Appendix A

Notification Letters

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7th GRADE NOTIFICATION LETTER

Dear Parent/Guardian,

You may be aware that in the near future your child will have the opportunity to participate in the Healthy Futures Nu-CULTURE relationship education program. A major component of this program is to provide an 8-day presentation to students in middle schools.

If you have a student in the 7th grade, the Nu-CULTURE curriculum includes lessons on the following topics:

- Healthy Relationships
- Emotional Needs
- Puberty
- Anatomy and Reproduction
- Physical and Emotional Risks of Sexual Activity as a Teenager
- Making Informed Choices
- Teenagers and Stress
- Dealing with Peer Pressure
- Assertiveness and Refusal Skills
- Sexual Offenses

Our goal is to support parents by reinforcing the messages that students are hearing at home. Our lessons are age appropriate and medically accurate and are presented in a way that is respectful of your values. We recognize that you are the primary educator of your child when it comes to these sensitive topics and that each family has a unique way of approaching these subjects. For these reasons, we offer resources to parents that are aimed at empowering you to speak openly about these issues.

If you have any further questions about the Nu-CULTURE curriculum or your child's involvement in the program, we would be happy to discuss them with you. We want you to feel comfortable with what we teach, and are confident that you will once any concerns you may have are clarified.

Sincerely,

Rhea Gordon
Executive Director
Healthy Futures

_____
Principal/Facilitator

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Please sign below if you **DO NOT** wish for your child to participate. If we do not receive this form back from you, we will assume your child has permission to participate in this program.

7th GRADE NOTIFICATION LETTER

I do not wish to have my son/daughter _____ participate
Name of son/daughter

in the Healthy Futures Nu-CULTURE program.

_____
Parent/Guardian signature

7th GRADE NOTIFICATION LETTER

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Sincerely,

Rhea Gordon
Executive Director
Healthy Futures

_____
Principal/Facilitator

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Please sign below and have your child return this form the next school day. If we do not receive this form back from you, your child will not be able to participate in the program.

7th GRADE NOTIFICATION LETTER

Would you like your child to participate in the Healthy Futures Nu-CULTURE program? ___ Yes ___ No

I do/do not *(circle one)* wish to have my son/daughter _____ participate
Name of son/daughter

in the Healthy Futures Nu-CULTURE program.

_____
Parent/Guardian signature

Appendix B

Handouts

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DREAM BIG

My Dream:

Three steps to get there:

Step 1 _____

Step 2 _____

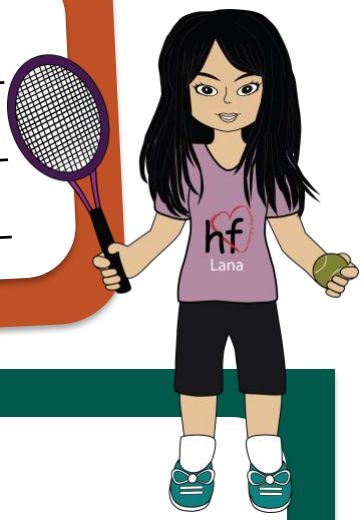
Step 3 _____

Who will help me?

_____

_____

_____



Three potential obstacles that could stand in my way:

1. _____ 2. _____ 3. _____

How will I choose to overcome these obstacles?

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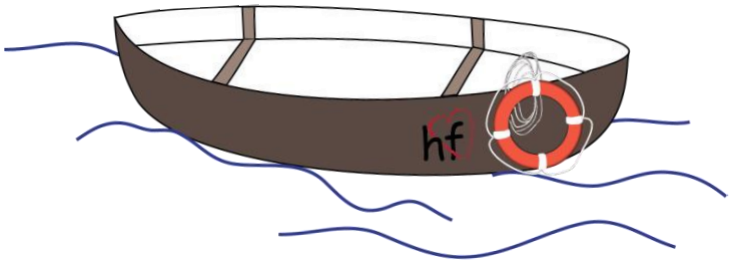
Take a few minutes to discuss which items your team wants to bring with them on the lifeboat. Keep in mind—space is limited.

STRANDED!

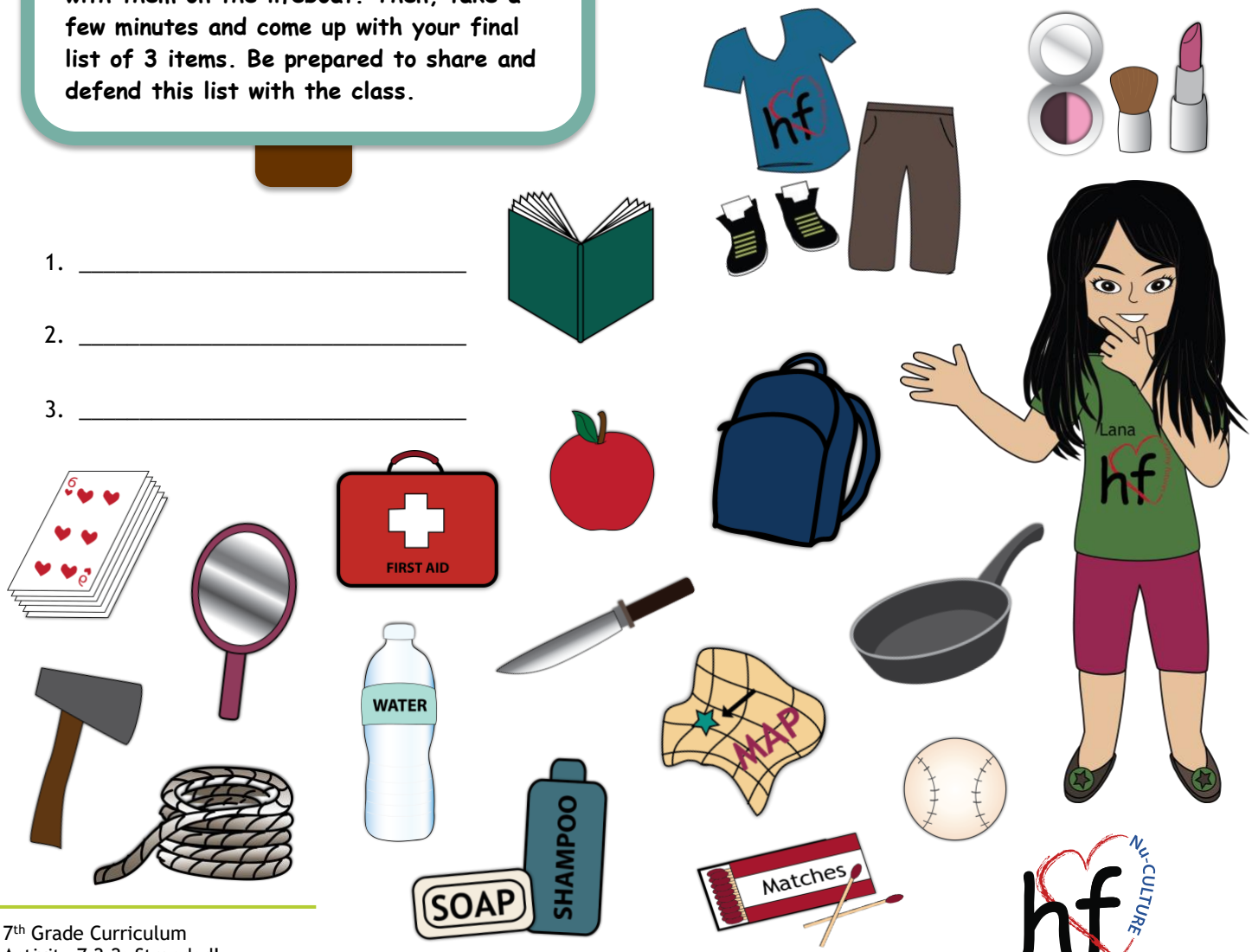


After discussing the activity with your group, go through the pictures and circle the items that your team wants to take with them on the lifeboat. Then, take a few minutes and come up with your final list of 3 items. Be prepared to share and defend this list with the class.

1. _____

2. _____

3. _____



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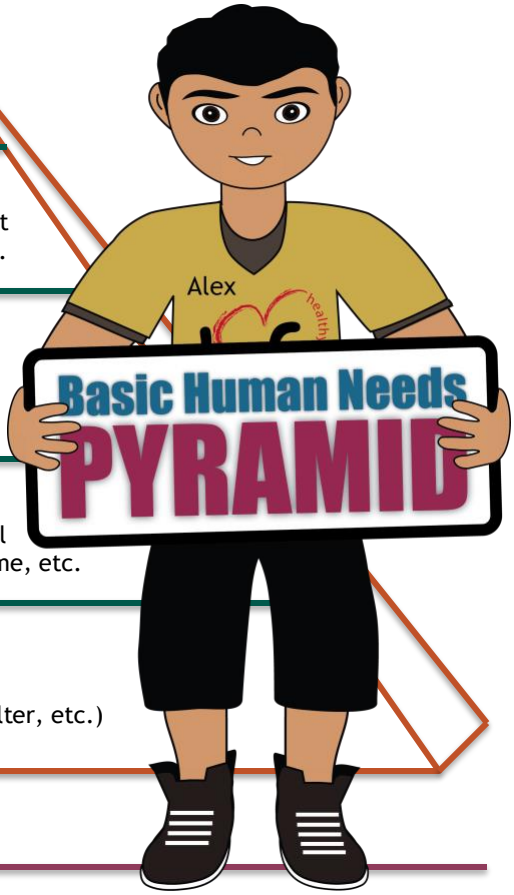
1 **Meaning and Identity:**
People who make you feel good about who you are and who you want to be.

2 **Acceptance and Love:**
People in our lives who we care about and who make us feel like we belong.

3 **Social:**
People you talk to and interact with on a regular basis.

4 **Safety and Stability:**
The people and things in your life that make you feel comfortable in your surroundings. Laws, rules, a stable home, etc.

5 **Basic Needs:**
The things in your life you require to survive (e.g., water, food, shelter, etc.)



Fill in the blanks as the educator covers this in class.

Which people in your life meet each level of need? List two or three for each category.

Level 5: _____

Level 4: _____

Level 3: _____

Level 2: _____

Level 1: _____

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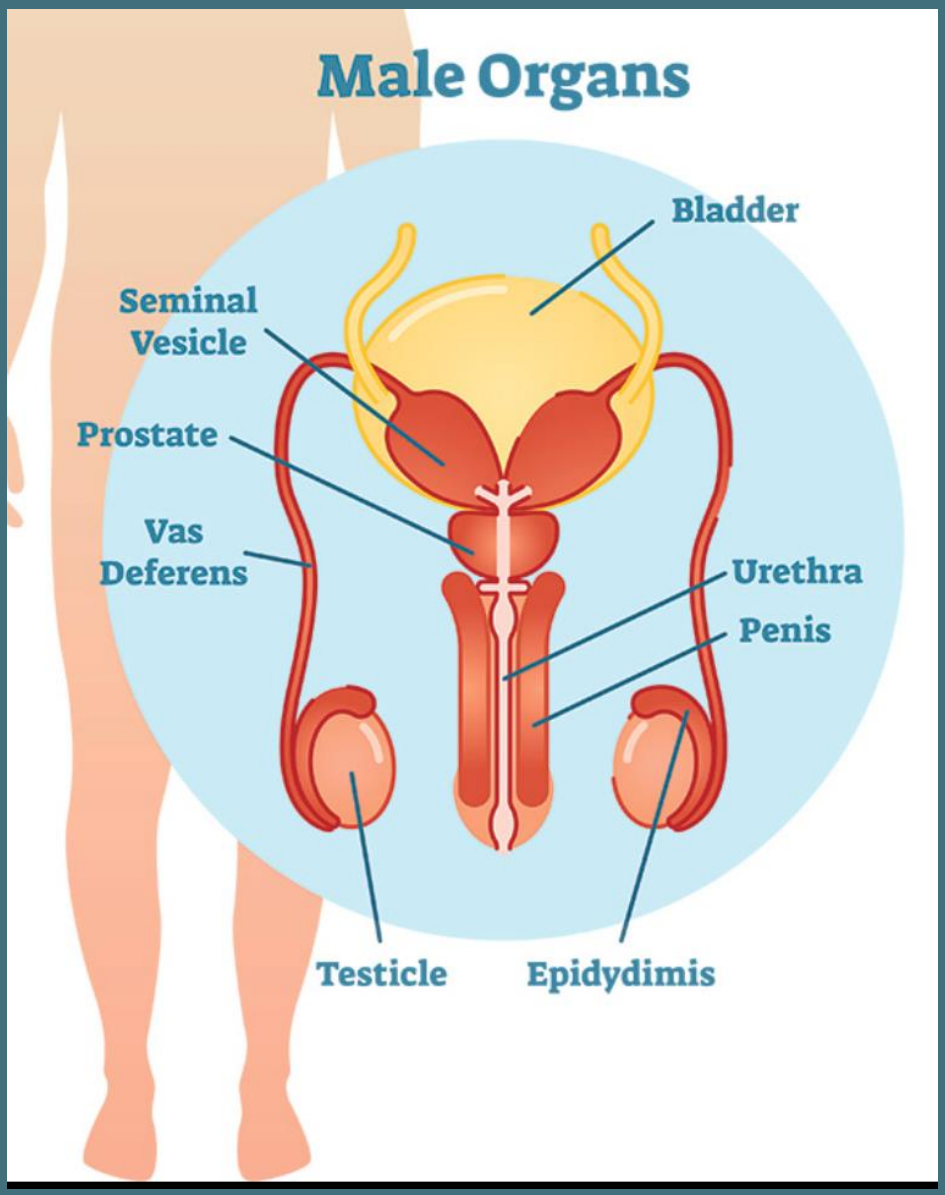
MALE
REPRODUCTIVE SYSTEM



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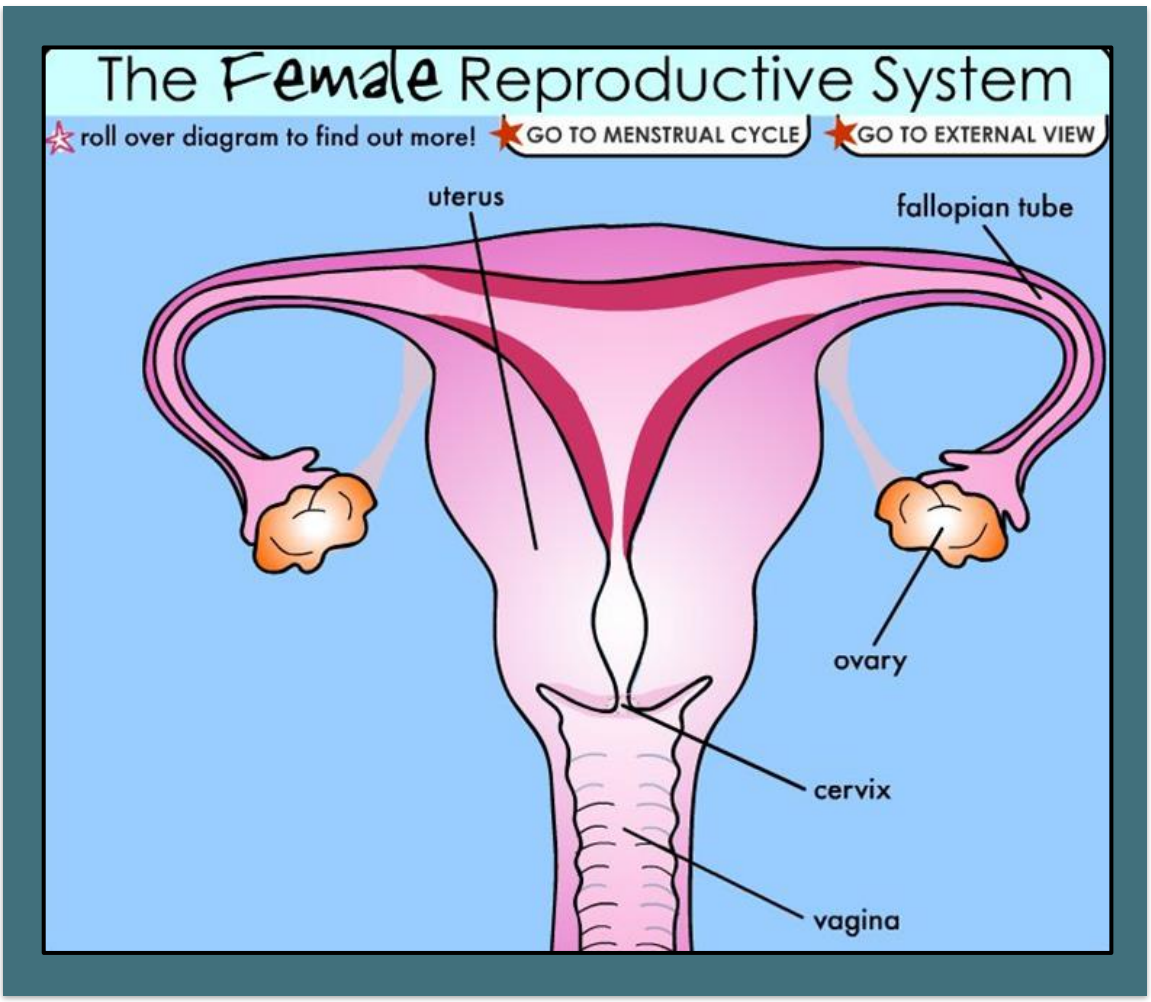
FEMALE REPRODUCTIVE SYSTEM



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Saying NO

Refusal Skills

Kareem and his younger cousin Jared are hanging out one day after school at the skate park when they are approached by a group of friends who ask them if they want to smoke some marijuana. Kareem doesn't hesitate to accept, and passes the joint over to Jared to smoke.

Take a moment to read through the scenario below. Then, come up with a response that could be used to resist the peer pressure. Be prepared to act out the entire scenario in front of class, including the lines you write.

K: Here you go, Jared. Take a hit of this. (Hands him the joint.)

J: I don't know, man.

K: It's just a little weed, dude…relax! Come on, haven't you ever smoked it before?

J: No, I haven't.

K: Well, everyone does it. It's fun!

Imagine that Kareem continues to pressure Jared. Using the 3 steps model: Speak Up, Stand Up, and Walk Away—Come up with a few more lines that Jared could use to say "NO".

K:

J: (Speak Up)

K:

J: (Stand Up)

K:

J: (Walk Away)

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Saying NO

Refusal Skills

Mia and Chantal are hanging out at one of their favorite clothing stores trying on expensive clothes in the dressing room. Mia whispers to Chantal that she doesn't have enough money and that she thinks it would be easy to steal a shirt by sticking it into her purse before leaving the dressing room. Chantal is hesitant.

Take a moment to read through the scenario below. Then, come up with a response that could be used to resist the peer pressure. Be prepared to act out the entire scenario in front of class, including the lines you write.

M: Here (passes her a shirt), hide this in your purse.

C: I am not sure about this. Why can't we just pay for it instead?

M: Because it looks really good on you and we don't have enough money!

C: But what if we get caught?

M: We won't. Don't be such a baby!

C: I don't know…

Imagine that Mia continues to pressure Chantal. Using the 3 step model: Speak Up, Stand Up, and Walk Away—Come up with a few more lines that Chantal could use to say "NO".

M:

C: (Speak Up)

M:

C: (Stand Up)

M:

C: (Walk Away)

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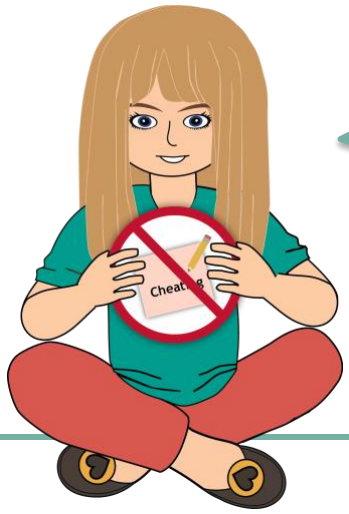
Saying NO

Refusal Skills



Roberto and Mohammad are both struggling in math class. Roberto is able to get a copy of the answers from another student who took the test the day before. Roberto tells Mohammed that he can show it to him if he wants.

Take a moment to read through the scenario below. Then, come up with a response that could be used to resist the peer pressure. Be prepared to act out the entire scenario in front of class, including the lines you write.

R: Mohammad, I found out we don't even have to study for this test!

M: What do you mean? We have to study if we want to pass!

R: No man, a friend of mine is going to hook us up with a copy of the test and answers. I can show them to you.

M: You mean cheat?

R: Why not? It's definitely easier than studying.

Imagine that Roberto continues to pressure Mohammad. Using 3 step model: Speak Up, Stand up, and Walk Away—Come up with a few more lines that Mohammad could use to say "NO".

M: (Speak Up)

R:

M: (Stand Up)

R:

M: (Walk Away)

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Saying NO

Refusal Skills

Justin and Sarah are in middle school and have been going out for six months. It's Valentine's Day, and Justin is hoping for a really special gift. He pushes a little further than they have gone before. Sarah doesn't protest. Justin figures he has the go ahead, so he pushes further. Sarah pulls away.

Take a moment to read through the scenario below. Then, come up with a response that could be used to resist the peer pressure. Be prepared to act out the entire scenario in front of class, including the lines you write.

S: I don't know, Justin. Do you really think we should do this?

J: I love you, Sarah. Do you think I would do something to hurt you?

S: Well, no. But it doesn't feel right. I don't think I'm ready.

J: It's not like we're having sex or anything. It's not such a big deal. Plus, it's Valentine's Day! Come on. (Leans in towards her again.)

Imagine that Justin continues to pressure Sarah. Using 3 step model: Speak Up, Stand Up, and Walk Away—Come up with a few more lines that Sarah could use to say "NO".

S: (Speak Up)

J:

S: (Stand Up)

J:

S: (Walk Away)

J:

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Saying NO

Refusal Skills

Maria and Tyrel have been going out for three months. They've never had sex and Tyrel has told Maria that he's going to wait until he's married. The following conversation happens one night after watching a romantic movie together.

Take a moment to read through the scenario below. Then, come up with a response that could be used to resist the peer pressure. Be prepared to act out the entire scenario in front of class, including the lines you write.

M: Tyrel, I love you so much. And you look so cute tonight. Don't you want to take our relationship to the next level?

T: Maria, we've talked about this. I made a decision to wait to have sex until I'm married.

M: But don't you love me? If you loved me, you'd prove it.

T: Sex and love aren't the same thing. And there are other ways besides having sex to show love. I don't want to mess up our relationship.

M: (Maria moves closer.) Baby, it will feel so good.

T: Maria, if you really loved me you would _____
(Fill in the blank)

Imagine that Maria continues to pressure Tyrel. Using the 3 step model: Speak Up, Stand Up, and Walk Away—Come up with a few more lines that Tyrel could use to say "NO".

M:

T: (Speak Up)

M:

T: (Stand Up)

M:

T: (Walk Away)

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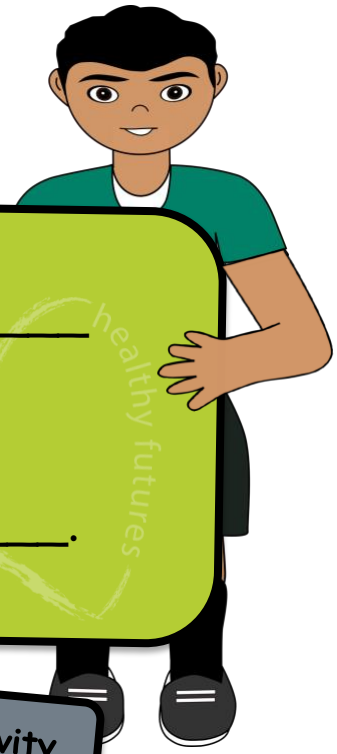
Boundaries in RELATIONSHIPS



Relationship

_____ need _____.

Abstinence

_____ means _____ not to be involved in _____ _____.

Sexual Activity

_____ is any type of _____.

Faithful

A _____ relationship is one that is just _____ _____.

Lifelong

_____ means _____.

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Viral STIs

These are Incurable

Human Papillomavirus (HPV)

- Most common STI.
- How many?
  - 13 million new infections each year.
- Symptoms
  - Most strains have NO symptoms, though some get warts in private areas.
  - Can cause cancer of the cervix, vulva, vagina, penis, or anus. It can cause cancer in the back of the throat, including the base of the tongue and tonsils.
- There is no medicine to cure HPV, but in most cases, HPV goes away on its own and does not cause any health problems. When HPV does not go away, it can cause health problems like genital warts and cancer.
- GARDASIL® 9 Vaccine covers 9 HPV types that cause genital warts, cervical cancer, and anal cancer.
- GARDASIL® 9 is available (or recommended) for females and males 9 through 26 years of age. GARDASIL® 9 prevents certain cancers and diseases caused by the nine HPV types covered by the vaccine.

Hepatitis B

- How many?
  - According to the CDC, in 2022, the number of new hepatitis B cases was 2,126.
- Hepatitis is an infection of the liver.
- Symptoms
  - Yellowish skin, tiredness, dark urine
- For some people, Hepatitis B is an acute, or short-term, illness but for others, it can become a long-term, chronic infection that can lead to cirrhosis or liver cancer.
- The best way to prevent Hepatitis B is to avoid sexual contact and get vaccinated.

The choices you make NOW will affect you LATER!

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Sexually Transmitted Infections (STIs)

In the United States

7th Grade Curriculum
Activity 7.6.4: Facts about STIs

Source: www.cdc.gov

What do I need to know about STIs?

- There are about 26 million new cases of STIs each year in the United States.
- About half of these are in people between the ages of 15 and 24.

Bacterial STIs

These are Curable with antibiotics

Chlamydia

- Most commonly reported bacterial STI in the US
- How Many?
  - In 2022, a total of 1.6 million chlamydial infections were reported to the CDC in 50 states and the District of Columbia. This rate has dropped 6.2 percent over the last 5 years.
- Symptoms
  - Most people who are infected with chlamydia do not have any symptoms. It is often called the "silent" STI. Occasionally chlamydia can cause painful urination or discharge and can cause damage to the internal reproductive system.
- Prevalence. An estimated 2.3 million people are currently infected with chlamydia in the U.S. 29% of all male infections and 71% of all female infections occur among sexually active young people (15-24).
  - Untreated chlamydia may increase a person's chance of getting or spreading HIV.
  - If untreated, can lead to Pelvic Inflammatory Disease (PID), ectopic pregnancy and infertility.

Gonorrhea

- How Many?
  - In 2022, a total of 648,056 cases of gonorrhea were reported.
- Symptoms
  - Men: There may be NO symptoms or a discharge from the penis, or swollen testicles.
  - Women: There are either NO symptoms or MILD symptoms resembling a bladder or yeast infection or MORE SERIOUS symptoms such as painful urination, extra vaginal discharge or vaginal bleeding between menstrual periods. Even without symptoms, women are at risk of serious complications such as Pelvic Inflammatory Disease
- Untreated gonorrhea may increase a person's chance of getting or spreading HIV.
- If untreated, can lead to Pelvic Inflammatory Disease (PID), ectopic pregnancy and infertility.

Syphilis

- How Many?
  - In 2022, a total of 203,500 cases of Primary and Secondary Syphilis were reported in the United States. That was a 79% increase since 2018. There were 3,755 cases of congenital (newborn) syphilis, a 183.4 percent increase since 2018.
- Symptoms
  - Stage 1: Single painless sore where syphilis entered body. May be multiple sores.
  - Stage 2: Skin rash, flu-like symptoms.
  - Stage 3: Can occur 10-30 years later, internal organ damage, can lead to death.
  - Sores caused by syphilis make it easier to get or spread HIV.

Pelvic Inflammatory Disease (PID)

- Occurs when bacteria (i.e., chlamydia, gonorrhea) move upwards from the vagina/cervix into the uterus and fallopian tubes.
- Symptoms
  - Vaginal discharge, burning during urination, abdominal/pelvic pain, pain during sexual intercourse, bleeding between menstrual cycles.
- Can cause infertility, a pregnancy in the fallopian tube or outside the womb, abscess formation, or chronic pelvic pain.

Viral STIs

These are incurable

Human Immunodeficiency Virus (HIV) can lead to Acquired Immunodeficiency Syndrome (AIDS)

- How Many?
  - In 2022, 31,800 people were newly infected with HIV. An estimated 1.2 million people were living with HIV in the U.S. at the end of 2019.
- Symptoms
  - Frequent diarrhea, fever, aching all over
- Destroys immune system, therefore, over time the body cannot fight off infections and disease.

Herpes

- How Many?
  - Approximately 242,000 new herpes infections each year.
- Symptoms
  - Many have no or mild symptoms. Genital herpes sores usually appear as one or more blisters on or around the genitals, rectum or mouth. The blisters break leaving painful sores that may take weeks to heal. The first outbreak may also have flu-like symptoms such as fever, body aches, or swollen glands.
- Outbreaks can occur for many years.
- Having Herpes makes it easier to get or spread HIV.
- There is no cure for herpes. But medications can prevent or shorten outbreaks.

Pregnancy Testing Sites

North Shore Women's Center
480 Lynnfield Street
Lynn, MA 01904
(781) 595-4800

Merrimack Valley Women's Health Services
9 Branch Street
Methuen, MA 01844

Heartbeat Pregnancy Help Center
113 Winn Street
Burlington, MA 01803
(781) 229-7887

Health Quarters*
215 Summer Street, Suite 16
Haverhill, MA 01830
(978) 521-4444

Metta Health Center
135 Jackson St.
Lowell, MA 01852
(978) 441-1700

Lowell Teen Coalition, Lowell Community Health Center
17 Warren Street, 2nd floor
Lowell, MA
Family Planning (978) 446-0236
Teen BLOCK (978) 322-8949

MGH Revere Adolescent Health Center (Ages 13-21)
300 Broadway
(Inside Post Office Building)
Revere, MA 02151
(781) 485-6429

Thinking about hurting yourself or know someone who is?

Suicide Prevention Hotlines

National Hopeline Network
1-800-784-2433 (24 hour)

National Suicide Prevention Lifeline
1-800-273-8255 (24 hour)

Samaritans-Statewide
1-877-870-4673 (24 hour)
617-247-0220 (24 hour)

Youth America Hotline Counseling by Teens for Teens
1-877-968-8454

Haverhill-North Essex Mental Health Center
1-800-281-3223

hf Nu-CULTURE

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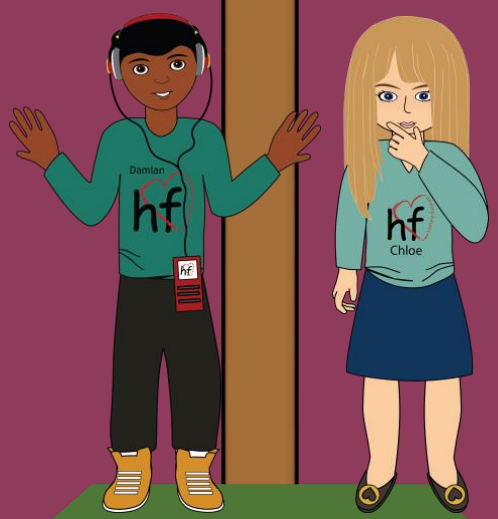
Do you know where to go?

- Domestic/Dating Violence Resources
- STI Testing Sites
- Pregnancy Testing Sites
- Suicide Prevention Hotlines



7th Grade Curriculum Resource Brochure

If you need to get tested for an STI…

Call ahead. Ask if there is anything you need to do in advance. For example, if blood work needs to be drawn, they may ask you not to eat for a period of time. Be sure to check office hours and whether the location is walk-in or by appointment only. Ask about payments and fees (some places offer free services while others do not).

Prepare your information. Write down symptoms you've experienced (as well as your partner) and for how long. Make a list of all recent sex partners. This includes any sexual contact (outercourse, intercourse, oral sex, and anal sex). Make a list of your key medical information including medications, other conditions you've been treated for, etc.

Write down questions to ask.

- Which test do you recommend?
- Should I be tested for other STIs?
- Am I contagious? How can I reduce the risk of passing this infection to others?
- Should my partner be tested?
- Am I likely to have future breakouts?
- Are there any brochures/materials I can take home with me? Are there any websites you recommend visiting?

Ask for clarification if you don't understand anything during your appointment.

STI Testing Locations

Lowell Community Health Center
585-597 Merrimack Street
Lowell, MA 01854
(978) 937-9700

Women's Services (Teen Clinic)
17 Warren Street, #2
Lowell, MA 01852
(978) 446-0236

Lynn Community Health Center
269 Union Street
Lynn, MA 01901
(781) 581-3900

Greater Lawrence Family Health Center
34 Haverhill Street
Lawrence, MA 01841
(978) 686-0090

Health Quarters
215 Summer Street, Suite 16
Haverhill, MA 01830
(978) 521-4444

MGH Revere Adolescent Health Center
(Ages 13-21)
300 Broadway
(Inside Post Office Building)
Revere, MA 02151
(781) 485-6429

Health Quarters*
101 Amesbury Street, Suite 106 & 107
Lawrence, MA 01840
(978) 681-5258

Domestic/Dating Violence Resources

LOWELL

- **Alternative House**
  (978) 458-0274
- **Rape Crisis Services of Greater Lowell Center for Hope & Healing**
  (978) 452-7721 (24 hour)
  1-800-542-5212
- **Lowell Police Department Family Services**
  (978) 674-4502

LYNN

- **Healing Abuse Working for Chance (HAWC)** www.hawcdv.org
  1-800-547-1649 (24 hour)
- **Lynn Police Department Domestic Violence**
  (781) 595-2000

LAWRENCE

- **YWCA Domestic Violence**
  (978) 682-3039
  Hotline: 1-877-509-9922
- **Supportive Care, Inc.**
  (978) 686-1300

HAVERHILL

- **Women's Resource Center**
  (978) 374-6121
  Hotline: (978) 685-2480
- **Haverhill Police Department Domestic Violence**
  (978) 373-8489
- **Domestic Abuse Hotline**
  www.ndvh.org
  1-800-799-SAFE (7233)
- **National Sexual Assault Hotline**
  www.rainn.org
  1-800-656-HOPE (4673)
- **National Dating Abuse Hotline**
  www.loveisrespect.org
  1-866-331-9474

Pregnancy Testing Sites

Thinking about hurting yourself or know someone who is?

Suicide Prevention Hotlines

National Hopeline Network
1-800-784-2433 (24 hour)

National Suicide Prevention Lifeline
1-800-273-8255 (24 hour)

Samaritans-Statewide
1-877-870-4673 (24 hour)
617-247-0220 (24 hour)

Youth America Hotline
Counseling by Teens for Teens
1-877-968-8454

Haverhill-North Essex
Mental Health Center
1-800-281-3223

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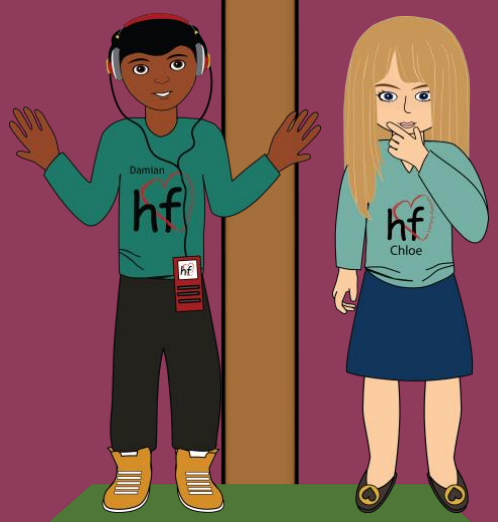
Do you know where to go?

- Domestic/Dating Violence Resources
- STI Testing Sites
- Pregnancy Testing Sites
- Suicide Prevention Hotlines



7th Grade Curriculum
Resource Brochure

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Prepare your information. Write down symptoms you've experienced (as well as your partner) and for how long. Make a list of all recent sex partners. This includes any sexual contact (outercourse, intercourse, oral sex, and anal sex). Make a list of your key medical information including medications, other conditions you've been treated for, etc.

Write down questions to ask.

- Which test do you recommend?
- Should I be tested for other STIs/STDs?
- Am I contagious? How can I reduce the risk of passing this infection to others?
- Should my partner be tested?
- Am I likely to have future breakouts?
- Are there any brochures/materials I can take home with me? Are there any websites you recommend visiting?

Ask for clarification if you don't understand anything during your appointment.

STI Testing Locations

Domestic/Dating Violence Resources

Appendix C

Parent Connection Forms

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PARENT CONNECTION FORM

Dear Parent or Guardian,

As your child enters adolescence, he or she will make many choices that will impact their future in a positive or negative way. Today your son or daughter attended their first Healthy Futures session. Our program is designed to equip young people to make positive, informed decisions that will help them reach their goals and dreams.

The biggest enabler of your child is you; studies indicate that teenagers are less likely to engage in risky behaviors (e.g. sexual activity, drug use, theft, etc.) if they have a strong connection with parents and other supportive adults. Following each class, your child will receive a Parental Connection Form about the topic for the day. Please take a few moments to review the exercises with him or her and discuss what they are learning in class. Once you have, simply complete the bottom portion and have your son or daughter return it the next school day.

Sincerely,

Rhea Gordon
Executive Director
Healthy Futures

_____
Principal/Facilitator

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1. Today I learned that the choices you make **N**_____ will affect you **L**_____.
2. The two keys to success are:
   - Know what you _____.
   - Know how to _____ _____.
3. My dream is:
4. True or false: It is easy to achieve your dream.
5. I will achieve my dream by:

Your child is unique. He or she has their own unique gifts and skill set, as well as passions and interests. Do you feel your child's dream lines up with their gifts, passions, and interests? Help to encourage and affirm them in what their dream is and provide some insight into how you feel they might be able to accomplish it.

Session 7.1: Keys to Success

PARENT CONNECTION FORM

My child, _____ _____ and I discussed this handout.
First Name Last Name

_____ _____ _____
Signature of Parent or Guardian Date Email Address (Please Print Clearly)

_____ _____
Parent or Guardian (Print Name) School Name

I authorize Healthy Futures (HF) to use, in whole or in part, my child's likeness, image, and performance during his/her participation in the program as HF shall determine in its sole discretion. HF and its successors and assigns, shall own all right, title and interest, including the copyright(s) of these images to be used without limitation as HF shall determine in its sole discretion. HF is not liable for unintentional misrepresentation of information derived from these images.

_____
Signature of Parent or Guardian

PARENT CONNECTION FORM

Dear Parent or Guardian,

This is a developmental period in your child's life when they are shifting from their connections with their family to a major emphasis on peer relationships. Today we discussed that, up until this point in your child's life, they have relied solely on you as parents for fulfillment of their physical and emotional needs. However, as they are growing older, they will be relying more on these needs being met by their peers. The students learned healthy ways for these needs to be met by their peers, as well as healthy levels of interaction with individuals in their face-to-face interactions, as well as online interactions, depending on their level of relationship with someone.

Sincerely,

Rhea Gordon
Executive Director
Healthy Futures

_____
Principal/Facilitator

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1. Name one physical need.

2. Name one emotional need.

3. What is the difference between an acquaintance and a friend?

4. What are 3 qualities or characteristics of a good friend?

5. True or false: It is ALWAYS the right thing to do to set your entire profile to private and NEVER add someone you don't know in real life as a friend.

You recognize that this is a time when your child will begin pulling away from you. However, this does not mean that you should not stay involved. Do you know your child's friends? Do you know how they spend their time online on social networking sites? These relationships may shape your child's future, so it is important to stay informed and involved.

Session 7.2: Basic Human Needs, Levels of Friendship

PARENT CONNECTION FORM

My child, _____ _____ and I discussed this handout.
First Name Last Name

_____ _____ _____
Signature of Parent or Guardian Date Email Address (Please Print Clearly)

_____ _____
Parent or Guardian (Print Name) School Name

PARENT CONNECTION FORM

Dear Parent or Guardian,

Today the students learned that they are making the difficult transition from childhood to adulthood. They reviewed both the biological changes and emotional changes that they can expect to encounter during this transition in themselves and their peers. We discussed what kind of friend is most valuable to have as we develop, and they learned healthy ways to both cope and thrive during these changes.

Sincerely,

Rhea Gordon
Executive Director
Healthy Futures

_____
Principal/Facilitator

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1. Puberty is the process of:

2. What can you do for your body to stay healthy during puberty?

3. What can you do for your mind to stay healthy during puberty?

4. True or false: Even though it is normal to think about sex or have sexual feelings right now, it doesn't mean you should act on those thoughts or feelings.

During puberty, your child is now embarking on a journey to learn who they are. As a parent, it may be difficult to see the child you once knew, change into someone you barely recognize. However, your child needs you to be there alongside them during this journey. Rediscover who they are alongside them.

Session 7.3: Pregnancy and Puberty

PARENT CONNECTION FORM

My child, _____ _____ and I discussed this handout.
First Name Last Name

_____ _____ _____
Signature of Parent or Guardian Date Email Address (Please Print Clearly)

_____ _____
Parent or Guardian (Print Name) School Name

PARENT CONNECTION FORM

Session 7.4: Stress, Positive Character Traits, Peer Pressure

Dear Parent or Guardian,

Today's teenagers encounter enormous stress and obstacles. This session focused on identifying stressors in our lives and discussing healthy ways to handle stress. In addition, we discussed how our dreams and goals are far more important than making a poor decision that could deter us from our path to success. The students learned how to say "NO" to peer pressure in order to stay successful on their journey towards accomplishing their dreams.

Sincerely,

Rhea Gordon
Executive Director
Healthy Futures

_____
Principal/Facilitator

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1. What are some stressors in your life?

2. What helps you handle stress?

3. What signs will you recognize if you are being peer pressured?

4. What are the 3 steps to saying "NO"?

To open up communication with your child, you might provide a personal example of a time that you yourself encountered peer pressure, and how you responded to this pressure. Explain how you either were proud of your choice or later regretted this choice. Let them know you will always be there if they want to discuss situations where they have, or are, encountering peer pressure.

PARENT CONNECTION FORM

Session 7.4: Stress, Positive Character Traits, Peer Pressure

My child, _____ _____ and I discussed this handout.
First Name Last Name

_____ _____ _____
Signature of Parent or Guardian Date Email Address (Please Print Clearly)

_____ _____
Parent or Guardian (Print Name) School Name

PARENT CONNECTION FORM

Dear Parent or Guardian,

This lesson focused on the potential consequences of sexual behavior. We encouraged the students to wait to have sex until they enter into a faithful, lifelong relationship in order to avoid both emotional heartache and pregnancy. The students also evaluated how these consequences could potentially deter them from their path to reaching their dreams.

Sincerely,

Rhea Gordon
Executive Director
Healthy Futures

_____
Principal/Facilitator

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1. What are some potential consequences of sexual behavior at your age?

2. True or false: Sex has no emotional consequences.

3. List some things that a parent needs to provide for a baby:

4. True or false: Teenagers can get pregnant.

Have you talked with your child about sex? The conversation may be awkward and uncomfortable for you both, but it is imperative that you open up the lines of communication with your child. Many teenage parents expressed that sex was something that they felt they could not discuss with their own parents. Having an awkward and uncomfortable conversation now may significantly impact your child's decision to wait to engage in sexual activity.

Session 7.5: Consequences of Sexual Activity - Pregnancy & Emotional Risks

PARENT CONNECTION FORM

My child, _____ _____ and I discussed this handout.
First Name Last Name

_____ _____ _____
Signature of Parent or Guardian Date Email Address (Please Print Clearly)

_____ _____
Parent or Guardian (Print Name) School Name

PARENT CONNECTION FORM

Session 7.6: Consequences of Sexual Activity - STIs

Dear Parent or Guardian,

Today's lesson continued to discuss the reasons to wait to have sex in order to avoid serious consequences, specifically sexually transmitted infections (STIs). The students learned that there are currently over 25 STIs. In addition, there is always a risk of contracting an STI whenever engaged in sexual activity, even with the use of a condom. They also learned that STIs are not always curable and could be something that they have to deal with for the rest of their lives. Again, we encouraged the students to wait until they have entered into a faithful lifelong relationship before having sex.

Sincerely,

Rhea Gordon
Executive Director
Healthy Futures

_____
Principal/Facilitator

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1. During this session we discussed two types of STIs:

   V_____ and B_____

2. Which type of STI is curable?

3. The most common symptom of an STI is: _____ _____.

4. True or false: The best way for teens to protect themselves 100% against STIs, pregnancy, and/or emotional heartache is to abstain from sexual activity.

What's the difference between sexually transmitted infections (STIs) and sexually transmitted diseases (STDs)? While they refer to the same thing the word "diseases" can make people think of having an obvious problem or symptom but many STIs/STDs often have no signs or symptoms. Abstinence is 100% effective at preventing STIs, pregnancy, and emotional heartache. Talk with your child about the importance of waiting to have sex until they are in a faithful lifelong relationship.

Session 7.6: Consequences of Sexual Activity - STIs

PARENT CONNECTION FORM

My child, _____ _____ and I discussed this handout.
First Name Last Name

_____ _____ _____
Signature of Parent or Guardian Date Email Address (Please Print Clearly)

_____ _____
Parent or Guardian (Print Name) School Name

Session 7.7: Sexual Offenses

PARENT CONNECTION FORM

Dear Parent or Guardian,

Today's class focused on a very serious topic: sexual offenses. While it is our hope that none of the young people we teach will ever be placed in an uncomfortable or abusive situation, statistics demonstrate that 1 of every 9 girls under the age of 18 experience sexual abuse or assault at the hands of an adult. 1 of every 53 boys under the age of 18 experience sexual abuse or assault at the hands of an adult. Our discussion focused both on how to recognize and avoid potentially abusive situations, as wellas what to do if anything ever does happen.

Sincerely,

Rhea Gordon
Executive Director
Healthy Futures

_____
Principal/Facilitator

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1. What is sexual harassment?

2. What is one example of sexual harassment?

3. What should you do if you are being sexually harassed?

4. True or false: Sexual assault is NEVER your fault.

Today we emphasized having a personal plan to protect ourselves against any potentially abusive situations. Encourage your child to set sexual limits in their relationships, communicate those limits with their partner, and choose a partner who will respect those limits.

Session 7: Sexual Offenses

PARENT CONNECTION FORM

My child, _____ _____ and I discussed this handout.
First Name Last Name

_____ _____ _____
Signature of Parent or Guardian Date Email Address (Please Print Clearly)

_____ _____
Parent or Guardian (Print Name) School Name

I authorize Healthy Futures (HF) to use, in whole or in part, my child's likeness, image, and performance during his/her participation in the program as HF shall determine in its sole discretion. HF and its successors and assigns, shall own all right, title and interest, including the copyright(s) of these images to be used without limitation as HF shall determine in its sole discretion. HF is not liable for unintentional misrepresentation of information derived from these images.

_____
Signature of Parent or Guardian

PARENT CONNECTION FORM

Dear Parent or Guardian,

Thank you very much for letting your son or daughter participate in this Healthy Futures program. We hope you have found the parenting tips on these forms helpful.

Sincerely,

Rhea Gordon
Executive Director
Healthy Futures

Principal/Facilitator

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1. My favorite thing about Healthy Futures was:

2. One thing I learned was:

3. I still have questions about:

Appendix D

Feedback Forms

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Participant Feedback Form
7th Grade

Name: _____ Date: _____

What was your favorite part of the Nu-CULTURE program?

What was the most important thing that you learned?

Comments:

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Participant Feedback Form
7th Grade

Name: _____ Date: _____

What was your favorite part of the Nu-CULTURE program?

What was the most important thing that you learned?

Comments:

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Participant Feedback Form
7th Grade

School: _____ **Age:** _____

Sex *(Please circle one)*: **Male** or **Female**

Are you Hispanic or Latino? _____ **Yes** _____ **No**

What is your race? You may mark more than one answer.

_____ American Indian/Alaska Native

_____ Asian

_____ Black or African American

_____ Native Hawaiian or Other Pacific Islander

_____ White

_____ Other (please specify): _____

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Participant Feedback Form
7th Grade

School: _____ **Age:** _____

Sex *(Please circle one)*: **Male** or **Female**

Are you Hispanic or Latino? _____ **Yes** _____ **No**

What is your race? You may mark more than one answer.

_____ American Indian/Alaska Native

_____ Asian

_____ Black or African American

_____ Native Hawaiian or Other Pacific Islander

_____ White

_____ Other (please specify): _____

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Teacher Feedback Form
7th Grade

Name: _____ Date: _____

School: _____

What section is this class (as assigned by Healthy Futures)? _____

Name(s) of presenter(s): _____

Please rate the material presented according to the following criteria:

	Strongly Agree (5)	(4)	Neutral (3)	(2)	Strongly Disagree (1)
Effective	○	○	○	○	○
Clear	○	○	○	○	○
Interesting	○	○	○	○	○
Relevant	○	○	○	○	○
Age-appropriate	○	○	○	○	○

Please rate the presenters according to the following criteria:

	Strongly Agree (5)	(4)	Neutral (3)	(2)	Strongly Disagree (1)
Effective	○	○	○	○	○
Knowledgeable	○	○	○	○	○
Confident	○	○	○	○	○
Clear	○	○	○	○	○
Engages students	○	○	○	○	○

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Teacher Feedback Form
7th Grade

What was your favorite part of the Nu-CULTURE program?

Why would you recommend the Nu-CULTURE program to others?

What reservations would you have about recommending the Nu-CULTURE program to others?

Other comments/suggestions:

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Appendix E

State and National Standards

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Appendix F. 7th Grade Nu-CULTURE Content and Corresponding National and State Standards in Health and Sexuality Education

Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.1: (Re-) Introduction to Healthy Futures, Keys to Success	**PD.8.DM.1** Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make. **HR.8.CC.1** Compare and contrast the characteristics of healthy and unhealthy relationships. **HR.8.IC.1** Demonstrate communication skills that foster healthy relationships. **HR.8.IC.2** Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. **HR.8.INF.1** Analyze the ways in which friends, family, media, society and culture can influence relationships. **HR.8.SM.1** Establish the criteria for evaluating the health of a relationship. **ID.8.IC.1** Communicate respectfully with and about people of all gender identities, gender expressions, and sexual orientation.	**5.1:** *Social and Mental Health* Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings. **5.10:** *Social and Mental Health* Describe the contribution of a personal support system to good mental health. 6.8: *Family Life* Describe ways in which relationships among parents and children change during adolescence, and compare peer and parental influence. **7.3:** *Interpersonal Relationships* Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of sound character in interacting with others. **7.6:** *Interpersonal Relationships* Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure. **7.7:** *Interpersonal Relationships* Recognize the positive contribution of character traits to relationships, the benefit to relationships, which include understanding and respecting individual difference, and the detrimental effect of prejudice on individual relationships and society as a whole.	

* National Sexuality Education Standards (Available Online at http://www.futureofsexed.org/fosestandards.html)
† Massachusetts Comprehensive Health Education Curriculum Framework (Available Online at http://www.doe.mass.edu/frameworks/current.html)

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Appendix F. 7th Grade Nu-CULTURE Content and Corresponding National and State Standards in Health and Sexuality Education

Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.2: Basic Human Needs, Levels of Friendship	**PD.8.DM.1** Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make. **HR.8.CC.1** Compare and contrast the characteristics of healthy and unhealthy relationships. **HR.8.GS.1** Develop a plan to stay safe when using social media. **HR.8.IC.1** Demonstrate communication skills that foster healthy relationships. **HR.8.INF.1** Analyze the ways in which friends, family, media, society and culture can influence relationships. **HR.8.SM.1** Explain the criteria for evaluating the health of a relationship. **ID.8.IC.1** Communicate respectfully with and about people of all gender identities, gender expressions, and sexual orientation.	**5.1:** *Social and Mental Health* Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings. **5.3:** *Social and Mental Health* Define character traits such as honesty, trustworthiness, self-discipline, respectfulness and kindness and describe their contributions to identity, self-concept, decision-making, and interpersonal relationships. **5.10:** *Social and Mental Health* Describe the contribution of a personal support system to good mental health. **6.4:** *Family Life* Identify what parents do to provide a safe, healthy environment for their children. **6.8:** *Family Life* Describe ways in which relationships among parents and children change during adolescence, and compare peer and parental influence. **7.1:** *Interpersonal Relationships* Explain why communication is essential to relationships and identify people from whom children can learn how to communicate. **7.2:** *Interpersonal Relationships* Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school.	

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Appendix F. 7th Grade Nu-CULTURE Content and Corresponding National and State Standards in Health and Sexuality Education

Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.2: Basic Human Needs, Levels of Friendship *(Continued)*		**7.3:** *Interpersonal Relationships* Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship.	

* National Sexuality Education Standards (Available Online at http://www.futureofsexed.org/fosestandards.html)
† Massachusetts Comprehensive Health Education Curriculum Framework (Available Online at http://www.doe.mass.edu/frameworks/current.html)

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Appendix F. 7th Grade Nu-CULTURE Content and Corresponding National and State Standards in Health and Sexuality Education

Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.3: Puberty and Pregnancy	**AP.8.CC.1** Describe male and female sexual and reproductive systems including body parts and their functions. **AP.8.AI.1** Identify accurate and credible sources of information about sexual health. **HR.8.INF.1** Analyze the ways in which friends, family, media, society and culture can influence relationships. **HR.8.IC.1** Demonstrate communication skills that foster healthy relationships. **ID.8.IC.1** Communicate respectfully with and about people of all gender identities, gender expressions, and sexual orientation. **PD.8.CC.1** Describe the physical, social, cognitive, and emotional changes of adolescence. **PD.8.AI.1** Identify medically accurate sources of information about puberty, adolescent development, and sexuality. **PD.8.DM.1** Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make.	**1.6:** *Growth and Development* Identify the stages of human life cycle. **1.7:** *Growth and Development* Explain the function of the human body systems and how body systems work together. **1.8:** *Growth and Development* Describe the influence of health habits on growth and development. **1.9:** *Growth and Development* Apply skills that increase immediate peak functioning of body systems. **4.1:** *Reproduction/Sexuality* Identify components, functions, and processes of the reproductive system. **4.2:** *Reproduction/Sexuality* Identify the physical changes as related to the reproductive system during puberty. **4.5:** *Reproduction/Sexuality* Recognize the emotional and physical changes as related to the reproductive system during puberty. **5.1:** *Social and Mental Health* Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings.	

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Appendix F. 7th Grade Nu-CULTURE Content and Corresponding National and State Standards in Health and Sexuality Education

Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.3: Puberty and Pregnancy *(Continued)*	**PR.8.CC.1** Define sexual intercourse and its relationship to human reproduction.	**5.2:** *Social and Mental Health* Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being. **5.7:** *Social and Mental Health* Identify and describe the experience of different feelings and how feelings affect daily functioning. **5.9:** *Social and Mental Health* Describe the relationship among physical appearance, changes in the body, and self-concept and self-esteem.	

* National Sexuality Education Standards (Available Online at http://www.futureofsexed.org/fosestandards.html)
† Massachusetts Comprehensive Health Education Curriculum Framework (Available Online at http://www.doe.mass.edu/frameworks/current.html)

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Appendix F. 7th Grade Nu-CULTURE Content and Corresponding National and State Standards in Health and Sexuality Education

Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.4: Stress, Positive Character Traits, Peer Pressure	**PD.8.DM.1** Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make. **HR.8.CC.1** Compare and contrast the characteristics of healthy and unhealthy relationships. **HR.8.IC.1** Demonstrate communication skills that foster healthy relationships. **HR.8.IC.2** Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. **HR.8.INF.1** Analyze the ways in which friends, family, media, society and culture can influence relationships. **HR.8.SM.1** Explain the criteria for evaluating the health of a relationship. **ID.8.IC.1** Communicate respectfully with and about people of all gender identities, gender expressions, and sexual orientation.	**5.1:** *Social and Mental Health* Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings. **5.2:** *Social and Mental Health* Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being. **5.3:** *Social and Mental Health* Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness, and describe their contributions to identity, self-concept, decision-making, and interpersonal relationships. **5.6:** *Social and Mental Health* Explain how coping skills positively influence self-concept. **5.7:** *Social and Mental Health* Identify and describe the experience of different feelings and how feelings affect daily functioning. **5.8:** *Social and Mental Health* Identify the causes and effects of depression and how to seek help. **5.10:** *Social and Mental Health* Describe the contribution of a personal support system to good mental health.	

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† Massachusetts Comprehensive Health Education Curriculum Framework (Available Online at http://www.doe.mass.edu/frameworks/current.html)

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Appendix F. 7th Grade Nu-CULTURE Content and Corresponding National and State Standards in Health and Sexuality Education

Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.5: Consequences of Sexual Activity - Pregnancy and Emotional Risks	**AP.8.CC.1** Describe male and female sexual and reproductive systems including body parts and their functions. **AP.8.AI.1** Identify accurate and credible sources of information about sexual health. **HR.8.CC.1** Compare and contrast the characteristics of healthy and unhealthy relationships. **HR.8.CC.3** Analyze the similarities and difference between friendships and romantic relationships. **HR.8.IC.1** Demonstrate communication skills that foster healthy relationships. **HR.8.IC.2** Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. **HR.8.INF.1** Analyze the ways in which friends, family, media, society and culture can influence relationships. **ID.8.IC.1** Communicate respectfully with and about people of all gender identities, gender expressions, and sexual orientation.	**4.6:** *Reproduction/Sexuality* Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior. **4.7:** *Reproduction/Sexuality* Describe short and long-term consequences of sexuality-related risk behaviors and identify barriers and supports for making health-enhancing decisions. **4.8:** *Reproduction/Sexuality* Describe behaviors and methods for pregnancy prevention, including abstinence. **7.8:** *Interpersonal Relationships* Describe the purpose of dating and acceptable attitudes and appropriate conduct. **7.9:** *Interpersonal Relationships* Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior.	

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Appendix F. 7th Grade Nu-CULTURE Content and Corresponding National and State Standards in Health and Sexuality Education

Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.5: Consequences of Sexual Activity - Pregnancy and Emotional Risks *(Continued)*	**PD.8.AI.1** Identify medically accurate sources of information about sexuality, pregnancy prevention, and reproductive health care. **PD.8.DM.1** Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make, including various sexual health decisions. **PR.8.CC.1** Define sexual intercourse and its relationship to human reproduction. **PR.8.CC.2** Define sexual abstinence as it relates to pregnancy prevention. **PR.8.IC.1** Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors and foster healthy relationships. **PR.8.IC.2** Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms. **PR.8.INF.1** Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors.		

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Appendix F. 7th Grade Nu-CULTURE Content and Corresponding National and State Standards in Health and Sexuality Education

Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.6: Consequences of Sexual Activity - STIs	**AP.8.AI.1** Identify accurate and credible sources of information about sexual health. **HR.8.IC.2** Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. **HR.8.INF.1** Analyze the ways in which friends, family, media, society and culture can influence relationships. **HR.8.CC.1** Compare and contrast the characteristics of healthy and unhealthy relationships. **ID.8.IC.1** Communicate respectfully with and about people of all gender identities, gender expressions, and sexual orientation. **PD.8.AI.1** Identify medically accurate sources of information about puberty, adolescent development, and sexuality. **PD.8.DM.1** Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make, including various sexual health decisions. **PR.8.CC.3** Explain the health benefits, risks, and effectiveness rates of various methods of contraception including abstinence and condoms.	**4.6:** *Reproduction/Sexuality* Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior. **4.7:** *Reproduction/Sexuality* Describe short and long-term consequences of sexuality-related risk behaviors and identify barriers and supports for making health-enhancing decisions. **4.8:** *Reproduction/Sexuality* Describe behaviors and methods for pregnancy prevention, including abstinence. **4.9:** *Reproduction/Sexuality* Define the types of sexually transmitted infections (STIs), including HIV/AIDS, and how they are prevented. **8.2:** *Disease Prevention and Control* Identify the common symptoms of illness and recognize that being responsible for individual health means alerting caretakers to any symptoms of illness. **8.3:** *Disease Prevention and Control* Apply skills to prevent and control the spread of disease, including those that help promote cleanliness. **8.5:** *Disease Prevention and Control* Identify ways individuals can reduce risk factors related to communicable and chronic disease.	

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Appendix F. 7th Grade Nu-CULTURE Content and Corresponding National and State Standards in Health and Sexuality Education

Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.6: Consequences of Sexual Activity - STIs *(Continued)*	**PR.8.IC.1** Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors. **PR.8.IC.2** Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms. **PR.8.INF.1** Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors. **PR.8.SM.1** Describe the steps to using a condom correctly. **SH.8.AI.1** Identify medically accurate information about STIs, including HIV. **SH.8.AI.1** Identify local STI and HIV testing and treatment resources. **SH.8.CC.1** Define STIs, including HIV, and how they are and are not transmitted. **SH.8.CC.2** Compare and contrast behaviors, including abstinence, to determine the potential risk of STI/HIV transmission from each.	**14.5:** *Community and Public Health* Identify the origins and accuracy of facts in social messages that promote healthy and unhealthy behaviors.	

* National Sexuality Education Standards (Available Online at http://www.futureofsexed.org/fosestandards.html)
† Massachusetts Comprehensive Health Education Curriculum Framework (Available Online at http://www.doe.mass.edu/frameworks/current.html)

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Appendix F. 7th Grade Nu-CULTURE Content and Corresponding National and State Standards in Health and Sexuality Education

Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.6: Consequences of Sexual Activity - STIs *(Continued)*	**SH.8.CC.3** Describe the signs, symptoms, and potential impacts of STIs, including HIV. **SH.8.GS.1** Develop a plan to eliminate or reduce risk for STIs, including HIV. **SH.8.IC.1** Demonstrate the use of effective communication skills to reduce or eliminate risk for STIs, including HIV.		

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Appendix F. 7th Grade Nu-CULTURE Content and Corresponding National and State Standards in Health and Sexuality Education

Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.7: Sexual Offenses	**PD.8.DM.1** Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make. **HR.8.CC.1** Compare and contrast the characteristics of healthy and unhealthy relationships. **HR.8.IC.2** Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. **HR.8.GS.1** Develop a plan to stay safe when using social media. **HR.8.SM.2** Describe strategies to use social media safely, legally, and respectfully. **ID.8.IC.1** Communicate respectfully with and about people of all gender identities, gender expressions, and sexual orientation. **PR.8.IC.1** Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors. **PS.8.AI.1** Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused, or assaulted.	**4.6:** *Reproduction/Sexuality* Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior. **4.10:** *Reproduction/Sexuality* Identify sexual discrimination and harassment. **7.8:** *Interpersonal Relationships* Describe the purpose of dating and acceptable attitudes and appropriate conduct. **9.4:** *Safety and Prevention* Describe safe, unsafe, and inappropriate touch. **9.5:** *Safety and Prevention* Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety. **9.10:** *Safety and Prevention* Recognize sexual abuse and child abuse and how to get help. **11.6:** *Violence Prevention* Identify the social and emotional consequences of harassment. **11.10:** *Violence Prevention* Explain the signs of abuse in relationships and identify the available resources in schools and the local community.	

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Appendix F. 7th Grade Nu-CULTURE Content and Corresponding National and State Standards in Health and Sexuality Education

Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.7: Sexual Offenses *(Continued)*	**S.8.CC.1** **Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence.** **PS.8.CC.2** Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence and why they are wrong. **PS.8.CC.3** Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched. **PS.8.CC.4** Explain why a person who has been raped or sexually assaulted is not at fault. **PS.8.IC.1** Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault. **PS.8.SM.1** Describe ways to treat others with dignity and respect. **PS.8.SM.2** Demonstrate ways they can respond when someone is being bullied or harassed.		

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Appendix F. 7th Grade Nu-CULTURE Content and Corresponding National and State Standards in Health and Sexuality Education

Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.8: Review Topics and Discuss Lessons Learned	**PD.8.DM.1** Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make. **HR.8.CC.1** Compare and contrast the characteristics of healthy and unhealthy relationships. **HR.8.IC.1** Demonstrate communication skills that foster healthy relationships. **HR.8.SM.1** Explain the criteria for evaluating the health of a relationship. **ID.8.IC.1** Communicate respectfully with and about people of all gender identities, gender expressions, and sexual orientation.		

* National Sexuality Education Standards (Available Online at http://www.futureofsexed.org/fosestandards.html)
† Massachusetts Comprehensive Health Education Curriculum Framework (Available Online at http://www.doe.mass.edu/frameworks/current.html)

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Healthy Futures Alignment with K-12 Standards for Optimal Sexual Development:
Founded on Positive Character and Healthy Relationships

References: [29-45] **K-12 Standards for Optimal Sexual Development**

1. POSITIVE CHARACTER

A. Positive Character Strengths: Identifying and developing positive character strengths enable youth to make healthy decisions and set and commit to short-and long-term goals.

STUDENTS WILL BE ABLE TO:	
1.A.1. Define and give examples of positive character strengths, such as honesty, fairness, courage, self-control, kindness, respect and responsibility.	Session 6.4 Interpersonal interactions and Romantic Relationships Session 7.2 Basic Human Needs, Levels of Friendship
1.A.2. Describe the importance of positive character strengths and how they promote healthy behaviors and empower youth to avoid risky and unhealthy behaviors.	Session 6.5 Healthy Relationships with Family and Peers Session 7.4. Stress, Positive Character Traits, Peer Pressure
1.A.3. Explain the importance of personal dignity and the value of self and others.	Activity 6.7.4 Dollar Bill Activity
1.A.4. Acknowledge that all people deserve respect regardless of whether their views agree with or differ from the student's own.	Session 6.4 Interpersonal interactions and Romantic Relationships
1.A.5. Recognize that all people have inherent value and dignity and can contribute much in life, regardless of differences, disabilities or medical conditions.	Session 6.3 Gender Reflections, Emotional Needs, Identity and Self-Concept
1.A.6. Explain how practicing self-control can build confidence, self-respect and self-esteem.	Session 6.6 Abstinence and Developing Refusal Skills Session 7.4 Stress, Positive Character Traits, Peer Pressure Session 8.7 Peer Pressure and Avoiding Risky Behavior
1.A.7. Discuss how fulfilling responsibilities and making positive contributions at home, at school, and within the community can build character and self-esteem.	Session 6.5 Healthy Relationships with Family and Peers Session 7.1 Introduction to Healthy Futures, Keys to Success Session 8.1 Introduction to Healthy Futures, Goals and Dreams, Healthy Relationships, and Emotional Needs
1.A.8. Cite examples of how courage and grit/resilience help people develop self-respect when they resist social pressure to do things that may be harmful or unhealthy.	Session 6.6 Abstinence and Developing Refusal Skills Session 7.4 Stress, Positive Character Traits, Peer Pressure
1.A.9. Define why maturity requires the attainment of cognitive, social, and emotional growth and development.	Session 6.1 can be easily expanded to include this objective. Session 7.4 can be easily expanded to include this objective.
1.A.10. Discuss how people progress and mature by learning from mistakes, delaying immediate gratification, and being life-long learners.	Session 6.6 Abstinence and Developing Refusal Skills Session 7.4 Stress, Positive Character Traits, Peer Pressure Session 8.2 can be easily expanded to cover this objective.

Source: Medical Institute
Standards @ medinstitute.org

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1.A.11. Identify ways in which the media, social media and technology influence values, community norms and behavior.	Session 6.7 Conflict Resolution skills; Sexual Abuse and Cyber Assault Activity 7.2.6 can be expanded to include this full objective. Session 8.8 Sex and the Law, Media Influence

B. **Decision-Making:** Healthy decision-making involves choosing the course of action that leads to optimal health and positive outcomes. *References: [46-59]*

STUDENTS WILL BE ABLE TO:	
1.B.1. Explain how parents, family members and members of the community can serve as positive role models and resources for advice and guidance when making decisions.	Activity 6.1.5 Mission Possible Session 7.1 Introduction to Healthy Futures, Keys to Success Session 8.1 Introduction to Healthy Futures, Goals and Dreams and Healthy Relationships
1.B.2. Explain how maturity is developed and demonstrated by consistently choosing behaviors that are healthy, beneficial and socially responsible, and by learning from past mistakes.	Session 6.5 Healthy Relationships with Family and Peers Session 7.1 Introduction to Healthy Futures, Keys to Success Session 8.1 Introduction to Healthy Futures, Goals and Dreams, Healthy Relationships Activity 8.2.2 Puberty Review, Activity 8.2.3 Pregnancy Review
1.B.3. Acknowledge that cognitive maturity is not fully reached until the late 20s; therefore, guidance from parents, family members or other trusted adults is beneficial and should be sought for healthy decision-making.	Can be easily added to Activity 6.1.6 Decision Making And Activity 6.1.7 Decision Making Scale
1.B.4. Discuss how healthy decision-making includes reasoning, problem-solving, self-control, and establishing and adhering to personal boundaries (i.e., self-determined limits or standards for personal behavior).	Can be easily added to Activity 6.1.6 Decision Making And Activity 6.1.7 Decision Making Scale Session 7.5 Consequences of Sexual Activity- Pregnancy and Emotional Risks
1.B.5. State that healthy decisions are not based primarily on emotions, but on accurate information, positive intentions, and goals, in addition to advice and guidance from parents, family members and other trusted adults.	Can be easily added to Activity 6.1.6 Decision Making And Activity 6.1.7 Decision Making Scale Session 7.1 Introduction to Healthy Futures, Keys to Success
1.B.6. Compare and contrast the positive and negative consequences, both short- and long-term, for self and others of common choices.	Can be easily added to Activity 6.1.6 Decision Making And Activity 6.1.7 Decision Making Scale Session 7.5 Consequences of Sexual Activity- Pregnancy and Emotional Risks, 7.6. Consequences of Sexual Activity- STIs
1.B.7. Give examples of how a person's decisions can be positively or negatively influenced by others, including peers.	Can be easily added to Activity 6.1.6 Decision Making And Activity 6.1.7 Decision Making Scale
1.B.8. Explain how abuse of alcohol, drugs and other substances negatively impacts healthy decision-making, problem-solving and refusal skills.	Activity 6.1.6 & 6.1.7 Decision Making and Decision-Making Scale Session 6.6 Abstinence and Developing Refusal Skills Session 8.7 Peer Pressure and Avoiding Risky Behavior

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1.B.9. Describe positive and negative ways that media, social media and technology can influence decision-making.	Can be easily added to Activity 6.1.6 Decision Making And Activity 6.1.7 Decision Making Scale Can be easily added to Session 7.7 Session 8.8 Sex and the Law, Media Influence

C. COMMITMENT AND GOAL SETTING

Character is essential for committing to and achieving healthy goals. Every student should be encouraged to plan for a positive future and accomplish personal goals. *References: [38, 60-66]*

STUDENTS WILL BE ABLE TO:	
1.C.1. Define and give examples of short- and long-term personal goals.	Session 7.1 Introduction to Healthy Futures, Keys to Success
1.C.2. Describe the steps of setting and accomplishing goals including intentionality, gathering information, planning ahead, using time effectively and revising goals and strategies as needed.	Session 7.1 Introduction to Healthy Futures, Keys to Success
1.C.3. List character strengths that help individuals achieve goals, including hard work, determination, and grit/resilience.	Activity 6.1.3 Qualities of a good friend Session 7.4 Stress, Positive Character Traits and Peer Pressure
1.C.4. Discuss how keeping promises and fulfilling responsibilities help develop the character strength of commitment.	Activity 6.1.3 Qualities of a good friend Session 7.4 Stress, Positive Character Traits and Peer Pressure
1.C.5. Provide examples of delaying immediate or short-term gratification in order to achieve a more important future goal.	Session 8.7 Peer Pressure and Avoiding Risky Behavior
1.C.6. Explain how good friends who bring out the best in each other achieve positive goals.	Activity 6.1.3 Qualities of a good friend
1.C.7. Analyze how setting and committing to personal boundaries help a person avoid unhealthy behaviors.	Activity 7.5.3 Session 8.7 Peer Pressure and Avoiding Risky Behavior
1.C.8. Discuss the sequential steps necessary to accomplish future life goals, in areas such as education, work, marriage and family.	Session7.1 Introduction to Healthy Futures, Keys to Success Session 8.1 Introduction to Healthy Futures, Optional Success Sequence Activity

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D. REFUSAL AND CESSATION SKILLS

Developing and using skills to refuse or cease unhealthy behaviors will promote optimal health, self-esteem, and goal achievement. *References: [67-70]*

STUDENTS WILL BE ABLE TO:	
1.D.1. List the benefits of practicing self-control, such as delaying immediate gratification, resisting negative peer pressure and avoiding the risks of impulsive behaviors.	Session 7.4 Stress, Positive Character Traits, Peer Pressure Session 8.1 Introduction to Healthy Futures, Goals and Dreams, Healthy Relationships, and Emotional Needs
1.D.2. Cite examples of setting and articulating personal boundaries, including avoiding situations, people, places and things that can negatively influence decisions.	Activity 7.4.8 Peer Pressure and Refusal Skills Activity 7.4.9 Refusal Scenarios Activity 7.5.3 Rules, Limits and Boundaries Activity 7.5.5 Pregnancy Scenario Session 8.7 Peer Pressure and Avoiding Risky Behaviors
1.D.3. Give examples of how someone can stop unhealthy behaviors and replace them with healthy behaviors.	Session 7.4 Stress, Positive Character Traits, Peer Pressure Session 8.1 Introduction to Healthy Futures, Goals and Dreams, Healthy Relationships, and Emotional Needs
1.D.4. Explain how positive peer pressure can help a person make healthy choices and encourage others to do the same.	Session 6.6 Abstinence and Developing Refusal Skills Session 7.4 Stress, Positive Character Traits, Peer Pressure Activity 7.4.9 Refusal Scenarios Session 7.5 Consequences of Sexual Activity – Pregnancy and Emotional Risks Session 8.7 Peer Pressure and Avoiding Risky Behaviors
1.D.5. Model resisting negative peer pressure and avoiding dangerous situations, including saying "no" assertively.	Session 6.6 Abstinence and Developing Refusal Skills Session 7.4 Stress, Positive Character Traits, Peer Pressure Activity 7.4.9 Refusal Scenarios Session 7.5 Consequences of Sexual Activity – Pregnancy and Emotional Risks Session 8.7 Peer Pressure and Avoiding Risky Behaviors
1.D.6. Elaborate on how connectedness to family, friends and other supportive people can be helpful in making healthy decisions and stopping unhealthy behaviors.	Session 6.5 Healthy Relationships with Family and Peers Session 7.1 Introduction to Healthy Futures, Keys to Success Session 7.2 Basic Human Needs and Levels of Friendship
1.D.7. List character strengths that help individuals resist or cease unhealthy behaviors, including courage, hard work, perseverance, self-control and self-respect.	Sessions 7.5, 7.6, 8.2, 8.3, 8.4 address sexually transmitted infections, contraception and the benefits of choosing abstinence even if someone has been sexually active in the past. Session 6.1 Introduction to Healthy Futures, Understanding Qualities of a Good Friend and Positive Personal Character Traits. Session 7.4 Stress, Positive Character Traits, Peer Pressure

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2. HEALTHY RELATIONSHIP SKILLS

A. FAMILY

Members of a family can be the most important sources of love, support and guidance to promote personal health and well-being and create healthy communities. *References: (39,65, 71-81)*

STUDENTS WILL BE ABLE TO:	
2.A.1. Identify Factors that contribute to the success and legacy of the family, such as empathy, kindness, honesty, respect, trust, overcoming adversity, patience and forgiveness.	Session 6.5 Healthy Relationships with Family and Peers Session 7.2 Basic Human Needs, Levels of Friendships Session 8.1 Introduction to Healthy Futures, Goals and Dreams, Healthy Relationships, and Emotional Needs
2.A.2. Explain how healthy families typically share values, provide love and emotional support, set boundaries and limits, and help members achieve their full potential.	Session 6.5 Healthy Relationships with Family and Peers Session 7.2 Basic Human Needs, Levels of Friendships Session 8.1 Introduction to Healthy Futures, Goals and Dreams, Healthy Relationships, and Emotional Needs
2.A.3. Identify parents, family members and trusted adults with whom to discuss the life cycle, (i.e., birth, growing, aging, and death).	Not directly addressed but can be easily added to Session 6.5 and Session 7.2 Basic Human Needs, Levels of Friendships and in 8.1 Introduction to Healthy Futures
2.A.4. Explain the importance of relationships with parents, family members, and trusted adults for guidance and support in discussing sexual topics.	Session 6.6 Abstinence and Developing Refusal Skills Session 7.5 Consequences of Sexual Activity- Pregnancy and Emotional Risk
2.A.5. Describe ways in which media, social media, and technology can both strengthen and threaten family relationships.	Not directly addressed but can be easily added to Session 6.6 and 7.2, and 8.1.
2.A.6. Discuss how those from difficult family backgrounds can make healthy decisions and achieve healthy marriages and families of their own in the future.	Session 6.1 Introduction to Healthy Futures: Understanding Qualities of a Good Friend and Positive Personal Character Traits. Session 7.2 , and 8.1 can be expanded to include this objective.
2.A.7. Report on research regarding family structure and how it contributes to optimal health and well-being of children, adults and communities.	Not directly addressed but can be easily added to Session 6.5 Session 7.2 , and 8.1 can be expanded to include this objective
2.A.8. Compile research on the negative effects of adverse childhood experiences (ACEs), such as emotional and physical abuse and how they can be overcome.	Not directly addressed but can be easily added to Session 6.5 and Session 7.2 and 8.1.

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B. FRIENDSHIPS

Healthy friendships play an important role in human development and healthy decision-making. *References: (82-89)*

STUDENTS WILL BE ABLE TO:	
2.B.1. List characteristics of healthy friendships, including empathy, sharing, kindness, honesty, respect, trust, cooperation, patience and forgiveness.	Session 6.1 Introduction to Healthy Futures: Understanding Qualities of a Good Friend and Positive Personal Character Traits Session 7.2 Basic Human Needs, Levels of Friendship Session 8.1 Introduction to Healthy Futures, Goals and Dreams, Healthy Relationships, and Emotional Needs
2.B.2. Identify benefits of healthy friendships and social supports for physical, intellectual, emotional social and spiritual well-being, including encouragement to make healthy choices and achieve one's full potential.	Session 6.1 Introduction to Healthy Futures: Understanding Qualities of a Good Friend and Positive Personal Character Traits Session 7.2 Basic Human Needs, Levels of Friendship Session 8.1 Introduction to Healthy Futures, Goals and Dreams, Healthy Relationships, and Emotional Needs
2.B.3. Demonstrate effective communication skills that will help make and sustain healthy friendships, including listening and using respectful language and sharing emotions and opinions.	Session 6.4 Interpersonal Interactions and Romantic Relationships Session 7.4 Stress, Positive Character Traits, Peer Pressure Session 8.7 Peer Pressure and Avoiding Risky Behavior
2.B.4. Explain why good friends don't encourage unhealthy choices, exploit each other, socially isolate, gossip, name call, bully or stigmatize.	Session 6.1 Introduction to Healthy Futures: Understanding Qualities of a Good Friend and Positive Personal Character Traits Session 7.4 Stress, Positive Character Traits, Peer Pressure Session 8.6 Healthy and Unhealthy Relationships Session 8.7 Peer Pressure and Avoiding Risky Behavior
2.B.5. Define and discuss positive strategies to address bullying, resolve conflict and provide positive peer support.	Session 6.7 Conflict Resolution Skills; Sexual Abuse and Cyber Assault Session 7.4 Stress, Positive Character Traits, Peer Pressure Session 8.7 Peer Pressure and Avoiding Risky Behavior
2.B.6. Describe how character strengths practiced in friendships, such as honesty and respect, contribute to healthy dating relationships and healthy marriages in the future.	Session 6.4 Interpersonal interactions and Romantic Relationships Session 7.4 Stress, Positive Character Traits, Peer Pressure Session 8.6 Healthy and Unhealthy Relationships Session 8.7 Peer Pressure and Avoiding Risky Behavior

C. DATING

Healthy and safe dating/romantic relationships, delayed until older adolescence, benefit from maturity, guidance and support. *References: (90-94)*

STUDENTS WILL BE ABLE TO:	
2.C.1. Explain why healthy friendships are the best foundation for romantic relationships.	Session 6.1 Introduction to Healthy Futures: Understanding Qualities of a Good Friend and Positive Personal Character Traits Session 7.2 Basic Human Needs, Levels of Friendship Session 8.5 Emotional Needs and Bonding

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	Session 8.6 Healthy and Unhealthy Relationships
2.C.2. Compare and contrast characteristics of healthy romantic relationships (respect, consideration, kindness, encouragement, giving) with those of unhealthy relationships (disrespect, selfishness, exploitation, control, dishonesty).	Session 6.5 Healthy Relationships with Family and Peers Session 7.1 Introduction to Healthy Futures, Keys to Success can be easily expanded to include this objective. Session 8.6 Healthy and Unhealthy Relationships
2.C.3. Analyze factors to be considered in preparing for dating and marriage, including setting personal boundaries, respecting family guidelines, sharing values, exploring compatibilities and marriage partner selection.	Most of this objective is addressed in Session 6.4 Interpersonal Interactions and Romantic Relationships Session 7.5 Consequences of Sexual Activity- Pregnancy and Emotional Risks Session 8.6 Healthy and Unhealthy Relationships can be expanded to include this full objective
2.C.4. Discuss different reasons for dating and how it can positively or negatively influence short-and long-term life goals.	Session 6.4 Interpersonal Interactions and Romantic Relationships Session 7.4 Stress, Positive Character Traits, Peer Pressure can be easily expanded to include this objective.
2.C.5. Compare and contrast advantages and disadvantages of one-on-one dating and group dating.	Not directly addressed but can be easily added to Session 6.4, and Session 8.5 Emotional Needs and Bonding
2.C.6. Outline healthy strategies for dating such as setting boundaries, dating in groups of trusted friends, delaying individual dating until older adolescence, and dating someone of similar age.	Session 6.6 Abstinence and Developing Refusal Skills can be easily expanded to include this full objective. Session 7.4 Stress, Positive Character Traits, Peer Pressure Session 8.6 Healthy and Unhealthy Relationships can be easily expanded to include this full objective.
2.C.7. Compare and contrast love and infatuation (lasting commitment to the well-being of another person vs. emotional attraction that is usually fleeting, intense and often irrational).	Session 6.4 Interpersonal Interactions and Romantic Relationships Session 7.5 Consequences of Sexual Activity- Pregnancy and Emotional Risks Session 8.5 Emotional Needs and Bonding
2.C.8. List examples of verbally and nonverbally expressing affection in healthy non-sexual ways.	Session 6.4 Interpersonal Interactions and Romantic Relationships Session 7.4 Stress, Positive Character Traits, Peer Pressure Session 8.5 Emotional Needs and Bonding
2.C.9. List specific personal boundaries for healthy, nonsexual physical contact, and strategies for communicating then early in dating relationships to help prevent sexual activity and dating violence.	Session 6.6 Abstinence and Developing Refusal Skills can be easily expanded to include this full objective. Session 7.5 Consequences of Sexual Activity- Pregnancy and Emotional Risks Session 8.7 Peer Pressure and Avoiding Risky Behavior
2.C.10. Identify characteristics of unhealthy relationships which can lead to dating violence,	Session 6.5 Healthy Relationships with Family and Peers Session 6.7 Conflict Resolution Skills; Sexual Abuse and Cyber Assault. Session 7.7 Sexual Offences

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coercion and abuse, and describe strategies for seeking help and support.	Session 6.5 Healthy Relationships with Family and Peers can be easily expanded to cover this objective. Session 7.5 Consequences of Sexual Activity- Pregnancy and Emotional Risks Session 8.8 Sex and the Law
2.C.11. Explore safe and respectful ways to end an unhealthy or unwanted romantic relationship.	Session 6.7 Conflict Resolution Skills; Sexual Abuse and Cyber Assault. Session 7.2 Basic Human Needs, Levels of Friendship Session 8.7 Peer Pressure and Avoiding Risky Behavior
2.C.12. Cite examples of how social media and cultural influences impact dating.	Session 6.4 Interpersonal Interactions and Romantic Relationships can be easily expanded to include this objective. Session 8.8 Sexual and the Law, Media Influence
2.C.13. Present research showing that delayed dating is related to delayed onset of sexual activity.	Session 7.5 Consequences of Sexual Activity- Pregnancy and Emotional Risks can be easily expanded to include this objective. Session 8.5 Emotional Needs and Bonding can be easily expanded to include this objective.

D. MARRIAGE

Healthy, strong marriages contribute to healthy families and communities. *References: (95-110)*

STUDENTS WILL BE ABLE TO: **2.D.1.** Define a healthy marriage as the mutually committed, monogamous union of a couple, intended to be lifelong, that is granted rights and responsibilities by law.	Session 6.5 Healthy Relationships with Family and Peers can be easily expanded to cover this objective. Session 7.1 Introduction to Healthy Futures, Keys to Success can be easily expanded to cover this objective. Session 8.6 Healthy and Unhealthy Relationships
2.D.2. Name qualities of a healthy marriage, such as mutual commitment, fidelity, respect, trust, compatibility, giving, service, effective communication, ability to resolve conflict, and sharing values and goals.	Session 6.5 Healthy Relationships with Family and Peers can be easily expanded to cover this objective. Session 7.1 Introduction to Healthy Futures, Keys to Success can be easily expanded to cover this objective. Session 8.6 Healthy and Unhealthy Relationships can be easily expanded to include this objective.
2.D.3. Identify the characteristics needed to sustain a marriage relationship through difficult times including commitment, compromise, forgiveness, effective communication,	Not addressed directly but Session 8.6 could be easily expanded to include this objective.

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perseverance, and seeking counseling when needed.	
2.D.4. Specify the benefits of a healthy marriage including a lifelong, committed caring relationship for the couple; increased financial stability, personal happiness, and life satisfaction; and a safe and stable environment for raising children and building healthy communities.	Session 7.1 Introduction to Healthy Futures, Keys to Success can be easily expanded to cover this objective. Session 8.1 Introduction to Healthy Futures, Goals and Dreams, Healthy Relationships, and Emotional needs can be easily expanded to cover this objective.
2.D.5. List the elements of a healthy marriage that encourage intimacy and bonding, including trust, vulnerability, and sexual fulfillment.	Session 7.1 Introduction to Healthy Futures, Keys to Success can be easily expanded to cover this objective. Optional Success Sequence Lesson in Session 8.1 can be easily expanded to include this objective.
2.D.6. State that a healthy marriage is supportive of a person's physical, intellectual, emotional, social, spiritual, and financial health and well-being; and therefore, is the optimal context for sex.	Session 7.1 Introduction to Healthy Futures, Keys to Success can be easily expanded to cover this objective. Optional Success Sequence Lesson in Session 8.1 can be easily expanded to include this objective.
2.D.7. Analyze how making healthy marriage can be learned and applied, regardless of family experience.	Session 6.4 Interpersonal Interactions and Romantic Relationships can be easily expanded to include this objective. Session 7.1 Introduction to Healthy Futures, Keys to Success can be easily expanded to cover this objective. Session 8.1 Introduction to Healthy Futures, Goals and Dreams, Healthy Relationships, and Emotional needs can be easily expanded to cover this objective.
2.D.8. Affirm that attributes of a healthy marriage can be learned and applied, regardless of family experience.	Session 6.4 Interpersonal Interactions and Romantic Relationships can be easily expanded to include this objective. Session 7.1 Introduction to Healthy Futures, Keys to Success can be easily expanded to cover this objective. Session 8.1 Introduction to Healthy Futures, Goals and Dreams, Healthy Relationships, and Emotional needs can be easily expanded to cover this objective.
2.D.9. Discuss research that shows healthy marriage can be a protective factor against poverty, violence, and abuse.	Not addressed
2.D.10. Explore research that suggests that healthy marriage is a better predictor of long-term commitment and stability than cohabitation.	Not addressed

E. PARENTHOOD

Nurturing and involved parents provide love and support for the healthy development of children. *References: (111-120)*

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STUDENTS WILL BE ABLE TO:	
2.E.1. List responsibilities of parents, including providing food, shelter, love, protection, education, and guidance for their children.	Session 6.5 Healthy Relationships with Family and Peers can be easily expanded to cover this objective. Session 7.1 Introduction to Healthy Futures, Keys to Success can be easily expanded to cover this objective. Session 8.1 Introduction to Healthy Futures, Goals and Dreams, Healthy Relationships, and Emotional needs can be easily expanded to cover this objective.
2.E.2. Discuss ways that parents teach values, most effectively through love, example, and discipline.	Session 6.5 Healthy Relationships with Family and Peers Session 7.1 Introduction to Healthy Futures, Keys to Success can be easily expanded to cover this objective. Session 8.1 Introduction to Healthy Futures, Goals and Dreams, Healthy Relationships, and Emotional needs can be easily expanded to cover this objective.
2.E.3. Describe how parent-child connectedness can help children and adolescents make healthy choices as they mature, including decisions that foster healthy relationships and optimal sexual development.	Session 6.6 Abstinence and Developing Refusal Skills can be easily expanded to include this full objective. Session 7.4 Stress, Positive Character Traits, Peer Pressure can be easily expanded to include this objective. Session 8.1 Introduction to Healthy Futures, Goals and Dreams, Healthy Relationships, and Emotional needs can be easily expanded to cover this objective.
2.E.4. List family responsibilities that can be shared by parents through teamwork such as household chores, childcare and financial obligations.	Session 6.5 Healthy Relationships with Family and Peers can be easily expanded to cover this objective. Session 7.1 Introduction to Healthy Futures, Keys to Success can be easily expanded to cover this objective. Session 8.1 Introduction to Healthy Futures, Goals and Dreams, Healthy Relationships, and Emotional needs can be easily expanded to cover this objective.
2.E.5. Identify those who may fulfill parenting roles in addition to biological, adoptive, single and stepparents, such as grandparents, extended family members and foster parents.	Session 6.5 Healthy Relationships with Family and Peers Session 7.1 Introduction to Healthy Futures, Keys to Success can be easily expanded to cover this objective. Session 8.1 Introduction to Healthy Futures, Goals and Dreams, Healthy Relationships, and Emotional needs can be easily expanded to cover this objective.
2.E.6. Discuss social science research about optimal outcomes for children raised in a family structure headed by two married parents.	Session 6.6 Abstinence and Developing Refusal Skills can be easily expanded to meet this objective. Session 7.1 Introduction to Healthy Futures, Keys to Success can be easily expanded to cover this objective. Session 8.1 Introduction to Healthy Futures, Goals and Dreams, Healthy Relationships, and Emotional needs can be easily expanded to cover this objective.

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3. OPTIMAL SEXUAL DEVELOPMENT

A. PUBERTY

Puberty is a natural biological process that produces important physical and emotional changes and is influenced by various factors, such as each individual's genetic profile and the environment. *References*: *(17, 121-130).*

STUDENTS WILL BE ABLE TO:	
3.A.1. Define puberty as a stage of human growth that signals the developing ability of an individual to reproduce.	Session 6.2 Puberty, Anatomy and Reproduction Session 7.3 Puberty and Pregnancy Session 8.2 Puberty, Pregnancy and Abstinence
3.A.2. Describe the physical and emotional changes of puberty for both males and females, and how they can vary for each person.	Session 6.2 Puberty, Anatomy and Reproduction Session 7.3 Puberty and Pregnancy Session 8.2 Puberty, Pregnancy and Abstinence
3.A.3. Identify basic components of the male and female reproductive systems and describe their function, including how girls begin to ovulate and boys begin producing sperm.	Session 6.2 Puberty, Anatomy and Reproduction Session 7.3 Puberty and Pregnancy Session 8.2 Puberty, Pregnancy and Abstinence
3.A.4. Explain how the physical and hormonal changes during puberty, including experiencing physical attraction, can affect but need not control emotions and actions.	Session 6.2 Puberty, Anatomy and Reproduction Session 7.3 Puberty and Pregnancy Session 8.2 Puberty, Pregnancy and Abstinence
3.A.5. Explain the importance of respecting individual variations in development, including body size and shape.	Session 6 .3 Gender Reflection, Emotional Needs, Identity and Self-Concept Session Session 7.Stress, Positive Character Traits, Peer Pressure can be easily expanded to include this objective. Session 8.5 Emotional needs and Bonding can be easily expanded to meet this objective.
3.A.6. Identify key relationships that provide support and guidance through puberty, including those with parents, family members and trusted adults.	Session 6.5 Healthy Relationships with Family and Peers Session 7.4 Stress, Positive Character Traits, Peer Pressure can be easily expanded to include this objective. Session 8.1 Introduction to Healthy Futures, Goals and Dreams, Healthy Relationships, and Emotional needs

B. HUMAN REPRODUCTION

Reproduction is the biological process by which a sperm and an egg are joined to form a unique human life. *References:(131-135)*

STUDENTS WILL BE ABLE TO:	
3.B.1. Define reproduction as the biological process by which a unique human life begins.	Session 6.2 Puberty, Anatomy and Reproduction Session 7.3 Puberty and Pregnancy Session 8.2 Puberty, Pregnancy and Abstinence
3.B.2. Define fertilization as the initiation of reproduction by joining the sperm and an egg, which results in the complete and distinct genetic profile of a unique individual.	Session 6.2 Puberty, Anatomy and Reproduction Session 7.3 Puberty and Pregnancy Session 8.2 Puberty, Pregnancy and Abstinence

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3.B.3. Define sexual intercourse and its role in fertilization.	Session 6.2 Puberty, Anatomy and Reproduction Session 7.3 Puberty and Pregnancy Session 8.2 Puberty, Pregnancy and Abstinence
3.B.4. Describe the physical changes that occur in fetal development from fertilization through birth, e.g., heartbeat, brain development, and fingerprints.	Session 7.3 Puberty and Pregnancy can be expanded to include this full objective. Session 8.2 Puberty, Pregnancy and Abstinence
3.B.5. Discuss the importance of prenatal care and how it contributes to a healthy pregnancy.	Session 7.3 Puberty and Pregnancy can be expanded to include this full objective. Session 8.2 Puberty, Pregnancy and Abstinence
3.B.6. Explain how fertility can be affected by age, environment, and physical health.	Session 7.3 Puberty and Pregnancy can be expanded to include this full objective. Session 8.2 Puberty, Pregnancy and Abstinence.

C. OPTIMAL SEXUAL ATTITUDES AND BEHAVIORS

Optimal sexual development is achieved by cultivating healthy attitudes and behaviors focused on the benefits of avoiding nonmarital sexual activity. *References: (136-142).*

STUDENTS WILL BE ABLE TO: **3.C.1.** Define optimal sexual development as a process toward achieving health and well-being, influenced by sexual attitudes and behaviors.	Session 6.2 Puberty, Anatomy and Reproduction Session 7.5 Consequences of Sexual Activity- Pregnancy and Emotional Risks Session 8.1 Introduction to Healthy Futures, Goals and Dreams, Healthy Relationships, and Emotional needs can be easily expanded to cover this full objective.
3.C.2. Discuss how a healthy self-image and strong sense of self-worth can promote optimal sexual development and empower youth to make healthy decisions about sexual behavior.	Session 6 .3 Gender Reflection, Emotional Needs, Identity and Self-Concept Session 7.4 Stress, Positive Character Traits, Peer Pressure Session 8.1 can easily be expanded to cover this full objective.
3.C.3. Explain how exercising self-control over attraction and sexual desires helps promote optimal sexual development.	Session 6.6 Abstinence and Developing Refusal Skills Session 7.5 Consequences of Sexual Activity- Pregnancy and Emotional Risks Session 8.7 Peer Pressure and Avoiding Risky Behavior
3.C.4. Discuss how there are many influences that positively or negatively impact sexual behavior, including biological, psychological, social, economic, cultural, political, ethical, legal, religious, and spiritual factors.	Session 6.2 Puberty, Anatomy and Reproduction Session 7.4 Stress, Positive Character Traits, Peer Pressure Session 8.1 can easily be expanded to cover this full objective.
3.C.5. Explain how peer pressure, whether negative or positive, can have a significant impact on sexual attitudes and behavior.	Session 6.5 Healthy Relationships with Family and Peers Session 6.6 Abstinence and Developing Refusal Skills Session 7.4 Stress, Positive Character Traits, Peer Pressure Session 8.7 Peer Pressure and Avoiding Risky Behavior Session 6.5 Healthy Relationships with Family and Peers

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3.C.6. Identify parents, family members or trusted adults who can provide guidance and support to discuss sensitive sexual health topics.	Session 6.6 Abstinence and Developing Refusal Skills Session 7.4 Stress, Positive Character Traits, Peer Pressure Session 8.1 can easily be expanded to cover this full objective.
3.C.7. Demonstrate the ability to evaluate and analyze information related to optimal sexual development, considering factors such as its source, validity, medical accuracy, bias or potential financial gain, and whether it aligns with personal values.	Session 6.6 Abstinence and Developing Refusal Skills can be easily expanded to include this objective. Session 7.5 Consequences of Sexual Activity- Pregnancy and Emotional Risks and Session 7.6 Consequences of Sexual Activity- STIs can be easily expanded to include this objective. Session 8.4 Sexually Transmitted infections can be easily expanded to cover this full objective.
3.C.8. Cite examples of how media, social media, and technology can positively or negatively influence sexual attitudes and behavior.	Session 6.7 Conflict Resolution Skills: Sexual Abuse and Cyber Assault Session 7.2 Basic Human Needs, Levels of Friendship Session 8.8 Sex and the Law, Media Influence
3.C.9. Summarize research on the physical and emotional benefits of avoiding nonmarital sexual activity.	Session 6.6 Abstinence and Developing Refusal Skills can be easily expanded to include this objective. Session 7.5 Consequences of Sexual Activity- Pregnancy and Emotional Risks and Session 7.6 Consequences of Sexual Activity- STIs can be easily expanded to include this objective. Session 8.5 Emotional Needs and Bonding

4. SEXUAL RISKS

A. AVOIDING SEXUAL RISKS

Sexual activity outside of marriage can have harmful physical and emotional consequences.

References: (19, 93, 143-174)

STUDENTS WILL BE ABLE TO: **4.A.1.** (Middle School) Explain that sexual activity incudes physical contact between individuals involving intimate/private areas of the body that can potentially result in pregnancy, STDs/STIs and/or emotional risks.	Session 6.6 Abstinence and Developing Refusal Skills 7.6 Consequences of Sexual Activity- STIs 8.4 Sexually Transmitted Infections, Session 8.5 Emotional Needs and Bonding
4.A.2. Discuss how avoiding nonmarital sexual activity eliminates the associated negative physical, intellectual, emotional, social, spiritual and financial risks.	Session 6.6 Abstinence and Developing Refusal Skills Session 7.5 Consequences of Sexual Activity- Pregnancy and Emotional Risks Session 8.5 Emotional Needs and Bonding
4.A.3. Compare and contrast sexual risk avoidance versus sexual risk reduction as they relate to pregnancy, STDs/STIs and other risks.	Session 7.6 Consequences of Sexual Activity- STIs can be easily expanded to include this objective. Session 8.4 Sexually Transmitted Infections
4.A.4. Describe the concept of the "Success Sequence" and how avoiding early sexual activity has the potential to protect against negative life outcomes, including maternal and child poverty.	Optional Lesson on Success Sequence provided in Session 8.1

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4.A.5. Analyze why many sexually active adolescents wish they had waited to have sex and how they can choose to avoid nonmarital sexual activity going forward.	Session 6.6 Abstinence and Developing Refusal Skills and Session 6.7 Conflict Resolution: Sexual Abuse and Cyber Assault can be expanded to include this full objective. Sessions 7.5, 7.6, 8.2, 8.3, 8.4 address sexually transmitted infections, contraception and the benefits of choosing abstinence even if someone has been sexually active in the past.
4.A.6. Describe the value of setting, communicating and respecting boundaries to avoid sexual activity.	Session 6.6 Abstinence and Developing Refusal Skills Session 7.5 Consequences of Sexual Activity - Pregnancy and Emotional Risks Session 8.7 Peer Pressure and Avoiding Risky Behavior
4.A.7. Discuss refusal skills and behaviors that are required for avoiding nonmarital sexual activity, such as mutual respect, communication and assertiveness skills, impulse control, and the ability to maintain boundaries.	Session 6.6 Abstinence and Developing Refusal Skills Session 7.4 Stress, Positive Character Traits, Peer Pressure Session 8.7 Peer Pressure and Avoiding Risky Behavior
4.A.8. Explain how adolescent alcohol and illegal drug use increases vulnerability toward early sexual activity.	Session 6.1 Introduction to Healthy Futures: Understanding Qualities of a Good Friend and Positive Personal Character Traits Session 7.4 Stress, Positive Character Traits, Peer Pressure Session 8.7 Peer Pressure and Avoiding Risky Behavior
4.A.9. Present research on (1) addictive nature of pornography and how it can be avoided or overcome, and (2) the negative impact of viewing pornography can have on the brain and potentially on sexual behavior.	Not directly addressed but can be easily added to Session 6.7, Session 7.4, and Session 8.7.
4.A.10. Review applicable state laws governing the age of consent and how violating such laws can lead to serious consequences.	Session 8.8 Sex and the Law, Media Influence.

B. TEEN PREGNANCY

Teens who face a pregnancy before they are married encounter a number of physical, emotional, social, educational and financial challenges. *References: (11, 175-190)*

STUDENTS WILL BE ABLE TO: **4.B.1.** Explain how avoiding sexual activity is the only 100% effective way to avoid teen pregnancy.	Session 6.6 Abstinence and Developing Refusal Skills Session 7.5 Consequences of Sexual Activity- Pregnancy and Emotional Risks Session 7.6 Consequences of Sexual Activity- STIs can be easily expanded to include this objective. Session 8.2 Puberty, Pregnancy and Abstinence Session 8.3. Contraception Session 8.4 Sexually Transmitted Infections
4.B.2. Discuss the emotional, social, educational and financial impact of teen pregnancy on teen parents and their children.	Session 7.5 Consequences of Sexual Activity- Pregnancy and Emotional Risks Session 8.2 Puberty, Pregnancy and Abstinence

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4.B.3. State why contraception, when used consistently and correctly, can reduce but not completely eliminate the risk of pregnancy or STDs/STIs.	Session 7.6 Consequences of Sexual Activity- STIs can be easily expanded to include this objective. Session 8.3 Contraception
4.B.4. Describe different methods of contraception comparing their effectiveness, limitations, and potential side effects with typical human use.	Session 8.3 Contraception
4.B.5. List the legal options for those facing a teen pregnancy and their associated challenges.	Session 7.5 Consequences of Sexual Activity- Pregnancy and Emotional Risks can be expanded to include this objective. Session 8.2 Puberty, Pregnancy and Abstinence can be expanded to cover this full objective.
4.B.6. Investigate the rights and responsibilities of teen fathers, including legal, financial, and relational aspects.	Session 8.2 Puberty, Pregnancy and Abstinence can be expanded to cover this full objective.
4.B.7. Explain how a parent, family member, or trusted adult can be a valuable resource and support for a teen facing an unplanned pregnancy.	Session 7.5 Consequences of Sexual Activity- Pregnancy and Emotional Risks can be expanded to include this objective. Session 8.2 Puberty, Pregnancy and Abstinence can be expanded to cover this full objective.
4.B.8. Explain what is needed to help teens who face a pregnancy overcome challenges, plan for a positive future and accomplish personal goals.	Session 7.5 Consequences of Sexual Activity- Pregnancy and Emotional Risks can be expanded to include this objective. Session 8.2 Puberty, Pregnancy and Abstinence can be expanded to cover this full objective.

C. STDs/STIs

Sexually Transmitted Diseases/Sexually Transmitted Infections can have harmful physical, emotional, and social consequences and can be prevented by avoiding nonmarital sexual activity. *References: (17, 19, 191-217)*

STUDENTS WILL BE ABLE TO: **4.C.1.** State that avoiding sexual activity is the only 100% effective way to prevent STDs/STIs .	Session 6.6 Abstinence and Developing Refusal Skills Session 7.5 Consequences of Sexual Activity- Pregnancy and Emotional Risks Session 8.2 Puberty, Pregnancy and Abstinence
4.C.2. Define STDs/STIs as infections or illnesses transmitted through sexual activity that can have short-and long-term health consequences and in some cases, be life-threatening.	Session 7.6 Consequences of Sexual Activity- STIs Session 8.4 Sexually Transmitted Infections
4.C.3. List the major STDs/STIs, including HIV/AIDS, and describe their mode of transmission, symptoms, testing and treatment.	Session 7.6 Consequences of Sexual Activity- STIs Session 8.4 Sexually Transmitted Infections
4.C.4. Discuss how most STDs/STIs, when first contracted, are asymptomatic and can be spread unknowingly through sexual activity, and describe the associated health implications.	Session 7.6 Consequences of Sexual Activity- STIs Session 8.4 Sexually Transmitted Infections

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4.C.5. Explain the reasons why sexually active teens are at greater risk for STDs/STIs than adults, such as greater likelihood of more partners over a lifetime and biological vulnerability of young females.	Session 7.6 Consequences of Sexual Activity- STIs Session 8.4 Sexually Transmitted Infections
4.C.6. Identify the potential negative impact of STDs/STIs including infertility, STD/STI related cancer, mother-to-infant transmission, and emotional or relational distress.	Session 7.6 Consequences of Sexual Activity- STIs Session 8.4 Sexually Transmitted Infections
4.C.7. Discuss reasons why rates of risk reduction, even with consistent and correct condom usage, vary for certain STDs/STIs, including whether they are transmitted by skin-to-skin contact or body fluid.	Session 7.6 Consequences of Sexual Activity- STIs Session 8.4 Sexually Transmitted Infections
4.C.8. Explain the limitations of condoms in reducing the risk of STDs/STIs, such as inconsistent or incorrect use, not covering infected areas, breaking or tearing, etc.	Session 7.6 Consequences of Sexual Activity- STIs Session 8.4 Sexually Transmitted Infections
4.C.9. List other factors that may increase risk of contracting STDs/STIs, such as multiple partners, pre-existing STDs/STIs, alcohol or drug use, sexual abuse or violence.	Session 7.6 Consequences of Sexual Activity- STIs Session 8.4 Sexually Transmitted Infections
4.C.10. Identify STDs/STIs for which vaccinations or preventative medications are currently available, (e.g., HPV, Hepatitis B, HIV) and that require parental and/or medical consultation.	Session 7.6 Consequences of Sexual Activity- STIs Session 8.4 Sexually Transmitted Infections
4.C.11. State the importance of seeking advice from parents, family members or trusted adults for adolescents considering or involved in sexual activity.	Session 7.6 Consequences of Sexual Activity- STIs Session 8.4 Sexually Transmitted Infections
4.C.12. Explain the importance for sexually activity teens of (1) regular STD/STI screening, (2) understanding diagnostic and treatment limitations, (3) communicating with their partners regarding their STD/STI status, and, (4) avoiding future sexual activity.	Session 7.6 Consequences of Sexual Activity- STIs Session 8.4 Sexually Transmitted Infections

D. EMOTIONAL RISKS

Nonmarital sexual activity can have negative emotional consequences. *References: (218-224)*

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STUDENTS WILL BE ABLE TO:	
4.D.1. Explain the emotional benefits of avoiding nonmarital sexual activity.	Session 6.6 Abstinence and Developing Refusal Skills Session 7.5 Consequences of Sexual Activity- Pregnancy and Emotional Risks Session 8.2 Puberty, Pregnancy and Abstinence
4.D.2. Articulate how the breakup of romantic relationships is frequently accompanied by strong feelings that can be amplified when sexual activity is involved.	Session 6.4 Interpersonal Interactions and Romantic Relationships, Session 7.4, Session 8.6 can be expanded to include this objective.
4.D.3. Explain how teen sexual activity can lead to significant emotional health consequences, such as disappointment, regret, depression, suicidal ideation and suicide.	Session 6.4 Interpersonal Interactions and Romantic Relationships can be easily expanded to include this objective Session 7.4 Stress, Positive Character Traits, Peer Pressure Session 8.5 Emotional Needs and Bonding
4.D.4. State that condom and contraceptive use will not prevent emotional consequences that can be associated with sexual activity.	Session 7.5 Consequences of Sexual Activity- Pregnancy and Emotional Risks Session 8.3 Contraceptives, Session 8.4 Sexually Transmitted Diseases
4.D.5. Identify other key relationships that can be negatively impacted when teens are involved in sexual activity, such as family, school and faith community connectedness.	Session 7.5 Consequences of Sexual Activity- Pregnancy and Emotional Risks can be easily expanded to include this objective. Session 8.2 Puberty, Pregnancy, and Abstinence
4.D.6. State the importance of seeking support from a parent or trusted adult, or counselor if needed, for those who experience negative emotional consequences of sexual activity or related issues.	Session 7.4 Stress, Positive Character Traits, Peer Pressure Session 8.5 Emotional Needs and Bonding
4.D.7. Explain that a person who has had nonmarital sexual activity can decide at any time to avoid it, receive the physical and emotional benefits of that choice and should not be shamed by others.	Session 6.4 Interpersonal Interactions and Romantic Relationships can be easily expanded to include this objective Session 6.6 Abstinence and Developing Refusal Skills Session 6.7 Conflict Resolution: Sexual Abuse and Cyber Assault Sessions 7.5, 7.6, 8.2, 8.3, 8.4 address sexually transmitted infections, contraception and the benefits of choosing abstinence even if someone has been sexually active in the past.

E. SEXUAL ABUSE

Sexual abuse can and should be prevented, stopped, and dealt with appropriately. *References: (49, 106, 225-258)*

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STUDENTS WILL BE ABLE TO:	
4.E.1. State that all individuals have the right to not have another person look at, photograph, or touch the intimate/private areas of their bodies, and should not be forced to look at (in person or digitally) or touch another person's intimate/private areas.	Session 6.6 Abstinence and Developing Refusal Skills Session 6.7 Conflict Resolution: Sexual Abuse and Cyber Assault Session 7.2 Basic Human Needs, Levels of Friendship Session 8.8 Sex and the Law, Media Influence
4.E.2. Define sexual abuse as (1) any adult sexual contact with a minor below the legal age of consent, or (2) sexual contact between adults or minors involving coercion, threat, or force or (3) taking advantage of an individual's inability or ignoring their unwillingness to give consent.	Session 6.7 Conflict Resolution: Sexual Abuse and Cyber Assault Session 7.7 Sexual Offenses Session 8.8 Sex and the Law, Media Influence
4.E.3. Describe how imbalances of power within sexual relationships due to, for instance, age, position, status, and ability to give consent, could be potentially used in a sexually abusive way.	Session 6.7 Conflict Resolution: Sexual Abuse and Cyber Assault Session 7.7 Sexual Offenses Session 8.8 Sex and the Law, Media Influence
4.E.4. List ways that different forms of sexual abuse (e.g., coercion, exploitation, sexual grooming, sex trafficking, transactions, oppression, harassment, and violence) can physically, and mentally or emotionally harm a person.	Session 6.7 Conflict Resolution: Sexual Abuse and Cyber Assault Session 7.7 Sexual Offenses Session 8.8 Sex and the Law, Media Influence
4.E.5. Discuss typical characteristics of sexual abusers that can include familiarity to one's circle of family or friends, insistence on secrecy, use of pornography, threats of harm, and their own history of being sexually abused.	Session 6.7 Conflict Resolution: Sexual Abuse and Cyber Assault Session 7.7 Sexual Offenses Session 8.8 Sex and the Law, Media Influence
4.E.6. Affirm that anyone who has experience sexual abuse is not at fault and is not to be blamed or shamed.	Session 6.7 Conflict Resolution: Sexual Abuse and Cyber Assault Session 7.7 Sexual Offenses Session 8.8 Sex and the Law, Media Influence
4.E.7. Explain the importance of reporting actual or suspected sexual abuse of self or others to a parent, trusted adult, or local authority.	Session 6.7 Conflict Resolution: Sexual Abuse and Cyber Assault Session 7.7 Sexual Offenses Session 8.8 Sex and the Law, Media Influence
4.E.8. Discuss situations and behaviors that increase one's vulnerability to sexual assault and abuse such as alcohol and illegal drug use, unsafe environments, and not communicating or respecting boundaries.	Session 6.7 Conflict Resolution: Sexual Abuse and Cyber Assault Session 7.7 Sexual Offenses Session 8.8 Sex and the Law, Media Influence
4.E.9. Identify state and federal laws related to age of consent, sexting, sexual harassment, sexual assault, rape and sex trafficking.	Session 6.7 Conflict Resolution: Sexual Abuse and Cyber Assault can be easily expanded to include this objective. Session 7.7 Sexual Offenses Session 8.8 Sex and the Law, Media Influence

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4.E.10. Identify harmful cultural messages conveyed in music, movies, print media, social media, sexting and pornography that objectify or sexualize people, normalize sexual violence and exploitation, encourage teenage sex, and ignore negative consequences.	Session 8.8 Sex and the Law, Media Influence
4.E.11. Discuss potential negative consequences of sharing sexually explicit content (such as public embarrassment; bullying; exploitation; legal consequences; compromise of future college, career or relationship opportunities).	Session 6.7 Conflict Resolution: Sexual Abuse and Cyber Assault can be easily expanded to include this objective. Session 7.7 Sexual Offenses can be easily expanded to include this full objective. Session 8.8 Sex and the Law, Media Influence can be expanded to include this full objective.
4.E.12. Identify the appropriate action to take when sexually explicit content is received, such as immediately informing a parent or trusted adult, and/or a school official.	Session 6.7 Conflict Resolution: Sexual Abuse and Cyber Assault Session 7.7 Sexual Offenses Session 8.8 Sex and the Law, Media Influence can be expanded to include this full objective.
4.E.13. Explain how receiving payment or gifts for sex is harmful to a young person and can lead to physical violence and sex trafficking.	Session 6.7 Conflict Resolution: Sexual Abuse and Cyber Assault can be easily expanded to include this objective. Session 7.7 Sexual Offenses can be easily expanded to include this objective. Session 8.8 Sex and the Law, Media Influence can be expanded to include this full objective.
4.E.14. Identify trusted adults and professional resources to help those who have been sexually abused to heal physically, mentally, and emotionally.	Session 6.7 Conflict Resolution: Sexual Abuse and Cyber Assault Session 7.7 Sexual Offenses Session 8.8 Sex and the Law, Media Influence can be expanded to include this full objective.

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Appendix F

Fidelity Checklists

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Appendix G. Nu-CULTURE Daily Fidelity Checklist – 7th Grade

The purpose of this checklist is to assess the fidelity or quality of implementation of the Healthy Futures Nu-CULTURE 7th grade curriculum.

Please complete this checklist during or immediately after you teach each of the sessions in the curriculum to minimize recall error.

For each of the activities, please indicate whether the (1) content was taught using the designed materials and activities, (2) content was presented but delivery was modified, (3) content was presented but modified, or (4) content was not presented.

If there were any modifications to the curriculum (i.e. content not presented, content modified, or delivery modified), please describe in the box provided.

Lesson Taught

☐ **Session 7.1:** (Re-) Introduction to Healthy Futures, Keys to Success

☐ **Session 7.2:** Basic Human Needs, Levels of Friendship

☐ **Session 7.3:** Puberty & Pregnancy

☐ **Session 7.4:** Stress, Positive Character Traits, Peer Pressure

☐ **Session 7.5:** Consequences of Risky Behavior – Pregnancy & Emotional Risks

☐ **Session 7.6:** Consequences of Risky Behavior – STIs

☐ **Session 7.7:** Sexual Offenses

☐ **Session 7.8:** Review Topics and Discussed Lessons Learned

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Session 7.1: Program Introduction (Activities 7.1.1-7.1.2)

1. Educator Name(s):

---

2. Date of Implementation:

---

3. Name of School/Organization Checklist is Being Completed For:

---

4. Name of Section/Class Checklist is Being Completed For:

---

5. (Re-) Introduction to Healthy Futures (7.1.1)
The educator(s) provided a brief overview of Healthy Futures and the Nu-CULTURE curriculum and discussed and discussed the purpose and goals.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

6. Healthy Futures Slogan and Now and Later Candy Jar Incentive (7.1.1)
The educator(s) introduced the Healthy Futures slogan and explained that the choices that students make now will affect them later. Students did the drill: "The choices you make NOW will affect you LATER".

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

7. Group Rights and Responsibilities (7.1.2)
The educator(s) discussed the importance of group rights and responsibilities for creating a safe and comfortable learning environment; posted rights and responsibilities; explained each right; and solicited suggestions for other rules from students. Students have the right (1) to be heard, (2) to express your opinion, (3) to ask any questions, (4) to be respected (no put downs), (5) to confidentiality and privacy.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

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8. Question Cards and the Question Box (7.1.2)
The educator(s) acknowledged that there may be questions that students feel shy, uncomfortable or embarrassed to ask out loud and explained the process of submitting these questions on index cards at the end of each lesson.

☐ Content Was Not Presented

☐ Content Was Presented but Modified

☐ Content Was Presented but the Delivery Was Modified

☐ Content Was Taught Using the Designed Materials and Activities

Session 7.1: Keys to Success (Activities 7.1.3-7.1.6)

1. That's Me Activity (7.1.3)
The educator(s) led an activity that encouraged students to think about ways that success in life can be achieved. The educator(s) made statements and students raised their hands and said "That's me!" to statements they related to. The activity concluded with the educator(s) giving tips on how students can be successful in life.

☐ Content Was Not Presented

☐ Content Was Presented but Modified

☐ Content Was Presented but the Delivery Was Modified

☐ Content Was Taught Using the Designed Materials and Activities

2. Two Keys to Success Introduction and Activity (7.1.4)
The educator(s) introduced the keys to being successful in life: 1) Know What You Want and 2) Know How to Get There. The educator(s) led the activity, calling up three volunteer students, and giving each volunteer a lock and a set of keys. Student volunteers tested their keys in their lock to see if they could find the key that unlocked it. In the end, all three students found the key that unlocked their locks.

☐ Content Was Not Presented

☐ Content Was Presented but Modified

☐ Content Was Presented but the Delivery Was Modified

☐ Content Was Taught Using the Designed Materials and Activities

3. Discussion of the Two Keys to Success Activity (7.1.4)
The educator(s) led a discussion about the activity, explaining to the students that the lock and key are representative of people who were able to achieve their dreams in life.

☐ Content Was Not Presented

☐ Content Was Presented but Modified

☐ Content Was Presented but the Delivery Was Modified

☐ Content Was Taught Using the Designed Materials and Activities

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4. Dream Big Handout (7.1.5)
The students completed the Dream Big handout and shared at least one of their dreams. Educator(s) led a discussion to help students identify what they will have to do to achieve their dream. The educator(s) asked students to think about who will help them on the journey to achieving this dream and who/what might get in the way. Students evaluated how to respond to these obstacles to ensure that they will achieve their goal.

☐ Content Was Not Presented

☐ Content Was Presented but Modified

☐ Content Was Presented but the Delivery Was Modified

☐ Content Was Taught Using the Designed Materials and Activities

5. Keys to Success PowerPoint (7.1.6)
Each lock set in the activity represented a character in the PowerPoint with a chosen dream. The educator(s) led a discussion of how the character was able to achieve their dream, including the choices (healthy and unhealthy) that were made along the way and the consequences for each choice. Students learned that each and every choice has the ability to affect their future.

☐ Content Was Not Presented

☐ Content Was Presented but Modified

☐ Content Was Presented but the Delivery Was Modified

☐ Content Was Taught Using the Designed Materials and Activities

Session 7.1 Conclusion and Wrap Up (Activity 7.1.7)

1. Session 7.1 Conclusion and Wrap Up (7.1.7)
The educator(s) summarized session topics and reminded students to slip their question cards into the question bag.

☐ Content Was Not Presented

☐ Content Was Presented but Modified

☐ Content Was Presented but the Delivery Was Modified

☐ Content Was Taught Using the Designed Materials and Activities

2. Parent Connection Forms (7.1.7)
The educator(s) handed out and explained the purpose of Parent Connection Forms. Students were advised to review the session topics and activities with parents after each session and ask their parent/guardian to sign and return the bottom portion of the form.

☐ Content Was Not Presented

☐ Content Was Presented but Modified

☐ Content Was Presented but the Delivery Was Modified

☐ Content Was Taught Using the Designed Materials and Activities

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3. Student Questions Were Answered (7.1.7)
The educator(s) answered any questions that the students had related to the program.

☐ There was no time for questions
☐ There was time, but the students did not have any questions
☐ There was some time, but not enough to answer all of the students' questions
☐ There was time and all of the students' questions were answered

Session 7.1: Classroom Atmosphere

1. Positive Reinforcement of Student Participation in Curriculum
The educator(s) continuously reinforced and encouraged students' participation in activities throughout the lesson and respected students' input.

☐ Yes
☐ No

2. Please indicate the level of student engagement during the session.

☐ None
☐ 10%
☐ 20%
☐ 30%
☐ 40%
☐ 50%
☐ 60%
☐ 70%
☐ 80%
☐ 90%
☐ 100%

Session 7.1: Modifications and Adaptations

For the next set of questions, please consider the following:

"Modifications" to the program include any changes to the content or delivery of a core component or activity.

"Adaptations" to the program include any changes to the overall program as a while (rather than just a component or activity).

1. If you selected "content was not presented" for any of the questions above, please provide a brief explanation describing why the content was not implemented and areas for improvement. If you did not select "content was not presented", please write "NA".

_____

_____

_____

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2. If you selected "content was presented but modified" for any of the questions above, please provide a brief explanation describing why the content was modified and areas for improvement. If you did not select "content was presented but modified", please write "NA".

_____

_____

_____

3. If you selected "content was presented but the delivery was modified" for any of the questions above, please provide a brief explanation describing why the delivery was modified and areas for improvement. If you did not select "content was presented but the delivery was modified", please write "NA".

_____

_____

_____

4. Please provide a description of any additional adaptations (changes to the overall program) that needed to be made during the session. If additional adaptations were not needed, please write "NA".

_____

_____

_____

5. Please provide a description of any challenges that were encountered during the session. If there were no challenges during this session, please type "NA".

_____

_____

_____

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Session 7.2: Introduction to Basic Human Needs, Levels of Friendships (Activity 7.2.1)

1. Educator Name(s):

---

2. Date of Implementation:

---

3. Name of School/Organization Checklist is Being Completed For:

---

4. Name of Section/Class Checklist is Being Completed For:

---

5. Review Session 7.1 (7.2.1)
The educator(s) collected signed Parent Connection Forms, reviewed the previous session, and introduced the session on basic human needs and levels of friendship.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

Session 7.2: Basic Human Needs (Activities 7.2.2-7.2.4)

1. Raft Activity (7.2.2)
The educator(s) divided the class up into groups. Each group sat in a circle and imagined they were aboard a raft. The educator(s) read the story and asked each group to work together to agree upon 10 items that they would take onto the raft. Groups presented and defended the top three items on their lists. The educator(s) emphasized the importance of meeting basic human needs to survive, including meeting emotional needs.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

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2. Discussion of Physical and Emotional Needs (7.2.3)
The educator(s) led a discussion about the differences in physical (food, water, sleep, and shelter) and emotional (safety, stability, relationships, acceptance, love, and identity/purpose in life) human needs. The educator(s) emphasized that both physical and emotional needs must be met in order to thrive.

☐ Content Was Not Presented

☐ Content Was Presented but Modified

☐ Content Was Presented but the Delivery Was Modified

☐ Content Was Taught Using the Designed Materials and Activities

3. Basic Human Needs Pyramid Activity (7.2.4)
The educator(s) led the activity to help students visualize basic human needs and evaluate which people in their lives fulfill those needs.

☐ Content Was Not Presented

☐ Content Was Presented but Modified

☐ Content Was Presented but the Delivery Was Modified

☐ Content Was Taught Using the Designed Materials and Activities

Session 7.2: Levels of Friendships (Activities 7.2.5-7.2.7)

1. Levels of Friendship Activity (7.2.5)
Student volunteers role played the different levels of friendship (acquaintance, friend, best friend), dramatizing each type of friendship. Educator(s) asked the rest of the class to identify what level of friendship each skit represented. This activity demonstrated the differences in the appropriate level of disclosure that should occur at each level of friendship.

☐ Content Was Not Presented

☐ Content Was Presented but Modified

☐ Content Was Presented but the Delivery Was Modified

☐ Content Was Taught Using the Designed Materials and Activities

2. Discussion of the Levels of Friendship (7.2.6)
The educator(s) led a discussion about the different levels of friendship depicted in the Levels of Friendship Activity and asked students how the different levels differed and which level was easiest to hold a conversation and feel comfortable.

☐ Content Was Not Presented

☐ Content Was Presented but Modified

☐ Content Was Presented but the Delivery Was Modified

☐ Content Was Taught Using the Designed Materials and Activities

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3. Friendship PowerPoint (7.2.7)
The Friendship PowerPoint was shown and the educator(s) followed the provided script to discuss the three different friendships. The educator(s) discussed with the students the words and qualities best describe each friend/friendship. The educator(s) reminded the students of the Healthy Futures slogan ("The choices you make NOW will affect you LATER") and that this includes their choice in friends. The educator(s) emphasized that everyone needs people in their life that will help them be successful and to choose friends who will help them on their path to success.

☐ Content Was Not Presented

☐ Content Was Presented but Modified

☐ Content Was Presented but the Delivery Was Modified

☐ Content Was Taught Using the Designed Materials and Activities

Session 7.2: Conclusion and Wrap Up (7.2.7)

1. Session 7.2 Conclusion and Wrap Up (7.2.7)
The educator(s) summarized session topics and reminded students to slip their question cards into the question bag.

☐ Content Was Not Presented

☐ Content Was Presented but Modified

☐ Content Was Presented but the Delivery Was Modified

☐ Content Was Taught Using the Designed Materials and Activities

2. Parent Connection Forms (7.2.7)
The educator(s) handed out and explained the purpose of Parent Connection Forms. Students were advised to review the session topics and activities with parents after each session and ask their parent/guardian to sign and return the bottom portion of the form.

☐ Content Was Not Presented

☐ Content Was Presented but Modified

☐ Content Was Presented but the Delivery Was Modified

☐ Content Was Taught Using the Designed Materials and Activities

3. How Many Completed and Signed Parent Connection Forms Were Returned?

_____

4. Student Questions Were Answered (7.2.7)
The educator(s) answered any questions that the students had related to the program.

☐ There was no time for questions

☐ There was time, but the students did not have any questions

☐ There was some time, but not enough to answer all of the students' questions

☐ There was time and all of the students' questions were answered

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Session 7.2: Classroom Atmosphere

1. Positive Reinforcement of Student Participation in Curriculum
The educator(s) continuously reinforced and encouraged students' participation in activities throughout the lesson and respected students' input.

☐ Yes
☐ No

2. Please indicate the level of student engagement during the session.

☐ None	☐ 40%	☐ 80%
☐ 10%	☐ 50%	☐ 90%
☐ 20%	☐ 60%	☐ 100%
☐ 30%	☐ 70%	

Session 7.2: Modifications and Adaptations

For the next set of questions, please consider the following:

"Modifications" to the program include any changes to the content or delivery of a core component or activity.

"Adaptations" to the program include any changes to the overall program as a while (rather than just a component or activity).

1. If you selected "content was not presented" for any of the questions above, please provide a brief explanation describing why the content was not implemented and areas for improvement. If you did not select "content was not presented", please write "NA".

_____

_____

_____

2. If you selected "content was presented but modified" for any of the questions above, please provide a brief explanation describing why the content was modified and areas for improvement. If you did not select "content was presented but modified", please write "NA".

_____

_____

_____

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3. If you selected "content was presented but the delivery was modified" for any of the questions above, please provide a brief explanation describing why the delivery was modified and areas for improvement. If you did not select "content was presented but the delivery was modified", please write "NA".

4. Please provide a description of any additional adaptations (changes to the overall program) that needed to be made during the session. If additional adaptations were not needed, please write "NA".

5. Please provide a description of any challenges that were encountered during the session. If there were no challenges during this session, please write "NA".

6. Were any activities from the previous session implemented today? If yes, please indicate which activities below. If there were no activities from previous sessions implemented during this session, please write "NA".

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Session 7.3: Puberty and Pregnancy (Activities 7.3.1-7.3.3)

1. Educator Name(s):

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2. Date of Implementation:

---

3. Name of School/Organization Checklist is Being Completed For:

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4. Name of Section/Class Checklist is Being Completed For:

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5. Review Session 7.2 (7.3.1)
The educator(s) collected signed Parent Connection Forms, reviewed the previous session, and introduced today's session on puberty and pregnancy.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

6. Puberty and Pregnancy Review PowerPoint (7.3.2)
The Puberty & Pregnancy Review PowerPoint was shown and the educator(s) followed the provided script, reviewing the changes that occur during puberty and how pregnancy occurs.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

7. Puberty and Pregnancy Review Game (7.3.3)
The educator(s) separated the students into a girls team and a boys team to play the Battle of the Sexes Game to review the female and male reproductive systems.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

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Session 7.3: Conclusion and Wrap Up (Activity 7.3.4)

1. Session 7.3 Conclusion and Wrap Up (7.3.4)
The educator(s) summarized session topics and reminded students to slip their question cards into the question bag.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

2. Parent Connection Forms (7.3.4)
The educator(s) handed out and explained the purpose of Parent Connection Forms. Students were advised to review the session topics and activities with parents after each session and ask their parent/guardian to sign and return the bottom portion of the form.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

3. How Many Completed and Signed Parent Connection Forms Were Returned?

_____

4. Student Questions Were Answered (7.3.4)
The educator(s) answered any questions that the students had related to the program.

☐ There was no time for questions
☐ There was time, but the students did not have any questions
☐ There was some time, but not enough to answer all of the students' questions
☐ There was time and all of the students' questions were answered

Session 7.3: Classroom Atmosphere

1. Positive Reinforcement of Student Participation in Curriculum
The educator(s) continuously reinforced and encouraged students' participation in activities throughout the lesson and respected students' input.

☐ Yes
☐ No

2. Please indicate the level of student engagement during the session.

☐ None
☐ 10%
☐ 20%
☐ 30%
☐ 40%
☐ 50%
☐ 60%
☐ 70%
☐ 80%
☐ 90%
☐ 100%

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Session 7.3: Modifications and Adaptations

For the next set of questions, please consider the following:

"Modifications" to the program include any changes to the content or delivery of a core component or activity.

"Adaptations" to the program include any changes to the overall program as a while (rather than just a component or activity).

1. If you selected "content was not presented" for any of the questions above, please provide a brief explanation describing why the content was not implemented and areas for improvement. If you did not select "content was not presented", please write "NA".

_____

_____

_____

2. If you selected "content was presented but modified" for any of the questions above, please provide a brief explanation describing why the content was modified and areas for improvement. If you did not select "content was presented but modified", please write "NA".

_____

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3. If you selected "content was presented but the delivery was modified" for any of the questions above, please provide a brief explanation describing why the delivery was modified and areas for improvement. If you did not select "content was presented but the delivery was modified", please write "NA".

_____

_____

_____

4. Please provide a description of any additional adaptations (changes to the overall program) that needed to be made during the session. If additional adaptations were not needed, please write "NA".

_____

_____

_____

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5. Please provide a description of any challenges that were encountered during the session. If there were no challenges during this session, please write "NA".

_____

_____

6. Were any activities from the previous session implemented today? If yes, please indicate which activities below. If there were no activities from previous sessions implemented during this session, please write "NA".

_____

_____

_____

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Session 7.4: Stress, Positive Character Traits, Peer Pressure (Activity 7.4.1)

1. Educator Name(s):

_____

_____

2. Date of Implementation:

_____

3. Name of School/Organization Checklist is Being Completed For:

_____

4. Name of Section/Class Checklist is Being Completed For:

_____

5. Review Sessions 7.1, 7.2, and 7.3 (7.4.1)
The educator(s) collected signed Parent Connection Forms, reviewed the previous sessions, and introduced the session on stress, positive character traits, and peer pressure.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

Session 7.4: Stress (Activities 7.4.2-7.4.5)

1. Review Physical and Emotional Needs (7.4.2)
The educator(s) reviewed the five basic human needs: 1) identity and purpose; 2) acceptance and love; 3) relationships, companionship, and intimacy; 4) safety and security; and 5) food, water, sleep, and shelter.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

2. Healthy Ways to Handle Stress Introduction (7.4.3)
The educator(s) introduced the topic and explained that stressors are any external event or experience that produces stress in your life. The educator(s) explained that stress is an expected part of life and it is important to know how to handle it.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

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3. I Won't Break Video (7.4.4)
The educator(s) introduced the I Won't Break Video and asked students to pay special attention to stressors that influence the girl in the video. The educator(s) showed the video depicting a teen who deals with a range of stressors that each detract from her ability to have her basic human needs met.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

4. Stress and Emotional Needs PowerPoint (7.4.5)
The educator(s) continued the discussion about stress, asking students to identify stress in their own lives, healthy ways to handle it, and how to meet their emotional needs in healthy ways. The educator(s) provided the students with mental health and suicide prevention resources.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

Session 7.4: Positive Personal Character Traits (Activity 7.4.6)

1. Positive Personal Character Traits PowerPoint (7.4.6)
The educator(s) explained that everyone has to deal with stress and there are positive qualities and characteristics that help overcome stress. The educator(s) presented the Positive Personal Character Traits slides and followed the script. The educator(s) showed the Teen Interviews on Stress video to recap the lesson.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

Session 7.4: Positive Personal Character Traits (Activities 7.4.7-7.4.9)

1. Spiraling Out of Control (7.4.7)

The educator(s) read a scenario about the consequences of one bad choice resulting from peer pressure and how one bad choice can lead to a series of bad decisions.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

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2. Peer Pressure and Saying No (7.4.8)
The educator(s) defined peer pressure and identified refusal skills. The 3 steps to follow when saying no were explained and students repeated them back: 1) Speak Up, 2) Stand Up, and 3) Walk Away.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

3. Role Refusal Skills Activity (7.4.9)
The educator(s) explained the 5 different scenarios and broke the class up into groups. Student groups read through their assigned scenario and completed the dialogue using the 3 steps to say "no". Each group acted out their scene in front of the class.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

Session 7.4: Conclusion and Wrap Up (Activity 7.4.10)

1. Session 7.3 Conclusion and Wrap Up (7.4.10)
The educator(s) summarized session topics and reminded students to slip their question cards into the question bag.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

2. Parent Connection Forms (7.4.10)
The educator(s) handed out and explained the purpose of Parent Connection Forms. Students were advised to review the session topics and activities with parents after each session and ask their parent/guardian to sign and return the bottom portion of the form.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

3. How Many Completed and Signed Parent Connection Forms Were Returned?

_____

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4. Student Questions Were Answered (7.4.10)
The educator(s) answered any questions that the students had related to the program.

☐ There was no time for questions
☐ There was time, but the students did not have any questions
☐ There was some time, but not enough to answer all of the students' questions
☐ There was time and all of the students' questions were answered

Session 7.4: Classroom Atmosphere

1. Positive Reinforcement of Student Participation in Curriculum
The educator(s) continuously reinforced and encouraged students' participation in activities throughout the lesson and respected students' input.

☐ Yes
☐ No

2. Please indicate the level of student engagement during the session.

☐ None	☐ 40%	☐ 80%
☐ 10%	☐ 50%	☐ 90%
☐ 20%	☐ 60%	☐ 100%
☐ 30%	☐ 70%	

Session 7.4: Modifications and Adaptations

For the next set of questions, please consider the following:

"Modifications" to the program include any changes to the content or delivery of a core component or activity.

"Adaptations" to the program include any changes to the overall program as a while (rather than just a component or activity).

1. If you selected "content was not presented" for any of the questions above, please provide a brief explanation describing why the content was not implemented and areas for improvement. If you did not select "content was not presented", please write "NA".

_____

_____

_____

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2. If you selected "content was presented but modified" for any of the questions above, please provide a brief explanation describing why the content was modified and areas for improvement. If you did not select "content was presented but modified", please write "NA".

3. If you selected "content was presented but the delivery was modified" for any of the questions above, please provide a brief explanation describing why the delivery was modified and areas for improvement. If you did not select "content was presented but the delivery was modified", please write "NA".

4. Please provide a description of any additional adaptations (changes to the overall program) that needed to be made during the session. If additional adaptations were not needed, please write "NA".

5. Please provide a description of any challenges that were encountered during the session. If there were no challenges during this session, please write "NA".

6. Were any activities from the previous session implemented today? If yes, please indicate which activities below. If there were no activities from previous sessions implemented during this session, please write "NA".

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Session 7.5: Consequences of Sexual Activity – Pregnancy and Emotional Risks (Activity 7.5.1)

1. Educator Name(s):

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2. Date of Implementation:

---

3. Name of School/Organization Checklist is Being Completed For:

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4. Name of Section/Class Checklist is Being Completed For:

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5. Review Session 7.4 (7.5.1)
The educator(s) collected signed Parent Connection Forms, reviewed the previous session, and introduced the first session on consequences of risky behavior (pregnancy and emotional risk).

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

Session 7.5: Pregnancy and Emotional Risk (Activities 7.5.2-7.5.6)

1. Puberty and Pregnancy Review (7.5.2)
The educator(s) led a review of puberty and pregnancy, emphasizing what students should understand about the physical, mental, and emotional changes experienced during puberty as well as the biological processes of puberty and pregnancy.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

2. Abstinence Discussion (Activity 7.5.3)
The educator(s) led a discussion about teen pregnancy/fathering a child and how it affects adolescents' dreams in life; peer pressure; setting boundaries in relationships; and how sex is positive when practiced in a faithful, committed, lifelong relationship.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

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3. Emotional Risk of Sexual Activity (7.5.4)
The educator(s) led students through an activity representing the emotional toll relationships can take on our heart. One girl volunteer and one boy volunteer received a heart. As they pass the heart down the human chain each person ripped off a piece of the heart, returning the broken heart to the original girl/boy. The original girl and boy then faced each other with their broken hearts and exchanged them. The educator(s) reminded the students that it is important to think wisely and carefully about who they choose to give their hearts to and that having sex is a choice, just like not having sex is a choice. Students repeated the Healthy Futures slogan ("The choices you make NOW will affect you LATER").

☐ Content Was Not Presented

☐ Content Was Presented but Modified

☐ Content Was Presented but the Delivery Was Modified

☐ Content Was Taught Using the Designed Materials and Activities

4. Introduction to the Pregnancy Audio and Discussion (7.5.5)
Before beginning the pregnancy audio, the educator(s) led a discussion around the question: "Why do teens become pregnant?"

☐ Content Was Not Presented

☐ Content Was Presented but Modified

☐ Content Was Presented but the Delivery Was Modified

☐ Content Was Taught Using the Designed Materials and Activities

5. Pregnancy Audio and Discussion (7.5.6)
The educator(s) played the Kim and Anna audio and then asked students questions about the audio. The educator(s) played the Kim and TJ audio and asked students questions about it. The educator(s) then led a discussion about what Anna will face if she decides to keep the baby or give it up for adoption. Students repeated the Healthy Futuers slogan ("The choices you make NOW will affect you LATER").

☐ Content Was Not Presented

☐ Content Was Presented but Modified

☐ Content Was Presented but the Delivery Was Modified

☐ Content Was Taught Using the Designed Materials and Activities

Session 7.5: Conclusion and Wrap Up (Activity 7.5.7)

1. Session 7.3 Conclusion and Wrap Up (7.5.7)
The educator(s) summarized session topics and reminded students to slip their question cards into the question bag.

☐ Content Was Not Presented

☐ Content Was Presented but Modified

☐ Content Was Presented but the Delivery Was Modified

☐ Content Was Taught Using the Designed Materials and Activities

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2. Parent Connection Forms (7.5.7)
The educator(s) handed out and explained the purpose of Parent Connection Forms. Students were advised to review the session topics and activities with parents after each session and ask their parent/guardian to sign and return the bottom portion of the form.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

3. How Many Completed and Signed Parent Connection Forms Were Returned?

_____

4. Student Questions Were Answered (7.5.7)
The educator(s) answered any questions that the students had related to the program.

☐ There was no time for questions
☐ There was time, but the students did not have any questions
☐ There was some time, but not enough to answer all of the students' questions
☐ There was time and all of the students' questions were answered

Session 7.5: Classroom Atmosphere

1. Positive Reinforcement of Student Participation in Curriculum
The educator(s) continuously reinforced and encouraged students' participation in activities throughout the lesson and respected students' input.

☐ Yes
☐ No

2. Please indicate the level of student engagement during the session.

☐ None	☐ 40%	☐ 80%
☐ 10%	☐ 50%	☐ 90%
☐ 20%	☐ 60%	☐ 100%
☐ 30%	☐ 70%	

Session 7.5: Modifications and Adaptations

For the next set of questions, please consider the following:

"Modifications" to the program include any changes to the content or delivery of a core component or activity.

"Adaptations" to the program include any changes to the overall program as a while (rather than just a component or activity).

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1. If you selected "content was not presented" for any of the questions above, please provide a brief explanation describing why the content was not implemented and areas for improvement. If you did not select "content was not presented", please write "NA".

_____

_____

_____

2. If you selected "content was presented but modified" for any of the questions above, please provide a brief explanation describing why the content was modified and areas for improvement. If you did not select "content was presented but modified", please write "NA".

_____

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3. If you selected "content was presented but the delivery was modified" for any of the questions above, please provide a brief explanation describing why the delivery was modified and areas for improvement. If you did not select "content was presented but the delivery was modified", please write "NA".

_____

_____

_____

4. Please provide a description of any additional adaptations (changes to the overall program) that needed to be made during the session. If additional adaptations were not needed, please write "NA".

_____

_____

_____

5. Please provide a description of any challenges that were encountered during the session. If there were no challenges during this session, please write "NA".

_____

_____

_____

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6. Were any activities from the previous session implemented today? If yes, please indicate which activities below. If there were no activities from previous sessions implemented during this session, please write "NA".

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Session 7.6: Consequences of Sexual Activity – STIs (Activity 7.6.1)

1. Educator Name(s):

_____

_____

2. Date of Implementation:

_____

3. Name of School/Organization Checklist is Being Completed For:

_____

4. Name of Section/Class Checklist is Being Completed For:

_____

5. Review Session 7.5 (7.6.1)
The educator(s) collected signed Parent Connection Forms, reviewed the previous session, and introduced the second session on consequences of risky behavior (sexually transmitted infections and diseases (STIs).

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

Session 7.6: Sexually Transmitted Infections and Diseases (STIs & STDs) (Activity 7.6.2-7.6.5)

1. STI Activity (7.6.2)
The educator(s) led the students in an activity in which they had to go around the room and get four people to sign their paper. This activity helped students understand how quickly STIs can be transmitted if you have multiple sexual partners. The educator(s) emphasized that the most common symptom of an STI is no symptom.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

2. STIs PowerPoint (7.6.3)
The educator(s) went through the STIs PowerPoint following the provided scrip

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

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3. STI Presentations (7.6.4)
The educator(s) broke the students up into groups, assigned each group one of eight STIs, distributed the corresponding handouts containing a brief background, symptoms, and treatment for their assigned STIs, virus, or disease. The students presented the material to their peers. Students were given a brochure with information about all STIs.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

4. Resources (7.6.5)
The educator(s) provided students with a resource brochure that includes where to go for sexual and reproductive health surveys (STIs, pregnancy testing, etc.) as well as social services.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

Session 7.6: Conclusion and Wrap Up (Activity 7.6.6)

1. Session 7.6 Conclusion and Wrap Up (7.6.6)
The educator(s) summarized session topics and reminded students to slip their question cards into the question bag.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

2. Parent Connection Forms (7.6.6)
The educator(s) handed out and explained the purpose of Parent Connection Forms. Students were advised to review the session topics and activities with parents after each session and ask their parent/guardian to sign and return the bottom portion of the form.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

3. How Many Completed and Signed Parent Connection Forms Were Returned?

_____

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4. Student Questions Were Answered (7.6.6)
The educator(s) answered any questions that the students had related to the program.

☐ There was no time for questions
☐ There was time, but the students did not have any questions
☐ There was some time, but not enough to answer all of the students' questions
☐ There was time and all of the students' questions were answered

Session 7.6: Classroom Atmosphere

1. Positive Reinforcement of Student Participation in Curriculum
The educator(s) continuously reinforced and encouraged students' participation in activities throughout the lesson and respected students' input.

☐ Yes
☐ No

2. Please indicate the level of student engagement during the session.

☐ None
☐ 10%
☐ 20%
☐ 30%
☐ 40%
☐ 50%
☐ 60%
☐ 70%
☐ 80%
☐ 90%
☐ 100%

Session 7.6: Modifications and Adaptations

For the next set of questions, please consider the following:

"Modifications" to the program include any changes to the content or delivery of a core component or activity.

"Adaptations" to the program include any changes to the overall program as a while (rather than just a component or activity).

1. If you selected "content wa
s not presented" for any of the questions above, please provide a brief explanation describing why the content was not implemented and areas for improvement. If you did not select "content was not presented", please write "NA".

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2. If you selected "content was presented but modified" for any of the questions above, please provide a brief explanation describing why the content was modified and areas for improvement. If you did not select "content was presented but modified", please write "NA".

3. If you selected "content was presented but the delivery was modified" for any of the questions above, please provide a brief explanation describing why the delivery was modified and areas for improvement. If you did not select "content was presented but the delivery was modified", please write "NA".

4. Please provide a description of any additional adaptations (changes to the overall program) that needed to be made during the session. If additional adaptations were not needed, please write "NA".

5. Please provide a description of any challenges that were encountered during the session. If there were no challenges during this session, please write "NA".

6. Were any activities from the previous session implemented today? If yes, please indicate which activities below. If there were no activities from previous sessions implemented during this session, please write "NA".

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Session 7.7: Sexual Offenses (Activity 7.7.1)

1. Educator Name(s):

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2. Date of Implementation:

---

3. Name of School/Organization Checklist is Being Completed For:

---

4. Name of Section/Class Checklist is Being Completed For:

---

5. Review Session 7.6 (7.7.1)
The educator(s) collected signed Parent Connection Forms, reviewed the previous session, and introduced the session on sexual offenses.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

Session 7.7: Sexual Offenses (Activity 7.7.2)

1. Sexual Offenses PowerPoint (7.7.2)
The educator(s) went through the Sexual Offenses PowerPoint following the provided script.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

Session 7.7: Conclusion and Wrap Up (Activity 7.7.3)

1. Session 7.6 Conclusion and Wrap Up (7.7.3)
The educator(s) summarized session topics and reminded students to slip their question cards into the question bag.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

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2. Parent Connection Forms (7.7.3)
The educator(s) handed out and explained the purpose of Parent Connection Forms. Students were advised to review the session topics and activities with parents after each session and ask their parent/guardian to sign and return the bottom portion of the form.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

3. How Many Completed and Signed Parent Connection Forms Were Returned?

_____

4. Student Questions Were Answered (7.7.3)
The educator(s) answered any questions that the students had related to the program.

☐ There was no time for questions
☐ There was time, but the students did not have any questions
☐ There was some time, but not enough to answer all of the students' questions
☐ There was time and all of the students' questions were answered

Session 7.7: Classroom Atmosphere

1. Positive Reinforcement of Student Participation in Curriculum
The educator(s) continuously reinforced and encouraged students' participation in activities throughout the lesson and respected students' input.

☐ Yes
☐ No

2. Please indicate the level of student engagement during the session.

☐ None	☐ 40%	☐ 80%
☐ 10%	☐ 50%	☐ 90%
☐ 20%	☐ 60%	☐ 100%
☐ 30%	☐ 70%	

Session 7.7: Modifications and Adaptations

For the next set of questions, please consider the following:

"Modifications" to the program include any changes to the content or delivery of a core component or activity.

"Adaptations" to the program include any changes to the overall program as a while (rather than just a component or activity).

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1. If you selected "content was not presented" for any of the questions above, please provide a brief explanation describing why the content was not implemented and areas for improvement. If you did not select "content was not presented", please write "NA".

2. If you selected "content was presented but modified" for any of the questions above, please provide a brief explanation describing why the content was modified and areas for improvement. If you did not select "content was presented but modified", please write "NA".

3. If you selected "content was presented but the delivery was modified" for any of the questions above, please provide a brief explanation describing why the delivery was modified and areas for improvement. If you did not select "content was presented but the delivery was modified", please write "NA".

4. Please provide a description of any additional adaptations (changes to the overall program) that needed to be made during the session. If additional adaptations were not needed, please write "NA".

5. Please provide a description of any challenges that were encountered during the session. If there were no challenges during this session, please write "NA".

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6. Were any activities from the previous session implemented today? If yes, please indicate which activities below. If there were no activities from previous sessions implemented during this session, please write "NA".

_____

_____

_____

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Session 7.8: Review Topics and Discuss Lesson Learned (Activities 7.8.1-7.8.3)

1. Educator Name(s):

---

2. Date of Implementation:

---

3. Name of School/Organization Checklist is Being Completed For:

---

4. Name of Section/Class Checklist is Being Completed For:

---

5. Review Sessions 7.1-7.7 (7.8.1)
The educator(s) collected signed Parent Connection Forms, reviewed the 7th grade sessions, and introduced the final review session.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

6. 7th Grade Review (7.8.2)
The educator(s) led the students through a review of the 7th grade lessons.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

7. Review Game (7.8.3)
The educator(s) broke the students up into two teams. Two students (from opposing teams) faced off on questions reviewing every major point from each lesson.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

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Session 7.8: Conclusion and Wrap Up (Activity 7.8.4)

1. Session 7.8 Conclusion and Wrap Up (7.8.4)
The educator(s) summarized session topics and reminded students to slip their question cards into the question bag.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

2. Parent Connection Forms (7.8.4)
The educator(s) handed out and explained the purpose of Parent Connection Forms. Students were advised to review the session topics and activities with parents after each session and ask their parent/guardian to sign and return the bottom portion of the form.

☐ Content Was Not Presented
☐ Content Was Presented but Modified
☐ Content Was Presented but the Delivery Was Modified
☐ Content Was Taught Using the Designed Materials and Activities

3. How Many Completed and Signed Parent Connection Forms Were Returned?

_____

4. Student Questions Were Answered (7.8.4)
The educator(s) answered any questions that the students had related to the program.

☐ There was no time for questions
☐ There was time, but the students did not have any questions
☐ There was some time, but not enough to answer all of the students' questions
☐ There was time and all of the students' questions were answered

Session 7.8: Classroom Atmosphere

1. Positive Reinforcement of Student Participation in Curriculum
The educator(s) continuously reinforced and encouraged students' participation in activities throughout the lesson and respected students' input.

☐ Yes
☐ No

2. Please indicate the level of student engagement during the session.

☐ None
☐ 10%
☐ 20%
☐ 30%
☐ 40%
☐ 50%
☐ 60%
☐ 70%
☐ 80%
☐ 90%
☐ 100%

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Session 7.8: Modifications and Adaptations

For the next set of questions, please consider the following:

"Modifications" to the program include any changes to the content or delivery of a core component or activity.

"Adaptations" to the program include any changes to the overall program as a while (rather than just a component or activity).

1. If you selected "content was not presented" for any of the questions above, please provide a brief explanation describing why the content was not implemented and areas for improvement. If you did not select "content was not presented", please write "NA".

_____

_____

_____

2. If you selected "content was presented but modified" for any of the questions above, please provide a brief explanation describing why the content was modified and areas for improvement. If you did not select "content was presented but modified", please write "NA".

_____

_____

_____

3. If you selected "content was presented but the delivery was modified" for any of the questions above, please provide a brief explanation describing why the delivery was modified and areas for improvement. If you did not select "content was presented but the delivery was modified", please write "NA".

_____

_____

_____

4. Please provide a description of any additional adaptations (changes to the overall program) that needed to be made during the session. If additional adaptations were not needed, please write "NA".

_____

_____

_____

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5. Please provide a description of any challenges that were encountered during the session. If there were no challenges during this session, please write "NA".

_____

_____

_____

6. Were any activities from the previous session implemented today? If yes, please indicate which activities below. If there were no activities from previous sessions implemented during this session, please write "NA".

_____

_____

_____

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Appendix G

Adaptation Guidance

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Adaptation Guidance for the 7th Grade Nu-CULTURE Curriculum

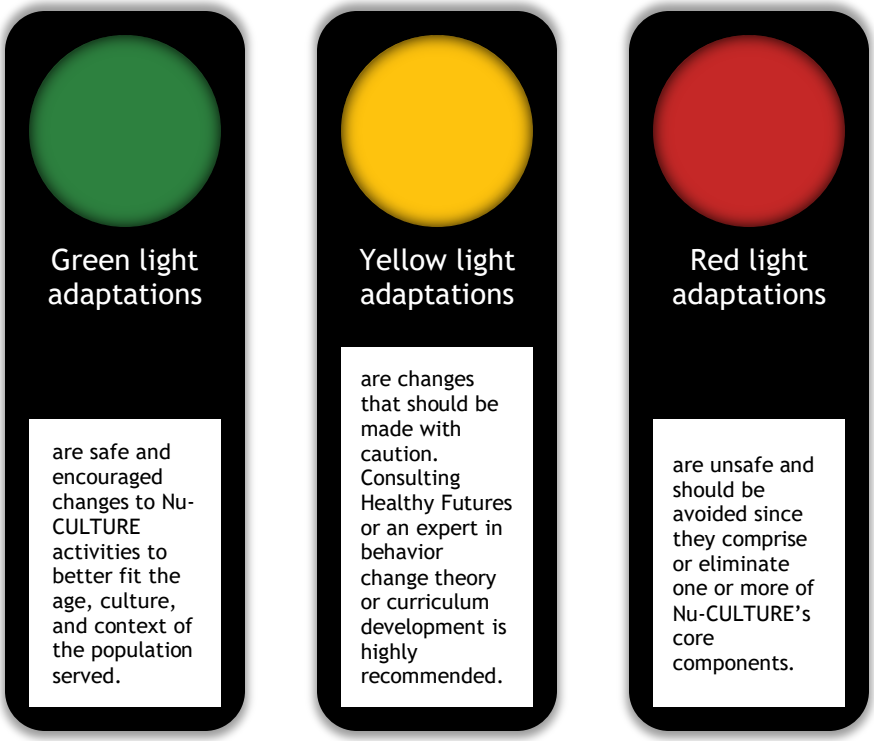
What is the purpose of the Nu-CULTURE Curricula Adaptation Guide?

Educators often make adaptations to curricula in order to have the activities resonate better with the youth they are serving. Please use the following guidance to inform any adaptations you make to the implementation of the Nu-CULTURE curricula.

This guidance was developed using the 2012 adaptation guidelines published by ETR Associates in partnership with the Centers for Disease Control and Prevention Division of Reproductive Health.[1]

Key Terms

Adaptations are changes to the Nu-CULTURE curricula in order to make it more suitable for the youth you serve and/or your organization's capacity.



[1] Firpo-Triplett R and Fuller TR. General Adaptation Guidance: A Guide to Adapting Evidence-Based Sexual Health Curricula. ETR Associates and CDC Division of Reproductive Health. Spring 2012.

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Adaptation Guidance for the 7th Grade Nu-CULTURE Curriculum

Core components are the key elements or defining characteristics of the Nu-CULTURE curricula. To maintain Nu-CULTURE's effectiveness, its core components must be kept intact when it is replicated or adapted. For a list of the Nu-CULTURE core components, please see the *Introduction*.

> **Core content components** are *what* is being taught, specifically the knowledge, attitudes, values, norms, skills, etc. that are addressed in the programs' learning activities and are most likely to change sexual behaviors.
>
> **Core pedagogical components** are *how* the content is taught, such as teaching methods, strategies and interactions that contribute to the program's effectiveness.
>
> **Core implementation components** are the *logistics* that are responsible for an experience conducive to learning, such as program setting, educator/youth ratio, sequence of sessions.

Fidelity is the faithfulness with which Nu-CULTURE is implemented; that is, how well Nu-CULTURE is implemented without comprising its core components which are essential for the program's effectiveness. For fidelity monitoring tools, please see *Appendix G. Fidelity Checklists*.

Risk factors increase the chance of teen pregnancy (e.g., early sexual debut).

Protective factor decrease the chance of teen pregnancy (e.g., parent-child communication).

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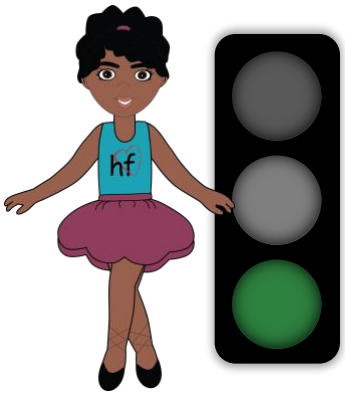
Adaptation Guidance for the 7th Grade Nu-CULTURE Curriculum



Green Light Adaptations[1]

Green Light Adaptation	*Explanation*	*Examples of Appropriate Adaptations*
Updating and/or **customizing statistics**, resources to access health services, and other information specific to your community.	Health statistics, technology, and services change quickly. Using the most up-to-date, relevant information will help your students make the most informed decisions about their sexual and reproductive health.	**Activity 7.6.3** • Including the latest statistics on sexually transmitted infections (STIs). **Activities 7.6.5, 7.7.2** • Including resources available in your community.
Customizing Nu-CULTURE role play scenarios (e.g., using wording more reflective of the youth culture).	As long as the skill being practiced and the topics being addressed stay the same (e.g., peer pressure, refusal skills, etc.), changing the wording, names, and setting of a role play so it's more relevant to the youth you serve can help them participate more fully and personalize the session.	**Activities 7.1.9, 7.2.7, 7.4.9, 7.5.5** • Using local terminology • Using Latino names in a predominately Latino community. • Changing setting to a local hangout.
Making **Nu-CULTURE activities more interactive**, appealing to different learning styles.	As long as the information remains medically accurate and includes everything that would be covered in a session, interactive activities are a good opportunity for youth to practice what they are learning. Also, because individuals learn in different ways – seeing, hearing, and doing – including a variety of teaching methods will maximize and reinforce learning for all participants.	**Session 7.6** • Adding or substituting an information-gathering field trip to a local health center to learn about and available sexual and reproductive health resources.

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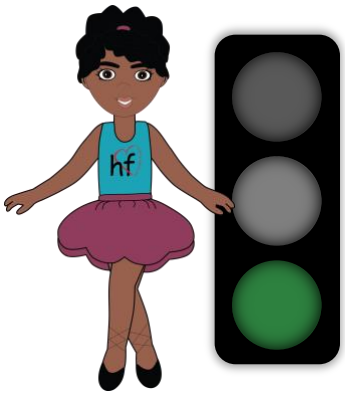
Adaptation Guidance for the 7th Grade Nu-CULTURE Curriculum



Green Light Adaptations[1]

Green Light Adaptation	*Explanation*	*Examples of Appropriate Adaptations*
Tailoring aspects of Nu-CULTURE instructional approaches or activities to youth culture, developmental stage, gender, sexual orientation.[2]	Students can be distracted or turned off by words and images that don't feel familiar or inclusive of them, which can interfere with learning. Customizing an activity so it is more relevant to youth or more inclusive can help them participate more fully, but it is important that the purpose of the activity remains the same.	**Activities 7.1.9, 7.2.7, 7.4.9, 7.5.5** • Using non-gender specific names like Pat, Lee, or Dylan so the activity is inclusive of gay, lesbian, bisexual, and transgender students. **Activity 7.6.4** • Changing STIs presentation to role play to customize lesson. **Sessions 7.5, 7.6** • Add contemporary words/slang like "hooking up" to descriptions of sex.

[2] Kirby D, Laris B, Rolleri L. Sex and HIV Education Programs for Youth: Their Impact and Important Characteristics. Washington DC: Healthy Teen Network. 2006.

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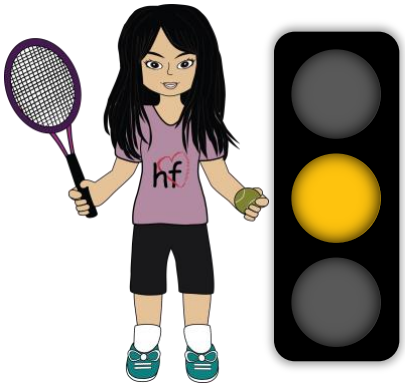
Adaptation Guidance for the 7th Grade Nu-CULTURE Curriculum



Yellow Light Adaptations[1]

Yellow Light Adaptation	*Explanation*	*Examples of Appropriate Adaptations*
Changing the order of Nu-CULTURE sessions or **sequence** of activities.	The Nu-CULTURE sessions and activities are presented in a particular, logical order, with each session building on previous ones. Changing the order of sessions or sequence of activities could decrease youths' ability to understand and master the information and skills being covered. It is important that youth receive basic information, perceive that they are at risk, and develop supporting attitudes, norms, and motivations **before** learning new skills.	Teaching decision-making skills early in a program to groups that may need more practice time. • Implementing **refusal skills (Activities 7.4.8 7.4.9) in an earlier lesson.** Switching the order of a risk perception activity and a basic information activity. • Implementing **Activity 7.7.2 Sexual Offenses in an earlier lesson.**
Adding activities to Nu-CULTURE sessions to **reinforce** learning.	Nu-CULTURE provides a variety of activities that help to convey, reinforce, and personalize learning. Adding activities to reinforce messages may be possible. Although it can be helpful to include additional activities to meet the specific needs of your community, activities should reinforce positive behaviors. Adding too many activities could make Nu-CULTURE too long and create implementation problems.	Adding a short follow up activity in which youth briefly name one thing they learned. Adding a review quiz after a long break. • Using relevant topics from **Activity 7.8.3 to do a review game after a school vacation.** After **Activity 7.4.8** when students practice refusal skills, asking each student to jot down one thing they will do differently next time they are resisting pressure to have sex.

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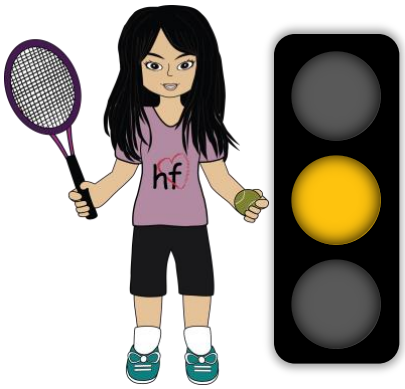
Adaptation Guidance for the 7th Grade Nu-CULTURE Curriculum



Yellow Light Adaptations[1]

Yellow Light Adaptation	*Explanation*	*Examples of Appropriate Adaptations*
Adding activities to Nu-CULTURE sessions to address additional **risk and protective factors**.	Every community is different and there might be a particular risk or protective factor that is important for your population that is not addressed in Nu-CULTURE.	Adding activities that address additional determinants such as "appropriate uses of technology" in a community with youth who are experiencing high levels of sexting or "power in relationships" in a community with youth who are experiencing a high level of dating violence.
Replacing or supplementing Nu-CULTURE videos with other videos. **Replacing or supplementing Nu-CULTURE activities** with videos.	If a video does not seem appropriate, relevant, or current for your students or the circumstances do not permit viewing, another video or interactive activity may be substituted or added. Care must be taken that the new video or activity is culturally appropriate and addresses the same skills/topics as the original.	**Activities 7.4.4, 7.5.5** Replacing audios or videos with newer, more culturally relevant versions. • Including a follow up discussion that updates outdated content or asks students to make suggestions about how a video could be updated. **Activity 7.5.5** • Using a video about perception of risk associated with sexual activity that's instead of an audio.

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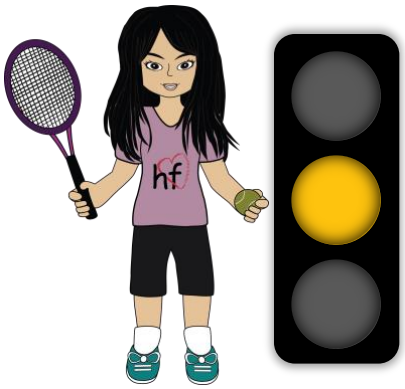
Adaptation Guidance for the 7th Grade Nu-CULTURE Curriculum



Yellow Light Adaptations[1]

Yellow Light Adaptation	*Explanation*	*Examples of Appropriate Adaptations*
Implementing Nu-CULTURE with a **different population** (i.e., ethnic or cultural group).	Nu-CULTURE was developed for a diverse population of White, Hispanic, Asian, and Black youth in Northeastern Massachusetts. Nu-CULTURE can be adapted for use with only one of these groups or other cultural groups, but care must be taken that each activity is reviewed and potentially adapted to be appropriate for the new population.	Adapting activities for a predominantly Native American population. Turning a case scenario set in an urban environment into one set in a rural environment.
Implementing Nu-CULTURE in a **different setting** (i.e., clinical setting, community organization	Nu-CULTURE was developed for implementation in the middle school classroom setting. Each session is designed to be completed in 50 minutes with approximately 30 students. It can be adapted for other settings and size groups. Take care that each activity is reviewed and potentially adapted to be appropriate for the new setting and group size.	Combining sessions to fit a longer period in a community setting or substituting similar activities designed to meet the same objectives with a larger group.

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Adaptation Guidance for the 7th Grade Nu-CULTURE Curriculum

Red Light Adaptations[1]

Red Light Adaptation	*Explanation*	*Examples of Appropriate Adaptations*
Shortening the Nu-CULTURE program.	Each risk and protective factor addressed in Nu-CULTURE is addressed by multiple activities. Reducing the number of activities may have a negative effect on behavioral outcomes.	Shortening the Nu-CULTURE program to less than 8 days or the sessions to less than 50 minutes would not give youth sufficient time to absorb the information and practice new skills.
Reducing or eliminating Nu-CULTURE activities that allow youth to **personalize risk**.	Nu-CULTURE has activities that help youth personally understand the risks they face. Personalization of topics are key components of the health behavior change theories on which Nu-CULTURE is based. Reducing or eliminating these activities would undermine one of the main ways Nu-CULTURE achieves.	Removing **Activities 7.4.9, 7.5.4, 7.5.5** which allows youth to explore decision-making and consequences for risky decisions.
Reducing or eliminating opportunities for **skill practice**.	Knowledge alone is not enough to change behavior. Behavior change requires repeated practice, often with the support and feedback of the educator.	**Removing role play Activity 7.4.9** designed to give youth an opportunity to practice skills.
Contradicting, competing with, or diluting **Nu-CULTURE goals.**	Nu-CULTURE is designed to address specific health goals. If you add additional goals, they may start to compete with, or in some cases, contradict, Nu-CULTURE's goals.	Adding a goal to reduce gang violence to the Nu-CULTURE program designed to delay sexual activity and reduce teen pregnancy. While reducing gang violence is a significant goal on its own, it is not a modest addition to Nu-CULTURE.

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Adaptation Guidance for the 7th Grade Nu-CULTURE Curriculum

Red Light Adaptations[1]

Red Light Adaptation	*Explanation*	*Examples of Appropriate Adaptations*
Minimizing or eliminating strategies built into the Nu-CULTURE curriculum that promote effective **classroom management**.	One of the characteristics of Nu-CULTURE is that it includes activities and strategies that promote youth to get and stay on task (e.g., Group Rights and Responsibilities). Managing the classroom is critical to creating a safe environment and keeping the lessons moving in a timely manner.	**Eliminating Activity 7.1.3. Group Rights & Responsibilities.**
Replacing **interactive Nu-CULTURE activities** with lectures or individual work.	Interactive activities such as group discussion, games, role plays, and small group work are an integral reaching component of Nu-CULTURE and should not be replaced by more passive, individual activities.	Eliminating **Activities 7.4.9, 7.5.4, 7.5.5** or substituting them with written assignments. Assigning discussion questions as homework. Lecturing instead of leading a discussion.

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