



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

DAY THREE

Content Covered:

Review of content on Day 1 and Day 2

Booklet page 4: The Fireplace Boundary

Booklet page 5: WI FI Watch

Booklet page 6: Ways to Say “No”

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.*

REVIEW DAY 1 and Day 2



*Recommended optional video of “Gold” by Brit Nicole can be played while students are entering the classroom.
(insert where they can purchase “GOLD”)*



Briefly reintroduce self to students.

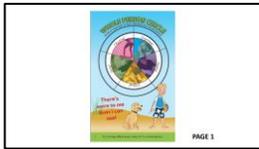


Pass out booklets.



Have kids stand – right hand, Good Choice; left hand, poor choice; both hands point to chest, my choice

Define that poor does not equal bad or bad people. We all make mistakes, but we all want to make the healthiest choices



Review previous key concepts and answer student questions concerning the whole person circle.



Review previous key concepts and answer student questions regarding puberty.



Review previous key concepts and answer student questions regarding selecting a Go-To Adult.



Review previous key concepts and answer student questions regarding the Six Critical Health Behaviors.



Review previous key concepts and answer student questions concerning self-control.



Review previous key concepts and answer student questions regarding setting boundaries.



Review Whole Person Circle for the final time.

Let's review the whole person circle one more time. Remember every choice we make will affect our whole person.

BOOKLET PAGE 7: THE FIREPLACE BOUNDARY



Turn to Page 7 in your booklets. I would like to give you an illustration of how boundaries can change our lives. Notice at the top of the page it reads, "Boundaries are key when I value me!"

The word **boundary** means a line that marks the limits of an area; a dividing line. For example, a fence around the backyard is a boundary. Someone is either inside the fence or outside the fence.

Already in 6th grade you are deciding your personal boundaries. You are saying, “Here is my boundary. On this side of the boundary are the things I am okay doing. On the other side of the boundary are the things I am not okay doing.” Keep this definition in mind as we discuss the safest boundary for sexual activity.

Fireplace: Imagine it is a cold, snowy, winter day outside and you are sitting in front of your beautiful fireplace in your living room, eating snacks and drinking hot chocolate. You are hanging out with your family and friends.



Give me some adjectives (describing words) to describe how you are feeling or the mood of the room. (Example adjectives: warm, cozy, safe, relaxing, colorful, etc.) Offer jolly ranchers/candy for answers. Follow along in your booklet and fill in the adjectives on the blue lines inside the fireplace picture.

Now I show up in this imaginary situation, take the fire out of the fireplace, put it in the middle of your living room floor and leave. The boundary around the fire no longer exists. Give me some adjectives to describe how you are feeling now. Follow along in your booklet and fill in the adjectives on the red lines outside the fireplace. (Example adjectives: scary, unsafe, deadly, harmful, damaging, etc.)

Point out to students the difference in the adjectives between the two scenarios.

Everything in the room is the same except one thing.



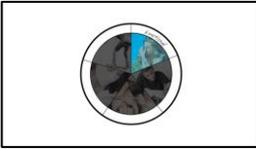
Remember yesterday we talked about Mark and his girlfriend making the choice to voluntarily engage in sexual activity? Is an unplanned pregnancy the only negative consequence that can happen?

So now that we have explored how sexual activity can be positive and healthy inside the boundary of marriage, lets take Mark and his girlfriend through the whole person circle again with the consequence of a STD.

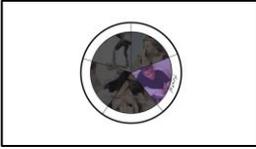


Remember we defined sexual activity as a voluntary action. Even though “I decide for me” and we can make all the choices and decisions that we want, we can not choose our consequences. How many have ever made a decision and you wish you had made a different decision?

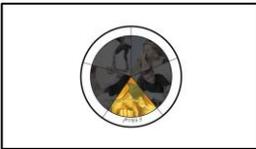
Allow responses from students.



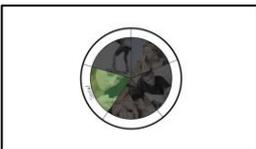
Emotional effects of a STD include stress, anxiety and worry.



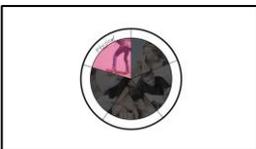
One can be effected mentally because the STD consumes all thoughts. It is very hard not to think about the STD and how it may affect other areas of their lives



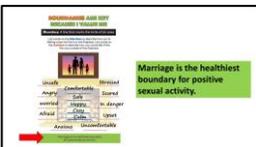
Ethical effects: Who do Mark and his girlfriend need to talk to about the STD? (A Go-To Adult, medical professional). How do they treat the STD?



Socially, they have to communicate with each other and any other person that they had sexual activity with. Also, they will have to talk to their Go-To Adult and medical professionals about their treatment options. Rumors also might get out and they will have to handle how they will communicate with their peers.



Lastly, the negative consequence of getting an STI/STD is a physical consequence. The effects of the infection and/or disease are physical to our bodies.



Read key concept: "Marriage is the healthiest boundary for positive sexual activity."

Possible review of Freedom Circle (See Addendum)

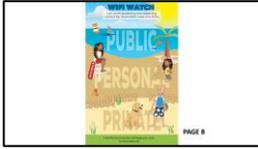
BOOKLET PAGE 8: WI FI WATCH



What happens when you see caution tape? It's a warning that means be careful because danger is near.

There are a lot of choices coming your way in your future that you need to think about. We're not here to scare you, we're here to prepare you for your future.

We need to proceed with caution but not fear. When we are fully informed, we make better choices. Setting boundaries can help us make healthier choices and avoid being tempted to make unhealthy choices.



Let's start setting some good boundaries for ourselves when it comes to being on WIFI.

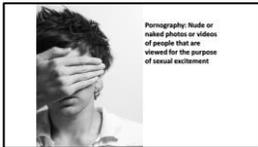
Turn to the WIFI Watch Page 8 in your booklet.

Take a look at our beach scene. What are some fun things that you can do at a beach? *Allow students to answer for jolly ranchers.*

When it comes to WIFI/Internet, what are some fun things that you can do on the Internet? *Allow students to answer for jolly ranchers.*

Going back to the beach, what are some things we need to be cautious about when we're at the beach? *Allow students to answer for jolly ranchers.*

Going back to the WIFI/Internet, what are some things we need to be cautious about when we're on the Internet? *Allow students to answer for jolly ranchers.*



Remember our definition of Pornography.

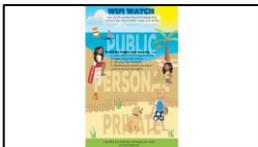
Read the definition on slide.

This is something to be cautious of when we are on the Internet.



Let's recall the tools we learned that we can use if we find ourself in this situation.

Read slide



Notice that tools to avoid pornography on the page. Let's talk about some boundaries that you see on this page.

Note: Either students or teacher can identify the boundaries, depending on time. Boundaries: fence, Buster's leash, Go-To Adult Lifeguard

Let's talk about some personal/private information that you have been told not to share on the Internet. *Allow students to answer for jolly ranchers.*

Possible answers include name, address, phone number, social security numbers, name of your school, etc.



Keep your cool. Don't share personal information with anyone online.



Let's watch another short video that will teach us how to be safe on the internet.



Ask yourself, are you sharing too much information online?



With just a touch of a finger, you are connected online.

We live in a world where we have access to the Internet 24 hours a day 7 days a week.

With so many social media apps out there, it is important to know what is appropriate information to share."



This is a good time to have a conversation with your Go-to Adult.



Balance screen-time with real-people time. Healthy relationship building happens in person.

We need to remember that going on the Internet is like being in the public.



Would you ever get on a platform and shout out your most personal/private information in front of a huge crowd that can actually see you?

This leads us to a discussion about a very serious topic that we need to discuss. This is a topic that we did not use to talk about until kids were in high school. But unfortunately, we're learning that more and more people are participating in this unhealthy behavior. This topic is called...*click to next slide.*



Sexting.

You may have heard this referred to as sending nudes.

Sexting is texting nude or naked pictures or sexually explicit messages by a mobile device.

We can get in a lot of trouble if we participate in sexting.

This used to be a topic that we did not introduce to students until middle and/or high school. But one of the things that we are starting to see as early as 6th grade is that kids are sexting their friends.

If someone is asking for “nudes”, they’ve reduced you down to just the physical part of yourself and they are not respecting you.

And if you feel you need to send a “nude” to make someone like you, you are not respecting yourself.

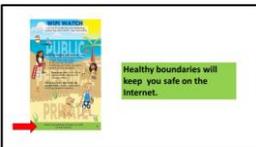
With all of this in mind, let’s meet Jacob. *Click to next slide.*



View “Jacob” video.

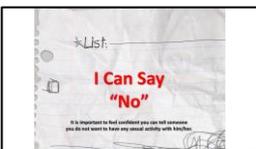


Selfies are a lot of fun to share with our friends and family but let’s make sure we are sending appropriate selfies.



Review Key Concept: **Healthy boundaries will keep you safe on the Internet.**

BOOKLET PAGE 9: WAYS TO SAY NO



Another way to set healthy boundaries, is feeling confident that you can tell someone NO!



Ask students to define peer pressure. Pass out jolly ranchers for student responses.



Peer pressure is our friend group trying to persuade or talk us into doing something we don't want to do.

Let's do a little demonstration.

Rope Demonstration (See Addendum)



Turn to page 9.



It's important to feel confident that you can tell someone No!

Read through speech balloons.

In the empty speech balloon, write another way to say, "No." We want you to own your no.



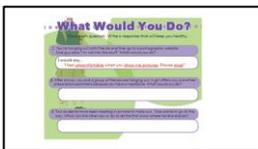
Let me show you another powerful way to say No!

Sometimes if we just say no and don't let the person know how they are making us feel and what they are doing to make us feel that way, it could leave the door open for them to try and pressure us another time.

Another way to say no without feeling like you are being rude or judgmental is using assertive language.

Assertive language is using I-statements to get your point across.

Review the format of the I-statements.



Let's practice using assertive language in the following scenarios.

Scenario #1

Ans: I feel uncomfortable when you show me pictures like that. Please stop.



Scenario #2

After school you and a group of friends are hanging out. A girl offers you one of her prescription painkillers because you have a headache. What would you do?

Ans: I feel awkward ... (Ask the student what emotion they are experiencing in the scenario.)



when you offer me illegal drugs. (What scenario is the student being presented with?)



Please don't offer them to me again. (How does the student want the other person to respond?)



Scenario #3

Two students have been meeting after school to make out. One student wants to go all the way. What can the other say to let the other student know where he/she stands. What would you say?

Ans: I feel disrespected...



when you pressure me for sexual activity.



Please don't ask me again.



Review the key concept: **Always remember "No is always enough!"**



Share all that you have learned from this program with your Go-To Adult.



Point out the Family Tools page at the back of the book. Encourage students to show this page to their Go-To Adult.



This concludes the I Decide for Me Program. On behalf of Clarity, Matt, Maria and myself, I would like to thank you for letting me come into your classroom for this presentation.

Adminster Post Survey