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ABSTRACT

A volume of materials for limited English-speaking native Lao-speaking 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 Lao. 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

ສຸຂະພາບພິເສດຂອງພວກມະຫາວິທະຍາລັຍ

English/Laotian

ພາສາອັງກິດ / ພາສາລາວ

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SENIOR HIGH HEALTH

SUPPLEMENT

for

LAOTIAN STUDENTS

developed

by

Patricia Laska

Health Curriculum Writer

translated

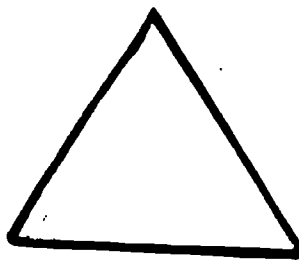
by

Mar Lee and Boonthy Thammavongsa

Title VII
District #535
Rochester, Minnesota 55902
August 17, 1984

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

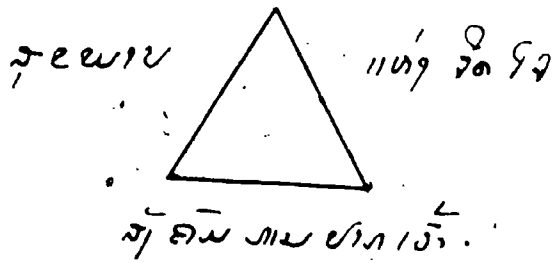
1. A good way to think of physical health is in terms of fitness. Being fit, or having fitness, means that you have enough energy for both your daily work and your leisure-time (spare time) activities. Physical health, then, is more than just not being sick.
2. Mental health involves both intelligence (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

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.

๑. ขอบของรูปสามเหลี่ยม
 ๒. มุมภายในของรูปสามเหลี่ยม
 ๓. มุมภายนอกของรูปสามเหลี่ยม



๑. ขอบของรูปสามเหลี่ยม คือ เส้นตรงที่เชื่อมระหว่างจุดยอดที่อยู่ติดกัน มี ๓ ขอบ
 ๒. มุมภายในของรูปสามเหลี่ยม คือ มุมที่เกิดจากสองด้านที่อยู่ติดกันภายในรูปสามเหลี่ยม มี ๓ มุม
 ๓. มุมภายนอกของรูปสามเหลี่ยม คือ มุมที่เกิดจากสองด้านที่อยู่ติดกันภายนอกรูปสามเหลี่ยม มี ๖ มุม
๑. มุมภายในของรูปสามเหลี่ยมมีค่ารวมกันเป็น ๑๘๐ องศา
 ๒. มุมภายนอกของรูปสามเหลี่ยมมีค่ารวมกันเป็น ๓๖๐ องศา
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 ๒. มุมภายนอกของรูปสามเหลี่ยมมีค่าบวกกันเป็น ๓๖๐ องศา

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.

- 4
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. Cliché 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".

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.

การตั้งต้นของงานวิจัยที่ศึกษาเกี่ยวกับ
การวัดผลสัมฤทธิ์ทางการเรียนของนักเรียน
ชั้นประถมศึกษาปีที่ ๓ โรงเรียนวัดบางพลีใหญ่
จังหวัดนนทบุรี

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษา
ความถูกต้องของเครื่องมือวัดผลสัมฤทธิ์
ทางการเรียนของนักเรียนชั้นประถมศึกษา
ปีที่ ๓ โรงเรียนวัดบางพลีใหญ่ จังหวัด
นนทบุรี โดยใช้แบบทดสอบที่สร้างขึ้น
โดยผู้วิจัยเอง และเปรียบเทียบกับแบบ
ทดสอบมาตรฐานของโรงเรียนวัดบางพลี
ใหญ่ จังหวัดนนทบุรี

งานวิจัยนี้มีขอบเขตดังนี้

1. ขอบเขตของพื้นที่การวิจัย

งานวิจัยนี้มีขอบเขตพื้นที่การวิจัย
ที่โรงเรียนวัดบางพลีใหญ่ จังหวัดนนทบุรี
โดยใช้แบบทดสอบที่สร้างขึ้นโดยผู้วิจัย
เอง และเปรียบเทียบกับแบบทดสอบมาตรฐาน
ของโรงเรียนวัดบางพลีใหญ่ จังหวัด
นนทบุรี

2. ขอบเขตของเครื่องมือวัดผลสัมฤทธิ์

งานวิจัยนี้มีขอบเขตเครื่องมือวัดผล
สัมฤทธิ์ทางการเรียนของนักเรียนชั้น
ประถมศึกษาปีที่ ๓ โรงเรียนวัดบางพลีใหญ่
จังหวัดนนทบุรี โดยใช้แบบทดสอบที่
สร้างขึ้นโดยผู้วิจัยเอง และเปรียบเทียบกับ
แบบทดสอบมาตรฐานของโรงเรียนวัดบาง
พลีใหญ่ จังหวัดนนทบุรี (Form) ของ
โรงเรียนวัดบางพลีใหญ่ จังหวัดนนทบุรี
โดยใช้แบบทดสอบที่สร้างขึ้นโดยผู้วิจัย
เอง และเปรียบเทียบกับแบบทดสอบมาตรฐาน
ของโรงเรียนวัดบางพลีใหญ่ จังหวัด
นนทบุรี

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.

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.

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.

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.

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๑๑๕.

๑. การตั้งชื่อ การตั้งชื่อคนเป็นเรื่องสำคัญมาก เพราะชื่อที่ดีจะช่วยให้คนนั้นมีความมั่นใจในตัวเอง และประสบความสำเร็จในชีวิตได้มากกว่าชื่อที่ไม่ดี
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 ๓. มีความเหมาะสมกับฐานะและอาชีพ
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 การตั้งชื่อที่ดีจะช่วยให้คนนั้นมีความมั่นใจในตัวเอง และประสบความสำเร็จในชีวิตได้มากกว่าชื่อที่ไม่ดี

๒. การตั้งชื่อ การตั้งชื่อคนเป็นเรื่องสำคัญมาก เพราะชื่อที่ดีจะช่วยให้คนนั้นมีความมั่นใจในตัวเอง และประสบความสำเร็จในชีวิตได้มากกว่าชื่อที่ไม่ดี
 ชื่อที่ดีควรมีลักษณะดังนี้
 ๑. มีความหมายที่ดี
 ๒. มีความไพเราะ
 ๓. มีความเหมาะสมกับฐานะและอาชีพ
 ๔. มีความจำง่าย
 ๕. มีความเป็นเอกลักษณ์
 การตั้งชื่อที่ดีจะช่วยให้คนนั้นมีความมั่นใจในตัวเอง และประสบความสำเร็จในชีวิตได้มากกว่าชื่อที่ไม่ดี

๓. การตั้งชื่อ การตั้งชื่อคนเป็นเรื่องสำคัญมาก เพราะชื่อที่ดีจะช่วยให้คนนั้นมีความมั่นใจในตัวเอง และประสบความสำเร็จในชีวิตได้มากกว่าชื่อที่ไม่ดี
 ชื่อที่ดีควรมีลักษณะดังนี้
 ๑. มีความหมายที่ดี
 ๒. มีความไพเราะ
 ๓. มีความเหมาะสมกับฐานะและอาชีพ
 ๔. มีความจำง่าย
 ๕. มีความเป็นเอกลักษณ์
 การตั้งชื่อที่ดีจะช่วยให้คนนั้นมีความมั่นใจในตัวเอง และประสบความสำเร็จในชีวิตได้มากกว่าชื่อที่ไม่ดี



ບາງ ທີ່ ບາງ ຂອງ ລຸ້ນ ຂອງ ນັ້ນ.

4. ການ ສ້າງ ສາມາດ ທີ່ ທ່ານ ອີງ. ທັດ ທາຍ ທີ່ ທີ່ ຂອງ ພື້ນ ຈີນ.
ກໍ່ ພວກ ນັ້ນ ສາມາດ ເຈັບ ໃຈ, ຂຽດ ໃຈ ແລ້ວ ພວກ ນັ້ນ ສາມາດ
ໄປ ຂອງ ທ່ານ ທີ່ ມັນ ແລ້ວ ພວກ ທີ່ ທ່ານ (ທັດ ທາຍ)
ຊື່ ແລ້ວ ນັ້ນ ຈຶ່ງ ໃຫ້ ສາມາດ ຈັບ ອຸ້ນ ທີ່ ສາມາດ ເຈັບ ໃຈ ຈຶ່ງ ຈະ ທ່ານ ໄປ.

5. ການ ສ້າງ ສາມາດ ທີ່ ທ່ານ ອີງ ແລະ ພື້ນ ສາມາດ ໄວ້ ໃຈ.
ການ ສ້າງ ທີ່ ທ່ານ ອີງ ມີ ພວກ ທ່ານ ທີ່ ທ່ານ ສ້າງ ກິ ີ້ ພັດ ສາ ສາມາດ
ກາຍ ທີ່ ທ່ານ ພື້ນ ມີ ສາມາດ ສ້າງ ທີ່ ທ່ານ ອີງ ທີ່ ທ່ານ ອີງ ພື້ນ ພື້ນ
ພື້ນ ທ່ານ ທີ່ ທ່ານ ອີງ ທີ່ ທ່ານ ອີງ ທີ່ ທ່ານ ອີງ ທີ່ ທ່ານ ອີງ ທີ່ ທ່ານ ອີງ
ມີ ສາມາດ ພາຍ ສາຍ. ທ່ານ ພື້ນ ສາມາດ ຍ້າຍ ທ່ານ ແລະ ທ່ານ ດີ ັ້
ຂັ້ນ ສາມາດ ທ່ານ ສ້າງ ທ່ານ ທ່ານ ທ່ານ ທ່ານ ທ່ານ ທ່ານ ທ່ານ ທ່ານ
ໃຫ້ ຂອງ ທ່ານ ທ່ານ ທ່ານ ທ່ານ ທ່ານ ທ່ານ ທ່ານ ທ່ານ ທ່ານ ທ່ານ
ສາມາດ ພື້ນ ທ່ານ ທ່ານ ທ່ານ ທ່ານ ທ່ານ ທ່ານ ທ່ານ ທ່ານ ທ່ານ ທ່ານ.



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.

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.

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.

4. ບັນ ທາກກາມເງິນ - ຫົດໝໍ ໃຫຍ່, ເສຍລາຍໄດ້, ບໍ່ໄດ້ ມີ ດັບ
ທວີ ບໍ່ໄດ້ ວາງແຜນ ຫາລື ຫໍ່.

ສົມ ບໍ່ ຈຳ ຂອງ ກັບ ຈຶ່ງ ເພີ່ມ ລື ຫາ ເລີ, ລວມ ເປັນ ແລ້ມ ໃນ
ສາກາມ: ທາງ ທີ່ ເປັນ ບໍ: ດີ ຈາດ. ບາງ ທາງ ສົມ ຊຸກ ບາງ ເວລາ ຈຶ່ງ ລາວ ຈຸ່ມ ເຂົາ
ດ້ວຍ ກາມ ສຸບ ສາ, ດີ ມີ ເປັນ ຈຶ່ງ. ກາມ ສຸບ ສາ ດີ ເປັນ ຈຶ່ງ ອາດ ທາງ ທີ່ ກາມ ບັນ
ບັນ ເທົ່າ ອາກາມ ຂອງ ເຂົາ ຈຶ່ງ ເປັນ ເວລາ ຈຶ່ງ ລາວ ແຕ່ ວ່າ ຕາມ ບົດ ທີ່ ເປັນ
ບໍ່ ສາມາດ ສັກ ສາ ສາ ບາດ ທາງ ທາງ ທີ່ ເປັນ ຈຶ່ງ.

ກໍ່ ຫາກ ວ່າ ລວມ ຫົດ ແລະ ຜົນ ຂອງ ມັນ ຈຸກ ກາມ ໃຫ້ ເຈັບ ເຫັນ ແລ້ວ
ຕ້ອງ ມີ ສົມ ຫວີ ສາກາມ ທີ່ ໄປ ຈຸ່ມ ມັນ ບໍ່ ແມ່ນ ເລື່ອງ ສແດງ ຂອງ ກາມ ອ່ອນ ແອ
ທີ່ ຈຸກ ບາດ ສົມ ທີ່ ມີ ຈຶ່ງ ແມ່: ບາ. ມັນ ມີ ບາງ ທ່າມ ທີ່ ທ່າມ ສາມາດ ໄປ ຈຸ່ມ ໄດ້.

1. ຜູ້ ທີ່ ບົກ ສາ ຂອງ ທ່າມ ທີ່ ຈຶ່ງ ສາມ ທີ່ ຜູ້ ແມ່: ບາ ວາດ ຈຸ່ມ ທ່າມ ໄດ້
ດ້ວຍ ກາມ ບັນ ລວມ ສົມ ຈຶ່ງ ຂອງ ທ່າມ ທີ່ ສາມາດ ອ້າງ ເຖິງ ກາມ ທາ:
ທາ ແບວ ໃດ ແມ່ນ ຈຶ່ງ ໃຫ້ ທ່າມ, ສາມາດ ຈຸ່ມ ເລື້ອ ທ່າມ ໄດ້ ດ້ວຍ
ລວມ ບາດ ສາກາມ ຜູ້ ອື່ນ ຜູ້ ຈຶ່ງ ບາ.

2. ຈຶ່ງ ກາງ ຫນ້າ ຈຶ່ງ ໃຈ ຈຶ່ງ ມາ ຮ: ບ: ກວັງ ຂອງ ວາ ຈຶ່ງ ຈຶ່ງ ກາມ ທີ່ ມີ
ເທົ່າ ຜົນ ມີ ຫາ.

3. ອາ ຈຸ່ມ ອື່ນ (ລາມ: ພຽ: ສາສ, ສົມ ກາມ ບໍ: ຈຶ່ງ ລື ມີ, ທ່າມ ພິ, ມາຍ
ພິ, ມາຍ ສາ, ແລະ ອາ ຈຸ່ມ ອື່ນ 7 ຈຶ່ງ). ສາມາດ ທາ ລວມ ສົມ ໃຈ
ບາດ ສົມ, ລວມ ສາມາດ ໃນ ກາມ ຈຸ່ມ ເພື່ອ ຜູ້ ອື່ນ ບັນ ທາ ໃຫຍ່. ລວມ
ແລ້ມ ແມ່ນ ສ່ວນ ຈຶ່ງ ຂອງ ຈຶ່ງ ຈຶ່ງ - ພວກ ເຈົ້າ ທາ ສົມ ສແດງ ອອກ. ມີ ພວກ
ອ່າງ ທີ່ ພວກ ເຈົ້າ ສາມາດ ພວກ ພວກ ຈຶ່ງ ທີ່ ເປັນ ອີ່ ຈຶ່ງ ຈາດ. ກ່ອນ ອື່ນ ພວກ ເຈົ້າ
ຕ້ອງ ເຂົ້າ ໃຈ ວ່າ ມັນ ບໍ່ ແມ່ນ ເທົ່າ ກາມ (ຈຶ່ງ ເທົ່າ ຂຶ້ນ, ສາກາມ: ກາມ ກາມ
ເທົ່າ ຂຶ້ນ) ຈຶ່ງ ມັນ ທາ ໃຫ້ ພວກ ເຈົ້າ ຜູ້ ສົມ ສາມ ແລ້ມ ພວກ ຂຶ້ນ, ແຕ່ ຕໍ່ ເທົ່າ
ຈຶ່ງ: ທ່າມ ຈຶ່ງ ທີ່ ພວກ ເຈົ້າ ຈຶ່ງ ເທົ່າ ເທົ່າ (ສຶ່ງ ເທົ່າ, ຫົດ ເຖິງ) ເທົ່າ ກາມ ບັນ ມີ
ອາຍ ເປັນ ຈຶ່ງ ທີ່ ຜູ້ ຈຶ່ງ ລວມ ຜູ້ ສົມ ທີ່ ອາກາມ ຈຶ່ງ ຈຶ່ງ ເພາະ:
ຊຶ່ງ ທີ່ ໄປ ມີ.

- 1. ກາມ ທາ ໃຫ້ ພວກ ຜູ້ ສົມ (ກາມ ທາ ກາມ)
- 2. ລວມ ບໍ: ພິ (ລວມ ຫົດ ທີ່ ພວກ ເຈົ້າ ຈຶ່ງ ກັບ ກາມ ທາ ກາມ).



ຄ. ຄວາມສຳຄັນ ຂອງ ການ ກະທຳ ຕາຍ (ຜູ້ສຳຄັນ ຫຼື ອຳນາດ) ທາງ ທີ່ ພວກ
ເຮົາ ເຫັນ ເປັນ ການ ອຳນາດ ແລ້ວ ຂຶ້ນ. ຕັ້ງ ຕໍ່ ການ ມອດ ເຫັນ ເປັນ ການ ທີ່ ເຮົາ
ໃຫ້ ພວກ ເຮົາ ສຳຄັນ, ພວກ ເຮົາ ບໍ່ ຢູ່ ແຍງ ພວກ ພວກ ພວກ ໃຫ້ ລົດ ລົງ. ກຸ້ມ ພວກ
ທ່ານ ທີ່ ອາດ ພວກ ເຮົາ ໃຫ້ ຈະ ພວກ ອາດ: ທີ່ ບໍ່ ມີ ເຫດ ພວກ (ການ ບໍ່ ສາມາດ ພົມ
ພົມ ເທົ່າ ໃຈ ລົງ) ພວກ ເຮົາ ຕ້ອງ ພົມ ໄວ້ ທີ່ ເລີ່ມ ການ ສົ່ງ ທີ່ ມີ ເຫດ ພວກ (ການ
ພົມ ພົມ ເທົ່າ ໃຈ ລົງ, ມີ ເຫດ ພວກ). ກຸ້ມ ພວກ ທ່ານ ຢູ່ ແຍງ ທ່ານ ທີ່ ອາດ
ທ່ານ ໃຫ້ ອຳນາດ ຄວາມ ສຳຄັນ ແລ້ວ ຂຶ້ນ ພົມ ພົມ ໃຫ້ ແລ້ວ; ອຳນາດ ຄວາມ ສຳຄັນ
ແລ້ວ ພົມ ພົມ ຈະ ສາມ ພາຍ ໄປ ລິ: ແລ້ວ ລິ: ພົມ ພົມ.

ມີ 3 ວິ ທີ່ ທີ່ ສາມາດ ຈຳ ບັດ ໄດ້.

1. ຜູ້ ສຳຄັນ ທີ່ ບໍ່ ສາມາດ ຈຳ ບັດ ໄດ້ ທີ່ ອຳນາດ ຄວາມ ສຳຄັນ ແລ້ວ ຂຶ້ນ
(ຄວາມ ສາມາດ: ພົມ ພົມ ພົມ, ພົມ ພົມ ທີ່ ໃຈ ລົງ)
2. ຕົກ ລົງ ໃຈ ກຸ້ມ ພວກ ຄວາມ ສຳຄັນ ເຫັນ ພົມ ພົມ ສາມາດ ພົມ ພົມ ເທົ່າ
ໃຈ ລົງ ຫຼື ສົ່ງ ທີ່ ບໍ່ ມີ ສົ່ງ. ຕົກ ລົງ, ຄວາມ ສຳຄັນ ທີ່ ບໍ່ ສາມາດ ພົມ ພົມ
ເທົ່າ ໃຈ ລົງ: ທາງ 7 ຄົມ ຕ້ອງ ສຳ ຂັ້ນ ຫຼື ຂັ້ນ ຈາ: ທີ່ ບໍ່ ທາ ອາດ
ເວົ້າ.
3. ພົມ ທີ່ ທີ່ ອາດ ພວກ (ມີ ເຫດ ພວກ) ພົມ ພົມ ທ່ານ ຕັດ ສຳ
ໃຈ ໄດ້ ອາດ ຈາກ ພົມ ພົມ ເທົ່າ ຂອງ ເຫດ ພວກ ຫຼື ຄົມ ພົມ ທ່ານ ໃຫ້
ທ່ານ ມີ ຄວາມ ສຳຄັນ ສຳຄັນ ສຳຄັນ ແລ້ວ ຂຶ້ນ.

7



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.

ສ່ວນໃຫຍ່ສ່ວນໜຶ່ງຂອງສຸຂະພາບຮ່າງກາຍເຮົາສາມາດທຳໃຫ້ເສຍຫາຍ
ດ້ວຍຄວາມຄຽດແລ້ມທີ່ຊຶ່ງຂໍ້ມາດເລີ້ມໄປ, ການບໍ່ສາມາດພົບພ້ອມເທົ່າໃດ
ລົງໄດ້. ຕົວຢ່າງ ແຜວ, ວິຣາຊິດ, ປວດຟັງ ແລະ ການອາຍາຍບໍ່ລົງທີ່
(ອາອິດ) ເຫຼົ່ານີ້ແມ່ນຂັ້ນຕົ້ນຂອງຄວາມແລ້ມມາດເລີ້ມໄປ.
ຄວາມຄຽດແລ້ມເຫຼົ່ານີ້ກ່ຽວພັນກັນດ້ວຍພາຊັງເວີ້ ວ່າຄວາມເຈັບ
ໄຂ້ແບ່ງຈັດໃຈ ແລະ ຮ່າງກາຍ. ສາເຫດດ້ວຍການທຳກິດຊີວິດທີ່ບໍ່ສຳເລັດ ແມ່ນ
ການທຳທີ່ອາດຈະເຫຼືອຄວາມແລ້ມຂອງສຸຂະພາບຮ່າງກາຍ. ຈຶ່ງໃຈແມ່ນສ່ວນໜຶ່ງ
ກະທຳໃຫ້ສຸຂະພາບຮ່າງກາຍ. ມັນກ່ຽວຂ້າງແບ່ງກາຍເພາະທຳການຄົ້ນຄ້ວາ
ພົບທາງຂອງສຸຂະພາບຮ່າງກາຍນັ້ນເປັນພິດຂອງຄວາມແລ້ມມາດເລີ້ມເຖິງ
70 ສ່ວນ 50%.

ສ່ວນໜຶ່ງຂອງຊີວິດຊວຍພວກເຮົາໃນການກ່ຽວຂ້າງກັບຄວາມແລ້ມແມ່ນ
ການຍອມຮັບບໍ່ທີ່ສາເຫດຂອງຄວາມແລ້ມ. ການແກ້ໄຂພົບທາງເຖິງ
ນີ້ຄວາມແລ້ມເກີດຂຶ້ນແລ້ວແມ່ນການສ້າງອົມໃຫ້ອົມໜຶ່ງ (ນີ້ແມ່ນອີກອາຍາຍ
ສຳມຸມ) ທາງຕໍ່ສູ້ (ຈັດການ) ກັບຄວາມແລ້ມ. ຈຶ່ງໃຈກໍ່ເປັນການອົມ
ໜຶ່ງອາດຊ່ວຍໃນການກ່ຽວຂ້າງກັບພົບທາງທີ່ທຳໃຫ້ຄວາມຄຽດແລ້ມເກີດຂຶ້ນ
ເຖິງ 60%.

1. ຈົ່ງກັດພົບທາງໃຫ້ກະຈ່າງແກ່ທ່ານເອງ ສຳໃຫ້ກິດຊີວິດກ່ຽວຂ້າງກັບໃຈ.
2. ຈົ່ງແຍກ - ພົບທາງ. ມີແຕ່ພົບທາງອົມດຽວ ຫຼື ມີ ພວກຍາງພົບທາງ ທີ່ບາດ
ວ່າ ມີ ພວກຍາງກ່ຽວຂ້າງຂຶ້ນໄປ, ທ່ານລວມຈະ ຕັດສິນໃຈວ່າ ພົບທາງໃຈ
ນີ້ເກີດຂຶ້ນກ່ອນ.
3. ສ່ວນຂ່າວ, ຄວາມຮູ້ກ່ຽວກັບພົບທາງ. ເລີ່ມໃຫ້ຮູ້ໃຈຕໍ່ພົບທາງ, ຜູ້ທີ່ຮູ້ຈັດ
ທາງ ຊຶ່ງທາງຢ່າງ ກ່ຽວກັບ ສາພາ: ຮາຍຂອງພົບທາງນີ້ ຊຸມທາງພວກຍາງ
ທາງ ທາງອົມທີ່ມີຄວາມສ່ຽງສູງກວ່າກັບພົບທາງເບື້ອງຄັ້ງກໍ່ມີ
ກັບພົບທາງນີ້. ຂຽນທາງສຳຫຼັບຕົວຕົນ ຈົ່ງໃຫ້ເປັນທີ່ ສຳຄັນສູງກວ່າ.



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.

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.

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.

ກາຍ ຂ້າງຕາຍແມ່ນທັງຢ່າງ ກາຍຕໍ່ສູ້ຂອງຄົນທີ່ມີສະພາບບໍ່ດີ
ມີຄວາມເຂົ້າໃຈເລີຍ ແລະຍູ່ງກັບກາຍຂ້າງຕາຍ. ຄວາມເຂົ້າໃຈເລີຍ ນີ້ຍ້າຍປົບຮາມ
ຕາຍ ໃສ່ໃນ ທຸງກຳມ ທີ່ ທາງ.

ນີ້ຍ້າຍປົບຮາມ ຍູ່ງກັບ ກາຍຂ້າງຕາຍ.

1. ບຸດລົມທີ່ພະຍາຍາມຂ້າງຕາຍແມ່ນລົມຂ້າງ. ເຖິງແມ່ນວ່າລົມໄວ້
ນີ້ ສູດ ຕາມນີ້ ເຖິງ ກາຍຂ້າງຕາຍ ຫລືບໍ່ຕອດ ທີ່ ແຈ້ງ ແຈ້ງ ຄື ຕາມ
ທີ່ ເຊິ່ງ, ລາວບໍ່ຈຳເປັນຈະແມ່ນລົມຂ້າງ.

2. ບຸດລົມທີ່ໄວ້ ເຖິງ ຄວາມພະຍາຍາມຂ້າງຕາຍ ແມ່ນບໍ່ມີຄວາມພົ້ນ
ຕາ: ຮາຍ ທີ່ ງານ ຂ້າງຕາຍ. ຕາມຄວາມຈິ່ງແຈ້ງ, ກາຍ ຂ້າງ ຕົວມີ ທັງ
ທີ່ ຄື ກາຍຮຽງໄທ້ ຂໍ້ ຈຸ່ງຍາເຮືອ ແລ້ວ ບາດເກີດ ທີ່ ບໍ່ ທີ່ ຢ່າງນັ້ນ ແມ່ນບຸກ
ບຸກ ຈຸ່ງ ວັດ ຂອງ ເຮືອງ.

3. ບຸດລົມທີ່ພະຍາຍາມຂ້າງຕາຍແມ່ນ ຍູ່ງແກ້ ທຸກໆກາຍ ລາມ ທີ່ ງານ ຈືງ.
ບຸດລົມທີ່ຮຽບເຮັດ ໃຈທາຍ ເວົ້າກຸ່ງກັບ ນີ້ ພະຍາຍາມຂ້າງຕາຍ
ແມ່ນ ບໍ່ ຍ້າຍ ຈົນ ຕາ: ຮາຍ ກາຍ ທັດ ລາວ ເຮືອ ມາ ກຸມ ຈຳເປັນ ທາງ ຢ່າງ
ທາ ທີ່ ອຳເພີດ ມັ້ນ ມາ ມາ ທີ່ ພວກລົມ ເພີ່ມ ນີ້ ບໍ່ ຈຶ່ງ ສາມາດ ທັດ
ຮັບ ຕາມຄວາມຕ້ອງການ ທີ່ ນີ້ ເຮັດ ບຸກຄຸນ ໃນ ຈຸ່ງ ທາງ ຈືງ.

4. ກາຍຂ້າງຕາຍແມ່ນເອົາ ທິມທາງ ອອກມາ ສັດ ອອກຈາກ ຈຸ່ງ ງຸ່ງ ຍາຍ 7.
ພວກເຮົາ ຄວນເຂົ້າໃຈ ທີ່ ຈຳ ຈຳ ປະ ຣິມາຍ ຂອງຄວາມໃຈດີ ຈືງ, ຄວນເຂົ້າໃຈ,
ຄວາມຮູ້ບໍ່ເວັ້ນ, ຄວາມທຳລາຍພໍ້ ຂ້າງຕາຍ ແຕ່ ວ: ຄົມຕັ້ງ ກຸ້ ອີກ
ໃນກາຍທາ: ທາ ທີ່ ຢ່າງ ເຖິງ ຂາຍ ພໍ້. ເອົາກາຍຂ້າງຕາຍ ທາ
ເຈັບ ມາ ຮຽນ ກາຍ ພວກ ທີ່ ຈືງ ແລ້ວ ອໍ້ ບໍ່ ມີ ໃຈ ຈຳ ທັງ ທັງ ຈືງ ນັ້ນ ໃຈ ງຸ່ງ
ກາຍ ທີ່ ພວກລົມ ເພີ່ມ ນັ້ນ ທາ ດີ ທີ່ ຈືງ ທີ່ ຈືງ ແລ້ວ: ທາ ດີ ທີ່. ເພາ: ສະນັ້ນ, ກາຍ
ຂ້າງຕາຍ ຈຶ່ງ ກາຍ ປັບ ທິມ ທາງ ທີ່ ຈືງ ອອກມາ ບໍ່ ໄດ້ ຈືງ ບ, ນີ້ ທີ່
ທາງ ທີ່ ບັບ ທາ ຍ້າຍ ທິມ ອອກມາ ທາ ນັ້ນ.

5. (ທາ ທາ ທາ ບຸດລົມໄວ້ ນີ້ ແກ້ ທາ ທາ ທາ; ໃຈ ຈຳ: ທັດ ລາວ ທາ ທາ ທາ.
ໃຈ 7 ໄວ້ ໃຈ ໄວ້ ທີ່ ຈືງ ທີ່ ຈືງ ທາ ທາ ທາ ທາ: ພັດ ຂ້າງຕາຍ ຈຶ່ງ ກາຍ ທາ
ທາ ທາ, ບໍ່ ຈຶງ ທາ ທາ. ດ້ວຍ ທາ ທາ ທາ ທາ ທາ ທາ ທາ: ທາ ທາ ທາ

ເຮົາ ລວມຄື ຂອງລາວ ເປັນຫຍັງລາວ ຈຶ່ງ ລື ລາວ ໄປທາງນັ້ນ. ທ່ານ ອະທິ
ບາຍ ໃຫ້ລາວພັນ. ລວມ ຫວັງ ພັນ ຫາງ ລົມ ຫວັງ, ສົມ ນິ ກຸມ ຫລາຍທີ່
ນັ້ນ. ພັນ ອຸງ ງຸນ ພັນ, ລວມ ສາມ ສິ ຈັດ ອຸງ ຈະ ບໍ່ ກາຍ ເປັນ ສິ ທີ່
ໃຫຍ່ ແກ້ ລາວ.

ນັ້ນ ເປັນ ລວມ ຈຶ່ງ ທ່ານ ອະທິ ດາຍ ແຕ່ ວ; ສົມ ອາດ ຕັ້ງ ກາຍ ລົມ ທີ່ ມີ ອຸງ
ຮຸ່ນ ໃນ ກາຍ ທ່ານ ຂອງ ການ ສາມ ສິ ຈັດ ຂອງ ກາຍ ສິ ຈັດ ອຸງ ແລະ ລວມ ເລີ້ ຈຶ່ງ,
ແຕ່ ທ່ານ ທ່ານ ບາງ ລວມ ສົມ ຈຶ່ງ ຂອງ ມະ ບຸ ດ ສົມ ທ່ານ ລວມ ໃຫ້ ພາກ ເຂົາ
ພິ ຈາ ຣ: ມາ ຈັດ ຕັ້ງ ຍຶ ງຸນ ມ.

ກິ ບຸ ມ ລົມ ທີ່ ມີ ໃຫ້ ອຸງ 25000 ດາຍ ທາ ງ ທີ່ ເປັນ ພັນ ຂອງ ທາ ລົມ ທີ່ ຂັ້ນ ຕັ້ງ ດາຍ.
ນັ້ນ ເປັນ ວິ ລິ ທີ່ ມີ 80 ລ່ວນ ຮຸ່ນ ຂອງ ພາ ລົມ ທີ່ ພວກ ນີ້. ທີ່ ມີ ເຂົາ ຮຸ່ນ ຂອງ ພາ ກາ ອາ ດ
ຍຶ ຈຶ່ງ. ມີ ລວມ ອຸ່ງ ພາ ກາ ຈຶ່ງ ການ ພັນ ຫວັງ ເປັນ ທີ່ ສົມ ຈຶ່ງ ທາ ງ ໄປ ທາ ງ ຂັ້ນ ຕັ້ງ
ດາຍ ພັນ. ນັ້ນ ເປັນ ພັນ ຫາ ຈຶ່ງ ພາ ທີ່ ອາດ ຈຶ່ງ ພັນ ພາ ກາ ອາ ດ, ທ່ານ ພັນ
ຂອງ ສົມ ຈຶ່ງ ທີ່ ລາວ ຂັ້ນ ຕັ້ງ ລາວ ເອງ.

ເຮົາ ເປັນ ທາ ລົມ ທີ່ ພາ ຫາ ຍາມ ຂັ້ນ ຕັ້ງ ດາຍ ແມ່ນ ບໍ່ ອາດ ດາຍ.
ເຮົາ ທີ່ ຮຸ່ນ ອາ ຣ ມີ ເປັນ ຈຶ່ງ ທ່ານ ອະທິ ຮຸ່ນ ຂອງ ເຂົາ ທີ່ ພັນ ທ່ານ ຂັ້ນ ຕັ້ງ ດາຍ
ຈຶ່ງ ກາຍ ເປັນ ພັນ ທາ ງ ຈຶ່ງ ທີ່ ອຸງ ຂອງ ການ ພັນ ຫາ ຂອງ ເຂົາ. ລວມ ເລີ້ ລວມ ຈຶ່ງ ທີ່ ອຸງ
ຈຶ່ງ ອະ ທິ ບາ ຍາ ທາ ງ ເຮົາ ລາ ທາ: ມີ ແມ່ນ "ທ່ານ ຂັ້ນ ຕັ້ງ ດາຍ ເປັນ ທ່ານ ແກ້ ພັນ ທາ
ກຸ ງ ອາ ມ ໄປ ຫາ ພັນ ຫາ ຮຸ່ນ ລາວ." ເຮົາ ລວມ ຈຶ່ງ, ທ່ານ ພາ ກາ ພາ ກາ ເລີ້ ເຮົາ ເວ ລາ ໃຫ້
ລົມ ທີ່ ຈຶ່ງ ຂັ້ນ ຕັ້ງ ດາຍ ລົມ ທີ່ ຈຶ່ງ ອີ່ ມ ທີ່ ເຂົາ ເລີຍ ຈັດ ການ ທ່ານ ຂອງ ການ ພັນ ຫາ ຂອງ
ເຂົາ ແລ້ວ, ເຂົາ ອາດ ບໍ່ ທ່ານ ທາ ທາ ທີ່ ຮຸ່ນ ທາ ງ ກຸນ ພັນ.

ລົມ ທີ່ ຈຶ່ງ ທີ່ ເລີ້ ພັນ ທາ ມັນ ແປວ່າ "ຮຸ່ນ ຂອງ ລາວ ບໍ່ ມີ ພັນ ອາ, ລົມ
ລວມ ທີ່ ຈຶ່ງ ອີ່ ມ ຮຸ່ນ ມີ ລວມ ທີ່ ຈຶ່ງ ພາ ລົມ ເປັນ ທີ່ ສົມ ຈຶ່ງ ທີ່ ຮຸ່ນ ຈຶ່ງ" ອາດ ແມ່ນ
ລວມ ເລີ້ ເຮົາ ຮຸ່ນ ຮຸ່ນ ຂອງ ລວມ ທາ: ພິ ດ ທ່ານ ຂັ້ນ ຕັ້ງ ດາຍ ໃຫ້ ແກ້ ຂັ້ນ ຕັ້ງ. ເຂົາ ຕັ້ງ
ກາ ມ ສາ ມ ໄດ້ ພັນ. ເຂົາ ຕັ້ງ ກາ ມ ບາ ງ ລົມ ສົມ ນິ ກຸ ມ ເຂົາ ເຮົາ ເຮົາ ເຮົາ ໃຫ້ ເຂົາ ລົມ
ໄປ ທາ ງ ພັນ. ທາ ງ ແມ່ນ ວ່າ ພັນ ຫາ ມີ ລາ ພັນ ໄປ ທາ ງ ອາດ ແມ່ນ ຮຸ່ນ ໃຫ້ ອໍ ລວມ ຮຸ່ນ
ເຮົາ, ພາ ກາ ອາ ດ ພັນ. ລວມ ສາ ມ ຈຶ່ງ ທີ່ ລົມ ທີ່ ຈຶ່ງ ທາ ງ ພັນ ທ່ານ ພາ ກາ ອາ ດ ພັນ
ໃນ ທ່ານ ຈຶ່ງ.



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,



it may take place at the funeral home. The memorial trys 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 cemetary. 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.)

ກາມຝັງສົບ

ຕາມຮູບຂອງປະເພດກາມຝັງສົບ ໃນ ສະພາວະແມ່ນກິຈກາມຝັງສົບ
ພາຍງານມາເທິງຄວາມໂຄ້ງກາມຂອງສົມ ທີ່ມີຜູ້ຮັກ ຜູ້ແພງ ຕາຍພໍ້ ໃຫ້ລາຮັດ
ໂອ້ນພໍ້, ສົມຜູ້ຮັກໃຈຄື ກໍ່ຮຸ່ນວ່າມີໃຈຝັງສົບ ທຳລາຍກວ່າກັບຜູ້ຕາຍ.

ກາມຝັງສົບ ສ່ວນກາມມີສາມຊ່ວງ: ພໍ່ແມ່ຜູ້ບັງຮຸ່ນຜູ້ມາຝັງ
ຢາມຜູ້ຕາຍ, ລະນິກາຊື່, ແລະ: ພໍ່ຮັບລອ ທຳລາຍຂອງຜູ້ຕາຍ.

1. ຕາມປັກຕູ ຜູ້ມາຝັງຢາມຝາມ ກໍ່ຮຸ່ນວ່າມີລາຮັດທີ່ຮັບຮູ້ຝັງ
ສົບ. ຜູ້ຕາຍໄດ້ກຸ້ມໂຍງມາໄວ້ຈັບຜູ້ຮຸ່ນວ່າກາມຂອງກາມ
ຝັງສົບ ແລະ: ເຈົ້າໂລກສົບ ທີ່ລອບລົງຂອງຜູ້ຕາຍໄດ້ເລິກໄວ້
ແລ້ວມາຮຸ່ນ. ລອບລົງ ແລະ: ທ່ານພິນັດ ມາຮຸ່ນຜູ້ຕາຍມາກັບ.
ສົມ ເທວີນິມາ ສ່ວນກັບ ແລະ: ກຸ່ນຜູ້ຮັບຈິນິ ຮັບຕາມກາມຝັງ
ວິມາ ຂອງຜູ້ຕາຍ. ກິຈກາມຂອງກາມຝັງສົບມີ ສິນຮຸ່ນໃຈຝັດ
ຢ່າງໃຫຍ່. ຄວາມເຮົາໃຈຝັດ ກໍ່ຮຸ່ນວ່າ ໃນໃຈຝັງສົບ ກໍ່ເພາະ
ວ່າ ສົມຜູ້ຮັກວ່າ ຍັບພາຍໃຈຮຸ່ນທີ່ຝັງຢາມຝາມ ທີ່ຕາຍ. ເທວ
ສົມ ຜູ້ຕາຍກຸ້ມອາຜູ້ຮັບກໍ່ຮຸ່ນວ່າ ທີ່ຝັງຢາມຝາມ ກຸ່ນຮຸ່ນວ່າສົມ
ຜູ້ພໍ້ ໄດ້ຕາຍລັກແມ່ແລ້ວ. ພວກເຮົາກຸ້ມໃຈຂອງເລີຍ 7 ວ່າ
ຜູ້ຮັກ ຜູ້ແພງ ໄດ້ຕາຍແລ້ວ ແຕ່ພວກເຮົາບໍ່ໄດ້ແມ່ນວ່າໃຫ້
ຮຸ່ນກາມຕາຍພໍ້ ກໍ່ຮຸ່ນວ່າ ເວລາໃຈ. ຜູ້ຝັງຢາມຝາມ ກຸ່ນຮຸ່ນ
ທີ່ຝັງຢາມຝາມ ກາມຕາຍ.

2. ຕາມປັກຕູລະນິກາຊື່ ກໍ່ຮຸ່ນວ່າ ທີ່ວິທານ, ເຊີ່ ແມ່ນວ່າ, ມັນອາໄສ
ບ່ອນທີ່ໃຈຝັງສົບ. ລະນິກາຊື່ ພາຍາຍາມກຸ່ນຮຸ່ນຮຸ່ນວ່າກັບກາມຝັງ
ຮຸ່ນວ່າຂອງຜູ້ຮັກ ຜູ້ແພງ ຈັບຄວາມດີ ພຣະອົງສາວົກກຸ່ນຮຸ່ນ
ຂອງຜູ້ຕາຍ. ຕາມປັກຕູ ພຣະອົງສາວົກ: ພາຍາຍາມ ທຳຄວາມສາມ
ພັນ ໃນ ສະພາວະ ສາມພາຍດີຂອງຜູ້ຕາຍ ແລະ: ຄວາມໂຄ້ງກາມຂອງ
ຮອບລົງ ແລະ: ທ່ານພິນັດ ກຸ່ນຮຸ່ນວ່າ ທີ່ໄປຢາມຝາມ ຜູ້ຕາຍ.



3. ທັງໝົດ ໑໓ ຂອງ ຜູ້ຕາຍ ໑໑ ວັນນີ້ ຂອງ ສາງ ສິ່ງ ອອດຈິ:
 ເປັນ ທີ່: ກາມ ລັກ ສິບ ທີ່ ກາມ ເວົ້າ. ຜູ້ ຕາຍ ສ່ວນ ທຳອິດ
 ໃນ ລະຫວ່າງ ກິດ ລັກ. ທັງ ນັ້ນ ຜູ້ ຕາຍ ທຳອິດ ໃນ ກິດ ສິບ ກິດ
 ເວົ້າ ລັກ ໃນ ລິມ ທີ່ ຂຽນ. ເປັນ ກິດ ມັດ ຍາມ ຂອງ
 ໕ ຂອງ ຜູ້ ຕາຍ ໃນ ລະຫວ່າງ ກິດ ເວົ້າ. ກາມ ເວົ້າ ສິບ: ກາມ
 ລັກ ລອງ ຂອງ ກາມ ທີ່ ກິດ ເວົ້າ ສິບ ໕ ກິດ ດ້ວຍ ກາມ ເວົ້າ.



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

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.

มาลาโยได้มาอยู่ที่ลอบลิน, ด้วยเหตุนี้, ในลอบลินจึงมีแม่ที่รับเลี้ยง
ลูก (ลูกชายผู้ใหญ่สาว) และมี แม่ที่รับเลี้ยงในลอบลินคือ ลุง กว๋น ลุง
ศักดิ์, พี่สาว มั่งมี.

แม่มาลาโยกับแม่ที่รับเลี้ยงลูกเลี้ยง ยี่สิบกว่า (ชื่อ ยี่สิบ) มาอีก. แม่ที่
รับเลี้ยงลูก และ กว๋น ลุง กว๋น ยี่สิบ โดยจริง. ยี่สิบ, ในส่วน, ง: ที่ ยี่สิบ เป็น
ยาย. แม่แม่ ยี่สิบ ชื่อ ยี่สิบ ในเมืองลาว. ในลอบลิน แม่แม่ แม่ที่รับเลี้ยง
หลวงลาว. กว๋น ลุง และ ยี่สิบ ชื่อ ยี่สิบ ชื่อ ยี่สิบ ชื่อ ยี่สิบ. ยี่สิบ, ยี่สิบ, ยี่สิบ
รวมกัน รวมลอบลิน ยี่สิบ ยี่สิบ ชื่อ ยี่สิบ, ชื่อ ยี่สิบ และ ล้อมรอบของ ยี่สิบ
ยี่สิบ ชื่อ ยี่สิบ ในลอบลิน. ล้อมรอบ ยี่สิบ ยี่สิบ ชื่อ ยี่สิบ ยี่สิบ ยี่สิบ ยี่สิบ ยี่สิบ
แม่ที่รับเลี้ยงลูก รวมลอบลิน ยี่สิบ ยี่สิบ ชื่อ ยี่สิบ ยี่สิบ ยี่สิบ ยี่สิบ ยี่สิบ
ยี่สิบ.

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.

3. ສິດສາມາດປະພຶດ ບໍ່ແມ່ນ ແຕ່ຈະຮູ້ ທາງນັ້ນ ຂອງກາມສວມເລືອກ ທີ່
 ພື້ນຄວາມ. ພໍ່ແມ່, ທີ່ຢາກ, ວາດຊີ ລືກ ຂອງເຂົາໃນວາລາເຮົາປະພຶດ
 ຜິດ ເພາະຈຳລັງນັ້ນ ພໍ່ແມ່ ຈຶ່ງ ທີ່ເຮົາສືບຮັບ ປະຕິບັດ. ເຮົາຈະ ຕື່ ລືກ ຈັກ
 ທີ່ (ຕື່ ລືກ ທີ່ ໃດ) ໃນວາລາ ທີ່ ແລ້ວ (ວາຍ ຂອງເຂົາ), ແລະ ຮູ້ ຈຳລັງ
 ສາມາດປະພຶດ ອັນ ທີ່ ລົມ ຄວນ ຈະ ໄດ້ ຮັບ ທີ່. ເກືອບ ເໝາະ ທີ່ ສິນ ພວກເຮົາ
 ບໍ່ໄດ້ ຮັບ. ຈຶ່ງ ຮູ້ ມີ ໃນ ກາມ ເປັນ ພໍ່ແມ່. ຄວນ ກຸ່ມ ກາມ ຂອງ ພວກເຮົາ
 ແມ່ນ ຈຳ ກັດ ແມ່ນ ທາງ ທີ່ ພວກເຮົາ ຈຶ່ງ ຕື່ ລືກ ທີ່ ລືກ ມື້ ມື້ ແລະ ແມ່ນ
 ວ່າ ເປັນ ທາງ ບໍ່ ຕື່, ວາດ ມີ ທາງ ນັ້ນ ທີ່ ຕື່ ລືກ.

ຄວນ ຮູ້ ມີ ຂອງ ຄວບ ຄວບ ຢ່າ ໄກ ແລະ ສາມາດ ແລ້ວ ພວກເຮົາ ຈຶ່ງ
 ປະກວດ, ແຕ່ ວ່າ ມີ ແລະ ຢາກ ສາມາດ ທີ່ ໄດ້ ສຳ ລັດ. ລົມ ລືກ ຄວນ ຮູ້ ມີ ຂອງ
 ສິນ ພວກເຮົາ ຂອງ ພວກເຮົາ ແລະ ອື່ນ ໃນ ຈຶ່ງ ຮູ້ ພໍ່ແມ່. ແລະ ກຸ່ມ ພື້ນ ວາດ ຄວນ ເຮົາ
 ເຮົາ ຂອງ ກາມ ຈຶ່ງ ຂອງ ກາມ ທີ່ ຕື່ ລືກ ຂອງ ເຂົາ. ໃນ ກາມ ພື້ນ, ກຸ່ມ ທີ່ ຕື່ ລືກ
 ທີ່ ຈັດ ທີ່ ຈຶ່ງ ຈຶ່ງ ທາງ ນັ້ນ ທີ່ ພັກ (ສາມາດ ທີ່ ສາມາດ ຄວບ ຄວບ ໄປ ຈຶ່ງ ມີ ພວກ ກາມ
 ທີ່ ຕື່ ລືກ (ອ) ແລ້ວ ຈຶ່ງ ຕື່ ລືກ ທາງ ທີ່ ຕື່ ລືກ ທີ່ 17 ແລະ ພວກເຮົາ ໃນ ທາງ ກຸ່ມ
 ສາມາດ ຂອງ ກາມ ຈັດ ຮະ ຢາກ ທີ່ ກາມ ບໍ່ ບໍ່ ກາມ ຂອງ ພໍ່ແມ່. ພໍ່ແມ່ ກາມ ຈັດ ຮະ
 ຢາກ ທີ່ ພໍ່ແມ່ ສາມາດ ອັນ ໃນ ວາລາ ເຮົາ ຈຶ່ງ ຕື່ ລືກ ທາງ ທີ່ ສິນ ພວກເຮົາ ຈຶ່ງ ຈັດ ກຸ່ມ
 ຄວນ ຄຳ ຄວນ ປະພຶດ ໄປ ຕື່ ລືກ ຂອງ ເຮົາ.



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

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.

๑/ งูที่มีพิษ แพร่ระบาดร้ายกาจ ทั่วภาคใต้ของประเทศไทยที่ใด.
๒/ แพร่ระบาดที่ใด แพร่ระบาดของโรคพิษงูชนิดอื่นของประเทศไทย. แพร่ระบาดของพิษงู
๓/ งูที่มีพิษร้ายกาจที่พิษร้ายที่สุดของประเทศไทย. แพร่ระบาดของพิษงูชนิดอื่นของประเทศไทย.
๔/ แพร่ระบาดของพิษงูชนิดอื่นของประเทศไทย. แพร่ระบาดของพิษงูชนิดอื่นของประเทศไทย.
๕/ แพร่ระบาดของพิษงูชนิดอื่นของประเทศไทย. แพร่ระบาดของพิษงูชนิดอื่นของประเทศไทย.
๖/ แพร่ระบาดของพิษงูชนิดอื่นของประเทศไทย. แพร่ระบาดของพิษงูชนิดอื่นของประเทศไทย.
๗/ แพร่ระบาดของพิษงูชนิดอื่นของประเทศไทย. แพร่ระบาดของพิษงูชนิดอื่นของประเทศไทย.
๘/ แพร่ระบาดของพิษงูชนิดอื่นของประเทศไทย. แพร่ระบาดของพิษงูชนิดอื่นของประเทศไทย.
๙/ แพร่ระบาดของพิษงูชนิดอื่นของประเทศไทย. แพร่ระบาดของพิษงูชนิดอื่นของประเทศไทย.
๑๐/ แพร่ระบาดของพิษงูชนิดอื่นของประเทศไทย. แพร่ระบาดของพิษงูชนิดอื่นของประเทศไทย.

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 caffiene 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.

ການບໍາລິເວນໃຫ້ນຳກຳລັງ - ເມັດເຮັດຂອງຮຽນ

ການບໍາລິເວນໃຫ້ນຳກຳລັງ - ເມັດເຮັດຂອງຮຽນ ແມ່ນຈຳນວນທີ່ທ່ານໃຫ້ສູດພາຍ
 ແລະ ສມອງຂອງເຮົາຢູ່ນາໄປ. ການປຸງປາງແບບນີ້ສາມາດເຂັ້ມກໍ່ໄດ້ທຸກລາຍ
 ວິທະຍາສາດ. ເພື່ອເກັບຂອງນັ້ນກໍ່ຈະທຳໄດ້ມາດລະດັບຄັ້ງລຸ້ນນັ້ນ:

1. ປຸງປາງໃນສູດພາຍແລະ ທົ່ວກຳລັງສາຍຫຼືສູດພາຍ.
2. ປຸງປາງໃນສມອງຄວາມເຂັ້ມ ແລະ ຄວາມຮຸ້ນສົກ.
3. ປຸງປາງໃນຄວາມປະພຶດທົ່ວຂອງສົມເຮັດ.

ນັ້ນມີຄວາມແຍກແຍງກັນຢ່າງຊັດເຈນກັບ ກຳລັງສາຍຫຼືສູດພາຍ ທີ່ເພື່ອການ
 ເຈັບເຈ້ຍ ທີ່ນັ້ນມີ ມັນ ແມ່ນຢາ. ອັງກິດວິທານພວກເຮົາຈະກັນທາງເຮົາ.
 ທີ່ນັ້ນກໍ່ໂຮງຮຽນ (Soda shop) ທີ່ເຮົາເຫັນໃນຕະຫຼອດທຸກບ່ອນ, ຍັງມີການປຸງ
 ຂອງຮຽນ ແລະ ການຮຽນ, ກໍ່ແມ່ນຢາ. ພວກເຮົາຈະສ້າງຢາໃນສັງຄົມນານາຊັດ. ເຈັບ
 ເຈ້ຍ ທີ່ນັ້ນມີພວກເຮົາຮູ້ຮູ້.

ຢາທີ່ເຫຼືອສູດໂຮງຮຽນ (ເປັນອຸປະໂຍກ). ທ່ານເຮັດຢາກຳລັງຄົນເຈັບ
 ແລະ ຮຽນ. ຢາບາງຢ່າງທີ່ຮູ້ກຳລັງສາຍຫຼື ບາງກາມໂຮງຮຽນຢາກຳລັງ ທີ່ເຮັດໂຮງຮຽນ. ຢາບາງຢ່າງ
 ທີ່ຮູ້ຢາທີ່ອາດລວມເຈັບເຈ້ຍ. ຢາບາງຢ່າງອາດຈຸ່ມຮ່ອງກາຍກາຍທຸກກໍ່ຕາມຜົນກະ
 ສົດທາງໂຮງຮຽນ ເຊັ່ນ ຄວາມຮຸ້ນສົກ ຮູ້ຄວບຊ້ອນ ຢາກຳລັງສາຍ ເຊັ່ນ ທ່ານ.

ຢາແບບນີ້ປຸງປາງໄປຕາມຜູ້ຄົນຮຸ້ນສົກ, ຄິດ ແລະ ປະພຶດ. ທ່ານຈະຮຽນ
 ອຳນວຍການທຳການທີ່ເຮົາເອີ້ນວ່າ ສົມເຮັດ ທີ່ນັ້ນມີ ຢາບາງຮາວັນ.

ຢາທຸກລາຍແບບສາມາດທີ່ຈັດ (ຈັດກຳລັງສາຍ) ໃນຕາງກຳລັງສາຍ ທີ່ ກຳລັງ ແລະ ຢາ
 ບາງຢ່າງ ເພາະ ທ່ານຮຽນວ່າ ການຈັດກຳລັງສາຍ ຈຸ່ມຮ່ອງ. ທົ່ວຢາກຳລັງ ມີ ໄຢຊິນຊິນ. ກໍ່ທາງ
 ວາພວກເຮົາເຈັບເຈ້ຍຢ່າງຊັດເຈນ, ທ່ານຈະຂອງພວກເຮົາອາດຈຸ່ມຮ່ອງຢາກຳລັງສາຍ ທີ່ເຮົາໃຫ້ຮູ້ຮູ້. ລາວຈະ
 ພິຈາລະນາ ພວກເຮົາຢູ່ໃນການຕົວຕົນໃຈ ຢາກຳລັງສາຍ ທີ່ນັ້ນໃນທີ່ຮູ້ຮູ້. ລາວຈະ ຄິດ ຮຽນ ແລະ
 ຂບວາດຂອງພວກເຮົາ. ລາວຈະຮຽນພວກເຮົາ ແລະ ກໍ່ຕາມຮຽນພາກຸ້ມ: ມະແມ່ນອມ
 ທີ່ນັ້ນ.

ທວງຈາກ ທ່ານຈະຕົວຕົນໃຈຢາກຳລັງ ໃດ ທີ່ທ່ານ ທັງກາມ, ລາວຈະເຈັບ ໄຢຊິນ
 ຊິນ ທີ່ນັ້ນ ໄຢຊິນຊິນ ແມ່ນ ແມ່ນຢາ ທີ່ນັ້ນມີ ທ່ານ ຢາກຳລັງ ຢ່າງໃຈກິນ ດາຍຊິນ



Chemical Substance Groupings
(Pharmacological Effects)

33

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.

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

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.

ເນື້ອເຮືອງຂອງຮູບ ກາມຮ່ວມເປັນພວກ
(ຜົນຂອງເພສີ ຈິ:ທຽ)

ຮູບຮ່ວມເປັນພວກສອດຄ້ອງໃນແນວທາງທີ່ຮຸ່ນຂອງຊີວິດມະນຸດ. ຮູບນີ້ເປັນຜົນຂອງທາດສົມໃນທາງດຽວທີ່ຖືກຈັດເຂົ້າມາກໍາມັ. ແຕ່ວ່າບໍ່ມີຊີວິດກໍາມັ, ທີ່ມີທາງສັກແມ່ນຮູບກັບຜົນປະໂຫຍດຂອງຮູບ. ຮູບແນວດຽວຈະບໍ່ມີຜົນປະໂຫຍດແນວດຽວໃຫ້ແກ່ມະນຸດທາດສົມ. ແລະຮູບສາມາດເປັນຜົນໃຫ້ແກ່ສົມບັດໃນຮູບກັບຈິທີ່ທາງແລະເວລາ. ລວມທັງກັບເຫລົ່ານີ້ເປັນຜົນມາຈາກ ທາຍສູງ ທາຍຮ້າງ ທາງຈັດພວກນັກແມ່ນ:

1. ປະຣິມານຂອງຮູບທີ່ໃຊ້.
2. ຊື່ນຸ່ງໃຊ້ຮູບຈັດເຫຼືອ.
3. ຮູບຖືກປະຣິມກັມທີ່ບໍ່ຖືກຈັດກັມກັບຮູບແນວອື່ນ.
4. ຮູບສະໜອງທາງຮູບ.
5. ບາດສົມບັດແມ່ນໄວຕໍ່ກັມຮູບທີ່ບໍ່.
6. ຂະໜາ ແລະນັກ ທາມັກຂອງສົມໃນກາມໃຊ້ຮູບ.
7. ສະພາບຮ່ວງກາຍຂອງສົມໃນກາມໃຊ້ຮູບ.
8. ສະຖານ: ອາຣນີຂອງສົມໃນກາມໃຊ້ຮູບ.

1. Stimulants ແມ່ນຮູບທີ່ເຮັດມາໄປຂອງສະຖານະກາຍໄປກວ. ມັນກໍາທີ່ທົ່ວໄປເຕັມໄປກວ່າເກົ່າ, ຄວາມເພີ່ມຂຶ້ນ ແລະ ຈຳນວນກາມທາຍໃຈ ທະວີຂຶ້ນ, ແລະ ຄວາມດີຂອງເລືອດທວີຂຶ້ນ. ມັນສາມາດກໍາໃຫ້ສົມບັດກວ້າງຂວາງຕໍ່ມີເຕັມແລະວະນັດລະວັງ. ຄວາມສາມັກຂອງຮູບ Stimulant ແມ່ນ Caffeine. Caffeine ຄືນັ້ນມາຈາກກາແຟ, ນັກຊາ, COCOA, ແລະ CO/໒ ທີ່ເຮັດສົມໄປ. ມັນກໍາຍັງມີຮະຍະກວ້າງຂອງຄວາມແຮງ Stimulants ທີ່ໃຫ້ເກີດຄວາມສຸ່ສິກ, ທີ່ຄວາມສຸ່ສິກ ແຍງແຮງຂອງຊຸຂະພາບສົມບູນ. Amphetamines ແລະຮູບທີ່ມີຄວາມສຸ່ສິກ ແມ່ນຕົວຢ່າງຂອງຄວາມແຮງ Stimulants. ເພາະວ່າຮູບເຫລົ່ານີ້ມີຄວາມສຸ່ສິກ ຈຳນວນເປັນໄປໄດ້ສູງກວ່າ ກາມກໍາໃຫ້ຄວາມສົມບູນຂອງຊຸຂະພາບ. (ຈຳນວນສຸ່ສິກທ້າຍແຍງທັດ



1
2. ⁽⁴⁾ Dependants ແມ່ນຢາທີ່ລົງໄປໃນລະບົບປະຕິບັດຕາມກົດໝາຍໃຫ້ກຸ່ມ
ທີ່ຕ້ອງການ.

2. Dependants ແມ່ນຢາທີ່ລົງໄປໃນລະບົບປະຕິບັດຕາມກົດໝາຍໃຫ້ກຸ່ມ
ທີ່ຕ້ອງການ. ລວມທັງ: ຄູນ, ສົມ, ພຽງ, ອົມມິວ, ທາ, ເບີວິກ, ຍ່ອມລົງ, ທາໃຫ້ກຸ່ມ.
ເຄື່ອງໂທດຂອງຜູ້ກຸ່ມຄວນລົງ: ທາກຸ່ມອາດສົ່ງຢາຈາກບົດສູນມີໃຫ້
ສຽບລົງໃນກະເລັກປະສາດ ທາ: ກຸ່ມລົງລົງມອບຄື- ສົ່ງເລີ່ມມີ ແມ່ນຢາ ທາ
ຄວາມງຽບ ແລະ ຢາ ບໍ່ມີ ທາຄວາມງຽບ.

໖. ເທລີອີ ແມ່ນສິ່ງຂອງຢາໃນບົດສູນກຸ່ມມີ. ພວກເຮົາຈະເວົ້າກ່ຽວກັບ
ເທລີອີຕໍ່ໄປ.

໖. ຢາທາຄວາມງຽບ ອາດຖືກ ທາໃຫ້ຄົນທີ່ຖືກເປີດຕາຢູ່ກະວາກະວາຍ
ບໍ່ມີ ສຽບ ແລະ ຍ່ອມລົງ. ຢາເທລີອີມີ ລາມາດ ທາ: ທາ ແຫ່ງ ທີ່ໃຈ (ຈິດວິເຄາ)
ແລະ ສະພາບສົມບູນ. ຢາບໍ່ມີທາຄວາມງຽບ ແມ່ນຢາທີ່ເປັນ ອົມ ທາ: ຮາຍ
ໃຫຍ່ ທີ່ອັດໃນເວລາໃຊ້ກັບ ເທລີອີ. ໃຊ້ຢາເທລີອີບໍ່ມີກັບ ແລ້ວອາດຖືກ
ຕາຍໄດ້.

C. Barbituates ອາດຖືກ ທາ: ທາ ທີ່ເຮັດໃຫ້ເຮົາມອບລົງ ແລະ ສາລັບກາມ
ສຽບ ຂອງໂຮກເລັກປະສາດ. ຢາ Barbituates ສາມາດ ທາໃຫ້ ທີ່ໃຈ
ແລະ ສະພາບສູງໃນເວລາຄົນກັບຢາມີຕາມປົກຄໍ. ຄືຢາບໍ່ມີທາ
ຄວາມງຽບ, ກັບຢາ, ສາມາດ Barbituates ໃນກາມຮ່ວມກັບກັບເທລີອີ
ສາມາດເປັນ ອົມ ທາ: ຮາຍ.

3. Hallucinogens ແມ່ນຢາທີ່ຢູ່ມ ແປງ ສມອງຂອງທ່ານ ແລະ ຄວາມເຂົ້າ
ໃຈທາງກາມ. ຄວາມເຂົ້າໃຈຂອງລາຍມອງເທັມຂອງທ່ານ, ກາມພິສູງ,
ຮັດເຊບ, ກັບ ພິບ ແລະ ຮົບກວມ ອາດເກີດ ຄວາມຢູ່. ທາຢ່າງ, ທາທາກ
ຈຳທ່ານໄດ້ ຢູ່ມສູງ, ມັນອາດ ປາກົດ ຄື ສູງ ສວ່າງ ແລະ ອອກກາມ.

ເລີຍຂອງກາມໃຊ້ Hallucinogens ທີ່ຖືກ ທາ: ທາ, ແລະ Psychedelic
(psilocybin), peyote, mescaline, ແລະ Hallucinogens ອົມມິວ
ຄືຢາຄືກັນ. ສ່ວນພາກຂອງຢາເທລີອີ ແມ່ນສິ່ງທີ່ ຜິດກົດໝາຍ, ຜົດ
ເວັ້ນ ແຕ່ກາມ ຄົນຄັ້ງເປັນຢາ ແຫ່ງ ແພດ. ເຖິງ ແມ່ນວ່າຢາ ທາລົງມີ ບໍ່



ທ່າໃຫ້ມີຄວາມຄິດແຫ່ງພາຍ, ມັນກຳລັງມີພົບປະໃຈຕາຍໄປ dosage ລາ
ມາດທ່າໃຫ້ທັງຈິດໃຈຮຸນແຮງຂຶ້ນໆ.

ແຫ່ງຈິດໃຈທີ່ແຫ່ງຈິດໃຈຄວາມສົມບູນເກີດຂຶ້ນເວລາຄົນນຶ່ງໃຊ້ອາໄສທ່າໃຫ້
ພໍໃຈຕາມອາໄສທ່າງ່າຍ. ຄວາມອ່ອນແອຈິດໃຈທີ່ກຳລັງມີວ່າກາຍລຸ້ນໂສງ. ຄົນທີ່
ນຶ່ງສາມາດຖືກກາຍເປັນຄູ່ໃຫ້ໃຫ້ໃຈໃຫ້ໃຈໃຫ້ໃຈໃຫ້ໃຈໃຫ້ໃຈໃຫ້ໃຈໃຫ້ໃຈໃຫ້ໃຈ
ຄົນນຶ່ງສາມາດກາຍເປັນຄວາມລຸ້ນໂສງໃຫ້ໃຈໃຫ້ໃຈໃຫ້ໃຈໃຫ້ໃຈໃຫ້ໃຈໃຫ້ໃຈ
ໂອໂອ, ແລະ ໂອໂອ ທີ່ລຸ້ນໂສງໄປ, ເພາະວ່າມັນຢູ່ບໍ່ເລື່ອນສິ່ງທີ່ທ່າລາມອ່ອນຂຶ້ນ
(ຄວາມສູງສູງຂອງຄວາມຮຸນແຮງເລັກນ້ອຍ). ບາງເທື່ອຄົນນຶ່ງຈະກ່າວຄວາມແຂງແຮງ
ຈະເລີນ, ແຫ່ງຈິດໃຈທ່າ ຄວາມສົມບູນທີ່ລາມຢາກໄດ້, ລາມຢາກ. ຄວາມທ່າງ່າຍ
ເປັນສິ່ງແຂງແຮງ ເຊິ່ງກາຍໄດ້ຮັບອາໄສເປັນປະໂຫຍດທ່າລາມກ່ວາກາຍທ່າໃຫ້ພໍໃຈຄວາມ
ທ່າງ່າຍແນວນີ້.

ສຸຂະພາບສົມບູນເກີດຂຶ້ນເວລາທ່າງ່າຍເຊິ່ງຖືກທ່າງ່າຍກັບສາພາບອາໄສທີ່ໄດ້ໃຊ້ມັນມາຕ່ຳກວ່າ
ປະລິມານຂອງເລືອດເດັມແລະເຍື່ອສມາສເນີນກັບທວງຄວາມໂຍນອັນດີທີ່ທ່າບາດລົງ
ຍັງສູງສູງຂອງແຂງແຮງ. ກາຍຮວບຮວມແມ່ນພາກສ່ວນອັນດີທີ່ຈະທ່າຍເຖິງເຮືອ
ຢາແກ່ສຸຂະພາບສົມບູນ. ຈະບໍ່ແມ່ນແຕ່ຢາທ່າງ່າຍສາມາດຮ່ວມສຸຂະພາບສົມບູນລຽດ. ທ່າ
ເຖິງຢາງໂອກຕາມ, ເທື່ອນຶ່ງຄົນນຶ່ງມີສຸຂະພາບສົມບູນກໍແມ່ນເວລາຢາບໍ່ແມ່ນໃບຮຸ
ບົບແນວກາຍ, ບໍ່ເປັນທີ່ພໍໃຈຂອງອາການສາມາດຢາກເກີດຂຶ້ນໄດ້. ວ່າກາຍເຫຼົ່າ
ນີ້ຖືກອີງເຖິງຄືກາຍກວາອອກໄປ. ເຖິງຢາງໂອກຕາມ ຄວາມແຂງ (ກາລິງ, ຄວາມແຂງແຮງ)
ຂອງອາການເຫຼົ່ານີ້ສາມາດແຕກຕ່າງ, ມັນຮ່ວມກັນໃຈກາຍເສັ້ນຢາກ, ເທື່ອອອກ
ທ່າຍເລີນໄປ, ເຈັບປາວ, ອາການຢູ່ທ່າງ່າຍແລະຂອງທ່າງ່າຍອື່ນ.



ຢ່າ ຄອມ ທີ່ ທຳ ອັນ ມີ ພາວ: ແກ້ ທີ່ ທຳ ມາດ ຫາ ມ ສົມ
 ບຸນ ເອງ ຫາ ທຳ ບ. ຢ່າ ກຽດ ດັ່ ຄື, ກູ້ ຫາ ຫວ່າ ຄົວ ສິ ມັ ຫາ ທ
 ຫາ ບ ເປັ ມ ຄົມ ທີ່ ມີ ຊຸ ເພາ ບ ສົມ ບຸນ ຫາ ທຳ ບູ ມູ, ມີ ມ ວ ມ
 ຢ່າ ຄອມ ມັ ບໍ່ ທີ່ ບໍ່ ທີ່ ບໍ່ ມີ ມ ຕ: ບົດ ເອງ ມ ມ, ມ ມ: ຫາ ມ
 ຄອມ ປວກ ທີ່ ມັ ບໍ່ ທີ່ ບໍ່ ທີ່ ບໍ່ ທີ່ ບໍ່ ທີ່ ບໍ່ ທີ່ ບໍ່ ທີ່ ບໍ່ ທີ່ ບໍ່ ທີ່
 ປວກ ອັນ ມີ ທີ່ ທີ່ ທີ່ ທີ່ ທີ່ ທີ່ ທີ່ ທີ່ ທີ່ ທີ່ ທີ່ ທີ່ ທີ່ ທີ່ ທີ່
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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.

ມີຫລາຍສູງຫລາຍຢ່າງຢູ່ ຢາກ ຫລາຍແລະ ທີ່ ຍ້າມກົວ ດ້ວຍຫລາຍໆ ຄົມກຸ່ງ ດ້ວຍ
 ຄວາມກຸ່ງ ພັບກັບກັບ ເຮືອງ "ຍາ" ແລະ "ຜູ້ ໃຊ້ ຢາ". ເຖິງຮ່ວມກໍລິງ, ເລວກໍເຮັດໄດ້ ອັນຂ້າງເຖິງ
 ເຮືອງ ການມີ "ຍັນ ທາຍາ" ພວກເຮົາກໍ່ ຄົວ ອຸ່ນ ແລະ ຜູ້ ໃຊ້ ຢາ ແມ່ນ ລິ້ງ ກໍ່ ຮ້າຍ.

ພວກເຮົາ ຕ້ອງ ການ ຄວາມ ເຂົ້າ ໃຈ ຮາຍາ: (ເຖິງຮ່ວມໄຂ, ຄວາມກຸ່ງ ພັບກັບ) ກໍ່
 ໄດ້ ບອກເລື່ອງ ການ ໃບ ຮູ້ ຢາ ຂອງ ຢາ. ຕົວຢ່າງ, ຄວາມ ຫລາຍ ທາຍາ ພັບກັບ: ທາຍາ, 1) ໃຊ້ ຢາ,
 2) ຢາ ໃຊ້ ຜິດ, 3) ໃຊ້ ຢາ ເລື່ອງ ໃຈ.

1. ໃຊ້ ຢາ: ການ ໃຊ້ ຢາ ໂດຍ ເຈຕະນາ, ໃບ ຈຳນວນ ເລາ: ສົມ, ການ ເກັດ ຂັ້ນ ສົມ, ແລະ ຄວາມ ຫລາຍ ທາຍາ, ແລະ ຈິດ ກໍ່ ຮູ້ ຢາ, ທ່າ ທາງ.
 - a. ເຮືອງ ຢາ ໄດ້ ຮັບ ກິດ ຕ້ອງ ຕາມ ກົດ ທາຍາ.
 - b. ໃຊ້ ຢາ ໃຫ້ ປະໂຫຍດ ຕາມ ຄຳ ສັ່ງ (ທ່າ ຕາມ ຄຳ ແບ: ຍາ).
 - c. ໃຊ້ ຢາ ເພື່ອ ຮັກ ສາ ຫລື ຕ້ອງ ການ ຄວາມ ເຈັບ ໄຂ້.

2. ຢາ ໃຊ້ ຜິດ: ໃບ ຈຳນວນ ເລາ ໃຊ້ ຢາ ໂດຍ ເຈຕະນາ, ແຕ່ ບໍ່ ເປັນ ຈຳນວນ ເລາ ສົມ, ເກັດ ຂັ້ນ ສົມ, ຄວາມ ຫລາຍ ທາຍາ ຫລື ຈິດ ກໍ່ ຮູ້ ຢາ, ທ່າ ທາງ.
 - a. ເຮືອງ ຢາ ໄດ້ ຮັບ ກິດ ຕ້ອງ ຕາມ ກົດ ທາຍາ.
 - b. ບໍ່ ປະໂຫຍດ ຕາມ ຄຳ ແບ: ຍາ ໃນ ການ ໃຊ້ ຢາ.
 - c. ໃຊ້ ຢາ ເພື່ອ ຮັກ ສາ ຫລື ຕ້ອງ ການ ຄວາມ ເຈັບ ໄຂ້.

3. ຫລາຍ ທາຍາ: ເຮືອງ ການ ໃຊ້ ຢາ ໂດຍ ເຈຕະນາ ແນວ ອິນ ຫລາຍ ກວ່າ ຄວາມ ປະສິດ, ແລະ ໃບ ຈຳນວນ ເລາ ທ່າ ທາງ, ສາມາດ ເປັນ ການ ເສັ້ນ ທາຍ ໃຫ້ ສຸຂະພາບ ຂອງ ຄົນ ຫລື ຄວາມ ສາມາດ ທຸກ ການ ກໍ່ ກາ.
 - a. ຕາກ ປັກ ຕຳ ແລ້ວ ໃບ ຈຳນວນ ເລາ ໃຊ້ ຢາ ໂດຍ ເຈຕະນາ ຫລື ຈິດ ກໍ່ ຮູ້ ຢາ.
 - b. ໃຊ້ ຢາ ສຳລັບ ອາຣະສິ ໃນ ການ ຢູ່ ມາ ແປງ ຜົມ ປະ ຈິດ.
 - c. ອາດ ສາມາດ ບາດ ທຳ ຈິດ ໃຈ ແລະ / ຫລື ສຸຂະພາບ ສົມບູນ.



ຢູ່ບາງ ບາງ ບໍ່ຄົນ ໃນ ຕອນ ທີ່ ໄດ້ ກັບ ມື້ ລວມ ບ່ອນ ທີ່ ພວກ
 ເຮົາ ເຮົາ ທັງ ພວກ ເຮົາ ດ້ານ ທີ່ ຕ່າງ ທີ່ ພວກ ເຮົາ ພວກ ເຮົາ ພວກ ເຮົາ
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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	.075	.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.

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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	Effects
12-ounce can of beer	5-ounce glass of wine	1 1/2-ounce shot of whiskey, gin, vodka	(These are average amounts The actual amount depends on the size of the person)	These effects can be different for different people They can also be different for the same person at different times.
1 1/2	1	1	0.025	Slight to moderate changes in feelings and behavior, depending on conditions and on the individual
3	2	2	0.05	Feeling of relaxation and cheerfulness. Behavior is less restrained. Judgment is affected
4 1/2	3	3	0.08	Movements become clumsy Walking is unsteady Speech and eyesight are blurred Reaction time is slowed down
6	4	4	0.10	Person is legally classed as drunk Stagger and loses balance "Sees double" May become noisy or gloomy. Acts drunk
7 1/2	5	5	0.15	
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.

ລວມ: 1

Blood Alcohol levels												
ນ້ຳໜັກ 29 ງຳນົດ	1	2	3	4	5	6	7	8	9	10	11	12
100 lbs	.038	.075	.113	.150	.188	.223	.263	.300	.339	.375	.413	.450
120 lbs	.031	.063	.091	.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	.20	.229	.250
200 lbs	.019	.038	.056	.075	.094	.113	.131	.150	.169	.188	.206	.225
220 lbs	.017	.034	.051	.063	.085	.102	.119	.136	.153	.170	.188	.205
240 lbs	.016	.031	.047	.063	.078	.094	.107	.125	.141	.156	.172	.188

ສົມເໝີທອງ ທີ່ນ້ຳໜັກ 1 ອອນສ໌ (ounce) 29 ງຳນົດ ຈຶ່ງໃຫ້
 ຜົນມາ 12 ອອນສ໌ (ounces) 29 ງຳນົດ ຫຼື 14 ອອນສ໌ (ounces) 29 ງຳນົດ
 ທີ່ນ້ຳໜັກ: 29 ງຳນົດ

ລວມ: 2 Blood Alcohol levels ທີ່ນ້ຳໜັກ

ນັກ ທີ່ນ້ຳໜັກ 29 ງຳນົດ ຈຶ່ງໃຫ້ ຜົນມາ 12 ງຳນົດ ຈຶ່ງໃຫ້

ໃນ ຮັດ ມາຍ ມາຍ ຈຶ່ງໃຫ້ ຜົນມາ 10 BAL

ນັກ ທີ່ນ້ຳໜັກ 29 ງຳນົດ ຈຶ່ງໃຫ້ ຜົນມາ 10 BAL ທີ່ ນ້ຳໜັກ

ນັກ, ທີ່ນ້ຳໜັກ ຈຶ່ງໃຫ້ ຜົນມາ DWI (Driving while intoxicated). ທີ່ນ້ຳໜັກ 140

ປອນ ທີ່ນ້ຳໜັກ ຈຶ່ງໃຫ້ ຜົນມາ 3 ຫຼື 4 ທີ່ນ້ຳໜັກ ຈຶ່ງໃຫ້



ລັກສະນະ ທີ່ສອງ
ເລັກຂອງການ ດຶມເບລິດ

ຈຳນວນ ທີ່ 1 ທີ່ ດຶມ ໃນ ເວລາ 2 ກິ່ວ ຈຳນວນ			ອັດຕາ ຈຳນວນ ຈຳນວນ ຂອງ ທີ່ 1 ທີ່ ດຶມ ໃນ ຈຳນວນ ທີ່ 2 ທີ່ ດຶມ ຂອງ ທີ່ 1 ທີ່ ດຶມ	ໄປສູ່ ດຶມ
1/2 ຈຳນວນ ເບີ	5 ຈຳນວນ ເບີ	1 1/2 ຈຳນວນ ເບີ		
ເບີ	ເບີ	Whisky ເບີ		
1/2	1	1	.025	ເລັກຂອງ ທີ່ 1 ທີ່ ດຶມ ຈຳນວນ ທີ່ 2 ທີ່ ດຶມ ຈຳນວນ ທີ່ 1 ທີ່ ດຶມ
3	2	2	.05	ການ ສຳຜັດ ທີ່ 1 ທີ່ ດຶມ ແລະ ຈຳນວນ ທີ່ 2 ທີ່ ດຶມ ຈຳນວນ ທີ່ 1 ທີ່ ດຶມ
4 1/2	3	3	.08	ການ ສຳຜັດ ທີ່ 1 ທີ່ ດຶມ ແລະ ຈຳນວນ ທີ່ 2 ທີ່ ດຶມ ຈຳນວນ ທີ່ 1 ທີ່ ດຶມ
6	4	4	.10	ການ ສຳຜັດ ທີ່ 1 ທີ່ ດຶມ ແລະ ຈຳນວນ ທີ່ 2 ທີ່ ດຶມ ຈຳນວນ ທີ່ 1 ທີ່ ດຶມ
7 1/2	5	5	.15	ການ ສຳຜັດ ທີ່ 1 ທີ່ ດຶມ ແລະ ຈຳນວນ ທີ່ 2 ທີ່ ດຶມ ຈຳນວນ ທີ່ 1 ທີ່ ດຶມ
9	6	6	.20	ການ ສຳຜັດ ທີ່ 1 ທີ່ ດຶມ ແລະ ຈຳນວນ ທີ່ 2 ທີ່ ດຶມ ຈຳນວນ ທີ່ 1 ທີ່ ດຶມ
12	8	8	.25	ການ ສຳຜັດ ທີ່ 1 ທີ່ ດຶມ ແລະ ຈຳນວນ ທີ່ 2 ທີ່ ດຶມ ຈຳນວນ ທີ່ 1 ທີ່ ດຶມ
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25	15	15	.50	ການ ສຳຜັດ ທີ່ 1 ທີ່ ດຶມ ແລະ ຈຳນວນ ທີ່ 2 ທີ່ ດຶມ ຈຳນວນ ທີ່ 1 ທີ່ ດຶມ

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7 ທີ່ ດຶມ ຈຳນວນ ທີ່ 2 ທີ່ ດຶມ ຈຳນວນ ທີ່ 1 ທີ່ ດຶມ



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.

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.

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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.

X----->

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Pain Normal 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

X----->

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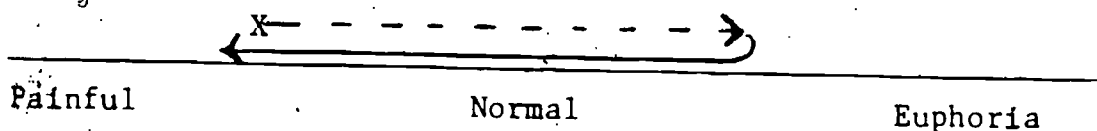
Pain Normal Euphoria

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.

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

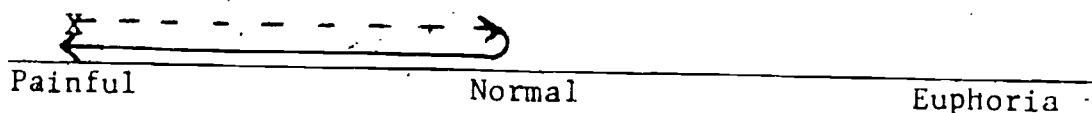
Phase III: Harmful Dependency



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.

ຂ: ຄົບ ຄວາມຮູ້ສຶກ

ເພາະວ່າ ເຫວົ້າ ບັນເທີມ ພັນອາດົມ ປຽນ ລຽນ ຄວາມເພົ່າ ຂອງ ພວກ
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ໃນ ທີ່ ມັບ ກໍ ມີ ຄວາມ ຮູ້ສຶກ ຢູ່ ລາມ ບໍ່ ບໍ່.
ຄວາມ ທີ່ ສິ່ງ: ຊຽບ ຮຸ້ ກຽບ ຄວາມ ທີ່ ໃໝ່ ມຽນ ກຽມ ກຽມ.

ຄວາມ ຮູ້ສຶກ ຢັບ ຢວນ	ສິ່ງ ທີ່ ມີ: ຄາ	ຄວາມ ຮູ້ສຶກ ກິ ມູນ ກິ ມູນ
ເວລາ ທີ່ ພວກເຂົາ ກິ ພວກເຂົາ, ມັບ ອາດົມ: ມີ ພວກເຂົາ ກິ ພວກເຂົາ ມັບ ພາທິມ: ຄາ ຮຸບ ທາ ຄວາມ ຮູ້ສຶກ ຢັບ ຢວນ		

ຄວາມ ຮູ້ສຶກ ຢັບ ຢວນ	ສິ່ງ ທີ່ ມີ: ຄາ	ຄວາມ ຮູ້ສຶກ ກິ ມູນ ກິ ມູນ
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ຄວາມ ຮູ້ສຶກ ຢັບ ຢວນ	ຄວາມ ທີ່ ມີ: ຄາ	ຄວາມ ກິ ມູນ ກິ ມູນ
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Human sexuality is the quality of being a man or a woman. This means that who we are as a man or woman is learned. We learn about our sexuality beginning at the moment of birth. From the very beginning, babies are treated as little girls or boys. They may be dressed in different colors or different kinds of clothes. They learn that people around them are men and women or boys and girls. By watching how the males and females around them behave everyday, children begin to learn what maleness and femaleness mean.

Children learn through their parents and other family members. This happens even though most parents do not realize how much learning is taking place. They learn first by observing the men and women in their families. Later on they will learn through their own interactions with people of the same as well as the other sex.

Sometimes children are made to feel that certain kinds of toys, games, and behavior are correct for girls or for boys. Girls may be expected to play with dolls and be "little mothers". Boys, by contrast, may be given toy guns, model trains, and baseball bats. They are encouraged to be active and "tough".

A stereotype is a mental picture that many people form without really thinking about it. It is an idea these people accept because "everybody else" seems to believe it, too. Accepting a stereotype is very much like

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.

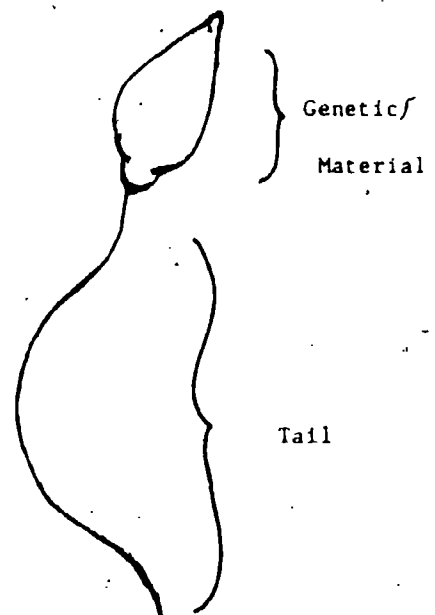
Physical maturation takes place during a period of life called puberty. During this time the reproductive system matures. This process of physical and sexual maturing takes place in boys and girls just before the teen years or during the early teens. Usually girls will begin the process of sexual maturing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

Human Sperm Cell



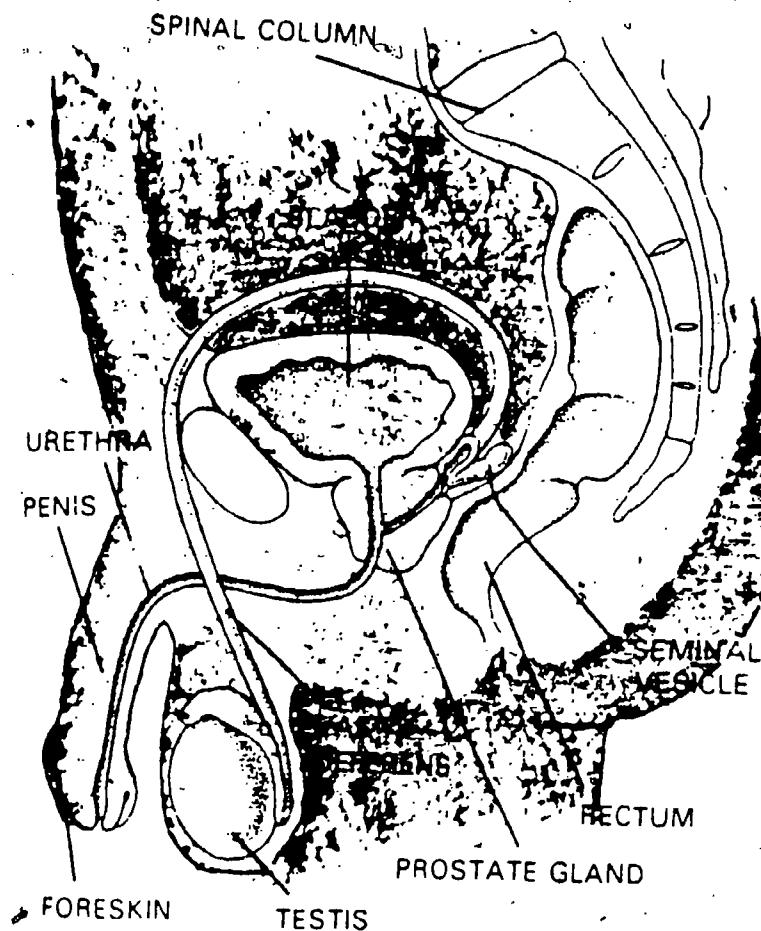
The majority of the male reproductive system is outside the body. Some of those organs and their location are shown in the diagram.

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.

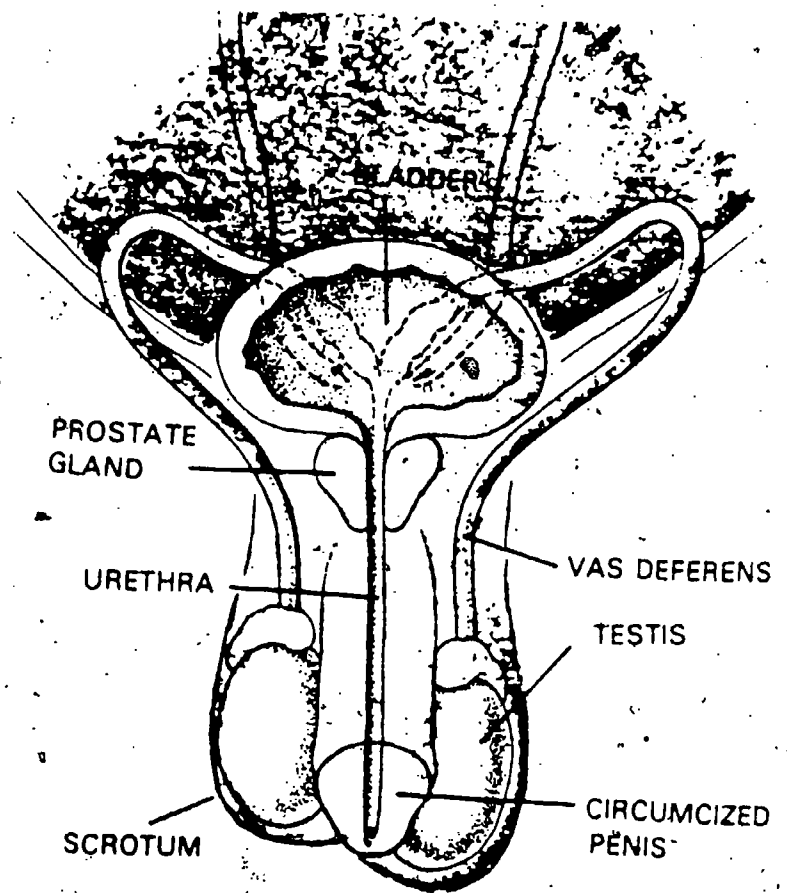
When a boy is born, a fold of skin covers the tip of the



Side view of the male reproductive system.

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.

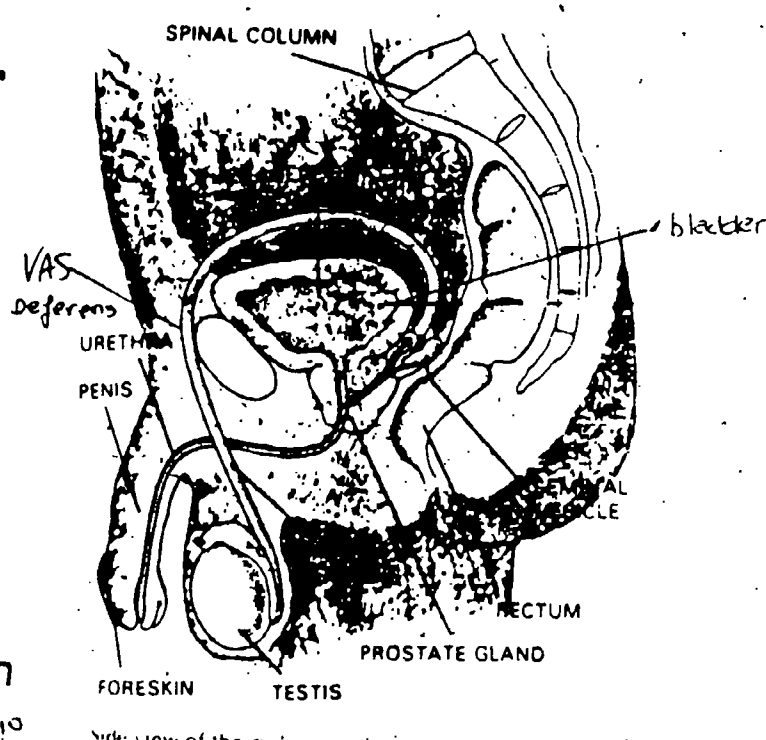
A man or boy who is not circumcised should push back the foreskin to clean the tip of the penis when he takes a bath or shower. This will prevent soreness and possible infection.



Front view of the male reproductive system.

၎င်းပုံသည် အမျိုးသား၏ ခန္ဓာကိုယ်ပုံစံကို ဖော်ပြပါသည်။

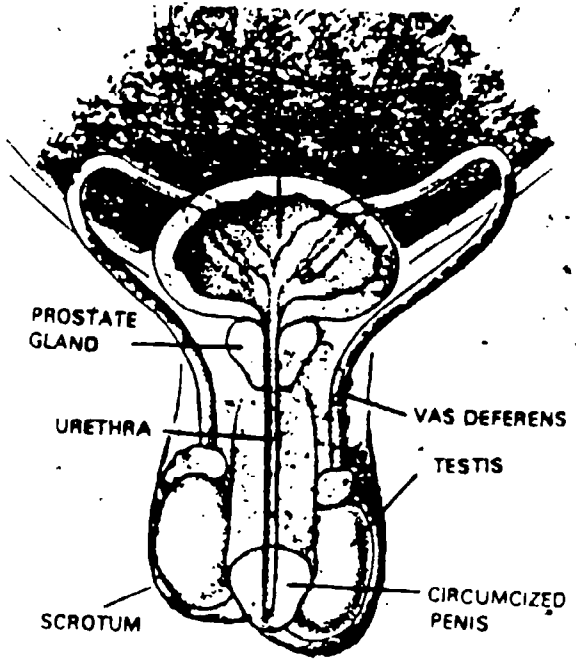
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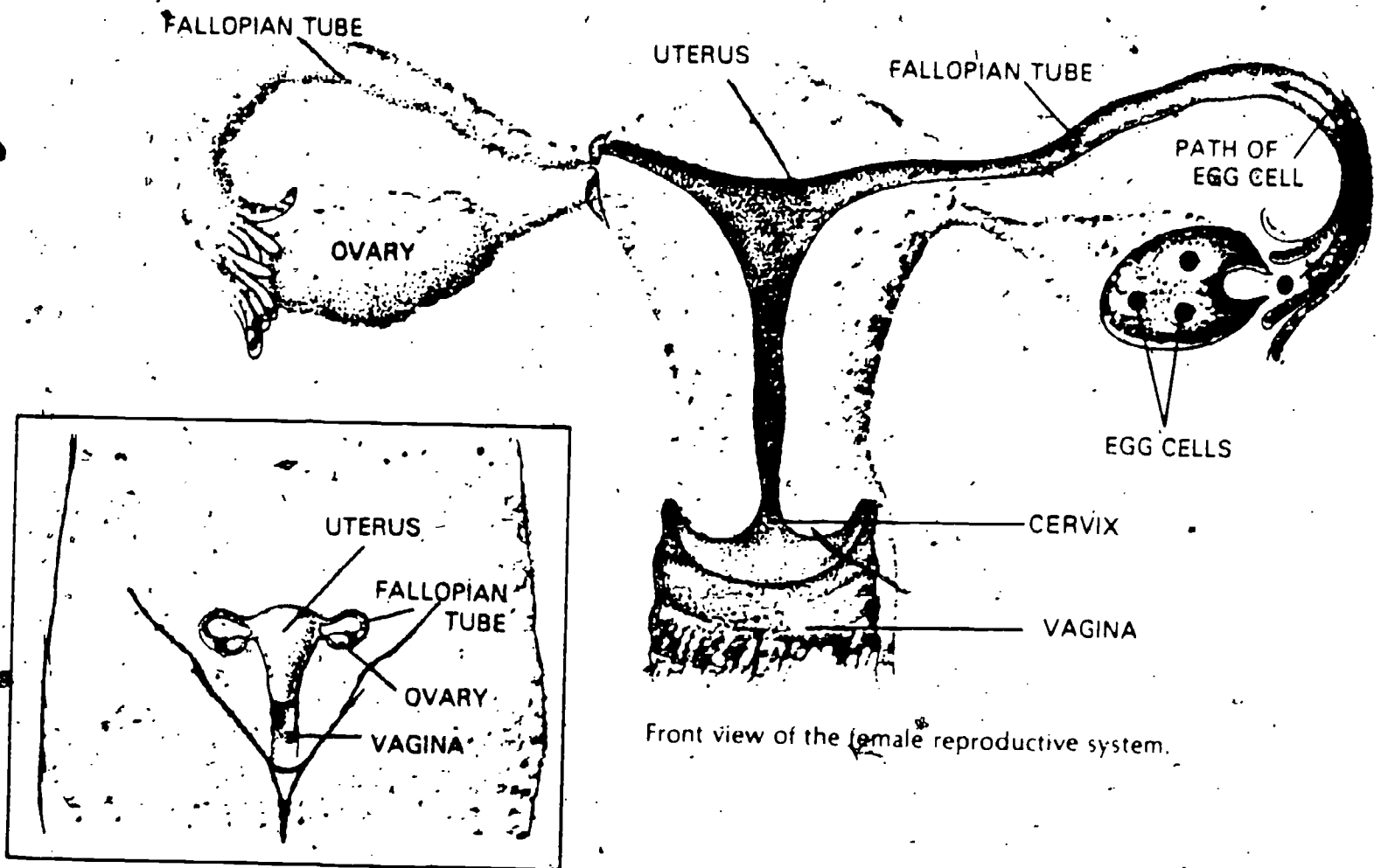
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 10. ការ កើត ឡើង របស់ ប្រព័ន្ធ បង្ក កូន ក្នុង ប្រទេស យើង គឺ ដូច គ្នា ជា ប្រទេស ដទៃ ទៀត ។



Front view of the male reproductive system.



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.

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.

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

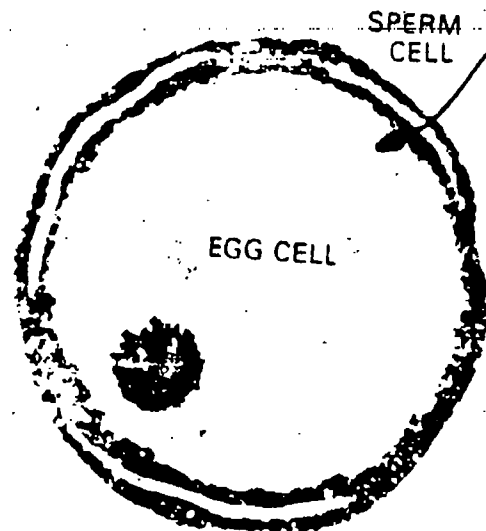
Conception is defined as the union of the ovum's genetic material with the sperm's genetic material. In order for conception to take place the sperm cells from the man must come in contact with the egg cell shortly after ovulation.

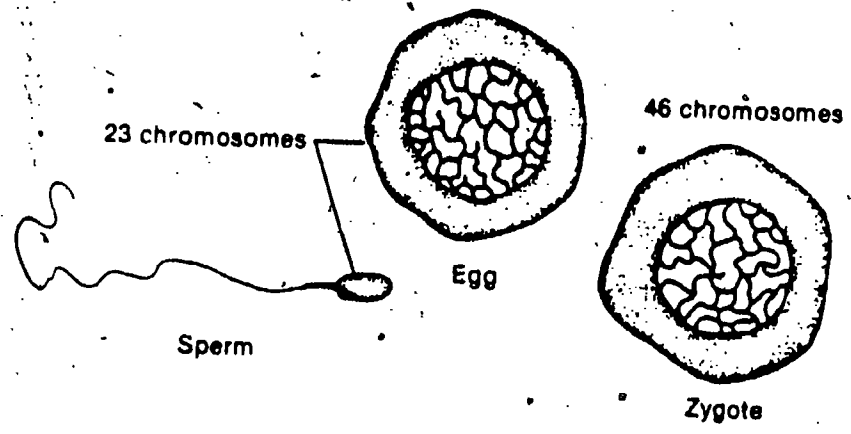
Once an ovum or egg cell is expelled from the ovary, it will accept a sperm cell for only a 12-24 hour period. Sperm cells will be active out of the male's body for a 48-72 hour period. Therefore, there is some element of timing that must be achieved in order for conception to take place.

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.

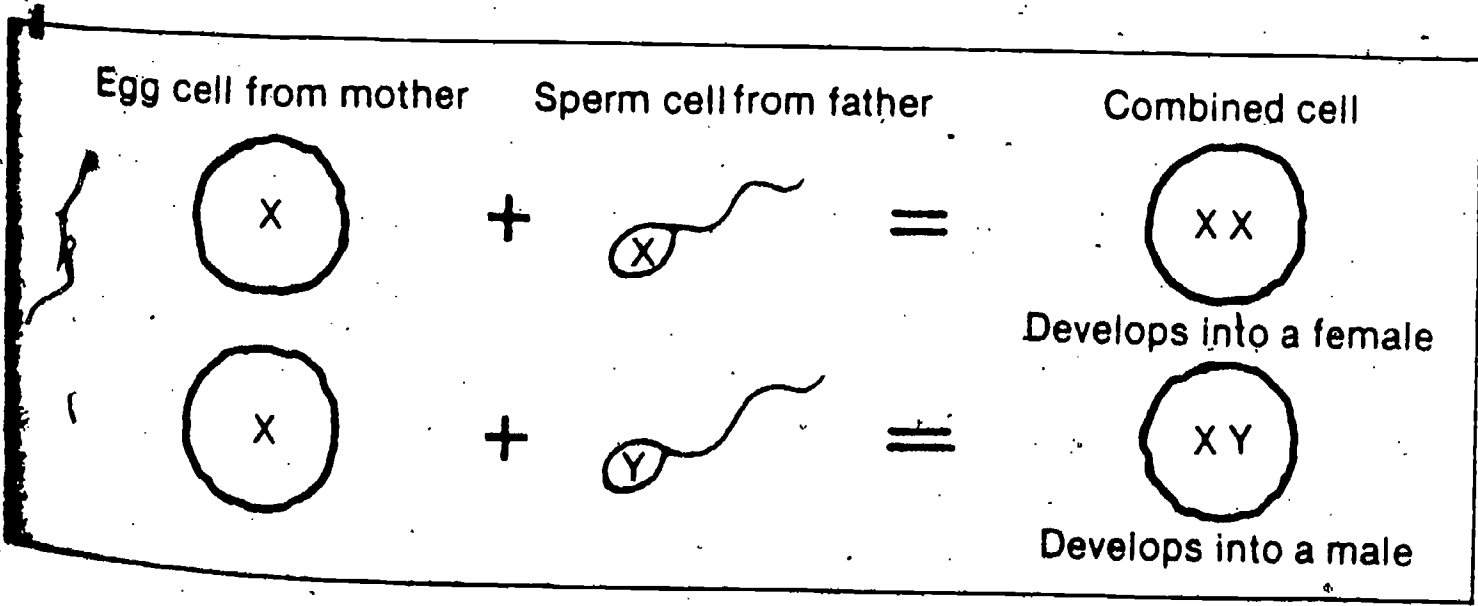




A sperm cell and an egg cell combine to form a zygote.

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.

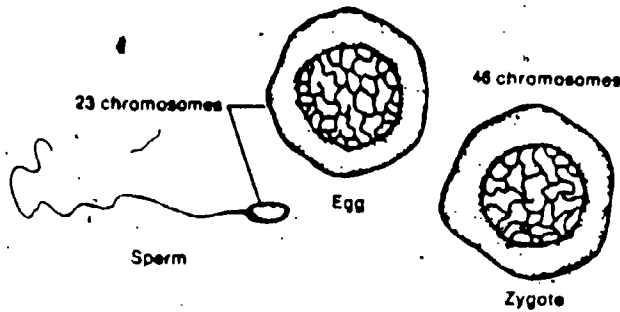
A woman with a baby developing within her uterus is pregnant. Pregnancy really begins when the embryo becomes attached to the lining of the uterus.

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.

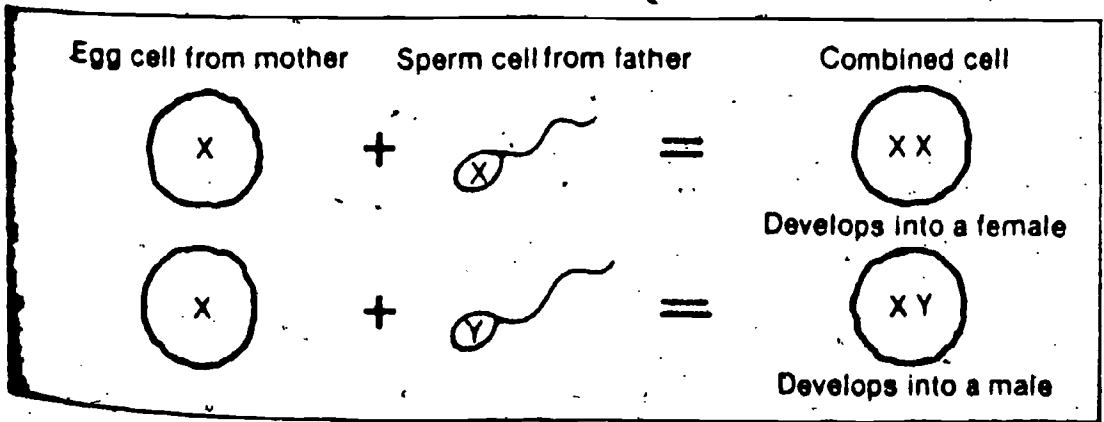
The chart below shows the changes that take place in the growth of an unborn baby from the time of fertilization until the time the baby is ready to be born.

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: $\frac{1}{4}$ 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: $\frac{1}{4}$ 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 3.5 kilograms).	Fat forms on body. Completes development. Baby is born.



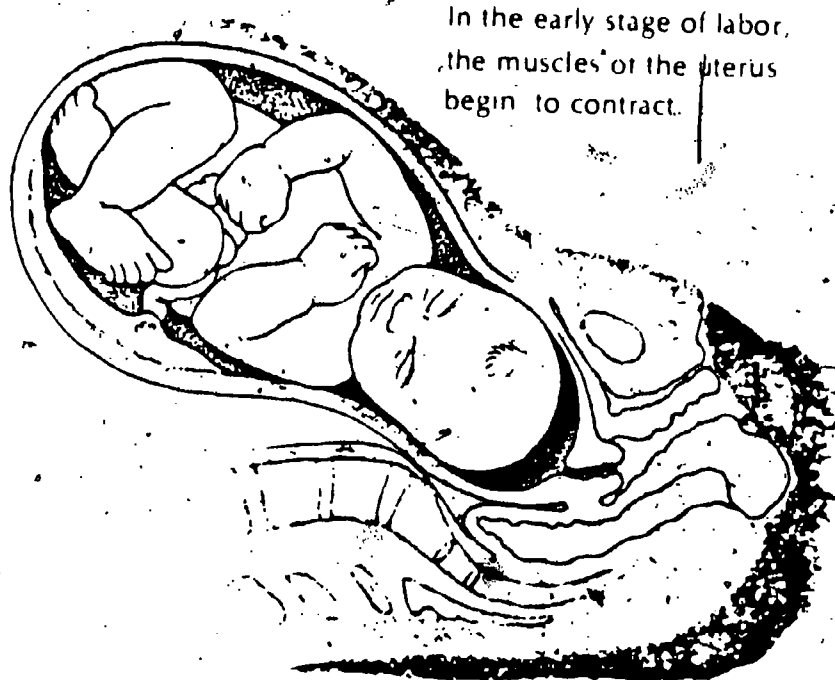
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The Birth Process

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



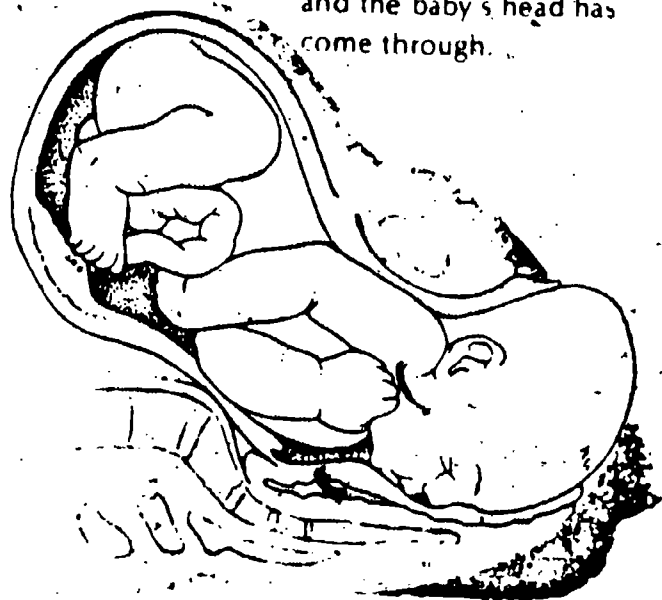
Birth starts when the muscles in the uterus begin to contract (tighten). The muscles get hard and begin to squeeze and push against the baby. The work of the muscles pushing the baby out of the mother's body is called labor.

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.

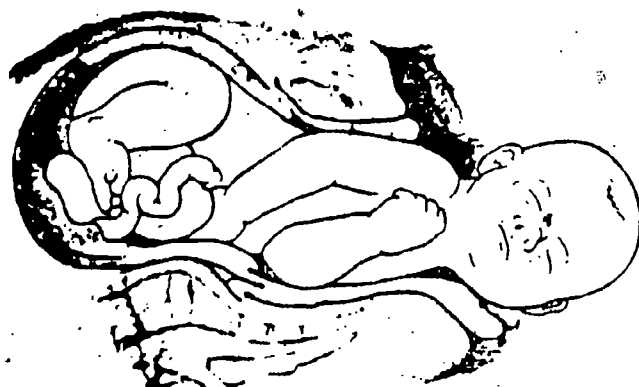
The cervix has stretched wide,
and the baby's head has
come through.



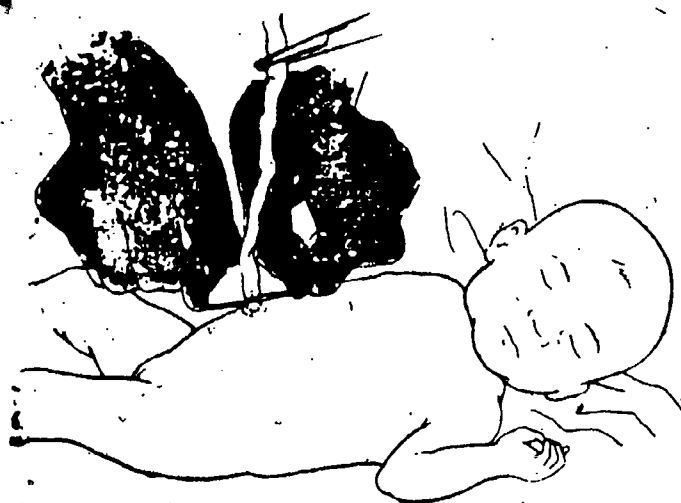
62

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.



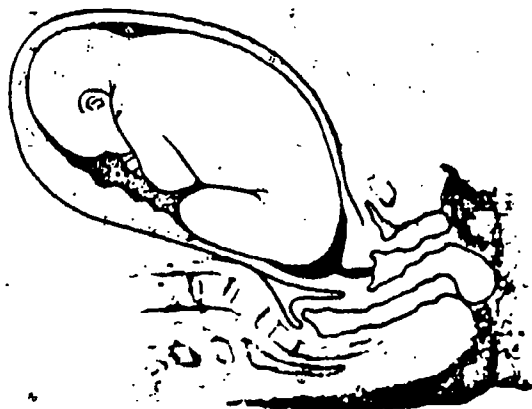
The doctor clamps and ties the umbilical cord before
it is cut.

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,

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



Baby's position in a breech birth.

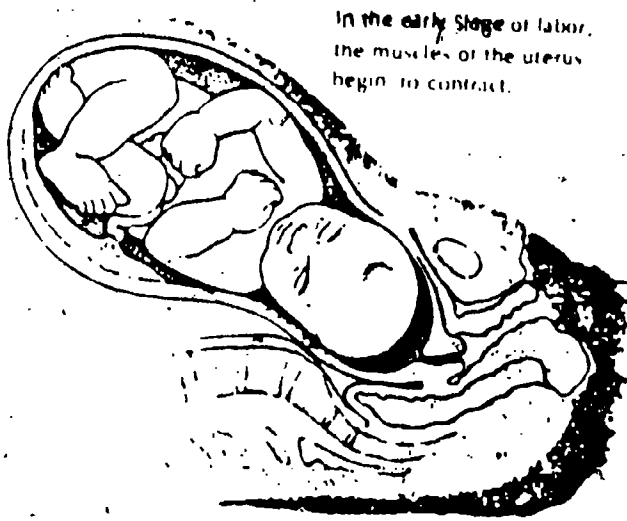
Most babies are born head first. But sometimes a baby takes a different position in the uterus. It comes into the birth canal and out of the mother's body with its buttocks

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.

ວິທີ ການ ສຳ ມັດ ລຳ ນາ

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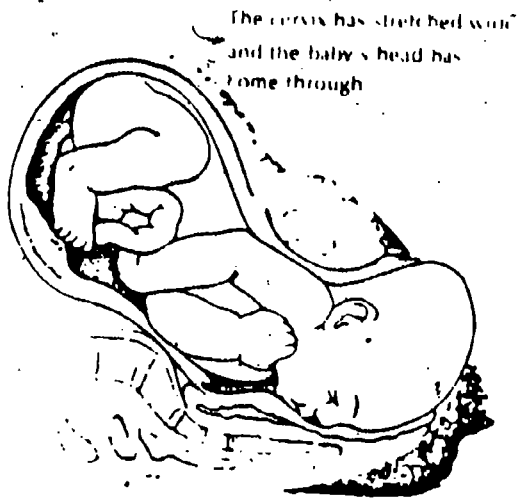


In the early stage of labor,
the muscles of the uterus
begin to contract.

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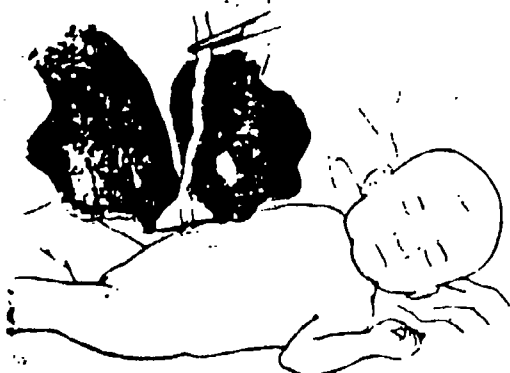
The cervix has stretched wide and the baby's head has come through

ຟາຂອງເພດສຳຄັນຂອງຍິງກໍລິມະຊື່ດ ໃນເວ
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 ທັງຈາກນັ້ນຍິງກໍ່ທົ່ວຂອງເດັກມາອີກຈຸ່ມ
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 ຕາມກັນ ໃນເວລາອຸ່ງວກມັນ ທີ່ເດັກ
 ມັນ ຈຸ່ມກາມ ຕົວ ແມ່.



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

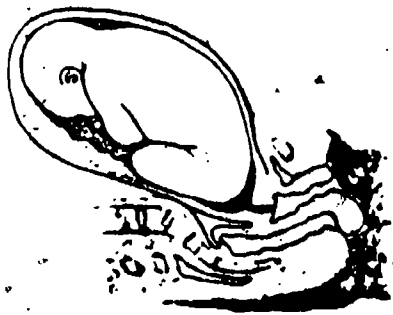


The doctor clamps and ties the umbilical cord before cutting

ເດັກກໍ່ເພດສຳຄັນ ທີ່ຈຸ່ມມັນ ຍິງ ຕັດກັບ ແມ່
 ເຊັ່ນລາຍຢື. ທ່ານແມ່ກໍ່ເອົາ ມື ຕັດ ເຊັ່ນລາຍ
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 ທ່ານແມ່ ຕັດ ລາຍ ຢື ຈຸ່ມກາມ ທີ່ ແມ່ ມື ຕັດ
 ຈຸ່ມກາມ ຈຸ່ມກາມ ຈຸ່ມກາມ. ທ່ານແມ່ ເອົາ ມື ຕັດ
 ຕັດ ທ່ານ ທ່ານ ຕັດ ຂອງເດັກ ມັນ ກໍ່ ແມ່ ຈຸ່ມກາມ
 ທ່ານ ຈຸ່ມກາມ ຢື.

ໃນ ວະ ທ່ານ ຈຸ່ມກາມ ຂອງ ແມ່ ເອົາ ເດັກ ທ່ານ ຈຸ່ມກາມ ຕັດ
 ຢື ຈຸ່ມກາມ ຕັດ ທ່ານ ຈຸ່ມກາມ ທ່ານ ຈຸ່ມກາມ ຈຸ່ມກາມ ຈຸ່ມກາມ ຈຸ່ມກາມ
 ຈຸ່ມກາມ ຈຸ່ມກາມ ຕັດ ທ່ານ ຈຸ່ມກາມ ທ່ານ ຈຸ່ມກາມ ທ່ານ ຈຸ່ມກາມ ທ່ານ ຈຸ່ມກາມ
 ທ່ານ ຈຸ່ມກາມ ທ່ານ ຈຸ່ມກາມ ທ່ານ ຈຸ່ມກາມ ທ່ານ ຈຸ່ມກາມ ທ່ານ ຈຸ່ມກາມ ທ່ານ ຈຸ່ມກາມ





Baby's position in a breech birth.

ໂຕກ່ອນລ່ວມຫລາຍ ຈຳກວນທາງທົ່ວອອກ
 ແຕ່ຈຳກວນທີ່ໂຕກ່ອນກໍມີຈຳກວນ ແຕ່ກ່ອນກໍມີ
 ຢູ່ໃນລາຍມັດລູກ ມັນມາໃນຮູບຂອງເພດຍິງ ແຕ່
 ອອກຈາກຕົວຂອງແມ່ພ້ອມກັບຕາມຂອງລູກ
 ວັນນີ້ ໃນມື້ນີ້ ອ່ານຈຳກວນ ແຕ່ກ່ອນກໍມີ ແມ່ຍິງ
 ການອອກລູກທາງຕາມກ່ອນລ່ວມຫລາຍໃນວັນ

1. ຍາມອອກກ່ອນກ່ອນອອກລູກທາງທົ່ວ ມັນອາດຈະຕ້ອງການສາມາດຮຽນຮ້ອນຈາກທ່ານ
 ທ່ານ.

ບາງເທື່ອທ່ານອາດຈະຕ້ອງລິມ ໃນ ອ່ານກ່ອນຂອງໂຕກ ທ່ານ ອ່ານ
 ອາດຈະເປັນອັນ ຕ່າງໆ ທ່ານ ໃນ ອ່ານກ່ອນຂອງໂຕກ ທ່ານ ອ່ານ
 ຂອງແມ່ຍິງ ແຕ່ບາງຄັ້ງທີ່ຈະເປັນໂຕກກ່ອນ ແລ້ວ ທ່ານອາດຈະຕ້ອງ
 ເຈັບເຈົ້າທ່ານ ພາດຕັດ ທ່ານ ໃນ ອ່ານກ່ອນຂອງໂຕກ ທ່ານ ອ່ານ
 ຂອງແມ່ຍິງ ໃນ ອ່ານກ່ອນຂອງໂຕກ ທ່ານ ອ່ານ ແລ້ວ ທ່ານອາດຈະຕ້ອງ
 ເປັນອັນ ຕ່າງໆ ທ່ານ ໃນ ອ່ານກ່ອນຂອງໂຕກ ທ່ານ ອ່ານ.



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-

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.

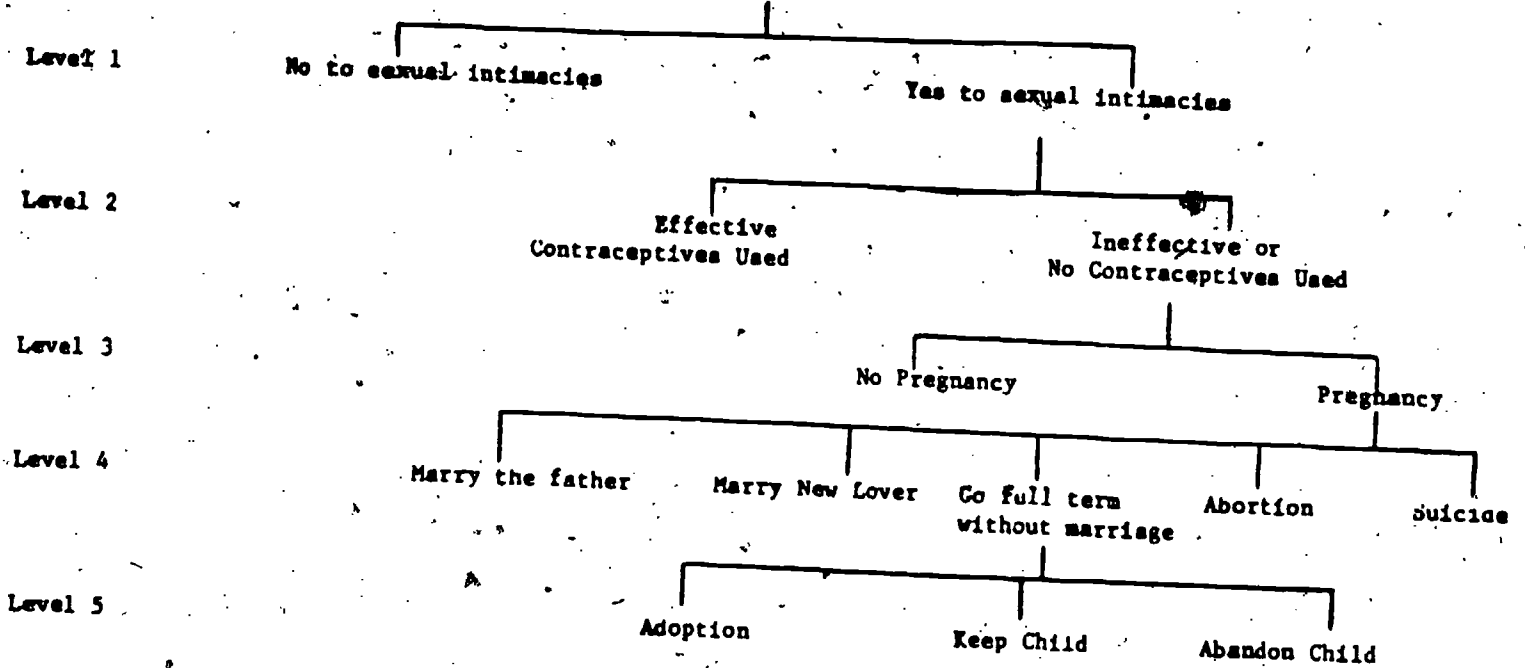
For many women who are married and secure in their future, pregnancy is an event to be celebrated. For many teenaged women, it is the biggest emotional crisis they have had.

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.

Premarital Pregnancy Decision Making 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.

ການມີລູກກ່ອນ ການແຕ່ງງານ.

ສຳລັບຜູ້ທີ່ ທຳລາຍສົມ ຜູ້ທີ່ ໄດ້ແຕ່ງງານ ແລະ ທຳລາຍຜິດພາດ ໃນອະນາຄົດ
ຂອງເຂົາ, ການມີລູກແມ່ນ ເຫດກຳລັງອັນຍິ່ງ ທີ່ເປັນກິດການ ສຳເລັດ ສຳລັບ ສຳລັບ
ແມ່ນຜູ້ທີ່ ທຳລາຍ 7 ສົມ, ມັນແມ່ນພາວະ ສຳເລັດ ຕົວເມັດ ໃຫ້ ທີ່ 30 ທີ່ເຂົາ
ເຮັດມື້ນຳ.

10 ປີ ຜ່ານມາ ການມີລູກຂອງສຳລັບ ແມ່ນໄດ້ມີ ຈຳນວນ ເພີ່ມຂຶ້ນ. ການຕັດສິນ
ແຫ່ງ ເພາະ ທີ່ ຈຳນວນ ສຳລັບ ແລະ ອຸ່ງ ທີ່ ມີ ລູກ ໃນ ທ້ອງ ແລ້ວ ແຕ່ ເຮົາ ບໍ່ ຕ້ອງ ການມີລູກ
ຊຶ່ງ ມີ ຕ້ອງ ສົມ ຄວາມອະທິບາຍ. ຄວາມຈິງ ແລ້ວ ມັນ ເປັນ ທີ່ ທຳລາຍ ສົມ ອັນ ເປັນ
ທາງ ການຕັດສິນ ໃນ ສິດ ພິ ຈາວ: ມາ ຈຶ່ງ ບໍ່ ຮຽນ.

ຢ່າງໃດກໍຕາມ ພວກເຮົາກໍຄູ່ ເພື່ອນ ອຸ່ງ ໃນ ວລາ ທີ່ ເພາະ ຢ່າງໃດ ກໍຕາມ
ພາຍພາຍ, ໃນ ອະນາຄົດ, ມັນ . ແລະ ມັນ ຈຶ່ງ ມີ ພັນ ລາຍ ດ້ວຍ, ແຫ່ງ ເພາະ ຂອງ ພວກ
ເຮົາ ຈຶ່ງ ເປັນ ພາຍຸ ທີ່ ຈຶ່ງ ໃຫ້ ພວກ ເຮົາ ອະທິບາຍ. ພວກເຮົາ ບໍ່ ຕ້ານ ໃນ
ລະ ນາຍ ຄວາມ ສຳລັບ ຂອງ ພວກເຮົາ ແລະ ຄວາມ ສົດ ໃນ ເຮົາ. ຂໍ ສອບ ສູນ ທີ່ ພວກ
ເຮົາ ມີ ບໍ່ ເຮົາ ຈຶ່ງ ແບ່ງ ບັນ ກັບ ແຕ່ ລະ ບຸກ ສົມ ເທົ່າ ພັນ ພວກເຮົາ ຄູ່ ເພື່ອນ ອຸ່ງ ຕົວເມັດ
ແບ່ງ ບັນ ຄວາມ ສົມ ຕົວ ແຫ່ງ ພາຍ (ກິດການ ບັດ ພັນ ແຫ່ງ ເພາະ). ຄວາມ ແນ່ນອນ
ມີ ຕົວ ເພື່ອນ ແມ່ນ ຄວາມ ແບ່ງ ກັນ ອັນ ຍິ່ງ. ແຕ່ ອັນ ມັນ ເປັນ ສົມ ຈຶ່ງ ຂອງ ບັນ ທາ ທີ່ ຕ້ອງ
ເຮັດ ໃຈ ຄື.

ແບບ ແລ້ວ ທີ່ ທີ່ ໄປ ມີ ພາຍ ທາຍ ເທົ່າ ໃຫ້ ຄວາມ ສົມ ຈຶ່ງ ໃຈ ແລ້ວ ແຈ້ງ
ທີ່ ສາມາດ ທາ ໄດ້ ເພື່ອນ ເຮົາ ໄດ້ ເກີດ ຂຶ້ນ ໃນ ການມີ ລູກກ່ອນ ການແຕ່ງງານ. ມັນ ບໍ່
ທຳ ກິດ ຈັດ ເຮົາ ໃນ ບັນ ຈຶ່ງ ຂອງ ຄວາມ ສຳລັບ ທີ່ ໄປ ໃນ ຂໍ ຄວາມ ສົມ ຈຶ່ງ ໃຈ ແຕ່ ລະ ຂໍ.
ເຖິງ ຢ່າງໃດກໍຕາມ, ຂໍ ຄວາມ ສົມ ຈຶ່ງ ໃຈ ໃນ ຂໍ ຄວາມ ສົມ ຈຶ່ງ ໃຈ ທາຍ ເປັນ ຈຶ່ງ ທີ່ ທາຍ ທາຍ ສົມ
ໃຫ້ ບຸກ ສົມ ເທົ່າ ພັນ ພັນ ຈຶ່ງ ທາຍ ອຸ່ງ ເທົ່າ ທາຍ ທາຍ ທາຍ ທາຍ ທາຍ ທາຍ ທາຍ ທາຍ
ທາຍ ຂອງ ເຮົາ ໃນ ແບບ ແລ້ວ.



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.

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 gonorrhoea, 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-

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.

Gonorrhoea

<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>

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.

ເຊື້ອໄຮກທີ່ສົ່ງຜົນຕໍ່ພາຍາຍາງແມ່ນ.

ເຊື້ອໄຮກທີ່ສົ່ງຜົນຕໍ່ພາຍາຍາງແມ່ນ (໑ ຮ ພ) ທີ່ຮ່ວມເປັນ
ລັກສະນະຂອງກາຍຕົວ ທີ່ສົ່ງຜົນຕໍ່ເຊື້ອໄຮກ. ເຊື້ອໄຮກ ທີ່ມີລັກສະນະ
ສົ່ງຜົນຕໍ່ກາຍຕົວ ທີ່ມີລັກສະນະຂອງກາຍຕົວ ທີ່ມີລັກສະນະ
ໄຮກ ມີລັກສະນະດັ່ງນີ້.

ຖ້າວ່າ ມັນບໍ່ຕ້ອງການ ການປິ່ນປົວ ທີ່ມີເຊື້ອໄຮກ ທີ່ມີລັກສະນະ
ກາຍຕົວ ທີ່ມີລັກສະນະຂອງກາຍຕົວ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະ
ສົ່ງຜົນຕໍ່ກາຍຕົວ ທີ່ມີລັກສະນະ (໑ ຮ ທ ພ) ຢູ່ໃນ ສະໜັງສື ການປິ່ນປົວ
ມີລັກສະນະ ທີ່ມີລັກສະນະຂອງກາຍຕົວ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະ.

ມັນກໍ່ມີ ລັກສະນະ ທີ່ມີລັກສະນະຂອງກາຍຕົວ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະ
ສົ່ງຜົນຕໍ່ກາຍຕົວ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະ
(໑ ທ ພ) ທີ່ເປັນ ໄຮກ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະ
ໄຮກ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະ.

ໄຮກ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະຂອງກາຍຕົວ ທີ່ມີລັກສະນະ (໑ ທ ພ) ທີ່ມີລັກສະນະ
ປະສານ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະຂອງກາຍຕົວ ທີ່ມີລັກສະນະ (ພວກຕົວເຮົາ ມີ ບໍ່ ປາກ ບອກ ຕົວ
ອັນ ວ່າ ເຮົາ ມີ ໄຮກ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະຂອງກາຍຕົວ ທີ່ມີລັກສະນະ) ແລະ ພວກຕົວເຮົາ
ທີ່ ຂາດ ຄວາມ ເຮັດ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະຂອງກາຍຕົວ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະ
໑໑ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະຂອງກາຍຕົວ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະ
ມີ ແລະ ຢູ່ ໃນ ຕົວ ຂອງ ເຮົາ ຢ່າງໃດ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະຂອງກາຍຕົວ ທີ່ມີລັກສະນະ
ມີ ເຮັດ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະຂອງກາຍຕົວ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະ
ທີ່ ມີ ລັກສະນະ ທີ່ມີລັກສະນະຂອງກາຍຕົວ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະ
ແລະ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະຂອງກາຍຕົວ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະ.

ພວກເຮົາ ຈຶ່ງ ຢູ່ ຂອງ ລາຍ ຄາມ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະ
ພາຍາຍາງ ແມ່ນ ມີ ລັກສະນະ ທີ່ມີລັກສະນະຂອງກາຍຕົວ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະ
ສູງ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະຂອງກາຍຕົວ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະ ທີ່ມີລັກສະນະ.



မိမိ ပေါ်၍ ဖြစ်နိုင်ပါသည်။ ဖြစ်နိုင်ပါသည်။ မိမိ ကံပဲ ခု ပထမ တံ သာဝါဒ
ဖို ဘာပ ဝေဒက ဘယ်ညွှန်၊ နေဝ ညွှန် ညွှန် ညွှန် ညွှန် ညွှန် ညွှန် ညွှန် ညွှန်
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