Women’s Health
A Special Addition to Staying Healthy: An English Learner’s Guide to Health Care and Healthy Living

TEACHER’S GUIDE
Women’s Health

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An English Learner’s Guide to
Health Care and Healthy Living

Teacher’s Guide

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Florida Literacy Coalition
Florida’s Adult and Family Literacy Resource Center

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The opinions expressed herein do not necessarily represent the positions or policies of the Florida Department of Education. This resource is designed for educational purposes only. The information is not intended to substitute for informed medical advice. You should not use this information to diagnose or treat a health problem or disease without consulting a doctor or qualified health care provider. This book provides links to websites to help you find health information and services. Florida Literacy Coalition does not necessarily endorse or recommend the organizations that produce these websites or the information they provide.
# Staying Healthy: Women’s Health

## Correlation to Florida Adult ESOL Course Standards and CASAS Competencies

### Florida Adult ESOL Course Standards:

**Foundations**
- **1.05.01** Identify several parts of the body.
- **1.05.02** Recognize symptoms of common illnesses.

**Low Beginning**
- **2.05.01** Describe basic problems/injuries to parts of the body.
- **2.05.02** Describe symptoms related to common illnesses.

**Low Intermediate**
- **4.05.01** Describe symptoms related to illness, injuries, or dental health problems.
- **4.05.02** Compare healthful and unhealthful behaviors and practices.

**High Intermediate**
- **5.05.01** Ask for and give advice on health topics using vocabulary for body parts, illnesses, and symptoms.
- **5.05.02** Recognize problems related to drug abuse, spousal abuse, child abuse, and elder abuse.
- **5.05.03** Complete sample accident and medical history forms.

**Advanced**
- **6.05.02** Discuss consequences of unhealthful habits and identify where to get help in the community.
- **6.05.03** Compare services offered by different health providers.

### CASAS Competencies:

- **2.1.2** Identify emergency numbers and place emergency calls
- **3.1.4** Identify common types of medical and health practitioners and specialists
- **3.2.1** Fill out medical history forms
- **3.4.4** Interpret information about AIDS and other sexually transmitted diseases
- **3.4.7** Interpret health and danger alerts
- **3.5.6** Interpret information and identify agencies that assist with family planning
- **3.5.9** Identify practices that help maintain good health, such as regular checkups, exercise, and disease prevention measures
- **3.6.2** Interpret medical related vocabulary
- **3.6.3** Interpret information about illnesses, diseases, and health conditions and their symptoms
- **3.6.4** Communicate with doctor or other medical staff relative to condition, diagnosis, treatment, concerns
- **3.6.5** Interpret information on the development, care, and health and safety concerns of children
Staying Healthy: Women’s Health
Teacher’s Guide

This is a special addition to *Staying Healthy: An English Learner’s Guide to Health Care and Healthy Living*. It is a broad overview of various women’s health topics. Stages of women’s health reproduction, pregnancy and early childcare are also addressed in this unit. It emphasizes certain cancers and diseases that many women face. This women’s health unit also explains dangers like domestic and sexual abuse.

Learning Objectives:

- Identify female physical sexual stages: menstruation and menopause
- Understand preconception care and healthy pregnancy, miscarriage, abortion, labor and delivery
- Examine options for a baby’s nutrition: breastfeeding vs. formula
- Identify signs and risk factors of female cancers
- Prevent sexually transmitted infections
- Recognize symptoms of sexually transmitted infections
- Access treatment for female cancers and sexually transmitted infections
- Identify behaviors of domestic violence and rape
- Know how to report incidents of domestic violence and rape
<table>
<thead>
<tr>
<th>KEYWORDS</th>
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<th>KEYWORDS</th>
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<tbody>
<tr>
<td>Abortion</td>
<td>Eggs</td>
<td>Pap Test</td>
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<td>Estrogen</td>
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<td>Pelvis</td>
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<td>Fertility</td>
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<td>Formula</td>
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<td>Puberty</td>
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<td>Breast Pump</td>
<td>Hormones</td>
<td>Radiation Therapy</td>
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<td>Breast Self-Exam</td>
<td>Hormone Replacement Therapy</td>
<td>Rape</td>
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<td>Cancer</td>
<td>Malignant</td>
<td>Safe Sex</td>
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<tr>
<td>Cervix</td>
<td>Mammogram</td>
<td>Sexual Abuse</td>
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<tr>
<td>Chemotherapy</td>
<td>Menopause</td>
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<td>Childbirth</td>
<td>Menstruation</td>
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<td>Conception</td>
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<td>Condoms</td>
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<td>Contractions</td>
<td>Myth</td>
<td>Uterus</td>
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<td>Cramps</td>
<td>Nipple</td>
<td>Vaccinations</td>
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<td>C-Section</td>
<td>Obstetrician</td>
<td>Vagina</td>
</tr>
<tr>
<td>Dilation</td>
<td>Osteoporosis</td>
<td>Well Baby Visits</td>
</tr>
<tr>
<td>Domestic Abuse</td>
<td>Ovaries</td>
<td></td>
</tr>
</tbody>
</table>

Teacher’s Guide 02
SECTION 1: DISCUSSING & READING ABOUT WOMEN’S HEALTH ISSUES

Suggestions for Teaching Vocabulary

Keywords are bolded in the text. Most are listed with some visual clue in vocabulary boxes and listed again with more detail in the glossary. Help students locate and pronounce keywords before reading the text.

Suggestions for Teaching Women’s Health Content

- Before reading, discuss the pictures on the page.
- Have students take turns reading paragraphs out loud.
- Discuss vocabulary. Have students use context clues to define key words.
- Have advanced students underline or highlight new information.
- Many immigrants do not go for checkups or get primary care. Many women immigrants do not have a gynecologist or go for their yearly exam. Discuss this issue with your students. Ask how things are done in their home country and what their habits are in the U.S. in terms of going to the doctor. This may help elicit discussion about different cultural practices relative to accessing health care for women.
- Ask students what they already know about U.S. health care for women. This will help integrate what they know about the topic with new information.

Issues to Address

Understanding Your Fertility

- Women should be aware of their bodies and cycles so that when changes occur they can accept and recognize them. For instance, if a woman is very familiar with her menstruation cycle, she would notice very quickly a missed period due to pregnancy.
- There are many different cultural interpretations of menstruation and menopause. Premenstrual Syndrome, for instance, is a very westernized concept. Some women may not feel moody or emotional. Ask students to describe how both menstruation and menopause is perceived in their culture.
Prenatal care and a healthy lifestyle are important for a healthy pregnancy! Women should not drink or smoke during pregnancy. Behaviors during pregnancy can have long-lasting effects on a child’s life. For instance, if a woman is obese during her pregnancy, her child is more likely to have heart problems and Type II Diabetes.

Pregnancy can be a different experience every time, even for the same mother. Symptoms may be different, or there may be problems in one pregnancy that a woman previously never had. Encourage women to be their children’s advocates. If they feel something is wrong, they should tell the doctor. Encourage a discussion about different delivery options. One student’s experience may open another student’s mind to an epidural or perhaps a natural water birth.

Babies greatly benefit from a mother’s breast milk. Breast milk can keep a baby’s immune system strong in a way that formula cannot. Remind women that if they are struggling with breastfeeding, they should ask their doctor, nurse, or a lactation consultant for help. Explain that there are people called lactation consultants whose sole job is to help women breastfeed.

Knowing Your Body

Explain that many dangers women face, like breast and cervical cancer, are usually more manageable if they are found early. This is why it is vital that women know their bodies and check them often.

Explain that there are some medical issues that are unique to women and that they might consider finding a specialist like a gynecologist or an obstetrician (OB/GYN).

For some, female health issues might be embarrassing to talk about, but it is essential that patients are honest when talking to their doctor. This is particularly true with Sexually Transmitted Infections (STIs). Remind students that STIs can be spread to their sexually active partners and possibly to their unborn children if they are pregnant.
Safe sex and birth control methods are something that can be empowering and intimidating for women. In some cultures and religions, a woman may not feel comfortable choosing a birth control method. Remind women that abstinence and condoms can protect against STIs and pregnancy. Inform your students that certain methods, like the pill, only protect against pregnancy and not against STIs.

Always Report Abuse

Domestic and sexual abuse are extremely sensitive issues. Be aware that many students may hesitate to talk about it. Victims should always report abuse to the authorities. If they don’t and the abuser never faces any punishment, someone else may get hurt in the future.

While leaving an abusive relationship can be frightening, the risks of staying are usually greater. The good news is that there are many resources available for abused and battered women, including hotlines that provide advice; emergency housing where women and children can stay; even job training, legal services, and childcare. The Florida Coalition Against Domestic Violence operates a statewide hotline providing access to the nearest domestic violence centers. Call 1-800-500-1119. Information is available in English, Spanish, and Creole. One can also dial 2-1-1 to access your local information and referral center which also has information about domestic violence services.

SECTION 2: ACTIVITIES

Pick and use as needed to develop skills.

Pronunciation Activity: Tap the Stress (X = LOUD tap, x = softer tap)

Teaching Steps (Use chart on following page.)

1. You tap or clap the rhythm or the group being studied. Tap loudly for the big X and softly for small X. For example, tap the rhythm Xx like this: TAP tap, TAP tap, TAP tap. Once you have set the rhythm, have students join you in tapping the rhythm. Keep tapping without saying anything until everyone is tapping in unison. Then:

2. You say each word in time to the tapping. Have students continue the beat as they repeat each word in unison after you. Repeat each word until students’ rhythm and pronunciation are acceptable. Do not drag: Keep up the tempo.
Grammar Activity: Question Words

This activity will help students understand and respond to questions related to medical information that use question words.

Have students work in pairs to practice the dialog in the chart below. Then have them create other medical situations relative to this unit to practice different questions and answers using question words.

<table>
<thead>
<tr>
<th>Question Words</th>
<th>Things Asked About</th>
<th>Possible Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What</strong></td>
<td>are your symptoms?</td>
<td>I think I felt a lump in my breast.</td>
</tr>
<tr>
<td><strong>Which</strong></td>
<td>breast?</td>
<td>My right breast.</td>
</tr>
<tr>
<td><strong>Where</strong></td>
<td>is it exactly? Show me!</td>
<td>it's here. (points to the spot)</td>
</tr>
<tr>
<td><strong>When</strong></td>
<td>did you first notice it?</td>
<td>Last month.</td>
</tr>
<tr>
<td><strong>Why</strong></td>
<td>didn't you come right away?</td>
<td>I was too scared!</td>
</tr>
<tr>
<td><strong>How</strong></td>
<td>soon can we schedule a biopsy?</td>
<td>As soon as possible (ASAP), please!</td>
</tr>
</tbody>
</table>
Math Activity

- Identify the date Sylvia’s last menstrual period started.
  - January 1, 2010

- Add seven days.
  - January 8, 2010

- Add nine months.
  - The due date October 8, 2010

- Calculate a range of 10 days before and two weeks after the due date to determine the normal range of delivery time of her baby.
  - September 28 – October 18, 2010

Question 1:
Silvia thinks she might be pregnant. She began her last period March 1, 2010. When is her due date?

Answers:
Due date: December 8, 2010

Question 2:
Annette is pregnant. If today is November 16 and she is 14 weeks pregnant, when did she conceive?

Answers:
Approximately, August 10.

Hands-On Activity: Fill Out a Medical Health History Form

Worksheet on page 15

Have students go through a medical history form often used at a gynecologist’s office. Explain to students that medical history forms at this doctor’s office are often more complicated than at a regular doctor’s office. It might be good to gather the necessary information before you go to your appointment.
Technology Activity

Have each student use a search engine, such as Google, to find out more about a specific female health concern relative to this unit. They can voluntarily share the topic, website, and the main information they learned with the class.

Websites with information at lower reading levels:

- http://www.webmd.com
- http://familydoctor.org
- http://www.healthfinder.gov

Possible topics:

- Breast cancer
- Cervical Cancer
- HPV vaccine
- Breast Self-Exam
- Breastfeeding
- Domestic Abuse
- Menstruation
- Menopause
- Other: ____________________________________________
SECTION 3: DIALOGS

Suggestions for Teaching the Dialog

Help students read the dialogs. Then have them practice the roles in pairs. To change the dialog, substitute other appropriate words for the underlined words. Finally, encourage chain drills and free conversations on the topic.

1. In student guide, page 13
   
   **Caller**: Hello, I am four months pregnant, and I am running a high fever.
   
   **Clinic**: How high?
   
   **Caller**: 101 degrees.
   
   **Clinic**: Do you have any other symptoms?
   
   **Caller**: I am also dizzy and have chills.
   
   **Clinic**: Please go to the hospital right away. Check into the Emergency Room.

2. In student guide, page 16

   **Pediatrician**: I am so glad to see that Kyra is doing so well!
   
   **Mom**: Thank you, doctor. I just wondered if she should have a flu vaccine.
   
   **Pediatrician**: Let me look at her record. She’s eighteen months old; she has had all the immunizations. Since this is October, I am recommending that we give her the flu shot.
   
   **Mom**: What will this do for her?
   
   **Pediatrician**: The flu virus strikes in the winter. It can be very serious. The vaccine helps Kyra avoid getting the flu. Kyra has been very lucky and been very healthy, I think it’s a good idea to keep this up with the flu vaccine.

3. In student guide, page 23

   **Doctor**: Are you familiar with how your breasts look and feel?
   
   **Patient**: No, how do I know?
   
   **Doctor**: A breast self-exam may help you check your breasts for any changes.
   
   **Patient**: Okay I will learn what is normal for me.
   
   **Doctor**: Use this sheet with the steps to help you.
4. In student guide, page 28
   Caller: I think there is a problem next door.
   911 Dispatcher: Why do you think that?
   Caller: I hear screaming and crying.
   911 Dispatcher: Please give me the address where this is happening.
   Caller: We live at 500 Main Avenue, Jamestown, Florida. I think they live in apartment C.

SECTION 4:
CHECK YOUR LEARNING

Suggestions for Checking Learning

Make sure that students understand how to complete an objective test. You might do the first item with them as an example. Then have each student complete each item individually. Walk around to assist them on HOW TO complete each item.

In student guide, page 7

1. What is menstruation?
   o A sign of being pregnant
   o Bleeding through the vagina
   o The end of puberty

2. Which can be symptoms of menstruation or PMS?
   o Cramps, headaches, depression, and short temper
   o Breast swelling, upset stomach, and bleeding from the vagina
   o All of the above

3. What is menopause?
   o Getting your period for the first time
   o A disease that affects women
   o When a woman stops having her period

4. How can you treat menopause symptoms?
   o Smoke
   o Eat healthy and be active
   o Eat only fried foods
1. **What is conception?**
   - Miscarriage
   - **The start of a pregnancy**
   - When a baby is ready to be born

2. **What is a symptom of pregnancy?**
   - Getting thinner
   - Having more energy
   - **Morning sickness or an upset stomach**

3. **What is a vaginal birth?**
   - A C-section
   - An abortion
   - **A normal delivery**

In student guide, page 15

1. **Which fights infections for babies?**
   - Breastfeeding
   - Water
   - Formula

2. **What should you do during regular checkups for your baby?**
   - Ask if your baby is developing okay
   - Avoid follow-up questions
   - Avoid asking any questions about vaccinations

In student guide, page 23

1. **Which one is a sign of breast cancer?**
   - Not being able to sleep
   - **A lump in the breast**
   - Being hungry

2. **Which is a risk factor for breast cancer?**
   - Getting older
   - Drinking too much water
   - Having brown hair

3. **What is a symptom of a reproductive cancer?**
   - Unusual vaginal bleeding
   - Headaches
   - Having too many children
1. Which can prevent an STI?
   - Birth control pill
   - Diaphragm
   - Latex condoms

2. What should I do if I think I have an STI?
   - See a doctor
   - Stay sexually active
   - Ignore your symptoms

In student guide, page 32

1. What is an example of domestic abuse?
   - A wife and husband having an argument
   - Two children fighting over a toy
   - A man slapping his wife

2. What can you do about domestic abuse?
   - Report it to the police
   - Ignore it
   - Give the abuser a second chance

Sharing With Others

Having students share what they have learned with others helps them check and reinforce their learning. However, these are very sensitive issues, so you need to be attuned to your students’ level of comfort in discussing them from a personal perspective. Women may also want to share their experiences with menstruation, pregnancy, menopause, and domestic violence laws in their home country versus in the United States. This discussion can help other students who might be experiencing the same thing. A discussion about local resources can also be extremely useful.
SECTION 5: ADDITIONAL RESOURCES for HEALTHY AT ALL AGES

Visit these websites for more information on menstruation, menopause, pregnancy, and breastfeeding.

How Can I Learn More?

Information

Kids Health
http://kidshealth.org

The National Women’s Health Information Center
http://www.womenshealth.gov/faq/menstruation.cfm
http://www.womenshealth.gov/breastfeeding/benefits

Family Doctor
http://familydoctor.org

National Healthy Mothers, Healthy Baby Coalition
http://www.hmhb.org/pregnant.html

What to Expect When You’re Expecting: Baby Basics Series
http://www.whattoexpect.org/baby_basics

Healthy Roads Media
http://healthyroadsmedia.org/topics/pregreproduction.htm

La Leche League International (website available in several languages)
http://www.llli.org

Activities

Centers for Disease Control, pregnancy worksheets
http://www.cdc.gov/hiv/topics/perinatal/1test2lives/materials.htm

La Leche League Podcasts
http://www.llli.org/podcasts.html?m=0,0,8

Free or Low Cost Services

Breastfeeding Hotline
http://www.womenshealth.gov/breastfeeding/programs

Florida WIC
http://www.floridawic.org

As you work through the topic of health care with your students, keep a list of other local resources you find helpful.
ADDITIONAL RESOURCES for STAY HEALTHY, STAY SAFE

Visit these websites for more information on breast and reproductive cancers, sexually transmitted infections, and domestic abuse.

How Can I Learn More?

Information

National Cancer Institute
http://www.cancer.gov/cancertopics/types/breast
http://www.cancer.gov/cancertopics/types/cervical
http://www.cancer.gov/cancertopics/types/uterinesarcoma

The National Women’s Health Information Center
http://womenshealth.gov/faq/mammograms.pdf

Susan G. Komen for the Cure
http://ww5.komen.org

Centers for Disease Control
http://www.cdc.gov/std

National Domestic Violence Hotline
http://www.ndvh.org

Activities

Susan G. Komen, Breast Self-Exam Interactive Tool (Several Languages)
http://ww5.komen.org/BreastCancer/InteractiveTools.html

Love is Not Abuse Handbook
http://www.loveisnotabuse.com/web/guest/womens

Free or Low Cost Services

Florida Department of Health
http://www.doh.state.fl.us/chdsitelist.htm

Planned Parenthood
http://www.plannedparenthood.org/health-center/findCenter.asp

Florida Abuse Hotline
http://www.dcf.state.fl.us/programs/abuse

Florida Department of Children and Family
http://www.dcf.state.fl.us/programs/domesticviolence
FILL OUT A MEDICAL HEALTH HISTORY FORM

Fill in this example Medical History Form. This Medical History Form is one you would get at the gynecologist’s office. You will often need information about your periods and pregnancy history at the gynecologist office.

Gynecology Questionnaire

Name: ___________________ DOB: ___________________ Today's Date: ___________________

Reason for today's visit?  □ Annual visit  □ Problem

Who is your doctor? ____________________________________________________________

Gynecological History

1. At what age did you start your periods? ______ (If you do not have periods, please skip to question 5)

2. How often do you have your periods? ________ How long do your periods last? ________

3. How is your flow?  □ Light  □ Moderate  □ Heavy  Do you have pain with your period? □ Yes  □ No

4. What is your current method of birth control? ______________________________________

5. At what age did your period stop? ________ Are you taking Hormone Replacement? □ Yes  □ No

6. Do you have any spotting? □ Yes  □ No  Do you leak urine? □ Yes  □ No

7. Have you ever had any of the following:
   □ Gonorrhea  □ Chlamydia  □ Genital Herpes  □ Syphilis  □ HIV/AIDS  □ Trich

8. Date of last pap test? ____________ Have you ever had any problems with your pap tests results?

9. Date of last mammogram? ________ Have you been evaluated for fertility problems? □ Yes  □ No

10. What was the first day of your last period? _______________________________________

PAST pregnancies

<table>
<thead>
<tr>
<th>Date MO/YR</th>
<th>Age at Conception</th>
<th>Birth Weight</th>
<th>Sex</th>
<th>Delivery Type</th>
<th>Complications with Pregnancy/Delivery/Baby</th>
</tr>
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</table>

Social History

1. Do you smoke □ Yes  □ No  How much? ____________________________________________

2. Do you think alcohol? □ Yes  □ No  How much? ____________________________________________

3. Do you use street drugs? □ Yes  □ No  If so, please list? ____________________________________________

4. Marital Status: □ Single  □ Married  □ Divorced  □ Other

5. Are you sexually active? □ Yes  □ No
CHECK YOUR LEARNING

Look at the following questions. Select the best answer, and bubble in the circle in front of it. Your teacher will help you do the first question.

1. **What is menstruation?**
   - o A sign of being pregnant
   - o Bleeding through the vagina
   - o The end of puberty

2. **Which can be symptoms of menstruation or PMS?**
   - o Cramps, headaches, depression, and short temper
   - o Breast swelling, upset stomach, and bleeding from the vagina
   - o All of the above

3. **What is menopause?**
   - o Getting your period for the first time
   - o A disease that affects women
   - o When a woman stops having her period

4. **How can you treat menopause symptoms**
   - o Smoke
   - o Eat healthy and be active
   - o Get angry

5. **What is conception?**
   - o Miscarriage
   - o The start of a pregnancy
   - o When a baby is ready to be born

6. **What is a symptom of pregnancy?**
   - o Getting thinner
   - o Having more energy
   - o Morning sickness or an upset stomach

7. **What is a vaginal birth?**
   - o A C-section
   - o An abortion
   - o A normal delivery

8. **Which fights infections for babies?**
   - o Breastfeeding
   - o Water
   - o Formula
9. What should you do during regular checkups for your baby?
   - Ask if your baby is developing okay
   - Avoid follow-up questions
   - Avoid asking any questions about vaccinations

10. Which one is a sign of breast cancer?
    - Not being able to sleep
    - A lump in the breast
    - Being hungry

11. Which is a risk factor for breast cancer?
    - Getting older
    - Drinking too much water
    - Having brown hair

12. What is a symptom of a reproductive cancer?
    - Unusual vaginal bleeding
    - Headaches
    - Having too many children

13. Which can prevent an STI?
    - Birth control pill
    - Diaphragm
    - Latex condoms

14. What should I do if I think I have an STI?
    - See a doctor
    - Stay sexually active
    - Ignore your symptoms

15. What is an example of domestic abuse?
    - A wife and husband having an argument
    - Two children fighting over a toy
    - A man slapping his wife

16. What can you do about domestic abuse?
    - Report it to the police
    - Ignore it
    - Give the abuser a second chance