



**Florida’s School-based HIV/STD and Teen Pregnancy Prevention Project:
Assisting School Districts with Strategies to Improve Student Health and Academic Success**

Florida Statute 1003.42 (2)(n) requires comprehensive health education in grades K-12, which includes “family life”, “consequences of teen pregnancy”, and “prevention and control of disease”. Instruction in Acquired Immune Deficiency Syndrome (AIDS) is included in Florida Statute 1003.46. The challenge for school districts is to determine in which courses these essential health topics will be delivered because in most Florida school districts “stand alone” health courses are not required for graduation.

The purpose of this document is to review cross-curricula connections where the integration of health education standards are included in other subject area course descriptions. Physical education and science courses for middle and high school students were chosen for examination. Also, Florida standards for physical education and health were reviewed to determine alignment with “CDC’s 16 Critical Sexual Health Education Topics”.

CDC’s 16 Critical Sexual Health Education Topics, Florida Physical Education and Health Education Benchmarks and Physical Education Courses

The CDC recommends addressing 16 critical sexual health education topics related to the requirements for “family life”, the “consequences of teen pregnancy”, and “prevention and control of disease” instruction. These topics are based on scientific evidence for what helps students avoid the risk and consequences of HIV/STD infection and teen pregnancy.

The 16 topics are:

- ✓ Benefits of being sexually abstinent;
- ✓ How to access valid and reliable health information, products and services related to HIV, other sexually transmitted diseases, and pregnancy;
- ✓ Influences of family, peers, media, technology and other factors on sexual risk behavior;
- ✓ Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy;
- ✓ Goal-setting and decision-making skills related to eliminating or reducing risks;
- ✓ Influencing and supporting others to avoid or reduce sexual risk behaviors;
- ✓ Importance of using condoms consistently and correctly;

- ✓ Importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy;
- ✓ How to create and sustain healthy and respectful relationships;
- ✓ Importance of limiting the number of sexual partners;
- ✓ Preventive care that is necessary to maintain reproductive and sexual health;
- ✓ How HIV and other STDs are transmitted;
- ✓ Health consequences of HIV, other STDs, and pregnancy;
- ✓ Effectiveness of condoms;
- ✓ How to obtain condoms;
- ✓ How to correctly use a condom.

The Center for Disease Control and Prevention recommends these topics be included with health education instruction. Often school districts require health education be provided through physical education courses. Alignment with CDC's 16 critical sexual health topics are found in both middle school fitness courses and in HOPE and Personal Fitness high school courses. While there are no physical education standards in alignment with CDC's list of critical topics, two health education standards aligned with the topics are included in middle school fitness courses and twenty-two health education standards for high school are included in physical education courses. Listed below are the health education standards in alignment with CDC's 16 topics, along with the course names associated with the standard.

Health education standards included in physical education courses cover the following five of the 16 Topics.

- ✓ Influences of family, peers, media, technology and other factors on sexual risk behavior.
- ✓ How to access valid and reliable health information, products and services related to HIV, other sexually transmitted diseases, and pregnancy.
- ✓ Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy.
- ✓ Goal-setting and decision-making skills related to eliminating or reducing risks.
- ✓ Influencing and supporting others to avoid or reduce sexual risk behaviors.

Support for sexual health education is also found in Florida Statutes, Section 1003.42 and 1003.46 which include specific language in alignment with 3 of the 16 critical topics.

- Section 1003.42, F.S. – “Comprehensive health education is required, and family life component must include an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.”
- Section 1003.46, F.S. – “Each district school board may provide instruction in acquired immune deficiency syndrome education as a specific area of health education. Such instruction may include, but is not limited to, the known modes of transmission, signs and symptoms, risk factors associated with acquired immune

deficiency syndrome, and means used to control the spread of acquired immune deficiency syndrome.”

One high school standard (HE.912.C.1.5 Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases) is included in HOPE and HOPE PE Variation. This standard, along with Florida Statutes, covers ten of CDC’s 16 critical sexual health education topics.

- ✓ How HIV and STDs are transmitted.
- ✓ Benefits of being sexually abstinent. (Section 1003.42, F.S.)
- ✓ Importance of limiting the number of sexual partners.
- ✓ Importance of using condoms consistently and correctly.
- ✓ Importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy.
- ✓ Effectiveness of condoms. (Section 1003.46, F.S.)
- ✓ How to obtain condoms.
- ✓ How to correctly use a condom.
- ✓ Health consequences of HIV, other STDs, and pregnancy.
- ✓ Preventive care that is necessary to maintain reproductive and sexual health. (Section 1003.46, F.S.)

The only one of the 16 topics not aligned with standards in physical education courses is:

- ✓ How to create and sustain healthy and respectful relationships.

However, this topic would be included with any evidence-based sexual health curriculum.

Listed below are two health education standards for middle school and twenty-two health education standards included in physical education course descriptions which are in alignment with CDC’s 16 topics.

Middle School

HE.6.B.3.1 Examine the validity of health information, and determine the cost of health products, and services. (M/J Fitness Grade 6-8)

HE.6.P.7.1 Explain the importance of assuming responsibility for personal health behaviors. (M/J Fitness Grade 6-8)

High School

HE.912.B.4.2 Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. (HOPE)

HE.912.B.4.4 Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. (HOPE)

HE.912.B.5.1 Determine the value of applying a thoughtful decision-making process in health-related situations. (HOPE)

HE.912.B.5.3 Appraise the potential short-term and long-term outcomes of each alternative on self and others. (HOPE)

HE.912.B.6.1 Evaluate personal health practices and overall health status to include all dimensions of health. (HOPE)

HE.912.B.6.2 Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks. (HOPE)

HE.912.B.6.4 Formulate an effective long-term personal health plan. (HOPE, Personal Fitness)

HE.912.C.1.1 Predict how healthy behaviors can affect health status. (HOPE, Personal Fitness)

HE.912.C.1.2 Interpret the significance of interrelationships in mental/emotional, physical, and social health. (HOPE)

HE.912.C.1.4 Propose strategies to reduce or prevent injuries and health problems. (HOPE, Personal Fitness)

HE.912.C.1.8 Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. (HOPE)

HE.912.C.1.5 Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. (HOPE, HOPE PE V)

HE.912.C.2.1 Analyze how the family influences the health of individuals. (HOPE, HOPE PE V)

HE.912.C.2.2 Compare how peers influence healthy and unhealthy behaviors. (HOPE, HOPE PE V)

HE.912.C.2.5 Evaluate the effect of media on personal and family health. (HOPE, HOPE PE V, Personal Fitness)

HE.912.C.2.6 Evaluate the impact of technology on personal, family, and community health. (HOPE, HOPE PE V)

HE.912.C.2.7 Analyze how culture supports and challenges health beliefs, practices, and behaviors. (HOPE, HOPE PE V)

HE.912.C.2.8 Analyze how the perceptions of norms influence healthy and unhealthy behaviors. (HOPE, HOPE PE V)

HE.912.C.2.9 Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. (HOPE, HOPE PE V)

HE912.P.7.1 Analyze the role of individual responsibility in enhancing health. (HOPE, HOPE PE V, Personal Fitness)

HE912.P.7.2 Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. (HOPE, HOPE PE V, Personal Fitness)

HE912.P.8.1 Demonstrate how to influence and support others in making positive health choices. (HOPE, HOPE PE V)

For more information, please contact Ksenia Zipperer, HIV/STD and Teen Pregnancy Prevention Project Coordinator, University of South Florida Healthy Schools Project, at the Florida Department of Education.

By phone: 850-245-9952

By email: ksena.zipperer@fldoe.org