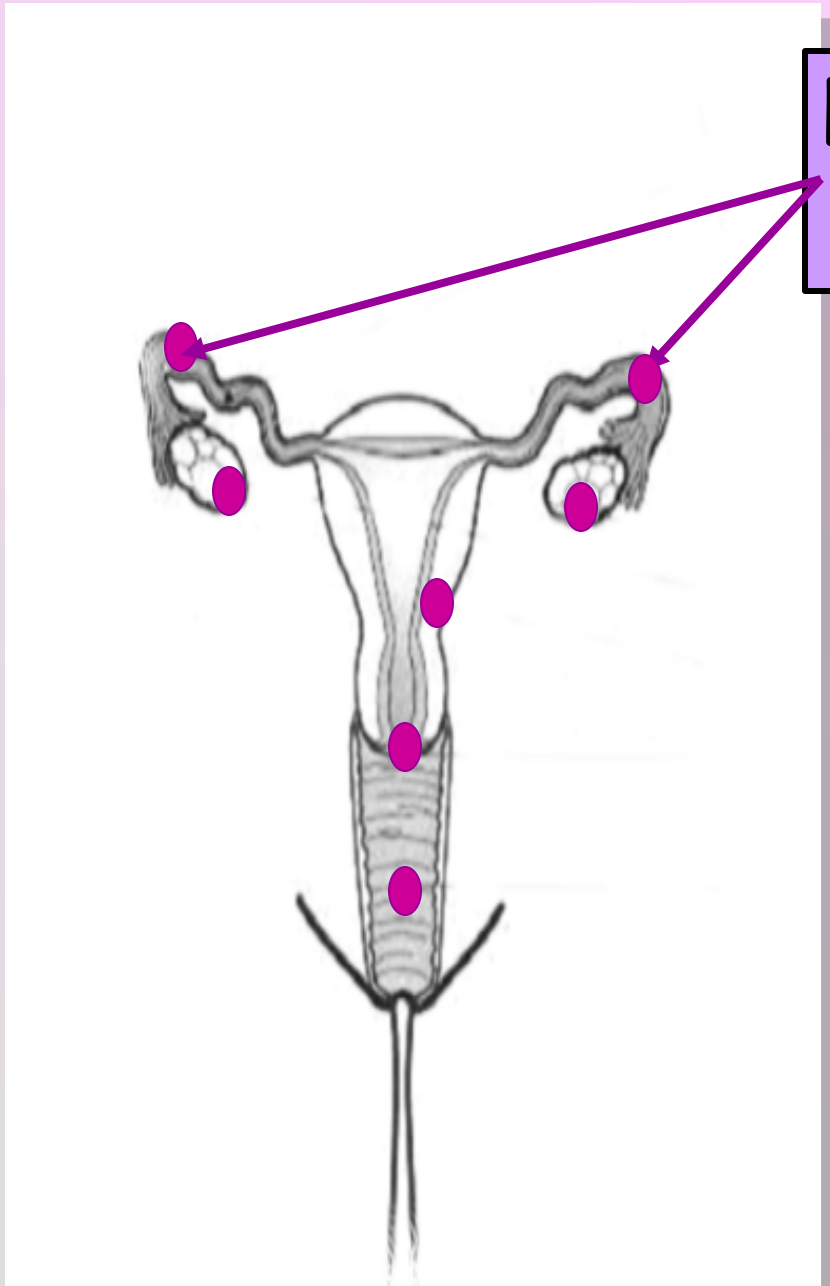
- Sort the words on the next slide under each category: Unknown, Known, Familiar

Reproductive System

Word Sort

Known	Unknown	Familiar

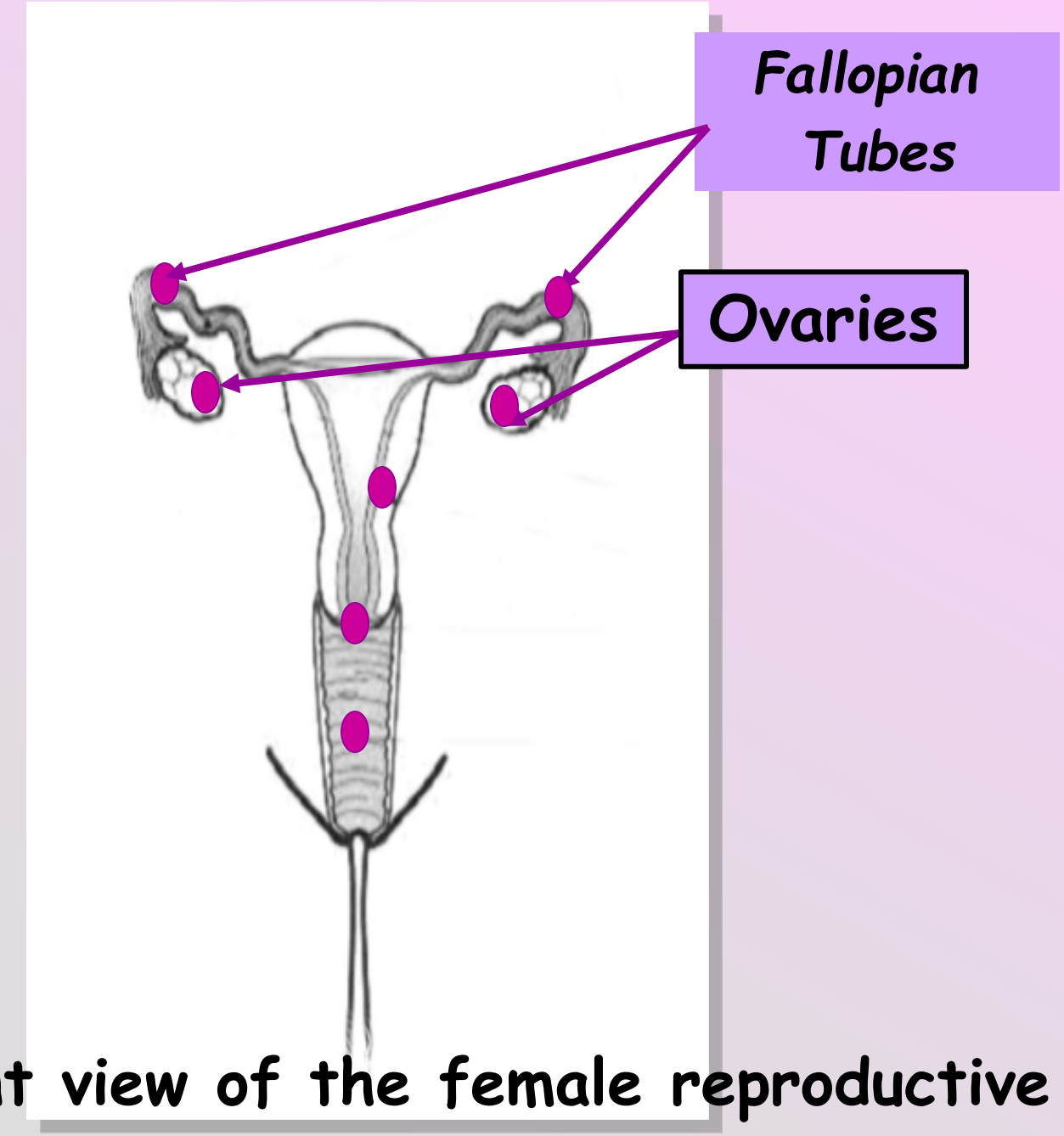
Ovaries	Fallopian Tubes	Uterus	Cervix	Vagina



A front view of the female reproductive system

FALLOPIAN TUBES:

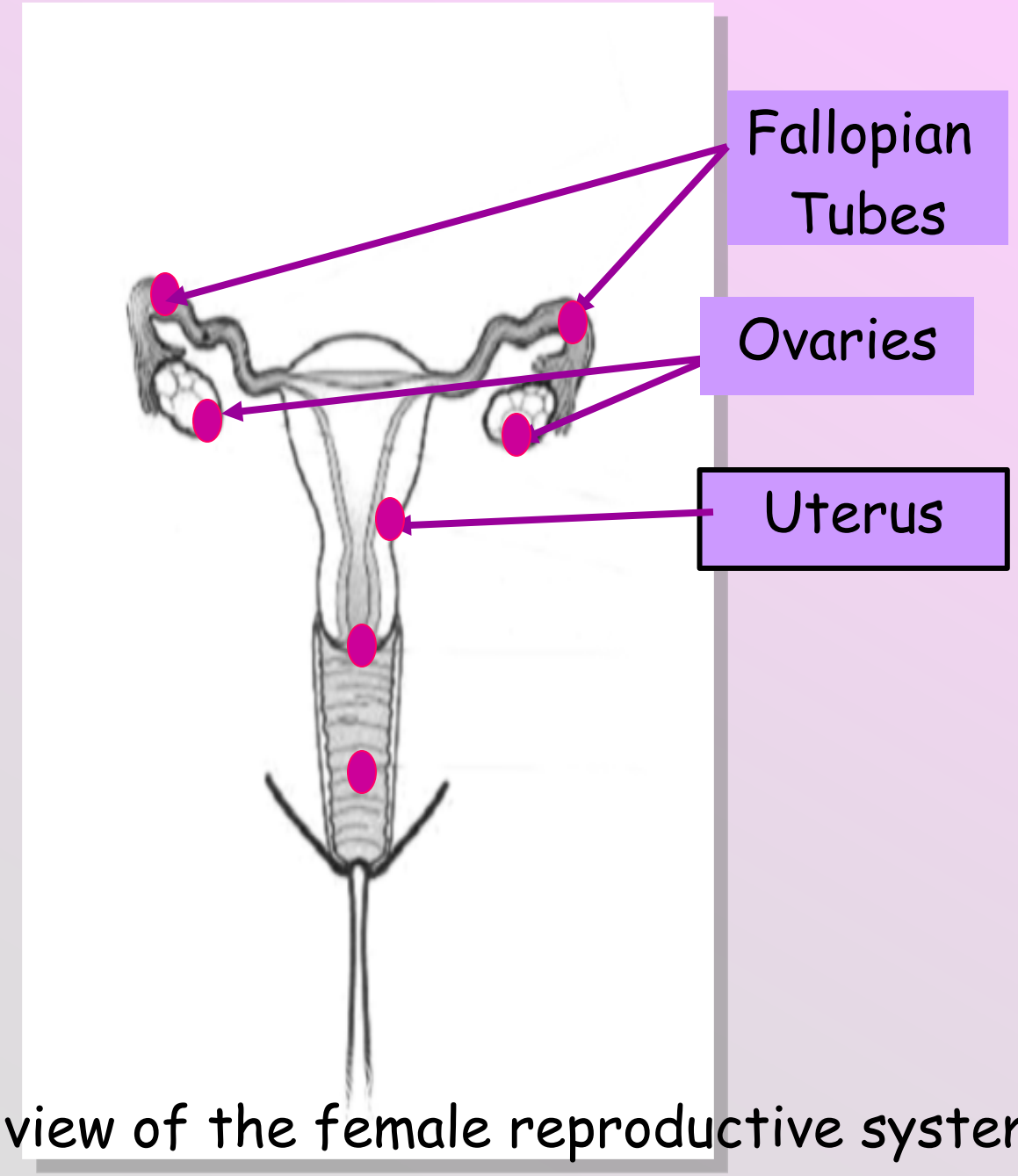
- Four-inch-long tubes through which ova moves to the uterus
- A female has two Fallopian tubes- one near each ovary



A front view of the female reproductive system

OVARIES:

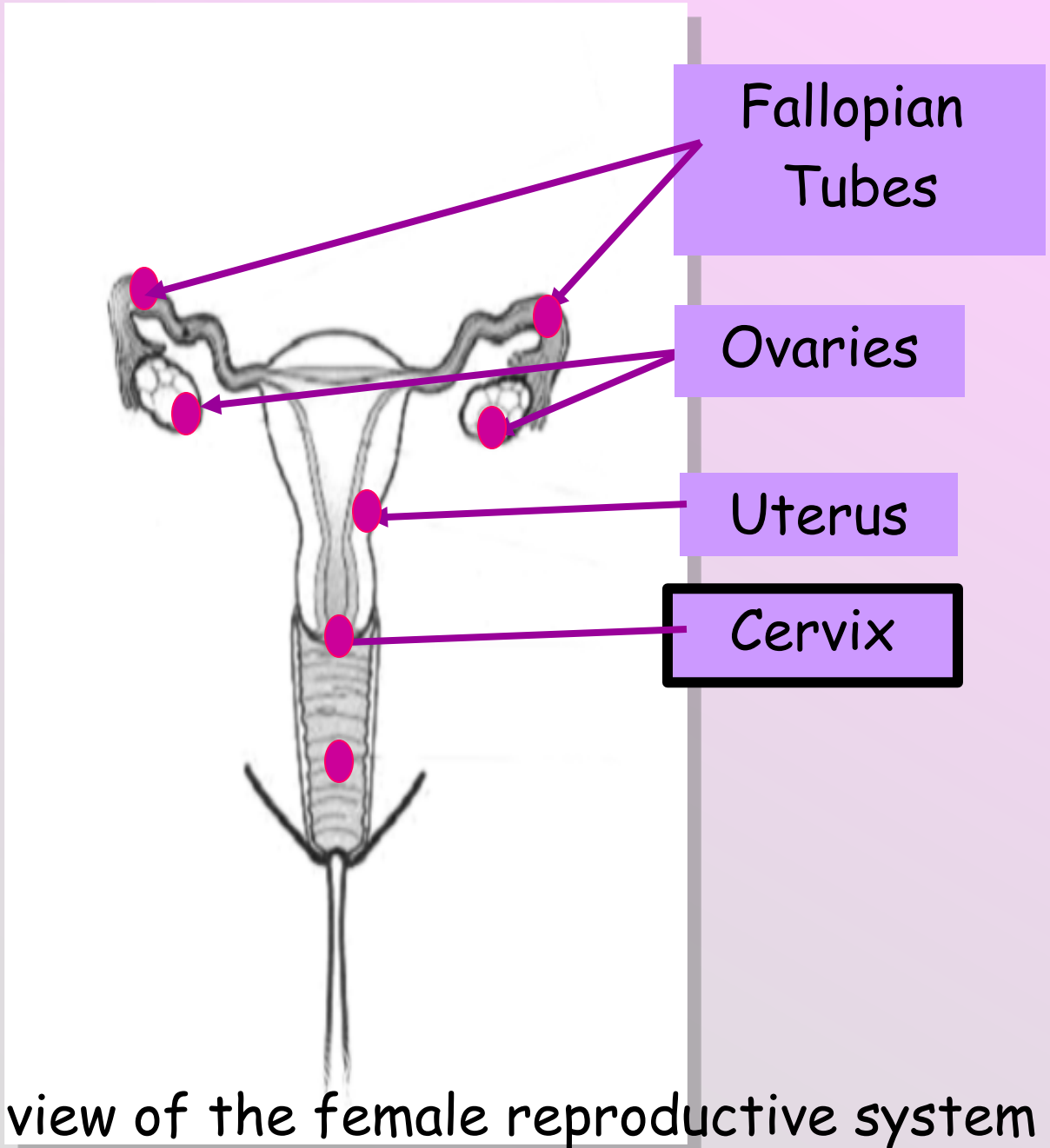
- A gland that produces estrogen and ova
- Ova are female reproductive cells
- Ova also are called eggs
- An ovum is one egg



A front view of the female reproductive system

UTERUS:

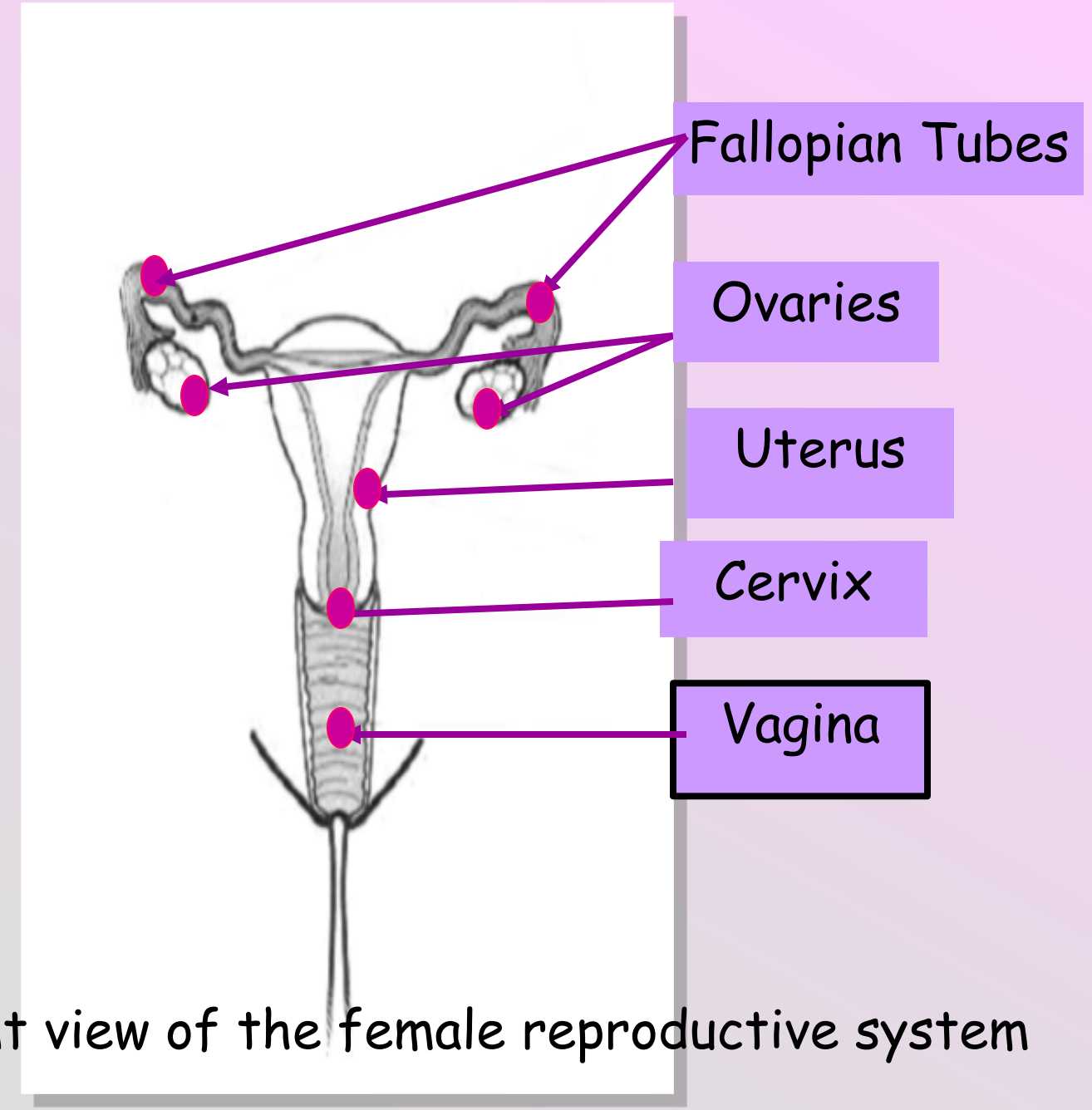
- An organ that supports a fertilized ovum during pregnancy
- The uterus is muscular and stretches when a baby is growing inside
- Uterine wall/lining is shed during menstruation
- Also referred to as a womb



A front view of the female reproductive system

CERVIX:

- The lower part of the uterus that connects to the vagina
- During childbirth, the cervix dilates, allowing the baby to pass from the uterus through to the vagina
- Involved in menstruation process



A front view of the female reproductive system

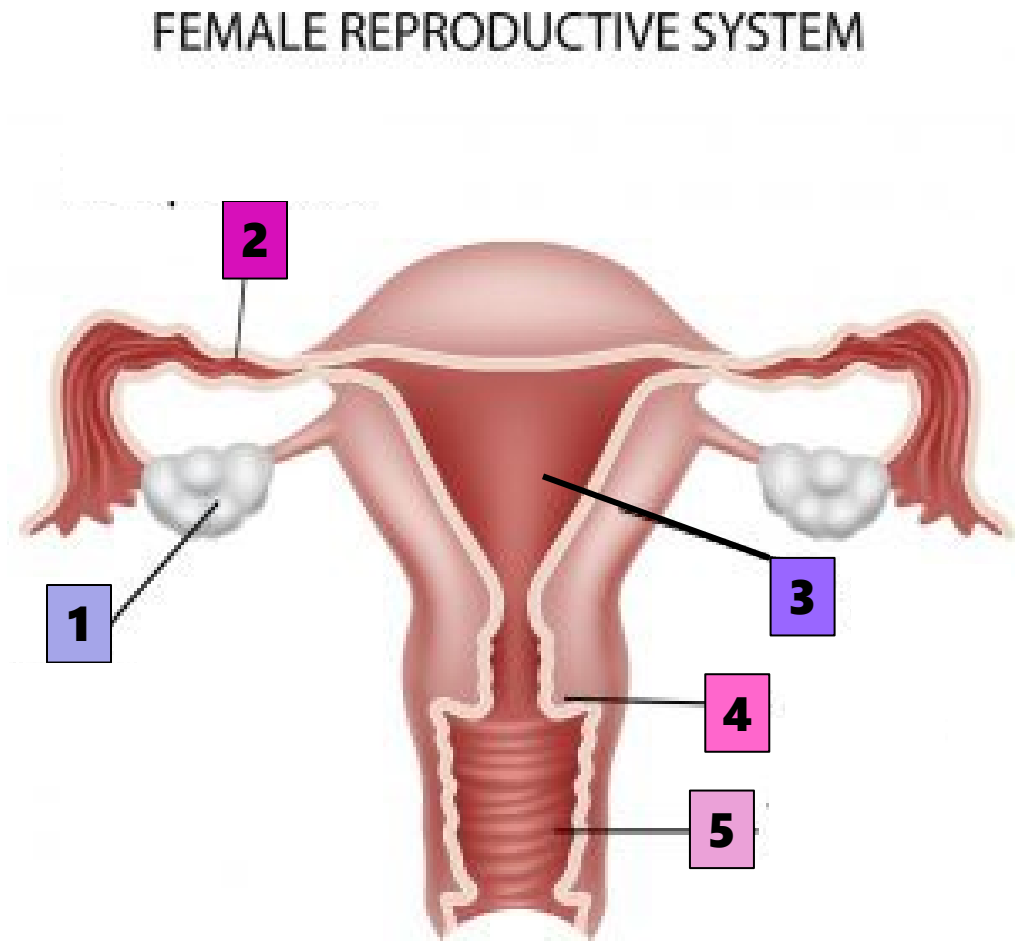
VAGINA:

- A tube that connects the uterus to the outside of the body
- The vagina is very muscular and stretches when a mother gives birth
- Passageway for blood during menstruation

Female Reproductive Anatomy Vocabulary

- **Ovaries -** Female Sex Glands/Organs - where eggs containing your DNA are stored and released.
- **Fallopian Tubes -** The structure that allows egg(s) to travel from the ovaries to the uterus.
- **Uterus -** The organ that houses a fertilized egg/fetus/baby during pregnancy.
- **Cervix -** The lower part of the uterus that allows the flow of menstrual blood and passage of a baby during labor.
- **Vagina-** A muscular structure that allows menstrual blood to leave the body and allows the baby to pass through during delivery.





Review Activity:

In your group, discuss each question. The teacher will read each question, and every student covers their eyes with their non-dominant hand and holds up the number of fingers they believe represents the correct answer.

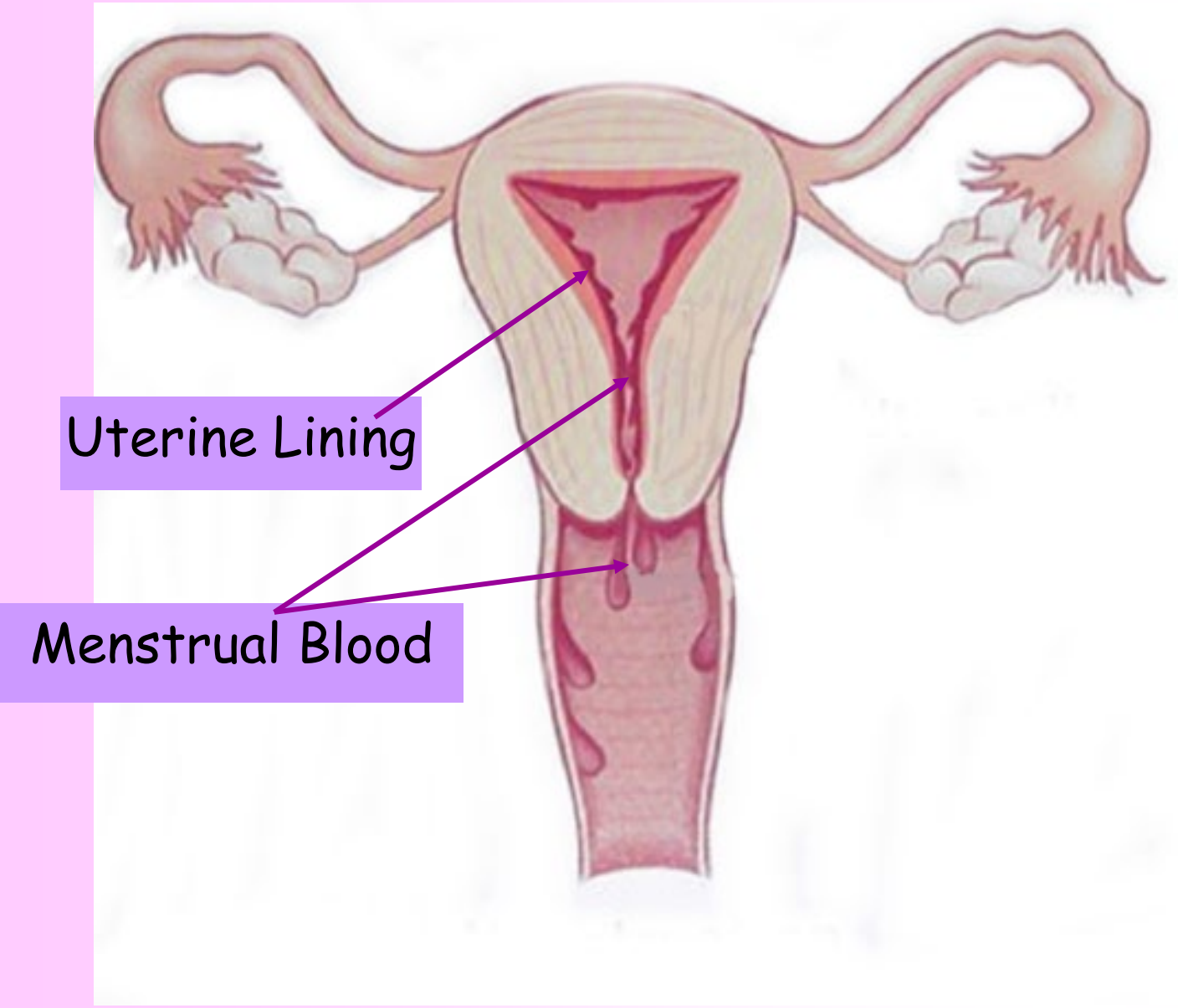
Checking for Understanding:

A. Which structure allows a baby to grow and develop inside a women's body?

B. Which structure could help keep bacteria from entering the uterus?

C. Which structure created the eggs or ova you were born with?

Menstruation



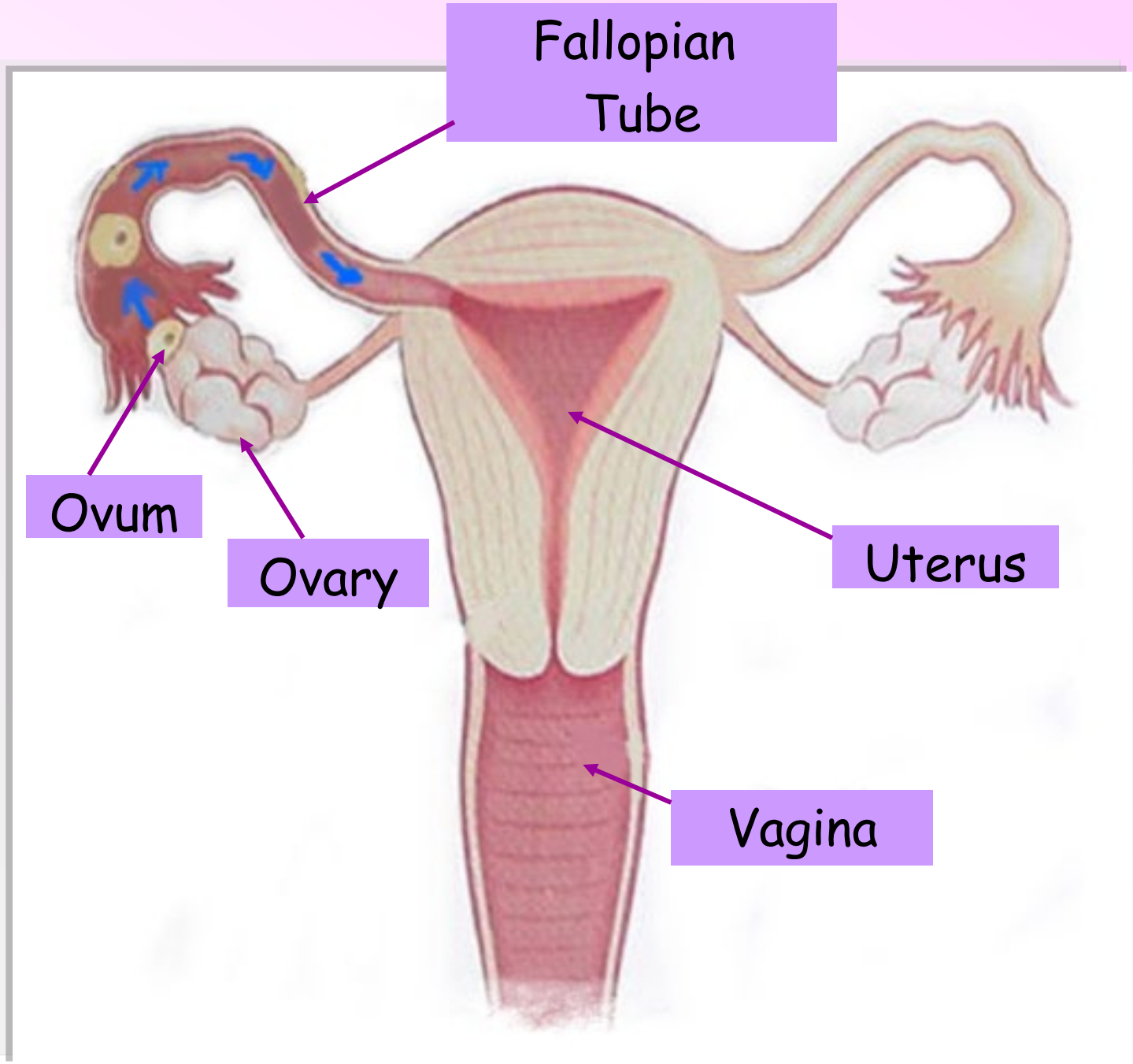
- Menstruation is also referred to as a "period".
- Blood is released from the vagina for an average of 3-7 days.
- A period flow may be light to heavy.
- Each menstrual cycle lasts about 28 days.





The Menstrual Cycle is a series of changes or 4 phases in the female body that includes: maturation of ovum/egg, release of an egg (ovulation), uterine lining preparation, and menstruation (shedding of lining).

Menstruation is when blood from the uterine lining is shed from contractions in the uterine walls (commonly referred to as cramps) and exits through the vagina typically occurs for 3-7 days and can be light to heavy flow, however all bodies are different.

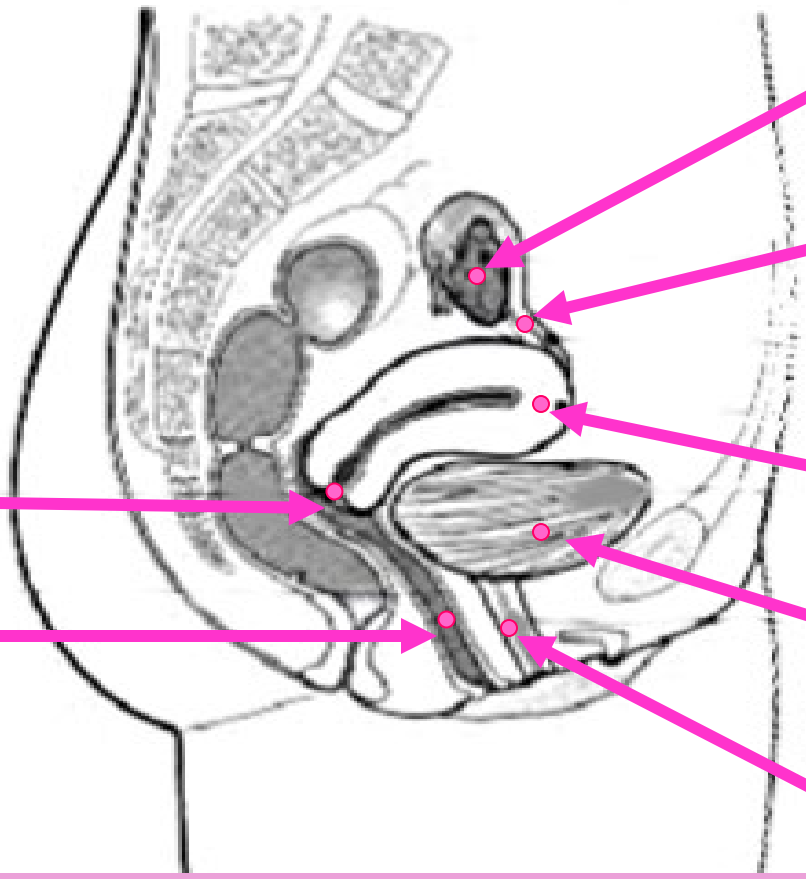


Ovulation

- Each month a mature egg is released from one ovary.
- The egg (ovum) travels down the Fallopian Tube.
- If sperm is present, fertilization may occur.
- If the ovum (egg) is not fertilized, the nutrient-rich lining breaks away from the uterus and menstruation occurs.

Ovulation Process

A side view of the female reproductive system



(1)Cervix

(2)Vagina

(3)Ovary

(4) Fallopian Tube

(5) Uterus

Bladder

Urethra

Synthesize Process Check for Understanding - use the 5 structures in order to track the process from the point an egg is released (beginning) all the way through menstruation (end of process).

Use numbers 1-5 to track the order.

Products for Menstruation

Pads



- A pad is a soft piece of material worn outside the body, attached to underwear to absorb menstrual blood.
- Pads often have "wings" to help with leaks.
- Should be changed when saturated to avoid leaks.

Panty Liners



- A panty liner is a piece of material that thinly lines underpants to keep them from being soiled. Can also provide backup for a tampon or precautionary support a day before typical menstruation period.
- Should be changed as needed to avoid leaks.

Tampons



- A tampon is a piece of absorbent cotton material that is put inside the vagina to absorb menstrual blood.
- They come with or without an applicator.
- Should be changed often; at least once every 4-8 hours.
- Be sure to select the correct absorbency level to reduce health risks.

Toxic Shock Syndrome (TSS)

What is it?

- Toxic Shock Syndrome (TSS) is a severe illness caused by toxins from growing Staphylococcus bacteria inside the vagina.

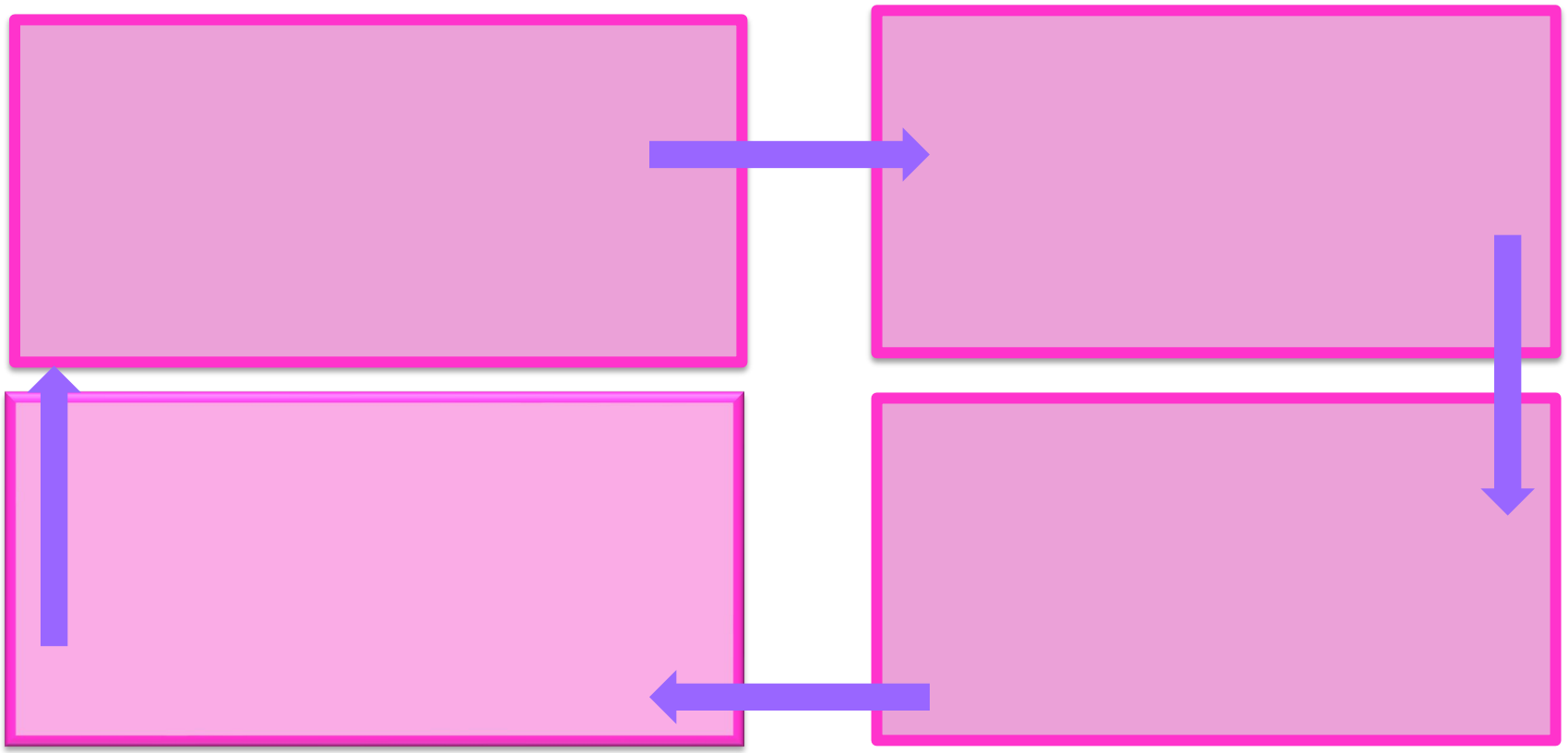
How might one help prevent it?

- Change your tampon every 4-8 hours.
- Select/use correct tampon absorbency for your needs.
- Monitor your body – make adjustments based on activity levels and hygiene access.
- Read safety and instructional materials included with the tampon packaging.

How might I recognize I could potentially have TSS?

- Symptoms of TSS are fever, vomiting, diarrhea, fainting, and a skin rash. Tell your parents right away if you have symptoms and have them call a doctor.

Student Summary Activity - Summarize the Menstrual Cycle in 4 stages. Use appropriate terminology in identifying key elements.



Fertilization

Occurs when one sperm CELL joins with one egg to make a single cell.

First process of Reproduction.

Ovum



Sperm



Our Bodies are AMAZING!



Think of 3 things that you might be concerned or worried about related to your growth and development. This is a private list.

Now let's make some affirmations to help us work through those feelings.

Examples:

I am worried that I will get my period in the middle of class, and everyone will see

AFFIRMATION: I will listen and look for signs in my body, and I will be fine!

*By tuning into how your body feels and the changes occurring, you will become more aware of unique signs like extra fatigue or extreme moodiness or emotions, etc. that might otherwise be overlooked. Tuning in can help you be more prepared a day or two before menstruation and help relieve that stressor.

I am worried that I am behind in development

AFFIRMATION: I am grateful for a healthy body and will love and grow this body with proper sleep, nutrition, and exercise!

*By changing our attitude to gratitude and purpose, we can be thankful for what is most important - our health. This gives perspective to what can help us stay healthy and grow - proper sleep, exercise and nutrition.

Create 1 Strong AFFIRMATION and say it 5x now and every day

BE BRAVE



- Being brave is putting your health first.
- Being brave is not holding your feelings and emotions inside until you are hurting.
- Being brave is using kind and encouraging words for yourself and others.
- Puberty is challenging. Be brave, ask questions, and ask for help when needed.
- It's okay to not feel okay today, but tomorrow be brave and tell someone you trust how you are feeling.

<u>Connection Activity</u>: Listen/Watch up to 1:20 and think of one nice thing you can say to yourself today. Repeat that AFFIRMATION 5x now and every day

Module 2

HIV and Aids

HIV/AIDS

Learning Targets:

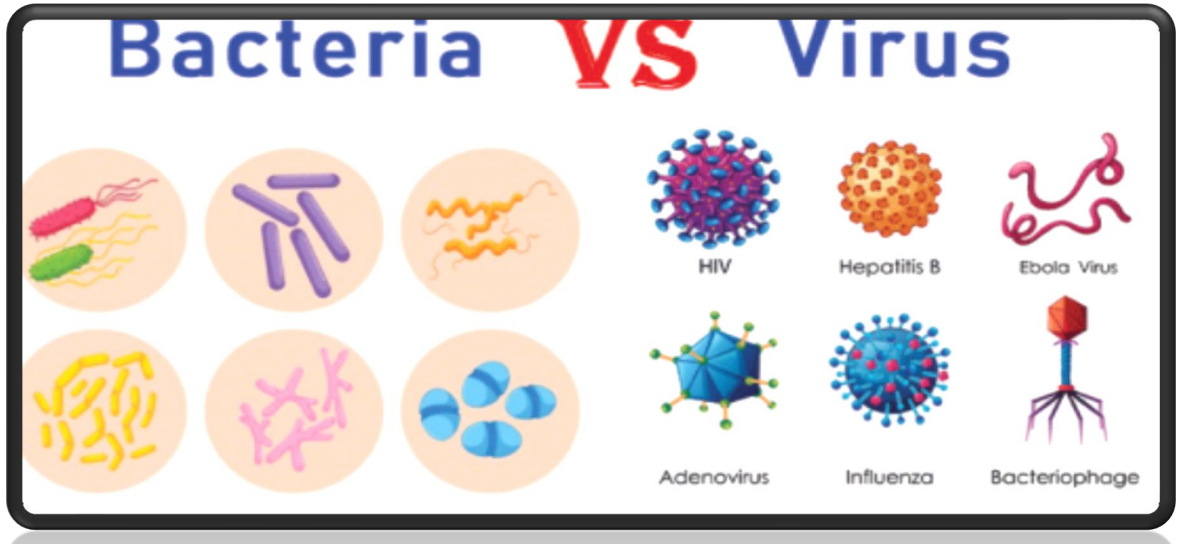
- ❑ Describe the difference between HIV and AIDS
- ❑ Describe the effects of HIV on the immune system
- ❑ Identify the four (4) major ways HIV is transmitted
- ❑ Recognize ways the virus is not transmitted
- ❑ Build awareness of the difficulties and reduce the stigma associated with living with HIV

Activating Prior Knowledge – Complete blue column now

What I think I already know about HIV?	What I know after learning more about HIV/AIDS?	What I think I need more information on to better understand HIV/AIDS?

Summarize the 4 ways one may contract or prevent HIV infection:

-
-
-
-



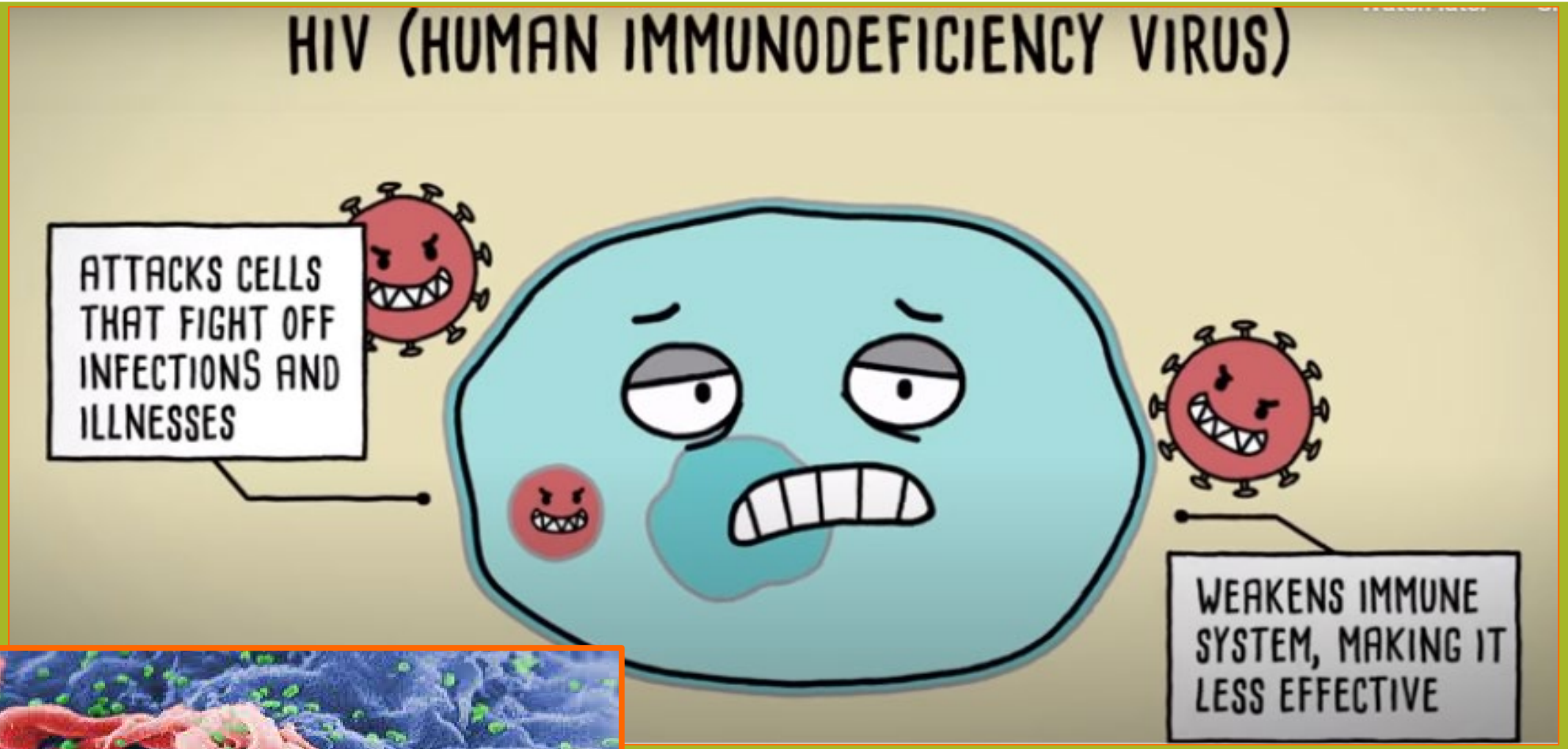
What are the key differences?

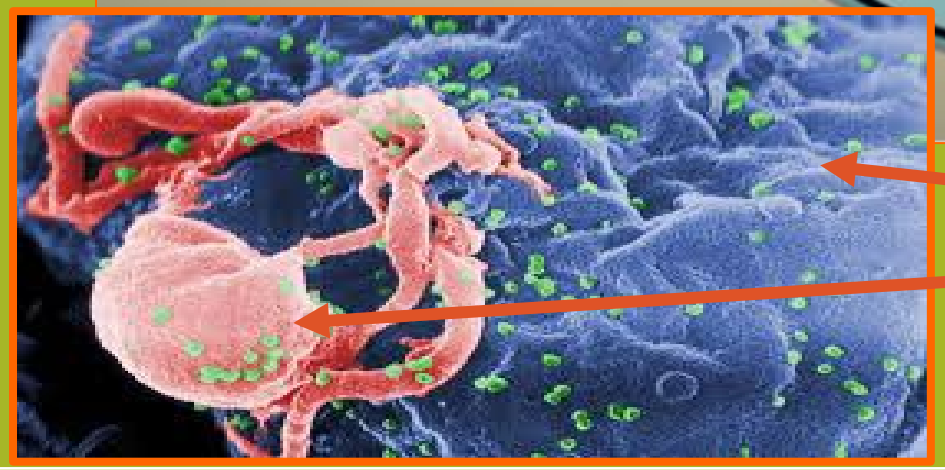
BACTERIA

- Is a living organism
- Is larger in size (still microscopic)
- Is typically a localized infection (a specific area)
- Is curable
- Examples: pneumonia, food poisoning, tetanus, etc.

VIRUS

- Needs a living organism as a host
- Is very small (submicroscopic)
- Is typically a systemic infection (throughout an entire body system)
- Is treatable
- Examples: influenza, measles, HIV/AIDS, and COVID-19



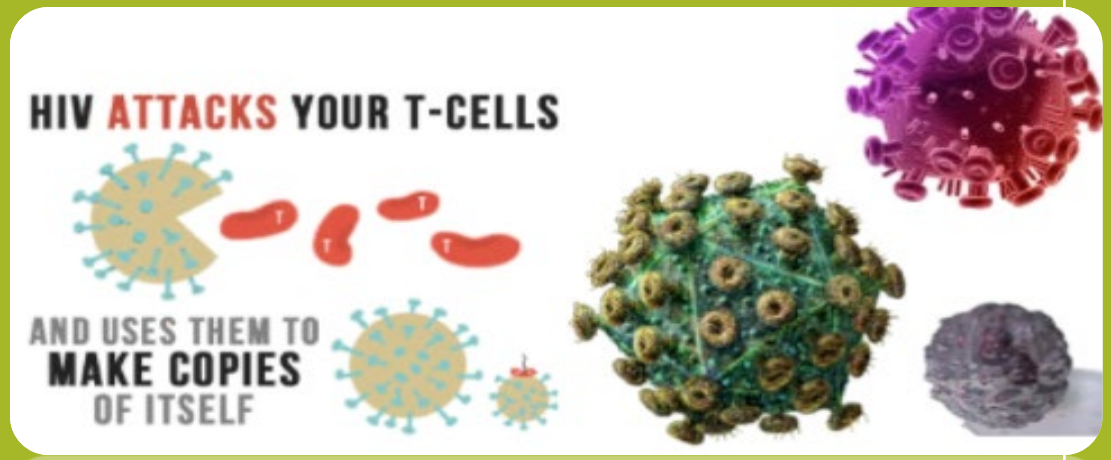


HOST CELL

VIRUS ATTACKING HOST CELL

Microscopic view of virus invading host

Main symptoms of
Acute HIV infection



Systemic:
- Fever
- Weight loss

Central:
- Malaise
- Headache
- Neuropathy

Pharyngitis

Mouth:
- Sores
- Thrush

Lymph nodes:
- Lymphadenopathy

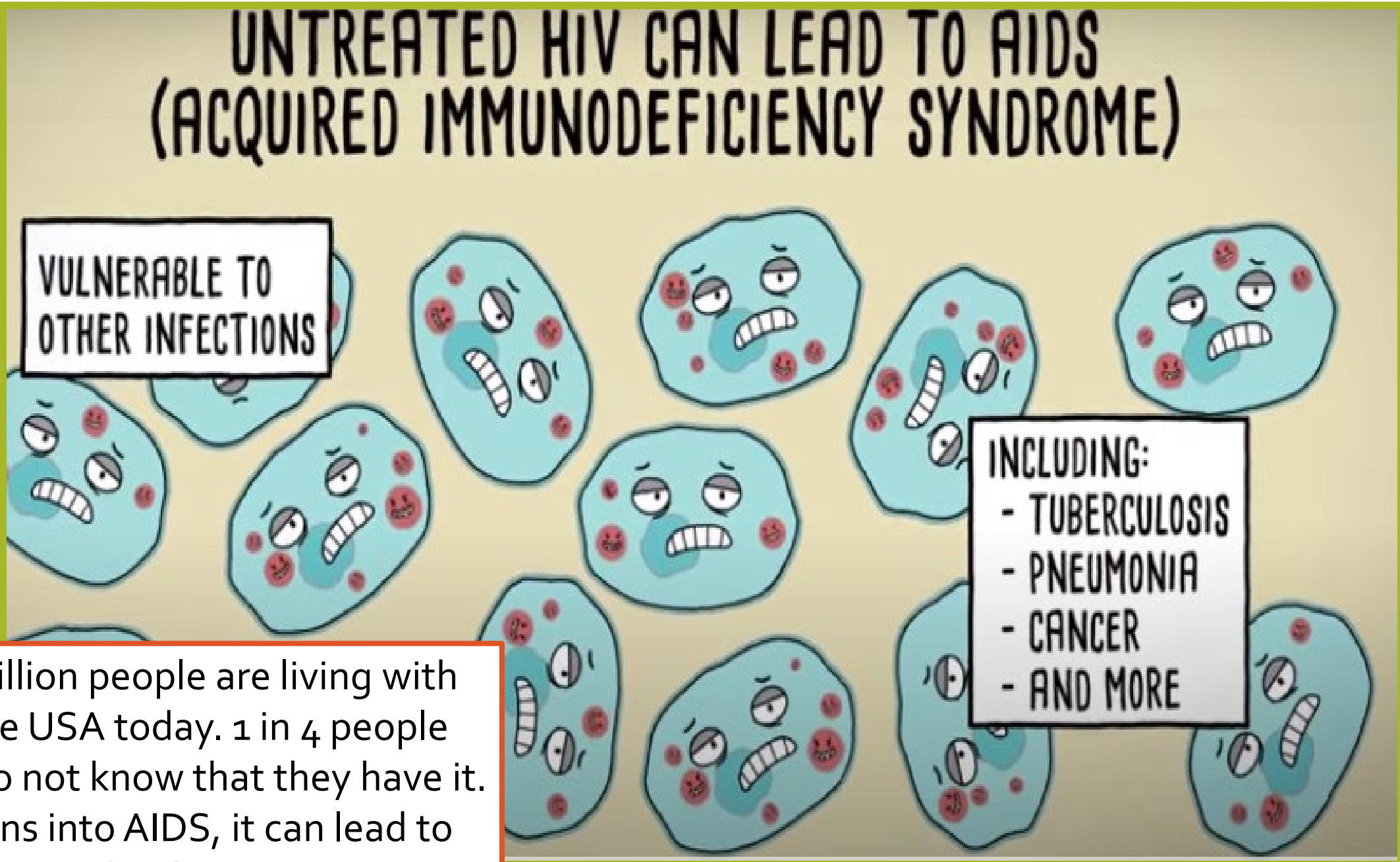
Esophagus:
- Sores

Skin:
- Rash

Muscles:
- Myalgia

Liver and spleen:
- Enlargement

Gastric:
-Nausea
-Vomiting

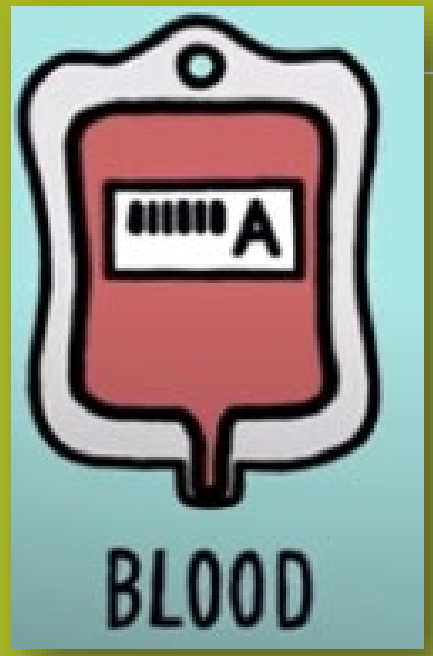


Over 1 million people are living with HIV in the USA today. 1 in 4 people with HIV do not know that they have it. If HIV turns into AIDS, it can lead to death.

Blood donations in the USA are screened for HIV, and blood is not used if HIV is present.

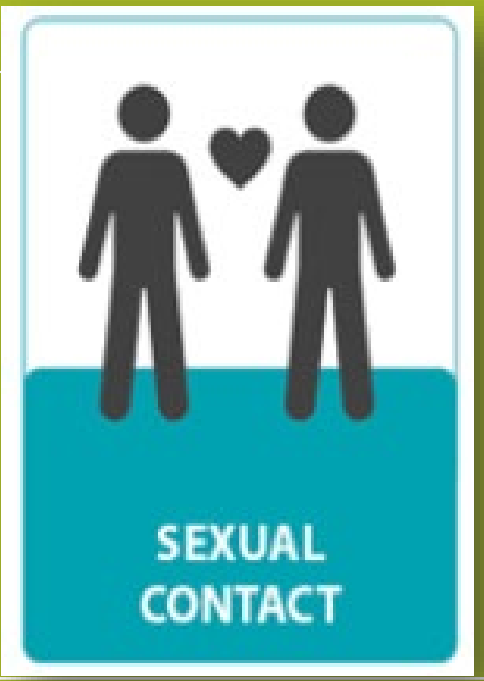
Eliminating all other transmission methods will vastly reduce your risk











HIV / AIDS is not transmitted



You also **cannot** get HIV from saliva, tears, or sweat unless it is mixed with the blood of a person with HIV

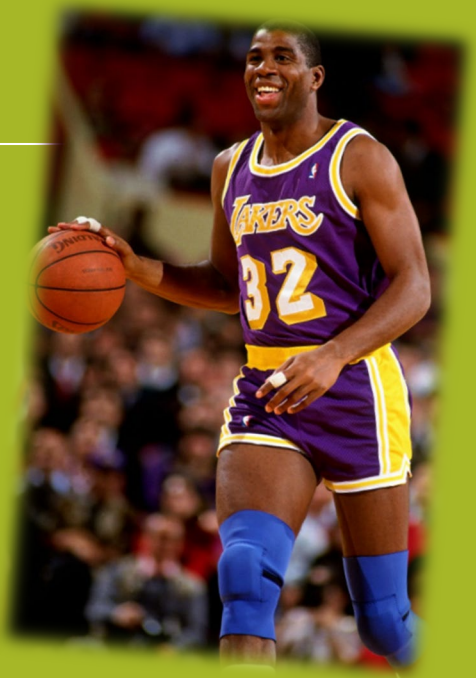
TRUE OR FALSE GAME



YOU CAN TELL BY LOOKING AT SOMEONE WHETHER THEY HAVE HIV

FALSE





TRUE OR FALSE GAME



YOU CAN GET HIV THROUGH CASUAL CONTACT OR BEING NEAR SOMEONE WITH HIV

FALSE



Frequently Asked Questions:



1. **HOW DO KIDS MY AGE OR YOUNGER GET HIV/AIDS?**
   - Sometimes HIV is transmitted to the babies of mothers with HIV during delivery or while breastfeeding.
   - If a child has had a blood transfusion that was prior to testing for HIV.
2. **CAN I HUG OR KISS MY FRIEND IF THEY HAVE HIV?**
   - Yes, remember HIV is not transmitted by saliva or skin contact only blood and bodily fluids.
3. **CAN I OR SOMEONE I KNOW DIE FROM HIV?**
   - It is highly unlikely with today's medical advances. With early detection, testing, and medications risk of death is extremely low.
4. **HOW MIGHT HIV AFFECT SOMEONE I KNOW?**
   - A child who has HIV may have to stop playing to come in and take their medication at a certain time. He or she may feel too ill to play or go to school. They may worry the other kids will not want to play with them.
5. **WHAT CAN I DO TO HELP SOMEONE LIVING WITH HIV FEEL MORE ACCEPTED?**
   - Be friendly, be available for play dates, reassure them, do not tease them about needing to leave or feeling too uncomfortable to play, help by reducing stigma, and advocating for them, etc.



REDUCING STIGMA

**Stigma may be defined as discrimination against a person due to certain conditions*

Remember:

- You cannot tell if someone has HIV by looking at them.
- You are not at risk by playing with someone on the playground.
- You are not at risk if you have a sleepover.
- You are not at risk sitting next to someone in class.
- You are not at risk attending a birthday party of a friend who has HIV.
- You are not at risk of getting HIV from any regular activities.
- Being informed helps reduce stigma-related discrimination.

FRIENDSHIP AND KINDNESS CHECK:



- I can be kind to EVERYONE.
- I can show empathy for others simply by listening and just being there for them.
- I can help friends and classmates to feel like they belong.
- I can SPEAK UP and get someone help if they are being treated unfairly, teased or harassed.

*Remember: ALL OF US can help reduce stigma related to all physical and mental health issues.

Let's REVIEW...

HIV ***can*** be transmitted through:



HIV ***cannot*** be transmitted through:



Or Saliva, Tears, and Sweat

HIV is treatable….
But it cannot be CURED

Persons with HIV are treated with various medications.

Medications need to be taken as prescribed and do have varying side effects.

Some possible side effects of HIV anti-viral medication:

- Vomiting
- Diarrhea (stomach problems)
- Hair loss
- Exhaustion
- Numbness and tingling in hands and feet
- Feeling ill
- Kidney and liver damage
- Possible death from side effects

Remember to be kind!

STAYING SAFE ALSO INCLUDES…

- **Not sharing intravenous needles**
  (like those for diabetic insulin or other medical or illegal drugs)
- **Not sharing needles or earrings for piercing ears**
  (do not share even if you think it was sterilized)
- **Not tattooing at home or in a non-certified place**
  (sharing tattooing needles can transmit HIV)
- **Not initiating "blood brothers"**
  (This process is the easiest method of transmission, due to blood-to-blood contact)
- **Abstaining from sexual activity**
- **Mothers with HIV or AIDS, choosing the safest birthing method and not breast feeding to reduce transmission risk**

Demonstrating Evidence – Complete Organizer and Review

What I think I already know about HIV?	What I know after learning more about HIV/AIDS?	What I think I need more information on to better understand HIV/AIDS?

Summarize the 4 ways one may contract or prevent HIV infection:

-
-
-
-



Question Slip

After listening and participating in the HGD presentations I have a question that I would like answered privately.(select one)

- ☐ In person – in private conversation
- ☐ Written below and returned to me

My question is _____

_____

Student Name _____ Teacher name _____

Answer: _____

_____

_____

- ☐ You should discuss with your parent/guardian
- ☐ I cannot answer this question
- ☐ I need to refer this question to school counselor and administrative personnel

Module 3

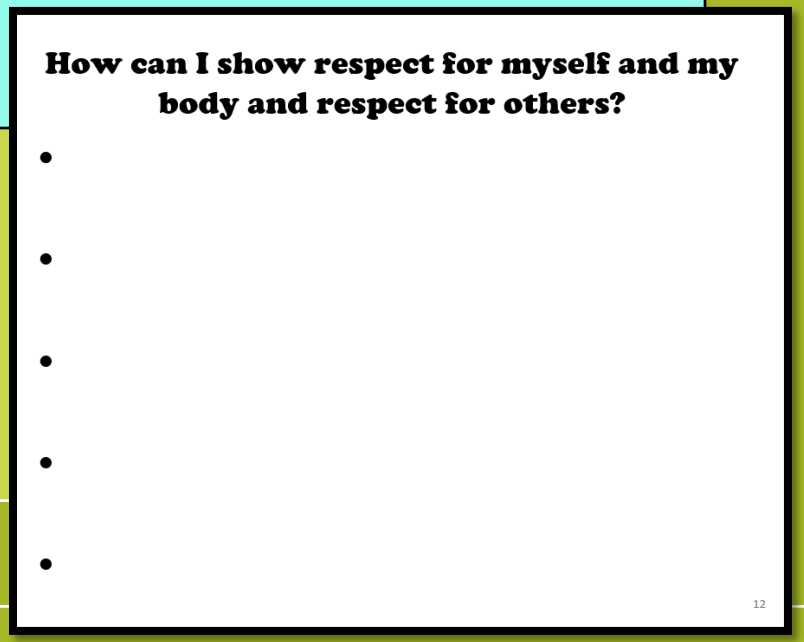
Bacteria/Viruses, Health and Hygiene Habits

LIFE SKILLS ACTIVITY

Each table group received one of the life skill building questions below. Using the printable sheet or writable sleeve, discuss and record preliminary thoughts that best support your group's ideas related to your topic area. Remember to keep what you have as we will revisit this activity later to revise and reflect after content has been discussed further

**supply table groups the corresponding activity sheet from HGD printable doc page 11-15 to record the groups work (see page 12 sample picture below)*

How can I demonstrate proper hygiene at home and school?	How can I show respect for myself and my body and respect for others?	How can I access reliable health information, products, and services?
How can practicing daily health behaviors reduce my potential health risks?	How can I show good character at school and home?	

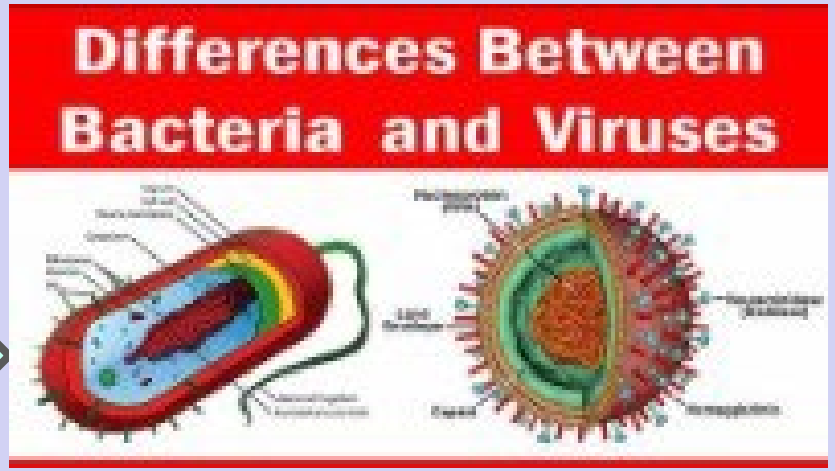


BACTERIA AND VIRUSES' ACTIVITY

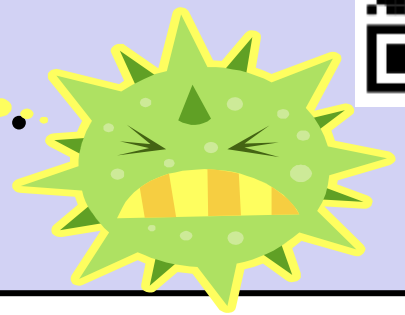
BACTERIA AND VIRUSES COMPARE AND CONTRAST

Assign each group a focus question, then watch the video, discuss, and report out.

5 minute video
https://youtu.be/P_9DXEnEd-Q



1. Draw 3 central conclusions from the video…
2. Describe some of the differences…
3. Describe some similarities …
4. How are they treated or cured….
5. What causes them…





Remember:

- ❖Bathe or shower every day. Washing with soap and water removes perspiration, dirt, and bacteria.
- ❖Ask your parents or guardians about deodorant (gets rid of unpleasant odors) and antiperspirant (stops perspiration).
- ❖Sweat glands become more active during puberty.
- ❖Hot weather, exercise, or excitement may increase perspiration.











- Hair grows around the pubic area during puberty.
- Hair may be brown, blonde, red, black, curly or straight.
- Hair grows to a certain length and then stops growing.
- Hair also grows under the armpits, on the legs, and sometimes on one's face.
- Hair gets thicker and darker on the legs over time.

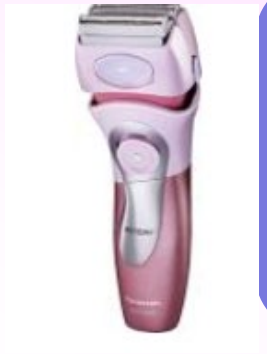
THIS IS COMPLETELY NORMAL GROWTH AND DEVELOPMENT

Hair Removal and Safety



Traditional Blade Razors:

Hand-operated plastic or metal mechanical razor in various colors and comforts; cuts hair at the skin's surface.



Electric Razors:

Plugs into an electrical outlet for charging or is battery operated; should not be submerged in water; cuts hair at the skin's surface.



Hair Removal Creams:

A cream-based lotion that sits on the skin's surface for a period of time to destroy surface hair that is then wiped away.



Hair Removal Wax:

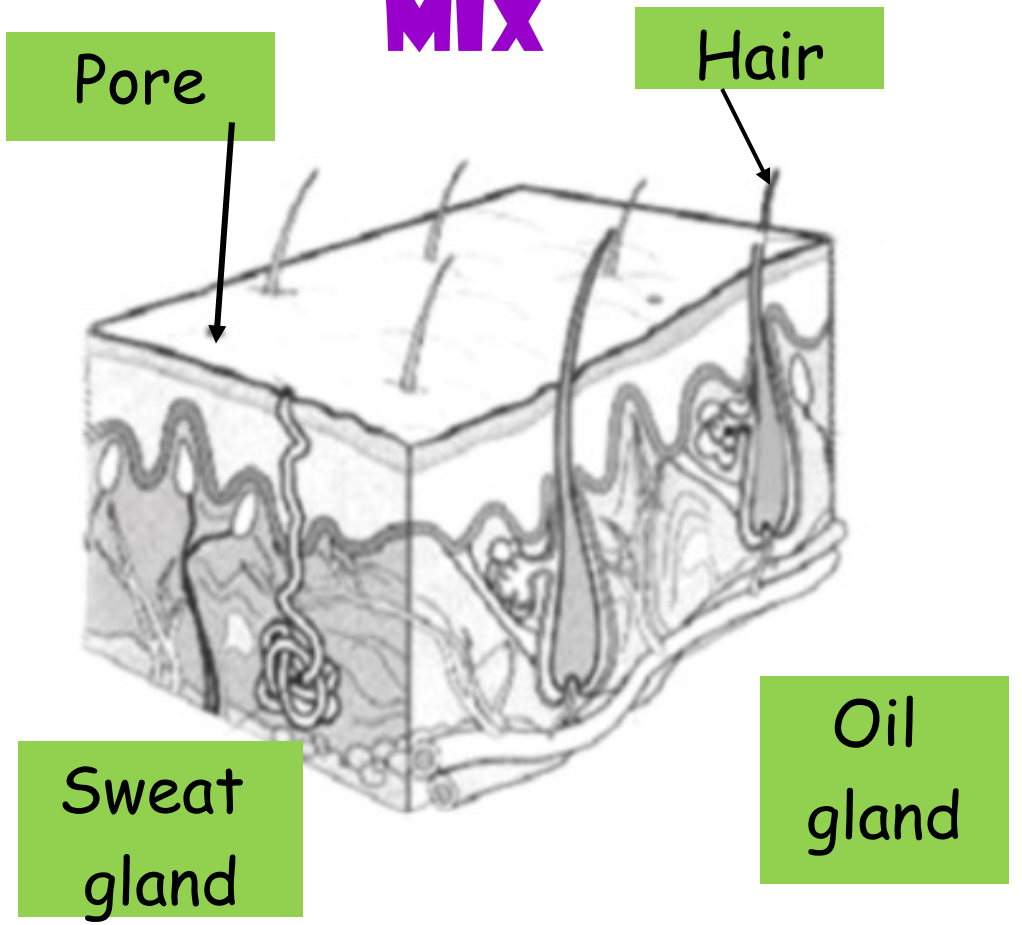
A wax-like substance that is applied to the skin's surface adhering to the hair and is then peeled off when hardened.

Safety Measures:

- *Never utilize any hair removal options without discussing and getting parental permission*
- *Do not share razors; bacteria and blood can increase infection risks*
- *Skin should be prepared properly prior to shaving to avoid razor burn*
- *Monitor for razor burn and keep irritated skin clean to avoid infection*
- *Skin should be prepared properly prior to shaving to avoid razor burn*

Oil and Sweat don't Mix

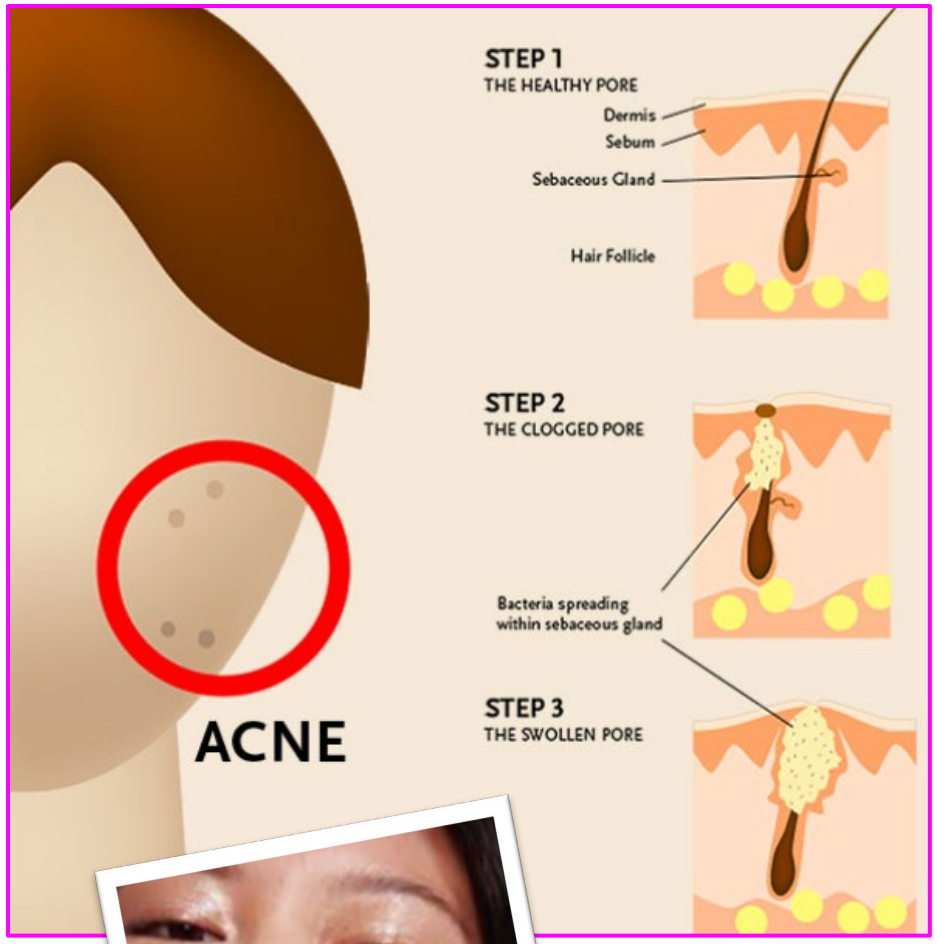
- Oil glands (and certain sweat glands) in the skin develop quite rapidly during puberty.
- The oil glands begin producing much more oil than they did before puberty.
- The tubes leading from the glands may get clogged with dirt, bacteria, and oil causing infection or pimples. (ACNE)
- If you don't have the ability to shower after sleeping or excessively sweating, be sure to wash your face with a gentle face cleanser.



A cross-section of human skin

ACNE – What can you do?

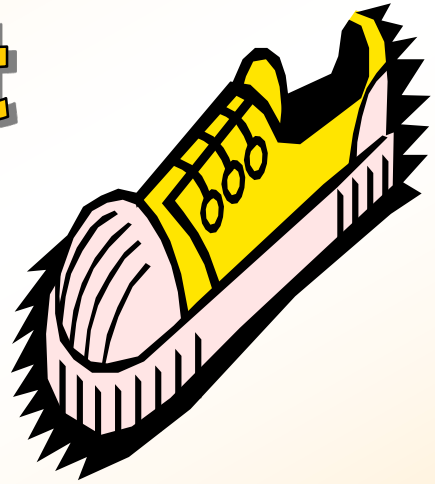
- Acne is a skin disorder in which pores are clogged with oil and germs.
- Acne is common in both boys and girls, but usually is worse in boys.
- A doctor cannot cure acne but can provide special treatments to keep it under control.
- When the oil glands in your skin make too much sebum (oily substance), the oil ducts get clogged with oil and mix with germs on the skin.
- Wash your face every morning with a gentle cleanser.
- Do not touch your face because your hands have dirt and oil on them that can clog pores.
- Use makeup products sparingly and clean makeup brushes often.
- Love yourself. You are beautiful!







Stomp Out Smelly Feet



- Keep your feet clean and dry.
- Wear socks that absorb moisture, such as cotton socks, and wash them after use.
- Use powders or sprays designed for feet and shoes.
- When possible, give shoes a chance to air out.
- Wash sneakers and other shoes if they can be washed. Make sure they are dried properly.



Breasts and Bras



Breast Bud: is a hard lump that forms behind the nipple. The nipple is located in the center of the breast and connects to mammary glands.

Bra: is an undergarment that covers the breasts. A bra is typically worn for support, comfort, and modesty.

Breast Exam: As you mature and go through puberty, it is good practice to learn how to perform breast self-exams to get familiar with your breast tissue. This will help you check for irregularities that could be connected to various breast cancers. Your doctor can assist with how to perform at home exams when you are older. Early detection is critical.



HYGIENE HIGHLIGHTS

Determine 3 things that you will make priorities in your personal hygiene. Record your list in your notes or journal.

Examples:

- I will bathe thoroughly every day to reduce dirt, oils, and odor.
- **I will select and use the lowest absorbency tampons and replace them frequently to avoid bacteria and possible TSS.**
- **I will limit touching my face to avoid spreading germs and clogging pores.**

MY PERSONAL HYGIENE PRIORITIES		
Health Connection:		

Health Connection: When you feel clean, you feel good. When you take the time to groom, you invest in yourself. Think of one thing you do in your personal hygiene that makes you feel good.

(Ex. Style your hair)

REFLECT AND REVISE – LIFE SKILL BUILDING ACTIVITY

Using the same printable sheet or writable sleeve you have already recorded your initial thoughts, reflect and revise then record new knowledge or evidence that best supports your groups summation related to your topic area.
Each group member should be prepared to share an element as time and information permits.
Remember the evidence you provide is part of your culminating assessment for Q4 Health Education FOCUS assessed learning goals.

How can I demonstrate proper hygiene at home and school?	**How can I show respect for myself and my body and respect for others?**	**How can I access reliable health information, products and services?**
How can practicing daily health behaviors reduce my potential health risks?	**How can I show good character at school and home?**	



After listening and participating in the HGD presentations I have a question that I would like answered privately.(select one)

- ☐ In person – in private conversation
- ☐ Written below and returned to me

My question is _____

_____

Student Name _____ Teacher name _____

Answer: _____

_____

_____

- ☐ You should discuss with your parent/guardian
- ☐ I cannot answer this question
- ☐ I need to refer this question to school counselor and administrative personnel

Module 4

Accessing Valid and Reliable Information, Products and Services

EXPECTED LEARNING OUTCOMES

The standards can be addressed through many elements of this unit. Language Arts, Math, and Science Standards may also be reflected.

Directions: Using 5 small groups, provide one of the Learning Targets below to each group. Allow each group to brainstorm to see what they already know and record their knowledge. They will revisit and revise their knowledge at the end of the unit after learning the critical content. Monitor and honor appropriate and meaningful responses.

These are included in the printable group handouts.

By the end of this unit, the student can:

1. Explain the characteristics of valid health information, products, and services.
2. Explain when help is needed in making health-related decisions, including who to ask and why it is important to ask.
3. Explain how behavior affects personal health. Identify examples from this unit.
4. Explain how to avoid or reduce health risks and be responsible for health behaviors. Identify examples from this unit.

Determining Valid and Reliable Information

Reliable Product/Service is something that provides a consistent, predictable experience when used or observed based on claims; quality.

Validity of a Product/Service is the state of being acceptable according to the law; well-grounded, sound, and correct based on research and test measures.

Tips for Accessing Valid and Reliable Health Information, Products, or Services:

1. Identify what information, product, or service you really need.
2. Research the health topics, products, and care providers. Review feedback and consumer reports. Printed health information should be current (no more than 5 years old).
3. Evaluate the sources of information, qualifications, and reputation. Is it educational or emotional? Are their claims realistic or lofty?

Identifying Trusted Sources



.edu, .org and .gov are typically educational institutions, nonprofit organizations and government agencies that are (generally) credible.

When using .com sources, check:



- Proper use of citations or source links when they're quoting statistics/facts
- Other sources that use the same information
- The full story of the statistic.

Determining Valid and Reliable Information

Deconstructing an Advertisement

This ad:

- Is advertising antiperspirant/ deodorant but doesn't include a picture of the product. Why?
- Uses slogan, "ALL STRENGTH, NO SWEAT." Why?
- Uses a national women's soccer team player to shatter norms of not having women in football to sell a product. Why?

Reflect:

- Would you buy this product? Why or why not?
- What else can you infer from the ad?
- What else would you want to know about the product?



6 Helpful Tips for Identifying Valid and Reliable Health Information

Tip 1

Origin

From where was the source retrieved?

- For Digital: What is the domain?
  - » com, .org, .gov, .net?
- For Print: Who is the publisher?
  - » Is the source printed by a well-known publishing press, or a university press, or other?
- Is the source primary or secondary?



Tip 2



Author

Who is the author of the source?

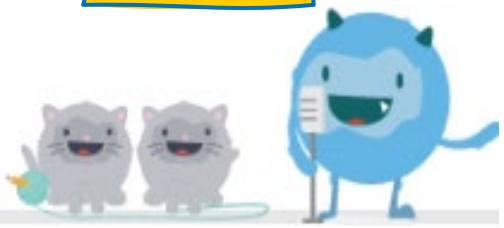
- How qualified is the author to write on this topic?
- Is the author sponsored by an organization?

Tip 3

Purpose

What is the purpose of the source?

- Who is the intended audience?
- Why was the source written?
  - » Inform? Opinion? Entertain? Persuade? Sell?



Tip 4

Perspective

From what perspective is the source written?

- What is the author's point of view?
  - » What is the tone or voice of the writing?
  - » Is the writing biased/unbiased? Does there seem to be an agenda?



Tip 5



Academic

How scholarly is the source?

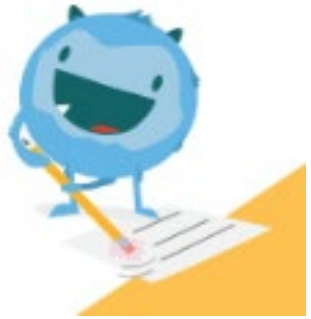
- Is the content supported by evidence?
  - » Are there references? Does the author cite credible sources?
- Is the source peer reviewed?

Relevance

How relevant is the source?

- When was the content published?
  - » How current is the source and/or when was it last updated?
- Does the source fit the needs of the assignment?
  - » Does the assignment require an overview, or something specific?
  - » Does the assignment require primary sources?

Tip 6



Each group will be assigned an ad. Collaborate within each group to answer the questions

Answer the following questions to determine the validity or reliability of health products/services.

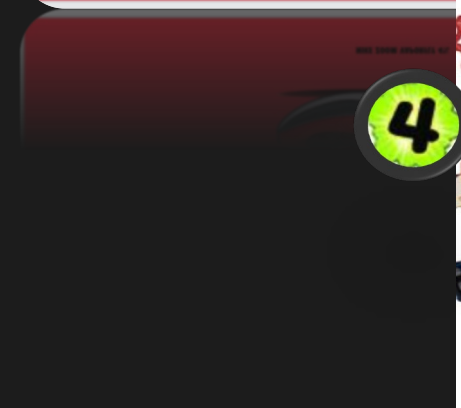
1. Who is the target audience?
2. Why are they targeting this audience?
3. How do they appeal to this audience?
4. What word(s) act as triggers for you as a consumer?
5. What did the ad leave out?
6. What characteristics of the ad can you describe?
7. What else would you want to know?
8. How do you know if the ad is valid or reliable?

Do you believe the product's claim? Yes? No? Maybe? Why? REPORT OUT













Healthful Habits for Girls Your Age

- Have regular checkups.
- Accept your body and its changes. Be confident and proud.
- Be kind to yourself and others during these physical and mental changes. Use positive comments or don't comment at all. Don't participate in gossip and drama.
- Be an UPSTANDER, not a BYSTANDER… NEVER BULLY ANYONE!!!
- Do not share a razor, even if you have permission to shave.
- Bathe/shower each day.
- Avoid picking or squeezing acne.
- Change pads, liners, and tampons often. Read the directions.
- Tell your parents/guardians if you have symptoms of TSS.
- Limit caffeine, take warm baths, and exercise to lessen cramps.
- Choose responsible actions if you have mood swings.
- Keep a calendar of your menstrual period.



Personal Health Behaviors/Goals Activity

What are 5 personal healthy habits and/or life skills you put into action <u>every day</u> that can help you reduce your health risks?

-
-
-
-
-

List 2 health goals you can set to improve a health behavior and reduce a health risk.

-

-

PREDICT and SUMMARIZE ACTIVITY

In your notes, make some predictions and summarizations. Close out this unit by discussing and sharing out in your groups to help connect the many key concepts of this unit.

Summarize how the Endocrine System, Puberty, Personal Hygiene, Bacteria and Viruses, Health Behaviors and Access to Valid and Reliable Information are connected.	**Predict how poor hygiene could potentially impact one's health and academic success.**	**Predict how going through puberty and natural growth and development can help us build life skills, like grit, tolerance and resilience.**
Predict how goal-setting can influence decision-making to enhance personal health.	**Predict how media and technology influences how we select health information, products, and services as well as our personal thoughts, feelings and health behaviors.**	

REFLECT AND REVISE – LEARNING TARGETS ACTIVITY

Using the same printable sheet or writable sleeve you have already recorded your initial thoughts for Learning Target Breakout Activity 2, reflect and revise then record new knowledge or evidence that best supports your groups summation related to your topic area.

Each group member should be prepared to share an element as time and information permits.

Remember the evidence you provide is part of culminating assessment for Q4 Health Education FOCUS assessed learning goals.

When/Who/Why Should You Seek Help in Making Health-related Decisions?	**How Might Your Behaviors Affect Your Personal Health?**	**What Actions Can Help You Avoid Health Risks?**
How Can You Access Valid and Reliable Information?	**How Might Your Health Behaviors Impact Your HGD?**	