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Introduction to

Relationships

Under Construction



A Relationship Risk Avoidance Curriculum
for Whole Person Adolescent Health

Grades 6 - 12



Written by Catherine Wood
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*“Relationships Under Construction is the **best** sex education curriculum I have reviewed in years! It starts early and includes parents. RUC should be taught in every school, church, and youth organization across the country. This dynamic curriculum gets incredible results when presented by passionate teachers, parents, and youth leaders.”*

*- Josh McDowell
Josh McDowell Ministries*

“Catherine Wood’s Relationships Under Construction (RUC) curriculum reflects her years of experience as an educator implementing abstinence until marriage programs in the public school arena. Catherine’s program makes the rationale for abstinence understandable and compelling to both teachers and students. In her curriculum, teachers are never left to “fill in the blanks;” every lesson is spelled out step by step. For both new and experienced instructors, the lessons serve as a simple and effective teaching tool.

Recent adaptations to the curriculum include the concept of Whole Person theory, which teaches that sexuality is not just a part of the physical dimension of one’s being, but is integrated in the intellectual, moral, social and emotional dimensions of the person as well. By providing students with an explanation of who they are as persons and why abstaining from sex until marriage is the best and healthiest lifestyle, the rising generation is better equipped to make sense of love and life in our sexualized culture.”

*- Onalee McGraw, Ph.D., Director
Educational Guidance Institute*



RELATIONSHIPS UNDER CONSTRUCTION

A Relationship Risk Avoidance Curriculum for Whole Person Adolescent Health

Written by
Catherine Wood

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Revised 2008



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Author: Catherine Wood, B.S. Education

Contributing Authors: Over 160,000 personally served students who have made us better teachers
Over 1,000 educators trained to present RUC from the US and several other countries

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Dedicated to: Dennis Wood, my husband and our wonderful children and grandchildren
Especially dedicated to Kelton, Madeline, Alexis, Caedmon, Helen, Olivia, Audrey, the new grandbaby due soon and any new grandbabies and generations to come.

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Sincerely,

Catherine Wood



About the Author

Catherine Wood has extensive experience with positive youth development projects, abstinence until marriage curricula, services and with management of governmental grant resources. She is the President of ATM Education, and has collaborated with many agencies including Abstinence Educators' Network (AEN), IV Charis, and RSVP of Toledo. Catherine worked with the Pregnancy Distress Center (PDC) in Columbus, Ohio beginning in January of 1987 through the early 1990's. She helped pioneer one of the first federal abstinence grants, which PDC was awarded from the OAPP (Office of Adolescent Pregnancy Prevention). Programs funded through OAPP were national demonstration projects and the Responsible Social (Sexual) Values Program (RSVP) was one of 29 programs funded the first year. For five years the RSVP program was designed, tested and presented in over 50 middle schools each year in Franklin County and Columbus. The RSVP program served in an intense evaluation project with Kent State University, which was one of the first studies proving that abstinence until marriage education programs work. April Thoms was the very creative and original author of RSVP and Catherine was one of the first contributing authors.

From 1992 to 1998, Catherine developed curriculum for churches, youth groups and schools. *SEX: When, Where, Why and What is the Truth* has been used by many presenters throughout the United States and in many foreign countries. Her self-published book, *Sharing the Value of Sexual Purity*, sold over 5,000 copies.

Beginning in 1998, Catherine worked with the Pregnancy Decision Health Centers (PDHC). She wrote and implemented Ohio Department of Health (ODH) Title V grants for PDHC from March 1998 through July 2002. Catherine also served as AEN (Abstinence Educators' Network) Columbus Regional Coordinator from 1999 to 2002. In 2001 and 2002 Catherine wrote and implemented a SPRANS grant for PDHC and collaborated with four other agencies in the state of Ohio to write a SPRANS grant for AEN called Ohio Abstinence Campaign (OAC). Catherine served as the School/Assembly/Curricula Coordinator for the OAC grant 2001 through June 2004. With SPRANS funding and ODH funding for PDHC, Catherine built a program in the Columbus area that grew from zero schools in 1998 to serving 55 middle and high schools during the 2001/2002 school year. Catherine served as a grant reader in March 2002 for SPRANS grants in Washington D.C. She worked for Central Ohio AEN and served 35 counties with Title V grants. Catherine has written and implemented grants that total over eight million dollars. Currently, ATM Education serves 21 counties in Central Ohio.

One example of the success of the program Catherine directed in Columbus was very dramatic. For two years the PDHC program served Linden McKinley High School (LMHS) which is one of the Columbus Public high schools. In the Fall of the 2000/2001 school year, the abstinence program provided mentoring groups called Power Teams. By January, presentations on STDs were given to the entire student body. Catherine presented four assemblies in two days. In February, she brought a national speaker, Lakita Garth, in for an all-school assembly. By the next Fall, four-day classroom



presentations were introduced in the health classes. Lakita Garth came back to speak to the entire student body again. In March 2002, the nurse called and said that in 2000/01 there were 27 teen pregnancies at LMHS. In March 2001/02 only nine pregnancies had been reported and five of those girls had transferred in from other schools. In May the nurse called to say they were up to seven pregnancies for the year, not counting the transferred students. So in two years of implementing, the program the number of pregnancies went from 27 down to seven. A dramatic difference – with the program designed and implemented by Catherine making the difference. A pregnancy prevention program had been in this school for years and had never demonstrated a drop in pregnancy.

Abstinence until marriage education makes a difference!

Those results were duplicated in Allen County in 2006. See “The Wire,” Volume 5, Issue 3, found at MissTheMess.com or ATM Education.com in the teacher resources section. In 2002, Catherine worked with the Ohio Abstinence Campaign to identify 24 counties in Ohio that had little or no abstinence programs and started servicing those areas with part-time teachers. Programs that were losing their funding were also identified and some were assisted by OAC in an effort to maintain their momentum. By 2003, Catherine wrote a grant for ATM Education and was able to hire full and part time teachers to service this same 24 county area. ATM Education’s Evaluation Report for 2003-2006 shows incredible results and proof that abstinence education works. Currently, ATM Education and Central Ohio AEN has served over 160,000 students in 35 Ohio counties with Relationships Under Construction. Over 1,000 educators in over 24 states, territories, and countries have been trained to present Relationships Under Construction.

Bonnie Haley, founder of Hope In Education, invited Catherine to the Ukraine to present at seminars in Kiev, Donetsk and Kharkiv. Several parts of Relationships Under Construction are translated in Russian.

In 2005, Gloria Cordona invited Catherine to speak at a seminar in San Juan, Puerto Rico. Several people from South America, Mexico, Russia, Britain, and Africa have taken RUC to their countries.



To Parents and Concerned Adults

There is hope in this generation of young people. Many of them have clear goals and are committed to truth and success. Those so committed are the great hope of generations. That hope is for life to continue and goodness and truth to persevere for future generations.

When we ask young people how many, some day far in the future, would like a good marriage and a nice family, almost all students raise their hands. Instinctively they know that life is about passing life on to the next generation. It is written on their hearts to find a life-time partner and build a family unit which will continue the circle of life

Marriage is the proven arena for healthy sexual activity. It is a safe place to raise children and the best practice for our children. Marriage with no sexual activity outside of marriage is taught by the five major religions of the world. There must be reasons these diverse religions agree on this topic.

In 1934, renowned anthropologist Joseph Daniel Unwin tried to prove that marriage was an irrelevant and even harmful cultural institution. He studied 86 cultures. He was forced by the evidence to conclude that only marriage with fidelity, what he called absolute monogamy, would lead to the cultural prosperity of a society. Anything else, such as “domestic partnerships,” would degrade society. The quote in larger context says this: “The evidence was such as to demand a complete revision of my personal philosophy; for the relationship between the factors seemed to be so close, that, if we know what sexual regulations a society has adopted, we can prophesy accurately the pattern of its cultural behavior.”

Two scientists, Morris and Konner, are responsible for studies of pair bonding that can predict if a marriage will last. Pair bonding is twelve steps that a couple completes as they move toward marriage. Pair bonding has been found in all cultures over thousands of years and when done correctly leads to a life-long marriage.

Since the 60's we have made some grave mistakes that threaten the very core of the family unit. Many young people are in danger of not completing the life cycle and possibly not experiencing a good marriage and a nice family.

America is rich with wealth, but money cannot always heal problems. Today, many young people marry in their late 20's or early thirties only to find that they are unable to conceive and have children, something they desire so much. Much infertility is the result of sexually transmitted diseases caused by too many partners before marriage. It is heartbreaking when couples desire children, but cannot conceive them. Another trend finds young girls in their early twenties who get pregnant before marriage and at the same time are diagnosed with pre-cancer or cancer of the cervix often caused by STDs. Their pregnancies are high risk and damage to the cervix may jeopardize future pregnancies.

Many young women are ready to be married in their early twenties, but our culture has placed an emphasis on waiting until college is completed, building a career or acquiring possessions. This causes a dilemma – girls are ready to be married, but are told not to marry yet. This message can translate into having sex now and getting married later.



Another grave mistake causing so much pain for young people is divorce. As divorce became more prevalent our children got caught in a no-win situation. Often when they approach the age of marriage they are afraid to get married. They are afraid they will fail and they don't want their kids to be hurt the way they were. If we learn anything from this time period we should learn that kids don't always bounce back. Divorce is too hard. It hurts most everyone involved. The message that a group of people can just live together as one big happy family has influenced young people through shows like "Three's Company", "Seinfeld", and "Friends." Many are finding out living together poses a whole new set of problems. Why is marriage so important?

This curriculum is produced to equip presenters with a teaching method that helps young people think through the confusing maze of information about sexual activity. The media is constantly bombarding young people with messages and images promoting casual sex without examining and presenting the consequences. No previous generation has had television, radio, internet, movies, magazines, and books parade such a constant message of destructive behavior. Some children thirteen and younger have had parental protection from the media and some have no parental protection at all. In fact their parents may even bring movies into the home, which can do permanent damage to young developing minds.

It seems like a losing battle to present just five days of information each year on this important topic when the media surrounds young people on a daily basis. But many young people write comments on their surveys that tell us we are making a difference. Many say, "You saved my life." We must constantly strive to develop new ways of getting a positive message to young people and the adults who influence them. Young people need training in decision-making. According to brain researcher, Dr. Pat Crum, teens need the attention of adults who will walk along side them while they are learning to use the newest part of their brain which addresses decision-making. Teenagers need adults who will help them learn to think a problem through, consider the options, and make a rational decision. Just when teens need the most help, society often thinks they are old enough to make their own decisions. We need to walk beside them as they make decisions and point out the options and ensuing benefits or negative consequences.

The community used to take a more active role in young people's development and decision-making. If one neighbor saw or heard of a problem, they would contact parents and everyone would be on the alert. Too often today, our neighborhoods and communities don't have time or want to be involved in the care of others. Our young people are involved in activities that harm themselves and others. If we are to develop a more successful culture for our young people we all need to be involved. A community plan must enlist the community members, school teachers, and especially parents to surround our young people with positive messages for positive youth development.

A relationship risk avoidance program for whole person adolescent health provides our young people a better chance to reach their full potential. The goal of our community plan is to educate community members with a multi-faceted approach including web sites, television and radio spots, billboard and poster messages, meetings and newsletters. Seminars for parents, educators, doctors, legislatures, the court system, police and social agencies, churches and indeed every part of the community help neighbors come together to provide a message of the best standards for not only our young people, but for the adults who influence them.



Using This Curriculum

Relationships Under Construction, RUC, is written to be part of a **positive youth development program** that is multi-faceted. RUC can stand alone but is even more effective when a community-based plan is implemented. Just like a marketing plan would put in place different approaches for getting a message across, education must be **diverse**. Classroom presentations, assemblies, web parties, materials, and curriculum can reach students in the schools but reaching the community is also necessary. Parent and community meetings, teacher training, teacher in-services, billboards, radio and television spots, internet web sites, newsletters, articles in newspapers, promos and a multitude of other approaches are important.

Relationships Under Construction is written to build a student's knowledge and information base each year. Each grade level can stand alone but it is meant to build upon the previous year.

Relationships Under Construction provides the best results when all levels, grades 6-12, are implemented in each school.

Evaluation for ATM Education is provided through the Applied Research Center at Miami University in Middletown, Ohio. A universal classroom evaluation, assembly evaluation and professional seminar evaluation is included in this curriculum. All components of this evaluation have been well-tested and are continuing to produce data that proves abstinence until marriage education works. By using this curriculum, you can implement the **universal evaluation** tools which have been designed to test the **Title V**, Section 510 criteria, A-H and be assured you will have excellent evaluation results.

Each lesson in *Relationships Under Construction* is designed to cover a 45 minute classroom period. There is more than enough information for each day which allows the presenter to choose what will best fit the class and the school in which they are teaching. It also allows some material to be available to be used in a mentoring situation where you may see some of the same students and could continue more of the lesson. The other option is to ask the classroom teacher to allow for more than five days of instruction.

Relationships Under Construction high school curriculum has 10 lessons. All 10 can be implemented for the best results. Five sessions for 9th - 10th graders and five sessions for upper classmen is one way to implement. You will find many uses for several of the lessons in both middle and high school. Sixth, seventh and eighth grade lessons are five sessions each.

Character trait instruction is very important to positive youth development education. You will find many places where character traits are included in the *Relationships Under Construction* curriculum. We address the **whole person** including the heart, mind, body and soul or the moral, physical, intellectual, emotional, and social components. C. Everett Koop, the former Surgeon General said, "medicine and morality teach the same thing." Instruction of this type leads to **whole person adolescent health**.

We address the health of the whole person. What the mind and heart decides to do affects the



body. You cannot separate one from the other. It is all integrated. Because we teach from a medical or health stance, we are continuously updating medical information. You will find that the most current, **medically accurate** statistics are addressed along with many more statistics and additional scientific information in our online Research and Resources Guide for *Relationships Under Construction*. *Relationships Under Construction* is a **risk avoidance** curriculum designed to help students come to their own healthy decisions.

RUC curriculum guides students through a maze of information on healthy relationships. At the end of each series of lessons is a positive youth development worksheet which allows students to answer “so what” or the next steps that each student can take. Positive youth development helps students take an active, positive role in changing their community. A few examples of this would be: posters with a positive message to hang in the school hallways, developing and conducting a club of like-minded individuals who actively work to get a positive message to their peers, writing letters to legislators or the school board, coming up with guidelines for healthy relationship activities or rules for safety and many other student-led ideas. This is a great follow-up to help the students put what they just learned into action.

Finally, to be the best educator requires **continuing education** through conferences and training seminars. ATM Education provides a Certification Training Seminar so that presenters can take part in “college” level instruction, be tested and awarded a certification that can then be used to open doors for the presenter.

Relationships Under Construction also provides RUC training seminars to introduce the curriculum and provide explanation and training for teaching methods and demonstrations. These seminars are informative and provide a support base for educators. The seminars provide a fast start-up to be able to present the curriculum.

How Relationships Under Construction meets the Title V Definition for Abstinence Education









Title V, Section 510

The Welfare Reform Act of 1996

A Definition of Sexual Abstinence Education educational or motivational program which:

Ohio Revised Code Section 3313.6011

Effective date: March 18, 1999
State Board of Education's minimum standards mandate that all course materials and instruction do the following:












<p>A. Has as its exclusive purpose, teaching the social, psychological and physical health gains to be realized by abstaining from sexual activity.</p> 	<p>Requires that venereal disease education emphasize abstinence from sexual activity as the only 100% effective protection against unwanted pregnancy and transmission of the AIDS virus and other sexually transmitted diseases. (1)</p>
<p>B. Teaches abstinence from sexual activity outside of marriage as the expected standard for all school-aged children.</p> 	<p>Stresses that students should abstain from sexual activity until after marriage. (3)</p>
<p>C. Teaches that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancies, sexually transmitted diseases and other associated health problems.</p> 	<p>Teaches the potential physical, psychological, emotional, and social side effects of participating in sexual activity outside of marriage. (4)</p>
<p>D. Teaches that a mutually faithful monogamous relationship in the context of marriage is the expected standard of human sexual activity.</p> 	<p>Mandates the State Board of Education to require course materials and instruction in venereal disease education to cover certain topics pertaining to abstinence and sexual activity outside of marriage. (2)</p>
<p>E. Teaches that sexual activity outside the context of marriage is likely to have harmful psychological and physical effects.</p> 	<p>Stresses that sexually transmitted diseases are serious possible hazards of sexual activity. (6)</p>
<p>F. Teaches that bearing children out-of-wedlock is likely to have harmful consequences for the child, the child's parents, and society.</p> 	<p>Teaches that conceiving children out-of-wedlock is likely to have harmful consequences for the child, parents, and society. (5)</p>
<p>G. Teaches young people how to reject sexual advances and how alcohol and drug use increase vulnerability to sexual advances.</p> 	
<p>H. Teaches the importance of attaining self-sufficiency before engaging in sexual activity.</p> 	<p>Advises students of laws pertaining to financial responsibility of parents of children born out-of-wedlock. (7) Advises students of the circumstances in which it is illegal under Ohio law to have sexual contact with a person under the age of 16. (8)</p>

Relationships Under Construction
Topical Cross References

Definition of Abstinence Matches

Relationships Under Construction
Topical Cross References

Definition of Abstinence Matches

 Decision Making/Choices	A-H	 Laws/Financial Responsibility	A B D F H
 Goals/Future Orientation	A-H	 Alcohol/Tobacco/Drugs	G
 Teen Pregnancy/Fatherhood/Anatomy	C F	 Definitions/Abstinence/Sexual Activity/ Renewed Abstinence/Refusal Skills	A B C G H
 Relationships	A D F	 Emotional/Social/Psychological/Depression/ Suicide	A E F
 Marriage/Monogamy/Divorce	B D E	 STDs/Medical	A C E
 Media/Culture	B D F		



Abstinence Until Marriage Education

Pursuant to Section 510(b)(2) of title V of the Social Security Act of 1996, the term “abstinence education,” for purposes of this program means an educational or motivational program that:

- (A) Has as its exclusive purpose, teaching the social, psychological, and health gains to be realized by abstaining from sexual activity;
- (B) Teaches abstinence from sexual activity outside marriage as the expected standard for all school age children;
- (C) Teaches that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problems;
- (D) Teaches that a mutually faithful monogamous relationship in the context of marriage is the expected standard of human sexual activity;
- (E) Teaches that sexual activity outside of the context of marriage is likely to have harmful psychological and physical effects;
- (F) Teaches that bearing children out-of-wedlock is likely to have harmful consequences for the child, the child’s parents, and society;
- (G) Teaches young people how to reject sexual advances and how alcohol and drug use increases vulnerability to sexual advances; and
- (H) Teaches the importance of attaining self-sufficiency before engaging in sexual activity.

Definitions:

Abstinence is defined as voluntarily choosing not to engage in sexual activity until marriage.

Sexual activity is defined as physical sexual contact between individuals that involves the genitalia of at least one person.

Marriage is defined as a “legal union between one man and one woman as a husband and wife and spouse refers to a person of the opposite sex who is a husband or wife” (consistent with Federal law).

Sexually Transmitted Diseases (National Institute of Allergies and Infectious Diseases definition) is any contagious disease that is transmitted through direct person to person sexual contact. Sexually transmitted diseases are contracted through exchange of semen, blood, or any other body fluids or by direct sexual contact with the affected body area of an individual who has a sexually transmitted disease.



Points to teach that explain the themes of A-H:

- Committed caring relationships require respect for oneself as well as for others, their feelings, and their bodies. (B1)
- Practicing an abstinent lifestyle shows respect for oneself and for others and reflects qualities of personal integrity and is honorable. (B1)
- Renewed abstinence is returning to a state of practicing abstinence. (B2) ²
- Teens that choose renewed abstinence are more likely to improve their future well-being. (B2) ³
- Contraception is not 100% effective in preventing teen pregnancy or sexually transmitted diseases – only abstinence is 100% effective. (C1) ^{4&5}
- Failure rates associated with contraceptives relative to pregnancy prevention, are often stated in “laboratory use” rather than “real use” which is more appropriate to consider for teen use, human error, product defect and real life experience. (C1) ⁶
- Contraception is often less effective for STDs in comparison to preventing pregnancy. (C1)
- Age of debut of sexual activity often means more partners and more exposure to risk. Immaturity of the female body is more susceptible to STDs. (C2)
- Healthy human sexuality involves enduring fidelity, love and commitment; that human happiness and well-being are often associated with a stable, loving marriage. (D1)
- Non-marital sex can undermine the capacity for healthy marriage, love and commitment. (D1) ⁷
- Abstinence is beneficial in preparation for a successful marriage and significantly increases the probability of a happy, healthy marriage. (D1) ⁸
- Sexual activity can be fulfilling when practiced within the intimacy, love and commitment of marriage. (D1) ⁹
- Human sexuality includes deep emotional and psychological aspects and is not merely physical in nature. (D2)
- Mutual faithfulness, intimacy and commitment within marriage can lead to increased human happiness. (D2) ¹⁰
- There is a difference between love and sex. (D2)
- Males and females may view sex, intimacy and commitment differently. (D2) ¹¹
- Sexual activity exclusively within marriage can serve to promote healthy emotional bonding. (D2) ¹²



- Potential negative psychological effects of sexual activity outside of marriage for teens can include depression and suicide. (E1) ^{13 & 14}
- Abstinence can help teens achieve psycho-social developmental stages. (E1)
- Harmful psychological effects can be associated with experiencing relationship failure, especially if sexual intimacy was experienced before marriage. (E1) ¹⁵
- Abstinence may increase freedom to enjoy emotional health by lessening the likelihood of experiencing negative emotions that can be associated with a decision to become involved in premarital sexual activity. (E1) ¹⁶
- Teen sexual activity is associated with decreased school completion, decreased educational attainment and decreased income potential. (E2) ¹⁷
- Teens who are sexually active are more likely to engage in other risk behaviors such as smoking, alcohol abuse, drug abuse, violence and crime. (E2) ¹⁸
- By abstaining from non-marital sexual activity, teens may have increased potential to form healthy marriages that will benefit their future children. (F1)
- The earlier the initiation of non-marital sexual activity, the greater the probability of out-of-wedlock pregnancy may occur. (F2)
- A healthy and stable marriage may greatly improve the well-being of children. (F1) ^{19 & 20}
- A healthy and stable marriage will significantly decrease the likelihood that one's children may experience: physical, sexual, and/or emotional abuse or neglect; welfare dependence; poverty; drug or alcohol abuse; emotional and behavioral problems; academic failure; and incarceration. (F1) ^{21 & 22}
- The earlier the initiation of non-marital sexual activity, the greater the probability of out-of-wedlock pregnancy and birth may occur. (F1) ²³
- There are multi-faceted benefits of healthy marriage to our society – increased life span, higher standards of living, higher levels of sexual satisfaction. (F2) ^{24 & 25}
- Bearing children out-of-wedlock increases the likelihood that a mother will live in poverty, become dependent on welfare, and/or experience significant delays in, or interference with, achieving desired life goals. (F2) ²⁶
- Adults who are married are less likely to be involved in illegal activity, abuse substances or spend time in prison. (F2) ²⁷
- Bearing children out-of-wedlock is associated with increased rates of depression, domestic violence, and failed relationships. (F2) ²⁸



- Bearing children out-of-wedlock can result in increased governmental expenditures and can have negative effects on society such as increased services for non-married parents and children, higher medical costs, higher rates of crime, incarceration and possible academic failure. (F2) ^{29 & 30}
- There is a relationship between abstinence before marriage and fidelity in marriage to responsible parenthood. (F2) ³¹
- Marriage can increase the probability of responsible fatherhood. (F2) ³²
- Males who father children out-of-wedlock may face substantial child support payments and other legal obligations for the next 18 years. (F2)
- Goal setting and future-oriented thinking are a means of promoting an abstinent lifestyle. (G1)
- Personal character and self discipline produces individuals that are capable of controlling natural sexual desires. (G1) ³³
- Being sexually active does not prove one is mature, successful or popular. (G1)
- Skills, risk assessment, self discipline, personal efficacy and healthy decision making are all ingredients for a successful lifestyle. (G1)
- Verbal skills for communicating boundaries and avoiding settings and circumstances that are likely to be conducive to being involved in sexual activity are skills to be learned. (G2)
- Analyzing media and avoiding settings that involve potential interaction with pornography or predators including movies, TV, magazines, internet, myspace and assist young people in rejecting sexual advances to maintain an abstinent lifestyle. (G2)
- Skills to set and maintain independent personal standards regarding abstinence help resist peer pressure to engage in sexual activity. (G2) ³⁴
- Identify adults who can assist and support young people in their quest to make healthy decisions. (G2)
- Alcohol and/or drug use can decrease self-control, lower levels of inhibitions and adversely influence decisions regarding sexual behavior. (G3) ³⁵
- Encourage participation in healthy age-appropriate activities that do not involve the use of alcohol and/or drugs. (G3)
- Situation or circumstances associated with alcohol, drug abuse or other high-risk behaviors can contribute to the increased likelihood of encountering sexual advances. (G3) ³⁶
- There is a relationship between self-sufficiency and abstinence until marriage. (H1)
- The delay of the initiation of sexual activity until marriage can significantly improve life outcomes, financial well-being and marital stability. (H1)



- ¹ With One Voice 2004: America's Adults and Teens Sound Off About Teen Pregnancy (2004). National Campaign to Prevent Teen Pregnancy.
- ² With One Voice 2004: America's Adults and Teens Sound Off About Teen Pregnancy (2004). National Campaign to Prevent Teen Pregnancy, p.14.
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RELATIONSHIPS UNDER CONSTRUCTION

Grades 6 through 12

Topic/Demo	6th Grade	7th Grade	8th Grade	9-12th Grades
Pre/Post Survey	Quick Survey	Yes	Yes	Yes
Decision Making/ Choices	DVD: Future Choices Stickers: Do the Right Thing Worksheet: Right or Wrong Demo: Drawing the Line Pledge Card: Future Choice	Demo: Voices of Choices Stickers: Do the Right Thing Demo: True North Compass Game: Winding Through Life Pledge Card: True North	Worksheet: Rebuilding a Country DVD: Check It Out Brochure: Uganda Demo: Toilet Paper Pledge Card: Miss The Mess Demo: Funnel	Worksheet: Rebuilding a Society Pledge Cards: Think It Over Demo: The Funnel
Goals/Future Orientation	Demo: Consequences Bag Worksheet – Future Choices Students/Parents Demo: Keys to your Future DVD: Future Choices	Demo: Consequences Bag Worksheet: What Will It Take To Be Me? Video: That's Where I Live Demo: True North Compass	Share Goals Pledge Card: Miss The Mess Demo: Funnel	Demo: Consequence Bag Worksheet – Future Choices
Definitions – Power Point Slides	Abstinence Sexual Abstinence Renewed Abstinence Integrity	Abstinence Sexual Abstinence Renewed Abstinence Integrity	Abstinence Sexual Abstinence Renewed Abstinence Integrity	Abstinence Sexual Abstinence Renewed Abstinence Integrity
Whole Person	Demo: Parts R Parts	Demo: The Human Puzzle	Demo: M-PIES	Worksheet: Whole Person Adolescent Health
Character	DVD: Future Choices Definition: Integrity Worksheet: Right or Wrong	Demo: Coke is the Real Thing Video: That's Where I Live Demo: True North Compass Game: Winding Through Life	Integrity Definitions Integrity Cup Demo Demo: Purity Guaranteed	Integrity Definitions Worksheet: Puzzling Hearts
Consequences – Teen Pregnancy/Adoption	Demo: Consequences Bag DVD: Future Choices Demo: Bonnie & Clyde Worksheet: Teen Pregnancy Effects on Mom & Baby Healthy Baby Development	Demo: Consequences Bag Demo: Play-Doh	Worksheet: Adoption: A Family DVD: Adoption: Faces of Hope Single Parents Worksheet: What it takes to be a good parent Demo: John & Julie	Demo: Consequences Bag
Consequences - Fatherhood	DVD: Future Choices Demo: Bonnie & Clyde Demo: Boy to Man CD: Real Men	Demo: Knight in Shining Armor	DVD: National Fatherhood Spots	Demo: Consequences Bag Marriage Stats



RELATIONSHIPS UNDER CONSTRUCTION

Grades 6 through 12

Topic/Demo	6th Grade	7th Grade	8th Grade	9-12th Grades
Consequences – STI/STDs	Demo: Consequences Bag DVD: Future Choices Intro STI/STDs	Demo: Consequences Bag Worksheet – STI/STDs Demo: STI/STDs Demo: Play-Doh Demo: Black Light Powder	DVD: Check It Out Worksheet – STI/STDs Demo: Black Light/Sponges Sexual Exposure Chart Worksheet: Condoms vs. Abstinence	DVD: Check It Out Brochure: Condom Facts Demo: Dr Apparel Worksheet – STI/STDs Demo: Spit in Cup Demo: How many is too many
Consequences – Financial Responsibility	Power Point: Teen Pregnancy – Demo: cost to raise a child/child support		Power Point: Teen Pregnancy – Demo: The Teen Game	Demo: Consequences Bag
Consequences - ATOD	Demo: Positive Consequences	Demo: Play-Doh	Story: Alcohol and Drugs	Consequences Bag
Consequences – Laws	The Law	The Law	The Law	Law & Responsibility
Media/Culture	Song Lyrics	Demo: Voices of Choices Game: Winding Through Life Brochure: Uganda Demo: Things Aren't What They Seem	Demo: Hollywood Bag Brochure: Uganda Worksheet: Building a Country Demo: TV Watch	Demo: Why are kids having sex at younger ages? The Story of Uganda Worksheet: Rebuilding a Society
Refusal Skills/Peer Pressure	DVD: Future Choices Demo: Mystery Egg Stickers: Do the Right Thing Demo: Hershey Kiss Worksheet: How to Say NO and Mean It	Demo: Play-Doh Demo: Voices of Choices Worksheet: Lies, Lines and Comeback Card: Lines, Lies and Comebacks	Demo: Building a Person of Integrity	Brochure: Refusal Skills Bookmark: The Love Test
Puberty/ Anatomy	Power Points: The Wonder of the Human Body – puberty/anatomy			
Relationships	DVD: Future Choices Demo: Balloons Demo: Tape Measure	DVD: RUC Intro Worksheet: Building a House Demo: Knight in Shining Armor	Demo: How Crowded is Your Bed Ghosts of Relationships Past Bookmark: Check Your Relationship	Bookmark: Check Your Relationship DVD: RUC Intro How Many Partners is Too Many Worksheet – Puzzling Relationships Demo: Bonding Tape Demo: Staircase Worksheet - Building a House Bookmark: The Love Test



RELATIONSHIPS UNDER CONSTRUCTION

Grades 6 through 12

Topic/Demo	6th Grade	7th Grade	8th Grade	9-12th Grades
Consequences – Emotional	Demo: Consequence Bag DVD: Future Choices Demo: Save your heart	Demo: Consequences Bag Demo: Play-Doh DVD: Sex is Not a Game	DVD: Sex is Not a Game Demo: Photo Album	Demo: Consequences Bag Bookmark: Check Your Relationship DVD: Sex is Not a Game
Marriage	Demo: Consequence Bag	Demo: Consequence Bag Demo: Roses	Demo: Building Blocks of Marriage Demo: Pair Bonding	Worksheet: Marriage: Does it Really Work? Demo: Building Blocks of Marriage Pair Bonding
Academics	Demo: Consequences Bag – 5	Demo: Consequences Bag – 7		Demo: Consequences Bag – 28-30 Demo: The Teen Game
Cohabitation				Living Together – A Shelter House Worksheet: Cohabitation Worksheet: A Marriage Decision Model