



HERITAGE KEEPERS®

Abstinence Education Teacher Manual I

Heritage Keepers® is owned and distributed by Heritage Community Services®, a non-profit organization created in 1995 to empower individuals and families to pursue the characteristics of personal responsibility, honor, and integrity, through education and personal relationship building. It is the mission of this organization to strengthen the character of America's adolescents and our communities – one individual, one family and one institution at a time.

Please contact heritage@heritageservices.org for further information about the complete line of curricula and books, including:

Heritage Keepers® Abstinence Education I & II
Heritage Keepers® Life Skills Education I – V
Sex, Lies and Hook Ups: A Parent's Guide for Fighting Back
Sex, Lies and Hook Ups: A Teen's Guide for Fighting Back

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Heritage Keepers® Abstinence Education

*Proven Effective - Authentic Abstinence (Risk Avoidance) Education - Medically Accurate
Research-Based - IRB Approved*

Proven Effective: In 2012, Heritage Keepers® Abstinence Education (Heritage Keepers®) was placed on the US Health and Human Services (HHS) list of Evidence Based Teen Pregnancy Prevention (TPP) Programs. As of this publication, Heritage Keepers® is the only abstinence-until-marriage program on the Federal list of proven effective TPP programs. In a study of 2,215 students in 41 SC public schools (63% African American, the rest being Caucasian and "other"), a year after Heritage Keepers®, the program students initiated sex at a rate 67% lower than well-matched non-program students. The cessation rate for sexually active students was 30% better in the program group than in the comparison group at the 12 month follow-up. This is a more rigorous replication of a study of Heritage Keepers®, published in 2005 by HHS, in which program students were shown to initiate sex at a rate one half (1/2) that of similar non-program students a year after implementation; the findings are across age, gender and race. In 2007, a Mathematica Research Policy study states that 72% of 16-year-old Heritage Keepers® core program participants reported never having had sex compared with 48% of 16-year-olds statewide (SC) and 53% of 16-year-olds nationwide.

Authentic Abstinence (Risk Avoidance) Education Heritage Keepers® has been approved by the HHS Office of Adolescent Pregnancy Prevention (OAPP) for adherence to Federal legislative requirements for abstinence-until-marriage education in Section 510(b) of Title V of the Social Security Act, as amended. Both the Abstinence Clearinghouse and The National Abstinence Education Association (now, ASCEND) have also provided third-party confirmation that the program is consistent with the definition for abstinence education as set forth in Section 510(b)(2) of the Social Security Act.

Medically Accurate Heritage Keepers® has been reviewed and approved for medical accuracy by the HHS Office of Population Affairs, OAPP, which documents that the curriculum is medically accurate, has sound scientific referencing, meets Federal legislative requirements for authentic abstinence education (see above, Authentic Abstinence Education), and does not violate federal statutory prohibitions against advocating, promoting, encouraging, or providing abortions. The Medical Institute for Sexual Health has also provided third-party review and approval for medical accuracy.

Research Based Heritage Keepers®, which meets all 66 standards of the CDC-funded SMARTool (Systematic Method for Assessing Risk-avoidance Tool), is cited (p 68) as a model abstinence education program that incorporates the evidence-based standards recommended. The science-based foundation for all Heritage Keepers® program processes is theoretically and methodologically sound. Research-derived mediators of teen sex are integrated through all development, training, implementation, monitoring and evaluation phases. Outcome analysis shows that a year after the program, these mediators are the cause of the significant behavioral differences found between Heritage Keepers® students and well-matched non-program students (see above, Proven Effective).

IRB Approval The program has been approved by a federally sanctioned Institutional Review Board (IRB).

Heritage Keepers®

Abstinence Education Teacher Manual I Rationale

Heritage Keepers® Abstinence Education Rationale

Heritage Keepers® Abstinence Education I is a 450 minute curriculum developed to equip and empower adolescents to abstain from sexual activity outside of marriage. It can be effectively implemented as a stand-alone program, or as part of a more systemic process model with additional school- and community-based components, as described below.

The process model for abstinence education developed by Heritage Community Services is called The Heritage Method®. This method is a replicable model for a character-based systemic approach to sexual risk avoidance. It has been developed on a foundation of sound theory and methodology; these same theories and methodologies are integrated into all training, implementation, monitoring and evaluation processes. There are two school-based components, Heritage Keepers® Abstinence Education I & II, and Heritage Keepers® Life Skills Education I – V. Community-based components include *Sex, Lies, and Hookups: A Parent's Guide for Fighting Back* with a professionally developed video series for Parents/Guardians and a Media Campaign..

In addition to building the skills to support risk avoidance in the individual, the program is designed to acknowledge the need to create synergy among the individual participants supportive of risk avoidance. That is, it is crucial for the program environment to be supportive of protective norms for adolescents that will help them maintain risk avoidance. Furthermore, the program provides for maintenance of gains achieved through Heritage Keepers® Life Skills Education I-V, which support the gains achieved in Heritage Keepers® Abstinence Education I & II.

The Heritage Method® for Abstinence Education includes:

- ❖ Curricula for in-school and community components,
- ❖ Training, with follow-up technical assistance webinar support
- ❖ Monitoring and reporting systems, available at several levels for replication by public or private agencies and institutions.
- ❖ A Media Campaign, including a 30-minute "Infomercial" promoting the concept of abstinence, TV and radio spots, billboards, and a video series for parents,
- ❖ Evaluations tools in collaboration with The Institute for Research and Evaluation
- ❖ Policies and procedure guidelines, set-up check lists, passive and active permission forms, fidelity-to-plan monitoring sheets and related necessary implementation resources, and
- ❖ Consultation services for all the above, as needed (contact heritage@heritageservices.org).

The Heritage Keepers® Abstinence Education (HK Ab Ed) I and II curricula have been replicated across rural, urban and suburban settings. Consistent and similar improvement is indicated across all constructs identified by Dr. Stan Weed as behavioral predictors. Training in, and implementation of The Heritage Method® Process Model for Abstinence Education integrates the theoretical and methodological rationale upon which the program was developed and is evaluated. A 2005 **evaluation of the HK Ab Ed I program indicated that a year after the program, virgin program students reported initiating sex at a rate half that of similar non-program students, across age, gender, and race.** The article "An Evaluation of the Heritage Keepers® Abstinence Education Program" by Stan Weed, PhD of the Institute for Research and Evaluation can be found in *Evaluating Abstinence Education Programs: Improving Implementation and Assessing Impact*, a publication of compiled manuscripts and documents from the conference entitled, "*Strengthening Abstinence Education Programs through Scientific Evaluation*," Nov. 3 - 4, 2005. Another more recent evaluation by Dr. Weed in 2011 can be found at www.heritageservices.org. **This study indicated that a year after HK Ab Ed I, program students initiated sex at a rate 67% lower than similar non-program students.** The better outcomes by program students were found to be caused by improvement across behavior predictors identified by Dr. Weed. The improvement in behavior predictors were found to be caused by Heritage Keepers®

Problem

Adolescents are engaging in sexual activity outside of marriage.

1. Adolescents are insufficiently aware of the benefits of abstinence and the risks of sexual activity outside of marriage.
2. Adolescents are insufficiently convinced of the compelling benefits of practicing abstinence from sexual activity outside of marriage.
3. Adolescents are insufficiently equipped to practice abstinence from sexual activity outside of marriage.

Goals

Adolescents who have participated in the 450-minute Heritage Keepers® Abstinence Education course will abstain from sexual activity outside of marriage.

1. Academic Goal – Adolescents who have participated in the 450-minute Heritage Keepers® Abstinence Education course will be able to identify sexual activity outside of marriage as a risky behavior.
2. Affective Goal – Adolescents who have participated in the 450-minute Heritage Keepers® Abstinence Education course will develop a positive attitude toward abstinence from sexual activity outside of marriage.
3. Behavioral Goal – Adolescents who have participated in the 450-minute Heritage Keepers® Abstinence Education course will be more likely to abstain from sexual activity outside of marriage, as a result of realizing the associated economic, social, health and educational benefits, exposure to positive role models, practicing role plays associated with abstinence, and increased peer, parent and community support for abstinence.

Original (1996-2018) Congressional definition of abstinence education

'A through H' abstinence education programs are consistent with the definition of 'abstinence education' in Section 510(b)(2) of title V of the Social Security Act. Heritage Keepers® programs have been developed to comply with the Congressional definition of abstinence. To view compliance, see rationale for each chapter (pp. 15-19).

The term 'abstinence education' means an educational or motivational program which:

- [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 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.

Updated (2018) Congressional definition of sexual risk avoidance education

'A through F' sexual risk avoidance education programs are consistent with the definition of 'sexual risk avoidance education' in section 510(b)(3) of Title V of the Social Security Act. Heritage Keepers® programs comply with the Congressional definition. To view compliance, see rationale for each chapter (pp. 15-19).

Education on sexual risk avoidance shall address each of the following topics:

- [A]** The holistic individual and societal benefits associated with personal responsibility, self-regulation, goal setting, healthy decision making, and a focus on the future.
- [B]** The advantage of refraining from nonmarital sexual activity in order to improve the future prospects and physical and emotional health of youth.
- [C]** The increased likelihood of avoiding poverty when youth attain self-sufficiency and emotional maturity before engaging in sexual activity.
- [D]** The foundational components of healthy relationships and their impact on the formation of healthy marriages and safe and stable families.
- [E]** How other youth risk behaviors, such as drug and alcohol usage, increase the risk for teen sex.
- [F]** How to resist and avoid, and receive help regarding, sexual coercion and dating violence, recognizing that even with consent teen sex remains a youth risk behavior.

Knowledge Base

Program development, training, monitoring systems and evaluations for The Heritage Method® Process Model for Abstinence and Life Skills Education are based upon a sound theoretical and methodological foundation.

- ❖ The Medical Institute for Sexual Health reports *Building Healthy Futures* (Mann, McIlhaney, & Stine, 2000) and *Guidelines for Sexual Health Education [K-12]* (Santa Maria & Thickstun, 2007) which present useful summaries for programs supportive of abstinence education, including the importance of parent connectedness, human development, character development, relationships, sexuality, sexual behavior and consequences, and media and society.
- ❖ In the publication *No Easy Answers: Research Findings on Programs to Reduce Teen Pregnancy*, by Douglas Kirby, PhD (1997), program factors that predict success are identified. Dr. Kirby provides a list of Best Practices associated with effective sex education programs, which include a clear curriculum focus; age appropriate materials; addressing sexual experience; cultural appropriateness; a theory-based approach; a variety of teaching methods; personalizing of information; information about risks and methods of avoiding risks; social pressures; modeling skills, and; teachers that believe in the program and are well-trained. The Heritage Keepers® programs address all best practices addressed by Dr. Kirby. The Kirby Review of Best Practices can be found on www.teenpregnancy.org, under resources.
- ❖ Predictors of Sexual Behavior: The findings of leading abstinence education researcher, Stan Weed, PhD, of the Institute for Research and Evaluation (IRE), provides an outline of attitudes and beliefs that predict behavioral intention regarding sexual activity, which are the strongest predictors of actual sexual behavior. These predictors have been established over a decade of research in America, Russia and Central America, with diverse populations across age, gender, and race in urban, suburban and rural settings. The identified predictors provide the theoretical foundation for the development of, training in, and monitoring and evaluation of the Heritage Keepers® programs. Some of the predictors that Dr. Weed identified are on p.9.
- ❖ Levels of Intervention: Dr. Weed has identified Levels of Intervention that describe thresholds students must reach to predict abstinent behavior. The levels are awareness, knowledge, understanding, attitude, belief, value, personal efficacy, and commitment. These levels are not necessarily sequential, i.e., someone can already value abstinence without ever having been through the awareness process. It is Dr. Weed's assertion that the deeper the level of intervention, the more likely the program is to empower participants to practice the desired behavior.
- ❖ Bloom's taxonomy: This concept organizes learning into cognitive, affective, and psychomotor domains; these levels are similar to Dr. Weed's Levels of Intervention. The cognitive domain has six levels ranging from simple to more complex: knowledge, comprehension, application, analysis, synthesis, and evaluation. The affective domain has five levels ranging from simple to more complex: receiving, responding, valuing, organization, and characterization by value. The psychomotor domain has seven levels ranging from simple to more complex: perception, set, guided response, mechanism, complex overt reaction, adaptation, and origination (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956). In the Heritage Keepers® programs, the cognitive domain is addressed by providing definitions and facts and helping teens think about the benefits of abstinence and marriage; the affective domain is addressed through conflict resolution and integration of values and emotions into behavior; the psychomotor domain is addressed by preparation of mental, physical, and emotional dispositions to facilitate the predetermination of the learner's response to different situations.
- ❖ The Transtheoretical Model of Behavior Change: Developed by Dr. James Prochaska of the URI Cancer Prevention Research Center, this model is built around an understanding that individuals making a behavior change progress over time through a series of stages (Prochaska, DiClemente, Norcross, 1992). This is in contrast with the standard approach which views change as an action or event rather than a process. The stages identified by Dr. Prochaska are Precontemplation, Contemplation, Preparation, Action and Maintenance. While The Heritage Method® is a school- and community-based (rather than a clinical) approach, its development has been influenced primarily in recognition that behavior change is characterized

by phases. The Heritage Method® recognizes these identified phases and addresses them by providing core curricula developed to promote contemplation, preparation, and skills-building to enable the desired behavior, and life skills and community components to support maintenance of the desired behavior.

- ❖ Researchers have traditionally used two categories to define the adolescents in their samples: sexually active and not sexually active. Miller and her colleagues (1997) proposed a more complex typology using five categories for identifying level of sexual activity: Delayers who have never had penile-vaginal intercourse, Anticipators who expect to initiate sexual intercourse in the next year, One-timers who have only had sex one time and with only one partner, Steadies who have had sex more than once but with only one partner, and Multiples who report more than one sexual partner (Miller, Clark, Wendell, Levin, Gray-Ray, Velez & Webber, 1997). This model has influenced program development, training, monitoring and evaluation, in recognition of the need to address the various degrees of sexual activity that may be represented in the target audience. The program also adds two additional categories – Abstainers who plan to abstain from sexual activity outside of marriage and Survivors who have experienced any kind of sexual abuse, force, coercion, or rape.
- ❖ Social learning is learning that takes place in a social context, largely through the process of modeling. Albert Bandura suggests that learning takes place on the basis of observation, imitation and repetition (Sprinthall, Sprinthall & Oja, 1998). Because much of that learning takes place as a result of cultural stimuli, including the influence of parents, teachers, health experts, peers, media and institutions in the community at large, Heritage has developed program components addressing these influences. Dr. Weed's evaluations indicate that Best Practice would strongly indicate that teachers implementing the program believe that abstinence from sexual activity outside of marriage is best, reasonable and possible (Weed & Ericksen, 2005). Program developers recommend that educators practice what the program is teaching.
- ❖ Self-efficacy is another concept expounded upon by Albert Bandura. He states that "people's beliefs in their efficacy influence the courses of action people choose to pursue, how much effort they put forth in given endeavors, how long they will persevere in the face of obstacles and failures, their resilience to adversity, whether their thought patterns are self-hindering or self-aiding, how much stress and depression they experience in coping with taxing environmental demands, and the level of accomplishments they realize." (1997, p.3) The Heritage Keepers® programs emphasize positive role models increasing abstinence values and builds self-efficacy for abstinent skills through related roleplays.
- ❖ Emotional Intelligence is a concept expounded upon by Daniel Goleman (1995) in his book by the same name, wherein he discusses the importance of developing the ability to motivate oneself and persist in the face of frustration, control impulses, delay gratification, regulate moods, keep distress from overwhelming us, empathize with others and have hope. These skills are related to success later in life and can be learned and improved upon by adolescents if they are taught. The Heritage Keepers® programs introduce and reinforce such skills in relation to the practice of abstaining from sex outside of marriage and other risky behaviors.
- ❖ Social Intelligence is another concept expounded upon by Daniel Goleman in his book by the same name (2006) wherein he relates the ability to cope socially to the physiological structure and interaction of areas of the brain. Training for the Heritage Keepers® programs emphasizes understanding of brain development and function as related to the importance of a systemic approach to normalizing protective behaviors among adolescents, including abstaining from sexual activity outside of marriage.
- ❖ Learning activities are developed around principles of brain-based learning. The program includes formats for different types of learning styles, such as reading information, participating in facilitator-lead discussion, engaging in movement, writing in workbooks, analyzing information, participating in self-reflection, watching a video, interacting with peers, and participating in roleplays.

Constructs/Predictors of Abstinence from Sexual Activity

The following are constructs identified by Stan Weed, PhD, of the Institute for Research and Evaluation (IRE), Salt Lake City, Utah, as predictors of sexual behavior among adolescents. These constructs have been developed by Dr. Weed by surveying and analyzing data from hundreds of thousands of adolescents across the USA, as well as in Russia and Central America. The Heritage Keepers® program curricula have been developed to affect all of these predictors of sexual activity and training for program implementation includes strong emphasis on these predictors. However, due to time constraints in the classroom, not all predictors are measured on the evaluation surveys.

It is Dr. Weed's assertion that the deeper the level of intervention (awareness, knowledge, understanding, attitude, belief, value, personal efficacy, and commitment), the more likely program participants are to reach the critical threshold on a Likert scale (5 being the best) measurement of the identified constructs/predictors. The closer the participant is to the critical threshold of 4 or better on a Likert scale, the more likely a positive short-term and long-term behavioral result.

Predictors identified by Stan Weed, PhD, include:

Core Predictors

Abstinence Intentions – What is the likelihood the student will have sex in the next year? What is the likelihood that the student will have sex before he/she marries?

Behavioral Commitment – Has the student made a commitment to be abstinent outside of marriage?

Abstinence Values – What are the student's sexual values? To what degree do they value abstinence?

Affirmation of Abstinence – What is the extent to which students define sexual activity for unmarried adolescents as good or bad, right or wrong, important or not important?

Rejection of Permissiveness – Does the student reject a permissive attitude regarding sex outside of marriage? To what extent has the student rejected language and activities related to sexual permissiveness?

Justification of Sex – What is the degree to which students rationalize or justify their actual or expected behavior using such reasons as being in love, money spent, taking precautions (safe sex), etc.?

Contraception Justifies Sex – Does the student believe that using contraception justifies having sex with someone?

Depth of Relationship – Does the student believe that as a relationship progresses, sex becomes more justifiable?

Sex Proves – Does the student believe that having sex with someone proves love, popularity, desirability, maturity, etc.?

Love Justifies Sex – Does the student believe that he/she is justified in having sex because he/she loves the person?

Abstinence Efficacy – If a student values abstinence and wants to live accordingly, how confident is the student that he or she could do what is necessary to successfully abstain? Can the student successfully engage in the "instrumental" behaviors that will lead to abstinent behavior?

Sexual Independence from Peers/Susceptibility to Peers – How likely is the student to resist pressure from their peers to go against their own standards and beliefs in order to be accepted by their peers? How susceptible is the student to their peers (negative peer pressure)?

Sexual Climate / Individual Opportunity – Is it cool to be abstinent or sexually active? Is sexual activity common in the school or community? How much opportunity is there for sexual activity?

Future Impacts of Sex – Does the student believe that he or she has viable and attractive options and opportunities in the future and that sexual activity and its consequences could be a barrier to those future opportunities?

Other Predictors

Beliefs about Risks of Sex – Does the student value abstinence as a way to avoid risks?

Peer Group – Does the student associate with peers who engage in sexual activity and other risky behaviors?

My Worth – Does the student believe that he or she has value and worth as a unique person? Does the student believe that he or she should be treated with dignity and respect, rather than treated poorly or being pressured to jeopardize personal values and goals? Does the student demand recognition of his or her own value and worth, rather than allowing it to be compromised?

Sex is more than Physical – Does the student see sex as more than just a physical experience?

Love/Lust – Does the student know the differences between love, lust and infatuation (that love gives, lust takes, and infatuation is only temporary)?

Related Risk – Is the student involved in related risky activities (drinking, using drugs, or violence)?

Prior Experience – Has the student had sex before? Does the student desire to recommit to abstinence?

Related Law

It is the duty and responsibility of the program provider to become familiar with and comply with any applicable federal and/or state laws, and any required local reviews that may be related to the delivery of this program.

Activities

Facilitators will present the 450-minute abstinence education course. Program developers strongly recommend separating young men and young women for the program, and having educators that are the same gender as the class. See curriculum for lessons and specific activities.

Documentation of Activities

Facilitators will record daily activities in Program Documentation Worksheet forms to ensure fidelity to the curriculum.

Evaluation

It is recommended that the Heritage Keepers® Abstinence Education I (HK Ab Ed I) component may be evaluated using the HK Ab Ed I pre- and post-program survey developed by Stan Weed, PhD, of the Institute for Research and Evaluation in Salt Lake City, Utah. These surveys may be used only with permission from Heritage Community Services® and Stan Weed, PhD. In The Heritage Method® Process Model for Abstinence Education, the evaluation process is integrated with the development and monitoring process. The entire Process Model is interrelated, so that evaluation provides the necessary feedback for monitoring effectiveness of delivery and fidelity to plan. Projects monitored under Heritage Community Services® collect data confidentially; the data is sent electronically for analysis of educator effectiveness in improving predictors. Similar non-program participants may be surveyed during the same time period for outcome follow-up and comparison analysis.

On Dr. Weed's Heritage Keepers® surveys, the survey items that make up the constructs/predictors have a high degree of reliability and validity. Internal analysis of pre- and post-program responses provides immediate feedback on short-term program effectiveness. Short-term program effectiveness is the necessary first step for long-term program effectiveness. An evaluator may use this method and survey for analysis of short- and long-term effectiveness.

Objectives

Behavioral Outcome Objectives

As a result of the intervention, a statistically significant higher percentage of program participants, as compared with similar non-program students, will intend to abstain, and will actually abstain, from sexual activity outside of marriage

- as a result of an increase in these predictors: abstinence intentions, behavioral commitment, abstinence values, sexual independence from peers, abstinence efficacy, future impacts of sex, and
- as a result of a decrease in this predictor: justification of sex.

Measurable Outcome Objective

As a result of the intervention, the program students will show statistically significant improvement from pre to post survey across measurable constructs/predictors (based on a Likert scale where 5 is best). The closer the participant is to the critical threshold on a Likert scale (nearly a 4), or beyond, the more likely a positive short-term and long-term behavioral result.

Curricular and Teaching Objectives

Described for each section (SEE APPROPRIATE SECTION pp. 15-19) and also located at the beginning of each section.

Health and Safety Education Standards Outcome Objectives

State Health and Education Standards vary from state to state. As such, to ascertain which State Standards may be met by the HK Ab Ed I curriculum, and which outcome objectives to meet those standards would be appropriate, the program provider may conduct an analysis in a manner similar to that conducted with South Carolina Health and Education Standards. You may request to view SC Health and Safety Education Standards met as of 2017.

Program Outcome Objectives

1. Students will be able to compare and contrast the risks and consequences of sexual activity outside of marriage and the physical and mental health benefits of abstinence.
2. Students will be able to describe the qualities that distinguish marriage as the appropriate and expected standard of human sexual activity.
3. Students will be able to justify abstinence from sexual activity outside of marriage as the most effective means of protecting and promoting their physical and mental health.
4. Students will be able to describe how qualities of good character aid in the achievement of their goals, emotional health and healthy relationships.
5. Students will demonstrate interpersonal communication skills for avoiding sexual activity outside of marriage, including refusal and negotiation skills.

Mandated Reporting of Sexual Abuse of Children

Teacher's Note: Discussion of issues of sex abuse may arise from the activities in the curriculum. Please be sure your agency is equipped to deal with disclosures of sexual and physical abuse. Abstinence educators are mandated reporters of child abuse (Child Welfare Information Gateway, 2005).

To assure appropriate training for mandated reporters, curriculum developers recommend reaching out to your state's child welfare agency to learn the policies and protocol for your state and to request professional training in reporting of child sexual abuse. Information in a professional training should include facts regarding sexual abuse reporting, definitions of types of sexual abuse, and the grooming process. Initial and long-term effects (from Finkelhor and Browne, 1985) should be discussed, including psychological and behavioral impacts of traumatic sexualization, stigmatization, betrayal and powerlessness. Behavioral and physical indicators of child sexual abuse should be included, as well as ways children usually disclose abuse and the appropriate way to respond. Legal definitions of abuse should be reviewed. Finally, the steps of reporting and what to include in a report should be reviewed in detail.

One resource is the Stewards of Children training created by Darkness to Light, a non-profit whose mission includes empowering adults to prevent child sexual abuse. Darkness to Light has trained facilitators in many states to conduct their Stewards of Children training. They also offer the training online on their website <https://www.d2l.org/>

Sexual Abuse of Minors

The information below is from a power point presentation (2006 Summer Training, Heritage Community Services) provided by Polly Sosnowski, ACSW Professional Development Coordinator of The Dee Norton Lowcountry Children's Center in Charleston, South Carolina. info@deenortoncenter.org

Facts about Child Sexual Abuse

Studies indicate one in four girls and one in six boys will be sexually abused prior to age 18 (Dube, Anda, Whitfield, Brown, Felitti, Doug, & Giles, 2005; Finkelhor, Hotelling, Lewis, Smith, 1990; Simpson, Odor, & Masho, 2004; Bolen & Scannapieco, 1999; Doll, Koenig, Purcell, 2004).

In about 90% of cases, the offender is someone close to the child (Snyder, 2000).

What Is Considered Child Sexual Abuse

Physical evidence of sexual abuse is only present in about 10% of cases, so do not assume there will be visible physical symptoms of sexual abuse (Beitchman, Zucker, Hood, daCosta, Akman, & Cassavia, 1992).

Sexual abuse involves a continuum of behaviors from inappropriate sexual talk through touch to penetration involving force. Not all offenses involve contact (e.g., exposing child to pornography).

Behavior is designed/motivated by the gratification of the adult/older child.

During Class

Given the numbers cited above, it is highly possible that there will be children in the classroom who have personal knowledge or experience with sexual abuse. Whenever sexual abuse is mentioned in the teacher's manual, acknowledge that there may be people present who are experiencing sexual abuse or have experienced sexual abuse. Be sensitive and supportive, mindful that the subject may have a discomforting effect on a young person who has experienced sexual abuse. Throughout the course, encourage reporting of sexual abuse to a trusted adult, such as a parent/guardian, faith leader, principal, guidance counselor, or abstinence education teacher. If the educator suspects sexual abuse, such suspicion must be reported to the local law enforcement agency and the appropriate child protective services agency.

Ways the Victimizer Lures the Child

Develops relationship with child – provides positive attention
Violates boundaries – social, emotional, physical
Engages in behavior the child is motivated to keep secret
Justifies the behavior to the child – “in love”, “teaching about sex”

Possible Long Term Effects of Child Sexual Abuse on Child (Finkelhor & Browne, 1985; Finkelhor & Browne, 1986)

Child rewarded for sexual behavior inappropriate to development level	Offender transmits misconceptions about sexual behavior and morality
Fetish linked to sexual parts	Extreme dependency
Sexual activity linked with negative emotions and memories	Impaired ability to judge trustworthiness of others
Confusion towards sexual identity and norms	Mistrust
Confusion of sex with love and caring	Anger, hostility
Aversion to sex and intimacy	Clinginess
Sexual preoccupations; compulsive sexual behaviors	Vulnerability to subsequent abuse, exploitation
Aggressive sexual behaviors	Allowing own children to be victimized
Precocious sexual behaviors	Discomfort in intimate relationships, marriage
Promiscuity, prostitution	Aggressive behavior, delinquency
Sexual dysfunction	Nightmares
Inappropriate sexualization of parenting	Phobias
Guilt, shame	Somatic complaints
Lowered self-esteem	Eating, Sleeping disorders
Sense of different-ness from others	Depression
Isolation	Dissociation
Drug or alcohol abuse	Running away
Criminal involvement	School problems
Self-mutilation	Repeat victimization
Suicide	Aggressive behavior, bullying
Trust and vulnerability manipulated	Delinquency
Violation of expectation of care by adults	Becoming an abuser
Child's well-being disregarded	Grief, depression

Behavioral and Physical Indicators of Child Sexual Abuse

Unwilling to change for gym	Unusual sexual behavior or knowledge
Withdrawal, fantasy, infantile behavior	Difficulty walking or sitting
Fearful of adults, of closeness	Torn, stained or bloody underclothing
Overly compliant	Pain or itching in the genital areas
Poor peer relationships, delinquent	Injury or bleeding in the genital areas
Depressed, suicidal thoughts or actions	Venereal diseases, esp. in pre-teen
Excessive risk taking	

How Children Often Disclose Sexual Abuse (Sorensen & Snow, 1991; Goodman-Brown, Edelstein, Goodman, Jones, & Gordon, 2003)

Young children often tell accidentally in the course of caretaking.
Most children, when formally questioned, initially deny.
Delayed, tentative, partial disclosures common – “testing the waters.”
Adolescents often tell in anger.

How to Deal With Disclosure

Do not probe for details. Leading questions may jeopardize an investigation.
Listen attentively; use age-appropriate language (the child's language).
Do not indicate doubt or disbelief. Provide emotional support.
Do not express shock or anger at the adult abuser. Children often love that person.
Support the child for disclosing. Children need to hear that telling is the right thing.
Do not give the child false assurances. Explain the responsibility to report.
Do not make judgmental statements or place blame on the child for the abuse.
Conduct discussion in private and reassure that disclosure means adults can begin to protect.

Your Duty as a Mandated Reporter (Child Welfare Information Gateway, 2005)

Make the report as soon as possible after receiving the information.
Do not wait for proof – law requires “reason to believe.”
Do not investigate yourself.
Follow agency/school procedures, but remember agency policy cannot disallow report.
Be prepared to give as much information as possible: name, age, date of birth, address, nature and extent of any injury, behavioral observations, school performance, and information re: parents, siblings.
You can request notification of outcome.
Maintain confidentiality of report.
If a colleague shares that a child has disclosed abuse, you have a duty to report it to Child Protective Services or law enforcement.

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Section One, Rationale

The Teacher will . . .

- A. *introduce themselves and the Heritage Keepers® program.***
- B. *present the definitions of abstinence, commitment to abstinence, and healthy marriage.***
- C. *address the varying levels of sexual experience, including victims of sexual abuse.***
- D. *facilitate the students completing the values/goals activity.***
- E. *conduct the dice activity, illustrating some risks of sex outside of marriage.***

Dr. Weed's Predictors

Love Justifies Sex, Affirmation of Abstinence, Rejection of Permissiveness, Justification of Sex, Sex is more than Physical, Future Impacts of Sex, My Worth, Prior Experience, Abstinence Values

Teaching Objective

1. The students will be able to establish a connection with the educator so that they are more willing to receive information and will be able to understand the vision foundational to being a Heritage Keeper.
2. The students will be able to define *abstinence, commitment to abstinence, and healthy marriage*.
3. The students will be able to express that abstinence is an option for everyone, no matter their past sexual experience.
4. The students will be able to identify their values and goals and relate how sexual activity outside of marriage could possibly affect those values and goals.
5. The students will be able to compare and contrast the physical and emotional risks and consequences of sexual activity with their values and goals.

Performance Objectives

1. A majority of students will report a positive connection with the educator.
2. The students will demonstrate the ability to clearly and orally define *abstinence, commitment to abstinence, and healthy marriage*.
3. The students will verbalize acknowledgement that every person could benefit from sexual risk avoidance, no matter their previous sexual history and will write three reasons for choosing to commit to abstinence until marriage.
4. The students will personalize their values regarding people, things, life experiences, character development, and short-term and long-term goals.
5. The students will participate in a group activity demonstrating consequences of sexual activity followed by a personalized written explanation of how the consequences could affect the people and goals that they value.

Measurable Objectives

See p. 11 of Rationale

Original (1996-2018) Congressional definition of abstinence: A, B, C, D, E, G, H

Updated (2018) Congressional definition of sexual risk avoidance: A, B, C, D, E, F

Kirby – Information about risks and methods of avoiding risks, personalization of information, social pressures, modeling skills, address sexual experience, clear curriculum focus

Section Two, Rationale

The teacher will....

- A. present anatomy drawings of the male and female reproductive systems and describe puberty, menstruation and reproduction.***
- B. show a birth video.***
- C. compare the positive/negative aspects of fire with the positive/negative aspects of sex.***
- D. present evidence that sex within the boundary of marriage is the best sex.***
- E. provide evidence of the difference between cohabiting relationships and marriage.***
- F. explain how the marriage union is different from all other relationships because it involves an intellectual, emotional, social, familial and physical union, sealed by a lifetime commitment.***
- G. present the Thirty Conclusions of Why Marriage Matters.***

Dr. Weed's Predictors

Love Justifies Sex, Affirmation of Abstinence, Rejection of Permissiveness, Justification of Sex, Sex is more than Physical, Future Impacts of Sex

Teaching Objectives

1. The students will be able to recognize major reproductive organs.
2. The students will be able to explain that human development is a continuous process that begins with fertilization of a sperm and egg.
3. The students will be able to relate that fire without boundaries can be dangerous and that sex without boundaries may result in unwanted consequences.
4. The students will be able to differentiate between physical pleasure and emotional satisfaction as indicators for the best sex.
5. The students will be able to justify that cohabitation and marriage are not the same.
6. The students will be able to qualify a healthy marriage based on the intellectual, emotional, social, familial, and physical aspects.
7. The students will be able to internalize that there are benefits of marriage by synthesizing various aspects of the institution: the family, economics, physical health and longevity, and mental health and emotional well-being (see Thirty Conclusions).

Performance Objectives

1. The students will indicate understanding about the basic reproductive anatomy systems and recognize major reproductive organs.
2. The students will watch the video and record their personalized thoughts and observations.
3. The students will verbalize the emotions felt regarding fire within safe boundaries as compared to fire outside of safe boundaries. Then, they will verbalize the emotions felt regarding sex within the boundaries of marriage as compared to their feelings about the possible consequences of sex outside of the boundaries of marriage.
4. The students will discuss and personalize the implications of the research regarding benefits of confining sex to marriage.
5. The students will use the five points regarding cohabitation to discuss and personalize the differences between cohabitation and marriage.
6. The students will discuss and personalize different aspects of a relationship that builds protection for a physical union.
7. The students will react to the benefits of marriage presented in the class discussion by sharing how the information compares or contrasts to their previous perceptions of marriage and will hypothesize about the cause and reasoning behind each of the conclusions.

Measurable Objective See p.11 of Rationale

Original (1996-2018) Congressional definition of abstinence: A, B, D, E, F, H

Updated (2018) Congressional definition of sexual risk avoidance: A, B, C, D, F

Kirby – variety of teaching methods, personalize information, theoretical approaches demonstrated to be effective, clear curriculum focus

Section Three, Rationale

The teacher will . . .

- A. define “fact,” “statistic,” and “opinion.”**
- B. show the PowerPoint presentation created from the Medical Institute of Sexual Health and www.4parents.gov (archived govt website), illustrating the physical risks of sex outside of marriage.**
- C. conduct the “Pink Water” activity, demonstrating how STDs can spread without obvious symptoms.**
- D. lead a discussion of wrong or inadequate reasons for having sex and why each is wrong.**
- E. conduct roleplay vignettes with the students about how to abstain from sexual activity.**

Dr. Weed’s Predictors

Love Justifies Sex, Affirmation of Abstinence, Rejection of Permissiveness, Justification of Sex, Sex is more than Physical, Future Impacts of Sex, Sexual Independence from Peers, Abstinence Efficacy

Teaching Objective

1. The students will be able to identify the difference between a fact and an opinion.
2. The students will be able to argue that abstinence from sexual activity outside of marriage is the most effective means for promoting and protecting their physical and mental health.
3. The students will be able to recognize that sexually transmitted infections can pass discretely and sometimes without obvious symptoms.
4. The students will be able to refute reasons that people have sex outside of marriage.
5. The students will be able to affirm abstinence values if pressured to be involved in risky behaviors.

Performance Objectives

1. The students will identify and discuss facts, as differentiated from debatable opinions, to prepare them to receive the facts about sexually transmitted diseases.
2. The students will identify/personalize and record their feelings after observing the sexually transmitted disease presentation and identify abstinence from sexual activity outside of marriage as the most effective means for prevention.
3. The students will participate in the activity demonstrating the spread of STDs without obvious symptoms and will describe their feelings and reactions to the information.
4. The students will determine common justifications for sex and develop/discuss refuting arguments for them to initiate sex.
5. The students will prepare responses to pressures to have sex and will verbalize answers that affirm abstinence values.

Measurable Objective

See p.11 of Rationale

Original (1996-2018) Congressional definition of abstinence: A, B, C, D, F, G, H

Updated (2018) Congressional definition of sexual risk avoidance: A, B, D, E, F

Kirby – Information about risks and methods of avoiding risks, Social pressures, Modeling skills

Section Four, Rationale

The teacher will . . .

- A. lead a discussion of the differences between love, lust and infatuation.**
- B. facilitate students creating a list of qualities that answers to the questions, "What qualities are you looking for in the person you want to date?" and "What do you want in a spouse?"**
- C. explain that lasting, fulfilling relationships are not based on lust, and introducing sexual activity prior to the commitment of marriage can confuse relationship development.**
- D. explain that people should be viewed as individuals, not as objects or stereotypes.**
- E. review qualities that define a Real Man and Real Woman.**

Dr. Weed's Predictors:

Love Justifies Sex, Love/Lust, Affirmation of Abstinence, Rejection of Permissiveness, Sexual Independence from Peers, Sex Proves Love, Future Impacts of Sex, My Worth, Peer Group, Sex is more than Physical

Teaching Objective:

1. The students will be able to contrast the differences among love, lust, and infatuation.
2. The students will be able to compare and contrast character traits that they have identified that they want in a dating partner and in a future spouse and will also be able to identify personal character traits that they want to improve in themselves.
3. The students will be able to assess whether their thoughts about girls and guys are based on physical qualities or the qualities needed to develop a healthy relationship.
4. The students will be able to identify superficial stereotypes of each gender and dispute them.
5. The students will be able to discriminate between the positive character traits of Real Men and Real Women as opposed to superficial gender stereotypes.

Performance Objectives

1. The students will acknowledge distinctions between love, lust, and infatuation and will discuss how to identify the differences between them in real life.
2. The students will identify the qualities that they want in a dating partner and future spouse and create a list of those qualities and discuss the differences and similarities. Students will also reconcile the list with their own personal character traits.
3. The students will provide an oral and/or written self-assessment as to whether their thoughts about others are based on physical qualities or the qualities needed to develop a healthy relationship.
4. The students will discuss superficial stereotypes versus internal qualities of each gender.
5. The students will engage in a discussion about the positive internal qualities that define a person of character.

Measurable Objective

See p.11 of Rationale

Original (1996-2018) Congressional definition of abstinence: B, D, E, G

Updated (2018) Congressional definition of sexual risk avoidance: A, B, F

Kirby –Social pressures

Section Five, Rationale

The teacher will . . .

- A. review the SAFE plan for abstinence.**
- B. lead discussion and role play of resistance skills.**
- C. read “Imagine Your Future.”**
- D. distribute commitment cards.**

Dr. Weed’s Predictors:

Affirmation of Abstinence, Justification of Sex, Sexual Independence from Peers, Abstinence Intentions, Behavioral Commitment, Abstinence Values, Future Impacts of Sex, Related Risk, Abstinence Efficacy

Teaching Objective:

1. The students will be able to formulate and state their boundaries and develop a personal SAFE plan.
2. The students will be able to demonstrate interpersonal communication skills for avoiding sexual activity outside of marriage, including refusal and negotiation skills.
3. The students will be able to analyze how their choices now may affect their future.
4. The students will be able to internalize and demonstrate a commitment to an abstinent lifestyle.

Performance Objectives

1. Students will write their boundaries and will share them with the class.
2. Students will demonstrate through roleplays their interpersonal communication skills for avoiding sexual activity outside of marriage, including refusal and negotiation skills.
3. The students will discuss how committing to abstinence will affect them now and in the future, no matter their previous sexual history.
4. The students will be given commitment cards for them to choose when they want to sign and date them and ask for witnesses.

Measurable Objective

See p.11 of Rationale

Original (1996-2018) Congressional definition of abstinence: A, E, G

Updated (2018) Congressional definition of sexual risk avoidance: A, B, C, D, E, F

Kirby – Information about risks and methods of avoiding risks, Social pressures, Modeling skills

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