

Unit Introduction & Pre-Test

Grades 9 and 10, Lesson #1

Time Needed

One class period

Student Learning Objectives

To be able to...

1. Recognize that he/she has some knowledge of sexuality, and needs much more.
2. Contribute to a serious, considerate class climate.
3. Explain the value of ground rules and list at least 3 to which the class has agreed.

Agenda

1. Administer the Pretest.
2. Use the Case Study to generate ground rules.
3. Provide a written syllabus (outline) for the unit.
4. Discuss field trips and other homework. Hand out Field Trip Report Instructions.
5. Introduce anonymous question envelopes.

Materials Needed

Photocopies

One class set of:

Sexuality Unit Pretest

One per student of:

Pretest Answer Sheet

*Field Trip Report Instructions **

Field Trip Grading Form

One per class period of:

Field Trip Sign-up Sheet

TEN MANILA ENVELOPES: (labeled, see activity 4)

* Add due dates to Field Trip Report Instructions before photocopying and develop a syllabus (see activity 3 for a sample).

Activities

1. Explain to the class why you are conducting a Sexuality Unit Pretest. Be clear that it is **not** going to be counted toward their grades. (If you expected them all to pass it, you wouldn't be about to embark upon a unit!) You are probably conducting it for one or more of the following reasons:

- to determine if there are some lessons which the whole class could skip (if perhaps 80% of the class got 80% or better on those sections).
- to compare with a posttest to demonstrate your students' increased knowledge.
- to demonstrate to your students' that they already know a lot about sexuality and that they also have a lot to learn.

Administer the test. It should take approximately fifteen minutes.

2. Introduce the concept of ground rules by reading the case study, below, aloud.

CASE STUDY

A couple of years ago there was a sexuality class that really flopped. On the very first day they were talking about flirting and "come-on's". A student I'll call "Rob" announced that he already knew how to handle a come-on.

He said, "Girls don't come on to guys unless they're sluts, so they deserve what they get. And if a guy ever tried anything, I'd punch the faggot out."

After class, two people came up to the teacher and asked to be excused for the rest of the unit. They each sat down in private and had long talks with the teacher.

It turned out that one student (I'll call her "Jenny") had been raped by her boss the week before. She felt as if "Rob" was blaming her ... saying it's your own fault if you get raped. Of course, it isn't; but it's easy to feel that way when it's you. She couldn't stand to be in class with "Rob".

The second student (I'll call him "Michael") was furious at "Rob's" name-calling. "Michael's" father is gay and he wasn't going to stick around while people called his father names. "Faggot", of course, is a put-down, just like racial and religious slurs.

In fairness, you have to understand that "Rob" had no idea that "Jenny" had recently been raped or that "Michael's" father was gay. It never occurred to him that anyone would be hurt or offended by his remarks. He needed a little education. He needed to learn that there are ways to express your opinion without demeaning other people ... and he needed to realize that you never know the life experiences of most of the people around you.

Of course, "Jenny" and "Michael" have every right to excuse themselves, if they must ... but the incident should never have happened in the first place.

Explain that the teacher in that class felt responsible for the crisis..., and that you shared the incident with the class in hopes that you could talk together about it and prevent this kind of thing from happening “in our class”. Ask whether anybody can think of guidelines or ground rules that might make people feel safe about speaking up during such a sensitive unit.

Some possibilities might be:

Avoid put-downs.

It is OK to agree or disagree.

Begin statements of opinion with, “I believe...”

It's OK to keep your opinions and experiences private.

Listen to other people's opinions.

Get the facts; any question is OK.

Protect people's confidentiality.
(Don't share private information publicly, or, if you do, skip the names.
You are entitled to protect your own privacy, too.)

Talk to the teacher in private, if you need to.

3. Provide a syllabus, in written form if possible, so students can take it home and share with their families. It should include the agenda and your expectations.

SAMPLE SYLLABUS

AGENDA:

April 5 ... Sexual Exploitation, Day 4: Assault Strategies

April 6 ... Pregnancy, Day 1: The Experience

April 7 ... Pregnancy, Day 2: The Developing Baby and field trip reports on “Prenatal Health” and “Congenital Conditions” due etc.

EXPECTATIONS:

class participation/following ground rules = up to 5 pts. per day

family homework assignments = 50 pts. each *

individual homework assignments = up to 50 pts. each *

field trip reports = up to 100 pts.

late assignments ... 10% less per day

*When Family *and* Individual Homework is assigned, you are expected to do one *or* the other, not both. You can, of course, do both for extra credit. Family homework is generally due 2 weeks after it is assigned. Individual (non-family) homework is generally due in 1 week.

4. The use of “Individual Field Trips” is, of course, at your professional discretion. They can be valuable exercises in that they allow students to rehearse the utilization of community resources.

To use them, begin by discussing the concept. Hand out and read aloud the Field Trip Report Instructions (or your own revised version of them: some teachers, for example, feel that grading oral and written communication skills [punctuation, etc.] is inappropriate for a “health” class).

You can have students sign up for their field trips today (a Sign-up Sheet has been provided) or provide ten minutes at the beginning of class tomorrow, for that purpose. We have provided a Sign-up Sheet partly to simplify your record-keeping and partly to help you avoid duplication on a few particular topics. Students who select “Prenatal Health and Drugs,” “Other Congenital Conditions,” and “Religion and Birth Control” will research at least two drugs, conditions or religions. Have them record which two, so other students avoid duplication.

A Field Trip Grading Form has been included in today’s lesson, to facilitate your providing the students feedback. It is not for use today; simply keep it on hand for use as each student makes his or her report.

Use this time, finally, to discuss the fact that there will be many other homework assignments, over and above the Field Trip Reports. Explain that, usually, you will give students two alternatives whenever you do assign homework: a Family Homework Exercise, due two weeks from the day it is assigned * and an Individual Homework Exercise, due one week after it’s assigned.

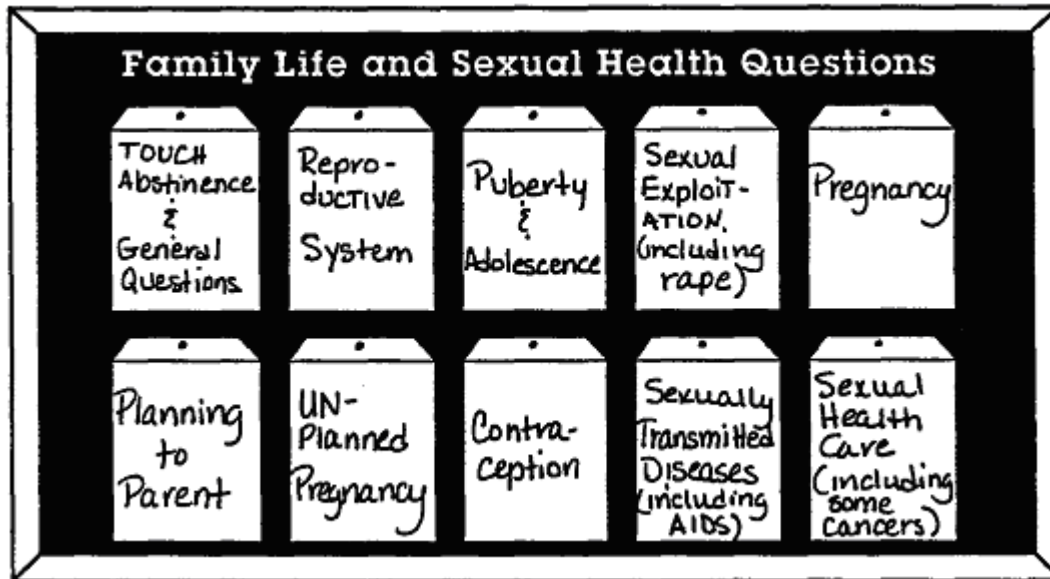
NOTE: Whenever you offer a Family Homework Exercise, it is essential to offer other alternatives, as well. Some students don’t have an older family member (parent, aunt, uncle, grandparent, mother’s boyfriend, group home parent, etc.) with whom they can (or want to) do an assignment. They should have a way to earn the exact same credit by doing an Individual Exercise, instead.

** A two week due date should accommodate even the busiest of families. One adult and the student will need to set aside a half-hour to an hour of private time to work on each assignment.*

5. Introduce the anonymous question envelopes.

You will have prepared, in advance, ten large manila envelopes (and optionally, a bulletin board), labeled as below.

Show the class these envelopes and give each student several small pieces of scrap paper. You may want to use a different color of scrap paper for each class’ questions (1st period, yellow; 2nd period, green; etc.). Ask students to write at least one question and drop it in the appropriate envelope. Explain that they should not write their names on the slip, unless they would prefer to talk with you privately about their question. Have them write only one question per slip (to facilitate your sorting the questions into logical order, later), but give them as many slips as they need.



If people are unsure about which envelope is appropriate for a particular question, they can use their judgment and you can rearrange them later. (Or, if they express concern that others not see which envelope they choose, they can drop them in a folder you can sort out later.)

Explain that, as each lesson arrives, you will answer the questions from the appropriate envelope ... so it's OK to add questions as they think of them, in the days to come. Allow about 5 minutes for the writing of questions. You may want to assist the class by jotting some sample question roots on the blackboard:

- "Is it true that ...?"*
- "How do you know if ...?"*
- "What causes ...?"*
- "What do they mean by ...?"*
- "Should you worry if ...?"*
- "What should you do if...?"*

Finally, the answers to the **Sexuality Unit Pretest** are as follow:

REPRODUCTIVE SYSTEM

- | | |
|-------------------------|-------------|
| 1. penis | 6. clitoris |
| 2. urethra | 7. vagina |
| 3. testis (or testicle) | 8. cervix |
| 4. scrotum | 9. uterus |
| 5. prostate gland | 10. ovary |

PUBERTY/ADOLESCENCE

- 11. F
- 12. T
- 13. T
- 14. F
- 15. T

SEXUAL EXPLOITATION

- 16. F
- 17. T
- 18. b
- 19. a
- 20. a

PREGNANCY

- 21. chromosomes
- 22. fertilization
- 23. F
- 24. T
- 25. T

- 26. F
- 27. F
- 28. T
- 29. T
- 30. c

BIRTH CONTROL

- 31-33. *any three of the following are acceptable:*
- | | | |
|------------|----------------------------|-------------------------|
| abstinence | sterilization | Ring |
| Pill | combining two methods | The Shot (Depo Provera) |
| Patch | intra-uterine device (IUD) | Implant |

34. *any one of the following is acceptable:*
- Abstinence
 - Condom
 - Combining a condom (“male”/external or “female”/internal) with another method

35. b

SEXUALLY TRANSMITTED DISEASES

- 36-37. *any two of the following are acceptable:*
- | | |
|----------------|---|
| Chlamydia | Hepatitis B and C aka HBV and HCV |
| Gonorrhea | Genital Herpes aka HSV 1 and 2 |
| Syphilis | Genital Warts aka Human Papillomavirus or HPV |
| Pubic Lice | Cytomegalovirus aka CMV |
| Scabies | Pelvic Inflammatory Disease |
| Trichomoniasis | Nongonoccal Urethritis (NGU) or Urinary Tract Infection (UTI) |
| Chancroid | Molluscum contagiosum |
| | Lymphogranuloma venereum |

- 38. c
- 39. d
- 40. T
- 41. F
- 42. T

43. – 45 any three of the following are acceptable (wording doesn't matter; meaning matters):
- **abstain** from sexual intercourse (and IV drugs)
 - maintain mutual, long-term **monogamy**
 - have **fewer sexual partners** in lifetime (be selective)
 - use latex or [vinyl (polyurethane) if allergic to latex] **condoms** correctly and consistently
 - share **safer kinds of touch** (e.g. hugs, massage, kissing, etc.)
 - look for **symptoms** (in self and partner[s])
 - **talk** with partner[s) about STDs, sexual experience, etc.
 - get regular, thorough STD **check-ups**
 - **wash and urinate** before and after intercourse (and have partner do the same)

SEXUAL HEALTH CARE

46. T
47. T
48. F
49. T
50. T

Sexuality Unit Pretest

PLEASE DO NOT WRITE ON THIS TEST. USE YOUR ANSWER SHEET.

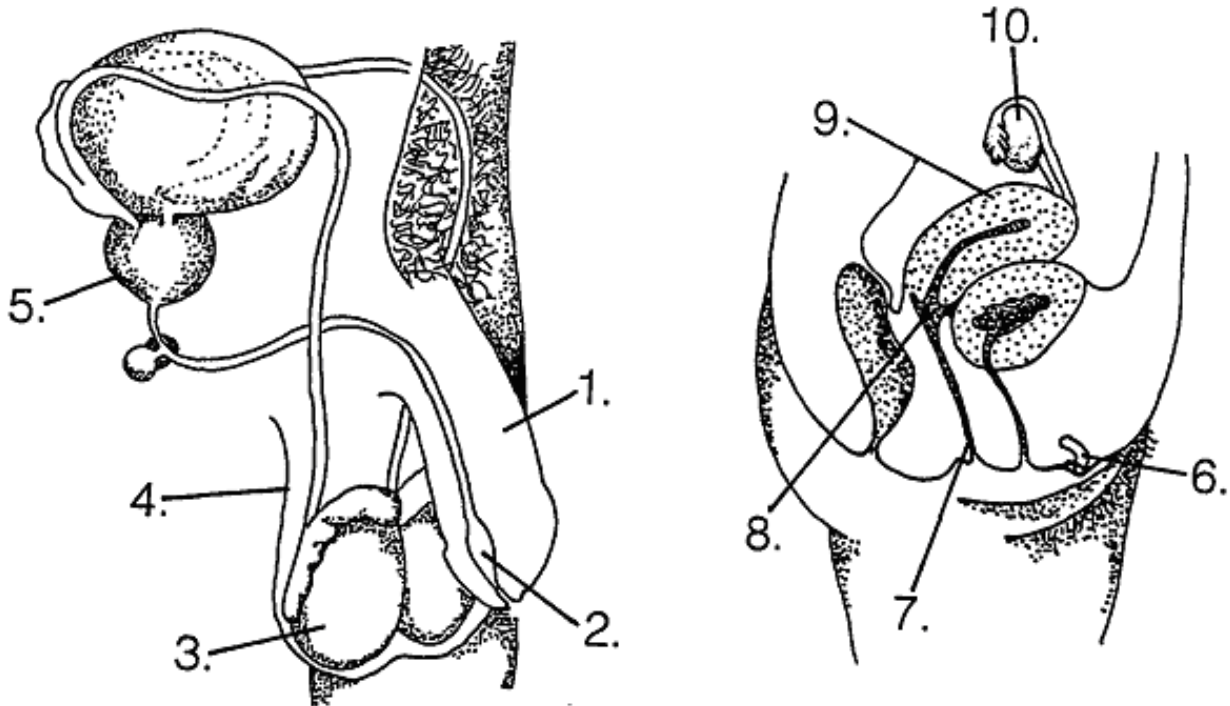
DIRECTIONS: Use 10 of the following terms to fill in blanks 1-10.

esophagus
prostate gland
penis
vagina

cervix
ovary
aorta
uterus

spleen
kidney
urethra
appendix

clitoris
testicles
scrotum
liver



DIRECTIONS: Mark each statement T (true) or F (false).

- 11. Usually boys start puberty a little younger than girls.
- 12. Boys often have some breast growth during puberty.
- 13. Most of the changes of puberty happen to everybody, male or female.
- 14. All teenage guys have “wet dreams”.
- 15. Girls usually start having white or clear discharge from the vagina at puberty.

16. If a male gets raped by another male it makes him gay.
17. Forcing a person to have sex is called “*rape*” even if the two people know each other.
18. If someone asked you to be his or her boyfriend or girlfriend, and you didn’t want to, but you said “OK” anyway ... which of these would describe your behavior?
- assertive
 - passive
 - manipulative
 - aggressive
19. The opposite of “*consenting*” touch is:
- exploitive touch
 - sexual touch
 - affectionate touch
 - assertive touch
20. Touching a person, in a sexual way, while he/she is drunk or high is an example of:
- exploitive touch
 - fair touch
 - persuasion and consent
 - mutually consenting touch

DIRECTIONS: Use 2 of the following terms to fill in the blanks in questions 21 and 22.

| | | |
|-----------------------|----------------|--------------|
| fertilization | fetus(es) | sperm |
| chromosome(s) | blastocyst(s) | menstruation |
| nocturnal emission(s) | contraction(s) | placenta(s) |

21. The plans for a new human being are contained in DNA molecules called _____

22. The meeting of a sperm and an ovum is called _____

DIRECTIONS: Mark each statement T (true) or F (false).

23. Pregnancy usually starts during the girl’s or woman’s menstrual period.
24. A woman can increase the chances of her baby being born healthy by eating a balanced diet during pregnancy.
25. A man can increase the chances of his baby being born healthy by avoiding alcohol and other drugs before starting a pregnancy.
26. A woman can safely have X-rays during pregnancy as long as she wears a lead apron.
27. As long as a drug is legal, it is probably safe for a woman to use it during pregnancy.

28. If more teens got early prenatal care, more of their babies would be born healthy.
29. When a person or couple decides to place a baby for adoption, they can choose the family their baby will go to.
30. Which of the following alternatives (in a chance pregnancy) is **not** legal in the U.S.?
- letting a family member raise the baby
 - placing the baby in foster care
 - abandoning the baby (“splitting”)
 - raising the baby
 - having an abortion

DIRECTIONS: For questions 31 through 33, list 3 of the 9 most effective kinds of birth control.

31. _____
32. _____
33. _____

DIRECTIONS: For question 34, name 1 of the 3 kinds of birth control which not only reduce the chance of pregnancy, but also greatly reduce the chance of sexually transmitted disease.

34. _____
35. The medical word for “birth control” is:
- abortion
 - contraception
 - menstruation
 - fertilization

DIRECTIONS: For questions 36 and 37, name 2 STDs (sexually transmitted diseases) besides HIV.

36. _____
37. _____

38. Which of the following is **not** a common, early symptom of an STD?
- itching of the genitals
 - unusual discharge
 - blurry vision
 - lumps or bumps on the genitals
 - burning when you go to the bathroom

39. Which of the following should a person **not** do if he thinks he might have an STD?
- a. talk with the person or people with whom he has had sex lately
 - b. go to a doctor
 - c. stop having any kind of sex until it is cured
 - d. wait and see if the symptoms go away
 - e. read or call a Hotline for more information

DIRECTIONS: Mark each statement T (true) or F (false).

40. People can have HIV without feeling sick.
41. If you only have sex with another teen, you can't get HIV.
42. If you only give each other a face massage, you can't get HIV.

DIRECTIONS: For questions 43 through 45, list 3 things a person can do to reduce his or her risk of getting or giving an STD.

43. _____
44. _____
45. _____

DIRECTIONS: Mark each statement T (true) or F (false).

46. All teens and adults should do breast self-exam, even guys.
47. Breast self-exam should be done once a month.
48. All teens and adults should do testicular self-exam, even girls.
49. Testicular self-exam should be done once a month.
50. Any woman or girl who has ever had intercourse should start having Pap tests 3 years after her first sexual intercourse or by the age 21¹ (whichever is sooner).

Answer Sheet

Name _____

Period _____ Date _____ / _____ / _____

REPRODUCTIVE SYSTEM:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

PUBERTY/ADOLESCENCE:

11. T F
12. T F
13. T F
14. T F
15. T F

SEXUAL EXPLOITATION:

16. T F
17. T F
18. a b c d
19. a b c d
20. a b c d

PREGNANCY:

- 21. _____
- 22. _____
- 23. T F
- 24. T F
- 25. T F
- 26. T F
- 27. T F
- 28. T F
- 29. T F
- 30. a b c d e

BIRTH CONTROL:

- 31. _____
- 32. _____
- 33. _____
- 34. _____
- 35. a b c d

SEXUALLY TRANSMITTED DISEASES:

- 36. _____
- 37. _____
- 38. a b c d e
- 39. a b c d e
- 40. T F
- 41. T F
- 42. T F
- 43. _____
- 44. _____
- 45. _____

SEXUAL HEALTH CARE:

- 46. T F
- 47. T F
- 48. T F
- 49. T F
- 50. T F

Do not write below this line.

| | # CORRECT | # POSSIBLE |
|-----------------------|-----------|------------|
| REPRO. SYS | _____ | 10 |
| PUB./ADOL..... | _____ | 5 |
| SEXUAL EXPLOIT..... | _____ | 5 |
| PREG..... | _____ | 10 |
| BIRTH CONTROL..... | _____ | 5 |
| STDS | _____ | 10 |
| SEX. HLTH. CARE | _____ | 5 |
| | | _____ |
| Total | _____ | 50 |

Field Trip Report Instructions

Each person will make an **individual** field trip during this unit.

- Choose a topic from the list on the next few pages.
- Choose an agency or clinic that deals with that topic, and interview someone who works there (in person, if possible).
- Make a 3-4 minute oral report on the topic/field trip.
- Turn in a 3-4 page written report on the topic/field trip.
- Paper clip or staple a brochure, card, or other evidence of your visit to the report. (If you have to do your interview by phone, do it at least a week in advance, so they can mail your evidence by the due date.)

Field Trip Reports will be graded based on the following criteria:

Did the “reporter” answer all the questions they were supposed to address?50 points

Did the “reporter” describe the *experience*? (what it felt like to visit that particular agency -- for example, “They treated me with patience and respect.” or “If I had a problem, I would/wouldn’t go there, because ...”)..... 10 points

Did the “reporter” bring back evidence of the visit? (for example, a brochure, business card, poster, etc.)20 points

In the **oral** report, did the “reporter” speak clearly, loudly, and without having to read the written report word-for-word ? Did he or she answer students’ questions? 10 points

Was the **written** report legible and organized ? Did the “reporter” use complete sentences ? Did he or she punctuate and capitalize correctly?10 points

total possible =
100 points (A+)

NOTE: You may not interview anyone in your own family, even if he or she is a doctor, a minister, etc. That would violate your family’s privacy and, this exercise is designed to challenge you by expanding your resources.

Topics and Field Trip Sites:**Questions to Answer:**

1. "Child Sexual Abuse"

an agency that specializes in sexual assault and rape or, in Seattle, Harborview Sexual Assault Center or the Communities Against Rape and Abuse

due: _____

1. a. Who sexually abuses children? Why?
- b. How can you tell if a child is being sexually abused? How can you help?
- c. If a person was sexually abused as a child, and now is a teen, what advice would you give them?
- d. Could a child or teen get help from this agency? How?

2. "Acquaintance Rape"

an agency that specializes in sexual assault and rape or, in Seattle, Communities Against Rape and Abuse, or Harborview Sexual Assault Center, or Northwest Network Of Bisexual, Trans, Lesbian and Gay Survivors Of Abuse

due: _____

2. a. What is "acquaintance rape"? What is "date rape"?
- b. If a guy was raped, could he get help from this agency? How?
- c. Could a girl get help? What sort of help?
- d. How could a teen help a friend who was raped?

3. "Other Sexual Assault"

an agency that specializes in sexual assault and rape, the police department, a county bar association, or a legal aid organization, such as, in Seattle, the Northwest Women's Law Center or Coordinated Legal Education, Advice and Referral (CLEAR) or Columbia Legal Services

due: _____

3. a. How does the law in our state define "incest"? How does it define "statutory rape"?
- b. How does the law in our state define "indecent liberties"? What is the penalty? How does it define "communication with a minor for immoral purposes"?
- c. Where can a teen go for low-cost or free legal help? Do your parent or guardians have to give permission for you to press criminal charges or to sue?

Topics and Field Trip Sites:

Questions to Answer:

4. "Prenatal Health and Drugs"

the March of Dimes, the Red Cross, a prenatal program (such as, in Seattle, the Public Health Prenatal Clinics or the University Hospital prenatal program) or an obstetrician

due: _____

- 4. a. Can this drug harm the sperm or egg before conception?
- b. Can it cause birth defects? Does it matter how much is used or when?
- c. Can it cause miscarriage? Premature birth? Low birth weight?
- d. How can this agency help a woman or couple before or during pregnancy if there is a drug problem or concern? Is there a cost?

Choose two of the following or any drug we have neglected to list. Study their effect on pregnancy.

- | | | | |
|-----------------|----------------------|-----------------|-----------------------------|
| <i>cocaine</i> | <i>marijuana</i> | <i>tobacco</i> | <i>cold medicines</i> |
| <i>alcohol</i> | <i>amphetamines</i> | <i>caffeine</i> | <i>acne medicines</i> |
| <i>aspirin</i> | <i>laxatives</i> | <i>antacids</i> | <i>barbiturates</i> |
| <i>steroids</i> | <i>tranquilizers</i> | <i>lithium</i> | <i>hemorrhoid medicines</i> |

5. "Other Congenital Conditions" (what used to be called "birth defects")

the March of Dimes, the Red Cross, a prenatal program or an obstetrician

due: _____

- 5. a. What is this congenital condition and how does it affect a baby?
- b. What causes it? Can it be prevented? Treated? Cured?
- c. How common is it?
- d. How can this agency help a woman or couple who are concerned about this congenital condition? Is there a cost?

Choose two of the following congenital conditions to study or any congenital condition we have neglected to list.

| | | |
|---|---|---|
| <i>Cerebral Palsy</i> <i>Down's Syndrome</i> <i>Phenylketonuria</i> <i>Tay Sachs Disease</i> | <i>Cleft Lip or Palate</i> <i>Hydrocephalus</i> <i>Sickle Cell Anemia</i> <i>Turner's Syndrome</i> | <i>Clubfoot</i> <i>Klinefelter's Syndrome</i> <i>Spina Bifida</i> |
|---|---|---|

Topics and Field Trip Sites:**Questions to Answer:**

6. "Birth and Infant Health"

Childbirth Education Association, La Leche League, a parenting program at a Public Health Clinic or community college, a childbirth class at Red Cross

due: _____

6. a. How can this agency or program help a pregnant woman or couple? Do they work with new parents?
- b. Is there a cost? An age limit?
- c. What is the agency or program's philosophy?

7. "Prescription Birth Control"

a reproductive health clinic (such as a Public Health Family Planning Clinic or Planned Parenthood), a family doctor or a gynecologist, a community clinic (such as, in Seattle, the Pike Market Clinic, the Holly Park Medical Clinic)

due: _____

7. a. Who comes to this agency or clinic for birth control?
- b. Is there a cost? An age limit? Does a teen need a parent or guardian's permission?
- c. What happens to a patient during a visit for birth control?
- d. Can a teen bring her partner, friend, parent or guardian?
- e. What kinds of prescription birth control are available at this agency or clinic?

8. "Non-prescription Birth Control"

a drug store (pharmacy), a family planning clinic or a local non-profit or HIV organization that distributes condoms (in Seattle, that would be groups such as POCAAN and the Lifelong AIDS Alliance)

due: _____

8. a. Who comes to this store or clinic for birth control? Mostly males? Females? What ages?
- b. Is there a cost? An age limit? Does a teen need a parent or guardian's permission?
- c. Are the contraceptives openly displayed or kept behind the counter?
- d. What kinds of non-prescription birth control are available at this store or clinic? Name a few brands and their prices.

Topics and Field Trip Sites:

Questions to Answer:

9. "Religion and Birth Control"

a clergy (priest, minister, rabbi) or other religious leader (Sunday school teacher, Hebrew school teacher, etc.)

due: _____

Choose two religious faiths to study.

9. a. What does this faith or spiritual community teach about birth control? Are all methods acceptable? Are any?
- b. If a single person or couple came to you (the religious leader) for advice about birth control, what would you say?
- c. What if a married person or couple came to you?
- d. Has the teaching of this religion always been the same, regarding birth control...or has it changed over time?

10. "Sexually Transmitted Diseases (STDs): Tests and Treatment"

an STD or HIV clinic or any clinic or physician which tests and treats STDs (for example, the Public Health Department, Planned Parenthood, a family doctor, gynecologist, urologist)

due: _____

10. a. Who comes to this clinic for STD tests or treatment? Mostly males? Females? What ages?
- b. Is there an age limit? Does a teenager need a parent or guardian's permission? Is there a cost?
- c. What happens to a patient during a visit for an STD (or HIV) test?
- d. Can a patient bring a partner...or a friend or parent or guardian?

Field Trip Grading Form

NAME: _____ DATE: _____

TOPIC: _____

NAME AND AFFILIATION OF THE INDIVIDUAL WHO WAS INTERVIEWED:

| | |
|---|--------|
| | POINTS |
| Did the “reporter” answer (accurately) all the questions they were supposed to address? (up to 50 points) | _____ |

COMMENTS:

| | |
|---|--------|
| | POINTS |
| Did the “reporter” describe the <i>experience</i> ? (what it felt like to visit that particular agency; whether they would actually use or recommend it). (up to 10 points) | _____ |

COMMENTS:

| | |
|---|--------|
| | POINTS |
| Did the “reporter” bring back evidence of the visit? (for example, a brochure, business card, poster, etc.) (up to 20 points) | _____ |

| | |
|---|--------|
| | POINTS |
| In the oral report, did the “reporter” speak clearly, loudly, and without having to read the written report word-for-word? Did he or she answer students’ questions? (up to 10 points) | _____ |

COMMENTS:

| | |
|---|--------|
| | POINTS |
| Was the written report legible and organized? Did the “reporter” use complete sentences? Did he or she punctuate and capitalize correctly? (up to 10 points) | _____ |

COMMENTS:

TOTAL POINTS = _____

Field Trip Sign-Up Sheet

_____ PERIOD

NOTE: Please do not add any lines. The number of lines below each topic is the maximum who can research that topic ... that way we will have variety in our reports.

1. CHILD SEXUAL ABUSE

2. ACQUAINTANCE RAPE

3. OTHER SEXUAL ASSAULT

4. PRENATAL HEALTH AND DRUGS

Which 2 drugs will you study?

5. OTHER CONGENITAL CONDITIONS

Which 2 congenital conditions will you study?

6. BIRTH AND INFANT HEALTH

7. PRESCRIPTION BIRTH CONTROL

8. NON-PRESCRIPTION BIRTH CONTROL

9. RELIGION AND BIRTH CONTROL

Which 2 religions will you study?

10. STDs: TESTS AND TREATMENT

REFERENCES

¹ Family-Planning Program, Public Health - Seattle & King County. (March 10, 2005) Section III. Cervical Cancer Screening. Clinical Practice Guidelines 2001.