

CLASSROOM HANDOUTS



My Future-My Choice™
A sexual health curriculum for teens

Copy Ready Classroom Handouts

Lessons One - Ten

This packet includes originals of all the student handouts you'll use in the lessons of My Future-My Choice classrooms. Please refer to the first page of each classroom guide lesson, "**Before You Go Into the Classroom**" to ensure you have the appropriate props and all other needed materials. We have also enclosed a copy of the video script.

Some people like to copy the handouts on colored paper matching Lessons 1-5 and Lesson 10. This can make it easier to select the appropriate handouts for each week.

Lesson One – beige

Lesson Two – pink

Lesson Three – blue

Lesson Four – green

Lesson Five – lavender

Lesson Six – white

Lesson Seven – white

Lesson Eight – white

Lesson Nine – white

Lesson Ten – yellow

The stop and caution signs are best copied on red and yellow paper prior to having them laminated.

Lesson	Item	Per group	Per student	Per volunteer	Double sided
ONE	○ Which is Which Worksheet	One			
	○ Crystal Ball Worksheet My Goal Plan Worksheet		One		X
	○ Goals - Worksheet assignment - English		One		
	○ Goals - Worksheet assignment - Spanish				
TWO	○ Why Some Teens Have Sex Worksheet Why Most Teens Wait Worksheet	One			X
	○ Advantages - Worksheet assignment – English		One		
	○ Advantages - Worksheet assignment – Spanish				
THREE	○ Worksheets ● Ben was really excited about.... ● Taylor and Dakota are classmates.... ● Stacy was at a friend's house ● Tatum just signed up for Twitter.... ● Amy's boyfriend Jake wants.... ● Jordan's parents monitor her....	One			
	○ Media Worksheet assignment – English		One		
	○ Media Worksheet assignment – Spanish				
FOUR	○ Situation Worksheets ● Hayden and Clare have been friends.... ● Jordan and Riley have been dating.... ● Micah has been in a relationship.... ● Alex is talking to a group of friends.... ● Lee and Kyle have been dating.... ● Charlie recently started hanging out....	One			

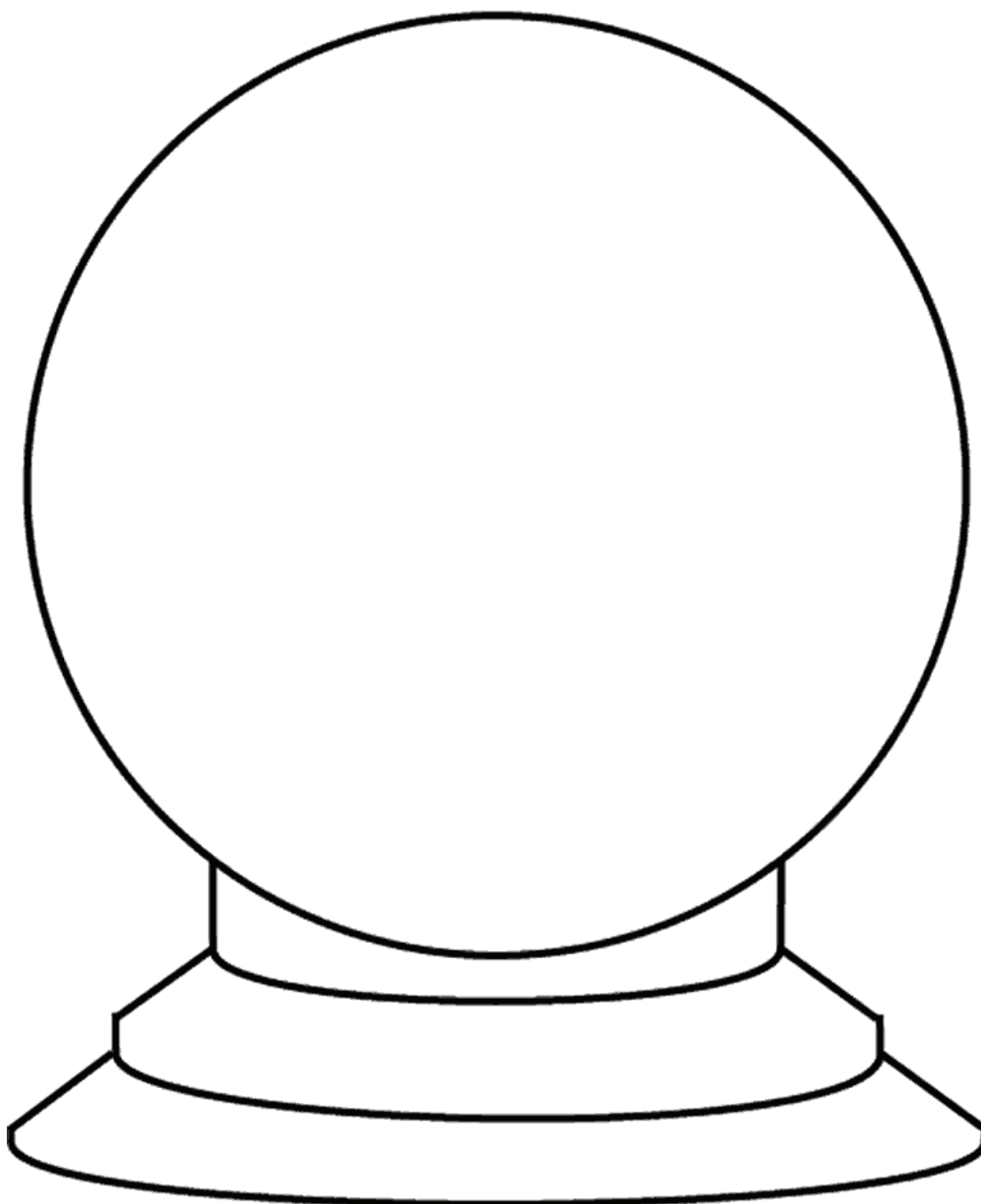
Lesson	Item	Per group	Per student	Per volunteer	Double sided
FOUR (cont)	○ Seven Levels Quarter Sheet		One		
	○ Peer Pressure - Worksheet assignment - English		One		
	○ Peer Pressure - Worksheet assignment - Spanish				
FIVE	○ Stop sign Caution sign		One		X
	○ Pressure lines Three Step Assertive Skill		One		X
	○ Role-Play - Worksheet assignment - English		One		X
	○ Role-Play - Worksheet assignment - Spanish				
SIX	○ Reproductive System (use as you deem appropriate)				
	○ Changes - Worksheet assignment - English		One		
	○ Changes - Worksheet assignment - Spanish				
SEVEN	○ Condom Instruction Cards	Set			
	○ Recognizing the Risks - Worksheet assignment - English		One		
	○ Recognizing the Risks - Worksheet assignment - Spanish				
EIGHT	○ Blank Role-Plays	One			X
	○ Communication - Worksheet assignment - English		One		X
	○ Communication - Worksheet assignment - Spanish				
NINE	○ Traits of a healthy relationship		One		
	○ Taking Responsibility - Worksheet assignment - English		One		
	○ Taking Responsibility - Worksheet assignment - Spanish				
TEN	○ Review Game (blank) - Rounds 1 - 4	One			
	○ Score sheet (CF keeps score)				
	○ Eight bonus rounds <ul style="list-style-type: none"> ● The Mall ● The Skate Park ● Hidden Intentions ● Peer Pressure ● If I Don't, We Could Break Up ● Conflict Within a Relationship ● The First Date ● Text 	One			X

Which is which?

Short-term, Mid-Term and Long-Term Goals

S M L					Which is Which?
1				Mental	<i>Graduate from high school.</i>
2				Physical	<i>Plant a tomato plant.</i>
3				Social	<i>Running for a Class Officer position.</i>
4				Social	<i>Getting into a club at school.</i>
5				Physical	<i>Take lessons and learn how to swim.</i>
6				Mental	<i>Passing your driving license test.</i>

CRYSTAL BALL



MY GOAL PLAN

MY GOAL:

This goal is important to me because...

To accomplish my goal I need to:

- 1.
- 2.
- 3.
- 4.
- 5.

Difficulties I might have:

- 1.
- 2.
- 3.

I will know I have accomplished my goal when...

I'd like to achieve this goal by:

MY FUTURE-MY CHOICE: LESSON 1 DISCUSSION

Dear parent/guardian,

As part of the My Future-My Choice program please work with your student to complete the following worksheet assignment.

Today in class we talked about looking into the future, setting goals and ways to achieve them.

1. Do you remember any of the goals you had when you were my age? If so, can you share some of them with me?
2. Do you still set goals for yourself now? If so, can you share one with me and tell me some of the steps to achieving it?
3. What advice would you give me for setting/achieving goals?
4. (Student) Discuss one or more of the goals you set in class.

MY FUTURE-MY CHOICE: DISCUSIÓN SOBRE LA LECCIÓN 1

Estimado padre o tutor legal,

Como parte del programa My Future - My Choice (Mi futuro-mi decisión), por favor trabaje con su alumno para completar la hoja de ejercicios de la tarea. Hoy en clase hablamos sobre mirar hacia el futuro, el fijar metas y formas para poder alcanzar esas metas.

1. ¿Recuerdas alguna meta que tú tenías cuando tenías mi edad? Si la recuerdas las podrías compartirla conmigo?
2. ¿Hoy en día aún te fijas metas? Si lo haces, podrías compartir alguna conmigo y decirme los pasos que tomas para alcanzar esas metas?
3. ¿Qué consejos me darías para fijar/lograr metas?
4. (Alumno) Habla sobre una o más metas que te fijas en el salón de clases.

WHY MOST TEENS WAIT:

WHY SOME TEENS HAVE SEX:

MY FUTURE-MY CHOICE: LESSON 2 DISCUSSION

Dear parent/guardian,

As part of the My Future-My Choice program please work with your student to complete the following worksheet assignment.

On the worksheet below, discuss the possible consequences of sexual involvement for teens and how they can affect future goals they've set. Some topics to consider are the financial, social, educational and emotional effects.

How might pregnancy or contracting a sexually transmitted disease or infection affect the following for a teen?:

- Financial future?
- Social life?
- Emotional health?
- Education?
- Physical health?

MY FUTURE-MY CHOICE: DISCUSIÓN SOBRE LA LECCIÓN 2

Estimado padre o tutor legal,

Como parte del programa My Future - My Choice (Mi futuro – mi decisión), por favor trabaje con su alumno para completar la hoja de ejercicios de la tarea.

En la hoja de ejercicios más adelante, hablamos sobre las posibles consecuencias de la actividad sexual entre adolescentes y cómo pueden afectar las metas futuras que se han fijado. Algunos puntos a considerar son económicos, educativos y el impacto emocional.

¿Cómo podría el embarazo o el contraer una enfermedad o infección transmitida sexualmente afectar a un adolescente en los siguiente?:

- El futuro financiero?
- La vida social
- La salud emocional
- La educación
- La salud física

WORKSHEET #1

Ben was really excited about his new laptop. He posted the name of his school's basketball team, his jersey number, where he liked to hang out, his age and the state where he lived. He did not mark his social network page as private. He has started getting e-mails from someone he doesn't know.

Name two things he should **not** post online and reasons why you don't think he should give this information.

WORKSHEET #2

Taylor and Dakota are classmates and have been texting each other for a couple weeks. One afternoon, Dakota opened a text from Taylor that requested sexual pictures. Dakota has never been in this situation before now.

How might Dakota feel about receiving this message and what should Dakota do?

WORKSHEET #3

Stacy was at a friend's house when she had a fight with one of the girls at the sleepover. The next day, she started receiving rude and hurtful messages. Now she doesn't like going to her computer because she is afraid of what she might find when logging on.

What is the name of the type of bullying Stacy is experiencing and what are two things Stacy could do in this situation?

WORKSHEET #4

Tatum just signed up for Twitter and is so excited to start tweeting. Tatum constantly updates his twitter with his current location, what he is doing, and where he will be next. In a recent tweet he provided his cell phone number and said, "So bored! Home alone. It's just me and you guys. Text me!"

Name two things Tatum did that might be unsafe and explain how he can be safer next time he tweets.

WORKSHEET #5

Amy's boyfriend Jake wants her to come over to his house to see a website he found with sexual pictures. She knows Jake's parents won't be home until late. She really doesn't want to go but Jake keeps pressuring her.

What kind of pressure do you think Amy is feeling and what can Amy say or do to handle this situation?

WORKSHEET #6

Jordyn's parents monitor her Facebook to make sure that she is being safe on the Internet. Jordyn decided she wanted more privacy so she created a second Facebook profile that her parents don't know about. Someone Jordyn doesn't know has been sending messages to her new profile asking for her personal information. After Jordyn didn't respond, the person began sending threatening messages.

What should Jordyn do in this situation? Who should she talk to?

MY FUTURE-MY CHOICE: LESSON 3 DISCUSSION

Dear parent/guardian,

As part of the My Future-My Choice program please work with your student to complete the following worksheet assignment.

This week we talked about how the media uses sex to get your attention. This week we'd like you to spend some time together watching one of your child's favorite television shows, including commercials, or listening to a song. Discuss how the media used sex or other situations to get your attention. Each time you see or hear one of the situations listed, make one mark in the appropriate box. (Example: ~~HH~~ II)

Following the TV show or song, have a discussion with your child using the questions listed below.

Does the show or song include use of:	Yes
<i>Alcohol</i>	
<i>Bad language</i>	
<i>Bullying</i>	
<i>Drugs</i>	
<i>Peer pressure</i>	
<i>Put downs</i>	
<i>Sexual situations</i>	
<i>Smoking</i>	
<i>Violence</i>	
<i>Consent</i>	
<i>Healthy communication</i>	
<i>Peer support</i>	
<i>Assertiveness</i>	
<i>Equality</i>	
<i>Healthy relationships</i>	

Discussion points:

1. Did the show or song show anything positive, or did it only show negative consequences for any of the topics listed above?
2. Did any of the media messages present possible consequences in a realistic way?
3. If the show or song did not show realistic consequences, discuss what some of those could be.

MY FUTURE-MY CHOICE: DISCUSIÓN SOBRE LA LECCIÓN 3

Estimado padre o tutor legal,

A su estudiante se le ha dejado una tarea de parte del Programa My Future-My Choice y es necesario que usted le ayude.

Esta semana hablamos de como los medios de educación usan el sexo para obtener nuestra atención. Esta semana nos gustaría que pasara un tiempo con su hijo/a viendo uno de los programas de televisión favoritos de su hijo/a, incluyendo comerciales, o escuchando una canción, y platiquen como los medios de comunicación usan el sexo para atraer su atención. Cada vez que usted vea o escuche una de las situaciones incluidas en la lista marque la caja apropiada. (Ejemplo: ☒ ☐ ☐ ☐).

Al terminar el programa o canción dialogue con su estudiante utilizando las preguntas que se incluyen más adelante en esta forma.

El programa o canción incluyó:	Si
<i>Alcohol</i>	
<i>Lenguaje inapropiado</i>	
<i>Conducta intimidante</i>	
<i>Drogas</i>	
<i>Presión de los amigos</i>	
<i>Conducta degradante</i>	
<i>Situaciones sexuales</i>	
<i>Fuman</i>	
<i>Violencia</i>	
<i>Consentimiento</i>	
<i>Comunicación saludable</i>	
<i>Apoyo de los amigos</i>	
<i>Comportamiento afirmativo</i>	
<i>Igualdad</i>	
<i>Relaciones saludables</i>	

PUNTOS DE DIALOGO:

1. ¿El programa o canción mostró o mencionó las consecuencias de algunos de los temas en la lista?
2. ¿Alguno de estos medios de comunicación presentó las posibles consecuencias de una manera realista?
3. ¿Si el programa o canción no mostró consecuencias reales, dialogue sobre cuales podrían ser esas consecuencias?

SITUATION #1

Hayden and Clare have been friends since the fourth grade. Recently Hayden invited Clare over to hang out when Hayden's parents weren't home so they could do whatever they wanted. Clare said that she didn't think that was the best idea, but Hayden put her down and continued to pressure her to come over.

Is this a healthy relationship? Why or why not?

What could make this relationship healthier?

SITUATION #2

Jordan and Riley have been dating for four months. Riley points out that they should talk about their physical limits. They tell each other about their beliefs and future goals, which include Jordan's decision to wait to have sex. Riley agrees and is relieved that they both feel the same and want to respect each others' limits. Even though this was a tough conversation, they are both really glad they talked and have agreed that they will be open and honest with each other about their personal limits.

Is this a healthy relationship? Why or why not?

What could make this relationship healthier?

SITUATION #3

Micah has been in a relationship with Sam for several weeks. Micah texts Sam frequently and gets angry when Sam doesn't respond right away. Micah also feels insecure when Sam goes places or hangs out with people without texting first.

Is this a healthy relationship? Why or why not?

What could make this relationship healthier?

SITUATION #4

Alex is talking to a group of friends about sex and how far each of them has gone. Alex is nervous when it is his turn to share because it sounds like some of his friends have gone further. He knows his friends care about him so he decides to tell them about his decision to wait to have sex until he is older and more prepared to deal with the consequences of sexual involvement. His friends react respectfully since they feel that everyone has the right to set their own personal limit.

Is this a healthy relationship? Why or why not?

What could make this relationship healthier?

SITUATION #5

Lee and Kyle have been dating for three months. Lee's grades haven't been doing well since they started dating. Lee wants to focus on school and decides that they need to break up. Kyle respects and understands why Lee made this decision and says that they can still be friends.

Is this a healthy relationship? Why or why not?

What could make this relationship healthier?

SITUATION #6

Charlie recently started hanging out with Payton, who is three years older. Charlie sometimes feels uncomfortable expressing feelings to Payton because Charlie doesn't want to appear uncool or immature. Charlie often feels pressure within this relationship and usually just goes along with whatever Payton wants.

Is this a healthy relationship? Why or why not?

What could make this relationship healthier?

7 LEVELS

Friendly looks and smiles

Hold hands

Put arms around

Hugs and kisses

Sexual touch above the waist

Sexual touch below the waist

Have sex

7 LEVELS

Friendly looks and smiles

Hold hands

Put arms around

Hugs and kisses

Sexual touch above the waist

Sexual touch below the waist

Have sex

7 LEVELS

Friendly looks and smiles

Hold hands

Put arms around

Hugs and kisses

Sexual touch above the waist

Sexual touch below the waist

Have sex

7 LEVELS

Friendly looks and smiles

Hold hands

Put arms around

Hugs and kisses

Sexual touch above the waist

Sexual touch below the waist

Have sex

MY FUTURE-MY CHOICE: LESSON 4 DISCUSSION

Dear parent/guardian,

As part of the My Future-My Choice program please work with your student to complete the following worksheet assignment.

This week we talked about pressures we all feel in our daily lives, peer pressure being one of the more powerful. Please take some time this week to talk with your student about how peer pressure has affected you in your adult life.

1. How do you handle peer pressure in your adult life?
2. When you were younger, how did you handle peer pressure?
3. How does both positive and negative peer pressure from your friends influence you?
4. (Student) How do you deal with people who pressure you?

MY FUTURE-MY CHOICE: DISCUSIÓN SOBRE LA LECCIÓN 4

Estimado padre o tutor legal,

Como parte del programa My Future - My Choice (Mi futuro – mi decisión) por favor trabaje con su alumno para completar la hoja de ejercicios de la tarea.

Esta semana hablamos sobre las presiones que sentimos a diario; la presión que proviene de nuestros amigos es la más ponderosa. Por favor pase un tiempo con su hijo/a para hablar de cómo la presión de los amigos ha afectado su vida como adulto.

1. ¿Cómo maneja la presión de los demás en su vida adulta?
2. ¿Cómo manejo la presión de sus compañeros cuando usted era un joven?
3. ¿De qué manera le influye la presión de sus amigos, ya sea positiva o negativa?
4. (Alumno) ¿Cómo reaccionas con la gente que te presiona?





SIDE ONE

PRESSURE LINES

- No one will ever know.
- Come on, this may be our only chance.
- Please?
- Who cares, your parents will never find out.
- Trust me, you won't regret it.
- Come on, everybody else is doing it.
- It'll be fun!
- Just this once?
- I'd do it if I were you.
- It's not that big a deal.
- Nothing bad will happen.

SIDE TWO

THREE-STEP ASSERTIVE SKILL

- STEP 1**
- ◆ Say: NO
 - ◆ Repeat: NO

- STEP 2**
- ◆ State how the pressure makes you feel
 - ◆ Ask: "Why do you keep pressuring me after I've said no?"

- STEP 3**
- ◆ Refuse to discuss the matter any further
 - ◆ Suggest doing something else

LESSON 5 WORKSHEET

For the student:

- Complete the worksheet by filling in the response boxes
- Practice the role-play with a parent or another adult

For the parent/guardian:

- Practice the role-play with your child
- Discuss how you can support positive limits in your child's life

STORY: You are hanging out with a group of friends after school. Some of them are talking about their sexual experiences. You're sure that you're not ready for sexual involvement and want to wait until you are older.

The role play begins when one of your friends says: →

The Three-Step Assertive Skill can help you write your responses:

Step one:

- Say **NO**
- Repeat **NO**

Step two:

- State how the pressure makes you feel
- Ask the person: "Why do you keep pressuring me when I said **NO**?"

Step three:

- Refuse to discuss the matter any further
- Suggest something else

"So, have you done it yet?"

*Hint: Say **NO**.*

Your response: _____

"Don't you want to know what it's like?"

*Hint: Repeat **NO**. Don't offer reasons or excuses.*

Your response: _____

"Oh come on. You should just do it. Everyone else is."

Hint: State how the pressure makes you feel.

Your response: _____

"What are you scared of? It's going to happen sometime, why not now?"

Hint: Ask why they continue pressuring you.

Your response: _____

"Don't you want to take the next step?"

Hint: Refuse to discuss it anymore.

Your response: _____

"It's really no big deal."

Hint: Suggest something else.

Your response: _____

CUARTA LECCIÓN HOJA DE TRABAJO

Para el estudiante:

- Completa la hoja de trabajo escribiendo tus respuestas en las cajas indicadas
- Practica el rol de actuación con uno de tus padres o algún otro adulto

Para los padres/tutores:

- Practique el rol de actuación con su hijo/a
- Hable de cómo usted puede apoyar los límites positivos en la vida de su hijo/a

HISTORIA: Estás con un grupo de amigos después de la escuela. Algunos de ellos están hablando sobre sus experiencias sexuales. Tú no estás seguro que estás listo para involucrarte sexualmente con alguien y quieres esperar hasta que seas mayor.

La actuación comienza cuando uno de tus amigos dice: →

Los Táctica Afirmativa de Tres Pasos te puede ayudar a escribir tus respuestas:

Paso Uno:

- Di **NO**
- Repite **NO**

Paso Dos:

- Explica cómo te hace sentir la presión continua
- Preguntar: "¿Por qué me sigues presionando después de que dije que **NO**?"

Paso Tres:

- Niégate a seguir hablando del tema
- Sugiere otra cosa

"¿Ya lo hiciste?"

Pista: Di NO.

Tu respuesta: _____

_____.

"¿No te gustaría saber cómo es?"

Pista: Repite NO. No des razones o excusas.

Tu respuesta: _____

_____.

"Vamos, deberías de hacerlo; Todo mundo lo está haciendo."

Pista: Menciona como la presión te hace sentir.

Tu respuesta: _____

_____.

"¿De qué tienes miedo? Va a pasar, ¿por qué no ahora?"

Pista: Pregunta por qué te continúan presionando.

Tu respuesta: _____

_____.

"¿Qué no quieres dar el siguiente paso?"

Pista: Niégate a hablar más sobre el tema

Tu respuesta: _____

_____.

"No es la gran cosa."

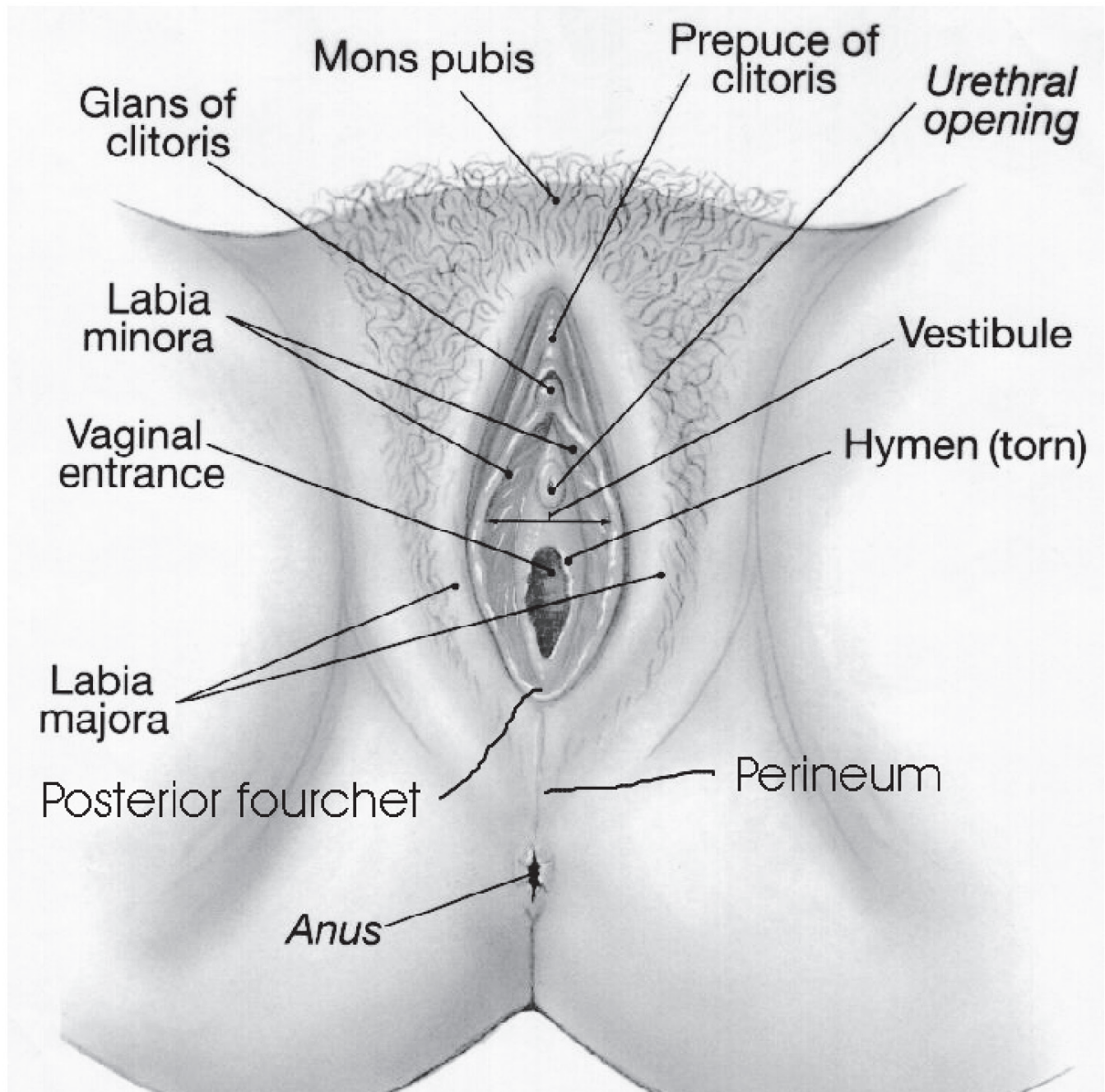
Pista: Sugiere otra cosa.

Tu respuesta: _____

_____.

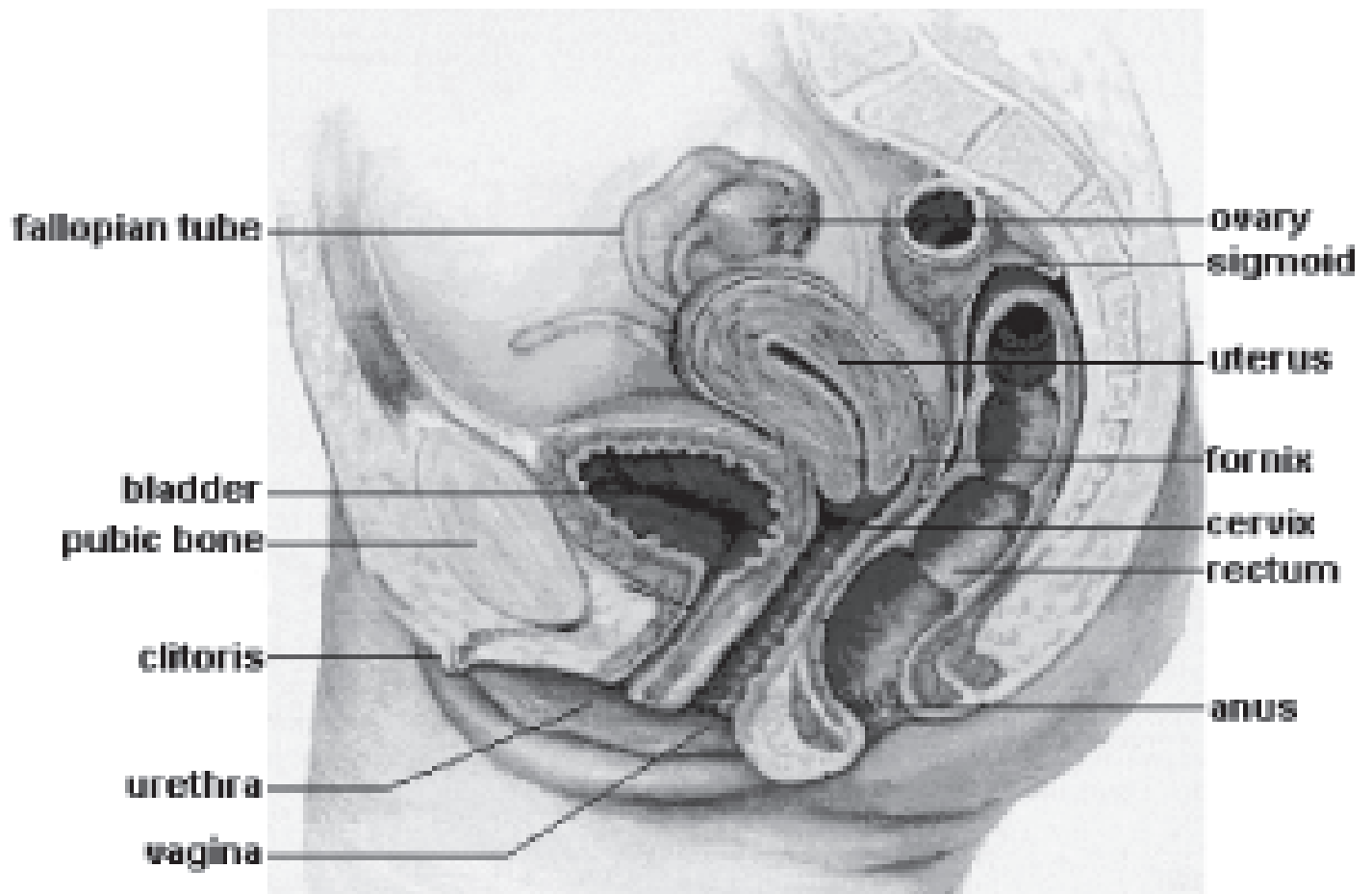
REPRODUCTIVE SYSTEM

Woman



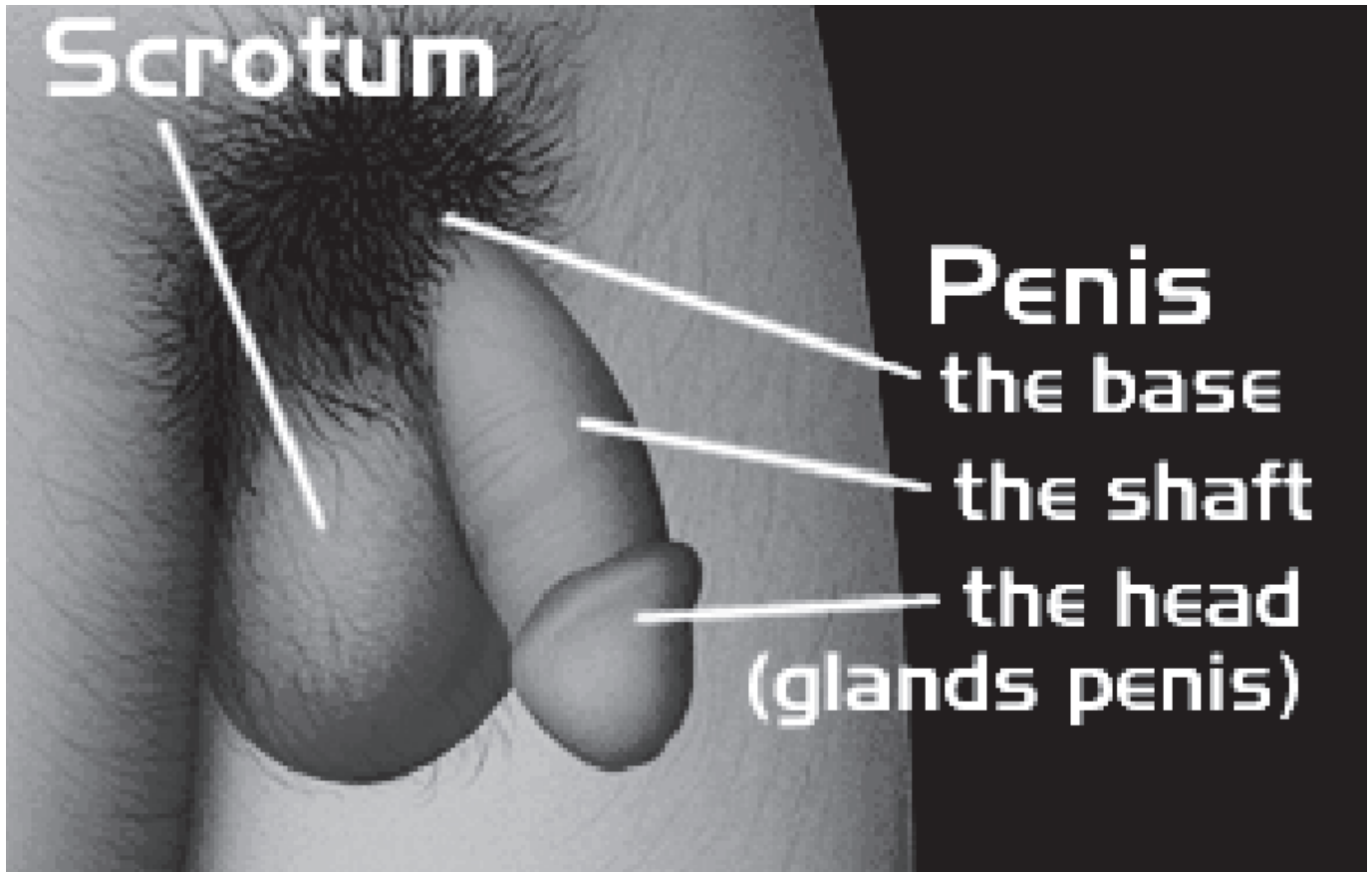
REPRODUCTIVE SYSTEM

Woman



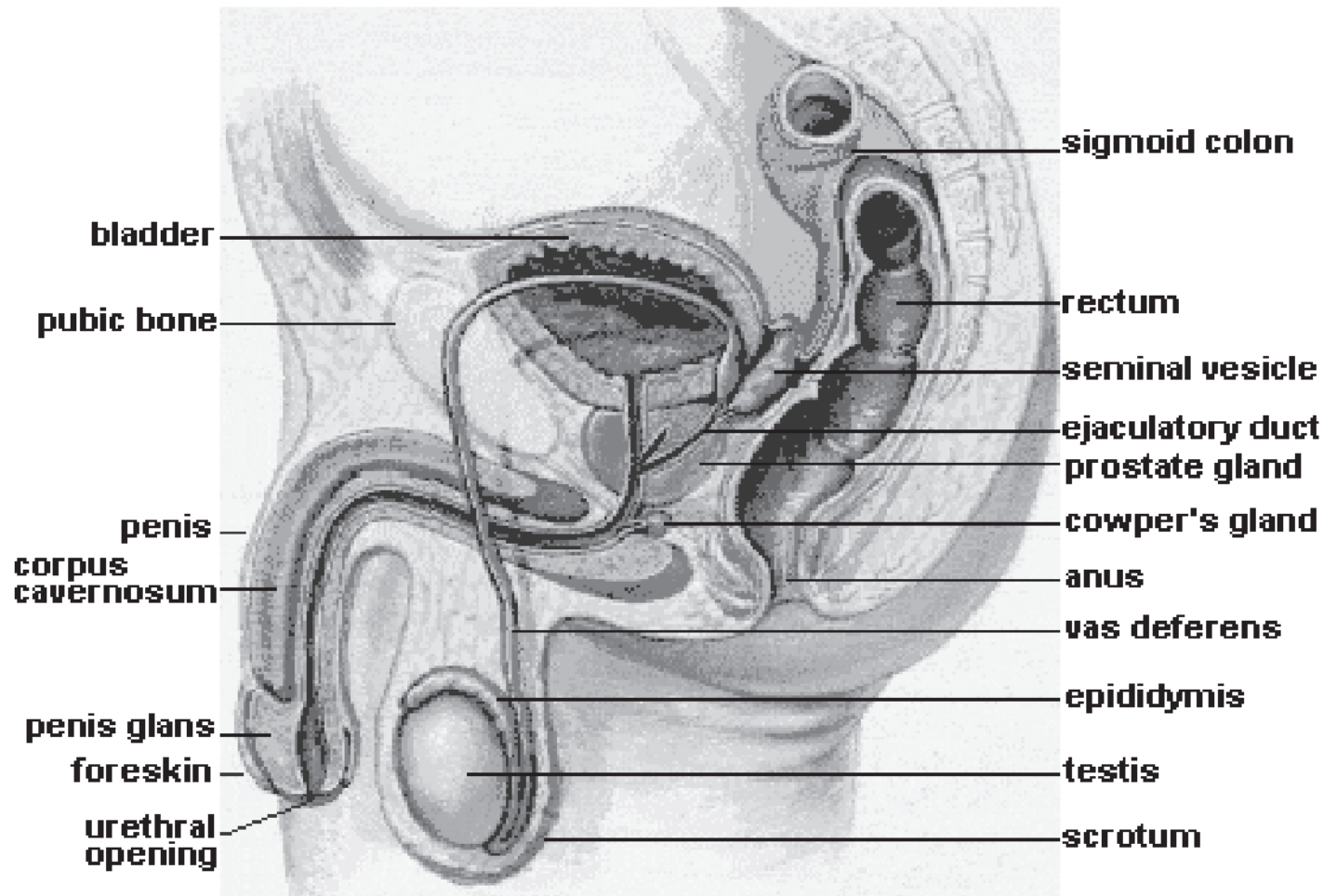
REPRODUCTIVE SYSTEM

Man



REPRODUCTIVE SYSTEM

Man



LESSON SIX: WORKSHEET

Dear parent/guardian,

As part of the My Future-My Choice program please work with your student to complete the following worksheet assignment.

This week we talked about some of the physical and emotional changes that occur during puberty and how these changes can sometimes affect how we feel about ourselves and others. We also learned about the male and female reproductive systems. Please take some time this week to share your own experiences.

- 1 List five physical changes that youth experience during puberty.

2. List five emotional changes that youth experience during puberty.

3. Discuss what you think is the most challenging part of puberty.

LECCIÓN 6: HOJA DE EJERCICIOS

Estimado padre/tutor legal,

Como parte del programa Mi futuro-mi decisión por favor trabaje con su alumno para completar la hoja de ejercicios de la tarea.

Esta semana hablamos sobre algunos de los cambios físicos, sociales y emocionales que ocurren durante la pubertad y cómo estos cambios pueden afectar como nos sentimos sobre sí mismos y los demás. También aprendimos sobre el sistema reproductivo femenino y masculino. Por favor tome un poco de tiempo durante la semana y comparta con su hijo/a algunas de sus propias experiencias.

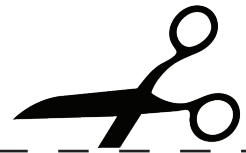
1. Escribe cinco (5) cambios físicos que ocurren durante la pubertad.

2. Escribe cinco (5) cambios emocionales que ocurren durante la pubertad.

3. ¿Qué crees que es lo más difícil de la pubertad?

CONDOM LINE-UP CARDS

** These should be printed on card stock and cut separately.*



**CONSENT TO
HAVING SEX
WITH PARTNER**

**CHECK THE
EXPIRATION
DATE.**

**OPEN THE
PACKAGE CAREFULLY
AND REMOVE THE
CONDOM.**

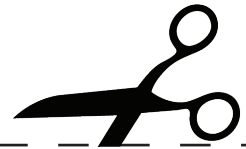
**MAKE SURE THE
CONDOM TIP IS
POINTING UP SO THAT
IT CAN EASILY ROLL
DOWN THE PENIS.**

**PINCH THE TIP
OF THE CONDOM
TO SQUEEZE
THE AIR OUT.**

**PLACE THE CONDOM
ON AN ERECT PENIS
AND UNROLL IT ALL
THE WAY DOWN
TO THE BASE.**

CONDOM LINE-UP CARDS

** These should be printed on card stock and cut separately.*



HAVE SEX.

**CAREFULLY
REMOVE THE
CONDOM AND
TIE A KNOT AT THE END.**

**THROW IT AWAY.
NEVER REUSE A
CONDOM.**

LESSON 7: WORKSHEET ASSIGNMENT

Dear parent/guardian,

As part of the My Future-My Choice program please work with your student to complete the following worksheet assignment.

This week we talked about some of the consequences of sexual involvement including the transmission of sexually transmitted diseases and infections (STDs/STIs) and unplanned pregnancy. We also looked at how to reduce these risks through postponing sexual involvement and other methods of protection. Please take some time this week to answer the following questions and go over the answers together.

1. Please mark each statement true (T) or false (F).

(See answers in the box below after completion.)

- a. A person would know if they have an STD/STI because they will have symptoms. —
- b. The longer a person postpones sexual involvement, the less likely they are to get an STD/STI or have/cause an unplanned pregnancy. —
- c. There are multiple ways to protect yourself against STDs/STIs and pregnancy. —
- d. All STDs/STIs have a cure. —
- e. Some STDs/STIs are spread through skin to skin contact. —
- f. Chlamydia and Human Papillomavirus (HPV) are not common STD/STIs. —

2. Make a list of five healthy and enjoyable activities you could do in a relationship that do not involve sexual contact:

ANSWERS

a. False (the most common symptom of an STD/STI is no symptom). b. True.
c. True (using condoms and getting tested for STDs/STIs help keep people safe, but abstinence is the only 100% effective method of protection). d. False.
e. True (Human Papillomavirus (HPV), Herpes and Syphilis are all spread when infected skin comes in contact with someone else's skin). f. False (chlamydia is the most common bacterial STI in the United States, and Human Papillomavirus (HPV) is the most common STD/STI overall in the United States).

LECCIÓN 7: HOJA DE EJERCICIOS

Estimado padre/tutor,

Como parte del programa Mi futuro-mi decisión por favor trabaje con su alumno para completar la hoja de ejercicios de la tarea.

Esta semana hablamos sobre algunas de las consecuencias causadas por la actividad sexual incluyendo la transmisión de enfermedades o infecciones sexuales (STD's/STI's) y también sobre los embarazos no planeados. También hablamos sobre formas para reducir estos riesgos al posponer la actividad sexual y otras formas de protección. Por favor tome un poco de tiempo durante esta semana para contestar las siguientes preguntas y repasar las respuestas juntos.

1. Por favor marque las siguientes declaraciones como Verdadero (V) o Falso (F).
(Véase las respuestas en la casilla debajo después de haber terminado.)
 - a. Una persona sabe si tienes una infección o enfermedad transmitida sexualmente porque tendrá síntomas. _____
 - b. Entre más una persona pospone las relaciones sexuales, es menos probable que contraiga una infección o enfermedad transmitida sexualmente (STD o STI) o que contraigan o causen un embarazo no planeado. _____
 - c. Hay múltiples maneras de protegerse uno mismo contra las enfermedades o infecciones transmitidas sexualmente o de un embarazo. _____
 - d. Todas las enfermedades o infecciones transmitidas sexualmente (STDs o STIs) son curables. _____
 - e. Algunas STD o STI son transmitidas por contacto de piel a piel.
 - f. La clamidia y el virus de papiloma humano (VPH) no son STD/STIs comunes. _____
2. Has una lista de cinco actividades saludables y divertidas que podrías hacer en una relación de noviazgo:

a. Falso (el mas común síntoma de un STD/STI es el no tener síntomas) b. Verdadero
c. Verdadero (Usando condones y tomando pruebas de STD/STI ayuda a la gente mantenerse seguros, pero la abstinencia es el único método 100% efectiva de protección.) d. Falso
e. Verdadero (El Virus de Papiloma Humano (VPH), Herpes, y Sfilis son todos transmitidos cuando una parte de la piel que está infectada se pone en contacto con la piel de otro.)
f. Falso (Clamidia es la bacteria STI mas común en los Estados Unidos, y el Virus de Papiloma Humano es el mas común STD sobre todo en los Estados Unidos.)

ROLE-PLAY

Situation 1

Gail recently transferred to a new school. She is eager to meet new friends. Gail gets good grades and has definite plans for her future.

She's been dating Devin from her old school for about six months. They have decided not to become sexually involved and discussed their limits. She is happy with her relationship and feels good about the decisions they've made together.

It's lunch time now at her new school. Lindsay is a new friend Gail has been hanging out with lately.

Gail is pretty sure Lindsay is having sex.

Lindsay asks Gail if she and Devin want to come over to her house over the weekend because her parents will be out of town.

The role-play begins when Lindsay says:

"You guys really should come over this weekend. It'll be a nice opportunity for you two."

Gail:

Step One:

Situation 1—continued

Lindsay: "What's the big deal, your parents will never find out about it."

Gail:

Step Two:

Lindsay: "You will really regret it if you don't take this opportunity."

Gail:

Step Three:

END OF ROLE-PLAY

What are the possible consequences for Gail of just giving in?

ROLE-PLAY

Situation 2

Sandy and Jade have been hanging out for about two months. They enjoy going to the movies and hanging out at the mall with their friends. They have a lot in common and really like to go to the school plays and athletic events together.

Lately Sandy has been trying to get more physical and it makes Jade uncomfortable. Jade likes holding hands, and is comfortable when they put their arms around each other, but is uncomfortable with making out. Sandy stops whenever Jade asks, but keeps trying to get Jade to go further.

Jade and Sandy went to the movies and as soon as the lights dimmed, Sandy started at it again.

*The role-play begins when Sandy says:
"I don't understand what the problem is?"*

Jade:

Step One:

Situation 2—continued

Sandy: "Look, it's not that big a deal. It's not like you're going to get pregnant or something."

Jade:

Step Two:

Sandy: "Maybe this isn't going to work out."

Jade:

Step Three:

END OF ROLE-PLAY

What are the possible consequences for Jade of just giving in?

ROLE-PLAY

Situation 3

Reuben is a football star and all around popular guy at his school. Reuben has been dating Erica, also a very popular girl at their school, for about six months.

Earlier on Reuben and Erica had protected sex but since then Reuben has decided it is too risky and wants to be abstinent. He is worried that if they continue to have sex, Erica might get pregnant. Reuben is looking at the possibility of a football scholarship and doesn't want to jeopardize his plans for his future.

Erica, however, seems to want to continue to be sexually involved. She puts the pressure on every time they are alone, which makes it very difficult for Reuben, even though he has told her how he feels.

They are alone at Erica's house one evening and the discussion begins.

*The role-play begins when Erica says:
"What is the problem? Don't you want to have sex?"*

Reuben:

Step One:

Situation 3—continued

Erica: "I thought you loved me. I don't understand."

Reuben:

Step Two:

Erica: "I feel like you must not be attracted to me any more."

Reuben:

Step Three:

END OF ROLE-PLAY

What are the consequences for Reuben of just giving in?

ROLE-PLAY

Situation 4

Jerod is a junior at Jefferson High School. It seems like all the guys he hangs out with are always talking about their sexual experiences. He's not even sure if they are all telling the truth, but he has already decided he doesn't want to become sexually involved until he's older.

He hasn't told the other guys about his decision because he doesn't want to get made fun of. He hasn't really dated anyone in the past so they didn't ask. Recently he's hung out with Casey a couple of times. Casey has a reputation of having already had sex, although the two of them have not.

After school Jerod is hanging out with some of his friends.

*The role-play begins when Jerod's friends say:
"Hey, we hear you've been hanging out with Casey! That must mean you finally did it!"*

Jerod:

Step One:

Situation 4—continued

Friends: "Come on, give us the story. It's no secret that Casey puts out."

Jerod:

Step Two:

Friends: "You can't hide it man. We know what's up."

Jerod:

Step Three:

END OF ROLE-PLAY

What are the consequences for Jerod of not telling the truth in this situation?

ROLE-PLAY

Situation 5

Reese met Drew on the Internet. They've been chatting on a social network site for about a month and Reese is really starting to like Drew a lot. Drew is super funny and seems to always know the right thing to say. Sometimes their messages get a little sexual, but Reese doesn't see the harm in it since it's just online and they don't really mean it anyway.

Recently Drew asked Reese to meet in person. Drew suggests they meet after school just outside the parking lot of Reese's school.

Now Reese is worried about the way they've talked over the Internet. Reese is sure Drew thinks they are going to have sex.

They are talking online after dinner.

*The role-play begins when Drew says:
"So are we on for tomorrow?"*

Reese:

Step One:

Situation 5—continued

Drew: "Hey don't worry. I've got protection."

Reese:

Step Two:

Drew: "What's the deal? I thought you were up for this?"

Reese:

Step Three:

END OF ROLE-PLAY

What are the possible consequences for Reese of going through with the meeting?

ROLE-PLAY

Situation 6

Ryan and Stacie have just started dating. Ryan and Stacie have both been sexually active in previous relationships.

Ryan almost always used protection, but there were a few times when things got carried away and Ryan wasn't prepared.

Stacie has always consistently and carefully used protection.

Things are getting heated up and they're alone at Stacie's house.

The role-play begins when Ryan says:

"I don't have any protection with me, but I'm sure we'll be safe just this once."

Stacie:

Step One:

Situation 6—continued

Ryan: "Please just this one time. I promise next time I'll be prepared."

Stacie:

Step Two:

Ryan: "You're being ridiculous. Nothing ever happens the first time!"

Stacie:

Step Three:

END OF ROLE-PLAY

What are the possible consequences for Stacie of giving in?

LESSON 8: COMMUNICATION WORKSHEET

Dear parent/guardian,

As part of the My Future-My Choice program please work with your student to complete the following worksheet assignment.

This week we talked about understanding the importance of effective communication to handle situations that may be risky. Students reviewed the Three Step Assertive Skill and practiced effective communication skills through role plays.

For the student:

- Review the Three Step Assertive Skill
- Read the story
- Complete the worksheet by filling out the response boxes
- Practice the role play with a parent/guardian or another adult

For the parent/guardian

- Read the story
- Practice the role play with your student
- Discuss different types of situations where you think these skills could be used.

The Three Step Assertive Skill:

Step One:

- Say **NO**.
- Keep repeating **NO**.

Step Two:

- State how the pressure makes you feel
- Ask the person: "Why do you keep pressuring me when I said **NO**?"

Step Three:

- Refuse to discuss the matter any further.
- Suggest something else

The role play begins when Devin invites Alex over:

"Hey Alex, want to come over to my house this afternoon? My parents will be at work and we can have some people over."

*Hint: (Step One) say **NO**.*

Your response: _____

"Come on! It'll be fun!"

*Hint: Repeat **NO**—don't offer reasons or excuses.*

Your response: _____

"Your parents will never know. Tell them we're doing homework."

Hint: (Step Two) state how the pressure makes you feel.

Your response: _____

"Nothing bad will happen. I promise!"

Hint: Ask why they keep pressuring you.

Your response: _____

"You are making this a bigger deal than it needs to be."

Hint: (Step Three) Refuse to discuss it anymore.

Your response: _____

"I really thought you were my friend. I can't believe you won't do it just this once."

Hint: Suggest something else.

Your response: _____

LECCIÓN 8: HOJA DE TRABAJO SOBRE LA COMUNICACIÓN

Estimado padre/tutor legal,

Como parte del programa My Future - My Choice (Mi Futuro-Mi Decisión) por favor trabaje con su alumno para completar la hoja de ejercicios de la tarea.

Esta semana hablamos sobre entender la importancia de la comunicación efectiva cuando abordamos situaciones que quizás sean riesgosas. Los estudiantes repasaron la Táctica Afirmativa de Tres Pasos y practicaron comunicación efectiva por medio de roles de actuación

Para el estudiante:

- Repasa la Táctica Afirmativa de Tres Pasos
- Lee el cuento
- Completa la hoja de trabajo al llenar las casillas de respuesta
- Practica los roles de actuación con un padre/tutor u otro adulto

Para el padre/tutor

- Lea el cuento
- Practiquen los roles de actuación con su hijo/a
- Hablen sobre cómo puede usted apoyar límites positivos en la vida de su hijo/a

La Táctica Afirmativa de Tres Pasos:

Paso Uno:

- Dí **"NO."**
- Continua repitiendo **"NO."**

Paso Dos:

- Declaren como la presión los hace sentir
- Pregúntale a la persona: "¿Por qué me sigues presionando cuando ya dije que **NO?**"

Paso Tres:

- Niégate a seguir hablando del asunto.
- Sugiere otra idea

El rol de actuación comienza cuando Devin invita a Alex a su casa:

"Hola Alex, ¿quieres ir a mi casa esta tarde? Mis padres estarán trabajando y podremos invitar a amigos a mi casa."

Pista: (Paso Uno) Di "NO".

Tu respuesta: _____

"Ándale, será divertido!"

Pista: Repita "NO" — no des razones o excusas.

Tu respuesta: _____

"Tus padres nunca sabrán. Diles que estaremos haciendo tarea."

Pista: (Paso Dos) Declara como te hace sentir la presión.

Tu respuesta: _____

"¿Nada malo sucederá. Te lo prometo!"

Pista: Pregunta por qué te sigue presionando.

Tu respuesta: _____

"Estas haciendo de ésto mucho más de lo que realmente es."

Pista: (Paso Tres) Niégate a seguir hablando del tema.

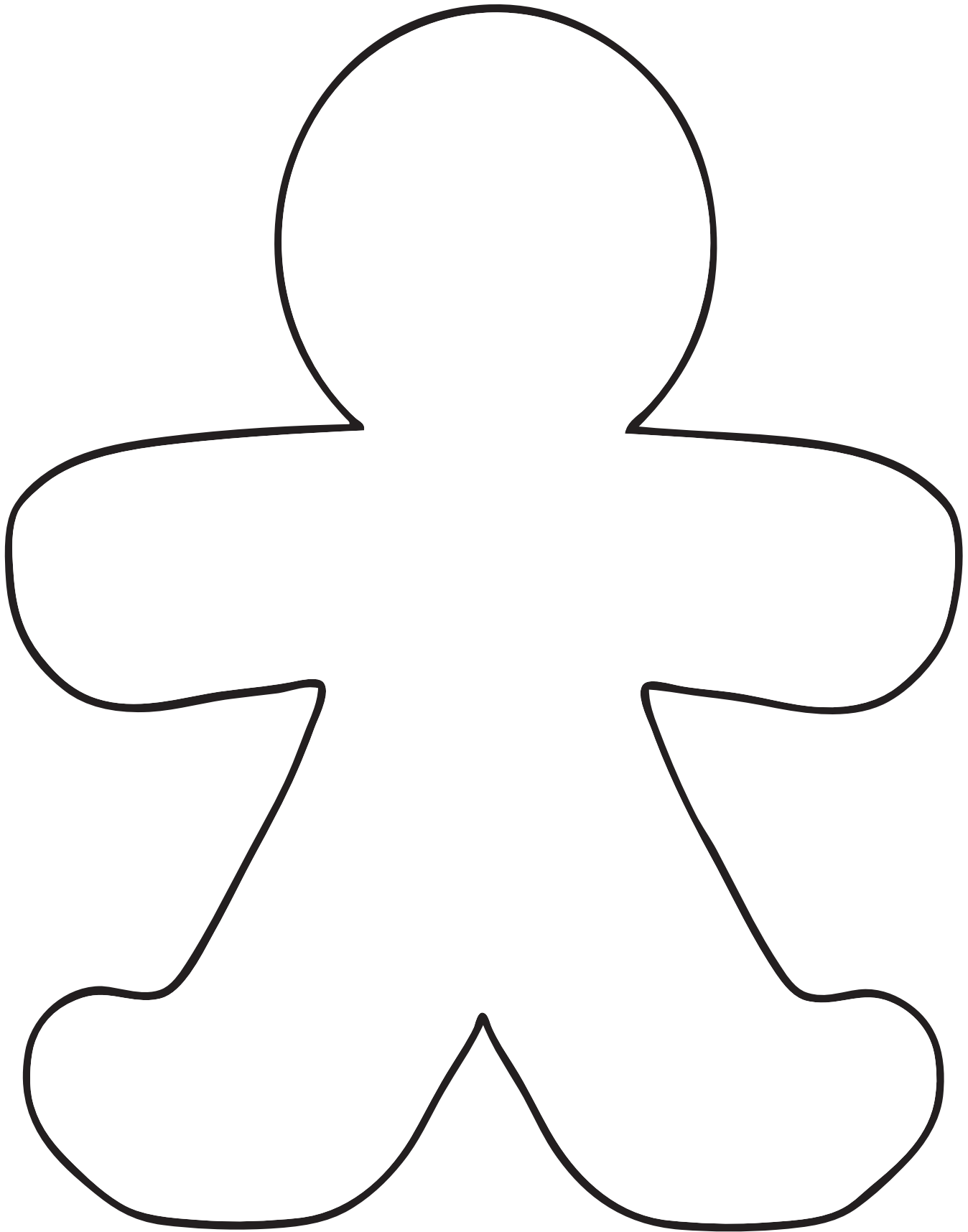
Tu respuesta: _____

"Yo realmente pensaba que eras mi amiga. No puedo creer que no lo harás ni una vez."

Pista: Sugiere otra idea.

Tu respuesta: _____

TRAITS FOR A HEALTHY RELATIONSHIP



LESSON 9: WORKSHEET ASSIGNMENT

Dear parent/guardian,

As part of the My Future-My Choice program please work with your student to complete the following worksheet assignment.

This week we reviewed different types of relationships and what makes them healthy. We did an activity that helped your student identify qualities of healthy and unhealthy relationships. Please take some time this week to share your experiences with relationships.

1. What's important to you in a friendship or dating relationship?

2. What are some qualities of a healthy dating relationship?

3. What are some qualities of an unhealthy dating relationship?

4. Why are the following important in a friendship or dating relationship?
 - Honesty -

 - Good communication -

 - Understanding -

 - Problem solving -

LECCIÓN 9: HOJA DE TRABAJO

Estimado padres/tutor legal,

Como parte del programa Mi Futuro-Mi Decisión por favor trabaje con su alumno para completar la hoja de ejercicios de la tarea.

Esta semana hemos estado hablando sobre los diferentes tipos de relaciones y lo que las hacen saludables. Realizamos una actividad que ayudo al estudiante a identificar las cualidades de las relaciones saludables y no saludables. Por favor tomen tiempo durante esta semana para hablar con su hijo/a sobre su experiencia en sus relaciones.

1. ¿Qué es importante para ti en una relación de amigos o de noviazgo?
2. ¿Cuáles son algunas de la cualidades en una relación de noviazgo saludable?
3. ¿Cuáles son algunas de las características de una relación de noviazgo que no es saludable?
4. ¿Por qué son importantes las siguientes cualidades en una relación de amigos o de noviazgo?
 - La honestidad-
 - La buena comunicación-
 - La comprensión-
 - La resolución de conflictos-

REVIEW GAME

ROUND 1 ANSWERS

ROUND 2 ANSWERS

REVIEW GAME

ROUND 3 ANSWERS

ROUND 4 ANSWERS

SCORE SHEET

CF: As each group reports out give the team one point for each correct answer. On the bonus round (role-play) give 20 points if they do their role-plays. You can deduct points if role-play is inappropriate.

Teams	Round One	Round Two	Round Three	Round Four	Round Five	TOTALS:
One						
Two						
Three						
Four						
Five						
Six						

“THE MALL”

Step #1: Read the story.

Step #2: Complete the worksheet by filling in the response boxes.

Step #3: Select two people from your group to role-play the story for the class.

STORY:

Amanda and Anna are hanging out at the mall. Some classmates from their school walk by and Anna suggests they invite them to hang out at her house since her parents are gone for the day. Amanda has plans for her future and knows if she got sexually involved now it might hurt her chance for a good education.

The role-play begins when Anna says to Amanda:

"THE MALL"—continued

"They are so hot. Let's go talk to them and get to know them better."

*Hint: Say **NO**.*

Amanda's response: _____

"Come on, you know you want to do it as much as I do."

*Hint: Repeat **NO**, don't offer reasons or excuses.*

Amanda's response: _____

"Don't you want to know what it's like? What's the matter with you?"

Hint: State how the pressure makes you feel.

Amanda's response: _____

"Nothing bad is going to happen."

Hint: Ask why they continue pressuring you.

Amanda's response: _____

"If we don't someone else will."

Hint: Refuse to discuss it anymore.

Amanda's response: _____

"Please? I really want to meet them."

Hint: Suggest something else.

Amanda's response: _____

“THE SKATE PARK”

Step #1: Read the story.

Step #2: Complete the worksheet by filling in the response boxes.

Step #3: Select two people from your group to role-play the story for the class.

STORY:

Riley and Kris are hanging out at the skate park. Some classmates from their school walk by and Riley talks about feeling ready to become sexually involved. Kris has future plans and knows sexual involvement now might hurt the chance for success.

The role-play begins when Riley says to Kris:

"THE SKATE PARK"—continued

"Wow, they are hot. Let's go spend some time with them."

*Hint: Say **NO**.*

Kris's response: _____

"C'mon, you know you want to do it."

*Hint: Repeat **NO**. Don't offer reasons or excuses.*

Kris's response: _____

"Don't you want to find out what it's like? What's the matter with you?"

Hint: State how the pressure makes you feel.

Kris's response: _____

"Please? It'll be fun!"

Hint: Ask why they continue pressuring you.

Kris's response: _____

"But this might be our only chance."

Hint: Refuse to discuss it anymore.

Kris's response: _____

"They're really cool! Don't you want to know them better?"

Hint: Suggest something else.

Kris's response: _____

“HIDDEN INTENTIONS”

Step #1: Read the story.

Step #2: Complete the worksheet by filling in the response boxes.

Step #3: Select two people from your group to role-play the story for the class.

STORY:

Pedro has taken Robin out several times. This week Pedro took Robin to see their favorite band. After the concert, Pedro starts pressuring Robin. Robin doesn't want to be sexually involved and doesn't "owe" Pedro anything.

The role-play begins when Pedro says to Robin:

"HIDDEN INTENTIONS"—continued

"I know you had a great time Robin. Don't you want to show me how much you liked the concert?"

Hint: Say NO.

Robin's response: _____

"Come on Robin, don't you want to take our relationship a step further?"

Hint: Repeat NO. Don't offer reasons or excuses.

Robin's response: _____

"Please Robin? I think you probably want this as much as I do."

Hint: State how the pressure makes you feel.

Robin's response: _____

"Why won't you do this for me?"

Hint: Ask why they continue pressuring you.

Robin's response: _____

"Well, I just thought you'd want to show me how you feel about me."

Hint: Refuse to discuss it anymore.

Robin's response: _____

"Trust me, you won't regret it."

Hint: Suggest something else.

Robin's response: _____

“PEER PRESSURE”

Step #1: Read the story.

Step #2: Complete the worksheet by filling in the response boxes.

Step #3: Select two people from your group to role-play the story for the class.

STORY:

Avery is hanging out with a group of friends after basketball practice. His friends are talking about their sexual experiences. Avery doesn't feel ready for sexual involvement and wants to be older before getting involved.

The role-play begins when Avery's friends say:

"PEER PRESSURE"—continued

"So, have you done it yet?"

Hint: Say NO.

Avery's response: _____

"Don't you want to know what it's like?"

Hint: Repeat NO. Don't offer reasons or excuses.

Avery's response: _____

"Oh come on, you should just do it, everyone else is."

Hint: State how the pressure makes you feel.

Avery's response: _____

"It's not that big a deal."

Hint: Ask why they continue pressuring you.

Avery's response: _____

"What are you scared of, it's going to happen sometime, why not now?"

Hint: Refuse to discuss it anymore.

Avery's response: _____

"I don't know why you don't want to talk about it."

Hint: Suggest something else.

Avery's response: _____

“IF I DON’T, WE COULD BREAK UP”

Step #1: Read the story.

Step #2: Complete the worksheet by filling in the response boxes.

Step #3: Select two people from your group to role-play the story for the class.

STORY:

Jamie and Kelly have been dating for about six months. They are not sexually involved, although they have talked about it. Recently, Jamie has started pressuring Kelly to have sex. Kelly wants to keep dating Jamie but does not feel ready for sex because of plans for the future. One night, after going to the movies, Jamie begins pressuring Kelly.

The role-play begins when Jamie says to Kelly:

"IF I DON'T, WE COULD BREAK UP"—continued

"I know you really care about me. Let's do this. Please?"

*Hint: Say **NO**.*

Kelly's response: _____

"But we've been going out for such a long time. I think we're ready."

*Hint: Repeat **NO**. Don't offer reasons or excuses.*

Kelly's response: _____

"You don't have to worry, no one else will ever know."

Hint: State how the pressure makes you feel.

Kelly's response: _____

"I think we're both ready for this."

Hint: Ask why they continue pressuring you.

Kelly's response: _____

"Come on, I know you care about me as much as I care about you."

Hint: Refuse to discuss it anymore.

Kelly's response: _____

"Trust me, you won't regret it."

Hint: Suggest something else.

Kelly's response: _____

“CONFLICT WITHIN A RELATIONSHIP”

Step #1: Read the story.

Step #2: Complete the worksheet by filling in the response boxes.

Step #3: Select two people from your group to role-play the story for the class.

STORY:

Jordan and Drew have been dating for several months. Drew's family is currently out of town. Jordan wants to be alone with Drew. Drew has set a personal stopping point and doesn't want to go past it.

The role-play begins when Jordan says to Drew:

"CONFLICT WITHIN A RELATIONSHIP"—continued

"Let's go to your house so we can be alone, okay?"

*Hint: Say **NO**.*

Drew's response: _____

"C'mon, your parents will never know."

*Hint: Repeat **NO**. Don't offer reasons or excuses.*

Drew's response: _____

"I thought you'd want to be alone with me. What's the matter with you?"

Hint: State how the pressure makes you feel.

Drew's response: _____

"I just want to show you how much I like you."

Hint: Ask why they continue pressuring you.

Drew's response: _____

"But this might be our only chance."

Hint: Refuse to discuss it anymore.

Drew's response: _____

"If you cared about me you would do this."

Hint: Suggest something else.

Drew's response: _____

“THE FIRST DATE”

Step #1: Read the story.

Step #2: Complete the worksheet by filling in the response boxes.

Step #3: Select two people from your group to role-play the story for the class.

STORY:

Carmen and Dylan are out on their first date. Dylan enjoys hanging out with Carmen and is not interested in being physically involved. Carmen, on the other hand, feels becoming sexually involved is cool and grown up.

The role-play begins when Carmen says to Dylan:

"THE FIRST DATE"—continued

"Dylan, I really like you. Let's go where we can be alone."

*Hint: Say **NO**.*

Dylan's response: _____

"But you know how much I care."

*Hint: Repeat **NO**. Don't offer reasons or excuses.*

Dylan's response: _____

"Dylan, you don't have to worry, we'll be the only ones that know."

Hint: State how the pressure makes you feel.

Dylan's response: _____

"We may never get another chance like this one."

Hint: Ask why they continue pressuring you.

Dylan's response: _____

"You won't regret it."

Hint: Refuse to discuss it anymore.

Dylan's response: _____

"I thought this was something we both wanted."

Hint: Suggest something else.

Dylan's response: _____

“TEXT”

Step #1: Read the story.

Step #2: Complete the worksheet by filling in the response boxes.

Step #3: Select two people from your group to role-play the story for the class.

STORY:

Bailey and Jessie have been best friends since elementary school. Bailey's brother is having a piano recital and Bailey is secretly texting Jessie.

Bailey texts: "Oh my gosh! Best news ever! Casey said 'I love you' last night! Casey's really sweet. Tell you all about it tonight!"

After the recital, Bailey goes over to Jessie's house.

The role-play begins when Jessie says to Bailey:

"TEXT" — continued

"So, have you done anything yet?"

*Hint: Say **NO**.*

Bailey's response: _____

"C'mon, Casey loves you. I think you should do it."

*Hint: Repeat **NO**. Don't offer reasons or excuses.*

Bailey's response: _____

"But Casey's so cute and sweet!"

Hint: State how the pressure makes you feel.

Bailey's response: _____

"I'd do it if I were you."

Hint: Ask why they continue pressuring you.

Bailey's response: _____

"You know, if you don't do it, Casey might start liking someone else."

Hint: Refuse to discuss it anymore.

Bailey's response: _____

"Nothing bad is going to happen."

Hint: Suggest something else.

Bailey's response: _____

