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Alignment of TEKS Objectives

Promoting Health Among Teens! Abstinence Only

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Curriculum Overview

Promoting Health Among Teens! Abstinence Only (original curriculum) is an evidence-based sex education curriculum in which students learn about sexually transmitted diseases, puberty, and pregnancy through an abstinence-positive lens. Through eight 1-hour modules, students will cover four key areas: how abstinence can support their goals and dreams, knowledge of STDs and teen pregnancy, beliefs and attitudes about abstinence, STDs, and pregnancy, and negotiation skills.

Program Components

Students

- Grades covered: middle school
- Lessons:
 - 8, hour-long sessions
 - Delivered in-person, with some DVD components
- Learning activities include: games, culturally sensitive DVDs, brainstorming, roleplay, skill-building exercises, and group discussions
- Lesson topics include abstinence, HIV and other STDs, pregnancy, and refusal and negotiation skills

Teacher and School Staff

- Educators should be knowledgeable about HIV/STDs and adolescent sexuality. Six to eight hours of training are required. Virtual training of educators is available through ETR and includes live training and a practice teaching session.

Program Logistics

- Where to purchase: <https://www.etr.org/store/curricula/promoting-health-among-teens-abstinence-only/>
- Cost:
 - \$150 for 30 workbooks
 - \$999 for virtual educator training
- Format: physical book
- Program help request: <https://www.etr.org/ebi/about-us/program-support-help-request/>



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Alignment of TEKS Objectives

Promoting Health Among Teens! Abstinence Only

Summary of Evaluation Findings

A randomized control trial of 662 African American adolescents aged 10-15 (Jemmott et al., 2010) indicated that participants who took PHAT (abstinence-only) reported reduced sexual initiation at 24-months compared to the control group or the safer sex only group. Participants in the abstinence-only group also reported less sexual intercourse over the past three months at the 3-, 6-, 12-, 18-, and 24-month follow-ups. They also reported stronger beliefs that abstinence would prevent HIV and pregnancy and would help them achieve their career goals compared to the control group.

Key reference:

Jemmott, J. B., 3rd, Jemmott, L. S., & Fong, G. T. (2010). Efficacy of a theory-based abstinence-only intervention over 24 months: a randomized controlled trial with young adolescents. *Archives of pediatrics & adolescent medicine*, 164(2), 152–159. <https://doi.org/10.1001/archpediatrics.2009.267>



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Alignment of TEKS Objectives

Promoting Health Among Teens! Abstinence Only

Table 1. Program Overview

Lesson	Activity
1: Getting to Know You and Steps to Making Your Dreams Come True	A. Welcome and Program Overview
	B. Talking Circle
	C. Creating Group Agreements
	D. Promoting Health Among Teens! Be proud! Be responsible! Brainstorm
	E. Brainstorming About Teens and Sex
	F. Goals and Dreams Timeline
	G. Brainstorming Obstacles to Your Goals and Dreams
2: Puberty and Adolescent Sexuality	A. Understanding Reproductive Anatomy (DVD and Discussion)
	B. Understanding Messages About Sex
	C. How Do People Express Themselves Sexually Without Having Sex?
	D. Benefits of Sex/ Benefits of Abstinence
3: Making Abstinence Work for Me	A. What You Need to Make Abstinence Work for You
	B. Attitudes About Abstinence
	C. Stop, Think and Act- Introduction to Problem Solving
	D. Jess and Dylan Case Study: Problem Solving Using Stop, Think and Act
	E. Trying to Slow Down: Understanding Partner Pressure
4: Consequences of Sex: HIV Infection	A. Discussing HIV/ADIS (DVD and Discussion)
	B. The Basketball Game
	C. Homework Assignment
	D. Homework Roleplays

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Alignment of TEKS Objectives

Promoting Health Among Teens! Abstinence Only

	E. Talking Circle
5: Consequences of Sex: STD Infection	A. Welcome and Talking Circle
	B. Homework Assignment Review
	C. Sexually Transmitted Diseases Brainstorm and Discussion
	C. (Alternate) DVD: The Subject is STDs (Abstinence Version)
	D. Don't Pass It Along: The Transmission Game
6: Consequences of Sex: Pregnancy	A. Myths and Facts About Pregnancy
	B. Tanisha & Shay DVD
	C. Nat Next Door
	D. Responding to Peer Pressure
7: Improving Sexual Choices and Negotiation	A. Knowing and Setting Sexual Limits
	B. Getting out of a Risky Sexual Situation
	C. Calling Koko
	D. Keisha and John- A Love Story
8: Roleplays: Refusal and Negotiation Skills	A. Introduction to Stop
	B. Practicing Stop: Scripted Roleplays
	C. Strengthening Negotiation Skills: Unscripted Roleplays
	D. Closing Activity- Letter to Myself
	E. Talking Circle

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Alignment of TEKS Objectives

Promoting Health Among Teens! Abstinence Only

TEKS Objectives

- Coverage of the Texas Education Agency’s Texas Essential Knowledge and Skills, Reproductive and Sexual Health objectives is provided in the following pages. Table 1 (above) indicates the lessons and activities of the PHAT (abstinence-only) program. Table 2 (below) indicates the percentage of TEKS coverage across all lessons for middle school (6th grade) and middle school (7th-8th grade).
- Definitions:
 - “Full TEKS coverage” indicates that the entire student expectation (SE) is explicitly covered, as written, in the curriculum.
 - “Partial TEKS coverage” indicates that at least one aspect of the SE is not covered or not explicitly covered in the curriculum.
- TEKS coverage was determined by consensus from two reviewers with relevant subject-matter knowledge. The full review protocol and a detailed review document for each curriculum is available upon [request](#).

**Table 2. Health TEKS Objectives, Reproductive & Sexual Health Strand
Full or Partial Coverage – All Lessons**

Middle School (6th Grade)	59%
Middle School (7th – 8th Grade)	49%

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Alignment of TEKS Objectives

Promoting Health Among Teens! Abstinence Only

Middle School (6th Grade) Reproductive and Sexual Health TEKS Objectives Review

Table 3a. (20) Reproductive and sexual health--healthy relationships, Middle School (6th Grade).

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(20) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:			
(A) define and distinguish between friendship, infatuation, dating/romantic relationships, and marriage			Instructor must cover this Student Expectation (SE).
(B) describe how friendships provide a foundation for healthy dating/romantic relationships	X		
(C) list healthy ways to express friendship, affection, and love	X		
(D) describe characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility			Instructor must cover this SE.
(E) explain that each person in a dating/romantic [dating] relationship should be treated with dignity and respect	X		
(F) describe how healthy marriages can contribute to healthy families and communities			Instructor must cover this SE.

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Alignment of TEKS Objectives

Promoting Health Among
Teens! Abstinence Only

Table 3b. (21) Reproductive and sexual health--personal safety, limits, and boundaries, Middle School (6th Grade).

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(21) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:			
(A) identify that physical, emotional, and sexual abuse and exploitation are all forms of abuse			Instructor must cover this SE.
(B) identify the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking			Instructor must cover this SE.
(C) list the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation			Instructor must cover this SE.
(D) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult			Instructor must cover this SE.
(E) explain how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships			Instructor must cover this SE.
(F) identify communication and refusal skills and how they can be applied in dating/romantic relationships	X		
(G) explain the importance of clearly communicating and respecting personal boundaries and using refusal skills related to physical intimacy such as holding hands, hugging, and kissing	X		

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Alignment of TEKS Objectives

Promoting Health Among
Teens! Abstinence Only

Table 3c. (22) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy, Middle School (6th Grade).

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(22) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to:			
(A) describe changes in male and female anatomy and physiology during puberty and how rates and patterns of development can vary between individuals		X	Instructor must describe how rates and patterns of development can vary between individuals.
(B) describe the process, characteristics, and variations of the menstrual cycle		X	Instructor must describe the process of the menstrual cycle.
(C) analyze the role of hormones related to growth and development and personal health			Instructor must cover this SE.
(D) describe the cellular process of fertilization in human reproduction	X		
(E) explain significant milestones of fetal development			Instructor must cover this SE.

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Alignment of TEKS Objectives

Promoting Health Among
Teens! Abstinence Only

Table 3d. (23) Reproductive and sexual health--sexual risk, Middle School (6th Grade).

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(23) Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:			
(A) identify teen pregnancy as a possible outcome of sexual activity	X		
(B) identify life goals that one wishes to achieve prior to becoming a parent	X		
(C) define sexually transmitted infections (STIs) and sexually transmitted diseases (STDs) as infections or diseases that are spread through sex or sexual activity	X		
(D) identify what emotional risks are associated with sexual activity between unmarried persons of school age		X	Instructor must clarify that this SE applies to unmarried persons of school age.
(E) define abstinence as refraining from all forms of sexual activity and genital contact between individuals and discuss the importance of seeking support from parents, other trusted adults, and peers to be abstinent	X		
(F) explain why abstinence is the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age		X	Instructor must clarify that this SE applies to unmarried persons of school age.
(G) identify why abstinence from sexual activity is the only method that is 100% effective in preventing pregnancy; STDs/STIs, including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS); and the emotional risks associated with adolescent sexual activity	X		

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Alignment of TEKS Objectives

Promoting Health Among Teens! Abstinence Only

(H) list the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, student academic achievement, and alignment with personal, family, and moral or religious beliefs and values	X		
(I) explain how laws protect victims of sexual harassment, sexual abuse, and sexual assault			Instructor must cover this SE.

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Alignment of TEKS Objectives

Promoting Health Among
Teens! Abstinence Only

Middle School (7th – 8th Grade) Reproductive and Sexual Health TEKS Objectives Review

Table 4a. (20) Reproductive and sexual health--healthy relationships, Middle School (7th – 8th Grade).

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(20) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:			
(A) compare and contrast the difference between friendship, infatuation, dating/romantic relationships, and marriage			Instructor must cover this SE.
(B) explain how friendships provide a foundation for healthy dating/romantic relationships			Instructor must cover this SE.
(C) describe healthy ways to express friendship, affection, and love	X		
(D) describe appropriate and effective methods of communicating emotions in healthy dating/romantic relationships and marriage	X		
(E) evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships and marriage		X	Instructor must evaluate the importance of trust, support, honesty, commitment, and reliability in healthy relationships and marriage.
(F) describe behaviors in dating/romantic relationships that enhance dignity and respect			Instructor must cover this SE.
(G) describe the benefits of healthy marriages, including companionship and social, emotional, financial, and health benefits			Instructor must cover this SE.

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Alignment of TEKS Objectives

Promoting Health Among Teens! Abstinence Only

Table 4b. (21) Reproductive and sexual health--personal safety, limits, and boundaries, Middle School (7th – 8th Grade).

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(21) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:			
(A) explain that physical, emotional, and sexual abuse and exploitation are all forms of abuse			Instructor must cover this SE.
(B) explain the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking			Instructor must cover this SE.
(C) define dating violence and the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation			Instructor must cover this SE.
(D) identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, sex trafficking, and teen dating violence			Instructor must cover this SE.
(E) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, sex trafficking, and dating violence involving self or others			Instructor must cover this SE.
(F) describe how a healthy sense of self and making decisions regarding setting and respecting personal boundaries promote healthy dating/romantic relationships			Instructor must cover this SE.

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Alignment of TEKS Objectives

Promoting Health Among Teens! Abstinence Only

(G) discuss and practice how refusal skills can be used to resist negative peer influences and reinforce personal boundaries to avoid dangerous situations and behaviors that increase sexual risk in dating/romantic relationships	X		
(H) explain the importance of clearly communicating and respecting personal boundaries and why individuals have the right to refuse sexual contact	X		

Table 4c. (22) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy, Middle School (7th – 8th Grade).

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(22) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to:			
(A) compare and contrast the physical, hormonal, and emotional changes in males and females that occur during puberty and adolescence		X	Instructor must compare and contrast the hormonal and emotional changes in males and females that occur during puberty and adolescence.
(B) identify how the process of fertilization occurs between a man and a woman through sexual intercourse	X		

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Alignment of TEKS Objectives

Promoting Health Among Teens! Abstinence Only

(C) explain significant milestones of fetal development and the harmful effects on the fetus of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead			Instructor must cover this SE.
(D) describe the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur			Instructor must cover this SE.
(E) define the emotional changes that may occur during and after pregnancy, including postpartum depression, and discuss resources for support and treatment			Instructor must cover this SE.

Table 4d. (23) Reproductive and sexual health--sexual risk, Middle School (7th – 8th Grade).

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(23) Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:			
(A) explain how teen pregnancy is a possible outcome of sexual activity	X		
(B) explain the short- and long-term educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society	X		
(C) identify the difference between bacterial and viral sexually transmitted diseases/sexually transmitted infections (STDs/STIs), including long-term or lifetime effects such as infertility and cancer	X		

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Select >>>>

Alignment of TEKS Objectives

Promoting Health Among Teens! Abstinence Only

(D) describe various modes of transmission of STDs/STIs	X		
(E) identify the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources	X		
(F) list the signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and explain why not all STDs/STIs show symptoms initially		X	Instructor must list the signs and symptoms of trichomoniasis.
(G) explain the importance of STD/STI screening, testing, and early treatment for sexually active individuals, including during yearly physicals or if there is a concern		X	Instructor must explain that the aforementioned screening, testing, and early treatment is important during yearly physicals or if there is a concern.
(H) identify community resources, a minor's right to consent under certain circumstances, and the importance of parent or other trusted adult support for STD/STI testing and treatment			Instructor must cover this SE.
(I) identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression		X	Instructor must clarify that this SE applies to unmarried persons.
(J) identify support from parents and other trusted adults to be abstinent from sexual activity and create strategies for building peer support to be abstinent		X	Instructor must create strategies for building peer support to be abstinent.
(K) analyze the importance of abstinence as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age		X	Instructor must clarify that this SE applies to unmarried persons.
(L) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods in the prevention of STDs/STIs and pregnancy			Instructor must cover this SE.

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Alignment of TEKS Objectives

Promoting Health Among Teens! Abstinence Only

(M) explain that HPV vaccines can help prevent the transmission of the most common types of HPV, a virus that can cause genital warts and cervical cancer and other cancers in males and females			Instructor must cover this SE.
(N) research and explain the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, and student academic achievement	X		
(O) define legal implications of teen pregnancy, including the legal effects of acknowledgement and proof of paternity			Instructor must cover this SE.
(P) describe legal aspects of sexual activity with a minor person, including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, sexual abuse, and indecency with a child			Instructor must cover this SE.
(Q) examine the legal ramifications of sexual offenses such as sexual harassment, sexual abuse, and sexual assault			Instructor must cover this SE.

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Alignment of TEKS Objectives

Promoting Health Among Teens! Abstinence Only

Texas Education Code §28.004 Statutory Compliance

Texas Education Code §28.004 lays out requirements for human sexuality instruction. These requirements (see table 5) are reflected in the above TEKS Objectives and in our assessment of their coverage in this program.

Table 5. Texas Education Code §28.004 Statutory Compliance

Course materials and instruction must:

- (1) Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- (2) Devote more attention to abstinence from sexual activity than to any other behavior;
- (3) Emphasize that abstinence from sexual activity, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, infection with human immunodeficiency virus or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity;
- (4) Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy, sexually transmitted diseases, and infection with human immunodeficiency virus or acquired immune deficiency syndrome; and
- (5) Teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if instruction on contraception and condoms is included in curriculum content.