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ABSTRACT

A volume of materials for limited English-speaking native Khmer-speaking Cambodian students designed to supplement a high school health education course contains a series of chapters in English, with each page faced by a translation in Khmer. The topics covered include a holistic approach to health and wellness, interpersonal relations, emotions, stress, suicide, the American conception of death and funerals, the family unit, family violence, rape and acquaintance rape, chemical substances and their pharmacological effects, alcohol and its effects, human sexuality, the reproductive system, menstruation, conception and fetal development, the birth process, birth defects, premarital pregnancy, sexual variations, and sexually transmitted diseases. A brief bibliography is included. (MSE)

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SENIOR HIGH HEALTH

SUPPLEMENT

for

CAMBODIAN STUDENTS

developed

by

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translated

by

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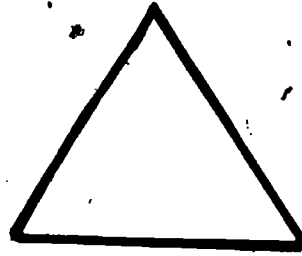
August 17, 1984

Health/Wellness

1

Definition: Health is a total relationship which involves all areas of a person's life--physical, mental/spiritual, and social/emotional.

Physical



Mental/Spiritual

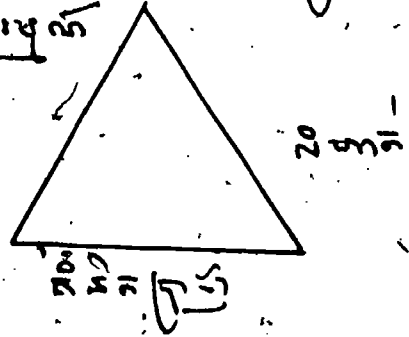
Social/Emotional

1. A good way to think of physical health is in terms of fitness. Being fit, or having fitness, means that you have enough energy for both your daily work and your leisure-time (spare time) activities: Physical health, then, is more than just not being sick.
2. Mental health involves both intelligence (understanding) and emotions (feelings)--that is what you know and how you feel. It involves knowing who you are and what you want to be and the ability to live comfortably with yourself. Mental health also means being capable of dealing with the problems in life that we all face.
3. Social health involves roles (functions) we play in life. Each of us plays a number of roles during life--roles that change from time to time. Some of these are family roles such as son or daughter, brother or sister, husband or wife, and father or mother. Other roles may include student, friend, team or club member, and worker. Every role involves certain expectations about behavior. For example, you are expected to behave in certain ways as

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අවසරය:

අනුකූල ක්‍රියා මාර්ගයක් යනු එකම කාර්යයක් සඳහා වෙනස් වෙනස් ක්‍රියා මාර්ගයක් භාවිතා කිරීමයි. එනම්, එකම කාර්යයක් සඳහා වෙනස් වෙනස් ක්‍රියා මාර්ගයක් භාවිතා කිරීමයි.



1. අනුකූල ක්‍රියා මාර්ගයක් යනු එකම කාර්යයක් සඳහා වෙනස් වෙනස් ක්‍රියා මාර්ගයක් භාවිතා කිරීමයි. එනම්, එකම කාර්යයක් සඳහා වෙනස් වෙනස් ක්‍රියා මාර්ගයක් භාවිතා කිරීමයි.

2. අනුකූල ක්‍රියා මාර්ගයක් යනු එකම කාර්යයක් සඳහා වෙනස් වෙනස් ක්‍රියා මාර්ගයක් භාවිතා කිරීමයි. එනම්, එකම කාර්යයක් සඳහා වෙනස් වෙනස් ක්‍රියා මාර්ගයක් භාවිතා කිරීමයි.

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a son or daughter now. You will be expected to behave differently as a father or mother if you become one.

Your social health depends largely on how you play these roles. A person who is socially healthy not only lives comfortably with other people but also contributes to their well-being.

Physical, mental/spritual, and social/emotional health are all related to one another. Each area constantly affects and is affected by the others. Health is always changing; you are not at the exact same level of health today as you were yesterday.

Handwritten text in a cursive script, possibly a form or document, with various lines and markings. The text is oriented vertically and includes several lines of illegible characters and symbols.

Interpersonal Relations

3

To better understand how the three areas of health (physical, mental/spiritual, social/emotional) affect people, we will look at ways people communicate with one another.

Definition of Communication: to communicate means to share or make know information.

Two ways people can communicate with each other are verbally and nonverbally.

Verbal communication involves the spoken word and the written word. When communicating verbally each can be used separately, example: talking to a friend on the phone. Or, they may be used together, example: a teacher talking to the class while writing on the chalkboard. Verbal communication is planned. We rarely speak words without intending.

Nonverbal communication means that communication takes place without using the spoken or written word. There are several ways that messages (information) can be exchanged without saying or writing words. Using nonverbal communication means that we use our bodies to communicate. This is called body language. Nonverbal communication or body language is divided into five categories:

1. Sign Language: using the hands
2. Body proximity: how close or far away you are from a person.

විකල්ප වශයෙන් පසුපසට ගොස් යෑම

වෛද්‍යවේදීන්ගේ දැනුම සහ අත්දැකීම් මගින් (විකල්ප වශයෙන්, සිසිල් කිරීම සහ සූනම්) ආදියේදී ගොස් යෑම පසුපසට ගොස් යෑමේදී උපයෝගී කළ හැකිය. මෙහිදී විකල්ප වශයෙන් ගොස් යෑමේදී උපයෝගී කළ හැකිය.

විකල්ප වශයෙන් ගොස් යෑම: විකල්ප වශයෙන් ගොස් යෑමේදී උපයෝගී කළ හැකිය. මෙහිදී විකල්ප වශයෙන් ගොස් යෑමේදී උපයෝගී කළ හැකිය.

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විකල්ප වශයෙන් ගොස් යෑම: විකල්ප වශයෙන් ගොස් යෑමේදී උපයෝගී කළ හැකිය. මෙහිදී විකල්ප වශයෙන් ගොස් යෑමේදී උපයෝගී කළ හැකිය.



3. Touch: there are two types of touch
 - a. positive: hug, pat on the back, hand shake
 - b. negative: hit, push or shove
4. Body presentation: posture or the way you walk or sit.
5. Facial expressions: smile, frown, especially the use of eyes.

The majority of all communication is done nonverbally. Most of nonverbal communication happens without our being aware of what we are doing. We do not have to plan it--it just happens.

Here are some characteristics of nonverbal communication:

1. Nonverbal behaviors are habits. Usually we are not aware of our nonverbal behaviors, but they have an effect on the person we are communicating with.
2. Nonverbal behavior may be more truthful than words because it is easier to think about changing our words, but more difficult to change our habit.
3. Emotions are expressed more nonverbally than in words.
4. Nonverbal messages can vary from one culture to another.

Listening is a very important part of communication. Listening is a skill that must be worked at to improve. Much of communication is done without words, therefore, it is important to "listen" (look at) the nonverbal parts of communication.

Listening as a skill can be divided into four parts.

These parts of listening are:

1. patience- taking time to listen, being willing to listen to someone.

2. reflection-thinking about what has been communicated before you talk. Asking questions to clarify.
3. acceptance-not judging people, accepting them.
4. empathy-knowing that people have feelings (emotions) that they need to express. Being ready to try and understand these feelings.

We need people that we can be comfortable with. People that we can share ideas and feelings with. It usually takes time to (cultivate)* earn a friendship. But a true friend is a treasure (very valuable).

Communication is critical (important) to how people relate to one another. In fact, communication and relationships (friendships) are one in the same.

A relationship is based on what people say to one another. This idea becomes important if we want to improve a relationship that we currently have. We know many people, but we do not know them in the same way. The degree (extent), to which we know people depends on the kinds of things we talk about.

There are five levels of communication. These levels are:

1. Cliche conversation: this is the lowest level of communication. We talk in "cliches" such as "How are you?", "How is your family?". We do not relate much of ourself to the other person. We know many people at this level. It is a starting point for us, a place to begin with a relationship.
2. Reporting facts about others: at this level we tell very little about ourselves. We are satisfied to talk about other people. The danger with this level is that we can stray from reporting facts about others very easily. If that happens, we are using a form of gossip as a means of communicating. To aid yourself at this level, a good rule might be: "if you cannot say anything good about a person, do not say anything at all".

Handwritten musical notation on a staff, including notes, rests, and clefs.

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Handwritten musical notation on a staff, including notes, rests, and clefs.

7

3. Reporting my ideas and judgments, but with reservations. On this level, there is some communication but that communication depends largely on the reaction of the listener. We watch the reaction of the listener and if the listener does not seem interested we will change the subject (water-testing stage). If the conversation goes well, that may give us the confidence to continue with more meaningful communication.

4. Reporting my feelings (emotions)--"gut level" communication. We must tell people about our feelings (emotions) if we want them to know who we are. Only talking about the contents of our mind, we withhold the areas that are personal, individual, and deeply ourselves. If we want other people to understand us we must be willing to share that which makes us human--the way we feel things. Being honest with our feelings allows us to grow as human beings. If we do not express these emotions to someone, but repress them, it can be a dangerous and self-destructive path to follow.

5. Peak communication. This can never be a permanent form of communication experience, but it may sometimes occur in a deep friendship that is based on absolute openness and honesty. If this level is attained there will be times when happiness or grief are shared completely. The individuals are like two musical instruments playing exactly the same note and producing the exact same sound.

Handwritten text in a cursive script, possibly a list or notes.

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All of us have emotions (feelings). Emotions are the feelings a person experiences in different situations. The basic emotions are: anger (hurt), sad, scared (fear), mad, glad and ashamed. Emotions influence our behavior a great deal.

Emotions can also affect the way we feel physically. Different emotions can cause different physical symptoms. For example, think about having to give a speech in front of a group. Did that scare you? How did your body react? Did your heart beat faster? Did you feel sick to your stomach? These are examples of physical reactions to emotions.

Emotions are a normal part of a person. We all have the same set of emotions but we do not display, (show) them the same way. In addition, the depth or degree that we feel about a specific thing can vary a great deal. For example, one person might become very mad at a situation while for another person that same situation might only cause the person to become mildly mad.

People have basic emotional needs, just as they have basic physical needs. Emotional needs must be satisfied if a person is to enjoy life and feel a sense of security. People who cannot satisfy their emotional needs may feel frustrated, lonely, or insecure. They may feel that they do not have a purpose, or a worthwhile place in life.



Handwritten text in a South Indian script, likely Grantha or Tamil, with numerous annotations and symbols. The text is arranged in approximately 20 horizontal lines, with some lines containing mathematical or scientific notations. The script is dense and includes various diacritics and symbols, possibly representing a technical or scientific treatise. The text is written in black ink on a light-colored background.

Some of these emotional needs include: to love and be loved, to feel a sense of importance, and to experience variety in life.

To love and be loved -- this need exists from the beginning to the end of life. This has to do with being accepted and needed by others for who we are. This need is expressed in different ways. New born babies respond to being held and cuddled. Children show a strong need to exchange affection with family and friends, but also need to belong to a group. Even as adults we have the need to express and receive love from our children, spouses, and friends.

To feel a sense of importance, everyone has the need for self-respect, a sense or feeling of self worth. Personal worth also means learning to understand and accept yourself. Respect from others is important, but feeling good about yourself is even more important. It takes a lot of thought to know who you are and what you want to be. Then it takes courage to learn to be yourself, to let your words and actions reflect the person you are.

To experience variety in life means that we have a need to do different activities, experience different emotions. We need to combine work and play activities. This variety often is expressed through creative activities: drawing, sewing, writing, poems, playing musical instruments or through athletics, or hobbies as well. We need also to feel comfortable in expressing a variety of emotions.

Handwritten musical notation on a page, featuring a series of staves with notes and clefs. The notation is dense and appears to be a score for a piece of music. The page is heavily speckled with noise, likely from the scanning process.

Knowing that we all have basic emotions and basic emotional needs is very important to our pursuing social, emotional and even physical health. But it is only part of the task that we face. We must also understand that people do not deal with their emotions in the same way. Sometimes the way we deal with our emotions is constructive to our well-being. It helps us become better people. But there are times when our emotions are displayed in a way that is destructive (harmful) to both ourselves and others.

There are five ways of dealing with feelings:

1. Keeping emotions inside (not expressing them), this is called "stuffing" them. Sometimes we think we cannot express what we feel because others would not accept or understand our feelings, so we keep them inside. Always doing this can be very destructive to us. It is comparable to a tea pot that has no opening for the steam to escape. As the water boils the pressure becomes so great inside that the tea pot could explode.
2. Destructive to self- dealing with our emotions in a way that hurts ourself. Because of anger we might destroy something we own or physically hurt ourself.



1. $\frac{x^2 + 3x + 2}{x^2 + 4x + 3} = \frac{x^2 + 3x + 2}{(x+1)(x+3)}$
 $\frac{x^2 + 3x + 2}{(x+1)(x+3)} = \frac{A}{x+1} + \frac{B}{x+3}$
 $x^2 + 3x + 2 = A(x+3) + B(x+1)$
 $x^2 + 3x + 2 = Ax + 3A + Bx + B$
 $x^2 + 3x + 2 = (A+B)x + (3A+B)$
 Equating coefficients:
 $A + B = 3$
 $3A + B = 2$
 Subtracting the first equation from the second:
 $(3A + B) - (A + B) = 2 - 3$
 $2A = -1$
 $A = -\frac{1}{2}$
 Substituting $A = -\frac{1}{2}$ into $A + B = 3$:
 $-\frac{1}{2} + B = 3$
 $B = 3 + \frac{1}{2} = \frac{7}{2}$
 $\therefore \frac{x^2 + 3x + 2}{x^2 + 4x + 3} = \frac{-\frac{1}{2}}{x+1} + \frac{\frac{7}{2}}{x+3}$

Ex 4.2, Q. 3

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 $\frac{x^2 + 3x + 2}{(x+1)(x+3)} = \frac{A}{x+1} + \frac{B}{x+3}$
 $x^2 + 3x + 2 = A(x+3) + B(x+1)$
 $x^2 + 3x + 2 = Ax + 3A + Bx + B$
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2. $\frac{x^2 + 3x + 2}{x^2 + 4x + 3}$
 $\frac{x^2 + 3x + 2}{(x+1)(x+3)} = \frac{A}{x+1} + \frac{B}{x+3}$
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3. Destructive to self and others which destroys trust. As a result of our anger we hit someone else or destroy something of another persons.
4. Constructive to self. As a result of anger we go out and take a long walk or do some other physical activity (chopping wood) that gives us the chance to eliminate the anger.
5. Constructive to self and others which builds trust. Expressing to someone the way you feel without blaming them for your feelings. This is a very good way of dealing with your emotions, but it does involve taking a risk. Here again, the fear of not being accepted when you show your feelings does exist. The benefit of sharing your feelings with another person can be a very rewarding and an enriching experience.

3. Handwritten musical notation on a staff
The notation includes a treble clef, a key signature of one flat (B-flat), and a 4/4 time signature. The notes are written in a cursive style with stems and beams. There are some markings above the staff that could be lyrics or performance instructions.

4. Handwritten musical notation on a staff
This section also features a treble clef, a key signature of one flat, and a 4/4 time signature. The notation is similar to the previous section, with a focus on rhythmic patterns and melodic lines.

5. Handwritten musical notation on a staff
This section contains more complex notation, including what appears to be a double bar line and some markings that might indicate a change in tempo or dynamics. The handwriting is consistent with the previous sections.

Stress is an unavoidable fact of life. It is pressure from outside the body that makes us feel tense inside. Everyone experiences stress. In fact, a certain amount of stress is necessary to perform the daily tasks of your life. Too much stress--especially constant, unrelieved stress, can cause physical and mental illness. If we allow stress to build up it can sometimes produce tensions serious enough to affect your normal daily activities.

You probably have felt the effects of unrelieved stress in the form of stomachache, headache, diarrhea, or indigestion. In your body's attempt to adjust to stress, you may have found that your mouth became dry, that you got depressed or irritable, or that you lost your appetite. These are common stress symptoms.

One of the main causes of stress is change, especially sudden or disagreeable change. Too many or too drastic changes often result in harmful tension.

For example:

1. Personal Loss - death of a loved one, loss of friends when moving; separation or divorce.
2. Illness/injury - a major illness or accidental injury puts great stress on both patient and family.
3. Job change - trouble at work, getting fired, taking a new job with different demands.
4. Money problems - large debts, loss of income, unexpected or unplanned for costs.

Handwritten text in Devanagari script, likely a list or index. Includes numbers like 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

A

Handwritten text in Devanagari script, likely a list or index. Includes numbers like 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200.



People do not always deal with these kinds of stressful situations in helpful ways. Sometimes people look for temporary help by taking chemical substances. Chemicals may provide temporary relief but they usually cannot cure the underlying causes.

If stress and its effects do get out of hand there are people or places to go for help. It is not a sign of weakness to get professional advice. These are some places you could go for help:

1. Your school advisor or counselor may help you by listening to your concerns or can refer you to an agency that can aid you without anyone else having to know.
2. Mental health centers provide a broad range of professional services at reasonable cost.
3. Other professionals (clergy, social workers, doctors, nurses, teachers, etc.) can be concerned, informed people, experienced in helping others deal with problems.

Stress is a part of life ----- all of us experience stress. There are things we can learn to avoid which have negative effects. First we must understand that it is not an event (occurrence, situation, happening) that causes us to feel stressful, but rather how we perceive (look at, feel about) that event. This in turn produces a specific feeling or emotion.

Handwritten text at the top of the page, possibly a title or introductory line.

1. Handwritten musical notation on a staff with notes and clefs.

2. Handwritten musical notation on a staff with notes and clefs.

3. Handwritten musical notation on a staff with notes and clefs.

4. Handwritten musical notation on a staff with notes and clefs, including a large section of music.



It looks like this:

A = activating event (situation)

B = behavior (thought that we have about
the situation)

C = consequences-reaction (feeling or emotion)

The way we look at events causes emotions. Since our view of events produces our feelings, we have to change that view to reduce the negative feelings. If our attitude toward situations is unreasonable (unrealistic), we must replace it with reasonable (realistic, rational) thoughts. If you change the attitude which causes the emotion; the emotion will gradually disappear.

There are three things that can help:

1. Know the exact thoughts which caused the emotion (anxiety, fear or anger)
2. Determine if these thoughts are unrealistic or untrue. For example, an unrealistic thought: "All people must love me or I will be miserable."
3. Practice rational (reasonable) thinking until you get out of the habit of events or people causing your feelings.

1. $\frac{2x^2 + 3x + 1}{x^2 + 2x + 1} = 2 + \frac{-x}{x^2 + 2x + 1}$
 $\frac{-x}{x^2 + 2x + 1} = \frac{A}{x+1} + \frac{B}{x+1}$
 $\frac{-x}{(x+1)^2} = \frac{A}{x+1} + \frac{B}{x+1}$
 $\frac{-x}{(x+1)^2} = \frac{A(x+1) + B}{(x+1)^2}$
 $-x = A(x+1) + B$
 $-x = Ax + A + B$
 $-x = Ax + (A+B)$
 $-1 = A$
 $0 = A+B$
 $0 = -1+B$
 $B = 1$
 $\frac{-x}{(x+1)^2} = \frac{-1}{x+1} + \frac{1}{x+1}$
 $\frac{-x}{(x+1)^2} = \frac{-1+1}{x+1} = \frac{0}{x+1} = 0$
 2. $\frac{2x^2 + 3x + 1}{x^2 + 2x + 1} = 2 + \frac{-x}{x^2 + 2x + 1}$
 $\frac{-x}{x^2 + 2x + 1} = \frac{A}{x+1} + \frac{B}{x+1}$
 $\frac{-x}{(x+1)^2} = \frac{A}{x+1} + \frac{B}{x+1}$
 $\frac{-x}{(x+1)^2} = \frac{A(x+1) + B}{(x+1)^2}$
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 $0 = A+B$
 $0 = -1+B$
 $B = 1$
 $\frac{-x}{(x+1)^2} = \frac{-1}{x+1} + \frac{1}{x+1}$
 $\frac{-x}{(x+1)^2} = \frac{-1+1}{x+1} = \frac{0}{x+1} = 0$
 3. $\frac{2x^2 + 3x + 1}{x^2 + 2x + 1} = 2 + \frac{-x}{x^2 + 2x + 1}$
 $\frac{-x}{x^2 + 2x + 1} = \frac{A}{x+1} + \frac{B}{x+1}$
 $\frac{-x}{(x+1)^2} = \frac{A}{x+1} + \frac{B}{x+1}$
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 $\frac{-x}{(x+1)^2} = \frac{-1+1}{x+1} = \frac{0}{x+1} = 0$
 4. $\frac{2x^2 + 3x + 1}{x^2 + 2x + 1} = 2 + \frac{-x}{x^2 + 2x + 1}$
 $\frac{-x}{x^2 + 2x + 1} = \frac{A}{x+1} + \frac{B}{x+1}$
 $\frac{-x}{(x+1)^2} = \frac{A}{x+1} + \frac{B}{x+1}$
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 $\frac{-x}{(x+1)^2} = \frac{-1}{x+1} + \frac{1}{x+1}$
 $\frac{-x}{(x+1)^2} = \frac{-1+1}{x+1} = \frac{0}{x+1} = 0$
 5. $\frac{2x^2 + 3x + 1}{x^2 + 2x + 1} = 2 + \frac{-x}{x^2 + 2x + 1}$
 $\frac{-x}{x^2 + 2x + 1} = \frac{A}{x+1} + \frac{B}{x+1}$
 $\frac{-x}{(x+1)^2} = \frac{A}{x+1} + \frac{B}{x+1}$
 $\frac{-x}{(x+1)^2} = \frac{A(x+1) + B}{(x+1)^2}$
 $-x = A(x+1) + B$
 $-x = Ax + A + B$
 $-x = Ax + (A+B)$
 $-1 = A$
 $0 = A+B$
 $0 = -1+B$
 $B = 1$
 $\frac{-x}{(x+1)^2} = \frac{-1}{x+1} + \frac{1}{x+1}$
 $\frac{-x}{(x+1)^2} = \frac{-1+1}{x+1} = \frac{0}{x+1} = 0$

Any part of the body can be damaged by excessive, unrelieved stress. For example: ulcers, asthma, migraine headaches, and heartburn are all believed to have their beginnings in excessive stress. These kinds of stress related problems are called psychosomatic illnesses. Psychosomatic illnesses are physical reactions to emotional stress. It is the mind acting on the body. Some medical experts believe that as many as 70% of today's health problems are the result of excessive stress.

One thing that will help us in dealing with stress is recognizing the source or cause of the stress. Solving the problem that caused the stress is a constructive (productive, positive) way to cope (manage, handle) with stress. A procedure that may help in dealing with the problem that causes stress follows:

1. Define the problem--clarify to yourself what the difficulty is.
2. Analyze the problem. Is there just one problem, or are there several problems. If there is more than one, you have to decide which one to work on first.
3. Gather information about the problem. Talk to someone who knows something about this particular type of problem. Look for ways others have successfully dealt with such problems. Write down everything that has been learned.

4. Study the results. Look for clues to a good solution. Write down the best ideas. Think each idea through to try and predict the outcome if it were tried. Decide which solution seems best.
5. Test the solution. If it works, you are done. The problem is solved. If the solution does not work, choose another solution and test that. It may be necessary to go back to number three and get more information.

It is important to work toward using healthy coping solutions (responses). If we do not, we are likely to use response that could hurt ourself or people around us.

Some unhealthy coping responses are suicide, family violence, and rape.

3. បញ្ជីនៃការងារ : ការតែងតាំង និង អនុវត្ត

នៃការងារ : រដ្ឋបាល ។ ការងារនេះ ត្រូវធ្វើឡើង តាមការបញ្ជាក់ ពីអង្គការសុខភាពពិការភ្នែក ។

4. ការងារសំខាន់ៗ : ការងារសំខាន់ៗ គឺ ការងារសុខភាពពិការភ្នែក ។ ការងារនេះ ត្រូវធ្វើឡើង តាមការបញ្ជាក់ ពីអង្គការសុខភាពពិការភ្នែក ។

5. ការងារសំខាន់ៗ : ការងារសំខាន់ៗ គឺ ការងារសុខភាពពិការភ្នែក ។ ការងារនេះ ត្រូវធ្វើឡើង តាមការបញ្ជាក់ ពីអង្គការសុខភាពពិការភ្នែក ។

ការងារសំខាន់ៗ គឺ ការងារសុខភាពពិការភ្នែក ។ ការងារនេះ ត្រូវធ្វើឡើង តាមការបញ្ជាក់ ពីអង្គការសុខភាពពិការភ្នែក ។

Suicide is an example of unhealthy coping. There are many misunderstandings about suicide. The misunderstandings or myths fall into different areas.

Myths about suicide:

1. People who attempt suicide are insane. Though a person seriously considering suicide may not be thinking as clearly as possible, he is not necessarily insane.
2. People who talk about attempting suicide are in no real danger of actually committing suicide. In truth, this threat should be seen as a cry for help and the first step toward taking their own life.
3. People who attempt suicide are just looking for attention. People who feel bad enough to talk about or attempt suicide are desperately trying to have some basic needs fulfilled. It is unfortunate that these people have not been able to gain the needed recognition in other ways.
4. Suicide is taking the easy way out of life. We should try to understand the amount of loneliness, depression, and frustration that the suicidal individual must feel in the process of getting to that point. Combined with a thought by the suicidal victim that no one really cares about them and what they are feeling. Therefore, suicide seems not an easy way out, but the only way out of a terrible situation.

Handwritten musical notation on a staff, including notes, rests, and clefs.

1.) Handwritten musical notation on a staff, including notes, rests, and clefs.

2. Handwritten musical notation on a staff, including notes, rests, and clefs.

3. Handwritten musical notation on a staff, including notes, rests, and clefs.

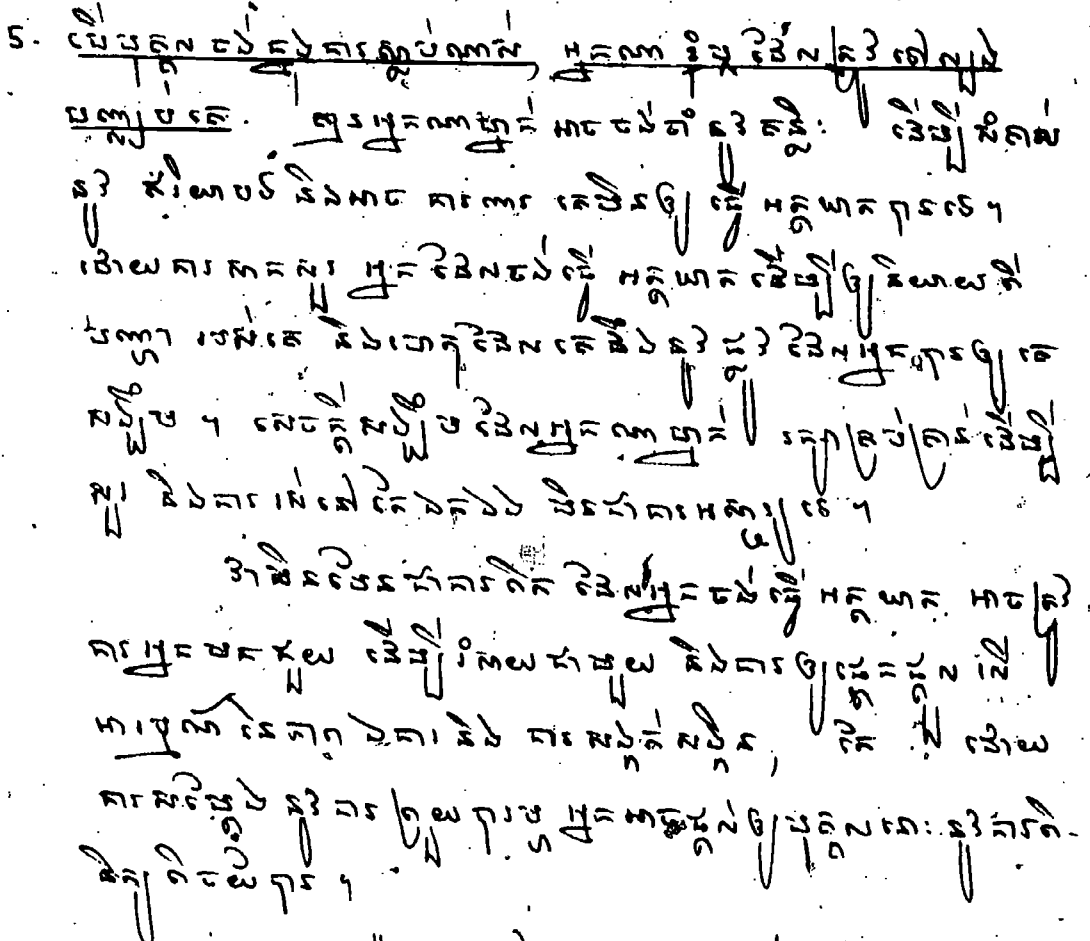
4. Handwritten musical notation on a staff, including notes, rests, and clefs.

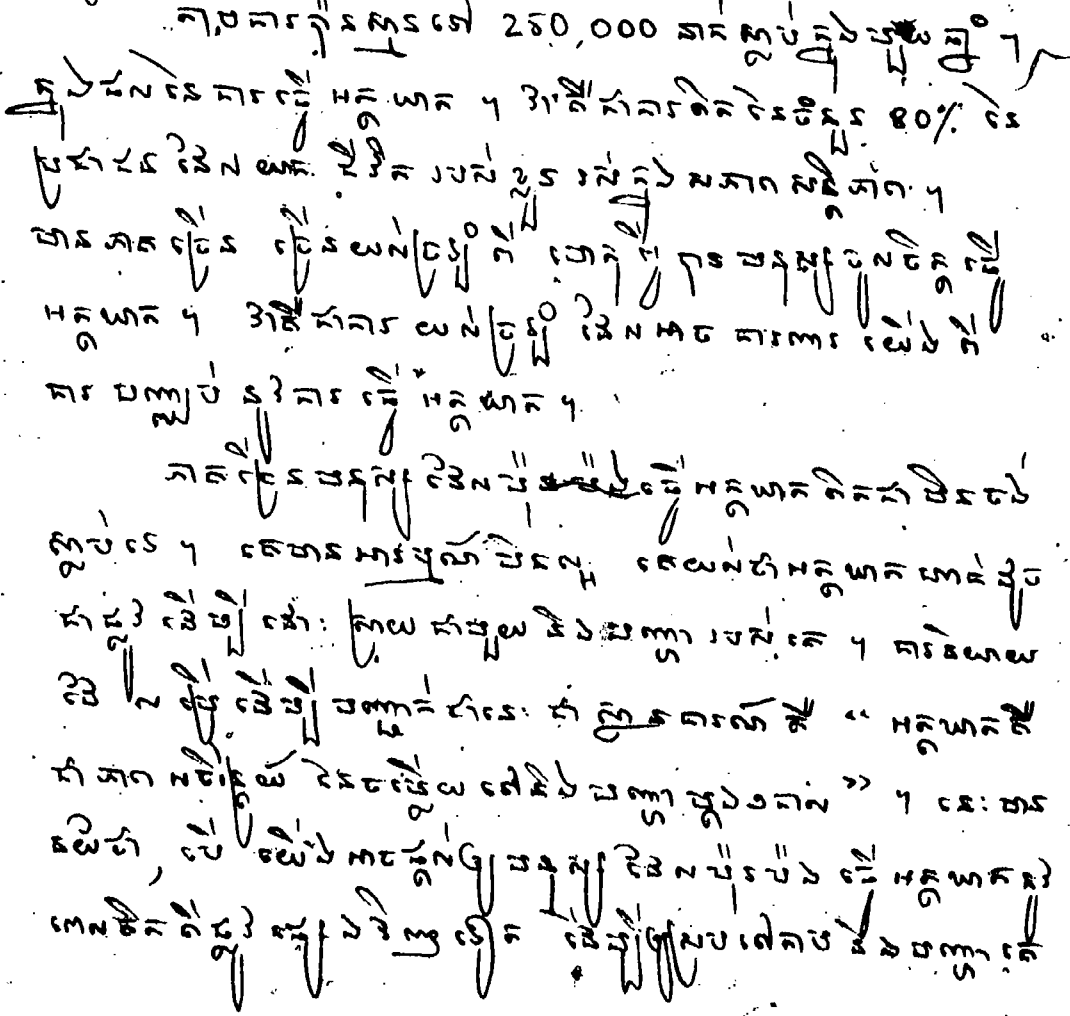
5. If a person really wants to die, who am I to try and stop them. Anyone who recognizes the clues to suicidal behavior could prevent a suicide. By asking the suicidal person to talk about their feelings and why they feel that way you are giving them hope! The hope that someone cares enough to ask. With that, their loneliness does not seem as great.

It is true that the suicidal individual may need professional help in dealing with the underlying feelings of loneliness and depression, but by expressing human concern you could give them the time to reconsider.

Approximately 25,000 people die each year as a result of suicide. It is thought that eighty percent of those people who take their own lives could be saved. There is much confusion about why people commit suicide. It is this confusion that may prevent us from stopping a suicide.

Most often people who attempt suicide really do not want to die. They feel (emotionally) bad enough about their lives that suicide seems like one way to deal with their problems. A saying that is used to describe this situation is: "suicide is a permanent solution to a temporary problem." This means, if we could give the person who attempts suicide time to think about other alternatives in dealing with their problems, they might not take such a drastic step.

5. 
Handwritten musical notation on a staff. The notation includes notes, rests, and other musical symbols. The text is written in a cursive style and is difficult to read as it is not a standard script.


Handwritten musical notation on a staff. This section includes numerical values such as 250,000 and 80% written in the text. The notation is similar to the first section, with notes and rests on a staff.

A person who says that "life does not seem worthwhile" or "sometimes I wonder why I am alive" may be giving clues to suicidal behavior. They want to be listened to. They want someone to be concerned enough to ask what makes them feel that way. The problem is even though this may be a cry for help, we do not listen. The depressed person feels even more depressed that no one seemed to care.

Suicide is the second leading cause of death for individuals in the age group 10-25 years. Accidental death is the only form of death that occurs more often than suicide. The reason for young people selecting suicide as an alternative to other coping mechanisms is not completely understood. But the loss of our young people by suicide is a major health concern. Reasons given for suicides in this age are similar for other age groups. Feelings of helplessness, hopelessness, and loneliness brought on by family problems, failure to make good grades or be accepted into groups, or an argument with a friend may be seen by the age group as more serious problems than they really are. It is important that young people learn to communicate their needs and feelings to others. Further, that they work toward developing relationships with people whereby they have someone to communicate in such a way.

Handwritten text in Tamil script, likely a religious or philosophical passage. The text is written in a cursive style with some characters appearing to be in a different script or dialect. It consists of approximately 10 lines of text.

Handwritten text in Tamil script, continuing the passage from the top section. It consists of approximately 15 lines of text, maintaining the same cursive style and script as the upper section.



AMERICA'S UNDERSTANDING OF DEATH

Many people try to ignore the fact of death. Yet, we are confronted with it on a daily basis. If not personally then as a result of television, magazines, newspapers or books.

In the past (about 50 years ago in the United States) death and dying were a natural part of a child's experience. Families living together often included several generations (children, parents, grandparents, aunts/uncles, etc.). The experiences of birth and growing up, old age and dying, took place within the family circle, as did death itself, and even, in many cases the funeral. Young people were able to see the processes of dying, death, grief and bereavement as natural parts of the total life cycle. Now older people often live in retirement villages and homes for the aged, away from the child's view.

Today death and dying has become confusing especially for the young. There are several reasons for this confusion.

1. Death is confusing because it has been taken out of the home where people used to be apart of it. Death and dying have become institutionalized. That is the care of the elderly has been taken up within nursing homes. The care of the sick and dying takes place almost exclusively in hospitals. And certainly, when someone dies the funeral itself is in a funeral home. The home no longer is the center of birth, life and death as it once

was, so that the natural learning about the life cycle does not take place.

2. The use of terminology (terms, words) other than the words dead, dying, and death to try to soften the impact of death has created some confusion as well. Words or terms that are substituted are "passed away", "gone to a better place", "lost", "kicked the bucket", "bit the dust", "wasted", or "rubbed out". The problem with substituting words or phrases for death and dying is that it does not represent death in a real way.

3. Television has a negative effect on the idea of death in the growing child too. Television presents death in a variety of forms (ways). News programs and documentaries show real death, whereas, television movies and weekly programs display death in a fictionalized (unreal) way. For a small child it becomes difficult to understand the difference. And because of the reaction or lack of reaction by the people around him when viewing these different forms of death, the child may assume (think) that death is not a serious event. So even though children may not see death in its natural context (state), they are shown abnormal (unreal) kinds of death situations. Unfortunately, these unrealistic situations lack

the essential quality of human emotions surrounding death.

The Funeral

The traditional funeral in the United States is an attempt to fulfill needs that the living have after a loss of a loved one. That is, funerals are more for the living than they are for the dead.

There are three parts to most funerals: the wake or reviewal of the body, the memorial, and the final disposition of the body.

1. The wake or reviewal usually takes place at the funeral home. The body has been prepared by the funeral director and placed in a casket that the family of the dead person has selected. Family and friends come together to view the body. These people gather together to try to help one another accept the loss of the dead person. This part of the funeral has been greatly misunderstood. The misunderstanding takes place because people do not know why they have to look at someone who is dead. The reason the body is viewed is to help the living truly recognize that this person has died. So often we are told that a loved one has died but we are not present when death takes place. The reviewal helps the living to believe the death.
2. The memorial usually takes place at a church, however,

गणित-प्रश्नपत्र

1. एक संख्या 456789 का घात 2 के गुणांक की संख्या बताओ।
2. एक संख्या 456789 का घात 3 के गुणांक की संख्या बताओ।
3. एक संख्या 456789 का घात 5 के गुणांक की संख्या बताओ।
4. एक संख्या 456789 का घात 7 के गुणांक की संख्या बताओ।

1. एक संख्या 456789 का घात 2 के गुणांक की संख्या बताओ।
2. एक संख्या 456789 का घात 3 के गुणांक की संख्या बताओ।
3. एक संख्या 456789 का घात 5 के गुणांक की संख्या बताओ।
4. एक संख्या 456789 का घात 7 के गुणांक की संख्या बताओ।
5. एक संख्या 456789 का घात 11 के गुणांक की संख्या बताओ।
6. एक संख्या 456789 का घात 13 के गुणांक की संख्या बताओ।
7. एक संख्या 456789 का घात 17 के गुणांक की संख्या बताओ।
8. एक संख्या 456789 का घात 19 के गुणांक की संख्या बताओ।

2. एक संख्या 456789 का घात 2 के गुणांक की संख्या बताओ।
3. एक संख्या 456789 का घात 3 के गुणांक की संख्या बताओ।
4. एक संख्या 456789 का घात 5 के गुणांक की संख्या बताओ।
5. एक संख्या 456789 का घात 7 के गुणांक की संख्या बताओ।



it may take place at the funeral home. The memorial tries to help the living with the loss of the loved one by having a clergyman talk about the life of the dead person. The clergyman usually will try to make a connection between the good qualities of the dead person and the need family and friends have to begin the process of living without the dead person.

3. Final disposition of the body might include one of two possibilities: burial or cremation. Most dead in the United States are buried. That is, the body within the casket is place in the ground at a cemetery. A small percentage, about 2-5%, of the dead in the United States are cremated. (Cremation: the reducing of the body to ashes by burning.)

Handwritten text at the top of the page, possibly a title or header, including the number 26.

Main body of handwritten text, appearing to be a list or series of entries, possibly related to a calendar or record-keeping.



The Family

A family is a basic unit (group) in society. Almost everyone grows up in a family. Families differ in many ways. One way they can differ is in the members that make them up. Some families consist of a man, a woman, and their children. This is called a nuclear family. A family that includes a man, a woman, their children, and other relatives living together) is called an extended family. If a family consists of one or more children and one parent, this is called a single-parent family. There are some families that included blood relatives of different generations (grandparent, grandchild, aunt, uncle). This would be an example of an incomplete extended family.

Families usually perform several functions:

1. Protection of the individual members because of the strength of the unit. Clothing, feeding and sheltering the members of the family; caring for the emotional as well as the physical needs of the family members.
2. Having children to carry on the family name and family traditions.
3. Teaching the young to become a part of society. (i.e. the home is the first place of learning and socializing of children).

Most people are members of at least two different family units during their lifetime. The first is the family unit into which an individual is born or the family that he or she spends the growing up years. The

Handwritten Title

Handwritten musical notation on a page with a banner header. The notation consists of several systems of notes on a five-line staff, with lyrics written below. The page is numbered '53' at the bottom center.

1. *[Musical notation system 1]*

2. *[Musical notation system 2]*

3. *[Musical notation system 3]*

4. *[Musical notation system 4]*

5. *[Musical notation system 5]*

6. *[Musical notation system 6]*

7. *[Musical notation system 7]*

8. *[Musical notation system 8]*

9. *[Musical notation system 9]*

10. *[Musical notation system 10]*

11. *[Musical notation system 11]*

12. *[Musical notation system 12]*

13. *[Musical notation system 13]*

14. *[Musical notation system 14]*

15. *[Musical notation system 15]*

16. *[Musical notation system 16]*

17. *[Musical notation system 17]*

18. *[Musical notation system 18]*

19. *[Musical notation system 19]*

20. *[Musical notation system 20]*

21. *[Musical notation system 21]*

22. *[Musical notation system 22]*

23. *[Musical notation system 23]*

24. *[Musical notation system 24]*

25. *[Musical notation system 25]*

26. *[Musical notation system 26]*

27. *[Musical notation system 27]*

28. *[Musical notation system 28]*

29. *[Musical notation system 29]*

30. *[Musical notation system 30]*

31. *[Musical notation system 31]*

32. *[Musical notation system 32]*

33. *[Musical notation system 33]*

34. *[Musical notation system 34]*

35. *[Musical notation system 35]*

36. *[Musical notation system 36]*

37. *[Musical notation system 37]*

38. *[Musical notation system 38]*

39. *[Musical notation system 39]*

40. *[Musical notation system 40]*

41. *[Musical notation system 41]*

42. *[Musical notation system 42]*

43. *[Musical notation system 43]*

44. *[Musical notation system 44]*

45. *[Musical notation system 45]*

46. *[Musical notation system 46]*

47. *[Musical notation system 47]*

48. *[Musical notation system 48]*

49. *[Musical notation system 49]*

50. *[Musical notation system 50]*

51. *[Musical notation system 51]*

52. *[Musical notation system 52]*

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55. *[Musical notation system 55]*

56. *[Musical notation system 56]*

57. *[Musical notation system 57]*

58. *[Musical notation system 58]*

59. *[Musical notation system 59]*

60. *[Musical notation system 60]*

61. *[Musical notation system 61]*

62. *[Musical notation system 62]*

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100. *[Musical notation system 100]*



second is the family unit the individual forms with husband or wife and perhaps children. The individual plays different roles in each of these family units. A role would be: mother, father, son or daughter.

Each of these roles has responsibilities within a family but these responsibilities may be different from family to family. For example, in one family the father may have the responsibility of working outside the home to provide money for the family, whereas, in another family the mother has that responsibility. In some families the mother and father share this responsibility. Children (sons or daughters) may have responsibilities in the family like washing dishes, cutting the lawn, or taking care of younger children.

With the responsibilities that members have within the family there also comes power. Responsibilities and power are directly related. This, in part, explains why the parents have more power in the family than the children-- parents have more responsibilities. Power and a feeling of importance are tied together. Ideally, every member of a family needs to feel power or a sense of importance within the family. This helps us to understand why children need responsibilities around the household if they are to feel good about themselves.

Handwritten musical notation on a page, featuring a series of staves with notes and clefs. The notation is dense and appears to be a single melodic line. The page is oriented vertically, with the text running from top to bottom. The handwriting is in a historical style, possibly from a manuscript. The notes are connected by stems, and there are various clefs and bar lines visible. The overall appearance is that of a page from an old music book or manuscript.

Family Violence

The reporting of violence in the home, among family members is increasing. In fact, there is more violence occurring in the home than on the street. Approximately 50 million people are victims of physical harm by another family member each year.

Family violence can be categorized into four areas:

1. Child abuse: abuse of children by parents or guardian.
2. Sibling abuse: abuse between brothers and/or sisters.
3. Spouse abuse: abuse by husband of wife or wife of husband.
4. Parental abuse: abuse of parents (grandparents, guardian) by children.

Family violence within each of these categories includes physically abusing, verbally abusing, or sexually abusing another family member.

We cannot completely explain why so much violence is occurring in the home, but we can look at some reasons that might increase the chances of family violence.

1. Economic stress and unemployment (Difficulty in finding work that allows the family to meet basic needs like paying bills). This kind of stress may cause heads of households to take out frustrations (disappointments) on family members.
2. Drugs/alcohol abuse within the family When people are under the influence of drugs/alcohol their

ability to think and act reasonable may be affected. They overreact to a situation while drinking and inflict undue punishment to a family member.

3. Learned behavior Not knowing other ways of teaching children. Parents, for example, may spank their children when they misbehave because that is what they learned to do. The problem is knowing how much spanking is to be done, (how hard you hit), when it is to be done (the age of the child), and knowing what behavior deserves a spanking. Most of us do not get professional training in parenting. Our experiences are limited to the way we were raised as children and although that may not have been bad, there may be other better ways.

Family violence is far more common than we would like, but there are things that can be done. To reduce violence, people could take courses in parent education. Courses that would teach them ways of dealing with the raising of children. In addition, more money should be set aside for shelters (places where family members can go for immediate protection and help). There also needs to be made available more local chapters of organizations like Parents Anonymous. This is an organization that parents can call when they feel they need someone to talk to about their abusive behavior toward their children.

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Rape/Acquaintance Rape

Rape is forced sexual relations against a person's will. There is some confusion about why rapes are committed. Sexual satisfaction is not the reason for rapes, rather, rape is an act of violence. A rape is committed in order to control and humiliate another person, not to satisfy a sexual desire.

In the past five years, rape has increased by 42%. It is also the most seriously underreported (it is not reported) crime. It is estimated that as many as ten rapes occur for every one that is reported to the police.

Rape can happen to anyone, but most victims are young. Over half of all victims reported are under twenty-one years of age. Rape can also happen anywhere. In fact, the victims' home can be the greatest danger for people living in large cities.

Over fifty percent of all rapes occur between people who have met before. These are called acquaintance rapes. Acquaintance rapes or date rapes can be avoided by understanding some basic principles. When force is used to have sex, it is a crime, even if the man and woman know one another. Force in relationships often results from breakdowns in communications. For example, saying one thing but meaning another. Sometimes we even contradict our words with body language or gestures. To illustrate this, think of a guy and girl dancing together. The girl feels uncomfortable because the guy is dancing too close

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to her. Instead of saying she feels uncomfortable, she asks him if he wants to go outside. In saying this, the guy thinks that she wants to do more than dance.

It is important that we are aware of how we communicate. We have the right to express our ideas and feelings. We have the right to disagree with others as long as we do not unfairly criticize them. We should understand clearly what we want out of a relationship, including touching, kissing and even sex and be willing to take responsibilities for the choices we make.

Chemical Substances - Introduction

A chemical substance (drug) is something that causes a change in the body or mind. These changes can take place in different ways. The effects of chemicals can cause the following:

1. changes in functions of the body (physical or physiological)
2. changes in the mind (thinking) and emotions (feelings)
3. changes in a person's behavior (the way they act)

This means that the aspirin we may take for a headache is a drug. So is the vitamin pill we may take in the morning. Even the cola (soda pop) or the coffee that is drunk (consumed), because of the presence of caffeine, is a drug. We live in a drug using society. Almost all of us use drugs.

Drugs have many good (beneficial) uses. Doctors often use drugs to treat illnesses. Some drugs are used to cure or prevent a disease. Some are used to relieve pain. Some drugs may help the body to function normally like insulin which is used by diabetics.

Other drugs change the way a person feels, thinks, and behaves. Doctors may prescribe these drugs for people who have emotional problems.

Drugs can be categorized (classified) in different ways and some drugs fit more than one category. For example, there are prescription drugs. If we are sick, our doctor may prescribe a drug. He will consider many things in deciding what

drug to prescribe. He will consider our age and size. He will find out whether we are allergic to certain substances.

After the doctor decides what drug you need, he will give you a prescription. A prescription is a doctor's written order for a drug, including instructions for its use. The prescription is meant only for the individual it was prescribed (written) for. And, only for that illness at that time. The drug should be used only in the way described on the label.

Some drugs can be purchased legally without a prescription. These are called non-prescription or over-the-counter drugs. Aspirin, vitamins and cold tablets are examples of non-prescription drugs.

In addition to prescription and non-prescription drugs we can categorize (classify) drugs in the following ways:

1. Illegal drugs are those that have restricted or prohibited use. For example, marijuana is only to be used in government sponsored medical programs. Heroin has no legal use. It is strictly a prohibited drug.
2. Social drugs are legal for a specific age group (like adults). Or these drugs are accepted by a majority of society. Examples from this category would include cigarettes or alcohol which is legally acceptable at a certain age. Coffee and coca cola containing caffeine are also examples of social drugs.
3. Natural drugs are plants or foods that can produce mood altering (emotional) changes when used in their natural state.

Chemical Substance Groupings
(Pharmacological Effects)

Drugs are grouped according to the way they affect human beings. Drugs that affect most people in the same way are classified together. But there is no simple, sure way to find out about the effects of drugs. The same drug will not always have the same effect on all people. And a drug can affect a person in different ways at different times. These differences depend on many things. Some of these are:

1. The amount of drug taken
2. How often a drug is taken
3. Whether a drug is mixed or taken with another drug
4. Whether a drug is in its pure form
5. Whether a person is allergic to the drug
6. The size and weight of the person taking the drug
7. The physical condition of the person taking the drug
8. The emotional state of the person taking the drug

I. Stimulants are drugs that speed up the body's activities.

They cause the heart to beat faster, the circulation and respiration rates to increase, and the blood pressure to rise. They can make a person feel wide awake and alert.

One common stimulant drug is caffeine. Caffeine is found in coffee, tea, cocoa, and cola drinks. There is also a broad range of stronger stimulants that have a mood-elevating effect. This means the stimulants cause euphoria, or a strong feeling of well-being.

Amphetamines and cocaine are examples of stronger stimulants. Because these drugs have a high potential for causing physical dependence (see note at end of this lesson) they are available legally only by a physician's order (a prescription).

2. Depressants are drugs that slow down the activities of certain areas of the brain and spinal cord. This causes the muscles to relax and slows the body's reactions. Doctors may prescribe a drug from this group to calm nervousness and help people sleep - these are tranquilizers and sedatives.

a. Alcohol is one of the drugs in this group. We will discuss alcohol more later.

b. Tranquilizers may be prescribed to calm and relax people who are tense or anxious (nervous). These drugs can cause mental (psychological) and physical dependence. Tranquilizers are very dangerous when used with alcohol. Taking these drugs together can be fatal (deadly).

c. Barbituates may be prescribed as sleeping pills and for calming nervousness. Barbituates can cause mental and physical dependence when people take them regularly. Like tranquilizers, taking barbituates in combination with alcohol can be dangerous.

3. Hallucinogens are drugs that change the way your mind and senses work. Your senses of seeing, hearing, taste, smell, and touch may be confused.

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For example, if you hear a sound, it may appear as a flash of light.

The effects of using hallucinogens may be pleasant, but they may also be very unpleasant - a "bad trip".

LSD is the best known of the hallucinogens, but PCP (phenycyclidine), peyote, mescaline, and other hallucinogens all have similar effects. Most of these drugs are illegal except for medical research. Though these drugs do not produce physical dependence, a very small dosage can produce drastic effects mentally.

*Mental or psychological dependence occurs when a person uses the drug to satisfy an emotional need. Mild psychological dependence is called habituation. A person can become habituated to anything that gives a feeling of well-being. For example, a person can become habituated to the caffeine found in coffee, teas, cocoa, and cola drinks because it seems to provide a lift (a slight feeling of exhilaration). Sometimes a person will develop a strong, psychological dependence, or craving, for a drug. The need is so strong that obtaining the drug is more important than satisfying other needs.

Physical dependence occurs when the body becomes so used to a particular drug that it must have a certain amount in the bloodstream and tissues all the time in order for the person to feel normal. Addiction is another term that describes the physical dependence on a drug. Not

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III

Hallucinogens

Handwritten notes under the heading 'Hallucinogens', including terms like LSD and PCP.

Handwritten notes, possibly defining or describing the effects of hallucinogens.

LSD (Lysergic acid diethylamide)

PCP (phencyclidine), peyote

Handwritten notes, possibly describing the effects of PCP and peyote.

*

Main body of handwritten notes, containing detailed text and possibly diagrams or lists.

all chemicals have the ability to cause physical dependence. However, once a person does become physically dependent, when that chemical is not in the system, unpleasant symptoms can occur. These symptoms are referred to as withdrawal. Although the intensity (strength) of the symptoms can vary, they include: nervousness, excessive sweating, aches and pains; nausea and perhaps convulsions.

74

Handwritten text in Devanagari script, likely a list or a set of instructions. The text is somewhat obscured by ink bleed-through from the reverse side of the page.

Handwritten text in Devanagari script, continuing the list or instructions. The text is dense and difficult to decipher due to the bleed-through.

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There is much confusion and even fear by many people about the term "drugs" and "drug users". Additionally, when we hear about people having "drug problems" we begin to think that drugs and drug users must be bad.

We need to understand terminology (terms) related to drug consumption. For example, the difference between 1) drug use, 2) drug misuse, and 3) drug abuse.

1. Drug use: taking of a drug for its intended purpose, in the appropriate amount, frequency, and strength, and manner.
 - a. a legally obtained substance
 - b. taken as directed. (following direction)
 - c. taken to cure or prevent an illness

2. Drug misuse: taking a substance for its intended purpose, but not in the appropriate amount, frequency, strength, or manner.
 - a. legally obtained substance
 - b. NOT taken as directed
 - c. taken to cure or prevent an illness

3. Drug abuse: deliberately taking a substance for other than its intended purpose, and in a manner that can result in damage to the person's health or his ability to function.
 - a. usually illegally obtained substance
 - b. taken for a mood altering effect
 - c. could lead to mental and/or physical dependence

Based on these definitions it is safe to say that almost all of us are drug users. In fact, we live in a drug using society. That may be one of the reasons why this country is as progressive as it is. We are able to stay relatively free from disease and this allows more time to be used on tasks.

Further, drug by themselves cannot be classified as good or bad. What is important is how they are utilized - the intent that people have for the specific substance.

Alcohol is a drug that the law allows us to use if we are of legal drinking age. Because of the widespread use of alcoholic beverages, many people do not realize that alcohol is a drug. Specifically, alcohol fits into the depressant category. It effects the central nervous system (the center of the brain that controls judgment, vision, hearing and eventually breathing).

Alcohol was used in the past as a medicine, as an anesthetic (something used to deaden feelings in the body). But there are better medicines today. Alcohol is now used chiefly as a drink in social settings.

Alcohol is high in calories. But alcohol does not have body building nutrients in it. People who drink a lot of alcohol and eat little food suffer from malnutrition.

Alcohol is not digested in the same way food is. It does not have to be broken down into basic nutrients. But once it enters the stomach, it goes directly into the blood stream, especially if little or no food is present in the stomach. Because our blood circulates the body approximately every 30 seconds, the effects of alcohol are reached very quickly.

Blood alcohol level, or BAL as it is abbreviated, is the measurement of alcohol in the system or the measurable stages of intoxication. There are many reasons why it is important for us to understand what BAL is. But first let

us look at how BAL is determined. The factors that affect BAL are: 1) weight and body size, 2) number of drinks consumed in a period of time, and 3) percentage of alcohol in those drinks.

Figure 1

Body Weight	Drinks											
	1	2	3	4	5	6	7	8	9	10	11	12
100 lbs.	.038	.076	.113	.150	.188	.225	.263	.300	.338	.375	.413	.450
120 lbs.	.031	.063	.094	.125	.156	.188	.219	.250	.281	.313	.344	.375
140 lbs.	.027	.054	.080	.107	.134	.161	.188	.214	.241	.268	.295	.321
160 lbs.	.023	.047	.070	.094	.117	.141	.164	.188	.211	.234	.258	.281
180 lbs.	.021	.042	.063	.083	.104	.125	.146	.167	.188	.208	.229	.250
200 lbs.	.019	.038	.056	.075	.094	.113	.131	.150	.169	.188	.206	.225
220 lbs.	.017	.034	.051	.068	.085	.102	.119	.136	.153	.170	.188	.205
240 lbs.	.016	.031	.047	.063	.078	.094	.109	.125	.141	.156	.172	.188

One drink equals one ounce of 100 proof liquor, twelve ounces of beer, or four ounces of ordinary wine.

Figure 1 displays blood alcohol levels by weight after consuming up to twelve drinks in an hour.

In Minnesota, the legal level of intoxication is .10 BAL. That means if a person driving a motor vehicle has .10 BAL or more, they can be arrested for DWI (Driving While Intoxicated). For a 140 pound individual that would be drinking between 3 and 4 drinks in an hour.

တို့အားမတီထွင်ဘဲအားပြန်အားလုံးကို BAC နှင့်

- ၁) ဝယ်ယူမှု စီမံကိန်းများကို ၁၀၀ ရာခိုင်နှုန်း၊ ၂) အိတ်တီအင်အားထက်အလွန်အမင်း အလွန်အမင်း၊
 ၁၀၀ ရာခိုင်နှုန်း၊ ၃) အစားအသောက်ကို အိတ်တီအင်အားထက်အလွန်အမင်း အလွန်အမင်း၊
 ပြုစုပေးပါ။

Blood Alcohol Levels												
Body weight	1	2	3	4	5	6	7	8	9	10	11	12
100 lbs	.028	.075	.113	.150	.186	.225	.263	.300	.339	.375	.413	.450
120 lbs	.024	.063	.094	.125	.156	.188	.219	.250	.281	.313	.344	.375
140 lbs	.021	.054	.080	.107	.134	.161	.188	.214	.241	.268	.295	.321
160 lbs	.018	.047	.070	.097	.117	.141	.164	.188	.211	.234	.258	.281
180 lbs	.016	.042	.063	.083	.104	.125	.146	.167	.188	.208	.229	.250
200 lbs	.014	.038	.056	.075	.094	.113	.131	.150	.169	.188	.206	.225
220 lbs	.012	.034	.051	.068	.085	.102	.119	.136	.153	.169	.188	.205
240 lbs	.010	.031	.047	.063	.078	.094	.109	.125	.141	.156	.172	.188

အိတ်တီအင်အားသည် အလွန်အမင်း ၀.၀၈ ရှိနေပါက၊ ၀.၀၆ ကျော်ပါက အလွန်အမင်း ၀.၀၄
 ကျော်ပါက အလွန်အမင်း ၀.၀၃

အလွန်အမင်း ၀.၀၂၅ သို့မဟုတ် အလွန်အမင်း ၀.၀၂၅ အောက်တွင် အလွန်အမင်း အလွန်အမင်း
 ၀.၀၂၅ အောက်တွင် အလွန်အမင်း အလွန်အမင်း ၀.၀၂၅ အောက်တွင် အလွန်အမင်း အလွန်အမင်း
 ၀.၀၂၅ အောက်တွင် အလွန်အမင်း အလွန်အမင်း ၀.၀၂၅ အောက်တွင် အလွန်အမင်း အလွန်အမင်း

အလွန်အမင်း ၀.၀၂၅ ကျော်ပါက၊ အလွန်အမင်း ၀.၀၂၅ ကျော်ပါက အလွန်အမင်း ၀.၀၂၅ ကျော်ပါက
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Figure 2

Effects of drinking alcohol

Amount of alcoholic drink taken in a two-hour period			Percent of alcohol in blood (These are average amounts The actual amount depends on the size of the person)	Effects
12-ounce can of beer	5-ounce glass of wine	1½-ounce shot of whiskey, gin, vodka		
1½	1	1	0.025	These effects can be different for different people They can also be different for the same person at different times
3	2	2	0.05	Slight to moderate changes in feelings and behavior, depending on conditions and on the individual
4½	3	3	0.08	Feeling of relaxation and cheerfulness Behavior is less restrained Judgment is affected
6	4	4	0.10	Movements become clumsy Walking is unsteady Speech and eyesight are blurred. Reaction time is slowed down
7½	5	5	0.15	Person is legally classed as drunk Stagger and loses balance "Sees double" May become noisy or gloomy Acts drunk
9	6	6	0.20	Becomes dizzy Is unable to stand or walk Vomits
12	8	8	0.25	Loses consciousness ("passes out").
15	10	10	0.35	Deep unconsciousness, leading to...
25	15	15	0.50	Death

Figure 2 gives a brief description of individuals at various blood alcohol levels. The depressant effects of alcohol can be fatal. Drinking too much can cause the breathing center of the brain to stop working.

Many teenagers and adults drink alcohol. Many do not. Whether you choose to drink is up to you. In fact, you may frequently have to decide whether to drink and how much to drink. Even if you decide never to drink, you will be making such decisions as to whether to attend a party where alcohol is served and whether to offer alcohol to your guests.

Here are some thoughts that might help with some decisions: 1) most teenagers and adults like to drink because they feel alcohol helps them to enjoy themselves, relax, and share good times, 2) many Americans (about one-quarter) choose not to drink because they just are not interested in alcohol; drinking does not help them to feel good or drinking is against their religion, 3) there is strong evidence that excessive drinking has permanent harmful effects on the body. A significant number of teenagers and several million adults drink too much and have a variety of problems as a result.

It has been estimated that there are about 10 million alcoholics in the United States. The American Medical Association defines alcoholism as an illness that involves persistent and excessive use of alcohol. Alcoholism is a form of chemical dependency - the drug of choice or the drug that the alcoholic is primarily dependent on is alcohol.

There are certain characteristics of alcoholism and chemical dependency that allow it to be classified as a disease.

Handwritten text in Devanagari script, likely a list or set of instructions. It includes numbers and various characters.

1) Handwritten text starting with the number 1, containing several lines of script.

2) Handwritten text starting with the number 2, containing several lines of script.

3) Handwritten text starting with the number 3, containing several lines of script.

4) Handwritten text starting with the number 4, containing several lines of script.

5) Handwritten text starting with the number 5, containing several lines of script.

6) Handwritten text starting with the number 6, containing several lines of script.



1. It has symptoms that can be described. Unlike what you might first think, the symptoms are not that the person drinks a lot. But rather what happens to him when he does drink. What seems to be important as a symptom is that when an alcoholic drinks he gets into trouble as a result of his drinking. Whether it be trouble with family or friends, trouble at work or school, or trouble with the law. And when the connection is made that alcohol may be the problem the individual cannot stop drinking.
2. Alcoholism is predictable and progressive as it runs its course. If the disease is allowed to run its course, it will only get worse. A person will not get better automatically. (See Feeling chart at the end of this lesson).
3. It is the primary problem. Often alcoholics will try to make excuses for their drinking. For example, the alcoholic may say that he is drinking because he is being pressured at work, when in reality he is probably being pressured at work because of his drinking. His drinking is the primary problem. Additionally, the alcoholic begins to believe that they have every right to drink - he just is not being understood. This is a "sincere delusion" that the alcoholic creates for himself.

4. Alcoholism is a treatable but not curable disease. It is treatable. It cannot be cured in the sense that the alcoholic could resume moderate drinking. Instead, the alcoholic must stop drinking completely. The general aim of the various treatments available for alcoholics is to stop the diseases' progress. In addition, the treatment facility's concern is to assist the dependent to live without alcohol. There are treatment facilities in Rochester not only for the dependent person, but also for the dependents family.

Alcoholism is called a family illness. This means that other family members living with the alcoholic, experience difficulty coping. For example, some people when drinking become quarrelsome and even violent toward other family members. Child abuse and wife beating can occur when a person has been drinking.

There are groups designed to benefit people who are close to an alcoholic. Al-Anon is a group that consists of wives, husbands, and other relatives of alcoholics. Alateen, another group, is made up of teenaged individuals who are living with an alcoholic. These groups try to provide members with an understanding of the problem of alcoholism.

5. The disease of alcoholism is fatal. If a person does not get treatment he will die. Death may

occur as a result of an overdose, accident caused while drinking, suicide, or long term physical damage to the body.

Handwritten text in a non-Latin script, possibly Indic or Southeast Asian, consisting of several lines of characters.

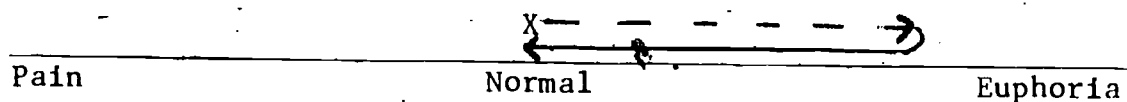
Feeling Chart

Because alcohol is a mood altering chemical we should understand the impact this can have on us. There are three areas of feelings:

Phase I: Learns Mood Swing

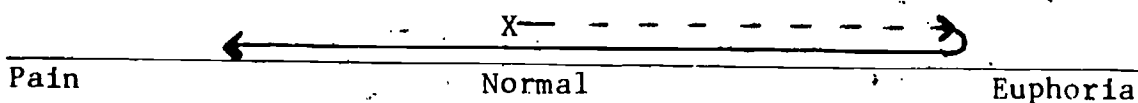
Pain
Normal
Euphoria

When we first start drinking alcohol it may take us from a normal position to a state of euphoria.



After the effects of the alcohol wear off the person at Phase I always returns to normal. During the phase the person develops a trust relationship with alcohol. He learns that the mood works every time.

Phase II: Seeks Mood Swing



On the feeling chart drinking starts at the normal position and moves toward euphoria and returns to normal but sometimes moves into the painful area (first hangovers) but there is no emotional price for the behavior that accompanies the drinking. (It was worth it).

1. Can control drinking and uses it appropriately.
2. Becomes mildly habituated.

ကလေးတို့၏ အားပေးခြင်း

၁၉၅၁ ခု၊ ဇူလိုင်လ ၁၅ ရက်
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၁၉၅၁ ခု၊ ဇူလိုင်လ ၁၅ ရက်
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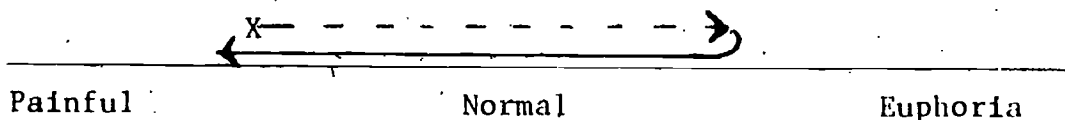
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၁၉၅၁ ခု၊ ဇူလိုင်လ ၁၅ ရက်



3. Pays no emotional cost for the behavior which accompanies the drinking.

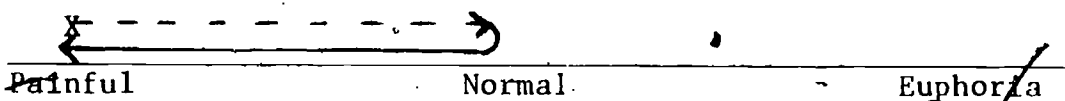
Phase III: Harmful Dependency



On the feeling chart drinking begins to start in the painful area and it takes increasing amounts to get to the euphoria area. There is an emotional price for the behavior which accompanies the drinking.

1. Changing life style and behavior patterns.
2. Growing concern for the use of alcohol. Thinks more and more about drinking.
3. Tolerance to alcohol develops. It takes more to get same effect.
4. It becomes very difficult for the victims to see their true behavior.

Phase IV: Impaired Judgment



On the feeling chart drinking starts in the painful area and moves only to the normal position.

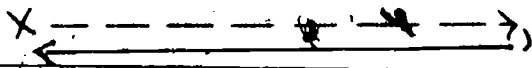
1. Three day hangovers. Drinks to feel normal.
2. Many physical problems. Specifically, emotionally, and psychologically sick.
3. Emotional distress.
4. Death.

3. ਗਲਬਣੀਆਂ ਦੀਆਂ ਖੋਜਾਂ ਸਮਝਾਉਣ ਲਈ

ਸਮਝਾਉਣ ਲਈ

23

ਗਲਬਣੀਆਂ



ਗਲਬਣੀਆਂ

ਸਮਝਾਉਣ

ਸੁਖਦੁਰਘੋਸ਼

ਗਲਬਣੀਆਂ ਦੀਆਂ ਖੋਜਾਂ ਸਮਝਾਉਣ ਲਈ ਗਲਬਣੀਆਂ ਦੀਆਂ ਖੋਜਾਂ ਸਮਝਾਉਣ ਲਈ

ਸੁਖਦੁਰਘੋਸ਼ (euphoria) ਦੀ ਖੋਜ ਸਮਝਾਉਣ ਲਈ

ਗਲਬਣੀਆਂ ਦੀਆਂ ਖੋਜਾਂ ਸਮਝਾਉਣ ਲਈ

1. ਗਲਬਣੀਆਂ ਦੀਆਂ ਖੋਜਾਂ ਸਮਝਾਉਣ ਲਈ

2. ਗਲਬਣੀਆਂ ਦੀਆਂ ਖੋਜਾਂ ਸਮਝਾਉਣ ਲਈ

ਗਲਬਣੀਆਂ ਦੀਆਂ ਖੋਜਾਂ ਸਮਝਾਉਣ ਲਈ

3. ਗਲਬਣੀਆਂ ਦੀਆਂ ਖੋਜਾਂ ਸਮਝਾਉਣ ਲਈ

ਗਲਬਣੀਆਂ ਦੀਆਂ ਖੋਜਾਂ ਸਮਝਾਉਣ ਲਈ

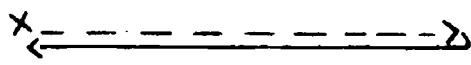
4. ਗਲਬਣੀਆਂ ਦੀਆਂ ਖੋਜਾਂ ਸਮਝਾਉਣ ਲਈ

ਗਲਬਣੀਆਂ ਦੀਆਂ ਖੋਜਾਂ ਸਮਝਾਉਣ ਲਈ

23

ਗਲਬਣੀਆਂ

ਸਮਝਾਉਣ ਲਈ



ਗਲਬਣੀਆਂ

ਸਮਝਾਉਣ

ਸੁਖਦੁਰਘੋਸ਼

ਗਲਬਣੀਆਂ ਦੀਆਂ ਖੋਜਾਂ ਸਮਝਾਉਣ ਲਈ ਗਲਬਣੀਆਂ ਦੀਆਂ ਖੋਜਾਂ ਸਮਝਾਉਣ ਲਈ

ਗਲਬਣੀਆਂ ਦੀਆਂ ਖੋਜਾਂ ਸਮਝਾਉਣ ਲਈ

1. ਗਲਬਣੀਆਂ ਦੀਆਂ ਖੋਜਾਂ ਸਮਝਾਉਣ ਲਈ

2. ਗਲਬਣੀਆਂ ਦੀਆਂ ਖੋਜਾਂ ਸਮਝਾਉਣ ਲਈ

ਗਲਬਣੀਆਂ ਦੀਆਂ ਖੋਜਾਂ ਸਮਝਾਉਣ ਲਈ

3. ਗਲਬਣੀਆਂ ਦੀਆਂ ਖੋਜਾਂ ਸਮਝਾਉਣ ਲਈ

4. ਗਲਬਣੀਆਂ ਦੀਆਂ ਖੋਜਾਂ ਸਮਝਾਉਣ ਲਈ

ਅੰਗਰੇਜ਼ੀ ਵਿਗਿਆਨ

ਅੰਗਰੇਜ਼ੀ ਵਿਗਿਆਨ ਵਿੱਚ ਕੁਝ ਮਹੱਤਵਪੂਰਨ ਘਟਨਾਵਾਂ ਹੋਈਆਂ ਹਨ।
ਜਿਵੇਂ ਕਿ 1687 ਵਿੱਚ ਆਈਜ਼ੈਕ ਨਿਊਟਨ ਨੇ ਗੁਰੂਤਵ ਬਾਰੇ ਆਪਣੀ ਥਿਓਰੀ ਪੇਸ਼ ਕੀਤੀ।
ਜਿਸ ਨੇ ਆਪਣੇ ਸਮੇਂ ਦੇ ਵਿਗਿਆਨਕ ਚਿੰਤਨ ਨੂੰ ਬਦਲ ਦਿੱਤਾ।
ਉਸੇ ਸਮੇਂ ਵਿਗਿਆਨੀਆਂ ਨੇ ਪੈਦਾਵਾਰੀ ਵਿਗਿਆਨ ਵਿੱਚ ਵੀ ਕਾਰਜ ਕੀਤਾ।
ਜਿਸ ਨੇ ਜੀਵਾਂ ਦੇ ਵਿਕਾਸ ਬਾਰੇ ਸਾਨੂੰ ਸਮਝਣ ਵਿੱਚ ਮਦਦ ਕੀਤੀ।
1859 ਵਿੱਚ ਚਾਰਲਸ ਡਾਰਵਿਨ ਨੇ ਆਪਣੀ ਥਿਓਰੀ ਪੇਸ਼ ਕੀਤੀ।
ਜਿਸ ਨੇ ਜੀਵਾਂ ਦੇ ਵਿਕਾਸ ਬਾਰੇ ਸਾਨੂੰ ਸਮਝਣ ਵਿੱਚ ਮਦਦ ਕੀਤੀ।
ਉਸੇ ਸਮੇਂ ਵਿਗਿਆਨੀਆਂ ਨੇ ਪੈਦਾਵਾਰੀ ਵਿਗਿਆਨ ਵਿੱਚ ਵੀ ਕਾਰਜ ਕੀਤਾ।
ਜਿਸ ਨੇ ਜੀਵਾਂ ਦੇ ਵਿਕਾਸ ਬਾਰੇ ਸਾਨੂੰ ਸਮਝਣ ਵਿੱਚ ਮਦਦ ਕੀਤੀ।
1859 ਵਿੱਚ ਚਾਰਲਸ ਡਾਰਵਿਨ ਨੇ ਆਪਣੀ ਥਿਓਰੀ ਪੇਸ਼ ਕੀਤੀ।
ਜਿਸ ਨੇ ਜੀਵਾਂ ਦੇ ਵਿਕਾਸ ਬਾਰੇ ਸਾਨੂੰ ਸਮਝਣ ਵਿੱਚ ਮਦਦ ਕੀਤੀ।
ਉਸੇ ਸਮੇਂ ਵਿਗਿਆਨੀਆਂ ਨੇ ਪੈਦਾਵਾਰੀ ਵਿਗਿਆਨ ਵਿੱਚ ਵੀ ਕਾਰਜ ਕੀਤਾ।
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having a prejudice.

Some examples of stereotyping can be illustrated in these statements.

"It's not right for men to do housework."

"Women have no aptitude for math or mechanical work."

"It's wrong for a man to cry. Men must not give way to deep feelings."

"Women ought to spend most of their time taking care of a home and children."

Many of the old stereotypes are breaking down. Men are helping with household tasks. Women are working as police officers, mechanics, engineers, etc. Girls on a large scale are taking part in athletics. More and more people are recognizing the need for boys and girls alike to express openly their emotions, including crying.

All of these changes do not effect our maleness or femaleness. What is very important is that each person feel good about themselves as a man or woman.

Handwritten text in Devanagari script, consisting of several lines of prose or verse.

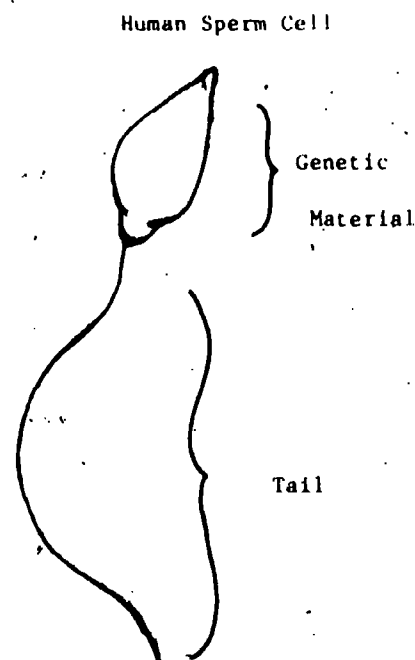
Handwritten text in Devanagari script, consisting of several lines of prose or verse.

Handwritten text in Devanagari script, consisting of several lines of prose or verse.

Physical maturation takes place during a period of life called puberty. During this time the reproductive system matures. This process of physical and sexual maturing takes place in boys and girls just before the teen years or during the early teens. Usually girls will begin the process of sexual maturing a year or two earlier than boys. But the timing varies among individuals.

In the male, changes that are noticeable at puberty are: wider shoulders, a height increase, muscles that become more defined (larger, more observable), facial hair, a deepening of the voice, etc. In girls, the noticeable changes are: breast development, hips become fuller and wider, menstruation begins, etc. Many of the physical changes that take place during puberty are controlled by hormones. Hormones are powerful chemicals that the body produces in the testes.

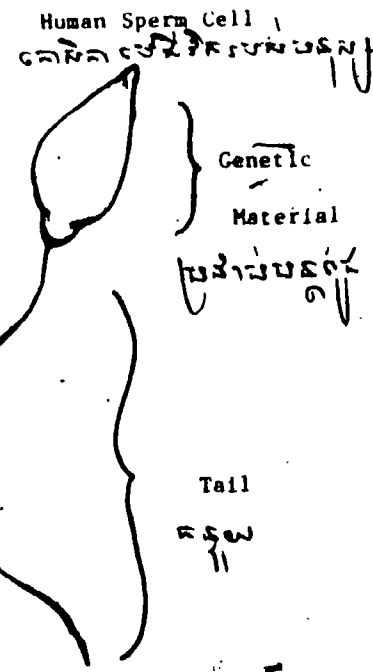
During puberty the male reproductive organs or testes, begin producing sperm cells. Sperm cells are the reproductive cells of the male. These sperm cells are produced by the millions in tiny tubes within the testes. Human sperm are very small. Each sperm cell has a tiny head and a thin, whiplike tail. Sperm cells move by lashing their tails back and forth. Each sperm carries genetic materials. The genetic material is the man's half of the new individual.



Handwritten text at the top of the page, likely serving as an introduction or title for the notes on the human sperm cell.

Handwritten text in the middle section, providing detailed notes on the biological characteristics and components of a human sperm cell.

Handwritten text at the bottom of the page, concluding the notes or providing additional observations.



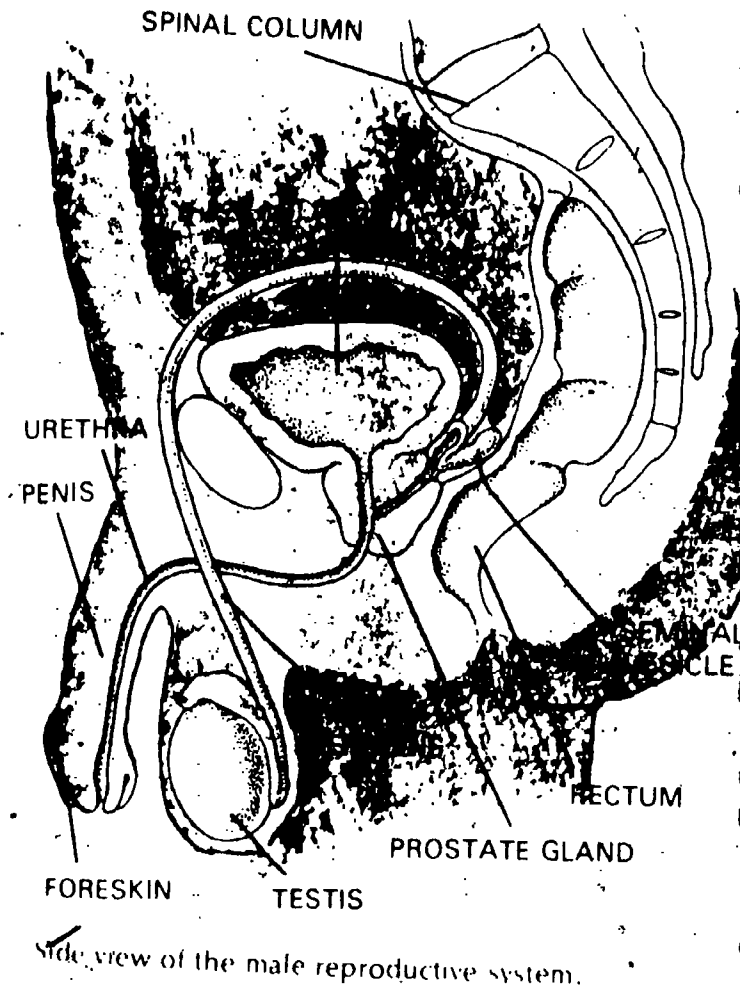
The majority of the male reproductive system is outside the body. Some of those organs and their location are shown in the diagram.

The penis is made of spongy tissue within which are many small blood vessels. A tube called the urethra passes through the center of the penis. The urethra has an opening at the tip of the penis. The other end of the urethra connects with the bladder, where the body stores urine. Urine passes out of the body through the urethra.

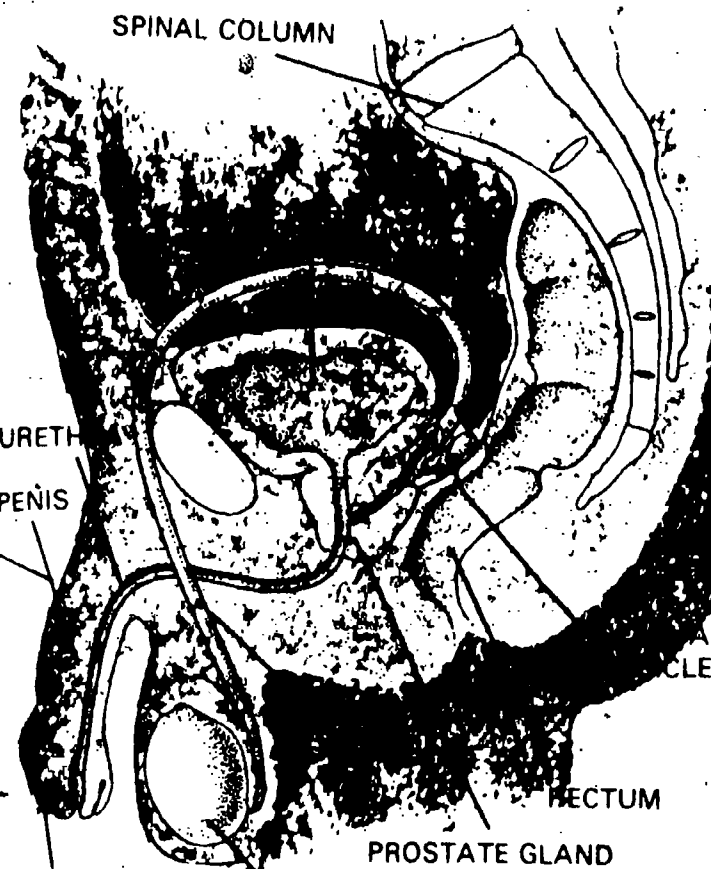
The testes are a pair of oval glands located in an area called the scrotum. The scrotum is a soft covering of skin that is directly behind the penis.

Sperm produced in the testes pass through a tube called the vas deferens back into an area inside the body. This area is called the seminal vesicle. Within the seminal vesicle, the sperm are combined with other material to form what is called seminal fluid. This additional material comes from the prostate gland. The seminal fluid leaves the body by way of the urethra.

When a boy is born, a fold of skin covers the tip of the



1. Urethra (urethra) යනු
 2. Penis (penis) යනු
 3. Prostate gland (prostate gland) යනු
 4. Seminal vesicle (seminal vesicle) යනු
 5. Testis (testis) යනු
 6. Foreskin (foreskin) යනු
 7. Rectum (rectum) යනු
 8. Spinal column (spinal column) යනු



Side view of the male reproductive system.

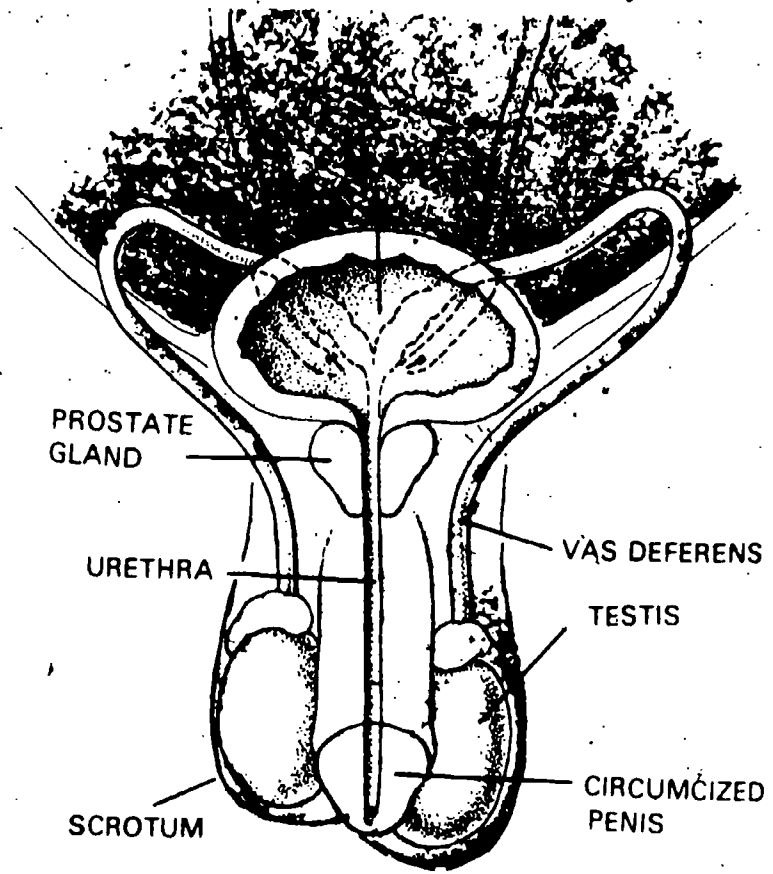
1. Urethra (urethra) යනු
 2. Penis (penis) යනු
 3. Prostate gland (prostate gland) යනු
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1. Urethra (urethra) යනු
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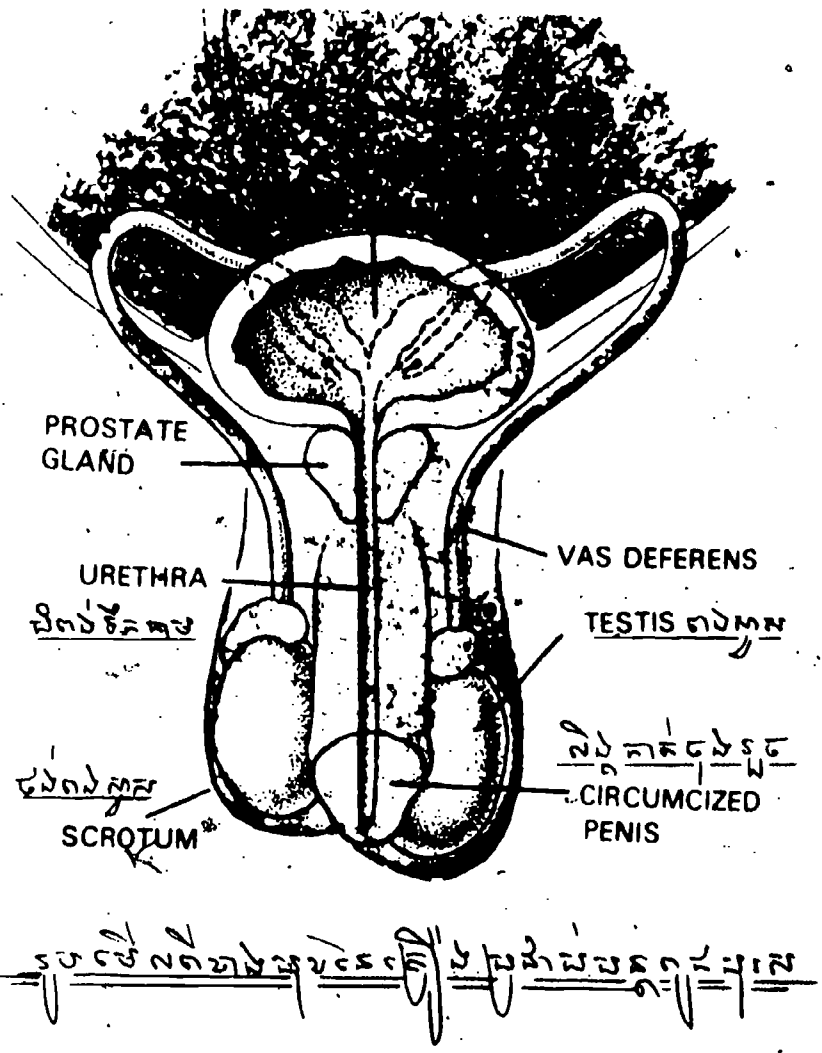
penis. This piece of skin is called the foreskin. It can be removed by a simple operation. This is usually done when a baby boy is a few days old. The operation is called a circumcision.

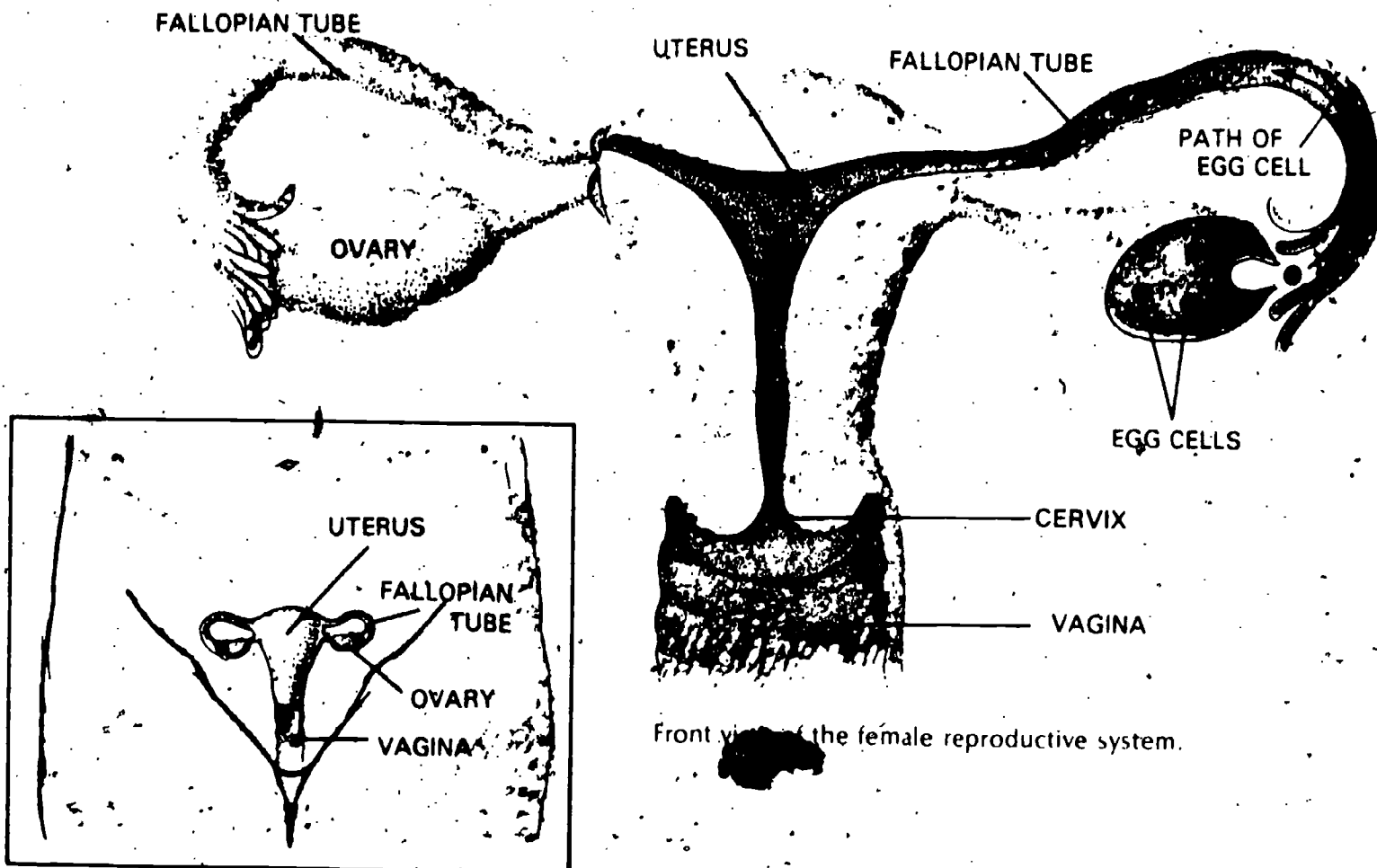
A man or boy who is not circumcised should push back the foreskin to clean the tip of the penis when he takes a bath or shower. This will prevent soreness and possible infection.



Front view of the male reproductive system.

၁။ အောက်ဖော်ပြပါ အင်္ဂါများကို ဖော်ပြပါ။
 ၂။ အင်္ဂါများ၏ ဖွဲ့စည်းပုံကို ဖော်ပြပါ။
 ၃။ အင်္ဂါများ၏ ဖွဲ့စည်းပုံကို ဖော်ပြပါ။
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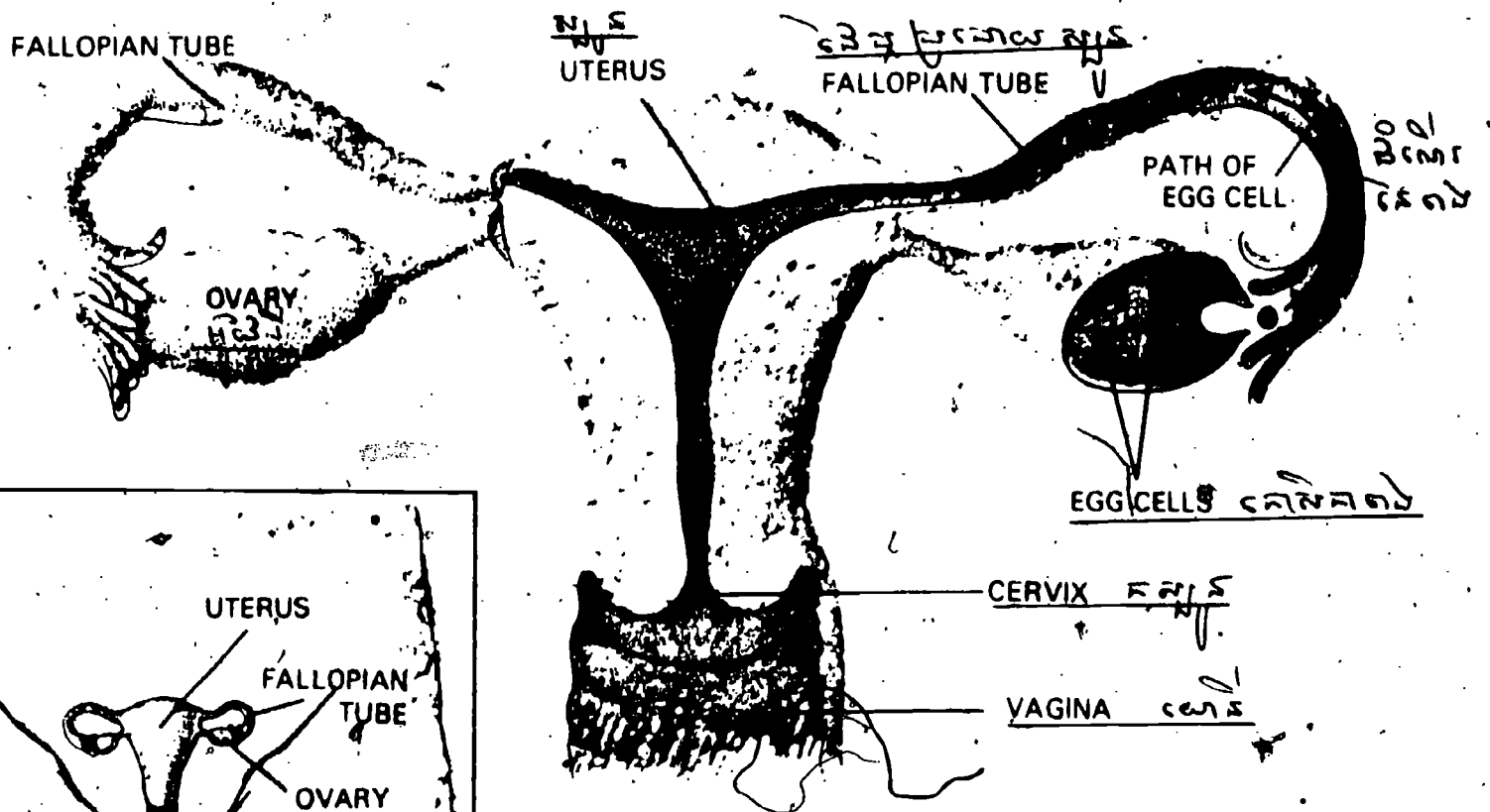


The female reproductive system has four main parts. They are the ovaries, the Fallopian tubes, the uterus, and the vagina.

The ovaries are a pair of organs inside the body, at about the level of the hips. Each ovary is about the size of a small plum. The ovaries are where egg cells or ovum are matured. The ovum is the female sex cell. Each egg carries the genetic material that the woman offers the new individual if it is united with a sperm cell.

When a girl is born, all of her egg cells are already in the ovaries. The egg cells do not mature until shortly after puberty starts. Usually only one egg cell (ovum) will mature approximately each month.

နို့တိုက်မှုစနစ်နှင့် မိသားစုစီမံကိန်း



Front view of the female reproductive system.

မိသားစုစီမံကိန်းနှင့် နို့တိုက်မှုစနစ်

မိသားစုစီမံကိန်းနှင့် နို့တိုက်မှုစနစ်

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မိသားစုစီမံကိန်းနှင့် နို့တိုက်မှုစနစ်



Between the ovaries is the uterus. The uterus is a hollow organ with thick walls made of muscles that are very elastic. It is inside the uterus that a baby develops before it is born.

From each side of the uterus a Fallopian tube reaches toward one of the ovaries. Each Fallopian tube has an opening like a funnel near the ovary. The Fallopian tubes are not connected to the ovaries, but they are connected to the uterus. Egg cells can leave the ovaries and enter the funnels of the Fallopian tubes. The egg cell can then be moved through the tubes into the uterus.

At the lower end of the uterus is the vagina. The vagina is also called the birth canal. This is the passageway from the uterus to the outside of the body. The narrow opening of the uterus into the vagina is called the cervix.

Handwritten text in a non-Latin script, possibly Indic, with various symbols and markings. The text is arranged in several lines, with some characters appearing to be numbers or specific symbols. The script is dense and difficult to decipher without context.

As mentioned earlier, one characteristic of puberty for girls is menstruation. Menstruation is an ongoing activity that continues once it begins at puberty, until a woman reaches menopause. Menopause is usually reached at 45-50 years of age. When menopause is reached a woman will stop maturing eggs in the ovaries and she will also stop menstruating.

The length of the menstrual cycle may vary normally from 23-31 days. But most cycles are about 28 days in length. The menstrual cycle is made up of three major parts. First, the extra layer of blood and tissue breaks down and passes out of the body through the vagina. This is called menstrual flow and it lasts anywhere from three to seven days. Second, an egg cell matures in the ovary and is expelled into the Fallopian tube. This is called ovulation and usually takes place during the middle of the menstrual cycle (approximately on day 13, 14, or 15 of a 28 day cycle). The third part of the cycle is the gradual building up of the uterine lining. The extra layer of material builds up during the middle two weeks of the cycle. The extra layer is produced as a place for a fertilized egg cell to grow and develop. A fertilized egg cell is one that has joined with a sperm cell.

Usually the egg does not get fertilized. Then the extra layer of blood and tissue break down and pass out of the body through the vagina. The unfertilized egg breaks down and leaves the body the same way.

Menstruation usually starts between the age of 10 and 14 years of age. But it can start earlier or later. For a while after menstruation begins, the length of time between cycles may vary. But after a while, a regular cycle sets in.

Sometimes the process of menstruation is interrupted. That means a woman will not have menstrual flow. Things that might interrupt the process of menstruation are illness, significant loss of weight, or pregnancy.

Pregnancy will interrupt the menstrual cycle for approximately nine months. In fact, it is the omission of the menstrual flow that may be the first clue to a pregnancy. If there is a possibility that a pregnancy has occurred, a woman should go to a doctor for a pregnancy test. A doctor can determine if there is a pregnancy two weeks after the missed menstrual flow by taking a urine specimen.

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Conception

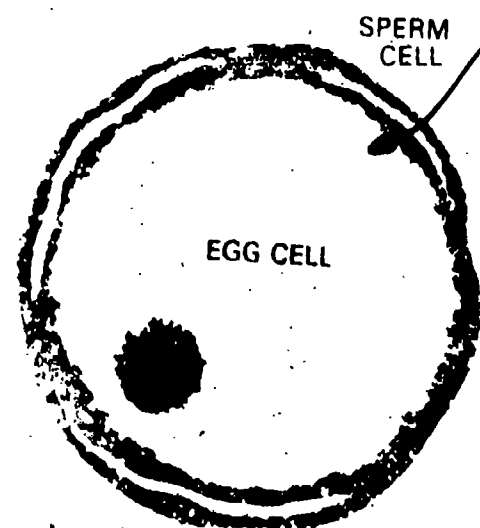
Conception is defined as the union of the ovum's genetic material with the sperm's genetic material. In order for conception to take place the sperm cells from the man must come in contact with the egg cell shortly after ovulation.

Once an ovum or egg cell is expelled from the ovary, it will accept a sperm cell for only a 12-24 hour period. Sperm cells will be active out of the male's body for a 48-72 hour period. Therefore, there is some element of timing that must be achieved in order for conception to take place.

A man will ejaculate millions of sperm during sexual intercourse into a woman's vagina. These sperm cells will become active by lashing their tails back and forth and begin the process of moving into the uterus, into the Fallopian tubes, towards the ovum.

Even though there are millions of sperm cells in the seminal fluid, only one sperm can enter the egg cell and combine with it. After a while, all the others become inactive. They are then absorbed by the surrounding body tissues.

The fertilized egg (union of egg cell and sperm cell) is called a zygote. The zygote has 46 chromosomes - 23 from the egg cell and 23 from the sperm cell. Chromosomes carry instructions that control how and what the baby will develop into.



ការពងពូជសត្វ និង ពងសត្វ បង្កើនភេទ

ការពងពូជសត្វ

ការពងពូជសត្វ គឺជា ការបង្កើត ពងសត្វ ពី កោសិកា មេដុំ ដែល មាន ចំនួន ក្រូម៉ូសូម ដូចគ្នា ជាមួយ កោសិកា មេដុំ ដើម ។ ក្រុម ជីវិត ដែល មាន ការពងពូជសត្វ គឺ ក្រុម ត្រីណូមីតូស៊ីស ។ ក្រុម ជីវិត ដែល មាន ការពងពូជសត្វ គឺ ក្រុម មីយ៉ូស៊ីស ។

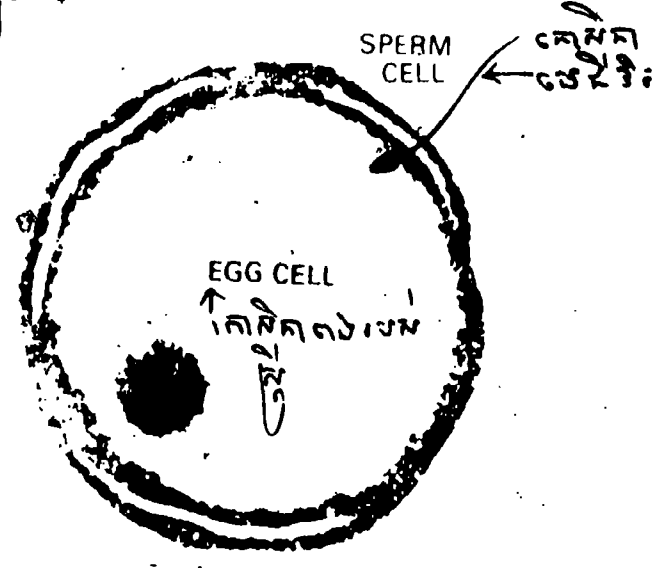
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ការពងពូជសត្វ ក្រុម ត្រីណូមីតូស៊ីស គឺ មាន លក្ខណៈ ដូចគ្នា ជាមួយ ការពងពូជសត្វ ក្រុម មីយ៉ូស៊ីស គឺ មាន លក្ខណៈ ខុសគ្នា ។ ក្រុម ជីវិត ដែល មាន ការពងពូជសត្វ គឺ ក្រុម មីយ៉ូស៊ីស គឺ មាន លក្ខណៈ ខុសគ្នា ពី ក្រុម ត្រីណូមីតូស៊ីស គឺ មាន លក្ខណៈ ដូចគ្នា ជាមួយ ការពងពូជសត្វ ក្រុម មីយ៉ូស៊ីស ។

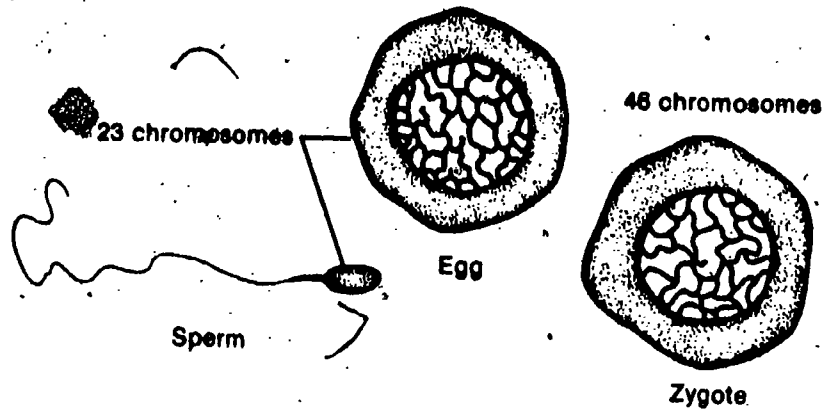
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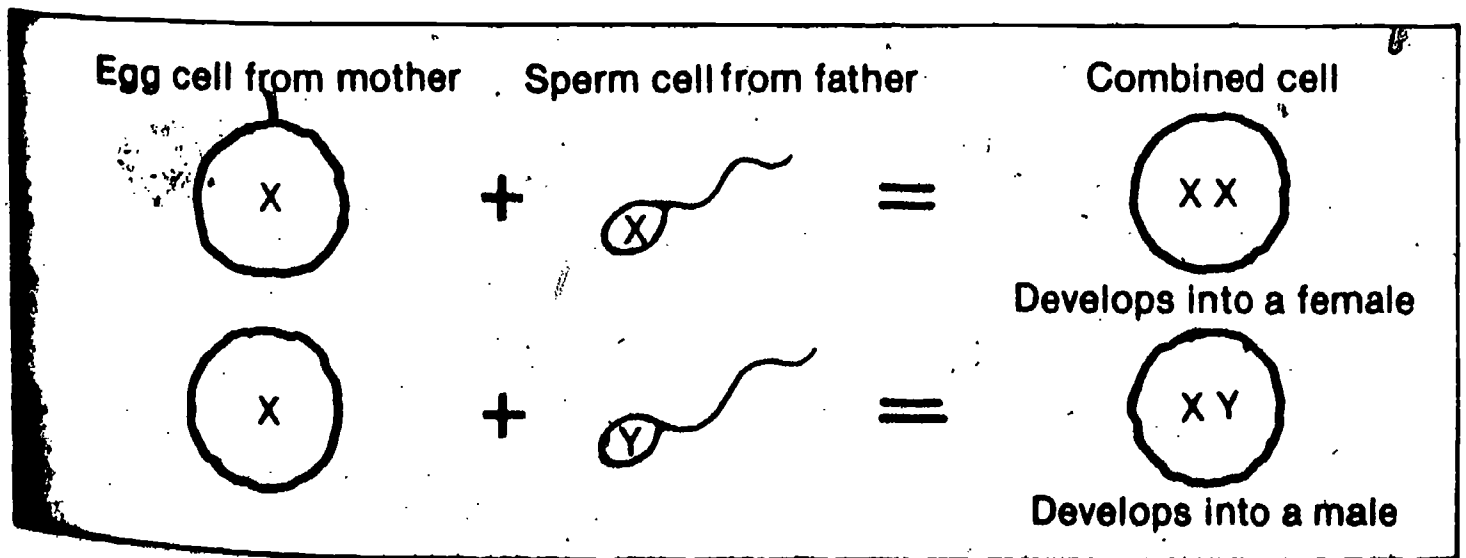
• ကေလိတံဂံပဝေ-တေဗြတိ ကေလိတံပေသံဝိကဝိယုကံ ၇ နိဂိန္ဒုဒ္ဓုဒ္ဓ
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A sperm cell and an egg cell combine to form a zygote.

In each egg cell and in each sperm cell there is one chromosome called a sex chromosome. The combined cell (zygote) after fertilization has two sex chromosomes, one from the egg cell and one from the sperm cell. These two chromosomes determine whether a baby will be a male or female.

A woman's sex chromosome or ovum are all the same. They are X chromosomes. However, a man's produces half X chromosomes (like the woman) and half Y chromosomes. These chromosomes are carried by the sperm cells. When the egg and sperm cells combine they have one sex chromosome from each parent. An X always from the mother and either an X or Y from the father.



It is for this reason that the man or father of the new child is responsible for determining the baby's sex. He has what is called the Y determining factor.

Fetal Development

The fertilized egg (zygote) begins to divide while it is in one of the Fallopian tubes. It becomes a pair of cells (daughter cell stage), then a cluster of four cells, then a cluster of eight, sixteen, and so on.

While this is happening, the group of cells is being moved through the Fallopian tube toward the uterus. Within a few days (about 7) the many celled zygote attaches itself to the lining of the uterus. When this happens, the developing mass of cells is called an embryo (the early stage of development of a new individual).

The embryo continues to grow and change. It remains in the uterus while these changes take place. About nine months after conception it will have become a fully developed human baby.

When conception takes place, the mother's egg cell and the father's sperm cell unite forming a single cell that is half of each parents. The genetic material that each parent offers the new individual is what that individual "inherits" from its parents. These are called the hereditary elements affecting the development of an individual. There are also environmental elements that affect the developing child. We will look at these elements closer in the lesson on birth defects.

A woman with a baby developing within her uterus is pregnant. Pregnancy really begins when the embryo becomes attached to the lining of the uterus.

After the embryo becomes attached to the uterus, the cells begin to change very quickly. Certain cells form a baglike sac. This is called the amniotic sac. It is filled with a water fluid. The developing baby lives and grows in this fluid sac until it is born.

Other cells of the embryo are used to attach the embryo to the uterus. This structure is called the placenta. The placenta is filled with blood vessels and it allows food and oxygen to pass to the developing baby from the mother's system. The placenta is attached to the baby by a cord. It is called the umbilical cord. Waste products from the developing baby pass back through the blood vessels of the placenta into the mother's body.

The chart below shows the changes that take place in the growth of an unborn baby from the time of fertilization until the time the baby is ready to be born.

Development of a Baby Before Birth		
Time	Size (approximate)	Growth and change
1st day	1 cell, an almost invisible speck	Fertilization—egg cell and sperm cell combine.
7 days	Still a very tiny speck	Hollow ball of cells attaches to uterus.
4 weeks	Length: $\frac{1}{2}$ inch (0.6 centimeters)	Heart begins to beat.
2 months	Length: 1 inch (2.5 centimeters)	Arms, legs, brain, and body organs begin to form.
3 months	Length: 3 inches (7.5 centimeters) Weight: $\frac{1}{2}$ ounce (15 grams)	Fingers, toes, and face features have developed. Begins to look like a human being.
4 months	Length: 6 inches (15 centimeters) Weight: 4 ounces (115 grams)	Bones form. Kicks and moves. Mother can feel movements.
5 months	Length: 10 inches (25 centimeters) Weight: 1 pound (0.5 kilograms)	Hair has formed. Can suck its thumb.
6 months	Length: 12 inches (30 centimeters) Weight: 1 $\frac{1}{2}$ pounds (0.7 kilograms)	Eyes are open and can move. Can grasp things with hands.
7 months	Fetus continues to grow and gain weight.	Can live if born at this time, but must have medical help.
8 and 9 months	At birth, baby usually is from 18 to 22 inches (46 to 56 centimeters) long, and weighs from 6 to 8 pounds (2.5 to 3.6 kilograms).	Fat forms on body. Completes development. Baby is born.

3) එහි ස්වභාවය වෙනස් වීමට හේතු වන්නේ ජීවිතයේ විවිධ වෙනස්වීම් හේතු වන බැවිනි.
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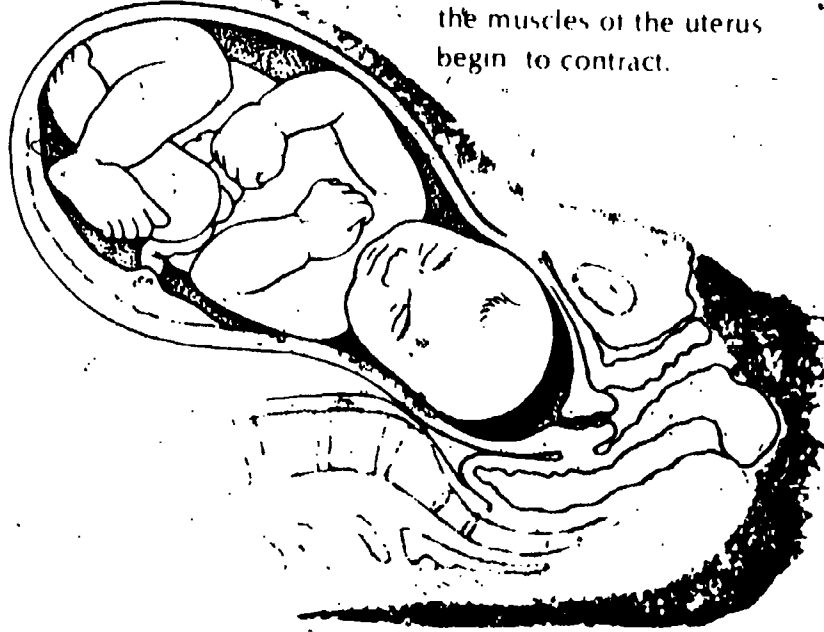
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The Birth Process

A few weeks before birth, most babies are in a head down position in the lower part of the mother's abdomen.

In the early stage of labor, the muscles of the uterus begin to contract.



Birth starts when the muscles in the uterus begin to contract (tighten). The muscles get hard and begin to squeeze and push against the baby. The work of the muscles pushing the baby out of the mother's body is called labor.

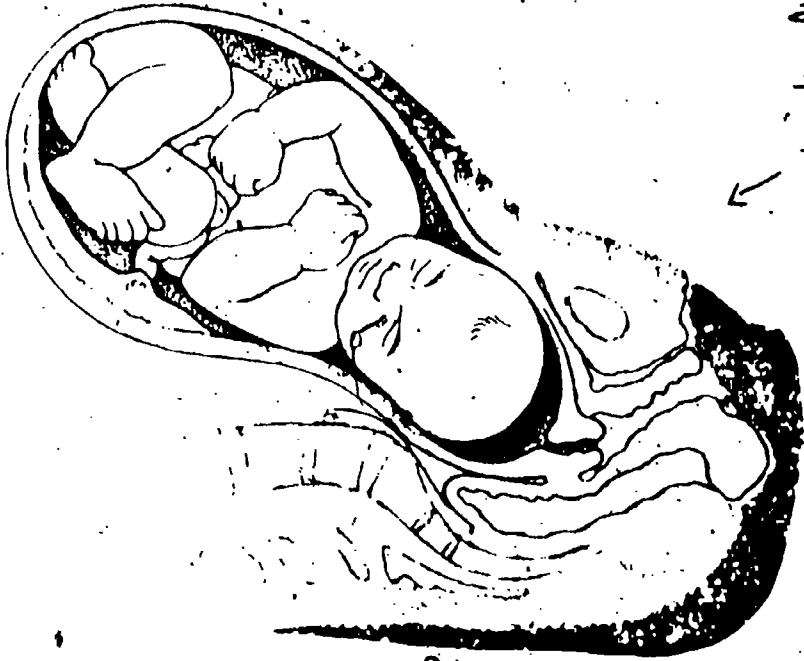
The first contractions are not very hard. They feel like muscle cramps or slight twinges in the lower part of the back. When the mother first feels them, they are usually about 20 minutes apart. Gradually, the contractions become stronger and closer together. Then the work of giving birth really begins.

The birth process or labor is divided into three stages. During the first stage of labor the cervix becomes wider. When the cervix is at its widest, the baby's head will be pushed through it into the birth canal (vagina).

During the second stage of labor, the contractions become stronger. The baby is pushed into the birth canal.

බිංදුවේ ජීවිතයේ දේශිකාව

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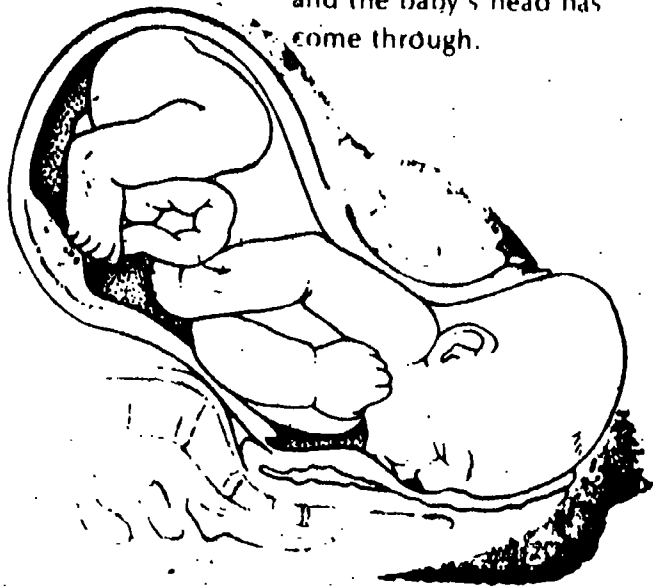


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The cervix has stretched wide,
and the baby's head has
come through.



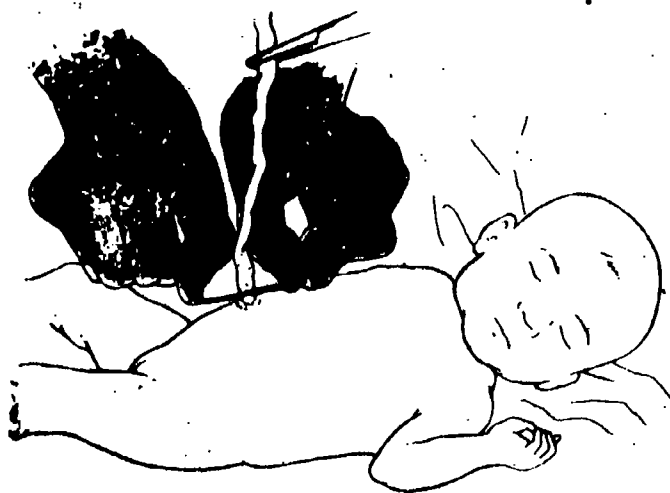
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The walls of the vagina stretch
as the contractions move the baby
along. After a while, the head of
the baby comes through the opening
of the vagina.



The baby continues to come out.
The doctor will hold the baby and
help it along as it leaves the
mother's body.

The baby's head comes through the opening
of the vagina.



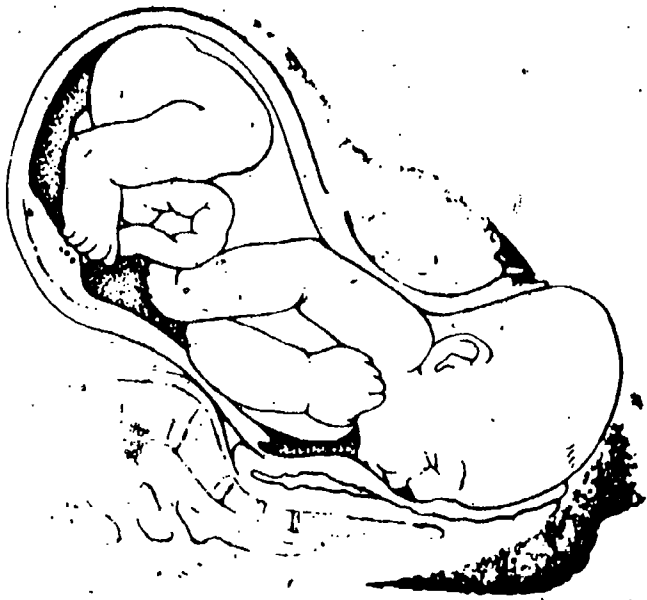
The doctor clamps and ties the umbilical cord before
it is cut.

The baby is born! But it
is still connected to the mother
by the umbilical cord. The
doctor ties or clamps the um-
bilical cord and cuts it off
near the baby's body. There
are no nerves in the umbilical
cord, so cutting it does not

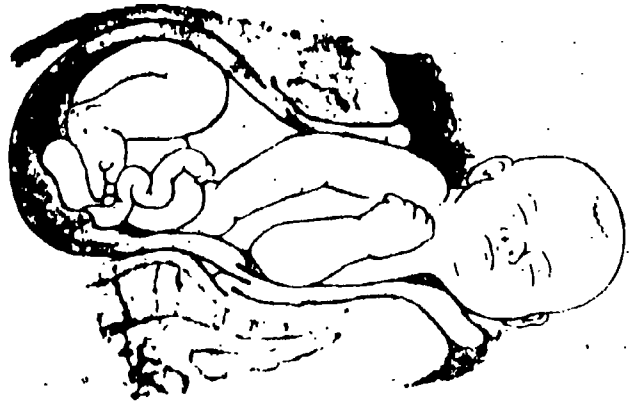
hurt the mother or baby. The place where the umbilical cord is
attached to the baby's body is the navel, or belly button.

During the third stage of labor the uterus continues to
contract for a while. These contractions push out the pla-
centa (afterbirth) and the rest of the umbilical cord. Then

සුදුසු ක්‍රමයක් මගින් දරුවාගේ
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ඉන්ද්‍රිය ක්‍රියා මගින් දරුවා
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 සලසා දිය යුතුය.



ඉන්ද්‍රිය ක්‍රියා මගින් දරුවා
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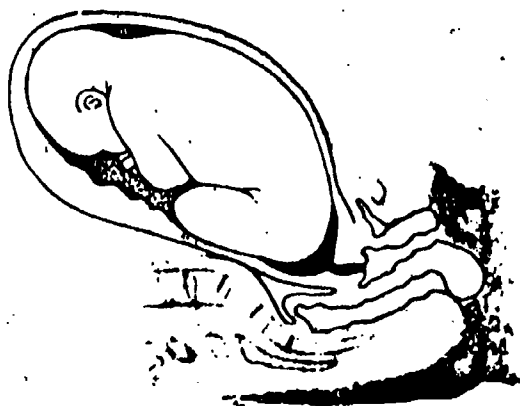


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දරුවාගේ ජීවිතය ආරක්ෂා කළ යුතුය
 මේ සඳහා ඉහත ක්‍රමයන්
 යොදා ගත යුතුය.

දරුවාගේ වර්ධනය වීමට ඉඩ
 සලසා දිය යුතුය. මේ සඳහා
 ඉහත ක්‍රමයන් යොදා ගත
 යුතුය. මේ සඳහා ඉහත
 ක්‍රමයන් යොදා ගත යුතුය.

the contractions stop. Gradually, the uterus will return to its normal size.



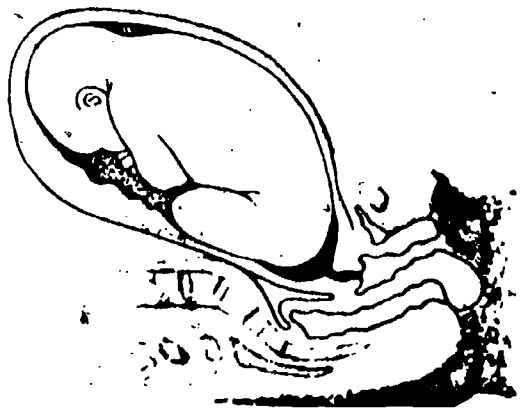
Baby's position in a breech birth.

Most babies are born head first. But sometimes a baby takes a different position in the uterus. It comes into the birth canal and out of the mother's body with its buttocks,

or feet first. This is called a breech birth. A breech birth usually takes longer than a head-first birth. It may need more help from the doctor.

Sometimes a doctor may decide that a regular childbirth would be dangerous for the mother or the child. This may happen if the mother's hip bones are too narrow to let the baby come through. Then the doctor does an operation called a Caesarean section. A cut is made through the mother's abdomen into the uterus. The baby is lifted out. Then the opening in the mother's abdomen is closed.

ප්‍රජාවක් කාල ක්‍රමයෙන් ක්‍ෂීණ වේ 4 ප්‍රජාවක් ග්‍රීක, සුදුසු ක්‍රියාව
 ගොඩ නගා ගත හැකි වීමට මෙහි මුහුණ දීමට 4



ඉහත කාල ක්‍රමයේ මුද්‍රාණයක් දෙස
 ආසන්න වශයෙන් 4 වන අවධිය
 දී: ඉහත ක්‍රමයට අනුකූලව සුදුසු 4
 ව්‍යුහගතවී ඉහත ක්‍රමයට අනුකූලව
 ව්‍යුහගත වී සිටිය යුතුය 4
 ගේ: ගේ ක්‍රමයට අනුකූලව
 ක්‍රමය 4 ක්‍රමයට අනුකූලව
 ගේ: ප්‍රජාවට අනුකූලව ක්‍රමයට

ප්‍රජාවේ ක්‍රමයට අනුකූලව ව්‍යුහගත වීම
ප්‍රජාව

ප්‍රජාව, ඉහත ක්‍රමයට අනුකූලව ව්‍යුහගත වීමට 4
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Approximately three million babies are born in the United States each year. Most of them are strong, healthy, and perfectly formed. However 250,000 babies are born with a birth defect.

A birth defect is defined as any abnormality of body structure or function present at birth. One in 14 children come into this world with a significant mental or physical defect. That is 700 babies a day or an estimated seven percent of all live births.

Of course, some birth defects do not show up until the victim is of school age, in his twenties, or even later in life.

About 20 percent of known birth defects can be traced primarily to hereditary factors. Genetic traits in one or both parents cause a disease or abnormal condition in the child. Another 20 percent or so of birth defects are due to something in the environment of the baby that affects it while it is developing inside the mother. The majority of birth defects, however, are caused by the interaction of hereditary and environmental factors.

Birth defects are often categorized as follows:

1. Malformations present at birth. A body part may be missing, deformed, or duplicated. These are also called structural defects. Many of these problems may be corrected by special devices (leg braces, etc.), physical training, or surgery. Examples from this category would include: cleft lip and or cleft palate (improper closure of the lip and/or roof of the mouth), spinal bifida (bones of the spinal column

fail to enclose the spinal cords), hydrocephalus (swelling of the head), etc.

2. Inborn errors of metabolism. Abnormal body chemistry leads to the inability to produce a needed enzyme, or to carry on essential chemical processes. This may result in mental retardation, disease or severe malfunction of organs, or even death. Examples from this category include: cystic fibrosis (affects the glands that produce mucus and sweat), muscular dystrophy (results in weakening muscles and progressive disability), Phenylketonuria (abbreviated PKU, the inability to digest the protein found in milk - if undiagnosed-results in mental retardation), etc.
3. Blood diseases. Faulty body chemistry can be the result of missing or malfunctioning blood components. For example: sickle cell anemia causes painful swellings to the afflicted child, as well as, sometimes causing mental retardation. Hemophilia results from the lack of a blood clotting factor, so even minor cuts produce life-threatening bleeding.
4. Chromosomal abnormalities. All normal human cells, except the reproductive cells, contain 46 chromosomes. At conception each parent provides one reproductive cell with 23 chromosomes to create a new life. Chromosomal abnormalities can occur from a "bad" gene inherited from one or both parents. Down's syndrome, formerly called mongolism is an example of this.
5. Perinatal high-risk conditions. Very low birth weight (less than 4 pounds, 6 ounces) is associated with a higher death rate because of problems in breathing, heart function, di-

2. កំហុសកំណើតចេញមកពីមុន: ដំបូងនឹងមានការរៀនចំណេះដឹង
 តិច អាចបើកភ្នែកមើលបាន អាចប្រើប្រាស់ ឬ ដំណើរការសេចក្តី គ្រិក
 របស់កំរិត អង្គចិត្ត ១ ២ ៣ ៤ ៥ ៦ ៧ ៨ ៩ ១០ ១១ ១២ ១៣ ១៤ ១៥ ១៦ ១៧ ១៨ ១៩ ២០
 (គំនិត ក្រាម ប្រាកដ យ៉ាងណា) , មាន រូប ឬ ខ្លួន ប្រឡង រោគ
 ប្រយោជន៍ រោគ បញ្ហា ឬ រោគ ខ្លួន ១ ២ ៣ ៤ ៥ ៦ ៧ ៨ ៩ ១០ ១១ ១២
 បញ្ហា ១២ ១៣ ១៤ ១៥ : Cystic fibrosis (ជំងឺ គ្រុធាតុ)
 បញ្ហា ១៦ ១៧ ១៨ ១៩ ២០ ២១ (រោគ បញ្ហា) , រោគ ខ្លួន បញ្ហា ២២
 (រោគ បញ្ហា គ្រុធាតុ រោគ ខ្លួន ដំបូង រោគ បញ្ហា ២៣ ២៤)
 Phenylketonuria PKU មាន ការ បំប្លែង ភារិក យ៉ាង ខ្លាំង
 ខ្លាំង បំផុត : (អាហារ ដំបូង គ្រី តែ ចុះ ចូល ចិត្ត) ១
 ជំងឺ គ្រុធាតុ គ្រុធាតុ ឬ រោគ បញ្ហា រោគ ខ្លួន អាច គ្រុធាតុ យ៉ាង
 ខ្លាំង បំផុត គ្រី តែ ចុះ ចូល ចិត្ត ១ ២ ៣

3. ជំងឺ គ្រុធាតុ: ដំបូង នឹង មាន ការ រៀន ចំណេះ ដឹង តិច ណាស់ អាច បញ្ហា
 គ្រុធាតុ យ៉ាង ខ្លាំង រោគ បញ្ហា ១២ ១៣ ១៤ ១៥ : រោគ បញ្ហា ១៦ ១៧ ១៨ ១៩ ២០ ២១
 រោគ បញ្ហា (blood Components) ១ ២៣ : គ្រុធាតុ គ្រុធាតុ
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 ២១ ២២ ២៣ ២៤ ២៥ ២៦ ២៧ ២៨ ២៩ ៣០ ៣១ :
 បញ្ហា ១២ ១៣ ១៤ ១៥ ១៦ ១៧ ១៨ ១៩ ២០ ២១ ២២ ២៣ ២៤ ២៥ ២៦ ២៧ ២៨ ២៩ ៣០ ៣១

4. កម្មវិធី បំប្លែង: គ្រប់ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ
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 ២៣ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ
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 Down's syndrome គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ
 1. mongolism ១

5. Perinatal high-risk Conditions
 រោគ បញ្ហា គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ គ្រុធាតុ
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gestion, etc. These difficulties can lead to long-term physical and mental disabilities and require prompt medical care.

To safeguard both mother and fetus, it is important to maintain good health during pregnancy. This involves sound eating practices and regular visits to the doctor.

When a woman seeks medical care as soon as she thinks she is pregnant, the doctor can guide her through the pregnancy. This is called prenatal care. Prenatal care is very important in the prevention of birth defects.

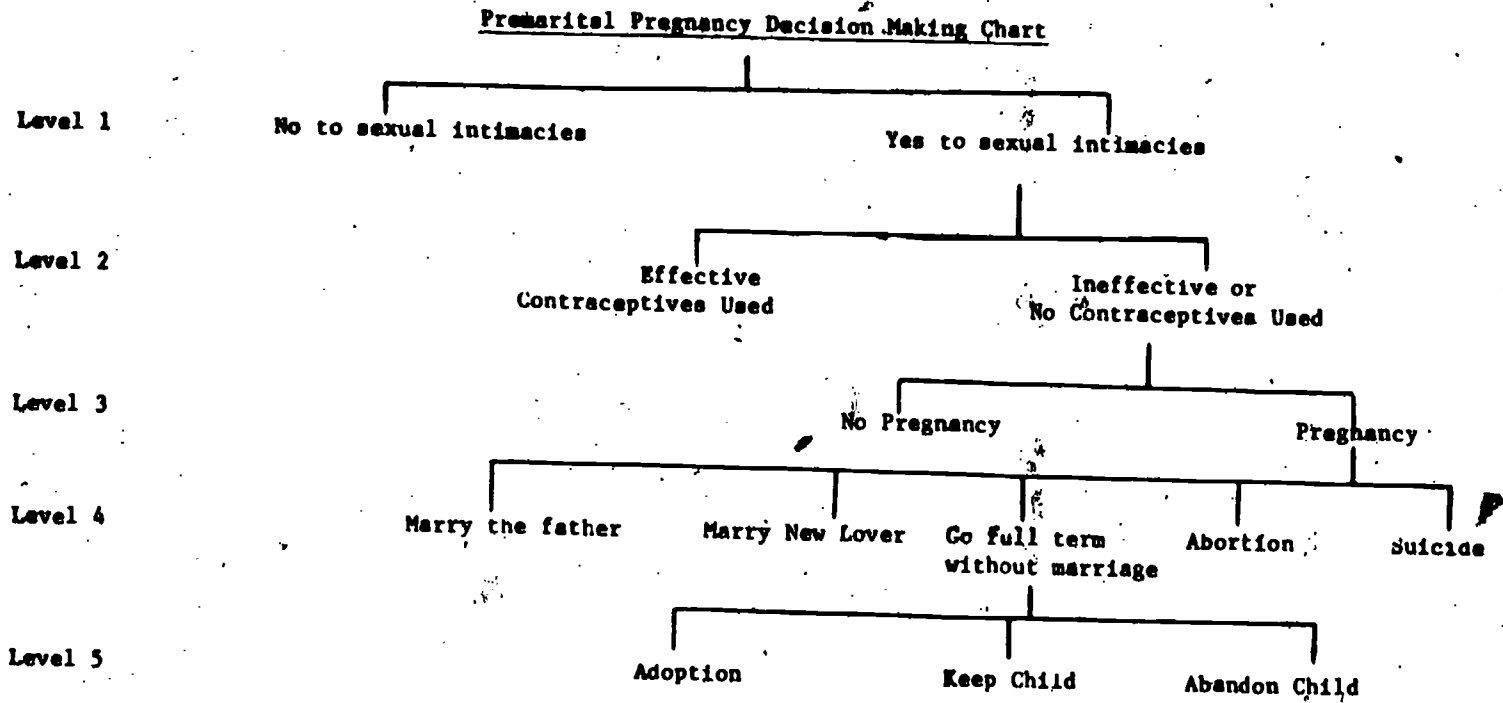
In addition to prenatal care, genetic counseling is sometimes an assistance in reducing some forms of birth defects. Genetic counseling is available for couples who suspect that their future children may have a chance of inheriting a disorder. One or both parents may know if birth defects are present in their family history. The genetic counselor will evaluate the medical histories of the couple and then make an attempt to determine the odds of having a child with a specific hereditary defect.

For many women who are married and secure in their future, pregnancy is an event to be celebrated. For many teenaged women, it is the biggest emotional crisis they have had.

There has been an increase in teenage pregnancies in the past 10 years. The sexual decisions that teenaged men and women make leading up to possible unwanted pregnancies need to be discussed. In fact, it is helpful to examine why these decisions are not more carefully considered.

Even though we seem to live at a time when sex is very visible in movies, television, books, and magazines, our own sexuality is still not something that is easy for us to discuss. We are reluctant to express our feelings and ideas on the subject. The intimate thoughts we have are usually not shared with those individuals we seem willing to share physical intimacies (to engage in sexual activities). This certainly seems a contradiction. But it is part of the problem that must be understood.

The chart on the following page attempts to clarify the decisions that could be made as they take place in the area of premarital pregnancies. It does not take into account the emotions that go into each decision. However, this decision seems to become more difficult for the individuals involved if they work their way through the entire chart.

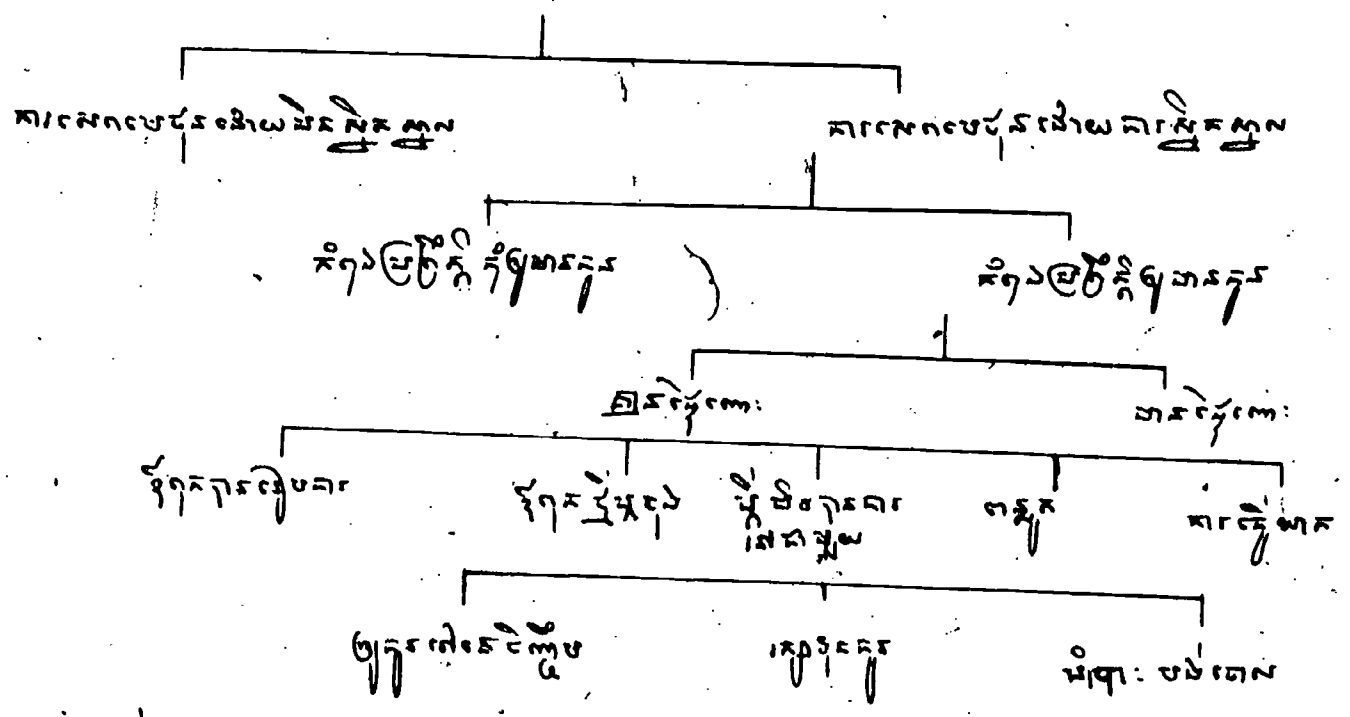


- A. If the decision at Level 1 is no to sexual intimacies then there are no other decisions to be made about premarital pregnancies. If the couple decides to have sexual intimacies then they move on to the next level on the chart.
- B. Often the Level 2 decisions are not consciously thought of but they still are made. If the couple selects to use effective contraceptives they do not have to worry about a premarital pregnancy. Effective means that they do not allow a pregnancy. However, if they do not use a contraceptive, do not think about using a contraceptive, or use one that does not work properly, the possibility of a pregnancy exists.
- C. Not everytime a couple has sexual activity is a pregnancy going to take place. But a pregnancy could happen anytime one or both of the partners does not use a contraceptive.
- D. Level 4 on the chart involves decisions that both the man and the woman will take a part in.
- E. If the woman decides to go full term with the baby without getting married, her options are mentioned.

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ရခိုင်ပြည်နယ် အစိုးရတော် အဖွဲ့အစည်း

အကြောင်း
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- A. ဤအဖွဲ့အစည်းသည် အစိုးရတော် အဖွဲ့အစည်း ဖြစ်ပြီး အကြီးအမှူးချုပ် ဦးစီးပြီး အကြီးအမှူး၊ အငယ်အမှူးချုပ်၊ အငယ်အမှူး ဖြစ်ပါသည်။
- B. ဤအဖွဲ့အစည်းသည် အစိုးရတော် အဖွဲ့အစည်း ဖြစ်ပြီး အကြီးအမှူးချုပ် ဦးစီးပြီး အကြီးအမှူး၊ အငယ်အမှူးချုပ်၊ အငယ်အမှူး ဖြစ်ပါသည်။
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There are a number of ways of expressing human sexuality. In the past, our society drew a clear-cut line between normal and abnormal sexual expression. Today, that line is not as easy to draw. Each culture and subculture may have a different idea of what normal sexual behavior is.

It is important to realize that the sexual lives of men and women contain many types of behaviors and activities and there is no one single correct or "normal" activity. One must be cautious in "labeling" others as deviant simply because we do not happen to agree with their choice of sexual expression.

Healthy sexuality, according to many experts, is motivated by feelings of affection and tenderness. Each person has positive feelings about the other. Each person is capable and willing to give and receive pleasure. Both people in the relationship are consenting to the relationship.

In an unhealthy relationship, sex is often a way of releasing anxiety, anger, and hostility. Sometimes, the relationship may involve pain or injury. The purpose of unhealthy sexual behavior is not love or expression of love. Instead, it may exploit, violate, or damage another person.

A few of the forms of sexual variance are described below.

1. Sadism - the sadist achieves sexual pleasure by inflicting pain (physical or mental) on the partner during a sexual relationship. The pain itself is a source of gratification.

2. Masochism - this is the mirror image of sadism. This person achieves sexual pleasure from being hurt (physical or mental).
3. Exhibitionism - the exhibitionist receives sexual pleasure by exposing his genitals to unwilling persons. This individual usually exhibits himself to children.
4. Voyeurism - sometimes referred to as a "peeping Tom". This person derives sexual pleasure from secretly observing a nude or undressing body. The voyeur may peer through windows.
5. Fetishism - this refers to being sexually aroused by objects such as articles of clothing. For these people, the fetish becomes a necessary ingredient for sexual response.
6. Transvestism - often called cross-dressing. The individual receives sexual pleasure from wearing the clothes of the opposite sex.
7. Transsexualism - a person who believes he has been born into the wrong body. The individual believes they are emotionally the opposite sex from what they are biologically (physically). Therefore, these individuals will seek surgery to change themselves biologically. The surgery is incomplete, however, legally the person has made a transformation sexually.

① Sadism - ពាក្យនេះ បានមកពីឈ្មោះនៃអ្នករៀនសូត្រ ម្នាក់ឈ្មោះ Sado ដែលបានរៀនសូត្រដោយប្រើប្រាស់ឧបករណ៍ផ្សេងៗគ្នា ដើម្បីបង្កឱ្យមានការឈឺចាប់ ទៅលើអ្នកដទៃ ដែលបានរៀនសូត្រនោះ។ ពាក្យនេះបានមកពីភាសាបារាំង។

② Masochism - នេះគឺជាគោលការណ៍ផ្ទុយទៅនឹងសាឌីស្ម។ ពាក្យនេះបានមកពីឈ្មោះនៃអ្នករៀនសូត្រ ម្នាក់ឈ្មោះ Maso ដែលបានរៀនសូត្រដោយប្រើប្រាស់ឧបករណ៍ផ្សេងៗគ្នា ដើម្បីបង្កឱ្យមានការឈឺចាប់ ទៅលើខ្លួនឯង។

③ Exhibitionism - ពាក្យនេះ បានមកពីឈ្មោះនៃអ្នករៀនសូត្រ ម្នាក់ឈ្មោះ Exhibition ដែលបានរៀនសូត្រដោយប្រើប្រាស់ឧបករណ៍ផ្សេងៗគ្នា ដើម្បីបង្កឱ្យមានការឈឺចាប់ ទៅលើអ្នកដទៃ ដែលបានរៀនសូត្រនោះ។

④ Voyeurism - ពាក្យនេះ បានមកពីឈ្មោះនៃអ្នករៀនសូត្រ ម្នាក់ឈ្មោះ "Peeping Tom" ដែលបានរៀនសូត្រដោយប្រើប្រាស់ឧបករណ៍ផ្សេងៗគ្នា ដើម្បីបង្កឱ្យមានការឈឺចាប់ ទៅលើអ្នកដទៃ ដែលបានរៀនសូត្រនោះ។

⑤ Fetishism - ពាក្យនេះ បានមកពីឈ្មោះនៃអ្នករៀនសូត្រ ម្នាក់ឈ្មោះ Fetish ដែលបានរៀនសូត្រដោយប្រើប្រាស់ឧបករណ៍ផ្សេងៗគ្នា ដើម្បីបង្កឱ្យមានការឈឺចាប់ ទៅលើអ្នកដទៃ ដែលបានរៀនសូត្រនោះ។

⑥ Transvestism - ពាក្យនេះ បានមកពីឈ្មោះនៃអ្នករៀនសូត្រ ម្នាក់ឈ្មោះ Transvest ដែលបានរៀនសូត្រដោយប្រើប្រាស់ឧបករណ៍ផ្សេងៗគ្នា ដើម្បីបង្កឱ្យមានការឈឺចាប់ ទៅលើអ្នកដទៃ ដែលបានរៀនសូត្រនោះ។

⑦ Transsexualism - ពាក្យនេះ បានមកពីឈ្មោះនៃអ្នករៀនសូត្រ ម្នាក់ឈ្មោះ Transsexual ដែលបានរៀនសូត្រដោយប្រើប្រាស់ឧបករណ៍ផ្សេងៗគ្នា ដើម្បីបង្កឱ្យមានការឈឺចាប់ ទៅលើអ្នកដទៃ ដែលបានរៀនសូត្រនោះ។

Sexually transmitted diseases (STD's) include a number of infectious diseases. These diseases are usually spread by direct intimate contact with a person who has the disease.

At least 2000 teenagers are infected with a sexually transmitted disease every day. One-half of all STD cases in the United States are among people of fifteen to twenty-four years of age. It is estimated that one out of ten people in this age group become infected with a sexually transmitted disease each year. STD's are the most frequently reported infectious diseases today.

Unlike most other infectious diseases, STD's still carry a social stigma (people do not like to say that they have such a disease) and people have a general lack of understanding about these diseases. This lack of understanding means people do not know how these diseases run their course. In addition, the stigma usually prevents people from getting treatment. Not getting treatment makes it very difficult to control or hopefully eliminate these kinds of diseases.

We will look at two of the sexually transmitted diseases. Syphilis and gonorrhea will be described.

Syphilis - is a deadly disease. Although it is not as common as gonorrhea, it is more complex.

For example, it may take as long as twenty years to run its course. It is divided into three stages.

Stage 1: Early Syphilis

Primary phase: Ten to forty days after intimate contact with an infected person a chancre appears at the point of sexual contact. A chancre is a large painless open sore. The chancre is usually noticeable on the males penis but in a female may not be as visible. The chancre will remain for three to five weeks. During this time a person is very infectious, that is, he or she can spread the disease to other noninfected persons.

Secondary phase: Anywhere from a few weeks to six months after the appearance of the chancre, a rash appears somewhere else on the body. The rash can last from three to six months. During this time the disease is very infectious.

Early syphilis is the best time to treat the disease because permanent damage to vital organs is minimal. However, if the disease is not properly treated the second stage of syphilis follows.

Stage 2: Latent Syphilis

All signs or symptoms disappear. The disease seems hidden, but it is not gone. The diseases are invading organs that may include the brain or heart. The disease is not very infectious during this stage with the exception of a preg-

ការពារជំងឺដែលចម្លងដោយសេដ្ឋកិច្ច Sexually Transmitted Diseases.

ការពារជំងឺដែលចម្លងដោយសេដ្ឋកិច្ច STD's គឺជាការបង្កើន
ចំនួនការពារ និងការពិនិត្យរកជំងឺដែលបានរង: ដំបូង ការពារ
ការពារជំងឺដែលចម្លងដោយសេដ្ឋកិច្ច ។

ចំនួនការពារ 2000 គឺជាការពិនិត្យរកជំងឺដែលបានរង
នូវការពារជំងឺដែលចម្លងដោយសេដ្ឋកិច្ច ។ ការពារជំងឺដែល
ចម្លងដោយសេដ្ឋកិច្ច គឺជាការពិនិត្យរកជំងឺដែលបានរង ។

STD's គឺជាការពិនិត្យរកជំងឺដែលបានរង ។

ការពារជំងឺដែលចម្លងដោយសេដ្ឋកិច្ច STD's គឺជាការពិនិត្យរក
ជំងឺដែលបានរង ។

ការពារជំងឺដែលចម្លងដោយសេដ្ឋកិច្ច គឺជាការពិនិត្យរក
ជំងឺដែលបានរង ។

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ជំងឺដែលបានរង ។

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ជំងឺដែលបានរង ។



nant woman passing the infection to her unborn child.

The disease can be diagnosed with a blood test.

Stage 3: Late Syphilis

The late stage of syphilis generally begins ten to twenty years after the beginning of latent syphilis.

It is the most dangerous stage of the disease. The effects of the disease depend on which organ or organs the disease settled in. Death, crippling, or insanity is the end result.

The treatment for syphilis is usually penicillin, but other antibiotics may be used. The disease will not recur unless the individual contacts the disease again from an infected person.

Gonorrhoea is more common than syphilis and it is a leading cause of permanent sterility for young men and women. Sterility means a person is unable to have children. If untreated, the infection spreads upward along the passageways of the genitals. The bacteria may also enter the bloodstream and cause a severe arthritis (inflammation of the joints). Gonorrhoea is a potentially serious illness that could affect many parts of the body. It rarely causes death. It can be spread to the unborn child at birth, causing blindness. For that reason, special drops are placed in the baby's eyes to prevent this form of blindness.

The disease has a very short incubation period of three to five days. That means after contact with an infected person, it takes just that time for the disease to make its presence known. To understand the importance of getting prompt treatment, the chart below displays the disease as it runs its course in men and women.

<u>Gonorrhoea</u>	
<u>Men</u>	<u>Women</u>
<p>2-5 days: Infection takes place in the urethra of the penis with sharp burning sensation when urinating. Usually accompanied by a milky substance that leaves the body from the penis.</p> <p>If prompt treatment is not received, the infection spreads to the prostate gland and testicles, where it can produce sterility.</p> <p>If the infection is severe, men can also suffer arthritis.</p>	<p>2-5 days: Infection takes place in the vagina, not in the urinary system. Therefore, there is no burning sensation when urinating. Additionally, the milky substance that is noticeable for the man will probably go unnoticed for the woman.</p> <p>The disease spreads into the reproductive organs and produces sterility. The first symptoms a woman may sense on her own would be abdominal cramps.</p> <p>Also causes arthritis.</p>

සමස්ත ප්‍රශ්න මත පිළිතුරු සපයා දීමට ඉඩ ඇත.

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සමස්ත ප්‍රශ්න මත පිළිතුරු සපයා දීමට ඉඩ ඇත. Penicillin හි ක්‍රියාකාරී කොටස බැක්ටීරියා විනාශ කිරීමට වේ. සමස්ත ප්‍රශ්න මත පිළිතුරු සපයා දීමට ඉඩ ඇත.



It is important that a man indicates who he has had sex with so that the woman or women can receive treatment as soon as possible.

The treatment for gonorrhea is penicillin or other antibiotics. Reinfection is always possible if sexual contact occurs with an infected person.

အင်္ဂလိပ်စာအုပ်ကို ပြန်လည် ပြုပြင်ဆင်ခြင်
ရန် အထောက်အကူပြုရန် အတွက် အင်္ဂလိပ်စာအုပ်
များကို အောက်ဖော်ပြပါအတိုင်း စာအုပ်များကို
ရရှိရန် တောင်းဆိုရမည်။

အင်္ဂလိပ်စာအုပ်များကို အောက်ဖော်ပြပါအတိုင်း
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ရရှိရန် တောင်းဆိုရမည်။

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