Health Education Scenario 1

Please create a brief role play based on the scenario provided below. In the role play, **you can ONLY use the information provided after the scenario in your role play.** You must assume that this is ALL you have learned and so you cannot use anything else in this role play. In this scenario, that means that you must assume that you have not learned how to deliver an effective refusal and have not learned effective communication so you cannot use these techniques in your role play – only the information provided below.

You are at a party with all of your friends and other people from high school. Someone offers you a joint. You don’t want to smoke it, but you are feeling pressured by your friends and peers.

**What It Is:** Marijuana is the most widely used illegal drug in the United States. It is made from the shredded leaves, stems, seeds, and flowers of the hemp (*Cannabis sativa*) plant. It looks like green, brown, or gray dried parsley. Marijuana is a mind-altering drug and is considered a hallucinogen if taken in large amounts.

**Sometimes Called:** weed, grass, pot, chronic, joint, blunt, herb, cannabis, hashish, Mary Jane

**What It Does:**
Marijuana makes it hard to keep track of time and concentrate. Users have difficulty with memory and find it hard to solve problems and learn.

Marijuana raises heart rate and blood pressure. Some people get red eyes or dry mouths or become sleepy or very hungry. The drug can also make some people paranoid (like someone is out to hurt them or is plotting against them). It can also sometimes cause hallucinations.

Marijuana is as tough on the lungs as cigarettes — steady users suffer coughs, wheezing, frequent colds, and respiratory (airway and lung) infections, like bronchitis.

Sometimes blunts are filled with drugs like PCP (also called angel dust) or crack cocaine in addition to marijuana and can be very dangerous when smoked.

**Short-Term Effects**

The main active chemical in marijuana is THC (delta9tetrahydrocannabinol). When smoked, THC passes from the lungs into the bloodstream, which transports it to the brain and other organs. When it reaches the brain, THC connects with a certain type of receptor on nerve cells in areas that affect coordination, thought, memory, concentration, sensory and time perception, and pleasure. This causes the marijuana "high."

Marijuana users can experience these short-term effects:

- difficulty in thinking and problem solving
• problems with memory and learning
• loss of coordination
• distorted perception

These effects can make activities like driving dangerous while under the influence of the drug.

**Long-Term Effects**

Research has found that side effects from using marijuana frequently over a long period of time include:

• **Changes in the brain.** Marijuana can affect the areas of the brain that play a part in response to stress, motivation, and reward.

• **Fertility implications.** Animal studies suggest that heavy users may experience disruptions in ovulation or produce less sperm. So it’s possible people who use a lot of marijuana might have difficulty having children as they get older. Studies also show that babies born to women who use marijuana when they are pregnant may be more likely to have developmental and behavioral problems.

• **Respiratory problems.** People who smoke marijuana have more respiratory problems — such as having more mucus, a chronic cough, and bronchitis (irritated breathing passages).

• **Changes in blood pressure.** Over time, continued use of marijuana can lead to decreased blood pressure, which may cause dizziness. It also seems to impair the body's ability to fight off infections and some other diseases.

• **Emotional problems.** Heavy users are more likely to report symptoms of depression than nonusers. They can also feel more anxiety, have more personality disturbances, and are at an increased risk of developing schizophrenia, a severe form of mental illness.

**Other Possible Problems**

In addition to the long-term and short-term side effects, you may have heard that using marijuana may lead to other drug use. Although it is not certain that marijuana is the direct cause, people who have used marijuana are eight times more likely to have used cocaine, 15 times more likely to have used heroin, and five times more likely to need treatment for substance abuse.

There are also legal aspects to marijuana use: Every state has laws against growing, possessing, and selling marijuana. Penalties vary from state to state, but they usually involve fines and/or jail time for those caught using or distributing marijuana. People who use marijuana may end up with criminal records that can hurt plans for college or finding a job.

Speaking of jobs, more and more places test for drug use as part of the hiring process. It can take several weeks for marijuana to leave someone's body. So people who use marijuana may find they don't get a job they want — or, if their place of work does ongoing drug tests, they may lose their jobs.

Information from: [www.kidshealth.org](http://www.kidshealth.org)
Health Education Scenario 2

Please create a brief role play based on the scenario provided below. In the role play, you can **ONLY use the information provided after the scenario in your role play.** You must assume that this is ALL you have learned and so you cannot use anything else in this role play. In your role play, please be sure to clearly and effectively implement the skills provided as they should help you in this situation.

You are at a party with all of your friends and other people from high school. Someone offers you a joint. You don’t want to smoke it, but you are feeling pressured by your friends and peers.

**Effective Communication:**
- Clear, organized ideas and beliefs
- Use of "I"..."I feel"
- Tone: Assertive, Advocating and Respectful but NOT Aggressive and Confrontational
- Body Language (again assertive not aggressive or violent)

**Effective Refusal**
- Analyze situation to ensure it is safe to say no (if appropriate)
- Clear "no" statement
- Provide a reason
- Appropriate use of body language
- Leave situation and/or find an adult to help you (if appropriate)

**Short-Term Effects**

The main active chemical in marijuana is THC (delta9tetrahydrocannabinol). When smoked, THC passes from the lungs into the bloodstream, which transports it to the brain and other organs. When it reaches the brain, THC connects with a certain type of receptor on nerve cells in areas that affect coordination, thought, memory, concentration, sensory and time perception, and pleasure. This causes the marijuana "high."

Marijuana users can experience these short-term effects:
- difficulty in thinking and problem solving
- problems with memory and learning
- loss of coordination
- distorted perception

These effects can make activities like driving dangerous while under the influence of the drug.

**Long-Term Effects**
Research has found that side effects from using marijuana frequently over a long period of time include:

- **Changes in the brain.** Marijuana can affect the areas of the brain that play a part in response to stress, motivation, and reward.
- **Fertility implications.** Animal studies suggest that heavy users may experience disruptions in ovulation or produce less sperm. So it’s possible people who use a lot of marijuana might have difficulty having children as they get older. Studies also show that babies born to women who use marijuana when they are pregnant may be more likely to have developmental and behavioral problems.
- **Respiratory problems.** People who smoke marijuana have more respiratory problems — such as having more mucus, a chronic cough, and bronchitis (irritated breathing passages).
- **Changes in blood pressure.** Over time, continued use of marijuana can lead to decreased blood pressure, which may cause dizziness. It also seems to impair the body's ability to fight off infections and some other diseases.
- **Emotional problems.** Heavy users are more likely to report symptoms of depression than nonusers. They can also feel more anxiety, have more personality disturbances, and are at an increased risk of developing schizophrenia, a severe form of mental illness.

**Other Possible Problems**

In addition to the long-term and short-term side effects, you may have heard that using marijuana may lead to other drug use. Although it is not certain that marijuana is the direct cause, people who have used marijuana are eight times more likely to have used cocaine, 15 times more likely to have used heroin, and five times more likely to need treatment for substance abuse.

There are also legal aspects to marijuana use: Every state has laws against growing, possessing, and selling marijuana. Penalties vary from state to state, but they usually involve fines and/or jail time for those caught using or distributing marijuana. People who use marijuana may end up with criminal records that can hurt plans for college or finding a job.

Speaking of jobs, more and more places test for drug use as part of the hiring process. It can take several weeks for marijuana to leave someone's body. So people who use marijuana may find they don't get a job they want — or, if their place of work does ongoing drug tests, they may lose their jobs.

Information from: [www.kidshealth.org](http://www.kidshealth.org)
Health Education Scenario 3

Please create a brief role play based on the scenario provided below. In the role play, **you can ONLY use the information provided after the scenario in your role play.** You must assume that this is ALL you have learned and so you cannot use anything else in this role play. In this scenario, that means that you must assume that you have not learned how to analyze influences, have not learned effective communication and have not learned advocacy, so you cannot use these techniques in your role play – only the information provided below.

You learned in school the importance of eating balanced meals and realized that you need to eat less junk food but your parents and siblings all like to eat junk food so it is always in your house. What do you do?

To help people make smart food choices, the U.S. Department of Agriculture (USDA) has designed an easy-to-follow symbol: *MyPlate*. The plate graphic, with its different food groups, is a reminder of what — and how much — we should be putting on our plates to stay healthy.

**How MyPlate Works**

The MyPlate graphic has sections for vegetables, fruits, grains, and foods that are high in protein, as well as a “cup” on the side for dairy. Each section is a different size and color coded (green for veggies, red for fruits, orange for grains, purple for protein, and blue for dairy) so you can see at a glance how much of these foods to eat.

The plate graphic reminds us of the following nutrition needs:

- Choose variety: The best meals have a balance of items from different food groups.
- Half of your plate should be vegetables and fruits.
- About one-quarter of your plate should be grains and one-quarter protein.
- Drink fat-free or low-fat (1%) milk and water instead of soda, sports drinks, and other sugary drinks.
- Avoid oversized portions.

**Five Food Groups**

Different food groups meet different nutrition needs. If you regularly skimp on one group, over time you won't get the best nutrition.
1. **Vegetables**

The vegetable portion of MyPlate is shown in green. It's one of the largest sections on the plate. That's because vegetables provide many of the vitamins and minerals we need for good health. Veggies are naturally low in calories, and the fiber in them helps us feel full.

Choosing variety is important when it comes to vegetables: Dark green vegetables (like broccoli, spinach, and kale) provide different nutrients from orange and red vegetables (like squash, carrots, and sweet potatoes). The "eat your colors" message that you might have learned in grade school is a good one to follow throughout your life.

2. **Fruits**

Like veggies, fruits contain vitamins, minerals, and fiber. The red section of MyPlate is slightly smaller than the green, but together fruits and veggies should fill half your plate. Whole fruit is the best choice: Fruit juices have more calories per serving than whole fruit, and you're not getting the fiber. As with veggies, it's good to mix up your fruit choices: a colorful fruit cup is more than just pretty — it's a nutrition powerhouse.

3. **Grains**

The orange section on the MyPlate graphic shows the proportion of grains you should eat. Whole grains (like whole-wheat flour) are more nutritious and have lots of dietary fiber that can help you feel fuller longer. Refined grains (white flour) have been processed, removing vitamins, mineral, and fiber. Most refined grains are enriched, which means that some of the nutrients, but not fiber, are added back after processing.

So try to choose at least half of your day's grains from whole-grain sources like whole-wheat bread, brown rice, or oatmeal.

4. **Protein**

Foods that are high in protein help the body build, maintain, and repair tissue. They also have nutrients like B vitamins and iron.

The purple section on the MyPlate graphic shows the proportion of protein you need. Foods high in protein include beef, poultry, seafood, dry beans and peas, eggs, nuts, and seeds. Tofu and veggie burgers or vegetarian meat substitutes are also good sources of protein. When eating meats, choose lean or low-fat options and try to minimize deli meats and other processed meats that are high in sodium.

5. **Dairy**

The blue circle on the MyPlate graphic represents dairy products that are rich in calcium, like milk, yogurt, and cheese. Calcium-fortified soy milk is also included in the dairy group. Calcium
is essential for growth and building strong bones and teeth. Choose fat-free or low-fat dairy products most of the time.

The blue circle shows dairy as a "side" to your meal, like a glass of milk. But dairy can be incorporated in your meal, like a cheese quesadilla, or served as a snack or dessert. Yogurt with fresh fruit or a fruit smoothie made with low-fat milk make great desserts.

Between school, homework, sports, your after-school job, and hanging out with friends, it may feel like there's no time for healthy eating. And when you do stop to eat, it's probably tempting to go the quick and easy route by grabbing a burger and fries, potato chips, or candy.

But it is possible to treat yourself to a healthy snack. In fact, if you have a hectic schedule, it's even more important to eat healthy foods that give you the fuel you need to keep going.

Even if you take time to eat three meals a day, you may still feel hungry at times. What's the answer? Healthy snacks. Snacking on nutritious food can keep your energy level high and your mind alert without taking up a lot of your time.

**Why Healthy Snacking Is Good for You**

You may have noticed that you feel hungry a lot. This is natural — during adolescence, a person's body demands more nutrients to grow. Snacks are a terrific way to satisfy that hunger and get all the vitamins and nutrients your body needs.

But you need to pay attention to what you eat. Stuffing your face with a large order of fries after class may give you a temporary boost, but a snack this high in fat and calories will only slow you down in the long run.

To keep energy levels going — and avoid weight gain — steer clear of foods with lots of **simple carbohydrates** (sugars) like candy bars or soda. Look for foods that contain **complex carbohydrates** like whole-grain breads and cereals and combine them with protein-rich snacks such as peanut butter or low-fat yogurt or cheese.
Smart Snacking Strategies

Here are some ways to make healthy snacking part of your everyday routine:

- **Prepare healthy snacks in advance.** Did you know that you can make your own granola or trail mix? When you make something yourself, you get to control the ingredients and put in what's good for you! You also can keep plenty of fresh fruit and veggies at home to take on the go. Cut up melons or vegetables like celery and carrots in advance. Keep the servings in bags in the fridge, ready to grab and go.

- **Keep healthy snacks with you.** Make it a habit to stash some fruit, whole-grain crackers, or baby carrots in your backpack or workout bag so you always have some healthy food nearby. Half a cheese sandwich also makes a great snack to have on standby.

- **Make it interesting.** Healthy snacking doesn't have to be boring as long as you give yourself a variety of choices. Whole-wheat pretzels with spicy mustard, rice cakes with peanut butter and raisins, or low-fat fruit yogurt are healthy, tasty, and easy.

- **Satisfy cravings with healthier approaches.** If you're crazy for chocolate, try a hot chocolate drink instead of a chocolate bar. An 8-ounce mug of hot chocolate has only 140 calories and 3 grams of fat. A chocolate bar, on the other hand, has 230 calories and 13 grams of fat. Substitute nonfat frozen yogurt or sorbet for ice cream. If you're craving savory munchies, snack on baked tortilla chips instead of regular corn chips and pair them with salsa instead of sour cream. Or satisfy salt cravings with pretzels instead of chips.

- **Read serving size information.** What looks like a small package of cookies can contain 2 or more servings — which means double or even triple the amounts of fat, calories, and sugar shown on the label.

Don't slip up after dinner. Evenings can be a tempting time to indulge in sugary, fatty snacks. If you're really feeling hungry, don't ignore it. Instead, pick the right snacks to fill the hunger gap.
Whole-wheat fig bars, rice cakes, or air-popped popcorn can do the trick, as can fruit paired with cheese or yogurt.

Health Education Scenario 4

Please create a brief role play based on the scenario provided below. In the role play, you can ONLY use the information provided after the scenario in your role play. You must assume that this is ALL you have learned and so you cannot use anything else in this role play. In your role play, please be sure to clearly and effectively implement the skills provided as they should help you in this situation.

You learned in school the importance of eating balanced meals and realized that you need to eat less junk food but your parents and siblings all like to eat junk food so it is always in your house. What do you do?

Effective Communication:
- Clear, organized ideas and beliefs
- Use of "I" . . . "I feel"
- Tone: Assertive, Advocating and Respectful but NOT Aggressive and Confrontational
- Body Language (again assertive not aggressive or violent)

Analyzing Influences
- Identify influences both internal and external
  - Internal: curiosity, interests, desires, fears, likes/dislikes
  - External: media, parents, ethnic, legal, peers, geographic, societal, technology
- Describe how/ if they influence decisions and relationships and complexities of influences
- Determine if influences are positive or negative
- Respond appropriately to influence

Advocacy
- Takes a clear, health-enhancing stand/position
- Supports the position with relevant information
- Shows awareness of audience
- Encourages others to make healthful choices
- Demonstrates passion/conviction

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How MyPlate Works

The MyPlate graphic has sections for vegetables, fruits, grains, and foods that are high in protein, as well as a "cup" on the side for dairy. Each section is a different size and color coded (green for
veggies, red for fruits, orange for grains, purple for protein, and blue for dairy) so you can see at a glance how much of these foods to eat.

The plate graphic reminds us of the following nutrition needs:

- Choose variety: The best meals have a balance of items from different food groups.
- Half of your plate should be vegetables and fruits.
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- Drink fat-free or low-fat (1%) milk and water instead of soda, sports drinks, and other sugary drinks.
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**Five Food Groups**

Different food groups meet different nutrition needs. If you regularly skimp on one group, over time you won't get the best nutrition.

1. **Vegetables**

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   Choosing variety is important when it comes to vegetables: Dark green vegetables (like broccoli, spinach, and kale) provide different nutrients from orange and red vegetables (like squash, carrots, and sweet potatoes). The "eat your colors" message that you might have learned in grade school is a good one to follow throughout your life.

2. **Fruits**

   Like veggies, fruits contain vitamins, minerals, and fiber. The red section of MyPlate is slightly smaller than the green, but together fruits and veggies should fill half your plate. Whole fruit is the best choice: Fruit juices have more calories per serving than whole fruit, and you're not getting the fiber. As with veggies, it's good to mix up your fruit choices: a colorful fruit cup is more than just pretty — it's a nutrition powerhouse.

3. **Grains**

   The orange section on the MyPlate graphic shows the proportion of grains you should eat. Whole grains (like whole-wheat flour) are more nutritious and have lots of dietary fiber that can help you feel fuller longer. Refined grains (white flour) have been processed, removing vitamins,
mineral, and fiber. Most refined grains are enriched, which means that some of the nutrients, but not fiber, are added back after processing.

So try to choose at least half of your day's grains from whole-grain sources like whole-wheat bread, brown rice, or oatmeal.

4. Protein

Foods that are high in protein help the body build, maintain, and repair tissue. They also have nutrients like B vitamins and iron.

The purple section on the MyPlate graphic shows the proportion of protein you need. Foods high in protein include beef, poultry, seafood, dry beans and peas, eggs, nuts, and seeds. Tofu and veggie burgers or vegetarian meat substitutes are also good sources of protein. When eating meats, choose lean or low-fat options and try to minimize deli meats and other processed meats that are high in sodium.

5. Dairy

The blue circle on the MyPlate graphic represents dairy products that are rich in calcium, like milk, yogurt, and cheese. Calcium-fortified soy milk is also included in the dairy group. Calcium is essential for growth and building strong bones and teeth. Choose fat-free or low-fat dairy products most of the time.

The blue circle shows dairy as a "side" to your meal, like a glass of milk. But dairy can be incorporated in your meal, like a cheese quesadilla, or served as a snack or dessert. Yogurt with fresh fruit or a fruit smoothie made with low-fat milk make great desserts.

Between school, homework, sports, your after-school job, and hanging out with friends, it may feel like there's no time for healthy eating. And when you do stop to eat, it's probably tempting to go the quick and easy route by grabbing a burger and fries, potato chips, or candy.

But it is possible to treat yourself to a healthy snack. In fact, if you have a hectic schedule, it's even more important to eat healthy foods that give you the fuel you need to keep going.

Even if you take time to eat three meals a day, you may still feel hungry at times. What's the answer? Healthy snacks. Snacking on nutritious food can keep your energy level high and your mind alert without taking up a lot of your time.

Why Healthy Snacking Is Good for You
You may have noticed that you feel hungry a lot. This is natural — during adolescence, a person's body demands more nutrients to grow. Snacks are a terrific way to satisfy that hunger and get all the vitamins and nutrients your body needs.

But you need to pay attention to what you eat. Stuffing your face with a large order of fries after class may give you a temporary boost, but a snack this high in fat and calories will only slow you down in the long run.

To keep energy levels going — and avoid weight gain — steer clear of foods with lots of **simple carbohydrates** (sugars) like candy bars or soda. Look for foods that contain **complex carbohydrates** like whole-grain breads and cereals and combine them with protein-rich snacks such as peanut butter or low-fat yogurt or cheese.

**Smart Snacking Strategies**

A glass of skim milk or a soy drink with calcium will sustain you far longer than a soda. In fact, a recent study found that adding calcium to their diets may help teen girls keep weight off: Girls in the study who increased their calcium intake by just one glass of milk (or a piece of cheese) a day weighed up to 2 pounds less than girls who did not get the extra calcium.
Here are some ways to make healthy snacking part of your everyday routine:

- **Prepare healthy snacks in advance.** Did you know that you can make your own granola or trail mix? When you make something yourself, you get to control the ingredients and put in what's good for you! You also can keep plenty of fresh fruit and veggies at home to take on the go. Cut up melons or vegetables like celery and carrots in advance. Keep the servings in bags in the fridge, ready to grab and go.

- **Keep healthy snacks with you.** Make it a habit to stash some fruit, whole-grain crackers, or baby carrots in your backpack or workout bag so you always have some healthy food nearby. Half a cheese sandwich also makes a great snack to have on standby.

- **Make it interesting.** Healthy snacking doesn't have to be boring as long as you give yourself a variety of choices. Whole-wheat pretzels with spicy mustard, rice cakes with peanut butter and raisins, or low-fat fruit yogurt are healthy, tasty, and easy.

- **Satisfy cravings with healthier approaches.** If you're crazy for chocolate, try a hot chocolate drink instead of a chocolate bar. An 8-ounce mug of hot chocolate has only 140 calories and 3 grams of fat. A chocolate bar, on the other hand, has 230 calories and 13 grams of fat. Substitute nonfat frozen yogurt or sorbet for ice cream. If you're craving savory munchies, snack on baked tortilla chips instead of regular corn chips and pair them with salsa instead of sour cream. Or satisfy salt cravings with pretzels instead of chips.

- **Read serving size information.** What looks like a small package of cookies can contain 2 or more servings — which means double or even triple the amounts of fat, calories, and sugar shown on the label.

Don't slip up after dinner. Evenings can be a tempting time to indulge in sugary, fatty snacks. If you're really feeling hungry, don't ignore it. Instead, pick the right snacks to fill the hunger gap. Whole-wheat fig bars, rice cakes, or air-popped popcorn can do the trick, as can fruit paired with cheese or yogurt.

Health Education Scenario 5

Please create a brief role play based on the scenario provided below. In the role play, you can ONLY use the information provided after the scenario in your role play. You must assume that this is ALL you have learned and so you cannot use anything else in this role play (i.e. you don’t know how to give an effective refusal, you don’t know effective communication and you don’t know how to analyze influences). In your role play, please be sure to clearly and effectively implement the skills provided as they should help you in this situation.

You are a senior in high school and you have been dating your boyfriend for a year. He told you that he thinks it is time that you “go all the way”. You don’t think you are ready but he has been telling you how much he loves you and that it will be OK.

Sexually transmitted diseases (also known as STDs — or STIs for "sexually transmitted infections") are infectious diseases that spread from person to person through intimate contact. STDs can affect guys and girls of all ages and backgrounds who are having sex — it doesn't matter if they're rich or poor.

Unfortunately, STDs have become common among teens. Because teens are more at risk for getting some STDs, it's important to learn what you can do to protect yourself.

STDs are more than just an embarrassment. They're a serious health problem. If untreated, some STDs can cause permanent damage, such as infertility (the inability to have a baby) and even death (in the case of HIV/AIDS).

How STDs Spread

One reason STDs spread is because people think they can only be infected if they have sexual intercourse. That's wrong. A person can get some STDs, like herpes or genital warts, through skin-to-skin contact with an infected area or sore.

Another myth about STDs is that you can't get them if you have oral or anal sex. That's also wrong because the viruses or bacteria that cause STDs can enter the body through tiny cuts or tears in the mouth and anus, as well as the genitals.

STDs also spread easily because you can't tell whether someone has an infection. In fact, some people with STDs don't even know that they have them. These people are in danger of passing an infection on to their sex partners without even realizing it.

Some of the things that increase a person's chances of getting an STD are:
- **Sexual activity at a young age.** The younger a person starts having sex, the greater his or her chances of becoming infected with an STD.

- **Lots of sex partners.** People who have sexual contact — not just intercourse, but any form of intimate activity — with many different partners are more at risk than those who stay with the same partner.

- **Unprotected sex.** Latex condoms are the only form of birth control that reduce your risk of getting an STD, and must be used every time. Spermicides, diaphragms, and other birth control methods may help prevent pregnancy, but they don't protect a person against STDs.

### Preventing and Treating STDs

As with many other diseases, prevention is key. It's much easier to prevent STDs than to treat them. The only way to completely prevent STDs is to abstinence from all types of sexual contact. If someone is going to have sex, the best way to reduce the chance of getting an STD is by using a condom every time.

People who are considering having sex should get regular gynecological or male genital examinations. There are two reasons for this. First, these exams give doctors a chance to teach people about STDs and protecting themselves. And second, regular exams give doctors more opportunities to check for STDs while they're still in their earliest, most treatable stage.

In order for these exams and visits to the doctor to be helpful, people need to tell their doctors if they are thinking about having sex or if they have already started having sex. This is true for all types of sex — oral, vaginal, and anal. And let the doctor know if you’ve ever had any type of sexual contact, even if it was in the past.

Don't let embarrassment at the thought of having an STD keep you from seeking medical attention. Waiting to see a doctor may allow a disease to progress and cause more damage. If you think you may have an STD, or if you have had a partner who may have an STD, you should see a doctor right away.

If you don't have a doctor or prefer not to see your family doctor, you may be able to find a local clinic in your area where you can get an exam confidentially. Some national and local organizations operate STD hotlines staffed by trained specialists who can answer your questions and provide referrals. Calls to these hotlines are confidential. One hotline you can call for information is the National STD Hotline at 1-800-227-8922.

Not all infections in the genitals are caused by STDs. Sometimes people can get symptoms that seem very like those of STDs, even though they've never had sex. For girls, a yeast infection can easily be confused with an STD. Guys may worry about bumps on the penis that turn out to be pimples or irritated hair follicles. That's why it's important to see a doctor if you ever have questions about your sexual health.

Health Education Scenario 6

Please create a brief role play based on the scenario provided below. In the role play, you can ONLY use the information provided after the scenario in your role play. You must assume that this is ALL you have learned and so you cannot use anything else in this role play. In your role play, please be sure to clearly and effectively implement the skills provided as they should help you in this situation.

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Analyzing Influences

- Identify influences both internal and external
  - Internal: curiosity, interests, desires, fears, likes/dislikes
  - External: media, parents, ethnic, legal, peers, geographic, societal, technology
- Describe how/ if they influence decisions and relationships and complexities of influences
- Determine if influences are positive or negative
- Respond appropriately to influence

Effective Refusals

- Analyze situation to ensure it is safe to say no (if appropriate)
- Clear "no" statement
- Provide a reason
- Appropriate use of body language
- Leave situation and find an adult to help you (if appropriate)

Effective Communication

- Clear, organized ideas and beliefs
- Use of "I" . . . "I feel"
- Tone: Assertive, Advocating and Respectful but NOT Aggressive and Confrontational
- Body Language (again assertive not aggressive or violent)

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STDs are more than just an embarrassment. They're a serious health problem. If untreated, some STDs can cause permanent damage, such as infertility (the inability to have a baby) and even death (in the case of HIV/AIDS).

**How STDs Spread**

One reason STDs spread is because people think they can only be infected if they have sexual intercourse. That's wrong. A person can get some STDs, like herpes or genital warts, through skin-to-skin contact with an infected area or sore.

Another myth about STDs is that you can't get them if you have oral or anal sex. That's also wrong because the viruses or bacteria that cause STDs can enter the body through tiny cuts or tears in the mouth and anus, as well as the genitals.

STDs also spread easily because you can't tell whether someone has an infection. In fact, some people with STDs don't even know that they have them. These people are in danger of passing an infection on to their sex partners without even realizing it.

Some of the things that increase a person's chances of getting an STD are:

- **Sexual activity at a young age.** The younger a person starts having sex, the greater his or her chances of becoming infected with an STD.
- **Lots of sex partners.** People who have sexual contact — not just intercourse, but any form of intimate activity — with many different partners are more at risk than those who stay with the same partner.
- **Unprotected sex.** Latex condoms are the only form of birth control that reduce your risk of getting an STD, and must be used every time. Spermicides, diaphragms, and other birth control methods may help prevent pregnancy, but they don't protect a person against STDs.

**Preventing and Treating STDs**

As with many other diseases, prevention is key. It's much easier to prevent STDs than to treat them. The only way to completely prevent STDs is to abstain from all types of sexual contact. If someone is going to have sex, the best way to reduce the chance of getting an STD is by using a condom every time.

People who are considering having sex should get regular gynecological or male genital examinations. There are two reasons for this. First, these exams give doctors a chance to teach people about STDs and protecting themselves. And second, regular exams give doctors more opportunities to check for STDs while they're still in their earliest, most treatable stage.

In order for these exams and visits to the doctor to be helpful, people need to tell their doctors if they are thinking about having sex or if they have already started having sex. This is true for all types of sex — oral, vaginal, and anal. And let the doctor know if you’ve ever had any type of sexual contact, even if it was in the past.
Don't let embarrassment at the thought of having an STD keep you from seeking medical attention. Waiting to see a doctor may allow a disease to progress and cause more damage. If you think you may have an STD, or if you have had a partner who may have an STD, you should see a doctor right away.

If you don't have a doctor or prefer not to see your family doctor, you may be able to find a local clinic in your area where you can get an exam confidentially. Some national and local organizations operate STD hotlines staffed by trained specialists who can answer your questions and provide referrals. Calls to these hotlines are confidential. One hotline you can call for information is the National STD Hotline at 1-800-227-8922.

Not all infections in the genitals are caused by STDs. Sometimes people can get symptoms that seem very like those of STDs, even though they've never had sex. For girls, a yeast infection can easily be confused with an STD. Guys may worry about bumps on the penis that turn out to be pimples or irritated hair follicles. That's why it's important to see a doctor if you ever have questions about your sexual health.

(Information from www.kidshealth.org/teen/sexual_health/stds/std.html#)