

It's All
About
the
Future



**YES You Can...
Commit to Character!**

NJ Physicians  Advisory Group

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Health Curriculum Grades 5-6



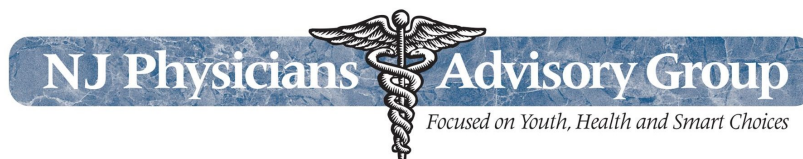
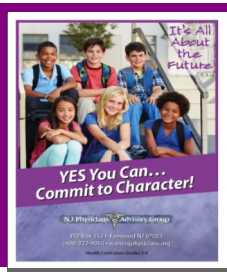
YES You Can...
Commit to Character!
Health Curriculum

For 5/6 Grade
Elementary School



Table of Contents

Elementary Curriculum Overview.....	4
<i>YES You Can...Commit to Character!</i> Curriculum Outline.....	5
Preview of Lesson 1.....	6-24
Preview of Overview Pages for Lessons 2-6.....	25-29
Ordering Page for <i>YES You Can...Commit to Character!</i>	30
Topical Lesson Modules - Description and Overview:	
Bullying.....	32-33
Focus on the Future.....	34-35
Friendship Has Many Faces.....	36-37
Healthy vs. Unhealthy Relationships.....	38-39
Learning My Limits.....	40-41
Physical and Emotional Risk of Early Sexual Activity.....	42-43
Pregnancy & Fetal Development.....	44-45
Puberty - A Time of Change.....	46-47
Setting Boundaries.....	48-49



YES You Can... Commit to Character!

5th / 6th Grade Curriculum

Thank you for your interest in *YES You Can...Commit to Character!* We know that during the elementary years a young person's self-concept is being shaped by the choices they make and the guidance they receive. These user friendly lessons focus on strengthening the building blocks of character, increasing self-control, respect for others, and the avoidance of bullying. Our goal is to empower students, even at this early age, to realize the importance of health decision-making, to see the value in the avoidance of high-risk behaviors and encourage them to develop a positive vision for their future. Though young people are not wired for future orientation, they can be encouraged to cast a vision for their future and follow it through.

The key to helping youth avoid risk is a three-pronged approach:

- the right information,
- a realistic application to one's life,
- and sincere encouragement and support.

YES You Can...Commit to Character! facilitates demonstrations and activities designed to teach the principles of good character. There are thought-provoking discussions throughout and lessons that provide an understanding of puberty, fetal development and healthy relationship building. Each lesson is designed to provide essential knowledge, critical skills, discussion, and enjoyable learning activities to help you bring an effective message of health and wholeness to your students.

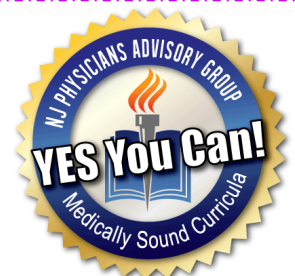
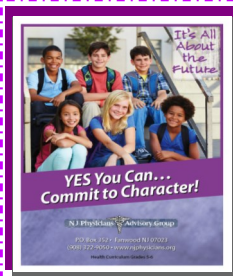
YES You Can...Commit to Character! speaks to the health of all students, including LGBTQ and those transitioning, because this is a medical health message and as such, the information applies to all.

YES You Can...Commit to Character! includes teacher lesson-by-lesson training DVD and a CD of classroom handouts and manipulatives.

What Educators Say About *YES You Can...Commit to Character!*:

This curriculum helps us to reach our students at their capacity to learn developmentally. It does it in a fun, impactful way that communicates with the student. Gloucester Co Educator

We have noticed a great change in our school environment after implementing "YES You Can!" curriculum in our 5th-8th grade health classes. Students are engaged in the class and provided us with great feedback. Yonkers, NY Educator



YES You Can...Commit to Character! **5th / 6th Grade Curriculum**

In this user friendly curriculum, students learn about how making healthy decisions is critical to their success. Each lesson is designed to provide essential knowledge, critical skills, discussion, and enjoyable learning activities to help you bring an effective message of health and wholeness to your students.

Lesson 1: **Future Orientation**

- the importance of a guide, plan or directions for thinking about the future
- developing good character traits
- short- and long-term goals
- the good or bad consequences of decisions

Lesson 2: **Friendship Has Many Faces**

- the importance of good character traits in friends and in oneself
- the benefit of internal and external values in friendships
- negative decisions that impact the present and future

Lesson 3: **Puberty - A Time of Change**

- the difference between crushes, infatuation and love
- the physical and physiological changes that happen during puberty
- Quiz 1

Lesson 4: **Pregnancy & Fetal Development**

- the signs and symptoms of pregnancy
- the good practices that support a healthy pregnancy
- the stages of fetal development
- the probable challenges faced by adolescent parents and their families

Lesson 5: **Healthy vs. Unhealthy Relationships**

- the difference between healthy and unhealthy relationships
- practices that help maintain good health in short-and long-term relationships
- the importance of character and core ethical values when facing challenging situations
- the value of refraining from high-risk behaviors for now and for the future

Lesson 6: **Boundaries**

- good standards that help resist peer pressure
- recognizing bullying and labeling it unacceptable
- appropriate boundary-setting and problem-solving techniques in difficult situations
- the ongoing process of developing good character
- Quiz 2



Lesson 1

Future Orientation

Objectives

After completing the lesson, students will be able to:

1. illustrate the importance of having a guide, plan and/or directions when thinking about their future;
2. identify and define good character traits;
3. select and discuss short-term and long-term goals;
4. relate how all actions have consequences.

Overview of Lesson

- A. Introduction
- B. Puzzle Activity
- C. What is Good Character?
- D. **Dreams and Goals** worksheet
- E. Where's the Reset Button? paper clip activity
- F. Final Thoughts

Materials

- Four (4) identical envelopes, large enough to hold one template and one set of puzzle pieces
- Four (4) puzzles (pg. 1-I)
- Four (4) templates (pgs. 1-J & 1-K)
- Three (3) paper clips
- Copies of the following:
 - **Dreams and Goals** worksheet (pg. 1-L)
- Good Character Traits and Definitions Visuals (pgs. 1-M to 1-S)

Advance Preparation

- Copy and cut out four (4) sets of puzzle pieces (pg. 1-I). Each puzzle consists of 13 puzzle pieces.
- Place a template and a set of puzzle pieces in each envelope.
- Copy the Good Character Traits and Definitions Visuals; separate them into 14 character traits.
- Copy one (1) handout for each student.

A. Introduction

This lesson helps students to think ahead, as we know that having a vision of where one is going is very important. When we take trips we need directions so that we know where we are going. Whether it's a matter of going on a trip or preparing for one's future, knowing where you want to end up is an important part of the process.



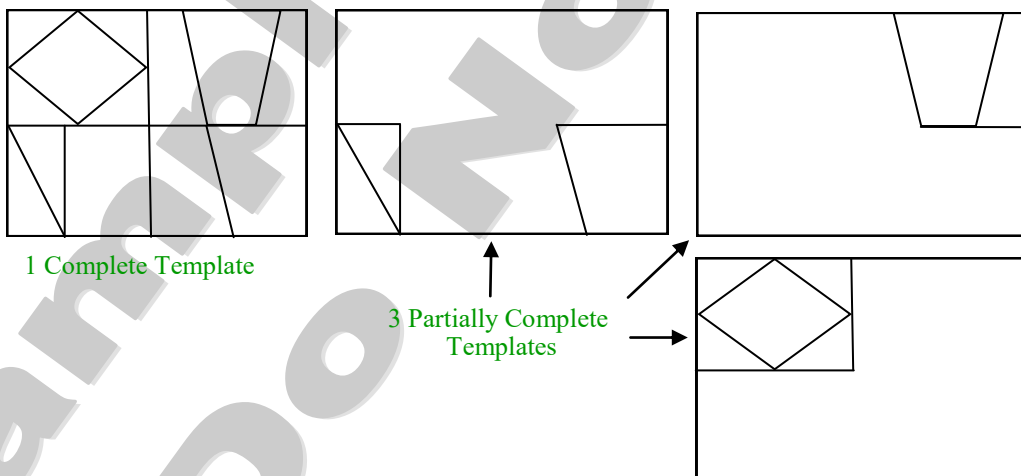
B. Puzzle Activity

Concept:

It is easier to accomplish a task or complete a goal if you have a plan and all of the things you need. To demonstrate this, four groups of students will attempt to be the first to finish a puzzle. One group will have everything it needs to finish quickly (a complete template and all pieces), while the other groups will not.

Instructions:

- Prepare four (4) envelopes, each to contain a complete puzzle set (13 pieces) and one of the templates below. Be sure the envelopes are all the same so the students will assume the contents are identical also.

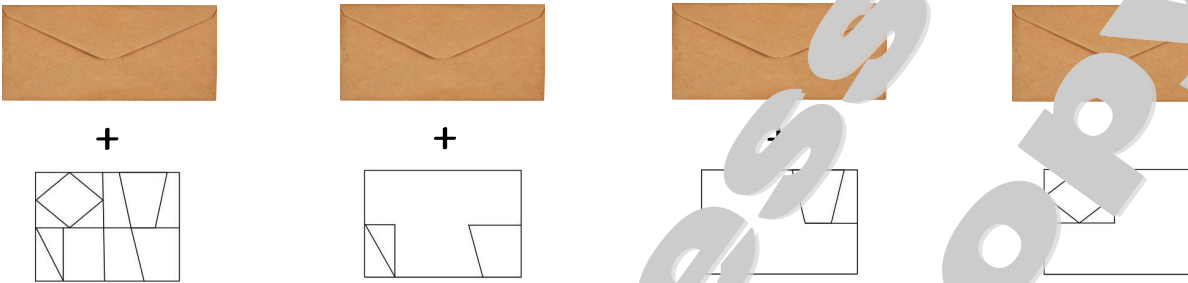


- Divide students into four (4) groups situated around the room, so they will not have the opportunity to see what the other groups are working on.

NOTE

If you feel that three (3) groups would work better, eliminate one of the groups that have the partially complete templates.

- c. Give each group an envelope. Explain to them that *each group has the same puzzle pieces in the envelope and a rectangular template within the envelope on which to assemble the puzzle. All the puzzle pieces must fit on the template without extending past it.* Withhold the fact that each template for assembling the puzzles has a different amount of information on it. One group will have the full template for placing each piece. The other groups will have incomplete templates.



- d. Give the students three (3) minutes to put their puzzles together. The group finishing first should call out indicating they are done. The group with the complete puzzle template should easily finish first. Once the winning group is determined, have all the students put the puzzle pieces back into the envelope. Ask one person from each group to hold up their template for all the students to see. [You will likely hear: Not fair, it was easy for them, we didn't know what the puzzle was supposed to look like, we had no picture!]
- e. Explain: *The reason the students in the winning group finished first was because they had a full template and, therefore, had the easiest task. The template acted as a guide and let them know where each piece belonged. The clearer the directions are, the easier it is to accomplish a task.*

The groups with only a few pieces outlined on the template had some idea of what to do but it wasn't enough. Can you tell me why? [They got a good start, but then they had no direction. There were too many possibilities to complete it quickly]

Summarize: *Whether you are assembling a bookshelf or baking a cake, knowing your end goal and having the directions or recipe is very important to achieving success. It's like that in life, too. When you graduate high school, do you want to go to college, attend a technical training program, join the military or go to work? It's never too early to start thinking about your future and what you'll be when you grow up. Some kids already have an idea while others won't decide for several years to come, and that's okay. Regardless of what category you fit into, you should begin to put together a vision of what your future might include. Push yourself to dream a little — what do I want my future to look like? Who do you want to be? Do you want to be a person of good character? How do you make that happen? Having that vision is like a guide and, as you follow it, it will be easier to put the pieces of your life together...like the puzzle...to make your vision a reality.*

C. What is Good Character?

Concept:

Understanding the importance of good character is essential for young people if they are to be a success in life. It is also imperative for students to consider character qualities as they choose friends.

Instructions:

Use the **Good Character Traits and Definitions** visuals (pgs. 1-M to 1-S) to review the words and definitions with the class. Put each of the Character Traits and Definitions visuals up on the board/wall in the same order they appear on the worksheet.

Self-Controlled in control of one's feelings/behavior	Determined staying focused on something even when it's difficult	Courageous able to face fear or danger	Honest truthful, real or sincere
Patient demonstrating the ability to wait for something	Motivated to want to do something	Trustworthy reliable, always dependable	Wise having good judgment about what is true/right
Responsible dealing with/taking care of something	Reliable able to be trusted or depended on	Respectful having or showing respect, being polite	Diligent working hard and steadily to achieve a goal
	Hard-working committed to completing a job or assignment		

D. Dreams and Goals

Concept:

The **Dreams and Goals** worksheet gives students the opportunity to identify goals in the short term, while encouraging them to be future oriented and look further down the road. You may inspire your students by letting them dream out loud and telling them that a dream is just a dream until you write it down; then it becomes a plan.

Instructions:

- Distribute the worksheet **Dreams and Goals** (pg. 1-L).
- Read through the worksheet, allowing time for students to complete each section.
- Allow your students to share what they wrote in section C. Encourage and affirm your students as they share their life goal.

Dreams and Goals


We all have dreams. Not the kind we have when we're sleeping, but the kind that can lead us to accomplish things - our life goals. Getting to your life goal may take time. So, let's break this down.

A. NIGHT NOW
What things do you like doing now? Do you like playing sports, dancing, playing an instrument, writing, building things, doing math, something else? Write three (3) things you like to do below.


In order to accomplish the things you like doing now, which of the following characteristics do you need to possess? Circle as many as needed.

Self-controlled	Determined	Courageous	Honest
Patient	Motivated	Trustworthy	Wise
Responsible	Reliable	Respectful	Diligent
		Hard-working	

List two (2) characteristics above that you are strong in now: 1. _____ 2. _____

B. WINNING AN AWARD
Let's think about your future. If there were an **English Grade Graduation Award for Character** and **1000** were going to receive it, which three character traits would you like to see listed?


That can be your goal. Which character trait should you work on now to get that award? **Add Your Name Here**

C. WAY DOWN THE ROAD
a. What are your dreams for the future? Write two (2) things you would be interested in doing as an adult.


b. Something to think about:
Which do you think is more important: What your job is in the future or what kind of person you are?
Why?

100 Fun Class... Character! 1-L

E. Where's the Reset Button? paper clip activity

Concept:

This paper clip activity will help your students learn that most decisions have a positive or negative impact on their lives. The life lesson for this activity is to show that it's often hard to undo something once you've done it. Unlike video games, real life does not have a reset button.

Instructions:

Every day we make decisions. Our decisions have consequences—some positive, some negative. A positive consequence could be getting a good grade after studying for a test. The opposite could happen from not studying—a poor grade. Consequences of not speaking the truth would be the damage to our character when we choose to lie, and to our reputation when we're caught in it.

- a. Ask for three (3) student volunteers to come to the front of the class for this demonstration.
- b. Give each one a paper clip. Tell them to hold it up in front of them with one hand. This will prevent an unfair advantage should a student decide to act before you give the okay to begin.
- c. Tell the students they have 10 seconds to make the paper clip as straight as possible.
- d. Let the class decide which student has the straightest paper clip.
- e. Tell the students that they have 10 additional seconds to return the paper clip back to its original shape. *[They will likely complain that it is too difficult.]*
- f. Let the class decide which student did the best job re-establishing the clip to its original shape.



Class Discussion:

- *Was it difficult to straighten the paper clip? [Not really]*
- *Was it difficult to put it back to its original shape? [Yes]*
- *If you knew you would need this paper clip to hold important papers, would you have straightened it out and made it so that it is unusable? [No]*

When playing a video game you get points, you kill the bad guys, you go back if you mess up; then you reach different levels and eventually beat the game. If you want to start all over again because you messed up, there is a button you can press. What is that button? [Reset or Restart]

Can you press a reset/restart button if you've messed up in real life? [No]

Some things can't be easily repaired. It may be extremely difficult, in some cases even impossible, to get things back to their original state. If a young person knew the negative consequences of an action ahead of time, do you think that person would make different choices? [Of course they would!]

For example:

- You lie to your parent(s)/guardian(s) about where you're going to be on a particular evening and they find out. Will they believe you the next time you say you're going somewhere? What has to happen for them to trust you again? [Make a sincere apology; allow enough time to show you can be trusted]
- You hear a rumor you know is untrue but you pass it on anyway, knowing it will hurt someone. You said it. That person found out you said it. It ended in tears and now you feel bad. You wish you could take it back. What can you do differently from now on, if you want to be a person of good character? [Apologize sincerely. Make a conscious effort to do the right thing and decide you will not say things that hurt people, even when you are tempted.]



You can and should apologize. When you've broken someone's trust, however, consequences remain. It takes time and effort in practicing good character to repair that relationship. Understand, that while you cannot completely reset every action, mistakes can be corrected, offenses can be forgiven.

NOTE

If students respond with a religious viewpoint, supporting their personal belief will show inclusiveness and that all views are respected.



- o A classmate with a disability is rejected from your group and you do nothing. How do you think that person feels being publically humiliated and excluded?
[That person's feelings were probably crushed.]

How would you feel knowing they had been bullied and you didn't stand up for them?

[By not standing up for them, you might have felt regretful knowing you missed an opportunity to stand up for someone who needed your support.]

What could you have done differently?

[You could have stepped out of your comfort zone; insisted they be included; or joined them yourself, forming a new group.]

How do you think a friend could encourage someone if he/she is making a bad choice? [Carefully point out the consequences and express that you would not want to see your friend hurt.]

Concluding Statement: Young people are used to video games with reset buttons. In life, there is no reset button. We make decisions every day. Always take time to think about what the likely consequence will be before you do something. If you think that decision might produce something unwanted, be bold, think again and do something better.



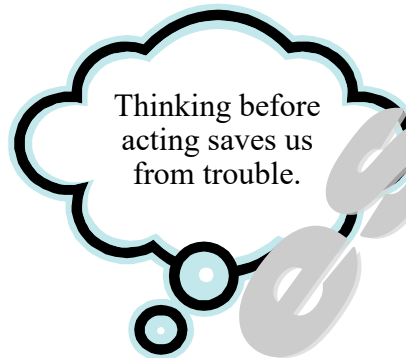
NOTE

If your school/district is having instances of bullying, you may want to address the issue in a more specific way at this time.

F. Final Thoughts

“Character is much easier kept than recovered.”

Thomas Paine, English-American political activist, author and poet



It's always a wise idea to take a moment and think things through before acting. This may save us from doing something that might produce trouble.

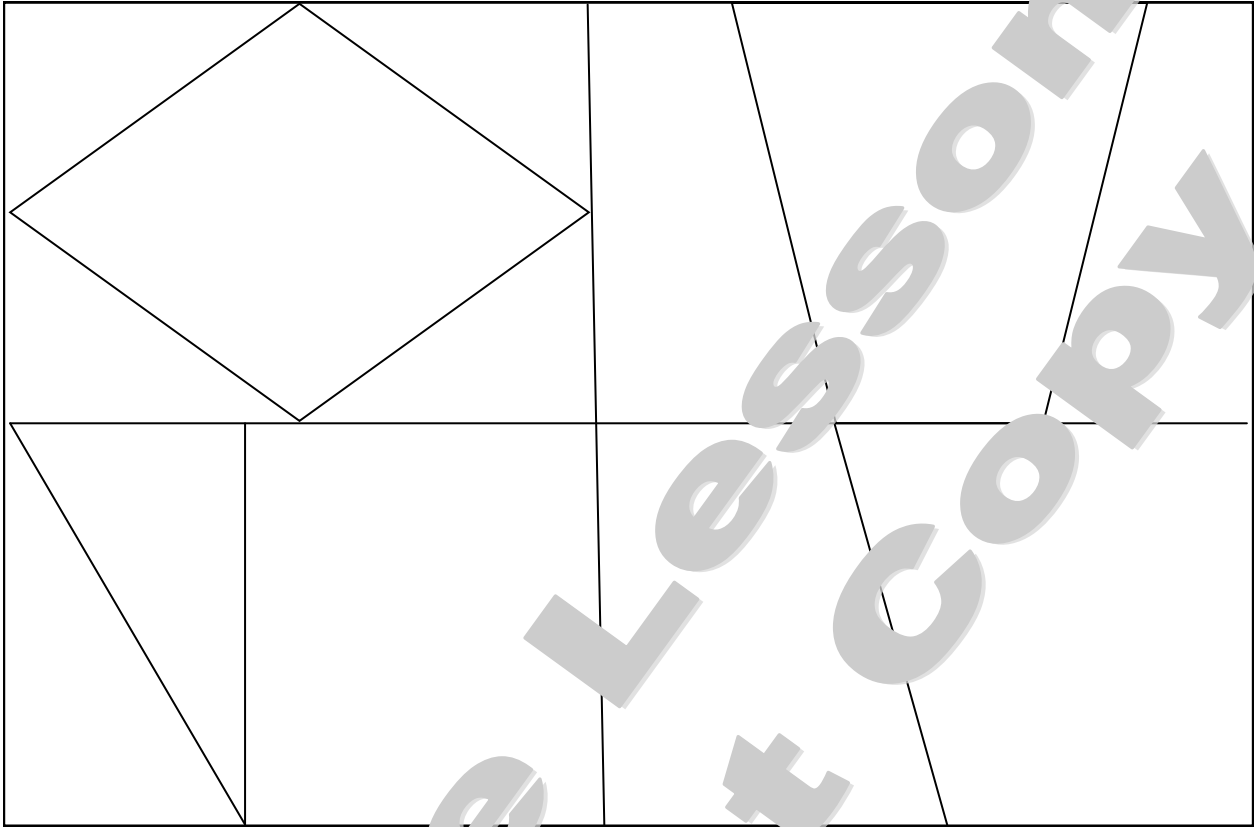
*So students, can we all agree that it is easier to **keep** character than to **lose** it and then have to **rebuild** it? Can we agree that people with good character treat everyone with respect? So then, why is it that so many students are bullied?*

How can we proactively include those who are bullied/or mistreated because of a disability in school activities and in the community?

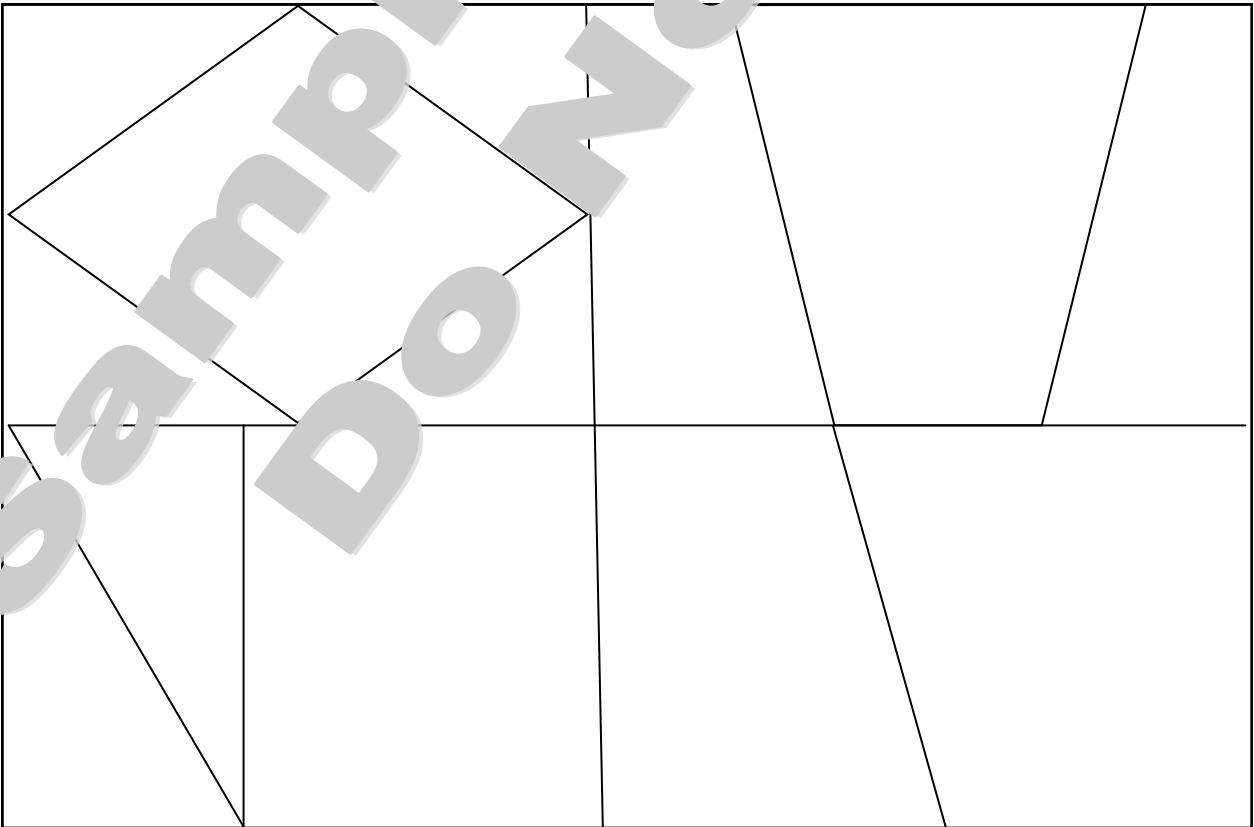
Reinforcement of the Good Character Traits can occur if the words and definitions are left to be displayed in the classroom. This makes it easy for these traits to be referenced throughout the school year.

Puzzle Pieces: Copy this page twice on card stock or heavy paper and then cut out your four (4) sets of puzzle pieces. Laminating them will preserve them for future classes.

One Set of Puzzle Pieces

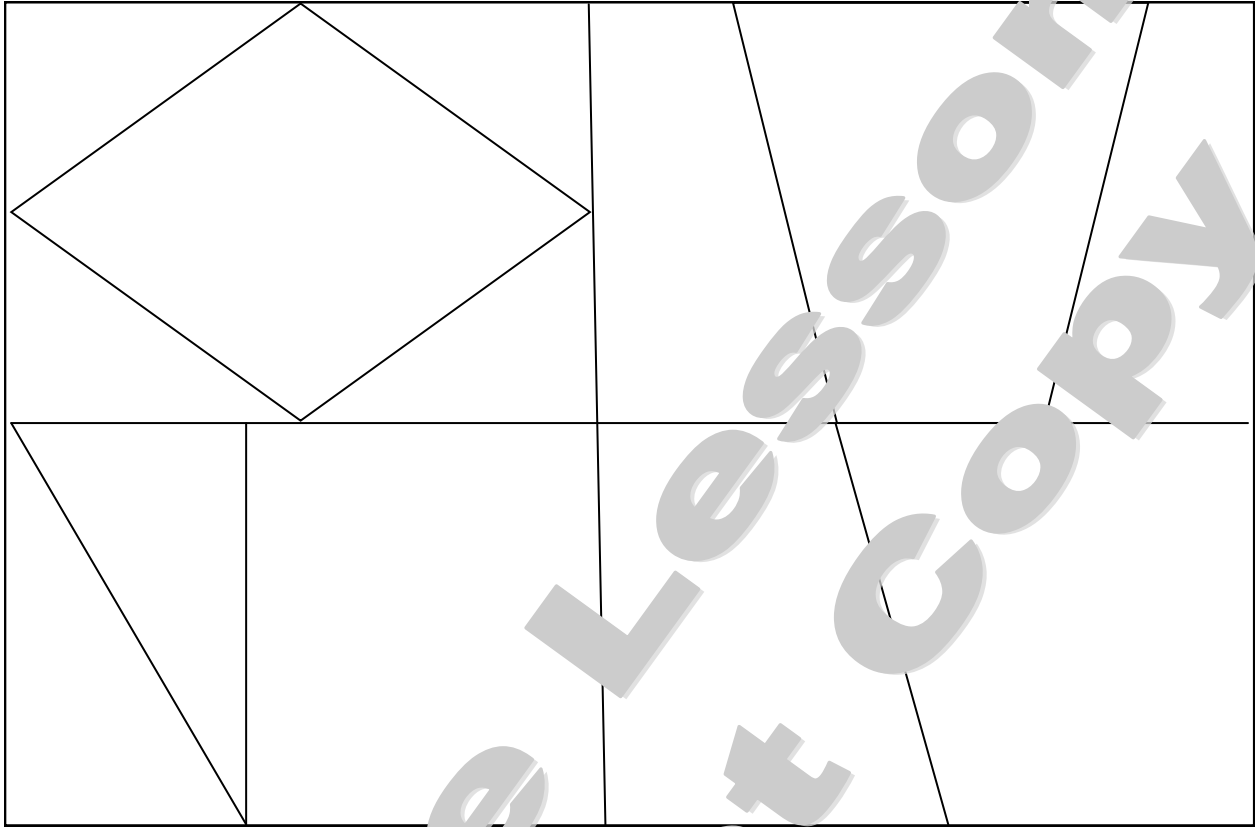


One Set of Puzzle Pieces

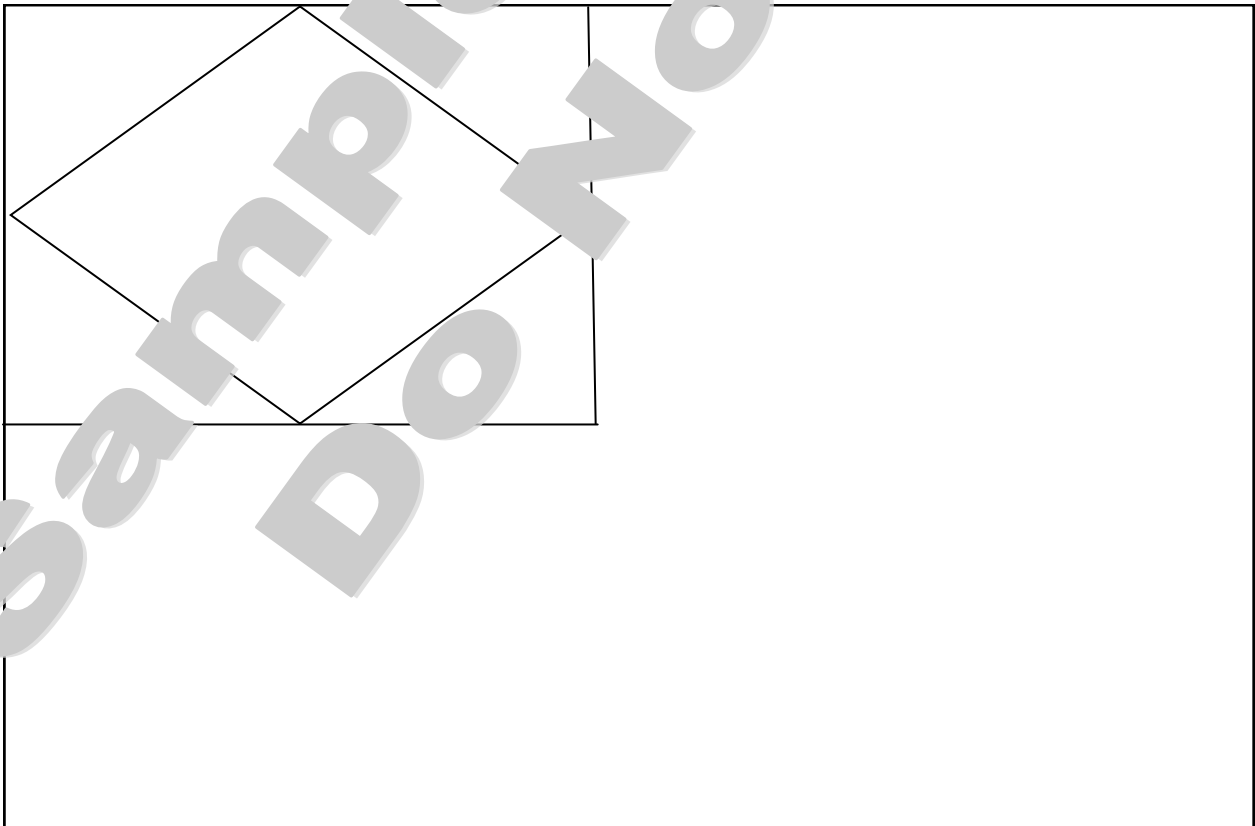


Templates: Copy both this page and page 1-J on card stock or heavy paper. This will give you four (4) templates. These do not get cut up; they remain whole for puzzles to be assembled on top of. Laminating them will help preserve them for future classes.

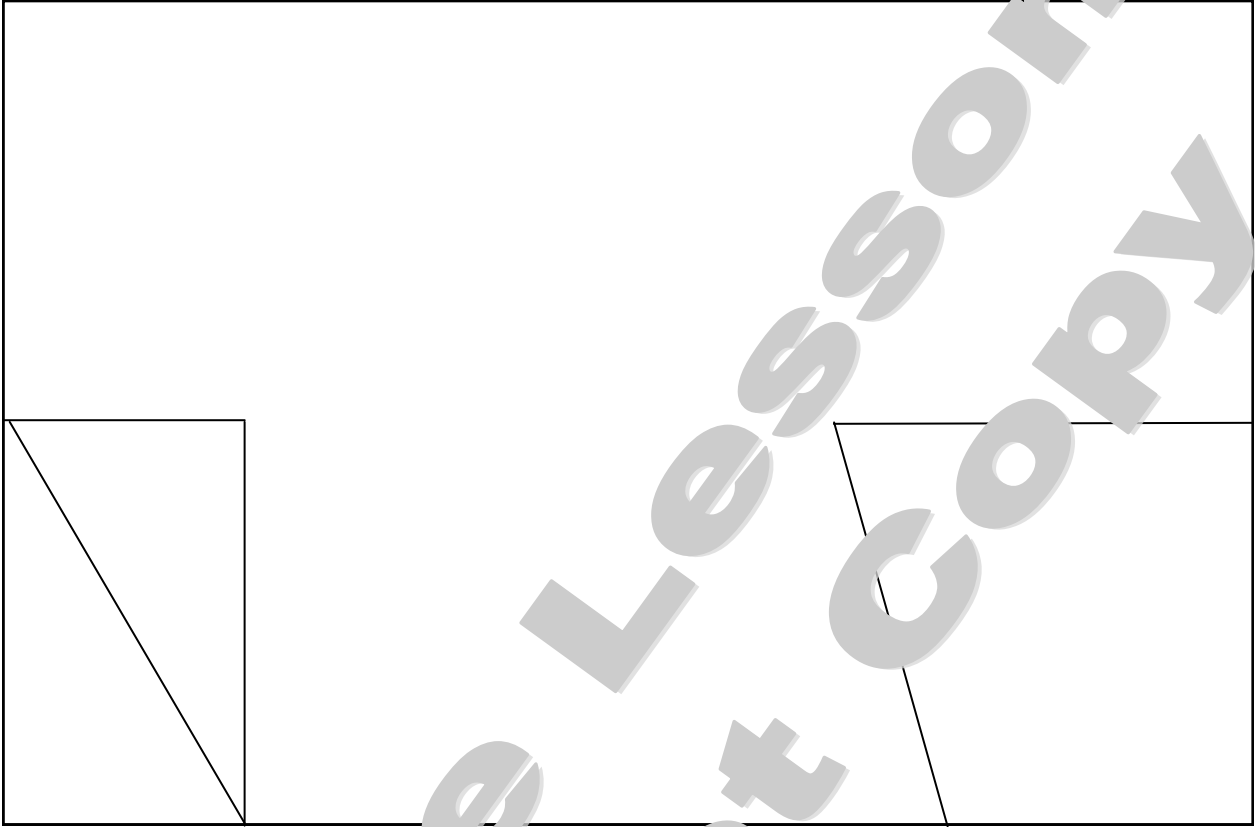
Template



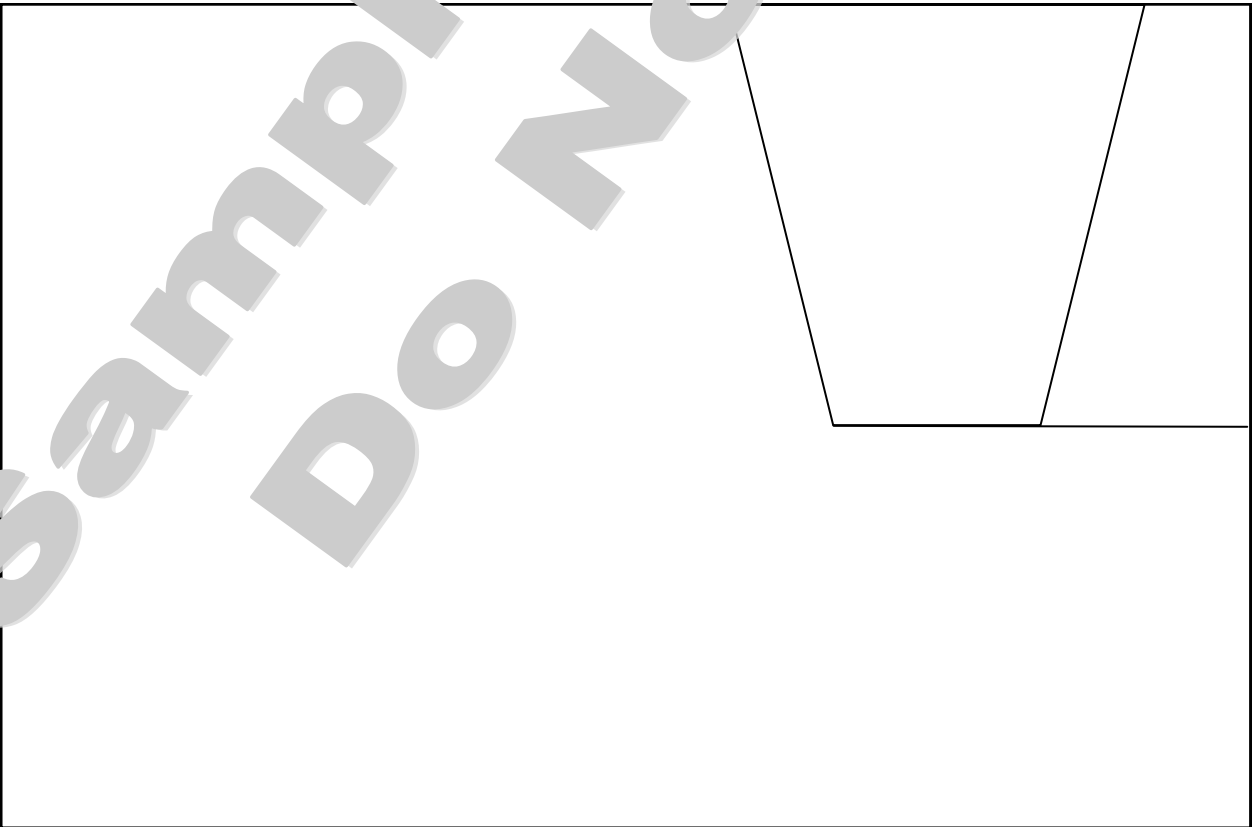
Template



Template



Template



Dreams and Goals

We all have dreams. Not the kind we have when we're sleeping, but the kind that can lead us to accomplish things - our life goals. Getting to your life goal may take time. So, let's break this down.

A. RIGHT NOW

What things do you like doing now? Do you like playing sports, dancing, playing an instrument, writing, building things, doing crafts, something else? Write three (3) things you like to do below.

In order to accomplish the things you like doing now, which of the following characteristics do you need to possess? Circle all that are needed.

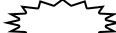
Self-controlled	Determined	Courageous	Honest
Patient	Motivated	Trustworthy	Responsible
Responsible	Reliable	Respectful	Intelligent
	Hard-working		

List two characteristics above that you are strong in now.

1. _____

2. _____

B. IMMEDIATE FUTURE

Let's think about your future. If there were an *Eighth Grade Graduation Award for Character* and YOU were going to receive it, which three character traits would you like to see listed? 



That can be your goal. Which character trait should you work on to get that award? _____ Your Name Here

C. WAY DOWN THE ROAD

a. What are your dreams for the future? Write 2 things you would be interested in doing as an adult.

1. **Something to think about:**

What do you think is most important: What your job is in the future or what kind of person you are?

Why? _____

Self-Controlled

in control of one's
feelings/behavior

Patient

demonstrating the
ability to wait for
something

Courageous

able to face fear or
danger

Honest

truthful,
real or sincere

Trustworthy

reliable, always
dependable

Wise

having good
judgment about
what is true/right

Responsible

dealing with/
taking care of
something

Hard-working

committed to
completing a job
or assignment

Respectful

having or
showing respect,
being polite

Diligent

working hard
and steadily to
achieve a goal

Determined

staying focused on
something even
when it's difficult

Reliable

able to be trusted
or depended on

Motivated

to want to do
something

Sample License
Do Not



Lesson 2

Friendship Has Many Faces

Objectives

After completing the lesson, students will be able to:

1. identify how character traits affect friendships and other relationships;
2. anticipate how character traits build healthy friendships and other relationships;
3. conclude that making negative decisions can impact not only the present but also the future;
4. recognize prevention strategies to eliminate risk;
5. familiarize themselves with statements of great wisdom on the value of friendship.

Overview of Lesson

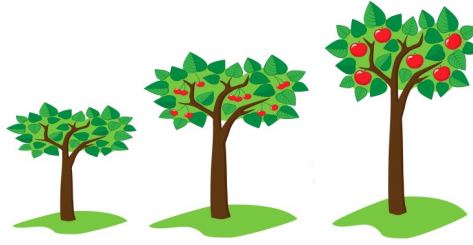
- A. Introduction
- B. The Foundation of Friendship
 - o **The Building Blocks of Friendship** worksheet top half
 - o **Choose a Friend...Be a Friend** worksheet bottom half
- C. How Good Character Can Guide Our Decisions demonstration
- D. **Friendship Quotes** handout
- E. Final Thoughts

Materials

- Copies of the following:
 - o **The Building Blocks of Friendship** worksheet (pg. 2-G)
 - o **Friendship Quotes** handout (pg. 2-I)
- One (1) clear, 16 oz. glass container slightly less than half-filled with water
- Green, blue and red food coloring
- 8 oz. of liquid bleach

Advance Preparation

- Copy the worksheet and handout for each student (can be double-sided).
- Print and trim pages 2-J to 2-P to use as building blocks.



Lesson 3

Puberty - A Time of Change

Objectives

After completing the lesson, students will be able to:

1. recognize the physical, physiological and emotional changes that happen in males and females during puberty;
2. differentiate between a crush, an infatuation and love;
3. determine the benefit of communicating health needs or concerns during puberty to trusted adults.

Overview of Lesson

- A. Introduction
- B. Puberty and Changes
 - o Puberty and Changes for Girls worksheet
 - o Puberty and Changes for Boys worksheet
 - o Puberty...It Affects Us All worksheet
- C. Relationships Have Many Levels/Intensities demonstration
- D. Understanding Pregnancy activity
- E. Final Thoughts
- F. Quiz 1 (pg. 3-M)

Materials

- Handouts of the following:
 - o Puberty and Changes for Boys/Girls worksheets (pg. 3-F) (pg. 3-H)
 - o Puberty...It Affects Us All worksheet (pg. 3-J)
- Three (3) balloons, preferably different colors
- A pin, to pop a balloon

Advance Preparation

- Copy two (2) handouts for each student * See note 2 on pg. 3-C.



Lesson 4

Pregnancy and Fetal Development

Objectives

After completing the lesson, students will be able to:

1. identify the signs and symptoms of pregnancy;
2. explain how good practices support a healthy pregnancy;
3. record the sequential steps of fertilization, embryonic growth and fetal development;
4. predict some of the probable challenges faced by adolescent parents and their families.

Overview of Lesson

- A. Introduction
- B. Understanding Pregnancy activity
- C. **Stages of Fetal Development** worksheet
- D. Final Thoughts

Materials

- Handouts of the following:
 - **Stages of Fetal Development** worksheet (pgs. 4-L & 4-M)
- Visuals for Understanding Pregnancy activity (pgs. 4-F to 4-K)
- Adhesive to attach statements to the board

Advance Preparation

- Copy Headings for Understanding Pregnancy (pgs. 4-F & 4-G)
- Copy and Cut Apart Bulleted Items for Understanding Pregnancy (pgs. 4-H to 4-K)



Lesson 5

Healthy vs. Unhealthy Relationships

Objectives

After completing the lesson, students will be able to:

1. identify the difference between healthy and unhealthy relationships;
2. recognize the value in seeking support from a trusted adult if coerced sexual activity has occurred;
3. relate how character and core ethical values are important when facing challenging situations;
4. determine how refraining from high-risk behaviors such as smoking, drinking alcohol, illegal drug use and early sexual activity impacts their present and their future;
5. predict how high-risk behaviors affect physical and emotional health;
6. review and prioritize healthy ways to show affection.

Overview of Lesson

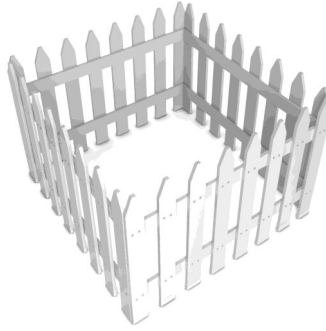
- A. Introduction
- B. Healthy vs. Unhealthy Relationships activity
- C. Personal Space
- D. Physical and Emotional Risks of Early Sexual Activity
- E. High-Risk Behaviors
- F. Avoiding the M-E-S-S
- G. **44 Ways To Show You Care** handout
- H. Final Thoughts

Materials

- 3x5 pieces of red and green paper, one of each for all students
- Seven (7) wrapped hard candies, (consider including sugar free)
- Small paper bag
- Sandwich-size plastic bag that seals
- Copy of the following:
 - **44 Ways to Show You Care** handout (pg. 4-J)

Advance Preparation

- Cut 3x5 sheets of red and green paper for each student.
- Copy one (1) handout for each student.



Lesson 6

Boundaries

Objectives

After completing the lesson, students will be able to:

1. recognize the value of setting boundaries to overcome peer pressure;
2. predict situations that may challenge an individual's core ethical values;
3. recognize that combined risky behaviors increases exposure to negative consequences;
4. develop prevention strategies to reduce peer pressure for risky behaviors;
5. evaluate their intention to commit to good character.

Overview of Lesson

- A. Introduction
- B. Overcoming Peer Pressure With Standards and Boundaries demonstration
- C. Boundary Setting
 - o **It's All About Character** worksheet
- D. Today's Decisions
 - o **Good Character Commitment Cards**
- E. Final Thoughts
- F. Quiz 2 (pg. 6-R)

Materials

- Card stock for **Good Character Commitment Cards**
- Five Dimensional Wheel Visual (pgs. 6-H & 6-I)
- Starburst Scenarios (pgs. 6-M to 6-Q)
- Adhesive to attach visuals to the board
- Handouts of the following:
 - o **It's All About Character** worksheet (pgs. 6-J & 6-K)
 - o **Good Character Commitment Card** (pg. 6-R)

Advance Preparation

- Copy two (2) handouts for each student (can be double-sided).
- Copy and trim starburst scenarios.
- Prepare the Five Dimensional Wheel Visual by combining pages pgs. 6-H & 6-I.
- Copy and cut in thirds the Good Character Card sheet, one for each student.

Purchase the *YES You Can...Commit to Character!* curriculum

Electronic Download Curriculum

For more information and pricing click “I’m Interested.”

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Hard Copy

YES You Can! Topical Lesson Modules

For 5/6 Grade
Elementary School

The majority of our classroom modules are topical excerpts from our *YES You Can!* curricula. These modules allow schools **without the *YES You Can!* curricula** to bolster their current teaching through incorporating today's important essentials of character development, foundational health principles and elements of decision making skills that young people need to possess in order to thrive in today's world.

We hope you use and benefit from many of these lessons while your students learn from the concepts, activities, and classroom demonstrations that are available for you to choose from.

All modules take 40-45 minutes to complete unless otherwise noted.



Bullying

Bullying takes many forms and can occur any time and anywhere. It is important that students understand what is considered bullying, what to do if it is occurring and how to best prevent it. This lesson emphasizes the fact that bullying not only occurs face to face, but often happens electronically as well.

Through a Jumbled Word activity students will recognize the signs of bullying and understand that it is a serious issue.

The Let's Say discussion brings hypothetical situations for students to formulate a strategy of steps to take if they or someone else is experiencing bullying.

I'm Interested

Cost: \$25.00

This lesson will take 30-35 minutes to complete.



Bullying

Objectives

After completing the lesson, students will be able to:

1. differentiate between bullying and being a bully
2. distinguish between the various types of bullying
3. recognize the eight signs of bullying
4. formulate a strategy to assist victims of bullying

Overview of Lesson

- A. Introduction
- B. 'What Is It?' activity
- C. Let's Say
- D. Cyber Bullying

Materials

- Letters for BULLYING activity
- Signs of Bullying

Advance Preparation

- Copy, cut and put adhesive on the letters that spell out BULLYING.
- Copy, cut and put adhesive on the Signs of Unhealthy Relationships.



If your school/district is having incidences of a specific kind of bullying, you may want to include addressing that issue in a direct way.



Focus on the Future

Starting with a puzzle assembling challenge, this lesson encourages students to think ahead and develop a vision for their future. Whether it's a matter of going on a trip or preparing for one's future, knowing where you want to end up is an essential part of the process that directs us to that destination we desire.

Words that represent Good Character Traits and their definitions are placed on the board and discussed. Those same Good Character Traits are reinforced in a worksheet that invites students to write down some of their dreams and goals for right now and into the future. Discussion takes place of what it would be like if they won a school award for good character.

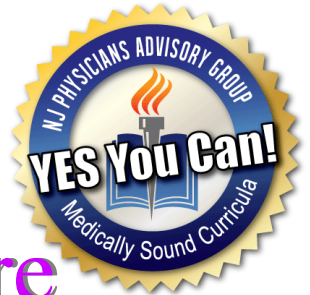
A classroom activity has student volunteers reshape a paper clip to make it as straight as possible but then they are told to now return it to the original shape! This illustration underscores to students that when a reputation or a trust is broken it can be very difficult, and take a lot of time and work to reestablish that relationship back to the way it was before.

Reinforcement is given that it is never too late to begin establishing healthy traits and working towards achieving future goals.

I'm Interested

Cost: \$40.00

Includes a 9-inch trophy that serves as a classroom visual (to be mailed - s/h is included).



Focus on the Future

Objectives

After completing the lesson, students will be able to:

1. illustrate the importance of having a guide, plan and/or directions when thinking about their future;
2. identify and define good character traits;
3. select and discuss short-term and long-term goals;
4. relate how all actions have consequences.

Overview of Lesson

- A. Introduction
- B. Puzzle Activity
- C. What is Good Character?
- D. **Dreams and Goals** worksheet
- E. Where's the Reset Button? Paper clip activity
- F. Final Thoughts

Materials

- Four (4) identical envelopes, large enough to hold one template and one set of puzzle pieces
- Four (4) puzzles
- Four (4) templates
- Three (3) paper clips
- Copies of the following:
 - **Dreams and Goals** worksheet
- Good Character Traits and Definitions visuals

Advance Preparation

- Copy and cut out four (4) sets of puzzle pieces. Each puzzle consists of 13 puzzle pieces.
- Place a template and a set of puzzle pieces in each envelope.
- Copy the Good Character Traits and Definitions visuals; separate them into 14 character traits.
- Copy one (1) handout for each student.



Friendship Has Many Faces

Healthy friendships are foundational to our social well being. Students will visually see the building of a Friendship Tower that contains the elements necessary for any successful friendship. They will also explore what happens to that Friendship Tower when fundamental principles like honesty and dependability are missing.

The same principles will be reinforced through a demonstration using water, food coloring and bleach to emphasize how poor character choices can negatively color our lives. The demonstration then goes on to show students how better decisions have the power to redirect a person's future, validating that it is never too late to make healthier choices.

Friendship quotes from prominent people through history are provided that facilitate discussion regarding the importance of having good character and surrounding yourself with people of good character.

I'm Interested

Cost: \$25.00



Friendship Has Many Faces

Objectives

After completing the lesson, students will be able to:

1. identify how character traits affect friendships and other relationships;
2. anticipate how character traits build healthy friendships and other relationships;
3. conclude that making negative decisions can impact not only the present, but also the future;
4. recognize prevention strategies to eliminate risk;
5. familiarize themselves with statements of great wisdom on the value of friendship.

Overview of Lesson

- A. Introduction
- B. The Foundation of Friendship
 - o **The Building Blocks of Friendship** worksheet top half
 - o **Choose a Friend...Be a Friend** worksheet bottom half
- C. How Good Character Can Guide Our Decisions demonstration
- D. **Friendship Quotes** handout
- E. Final Thoughts

Materials

- Copies of the following:
 - o **The Building Blocks of Friendship** worksheet
 - o **Friendship Quotes** handout
- One (1) clear, 24oz. glass container slightly less than half-filled with water
- Green, blue and red food coloring
- 8 oz. of liquid bleach
- Adhesive

Advance Preparation

- Copy the worksheet and handout for each student (can be double-sided).
- Print and trim building blocks.



Healthy vs. Unhealthy Relationships

The entire class will be involved in the opportunity to evaluate different relationship situations through a red flag, green flag activity. Discussion will ensue about the early warning signs of potentially troublesome events that can carry both emotional and physical repercussions.

A demonstration illustrates that everyone needs to have personal boundaries, those invisible lines that help protect us. It will be impressed upon students that when personal boundaries are established in either friendships or romantic relationships, it is easier to stand up for oneself and less likely that someone would agree to do things they really don't want to or they are not comfortable with. Seeking support from a trusted adult is urged if coerced sexual activity has occurred.

A classroom handout and discussion will underscore to students that there are many fun and fabulous ways to show someone that you care about them that do not entail physical activity.

I'm Interested

Cost: \$25.00



Healthy vs. Unhealthy Relationships

Objectives

After completing the lesson, students will be able to:

1. identify the difference between healthy and unhealthy relationships;
2. recognize the value in seeking support from a trusted adult if coerced sexual activity has occurred;
3. review and prioritize healthy ways to show affection.

Overview of Lesson

- A. Introduction
- B. Healthy vs. Unhealthy Relationships activity
- C. Personal Space
- D. 44 Ways To Show You Care handout
- E. Final Thoughts

Materials

- 3x5 pieces of red and green paper, one of each for all students
- Copies of the following:
 - 44 Ways to Show You Care handout

Advance Preparation

- Cut 3x5 sheets of red and green paper for each student.
- Copy one (1) handout for each student.



Learning My Limits

Students will learn that we are five-dimensional people. We all have a physical, mental, emotional, social, and spiritual/moral side to us.

This lesson will discuss Adrenaline, Dopamine and Serotonin and how they affect relationships. The concept of attractions, attachment and relationships are addressed. Through an activity, students learn that clear boundaries, are important to establish in order to avoid heartbreak and to keep relationships from progressing too far so they can avoid emotional regret, social stigma and contracting infections.

I'm Interested

Cost: \$25.00



Learning My Limits

Objectives

After completing the lesson, students will be able to:

1. define the terms: Adrenaline, Dopamine and Serotonin and their purpose.
2. recognize that intimate activity is progressive and understand that boundaries play a part in determining the limits they set for themselves.

Overview of Lesson

A. Introduction

- B. Understanding how Adrenaline, Dopamine and Serotonin work in relation to attraction, attachments and relationships
- o Classroom Activity - Learning My Limits

C. Final Thoughts

Materials

- Eight Activity Signs
- STOP sign
- Adhesive to affix signs to the classroom wall

Advance Preparation

- Reproduce the eight Activity Signs and STOP sign



Physical and Emotional Risk of Early Sexual Activity

This lesson emphasizes that early sexual activity is a high-risk behavior just like smoking, drinking alcohol, using illegal or non-prescribed drugs that can impact a person's present and their future.

Using the Star Poster and focusing on the risks of early sexual activity, it will be revealed that the impact from sexually intimate behaviors goes beyond the common physical risks of disease and pregnancy to effect a person emotionally, socially, mentally and spiritually/morally.

Through a classroom activity using candy and a student volunteer, risk is demonstrated and proceeds from the physical risk of sexually transmitted infection to an additional glove demonstration underscoring the full-person impact that occurs as a result of sexual behaviors.

Students will be encouraged and empowered as they understand the five-dimensional impact of personal decisions and the importance of personal boundary setting.

I'm Interested

Cost: \$37.00

Includes a Star Poster and demonstration glove (to be mailed - s/h is included).



Physical and Emotional Risks of Early Sexual Activity

Objectives

After completing the lesson, students will be able to:

1. determine how refraining from high-risk behaviors such as smoking, drinking alcohol, illegal drug use and early sexual activity impacts their present and their future;
2. predict how high-risk behaviors affect physical and emotional health;
3. relate how character and core ethical values are important when facing challenging situations;

Overview of Lesson

- A. Introduction
- B. Physical and Emotional Risks of Early Sexual Activity
- C. High-Risk Behaviors
- D. Avoiding the M. E. S. S
- E. Final Thoughts



Materials

- Seven (7) wrapped hard candies (consider including sugar free)
- Small paper bag
- Sandwich-size plastic bag that seals
- Star Poster
- Purple glove

Advance Preparation

- Choose the purple glove that fits you best from the two that are provided in the curriculum (X-large and medium). Using a wide permanent black marker in large bold capital letters, write the word YOU on the back part of the glove (opposite the palm side).
- Put the Star Poster on display



Pregnancy and Fetal Development

The one thing common to all of us is that our lives began in pregnancy. Through a student participation activity the class will determine: the signs and symptoms of pregnancy, what is healthy and unhealthy during a pregnancy and the anticipated challenges for an adolescent mother and her child.

Through a student and teacher involved worksheet, the class learns about fetal development and growth as they relate fetal size to familiar items like fruits and vegetables throughout all nine months.

A young person's personal success in life is greatly influenced by what is commonly known as the Success Sequence; the concept of delaying childbearing until adulthood. Students are introduced to that Success Sequence, 1) finish school 2) secure a job 2) get married 3) then have children.

I'm Interested

Cost: \$25.00



Pregnancy and Fetal Development

Objectives

After completing the lesson, students will be able to:

1. identify the signs and symptoms of pregnancy;
2. explain how good practices support a healthy pregnancy;
3. record the sequential steps of fertilization, embryonic growth and fetal development;
4. predict some of the probable challenges faced by adolescent parents and their families.

Overview of Lesson

- A. Introduction
- B. Understanding Pregnancy activity
- C. [Stages of Fetal Development](#) worksheet
- D. Final Thoughts

Materials

- Visuals for Understanding Pregnancy activity
- Adhesive to attach statements to the board
- Copies of the following:
 - [Stages of Fetal Development](#) worksheet

Advance Preparation

- Copy Headings for Understanding Pregnancy
- Copy and cut apart bulleted items for Understanding Pregnancy
- Copy the worksheet (can be double-sided) for each student.



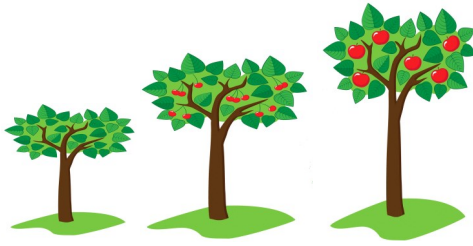
Puberty - A Time of Change

This lesson focuses on helping students understand that they are entering a phase of life where they will experience many normal physical, physiological and emotional changes. With a provided worksheet they learn what those changes are and that some changes are gender specific and some are not. The ability to separate girls and boys for this segment can easily be done if desired. Two sets of handouts are provided allowing teacher choice of handouts either with or without anatomy clipart.

Puberty is a time of growth and development and it is common for a young person to be infatuated with or to have a crush on someone and to think it might be love. A demonstration using colored balloons will clearly delineate what the attributes are for each of these three emotions - a crush, infatuation and real love.

I'm Interested

Cost: \$25.00



Puberty - A Time of Change

Objectives

After completing the lesson, students will be able to:

1. recognize the physical, physiological and emotional changes that happen in males and females during puberty;
2. differentiate between a crush, an infatuation and love;
3. determine the benefit of communicating health needs or concerns during puberty to trusted adults.

Overview of Lesson

A. Introduction

B. Puberty and Changes

- o Puberty and Changes for Girls worksheet
- o Puberty and Changes for Boys worksheet
- o Puberty...It Affects Us All worksheet

C. Relationships Have Many Levels/Intensities demonstration

D. Final Thoughts

Materials

- Copies of the following:
 - o Puberty and Changes for Boys/Girls worksheets
 - o Puberty...It Affects Us All worksheet
- Three (3) balloons, preferably different colors
- A pin, to pop a balloon

Advance Preparation

- Copy the worksheets for each student



Setting Boundaries

Peer pressure and the protective impact of developing clear personal boundaries will be examined during this lesson. A classroom demonstration illuminates how peer pressure easily overwhelms a person not prepared to respond in a protective manner.

Through an activity using the Five Dimensional Wheel Poster and worksheets students will discover that they are five-dimensional people with many aspects to their lives. They will practice analyzing situations and determining appropriate personal protective responses to risky situations such as: being offered alcohol or drugs, what to do if sent a photo of someone undressed, being bullied on social media, being asked for a private password, etc.

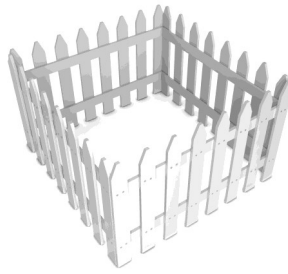
When the personal boundary setting exercise is completed, each student will be offered a “Commit To Good Character” card providing them the opportunity to reinforce their understanding and determination that they can:

- ◆ Make good choices and practice good character
- ◆ Choose good friends and be a good friend
- ◆ Set boundaries against all high-risk behaviors.

I'm Interested

Cost: \$36.00

Includes the Five Dimensional Wheel Poster, 2 cups and 2 objects (to be mailed - s/h is included).



Setting Boundaries

Objectives

After completing the lesson, students will be able to:

1. recognize the value of setting boundaries to overcome peer pressure;
2. predict situations that may challenge an individual's core ethical values;
3. recognize that combined risky behaviors increase exposure to negative consequences;
4. develop prevention strategies to reduce peer pressure for risky behaviors;
5. demonstrate their intention to commit to good character.

Overview of Lesson

- A. Introduction
- B. Overcoming Peer Pressure With Standards and Boundaries demonstration
- C. Boundary Setting
 - o **It's All About Character** worksheet
- D. Today's Decisions
 - o **Good Character Commitment Cards**
- E. Final Thoughts

Materials

- Card stock for **Good Character Commitment Cards**
- Five Dimensional Wheel Poster
- Starburst Scenarios
- Adhesive to attach visuals to the board
- Copies of the following:
 - o **It's All About Character** worksheets
 - o **Good Character Commitment Card**

Advance Preparation

- Copy the worksheets (can be double-sided) for each student.
- Copy, trim and put adhesive on the starburst scenarios.
- Copy and trim the Good Character Cards, one for each student.
- Put the Five Dimensional Wheel Poster on display