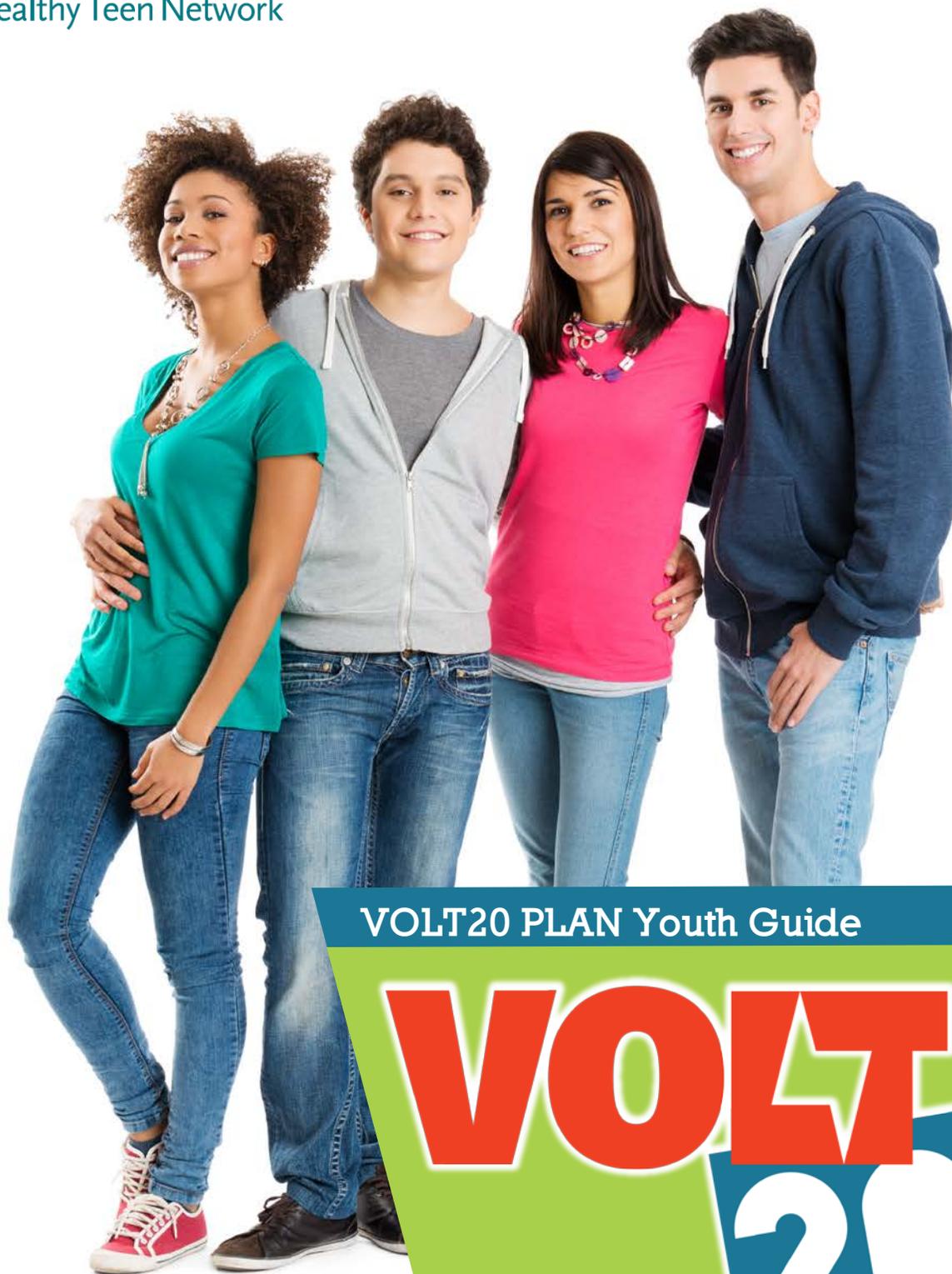




Healthy Teen Network



VOLT20 PLAN Youth Guide

VOLT
20



Healthy Teen Network

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VOLT20 PLAN

WELCOME TO YOUR HEALTHY FUTURE!

Hello! Sometime soon, you will become an adult, and along with that will come a lot of responsibilities but also opportunities to make your own choices and pursue your dreams. Adolescence—the time you are 13 to 24 years—may be a period of some stress. But it's also a time for excitement!

You have a circle of support around you. Basically, this means young people—YOU—are at the center of activity. But wrapped around you are other people (such as parents, caring adults, healthcare providers) and groups (such as peers, classmates, co-workers), the places you live, learn, work, and play (and that includes the society we are all part of and the planet on which we live). Each of these parts of your life affects your health and well-being.

Adolescence is a time when you think about what you want for your future—completing school, the type of work or career that best suits you, perhaps forming a long-term relationship, and just enjoying life. Sometimes you're thinking about your future, and other times you're talking with people you trust. Hopefully you're soaking in reliable information, too.

Healthy Teen Network wanted to help out, too, so we made *Volt20 Plan*. By using it—one time only or as many times as you want to return to it—you can think about your life, decide what you like about how things are right now, what you wish were different, and plan for a healthy future.

Your *Plan* will help you focus on what's going on with your body, mind, relationships, and the places you live, learn, work, and play. Pretty long list, right? No worries. You can work on your *Healthy Future Plan* at your own pace.

The first step is to do the *Volt20 Questionnaire*. It's 20 multiple-choice questions to start...but then after you answer each question, you may be ready to look at more information. You can...

- ✓ Run through it all in one sitting.
- ✓ Or, pick areas for to explore more.
- ✓ Do it alone.
- ✓ Do it with a peer.
- ✓ Or, ask an adult you trust.

This resource is adaptable to how YOU decide YOU want to generate YOUR *Volt20 Plan*.

Volt20 Plan is YOUR activity. It's not homework to be turned in to anyone else. It's **private**, unless you decide to share it with an adult you trust.

READY TO POWER UP & START PLANNING YOUR HEALTHY FUTURE?

**ALL MATERIALS ARE AVAILABLE ONLINE:
www.Volt20.com**

HOW TO POWER UP WITH VOLT20 PLAN

1. VOLT20 QUESTIONNAIRE

The *Questionnaire* has 20 multiple-choice questions (one for each healthy future topic). You can also note if you want to talk about a topic (or topics) with a healthcare provider or trusted adult.

Start the *Questionnaire* now at Volt20.com

2. VOLT20 GUIDE

The *Guide* begins on the next page or find it online.

To use the *Guide*, go back to the *Questionnaire*. For each question, look at your answer. Now go to the section of the *Guide* with information related to your answer.

The *Guide* has more information about each of the 20 healthy future subjects:

- 1) **The “101”:** Brief introduction to the subject.
- 2) **Reflect on This:** List of questions for you to think about.
- 3) **Learn More:** Links to online resources to learn more.
- 4) **Take Action:** Suggested actions to take if you are ready to set a goal, make a plan for future action, or get immediate help.

Read however much you want, and you can always go forward or backward for other things to learn or do.

Have your *Journal* close by, to make notes or write down goals or action steps.

3. VOLT20 JOURNAL

The *Journal* is your place to write down anything you want. This could be your answers to the reflection questions, a note about something you read and want to remember, a goal, an action step you will take toward that goal, and/or a reminder to ask a trusted adult or healthcare provider for help.

Complete the *Journal* by downloading it and printing it from Volt20.com.

IT'S YOUR PLAN...IT'S UP TO YOU TO SHARE...OR NOT

Whatever way you choose to make your *Volt20 Plan*—online or in print—think about how you will keep it private, unless you want to share it with a trusted adult or a healthcare provider. You should not share your *Plan* with a lot of people or all of your friends. It's none of their business... It's YOUR *Volt20 Plan*. The same goes for conversations you may have with someone about your *Volt20 Plan*. Your thoughts, feelings, and concerns are private unless YOU want to share them.

Remember, you do not have to finish your *Healthy Future Plan* in one session. There is no final exam. No deadline. This *Plan* is YOUR *Plan*, made at your own pace and time!

Also, generating your *Volt20 Plan* need not be a one-time event! Return to the *Questionnaire*, *Guide*, and *Journal* whenever you want to look back or update your *Volt20 Plan*.

1. WHERE I LIVE (LIVING ARRANGEMENT)

Is there anything more you want to learn or change about the place you sleep most nights or where you live?

1. THE “101”

It's okay that you haven't given much thought before to where you live. We use the term “living arrangement” because not all young people have a “home, sweet home.” Your living arrangement could be your family home, someone else's home, your own apartment or house, a group facility for people with special needs, in state custody, or experiencing homelessness, a motel, a car, or an outdoor location like the woods or a campground.

You might not have a lot of choice, or autonomy, about where you live just now. That decision might be made by an adult responsible for your housing or holding control over you. Or, you may not have the resources to choose your ideal living arrangement.

Some things to pay attention to about where you live as you get more independence are whether the place is healthy and secure, and also if the neighborhood feels safe.

Where you live is an important component of your healthy future. People need a place to sleep, to store food, to keep their belongings, to study outside of school, to relax after work, and to keep out of harm's way.



1. WHERE I LIVE

2. REFLECT ON IT

Write in your *Journal* any thoughts you have as you think about this topic.

- ✓ What do you like about the place you sleep most nights (your living arrangement)?
- ✓ What do you dislike about this place?
- ✓ What would you like to change about the condition of the place?
- ✓ Do you know if there any guns in this place? If yes, how do you feel about that? Do you know if they are stored safely so that they can't be used to harm you or others you live with?
- ✓ What do you like about the area (the neighborhood) where live?
- ✓ What do you dislike about the area (the neighborhood) where you live?
 - ✓ What do you dislike about the area (the neighborhood) where you live?
- ✓ Do you feel safe walking in the area where you live?
- ✓ What would you like to change about the area where you live?
- ✓ Is anyone who is not a parent or legal guardian controlling or restricting your movement to and from the place you sleep most nights?

REFLECT

3. LEARN MORE

Here are resources you can read (now or later) to learn more about the characteristics of a healthy living arrangement and safe neighborhood. Use your *Journal* to note anything you don't want to forget.

[Characteristics of a Healthy Living Arrangement](#)

A healthy living arrangement is one that is dry, clean, ventilated, contaminant-free, pest-free, safe for all dwellers (including babies, young children, older adults, and people with disabilities), maintained, and energy-efficient. Read about these eight healthy home elements:

[Neighborhood Safety Tips](#)

Learn about staying safe in your neighborhood:

LEARN

1. WHERE I LIVE

4. TAKE ACTION

So, you want to make some type of change in your living arrangement or surroundings? Try to make a goal and write it in your [Journal](#). What might be a next action step? You could take some of the next steps:

Conduct a Living Arrangement Safety Check

Ask the person responsible for the place you live for permission to conduct a safety check of the place. Get a set of [free household safety checklists](#). Be sure that the person responsible for the place knows what you discover from the check.

Ask Your Adult to Store Guns Safely

If the place where you sleep most nights has guns in it, ask the adult responsible for the living arrangement what has been done or will be done to make sure the firearms are stored safely so that they can't be used to harm you or others.

Organize a Neighborhood Safety Activity

Ask your parent or another adult you trust for advice on getting a crime prevention activity going with other youth in your neighborhood. Your local law enforcement agency probably has some crime prevention resources to offer. Also, there are a lot of model neighborhood safety programs out there that you could copy.

Get Help if You Are Homeless

If you don't have a safe place to stay regularly because you are on your own or have run away from home, there's help for you! Call or chat online with a trained counselor at the National Runaway Safeline, [1-800-Runaway](#).

Get Help if You Are Being Trafficked

If you don't have a safe place to stay regularly because another person is trafficking you (that is to say, using force, fraud or coercion to control you for the purpose of engaging in commercial sex acts or soliciting labor or services against your will), there's help for you! Call the National Human Trafficking Hotline at 1-888-373-7888 or visit the [hotline website](#).

ACT

2. RELATIONSHIPS AT HOME

Is there anything more you want to learn about or change about the relationships you have with people living at the place you sleep most nights or where you live?

1. THE "101"

You might not have given much thought to your relationships with the people with whom you live. Just know that it's normal to have tension or conflict from time to time among people living in the same place. Sometimes that has to do with whether the people living together have enough privacy or quiet time, or similar routines. Sometimes people just get on others' nerves. And it's natural for youth and their parents or caring adults to tangle from time to time. That's just part of becoming an adult. What's most important is that you make a gut check and if you feel that a relationship with someone else in the place you live just isn't right in any way, you bring that up to an adult you trust.

101

2. REFLECT ON IT

Write in your *Journal* any thoughts you have as you think about this topic.

- ✓ Who lives with you?
- ✓ What's good about how our/your family interacts with each other?
- ✓ What do you think could be better about our/your family interactions and relationships?
- ✓ With whom, if anyone, where you live do you have a good relationship? What's good about it?
- ✓ With whom, if anyone, where you live do you have a relationship that could be better?
- ✓ How do you want the relationship to change?
- ✓ Has anyone new come into the place where you live? Has anyone left? How do you feel about those changes?

REFLECT

2. RELATIONSHIPS AT HOME

3. LEARN MORE

Here is an online resource you can read (now or later) to learn more about healthy relationships at home. Use your [Journal](#) to note anything you don't want to forget.

Tips for Talking to Your Adult

Read or listen to the [tips](#) for talking to adults in your life. Try out these suggestions the next time you want an adult's help. You might practice what you're going to say to the adult if what you want to talk about is uncomfortable for you or for them.

4. TAKE ACTION

So, you want to make some type of change in your relationship with people where you live? Try to make a goal and write it in your [Journal](#). What might be a next action step? You could take some of these next steps:

Plan what you want to get out of the conversation

First think if you are trying to seek permission for something you want to do, if you just need someone to listen, or if you need to share something that happened to you.

Wait for a good moment to talk

Wait for a moment that your caregiver isn't busy or distracted with something else so they can give you their full attention. If you cannot find a good moment, simply ask them to tell you when it's a good time for them to talk. You may find them more receptive.

Keep the conversation friendly

Avoid starting the conversation with a complaint or an argument. If they feel confronted by you, they may be less open to talk or understand your point of view.

LEARN
ACT

3. ABUSE AT HOME

Is there anything more you want to learn about or change about any violence or abuse at the place where you sleep most nights or the area where you live?

1. THE “101”

Abuse is a type of violence. It’s important to know something about abuse because it is a serious threat to people’s healthy futures. It’s also a crime.

Physical abuse is not okay. Physical abuse means any non-accidental injury to someone and includes things like hitting, slapping, or choking. Those are just examples.

Sexual abuse is not okay. Sexual abuse means any sexual contact between an adult and a child or young person. Examples include an adult looking at, exposing their bodies to, touching, or penetrating a child or young person, showing pornography to a child or youth, or talking about sexual acts with a child or young person.

Emotional abuse is not okay. Examples of emotional abuse are yelling and screaming at someone, or making someone feel ashamed or unvalued.

Neglect is not okay and occurs when parents or guardians purposefully don't take care of the basic needs of their children.

We want to make sure you understand that abuse is an act of violence, and neglect is bad too. If abuse or neglect happen to you or someone else you know, it's really important that you tell an adult you trust, so you or your family or friend can get help. If you are worried that you might abuse another person, or have done so, please tell an adult you trust about that, too.

Sometimes when a child or young person has been abused or neglected by a family member, they are separated from the family and provided care by another family or program. This care is arranged by the government through the child welfare system, also known as foster care. Many children and young people in foster care are reunified with their birth families after the whole family gets help for the problems that contributed to the child or young person’s abuse or neglect.



3. ABUSE AT HOME

2. REFLECT ON IT

Write in your [Journal](#) any thoughts you have as you think about this topic.

- ✓ Is there someone where you live who has made you feel afraid?
- ✓ Is there someone where you live who has threatened you? Hurt you? Touched you inappropriately? Locked you in a room or in the house?
- ✓ Is there someone where you live who has deprived you of food or water? Left you alone for more than a day? Kept you from getting health care when you needed it? How does this make you feel?
- ✓ Have you ever abused another person?
- ✓ Have you felt/do you feel like you can't control yourself from abusing another person?
- ✓ Who is an adult you trust whom you could talk to about violence and abuse at home?
- ✓ Do you feel safe right now, where you live, or do you want to figure out where you could stay temporarily?

REFLECT

3. LEARN MORE

Here is an online resource you can read (now or later) to learn more about violence and abuse at home. Use your [Journal](#) to note anything you don't want to forget.

[Youth-Friendly Articles on Abuse](#)

Read or listen to the [discussion](#) about abuse.

LEARN

3. ABUSE AT HOME

4. TAKE ACTION

So, you want to make some type of change about violence and abuse in the home? Try to make a goal and write it in your [Journal](#). What might be a next action step? You could take some of the next steps:

Prevent or Report Abuse of Yourself or Others

Have you experienced abuse and don't know what to do next? Are you aware of someone else being abused but are unsure what to do about it? Do you have questions about abuse? Call the National Child Abuse Hotline at 1-800-4-A-CHILD (1-800-422-4453) and push 1 to talk to a counselor. The [Hotline](#) is open 24 hours a day, 7 days a week, every day of the year.

Get Help to Prevent or Stop You from Abusing

If you are seriously considering abusing another person or afraid you will lose control of your emotions and could do so, you must address this serious health issue. Ask the adult responsible for your health care to arrange an appointment with your healthcare provider, or set one for yourself if you are responsible for your own care. (It's okay if for confidentiality reasons you do not want to disclose exactly why you want the appointment.) If you do not want to involve an adult, get help on your own. Call the National Child Abuse Hotline at 1-800-4-A-CHILD (1-800-422-4453) then push 1 to talk to a counselor. The counselor can help you make your next good decision.

If you have abused another person, it's essential that you report that to an adult you trust, or directly to a child protection or law enforcement agency. Committing abuse is a serious health issue, as well as a legal matter. Get the help you need to prevent yourself from abusing again. And also by disclosing your abusive action, the person you harmed can get help too.

Report Abuse in Progress

Call 911 for emergency services if you are being abused, someone else is being abused, or either you or another person is at immediate risk of abuse.

Stop Yourself from Abusing

Call 911 for emergency services if you are seriously considering abusing another person or if you have just done so.

Manage Your Foster Care Experience

Youth in foster care and existing foster care have unique challenges. Fortunately, there are some resources developed specifically to support youth in foster care in understanding and managing their foster care experience:

[It's Your Life](#) gives youth the tools and support youth in foster care need to make the best of their experience in the child welfare system.

[I'm Getting Ready for My Next Move—Into Adulthood](#) provides information on aging out of the foster care system into adulthood. It reviews the development of a transition plan and key components, as well as the team that will help the youth prepare for transition.

[Telling Your Money What to Do](#) helps youth assess their spending and provides tips for budgeting, cutting down on spending, and managing money resources.

ACT

3. ABUSE AT HOME

Making Healthy Choices: A Guide on Psychotropic Medications for Youth in Foster Care provides information and worksheets to assist youth in recognizing when they need help, weighing options for medication use, asking questions about their diagnosis and treatment, and taking medication safely.

4. WHERE I LEARN & WORK (EDUCATION & EMPLOYMENT ARRANGEMENTS)

Is there anything more you want to learn about or change about how or where you learn or work?

1. THE “101”

You might not have given your education much consideration because it may feel like you don't have much choice about where you go to school or the courses you take. The same goes for work. But there are aspects of your education or job over which you have some control, like showing up on time, working hard, and asking for help if you are struggling with a course or a concept being taught in class.

There are people who want you to be successful in your learning and your job. So if you find yourself struggling with a class or your job assignment or having a tough time getting to school or work regularly, let a trusted adult know.

101

2. REFLECT ON IT

Write in your *Journal* any thoughts you have as you think about this topic.

- ✓ Is doing well in education important to you?
- ✓ How are you doing when it comes to learning?
- ✓ What do you like about school or another place you go to learn?
- ✓ What do you dislike about school or another place you go to learn?
- ✓ What are your favorite subjects? What are your less favorite subjects?
- ✓ How do you learn best...reading, listening, talking, drawing, or acting things out?
- ✓ Is doing well in a job important to you?
- ✓ What do you like about your job?
- ✓ What do you dislike about your job?
- ✓ Do you feel any of the conditions of your workplace are unsafe?
- ✓ Is anyone forcing you to work against your will or to do something illegal or uncomfortable for money? If so, how do you feel about that?
- ✓ What is your educational goal?
- ✓ Have you selected a career goal yet? Narrowed your options? What is it/are they?
- ✓ What is your financial goal?
- ✓ How much do you know about managing or growing money?
- ✓ Who encourages your learning?
- ✓ Who or what is getting in the way of your learning?
- ✓ Who encourages your working?
- ✓ Who or what is getting in the way of your working?

REFLECT

4. WHERE I LEARN & WORK

3. LEARN MORE

Here are resources you can read (now or later) to learn more about learning and working. Use your [Journal](#) to note anything you don't want to forget.

Tips on School Success

Read or listen to [articles](#) on good study habits, completing homework, taking tests, dealing with school staff, and setting goals here.

Career Exploration

Explore careers:

- ✓ [My Next Move](#)
- ✓ [Bureau of Labor Statistics](#)
- ✓ [Career One Stop](#)

Get Financially Literate!

It's really important that as you plan your future, you prepare. Making the most of your money starts with five building blocks for managing and growing your money. Read about these five principles to keep in mind as you make day-to-day decisions and plan your financial goals ().

More youth-friendly tips and tools for planning your financial future are available at [The Mint.org](#).

LEARN

4. TAKE ACTION

So, you want to make some type of change in your learning or work? Try to make a goal and write it in your [Journal](#). What might be a next action step? You could take some of the next steps:

Ask for Subject or Task Assistance

If you are having a tough time with a specific subject or job assignment, let your teacher, instructor, or supervisor know, so they can help you get on track by arranging tutoring, training, or other extra support to help you succeed.

Let Your Adult Know of School or Workplace Difficulty

If you are having overall difficulty in school, let a teacher, instructor, counselor, or school leader know. If you feel nervous about bringing up something on your own, ask an adult you trust to raise your issue with the school leadership. If you have an issue at your workplace, think it through with someone else you trust and practice how you will talk about it with your supervisor or the person with whom you are having difficulty.

Know Your Education Rights

Various laws prohibit discrimination on the basis of race, color, national origin, sex, gender, sexual orientation, disability, and age in programs or activities that receive federal government money, which includes most public schools, public charter schools, public and private career and technical education programs, colleges, and universities.

Visit this resource by [Know Your IX](#), which explains the "Title IX" law that prohibits discrimination on the basis of sex in education programs and activities.

ACT

4. WHERE I LEARN & WORK

Title IX also protects students who are pregnant or parenting from discrimination at school. [Learn more.](#)

Know Your Workplace Rights

Visit the [YouthRules!](#) page of the U.S. Department of Labor website and the [Youth@Work](#) page of the U.S. Equal Employment Opportunity Commission to learn about your rights in a workplace.

Get Help if You Are Being Trafficked for Sex or Labor

If another person is using force, fraud, or coercion to control you for the purpose of engaging in commercial sex acts or soliciting labor or services against your will, that's called "trafficking," and it's against the law. There's help for you! Call the National Human Trafficking Hotline at 1-888-373-7888 or visit the [hotline website](#).

Need Technical Training or Career Assistance

Contact the American Job Center nearest you. American Job Centers (AJCs) are one-stop locations across the country for job seekers. You can find an AJC using the [service locator](#).

Plan Your Education Transition from Juvenile Justice Facilities

Youth who are exiting juvenile justice facilities have unique challenges when returning to school. The [You Got This: Educational Pathways for Youth Transitioning from Juvenile Justice Facilities](#) packet includes tips, checklists, and resources for justice-involved youth to plan their futures after leaving a juvenile justice facility.

Plan Your Transition from Foster Care

Youth who are exiting foster care have unique challenges. Fortunately, there are some resources developed specifically to support youth in foster care to understand and manage their foster care transition:

[I'm Getting Ready for My Next Move—Into Adulthood](#) provides information on aging out of the foster care system into adulthood. It reviews the development of a transition plan and key components, as well as the team that will help the youth prepare for transition.

[Telling Your Money What to Do](#) helps youth assess their spending and provides tips for budgeting, cutting down on spending, and managing money resources.

5. RELATIONSHIPS AT SCHOOL AND WORK

Is there anything more you want to learn about or change about your relationships with people at the places where you learn or work?

1. THE "101"

The place you go to learn and the place you go to work are sometimes referred to as "communities" because they are shared by people who cooperate with each other in order to accomplish a shared purpose.

School communities and work communities are most successful when the people in those communities have common values. Look around the places you learn and work for postings and publications of the communities' values—things like a school motto, a list of standards of conduct (expected behaviors), or workplace rules in a staff handbook. Those are examples of how communities establish the "ground rules" for how community members should relate to each other.

Learning and work turn less productive and could be harmful when some community members do not follow the ground rules.

101

2. REFLECT ON IT

Write in your *Journal* any thoughts you have as you think about this topic.

- ✓ What are some of the ground rules of your places of learning or work? How do you feel about those ground rules overall? Are there any ground rules with which you disagree, and if so, why?
- ✓ Do you follow the ground rules of your places of learning or work all the time, most of the time, some of the time, or none of the time?
- ✓ Are there any people your age (friends or peers) at your place of learning or work who are friends? What about your relationship with them makes it friendship?
- ✓ Are there peers at your place of learning or work with whom you don't get along?
- ✓ Are there any group dynamics that make you uncomfortable at your place of learning or work, such as social cliques, or disputes between groups based on race, sex, gender, disability, religion, or other factors?
- ✓ What would you like to change about the relationships with peers at your place of learning or work with whom you don't get along?
- ✓ Are there adults at your place of learning or work who you trust?

REFLECT

5. RELATIONSHIPS AT SCHOOL & WORK

3. LEARN MORE

Here are resources you can read (now or later) to learn more about relationships with people where you learn and work. Use your [Journal](#) to note anything you don't want to forget.

[Getting Along with Teachers](#)

Read or listen to this article for tips on getting along with teachers.

[Getting Along with Co-Workers](#)

Read these tips about why it's important to get along with co-workers and some strategies on how to get along.

LEARN

4. TAKE ACTION

So, you want to make some type of change in your relationships with people where you learn or work? Try to make a goal and write it in your [Journal](#). What might be a next action step? You could take some of the next steps:

[Get Help Fitting in at School and Work](#)

Let an adult you trust know that you don't feel like you fit in at school, or are having a rough time with an adult at your place of learning or work. Your trusted adult may have some strategies to improve the relationship.

[Advocate for a Positive School Climate](#)

You are probably not alone in your feelings that the place you learn is not supportive of all learners. Schools are putting more attention to "social and emotional learning" and "positive behavior interventions and supports." So talk to a school leader or counselor about your school's plans to improve "school climate," and if they don't have a plan, organize a group of students to ask for one!

ACT

6. VIOLENCE AT SCHOOL & WORK

Is there anything more you want to learn about or change about any violence at the places you learn or work?

1. THE "101"

Violence takes various forms. It can be physical, meaning an injury happens to your body. Violence can also be emotional, meaning the injury happens to your mind and your spirit. The "weapons" of violence could be objects like a gun or knife, a physical action like a kick or a punch, or words that are spoken, written, or posted online.

One type of violence is bullying, which is unwanted, aggressive behavior that involves a real or perceived power imbalance. Another form of violence is harassment, which is systematic and/or continued unwanted and annoying actions of one party or a group, including threats and demands.

Violence where people learn and work is never okay. It is unhealthy. And it's a crime. If you experience violence yourself or see it happen to someone else be sure to let an adult you trust know about it or report it to a law enforcement authority.

101

2. REFLECT ON IT

Write in your *Journal* any thoughts you have as you think about this topic.

- ✓ Do you feel safe where you learn or work?
- ✓ If not, what is unsafe about the places where you learn or work?
- ✓ Is there someone at the place you learn or work who has made you feel afraid, threatened you, or hurt you? What happened? Who did it? Where were you when this happened? When did this happen?
- ✓ Do you feel you are at risk of immediate harm and should do something right away?
- ✓ Are you being bullied?
- ✓ Are you bullying others?
- ✓ Are you being harassed?
- ✓ Are you harassing others?
- ✓ Are there adults at your place of learning or work who you trust and could talk to about violence there?

REFLECT

3. LEARN MORE

Here are resources you can read (now or later) to learn more about violence where you learn or work. Use your [Journal](#) to note anything you don't want to forget.

Bullying

Go to stopbullying.gov for answers to questions about bullying and suggestions for what to do next.

Learn stopbullying.gov's tips for creating a safe environment for [LGBTQ youth](#).

Workplace Discrimination and Harassment

Check out the suggestions and resources for youth to handle harassment and discrimination in the workplace.

4. TAKE ACTION

So, you want to make some type of change in violence at the places you learn or work? Try to make a goal and write it in your [Journal](#). What might be a next action step? You could take some of the next steps:

Stop Bullying at School

Check out and act upon the activities youth can do together to stop bullying.

Stop Sexual Discrimination and Harassment at School

Watch the *Sexual Harassment: Not in Our School!* video, which follows a high school gender equity club interviewing nationally recognized education, legal, and LGBTQ+ experts about their gender equity rights. Then follow the action plan, which offers simple steps and engaging activities youth and trusted adults can take to address sex discrimination in elementary and secondary schools.

Get Help for Bullying or Harassment

If you are being bullied at school or harassed at your school or workplace, it's important you tell a trusted adult what is happening. They can help you report the situation and join you in trying to get it stopped.

LEARN
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[Report Discrimination and Harassment at School](#)

If you are experiencing discrimination or harassment in an education setting, you have the right to report such incidents to the educational institution or to a public authority, without fear of retaliation. Report what is happening to the school, college, or university administration directly or to the state or local public agency that oversees education laws. Sometimes these offices and agencies are called “office of diversity and inclusion,” “office of equal opportunity,” “school district,” or “department of education.” You may also report allegations of discrimination and harassment in education settings to the U.S. Department of Education Office of Civil Rights. This pamphlet explains how.

[Report Discrimination and Harassment at Work](#)

If you are experiencing discrimination or harassment in the workplace, you have the right to report such incidents to your employer or to a public authority, without fear of retaliation. Report what is happening to the human resources section or manager of your workplace or to a state or local public agency that administers civil rights laws. Sometimes these agencies are called “office of civil rights” or “equal opportunity commission.” Your workplace should have a notice posted of where to report discrimination or harassment.

[Report Violence of Yourself or Others](#)

Have you experienced violence and don’t know what to do next? Are you aware of someone else being victimized but are unsure what to do about it? Do you have questions about violence? Call the [National Child Abuse Hotline](#) at 1-800-4-A-CHILD (1-800-422-4453) then push 1 to talk to a counselor. The counselor will help you determine what to do next. The National Child Abuse Hotline is open 24 hours a day, 7 days a week, every day of the year.

[Get Help to Prevent or Stop Yourself from Acting Violently](#)

If you are seriously considering harming another person or afraid you will lose control of your emotions and could do so, you must address this serious health issue. Ask the adult responsible for your health care to arrange an appointment with your healthcare provider, or set one for yourself if you are responsible for your own care. Also, a school staff member or a workplace human resources manager may be able to help connect you to appropriate services. (It’s okay if for confidentiality reasons you do not want to disclose exactly why you want the appointment.) If you do not want to involve an adult, get help on your own. Find free or low-cost mental health services by ZIP Code and type of service or the National Helpline at 1-800-662-HELP (4357) or [online](#).

If you have harmed another person or group of people, it’s essential that you report that to an adult you trust or directly to a child protection or law enforcement agency. Committing violence is a serious health issue, as well as a legal matter. Get the help you need to prevent yourself from acting violently again. And also by disclosing your violent action, the person or people you harmed can get help too.

[Report Violence in Progress](#)

Call 911 for emergency services if you are experiencing violence, witnessing violence, or if you or another person is at immediate risk of violence.

[Stop Yourself from Committing Violence](#)

Call 911 for emergency services if you are seriously considering committing violence against another person or group of people or if you have just done so.

7. MY HEALTH CARE

Is there anything more you want to learn about or change about how, where, or from whom you get health care?

1. THE "101"

Health care is a right! Everyone at every age and stage of life should be able to get health care when they need it. And everyone should have access to information and resources to help them prevent illnesses and diseases.

There are many places where youth obtain their health care, including family doctor's offices, health department clinics, community health centers, family planning* clinics, school health clinics, adolescent health clinics, college campus health centers, hospitals, and facilities for treatment of diseases which require long-term care, such as mental illness, alcohol and drug addiction, or recovery from major injuries.

There are many types of healthcare providers. Usually they are sorted between being "generalists" and

*Family Planning

"Family planning" describes health services such as contraceptive services, pregnancy testing and counseling, helping someone achieve pregnancy, basic infertility services, preconception health services, and sexually transmitted infection (STI) vaccination, testing, and treatment services. Family planning clinics serve adolescents and

"specialists." Examples of a generalist are the primary care provider or dentist. These healthcare providers handle most of a person's health care issues and questions, and then they refer the person to a specialist if the person is presenting a health issue that is more complex.

Healthcare providers are not just doctors. There are many other types of healthcare providers, including nurses, nurse practitioners, therapists, counselors, psychologists, orthodontists, x-ray technicians, phlebotomists (the technicians who draw blood), acupuncturists, chiropractors and more. In other words, getting health care to you (we call this "healthcare delivery") takes a

team!

Healthcare costs are covered in several ways. Sometimes care is free to youth or their family (the "healthcare consumer") for something like a test for a sexually transmitted infection (STI). Other times the fee for the healthcare service is taken care of by health insurance. And still other times, especially when the consumer is not covered by health insurance, the consumer may be responsible for paying all or some of the fee for the healthcare service. This is usually handled on what is called a "sliding fee scale" where individuals pay different amounts depending on how much income they can contribute to health care (this is called "ability to pay").

It is highly recommended that everyone have a stable healthcare organization (a "medical home") and a primary care provider. It is also important that you have regular visits with your primary care provider. These regular visits have a few names and include "annual physical," "annual check-up," "well visit," and "health supervision visit."



7. MY HEALTH CARE

There are a few more healthcare concepts important for all people, but especially youth. One is privacy. You have the right to have healthcare conversations and examinations conducted with a healthcare provider in such a way that no people (including parents or caring adults) are able to hear or watch them. A second concept is confidentiality. That means the healthcare provider can't share information they have about you without your permission, unless it's to protect you from immediate harm or if you are below a certain age (usually 17 and under) and a state law requires or allows the provider to share the health information with a parent or guardian. Because the rules on confidentiality vary state to state, it's important that you ask your healthcare provider to explain the confidentiality policy before you start a healthcare conversation or examination.

And then there is the concept of consent. Consent means that the healthcare provider must obtain your permission to receive an examination or treatment. Again, if you are below a certain age, the healthcare provider may have to get consent from a parent or guardian before they can treat you. The rules vary by state and also by health situation. So it's important to have your healthcare provider explain consent laws before your health examination gets started.

You may not have questions about how and where you get health care just now because an adult in your life is responsible for selecting your primary healthcare provider and making sure there is a way to pay for health care when you need it.

It's important to learn the ropes about how the healthcare system works because eventually you will be making these arrangements for yourself, if you have not done so already.

2. REFLECT ON IT

Write in your *Journal* any thoughts you have as you think about this topic.

- ✓ Are you responsible for obtaining health care on your own, or is there an adult who arranges health care for you? If so, who is that?
- ✓ Who else do you turn to for suggestions on where to go for health care?
- ✓ Where do you usually go for health care? And for dental care? How about for any specialty care you might need?
- ✓ Do you have a regular person you see at the places you usually go to for health care, or do the healthcare providers change each time?
- ✓ What do you like about the places you go for health care and the services you receive? What do you dislike about these places and services?
- ✓ Do the places you go for health care feel friendly to young people? If yes, what do they do that makes it feel youth-friendly? If no, what might they do to make their places friendlier to young people?
- ✓ How is the health care you receive paid for? If you don't know the answer to this question, be sure to ask the adult responsible for your health care how it is paid. It's good to know.

REFLECT

7. MY HEALTH CARE

3. LEARN MORE

Here are resources you can read (now or later) to learn more about health care arrangements. Use your [Journal](#) to note anything you don't want to forget.

[How to seek sexual and reproductive health services](#)

Watch “[Keep it Simple](#)” video to learn how you and your partner can seek sexual health services together:

[How Health Insurance Works](#)

Read or listen to articles that explain how health insurance works.

[Health Insurance Options for Young Adults](#)

Young adults (ages 19 through 25) may learn more about their [health insurance options](#).

LEARN

4. TAKE ACTION

So, you want to make some type of change in your health care arrangement? Try to make a goal and write it in your [Journal](#). What might be a next action step? You could take some of the next steps:

[Get Health Insurance](#)

If you do not have health insurance coverage, apply for it or encourage your family to apply.

[Get Connected to Community Health Care](#)

If you or your family is not insured or does not have a regular healthcare provider, consider getting your health services through a community health center. Use the Find-a-Health-Center Tool to locate a community health center by ZIP Code.

Use the [Find a Family Planning Clinic](#) tool to locate a family planning clinic by state, city, or ZIP code. To locate an [Indian Health Service, Tribal, or Urban Indian Health Program facility](#), enter your location.

[Plan Your Healthcare Services Transition](#)

Older youth should begin to prepare for the time when they are going to be responsible for their own health care. Use the questions and answers series.

ACT

8. DISEASES

Is there anything more you want to learn about or change about diseases that may affect you or someone else you care about?

1. THE "101"

Most of us have some level of curiosity about diseases because we can't escape getting information about them whether we like it or not (such as advertising for prescription drugs on the television or coverage of the latest outbreak of some virus in the news).

A lot of times, people know when they have a disease. It might be as obvious as having a symptom like a fever, runny nose, headache, upset stomach, or abnormal discharge from one's genitals (for example, vagina, penis). Sometimes a person does not have obvious symptoms, feels "off," or "under the weather" and that signals to them that something is going on with their body that is abnormal. And sometimes someone has a disease but doesn't know it right away because there aren't any obvious symptoms and they feel normal.

That's one reason why it is so important that everyone have regular visits with a primary care provider. The provider can examine your body and take tests of your body fluids and tissues to detect diseases.

There are many treatments for diseases. Sometimes it just passes on its own. Other times, a person will take an "over the counter" medication (you can get it on your own without a prescription from a healthcare provider). Then there are medications available only with a prescription (must be prescribed by a healthcare provider). There are other treatments too, but these are the most likely for treating common diseases.

Diseases can be prevented too, through all sorts of methods, ranging from hygiene habits like washing your hands frequently or sneezing into your elbow to keeping contaminants out of the air, water, or soil, and getting vaccines.

A vaccine is a product that produces immunity from a disease. A vaccine can be administered through needle injections, by mouth, or by aerosol spray. People receive vaccines at various points in their lives – sometimes as an infant or child, but even through adulthood and into one's older years. Some vaccines are "permanent," meaning once you get the vaccine, you are permanently protected from the disease. Other vaccines need to be renewed periodically to maintain their protection.

One vaccine-preventable disease is human papillomavirus (pronounced pap-ah-LO-mah-VYE-rus), or HPV. HPV is transmitted through sexual activity. In most cases, HPV goes away on its own and does not cause any health problems. But when HPV does not go away, it can cause genital warts or cancer. There are treatments for the symptoms of HPV, but not the virus itself. It is definitely better to prevent getting HPV in the first place. The HPV vaccine requires three doses (administrations) over a six-month period. Ideally, all young people regardless of gender should receive the vaccine before they begin having sexual intercourse, like around age 12. But the vaccine is effective for youth who get it at an older age too, even as young adults. Don't let your age stop you from getting the [HPV vaccine](#).



It would be a healthy decision for you to be vaccinated against diseases that can be prevented through vaccination. Another healthy decision is to be proactive when you are not feeling well or have a symptom that indicates you have a disease. Talk to the adult responsible for your health care and let them know, so that they can help you decide whether you should see a healthcare provider or not. If you make your own healthcare decisions, establish a relationship with a healthcare organization or provider when you are well, so that you have an arrangement in place for when you aren't.

2. REFLECT ON IT

Write in your *Journal* any thoughts you have as you think about this topic.

- ✓ How does your body feel most days? Is it generally okay or is something not quite right?
- ✓ Do you feel you get enough sleep each night? If not, what is preventing you from sleeping?
- ✓ How's your vision? Do you have any trouble reading text up close (such as in a book or on a screen) or at a distance (such as a blackboard or whiteboard?)
- ✓ How's your hearing? Do you have any problems hearing people in person or over the phone? Do you know how to protect your hearing from loud noises?
- ✓ How are your teeth and gums? Do you brush and floss your teeth daily?
- ✓ How is your skin? Do you have acne? Do you protect your skin when you're out in the sun?
- ✓ How's your breathing? Are you out of breath even when you have not done physical activity?
- ✓ Do you have any irregular lumps or bumps on or under your skin?
- ✓ Do you have any unusual discharge (fluid) coming from your genitals (for example, penis, vagina)?
- ✓ Do you have any warts or lesions (breaks in the skin) around your genitals or anus?
- ✓ Do you know if your vaccines are up to date? Who could you ask to find out?
- ✓ Have you heard of HPV? What do you know about it?
- ✓ Do you know there's a vaccine to prevent you from getting HPV? Have you received it already? If so, have you received all three doses (administrations) of the HPV vaccine? Who will you talk to about getting the HPV vaccine or making sure you received the full vaccine?
- ✓ Do you know there's a daily medicine, called PrEP, which you can take to reduce your chance of getting HIV? And that there's a medicine, called PEP, that you can take in an emergency to reduce your chance of getting HIV after you've had unsafe sex? Whether these medicines make sense for you depends on your sexual activity and who you are having or had sexual relations with. Who will you talk to about whether these might be good medicines for you?
- ✓ Do you know there's a medicine called Plan B that people with vaginas can take in an emergency to reduce the chance of getting pregnant? Who could you talk to about whether that might be a good medicine for you?
- ✓ Do you have an ongoing ("chronic") disease? If so, how knowledgeable are you about how it is treated or managed?
- ✓ Does a close member of your family or a friend have a disease? Have you been able to talk to that person, or a healthcare provider, to have your questions about the disease or disorder answered?
- ✓ What diseases, if any, are you curious about?
- ✓ To whom or where do you go, in person or online, currently to get information about diseases?

REFLECT

3. LEARN MORE

Here are resources you can read (now or later) to learn more about diseases. Use your [Journal](#) to note anything you don't want to forget.

[BAM](#)

Body and Mind has everything you need to know about “all the stuff that matters,” including your body and diseases.

[LGBTQ Health](#)

Health education and resources for LGBTQ youth.

[Young Men's Health](#)

Health information gathered specifically for young men is available.

[Young Women's Health](#)

Health information gathered specifically for young women is available.

[Vaccines](#)

Get familiar with the vaccines you should have and when you should have them. The recommended vaccine schedule that covers people [ages 7 through 18](#) is available and the schedule that covers people [ages 19 and older](#) is also available.

4. TAKE ACTION

So, you want to make some type of change in your knowledge about diseases, get examined for the possibility of a disease, or treated for a disease? Try to make a goal and write it in your [Journal](#). What might be a next action step? You could take some of the next steps:

[Dive Deep into Learning about Diseases](#)

If you want to learn more about one or more of 950 specific diseases, go to the [National Institutes of Health's](#) health topics website or the U.S. [Centers for Disease Control and Prevention Diseases A-Z Index](#).

[Get Vaccinated](#)

Get caught up on any missed vaccines, and get the HPV vaccine if you haven't already. And while you're at it, get an influenza vaccine (flu shot), which you should get annually. You can set a vaccination appointment with your family's healthcare provider, or ask the adult responsible for you to set an appointment. Also, you can find a location to get vaccines using the vaccine locator service.

[Get the HPV Prevention Vaccine](#)

The HPV vaccine is the only vaccine that can prevent many common types of cancers, including cervical, anal, and testicular cancers and genital warts. The sooner you get it the more protection it can offer you. But don't worry if you did not get this as a young adolescent. It's not too late to get this vaccine [HPV#NotTooLate](#).

[Get Medical Care](#)

If you have symptoms of disease or have had unprotected sex and are concerned you might become pregnant, or you are concerned you may have been exposed to HIV through sex or sharing of drug needles, tell the adult responsible for your health care, or make an appointment with a healthcare provider if you are responsible for your own health care. Act right away! You can obtain advice or set an appointment with your family's healthcare provider, or at a community health organization that offers free or low-cost health care services if you don't have a regular care provider or health insurance.

If you or your family are not insured or do not have a regular healthcare provider, consider getting your health services through a community health center. Use the [Find-a-Health-Center Tool](#) to locate a community health center by ZIP Code. Use the [Find a Family Planning Clinic tool](#) to locate a family planning clinic by state, city, or ZIP code. To locate an [Indian Health Service, Tribal, or Urban Indian Health Program](#) facility, enter your location.

Get Help in a Physical Emergency

Call 911 if you or someone with you is having a physical emergency.

9. EATING

Is there anything more you want to learn about or change about the food you eat or how you manage eating?

1. THE “101”

Food is a big deal, right? It's necessary for your survival, after all.

What you eat (type of food, amount) affects your health. For example, people who eat more food than their body requires may become overweight or obese. And some people who eat foods with more sugar than their body can process may develop a disease called diabetes. How you eat is affecting your health, one way or another. Some people—regardless of gender—develop eating disorders.

There are so many resources available to teach you about nutritious foods and managing your eating. The flood of advice out there is like trying to drink water out of a fire hose. So, make sure you get your advice from a healthcare provider, a government agency, or an organization that specializes in nutrition.

101

2. REFLECT ON IT

Write in your *Journal* any thoughts you have as you think about this topic.

- ✓ What types of food do you like?
- ✓ What types of food do you dislike?
- ✓ How much do you know about the nutrition content of the foods you eat?
- ✓ Do you know whether the foods you eat are mostly healthy or not?
- ✓ Where do you get information about food and nutrition?
- ✓ Do you know how to read a food label?
- ✓ Do you know how to get nutrition information about foods that aren't labeled?
- ✓ Do you have regular access to healthy foods at the place you live?
- ✓ How about at the places you learn or work?
- ✓ Have you done anything recently to manage the food you eat, like go on a diet, take weight loss pills, or use energy drinks?
- ✓ Do you make yourself throw up food after you eat it, or are you considering doing so?
- ✓ Is a healthcare provider helping you manage your eating?

REFLECT

3. LEARN MORE

Here are resources you can read (now or later) to learn more about eating. Use your [Journal](#) to note anything you don't want to forget.

[Take Charge of Your Health!](#)

Take Charge of Your Health: A Guide for Teenagers recommends small and doable steps to get healthier.

[Food and Nutrition Resources](#)

Check out the resources about food and nutrition written with youth in mind.

[Men's Healthy Eating – Getting on Track](#)

Physical Activity and Healthy Eating for Men will help men, including young men, learn about healthy eating and physical activity and set and reach healthy eating and physical activity goals.

[Diabetes](#)

Learn about diabetes by reading articles.

[Eating Disorders](#)

Learn about eating disorders by reading or listening to the articles.

4. TAKE ACTION

So, you want to make some type of change in your eating? Try to make a goal and write it in your [Journal](#). What might be a next action step? You could take some of the next steps:

[Make Healthy Food Choices](#)

Follow the Go, Slow, Whoa approach for planning and buy food for yourself or helping your family's purchaser of foods.

[Advocate for Healthier Foods](#)

If the food available to you where you live, learn, or work is not healthy, advocate for food that is better for you and others too. At home, that might mean that you talk about healthy food with the adult who buys food for the household. Perhaps you will become the home expert on healthy foods! Offer to help in planning the weekly menu, and even help cook some of the meals.

At school, you could organize a group of students to ask for time with the school leader or school nutrition manager to talk about your school's food choices.

[Get Medical Care](#)

If you think about what you eat or how much you weigh all the time, or try to throw up after eating, or if people tell you that you are too thin, you *must* visit a healthcare provider. Set an appointment with your family's healthcare provider, or at a community health organization that offers free or low-cost health care services if you don't have a regular care provider or health insurance.

If you or your family is not insured or does not have a regular healthcare provider, consider getting your health services through a community health center. Use the [Find-a-Health-Center Tool](#) to locate a community health center by ZIP Code. Use the [Find a Family Planning Clinic tool](#) to locate a family planning clinic by state, city, or ZIP code. To locate an [Indian Health Service, Tribal, or Urban Indian Health Program](#) facility, enter your location.

10. BODY IMAGE

Is there anything more you want to learn about or change about your how you look, your body size, or your body shape?

1. THE “101”

Paying attention to your physical appearance and comparing your body to your peers are normal and occurs among people of all genders. By comparing to others, you may notice differences that will make you curious. It's really important to remember that there are many “body types,” and no one type is better or worse than any other type. Also, people's bodies change from childhood to adulthood at different paces (this change is called “puberty”). So there is a lot of variability in people's physical appearances. What's really important is that if your physical appearance, body size, or body shape is causing you curiosity, anxiety, or stress, talk to a healthcare provider or an adult you trust about your questions or concerns.

101

2. REFLECT ON IT

Write in your *Journal* any thoughts you have as you think about this topic.

- ✓ What do you like about your body?
- ✓ What do you not like about your body?
- ✓ Does your physical appearance, body size, or body shape cause you curiosity, anxiety, or stress?
- ✓ Does the size or shape of your body parts (such as penis, breasts, or buttocks) cause you anxiety or stress? Are you concerned that the size or shape of your body parts is different from your peers?
- ✓ Is there someone who makes you feel bad about your physical appearance?
- ✓ Is there someone who makes you feel good about your physical appearance?
- ✓ Have you done anything recently to change your physical appearance, body size, or body shape?
- ✓ Are you considering doing something to change your physical appearance, body size, or body shape?

REFLECT

10. BODY IMAGE

3. LEARN MORE

Here is a resource you can read (now or later) to learn more about body image. Use your [Journal](#) to make notes of anything you don't want to forget.

Body Image and Self-Esteem

Read or listen to the [discussion](#) about body image and self-esteem.

LEARN

4. TAKE ACTION

So, you want to make some type of change in your body size or shape? Try to make a goal and write it in your [Journal](#). What might be a next action step?

Get Medical Care

If you're thinking about a change in your body size or shape, it's important to visit a healthcare provider so that the change you want can be planned with an expert and monitored. Tell the adult responsible for your health care, or make an appointment with a healthcare provider if you are responsible for your own health care. You can set an appointment with your family's provider, or at a community health organization that offers free or low-cost health care services if you don't have a regular care provider or health insurance.

If you or your family is not insured or does not have a regular healthcare provider, consider getting your health services through a community health center. Use the [Find-a-Health-Center Tool](#) to locate a community health center by ZIP Code. Use the [Find a Family Planning Clinic tool](#) to locate a family planning clinic by state, city, or ZIP code. To locate an [Indian Health Service, Tribal, or Urban Indian Health Program](#) facility, enter your location.

Get Emotional Care

If you are feeling stressed or anxious about your physical appearance, body weight, or body size, you may want to talk about those feelings with a therapist or counselor. If you or your family has health insurance, there is a way for you to access therapy or counseling services through your primary care provider or behavioral health provider. If you or your family does not have health insurance, find free or low-cost mental health services by ZIP Code and type of service or the [National Helpline](#) at 1-800-662-HELP (4357) or online.

Get Help in a Physical Emergency

Call 911 if you are having any type of physical emergency, including an emergency related to your physical appearance, body size, or body shape.

ACT

10. BODY IMAGE

Get Help in an Emotional Emergency

Call the toll-free [National Suicide Prevention Lifeline](#) at 1-800-273-TALK (8255) or initiate a confidential online chat with a trained counselor if you are really sad or are considering harming yourself for any reason, including your physical appearance, body size, or body shape.

11. MY IDENTITY (PERSONAL IDENTITY)

Is there anything more you want to learn about or change about your sense of self (your identity)?

1. THE “101”

On the one hand, human beings are one and the same—all seven billion of us on the planet earth. On the other hand, we are each unique. It is important that we acknowledge our differences too.

Some differences among humans, such as our race, eye color (unless you wear color contact lenses), and some disabilities are unchangeable. Many others of our characteristics are changeable, examples being our body size, hair color, religion, where we live, relationship status, role in a family, gender, values, and so much more.

Our unique combination of characteristics influences our personal identity, how we conceptualize and define ourselves, and how we portray ourselves to others or how they perceive us. It's kind of big!

Often time individuals or groups of people experience differential treatment by others due to the differences among them. (We're not saying this is the right thing to do, but it's important to acknowledge that it does happen.) A few examples are racism, homophobia, sexism, and ableism. Sometimes this differential treatment is made quite real through violent or harmful actions like bullying, harassment, or discrimination.

A healthy future for yourself will include being comfortable with your personal identity, becoming familiar with and accepting the personal identities of other people, and appreciating and behaving as others' personal identities are as deserving of respect and equal treatment as yours. Also, what's really important is that if your personal identity is causing you curiosity, anxiety, stress, or harm, please talk about that with an adult you trust.



2. REFLECT ON IT

Write in your *Journal* any thoughts you have as you think about this topic.

- ✓ Do you choose to call yourself a name other than your given name? If so, why?
- ✓ Do you have a nickname or nicknames? Did you choose that nickname yourself, or did someone else assign it to you? Do you like it or dislike it?
- ✓ How do you self-identify? What words and images define and depict you? What words do you choose when defining yourself for others?
- ✓ Which aspects of your identity do you like?
- ✓ Are there any aspects of your identity that you wish you could change?
- ✓ Is there someone who makes you feel good about your identity?
- ✓ Is there someone who makes you feel bad about your identity?
- ✓ Are you currently, or have you ever been, bullied, harassed, discriminated against, or physically harmed because of your identity?

REFLECT

3. LEARN MORE

Here is an online resource you can read (now or later) to learn more about your personal identity. Use your *Journal* to note anything you don't want to forget.

Personal Identity, Self-Awareness, and Self-Esteem

Read articles about personal identity, self-awareness, self-esteem and the connection among them.

Learn from [The Gender Unicorn](#) to better understand gender identity, gender expression, and anatomical sex.

LEARN

4. TAKE ACTION

So, you want to make some type of change in your personal identity? Try to make a goal and write it in your [Journal](#). What might be a next action step? If you don't know your next action step, talk to a trusted adult and get their advice. Don't let this moment pass! You could take some of the next steps:

Own Your Personal Identity

If you are curious, anxious, or stressed about your personal identity or how you are being treated by others due to an aspect(s) of your identity, it's important that you talk to a trusted adult. A good talk or two with your parent or another caring adult might do the trick. But if you decide you want to go deeper, arrange a visit with a healthcare provider to support you professionally in personal identity clarification and confidence building. You can set an appointment with your family's healthcare provider, or ask the adult responsible for you to set an appointment. If you or your family do not have a regular healthcare provider or are uninsured, find free or low-cost [mental health services](#) by ZIP Code and type of service or the [National Helpline](#) at 1-800-662-HELP (4357) or online.

Get Help in a Physical Emergency

Call 911 if you are having any type of physical emergency, including being harmed physically or being at immediate risk of harm for any circumstance, including an emergency related to your personal identity or others' perceptions of your identity.

Get Help in an Emotional Emergency

Call the toll-free National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or initiate a confidential online chat with a trained counselor if you are really sad or are considering harming yourself for any reason, including due to your personal identity or others' perceptions of your identity.

ACT

12. HOW I FEEL (EMOTIONS & MOODS)

Is there anything more you want to learn about or change about how you feel, or your emotions and moods?

1. THE "101"

Emotions are a person's response to specific situations. Moods are a person's deep-seated feelings or outlook. Our emotions and moods are influenced by a number of inputs, or "factors." Some emotions and moods are your body's physical response to signals from your brain. Some emotions and moods are triggered by events or situations that take place around you or happen to you. Some examples of these events are things like the death of someone important to you, being picked on, or teased by another person or group, or experiencing or witnessing violence.

101

Everyone has a "bad day" here and there. That's normal. What's not normal is when a person has negative emotions or moods that are long lasting or trigger unhealthy actions, like violence or self-harm.

There are treatments for negative emotions and moods (sometimes called "mental illness" or "emotional disturbance.") So it's important to know that if now or at some point in the future, you feel sad, anxious, stressed, irritable, depressed, or angry—either a lot of the time or as a sudden change to your usual mood – you are not alone; there are people who will want to and can help.

2. REFLECT ON IT

Write in your *Journal* any thoughts you have as you think about this topic.

- ✓ What do you enjoy about your life?
- ✓ What do you not enjoy about your life?
- ✓ Are you confident, calm, pleasant, optimistic, and/or happy a lot of the time, some of the time, or hardly any time?
- ✓ Are you anxious, stressed, irritable, depressed, or angry a lot of the time, some of the time, or hardly any time?
- ✓ Has your mood changed recently compared to how you usually feel?
- ✓ Do you find yourself continuing to remember or think about an unpleasant experience that happened in the past?
- ✓ Do you use tobacco, alcohol, drugs, food, or sex to help you relax, calm down, or feel better?
- ✓ Have you seriously considered hurting yourself or made a plan to kill yourself?
- ✓ When you are angry, do you do violent things?
- ✓ Who is a trusted adult you can go to when you are experiencing emotions and moods that are uncomfortable to you?

REFLECT

If you are curious, anxious, or stressed about your emotions or moods, it's important that you speak to a healthcare provider who can support you in learning more about your situation or disease and help you

manage them. You can set an appointment with your family's healthcare provider, or ask the adult responsible for you to set an appointment. If you or your family do not have a regular healthcare provider or are uninsured, find free or low-cost [mental health services](#) by ZIP Code and type of service or the [National Helpline](#) at 1-800-662-HELP (4357) or online.

3. LEARN MORE

Here are resources you can read (now or later) to learn more about emotions and moods. Use your [Journal](#) to note anything you don't want to forget.

[Mental Health Information](#)

Check out the youth section to get a run down on emotions, moods, and links to reliable information about "[mental health](#)" just for young people:

LEARN

4. TAKE ACTION

So, you want to make some type of change in your emotions or moods? Try to make a goal and write it in your [Journal](#). What might be a next action step? If you don't know your next action step, talk to a trusted adult and get their advice. Don't let this moment pass! You could take some of the next steps:

[Get Treatment for Negative Emotions and Moods](#)

If you are curious, anxious, or stressed about your emotions or moods, it's important that you speak to a healthcare provider who can support you in learning more about your situation or disease and help you manage them. You can set an appointment with your family's healthcare provider, or ask the adult responsible for you to set an appointment. If you or your family do not have a regular healthcare provider or are uninsured, find free or low-cost [mental health services](#) by ZIP Code and type of service or the [National Helpline](#) at 1-800-662-HELP (4357) or online.

[Get Help in a Physical Emergency](#)

Call 911 if you are having any type of physical emergency, including being at immediate risk of harming yourself or another person or group of people.

[Get Help in an Emotional Emergency](#)

Call the toll-free [National Suicide Prevention Lifeline](#) at 1-800-273-TALK (8255) or initiate a confidential online chat with a trained counselor if you are considering harming yourself for any reason, including due to an emotion or mood.

ACT

13. HOW ACTIVE I AM (PHYSICAL ACTIVITY)

Is there anything more you want to learn about or change about how active you are, or your physical activity?

1. THE "101"

Physical activity is important for getting and keeping you in good health. Physical activity keeps your muscles strong, your body limber, and your organs, like your heart and lungs, operating correctly. It also creates chemicals inside your body that make you feel content and happy.

Physical activity can take many forms, including walking, running, weight lifting, swimming, and on and on. The type of physical activity you choose is up to you. You will want to get good advice from someone knowledgeable about physical activity to make sure you don't under do, or overdo it. And don't let gender stereotypes get in the way of your doing the physical activities that you enjoy or want to try out.

101

2. REFLECT ON IT

Write in your *Journal* any thoughts you have as you think about this topic.

- ✓ What types of physical activity do you like?
- ✓ What types of physical activity do you dislike?
- ✓ What do you like about physical activity?
- ✓ What do you dislike about physical activity?
- ✓ Do you have regular access to places where you can do physical activity?
- ✓ Do you like to do physical activities with other people, like play a group sport or go to a fitness class? Or, do you prefer to do physical activities on your own? Maybe a mix of both?
- ✓ Do you use safety equipment when you are doing physical activity, such as helmets or pads?
- ✓ Have you ever been injured as a result of a physical activity?
- ✓ Where do you get information about physical activity?
- ✓ Do you know how much physical activity you should do each day to maximize its health effects?
- ✓ Has a healthcare provider, coach, or someone else told you to increase or decrease your amount of physical activity?
- ✓ Have you ever wanted to try or take part in a physical activity but were told that it was only available or acceptable to people of a different gender?

REFLECT

3. LEARN MORE

Here are resources you can read (now or later) to learn more about physical activity. Use your [Journal](#) to note anything you don't want to forget.

[Take Charge of Your Health!](#)

Take Charge of Your Health: A Guide for Teenagers recommends small and doable steps to get healthier.

[Physical Activity](#)

[Getting on Track: Physical Activity and Healthy Eating for Men](#) is designed to help men, including young men, learn about healthy eating and physical activity and set and reach healthy eating and physical activity goals.

The Fitness section of the [GirlsHealth.gov](#) website has information designed for young women to learn about healthy eating and physical activity.

LEARN

4. TAKE ACTION

So, you want to make some type of change in your physical activity? Try to make a goal and write it in your [Journal](#). What might be a next action step? You could take some of the next steps:

[Discover Physical Activity Opportunities in Your Community](#)

Stop by a recreation center or youth club near where you live, learn, or work and ask about classes they offer or whether they have time set-aside for open recreation in their facilities. Don't let money be a barrier because sometimes the recreation center will offer programs without charge, or make accommodations for youth with limited resources.

[Select an Enjoyable Physical Activity](#)

Select a physical activity or activities that you enjoy because you are more likely to stick with them that way. If you don't yet know what you enjoy, try a few different activities and see what appeals more. You might consider physical activities that you can do with your family or your friends. Take the initiative and ask them to get more active with you.

[Advocate for More Physical Education Time](#)

If you are in school and the school is not providing enough time for physical education or physical activity, you could organize a group of students to ask to meet with the school leader or a physical education teacher or coach to talk about your school's physical activity choices and amounts of activity allowed in the school day or during afterschool hours.

ACT

Advocate for Gender Equity in Athletics

If you don't think it's fair that some physical activities, especially competitive athletics and team sports, are not available to you because of your gender, you can do something to change that. In fact, there's a law, known as Title IX that prohibits sex discrimination in athletics and sports offered by schools, colleges, and universities. The [Feminist Majority Foundation](#) suggests a set of strategies you can take to make change in your community.

Prevent and Treat Injuries from Physical Activity

If one of your motivations for being physically active is to change your body size or shape, or if you get injured from a physical activity, get medical attention. If the injury is an emergency, call 911. Otherwise, set an appointment with your healthcare provider, or ask the adult responsible for your health care to set the appointment. If you or your family are not insured or do not have a regular healthcare provider or are uninsured, consider getting your health services through a community health center. Use the [Find-a-Health-Center Tool](#) to locate a community health center by ZIP Code. Use the [Find a Family Planning Clinic](#) tool to locate a family planning clinic by state, city, or ZIP code. To locate an [Indian Health Service, Tribal, or Urban Indian Health Program](#) facility, enter your location.

14. TOBACCO & NICOTINE USE

Is there anything more you want to learn about or change about tobacco or nicotine?

1. THE "101"

Here's some quick lesson on tobacco and nicotine for you to be more informed about it. Tobacco is a plant. It contains nicotine, an ingredient that stimulates the body's nervous system.

Products that contain tobacco include cigarettes, cigars, loose tobacco leaf for smoking through a pipe and ground tobacco leaf for chewing. E-cigarettes, vapes, or juuls are battery-operated devices that produce a nicotine vapor.

Tobacco and nicotine are harmful substances to the body. They cause cancer and lung diseases, increase the risk of heart disease, and contribute to premature death. Exposure to tobacco smoke is harmful to people even when they are not the one doing the smoking (this is called second hand smoke).

Nicotine is addictive. Addiction is a situation where the body must have the substance or stimulation to avoid physical and psychological symptoms that come when the body tries to withdraw from the substance or stimulus. Addiction to tobacco and nicotine is treatable.

Many state and local laws make it illegal for minor-age youth (typically under age 18) to use tobacco.

A healthy decision would be to avoid taking up tobacco and nicotine use, or to quit using it if you do already.



2. REFLECT ON IT

Write in your *Journal* any thoughts you have as you think about this topic.

- ✓ Do you currently or ever use a tobacco or nicotine product? Which one or more than one—cigarettes, cigars, loose leaf tobacco, chewing tobacco, e-cigarettes, vaping, juuling?
- ✓ What do you or did you like about the product?
- ✓ What do you or did you dislike about the product?
- ✓ Where do you or did you get your tobacco or nicotine product?
- ✓ How do you pay for it, if you pay for it?
- ✓ Does someone with whom you live, a friend, or members of your peer group use a tobacco or nicotine product?
- ✓ How do you feel about that?
- ✓ Are you feeling pressured by someone else to use tobacco or nicotine?
- ✓ Have you pressured someone else to use tobacco or nicotine?
- ✓ Have you ever decided to stop your tobacco or nicotine use and been unable to do so for any length of time?
- ✓ Are other people bothered by your tobacco or nicotine use?
- ✓ Have you been in trouble at school, work or with the law as a result of tobacco or nicotine use?
- ✓ Has a healthcare provider or someone else you trust advised you to quit or reduce your tobacco or nicotine use?
- ✓ Are you considering quitting or reducing your tobacco or nicotine use?

REFLECT

3. LEARN MORE

Here is an online resource you can read (now or later) to learn more about tobacco. Use your *Journal* to note anything you don't want to forget.

[Tobacco, Nicotine, and E-Cigarette Facts](#)

Get the run-down on tobacco, nicotine, and e-cigarettes.

LEARN

4. TAKE ACTION

So, you want to make some type of change in your knowledge about or use of tobacco or nicotine? Great! What do you want to change? Write that down as your goal in your [Journal](#). Also, you could take one of the action steps below.

Quit or Reduce Your Tobacco or Nicotine Use

Nicotine is an addictive substance, so “kicking the habit” takes focus and time. Lots of people have quit their use of tobacco or nicotine products. And so can you!

A great place to start if you are considering quitting or reducing your use of tobacco or nicotine (which includes vaping, juuling, or e-cigarettes), or are for sure ready to give it a go, is [Smokefree.gov](#). This website will take you to a hotline with counselors, apps you can download to your smart phone or computer, and lots of tips to encourage you to stick with your own personalized quit program. There's also a hotline you can call—1-800-QUIT-NOW.

Also, you can set an appointment with your healthcare provider, or ask the adult responsible for your health care to set an appointment. Many healthcare providers and organizations have tobacco cessation programs and services available.

Challenge Your Peers to Quit Tobacco and Nicotine Use

Wanting to take on a tobacco cessation activity to help your peers or family members quit or reduce tobacco? Or people in your neighborhood or workplace who expose you to second hand smoke? Take action following the recommendations of [The Truth](#) Campaign. Or organize a group of your peers to put on a tobacco awareness activity where you live, learn, or work on [Kick Butts Day!](#) Go online for suggestions on how to organize an activity.



15. ALCOHOL USE

Is there anything more you want to learn about or change about alcohol?

1. THE "101"

Alcohol consumption is part of our culture, so it's vital that you know something about it. Here are the basics.

Alcohol is an ingredient in liquids that depresses the body's nervous system.

Products that contain alcohol include beer, wine, and liquor.

Alcohol is harmful to your body when too much of it is consumed at one time, or over a period of time. Alcohol can impair brain function and motor skills. Heavy use of alcohol can increase your risk of certain cancers, stroke, and liver disease.

Alcohol can be addictive. Addiction is a situation where the body must have the substance or stimulation to avoid physical and psychological symptoms that come when the body tries to withdraw from the substance or stimulus. Addiction to alcohol is treatable.

It is illegal for individuals under age 21 to use alcohol.

A healthy decision would be to avoid taking up alcohol use or to limit the amount and frequency of your use. It's also smart to skip it before you turn age 21, so you don't put yourself at risk of getting in trouble with the law.



2. REFLECT ON IT

Write in your *Journal* any thoughts you have as you think about this topic.

- ✓ Do you currently use or have you ever consumed an alcoholic beverage? Which ones – beer, wine, liquor?
- ✓ What do you or did you like about the alcoholic beverage?
- ✓ What do you or did you dislike about the alcoholic beverage?
- ✓ Does someone with whom you live, a friend, or members of your peer group use alcohol? How do you feel about that?
- ✓ Are you feeling pressured by someone else to use alcohol?
- ✓ Are you pressuring someone else to use alcohol?
- ✓ Do you drive or have you ever driven a vehicle while drunk/intoxicated?
- ✓ Have you been a passenger in a vehicle operated by someone who was drunk/intoxicated?
- ✓ Have you ever decided to stop your alcohol use and been unable to do so for any length of time?
- ✓ Are other people bothered by your alcohol use? Do they make comments or make it apparent they are uncomfortable around you when you are intoxicated?
- ✓ Have you been in trouble at school, work or with the law as a result of alcohol use?
- ✓ Do you ever sneak drinks at parties or get high or "buzzed" before attending social events so that people can't gauge how much you are drinking?
- ✓ Do you tell yourself that you can quit anytime but still get drunk without meaning to?
- ✓ Do you ever have "blackouts" or periods you can't remember while using alcohol?
- ✓ Has a healthcare provider or someone else you trust advised you to quit or reduce your consumption of alcohol?
- ✓ Are you considering quitting or reducing your alcohol consumption?

REFLECT

3. LEARN MORE

Here are resources you can read (now or later) to learn more about alcohol. Use your *Journal* to note anything you don't want to forget.

[Too Smart to Start](#)

Check out Too Smart to Start for facts about alcohol, underage alcohol use, and its consequences.

[Alcohol Risk Assessment](#)

Take a quick 20-question quiz to determine if you or someone you know is at risk of alcohol dependence and in need of immediate assistance.

LEARN

4. TAKE ACTION

So, you want to make some type of change in your use of alcohol? Okay, let's get to it. Commit to your change by writing a goal in your [Journal](#). And then think about the action steps you will want to take to accomplish that goal. You may consider one of these action steps.

Resist the Pressure to Experiment with or Use Alcohol

Stand up to negative pressures by living [Above the Influence](#). Take the quizzes and read the articles. The more aware you are of the influences around you, the better prepared you will be to face them, including the pressure to use alcohol and drugs.

Prepare to Quit or Reduce Alcohol Use

A great place to start if you are considering quitting or reducing your use of alcohol is the [Rethinking Drinking](#) website. This website has resources to help you check your drinking pattern, determine if you might have a drinking problem, and get connected to help. (Younger-age youth may want to use this website with support of a caring adult.)

Get Treatment for Alcohol Overuse or Addiction

For help quitting or reducing your use of alcohol, set an appointment with your healthcare provider, or ask the adult responsible for your health care to set an appointment. If you or your family does not have health insurance, find free or low-cost [substance abuse services](#) by ZIP Code and type of service or the [National Helpline](#) at 1-800-662-HELP (4357) or online.

Get Help in a Physical Emergency

Call 911 if you are having any type of physical emergency, including an adverse reaction to alcohol, or intoxication (drunkenness) to a level that you are not in control.

Get Help in an Emotional Emergency

Call the toll-free [National Suicide Prevention Lifeline](#) at 1-800-273-TALK (8255) or initiate a confidential online chat with a trained counselor if you are considering harming yourself for any reason, including your use of alcohol to numb negative emotions or moods.

ACT

16. DRUG USE

Is there anything more you want to learn about or change about drugs?

1. THE "101"

The subject of drugs is complex because there are so many of them. Let's break it down.

A drug is a chemical compound or substance that can alter the structure and function of the body.

Products that contain drugs include over-the-counter medication, prescription medication, marijuana, cocaine, methamphetamine, heroin, inhalants, and steroids.

Some drugs are helpful to healing the body or reducing symptoms of a disease. These types of drugs can be harmful when someone uses them improperly or when they aren't necessary for the person's healing.

Other drugs are definitely harmful to your body and should not be consumed. Drugs can impair brain function and motor skills. Taking a drug by injection becomes even more harmful when the needle is shared among people. Drugs also lead to diseases like tooth decay, heart disease, and weight loss.

Some drugs are addictive. Addiction is a situation where the body must have the substance or stimulation to avoid physical and psychological symptoms that come when the body tries to withdraw from the substance or stimulus.

Addiction to drugs is treatable.

Use of non-prescription drugs is against the law in the United States, the exceptions being that several states permit use of marijuana as part of medical treatment and a lesser number of states permit people over age 21 to use marijuana, in limited amounts, for pleasure.

A healthy decision would be to avoid taking non-prescription drugs altogether, or to reduce the amount and frequency of your use. Remember too that selling, possessing, and using drugs is a crime in most cases, so it's smart to just stay away from them altogether!



16. DRUG USE

2. REFLECT ON IT

Write in your *Journal* any thoughts you have as you think about this topic.

- ✓ Do you currently or have you ever tried a drug? Which one or more than one?
- ✓ What do you or did you like about the drug?
- ✓ What do you or did you dislike about the drug?
- ✓ Does someone with whom you live, a friend, or members of your peer group use drugs? How do you feel about that?
- ✓ Are you feeling pressured by someone else to use drugs?
- ✓ Are you pressuring someone else to use drugs?
- ✓ Have you been the driver of a vehicle while high on a drug?
- ✓ Have you been a passenger in a vehicle operated by someone who was high?
- ✓ Have you ever decided to stop your drug use and been unable to do so for any length of time?
- ✓ Are other people bothered by your intake of drugs? Do they make comments or make it apparent they are uncomfortable around you when you are high?
- ✓ Have you been in trouble at school, work or with the law as a result of drug use?
- ✓ Do you ever hide your drug use at parties or get high or "buzzed" before attending social events so that people can't gauge how much you are using?
- ✓ Do you tell yourself that you can quit anytime but still get high without meaning to?
- ✓ Do you ever have "blackouts" or periods you can't remember while using drugs?
- ✓ Has a healthcare provider or someone else you trust advised you to quit or reduce your use of drugs?
- ✓ Are you considering quitting or reducing drug use?

What would be some good next steps for us to take for you to learn more about the dangers of drug use, or anything else that's on your mind?

REFLECT

3. LEARN MORE

Here are resources you can read (now or later) to learn more about drugs. Use your *Journal* to note anything you don't want to forget.

Drug Facts

Read on some facts on how drugs affect the body.

Drugs Risk Assessment

Take a quick [20-question quiz](#) to determine if you or someone you know is at risk of drug dependence and in need of immediate assistance.

LEARN

4. TAKE ACTION

So, you want to make some type of change in your use of drugs? What is that change? Try to make a goal and write it in your [Journal](#). What might be a next action step? You could take some of the next steps:

Resist the Pressure to Experiment with or Use Drugs

Stand up to negative pressures by living [Above the Influence](#). Take the quizzes and read the articles. The more aware you are of the influences around you, the better prepared you will be to face them, including the pressure to use drugs and alcohol.

Get Treatment for Drug Use or Addiction

For help quitting or reducing your use of drugs, set an appointment with your healthcare provider, or ask the adult responsible for your health care to set an appointment. If you or your family does not have health insurance, find free or low-cost [substance abuse services](#) by ZIP Code and type of service or the [National Helpline](#) at 1-800-662-HELP (4357) or online.

Get Help in a Physical Emergency

Call 911 if you are having any type of physical emergency, including an adverse reaction to drugs or overdosing (getting high) to a level that you are not in control.

Get Help in an Emotional Emergency

Call the toll-free [National Suicide Prevention Lifeline](#) at 1-800-273-TALK (8255) or initiate a confidential online chat with a trained counselor if you are considering harming yourself for any reason, including your use of drugs to numb negative emotions or moods.

ACT

17. SEXUAL ACTIVITY

Is there anything more you want to learn about or change about your sexual activity?

1. THE "101"

It's typical that during the process of growing up and adolescence, young people think about sex and possibly start sexual activity. The exact point in time when a young person's interest in sexuality and sexual activity "takes off" is unique to that person. So you shouldn't feel any hurry to initiate sexual activity—definitely wait until you are ready.

Still we want to ensure you have some basic information about sexual activity. The general term "sexual activity" includes a variety of body contact activities, including touching, kissing, masturbation, fellatio (oral sex), vaginal intercourse, and anal intercourse.

Sexual activity is a normal body function. It is a healthy activity when the person or people doing the activity are doing so voluntarily and in a way that prevents diseases and unintended pregnancies.

Sexual activity can involve just one person, two people, or more than two people. It can involve people of one gender, two genders, or all genders.

"Safe sex" means doing things to protect oneself and your sexual partners from physical and emotional harm. So that includes things like having clean bodies, using condoms (there are internal and external condoms available), using a contraceptive device, and all participants in the sexual activity consenting to participate.

Sexual activity can be harmful to one's body when the person or people do not take protective measures. Some consequences of unsafe sexual activity on the body are sexually transmitted infections (STIs) (these are also called sexually transmitted diseases, STDs), human immunodeficiency virus (HIV), human papillomavirus (HPV), viral hepatitis (Hep) and pregnancy. Engaging in sexual activity can also have negative emotional consequences if the person or people have had the sexual activity without protection or when one or all participants were not ready for it or did not agree to it.

There are treatments for the physical and emotional consequences of unsafe sexual activity.

A healthy decision would be to wait to participate in a sexual activity until you are fully knowledgeable about the benefits and risks associated with it and feel emotionally and physically ready to do it.



2. REFLECT ON IT

Write in your *Journal* any thoughts you have as you think about this topic.

- ✓ Has a healthcare provider or someone else you trust initiated a conversation with you about sexual activity?
- ✓ Are you considering starting sexual activity?
- ✓ Have you identified sources of reliable information about how to make sure your sexual activity is healthy?
- ✓ Have you thought about where you would go to get condoms and/or other contraceptives?
- ✓ Do members of your peer group engage in sexual activity? How do you feel about that?
- ✓ Are you feeling pressured by another person to engage in sexual activity? If so, how do you feel about that?
- ✓ Do you currently or have you ever engaged in a sexual activity? If so, which ones?
- ✓ What do you or did you like about the sexual activity?
- ✓ What do you or did you dislike about the sexual activity?
- ✓ Do you use a contraceptive? Are you satisfied with it?
- ✓ Do you know there's a daily medicine called PrEP that you can take to reduce your chance of getting HIV? And that there's a medicine called PEP that you can take in an emergency to reduce your chance of getting HIV after you've had unsafe sex? Whether these medicines make sense for you depends on your sexual activity and who you are having or had sexual relations with? Who will you talk to about whether these might be good medicines for you?
- ✓ Do you know there's a medicine called Plan B that people with vaginas can take in an emergency to reduce the chance of getting pregnant? Who will you talk to about whether that might be a good medicine for you?
- ✓ Have you ever contributed to a pregnancy?
- ✓ Do you have or have you ever had a sexually transmitted infection?
- ✓ Do you have human papillomavirus (HPV) or human immunodeficiency virus (HIV)?
- ✓ Are you pressuring someone else to engage in sexual activity?
- ✓ Do you currently or have you ever traded sex for drugs, money, or a place to sleep?

REFLECT

3. LEARN MORE

Here are resources you can read (now or later) to learn more about sexual activity. Use your *Journal* to note anything you don't want to forget.

Sexual Health Information

Wow, there sure are a lot of websites with information about sex and teens! [Crush](#) provides this information using animations and videos to keep you entertained as you learn.

STI, HIV, and Hep Information

Find reliable information about sexually transmitted infections (STIs), human immunodeficiency virus (HIV), and viral hepatitis (Hep).

LEARN

4. TAKE ACTION

So, you want to make some type of change in your sexual activity? What is that change? Try to make a goal and write it in your [Journal](#). What might be a next action step? You could take some of the next steps:

[Learn How to Access Sexual Health Services](#)

Watch Healthy Teen Network's brief [Keep It Simple](#) video for instruction on getting linked to trusted, "teen friendly" contraceptive and reproductive healthcare providers.

[Learn About Birth Control](#)

Bedsider is an online birth control support network. [Bedsider](#) helps people find the method of birth control that's right for them and learn how to use it consistently and effectively.

[Take five steps](#)

Follow these five steps for a good sexual health.

[Get Tested for Pregnancy, STIs, HIV, and Hep](#)

If you are sexually active, be sure to get tested regularly for pregnancy, sexually transmitted infections, human immunodeficiency virus (HIV), and viral hepatitis (Hep). Make an appointment with your healthcare provider or find a testing location near you here.

[Get Sexual Infection Prevention or Treatment Service](#)

If you have initiated or are considering sexual activity, you should select and use a contraceptive. If you have symptoms of a sexual infection or are concerned that you may have been exposed to one you should get medical care. If you have had unsafe sex (or been forced to have unsafe sex) and are concerned you might become pregnant, or that you may have been exposed to HIV through sex or sharing of drug needles, you may want to take emergency medicines called Plan B (for pregnancy) or PEP (for HIV). But you need to take these medicines right away. Plan B is available to youth where over the counter medications are sold. You will need to get PEP through a healthcare provider. Get emergency treatment at a hospital or make an appointment with your healthcare provider if you are responsible for your own health care, or ask the adult who arranges your health care to make an appointment. If you don't want to involve an adult, make your own arrangement.

If you or your family do not have a regular healthcare provider or does not have health insurance, consider getting your health services through a family planning clinic. Find a [family planning clinic](#) near you and enter your ZIP Code in the "Find a Family Planning Clinic" box. Or you could make an appointment with a community health center. Use the [Find-a-Health-Center Tool](#) to locate a community health center by ZIP Code. To locate an [Indian Health Service, Tribal, or Urban Indian Health Program](#) facility, enter your location.

[Get HIV Treatment or Care Services](#)

If you or someone you care about has HIV disease, get connected to specialized HIV treatment and care services. Find an [HIV treatment and care services provider](#) near you.

18. MY INTIMATE RELATIONSHIPS

Is there anything more you want to learn about or change about your relationships with people with whom you have romantic or sexual relationships?

1. THE “101”

A type of relationship that could show up for the first time at this stage of your life is an intimate relationship. An intimate relationship is one where there is close physical and/or emotional connection between the people in the relationship.

Intimate relationships come in many forms, including “hooking up,” dating, forming a couple, or becoming partners, boyfriends, girlfriends, significant others, or spouses. Intimate relationships can be between people of the same gender or people of different genders.

Intimate relationships may or may not include sexual activity.

There is no set time to enter into an intimate relationship. Don't hurry yourself simply because some of your peers may be in one. You'll know in your gut if you are ready to explore intimate relationships or form one with another person or people.

People in healthy intimate relationships treat each other as equals and with respect. Intimate relationships can also be unhealthy. Symptoms of an unhealthy relationship include “game-playing,” constant arguments, physical or emotional violence, and forced sexual activity. An adult you trust can help you define the characteristics of a healthy relationship and an unhealthy relationship. There's also plenty of advice available from experts.



2. REFLECT ON IT

Write in your *Journal* any thoughts you have as you think about this topic.

- ✓ Are you currently or have you ever been in an intimate relationship?
- ✓ Are you in an intimate relationship with only one person or more than one person?
- ✓ What feels/felt good about the relationship or relationships?
- ✓ What feels/felt bad about the relationships?
- ✓ Do you want to continue the relationship? What does the other person or people want?
- ✓ If you don't want to continue the relationship, do you feel like you can end it safely?
- ✓ How do you want the relationship to change?
- ✓ Are any of your peers in intimate relationships?
- ✓ Are you feeling any pressure to get into an intimate relationship?
- ✓ Are you pressuring someone else to get into an intimate relationship?
- ✓ Have you ever been forced or pressured into staying in an intimate relationship?
- ✓ Have you ever been forced or pressured to have sexual activity with the other person or people in the relationship?
- ✓ Do you feel safe in your relationship?
- ✓ Are you afraid of your boyfriend/girlfriend?
- ✓ Are you being physically or emotionally harmed by the other person or people in the relationship?
- ✓ Are you or have you physically or emotionally harmed the other person or people in the relationship?

REFLECT

3. LEARN MORE

Here are resources you can read (now or later) to learn more about intimate relationships. Use your *Journal* to note anything you don't want to forget.

Healthy Relationships Information

Read the articles on dating, healthy relationships, and abusive relationships in the "Relationships 101" section of [Love is Respect](#), a reliable website on youth healthy relationships and dating violence. The organization [loveisrespect.org](#) also has people available to answer your questions or concerns about dating relationships. Free and confidential phone, live chat, and texting services are available 24/7/365 at Call: 1.866.331.9474, Text: loveis to 22522, or chat [online](#).

LEARN

4. TAKE ACTION

So, you want to make some type of change in your intimate relationships? What are you considering changing? Try to make a goal and write it in your [Journal](#). What might be a next action step? You could take some of the next steps:

[Have Conversations about Consent with Your Potential Sexual Partner](#)

Planned Parenthood Federation of America offers a series of videos to educate young people about consent that model the skills they need to communicate and negotiate in relationships. The videos demonstrate key communication skills, they explain what consent is, and model what it looks like in different situations.

[Have Conversations about STIs with Your Sexual Partner](#)

Planned Parenthood Federation of America offers a series of videos to educate young people ages 16 through 22 about STIs that model the skills they need to communicate and negotiate. The videos demonstrate key communication skills, including how to talk with a partner about safer sex, STI testing, and disclosing an STI.

[Look Out for Yourself and Others](#)

Download the [Circle of 6 app](#) so that you can connect with your friends to stay close, stay safe, and prevent violence before it happens.

[Prevent and Respond to Campus Sexual Assault](#)

[Changing Our Campus](#) offers resources for students for addressing sexual assault at colleges and universities.

[Get Out of the Violent Situation](#)

If you are experiencing violence in your intimate relationship, for your own safety and those of your loved ones (such as your own children), you must pause the relationship until the couple or family gets back on a healthy track, if you want that. There are several crisis and safety plan resources for you, available 24 hours a day, seven days a week, and 365 days a year.

- [Loveisrespect](#) (the national dating violence hotline) at 1-866-331-9474, text loveis to 22522, or chat [online](#).
- The [National Domestic Violence Hotline](#) at 1-800-799-SAFE (7233) or chat online.
- The [National Sexual Assault Hotline](#) at 1-800-656-HOPE (4673) or chat online.

[Get Help to Prevent or Stop Yourself from Acting Violently](#)

If you have considered harming an intimate partner or are afraid you will lose control of your emotions and could do so, you must address this serious health issue. Ask the adult responsible for your health care to arrange an appointment with your healthcare provider, or set one for yourself if you are responsible for your own care. (It's okay if for confidentiality reasons you do not want to disclose exactly why you want the appointment.) If you do not want to involve an adult, get help on your own. Find free or low-cost [mental health services](#) by ZIP Code and type of service or the [National Helpline](#) at 1-800-662-HELP (4357) or online.

If you have harmed another person or group of people, it's essential that you report that to an adult you trust or directly to a child protection or law enforcement agency. Committing violence is a serious health

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issue, as well as a legal matter. Get the help you need to prevent yourself from acting violently again. And, by disclosing your violent action, the person or people you harmed can get help too.

Get Help in a Physical Emergency

Call 911 if you are having any type of physical emergency, including being harmed physically or being at immediate risk of harm for any circumstance, including due to dating violence, sexual assault, rape, or stalking.

Get Help in an Emotional Emergency

Call the toll-free [National Suicide Prevention Lifeline](#) at 1-800-273-TALK (8255) or initiate a confidential online chat with a trained counselor if you are despondent or are considering harming yourself for any reason, including due to dating violence, sexual assault, rape, or stalking.

Stop Yourself from Committing Violence

Call 911 for emergency services if you are seriously considering committing violence against another person or if you have just done so.

Get Help if You Are Being Trafficked for Sex or Labor

If another person is using force, fraud or coercion to control you for the purpose of engaging in commercial sex acts or soliciting labor or services against your will, that's called "trafficking," and it's against the law. There's help for you! Call the [National Human Trafficking Hotline](#) at 1-888-373-7888 or visit the hotline website.

19. GOING ONLINE (MEDIA ACTIVITY)

Is there anything more you want to learn about or change about your online activity?

1. THE "101"

There are many ways that people communicate with each other—speaking, gesturing, writing, typing, and texting. People communicate with one person at a time or with groups of people from as few as three to as many as millions. One type of communication is called "media." Examples of media include television, radio, podcasts, websites, and social media.



Media in and of itself is neither good nor bad; it just is. What makes media good or bad is how people use it and how much time they spend using it. Media is a great way to keep in touch with others, share information about yourself, and keep up with what is going on with your friends, in your community, or around the world.

Media can also be used to communicate false information, threaten, intimidate or entrap people, or hurt others' feelings. In addition, spending hours and hours with media leads to physical inactivity, which then contributes to diseases including obesity. And media activity can be addictive. Addiction is a situation where the person must have a substance or stimulation (media would be a "stimulation") to avoid physical and psychological symptoms that come when the body tries to withdraw from the substance or stimulus.

Addiction to media is a treatable medical condition.

A healthy decision would be to manage media wisely. There are many resources available that young people can follow to practice healthy media activity.

2. REFLECT ON IT

Write in your *Journal* any thoughts you have as you think about this topic.

- ✓ What types of media do you use? What type of media do you prefer for communicating with friends? And with relatives?
- ✓ Do you currently, or have you ever, used media to communicate with a person or persons that you have not or had met in person?
- ✓ Describe some ways that you use media that you consider to be healthy.
- ✓ How about ways that you think or know media use might be unhealthy?
- ✓ What programs or shows do you like to watch online or on the television?
- ✓ What types of music or musicians do you listen to, on the radio or on an audio player?
- ✓ What types of materials do you read online or in print? Do you have favorite authors?
- ✓ What do you use the Internet for? How much time each day do you spend online for fun?
- ✓ How many hours a day do you spend in front of a screen such as a computer, TV, or phone for fun?
- ✓ Do you feel that you spend too little, the right amount, or too much time in front of a screen?
- ✓ Has someone suggested or told you to spend less time in front of a screen or with a headset on? If so, how did you take that?
- ✓ Have you been bullied or harassed by someone online?
- ✓ Have you bullied or harassed someone else online?
- ✓ Have you been stalked online?
- ✓ Have you stalked someone else online?
- ✓ Have you sent photos or texts that you have later regretted?
- ✓ Do you talk on the phone or text while driving? Have you been the passenger when the driver was talking on the phone or texting?

REFLECT

3. LEARN MORE

Here are resources you can read (now or later) to learn more about media activity. Use your *Journal* to note anything you don't want to forget.

Online Safety

Read up on online safety and how to protect yourself and your friends.

Online Gaming Safety

Follow these tips for healthy online gaming.

LEARN

4. TAKE ACTION

So, you want to make some type of change in your media activity? Okay, what goal do you want to put in your [Journal](#) to commit to that change? Also, put down in the [Journal](#) what your next action step is going to be toward that goal. You could take one of these action steps.

[Stop and Report Cyberbullying, Harassment, and Stalking](#)

If you are being bullied, harassed or stalked online, don't accept it, do something about it. Follow these recommended steps for blocking and reporting electronic aggression.

[Combat Electronic Aggression](#)

Fight back against electronic aggression using [That's Not Cool](#) resources available. That's Not Cool provides tools to help you draw your digital line about what is, or is not, okay in your online relationships.

[Set Your Own Screen Time Limit](#)

Place a limit on the amount of time you spend in front of a screen (computer, pad, phone, or TV) for leisure, and monitor whether you are keeping to your limit. (Experts recommend two hours or less per day.) Do physical activities or socialize in person with friends as alternatives.

[Get Help for Media Overuse or Addiction](#)

If you feel you are spending too much time online and can't pull yourself away from it, or if you are engaging in unhealthy activities online, you must address this serious health issue. Ask the adult responsible for your health care to arrange an appointment with your healthcare provider, or set one for yourself if you are responsible for your own care. (It's okay if for confidentiality reasons you do not want to disclose exactly why you want the appointment.) If you do not want to involve an adult, get help on your own. Find free or low-cost [mental health services](#) by ZIP Code and type of service or the [National Helpline](#) at 1-800-662-HELP (4357) or online.

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20. HOW I SPEND MY FREE TIME (FUN ACTIVITY)

Is there anything more you want to learn about or change about how, where, or with whom you spend your free time?

1. THE “101”

Everyone deserves some fun and relaxation! It can't be all about school or work, right?

There are a few words to capture these types of activities—"social," "recreational," "extracurricular," "leisure" and "discretionary" among them. There are almost as many words as types of activities! We're sticking with "fun."

The types of fun activities are endless and include sports, making arts or enjoying them, spending time outdoors, playing cards, board games, online games, volunteering, spiritual practice, religious worship, reading, watching TV, listening to music, writing poetry or music, photography, videography, thinking about and planning your future, and you can certainly name dozens more.

Fun activities are good for you! They give you a chance to take a break from responsibilities that cause pressure. They offer opportunities to interact with peers in a fun environment. They give you a chance to be with your family.

Of course, fun activities, like all else in life, have risks associated with them, including injuries, overexposure to sun, distraction from school assignments or job responsibilities, potential hurt feelings if you are left out of a group activity, or a hit to your self-esteem if you don't feel successful at the activity.

A healthy decision would be to choose fun activities that are safe, inclusive, and different from your responsibilities. What other criteria do you recommend for an activity to be considered fun?



2. REFLECT ON IT

Write in your *Journal* any thoughts you have as you think about this topic.

- ✓ What do you do for fun?
- ✓ Is there a particular fun activity that you are especially good at or enjoy the most?
- ✓ Is there one that you want to stick with because you find it a good challenge?
- ✓ Do you belong to any organizations, clubs, or groups?
- ✓ Do you volunteer, and if so, how often?
- ✓ Do you worship or pray with others or by yourself?
- ✓ Are there any fun activities that weren't so fun for you?
- ✓ Are there any leisure activities that you want to try but don't know where to start or don't have the supplies or equipment?
- ✓ Do you currently feel or have you ever felt left out of a fun activity initiated by others?
- ✓ Have you ever excluded another person or people from a fun activity that you had initiated?
- ✓ Do you keep a journal?
- ✓ Do you spend any time thinking about or planning your future?

REFLECT

3. LEARN MORE

Here are resources you can read (now or later) to learn more about fun activity. Use your *Journal* to note anything you don't want to forget.

Interest Explorer

Check out the *Questionnaire* to get you generating ideas about activities that may spark your interest.

LEARN

4. TAKE ACTION

So, you want to make some type of change in your fun activity? Let's spell that out with a goal in your *Journal*. And how about some next steps? Consider one of these action steps.

Discover Fun Activity Opportunities in Your Community

Ask a friend, a peer, or some adults what they enjoy doing for fun and why. Think about whether you might join them sometime to see if you would like the activity too. Doing something together once or a few times together doesn't mean you will have to all the time, in case you are concerned about too much mixing of your various social circles.

Don't skip the fun activities available at your place of learning – school-organized and student-led extracurricular activities abound at high school and at college campuses. Your workplace may have a sports team, occasional after work social events, or service projects.

There are plenty of people in your community with some need or other, and so there are plenty of opportunities to volunteer. Some communities have “volunteer connector organizations” to match people to volunteer assignments. Or you can go to serve.gov and use the “find a volunteer opportunity” search engine. Places of spiritual and religious practice offer volunteering, learning, and social activities in addition to prayer and worship.

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NOW WHAT?

NEXT STEPS

- ✓ **Step 1:** Answer the 20 multiple-choice questions on the [Questionnaire](#).
- ✓ **Step 2:** For each question, go to the section of the [Guide](#) that corresponds to it.
- Step 3:** Go to the [Journal](#) to write your thoughts, goals, and/or action planning.
- Step 4:** Return to the [Questionnaire](#), [Guide](#), and [Journal](#) when you want to look back or update your *Healthy Future Plan*.

Remember, you do not have to complete your *Healthy Future Plan* in one session. There is no final exam. No deadline. This *Plan* is YOUR *Plan*, made at your own pace.