

# Adulthood Preparation Subjects Curriculum Assessment Tool Curriculum: Making Proud Choices!

## Overview of the Tool

This tool is designed to assess the extent to which curricula used by Personal Responsibility Education Program (PREP) grantees address each of PREP’s six Adulthood Preparation Subjects (APSs). Many PREP grantees aim to address APS topics in their programming through a primary curriculum that is designed to educate youth on preventing sexual activity, pregnancy, and sexually transmitted infections. Because most curricula were developed prior to the PREP legislative mandate to include APS content, there is likely variation in the extent to which grantees’ primary curricula include content about APS topics. With this tool, users can examine how and to what extent the content covered in a curriculum’s lessons and activities integrate information about APS topics. This assessment informs how supplemental materials and instruction can be added to your program to more thoroughly incorporate APS content.

For additional information on incorporating APSs into PREP programming, see the following resources:

- Report: [Conceptual Models for Adulthood Preparation Subjects within the Personal Responsibility Education Program](#)
- Brief: [Integrating Positive Youth Development into PREP Programming](#)
- Resource Guide: [Adulthood Preparation Subjects Resource Guide](#)

## Background Information on Assessed Curriculum

The following table includes information about the curriculum assessed with this tool.

<b>Version</b>	Fifth edition (2016)
<b>Publisher</b>	ETR (Education, Training and Research)
<b>Delivery time and format</b>	Eight 1-hour modules, which can be presented over 2 to 8 days, plus additional optional activities.
<b>Target population(s)</b>	Youth (ages 12-18) across settings, including in schools or community organizations
<b>Website (for additional information)</b>	<a href="https://www.etr.org/ebi/programs/making-proud-choices/">https://www.etr.org/ebi/programs/making-proud-choices/</a>

## Using this APS Assessment Tool

This tool allows users to map the lessons and activities of a primary curriculum in order to better understand to what extent the APSs are addressed through that curriculum. While federal authorizing legislation requires PREP programs to educate participating youth on at least three of the APSs, the Family and Youth Services Bureau (FYSB) does not currently designate how much APS content must be included or which content related to an APS must be covered in a PREP program to consider the APS sufficiently addressed. For this reason, any assessment of a curriculum against the tool should not be considered a definitive determination or endorsement for how well a curriculum covers each APS. This tool is an important first step in informing both PREP grantees and FYSB of the extent to which curricula grantees use in their programs may include APS content. Using this tool to assess their programs' curricula will help PREP grantees to consider what, if any, supplemental programming could be added to more thoroughly cover their selected APSs.

The tool includes seven total sections: one section for each of the six APS, followed by a curriculum assessment summary section. Further guidance on each section is included below.

### APS Mapping Sections

Each of this tool's six APS sections includes three parts: (1) a **definition** of the APS of focus; (2) a **description** of how each of the APS topics are addressed in the curriculum; and (3) a **summary** of the extent to which the APS topics are covered by the curriculum.

1. The **definition** of the APS is listed at the top of the section's first page. The definitions are taken from the [Conceptual Models for Adulthood Preparation Subjects within the Personal Responsibility Education Program](#) report.
2. **Descriptions** of how each topic is covered is shared through a table. Each APS has multiple topics listed in the table and a short description of skills or abilities that participants would gain if the topic is addressed by the curriculum. For additional information on each topic within an APS, see the [Conceptual Models for Adulthood Preparation Subjects within the Personal Responsibility Education Program](#) report. Topics that are not covered by the curriculum should be identified as such in the table. For example, rows for topics that are not covered could be greyed out and/or include a note indicating no coverage (e.g., "Not covered," "N/A," "None"). Users completing this tool for a curriculum should exercise their best judgment when assessing which lessons or activities within that curriculum address the six APS; however, some lessons or activities may be challenging to assess or appear to address multiple topics within an APS or across multiple APSs.

For each topic associated with the APS, the table contains information on:

- **Relevant lesson(s) that promote the topic.** This column identifies the **lessons** that include content that promotes youth skills or abilities associated with the topic. Lessons may be listed as titles, numbers, or a combination of the two, depending on the format of the curriculum. Notes can be used to clarify details, for example, if only a portion of the lesson addresses the topic or if the lesson is optional.
- **Relevant activities that promote the topic.** This column identifies the **activities** that include content that promotes youth skills or abilities associated with the topic. Relevant activities often align with the lessons listed in the column on a relevant lesson(s) that promote the topic. Activities may be listed by name, number, and/or a brief summary of the activity, depending on the format of the curriculum, and notes may be needed to clarify details (for example, if the activity is optional or only applicable to some participants).

- **Total number of relevant lessons/time on the topic.** The **total** column summarizes the amount or proportion of time dedicated to the topic across relevant lessons and activities. If a curriculum provides information on the time needed for lessons or activities, this column should include an estimated amount of time spent on the topic by summing across lessons and activities listed in the previous columns. Depending on the format of the curriculum, this column could be organized by population, such as age categories.
3. The narrative **summary** describes the extent to which the curriculum covers the APS. The summary should address the following questions to provide an overall assessment of coverage:
- Which topics related to the APS are covered, and which are not covered?
  - Within topics that are covered, are some skills or abilities covered to a greater extent than others?
  - What are the primary lessons and activities that promote content related to the APS?
  - What is the estimated number of lessons or total time spent on the APS?

### Curriculum Assessment Summary Section

The tool's curriculum assessment summary section, included on the final page, includes each of the narrative **summaries** from the six APS sections. This final section is intended to assist a user in quickly understanding the extent to which each APS is covered by the curriculum. The section also provides comparisons of the lessons and activities that address multiple APSs.

## Adolescent Development

### Definition of Adolescent Development

Physical, cognitive, social, and emotional maturation that occurs for youth roughly between ages 10 and 19. Age-appropriate programs and education can support the development of positive social behaviors and relationships; emotional well-being; academic achievement; healthy attitudes and values about adolescent growth and development, body image, racial and ethnic diversity; and related subjects.

### Coverage of Adolescent Development topics

Adolescent Development Topics Descriptions of youth skills/abilities included in topic	Relevant lesson(s) that promote the topic	Relevant activities that promote the topic	Total relevant lessons/time on the topic
<b>AD.1. Physical development</b> Anatomy and physiology, hygiene, puberty, health habits, and healthy risk management skills	<ul style="list-style-type: none"> <li>An <b>optional activity</b> includes content on anatomy and physiology and puberty</li> </ul>	<ul style="list-style-type: none"> <li><b>Optional activity:</b> Puberty and Adolescent Sexual Development Discussion</li> </ul>	There is one 20-minute optional activity on anatomy and physiology and puberty.
<b>AD.2. Cognitive development</b> Knowledge of life skills, critical thinking and reasoning skills, and decision-making skills	Not directly addressed. The curriculum aims to improve cognitive development skills or abilities in the context of romantic relationships, but there are no lessons or activities that aim to broadly improve cognitive development skills and abilities.	Not directly addressed (see previous column)	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>AD.3. Emotional development</b> Positive self-regard, self-regulation, coping, and conflict resolution skills; prosocial values, spirituality, and morality	<ul style="list-style-type: none"> <li><b>Lesson 1</b> includes a short activity that has participants agree to a set of prosocial values throughout the course</li> </ul>	<ul style="list-style-type: none"> <li><b>Relevant Lesson 1 activities:</b> <ul style="list-style-type: none"> <li>Activity 1C: Creating Group Agreements</li> </ul> </li> </ul>	1 activity that is approximately 5-minutes includes content on this topic
<b>AD.4. Social development</b> Connected to community and social networks; developing a cultural identity; civic engagement	Not directly addressed. The curriculum aims to improve social development skills or abilities in the context of romantic relationships, but there are no lessons or activities that aim to broadly improve social development skills and abilities.	<i>Not directly addressed (see previous column)</i>	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>AD.5. Additional related topics</b> Other topics might include activities that facilitate healthy development and well-being	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>

### Summary of Adolescent Development Lessons and/or Skills Training

*Making Proud Choices!* includes little content related to adolescent development.

There is a brief activity in which participants agree to a set of prosocial values, which is an element of **emotional development**.

In addition, there is an optional activity that includes content on anatomy and physiology and puberty, which are elements of **physical development**.

The curriculum includes some content that could be considered to relate to other elements of adolescent development; however, that content is covered only in the context of sexual or romantic relationships rather than building participants' general knowledge or skills of those topics.

## Educational and Career Success

### Definition of Educational and Career Success

Obtaining at least a high school diploma or the equivalent is a starting point for long-term career success. Encouraging youths' academic performance and school attendance and engagement may foster improvements in grades and school retention for youth in traditional and alternative education settings. Long-term success can involve multiple paths to completing postsecondary education or training and finding stable and well-paying employment. The development of hard and soft skills for school and workplace productivity, preparation for postsecondary education and employment, job seeking and retention, career planning, independent living, lifelong learning, and career adaptability support future educational and career success.

### Coverage of Educational and Career Success topics

Educational and Career Success Topics Descriptions of youth skills/abilities included in topic	Relevant lesson(s) that promote the topic	Relevant activities that promote the topic	Total relevant lessons/time on the topic
<b>ECS.1. Academic support and learning-related skills</b> Supplement academic instruction through tutoring, homework assistance, test preparation, study skills, and time-management	• None	• None	• None
<b>ECS.2. Enriched learning and extracurricular activities</b> Exploring interests and building skills through activities like arts, sciences and engineering, sports, and community service	• None	• None	• None
<b>ECS.3. Education planning and assistance</b> Support high school completion, offer opportunities to earn college credit, support postsecondary application and financial aid processes	• None	• None	• None
<b>ECS.4. Job and career planning and activities</b> Support career decision-making with networking opportunities, and career-related exposure and experiences	• None	• None	• None
<b>AD.5. Additional related topics</b> Accessing coursework and school credit related to job/career advancement	• None	• None	• None

### Summary of Educational and Career Success Lessons and/or Skills Training

Educational and career success topics are not covered in the curriculum.

## Financial Literacy

### Definition of Financial Literacy

Having the knowledge and skills needed to understand the financial terminology and concepts that enable adolescents to acquire and manage financial resources successfully. Short-term financial literacy skills include opening a bank account, saving, managing credit, and preparing and tracking personal budgets. Medium- and long-term financial literacy skills include knowledge of financial services, interest rates, insurance, debt and credit management, and future planning, including planning for college. Financially literate adolescents understand the implications of their spending on their current and future financial well-being and are able to make careful choices about how to acquire and spend their money and other resources.

### Coverage of Financial Literacy topics

Financial Literacy Topics Descriptions of youth skills/abilities included in topic	Relevant lesson(s) that promote the topic	Relevant activities that promote the topic	Total relevant lessons/time on the topic
<b>FL.1. Spending and budgeting</b> Develop and maintain a budget to track earnings and spending that aligns with one's resources, priorities, and available income.	• None	• None	• None
<b>FL.2. Savings and investments</b> Learn about checking and savings accounts; and how investments can help them set and meet goals for the future.	• None	• None	• None
<b>FL.3. Borrowing, credit, and debt</b> Understanding how to obtain and manage types of credit and debt, including financial aid	• None	• None	• None
<b>FL.4. Insurance</b> Understanding how to purchase and manage insurance including car and health coverage, types of risk and risk management	• None	• None	• None
<b>FL.5. Consumer financial protections</b> How to identify and protect from identity theft and financial fraud; what to do if youth become victims of theft or fraud	• None	• None	• None
<b>FL.6. Additional related topics</b> Engaging in financial discussions with parents; real-life application of skills; learning from financial experts	• None	• None	• None

### Summary of Financial Literacy Lessons and/or Skills Training

Financial literacy topics are not covered in the curriculum.

## Healthy Life Skills

### Definition of Healthy Life Skills

Healthy life skills are the competencies that enable people to solve problems and deal in positive ways with challenges they face in their everyday lives. These skills include social, emotional, and cognitive skills, as well as physical and sexual health skills. Social skills focus on communication, negotiation and refusal, assertiveness, cooperation, and empathy. Emotional skills comprise self-regulation and development of personal confidence. Cognitive skills include decision making, goal setting, problem solving, and critical thinking. Physical and sexual health skills focus on making healthy life choices and can reinforce social, emotional, and cognitive skills. Adolescents can practice and build these skills in the classroom and at school—as peer leaders—and in the community, by providing service to others. Using these skills can enable adolescents to improve their emotional well-being, mental health, and social skills; decrease their involvement in risky behaviors; and improve their academic achievement.

### Coverage of Healthy Life Skills topics

Healthy Life Skills Topics	Relevant lesson(s) that promote the topic	Relevant activities that promote the topic	Total relevant lessons/time on the topic
<b>HLS.1. Cognitive skills</b> Decision-making, problem solving, and critical-thinking skills to understand personal views and values; set and plan for goals	<ul style="list-style-type: none"> <li>• <b>Lesson 1</b> includes some content related to setting and planning for goals</li> <li>• <b>Lesson 4</b> includes a short activity on problem solving (this activity introduces a general problem-solving technique that can be used outside of the context of sexual and romantic situations)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Relevant Lesson 1 activities:</b> <ul style="list-style-type: none"> <li>– Activity 1F: Goals and Dreams Timeline</li> <li>– Activity 1G: Brainstorming Obstacles or Detours Along Your Timeline</li> </ul> </li> <li>• <b>Relevant Lesson 4 activities:</b> <ul style="list-style-type: none"> <li>– Activity 4A: Stop, Think and Act: Introduction to Problem Solving</li> </ul> </li> </ul>	3 activities across 2 lessons (approximately 30 total minutes) include content on this topic
<b>HLS.2. Emotional coping skills</b> Manage stress, feelings, and reactions to conflict; improve confidence and expectations for how behavior leads to outcomes	Not directly addressed. The curriculum aims to improve emotional coping skills in the context of romantic relationships, but there are no lessons or activities that aim to broadly improve emotional coping skills.	Not directly addressed (see previous column)	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>HLS.3. Social skills</b> Communication, negotiation, refusal, assertiveness, and interpersonal skills; cooperating with and being empathetic to others	<ul style="list-style-type: none"> <li>• <b>Lesson 1</b> includes a short activity on skills related to cooperating with others</li> <li>• <b>Lesson 6</b> includes an optional video activity that demonstrates communication skills in a difficult situation (outside of the context of a sexual setting)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Relevant Lesson 1 activities:</b> <ul style="list-style-type: none"> <li>– Activity 1C: Creating Group Agreements</li> </ul> </li> <li>• <b>Relevant Lesson 6 activities:</b> <ul style="list-style-type: none"> <li>– Optional Activity 6B: Tanisha &amp; Shay Video</li> </ul> </li> </ul>	2 activities (1 of which is optional) across 2 lessons (approximately 5 minutes + an additional optional 25 minutes) include content on this topic
<b>HLS.4. Physical health skills</b> Learn about nutrition and healthy eating, exercise practices, and positive body image; effects of substance use	<ul style="list-style-type: none"> <li>• <b>Lessons 3 and 7</b> include activities with short sections on how alcohol and other drugs affect sexual decisions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Relevant Lesson 3 activities:</b> <ul style="list-style-type: none"> <li>– Activity 3B: Calling Koko</li> </ul> </li> <li>• <b>Relevant Lesson 7 activities:</b> <ul style="list-style-type: none"> <li>– Activity 7D: “What to Say if My Partner Says...”: Responding to Excuses</li> </ul> </li> </ul>	2 activities briefly cover this topic (approximately 10 minutes in total)

<b>Healthy Life Skills Topics</b> Descriptions of youth skills/abilities included in topic	<b>Relevant lesson(s) that promote the topic</b>	<b>Relevant activities that promote the topic</b>	<b>Total relevant lessons/time on the topic</b>
<b>HLS.5. Sexual health skills</b> Learn about STIs, sexual anatomy, contraceptives, and pregnancy; develop negotiation and refusal skills regarding sex	<ul style="list-style-type: none"> <li>• <b>Lessons 1, 2, 3, and 4</b> focus on STIs and contraceptives</li> <li>• <b>Lesson 5</b> focuses on supporting condom use skills</li> <li>• <b>Lesson 6</b> focuses on pregnancy and birth control methods</li> <li>• <b>Lessons 7 and 8</b> focus on negotiation and refusal skills regarding sex</li> <li>• An <b>optional activity</b> focuses on sexting</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Relevant Lesson 1 activities</b> <ul style="list-style-type: none"> <li>– Activity 1D: Making Proud Choices! Be Proud! Be Responsible! Brainstorm</li> <li>– Activity 1E: Brainstorming About Teens and Sex</li> </ul> </li> <li>• <b>All Lesson 2 activities:</b> Discussing HIV and AIDS; The Subject is HIV Video and Discussion; True or False: HIV; HIV Risk Continuum</li> <li>• <b>All Lesson 3 activities:</b> The Hard Way Video and Discussion; Calling Koko</li> <li>• <b>Relevant Lesson 4 activities:</b> <ul style="list-style-type: none"> <li>– Activity 4B: Sean and Morgan Case Study: Problem Solving Using Stop, Think and Act</li> <li>– Activity 4C: Nicole’s Choice Video and Discussion</li> <li>– Activity 4D: The HIV/AIDS Game or Optional Alternative Activity HIV/STI Jeopardy or Optional Alternative Activity HIV/STI Survivor</li> </ul> </li> <li>• <b>All Lesson 5 activities:</b> STI Facts or The Subject is STD (optional video activity); The Transmission Game; What I Think About HIV/STI and Safer Sex; Condom Use Skills</li> <li>• <b>All Lesson 6 activities:</b> True or False: Pregnancy Statements; Tanisha &amp; Shay Video (optional activity); Birth Control Methods and Demonstration; Attitudes About Contraception</li> <li>• <b>All Lesson 7 activities:</b> Condom Line-Up; How to Make Condoms Fun and Pleasurable (for high school youth); Barriers to Condom Use/Condom Pros and Cons; “What to Say if My Partner Says...”: Responding to Excuses; Introduction to SWAT and Scripted Roleplays</li> <li>• <b>All Lesson 8 activities:</b> Safer Sex Negotiation Skills and Wrap It Up Video; Practicing and Enhancing Negotiation Skills: Unscripted Roleplays; Talking to Your Partner About Safer Sex – Information Review; Closing Activity</li> <li>• <b>Optional activity:</b> <i>Is Sexting Ok?</i></li> </ul>	Almost the entire curriculum is focused on sexual health skills. The largest exception is Lesson 1, which focuses primarily on other content, such as introductions to the program and activities related to goals. In addition, there is one 25-minute optional activity on sexting.  In total, there is approximately 420 minutes of physical development content + 25 additional minutes of optional relevant content
<b>HLS.6. Additional related topics</b> Other topics might include helping youth bolster their positive self-concept and self-efficacy	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

### Summary of Healthy Life Skills Lessons and/or Skills Training

Each of the curriculum’s eight lessons include at least some content focused on building participants’ **sexual health skills**. An estimated 7 of the curriculum’s 8 hours are focused on these skills. There is also an optional 25-minute activity that includes content on the potential consequences of sexting.

In addition, there are some activities that support other healthy life skills topics, including content on **cognitive skills** (specifically problem-solving and setting/planning for goals), social skills (specifically cooperating with others and communication skills), and **physical health skills** (potential effects of substance use).

The curriculum also includes some content that could be considered to further build participants’ cognitive, emotional, social, or physical health skills; however, unless listed, that content is covered only in the context of sexual or romantic relationships rather than building participants’ general skills of those topics.



## Healthy Relationships

### Definition of Healthy Relationships

Healthy relationships are based on trust, honesty, listening, and respect and allow adolescents to feel supported, connected, and independent. In healthy relationships, adolescents must communicate and establish boundaries. They can learn to communicate, demonstrate empathy, manage conflict, and resist peer pressure. They can learn to recognize the characteristics of healthy (and unhealthy) relationships and develop skills to form healthy relationships and avoid unhealthy ones, including those that involve physical violence, emotional and verbal abuse, and coercion. Adolescents experiencing healthy relationships are less likely to engage in risk-taking behaviors. Such relationships can include peer and romantic relationships, but having healthy relationships with parents, family members, and other adults (guardians and caregivers) is also important and provides a foundation for the skills and behaviors needed to establish healthy relationships and boundaries with peers and partners.

### Coverage of Healthy Relationships topics

<b>Healthy Relationships Topics</b> Descriptions of youth skills/abilities included in topic	<b>Relevant lesson(s) that promote the topic</b>	<b>Relevant activities that promote the topic</b>	<b>Total relevant lessons/time on the topic</b>
<b>HR.1. Recognition of unhealthy/healthy relationships</b> Identify healthy/unhealthy relationship characteristics; form a healthy relationship; avoid unhealthy relationships	<ul style="list-style-type: none"> <li>An <b>optional activity</b> includes information on the characteristics of healthy versus unhealthy relationships</li> </ul>	<ul style="list-style-type: none"> <li><b>Optional activity:</b> Healthy Relationships</li> </ul>	One 20-minute optional activity addresses this topic
<b>HR.2 Skills for intentional decision making and choices when accepting or rejecting a partner</b> Understand informed/intentional partner choice and characteristics of mature love; develop own values/goals; define relationships they seek	<ul style="list-style-type: none"> <li><b>Lesson 1</b> includes some content related to developing goals, which could include romantic goals</li> </ul>	<ul style="list-style-type: none"> <li><b>Relevant Lesson 1 activities:</b> <ul style="list-style-type: none"> <li>Activity 1F: Goals and Dreams Timeline</li> <li>Activity 1G: Brainstorming Obstacles or Detours Along Your Timeline</li> </ul> </li> </ul>	2 activities across 2 lessons (approximately 25 minutes total) include content on this topic
<b>HR.3 Respect for self and partner</b> Build positive regard for self and others; use language to maintain healthy relationships	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>HR.4 Age-appropriate social networks</b> Form appropriate friendships with peers; learn how to safely use online resources	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>HR.5 Positive relationships with peers</b> Use healthy communication and prosocial behaviors with peers; navigate peer opinions and norms	<ul style="list-style-type: none"> <li><b>Lesson 1</b> includes a short activity that encourages students to develop and agree to a set of principles with how they will communicate and interact throughout the course</li> <li>An <b>optional activity</b> includes a discussion on perceived peer opinions and norms</li> </ul>	<ul style="list-style-type: none"> <li><b>Relevant Lesson 1 activities:</b> <ul style="list-style-type: none"> <li>Activity 1C: Creating Group Agreements</li> </ul> </li> <li><b>Optional activity:</b> Understanding Messages About Sex</li> </ul>	One 5-minute activity + a 10-minute optional activity address this topic
<b>HR.6 Communication and conflict resolution skills</b> Manage stressful situations and conflict within close relationships; communicate effectively; develop and use problem-solving and conflict resolution skills	<ul style="list-style-type: none"> <li><b>Lesson 4</b> includes a short activity on problem solving (this activity introduces a general problem-solving technique that can be used outside of the context of sexual and romantic situations)</li> <li><b>Lesson 6</b> includes an optional video activity that demonstrates communication skills in a difficult situation (outside of the context of a sexual setting)</li> </ul>	<ul style="list-style-type: none"> <li>Relevant Lesson 4 activities:                             <ul style="list-style-type: none"> <li>Activity 4A: Stop, Think and Act: Introduction to Problem Solving</li> </ul> </li> <li><b>Optional activity:</b> Activity 6B: Tanisha &amp; Shay Video</li> </ul>	1 short activity (approximately 5 minutes) + a 25-minute optional activity cover this topic
HR.7 Gender equity/power balance Equally share power and responsibility with partners; communicate needs and concerns; promote gender-equitable norms	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>

<b>Healthy Relationships Topics</b> Descriptions of youth skills/abilities included in topic	<b>Relevant lesson(s) that promote the topic</b>	<b>Relevant activities that promote the topic</b>	<b>Total relevant lessons/time on the topic</b>
<p><b>HR.8 Assertive communication about sex and contraception</b>                      Communicate needs and concerns regarding sex and contraceptive use; develop skills to guard against unhealthy situations</p>	<ul style="list-style-type: none"> <li>• <b>Lessons 2, 3, 4, 7, and 8</b> include content related to communicating needs and concerns regarding sex and contraceptive use and/or developing skills to guard against unhealthy situations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Relevant Lesson 2 activities:</b> <ul style="list-style-type: none"> <li>– Activity 2B: The Subject is HIV Video and Discussion includes some content related to this topic</li> </ul> </li> <li>• <b>All Lesson 3 activities</b> include some content related to this topic: The Hard Way Video and Discussion; Calling Koko</li> <li>• <b>Relevant Lesson 4 activities:</b> <ul style="list-style-type: none"> <li>– Activity 4B: Sean and Morgan Case Study: Problem Solving Using Stop, Think and Act</li> <li>– Activity 4C: Nicole’s Choice Video and Discussion</li> </ul> </li> <li>• <b>Relevant Lesson 7 activities:</b> <ul style="list-style-type: none"> <li>– Activity 7D: “What to Say if My Partner Says...”: Responding to Excuses</li> <li>– Activity 7E: Introduction to SWAT and Scripted Roleplays</li> </ul> </li> <li>• <b>Relevant Lesson 8 activities:</b> <ul style="list-style-type: none"> <li>– Activity 8A: Safer Sex Negotiation Skills and Wrap It Up Video</li> <li>– Activity 8B: Practicing and Enhancing Negotiation Skills: Unscripted Roleplays</li> <li>– Activity 8C: Talking to Your Partner About Safer Sex – Information Review</li> </ul> </li> </ul>	<p>10 activities across 5 lessons (approximately 150 minutes) cover this topic</p>
<p><b>HR.9 Joint responsibility for contraceptive use and STI/HIV prevention practices</b>                      Recognize shared decision making in contraceptive use; develop negotiation skills for contraceptive use and STI/HIV prevention</p>	<ul style="list-style-type: none"> <li>• <b>Lessons 6 and 7</b> include related to shared decision making in contraceptive use</li> <li>• <b>Lessons 2, 3, 7, and 8</b> include content related to developing negotiation skills for contraceptive use and STI/HIV prevention</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Relevant Lesson 2 activities:</b> <ul style="list-style-type: none"> <li>– Activity 2B: The Subject is HIV Video and Discussion includes some content related to this topic</li> </ul> </li> <li>• <b>All Lesson 3 activities</b> include some content related to this topic: <i>The Hard Way Video and Discussion; Calling Koko</i></li> <li>• <b>Relevant Lesson 6 activities:</b> <ul style="list-style-type: none"> <li>– Activity 6C: Birth Control Methods and Demonstration includes a section on how partners can participate in the process of using birth control</li> </ul> </li> <li>• <b>Relevant Lesson 7 activities:</b> <ul style="list-style-type: none"> <li>– Activity 7A: Condom Line-Up includes a section on which steps of condom use can involve a partner</li> <li>– Activity 7D: “What to Say if My Partner Says...”: Responding to Excuses</li> <li>– Activity 7E: Introduction to SWAT and Scripted Roleplays</li> </ul> </li> <li>• <b>Relevant Lesson 8 activities:</b> <ul style="list-style-type: none"> <li>– Activity 8A: Safer Sex Negotiation Skills and Wrap It Up Video</li> <li>– Activity 8B: Practicing and Enhancing Negotiation Skills: Unscripted Roleplays</li> <li>– Activity 8C: Talking to Your Partner About Safer Sex – Information Review</li> </ul> </li> </ul>	<p>9 activities across 5 lessons (approximately 120 minutes) cover this topic</p>

<b>Healthy Relationships Topics</b> Descriptions of youth skills/abilities included in topic	<b>Relevant lesson(s) that promote the topic</b>	<b>Relevant activities that promote the topic</b>	<b>Total relevant lessons/time on the topic</b>
<b>HR.10 Additional related topics</b> Other topics might include decision making and communication in relationships, dating violence, staying safe in relationships, what unhealthy relationships look like, age of consent, sexual orientation and identity, and sex trafficking	<ul style="list-style-type: none"> <li>• An <b>optional activity</b> includes content on the potential consequences of sexting</li> <li>• Another <b>optional activity</b> includes content on sexual orientation and identity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Optional activity:</b> Is Sexting Ok?</li> <li>• <b>Optional activity:</b> Understanding Sexual Identity</li> </ul>	One 25-minute optional activity includes content on potential consequences of sexting, and another 30-minute optional activity includes content on sexual orientation and identity

### Summary of Healthy Relationships Lessons and/or Skills Training

Several lessons and activities throughout the curriculum address healthy relationships topics. Specifically, about a quarter of the curriculum’s total time (approximately 2 – 2.5 of the 8 total hours) focuses on **assertive communication about sex and contraception** and/or the **joint responsibility for contraception use and STI/HIV prevention practices**.

There is also some other content that briefly address other healthy relationships topics, including an optional activity on the **characteristics of healthy relationships**, two short activities that address skills for **intentional decision making** and **choices when accepting or rejecting a partner**, two short activities on **positive relationships with peers**, two activities on **communication and conflict resolution skills**, an optional activity on the **potential consequences of sexting**, and an optional activity on **sexual orientation and identity**.

## Parent-Child Communication

### Definition of Parent-Child Communication

Exchanges, between parents (or caregivers) and children, of information, opinions, concerns, or advice, either verbal or nonverbal (such as hugging, sharing quality time, and parental modeling). Effective communication begins during infancy and involves trust, empathy, honesty, sharing of accurate information, and willingness to listen and participate in a two-way conversation. Ongoing, positive parent-child communication has a critical influence on youth development, feelings of connectedness, and resiliency.

### Coverage of Parent-Child Communication topics

Parent-Child Communication Topics Descriptions of skills/abilities for targeted group (in parentheses)	Relevant lesson(s) that promote the topic	Relevant activities that promote the topic	Total relevant lessons/time on the topic
<b>PCC.1. Proactive communication (parents/caregivers)</b> Encourage caregivers to engage in communication with children before they begin sexual activity rather than responding to behaviors	• None	• None	• None
<b>PCC.2. Accurate knowledge of sexual health (parents/caregivers)</b> Confer a working knowledge of sexual health to parents/caregivers; emphasize their role and recognize the value of other qualified staff	• None	• None	• None
<b>PCC.3. Comfort discussing sexual health (parents/caregivers)</b> Build comfort of caregivers to discuss sex and values with children in a receptive, informal, and composed manner	• None	• None	• None
<b>PCC.4. Closeness to parents (parents/youth)</b> Recognize the importance of strong caregiver-child bonds to effectively communicate, and support the strength of those bonds	• None	• None	• None
<b>PCC.5. Knowledge of parents' expectations (parents/youth)</b> Emphasize open dialogue between caregivers and children on expectations, values, and perceptions of appropriate behaviors	• None	• None	• None
<b>PCC.6. Initiating conversations with parents/caregivers (youth)</b> Build youth skills to start conversations about sexual health, such as role-playing exercises or assignments requiring parental input	• None	• None	• None
<b>PCC.7. Identifying and communicating with a trusted adult in the absence of a parent/caregiver (youth)</b> Identify trusted adults in youth's lives and guide youth in having discussions with these adults about sexual health topics	• None	• None	• None
<b>PCC.8. Additional related topics</b> Other topics might include the timing, content, context, and frequency of parent-child communication, and the diversity of caregiver-child relationships	• None	• None	• None

### Summary of Parent-Child Communication Lessons and/or Skills Training

Parent-child communication topics are not covered in the curriculum.

## Summary of the extent to which each Adulthood Preparation Subject is covered in the curriculum

This page includes each of the narrative summaries from the six APS sections and is intended to assist a user in quickly understanding the extent to which each Adulthood Preparation Subject is covered by the curriculum and compare the lessons and activities that address multiple APSs.

Adulthood Preparation Subject	Summary of coverage in curriculum
<b>Adolescent development</b>	<p><i>Making Proud Choices!</i> includes little content related to adolescent development.</p> <p>There is a brief activity in which participants agree to a set of prosocial values, which is an element of <b>emotional development</b>.</p> <p>In addition, there is an optional activity that includes content on anatomy and physiology and puberty, which are elements of <b>physical development</b>.</p> <p>The curriculum includes some content that could be considered to relate to other elements of adolescent development; however, that content is covered only in the context of sexual or romantic relationships rather than building participants' general knowledge or skills of those topics.</p>
<b>Educational and career success</b>	Educational and career success topics are not covered in the curriculum.
<b>Financial literacy</b>	Financial literacy topics are not covered in the curriculum.
<b>Healthy life skills</b>	<p>Each of the curriculum's eight lessons include at least some content focused on building participants' <b>sexual health skills</b>. An estimated 7 of the curriculum's 8 hours are focused on these skills. There is also an optional 25-minute activity that includes content on the potential consequences of sexting.</p> <p>In addition, there are some activities that support other healthy life skills topics, including content on <b>cognitive skills</b> (specifically problem-solving and setting/planning for goals), <b>social skills</b> (specifically cooperating with others and communication skills), and <b>physical health skills</b> (potential effects of substance use).</p> <p>The curriculum also includes some content that could be considered to further build participants' cognitive, emotional, social, or physical health skills; however, unless listed, that content is covered only in the context of sexual or romantic relationships rather than building participants' general skills of those topics.</p>
<b>Healthy relationships</b>	<p>Several lessons and activities throughout the curriculum address healthy relationships topics. Specifically, about a quarter of the curriculum's total time (approximately 2 – 2.5 of the 8 total hours) focuses on <b>assertive communication about sex and contraception</b> and/or the <b>joint responsibility for contraception use and STI/HIV prevention practices</b>.</p> <p>There is also some other content that briefly address other healthy relationships topics, including an optional activity on the <b>characteristics of healthy relationships</b>, two short activities that address skills for <b>intentional decision making</b> and <b>choices when accepting or rejecting a partner</b>, two short activities on <b>positive relationships with peers</b>, two activities on <b>communication and conflict resolution skills</b>, an optional activity on the <b>potential consequences of sexting</b>, and an optional activity on <b>sexual orientation and identity</b>.</p>
<b>Parent-child communication</b>	Parent-child communication topics are not covered in the curriculum.

Additional information about the Personal Responsibility Education Program (PREP) performance measures and Adulthood Preparation Subjects is available at [www.prepeval.com](http://www.prepeval.com). For further support, contact the Mathematica PREP Performance Measures technical assistance team at [PREPPerformanceMeasures@mathematica-mpr.com](mailto:PREPPerformanceMeasures@mathematica-mpr.com) or call toll-free 1-855-267-6270.