

For Her Health And • Future

Teaching Manual

Promoting School Health Education for Girls

Preface

Adolescents are at their transitional age where they depart from carefree childhood and start their journey to become independent adults, during which they might experience changes in their bodies and mind, such as the growth of physique and organ systems, swings in endocrine levels, development of the reproductive system, the emergence of secondary sexual characteristics, and the consolidation of self-awareness. Girls, especially, will face many unexpected nuisances - small pimples on their faces, bulging breasts, strange bleeding, etc. Moreover, they also need to worry about their academic performance and relationships with family members and friends, so they are likely to have more secrets unwilling to confide in and worries unable to resolve.

Health education devoted to adolescents is therefore of great significance for girls. A proper education not only helps them understand and accept their physical and psychological changes but also provides guidance on how to prevent or tackle any trouble those changes might bring to them. With that, girls can better protect themselves and avoid any harm inflicted on them.

To deliver quality health education to girls, we wrote this *Manual for Her Health-Body-Hygiene-Safety for girls* and *Teachers' Manual for Her Health-Body-Hygiene-Safety*. We hope this Manual can help adolescent girls cope with possible physical and psychological difficulties, so they have healthy lifelong development. The Chinese title of this manual, *Ai Xiaoya Shou Ce* (“Manual for taking care of Xiaoya”, Xiaoya is a common nickname given to girls by family members in China), represents our hope that this manual will provide girls aged 10-19 with family-like care. The Teacher's Manual serves as a reference for health education teachers from 5th grade in primary school to 3rd grade in high school.

The Teacher's Manual is divided into six chapters, and the main content of each chapter corresponds to the *Manual for Her Health-Body-Hygiene-Safety*. According to the important health issues of adolescent girls, each chapter is divided into 1-3 lessons, and each lesson consists of 6 sections: teaching objectives, teaching priorities and difficulties, teaching content, preparation for the lesson, teaching process, and reference materials.

Course objectives: teaching objectives of each course are about what knowledge, skills, emotional attitude, and moral values we want students to master, and the process and method to present those contents.

Course focus and difficulties: each course will focus on some aspects of the general topic and there will be some difficult sections for students to understand or master, which require teachers' attention.

Course content: this part is about the teaching framework of the course, including the name and time of teaching activities, teaching focus and methods, and what teaching aids and materials should be prepared.

Pre-course preparation: teaching aids and places that need to be prepared by the teacher before the course.

Teaching process: this part is about the main teaching contents of the course, including teaching activities and teaching tips. Teaching activities consist of course introduction, homework design, and 2-3 activities related to the topic of the course.

Reference materials: materials that will help teachers go deeper into the course content, organize classroom activities, and provide students with something more about the topic.

The Teacher's Manual can be used either with or without the Manual. Teachers could also adjust and expand the content to better serve their teaching.

Adolescence is a critical period for building a sound foundation for healthy adulthood afterward. We hope this Teacher's Manual can further improve the quality of health education for adolescent girls, and help girls have healthy and splendid adolescence.

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We thank Office of International Relations, Peking University, especially Ms. Zhou Manli and Ms. Cheng Sisi, for their technical support and administrative assistance.

Special thanks to the financial support provided by Peking University Education Foundation.



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Part 1.

Body Growth & Development

Lesson 1: What is life?

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Lesson 1:

What is life?

I . Learning objectives

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I. Learning objectives

Knowledge

To understand how a child is born, and to understand what are the main function and differences between the reproductive system of sexes.

Skills

To know oneself.

Social-emotional and attitudinal

To build awareness of cherishing life and know how to protect oneself from sexual harassment or sexual abuse.

II . Key ideas and difficulties in teaching

Teaching focus

Life-forming process and reproductive organs of boys and girls.

Teaching difficulty

Build the awareness of cherishing life and protecting one's reproductive organs.

III .Teaching module

| Teaching content | Time (minute) | Key ideas and teaching strategies | Teaching tools |
|------------------------|---------------|---|---|
| Introduction | 8 | <ul style="list-style-type: none"> · Enliven the classroom atmosphere through interactive games. · Introduction to the lesson. | |
| Where does life come | 10 | Make the students understand the birth process of life through the teacher's explanation. | A wall chart or PowerPoint of the birthing process of |
| Recognize reproductive | 12 | Make the students know the reproductive organs of boys and girls and understand their functions through the teacher's explanation. | Cross-sectional view or PowerPoint of male and female reproductive organs |
| Lesson conclusion | 2 | Make the students deepen their impression of the content of the lesson by asking some questions. | |
| Homework | 2 | <ul style="list-style-type: none"> · Ask students to review lesson content through homework. · Deepen the impression of students through exchange and discussion. | |

IV . Preparation before class

A wall chart or PowerPoint of the birthing process of life, a Cross-sectional view or PowerPoint of male and female reproductive organs.

V . Teaching flow

Activity 1: Introduction (8 minutes)

Objective:

To activate the classroom atmosphere, introduce the classroom theme, increase the students' sense of participation in the teaching content, and promote the students to think positively.

Format of the activity:

Interactive Game-A dollar and fifty cents

Divide students according to their biological sex, i.e. boys and girls. Girls treat it as a dollar and boys as fifty cents. The teacher gives the command to form groups of students quickly. The teacher calls out an amount at will so that boys and girls include groups of this amount and the students who fall behind need to perform a show. To enhance student interaction, grouping can be done several times.

【Tips】

If girls are taught separately, the grouping can be changed, such as by birth season or month.

Activity 2: Where does life come from? (10 minutes)

Objective:

Make the students understand the origin of life and establish a sense of cherishing life.

Format of the activity:

Teacher explanation.

Lesson 1: What is life?



The story of our life started from the day when our moms and dads got to know each other. They fell in love and began a sweet and romantic relationship. When they loved each other so much that they wanted to be together forever, they got married and told their family members and friends: “We are building a new family because of love. We will have a lovely child and stay together for the rest of our lives.”

When they wanted to have a baby and got everything ready, they kissed and cuddled together showing how loving they are, to a point that the dad put his reproductive organ, the penis, inside the mother's reproductive organ, the vagina. The sperm in the dad's body then met the egg cells in the mom's body, and the sperm and egg formed a fertilized egg in one of the mom's Fallopian tubes.

The fertilized egg is the beginning of a new life. There is an organ in the mother's belly that takes care of the fertilized egg, called the uterus. Once the fertilized egg is formed, it begins a wonderful journey, swimming from the mother's Fallopian tube to the uterus, and finally settles down and slowly plants itself in the mother's uterus. The uterus, which has prepared everything for a little life to growing up, will become a warm little house for the fertilized egg. At this time, the mother is pregnant.

The fertilized egg develops slowly in the mother's uterus. By 8 weeks, the fertilized egg takes on the primary shape of a human being, called a fetus; then, the fetus will keep growing in the mother's body. By 280 days or nearly 10 months, the fetus grows into a mature baby and is ready to be born. At this time, the mother's uterus will try very hard to squeeze the baby into the vagina. The baby will travel slowly through the vagina and finally come out. A baby born this way is called a natural birth or normal birth. Most babies are born this way, but some could not pass the mother's vagina for some reason, so the doctor must operate on the mother's belly. Doctors will make a cut in the mother's belly and take the baby out of the uterus. We call this type of birth a "cesarean". A baby born by cesarean section has nothing different compared with a baby born by a normal birth other than the way of birth.

【Tips】

In the process of explaining, teachers can emphasize to students that life is hard-won, and help students to establish a sense of cherishing life.

Activity 3: Recognize reproductive organs (10 minutes)

Objective:

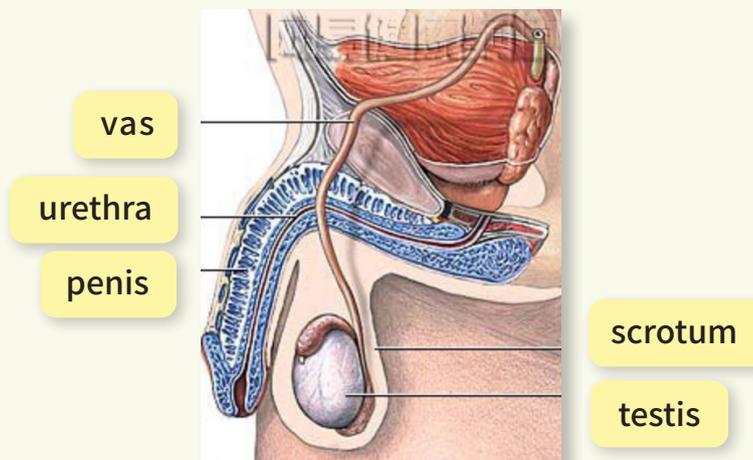
Make the students know the structure of the reproductive organs of boys and girls, and understand the functions of various reproductive organs.

Format of the activity:

Teacher explanation.

The difference between boys and girls is firstly differentiated from the primary sexual characteristics, that is, the structure and function of the reproductive organs are different. Reproductive organs are the organs in which organisms produce germ cells, which are used to reproduce offspring. Human reproductive organs include the penis, scrotum, testes, vas deferens, etc. in boys; ovaries, fallopian tubes, uterus, vagina, etc. in girls.

(1) Boys' reproductive organs

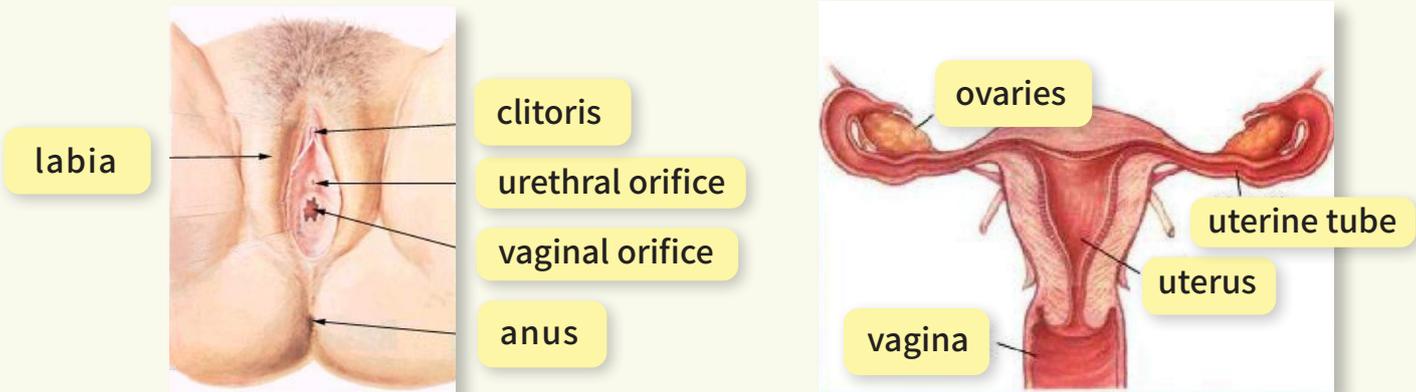


This image shows a boy's reproductive organs, including external and internal genitalia.

This is the boy's external genitalia, the reproductive organs outside the body, including the penis and scrotum. This cylindrical organ is called the "penis", and its role is to urinate and ejaculate. This small bag-like organ under the penis is called the "scrotum", and its function is to accommodate the "testicles".

This is the boy's internal genitalia, the reproductive organs inside the body, including the testicles and vas deferens. The "testes" are two oval organs inside the scrotum. Boys generally have two testes, which are responsible for producing sperm. This tube-like organ is called the vas deferens, and its role is to transport semen from the testicles that produce semen to the ejaculating penis.

(2) Girls' reproductive organs



This image shows a Girl's reproductive organs, also including external and internal genitalia.

This is a girl's external genitalia, the reproductive organs outside the body, called the "vulva", which includes the clitoris, labia, and vaginal opening. The top organ is the "clitoris". The area indicated by the straight line below is the "labia". Then look at the following part the "vaginal orifice".

This is a girl's internal genitalia, the reproductive organs inside the body, including the uterus, fallopian tubes, ovaries, and vagina. The "pear-shaped" organ in the middle is the "uterus", and we live in our mother's womb before we are born. On either side of the uterus, these two tube-like, umbrella-like ends are called "uterine tube". On either side of the uterus, these two oval organs are called "ovaries", and the function of the ovaries is to produce egg cells. Underneath the uterus is the "vagina", the passage through which the fetus is born and menstrual flow occurs.

【Tips】

When the teacher explains, you need to point to the corresponding part of the picture with his hand or other teaching aids. When talking about key organs, such as the uterus, fallopian tubes, and ovaries, you can use your body to simulate their positional relationships (stretch your arms, bend your wrists, hold a ball in your hands, and lean forward with your upper body) to deepen students' impressions.

After the explanation, the teacher needs to emphasize to the students that the external genitalia are the private parts of boys and girls, and no one else is allowed to touch them.

Lesson 1: What is life?

Activity 4: Lesson conclusion (2 minutes)

Objective:

Review the content of the lesson and deepen the students' impression.

Format of the activity:

Teacher asks questions.

(1) Please tell me, what reproductive organs do boys (girls) have? What is the role of these reproductive organs?

(2) Please try to answer this question again: where do I come from?

Activity 5: Homework (8 minutes)

Objective:

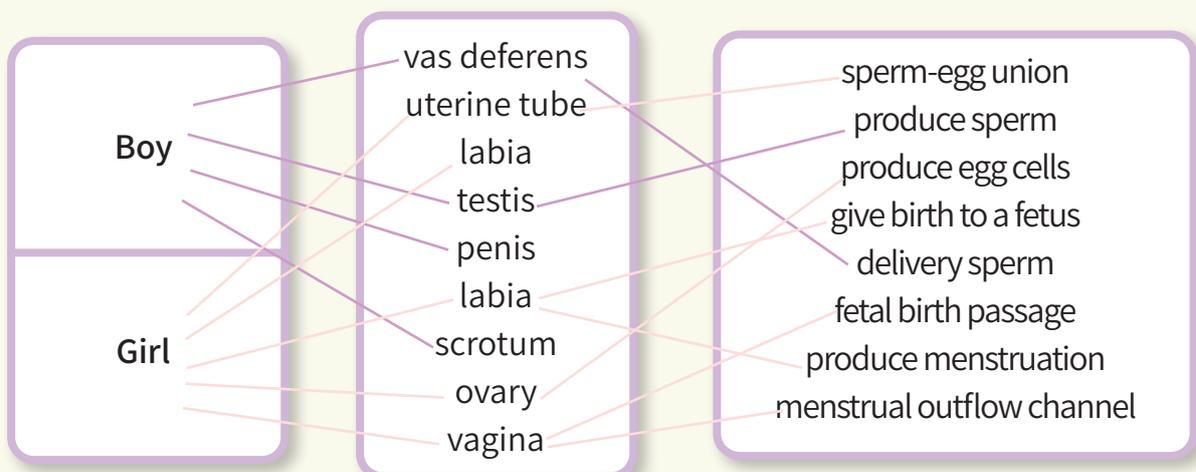
Review the content of the lesson and deepen the students' impression.

Format of the activity: Homeworks and discussions.

Format of the activity:

Homeworks and discussions.

(1) Match related content with lines



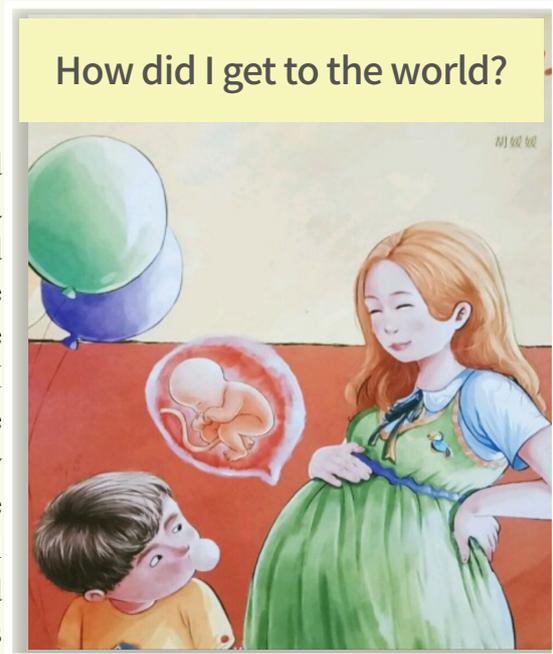
(2) Where do I come from?

Excerpts from Sex Education

"John, I'm pregnant!" Julie exclaimed excitedly. The doctor told Julie that there was a "little seed" growing quietly in her belly, and Julie and John were so excited that they were about to become parents. Of course, this "little seed" is me, and now it's just a tiny embryo, but I will slowly grow into a lovely baby. And Julie and John are my dad and mom. At this time, my mother has not changed much as usual, but I have been firmly connected to her through a magical bond. Mom relies on this magical bond to send me oxygen and nutrients, and I rely on this magical bond to hand over waste to Mom for disposal. After my mother was pregnant for more

than a month, I began to make a faint "pump, puff" sound. Now I am the size of a blueberry, but I am growing at a rapid and gratifying speed... When my mother was two months pregnant, I had grown into a cute little person. After dinner that night, my mother was out for a walk and met my neighbor, Mrs. Brown. Mrs. Brown was six months pregnant, and her belly was as round as a basketball. However, the mother's belly has not changed at all, it is still very flat. When they came to the bench in the garden and were about to sit down and chat, a magical scene appeared. Mrs. Brown's stomach was throbbing: it was like being bumped by something, and it was being arched, so strange. Mrs. Brown stroked her belly and told her mother: "When the baby is four months old in the womb, the mother can feel his movement, sometimes raising his hands, raising his legs... It's a wonderful experience." The mother envies Looking at Mrs. Brown, I knew she couldn't wait to experience this wonderful feeling. I've been in my mother's womb for three months, and many body organs have begun to work. I also created many expressions and movements, including frowning, WeChat, allowing hands, playing with feet...even somersaults. However, my mother didn't know about my expressions and movements, because at this time I was still very small, like the height of a lollipop. As time went by, I got bigger and bigger, my mother's belly was getting bigger, and her appetite was getting better and better. Mom would often talk to me, sing, read stories to me, play music...I would also respond to her with my movements, touching her, patting her, and even kicking her. When Mom saw Mrs. Brown again, she was taken aback by Mrs. Brown's belly, which was as big as a bouncing ball, and was struggling to walk. At this time, Mrs. Brown had to go to the hospital to wait for the baby to be born. I kept absorbing the nutrition my mother provided me, and all the parts and organs had grown and matured. With my head down, I began to stand upside down, ready to be born.

I feel that my mother's belly is getting smaller and smaller which has hindered my activities. Suddenly one day, my mother felt a little tight and painful in her stomach, and the pain came in waves, and the time interval became shorter and shorter. Mom knew I was about to be born and she was nervous. Dad was also very nervous. He accompanied his mother to the hospital and kept encouraging her and cheering her on.



How did I get to the world?

Lesson 1: What is life?

The mother was lying in the delivery room, enduring the pain. With the help of doctors and nurses, she adjusted her breathing and exerted all her strength. "Wow, wow, wow..." With a powerful cry, I came into this beautiful world smoothly.

【Tips】

After students complete their assignment, teachers can comment on it and invite everyone to discuss it together.

VI . References

(1) In September 2021, the State Council issued the Guidance for the Development of Children in China (2021-2030). In the field of children and health, it proposed clear goals and strategies for sex education, and included sex education in the basic education system. and quality monitoring system to enhance the educational effect. For details, please refer to the Notice of the State Council on Printing and Distributing the Guidance for the Development of Chinese Women and the Guidance for the Development of Chinese Children (Guo Fa [2021] No. 16)

(http://www.gov.cn/zhengce/content/2021-09/27/content_5639412.htm)

(2) On July 17, 2018, the representative office of UNESCO in China and the representative office of UNFPA in Beijing jointly released the Chinese version of the International Technical Guidance on Sexuality Education (Revised Edition), summarizing the effective comprehensive sexuality education. Features, recommend topics and learning objectives for a comprehensive sexuality education curriculum for 5-18-year-olds, and outline strategies and methods for effective planning, implementation, and monitoring of comprehensive sexuality education. For details, please refer to the Chinese version of the International Technical Guidance on Sexuality Education (Revised Edition).

(<https://china.unfpa.org/zh-Hans/publications/itgse2018>)

(3) 3D animation of the whole process of baby birth

(<https://www.bilibili.com/video/av77428552>)

Lesson2:

Many changes in our body during puberty

I . Learning objectives

II . Key ideas and difficulties in teaching

III . Teaching module

IV . Preparation before class

V . Teaching flow

VI . References

I. Learning objectives

Knowledge

To learn the basics of puberty growth and development, secondary sexual characteristics of girls and boys, menstruation, and nocturnal emission.

Skills

To embrace the physical changes in puberty.

Social-emotional and attitudinal

To realize that boys and girls are different.

II . Key ideas and difficulties in teaching

Teaching focus

Basic knowledge of puberty growth and development, secondary sexual characteristics of girls and boys, menstruation, and nocturnal emission.

Teaching difficulty

Realize that boys and girls are different and embrace physical changes in puberty.

III .Teaching module

| Teaching content | Time (minute) | Key ideas and teaching strategies | Teaching tools |
|-------------------------------------|---------------|--|------------------------------|
| Introduction | 8 | <ul style="list-style-type: none"> · Make the students try to observe themselves and realize that boys and girls are different. · Introduce the content - physical development during puberty. | notes |
| Physical development during puberty | 12 | <ul style="list-style-type: none"> · Make the students understand the physical development of boys and girls during puberty. · Make the students aware of the biological differences between boys and girls. | |
| Menstruation and nocturnal | 10 | <ul style="list-style-type: none"> · Make the students know what is menstruation and nocturnal emission. · Make the students understand menstruation and nocturnal emission correctly. | Measuring cup with red water |
| Lesson conclusion | 2 | Make the students deepen their impression of the content of the lesson. | |
| Homework | 2 | Ask students to review lesson content through homeworks. | |

IV . Preparation before class

Physical appearance diagrams of boys and girls, cross-section diagrams of male and female reproductive organs, small slips of paper for activities, calendars, measuring cups with red water, etc.

V . Teaching flow

Activity 1: Introduction (8 minutes)

Objective:

Make the students try to observe themselves and realize that boys and girls are different. Introduce the content - physical development during puberty.

Format of the activity:

Game.

The teacher sends a small note to the students, and the students judge whether it is male or female based on the content on the note, then stand in two teams, and read the content on the small note. Then the teacher asks several students to explain the reason for their choice.

Suggested content on the small note:

Beard, pregnancy, laryngeal prominence, plump breasts, thick joints, menstruation, ovaries, nocturnal emission, penis, sperm production, egg production, prostate, uterus, uterine tube, vas deferens, vagina, testes, scrotum, labia, shoulder width, a sudden increase in height, voice change, menarche, etc.

[Tips]

After the students share, teachers should not make judgments, and remind students that they will know whether their judgments are correct after the class.

Activity 2: Physical development during puberty (12 minutes)

Objective:

Make the students understand the physical development of boys and girls during puberty and make the students aware of the biological differences between boys and girls.

Format of the activity:

Teacher explanation.

Lesson 2: Many changes in our body during puberty

The age of 10 to 19 is called puberty and you are about to enter or have entered puberty. Puberty is an important period in one's life. During this period, boys and girls might experience many changes to their bodies and minds. These changes are natural for adolescents, and a proper understanding of these changes is important for healthy development. Do you understand puberty? Are you prepared for the arrival of puberty? Let's learn about puberty and go through it happily.

We already know through a game that puberty will bring many changes to the growth and development of boys and girls. Can you say something? (1~2 students answer)

These changes include:

- (1) Quick body growth. Height and weight are increasing, and limbs grow faster than torsos. In boys, the sudden increase in shoulder width helps the boy to have a tall, muscular, and wide upper body physique. The girls will build up body fat and have wider pelvic width, forming a relatively short stature and widened lower part.
- (2) Secondary sexual characteristics appear, and the difference between the two sexes becomes more obvious.
- (3) The internal organs grow larger and stronger.
- (4) Development of the reproductive system. The reproductive system will finally mature at this stage and be able to reproduce.

What are secondary sexual characteristics?

From the moment we are born, we can identify whether it is a boy or a girl through the reproductive organs. In addition, after puberty, the difference in appearance between boys and girls, called secondary sexual characteristics, is an external manifestation of sexual development.

Do you know what are the secondary sexual characteristics of boys and girls? (1~2 students answer)

- (1) The secondary sexual characteristics of boys:
 - ① Body hair: Beard, axillary hair, and pubic hair.
 - ② Voice change: The voice of a little boy is shrill, and becomes deeper through puberty. Laryngeal prominence becomes apparent. The vocal cords also got longer.
 - ③ Enlarged testicles and penis.
- (2) The secondary sexual characteristics of girls:
 - ① Body hair: Pubic hair and axillary hair.
 - ② Breasts: Breast development is the first secondary sexual characteristic of girls through puberty, starting around the age of 10 to 11. At this time, the breasts are gradually plump and uplifted, the areola is gradually enlarged, and the color is gradually deepened.

Activity 3: Menstruation and nocturnal emission (10 minutes)

Objective:

Make the students know what is menstruation and nocturnal emission.

Format of the activity: Teacher explanation.

Format of the activity:

Teacher explanation..

(1) Menstruation

Do you know what menstruation is? Where does menstruation come from? (1~2 students answer)

When a young woman reaches puberty, her ovaries begin to produce eggs, usually once a month. At the same time, the inner surface of the uterus, called endometrium, thickens and becomes full of blood. If the egg meets and joins with a sperm, it will become a fertilized egg. The fertilized egg will settle in the uterus and grow into a fetus. If the egg does not meet a sperm, it will break down and the endometrium will shed. The blood from the endometrium mixes with the broken endometrium and flow out of the uterus through the vagina, forming the menstrual blood.

Every young woman will have her first period, though the time might vary from person to person. If a young woman does not have her first period at age 18, we call this primary amenorrhea. If she has had a normal period but has not had one for more than 6 menstrual cycles, we call this secondary amenorrhea. In either case, it is recommended that the young woman should see a doctor.

When a girl begins her period, she can nurture new life. If she has sex with a man, she may become pregnant.

Generally, the interval between two menstrual periods is 28 to 30 days, or within 7 days in advance or delayed. You can mark the menstrual cycle and the time of the menstrual period on the calendar so that you can know whether your menstrual cycle is normal. A menstrual period generally lasts for 2 to 7 days, and the amount of menstruation is tens of milliliters. If it exceeds 80ml/time, attention should be paid to medical treatment in time.

There are also occasions where the second menstrual period will be several months apart from the first one, or the periods are irregular for a year or two after the first period. Neither case can be considered amenorrhea. This is because for girls who just have their first period, their reproductive system is not yet mature and their immature ovaries are unable to produce eggs regularly, so it is normal for them to have irregular menstruation.

(2) Nocturnal emission

Do you know what is nocturnal emission?

Nocturnal emission is ejaculation that occurs in the absence of sexual intercourse. It occurs in all healthy men during puberty. The youngest boy's first nocturnal emission is 11 years old. If a boy wakes up and finds that his underwear is wet, don't worry, he should communicate with his family in time. It is normal for unmarried healthy men to have 1 to 2 nocturnal emissions per month.

Boys with tight underwear, sleeping on their stomachs, heavy bedding, frequent masturbation, close contact with women, and watching descriptive novels or movies will cause frequent nocturnal emissions due to stimulation and should be avoided as much as possible. When there is inflammation of the urogenital system, such as urethritis, prostatitis, excessive foreskin or phimosis, etc., frequent nocturnal emission will also happen, which should be treated in time.

【Tips】

When explaining the amount of menstruation, you can demonstrate a measuring cup filled with 80ml of red water to give students a concept of the amount.

Activity 4: Lesson conclusion (2 minutes)

Objective:

Make the students deepen their impression of the content of the lesson

Format of the activity:

Judge again the content of the note before class.

Activity 5: Homework (8 minutes)

Objective:

Ask students to review lesson content through homework.

Format of the activity:

Homework.

Lesson 2: Many changes in our body during puberty

Hang a piece of paper with Agree, Disagree, and Don't know on the wall or the table. The teacher puts forward some points, and asks the students to judge whether they agree, disagree, or don't know, and stand on the side of the corresponding symbol according to their answers. After answering, ask students to give reasons for their judgment. Then the teacher gives the correct answer. Students who answer correctly will receive appropriate rewards.

Hang a piece of paper with Agree, Disagree, and Don't know on the wall or the table. The teacher puts forward some points, and asks the students to judge whether they agree, disagree, or don't know, and stand on the side of the corresponding symbol according to their answers. After answering, ask students to give reasons for their judgment. Then the teacher gives the correct answer. Students who answer correctly will receive appropriate rewards.

Reference questions:

- (1) A girl can become pregnant once she has menstruation. (wrong)
- (2) The interval between two menstrual periods for girls is generally about 30 days. (right)
- (3) Secondary sexual characteristics in boys include changing voice, body hair, enlarged testicles, and penis. (right)
- (4) Secondary sexual characteristics of girls include body hair, breasts, and a wide pelvis. (wrong)
- (5) Girls who are 16 years old and still need to see a doctor in time for menstruation. (right)
- (6) It is not normal for boys to have nocturnal emissions once or twice a month. (wrong)
- (7) The menstrual period is generally 5 to 8 days. (wrong)
- (8) Many women have sparse pubic hair and armpit hair, which is not normal. (wrong)

VI . References

Lesson 2: Many changes in our body during puberty

1. Puberty problems-masturbation

Masturbation refers to the use of hands or other utensils or objects to stimulate the sexual organs by self-stroking or other methods or even squeeze the two legs to relieve sexual desire, relieve sexual impulses to obtain pleasure, and thus produce sexual excitement or orgasm. Masturbation is a private behavior that is common among teenagers, both male and female. Masturbation is not pathological, nor is it morally corrupt, it does not violate social norms, it can meet people's physiological needs, and it is a relatively safe way of sexual behavior. Masturbation is harmless to health, but frequent masturbation is not recommended.

2. If you want to gain more knowledge about puberty development, you can refer to "Children and Adolescent Health Course (2021 Edition)".

(Ma Jun, Song Yi, Ma Yinghua, et al. Child and Adolescent Hygiene Course [M]. Beijing: Peking University Medical Press, 2021.)

Lesson 3:

Sexuality and puberty

I . Learning objectives

II . Key ideas and difficulties in teaching

III . Teaching module

IV . Preparation before class

V . Teaching flow

VI . References

I. Learning objectives

Knowledge

To understand the risk of sexual intercourse and unintended pregnancy at an early age.

Skills

To refuse sexual intercourse at an early age

Social-emotional and attitudinal

To build awareness to protect yourself from premature sex and pregnancy.

II . Key ideas and difficulties in teaching

Key ideas

Help students to understand the risk of sexual intercourse and unintended pregnancy at an early age.

Difficulties in teaching

Help students develop awareness to protect themselves from premature sex and pregnancy.

III .Teaching module

| Teaching content | Time (minute) | Key ideas and teaching strategies | Teaching tools |
|---|---------------|---|----------------|
| Introduction | 8 | Let students increase their sense of participation in class through class discussions and introduce course | A4 paper |
| The dangers of sexual intercourse at an early | 8 | Through the teacher's explanation, let students realize the harm of sexual intercourse at an early age. | |
| The dangers of teen pregnancy | 7 | Let students realize the dangers of teen pregnancy through teacher | |
| Summary | 2 | Review class content. | |
| Homework | 5 | <ul style="list-style-type: none"> · Deepen the dangers of sexual intercourse at an early age through situational discussions. · Tell students what they should do in the same situation. | |

IV . Preparation before class

A4 paper

V . Teaching flow

Activity 1: Introduction (8 minutes)

Lesson 3: Sexuality and puberty

Objective:

Get students interested in the course and introduce teaching content.

Format of the activity: group discussion

Format of the activity:

group discussion .

1. Sexual intercourse during puberty

Ask students to have group discussions on the question "If a boy and a girl are in love, can they have sexual intercourse?" and get a common answer from the group. Then ask the groups that answered "yes" and "no" to select representatives and share their reasons.

2. About teen pregnancy

Ask students to work in groups on the question "Are girls your age suitable for mothers?" and get a common answer from the group. Then ask the groups that answered "yes" and "no" to select representatives and share their reasons.

【Tips】

Teacher comments are required after each discussion session. Teachers need to clearly inform the students: You are all in adolescence, it is normal to have good feelings between boys and girls, but sexual behavior or even pregnancy is not recommended.

Activity 2: The Dangers of Premature Sexual Behavior (8 minutes)

Objective:

To make students realize the harm of premature sexual behavior and consciously reject premature sexual behavior.

Format of the activity:

Teacher's explanation

Boys and girls often have a lot of curiosity about "sex" during puberty, which is normal. However, during this period, boys and girls are not fully psychologically and physically fully developed. If you turn this curiosity into action, it negatively impacts your life:

1. Infectious diseases

Adolescent boys and girls are curious about sexual behaviors, lack corresponding knowledge, and often do not take any safety measures when engaging in premature sexual behaviors, which creates some opportunities for sexually transmitted diseases such as AIDS. Put yourself in a dangerous situation.

Lesson 3: Sexuality and puberty

In addition, for girls, because the cervical tissue is immature at this time, it is relatively fragile and cannot resist the invasion of external germs and harmful substances. If you have an intimate relationship too early, it is easy to cause inflammation of the cervix and increase the risk of cervical cancer.

2. Teenage pregnancy and miscarriage

One of the most serious dangers of teenage sex is pregnancy. This can cause great trauma to the girl's body and mind.

All in all, sex is a wonderful gift, and being patient with sex is also an expression of being kind and respectful to yourself.

Activity 3: The Dangers of Teen Pregnancy (7 minutes)

Purpose of the activity:

Make students aware of the dangers of teenage pregnancy and consciously reject premature sexual behavior.

Format of the activity:

Teacher's explanation

Pregnancy, when a woman is under the age of 20, is called teen pregnancy. At this time, the girls' physical development has not yet matured to a level suitable for fertility, and premature pregnancy will bring many problems.

First, because the female uterus generally does not fully mature until the age of 18 to 19, it is more likely that a girl's pregnancy will cause damage to her health when her reproductive organs are not fully developed.

Second, women need adequate nutritional support during pregnancy to ensure their own needs and the normal development of the fetus. When teenage girls are pregnant, they generally dare not tell others. This will affect the growth and development of the fetus and itself.

Third, teen pregnancies are generally unintended, and sometimes under great pressure, they will choose unqualified medical clinics for abortion. Health, affect future pregnancy and is even life-threatening.

Fourth, teen pregnancy will affect her normal study and interpersonal communication due to physical reasons. The lack of communication with friends will also make them feel isolated and excluded, which will bring certain psychological pressure. If they stop their studies because of this, it will also hurt their future employment and other life development.

Fifth, Chinese law stipulates that it is a crime to have sex with a girl under the age of 14, and you should be held accountable to the law.

Therefore, as girls, everyone must learn to protect themselves, refuse premature sex, and avoid pregnancy. As a boy, you must have a sense of responsibility and don't ruin a girl's beautiful youth because of impulsiveness and curiosity.

Lesson 3: Sexuality and puberty

Activity 4: Lesson conclusion (2 minutes)

Objective:

To review the content of the class, to deepen the students' impression, and to help the students establish the awareness of rejecting premature sexual behavior.

Format of the activity:

Teacher Questions

What are the dangers of premature sex?

Activity 5: Homework(5 minutes)

Purpose of the activity:

To deepen students' grasp of the dangers of early sexual behavior.

Format of the activity:

Scenario Discussion

Xiaofen and Xiaomin are good friends. They are both students in the second grade of Sunshine Middle School. One day, Xiaofen told Xiaomin that she fell in love with a boy who invited her to go to a hotel outside alone with him, but Xiaofen wondered if she should accept this invitation.

If you were Xiaomin, how would you persuade Xiaofen?

【Tips】

Teachers need to emphasize to students that in the process of being alone with the opposite sex, they must know how to reject his unreasonable demands and reject sexual intercourse at an early age.

VI . References

No reference

Part 2.

Personal Hygiene

Lesson 1: Personal hygiene

Lesson 2: Healthy lifestyles

Lesson 3: Adolescent health care

Lesson 1:

Personal hygiene

I . Learning objectives

II . Key ideas and difficulties in teaching

III . Teaching module

IV . Preparation before class

V . Teaching flow

VI . References

I. Learning objectives

Knowledge

To understand the importance of good personal hygiene, and correctly understand the phenomenon of "pimples" and underarm odor.

Skills

Help students foster healthy habits to keep good personal hygiene, such as washing hands, brushing teeth, keeping the body clean, preventing "pimples", and preventing underarm odor.

Social-emotional and attitudinal

To improve self-awareness, and maintain good personal hygiene

II . Key ideas and difficulties in teaching

Key ideas

Help students how to have good personal hygiene

Difficulties in teaching

Help students have the appropriate understanding of personal hygiene and insist on using the correct method to maintain personal hygiene in daily life.

III .Teaching module

| Teaching content | Time (minute) | Key ideas and teaching strategies | Teaching tools |
|----------------------------|---------------|--|---|
| Introduction | 5 | <ul style="list-style-type: none"> Organize a discussion: How to be a healthy and neat girl. Key points: Paying attention to personal hygiene is an important way to stay healthy and improve your confidence. | |
| Discussion and explanation | 15 | <ul style="list-style-type: none"> Why keep your body clean (wash your hands, trim your nails, take a bath, change clothes, wash your face) How to prevent and treat "pimples" How to prevent and treat underarm odor | |
| Operation demonstration | 10 | <ul style="list-style-type: none"> Demonstrate the six-step hand washing method Demonstration of Pasteur brushing | Schematic diagram of the six-step hand washing method, schematic diagram of the Pasteur |
| Homework | 10 | 1. Teacher guides, group activities, let students practice the six-step hand washing method and the pasteurized tooth brushing method | Soap, toothbrush, |

IV . Preparation before class

A running water source (if not available, you can use a water basin filled with water instead), a schematic diagram of the six-step hand washing method, a schematic diagram of the Pasteur method, soap, toothbrush, and tooth model.

V . Teaching flow

Activity 1: Introduction (5 minutes)

Objective:

To help students realize the importance of maintaining personal hygiene - an important way to maintain health and the foundation of beauty.

Format of the activity:

Group discussion

The teacher assigns groups and asks: classmates, each of us wants to be a healthy and beautiful girl, then, in our daily life, what should we do to be healthy and beautiful?

Discuss with each other in groups.

Classmate 1: Eat a variety of foods and drink enough water every day.

Classmate 2: Keep exercising.

Classmate 3: Wash your hands frequently, and pay attention to personal hygiene.

...

Teacher's summary:

Everyone is right, whether it is eating a healthy diet, maintaining physical activity, or paying attention to personal hygiene, they are all important ways to stay healthy and beautiful. Some students may have noticed the little props prepared by the teacher today, so they should be able to guess that what the teacher wants to talk about today is maintaining personal hygiene. It is not only an important way to maintain health, but also the foundation of beauty. It is more important in campus collective life. is extremely important.

[Tips]

Students should be praised when their answers are correct. However, if there are obvious mistakes, they should also be pointed out and corrected in time.

Activity 2: Discussion and Explanation (15 minutes)

Objective:

To help students understand the importance and necessity of keeping their bodies clean (washing hands, cutting nails, bathing, changing clothes, washing faces) and master the methods of preventing and dealing with "acne" and underarm odor.

Format of the activity:

Questions and Lectures

Teacher's question:

You may have heard that we should wash our hands frequently, cut our nails frequently, take a bath, change our clothes frequently, wash our face frequently, etc. Does anyone know why we do this?

(Because of time constraints, no discussion will be organized here, you can directly invite 2-3 students to speak.)

Teacher's explanation:

What the students said is very reasonable. When we talk about washing hands, cutting nails, bathing, changing clothes, and washing faces, we are all about keeping our bodies clean. Because skin, nails, and clothing are easily contaminated with various microorganisms in the environment, they may cause us to get sick. Therefore, maintaining personal hygiene is an important way to prevent diseases and maintain health. In addition, maintaining personal hygiene is also an important social etiquette. It is respect for others, and in turn, others are more willing to be friends with us.

Teacher's question:

If you simply say that you should pay attention to personal hygiene, you may not care too much. Then I will discuss two issues with you. The first question is, has anyone heard of "pimples" and can you tell us what "pimples" are?

(Pay attention to the reaction of the students here. If any students want to speak, they should be encouraged to speak and make comments based on their speeches; if no students want to speak, the teacher can directly enter the explanation stage.)

Teacher explains:

The medical name of "acne" is acne. It is a common physiological phenomenon caused by the strong secretion of sebaceous glands and poor sebum discharge during puberty. It mostly occurs on the face and is common in teenagers. "Acne" is not a serious disease, it will subside on its own, and it will gradually disappear as the body matures. However, it does bring a lot of trouble to people. Paying attention to personal hygiene, washing your hands frequently, and washing your face frequently are effective ways to prevent "acne". In addition, eating less greasy and irritating food, drinking more boiled water, participating in physical exercise regularly, maintaining a peaceful mind, and reducing stress, can also reduce the occurrence of "acne". After the "acne" occurs, remember not to squeeze it with your hands to avoid infection; it is best to keep it clean and wait for natural healing; if it is serious, seek medical attention in time, and do not abuse drugs.

Teacher's question:

Everyone should have a certain understanding of "acne" now. Let's discuss another question. Does anyone know what's going on with the underarm odor?

(Combining the responses of the students and the time spent on the first two questions, here you can choose to encourage students to speak actively, or you can shorten the process and explain directly to save time.)

Teacher explains:

Underarm odor is caused by excessive secretion of apocrine glands in the armpit. There are more apocrine glands in the armpits of the human body, and the secretion of apocrine glands begins to increase during puberty. Coupled with the vigorous metabolism during puberty, the underarm odor is also more common. If the underarm odor is mild, just pay attention to personal hygiene, keep the armpits clean and dry, bathe frequently, change underwear frequently; eat less irritating foods, such as onions, garlic, etc.; use antibacterial bath liquid when bathing, and use some toilet water after washing Or talcum powder, the phenomenon of underarm odor will not be obvious. If the underarm odor is serious and has a greater impact on others, it is best to go to the hospital for treatment. Underarm odor is not a serious disease, so there is no need to worry about it. With the growth of age, once puberty is passed, the apocrine glands gradually shrink and the secretion of sweat decreases day by day, and the underarm odor will gradually reduce and even recover naturally.

Teacher's summary:

I just shared with my classmates the problems of "acne" and underarm odor. They are closely related to personal hygiene, so it is really important to pay attention to maintaining personal hygiene. Do it seriously.

【Tips】

When explaining personal hygiene, you can fully combine the problems existing in the local area or the class, look for cases from actual life, and help students understand the importance of maintaining general personal hygiene. At the same time, it can also create favorable conditions in schools or classes to help students maintain general personal hygiene.

Activity 3: Operation Demonstration (10 minutes)

Objective:

Help students understand the six-step handwashing method and understand the Pap brushing method.

Format of the activity:

Teacher demonstration (if conditions permit, video teaching can also be used, and the teaching video needs to be prepared in advance)

Teacher's demonstration:

Students, I just told you about the importance of maintaining personal hygiene. You should be familiar with many things, such as washing your hands and brushing your teeth, but what you do may not make a difference. To play the role of cleanliness and disease prevention, we not only need to develop the habit of doing these things but also need to master the correct method. Next, the teacher will show you how to properly wash your hands and brush your teeth.

Lesson 1: Personal hygiene

The teacher combined the schematic diagram of the six-step hand washing method and the schematic diagram of the Pasteur brushing method to explain the process while demonstrating the operation. The best way to demonstrate hand washing is under running water. At this time, you need to organize the classroom order so that students can see it as much as possible. If a running water source is not available, you can also fill a basin with water to demonstrate, but when explaining, it must be emphasized that it is best to wash your hands under a running water source. Demonstration of brushing using a toothbrush and tooth model. The demonstration method can be flexibly adjusted according to the actual situation of the local and

【Tips】

Six Step Hand Washing Method

Use running water to thoroughly wet your hands. Take an appropriate amount of soap or liquid soap and apply evenly to the entire palm, back of the hand and between the fingers. Carefully rub your hands for no less than 15 seconds.

The specific rubbing steps are:

1. Palms face each other, fingers close together, rub each other;
2. Rub the palms of the hands and the backs of the hands together along the finger gaps, and exchange them;
3. With the palms facing each other, the hands are crossed and rubbed together along the fingers;
4. Bend the fingers so that the joints are rotated and rubbed in the palm of the other hand, and the exchange is carried out;
5. Hold the thumb of the right hand with the left hand and rotate and rub, and the exchange is carried out;
6. Put the tips of five fingers together on the palm of the other hand and rotate and rub, and then exchange.

If necessary, wash your wrists.

Finally, rinse your hands thoroughly under running water, dry them, and take an appropriate amount of hand lotion for skin care.

Pasteur brushing

(1) When brushing the outer side of the teeth and the inner side of the back teeth, the bristles of the toothbrush face the direction of the roots, and the bristles and the side of the teeth form a 45° angle, that is, brush the upper teeth upward, brush the lower teeth downward, and gently add Press so that some of the bristles enter the gap between the teeth and gums, which helps to clean bacteria near the gums. After setting the position of the toothbrush, vibrate at least 5 times in a short horizontal distance within the range of 2 to 3 teeth, then turn the handle of the toothbrush, and gently brush the side of the tooth with the bristles along the direction in which the teeth grow, that is, Brush your upper teeth down and brush your lower teeth up. The whole action is to vibrate the brush horizontally, vibrate 5 times at the same position and then brush once, repeat at least once for each position, and then move to the next position.

(2) When brushing the inner side of the front teeth, the brush handle can be erected, the bristles at the back of the brush head touch the gums, the lower teeth are brushed from bottom to top, and the upper teeth are brushed from top to bottom.

(3) When brushing the chewing surface of the rear teeth, point the bristles of the toothbrush towards the chewing surface of the teeth, and brush back and forth with a little force.

(4) When brushing the last tooth surface of the last tooth, open the mouth wide and stand up the brush handle, so that the brush head turns from the inner side of the last tooth of the lower jaw, along the gingival margin, to the last tooth of this tooth. Tooth surface, reaching the outer surface.

Activity 4: Homework (10 minutes)

Objective:

To help students master the six-step hand washing method and master the Pasteur brushing method.

Format of the activity:

group practice

According to the pre-assigned groups, each group practiced the six-step hand washing method and the Pasteur brushing method (using a toothbrush and tooth model). Teachers need to maintain order, organize the process, and ensure that students have the opportunity to do practical operations as much as possible, and at the same time provide guidance.

Teacher's summary:

Students, what we have learned today, whether it is washing hands, brushing teeth, or other methods of maintaining personal hygiene, I hope everyone can master it, stick to it in daily life, and finally develop good personal hygiene habits.

VI. Reference

"Citizens' Code of Conduct for Epidemic Prevention (Science Edition)" National Health Commission CDC 65982aa9b88c4f5595f0649f5824cd1b.pdf (nhc.gov.cn).
Chinese Stomatological Association - The Correct Way to Brush Your Teeth for Adults (Video) <http://en.cndent.com/1.html>.

Lesson 2:

Healthy lifestyles

I . Learning objectives

II . Key ideas and difficulties in teaching

III . Teaching module

IV . Preparation before class

V . Teaching flow

VI . References

I. Learning objectives

Knowledge

To understand the definition of health and recognize the importance of having a healthy lifestyle.

Skills

To have the ability to comprehensively evaluate the health status of self, and use health skills to ensure a healthy lifestyle, such as a good diet, adequate sleep, physical exercise, keeping a happy mood, etc.

Social-emotional and attitudinal

To accept and choose healthy lifestyles, and learn how to regulate emotions and relieve stress.

II . Key ideas and difficulties in teaching

Key ideas

Help students live a healthy lifestyle and persist in it.

Difficulties in teaching

Help students understand the negative impact of unhealthy lifestyles.

III .Teaching module

| Teaching content | Time (minute) | Key ideas and teaching strategies | Teaching tools |
|------------------------------|---------------|---|-----------------------|
| Introduction | 5 | <ul style="list-style-type: none"> · Discussions: How to understand health? · Key Point: Health is a state of physical and mental perfection and resilience, not just the absence of disease and infirmity. | |
| Questionnaire survey | 10 | <p>Ask students to complete the health self-assessment questionnaire to learn about their health status. Analyze the health status of the whole class and deepen students' understanding of health. Talk about the influencing factors of health and introduce the lifestyle concept.</p> | |
| Case analysis and discussion | 20 | <p>Analyze Cases. Discuss the unhealthy lifestyles in the cases and how to correct them.</p> | |
| Homework | 5 | Design a week for healthy living | Cardboard, Paintbrush |

IV . Preparation before class

The health self-assessment questionnaire and healthy lifestyle education video (teachers can search online in advance).

V. Teaching flow

Activity 1: Introduction (5 minutes)

Objective:

To help students fully understand the meaning of health and pay attention to health issues.

Format of the activity:

Group discussion

The teacher asks: Emerson once said health is the first wealth in life. It is indeed the case. What do students think a healthy state should be like?

Classmate 1 answers: Not sick.

Classmate 2 answers: Both physically and mentally healthy.

...

Teacher's summary:

What everyone said is correct but not comprehensive enough. The World Health Organization considers health a state of physical, mental and social well-being, not just the absence of disease or infirmity. I have prepared a health self-assessment questionnaire for students, which involves three levels of health. You can make a comprehensive evaluation of your current health status. Now, please rate your health.

【Tips】

To fully encourage students to answer, mobilize the atmosphere.

Activity 2: Questionnaire Survey (15 minutes)

Objective:

To help students correctly evaluate their health status and understand the concept of lifestyle and its effect on health.

Format of the activity:

Questionnaire survey and teacher explanation.

Teacher explains:

Please prepare paper and pencil.

I will first introduce the test requirements:

There are 25 sub-questions in the test, and each question has 4 options of "completely inconsistent", "not quite consistent", "relatively consistent" and "completely consistent".

The corresponding scores of each option are different, with 1 point for "completely inconsistent", 2 points for "not quite consistent", 3 points for "relatively consistent", and 4 points for "completely consistent".

If you have not encountered some situations, please imagine how you would do it and then score it.

After completing all the test questions, add the scores of each question, which is the final score.

Different total score intervals indicate different health conditions.

Each student is asked to complete the test individually to ensure the authenticity of the answers. The results of the test are only for reference.

...

(Reserve 3-5 minutes for students to complete the questionnaire)

The teacher explains:

Now students have known the scores of your health self-assessment questionnaire. Next, I will announce the scoring standard of the questionnaire. You can evaluate your health status according to the standard: 85-100 points means your health status is excellent, 70-84 points indicates that your health is good, 50-69 points means your health is average, and below 50 points means you need to improve your health level.

(Teacher can count the distribution of health status in the class and analyze the health status of the whole class to improve students' enthusiasm for participation.)

Teacher asks:

You must have realized the importance of health, so do you know what factors can affect health?

Student Answers: ...

(Please pay attention to the students' speeches and guide them to find the correct answer.)

Teacher explains:

A healthy life depends on yourself first. The World Health Organization has announced that an individual's health and longevity are 60% dependent on himself, 15% on genetics, 10% on social factors, 8% on medical conditions, and 7% on climate influences. Among the factors that depend on the individual, lifestyle is the main factor.

Teacher asks:

Do you know what lifestyle is?

(Because of time constraints, no discussion will be organized here, and teachers can explain directly.)

Lesson 2: Healthy lifestyles

Teacher explains:

Lifestyle refers to the various behaviours and habits people follow in their daily lives, such as eating habits, living habits, recreational activities, and the pattern of participating in social activities. According to the impact on health, we can divide lifestyles into healthy lifestyles and unhealthy lifestyles. Please think about the healthy and unhealthy lifestyles in your daily life, and share them with other students.

Student Answers: ...

Teacher summarizes:

Students just discussed the common healthy and unhealthy lifestyles in daily life. Presumably, we also realize that lifestyle profoundly impacts health, so I hope we can cultivate healthy lifestyles in our daily life and correct the bad ones that existed before.

[Tips]

When explaining the lifestyle, teacher can combine the common problems in the class and find cases from the actual life to help students have a better understanding of what healthy lifestyles are. At the same time, it is necessary to create a good atmosphere in the school or class, so as to promote students to choose a healthy lifestyle.

Activity 3: Case analysis and Discussion (20 minutes)

Objective:

- To consolidate the understanding of healthy and unhealthy lifestyles.
- To help students master the key points of healthy lifestyles, such as a good diet, adequate sleep, physical exercise, and a happy mood.

Format of the activity:

Group discussion and teacher explanation (if conditions permit, video teaching can also be used, and the teaching video needs to be prepared in advance).

Teachers need to prepare relevant cases and print a copy of [Case 1], [Case 2], [Case 3], and [Case 4] in advance. Divide the students into four groups. Each group will be assigned to one case and discuss it for 1~2 minutes.

Students need to discuss:

- (1) What bad lifestyles exist in the case story?
- (2) How to correct them?

Lesson 2: Healthy lifestyles

After the discussion, each group should select one representative to briefly introduce the case and share the discussion results in concise language within 2 minutes. Teachers should record the keywords of students' answers on the blackboard and make appropriate supplements and summaries so that students can fully understand and learn the key points of healthy lifestyles.

...

[Case 1] Xiaoxuan's distress:

Xiaoxuan often gets up late in the morning. To avoid being late for school, she often hurried to school without breakfast. Even if she has enough time, she eats breakfast casually because she feels that there is no appetite just after getting up. But in the morning class, she often feels so hungry that she can't concentrate on her studies. Do you think Xiaoxuan did this right?

After the group discussion, the student representative answers: ...

Teacher explains:

Some students, like Xiaoxuan, either do not eat breakfast or eat breakfast casually, neither considering quantity nor quality. We should know that nine to ten o'clock in the morning is the best time for people to accept new things when attention and memory are at their peak. So if you can't get enough energy from breakfast in the morning, concentrating and studying will be difficult. Therefore, in order to study at a higher level and more efficiently, and at the same time to ensure physical health, it is essential to have a nutritious breakfast. The ideal breakfast should include milk, steamed bread, vegetables, eggs, meat, and so on. As the saying goes: eat well for breakfast, eat enough for lunch, and eat less for dinner. Good eating habits are a prerequisite for a healthy life. Next, I will provide some small suggestions to help you arrange a fit diet. We should achieve a proper mix of main and non-staple foods, coarse and refined grains, and meat and vegetables daily. Of course, it is best for students to eat regularly and quantitatively, not to be partial, not picky, and not overeat. If students have other suggestions, feel free to share.

(Teachers should record students' answers on the blackboard and make appropriate summaries at the end.)

[Case 2] Xiaolan's distress

The final exam is approaching, and Xiaolan often revises late recently. She couldn't keep her spirits up during the daytime and always felt dizzy. The teacher found that Xiaolan fell asleep several times during class, so she reminded Xiaolan to adjust her schedule properly to ensure sufficient energy. As Xiaolan's classmate, can you give her some advice?

After the group discussion, the student representative answers: ...

Teacher explains:

About one-third of a person's life is spent on sleep. Adequate sleep can make the human body get enough rest. Once sleep is insufficient, people will feel dizzy and unable to concentrate, which affects their work or study. Adolescents should ensure 9 hours of sleep a day, and in addition to enough sleep time, but also the depth of sleep. In life, we should also strive to create a good sleep environment, develop the habit of sleeping regularly and getting up on time, and avoid all kinds of excitement before going to bed. Don't sleep with your head covered, as it will put people in an oxygen-deficient environment, which is very detrimental to health. Don't sleep on your stomach so as not to increase the burden on your heart and affect sleep quality. Don't go to bed too late because that will affect the secretion of growth hormone and adversely affect growth and development.

...

[Case 3] Xiaomeng's distress

Xiaomeng is a skinny girl. She seldom exercises in her daily life. In physical education class, she often takes time off to avoid physical exercise on the grounds of physical discomfort. Her teacher noticed this problem and suggested that Xiao Meng take proper physical activity. Xiaomeng followed her teacher's advice, but because of her heavy study tasks, she chose to go to the gym every Saturday night to play badminton for four hours. However, after the exercise, Xiaomeng always felt sore all over and lacked energy the next day instead.

After the group discussion, the student representative answers: ...

Teacher explains:

Adolescence is the crucial period that determines a person's constitution, psychology and intelligence in his whole life. Regular physical exercise plays an important role in promoting physical development during adolescence. The main manifestations are as follows: it can encourage the growth of muscles and bones and enhance respiratory function and heart function, which is conducive to comprehensively improving students' psychological quality, promoting personality development and so on. If not reasonable to carry out physical exercise, it not only is not good for health but also can bring injuries, so when carrying out physical activity, you should follow the following principles:...

Lesson 2: Healthy lifestyles

- Physical exercise should be a gradual process. The requirements, content, methods and exercise loads of physical exercise differ according to the actual situation of each individual. The difficulty and intensity of exercise should be gradually increased. Because the functions of various human body organs can not be improved at once, it is a gradual development and improvement process.

- Exercise should be persistent. As we all know, life lies in exercise. Therefore, we should persist in long-term, uninterrupted and continuous physical exercise.

- We can choose a variety of sports for physical exercise. Different kinds of exercise will bring different effects. For example, aerobic exercise can enhance cardiopulmonary function, strength exercise can help improve muscle strength, and flexibility exercise can increase muscle extension ability to prevent injuries effectively. You can carry out several kinds of sports according to your interests.

Of course, you should also pay attention to the safety during exercise and choose the appropriate exercise intensity.

...

[Case 4] Fang Fang's distress

Fang Fang quarreled with his mother because he wanted to play with his friends after dinner, but his mother asked him to stay home and finish his homework. Fang Fang was so angry that he made a scene at his mother and threw his schoolbag angrily to the ground. He then rushed into the room and locked the door. No matter how his mother persuaded him, he refused to open it. This is not the first time that Fang Fang and his mother have quarreled. Almost every day, they have an argument. Fang Fang also finds it more and more difficult to control his temper, so Fang Fang is very upset and wants to know how to adjust to the bad mood. Can students give some advice to Fang Fang?

After the group discussion, the student representative answers: ...

Teacher explains:

Emotion refers to a person's feelings. Anger, sadness, happiness, fear, etc., are all familiar emotions. It is precise because we have complex emotions that we become people with deep feelings. But sometimes, bad emotions will bring us pressure. Under great emotional stress, you may say something that you will regret later. This is an unhealthy way of expressing emotions, which may hurt the feelings between people and have adverse effects on your health. Therefore, we should learn to correctly understand our emotions, express and manage them in a healthy way, and keep a happy mood. Here are some tips for regulating your mood, which I hope can help you:

Lesson 2: Healthy lifestyles

- (1) Accept your emotions.
- (2) Identify your emotions and the causes of your emotional reactions. Knowing the source of bad emotions can avoid certain situations that can trigger bad emotions or make preparations in advance.
- (3) Calm down! Don't take any action when emotions are strong. You can count ten numbers in your mind and take a deep breath to calm yourself down. If you feel out of control, please leave the crowd as soon as possible.
- (4) Share your emotional feelings with others, such as "I am angry" or "I feel hurt", and explain the reasons. This can prevent you from making a strong emotional reaction, causing harm to others, and can also help them understand your feelings.
- (5) If you have emotional problems, you can communicate with people you trust, such as your teachers, parents or friends. They can help you relieve your emotions and find the causes and solutions.
- (6) Engage in other activities. Exercise may help you calm down so that you find the root of the problem. You can try brisk walking or cycling, running around the playground, etc. Listening to music and meditation are also good ways to relax.

With the help of the above mood regulation tips, I believe you will be able to take control of your emotions and become the master of them, so why not put them into practice in your daily life? I wish you all a good mood every day.

【Tips】

1. It is suggested that teachers can adapt the case appropriately according to the events that have occurred in the class, or prepare videos in advance to replace the case, so that students can better integrate into the situation;
2. When the teacher summarizes, try to guide the students to get the answers by themselves.
3. When time permits, you can increase interaction with students, such as inviting students to share "my favori

Activity 4: Homework (5 minutes)

Objective:

To help students practice healthy lifestyles and correct unhealthy lifestyles in their daily life.

Format of the activity:

Assignments and discussions.

Teacher summarizes:

Fellow students. I believe you have mastered how to develop healthy lifestyles in your daily life through what you have learned today. I hope you can stick to them and develop good living habits to maintain good health.

The teacher assigns homework: Please arrange next week's life according to the four aspects of healthy lifestyles taught today, and design "A Healthy Life Plan for One Week". It should include the schedule of work and rest, the time of three meals (students can simply design a recipe for the next week), physical exercise items and exercise duration, daily mood records, etc. I hope you can put your plan into practice and keep good habits for a long time.

VI. Reference

Health Self-assessment Questionnaire (from page 98 of the junior high school biology Humanity 2011 Standard Edition Grade 8 book):

1. I have at least one or two good friends.
2. My weight is within the normal range.
Standard weight (kg) = height (cm) - 105
Normal range: standard weight \pm standard weight * 10%
3. When I am frustrated, I ask my friends for advice or help.
4. I can name at least three things that I do well.
5. I get up in the morning and feel very comfortable.
6. I have at least one hobby or specialty.
7. I can take part in daily study and recreational activities with vibrant energy.
8. I am able to talk confidently with people I do not know well.
9. I am physically flexible.

Lesson 2: Healthy lifestyles

10. I have good relationships with both boys and girls.
11. I take an active part in group activities.
12. I feel natural when I lead others or am led by others.
13. My teeth are healthy.
14. I sleep well.
15. I can forgive other people's faults or mistakes.
16. My sports performance has reached the standard.
17. I feel happy most of the time.
18. In a stressful situation, I will relax by exercising.
19. I can listen to and accept the opinions of others when I cooperate with other students.
20. When doing things or reading, my attention is very concentrated.
21. I rarely feel tired and weak.
22. When my friends ask me to do something I don't want to do, I will refuse.
23. I have a good appetite.
24. I am satisfied with my appearance.
25. I will sum up the lessons of failure in some aspects so that I can do better in the same situation next time.

Lesson 3:

Adolescent health care

I . Learning objectives

II . Key ideas and difficulties in teaching

III . Teaching module

IV . Preparation before class

V . Teaching flow

VI . References

I. Learning objectives

Knowledge

To understand the importance of keeping personal hygiene and master the knowledge of health care during puberty.

Skills

To master the skills of keeping personal hygiene, such as how to choose and wear a brassiere properly, how to use and change sanitary napkins correctly, etc.

Social-emotional and attitudinal

Guide students to form healthy psychology to accept puberty's physiological changes actively.

II . Key ideas and difficulties in teaching

Key ideas

Help students master the knowledge of adolescent health care.

Difficulties in teaching

Help students develop good health care habits.

III .Teaching module

| Teaching content | Time (minute) | Key ideas and teaching strategies | Teaching tools |
|----------------------------|---------------|---|--|
| Introduction | 5 | Knowledge review: Basic knowledge of puberty growth and development and differences in secondary sexual characteristics between boys and girls. | |
| Discussion and explanation | 10 | How to protect breasts. | |
| Operation | 5 | Demonstrate how to choose and wear a bra correctly. | Bra |
| Discussion and explanation | 15 | <ul style="list-style-type: none"> · How to ensure genital hygiene. · How to ensure hygiene during menstruation. | Outline diagrams of male and female genitals |
| Operation demonstration | 5 | Demonstrate how to use and replace sanitary napkins properly. | Underpants, Sanitary napkins |
| Homework | 5 | <ul style="list-style-type: none"> · After-class discussion and exploration. · Design a menstrual record chart. | |

IV . Preparation before class

Before class, teachers should collect common worries about adolescent health care from boys and girls and prepare teaching aids such as outline drawings of male and female genitals, bras, underwear, sanitary napkins, etc. Teachers can also search for publicity and education videos on adolescent health care online.

【Tips】

This course is rich in content, so teachers should pay attention to controlling time.

V. Teaching flow

Activity 1: Introduction (5 minutes)

Objective:

To help students recognize the importance of maintaining personal hygiene.

Format of the activity:

Knowledge review and discussion.

Teacher asks:

Fellow students, do you know in which two stages people grow the fastest?

Students answer:

Infancy and adolescence.

Teacher asks:

Yes, you are right. After the previous study, we already know that there will be certain changes in the bodies of boys and girls during puberty, and there are still great differences in development. Do you remember?

Classmate 1 answers: Girls will menstruate, but boys won't.

Classmate 2 answers: Boys will grow Adam's apple, and the voice will change.

Classmate 3 answers: Girls' breasts begin to develop, but boys don't.

...

Teacher summaries:

10 to 19 years old is called puberty, and you are about to or have already entered puberty. In adolescence, you will experience rapid and vigorous development, and the differences between males and females in appearance will gradually become prominent. In this class, I will introduce the relevant knowledge of adolescent health care to help you get through the critical growth stage. I hope everyone can develop good living habits and grow healthily through this course.

【Tips】

When students feel embarrassed or shy about the secondary sexual characteristics of adolescence, teachers should provide guidance in time to help students accept the growth and development of adolescence with a positive and healthy attitude.

Activity 2: Discussion and Explanation (5 minutes)

Objective:

To help students master the methods of breast protection and the key points of breast health care.

Format of the activity:

Question and lecture.

Teacher explains:

After we enter puberty, boys and girls will have some inner secrets and troubles. First of all, I will teach you the health care of a very important part of girls. Only by protecting it can girls avoid diseases and grow more confidently and healthily. This part is the girl's breast.

The figure of adolescent girls will undergo tremendous changes, the most obvious of which is the bulge of the breasts, which is an obvious sign of the development of female secondary sexual characteristics. Generally speaking, it takes about 3 to 5 years for a girl's breasts to mature. Adolescent girls should wear appropriate bras after the breasts begin to develop. This is an important measure to protect breast development, which is conducive to maintaining the healthy shape of breasts, reducing breast swing during walking, exercise and labour, and preventing sagging breasts. Indeed, as some students said, you may feel uncomfortable when you first wear a bra. In fact, as long as the bra you wear is the right size, you will get used to it after a period of adaptation.

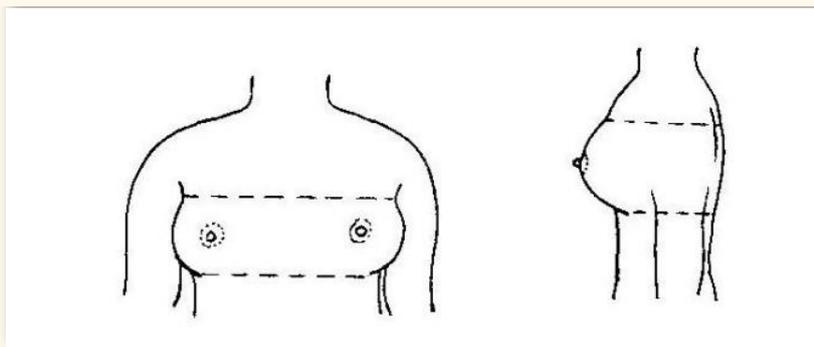
Teacher asks:

Does the female student know when to start wearing a bra and what should be paid attention to when wearing a bra? Can you share it with your classmates?

(The teacher should pay attention to students' reactions. If there are students who want to talk, the teacher should encourage them and make comments based on the students' speeches; if no students want to speak, the teacher can directly explain.)

Teacher explains:

When should girls wear bras? It depends on the degree of breast development. Use a soft ruler to measure from the upper bottom of the breast through the nipple to the lower bottom of the breast. Generally, when the upper and lower distance is greater than 16(cm), it indicates that a bra should be worn.



Lesson 3: Adolescent health care

Female students should remember to take off their bras when sleeping to ensure smooth breathing and blood circulation. Wash and change bras frequently to keep them clean. And you'd better choose a cotton bra with strong hygroscopicity, soft texture and good ventilation so as to prevent sweat from soaking the bra and causing nipple or breast inflammation. If the inflammation is severe, seek medical help in time.

Teacher summarizes:

In short, girls should never wear inappropriate bras in pursuit of beauty. It is necessary to develop the habit of bathing frequently and changing underwear often. Girls should always pay attention to breast development, hygiene and health care. If there is any abnormality in the breast, you should immediately communicate with your mother. Boys and girls should also respect each other's physiological changes during puberty so as to spend adolescence happily together.

【Tips】

When introducing the knowledge about breast health care, teacher can combine the "girls' worries about breast development" collected before class for targeted explanation.

Activity 3: Operation Demonstration (10 minutes)

Objective:

To help students master how to choose and wear bras correctly.

Format of the activity:

Teacher demonstration (if conditions permit, video teaching can also be used, and the teaching video needs to be prepared in advance).

Teacher demonstrates:

Next, I will show you how to choose and wear a bra.

The teacher holds a bra as the teaching aid and demonstrates: the bra should be selected according to your body and breast size. The most important thing is that the bra size fits snugly. If the bra is too tight, it will compress the chest and affect breathing. At the same time, it can also compress the breasts and nipples, causing the nipples to sink, thereby affecting development and making future breastfeeding difficult. If the bra is too loose, it will not support and protect the breasts. And the bra will slide along with the movement, rubbing against the nipples and breasts, making you feel uncomfortable.

Before choosing a bra, you need to measure your bottom bust (tight bust under the breast and top bust (tight bust at the most prominent part of the breast. The difference between them is the bust difference. The bust is the basic size of the bra, and the bust difference determines the size (as shown in the figure below.

| Bust Difference (cm) | Bra Size |
|----------------------|----------|
| 6 ~ 8.5 | AA |
| 8.5 ~ 11 | A |
| 11 ~ 13.5 | B |
| 13.5 ~ 16 | C |
| 16 ~ 18.5 | D |

Comparison Table of Bra Size and Bust Difference

Generally, the elastic bra is 5 cm in one gear, which has strong adaptability, so you can choose a slightly smaller than your bottom bust. Non-elastic bras are 2 cm in one gear. When choosing, you'd better measure the size in advance to ensure it fits. Generally speaking, the bra is the proper size if there is no indentation on the chest. It is advisable to choose a bra with elastic straps or adjustable buttons and a slightly wider strap. The strap should preferably not be narrower than 2 to 3 cm and should not be too long or too short.

When wearing a bra, first lean forward slightly and hang the hook. Then straighten your body and adjust the shoulder straps. After wearing it, you should feel comfortable without pressure or tightness.

Teacher summarizes:

The most important points of breast health care are as follows: girls should start wearing a bra after breasts begin to develop; choose suitable bras according to their situation; change and wash bras frequently to ensure cleanliness.

Do you remember?

【Tips】

If permitted, teachers can prepare a variety of bras, such as cotton vests, cotton bras without rims, cotton bras with cups, shaped bras, etc., to help female students choose bras correctly according to their breast development.

Activity 4: Discussion and Explanation (15 minutes)

Objective:

To help students master the methods of maintaining genital hygiene and master the knowledge of menstrual health care.

Format of the activity:

Question and explanation.

Teacher asks:

Do you know your body? Do you know what your vulva looks like?

Students answer: ……

(Teachers should pay attention to mobilizing the classroom atmosphere and avoid excessive involvement of students' privacy.)

Teacher explains:

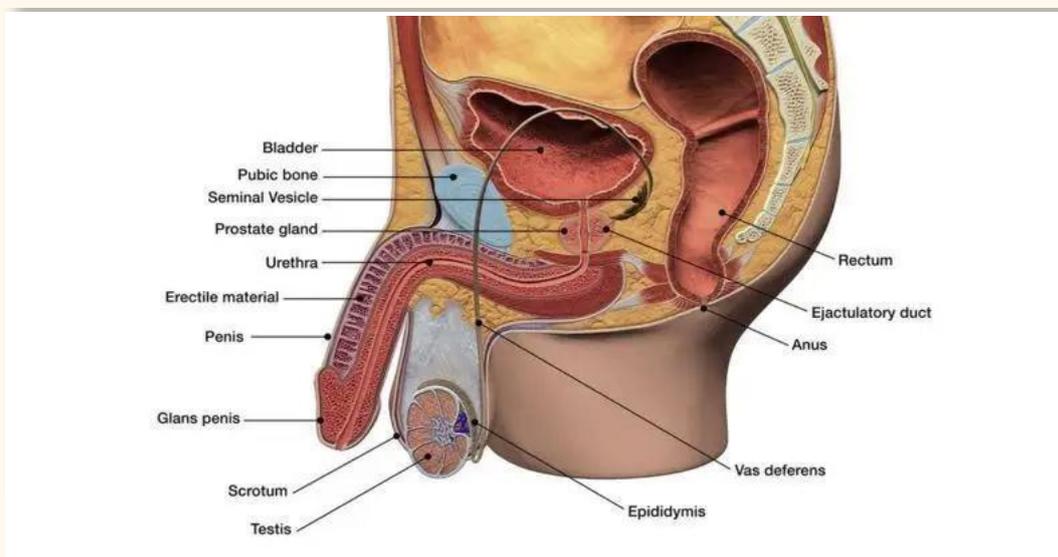
I guess that many students may not have carefully observed what our vulva looks like, but the vulva is an important part of our body. We should have a certain understanding of it and maintain its hygiene. Otherwise, we will feel uncomfortable or even get sick. The vulva structure of boys and girls is different, so I will introduce the methods of maintaining vulvar hygiene separately for boys and girls.

Teacher asks:

Do you know what male external genitalia include? And how to maintain their hygiene in daily life?

Students answer: ……

The teacher shows the outline of the boy's vulva and explains:



Lesson 3: Adolescent health care

The male external genital system includes the penis and scrotum. After entering puberty, influenced by sex hormones, the external genitalia of boys become larger, the colour of the scrotum becomes darker, and the secretion of sebaceous glands increases.

In addition, men's scrotum and penis have many wrinkles and sweat glands, and it is easy to leave dirty things on the genitals and breed bacteria, which may lead to itching and redness. Therefore, boys should develop a good habit of changing their underwear and cleaning their genitals every day. When washing genitals, gently open the foreskin, rinse the penis and glans with running water, and wash away the accumulated dirt. Boys with long foreskin should pay more attention to cleaning the vulva to avoid infection. It is normal to have nocturnal emissions during puberty. After spermatorrhea, boys should wipe, clean and change their underwear in time.

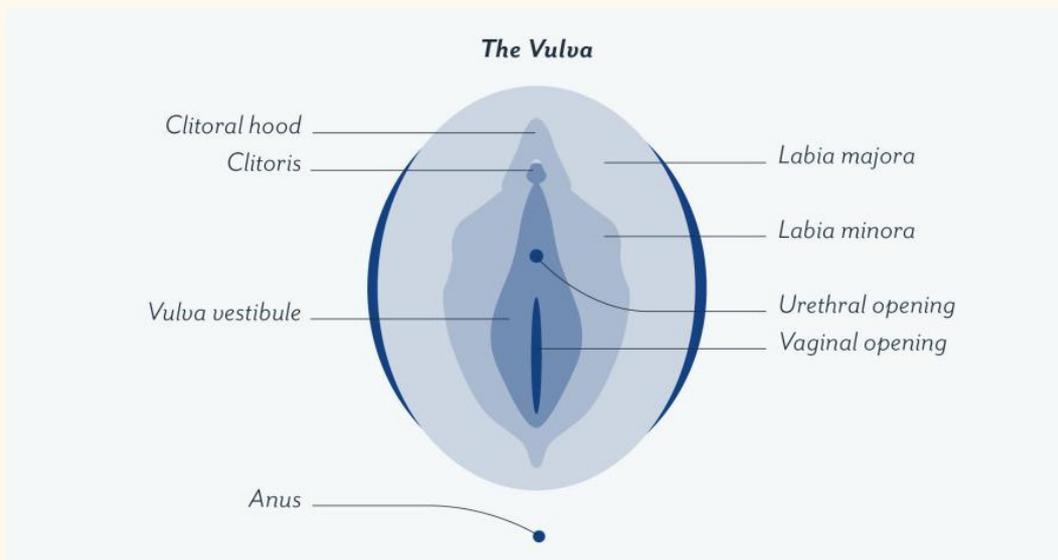
Teacher summarizes:

Both boys and girls should try to choose soft and breathable cotton underwear instead of chemical fiber underwear. Because the chemical fiber material is not conducive to air permeability and moisture absorption, it hinders air circulation and forms a high-temperature and high-humidity environment conducive to microbial reproduction. The genitals will be easily parasitized by bacteria, fungi, trichomonas, etc. By the same token, you should try to avoid wearing tight pants in your daily life.

Teacher asks:

Do you know how many openings in a girl's vulva are connected to the outside of the body? What is the location and function of each opening? And how to maintain women's genital hygiene?

Students answer: ...



There are three openings in the vulva of girls. The front is the opening of the urethra for urination, the rear is the anus for excretion of faeces, and the middle one is the opening of the vagina, where the leucorrhoea and menstrual blood are discharged, as well as the place where the child is delivered.

Lesson 3: Adolescent health care

In puberty, the vaginal mucosa of girls can secrete acidic secretions, which have the function of defending against bacterial invasion and keeping the female external genitalia moist. Women's vulva is full of wrinkles and developed sweat glands. If girls don't ignore cleaning the vulva, they are prone to vulvitis and vaginitis, causing discomfort such as burning, itching or pain in the vulva. If there are pruritus vulvae, remember never to scratch them with your hands, wash them with hot water or rub them with soap. These practices can only aggravate pruritus. You should follow the doctor's guidance, use the correct external medicine to clean, apply ointment, etc., and take oral medication when necessary.

Teacher summarizes:

Therefore, in daily life, girls should pay attention to keeping the vulva clean and changing their underwear frequently to prevent vulva pollution. Wash the vulva with clean water every day to prevent the invasion of bacteria and other harmful microorganisms and reduce inflammation of the reproductive organs. When cleaning, girls should wash from front to back, not from back to front, so as not to bring the bacteria near the anus to the genitals. Use the shower as much as possible to clean the vulva. If you use a basin and a towel, you must use them exclusively and not share them with others so as not to cause infection.

Teacher asks:

Through the lessons we have learned, we know that after girls enter puberty, around the age of 12 to 14, they will experience menstruation, that is, the regular endometrial shedding and blood flow from the vagina every month. Girls should pay special attention to health care during menstruation. Can anyone tell me how you do it?

Students answer: ……

Teacher explains:

Thank you for the students' answers. I also want to give some advice to female students about menstrual periods. Female students should keep warm during menstruation and avoid contact with cold water. It is necessary to combine work and rest, ensure adequate sleep, and appropriately participate in moderate exercise and light physical labor. Because proper activity can promote blood circulation and make menstruation smoother, it is not advisable to participate in strenuous exercise and heavy physical labor, such as running for a long time, so as not to cause pelvic congestion and lead to excessive menstrual bleeding or prolonged menstruation. During menstruation, girls should eat more nutritious and digestible foods, such as eggs, milk, fruits, and vegetables, to enhance their resistance.

Generally speaking, girls are easily emotional, irritable and impulsive during the menstrual period, which is mainly caused by the hormone fluctuations secreted in the body. It is often manifested as being unhappy and losing her temper because of a trivial matter. In severe cases, anxiety and depression may also occur. Therefore, during menstruation, girls must learn to adjust their emotions in a variety of ways, such as actively participating in class activities, reading some books they like, and communicating with good friends. In short, girls should treat menstruation with an optimistic attitude and pay more attention to menstrual hygiene, thereby reducing physical and psychological discomfort.

Lesson 3: Adolescent health care

At the early stage of development, the body is still immature, and irregular menstruation is normal. Generally, within one or two years after menarche, both menstrual cycle and bleeding days will gradually become regular. If the menstrual cycle is abnormal, as well as obvious abdominal pain, heavy bleeding, obvious emotional changes and other uncomfortable symptoms, girls should seek medical attention in time.

Teacher summarizes:

Both boys and girls should strive to maintain personal hygiene and develop a good habit of cleaning the vulva every day. Female students should pay special attention to hygiene during menstruation. I hope everyone can master what we have learned today and stick to it in daily life, and finally develop good personal hygiene habits.

[Tips]

Teachers can combine the "worries of adolescent health care for boys and girls" collected before class to give targeted explanations. Teachers can also choose adolescent health care education videos instead of explanations, and make appropriate supplements.

Activity 5: Homework (5 minutes)

Objective:

To encourage students to develop good personal hygiene habits in daily life and to help female students pay attention to their menstrual problems.

Format of the activity:

Assignments and discussions.

Teacher summarizes:

Finally, let's sum up what we have learned today: we know the importance of maintaining personal hygiene in adolescence, how to wear fitting bras, how to keep the genitals clean and hygienic for boys and girls, and how to ensure personal hygiene during the menstrual period, etc. I believe everyone will have a lot of gains! I hope every student can apply what he has learned to his life, cherish your own body and grow up healthily.

Teacher assigns homework:

From today onwards, students should learn to take good care of yourselves. You can go home and discuss with your parents how to maintain genital hygiene and correct the lousy hygiene habits that existed before.

In addition, girls need to establish a menstrual record chart and can use a pen to record the date of each menstrual period on the menstrual record chart. When the menstrual flow is small, it can be marked with "-". When the menstrual flow is heavy, it can be marked with "+", and the normal menstrual flow is marked with "√". In this way, you can know the number of days between cycles and the number of days in each menstrual period so that you can prepare in advance. If the menstrual cycle or menstrual flow is abnormal, it can also be detected in time!

Lesson 3: Adolescent health care

Male students should also pay more attention to caring for menstruating women.

MENSTRUAL CYCLE CHART YEAR: ____/____

| DAY | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
|-----|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| JAN | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FEB | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MAR | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| APR | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MAY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JUN | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JUL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUG | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SEP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OCT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NOV | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DEC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

VI. Reference

"Dingding and Doudou's Growth Story" series of cartoons on children's sex education.

Part 3.

Safety and Self-protection

Lesson 1: Say no to bullying

**Lesson 2: Prevention of child sexual
abuse**

Lesson 1:

Say no to bullying

I . Learning objectives

II . Key ideas and difficulties in teaching

III . Teaching module

IV . Preparation before class

V . Teaching flow

VI . References

I. Learning objectives

Knowledge

To identify the key features of bullying.

Skills

To identify bullying behavior. To identify the groups involved in bullying, including the persons who are bullied, the persons who bully, and witnesses. To practice how to respond to bullying as someone who is bullied and as a witness when faced with bullying.

Social-emotional and attitudinal

To empathize with how it feels to be the person who bullies and the person who is bullied, and witnesses. To be willing to participate in building a safe and harmonious classroom community.

II . Key ideas and difficulties in teaching

Key ideas

To empathize with how it feels to be the person who bullies and the person who is bullied, and witnesses. To learn about the strategies to respond to bullying as someone who is bullied and as a witness when faced with bullying.

Lesson 1: Say no to bullying

Difficulties in teaching

To learn about the strategies to respond to bullying as someone who is bullied and as a witness when faced with bullying.

III .Teaching module

| Teaching content | Time (minute) | Key ideas and teaching strategies | Teaching tools |
|-------------------|---------------|---|---|
| Introduction | 9 | Play the game "Hug the Bear" and discuss the feelings of being in a team and being excluded from a team. | Enough space for activities the PowerPoint |
| What is bullying? | 9 | Use case studies to guide students identify bullying and experience what it feels like to be bullied. | The PowerPoint a blackboard chalk |
| Explore bullying | 20 | Organize case studies and group discussions to explore the reasons why people use bullying behavior and the coping strategies. | The PowerPoint 3 large white sheets of paper black markers character diary cards |
| Homework | 2 | <ul style="list-style-type: none">· Share your story about bullying and tell how you felt and how you responded at the time.· Write a letter to Xiaojun or Nana or the witness in "Nana' s Story". | The PowerPoint |

IV . Preparation before class

The PowerPoint, a blackboard, 3 large white sheets of paper, black markers, character diary cards, and enough space for activities.

V. Teaching flow

Activity 1: Introduction (9 minutes)

Objective:

To empathize with the feelings of being in a team and being excluded from a team, and introduce bullying.

Format of the activity:

"Hug the Bear" game.

Description:

Students walk around in a large circle. When the teacher says "Three into a team.", students are asked to form a team, and those who do not form a three-person team quit the game. The teacher can use different numbers for 3-5 rounds of games. It is necessary to ensure that some students will quit from each round of the game, that is the total number of participants in the game cannot be divided by the number of students in a team.

Explanation:

This is a game of looking for a team. In this game, you need to know that you may bring security and happiness to others, or you may bring loss and helplessness.

Question (to students who stay in the game):

How did you feel when you were in a team in the game?

Question (to students who quit the game):

How did you feel when you were excluded from a team in the game?

Conclusion (based on students' answers):

When we lose our team, we may be disappointed, sad, frustrated, may feel abandoned and hurt, and we may desire attention and help from others. Therefore, we should understand these happy or unhappy emotions, and bring joy and care to others as much as possible, instead of abandonment and helplessness.

【Tips】

1. This game needs enough space for students to move around, and the classroom needs set up in advance.
2. The teacher should involve the answers as much as possible in the summary, which is an acknowledgment of them.

Activity 2: What is bullying? (9 minutes)

Objective:

To identify the key features of bullying and the difference between bullying and conflicts throughout the story.

Format of the activity:

A case study

Explanation:

Today I'd like to introduce a new friend to you, Nana. Let's read Nana's story (See Reference 1).

Question:

Do you think Nana was happy? Why? What can you tell from it?

Explanation:

Nana was unhappy because she was being bullied (write BULLY on the blackboard).

Question:

Do you think Nana was happy? Why? What can you tell from it?

Question:

Have you ever had an experience like Nana? Like, you have been isolated, talked about, ridiculed, or teased by others. Someone has taken something away from you without your consent and has not returned it to you deliberately. Someone has always kept shaking your desk when you were doing your homework.

Question: How did you feel when you had a similar experience? Share it with us.

Explanation:

Bullying is serious, and it means that a person deliberately uses his power to make others feel bad. Bullying is not the same as arguing or fighting, nor is it bad for others when you get angry. From what happened to Nana, we can find out that, first, bullying is intentional, not sudden, and unintentional to hurt others. Second, bullying is unfair. The bullies rely on their power to enjoy the pleasure of bullying others, while the bullied suffers unfair pain. In this story, Nana's classmates were powerful while Nana was all by herself. Third, bullying does not happen by accident, but is often a repetitive behavior. For example, Xiaojun and his friends always talked about Nana. Xiao Yong pulled Nana's braid many times. Nana's classmates left Nana alone every time when they were on duty.

Lesson 1: Say no to bullying

【Tips】

1. The teacher can provide three examples of bullying, unintentional injury, and conflicts, to test whether students can identify bullying behavior (See Reference 2).
2. Before asking students questions, make it clear to them not to mention specific names or use specific incidents that are too explicit to embarrass someone in class (even those who may have done something wrong).

Activity 3: Explore bullying (20 minutes)

Objective:

To empathize with how it feels to be the person who bullies and who is bullied, and witnesses, and to learn about the strategies to respond to bullying as someone who is bullied and as a witness when faced with bullying.

Format of the activity:

Case study, group discussion, and brainstorming.

Explanation:

In Nana's story, Nana was the bullied. Xiaojun and her friends, Xiao Yong, and the students who were on duty with Nana were the bullies. Some students in the class were not directly involved in the bullying behavior, but they knew about it and they were witnesses.

Discussion:

Students are divided into three groups and each group forms a circle. Group A represents Xiaojun and her friends (the bullies), Group B represents Nana (the bullied), and Group C represents other students in Nana's class (the witnesses). From the perspective of each role in the story, each group thinks about and discuss the following questions.

1. How would you feel if you were Xiaojun and her friends or Nana or the witnesses?
2. Why did Xiaojun and her friends bully Nana (Group A)?
3. Why was Nana afraid to tell others about her experience (Group B)?
4. Were the witnesses involved in the bullying? Why did they dare not act? Did their inaction make the situation better, worse, or the same (Group C)?

Ask each group to write as many of their thoughts on the above questions as possible on a large white sheet of paper and share them with the class.

Lesson 1: Say no to bullying

Discussion:

Give each group the character diary cards of their corresponding character. Ask a representative from each group to read the diary of Xiaojun or Nana or the witness to the class (See Reference 3). Then organize each group to discuss the following questions.

1. What should we do to prevent Nana from being bullied if you were Nana or the witnesses (Group B & Group C)?

| Person concerned | Might feel... | Benefits | Drawbacks |
|------------------|---------------|----------|-----------|
| Bullies | | | |
| The bullied | | | |
| Witnesses | | | |

Ask each group to write as many of their thoughts on the above questions as possible on a large white sheet of paper and share them with the class. The other groups can make comments and suggestions. The teacher should give appropriate guidance to students.

Conclusion:

If something like Nana's experience occurs in our lives, whether as the bullied or the witness, what we do depends on the specific bullying situation. When being bullied, it is important to believe that we can get help. When you witness others being bullied, please recall today's lesson that it is very sad and helpless to be bullied, and that we should be caring and helpful to those who are bullied. In any case, we must consider our safety and take appropriate action only after ensuring safety. Fighting back is not the best. To minimize bullying behavior around us, I hope everyone can bring happiness and love to others from now on. Let's work together to make our class harmonious, loving, safe, and bully-free.

【Tips】

1. For the question ii to iv in the first discussion, the teacher can provide appropriate guidance if students do not think of the answers (See Reference 4).
2. In the second discussion, the teacher needs to remind students that ensuring their safety is the most important and that we need reasonable solutions, not fighting back (See Reference 4).
3. The teacher needs to respond to students' strategies and determine whether they are the correct behavior. If students proposed some inappropriate actions, the teacher should give persuasive explanations patiently.
4. Due to a large amount of teaching content in this lesson, the teacher can focus on the third activity.

Activity 4: Homework (2 minutes)

Objective:

To develop an understanding of the feelings and behaviors of bullies, the bullied, and witnesses. To learn to use the strategies discussed in the lesson.

Format of the activity:

Homework.

1. Share your story about bullying and tell how you felt and how you responded at the time.
2. Write a letter to Xiaojun or Nana or the witness in "Nana's Story" based on today's grouping.

VI. Reference

1. Nana's Story

Nana was a freshman. At school, Nana was always alone, with no smile on her face. She didn't play with other students. After class, Xiaojun and her friends would always talk about Nana in front of her. Xiaojun talked the most, and the others just repeated it, giggling and covering their mouths, while Nana could only cling to the wall. During class, Xiaoyong, a student sitting behind Nana, would pull her braids, pat her shoulders, and pull her clothes many times. When she was on duty, her classmates left her on duty alone every time and asked her not to tell the teacher they were not on duty.

2. Cases related to bullying

(1) Xiaoming and Xiaoliang often make fun of Xiaolin. They often scribble on Xiaolin's workbook, which makes Xiaolin get criticized by his teacher.

(2) When eating in the canteen, Xiaobin accidentally spilled the hot soup from the bowl on Meimei.

(3) Wenwen and Chengcheng are best friends. Once they had a quarrel, Wenwen threw Chengcheng's stationery box out.

3. Character diaries in "Nana's Story"

(1) Nana's diary

Day after day, only bad things would happen to me at school. It would be great if my classmates could understand how I feel. I have no way to tell anyone about these feelings. I couldn't stop the tears. I just want to have a friend who can talk to and speak my heart. All I want is a friend. I miss my friends from my previous school...

(2) Xiaojun's diary

I don't like Nana, the freshman. She dresses in dirt and doesn't look good, which is annoying. Hmph! I don't like her, so I'm targeting her, and she's not getting hurt. Anyway, many classmates are targeting her like I am, and I did it right!

(3) The witness's diary

I saw Nana being bullied on the playground again. How helpless she was! I almost wanted to help her. But many classmates bullied her like that. So, wouldn't I be going against them if I stood up to them? What could I do for Nana by myself?

4. Reasons for the behavior of each person in "Nana's Story"

(1) The bullies (Xiaojun and her friends)

- Because she doesn't like someone and wants to be rude to others.
- Because she is jealous of someone.
- Because it makes her feel powerful enough to make someone do what she wants to do, or to show someone that she can cause pain, fear, or shame to the other person.
- Because she enjoys others watching him.
- Sometimes those children who bully others are also the ones who have been bullied before. They are looking for someone to vent their anger.
- Sometimes violence is used to gain an advantage by making others do what they want or by getting others to give money or items.
- Align themselves with the group at school to avoid being made fun of or ostracized at school.
- It is so fun to bully others, students who often bully may not realize that their actions can put others in harm's way.
- ...

Lesson 1: Say no to bullying

(2) The bullied (Nana)

- She fears retaliation or worse bullying.
- She feels ashamed of what happened to her.
- She thinks speaking out about what happened to her would prove that she was weak, stupid, and wrong.
- She doesn't think it would prove she was bullied and the bullies would say it was just a joke or a game.
- She doesn't think others would help her because she is not as popular as the bullies.
- She thinks she would be ridiculed more severely if her teachers and parents were involved.
- ...

(3) The witnesses

- Sometimes it may not be easy for us to identify whether it is bullying.
- We may be concerned about peer pressure when witnessing bullying behavior, especially if multiple people are involved in the bullying.
- We may worry that we would be bullied by the bullies if we help the bullied.
- If we tell the teacher about the bullying, we may be labeled as "snitches".
- ...

(4) If the witnesses do not act, the consequence will be:

- The bullied would think that no one cares about her and that she is not an important part of the group. People would think that it is normal and natural for her to suffer the bullying.
- The bullies would feel better and they would think it is normal and right to do it.

5. How to stop bullying

(1) The bullied (Nana)

What should we do if we are bullied? It may be difficult to get a consistent answer to this question, because the specific bullying scenarios we are subjected to may be different. However, we can note the following principles.

- Keeping yourself safe is the most important. Sometimes leaving doesn't mean you are weak.
- We need to be calm and restrained. Arguing or fighting back may make things worse.

Lesson 1: Say no to bullying

- Fighting back is not the best way. For example, if we tell to our friends or parents and ask them to punish the bullies, the nature of things will change and we will be unwelcome bullies.
- We don't have to feel intimidated or afraid, believing that we can seek help in the collective.
- ...

(2) The witnesses

- When I witness bullying, I won't watch happily but walk away.
- On another occasion, I would be nice to the bullied and comfort her.
- I would tell the bullied that I don't like bullying behavior. And I would ask her if she needs help, and accompany her to tell someone who can help.
- While ensuring my safety, I would tell the bullies that bullying is wrong and ask them to stop the bullying behavior.
- ...

When discussing how to encourage the witnesses to tell someone who can help, students may worry about being labeled as "snitches". This is a good time to ask students to re-experience what it is like to be a victim of bullying and tell them that it is important to keep their buddies out of harm's way.

In addition, teachers should remind students that the witnesses should respond appropriately to different bullying situations. For example, bullying behaviors such as fighting may endanger the witnesses themselves, and it is better to inform their teachers rather than to be directly involved in the bullying.

(3) How to build a harmonious and safe school

- Develop safety charters for the class and the school.
- Teachers can listen to the needs of students and give timely help.
- ...

Lesson 2:

Prevention of child sexual abuse

I . Learning objectives

II . Key ideas and difficulties in teaching

III . Teaching module

IV . Preparation before class

V . Teaching flow

VI . References

I. Learning objectives

Knowledge

To distinguish between good and bad physical contact and recognize the need to protect private body parts. To identify child sexual abuse.

Skills

To learn about how to prevent and respond to sexual abuse.

Social-emotional and attitudinal

To recognize to respect the bodily autonomy of others.

II . Key ideas and difficulties in teaching

Key ideas

To distinguish between good and bad physical contact and recognize the need to protect private body parts. To learn about how to prevent and respond to sexual abuse.

Difficulties in teaching

To learn about the strategies to respond to bullying as someone who is bullied and as a witness when faced with bullying.

III .Teaching module

| Teaching content | Time (minute) | Key ideas and teaching strategies | Teaching tools |
|--------------------------------------|---------------|--|---|
| Introduction | 3 | Introduce the topics with questions. | The PowerPoint |
| About physical contact | 15 | Organize a "Safety Quiz" to guide students to learn to distinguish between good and bad physical contact and to respect the bodily autonomy of others. | The PowerPoint wall charts of boys' and girls' bodies (presented on the PowerPoint or posted on the blackboard) |
| How to prevent child | 10 | Use case studies and group discussions to explore how to prevent sexual abuse. | The PowerPoint a blackboard chalk |
| How to respond to child sexual abuse | 10 | Use case studies and group discussions to explore how to respond to sexual abuse. | The PowerPoint |
| Homework | 2 | Read a story about sexual abuse and try to write a letter to the victim in the story. | The PowerPoint |

IV . Preparation before class

The PowerPoint, wall charts of boys' and girls' bodies (presented on the PowerPoint or posted on the blackboard), a blackboard, and chalk.

V. Teaching flow

Activity 1: Introduction (3 minutes)

Objective:

Introduce the topics.

Format of the activity:

Questions.

Questions:

Hello everyone! The lessons we learn today can protect us from bad people. How do you think you can figure out if someone is bad?

Explanation:

Bad people might not look bad. They look like everybody else does. They can be nice looking and cool. They might even have a stash of yummy candies in their pockets. To protect ourselves from bad people, we must first learn to protect our bodies. That's what today's lesson will teach you. It teaches you to keep your body stay safe.

【Tips】

The teacher should involve the answers as much as possible in the summary, which is an acknowledgment of them.

Activity 2: About physical contact (15 minutes)

Objective:

To feel good and bad physical contact and learn to distinguish between the two kinds of physical contact. To recognize the need to protect private body parts and respect the bodily autonomy of others.

Format of the activity:

"Safety Quiz" game.

Explanation:

Let's look at the human body. This is a boy's body and a girl's body (wall charts of boys' and girls' bodies presented on the PowerPoint or posted on the blackboard).

Lesson 2: Prevention of child sexual abuse

Question:

We are the masters of our bodies. What parts do you think should not be seen or touched by others at will?

Explanation:

Look at these parts, and they are private for the body (marked on the wall charts). For a boy, his genitals and his bottom are his private parts. For a girl, her breasts, genitals, and bottom are her private parts. They are called private parts because they shouldn't be shown in public. Even when we are swimming and most of our clothes are off, we are still covering our private parts.

If someone sees your private parts or makes you see someone else's private parts, it is called "see alert".

If someone talks about private parts, it is called "talk alert".

If someone touches your private parts or asks you to touch their private parts, it is called "touch alert".

No one is allowed to see private parts, talk about private parts or touch private parts. Only mom and dad can do that when they need to wash you or you are hurt in your private parts.

Bad people can harm you only if you are alone with them. Remember never to accept goodies from strangers, especially when your parents aren't around. Being alone with a stranger is "alone alert". If you find yourself in such a situation, move to a place that has more people around.

You should not allow anyone to hug, carry or kiss you. If someone hugs, carries, or kisses you, it is "hold alert".

Game:

Now that you've learned the safety lesson. Let's move on to the game, so listen up. You need to tell me if what's happening is OK or if there are any alerts. If you think it's OK, raise your arms above your head to form a "V". If you think it's not OK, cross your arms across your chest to form an "X" and say out loud what alert it is. Are you ready for the "Safety Quiz" now?

Q: Is it OK if a teacher calls a group of children to get inside a classroom?

A: It's OK.

Q: Is it OK if the doctor needs to check a child's private parts when her mom is at the side?

A: It's OK. (While it may make us uncomfortable, it is for our health.)

Q: Is it OK if a man touches a girl's breast?

A: No, it's "touch alert".

Q: Is it OK if a caretaker helps a boy wear his clothes?

A: It's OK. (You can ask your parents to make you a list of caregivers that can see or touch your private parts. They can do this only if they need to wash you or if you are hurt in your private parts.)

Lesson 2: Prevention of child sexual abuse

Q: Is it OK if a man takes off his clothes before a girl?

A: No, it's "see alert".

Q: Is it OK if a woman says "nice breast" to a girl?

A: No, it's "talk alert".

Q: Is it OK if a woman takes a girl playing with friends to a lonely street?

A: No, it's "alone alert".

Q: Is it OK if a woman shows a picture of a naked woman to a boy?

A: No, it's "see alert".

Q: Is it OK if a man hugs and kisses a child?

A: No, it's "hold alert".

Q: Is it OK if an uncle hugs his niece?

A: Is it OK or not OK, which depends on her circle of love. It's OK but only if he is in her circle of love. Otherwise, it's "hold alert". (You can make your circle of love with your parents. Your circle of love will have people who could hold and love you. Remember that your circle of love is different from your caregiver list.)

Conclusion:

Very good! Now that you all know what is OK and what is wrong. Remember the five alerts. And remember that it's your body and you should take care of yourselves. If you don't like the way anyone touches you, you must say no and there is no need to be scared. If someone does this to you, it's never too late to say no, even if someone has done anything bad for you or is doing something bad for you. You can start saying no even now. You must be brave and tell your mom, dad, or someone that you are comfortable with. You will also be helping other children to be safe from that bad person. In addition, we also need to respect others. When others do not like some of our behaviors, we need to stop and apologize sincerely to them.

【Tips】

1. This part should be the focus of the lesson, with emphasis on explaining the five alerts and the games.
2. If students ask why someone would do something to hurt them, the teacher can say, "There are some people who are sick and weak in the mind and they like to harm others. And the truth is, they are really scared. If you don't like the way anyone touches you, you must say no, and there is no need to be scared."
3. The answers in the game are not unique. Students may ask some questions about specific situations. The teacher should answer them patiently and help them determine whether it is acceptable or warning behaviors.
4. Rewards can be set for the game.

Activity 3: How to prevent child sexual abuse (10 minutes)

Objective:

To explore how to prevent sexual abuse.

Format of the activity:

A case study.

Scenario 1:

On your way home, you meet a stranger who asks you how to get somewhere. After you have clearly shown him the route, he still says that he may not be able to find it and insists that you take him there. What should you do at this time?

Additional questions:

Should you show him the way? Why?

What will be the consequences?

How should you refuse him?

Examples:

i . Refuse politely but firmly. Don't be too tough to avoid angering him. e.g., my mother asked me to go home on time every day; my brother is waiting for me at home, etc. ii . Leave quickly to a place that has more people around, and tell your family when you get home.

Scenario 2:

What should you do if a stranger gives you some goodies, like snacks, drinks, toys, or gifts?

Additional questions:

Will you accept it? How would you refuse him?

Examples:

Express thanks and refuse firmly.

Scenario 3:

What should you do if your uncle invites you to his home alone?

Additional questions:

Will you accept it?

How would you refuse him?

Examples:

i . Tell this invitation to your parents and get their consent, and do not go alone. ii . Ask your friends to go with you. iii . It is best to go with a parent.

Lesson 2: Prevention of child sexual abuse

Conclusion:

Harm and danger can come from strangers, familiar people, or even people we like. We need to learn how to protect ourselves.

【Tips】

The teacher can select 1-3 scenarios to discuss with the students.

Activity 4: How to respond to child sexual abuse (10 minutes)

Objective:

To explore how to respond to sexual abuse.

Format of the activity:

A case study.

Scenario:

A man wants to hurt you when there is no one else. What should you do at this time? If the answer is shouting for help, the teacher can reply, "It is a good way, but it only works in crowded places such as markets, buses, etc. In a place with few people, shouting for help may irritate the man. So, it is not the best way."

If the answer is escaping, the teacher can reply, "Children couldn't run as fast as adults. You could run away only if we are sure that the man is not paying attention to you."

Others: Tell the man that my dad knows I'm here and he is coming to get me.

Explanation:

If he is very vicious, don't provoke him, as this may put your life in danger. If necessary, you can temporarily submit to him, and note his characteristics. Keep in mind that our lives always come first. (write "Life comes first" on the blackboard and lead students to recite it.)

Question:

What should we do when we are hurt?

Explanation:

Once you are unfortunate to be the victim, you must be brave and tell your mom, dad or someone that you are comfortable with. Go to the hospital promptly and keep evidence for reporting to the police.

Some children may be afraid to tell anyone about it because of fear or shame, keeping themselves insecure. I want to tell these children, "It is not your fault, but the fault of the bad people. Your loved ones are willing to help you. Please be brave enough to tell your family, teachers, or other adults you trust about your experience so that we can help you in time to get rid of the hurt. If you are not willing to talk about it, it's OK. You need to know that we will always be with you until you are no longer afraid."

Lesson 2: Prevention of child sexual abuse

Activity 5: Homework (2 minutes)

Objective:

To practice how to respond to sexual abuse.

Format of the activity:

Assignments.

Description:

Read a story about Xiaoli and try to write a letter to her

Xiaoli's Story

Xiao Li has always been unhappy recently. Noticing this, her teacher Miss Zhang said to Xiao Li, "If you need help, I am willing to talk to you."

A few days later, Miss Zhang received a call from Xiao Li: "Miss Zhang, I was hurt by a strange uncle. I feel disgusting and ugly. Others will be sure to laugh at me if they know about it."

Miss Zhang said, "Xiao Li, I'm glad you're willing to tell me. It's not your fault, but the bad guy's fault. I will try my best to help you."

Xiao Li said, "Miss Zhang, you must keep the secret for me! Don't let others know about it."

Miss Zhang said, "I will keep the secret. But I have the responsibility to tell the police, and ask the professionals to help you, which is to protect you. I will stay with you until you are no longer afraid."

Xiao Li said, "Well, I see. Thank you, Miss Zhang!"

Being hurt is something that no one wants to happen. This is the fault of the bad guys, not the fault of the victim. If the people around us are hurt like this, as family members, classmates, and friends, we should understand and provide care for them, and help them get out of the shadows and help them recover from the trauma. If it happens to us, we need to understand that it does not mean that our lives will be destroyed. We should regard it as a setback in life and strive to overcome the setback and continue to be as strong, brave, and optimistic. Nothing is more precious than our lives and no setbacks can stop us from having a good future.

VI. Reference

1. Safety Lessons for Child Sexual Abuse Prevention :

<https://youtu.be/uJCWysVuxcs>

2. Protect Yourself Rules:

Introduction: <https://youtu.be/tWg30kFDQT8>

Safe Touch / Unsafe Touch: <https://youtu.be/zNTUMNKSNwk>

Shout Run Tell: <https://youtu.be/dkraVxm8lf4>

A Friendly Stranger: <https://youtu.be/SY7RhBszp0k>

Can't Go Home: <https://youtu.be/0VNOoo9SSrE>

A Neighbor: <https://youtu.be/9cEGFo8AjLY>

Recognize the Signs: <https://youtu.be/JNoNlSlj8Ws>

Secrets: <https://youtu.be/uAD17zMgjHc>

Part 4.

Nutrition

Lesson 1: Healthy eating

Lesson 1:

Healthy eating

I . Learning objectives

II . Key ideas and difficulties in teaching

III . Teaching module

IV . Preparation before class

V . Teaching flow

VI . References

I. Learning objectives

Knowledge

To recognize the different types of nutrients and know how to eat healthily.

Skills

To understand and know how to use the nutrition fact labels and learn to eat healthily.

Social-emotional and attitudinal

To recognize the importance of a balanced diet and establish awareness of dietary hygiene.

II . Key ideas and difficulties in teaching

Key ideas

Help students know how to eat healthily.

Difficulties in teaching

Make students aware of the importance of a balanced diet and food hygiene.

III .Teaching module

| Teaching content | Time (minute) | Key ideas and teaching strategies | Teaching tools |
|-------------------------------|---------------|--|---------------------|
| Introduction | 5 | <p>Introduce the theme of the class by having students write their own three meals a day.</p> <p>Encourage students to pay attention to their diet and increase their sense of participation in the classroom.</p> | A4 paper |
| How to eat healthy? | 10 | <p>Explain to students what a balanced diet is and how to achieve it.</p> | |
| Learn to read food labels | 5 | <p>Teach students how to read food labels, help them establish awareness of reading food labels</p> | Food packaging bags |
| Pay attention to food hygiene | 12 | <p>Help students realize the harm of unclean food and learn to pay attention to food hygiene through situational discussion</p> | |
| Homework | 8 | <p>To test students' understanding of healthy eating and help students learn how to eat healthy through homework</p> | A4 paper |

IV . Preparation before class

A4 paper and food packaging bags

V. Teaching flow

Activity 1: Introduction (5 minutes)

Objective:

To guide students to pay attention to their own three meals a day, elicit classroom themes, and enhance students' sense of classroom participation.

Format of the activity:

Class sharing

Give each student a piece of A4 paper and ask everyone to lay the A4 paper horizontally and fold it into four parts on average from left to right. Ask the students to write their breakfast, lunch, dinner and snacks yesterday in the four parts, and then think about whether they ate healthy yesterday. Ask 1-2 classmates to share and explain why. today's lesson will teach you. It teaches you to keep your body stay safe.

【Tips】

Teachers can prompt students to know whether their diet is healthy after this lesson. But regardless of whether the student's self-evaluation is correct at this time, teachers should not make direct judgments on the students' diet and self-evaluation.

Activity 2: How to eat healthy? (10 minutes)

Objective:

To help students know the types of nutrients and realize the importance of a balanced diet.

Format of the activity:

Teacher explanation.

In the previous activity, the students wrote down their recipes yesterday, and everyone must be eager to know whether their diet is healthy or not. So, what kind of diet is healthy?

Lesson 1. Healthy eating

Before answering this question, we must first know the nutrients that the human body needs. Nutrients refer to substances that can participate in the metabolic process of the human body and provide us with energy to maintain life activities, including seven categories of carbohydrates, lipids, proteins, vitamins, inorganic salts, water and dietary fiber. These seven categories of nutrients are indispensable to our daily growth: carbohydrates are the main source of energy for our body; protein is mainly used for human growth and development; lipids are mainly used to store body energy; vitamins help the body make better use of other nutrients; minerals enable the body to function properly; and water is the most abundant nutrient in the body.

Therefore, in order to ensure that we can consume enough nutrients every day, we must eat a balanced diet. Otherwise, the lack of any kind of nutrient will bring harm to

| Nutrients | Sources |
|---------------|--|
| Carbohydrates | Rice, noodles, buns, corn, potatoes, sweet potatoes |
| Proteins | Fish, shrimp, meat, eggs, milk, soybeans, soy milk |
| Lipids | Oil, meat, fish, peanuts, walnuts, soybeans, egg yolks |
| Vitamins | Vegetables, fruits, meat |
| Minerals | Vegetables, fruits, meat, milk |
| Water | Drinking water, milk, soy milk, fruits, vegetables |

What should students do in their daily life?

- (1) The daily food should be mainly cereals.
- (2) Eat more fruits, vegetables, milk and soybeans.
- (3) Eat fish, poultry, lean meat, eggs in moderation, and eat less fatty, pickled, smoked and fried foods.
- (4) The diet should be light, less salt and less oil.
- (5) Drink more boiled water and less sweet drinks.
- (6) Eat a variety of food every day, three meals a day should be reasonable, no skipping breakfast.
- (7) The diet should be moderate and regular. Not picky eaters, not partial eclipse, not overeating.
- (8) Eat slowly, don't gobble, concentrate on eating, don't joke and no slapstick
- (9) It is not advisable to eat too many snacks, and do not eat snacks near the main meal, before going to bed and watching TV.
- (10) Insist on exercising and maintain a healthy weight.

After learning what's shown above, do you already know how to eat healthy? Please review your diet yesterday. Do you think your diet was healthy? Why?

Activity 3: Learn to read food labels (5 minutes)

Objective:

To help students know how to read food labels and develop awareness of paying attention to food labels when buying food.

Format of the activity:

Teacher explanation.

In the previous activity, the students wrote down their recipes yesterday, and everyone must be eager to know whether their diet is healthy or not. So, what kind of diet is healthy?



Question:

Have you eaten snacks?

Then have you noticed that there are some words on the packaging bags of snacks, do you know what this is?

What is the use?

(Ask 1~2 students to answer.)

(The teacher holds the food packaging bag.)

You answered correctly! These words are food labels. A food label is the "identity card" of a food. It tells us the food's production date, shelf life, ingredients, nutritional content, preservation method, consumption method, etc. So, we can know whether the food has expired or not, what nutrients it contains and how should they be stored. In this way, we can know whether we should buy the food.

(1) Production date and shelf life: Buy food within the shelf life. Food beyond the shelf life is likely to have deteriorated and can no longer be eaten.

(2) Nutritional composition: The nutritional composition table will indicate how much energy, protein, fat, carbohydrates and other nutrients are contained in each 100 grams of food. According to the nutritional composition table, you can choose the right food.

(3) Preservation method and eating method: The preservation method tells us how to store the food, such as placing it in a ventilated and cool place, storing it in the refrigerator at low temperature, etc. Eating method tells us how to eat, such as needing heat water for brewing, etc.

Lesson 1. Healthy eating

(4) Ingredients: tell us the substances used in the manufacture or processing of food and existing in the product, including food additives. Carefully check the ingredients, buy suitable food, and especially avoid allergic food.

【Tips】

Teachers can prepare a food packaging bag and point out to students where the information that needs attention is written.

Teachers can also ask students to bring their own food packaging bags. When explaining, the teacher can remind students to pay attention to the information on the packaging bags they bring, to determine whether the food has expired, what nutrients it contains, and how to store it. Finally, the teacher can ask 1 or 2 classmates to share their findings.

Activity 4: Pay attention to food hygiene (12 minutes)

Objective:

To help students realize the importance of food hygiene, learn to pay attention to food hygiene and not eat unhygienic food.

Format of the activity:

Situational discussion.

Yesterday, Xiao Li ate the crispy and crispy skewers sold by the roadside stall. She woke up this morning and felt sick to her stomach. She had run to the toilet several times, and she was very uncomfortable. The doctor said it was gastroenteritis caused by eating unclean food. Lily was horrified. Do you know why Xiaoli has diarrhea?

(Please 1~2 students to answer)

【Tips】

The teacher needs to guide the students to answer: The reason why Xiao Li has diarrhea is because she ate unclean food the day before - the kebabs on the roadside.

Teacher's summary:

Food becomes "dirty" because it is contaminated with harmful substances. After eating these unclean foods, our body will feel uncomfortable. When there are too many toxic substances, it may cause gastrointestinal symptoms such as vomiting, abdominal pain, diarrhea, etc. In severe cases, it will cause poisoning and even death. Such acute symptoms are called "food poisoning"; when toxic substances are present in low amounts, while not causing acute poisoning, regular consumption can have long-term harmful effects on the body, such as causing cancer.

So, how do we avoid eating "unclean" food?

- (1) Do not eat stinky, stale, rotten, moldy and other spoiled food. If the milk appears bulging, agglomerated or delaminated, you can no longer drink it.
- (2) Do not eat raw or undercooked meat or seafood. Meat, seafood, eggs, and vegetables should be thoroughly cooked before eating; fruits should be washed before eating raw, and peel fruits with skin as much as possible.
- (3) Do not drink tap water, river water and other water that has not been boiled or sterilized, and do not drink raw milk that has not been sterilized, but can choose boiled water and thoroughly heated milk, as well as produce qualified bottled water, mineral water, dairy products, etc.
- (4) Do not pick wild fruits, wild vegetables and wild mushrooms on the roadside, trees or rivers.
- (5) Do not eat the nuts in fruits such as peaches, plums, apricots and plums.
- (6) Before buying food, carefully identify the production date and shelf life, and do not buy food sold by unlicensed roadside stalls, and do not buy food of unknown origin or expired food.
- (7) Pay attention to personal hygiene, wash hands before meals, do not grab food with hands to prevent food from being soiled by us.

Activity 5: Homework (8 minutes)

(1) Arrange three meals of their own

Objective:

To Ask students learn to arrange their own three meals a day.

Format of the activity:

Homework

Lesson 1. Healthy eating

Ask students to write three meals a day for themselves on A4 paper, and ask 1~2 students to share, and ask other students to comment.

Check the shelf lives

Check the shelf life on the food packaging in the refrigerator at home. Make a form, register all the foods and their shelf lives, and stick the form on the refrigerator as you like.

VI. Reference

Chinese school-age children's balanced diet pagoda

The dietary pagoda for school-age children follows the principle of a balanced diet and reflects the nutritionally ideal basic food composition. The pagoda is divided into 5 layers, including cereals and potatoes, vegetables and fruits, livestock, poultry, fish eggs, milk, soybeans and nuts, as well as cooking oil and salt. The size of each layer is different, reflecting the 5 types of food and the amount of them.

According to the energy needs of school-aged children at different ages, the dietary pagodas for school-aged children are divided into balanced dietary pagodas for 6-10, 11-13, 14-17 school-aged children. The text note next to the pagoda explains the recommended range of daily food intake per person for a period of time when children are at different ages with different levels of energy needs.



For more information, please refer to the Dietary Guidelines for Chinese School-aged Children (2022).

Part 5.

Disease Prevention

Lesson 1: Understanding and prevention of COVID-19

Lesson 2: Understanding and prevention of HIV/AIDS

Lesson 3: Understanding and prevention of Malaria

Lesson 1:

Understanding and prevention of COVID-19

I . Learning objectives

II . Key ideas and difficulties in teaching

III . Teaching module

IV . Preparation before class

V . Teaching flow

VI . References

I. Learning objectives

Knowledge

To understand the basic concepts, common symptoms, and main modes of transmission of COVID-19.

Skills

To master the preventive measures of COVID-19 in life, including wearing masks, washing hands, etc., to protect their health.

Social-emotional and attitudinal

To form the awareness of paying attention to public health issues, and develop a positive and healthy attitude towards life, through learning about COVID-19.

II . Key ideas and difficulties in teaching

Key ideas

Preventive measures of COVID-19.

Difficulties in teaching

Make students develop a positive and healthy attitude toward life

III .Teaching module

| Teaching content | Time (minute) | Key ideas and teaching strategies | Teaching tools |
|---|---------------|---|---|
| Introduction | 3 | <ul style="list-style-type: none"> · Play video · Leading in the lesson. | Teaching videos |
| How to eat healthy? | 10 | Explain the basic concepts of SARS-CoV-2 and COVID-19, as well as common symptoms after infection. | Slides |
| The main routes of transmission of COVID-19 | 10 | <ul style="list-style-type: none"> · Students perform role-playing; · Group discussion; · Teacher summarizes. | Slides |
| Preventive measures of | 15 | <ul style="list-style-type: none"> · Explain the preventive measures of COVID-19; · The teacher will demonstrate with the wall chart; · Students practice and demonstrate, then the teacher summarizes. | Slides, wall charts, masks, soaps, or hand sanitizers |
| Homework | 2 | <ul style="list-style-type: none"> · Have students make small cards about how to properly wash hands and wear masks, then share them with family and friends. · Let students understand the history and current situation of the local COVID-19 pandemic by asking their family members and surfing the Internet. | A4 paper |

IV . Preparation before class

Slides, teaching videos, wall charts, masks, soaps or hand sanitizers, etc.

V. Teaching flow

Activity 1: Introduction (3 minutes)

Objective:

To attract students' attention and to introduce the theme of this lesson.

Format of the activity:

Play the video about the COVID-19 pandemic.

Teacher:

Students, we can see from the video that COVID-19 is a acute infectious, wide-ranging, and harmful disease that poses a great threat to human health. What caused "it" and how did it spread? How can we protect ourselves? In this lesson, let us explore the basic knowledge and protective skills of COVID-19.

【Tips】

Pay attention to the arrangement of the time, and keep the length of the video within 2 minutes. In schools without multimedia, teachers can use interactive questioning to lead in the theme of this lesson.

Activity 2: Basic Knowledge of COVID-19 (10 minutes)

Objective:

To explain the basic knowledge of COVID.

Format of the activity:

Show the slides or wall charts.

Teacher:

We have talked a lot about COVID-19, so what exactly is COVID-19? Next, let's study this part together.

Lesson 1. Understanding and prevention of COVID-19

【Tips】

If conditions permit, try to use multimedia to show the slides. In schools without multimedia, teachers should combine wall charts and blackboard to explain the basic knowledge of COVID-19.

(The next step is to teach concrete knowledge to students by teachers)

(1) Definition of COVID-19

COVID-19 is the disease caused by a new coronavirus called SARS-CoV-2. Since SARS-CoV-2 is a newly discovered coronavirus, and the population lacks immunity to the new strain of the virus, everyone has the possibility of being infected, and everyone cannot take it lightly.

(2) Common symptoms of COVID-19

The most common symptoms of COVID-19 are fever, dry cough, and fatigue. Other symptoms that are less common and may affect some patients include shortness of breath, aches and pains, nasal congestion, headache, runny nose, conjunctivitis, sore throat, diarrhea, loss of taste or smell, or discoloration of fingers or toes. These symptoms are usually mild and begin gradually. Some people become infected but only have very mild symptoms. Of those with symptoms, most people (about 80%) recover from the disease without needing hospital treatment. Around 1 out of every 5 people who get COVID-19 becomes seriously ill and develops difficulty breathing, posing a great threat to their health.

If you have a fever, cough and difficulty breathing, you should seek medical care immediately, and provide medical staff with a travel history.

Activity 1: Introduction (3 minutes)

Objective:

To enable students to fully master the main route of transmission of COVID-19, and to inspire students to think about possible preventive measures.

Format of the activity:

Role-play and group discussions

Teacher:

Students, let's watch a short performance next, and then divide into 4 groups to discuss and see what behaviors may have contributed to the spread of COVID-19.

【Tips】

Before class, teachers should write a small script based on the main route of transmission of COVID-19, which transmission through droplets and close contact, and find students in advance to practice. The script should be simple and easy to remember, but it should reflect the behavior of spread by droplets and close contact. For example, find 1 student to play the infected person, and then find 2-3 students to come into contact with him in a specific situation, inform the rest of the students that these 2-3 students are also infected with the new type of coronavirus pneumonia, and let the students discuss the possible risk behaviors that lead to infection in groups, and finally the teacher summarizes.

Teacher's conclusion:

What everyone said is very reasonable. Let me summarize. The main routes of transmission of COVID-19 include:

1. Transmission through droplets and close contact is the main route of transmission.
2. Aerosol transmission can occur in a relatively closed environment.
3. Contact with virus-contaminated items can also cause infection.

Most transmission is from symptomatic persons via droplets, and through contact with fomites in the immediate environment around the infected person; the aerosol transmission can occur in specific settings (e.g., medical settings where aerosol-generating procedures are conducted and non-medical indoor settings where there is poor ventilation)

Activity 4: Preventive measures of COVID-19 (15 minutes)

Objective:

To enable students to fully master the preventive measures of COVID-19.

Format of the activity:

Teachers demonstrate teaching, and students practice and demonstrate.

Teacher:

Through the previous study, I believe that the students have a relatively deep understanding of COVID-19. So how can you better protect yourself from the threat of disease? Let's learn together.

【Tips】

If conditions permit, you can first play a video about the preventive measures of COVID-19, so as to avoid the boring explanation all the time.

(1) Getting vaccinated.

Getting vaccinated can reduce the infection and morbidity of COVID-19, and is an effective measure to reduce the incidence of severe illness and death. Those who meet the requirements for vaccination should all be vaccinated. Vaccination objects who meet the conditions for booster immunization should receive booster immunization in time.

(2) General precautions.

① Wash your hands frequently. When hands are dirty, wash hands; before cooking, before eating, before toileting, before nursing the elderly, children, and the sick, before touching the mouth, nose and eyes, wash or sanitize hands; Wash your hands or disinfect your hands after sneezing, after cleaning, after cleaning up garbage, after using the toilet, after touching couriers, and after touching public facilities such as elevator buttons and door handles.

② Wear a mask scientifically. Wear a mask when you have symptoms such as fever and cough when seeking medical treatment when crowded when taking elevators, when taking public transportation, and when entering crowded public places.

③ Pay attention to cough etiquette. When coughing or sneezing, cover your mouth and nose with a tissue, and use your elbow instead if there is no tissue. Be careful not to litter the tissue.

④ Less aggregation. During the epidemic, fewer gatherings, fewer visits to relatives and friends, fewer wedding banquets and funerals, and less crowded places unless necessary.

⑤ Civilized dining. Do not mix tableware, use public chopsticks for dishes, toast without making wine, and try to divide meals as much as possible; when dining in the cafeteria, try to bring your tableware.

⑥ Adhere to the 1-meter line. Maintain a social distance of more than 1 meter when queuing, paying, talking, exercising, and visiting.

⑦ Always ventilate. When there are a lot of people in the family, when there are peculiar smells and oil fumes in the room, when there are patients, and when visitors leave, open more windows for ventilation.

⑧ Do a good job of cleaning and disinfection. Keep the room tidy daily. Cookware and countertops for handling frozen food, items, and tableware used by patients and visitors should be disinfected on time.

⑨ Keep toilets hygienic. Clean the toilet frequently, flush the front cover of the toilet, open windows or exhaust fans frequently, and keep the floor leaks full of water.

Lesson 1. Understanding and prevention of COVID-19

⑩ Develop a healthy lifestyle. Strengthen physical exercise, adhere to regular work and rest, ensure adequate sleep, and maintain a healthy mind; eat a healthy diet, quit smoking, and limit alcohol; if you have symptoms, seek medical attention in time.

Teacher: Hand washing is one of the easiest and most effective measures to prevent infectious diseases. Proper hand washing and keeping hands clean and hygienic can effectively reduce the risk of contracting COVID-19. Wearing a mask is also an effective way to prevent respiratory infectious diseases such as COVID-19, and to protect yourself and others. Next, I invite students to follow these two wall charts and follow me to practice how to properly and scientifically wash hands and wear masks.

(3) Six-step hand washing method



Use running water, and use soap or hand sanitizer.

1. Rub hands palm to palm with fingers together;
2. Right palm over left dorsum with interlaced fingers and vice versa;
3. Palm to palm with fingers interlaced;
4. Backs of fingers to opposing palms with fingers interlocked;
5. Rotational rubbing of left thumb clasped in right palm and vice versa;
6. Rotational rubbing, backwards and forwards with clasped fingers of right hand on left palm and vice versa;

3.科学戴口罩



How to wear a mask:

- 1.Clean your hands, then place the mask on your face covering your nose, mouth and chin. Place the straps behind your ears.
- 2.Pinch the metal strip so it moulds to the shape of your nose, making sure that there are no gaps between your face and the mask.
- 3.Pull the folds of the mask upward and downward with both hands to ensure complete coverage of the mouth, nose and chin.

Wrong way to wear a mask:

- 1.Select and use the adult mask for children;
- 2.Select and use the nose mask;
- 3.The mask does not cover the mouth or nose;
- 4.Wear a mask inside out;
- 5.Wear a mask upside down.

Teacher:

Okay, now start free practice for 5 minutes. Everyone at the same table supervises and corrects each other. After the practice, I will choose 2 people to show how to wash hands and wear masks.

【Tips】

When students practice, teachers can walk back and forth in the classroom to observe whether the students' movements are wrong. Small mistakes that students are prone to make can be summarized together after the selected 2 students have shown.

(After the selected two students have finished their presentation)

Teacher: Have you noticed any mistakes in their presentation?

(After the students speak, the teacher finally summarizes and corrects)

Activity 5: Homework (2 minutes)

Objective:

Summarize what you have learned in this lesson and consolidate what you have learned.

Format of the activity:

Homework

1. Summarize what you have learned in this lesson, and make small cards about how to properly wash your hands and wear masks, then share them with your family and friends.
2. Learn about the local history and current situation of the COVID-19 pandemic by asking family members, surfing the Internet, etc.

VI. Reference

1. Transmission package: protect yourself and others from COVID-19.

<https://www.who.int/teams/risk-communication/covid-19-transmission-package>

2. Prevention and protection handbook against COVID-19.

<http://www.nhc.gov.cn/jkj/s5898bm/202109/42c94a375a9d4b3ab186573f53ccd481/files/d557233fe3b34a2aba91726c4bc9e291.pdf>

Lesson 2:

Understanding and prevention of HIV/AIDS

I . Learning objectives

II . Key ideas and difficulties in teaching

III . Teaching module

IV . Preparation before class

V . Teaching flow

VI . References

I. Learning objectives

Knowledge

To know the basics of HIV/AIDS and understand the three main modes of transmission and harms of HIV/AIDS.

Skills

To be able to distinguish between the behaviors that may and may not transmit HIV in daily life, enhance self-protection awareness, and the ability to resist AIDS.

Social-emotional and attitudinal

To view HIV/AIDS correctly and reduce discrimination against HIV/AIDS patients and HIV-infected people through understanding the core knowledge of HIV/AIDS prevention.

II . Key ideas and difficulties in teaching

Key ideas

Basic knowledge of HIV/AIDS and three main modes of transmission.

Difficulties in teaching

View HIV/AIDS correctly and reduce discrimination against HIV/AIDS patients and HIV-infected people.

III .Teaching module

| Teaching content | Time (minute) | Key ideas and teaching strategies | Teaching tools |
|---|---------------|--|--|
| Introduction | 2 | <ul style="list-style-type: none"> · Lead in the lesson with a set of pictures. · Make students understand the topic of this lesson - AIDS. | Slides |
| Basic knowledge of HIV/AIDS | 18 | <ul style="list-style-type: none"> · Teachers explain the basic concept of HIV and AIDS, as well as the three main routes of transmission of AIDS. · After watching the teaching video, the teacher re-emphasizes the key learning content. | Slides, teaching video 1 ~ 2 |
| Case Study: The Story of American Student | 15 | <ul style="list-style-type: none"> · The teacher reads "Ryan's Story" aloud and organizes students to discuss by topic. · After the discussion, the teacher makes a summary | Slides or |
| Deepen the impression of key knowledge | 15 | <ul style="list-style-type: none"> · Divide the students into 3 groups at the same time. One student in each group writes down the key knowledge learned in this class on the blackboard, and the other students in this group add. · Other students copy key knowledge and test the effect of learning. | Colored card stock, scotch tape, blackboard, chalk of various colors |
| Homework | 1 | <ul style="list-style-type: none"> · Have students collect local AIDS-related stories or cases, and share them with their classmates. · Let the students list the possible and impossible behaviors of AIDS transmission in their daily life, and make them into small cards to communicate and discuss with their classmates. | Blackboard, chalk of various colors |

IV . Preparation before class

Slides, teaching videos, colored card stock, transparent tape, chalk of various colors, etc.

V. Teaching flow

Activity 1: Introduction (2 minutes)

Objective:

To motivate students' interest in learning, and to introduce the content of this lesson
- basic knowledge of HIV/AIDS.

Format of the activity:

Scroll to display a group of pictures about the living conditions of AIDS patients

Teacher:

Students, what do you think after seeing this set of pictures? Do you know what's wrong with them? "

(Some classmates said it was " AIDS ")

Teacher:

Yes, it is "AIDS". The reason why people feel the threat and be afraid of AIDS is that people do not understand it, and there is always a veil of terror that cannot be lifted. Today, let us approach AIDS together, lift the veil, and truly understand what AIDS is. To understand whether AIDS is terrible.

Activity 2: Basic Knowledge of AIDS (18 minutes)

Objective:

To explain the basic knowledge of AIDS and to eliminate misunderstandings.

Format of the activity:

Teaching videos and lectures.

Teacher:

Now, students have talked a lot about AIDS. What exactly is AIDS? Let's learn it together today.

【Tips】

Schools with multimedia can use multimedia to show the slides. In schools without multimedia, teachers will use pictures to explain and write the definition of AIDS on the blackboard.

Lesson 2. Understanding and prevention of HIV/AIDS

(1) Definition of AIDS

The medical name of AIDS is "Acquired Immune Deficiency Syndrome". The cause of the disease is that the human immune system is destroyed by the human immunodeficiency virus(HIV). The body has lost its resistance and cannot fight those internal cancer cells and external bacteria and viruses that threaten life, thus causing various incurable infections and tumors in the human body, and finally leading to the death of the infected. At present, there is no drug that can cure it completely and no effective preventive vaccine.

The medical name of AIDS is called "Acquired Immune Deficiency Syndrome", and the English abbreviation is AIDS.

"Acquired" means acquired, not inherited.

"Immunodeficiency" refers to the reduction or loss of the defense function of the immune system due to damage to the human immune system.

"Syndrome" means that the AIDS patients' clinical symptom is not a single one, but a series of complex symptoms.

(2) HIV

The virus of AIDS (HIV) is spherical, with a diameter of 90 to 130 nanometers (1 nanometer is one-thousandth of a millimeter), much smaller than bacteria. HIV has the following characteristics, which determine the route of transmission:

HIV exists in the body fluids and tissue fluids of infected people and patients, such as blood, semen, vaginal secretions, breast milk, and lymphocytes.

Blood, semen, and vaginal secretions have the highest virus concentrations; other body fluids, including saliva, tears, etc., have extremely low virus levels and do not constitute an infection.

Viruses have weak resistance to the outside world and die quickly in a dry environment, which can be killed by general disinfectants.

Viruses take advantage of the situation and cause infection, then the internal cancer cells cannot be eliminated and become tumors until they die.

(3) Play teaching video 1 (theme: Transmission of HIV/AIDS)

Teacher: Now we have watched this video. We learned from the video that HIV mainly exists in the blood, semen, vaginal secretions, breast milk, and wound exudate of HIV-infected people. Therefore, if there is an exchange of body fluids with an HIV-infected person, it may cause the transmission of HIV.

Teacher: Please make a summary after watching the video.

Lesson 2. Understanding and prevention of HIV/AIDS

【Tips】

The main points are as follows:

There are three ways of HIV transmission: sexual transmission, blood transmission, and mother-to-child transmission.

Sexual transmission: HIV is transmitted from one person to another during sexual activity.

Blood transmission: HIV-contaminated blood or blood products containing HIV is highly likely to be infected. In addition, sharing syringes for intravenous drug use, using poorly sterilized needles, dental drills, eyebrow tattooing equipment and syringes, surgical instruments, etc., are all likely to be infected with HIV.

Mother-to-child transmission: HIV-infected women can transmit the virus to their children during pregnancy, childbirth, and breastfeeding. The possibility of infection accounts for about 1/3, and infants infected with HIV have acute onset and high mortality.

Teacher:

We have learned the routes that AIDS can be transmitted above, so what behaviors in life do not spread AIDS? (Ask students to answer it freely. After answering, let students watch the following video together)

(4) Play teaching video 2 (theme: Daily contact will not transmit HIV)

Teacher:

Now we understand the behavior of not transmitting HIV, so we should not discriminate against HIV-infected people and AIDS patients.

Activity 3: Case Study: The Story of American Student Ryan (15 minutes)

Objective:

To encourage students to treat AIDS patients with a scientific and tolerant attitude and do their best to help them.

Format of the activity:

Group discussion, experience sharing

Teacher:

Next, I will read a story aloud to everyone, you should listen carefully, and then I will let you discuss this story.

(After reading, the teacher divides the students into four groups)

Lesson 2. Understanding and prevention of HIV/AIDS

Teacher:

Okay, let's look at these four questions next. Each group discusses one of them, and then sends a representative to answer it.

Questions are as follows:

1. If you were Ryan's best friend, how would you treat him? Will you help him?
2. If you were the principal of Ryan's school, what would you do? Will you expel him?
3. If you were the parent of one of Ryan's classmates, would you keep your child in the class?
4. If you were a journalist, would you report on this?

(After students answer)

Teacher summarizes:

1. We should treat AIDS patients with more kindness and less discrimination.
2. Guide students to think: How would an AIDS patient who is treated differently by society feel? It is pointed out that some AIDS patients begin to take revenge on society after being discriminated against by society, such as through blood donation, prostitution, and so on. Correctly guiding students to be kind to AIDS patients will naturally reduce the vicious consequences of discrimination.

Activity 4: Deepen the Impression of Key Knowledge (4 minutes)

Objective:

To consolidate key AIDS information in the form of group communication, inspire students to learn more about AIDS, and reduce AIDS-related discrimination.

Format of the activity:

Group discussion, experience sharing.

1. Before class, prepare an appropriate amount of colored card stock (if there is no colored card stock, a variety of colored A4 paper can also be used) and scotch tape. Divide the students into 3 groups according to the number of students, and distribute enough colored card stock to each group.
2. For 3 minutes, the 3 groups discussed the following 3 questions: What are AIDS and HIV? What are the routes of transmission of AIDS? What behaviors in life do not transmit HIV?
3. Each group will post the discussion results (colored card stock) on the blackboard, and select 1 student to share the discussion results on behalf of the group.
4. The teacher makes a quick summary based on the results of the students' discussion

Lesson 2. Understanding and prevention of HIV/AIDS

【Tips】

Each group discusses one question and ask students to write key knowledge on colored card stock. In addition, emphasize attention to time.

Activity 5: Homework (1 minute)

Objective:

To consolidate and strengthen the knowledge learned in this lesson

Format of the activity:

Homework

1. Find materials, collect local AIDS-related stories or cases, and share them with your classmates.
2. List the behaviors that may and may not transmit HIV in daily life, and make small cards to discuss with the classmates.

VI. Reference

·Teaching video references

<https://www.youtube.com/watch?v=z8BwYFITAGY>

https://www.youtube.com/watch?v=TWf_KtsrfCs&t=162s

Lesson 3:

Understanding and prevention of malaria

I . Learning objectives

II . Key ideas and difficulties in teaching

III . Teaching module

IV . Preparation before class

V . Teaching flow

VI . References

I. Learning objectives

Knowledge

To learn what malaria is and how it spreads.

Skills

To learn how to prevent and treat malaria.

Social-emotional and attitudinal

To cultivate a correct understanding of malaria and establish the concept of "zero malaria starts from me".

II . Key ideas and difficulties in teaching

Key ideas

Help students master how to prevent and treat malaria.

Difficulties in teaching

Help students establish a correct understanding of malaria and understand the concept and transmission of malaria.

III .Teaching module

| Teaching content | Time (minute) | Key ideas and teaching strategies | Teaching tools |
|------------------|---------------|--|--|
| Introduction | 5 | Show pictures of different types of mosquitoes and let students find the differences. | Pictures of different types of |
| Group discussion | 15 | The group discusses two questions: <ul style="list-style-type: none"> · What can happen after being bitten by a mosquito? · How do you prevent mosquito bites in daily life? | |
| Teacher | 15 | <ol style="list-style-type: none"> 1. Mosquito bites may spread malaria. 2. "Long-acting drug-impregnated mosquito nets" and "indoor residual spraying" can effectively prevent malaria. 3. In malaria-endemic areas, if you have typical symptoms of malaria infection, you should go to the clinic or hospital for further examination and treatment. | Pictures or videos of malaria transmission and development, Long-acting drug-impregnated mosquito nets (in kind or pictures) |
| Homework | 5 | Encourage students to learn about the prevalence of malaria in their home area, as well as malaria prevention and control measures. | |

IV . Preparation before class

Pictures or videos of malaria transmission and development, Long-acting drug-impregnated mosquito nets (in kind or pictures).

In addition, teachers should also know the local malaria epidemic situation and prevention and control measures in advance.

V. Teaching flow

Activity 1: Introduction (5 minutes)

Objective:

To stimulate students' interest in exploration and help students have a more intuitive understanding of mosquitos.

Format of the activity:

Picture display and discussion

The teacher assigns groups and distributes or displays pictures of different types of mosquitoes, allowing students to discuss and communicate the differences between different types of mosquitoes.

[Tips]

The purpose of exploring the difference is to encourage students to think positively and at the same time increase their overall awareness of mosquitoes. Therefore, there is no requirement for the real differences between different types of mosquitoes, and teachers can flexibly handle them according to the content of the pictures. If students show a strong interest, they can be encouraged to explore further after class.

Activity 2: Group discussion (15 minutes)

Objective:

To help students become aware of the consequences of mosquito bites, including contracting malaria. and understand how to prevent mosquito bites in their daily lives.

Format of the activity:

Group discussion.

Teacher's question:

Mosquitoes are indeed a very annoying creature. Just now we has a more intuitive and visual understanding of mosquitoes through pictures. Then please discuss two questions: The first question is, after being bitten by mosquitoes what are the possible consequences; the second question is, what methods do you use to prevent mosquito bites in your daily life?

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After the group discussion, ask the representatives of each group to speak.

Classmate 1: After being bitten by mosquitoes, it will be very itchy and pimples will appear.

Classmate 2: Mosquitoes seem to transmit some diseases.

Classmate 3: I wipe toilet water at home to prevent mosquitoes.

Classmate 4: My family uses mosquito nets and sometimes mosquito coils.

Activity 3: Teacher's explanation (15 minutes)

Objective:

To help students understand the transmission and occurrence of malaria, and master the typical symptoms of malaria and understand the concepts of "long-acting insecticide-impregnated mosquito nets" and "indoor residual spraying".

Format of the activity:

Teacher explanation.

Teacher's explanation:

During the discussion, what you said was very correct. The most intuitive consequence of being bitten by a mosquito is to get pimples, and the pimples will also itch. However, this kind of pimple usually subsides on its own after a period of time, so although it can be very annoying, it is not serious. One of you just mentioned that mosquito bites can also transmit some infectious diseases. This process is often very hidden, but it usually leads to serious consequences. This is what we need to be more careful about. What diseases can mosquito bites spread? The most common diseases are malaria, dengue fever, yellow fever, Zika virus disease, Japanese encephalitis and so on. Of course, not all infectious diseases are transmitted through mosquito bites. The AIDS and new coronary pneumonia we talked about before are not transmitted through mosquito bites.

(When giving examples, you can try to select diseases that students may have been exposed to or heard of according to the actual local conditions. At the same time, pay attention to the diseases raised by students during the discussion. If it is not a disease transmitted by mosquito bites, you should correct their cognition in time. For example, AIDS and new coronary pneumonia are not transmitted through mosquito bites.)

Teacher's explanation:

What I want to tell you in this class is malaria, an infectious disease that can be transmitted through mosquito bites. Malaria is a life-threatening infectious disease caused by the Plasmodium parasite. Plasmodium is a parasite that can live in humans or animals. When a mosquito bites a person who has been infected with malaria, it may inhale the plasmodium in the blood.

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The plasmodium develops and reproduces in the mosquito. When the mosquito bites again, the plasmodium enters the human body through the mosquito's long beak, and then it develops and reproduces in human liver cells, and finally enters the red blood cells to multiply and cause the red blood cells to rupture in batches. We must keep in mind that the typical symptoms of malaria are periodic chills, high fever, and profuse sweating, which then subside.

(If conditions permit, the teacher can explain the spread and development of malaria using pictures or videos. Additional explanations are needed if students cannot understand concepts such as periodic chills, high fever, and profuse sweating.)

Teacher's explanation: Just now, we also discussed how to prevent mosquito bites in our daily life. We talked about many feasible methods. Here, I will introduce to you two other very effective methods, that is, "long-acting drug-impregnated mosquito nets" and "Indoor Residual Spraying". I am now showing the long-acting drug-impregnated mosquito net, which is a mosquito net that contains anti-mosquito drugs and has anti-wash effect. Using this kind of mosquito net can not only avoid being bitten by mosquitoes, but also kill mosquitoes, which is very convenient and effective. Indoor residual spraying is spraying indoor mosquito-killing drugs with longer efficacy, which can also kill mosquitoes very well. In addition, because mosquito larvae grow and develop in water, if there are few and fixed waters inhabited by mosquitoes nearby, drugs can also be used to kill mosquito larvae in these waters.

(The methods mentioned by the students need to be judged by teachers in combination with the local reality. If they are indeed effective, they can be affirmed, and if they are invalid, they need to be clearly pointed out.)

Teacher explanation: The methods that the students just talked about and the two methods the teacher introduced are to block the spread of malaria by cutting off the transmission route. In fact, like the AIDS and new coronary pneumonia mentioned earlier, we can also prevent malaria by protecting the susceptible population, such as the prophylactic use of malaria drugs, and the development and use of vaccines. Of course, these methods are still evolving and improving.

Teacher's explanation: Although we have many ways to prevent being bitten by mosquitoes, they are not foolproof. What should we do if we are accidentally bitten by mosquitoes? First of all, it should be noted that if you are not bitten by a mosquito that is infected with malaria, you will not be infected with malaria. So if you live in an area where there are no reported cases of malaria, you are unlikely to get malaria even if you are bitten by a mosquito. But if you live in a malaria-endemic area, do be careful. The typical symptoms of malaria I have told you earlier are periodic chills, high fever, and profuse sweating, and then relieved. If you find such symptoms, you must go to the clinic or hospital for examination and treatment as soon as possible. There are already very mature treatment for malarias. As long as early detection and early treatment, there will be no major problems.

【Tips】

This part of the content has a large amount of knowledge and requires a higher knowledge reserve of teachers, so teachers need to prepare in advance. In addition, a lot of this part of the content is related to the actual local situation, teachers need to be flexible.

(Teachers need to know the local malaria epidemic and prevention and control measures in advance, so that the content of the explanation is more practical.)

Activity 4: Homework (5 minutes)

Objective:

To encourage students to learn about the prevalence of malaria in their home area, as well as malaria prevention and control measures.

Format of the activity:

Discussion, After-class research.

Teacher's summary:

Students, today we talked about a lot of knowledge about malaria and there are four important points. First, malaria is transmitted through mosquito bites; second, we can prevent malaria by avoiding mosquito bites; third, the typical symptoms of malaria are periodic chills, high fever, and profuse sweating, and then relieved; fourth, if the typical symptoms of malaria occur, you must go to the clinic or hospital for examination and treatment as soon as possible. Malaria is a completely preventable and curable disease, so one day we will eradicate malaria completely.

After-school research: I mentioned earlier that if no malaria cases have been reported in the area where you live, you can consider it relatively safe, so I will assign an after-school research today. You need to find out if there were any malaria cases in your area in the past two years. You can ask your parents or go to your local clinic to ask the doctors.

Now there are still a few minutes before the class ends, and you are free to discuss how you plan to investigate this matter.

VI. Reference

No reference

Part 6.

Social Emotional Learning

Lesson 1: Know yourself

**Lesson 2: Cope with stress and
conflict**

Lesson 3: Learn to cooperate

Lesson 1:

Know yourself

I . Learning objectives

II . Key ideas and difficulties in teaching

III . Teaching module

IV . Preparation before class

V . Teaching flow

VI . References

I. Learning objectives

Knowledge

To understand the meaning of self-concept, and know the types and characteristics of emotions.

Skills

To form a healthy self-concept and evaluate oneself and others correctly. Be able to recognize, express, and regulate emotions.

Social-emotional and attitudinal

Help students face up to their weaknesses, accept themselves and show confidence, and accept emotions.

II . Key ideas and difficulties in teaching

Key ideas

Help students know their strengths and weaknesses, correctly evaluate themselves and treat others' evaluations, and be able to recognize and reasonably regulate emotions.

Difficulties in teaching

Help students accept themselves and behave with confidence.

III .Teaching module

| Teaching content | Time (minute) | Key ideas and teaching strategies | Teaching tools |
|--------------------------|---------------|--|----------------------------|
| Introduction | 6 | <ol style="list-style-type: none"> 1. Guide the lesson by role-playing. 2. Introduce the theme of the lesson through a short story - know yourself. | Paper Materials |
| Game: Look in the Mirror | 15 | <ol style="list-style-type: none"> 1. Help students understand themselves through a game and interactive questions. 2. Through interactive questioning, let students learn to evaluate themselves objectively and to correctly treat the comments of others. | PowerPoint White Paper |
| Emotional | 17 | <ol style="list-style-type: none"> 1. Through emotional performance and photo display, let students understand emotions intuitively and vividly. 2. Through brainstorming, let students learn to properly handle negative emotions. | PowerPoint or Photos of |
| Homework | 2 | <ol style="list-style-type: none"> 1. Help students consolidate what they have learned in the lesson by the “Try to write” exercise. 2. Through the weekly mood barometer, let students test whether they have mastered the emotion regulation skills. | Paper Materials |

IV . Preparation before class

Paper materials, white paper, PowerPoint, photos of emotions, blackboard, and chalk.

V. Teaching flow

Activity 1: Introduction (6 minutes)

Objective:

To introduce the theme of the lesson - know yourself

Format of the activity:

Role-playing

The teacher assigns groups and distributes or displays pictures of different types of mosquitoes, allowing students to discuss and communicate the differences between different types of mosquitoes.

(1) Teacher's statement:

Hello everyone, before the class starts today, I would like to share with you a short story "A little mouse who likes to be herself" (For material see reference 1). I want to invite all of you to perform together.

(2) Activities organized by teacher:

The teacher distributes the paper materials to the whole class and then asks one student to be the narrator, and the other four students to play the role of a little mouse, a lion, an antelope, and a monkey.

(3) Teacher's question:

Now please tell me, how do the four animals in the story evaluate themselves? The lion thinks of himself (Students answer: very strong), the antelope thinks of herself (Students answer: she can run fast because of her long legs), the monkey thinks of himself (Students answer: he can climb trees because of his excellent tail), these are all positive evaluation. Then how does the little mouse evaluate herself? (Students answer: at first, she thought she was weak, stupid, and worthless, but then she discovered her specialty - sharp teeth that are good at chewing).

(4) Teacher's statement:

Next, please think with me: Why did the little mouse always give a negative evaluation of herself at the beginning? How do you evaluate yourself? Can you know yourself correctly?

【Tips】

Assign a role for each student to ensure that all students can participate in the activity and improve students' sense of participation and enthusiasm.

Activity 2: Group discussion (15 minutes)

Objective:

To help the students know themselves and learn to evaluate themselves and treat the others' evaluation correctly.

Format of the activity:

Games, interactive questioning

(1) Teacher's statement:

We look in the mirror every day to observe our appearance. In fact, everyone has a mirror in their hearts to evaluate their personality, ability, and other characteristics. How do you see yourself?

(2) Activities organized by teacher:

The teacher shows some adjectives describing traits such as personality and ability on the slide (For material see reference 2), and asks students to choose, or use other adjectives that are more in line with them, and then write the adjectives down on a blank sheet of paper.

(3) Teacher's question:

Which adjectives do you use? More positive words or negative words? (Invite 2~3 students to share)

After each student answers, ask additional questions:

- ① Why do you have these evaluations about yourself? Do these comments come from yourself, your family members, teachers, or friends?
- ② Do you have the same view of yourself as others?
- ③ Do you agree with what others think of you?

(4) Teacher's question:

Please think about the three questions, associate the story of the little mouse, and try to answer “Why did the little mouse always give a negative evaluation of herself at the beginning?” Please share with each other.

(5) Teacher's summary:

Each of us is different, with unique personalities, strengths, and weaknesses. Some students can easily see their strengths, while others are on the contrary. Just like the little mouse at the beginning, they only see their shortcomings and ignore their shining points. These phenomena are normal, and people need a process of learning and understanding themselves. At the same time, in our daily life, we are also amid various mixed judgments, and we are often influenced by others' evaluations and lose our self-judgment. For example, the comments of the lion, antelope, and monkey in the story make the little mouse more inferior. It can be seen that it is not easy to understand oneself objectively and accurately.

Lesson 1: Know yourself

Therefore, we must fully understand our strengths and weaknesses, evaluate ourselves objectively, and then admit and accept ourselves with ease, continue to strengthen our strengths and strive to improve our weaknesses, to gradually form a correct and healthy self-evaluation. At the same time, when faced with the evaluation of others, you should listen with an open mind, but not accept it entirely. Think more about: Am I really what he said? Learn to enrich and transform yourself by drawing nourishment from the evaluation of others.

Do you remember that when we performed the story, what we said to the little mouse to help her discover her strengths and uniqueness (Students answer: Believe in yourself, believe in yourself). In fact, we are all like the little mouse, often overlook our special features, and we need people around us to remind us and give encouragement. So don't be stingy with the language of praise, whether it is to friends or family members, give more positive feedback and tell the people around you that you hope to get more affirmation and encouragement from them. Let us enjoy being ourselves!

【Tips】

1. Schools with multimedia can use multimedia to display courseware. In schools without multimedia, teachers can use blackboard or paper materials.
2. In the student sharing session, there is no need to ask students to name the adjectives they have chosen, but only the total number of adjectives chosen and the number of positive and negative adjectives.

Activity 3: Emotional detective (17 minutes)

Objective:

To help the students recognize emotions, and learn to express and regulate emotions reasonably.

Format of the activity:

Emotional performance, interactive questioning, brainstorming

(1) Teacher's question:

I want you to talk about: How the little mouse in the story feels when she thinks herself worthless? (Students answer: sad) How did she feel when she discovered her strengths? (Students answer: happy, proud)

Lesson1: Know yourself

(2) Teacher's statement:

The feeling that everyone answered just now is actually “emotion” . We have a variety of emotions, such as “happiness” , “anger” and “sadness” , and we live in a certain emotion all the time. Can you recognize your own or other people's emotion?

(3) Activities organized by teacher:

The teacher invites 3 students to the podium to perform three kinds of different emotional states: angry, sad, and happy.

(4) Teacher's question:

Please carefully observe the facial expressions of the three performers. Can you find any differences? Try to summarize their characteristics.

(Students answer: forehead wrinkles, eyebrows pulled down and tucked, brows wrinkled, mouth corners down, lips tense when angry. Forehead wrinkles, slack muscles, drooping mouth corners when sad. Flat forehead, lower eyelids rising slightly, narrowing and thinning of the eyes, raised corners of the mouth, and laugh lines appear on the face when happy.)

(5) Teacher's question:

Now that everyone has perceived several of the most common emotions, I believe that you can already recognize your own or others' emotions. So which emotions do you like and which ones do you hate?

(6) Activities organized by teacher:

The slide shows a variety of different emotional photos (For material see reference 3), and the teacher asks 2~3 students to choose 2 kinds of emotions they like and 2 kinds of emotions they hate.

(7) Teacher's statement:

We all like positive emotions, and don't like negative emotions. However, negative emotions often haunt us and affect our living conditions, health, and even relationships. Have you ever felt like you were out of control at some point? Have you lost your temper because you are in a bad mood?

(8) Activities organized by teacher:

The slide shows a scenario “After school, your mother doesn't allow you to play with friends and asks you to stay at home to do homework, you feel wronged and angry” , the teacher asks the students to think about what shall they do when encountered the situation, and invites 2~3 students to share, then gives simply comments.

(9) Teacher explains:

Everyone deals with negative emotions in different ways, which will also produce different effects. If negative emotions are not handled well, they will hurt yourself and those around you. Therefore, it is very important to learn to properly regulate emotions. Now let me teach you a few tips!

- ① Accept your emotions.
- ② Recognize the causes of your emotions and emotional reactions.

Lesson 1: Know yourself

- ③ Be calm - When emotions are too strong, take a deep breath and don't take any action.
- ④ Tell others about your emotional feelings, such as “I'm angry” and explain why.
- ⑤ Talk to people you trust, such as teachers, parents, and friends, they will help you unwind and find solutions.
- ⑥ Engage in other activities, such as running, listening to music, etc.

【Tips】

1. Schools with multimedia can use multimedia to display courseware, and schools without multimedia can use photos to display.
2. Each activity invites different students to participate in, so that each student has the opportunity to express their ideas.

Activity 1: Introduction (6 minutes)

Objective:

To help students consolidate and apply what they have learned in the lesson.

Format of the activity:

Exercises after class

- (1) Let the students re-evaluate themselves objectively, and write “Myself as I know” to dig deep into their strengths and weaknesses, and talk about what they want themselves to be. Students can share it with friends or family.
- (2) Let the students use the emotional barometer to record their emotional state for a week, and try to write a few words to themselves every day.

The emotional barometer

| Time | Emotion | I want to say to myself |
|-----------|---|---|
| Monday |     | If you are in a positive mood, affirm yourself and give encouragement. If you are in a negative mood, find the reason and think of a solution. |
| Tuesday |     | |
| Wednesday |     | |
| Thursday |     | |
| Friday |     | |
| Saturday |     | |
| Sunday |     | |

VI. Reference

1. The story “A little mouse who likes to be herself”

The little mouse was sad because she was the weakest animal in the forest.

“I don't want to be a mouse, I don't want to have this small body, short legs, and thin tail.”

The little mouse went to meet the lion. The lion is the king of the forest and everyone obeys him when he roars. Little Mouse knows that the lion is a great leader, and she wants to be a great leader too. She looked up at the lion and said, “I want to be a leader like you, lion.”

However, the lion just smiled. He said in a deep voice, “I am strong, but you are so weak.”

The little mouse drooped her head and left sadly.

After a while, she met an antelope. Antelope can run faster than the wind. The little mouse stared at the antelope and said, “I want to run like you.”

Antelope smiled softly. She said, “Poor little mouse, I run fast because my legs are long, look at your short legs.”

The little mouse felt very sad, she lowered her head and said silently, “I'm bad, I'm just a mouse.”

(All students whisper together, “Believe in yourself, believe in yourself.”)

The little mouse was sad. She walked through the forest and met a monkey. The monkey was shaking among the trees. He hung himself upside down in front of the little mouse with his tail.

The little mouse said, “I want to be able to climb trees like you, monkey.”

The monkey giggled. He said: “I can climb trees because I have a great tail, look at your little short tail. Heck, it can't even bend.”

After the monkey finished speaking, he got into the tree again and shuttled between the woods.

The little mouse's mood was even lower, and a tear rolled in her eyes.

“I suck,” she said sadly. “I'm just a mouse.”

(All students say in a slightly louder voice together: “Believe in yourself, believe in yourself.”)

But the little mouse was too sad to hear anything. To her, the other animals in the forest have their specialties, and she's just a stupid, insignificant mouse. She wandered into the forest and hid in a small hole, weeping sadly.

Suddenly, the little mouse heard a terrible noise, so loud that her heart was pounding with fright. It sounded as if all the animals in the forest were screaming together as if they were calling for help. She could hear the lion roaring, the antelope shouting, the monkey screaming.

She thought, "What can I do? I'm just a mouse, how can I help these animals?"

She stuck her nose out of the hole. She was terrified, but she knew she had to know what was going on. The voice grew louder as she hurried to the forest. It turned out that all the animals were kept in huge cages by hunters.

The animals cried out in despair: "Please help us, little mouse!" But the little mouse said sadly: "I am only a mouse. I can't lead others like you, lion, can't run like you, antelope, and can't climb like you, monkey. Forgive me for being helpless."

The little mouse turned and left. The animals called to her from behind: "Help us, help us." The little mouse felt very sad, and she hoped to help them, but all she could say to herself was: "I suck, I'm just a mouse."

(All the students say in a louder voice: "Believe in yourself, believe in yourself.")

The little mouse stopped, and she suddenly remembered that the cage was tied by a rope. She told herself: "You have sharp teeth that are good at chewing!" The little mouse turned around and ran towards the cage. She chewed on the rope that tied each cage with her mouth. Eventually, the cage door opened and the animals were free. The lion gently lifted the mouse to the back of the antelope. The animals kept running until they got farther and farther from the cage and stopped when they felt safe. The antelope leaned down, and the lion gently lowered the mouse from the antelope's back to the ground.

The antelope and the monkey walked to the little mouse in turn, thanking her for saving their life. The lion was the last one, and he said: "You are a hero, little mouse, you saved us from the hunters. How can we thank you?" After thinking for a while, the little mouse said: "You have given me everything I've ever wanted. You taught me to love being who I am."

2. Material of the game "Look in the mirror"

Adjectives: naughty, gentle, confident, lovely, thin, strong, hardworking, modest, enthusiastic, intelligent, brave, timid, shy, out-going, quiet, cheerful, honest, inner-directed...

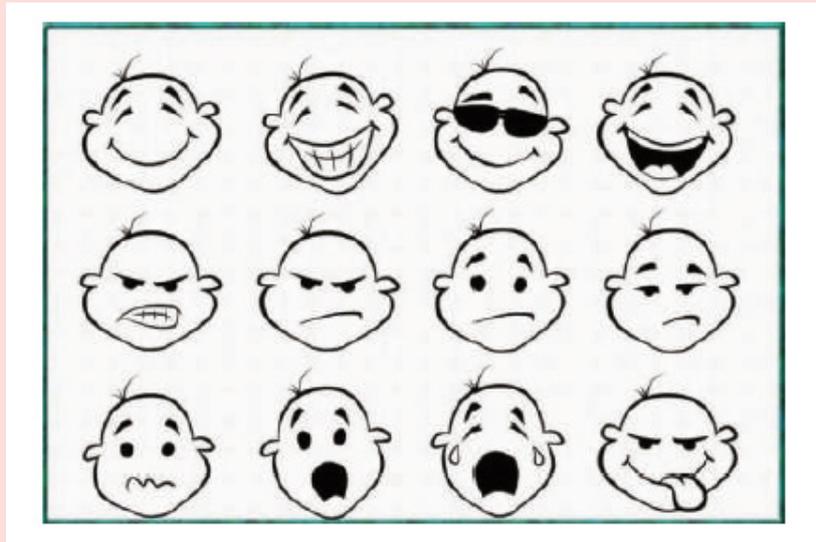


Photo 1

3. Photos of emotion

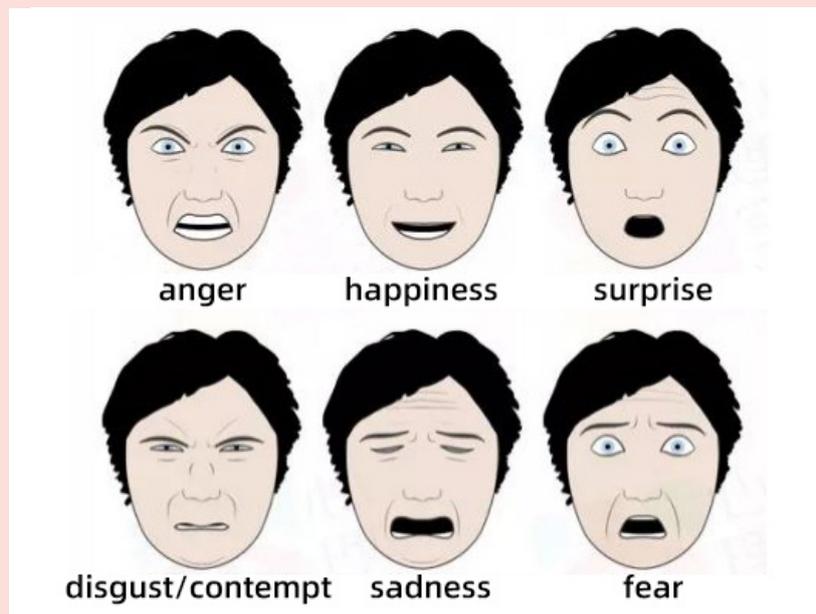


Photo 2

Lesson 2:

Cope with stress and conflict

I . Learning objectives

II . Key ideas and difficulties in teaching

III . Teaching module

IV . Preparation before class

V . Teaching flow

VI . References

I. Learning objectives

Knowledge

To know the signs and harm of stress, the concept of resilience, and how to improve it. To understand the “I-Message” communication method and the steps of the “Guide to Responsible Decision Making” .

Skills

To know the signs and harm of stress, the concept of resilience, and how to improve it. Understand the “I-Message” communication method and the steps of the “Guide to Responsible Decision Making” .

Social-emotional and attitudinal

To be able to understand the differences between people and understand each other from their point of view.

II . Key ideas and difficulties in teaching

Key ideas

Help students properly treat and cope with stress, understand the “I-Message” communication method, and the steps of the “Guide to Responsible Decision Making” to effectively resolve interpersonal conflicts.

Difficulties in teaching

Help students understand the differences between people and understand each other from their point of view.

III .Teaching module

| Teaching content | Time (minute) | Key ideas and teaching strategies | Teaching tools |
|------------------------|---------------|--|---|
| Introduction | 3 | <ol style="list-style-type: none"> 1. Guide the lesson with a short story. 2. Introduce the theme of this lesson - coping with stress. | PowerPoint |
| Stress Balloon | 20 | <ol style="list-style-type: none"> 1. Through interactive questions, let students think about the stressors in their own lives. 2. Through brainstorming and games, help students view stress correctly and learn to relieve stress. | Blackboard, Chalk, PowerPoint, Balloons |
| Cool Down the Conflict | 15 | <ol style="list-style-type: none"> 1. Through the situational analysis of interpersonal conflicts, students are prompted to think about the reasons for the conflicts. 2. Through role-playing and group discussions, help students apply conflict resolution methods. | PowerPoint |
| Homework | 2 | <ol style="list-style-type: none"> 1. Through case analysis, help students consolidate and apply the knowledge learned in this lesson. 2. Through group work activities, prepare for the next lesson. | Paper Materials, Large White Paper, Colored Pencils |

IV . Preparation before class

PowerPoint, blackboard, chalk, balloons, paper materials, large white paper, and several colored pencils. Arrange the venue and reserve sufficient space for activities.

V. Teaching flow

Activity 1: Introduction (3 minutes)

Objective:

To lead to the theme of the lesson – cope with stress

Format of the activity:

Storytelling

Teacher's statement:

Hello everyone, before the class starts today, I would like to tell you a story about the lion and the antelope.

On the African continent, live the lions and antelopes. Every morning, the first thing the antelope thinks when it opens its eyes is: To survive, I must run faster than the fastest lion, or I will be eaten by the lion. And at the same moment, the lion also wakes up from the dream, and the first thought in his mind is: I must catch up with the slowest antelope, or I will starve to death.

From the story, we can feel that whether it is a strong lion or a weak antelope, in the vast world of natural selection, both are facing enormous stress to survive.

Activity 2: Stress Balloon (20 minutes)

Objective:

To enable students to identify stressors and cope with stress correctly.

Format of the activity:

Interactive questions, brainstorming, games.

(1) Teacher's question:

- ① Are you stressed? (Students answer: yes)
- ② What are you stressed about? (Students answer: exam, relationship with parents, noise from construction site...)

(2) Teacher explains:

Each of us faces a variety of stresses. Stress is a psychological and physiological response when we deal with stressful events or environmental stimuli. What you just said are stressors (Blackboard writing: “stressor”), which are the cause of stress. Finding the stressor is the first step in coping with stress.

(3) Teacher's question:

What psychological and physical responses do you have when you feel stressed? For example, if there is an exam tomorrow, share with your classmates your feelings. (Students answer: be nervous and timid, wanting to go to the toilet, pounding heart, sweaty palms...)

(4) Teacher explains:

When we feel stressed, the body responds accordingly. Please take a look at what happens to our bodies. (Slide shows photo “How the Body Responds to Stress” , for materials see Reference 1)

(5) Activities organized by teacher:

Stress makes us nervous and annoyed. Next, I want to play the game “Stress Balloon” with you to feel the effect of stress.

Distribute a balloon to each student, then divide the students into three groups and let them blow up the balloons to different sizes respectively.

Group 1: Blow up the balloon as big as an eggplant.

Group 2: Blow up the balloon as big as a pumpkin.

Group 3: Blow up the balloon as big as a big watermelon.

(6) Teacher's question:

Now you can see that there are three different size balloons. Which group do you think is more likely to explode? (Students answer: group 3)

(7) Teacher's statement:

The gas we blow into the balloon is equivalent to the stress in our life. Too much gas will easily make the balloon explode. Similarly, too much stress will make our bodies unbearable and affect our health. Therefore, we must learn to relieve stress.

(8) Activities organized by teacher:

The teacher let the students gradually release the gas to the size they feel comfortable with, and says “Has any of the students released the gas completely? If the gas is completely exhausted, have you noticed that the balloon will collapse and fail to be tapped?”

(9) Teacher's summary:

A balloon without gas, like a life without stress at all, will make us slack and lose the joy of struggle. Therefore, we must not only learn to decompress but also maintain appropriate stress to promote ourselves to keep making progress.

(10) Teacher's question:

Have you ever noticed that some people around you can remain calm and happy even when they are under stress? Are there any students who have this trait? (If yes, ask the student to share the psychological state and methods to cope with stress; if not, skip this section.)

(11) Teacher explains:

We call the trait “resilience” . Being resilient means being able to recover from adversity and change, adapt to stressful situations and stay calm under stress, and not be overwhelmed by failure. So how can we improve resilience? (Slide shows material “Protective Factors that Improve Psychological Resilience” and the teacher explains, for materials see Reference 2)

(12) Teacher's summary:

I hope that all of you can have resilience, turn stress into a life booster, and be a stronger yourself!

【Tips】

1. The photo "How the Body Responds to Stress" involves biological knowledge, which maybe is difficult for students. Teachers should appropriately simplify the content in consideration of students' study section and cognitive level.
2. In the "Stress Balloon" game session, teacher should remind students to be careful, stop blowing if they feel that the balloon is about to explode, and do not blow up the balloon intentionally to avoid hurting themselves and others.

Activity 3: Cool Down the Conflict (15 minutes)

Objective:

To help students master the skills to resolve interpersonal conflicts and use empathy to understand others.

Format of the activity:

Situation analysis, role-playing, group discussion.

(1) Teacher's statement:

When we talked about the stressor, someone mentioned tense relationships with family members and friends. In fact, when we get along with others, there will inevitably be frictions and conflicts, because no two people will agree on everything. If people don't understand each other, it will lead to conflict and affect interpersonal relationships.

(2) Activities organized by teacher:

Let the students look at a scenario together (slide show).

Xiao Tong and Xiao Feng are the best friends in the class. They both love playing basketball and are the backbone of the basketball team. A new basketball captain is to be elected this semester. They disagree on who should be the captain. Xiao Tong thinks that he has entered the team earlier than Xiao Feng, so he should be the one. However, Xiao Feng thinks that his score is higher than Xiao Tong. Captains should be selected based on ability level. The two sides refused to give in to each other, the situation intensified, and even began to accuse each other. Xiao Tong said that Xiao Feng was too arrogant and did not want to cooperate with the team members, which led to the team losing points. Xiao Feng also said angrily to cut off the friendship. After returning home, Xiao Tong sat on the bed and calmed down slowly. He seriously recalled the “quarrel incident” that had just happened and began to regret it. He did not want to lose the precious friendship.

(3) Teacher's question:

Let us help Xiao Tong analyze: What was the reason for the conflict between him and Xiao Feng? What's wrong with his behavior? (Invite 2 students to share).

(4) Teacher explains:

Conflict is not terrible, as long as it is resolved healthily and reasonably, we can prevent the conflict from further escalating. Then what should we do when conflict occurs? (Slide shows material “Don't Do and Try to Do” and teacher explains, for materials see Reference 3)

You may still be confused about how to communicate. We can use the “I-Message” communication method.

Lesson 2: Cope with stress and conflict

“I-Message” is an effective way to share feelings by stating problems and how they affect oneself. “I-Message” lets people tell the other how the situation affected them, such as “You entered my room without my permission, it makes me angry.” This can be a great way to help people understand each other, but be sure to listen carefully when other people speak and don't interrupt them at will.

(5) Activities organized by teacher:

Divide 2 students into a group and let them use “I-Message” to help Xiao Tong and Xiao Feng design a communication situation. Invite 2 groups (one as Xiao Tong and one as Xiao Feng) to display.

(6) Teacher explains:

The “Guide to Responsible Decision Making” can be used to evaluate and select effective methods to resolve conflict.

Guide to Responsible Decision Making

- Is it healthy?
- Is it safe?
- Does it comply with rules and laws?
- Does it show that you respect yourself and others?
- Does it meet family guidelines?
- Does it show your good character?

(7) Activities organized by teacher:

Organize students into small groups to discuss solutions according to the “Guide to Responsible Decision Making”. Invite 2 groups to share.

(8) Teacher's statement:

I believe that everyone has mastered the skill of conflict resolution. In fact, mutual understanding and sincere communication are the best ways to resolve conflicts. Try to think from the perspective of the other party, you will be able to better understand others and avoid conflicts. If that doesn't work, be sure to seek help from your teacher, parents, or another responsible adult.

【Tips】

1. Schools with multimedia can use multimedia to display courseware. In schools without multimedia, teachers can use paper materials or blackboard.
2. In the role-playing session, guide students to listen carefully when the other speaks, and be able to say "sorry" to each other and achieve mutual understand.

Activity 4: Homework (2 minutes)

Objective:

To help students consolidate what they have learned in class and prepare for the next class.

Format of the activity:

Case analysis, group work.

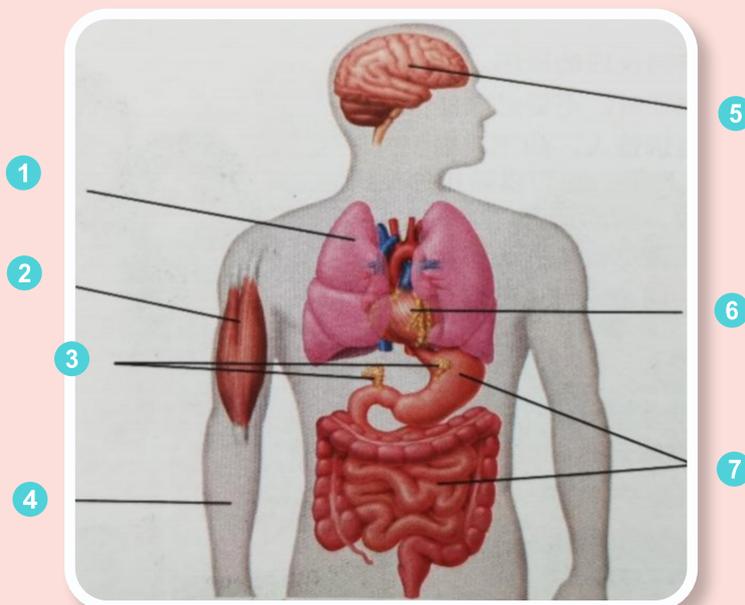
(1) Read the following case, try to help Nan Nan find the stressors, and tell him what to do.

Nan Nan is a middle school student in grade nine. He usually has a lot of homework, and he has to write late every day. On weekends, his mother asks him to take various remedial classes. He feels very tired. He wrote in his diary: They lied about how beautiful youth is. In our family, I am the unhappiest. Grandfather retires and walks the birds, Grandma dances yang ko every day, Father always goes abroad for a walk, and mother works leisurely. I am the only one who has to study every day, and the final exam is coming soon. What should I do if I fail the exam?

(2) Document a recent or previous conflict, write down how you dealt with it, and then list a better solution based on the “I-Message” and “Guide to Responsible Decision Making” .

VI. Reference

1. Photo “How the Body Responds to Stress”



Lesson 2: Cope with stress and conflict

The text in the photo (from left to right and from top to bottom):

- ① Breathing faster, the lungs expand and contract faster to supply more oxygen to the body.
- ② Muscles contract, ready for action.
- ③ The body secretes adrenaline in response to stressors.
- ④ Increased sweat to keep the body cool.
- ⑤ The brain recognizes stressors and sends signals to the rest of the body.
- ⑥ Faster heartbeat, dilation of blood vessels, and increased blood flow to muscles and brain.
- ⑦ To save energy consumption of the body, gastrointestinal peristalsis slows down, and other organs in the body also contract or slow down in activity.

2. Material “Protective Factors that Improve Psychological Resilience”

| Protective factors (Try to make the following protective factors work) | |
|--|--|
| See change and criticism as a challenge and part of life | See setbacks, criticism, and adversity as temporary and fixable |
| Keep a positive attitude and believe that through persistence you will be able to achieve your goals | See the situation as something you can control |
| solve problems | Surround yourself with the support of those around you and seek help if necessary |
| Schedule some relaxation and entertainment in your schedule | Connect with parents, guardians, or other adults who can help you deal with bad emotions |

3. Material “Don't Do and Try to Do”

| When a conflict occurs | |
|---|---|
| Don't Do | Try to Do |
| × make the situation worse | √ Use communication skills to keep both parties calm |
| × Hit people | √ Talk about the situation at the time |
| × Hide your feelings | √ Express your feelings in a healthy way |
| × Make fun of people who are not like you | √ Try to get to know other people so you can understand each other better |

Lesson 3:

learn to cooperate

I . Learning objectives

II . Key ideas and difficulties in teaching

III . Teaching module

IV . Preparation before class

V . Teaching flow

VI . References

I. Learning objectives

Knowledge

To know the meaning and working methods of teamwork, and understand the concepts and methods of horizontal leadership.

Skills

To be able to work in teams with others and master horizontal leadership.

Social-emotional and attitudinal

To be able to actively participate in teamwork.

II . Key ideas and difficulties in teaching

Key ideas

Help students know the meaning and methods of teamwork, and be able to carry out teamwork. Help students know the concept of horizontal leadership.

Difficulties in teaching

Enable students to actively participate in teamwork, and master horizontal leadership.

III .Teaching module

| Teaching content | Time (minute) | Key ideas and teaching strategies | Teaching tools |
|-----------------------|---------------|--|------------------------------------|
| Introduction | 5 | <ol style="list-style-type: none"> 1. Lead in the lesson through symphony activities cooperatively performed by students. 2. Introduce the theme of this lesson - teamwork | Board, Marker |
| Power of the team | 8 | Through group discussion on songs, students can understand the meaning of teamwork while attracting students' interest. | PowerPoint |
| Horizontal Leadership | 25 | Through games, help students understand how teamwork works and the concepts and methods of lateral leadership | PowerPoint, Bamboo Pole |
| Homework | 2 | Through group cooperation activities, help students consolidate and apply the knowledge learned in this lesson and learn to participate in teamwork | Large White Paper, Colored Pencils |

IV . Preparation before class

PowerPoint, blackboard, chalk, boards (made in advance with cards and small wooden sticks), markers, light and straight bamboo poles (about 1.5 meters in length) that match the number of groups, large white paper, and several colored pencils. Arrange the venue and reserve ample space for activities.

V. Teaching flow

Activity 1: Introduction (5 minutes)

Objective:

To introduce the theme of this lesson – teamwork.

Format of the activity:

Collective performance

(1) Activities organized by teacher:

Each group makes sounds in different ways, such as the first group clapping, the second group stomping, the third group making a “haha” sound, etc. The teacher prepares some boards in advance, and each group writes their group names on the boards. And when the teacher raises the board of which group, the group will make a corresponding sound (the teacher can raise the board according to the following rhythm: 1/2 beat, XXOOhahahaha, X stands for clapping and O stands for stomping), to form a wonderful “Team Symphony” .

(2) Teacher's statement:

“This group is exceptionally neat”

“This group is especially loud”

“This group of students is highly focused”

【Tips】

1. The rhythm and flow must be carefully thought out and prepared before the class, so that the team symphony can be completed in one go.
2. The teacher's statement is actually to guide students to better teamwork. Teachers should play their full role to provide guidance based on the actual situation of different groups.

Activity 2: Power of the team (8 minutes)

Objective:

To help the students understand the meaning of teamwork.

Format of the activity:

Group discussion

(1) Activities organized by teacher:

Slide shows the following ballad:

- ① An ant comes to move rice, but he couldn't afford to move it. Two ants come to move rice, and their bodies wobble back and forth. Three ants come to carry rice, and gently carry it into the hole.
- ② One monk will get two buckets of water, two monks will share a load of water, three monks will have no water.

(2) Teacher's question:

These two ballads show us the meaning of teamwork simply and clearly from the positive and negative sides. Can you relate to the reality of your own life, the stories you have heard, the books you have read, and give a few more similar examples? Both positive and negative examples are ok! And for this example, what do you think is the meaning of teamwork?

(3) Activities organized by teacher:

The teacher organizes a group discussion, and lets students exchange and share their understanding of teamwork.

(4) Teacher's statement:

Teamwork refers to the process of a group of capable and confident people in a specific team supporting each other and striving for a common goal. Many things cannot be accomplished by one person alone. People with different strengths or specialties need to get together and form a team to accomplish it. I hope that after this lesson, you will understand the meaning of teamwork and better cooperate with others in the future.

【Tips】

1. Schools with multimedia can use multimedia to display courseware. In schools without multimedia, teachers can use paper materials or blackboard.
2. Teamwork abounds in life. Teachers should guide students to give examples that are closely related to real life, such as duty, tug-of-war, dragon boat rowing...

Activity 3: Horizontal Leadership (25 minutes)

Objective:

To introduce students to understand how teamwork works and the concepts and methods of horizontal leadership.

Format of the activity:

Game

(1) Activities organized by teacher:

The teacher organizes students into groups to complete the game – “Eyebrow Level Bamboo Pole” . Each group selects an objective and impartial student as an observer, and the rest of the staff squat down, stretch out their arms, and place their fingers flat under the bamboo pole. Actions such as hooking, clipping, etc., other than placing your fingers flat, are not allowed. The height is at the same level as a student's eyebrows. All members silently lower the pole from the height of the eyebrows to the ground. If anyone lifts his finger from the pole or speaks during the process, the observer shouts, “Someone leaves the pole, come back!” and then returns the pole to the height of any team member's eyebrows and the group lowers it again.

Activity procedure:

Round 1: Do the activities as required.

Round 2: After each group has fully experienced the chaos, the teacher asks each group to discuss, elect the group leader, and announce the new rule. Only the group leader can speak during the activity. In the new round of the game, students other than the team leader speaking, and any team member's finger off the pole, also need to lower the pole again!

(2) Teacher's question:

Please review the process of the activity, and think about what did you do? What affected the process for your team to complete the game? And what is the difference between round 1 and round 2 of the activity? Each group communicates and shares.

(3) Teacher explains:

We need teamwork, but often due to factors such as disagreement among team members, unclear or unreasonable division of labor, etc., cooperation is inefficient and time is wasted. Scientific “leadership” can help us achieve efficient and tacit cooperation. Therefore, in teamwork, we need a very important skill - horizontal leadership. (Slide shows the “Horizontal Leadership Approach” and the teacher explains, for materials see reference 1)

(4) Teacher's summary:

Everyone on the team is a potential leader. I hope that you can imagine yourselves as a “leader” in any teamwork in the future, to improve the ability of organizational management, decision-making and problem-solving, and use horizontal leadership methods to achieve high-quality cooperation with others.

【Tips】

1. Before the game "Eyebrow Level Bamboo Pole" starts, the teacher demonstrates the game procedure and how to perform the duties of an observer, and then carefully observes each group during the process and subtly gives hints, such as "watch your fingers and pay attention to your duties, Everyone does their own thing well, no mistakes are made, and the group can succeed!"
2. In the first round of activity, the teacher does not guide and only observe, the team will be confused and quarrel because there is no manager, this is an experience, and the teacher needs to make it happen. If there is no chaos, the teacher can let the group lower the pole with the frequency of 3 times a minute, so that the team has to violate the rule and restart.
3. The teacher should strictly control the time and end the activity when the time is up, so that the effect of the two rounds of activity is obvious.
4. When the team members are asked to start over, they often ask: who leaves the pole, the observer only needs to emphasize that everyone is a team, and someone leave the pole! The teacher writes the key words of teamwork and horizontal leadership on the blackboard after students share.

Activity 4: Homework (2 minutes)

Objective:

To help students consolidate what they have learned in the lesson.

Format of the activity:

Group cooperation

(1) Divide the whole class into groups of 5, and let each group draw a picture of “the school in your dream” , then select outstanding works to display on the blackboard at the back of the classroom.

【Tips】

The teacher emphasizes to the students that painting requires the cooperation of all the group members, and that everyone should actively participate in the design and drawing process.

VI. Reference

1. Material “Horizontal Leadership Approach”

The “Horizontal Leadership Approach” consists of three basic steps.

Step 1: Improve personal skills. If you want to influence others, first of all, you must know enough, be strong enough, and be able to exert more energy, so that others will convince you and be willing to obey your arrangements.

Step 2: Have a clear understanding of good cooperation. Knowing what kind of cooperation form and state is correct and successful, can outline the blueprint of what you want to achieve, and clarify the direction of efforts.

Step 3: Learn some “participatory” leadership methods to subtly influence others. For example, you can put forward a problem that arises in cooperation, and everyone thinks about it and finds a solution together; or express your ideas and invite others to accept, use or modify these ideas; or put your ideas into action as a basis for further improvement. These little tricks can fully mobilize everyone’s participation and make others feel respected and valued.

2. Reference Book

“GETTING IT DONE: How to Lead When You're Not in Charge” ([US] Roger Fisher/ Alan Sharp, published in 1999).

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