

Nu-CULTURE

Cultivating Urban Leaders Through
Unique Relationship Education



6th Grade Curriculum
HF2.0





A Healthy Futures Holistic Relationship Education Curriculum for Teens

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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:

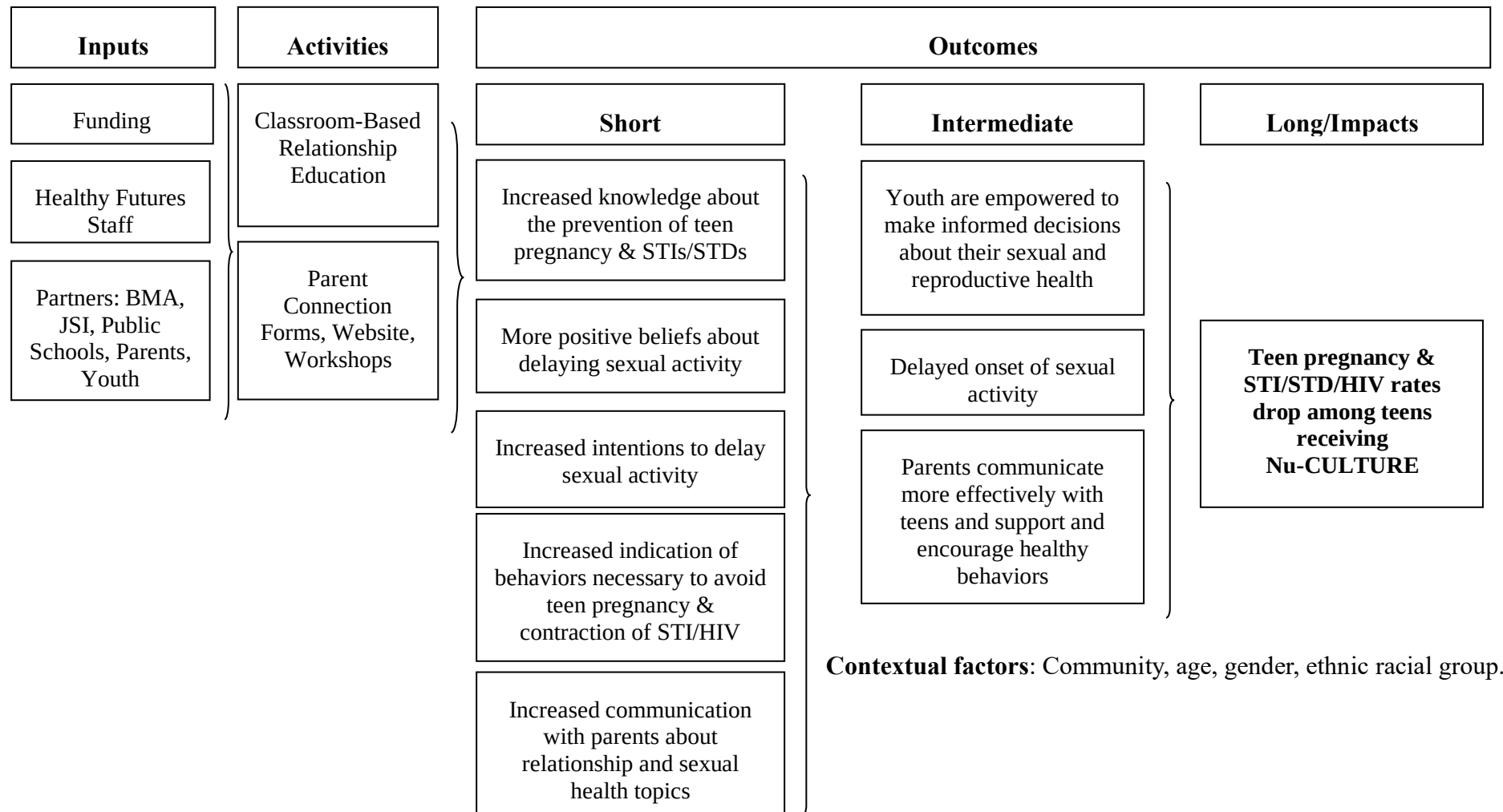
- 1) Influence attitudes, behavioral and normative beliefs, and self-efficacy regarding healthy relationship choices and risk-reduction behaviors by creating an environment where healthy choices are supported by peers and family.
- 2) Strengthen beliefs about the benefits of delaying sexual activity.
- 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.
- 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.



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.

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

FY/SB Family & Youth
Services Bureau

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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

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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.		

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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.		

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IMPLEMENTATION CHECKLIST

Class Description:	Session Dates:
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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.	

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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.	

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Class Description:	Session Dates:
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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.		

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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](#)



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Session 6.4

Interpersonal Interactions and Romantic Relationships

- Activity 6.4.1 Review Sessions 6.1, 6.2, and 6.3
- Activity 6.4.2 Appropriate and Inappropriate Interactions
- Activity 6.4.3 Introduction to Romantic Relationships
- Activity 6.4.4 Types of Love Scenarios
- Activity 6.4.5 Ask Dr. Love
- Activity 6.4.6 Conclusion and Wrap Up

Session 6.5

Healthy Relationships with Family and Peers

- Activity 6.5.1 Review Session 6.4
- Activity 6.5.2 Healthy Relationships
- Activity 6.5.3 Healthy Family Relationships: Brandon and Michelle Grow Up
- Activity 6.5.4 Healthy Peer Relationships
- Activity 6.5.5 Healthy/Unhealthy Characteristics and Scenarios
- Activity 6.5.6 Conclusion and Wrap Up

Session 6.6

Abstinence and Developing Refusal Skills

- Activity 6.6.1 Review Session 6.5
- Activity 6.6.2 It's OK to Say No: Abstinence
- Activity 6.6.3 Decision-Making Scale: Abstinence
- Activity 6.6.4 It's OK to Say No: Assertiveness
- Activity 6.6.5 It's OK to Say No: Refusal Skill Scenarios
- Activity 6.6.6 Conclusion and Wrap Up

6th Grade Curriculum OUTLINE

Session 6.7

Conflict Resolution Skills; Sexual Abuse and Cyber Assault

- Activity 6.7.1 Review Session 6.6
- Activity 6.7.2 Conflict Resolution
- Activity 6.7.3 Sexual Abuse and Cyber Assault
- Activity 6.7.4 Dollar Bill Activity
- Activity 6.7.5 Conclusion and Wrap Up

Session 6.8

Review Topics and Discuss Lessons Learned

- Activity 6.8.1 Review All 6th Grade Sessions
- Activity 6.8.2 Think Fast! Game
- Activity 6.8.3 Conclusion and 6th Grade Wrap Up

Session 6.1

Introduction to Healthy Futures,
Understanding Qualities of a Good Friend
and Positive Personal Character Traits



Session 6.1

Introduction to Healthy Futures; Understanding Qualities of a Good Friend and Positive Personal Character Traits

Session Overview:

1. Introduce Healthy Futures.
2. Introduce “The Choices You Make NOW Will Affect You LATER” slogan.
3. Establish and post the Group Rights and Responsibilities.
4. Explain and pass out question cards.
5. Discuss the benefits and challenges of friendship during adolescence.
6. Use the Build A Friend activity to discuss characteristics of a good friend and positive character traits.
7. Distribute and discuss the Mission Possible activity.
8. Describe the three step decision-making process, emphasizing the “Think” step in weighing the consequences and benefits of a particular behavior.
9. Use the Decision-Making Scale to demonstrate how to make decisions about high-risk behavior.
10. Explain and distribute Parent/Trusted Adult Connection Form Session 6.1: Decision-Making/Friendships or Alternative Inclusive version.
11. Refer to inclusion guidelines provided by Healthy Futures. Remind teachers and facilitators that these guidelines should reflect local school district policy and are only guidelines. The guidelines can be adapted/expanded as required by local school district policies and procedures. Guidelines are provided by request to licensed users of Healthy Futures Nu-CULTURE.

Learning Objectives:

- Participants will understand the ground rules that promote a safe and comfortable learning environment.
- Participants will gain understanding of how choices affect their future.
- Participants will understand that the choices they make can have positive or negative consequences.
- Participants will be invited to actively participate in the class, which will result in positive consequences.
- Participants will normalize the experiences of trauma and associated feelings that may happen for someone with trauma. Trauma survivor’s feelings are valid. Encourage youth to support each other.
- Participants restate options for how to deal with sensitive content including asking to be excused, talking with a counselor, or asking for an alternative assignment for a given lesson.

Classroom Planning:

- Participants will understand the ground rules that promote a safe and comfortable learning environment.
- Participants will gain understanding of how choices affect their future.
- Make copies of handouts.
- Recruit school counselor or other mental health resource expert to assist with youth who request to opt out if they experience an acute trauma response from content.

Materials Needed:

- Computer, projector, and speakers
- Jar of Now and Later Candy
- Giant pad of paper, markers
- Group Rights & Responsibilities Cards (6.1.2)
- Build A Friend Poster (6.1.4)
- Stop, Think, Decide Cards (6.1.6)
- Decision-Making Scale Poster (6.1.7)
- Handouts:
 - Mission Possible (Handout 6.1.5)
 - Parent/Trusted Adult Connection Form Session 6.1: Decision-Making/Friendships or Alternative Inclusive version [Session 6.1 I](#)
- Calendar describing lesson content for the 8 sessions to share with participants and their parents/trusted adults.
- List of resources and options for youth who need alternative activities
- Please see Creating Safe Spaces Document in the introduction for more ideas/suggestions
- Question bag
- Question cards

The Standards:

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



“The choices you make NOW will affect you LATER”

Educator highlight: Introduce yourself and tell the students a little bit about Healthy Futures and the Nu-CULTURE program. Discuss purpose and goals. Communicate to the students 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, _____.

We are here to lead the Healthy Futures Nu-CULTURE program with you over the next 8 days. We go to middle schools and speak to students like you about making good choices. During this program we will 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.

Every day you have choices to make. You can choose to do your homework and do well in class, or you can choose not to do it (not a wise choice!) and be stressed and risk getting bad grades. The decision to do school work is up to you.

Lots of changes are going to happen to you and you need to be ready for them. There are going to be choices that you’ll be making as teenagers, and we know that the choices you make now will have a big impact on your future. We brought this jar of candy in to help illustrate that.

What kind of candy is this? Yes! Now and Later!

We are going to do a drill together.

When I shout out “the choices you make...” you shout out NOW.

Then I will shout, “will affect you...” you shout out LATER!

Alright you ready? “The choices you make... you shout out - NOW!
will affect you.... you shout out - LATER!

“The Choices you make NOW will affect you LATER.” Can you repeat that after me?”

The Now and Later are reminders for everyone to remember that...

“The choices you make NOW, will affect you LATER”.

We’ll be leaving this jar of candy out every time we’re here. The choices you make now to participate and listen will determine whether or not your class can have them later.

Notes:



Notes:

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 students if there are any other suggestions that they have to add to the list. Acknowledge and affirm each suggestion. It is important that the students take ownership of this list so that they can take responsibility for their behavior.

Keep the social norms in front of the class and refer to them as needed. Be sure to add the options for youth who request the option to leave or skip any content and participate in an alternative activity. Be sure to encourage active listening and monitor for bullying to intervene appropriately.

Educator states:

Now you know that 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 all can have a great time together.

[Hold up Rights and Responsibilities cards and have the students repeat right after you say it.]

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 lesson by repeating after me everything on our list.

[Pass out question cards and explain their purpose, what to write on them, etc.]



We understand that some of you might feel shy or embarrassed to ask questions out loud, so we came up with a question bag. Each day we will pass out index cards for everyone and at the end of the class you will have the chance to write down a question or comment. If you don't have a question, write down one thing that you learned that day. Then we will go around and you can slip it into the question bag. We'll go over these questions and answer them when we come back. Make sure your question is based on what we are learning and is respectful.

Don't forget our Healthy Futures saying. Let's say it together just like we did earlier...

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

Notes:

Notes:**Educator states:**

We mentioned earlier that we are here to talk about making good choices. We mentioned that there are choices that we make every day. This is also important to understand as it relates to the friends that we choose. We can't choose our family - mother, father, sisters, or brothers - but we do choose our friends.

Why do we have friends?

[Have students suggest reasons why they have friends and write these suggestions on board or Post-it paper. Add your own answers if students have trouble coming up with their own responses. Possible answers include: to be liked, to be known, to get support, to not be lonely, to share things with, etc.]

Having friends is really great but sometimes friendships can be difficult, too.

What things can be hard about friendship, especially in middle school?

[Give students time to think about this question. Then write responses on board. Possible answers include: friendships are constantly changing, there can be jealousy and gossip, hurt feelings, etc.]



Notes:

Educator highlight: Hang up/display the Build a Friend poster. If possible, have student(s) hold poster while educator leads discussion and attaches friend characteristics (**respectful, trustworthy, kind, helpful, loyal, fun, responsible, honest, good listener, good role model**) to poster. Explain characteristics as you attach them to poster. Use table below.

Educator states:

We are going to do an activity that will help us brainstorm some of the positive characteristics or character traits that go into being a good friend. **Can you think of some of the characteristics of a good friend?** As you come up with these qualities, I will attach them to our poster. If you get all the qualities that we have up here, you will see our picture on the poster come together as whole, complete friend.

Quality	Explanation
Respectful	Doesn't call you names. Doesn't tease or embarrass you.
Fun	Plays with you. Includes you in activities.
Kind	Isn't mean or spiteful. Likes to be with you.
Loyal	Doesn't talk behind your back. Isn't "two-faced".
Helpful	Wants to assist you with your problems. Doesn't turn their back on you when you need them.
Trustworthy	You can confide in them.
Honest	They don't lie to you or mislead you.
Responsible	They don't make excuses. Tries to keep promises.
Good listener	Doesn't do all the talking. Asks how you are doing.
Good role model	Does their best. Abstains from risky behavior.

[Have students repeat each quality.]



Notes:**Educator states:**

We can see from our poster how important it is to have friends with these kinds of qualities. Having friends like this really helps us feel good about ourselves.

But what is also important is how friends can be an influence in our lives. A man named **J.R. Briggs** said that the most important advice he ever got as a young person was “**You show me your friends and I will show you your future.**”

If you choose your friends wisely and they have these positive character traits, that can have a very positive impact on your future. If you don't choose wisely, you can pick friends that influence you to make poor choices and get involved in activities that could have a very negative effect on your future. Remember...

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



Notes:**Educator states:**

In our last activity we talked about the qualities that we wanted to see in a friend. It's also important to know that if you want to have a friend like that you need to be a friend like that.

In this next activity, our "mission" will be to look at some scenarios and think of ways that someone could be a real friend and help out in that situation.

Educator highlight: Pass out Mission Possible (Handout 6.1.5). Read through the sheets and explain how to fill them out. Have students choose one of the two scenarios and answer the questions. They can use the back of the sheet if necessary. Have two or three students share their responses with the rest of the class.

Congratulations! You have all accomplished your "mission". We want you to remember that not only do **we choose** our friends, we choose what kind of friend **we are going to be**.

One way to be a good friend is by being the kind of friend we would want. As we said earlier, good friends help you make good choices. And that's really important because...

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



Notes:**Educator states:**

As we said earlier, it is really important to choose your friends wisely. Choose to spend time with people who have similar goals/values as you so you're not pressured to do things you don't agree with or that won't help your future. If friends don't respect you, they might try to pressure you. During middle school many young people experience peer pressure because many people want to fit in.

There may be times when people around you may try to persuade you to do something that you are not comfortable with. You need to make a decision about it, whether to do it or not. We want to give you a 3-step process for making good decisions.

[Hold up Stop, Think, Decide cards as you go through the steps.]

These are the steps to follow when faced with a choice:

1. **Stop** - Stop and recognize there is a choice to be made.
2. **Think** - Think about and compare the reasons to do it and the reasons not to do it.
3. **Decide** - Decide what is the best choice based on your comparisons. Choose your path.

So let's go over these steps again. After **STOPPING** to recognize that there is a decision to make, you need to **THINK** about that decision. It is important to think about all of the reasons for doing something as well as all the reasons not to do something, so you can compare them. Last, you need to **DECIDE** and choose your path.



Notes:**Educator states:**

We have an activity to illustrate this. This is our Decision-Making Scale, and we are going to use it to help us make decisions. We are going to pick a topic and then I will read off what is on these cards and you will decide whether it is a reason to do something or not to do it.

Pretend that you're stuck in a situation where you need to stop, think, and decide. We're going to think about and compare the reasons why someone would choose to do a certain activity and why someone would choose not to do it. After we compare the reasons, we're going to weigh our choices and see if there are more reasons to do something or more reasons not to. Then you can **DECIDE** what would be the best decision.

Educator highlight: Hang up/display the Decision-Making Scale poster on the board or ask for volunteers. Share the categories with the students: smoking, lying, drugs/alcohol, cheating, stealing, etc. (Save the SEX category until later in Session 6.6). Read out each card, and have students tell you on which side of the scale to place it.



Notes:**Educator states:**

We can clearly see that the reasons for not doing these things outweigh the reasons to do them.

In each case, choosing not to do something was a decision to avoid a risky behavior. Let's bring it back to STOP, THINK, and DECIDE. If someone had NOT thought through all of the reasons for each of these, they might have made an unhealthy decision. When faced with a choice it is important to STOP, THINK, and DECIDE, because the choices you make NOW will affect you LATER.

Question Cards:

Some days we may not have enough time to go through the question cards and answer your questions.

Parent/Trusted Adult Connection Forms:

We also have Parent/Trusted Adult Connection Forms that we will give you every day. These are for you to take home to your parents or trusted adult. On these forms your parents or trusted adult will find information about what we talked about each session, which they can use to have conversations with you about what you are learning here. Make sure your parents/guardians or trusted adult are reading these sheets and that they sign them at the bottom. We will give a prize to students that bring their signed connection form back into class.

[Pass out Parent/Trusted Adult Connection Form Session 6.1: Decision-Making/Friendship or Alternative Inclusive version [Session 6.1 I](#), and collect completed question cards.]



Session 6.2

Puberty, Anatomy, and Reproduction



Session 6.2

Puberty, Anatomy, and Reproduction

Session Overview:

1. Introduction: This unit teaches puberty, anatomy and reproduction based on the science of biological sex. Teachers and facilitators can acknowledge that there are other perspectives based on theories about gender fluidity. Healthy Future's teachers and facilitators should follow local school district policy when teaching this sensitive content. Session recommendations encourage dividing the class by biological sex. Facilitators/Teachers should be considerate of students who may be struggling with gender dysphoria and consider meeting with the student and their parents before teaching this unit to give them an opportunity to opt out of the session or participate with the understanding that the content is taught from a scientific biological perspective. Referrals can be made to mental health experts as appropriate. School districts can choose to modify this process as necessary according to school district policy. Guidelines are provided by request to licensed users of Healthy Futures Nu-CULTURE.
2. Review Session 6.1.
3. Pass out blank question cards only to those students that need them.
4. Divide class according to biological sex.
5. Discuss the definition of puberty.
6. Discuss the emotional and physical changes that occur during puberty.
7. Discuss anatomy and physiology of human reproduction.
8. Distribute the My Changing Body handout.
9. Collect completed Parent/Trusted Adult Connection Form from Session 6.1: Decision-Making/Friendships or Alternative Inclusive version.
10. Collect completed question cards.
11. Distribute the Parent/Trusted Adult Connection Form Session 6.2: Puberty.

Learning Objectives:

- Participants will identify reproductive organs of both biological sexes.
- Participants will gain understanding of the physical and emotional changes that occur during puberty.
- Participants will master the vocabulary terms and definitions.
- Participants will be encouraged to respect themselves and others.

Classroom Planning:

- Review the curriculum content for this session, specifically the reproduction videos.
- Make copies of handouts.
- Make sure the classroom teacher is aware that participants will need to be split by biological sex requiring an additional room. Provide a calendar to parents/students so they know the date that this unit is taught so that students can choose to opt out for an alternative activity or lesson. Engage the support of a school counselor or mental health specialist to support the diverse needs of students as appropriate.

Materials Needed:

- Computer, projector, and speakers (2 sets)
- Jar of Now and Later Candy
- Giant pad of paper, markers, and tape
- KidsHealth Male Reproductive System PowerPoint (6.2.4)
- KidsHealth Female Reproductive System PowerPoint (6.2.4)
- Handouts:
 - My Changing Body (Handout 6.2.4)
 - Parent/Trusted Adult Connection Form Session 6.2: Puberty
- Question cards
- Question bag

The Standards:

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



Notes:

Educator states:

Yesterday we started off class 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.

Remember you can choose to step out of the room or opt out of any unit. (Insert Name of school counselor or mental health specialist) is available to meet with anyone during this unit.

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

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

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

[Ask for several qualities from different students.

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

We had you each accomplish a “**mission**,” right? You had several scenarios where you had to put into practice how to be a good friend, and you came up with some great responses to some tough situations.

Next we talked about the **3 steps to healthy decision-making**.

Who can name me the first step? [STOP]

The second? [THINK]

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

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

The last? [DECIDE]



Notes:

To put these steps into action we did a **Decision-Making Scale Activity**.
From this, we decided to make a healthy choice to avoid risky behavior.
But whose choice is it to put what we're learning into practice?

[Your choice]

That's right, and we know that,
The choices you make...**NOW** will affect you...**LATER!**

[Let students know that if they need a question card or an extra one to please go see an educator.]



Educator highlight:

Separate by biological sex into two rooms for the ice breaker and the anatomy and physiology of biological reproduction talk.

Educator states:

Now that we have separated, let's start by repeating some words after me.

- Washing machine
- Apple
- Telephone
- Vagina
- Testicle
- Penis
- Ovaries

If you find these words funny, you can get your laughs and giggles out now.

[Pause for laughter.]

So, the next time you hear these words, they shouldn't be as funny because now you've heard them, right? I want you all to really pay attention to the topic we will be talking about because it's important to each one of us.

Notes:

Notes:**Educator states:**

Healthy Futures recommends following school district policy regarding the decision to expand this content to include theories about gender fluidity.

Today we will be talking about puberty. What is puberty?

[Educator writes the word and the following definition on the board.]

Puberty is the process of changing from a child to an adult.

Now I want you to repeat after me the definition written on the board.

[Students repeat the definition.]

So another way of saying this is, puberty is the process of you growing from a boy into a man or girl into a woman. Puberty is all about hormones. Hormones are chemicals that have different jobs throughout your body. Hormones cause all the physical and emotional changes you will experience during puberty.

Now the age range for the beginning of puberty is usually from about 10 to 18 years old in boys and from 9 to 17 years old in girls. It is important to remember that everyone is **unique**. Puberty does not start at the same time in the same way for everyone.

Educator highlight:

For the boys group go to section **Puberty, Anatomy, and Reproduction Talk (Boys)** on page 6.

For the girls group go to section **Puberty, Anatomy, and Reproduction Talk (Girls)** on page 17.



Notes:**Educator states:**

Let's make a list of all the changes we all go through during puberty. What changes have you noticed or heard about?

[Allow time for answers and briefly explain changes. Only list the changes that happen to both and specific changes for the gender in your classroom.]

[Both Boys and Girls Changes:

- Grow / Get taller - also *hands, arms, legs, feet are getting bigger, you even gain weight.*
- Clumsiness - *this will go away as you get older, as you get used to your growth*
- Body Odor - produce more sweat, mixes with germs to cause body odor
- Oily Skin/Pimples - *your skin will get oily all over your body, oil and germs can clog pores to produce pimples*
- Aching muscles - *growth causes soreness because the muscle is stretching & bones are growing.*
- Emotional Changes - *gets moody, and less in control of emotions*
- Hair Growth - *under arms, on arms, legs, face, chest and private area (girls don't grow hair on their chest and only grow a little bit on the arms, legs and face, while boys grow more facial hair)*
- Reproduce - *your body will get itself ready to be capable of having a baby. During puberty for males your reproductive system will start to produce sperm, producing millions of sperm each day. Males role in reproduction is providing the sperm cell and the females role is providing the egg cell *(we will talk more about that in a moment)*
- Breast Growth - *breast tissue will become very tender and sore with some swelling, the tenderness will eventually go away. Girls breast will continue to develop*
- Voice Changes - *boys voice will get deeper, as for girls it is not as deep*

Boys: (Only share this with the boys)

- Muscles develop - *boys will gain bigger muscles naturally*
- Fat decrease - *12-13% of total body fat*
- Shoulders broaden - *shoulders will get wider*
- Penis and testicles grow larger - *One testicle usually hangs lower than the other. It's normal]*



Notes:

Now some of these changes happen in both boys and girls. We are going to go over our list again. Each change that just happens to boys only we will mark it with a B, if the change happens to both, then we will mark it B/G.

[At this time briefly explain changes that happen to both: voice, breast growth, emotional, and reproduction. Pass out My Changing Body (Handout 6.2.4).]

I think you will see that there are some changes that both boys and girls experience during puberty. During this time, boys and girls do have some changes that are unique to their gender, but overall you're going through a similar process.

[Circle those changes unique ONLY to the specific gender in your classroom. Do not mention the unique changes for the opposite gender not in your classroom.]

One very important part of puberty is that the reproductive system will begin to mature. The body becomes capable of reproduction (making babies).

Remember as we said before, males and females have different roles to play in reproduction. The male's role is to provide the sperm and the female's role is to provide the egg. Now we are going to talk about the human reproduction systems and how males and females are different. I'm going to take you through the male anatomy first and then share about the female anatomy.

[Present the KidsHealth Male Reproductive System PowerPoint (6.2.4).]

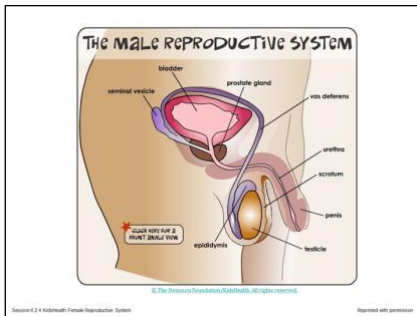
PPT Slides: KidsHealth Male Reproductive System PowerPointA placeholder box for a PowerPoint slide titled "Illustrations of the Male Reproductive System". The box contains the title text and a small copyright notice at the bottom left: "Copyright © 2013 KidsHealth Female Reproductive System".

Illustrations of the
Male Reproductive System

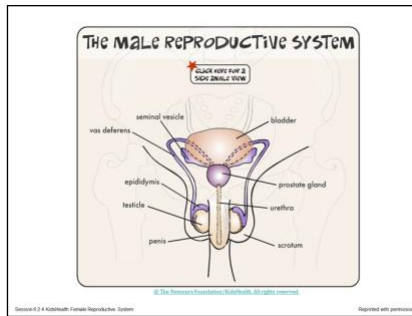
[Slide 1]

Activity 6.2.4

Puberty, Anatomy, and Reproduction Talk (Boys)



[Slide 2]

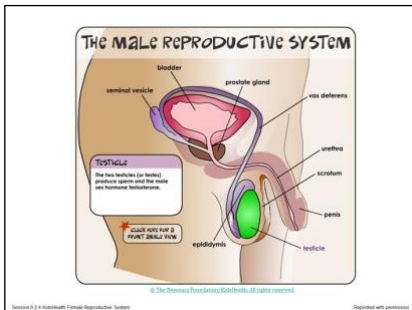


[Slide 3]

Educator states:

Males have two **testicles**, one on each side, and the process is the same for both. The testes create sperm. We call them the sperm factory. They also create the chemical testosterone. Testosterone is the male hormone that helps maintain the male sexual characteristics (facial hair, manly voice, etc). Do you know what sperm looks like? It looks like a little cell with a tail, almost like a tadpole.

[Show illustration of the testicle.]



[Slide 4]

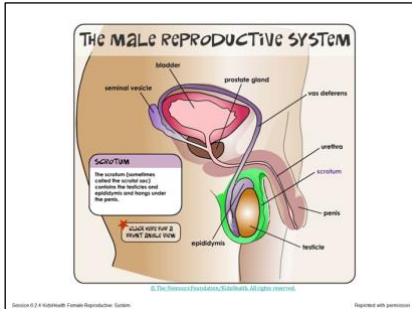
Notes:

Notes:

Educator states:

The testes are located in the **scrotum** or scrotal sac, the loose pouch-like sac of skin located behind and below the man's penis (hangs under the penis). Also found in the scrotum is the epididymis (right next to each testicle).

[Show illustration of the scrotum.]



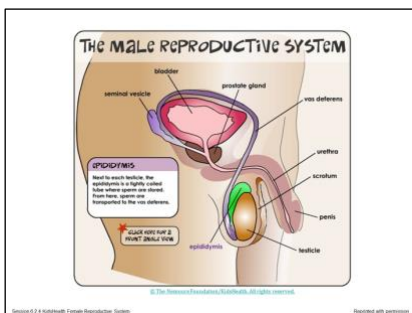
[Slide 5]

Educator states:

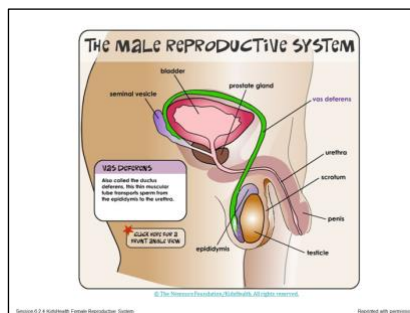
As sperm are being produced (several hundred million a day), they pass from the testes through a tightly coiled tube known as the **epididymis**. This is where the sperm is stored, matures, and where they practice their swimming strokes until they are ready to be transported through a tube called the **vas deferens**.

Now that the sperm is mature (a process of about 72 days from the time they are formed), they move through the **vas deferens**. The vas deferens is also called the ductus deferens. It is a thin long muscular tube that transports sperm from the epididymis to its final destination, the urethra. But before that, it needs to pass through very important glands.

[Show illustrations of the epididymis and the vas deferens.]



[Slide 6]



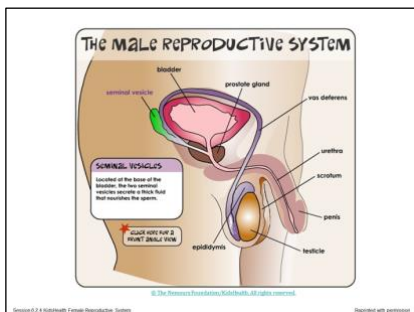
[Slide 7]

Notes:

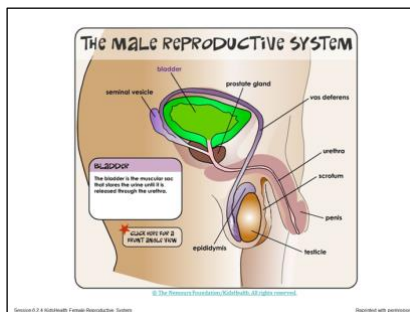
Educator states:

The first glands are the **seminal vesicles**. They are two pouch-like glands that produce and secrete fluid into the ejaculatory ducts. This fluid provides sperm with a source of energy and helps with the sperm's motility. They are located at the base of the **bladder** (the bladder is the muscular sac that stores your urine). So the job of the vesicles is to release a thick, sugar-like fluid called "fructose" that nourishes the sperm (in other words, feed and energize sperm).

[Show illustrations of the seminal vesicles and the bladder.]



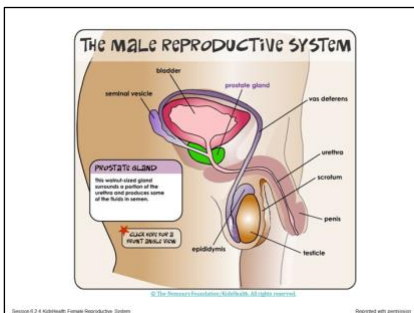
[Slide 8]



[Slide 9]

The sperm travels from the seminal vesicles to another important gland called the **Prostate gland**. The prostate gland produces some of the fluids in **semen**. The prostate gland releases thin, milky colored fluid that enhances the motility of the sperm.

[Show illustration of the prostate gland.]



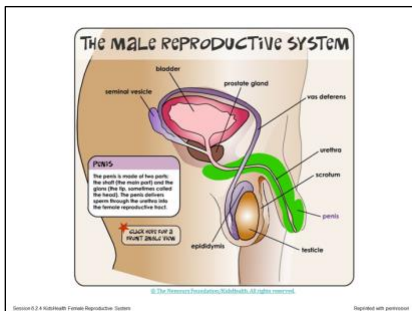
[Slide 10]

Notes:**Educator states:**

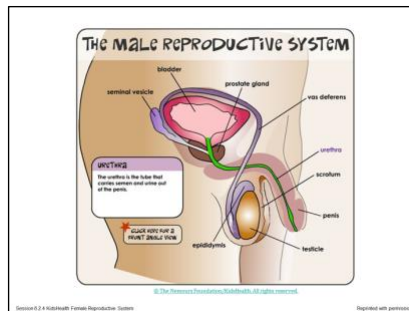
Finally, we have the **penis**. The penis is made of two parts: the shaft (which is the main part) and the glans (also known as the tip, sometimes called the head). The penis delivers the sperm or semen into the female reproductive tract during sexual intercourse through a process called **ejaculation**. Ejaculation is the release of semen from the penis.

Also, inside the penis is the **urethra**, which is the tube that carries semen or urine out of the penis.

[Show illustrations of the penis and then the urethra.]



[Slide 11]



[Slide 12]

Educator states:

So let's do a quick review:

Where does the sperm start?

[The testes.]

Where does it go from there?

[The epididymis and vas deferens.]

What glands must the sperm travel through?

[The seminal vesicles and prostate gland.]

And finally, what organ releases the sperm?

[The penis.]

Notes:**Educator states:**

Do you guys know what an erection is? You might have heard it called different things like “boner”. But we want you to know that the scientific term is erection. An erection is when the guy’s penis stiffens and hardens from blood rushing to the penis. You might think that this only happens when guys are sexually aroused but during puberty this can happen at any time. It doesn’t just have to be associated with sexual things. You could be somewhere and get an erection out of nowhere. For example, you might be sitting in class and all of a sudden, you get an erection. This is normal and will happen to many of you guys!

Educator highlight:

The penis is made up of spongy tissue, smooth muscles, and blood vessels. When aroused, blood flows into these tissues and causes the penis to become erect.

Have you boys ever heard of wet dreams? The scientific term for this is **nocturnal emissions**.

Nocturnal emission is when you ejaculate during sleep. You guys remember what ejaculation is?

[Releasing of semen out of the penis.]

Sometimes when you wake up you might notice white fluid in your underwear or pajamas - this is semen. Nocturnal emissions happen when your body starts to make more testosterone (remember, we talked about that hormone earlier). It’s your body preparing for reproduction.

Although you might feel embarrassed or even guilty about having wet dreams, it’s not something that you can control. Almost all boys normally experience them at some time during puberty and even as adults. This is a normal part of growing up and becoming a man.



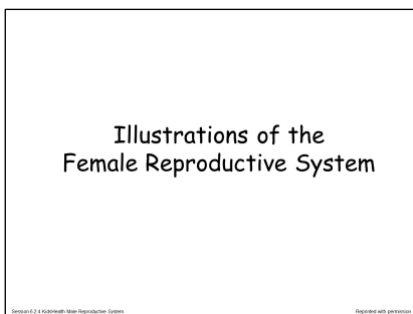
Notes:

[Transition to the female reproduction system.]

Educator states:

Now let's look at the female reproduction system and what happens when a sperm meets the female egg.

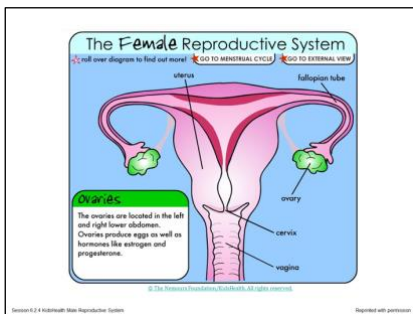
[Present the KidsHealth illustrations slides of the Female Reproductive System PowerPoint.]



[Slide 1]

Looking at the reproductive system, you can see that there are many parts. There are **two ovaries**. The ovaries are located in the left and right lower abdomen. Their function is to release eggs as well as hormones like estrogen and progesterone. These chemicals give women their female characteristics (such as breasts, wider hips, menstrual periods, etc.).

[Show illustration of the ovaries.]

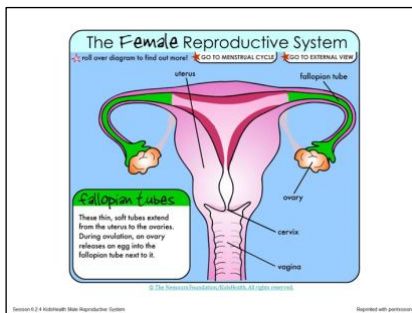


[Slide 2]

Notes:**Educator states:**

There are also two **fallopian tubes**. There is one tube associated with each ovary. These thin, soft tubes extend from the uterus and end close to the ovaries. Because there is no connection between the fallopian tubes and the ovaries, at time of ovulation the fingerlike structures at the end of the fallopian tubes create a current to help move the egg from the ovary to the fallopian tube. Once inside the fallopian tube, millions of tiny, hair-like cilia move the egg through the fallopian tube and into the uterus. If a female engages in vaginal sex with a male around the time of ovulation, this is where the male's sperm will meet with the egg in a process called fertilization.

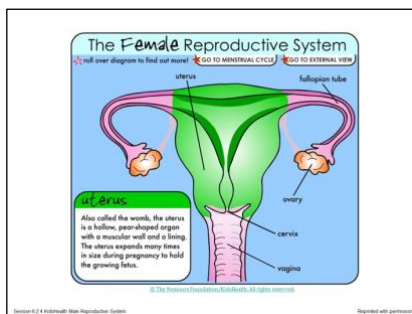
[Show illustration of the fallopian tubes.]



[Slide 3]

The next part is the **uterus**. It's a stretchy muscle where a baby might grow one day. It is also called the "womb". The uterus is a hollow, pear-shaped organ with a muscular wall and a lining. The uterus expands many times in size during pregnancy to hold the growing fetus (meaning it becomes larger as the baby grows).

[Show illustration of the uterus.]

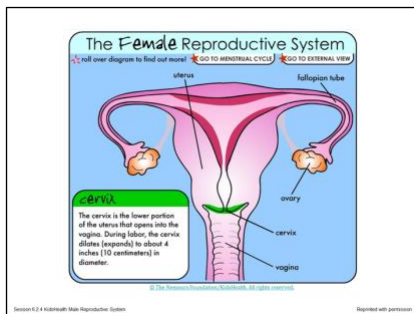


[Slide 4]

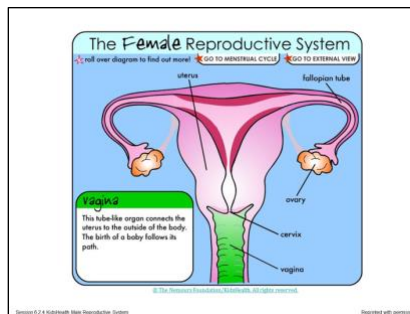
Educator states:

At the lower part of the uterus is a small opening called the **cervix**, which opens into the **vagina**. The vagina is a tube-like organ that connects the vagina to the outside of the body. The vagina is where vaginal sexual intercourse takes place and is the birth canal during childbirth. When a male ejaculates, it may happen here. If a male ejaculates in or near the female's vagina, the sperm may make its way up to the fallopian tubes and fertilize the egg. Together they will travel into the uterus where the baby grows until it is ready to be born. During labor (the process of childbirth), the cervix dilates (expands to about 4 inches or 10 centimeters in diameter) to allow the baby to leave the uterus, through the vagina (birth canal), and exit the mother's body.

[Show illustrations of the cervix and vagina.]

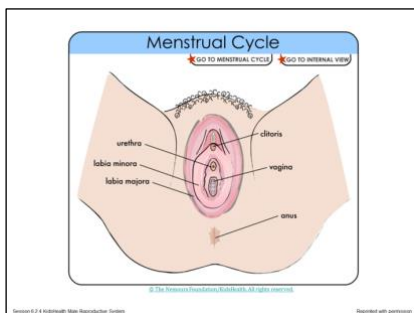


[Slide 5]



[Slide 6]

[Show view of the female external genitalia.]



[Slide 7]

Notes:

Notes:**Educator states:**

Let's do a quick review:

What do you call the process where an egg is released from the ovary?

[Ovulation]

Where does vaginal sexual intercourse take place?

[The vagina]

What happens if an egg is fertilized by a sperm?

[It may develop into a baby]

Where does the baby grow?

[In the uterus]

Does anyone have any questions?

Great job boys. This is the end of the puberty lesson and now I want to pass out the Parent/Trusted Adult Connection Form to bring home to your parent or guardian.

[Give instructions]

[Pass out Parent/Trusted Adult Connection Form Session 6.2: Puberty and collect completed question cards.]

Notes:**Educator states:**

Let's make a list of all the changes we all go through during puberty. What changes have you noticed or heard about?

[Allow time for answers and briefly explain changes. Only list the changes that happen to both and specific changes for the gender in your classroom.]

[Both Boys and Girls Changes:

- Grow / Get taller - also *hands, arms, legs, feet are getting bigger, you even gain weight.*
- Clumsiness - *this will go away as you get older, as you get used to your growth*
- Body Odor - produce more sweat, *mixes with germs to cause body odor*
- Oily Skin/Pimples - *your skin will get oily all over your body, oil and germs can clog pores to produce pimples*
- Aching muscles - *growth causes soreness because the muscle is stretching & bones are growing.*
- Emotional Changes - *gets moody, and less in control of emotions*
- Hair Growth - *under arms, on arms, legs, face, chest and private area (girls don't grow hair on their chest and only grow a little bit on the arms, legs and face, while boys grow more facial hair)*
- Reproduce - *your body will get itself ready to be capable of having a baby. During puberty for males your reproductive system will start to produce sperm, producing millions of sperm each day. Males role in reproduction is providing the sperm cell and the females role is providing the egg cell *(we will talk more about that in a moment)*
- Breast Growth - *breast tissue will become very tender and sore with some swelling, the tenderness will eventually go away. Girls breast will continue to develop*
- Voice Changes - *boys voice will get deeper, as for girls it is not as deep*

Girls: (Only share this with the girls)

- Hips widen - *your hips get broader, because the pelvis is growing larger inside of you (the pelvis is made up of bones that contain the reproductive system)*
- Menstrual Cycle (Period) - *bleeding that occurs once a month, that we will explain more about in just a moment*
- Vagina discharge white, sticky substance - *A sign a girl is going to get her first menstrual period soon. You will have this for most of your womanhood as a means for the vagina to clean itself and remain healthy]*



Notes:

Now some of these changes happen in both boys and girls. We are going to go over our list again. Each change that just happens to girls only we will mark it with a G, if the change happens to both, then we will mark it B/G.

[At this time briefly explain changes that happen to both: voice, breast growth, emotional, and reproduction. Pass out My Changing Body (Handout 6.2.4).]

I think you will see that there are some changes that both boys and girls experience during puberty. During this time, boys and girls do have some changes that are unique to their gender, but overall you're going through a similar process.

[Circle those changes unique ONLY to the specific gender in your classroom. Do not mention the unique changes for the opposite gender not in your classroom.]

During puberty a girl's body begins to change shape. Everyone gets bigger during puberty, but we are all unique (meaning we will all look different). A girl's **breasts grow larger** and her **hips get broader** in preparation for having a baby one day. The hips get broader, because the pelvis is growing larger inside of her. The **pelvis** is made up of bones that contain the **reproductive system**. When the baby is ready to be born, the baby passes through the woman's pelvis (that's why it needs to get bigger and why a female pelvis is a different shape than a male's pelvis).

One very important part of puberty is that the reproductive system will begin to mature. The body becomes capable of reproduction (making babies).

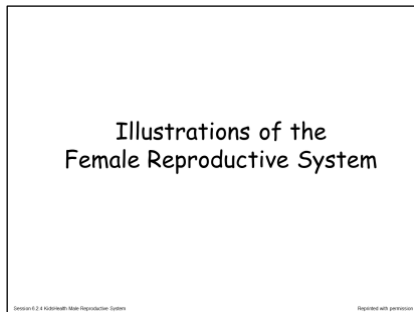
Remember as we said before, males and females have different roles to play in reproduction. The male's role is to provide the sperm and the female's role is to provide the egg. Now we are going to talk about the human reproduction systems and how males and females are different. I'm going to take you through the female anatomy first and then share about the male anatomy.



Notes:**Educator states:**

Now we will talk about the female reproductive system, ovulation, and menstruation.

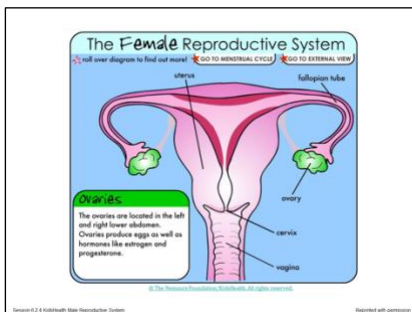
[Present the KidsHealth Female Reproductive System PowerPoint (6.2.4).]

PPT Slides: KidsHealth Female Reproductive System PowerPoint

[Slide 1]

Looking at the reproduction system, you can see that there are many parts. There are two ovaries. The ovaries are located in the left and right lower abdomen. Their function is to release eggs as well as the hormones like estrogen and progesterone. These chemicals give women their female characteristics (such as breasts, wider hips, menstrual period, etc.). A female has all of her eggs when she is born. These eggs are only about the size of a pencil dot (so that is why so many eggs would be able to fit inside of you).

[Show illustration of the ovaries.]

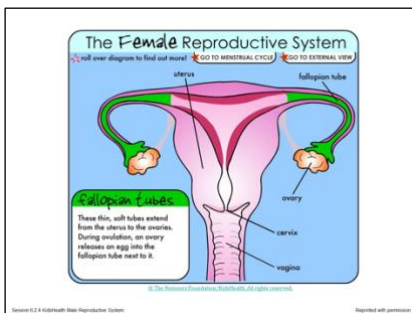


[Slide 2]

Notes:**Educator states:**

There are also two **fallopian tubes**. There is one tube associated with each ovary. These thin, soft tubes extend from the uterus and end close to the ovaries. Because there is no connection between the fallopian tubes and the ovaries, at time of ovulation the fingerlike structures at the end of the fallopian tubes create a current to help move the egg from the ovary to the fallopian tube. Once inside the fallopian tube, millions of tiny, hair-like cilia move the egg through the fallopian tube and into the uterus. If a female engages in vaginal sex with a male around the time of ovulation, this is where the male's sperm will meet with the egg in a process called fertilization.

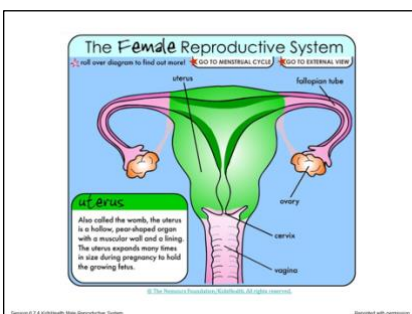
[Show illustration of the fallopian tubes.]



[Slide 3]

The next part is the **uterus**. It is a stretchy muscle where a baby might grow one day. It is also called the "womb". The uterus is a hollow, pear-shaped organ with a muscular wall and a lining. The uterus expands many times in size during pregnancy to hold the growing fetus (meaning it becomes larger as the baby grows).

[Show illustration of the uterus.]

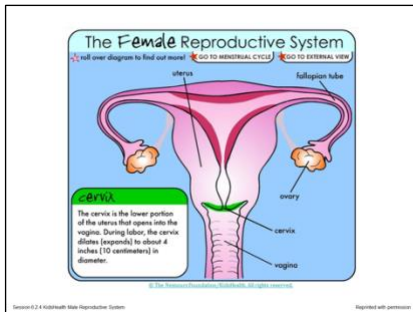


[Slide 4]

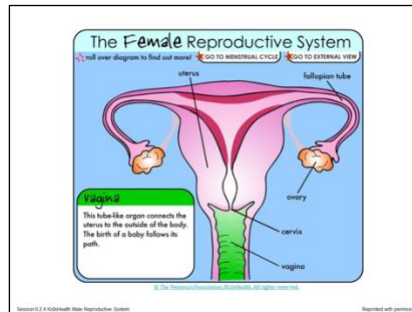
Notes:**Educator states:**

Another function of the cervix and vagina is to allow the blood lining of the uterus to leave the body during menstruation.

[Show illustrations of the cervix and vagina.]



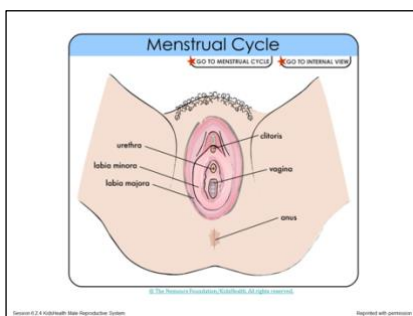
[Slide 5]



[Slide 6]

There are three openings on the outside of a female's body. One is the vagina opening where a female has her period, where vaginal sexual intercourse takes place, and where a baby may pass through during childbirth. The second one is the urethra where urine leaves the body (the urethra is attached to the bladder). The third opening is the anus where solid waste leaves the body.

[Show view of the female external genitalia.]



[Slide 7]

Notes:

[Read script first then play animated graphics in video to show movement of egg during ovulation and menstruation.]

Educator states:

Now we are going to talk about menstruation. One day between the ages of 9 and 17 years, a female will begin her menstrual cycle. The cycle lasts for about 28 days then the process starts all over again. For the first year or two of a female starting her period, she may not get her period every month. This is normal because her body is still getting used to this new change.

[Play video until the end.]

Educator states:

Let's do a quick review:

What do you call the process where an egg is released from the ovary?

[Ovulation]

What happens if an egg is fertilized by a sperm?

[It may develop into a baby]

When an egg is not fertilized it will dissolve and then a blood flow will come out of the vagina, what is this blood flow called?

[Menstruation or period]

How many days does a female have her period for?

[Two to seven days]

If a female becomes pregnant, what is the name of the part where the baby grows?

[The uterus]

[Take out a pad and a tampon for visual aids. Pass around for about 2 minutes, then facilitate a discussion about pads and tampons.]



Notes:**Educator states:**

It is very important to remember that your first period usually comes as a surprise, so you want to be prepared. **What are you going to need?** A pad or tampon. You can keep one in your locker, purse or small pencil case. We also recommend having an extra pair of underpants and pants in your locker in case the blood leaks out onto your clothes while you are in school. If this happens, you can wrap a sweater or sweatshirt around your waist until you can get to your locker or the nurse's office. The nurse can provide you with a pad.

So how do you use pads or tampons? Pads are worn on the inside of your underpants. One side is sticky so that you can stick it to your underpants and it won't slide around when you move. Some pads have wings, which wrap around the outside of your underpants to keep it even more secure.

Tampons are inserted into the vagina. As I said before, the vagina is only about the length of your middle finger, so when the tampon is inserted into the vagina, there is no need to worry that it will go too far. The tampon can't get past the cervix, because the cervix opening is only big enough for blood or semen to pass through. A string hangs off the tampon outside of the body so that you can pull the tampon out.

Both pads and tampons should be changed every few hours. It is important to change them both (pads and tampons) regularly so that they do not fill up with too much blood and so that they do not begin to smell. Changing them regularly will also help prevent infection. **Good hygiene during this time of month is very important!** When you change your pad or tampon, wipe from front to back to avoid infection. You can even use baby wipes to wipe clean and then dry yourself with tissue before a new pad or tampon. **Take a shower daily and change into clean clothes.** It is probably best that you don't wear a tampon at night, because you'd have to leave it in for too many hours. No matter which one you wear it is important to talk to your parent/guardian and/or doctor about choosing the one that is best for you!

How do you dispose of a pad or tampon? Always wrap your tampon or pad with bathroom tissue first and then put it in the wrapper of the new one before you dispose of it in the trash or sanitary napkin tins; never flush either one in the toilet.

So what if you are not in school, but are in a store or restaurant? You can go into the public bathroom and there might be a machine in there (you've probably seen one) that has pads or tampons for some change (so always keep some money with you!). If you don't have any money, I'll let you in on "The Secret Code of Girls." Huddle in...

The "Secret Code of Girls" is that no matter where you are, you can always ask another trusted adult woman near you - a nurse, teacher, someone from your church or place of worship, a librarian etc., if they have a pad or tampon—even if you don't know them that well. If they have one, they will give it to you, because as a woman they know what it's like to get your period unexpectedly and not be prepared. That's pretty cool right? We're all in this together! Also, once something like this has happened to you, believe me; you don't want it to happen to someone else. So be a friend and tell a friend.



Activity 6.2.4

Puberty, Anatomy, and Reproduction Talk (Girls)

Educator states:

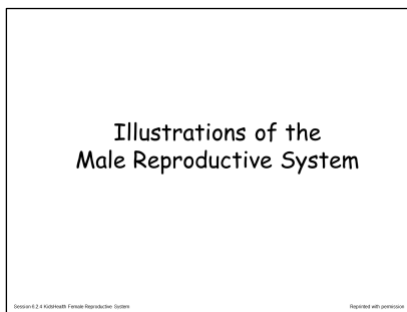
If you see that another girl in school (friend or not) had an accident, tell her in private that they need to see the nurse. If you can help them out, that would be great too! Chances are, if it ever happened to you, I'm sure they would help you out.

[Transition to the male reproduction system.]

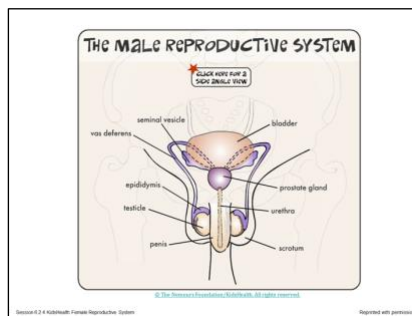
Now we will talk about the **male reproductive** system.

Males and females have different roles to play in reproduction. The woman provides the egg and the man provides the sperm. Here is the picture of the male reproduction system. I am going to take you through the journey of the sperm.

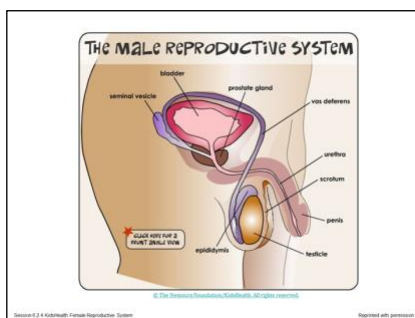
[Present the KidsHealth illustrations slides of the Male Reproductive System PowerPoint.]



[Slide 1]



[Slide 2]



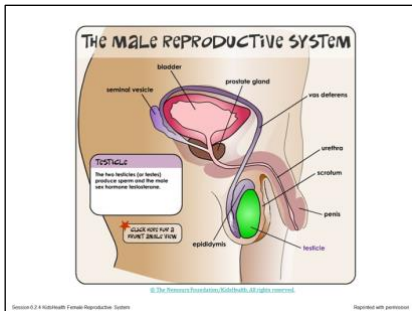
[Slide 3]

Notes:

Notes:**Educator states:**

Males have two **testicles**, one on each side that produces sperm and the male sex hormone testosterone. We can call them the sperm factory. Do you know what sperm looks like? It looks like a little cell with a tail, almost like a tadpole.

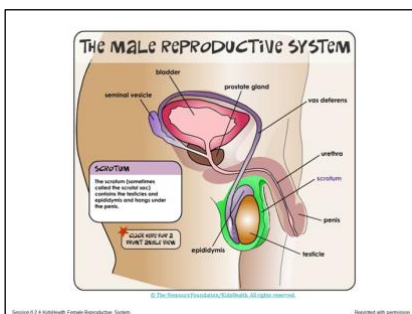
[Show illustration of the testicles.]



[Slide 4]

The testes are located in the **scrotum** or scrotal sac, the loose pouch-like sac of skin located behind and below the male's penis (hangs under the penis).

[Show illustration of the scrotum.]



[Slide 5]

Activity 6.2.4

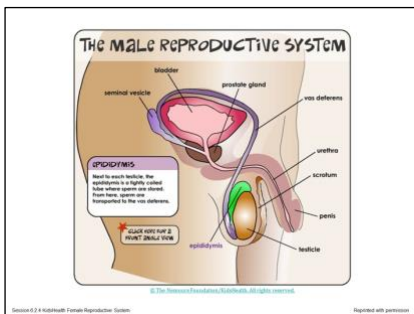
Puberty, Anatomy, and Reproduction Talk (Girls)

Notes:

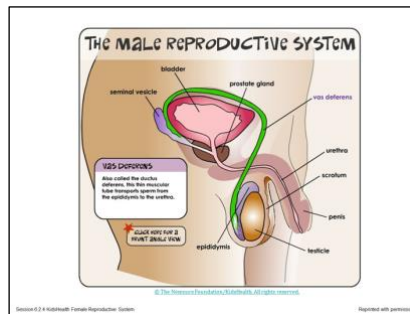
Educator states:

As sperm is produced (several hundred million a day), they pass from the testes through a tightly coiled tube known as the **epididymis**. This is where the sperm is stored, matures, and where they practice their swimming strokes until they are ready to be transported to the **vas deferens**.

[Show illustrations of the epididymis and vas deferens.]



[Slide 6]

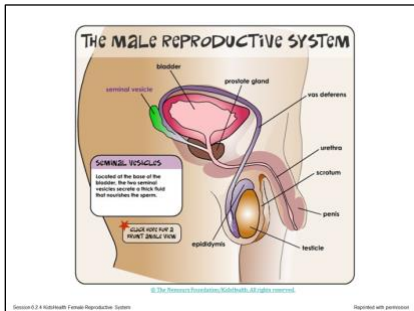


[Slide 7]

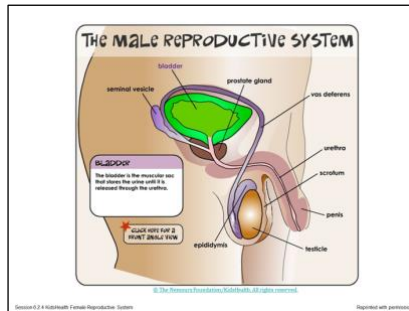
Once the sperm is mature they move through the **vas deferens**. The vas deferens also called the ductus deferens, is a thin long muscular tube that transports sperm from the epididymis to its final destination, the urethra.

The **seminal vesicles** are two pouch-like glands that produce and secrete fluid into the ejaculatory ducts. This fluid provides sperm with a source of energy and helps with the sperm's motility. They are located at the base of the bladder. The vesicles will release a thick, sugar-like fluid called "fructose" that nourishes the sperm (in other words, feed and energize sperm). Also, in this area is the **bladder**. The bladder is a muscular sac that stores urine until it is released through the urethra.

[Show illustrations of the seminal vesicles and bladder.]



[Slide 8]

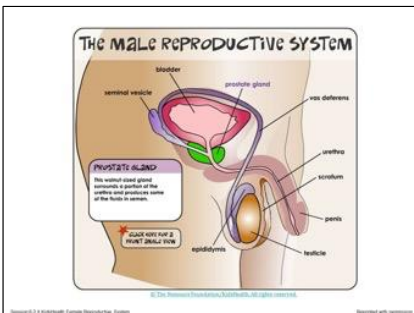


[Slide 9]

Educator states:

The sperm travels from the seminal vesicles to another important gland called the **prostate gland**. The prostate gland produces some of the fluids in **semen**. The prostate gland releases thin, milky colored fluid that enhance the motility of the sperm.

[Show illustrations of the prostate gland.]



[Slide 10]

Finally, we have the **penis**. The penis is made of two parts: the shaft (which is the main part) and the glans (also known as the tip, sometimes called the head). The penis delivers the sperm or “semen” into the female reproductive tract during sexual intercourse through a process called **ejaculation**.

Notes:

Activity 6.2.4

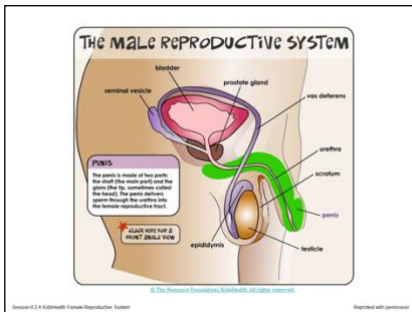
Puberty, Anatomy, and Reproduction Talk (Girls)

Notes:

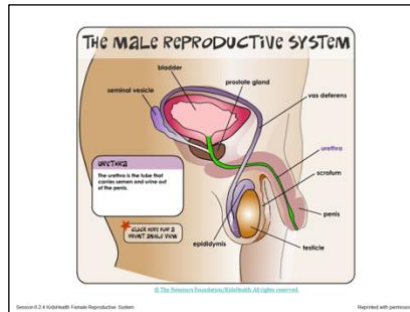
Educator states:

Ejaculation is the release of semen from the penis. Also, inside the penis is the urethra, which is the tube that carries semen or urine out of the penis.

[Show illustrations of the penis and then the urethra.]



[Slide 11]



[Slide 12]

Let's do a quick review:

Where does the sperm start?

[The testes]

Where does it go from there?

[Epididymus and vas deferens]

What glands must the sperm travel through?

[The seminal vesicles and prostate gland.]

And finally, what organ releases the sperm?

[The penis.]

Does anyone have any questions?

Great job girls. This is the end of the puberty lesson and now I want to pass out the Parent/Trusted Adult Connection Form to bring home to your parent or guardian.

[Give instructions]

[Pass out Parent/Trusted Adult Connection Form Session 6.2: Puberty and collect completed question cards.]

Session 6.3

Gender Reflection, Emotional Needs,
Identity, and Self Concept



Session 6.3

Gender Reflection, Emotional Needs, Identity, and Self Concept

Session Overview:

1. Review Session 6.2 using Puberty Review PowerPoint.
2. Pass out blank question cards only to those students that need them.
3. Create teams by gender to complete the, What I Like About Being A Boy/Girl handout. Facilitators may also use Alternative Inclusive version What I Like About my Gender handout.
4. Discuss emotional needs using the PowerPoint, handout, and skits.
5. Distribute Emotional Needs cards for skits or Alternative Inclusive version and have participants present.
6. Discuss healthy and unhealthy ways to meet emotional needs and the importance of avoiding risky behavior.
7. Distribute I Am Poem.
8. Collect completed Parent/Trusted Adult Connection Form from Session 6.2: Puberty
9. Collect completed question cards.
10. Distribute the Parent/Trusted Adult Connection Form Session 6.3: Emotional Needs/Identity Reflection or Alternative Inclusive version.

Learning Objectives:

- Participants will recognize their emotional needs and identify positive personal character traits in healthy friendships.
- Participants will become familiar with the relationships between one's character, self-sufficiency, and maintaining the expected standard of abstinence from risky behaviors, including sexual activity as a teenager.
- Participants will identify different feelings and emotions that teens experience during puberty.
- Participants will be able to identify their own positive character traits that will help them grow into self-sufficient young adults.

Classroom Planning:

- Review the curriculum content for this session.
- Make copies of handouts.

Materials Needed:

- Computer, projector, and speakers
- Jar of Now and Later Candy
- Giant pad of paper, markers
- Puberty Review PowerPoint (6.3.1)
- Emotional Needs PowerPoint (6.3.3)
- Emotional Needs Scenarios/Skit Cards (6.3.4) or Alternative Inclusive version ([6.3.4 I](#))
- Handouts:
 - What I Like About Being a Boy/Girl (Handout 6.3.2) or Alternative Inclusive version What I Like About my Gender ([Handout 6.3.2 I](#))
 - Emotional Needs (Handout 6.3.3)
 - I Am Poem (Handout 6.3.5)
- Parent/Trusted Adult Connection Form Session 6.3: Emotional Needs/Identity Reflection or Alternative Inclusive version [Session 6.3 I](#)
- Question bag
- Question cards

The Standards:

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



PPT Slides: Puberty Review



[Slide 1]



[Slide 2]



[Slide 3]



[Slide 4]



[Slide 5]



[Slide 6]

Notes:

PPT Slides: Puberty Review



[Slide 7]



[Slide 8]



[Slide 9]



[Slide 10]



[Slide 11]



[Slide 12]

Notes:

PPT Slides: Puberty Review



[Slide 13]



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[Slide 17]



[Slide 18]

Notes:

PPT Slides: Puberty Review



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[Slide 24]

Notes:

PPT Slides: Puberty Review



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[Slide 29]



[Slide 30]

Notes:

PPT Slides: Puberty Review



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[Slide 32]



[Slide 33]



[Slide 34]



[Slide 35]



[Slide 36]

Notes:

PPT Slides: Puberty Review



[Slide 37]

[Let students know that if they need a question card or an extra one to please go see an educator.]

Notes:

Notes:**Educator states:**

Yesterday we talked about puberty and we talked about how boys and girls have experience some similar and some unique changes.

Today we are going to take some time and think about what you like most about being a boy or a girl. You can also think about what you like about your gender. We are going to break you up by gender. Choose someone to write the answers on paper for the group to come up with a list.

[Pass out one What I Like About Being a Boy (Handout 6.3.2) to the boy's group and pass out What I Like About Being a Girl (Handout 6.3.2) to the girl's group.

Suggested inclusion adaptation: Keep the group together and do this activity as a whole group using What I like about my gender [6.3.2 I](#).)]

[It's important to say that boys and girls or both genders may have some of the same things on their lists and that is OK. This is not a competition.]

Educator highlight:

When they are finished, make two large circles on the board and write "boys" or "girls" in the middle. Write the students' lists inside the respective circles. Discuss how there are special and unique things about each gender.

We can see that there are special and unique things about girls and boys.

(Inclusion adaptation: We can see that there are special and unique things about our genders.)

We can also see that there are a lot of things that we share in what we like about being ourselves. Remember, we need to respect each other and respect the ways that we are different.



Notes:**Educator states:**

Yesterday we talked about puberty and the changes that happen to both boys and girls. Physical changes aren't the only changes that happen during puberty. Your mind and emotions change as well. So the way you think about things and the way you feel isn't the same as it used to be. What you thought was cool and exciting at 8 years old probably isn't as exciting to you now; you're probably responsible for a lot more now than you were when you were younger.

The way you think about friends is different, too. Many of you might want to hang around your friends a lot more than you did when you were younger. We talked earlier about why we have friends.

This is because we all have emotional needs, whether we are girls or boys. We have friends because we want them to meet some of these needs. What are some of the needs that we are talking about? We have a handout that lists some of these needs. I am going to go over them now and then we are going to have an activity to help us better identify what those needs look like.

Educator highlight:

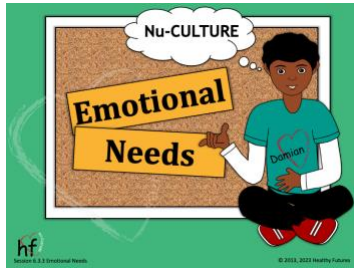
Refer to the "Script for Emotional Needs PPT" sheet as you prepare for the Emotional Needs Power Point presentation.

[Pass out Emotional Needs handout. Present Emotional Needs Power Point and have students follow along.]

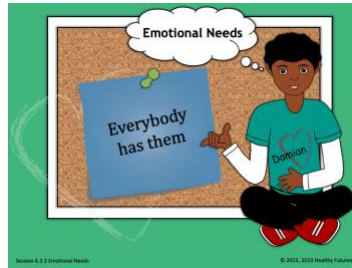


Notes:

PPT Slides: Emotional Needs



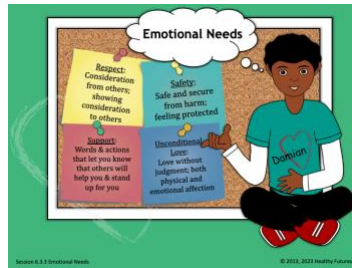
[Slide 1]



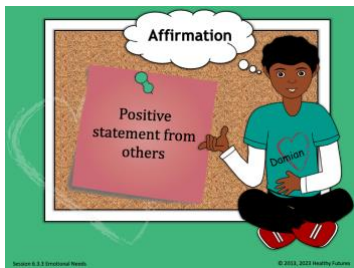
[Slide 2]



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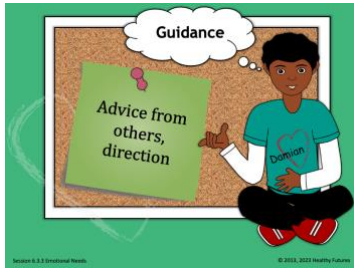


[Slide 5]



[Slide 6]

PPT Slides: Emotional Needs



Notes:

PPT Slides: Emotional Needs



[Slide 13]

Notes:

Notes:**Educator states:**

Now I am going to partner you up with a classmate for our next activity. I am going to pass out a card to each of you that has a different emotional need on it. One side has the emotional need with its definition. The other side provides a scenario and a skit that you and your partner will act out. Some of the skits show the emotional need being met, others show the need *not* being met. Even though what you will say is already written out, you can add your own personality and style to the character you play, make it fun!

Alternate option if time does not permit:

I will need a volunteer to act out a scenario in front of the class. Your classmates will answer what emotional need is being acted out and whether or not it is being met in a healthy way.

[Alternative Inclusive version of Emotional Needs Scenarios, Skit cards [6.3.4.1](#)]

Educator highlight:

The skits for Respect and Support show the emotional need **not being met**. Be sure that one of these is presented to class.

[Have 2-3 groups present skits, more if time allows. Educator read the scenario. Give positive feedback after each one.]

As we can see from these presentations, as well as in life, we all have these needs and there are positive and healthy ways to get them met. There are also unhealthy ways to get needs met.

For example, if we want to belong we might try to fit in with the people that are doing risky behaviors, just to feel like we are part of the crowd. If we want to be recognized, we might show off and try to do something that might be dangerous.

We need to remember to choose healthy ways to get our needs met. That's why we need to choose friends that are going to meet some of these needs in a healthy way. That's what being a real friend is about.



Notes:**Educator states:**

We are all unique individuals and we all have things about us that are special. Another activity that we want to do with you is to have you write a short poem about the things that you think are special about you. This will be something that you can bring home and show your parents/guardians or trusted adult if choose to share your poem.

To help you write this poem, we have a handout that we are going to pass out to you.

[Pass out the I Am Poem handout.]

Educator highlight:

Read over the handout and explain how students are to fill in the blanks. Give examples. It might be helpful for educators to write their own to share with the students so they have a better idea of the exercise.

We are going to take time now to share some of our poems.

[Have student volunteers share their poems or offer to read a student's poem for them if they do not wish to. Make sure the audience is respectful. Give lots of positive feedback after each one.]

You have all done a great job with your poems! Even though we didn't get to hear everyone's poem, we believe that they are all special and unique. We got to know each other a little better and now you all have poems you can bring home and share with your family and friends if you want to do that.



Notes:**Educator states:**

Today we discussed what's unique about boys and girls and the things that make us special as individuals. In your **I Am Poem**, you got the chance to think about yourself and reflect on what makes you special. The poems helped us look at the unique characteristics of each individual and the importance that can have in a relationship.

We also discussed emotional needs, which we all have, and that are the same for both boys and girls.

As you go through puberty, you will find your emotional needs are more and more important. As we learned today, we have to address emotional needs in a healthy way. By making good choices and choosing good friends, you are setting yourself up for a healthy and positive future. Remember, even in your relationships,

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

[Pass out Parent/Trusted Adult Connection Form Session 6.3: Emotional Needs/Identity Reflection or Alternative Inclusive version [Session 6.3 I](#) and collect completed question cards.]



Session 6.4

Interpersonal Interactions and
Romantic Relationships

Session 6.4

Interpersonal Interactions and Romantic Relationships

Session Overview:

- 1 Review Session 6.1, 6.2, and 6.3.
- 2 Pass out blank question cards only to those students that need them.
- 3 Discuss what it means to “go out” in middle school.
- 4 Define the words appropriate and inappropriate and give examples.
- 5 Develop a list of appropriate, non-physical ways to show affection.
- 6 Discuss why hugging and kissing are inappropriate for their age and to be careful about flirting.
- 7 Emphasize it is ok not to have romantic feelings at this age.
- 8 Talk about love and explain the different types of love.
- 9 Lead the Different Types of Love activity.
- 10 Complete and discuss the Ask Dr. Love activity, including student volunteers.
- 11 Collect completed Parent/Trusted Adult Connection Forms from Session 3: Emotional Needs/Identity Reflection or Alternative Inclusive version.
- 12 Collect completed question cards.
- 13 Distribute Parent/Trusted Adult Connection Forms for Session 6.4: Appropriate Behavior.

Learning Objectives:

- Participants will understand acceptable attitudes and appropriate conduct.
- Participants will identify and describe the experience of different feelings, including attraction.
- Participants will describe the terms appropriate and inappropriate.

Materials Needed:

- Computer, projector, and speakers
- Jar of Now and Later Candy
- Giant pad of paper, markers, tape
- Types of Love Cards (6.4.3)
- Handouts:
 - Ask Dr. Love (Handout 6.4.5) or Alternative Inclusive version ([Handout 6.4.5 I](#))
 - Parent/Trusted Adult Connection Form Session 6.4: Appropriate Behavior
- Question cards
- Question bag

Classroom Planning:

- Review the curriculum content for this session, specifically review the definitions of appropriate and inappropriate as well as the different types of love.
- Make copies of handouts.

The Standards:

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



Notes:

Educator states:

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

[Ask for several qualities from different students.]

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

What are the 3 steps to healthy decision-making?

Who can name me the first step? [STOP]

The second? [THINK]

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

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

The last? [DECIDE]

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

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

What are some of the changes that happen to both boys and girls during puberty?

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

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

And the female provides the what? [Egg]



Notes:**Educator states:**

Yesterday, we split you into groups of boys and girls and we had you come up with a list of what you like about being a boy or a girl. GIRLS, can you name me 2 things the boys mentioned? BOYS, can you name me 2 things the girls mentioned?

Alternative Inclusive Script: Yesterday, we had you come up with a list of things you like about your gender. Can you name 2 things we talked about?

We found that we are all unique, but there are similarities between boys and girls as well.

Alternative Inclusive Script: We found that we are all unique, but there are similarities between genders as well.

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

[Ask for several needs from different students.

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

We also had you use your creativity and write the **I Am Poem** to think about the ways that you are special as an individual.

Remember, it is YOUR choice to meet your emotional needs in a healthy way and choose good friends. And we know that,

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

[Let students know that if they need a question card or an extra one to please go see an educator.]



Educator states:

What does it mean to “go out” in middle school?

[Write student answers on the board.]

It sounds like it means a lot of different things to different people. Here is another question: **Why do you think it might be best for young people your age to go out in groups instead of being alone with the person you like?**

Educator highlight:

Encourage students to brainstorm possible reasons why spending time in groups is better. Record answers on the board, taking time to discuss each one. Make sure the following answers are covered:

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

Who knows what inappropriate means? The dictionary definition is **unsuitable and improper**.

So today we are going to define **inappropriate** as **anything that makes another person feel uncomfortable, or unwanted**. It includes **physical violence, teasing/making fun of someone**, or any kind of **unwanted touch**.

[Write the word INAPPROPRIATE on the board.]

Now the word **appropriate** is anything that makes another person feel comfortable or wanted.

Can you come up with a list of appropriate ways for students your age to show affection to someone without being physical? Or to express your feelings in an appropriate way when you're with them?

We are going to divide the class with the boys in one group and the girls in another. I want you to talk with the members of your group and come up with a list of appropriate, non-physical ways to show someone that you care for them in a special way. You are to choose a “scribe” and a “speaker” for your group. The scribe will write all your answers down on paper. The speaker will share that list with the class.

Remember that we have to show respect to each other. If any group is too loud or does not show respect for another group, they will lose points.

Notes:

Notes:**Educator highlight:**

It can be fun to make this a healthy competition. Make sure the students' answers are given positive feedback. Emphasize that though it was a competition, they are all winners because they came up with such great ideas.

Educator states:

The best way to show someone you like them is by being a good friend.

We want you to really understand that it's best not to be alone with someone you are romantically interested in; it is best to go out in groups. We also want you to know that these are the appropriate ways to show affection to someone you like. Non-physical ways of showing affection to someone are often more meaningful than the physical stuff. It's also more appropriate for your age.

Think about it, if you were hugging or kissing someone and your parents or teacher walked by and saw you doing it, they would be upset. Or another way to look at it is if you are hanging out with your friends and they start making out in front of you, how would that make you feel? What about if they were doing it in front of your mom, your teacher, Ms./Mr./Mrs. _____?

[Insert teacher's name in the blank line.]

Would that be awkward or uncomfortable?

Again, let's go back to the definition of **inappropriate**. It is anything that is unsuitable or improper. Since physical contact feels uncomfortable or awkward to do in front of your parents or a teacher, most likely its unsuitable or improper for someone your age.

Educator highlight:

The following discussion about flirting is to stress the fact that flirting has limits and students need to be mindful of when their flirtatious behavior has crossed over into something inappropriate and potentially hurtful.

We also want to talk to you about flirting. We have a saying at Healthy Futures - "**Flirting can lead to hurting.**" What we mean by this is that you have to be careful with any kind of flirting because, if it goes too far, it can send the wrong message and make the other person feel uncomfortable.



Educator states:

For example, looking at someone and making eye contact could be ok, but if you are staring at them and making them feel uncomfortable or embarrassed, then it becomes inappropriate. Or if you compliment someone, that could be ok. But if they feel uncomfortable and tell you to stop, then it has become inappropriate. Flirting has limits. It is never ok to embarrass someone intentionally or try to make them feel uncomfortable. Always respect the other person's feelings.

Remember everybody is unique and different. It's perfectly normal not to have any special or romantic feelings at your age. Don't assume that because you're not "going out" with someone that you're not cool. You shouldn't feel pressured to pursue that just because your friends and peers are.

The most important thing to remember is that the best way to show you care about someone is to **be a good friend** and show them the positive character traits that go along with that.

Notes:

Educator states:

Since we are talking about appropriate ways to show someone you like them, we are going to talk about this word called LOVE. So, who wants to volunteer to tell me what love is?

[Write the word "LOVE" on the board and allow time for students to answer.]

It is important to understand that there are different kinds of love. The word "love" can be confusing and can mean different things to different people. Is saying that you "love" ice cream the same thing as saying that you "love" your family? We are going to do some activities together that will help us define the different types of love.

Let's take a look at these different pictures and see if we can identify what kind of feelings or thoughts go along with each one. Please raise your hand to share what you think about the pictures.

Educator highlight:

As you already indicated to the students, this can be confusing for 6th graders. Make sure you give the students clues and prompts to help them interpret the pictures.

These pictures cards describe 5 different types of love. They represent what we often mean when we use the word "love".

[Give a description of each kind of love.]

- **Love of Enjoyment** - take pleasure in a particular activity or thing, or being with a certain person. It's usually used for things or activities. Ex: I **love** football.
- **Love of Admiration** - to hold in high esteem or regard, to look up to. Ex: I **love** that singer. I just downloaded her new song.
- **Crush or Puppy Love** - temporary, feeling of passion; it can be intense, but the feeling is not expected to last. Ex: I **love** that girl on American Idol™.
- **Family/Friendship Love** - a relationship marked by mutual affection and loyalty. Ex: I got this card for my mother because I really **love** her.
- **True Love (Marriage/Commitment)** - a deep feeling of affection that has permanence, faithfulness and unselfishness. Ex: You can see how much my grandmother **loves** my grandfather. She would do anything for him.

Educator highlight:

Take time to go over these different descriptions/definitions. Emphasize the difference between Crush/Puppy Love and True Love. This idea of commitment is one of the many things that makes a faithful lifelong relationship, so beautiful and fulfilling.

Notes:

Notes:

[Read scenarios. Have students respond with the type of love that best represents the kind of feelings being expressed in the scenarios being read aloud.]

Educator states:**Love / Like Scenarios**

1. Aaron thinks Tom Brady is a great football player, and practices every day so that some day he'll be able to throw just like him.

[Love of Admiration]

2. I love Six Flags™. I wish my house was closer to it. I would go there every day!

[Love of Enjoyment]

3. Sunday is the best day of the week because my little brother, little sister, mom and dad get together and we eat a big meal!

[Family/Friendship Love or Love of Enjoyment]

4. John and Amy have been dating for 4 years. One night John took Amy out to a nice restaurant that she loves. He got down on one knee, pulled out a ring and said "Honey, will you spend the rest of your life with me?" They've been together for 50 years!

[True Love]

5. There is a new girl in class. Every time I walk by her desk I feel like I have butterflies in my stomach.

[Crush/Puppy Love]

6. Kisha went on a couple of dates with Kevin. Kisha tells her friends that she is so in love with him. Two months later, when her friends ask "Where is Kevin?" she says, "Kevin who?"

[Crush/Puppy Love]



Educator states:

7. I love snowboarding (or any activity you personally like) because it's so much fun!

[Love of Enjoyment]

8. One day I will grow up to be just like my uncle who is a firefighter and saves people.

[Love of Admiration]

9. I love Tony, Mia, Joshua, Stephanie, Michael and Michelle (or any of your close friends). We met in 3rd grade and now we are still great friends.

[Family/Friendship Love]

10. My grandfather and grandmother have been together for many years. Every time I visit them I can see how much they love each other.

[True Love]

11. Pat and Chris have been friend for 3 years. They have decided that it's time to start dating and be more than friends. They both believe their relationship has positive potential for a life-long marital relationship.

[Inclusive Scenario]

Notes:

Notes:**Educator states:**

It's important to understand that there are different kinds of love. Now that we have a better idea of the different kinds of love and the feelings associated with each kind, we are going to put together all that we learned today with this next activity.

Educator highlight:

Pass out the Ask Dr. Love (Handout 6.4.5) or Alternative Inclusive version ([Handout 6.4.5.1](#)) and explain to students how they will fill them out. Educators should read all three letters aloud to students before they begin to write. Some students need to hear the letters read to get a better understanding. Then have them choose one of the letters, read it, and respond to it on the back of the sheet with their advice. After they are finished writing the letters, have 2-3 student volunteers share their work.

You are Dr. Love, a famous love doctor who gets letters from people every day, asking for advice about their relationships. Choose one of the letters on your sheet and write a letter of response on the back of the sheet. Be sure to practice the guidelines you learned in class about appropriate ways to show affection.

[Go over the answers with the students and explain in more detail if necessary.]



Notes:**Educator states:**

You did a great job with your letter. You gave some good advice to your readers. We want to make sure all of you understand that right now it's most important for you to be focusing on friendship. Figuring out what you like in a friend and how to be a good friend to others will have a positive effect on you in the future. Understanding and practicing what we learned about healthy friendships is important.

Choosing to behave in an appropriate way with people that you care about will strengthen your relationships and keep you from having misunderstandings. These friendships are the foundation for all other relationships that you will encounter as you get older.

[Pass out Parent/Trusted Adult Connection Form Session 6.4: Appropriate Behavior.]



Session 6.5

Healthy Relationships with Family and Peers



Session 6.5

Healthy Relationships with Family and Peers

Session Overview:

1. Review Session 6.4.
2. Pass out blank question cards only to those students that need them.
3. View and discuss the Michelle and Brandon Grow Up video, ask questions throughout.
4. Distribute the Recognizing a Healthy Relationship handout and identify how parents and peers meet emotional needs.
5. Discuss characteristics of healthy relationships.
6. Conduct the Healthy/Unhealthy Relationship Characteristics Activity using poster.
7. Act out healthy/unhealthy scenarios with student volunteers.
8. Collect the Parent/Trusted Adult Connection Forms Session 6.4: Appropriate Behavior.
9. Collect completed question cards.
10. Distribute the Parent/Trusted Adult Connection Form Session 6.5: Healthy Relationships or Alternative Inclusive version.

Learning Objectives:

- Participants will identify characteristics of healthy relationships with family and peers.
- Participants will recognize how family and peers meet their emotional needs.

Materials Needed:

- Computer, projector, and speakers
- Jar of Now and Later Candy
- Giant pad of paper, markers
- Brandon and Michelle Grow Up Video (6.5.3)
- Healthy or Unhealthy Poster (6.5.4)
- Healthy or Unhealthy Scenario Cards (6.5.5) or Alternative Inclusive version ([6.5.5.1](#))
- Handouts:
 - Recognizing a Healthy Relationship (Handout 6.5.4)
 - Parent/Trusted Adult Connection Form Session 6.5: Healthy Relationships or Alternative Inclusive version [Session 6.5.1](#)
- Question cards
- Question bag

Classroom Planning:

- Review the curriculum content for this session, specifically the Healthy/Unhealthy Relationship Characteristics.
- Make copies of handouts.

The Standards:

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



Notes:

Educator states:

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

[Ask for several qualities from different students.]

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

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

[unsuitable; improper]

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

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

After this, we split you up into separate groups of boys and girls and came up with a **list of appropriate ways to show someone you like them**. What were a few that either group mentioned?

We talked about how hugging and kissing is inappropriate at your age and how **flirting can lead to hurting**, right? If it goes too far, it can send the wrong message and make another person feel uncomfortable. **Flirting does have limits**.

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

- | | | |
|-------------------------|------------------------|------------|
| [•Love of Admiration | •Love of Enjoyment | •True Love |
| •Family/Friendship Love | •Crush or Puppy Love] | |



Notes:**Educator states:**

You then got a chance to be Dr. Love, responding to letters and giving advice to people in certain situations. You all responded in appropriate ways, some of you even referred to the different types of love in your response.

We are not encouraging anyone to date, but we are encouraging you to keep your **interactions with someone you may have special feelings for appropriate.** Whose choice is it to do this?

[Your choice]

And we know that,

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

[Let students know that if they need a question card or an extra one to please go see an educator.]



Notes:**Educator states:**

Today we are going to look at how your feelings and emotions change as you grow up. There are days you might be feeling sad, and other days you may feel happy. Those changes are normal as you go through puberty. The way you feel about your family and friends also change. Today we are going to be talking more about that.

We are going to look at two young people and see if you can identify with anything that is going on in this story. We want you to pay attention because we are going to be asking questions as we go along.

Educator highlight:

As you present the story, you will pause the video periodically to ask questions. Make sure that you relate key elements of the story to previous lessons and classroom activities, such as the Different Types of Love, Emotional Needs, etc. It is also appropriate at this time to acknowledge that students may come from many different types of families, some of which may be very different from Brandon and Michelle. Affirm the fact that it is not how a family **looks**, but the relationships, that make it special.



Notes:

[Play the Brandon and Michelle Grow Up video. The questions are embedded in the video. Put the video on pause to ask questions.]

Video:

Brandon and Michelle grew up very close. Both their mother and their father always told them to look out for each other and there was nothing more important than family. Brandon and Michelle did almost everything together as they grew up. They would ride their bikes to the park, play on the swing sets, and slide down the slide. They loved to play freeze-tag and play ball, and whenever the other children in the neighborhood would pick teams, they always wanted to be together. Even at home, they would play video games like Mario Brothers together and share all their other toys.

As Brandon and Michelle grew older, Brandon began liking to play video games while Michelle began to stay in her room talking on the phone or using the family computer in the living room. Now when they would go to the park, Michelle chose to sit and talk with her friends while Brandon would play football with his. The only reason why they went to the park together is that their parents would not let them travel through the city alone. "You have to look out for each other!" their mother and father would say as they walked out the door.

Brandon and Michelle's parents worked extremely hard to give them everything they needed. "There is nothing more important than your education!" was their parents' motto. When their dad got home late at night after working all day, he would sneak into their rooms, ask about their days, and kiss them on the forehead before he ate the dinner mom left wrapped up in the oven for him. Their mom often left for her nursing job before their dad returned home, but each time she left she always made sure to say, "Brandon do your homework!" and, "Michelle we got that computer for your schooling not for your playing!" Brandon and Michelle were usually off to school before their mom returned so their dad often prepared breakfast. "Be good in school today!" he told them as they ran out the house to catch the bus.

[Press pause. Ask students,]

Educator states:

How did Michelle and Brandon's parents show their love to their children? How did they meet their emotional needs?

[For safety, affection, support, etc.]



Notes:**Video continues:**

Now that Brandon and Michelle were entering middle school, they both had begun puberty. Michelle wanted to be with her friends even more than she did before and barely ever did anything with her brother. Brandon often asked his sister if she wanted to go to the park or do something like they used to, but her answer was always 'no.' Whenever they did go out, because their parents still told them they had to stick together, Michelle would always get dressed up and Brandon would put on any sneakers and pair of jeans. "Ewww!" Michelle sometimes said. "You look scrubby!" "You're scrubby yourself!" Brandon would say back to her trying to hide his hurt feelings.

[Press pause. Ask students,]

Educator states:

How did Brandon and Michelle's relationship change as they grew older?
Do you think that they still loved each other?

Video continues:

Their parents continued to work very hard and gave them everything they asked for as long as they earned good grades in school. Their parents could not understand why Brandon and Michelle were not as close as they were when they were smaller children still in elementary school. Brandon and Michelle did well in school and would chat with each other from time to time but they stopped hanging out together.

[Press pause. Ask students,]

As they grow up, how do you think their parents' actions and relationships should change? Are their ways that Brandon and Michelle can still show that they love each other? Their parents?

We can see from our story that as Michelle and Brandon grew up, their relationships with each other and with their parents changed. The important thing to remember is though you will change as you grow and mature, there are always ways that you can show your family that you love and respect them.

We just talked about things that Brandon and Michelle's parents did to show them that they loved them. **What are some things that your parents do to show you that they care about you?**



Notes:**Educator states:**

Your body and emotions are changing and it is a normal part of growing up. The way that you express your love and emotions to your parents and other family members is changing, too. When you were younger, your parents were the primary ones to meet your emotional needs. Although they still are now, you may be looking more to friends to meet your needs for belonging, support, or recognition.

Even though this is happening as you go through puberty, you shouldn't use that as an excuse to disrespect your parents. Maybe you know someone who is disrespectful toward their parents. It's important to remember that just because you want to spend more time with your friends, you can still have a healthy loving relationship with your parents/guardians, and the people in your family.

We are going to spend some time brainstorming ways that we can show our parents that we love them.

Two main ways that you can show your parents that you love them is to be respectful and responsible. Make sure that the ideas that you come up with involve you being respectful and responsible.

Educator highlight:

Divide the class by birthday months (Jan-June Group1, July-December Group 2) and have them come up with different ways to show their parents/guardians that they care. Be sensitive to the fact that every child is not in the ideal home and that students might need some encouragement to come up with ideas for this activity. This is not a competition; it is a brainstorming session.



Notes:**Educator states:**

You came up with some great ideas for that last activity. It's important for you to have a healthy relationship with your parents/guardians. As we mentioned before, it's normal for you to be spending a lot of time with your friends right now. It is also important for you to have healthy relationships with your friends.

Educator highlight: Hang up/display the Healthy or Unhealthy poster or ask for volunteers. Read off each card and have the students tell you whether to place the card under healthy or unhealthy.

We are going to look at some things that are healthy in a friendship and some things that are not healthy. A healthy relationship is one that builds up and protects the mind, body, and emotions of everyone involved. I am going to read off a quality of a relationship and you are going to tell me whether it is healthy or unhealthy.

[Pass out the Recognizing a Healthy Relationship (Handout 6.5.4) once you are done with the Healthy and Unhealthy poster activity.]

Now that you know what healthy and unhealthy characteristics are, we are going to see what this looks like in some different scenarios. I am going to present some scenarios to you and you are going to help me act them out. Then you are going to tell me if this is a healthy or unhealthy relationship.



Notes:**Educator highlight:**

Choose one student at a time to help you act out each Healthy or Unhealthy Scenario card or Alternative Inclusive version ([6.5.5.1](#)). Let the student play the part of the friend that either has the healthy or unhealthy traits. You, as the educator, will be on the receiving end of that behavior. This way you avoid saying something that might inadvertently hurt the feelings of the student volunteer. Give positive feedback after the skits.

Educator states:**Healthy or Unhealthy Scenarios:**

- **Scenario 1 - Controlling (Unhealthy)**
One friend is being controlling and yells at his friend.
- **Scenario 2 - Compliments (Healthy)**
One friend has a new shirt and the other friend compliments him/her by saying it looks good on them.
- **Scenario 3 - Lying/Stealing (Unhealthy)**
One friend steals something from another friend and lies when he/she is confronted.
- **Scenario 4 - Helpful/Respectful (Healthy)**
One friend is sad because their team lost an important sports game. The other friend tries to cheer his/her friend up by offering to go out with them for ice cream.
- **Scenario 5 - Mean (Unhealthy)**
One friend has a new outfit. His/her friend thinks it is ugly and says so in a mean way.
- **Scenario 6 - Respectful/Helpful (Healthy)**
One friend is trying to play basketball but keeps missing the basket. Their friend tries to help them by patiently giving pointers on how to shoot better.
- **Scenario 7 - Honest/Trustworthy (Healthy)**
One of your classmates loses some money. It falls out of their pocket. Another classmate finds it and returns it to him/her.
- **Scenario 8 - Helpful/Loyal/Compliments (Healthy)**
One friend gets a good grade on a test, but gets made fun of by another friend. A third friend defends him/her. They then ask, "Can you help me study for the next test? I think you are really smart!"
- **Scenario 9 - Cares about your feelings/Helpful (Healthy)**
One friend is sad because his/her dog just ran away. One friend cheers him/her up by offering to help find the dog.



Notes:**Educator states:**

So it's important that you understand what is healthy in a friendship and what is unhealthy. Remember you are the one that can choose what kind of relationship you want to be in with family and friends.

Remember what we say at Healthy Futures...

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

[Pass out Parent/Trusted Adult Connection Form Session 6.5: Healthy Relationships or Alternative Inclusive version [Session 6.5 I.](#)]



Session 6.6

Abstinence and Developing Refusal Skills



Session 6.6

Abstinence and Developing Refusal Skills

Session Overview:

1. Review Session 6.5.
2. Pass out blank question cards only to those students that need them.
3. Define and discuss the word abstain.
4. Use the decision-making scale to weigh reasons for not engaging in sexual activity before a faithful lifelong relationship.
5. Define and discuss the word abstinence.
6. Define and discuss the word assertiveness.
7. Distribute and discuss the It's Okay to Say NO! handout.
8. Conduct the Refusal Skills Scenarios activity.
9. Collect completed Parent/Trusted Adult Connection Forms from Session 6.5: Healthy Relationships or Alternative Inclusive version.
10. Collect completed question cards.
11. Distribute the Parent/Trusted Adult Connection Form Session 6.6: Refusal Skills.

Learning Objectives:

- Participants will develop strategies for refusing to participate in unsafe behaviors or risky situations.
- Participants will demonstrate the use of refusal skills by role-playing.
- Participants will define abstinence and understand practices that promote healthy lifestyles.

Materials Needed:

- Computer, projector, and speakers
- Jar of Now and Later Candy
- Giant pad of paper, markers
- Refusal Skills Scenarios Activity Cards (6.6.5)
- It's Okay to Say NO! PowerPoint (6.6.5)
- Handouts:
 - It's Okay to Say NO! (Handout 6.6.4)
 - Parent/Trusted Adult Connection Form Session 6.6: Refusal Skills
- Question cards
- Question bag

Classroom Planning:

- Review the curriculum content for this session, specifically the instructions for establishing the rights and responsibilities.
- Make copies of handouts.

The Standards:

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



Notes:**Educator states:**

During Session 4, we watched a video titled Brandon & Michelle Grow Up. We looked at how to have healthy relationships with your family members and your friends.

After we went through the video, we divided you up into groups and had you come up with a **list of ways you can show your parents/guardians that you care**. What were some of the things you came up with?

We had a chance for some of you to show off your acting skills in our **scenarios**. Some scenarios showed healthy relationships and others showed unhealthy relationships.

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

Remember, even though you are changing and may want to hang out with your friends more, you can still have healthy, loving relationships with your parents. And it is whose choice to have healthy relationships with your family and friends? **[Your choice]** And we know that,

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

[Let students know that if they need a question card or an extra one to please go see an educator.]



Notes:**Educator states:**

We talked last time about making choices in friendships. We mentioned what it means to choose to have friendships that are healthy. Healthy relationships are those that build up the other person and don't put the other person at risk physically or emotionally.

It is important to go over the qualities of a healthy relationship so that you can recognize when a friendship is not healthy.

Sometimes we need to say no to our friends. It is important to know how to say no especially if your friends are pressuring you to do something that you are not comfortable with or that you feel would be inappropriate. If your friends are real, true friends, they will stop pressuring you and they will respect your decisions.

[Write the word ABSTAIN on the board.]

We are going to talk today about saying no. What does this word mean?

-To **abstain** means to **choose not to do something**.

We are going to talk about some examples of things that you should choose not to do. **What are some things that you should choose not to do/abstain from?**

Educator highlight:

At this point students will give answers such as smoking, bullying, stealing, drugs, alcohol, etc. In most cases they will not mention sex or sexual activity. The purpose of this lesson is to introduce the concept of sexual abstinence as it relates to abstaining from other high-risk behaviors.

All the things that you mentioned are things that you should abstain from at your age. Most of these are also things adults should also abstain from. (e.g. drugs).

Here is one thing that as a teenager you should abstain from. We discussed it briefly when we talked about puberty.

[Write the word SEX on the board.]



Notes:**Educator highlight:**

The following discussion about sex is bound to elicit various reactions from the students, ranging from embarrassed giggles to expressions of disgust. It is important to gauge the maturity level of your audience and talk about this sensitive subject in a way that is appropriate for their maturity level. The following script is a suggested way for moving into this topic gently but with clarity. Remind students of the social norms the class developed on the first day. Remind them that they can ask to not participate or to be excused to work with the school counselor or mental health expert.

Educator states:

Some of you may not know the definition of this word. Maybe your parents/guardians haven't talked to you about this yet. **Sex** has to do with **private area touching**. When people talk about sex, they are often referring to sexual intercourse, which is when the penis is inserted into the vagina. I know that might sound funny or embarrassing right now but it's important that we talk about it so that you know how to make healthy choices about that.

There are three risks associated with sexual activity that you should know about.

Sex as a teen is a very risky behavior. There can be consequences that can have an effect on the rest of your life.

- **Pregnancy** - How could getting pregnant or becoming a father affect your life at this age?
You would have more responsibility, need more money, and not get enough sleep. Teen parenting is very hard.
- **Sexually transmitted infections (STIs)** - STIs are infections that you can get from engaging in sexual activity which includes private area touching. Some infections can have very harmful effects on your body. Some are incurable.
- **Emotional Heartache** - When you are dating someone and you break up, it hurts. If you have become sexually active, it will hurt even more. Sex bonds people together and when you break up there are emotional problems and pain.

At Healthy Futures we believe that sexual activity only belongs in a faithful lifelong relationship. We are going to bring out our Decision-Making Scale that we used on the first day to brainstorm reasons to abstain.



Bring out the Decision-Making Scale poster and “sex” cards and weigh out choices with the students. Discuss reasons teens choose to have sex (to feel closer to your partner, to experience pleasure, to feel more grown up, etc.) and reasons not to have sex as a teenager (to avoid unplanned pregnancy, to protect yourself from STIs, to avoid emotional heartache, etc.).

Educator states:

We are going to weigh out the choices about “sex” on the Decision-Making Scale poster. Clearly, we can see the reasons for abstaining from sexual activity outweigh the reasons for engaging in sexual activity outside of a healthy, faithful lifelong relationship.

What can make it hard to choose to say no?

Some things that might make it hard to choose abstinence are:

1. Using drugs or alcohol can make it harder because of the way they affect your mind.
2. If your friends are engaging in sexual activity.
3. Pressure from your boyfriend or girlfriend to be sexually active.

Believe it or not, we can also be influenced by the media. When you watch TV or listen to music, do you see people mostly making healthy choices in relationships or unhealthy ones? Are they choosing to abstain from drugs, alcohol, or sex?

Notes:

Often the media fails to show the consequences of risky behavior. They make risky behavior look very appealing. They don't show you what could happen to the people that make unwise choices.

There is a type of lifestyle or choice that you can make that will make it easier to avoid these risks. I am going to write another word up on the board.

[Write the word ABSTINENCE on the board.]

Abstinence comes from the word **abstain**. It means to choose to wait and not be involved in any sexual activity until you are in a faithful lifelong relationship. We are not saying that you will never have sex. We are saying that it is healthiest to **abstain**, or choose not to be involved in any sexual activity until you are in a **faithful lifelong relationship**. That way you will protect yourself physically from pregnancy and STIs and you will protect your heart from emotional heartache.

Remember the choice is up to you and that...

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

Notes:

Notes:**Educator states:**

We have all been in situations where we are being pressured by friends to do something that we are not comfortable with or that we feel is inappropriate. Today we are going to talk about some ways to deal with that kind of situation.

What is the name for what you experience in a situation where others around you are trying to persuade you to do something? It's called peer pressure. We talked about this in an earlier lesson about decision-making. It's important to know how to best respond when we are experiencing peer pressure.

I am going to write a word on the board and I want you to tell me what it is and give me the definition.

[Write ASSERTIVENESS on board.]

What does assertiveness mean? What does it mean for someone to be assertive?

Assertiveness is the ability to set limits and keep to them. It's letting others know you mean what you say. When you are being pressured by friends, you need to know how to clearly tell them what you will and will not do.

For example: Your friend gives you the answer key to tomorrow's quiz so you can memorize the answers. You don't feel good about doing that, and you know will get you into serious trouble if you get caught.

A. You say: "I don't know, I don't think I want to do that."

-OR-

B. You can say: "No, I don't want the answer key. I'm not going to risk getting suspended for one good grade on a quiz."

Which one of these answers do you think is an assertive one? A or B?

[Give the students time to respond.]

The first answer - answer A - is actually what we might call "wishy-washy" because it gives your friend the impression that you aren't sure about what you want to do

Answer B is an **assertive** answer because it is clear and it leaves no question in your friend's mind about the fact that you are not interested in cheating on the quiz.

I am going to pass out a handout that goes over some things that you can do when you are in a high-pressure situation.

[Pass out the It's Okay to Say NO! (Handout 6.6.4) and review with students.]



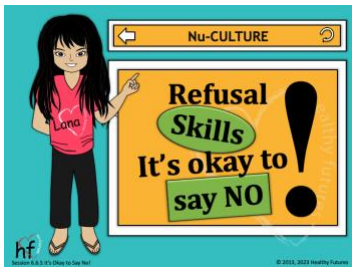
Activity 6.6.5

It's Okay to Say NO! Refusal Skill Scenarios

Educator highlight:

It's important to learn nice ways to say "NO." Let's review some of those ideas. Have students write down those ideas on a sheet of paper and pair share the ideas with a friend. There is an **It's Okay to Say NO! PowerPoint** that accompanies the handout. The PowerPoint should be used if time permits.

PPT Slides: It's Okay to Say NO!



[Slide 1]



[Slide 2]



[Slide 3]



[Slide 4]



[Slide 5]



[Slide 6]

Notes:

PPT Slides: It's Okay to Say NO!



[Slide 7]

Notes:

Notes:**Educator states:**

Now we are going to divide you up into groups of 3 or 4 students and we will give to each group a refusal skills scenario card. You are going to read it together and come up with ideas of how the person should respond in that situation. Then we are going to have some of you act out your answers in front of the class. Remember the suggestions that we read on our handout as you think of how to respond in these scenarios.

Alternate option if time does not permit:

I will need a few volunteers to come up and act out the scenario in front of the class. Remember the suggestions that we read on our handout as you think of how to respond in these scenarios.

Remember our guidelines for small group work as well.

Educator highlight:

These specific scenarios are designed to have students put in to practice what they have learned. Here is another time to remind students that they need to **work quietly**, being respectful of those around them. They also need to remember to **be considerate** of those that are sharing, making sure they are **not talking** while others in the front are presenting their skit.

[Do the Refusal Skills Scenarios Activity cards. Give each group one of the five scenario cards. Have them create endings that demonstrate refusal skills for each one. Ask each group to act it out for the class. Give positive feedback.]



Notes:



SCENARIO 1

A bunch of guys at school have been picking on the new kid, Mario. Zach hasn't ever been around when they've done it before, but he's heard about it. One day during lunch, they start at it again, and Zach is right there. His friends notice he's not joining in, and try to get him to say something mean about Mario.

How can Zach assertively say "no"?

SCENARIO 2

Sophie and Tania are out shopping for swimsuits. Sophie finds the perfect suit, but the price is way out of her range. Tanya tells her how easy it is to sneak out of the store wearing the suit under her street clothes. The suit looks terrific on Sophie, and she knows quite a few girls who have gotten away with this kind of thing already. And Tanya keeps pressuring her.

How can Sophie assertively say "no"?

SCENARIO 3

Nika has been going out with Junior for a while and knows he wants to kiss her. She does not feel comfortable with that. One day after school lets out, they are talking and Junior asks for a kiss.

How can Nika assertively say "no"?

SCENARIO 4

Molly is at a sleepover and the girls are going to watch a movie. They put in a movie that is Rated 'R'. Molly's parents don't let her see Rated 'R' movies.

How can Molly assertively say "no"?

SCENARIO 5

Marcus goes to a party with his older brother. There is alcohol at the party. All of the guys are excited and begin passing the drinks around. Marcus wants to fit in, but he does not want to drink.

How can Marcus assertively say "no"?



Notes:**Educator states:**

Everyone did a great job with that activity! Remember that developing refusal skills now will help you throughout your life. Understanding how to resist peer pressures in these situations will help you to be able to refuse when you are faced with other high-pressure situations. Knowing that it is OK to say NO and practicing refusal skills helps you to avoid getting into high risk behaviors like drinking, smoking, fighting. Being able to assertively say no also relates to what we talked about earlier—choosing not to be involved in sexual activity.

Learning how to respond to pressure will help you make healthy choices. And you know what we say about choices,

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

[Pass out Parent/Trusted Adult Connection Form Session 6.6: Refusal Skills.]



Session 6.7

Conflict Resolution Skills,
Sexual Abuse and Cyber Assault



Session 6.7

Conflict Resolution Skills; Sexual Abuse and Cyber Assault

Session Overview:

1. Review Session 6.6.
2. Pass out blank question cards only to those students that need them.
3. Present Conflict Resolution PowerPoint with educators acting out scenarios as indicated throughout.
4. Distribute Steps to Resolving Conflict handout.
5. Present Sexual Abuse and Cyber Assault PowerPoint.
6. Conduct the Dollar Bill activity.
7. Distribute the Sexual Abuse Resources handout.
8. Answer question cards.
9. Collect completed Parent/Trusted Adult Connection Forms from Session 6.6: Refusal.
10. Collect completed question cards.
11. Distribute the Parent/Trusted Adult Connection Form for Session 6.7: Sexual Abuse and Cyber Assault or Alternative Inclusive version.

Learning Objectives:

- Participants will recognize and develop strategies for avoiding potentially dangerous situations.
- Participants will recognize techniques used by abusers to entrap victims of sexual abuse.
- Participants will discover strategies and techniques linked to their decision-making and assertiveness skills.
- Participants will understand the importance of continuing to choose abstinence in spite of past experiences.

Materials Needed:

- Computer, projector, and speakers
- Jar of Now and Later Candy
- Giant pad of paper, markers
- Conflict Resolution PowerPoint (6.7.2)
- Sexual Abuse and Cyber Assault PowerPoint (6.7.3)
- Do you really know who you're talking to? Video (6.7.3)
- \$100 bill (6.7.4)
- Handouts:
 - Steps to Resolving Conflict (Handout 6.7.2)
 - Sexual Abuse Resources (Handout 6.7.5)
- Parent/Trusted Adult Connection Form Session 6.7: Sexual Abuse and Cyber Assault or Alternative Inclusive version [Session 6.7 I](#)
- Question cards
- Question bag

Classroom Planning:

- Review the curriculum content for this session, specifically the instructions for establishing the rights and responsibilities.
- Make copies of handouts.

The Standards:

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



Notes:**Educator states:**

We talked last time about making healthy choices in relationships. We also talked about how sometimes you need to say “no” to your friends if they are pressuring you to do something that you are not comfortable with.

We talked about the word abstain. What is the definition of this word?

[To choose not to do something.]

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

Another word we talked about is sex. We used our Decision-Making Scale to weigh out the reasons to have sex as a teenager or not to have sex as a teenager. We talked about how sex as a teenager is very risky and there can be some serious consequences. What are the 3 risks/dangers we went over?

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

We went over a few reasons on what can make it hard to say “no” to becoming sexually active. Does anyone remember one of the things we mentioned?

[Be sure to say the media can influence them and make it more difficult because they often fail to show consequences of becoming sexually active.]

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

[ABSTINENCE-comes from the word abstain.]

This will protect you physically from pregnancy and STIs and you will protect your heart and your emotions.

We then talked about how sometimes we have to say “no” to our friends in a firm way. What is this word we discussed?

[ASSERTIVENESS]

What does ASSERTIVENESS mean?

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



Notes:

We then practiced how to say no assertively through different skits, right? It's important to know how to say "no" and get out of a potentially harmful or uncomfortable situation *before* you are in it, and you all did a great job with that activity.

Whose choice is it to stand strong against pressure and say "no"? [Your choice]
And we know that,

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

[Let students know that if they need a question card or an extra one to please go see an educator.]



Notes:**Educator states:**

Yesterday we talked about how to be assertive and say “no” in situations where we are being pressured to do something that we are not comfortable with. Sometimes, when you are assertive and stand up for yourself, there can be conflict.

[Ask students]

What is conflict? Conflict has to do with arguments, disagreements, even fights.

Conflict can happen when two people disagree about something. Today we are going to talk about healthy ways that you can deal with conflict when it comes up.

[Show Conflict Resolution PowerPoint. There will be scenarios that the educators will act out in the PowerPoint showing how they can resolve conflict in a healthy way.]

PPT Slides: Conflict Resolution

[Slide 1]



[Slide 2:
Conflict resolution is when
people work together to solve a
problem.]



[Slide 3:
Have you ever had a fight with a
friend or a sibling? What did they do
to upset you?

Did they:

- Get you into trouble
- Tease you or hurt your feelings
- Tell your secrets]



[Slide 4:
(Let student tell their story,
answering each of the questions on
the slide.)

- How did you respond?
- Did you feel angry or hurt?
- Did you yell or ignore the other person.
- What did you say to them?

It's natural to feel hurt or angry when we're disagreeing with someone. But it's important to always try and resolve the problem.]

Notes:

PPT Slides: Conflict Resolution**[Slide 5:**

There are three ways that a person can respond when it comes to conflict. Let's look at them;

- First, we have aggression, this is getting your own way.
- Second, avoidance, this is pretending the argument never happened.
- And third, negotiation, this is talking about the problem and agreeing on a solution.

So what we are going to do now is try each of these out in a scenario. I want you all to pay attention and see if you can decide which of the three is the best way to handle a conflict.]

**[Slide 6:**

Chloe and her brother John both love chips. But John always takes Chloe's chips without asking. Usually she lets it go, but this time she was really looking forward to enjoying them. When she went to the kitchen to get the bag of chips, it was gone. By the time John came home, Chloe was really ANGRY.

Educators act out skit using aggression:

Chloe: You stole my chips!

John: No I didn't they were mine.

Chloe: No you stole my chips and I am going to punch you in the face.

John: But

Chloe: (Interrupting John) Oh Shut up John, you always steal my stuff and I am telling mom.

John : But

Chloe: (Interrupting John) I don't care about what you have to say....(Shouts) La, la, la, la!!]

Notes:

PPT Slides: Conflict Resolution



[Slide 7:

How did Chloe use aggression as a way to resolve this conflict?

- After the argument, how do you think John felt? (Frightened, used, disrespected, don't agree but did it their way, etc.)
- Do you think John was heard?
- Did the problem get Resolved?
- Now we are going to look at the same scenario using avoidance as the way to solve the conflict.

Educators act out skit using avoidance:

Chloe: You stole my chips!

John: No I didn't, they were mine.

Chloe: If you say so.

John: But I saw them in....(getting annoyed) Hey where are you going?

Chloe: (Walking away) I don't want to fight with you.

John: We're not fighting.

Chloe: (speaking softly) I just don't want to talk about it.

John: (Yelling out to her back) But!!

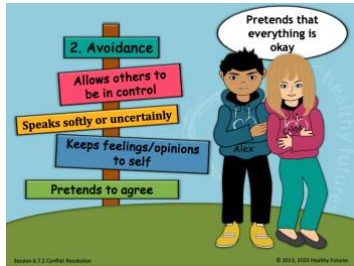
Chloe: (Leaves the room.)]



[Slide 8]

Notes:

PPT Slides: Conflict Resolution



[Slide 9:

- Why would Chloe use avoidance to respond to John? (fear, dislikes conflict, to get the situation over with quickly, etc.)
- Was Chloe ever really heard by John?
- Do you think John clearly understands Chloe's point of view?
- Do you think Chloe respects herself?
- Did this technique solve the problem?]



[Slide 10:

Now we are going to use negotiation to solve Chloe and John's conflict.

Educators act out skit using negotiation.

Chloe: You stole my chips!

John: Are you sure they were yours? I thought they were mine.

Chloe: (Thinking) Hummm... Maybe that's because they were close together.

John: Ya, I should have asked which one was your and which one was mine.

Chloe: Well in the future let's agree to put our chips in different places.

John: That is a good idea, that way we won't get confused.

Chloe: Yeah!]

Notes:

PPT Slides: Conflict Resolution



[Slide 11:

- How do you think negotiation worked?
- Do you think Chloe's response kept everything calm? Why?
- Do you think this technique solved the problem? Why?]



[Slide 12:

So what do you all think the best way to resolve a conflict is?

(Wait for students to respond)

YES!! Negotiation]



[Slide 13:

As you read the following slides, try to go over the bullet points **quickly**. These points are self explanatory and don't need much clarification. If time is short, just read the main bullet points.

So now that we know negotiation is the best way to solve a conflict, what are the steps involved.

1. Control your emotions (refer to the slide)
2. Try to understand the other side (refer to the slide)]



[Slide 14:

3. Apologize for any offense you have given (refer to the slide)
4. Find out what each person needs (refer to the slide)]

Notes:

PPT Slides: Conflict Resolution



[Slide 15:

5. Brainstorm solutions that will meet both of your needs (refer to the slide)
6. Pick a solution you both can agree on (refer to the slide)]



[Slide 16:

7. Make a plan to do it (refer to the slide)
8. When you can't reach a solution (refer to the slide)]



[Slide 17:

If you all remember nothing else (which I know won't be the case) remember the Golden RULE: Treat others as you would want to be treated; by:

- Listening to the other person in the same way you want them to listen to you.
- Showing respect to the other person, in the same way you want them to respect you.
- Lastly, staying focused on the problem, not the person.

So repeat it with me: Listen, Show respect and Stay focused. Because the choices you make...NOW, will affect you... LATER!]

Notes:

Notes:**Educator highlight:**

Learning how to negotiate and resolve conflict in a healthy way is not an easy task for adults, let alone teens. Students might need educators to give ideas and support to finish this activity. Make sure that every group that volunteers to share is met with positive feedback and affirmation.

We just spent some time learning about how to resolve conflicts in a peaceful way. I am going to pass out a sheet that will remind you of ways you can deal with conflict situations.

[Pass out Steps to Resolving Conflict (Handout 6.7.2).]

It is important that we put what we have learned into practice so that we know how to use the tools that we have been given today. I'm going to read off a situation where there is a conflict between friends. Remember our Steps to Resolving Conflict handout as we go through the example.



Notes:**Educator highlight:**

Have the class discuss ideas about this scenario.

Educator states:

Mo and his friend Luis want to play video games at Mo's house. Mo wants to play a fighting game and Luis wants to play a sports game.

Mo: Let's go over to my house to play _____ (insert name of war game). I just got it and I heard that it was awesome!

Luis: I just got a game too. I have it in my book bag. I want to play that one. I already played your game last night.

Mo: Hey man, it's my house and my system...

How can Mo and Luis solve this problem and still respect one another?

Let's think together of some ideas.

[Take suggestions from the class and write them on the board.]

You all did a good job in handling that situation between Mo and Luis! It's not always easy to resolve conflict in a positive, healthy way. That's why we say that it helps to practice and think about how you would handle these kinds of situations. Learning the skill of negotiation helps us in our relationships with our friends, our parents and family members, our teachers, and others in our communities.

It's important to have the skills needed to resolve conflict without resorting to physical fighting or emotional abuse. Remember when we talked about healthy relationships with peers and family members? Being able to solve disagreements peacefully is a big part of developing healthy relationships.

Tomorrow we will be talking about the sensitive topic of sexual abuse. If you do not want to participate, let me know and we will work out an alternative assignment.



Notes:

1. Don't take my chips!

Chloe and her brother John both love chips. The problem is John always takes Chloe's chips without asking. Usually she lets it go, but this time she was really looking forward to enjoying them. When she went to the kitchen to get the bag of chips, it was gone. By the time John came home, Chloe was really angry. **How can they resolve this conflict in a healthy way?**

Chloe: You stole my chips!!

John:

Chloe:

John:

Chloe:

John:

2. Not tonight....

Luis wants to go to the movies with his friends this Friday, but his parents have a different idea: they want to have a "family night" and be together by playing games and talking. **How can they resolve this conflict in a healthy way?**

Luis: Mom, I'm not staying home with you guys! I have plans!

Mom:

Luis:

Mom:

Luis:

Mom:



Notes:



3. The Rumor

Marcia has been telling all of her friends that Amy is interested in a boy in her math class. When Amy hears about the rumors, she is really upset and hurt. **How can they resolve this conflict in a healthy way?**

Amy: You are such a liar! Stop talking about me.

Marcia:

Amy:

Marcia:

Amy:

Marcia:

4. Yours and Mine

Josh is busy watching Youtube videos on the computer at home. His younger brother Caleb comes in and tells him he needs it to do his homework. He has an assignment that is due tomorrow. **How can they resolve this conflict in a healthy way?**

Caleb: Josh, you always hog the computer! I need it right now to finish my homework!

Josh:

Caleb:

Josh:

Caleb:

Josh:



Notes:**Educator states:**

For the last part of class, we will be discussing a serious and sensitive subject, but I know you are all mature 6th graders; you can handle this conversation. We will be talking about sexual abuse. Before we begin our topic, I want to remind you of our group rights and responsibilities. We need to remember to be respectful of one another and listen carefully. Remember you can ask to leave or have arrange an alternate activity. If you do have a question, you can write it on the question card and we can answer those questions during our next session together. If you'd like to speak with someone right away, you can talk to your teacher. We encourage you to do that if you need to.

Last session, we talked about saying "no" assertively, right? Well, there are times when saying "no" isn't enough. Someone may try to force you to do something that you do not feel comfortable with. It is important that we talk about this because we want you to be able to recognize situations that are inappropriate or potentially harmful. These interactions can take place in person and on the computer. We are going to talk more in depth about this and how you can be aware and be careful.

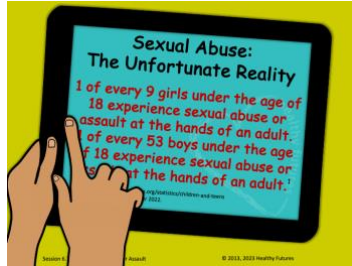
[Show Sexual Abuse & Cyber Assault PowerPoint.]



PPT Slides: Sexual Abuse and Cyber Assault



[Slide 1]



[Slide 2:

Unfortunately, sexual abuse is more common than most people realize or are willing to admit. 1 of every 9 girls under the age of 18 experience sexual abuse or assault at the hands of an adult. 1 of every 53 boys under the age of 18 experience sexual abuse or assault at the hands of an adult.

(Source:
<https://www.rainn.org/statistics/children-and-teens>
 RAINN.org accessed October 2022.)

Notes:

PPT Slides: Sexual Abuse and Cyber Assault

**[Slide 3:]**

Sexual abuse could be described as unwanted or inappropriate touching. Can anyone remember our definition for inappropriate?

Sexual abuse occurs when a person engages in sexual acts with another person without that person's permission. In some abusive situations, an adult has abused a younger child or teen without the younger person even realizing that that kind of behavior was unacceptable.]

**[Slide 4:]**

Most of the time sexual abuse is committed by someone the victim knows. In many cases it is committed by someone the victim trusts and respects.

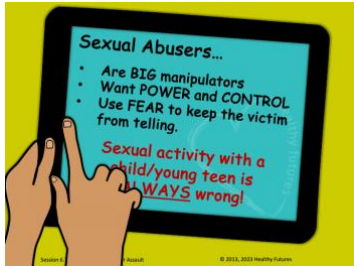
**Each state has a legal age of consent to have sex.*

(Update source:
<https://www.rainn.org/statistics/children-and-teens>

RAINN.org accessed October 2022.)]

Notes:

PPT Slides: Sexual Abuse and Cyber Assault



[Slide 5:

Sexual abuse isn't just physical. Sexual abusers also use a variety of methods to control the thoughts and emotions of their victims.

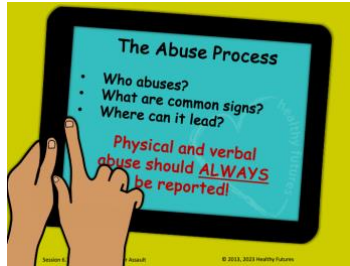
Abusers are great manipulators. A manipulator is someone who can convince another person to do something that they typically wouldn't do on their own. If a peer persuades you to stand on your head during class, one could refer to this person as a manipulator.

Abusers also use power and control to manipulate their victims. For example, the abuser may make the person being abused feel stupid, worthless, and/or responsible for the abuse.

Fear is another form of control. If the person being abused is afraid of the abuser, or is afraid of what the abuser may do, the victim may not tell anyone else about the abuse.

For children and teens, all of these manipulative behaviors can be confusing, and hard to identify.

Note: If a student discloses information about abuse, remember your professional duty to report it within 48 hours. Follow school district policy for reporting suspected abuse.



[Slide 6:

Like we mentioned earlier, most of the adults in your lives have your best interests at heart! However, in some cases there are some who may try to take advantage of these relationships. In many cases, this person is someone that you might know and trust.

Abusers misuse trust and affection to start building inappropriate relationships with their victim. For example, they may invite you to hang out without your parents knowing, they may make sexual comments, or they may want you to do something that you're not comfortable doing.

These behaviors could then lead to inappropriate touching.

Both verbal and physical abuse can be painful and should be reported as soon as possible (refer to handout!).

Notes:

PPT Slides: Sexual Abuse and Cyber Assault



[Slide 7:

Let's talk about another type of abuse. Cyber assault is an example of abuse that is a result of computerized technology. Have you ever been online and received an unwanted message talking about or depicting inappropriate sexual activities? This is considered abuse!

While the Internet provides an easy way to research homework and chat with friends, it also allows abusers to easily find victims.

Sometimes abusers target young people by posing as a teen on social media sites (e.g. Facebook, Instagram, Tik-Tok) to get personal information about you. These relationships may lead to invitations to meet the abuser. This is called an aggressive solicitation (invitation) and is against the law.]



[Slide 8:

WATCH "Do you really know who you're talking to?" video.]

Notes:

PPT Slides: Sexual Abuse and Cyber Assault

**[Slide 9:**

To protect yourself when you are on-line, NEVER give out personal information, especially in your "user profile." Abusers can get the information in your profile and target you.

Another useful way to protect yourself on-line is to NOT accept invitations (friend requests, respond to emails, chat rooms etc.) from people you do not know in person. Oftentimes things like friend requests and invitations to chat from people you don't know are from abusers pretending to be teens.

Technology and the internet can be VERY confusing. If you don't know how to respond to an online relationship/situation, talk with a trusted adult (parent, teacher, police officer etc.). Cyber assault is against the law. If cyber assault happens to you, you must tell an adult immediately.

Additional Information for the Teacher: Many service providers have parental control features that block age-inappropriate content. Child protective software is helpful, too. Parents need to place the computer in a central location in their house where they can monitor what their children see. If you believe someone is trying to exploit a student, notify the police, the FBI, or the local Customs Service office.]

**[Slide 10:**

It is never your fault if you are abused. NO ONE has the right to take advantage of you even if it is someone you know well. If an adult asks you to keep a secret about something that made you uncomfortable, you need to tell someone you trust as soon as possible.

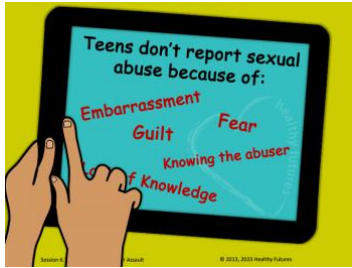
Here are a few more things to remember.

- First, many abusers are abusing more than one person. If you tell the authorities, the other victims will probably speak up too.
- Second, abuse usually happens more than once. If you report the abuse, you might be able to prevent it from happening again.
- Third, if the first person you tell doesn't believe you, tell someone else. Don't give up. Keep telling until someone finally believes you.

Abuse is hard to talk about. Unfortunately, some people would rather pretend that it isn't happening than deal with it.]

Notes:

PPT Slides: Sexual Abuse and Cyber Assault



[Slide 11:]

- Did you know that teens are twice as likely as adults to be the victims of violent crimes and are the least likely to report it? As we've mentioned the victim knows the abuser in many cases. This makes the victim reluctant to report the abuse. Fear, guilt, and embarrassment are often reasons teens do not report abuse. Some victims do not realize that they have the legal right to report abuse. Abuse is always against the law!

Additional Information for the Teacher : The sexual history of a victim is not admissible at trial. Whether it is testimony about the promiscuous reputation or information about specific instances in the victim's life does not matter; such testimony will not be allowed in the trial. The victim's testimony ALONE is enough for a conviction. Financial assistance is available for victims of crimes through the Crime Victims Compensation Act. This money will cover any actual expense incurred as a result of the crime. For example, a person who has been sexually assaulted may want to receive counseling or may have lost wages because of the crime. These expenses would be covered under the Act.
(ACOG Educational Bulletin, No.252, October 1998 and National Crime Prevention Council
<<http://www.ncpc.org>>)]



[Slide 12:]

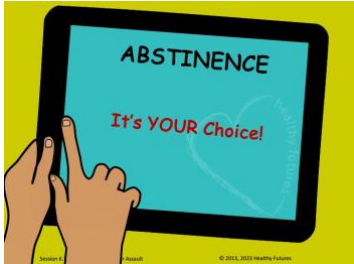
It takes courage to tell someone about bad things that have happened to you. Remember, however, there are many adults around you who want to help. Find someone you feel comfortable telling, and report the abuse as soon as possible.

Who can you talk to about sexual abuse? Here's a list! If you don't feel as if you can tell someone in your family, who else could you tell? If you can't tell a family member, you might want to tell someone at school such as the nurse or the counselor.

The numbers listed on your handout and on the screen are other numbers where you can call to talk to someone about sexual abuse. On screen you can call: 1-800-656-HOPE or go to www.RAINN.org and chat with an expert.]

Notes:

PPT Slides: Sexual Abuse and Cyber Assault



[Slide 13:

Can anyone remember the definition for abstinence?

Some victims of abuse feel that since they've been forced into a sexual activity, there is no point in remaining abstinent. Some victims of abuse might make dangerous and unhealthy choices to prevent that kind of hurt from happening again. If you feel this way or know someone who feels like this, talk with a trusted adult.

Intentionally making unhealthy choices is not going to help a victim of abuse heal. It is your right to choose what behaviors you will abstain from. You can control your own actions and behavior. You can't control another person's behavior, but you can report them so they will stop harming you. You can choose to be abstinent even if you have been a victim of abuse.]



[Slide 14:

Let's say I have a \$100 bill. Would you want it? You bet! You could go to the mall and go on a shopping spree.

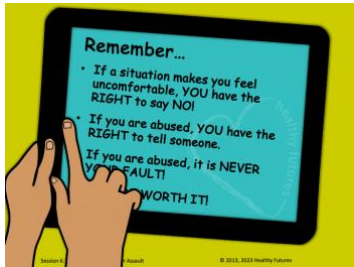
Well, let's say I take that \$100 bill and step on it, rubbing dirt into it. Would you still want it now?

Absolutely!

It still has the same high value it started with. It is still worth \$100 and can be spent in any store.

Did you know that you are like this \$100 dollar bill? No matter how much stuff you've been through or what has been done to you - you still have the same high value; you are still worth even more, this \$100 dollar bill that everyone has been jumping out of their seats to get!]

Notes:



[Slide 15:

We have reviewed some important information that should help you avoid dangerous situations. Remember, if a situation makes you feel uncomfortable, you have the right to say “No.” Remove yourself from the situation. Listen to your instincts and go with your gut feeling. If your instinct is telling you something isn’t right say “No,” and do your best to remove yourself from the situation.

However, if you find yourself being abused, you have the right **AND** the responsibility to tell someone and get help.]

Notes:

[As the \$100 dollar bill slide of the Sexual Abuse Power Point comes up, do the below activity.]

[Show the \$100 bill.]

Educator states:

I have with me a \$100 bill. **Would you want it?** [Yes!] You could go to the mall and go on a shopping spree or buy a video game or several movies. Well, let's say I take this \$100 bill and step on it.

[Put bill on the floor and step/stomp on it.]

What if I also rubbed dirt all over it...**Would you still want it now?**

[Yes!]

Has it lost any value? Could you still go on that same shopping spree and get what you wanted with it?

[Absolutely!]

It still has the same value it started with. It is still worth \$100 and can be spent in any store.

Did you know that you are like this \$100 dollar bill? No matter how much stuff you've been through or what has been done to you—you still have the same value; you are still worth even more than this \$100 dollar bill that everyone has been jumping out of their seats to get!

Remember, no matter what, **YOU ARE WORTH THE WAIT.**

Notes:

Notes:**Educator states:**

As we mentioned earlier, this is a very serious topic and a lot of things might be going through your mind right now. If you need to talk to someone right now, or you have some questions, we encourage you to write down your questions on the question card or speak with your teacher.

[Pass out Sexual Abuse Resources handout. Explain what is on the handout and how it can be of use to students in reporting sexual abuse and cyber assault.]

[Pass out Parent/Trusted Adult Connection Form Session 6.7: Sexual Abuse and Cyber Assault Alternative Inclusive version [Session 6.7 I.](#)]



Session 6.8

Review Topics and Discuss Lessons Learned

Session 6.8

Review Topics and Discuss Lessons Learned

Session Overview:

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

Learning Objectives:

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

Materials Needed:

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

Classroom Planning:

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

The Standards:

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



Notes:

Educator states:

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

[Ask for several qualities from different students.]

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

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

Who can name me the first step? [STOP]

The second? [THINK]

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

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

The last? [DECIDE]

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

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

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

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

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

And the biological female provides what? [Egg]



Notes:**Educator states:**

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

[Ask for several needs from different students.]

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

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

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

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

[Unsuitable; improper]

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

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



Notes:

Educator states:

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

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

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

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

[To choose not to do something]

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

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

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

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

[ABSTINENCE]

What does ASSERTIVENESS mean?

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

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

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



Notes:**Educator states:**

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

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

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

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

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

[Yours]

And we know that,

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

[Answer question cards.]



Notes:**Educator states:**

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

Educator highlight:

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

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

Game Set Up:

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

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

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

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

[Read instructions aloud to class.]



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

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

[Flip coin to see who goes first.]

Educator highlight:

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



PPT Slides: Think Fast!



[Slide 1]



[Slide 2]

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

Categories

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

[Slide 3]



[Slide 4]



[Slide 5]

Notes:

PPT Slides: Think Fast!



[Slide 6]



[Slide 7]



[Slide 8]



[Slide 9]



[Slide 10]



[Slide 11]

Notes:

Notes:

PPT Slides: Think Fast!



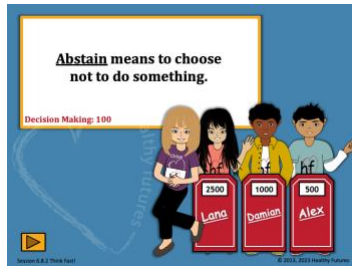
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[Slide 13]



[Slide 14]



[Slide 15]



[Slide 16]



[Slide 17]

Notes:

PPT Slides: Think Fast!



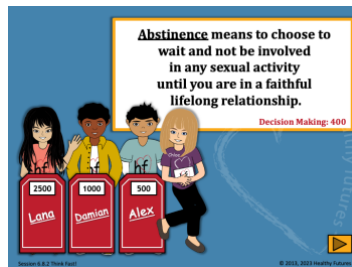
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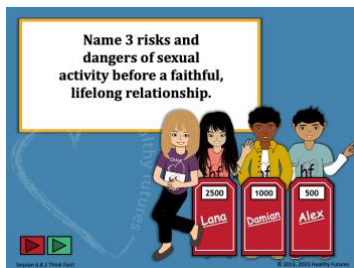
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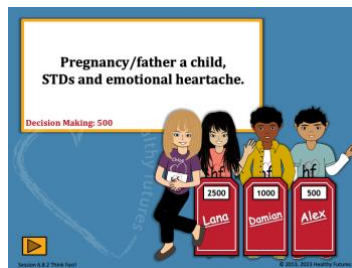
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[Slide 21]



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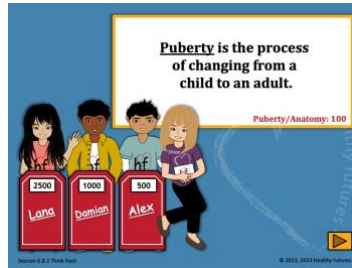


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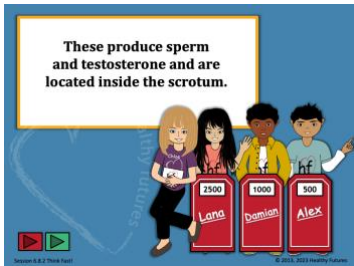
PPT Slides: Think Fast!



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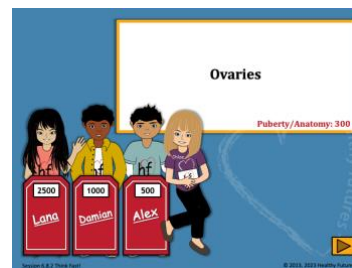
[Slide 26]



[Slide 27]



[Slide 28]



[Slide 29]

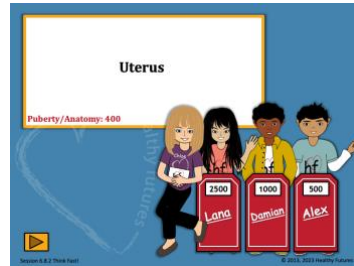
Notes:

Notes:

PPT Slides: Think Fast!



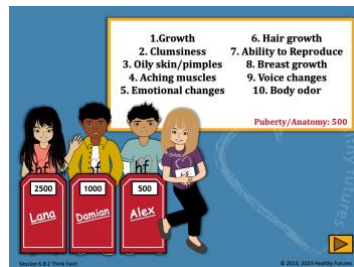
[Slide 30]



[Slide 31]



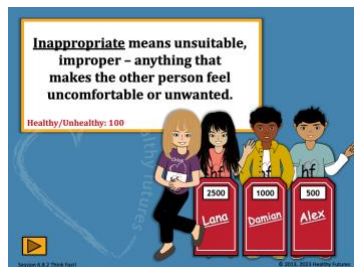
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[Slide 33]



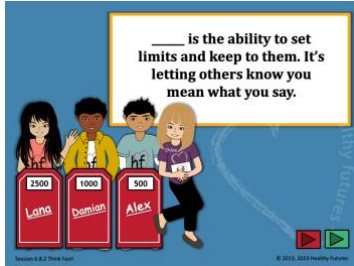
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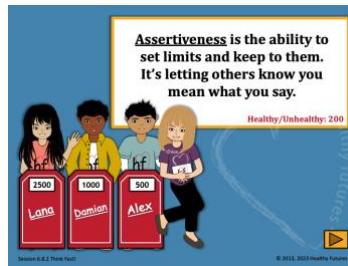
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Notes:

PPT Slides: Think Fast!



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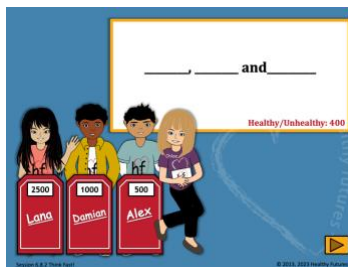
Slide 38



Slide 39



Slide 40



Slide 41

Notes:

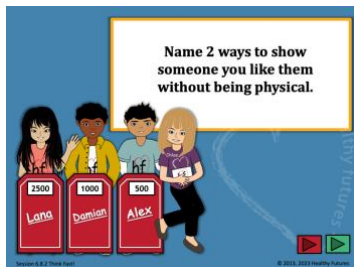
PPT Slides: Think Fast!



Slide 42



Slide 43



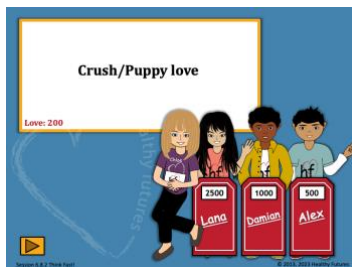
Slide 44



Slide 45



Slide 46



Slide 47

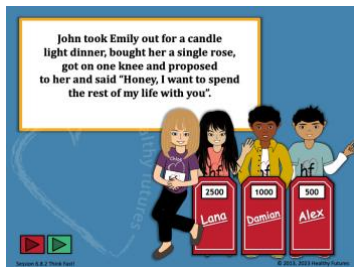
PPT Slides: Think Fast!



Slide 48



Slide 49



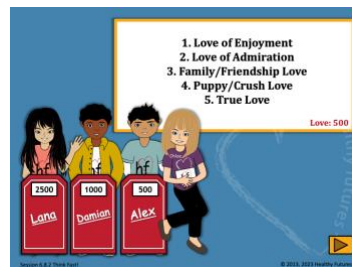
Slide 50



Slide 51



Slide 52

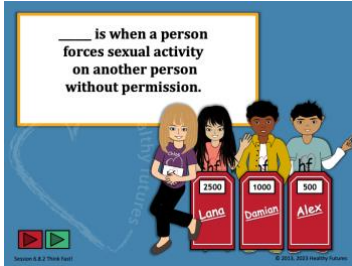


Slide 53

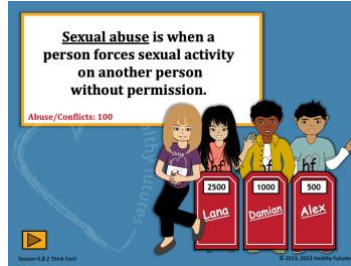
Notes:

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PPT Slides: Think Fast!



[Slide 54]



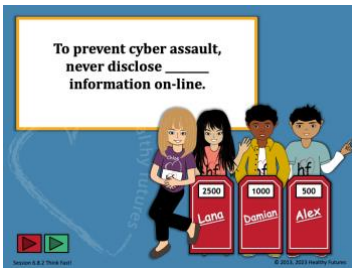
[Slide 55]



[Slide 56]



[Slide 57]



[Slide 58]



[Slide 59]

PPT Slides: Think Fast!



[Slide 60]



[Slide 61]



[Slide 62]



[Slide 63]

Notes:

Notes:**Educator states:**

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

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

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

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

It has been really great to be with you!

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

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

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

[Distribute Now and Later and incentives.]

