

## Adulthood Preparation Subjects Curriculum Assessment Tool Curriculum: Teen Outreach Program (TOP)

### 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>                              | 2017 Copyright, Second Edition   |
| <b>Publisher</b>                            | Wyman  |
| <b>Delivery time and format</b>             | TOP includes 131 lesson plans for youth among three books ( <i>Building my Skills</i> , <i>Learning about Myself</i> , and <i>Connecting with Others</i> ) and an additional 9 lessons for facilitators that focus on facilitation strategies. Facilitators must implement at least 12 activities throughout their program, selecting those that are most appropriate for their students. Facilitators are encouraged to select activities from \ the three books. Programs generally meet weekly for at least 32 weeks. In addition, students must complete at least 20 hours of community service learning during the program. |
| <b>Target population(s)</b>                 | Curriculum includes lessons and activities organized in three levels based on typical adolescent development: <ol style="list-style-type: none"> <li>1. "Foundational", for students in 6th-8th grades/ages 12-14,</li> <li>2. "Intermediate", for students in 8th-10th grades/ages 14-16, and</li> <li>3. "Advanced", for students in 10th-12th grades/ages 16-19.</li> </ol>   |
| <b>Website (for additional information)</b> | <a href="https://teenoutreachprogram.com/">https://teenoutreachprogram.com/</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<br>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   |
|---|---|--|--|
| <p><b>AD.1. Physical development</b><br/>Anatomy and physiology, hygiene, puberty, health habits, and healthy risk management skills</p>                                  | <ul style="list-style-type: none"> <li>• <b>Learning about Myself: Health &amp; Wellness (LAM-HW)</b> – some associated activities address this topic</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>LAM-HW activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Introduction to Reproductive Anatomy; Changes During Puberty; Health and Hygiene; Sexual Health: Myths or Facts?</li> <li>– <u>Intermediate</u>: Adolescent Brain Development</li> <li>– <u>Advanced</u>: Health and Wellness: True or False?; Considering Consequences; Substance Use and Sexual Activity</li> </ul> </li> </ul>   | <p>Across all topics, the total amount of time varies depending on grade level and which lessons/activities facilitators select for their students.</p> <p>Total number of relevant activities available by grade span:</p> <ul style="list-style-type: none"> <li>• <u>Foundational</u> (6th-8th grades): 4</li> <li>• <u>Intermediate</u> (8th-10th grades): 1</li> <li>• <u>Advanced</u> (10th-12th grades): 3</li> </ul> |
| <p><b>AD.2. Cognitive development</b><br/>Knowledge of life skills, critical thinking and reasoning skills, and decision-making skills</p>                                | <ul style="list-style-type: none"> <li>• <b>Building my Skills: Decision-Making (BMS-DM)</b> – most associated activities address this topic</li> <li>• <b>Building my Skills: Problem Solving (BMS-PS)</b> – some associated activities address this topic</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>BMS-DM activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: The Power of Choice; Ways People Decide; The 3 C's Decision-Making Model Parts 1 and 2</li> <li>– <u>Intermediate</u>: Reflecting on My Decisions; The "What If Web" Parts 1 and 2; Decision-Making Under Pressure</li> <li>– <u>Advanced</u>: The "Force Field Analysis" Decision-Making Tool; Standing on Your Decision; Exploring Compromise; Brain Activation and Decision-Making</li> </ul> </li> <li>• <b>BMS-PS activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Collecting the Moonrock</li> <li>– <u>Intermediate</u>: The Problem-Solving Circle, The Tallest Tower</li> <li>– <u>Advanced</u>: Thinking Outside the Bag</li> </ul> </li> </ul>  | <p>Total number of relevant activities available by grade span:</p> <ul style="list-style-type: none"> <li>• <u>Foundational</u> (6th-8th grades): 5</li> <li>• <u>Intermediate</u> (8th-10th grades): 6</li> <li>• <u>Advanced</u> (10th-12th grades): 5</li> </ul>   |
| <p><b>AD.3. Emotional development</b><br/>Positive self-regard, self-regulation, coping, and conflict resolution skills; prosocial values, spirituality, and morality</p> | <ul style="list-style-type: none"> <li>• <b>Building my Skills: Emotional Management (BMS-EM)</b> – most associated activities address this topic</li> <li>• <b>Building my Skills: Decision-Making (BMS-DM)</b> – some associated activities address this topic</li> <li>• <b>Building my Skills: Problem-Solving (BMS-PS)</b> – a few associated activities address this topic</li> <li>• <b>Connecting with Others: Empathy (CWO-EMP)</b> – most associated activities address this topic</li> <li>• <b>Connecting with Others: Communication (CWO-CN)</b> – a few associated activities address this topic</li> <li>• <b>Connecting with Others: Relationships (CWO-REL)</b> – one associated activity addresses this topic</li> <li>• <b>Learning about Myself: Self-Understanding (LAM-SU)</b> – most associated activities address this topic</li> </ul> | <ul style="list-style-type: none"> <li>• <b>BMS-EM activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Exploring Emotions; Social and Emotional Changes; Flipping Your Lid; Calming the Stress</li> <li>– <u>Intermediate</u>: Emotions and the Body; Emotions and Actions; Mindfulness Skills: Strategic Recall &amp; Labyrinth</li> <li>– <u>Advanced</u>: More Than Just Upset; Recognize, Reset, Respond; Mindfulness Skills: On a Journey and Seeing Clearly</li> </ul> </li> <li>• <b>BMS-DM activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Ways People Decide</li> <li>– <u>Intermediate</u>: Decision-Making Under Pressure</li> <li>– <u>Advanced</u>: Exploring Compromise; Brain Activation and Decision-Making</li> </ul> </li> <li>• <b>BMS-PS activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: <i>Bouncing Back</i></li> <li>– <u>Intermediate</u>: <i>Famous Failures</i></li> <li>– <u>Advanced</u>: <i>"Oh, No!" Party</i></li> </ul> </li> </ul> | <p>Total number of relevant activities available by grade span:</p> <ul style="list-style-type: none"> <li>• <u>Foundational</u> (6th-8th grades): 14</li> <li>• <u>Intermediate</u> (8th-10th grades): 12</li> <li>• <u>Advanced</u> (10th-12th grades): 12</li> </ul>  |

| <b>Adolescent Development Topics</b><br>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>AD.3. Emotional development</b><br>Positive self-regard, self-regulation, coping, and conflict resolution skills; prosocial values, spirituality, and morality<br><i>(continued)</i> |  | <ul style="list-style-type: none"> <li>• <b>CWO-EMP activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Building Up; I See You; Bullying: Becoming An Upstander</li> <li>– <u>Intermediate</u>: Developing Empathy; Empathy Detective; Empathy and Leadership</li> <li>– <u>Advanced</u>: Importance of Empathy; Noticing the Clues; Our Unique Perspectives</li> </ul> </li> <li>• <b>CWO-CN activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Introduction to Assertiveness</li> <li>– <u>Intermediate</u>: Understanding Assertiveness</li> <li>– <u>Advanced</u>: Practicing Assertiveness; Advocating For Yourself</li> </ul> </li> <li>• <b>CWO-REL activities:</b> <ul style="list-style-type: none"> <li>– <u>Advanced</u>: Conflict Resolution</li> </ul> </li> <li>• <b>LAM-SU activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Introduction to Values; Introduction to Self-Esteem; Noticing the Positives; Introduction to Body Image</li> <li>– <u>Intermediate</u>: Exploring My Values; Values Auction; Talking About Body Image</li> <li>– <u>Advanced</u>: Values Voting</li> </ul> </li> </ul>   |  |
| <b>AD.4. Social development</b><br>Connected to community and social networks; developing a cultural identity; civic engagement   | <ul style="list-style-type: none"> <li>• <b>Building my Skills: Problem Solving (BMS-PS)</b> – one associated activity addresses this topic</li> <li>• <b>Connecting with Others: Community (CWO-CY)</b> – most associated activities address this topic</li> <li>• <b>Learning about Myself: Self Understanding (LAM-SU)</b> – one associated activity addresses this topic</li> <li>• <b>Learning about Myself: Social Identify (LAM-SI)</b> – several associated activities address this topic</li> </ul> | <ul style="list-style-type: none"> <li>• <b>BMS-PS activities:</b> <ul style="list-style-type: none"> <li>– <u>Advanced</u>: Choosing My Team</li> </ul> </li> <li>• <b>CWO-CY activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Defining Community; Community Mapping; Rights and Responsibilities</li> <li>– <u>Intermediate</u>: Identifying Resources: What Can You Offer?; Circles of My Community; Interviewing a Volunteer</li> <li>– <u>Advanced</u>: Reflecting on Community; Volunteers Make a Difference; Community Issues and Civic Action</li> </ul> </li> <li>• <b>LAM-SU activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Noticing the Positives</li> </ul> </li> <li>• <b>LAM-SI activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: This Is Me. Who Are You?; Exploring Stereotypes</li> <li>– <u>Intermediate</u>: Who Am I?; Exploring Media Messages</li> <li>– <u>Advanced</u>: Exploring My Identity; Examining Stereotypes; Analyzing Media Messages</li> </ul> </li> <li>• TOP requires students to spend at least 20 hours completing <b>community service learning</b>; facilitators receive training on supporting and providing opportunities for meaningful community service learning</li> </ul> | Total number of relevant activities available by grade span: <ul style="list-style-type: none"> <li>• <u>Foundational</u> (6th-8th grades): 6</li> <li>• <u>Intermediate</u> (8th-10th grades): 5</li> <li>• <u>Advanced</u> (10th-12th grades): 7</li> </ul> In addition, students must spend at least 20 hours completing community service projects |
| <b>AD.5. Additional related topics</b><br>Other topics might include activities that facilitate healthy development and well-being  | <ul style="list-style-type: none"> <li>• <b>Learning about Myself: Health &amp; Wellness (LAM-HW)</b> includes an activity on risks and consequences of sexting</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>LAM-HW activities:</b> <ul style="list-style-type: none"> <li>– <u>Advanced</u>: Sexting: Risks &amp; Consequences</li> </ul> </li> </ul>   | Total number of relevant activities available by grade span: <ul style="list-style-type: none"> <li>• <u>Foundational</u> (6th-8th grades): 0</li> <li>• <u>Intermediate</u> (8th-10th grades): 0</li> <li>• <u>Advanced</u> (10th-12th grades): 1</li> </ul>  |

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

TOP lessons and activities address all topics related to adolescent development for all three grade categories.

- **Physical development** is addressed in Learning about Myself: Health & Wellness
- **Cognitive development** is primarily addressed in Building my Skills: Decision Making and Problem-Solving
- **Emotional development** is addressed across several sections, including Building my Skills: Emotional Management, Decision-Making, and Problem-Solving; Connecting with Others: Empathy, Communication, and Relationships; and Learning about Myself: Self-Understanding
- **Social development** is addressed across several sections, including Building my Skills: Problem-Solving; Connecting with Others: Community; and Learning about Myself: Self-Understanding and Social Identity and through TOP's community service learning component.

Given TOP's flexibility, it is challenging to estimate the total amount of time spent on topics related to the Subject, but lessons are available across the curriculum's three books and grade spans.

## 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<br><i>Descriptions of youth skills/abilities included in topic</i>  | 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><br>Supplement academic instruction through tutoring, homework assistance, test preparation, study skills, and time-management        | <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>ECS.2. Enriched learning and extracurricular activities</b><br>Exploring interests and building skills through activities like arts, sciences and engineering, sports, and community service | <ul style="list-style-type: none"> <li>None</li> </ul>  | <ul style="list-style-type: none"> <li>TOP requires students to spend at least 20 hours completing <b>community service learning</b></li> </ul>   | <ul style="list-style-type: none"> <li>Students must spend at least 20 hours completing community service learning</li> </ul>  |
| <b>ECS.3. Education planning and assistance</b><br>Support high school completion, offer opportunities to earn college credit, support postsecondary application and financial aid processes    | <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>ECS.4. Job and career planning and activities</b><br>Support career decision-making with networking opportunities, and career-related exposure and experiences                               | <ul style="list-style-type: none"> <li><b>Connecting with Others: Communication (CWO-CN)</b> – a few associated activities address this topic</li> <li>Learning about Myself: Self Understanding (LAM-SU) – one associated activity addresses this topic</li> </ul> | <ul style="list-style-type: none"> <li><b>CWO-CN activities:</b> <ul style="list-style-type: none"> <li><u>Intermediate</u>: Introduction to Interviewing</li> <li><u>Advanced</u>: Practicing Interviewing</li> </ul> </li> <li><b>LAM-SU activities:</b> <ul style="list-style-type: none"> <li><u>Intermediate</u>: Personal Qualities and Career Goals</li> </ul> </li> <li>As a part of the TOP's <b>community service learning</b> requirement, participants may have exposure and experiences related to supporting their future careers.</li> </ul> | The total amount of time varies depending on grade level and which lessons/activities facilitators select for their students.<br>Total number of relevant activities available by grade span: <ul style="list-style-type: none"> <li><u>Foundational</u> (6th-8th grades): 0</li> <li><u>Intermediate</u> (8th-10th grades): 2</li> <li><u>Advanced</u> (10th-12th grades): 1</li> </ul> Students must spend at least 20 hours completing community service learning |
| <b>AD.5. Additional related topics</b><br>Accessing coursework and school credit related to job/career advancement  | <ul style="list-style-type: none"> <li><b>Building my Skills: Goal Setting (BMS-GS)</b> focuses broadly on goal setting, and participants may focus on education and career goals.</li> </ul>   | <ul style="list-style-type: none"> <li>Students may refer to education and career goals across BMS-GS activities.</li> </ul>  | <ul style="list-style-type: none"> <li>N/A</li> </ul>  |

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

While TOP does not include formal support activities related to academics and accessing post-secondary opportunities, there is a section of lessons dedicated to Goal-Setting, and lessons across content areas make links to envisioning/preparing for the future. Within the *Building my Skills: Goal-Setting* section of the curriculum, students may identify educational and career-based goals, then identify the steps to achieve these goals. Students provide and receive positive social support and encouragement related to their future goals.

Specific lessons in *Connecting with Others: Communication* prepare older students for job interviews, and one lesson in *Learning about Myself: Self-Understanding* centers on one's personal qualities and career goals.

Students participating in TOP must also complete at least 20 hours of community service learning, which includes exposure to community organizations, various professional roles, and career-related skills.



## 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<br>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><br>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><br>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><br>Understanding how to obtain and manage types of credit and debt, including financial aid   | • None   | • None  | • None  |
| <b>FL.4. Insurance</b><br>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><br>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><br>Engaging in financial discussions with parents; real-life application of budgeting and financial skills; learning from financial experts | <ul style="list-style-type: none"> <li>• <b>Building my Skills: Goal Setting (BMS-GS)</b> – lessons in this section focus on goal setting broadly, which may include financial goals. Listed lessons are those most directly teach about goal setting that could lead to the real-life application of skills to support financial goals</li> </ul> | <ul style="list-style-type: none"> <li>• <b>BMS-GS activities:</b> <ul style="list-style-type: none"> <li>– <u>Intermediate</u>: What’s The Vision?; Planning Toward A Goal</li> <li>– <u>Advanced</u>: SMART Goals; What’s the Motivation</li> </ul> </li> </ul> | <p>The total amount of time varies depending on grade level and which lessons/activities facilitators select for their students.</p> <p>Total number of relevant activities available by grade span:</p> <ul style="list-style-type: none"> <li>• <u>Foundational</u> (6th-8th grades): 0</li> <li>• <u>Intermediate</u> (8th-10th grades): 2</li> <li>• <u>Advanced</u> (10th-12th grades): 2</li> </ul> |

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

TOP includes very limited content related to financial literacy. In *Building my Skills: Goal Setting*, there are a few lessons broadly related to setting goals and planning towards those goals. Those lessons are not directly connected to planning for financial goals but could be relevant if students apply the lessons toward financial goals.



## 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  |
|---|---|--|---|
| <p><b>Descriptions of youth skills/abilities included in topic</b></p> <p><b>HLS.1. Cognitive skills</b><br/>Decision-making, problem solving, and critical-thinking skills to understand personal views and values; set and plan for goals</p> | <ul style="list-style-type: none"> <li>• <b>Building my Skills: Decision-Making (BMS-DM)</b> – most associated activities address this topic</li> <li>• <b>Building my Skills: Problem-Solving (BMS-PS)</b> – most associated activities address this topic</li> <li>• <b>Building my Skills: Goal-Setting (BMS-GS)</b> – most associated activities address this topic</li> <li>• <b>Learning about Myself: Self Understanding (LAM-SU)</b> – several associated activities address this topic</li> <li>• <b>Learning about Myself: Social Identity (LAM-SI)</b> – a few associated activities address this topic</li> </ul> | <ul style="list-style-type: none"> <li>• <b>BMS-DM activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: The Power of Choice; Ways People Decide; The 3 C’s Decision-Making Model Parts 1 and 2</li> <li>– <u>Intermediate</u>: Reflecting On My Decisions; The “What If Web” Parts 1 and 2; Decision-Making Under Pressure</li> <li>– <u>Advanced</u>: The “Force Field Analysis” Decision-Making Tool; Standing On Your Decision; Exploring Compromise; Brain Activation and Decision-Making</li> </ul> </li> <li>• <b>BMS-PS activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Collecting the Moonrock; Bouncing Back</li> <li>– <u>Intermediate</u>: The Problem-Solving Circle; The Tallest Tower; Famous Failures</li> <li>– <u>Advanced</u>: Thinking Outside the Bag; “Oh, No!” Party; Choosing My Team</li> </ul> </li> <li>• <b>BMS-GS activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Introduction to Goal-Setting; A Trip to the Future; Pathways to Success: Overcoming Barriers</li> <li>– <u>Intermediate</u>: What’s the Vision?; Planning Toward a Goal; Achieving My Goals</li> <li>– <u>Advanced</u>: Class Reunion; SMART Goals; What’s the Motivation?</li> </ul> </li> <li>• <b>LAM-SU activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: My Story: Past, Present and Future; Introduction to Values</li> <li>– <u>Intermediate</u>: Mapping My Journey; Exploring My Values; Values Auction; Personal Qualities and Career Goals</li> <li>– <u>Advanced</u>: Telling My Story: Lights, Camera, Action!; Exploring Family Messages; Values Voting</li> </ul> </li> <li>• <b>LAM-SI activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: This Is Me. Who Are You?</li> <li>– <u>Intermediate</u>: <i>Who Am I?</i></li> <li>– <u>Advanced</u>: Exploring My Identity</li> </ul> </li> </ul> | <p>Across all topics, the total amount of time varies depending on grade level and which lessons/activities facilitators select for their students.</p> <p>Total number of relevant activities available by grade span:</p> <ul style="list-style-type: none"> <li>• <u>Foundational</u> (6th-8th grades): 12</li> <li>• <u>Intermediate</u> (8th-10th grades): 15</li> <li>• <u>Advanced</u> (10th-12th grades): 14</li> </ul> |

| <b>Healthy Life Skills Topics</b><br>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.2. Emotional coping skills</b><br>Manage stress, feelings, and reactions to conflict; improve confidence and expectations for how behavior leads to outcomes | <ul style="list-style-type: none"> <li>• <b>Building my Skills: Emotional Management (BMS-EM)</b> – most associated activities address this topic</li> <li>• <b>Building my Skills: Problem Solving (BMS-PS)</b> – a few associated activities address this topic</li> <li>• <b>Building my Skills: Decision-Making (BMS-DM)</b> – most associated activities address this topic</li> <li>• <b>Learning about Myself: Self Understanding (LAM-SU)</b> – a few associated activities address this topic</li> <li>• <b>Connecting with Others: Relationships (CWO-REL)</b>- one associated activity addresses this topic</li> </ul> | <ul style="list-style-type: none"> <li>• <b>BMS-EM activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Exploring Emotions; Social and Emotional Changes; Flipping Your Lid; Calming the Stress</li> <li>– <u>Intermediate</u>: Emotions and the Body; Emotions and Actions; Mindfulness Skills: Strategic Recall &amp; Labyrinth</li> <li>– <u>Advanced</u>: More Than Just Upset; Recognize, Reset, Respond; Mindfulness Skills: On a Journey and Seeing Clearly</li> </ul> </li> <li>• <b>BMS-PS activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Bouncing Back</li> <li>– <u>Intermediate</u>: <i>Famous Failures</i></li> <li>– <u>Advanced</u>: “Oh, No!” Party</li> </ul> </li> </ul>  | Total number of relevant activities available by grade span: <ul style="list-style-type: none"> <li>• <u>Foundational</u> (6th-8th grades): 11</li> <li>• <u>Intermediate</u> (8th-10th grades): 9</li> <li>• <u>Advanced</u> (10th-12th grades): 9</li> </ul> |
| <b>HLS.2. Emotional coping skills</b><br>Manage stress, feelings, and reactions to conflict; improve confidence and expectations for how behavior leads to outcomes |   | <ul style="list-style-type: none"> <li>• <b>BMS-DM activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: The Power of Choice; Ways People Decide; The 3 C’s Decision-Making Model Parts 1 and 2</li> <li>– <u>Intermediate</u>: Reflecting On My Decisions; The “What If?” Web Parts 1 and 2; Decision-Making Under Pressure</li> <li>– <u>Advanced</u>: The “Force Field Analysis” Decision-Making Tool; Standing on Your Decision; Exploring Compromise; Brain Activation and Decision-Making</li> </ul> </li> <li>• <b>LAM-SU activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Introduction to Self-Esteem; Noticing the Positives</li> <li>– <u>Intermediate</u>: Personal Qualities and Career Goals</li> </ul> </li> <li>• <b>CWO-REL activities:</b> <ul style="list-style-type: none"> <li>– <u>Advanced</u>: Conflict Resolution</li> </ul> </li> </ul> |  |

| <b>Healthy Life Skills Topics</b><br>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.3. Social skills</b><br>Communication, negotiation, refusal, assertiveness, and interpersonal skills; cooperating with and being empathetic to others | <ul style="list-style-type: none"> <li>• <b>Building my Skills: Problem-Solving (BMS-PS)</b> – one associated activity addresses this topic</li> <li>• <b>Connecting with Others: Empathy (CWO-EMP)</b> – most associated activities address this topic</li> <li>• <b>Connecting with Others: Communication (CWO-CN)</b> – most associated activities address this topic</li> <li>• <b>Connecting with Others: Relationships (CWO-REL)</b> – several associated activities address this topic</li> <li>• <b>Learning about Myself: Social Identity (LAM-SI)</b> – most associated activities address this topic</li> </ul> | <ul style="list-style-type: none"> <li>• <b>BMS-PS activities:</b> <ul style="list-style-type: none"> <li>– <u>Intermediate</u>: The Tallest Tower</li> </ul> </li> <li>• <b>CWO-EMP activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Building Up; I See You; Bullying; Becoming an Upstander</li> <li>– <u>Intermediate</u>: Developing Empathy; Empathy Detective; Empathy and Leadership</li> <li>– <u>Advanced</u>: The Importance of Empathy; Noticing the Clues; Our Unique Perspectives</li> </ul> </li> <li>• <b>CWO-CN activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Communication Confusion; I-Messages; Ways to Say No; Introduction to Assertiveness</li> <li>– <u>Intermediate</u>: Communication Circle; Nonverbal Communication; Active Listening; Understanding Assertiveness; Introduction to Interviewing</li> <li>– <u>Advanced</u>: Building the Beast; Practicing Assertiveness; Advocating for Yourself; Practicing Interviewing</li> </ul> </li> <li>• <b>CWO-REL activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: What Makes a Good Friend?; Introduction to Peer Pressure; Drawing the Line</li> <li>– <u>Intermediate</u>: Messages About Love; Dating and Relationship Expectations; Dealing with Pressure Situations</li> <li>– <u>Advanced</u>: Conflict Resolution; When Relationships Lead to Pressure</li> </ul> </li> <li>• <b>LAM-SI activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: This is Me. Who are You?; Exploring Stereotypes</li> <li>– <u>Intermediate</u>: Who Am I?; Gender Roles and Stereotypes; Exploring Media Messages</li> <li>– <u>Advanced</u>: Examining Stereotypes; Analyzing Media Messages</li> </ul> </li> </ul> | Total number of relevant activities available by grade span: <ul style="list-style-type: none"> <li>• <u>Foundational</u> (6th-8th grades): 12</li> <li>• <u>Intermediate</u> (8th-10th grades): 15</li> <li>• <u>Advanced</u> (10th-12th grades): 11</li> </ul> |
| <b>HLS.4. Physical health skills</b><br>Learn about nutrition and healthy eating, exercise practices, and positive body image; effects of substance use      | <ul style="list-style-type: none"> <li>• <b>Learning about Myself: Self Understanding (LAM-SU)</b> – a few associated activities address this topic</li> <li>• <b>Learning about Myself: Health &amp; Wellness (LAM-HW)</b> – a few associated activities address this topic</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>LAM-SU activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Introduction to Body Image</li> <li>– <u>Intermediate</u>: Talking About Body Image</li> </ul> </li> <li>• <b>LAM-HW activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Health and Hygiene</li> <li>– <u>Advanced</u>: Health and Wellness: True or False?; Substance Use and Sexual Activity</li> </ul> </li> </ul>  | Total number of relevant activities available by grade span: <ul style="list-style-type: none"> <li>• <u>Foundational</u> (6th-8th grades): 2</li> <li>• <u>Intermediate</u> (8th-10th grades): 1</li> <li>• <u>Advanced</u> (10th-12th grades): 2</li> </ul>    |

| <b>Healthy Life Skills Topics</b><br>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><br>Learn about STIs, sexual anatomy, contraceptives, and pregnancy; develop negotiation and refusal skills regarding sex | <ul style="list-style-type: none"> <li>• <b>Building my Skills: Decision-Making (BMS-DM)</b> – a few associated activities for older students address this topic</li> <li>• <b>Learning about Myself: Health &amp; Wellness (LAM-HW)</b> – most associated activities address this topic</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>BMS-DM activities:</b> <ul style="list-style-type: none"> <li>– <u>Advanced</u>: The “Force Field Analysis” Decision-Making Tool; Standing on Your Decisions</li> </ul> </li> <li>• <b>LAM-HW activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Introduction to Reproductive Anatomy; Health and Hygiene; Sexual Health: Myths or Facts?; Talking About Abstinence; Abstinence and Expressing Affection; STD Handshake</li> <li>– <u>Intermediate</u>: Basics of Contraception; Using Condoms Correctly; STD Basketball; Pregnancy Probability; Examining Teen Parenthood</li> <li>– <u>Advanced</u>: Health and Wellness: True or False?; Considering Consequences; Sexting: Risks &amp; Consequences; Substance Use and Sexual Activity; Understanding and Talking About STDs</li> </ul> </li> </ul> | Total number of relevant activities available by grade span: <ul style="list-style-type: none"> <li>• <u>Foundational</u> (6th-8th grades): 9</li> <li>• <u>Intermediate</u> (8th-10th grades): 9</li> <li>• <u>Advanced</u> (10th-12th grades): 9</li> </ul> |
| <b>HLS.6. Additional related topics</b><br>Other topics might include helping youth bolster their positive self-concept and self-efficacy                   | <ul style="list-style-type: none"> <li>• <b>Learning about Myself: Self Understanding (LAM-SU)</b> – several associated activities cover topics related to building a greater self-understanding</li> <li>• <b>Learning about Myself: Health &amp; Wellness (LAM-HW)</b> – a few associated activities include content related to ways to support brain development during puberty</li> </ul> | <ul style="list-style-type: none"> <li>• <b>LAM-SU activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: My Story: Past, Present and Future; Introduction to Self-Esteem; Noticing the Positives; Introduction to Body Image</li> <li>– <u>Intermediate</u>: Mapping My Journey</li> <li>– <u>Advanced</u>: Telling My Story: Lights, Camera, Action!</li> </ul> </li> <li>• <b>LAM-HW activities:</b> <ul style="list-style-type: none"> <li>– <u>Intermediate</u>: Adolescent Brain Development</li> <li>– <u>Advanced</u>: Considering Consequences</li> <li>– TOP’s <b>community service learning</b> requirement can support participants in building various healthy life skills.</li> </ul> </li> </ul>   | Total number of relevant activities available by grade span: <ul style="list-style-type: none"> <li>• <u>Foundational</u> (6th-8th grades): 4</li> <li>• <u>Intermediate</u> (8th-10th grades): 2</li> <li>• <u>Advanced</u> (10th-12th grades): 2</li> </ul> |

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

TOP lessons and activities address topics related to healthy life skills for all grade spans.

- **Cognitive skills** are addressed across several sections, including Building my Skills: Decision-Making, Problem-Solving, and Goal-Setting; and Learning about Myself: Self Understanding and Social Identity.
- **Emotional coping skills** are addressed across several sections, including Building my Skills: Emotional Management, Problem-Solving, and Decision-Making; Learning about Myself: Self-Understanding; and one lesson from Connecting with Others: Relationships.
- **Social skills** are addressed across several sections, including Building my Skills: Problem-Solving; Connecting with Others: Empathy, Communication, and Relationships; and Learning about Myself: Social Identity.
- **Physical health skills** are addressed in Learning about Myself: Self Understanding and Health & Wellness.
- **Sexual health skills** are primarily addressed in Learning about Myself: Health & Wellness and Building my Skills: Decision-Making.

Given TOP’s flexibility, it is challenging to estimate the total amount of time spent on topics related to the Subject, but numerous lessons are available across the curriculum’s three books and grade spans.

## 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><br>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><br>Identify healthy/unhealthy relationship characteristics; form a healthy relationship; avoid unhealthy relationships  | <ul style="list-style-type: none"> <li>• <b>Connecting with Others: Empathy (CWO-EMP)</b> – most associated activities address this topic</li> <li>• <b>Connecting with Others: Relationships (CWO-REL)</b> – most associated activities address this topic</li> </ul>                | <ul style="list-style-type: none"> <li>• <b>CWO-EMP activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Building Up; I See You; Bullying: Becoming an Upstander</li> <li>– <u>Intermediate</u>: Developing Empathy; Empathy Detective; Empathy and Leadership</li> <li>– <u>Advanced</u>: The Importance of Empathy; Noticing the Clues; Our Unique Perspectives</li> </ul> </li> <li>• <b>CWO-REL activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: What Makes A Good Friend?; Expectation and Boundary Circles; Introduction To Peer Pressure; Drawing The Line</li> <li>– <u>Intermediate</u>: What is Love?; Messages About Love; Introduction to Healthy Relationships; Describing a Romantic Partner; Dating and Relationship Expectations; Dealing with Pressure Situations</li> <li>– <u>Advanced</u>: Conflict Resolution; What Is Consent?; When Relationships Lead To Pressure; Understanding Teen Dating Violence Parts 1 and 2</li> </ul> </li> </ul> | Across all topics, the total amount of time varies depending on grade level and which lessons/activities facilitators select for their students.<br>Total number of relevant activities available by grade span: <ul style="list-style-type: none"> <li>• <u>Foundational</u> (6th-8th grades): 7</li> <li>• <u>Intermediate</u> (8th-10th grades): 9</li> <li>• <u>Advanced</u> (10th-12th grades): 8</li> </ul> |
| <b>HR.2 Skills for intentional decision making and choices when accepting or rejecting a partner</b><br>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>Connecting with Others: Relationships (CWO-REL)</b> – several associated activities address this topic</li> <li>• <b>Learning about Myself: Self Understanding (LAM-SU)</b> – several associated activities address this topic</li> </ul> | <ul style="list-style-type: none"> <li>• <b>CWO-REL activities:</b> <ul style="list-style-type: none"> <li>– <u>Intermediate</u>: Introduction to Healthy Relationships; Describing a Romantic Partner; Messages About Love; Dating and Relationship Expectations</li> <li>– <u>Advanced</u>: Exploring Reasons and Risks of Sexual Activity; Understanding Dating Violence, Parts 1 and 2</li> </ul> </li> <li>• <b>LAM-SU activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Introduction to Values</li> <li>– <u>Intermediate</u>: Exploring My Values; Values Auction</li> <li>– <u>Advanced</u>: Exploring Family Messages; Values Voting</li> </ul> </li> </ul>   | Total number of relevant activities available by grade span: <ul style="list-style-type: none"> <li>• <u>Foundational</u> (6th-8th grades): 1</li> <li>• <u>Intermediate</u> (8th-10th grades): 6</li> <li>• <u>Advanced</u> (10th-12th grades): 5</li> </ul>   |

| <b>Healthy Relationships Topics</b><br>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.3 Respect for self and partner</b><br>Build positive regard for self and others; use language to maintain healthy relationships | <ul style="list-style-type: none"> <li>• <b>Connecting with Others: Relationships (CWO-REL)</b> – one associated activity addresses this topic</li> <li>• <b>Connecting with Others: Communication (CWO-CN)</b> – most associated activities address this topic</li> <li>• <b>Learning about Myself: Self Understanding (LAM-SU)</b> – a few associated activities address this topic</li> <li>• <b>Learning about Myself: Social Identity (LAM-SI)</b> – one associated activity address this topic</li> </ul>     | <ul style="list-style-type: none"> <li>• <b>CWO-REL activities:</b> <ul style="list-style-type: none"> <li>– <u>Advanced</u>: Conflict Resolution</li> </ul> </li> <li>• <b>CWO-CN activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: <i>I-Messages</i></li> <li>– <u>Intermediate</u>: <i>Nonverbal Communication; Active Listening</i></li> <li>– <u>Advanced</u>: <i>Advocating for Yourself</i></li> </ul> </li> <li>• <b>LAM-SU activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: My Story: Past, Present, and Future; Introduction to Self Esteem</li> <li>– <u>Intermediate</u>: Mapping My Journey; Personal Qualities and Career Goals</li> <li>– <u>Advanced</u>: Telling My Story: Lights, Camera, Action!</li> </ul> </li> <li>• <b>LAM-SI activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: This Is Me. Who Are You?</li> <li>– <u>Intermediate</u>: Who Am I?</li> <li>– <u>Advanced</u>: Exploring My Identity</li> </ul> </li> </ul> | Total number of relevant activities available by grade span: <ul style="list-style-type: none"> <li>• <u>Foundational</u> (6th-8th grades): 4</li> <li>• <u>Intermediate</u> (8th-10th grades): 5</li> <li>• <u>Advanced</u> (10th-12th grades): 4</li> </ul> |
| <b>HR.4 Age-appropriate social networks</b><br>Form appropriate friendships with peers; learn how to safely use online resources      | <ul style="list-style-type: none"> <li>• <b>Connecting with Others: Community (CWO-CY)</b> – a few associated activities address this topic</li> <li>• <b>Connecting with Others: Relationships (CWO-REL)</b> – a few associated activities address this topic</li> <li>• <b>Learning about Myself: Social Identity (LAM-SI)</b> – a few associated activities address this topic</li> <li>• <b>Learning about Myself: Health &amp; Wellness (LAM-HW)</b> – one associated activity addresses this topic</li> </ul> | <ul style="list-style-type: none"> <li>• <b>CWO-CY activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Community Mapping</li> <li>– <u>Intermediate</u>: Circles of My Community</li> </ul> </li> <li>• <b>CWO-REL activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: What Makes a Good Friend?; Expectation and Boundary Circles</li> </ul> </li> <li>• <b>LAM-SI activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: THINK about Social Media</li> <li>– <u>Intermediate</u>: Exploring Media Messages; Exploring Social Media Activity</li> <li>– <u>Advanced</u>: Analyzing Media Messages</li> </ul> </li> <li>• <b>LAM-HW activities:</b> <ul style="list-style-type: none"> <li>– <u>Advanced</u>: Sexting: Risks &amp; Consequences</li> </ul> </li> </ul>   | Total number of relevant activities available by grade span: <ul style="list-style-type: none"> <li>• <u>Foundational</u> (6th-8th grades): 4</li> <li>• <u>Intermediate</u> (8th-10th grades): 3</li> <li>• <u>Advanced</u> (10th-12th grades): 2</li> </ul> |

| <b>Healthy Relationships Topics</b><br>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.5 Positive relationships with peers</b><br/>                     Use healthy communication and prosocial behaviors with peers; navigate peer opinions and norms</p> | <ul style="list-style-type: none"> <li>• <b>Building my Skills: Decision Making (BMS-DM)</b> – a few associated activities address this topic</li> <li>• <b>Building my Skills: Problem Solving (BMS-PS)</b> – one associated activity addresses this topic</li> <li>• <b>Connecting with Others: Empathy (CWO-EMP)</b> – most associated activities address this topic</li> <li>• <b>Connecting with Others: Communication (CWO-CN)</b> – several associated activities address this topic</li> <li>• <b>Connecting with Others: Relationships (CWO-REL)</b> – a few associated activities for younger students address this topic</li> <li>• <b>Learning about Myself: Self Understanding (LAM-SU)</b> – one associated activity addresses this topic</li> </ul> | <ul style="list-style-type: none"> <li>• <b>BMS-DM activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: The 3 C’s Decision-Making Model Parts 1 and 2</li> <li>– <u>Intermediate</u>: The “What If Web” Parts 1 and 2; Decision-Making Under Pressure</li> <li>– <u>Advanced</u>: The Force Field Analysis Decision-Making Tool; Exploring Compromise; Standing On Your Decision</li> </ul> </li> <li>• <b>BMS-PS activities:</b> <ul style="list-style-type: none"> <li>– <u>Advanced</u>: Choosing My Team</li> </ul> </li> <li>• <b>CWO-EMP activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Building Up; I See You; Bullying: Becoming an Upstander</li> <li>– <u>Intermediate</u>: Developing Empathy; Empathy Detective; Empathy and Leadership</li> <li>– <u>Advanced</u>: The Importance of Empathy; Noticing the Clues; Our Unique Perspectives</li> </ul> </li> <li>• <b>CWO-CN activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: I-Messages; Ways to Say No; Introduction to Assertiveness</li> <li>– <u>Intermediate</u>: Nonverbal Communication; Active Listening; Understanding Assertiveness</li> <li>– <u>Advanced</u>: Building the Beast; Practicing Assertiveness; Advocating for Yourself</li> </ul> </li> <li>• <b>CWO-REL activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: What Makes a Good Friend?; Expectation and Boundary Circles; Introduction to Peer Pressure; Drawing the Line</li> <li>– <u>Intermediate</u>: Dealing With Pressure Situations</li> <li>– <u>Advanced</u>: Conflict Resolution; When Relationships Lead To Pressure</li> </ul> </li> <li>• <b>LAM-SU activities:</b> <ul style="list-style-type: none"> <li>– <u>Intermediate</u>: How Am I Influenced?</li> </ul> </li> </ul> | <p>Total number of relevant activities available by grade span:</p> <ul style="list-style-type: none"> <li>• <u>Foundational</u> (6th-8th grades):12</li> <li>• <u>Intermediate</u> (8th-10th grades): 11</li> <li>• <u>Advanced</u> (10th-12th grades): 12</li> </ul> |



| <b>Healthy Relationships Topics</b><br>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.6 Communication and conflict resolution skills</b><br>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>Building my Skills: Decision-Making (BMS-DM)</b> – a few associated activities address this topic</li> <li>• <b>Building my Skills: Problem Solving (BMS-PS)</b>- several associated activities address this topic</li> <li>• <b>Connecting with Others: Communication (CWO-CN)</b> – most associated activities address this topic</li> <li>• <b>Connecting with Others: Relationships (CWO-REL)</b> – several associated activities address this topic</li> </ul> | <ul style="list-style-type: none"> <li>• <b>BMS-DM activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: The 3 C’s Decision-Making Model Parts 1 and 2</li> <li>– <u>Intermediate</u>: The “What If Web” Parts 1 and 2; Decision-Making Under Pressure</li> <li>– <u>Advanced</u>: The “Force Field Analysis” Decision Making Tool; Exploring Compromise</li> </ul> </li> <li>• <b>BMS-PS activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Collecting the Moonrock; Bouncing Back</li> <li>– <u>Intermediate</u>: The Problem-Solving Circle; The Tallest Tower</li> <li>– <u>Advanced</u>: Thinking Outside the Bag</li> </ul> </li> <li>• <b>CWO-CN activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Communication Confusion; I-Messages; Ways to Say No; Introduction to Assertiveness</li> <li>– <u>Intermediate</u>: Communication Circle; Nonverbal Communication; Active Listening; Understanding Assertiveness; Introduction to Interviewing</li> <li>– <u>Advanced</u>: Building the Beast; Practicing Assertiveness; Advocating for Yourself; Practicing Interviewing</li> </ul> </li> <li>• <b>CWO-REL activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Introduction to Peer Pressure; Drawing the Line</li> <li>– <u>Intermediate</u>: Dealing with Pressure Situations</li> <li>– <u>Advanced</u>: Conflict Resolution; Exploring Reasons and Risks of Sexual Activity; When Relationships Lead to Pressure, Understanding Teen Dating Violence Parts 1 and 2</li> </ul> </li> </ul> | Total number of relevant activities available by grade span: <ul style="list-style-type: none"> <li>• <u>Foundational</u> (6th-8th grades):10</li> <li>• <u>Intermediate</u> (8th-10th grades): 11</li> <li>• <u>Advanced</u> (10th-12th grades): 12</li> </ul> |
| <b>HR.7 Gender equity/power balance</b><br>Equally share power and responsibility with partners; communicate needs and concerns; promote gender-equitable norms  | <ul style="list-style-type: none"> <li>• <b>Connecting with Others: Relationships (CWO-REL)</b> – a few associated activities address this topic</li> <li>• <b>Learning about Myself: Social Identity (LAM-SI)</b> – one associated activity addresses this topic</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>CWO-REL activities:</b> <ul style="list-style-type: none"> <li>– <u>Intermediate</u>: <i>Dating and Relationship Expectations</i></li> <li>– <u>Advanced</u>: <i>Understanding Teen Dating Violence Parts 1 and 2</i></li> </ul> </li> <li>• <b>LAM-SI activities:</b> <ul style="list-style-type: none"> <li>– <u>Intermediate</u>: <i>Gender Roles and Stereotypes</i></li> </ul> </li> </ul>  | Total number of relevant activities available by grade span: <ul style="list-style-type: none"> <li>• <u>Foundational</u> (6th-8th grades): 0</li> <li>• <u>Intermediate</u> (8th-10th grades): 2</li> <li>• <u>Advanced</u> (10th-12th grades): 2</li> </ul>   |
| <b>HR.8 Assertive communication about sex and contraception</b><br>Communicate needs and concerns regarding sex and contraceptive use; develop skills to guard against unhealthy situations                              | <ul style="list-style-type: none"> <li>• <b>Building my Skills: Decision-Making (BMS-DM)</b> –a few associated activities address this topic</li> <li>• <b>Connecting with Others: Relationships (CWO-REL)</b> – several associated activities address this topic</li> <li>• <b>Learning about Myself: Health &amp; Wellness (LAM-HW)</b> – several associated activities address this topic</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>BMS-DM activities:</b> <ul style="list-style-type: none"> <li>– <u>Advanced</u>: The “Force Field Analysis” Decision-Making Tool; Standing on Your Decision</li> </ul> </li> <li>• <b>CWO-REL activities:</b> <ul style="list-style-type: none"> <li>– <u>Intermediate</u>: Dealing with Pressure Situations</li> <li>– <u>Advanced</u>: What is Consent?; When Relationships Lead to Pressure; Understanding Teen Dating Violence Parts 1 and 2</li> </ul> </li> <li>• <b>LAM-HW activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: Talking About Abstinence</li> <li>– <u>Intermediate</u>: Using Condoms Correctly</li> <li>– <u>Advanced</u>: Understanding and Talking About STDs</li> </ul> </li> </ul>   | Total number of relevant activities available by grade span: <ul style="list-style-type: none"> <li>• <u>Foundational</u> (6th-8th grades): 1</li> <li>• <u>Intermediate</u> (8th-10th grades): 2</li> <li>• <u>Advanced</u> (10th-12th grades): 7</li> </ul>   |

| <b>Healthy Relationships Topics</b><br>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.9 Joint responsibility for contraceptive use and STI/HIV prevention practices</b><br>Recognize shared decision making in contraceptive use; develop negotiation skills for contraceptive use and STI/HIV prevention   | <ul style="list-style-type: none"> <li>• <b>Learning about Myself: Health &amp; Wellness (LAM-HW)</b><br/>– a few associated activities address this topic</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>LAM-HW activities:</b> <ul style="list-style-type: none"> <li>– <u>Foundational</u>: STD Handshake</li> <li>– <u>Intermediate</u>: Basics of Contraception; Using Condoms Correctly; STD Basketball</li> <li>– <u>Advanced</u>: Understanding and Talking about STDs</li> </ul> </li> </ul>             | Total number of relevant activities available by grade span: <ul style="list-style-type: none"> <li>• <u>Foundational</u> (6th-8th grades): 1</li> <li>• <u>Intermediate</u> (8th-10th grades): 3</li> <li>• <u>Advanced</u> (10th-12th grades): 1</li> </ul> |
| <b>HR.10 Additional related topics</b><br>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 | In addition to the lessons highlighted in HR.1-9, additional related topics include: <ul style="list-style-type: none"> <li>• <b>Connecting with Others: Relationships (CWO-REL)</b> – a couple additional associated activities are included</li> <li>• <b>Learning about Myself: Self Understanding (LAM-SU)</b><br/>– one additional associated activity is included, with content on sexual orientation and identity</li> </ul> | <ul style="list-style-type: none"> <li>• <b>CWO-REL activities:</b> <ul style="list-style-type: none"> <li>– <u>Advanced</u>: What is Consent?; Exploring Reasons and Risks of Sexual Activity</li> </ul> </li> <li>• <b>LAM-SU activities:</b> <ul style="list-style-type: none"> <li>– <u>Advanced</u>: Defining Sexuality</li> </ul> </li> </ul> | Total number of relevant activities available by grade span: <ul style="list-style-type: none"> <li>• <u>Foundational</u> (6th-8th grades): 0</li> <li>• <u>Intermediate</u> (8th-10th grades): 0</li> <li>• <u>Advanced</u> (10th-12th grades): 3</li> </ul> |

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

TOP lessons and activities address healthy relationships for all grade spans and include at least some content on each of the Adulthood Preparation Subject’s associated topics.

- The *Connecting with Others* lessons include activities that relate to several topics, such as building healthy relationships with peers and romantic partners and communication.
- *Building my Skills* lessons include activities that help youth build communication, problem-solving, and decision-making skills that can inform how they interact in relationships.
- *Learning about Myself* lessons include activities that help youth understand health and wellness, including sexual health and wellness, as well as grow and develop their understanding of themselves.

Given TOP’s flexibility, it is challenging to estimate the total amount of time spent on topics related to the Subject, but several lessons are available across the curriculum’s three books and grade spans.

## 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<br>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><br>Encourage caregivers to engage in communication with children before they begin sexual activity rather than responding to behaviors  | <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>PCC.2. Accurate knowledge of sexual health (parents/caregivers)</b><br>Confer a working knowledge of sexual health to parents/caregivers; emphasize their role and recognize the value of other qualified staff                           | <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>PCC.3. Comfort discussing sexual health (parents/caregivers)</b><br>Build comfort of caregivers to discuss sex and values with children in a receptive, informal, and composed manner   | <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>PCC.4. Closeness to parents (parents/youth)</b><br>Recognize the importance of strong caregiver-child bonds to effectively communicate, and support the strength of those bonds   | <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>PCC.5. Knowledge of parents' expectations (parents/youth)</b><br>Emphasize open dialogue between caregivers and children on expectations, values, and perceptions of appropriate behaviors  | <ul style="list-style-type: none"> <li><b>Connecting with Others: Relationships (CWO-REL)</b> covers this briefly for younger students</li> <li><b>Learning about Myself: Self Understanding (LAM-SU)</b> covers this briefly for older students</li> </ul>  | <ul style="list-style-type: none"> <li><b>CWO-REL activities:</b> <ul style="list-style-type: none"> <li><u>Foundational</u>: What Does "Family" Mean?; Family Responsibilities</li> <li><u>Intermediate</u>: Messages About Love</li> </ul> </li> <li><b>LAM-SU activities:</b> <ul style="list-style-type: none"> <li><u>Advanced</u>: Exploring Family Messages</li> </ul> </li> </ul> | <p>Across topics, the total amount of time varies depending on grade level and which lessons/activities facilitators select for their students.</p> <ul style="list-style-type: none"> <li>Total number of relevant activities available by grade span:                             <ul style="list-style-type: none"> <li><u>Foundational</u> (6th-8th grades): 2</li> <li><u>Intermediate</u> (8th-10th grades): 1</li> <li><u>Advanced</u> (10th-12th grades): 1</li> </ul> </li> </ul> |
| <b>PCC.6. Initiating conversations with parents/caregivers (youth)</b><br>Build youth skills to start conversations about sexual health, such as role-playing exercises or assignments requiring parental input                              | <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>PCC.7. Identifying and communicating with a trusted adult in the absence of a parent/caregiver (youth)</b><br>Identify trusted adults in youth's lives and guide youth in having discussions with these adults about sexual health topics | <p>Some lessons throughout the curriculum encourage students to consider trusted adults.</p> <p>Specific lessons with a focus in this topic include:</p> <ul style="list-style-type: none"> <li><b>Building my Skills: Problem-Solving (BMS-PS)</b> covers this briefly for older students</li> <li><b>Connecting with Others: Relationships (CWO-REL)</b> covers this briefly for younger students</li> </ul> | <ul style="list-style-type: none"> <li><b>BMS-PS activities:</b> <ul style="list-style-type: none"> <li><u>Advanced</u>: Choosing My Team</li> </ul> </li> <li><b>CWO-REL activities:</b> <ul style="list-style-type: none"> <li><u>Foundational</u>: What Does "Family" Mean?</li> </ul> </li> </ul>   | <p>Total number of relevant activities available by grade span:</p> <ul style="list-style-type: none"> <li><u>Foundational</u> (6th-8th grades): 1</li> <li><u>Intermediate</u> (8th-10th grades): 0</li> <li><u>Advanced</u> (10th-12th grades): 1</li> </ul>   |
| <b>PCC.8. Additional related topics</b><br>Other topics might include the timing, content, context, and frequency of parent-child communication, and the diversity of caregiver-child 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>   |

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

Parent-child communication is not the focus of any specific lessons, and there are no lessons specifically focusing on parents and caregivers as the primary audience. However, lessons in *Connecting with Others: Communication* build communication skills that would be transferrable to parent-child relationships, and these lessons may include scenarios and/or discussions around communicating with parents and family members.

A couple of lessons for younger students support them to build relationships with family members, which could support healthy parent-child communication.

In addition, a couple of lessons for older students support them to understand the influence and role that family members play in their lives.

## 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>TOP lessons and activities address all topics related to adolescent development for all three grade categories.</p> <ul style="list-style-type: none"> <li>• <b>Physical development</b> is addressed in Learning about Myself: Health &amp; Wellness</li> <li>• <b>Cognitive development</b> is primarily addressed in Building my Skills: Decision Making and Problem-Solving</li> <li>• <b>Emotional development</b> is addressed across several sections, including Building my Skills: Emotional Management, Decision-Making, and Problem-Solving; Connecting with Others: Empathy, Communication, and Relationships; and Learning about Myself: Self-Understanding</li> <li>• <b>Social development</b> is addressed across several sections, including Building my Skills: Problem-Solving; Connecting with Others: Community; and Learning About Myself: Self-Understanding and Social Identity and through TOP's community service learning component.</li> </ul> <p>Given TOP's flexibility, it is challenging to estimate the total amount of time spent on topics related to the Subject, but lessons are available across the curriculum's three books and grade spans.</p>   |
| <b>Educational and career success</b> | <p>While TOP does not include formal support activities related to academics and accessing post-secondary opportunities, there is a section of lessons dedicated to Goal-Setting, and lessons across content areas make links to envisioning/preparing for the future. Within the <i>Building my Skills: Goal-Setting</i> section of the curriculum, students may identify educational and career-based goals, then identify the steps to achieve these goals. Students provide and receive positive social support and encouragement related to their future goals.</p> <p>Specific lessons in <i>Connecting with Others: Communication</i> prepare older students for job interviews, and one lesson in <i>Learning about Myself: Self-Understanding</i> centers on one's personal qualities and career goals.</p> <p>Students participating in TOP must also complete at least 20 hours of community service learning, which includes exposure to community organizations, various professional roles, and career-related skills.</p>  |
| <b>Financial literacy</b>             | <p>TOP includes very limited content related to financial literacy. In <i>Building my Skills: Goal Setting</i>, there are a few lessons broadly related to setting goals and planning towards those goals. Those lessons are not directly connected to planning for financial goals but could be relevant if students apply the lessons toward financial goals.</p>   |
| <b>Healthy life skills</b>            | <p>TOP lessons and activities address topics related to healthy life skills for all grade spans.</p> <ul style="list-style-type: none"> <li>• <b>Cognitive skills</b> are addressed across several sections, including Building my Skills: Decision-Making, Problem-Solving, and Goal-Setting; and Learning about Myself: Self Understanding and Social Identity.</li> <li>• <b>Emotional coping skills</b> are addressed across several sections, including Building my Skills: Emotional Management, Problem-Solving, and Decision-Making; Learning about Myself: Self-Understanding; and one lesson from Connecting with Others: Relationships.</li> <li>• <b>Social skills</b> are addressed across several sections, including Building my Skills: Problem-Solving; Connecting with Others: Empathy, Communication, and Relationships; and Learning about Myself: Social Identity.</li> <li>• <b>Physical health skills</b> are addressed in Learning about Myself: Self Understanding and Health &amp; Wellness</li> <li>• <b>Sexual health skills</b> are primarily addressed in Learning about Myself: Health &amp; Wellness and Building my Skills: Decision-Making.</li> </ul> <p>Given TOP's flexibility, it is challenging to estimate the total amount of time spent on topics related to the Subject, but numerous lessons are available across the curriculum's three books and grade spans.</p> |
| <b>Healthy relationships</b>          | <p>TOP lessons and activities address healthy relationships for all grade spans and include at least some content on each of the Adulthood Preparation Subject's associated topics.</p> <ul style="list-style-type: none"> <li>• The <i>Connecting with Others</i> lessons include activities that relate to several topics, such as building healthy relationships with peers and romantic partners and communication.</li> <li>• <i>Building my Skills</i> lessons include activities that help youth build communication, problem-solving, and decision-making skills that can inform how they interact in relationships.</li> <li>• <i>Learning about Myself</i> lessons include activities that help youth understand health and wellness, including sexual health and wellness, as well as grow and develop their understanding of themselves.</li> </ul> <p>Given TOP's flexibility, it is challenging to estimate the total amount of time spent on topics related to the Subject, but several lessons are available across the curriculum's three books and grade spans.</p>   |
| <b>Parent-child communication</b>     | <p>Parent-child communication is not the focus of any specific lessons, and there are no lessons specifically focusing on parents and caregivers as the primary audience. However, lessons in <i>Connecting with Others: Communication</i> build communication skills that would be transferrable to parent-child relationships, and these lessons may include scenarios and/or discussions around communicating with parents and family members.</p> <p>A couple of lessons for younger students support them to build relationships with family members, which could support healthy parent-child communication.</p> <p>In addition, a couple of lessons for older students support them to understand the influence and role that family members play in their lives.</p>  |

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.