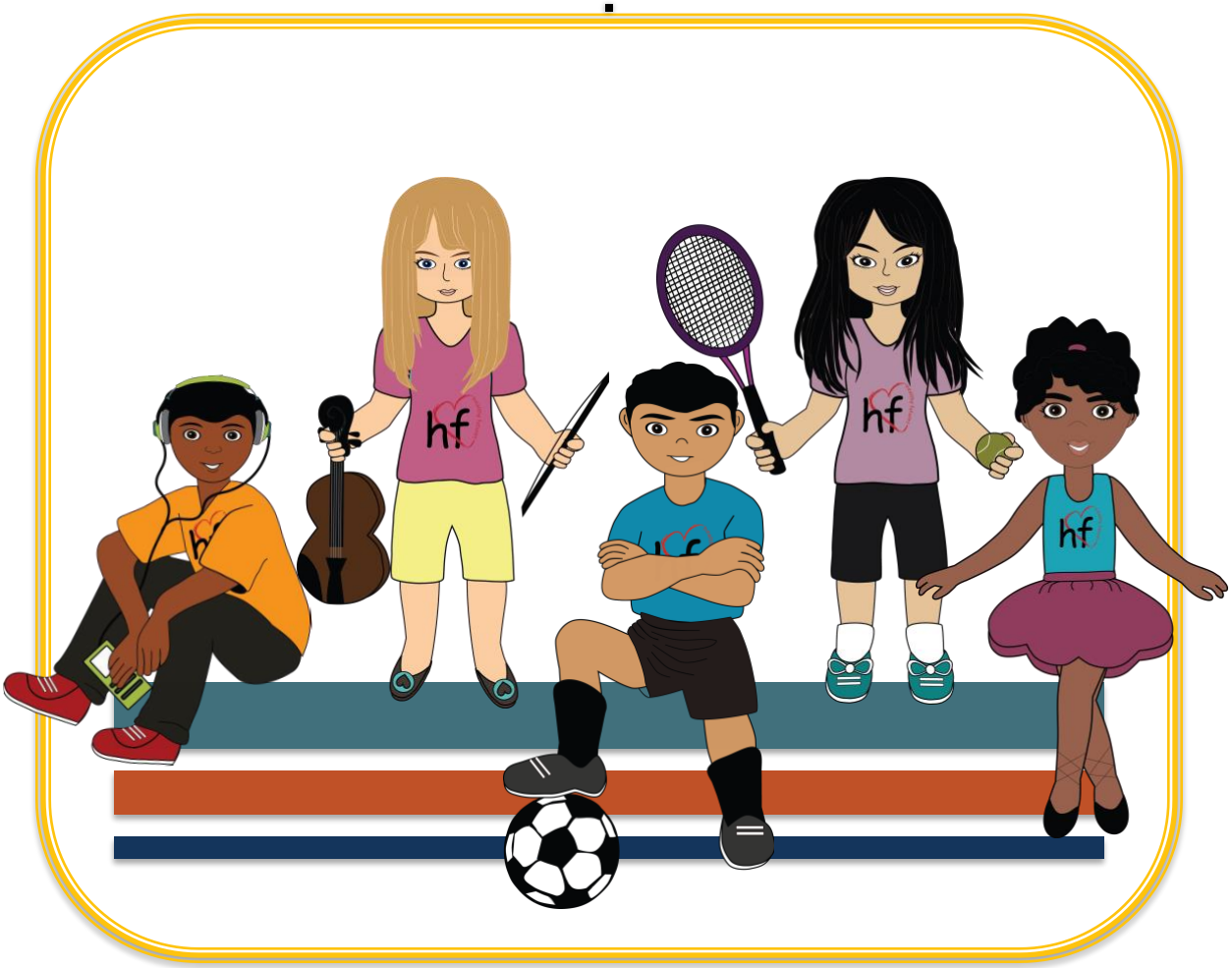
Nu-CULTURE

Cultivating Urban Leaders Through
Unique Relationship Education

7th Grade Curriculum
HF1.0



Nu-CULTURE

Cultivating Urban Leaders Through
Unique Relationship Education

A Healthy Futures Holistic Relationship Education Curriculum for Teens

Curriculum Developed By
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Healthy Futures
www.healthy-futures.org

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- Haverhill Public Schools
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Introduction

Healthy Futures

Healthy Futures is an age-appropriate program framed on the social ecological model, which posits that lasting changes in health behaviors require not only increased knowledge and skills at the individual level but also supportive physical and social systems. The main component is a classroom-based relationship education curriculum, Nu-CULTURE, offered in 6th, 7th, and 8th grade for eight 50-minute sessions each year. The Healthy Futures program has been revised from an abstinence-only program to now emphasize delay of sexual initiation, with added components on safer sex practices for reducing sexually transmitted infections and pregnancy.

Nu-CULTURE

Nu-CULTURE (pronounced "new culture") is the classroom education component of the Healthy Futures approach described above. Dedicated to **C**ultivating **U**rban **L**eaders **T**hrough **U**nique **R**elationship **E**ducation, this program provides youth with the tools and resources needed to make and maintain healthy choices and be positive role models in their communities.

Nu-CULTURE is designed for youth in 6th, 7th, and 8th grades, and includes the following:

1) Twenty-four 50-minute sessions delivered over three years (8 sessions each year).
2) Curriculum for mixed gender groups of 20-40 participants.
3) Use of participatory activities including small group activities, role-playing, and audiovisual materials.

Goals

The goals of Nu-CULTURE are to:

1) Influence attitudes, behavioral and normative beliefs, and self-efficacy regarding healthy relationship choices and risk-reduction behaviors by creating an environment where healthy choices are supported by peers and family.
2) Strengthen beliefs about the benefits of delaying sexual activity.
3) Increase intentions to delay sexual activity.
4) Develop leaders to be positive role models.

Nu-CULTURE addresses three key areas: 1) human anatomy and physiology, 2) life skills, and 3) relationships. The curriculum emphasizes increasing skills and self-efficacy in communication and refusal skills through age-appropriate, medically accurate information about pregnancy prevention, sexually transmitted infections, and sexual abuse.

Nu-CULTURE Logic Model

The goals of Nu-CULTURE are to:

1) Influence attitudes, behavioral and normative beliefs, and self-efficacy regarding healthy relationship choices and risk-reduction behaviors by creating an environment where healthy choices are supported by peers and family.
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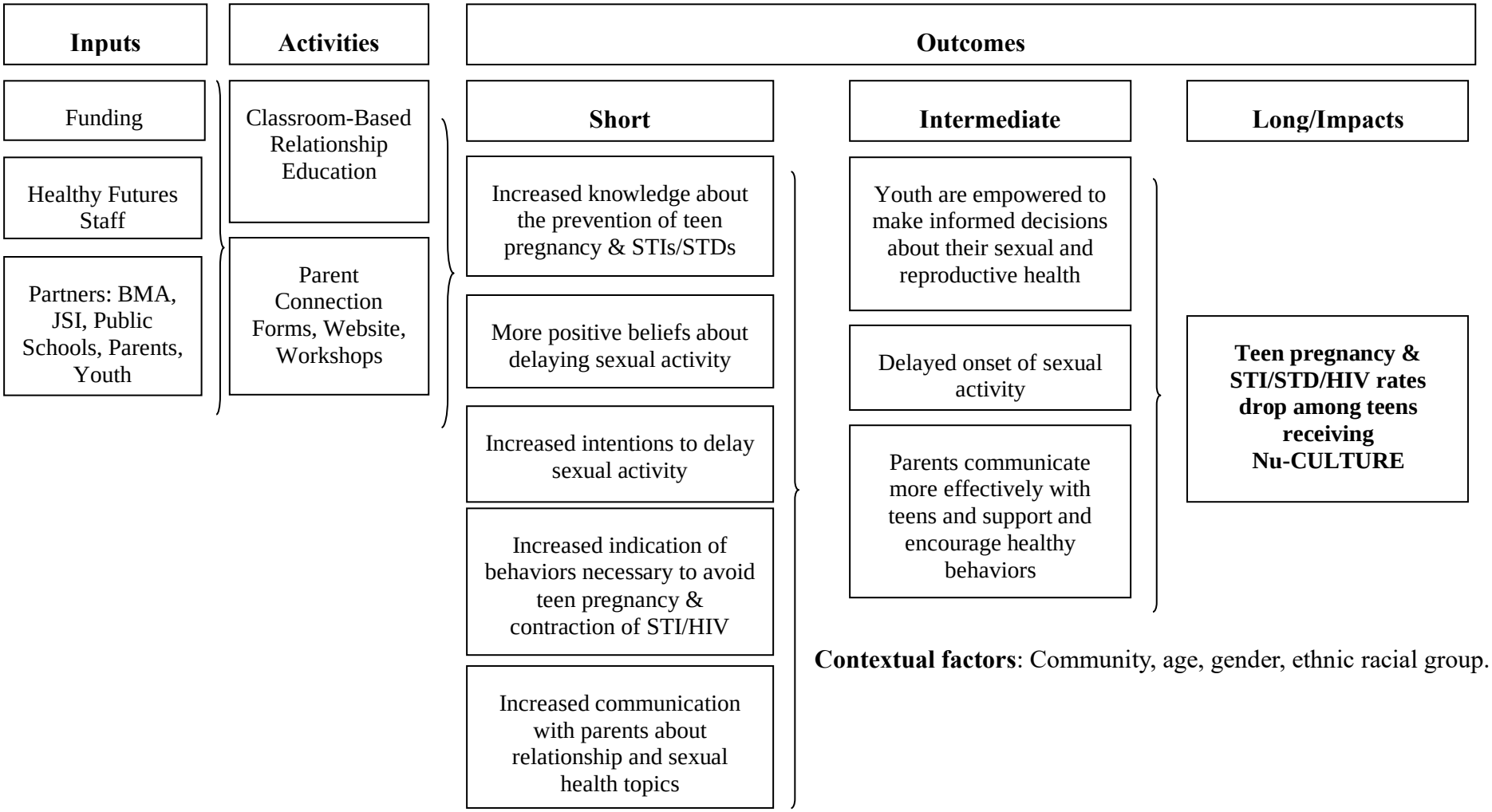

Theoretical Models Used in Nu-CULTURE

The ability of youth to make healthy relationship choices depends on information, perceived risk and vulnerability, and the self-efficacy to practice abstinence or utilize effective contraceptive methods (e.g., condoms). Healthy choices are the result of individual, interpersonal, organizational, and community-level influences. Additionally, youth must learn and develop relationship skills and confidence in their capabilities to effectively weigh the potential benefits and consequences of their choices. For these reasons, Nu-CULTURE is based on the Social Ecological Model [1] and Social Learning Theory.[2, 3]

Social Ecological Model

The Social Ecological Model suggests that changes in individual behavior result from influences at the individual, interpersonal, organizational, and community levels. The model recognizes that lasting changes in health behaviors require physical environments and social systems that support positive lifestyle habits. Accordingly, Nu-CULTURE includes activities that influence individual attitudes (classroom activities), interpersonal behavior (classroom activities and parent connection forms), organizational knowledge and support (resources for schools), and community knowledge and support (parent connection forms, parent education programs, and new media resources).

Social Learning Theory

Social Learning Theory states that human behaviors are the result of three interacting factors, mediated by contingencies of reinforcement and observational learning:

1) Pre-existing behaviors
2) Cognitive, affective, and biologic internal events
3) External events within the environment

Accordingly, Nu-CULTURE includes four components directed at changing or strengthening each of these interacting factors:

1) Informational, to increase awareness and knowledge of health risks of sex during adolescence and the benefits of delaying sex
2) Social and self-regulatory skills, to teach youth how to translate knowledge into effective action, through observations of role models
3) Skill enhancement and resilience self-efficacy, opportunities to practice healthy skills and bolster beliefs in one's capability to effect change, such as role-playing
4) Social supports for personal change, to provide a broad network of social supports, such as health educators, peers, teachers, and parents

Nu-CULTURE Core Components

1) Incorporating the Healthy Futures message of "The choices you make NOW will affect you LATER" throughout the program.
2) Implementing 24 50-minute lessons over three years (6th, 7th, 8th grade).
3) Building participants' skills and self-efficacy to effectively weigh the benefits and consequences of their choices.
4) Incorporating activities that increase knowledge and influence positive attitudes, beliefs, and self-efficacy to prepare teens for making healthy choices regarding relationships and sexual activity.
5) Using age-appropriate and medically accurate materials and activities.

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[1] McLeroy KR, Bibeau D, Steckler A, Glanz K. An Ecological Perspective on Health Promotion Programs. Health Education Quarterly 1988;15:351-77.
[2] Bandura A. Social Cognitive Theory and Exercise of Control Over HIV Infection. In: DiClemente RJ, Peterson JL, eds. Preventing AIDS: Theories and Methods of Behavioral Interventions. New York: Plenum Press; 1994:25-29.
[3] Carter-Jessop L, Franklin LN, Heath JW, Jr., Jimenez-Irizarry G, Peace MD. Abstinence Education for Urban Youth. J Community Health. Aug 2000;25(4)293-304.

6) Delivering high quality, participatory, and interactive sessions.
7) Engaging parents and guardians via distribution of daily parent connection forms.

These seven **Core Components** must be maintained with fidelity to ensure the effectiveness of the program. A fidelity checklist is included in each implementation guide. Fidelity means conducting a program by following the **Core Components**, protocols, procedures, and content set by the research study that determined its effectiveness. While the **Core Components** cannot be changed, agencies can make adaptations to make the program appropriate for their setting or community. Appropriate adaptations for activities and delivery methods are discussed in detail in the **Nu-CULTURE Adaptation Guide**.

CREATING SAFE SPACES

A Facilitator's Guide to Trauma-Informed Programming for Youth in Optimal Health Programs

FYSB Family & Youth Services Bureau

Introduction

Pre-Implementation Checklist

Implementation Checklist

Post-Implementation Checklist

References and Resources

INTRODUCTION

This guide complements an organization-wide, trauma-informed approach.

Programs that teach young people about personal responsibility, self-regulation, goal setting, forming healthy relationships, and healthy decision making can help them achieve optimal health. When such programs are delivered in a trauma-informed way, participants feel safe and supported and are more likely to remain engaged in program activities. This guide to trauma-informed programming is for facilitators who deliver school- and community-based or one-on-one optimal health programs to young people.

Using a trauma-informed approach requires ongoing attention, awareness, and sensitivity to program participants. This approach also requires an organizational-level commitment to be successful, as many strategies for incorporating a trauma-informed approach rely on organizational-level policies and procedures for success. This guide is for facilitators who work directly with youth and is intended to complement other activities, policies, and procedures that support this approach.

What Is Trauma?

Trauma refers to experiences that cause intense physical and psychological stress reactions. Specifically, trauma is defined as something that results from "an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or threatening and that has lasting adverse effects on the individual's functioning and physical, social, emotional, or spiritual well-being" (SAMHSA, 2014).

Trauma can result from physical, psychological, or sexual abuse; neglect; family violence; grief from the death of a loved one or other loss; a natural disaster, pandemic, or war; or other emotional experiences. People of any age, gender, race, ethnicity, geography, or socioeconomic status can experience trauma. It is also important to recognize the historical and intergenerational trauma sometimes experienced by populations that have a history of being systematically oppressed. Likewise, high rates of trauma may exist among refugee families affected by war or persecution. Studies show that adverse childhood experiences (ACEs), including traumatic events, can have long-lasting health effects (Felitti et al., 1998; Sacks et al., 2014).

What Is a Trauma-Informed Approach?

The Substance Abuse and Mental Health Services Administration (SAMHSA) defines a trauma-informed approach as one that is based on the knowledge and understanding of trauma and its far-reaching implications. A trauma-informed approach is grounded in four key assumptions known as the "four Rs" (SAMHSA, 2014), which specify that a program, organization, or system is trauma-informed:

1. **Realizes** the widespread impact of trauma and understands potential paths for recovery.
2. **Recognizes** the signs and symptoms of trauma in clients, families, staff, and others involved with the program, organization or system.
3. **Responds** by fully integrating knowledge about trauma into policies, procedures, and practices.
4. **Resists** re-traumatization.

SAMHSA also establishes the following six key principles of a trauma-informed approach (SAMHSA, 2014):

1. **Safety**
2. **Trustworthiness and Transparency**
3. **Peer Support**
4. **Collaboration and Mutuality**
5. **Empowerment, Voice, and Choice**
6. **Cultural, Historical, and Gender Issues**

Organizations that use a trauma-informed approach in their work apply these principles across their organizations. It is important for program facilitators to consider how these principles can be actualized during program implementation. For example, they can begin to develop trust and transparency with youth by establishing ground rules at the beginning of the program and reinforcing them in their sessions. Engaging program participants in the development of these ground rules can increase collaboration, empowerment, and voice. Being clear about mandatory reporting requirements for child abuse and neglect is also important for developing trust and transparency so that youth understand what kinds of information facilitators are required to report (Child Welfare Information Gateway, 2014).

Facilitators of curricula that aim to delay the onset of sexual activity and prevent pregnancy and sexually transmitted infections especially will need to carefully frame discussions and avoid language that may trigger survivors of sexual trauma. Being sensitive to participants' experiences with trauma will help create a safe environment for them to learn. Knowing the behavioral indicators of trauma will prevent you from engaging in any activities or disciplinary techniques (e.g., punitive measures that deprive participants of a sense of control) that may trigger or re-traumatize a participant. It will also help you to find ways to empower participants so they are better able to manage their feelings and focus on the content of your lessons.

Effects of Trauma

Trauma can significantly affect adolescents' bodies, brains, emotions, and behaviors (see Table 1). The checklists in this guide include programmatic considerations to help you address the effects of trauma that may impact a participant's ability to fully benefit from your sessions. Not all youth who exhibit these behaviors have necessarily experienced trauma; however, all youth exhibiting these types of behaviors will benefit from a trauma-informed approach.

Table 1

Trauma May Affect	In These Ways	Programmatic Considerations
Bodies	• Inability to control physical responses to stress • Chronic illness, even into adulthood (heart disease, obesity)	• Offer a safe space for participants to calm down and relax. • Consider alternative program strategies if there are chronic absences.
Brains (Thinking)	• Difficulty thinking, learning, and concentrating • Impaired memory • Difficulty switching from one thought or activity to another	• Offer ample instructional time and varied instructional methods, including hands-on activities and activities involving multiple senses. • Consider ways to assess learning beyond memorization. For example, you could have students create a skit, video, or other product to show they have learned the concepts.
Emotions (Feeling)	• Low self-esteem • Feeling unsafe; feeling intense fear • Inability to regulate emotions • Difficulty forming attachments to caregivers • Trouble with friendships • Trust issues • Feeling hopeless • Depression, anxiety	• Establish group ground rules to create a safe environment. • Offer space for participants to leave the group and take care of their own needs if necessary. • Avoid assumptions that it will be easy for participants to talk with peers or adults about sensitive topics. • Understand that it will take time to build trust with participants.
Behaviors (Acting)	• Being hypervigilant (constantly tense and on guard) • Having frequent nightmares and/or sleeplessness (leading to tiredness during the day) • Constantly recounting a traumatic event or denying that it happened • Wanting to leave the room (which could signal discomfort with content) • Appearing disengaged with the lesson (which could be a defense mechanism) • Lack of impulse control • Fighting, aggression • Engaging in other risk-taking behaviors, including running away, getting in trouble with the law, or acting out in class • Abusing substances • Expressing suicidal thoughts or attempting suicide	• Seek support from a licensed mental health professional or social worker if behavioral issues are a challenge.

Source: Child Welfare Information Gateway, 2014

How to Use This Guide

On the following pages, you will find the following three checklists:

Pre-Implementation Checklist

Use this checklist to prepare for program implementation.

This checklist should be completed before each series of sessions with a new group of students. It will help you to review the curriculum, assess the program environment, and identify trauma-specific student needs or challenges to consider. Some changes (e.g., modifying a curriculum component) may require meeting with your supervisor/program director before implementation.

Implementation Checklist

Use this checklist during program implementation.

This checklist will serve as a reminder of steps to take during each session to ensure that participants feel comfortable and prevent triggering or re-traumatization. When possible, either between sessions or at the end of the day, note any concerns you have about your group or any specific challenges you have encountered.

Post-Implementation Checklist

Use this checklist after program implementation.

Use this checklist to reflect on program implementation and plan improvements in your trauma-informed approach for the next cycle of program implementation.

These checklists should complement other training and activities that build on the skills and expertise of facilitators and enable your organization to use a trauma-informed approach.

PRE-IMPLEMENTATION CHECKLIST

As a facilitator, there are several activities that you can complete to increase the responsiveness of your programming to the needs of participants who have experienced trauma. Use this checklist to determine if and when these activities have been completed and note any challenges or considerations for each activity. For example, make a note if you are not allowed to make program adaptations.

Class Description:	Session Dates:

Trauma-Informed Approach Activity	Date Completed	Notes
Review the curriculum and identify any potential triggers for survivors of trauma. Pay particular attention to language that may re-victimize participants. This step should be repeated each time the curriculum is revised. For example: Language that implies that sexual experiences make a person dirty, damaged, "used up," irresponsible, or unable to bond with future partners could be triggering for survivors. Language that implies that previous traumatic sexual experiences could have been avoided or that all trauma can be prevented may make survivors think the abuse was their fault.		
Consider making adaptations to address anything in the curriculum that may upset a trauma survivor. Be sure you have approval from your program director and/or curriculum developer to make adaptations if required (Family and Youth Services Bureau, n.d.).		
Meet with the classroom teachers, school counselors, and/or after-school or community-based organization program directors to learn more about any publicly available information about events that have occurred at school or in the community that could affect students' reactions to the content of your sessions.		
If possible, get in touch with participants and their families before the program to introduce yourself and develop a rapport with them. You can do so by sending a text or email or by visiting the classroom where students are based to say hello.		

Trauma-Informed Approach Activity	Date Completed	Notes
Visit the space where the program will be implemented and ensure that it is an environment that is as comfortable and accommodating as possible for all participants. Simple ways to enhance the space may include • asking the classroom teacher or organization representative if you can rearrange the tables and chairs; • providing coloring materials or other items that participants can manipulate during the session; • bringing program-specific posters or signs to personalize the space; or • bringing a small speaker to play music at the beginning or end of a session.		
Develop a plan for how to respond if a participant has a negative reaction to the content and needs support. This could include the following options: • Designate spaces in and outside of the room for participants to go if they feel upset and need to take a break. Ensure you are following site-specific policies about allowing students to leave the room and that supervision will be provided. • Have an experienced adult on hand, such as a mental health professional, to support students and help them get any help they might need.		
Develop a list of community-specific referrals to distribute to participants and their caregivers. Use this template to create a list for your community. Use this template to create a version that can be folded into a pocket guide.		
Speak with your supervisor/program director to discuss any anticipated challenges with regard to trauma and ensure that you have the necessary training and resources based on your role.		

Additional Notes:

IMPLEMENTATION CHECKLIST

Class Description:	Session Dates:

Trauma-Informed Approach Activity	Notes *(e.g., concerns about your group or specific challenges encountered)*
Welcome each participant as they arrive or greet the group at the beginning of the session (if you are entering an existing group).	
Work with program participants to establish "group agreements," which should provide for the physical and emotional safety and confidentiality of all participants. Review the agreements at the beginning of each session. Common group agreements include the following: • Keep all discussions confidential (within the group only). • Step up/step back (i.e., encourage people who do not often participate to contribute and those who often contribute to listen). • Take a break when needed. • Respect others' opinions and refrain from criticizing others.	
Provide an explanation for all program rules and requests. For example: If you are conducting a pre-session survey with participants, let them know why the survey is important and how the information will be used. Let participants know about mandatory reporting requirements for child abuse and neglect and why these are important.	
Provide warm, nonjudgmental, empathetic, and genuine interactions at all times. Strategies may include asking and remembering participants' names; taking events that have occurred in the community or school into account when teaching a lesson; and avoiding the use of language that criticizes, blames, or judges. This also means remembering and recognizing that all youth have strengths and resources that can be shared and learned about.	
Provide an opportunity for participants to share their stories and insights and allow all youth to be heard during the program.	

Trauma-Informed Approach Activity	Notes *(e.g., concerns about your group, specific challenges encountered)*
Use an anonymous system (e.g., shoe box with slot, free version of Poll Everywhere app [2020]) to elicit questions from participants who might be concerned about confidentiality. If you use a question box, give each student a slip of paper at the beginning of each session and ask them to place their slips in the box at the end of the session, regardless of whether they wrote a question or comment. This will help ensure confidentiality.	
Provide youth with relevant information about mandatory reporting of child abuse and neglect.	
If classroom behavior is disruptive or students are not engaged, determine if it is a recurring challenge or one-time occurrence. Explore potential root causes for the issue (e.g., a particular lesson plan, something that happened in the school or community that day, a challenge among the participants in the group because of interactions outside of the group). If necessary, check in with the school social worker or site director. Try new strategies, such as incorporating movement into the session, providing an opportunity for different participants to lead different aspects of the session, or providing an opportunity for youth input (e.g., through stories, spoken word, or visual media).	
Ensure that youth are able to step away during implementation if needed (see instructions on designating a place they can go where there is supervision in your Pre-Implementation Checklist).	
Have support staff (e.g., counselors, social workers) ready and available in case they are needed during the session, particularly if you are covering topics that may trigger youth.	
Share your list of national hotline numbers and community-specific referrals with all participants at the beginning of the session. You can also post hotline numbers on the board or in the Chat function of your videoconferencing platform. Use your primary form of communication with parents to provide them with access to all hotline numbers and community referrals as well. Follow up on specific referrals you make if needed. If a student shares information indicating that they or another minor may be experiencing abuse or neglect, be sure to follow your agency's protocols for reporting your concern to the appropriate authorities. Provide a complete, honest account of what you observed that led you to suspect abuse or neglect.	

Additional Notes:

POST-IMPLEMENTATION CHECKLIST

Class Description:	Session Dates:

Trauma-Informed Approach Activity	Date Completed	Notes
If your session is virtual, be aware that students may be dealing with additional challenges relating to their home lives while learning remotely. Privacy may be limited, and they may be uncomfortable sharing information that they might otherwise share in an in-person discussion. If you are concerned about a participant's safety, reach out and help the participant connect with a trusted adult or counselor and be sure to follow mandatory reporting requirements for child abuse and neglect.		
Seek additional training for challenges related to trauma that came up during program implementation.		
Revisit your list of referral resources and ensure that they remain appropriate and current, updating with additional resources as needed. If you receive feedback from participants about particular referral sources, take that into account when you revise your list.		
Review organizational resources for secondary traumatic stress and personal coping strategies to address it. Secondary traumatic stress disorder can happen to service providers who work with people who have been traumatized. Service providers can experience cognitive, behavioral, emotional, and physical symptoms from this disorder (Administration for Children & Families, n.d.).		
Revisit curriculum notes to determine if additional adaptations are necessary to decrease the potential for re-victimization of program participants.		

Additional Notes:

References

Administration for Children & Families. (n.d.). Secondary traumatic stress toolkit. Available from https://www.acf.hhs.gov/trauma-toolkit/secondary-traumatic-stress

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Resources

The following resources, available on the Exchange, may help you incorporate a trauma-informed approach into your work:

- Sex Trafficking and Adolescents: What Adults Need to Know training
- Closing the Loop: Developing Effective Referral Networks for Youth webinar

FYSB Family & Youth Services Bureau

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Classroom Tools to Purchase Separately
Question Bag
Candies
3x5 Index Cards for Question Cards
3 Key and Lock Sets

7th Grade Curriculum OUTLINE

Session 7.1

(Re-) Introduction to Healthy Futures, Keys to Success

- Activity 7.1.1 (Re-) Introduction to Healthy Futures
- Activity 7.1.2 Healthy Futures Slogan and Incentives
- Activity 7.1.3 Group Rights and Responsibilities
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- Activity 7.4.7 Spiraling Out of Control
- Activity 7.4.8 Peer Pressure and Refusal Skills
- Activity 7.4.9 Refusal Scenarios
- Activity 7.4.10 Questions and Answers
- Activity 7.4.11 Conclusion and Wrap Up

Session 7.5

Consequences of Sexual Activity - Pregnancy and Emotional Risks

- Activity 7.5.1 Review Session 7.4
- Activity 7.5.2 Puberty and Pregnancy Review
- Activity 7.5.3 Rules, Limits, and Boundaries
- Activity 7.5.4 Emotional Risk and Sexual Activity
- Activity 7.5.5 Pregnancy Scenario
- Activity 7.5.6 Conclusion and Wrap Up

Session 7.6

Consequences of Sexual Activity - STIs

- Activity 7.6.1 Review Session 7.5
- Activity 7.6.2 Star Activity
- Activity 7.6.3 Sexually Transmitted Infections (STIs)
- Activity 7.6.4 STI Presentations
- Activity 7.6.5 Resources
- Activity 7.6.6 Conclusion and Wrap Up

7th Grade Curriculum OUTLINE

Session 7.7

Sexual Offenses

- Activity 7.7.1 — Review Session 7.6
- Activity 7.7.2 — Sexual Offenses
- Activity 7.7.3 — Questions and Answers
- Activity 7.7.4 — Conclusion and Wrap Up

Session 7.8

Review Topics and Discuss Lessons Learned

- Activity 7.8.1 — Introduction to Final 7th Grade Session
- Activity 7.8.2 — Review Sessions 7.1-7.7
- Activity 7.8.3 — Think Fast! Review Game
- Activity 7.8.4 — Questions and Answers
- Activity 7.8.5 — Conclusion and Wrap Up
- Activity 7.8.6 — Participant Feedback and Incentives

Session 7.1

(Re-) Introduction to Healthy Futures,
Keys to Success

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Session 7.1

(Re-) Introduction to Healthy Futures, Keys to Success

Session Overview:

1. (Re-) Introduce Healthy Futures.
2. (Re-) Introduce "The Choices You Make NOW Will Affect You LATER" slogan and incentive.
3. Establish and post the Group Rights and Responsibilities.
4. Explain and pass out the question cards.
5. Use That's Me! to actively engage participants and build excitement for the program.
6. Use the Keys to Success activity to discuss challenges people face on the path to achieving goals and dreams.
7. Use the Dream Big handout to help participants identify their goals and dreams, steps they need to take to achieve their goals and dreams, people who can support them along the way, potential obstacles, and how they will overcome obstacles.
8. Use the Unlocking the Keys to Success activity to discuss ways participants will overcome challenges and achieve their goals and dreams.
9. Use the Keys to Success scenarios to demonstrate how decisions can positively or negatively affect someone's ability to achieve their goals and dreams.
10. Wrap up session.
11. Explain and distribute Parent Connection Form Session 7.1: Keys to Success.

Learning Objectives:

- Participants will understand the ground rules that promote a safe and comfortable learning environment.
- Participants will evaluate their dreams in life and think practically about how to achieve them.
- Participants will understand that the choices they make can have positive or negative consequences.
- Participants will be invited to actively participate in class, which will result in positive consequences.

Materials Needed:

- Computer, projector, and speakers
- Jar of Now and Later Candy
- Three key and lock sets
- Group Rights and Responsibilities Cards (7.1.3)
- Keys to Success Scenarios PowerPoint (7.1.9)
- Handouts:
  - Dream Big (Handout 7.1.7)
  - Parent Connection Form Session 7.1: Keys to Success
- Question cards
- Question bag

Classroom Planning:

- Review Session 7.1 curriculum.
- Review the instructions for establishing Group Rights and Responsibilities.
- Make copies of handouts.
- Gather the question cards and question bag.

The Standards:

- See Appendix E for a list of state and national standards met in this session.

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"The choices you make NOW will affect you LATER"

Educator highlight: Introduce yourself and tell the participants a little bit about Healthy Futures and the Nu-CULTURE program. Discuss purpose and goals. Communicate to the participants the fact that you care about all of them, that they are all special, and you want to equip them to have the most opportunities in their future. Many things happen during this time in their lives that they will have to respond to; they'll have choices to make that can have a big impact on their future, etc. It can be difficult and complicated to go through this phase of life, and we want to prepare them for it as much as possible.

Educator states:

Hi, my name is _____ and this is my friend _____.

By a show of hands, who in here has ever heard of Healthy Futures? For those of you who haven't heard of Healthy Futures, we are an organization that goes to middle schools and speak to students like you about making good choices, especially choices about relationships. You are all 7th graders and you have a lot of choices you're going to be making. Over the next eight days we want to give you tips and tools so you can make good choices in your everyday life. We know it can be difficult for you at this age and we want to help you prepare for your future.

Notes:

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Educator states:
The choices that you are make now will impact your future. That's why we bring this jar of candy in – to help illustrate that.

Anyone here remember the message to this candy?

"The choices you make NOW, will affect you LATER!" Exactly.
The choices you make now will definitely affect you later. If you have this message figured out, you have an important part of life figured out. If you understand that the choices you make now will affect you later that will really help you out.

We like to do a drill together to help you remember this message.
Whenever I shout out, "the choices you make…" you shout out NOW.
Then I shout, "will affect you…" and you shout out LATER!

Let's try it. Notice that I say shout, okay. We want you to be loud. Your teacher said it's okay for us to get a little loud. Are you ready?

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

This is an interactive program so we will be doing that drill together frequently. It's important that you really understand that the choices you make now will definitely affect you later.

We'll be leaving this jar of Now and Laters out every time we meet to remind you of this drill. The choices you make now to participate and listen will determine whether or not your class can have them later.

Notes:

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Educator highlight: Write on the board or post the Group Rights and Responsibilities cards. Begin by explaining why it is important to discuss Group Rights and Responsibilities. Take time to explain each of the points that are written on the board. After this, ask the participants if there are any other suggestions that they have to add to the list. Acknowledge and affirm each suggestion. It is important that the participants take ownership of this list so that they can take responsibility for their behavior.

Educator states:
In sports, in your family, and in school, it is important to play by the rules. It is important to know what everyone's responsibilities are and what their rights are. So we are going to take time now to go through the Group Rights and Responsibilities so that we all know what is expected of us and what we can expect from others. These are important so that we can all have a great time together.

[Hold up Group Rights and Responsibilities cards and have the participants repeat each item after you.]

You have the **right**:

1. **To be heard** – No talking while others are talking.
2. **To express your opinion** – To share your own point of view.
3. **To ask any questions** – No question is too stupid or silly.

[Mention the question cards as a place for asking questions. Do not pass them out yet.]

4. **To be respected** – Respect others as you want them to respect you.
5. **To confidentiality and privacy** – Personal information or situations shared here shouldn't be shared outside of this class.

Does anyone have any other rules/responsibilities they want to put up here? You all did a great job! Let's wrap up this part of our session by repeating after me everything on our list.

Notes:

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Educator states:
Ok, now that we have discussed how this will be a safe learning environment, we want to tell you about the question cards. Each of you should have received a question card in your folder. Does everyone have one?

[Hold up an example and let them know where this should be located in their folder.]

The question bag is available for any participant who does not feel comfortable asking their question in front of the whole class. You can use your question card for this purpose. On the card you should include your initials (unless you would like to remain anonymous), your class section, and school name on the card. The Healthy Futures staff will check these every day and address any of your questions or concerns the next time we meet together.

Notes:

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Educator states:
To get to know you a bit better, we're going to do an activity called "That's Me!" I'm going to say something about myself. If you can relate to the statement, I want you to raise your hand and say "That's me!"

[Make several statements that relate to what you like. Keep the statements neutral and positive (e.g., I like summer, I like pizza, I like hanging out with my friends, etc.). Continue with a few examples and end with "I want to be successful in life."]

Educator highlight: The "That's Me" activity is to get participants to identify with the statement "I want to be successful" and to encourage them to think about ways that success in life can be achieved. This provides a transition into the discussion about the Keys to Success, which is the overall theme of the 7th grade curriculum.

Let me see that again. Raise your hand. Who wants to be successful in life? Great! Next we are going to discuss some tips on how you can be successful in life.

Notes:

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Educator states:
There are two keys to being successful in life.

The first key is this, repeat after me: Know What You Want. In order to get what you want, you need to know what you want (e.g., your goal or dream). That is the first key. We are going to take time today to determine what it is that you want so you will be able to take steps to successfully accomplish your dream!

The second key is this, repeat after me: Know How to Get There. The second key includes planning and each step may take hard work, sweat, and tears, to accomplish your dream in the end. That is why we have asked you to begin thinking about what steps you will need to take to accomplish your dream, who you will need to ask for help along the way, and what some potential obstacles might stand in between you and your dream.

Knowing what you want and how to get there is exactly how you are going to be able to achieve these dreams!

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Educator highlight: Distribute Dream Big (Handout 7.1.7). The participants will complete this handout where they will have to share at least one of their dreams for their life. They will list their dream, brainstorm what needs to happen to achieve this dream. Begin by asking who will help them on the journey to achieving this dream and also who/what might get in the way. Evaluate how to respond to these obstacles to ensure that they will achieve their goal. This activity is going to help participants think through everything that will need to take place in their life both now and the future in order to reach their dream.

Educator states:
Right now you are going to have 10 minutes to fill out the Dream Big handout. For this activity, think about one dream that you hope to accomplish at some point in your life; the bigger the better! For instance, a dream could be anything such as becoming an actor, an artist, a singer, a dancer, a professional athlete, a scientist, etc. After you have identified your dream, we want you to evaluate the things that will need to happen in your life in order to make your dream come true. Be as honest as you possibly can. What steps will you have to take in order to achieve your dream? Who are you going to ask for help along the way? What are some obstacles that might stand in the way of you and your dream? This could be a life circumstance, a person, etc. Ask yourself how you will choose to respond to each of these obstacles. Your dream is worth it, but it doesn't mean it will be easy to achieve!

Now that we have had a few minutes to complete this handout, would anyone be willing to share what your dream in life is? Remember that this is a place where you will be respected and it is a safe place to share your dreams and goals.

Educator highlight: After participants have completed the handout, encourage as many participants as possible to share their dreams with the group. They can also share what steps they think they will need to take in order to accomplish this dream. This will help foster an environment where the participants can share about their lives and hopefully feel supported and encouraged.

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Educator highlight: You will need three lock and key sets. Ask for three volunteers and pass out one set to each participant. After each participant has been given a set, the instructor will tell the volunteers to begin trying to unlock the lock, trying each key on the ring. In the end, all three participants should find the key to unlock their lock.

Educator states:
Alright, now we are going to go on ahead and play a game. I will need three volunteers. Each of you is going to receive a key and lock set. Whoever can find the key that opens their lock first will win a prize. Get ready, set, go!

Now that all three volunteers unlocked their lock, let's talk about what just happened. These participants had the right keys and they used them. This activity represents the keys to success in life. The lock represents your dream. The reason why there were so many keys on the keychain but only one was able to unlock your dreams is because achieving your dream(s) is hard, and there are a lot of things that will stand in your way. Many people in life will give up on their dream because the journey is just too hard. However, we want to help you identify the tools, skills, and knowledge you will need to be successful in reaching your dreams.

What are the keys to success? Repeat after me: Know what you want and know how to get there.

Notes:

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Educator highlight: Each of the three key/lock sets represents a character in the Keys to Success PowerPoint with a chosen dream occupation. Go through each character and their occupation, and provide the participants with the information about how that individual was able to get to this dream occupation. The participants will see each character is faced with a choice along the way and the consequences for each choice are shown. The PowerPoint includes consequences for both the unhealthy choice and the healthy choice. The participants will understand that each and every choice has the ability to affect their future and what they hope to achieve one day. The characters in these scenarios were able to "unlock" the keys to success. Remind participants, the choices you make NOW…will affect you LATER!

Educator states:
Now, we are going to discuss three different characters with three different dreams. Each of these individuals will be faced with obstacles and will have to choose how to react to these obstacles on their journey to success. We will walk through the choices that each person is faced with and talk about their options together.

Educator highlight: After the background for each character is given, and their choice revealed, talk through each option with the participants. Allow them time to really think about the consequences of each choice. The point is for the participants to recognize that there will be choices they make now that will affect their future. After adequate discussion, provide the participants with outcomes for each choice.

Notes:

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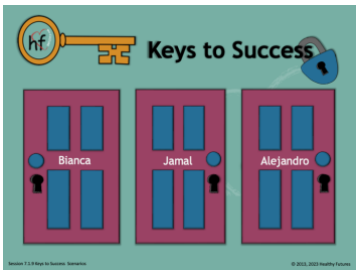
PPT Slides: Keys to Success



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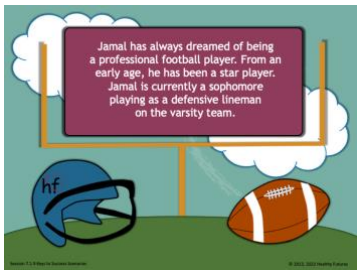

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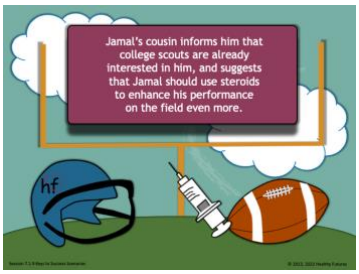

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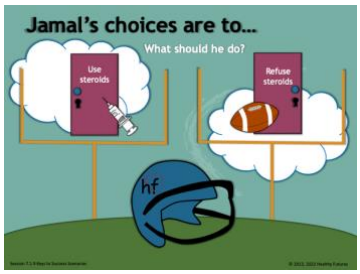

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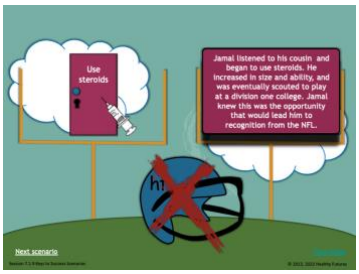

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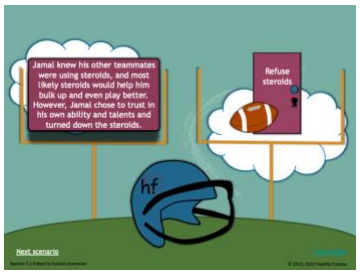

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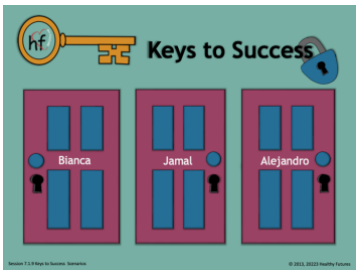

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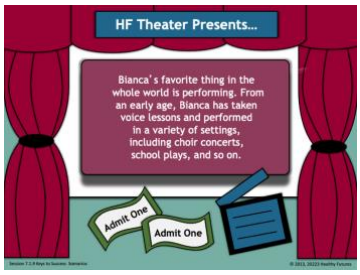

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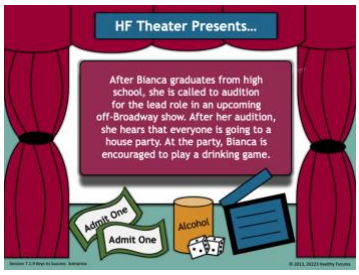

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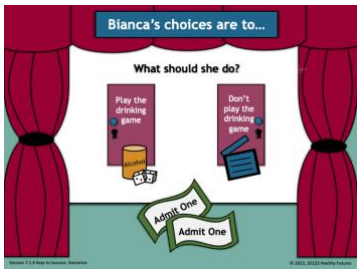

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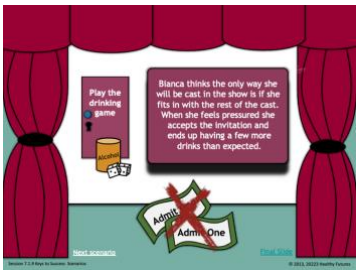

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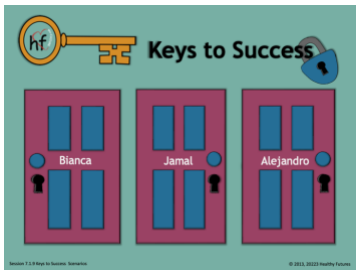

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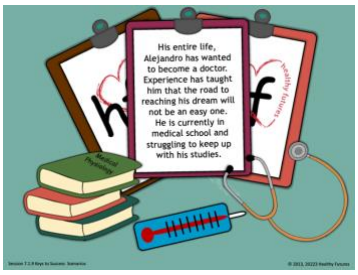

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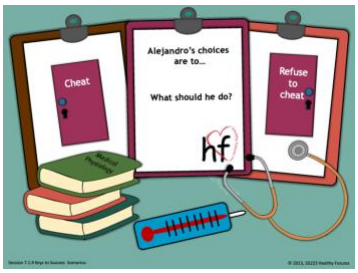

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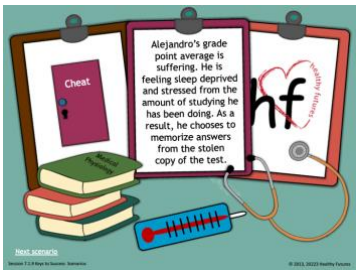

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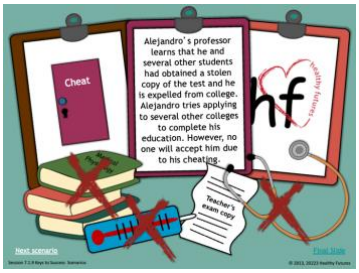

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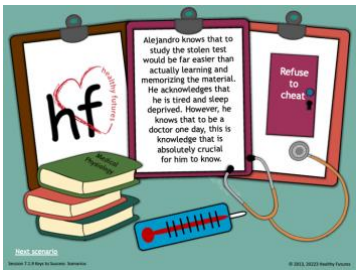

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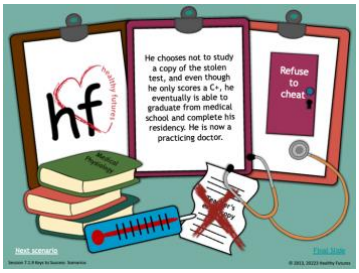

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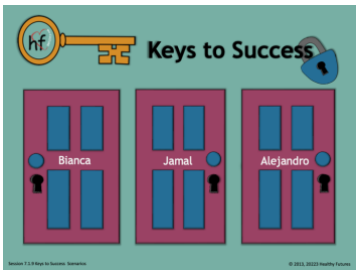

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Notes:

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Educator states:
Today we discussed the two keys to being successful in life: know what you want and know how to get there.

What did it take for the characters in the scenarios to accomplish their dreams? They knew what they wanted, right? Did they also know how to get there? Yes. They all recognized that their choices would directly influence their future.

Thinking about the positive choices these characters made, what words would you use to describe these three characters? (Dedicated, determined, confident, secure, brave, hardworking, etc.). Let's discuss what some of these qualities mean.

Now, let's evaluate the people that Jamal, Bianca, and Alejandro had in their lives. Did these people want to help them achieve their goal or did they stand in their way? (Answers may vary) Ask yourself, would you want people like this in your life? Why or why not? If you are all serious about being successful in the future, you have to know what you want and know how to get there. To get there, you have to figure out who to talk to and who to trust. And remember that you will face obstacles. You have to have steps and a plan to overcome these obstacles. Success begins with your choices. Failure also begins with your choices.

The choices you make NOW…will affect you…LATER!

Notes:

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Educator highlight: Hand out and explain the purpose of the Parent Connection Forms. Advise participants to review activities and lessons learned with parents/guardians after each section and ask their parent/guardian to sign and return the bottom portion of the form. If all seven Parent Connection Forms are returned, the participant will receive a prize on the last day.

[Pass out Parent Connection Form Session 7.1: Keys to Success, and collect completed question cards.]

Notes:

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Session 7.2

Basic Human Needs, Levels of Friendship

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Session 7.2

Basic Human Needs, Levels of Friendship

Session Overview:

1. Review Session 7.1.
2. Use the Raft Activity to help participants identify physical human needs.
3. Discuss the physical and emotional needs humans require to thrive.
4. Use the Basic Human Needs Pyramid handout to increase participants' understanding of basic human needs and identify the people in their life who meet those needs.
5. Use the Levels of Friendship activity to help participants identify different levels of friendship and the significant aspects of different types of friendship including boundaries, trust, respect, and communication.
6. Apply the different levels of friendship to online safety.
7. Use the friendship scenarios to help participants recognize the importance of friendships and how they have the power to affect your future.
8. Wrap Up Session.
9. Distribute Parent Connection Form Session 7.2: Basic Human Needs, Levels of Friendship.

Learning Objectives:

- Participants will identify physical and emotional needs and learn healthy ways to meet these needs.
- Participants will identify individuals within their support system who meet these physical and emotional needs.
- Participants will identify the different levels of friendship and the significant aspects of friendships including boundaries, trust, respect, and communication.
- Participants will apply the different levels of friendship to online safety.
- Participants will recognize the importance of friendships and how they have the power to affect your future.

Materials Needed:

- Computer, projector, and speakers
- Jar of Now and Later candy
- Levels of Friendship Scenario Cards (7.2.5)
- Friendship Scenarios PowerPoint (7.2.7)
- Handouts:
  - Stranded! (Handout 7.2.2)
  - Basic Human Needs Pyramid (Handout 7.2.4)
  - Parent Connection Form Session 7.2: Basic Human Needs and Levels of Friendship
- Question cards
- Question bag

Classroom Planning:

- Review Session 7.2 curriculum.
- Make copies of handouts.
- Gather the question cards and question bag.

The Standards:

- See Appendix E for a list of state and national standards met in this session.

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Educator states:
During the first session we started off by going over the Group Rights and Responsibilities. This is a list of rules that each of us can abide by to make this a safe and comfortable environment to have discussions and share our thoughts and opinions.

We also re-introduced our Healthy Futures saying that goes along with the Now and Later candy. Does anyone remember what it is?

[The choices you make NOW will affect you LATER!]

We then talked about the two keys to success. Can someone please tell me what the two keys to success are?

[Know what you want and know how to get there.]

Today we will be talking about basic human needs and levels of friendship and how these topics relate to our ability to reach our goals and dreams.

Notes:

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Educator highlight: The purpose of the Stranded! activity (Handout 7.2.2) is to demonstrate the basic physical needs humans require to survive. This activity will focus on physical needs but participants will also learn the importance of meeting emotional needs. Divide the class up into groups. Each group will sit in a circle and will be asked to imagine that they are aboard a raft. Read the story below aloud.

Educator states:
Imagine that you and your classmates are taking a class trip to an island for the day. On your way to the island, the weather takes a turn for the worse and your ferry crashes into a massive group of rocks. The damage is too severe to recover, and the ferry begins sinking. To make matters worse, the ferry's tracking device is also damaged in the crash, so no one knows your whereabouts. You and your classmates put on your life jackets and frantically scour the ship and your luggage for items that you think you need to survive. You break up into three groups and board the lifeboats. You soon learn that the amount of items you brought with you on the raft is too much for the raft to handle. You will not make it to shore unless you throw overboard all but 10 items from the group. Your task is to work together with your group for no more than 10 minutes to agree upon 10 items that you will keep on board. These 10 items are imperative to your survival as it is unknown for what period of time you will remain stranded and shipwrecked. You will be choosing these 10 items from a list of items on your handout. Circle the 10 items you have agreed upon as a group.

Educator highlight: Walk around and supervise the groups as they are working through their list. It is expected that there will be some tension and mild disagreements as they learn to work together and compromise on items. Provide a three minute warning before their time is up.

Alright, we are going to take a few minutes now and discuss what each group identified as their top three items. Be prepared to explain and defend why you chose each of those top three items as important for your survival.

Educator highlight: Allow the groups to share the top three items on their lists and defend them. Most likely the participants will have chosen items such as food, water, matches, rope, tools/weapon (knife, etc.) signal flare, cookware, clothing, etc.

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Educator highlight: Transition the participants to the next activity focusing on building their understanding of the different types of humans needs –physical and emotional.

Educator states:
In the last activity groups identified items needed for survival. One thing to note here is that these items were all designed to meet our physical needs. Every human being has certain needs that have to be met in order to function properly. Those needs are physical and emotional.

Starting with the physical, every human being needs food, water, sleep, and shelter in order to survive. You all demonstrated this through the items you chose to take with you on your raft. However, taking that one step further, we also have a need to feel safe and stable. Often this is provided for us by others, mainly parents, who help provide this security through physical and financial provision (food and shelter) and emotional security (loving and accepting us). This ties into our emotional need for relationships. We need human companionship. We need to feel accepted and loved in order to succeed in life. This helps to develop our personality, character, self-esteem, morals/values, and sense of identity. Our parents fulfill these emotional needs until we become older, and eventually, we begin to find fulfillment of these needs in our friends. Our last emotional need is to feel like we have an identity and purpose in life. We have to discover how it is that we fit into the world around us, and what it is that we can do in order to contribute or make our mark on it.

Therefore, we have both physical and emotional needs that need to be met in order to survive.

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Educator highlight: This activity is intended to help the participants visualize basic human needs and also evaluate which people in their lives fulfill these needs. After the explanation, the participants will write down the names of the people in their lives that fulfill these needs.

Educator states:
Everyone go into your folder and pull out the Basic Human Needs Pyramid (Handout 7.2.4). This pyramid was developed by a psychologist by the name of Abraham Maslow and was designed to help people understand physical and emotional needs. Each of the five levels represents a basic need that everyone must meet in order to be healthy. On the handout you have just been handed, you will be filling in the pyramid starting at the bottom and working your way to the top. I will explain each of the levels to you. Let's start by numbering the sections 1-5. The very top of the pyramid will be No. 1, and the very bottom of the pyramid will be No. 5.

At the very bottom of the pyramid (No.5) are basic needs: food, water, sleep, and shelter. These are the things we need in order to survive. They are the things that your body could not do without. You all demonstrated this need through the items you chose to take with you on your rafts.

The next section up (No. 4) lists physical and emotional needs: safety and stability. If someone is being bullied at school, do they feel safe? (No.) Will they be able to focus on what they should be learning in class? (No.) We need safety and stability in order to feel comfortable in our environment.

The next section up (No. 3) list social needs: relationships, companionship, and intimacy. By being around other people we become aware of the world around us. We all need human interaction to satisfy this need. If we are not around others for a long time, we begin to feel lonely and isolated.

The next section up (No. 2) lists emotional needs: acceptance and love. This need is met by the people who make us feel like we belong. When we are younger, our parents fulfill this emotional need. As we get older, there are others who meet this need, including our friends.

The top section (No.1) lists emotional needs: meaning and identity. This need is met by people who help you feel good about who you are and support you in becoming who you want to be.

Now that we have completed filling in the pyramid, I want you to use the five lines below the pyramid to write the name of someone in your life currently who fulfills each need.

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Educator highlight: For this activity, there will be three roles assigned per group of participants. These roles include: acquaintance, friend and best friend. To assign the participants their group members, count off the class with the numbers 1 through 3. Each group should have a number 1, 2, and 3. The participants assigned 1, will be in charge of card 1, and so on for each group. Each card will outline a specific topic of conversation with the amount of personal information they will be allowed to share. The group will act out the corresponding card using the brief conversation notes. This activity will demonstrate the differences in the appropriate level of disclosure that should occur at each level of friendship.

Educator states:
Next we are going to do an activity. First, I will need two volunteers to come up and we are going to role-play a conversation. These conversations are going to represent different types of friendships. As you watch, I want you to think about what kind of friendship you think this is. Did they just meet? Is it that they don't really know each other? Do you think they are friends or best friends? I want you to pay close attention to our role-play because we are going to talk about it afterwards.

Raise your hand if you want to volunteer.

[Tell each volunteer what level of friendship they are role-playing and give them the Levels of Friendship Scenario cards.]

[Volunteers act out acquaintance conversation.]

Who can tell me what they saw in that role-play? What did it feel like?

[Allow participants time to respond.]

Right! It felt distant/superficial. In real life, this is a person that you may or may not know. We call that an acquaintance. You may have seen them in school, shared classes with them, or know some of their friends. However, you have had limited interaction with this person. You may know their name but not much more. In the scenario, you learned quickly that there was not much to discuss with this person because of your limited interaction with them. You were just learning the basics about them and your conversation was limited to small talk topics like the weather. You never talked about any deep or personal information.

Ok, we are going to move on to the next scenario.

[Volunteers act out the friend conversation.]

Who can tell me what they saw out of that role-play? What did it feel like?

[Allow participants time to respond.]

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Educator states:
Right! The second conversation represented people who you referred to as friends. In real life, this is a person you have interacted with many times and are more comfortable around. The person already knows your name and general information about who you are as a person. The conversation was already a level deeper than with the acquaintance. In the activity, you discussed some of your similar interests, shared experiences, or even just how your day was going. You most likely would have been able to pick up from where you left off in your last interaction with this person.

[Volunteers act out the best friend conversation.]

Who can tell me what they saw out of that role-play? What did it feel like?

[Allow participants time to respond.]

Right! The third conversation represented best friends. In real life, this is a person you trust with the most personal and intimate details of your life. They may have known you for years and your friendship has continued to grow. Your conversation with a best friend is often smooth and easy. It will not be forced and would not contain any uncomfortable or awkward pauses or silences. In the scenario, the conversation was deeper than small talk since your friendship already has a solid foundation. You could talk about whatever is on your mind with this person and you may have common interests and hobbies. Often, best friends have seen each other through very hard times and very happy times and have stuck together through it all.

The goal of this activity was to help you understand that you have different relationships and comfort levels with the people around you – some of whom you are close to and can share everything with, and some of whom you are not as close to. You would not just randomly share all of your personal stories with an acquaintance but you might share everything with a best friend. It is important for you to realize that there are different levels of friendship and it is not appropriate to share all of your personal information with everyone.

Notes:

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Educator highlight: Now you will relate the levels of friendships to online safety. Participants will learn personal information and topics of conversation that are appropriate "netiquette" behavior.

Educator states:
Here is what I want you to picture. Picture that you were back in the first scenario from the previous activity, the acquaintance. Picture yourself telling that person something very personal and intimate, something that you would only tell your best friend. Is it uncomfortable to think about sharing this information with them? It should be! Who in here uses social media (e.g., Twitter, Tumblr, Instagram, Facebook, etc.)? Those of you who use social media: Who has "friends" or "connections" they've never met in real life? Who in here has friends on Facebook, that you know who they are, but you don't talk to? Again, those people are called acquaintances. If you say that you're not going to go up to everyone and tell them about your personal life, why would you post it online?

Who in here likes to update their status? Have you ever known a friend that updates it with every detail of their life? Some people like to update their status every two minutes. "I just woke up. I just had cereal for breakfast. Now I'm out of the shower and getting ready. Now I'm waiting at the bus stop." Sometimes people will post "I just got into a fight with my mom. I really hate her right now." Have you ever seen something like that before? Now, is that for everyone to see? [No] That is too much information. Those friends you've accepted, the ones you hardly know or the ones you haven't even met in real life, they can all read that stuff.

When you get home today, do me a favor, do yourself a favor, and if you have a friend that you have never met in real life, delete them. You don't know who they really are. They might be some adult pretending to be a teenager, talking to you to get the thrill out of it. That's kind of creepy, right? You have to have limits.

You need to understand that there are people in your life you have different levels of relationship with. Be careful what kind of information you share online and who you choose to be your friend online. Keep your personal things to yourself and don't let the whole world know. Ask yourself before you post something if you would say this to an acquaintance during a conversation if they were standing in front of you. If the answer is no, don't post it! Also, if you haven't set any privacy settings on your account, please do. Take those you don't know off of your list and just because you have 10,000 friends, doesn't mean you're popular. Whose choice is it to set those limits? [Your choice] And we know the choices you make…NOW will affect you…LATER!

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Educator highlight: The Friendship Scenarios PowerPoint is going to allow the participants to reinforce that in order to be successful in life, you will need people to help you along the way. Therefore, these people should represent certain qualities and characteristics that will provide solid and healthy friendships, which will help ensure they will be successful in achieving their dreams.

PPT Slides: Friendship Scenarios

[Slide 1]

Educator states:
During the last session we talked about the keys to success. We said that to be successful in life, you have to know what you want and how to get there. You evaluated your own dreams, what it is going to take for you to get there on the journey to success, and you identified potential obstacles you might face. You are not going to be able to achieve your dreams on your own. You are going to need people to help you along the way. Those people will be family and friends. So, what kind of qualities and characteristics are important to have in these friendships to ensure that you are successful in achieving your dream?

I am going to read a couple of scenarios for you about different kinds of friendships. As I describe these different friendships, begin to think about how you would describe these friendships using descriptive words, qualities, and characteristics. Ask yourself if these are types of friendships worth having in your life. Are these friends going to help you achieve your dreams and be successful in life?

Notes:

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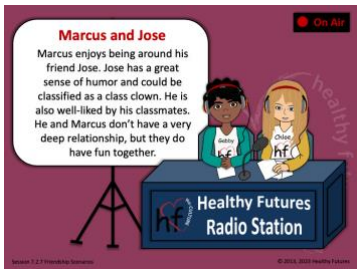
[Slide 2]

[Slide 3]

[Slide 4]

Educator states:
Ok, now that you have heard Friendship One, let's talk about how you would describe it.

[Allow participants time to respond. Potential responses might include selfish/greedy, destructive, hurtful, mean-spirited, or discouraging.]



[Slide 5]

[Slide 6]

Ok, now that you have heard Friendship Two, let's talk about how you would describe it.

[Allow participants time to respond. Potential responses might include funny, entertaining, or popular.]

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[Slide 7]

[Slide 8]

[Slide 9]

Educator states:
Ok, now that you have heard Friendship Three, let's talk about how you would describe it.

[Allow participants time to respond. Potential responses might include good listener, helpful, loyal, encouraging, supportive, or trustworthy.]

If you had to choose one friend, which one would it be? (Friendship Three.)

As we were reading these scenarios, did you have friendships of your own that came to mind?

If you have people in your life like the one described in Friendship One, do you think these people will help you succeed in life? (No.) What about Friendship Two? (Maybe.) There is nothing wrong with having fun friendships and being around people that make us laugh. However, as we mentioned earlier, we all need people to help us in life to be successful and achieve our dreams. Most likely, you are going to need the help of a friend like the one described in scenario three. This is a friend worth having. This is a friendship established on trust, respect, communication, support and encouragement.

Notes:

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[Slide 10]

Educator states:
This includes your choice of friends.

Notes:

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Educator states:
Everyone has the basic human needs we discussed today. Whether they are physical or emotional, they are both equally important to our ability to survive and thrive in life. Our hope is that you have been able to recognize individuals you have in your life who currently fulfill each one of those human needs. Now obviously, we cannot choose our parents, but we can choose our friends. In order to be successful in life, the friends who we choose should fulfill our emotional needs. If they are not fulfilling these needs, then they are discouraging you away from pursuing your journey to success.

Did you know that you can't choose your mom, dad, aunt, uncle, brother, or sister? But guess who you get to pick? (Your friends)

Remember that you need people in your life who will help you be successful. You learned last session what you want and you mapped out how to get there. Your friends are going to be the ones you take with you along the journey to success. Don't choose friends who are going to take your journey on a detour. Choose friends who will help you on your path to success.

[Remind participants of the question cards and to place them in the question bag. Pass out Parent Connection Form Session 7.2: Basic Human Needs and Levels of Friendship and collect completed parent connection forms from session 7.1.]

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Session 7.3

Puberty and Pregnancy

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Session 7.3

Puberty and Pregnancy

Session Overview:

1. Review Session 7.2.
2. Review the process of puberty and pregnancy.
3. Use the Puberty and Pregnancy Review game to help participants understand the physical and emotional changes that occur during puberty, the function of male/female reproductive systems, and the process of pregnancy.
4. Wrap up session.
5. Distribute Parent Connection Form Session 7.3: Puberty and Pregnancy.

Learning Objectives:

- Participants will recognize the physical and emotional changes that occur during puberty and the benefits of remaining abstinent.
- Participants will identify the function of structures of the reproductive systems in males and females.
- Participants will summarize the process of pregnancy.

Materials Needed:

- Computer, projector, and speakers
- Jar of Now and Later candy
- Puberty and Pregnancy Review PowerPoint (7.3.2)
- Wheel with Puberty and Pregnancy Review Game Cards (7.3.3)
- Handouts:
  - Male Reproductive System (Handout 7.3.2A)
  - Female Reproductive System (Handout 7.3.2B)
  - Parent Connection Form Session 7.3: Puberty and Pregnancy
- Question cards
- Question bag

Classroom Planning:

- Review Session 7.3 curriculum.
- Review Puberty and Pregnancy PPT and Puberty and Pregnancy Review Game.
- Make copies of handouts.
- Set up game wheel with the Puberty and Pregnancy Review Game Cards.
- Gather the question cards and question bag.

The Standards:

- See Appendix E for a list of state and national standards met in this session.

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Educator states:
During the last session we talked about the importance of who we choose as friends. Your friends are going to be the ones you take with you along the journey to success. We emphasized that it is important that you don't choose friends who are going to take your journey on a detour. Choose friends who will help you on your path to success. Who has noticed that their friend is acting weird or maybe that they act differently than last year? Have you noticed that last year there was someone you maybe said 'hi' to in the hallway, but never really talked to, and this year they're your best friend? Maybe last year you had a close friend who you shared everything with, and this year you're not as close? What about this: Last year, you thought somebody was so cute/so fine, and this year, you feel totally differently. How about this: Last year you thought someone was okay-looking, and then this year you find them attractive? Anyone in here noticed that change? These changes are normal; there's nothing to worry about. You're sitting there asking why is my friend acting weird. You know what they're asking? The same thing. There are a lot of changes going on right now, both physically and emotionally, and mentally because of this word called puberty. Today we are going to be talking with you about puberty and pregnancy. Now, I know that we have already talked about these two topics with you last year, but we are just going to do some review.

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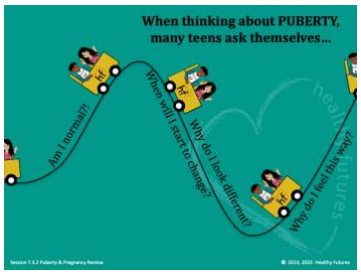
Notes:

Educator states:
Now, just because we covered puberty with you already, it doesn't mean that you will have all the answers. When you hear the word puberty, it is ok to have unanswered questions. We want to have an open discussion today about a somewhat uncomfortable topic, so we want to encourage that we are respectful of one another and any questions that are asked (no laughing, mocking etc.). For any unanswered questions you have at the end of today's lesson, remember that we have our question box if you feel uncomfortable asking your question out loud. For right now, let's just start with a few questions that might be going through everyone's mind:

PPT Slides: Puberty & Pregnancy Review

[Slide 1]



[Slide 2]

- Am I normal?
- Why do I look different?
- When will I start to change?
- Why do I feel this way?
- Is my body normal?
- How tall will I be?
- When will I be able to date?
- Is it ok to have sexual thoughts or feelings?

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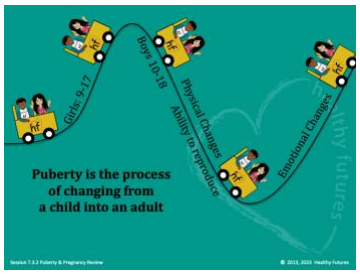
Educator states:
The comforting news is that everyone goes through puberty. However, everyone also experiences puberty in different ways.

[Slide 3]

The questions on the slide are normal questions a lot of teens have during puberty. Everyone's body has its own timetable. Some of you are well into puberty and some of you have not started puberty yet. Both are normal. As a result of the body growing and maturing, teens begin to think more about sex or have sexual feelings. That too is normal. As you begin to think more about sex or have sexual feelings, it is important you talk with your parents/guardians. Remember, if you have these concerns right now, that is normal. If you don't have these concerns yet, that is also normal.

Before we go any further, let's go ahead and define what puberty is. Puberty is the process of changing from a child into an adult.



[Slide 4]

As we already mentioned, this is a process everyone experiences in their own unique ways. Each person begins and ends puberty at different times. However, typically, girls begin and end puberty earlier than boys. The average ages for puberty to occur in girls is 9-17, whereas boys average ages are 10-18. Puberty affects every aspect of who you are. The most obvious change that occurs with puberty is that your body begins to change, and gains the ability to reproduce (or have children). Your emotions and interests will change during this time period as well.

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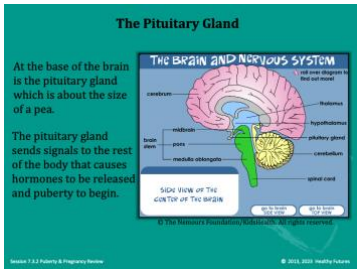
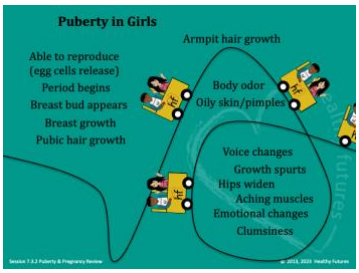


[Slide 5]

Educator states:
So, you may be wondering what is responsible for these changes that are transforming you from a child to an adult? The main biological explanation is something called the pituitary gland. This gland, located at the base (or bottom) of your brain, is so tiny that it is about the size of a pea! However, it is very powerful. This gland is responsible for the hormone production in your body. It signals to the rest of your body the information it needs in order to release the appropriate hormones and signal the beginning of the puberty process. The hormones affect girls and boys differently.



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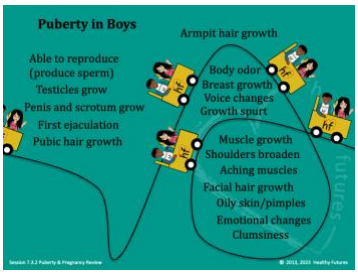

[Slide 7]

Puberty in Girls	Puberty in Boys
➢ Able to reproduce (egg cells release)	➢ Able to reproduce (produce sperm)
➢ Period begins	➢ Testicles grow
➢ Breast buds appear	➢ Penis and scrotum grow
➢ Breast growth	➢ First ejaculation
➢ Pubic hair growth	➢ Pubic hair growth
➢ Armpit hair growth	➢ Armpit hair growth

Notes:

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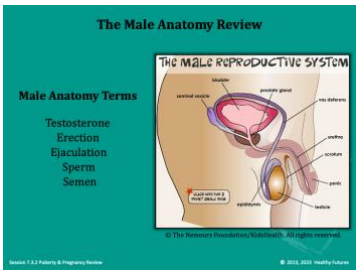
Educator states:

Puberty in Girls	Puberty in Boys
➢ Body odor ➢ Oily skin/pimples ➢ Voice changes ➢ Growth spurts ➢ Hips widen ➢ Aching muscles ➢ Emotional changes ➢ Clumsiness	➢ Body odor ➢ Breast growth ➢ Voice changes ➢ Growth spurts ➢ Muscle growth ➢ Shoulders broaden ➢ Aching muscles ➢ Facial hair growth ➢ Oily Skin/pimples ➢ Emotional changes ➢ Clumsiness

Now we are going to review the male and female anatomy.



[Slide 8]

The name of the primary sex hormone in males is testosterone. Testosterone leads to the changes in reproductive organs and give men many of their male characteristics. The testicles are located under the penis. This is where sperm, which are reproductive cells, are produced. The sperm is stored in the epididymis. The vas deferens carry the sperm from the epididymis to the prostate, where the sperm combines with semen. Semen, a white or gray fluid, is produced in the seminal vesicle. When sexually aroused, an erection will occur where the penis becomes firm and enlarged. During orgasm, ejaculation takes place and semen and sperm are released through the urethra.

Notes:

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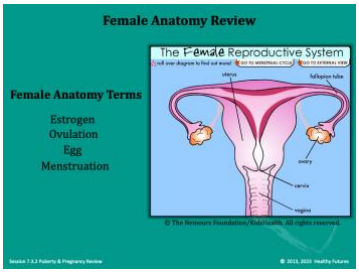

[Slide 9]

Educator states:
A female has two ovaries which store her egg cells until they are ready to be released. These organs also produce the female hormone estrogen, which give women many of their female characteristics. Females also have two fallopian tubes which extend from the uterus toward the ovaries. These tubes contain cilia which create a current that allow the eggs to travel to the uterus. The uterus is the organ where the fetus and embryo develop if a female becomes pregnant. The uterus contains a lining made up of blood and tissue that is shed every month along with any unfertilized egg during menstruation, also known as the monthly period. If a female is pregnant, she will not get her period. Below the uterus is the cervix with a small opening that connects the uterus to the vagina. The vagina connects the female internal reproductive organs with the outside of the body. The vagina is where sexual intercourse takes place, where the menstrual blood and tissue is released during a period, and is the canal through which a baby leaves the uterus during childbirth.

[Slide 10]

It is important to know the parts of the reproductive system and what each does in order to understand how a pregnancy occurs. About once a month, a female releases egg(s) from the ovaries and that egg travels down the fallopian tube toward the uterus. This process is called ovulation and is shown here. During sexual intercourse, the male ejaculates, releasing sperm from the penis into the female's vagina. Sperm have tail-like structures enabling them to travel up through the cervix and uterus to the fallopian tubes and reach the egg(s). If an egg is present a sperm and egg will join and continue to travel to the uterus. This process is called fertilization. When the fertilized egg reaches the uterus, it will attach to the lining, where it will receive nourishment and develop into a baby. Nine months later, the female will give birth.

Notes:

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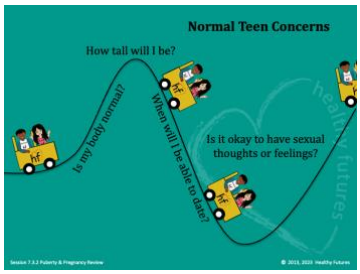
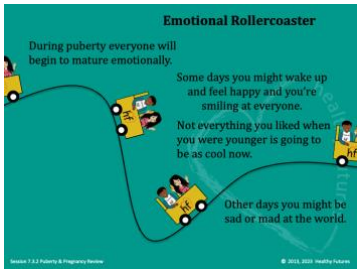


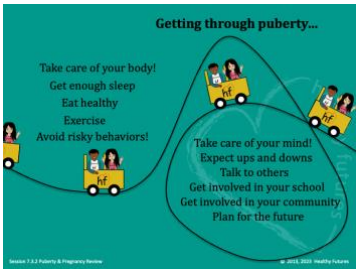
[Slide 11]



[Slide 12]

Educator states:
Now that we have addressed the major changes that occur to you physically during puberty, let's talk about how puberty might affect you emotionally.

Some days, hours, or even moments are going to feel like an emotional roller coaster. You might wake up feeling happy one day and other days you might be sad or mad at the world. These emotions are a normal part of puberty.



[Slide 13]

All of these changes may seem overwhelming at times. We have talked about a lot of changes you are going to be experiencing over the next few years, so it is important for you to know how to cope with these changes. Since both your body and mind are affected by puberty, it is important to take care of them! For your body, remember that getting enough sleep, eating healthy, exercising, and avoiding risky behaviors will all help.

For your mind, expect the emotional ups and downs we just discussed. It helps to talk to friends and peers who can relate to these same feelings. If you feel like these feelings are really overwhelming, it is important to talk with a trusted adult. Remember when we talked about our keys to success, it's important that you know who to talk to. You can also get involved in helping others in your school and your community to help take your mind off of these changes. Lastly, remember that some emotions are fleeting and that the choices you make now, affect your future, so plan and think before you act.

Notes:

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[Give each team a copy of the Male Reproductive System (Handout 7.3.2A) and Female Reproductive System (Handout 7.3.2B) to use while they play the game.]

Educator states:
Now that we have defined puberty and pregnancy we are going to play the Puberty and Pregnancy Review game.[4] We are going to divide the class up into two groups, girls vs. boys. When it is your turn, someone from your team will come up and spin the wheel. You will then be allowed five seconds to collaborate with your team members before answering the question.

Definitions
Q: What is the definition of puberty?
A: The process of changing from a child into an adult.

Q: What is the pituitary gland?
A: The gland at the base of the brain that triggers puberty to start.

Changes During Puberty Part 1
Q: What is the age range for puberty in girls?
A: 9-17

Q: What is the age range for puberty in boys?
A: 10-18

Changes During Puberty Part 2
Q: Name three changes that happen to boys during puberty.
A: Able to reproduce (produce sperm), testicles grow, penis and scrotum grow, first ejaculation, pubic hair growth, armpit hair growth, facial hair growth, body odor, breast growth, voice changes, growth spurts, muscle growth, oily skin/pimples, emotional changes, etc.

Q: Name three changes that happen to girls during puberty.
A: Able to reproduce (release eggs), period begins, breast growth, pubic hair growth, armpit hair growth, body odor, oily skin/pimples, growth spurts, hips widen, emotional changes, etc.

Female Reproductive System Part 1
Q: What is the female reproductive cell called?
A: Egg cell

Q: What is the name of the body part that produces/releases eggs every month?
A: Ovaries

Q: What is the name of the tube that the released egg travels through to reach the uterus?
A: Fallopian tube

[4] Please note, the Puberty and Pregnancy Review Game was implemented and evaluated as a PowerPoint review. For quality improvement purposes the activity is now implemented using the Game Wheel and Puberty and Pregnancy Review cards. The Puberty and Pregnancy Review content remains the same as what was implemented and rigorously evaluated, only the delivery has changed.

Notes:

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Educator states:

Female Reproductive System Part 2
Q: What is the medical term for the monthly shedding of the lining of a female's uterus?
A: Menstruation

Q: What is the process of a mature egg being released from an ovary?
A: Ovulation

Q: What is the outermost part of the female reproductive system called?
A: Vagina

Q: What is the structure in the lower portion of the female's uterus that opens into the vagina?
A: Cervix

Male Reproductive System Part 1
Q: What is the male reproductive cell called?
A: Sperm cell

Q: What is the name of the organ that produces sperm?
A: Testicles

Q: What is the name of the tightly coiled tube where sperm is stored, located next to the testicles?
A: Epididymis

Q: What is the name of the physiological change that happens to a male's penis when he becomes sexually aroused?
A: Erection

Male Reproductive System Part 2
Q: What is the name of the process of the release of semen from a male's penis?
A: Ejaculation

Q: What is the male reproductive organ called?
A: Penis

Q: What is the tube located inside the penis called?
A: Urethra

You ask a question

[Participants asks a question related to lesson.]

Notes:

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Educator states:

Sex Hormones
Q: What is the name of the primary female sex hormone?
A: Estrogen

Q: What is the name of the primary male sex hormone?
A: Testosterone

Q: What gland releases a fluid that combines with sperm to make semen?
A: Prostate gland

Category 7: Pregnancy
Q: What is the joining of a sperm with an egg called?
A: Fertilization

You ask a question

[Participants asks a question related to lesson.]

Winner

[Participants wins a prize.]

Notes:

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Educator states:
Today we have talked about the many changes that occur during puberty – physically, mentally, and emotionally. We have expressed to you that these changes are normal, as is beginning to think about sex or having sexual feelings towards another individual. However, just because it is healthy and normal to have these thoughts, does not mean you should act on them. Remember that these changes signify that your body has the ability to reproduce and create another human life. Soon we will be talking about the physical, mental, and emotional consequences of sexual activity. However, for right now, remember that you are on your path to success. The demands of parenting a child as a teen may take you far off your path to achieving your dreams. Set healthy limits in your relationships with others to ensure that you continue on your journey and avoid any detours to success.

[Remind participants of the question cards and to place them in the question bag. Pass out Parent Connection Form Session 7.3: Puberty and Pregnancy and collect completed parent connection forms from sessions 7.1 and 7.2.]

Notes:

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Session 7.4

Stress, Positive Character Traits,
Peer Pressure

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Session 7.4

Stress, Positive Character Traits, Peer Pressure

Session Overview:

1. Review Sessions 7.1-7.3.
2. Review physical and emotional needs.
3. Define stress and stressors and discuss healthy ways to handle stress.
4. Watch the I Won't Break video and discuss stress as it relates to emotional needs.
5. Have participants identify stress in their own lives and healthy ways to handle it.
6. Discuss positive personal character traits and connect the traits to managing and reducing stress.
7. Discuss a scenario where one unhealthy choice leads to a series of unhealthy choices.
8. Define peer pressure and build participants' refusal skills self-efficacy.
9. Utilize scenarios to increase participants' understanding of peer pressure and refusal skills. Introduce and explain the three steps to follow when saying "no".
10. Answer all participant questions related to curriculum covered in sessions 7.1-7.3.
11. Wrap up session.
12. Distribute Parent Connection Form Session 7.4: Stress, Positive Character Traits, Peer Pressure.

Learning Objectives:

- Participants will identify stress factors in their own life.
- Participants will discuss the emotions related to stress and healthy ways to meet those emotional needs.
- Participants will identify positive personal character traits that will help promote a well-adjusted, healthy individual who can choose to avoid risky behaviors, and who aims to develop healthy friendships.
- Participants will identify ways to make good choices.
- Participants will learn skills to avoid peer pressure.
- Participants will identify and practice refusal skills by developing an ending to hypothetical conversations.
- Participants will demonstrate mastery of refusal skills by role-playing.

Materials Needed:

- Computer, projector, speakers
- Jar of Now and Later candy
- I Won't Break Video (7.4.4)
- Teen Interviews on Stress Video (7.4.6)
- Stress, Emotional Needs and Positive Personal Character Traits PowerPoint (7.4.5, 7.4.6)
- Handouts:
  - Refusal Scenarios (Handout 7.4.9)
  - Parent Connection Form Session 7.4: Stress, Positive Character Traits, Peer Pressure
- Question cards
- Question bag

Classroom Planning:

- Review Session 7.4 curriculum.
- Make copies of handouts.
- Gather question cards and the question bag.

The Standards:

- See Appendix E for a list of state and national standards met in this session.

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Educator states:
Who remembers what we covered in our first session together?

[Goals, dreams, and the keys to success: know what you want and know how to get there. Review details if necessary.]

Who remembers what we covered in our second session together?

[Physical and Emotional Needs. Review details if necessary.]

Who remembers what we covered in our last session together?

[Puberty and pregnancy. Review details if necessary.]

Notes:

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Educator states:
Who remembers what the five basic human needs are that we discussed in session 2?

[Identity and purpose (emotional needs); acceptance and love (emotional needs); relationships, companionship, intimacy (emotional needs); safety and security (physical and emotional needs); and food, water, sleep, and shelter (physical needs). Review details if necessary.]

Great! I am glad you remembered these because they will be important to tie in to today's lesson.

Notes:

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Educator states:
Sometimes in life we experience stressful events, which interfere with our basic physical and emotional needs. A stressor is something externally around us that produces stress in our lives. Stressors can be any event or experience that creates stress in your life. Sometimes it is small like meeting a deadline on a paper, getting stuck in traffic, or running late. Other times it is something bigger like the death of a loved one, divorce, moving, major changes at school or work, and so on. However, stress is an expected part of life, and therefore, it is important to know how to handle it.

Notes:

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Educator states:
Before we jump into some coping mechanisms for handling stress, let's watch the I Won't Break video. While you are watching, be mindful of any and all stressors that are influencing the girl in the video.

Educator highlight: The video will show a teen who deals with a range of stressors that each detract from her ability to have her basic human needs met. Hopefully the participants will be able to identify will at least one of the stressors in the video that is relevant in their own life. The intention is to show the link between how stress negatively affects our physical and emotional needs.

Notes:

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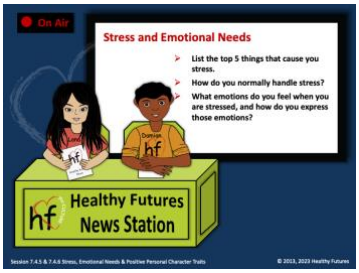
[Show the Stress, Emotional Needs and Positive Personal Character Traits PowerPoint.]

PPT Slides: Stress, Emotional Needs & Positive Personal Character Traits

[Slide 1]



[Slide 2]

Educator states:
Please take out a piece of paper and write down the top five things that cause you stress. Then evaluate how you would normally handle or react to stress. List the emotions you feel when you are stressed and describe how you express those emotions.

[Ask for individuals to share their responses to the questions and engage the class in discussion.]

Notes:

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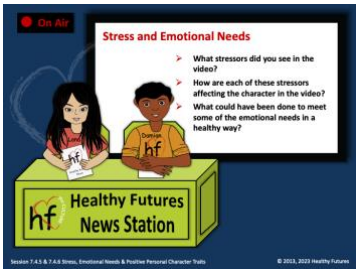
Notes:

Educator states:
The girl in the video had several big stressors in her life. What stressors do you think she is experiencing?

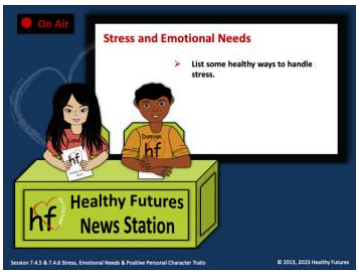


[Slide 3]

[Allow time for participants to respond. Potential answers include fighting with her boyfriend, depression.]

Now, thinking about these stressors, tell me how they may be affecting her.

[Allow time for participants to respond.]



[Slide 4]

Ok, now, let's brainstorm a list of healthy ways to handle stress.

[Allow time for participants to respond. List may include: hobbies, exercising, spending time outdoors, spending time alone to clear your head, spending time with friends, managing time wisely to meet deadlines, setting boundaries in your life and dividing up priories (e.g., family, school, work, friends, extracurricular activities, etc.), taking care of your body, and identifying the stress relievers that work best for you.]

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Educator states:
The character in the video had several big stressors in her life. We also learned that these stressors detracted from her physical and emotional needs being fulfilled. She wanted to give up. However, we have talked about several healthy alternatives to coping with stress in a positive way. It is important for you to find what works best for you since everyone is different. Remember, there are a lot of healthy ways to manage stress and trusted adults to turn to. Hurting yourself should never be the solution.

Educator highlight: The topic of depression and suicide may come up in discussion. It is important to offer help to anyone who may be struggling with these issues. Provide the number to a local hotline for teens wrestling with suicidal thoughts. In order to avoid anyone feeling singled out or uncomfortable, request that everyone in the class take down the phone number.

If you or someone you know is struggling with depression and/or suicidal thoughts, please seek out help. Here is the number of a hotline that will be able to talk things out with you: 1-877-968-8454. I am going to ask that everyone pull out a piece of paper and pen/pencil and write this number down regardless of whether or not you feel you need to use it. You may not need it, but you may be able to provide it to someone who does.

Notes:

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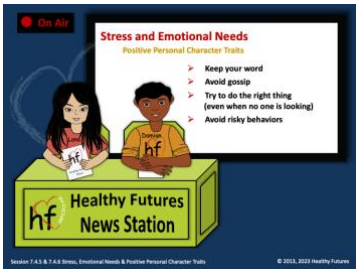
Notes:

Educator states:
Stress is part of life. We can't always avoid stressors but we can work on developing our positive personal character traits and avoiding unnecessary stressors. By focusing on your positive traits you will find yourself better able to avoid drama or handle it when you are faced with it.



[Slide 5]

If we always keep our word, we will avoid the stress of strained relationships with people who are upset that we did not follow through with our actions.

If we avoid gossip, then we will not have to worry about hurting our friends or family members by spreading hurtful things, or tearing others down.

If we always try to do our best, then we will not feel unnecessary stress or pressure to perform better because we know we put forward 100%.

If we avoid risky behaviors then we do not need to worry about our actions or the potential negative consequences.

[Play Teen Interviews on Stress video.]

[Slide 6]

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Educator states:
Recently we talked about the importance of choosing positive friends. Remember, that you are the one making this choice about whom you want in your life. These individuals can help or hinder your journey to being successful in life. We talked about important characteristics and qualities to look for in a good friend, including trust-worthiness, respect, loyalty, communication, and so on.

However, in life we might encounter friends who ask us to say or do things that make us uncomfortable; this is called peer pressure. We still have the choice to engage in these actions or to tell our friend no. Today we are going to talk about some of these uncomfortable situations and what you can do.

Educator highlight: Read the following scenario aloud. This scenario illustrates how one bad choice made as a result of peer pressure can lead to a series of other bad choices.

Educator states:
One of your friends is relentlessly harassing another student. Every day you sit by and watch your friend say awful things to this student. You feel sorry for them, but you don't want to make your friend upset, so you continue to witness the harassment.

Eventually, your friend is not satisfied with you just observing. They want you to participate in the harassment and bullying. You worry about how you will be treated by this friend if you don't join in the bullying, so you do it. You tease the student and say hurtful things.

This harassment escalates to online bullying. Other classmates start posting nasty comments on this student's social media and also start harassing this student at school.

You stood by and watched all of this happen.

It all started with one choice. This one choice led to a series of additional bad choices, and soon, you have been completely taken off your path to success.

Notes:

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Educator highlight: It is important to provide the participants with a firm understanding of what peer pressure actually is and how they can recognize when they are being pressured by a peer. Once this has been explained, the participants will be provided with the resources and skills of how to say no when faced with peer pressure.

Educator states:
How could this person have said "no"?

To recognize when you should say no, it normally starts with a feeling of conflict or uneasiness. You know that something is wrong with what your are being asked to do, but you worry about what other people will think if you say "no." When this happens, take a moment to remember what your dream is. Ask yourself, is this a choice that is going to take me down that path of success, or will it lead me away from that path? If this choice is going to lead you away from success, you will need to know how to say no. Saying no is setting a limit or boundary that you are not willing to cross.

When it comes to setting limits and boundaries you need to understand that sometimes you will have to say no. Saying no may not be easy. With your hand raised, and please be honest with me, how do you usually say no to your friends? (Allow the participants to provide their responses to the question and evaluate how effective it would be in actually communicating "no" to another person). What you need to remember is that what you say is just as important as how you say it.

Now that we understand what peer pressure is, we are going to provide you with three steps to follow when saying no:

1. Speak up (Have participants repeat this after you.) If someone is pressuring you or telling you to do things that you do not want to do, you have to be able to speak up. Make sure that you use a clear tone of voice; say it firmly and clearly. If they are your real friend, they will respect that "no."

If the pressure keeps on coming, follow the second step:

2. Stand up (Have participants repeat this after you.) Stand up for yourself by firmly saying "no" again and offering an explanation for why you are refusing their offer (e.g., No thanks, I don't want a cigarette, it is bad for your health.).

If that doesn't work, follow the last step:

3. Walk away (Have participants repeat this after you.) Separate yourself from that situation. There's no point in arguing any further if they won't listen to your "no." This is the best way to say "no." By a show of hands, who has heard the saying, "Actions speak louder than words."? It is very true. Once you walk away, they will know that you are serious. And you don't want to put yourself in that situation so it's best to leave.

Notes:

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Educator highlight: Pass out the Refusal Scenarios (Handout 7.4.9). Explain to participants that there are five different scenarios among their classmates. Give participants 4-5 minutes to read through their scenario and complete the dialogue using the three steps to say "no." After participants finish, each group will come up and act out the scenes. Read the scenario for them before they begin acting. Once the participants have acted out their scenarios, make sure to remind participants that their choices have consequences. Emphasize that these choices lead to more choices and could ultimately lead them toward or away from their path to success.

Educator states:
Alright, you guys did a great job acting! Give yourselves a hand. I'm glad you enjoyed this, but it is important to recognize that two stories were about being pressured to have sex. One was about the guy pressuring the girl and the other story was the girl pressuring the guy. Is that possible, for the girl to pressure the guy? (Yes.) If that guy/girl is being pressured by someone they are physically attracted to, can he/she say "no"? (Most likely some participants will say yes, others no.) Is it impossible for that guy/girl to say "no"? (No.) Okay, so if it isn't impossible, then he/she can say "no." Should he/she be able to say "no"? (Yes.)

A lot of time society says guys can't say "no," but just to let you know, guys can be pressured, and they should be able to say "no." Don't ever let someone tell you that guys can't say "no." As much as the girl should say "no", the guy should also say "no." When these pressures come, you have to be able to say "no" so ultimately you can say "yes" to your future. If you don't say no, you are taking the risk of contracting an STI or pregnancy. Understand it is your choice to begin with, and the choices you make…NOW will affect you…LATER!

Another scenario addresses the use of drugs. Can using drugs or alcohol one time really affect your future? What about stealing one time or cheating one time? (Answers might be mixed. Talk through some scenarios in which doing these things just one time have a far-reaching effect.) Think about it this way: you never know what might happen with that "one time." Will that "one time" lead to more times? Will that information get back to your parents? What about your teachers? What about the police? Is that "one time" worth more to you than your dream?

Notes:

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[Answer all question cards from Sessions 7.1-7.3 as well as any other questions.]

Notes:

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Educator states:
In life, we have many sources of stress ranging from our home, school, extracurricular, and/or work environments. At times the stress can seem overwhelming as we have so many demands and expectations being placed on us from others. The most important thing is to remember that to be successful in life, you have to work on *you* first. You have to continue to discover who you are, build up positive character traits, learn to identify good stress and bad stress in your life, avoid situations that cause unnecessary stress, and be confident in who you are. If you are confident in who you are, then nothing and no one can stay in the way of achieving your dreams! You are worth it!

You now know what you want in life and you have begun to think about what it takes to get there. The friends you choose to have on this journey are important. They should always respect your decisions and never force you to do anything that you do not want to do. If you are faced with a situation where you feel conflicted or uneasy, and recognize that this choice will not lead you on the path to success, then you need to be firm and say "no." Saying "no" is not easy, but it is the right thing to do in this situation. Remember to speak up, stand up, and walk away. What you say is just as important as how you say it!

[Remind participants of the question cards and to place them in the question bag. Pass out Parent Connection Form Session 7.4: Stress, Positive Character Traits, Peer Pressure and collect completed forms from sessions 7.1-7.3.]

Notes:

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Session 7.5

Consequences of Sexual Activity -
Pregnancy and Emotional Risks

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Session 7.5

Consequences of Sexual Activity - Pregnancy and Emotional Risks

Session Overview:

1. Review Session 7.4.
2. Review puberty and pregnancy.
3. Discuss the importance of abstinence as it relates to pregnancy prevention, STI prevention, and emotional heartache.
4. Discuss the emotional risks involved with sexual activity.
5. Explain the purpose of the pregnancy scenario is to illustrate the concerns teen parents face.
6. Use the pregnancy scenario to lead a discussion of the challenges faced related to teen pregnancy.
7. Wrap up session.
8. Distribute Parent Connection Form Session 7.5: Consequences of Sexual Activity – Pregnancy and Emotional Risks.

Learning Objectives:

- Participants will understand the physical, mental, and emotional repercussions of sex and pregnancy.
- Participants will recognize the importance of abstinence and why it is the healthiest choice for 7th graders.

Materials Needed:

- Computer, projector, speakers
- Jar of Now and Later candy
- Boundaries in Relationships PowerPoint (7.5.3)
- Pregnancy Audio - Kim and Anna (7.5.5)
- Pregnancy Audio - Kim and TJ (7.5.5)
- Handouts
  - Boundaries in Relationships (Handout 7.5.3)
  - Resource Brochure
  - Parent Connection Form Session 7.5: Consequences of Sexual Activity - Pregnancy and Emotional Risks
- Sports Ball (Soccer Ball Size)
- Paper hearts (2)
- Question cards
- Question bag

Classroom Planning:

- Review Session 7.5 curriculum.
- Make copies of handouts.
- Gather question cards and the question bag.

The Standards:

- See Appendix E for a list of state and national standards met in this session.

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Educator states:
During the last session we discussed sources of stress, the importance of positive character traits and avoiding unnecessary stress, and peer pressure. Who can remind me of three healthy ways to manage stress?

[Allow time for participants to respond. Answers may include exercising, eating healthy, talking to a trusted adult.]

During the last session we also discussed the important role our friends play in helping us achieve our goals and dreams. Friends should always respect your decisions and never force you to do anything that you do not want to do. If you are faced with a situation where you feel conflicted or uneasy, and believe this choice will not lead you on the path to success, then you need to be firm and say "no." Saying "no" is not easy, but it is the right thing to do in this case. Who can remind me of the three steps to say no?

[Speak up, stand up, and walk away.]

Great! And remember…

The choices you make…NOW, will affect you…LATER!

Notes:

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Educator highlight: The purpose of the review is to emphasize what the participants should take away from understanding the biological processes of puberty and pregnancy before addressing the potential consequences of a sexual relationship. Choose what review questions are relevant to enter into this discussion. Some questions have been provided below.

Educator states:
Recently we talked about puberty and pregnancy. Puberty means that you are changing from a child into an adult. It also means that you are experiencing a lot of changes physically, mentally, and emotionally. Let's just do a brief review (together out loud as a class shouting out the answers):

What is the name of the primary sex hormone in males?

[Testosterone]

What is the name of the white fluid released from a male's penis?

[Semen]

What are the male reproductive cells that, when combined with a female's egg can lead to pregnancy?

[Sperm]

What is the name of the physiological change that happens to a male's penis when he becomes sexually aroused?

[Erection]

What is the name of the process of the release of fluid when a male has an orgasm?

[Ejaculation]

What is the name of the primary sex hormone in females?

[Estrogen]

What is the name of the female organ that produces and releases an egg every month?

[Ovaries]

Notes:

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Educator states:

What is the process of mature egg(s) being released from the ovaries?

[Ovulation]

What is the name of the tube that the released egg travels through to reach the uterus?

[Fallopian tube]

What is the joining of a sperm with an egg called?

[Fertilization]

Where does the fertilize egg implant?

[Uterus]

What is the medical term for the monthly shedding of a woman's lining of her uterus (Hint=Period)?

[Menstruation]

Educator states:
We also discussed common questions teens have about puberty. These questions addressed normal teen concerns such as "When will I be able to date?" or "Is it okay to have sexual thoughts or feelings?" As a result of the body growing and maturing, teens begin to think more about sex or have sexual feelings.

This is normal. As you begin to become interested in girls or boys, it is important for you to talk with your parents/guardians. When can you date? Who can you date? These are important questions that should be answered before you are ever in a dating situation. Remember that if you have these concerns right now, that is normal. If you don't have these concerns yet, that is also normal.

Notes:

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Educator states:
Can I get a volunteer for our next activity? If you win this game, you will receive a prize. Alright, are you ready? Let's go!

[Throw the ball around and, without explanation, give and take away points from the volunteer and yourself. They will soon get frustrated, not being able to figure out how to get points. Make sure the volunteer loses the game at the end. This will add to their frustration.]

So, did you have fun playing that game?

[No.]

Were you frustrated?

[Yes.]

How about the rest of you, were you confused watching the game?

[Yes.]

What was it that made it so frustrating and confusing?

[Allow time for participant feedback.]

It was because the volunteer didn't know the rules. In fact, it looked like there weren't any rules or that I was making them up as I went along.

So, in any game, what is the purpose of rules?

[Make it fun, safe, fair, etc.]

Why are rules important? What would happen if there were no rules?

[Not fun, people could get hurt, etc.]

Yes! The reason I played this game with you is to help you understand how important rules are. If you walk into a game and you don't know the rules, you will lose. In life, if you don't have rules for yourself, it can be frustrating (just like this game was).

Notes:

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Notes:

Educator states:
Remember the keys to success?

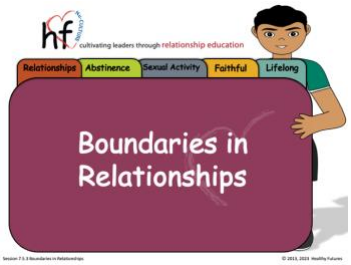
[Know what you want and know how to get there.]

Part of knowing how to get there is to set rules or limits for yourself. Now, apply this principle to relationships. Just like in games or sports, there are certain rules or boundaries that can make your experience with relationships more fun, safe, and healthy. If you follow certain boundaries in relationships, it can protect you in the same way that rules of a sports game protect the players.

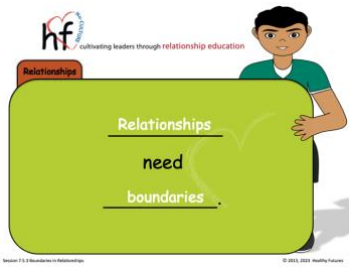
Next, we are going to talk about boundaries in relationships.

[Pass out the Boundaries in Relationships (Handout 7.5.3). Show the Boundaries in Relationships Powerpoint and have participants fill in the handout blanks as you discuss the slide.]

PPT Slides: Boundaries in Relationships



[Slide 1]



[Slide 2]

What are boundaries? They are limits you set for yourself. It is a line that you don't want to cross because if you do, it could create problems. When we're talking about relationships, I mean all relationships: with your mom, your dad, teacher, aunt, uncle, brother, sister, friends, and especially a romantic relationship (i.e., with a boyfriend or girlfriend). One of the boundaries we will talk about in this program is abstinence. Abstinence means choosing not to be involved in any sexual activity.

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[Slide 3]

Educator states:
One of the decisions that you are going to have to make in life is whether or not to be sexually active at a young age. To abstain means to choose not to do something. So, abstinence is choosing not to be sexually active. If you choose to become sexually active outside of a faithful lifelong relationship, there are three risks. Can someone give me one of the risks?

[Sexually Transmitted Infections (STIs), pregnancy or fathering a child, emotional heartache. If they do not come up with emotional heartache, you can tell them most people only mention the physical consequences but there are emotional consequences as well. That is emotional heartache, also known as a broken heart.]

Who knows someone that has experienced emotional heartache in the past and they are still feeling the pain of it? Having a broken heart can really impact your life. These three risks and dangers are examples of why it's important to set limits and boundaries for yourself.

[Slide 4]

At Healthy Futures we define sexual activity as any type of private area touching, not just penis in vagina. Private area touching means to touch someone's body in the genital and breast area sometimes described as the areas covered by a swimsuit.

Notes:

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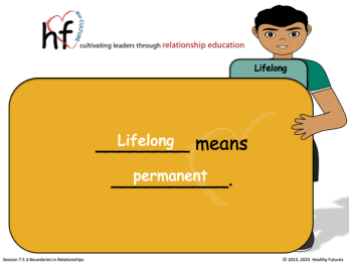
Educator highlight: If participants begin giggling or acting out during this discussion, remind them that they are 7th graders now, they have been discussing these topics for two years, and are all mature enough to handle the conversation. If a participant seems extra uncomfortable or disruptive have one of the educators check in with the participant.

[Slide 5]



[Slide 6]

Educator states:
At Healthy Futures we define a faithful relationship as one that is just between two people. Lifelong means permanent, or forever. Abstinence, or choosing to wait for sexual activity, is the only way to protect yourself 100% from both the physical and emotional risks associated with early sexual activity. At Healthy Futures, we believe it is the safest and healthiest lifestyle for teenagers.

It's very important to have limits and boundaries when you are in a relationship, especially when it comes to sexual activity. Today and tomorrow we are going to discuss in more detail the three risks we just mentioned.

A few sessions ago we talked about the keys to success in life. Who can remind us what they are?

[Know what you want and know how to get there.]

So, if you were to become pregnant or father a child, how do you think that that would affect your goals and dreams?

[Allow time for discussion. Choosing to have sex as a teenager may make it harder for you to achieve your goals later, especially as it relates to future relationship(s).]

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Educator states:
We are going to hear an example in a minute of how pregnancy can change your life, but first, I want to talk to you about when sex is appropriate in a relationship.

First, if you are feeling uneasy or conflicted, recognize that you are not ready. Second, sexual feelings are normal and sex is a good thing at the right time and in the right relationship. At Healthy Futures, we believe sex is always the most valuable, intimate, and pleasurable when experienced in the context of a faithful, committed, lifelong relationship (in our society, this is often referred to as a partnership or marriage).

I know that waiting to have sex is not something that you hear much about these days. You are bombarded with sexual images and the consequences of sex are often not shown. What the media doesn't tell you is that sex is not just a physical act. Sex also affects you emotionally. We are going to see this in our next activity.

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Educator highlight: The purpose of this activity is to demonstrate that relationships and sexual activity have emotional consequences if we aren't careful to guard our hearts. The purpose of this activity is to show that each relationship may take away pieces of ourselves and our hearts, so it is important to think carefully about whom we choose to give our hearts to.

Educator states:
I need two volunteers. Each paper heart represents the volunteers' hearts. You are both going to hold onto these for right now. Now I need 4 more volunteers. Two of you will stand on each side of our first two volunteers.

Before we continue, I want to tell you a story. This is a made-up story and not about our volunteers here.

(Ask volunteers to give a pretend name for each of their characters.)

_____ and _____ have decided they want to go out. They really like each other and they are always talking, texting, and checking in on social media (e.g., Facebook, Instagram, Twitter, etc.). _____ and _____ have both been in a couple of different romantic relationships and with each relationship they wound up getting more involved in sexual activity. It seemed like nothing at first, but with each new relationship they found themselves ignoring the limits and boundaries they had once set for themselves. They did not realize their emotional heartache from previous relationships would affect their current relationship. Now, they are going out and really want to give their hearts to each other. Let's see what happens. This activity will show us what effect their past relationships have on their present relationship.

[The original volunteers who are holding their hearts are going to pass their heart down the line of people connected to them. Each person from the line is going to rip off a piece of the heart as it is passed down the line. The broken pieces should then be passed back up the line, back to the original owner of the heart. The original volunteers will then face each other with their broken hearts and exchange them.]

_____ and _____ want to give their whole hearts to each other but they realized they no longer have their whole heart to give.

[Thank volunteers and give them prizes for participating.]

This activity represents the emotional toll sexual relationships can take on our heart. Each piece that was ripped from the heart represents some form of sexual activity. While _____ and _____ wanted to give each other their whole heart, they no longer had their whole heart to give. Along the way, they had given pieces of their hearts and themselves to others they had been in relationships with. They didn't choose to set limits and protect their emotions.

Notes:

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Educator states:
It is hard to know that each sexual relationship may take away pieces of our hearts. This is because when you have sex with someone, you form a strong emotional bond with that person. When you break up, it causes emotional pain, like a piece of your heart is missing.

Having sex is a choice, just like not having sex is a choice. If you have been sexually active in the past, you can still choose to hold off on sexual activity until you meet that person that you finally want to give your whole heart too.
Remember that the choices you make NOW will affect you LATER. These choices affect your dreams, and whether or not you will reach them.

What are some possible consequences of becoming sexually active now?

[Pregnancy, STIs, emotional heartache, etc.]

Choosing to wait for that sexual relationship until a faithful lifelong relationship is the only way to 100% protect yourself from physical and emotional risks of early sexual activity.

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Educator highlight: The focus of this discussion is to explore with the participants the realities faced by pregnant and parenting teens. The discussion should focus on what issues, responsibilities, and feelings the teens might be experiencing. Remember that this is intended to be an interactive discussion, not a lecture. Give positive feedback to participants that contribute. Try not to get sidetracked by conversations about details of any particular topic.

Before beginning the Pregnancy Audio (7.5.5), make sure to open up discussion around the question: "Why do teens become pregnant?" This will help to transition into the teen Pregnancy Audio.

Educator states:
Why do teens become pregnant?

[Allow time for discussion about this question before transitioning into the audio.]

[Play the Pregnancy Audio - Kim and Anna (7.5.5). After it finishes, ask participants the questions written below.]

Educator highlight: As one of the educators is asking the questions to the participants, another educator should be writing the participants' responses on the whiteboard.

1. Who remembers the names of the two characters in this recording?

[Anna and Kim.]

2. Something happened, one of them is pregnant, right? Was it Kim or Anna who's pregnant?

[Anna.]

3. What's the name of Anna's boyfriend?

[Joe.]

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Kim is Anna's best friend. Anna has told Joe that she's pregnant. So Kim wants more information and she is going to call Joe's best friend, TJ, and find out what Joe thinks.

[Play the Pregnancy Audio - Kim and TJ audio (7.5.5). After it finishes, ask participants the questions below.]

1. What did Kim find out that Joe is planning to do?

[Break up with Anna.]

2. Is that the right thing to do?

[No.]

3. What is one of the reasons why Joe is breaking up with Anna? TJ was talking about it.

[His friends have been making fun of him about how much he loves Anna and he couldn't take the pressure. He figures with everything going on, he might as well end the relationship.]

4. Just because he ends the relationship, does that mean the pregnancy didn't happen and it just goes away?

[No.]

Now that Anna is pregnant, it will change her life and Joe's life.

Now that Anna is pregnant, let's discuss some choices she has to make. What does she have to decide now that she is pregnant?

[Parent the baby or place the baby up for adoption.]

Educator highlight: If a participant mentions abortion as an option for Anna, be sure to say, "Yes, that is an option for Anna. However, abortion it is a very sensitive subject and people have varying opinions about it. For the purposes of our discussion we will only be talking about the options of parenting the baby or placing it for adoption. If you have questions about abortion, we encourage you to talk to your parent/guardian/or a trusted adult.

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As a teenager, if Anna decides to keep the baby, what are some of the feelings she might be having?

[She may be wondering (1) if she will be a good mother, (2) if she will be able to support the child, (3) if she will be able to continue her education, (4) how involved the father will be, etc.]

Is the baby going to need food?

[Yes.]

What else does the baby need?

[Milk, formula, diapers, etc.]

Are these things cheap?

[No.]

Say Anna's in high school and she's 15 years old. What kind of jobs can she get?

[Part time work at a grocery store, restaurant, retail store, etc.]

If they hire her, she may only have limited employment options (e.g., mop floors, bag groceries, or push carts) and may only be allowed to work a certain number of hours per week (due to child labor laws). Is that enough to take care of a child?

[No.]

What else does the baby need?

[Attention, love, etc.]

If the baby is crying at night, does she have to wake up and take care of it?

[Yes.]

In that audio, what is it that Joe has already decided to do?

[Leave her.]

Anna is going to have to provide for the baby on her own. Is that going to be easy?

[No.]

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Does anyone know a teen parent that had to take care of a child on their own?

[Allow time for participants to discuss.]

Does it seem easy?

[No.]

You only get to be a teenager once in your life. The choices you make will impact your ability to enjoy your teenage years. If someone becomes pregnant or fathers a child during their teenage years, or at a younger age, there goes their chance to be a teen. They won't be able to enjoy it as much because they have the responsibility of being a parent at an early age.

So, if Anna decides to keep the baby, what is Joe's responsibility now?

[Decide to help her.]

What if he decides not to help her? What could happen?

[Anna could take him to court and he would have to pay child support.]

How long does he have to pay child support for?

[Until the child is 18; if the child decides to go to college, the judge may decide he has to pay until the child finishes college, so until around age 23.]

If a father doesn't pay child support, a court could order the money taken directly from his paycheck or he could possibly go to jail. If he does go to jail, the judge may have him work in prison and that money will go to the child. It really depends on the judge's decision based on the individual case.

Do you want to be in that kind of a situation where you're a teenager and you become pregnant or father a child? Whose choice is it to stay out of that situation?

[Your choice.]

Because…

The choices you make…NOW will affect you…LATER!

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Let's talk about adoption now. If Anna decides to place the child up for adoption, what are some things she might have to think about?

[What type of relationship she will have with her child.]

Is it going to be easy for her to let her child go?

[No.]

There are 2 types of adoption: open adoption and closed adoption. Open adoption is if someone adopts the child, the birth parent can visit the child and take them out and have a relationship with their child. (Open adoption involves initial and/or ongoing contact between birth and adoptive families, ranging from sending letters through the agency or intermediary (sometimes called semiopen adoption), to exchanging names and/or scheduling visits). Closed adoption means that once you give that child away, you can never see the child (unless that child comes looking for you once he or she is an adult). Anna is going to have to decide which type of adoption she's going to choose and she's going to have to think about the type of home she wants her child to grow up in with whoever is going to adopt her baby.

These are not easy decisions to make, but these are the choices that come with pregnancy or fathering a child at an early age.

Whose choice is it to wait to become sexually active?

[Your choice.]

And…

The choices you make…NOW will affect you…LATER!

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Educator states:
Today we have seen that sexual activity affects our hearts, our minds, our bodies, our time, our finances, our future, and our dreams. Having a family is a wonderful blessing when the child has a stable home with loving parents. However, having a child as a teenager is often accompanied by many obstacles and difficulties. Protect you heart, your mind, your body, and your future by choosing to wait until you are in a committed relationship. Making this choice now will open up the path to achieving your dreams later!

Educator highlight: It is important to provide the participants with local centers that offer services in regards to pregnancy and reproductive health. Refer participants to the Resource Brochure.

If you have been sexually active and would like information about where you or your partner can access teen pregnancy support services, we have included a resource brochure in your folder that lists local resources. If you would like to speak with any of us or receive more information, please do so. You can write a note on your question card as well.

[Remind participants of the question cards and to place them in the question bag. Pass out Parent Connection Form Session 7.5: Consequences of Sexual Activity – Pregnancy and Emotional Risks and collect the previous day Parent Connection Forms.]

Notes:

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Session 7.6

Consequences of Sexual Activity -
Sexually Transmitted Infections (STIs)

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Session 7.6

Consequences of Sexual Activity – Sexually Transmitted Infections (STIs)

Session Overview:

1. Review Session 7.5.
2. Use the star activity to illustrate how quickly STIs can spread.
3. Discuss the different types of STIs and the importance of condoms in reducing the risk of spreading STIs.
4. Use group presentations to increase participant knowledge of the different types of STIs.
5. Wrap up session.
6. Distribute Parent Connection Form Session 7.6: Consequences of Sexual Activity – STIs.

Learning Objectives:

- Participants will discuss the definitions, signs, symptoms, prevention, and treatment of STIs.
- Participants will distinguish between viral and bacterial STIs.
- Participants will understand the role abstinence and condoms play in STI prevention.

Materials Needed:

- Computer, projector, speakers
- Jar of Now and Later candy
- STIs PowerPoint (7.6.3)
- Handouts
  - Facts about STIs (Handout 7.6.4)
  - Resource Brochure
  - Parent Connection Form Session 7.6: Consequences of Sexual Activity - STIs
- Squares of paper for star activity
- Question cards
- Question bag

Classroom Planning:

- Review session 7.6 curriculum.
- Make copies of handouts.
- Gather question cards and the question bag.

The Standards:

- See Appendix E for a list of state and national standards met in this session.

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Educator states:
During the last session we discussed three risks of sexual activity. Can anyone remember what they were?

[STIs, pregnancy or fathering a child, and emotional heartache.]

We did the heart activity to illustrate the impact sexual activity has on our hearts and listened to the teen pregnancy audio and discussed how having a child as a teenager is often accompanied with many obstacles and difficulties.

Whose choice is it to wait to become sexually active?

[Your choice.]

Right! And the choices you make…NOW will affect you…LATER!

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Educator highlight: The purpose of this activity is to show participants how quickly STIs can be transmitted if you have multiple sexual partners. In addition, the participants should recognize that the most common symptom of an STI is no symptom.

Educator states:
To start off today's lesson we are going to give you each a piece of paper. When you get your paper, write your name on it and don't touch it. I will give you further instruction after everyone does this.

[Give a minute for all participants to write their name.]

We are going to do an activity. In a moment I am going to say, "Get ready, get set, go!" Now, when I say go, I want you to get out of your seat, walk around the room, and get four people to sign your paper (people other than your table mates). At the end, there should be five names on that paper, including your own. When the time is coming to an end, I will count 10, 9, 8…all the way to 1. Before I get to 1, you have to be back in your seat, with your paper right in front of you.

[Give participants about 25-30 seconds to go around the room and get four signatures on their paper. Be sure to count down when they have 10 seconds left.]

Turn your piece of paper over. If you have a star on the back of your paper, STAND UP.

[Have participants show you the star.]

Alright, look at your classmates that are standing up. If you have their name or they have yours, stand up. Now, those of you who are still sitting, look at all of the people standing and if you have their name or they have yours, stand up.

Healthy Futures activities always have a meaning. This activity has two points. When I say the first point, I want you all to be the mature 7th graders I know you are and remember this is only an illustration. For those of you that had that star on the back of your paper, that represents someone with an STI. Remember, this is only an illustration. You are the only people that had that star. I gave you all less than 30 seconds, and within less than 30 seconds, almost your whole classroom came into contact with that star. This is to prove one point: STIs can spread quickly.

[Have participants repeat that after you.]

For the three people that had the star, did you know you had the star at the beginning of the game?

[Most likely they did not.]

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Educator states:
This is the second point, and a very important one: Most people with an STI don't know that they have one.

[Have participants repeat that after you.]

Please sit back down.

So you need to understand that STIs can spread quickly and most people with an STI don't know that they have it. Next year you will be in 8th grade and then high school after that. There are going to be a lot of decisions you will have to make. We want you to remember that many people with an STI don't look sick, they don't feel sick; they don't know that they have an STI. The most common symptom of an STI is no symptom.

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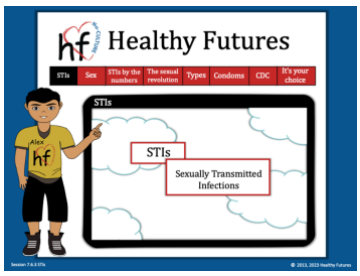
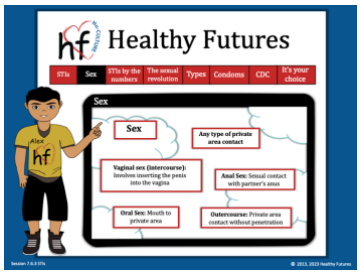
PPT Slides: STIs



[Slide 1]

Educator states:
STI stands for Sexually Transmitted Infection. This means contracting some form of infection as a result of sexual contact with another person. Sexual contact means <u>any</u> contact with reproductive organs. Sometimes people talk about Sexually Transmitted Diseases (STDs). It is important to understand the difference between STI and STD. As we said, STD stands for Sexually Transmitted Disease. This term has been used for a long time. STI is a newer term that stands for Sexually Transmitted Infection. STI is now the standard term used by doctors and the Centers for Disease Control and Prevention (CDC). STI is used because when you have a disease, it usually means that you have signs or symptoms of an infection, but as we said earlier, many sexually transmitted infections have no symptoms. So, often people don't even know they have them. Since infections don't always cause symptoms, some people think the term STD can be confusing. For this reason, we will use the term STI.



[Slide 2]

What counts as sexual contact? Most of the time when people hear sex, they think of (1) vaginal sex (intercourse) - which involves a male inserting his penis inside a female's vagina. However, sexual activity also includes: (2) oral sex, which is when a person's mouth comes in contact with his or her partner's private area,

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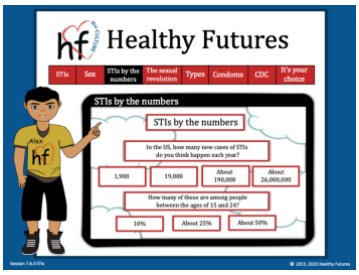
Notes:

Educator states:
(3) anal sex, which is any contact with a partner's anus, (4) or outercourse, which is when the private areas of a couple come in contact, but there is no penetration by the male's penis. Just remember that sex is any type of private area contact; you can get an STI from doing any of these things. It doesn't matter if you are male or female, old or young, if it's your first time having sex or your millionth time having sex, you can still get an STI if you engage in sexual activity without a barrier (we will talk more about that later in today's session).



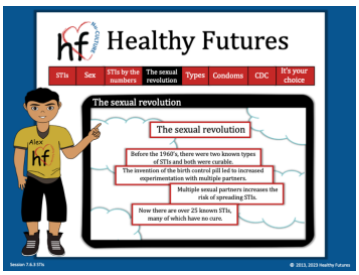
[Slide 3]

STIs are a serious problem. The US has the highest rates of STIs among countries with access to good healthcare. In the US, how many new cases of STIs do you think happen each year?

[Allow participants time to guess. Answer: About 26,000,000.]

How many of these are among people between the ages of 15 and 24?

[Allow participants time to guess. Answer: About 50%.]



[Slide 4]

Why are STIs such an issue today? Well, partially because of something called the sexual revolution. Who has ever heard of the American Revolution? It's not the

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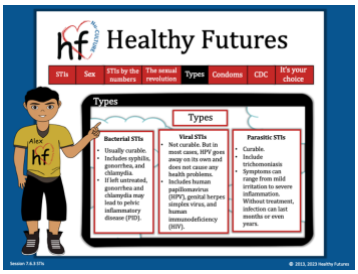
Notes:

Educator states:
same thing. Back before the 1960s, there were two known types of STIs and both were curable; you could get medication from the doctor. If you aren't worried about STIs, what are you worried about?

[Pregnancy.]

Well, in the 1960s the birth control pill was invented. Because people were less worried about pregnancy, they started experimenting with multiple sexual partners. However, as we saw in the star activity, having multiple sexual partners increases a person's chance of getting an STI, and now there are over 25 known STIs, many of which have no cure.



[Slide 5]

There are three main types of STIs; bacterial, viral and parasitic. Bacterial STIs are usually curable, which means a doctor can give you antibiotics. However, doctors are now discovering that different strains of these infections are becoming resistant to medication, meaning the medication doesn't always work. Bacterial STIs include syphilis, gonorrhea, and chlamydia. If you have had sex it is very important to get tested by a doctor; many of these diseases do not show symptoms immediately, and if left untreated, gonorrhea and chlamydia may lead to a serious condition called pelvic inflammatory disease.

Viral are the second type of STIs; viral STIs are not curable. Your body needs to fight it off on its own or you have the disease for life. Medication may be available to deal with symptoms, but it's not a cure; you still have the disease and can pass it to others. Viral STIs include human papillomavirus, genital herpes simplex virus, and HIV, which can lead to AIDS. In most cases, HPV goes away on its own and does not cause any health problems.

Parasitic are the third type of STIs; parasitic such as trichomoniasis are curable. It can be treated with medication. Most people who have the parasite cannot tell they are infected. About 70% of infected people do not have any signs or symptoms. When it does cause symptoms, they can range from mild irritation to severe inflammation. People who have been treated for trichomoniasis can get it again. Without treatment, the infection can last for months or even years.

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[Slide 6]

Educator states:
Now we want to talk to you about condoms. A condom is a latex/rubber sleeve that fits over a male's penis and is made to be a barrier so that sperm or infections can't get passed between people during sex. A lot of times people refer to using condoms as safer sex or using protection. This is because condoms can be effective at reducing the chance of pregnancy and STIs.

Studies show that consistent use of condoms is highly effective in preventing the spread of HIV. Condoms can be expected to provide protection depending on the type of STD. They will provide protection against STDs spread by genital fluids (such as gonorrhea or chlamydia). Condoms will not provide protection against STDs spread by skin-to-skin contact (genital herpes or syphilis). Using condoms the right way every time you have sex can lower your chances of getting HPV. But HPV can infect areas the condom does not cover. So Condoms may not fully protect against getting HPV. If you or your partner have genital warts, stop having sex until you no longer have warts. We do not know how long a person is able to spread HPV after warts go away. Latex condoms must be used correctly and consistently to provide the best protection. If either partner is allergic to latex, polyurethane condoms are recommended. The use of natural membrane condoms for reduction of STIs and pregnancy is not recommended.

When condoms are used incorrectly or inconsistently:

- STDs or HIV can spread from a single sex act with an infected partner.
- Condoms can break, slip, or leak
- Pregnancy can occur.

If you choose to be sexually active in the future, consistent and correct use of a latex condom when engaging in any type of sexual activity (outercourse, vaginal, oral, or anal) reduces the risk of STIs (e.g., HIV) and consistent and correct use of latex condom when engaging in vaginal sex reduces the chance of pregnancy. <u>So if you choose to be sexually active, you need to use a condom.</u>

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[Slide 7]

Educator states:
Let's sum it up: **Condoms are:** (1) effective at reducing the risk of HIV/AIDS and some other STIs because they create a barrier so that some STIs (not all) cannot be transmitted, (2) effective at reducing the risk of pregnancy, and (3) better than no method at all. If you are going to have sex, you should use a condom. **Condoms don't:** (1) prevent transmission of STIs spread by skin-to-skin contact, (genital herpes, syphilis, HPV) (2) provide 100% effective at preventing pregnancy, and (3) protect your emotions (remember our activity with the hearts – condoms won't protect you from a broken heart).

[Slide 8]

The CDC is the Centers for Disease Control, which is a place where they study diseases, how they affect our population, and how to prevent them. They say the surest way to avoid transmission of STIs is to abstain from sexual contact or to be in a long-term mutually monogamous relationship with a partner who has been tested and is known to be uninfected. Who knows what monogamous means? One person with one person for life. We say a faithful lifelong relationship.

If you choose to be in a sexual relationship and either you or your partner has been sexually active in the past (even once), it is important for you both to get tested (because the most common symptom of an STI is no symptom). If you are in a faithful lifelong relationship with someone who has an STI is it important to use a condom and talk to a medical professional to reduce the risk of STI transmission.

Notes:

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[Slide 9]

Educator states:
Remember – what you do with this information is up to you. You choose whether or not to practice abstinence. And the choices you make NOW will affect you Later!

[Slide 10]

In a few minutes we are going to break you up into groups to look at a particular STI assigned to your group. You will review the information on the Facts about STIs (Handout 7.6.4) then your group will be responsible for presenting what you learn for the whole class. You are to present it as if you were the teacher of the class. You can present the material in a fun and creative way by creating your own character or personality for the teacher.

You will have 10 minutes to prepare as a group. Not everyone has to stand up and present your group's STI information to the rest of the class (you all can be teachers if you want), but be sure that everyone is at least involved in preparing for the presentation.

Notes:

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Educator highlight: Have the participants break up into groups of three to four (depending on your class size). Each group will be assigned an STI (be sure all eight STIs are distributed). They will be provided with the Facts about STIs (Handout 7.6.4) with brief information about their assigned STI. This information includes a brief background, symptoms, and treatment for their assigned STI. They will have 10 minutes to review this information with their groups before they present this information to their peers. The objective is for the groups to present the information in a fun and creative way. This could include a rap, short (fictional) story, etc. Then, they should cover all additional information that was not included in their rap. The participants will be the judge of who provides the best presentation.

Educator states:
In a few minutes we are going to break you up into groups and assign each group to study a particular STI. You will review the information and then your group will be responsible for presenting what you learned to the whole class. Please work as a group to present the material in a fun and creative way. This can include a rap, a short story, or whatever else you can come up with. Before we do this, we are going to show you an example we have come up with. We are going to use gonorrhea as an example. Here is some information we got from the National Institute of Allergy and Infectious Diseases website.

Gonorrhea (PowerPoint Slide)

- Background: Second most commonly reported bacterial STI. The highest rates of gonorrhea are among sexually active teenagers, young adults, and African Americans. Symptoms usually appear within 1 to 14 days after sexual contact with an infected partner.

- *Possible* Symptoms: Some men with gonorrhea may have no symptoms at all. However, men who do have symptoms may have: A burning sensation when urinating; a white, yellow, or green discharge from the penis; painful or swollen testicles (although this is less common). Most women with gonorrhea do not have any symptoms. Even when a woman has symptoms, they are often mild and can be mistaken for a bladder or vaginal infection. Women with gonorrhea are at risk of developing serious complications from the infection (such as pelvic inflammatory disease – PID), even if they don't have any symptoms. Symptoms in women can include: Painful or burning sensation when urinating; increased vaginal discharge; vaginal bleeding between periods.

- Treatment: Gonorrhea can be cured with the right treatment. It is becoming harder to treat some gonorrhea, as drug-resistant strains of gonorrhea are increasing. If symptoms continue for more than a few days after receiving treatment the infection will need to be reevaluated by a healthcare professional. Although medication will stop the infection, it will not undo any permanent damage caused by the disease.

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Educator states:
So, we took this information and we turned it into a rap. Here is what we came up with:

Gonorrhea Rap Example
Three days after they had sex
She found out he hooked up with his ex
She had pain when she peed
And an irregular bleed
He had colored pus
It hurt so bad he'd cuss
All the swelling and the pain
He thought he'd go insane
They went to the doctor
And tests they did proctor
The results came back as gonorrhea
His girl walked out the door and said, "See ya!"
He hopes the meds cure the pain
From sex now he will abstain

Notice how we didn't touch on every piece of information from the handout. This would be where your group will inform the rest of the class about the remaining information. After we divide you up into your groups, you will have about 10 minutes to review your assigned STI and come up with a creative way of presenting the material. After all the groups have presented, the class will vote for the best presentation, and the winner will be awarded with a prize.

Notes:

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Educator highlight: It is important to provide the participants with local centers that offer sexual and reproductive health services including STI testing.

Educator states:
In your folder you will find the Resource Brochure we discussed during the last session. This brochure includes information about sexual and reproductive health services including STI testing. Remember, if you or a friend have been sexually active (even once) it is important to get tested because the most common symptom of an STI is no symptom.

Notes:

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Educator states:
Today we have seen that sexual activity can result in STIs. Protect your body by choosing to wait until you are in a committed relationship for sexual activity. If you do choose to be sexually active, make sure you use a condom correctly and consistently, following the instructions, every time. If you have been sexually active, make sure you get tested for STIs since the most common symptom of an STI is no symptom.

[Remind participants of the question cards and to place them in the question bag. Pass out Parent Connection Form Session 7.6: Consequences of Sexual Activity - STIs and collect Parent Connection Forms 7.1-7.5.]

Notes:

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Session 7.7

Sexual Offenses

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Session 7.7

Sexual Offenses

Session Overview:

1. Review Session 7.6.
2. Discuss sexual harassment and sexual assault.
3. Answer participant questions related to curriculum topics.
4. Wrap up session
5. Distribute Parent Connection Form Session 7.7: Sexual Offenses.

Learning Objectives:

- Participants will understand the definitions of sexual harassment and sexual assault.
- Participants will learn prevention tactics and the importance of disclosing harassment or assault to a trusted adult.
- Participants will understand that sexual abuse, harassment, or assault is never the victim's fault.

Materials Needed:

- Computer, projector, and speakers
- Jar of Now and Later Candy
- Sexual Offenses PowerPoint (7.7.2)
- Handouts:
  - Parent Connection Form Session 7.7: Sexual Offenses
- Question cards
- Question bag

Classroom Planning:

- Review Session 7.7 curriculum.
- Make copies of handouts.
- Gather question cards and the question bag.

The Standards:

- See Appendix E for a list of state and national standards met in this session.

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Educator states:
During the last session we talked about the sexual activity and STIs. Can anyone remember the three types of STIs we discussed?

[Viral, bacterial and parasitic.]

We also talked about the importance of using a condom to reduce the risk of STIs and pregnancy if you do choose to be sexually active and getting tested for STIs if you have been sexually active in the past (even one time). Does anyone remember the only 100% effective way to prevent pregnancy and STIs and emotional heartache?

[Abstinence.]

Notes:

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Notes:

Educator states:
Giving a compliment to someone about how they look is sometimes appropriate, but if that person has asked you to stop and you continue giving them that compliment, what does it become? [Sexual harassment.] Sexual harassment is serious stuff. You need to be aware of it because you may be doing something you don't realize is inappropriate. Or someone might be doing something to you. Harassment creates a hostile and uncomfortable environment where no one wants to be. It can be really hard to focus in school too, if it happens in school.

By talking about sexual offenses and learning more about them, we can hopefully help prevent these things from happening.

Educator highlight: Remember that sexual assault is a very sensitive subject. There may be participants in your class or people that participants know that have been assaulted. Before you begin the PowerPoint, be sure to remind participants that they need to be respectful and take this subject seriously.

[Show the Sexual Offenses PowerPoint.]

PPT Slides: Sexual Offenses

[Slide 1]

[Slide 2]

Educator states:
Sexual harassment is deliberate. Meaning, the person doing the harassing does it on purpose. It is often repeated sexual behavior that is unwelcome to the victim. Sexual harassment creates a hostile, offensive, or degrading environment. The victim doesn't want to be there or tries to avoid it if he/she can.

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[Slide 3]

If someone is being harassed, whether at work or at school, it may make the person not want to be there anymore at all. If they have to be there, they may find it difficult to focus, or they may have to avoid certain classes or places where they know the harasser may be.

[Slide 4]

Many people think that only females are victims of sexual harassment. This is not true. Males can also be victims of sexual harassment.

[Slide 5]

Sexual harassment can be verbal, nonverbal, or physical. Comments about or staring at body parts. When someone is just staring at you, that's creepy and makes you feel uncomfortable. Isn't it true? Touching, pinching, or grabbing. You may have seen guys, after a football game, say "Good game!" and smack each other on the backside? In this scenario, it may not be harassment. But if

Notes:

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Notes:

Educator states:
you're going around the gym and hallway smacking people on the backside, that is definitely sexual harassment. There's a difference between sportsmanship and making someone feel uncomfortable (such as sexual gestures or drawings). The person doing the harassing and the victim do not have to agree that harassment is occurring. For example, this person doing the inappropriate hand gestures may say that he/she was only joking; but if the victim feels uncomfortable, embarrassed, or threatened, then it may be a case of harassment. Repeatedly asking someone out when they say they aren't interested: If you keep asking someone out after that say "no," that's not persistent anymore, that's just harassment.

[Slide 6]

Here are more examples of harassment.

[Slide 7]

That harassment can occur via computers and cell phones and other modern technology. It doesn't just have to be in person. Sexual offenses can happen online as well and it is just as harmful. Here are some tips you can follow to protect yourself online: (1) set your profile to private; (2) understand that whatever you post online you are sharing with the world because www stands for world wide web. Be careful what you post – people might take it out of context. For example, colleges and jobs are looking into what you have on your social network (Facebook, Twitter, Instagram, Tumblr, etc.) and depending on what you have on your page might or might not accept you.

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Notes:

Educator states:
Remember we talked about the different levels of friendship? What were they? [Acquaintance, friend, and best friend.] Which means that your relationships with them will differ. There are some that are your acquaintances – again those who you normally don't hang out with but just see them around, such as a classmate. There those who are your friends. These are the people you would hang with if you see them somewhere but most likely you wouldn't share your most personal stories with. Then there are those who you consider your best friends. Your best friends would be someone you know a lot about and they know a lot about you. These are the people that you would share personal things with. Would you go around telling everyone everything about you? No! So be careful about who you have as a friend online and also be careful about what you post.

[Slide 8]

This is a great example of what harassment looks like. This girl is cornering this guy and tries to touch him all the time. This boy has tried telling her to stop several times, so at this point, it would be a good idea to talk to a trusted adult, right? If you don't tell someone, how can they help make the harasser stop?

[Slide 9]

Educator states:
Tell the harasser that the behavior is unwanted. Sometimes the harasser doesn't know that what they're doing is making you feel uncomfortable. You have to let them know. You can say, "What you're doing is making me feel uncomfortable. I don't appreciate that kind of behavior. Please respect me." Don't ignore it!

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Educator states:
Maybe you think they will just stop or it'll go away. If you ignore it, odds are it will continue or it could even get worse. Talk to a trusted adult such as the school nurse or counselor. -If this person keeps disrespecting you, you have to tell an adult. Keep a diary of events involving harassment Sometimes you might have to take the harasser to court. If they're harassing you pretty bad you can keep a diary of when it happened and what they were doing and that can be used as evidence.

[Slide 10]

Sexual harassment can sometimes lead to sexual assault, the worst form of which is rape. This is a very serious subject so I want you all to be respectful and please pay attention. Sexual assault is any sexual act in which a person is threatened, coerced, or forced to engage against their will. Another way of saying this is non-consensual sexual touching (such as groping). The worst form of sexual assault is rape (such as forced vaginal, anal, or oral penetration using a body part (penis, finger) or an object).

[Slide 11]

[Slide 12]

Forcing sex on someone else is a serious crime no matter what their age. It is ALWAYS wrong to force sexual activity upon someone.

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[Slide 13]

Educator states:
Let's talk about a particular type of sexual assault called date rape. Here is how date rape might unfold: Two people on the date might kiss, hug, or touch each other in sexual ways. Rape occurs when one of the two people wants to stop the sexual activity, and the other person refuses to stop. Sexual intercourse is then forced on the person who wants to stop. Just like with childhood sexual abuse, most sexual assaults are committed by someone the victim knows.

[Slide 14]

These are the reasons why most sexual assaults are not reported:

- Fear – The victim might be afraid that the person who sexually assaulted them will hurt them.
- Guilt – The victim may feel that it's their fault they were assaulted. It is vital that you know that it is never the victim's fault.
- Lack of knowledge – Maybe the victim doesn't know their legal rights or that they can get help if they are sexually assaulted.
- The victim knows the abuser – The abuser could be a family member, a close friend of the family, or just an acquaintance

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[Slide 15]

[Slide 16]

Educator states:
These are some things that victims of sexual assault have said. It shows their thoughts and feelings about the assault:

- It's my fault. – Victims are <u>not</u> at fault, the perpetrator is at fault. You can only control your behavior. We can't control somebody else's behavior.
- I had sex with them before. – It doesn't matter if you've been sexually active with them in the past. If one person says no, and the other forces sex it is rape.
- We've been dating long enough. – It doesn't matter how long you've been going out. Even if you've been going out for 10 years, if they force sex on you, or you force sex on them, it's rape.
- They spent a lot of money on me.– I don't care if they spent a billion dollars on you. If they force sex, it's rape. And I don't care if you spent a billion dollars. If you force sex, it's rape.
- Not one of these statements is a valid excuse for someone to force sex on someone else. No matter what a victim might think or feel, it is never their fault.
- No one has the right to expect sex. You need to realize that no one owes you sex for any reason. And you never "owe" anyone sex for <u>any reason</u>, and you always have the right to say "No" to any form of sexual activity at any time and any place! Forced sex is against the law – ALWAYS!

[Slide 17]

Don't blame yourself if you are sexually assaulted. It is never your fault if you are sexually assaulted. No one has the right to force you to have sex or to touch you sexually, not even your boyfriend or girlfriend!

Notes:

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Educator states:
And you do not have the right to force sex or to touch sexually, not even your boyfriend or girlfriend.

Get help—tell a trusted adult and REPORT the assault. -If you were assaulted, you need to tell someone about it. Even if you think you might have been assaulted, you need to tell someone you trust about the incident. Also, you need to report the assault because most likely the abuser is abusing more than one person. You want to protect yourself and protect others by reporting it.

Be believed- If you are sexually assaulted, we recommend that you tell your parent/guardian first. If that isn't possible, tell your teacher, your counselor, your principal…But you need to be believed if you tell someone your story. So if the first person you tell doesn't seem to believe you, tell another person. If the second person doesn't believe you either, tell another person. Keep telling until you are believed.

[Slide 18]

Here are some things you can do to protect yourself:

- Avoid parties where there are drugs and alcohol.
- Avoid dating much older partners.
- Avoid being alone where no one can help if needed- Remember on the first day when we talked about hanging out in groups instead of being alone. This could be a reason why that is important. Dating in groups is a safer way to date than going out alone with someone. If you are alone, no one can hear you cry for help if you are being assaulted.
- Don't leave a party/crowd with someone you don't know well.

Notes:

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[Answer all question cards from Sessions 7.1-7.6 as well as any other questions.]

Notes:

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[Remind participants of the question cards and to place them in the question bag. Pass out Parent Connection Form Session 7.7: Sexual Offenses and collect the previous day Parent Connection Forms.]

Notes:

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Session 7.8

Review Topics and Discuss Lessons Learned

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Session 7.8

Review Topics and Discuss Lessons Learned

Session Overview:

1. Review Session 7.1-7.7.
2. Play the 7.8.3 Think Fast! Review Game to reinforce topics covered in 7th grade curriculum.
3. Answer participant questions related to curriculum topics.
4. Wrap up session.
5. Provide participants with the opportunity to provide feedback on the program and award participants for returning parent connection forms and actively engaging in the program.
6. Distribute Parent Connection Form Session 7.8: Review.

Learning Objectives:

- Participants will identify keys to being successful in life.
- Participants will understand basic human needs and levels of friendship.
- Participants will understand the processes of puberty and pregnancy.
- Participants will understand stress, positive character traits, and peer pressure.
- Participants will be able to use tools to resist peer pressure.
- Participants will understand the consequences of sexual activity outside of a faithful lifelong relationship, including STIs, pregnancy or fathering a child, and emotional heartache.
- Participants will understand sexual offenses and necessary prevention and reporting techniques.

Materials Needed:

- Computer, projector, and speakers
- Jar of Now and Later candy
- Wheel with Think Fast! Review Game Cards (7.8.3)
- Handouts:
  - Teacher Feedback Form
  - Participant Feedback Form
  - Parent Connection Form Session 7.8: Review
- Question cards
- Question bag

Classroom Planning:

- Review Session 7.8 curriculum.
- Make copies of handouts.
- Set up 7.8.3 Wheel with Think Fast! Review Game Cards
- Gather question cards and the question bag.

The Standards:

- See Appendix E for a list of state and national standards met in this session.

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Educator states:
Today we are going to review everything we covered during our last seven sessions. We are going to start with a conversation to review each topic and then you will all have the chance to play a review game and win prizes!

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Educator states:
During the first session we discussed goals, dreams, and the two keys to being successful in life. Does anyone remember what those two keys to success are?

[Know what you want and know how to get there.]

During the second session we talked about physical and emotional needs and the importance of whom we choose as friends. Your friends are going to be the ones you take with you along the journey to success. Remember we talked about the different levels of friendship? What were they?

[Acquaintance, friend, and best friend.]

Which means that your relationship with them will differ. There are some that are your acquaintances – again those who you normally don't hang out with but just see them around, such as a classmate.

During the third session we reviewed puberty and pregnancy.

During the fourth session we talked about sources of stress, the importance of positive character traits and avoiding unnecessary stress, and peer pressure. Who can remind me of three healthy ways to manage stress?

[Allow time for participants to respond. Answers may include exercising, eating healthy, talking to a trusted adult.]

We also discussed the important role our friends play in helping us achieve our goals and dreams. Friends should always respect your decisions and never force you to do anything that you do not want to do. If you are faced with a situation where you feel conflicted or uneasy, and you recognize this choice will not lead you on the path to success, then you need to be firm and say "no." Saying "no" in these cases is not always easy, but it is always the right thing to do. Who can remind me of the three steps to say no?

[Speak up, stand up, and walk away.]

During the fifth session we discussed three risks of sexual activity. Can anyone remember what they were?

[STIs, pregnancy or fathering a child, and emotional heartache.]

We also did the heart activity to illustrate the impact sexual activity has on our hearts and listened to the teen pregnancy audio and discussed how having a child as a teenager is often accompanied with many obstacles and difficulties. Whose choice is it to wait to become sexually active?

[Your choice.]

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Educator states:
During the sixth session we talked about the sexual activity and STIs. Can anyone remember the three types of STIs we discussed?

[Viral, bacterial and parasitic.]

We also talked about the importance of using a condom to reduce the risk of STIs and pregnancy if you do choose to be sexually active and of getting tested for STIs if you have been sexually active in the past (even one time). Does anyone remember the only 100% effective way to prevent pregnancy and STIs and emotional heartache?

[Abstinence.]

During the seventh session we talked about sexual offenses.

Notes:

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Educator highlight: Think Fast! [5] is a review game designed to review every major point from each lesson in the curriculum. This game can be adapted depending on the amount of time available for the last scheduled session. Break the participants up into two teams and make sure they are sitting together. Allow the participants to name their teams. An educator should be keeping track of points on the board while the participants are playing. Additional educators could be monitoring the participants throughout the room to limit talking or side conversations. The winning team will be awarded a prize.

Educator states:
Today we are going to review each lesson from our time together. I am going to read you the directions to the game we are about to play. This game is called Think Fast! The class will be divided up into two teams. The teams must sit together, but are not allowed to offer any help during the questions. When it is your team's turn, one person from your team will come up and spin the wheel.

Two participants (from opposing teams) will face off on a question. You must keep your hands in your laps (no hands on the table/desk) until the question is asked. You also must wait until the entire question has been asked or you will forfeit your turn to your opponent. Once the entire question has been asked, the first person to hit the bell gets to answer the question. If you answer correctly, your team will receive a point, and your opponent will be asked to return to their seat. Then a new member from the same team will take their place. However, if you incorrectly answer the question, it goes to your opponent. If the opponent answers correctly, he/she receives the point, you will be asked to return to your seat, and a new member from the same team will take your place. If the opponent also gets the answer wrong, both participants return to their seats and the question goes out to the audience to answer for no points. Then, two new participants will take their places. Whichever team receives the most points wins.

Category 1: Keys to Success
Q: What are the two keys to success?
A: Know what you want and know how to get there.

Q: True or false: Using drugs or alcohol even just one time can affect your future.
A: True.

Category 2: Levels of Friendship
Q: Define acquaintance.
A: Someone you know nothing personal or intimate about. You may know their names and some very basic and general information.

[5] Please note, the Think Fast! Review Game was implemented and evaluated as a PowerPoint review. For quality improvement purposes the activity is now implemented using the Game Wheel and the Think Fast! Review cards. The Think Fast! Review content remains the same as what was implemented and rigorously evaluated, only the delivery has changed.

Notes:

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Educator states:

Q: Define friend.
A: Someone you hang out with and who shares similar interests. They know you on a deeper level than an acquaintance.

Q: Define a best friend.
A: Someone you trust with the most personal and intimate details of your life. This is something who is always there for you.

Q: Provide three qualities or characteristics you should look for in a friend.
A: Trustworthy, respectful, good communication, supportive, encouraging

Category 3: Peer Pressure
Q: What are the three steps to saying "NO"?
A: Speak up, stand up, walk away

Q: True or false: A guy can never be pressured into having sex with a girl.
A: False.

Q: What are the three steps to saying "NO"?
A: Speak up, stand up, walk away

Category 4: Character Qualities
Q: Provide three qualities or characteristics you should look for in a friend.
A: Trustworthy, respectful, good communication, supportive, encouraging

Category 5: Online Safety
Q: True or False: You should add people you do not know as friends on social media.
A: False.

Q: True or False: You should keep very strict privacy settings on your social media profile.
A: True.

Category 6: Puberty (Females)
Q: Define puberty.
A: The process of changing from a child into an adult; able to reproduce; physical and emotional changes.

Q: What part of your brain is responsible for the hormone production in your body?
A: Pituitary gland.

Q: What ages do females typically go through puberty?
A: 9-17

Q: Name at least 3 changes that occur in females during puberty.
A: Able to reproduce (egg), period begins, breast buds appear, breast growth, pubic hair appears, armpit hair grows, body odor, oily skin/pimples, voice changes, growth spurt, adult height, weight gain, hips widen, aching muscles, emotional changes.

Notes:

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Educator states:

Category 7: Puberty (Males)
Q: Define puberty.
A: The process of changing from a child into an adult; able to reproduce; physical and emotional changes.

Q: What part of your brain is responsible for the hormone production in your body?
A: Pituitary gland.

Q: What ages do males typically go through puberty?
A: 10-18

Q: Name at least three changes that occur in males during puberty:
A: Able to reproduce (sperm), testicles grow, penis and scrotum grow, first ejaculation, pubic hair appears, armpit hair grows, body odor, breast changes, voice changes, growth spurt, adult height, weight gain, aching muscles, facial hair, oily skin/pimples, emotional changes

Category 8: Female Reproductive System
Q: What is the name of the primary sex hormone in females?
A: Estrogen

Q: What is the name of the female organ that produces and releases an egg every month?
A: Ovary

Q: What is the process of a mature egg being released from the ovary?
A: Ovulation

Q: What is the name of the tube that the released egg travels through to reach the uterus?
A: Fallopian tube

Q: Where does the fertilize egg implant?
A: Uterus

Q: What is the joining of a sperm with an egg called?
A: Fertilization

Q: What is the name of a human baby still in the womb?
A: Fetus

Q: What is the medical term for the monthly shedding of a woman's lining of her uterus?
A: Menstruation

Q: What is found in the lower portion of the uterus and opens into the vagina?
A: Cervix

Notes:

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Educator states:

Q: What is the outermost part of the female reproductive system into which the penis enters during sexual intercourse?
A: Vagina

Q: Where does the sperm have to travel to reach the egg?
A: Vagina, cervix, uterus, fallopian tubes

Category 9: Male Reproductive System
Q: What is the primary sex hormone in males?
A: Testosterone.

Q: Where is sperm produced?
A: Testicles.

Q: What is the tube where semen is carried from the Epididymis?
A: Vas Deferens

Q: What is the name of the tube where sperm travel from the testicle to be stored until released in ejaculation?
A: Epididymis

Q: What are the reproductive cells in semen, that when joined with a female's egg, create a baby?
A: Sperm

Q: After traveling through the Vas Deferens, where does the sperm combine with other fluid that will be released as semen?
A: Prostate

Q: What is the name of the white or gray fluid release during ejaculation?
A: Semen

Q: What is the name of the gland that produces semen?
A: Seminal Vesicle

Q: What is the name of the physiological change that happens to a male's penis when he becomes sexually aroused?
A: Erection

Q: What is the name of the process of the release of fluid when a male has an orgasm?
A: Ejaculation

Q: What is the name of the tube that the semen will be released from during an ejaculation?
A: Urethra

Notes:

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Educator states:

Category 10: Sexual Activity
Q: What is oral sex?
A: Person's mouth comes into contact with the genitals of their partner

Q: What is anal sex (intercourse)?
A: Involves inserting the penis into the anus.

Q: What is outercourse?
A: Genitals come into contact but there is no penetration.

Category 11: Sexually Transmitted Infections (STIs)
Q: What are some possible consequences of becoming sexually active?
A: Pregnancy, sexually transmitted infections (STIs), emotional heartache

Q: What are some challenges a teenage parent needs to overcome?
A: Provide with food, diapers, etc.; get a job; balance the child with their education; growing up fast.

Q: What do STI stand for?
A: Sexually transmitted infection

Q: How can you contract an STI?
A: Having any sexual contact with a person who has an STI.

Q: True or false: STIs can spread quickly.
A: True

Q: True or false: The most common symptom of an STI is no symptom.
A: True

Q: Which type of STI is curable with medications such as antibiotics: bacterial or viral?
A: Bacterial

Q: True or false: Latex condoms reduce the risk of pregnancy and some STI's, such as HIV.
A: True

Category 12: Sexual Offenses
Q: Define sexual harassment.
A: Unwelcome sexual advances that are deliberate and hostile, offensive or degrading.

Q: True or false: Victims of sexual harassment may be male or female.
A: True

Q: True or false: The person doing the harassing can only be the same sex as the victim.
A: False

Notes:

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Educator states:

Q: True or false: The person doing the harassing can only be in the same age range as the victim.
A: False

Q: Provide at least 2 examples of sexual harassment.
A: Comments about or staring at body parts, sexual or "dirty" jokes, touching/pinching/grabbing, spreading sexual rumors, sexual gestures or drawing, cornering or blocking someone, repeatedly asking someone out when they say they aren't interested, repeatedly calling/emailing someone when they have asked you to stop, sending suggestive pictures, making sexual comments on a webpage/email/text

Q: What should you do if you are being sexually harassed?
A: (Mention at least one of the following) Tell the harasser that the behavior is unwanted; don't ignore it; talked to a trusted adult; keep a diary of events involving harassment

Q: Define sexual assault.
A: Any form of sexual activity/contact without the victim's consent.

Q: True or false: Most sexual assaults are not reported to the police.
A: True

Q: True or false: About half of all sexual assaults occur on dates.
A: True

Q: True or false: Most sexual assaults are committed by someone the victim has never met before.
A: False

Q: Name three reasons why teens do not report sexual assault.
A: Embarrassment, lack of knowledge, fear, guilt, knows the abuser.

Q: True or false: Sexual assault is never the victim's fault.
A: True

Q: True or false: No one has the right to expect sex.
A: True

Notes:

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[Answer all question cards from Sessions 7.1-7.7 as well as any questions.]

Notes:

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Educator states:
The overall theme of this week has been that you are on your journey to success in life. Whatever your dream may be, you are capable of achieving it if you make the right choices NOW. We have told you and shown you that the choices you make now will affect you later. We have talked to you about the importance of taking care of yourself mentally, emotionally and physically. We have also stressed how important it is to have people in your life that will support you, not deter you, from your journey to success. Lastly, we shared with you that it is important to remember that you and your dreams are worth the wait, and you should set limits in your relationships to hold off any sexual activity until you are in a committed, lifelong relationship. We're not here to tell you what to do. We're just here to give you the facts and hope that what we have taught you will ensure that you are successful in achieving your dreams. The choice is still yours. The choices you make…NOW will affect you…LATER!

Notes:

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Educator states:
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).]

[Pass out Parent Connection Form Session 7.8: Review, collect Parent Connection Forms 7.1-7.7, and distribute Now and Laters and incentives.]

Notes:

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7.6.3 STIs

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