



CURRICULUM MANUAL

An HIV, STI, and
Pregnancy Prevention Curriculum for
Middle Schools

Level I Lessons

It's Your Game...Keep It Real!

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About the Curriculum

It's Your Game...Keep It Real (IYG) is a classroom- and computer-based HIV, STI, and pregnancy prevention program for middle school students. It consists of twelve 50-minute lessons delivered in Level I and twelve 50-minute lessons delivered in Level II. In each level, the program integrates group-based classroom activities (e.g., role-plays, group discussion, and small group activities) with personalized journaling and individually tailored activities that are computer based. This program was developed using intervention mapping, a framework for developing health education interventions based on both theoretical (Social Cognitive Theory, Theory of Triadic Influence, Social Influence Models) and empirical evidence.

IYG has been evaluated in a randomized, controlled trial conducted in ten urban middle schools in the Houston Independent School District among 7th and 8th grade students. The results from the evaluation study revealed that all students who participated in IYG showed a significant delay in the initiation of oral sex and anal sex at the 9th grade follow-up. For Latino students, there was a significant delay in vaginal sex at the 9th grade follow-up. There was also a significant impact on theoretically derived psychosocial mediators of risky sexual behavior. At the 8th-grade follow-up, participants in the intervention group had more positive attitudes towards abstinence, a perception that their friends had less permissive attitudes towards sex, greater self-efficacy for refusing sex, greater knowledge about condom use, identification of more reasons not to have sex, greater intent to be abstinent through high school, greater intent to be abstinent until marriage, and they reported that they were less likely to be exposed to risky situations.

***It's Your Game...Keep It Real* Curriculum Themes:**

- **GAME** = Life
- **REAL** = Being true to yourself
- **KEEPING YOUR GAME REAL**
Respecting yourself and others and playing by your rules

- **STEPS TO PLAYING BY YOUR RULES**

SELECT - Know your personal rules ahead of time

DETECT - Watch for signs and/or situations that challenge your personal rules

PROTECT - Avoid risky situations or use refusal skills (using a clear *no* or an alternative action) to get out of the situation.

Curriculum Key

The items listed in the curriculum key below serve as a reminder to the instructor that various activities and features, such as journals, homework, and others, are present in a particular lesson. The icons appear at the beginning of the relevant lesson plan throughout the *It's Your Game...Keep It Real* curriculum:



Journal Activity: This icon will appear at the beginning of each lesson that has a journal activity.



Parent-Student Homework Activity: This icon will appear at the beginning of each lesson that includes a parent-student activity that students have to complete at home with their parent/guardian.



Student Helper: This icon will appear whenever the instructor should use a student helper to assist with activities such as talk shows and movies or to assist with preparing handouts (e.g., cutting, labeling, etc).



Teacher Aid: This icon will appear at the top of lessons that contain guides just for teachers, including scripts for talk shows, role-plays, and game shows and "how to" guides that will be helpful in preparing for specific lessons.

Teaching *It's Your Game* Lessons

It's Your Game...Keep It Real (IYG) classroom and computer lessons are equally exciting. While classroom lessons require more direct facilitation than computer lessons, it is important to prepare for both. IYG lessons are carefully scripted in the lesson guides, which give teachers an outline of lesson objectives, a list of supplies, and a full description of each activity. The lesson guides walk you through each activity, giving you examples of what to say to and ask students to ensure that they are engaged and learning. It's a great idea to keep the lesson guides available while teaching as a quick reference. Here are easy steps you should follow to implement each lesson.

1) **Prep for the Lesson:**

- Plan lessons according to the schedule of your particular school and department.
- Read lessons beforehand to gain a clear understanding of the activities and information covered.
- For computer lessons - review the computer games, reel world movies, and other computer activities.
- Gather necessary teacher scripts, guides, and background information provided for each lesson.
- Have the correct number of handouts ready for students.

2) **Teaching the Lesson:**

- Keep a copy of the lesson guide and any teacher aid/script on hand while teaching.
- For computer lessons - prepare to lead the discussion by having the lesson guide on hand while students are completing computer activities.
- Have Fun!

It's Your Game Materials (Supplies, Teacher Aids, Handouts, etc.)

Supplies

The supplies needed for this curriculum are easy to obtain and prepare for each lesson. A list of the materials you will need appears on the first page of each lesson.

Supplies You Will Often Need:

Scotch Tape

Scissors

Markers

Brown Paper Bags

Red Paper (Printer or Construction)

Teacher Aids

Some lessons have specific guides and aids designed for teachers, including scripts for talk shows, role-plays, and game shows and "how to" guides that will be helpful in preparing for specific lessons.

Student Handouts

Most classroom lessons include handouts or printed materials needed to successfully complete the session. These may include worksheets, stories for students, scripts for student actors, and homework.

Newsprint

Newsprints are included for each classroom lesson. Newsprints are extremely important because they cover the main topic of the lesson and introduce students to ideas that will be covered that day. They include definitions, brainstorming activities, and classroom discussion statements. Teachers can make these visible to the entire class. By creating a PowerPoint file and projecting onto a wall or screen or copying onto oversized Post-it sheets and reusing throughout the curriculum.

If you do not have access to an overhead machine or are unable to make large-scale Newsprints, please do one of the following to ensure use of the Newsprints for lesson activities:

- 1.) Write information from the Newsprint on the board **OR**
- 2.) Make copies of the Newsprint to distribute to each student.

Facilitating Computer Lessons

System Requirements for Computer-Based Lessons

Check with your organization's computer technician/IT staff to ensure the system requirements needed to run the *It's Your Game...Keep It Real* computer-based lessons are compatible and updated on the computers you will be using. The computer lessons are interactive and will require the installation of Adobe Flash ©.

Minimum system requirements:

- Pentium M processor running at 2.5 MHz or better
- 2GB RAM

For accessing the lesson via the *It's Your Game* website, the following is required:

- Broadband internet connection ("high speed internet") with a minimum of 256KB per second available to each user

Each computer requires 256KB to run the program smoothly; however, problems will probably occur when sites have a shared wireless connection. For example, if the connection is 2MB, two computers running simultaneously in the lab will each have access to 1MB. Each additional user takes a piece of the capacity, and then programs start to fail/freeze. Labs may need approximately four access points for a typical size classroom to run smoothly. However, if the lab computers connect to Internet directly a large number of users should be able to use computers simultaneously.

Here is some additional information on wireless access point needs for computer labs (please note this refers to maximum throughput and many labs may only have shared 2 or 1MB per second access points):

Wireless Standard B networks. If your classroom has only a single wireless access point configured for B channel access, the maximum throughput for the room is a shared 6MB per second. Assuming there are no other users and no additional needs for bandwidth, the access point can serve a maximum of 24 workstations drawing video at 256KB per second. It is safe to operate 15-20 workstations because the computers themselves will also be using bandwidth for other network purposes.

Wireless Standard G networks. If your classroom has only a single wireless access point configured for G channel access, the maximum throughput for the room is a shared 24MB per second. Assuming there are no other users and no additional needs for bandwidth, the access point can serve a maximum of 96 workstations drawing video at 256KB per second. It is safe to operate 70-75 workstations because the computers themselves will also be using bandwidth for other network purposes.

Schedule Computer Time

Make sure you schedule computer time as required by your school or agency.

Preview Computer Activities

Review the computer games, reel world movies, and other computer activities.

Facilitate the lesson

Keep the lesson guide on hand to refer to.

Prepare and lead the discussion

Prepare to lead the discussion by reviewing the lesson and having the lesson guide on hand after the students have completed the computer activities.

Commonly asked Questions:

What if some students finish computer activities ahead of the rest of the class?

Encourage students who finish early to go to the Arcade and do the activities there while the others finish.

How does the Arcade activity work?

Once students have completed all of the activities that are part of that day's computer lesson, they can enter the Arcade and do several things:

- 1) Redo any activity from that day's lesson.
- 2) Do other activities that were cut from the day's lesson because of time constraints.
- 3) Redo any activity from any of the previous lessons.

Students can exit and re-enter the Arcade as often as they like once they have completed all other lesson activities.

Level I - Lesson 1: *It's Your Game...Pre-Game Show*



Synopsis:

Students will understand the goal and expectations of the curriculum. Students will make agreements for classroom discussion and will understand the purpose of keeping a journal.

Objectives: Students will be able to:

- Explain the goal of the curriculum
- List agreements for classroom discussion
- Explain the purpose of keeping a journal during the program

Activities:

- | | |
|--|----------|
| I. Getting to Know You | (15 min) |
| II. It's Your Game...Keep It Real | (15 min) |
| III. Agreements for Classroom Discussion | (5 min) |
| IV. Journal Activity | (15 min) |
| V. Wrap-Up | (2 min) |
| Optional Level I – Lesson 1 Quiz | |

Preparation:

Newsprints:

- "Agreements for Classroom Discussion"
- "It's Your Game...Keep It Real"
- "Lesson Sequence for Level I Curriculum"

Supplies:

- Index Cards
- Pens/Pencils
- Journals

Activity I: Getting To Know You**(15 min)**

- A. Welcome students to the class. Introduce yourself and pass out index cards.
- B. Tell students to print their complete name in the center of the card.
- C. In the upper left hand corner, have them list something fun they have done in the last two weeks (a movie they saw, book they read, vacation, etc.).
- D. In the upper right hand corner, have them write down something about themselves that they are proud of (their smile, they're friendly, get good grades, a good athlete, etc.).
- E. In the lower left hand corner, have them list their favorite game (tell students this can be their favorite board game, card game, sports game, video game, game show, etc.).
- F. In the lower right hand corner, have them list one serious issue that teens their age face (drugs, gangs, violence, sex, etc.).
- G. Give students up to 5 minutes to complete their index cards.
- H. Explain to students that they will be breaking into small groups to share some of the information on their card.
- I. Explain to students that you will tell them a number. This is the number of people that should be in each group.
- J. Tell students they should get into **groups of 6**. Have students share some of their information with their small group. Allow two to three minutes for sharing.
- K. Tell students to return to their seats.
- L. Ask students to share some of the answers from their note cards. Take a few responses from the students.
- M. Ask students to share some of the serious issues they listed on their note cards, if the students haven't already done so. Take a few responses from the students.
- N. Tell students that these are all important issues that teens their age may face, and that the focus of this program will be on HIV, other STIs, and pregnancy.

- O. Tell students the skills they will learn in the *It's Your Game...Keep It Real* lessons will help them deal with HIV, other STIs, and pregnancy. Explain that these skills may also help them deal with some of the other issues that they mentioned.

Activity II: It's Your Game...Keep It Real**(15 min)**

- A. Tell students that the name of the program is *It's Your Game...Keep It Real*.
- B. Ask students to share some of the favorite games they listed.
- C. Explain to students that there are all kinds of games – sports games, board games, card games, etc. – but in this program we are talking about a very special type of game, “YOUR GAME.”
- D. Put up the Newsprint “**It's Your Game...Keep It Real.**”
- E. Ask students what they think “It's your game” means.
- F. List answers on the Newsprint next to **GAME=**.

NOTE: If students do not come up with *life*, then add **LIFE** next to **GAME=**.

- G. Explain to students that when we're talking about *Your Game*, we're really talking about *Your Life*.
- H. Explain to students that there are many different parts that make up a game. List the following under **GAME=**:

Examples may include:

It is something you do or play.

The goal is to win.

There are players, coaches or team leaders, fans.

There are rules (for play and sportsmanship).

There are obstacles or challenges.

Sometimes there are age limits or limits on the number who can play.

There is usually some skill involved (good runner, can strategize, etc.).

- I. Ask students how their life is like a game. List answers on the board under the **LIFE** side.

Examples may include:

You are always doing something.

You can do things that are good or bad.

You have goals to achieve.

There are challenges.

You have players: such as friends, teachers, parents.

There are rules.

You might have to be a certain age before you can do something.

You need some skills.

- J. Explain to students that one important thing to do in their game is to "keep it real." Ask students what they think "keeping it real" means. List answers on the Newsprint next to **REAL=**.

Responses may include:

Telling it like it is (being honest with yourself and others)

Being yourself (not being fake)

Being healthy and happy

Making choices that you can live with

Being responsible

Being respectful to yourself and others

Doing the right thing

NOTE: If students do not come up with "being true to yourself," add "**BEING TRUE TO YOURSELF**" next to **REAL=**.

- K. Explain to students that when we're talking about "keeping it real," we're really talking about "Being True to Yourself."
- L. Ask students if it is easy or hard to "keep it real." Why/why not??
- M. Acknowledge that sometimes it's hard to "keep it real," especially when teens are under pressure from friends, someone they like/love, or others to do things they don't want to do.

- N. Explain to students that these lessons will help keep their game real, or live life in a way that helps them succeed. To accomplish this goal, tell students they will be learning skills to help them deal with these issues, especially those relating to sex.
- O. Put up the Newsprint: "**Level I Lesson Sequence.**"
- P. Tell students that there will be 12 lessons.
- Q. Explain to students that they will learn about:
- Friendships
 - Setting Limits
 - Identifying when limits are being challenged
 - Using refusal skills to get out of difficult situations
 - Puberty
 - Consequences of sex
- R. Explain to students that they will participate in different activities, such as acting out a part in a movie script, writing in a journal, or giving advice on how a character from a story can handle the situation they are in.
- S. Explain that on some days they will work on computers. When they are working on the computers they will play games, watch short cartoon-like movies, as well as watch videos of a group of teenagers as they handle some tough situations.
- T. Tell students that by the end of the 12 lessons they will have the skills to "keep their game real" or to make decisions that will help them achieve their goals.
- U. Ask students if they have any questions about what they will be learning.

Activity III: Agreements for Classroom Discussion (5 min)

- A. Tell students that as you said earlier, over the next few weeks, they will be talking about **serious, sensitive** matters.
- B. Tell students that as the teacher you will treat everyone with respect and as mature young people. In turn, you expect students to **respect** each other and each other's opinions. Everyone has a right to speak.
- C. Tell students you want everyone to feel comfortable participating in the lessons. One way to create an environment in which everyone feels comfortable and can talk openly about sensitive topics is to set and maintain **Agreements for Classroom Discussion**.
- D. Ask students to suggest some things that would help them feel more comfortable talking in class. List them on the Newsprint:

"Agreements for Classroom Discussion."

*Make sure the list **includes** the following:*

No put-downs – respect each other.

Everyone has the right to pass (to not answer a question).

All questions are good questions.

Listen when others are speaking – no interrupting.

Classroom discussions are confidential: what is said in class should stay in class. However, they should talk with trusted adults about what they learn in class or if they have a personal issue.

Each person should speak for himself or herself.

Don't name names. (Tell students that at times they may feel like sharing personal information with the class, but that they should be careful not to tell things that are too private.)

No gossiping: do not talk about someone else's or your own personal behavior in class.

- E. Ask students if they are satisfied with the list:

Are the agreements clear?

Does everyone agree to follow them?

NOTE: Make changes, additions, and deletions to this list as necessary. Keep this Newsprint (re-copy if necessary) to post in the class for all future lessons.

- F. By law, you must also tell students about restrictions on your ability to keep certain information confidential. This Confidentiality Statement will be reviewed again at the beginning of lessons that focus on sensitive topics. “Before we begin I’d like to discuss **confidentiality.**”

Everything discussed in this class will be kept confidential **except** for three things:

If you tell me you are going to **hurt yourself**

If you tell me you are going to **hurt someone else**

If you tell me about past or present physical, sexual or emotional **abuse or neglect**

By **law**, I cannot keep these things a secret. I am required to report them.

NOTE: If a student asks, explain to them that you will have to report this information to appropriate school administration.

- G. Ask students if anyone has any questions about this or about the agreements for classroom discussion.
- H. Explain to students that as we go through the lessons, they should feel free to come to you with questions or concerns.

NOTE: Remember that if a student asks a question that is not covered in the curriculum material they should be referred to talk with a trusted adult (e.g., school nurse or counselor, parent). For additional information and guidance please see “Dealing with Sensitive Issues” in Appendix.

Activity IV: Journal Activity**(10 min)**

- A. Tell students that in the next activity they will begin to keep a journal.
- B. Explain to students that a journal is a way to keep track of thoughts, ideas, and feelings they may have while they are a part of the program.
- C. Tell students that their journals are private and no one will look at them. They should feel free to write or draw in these journals.
- D. Explain that they will keep their journals and are responsible for bringing them to class on journal days.
- E. Tell students again that the journals are **private** and **no one**, not even the teacher, will look at them.
- F. Explain to students that are not to put their names or any other identifying information on the journal.
- G. Distribute the appropriate journal handout sheets to each student.
- H. Have students put together their journal in the shape of a booklet. Make sure they keep the pages in order. Have students staple the journal book.
- I. Remind students that the name of this program is *It's Your Game...Keep It Real*, and that the important parts of playing any game are knowing the **goals**, the **plan**, and the **players** in the game.
- J. Have students turn to page 2 of the journal, titled "Goals in My Game."
- K. Tell students to write down two short-term goals and one long-term goal for their own game, or life.
- L. Explain that the two short-term goals are things they want to achieve by the end of the school year, and the one long-term goal is something they want to achieve within the next two years.
- M. Give students 2-3 minutes to complete this section.
- N. Have students go to the next section, titled "My Game Plan."

- O. Tell students to write down the steps, or the plan, they need to take in order to achieve the goals they just listed. Provide the students with the following example:

Long-term goal: To be on the high school basketball team

Game plan: 1) Study and finish middle school 2) Practice basketball skills

- P. Give students three minutes to complete this section.
- Q. Have students go to the next section, titled "Players in My Game."
- R. Tell students to write down who the most important players in their game are.
- S. Explain to students that they are the most important player in their game but there are also other people who are important in helping them achieve their goals and who they can turn to when their game is being challenged (e.g., parents, friends, teachers, relatives, pastor). These people are the important players in their game.
- T. Give students two minutes to complete this section.
- U. Ask students if anyone wants to share what they wrote in their journals, **stressing that no one has to share.**

NOTE: If students want to share, take only a few responses and thank them for sharing their thoughts and feelings with the group.

- V. Compliment and re-enforce the students for thinking about the goals they have and how they are going to achieve them.
- W. Ask students to put their journals away.

Activity V: Wrap-Up**(2 min)**

- A. Ask students who the most important person in their game is.
Response should be "I am."
- B. Explain to students that you agree with them, you think they are the most important person in their game. That is why throughout the lessons you will work with them to build the skills they need to "keep their game real." While they will learn a lot of new things in this program, the most important skills they will learn are how to reduce their risk of getting HIV and other STIs or getting pregnant.
- C. Remind students that this program will only work if everyone, students and teacher, follows the agreements for class participation that were created today.
- D. Tell students that in the next class they will discuss and think about a very important group of players in their game, their friends. In the next lesson they will learn what a real friend is and what a not-so-real friend is, as well as understand how their friends can help them win or lose their game.
- E. Thank the students for their participation and let them know you look forward to seeing them next time.

Optional: Administer Level I – Lesson 1 Quiz (located in the Appendix)

Newsprint: Agreements for Classroom Discussion

Agreements for Classroom Discussion

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**
- 6.**
- 7.**
- 8.**
- 9.**
- 10.**
- 11.**
- 12.**
- 13.**
- 14.**
- 15.**

Newsprint: It's Your Game...Keep It Real

It's Your Game ...Keep It Real

GAME=

REAL=

Newsprint: Lesson Sequence

Level I Curriculum

Lesson Number	Lesson Topic	Lesson Type
1	Pre-Game Show	Classroom
2	Keeping It Real...Among Friends	Classroom
3	Keeping It Real...Among Friends	Computer
4	It's Your Game... Playing By Your Rules	Classroom
5	It's Your Game... Playing By Your Rules	Computer
6	Protecting Your Rules...A Clear NO	Classroom
7	Protecting Your Rules... Alternative Actions	Classroom
8	Know your Body	Computer
9	Keeping It Real...For Yourself	Classroom
10	Playing By Your Rules... Regarding Sex	Computer
11	Protecting Your Rules... Regarding Sex	Classroom
12	Post-Game Show	Classroom

Level I - Lesson 2: Keeping It Real...Among Friends



Synopsis:

Students learn the characteristics of real friendships. This session will provide students an opportunity to define and understand the qualities of a real friend.

Objectives:

Students will be able to:

- List the qualities of real friendships
- List the qualities that are personally important in friendships
- Demonstrate the ability to evaluate friendships

Activities:

- | | |
|----------------------------------|------------|
| I. Introduction to the Day | (3 min) |
| II. Movie Acting & Discussion | (15 min) |
| III. Brainstorming | (5-10 min) |
| IV. Journaling | (10 min) |
| V. Parent- Student Homework | (5 min) |
| VI. Wrap-Up | (2 min) |
| Optional Level I – Lesson 2 Quiz | |

Preparation: Newsprint:

- "Real Friend and Not A Real Friend"
- "A Real Friendship"

Preparation (continued):

Scripts:

Choose one of the following:

- 7 copies of "Jazmine Has a Secret" (female lead role version)

OR

- 7 copies of "Jackson Has a Secret" (male lead role version, located in the Appendix.)

Handouts:

- Class set of Parent-Student Homework Activity - "Real Friends"

Supplies:

- Journals
- Pencils or Pens

Activity I: Introduction to the Day**(3 min)**

- A. Remind students that in the last lesson they thought about the players, or people, who have an important role in their game.
- B. Ask students who some of these important players are. Write responses on the board if available.

Responses may include: friends, parents, teachers, etc.

- C. Explain to students that in any game, it is necessary for players to “keep it real” with one another.
- D. Ask students what they think it means for “players to keep it real with each other.” Write responses on the board if available.

Responses may include: being honest, do the right thing, stay out of trouble, have healthy relationship

- E. Explain to students that being real in relationships means being true to yourself and to your friends – treating your friends the way you want them to treat you.
- F. Tell students that today we are going to talk about how to keep their friendships real.

Activity II: Movie Acting & Discussion for "*Jazmine Has a Secret*" (female lead version) (15 min)

[**Note:** If a version with a male lead is preferred, the class can use "**Jackson Has a Secret**" instead. It is located in the Appendix.]

- A. Explain to students that some lessons will have activities where students will "act out" a movie and then talk about the characters' situations.
- B. Tell students that today you need five students to be actors in the movie called "Jazmine Has a Secret."
- C. Ask students to raise their hands if they want to be an actor in this movie.
- D. Select three females and assign them to one of the following roles: Alicia, Gaby, Jazmine.
- E. Select two males and assign them to one of the following roles: Jose, Narrator.
- F. Pull the "actors" aside to prepare them for their roles.
- G. Pass out the movie script to each actor.
- H. Tell the narrator and actors to read the script and practice acting out their lines.
- I. Tell the actors and narrator that after you, the teacher, read "Setting the Stage," they should go to the front of the room and act out the movie.
- J. Explain to the remaining students that while watching the movie they should look at how each person in the movie treats the others.
- K. Explain to the students that they will answer some questions about the characters after the movie is over.
- L. Read "Setting the Stage" to the students.
- M. Have the actors come to the front of the classroom and act out the movie.
- N. Thank the students for starring in "Jazmine Has a Secret." Have the class give them a round of applause and let the actors sit down.

O. Ask the students the following questions about the movie.

Did Jose keep it real with his friends? Why or why not?

Some possible answers include:

Jose wanted to respect Jazmine and Gaby by not asking what the secret was.

Jose did not want the girls to betray their friend by gossiping.

Jose tried to help Gaby out by telling Alicia that Jazmine would tell her the secret if she wanted her to know.

Did Alicia keep it real with her friends? Why or why not?

Some possible answers include:

Alicia wasn't very supportive of her friends.

Alicia wanted to find out the secret.

Alicia was yelling and pressuring her friends.

Did Gaby keep it real with her friends? Why or why not?

Some possible answers include:

Gaby was supportive of Jazmine and her problem.

Gaby did not pressure Jazmine into telling her what was wrong.

Gaby tried to not tell her other friends Jazmine's secret.

P. Explain to the students that they don't know if Gaby told Alicia the secret or not.

Q. Ask the class the following questions:

How do you think Jazmine would feel if she knew Gaby was spreading the secret?

Some possible answers include:

She would feel betrayed.

She would not want to talk to Gaby about her problems again.

She would feel angry that Gaby would want to spread a rumor that might be harmful to Jazmine's sister.

If Gaby told the secret would she be keeping it real with her friend Jazmine?

Response should be no.

How do you think Jazmine would feel if she knew Gaby kept her secret?

Some possible answers include:

She would feel like Gaby really cared about her.

She would feel safe and know she can depend on Gaby when she has a problem.

Activity III: Characteristics of a Real Friendship (5-10 min)

- A. Tell students that the movie they have just watched is an example of different relationships between friends.
- B. Ask students which friend in the movie kept it real with their other friends? (*Jose*) Explain to students that Jose was a real friend.
- C. Tell students that now they are going to think about the differences between characteristics of a real friendship and one that is not so real.
- D. Put up the Newsprint: "**Real Friend/Not a Real Friend.**"
- E. Ask students to brainstorm positive qualities or characteristics of a "real friendship."
- F. Write student responses on the left hand column under "Real Friendships."

NOTE: If a student provides a characteristic that is questionable or fits under "Not a Real Friendship," have the students provide examples. If it is still questionable, ask the class which column they think that the response belongs under. After a brief discussion, write it under the appropriate column or place a question mark by it if it's difficult to determine where to place it.

- G. Ask students to brainstorm negative qualities or characteristics of a "not a real friendship."
- H. Write student responses on the right hand column under "Not a Real Friendship."

NOTE: If students do not say them, add opposites of the listed real friend characteristics, so that they can see the contrast, as in the examples on the next page.

- I. Show the definition of a real friendship using the Newsprint: "**A Real Friendship.**"
- J. Ask the class to read out loud the definition of "A Real Friendship."

A Real Friendship: A real friendship is when two people trust, respect, and listen to each other, and both people

support each other's right to say yes or no at any time for any reason.

- K. Ask students if they agree with this definition. Why/why not? What part of this definition is most important?

NOTE: Using a few examples, show student how the characteristics they just brainstormed fit into the definition displayed on the poster.

- L. Remind students that an important part of keeping their game real is to make sure the friends they have treat them right.

Activity IV: Journal Activity**(10 min)**

- A. Tell students to get out their *It's My Game* journals. Tell students to turn to pages 4 and 5.
- B. Remind students that in the last journal activity they wrote about the players who are important in their life.
- C. Explain to students that today they will think about players who they believe are real friends.
- D. Tell students to keep these friends in mind and to answer the following questions in their journal:

On page 4, answer the question “Why do you consider these people to be real friends?”

On page 5, answer the question “What are some ways that you are a real friend?”

- E. Remind students that when writing in their journals they should not write down any of their friends’ names.
- F. Give students six minutes to finish this activity. Tell students that if they finish early they can write or draw in the back of their journals.
- G. Ask students if anyone wants to share what they wrote in their journals, **stressing that no one has to share.**

NOTE: If students want to share, remind them NOT to say any of their friends’ names. Take only a few responses and thank them for sharing their thoughts and feelings with the group.

- H. Compliment and re-enforce the students for thinking and writing about their friendships.
- I. Ask students to put their journals away.

Activity V: Parent - Student Homework**(5 min)**

- A. Explain to students that throughout the program they will be doing some activities at home.
- B. Tell students that these activities will give them the opportunity to talk to their parent(s) or another trusted adult about things they are learning in the program.
- C. Explain the take-home activity guidelines. They are:

The student should do the activity with their parent or caregiver. If this is not possible, they can talk to another adult (aunt, uncle, older sibling, etc.).

Each activity will take about 10 minutes to do.

There will be a space where the student and parent can sign to show they have completed the activity. This slip should be returned when the activity is due.

- J. Pass out the parent-student activity "**Real Friends**."

- K. Explain to the students today's take-home activity:

The student should ask their parent or caregiver about a real friend he or she had at the student's age (around the age of 11 or 12).

The student and parent should discuss three reasons why the person was a real friend to his or her parent.

Remind students to have their parent or caregiver sign the bottom of the activity to show that the activity was completed.

- L. Ask students if they have any questions.
- M. Remind students that this activity will be due _____ (when Lesson 4 will be taught).

Activity VI: Wrap-Up**(2 min)**

- A. Ask students what a real friendship is. Take a few responses that reflect the positive qualities of a real friend.
- B. Explain to students that you agree with them, these are some important characteristics of a real friendship.
- C. Read the definition of a real friendship.
- D. Remind students that **real friends will help them keep their game real.**
- E. Tell students that in the next class they will be using computers to learn more about real and not-so-real friendships.
- F. Remind students to complete the take-home activity with their parent or caregiver.
- G. Thank the students for their participation and let them know you look forward to seeing them next time.

Optional: Administer Level I – Lesson 2 Quiz (located in the Appendix)

Newsprint: A Real Friend/Not A Real Friend

A Real Friend	Not a Real Friend

Newsprint: Definition of A Real Friendship

Real Friendships

A real friendship is when two people trust, respect, and listen to each other, and both people support each other's right to say yes or no at any time for any reason.

Script: Jazmine Has A Secret**Jazmine Has A Secret**

(female lead role version)

[**Note:** If a version with a male lead is preferred, the class can use "**Jackson Has a Secret**" instead. It is located in the Appendix.]

Setting the Stage:

Two friends, Jazmine and Gaby, are on their way to lunch and are discussing a secret that Jazmine has about her sister. After Jazmine finishes lunch, Gaby hooks up with two other friends of theirs. Watch to find out if Gaby and the others are real friends to Jazmine.

Narrator: *Jazmine and Gaby are walking to the lunchroom. Jazmine is walking slowly, head down, and looking a little sad and upset.*

Gaby: What's the matter with you?

Narrator: *Jazmine shrugs her shoulders and shakes her head.*

Jazmine: Nothing.

Gaby: Come on, I know something's wrong. Tell me about it.

Narrator: *Jazmine looks a bit doubtful.*

Jazmine: Well...Can you keep a secret?

Gaby: You know me. I'm not a snitch.

Narrator: *Jazmine and Gaby approach a table in the lunchroom. Jazmine throws her bag on the table and slumps down into a chair.*

Jazmine: All right, but you gotta promise you won't tell anybody.

Gaby (rolls her eyes and says firmly): I won't.

Jazmine: Ok, well last night my sister told me that she thinks she's pregnant.

Gaby: Really? Isn't she only 15?

Jazmine: Yeah, and she doesn't know what to do. Her boyfriend broke up with her, and she can't tell our mom because she'll be mad.

Gaby (gives Jazmine a hug): Oh. I'm sorry. That really sucks.

Jazmine: Yeah, I know. She's really scared and doesn't know what to do.

Narrator: *Jazmine sees their friends Alicia and Jose approaching the table. She waves.*

Jazmine: Listen, don't tell anyone about this. My sister doesn't want it to get out, and she really doesn't want her friends to know.

Gaby: Ok, I won't. I promise.

Jazmine and Gaby: Hey Alicia. Hey Jose.

Narrator: *Jazmine gets up from the table, as Alicia and Jose sit down with their lunch.*

Jazmine: See you all later.

Narrator: *Jazmine half-heartedly waves and walks away. She still looks worried and sad.*

Alicia: What's up with Jazmine?

Gaby: Nothing, she's just having a bad day.

Alicia: Yeah, right. I saw the two of you over here talking. Something looked wrong. What is it?

Gaby: Well, something is going on, but I promised Jazmine I wouldn't talk.

Narrator: *Alicia is becoming really upset and starts to raise her voice. Gaby is getting nervous.*

Alicia (uses a louder voice): Oh, come on, spill it.

Gaby: Well...

Jose: Hey Gaby, if Jazmine told you not to say anything, then maybe you shouldn't.

Alicia (uses an even louder voice and puts her hand in front of Jose's face): What? Hold it, Jose. **(Puts her hand on her hip)** I'm Jazmine's friend too, and I need to know what's going on with her.

Jose: Man, you need to chill. Why are you getting into her business? If Jazmine wants you to know, don't you think she'd tell you?

Alicia: Shut up Jose. **(Turns to look at Gaby).** I told you, spill it.

Jose: I'm outta here. See ya Gaby.

Narrator: *Jose is really mad and leaves. Alicia is still waiting for an answer from Gaby.*

Gaby (looks a little scared): Well...

Parent-Student Homework Activity**Real Friends**

Directions: Ask one or both of your parents or another adult to think back to when they were growing up. Then ask them these questions. Write their answers in the space provided.

1. When you were my age, did you have someone that was a really good friend to you? Who was that person?

2. What made them a good friend? List at least three things that made them a good friend.

1)

2)

3)

3. What types of things did you do together that were fun?

Cut here and return this part to your *It's Your Game...Keep It Real* teacher.
We have completed the **Real Friends** homework together.

Student's Name (Print):

Parent/Guardian's Signature:

Date:

Level I - Lesson 3: Keeping It Real....Among Friends

Synopsis:

Students review the characteristics of real friendships. This computer session will provide students an opportunity to further understand the qualities of a real friend.

Objectives: Students will be able to:

Demonstrate the ability to evaluate friendships

Feel confident in the ability to have healthy friendships

Recognize that peers can have healthy friendships

Resist social pressure to have an unhealthy friendship

Activities:

I. Introduction to the Day (5-10 min)

II. Computer Activities (35 min)

1. Brainstorm: Build-A-Friend

2. Hot Ticket: Reel World Serial

3. Bench: Peer Pressure and Social Support

4. The Buzz: Teens Talk Video

5. Zines: Assessment Quiz

6. Cyber Café: Reel World Serial Evaluation

7. Hot Ticket: Reel World Serial Conclusion

III. Reel World Serial Discussion (5 min)

IV. Wrap-Up (3 min)

Optional Level I – Lesson 3 Quiz

Preparation:

Review all computer activities prior to lesson

Activity I: Introduction to the Day**(5-10 min)**

- A. Welcome students as they come in. Sit each student at a computer. Tell students not to touch the mouse or keyboard until they are instructed to do so.
- B. Explain to students that today they will be using the computers to learn more about real and not-so-real friendships.
- C. Explain to the students that since this is the first day of using the computers you will walk them through the procedure they will use every time they work on the laptops.
- D. Demonstrate how to use the following hardware:
 - Mouse
 - Headphones (how to adjust to fit better on head)
 - Volume control
- E. Ask students if they have any questions on how to use the computer hardware. Respond as necessary.
- F. Explain the following information about the gaming world to the students:
 - Towards the end of the computer activities they will answer questions about the Reel World movie they watched.
 - They will only be allowed to enter the Arcade at the end of the lesson, when they have completed all of the activities that are part of the day's lesson. Explain that in the Arcade they will have the chance to review any activity in the lesson. Tell students that sometimes there will also be a new activity in the Arcade for them to do.
- G. Tell students they may now begin the computer lesson.
- H. Tell students to raise their hand if they have a question.

Activity II: Computer Activities**(35 min)**

NOTE: Monitor time closely. Please remember you will need 8 -10 minutes at the end of class to review questions from the computer activities and complete the wrap up.

1. Brainstorm: Build-A-Friend

Description: Player is given directions to classify behavioral characteristics of friendships. The object of the activity is to identify the qualities of a “real” friend and reject the qualities of a “not so real” friend. The player will build a friend using the qualities they identify as “real.” Immediate reinforcement/remediation is offered after each selection. The real and not so real characteristics of a friend are as follows:

Real: accepts that “no” means “no,” shares decisions, respects you, stands up for you, keeps secrets

Not So Real: uses you, makes you feel stupid, makes all the decisions, talks bad about you, thinks “no” means “maybe”

2. Hot Ticket: Reel World Serial

Description: Video drama of six older teenagers. In this serial, the friendships among Shannon, Danielle, and Manuel are being tested when Danielle catches Shannon and Manuel smoking marijuana in her bathroom.

3. Bench: Peer Pressure and Social Support

Description: Flash-animated scene that depicts a teen named Iris who is being bombarded by everyday pressures from her peers. Iris is overwhelmed by the conflicting messages and eventually “cracks under pressure.” To demonstrate the importance of turning to their social support system, Iris is then surrounded by members of this system (e.g., parents, school counselor, family). Students will have the opportunity to click on each social support member to learn about how he/she can turn to this member for assistance. Students

will then watch a video of their peers discussing the importance of having someone to offer social support.

4. The Buzz: Teens Talk Video

Description: Students watch videos of teenagers talking about friendships. In the videos, the teenagers talk about real friendships they have had, as well as not-so-real friendships. They also talk about the negative pressures that come from being in a not-so-real friendship.

5. Zines: Assessment Quiz

Description: Students take a quiz, tailored by gender, that prompts them to think about how well their friends treat them and how well they treat their friends. Students are offered remediation or reinforcement for their answers.

6. Cyber Café: Reel World Serial Evaluation

Description: After watching the serial, the students evaluate the friendships of Danielle, Shannon and Manuel, as well as provide input to help Danielle solve her problem.

7. Hot Ticket: Reel World Serial Conclusion

Description: Students see the conclusion of the serial: Danielle kicks Shannon and Manuel out of the house, but after some time Danielle and Shannon are able to resolve the crisis and still remain friends.

Arcade: Activity Review

Description: Students are able to access the Arcade to review previous lesson activities only after they have completed all the activities for the day.

Activity III: Reel World Serial Discussion**(5 min)**

- A. When eight minutes remain in the class period, ask the students to end computer activities.
- B. Guide a discussion about the serial and how it relates to today's topic of real and not-so-real friends.
- C. The questions to use in leading the discussion are:
 - a. Did Shannon keep it real with her friend Danielle? Why/why not?

Responses may include:

- 1. No, because Shannon did not respect Danielle's rules [*Acceptable Response*]
- 2. Yes, because Shannon knew Danielle would be happy that she was getting closer to Manuel [*Unacceptable Response*]

- b. What do you think Danielle should do about Shannon and Manuel? If Danielle does this, will she be keeping it real with her friends Shannon and Manuel?

Responses may include:

- 1. Danielle should ask her friends to leave. Yes, she is keeping it real because having a real friendship means being able to say no to your friends. [*Acceptable Response*]
- 2. Danielle should join her friends and smoke marijuana. Yes, she is keeping it real because this way her friends will think she is cool. [*Unacceptable Response*]

- c. What would you do if you were in Danielle's situation?

i. Responses may include:

- 1. Ask them to leave. [*Acceptable Response*]

2. Open a window and get some air freshener in the bathroom. [*Unacceptable Response*]

- d. Which part of being a real friend is most important to you?

Responses may include:

1. Being able to say no
2. Being able to trust my friends
3. Treating my friends with respect

- D. Thank the students for sharing their thoughts about the serial.

Activity IV: Wrap-Up

(3 min)

- A. Ask students if they have any questions or comments they want to make about the activities they did today. Respond as necessary.
- B. Remind students that they are the most important player in their game and that's why in the next class they will learn about three important steps – SELECT, DETECT, PROTECT – to help them keep their game real.
- C. Remind students that the take-home activity with their parent or trusted adult is due at the beginning of the next class.
- D. Thank the students for their participation and let them know you look forward to seeing them next time.

Optional Administer Level I – Lesson 3 Quiz (located in the Appendix)

Level I - Lesson 4: It's Your Game...Playing By Your Rules



Synopsis:

Students recognize the need to play by their rules regarding general risk behaviors. Students discuss three steps (SELECT, DETECT, PROTECT) that are necessary to play by their rules. Students also learn the importance of respecting other people's rules. In a journaling activity, students address how they can play by their rules regarding general risk behaviors.

Objectives: Students will be able to:

- Describe the three steps necessary for playing by your rules (SELECT, DETECT, PROTECT)
- Define the meaning of a "personal rule"
- Identify situations that may challenge personal rules
- Identify actions to help stick with personal rules
- Establish their own personal rules

Activities:

- | | |
|-----------------------------|----------|
| I. Simon Says* | (10 min) |
| II. Select, Detect, Protect | (10 min) |
| III. Lightin' Up | (15 min) |
| IV. Journaling | (10 min) |
| V. Wrap-Up | (2 min) |
| Optional Quiz | |

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Preparation:**Newsprint:**

- "Playing By Your Rules"

Scripts:

- "Simon Says Game" - Teacher Aid
- Teacher copy of "Lightin' Up" story

[**Note:** If a version of the story with a male lead is preferred, an alternative is located in the Appendix.]

Handouts:

- Class set of story "Lightin' Up"
- Class set of worksheet "Lightin' Up: Analyzing the Situation" [**Note:** If the male lead version of the story is selected, use the associated version of the worksheet, located in Appendix.]

Supplies:

- Journals
- Pens and Pencils

Activity I: Simon Says**(10 min)**

- A. Collect students' homework activity slip for "**Real Friends**." Ask students what they learned about friendships by doing this activity with their parent or other trusted adult.
- B. Take two or three responses from the students.
- C. Thank the students for doing this activity with their parent or other trusted adult.
- D. Ask students who the most important player is in their game.
- E. Remind students that they are the most important player in their game.
- F. Explain that just like in any game, in their game it's important to play by the rules.
- G. Explain to students that in today's lesson they will learn how to play by their own personal rules.
- H. Tell students they will now play a game to help them understand the concept of a personal rule.
- I. Introduce the game by stating, "We are going to play a game now that you might have played before. It's called 'Simon Says.'" Set the following ground rules:
 - No touching other students.
 - I'm going to read off a list of activities. When I say "Simon Says" before reading the activity, you should do the activity within five seconds. If I don't say "Simon Says" you shouldn't do the activity.
 - If you don't follow the directions in time, you have to sit down.
 - Using the script, read the Simon Says statements quickly. Make sure that those who don't follow the directions sit down.
- J. **Immediately** after saying to the students "Simon Says: lick the bottom of your shoes" (and before any students can actually do it) say "Simon Says: STOP," **loudly**, so the students realize the game is over. Ask students to return to their seats.
- K. Use the following discussion questions to make each point:

Which of the things Simon said were easy to do? Why?

NOTE: Point out that some things are easy to do and don't require much thinking. Why? Because they do not place us or others in danger, are fun, do not threaten our health, etc.

Which of the things Simon said were harder to do? Why?

NOTE: Point out that some things were harder to do because they may have made them feel embarrassed or uncomfortable. These sorts of feelings may be a sign that we might be doing something that we don't want to do. Tell students that it's important to pay attention to these types of signs.

Did you feel any pressure to do the things that made you feel uncomfortable? Where did the pressure come from? (e.g., the teacher, other students in the class, friends, someone older)

NOTE: Acknowledge that pressure from someone else can make it hard to do what we think is right.

L. Explain that the point of the Simon Says game was:

That people set rules for themselves about things they do or do not want to do

That people need to pay attention to the signs that let them know when they don't want to do something

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Activity II: SELECT, DETECT, PROTECT**(10 min)**

- A. Explain to students that in Simon Says it was generally easy to know when they were doing something that they did or didn't want to do. Tell students this is an example of keeping their game real.
- B. Tell students that sometimes they can be in a situation where it may be harder to keep their game real.
- C. Tell students that there are three steps they can learn that will help them play by their rules to keep their game real.
- D. Explain to students that the three steps to playing by their rules are **SELECT, DETECT, and PROTECT**.
- E. Ask the class to repeat the three steps to playing by their rules (SELECT, DETECT, PROTECT).
- F. Using the Newsprint: "**Playing By Your Rules**," introduce the three steps – SELECT, DETECT, PROTECT.
- G. Ask students to give other words for each step [select, detect, protect]. Write the responses on the transparency.

NOTE: *Some suggestions for alternate words are:*

Select: pick, choose

Detect: spot, identify, be aware of

Protect: defend, guard, keep

- H. Explain the importance of each step:

SELECT: KNOW YOUR PERSONAL RULES AHEAD OF TIME

- Explain to students that the first thing they need to do to play by their rules is to SELECT their personal rules.
- Tell students that personal rules are things you do want to do and things you don't want to do.
- Ask students for examples of personal rules that teens might select for their game, or life. Write the examples on the transparency.

Some rules might include:

- Not shoplifting

- Not skipping school
 - Not yelling at a teacher
 - Keeping my word
 - Always doing my best
 - Respecting myself and others
- Ask students why it might be important to select personal rules.

Possible answers include:

- People can avoid the pressure of having to make decisions in the “heat of the moment.”
 - If you let friends and others know your rules, they can support you instead of pressuring you.
 - It can keep you from doing things you don't want to do.
 - It can help you accomplish your goals.
- Emphasize that personal rules help people think about what they will and won't do in different situations.

DETECT: WATCH FOR SIGNS THAT CHALLENGE YOUR PERSONAL RULES

- Explain to students that after selecting their rules, the next step is to **DETECT** signs of things that could challenge personal rules.
- Tell students that when we say *challenge* we mean that it's hard to stick to your rule.
- Use the following example to explain DETECT:
- Let's say a person selects the personal rule not to do drugs.
- Ask students what are some signs that will let the person know their personal rule is being challenged. Write the responses.

NOTE: Make sure responses include signs that are emotional (inside the body) and environmental (outside the body). Some **environmental signs** are going to a party where there are drugs, being offered drugs. Some **emotional signs** are feeling nervous, scared, upset stomach, sweating, etc.

- Explain to students that some of the signs listed are environmental signs and some are emotional signs.
- Tell students that environmental signs are signs that are outside their body, such as seeing people do drugs. Ask students to identify some of the environmental signs that they listed. Take a few responses.
- Tell students that emotional signs are signs that are inside their body, such as feeling scared or having your heart beat fast. Ask students to identify some of the emotional signs that they listed. Take a few responses.
- Tell students that when they detect these signs, this means their rules are being challenged. Tell students this means they're in a **risky situation**.

PROTECT: AVOID RISKY SITUATIONS OR USE REFUSAL SKILLS TO GET OUT OF A SITUATION

- Explain to students that if they detect that their personal rules are being challenged, the next step is to **PROTECT** their personal rules.
 - Explain to students that **PROTECTING** their rules means a person can **avoid risky situations** or **use refusal skills** to get out of a risky situation.
 - Explain to students that in the next lesson they will learn more about protecting their rules.
- I. Explain to students that when they play by their rules they are respecting themselves, which will make it easier for them to achieve their goals. Further explain that it's also important for them to respect other people's rules. By respecting other people's rules they are being a good friend and helping others reach their goals.

- J. Ask students to name the three steps for playing by their rules.

Response should be: SELECT, DETECT, PROTECT

- K. Ask students if they have any questions about the three steps to playing by their rules. Respond as necessary.

Activity III: "Lightin' Up: Analyzing the Situation" (15 min) (female lead role version)

[**Note:** If the male lead version of the story was selected, use that version and the associated worksheet, both located in Appendix.]

- A. Tell students that they will now have a chance to practice the three steps for playing by their rules.
- B. Explain to the students that you will now read a story in which a person has selected a personal rule and then either keeps or breaks the rule.
- C. Read the "Lightin' Up" story.
- D. Pass out the "Lightin' Up" story and worksheet to the students.
- E. Explain to students that they will work individually on the worksheet to figure out if Maria used the three steps – SELECT, DETECT, PROTECT – to play by her personal rules.
- F. Give the students 3-5 minutes to complete the worksheet. Move around the classroom and assist the students as necessary.
- G. Go through the worksheet with the students using the following questions as a guide:

SELECT: What was Maria's personal rule?

Not smoking marijuana

DETECT: What were the signs that let Maria know her personal rule was being challenged?

Some possible responses for environmental signs:

She knew that Christina and Richard smoked weed.

She knew they were hanging out under the bleachers where they could easily smoke.

Christina pulled out a joint and lit it.

Tiffany offered the joint to Maria.

All of Maria's friends were watching her (peer pressure).

Some possible responses for emotional signs:

Maria gave Tiffany a worried look.

Her stomach felt funny.

She started to relax when no one was smoking (started to hurt again when the joint was pulled out).

Her heart was beating fast.

Her hands were sweaty.

PROTECT: What are some ways she could get out of the situation?

Some possible ways to avoid the situation:

She could have stayed and watched the game.

She could have said no to smoking the joint.

She could have said she had to go and left the group.

RESPECT: Did Maria's friend Tiffany respect Maria and her rules? How?

Some possible responses:

No, she didn't respect Maria.

She offered her the joint.

Tiffany broke her own rule by taking a hit (she didn't respect herself).

L. Thank the students for sharing their responses.

Activity IV: Journal Activity**(10 min)**

- A. Tell the students that up to now, they have been talking about the steps to playing by their rules – SELECT, DETECT, PROTECT.
- B. Explain that in this activity they will select their personal rules as well as write about how they can detect signs that their personal rules are being challenged.
- C. Tell students to get out their *It's My Game* journals.
- D. Tell students to turn to pages 6 and 7.
- E. Explain to students that in the first section, "**SELECT: My Personal Rules Are...**," they are to write down what personal rules they have for their game, or life.
- F. Further explain that in the next section, "**DETECT: It May Be Hard To Stick To My Rules When...**," they are to write down the signs that let them know when their personal rules might be challenged.
- G. Remind students that what they write is private and confidential. No one will read what they write.
- H. Give the students 4-6 minutes to complete the activity.
- I. Ask students if anyone wants to share what they wrote in their journal, **stressing that no one has to share.**

NOTE: If students want to share, take only a few responses and thank them for sharing their thoughts and feelings with the group.

- J. Compliment and re-enforce the students for thinking about how they can play by their rules.
- K. Ask the students to put their journals away.

Activity V: Wrap-Up**(2 min)**

- A. Ask students what the three steps are to playing by their rules. Take a few responses.
- B. Ask students why it is important to use the three steps – SELECT, DETECT, PROTECT.
- C. Re-emphasize to the students that using these three steps will help them do the things they want to do and avoid doing things they do not want to do.
- D. Tell students that the next time the class meets they will be using the computers to learn more about how using SELECT, DETECT and PROTECT can help them keep their game real.
- E. Thank the students for their participation and let them know you look forward to seeing them next time.

Optional: Administer Level I – Lesson 4 Quiz (located in the Appendix)

Newsprint: Playing By Your Rules

Playing By Your Rules

SELECT

Know your personal rules ahead of time.

DETECT

Watch for signs that challenge your personal rules.

PROTECT

Avoid risky situations or use refusal skills to get out of the situation.



Teacher Aid:

Simon Says Game

Practice: Simon Says: scratch your head.

Simon says: pull your ear

Lift your foot.

Statements

Simon says: Put your finger on your nose

Simon says: Put your elbow on your knee

Simon says: Lick your lips

Simon says: Stick out your tongue

Wiggle your nose

Simon says: Blow a kiss

Simon says: Mess up your hair

Simon says: Take off your right shoe

Simon says: Put your hand on your head

Touch your chin

Simon says: Put your elbow on your knee

Simon says: Scratch your butt

Simon says: Smell the inside of your right shoe

Suck your thumb

Simon says: Smell under your arm

Pick your nose

Simon says: Lick the bottom of your right shoe

Simon says: **STOP!**

**Teacher Aid:****Teacher COPY**

Personal rule is underlined

Environmental signs are italicized

Emotional signs are bolded

Lightin' Up

(female lead role version)

Maria has been hangin' out at the Friday night football game with her friends. They have been having a lot of fun eating and talking about which football players are cute. After about an hour, their team has fallen way behind, and the game has become pretty boring to watch. Another friend, Michael from school, stops over to say hi to Maria and her friends. They start talking about how boring the game is and how they want to do something else. Michael mentions that there are some people hangin' out under the bleachers and that they should come join them. Everyone in Maria's group gets excited and thinks it's a great idea. Maria asks Michael who all is down there and finds out that *Christina and Richard are there*. *Maria has heard that these two smoke weed*. Maria doesn't think that smoking weed is something she wants to do, and she isn't sure about

hanging out with them. She knows that her best friend, Tiffany, doesn't want to smoke weed either. Maria looks over at Tiffany and **gives her a worried look**, but Tiffany just shrugs. Everyone around Maria is excited to do something else, so she and her friends decide to follow Michael down below the bleachers. As the group heads down, **Maria starts to feel a little funny in her stomach**. As they approach Christina and Richard, Maria sees **they are not smoking, and she begins to relax a little bit**. The group is now talking, and Maria forgets how she was feeling earlier. After a while, *Christina pulls out a joint and lights it. Richard tells her to pass it around.* Maria's **stomach starts to feel funny again. Her heart starts to beat faster**. As the joint gets passed around, everyone takes a hit, including Tiffany. Finally, *Tiffany offers it to Maria*. **Maria's hands are getting all sweaty**, she knows she doesn't want to smoke, but *with all her friends around*, she isn't sure what she should do. She thinks maybe she should take a hit. One can't hurt her, can it? she thinks to herself.

Handout: Lightin' Up

Lightin' Up

(female lead role version)

Maria has been hangin' out at the Friday night football game with her friends. They have been having a lot of fun eating and talking about which football players are cute. After about an hour, their team has fallen way behind, and the game has become pretty boring to watch. Another friend, Michael from school, stops over to say hi to Maria and her friends. They start talking about how boring the game is and how they want to do something else. Michael mentions that there are some people hangin' out under the bleachers and that they should come join them. Everyone in Maria's group gets excited and thinks it's a great idea. Maria asks Michael who all is down there and finds out that Christina and Richard are there. Maria has heard that these two smoke weed. Maria doesn't think that smoking weed is something she wants to do, and she isn't sure about hanging out with them. She knows that her best friend, Tiffany, doesn't want to smoke weed either. Maria looks over at Tiffany and gives her a worried look, but Tiffany just shrugs. Everyone around Maria is excited to do something else, so she and her friends decide to follow Michael down

below the bleachers. As the group heads down, Maria starts to feel a little funny in her stomach. As they approach Christina and Richard, Maria sees they are not smoking, and she begins to relax a little bit. The group is now talking, and Maria forgets how she was feeling earlier. After a while, Christina pulls out a joint and lights it. Richard tells her to pass it around. Maria's stomach starts to feel funny again. Her heart starts to beat faster. As the joint gets passed around, everyone takes a hit, including Tiffany. Finally, Tiffany offers it to Maria. Maria's hands are getting all sweaty, she knows she doesn't want to smoke, but with all her friends around, she isn't sure what she should do. She thinks maybe she should take a hit. One can't hurt her, can it? she thinks to herself.

Handout: STUDENT WORKSHEET**Lightin' Up: Analyzing the Situation**
(female lead role version)**SELECT**

Do you think Maria selected a personal rule? If yes, what was her personal rule?

DETECT

What were the signs that let Maria know her personal rule was being challenged? List five signs.

PROTECT

We don't know if Maria stuck to her rule or not. What are some ways that Maria can get out of the risky situation?

RESPECT

Maria's best friend, Tiffany, knows Maria's personal rule about smoking weed. Do you think Tiffany was respecting Maria? Why or why not?

Level I - Lesson 5: It's Your Game...Playing By Your Rules

Synopsis:

Students review the three steps to playing by their rules –SELECT, DETECT, PROTECT. This computer session will provide students the opportunity to learn more about selecting personal rules and detecting physical and emotional signs that might indicate a challenge to these personal rules.

Objectives: Students will be able to:

Describe what a personal rule is

Detect situations that may challenge personal rules

Activities:

- | | |
|---|----------|
| I. Introduction to the Day | (3 min) |
| II. Computer Activities | (35 min) |
| 1. Brainstorm: SELECT, DETECT, PROTECT | |
| 2. Hot Ticket: Reel World Serial | |
| 3. Telescope in Game World: Risky or Not? | |
| 4. Scoops: Teens Talk | |
| 5. Zines: Quiz | |
| 6. It's A Zoo: The Alley/The Fight | |
| 7. Cyber Café: Reel World Serial Evaluation | |
| 8. Hot Ticket: Reel World Serial Conclusion | |
| III. Reel World Serial Discussion | (5 min) |
| IV. Wrap-Up | (3 min) |
| Optional Level I – Lesson 5 Quiz | |

Preparation:

Review all computer activities prior to the lesson

Activity I: Introduction to the Day

(3 min)

- A. Welcome students as they come in. Sit each student at a computer. Tell students not to touch the mouse or keyboard until they are instructed to do so.
- B. Explain to the students that today they will be using the computers to learn more about playing by their rules.
- C. Tell students to begin the computer lesson.
- D. Remind students to raise their hands if they have a question.

Activity II: Computer Activities**(35 min)**

FACILITATOR NOTE: Monitor time closely. Please remember you will need 8-10 minutes at the end of class to review questions from the computer activities and complete the wrap up.

1. Brainstorm: SELECT, DETECT, PROTECT

Description: Flash animation in a comic-book setting allows player to watch three scenarios in which a character has selected personal rules, detected challenges to their rules, and successfully protected them. Player is asked to review the situation and watch videos that reinforce the importance of protecting personal rules.

Scenario 1: A boy is challenged to break a rule he made with his dad about not riding his bike outside of his neighborhood.

Scenario 2: A girl is challenged to break her personal rule of not cheating when a friend asks for the answers on a test.

Scenario 3: A girl is challenged to break her personal rule of not stealing when a friend tries to get her to shoplift something from a clothing store.

2. Hot Ticket: Reel World Serial

Description: Video drama of six older teenagers. In this serial, Eddie's personal rules of taking care of his brother/not letting people in the house are challenged when Brian and Manuel bring a group of kids over to his house to party.

3. Telescope in Game World: Risky or Not?

Description: Flash-animated activity that takes place in the game world. The student detects and classifies different situations as low or high risk for challenging personal rules. Immediate reinforcement or remediation is offered after each selection (high or low risk) is made. The low and high-risk situations are as follows:

Low Risk:

Boy and girl holding hands walking through mall

Boy has arm around girl while sitting on a bench in the mall

Kids getting into a car driven by a mom

Three girls walking into mall bathroom

Two boys playing in the arcade

Boys and girls just hanging out together in the mall

High Risk:

Boy and girl in back row of a movie theater

Girl walking into secluded bathroom by herself

Girl getting into a guy's car. He takes a swig of beer and there are other bottles in the front seat

Alley between two shops where a boy is by himself

Kids doing drugs and drinking alcohol

Older guy flirting with younger girls

Older girl flirting with younger guys

4. Scoops: Teens Talk

Description: Students watch short video clips of teenagers talking about the importance of selecting personal rules. The teens also discuss how they know when their rules are being challenged, as well as how parents and other adults help teens protect their rules.

5. Zines: Quiz

Description: Students take a quiz, tailored by gender, which will assess their self-efficacy to protect their personal rules. Based on the final score, players are offered feedback on their confidence in their ability to protect their personal rules. The quiz is based on four scenarios:

Scenario 1: Not lying to parents

Scenario 2: Not smoking marijuana

Scenario 3: Not stealing

Scenario 4: Not stealing your friend's boyfriend/girlfriend

6. It's A Zoo: The Alley/The Fight

Description: Students will watch two different video-based role-plays in which the characters are forced to make a decision to break or keep their personal rules. During the crucial decision period, the student assesses the consequences of keeping or breaking the personal rule and then decides whether the character should break or keep the rule. The two video role-play scenarios are:

Scenario 1: Boy must decide if he will skateboard without his protective gear.

Scenario 2: Girl must decide if she will accept another girl's challenge to fight.

7. Cyber Café: Reel World Serial Evaluation

Description: After watching the serial, the students evaluate how well Eddie uses the three steps (SELECT, DETECT, PROTECT) to play by his rules, as well as provide input to help solve Eddie's dilemma.

8. Hot Ticket: Reel World Serial Conclusion

Description: Students see the conclusion of the serial: how Eddie protected his rules by telling Brian and Manuel to leave, as well as how the friends were able to resolve the crisis.

Arcade: Activity Review

Description: Students are able to access the Arcade to review previous lesson activities only after they have completed all the activities for the day.

Activity III: Reel World Serial Discussion**(5 min)**

- A. When eight minutes remain in the class period ask the students to log out of the gaming world.
- B. Guide a discussion about the serial and how it relates to today's topic of using the three steps – SELECT, DETECT, PROTECT – to play by their rules.
- C. The questions to use in leading the discussion are:

SELECT: What personal rule did Eddie have when he is taking care of his brother?

Responses may include:

To not have friends over when watching his brother,
to be a good role model and protect his brother
[Acceptable Response]

He doesn't have any personal rules [Unacceptable Response]

DETECT: What were the signs that let Eddie know that his personal rule was being challenged?

Responses may include:

Brian asked Eddie if their friends could come over
and party, a group of friends showed up at Eddie's
door [Acceptable Response]

Brian gave Eddie a hard time about his little brother
[Unacceptable Response]

PROTECT: What could Eddie do right now to protect his personal rule?

Responses may include:

Tell his friends that no, they cannot come inside the
house right now, tell his friends to go hang out at
another friend's house [Acceptable Response]

Tell his friends to come back after he puts his brother down for bed [*Unacceptable Response*]

What do you think the consequences will be if Eddie sticks to his rule? If Eddie breaks his rule?

Sticks To Rule- Responses may include:

He will feel proud of himself, his brother will be safe
[*Acceptable Response*]

Breaks His Rule- Responses may include:

His brother may get hurt, his mom will be upset
[*Unacceptable Response*]

What are the strong signs that you get when your rules are being challenged?

D. Thank the students for sharing their thoughts about the serial.

Activity IV: Wrap-Up**(3 min)**

- A. Ask students if they have any questions or comments they want to make about the activities they did today. Respond as necessary.
- B. Ask students what the three steps to playing by their rules are. Take a few responses.
- C. Tell students that you hope the activities they did in the last class and in today's class helped them understand the importance of selecting personal rules, as well as detecting when their rules are being challenged.
- D. Remind students that they are the most important player in their game and that's why in the next class they will learn more about the third step to playing by their rules – protect.
- E. Thank the students for their participation and let them know you look forward to seeing them next time.

Optional: Administer Level I – Lesson 5 Quiz (located in the Appendix)

Level I - Lesson 6: Protecting Your Rules... A Clear No



Synopsis:

Students learn the third step to playing by their rules: protecting their rules. Verbal and nonverbal refusal skills are introduced and demonstrated by acting out movie scenes. Discussion and practice using a half-scripted role-play help students distinguish between ineffective and effective clear No statements and actions.

Objectives: Students will be able to:

Describe the three steps for playing by their rules (SELECT, DETECT, PROTECT)

List characteristics of a clear NO statement

Distinguish between ineffective and effective approaches to using clear NO statements

Use clear NO statements effectively

Activities:

- | | |
|------------------------------------|-------------|
| I. Introduction to the Day | (5 min) |
| II. Movie Acting & Discussion | (15 min) |
| III. Using Effective NO Statements | (10 min) |
| IV. Role-Playing in Small Groups | (10-15 min) |
| V. Parent-Student Homework | (2 min) |
| VI. Wrap-Up | (2 min) |
| Optional Level I – Lesson 6 Quiz | |

Preparation:**Newsprint:**

- "Playing By Your Rules"
- "Protecting Your Rules...Using a Clear NO"

Scripts:

- 7 copies of movie script: "Should I Stay or Should I Go"-Version 1 (Ineffective NO)
- 7 copies of movie script: "Should I Stay or Should I Go"-Version 2 (Effective NO)

Handouts:

- ½ classroom set of role-play "Drink"
- ½ classroom set of role-play "Skipping School"
- Class set of Parent-Student Homework "Protecting Your Rules...Using A Clear NO"

Activity I: Introduction to the Day**(5 min)**

- A. Remind students that in the last couple of lessons, they learned about the three steps to playing by their rules.
- B. Ask students what the three steps to playing by their rules are. Take a few responses.
- C. Ask students what a personal rule is. Take a few responses.
- D. Ask students how they know when their personal rule is being challenged. Take a few responses.
- E. Put up the Newsprint "**Playing By Your Rules**" and use this to quickly review the first two steps: SELECT and DETECT.
- F. Explain to students that today and in the next couple of lessons they will learn more about the third step – protecting their rules.
- G. Use the Newsprint "**Playing By Your Rules**" to define PROTECT for the students.
- H. Explain that protecting their rules means **to avoid or use refusal skills to get out of a risky situation where their rules are being challenged.**
- I. Explain that an important refusal skill is using a **clear NO**. Today's lesson will teach them how to use a clear NO.

Activity II: Movie Acting & Discussion: "Using a Clear NO" (10 min)

- A. Tell students that today they will act out two versions of a movie and then discuss the character's situation.
- B. Tell students that today you need seven students to be actors in the movie called "Should I Stay or Should I Go."
- C. Ask students to raise their hands if they want to be an actor in this movie.
- D. Select three females and assign them to one of the following roles: Girl 1, Girl 2, and Sheila.
- E. Select four males and assign them to one of the following roles: Juan, Boy 1, Boy 2, and Mark.
- F. Have the actors come up to the front of the room.
- G. Pass out a copy of the "Should I Stay or Should I Go"-Version 1 (ineffective version) script to the actors.
- H. Explain to the students that in this movie they will see Mark's personal rules being challenged.
- I. Ask the students to watch the movie to see if Mark does a good job of protecting his rules by using a clear NO.
- J. Read "Setting the Stage" from the movie script.
- K. Tell students to begin acting.
- L. Ask the students the following questions about the movie:

Do you think Mark really wanted to go to the teen club? Why or why not?

Did Mark ever say "No, I don't want to go"?

Response should be he did not say no.

Did Mark say anything to his friends to let them know that he didn't want to go to the teen club?

Responses may include "the club is pretty far from here," "I'm not sure this is such a great idea," "I don't know about this."

Did Mark protect his rule to stay at the movie theater and not go to the teen club?

Response should be that he did not protect his rule.

Why do you think he ended up doing something he didn't want to do?

Responses may include: He didn't have a plan to stick to his personal rule, He didn't know how to say no.

What could Mark have done **differently**?

He could have said the word no. (He never actually uses the word no.)

- M. Explain to students they will see another ending of this movie.
- N. Now pass out "Should I Stay or Should I Go"-Version 2 (effective version) script to the actors.
- O. Ask students to watch the movie to see if Mark does anything different.
- P. Act out "Should I Stay or Should I Go"-Version 2.
- Q. Thank the actors for starring in the movie today. Have the class give them a round of applause and have the actors sit down.
- R. Ask the students the following questions about this new version of the movie:

What was different about this movie compared to the first one they saw?

How do you think Mark felt about using a clear NO?

Responses may include: Nervous, good, confident, happy

How do you think his friends felt about him using a clear NO?

Responses may include: A little upset, respect him

Activity III: Protecting Your Rules...Using a Clear NO! (10 min)

- A. Explain to students that the movies they just watched are examples of effective and ineffective ways to use a clear NO.
- B. Ask students which movie version, the first or second, showed Mark using an effective clear NO. (*Response should be the second version.*)
- C. Explain to students that in the next several classes, they will practice different ways to protect their rules when they are being challenged.
- D. Tell students that using a clear NO is one way to protect their rules.
- E. Ask students to think about situations when someone used a clear NO and really meant it.

NOTE: If students are not willing to share, provide an example of a time when you knew someone meant no.

- F. Ask students what the person **said** or **did** that let them know that no really meant no. Take a few responses.
- G. Emphasize to students that these are all different ways to let someone know that you mean no.
- H. Explain to students that to protect their rules they need to be able to use a clear NO in a way that tells another person they really mean no.
- I. Put up the Newsprint "**Protecting Your Rules...Using a Clear NO**" for the students to see, keeping the characteristics covered until it is time to talk about that characteristic.
- J. Ask students what the first step to using a clear NO is. (*Response should be to say no.*)
- K. Show and read to the students the first characteristic of a clear NO.

Use the word *no*.

This is a clear message and everyone understands the meaning of the word *no*.

- L. Ask for a volunteer to show the class how Mark, from the movie, said no in a way that let Sheila and his friends know he didn't want to go.

Effective use: Mark says, "No, I'm not gonna go." (direct no)

- M. Remind students that in the first version, Mark said no in an ineffective way, he said: "I, um, I'm not sure this is a great idea." Tell students this is a weak no because Mark never uses the word *no*.
- N. Show and read the second characteristic of a clear NO.

Use body language that says no.

There are many body movements and gestures that will support a verbal no message. For example:

Hands-off or other body gestures: using hands and arm movements for emphasis or throwing hands up in a "stay back" or "get away" gesture

Stiff body: sit up or stand stiffly or stomp away from the other person if you have to

Serious expression: use an "I mean it" face

Other body gestures: cross your arms and legs to emphasize your point

Escape: if all else fails, push the person away and immediately leave the situation

- O. Ask for a volunteer to show the class how Mark, from the movie, said no by using body language.

Effective use: Mark maintains eye contact with Sheila when he tells her that he is not going to come to the teen club. He distances himself from the group. He stands up tall.

- P. Remind students that in the first version Mark looked down and slouched a lot when talking to his friends. Tell students that in this version Mark did not use body language to let his friends know he didn't want to go to the club.

- Q. Show and read the third characteristic of a clear NO.

Use a firm tone of voice that supports the no message.

The way you say something often gives a stronger message than the words you use.

- R. Ask for a volunteer to show the class how Mark, from the movie, used a firm tone of voice to support his no message.

Effective use: Mark uses a strong tone of voice to tell Sheila, "No, I'm not gonna go."

- S. Ask the class to say no using a firm tone of voice.
- T. Show and read the fourth and last characteristic of a clear NO.

Repeat the no message as much as needed.

Sometimes you have to use the word *no* more than once because the person just doesn't get it. Don't give up. Eventually, the person will get the message, or will give up.

- U. Ask students if Mark, in the 2nd version of the movie, repeated his no message.

Response should be: Yes, Mark repeated the no message several times. First he said, "No, I'm not gonna go." Later, he said, "No, I don't want to go." Then, he told the group, "No, that's okay."

- V. Check for **understanding** by asking students to name the four ways to use a clear NO.
- W. Ask students if they have any questions regarding the four ways to use a clear NO. Respond as needed.

Activity IV: Student Skill Practice**(10-15 min)**

- A. Explain to students that they now will have a chance to **practice** protecting their rules by using a clear NO working in pairs on a role-play.
- B. Tell students that as soon as they get a copy of the role-play, they will **work individually** and write down what they would say in response to the pressure lines.

NOTE: Keep the poster "Using a Clear No" up to remind students to include these steps in their responses.

- C. Tell students that half of the class will get a copy of the role-play "Skipping School" and the other half a copy of the role-play "Drink."
- D. Pass out the role-plays to the students.
- E. Remind students to write their responses **individually**.
- F. After three minutes, have students with the same role-play **pair up**.
- G. Explain to students that they should **take turns** with their partners reading each role.
- H. Walk around the room to make sure students are on task and to give feedback as needed.
- I. After five minutes, ask the students to go back to their seats.
- J. Ask the following questions to the students:

How did it feel to say your lines?

How well did your lines work?

IF THERE IS TIME CONTINUE WITH STEPS K-M. IF NOT, PROCEED TO STEP N.

- K. Ask a group to volunteer to act out their role-plays for the class. Let two groups act out their role-plays, making sure each role-play, "Drink" and "Skipping School," is demonstrated.
- L. After each group, have the class applaud the group for sharing their role-plays.
- M. After each group, ask the students the following questions:

Did the group use the four ways of using a clear NO in their role-plays? Which ones did they use?

N. Ask students if they have any questions about using a clear NO.

O. Thank the students for sharing their role-plays.

Activity V: Parent-Student Homework**(3 min)**

- A. Explain to students that they will be given another activity to do at home with their parent(s) or other trusted adult.
- B. Pass out the take-home activity "Protecting Your Rules...Using a Clear No" to the students.
- C. Explain the activity to the students:

The student should explain to their parent or other trusted adult that they are learning how to use a clear NO.

The student and the adult will do a role-play, just like they have been doing in class. After the role-play there are a few questions to discuss.

Remind students to have their parent or trusted adult sign the bottom of the activity to show the activity was completed.

Tell students the activity will be due at the beginning of the next class.

- D. Ask students if they have any questions.

Activity VI: Wrap-Up**(2 min)**

- A. Ask students why it is important to protect their rules by using a clear NO.
- B. Emphasize that these are good reasons and that it is important to use a clear NO to respond to things they don't want to do. By using a clear NO they are protecting themselves and keeping their game real.
- C. Tell students that in the next lesson they will be learning and practicing more ways to protect their personal rules.
- D. Remind students to complete the take-home activity with their parent or other trusted adult.
- E. Thank the students for their participation and tell them you look forward to seeing them next time.

Optional: Administer Level I – Lesson 6 Quiz (located in the Appendix)

Newsprint: Playing By Your Rules

Playing By Your Rules

SELECT

Know your personal rules ahead of time.

DETECT

Watch for signs that challenge your personal rules.

PROTECT

Avoid risky situations or use refusal skills to get out of the situation.

Newsprint: Using a Clear No

Protecting Your Rules... Using A Clear “NO!”

1. Use the word “NO”.
2. Use body language that says NO:



Hands-off movements



Stiff body



Serious expression

✕ Other body movements



If all else fails, escape

3. Use a firm tone of voice.
4. Repeat the NO message.

Script**Should I Stay or Should I Go?****Version 1****Setting the Stage**

Mark is getting dropped off at the movie theater by his older brother to see a movie with a group of friends. Some of his friends come up with the idea of dropping the movie and catching a taxi to a teen club. Mark's parents think he is going to see a movie, and he knows they wouldn't like him taking the taxi and going to a teen club.

Mark (*as he is hopping out of the car*): See you later, Juan! Don't worry about picking me up. Jose's cousin is going to drive me home. Later.

Juan: Remember, you little jerk, don't leave the theater or you're dead!

Mark (*walking around and finally seeing his friends, approaches them excited and acknowledges everyone when he reaches them*):

Wuz up, man? I heard the special effects are supposed to be cool.

Boy 1: I know!

Girl 1: I can't wait to see it too! The lead guy is fine.

Sheila (*stepping out from the crowd and ending a phone call on her cell, all excited*): Oh my god! I can't wait to see this movie, but, girl, guess what I just found out? Robert and his cousin Jamie are at that new teen club. They're going to be there all night chillin'. Let's go!!

Boy 2:

Yeah, okay.

Girl 2: Did you say that Robert was gonna be there? I want to go there. Wait, how are we gonna get there?

Sheila (*being very confident and in control*): That's easy. We take a cab – no duh. Plus, it shouldn't cost that much, and we will split the cost. I've been dying to see that place, but my mom always says I can't go. Oh, this is gonna be so tight! Ok, so I'll call the cab.

As Sheila starts to take out her phone and chats with group, a few of the group look uneasy about the plan, Mark being one of them.

Mark (*looking nervous and his voice is a little shaky; he looks down while talking to Sheila*): Um, the club is pretty far from here.

Sheila (*still confident, in control, and dialing 411*): Don't be silly, it won't take but a couple of minutes to get there. (*talking on phone*) Oh, hi. I need the phone number for Speedy Taxi. (*hangs up and calls taxi*) We are at 4222 Locust Boulevard and need to go to The Brick on Main Street. A few minutes? Great.

Girl 1 (*excited and happy, waiting for taxi*): I can't wait to see James. I think he is just so fine.

Girl 2: Ew, you think James is fine?

Mark (*still looking down, slouched, not using strong voice*): Guys, you know, um, I, I'm not sure this is such a great idea. I mean...

Sheila:

Come on! Don't be such a punk. Robert said his friend Natasha is gonna be there. You know you really like her!

Taxi pulls up (group start getting in).

Boy 1: This is going to be so much fun. I've never been to a club before.

Sheila (*holding door open for Boy 1*): Mark, so are you coming or what?

Mark (*reluctantly gets in the taxi*): Um, I don't know about this. (*hesitates*) But, I guess I'm in.

Taxi speeds away.

Script**Should I Stay or Should I Go?****Version 2****Setting the Stage**

Mark is getting dropped off at the movie theater by his older brother to see a movie with a group of friends. Some of his friends come up with the idea of dropping the movie and catching a taxi to a teen club. Mark's parents think he is going to see a movie, and he knows they wouldn't like him taking the taxi and going to a teen club.

Sheila: *(stepping out from the crowd and ending a phone call on her cell. All excited):* Oh my god! I can't wait to see this movie, but, girl, guess what I just found out? Robert and his cousin, Jamie, are at that new teen club. They're going to be there all night chillin'. Let's go!!

Boy 2: Yeah, okay.

Girl 2: Did you say that Robert was gonna be there? I want to go there. Wait, how are we gonna get there?

Sheila: *(being very confident and in control):* That's easy. We take a cab – no duh. Plus, it shouldn't cost that much, and we will split the cost. I've been dying to see that place, but my mom always says I can't go. Oh this is gonna be so tight! Ok, so I'll call the cab.

As Sheila starts to take out her phone and chats with group, a few of the group look uneasy about the plan, Mark being one of them.

Mark: *(stepping a little farther from the group, standing tall, looking confident, and his tone of voice is strong. He looks directly at Sheila):*

Mark: No, I'm not gonna go. I didn't come all the way here to not see the movie! What's wrong with you all?

Sheila: *(still confident, in control, and dialing 411):* Come on, you can see the movie anytime. *(Talking on phone)* Oh, hi. I need the phone number for Speedy Taxi. *(hangs up and calls taxi)* We are at 4222 Locust and need to go to The Brick on Main Street. A few minutes? Great.

Girl 1: I can't wait to see James. He's so fine.

Girl 2: Ew, you think James is fine?

Mark: *(Still looking confident, strong tone of voice, maintains eye contact with Sheila):* No, I don't want to go. I told my brother I'd be here. Plus, I really want to see the movie. You guys go ahead, if you want because I'd rather stay here.

Sheila: Come on! Don't be such a punk. Robert said his friend, Natasha, is gonna be there. You know you really like her!

Mark: No, that's okay. I'll catch you later.

Taxi pulls up (Some of group start to get in. Some stay behind.)

Boy 2: Yeah, I'm going to stay with Mark.

Sheila: *(getting in the taxi, waving at Mark):* I'll call you later! *(Mark and others head toward the theater.)*

Taxi speeds away.

Handout: Role-Play**Drink????**

Directions: Using clear NO statements, complete the “You” lines.

Setting the Stage:

You are at a friend’s house for a party on Friday night. The music is loud, and a group of your friends are hanging out, dancing, and laughing. Your friend’s parents are upstairs and have promised not to come downstairs unless they are asked. While you are in the kitchen, your friend says, “Look what I’ve got,” and shows you a bottle of alcohol.

Your Friend: You want a shot of this in your soda?

You:

Your Friend: Oh, come on—you’ll like it.

You:

Your Friend: Loosen up—it will relax you.

You:

Your Friend: Everyone does it. Why are you making such a big deal about it?

You:

Handout: Role-Play**Skiping School?**

Directions: Using clear NO statements, complete the “You” lines.

Setting the Stage:

You are talking to your friend outside your lockers in the school hallway just before lunchtime. Your parents have told you that you need to work hard this semester to pull your grades up. You know that you get a math review after lunch to prepare for a big test at the end of the week. Your friend asks you to skip school and go to the arcade for the afternoon.

Your Friend: I’m so bored. Let’s skip math class and hit the arcade.

You:

Your Friend: Oh, you’ll do fine on the math test. Quit worrying about it so much.

You:

Your Friend: We never get to just hang out together any more—you’re always busy.

You:

Your Friend: If you really were my best friend, you’d come with me.

You:

Parent-Student Homework Activity**Protecting Your Rules...Using a Clear NO!**

Directions: Explain to your parent or another adult that you have been learning how to use a clear NO. Using the situation below, ask your parent or another adult to help you use a clear NO.

1. Setting the Stage: You are at a party, and people start smoking marijuana. You have selected a personal rule to not use marijuana. Have your parent or other adult read the "your friend" line while you use a clear "No" to respond.

Your Friend: You want some weed?

You: _____

Your Friend: Oh, come on—you'll like it.

You: _____

Your Friend: Loosen up—it will relax you.

You: _____

2. Ask your parent or other adult how you did using a clear "No" to your friend in the role-play?

- a. Did you say no? _____
- b. Did you use a firm tone of voice? _____
- c. Did you use strong body language? _____
- d. Did you have to say no more than once? _____

3. What are some other situations where a teen my age should be using a clear NO? _____

Cut here and return this part to your *It's Your Game...Keep It Real* teacher.

We have completed the "**Using a Clear NO**" homework together.

Student's Name (Print): _____

Parent/Guardian's Signature: _____

Level I - Lesson 7: Protecting Your Rules...Alternative Actions



Synopsis:

After reviewing ways of using clear NO statements, students are introduced to another type of refusal skill: alternative actions. Students practice refusal skills in small groups using half-scripted role-plays.

Objectives:

 Students will be able to:

- List ways to protect their rules: Clear NO and Alternative Actions
- Demonstrate how to use alternative actions in different situations
- Distinguish between ineffective and effective ways to use alternative actions
- Personalize ways to use clear NO and alternative actions

Activities:

- | | |
|--|----------|
| I. Introduction to the Day | (5 min) |
| II. Movie Acting & Discussion | (10 min) |
| III. Protecting Your Rules...Alternative Actions | (10 min) |
| IV. Student Skill Practice: Role-Playing | (15 min) |
| V. Wrap-Up | (3 min) |
| Optional Level I – Lesson 7 Quiz | |

Preparation:

Newsprint:

- "Playing By Your Rules"
- "Protecting Your Rules...Using A Clear 'NO'"
- "Protecting Your Rules...Alternative Actions"

Teacher Aid:

 Examples of Alternative Actions Sheet

Scripts:

- 7 copies of "Should I Stay or Should I Go?"- Alternative Actions
- 1 copy of "Should I Stay or Should I Go?"- Alternative Endings (cut into strips)

Handouts:

- ½ classroom set of the role-play "Ride or Walk"
- ½ classroom set of the role-play "The Park"

Activity I: Introduction to the Day**(5 min)**

- A. Collect students' take-home activity "Protecting Your Rules-Using A Clear NO."
- B. Ask students what they learned about using a clear NO by doing this activity with their parent or other adult. Take two or three responses.
- C. Thank the students for doing this activity with their parents or other adult.
- D. Ask students to identify the four ways of using a clear No statement.

Use the word *no*.

Use body language that clearly says no.

Use a firm tone of voice that supports the no message.

Repeat the message as much as necessary.

NOTE: Once the students list all four characteristics, put up the Newsprint "**Protecting Your Rules...Using a Clear No**" as a reminder. Also, put up the Newsprint "**Playing By Your Rules**" as a reminder.

- E. Tell students that in real life, it is often hard to say no to someone, especially if that person is your friend or someone whose opinion you care about.
- F. Ask students if a really good friend asked them to do something that was against their rules would it be hard to say no. Why/why not?

Some possible responses include:

- Afraid another person won't like you
- Hurt their feelings
- Lose "face"
- Disappoint them
- Afraid you'll be left out
- Afraid they'll make fun of you

- G. Explain to students that in some situations it's hard to directly say no, that's why today they will learn other ways to say no to someone when they don't want to do something.

Activity II: Movie Acting & Discussion**(10 min)**

- A. Tell students that today they will help you act out the movie they did last lesson, but this time with some different endings.
- B. Tell students that today you need seven students to be actors in the movie "Should I Stay or Should I Go?"- Alternative Actions.
- C. Ask students to raise their hands if they want to be an actor in the movie.
- D. Select three females and assign them to one of the following roles: Sheila, Girl 1, Girl 2.
- E. Select four males and assign them to one of the following roles: Mark, Juan, Boy 1, Boy 2.
- F. Have the actors come to the front of the room.
- G. Pass out copies of "Should I Stay or Should I Go?"- Alternative Actions" to the actors.
- H. Remind students that in this movie Mark's personal rule is being challenged.
- I. Ask the students to watch to see how Mark is able to stick to his personal rule by saying no in a different way.
- J. Read "Setting the Stage" to the students and then tell the actors to begin acting.
- K. After the movie, thank the actors and ask them to sit down.
- L. Tell students they will now hear some alternative endings to this movie.
- M. Ask for student volunteers to read the different endings. Pass out an alternate ending to each volunteer.

NOTE: Please make sure that the students read the alternative endings with firm tone of voice, like they really mean it.

- N. After all endings have been read, ask students the following questions about the movie:

Did Mark use a clear NO in this movie?

Response should be yes. Mark says, "No, I don't want to go."

What were some other ways that Mark said no in this movie?

Responses should be similar to the different endings.

Do you think these other ways of saying no helped Mark stick to his personal rule? Why/why not?

Response should be yes. There are many reasons why; one may be because it gave him a way to say no without losing face.

H. Explain to students that in the movie they just watched, Mark uses two different ways to protect his rules:

Clear NO (Mark says, "No, I don't want to go.")

Alternative Action (Mark says, "Why don't we call Robert and ask him to come here.")

Activity III: Protecting Your Rules...Alternative Actions (10 min)

- A. Explain to students that an alternative action is when you say no by suggesting another activity that gets you out of the situation.
- B. Put up the Newsprint "**Protecting Your Rules...Alternative Actions**" for the students to see.
- C. Ask the class to read aloud the definition of an alternative action.

ALTERNATIVE ACTION: Something you say or do that gets you out of the situation

- D. Ask the students what Mark did to get out of the situation.

Some possible responses include:

Mark says: You guys go ahead if you want. I'm gonna go watch the movie. (Mark walks into the movie theater.)

Mark says: I really want to see this movie, and hey, I have an idea...Why don't we call Robert and ask him to come here.

- E. Ask students what are other things Mark can do to get out of going to the teen club?

Responses may include:

Make a cell phone call

Go to the bathroom

Get something to eat

Say he isn't feeling well

- F. Explain to students that it is important that the alternative action they suggest is **FUN** and **REALISTIC**.
- G. Explain to students that these were good alternative actions to help them protect their rule.
- H. Ask students if they have any questions about what an alternative action is. Respond as needed.

Activity IV: Student Skill Practice Role-Play (15 min)

- A. Explain to students that they now will have a chance to **practice** using a clear NO and alternative actions by working in pairs on a role-play.
- B. Explain to students that in these role-plays they should use clear noes and alternative actions to get out of the situation and to protect the character's rule.
- C. Tell students that as soon as they get a copy of the role-play they will **work individually** and write down what they would say in response to the pressure lines.

NOTE: Keep the Newsprint "Protecting Your Rules...Alternative Actions" up to remind students of the definition.

- D. Tell students that half of the class will receive a copy of the role-play "Ride or Walk" and the other half a copy of the role-play "The Park."
- E. Pass out the role-plays to the students.
- F. Remind students to write their responses **individually**.
- G. After three minutes have students with the same role-play **pair up**.
- H. Explain to students that they should **take turns** with their partner reading each role.
- I. Walk around the room to make sure students are on task and to give feedback as necessary.
- J. After five minutes, ask the students to go back to their seats.
- K. Ask the following questions to the students:

How did it feel to say your lines?

How well did your lines work?

NOTE: IF THERE IS TIME CONTINUE WITH STEPS L-N. IF NOT, PROCEED TO STEP O.

- L. Ask for a group to volunteer to act out their role-plays for the class. Let two groups act out their role-play, making sure that each role-play, "The Park" and "Ride or Walk," is demonstrated.

- M. After each role-play, have the class applaud the group for sharing their role-play.
- N. After each group, ask the students the following questions:
 - What did the character say or do to get out of the situation?
 - Were these realistic and fun?
 - What could the character have done to avoid the situation completely?
- O. Ask students if they have any questions about using an alternative action.
- P. Thank the students for sharing their role-plays.

Activity V: Wrap-Up**(2 min)**

- A. Ask the class to read aloud the definition of an alternative action.

Alternative Action: Something you say or do that gets you out of the situation.

- B. Ask students why they would use alternative actions to protect their rules.
- C. Remind them that by using a **clear NO** or **suggesting alternative actions** they are protecting their rules.
- D. Tell students that in the next class they will be moving to a new topic – learning about puberty and their bodies. Tell students that they will be using computers during that class.
- E. Thank the students for their participation and tell them you look forward to seeing them next time.

Optional: Administer Level I – Lesson 7 Quiz (located in the Appendix)

Newsprint: Playing By Your Rules

Playing By Your Rules

SELECT

Know your personal rules ahead of time.

DETECT

Watch for signs that challenge your personal rules.

PROTECT

Avoid risky situations or use refusal skills to get out of the situation.

Newsprint: Using a Clear No

Protecting Your Rules... Using A Clear “NO!”

1. Use the word “NO”.
2. Use body language that says NO:



Hands-off movements



Stiff body



Serious expression

× Other body movements



If all else fails, escape

3. Use a firm tone of voice.
4. Repeat the NO message

Newsprint: Alternative Actions

Protecting Your Rules... Alternative Actions

**Something you say or do
that gets you out of the
situation**



Teacher Aid

Examples of Alternative Actions

- Let's go to the mall.
- Why don't we go to a movie?
- I don't have time to do that right now.
- My ride is going to be here any minute.
- I'm not feeling very well.
- Sorry, I have to go home.
- I have to meet my mom for dinner.
- I have to call home.
- Take a walk
- Make a phone call
- Pretend you lost something
- Look distracted
- Eat something
- Go to the rest room
- Begin talking to someone else

Script

Should I Stay or Should I Go?

Alternative Actions Version

Setting the Stage

Mark is getting dropped off at the movie theater by his older brother to see a movie with a group of friends. Some of his friends come up with the idea of dropping the movie and catching a cab to a teen club. Mark's parents think he is going to see a movie and he knows they wouldn't like him taking the cab and going to a teen club. In this scene, we see several versions of how Mark gets out of the situation.

Mark (*as he is hopping out of the car*): See ya, Juan! Don't worry about picking me up. Jose's cousin is going to drive me home. Later.

Juan: Remember you little jerk, don't leave the theater or you're dead!

Mark (*walking around and finally sees his friends -a mixed group of boys and girls. Approaches them excited and acknowledges everyone when he reaches them*): Wuz up, man? I heard the special effects are supposed to be good and cool.

Boy 1: I know!

Girl 1: I can't wait to see it too! The lead guy is fine.

Sheila (*stepping out from the crowd and ending a phone call on her cell, all excited*): Oh my god! I can't wait to see this movie, but, girl, guess what I just found out? Robert and his cousin, Jamie, are at that new teen club. They're going to be there all night chillin'. Let's go!!

Boy 2: Yeah, that's cool.

Girl 2: Did you say that Robert was gonna be there? I want to go there. Wait, how are we gonna get there?

Sheila (*being very confident and in control*): That's easy. We take a cab – no duh! Plus, it shouldn't cost that much, and we will split the cost. I've been dying to see that place, but my mom always says I can't go. Oh this is gonna be so tight! Ok, so I'll call the cab.

As Sheila starts to take out her phone and chats with group, a few of the group look uneasy about the plan, Mark being one of them.

Mark (*stepping a little farther from the group, standing tall, looking confident, and his tone of voice is strong. He looks directly at Sheila*):

No, I'm not gonna go. I didn't come all this way here to not see the movie! What's wrong with you all?

Sheila (*still confident, in control, and dialing 411*): Come on, you can see the movie anytime. (*Talking on phone*) Oh, hi. I need the phone number for Speedy Taxi. (*hangs up and calls cab*) We are at 4222 Locust and need to go to The Brick on Main Street. A few minutes? Great.

Girl 1: I can't wait to see James. I think he is just so fine.

Girl 2: Ew, you think James is fine?

Mark: No, I don't want to go. I told my brother I'd be here. AND I really want to see the movie. You guys go ahead, if you want. I'm gonna see the movie. (*Mark walks confidently into the movie theater.*)

Should I Stay or Should I Go?

Alternative Endings

(cut into strips)

Ending 2

Mark (*Still looking confident, strong tone of voice, maintaining eye contact with Sheila*):

No, I don't want to go. I really want to see this movie, and hey, I have an idea...Why don't we call Robert and ask him to come here. He's been telling me for weeks that he wanted to see this movie.

Ending 3

Mark (*Still looking confident, strong tone of voice, maintaining eye contact with Sheila*):

No, I don't want to go, and anyway we told Monica and Charlie that we were going to meet them here. We can't just leave them hangin'.

Ending 4

Mark (*Still looking confident, strong tone of voice, maintaining eye contact with Sheila*):

No, I don't want to go, and besides, we're not dressed right for the club. Let's just go to the movies like we planned.

Ending 5

Mark *(Still looking confident, strong tone of voice, maintaining eye contact with Sheila):*

No, I really want to see this movie **tonight**. Let's go to the club another time.

After Various Endings...

Sheila: Yeah, okay... I guess you're right. We are here already. Let's go in.

Taxi pulls up.

Sheila *(leaning into taxi):*

Sorry, change of plans. We don't need a cab tonight.

Mark and Sheila head toward the theater with the group.

Taxi drives off.

Handout: Role-Play**Ride or Walk?**

Directions: Using clear NO statements and alternative actions complete the “You” lines.

Setting the Stage: You are walking with your friend on your way home after school when an older student pulls up next to you in a car. He’s really popular at your school. Even though you think it’s really cool that he wants to give you and your friend a ride, you know that he is only 15 and doesn’t have a license yet.

Older Student: Hey, [your name]. I got my brother’s car. Do you want a ride?

You:

Older Student: It’s okay. I’ll take you anywhere that you wanna go.

You:

Older Student: Don’t be so lame. What’s your problem? I drive lots of people around.

You:

Older Student: Come on... anybody else would be happy to let me give them a ride home.

You:

Handout: Role-Play**The Park**

Directions: Using clear NO statements and/or alternative actions complete the “You” lines.

Setting the Stage:

You are with your friend and group of others at a theme park. Your friend wants to ride on the newest roller coaster. You hate rides like that.

Your Friend: Hey, [your name], let’s get in line for that new big roller coaster ride.

You:

Your Friend: Oh, come on—you’ll like it.

You:

Your Friend: Everyone else is going ride. What’s the matter with you?

You:

Your Friend: Look, if you won’t come with me, maybe next time we just won’t invite you to the park.

You:

Level I - Lesson 8: Know Your Body



Synopsis:

This computer session will allow students to learn more about the human reproductive system and the changes their body will go through during puberty.

Objectives:

Students will be able to:

- Describe changes in male and female anatomy and physiology during puberty
- Identify the parts of the male and female reproductive systems and understand the function of each of these parts
- Define sex and understand the physical consequences of having sex (pregnancy, HIV, other STIs)
- Describe menstruation and sperm production and identify their relationship to reproduction

Activities:

- I. Introduction to the Day (3 min)
 - II. Computer Activities (40 min)
 - 1. Body Moves: Body Development Animation
 - 2. Body Moves: Reproductive Anatomy
 - 3. Body Moves: Menstruation
 - 4. On-The-Air: The Expert's Corner
 - 5. On-The-Air: Reproduction
 - III. Wrap-Up (2 min)
- Optional Level I – Lesson 8 Quiz

Preparation:

Review all computer activities prior to the lesson

Teacher Aid: Reproductive Anatomy

Activity I: Introduction to the Day**(3 min)**

- A. Welcome students as they come in. Sit each student at a computer and tell students not to touch their mouse or keyboard until they are instructed to do so.
- B. Explain to students that today they will be using the computers to learn about the reproductive system, puberty, and the definition of sex.
- C. Ask students who the most important person in their game is. Take a few responses.
- D. Emphasize that they are the most important person in their game and that's why it is important for them to know how their body works so they can make decisions, especially regarding sex, that will keep their bodies healthy and their game real.
- E. Tell students to begin today's computer lesson now.
- F. Remind students to raise their hand if they have a question.

Activity II: Computer Activities**(35 min)**

NOTE: Monitor time closely. Please remember you will need 8 -10 minutes at the end of class to review questions from the computer activities and complete the wrap up.

1. Body Moves: Body Development Animation

Description: Using a lighthearted animation, students see the changes that occur in the male and female body during puberty. This animation also focuses on the emotional changes experienced during puberty. Animated scenes also demonstrate the development of a girl's body from age eight through puberty and an eight-year-old boy's body through puberty. Animated scenes are separate for male and female body development.

2. Body Moves: Reproductive Anatomy

Description: An interactive animation allows the student to match up a part of the reproductive system with the correct name. When the correct name is identified, reinforcement is given along with an explanation of the function of that reproductive part. If the wrong name is selected, remediation is offered along with redirection to the correct reproductive part. The student performs this activity for both the male and female reproductive systems. (*See Teacher Aid on Reproductive Anatomy.*)

3. Body Moves: Menstruation

Description: Students see an animation that explains how different parts of the female reproductive system work together for menstruation to occur. Students also have the opportunity to read an online fact sheet that answers some common questions about menstruation.

4. On-The-Air: The Expert's Corner

Description: Students watch a video in which an expert hosts a candid discussion about sex and reproduction. The expert provides a definition of sex, including vaginal, oral, and anal sex, and explains the consequences of having sex. In this lesson, the focus is on the physical consequences of having sex – pregnancy, HIV, and other STIs. In this activity, the expert talks about STIs, and the student has access to online fact sheets regarding STIs if interested.

5. On-The-Air: Reproduction

Description: The expert continues the discussion about another consequence of having sex – becoming pregnant. At this point, the student watches an animation of what happens in the female body (menstruation) and in the male body (production of sperm) for reproduction to occur.

6. Arcade: Activity Review

Description: Students are able to access the Arcade to review previous lesson activities only after they have completed all the activities for the day.

Activity III: Wrap-Up**(2 min)**

- A. Ask the students to end computer activities.
- B. Ask students if they have any additional comments they want to make about the activities they did today. Respond as necessary.
- C. Ask students why they think it's important for them to understand how their bodies work. Take a few responses.
- D. Tell students that you hope the activities they did in today's class helped them not only understand how their bodies work but also understand some of the consequences (pregnancy, HIV, other STIs) they can experience if they make unhealthy choices regarding sex.
- E. Remind students that they are the most important person in their game and that's why in the next class they will begin to think about reasons why teens their age choose to wait until they are older to have sex.
- F. Thank the students for their participation and let them know you look forward to seeing them next time.

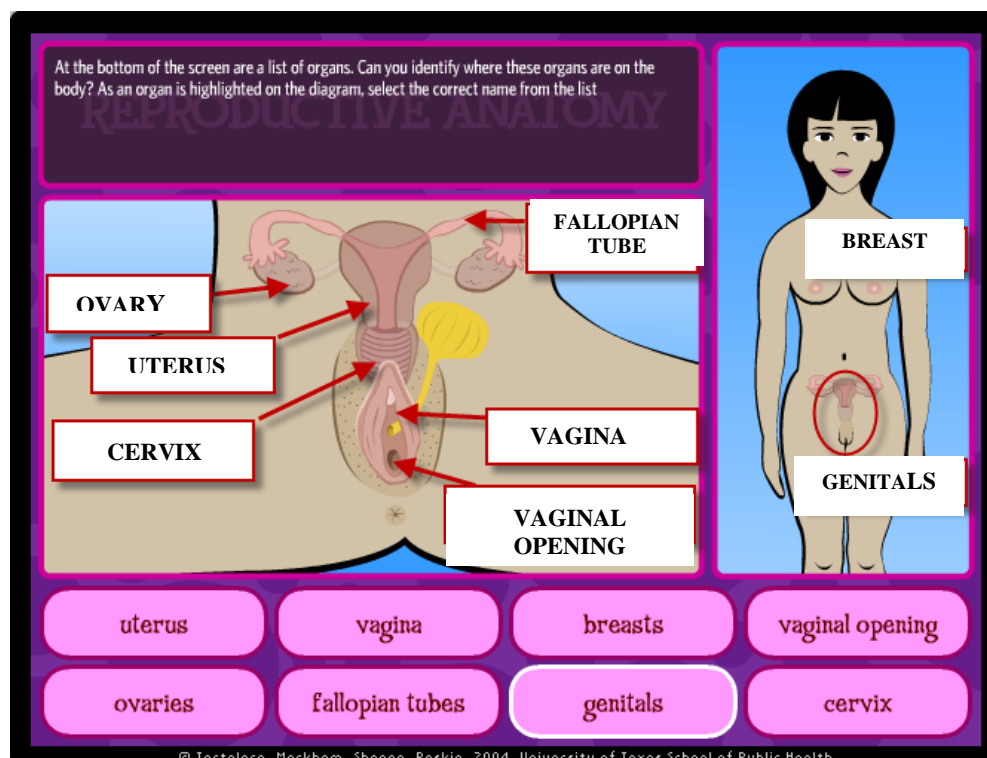
Optional: Administer Level I – Lesson 8 Quiz (located in the Appendix)



Teacher Aid

Teacher Guide to Reproductive Anatomy

The interactive animation in the reproductive anatomy computer activity allows the student to match eight parts of the **female reproductive system** with the correct name:



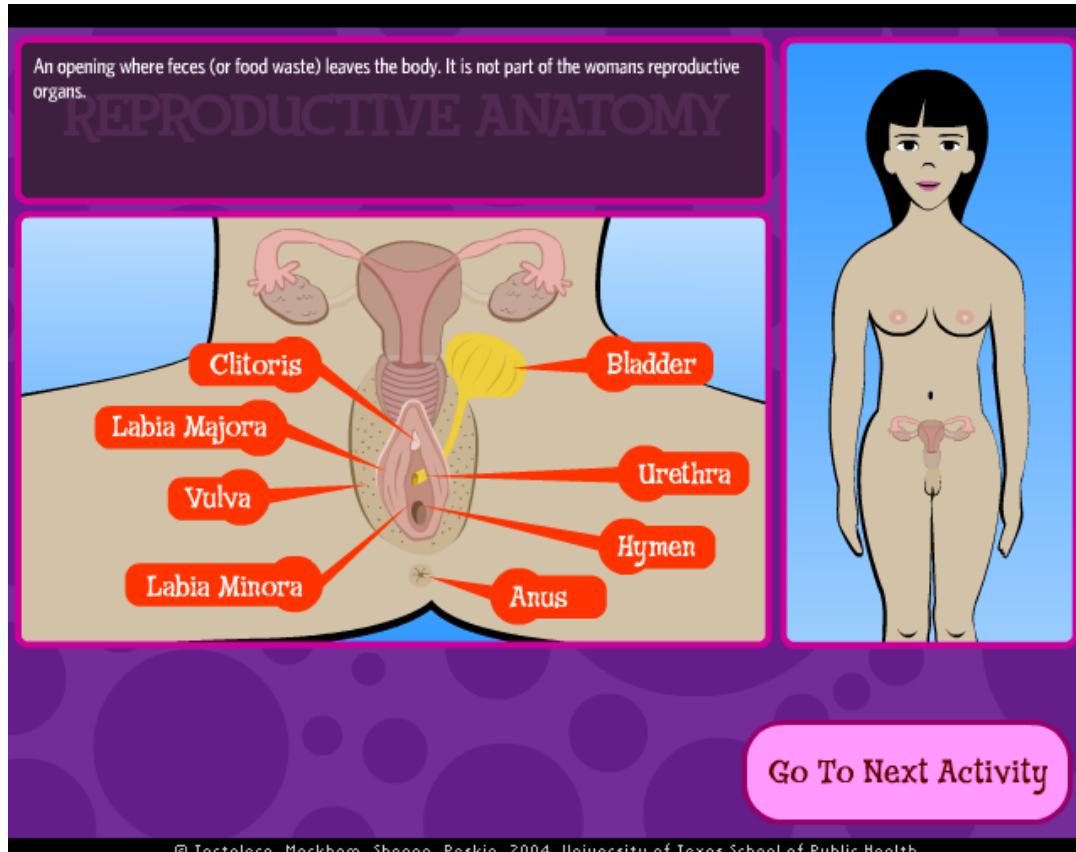
- ❖ Breasts. Breasts, also known as mammary glands, play a part in reproduction because they make milk for the baby. A breast has somewhere between 12 to 20 milk glands, which connect to milk ducts. The milk ducts then lead to the nipple. About 80 percent of breast tissue is made of fat that protects the milk glands.
- ❖ Cervix. The cervix connects the vagina and the uterus.

Teacher Aid to Reproductive Anatomy continued

- ❖ **Fallopian Tubes.** The Fallopian tubes are small straw-like tubes. One end connects to the uterus. The other end has fringelike tentacles (fimbriae) that float next to the ovaries. When an egg, or ovum, is released from one of the ovaries, the fimbriae sweep the ovum into the Fallopian tube where it travels to the uterus. Conception, or the fertilization of the egg, occurs in the Fallopian tube.
- ❖ **Genitals and Reproductive Anatomy.** Genitals is a general word that refers to the reproductive and surrounding organs.
- ❖ **Ovaries.** Females are born with 2 ovaries, one on each side of the uterus. They are small walnut-sized organs that store egg cells. During puberty the ovaries will begin releasing one egg cell every month, signaling the beginning of the menstrual cycle. The egg cell travels through the Fallopian tubes where fertilization can occur.
- ❖ **Uterus.** The uterus is a strong muscular organ where a fetus grows until it is ready to be born. The uterus is about the size of a pear and can expand large enough for a 9-month-old baby to live in. After a baby is born, the uterus returns to its original size. When the woman is pregnant the baby is nourished by the blood and tissue built up in the uterus. If the woman's egg is not fertilized, the blood and tissue from the uterine wall are shed, causing her to menstruate.
- ❖ **Vagina.** The vagina is a muscular organ that has stretchy walls that allow it to expand and recover to its original shape. The vagina is where a penis goes during sex, and it provides a passageway for a baby to come through during childbirth. During menstruation, the vagina provides a way for the blood to pass through from the uterus to the vaginal opening.
- ❖ **Vaginal opening.** This is the hole between a girl's legs that leads to the vagina.

Teacher Aid to Reproductive Anatomy continued

Further, in the computer lesson, when the Learn More button is selected, eight additional female reproductive system parts are provided:

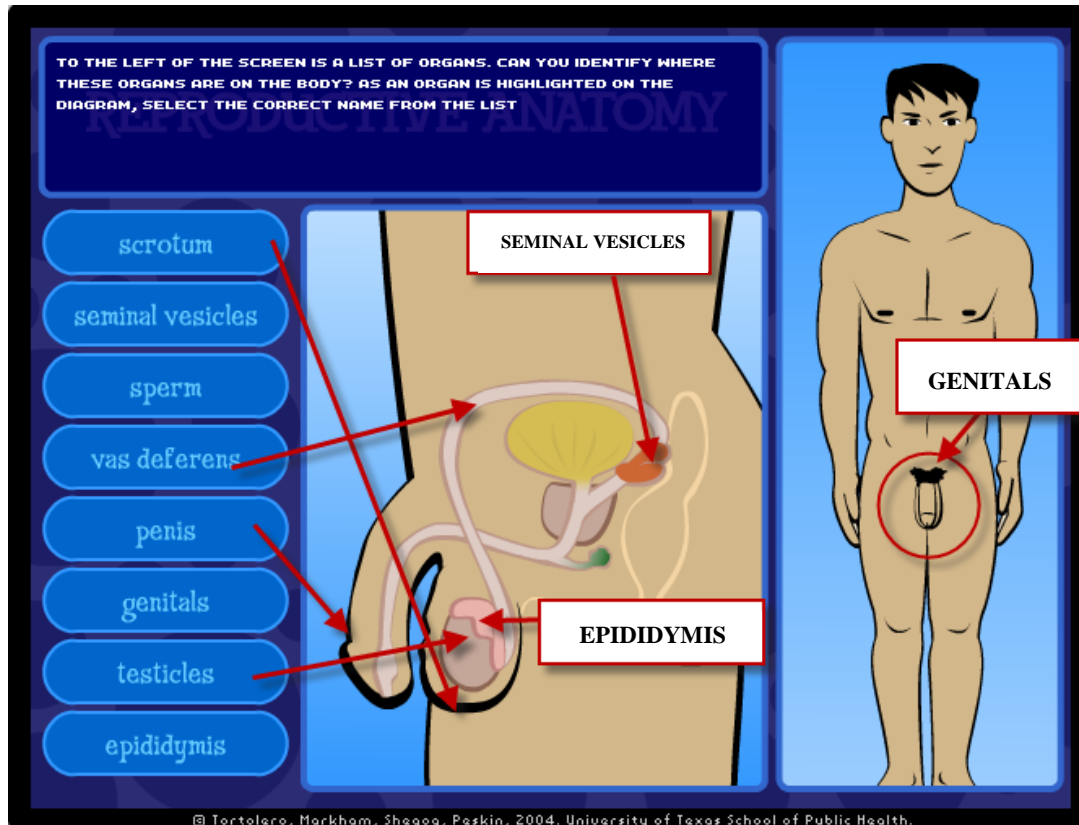


- ❖ Anus. An opening where feces (or food waste) leaves the body. It is not part of the woman's reproductive organs.
- ❖ Bladder. The bladder is a hollow organ that stores urine until there is an appropriate time to urinate. During urination urine is expelled by the bladder muscles, through the urethra.
- ❖ Clitoris. The clitoris is a small pea-sized mound at the top of the vulva where the labia come together. It is responsible for many of the sexual feelings a woman has.
- ❖ Hymen. The hymen is a thin piece of skin that covers the vaginal opening. The hymen can tear during certain kinds of exercise, by using tampons, or as a result of having sex for the first time.

- ❖ Labia Majora. Girls have two pairs of labia. The labia majora are the outer lips that have hair and cover the inner lips or the minora.
- ❖ Labia Minora. Girls have two pairs of labia. The labia minora are the inner lips that are smaller and don't have hair.
- ❖ Urethra. A small opening where urine (pee) leaves the body. It is not part of the woman's sex organs, but it is covered by the vulva and is between the clitoris and the vaginal opening.
- ❖ Vulva. The vulva is the whole area of soft skin between a female's legs that covers the labia, clitoris, the opening to the urethra, and the opening to the vagina.

Teacher Aid to Reproductive Anatomy continued

The interactive animation in the reproductive anatomy computer activity allows the student to match eight parts of the **male reproductive system** with the correct name:

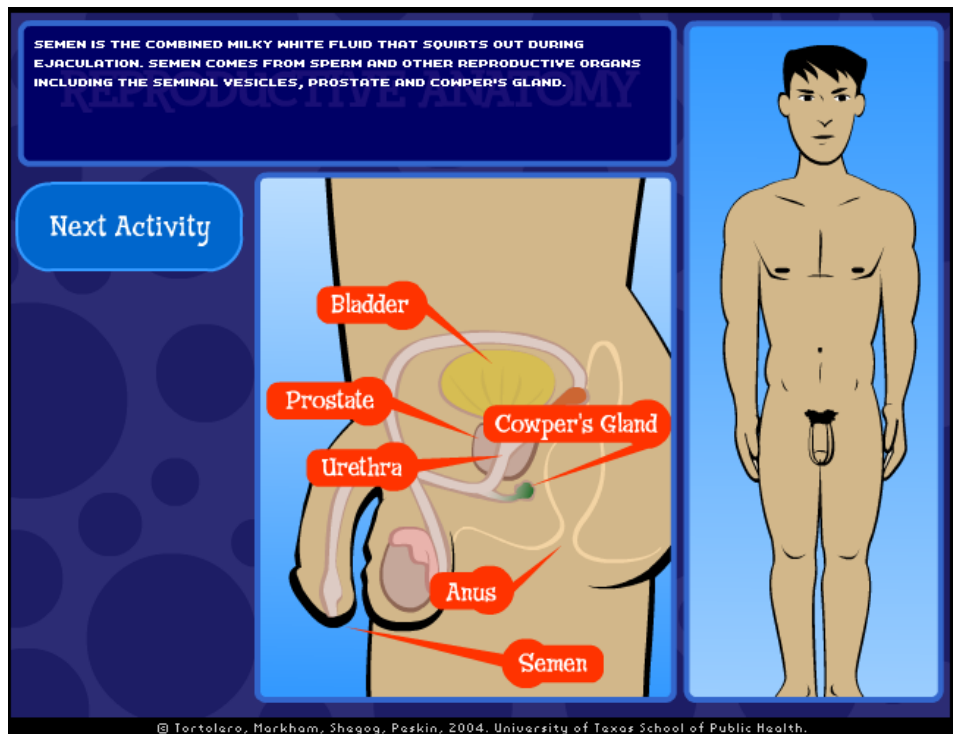


- ❖ Epididymis. A tiny, coiled tube connected to each testicle that stores sperm as they mature.
- ❖ Genitals and Reproductive Anatomy. Genitals is a general word that refers to the reproductive and surrounding organs.
- ❖ Penis. The penis is the male sex organ that hangs down between a boy's legs. The penis may be circumcised, where the foreskin of the penis is removed, or uncircumcised, where the foreskin of the penis is left intact. Although circumcision affects the look of the penis, it does not affect its function. Urine passes through the penis during urination or "peeing." The penis usually soft and spongy, but, during

an erection, it becomes hard. During sexual intercourse, ejaculation, where semen passes through the penis, may occur.

- ❖ Scrotum. The scrotum is a soft, loose wrinkly sac of skin that has two compartments. Each compartment holds one testicle. The skin of the scrotum is darker in color than the rest of a man's skin. When the penis is soft it rests on top of the scrotum.
- ❖ Seminal vesicles. The two seminal vesicles are located under the bladder and make fluids that feed sperm to give them energy.
- ❖ Sperm. Sperm is constantly made in the testes from puberty to the end of a man's life. Sperm are the male's reproductive cells and look like tiny tadpoles. They are only visible through a microscope. If a sperm comes together with an egg from the female fertilization or conception occurs, which can lead to pregnancy.
- ❖ Testicles. The testicles, or testes, are where males begin to produce sperm during puberty. Before puberty, the testes are about the size of a grape. During puberty, the testes grow to the size of a large walnut. Typically before and after puberty, one testicle hangs lower than the other one.
- ❖ Vas deferens. The two vas deferens are long thin tubes that sperm travel through to get from the testicles to the end of the penis.

Teacher Aide to Reproductive Anatomy continued



- ❖ Prostate. The prostate gland makes fluid that gives sperm an additional energy boost.
- ❖ Cowper's gland. The Cowper's gland is attached to the urethra; it releases a sticky fluid that cleans out the urethra. This fluid is called pre-ejaculate because it comes out the end of the urethra before ejaculation.
- ❖ Urethra. A long tube inside the penis that urine (pee) passes through during urination and semen passes through during sex.
- ❖ Semen. Semen is the combined milky white fluid that squirts out during ejaculation. Semen consists of sperm from the testicles and fluids from other reproductive organs, including the seminal vesicles, prostate, and Cowper's gland.
- ❖ Bladder. The bladder is a hollow organ that stores urine until there is an appropriate time to urinate. During urination urine is expelled by the bladder muscles, through the urethra.

- ❖ Anus. An opening where feces (or food waste) leaves the body. It is not part of the man's reproductive organs.

Level I - Lesson 9: Keeping It Real...For Yourself



Synopsis:

Students identify the emotional, physical, and social consequences of having sex and not having sex. Discussion also emphasizes that most teens their age are not having sex. In their journals, students personalize their own reasons for choosing not to have sex.

Objectives: Students will be able to:

- State the emotional, physical, and social consequences of having sex and not having sex
- Realize that most teens their age are not having sex
- Personalize reasons for not having sex

Activities:

- | | |
|----------------------------|----------|
| I. Introduction to the Day | (5 min) |
| II. Consequences of Sex | (5 min) |
| III. Tina and Marco Story* | (30 min) |
| IV. Journal Activity | (10 min) |
| V. Wrap-Up | (3 min) |

Optional Level I – Lesson 9 Quiz

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Preparation:

Newsprint:

- "Types of Consequences"
- "Agreements for Classroom Discussion"

Scripts:

- "Tina & Marco" - Teacher Aid

Handouts:

- Class set of Version 1
 - "Tina - The Next Morning" (Group 1)
 - "Marco - The Next Morning" (Group 2)
 - "Tina - A Month Later" (Group 3)
 - "Marco - A Month Later" (Group 4)
- Class Set of Version 2
 - "Tina - The Next Morning" (Group 1)
 - "Marco - The Next Morning" (Group 2)
 - "Tina - A Month Later" (Group 3)
 - "Marco - A Month Later" (Group 4)

Supplies:

- Journals

Activity I: Introduction to the Day**(5 min)**

- A. Explain to students that in the last lesson of the *It's Your Game...Keep It Real* program they learned about puberty, sex, and making decisions about sex.
- B. Remind students that these are very serious topics and we want everyone to feel comfortable participating in the program.
- C. Put up the Newsprint "**Agreements for Classroom Discussion.**"
- D. Ask students if they remember putting this list together.
- E. Go around the room and have the students read the agreements aloud.
- F. Remind the students that in order for them to get the most out of this program it is important for them to follow these agreements, especially **respecting** each other and each other's opinions.
- G. Ask if the agreements are clear.
- H. Ask if anything needs to be added to the agreements. Respond and add new agreements to the Newsprint as necessary.
- I. Ask if everyone agrees to follow the agreements.
- J. Before we begin today's lesson, we'd also like to review **confidentiality**.
- K. Everything discussed in this class will be kept confidential **except** for three things:
 - If you tell me you are going to **hurt yourself**
 - If you tell me you are going to **hurt someone else**
 - If you tell me about past or present physical, sexual or emotional **abuse or neglect**
- L. Remind students that by **law**, you cannot keep these things a secret. You are required to let someone else know.
- M. Ask students if anyone has **questions** about this or about our Agreements for Classroom Discussion.

- N. Remind students that as we go through the lessons to feel free to come to any of the staff with questions or concerns.

Activity II: Consequences of Sex**(5 min)**

- A. Explain to students that today they will be learning about the consequences of sex.
- B. Ask students what is a consequence.
- C. Remind students that consequences are the positive or negative results of our actions.
- D. Explain to students that there are different types of consequences: **emotional, physical, and social** consequences.
- E. Put up the Newsprint "**Types of Consequences**" and go through the definition of each consequence:

Emotional Consequences: FEEL

How you **feel** and how someone else may feel because of what you do

Physical Consequences: BODY OR HEALTH

What happens to your or someone else's **body or health** because of what you do

Social Consequences: RELATIONSHIPS

What happens to your or someone else's **relationships** because of what you do

NOTE: Tell students that relationships refer to the interactions that you have with your family, friends, and other people in your community.

- F. Use the following example to help students understand the difference between these consequences.

The Action: Person steals tennis shoes from a store.

- G. Ask students to the following questions about this action for each of the three types of consequences:

How might the person **FEEL** as a result of stealing the shoes?

Possible answers include:

Might feel guilty for stealing the shoes, might be excited to have new shoes

What might happen to the person's **BODY OR HEALTH** as a result of stealing the shoes?

Possible answers include:

He or she may run faster, might get sick (stomach cramps, headache, throwing up) from being so worried about stealing

What might happen to the person's **RELATIONSHIPS** with others as a result of stealing the shoes?

Possible answers include:

Get caught stealing and wind up in juvenile detention (bad relation with community), friends might think you're cool because of your new shoes, parents upset

H. Ask students if they have any questions about the different types of consequences. Answer as necessary.

Activity III: Tina & Marco**(30 min)**

- A. Tell students they will now hear a story about two teens, Tina and Marco.
- B. Explain to students that while listening to the story they should think about the different consequences of the two teens' actions.
- C. Explain that at the end of the story they will work in small groups to complete an activity about the two teens.
- D. Read the story "**Tina & Marco**." Stop before the "New Story Ending" paragraph.
- E. Explain the "**Tina & Marco**"- **Version 1** activity and instructions to students using the following steps:

Tell students that you are going to divide the class into four groups and that each group will work on a different part of the activity.

Have the **class count out loud (one through four)** until everyone is assigned to a group.

Explain that **groups 1 and 2** will be working on what they think will happen to Tina or Marco **the morning after** the party.

Explain that **groups 3 and 4** will be working on what they think will happen to Tina and Marco **a month after** the party.

Explain to the class that they are to **answer the questions** about Tina or Marco by filling in the bubbles on the handout that will be given to each group.

Divide the class into the four groups and send each group to a different part of the room.

Pass out the appropriate handout to each group.

Go around to each group and help as necessary.

- F. Allow students to work in their group for about 10 minutes.
- G. Once students have finished ask the students to return to their seats.
- H. **Ask one student from each group** to read their responses to the entire class. Start with group 1 and end with group 4.

- I. Remind students that there are many different consequences of having sex. Briefly mention some of the key words just listed and remind students that these are consequences that affect a person's feelings, their body or health, and their relationships.
- J. Ask students the following question:

Which consequences of having sex would be the most difficult to deal with? Why?
- K. Tell students that after reading this story, the writer decided that it was too sad. So a new party ending was written. Explain that you will **ONLY** read the new ending and that students will get a chance to think about the consequences based on the new story ending.
- L. Explain that Tina and Marco still went to the party. They still drank punch, and they still went upstairs after their friends pressured Marco. **Read** the "New Story Ending" to the students.
- M. Explain the "**Tina and Marco**"-Version 2 activity to the class.

Explain that they will **work in the same small groups**, working on another handout like the one they just completed.

Explain that **groups 1 and 2** will be working on what happened to Tina or Marco **the morning after** the party.

Explain that **groups 3 and 4** will be working on what happened to Tina or Marco **a month after** the party.

Remind students that this time Tina and Marco made the decision **NOT** to have sex.

Pass out the appropriate handout (version 2) to each group.

Go around to each group and help as necessary.
- N. Allow students to work in their group for about 10 minutes.
- O. Once students have finished ask the students to return to their seats.
- P. **Ask one student from each group to** read their responses to the entire class. Start with group 1 and end with group 4.

Q. Ask the students:

How are the consequences different after Tina and Marco decided **not** to have sex?

Are the consequences of **not** having sex harder or easier to deal with than the consequences of having sex?

Students should reply that it is easier.

Why?

Potential answers include:

Don't have to worry about having a baby or taking medicine to treat a disease, will probably not lose any friends, won't be worried or upset, won't disappoint your parents, etc.

- R. Tell students that there are consequences of choosing to have sex, as well as choosing not to have sex. However, the consequences of **having** sex are not only harder to deal with, but the consequences can last a lifetime.
- S. Remind students that many teens their age realize that there are serious consequences to having sex and that is why a majority of teens their age have chosen **not** to have sex.

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Activity IV: Journal Activity**(10 min)**

- A. Explain to students that up until now they have been thinking about the consequences of teens having and not having sex.
- B. Explain to students that in order for them to keep their game real, it is important for them to know what their personal reasons are for choosing not to have sex. In this journal activity, they will write about the reasons they choose not to have sex.
- C. Tell students to take out their *It's My Game* journals.
- D. Tell students to turn to page 8.
- E. Explain to students that in the first section, "My Reasons For Not Having Sex Are..." they are to write down the reasons they choose not to have sex. Explain that if a person has already had sex they can use this activity to write down some reasons why they might choose not to have sex again until they are older.
- F. Explain to students that in the next section they are to write about why **"these reasons are important to"** them.
- G. Remind students that what they write is personal and confidential. No one will read what they write.
- H. Give the students 4-6 minutes to complete the activity.
- I. Ask students if anyone wants to share what they wrote in their journals, **stressing that no one has to share.**

NOTE: If students want to share, take only a few responses and thank them for sharing their thoughts and feelings with the class.

- J. Compliment and re-enforce the students for thinking about why they are choosing not to have sex.
- K. Ask the students to put their journals away.

Activity V: Wrap-Up**(3 min)**

- A. Ask students if they have any questions about today's topic or activities. Respond as necessary.
- B. Ask students if it is easier to deal with the consequences of **having** or **not having** sex. Why?
- C. Re-emphasize to students that it is usually easier to deal with the consequences of **not** having sex and that's why most people their age choose not to have sex.
- D. Explain that the consequences of having sex can be **harder** to deal with and that's why in the next lesson they'll work on the computers to learn more about selecting personal rules about sex, as well as detecting the signs that can challenge these rules.

Optional: Administer Level I – Lesson 9 Quiz (located in the Appendix)

Newsprint: Types of Consequences

Consequences

Consequences are the positive or negative results of our actions.

FEELING

(EMOTIONAL CONSEQUENCES)

How you feel and how someone else may feel because of what you do.

BODY OR HEALTH

(PHYSICAL CONSEQUENCES)

What happens to your or someone else's body or health because of what you do.

RELATIONSHIPS

(Social Consequences)

What happens to your or someone else's relationships because of what you do.



Teacher Aid:

Teacher Script

Tina and Marco Story

Note: If you have students named Tina or Marco, emphasize that the Tina and Marco in the story could be any teens with any names.

Tina is someone a little older than you, an eighth grader. Saturday night Tina told her grandmother she was going to do homework at a friend's house, but she went to a party with her friends instead. When Tina got there, the house was a little dark and there were no parents. Music was playing, and some kids were slow dancing. Other kids were drinking some punch that had alcohol in it.

Tina was feeling uncomfortable because she couldn't find her friend, so she had a drink. Just when Tina was wishing someone would come and talk to her, Marco, someone Tina really likes from school, came over.

Macro and his friends had been talking about "doing it" tonight. Marco joined in the talk even though he knew he wasn't ready to do anything. Marco didn't know many girls at the party, so he was happy to see Tina. Marco got a drink and offered another one to Tina. Tina was unsure, but then she took it.

Marco asked Tina to dance, and they began having a good time. Then Marco saw his friends watching, and he wanted to impress them. So he started to touch Tina in ways that felt kind of good, but were also a little embarrassing.

The touching felt good to Tina too, but, like Marco, she felt a little embarrassed. Tina wasn't sure whether she wanted Marco to touch her in

that way. Both Marco and Tina were feeling uncomfortable because everybody was watching. But they were feeling a little woozy from the punch, and it was hard to think clearly. Tina decided that Marco was special, so she let him keep touching her.

Soon Marco's friends were signaling for them to go to the bedroom, so Marco suggested the idea to Tina. Tina wasn't sure whether it was a good idea, but because she liked Marco and wanted the night to be special, they went.

Marco took Tina's hand and started to go up the stairs. They opened a door – it was the bathroom. They opened another door– it was the closet. They opened a third door – it was a bedroom. Tina and Marco went into the bedroom. Soon they were lying on the bed, kissing and touching. They didn't really talk about having sex. It just happened.

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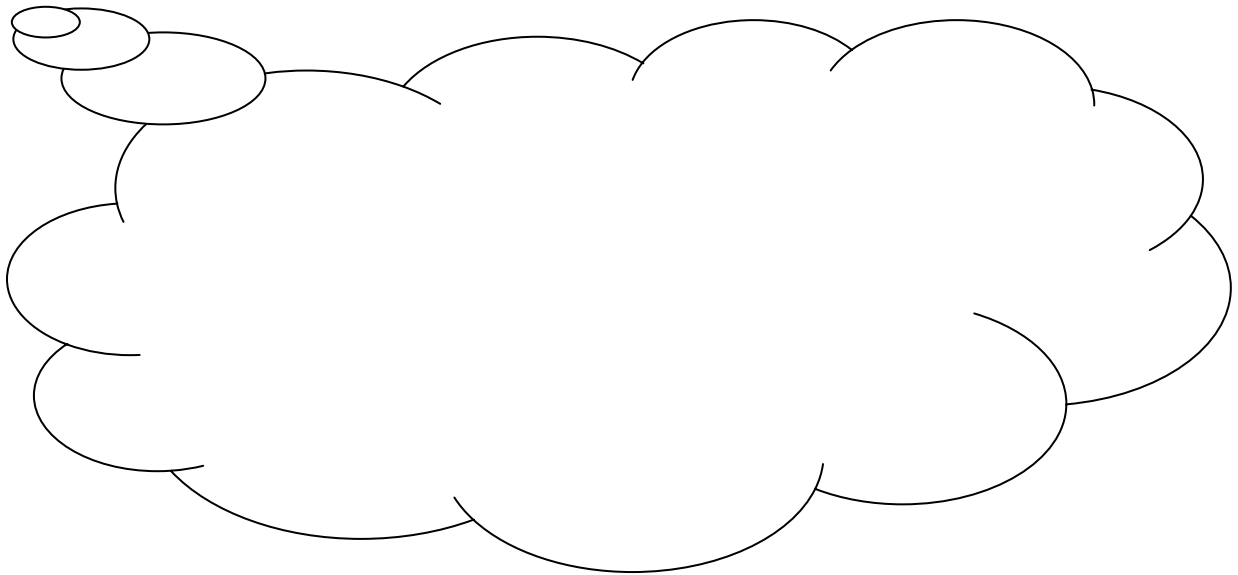
Tina and Marco: New Story Ending

Tina and Marco found the bedroom and were lying on the bed, kissing and touching. Even though it felt very good, both Tina and Marco began feeling more uncomfortable. They both realized that they didn't want to have sex right now. So they stopped. They went downstairs, found their friends and went home.

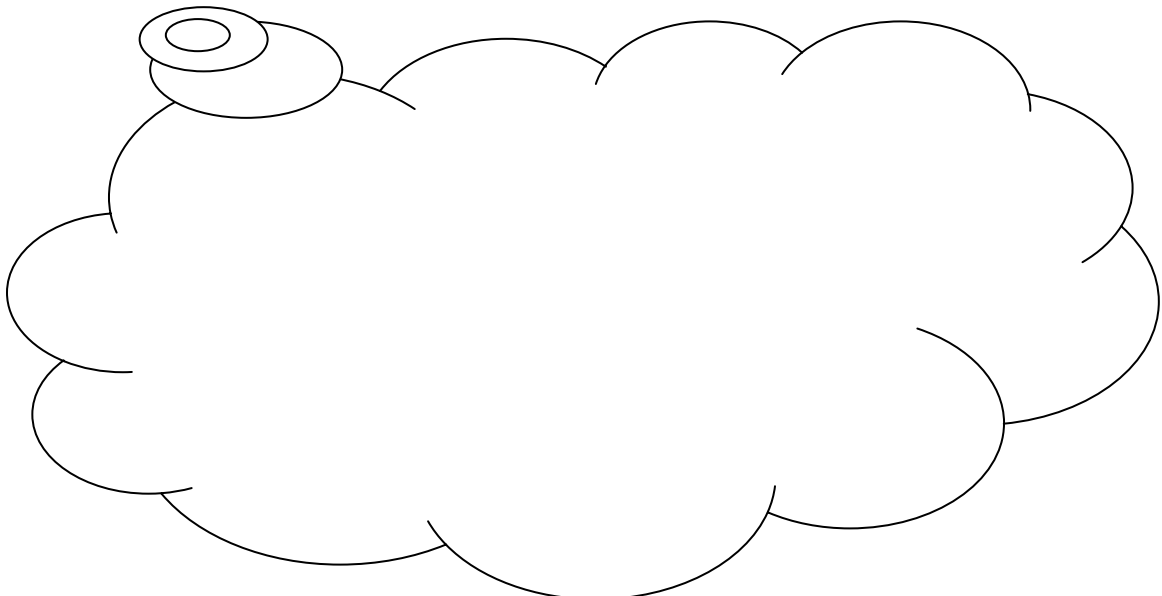
Handout: VERSION 1**GROUP 1: TINA – THE NEXT MORNING****The Next Morning**

Tina wakes up in the morning feeling sick from the alcohol. She remembers what happened last night – she had sex with Marco. Answer the questions by filling in the bubbles.

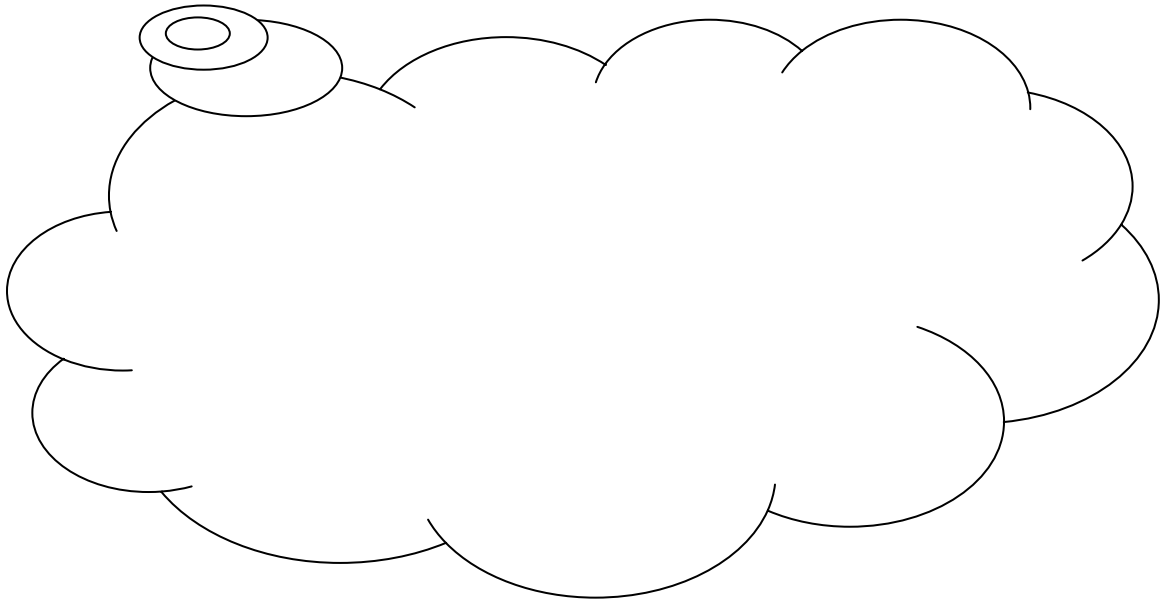
How does Tina feel?



What might happen to Tina's body or health?



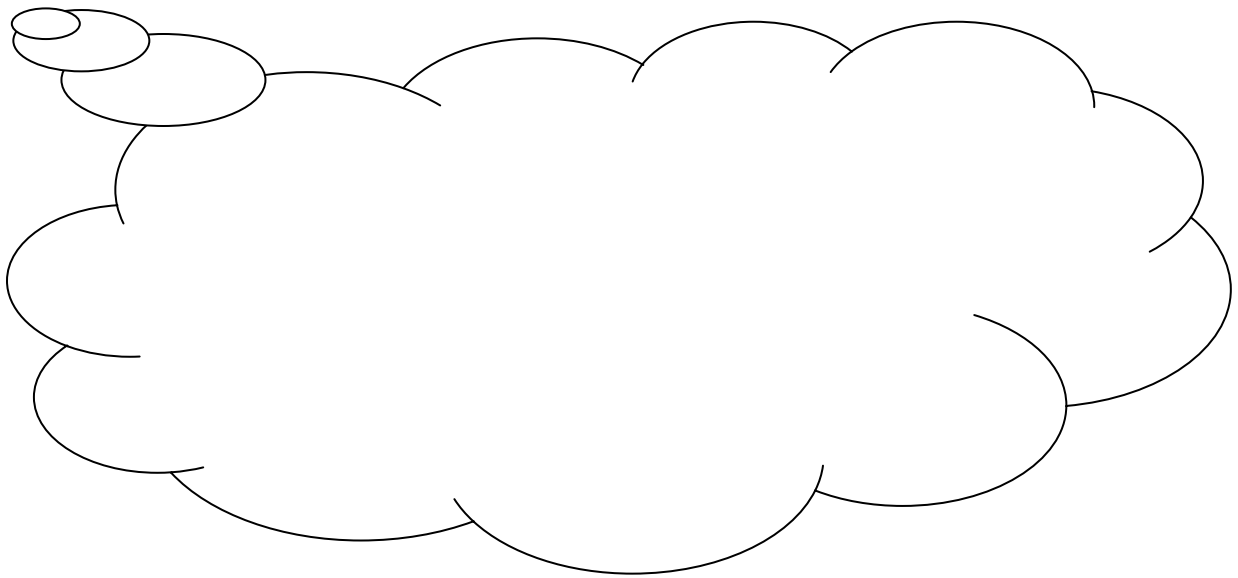
What might happen to Tina's relationships?



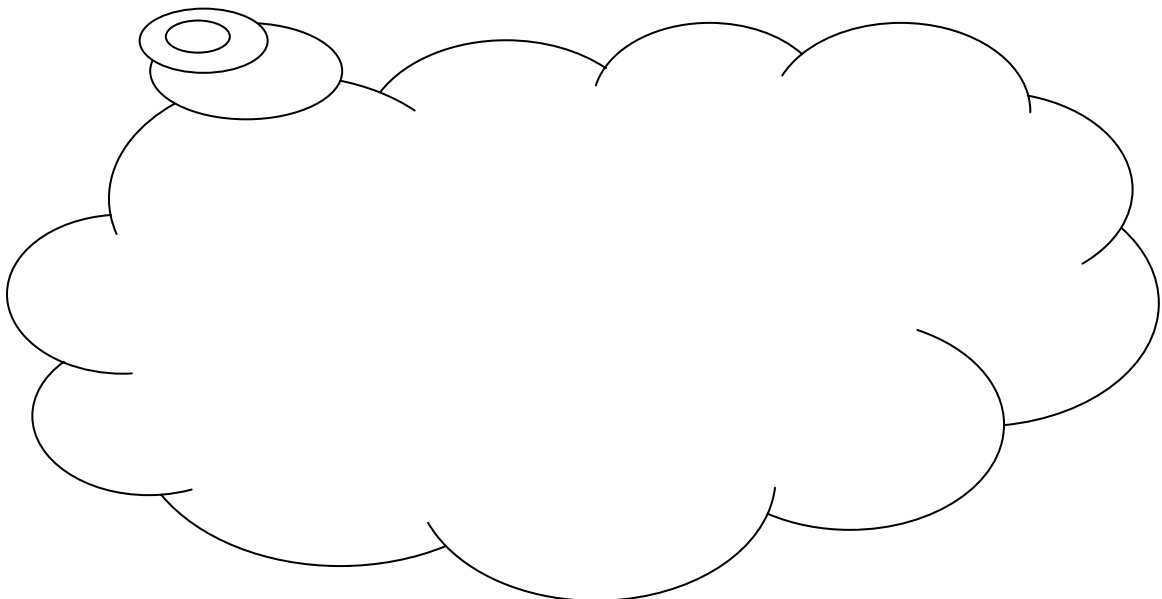
Handout: VERSION 1**GROUP 2: MARCO – THE NEXT MORNING****The Next Morning**

Marco wakes up in the morning feeling sick from the alcohol. He remembers what happened last night – he had sex with Tina. Answer the questions by filling in the bubbles.

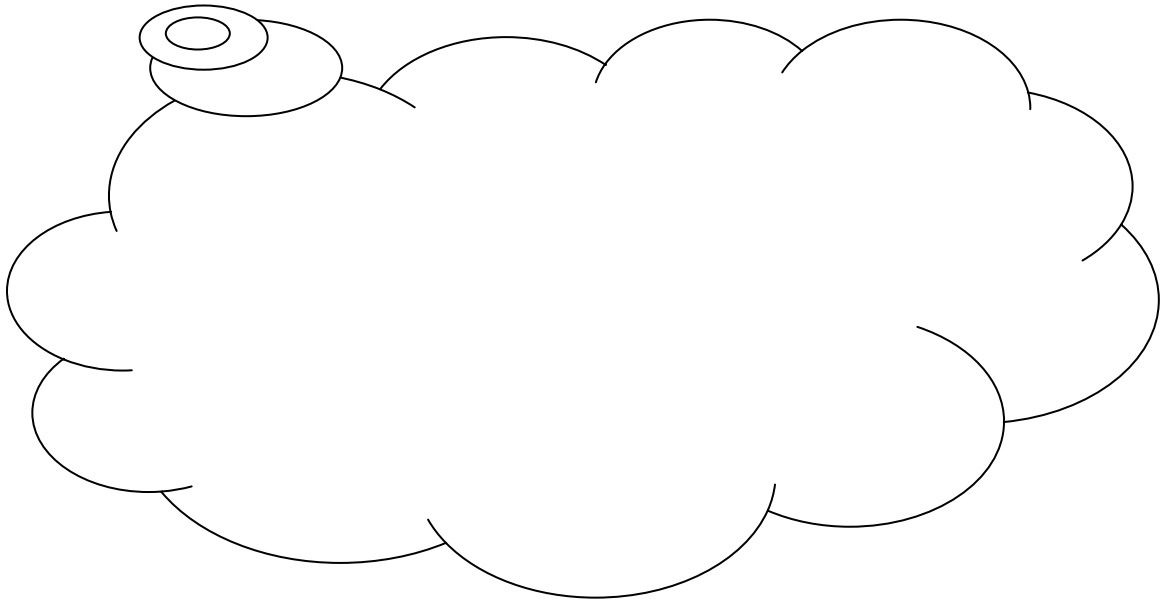
How does Marco feel?



What might happen to Marco's body or health?



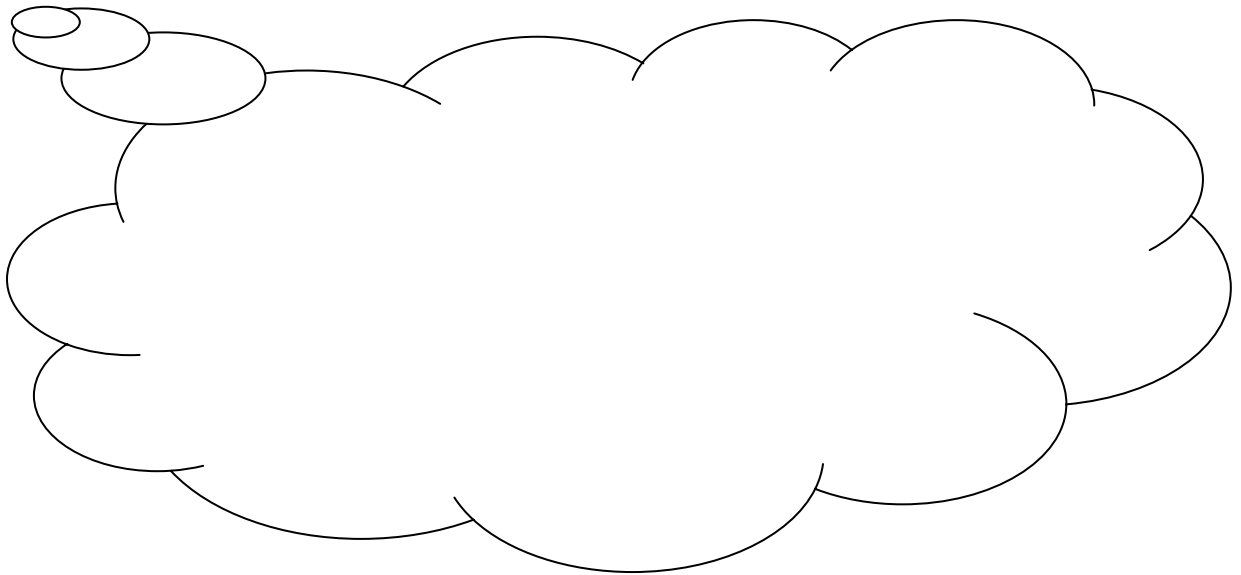
What might happen to Marco's relationships?



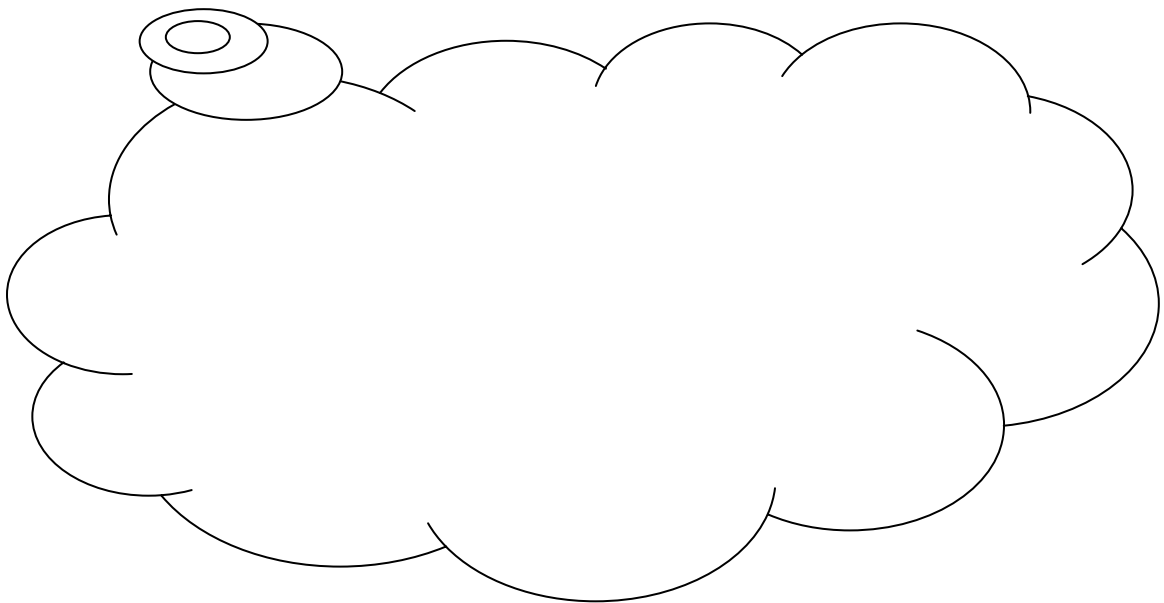
Handout: VERSION 1**GROUP 3: TINA – A MONTH LATER****A Month Later**

Tina's period is late. She meets Marco after school and tells him. Answer the questions by filling in the bubbles.

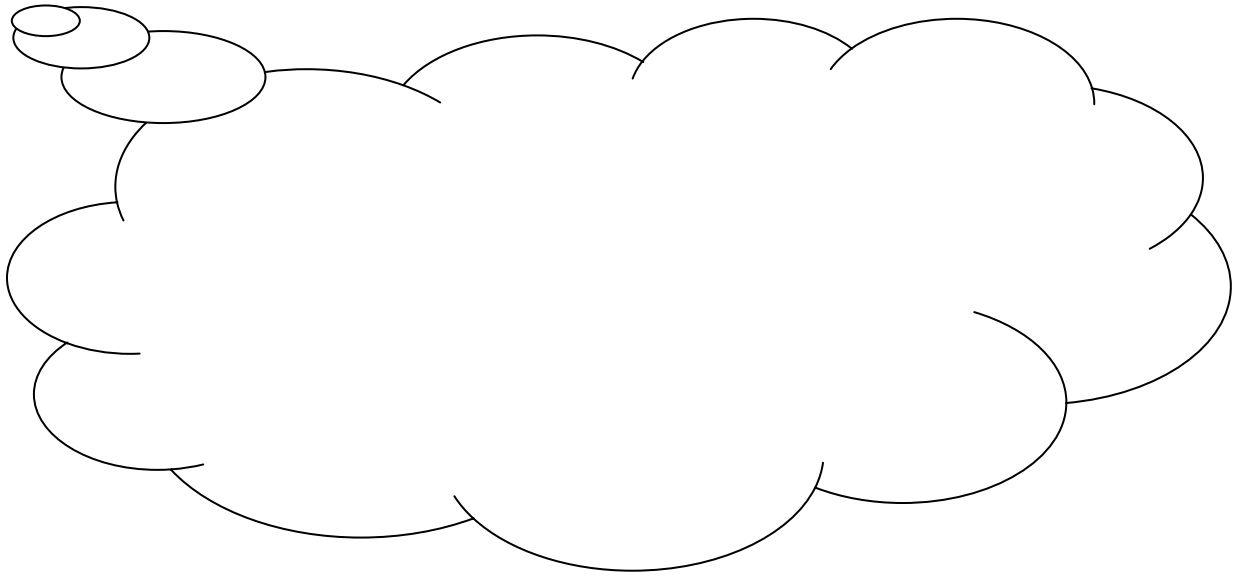
How does Tina feel?



What might happen to Tina's body or health?



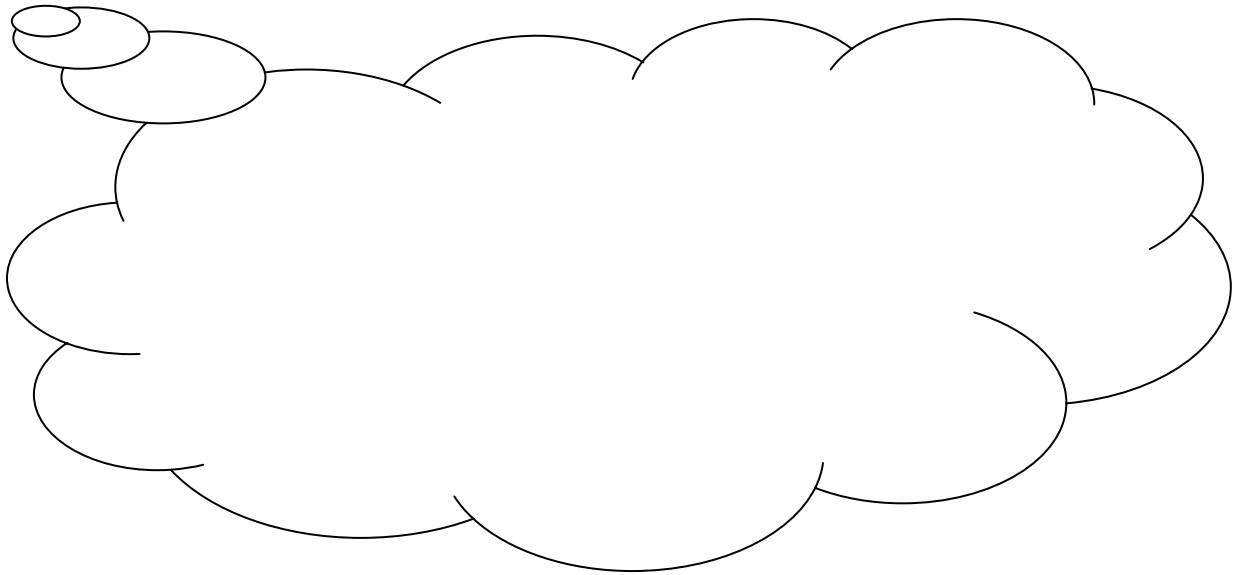
What might happen to Tina's relationships?



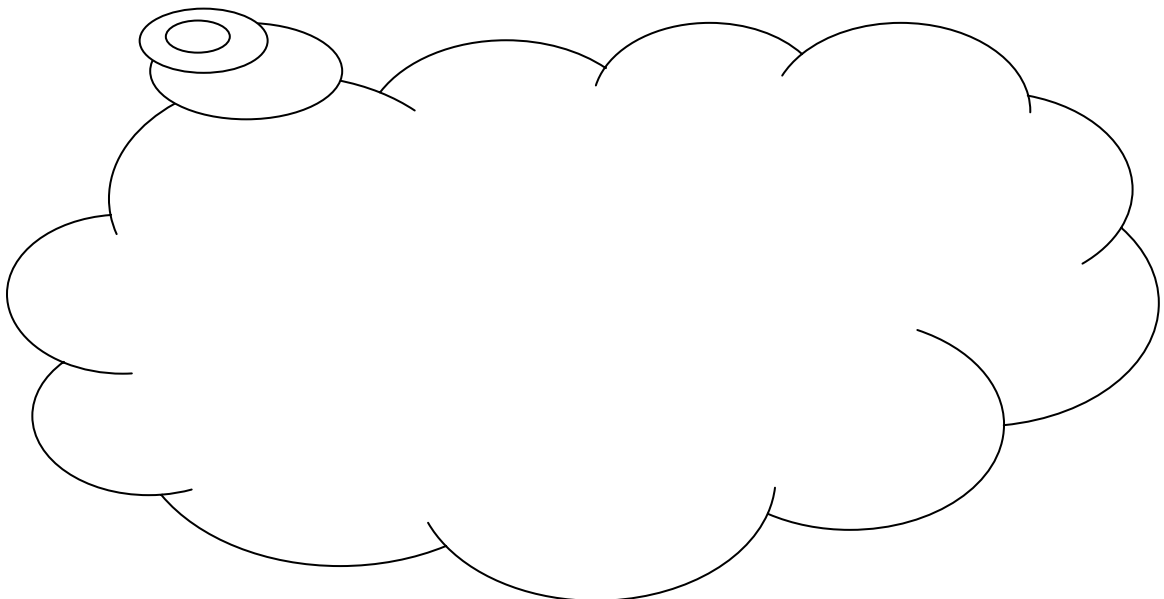
Handout: VERSION 1**GROUP 4: MARCO – A MONTH LATER****A Month Later**

Tina's period is late. She meets Marco after school and tells him. Answer the questions by filling in the bubbles.

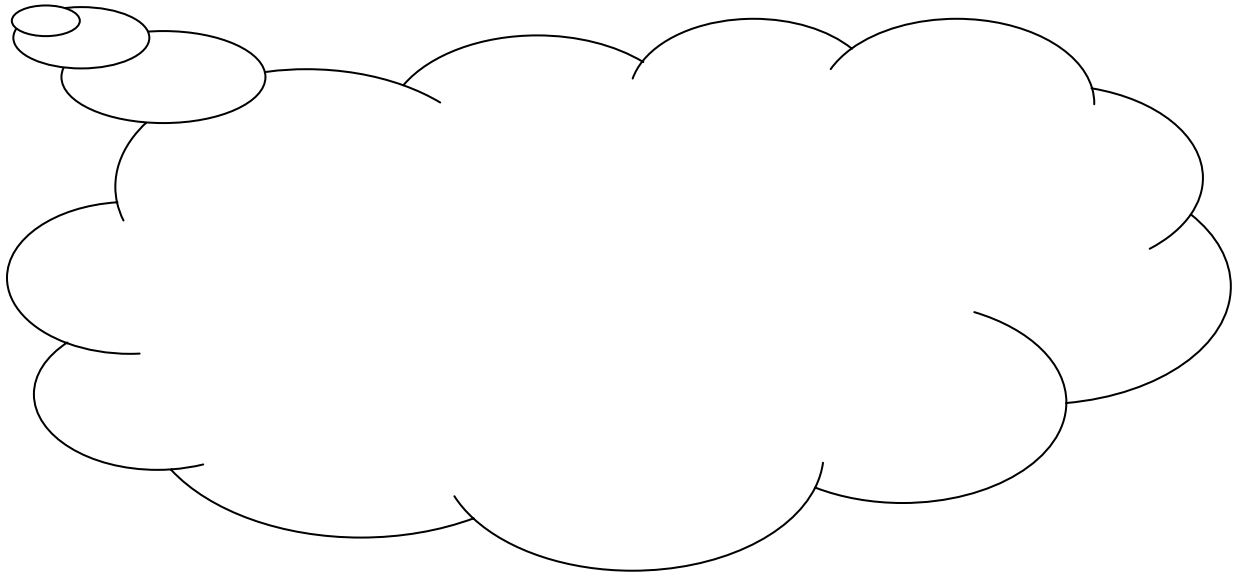
How does Marco feel?



What might happen to Marco's body or health?



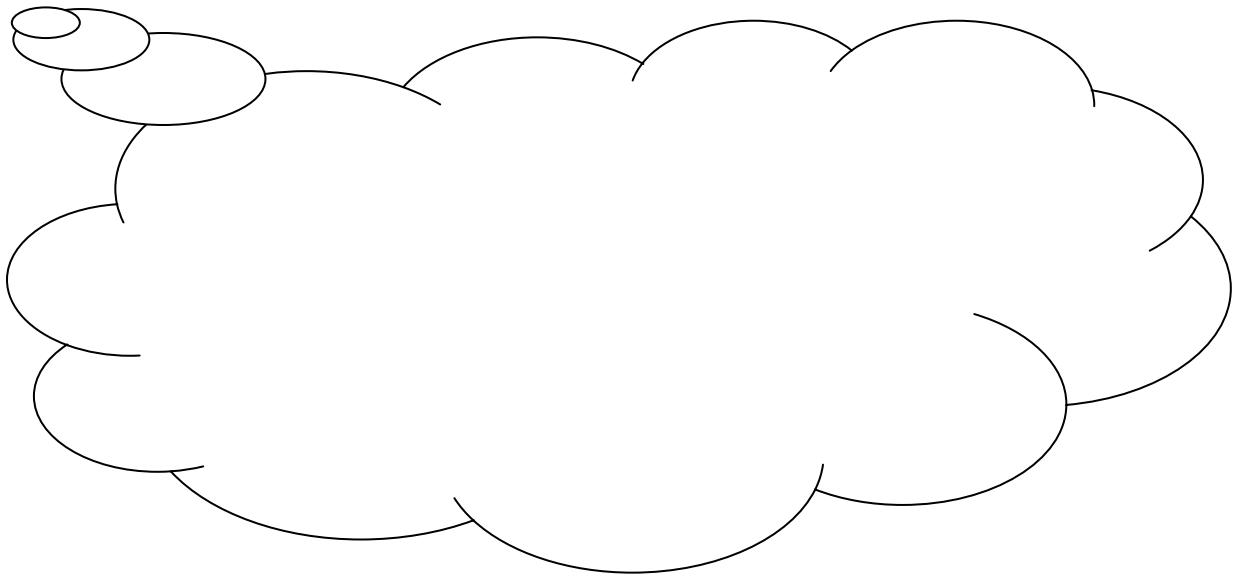
What might happen to Marco's relationships?



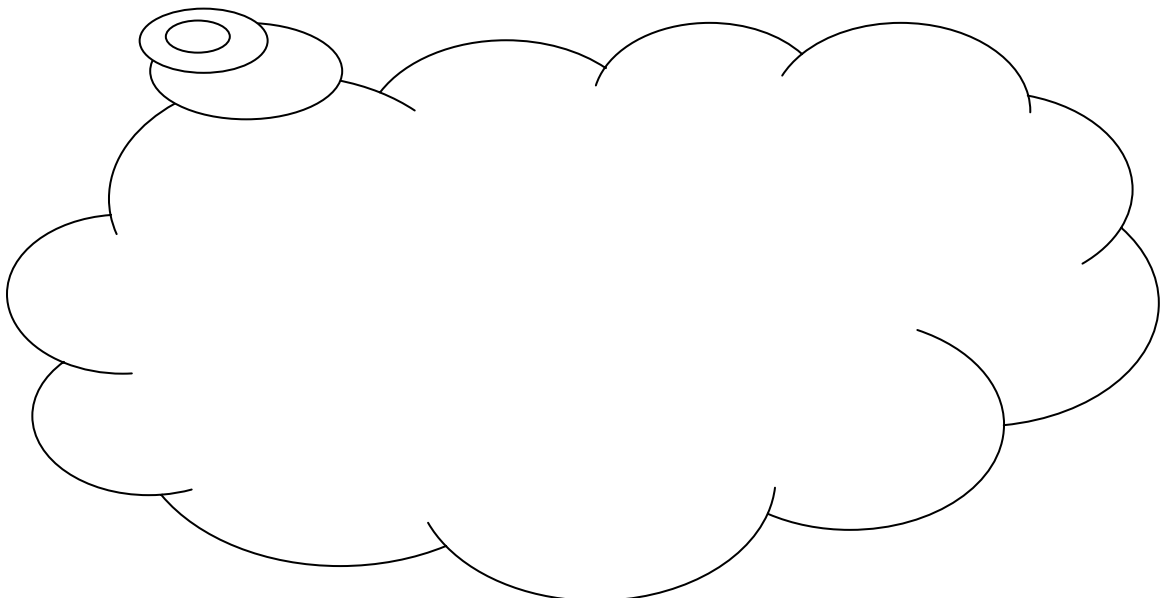
Handout: VERSION 2**GROUP 1: TINA – THE NEXT MORNING****The Next Morning**

Tina wakes up in the morning feeling sick from the alcohol. She remembers what happened last night – she didn't have sex with Marco. Answer the questions by filling in the bubbles.

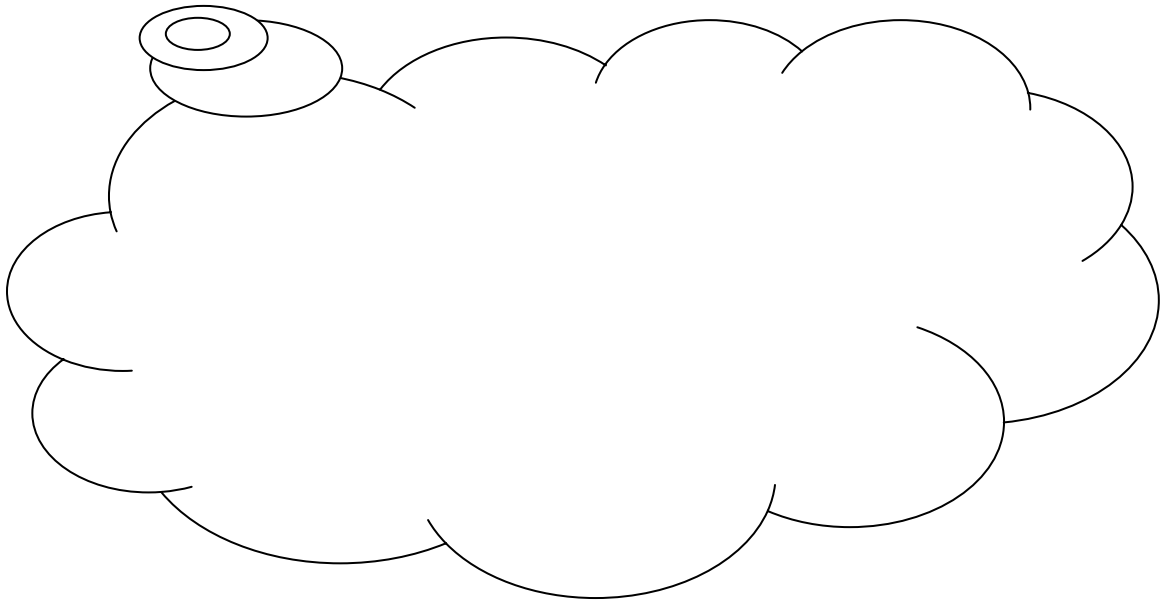
How does Tina feel?



What might happen to Tina's body or health?

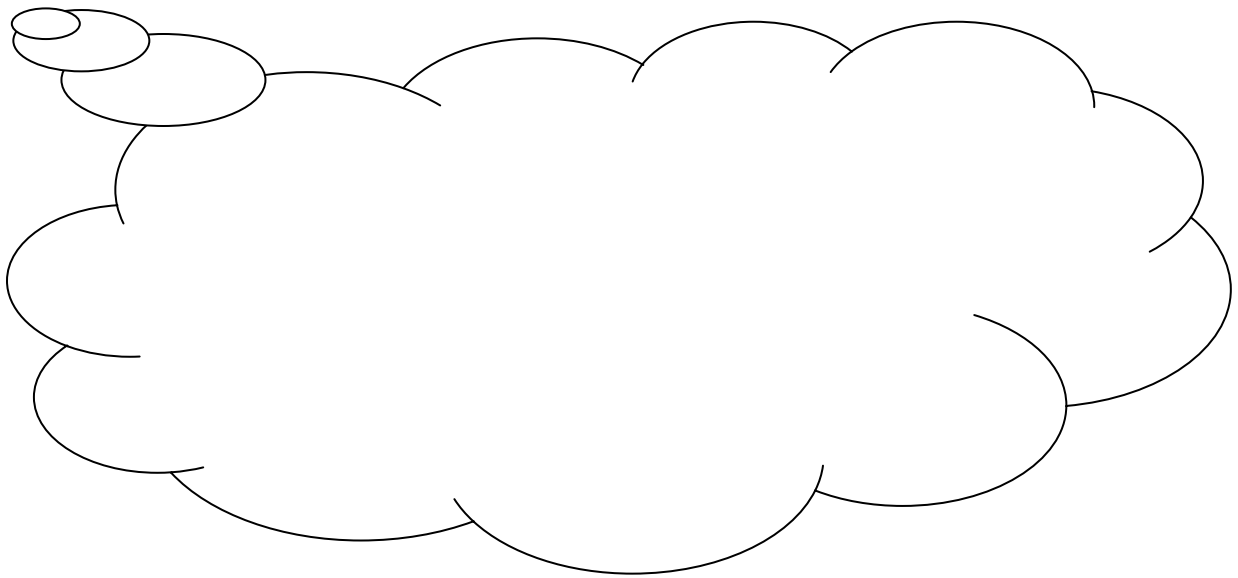
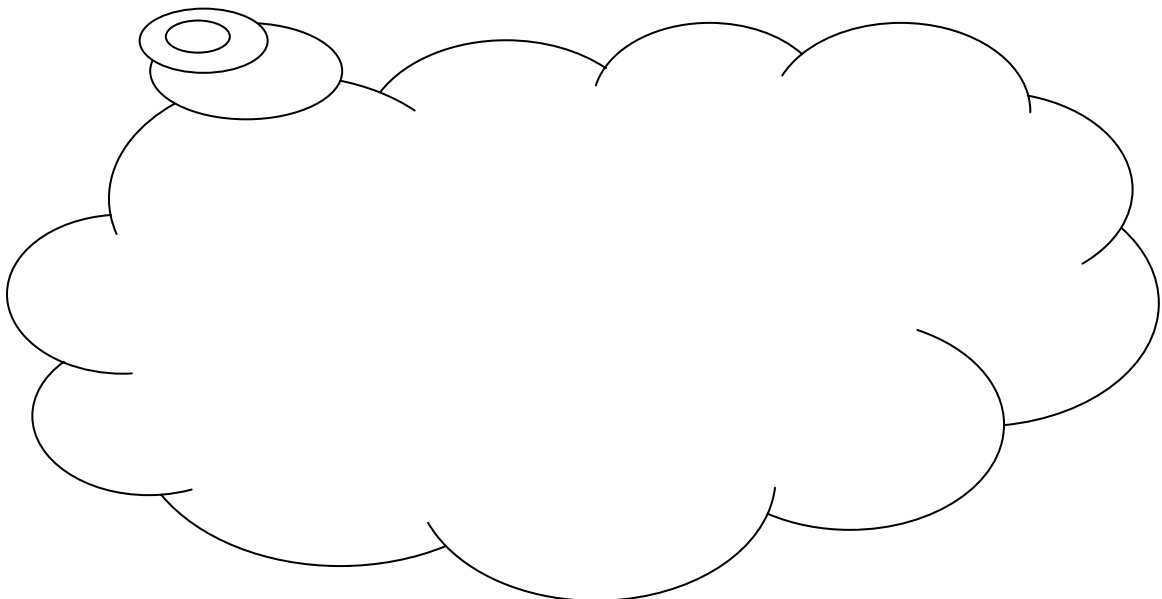


What might happen to Tina's relationships?

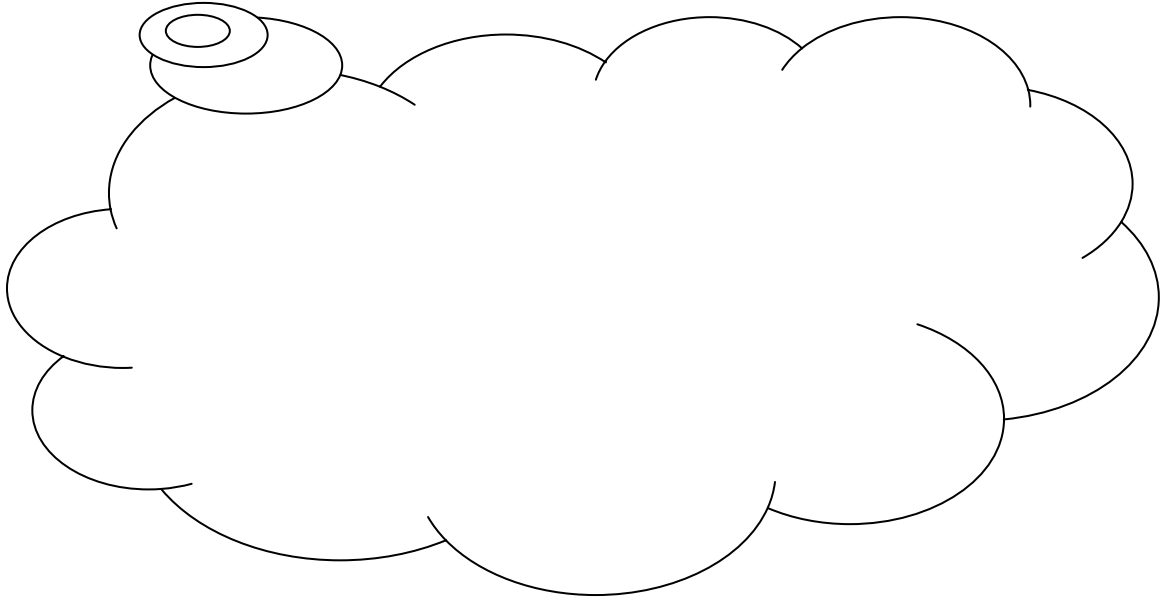


Handout: VERSION 2**GROUP 2: MARCO – THE NEXT MORNING****The Next Morning**

Marco wakes up in the morning feeling sick from the alcohol. He remembers what happened last night – he didn't have sex with Tina. Answer the questions by filling in the bubbles.

How does Marco feel?**What might happen to Marco's body or health?**

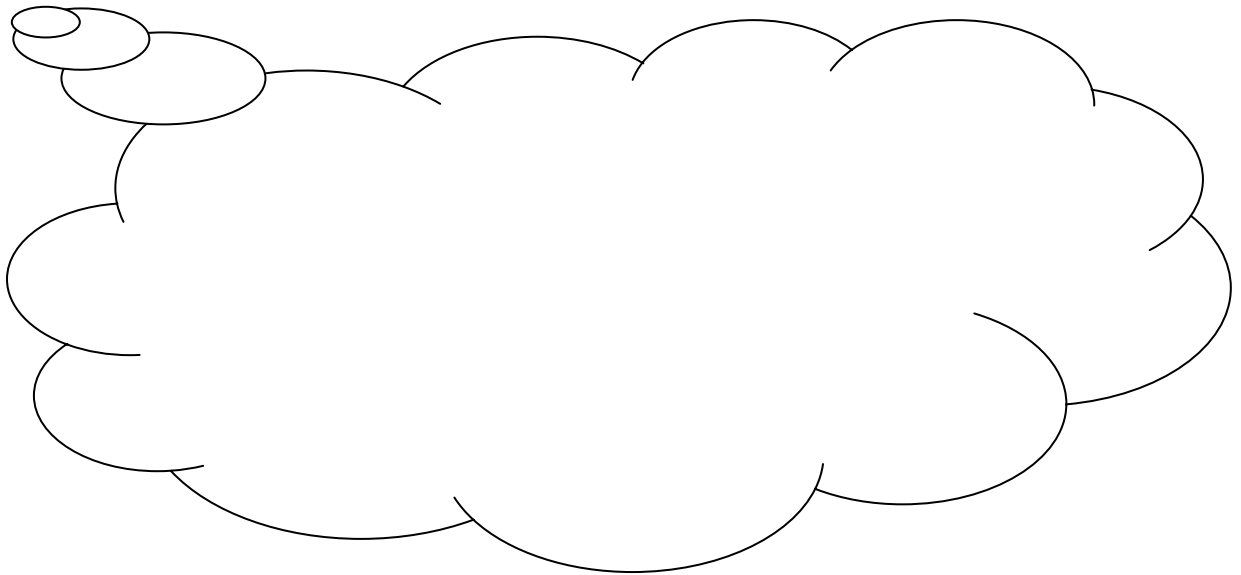
What might happen to Marco's relationships?



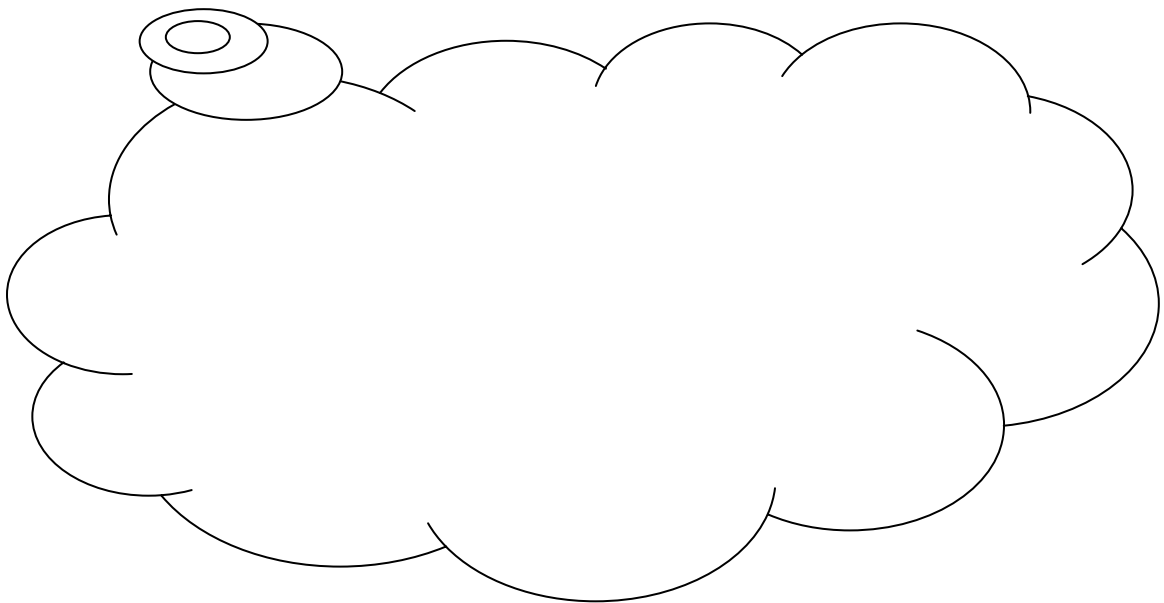
Handout: VERSION 2**GROUP 3: TINA – A MONTH LATER****A Month Later**

Tina and Marco meet up at a school basketball game. They haven't really talked since the party. Answer the questions by filling in the bubbles.

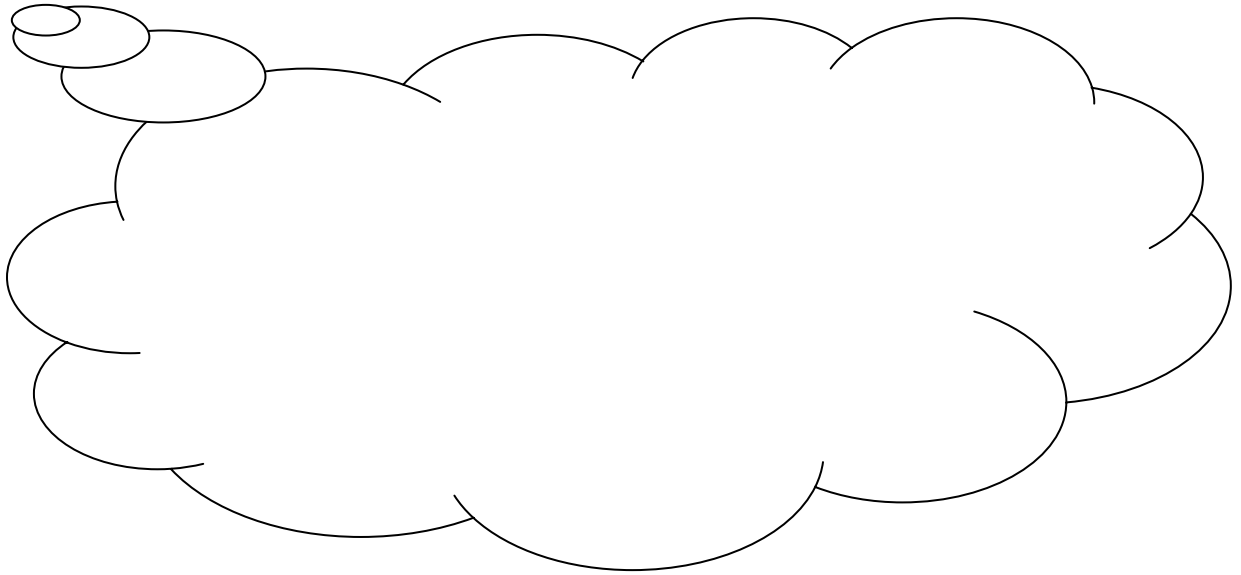
How does Tina feel?



What might happen to Tina's body or health?



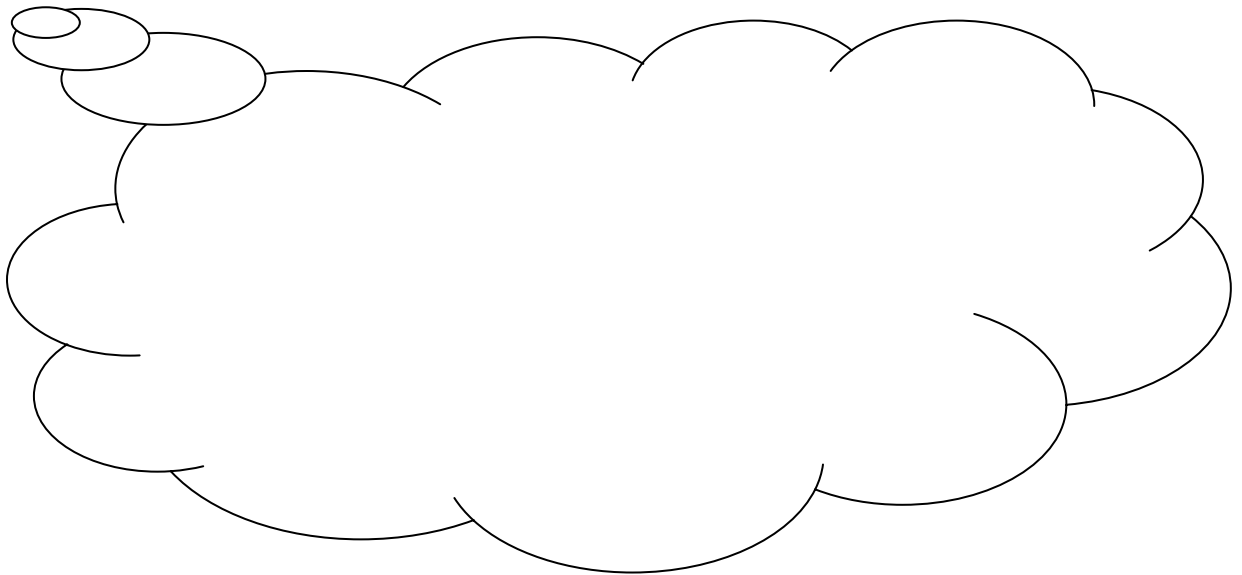
What might happen to Tina's relationships?



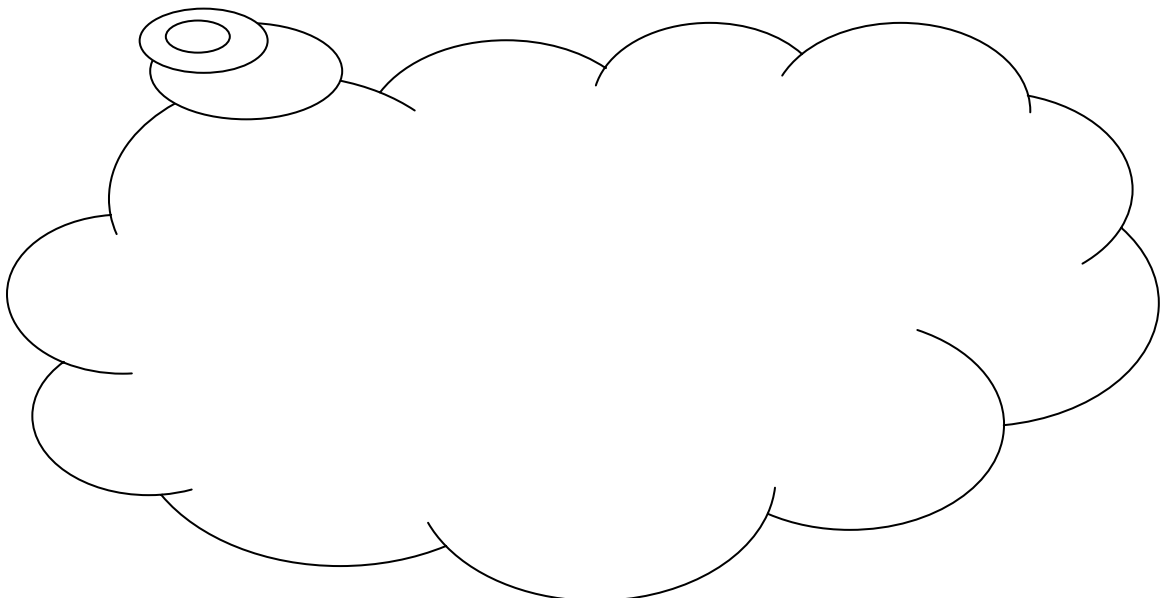
Handout: VERSION 2**GROUP 4: MARCO – A MONTH LATER****A Month Later**

Tina and Marco meet up at a school basketball game. They haven't really talked since the party. Answer the questions by filling in the bubbles.

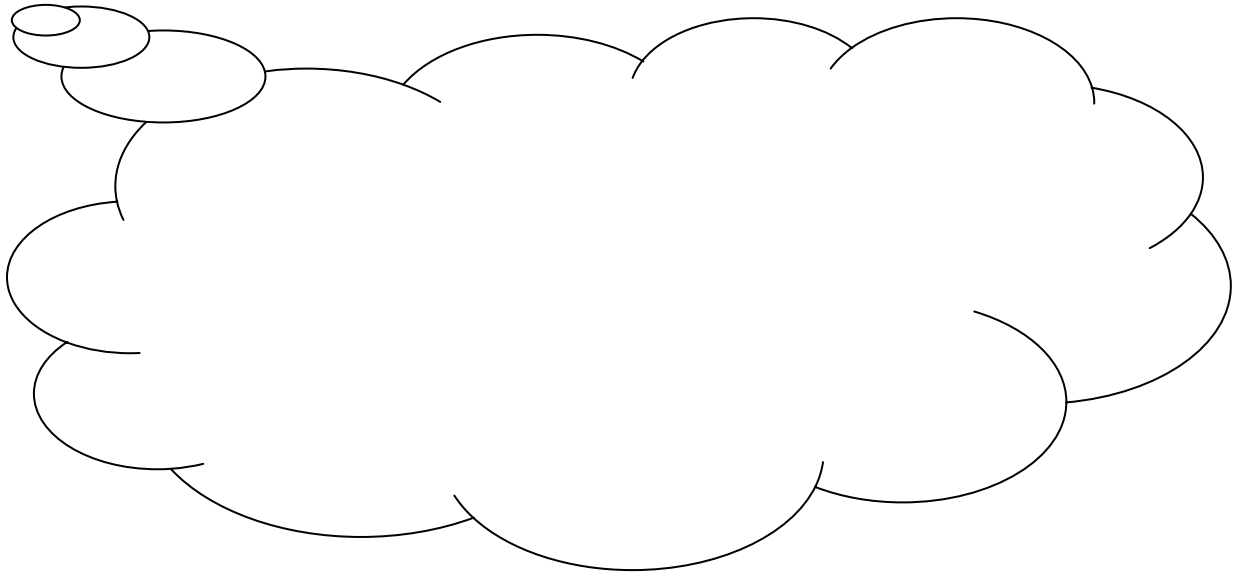
How does Marco feel?



What might happen to Marco's body or health?



What might happen to Marco's relationships?



Level I - Lesson 10: Playing By Your Rules...Regarding Sex



Synopsis:

This computer session will provide the students an opportunity to learn how to use the three steps to playing by their rules (SELECT, DETECT, PROTECT) to make decisions regarding sex.

Objectives: Students will be able to:

Review the steps necessary to play by their rules: SELECT, DETECT, PROTECT

Identify the social, emotional, and physical consequences of having sex

Identify reasons for choosing to wait to have sex

Understand the different ways to reduce the risk of getting pregnant, HIV, or other STIs

Activities:

- | | |
|---|----------|
| I. Introduction to the Day | (3 min) |
| II. Computer Activities | (35 min) |
| 1. Brainstorm: Lame Brain | |
| 2. Hot Ticket: Reel World Serial | |
| 3. The Buzz: Teens Talk I | |
| 4. To The Limit: James & Alana | |
| 5 & 6. Tailored Activities | |
| Choosing to Wait/Teens Talk II <u>OR</u> | |
| Teens Talk II/Reducing the Risk | |
| 7. Cyber Café: Reel World Serial Evaluation | |
| 8. Hot Ticket: Reel World Serial Conclusion | |
| III. Reel World Serial Discussion | (5 min) |
| IV. Parent-Student Homework | (3 min) |
| V. Wrap-Up | (1 min) |
| Optional level I – Lesson 10 Quiz | |

Preparation:

Handouts:

- Class set of Parent-Student Homework "Keeping It Real...About Sex"

Activity I: Introduction to the Day

(3 min)

- A. Welcome students as they come in. Sit each student at a computer and tell students not to touch the mouse or keyboard until they are instructed to do so.
- B. Explain to students that today they will be using the computers to learn more about how playing by their rules can apply to sex.
- C. Remind students that playing by their rules will help them avoid doing things they don't want to do, especially with regard to sex, and will help them keep their game real.
- D. Tell students to begin today's computer activities.
- E. Remind students to raise their hands if they have a question.

Activity II: Computer Activities**(35 min)**

NOTE: Monitor time closely. Please remember you will need 8 -10 minutes at the end of class to review questions from the computer activities and complete the wrap up.

1. Brainstorm: Lame Brain

Description: Flash animation recaps information from the previous classroom lesson regarding the consequences of having sex. The students decide whether these consequences are emotional, physical, or social.

2. Hot Ticket: Reel World Serial

Description: Video drama of six older teenagers. In this serial, Kristina's personal rule not to have sex is challenged when things with her boyfriend, Brian, start to move a little too fast.

3. The Buzz: Teens Talk I

Description: Students watch short video clips of teenagers talking about the importance of selecting personal rules about sex, with emphasis on choosing to wait. Further discussion describes some of the ways that teens stick to their personal rules about sex.

4. To The Limit: James & Alana

Description: Students follow the story of a couple, James and Alana, who face a situation in which their personal rules about not having sex are challenged. The students are asked to identify places in the story where the characters select, detect, and protect their personal rules. The students are also asked to identify the potential emotional, social, and physical consequences of the characters' actions.

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START OF TAILORED ACTIVITIES:

The following activities will be tailored to the student's intent and current report of sexual behaviors.

If students report no sexual experience and no intentions to have sex in the near future, they will have access to the following activities:

Activity 5A: Choosing To Wait

Description: Students play a “drag and drop” game that helps them clarify their reasons for waiting to have sex and reinforces these decisions.

Activity 6A: Teens Talk II

Description: Students watch short video clips of teenagers talking about the importance of being abstinent. The teens discuss their personal decision to remain abstinent and how they resist the pressure from others to have sex.

If students report sexual experience but no intentions to have sex in the near future OR no sexual experience but intentions to have sex in the near future OR sexual experience and intentions to have sex in the near future, they will have access to the following activities:

Activity 5B: Teens Talk II

Description: Students watch short video clips of teens reinforcing the message that even if they have had sex before, they can always make the choice to practice abstinence – the only 100% effective way to avoid getting pregnant, HIV, or other STIs. The teens discuss that if they choose to have sex, condoms or another form of contraception must be used to reduce the risk of getting HIV or another STI or getting pregnant.

Activity 6B: Reducing the Risk

Description: Students have the option to learn more about condoms and other contraceptive methods (birth control pills, spermicides, patch, ring, Depo-Provera). Basic information such as what the method is, how the method is used, where one can obtain it, and what the failure rates are will be presented.

END OF TAILORED ACTIVITIES**7. Cyber Café: Reel World Serial Evaluation**

Description: After watching the serial, the students evaluate how well Kristina used the three steps (SELECT, DETECT, PROTECT) to play by her rules, as well as provide input to help solve Kristina's dilemma. The students also evaluate how well Brian respected Kristina's personal rules.

8. Hot Ticket: Reel World Serial Conclusion

Description: Students see the conclusion of the serial: how Kristina protected her rule not to have sex, as well as how Brian and Kristina were able to resolve the problem.

Arcade: Activity Review

Description: Students are able to access the Arcade to view previous lesson activities once they complete all the activities for the day.

Activity III: Reel World Serial Discussion**(5 min)**

- A. Ask students to complete computer activities.
- B. Guide a discussion about the serial and how it relates to today's topic.
- C. The questions to use in leading the discussion are:

SELECT: What personal rule does Kristina have about sex?

Responses may include:

She wants to wait until she is older to have sex.

[Acceptable Response]

She did not select a rule. *[Unacceptable Response]*

DETECT: What are the signs that let Kristina know that her personal rule about sex is being challenged?

Responses may include:

She and Brian are alone in the house. *[Acceptable Response]*

They are watching the car with friends.

[Unacceptable Response]

PROTECT: What can Kristina do right now to protect her personal rule not to have sex?

Responses may include:

She can use a clear "no" to tell Brian she doesn't want to have sex. *[Acceptable Response]*

She can tell Brian that they can have sex later, when they are at her place and not at her friend's.

[Unacceptable Response]

What do you think the consequences will be if Kristina sticks to her rule? What about if she breaks her rule?

Sticks to Rule- Responses may include:

She will feel proud of herself, she will not get pregnant. *[Acceptable Response]*

Breaks Her Rule- Responses may include:

She may get pregnant, she might feel bad for what she did. [*Acceptable Response*]

Why is selecting a rule about sex important to you?

D. Thank the students for sharing their thoughts about the serial.

Activity IV: Parent-Student Homework

(3 min)

- A. Explain to students that they will be given another activity to do at home with their parents or another trusted adult.
- B. Pass out the take-home Parent-Student activity "**Keeping It Real...About Sex**" to the students.
- C. Explain the activity to the students:
 - The student should use the questions on the worksheet to talk to their parent or another trusted adult about selecting and protecting personal rules about sex.
 - Remind students to have their parent or trusted adult sign the bottom of the activity to show that the activity was completed.
 - Tell students the activity will be due at the beginning of lesson 12.
- D. Ask the students if they have any questions.

Activity V: Wrap-Up**(1 min)**

- A. Ask students if they have any questions or comments they want to make about the activities they did today. Respond as necessary.
- B. Tell students that you hope the activities they did in today's class helped them understand the importance of selecting personal rules about sex, as well as detecting the signs that their rules about sex are being challenged.
- C. Remind students that they are the most important player in their game and that's why in the next class they will learn more about the third step to playing by their rules – how to protect their personal rules about sex.
- D. Remind students that the take-home activity is due at the beginning of lesson 12.
- E. Thank the students for their participation and let them know you look forward to seeing them next time.

Optional: Administer Level I – Lesson 10 Quiz (located in the Appendix)

Parent-Student Homework Activity**Keeping It Real...About Sex!**

Directions: Explain to your parent(s) or other adult that you are learning how to select and protect personal rules about sex, with many of your classroom activities stressing that most teens your age are choosing not to have sex. Using this worksheet, start a conversation with your parent or other adult. Write their answers in the space provided.

1. In class I am learning that most teens my age are choosing not to have sex. Do you think this is a good rule for me or someone my age to have and stick to? Why?

2. In our class activities I have seen some of the story characters pressure each other to have sex. How do you think I or someone my age can handle the pressure from friends to have sex?

3. I am also learning how to protect my personal rules. How can you help me if I'm ever in a situation where it might be hard for me to stick to my rule?

Cut here and return this part to your *It's Your Game...Keep It Real* teacher.

We have completed the "**Keeping It Real...About Sex**" homework together.

Student's Name (Print): _____

Parent/Guardian's Signature: _____

Level I - Lesson 11: Protecting Your Rules...Regarding Sex

Synopsis:

After reviewing ways of using a clear NO and alternative actions, these refusal skills are then demonstrated by acting out movie scenes. Discussion and practice using half-scripted role-play help students learn how to protect their rules about sex.

Objectives: Students will be able to:

Review the three steps necessary to play by your rules (SELECT, DETECT, PROTECT)

Review characteristics of refusal skills (clear no and alternative actions)

Identify signs that may challenge the rules students set regarding sex (DETECT)

Demonstrate ability to use refusal skills to help protect your rules regarding sex (PROTECT)

Activities:

- | | |
|--|----------|
| I. Introduction to the Day | (10 min) |
| II. Protecting Your Rules: Movie Acting & Discussion | (20 min) |
| III. Student Skill Practice: Role-Playing | (15 min) |
| IV. Wrap-Up | (5 min) |
| Optional Quiz | |

Preparation:

Newsprint:

- "Playing by Your Rules"
- "Protecting Your Rules...Using a Clear *NO*"
- "Protecting Your Rules...Alternative Actions"

Scripts:

- 7 copies of "Truth or Dare" - Version 1 (ineffective)

- 7 copies of "Truth or Dare" - Version 2 (effective)

Handouts:

- ½ classroom set of the role-play "Two Hours Alone"
- ½ classroom set of the role-play "Drinking At A Party"

Activity I: Introduction to the Day**(10 min)**

- A. Remind students that in the last lesson they learned how the three steps to playing by their rules could be applied to sexual situations.
- B. Ask students what the three steps to playing by their rules are. Take a few responses.
- C. Quickly review the Newsprint "**Playing by Your Rules**" with the students, showing how these steps can now be applied to sexual situations.

SELECT: KNOW YOUR PERSONAL RULES AHEAD OF TIME

The first thing they need to do to play by their rules is to **SELECT** their personal rules regarding sex. **Personal rules about sex are things they do and don't want to do.**

Ask students to give some examples of rules teens their age might select regarding sex.

DETECT: WATCH FOR SIGNS THAT CHALLENGE YOUR PERSONAL RULES

The next step is to **DETECT** signs that your personal rules are being challenged.

Tell students that when they detect these signs this means their rules are being challenged. This means they are in a **risky situation**.

Ask students if they can think of any signs that let teens their age know their personal rules about sex are being challenged.

PROTECT: AVOID RISKY SITUATIONS OR USE REFUSAL SKILLS TO GET OUT OF SITUATIONS

If you detect that your personal rules are being challenged, the next step is to **PROTECT** your rules. **Protecting** your rules means you can avoid risky situations or use refusal skills to get out of a situation.

- D. Explain to students that today they will learn how to use the refusal skills they learned earlier in the curriculum – clear NO and alternative actions – in order to protect their rules and get out of sexual situations in which they feel uncomfortable.

Activity II: Protecting Your Rules: Movie Acting & Discussion

(15 min)

- A. Tell students that today they will help you act out two versions of a movie and then discuss the character's situation. Tell students that today you need seven students to be actors in a movie called "**Truth or Dare**." Ask students to raise their hands if they want to be an actor in this movie.
- B. Select four females and assign them to one of the following roles: Carla, Marie, Mia, Narrator.
- C. Select three males and assign them to one of the following roles: Junior, Robert, Max.
- D. Have the actors come up to the front of the room.
- E. Pass out copies of the "**Truth or Dare**"- **Version 1** to the actors.
- F. Explain to the students that in this movie they will see Carla's personal rules about sex being challenged.
- G. Ask the students to watch the movie to see if Carla does a good job of protecting her rules by using a clear NO.
- H. Read "**Setting the Stage**" from the movie script and then have students begin acting.
- I. After students having finished acting out the movie, ask the following questions:

Did Max or Carla have a personal rule about sex? If yes, what was their rule?

Responses may include:

Max did not have a limit and Carla did (not going beyond kissing)

Did either of them protect their rule?

Responses may include:

No, Carla broke her rule

When did Carla detect or become aware that her personal rule was being challenged? (Or when did the situation start to get risky?)

Responses may include:

When Max chose her to be alone with him, she was surprised as Max started to move his hands, and she started to feel different when her rule was tested

Did Carla use a clear NO or an alternative action to help her get out of the situation?

Responses may include:

No, she was hesitant, unsure, didn't use the word *no*, kept on with the situation, didn't offer any alternative

What could Carla have done differently in order to protect her rule about sex?

Responses may include:

She could have said the word *no*, she could have suggested an alternative action

- J. Ask students if they remember the four ways of using a clear NO.
- K. Quickly review the Newsprint "**Protecting Your Rules...Using A Clear No**" with the students.
 - Use the word *NO*.
 - Use body language that clearly says *NO*.
 - Use a firm tone of voice that supports the *NO* message.
 - Repeat the *NO* message as much as necessary.
- L. Explain to students that they will now see another ending of the movie.
- M. Pass out "**Truth or Dare**"- **Version 2** to the actors.
- N. Ask students to watch the new movie ending to see if Carla does anything differently.
- O. Have students act out "**Truth or Dare**"- **Version 2**.

P. Thank the actors for starring in the movie today. Have the class give them a round of applause and have the actors sit down.

Q. Ask the students the following questions about the new movie ending:

Do you think that Carla knew she was walking into a situation that might challenge her personal rules?

Responses may include:

Yes, she seemed nervous but felt pressure from the group to go outside with Max

What did Carla do differently? What different ways of using a clear NO did they see?

Responses may include:

She said *no*, repeated *no*, stood back, left the situation

How do they think Max felt when Carla walked away?

Responses may include:

Sad, mad, disappointed, embarrassed

R. Ask students if they remember what an alternative action is.

S. Quickly review the Newsprint "**Protecting Your Rules...Alternative Actions**" with the students.

ALTERNATIVE ACTIONS: SOMETHING YOU SAY OR DO THAT GETS YOU OUT OF THE SITUATION

T. Ask students the following questions regarding the movie and alternative actions:

How could Carla have used an alternative action to get out of the situation?

Responses may include:

She could have suggested they go back to the group together, said she wasn't feeling well

U. Remind students that in any situation, a person should always respect your decision to say no.

Activity III: Student Skill Practice - Role-Playing (15 min)

- A. Explain to students that they now have a chance to **practice** protecting their rules regarding sex by working in pairs on a role-play.
- B. Explain to students that in these role-plays they should use a clear **NO** and alternative actions to get out of the situation.
- C. Tell students that as soon as they get a copy of the role-play, they will **work individually** and write down what they would say in response to the pressure lines.

NOTE: Keep the Newsprint "**Protecting Your Rules...Using a Clear NO and Alternative Actions**" up to remind students of the definitions.

- D. Tell students that half of the class will receive a copy of the role-play "**Two Hours Alone**" and the other half a copy of the role-play "**Drinking At A Party.**"
- E. Pass out the role-plays to the students.
- F. Remind students to write their responses **individually**.
- G. After three minutes have students with the same role-play **pair up**.
- H. Explain to students that they should **take turns** with their partner reading each role.
- I. Walk around the room to make sure students are on task and to give feedback as necessary.
- J. After five minutes, ask the students to go back to their seats.
- K. Ask students the following questions:

How did it feel to say your lines?

How well did your lines work?

NOTE: IF THERE IS TIME, CONTINUE WITH STEPS L-N. IF NOT, PROCEED TO STEP O.

- L. Ask for pairs to volunteer to act out their role-plays for the class. Let two groups act out their role-plays, making sure that both role-plays – "**Two Hours Alone**" and "**Drinking at a Party**" – are demonstrated.

- M. After each role-play, have the class applaud the group for sharing their role-play.
- N. After each group, ask the students the following questions:
 - Did the group use a clear NO in their role-plays? What were the different ways they used a clear NO?
 - What did the character say or do to get out of the situation? Were these realistic and fun?
 - What are some other things a person could say or do to get out of the situation?
- O. Ask students if they have any questions about using clear NO or alternative actions.
- P. Thank the students for sharing their role-plays.

Activity IV: Wrap-Up**(5 min)**

- A. Ask students why it's important to protect their rules about sex.
- B. Emphasize that these are good reasons and that it is important to use a clear NO to things they don't want to do. By using a clear NO or alternative action they are protecting themselves and keeping their game real.
- C. Tell students that the next lesson will be the last lesson in *It's Your Game*.
- D. Remind students to complete the take-home activity from Lesson 10 with their parent or other trusted adult.
- E. Thank the students for their participation and tell them that you look forward to seeing them next time.

Optional: Administer Level I – Lesson 11 Quiz (located in the Appendix)

Newsprint: Playing By Your Rules

Playing By Your Rules

SELECT

Know your personal rules ahead of time.

DETECT

Watch for signs that challenge your personal rules.

PROTECT

Avoid risky situations or use refusal skills to get out of the situation.

Newsprint: Using A Clear No

Protecting Your Rules... Using A Clear “NO!”

1. Use the word “NO”.
2. Use body language that says NO:



Hands-off movements



Stiff body



Serious expression

× Other body movements



If all else fails, escape

3. Use a firm tone of voice.
4. Repeat the NO message.

Newsprint: Alternative Actions

Protecting Your Rules... Alternative Actions

**Something you say or do
that gets you out of the
situation**

Script**Truth or Dare - Version 1****Setting the Scene:**

A group of middle school students are at a party, and someone suggests they play truth or dare. The movie follows Carla. Carla has selected a personal rule about sex. Watch to see how well Carla protects this rule.

Narrator: *Music is playing and kids are standing around talking, eating, some dancing, overall having a good time. We see Max and Carla chatting together, laughing, and then they part to chat with their friends.*

We will now listen in on a conversation that Max is having with his friend Junior.

Junior: Hey, Max. Guess what? I heard my brother talking with his friends last night, and he was telling them about how he and his girlfriend were all over each other. She couldn't get enough of him....

Max: Man, how come he gets all the luck?

Junior: I know, maybe you'll get your chance tonight. Hey, how about that girl Carla who you were just talking to? She seems pretty interested in you....

Max: You think so? Oh man, please. Nah, we're just friends; she's fun to talk to....

Narrator: *We will now listen in on a conversation that Carla is having with her friends.*

Maria: Look at Ron over there. The other night his brother was over at our house talking to my sister. She would kill me if she found out I told you this but I heard her telling her friend what they did! They were making out and

he started feeling on her, you know, “down there.” And then she started to feel on him, too. Can you believe they did that?

Carla: For real! They did what? I’ve already decided, the only thing I’ll do with a boy right now is kissing; I’m not going any further than that.

Narrator: *Let’s move back to the party.*

Robert: Hey, I have an idea to make this party better. Let’s play truth or dare.

Narrator: *Other people get excited and agree to play the game.*

Robert: Ok, everybody get in a circle, and we can start playing. All right, who’s first? Mia, truth or dare?

Mia: Truth

Robert: Ok. Have you ever tongue kissed someone?

Narrator: *There is lots of giggling and teasing going on.*

Mia: Yeah.

Robert: Ok, Max. Truth or dare?

Max: I’m not a punk. I’ll do the dare. I ain’t scared.

Narrator: *There is now some ooing and heckling going on.*

Robert: I dare you to pick someone in this room and go make out with them for five minutes.

Narrator: *Max looks around the room, sees Carla, and goes and helps her off the floor. All the kids start ooing and heckling again.*

Max: Come on, let’s go.

Narrator: *Carla looks a little nervous, but feeling the pressure she stands up and follows Max out of the room. They go to the backyard and are standing face to face.*

Max: I'm glad we got a chance to be alone. I really liked talking to you earlier.

Carla: Me too.

Narrator: *We see Max lean over and start to kiss Carla. She doesn't refuse, and the two start kissing a lot. Let's find out what Max and Carla are thinking right now.*

Max: I really like Carla, and she seems really into me. Maybe this is my chance. Maybe I should go further, like what Ron's brother did.

Carla: Max is a good kisser. I'm glad he isn't taking this any further though.

Narrator: *As Carla is thinking this, we see Max move his hands down her back and toward her pants. Carla is startled and backs away a bit. Let's listen in to see what happens.*

Carla: What are you doing?

Max: I thought you were enjoying this and wanted to keep going. Don't you? I know I'm into it.

Narrator: *Max leans in towards Carla. Carla stops, doesn't look at Max and then lets him come closer to her.*

Carla: Well, um, I don't know. I'm not, ah, too sure about....

Narrator: *Max starts kissing and touching her again.*

Carla: Well, I guess it's ok but....

Narrator: *As we fade away, we see that Carla doesn't look comfortable with what is going on....*

Script**Truth or Dare - Version 2****Setting the Scene:**

A group of middle school students are at a party, and someone suggests they play truth or dare. The movie follows Carla. Carla has selected a personal rule about sex. Watch to see how well Carla protects this rule.

Narrator: *We see Max lean over and start to kiss Carla. She doesn't refuse, and the two start kissing a lot. Let's find out what Max and Carla are thinking right now.*

Max: I really like Carla, and she seems really into me. Maybe this is my chance. Maybe I should go further, like what Ron's brother did.

Carla: Max is a good kisser. I'm glad he isn't taking this any further though.

Narrator: *As Carla is thinking this, we see Max move his hands down her back and toward her pants. Carla is startled and backs away a bit. Let's listen in to see what happens.*

Carla: What are you doing?

Max: I thought you were enjoying this and wanted to keep going. Don't you? I know I'm into it.

Narrator: *Max leans in towards Carla. Carla stops, looks a little uncomfortable, but in a clear voice tells Max...*

Carla: I like what we're doing, let's just keep it at that. (smiles at Max). Ok?

Narrator: *Max leans in and starts kissing Carla again.*

Max: This feels soo good. How about we go just a little further?

Narrator: *Again, Max starts to move his hands down towards Carla pants. Carla steps backs, straightens up, looks Max in the eye, and in a clear strong voice tells Max...*

Carla: No, I don't want to go any further.

Max: Come on, you know it feels real good.

Narrator: *Max starts to move closer to Carla. She pushes Max away from her and starts to head back inside.*

Carla: I said no. I was enjoying it, but you took it too far. I'll see you later.

Narrator: *Carla walks confidently away, and Max is left standing there with his head down, looking a little ashamed.*

Max: Man, I really liked her. I wonder if I blew it...

Handout: Role-Play**Two Hours Alone**

Directions: Fill in the “You” lines, using clear NO statements, alternative actions, or a combination of both.

Setting the Stage:

You are at your partner’s house after school. You aren’t ready to have sex, and you’ve said so. You know no one will be home for two hours. You are kissing and touching and your partner lets you know he/she wants to have sex. You don’t want to have sex.

Your Partner: I think we should do something more than just kissing and touching.

You: _____

Your Partner: We don’t get many chances to be alone.

You: _____

Your Partner: I just feel so close to you. That’s why I want to have sex with you.

You: _____

Your Partner: If you loved me as much as I love you, you’d do it.

You: _____

Handout: Role-Play**Drinking at a Party**

Directions: Fill in the “You” lines, using clear NO statements, alternative actions, or a combination of both.

Setting the Stage:

You’re at a party having a good time. Someone who likes you is coming towards you. You can see he/she has been drinking.

Friend: Hey, let’s go upstairs.

You: _____

Friend: Why not, come on....

You: _____

Friend: But it’ll be fun.

You: _____

Friend: Come on, you know how much I like you.

You: _____

Level I - Lesson 12: It's Your Game...Post Game Show



Synopsis:

Students reflect on what they have learned from the program and make a personal commitment to making responsible decisions regarding their personal rules.

Objectives:

Students will be able to:

Describe what they have learned from the program

Describe how they will use what they have learned in the future

Activities:

- | | |
|----------------------------|----------|
| I. Introduction to the Day | (10 min) |
| II. Curriculum Review: | (10 min) |
| ○ It's Your Game Bingo | |
| III. Curriculum Reflection | (5 min) |
| IV. Journal Activity | (10 min) |
| V. Wrap Up Ceremony | (15 min) |
- Optional Quiz

Preparation:

Handouts:

- Class set of *It's Your Game...Keep It Real* GAME sheets
- Journals
- Certificates

Ask school staff/contact to attend

Activity I: Introduction to the Day (10 min)

- A. Collect students' take-home activity slip, "**Keeping It Real...About Sex.**"
- B. Ask students what they learned from talking with their parent or other trusted adult about selecting personal rules about sex.
- C. Take a few responses from the students.
- D. Explain to students that it can be hard or weird to start a conversation about sex with a parent or trusted adult but we hope that this activity has shown them that it can be done.
- E. Thank the students for doing this activity with their parent or other trusted adult.
- F. Explain to students that today is the last lesson of the curriculum for this year and they will review what they have learned.

Activity II: Curriculum Review – It's Your Game Bingo (10 min)

- A. Explain to students that to review what they learned in the program they will play a game called "It's Your Game...Keep It Real Bingo."
- B. Tell students that it is important for them to listen, understand, and follow the rules of the game.
- C. Pass out the "It's Your Game...Keep It Real Bingo" GAME sheets and rules.
- D. Tell students to fill out each box on their GAME sheet. They should not talk to anyone while they are filling in their answers.
- E. Give students three minutes to fill out their sheets.
- F. Explain the following instructions to the students, telling them not to start the game until you say "GO":

Find another person who has the same answer in one of the boxes as you.

Have that person sign your box. For example, if your personal rule is "I won't do drugs," you need to find someone else with that rule and have them sign that box.

You need to keep finding people with the same answers as you and have them sign your boxes.

When you have **four signed boxes in a row** (either across, down, or diagonal), shout "It's My Game" and take your sheet to the teacher to be checked.

We want to see how many people in the class can get **four signed boxes in a row within five minutes**.

Ask the students to explain the instructions to make sure they understand how to play this part of the game.

Remind students to be nice and not to run.

Once they understand the instructions, say, "GO."

- G. Give students five minutes to walk around the room to get signatures.
- H. After five minutes, say "STOP."

- I. Have students return to their seats.
- J. Ask students how many got four signed boxes in a row. Ask how many got all their boxes signed. Congratulate the students for doing a good job.
- K. Have a discussion with the following questions:
 - What are the three steps to playing by your rules?
(SELECT, DETECT, PROTECT)
 - What are two ways to protect your rules?
(Use a clear NO or an alternative action)
 - What are some consequences to having sex?
(Pregnancy, HIV, other STDs)
 - What are some reasons a person might choose not to have sex?
(Want to go to college, want to wait until they're older or married, etc.)

Activity III: Curriculum Reflection**(5 min)**

- A. Remind students that at the beginning of this program the class talked about how “your game” is really "your life." An important part of this program was to teach them different skills to help them keep your game, or life, real.
- B. Ask students to identify some of the things they’ve learned or have used from this program to help them keep it real.
- C. Take responses from the students (no limit on responses).
- D. Thank the students for sharing and stress that you hope they understand the importance of making good choices in their life. You hope that they learned:

How to **SELECT** their own rules ahead of time

How to **DETECT** the signs that challenge these rules

And how to **PROTECT** their rules when they find themselves in a difficult or risky situation

Activity IV: Journal Activity**(10 min)**

- A. Remind students that in the past few lessons they have seen characters select different personal rules about sex, as well as had the opportunity to talk with their parent(s) about selecting personal rules about sex.
- B. Explain that in this activity they will select their own personal rules about sex as well as write about how they can detect signs that these rules might be challenged.
- C. Tell students to take out their *It's My Game* journals.
- D. Tell students to turn to **page 10**.
- E. Explain to students that in the first section, "**Select: My Personal Rules About Sex Are...**," they are to write down what personal rules they have about sex.
- F. Further explain that in the next section, "**Detect: It May Be Hard To Keep My Rules About Sex When...**," they are to write down the different signs that let them know when their personal rules about sex might be challenged.
- G. Remind students that what they write is private and confidential.
- H. Give the students 4-6 minutes to complete the activity.

NOTE: Due to the sensitive nature of this journal activity, do not ask the students if they want to share.

- I. Compliment and re-enforce the students for thinking about how they can play by their rules about sex.
- J. Ask students to put their journals away.
- K. Tell students that since this is the last day of class, they can take the journals home to keep.

Optional: Administer Level I – Lesson 12 Quiz (located in the Appendix)

Activity V: Wrap-Up Ceremony**(5 min)**

NOTE: Since this is the final lesson, get as many other teachers or school representatives (e.g., school contact, principal, assistant principal, counselors) as possible to attend.

- A. Thank the students for their participation in the program. Tell students that you have really enjoyed working with them.
- B. Formally present each student with a personalized *It's Your Game...Keep It Real* **certificate** (found in the Appendix), which recognizes successful completion of the Level I curriculum.
- C. Once the certificates are passed out, ask the students:
 - What did you like most about the program?
 - What would you change about the program?
 - What would you tell your friends about this program?
- D. Have refreshments and informal conversation with the students.

It's Your Game Bingo - PROGRAM REVIEW GAME SHEET

G	A	M	E
It's a step to playing by your rules: S _____	A real friend is someone who...	One of my personal rules is...	I don't like it when my friends...
One reason a person might choose not to have sex is...	When I graduate from high school, I want to...	It's a step to playing by your rules: D _____	I can tell one of my rules is being challenged when...
One way to reduce my risk of getting HIV is to...	A person I can turn to for support is...	Using a firm tone of voice is one way to use a clear: _____	One thing I want to do this semester is...
One consequence of having sex is...	I'm proud that I can...	One way I can protect my rules is to...	It's a step to playing by your rules: P _____

It's Your Game Bingo Rules

- Find another person who has the same answer as you in one of the boxes.
- Have that person sign your box. For example, if your personal rule is "I won't do drugs," you need to find someone else with that rule and have them sign that box.
- You need to find different people with the same answers as you and have them sign those boxes on your game sheet.
- When you have **four signed boxes in a row** (either across, down, diagonal), shout "It's My Game" and take your sheet to the teacher to be checked.

We want to see how many people in the class can get four signed boxes in a row within five minutes

LEVEL I APPENDIX

Name: _____
Date: _____
Teacher: _____

Quiz - Level I Lesson 1: It's Your Game...Pre-Game Show



1. In this program when we talk about "**Your Game**," what will we really be talking about?

Game=? _____

2. List two **Agreements for Classroom Discussion** that the class came up with:

- _____

- _____

3. Explain the purpose of keeping a journal during the program.

TEACHER KEY

Quiz - Level I Lesson 1: It's Your Game...Pre-Game Show



1. In this program when we talk about "**Your Game**," what will we really be talking about?

Game=? **LIFE**

2. List two **Agreements for Classroom Discussion** that the class came up with:

Possible responses:

- Listen when others are speaking - no interrupting.
- Classroom discussions are confidential: what is said in class should stay in class.

3. Explain the purpose of keeping a journal during the program.

A journal is a way to keep track of thoughts, ideas, and feelings they may have while being a part of the program.

Activity II: Movie Acting & Discussion for Jackson Has a Secret (15 min)

[Alternate male lead version for Level I Lesson 2 **Jasmine Has a Secret**]

- A. Explain to students that some lessons will have activities where students will “act out” a movie and then talk about the characters’ situations.
- B. Tell students that today we need 5 students to be actors in the movie called **Jackson Has a Secret**.
- C. Ask students to raise their hands if they want to be an actor in this movie.
- D. Select 3 males and assign them to one of the following roles: Alex, Will, Jackson
- E. Select 2 females and assign them to one of the following roles: Lexie, Narrator
- F. Pull the “actors” aside to prepare them for their roles.
- G. Pass out the movie script to each actor.
- H. Tell the narrator and actors to read and act out their lines.
- I. Tell the actors and narrator that after you the teacher read “Setting the Stage” they should go to the front and act out the movie.
- J. Explain to the remaining students that while watching the movie they should look at how each person in the movie treats the others.
- K. Explain to the students that they will answer some questions about the characters after the movie is over.
- L. Read “Setting the Stage” to the students.
- M. Have the actors come to the front of the classroom and act out the movie.
- N. Thank the students for starring in **Jackson Has a Secret**. Have the class give them a round of applause and let the actors sit down.
- O. Ask the students the following questions about the movie.

Did Lexie keep it real with her friends? Why or why not?

Some possible answers include:

Lexie wanted to respect Jackson and Will by not asking what the secret was.

Lexie did not want the guys to betray their friend by gossiping.
Lexie tried to help Will out by telling Alex that Jackson will tell him the secret if he wants him to know.

Did Alex keep it real with his friends? Why or why not?

Some possible answers include:

Alex wasn't very supportive of his friends.

Alex wanted to find out the secret.

Alex was yelling and pressuring his friends.

Did Will keep it real with his friends? Why or why not?

Some possible answers include:

Will was supportive of Jackson and his problem.

Will did not pressure Jackson into telling him what was wrong.

Will tried to not tell his other friends Jackson's secret.

P. Explain to the students that they don't know if Will told Alex the secret or not.

Q. Ask the class the following questions:

How do you think Jackson would feel if he knew Will was spreading the secret?

Some possible answers include:

He would feel betrayed.

He would not want to talk to Will about his problems again.

He would feel angry that Will would want to spread a rumor that might be harmful to Jackson's sister.

If Will told the secret would he be keeping it real with his friend Jackson?

Response should be no.

How do you think Jackson would feel if he knew Will kept his secret?

Some possible answers include:

He would feel like Will really cared about him.

He would feel safe and know he can depend on Will when he has a problem.

Script: Jackson Has A Secret

Jackson Has A Secret

[Alternate male lead version for Level I Lesson 2 **Jasmine Has a Secret**]

Setting the Stage:

Two friends, Jackson and Will, are on their way to lunch and are discussing a secret that Jackson has about his sister. After Jackson finishes lunch, Will hooks up with two other of their friends. Watch to find out if Will and the others are real friends to Jackson.

Narrator: *Jackson and Will are walking to the lunchroom. Jackson is walking slow, head down and looking a little sad and upset.*

Will: What's the matter with you?

Narrator: *Jackson shrugs his shoulders and shakes his head.*

Jackson: Nothing.

Will: Come on, I can tell something's wrong. What is it?

Narrator: *Jackson looks a bit doubtful.*

Jackson: Well...Can you keep a secret?

Will: You know me. I'm not a snitch.

Narrator: *Jackson and Will approach a table in the lunchroom. Jackson throws his backpack on the table and slumps down into a chair.*

Jackson: All right, but you gotta promise you won't tell anybody.

Will (say this firmly): I won't.

Jackson: Ok, well last night my sister told me that she thinks she's pregnant.

Will: Really? Isn't she only 15?

Jackson: Yeah, and she doesn't know what to do. Her boyfriend broke up with her, and she can't tell our mom because she'll be mad.

Will: Man. I'm sorry. That really sucks.

Jackson: Yeah, I know. She's really scared and doesn't know what to do.

Narrator: *Jackson sees their friends, Alex and Lexie, approaching the table. He waves.*

Jackson: Listen, don't tell anyone about this. My sister doesn't want it to get out, and she really doesn't want her friends to know.

Will: Ok, I won't. I promise.

Jackson and Will: Hey Alex. Hey Lexie.

Narrator: *Jackson gets up from the table, as Alex and Lexie sit down with their lunch.*

Jackson: See you all later.

Narrator: *Jackson half-heartedly waves and walks away. He still looks worried and sad.*

Alex: What's up with Jackson?

Will: Nothing, He's just having a bad day.

Alex: Yeah, right. I saw the two of you over here talking. Something looked wrong. What is it?

Will: Well, something is going on, but I promised Jackson I wouldn't talk.

Narrator: *Alex is becoming really upset and starts to raise his voice. Will is getting nervous.*

Alex (use a louder voice): Oh, come on, spill it.

Will: Well...

Lexie: Hey Will, if Jackson told you not to say anything, then maybe you shouldn't.

Alex (use an even louder voice and put your hand in front of Lexie's face): What? Hold it, Lexie. I'm Jackson's friend too, and I need to know what's going on with him.

Lexie: Uh, you need to chill. Why are you getting into his business? If Jackson wanted you to know, don't you think he'd tell you?

Alex: Shut up Lexie. (**Turn to see Will**). I told you, spill it.

Lexie: I'm outta here. See ya Will.

Narrator: *Lexie is really mad and leaves. Alex is still waiting for an answer from Will.*

Will (look a little scared): Well...

Name: _____
Date: _____
Teacher: _____

Quiz - Level I Lesson 2: Keeping It Real...Among Friends



4. List two signs that let you know when someone may not be a good friend:

- _____

- _____

5. Name two qualities of a **real** friend:

- _____

- _____

6. In the movie your class acted out, did Gaby keep it real with her friends?
Why or why not?

TEACHER KEY

Quiz - Level I Lesson 2: Keeping It Real...Among Friends



1. List two signs that let you know when someone may not be a good friend:

Possible responses:

- Puts you down
- Lies to you
- Embarrasses you in front of other people
- Pressures you
- Doesn't support you
- Talks about you behind your back

2. Name two qualities of a **real** friend:

Possible responses:

- Supports you
- Listens to you
- Gives you good advice
- Respects your choices and decisions
- Is trustworthy and honest

3. In the movie your class acted out, did Gaby keep it real with her friends?
Why or why not?

Yes.

Gaby was supportive of Jazmine and her problem.

Gaby did not pressure Jazmine into telling her what was wrong.

Gaby tried to not tell her other friends Jazmine's secret.

Name: _____
Date: _____
Teacher: _____

Quiz - Level I Lesson 3: Keeping It Real...Among Friends



1. List three characteristics of a “Not So Real” friend:

2. List three characteristics of a “Real” friend:

3. In the Reel World video, did Shannon keep it real with her friend Danielle?
Why/why not?

4. Name three people that students your age can turn to when they need social support or advice about peer pressure?

- _____
- _____
- _____

TEACHER KEY
Quiz – Level I Lesson 3:
Keeping It Real...Among Friends



1. List three characteristics of a “Not So Real” friend:

Answers might include:

Talks bad about you
Doesn't support your right to say no
Not honest

2. List three characteristics of a “Real” friend:

Answers might include:

Respects your decision
Supports you in any situation
Trustworthy

3. In the Reel World video did Shannon keep it real with her friend Danielle?
Why/why not?

No, because Shannon did not respect Danielle's rules [*Acceptable Response*]. Shannon knew Danielle (and her father) didn't want any mischief going on in the house.

Yes, because Shannon knew Danielle would be happy that she was getting closer to Manuel [*Unacceptable Response*]

4. Name three people that students your age can turn to when they need social support or advice about peer pressure?

Grandparent
Older sibling
Teacher
Minister
Parent

Activity III: "Lightin' Up: Analyzing the Situation" (15 min)

[Alternate male lead version for Level I Lesson 4 "Lightin' Up"]

- A. Tell students that they will now have a chance to practice the 3 steps for playing by their rules.
- B. Explain to the students that you will now read a story in which a person has selected a personal rule and then either keeps or breaks the rule.
- C. Read the **Lightin' Up** story (male lead role version).
- D. Pass out the **Lightin' Up** story and worksheet (male lead role version) to the students.
- E. Explain to students that they will work individually on the worksheet to help them figure out if Bryan used the three steps- SELECT, DETECT, PROTECT- to play by his personal rules.
- F. Give the students 3-5 minutes to complete the worksheet. Move among the classroom and assist the students as necessary.
- G. Go through the worksheet with the students using the following questions as a guide:

SELECT: What was Bryan's personal rule?

Not smoking marijuana

DETECT: What were the signs that let Bryan know his personal rule was being challenged?

Some possible responses for environmental signs:

He knew that Christina and Richard smoked weed.

He knew they were hanging out under the bleachers where they could easily smoke

Christina pulled out a joint and lit it

Tamal offers the joint to Bryan

All of Bryan's friends are watching him (peer pressure)

Some possible responses for emotional signs:

Bryan gives Tamal a worried look

Stomach felt funny

He started to relax when no one was smoking (started to hurt again when the joint was pulled out)

Heart beating fast

Hands were sweaty

PROTECT: What are some ways he could get out of the situation?

He could have stayed and watched the game

He could have said no to smoking the joint

He could have said he had to go and left the group

RESPECT: Did Bryan's friend, Tamal, respect Bryan and his rules?
How?

No, he didn't respect Bryan

He offered him the joint

Tamal broke his own rule by taking a hit (he didn't respect himself)

H. Thank the students for sharing their responses.

Handout: Lightin' Up

Lightin' Up **(male lead version)**

Bryan has been hangin' out at the Friday night football game with his friends. They have been having a lot of fun eating and talking about which cheerleaders are cute. After about an hour, their team has fallen way behind and the game has become pretty boring to watch. Another friend, Reese, from school stops over to say hi to Bryan and his friends. They start talking about how boring the game is and how they want to do something else. Reese mentions that there are some people hangin' out under the bleachers and that they should come join them. Everyone in Bryan's group gets excited and thinks it's a great idea. Bryan asks Reese who all is down there and finds out that Christina and Richard are there. Bryan has heard that these two smoke weed. Bryan doesn't think that smoking weed is something he wants to do and he isn't sure about hanging out with them. He knows that his best friend, Tamal, doesn't want to smoke weed either. Bryan looks over at Tamal and gives him a worried look, but Tamal just shrugs. Everyone around Bryan is excited to do something else, so he and his friends decide to follow Reese down below the bleachers. As the group heads down, Bryan starts to

feel a little funny in his stomach. As they approach Christina and Richard, Bryan sees they are not smoking and he begins to relax a little bit. The group is now talking and Bryan forgets how he was feeling earlier. After a while, Christina pulls out a joint and lights it. Richard tells her to pass it around. Bryan's stomach starts to feel funny again. His heart starts to beat faster. As the joint gets passed around, everyone takes a hit, including Tamal. Finally, Tamal offers it to Bryan. Bryan's hands are getting all sweaty, he knows he doesn't want to smoke, but with all his friends around, he isn't sure what he should do. He thinks maybe he should take a hit, one can't hurt him. Can it? He thinks to himself.

Name: _____
Date: _____
Teacher: _____

Quiz - Level I Lesson 4: It's Your Game...Playing By Your Rules



1. List 3 steps necessary for playing by your rules:

1) _____

2) _____

3) _____

2. What is a "personal rule"?

3. List a possible emotional sign that someone's rule is being challenged: _____

4. List a possible environmental sign that someone's rule is being challenged: _____

5. Describe a situation that could challenge someone's personal rules?

6. In the "**Lightin' Up**" story what was Maria's personal rule?

TEACHER KEY
Quiz - Level I Lesson 4:
It's Your Game...Playing By Your Rules



1. List 3 steps necessary for playing by your rules:
SELECT
DETECT
PROTECT
2. What is a “personal rule”? Rules people set for themselves about things they do or do not want to do.
3. List a possible emotional sign that someone’s rule is being challenged:
Feeling nervous
Feeling scared
Upset stomach
Sweating
4. List a possible environmental sign that someone’s rule is being challenged:
Drugs and alcohol are around
No parents are present
5. Describe a situation that could challenge someone’s personal rules?
NOTE: Use your own discretion
6. In the "Lightin' Up" story what was Maria’s personal rule?
Not smoking marijuana

Name: _____
Date: _____
Teacher: _____

Quiz - Level I Lesson 5: It's Your Game...Playing By Your Rules



1. Read the following statements. If the situation is Low Risk, put "L" in the blank.
If the situation is High Risk, put an "H" in the blank.

Kids getting into a car driven by a parent _____
Kids doing drugs and drinking alcohol _____
Boy with arm around girl while sitting on a bench in the mall _____
Boy and girl in back row of movie theater _____
Girl walking into secluded bathroom by herself _____
Girl getting into a guy's car _____
Three girls walking into mall bathroom _____
Older guy flirting with younger girls _____
Two boys playing in the arcade _____
Older girl flirting with younger guys _____
Boys and girls just hanging out together in the mall _____
Boy by himself in an alley between two shops _____

2. In the Reel World video, how is Eddie's personal rule of watching his younger brother being challenged? What does Eddie do to protect his rule?

TEACHER KEY
Quiz - Level I Lesson 5:
It's Your Game...Playing By Your Rules



1. Read the following statements and if the situation is Low Risk put "L" in the blank. If the situation is High Risk put an "H" in the blank.

Kids getting into a car driven by a parent **L**
Kids doing drugs and drinking alcohol **H**
Boy with arm around girl while sitting on a bench in the mall **L**
Boy and girl in back row of movie theatre **H**
Girl walking into secluded bathroom by herself **H**
Girl getting into a guy's car **H**
Three girls walking into mall bathroom **L**
Older guy flirting with younger girls **H**
Two boys playing in the arcade **L**
Older girl flirting with younger guys **H**
Boys and girls just hanging out together in the mall **L**
Boy by himself in an alley between two shops **H**

2. In the Reel World video, how is Eddie's personal rule of watching his younger brother being challenged? What does Eddie do to protect his rule?

Possible responses may include:

Eddie's personal rule is being challenged by: Brian asked Eddie if their friends could come over and party, a group of friends showed up at Eddie's door. Brian gave Eddie a hard time about his little brother.

Eddie protects his rule by: Telling his friends that no, they cannot come inside the house right now, telling his friends to go hang out at another friend's house, telling his friends to come back after he puts his brother down for bed

Name: _____
Date: _____
Teacher: _____

Quiz - Level I Lesson 6: Protecting Your Rules... A Clear NO



1. List the 4 characteristics of a **Clear NO** statement

- _____
- _____
- _____
- _____

2. What does it mean to **protect** your rules?

3. In the **first version** of the "Should I Go" role-play in class, what could Mark have done differently when his friends tried to get him to go to the teen club?

4. In the **second version** of the "Should I Go" role-play, how did Mark feel after he used a **clear no** with his friends?

TEACHER KEY
Quiz - Level I Lesson 6:
Protecting Your Rules... A Clear NO



1. List the 4 characteristics of a **clear NO** statement
 - Use the word “No”
 - Stiff Body Language
 - Use a Firm Tone of Voice
 - Repeat the “No”

2. What does it mean to **protect** your rules?
Protecting your rules means to **avoid or use refusal skills to get out of a risky situation where your rules are being challenged**

3. In the **first version** of the “Should I Go” role-play in class, what could Mark have done differently when his friends tried to get him to go the teen club?
Mark could have used a clear no in a firm tone of voice.

4. In the **second version** of the "Should I Go" role-play, how did Mark feel after he used a **clear NO** with his friends?
Confident, at ease, relieved

Name: _____
Date: _____
Teacher: _____

Quiz - Level I Lesson 7: Protecting Your Rules...Alternative Actions



1. What are the two ways you can **protect** your personal rules?

2. Fill in the blank:

An **alternative action** is something you _____ or _____ that gets you out of a situation.

3. Imagine that you are being pressured by a friend to do something that would challenge your personal rules. List 4 different alternative actions you could use to get yourself out of the situation.

TEACHER KEY

Quiz - Level I Lesson 7: Protecting Your Rules...Alternative Actions



1. What are the two ways you can **protect** your personal rules?
 - Use a Clear NO
 - Use an Alternative Action

2. Fill in the blank:
An **alternative action** is something you **SAY** or **DO** that gets you out of a situation.

3. Imagine that you are being pressured by a friend to do something that would challenge your personal rules. List 4 different alternative actions you could use to get yourself out of the situation.
Note: Use your own discretion when grading this question. Remember the definition of an alternative action is doing or saying something that gets them out of the situation **without saying the word "no" (which is instead: Using a clear No).**

Name: _____
Date: _____
Teacher: _____

Quiz - Level I Lesson 8: Know Your Body



1. List 3 changes that occur in the **female** body during puberty.

- _____
- _____
- _____

2. List 3 changes that occur in the **male** body during puberty.

- _____
- _____
- _____

3. Match the definition on the right to the term on the left by placing the correct letter in each blank.

_____ Testes

_____ Ovaries

_____ Genitals

_____ Vas Deferens

_____ Uterus

_____ Sperm

_____ Cervix

- A. Small walnut-sized organs that store eggs in the female body. These organs release one egg cell every month, signaling the beginning of the menstrual cycle.
- B. Connects the vagina to the uterus
- C. A strong muscular organ where a baby grows and develops until it is born
- D. Male reproductive cells that fertilize eggs in females and lead to pregnancy
- E. The outside reproductive organs in the male and female
- F. Where males produce sperm during puberty
- G. Long thin tube that sperm travel through

TEACHER KEY
Quiz - Level I Lesson 8:
Know Your Body



1. List 3 changes that occur in the **female** body during puberty.

Possible answers:

- Breasts grow and develop
- Pubic hair grows
- Menstruation cycle begins

2. List 3 changes that occur in the **male** body during puberty.

Possible answers:

- Pubic hair grows
- Voice changes
- Penis enlarges

3. Match the definition on the right to the term on the left by placing the correct letter in each blank.

F. Testes

A. Ovaries

E. Genitals

G. Vas Deferens

C. Uterus

D. Sperm

B. Cervix

- A. Small walnut-sized organs that store eggs in the female body. These organs release one egg cell every month, signaling the beginning of the menstrual cycle.
- B. Connects the vagina to the uterus
- C. A strong muscular organ where a baby grows and develops until it is born
- D. Male reproductive cells that fertilize eggs in females and lead to pregnancy
- E. The outside reproductive organs in the male and female
- F. Where males produce sperm during puberty
- G. Long thin tube that sperm travel through

Name: _____
Date: _____
Teacher: _____

Quiz - Level I Lesson 9: Keeping It Real...For Yourself



1. In the story "**Tina and Marco**" what were some of the different consequences they faced from having sex?

Emotional Consequence: (FEEL)

Physical Consequence: (BODY OR HEALTH)

Social Consequence: (RELATIONSHIPS)

TEACHER KEY
Quiz - Level I Lesson 9:
Keeping It Real...For Yourself



1. In the story "**Tina and Marco**" what were some of the different consequences they faced from having sex?

Emotional Consequence: (FEEL)

Examples: Feeling guilty or worried

Physical Consequence: (BODY OR HEALTH)

Examples: Becoming pregnant, getting a sexually transmitted infection

Social Consequence: (RELATIONSHIPS)

Examples: Not being friends anymore, their parents finding out

Name: _____
Date: _____
Teacher: _____

Quiz - Level I Lesson 10: Playing By Your Rules...Regarding Sex



1. In the video "**Lame Brain**" what was a physical consequence after having sex for the Girly Brain?

What was a physical consequence after having sex for the male Lame Brain?

2. In the video "**James and Alana's Story**" did both characters stick to their personal rules?

- ☐ Yes
☐ No

Did they end up having sex?

- ☐ Yes
☐ No

3. In the Hot Ticket: Reel World Video "Kristina and Brian" what were some signs that Kristina's personal rule was being challenged?

Did Kristina break her rule?

- ☐ Yes
☐ No

TEACHER KEY

Quiz - Level I Lesson 10: Playing By Your Rules...Regarding Sex



1. In the video "**Lame Brain**" what was a physical consequence after having sex for Girly Brain? **Becoming pregnant**

What was a physical consequence after having sex for the male Lame Brain?

Getting a sexually transmitted infection

2. In the video "**James and Alana's Story**" did both characters stick to their personal rules?

☒ Yes

☐ No

Did they end up having sex?

☐ Yes

☒ No

3. In the Hot Ticket: Reel World Video "Kristina and Brian" what were some signs that Kristina's personal rule was being challenged? **Examples: She and Brian were alone in the house; Brian tried to convince her not to worry by saying that Danielle's dad won't be home for a while.**

Did Kristina break her rule?

☐ Yes

☒ No

Name: _____
Date: _____
Teacher: _____

Quiz - Level I Lesson 11: Protecting Your Rules...Regarding Sex



1. Write the definitions of **Select**, **Detect**, and **Protect** in relation to the *It's Your Game...Keep It Real* Program:

Select: _____

Detect: _____

Protect: _____

2. In the classroom activity movie script "**Truth or Dare**," a group of middle schools students are at a party, and someone suggests they play truth or dare. The movie script follows Carla. Carla has selected a personal rule about sex. How well does Carla protect this rule in the 2nd version? Explain.

TEACHER KEY
Quiz - Level Lesson 11:
Protecting Your Rules...Regarding Sex



1. Write the definitions of Select, Detect, and Protect in relation to the *It's Your Game...Keep It Real* Program:

SELECT: Know your personal rules ahead of time.

DETECT: Watch for signs that your personal rules are being challenged.

PROTECT: Avoid risky situations or use refusal skills to get out of the situation.

2. In the classroom activity movie script "**Truth or Dare**," a group of middle schools students are at a party, and someone suggests they play truth or dare. The movie script follows Carla. Carla has selected a personal rule about sex. How well does Carla protect this rule in the 2nd version? Explain.

She protects her rule well. During the game Max chooses Carla, and they go to the backyard. Max tries to go further than kissing, but Carla uses a Clear NO, and then when he still tries to go further, she walks out on him.

Name: _____
Date: _____
Teacher: _____

Quiz - Level I Lesson 12: It's Your Game - Post Game Show



1. What did you like most about the program?

2. What would you change about the program?

3. What would you tell your friends about this program?

TEACHER KEY

Quiz - Level I Lesson 12: It's Your Game - Post Game Show



There are no right or wrong answers.



THE JOURNAL

Enjoy Life

RESPECT

live your dreams
lead

Believe
BE ENCOURAGED

study
select.
detect.
protect.

it's your game...keep it real

never give up

Be Healthy

try and live

trust

be patient

SUCCEED

stay smart

SOAR

prioritize

appreciate life

be real

PRÄN ÄHÄD

DO YOUR BEST

WALK

select.
detect.
protect.

have fun

visualize

ACHIEVE

learn

stay strong

stay focused
be determined
think

SMILE

my game. my rules.

my journal.

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my game. my rules.

12 my journal.

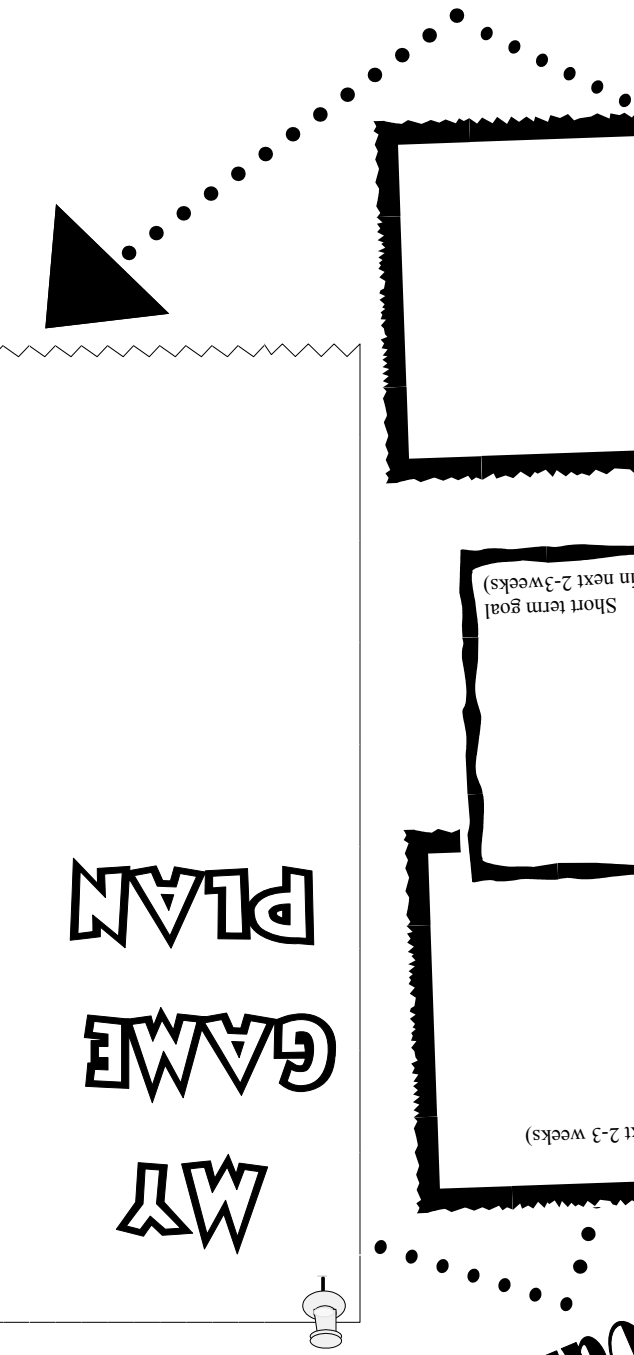
Goals of My Game

Short term goal
(to reach within next 2-3 weeks)

Short term goal
(to reach within next 2-3 weeks)

Long term goal
(to reach within 2 years)

MY GAME PLAN



COMING

It may
be hard to
stick to my rules
about SEX
when...

Physical Signs

Emotional Signs

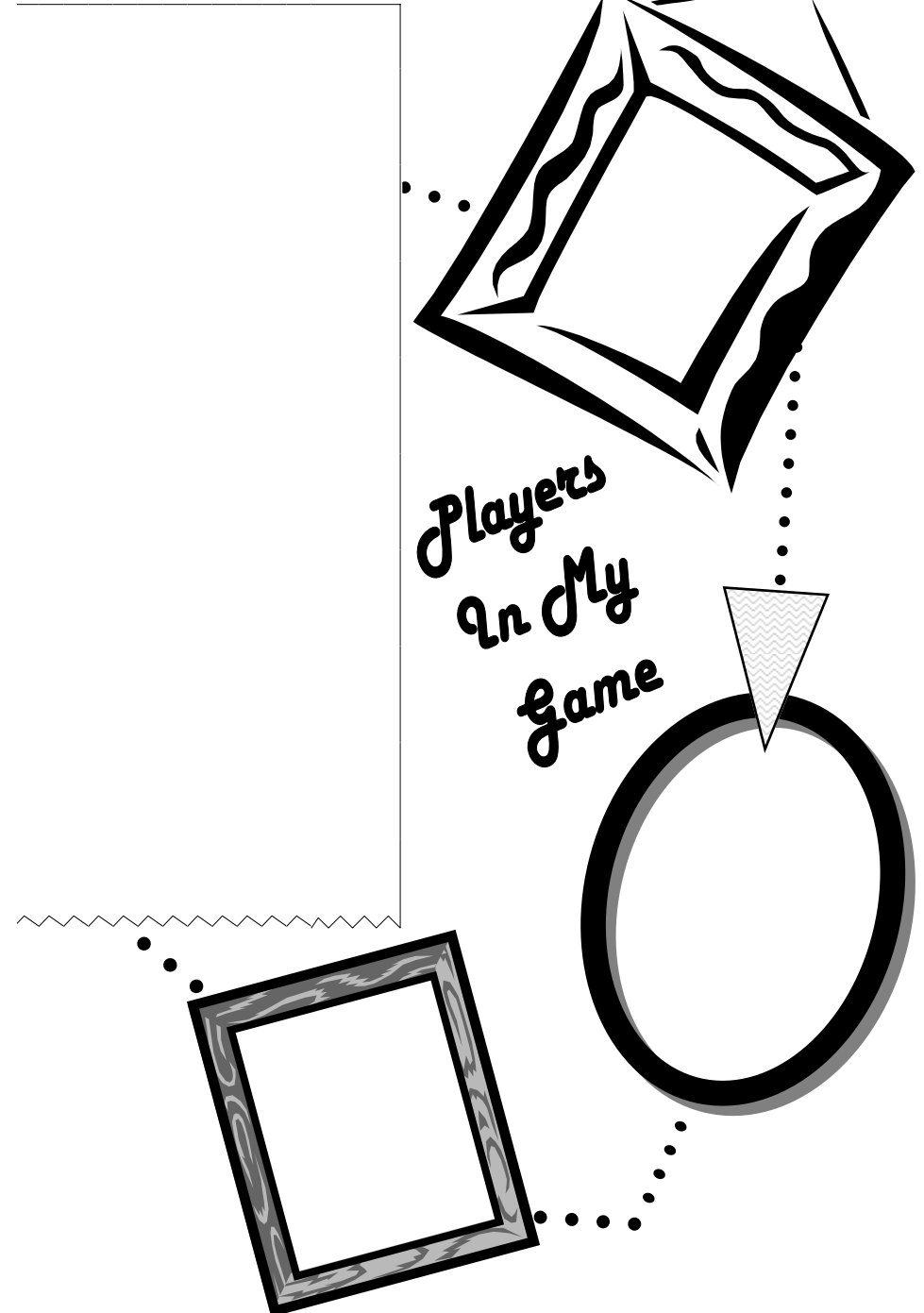
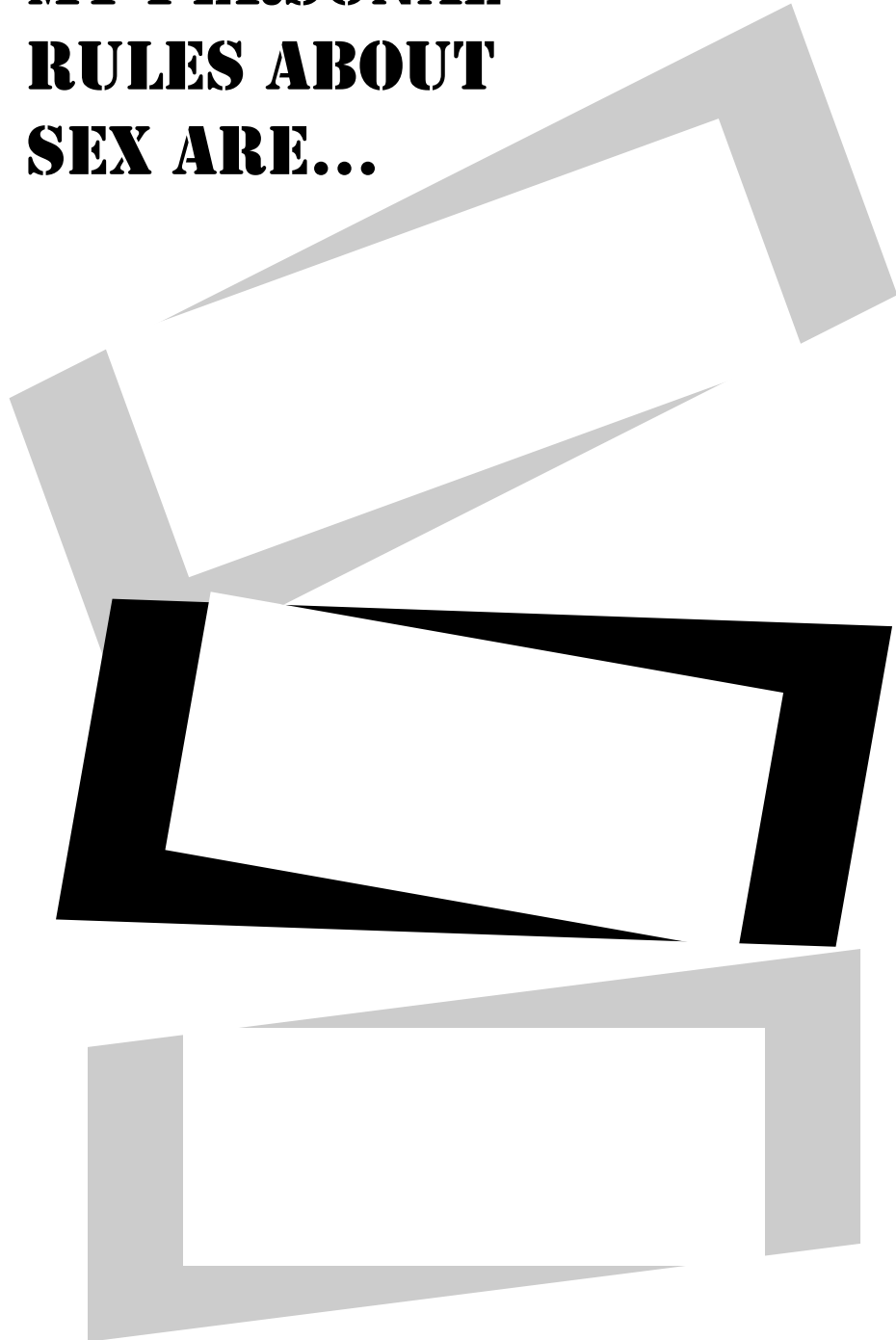
Physical Signs

Emotional Signs

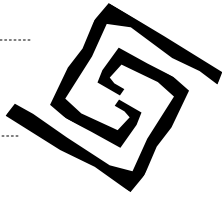
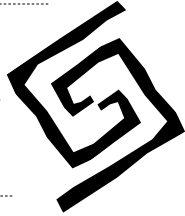
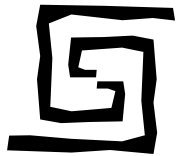
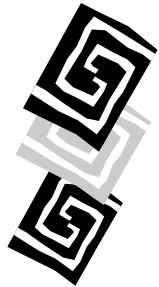
Physical Signs

Emotional Signs

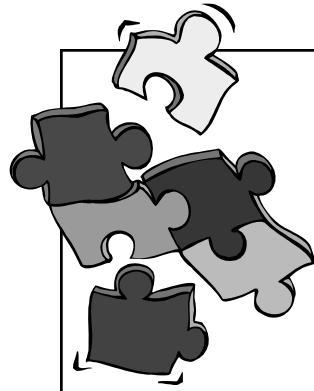
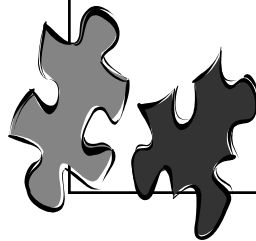
MY PERSONAL RULES ABOUT SEX ARE...



For not having sex
 my reasons
 are important
 because...



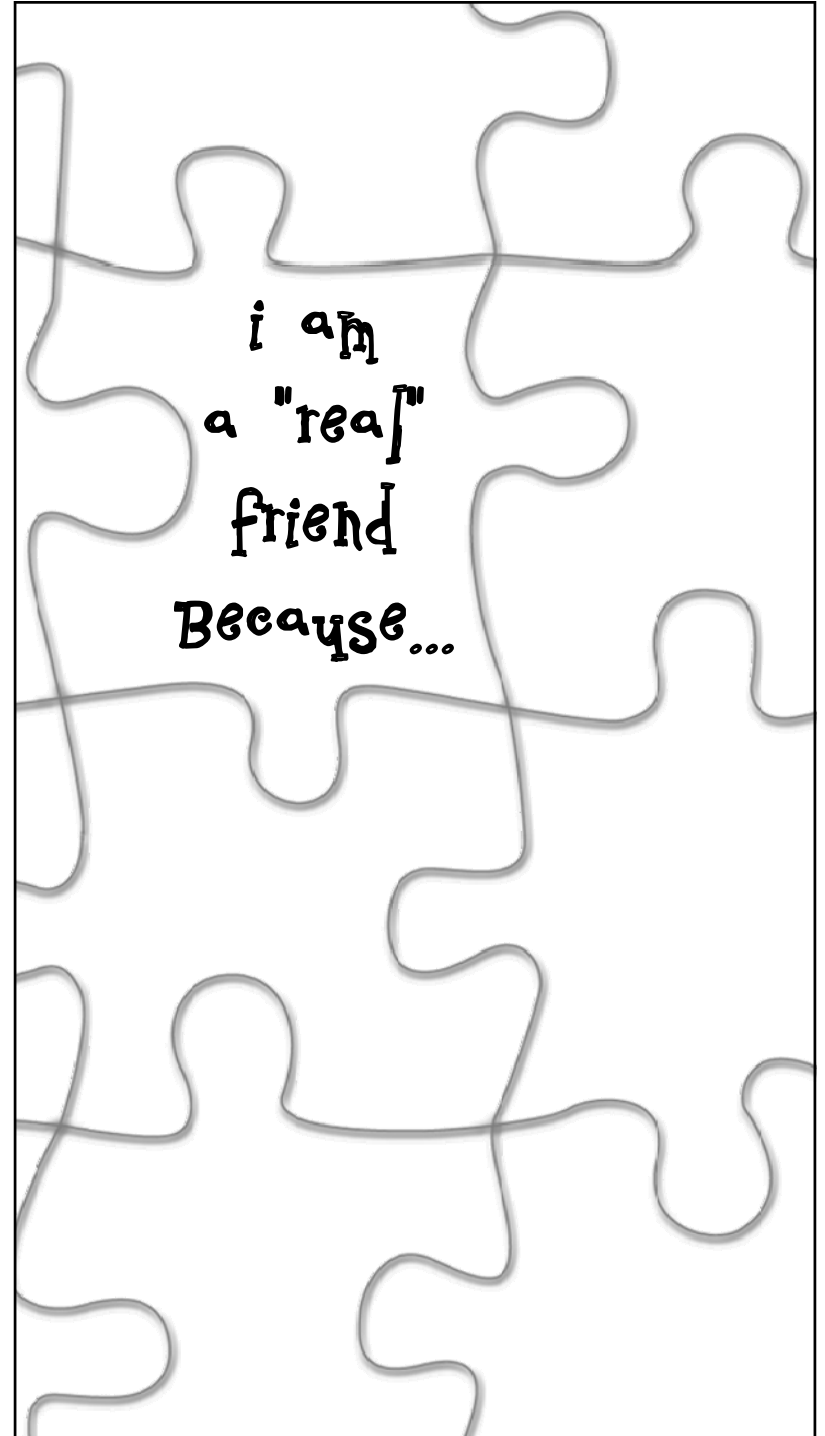
my friends
 are "real"
 friends because...





My reasons for
not having sex are...

Handwriting practice lines for the text "My reasons for not having sex are...". The lines are arranged in four groups, each preceded by a decorative swirl icon. The first group has three lines, the second has two, the third has two, and the fourth has three.



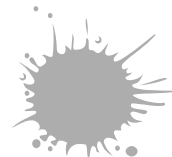
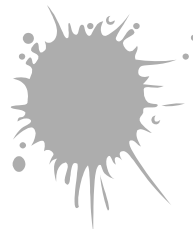
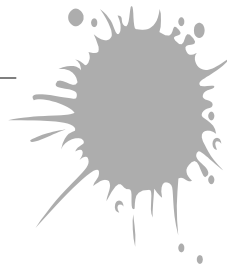
emotional signs	physical signs	emotional signs	physical signs
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it may be hard to
stick to my rules when...

COMED

SELECT

My personal rules are...



Certificate of Completion

This Certificate is Awarded to

for completion of the "It's Your Game...Keep It Real"
Health Curriculum - Level I

School

Date

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