



A Sexual Risk Avoidance Program
THREE - Day 6th GRADE
Presentation

DAY ONE

Content Covered:

Introduction

Booklet page 1: Whole Person Circle

Booklet page 2: Puberty

Booklet page 3: Media/Go-To Adult

Note: *Black font is directive; red font illustrates suggested scripted dialogue; yellow highlighted text indicates important material that is measured in pre and post surveys.*

INTRODUCTION



Recommended optional video of “Gold” by Brit Nicole can be played while students are entering the classroom.



Briefly introduce yourself by name. Explain the name of your organization. Set the tone for how the next few days will be conducted.



Explain expectations for the classroom.

Suggested rules for jolly ranchers include:

- 1. Throw paper wrappers in the trash.**
- 2. Don't ask for a different color. Trade colors with another student after class is over.**
- 3. If we lose your attention, then jolly ranchers will not be passed out.**

How to Address questions from the students only as time allows. Let them know that they will be able to write down their questions at the end of Day Two, and their questions will be answered on Day Three. Student participation is not an option. Students are expected to be on their best behavior and participate in class activities during the program.

NOTE: If you plan to measure student understanding/attitude changes from this program, continue with the survey instructions. SEE SURVEY ADDEDUM



Introduce Matt-See Story

Let me introduce you to Matt. Matt is 12 and in 6th grade.



Matt spends most of his free time playing video games. He secretly thinks his dad might be right; he's a little obsessed; but oh well, he isn't hurting anyone and what else does he have to do?



He takes a lot of pride in victories and attaining The Skull Trooper Skin in Fortnite. Honestly, Matt feels a little numb in the real world. It is gaming where he really feels alive. He tends to feel more valuable when he's attaining his victories and less valuable when it doesn't go his way.



In Matt's school he has some classmates he considers friends, but they don't really do stuff with him. Some of his old friends play sports, but Matt doesn't think he's all that good at sports. Matt's grades could be better, but he isn't all that focused on trying.



Maria spends time online as well but not playing video games.



She spends her time on social media. Here grandma is not technology savvy so she doesn't keep up with what Maria is doing online. Maria spends a lot of time on social media because she is lonely. She tends to judge her value and self worth by the number of likes she receives on her posts.



Matt's mom and dad are divorced. He, along with his older, Mark, and younger brother, Mikey, live with their mom and see their dad every other weekend. Both of his parents work full time to provide for Matt and his brothers. Sometimes it can seem that they are on their own and Matt does not feel he has anyone he can talk to.

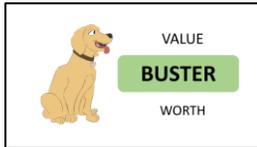


He occasionally talks to Mark who is in high school, but his brother seems disinterested and may be giving him wrong information. This tends to leave Matt with a lot of questions and results in Matt sharing the wrong information with Mikey, who is only 8 years old.

The adults in his life really don't give him a lot of boundaries, not because they don't care, they are just extremely busy. Matt at times questions his personal value.



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Introduce Buster –

However, he does understand how to give value and worth because he takes care of his dog Buster. He takes great care of Buster; feeding him, bathing him, and make sure he is safe. He truly loves Buster.



Matt and Maria are making choices everyday just like each of you. They don't always understand their value and worth but we at (insert your agency) want to make sure that everyone here understands their value and worth.



We are going to walk along side of you and help YOU learn how to make healthy choices. Let's learn a concept about making the best choices for your life.

Stand up. Put your right hand up and say "good choice." When we say "good choice" we mean healthy choice. Now put your left hand up and say "poor choice." Notice we didn't say "bad choice". When we say "poor choice" we mean unhealthy choice. Now put both hands wide open to the side and motioning back to your chest say "my choice!" Practice again with gusto!

Ask students to be seated.



Introduce and pass out the "I Decide for Me" booklets.

While each of you is unique, these booklets are not. Please write your full name on the line on the front of the book. We will be working out of these booklets for the next few days. People in your community donated personal funds to have these written, published and put into your hands. It is full of information that you will need now and in the future. The booklets will be collected at the end of each day.

Notice the title of the program is "I Decide for Me". Throughout the program we will be presenting you with honest and factual information so "YOU can decide for YOU" what is the healthiest choice.

Speaker intro

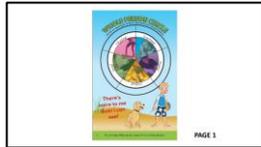
Introduce yourself by name to become comfortable in the classroom with the students. For example, why you do what you do, background, how you speak, personal quirks, etc. Note that personal stories always get their attention. The introduction should be engaging, directional and attention-grabbing. Consider adding a 6th grade picture of yourself.



We make lots of choices every day. What choices have you already made today? Allow students to respond.

Because of the choices we make, our story (our future) changes! You are adults in training. Let's think about some of choices we made when we were little. Maybe it to decide what lunch you want to eat, or what activities you want to participate in (eg. Basketball, Band) or the clothes you wear every day. The choices you will make for yourself will become more important as you get older and will matter more. Some examples would be whether or not you do your homework, bullying, and even giving in to peer pressure to harmful things, which we will talk about a little later.

BOOKLET PAGE 1 WHOLE PERSON CIRCLE



Turn to page 1 in your booklets. The Whole Person Circle is a holistic health model that illustrates that human beings are not just physical. In fact, there are five areas that make up the whole person.



PHYSICAL ONLY
You are no longer a baby in the womb. You are a physical person and you know there is more to you than just being physical. We have physical features that can be seen by others (brown hair, blue eyes, short, tall, etc.) But we can also do physical things like walk, run, jump...



And floss!



EMOTIONAL
The emotional side of the whole person circle means that we have feelings. We can feel...
(click to next slide)



JOY! Or happiness...
(click to next slide)



Or Sad...
(click to next slide)



Angry or scared.
These are all emotions we experience all the time.



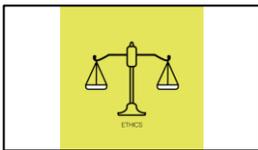
MENTAL
This part of our whole person circle illustrates that we are mental. This means that we are intelligent.



We can think. We can use our brains to read, study or take a test.



ETHICAL
The ethical side of a person is a little more difficult to understand. This is the part of a person that can understand right from wrong and deals with the ideas we believe in.



Students can choose to obey parents' house rules, obey teacher's class rules, obey laws of our government (like driving the speed limit, not drinking and driving, not drinking when you are under the legal age, wearing a seatbelt or not stealing a candy bar from the grocery store.) These examples all involve the ethical side of who you are.



SOCIAL
The social side of a person is the side that likes to be involved with people.



Everyone needs a close friend, someone they can be comfortable with and enjoy being around.

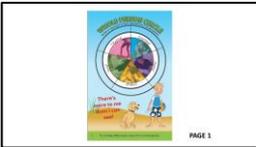


What is something physical that you have done today?

Have students complete the outer ring of the whole person circle.

**Pass out jolly ranchers for student responses*

Point out that the leash is not designed to punish Buster, but to protect him.



There's more to me than I can see.

Notice Matt has taken Buster to the beach.

He created a boundary for Buster by putting him on a leash.

Why would Matt put Buster on a leash?

Allow responses.

The leash is not designed to punish Buster but to protect him. This is an ethical choice that he is making .



How many of you have ever played with dominos? You know that they have to touch each other to fall down. Our whole person is similar to the dominos, every choice or decision we make will affect all areas of our whole person.

Let me tell you a story about Maria. Maria made a choice to ride her bike while holding her phone. What happened? She wrecked her bike, broke her phone and injured herself.

Allow students to discuss how Maria is affected in every area of the whole person circle.

Ethical—*Maria made the ethical choice to carry phone in her hand while riding her bike.*

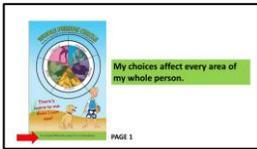
Physical—*This led to a physical accident that caused injury to her body.*

Emotional—*Maria was sad from the pain and frustrated that the accident happened.*

Mental—*She had to process a lot of information (how do you get home when you've had an accident and injured?)*

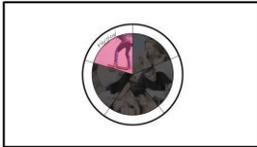
Social—*Her phone is smashed so she can't communicate with her friends and family. She was embarrassed because she had to go to school with a big bandage and explain over and over again to people what happened to her.*

It is easy to conclude that behaviors in one area will affect all the other areas. The areas are connected to make a whole person.



MY choices affect every area of my whole person.

BOOKLET PAGE 2: PUBERTY



This brings me to the topic we're going to spend a large portion of today discussing. We are going to focus on the PHYSICAL side of our whole person, but I'll show you later how all of the areas connect.
Click to next slide.



The topic we're going to discuss now is Human Sexuality. What does that mean? We tend to think this as an uncomfortable conversation, but really you've been talking about it for a long time.
****Note if boys and girls are together. I like that we have boys and girls together in the same room, so we can bring dignity and respect to this conversation! Let's go through some definitions of Human Sexuality and you will quickly see its nothing to fear or feel uncomfortable about.**



To understand this concept of Human Sexuality we have to understand some terms.

Scientifically, this is what we know. Gender is the state of being male or female. You marked this on your survey.

**Who can tell me what a gender reveal party is?
Let's take a look at this video to help us better understand gender.**



Show gender reveal video.



We get so excited to find out if we're having a boy or girl because it's a big part of who we are. We "celebrate" that we are having a "boy" or a "girl".

Both are important and essential. Both are valuable.



Explain to them that they had value and worth from the moment of birth.
Read slide.



It's important for you to understand and believe that YOU matter!

Read slide

Isn't it amazing that all you had to do was be born!

No one else can bring your gifts and talents to your family or this community.

If you were not here, your gifts/talents would not be here.



The next term we need to understand is Puberty.

Puberty: How humans change from children to adults.

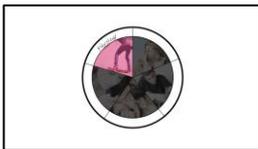
We're going to discuss what biologically happens to our bodies when we are born male versus when we are born female.



A lot of the material we are going to talk about the next few days is some delicate and personal information. We are talking about it because you are growing up and we want you to know the truth about what is going on with your bodies and help you prepare for making healthy choices when it comes to your future.

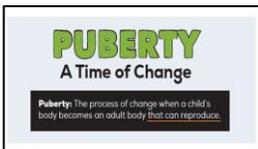


Do we choose puberty? No, puberty chooses us. And it chooses to begin in each person at just the right, normal, and natural time. However, that doesn't mean that we will not be making choices, it's important to know what are bodies are going through so we can make healthy choices.



Focus on PHYSICAL

You are going through this process we call puberty. It is a physical process that involves our bodies. It is a process that is part of the physical side of our whole person.



Let's add to our definition....

(direct students' attention to the top of the booklet on page 2.)

Puberty is a time of change. Puberty is the process of change when a child's body becomes an adult body that can reproduce. Remember, we are humans, and it takes the male and female reproductive systems working together to make a new human.

Let's think about this. When a baby is born most of the body systems that they are born with are already working. The Digestive system which involves

eating and dirty diapers is working. The Circulatory system which involves the heart and lungs functioning properly is working. But there is one system in place that is not working yet, and that is the Reproductive system.

Puberty is when the reproductive system matures. Hormones that are in our brains tell our bodies to begin the process of puberty. When puberty begins, you cannot see the changes going on inside your body. However, at the end of puberty, the body has an adult reproductive system.



There are some changes that take place in both boys and girls. Every adult has gone through these changes. Matt and Maria are going through puberty at this time too; just like you. But they are experiencing puberty in different ways. Some things you may experience because you are going through puberty include:

- **Mood swings**
- **Growth spurts-**
- **Permanent Teeth will grow in**
- **Body hair will grow in areas it has never grown before such as your pubic areas (areas that we cover with a bathing suit), armpits, and on the legs and arms.**
- **Greasy hair and skin-Your hair will get greasier than in the past and your skin will do this also. Personal hygiene becomes more important than it has ever before.**
- **Acne-This is also a time when acne will begin in some people. Maria noticed that Matt was starting to get pimples on his face. She noticed this but she didn't say anything to Matt. She knew that if she pointed them out, it might make Matt feel bad. It can occur even if you do a careful job of keeping your face clean. Some people will get this more than others. You can get acne treated by your family doctor or a special doctor called a dermatologist.**
- **Perspiration and body odor-This will happen and it becomes extremely important to wear deodorant. Remember "Use DEO for your BO" so that you will not bother others that are around you.**



Let's start with the boys.



- **Boys have a hormone driving puberty called testosterone.**
- **A boy's voice will get deeper. The larynx (you may have heard this called the voice box) actually gets larger during puberty. The vocal cords get longer and thicker. All of this working together makes your voice**

eventually get deeper. While it is going through this process your voice may make funny sounds and sound different.

- Muscles will develop and get stronger
- Shoulders will broaden
- At this time the genitals (private parts) will begin to grow.
- Sperm production will begin (this is half the recipe for a new human)
- Sperm are produced in the testicles and they live in a liquid called semen. Once sperm production begins it will continue the rest of a boy/man's life. A boy's organ known as a penis serves as the "delivery system" to get the sperm in contact with the female.
- Erections will begin because the blood vessels in the penis will fill and cause it to enlarge.

Read bottom of slide.



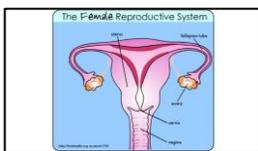
Next, let's talk about girls.



While boys will experience all of these changes due to testosterone, girls have two hormones that cause changes in their bodies. These hormones are called Estrogen and Progesterone and they are produced in the ovaries. Other changes that will occur include:

Voice becomes softer

- Hips get wider
- Body fat increases
- Breasts develop
- Ovulation begins Menstruation begins



Let's talk in a little bit more detail about some of these changes that happen in girls.

This is a picture of an internal organ called the uterus. This is where a baby can grow in a woman's body.

Ovulation: This is a process that occurs in a female's body, not a male. Girls don't "produce" or make eggs, they receive their eggs from their mother's womb before they are born. During ovulation, one of these eggs matures (this happens about once a month) and moves from the ovary (*refer to slide*) into the fallopian tube and then the uterus to grow and develop into a baby.

Menstruation: Menstruation (you often hear this called a menstrual cycle) also begins during puberty. The uterus prepares for a baby each month by

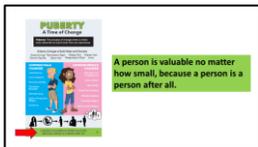
producing a lining. When the egg arrives in the uterus and it is not fertilized, the uterus will shed this lining through the vagina. This is what we call a girls' period.



Puberty begins between 8 to 13 years old, usually around age 10 to 11. Usually lasts about 4 years, can take 1.5 to 8 years.



Look at the bottom of the page. This is the progression of a human. Notice the bride and groom at the start of the progression. After some time, they have a baby. That baby grows to a little boy and the little boy turns into a teenager. It's not long before that teen grows into an adult and makes the decision to marry and the progression is repeated. This is how human nature and mankind survives and doesn't become extinct.



Review Key Concept:

A person is valuable no matter how small, because a person is a person after all.



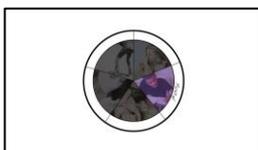
The final term we need to understand is reproduction. Reproduction is how babies are made. Remember it takes two humans working together to make a new human. A sperm from the male reproductive system combines with an egg from the female reproductive system and a baby is created. Let's take a quick look at how a baby develops.



Show Cycle of Life video.

The population increases when a baby is born. The population increased when YOU were born.

Our world is forever changed when a baby is born. Our world was forever changed when YOU were born.



There are so many changes going on right now in our lives. We are growing up and maturing and that changes the way we look, but also the way we think and act. Puberty is not just physical but mental as well.



As your body is going through the physical changes of puberty, you still have to consider all the other areas of your whole person. We still have to think (mental) about our healthy futures and consider how we are going to get there.



You start to mentally gather information in your mind to help you make your choices. But you have to ask yourselves, where do I get trusted information?



The things we see and hear change as we get older and can influence choices we make. (can give the example of movie ratings. G, PG, PG13 and R) Who or what influences the choices you make? Is information we get from all these sources equally trustworthy? Many students are getting the “wrong picture” because they trust the media to give them direction.



Let’s define the media as TV shows, magazines, movies, music, video games and random Internet sites such as YouTube, Facebook, Snapchat.

Let’s see how Matt is handling all of these different sources of media.

With all of these sources of media coming at Matt he is feeling overwhelmed. He is under the influence of what the media is telling him through the laptop, the television, I-pod, tablet, and cell phone. Are you under the influence of media?



Optional: Let’s watch a video clip from the movie, “The Lorax,” to help us understand more about the media industry. In this video clip you will see how the media is able to sell something that is free.

Show Lorax video clip.

Clearly the advertisers are interested in making money by increasing sales and are not concerned about the consumers, you and me.



Media and Money: Let’s remember that most media are trying to make money off you, the consumer. The entertainment industry is not a place to get truthful and trusted information. It does not show us the consequences of unhealthy behavior. It rarely gives us good direction for building healthy relationships. You all have the potential to make excellent choices for your lives. You do not need the media telling you what to do, what to buy, or what is cool.



Where else can we get trusted information? We need to have people in our lives that we can go to for important questions. You are important and worth protecting and respecting. You deserve to get helpful, trusted information to make decisions in your lives. You are an adult in training and it's healthy for you to have a Go-To Adult, that has life experience, to help you fact check the media

BOOKLET PAGE 3 GO TO ADULT



Turn to page 3 in your booklet. Who is your Go-To adult?

There are three qualifications for a Go-To adult:

- **Someone over the age of 18**
(Encourage students to seek guidance from someone who has had greater amount of life experience.)
- **Someone you talk to on a regular basis and has your best interest at heart**
- **Someone making healthy choices**

As a class, we are going to write down possible go-to adults in each of the categories that you see on this page. Let's begin with...

- **Family:** guardians, grandparents, older siblings living on their own, etc.)
- **School:** Teachers, counselors, nurse, coaches, club sponsors, etc.
- **Community:** Adults from your faith community, pastor, youth leader, doctors, 4-H leader, piano teacher, etc.

Now, go back through your list and circle your first choice and put #1 beside it. Now look back through your list and circle your second choice and put #2 beside it because sometimes #1 is not available and you need back-up.

Who are you talking to already, or who do you want to start talking to? If you don't know who you have in your life, talk to your teacher or school counselor over the next few days, and he/she can help you identify a go-to adult in your life.

Sometimes the hardest part is knowing how to bring up the subject. Let's break it down into what will I ask, when will I ask, and where will I ask it. You could say, "We had this class in school today, and part of my homework is asking you to be my go-to adult."

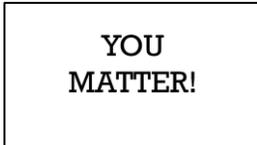
Maybe you start talking with them while he/she is cooking dinner, watching TV or doing another chore. Try to find a time when it is just the two of you, maybe during a car ride. A car ride has a beginning, an end and the go-to adult is watching the road and not looking straight at you.

You deserve open and honest answers to all your questions at every age and every stage. Now take a moment and jot down your plan, “What I will ask, When I will ask, Where I will ask.”



Review Key Concept:

Media's lies won't help you decide. Talk to your Go-To Adult today!



Why talk to your Go To Adult? Because YOU matter!



This is your homework: Because you deserve open and honest answers from someone you trust, I want you to talk to your go-to adult today.



End of day 1 program. Collect books.