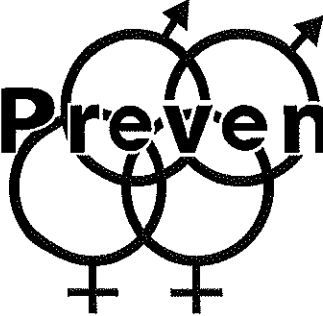


NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

# Positive Prevention *Plus*



## Sexual Health Education for America's Youth

Middle School and Community Settings



STUDENT WORKBOOK  
2018 Edition

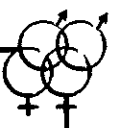
This curriculum includes the required lesson topics  
as outlined in the California's Education Code  
(EC) Section 51930-51939 pertaining to HIV/AIDS  
prevention education and comprehensive sexual  
health education.

UNAUTHORIZED USE OF THE  
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# A Letter to Parent(s) or Other Trusted Adults Working with this Student

Students are about to begin an 14-day sequence of lessons entitled *Positive Prevention PLUS*. These lessons have been created to **reduce the risk of becoming infected with HIV/AIDS and other sexually transmitted diseases (STDs)**, and also to **reduce the risk of an unplanned teen pregnancy**.

*Positive Prevention PLUS* has been thoroughly reviewed by the California Department of Education, the federal Office of Adolescent Health, and your school district administration. The lessons are written in compliance with California Education Codes 51930 – 51939, and are aligned with the *California Health Framework (2018)*.

This student has identified you as a valuable and important resource for these lessons. Each lesson features a student worksheet, as well as a “Lesson Wrap-Up” in which students are assigned to interview their parent(s) or another trusted adult about that day’s lesson topic.

Your advice and guidance to the student is critical to the success of these lessons. By participating, you will also have the opportunity to communicate your personal, family, or cultural values and beliefs to this student about critical issues related to HIV/AIDS, STIs, and teen pregnancy prevention.

We thank you in advance for contributing to this student’s health education during the next few weeks. Please feel free to contact the student’s teacher if you have any questions about this curriculum.

MSWB18-r020520





## **Guidelines for Parents for Talking with Children or Teens about Sexuality**

### **Be Honest**

When talking about sexuality, it is best to be honest—not just about the facts of life but about your feelings, attitudes, ignorance, and ambivalence. Children and teens can understand that learning about sexuality is a lifelong process. Adults are still learning too.

### **Use Teachable Moments**

There are many opportunities each day to talk about sexuality. Sexual issues are raised by films, pop music, graffiti, magazines, T.V., etc. When a sexual issue is opened for us by one of these media, we can use the chance to ask an open-ended question, begin a discussion, or make a statement of information or value.

### **Make A Distinction Between Facts And Opinions**

It is important for us to clearly label what we are saying as either fact, opinion or belief. It is important to state our own belief or value because teens and children need to know that values are important to us; but we also need to acknowledge that other people may have different values. There is very little consensus in this culture about many controversial issues in sexuality—and the more controversial the issue, the more uncomfortable we are and the more likely we are to state our opinions as though they were fact. Talk about the range of values, and basing safe and healthy decisions on these values.

### **Don't Hesitate To Set Limits**

It is important to know what your own bottom line is: identify for yourself what you can accept; what you have difficulty accepting but can tolerate or work on; and what you absolutely cannot accept. Communicate these limits to the professionals with whom you work and with the rest of your family—foster care children as well as natural children. When working with teens, see if you can negotiate limits, encouraging communication, feedback, and flexibility. But once a limit is set, stick to it until it is re-negotiated.

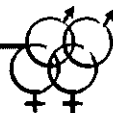
### **Learn All You Can About Sexuality**

We as adults are still learning and growing regarding sexuality. New information is being discovered all the time. We need to take the time to read, think, talk, and learn so we can be more effective with our children and teens, and also for our growth and learning.

### **Take Some Time For You**

Many of us haven't had the time to really think about our own sexual values and attitudes so when we try to communicate them, it's confusing. Take the time to think.



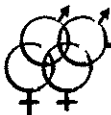


# Daily Check List of Assignments for Parents/Trusted Adults

**DIRECTIONS** Each day for the next fourteen days, your son/daughter is assigned to share and discuss a variety of lesson topics and worksheets with you. **Please initial each day to signify that you have reviewed and discussed the assignment with your son/daughter. Thank you.**

<b>GETTING STARTED</b> Group Agreements, Lesson Wrap-Up, Pre-Test	<b>LESSON 7</b> <b>MYTHS and STEREOTYPES</b> <b>ABOUT HIV INFECTION</b> Lesson Wrap-Up
<b>LESSON 1</b> <b>UNDERSTANDING CHANGE</b> Sexual Development (Male/Female), Lesson Wrap-Up	<b>LESSON 8</b> <b>THE HIV/AIDS EPIDEMIC</b> Lesson Wrap-Up
<b>LESSON 2</b> <b>EXPLORING FRIENDSHIPS</b> Friendship Inventory, Liking vs. Loving, My Activity Planner, Lesson Wrap-Up	<b>LESSON 9</b> <b>PREVENTING SEXUALLY</b> <b>TRANSMITTED INFECTIONS</b> STI worksheet and Lesson Wrap-Up
<b>LESSON 3</b> <b>BULLYING and ABUSE</b> Protect Yourself, Lesson Wrap-Up	<b>LESSON 10</b> <b>RECOGNIZING and</b> <b>REDUCING RISK</b> Red Light Green Light, Lesson Wrap-Up
<b>LESSON 4</b> <b>HUMAN TRAFFICKING</b> What Would You Do?, Lesson Wrap-Up	<b>LESSON 11</b> <b>PEER and MEDIA PRESSURE</b> Sample Pressure Lines, Personal Escape Plan, Lesson Wrap-Up
<b>LESSON 5</b> <b>PREVENTING AN</b> <b>UNPLANNED PREGNANCY</b> How Do You Do Abstinence?, Lesson Wrap-Up	<b>LESSON 12</b> <b>HIV/STD TESTING and</b> <b>COMMUNITY RESOURCES</b> Lesson Wrap-Up
<b>LESSON 6</b> <b>TEEN PREGNANCY:</b> <b>CHOICES and RESPONSIBILITIES</b> Making Healthy Decisions, Lesson Wrap-Up	<b>LESSON 13</b> <b>GOAL-SETTING</b> Goal Setting, Personal Contract, Lesson Wrap-Up, Post-Test





# Group Agreements

1.

2.

3.

4.

5.

6.

7.

8.

**I agree to follow  
these Group Agreements  
during our lessons on sexual health.**

SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_





# The Sexual Health of Teens

**39.2%** The percent of U.S. teens who report ever having sexual intercourse.

**20.7%** The percent of U.S. teens who are currently sexually active.

**53.8%** The percent of U.S. teens who report using a condom during their last episode of sexual intercourse.

**13.8%** The percent of U.S. teens who report using no method of birth control at last episode of sexual intercourse.

**194,000** The number of U.S. teens who give birth each year.

**10,000,000** The number of new STI cases each year in the U.S. among young adults ages 15-24.

## How could teen sexual health be improved?

\*[https://www.cdc.gov/nchs/data/series/sr\\_23/sr23\\_031.pdf](https://www.cdc.gov/nchs/data/series/sr_23/sr23_031.pdf) \*\* [www.cdc.gov/teenpregnancy/about/index.htm](http://www.cdc.gov/teenpregnancy/about/index.htm) \*\*\*[www.hhs.gov/ash/oah/adolescent-health-topics/reproductive-health/stds.html](http://www.hhs.gov/ash/oah/adolescent-health-topics/reproductive-health/stds.html)





NAME \_\_\_\_\_

# Getting Started Wrap-Up

## Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today's lesson by answering the following True-False questions.

- T F More than half the teens in the US are sexually active.
- T F It can be difficult to talk about sexual health because this topic is associated with being "normal" or "not normal."
- T F Group agreements include protecting another student's privacy when statements are made during class.

## Part II. Ask a Friend

**DIRECTIONS** Turn to a partner and tell them the most important thing you learned during this lesson.

## Part III. Ask Yourself

**DIRECTIONS** How positive are you that you can follow the group agreements? Circle your answer below.

*Not Positive*

*Very Positive*

1      2      3      4      5

## Part IV. Ask a Parent or Trusted Adult

**DIRECTIONS** Discuss/review with your parent(s) or trusted adult your **Group Agreements** and **Lesson Wrap-Up** worksheets and student **Pre-Test** and **ask them** in what grade did they receive sex education.

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





NAME \_\_\_\_\_

# Positive Prevention *PLUS* Student Pre-Test

**DIRECTIONS** Read each statement and circle whether you Agree, Disagree, or Don't Know.

Agree	Disagree	I don't know	1. A good friendship involves honesty, openness, flexibility, and communication.
Agree	Disagree	I don't know	2. In most states, a newborn infant can be safely surrendered within 72 hours of being born.
Agree	Disagree	I don't know	3. When making important decisions, it is important to evaluate your options, seek advice from reliable resources, and take responsibility for your decisions.
Agree	Disagree	I don't know	4. Using PEP or PrEP can reduce the chances of becoming infected for a person exposed to HIV.
Agree	Disagree	I don't know	5. You should not develop friendships with people who are overly controlling, possessive, threatening, and/or abusive.
Agree	Disagree	I don't know	6. Contraception can greatly reduce the risk of unintended pregnancy when used consistently and correctly.
Agree	Disagree	I don't know	7. Everyone has the same sexual orientation and gender identity.
Agree	Disagree	I don't know	8. Sexual harassment is when you make someone else feel bad or uncomfortable because of something (sexual) you say or do.
Agree	Disagree	I don't know	9. It is important for all individuals to get regular check-ups and receive health care if needed.
Agree	Disagree	I don't know	10. Sexual abstinence is the only 100% effective method for preventing pregnancy and the spread of sexually transmitted infections (STIs).
Agree	Disagree	I don't know	11. Antiretroviral therapy (ART) can keep HIV-infected persons healthy for many years, and greatly reduces their chance of transmitting HIV to their sexual partner(s).
Agree	Disagree	I don't know	12. It is possible for a person to have an STI and have NO symptoms.
Agree	Disagree	I don't know	13. Many methods of birth control do not protect against HIV/STIs.





Agree	Disagree	I don't know	14. I am confident that I can make good decisions about delaying sex, even if I am being pressured by others.
Agree	Disagree	I don't know	15. I know how and where to find accurate and reliable sexual health information and sexual health services.
Agree	Disagree	I don't know	16. Partners must agree to the sexual behaviors they engage in ("yes means yes").
Agree	Disagree	I don't know	17. Sometimes hormonal changes during puberty can cause anger and sadness.
Agree	Disagree	I don't know	18. An unplanned pregnancy or getting a sexually transmitted infection would interfere with my life plans and goals.
Agree	Disagree	I don't know	19. For a person who is sexually active, a condom is most effective in preventing both HIV/STIs and pregnancy, if it is used consistently and correctly.
Agree	Disagree	I don't know	20. Sex trafficking involves forcing a minor to have sex for money and other benefits, and is illegal.

What are some things you would like to learn in this unit?

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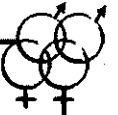
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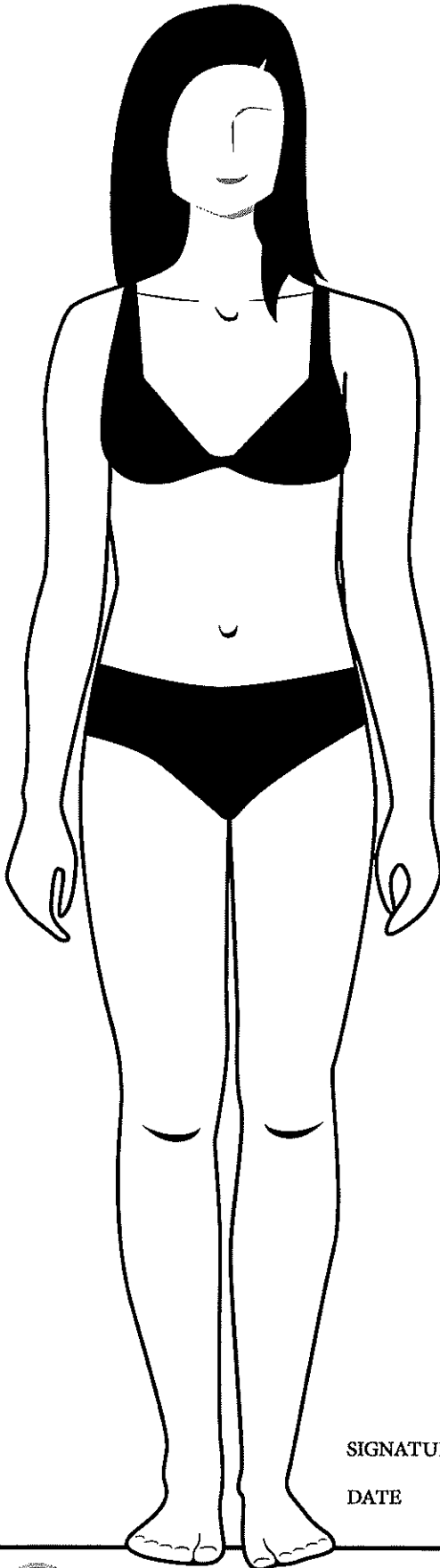
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SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





# Sexual Development



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SIGNATURE

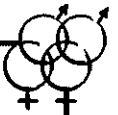
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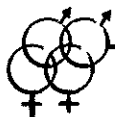
# Understanding the Terms

Human sexuality is a combination of three distinct components.

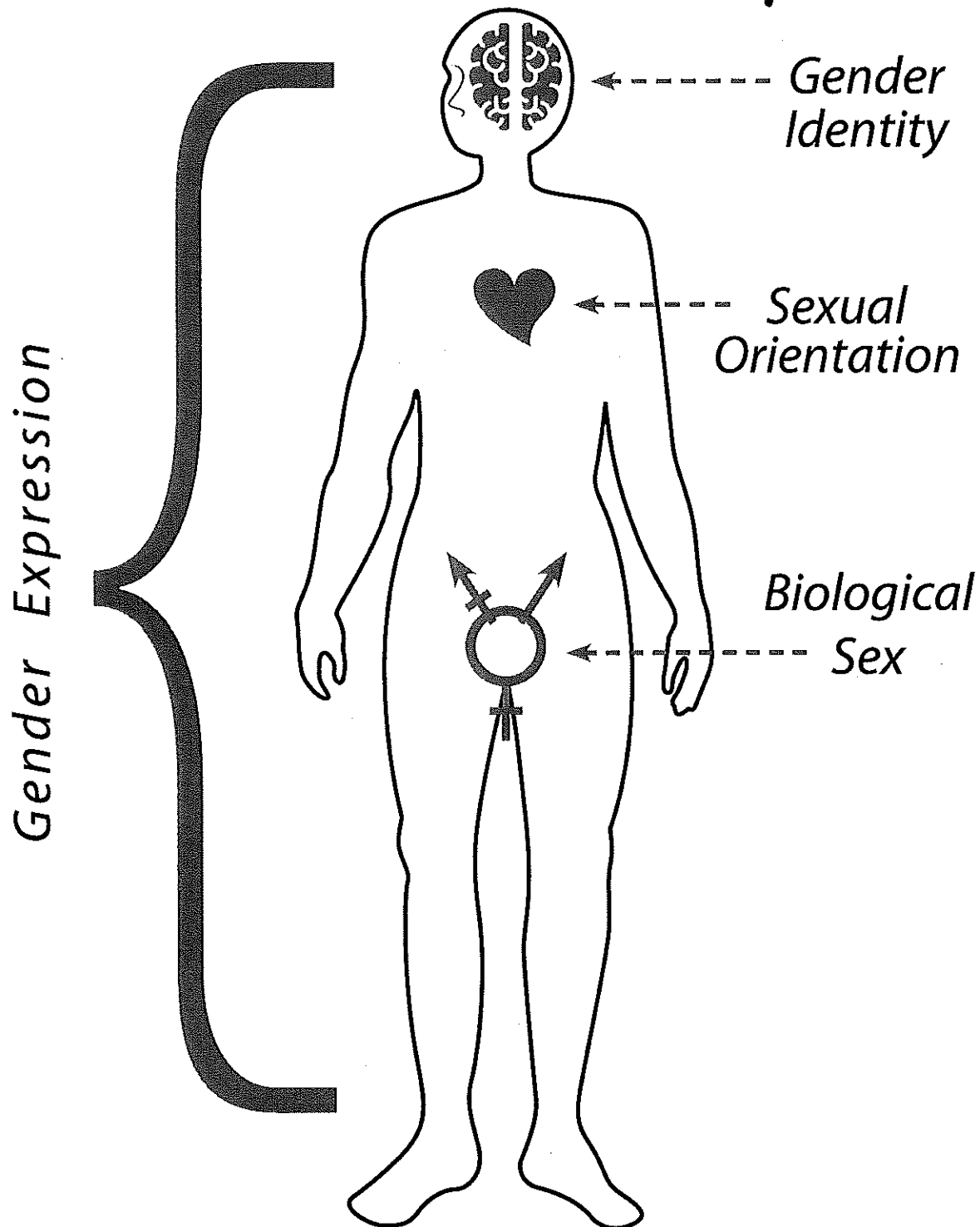
- **Biological Sex:** A term used to denote whether an individual is male or female, as determined by a physician or other medical professional at the time of birth. This designation is often made solely based upon an examination of an infant's genitals, but may also involve chromosomes and gonads (ovaries or testicles). Related term: *intersex*.
- **Gender:** Attitudes, feelings, characteristics, and behaviors that a given culture associates with being male or female and that are often labeled as "masculine" or "feminine." Related terms include: *gender role, gender non-conformity, gender identity, cisgender, transgender, gender expression, gender binary, gender expansive*.
- **Sexual Orientation:** A person's enduring romantic or sexual attraction to people of another and/or same gender. Common terms used to describe sexual orientation include, but are not limited to: *heterosexual, lesbian, gay, and bisexual*.

**Biological sex, gender, and sexual orientation vary with each individual. It is important to respect differences and appreciate diversity.**





# The Many Dimensions of Human Sexuality



Adapted from: Cristina González, Vanessa Prell, Jack Rivas, and Jarrod Schwartz.





# **LGBTQ Bias and its Effects**

**Most LGBTQ students have experienced harassment and discrimination at school.**

- Over 8 in 10 experience verbal harassment.
- Nearly two-thirds experience LGBTQ discrimination.
- Due to feeling unsafe, or uncomfortable, nearly a third miss at least one day of school each month.

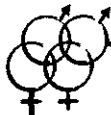
**Hostile school climates negatively affect LGBTQ students' educational outcomes and mental health.**

- LGBTQ students who are victims are twice as likely to NOT go on to college.
- LGBTQ students have lower GPAs, lower self esteem, and higher levels of depression.

**School staff often fail to intervene when they hear these remarks at school.**

**Associated problems include family rejection, homelessness, employment discrimination, homicide, and suicide.**





NAME \_\_\_\_\_

# Lesson 1 Wrap-Up

## Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today's lesson by answering the following True-False questions.

- T F "Sexual orientation" and "gender identity" mean the same thing.
- T F Changes during puberty include hormone production, the appearance of body hair, and body odor.
- T F It is important to respect differences and appreciate diversity because gender role, gender identity, and sexual orientation vary with each individual.

## Part II. Ask a Friend

**DIRECTIONS** Turn to a partner and tell them the most important thing you learned during this lesson.

## Part III. Ask Yourself

**DIRECTIONS** How positive are you that you can be non-judgmental regarding other people's sexual orientation and gender roles?  
Circle your answer below.

*Not Positive*

*Very Positive*

1      2      3      4      5

## Part IV. Ask a Parent or Trusted Adult

**DIRECTIONS** Discuss/review with your parent(s) or trusted adult your **Sexual Development** and **Lesson Wrap-Up** worksheets from this lesson and **ask them** at what age they started seeing changes in their bodies.

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_







NAME \_\_\_\_\_

# Friendship Inventory

**DIRECTIONS** Based on the class discussion of high-quality friendships, complete the list of characteristics needed. Then rate yourself on each characteristic by placing a “yes”, “no”, or “sometimes” next to each one.

Characteristics and Skills	Do I Have These?	1*	2**
Closeness			
Commitment			
Honesty			
Communication			
Understanding			
Empathy			
Flexibility			
Forgiveness			
Fun			

1\* = Ask a close friend to place a check mark if they think you have that skill or characteristic.

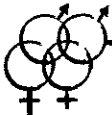
2\* = Ask a trusted adult to place a check mark if they think you have that skill or characteristic.

On the back of this worksheet, write down several ways you could improve your own relationships with others.

**Friendship/relationship skills can be learned  
and improved through experience and practice!**

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





NAME \_\_\_\_\_

# Liking vs. Loving

**DIRECTIONS** List items that apply to the following categories:

<b>I Like...</b> (Examples: music, sleeping late, a certain movie, a friend, etc.)	<b>I Love...</b> (Examples: a pet, a family member, lifelong friend, etc)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
<b>How does it feel to like something or someone?</b>	<b>How does it feel to love something or someone?</b>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
<b>How can I show someone I like them?</b>	<b>How can I show someone I love them?</b>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_



NAME \_\_\_\_\_



# Activity Planner

**Step 1. What activity would you like to do with a friend?**

Day: \_\_\_\_\_ Start time: \_\_\_\_\_ End Time: \_\_\_\_\_

**Describe the activity completely:**

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**Is this activity:** Safe? Yes ☐ No ☐ Healthy? Yes ☐ No ☐ Legal? Yes ☐ No ☐

**Step 2. Share your idea with a classmate, and agree upon an activity you both would enjoy doing.**

Day: \_\_\_\_\_ Start time: \_\_\_\_\_ End Time: \_\_\_\_\_

**Describe the activity completely:**

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**Is this activity:** Safe? Yes ☐ No ☐ Healthy? Yes ☐ No ☐ Legal? Yes ☐ No ☐

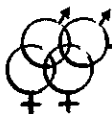
**What friendship skills can be developed by doing this activity?**

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SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





NAME \_\_\_\_\_

## Lesson 2 Wrap-Up

### Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today's lesson by answering the following True-False questions.

- T      F      Friendship involves trust, honesty, and communication.
- T      F      The skills and characteristics needed for a high-quality friendship are the same skills and characteristics needed in a committed long-term relationship or marriage.
- T      F      Both liking and loving involve understanding another person's feelings.

### Part II. Ask a Friend

**DIRECTIONS** Turn to a partner and tell them the most important thing you learned during this lesson.

### Part III. Ask Yourself

**DIRECTIONS** How positive are you that you can form safe and healthy friendships with others? Circle your answer below.

*Not Positive*

*Very Positive*

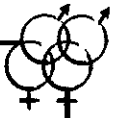
1      2      3      4      5

### Part IV. Ask a Parent or Trusted Adult

**DIRECTIONS** Discuss/review with your parent(s) or trusted adult your completed **Friendship Inventory**, **Liking vs. Loving**, **Activity Planner** worksheets from this lesson and **ask them** about their best friend in school and the activities that they planned and participated in together.

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





# Yes Means Yes!

- Affirmative consent must be given by sexual partners during the progression of sexual activity.
- The absence of NO can no longer be interpreted as YES.
- Consent given by an impaired (drunk, high) partner does not qualify as a YES.

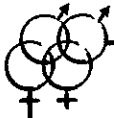
## **To report unwanted sex and assault:**

- Tell your school counselor, school nurse, or social worker.
- Contact your local police or sheriff.

## **For additional support:**

- Call National Sexual Assault Hotline:  
1 (800) 656-HOPE (4673)
- Go to [hotline.rainn.org](http://hotline.rainn.org).





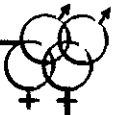
# Internet Safety

- Do not visit pornographic websites.
- Do not participate in chat rooms where sexual or militant content is discussed.
- Do not start a relationship with a stranger online.

## Sexting

- Sexting is the sending of nude pictures of yourself or others by phone or internet.
- Sexting is against the law and punishable by a school suspension, a fine, or being charged with a felony for creating and distributing pornography.
- A conviction can result in being labeled a sex offender and not being able to apply for some jobs.



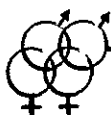


# Ground Rules for Using Social Media

- Ask permission before using the internet.
- Tell a trusted adult if anyone online requests personal information or a photograph.
- Share friendships made online with a trusted adult.
- Never agree to meet someone in person who you have only talked to online without asking a trusted adult for permission, and to go with you.
- Tell a trusted adult if anything online makes you feel uncomfortable or scared.
- Do not respond to messages that are mean or rude.
- Do not send rude or inappropriate messages.
- Understand that what you say or do online impacts yourself and others.

**WARNING!** If you are spending hours and hours each day on social media, you may be addicted! Seek help from a parent or counselor.





NAME \_\_\_\_\_

# Protect Yourself

**DIRECTIONS** A healthy relationship is honest, equal, respectful, and responsible. Some people have identified the behaviors listed in the chart below as **warning signs** that a relationship is not honest, equal, respectful, and responsible. Check what you would probably do in each of the following situations.

Imagine Someone:	You Would Probably:			
	Do nothing	Discourage behavior	Seek help	End relationship
1. Makes negative comments about your clothes, body, or hair.				
2. Always decides where you will go together or what you should do.				
3. Puts you down in public.				
4. Asks you to send them nude pictures of yourself.				
5. Offers you alcohol or other drugs.				
6. Gets angry when you spend time with others.				
7. Asks you to help them bully another student.				
8. Hits you and then apologizes.				
9. Touches you inappropriately.				
10. Encourages you to join a chat room on a sex-related website.				

Adapted from *Unequal Partners*, 2<sup>nd</sup> Ed. Sue Montfort and Peggy Brick, Planned Parenthood of Greater Northern New Jersey, 2000.

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





NAME \_\_\_\_\_

## Lesson 3 Wrap-Up

### Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today's lesson by answering the following True-False questions.

- |   |   |   |
|---|---|---|
| T | F | If you are being bullied, you should do nothing and hope they stop.               |
| T | F | Unhealthy relationships involve open communication, mutual respect, and consent.  |
| T | F | Talking about other people's breasts and genitals is a form of sexual harassment. |

### Part II. Ask a Friend

**DIRECTIONS** Turn to a partner and tell them the most important thing you learned during this lesson.

### Part III. Ask Yourself

**DIRECTIONS** How positive are you that you can protect yourself from unsafe situations? Circle your answer below.

*Not Positive*

*Very Positive*

1            2            3            4            5

### Part IV. Ask a Parent or Trusted Adult

**DIRECTIONS** Discuss/review with your parent(s) or trusted adult your completed **Protect Yourself** and **Lesson Wrap-Up** worksheets from this lesson and ask them about how you should handle bullying or inappropriate sexual advances.

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





NAME \_\_\_\_\_

# What Would You Do?

**DIRECTIONS** Put a check in the box (or boxes) to indicate what you would do in the following situations.

What would you do if...	Ignore the situation	Discourage behavior	Call the human trafficking hotline	Report to an adult
1. You notice that the neighbors have a young "housekeeper" who is very fearful to talk with people.				
2. Your friend asks you to go with them to "make some easy money" with their older cousin.				
3. You notice a man at the bus stop who tries to get young girls to go for a ride with him.				
4. Your little brother tells you about being asked to go to a hotel with a stranger.				
5. You notice that your older sister is having constant cellphone communication with multiple men.				
6. Your friend tells you about talking with a stranger online who now wants to meet them at a hotel.				

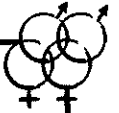
## If you or someone you know is a victim of human trafficking:

- Tell your teacher, school nurse, or counselor.
- Call 911 or contact the police.
- Call the National Human Trafficking Hotline 1-888-373-7888.
- Call the National Runaway Hotline 1-800-RUNAWAY or go to: [www.1800runaway.org](http://www.1800runaway.org).

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_



NAME \_\_\_\_\_



## Lesson 4 Wrap-Up

### Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today's lesson by answering the following True-False questions.

- T      F      Human trafficking includes both labor trafficking and sex trafficking.
- T      F      Child sex traffickers often "befriend" their victims by acting like their boyfriend, or like they really care about them.
- T      F      Runaways and victims of sex trafficking can call 1-800-RUNAWAY for help.

### Part II. Ask a Friend

**DIRECTIONS** Turn to a partner and tell them the most important thing you learned during this lesson.

### Part III. Ask Yourself

**DIRECTIONS** How committed are you to reporting any human trafficking you become aware of? Circle your answer below.

*Not Committed*

*Very Committed*

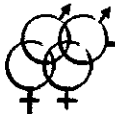
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### Part IV. Ask a Parent or Trusted Adult

**DIRECTIONS** Share your completed **What Would You Do?** and **Lesson Wrap-Up** worksheets from this lesson with your parent(s) or trusted adult and **ask them** what they would do if they suspected that someone was being trafficked.

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





# What Are The Types of Birth Control?

- **Barrier methods** prevent the sperm from reaching the egg and include external condoms, internal condoms, diaphragms, cervical caps, sponge, and spermicide.
- **Hormonal methods** prevent pregnancy by interfering with ovulation, fertilization, and/or implantation of the fertilized egg and include oral contraceptives, patch, hormonal injections, and vaginal ring (NuvaRing).
- **Over-the-counter methods** can be purchased without a prescription. (condoms, sponges, spermicidal foam or gel, emergency contraception)
- **Prescription contraceptive methods** require a doctor's prescription.

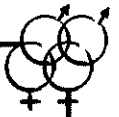
## What Is Emergency Contraception?

Just like regular birth control pills, emergency contraception can prevent pregnancy by preventing the release of an egg.

## Worried You Might Be Pregnant?

- **If you've had unprotected sex** within the last 5 days, it's not too late. You can do something NOW to prevent pregnancy.
- **Emergency contraception** is often called the "morning after pill." It works best when started right away, and no later than 3-5 days after sex.
- **Act quickly. Don't wait.** Visit your pharmacy or public health clinic to get emergency contraception. In all states, people at any age can purchase some type of emergency contraceptive pills over-the-counter without parental consent and without a prescription.





NAME \_\_\_\_\_

# How Do You DO Abstinence?

- Think of abstinence as a VERB.
- It's how you handle relationships without having sexual contact (anal, oral, vaginal, or digital).

**Step 1: Imagine someone has decided to be abstinent. Create your own definition (description) of what it means to be sexually abstinent.**

Being sexually abstinent means:

---

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---

---

**Step 2: After creating a definition for what it means to be sexually abstinent, list reasons why being abstinent is important for you and your future.**

Reasons why I want to be sexually abstinent:

---

---

---

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**Step 3: Brainstorm a list of all the safe, healthy, and legal activities you can do with someone without having sexual contact with them.**

Activities that support our being abstinent are:

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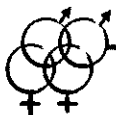
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SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





NAME \_\_\_\_\_

## Lesson **5** Wrap-Up

### Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today's lesson by answering the following True-False questions.

- T      F      Sexual abstinence is the only certain way to prevent an unplanned pregnancy and to prevent an STI or HIV infection.
- T      F      Planning if and when to have children is part of planning your life.
- T      F      In many states, teens can access free or low-cost reproductive health services.

### Part II. Ask a Friend

**DIRECTIONS** Turn to a partner and tell them the most important thing you learned during this lesson.

### Part III. Ask Yourself

**DIRECTIONS** How committed are you to preventing an HIV/STI infection and an unplanned pregnancy? Circle your answer below.

*Not Committed*

*Very Committed*

1

2

3

4

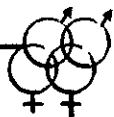
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### Part IV. Ask a Parent or Trusted Adult

**DIRECTIONS** Discuss/review with your parent(s) or trusted adult your completed **How Do You Do Abstinence?** and **Lesson Wrap-Up** worksheets from this lesson and ask **them** about your family's values and beliefs regarding sexual activity.

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





# Prenatal Care and Parenting

## Requires:

- a healthy diet and exercise
- no alcohol, tobacco, secondhand smoke, or other drug use including marijuana
- regular check-ups including screenings, counseling, and immunizations
- attending childbirth classes
- taking a parenting class
- enrolling in home-based programs or new parent counseling sessions to improve your parenting skills
- controlling your own emotions (and violent tendencies)
- finding good childcare
- providing a safe and loving home
- providing regular health care





# Alternatives to Keeping the Baby

## The Safe Surrender (Safe Haven) Law

---

- Either birth parent can surrender the infant within 72 hours of its birth.
- Hospitals and fire departments are “safe surrender sites.” In some counties, so are police stations.
- The parent does not have to give out personal information; if the surrendering parent chooses to give his/her name, it will be *confidential* (kept in a private file).

## Adoption

---

- The decision to place an infant for adoption is not easy.
- A young parent may be able to move forward with the adoption without the other birth parent’s consent.
- The adoptive family may be at the hospital while the baby is being born.
- The birth parent(s) may be able to know about the infant’s health and well-being after the adoption.

## Abortion

---

- In California, minors can access abortion without parental notification or consent. Laws regarding abortion vary from state to state.
- Abortion is a very safe procedure if done with proper medical care.
- A pregnancy can be terminated through medication up to 10 weeks after the last menstrual period, or through other procedures to empty the uterus later in the pregnancy if necessary for health reasons.







NAME \_\_\_\_\_

# Making Healthy Decisions

**Step 1: When is a person or couple ready to have a child(ren)?**

\_\_\_\_\_  
\_\_\_\_\_

**Step 2: List Possible Options**

1. *While in high school.* \_\_\_\_\_
2. *After high school, with a minimum wage job (s).* \_\_\_\_\_
3. *During college, with a part-time job (s).* \_\_\_\_\_
4. *After college with a higher paying job (s).* \_\_\_\_\_
5. *Some people may choose not to have children.* \_\_\_\_\_

**Step 3: Evaluate Each Option**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Step 4: List Resources**

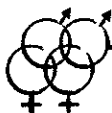
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Step 5: Make the decision. What do you feel they ought to do?**

**Step 6:**  
**Act on the decision, take responsibility for it, and re-examine it.**

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





NAME \_\_\_\_\_

## Lesson 6 Wrap-Up

### Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today's lesson by answering the following True-False questions.

- T F Three alternatives to raising a child include safe surrender, adoption, and abortion.
- T F When making an important decision, it is critical to explore your options, and consider the pros and cons of each option.
- T F When making an important decision, it is not important to seek advice from your parent(s) or trusted adults.

### Part II. Ask a Friend

**DIRECTIONS** Turn to a partner and tell them the most important thing you learned during this lesson.

### Part III. Ask Yourself

**DIRECTIONS** How positive are you that you will use the decision-making model in this lesson when making important decisions in your life?  
Circle your answer below.

*Not Positive*

*Very Positive*

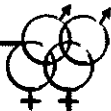
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### Part IV. Ask a Parent or Trusted Adult

**DIRECTIONS** Share/discuss with your parent(s) or a trusted adult your completed **Making Healthy Decisions** and **Lesson Wrap-Up** worksheets from this lesson and ask them what were some important decisions they needed to make in their lives and how did they go about making their decision.

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





**PERSONAL  
TRAIT**

**SPECIAL  
SKILL**

**SPECIAL  
PERSON**

**FUTURE  
PLAN**





NAME \_\_\_\_\_

# Lesson 7 Wrap-Up

## Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today's lesson by answering the following True-False questions.

- T F Being infected with HIV can cause emotional, social, and physical problems.
- T F Families facing a serious medical problem may need help and support from their friends and neighbors.
- T F If a person is infected with HIV, it is always his or her own fault.

## Part II. Ask a Friend

**DIRECTIONS** Turn to a partner and tell them the most important thing you learned during this lesson.

## Part III. Ask Yourself

**DIRECTIONS** How committed are you to showing compassion for people with a serious illness including HIV? Circle your answer below.

*Not Committed*

*Very Committed*

1

2

3

4

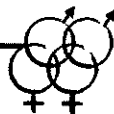
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## Part IV. Ask a Parent or Trusted Adult

**DIRECTIONS** Discuss/review with your parent(s) or a trusted adult your completed **Lesson Wrap-Up** worksheet from this lesson and **ask them** how they would **feel** if they found out that a friend or family member was infected with HIV, and what they would **do** if they found out that a friend or family member was infected with HIV.

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





NAME \_\_\_\_\_

# STI/HIV/AIDS Definitions

**S**

\_\_\_\_\_

**T**

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**I**

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**H**

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**I**

\_\_\_\_\_

**D**

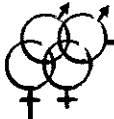
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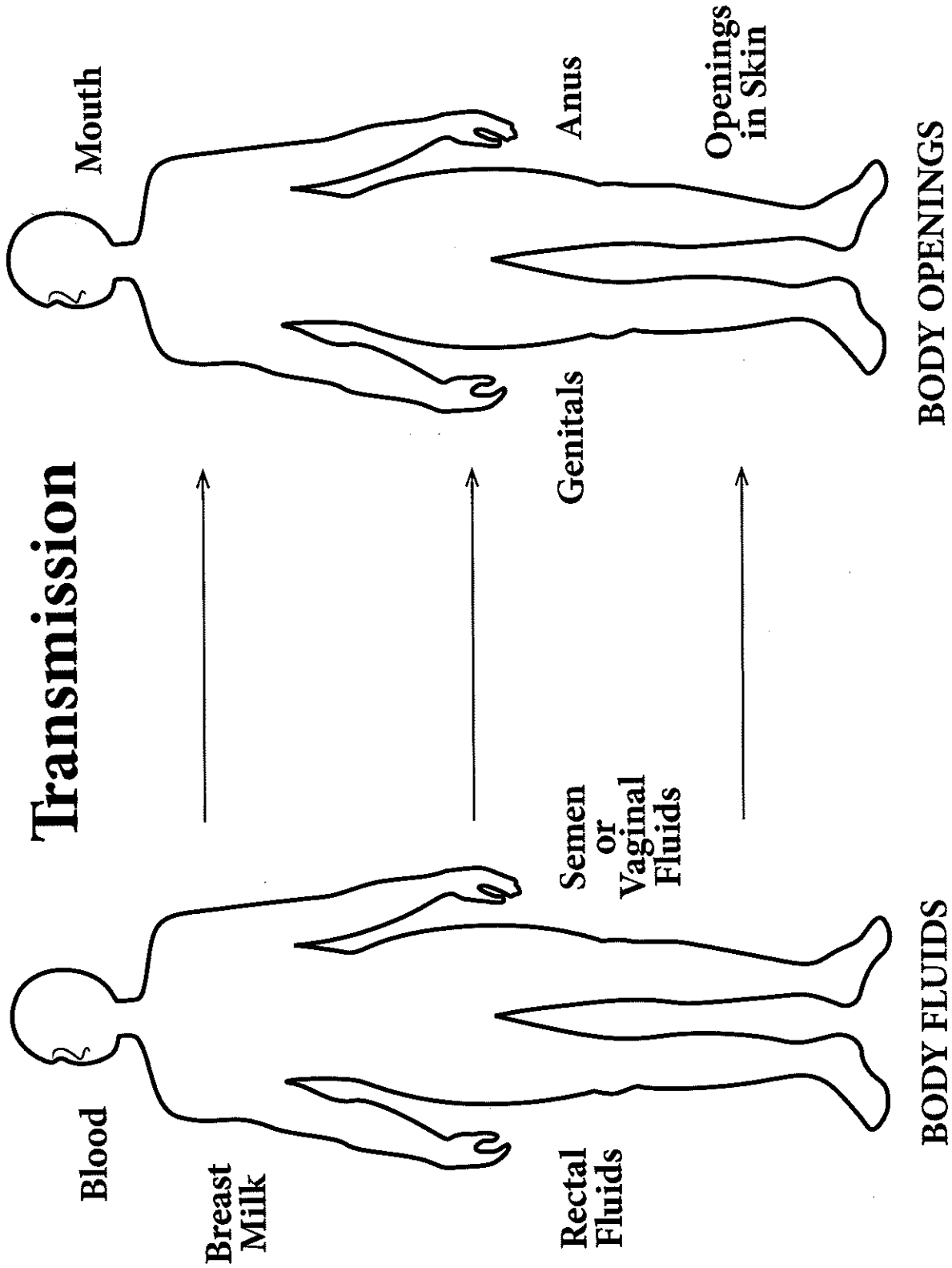
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SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





# HIV Transmission





# Antiretroviral Therapy (ART)

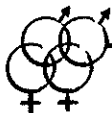
- HIV is a type of virus called a **retrovirus**.
- The treatment for HIV/AIDS infection is called **Antiretroviral Therapy (ART)**.
- Antiretroviral drugs can also be given to prevent someone from acquiring HIV after being exposed to it. This is called post-exposure prophylaxis (**PEP**).
- ART is a long-term treatment to keep an infected person healthy for many years, and greatly reduces that person's chance of transmitting HIV to his or her partner(s) if taken consistently and correctly. Pre-exposure prophylaxis, or **PrEP**, is a way for people who do not have HIV but who are at substantial risk of getting it to prevent HIV infection by taking a pill every day.

**None of these medicines or condoms are 100% effective, but using them together provides the greatest chance of avoiding an HIV infection.**

(Source: <http://www.cdc.gov/actagainstaids/campaigns/hivtreatmentworks/stayincare/treatment.html>)

(Source: <http://www.cdc.gov/hiv/prevention/research/prep/> )





NAME \_\_\_\_\_

## Lesson 8 Wrap-Up

### Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today's lesson by answering the following True-False questions.

- T      F      The Human Immunodeficiency Virus (HIV) prevents the body from being able to fight off infections.
- T      F      Body fluids which can spread HIV include blood, semen, vaginal fluids, and urine.
- T      F      The goal of antiretroviral therapy (ART) is to extend the infected person's life by keeping his or her HIV viral load low.

### Part II. Ask a Friend

**DIRECTIONS** Turn to a partner and tell them the most important thing you learned during this lesson.

### Part III. Ask Yourself

**DIRECTIONS** How committed are you to avoiding behaviors that spread HIV? Circle your answer below.

*Not Committed*

*Very Committed*

1

2

3

4

5

### Part IV. Ask a Parent or Trusted Adult

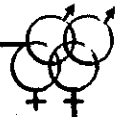
**DIRECTIONS** Share/discuss your completed **Lesson Wrap-Up** worksheet from this lesson with your parent(s) or trusted adult and **ask them** how old they were when they first heard about the AIDS epidemic, and what they heard.

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





NAME \_\_\_\_\_



# STI Worksheet

**DIRECTIONS** For each of the following Sexually Transmitted Infections, check whether it is caused by a virus, bacteria, or something else ("other"), and whether it can be cured with a medication. Then answer the questions at the bottom of the page.

STI Check:	Virus	Bacteria	Other	Curable?
Gonorrhea				
Syphilis				
Chlamydia				
Human Papilloma Virus (HPV)				
Human Immunodeficiency Virus (HIV)				
Hepatitis B				
Herpes				
Pubic Lice				
Trichomoniasis				
Zika				

1. What do all the incurable STIs seem to have in common?

\_\_\_\_\_

2. Identify a local clinic where a person can get an STI test:

Clinic Name: \_\_\_\_\_

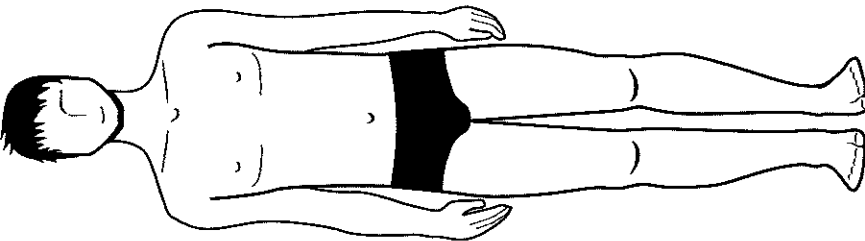
Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

STI Clinic Hours: \_\_\_\_\_

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





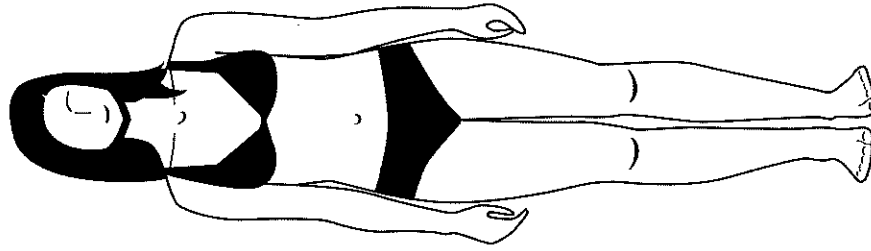
# Signs and Symptoms of STIs

## Sexually Transmitted Infections

### Anyone:

- Sore, blister, bump, or rash in genital, anal area, or oral area that may be painless or painful
- Burning or pain when urinating
- Swelling or redness in throat
- Fever, chills, aches
- Swelling of lymph nodes near genitals, or swelling of genitals
- Needing to urinate frequently

- A drip or drainage from penis
- Burning or itching in genital area
- Painful or swollen testicles



- Vaginal discharge or odor
- Deep pain in pelvis or vagina
- Burning or itching of the vagina
- Bleeding from the vagina at times other than regular menstrual flow
- Abdominal (stomach) pain, lower back pain, pain during sex

**THE MOST COMMON SYMPTOM IS NOTHING**





# STI WARNING!

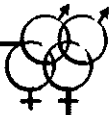
Many sexually transmitted infections  
go undetected.

A person who is sexually active should ...

- *Get a checkup for STIs (sexually transmitted infections).*
- *Get treated, if they are infected.*
- *Notify their sex partner(s) who may be unaware of their infection.*
- *Reduce the risk of further infection.\**

\* Note: The Department of Health has staff who can:

1. Notify your partner(s) of their risk status confidentially (without revealing your name).
2. Provide counseling for you and your partner(s)





NAME \_\_\_\_\_

## Lesson 9 Wrap-Up

### Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today's lesson by answering the following True-False questions.

- T      F      Hepatitis B and HPV can be prevented with a vaccine.
- T      F      The only way an STI can be spread from one person to another is through penis-vagina contact.
- T      F      The most common symptom of an STI is nothing.

### Part II. Ask a Partner

**DIRECTIONS** Turn to a partner and tell them the most important thing you learned during this lesson.

### Part III. Ask Yourself

**DIRECTIONS** How committed are you to protecting yourself and others from an STI? Circle your answer below.

*Not Committed*

*Very Committed*

1

2

3

4

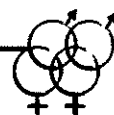
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### Part IV. Ask A Friend or Trusted Adult

**DIRECTIONS** Share your completed **STI** and **Lesson Wrap-Up** worksheets from this lesson with your parent(s) or a trusted adult and then **ask them** what STIs they were aware of as teens, and what would they recommend to someone who thought they had an STI.

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





NAME \_\_\_\_\_

## Red Light / Green Light Activity

Oral sex	Yellow	Share a razor	
Donate blood	Green	Share a toothbrush	
Anal Sex	Red	Get a tattoo	
Go to the movies		Body piercing	
Work on a project together		Bloody fight	
Be together at home alone		Being on ART (Antiretroviral Therapy)	
Vaginal sex		Share lipstick or chapstick	
Hold hands		Dog bite	
Kiss		Mosquito bite	
Deep kissing		Being bitten by an infected person	
Give mouth-to-mouth resuscitation		Having an STI	
Use alcohol		Sexual monogamy (one lifetime partner)	
Pierce ears		Sex (using of birth control pills)	
Blood ritual		Anal sex	
Hug		Oral sex	
Wrestle		Inject drugs with a clean needle	
Give first aid		Using a spermicide to prevent pregnancy	
Share a needle			
Use the same bathroom			
Go to the dentist			
Share injection drug equipment			
Share a straw			
Drink from the same glass			

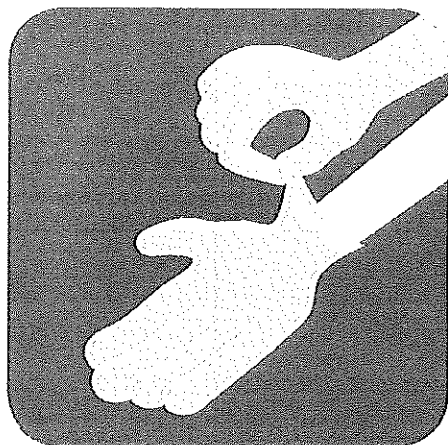
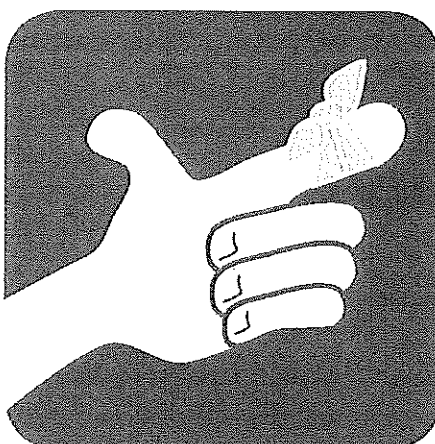
- None of the GREEN behaviors involve contact with blood, semen, vaginal fluids, breast milk, or rectal fluids.
- All YELLOW behaviors have the potential of leading to higher risk sexual behavior or possible exposure to infected fluids.
- All RED behaviors involve direct contact with blood, semen, vaginal fluids, breast milk, or rectal fluids.

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_



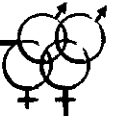


# Universal Precautions



- Avoid touching another person's blood or body fluids except in an emergency when no other option is available.
- Encourage persons to clean and bandage their own minor cuts and scrapes.
- Use waterproof gloves, compresses, or other barrier protection to prevent contact with blood when administering first aid.
- Use a rescue breathing shield or mask when performing mouth-to-mouth resuscitation.
- Clean and disinfect all objects and surfaces exposed to blood using freshly-mixed 1:10 bleach and water solution or other approved agent.
- Wear waterproof gloves to wash all objects or areas exposed to blood or body fluids.
- Remove carefully, not touching any fluids, and properly dispose of gloves and all waste.
- Wash hands or use hand sanitizer if soap and water are not available.



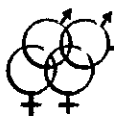


## Latex Condoms

- Condoms help prevent pregnancy and the spread of HIV and other STIs.
- Condoms can **fail** when they are...
  - ☑ **Damaged by heat**
  - ☑ **Old or torn**
  - ☑ **Covered with oil**
  - ☑ **Not put on correctly**

**Not having sexual contact  
is the best way to  
prevent HIV/STIs and an  
unplanned pregnancy.**





NAME \_\_\_\_\_

# Lesson **10** Wrap-Up

## Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today's lesson by answering the following True-False questions.

- T      F      Sexual contact is a low-risk activity when it comes to transmitting HIV.
- T      F      Universal Precautions help protect a person from coming into contact with someone else's blood and body fluids.
- T      F      Worn packaging, oils, and storage at high temperatures can interfere with the effectiveness of latex condoms.

## Part II. Ask a Friend

**DIRECTIONS** Turn to a partner and tell them the most important thing you learned during this lesson.

## Part III. Ask Yourself

**DIRECTIONS** How confident are you that you can use Universal Precautions when touching another person's blood or body fluids? Circle your answer below.

*Not Confident*

*Very Confident*

1

2

3

4

5

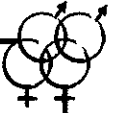
## Part IV. Ask a Parent or Trusted Adult

**DIRECTIONS** Share/discuss with your parent(s) or a trusted adult your completed **Red Light Green Light** and **Lesson Wrap-Up** worksheets and **ask them** if they know of ways to prevent the spread of HIV.

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_







# Assertive Communication

Communicate clearly.

Know your limits.

Make eye contact.

State your limits and expectations.

Negotiate an alternative.

Person A: *I want it!*

Person B: *You can't have it!*





NAME \_\_\_\_\_

## Sample Pressure Lines

PRESSURE LINE: "Come with me to this great party. There are not going to be any adults and one of the guys is bringing some alcohol."

NEGOTIATION RESPONSE: \_\_\_\_\_  
\_\_\_\_\_

PRESSURE LINE: "If you were really my friend, you would go with me."

NEGOTIATION RESPONSE: \_\_\_\_\_  
\_\_\_\_\_

PRESSURE LINE: "I won't be your friend anymore."

NEGOTIATION RESPONSE: \_\_\_\_\_  
\_\_\_\_\_

PRESSURE LINE: "You will be totally safe with me whatever you do."

NEGOTIATION RESPONSE: \_\_\_\_\_  
\_\_\_\_\_

PRESSURE LINE: "No one will know."

ASSERTIVE RESPONSE: \_\_\_\_\_

PRESSURE LINE: "Come on, we can have a really great time."

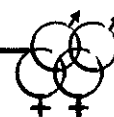
ASSERTIVE RESPONSE: \_\_\_\_\_  
\_\_\_\_\_

Write your own pressure line here: \_\_\_\_\_

Write an assertive response: \_\_\_\_\_  
\_\_\_\_\_

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





NAME \_\_\_\_\_

# My Escape Plan

Sometimes you may find yourself in a situation from which you need to escape. For example:

- You are at a party where older kids are drinking or using drugs. You want to leave.
- You are at a shopping mall with some friends who ask you to help shoplift some clothes. You want to leave.

**Step 1. Know your limits.** Be clear and honest in your own mind about what you **will** and **will not** do.

When it comes to using drugs or alcohol, I refuse to:

\_\_\_\_\_

When it comes to helping someone shoplift an item in a store, I refuse to:

\_\_\_\_\_

**Step 2. Say how you feel.** Do not be embarrassed or shy about letting others know you don't feel right about something. For example, how do you feel about the use of drugs and alcohol?

\_\_\_\_\_

\_\_\_\_\_

**Step 3. Have someone to call.** Use your phone (or borrow a phone) to call someone who can come pick you up. People I could call include:

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

**Step 4. Have some place to meet.** Don't just wander around. Have a pre-determined **safe location** where you could stay with other people, or where you could meet your support person in public.

Safe places I could stay or meet someone include:

\_\_\_\_\_

**Step 5. Share your plan with a trusted adult.** Have that person sign on the line below.

SIGNATURE OF PARENT OR TRUSTED ADULT





NAME \_\_\_\_\_

# Lesson 11 Wrap-Up

## Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today's lesson by answering the following True-False questions.

- T F Sometimes pressure to do something can actually be good or healthy, like "stay in school," "don't use drugs," and "avoid an unplanned pregnancy."
- T F Using drugs or alcohol can prevent you from making safe sexual decisions.
- T F Ways to avoid a risky sexual situation include using assertive communication to firmly state your limits and expectations.

## Part II. Ask a Friend

**DIRECTIONS** Turn to a partner and tell them the most important thing you learned during this lesson.

## Part III. Ask Yourself

**DIRECTIONS** How confident are you that you can resist peer and media pressures? Circle your answer below.

*Not Confident*

*Very Confident*

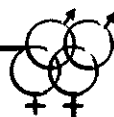
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## Part IV. Ask a Parent or Trusted Adult

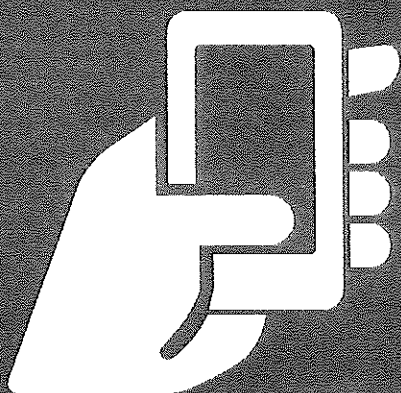
**DIRECTIONS** Share/discuss with your parent (s) or a trusted adult your completed **Sample Pressure Lines**, **My Escape Plan**, and **Lesson Wrap-Up** worksheets from this lesson and **ask them** what they would want you to do when you are being pressured to do something risky.

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_

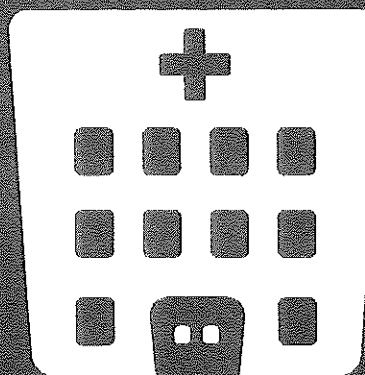




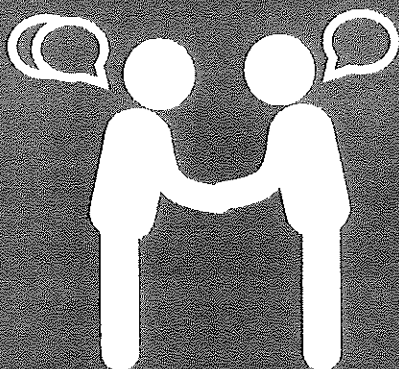
# HIV/STI Testing



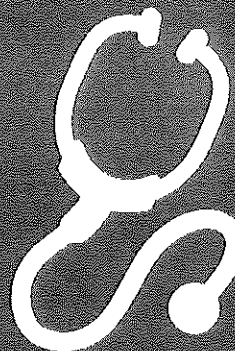
**1. Call for information**



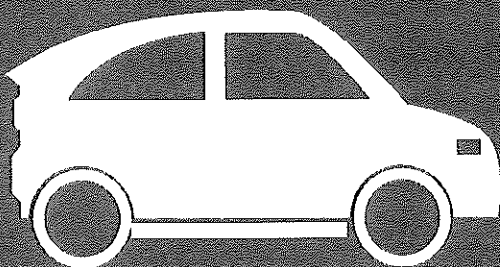
**2. Visit the clinic**



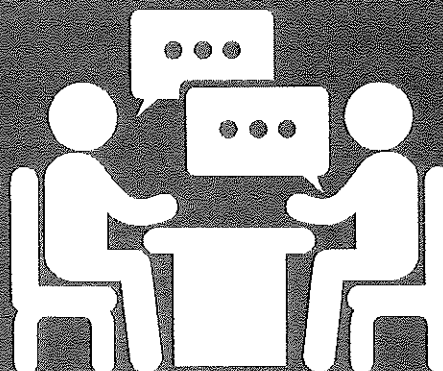
**3. Talk to a counselor**



**4. Body fluid sample and/  
or a visual examination**

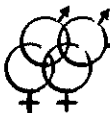


**5. Return to the clinic**



**6. Review the results,  
make plans**





NAME \_\_\_\_\_

## Lesson 12 Wrap-Up

### Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today's lesson by answering the following True-False questions.

- T F There are clinics in the community where you can get confidential, low-cost, or free HIV/STI and pregnancy tests.
- T F Methods to avoid an HIV/STI infection or an unplanned pregnancy include abstaining from sexual activity or using latex condoms consistently and correctly.
- T F Limiting sexual contact to only one person may reduce but not eliminate the risk of HIV/STI infection.

### Part II. Ask a Friend

**DIRECTIONS** Turn to a partner and tell them the most important thing you learned during this lesson.

### Part III. Ask Yourself

**DIRECTIONS** How strongly are you committed to using reproductive services, when needed? Circle your answer below.

*Not Committed*

*Very Committed*

1

2

3

4

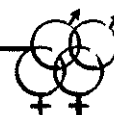
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### Part IV. Ask a Parent or Trusted Adult

**DIRECTIONS** Share/discuss with your parent(s) or trusted adult your completed **Lesson Wrap-Up** worksheet from this lesson and **ask them** what they would want you to do if you thought you had a medical problem.

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





NAME \_\_\_\_\_

# Goal-Setting Worksheet

**Step 1: Write one of your goals here:**

\_\_\_\_\_  
\_\_\_\_\_

**Step 2: List, in order, several things you must do to achieve this goal.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Step 3: List several life events (or personal habits) which could make it difficult to achieve your goal.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Step 4: List several people or resources that could help you achieve your goal.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Step 5: Identify the very first things you need to do now, to put you on the path to reaching your goal.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Step 6:**  
**Get started on your goal, take responsibility for your actions, and regularly assess your progress.**

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





# My Personal Contract To Protect My Sexual Health

**Step 1:** Name: \_\_\_\_\_ Age: \_\_\_\_\_

**Step 2:** Reasons why I want to protect myself from HIV/STIs and an unplanned pregnancy. (Hint: Think about your skills, your appearance, your family, your career plans, and life goals.)

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**Step 3:** I pledge to protect my sexual health by:

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**Step 4:** One person I will talk to about protecting my sexual health is:

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**Step 5:** One person who will support me is:

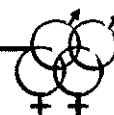
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STUDENT SIGNATURE \_\_\_\_\_ WITNESS \_\_\_\_\_

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_ DATE \_\_\_\_\_







NAME \_\_\_\_\_

# Lesson 13 Wrap-Up

## Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today's lesson by answering the following True-False questions.

- T      F      Knowing your plans and goals for the future may help you make safe and healthy decisions now.
- T      F      Experiencing an unplanned pregnancy or becoming HIV infected will not have an impact on your overall plans and goals.
- T      F      Protecting the sexual health of yourself and others is a life-long responsibility.

## Part II. Ask a Friend

**DIRECTIONS** Turn to a partner and tell them the most important thing you learned during this lesson.

## Part III. Ask Yourself

**DIRECTIONS** How confident are you that you will pursue your life plans and goals? Circle your answer below.

*Not Confident*

1

2

3

4

5

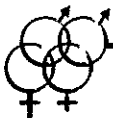
*Very Confident*

## Part IV. Ask a Parent or Trusted Adult

**DIRECTIONS** Share/discuss with your parent(s) or trusted adult your completed **Goal Setting, Personal Contract, and Lesson Wrap-Up** worksheets from this lesson and the Post-Test and **ask them** what their hopes are for your future.

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





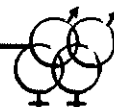
NAME \_\_\_\_\_

## Positive Prevention PLUS Student Post-Test

**DIRECTIONS** Read each statement and circle whether you Agree, Disagree, or Don't Know.

Agree	Disagree	I don't know	1. A good friendship involves honesty, openness, flexibility, and communication.
Agree	Disagree	I don't know	2. In most states, a newborn infant can be safely surrendered within 72 hours of being born.
Agree	Disagree	I don't know	3. When making important decisions, it is important to evaluate your options, seek advice from reliable resources, and take responsibility for your decisions.
Agree	Disagree	I don't know	4. Using PEP or PrEP can reduce the chances of becoming infected for a person exposed to HIV.
Agree	Disagree	I don't know	5. You should not develop friendships with people who are overly controlling, possessive, threatening, and/or abusive.
Agree	Disagree	I don't know	6. Contraception can greatly reduce the risk of unintended pregnancy when used consistently and correctly.
Agree	Disagree	I don't know	7. Everyone has the same sexual orientation and gender identity.
Agree	Disagree	I don't know	8. Sexual harassment is when you make someone else feel bad or uncomfortable because of something (sexual) you say or do.
Agree	Disagree	I don't know	9. It is important for all individuals to get regular check-ups and receive health care if needed.
Agree	Disagree	I don't know	10. Sexual abstinence is the only 100% effective method for preventing pregnancy and the spread of sexually transmitted infections (STIs).
Agree	Disagree	I don't know	11. Antiretroviral therapy (ART) can keep HIV-infected persons healthy for many years, and greatly reduces their chance of transmitting HIV to their sexual partner(s).
Agree	Disagree	I don't know	12. It is possible for a person to have an STI and have NO symptoms.
Agree	Disagree	I don't know	13. Many methods of birth control do not protect against HIV/STIs.





Agree	Disagree	I don't know	14. I am confident that I can make good decisions about delaying sex, even if I am being pressured by others.
Agree	Disagree	I don't know	15. I know how and where to find accurate and reliable sexual health information and sexual health services.
Agree	Disagree	I don't know	16. Partners must agree to the sexual behaviors they engage in ("yes means yes").
Agree	Disagree	I don't know	17. Sometimes hormonal changes during puberty can cause anger and sadness.
Agree	Disagree	I don't know	18. An unplanned pregnancy or getting a sexually transmitted infection would interfere with my life plans and goals.
Agree	Disagree	I don't know	19. For a person who is sexually active, a condom is most effective in preventing both HIV/STIs and pregnancy, if it is used consistently and correctly.
Agree	Disagree	I don't know	20. Sex trafficking involves forcing a minor to have sex for money and other benefits, and is illegal.

What did you LIKE MOST about this unit of study?

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How could this unit be IMPROVED?

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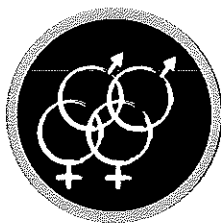












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