

Session 6.8

Review Topics and Discuss Lessons Learned

Session Overview:

1. Answer as many question cards as possible.
2. Review all material from the 6th grade sessions.
3. Play Think Fast! Game.
4. Distribute Parent/Trusted Adult Connection Forms Session 6.8: Review All 6th Grade Sessions.
5. Distribute Participant Feedback forms and Teacher Feedback form(s).
6. Collect feedback forms.
7. Distribute Now and Later candy and incentives.

Learning Objectives:

- Participants will process knowledge gained through sessions and activities.
- Participants will have opportunities to discuss information learned with their parent(s) or guardian through the interactive Parental/Trusted Adult Connection Forms.
- Participants will describe the effects of leadership skills on the promotion of teamwork.
- Participants will understand the concepts of delayed gratification and reward for good choices.

Materials Needed:

- Computer, projector, and speakers
- Jar of Now and Later Candy
- Giant pad of paper, markers
- Think Fast! PowerPoint (6.8.2)
- Handouts:
 - Teacher Feedback Form
 - Participant Feedback Form
 - Parent/Trusted Adult Connection Form Session 6.8: Review or Alternative Inclusive version [Session 6.8 I](#)
- Coin to flip for Think Fast! Game
- Student incentives and gifts
- Question cards

Classroom Planning:

- Review the Think Fast! Game.
- Make copies of handouts.

The Standards:

- See Appendix E for a list of state and national standards met in this session. Individual State Standards by Request.



Notes:**Educator states:**

During Session 6.1, we talked about how important it is to choose good friends so they can influence us in a positive way. We did our Build A Friend activity where we named some **qualities to look for in a good friend**. Can someone please tell me one of the qualities we discussed?

[Ask for several qualities from different students.]

- | | |
|----------------|--------------------|
| •Respectful | •Helpful |
| •Fun | •Trustworthy |
| •Kind | •Honest |
| •Loyal | •Responsible |
| •Good listener | •Good role model] |

What are the **3 steps to healthy decision-making**?

Who can name me the first step? [STOP]

The second? [THINK]

What is it that you have to think about in the second step?

[The reasons to do something and the reasons not to do something]

The last? [DECIDE]

During Session 6.2, we split you up and talked about the word **puberty**. Can anyone remember the definition?

[The process of changing from a child into an adult.]

What are some of the changes that happen to biological boys and biological girls?

- | | |
|--------------------|--------------------|
| [•Grow/Get Taller | •Clumsiness |
| •Body Odor | •Oily Skin/Pimples |
| •Aching Muscles | •Emotional Changes |
| •Hair Growth | •Reproduce |
| •Breast Growth | •Voice Changes] |

In reproduction the biological male provides the what? [Sperm]

And the biological female provides what? [Egg]



Notes:**Educator states:**

During Session 6.3, we went over **emotional needs**, how we all have them, and they can be met in either a healthy or an unhealthy way. What is one emotional need we talked about? Can you try to remember the definition? Do you remember the skit?

[Ask for several needs from different students.]

- Support
- Guidance
- Unconditional Love
- Affirmation
- Safety
- Respect
- Recognition
- Belonging]

We started Session 6.4, by talking about what it means to “go out” in middle school. Then, we came up with a list of reasons why it is better to **hang out in groups instead of being alone with the person you like**. Can someone tell me one of the reasons we mentioned?

- [• Allows you to get to know someone better
- You’re less likely to get into a situation where you feel pressured to do something you are uncomfortable with
- Easier to talk in a group/can find more things to talk about
- No rumors can spread
- Less awkward
- Safer]

We talked about the word **INAPPROPRIATE**. Does anyone remember the dictionary definition?

[Unsuitable; improper]

What about the definition we came up with, it was a bit longer?

[Anything that makes another person feel uncomfortable or unwanted. Includes: physical violence, unwanted touching, teasing/making fun of someone.]



Notes:**Educator states:**

After this, we talked about the word **love**. We discussed how loving ice cream isn't the same as loving your family, right? There are **different types of love**; we talked about 5. What are they?

- Love of Admiration
- Family/Friendship Love
- Love of Enjoyment
- Crush or Puppy Love
- True Love

I then read off some qualities and you told me whether it was a **healthy or unhealthy relationship**. What is one characteristic of a healthy relationship? An unhealthy one?

During Session 6.6, we talked about the word **abstain**. What is the definition of this word?

[To choose not to do something]

What are some risky behaviors that we mentioned that you should abstain from? Why is it important to abstain from these things?

Another word we talked about is **sex**. We talked about how sex as a teenager is very risky and there can be some serious consequences. What are the 3 risks/dangers we went over?

[Pregnancy/father a child, STIs, emotional heartache]

What is the word that means to choose to wait and not be involved in any sexual activity until you're in a faithful lifelong relationship?

[ABSTINENCE]

What does ASSERTIVENESS mean?

[The ability to set limits & keep to them; letting others know you mean what you say.]

During Session 6.7, we talked about sexual abuse. What are reasons a teen might not report sexual abuse?

[Embarrassment, guilt, fear, lack of knowledge, know the abuser.]



Notes:**Educator states:**

If someone you know or you yourself have been sexually abused, what should you do?

[Tell someone—BE BELIEVED; report the abuse.]

What is the most important thing to remember about sexual abuse?

[The person abused, it is NEVER their fault.]

We are here to give you the tools and help guide you so you can have a successful future. But whose responsibility is it to make wise choices?

[Yours]

And we know that,

The choices you make...**NOW** will affect you...**LATER!**

[Answer question cards.]



Notes:**Educator states:**

Now that we reviewed these sessions and went over the questions from the question bag, we have time to play an exciting game. We are going to play Think Fast! Game.

Educator highlight:

Split class into two groups. They can be separated by gender or not, depending on the number of girls and boys. If the class is not split by gender, then count off by ones and twos. Line the two teams up, parallel to each other, facing front. Make sure that you tell them to support their team members, even if they don't get the right answer.

This game is really a review of what we've been talking about during the past several days that we've spent together. Let's put what you've learned to the test.

Game Set Up:

Tape a piece of paper to the floor or use masking tape to designate a line for each team to stand behind (this keeps things fair)

The question reader should stand directly in the middle of the two lines.
'Buzzer'/bell should also be placed between lines, far enough away that those answering the question will have to step forward to hit the 'buzzer.'

Make sure Think Fast! PowerPoint is ready for first question.

One educator will be responsible for keeping score and judging responses to questions. The other will be game 'host' and operate computer.

[Read instructions aloud to class.]



Notes:**Playing Think Fast! Game:****Educator states:**

1. On our playing board you will see several categories. You are to pick a category and a number of points (ex. I'll take Puberty for 400.)
2. Players must wait until questions are completely read.
3. The persons at the head of each line are the only ones who can answer the forthcoming question.
4. You must wait till the question is read completely before hitting buzzer.
5. If neither student gets the answers right, both students will be sent to the back of the line and the answer will be given out.
6. Players who answered the previous question right will get control of the board.
7. We will flip a coin to see who goes first.

[Flip coin to see who goes first.]

Educator highlight:

Some questions could have a variety of answers. It is up to the educator to determine whether an answer qualifies as correct or not. Answers do not have to be given in the form of a question.



PPT Slides: Think Fast!



[Slide 1]



[Slide 2]

Categories

*use right arrow key on keyboard to make the board appear

Friendship	Decision Making	Puberty/Anatomy	Healthy/Unhealthy	Love	Abuse/Conflicts
100	100	100	100	100	100
200	200	200	200	200	200
300	300	300	300	300	300
400	400	400	400	400	400
500	500	500	500	500	500

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[Slide 4]



[Slide 5]

Notes:

PPT Slides: Think Fast!



[Slide 6]



[Slide 7]



[Slide 8]



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PPT Slides: Think Fast!



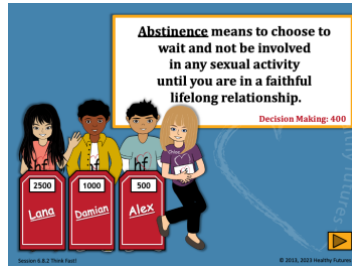
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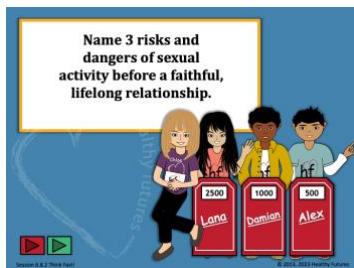
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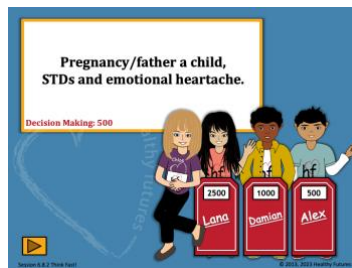
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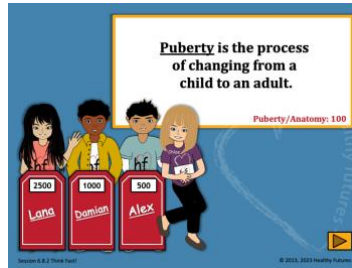


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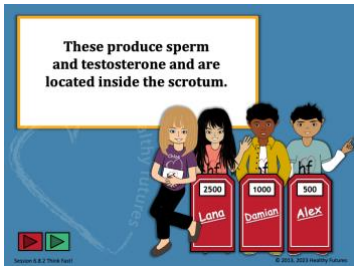
PPT Slides: Think Fast!



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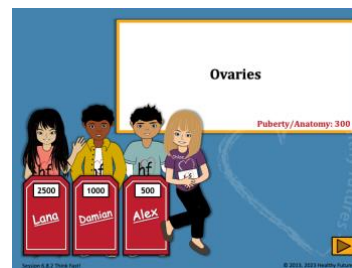
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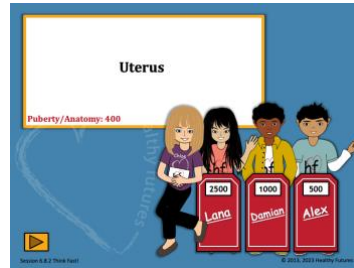
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PPT Slides: Think Fast!



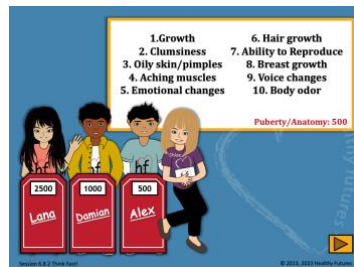
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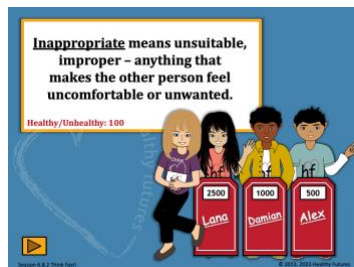
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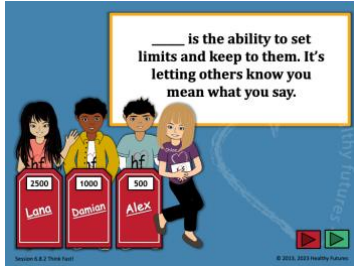
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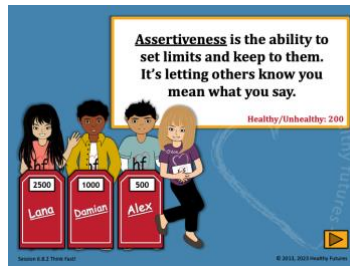
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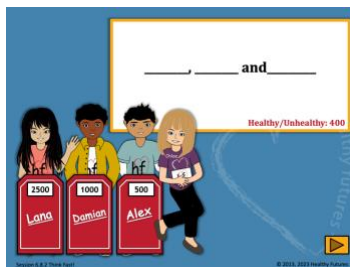
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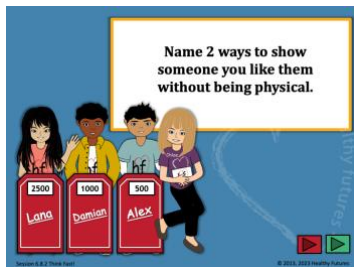
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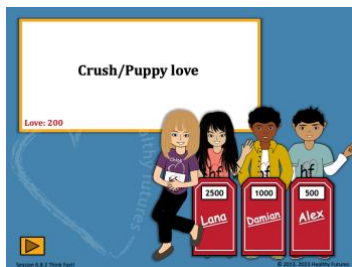
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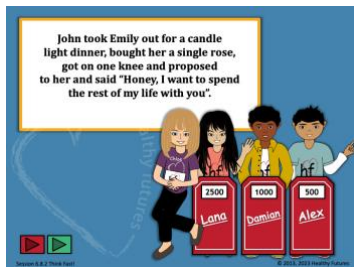
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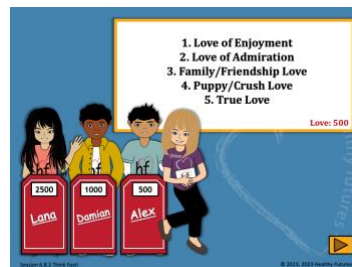
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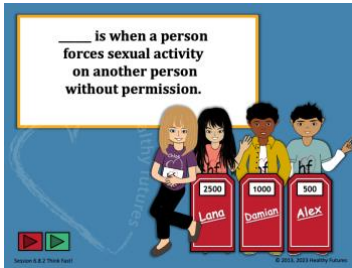
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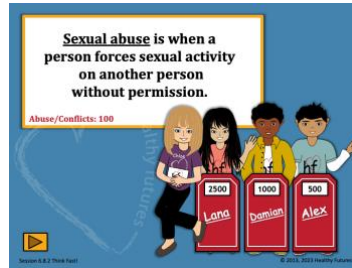
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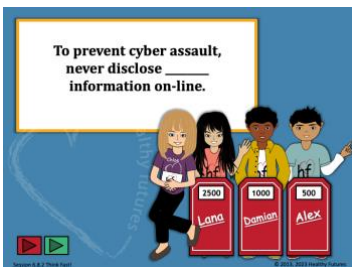
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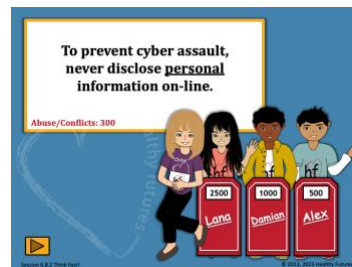
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PPT Slides: Think Fast!



[Slide 60]



[Slide 61]



[Slide 62]



[Slide 63]

Notes:

Notes:**Educator states:**

We can definitely see from our game that you learned a lot over the past _____ days.

[Fill in the number of days of presentation above.]

At Healthy Futures it is very important to us to hear from teens who participate in our Nu-CULTURE program to make sure we are teaching topics that are important to you in a fun and engaging way. Please complete the forms we are handing out and raise your hand when you have finished.

[Pass out Participant Feedback Forms and Teacher Feedback Form(s).]

It has been really great to be with you!

Now we promised that if you chose to follow our rules and responsibilities, and chose to participate and listen carefully, that there was going to be a reward. We said that we would give out the candy at the end of our time as a reward for the good choices that you made. We want you to remember what we say at Healthy Futures,

The choices you make...**NOW** will affect you...**LATER!**

[Pass out Parent/Trusted Adult Connection Form Session 6.8: Review or Alternative Inclusive version [Session 6.8 I.](#)]

[Distribute Now and Later and incentives.]

