

Worth the Wait sex education curriculum has been approved by the Board of Trustees for the Del Valle Independent School District. The Board has directed instructional staff to present the sixth grade curriculum to students in both fifth and sixth grades. Since this is a new program for the 2006-07 school year, Worth the Wait will be presented to all sixth graders during the spring 2007 semester. It will be presented to all 5<sup>th</sup> and 6<sup>th</sup> graders during the 2007-08 school year.

The Worth the Wait scope and sequence for the sixth, seventh, eighth, and high school curriculum is listed below. Parental Interaction Outlines, which are provided after each lesson, are intended for parents to use when they discuss the contents of lessons and follow up with a discussion with their children. The sixth grade Parental Interaction Outlines, which will be used with students in fifth and sixth grades, are also included below as examples for parents to review.

Should you have questions, please visit [www.worththewait.org](http://www.worththewait.org) for more information or contact your child's counselor.

|  | <b>STDs</b>   | <b>Puberty:<br/>Anatomy/Physiology</b>   | <b>Legal Aspects &amp;<br/>Abuse Issues</b>  | <b>Abstinence</b>  | <b>Relationship Building</b>  |
|--|---|--|--|--|---|
| <b>6<sup>th</sup></b><br>5 <sup>th</sup> ed. | <ul style="list-style-type: none"> <li>• Introduction to sexually transmitted diseases</li> <li>• General symptoms of STDs</li> <li>• Basic facts of STDs</li> </ul>  | <ul style="list-style-type: none"> <li>• Gender-specific overview of physical and emotional changes during puberty</li> <li>• Basic reproductive anatomy</li> <li>• How pregnancy occurs</li> </ul>  | <ul style="list-style-type: none"> <li>• Sexual abuse awareness</li> <li>• Importance of sexual abuse disclosure</li> <li>• Sexual abuse prevention</li> <li>• Protection from cyber assault</li> </ul>                            | <ul style="list-style-type: none"> <li>• Reasons to remain abstinent until marriage</li> <li>• Refusal skills in unsafe situations</li> <li>• Assertiveness skill development</li> <li>• Avoidance of risky behaviors</li> <li>• Influence of the media</li> <li>• Setting goals</li> <li>• Making an abstinence plan</li> <li>• Importance of pledge cards</li> </ul>   | <ul style="list-style-type: none"> <li>• Introduction of teens' emotional needs</li> <li>• Introduction of positive personal character traits</li> <li>• Application of relationship-building skills to family and peers</li> <li>• Healthy and unhealthy relationships with peers</li> <li>• Family dynamics</li> <li>• Importance of parent-child communication</li> </ul>  |
| <b>7<sup>th</sup></b><br>5 <sup>th</sup> ed. | <ul style="list-style-type: none"> <li>• Differences among bacterial, viral, and protozoal STDs</li> <li>• Individual characteristics of common STDs</li> <li>• Disease-specific symptoms of common STDs</li> </ul>                   | <ul style="list-style-type: none"> <li>• Identification of physical and emotional changes during puberty</li> <li>• Identification of parts of reproductive system</li> <li>• Details of menstrual cycle, endocrine system, secondary sex characteristics, brain development</li> <li>• Review of pregnancy</li> </ul> | <ul style="list-style-type: none"> <li>• Facts and examples of sexual harassment</li> <li>• Legal consequences of sexual offenses</li> <li>• Date-rape drug awareness</li> <li>• Strategy for sexual offense prevention</li> </ul> | <ul style="list-style-type: none"> <li>• Interrelationship of risky behaviors (eating disorders/obesity, tobacco, drugs, alcohol, sexual activity)</li> <li>• Healthy responses to stress</li> <li>• Differentiation between love and infatuation</li> <li>• Debunking of reasons for teen sexual activity</li> <li>• Discussion of first impressions, body language, and mode of dress</li> <li>• Steps for making good decisions</li> <li>• Role-playing of refusal skills</li> <li>• Review of abstinence plan</li> <li>• Importance of pledge cards</li> </ul> | <ul style="list-style-type: none"> <li>• Healthy ways to meet teens' emotional needs</li> <li>• Becoming aware of positive personal character traits in oneself and others</li> <li>• Development of relationship-building skills with family, friends, and peers of the opposite sex</li> <li>• Relationship between stress and emotional needs</li> <li>• Continued emphasis on parent-child communication</li> </ul>   |
| <b>8<sup>th</sup></b><br>5 <sup>th</sup> ed. | <ul style="list-style-type: none"> <li>• Review of STD symptoms, types, risks</li> <li>• Identification of high, low, and no-risk behaviors of HIV/AIDS transmission</li> </ul>   | <ul style="list-style-type: none"> <li>• Review of physical and emotional changes during puberty</li> <li>• Review of reproductive system</li> <li>• Pregnancy and fetal development</li> <li>• Impact of teen pregnancy</li> </ul>  | <ul style="list-style-type: none"> <li>• Explanation of age of consent, misdemeanors, felonies, and their consequences</li> <li>• Legal responsibilities of parents</li> </ul>   | <ul style="list-style-type: none"> <li>• Benefits of risk avoidance</li> <li>• Role-playing of refusal skills</li> <li>• Awareness of internal and external influences on decision making</li> <li>• Setting personal goals</li> <li>• Review of abstinence plan</li> <li>• Importance of pledge cards</li> </ul>  | <ul style="list-style-type: none"> <li>• Recognizing significance of teens' emotional needs and positive personal character traits</li> <li>• Applying good communication skills</li> <li>• Identification of healthy marriage relationships</li> <li>• Continued emphasis on parent-child communication</li> </ul>   |
| <b>HS</b><br>2 <sup>nd</sup> ed.             | <ul style="list-style-type: none"> <li>• STDs -- symptoms, transmission, treatment, costs, consequences, and prevention</li> <li>• The Sexual Revolution and its impact on STDs</li> <li>• Failure rates of contraceptives</li> </ul> | <ul style="list-style-type: none"> <li>• Review of female and male anatomy</li> <li>• Physical, emotional, and psychological gender differences</li> <li>• Review of stages of pregnancy</li> <li>• Impact of teen pregnancy on teen parents and their children</li> </ul>   | <ul style="list-style-type: none"> <li>• Review of age of consent, misdemeanors, felonies, and their consequences</li> <li>• Review of parental responsibilities</li> <li>• Strategies for sexual offense prevention</li> </ul>    | <ul style="list-style-type: none"> <li>• Aligning lifetime goals with healthy choices</li> <li>• Interrelationship of risky behaviors (eating disorders/obesity, tobacco, drugs, body piercings/tattoos, alcohol, sexual activity)</li> <li>• Communicating through mode of dress and body language</li> <li>• Influence of the media on decision making</li> <li>• Assertive responses to peer pressure</li> <li>• Making an abstinence plan</li> <li>• Importance of pledge cards</li> </ul>   | <ul style="list-style-type: none"> <li>• Meeting teens' emotional needs through development of positive personal character traits</li> <li>• Developing good listening and communication skills</li> <li>• Differences among assertive, aggressive, and passive communication skills</li> <li>• Characteristics and advantages of healthy relationships</li> <li>• Building positive dating relationships</li> <li>• Planning for a healthy marriage</li> <li>• Continued emphasis on parent-child communication</li> </ul> |

# PARENTAL INTERACTION: LESSON ONE




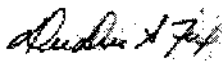
Dear Parents/Guardians,

The important role parents and other adults play in supporting their teens' choice to remain abstinent is well documented. Several studies show that teens are more likely to remain abstinent if their parents/guardians express disapproval of teen sexual involvement. A second reason teens give for remaining abstinent is the connectedness they feel with their parents and other adults.<sup>1</sup>

The closer the relationship between you and your teen, the less likely it is your teen will become sexually active. In our effort to educate and support teens, we are providing a daily interaction for the students participating in the Scott & White Worth the Wait® program to bring home and share with you, the parents or responsible guardians. Please take a few moments to help your child work through this activity.

Sincerely,

  
Patricia J. Sulak, M.D.  
Founder/Director  
Scott & White Worth the Wait®

  
Dee Dee A. Fix, B.S.  
Certified Teacher/Program Educator  
Scott & White Worth the Wait®

- 
1. Today in class we discussed personal character traits to look for in a friend. Some of the traits that I think are important in a good friend are \_\_\_\_\_  
\_\_\_\_\_
  2. What characteristics do you look for in a good friend?  
\_\_\_\_\_
  3. What positive personal character traits do you think I have to offer my friends?  
\_\_\_\_\_

*"Children who report feeling connected to a parent are protected against many different kinds of health risks including: emotional distress and suicidal thoughts and attempts; cigarette, alcohol and marijuana use; violent behavior; and early sexual activity."<sup>2</sup>*

<sup>1</sup>Resnick, Michael D., Peter S. Bearman, Robert Wm. Blum, et al. "Protecting Children from Harm: Findings from the National Longitudinal Study on Adolescent Health," JAMA 278 (1997): 823-832.

<sup>2</sup>America's Youth: Measuring the Risk, 4<sup>th</sup> Edition; Latest Research & Data on America's Youth & Risk They Face." [Institute for Youth Development](http://www.youthdevelopment.org/articlesnr100201.htm). 15 Oct 2002. 24 June 2003 <<http://www.youthdevelopment.org/articlesnr100201.htm>>.

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## PARENTAL INTERACTION: LESSON ONE

My son/daughter \_\_\_\_\_ discussed the questions on the Parental

Interaction: Lesson One.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

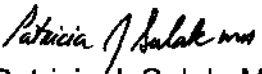
## PARENTAL INTERACTION: LESSON TWO




Dear Parents/Guardians,

Puberty is a tough time for most teens. As parents, it is exciting to watch your child mature. Reassuring your teen that what he/she is experiencing is natural and happens to everyone is helpful to his/her progress through this process. This is the second Parental Interaction for the students who are participating in the Scott & White Worth the Wait® program to bring home and share with you, the parents/guardians. Please take a few moments to help your teenager work through this activity.

Sincerely,

  
Patricia J. Sulak, M.D.  
Founder/Director  
Scott & White Worth the Wait®

  
Dee Dee A. Fix, B.S.  
Certified Teacher/Program Educator  
Scott & White Worth the Wait®

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1. Today in class we discussed what happens during puberty. Some of the changes that will occur or are already happening to me include \_\_\_\_\_

2. What changes have you already noticed that I am experiencing?  
\_\_\_\_\_

3. What was the most interesting thing that happened to you during puberty?  
\_\_\_\_\_

*"Teens say they rely on their parents' guidance and support—more than that of their friends, teachers, siblings, girlfriends or boyfriends—when they face important decisions or problems. Eight in 10 young people report they rely on their parents in these areas, including 63% who rely on them a lot."*

"America's Youth: Measuring the Risk, 4<sup>th</sup> Edition; Latest Research & Data on America's Youth & the Risks They Face." [Institute for Youth Development](http://www.youthdevelopment.org/articlesnr100201.htm). 15 Oct 2002. 24 June 2003 <<http://www.youthdevelopment.org/articlesnr100201.htm>>.

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## PARENTAL INTERACTION: LESSON TWO

My son/daughter \_\_\_\_\_ discussed the questions on the Parental

Interaction: Lesson Two.

\_\_\_\_\_  
*Parent/Guardian Signature*

\_\_\_\_\_  
*Date*

# PARENTAL INTERACTION: LESSON THREE



Dear Parents/Guardians,

In this third interaction brought home by your child, take a few moments to ease some of your child's concerns about puberty. Many teens worry about acne, voice changes, or not maturing as fast as their friends. Strengthening the bond between you and your child by talking and spending time together is a great way to help teens get through this time in a positive manner. "Connectedness' has been shown to protect young people from a wide range of risk factors – a sense of being connected to a family."<sup>1</sup>

Sincerely,

*Patricia J. Sulak mms*  
Patricia J. Sulak, M.D.  
Founder/Director  
Scott & White Worth the Wait®

*Dee Dee A. Fix*  
Dee Dee A. Fix, B.S.  
Certified Teacher/Program Educator  
Scott & White Worth the Wait®

- 
1. Today in class we continued our discussion of puberty and anatomy. Did you know that . . . \_\_\_\_\_
  2. I am worried about \_\_\_\_\_. What did you worry about during puberty?  
\_\_\_\_\_
  3. Let's make a plan to do something fun together in the next week or so. My favorite thing to do with you is \_\_\_\_\_

*"There is something about sharing dinnertime on a regular basis that promotes healthy development for youth. During meals, the processes of communication, sharing of feelings, the giving and sharing of advice, help, support, and information are all occurring. Whatever is going on during dinner appears to be very important."<sup>2</sup>*

<sup>1</sup> Smith, Shepherd. "Building Protective Connections for Your Child." The Institute for Youth Development. 14 Aug 2003. 4 Sept 2003 <<http://www.youthdevelopment.org/articles/op081403.htm>>.

<sup>2</sup> "Protecting Adolescents from Risk." Transcript of a Capital Hill Briefing on Findings from the National Longitudinal Study of Adolescent Health. The Institute for Youth Development. 3 June 2000.

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# PARENTAL INTERACTION: LESSON THREE

My son/daughter \_\_\_\_\_ discussed the questions on the Parental

Interaction: Lesson Three.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## PARENTAL INTERACTION: LESSON FOUR



Dear Parents/Guardians,

In this fourth interaction brought home by your child, please take a few moments to review the basic information discussed concerning STDs and teen pregnancy. It is very common for sexually active teens to get a sexually transmitted disease (STD). This fact is startling to everyone. Encourage your teen to remain abstinent. In a national study, teens who did not have sex said that their parents' encouragement not to have sex was the main reason the teens waited.<sup>1</sup>

Sincerely,

Patricia J. Sulak, M.D.  
Founder/Director  
Scott & White Worth the Wait®

Dee Dee A. Fix, B.S.  
Certified Teacher/Program Educator  
Scott & White Worth the Wait®

- 
1. Today we learned how pregnancy occurs and facts about STDs. Did you know that most people with an STD don't have symptoms? This means that . . .

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2. Why do you think some teens become sexually active?

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3. In school we can't really discuss all of the emotions or heartaches that come from being sexually active at a young age. What emotions do you think are involved with having sex? \_\_\_\_\_

*"Of the total number of new cases of sexually transmitted diseases in a 1998 study, 25% were to teens 15-19 years of age."<sup>2</sup>*

<sup>1</sup>America's Youth: Measuring the Risk, 4th Edition; Latest Research & Data on America's Youth & the Risks They Face." Institute for Youth Development, 15 Oct, 2002. 24 June 2003 <<http://www.youthdevelopment.org/articlesnr100201.htm>>.

<sup>2</sup>Ibid.

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## PARENTAL INTERACTION: LESSON FOUR

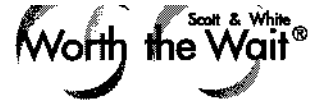
My son/daughter \_\_\_\_\_ discussed the questions on the Parental

Interaction: Lesson Four.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

# PARENTAL INTERACTION: LESSON FIVE



Dear Parents/Guardians,

Please take a few moments to review today's lesson with your child. Abstinence until marriage (not having sex) is the healthiest choice for teens. Today in class, students discussed reasons to remain abstinent. This Parental Interaction form will allow you to give your personal opinion about why your son/daughter should be abstinent. Your child may also want to share why she/he thinks that he/she should remain abstinent. This may also be a good time to discuss other risky behaviors such as tobacco, alcohol, and other drugs. Parental disapproval of these behaviors discourages many teens from participating in risky behaviors.

Sincerely,

*Patricia J. Sulak*  
Patricia J. Sulak, M.D.  
Founder/Director  
Scott & White Worth the Wait®

*Dee Dee A. Fix*  
Dee Dee A. Fix, B.S.  
Certified Teacher/Program Educator  
Scott & White Worth the Wait®

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1. Today we discussed reasons for me to remain abstinent. Did you know that . . .

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2. Why do you think I should be abstinent?

---

3. I think that it is important for me to remain abstinent because. . .

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*"The good news is that there is credible evidence showing that abstinence education is having an impact. More young people are living an abstinent lifestyle, and fewer teens are becoming pregnant. Today, more than half of all high school students are virgins...But the bad news is that we still have an enormous problem...The most recent major study about young women and HPV (human papillomavirus) shows that 50% of sexually active women between the ages of 18 and 21 are infected with HPV."<sup>1</sup>*

<sup>1</sup>McIlhane, Joe S., Jr. "Testimony...Before the Subcommittee on Health of the Committee on Energy and Commerce, U.S. House of Representatives." 23 April, 2003. 7 July 2003 <<http://www.medinstitute.org/media/testimony.htm>>.

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# PARENTAL INTERACTION: LESSON FIVE

My son/daughter \_\_\_\_\_ discussed the questions on the Parental

Interaction: Lesson Five.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## PARENTAL INTERACTION: LESSON SIX



Dear Parents/Guardians,

Please take a few moments to review today's lesson with your child. Defining healthy friendships was part of today's classroom discussion. The importance of friends to teenagers is well documented. However, it is also important for parents and teens to continue to communicate during the ups and downs of puberty. This would be a good time to again discuss your child's friends, views on drugs, tobacco, alcohol, and other risky behaviors.

Sincerely,

*Patricia J. Sulak*  
Patricia J. Sulak, M.D.  
Founder/Director  
Scott & White Worth the Wait®

*Dee Dee A. Fix*  
Dee Dee A. Fix, B.S.  
Certified Teacher/Program Educator  
Scott & White Worth the Wait®

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1. Today we discussed healthy friendships. In a friendship, I can offer . . .

---

2. Remember when I was little and I used to ...

---

3. Even though my friends are growing more important in my life, I always want us to...

---

*"Strength . Courage. Trust. Self-Confidence. Perspective. Hope. A listening ear. These are powerful, life-sustaining gifts. No wonder making and keeping friends is a central task in the lives of children...Connecting with a close friend or friends provides them with companions on the journey, allies, cheerleaders, someone to offer feedback to help them figure out just how well, or badly, they're doing at this business of growing up."<sup>1</sup>*

<sup>1</sup>Thompson, Michael, Catherine O'Neill Grace, and Lawrence J. Cohen. Best Friends, Worst Enemies. New York : Ballantine Books. 2001, 63.

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## PARENTAL INTERACTION: LESSON SIX

My son/daughter \_\_\_\_\_ discussed the questions on the Parental

Interaction: Lesson Six.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

# PARENTAL INTERACTION: LESSON SEVEN



Dear Parents/Guardians,

In this seventh interaction brought home by your child, please take a few moments to review today's concepts of respect, responsibility, and refusal skills. Telling teens to say "No" is not enough. However, working on a plan of action and practicing how to say "No" in various situations have been found to be effective means of strengthening a young person's ability to avoid risky behaviors.

Sincerely,

*Patricia J. Sulak*  
Patricia J. Sulak, M.D.  
Founder/Director  
Scott & White Worth the Wait®

*Dee Dee A. Fix*  
Dee Dee A. Fix, B.S.  
Certified Teacher/Program Educator  
Scott & White Worth the Wait®

- 
1. Today we learned how to say "No" in various situations. The steps in refusing are . . .  
\_\_\_\_\_
  2. Sometimes it is difficult to tell my friends "No." Do you have any suggestions that might make it easier for me?  
\_\_\_\_\_
  3. "Saying 'No' in some situations is acting responsibly and shows respect for the other person and for me." This is a true statement because...  
\_\_\_\_\_
  4. In case a situation comes up where I know that I need to refuse and leave the area, please help make a plan that determines what I should say and how I should get away.  
\_\_\_\_\_

*"Eight out of ten teens say they rely on their parents' guidance and support - more than that of their friends, teachers, siblings, girlfriends, or boyfriends - when they face important decisions or problems"<sup>1</sup>*

<sup>1</sup>The Shell Poll: Crisis of Conscience." Shell Oil Company. 1999. 19 Sept. 2003 <[http://www.shellus.com/products/poll/pdf/values\\_poll.pdf](http://www.shellus.com/products/poll/pdf/values_poll.pdf)>.

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## PARENTAL INTERACTION: LESSON SEVEN

My son/daughter \_\_\_\_\_ discussed the questions on the Parental

Interaction: Lesson Seven.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

# PARENTAL INTERACTION: LESSON EIGHT



Dear Parents/Guardians,

Please take a few minutes to complete this eighth interaction with your child. Today's lesson helped the students recognize the potential negative influence of the media. Becoming aware of the influence the media may have is important as teens become more independent in their media viewing and as they become involved as consumers. When students 13 to 19 were asked questions for the *State of Our Nation's Youth* survey, 43% said they owned their own TV set, 24% owned their own computer, 23% their own DVD player, 35% their own video game system, 40% their own cell phone, and 17% their own MP3 player.<sup>1</sup> By responding to the "teachable moments" as they occur in the media, you are well on your way to helping your son/daughter become a critical consumer.

Sincerely,

*Patricia J. Sulak*  
Patricia J. Sulak, M.D.  
Founder/Director  
Scott & White Worth the Wait®

*Dee Dee A. Fix*  
Dee Dee A. Fix, B.S.  
Certified Teacher/Program Educator  
Scott & White Worth the Wait®

- 
1. Today we learned about media and its potential negative influence. Did you know \_\_\_\_\_
  2. Has advertising changed since you, the parent, were a teen? **Yes** **No**  
If yes, describe the kinds of changes you have noticed? \_\_\_\_\_
  3. What kinds of techniques do you see advertising groups use to influence teens to purchase products?  
\_\_\_\_\_
  4. Do you think that these kinds of influences in advertising, which are specifically targeted at teens, are inappropriate? **Yes** **No** Why?  
\_\_\_\_\_

*"Ironically enough, ...students are more likely this year than last to say that media today have a negative effect on young people's morals and values. The proportion of students who say that the media affect young people negatively rose from 42% to 49% over the past year."<sup>1</sup>*

<sup>1</sup>"The State of Our Nation's Youth 2003-2004." Horatio Alger Association of Distinguished American, Inc. 2003. 26 Aug 2003  
<<http://www.horatioalger.com/pdfs/state03.pdf>>.

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## PARENTAL INTERACTION: LESSON EIGHT

My son/daughter \_\_\_\_\_ discussed the questions on the Parental

Interaction: Lesson Eight.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## PARENTAL INTERACTION: LESSON NINE



Dear Parents/Guardians,

In this ninth interaction brought home by your child, please take a few moments to review some of the concepts from today's lesson. Teens who are victims of abuse are less likely to report the incident as compared to adults. Victims of abuse suffer from a wide range of feelings including fear, guilt, and embarrassment. Even though it is difficult to discuss this topic, an ounce of prevention goes a long way towards keeping your child safe.

Sincerely,

Patricia J. Sulak, M.D.  
Founder/Director  
Scott & White Worth the Wait®

Dee Dee A. Fix, B.S.  
Certified Teacher/Program Educator  
Scott & White Worth the Wait®

- 
1. Today we learned some facts about child sexual abuse and also helpful prevention strategies. Did you know that . . .

---

2. Teens are easy victims for cyber assault. If I come across sexual images when I am using the internet, I should ...

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3. If I am ever in a situation that makes me feel uncomfortable, threatened, or results in abuse, I could talk to these 3 people about my fears and concerns \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_.

*"About 1 in 3 girls and 1 in 6 boys will be victims of sexual abuse by age 18."<sup>1</sup>*

<sup>1</sup>Child Abuse & Neglect, Vol 14, pp19-28, 1990. Texas Penal Code - §21.11 Indecency with a Child; §43.25 Sexual Performance by a Child; §22.011 Sexual Assault; §22.021 Aggravated Sexual Assault; §25.02 Prohibited Sexual Conduct.

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## PARENTAL INTERACTION: LESSON NINE

My son/daughter \_\_\_\_\_ discussed the questions on the Parental

Interaction: Lesson Nine.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

# PARENTAL INTERACTION: LESSON TEN



Dear Parents/Guardians,

In this final interaction brought home by your child, he/she has been given the opportunity to sign a pledge card. Signing an abstinence card is an important decision for most teens. This is a special contract with your child's name on it. Evidence shows that signing pledge cards for a great number of teens is an effective way to delay the onset of sexual activity. If your child does not become sexually active, he/she is more likely to graduate from high school and reach greater financial and educational levels. Please support your child as he/she makes this pledge.

Sincerely,

Patricia J. Sulak, M.D.  
Founder/Director  
Scott & White Worth the Wait®

Dee Dee A. Fix, B.S.  
Certified Teacher/Program Educator  
Scott & White Worth the Wait®

---

1. Today we identified positive personal character traits. Mine are . . .

\_\_\_\_\_

2. In the future I hope to \_\_\_\_\_. What traits do you think are needed to be successful at that kind of job? \_\_\_\_\_

3. I have the opportunity to sign a pledge card. For what reasons do you think I should sign a pledge card to remain abstinent? \_\_\_\_\_

*"Adolescents who pledge...are much less likely than adolescents who do not pledge, to have intercourse. The delay effect is substantial and robust. Pledging delays intercourse for a long time."*

<sup>1</sup>America's Youth: Measuring the Risk, 4<sup>th</sup> Edition; Latest Research & Data on America's Youth & the Risks They Face." [Institute for Youth Development](http://www.youthdevelopment.org/articlesnr100201.htm). 15 Oct 2002. 24 June 2003 <<http://www.youthdevelopment.org/articlesnr100201.htm>>.

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## PARENTAL INTERACTION: LESSON TEN

My son/daughter \_\_\_\_\_ discussed the questions on the Parental

Interaction: Lesson Ten.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date