



Your Sexual Health 1 “*Why Risk It?*” Eighth Grade

WELCOME!!

MORE HEALTH is going to look a little different this school year. We are very excited to continue to offer you our health and safety lessons via a live virtual platform. Our instructors have been preparing and working hard to bring you the fun, interactive, and engaging lessons you have come to expect and rely on for over 30 years. Because things will look a little different this year, I urge you to read through this pre-packet thoroughly. As always, if you need further assistance please don't hesitate to reach out to us directly. Along with this pre-packet, you will find the necessary materials you will need to assist in student learning. **If you would like to access this pre-packet virtually, use the instructions below.**

Online Teacher Resources

- **The MORE HEALTH website is equipped with a classroom Teacher section.** In this section you have the capability to access pre and post-visit activities, vocabulary words, and pre and post-visit videos. **Videos are no longer sent in DVD form and are only accessed through this teacher section.**
- **Visit morehealthinc.org.** The teacher section is located close to the top on the home page. Click on “teacher” and find the MORE HEALTH lesson you need.
- **Password: resources**

Material Aids for Lesson

- Index Card (for student's questions at the end of the presentation)

Take Home Materials for Students

- “*Why Risk It!*” Bookmark

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Pre-Visit Activities

1. Please copy and hand out permission slip (page 7) to students **PRIOR** to showing the video and the date of presentation. **ONLY STUDENTS WHO DO NOT HAVE PERMISSION TO RECEIVE THIS LESSON SHOULD RETURN THE PERMISSION SLIPS.**
2. Review the enclosed Vocabulary List. Students will not need to have a working knowledge of the terms, rather a beginning familiarity.
3. Follow the directions on the previous page to access the following videos:

Misconceptions about STIs (4 minutes)

<https://www.youtube.com/watch?v=TAapf3DUX5o>

Teen Health: Sexual Health (2 minutes)

<https://www.youtube.com/watch?v=4Qyp-7ZfmPM>

Post-Visit Activities

1. Have students research the cost of living with a non-curable & curable STD. They can compare and contrast the cost and/or the physical consequences.
2. Amaze.org may have other topics that may interest you and your class. Please be sure to preview the various videos before showing them to your students.
3. The title of this lesson is “*Why Risk It?*” Teens in the eighth grade are just beginning to live lives that include plans for high school, followed by work/college, possibly dating and, for some, sexual activity. Discuss with your students how contracting a STD could impact these plans.
4. Have students write a letter to themselves why they are worth choosing to wait and not take a risk.

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Vocabulary

1. **abstinence_n** doing without
2. **Acquired Immunodeficiency Syndrome (AIDS_n)** a result of human immunodeficiency virus (HIV) infection that makes the immune system less able to fight infections; the later stage of HIV
3. **annually_{adj}** occurring once a year
4. **antibiotic_n** chemical substances that have the ability to inhibit the growth of or to destroy bacteria and other microorganisms, used mainly in the treatment of infectious disease
5. **asymptomatic_{adj}** showing no evidence of disease
6. **birth control_n** the deliberate prevention of conception by means of drugs, techniques, or devices; contraception
7. **body language_n** the gestures, movements, and mannerisms by which a person communicates with others
8. **chance_n** risk or gamble
9. **choice_n** the act of picking or choosing
10. **condom_n** a thin sheath, usually of rubber, worn during sexual intercourse to prevent conception or sexually transmitted disease.
11. **consequence_n** a result or outcome
12. **curable_{adj}** capable of being cured, opposite of non-curable
13. **disease_n** an impairment of health or a condition of abnormal functioning
14. **emotional_{adj}** appealing to or arousing strong feelings
15. **expiration_n** the point at which something comes to an end

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16. **genital_n**
(**genitalia**) the organs of the reproductive systems-the external sexual organs (penis-male; vagina-female)
17. **Human Immunodeficiency Virus (HIV)_n** the virus that causes AIDS; weakens several body systems, destroys body’s immune system, making it susceptible to life-threatening opportunistic infections
18. **Human Papilloma Virus (HPV)_n** a common virus that causes genital warts and can lead to various types of cancers later in life
19. **immune system_n** a network of cells, proteins, tissues and organs in the body that enable it to resist and protect against germs, microorganisms and disease
20. **infection_n** tissue damage and disease caused when germs enter the body
21. **infertility_n** unable to reproduce
22. **monogamous_{adj}** having only one mate, spouse, or sexual partner at one time, practicing monogamy
23. **precaution_n** a measure taken in advance to prevent something dangerous, unpleasant, or inconvenient from happening
24. **prevention_n** the act of stopping or hindering something from happening
25. **pregnancy_n** the period of development of an unborn baby in the womb
26. **risk_n** exposure to the chance of injury, loss, hazard or danger
27. **safe sex_n** sexual activity during which precautions have been taken to lower the risk of spreading or contracting sexually transmitted diseases
28. **sexual activity_n** any act of sex, involving vaginal, anal or oral contact
29. **sexually transmitted diseases (STDs)_n** infections that are typically, but not exclusively, passed from person to person through sexual contact
30. **symptoms_n** a sign or indication of disease or physical disorder

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Goals:

1. Students will understand the health benefits of sexual abstinence.
2. Students will know accurate and current information about sexually transmitted infections and diseases.
3. Students will recognize the risks and consequences of choosing to engage in sexual activity.

Objectives:

1. Students will have a basic understanding of how sexually transmitted infections are spread.
2. Students will be able to name and describe at least four of the most common sexually transmitted diseases.
3. Students will be able to define sexual abstinence and name three reasons to make a choice to abstain from sex.
4. Students will be able to name at least three methods to protect against the spreading or contracting a STD or becoming pregnant.

Standards:

The student will...

- HE.8.B.5.1 determine when health-related situations require the application of a thoughtful prepared plan of action.
- HE.8.B.5.2 categorize healthy and unhealthy alternatives to health-related issues or problems.
- HE.8.B.5.3 compile the potential outcomes of each option when making a health-related decision.
- HE.8.B.5.4 distinguish when individual or collaborative decision-making is appropriate.
- HE.8.B.5.5 evaluate the outcomes of a health-related decision.
- HE.8.B.6.1 assess personal health practices.
- HE.8.B.6.2 devise an individual goal to adopt, maintain, or improve a personal health practice.
- HE.8.C.1.2 analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.
- HE.8.C.1.4 investigate strategies to reduce or prevent injuries and other adolescent health problems.
- HE.8.C.1.5 identify major chronic diseases that impact human body systems.
- HE.8.C.1.6 analyze how appropriate health care can promote personal health.
- HE.8.C.1.8 anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
- HE.8.P.7.1 assess the importance of assuming responsibility for person-health behaviors, including sexual behavior.

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- HE.8.P.7.2 apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
- HE.8.P.8.1 promote positive health choices with the influence and support of others.
HE.8.P.8.2 justify a health-enhancing position on a topic and support it with accurate information.
- HE.8.B.3.1 analyze valid and reliable health services and the cost of products
HE.8.B.3.2 analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health
HE.8.B.3.4 determine situations when specific professional health services or providers may be required.
- HE.8.B.4.1 illustrate skills necessary for effective communication with family, peers, and others to enhance health.
- HE.8.B.4.4 compare and contrast ways to ask for and offer assistance to enhance the health of self and others.
- HE.8.C.2.7 describe the influence of culture on health related beliefs, practices, and behaviors.
HE.8.C.2.8 explain how the perceptions of norms influence healthy and unhealthy behaviors.
HE.8.C.2.9 analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
- LAFS.8.W.1.1 write arguments to support claims with clear reasons and relevant evidence.
LAFS.8.W.1.3 write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- LAFS.8.W.3.7 conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- LAFS.8.SL.1.1 engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- LAFS.8.L.3.6 acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Dear Parent or Guardian:

The MORE HEALTH Program will be teaching a *Your Sexual Health* Program in the eighth grade classrooms. **This program has been approved by the School District of Hillsborough County.**

The six areas of study will be:

1. Abstinence
2. Facts concerning sexually transmitted diseases
3. Risks and consequences of sexual activity
4. HIV/AIDS prevention

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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