



Positive
Prevention
Plus

Sexual Health Education for America's Youth

APPENDIX D



**Supplemental Materials
and Resources**

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Scripts of Lesson Slides

Lesson 1: Getting Started Opening Animation

Written by
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01. EXT. SIDEWALK OF ELEMENTARY SCHOOL. DAY

Sun is shining, birds are chirping.

02. INT. ELEMENTARY SCHOOL CLASSROOM. DAY

Lights are out, an old film is being projected, STUDENTS look very worried and stressed out, some are sweating and others are covering their eyes. A baby cries as the film narrator concludes,

V.O.

And that is where babies come from.

The film reel comes to a stop and TEACHER flips on the lights,

TEACHER (V.O.)

Now let's talk about the changes your bodies are going through, can anyone tell me what is the definition of "puberty"?

The STUDENTS' eyes grow very wide in fright.

02. EXT. SIDEWALK OF ELEMENTARY SCHOOL. DAY

STUDENTS running and screaming from the school. JOHNNY, RYAN, ALI, and ESTHER flee the school running, then slow down and walk together,

ALI

Oh my gosh, that was awkward.



RYAN

Yeah, I know. I can't stand talking about... the "P!" word.

ALI

Which one?? Puberty?? Or per-iod???

RYAN and ALI laugh,

ESTHER

Ugh! You guys are so gross!!

JOHNNY has been only listening to his friends, then coughs to change the conversation,

JOHNNY

Uhhh guys, do you wanna come over to my place to play video games?

Everyone nods in agreement,

RYAN

Yeah, awesome!

ESTHER

Totally!

03. INT. JOHNNY'S LIVINGROOM. DAY

JOHNNY, RYAN, ALI, and ESTHER are sitting on the floor playing video games. JOHNNY is sitting on the far left of the group. House door opens, YOU HEAR JOHNNY'S MOM walk IN, DOOR CLOSES.

JOHNNY'S MOTHER (V.O.)

Hi guys! Nice to see you all. So, what did you learn in school today?

RYAN, ALI, and ESTHER freeze and look very uncomfortable. With wide eyes they look in JOHNNY'S MOM direction, then they all look at JOHNNY,

JOHNNY [After taking a deep breath, quietly says]
Well, we learned about... puberty.

Horror music and extreme zooms to each RYAN, ALI, and ESTHER faces,

JOHNNY'S MOM (V.O.)

Oh! What did you find the most interesting about the lesson on puberty?



RYAN, ALI and ESTHER panic and look frantically back and forth at JOHNNY and JOHNNY'S MOTHER. ESTHER turns bright red, ALI looks down at his hands, and RYAN covers his face with his hands.

FADE OUT

Lesson 1: Getting Started Closing Animation

01. INT. JOHNNY'S LIVINGROOM. DAY

JOHNNY is seated. ESTHER is bright red, ALI is examining his hands and RYAN is still covering his face.

JOHNNY

Oh, come on guys, it's not that big of a deal.

RYAN, ALI and ESTHER roll their eyes.

JOHNNY'S MOTHER (V.O.)

Oh, was there anything about the lesson that really surprised you?

JOHNNY [Thinking for a moment]

Only that some people start puberty before others.

ESTHER [Chiming in, cutting off Johnny]

Yeah! That's why some of us girls are taller and look more mature than you boys!

ESTHER smiles and elbows RYAN and ALI, who both blush a little and smile,

02. INT. JOHNNY'S LIVINGROOM. DAY

EVERYONE is up and ready to leave,

ALI

Wow, I can't believe you could talk with your mom like that about puberty. Your parents are really cool.



RYAN

Yeah, I really wish sometimes I could talk with my parents about these kinds of things!

ESTHER

Maybe we should just try and mention it like JOHNNY did..

JOHNNY

Yeah guys like I said, it's not so big a deal. Well, see you tomorrow at school!

RYAN, ALI and ESTHER say goodbye to JOHNNY and walk out the front door.



Lesson 2: Friendship
Opening Animation

Written by
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July 20, 2022

01. EXT. ELEMENTARY SCHOOL, SIDEWALK. DAY

SARAH, ALI and DULCE are kicking a soccer ball around together. ALI kicks the ball to DULCE,

ALI
Hey Dulce!

DULCE runs to intercept the ball, but fumbles and falls,

DULCE
Got it! ... [Grunt] Ouch!

SARAH starts laughing and pointing at DULCE,

SARAH
Hahahaha! You really messed that up Dulce! Ha!

DULCE gets up slowly and Ali comes over to see if she is ok starts to get up and dust off her shorts, ALI comes over to help her,

DULCE
How embarrassing!

SARAH
Yeah, I didn't know you were such a klutz. That was the WORST move I've ever seen! [Continues laughing.] ...Whatever, see you guys later!
[As she leaves.]

SARAH runs off, DULCE starts to cry, and ALI tries to comfort her.

DULCE
I thought Sarah was my friend!



ALI

I'm so sorry Dulce, I don't know why she said those things. Let's just keep playing.

DULCE

Thanks, Ali.

ALI hugs DULCE and then the two of them start to kick the soccer ball back and forth again.

FADE OUT

Lesson 2: Friendship Closing Animation

01. INT. ELEMENTARY SCHOOL, HALLWAY. DAY

ALI and DULCE are walking to class, and SARAH meets up with them in the hallway,

SARAH

Hey, Dulce! Wait up!

DULCE

(Reluctantly) Uh, hi Sarah.

ALI

Hi, Sarah.

SARAH

I am SOOOOO sorry about what I said when we were playing soccer. I wasn't thinking of your feelings, and it was mean for me to laugh at you.

DULCE

Thanks, Sarah. It surprised me because I thought we were friends, you know?

SARAH

We ARE friends! All those awesome times we've hung out, and I really didn't mean to hurt your feelings. I LOVE playing soccer together!



DULCE
Me too. It's really fun.

SARAH and DULCE hug,

ALI
Hey what about me?!

DULCE and SARAH laugh,

DULCE
We like playing with you too, Ali!

SARAH
Yeah, you're the best teammate and friend ever!

DULCE, SARAH, and ALI all join in a group hug or high five.



Lesson 3: Bullying Behaviors Opening Animation

Written by
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01. EXT. ELEMENTARY SCHOOL, SIDEWALK. DAY

ESTHER begins to walk home from school. She is walking slowly and wobbling underneath the weight of her large heavy backpack, and she's also carrying a mountain of books. As other kids walk past her she thinks for the umpteenth time,

ESTHER (V.O.)

Ughh, why have all the other kids grown taller and stronger?! I sure hope I grow soon. Please, growth spurt, come quick!

BOY 1, and GIRL 1 catch up to ESTHER. GIRL 1 pushes ESTHER from behind and almost knocks her over,

GIRL 1
Hey, shorty!

ESTHER gathers herself and turns around to look at the bullies,

BOY 1
Yeah, we're talking to you... squirt!

ESTHER looks very sad and embarrassed; she almost starts to cry. She turns to try and run away, but trips on a crack in the sidewalk and all her books go flying.

FADE OUT



Lesson 3: Bullying Behaviors
Closing Animation

01. EXT. ELEMENTARY SCHOOL, SIDEWALK. DAY

ESTHER starts to get up and pick up her books, not sure what to do next. JOHNNY rides up on his skateboard,

JOHNNY

Whoa, whoa, guys, what's going on??

BOY 1

Nothing, JOHNNY...[WITH FEIGNED INNOCENCE] We were just helping this little bookworm pick up her books! [SNICKERS]

BOY 1 and GIRL 1 are trying to muffle their giggles,

GIRL 1

[GIGGLING] Yeah, are they too heavy for you, Esther?

JOHNNY gets off his skateboard. He's bigger than the other kids and moves closer to them,

JOHNNY

Dudes, Stop

You are being mean and that is not cool!

JOHNNY moves closer to BOY 1, and GIRL 1, who all look very surprised and run away. JOHNNY picks up one of ESTHER's books and hands it to her,

JOHNNY

Don't let them bother you. Are you okay?

ESTHER looks very surprised,

ESTHER

Uhhhh, thanks, Johnny. I didn't know you cared.

JOHNNY grabs his skateboard, and he begins to walk with ESTHER,

JOHNNY

Aw, don't worry about them. You should probably talk to your parents though about what happened.



Lesson 4: Puberty
Opening Animation

Written by
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01. EXT. SCHOOL BLACKTOP AREA, BASKETBALL LINES DRAWN ON ASPHALT, FLAG POLE. DAY.

Several KIDS are lining up for the flag salute, JOHNNY is by far the tallest and thinnest in the class. Some STUDENTS begin to make fun of JOHNNY,

BOY 1

Hey, how's the weather up there? I mean, do airplanes ever hit you in the head??

GIRL 1

GIRL 1 pushes BOY 1,

GIRL 1

That doesn't even make any sense, jeesh!!

JOHNNY doesn't know how to respond to the other kids in the class and just stands there looking red and embarrassed.

FADE OUT

Lesson 4: Puberty
Closing Animation

01. EXT. SCHOOL BLACKTOP AREA, BASKETBALL LINES DRAWN ON ASPHALT, FLAG POLE. DAY.

After raising the flag, the KIDS all turn and start to walk back to their class. JOHNNY is frozen with embarrassment and lets everyone walk past him, he then follows behind,



02. INT. ELEMENTARY SCHOOL CLASSROOM. DAY

EVERYONE is in their seat,

TEACHER (V.O.)

Okay, now we're going to continue our lesson on puberty. What kinds of changes have you noticed happening in other kids' bodies your age?

JOHNNY blushes red, begins to sweat. JOHNNY is terrified that someone is going to mention how much taller he is than everyone else,

SARAH

Well I've noticed that some girls and boys have started to get pimples.

RYAN

There's nothing wrong with that! Pimples are the new style!

All the STUDENTS and the TEACHER laugh,

Ali

And some of the girls are starting to wear bras.

Dulce Thought bubble "I was hoping no one would notice."

RYAN places his hands on his ears,

RYAN

Ahhh! THAT word!

STUDENTS and the TEACHER(V.O.) most of the boys laugh. JOHNNY is beginning to relax, and he figures why not contribute to the conversation. JOHNNY is a little unsure of himself when he adds,

JOHNNY

And some of us are getting really... tall.

ALI

Man, I wish I could be tall!

JOHNNY relaxes and begins to chuckle,

JOHNNY

Well my dad is really tall too!



ESTHER

Yeah! Tall is awesome! But short is cool too!

STUDENTS, TEACHER(V.O.) and JOHNNY laugh.



Lesson 5: Human Reproduction
Opening Animation

Written by
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July 20, 2022

01. INT. SPLIT SCREEN: SARAH'S BEDROOM & ALI'S BEDROOM. DAY

The sun is coming in through their windows, birds are chirping. SARAH and ALI slowly open their eyes and begin to stretch in bed, and as they begin to take their covers off they both freeze and their eyes get huge. They have both noticed something under the covers on their pajamas. SARAH'S MOTHER and ALI'S FATHER knock on the door and enter,

SARAH'S MOTHER (V.O.)
Good morning Sweetie, are you awake yet?

ALI'S FATHER (V.O.)
Hi Buddy, time for breakfast!

SARAH and ALI look up at their parents with wide eyes, pull the covers up to their chins and turn bright red,

SARAH'S MOTHER
Is everything okay?

SARAH
Mom! Something is really wrong!! There is blood on my sheets! Will I be okay??

ALI'S FATHER
What's going on Buddy? Why so scared?

ALI
My pajamas are wet! I don't remember that happening!! IS THERE SOMETHING WRONG WITH ME??

FADE OUT



Lesson 5: Human Reproduction
Closing Animation

01. INT. SPLIT SCREEN: SARAH'S BEDROOM & ALI'S BEDROOM. DAY.

SARAH and ALI are staring at their parents and trying to hide under the covers, they don't know what to do!

SARAH'S MOTHER (V.O.)

Don't worry Sweetie, you've just started menstruating, which is also called getting your period. This is your body developing so that you can someday have children. All girls go through this during puberty.

Don't worry, this is perfectly normal.

SARAH'S face softens and she begins to relax,

SARAH

How old were you when you got our period?

Mom

I was about your age. But everyone is different.

[WITH A BIG SIGH] Oh yes, our teacher talked about this in school.

ALI'S FATHER (V.O.)

Oh hey, that's not a big deal. You just had a wet dream, or what's called a "nocturnal emission", it happens to all of us when we are going through puberty!

Ali

Is this normal?

ALI'S FATHER (V.O.)

Absolutely! Come on, jump in the shower and we'll throw your pajamas in the wash. We can talk about any questions you have about this over breakfast.

ALI'S face softens and he begins to relax. With a big sigh, ALI looks up at the ceiling and nods, remembering that the teacher had talked about this in school.

SARAH'S MOM (V.O.)

Come on, I'll help you get cleaned up for school. We can celebrate your first step in becoming a woman when I pick you up later today!

SARAH and ALI smile, make signs of relief, and start to get out of bed.



Lesson 6: Hygiene
Opening Animation

Written by
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01. EXT. ELEMENTARY SCHOOL, SIDEWALK. DAY

SARAH, ESTHER, DULCE and JOHNNY are waiting for their parents to pick them up after school. A green waft of toxic fumes begins to float over the heads from the left. As the fumes reach each of the KIDS, they turn green, and put their hands over their mouth or their noses. RYAN looking very disheveled: his hair is a mess, there are sweat stains in the armpits of his t-shirt, and his face is covered in acne, green vapors and flies rise up around RYAN. RYAN is totally clueless, checking his phone, SARAH, who is the farthest away from RYAN screams,

SARAH
What IS that??!

DULCE
It smells worse than rotten eggs!!

FADE OUT

Lesson 6: Hygiene
Closing Animation

01. EXT. ELEMENTARY SCHOOL, SIDEWALK. DAY

RYAN walks closer to his friends SARAH, ESTHER, DULCE, and JOHNNY. Their faces are all green, standing next to RYAN. JOHNNY turns to RYAN and whispers,

JOHNNY
Dude, Ryan. Seriously, ever heard of deodorant?



RYAN'S eyes grow wide,

RYAN

What?! I don't want to smell like a girl.

SARAH, ESTHER, and DULCE (Giggle)

JOHNNY

No man, you gotta WEAR the deodorant to GET the girls.

RYAN

Ohhhhhh.

JOHNNY

Yeah dude, you should get the kind I wear, and take a shower... and do something with your hair!

JOHNNY turns to the girls and flexes his arm behind his head, smiling.
SARAH, ESTHER and DULCE swoon.



Lesson 7: Diseases and their Transmission
Opening Animation

Written by
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July 20, 2022

01. INT. ELEMENTARY SCHOOL CLASSROOM. DAY.

SICK STUDENT is sitting at his desk coughing and sneezing, but not covering his mouth. Clouds of yellow and green particles explode from his nose/mouth and waft around the room. Other students sitting nearby are grossed out,

JOHNNY
[Cough. Cough. Huge wet sneeze. Sniffs.]

RYAN
Yuck!

ESTER
Ugh! Cover your mouth!

The bell rings and class ends,

TEACHER
Class dismissed!

JOHNNY gets up and leaves with RYAN and ESTER while TEACHER sprays the desk with disinfectant and wipes up the green and yellow snot and germ particles left behind on his desk with a paper towel.

02. EXT. NEIGHBORHOOD SIDEWALK. DAY.

JOHNNY is walking home with his friends and continues to cough and sneeze, sending clouds of more yellow and green particles into the air,

RYAN
Dude, you've been coughing and sneezing for days!



ESTER

Cover your mouth, you are spreading your germs all over us!

RYAN

That's disgusting! Why don't you go see a Dr?

ESTER

Yeah! And maybe stay home? Or at least cough and sneeze into your arm!
I don't want to get sick.

FADE OUT

Lesson 7: Diseases and their Transmission
Closing Animation

01. INT. ELEMENTARY SCHOOL CLASSROOM. DAY.

A few days later JOHNNY is back at his desk,

TEACHER

Welcome back! You look and sound so much better!

JOHNNY

Thanks! Yaa, I took my friends advice and I went to see the doctor and get a check-up. I tested negative for everything serious but still stayed home to rest a few days.

RYAN

Way to go, man!

ESTER

And you stopped sneezing and coughing all over us! Yay!!!!!!

Everyone laughs.



Lesson 8: Staying Safe and Healthy
Opening Animation

Written by
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01. EXT. SCHOOL BLACKTOP AREA, BASKETBALL LINES DRAWN ON ASPHALT. DAY

SARAH and DULCE are hanging out on the sideline of the basketball court. KIDS are playing around, SARAH gives DULCE a hug,

SARAH
Byeee!

SARAH leaves. DULCE sits down by herself, and starts to think,

DULCE [V.O.]

Look at all these kids running around...and here I am sitting on the sidelines like a couch potato...I want to be active and healthy so I can do anything I want when I get older.

A thought bubble appears portraying OLDER DULCE (YOUNG ADULT) being active BY RUNNING, (in jogging clothes), and additional bubble appears with YOUNG ADULT DULCE riding a bike, and DULCE smiles in response to the multiple images in her head,

DULCE [V.O.]
Or will I have health problems?

In the thought bubble, OLDER DULCE (YOUNG ADULT) transforms into OLDER DULCE (bent with a cane) (OLDER ADULT, Watching people running and biking in a race from the sideline and thinking:
"I wish I had been more active when I was younger!"

DULCE makes a face of disgust and briskly brushes the image in the thought bubble away with her arm,

DULCE [OUT LOUD]
Oh no! I do NOT want that to happen!

FADE OUT



Lesson 8: Staying Safe and Healthy
Closing Animation

01. EXT. ELEMENTARY SCHOOL, SIDEWALK. DAY

DULCE is running as she leaves the blacktop. She heads down the sidewalk looking over her shoulder and then runs straight into her MOM,

DULCE

What?! Oh! Hi Mom! What are you doing here?

DULCE'S MOTHER

M'ija, I'm meeting you after school so we can walk home together! I needed to get my exercise in today.

DULCE'S MOTHER notices her daughter's concerned face, and puts her arm around her daughter,

DULCE'S MOTHER

Are you okay?

DULCE and DULCE'S MOTHER begin to walk together,

DULCE

I just don't ever want to be sick, you know?? Or OLD! I want to be able to ride my bike and play sports forever!

DULCE'S MOTHER

[CHUCKLING] Well everyone get's older, mi amor. But I agree that it's important to stay healthy!

DULCE is listening to her mother, but still has a concerned look on her face,

DULCE

But I don't think we ARE being healthy! I mean, you said the doctor was concerned about my sister's weight...And look at all my aunts and uncles that have diabetes!!

DULCE'S MOTHER

That's true, corazón... I've been thinking about what changes we need to make as a family and I'm going to start cooking healthier food. You can help me so we can learn together. We need to all start exercising more too!



DULCE

But, how?? Exercise is sooooo boring.

DULCE'S MOTHER

There are many forms of exercise. You have to find one that you enjoy.
Dancing is exercising!!

DULCE

Yes, and dancing makes me happy!

DULCE'S MOTHER

Por supuesto! Of course! It helps your mind and your body.

Salsa music picks up, colorful scenery comes in with salsa words floating, DULCE and DULCE'S MOTHER begin to dance salsa together, laughing.



Recognizing and Responding to Difficult Questions

Content Questions

Based on facts or essential new knowledge that the student would have little or no basis for answering these questions on his/her own.

Example: “Do females have a urethra like males do?”

Suggested Response: If the material has been covered, defer to another student, e.g., “Does anyone recall...?” Otherwise, just answer it.

Questions Requiring Critical Thinking

Students have the information to answer these questions, but need guidance in assembling their knowledge.

Example: “How many times a year does a female ovulate?”

Response: Walk students through their existing knowledge, e.g., “Does anyone remember what happens approximately 14 days after a female ovulates?” (Her period begins.) “How often does a female have her period?” (Once a month.) “So how many times does a woman ovulate in twelve months or one year?” (12 times)

Encourage critical thinking in the classroom by moving beyond questions which require a yes/no answer or simple factual response.

- “Describe how you could...”
- “What would be several different ways to...?”
- “Name one strength and one weakness of...”
- “In your own life, what are some ways you could...”

Questions Not Authorized for Instruction

The governing board has not authorized these topics to be included in the curriculum; in-class or out-of-class instruction is not authorized, either from the classroom teacher or the counselor or the school nurse.

Example: “How can three people have sex together?”

Response: “That’s a fair question, but it’s not part of this curriculum. I suggest you ask your mom or dad, or a respected older adult in your family, or doctor, youth pastor (etc.); or you could call the Teen Hotline (provide telephone number) and discuss it with them.”



Research Questions

Students may make statements which are not consistent with established facts, or which demonstrate a lack of understanding about science.

Example 1: “I heard that waiting to have sex until you are in your twenties actually causes cancer.”

Response 1: “I’d need to see that source (can you bring it in?). That is inconsistent with all the published studies I’ve ever seen on cancer, or delaying intercourse.”

Example 2: “Can you prove that sex education doesn’t just cause more sex?”

Response 2: “Science documents observable phenomena. All I can say is that, in the many professional, peer-reviewed research articles on the impact of sexual health education, instruction has not been found to cause earlier initiation of sex or more sexual activity in teens.”

Questions Which Reflect Religious Beliefs

Students may interject their own religious beliefs or teachings into a question or statement. It is appropriate to acknowledge the diversity of beliefs, including the role that religion plays in people’s lives; however, it is not appropriate to establish/advocate religious beliefs in the public school classroom. Rather, reflect on these comments from a public health perspective.

Example 1: “Is it a sin to have sexual intercourse before marriage?”

Response 1: “A number of people have strong beliefs about this topic. From a public health perspective, what would be the outcome of people not having intercourse until they were in a long-term mutually monogamous relationship?”

Example 2: “Is it a sin to masturbate?”

Response 2: “A number of people may have strong religious beliefs on this topic. From a public health perspective, we know that masturbating (rubbing or massaging one’s own genitals for sexual stimulation) is a fairly common practice, and causes no physical harm unless done excessively.”

Personal Questions

Asking personal questions is a violation of “Group Agreements” in most classrooms. Use the *FS-FO-FY* response (see below).

Example: “Did you have sexual intercourse when you were a teenager?”

Response: When I was younger, **For Some** it was time to explore their sexuality and be sexually active; but **For Others**, it was their choice not to have sexual relations until they were married; the question is, what’s best **For You** now and in the future?



Asking Permission

Students may mask seeking permission to engage in a risky behavior within a biomedical question. The teacher will need to answer two questions.

Example: “Is it okay to have oral sex to protect your virginity?”

Response: “From a sex education standpoint, it is still sexual activity when a person’s mouth comes in contact with another person’s genitals; *and if you are asking for my permission to do this, the answer is no!*”

Cry For Help

A student may mask a cry for help or assistance within a seemingly biomedical question. The biomedical question should be answered publicly. *However, the implied request for help requires a confidential one-to-one response.*

Example: “Is it safe for a girl to have sex with an older man as long as he’s sterile?”

Response: “Just because a man says he is sterile does not mean that he is free from HIV or other STDs, or that he actually is sterile.” (IMPORTANT NOTE: The teacher should later take the student aside and inquire whether the question was adequately answered. The teacher may inquire if anything else needs to be discussed. Because teachers are obligated to *help their students get help* if it appears that the student is being harmed by someone, the teacher may choose to file a report of suspected child abuse with local law enforcement or social services.)



Further Guidance on Curriculum Adaptations

As described in the Introduction section of this curriculum, the delivery of *Positive Prevention PLUS* embraces a “life skills approach” which demonstrates improvements in student outcomes as measured by self-reported sex-related attitudes and protective behaviors. (For further information on the research findings, go to www.positiveprevention.com)

Definitive research exists that pinpoints factors for successful teen pregnancy prevention curricula reflecting this life skills approach. According to Kirby (2007), effective curriculum-based programs:

- Involve multiple people with expertise in theory, research, and sex and STD/HIV education to develop the curriculum.
- Assess relevant needs and assets of the target group.
- Design activities consistent with community values and available resources (e.g., staff time, staff skills, facility space and supplies).
- Pilot-test the program.
- Focus on clear health goals – the prevention of STD/HIV, pregnancy, or both.
- Focus narrowly on specific types of behavior leading to these health goals (e.g., abstaining from sex or using condoms or other contraceptives), give clear messages about these types of behavior, and address situations that might lead to them and how to avoid them.
- Address sexual psychosocial risk and protective factors that affect sexual behavior (e.g., knowledge, perceived norms, and self-efficacy) and change them.
- Use a **logic model approach** that specifies the health goals, the types of behavior affecting those goals, the risk and protective factors affecting those types of behavior, and activities to change those risk and protective factors.

State-of-the-art sexual health education interventions like Positive Prevention PLUS are based on explicit logic models which in turn are based on a combination of behavior change theory and valid research findings. **Each lesson’s content and learning activities must be aligned with the logic model.** Arbitrarily choosing to vary the content, sequence, activities, and assignments of the Positive Prevention PLUS curriculum would be inconsistent with the logic model upon which it is based. For example,

- *Adding* additional (including “favorite”) supplemental learning activities and biomedical information typically does not contribute to the efficacy of the curriculum in accomplishing the target outcomes, consistent with the logic model.
- *Eliminating* content or learning activities featured in the logic model also compromises the efficacy of the curriculum in accomplishing the target outcomes.

Adding or deleting biomedical information and/or learning activities is not recommended, and would be termed a **RED LIGHT ADAPTATION**. Other red light adaptations could include, but are not limited to:

- Eliminating a lesson.
- Eliminating an assignment or activity (including failing to structure, facilitate or debrief a lesson activity as written).
- Eliminating or replacing opportunities for class discussion or interactive activities, especially with further lecture materials, a reading assignment, or a writing assignment.
- Failing to complete a lesson (on the following day) because the class period is over.



- Teaching all lessons within a 1-2 day time period without the benefit of home assignments and interviews.
- Collecting all student worksheets each day and not returning them.
- Presenting the lessons to a group of students that is too small or too large to participate fully and effectively in the class activities (structured for 15-35 students).
- Adding additional biomedical content (often in a lecture mode).

YELLOW LIGHT ADAPTATIONS are also warned against. Through a yellow light adaptation, the presenter may be introducing a modification that could *possibly* compromise the full force of the lesson, and should also be evaluated on the basis of its integrity in following the logic model. Yellow light adaptations may include, but are not limited to:

- Failing to explain objectives, evidence of completion.
- Rearranging the lesson sequence.
- Teaching lessons on a weekly rather than daily basis.
- Modifying the logistics of an activity to accommodate class size or room arrangement (while still fully involving all students).

GREEN LIGHT ADAPTATIONS are simple non-substantive modifications that are true to the intent of the lesson content and activities, and true to the logic model. Green light adaptations may include but are not limited to:

- Increasing student interaction and participation by the formation of small discussion groups that report their findings and recommendations to the larger class for discussion.
- Taking time at end of period for small groups to work on the Lesson Preview.
- Creating class time at beginning of period (for example, while taking roll) for small groups to review and discuss the Lesson Preview prior to a whole-class discussion.
- Distributing individual worksheets on a daily basis, rather than as an intact student workbook.
- Using plain white activity cards and student worksheets rather than the recommended more colorful sheets.

