



## Human Growth and Development/Teen Pregnancy Prevention “Choice Not Chance” Seventh Grade

- **The MORE HEALTH website is equipped with a Classroom Teacher section.** Here you will find pre- and post-visit activities, vocabulary words, and in many cases pre- and post-visit videos.
- **Visit [morehealthinc.org](https://www.morehealthinc.org) – <https://www.morehealthinc.org/teachers/>**
- **Password: resources**

### Pre-Visit Activities

- **Please copy and hand out permission slip (page 7) to students PRIOR to showing the video.**
- Review the enclosed Vocabulary List. Students will not need to have a working knowledge of the terms, rather a beginning familiarity.
- Click the link to play videos:  
*Sex Education for Middle School-Puberty (15:16)*  
<https://www.youtube.com/watch?v=A6ngtb dh0Po&t=1s>  
*What is Abstinence (2:42)*  
<https://youtu.be/A25s1RO4J8g>

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### Suggested Post-Visit Activities

- Have students research the cost of having a child; beginning with the mother’s and baby’s medical costs (Research online or call local hospitals.), chart the cost of living with a child (including a list for baby’s needs – food for a healthy diet, clothing, and childcare. What does it cost to support a baby for a week, a month, a year?

OR

Students can research the cost of living with a non-curable & curable STD. They can compare and contrast the cost and/or the physical consequences.

- Click the link to find topic videos from Amaze.org. <https://amaze.org/?topic=personal-safety>  
**Personal Safety – Sexting (2:20)** <https://youtu.be/RWxAimnKupE>
- Click the link to find topic videos from Common Sense Education.  
[https://www.youtube.com/results?sp=mAEB&search\\_query=teen+voices+common+sense+education](https://www.youtube.com/results?sp=mAEB&search_query=teen+voices+common+sense+education)  
**Teen Voices: Sexting, Relationships, and Risks (4:18)** <https://youtu.be/IZwVT6WnPQY>
- The title of this lesson is “Choice Not Chance.” Our lives seem to be full of slogans. This one does carry a powerful message. Discuss with your students what they think it might mean. Ask students to write an argument for making the right choice. Students should develop and sustain a line of argument and provide appropriate support.
- Have students complete the Handling Peer Pressure worksheet (page 9). There can be an open discussion about their answers, or it can be completed as an assignment. Teacher guide (page 10) is provided to help move the discussion along.
- Have students write a letter to themselves why they are worth choosing to wait and not take a chance.

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# Human Growth and Development/Teen Pregnancy Prevention

## “Choice Not Chance”

### Seventh Grade

#### Vocabulary

- **abstinence<sub>n</sub>** doing without
- **Acquired Immunodeficiency Syndrome (AIDS)<sub>n</sub>** the late stage of HIV infection that occurs when the body’s immune system is badly damaged because of the virus and is unable to fight infections
- **adolescence<sub>n</sub>** the period between the onset of puberty and the attainment of physical and emotional maturity
- **birth defect<sub>n</sub>** a physical, mental, or biochemical abnormality present at birth
- **body language<sub>n</sub>** the gestures, movements, and mannerisms by which a person communicates with others
- **boundaries<sub>n</sub>** something that indicates or fixes a limit
- **chance<sub>n</sub>** risk or gamble
- **choice<sub>n</sub>** the act of picking or choosing
- **consequence<sub>n</sub>** a result or outcome
- **cure<sub>n, v</sub>** a recovery or relief from disease
- **endocrine system<sub>n</sub>** network of glands that produce hormones
- **emotional<sub>adj</sub>** appealing to or arousing strong feelings
- **genital<sub>n</sub> (genitalia)** the organs of the reproductive systems-the external sexual organs (penis-male; vagina-female)
- **hormones<sub>n</sub>** chemicals in the body that stimulate growth or change
- **Human Immunodeficiency Virus (HIV)<sub>n</sub>** a virus that causes AIDS; weakens several body systems, destroys body’s immune system, making it susceptible to life-threatening opportunistic infections
- **Immune system<sub>n</sub>** a complex network of cells, tissue, and organs and the substances they make that enables the body to resist and fight infections and diseases

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- **infertility<sub>n</sub>** unable to reproduce
- **opportunistic infections<sub>n</sub>** infections that occur more often or are more severe in people with weakened immune systems.
- **peer pressure<sub>n</sub>** a force exerted by one’s friends or equals
- **pregnancy<sub>n</sub>** the period of development of an unborn baby in the womb
- **premature<sub>adj</sub>** not fully developed
- **prevention<sub>n</sub>** the act of stopping or hindering
- **puberty<sub>n</sub>** time of growth, change, and sexual maturity in the teenage years
- **responsibility<sub>n</sub>** mental accountability, trustworthiness, reliability
- **risky behavior<sub>n</sub>** engaging in activity that puts a person at increased risk of becoming pregnant or contracting STDs including HIV.
- **sexual activity<sub>n</sub>** any genital contact
- **sexually transmitted diseases (STDs) <sub>n</sub>** infections that are typically, but not exclusively, passed from person to person through sexual contact

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### Goals

- Students will understand the health benefits of sexual abstinence.
- Students will recognize the risks and consequences of choosing to engage in sexual activity.

### Objectives

- Students will be able to state at least three facts (statistics) about teenage sexual activity.
- Students will be able to name and describe at least four of the most common sexually transmitted diseases.
- Students will be able to list at least three consequences of teenage pregnancy.
- Students will be able to define sexual abstinence and name three reasons to make a choice to abstain from sex.

### Standards

The student will...

- HE.7.C.1.1 compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.
- HE.7.C.1.2 explain how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.
- HE.7.C.1.4 describe ways to reduce or prevent injuries and adolescent health problems.
- HE.7.C.1.5 classify infectious agents and their modes of transmission to the human body.
- HE.7.C.1.6 explain how appropriate health care can promote personal health.
- HE.7.C.1.7 describe how heredity can affect personal health.
- HE.7.C.1.8 explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
- HE.7.C.2.2 examine how peers may influence the health behaviors of adolescents.
- HE.7.C.2.5 analyze how messages from media influence health behaviors.
- HE.7.C.2.6 evaluate the influence of technology in locating valid health information.
- HE.7.C.2.9 explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
- HE.7.P.7.1 examine the importance of assuming responsibility for personal-health behaviors.
- HE.7.P.7.2 experiment with behaviors that will maintain or improve personal health and reduce health risks.
- HE.7.P.8.1 utilize the influence of others to promote positive health choices.
- HE.8.P.8.2 articulate a position on a health-related issue and support it with accurate health information. (*suggested post-visit activity*)

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- HE.7.B.4.1 apply effective communication skills when interacting with others to enhance health. (*suggested post-visit activity*)
- HE.7.B.4.2 demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. (*suggested post-visit activity*)
- HE.7.B.5.1 predict when health-related situations require the application of a thoughtful decision-making process.
- HE.7.B.5.2 select healthy alternatives over unhealthy alternatives when making a decision.
- HE.7.B.5.5 predict the short and long-term consequences of engaging in health-risk behaviors. (*suggested post-visit activity*)
- HE.7.B.6.1 analyze personal beliefs as they relate to health practices.
- ELA.7.C.1.2 write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language. (*suggested post-visit activity*)
- ELA.7.C.1.3 write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim. (*suggested post-visit activity*)
- ELA.7.C.3.1 follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. (*suggested post-visit activity*)
- ELA.7.C.4.1 conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research. (*suggested post-visit activity*)
- ELA.7.V.1.1 integrate academic vocabulary appropriate to grade level in speaking and writing.

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**Seventh Grade**

Dear Parent or Guardian:

The MORE HEALTH Program will be teaching a Teen Pregnancy Prevention/Sexual Abstinence Program in the seventh-grade classrooms. **This program has been approved by Hillsborough County Public Schools.**

The six areas of study will be:

1. Abstinence
2. Facts concerning teen pregnancy
3. Facts concerning sexually transmitted diseases
4. Risks and consequences of sexual activity
5. HIV/AIDS prevention
6. Human growth and development

If you want your son or daughter to receive this presentation and pre-visit video, do not return this letter. If you do not wish for your child to receive this lesson, please sign below and return this letter to his or her teacher. You can also email this form to your child’s Science Teacher.

I certify that I am the parent or guardian of \_\_\_\_\_ **and DO NOT GIVE CONSENT** for him/her to receive the MORE HEALTH Teen Pregnancy Prevention/Sexual Abstinence Lesson.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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Estimados Padres o Guardianes:

El programa MORE HEALTH estará enseñando un Programa de Abstinencia Sexual / Prevención de Embarazo en Adolescentes en los salones de clases de séptimo grado. **Este programa ha sido aprobado por las Escuelas Públicas del Condado de Hillsborough.**

Las seis áreas de estudio serán:

1. Abstinencia
2. Hechos sobre el embarazo en la adolescencia
3. Hechos sobre las enfermedades de transmisión sexual
4. Riesgos y consecuencias de la actividad sexual
5. Prevención del VIH / SIDA
6. Crecimiento y desarrollo humanos

Si desea que su hijo o hija participe en esta presentación y el video previo a la visita, no devuelva esta carta. Si **no desea** que su hijo reciba esta lección, firme a continuación y devuelva esta carta a su maestro. También puede enviar este formulario por correo electrónico al maestro de ciencias de su hijo.

Certifico que soy el padre o guardián de \_\_\_\_\_ y **NO DOY PERMISO** para que reciba la lección de MÁS SALUD sobre prevención del embarazo adolescente / abstinencia sexual.

\_\_\_\_\_  
Firma

\_\_\_\_\_  
Fecha de firma

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**Seventh Grade**

**Handling Peer Pressure – Refusal Skills**

Using your refusal skills, respond to the following arguments for engaging in sexual activity.

1. Everyone else is doing it: \_\_\_\_\_  
\_\_\_\_\_
2. If you don't do it now, you won't get another chance: \_\_\_\_\_  
\_\_\_\_\_
3. If we have sex, I won't tell anyone: \_\_\_\_\_  
\_\_\_\_\_
4. I love you. Don't you love me? \_\_\_\_\_  
\_\_\_\_\_
5. Do you think I have an STD or something? \_\_\_\_\_  
\_\_\_\_\_
6. You're not going to get pregnant: \_\_\_\_\_  
\_\_\_\_\_

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### Handling Peer Pressure – Refusal Skills (Teacher guide)

1. Everyone else is doing it:
  - a. I’m not everyone else and I’m pretty sure everyone is not having sex.
  - b. I want to wait till I’m married.

No one person is the same and just because everyone is doing it, doesn’t mean it’s right for you.

2. If you don’t do it now, you won’t get another chance:
  - a. I’m not ready. I guess I’ll have to take that chance.
  - b. I just don’t want to have sex right now.

Someone who cares about you will not force you to do anything you are not ready for.

3. If we have sex, I won’t tell anyone:
  - a. I can’t be sure that you won’t tell anyone, so I think I’ll wait.
  - b. I don’t want to take that risk.

Everyone cannot be trusted. They may say one thing and do another.

4. I love you. Don’t you love me?
  - a. I may love (care about) you but am not ready for that kind of commitment.
  - b. Maybe we are not ready for sex.

You may feel love for someone, but it doesn’t mean you have to have sex. Don’t fall for the “don’t you love me” trap.

5. Do you think I have a STD or something?
  - a. I don’t know and I don’t want to take the risk of finding out.

Sometime people try to manipulate you into believing if you thought or said something “wrong” you owe them.

6. You’re not going to get pregnant:
  - a. It only takes one time.
  - b. I don’t want to take that chance.

The only way to be 100% sure is to abstain from sexual activity.

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**The Big Decision**

- Student:** Can I talk to you about a big decision I’m struggling with? It is personal and I am a little nervous bringing it up.
- Trusted Adult:** Of course, you can talk to me and please don’t be nervous, we can talk about anything.
- Student:** I have been in this relationship for a while, and I have strong feelings for this person. We have been talking about having sex, but I’m wondering if I am ready.
- Trusted Adult:** Wow, that is a big decision. I’m glad you trusted me to talk about it. There are many things to consider before you make this decision. Let’s discuss the benefits and risks. What would be a risk?
- Student:** An unplanned pregnancy or a non-curable STD could change our lives forever.
- Trusted Adult:** That is a good point, what would be a benefit?
- Student:** We are committed to each other and having sex will bring us closer.
- Trusted Adult:** Having sex may bring you closer, but if you’re not ready, it could cause problems in your relationship.
- Student:** I don’t really want to but am afraid I will be dumped if I don’t.
- Trusted Adult:** If somebody really cares about you, they are not going to make you do something you don’t want to do.

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