



## YOUR SEXUAL HEALTH

*“Don’t Risk It!”*  
High School

- The MORE HEALTH website is equipped with a classroom TEACHER section. Here you have the capability to access pre- and post-visit activities, vocabulary words, and in many cases pre- and post-visit videos.
- Visit [morehealthinc.org](http://morehealthinc.org) – <https://www.morehealthinc.org/teachers/>
- Password: resources

### Pre-Visit Activities

- Please copy and hand out permission slip (page 2) to students **PRIOR** to showing the video and the date of the presentation. **ONLY STUDENTS WHO DO NOT HAVE PERMISSION TO RECEIVE THIS LESSON SHOULD RETURN THE PERMISSION SLIPS.**
- Review the enclosed vocabulary. Students should have a working knowledge of the terms prior to our visit.
- Click the link to play videos:  
*What is It? Be Smart. Be Well:* <https://www.youtube.com/watch?v=vs-KJD6LgiY> (3:29)  
*Let’s Talk about Sexual Health:* <https://youtu.be/dvmb9eUu0p4> (5:08)

### Suggested Post-Visit Activities

- Click the link to play video: *Be Careful what you share online (1 minute)*  
[https://www.youtube.com/watch?v=KCJ9cKEK\\_48](https://www.youtube.com/watch?v=KCJ9cKEK_48)
- The title of this lesson is “Don’t Risk It!” Our lives seem to be full of slogans. This one does carry a powerful message. Discuss it with your students. Ask students to write an argument for “Don’t Risk It!” Students should develop and sustain a line of argument and provide appropriate support.
- Have students collect HIV/AIDS and/or STIs data for Tampa (Hillsborough County) and/or Florida for the past 20 years. Have them make charts, tables or graphs with the data. Use these to analyze and make predictions about HIV/AIDS and/or STIs in our area. They can use the Florida Department of Health, Youth Risk Behavior Survey.

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Dear Parent or Guardian,

The MORE HEALTH Program at Tampa General Hospital will be giving a presentation entitled: 'Your Sexual Health, Don't Risk It! This program was requested by your school. As an introduction to the presentation, I would like you to consider the following statistics:

- Florida has one of the highest rates of new HIV diagnoses in the Nation.
The rate of teens living in Hillsborough County with chlamydia and gonorrhea are considerable higher than the state average.
At least 40% of sexually active teens report they have unprotected sex.
Dating violence and sex trafficking are current concerns for our community and our teens.

Prevention education is an effective Sexually Transmitted Infection control strategy. The principle purpose of education about STDs including HIV is to prevent infection. Our goal is to ensure that students will know accurate and current information that will help in preventing the transmission of Sexual Transmitted Infections and HIV. We will stress that abstaining is the only way to eliminate risk of contracting STDs through sexual transmission.

We look forward to teaching your child the MORE HEALTH Your Sexual Health Lesson, 'Don't Risk It' HOWEVER, IF YOU DO NOT WANT YOUR CHILD TO RECEIVE THIS LESSON, PLEASE SIGN BELOW AND RETURN THIS LETTER TO HIS OR HER TEACHER.

I certify that I am the parent or guardian of \_\_\_\_\_ and DO NOT GIVE CONSENT for him/her to receive the MORE HEALTH Your Sexual Health Lesson.

Signature

Date

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## *“Don’t Risk It!”*

### High School

#### Vocabulary

- **abstinence<sub>n</sub>** not having sexual intercourse, whether oral, anal, or vaginal; being celibate
- **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
- **antibiotics<sub>n</sub>** medications that destroy or slow down the growth of bacteria that causes infections
- **asymptomatic<sub>n</sub>** having or showing no symptoms of disease or other medical condition
- **bacteria<sub>n</sub>** microscopic single-cell organisms that live everywhere and can be helpful or harmful to people, also called germs
- **casual contact<sub>n</sub>** level of contact at which a person is NOT subject to contracting a communicable disease from another, especially nonsexual contact with a person infected with a sexually transmitted disease
- **condom<sub>n</sub>** a thin sheath, usually made of latex or lamb intestine, worn over the erect penis during sexual intercourse to prevent conception or sexually transmitted diseases
- **consent<sub>n</sub>** permission for something to happen or agreement to do something; actively agreeing to be sexual with someone
- **contagious<sub>adj</sub>** capable of being transmitted by bodily contact with an infected person or object
- **contraception<sub>n</sub>** deliberate use of artificial methods to prevent pregnancy, birth control
- **contract/contracting<sub>v</sub>** to get or acquire, as by exposure to something contagious
- **dual protection<sub>n</sub>** simultaneous protection from sexually transmitted diseases (STDs) and prevention of pregnancy
- **Human Immunodeficiency Virus (HIV)<sub>n</sub>** a virus that attacks cells that help the body fight infection, making that person susceptible to life-threatening opportunistic infections. Spreads by contact with certain bodily fluids of a person with HIV, most commonly during unprotected sex or through sharing injection drug equipment

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- **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 other diseases
- **intravenous<sub>n</sub>** taking place or existing within, or administered into, a vein
- **monogamous<sub>n</sub>** the practice of having only one single sexual partner during a period of time
- **opportunistic infections<sub>n</sub>** infections that occur more often or are more severe in people with weakened immune systems
- **symptomatic<sub>n</sub>** having symptoms; that stage of HIV when the individual may exhibit symptoms such as fever, diarrhea, weight loss, swollen glands, etc.
- **virus<sub>n</sub>** a submicroscopic infectious agent that can only reproduce in living cells and is spread through infection
- **window period<sub>n</sub>** the time between when a person contracts an STI to the time a test can detect the STI.

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#### Goals

- Students will know accurate and current information that will help in preventing the transmission of HIV, AIDS, & Sexually Transmitted Infections
- Students will know techniques for communicating care, consideration, and respect of self and others. (e.g., encouragement, trust, sexual abstinence)

#### Objectives

- Students will have a basic understanding of how sexually transmitted infections are spread.
- Students will be able to identify preventative measures recognized as lowering the risk for STIs and pregnancy.
- Students will learn how to communicate with peers, parents, physicians, and other adults about getting tested and test results.
- Students will know what it means to be respectful of someone’s sexual boundaries.

#### Standards

The student will...

- |              |  |
|--------------|--|
| HE.912.B.3.1 | verify the validity of health information, products, and services.   |
| HE.912.B.3.2 | compile data reflecting the accessibility of resources from home, school, and community that provide valid health information. |
| HE.912.B.3.3 | justify the validity of a variety of technologies to gather health information.  |
| HE.912.B.3.4 | justify when professional health services or providers may be required.  |
| HE.912.B.4.2 | assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.                      |
| HE.912.B.4.3 | demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.                  |
| HE.912.B.5.1 | determine the value of applying a thoughtful decision-making process in health-related situations.                             |
| HE.912.B.5.2 | generate alternatives to health-related issues or problems.  |
| HE.912.B.5.3 | appraise the potential short-term and long-term outcomes of each alternative on self and others.                               |
| HE.912.B.5.4 | assess whether individual or collaborative decision-making is needed to make a healthy decision.                               |
| HE.912.B.6.1 | evaluate personal health practices and overall health status to include all dimensions of health.                              |

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HE.912.B.6.2	formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
HE.912.B.6.4	formulate an effective long-term personal health plan.
HE.912.C.1.1	predict how healthy behaviors can affect health status.
HE.912.C.1.2	interpret the significance of interrelationships in mental/emotional, physical, and social health.
HE.912.C.1.4	propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.5	analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.1.8	assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
HE.912.C.2.2	compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.3	assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.9	evaluate the influence of personal values, attitudes and beliefs about individual health practices and behaviors.
HE.912.P.7.1	analyze the role of individual responsibility in enhancing health.
HE.912.P.7.2	evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.
HE.912.P.8.1	utilize the influence of others to promote positive health choices.
HE.912.P.8.2	utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.SUA.1.2	analyze how moderate and excessive alcohol consumption can contribute to risky, unsafe behaviors and consequences.
ELA.910.C.1.3	write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task. <i>(suggested post-visit activity)</i>
ELA.910.C.1.4	write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task. <i>(suggested post-visit activity)</i>
ELA.910.C.3.1	follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <i>(suggested post-visit activity)</i>
ELA.910.C.4.1	conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings. <i>(suggested post-visit activity)</i>
ELA.9.V.1.1	integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.10.V.1.1	integrate academic vocabulary appropriate to grade level in speaking and writing.

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