

ACCESSING VALID HEALTH INFORMATION RELATED TO MENSTRUATION, PREGNANCY AND PRENATAL DEVELOPMENT



LESSON INTRODUCTION:

The purpose of this lesson is for students to describe menstruation and how it relates to pregnancy, the signs and symptoms of pregnancy, the process of prenatal development and healthy prenatal practices, as well as to identify medically accurate sources of information and support.



OBJECTIVES:

By the end of 8th grade Students will be able to...

- Describe menstruation and how it relates to pregnancy.
- Describe the signs and symptoms of pregnancy.
- Reflect on the impact of a pregnant person's health behaviors and choices on fetal development



VOCABULARY

- | | |
|-----------------|-------------|
| • Blastocyst | • Labor |
| • Embryo | • Placenta |
| • Fertilization | • Trimester |
| • Gestation | • Zygote |



STANDARDS:

Wisconsin Standard for Health Education

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will demonstrate the ability to access valid health information and products and services to enhance health.

National Sexuality Education Standards

- **PR.8.CC.5** Describe the signs and symptoms of pregnancy.
- **PR.8.CC.6** Identify prenatal practices that can contribute to a healthy pregnancy.
- **PR.8.AI.3** Identify medically accurate sources of pregnancy related information and support.

GRADE: Middle School

LENGTH OF LESSON: 55 min

SEQUENCE: 5



ACTIVITIES:

- 5.1** Menstruation Overview
- 5.2** (To have been completed at home) "Life's Greatest Miracle" worksheet
- 5.3** Accessing Valid Health Information to Learn Healthy Habits for Pregnancy
- 5.4** 5.4: Assessment



MATERIALS/TECHNOLOGY:

- Presentation to go over menstruation https://youtu.be/vXrQ_FhZmos
- "Life's Greatest Miracle" video: https://youtu.be/vA0xZ3K_Oq8
- Worksheet: "Life's Greatest Miracle"
- Assessment rubric
- Accessing Valid Health Information skill cue
- Access to the internet for student groups of 3



Revisit classroom ground rules and the Anonymous Question Box

(5 minutes)

Take a moment to check in on the ground rules. Ask if there are any questions or observations from **Lesson 1**. Remind students of the anonymous question box. If there were questions in the box, answer them. Remind students that the box will be available throughout the entire Human Growth and Development unit.



Activity 5.1: Menstruation Overview (10 minutes)

Use this animated presentation to teach students about menstruation:

https://youtu.be/vXrQ_FhZmos

Remind students that understanding the menstrual cycle is key for understanding what's going on with the body, preventing pregnancy and, when they are ready, for planning to get pregnant.



Activity 5.2: “Life’s Greatest Miracle” Homework Worksheet (10 minutes)

Ask students to take out their **homework worksheet** on “Life’s Greatest Miracle.” Begin the discussion by asking about general impressions of the movie and who they watched it with at home.

After checking for understanding for the key vocabulary terms, focus on the following questions from the worksheet:

1. What is the fetus' one source of nutrition? Based on this, why might drug or alcohol use impact fetal development?
2. When does the highest level of brain development occur during a pregnancy?



Homework from Activity 4.4, Completed for Lesson 5

Student Name:

As you watch the movie "Life's Greatest Miracle" (https://youtu.be/vA0xZ3K_0q8) complete the following worksheet.

1. Define the following terms:

- Embryo _____

- Zygote _____

- Blastocyst _____

- Fertilization _____

- Trimester _____

- Gestation _____

- Labor _____

- Placenta _____

- Quickening _____

My Sexual Health: My Future

7. What are the two reasons that human birth is more dangerous than for other mammals?

8. If you are watching the movie with a family member who has experienced a pregnancy and childbirth, ask how their experience compared to Melinda and Sergio's.



Activity 5.3: Accessing Valid Health Information to Learn Healthy Habits for Pregnancy

(20 minutes)

Highlight the importance of good nutrition and healthy habits during pregnancy. In “Life’s Greatest Miracle,” Sergio and Melinda took walks, danced, and Melinda did prenatal yoga. Tell students that now they will have the opportunity to research these ideas in a little while. First, teach the key concepts related to the skill of accessing valid health information. Post the following acronym¹ on the board:

A - Is it **accurate**?
C - Is it **credible**?
C - Is it **current**?
E - Is it **easy** to use and access?
S - What **situations** is it best used in?
S - Are claims or information **supported** by scientific evidence?

Let students know that accessing valid health information is relevant to their lives because they will need reliable information to make healthy choices. This lesson is intended to help them understand how to access valid information about pregnancy, so they can set goals for themselves around their own reproduction.

Let students know the teen birth rate in Wisconsin declined 66% between 1991 and 2016. Even so, in 2015 there were 3,040 births to teens.² Knowing that having unprotected vaginal intercourse could result in pregnancy may inspire a young person to abstain from sex, or to wait and then use birth control once they are ready to have sex.

Put the following Google search terms on the board:

1. “Signs and Symptoms of Pregnancy”
2. “Healthy Pregnancy Practices”
3. “Menstruation and Pregnancy”
4. “Drug and Alcohol Use in Pregnancy”
5. “Preterm Birth”

¹ Benes, S. & Alperin, H. (2016). The essentials of teaching health education: Curriculum, Instruction, and assessment. Human Kinetics: Champaign, IL.

² <https://powertodecide.org/what-we-do/information/national-state-data/wisconsin>.

My Sexual Health: My Future

To accommodate varying skill levels in your classroom, you can also provide students with specific sites to visit on the above topics. These include:

- March of Dimes
- U.S. Health and Human Services
- Centers for Disease Control

Choose one of the five topics above and work through an example using the ACCESS criteria for accessing valid health information that was just taught. A good option is to demonstrate with the CDC's site on preterm birth, here:

<https://www.cdc.gov/reproductivehealth/maternalinfanthealth/pretermbirth.htm>.

Using ACCESS, walk students through why the CDC site is a valid source. Be sure to point out that teenage pregnancy carries a high risk of premature birth for a variety of reasons. They are³:

- Breathing problems
- Feeding difficulties
- Cerebral palsy
- Developmental delay
- Vision problems
- Hearing problems

Now that students have been taught the skill of accessing valid health information and have had an opportunity to practice the skill, ask students to work in groups of three and explore at least two resources on the above topics.

Have groups take out a piece of paper, put the names of all members on the top of their papers, or if you are using 1:1 technology, have the groups submit their facts and evidence of reliability of the source directly to you. They should name which websites they use, and for each website they should note:

- What are the relevant facts about the topics they chose?
- What makes this a reliable source?

³ <https://www.cdc.gov/reproductivehealth/maternalinfanthealth/pretermbirth.htm>



Activity 5.3: Accessing Valid Health Information Skill Cue

A - Is it **accurate**?

C - Is it **credible**?

C - Is it **current**?

E - Is it **easy** to use and
access?

S - What **situations** is it best
used in?

S - Are claims or information
supported by scientific
evidence?

Activity 5.4: Assessment (15 minutes)

Bring the groups back together to share with the class the facts that they have gathered and why their source is reliable. As students report out, complete the following assessment and share feedback with the students.

Student name:			
Learning Outcome	Not Present	Developing	On Target
Describe menstruation and how it relates to pregnancy	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Describe the signs and symptoms of pregnancy	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Reflect on the impact of a pregnant person's health behaviors and choices on fetal development	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Teacher comments:			