Group Demographics

The National Runaway Switchboard (NRS) appreciates your help in letting us know how many youth are being reached by the curriculum. Please fill out this form after each activity or module you have completed with a group/class and return to NRS. Mail it to: National Runaway Switchboard 3080 N Lincoln Avenue Chicago, IL 60657 or fax at 1-773-929-5150. For any questions or technical assistance in implementing the curriculum please contact NRS' prevention specialist at Prevention@1800RUNAWAY.org or call 773-289-1723.

Facilitator Name

Organization

Address

City

State

Zip Code

Phone Number

Email

Fax Number

☐ Check here if you are a Safe Place agency

☐ Check here if you are a Safe Place Coordinator

Date of group/class?

Number of participants in group/class:

How did you hear about the curriculum?

Age of participants:

☐ under 10

☐ 10-12

☐ 12-14

☐ 14-16

☐ 16-18

☐ 18-20

If adults, explain... ex: parents, teachers

Type of group/class:

☐ middle school class

☐ high school class

☐ after school program

☐ juvenile justice

☐ youth development

☐ youth shelter

☐ social service program

☐ health clinic

☐ mental health/ counseling

☐ youth leadership group

☐ religious or spiritual group

☐ foster care/ residential program

☐ parent/ youth group

☐ transitional program

☐ mentor group

Which module was presented?

☐ Module 1: Communication And Listening

☐ Module 2: Adolescent Development

☐ Module 3: Personal Influences

☐ Module 4: Peers

☐ Module 5: Families: Roles And Responsibilities

☐ Module 6: Runaway Reality

☐ Module 7: National Safe Connections

☐ Module 8: Community Response And Responsibility

☐ Module 9: Anger Management

☐ Module 10: Stress Reduction

☐ Module 11: Drugs And Alcohol

☐ Module 12: Sexuality And Sexual Orientation

☐ Module 13: Internet Safety And Fun

☐ Module 14: Future Life Planning
**Let’s Talk: Runaway Prevention Curriculum**

**Pre- and Post-Test Answer Key**

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
<th>Module 5</th>
<th>Module 6</th>
<th>Module 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>D</td>
<td>D</td>
<td>C</td>
<td>C</td>
<td>B</td>
<td>D</td>
</tr>
<tr>
<td>B</td>
<td>D</td>
<td>B</td>
<td>D</td>
<td>A</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>D</td>
<td>D</td>
<td>D</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>D</td>
<td>D</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>A</td>
<td>D</td>
<td>B</td>
<td>C</td>
<td>A</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>E</td>
<td>D</td>
<td>B</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>D</td>
<td>C</td>
<td>A</td>
<td>D</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>B</td>
<td>C</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>A</td>
</tr>
<tr>
<td>B</td>
<td>B</td>
<td>D</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 8</th>
<th>Module 9</th>
<th>Module 10</th>
<th>Module 11</th>
<th>Module 12</th>
<th>Module 13</th>
<th>Module 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>A</td>
<td>C</td>
<td>B</td>
<td>B</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>C</td>
<td>A</td>
<td>A</td>
<td>D</td>
<td>C</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>D</td>
<td>B</td>
<td>D</td>
<td>B</td>
<td>A</td>
<td>D</td>
<td>B</td>
</tr>
<tr>
<td>B</td>
<td>C</td>
<td>B</td>
<td>B</td>
<td>D</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>A</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>A</td>
<td>C</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>A</td>
<td>D</td>
<td>C</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>D</td>
<td>A</td>
<td>D</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>

* The answer will be determined by your community having a Safe Place or not.
Module 1: Communication and Listening
Pre- and Post-Activity Worksheet

Directions: Please put your initials at the top of the page and circle “pre” if you are taking the test before class or “post” if you are taking the test after class. Answer the following questions to the best of your ability!

What is your **gender:** __________  **Race/ethnicity:** __________  **Age:** __________

1. When someone is being a good listener, he or she __________.
   a. answers the phone while I’m trying to talk to him or her
   b. makes eye contact with me
   c. calls me by the wrong name
   d. laughs at me

2. An open-ended question __________.
   a. does not generate conversation
   b. is a question that cannot be answered with “yes” or “no”
   c. is not supposed to give me a lot of detail
   d. is not important in communication

3. The goal of paraphrasing and summarizing is to __________.
   a. make sure that you are all “on the same page”
   b. get your side of the story told
   c. never get caught
   d. win an argument

4. When communicating during a crisis, I should try to __________.
   a. do other things while trying to listen
   b. allow my opinion and feelings to show
   c. walk away and get someone else to listen
   d. focus on the main issue

5. In an everyday situation, problem-solving involves all of the following **EXCEPT** __________.
   a. communication
   b. awareness
   c. resources
   d. ignoring feelings

6. Which of the following is **not** a way to establish rapport (a relationship)?
   a. Tell others what was said
   b. Speak with a gentle tone
   c. Let someone know that you care
   d. Actively listen

7. Which of the following is something to consider in communicating during a crisis?
   a. Awareness – what will happen next?
   b. Resources – what resources might help?
   c. Communication - using active listening skills.
   d. Stress management/problem solving – easing stress or developing a plan.
   e. All of the above

8. If someone is actively listening to me, it affects the way I feel.
   a. True
   b. False

9. When you help someone in crisis come up with a plan, it should include which of the following?
   a. A bus ticket
   b. An alternate plan
   c. Reassurance
   d. Money

10. When exploring options with someone in a crisis, you should be sure to include all of the following **EXCEPT** __________.
    a. explore what has been tried before
    b. tell them what to do
    c. think about the pros and cons of each idea
    d. let them tell you what they want to do

Let’s Talk: Runaway Prevention Curriculum ©2007
1-800-RUNAWAY
Module 2: Adolescent Development
Pre and Post-Activity Worksheet

Directions: Please put your initials at the top of the page and circle “pre” if you are taking the test before class or “post” if you are taking the test after class. Answer the following questions to the best of your ability!

What is your gender: __________ Race/ethnicity: __________ Age: __________

1. The age span of adolescence is considered to extend from the ages of ___________.
   a. 13 to 18 years 
   b. 12 to 17 years 
   c. 13 to 22 years 
   d. 12 to 25 years

2. During adolescence, most youth go through all of the following types of changes EXCEPT?
   a. Social  
   b. Biological  
   c. Psychological  
   d. Gastroenterological

3. The three stages of adolescence are early adolescence, late adolescence, and _______adulthood.
   a. late 
   b. emerging 
   c. early 
   d. mid

4. An important goal during adolescence in western culture is ___________.
   a. divorce 
   b. career advancement 
   c. autobiography 
   d. autonomy

5. One’s social environment might include which of the following?
   a. School 
   b. Internet 
   c. Home 
   d. All of the above

6. Adolescence is defined as _______.
   a. the onset of puberty until the early twenties 
   b. the transitional period from childhood to adulthood 
   c. involving the development of independence 
   d. all of the above

7. During adolescence, biological changes include ___________.
   a. physical changes 
   b. hormonal changes 
   c. genital development 
   d. all of the above

8. Autonomy is a healthy sense of independence in what life areas?
   a. In relationships with peers 
   b. In the ability to make decisions regardless of peer influence 
   c. In the ability to take on beliefs and values of your own 
   d. All of the above

9. Late adolescence is ___________.
   a. between the ages of 15-18 
   b. focused around peers 
   c. both a and b 
   d. neither a nor b

10. Self concept is our perfect image of ourselves or who we want to become.
    a. True 
    b. False
Module 3: Personal Influences
Pre and Post-Activity Worksheet

Directions: Please put your initials at the top of the page and circle “pre” if you are taking the test before class or “post” if you are taking the test after class. Answer the following questions to the best of your ability!

What is your gender: ________ Race/ethnicity: ________ Age: ________

1. Four main areas that lead to overall well-being include emotional, physical, spiritual, and ________ health.
   a. physiological
   b. psychological
   c. religious
   d. social

2. Spirituality does not necessarily mean religious beliefs. It could mean what we ________ in life.
   a. hate
   b. value
   c. adore
   d. fight

3. The best example of something to do to strengthen “emotional health” is ________.
   a. Focus only on school
   b. take a gym class
   c. practice stress management
   d. watch a reality TV show

4. “Influential others” are best described as people who ________.
   a. give you peer pressure
   b. live with you
   c. loan you clothes
   d. are most important to you

5. Influential others only help you make good decisions for yourself.
   a. True
   b. False

6. To maintain “physical health” one might focus on nutrition, exercise, ________, and strength.
   a. rules
   b. prevention of disease
   c. eye contact
   d. active listening

7. One way to have “social health” is ________.
   a. to ignore your feelings
   b. through healthy relationships with others
   c. by keeping to yourself
   d. through passive communication

8. We rely on “influential others” to ________.
   a. ignore the things we do
   b. make decisions for us
   c. shape our ideas about our decision making and its consequences
   d. always make the right decision

9. To maintain “spiritual health” one might focus on ________.
   a. what we believe in life
   b. finding meaning in life
   c. what we value in life
   d. all of the above

10. Having “emotional health” is ________.
    a. something that happens on its own
    b. not my responsibility
    c. easier for girls than boys
    d. the ability to balance life’s challenges and life’s joys
Module 4: Peers
Pre and Post-Activity Worksheet

Directions: Please put your initials at the top of the page and circle “pre” if you are taking the test before class or “post” if you are taking the test after class. Answer the following questions to the best of your ability!

What is your gender: __________ Race/ethnicity: __________ Age: __________

1. A peer influence or pressure __________.
   a. is when a person close to your age guides or shapes your decisions and actions
   b. can be positive and negative
   c. both answers a and b
   d. neither answer a nor b

2. Someone might give in to peer pressure for all of the following reasons EXCEPT __________.
   a. everyone else is doing it
   b. she or he wants to be liked
   c. she or he doesn’t want to be made fun of
   d. she or he wants to remain independent

3. The qualities people like in their friends never change.
   a. True
   b. False

4. Members of a clique generally share a common __________.
   a. name
   b. interest
   c. parent
   d. math teacher

5. An example of a positive peer influence is when __________.
   a. my cousin begs me to share the answers for last night’s homework before 3rd period
   b. my friend teaches me to slow dance before the school dance
   c. my boyfriend or girlfriend tries to get me to stay out past curfew
   d. all of the above

6. Indirect peer pressure __________.
   a. can happen when we hang out with different groups
   b. is when we may act different with certain groups
   c. both answers a and b
   d. neither answer a nor b

7. Qualities we might look for in a friend include __________.
   a. likes to hang out together
   b. fun
   c. common interests
   d. all of the above

8. Individual peer pressure is when we put pressure on ourselves, usually to fit in.
   a. True
   b. False

9. A place or situation where peer pressure may occur is __________.
   a. in a romantic relationship
   b. at school
   c. at a party
   d. all of the above

10. An example of a negative peer influence would be when __________.
    a. my cousin begs me to take money from my parents
    b. my friend helps me with my homework
    c. my friend encourages me to try out for the school play
    d. all of the above
Module 5: Families: Roles and Responsibilities
Pre and Post-Activity Worksheet

Directions: Please put your initials at the top of the page and circle “pre” if you are taking the test before class or “post” if you are taking the test after class. Answer the following questions to the best of your ability!

What is your gender: _________  Race/ethnicity: _________  Age: _________

1. We each play a number of these in our own families.
   a. Characters
   b. Games
   c. Roles
   d. None of the above

2. If we didn’t have ________________, things at home would not get done.
   a. responsibilities
   b. rules
   c. siblings
   d. schedules

3. An “I” statement is a statement that
   a. blames someone else for how you are feeling
   b. states how you are feeling and what you need
   c. states how you are feeling
   d. is any statement beginning with “I”

4. The “K” in T.A.L.K. stands for ____________.
   a. knowledge
   b. know what to say
   c. know who to talk to
   d. know when to have the discussion

5. Good family communication ____________.
   a. just happens
   b. takes patience, time, and effort
   c. is not important
   d. is not my responsibility

6. Location is important in T.A.L.K. because ____________.
   a. you want to be in a place where it is quiet
   b. you want to have distractions
   c. you want to be overheard by others
   d. all of the above

7. Assertive communication is ____________.
   a. forcing your opinion on others
   b. being direct and honest
   c. telling someone how you feel and what you want
   d. both b and c

8. When you need to communicate seriously with your family, it is best to ____________.
   a. talk whenever you feel like it
   b. talk a few minutes before your parents are leaving for work
   c. talk at a sports game
   d. set a time when everyone can be engaged and focused

9. What would NOT be a tip for effective family communication?
   a. Don’t expect your family to read your mind
   b. Be patient
   c. Think of lots of ideas before making a decision
   d. Don’t be too specific about your requests

10. The makeup of every family is the same.
    a. True
    b. False
Module 6: Runaway Reality
Pre and Post-Activity Worksheet

Directions: Please put your initials at the top of the page and circle “pre” if you are taking the test before class or “post” if you are taking the test after class. Answer the following questions to the best of your ability!

What is your gender: ________ Race/ethnicity: ________ Age: ________

1. Youth ages __________ are at the highest risk for homelessness.
   a. 15 - 18
   b. 12 - 17
   c. 16 - 17
   d. 18 - 20

2. Approximately what percentage of youth in crisis who call the National Runaway Switchboard (NRS) have run away before?
   a. 10%
   b. 26%
   c. 32%
   d. 54%

3. What is the number one reason youth call NRS?
   a. Abuse
   b. Family issues
   c. Pregnancy
   d. Peer pressure

4. What is the average age of a youth caller to NRS?
   a. 14
   b. 15
   c. 16
   d. 17

5. “__________________” is a good question to ask before running away.
   a. Where is the bus schedule?
   b. Did I remember my favorite sweater?
   c. What are my other options?
   d. Where did I leave my baseball?

6. Who calls NRS for help?
   a. Any youth
   b. Runaways
   c. Parents of runaways
   d. All of the above

7. What is the average length of time a youth is on the run before calling NRS?
   a. 0-3 days
   b. 4-7 days
   c. 1-6 weeks
   d. 1-6 months

8. Who calls the NRS more often?
   a. Females
   b. Males

9. What is the NRS hotline number?
   a. 1-800-RUNAWAY
   b. 1-800-RUNAWAY
   c. 1-800-RUNAWAY
   d. All of the above

10. Many youth on the streets report that they support themselves by

   a. staying with friends/family
   b. stealing
   c. shelters
   d. both b and c
Module 7: National Safe Connections
Pre and Post-Activity Worksheet

Directions: Please put your initials at the top of the page and circle “pre” if you are taking the test before class or “post” if you are taking the test after class. Answer the following questions to the best of your ability!

What is your gender: ________ Race/ethnicity: ________ Age: ________

1. Some stressors a youth might deal with in his or her life include _____.
   a. family
   b. friends
   c. dating
   d. all of the above

2. “Safety” means the same thing to all people.
   a. True
   b. False

3. What colors are the Safe Place sign?
   a. Green and black
   b. Yellow and blue
   c. Yellow and black
   d. Green and blue

4. Safe Place is currently available in ________.
   a. less than 20 U.S. states
   b. 20-30 U.S. states
   c. more than 30 U.S. states
   d. only in Canada

5. Youth can reach the National Runaway Switchboard by calling 1-800-_______.
   a. DON’T GO
   b. STAY SAFE
   c. LUDACRIS
   d. RUNAWAY

6. Safe Place sites will ________.
   a. have a visible Safe Place sign
   b. connect you to local help
   c. connect you with a safe place to go in a crisis
   d. all of the above

7. Our community has a Safe Place program.
   a. True
   b. False

8. Which is an example of where a Safe Place can be located?
   a. In a firehouse
   b. Convenience store
   c. Fast food restaurants
   d. All of the above

9. If you would like to get more information about Safe Place, go to ________.
   a. www.safeplaceforteens.com
   b. safety.org
   c. nationalplaces.org
   d. www.help.com

10. The National Runaway Switchboard and Safe Place have a common mission to connect youth to help and safety.
    a. True
    b. False
Module 8: Community Response and Responsibility
Pre and Post-Activity Worksheet

Directions: Please put your initials at the top of the page and circle “pre” if you are taking the test before class or “post” if you are taking the test after class. Answer the following questions to the best of your ability!

What is your gender: _________ Race/ethnicity: _________ Age: _________

1. When a young person runs away, that young person is the only one affected.
   a. True
   b. False

2. Which of the following is NOT a way to give back to a community?
   a. Build a house with Habitat for Humanity
   b. Volunteer on a crisis line
   c. Tag a wall
   d. Clean up the neighborhood after a natural disaster

3. Who might be affected if a youth runs away?
   a. The youth’s foster mom
   b. The youth’s classmate in school
   c. The youth’s Youth Group leader
   d. All of the above

4. Who can take a runaway report on a missing youth?
   a. The youth’s pastor
   b. A police officer
   c. A student
   d. All of the above

5. The National Runaway Switchboard (1-800-RUNAWAY) exists to support ____________.
   a. youth
   b. guardians
   c. communities
   d. all of the above

6. There is a waiting period for runaway youth to be entered into the National Crime Information Center.
   a. True
   b. False

7. A judge may give legal consequences to a youth who has run away.
   a. True
   b. False

8. When a youth runs from home, their school may be able to offer support to their family.
   a. True
   b. False

9. If you are a friend of a runaway, you can ____________.
   a. decide to share any information about the youth with the family
   b. give messages to and from the runaway
   c. offer places for the runaway to stay
   d. all of the above

10. The National Runaway Switchboard (1800-RUNAWAY) supports youth by ____________.
    a. offering referrals within the caller’s local community
    b. offering conference calls between youth and families
    c. relaying messages
    d. all of the above
Module 9: Anger Management
Pre and Post-Activity Worksheet

Directions: Please put your initials at the top of the page and circle “pre” if you are taking the test before class or “post” if you are taking the test after class. Answer the following questions to the best of your ability!

What is your gender: ________  Race/ethnicity: ________  Age: ________

1. Feelings of anger can produce physical changes such as increased heart rate, blood pressure, and adrenaline.
   a. True
   b. False

2. Of the following, which answer is NOT a way to positively deal with your anger:
   a. I gossip about someone to get back at them.
   b. I breathe deeply from my diaphragm to relax.
   c. I think carefully about what I want to say before I say it.
   d. I approach the problem that is making me angry head-on.

3. Anger can linger on ________.
   a. until we think of something else
   b. for long periods of time
   c. until we have revenge
   d. for a couple of days

4. Breathing speeds used in a relaxation technique are supposed to be _____.
   a. fast
   b. short
   c. slow
   d. pulsing

5. A good time to use a relaxation technique is ____________.
   a. before going on a date
   b. before having a serious talk with your parent or guardian
   c. before a test or exam
   d. all of the above

6. It is good to be aware of what makes you upset or angry.
   a. True
   b. False

7. Which of the following is a positive way to deal with anger?
   a. Stay in the same scene
   b. Think negatively
   c. Communicate with others
   d. Hit someone or something

8. What are some positive ways to manage stress?
   a. Listen to music
   b. Write in a journal
   c. Talk with a friend
   d. All of the above

9. There are different types of anger.
   a. True
   b. False

10. Anger ____________.
    a. can range from mild irritation to rage
    b. is a human emotion
    c. handled in a positive way, can help you fight for injustice or stand up for yourself
    d. all of the above
Module 10: Stress Reduction
Pre and Post-Activity Worksheet

Directions: Please put your initials at the top of the page and circle “pre” if you are taking the test before class or “post” if you are taking the test after class. Answer the following questions to the best of your ability!

What is your gender: __________ Race/ethnicity: __________ Age: __________

1. A(n) ________ is a person, place, thing or event that causes stress.
   a. illness
   b. crack
   c. stressor
   d. tornado

2. "Teens + Stress + Resources = ________." 
   a. Crisis Averted
   b. Too Much
   c. Adult
   d. Crisis

3. A __________ is placed at the roots on a "Decision Tree."
   a. summary
   b. option
   c. solution
   d. problem

4. Coping mechanisms help us ________.
   a. manage our finances
   b. manage something stressful or challenging
   c. control other people
   d. run our lives

5. When the following four basic human needs are in place, we feel less stressed. They are to live, to learn, ________, and to leave a legacy.
   a. to survive
   b. to eat
   c. to learn
   d. to love

6. Stress is defined as a state of difficulty or worry.
   a. True
   b. False

7. Stress can be good.
   a. True
   b. False

8. A crisis is defined as ____________.
   a. a difficult situation with high stress and a lot of options for a positive outcome
   b. an everyday situation with no stress and outcomes that are positive
   c. a difficult situation with high stress and limited options that can lead to negative outcomes
   d. a time to freak out

9. A resource is ____________.
   a. a person that provides support
   b. a thing that provides support
   c. a place that offers support
   d. all of the above

10. Everyone goes through stressful times.
    a. True
    b. False
Module 11: Drugs and Alcohol
Pre and Post-Activity Worksheet

Directions: Please put your initials at the top of the page and circle “pre” if you are taking the test before class or “post” if you are taking the test after class. Answer the following questions to the best of your ability!

What is your gender: _________ Race/ethnicity: _________ Age: _________

1. All messages about alcohol, tobacco, and other drugs that we get from media, our friends, and our family are negative.
   a. True
   b. False

2. All of the following are examples of why someone might use alcohol, tobacco, or other drugs EXCEPT ________________.
   a. curiosity
   b. pleasure
   c. peer pressure
   d. to make a phone call

3. Drugs that slow down the nervous system are called __________.
   a. stimulants
   b. depressants
   c. cocaine
   d. ecstasy

4. Prescription drugs aren’t harmful for me even if I don’t need them because they are always prescribed by a doctor and given by a pharmacist.
   a. True
   b. False

5. What substance can cause permanent liver, heart, and brain damage and can cause high blood pressure over time?
   a. Homework
   b. Sugar
   c. Cocaine
   d. Alcohol

6. What are some alternatives to using drugs?
   a. Getting involved at school
   b. Exercise
   c. Joining a youth group
   d. All of the above

7. A substance made of ethanol and brewed from fruits and grains is ________________.
   a. alcohol
   b. cocaine
   c. heroin
   d. none of the above

8. Drug(s) that can cause physical damage to the body are called ________________.
   a. stimulants
   b. depressants
   c. hallucinogens
   d. all of the above

9. A substance made from a plant called cannabis and also used to make rope, paint, and cloth is called ________________.
   a. PCP
   b. tobacco
   c. marijuana
   d. none of the above

10. Steroids are related to the male sex hormone.
    a. True
    b. False
Module 12: Sexuality and Sexual Orientation
Pre and Post-Activity Worksheet

Directions: Please put your initials at the top of the page and circle “pre” if you are taking the test before class or “post” if you are taking the test after class. Answer the following questions to the best of your ability!

What is your gender: __________ Race/ethnicity: __________ Age: __________

1. __________ is described as one’s core sense of who one feels attracted to.
   a. Sexuality
   b. Sexual orientation
   c. Inner beauty
   d. A warm feeling

2. Gender Identity is defined as __________.
   a. being born a certain sex
   b. feeling different
   c. feeling emotionally or spiritually male or female or both or neither
   d. one’s sexual identity

3. Acts of discrimination can be either obvious or subtle.
   a. True
   b. False

4. __________ is a term that refers to the prejudice and discrimination that lesbian and gay people experience on account of their identities.
   a. Heterosexism
   b. Homophobia
   c. Phobia
   d. Poking fun

5. An individual who is not a member of a particular community or background yet advocates (or “stands up”) on behalf of people who are a part of that particular community or background is referred to as a(n) ____________.
   a. racist
   b. ally
   c. nice person
   d. helper

6. LGBTQ stands for lesbian, gay, bisexual, transgender, questioning.
   a. True
   b. False

7. A term that expresses the attitude that heterosexuality is the only valid orientation is ____________.
   a. heterosexism
   b. homosexual
   c. heterosexual
   d. none of the above

8. Queer refers to a term that includes all LGBTQ identities and is believed to be a term of empowerment among some LGBTQ individuals.
   a. True
   b. False

9. Some ways to be an ally are to ____________.
   a. be open minded and honest
   b. interrupt homophobic jokes or comments and state that they are not ok
   c. start a Gay-Straight Alliance at your school
   d. all of the above

10. Some youth choose to run away after not feeling supported in relation to their sexuality – such as not being able to date, not being accepted, or being ridiculed.
    a. True
    b. False
Module 13: Internet Safety and Fun
Pre and Post-Activity Worksheet

Directions: Please put your initials at the top of the page and circle “pre” if you are taking the test before class or “post” if you are taking the test after class. Answer the following questions to the best of your ability!

What is your **gender:** ________ **Race/ethnicity:** ________ **Age:** ________

1. ________ is a common Internet domain suffix for an educational institution.
   a. .gov
   b. .com
   c. .edu
   d. .mil

2. Responsible webmasters will make sure a legit webpage is ________.
   a. pretty
   b. up-to-date
   c. colorful
   d. confusing

3. What type of personal information is **NOT** always safe to give online?
   a. Age or birthday
   b. Address
   c. Social security number
   d. All of the above

4. Which of the following **is** a way to avoid internet fraud?
   a. memorize passwords and PIN numbers
   b. send a credit card number through email
   c. give a full address over instant messaging
   d. give any information such as full name, phone number and social security number

5. **It is safe** to meet anyone in person that I meet online because people are always who they say they are.
   a. True
   b. False

6. What does .com stand for?
   a. corporate site
   b. company site
   c. community site
   d. commercial site

7. "Internet Explorer", "Safari", "Mozilla Firefox" are examples of ________.
   a. a webmaster
   b. computer code
   c. web browsers
   d. none of the above

8. The purpose of a domain is to ________.
   a. track where you are
   b. make you type more
   c. categorize the content
   d. network with the computer

9. Some of the ways we can be involved with the internet are ________.
   a. journaling or blogging
   b. instant messaging
   c. e-mailing
   d. all of the above

10. The best way to protect yourself on the internet is to learn about the basics of the "net".
    a. True
    b. False
Module 14: Future Planning
Pre and Post-Activity Worksheet

Directions: Please put your initials at the top of the page and circle “pre” if you are taking the test before class or “post” if you are taking the test after class. Answer the following questions to the best of your ability!

What is your gender: ________ Race/ethnicity: ________ Age: ________

1. A barrier can best be defined as a person, place, or thing that ________.
   a. helps you get to your goal
   b. stands in the way of reaching a goal
   c. costs a lot of money
   d. is annoying

2. A facilitator can best be defined as a person, place, or thing that ________.
   a. helps you achieve a goal
   b. stands in the way of reaching a goal
   c. leads a focus group
   d. takes care of you

3. We can control what life throws our way ________.
   a. all of the time
   b. some of the time
   c. never
   d. when we are older

4. If your goal is to graduate from high school, a barrier might be ________.
   a. the rain
   b. a helpful teacher
   c. bad study habits
   d. getting good grades in English

5. If your goal is to pass your driver’s test, a facilitator could be ________.
   a. drinking
   b. not having a car to practice on
   c. the high price of gas
   d. your older, licensed sister

6. When setting a goal, it is helpful to think of what things?
   a. The people and places that will be affected
   b. Things that will help
   c. Barriers that exist
   d. All of the above

7. Decisions you make with regard to goals affect others in your life.
   a. True
   b. False

8. There is only one route to reaching a goal.
   a. True
   b. False

9. When setting goals it is helpful to ________.
   a. consider all options
   b. think of steps to achieve your goal
   c. look for supports
   d. all of the above

10. Sometimes, when deciding on a goal, you may not know the outcome or consequences.
    a. True
    b. False