

BY-LA 2.0 Summer **Enrichment**



THE ENRICHMENT AGENDA



DAY 01.

- Y2 Recap
- Logistics Refresher
- Modeling
- Reducing the Risk TOE Refresher

DAY 02.

- Classroom Management & Educational Strategies
- Get Real TOE Refresher - Part 1 (Grade 6 & 7)

DAY 03.

- Working with Young Audiences
- Get Real TOE Refresher - Part 2 (Grade 7 & 8)

DAY 04.

- Growing as a Professional
- Technology Tips
- Teachbacks
- Self-Care

OBJECTIVES: STAFF WILL BE ABLE TO...



Confidence

feel more prepared
delivering the
evidence-based
materials and interacting
with youth & school staff



Application

apply new approaches to
deliver content in a more
engaging and effective
way



Support

gain more resources to
feel supported and
reduce educator
burnout.



GROUP AGREEMENTS



Judgment Free Zone

respect each other's perspectives; be open-minded and lead with an open heart.

Low Tech, High Engagement

give the team your undivided attention; limit phone and computer usage during sessions.

Cooperate, Don't Dominate

make space for others to contribute and take up space if you aren't contributing enough



BY THE **NUMBERS**

2,290

Youth reached with
evidence-based
programming

634

Meaningfully engaged
parents

114 (16)

Completed
implementation Cycles
(within sites)

96%

Reported increased knowledge
of pregnancy & HIV/STI
prevention strategies

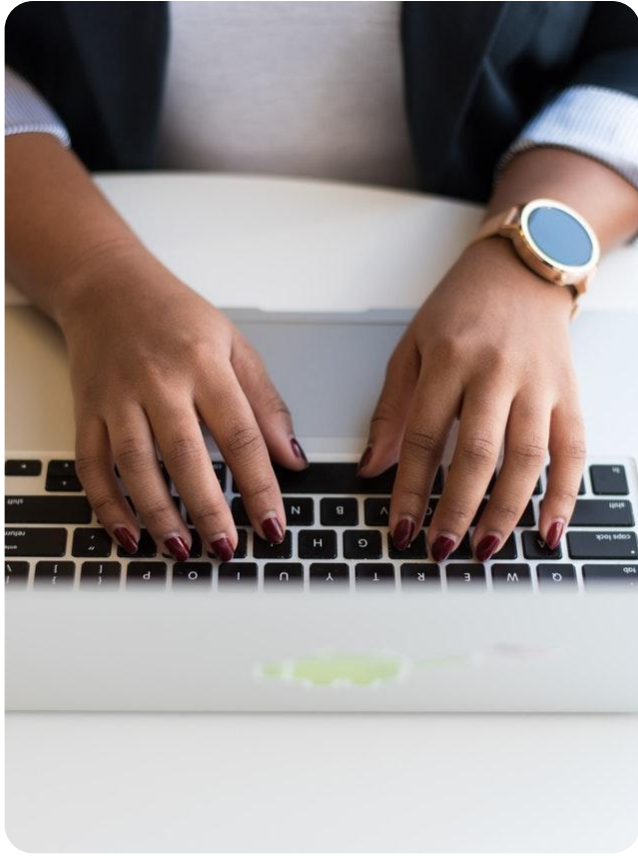
82%

Reported greater confidence
to negotiate abstinence /
safer-sex practices

4.318

Overall quality of the
sessions observed





**10
minute
BREAK**

01.

LET'S TALK LOGISTICS



IMPLEMENTATION STAPLES



TEACHING
MATERIALS

ATTENDANCE
TRACKER

PRE & POST
TESTS

ETO DATA
ENTRY

FIDELITY
LOGS

CERTIFICATES
& INCENTIVES

TEACHING MATERIALS



- 1. Printed lesson for the day (or full curriculum)**
- 2. Printed Attendance Roster**
- 3. Journals**
- 4. Student Workbooks***
- 5. Pens/pencils and other writing utensils**
6. Lesson supplements (cards, scripts, sticky notes, handouts, etc.)
7. Chart Paper + markers
8. iPad (and related accessories) for Smartboards/TVs
9. Fidget Toys
10. Healthy Snacks

ATTENDANCE TRACKER



1

Educators will track their attendance in the Attendance Tracker on Google Sheets

2

Each cohort ("cycle") will need to be its own workbook.

Each workbook should be named with the curriculum, the year of the program (Y3), the cycle number (from cycle tracker), and the site name: GR/RtR Y3CY#SiteName

(ex: **GR Y3CY1MorrisJeff; RtR Y3CY2DHS**)

3

Attendance must be updated after each session (at the end of the next day, **at the latest**)

4

Homework is also counted for within the Attendance Tracker, on the Supplemental Activities sheet.

PRE & POST-TESTS



GOAL: 85%

of participants to report increased knowledge of pregnancy and HIV/STI prevention strategies; greater understanding of the value of safer sex; and greater confidence to negotiate abstinence/safer-sex practices

1

Pre-assessments on the first day of class; post-assessments on the last day of class

2

Collected on physical document or Google Forms.

3

Responses transferred into ETO within a week from being administered

ETO DATA ENTRY



The Efforts to Outcomes (ETO) database: case management software used to measure different program outcomes for BY-LA 2.0

secure.etosoftware.com

Data that will need to be entered into ETO include:

1

BY-LA 2.0 Consent and Enrollment Form

2

Pre- and Post - Assessment for Get Real & Reducing the Risk

FIDELITY LOGS



A tool to assess whether the core components of each curricula are met and implemented as intended.



1

Fidelity Logs must be completed at the end of each session/class for each cycle

2

They are used as a monitoring tool and could prove useful for evaluation purposes.

All Teams will track fidelity in the **Google Calendar**

Educator(s):
Site:
Cycle:
Grade Level: 6th

BY-LA 2.0
BELIEVE IN YOUTH - LOUISIANA

Module 1: Creating the Classroom Culture

Activity	Date Taught	Did you complete the activity?	Youth Engagement	General Notes/Adaptations/Challenges
Activity 6.1-1: Introduction/Class Rights and Responsibilities		<input type="checkbox"/> Yes completely <input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Some engaged <input type="checkbox"/> Few or none engaged <input type="checkbox"/> Most engaged	
Activity 6.1-2: Introduction to Social and Emotional Learning		<input type="checkbox"/> Yes completely <input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Some engaged <input type="checkbox"/> Few or none engaged <input type="checkbox"/> Most engaged	
Activity 6.1-3: Find Someone Who...		<input type="checkbox"/> Yes completely <input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Some engaged <input type="checkbox"/> Few or none engaged <input type="checkbox"/> Most engaged	
Activity 6.1-4: Caring Adults Brainstorm		<input type="checkbox"/> Yes completely <input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Some engaged <input type="checkbox"/> Few or none engaged <input type="checkbox"/> Most engaged	
Activity 6.1-5: Anonymous Suggestion Box		<input type="checkbox"/> Yes completely <input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Some engaged <input type="checkbox"/> Few or none engaged <input type="checkbox"/> Most engaged	

CERTIFICATES & INCENTIVES



APPRECIATION

Providing incentives are a simple way to thank students for their time, vulnerability, and efforts within the program

RECOGNITION

To some students, getting a certificate is a simple but impactful gesture that makes them feel seen and important

OBSERVATIONS



Each educator will undergo observations from IWES staff for **every cycle** that is receiving BY-LA programming.

NOTIFICATION

IWES will let you know the date of observations

1

EVALUATION

IWES will complete an Observation Form during the class

2

3

4

PREPARATION

If virtual, send links and/or set up technology

CONVERSATION

IWES will meet with educator to discuss feedback or send via email

ROOM FOR IMPROVEMENT: **PACING**

AVOID THESE...

- Prolonging activities & “lectures” within a lesson
- Running out of time to complete a session
- Spending too much time answering student questions
- Requesting additional classes for a cycle

BY DOING THIS...

- Set a timer for each activity that you are facilitating
- Practice teaching the lesson and record yourself to see how long it takes you in a controlled environment
- Use a Parking Lot tool or have students write questions in journals
- Modify lessons to ensure you finish on time



ROOM FOR IMPROVEMENT: **TIME MANAGEMENT & PREPARATION**

AVOID THESE...

- Waiting to enter data until the last minute
- Getting overwhelmed with lessons and schedules
- Forgetting materials, not having enough materials, and uncharged devices
- Arriving to site “right on time” or late to classes

BY DOING THIS...

- Dedicating time for attendance, ETO data entry, fidelity logging **everyday**
- Keeping a system to help keep you organized for all your classes.
- Preparing your materials the day before and always having extras on hand
- Be at site at least 15 minutes before class starts



ROOM FOR IMPROVEMENT:

ATTENTION TO DETAIL

AVOID THESE...

- Administering the wrong pre/post-test
- Missing attendance for random students (leaving cells blank)

BY DOING THIS...

- Reviewing the appropriate files before printing
- Slow down and take attendance on paper in class and transfer to tracker afterwards





10
minute
BREAK

MODELING

Let's walk through what the first day of class should look like!



REACT

What did you observe from the modeling of this lesson?

PROCESS

How did this differ from how you usually do the Anatomy & Puberty Booster?
(or how was it similar?)

APPLY

What did you learn that you plan to incorporate in the future?



FIRST DAY RECAP

- Introduce yourself and give an **overview of the program** | *duration, set up, objectives, mandated reporting, incentives, etc.* (~7 min)
- Take **attendance** on paper and confirm that each student has returned a consent form (~3 min)
- Establish **group agreements**/norms (~5 min)
- Provide rationale and instructions for pre-test; **administer pre-test** (allow ~15 min)
 - While they are taking the test, run through your paper attendance for inconsistencies based on your school roster/returned consents; distribute journals
- Teach **Anatomy & Puberty Booster** (~25 min)
- Have them write a prompt about anything they have questions about from today's lesson (optional); collect journals (~5 min)



TIME FOR LUNCH



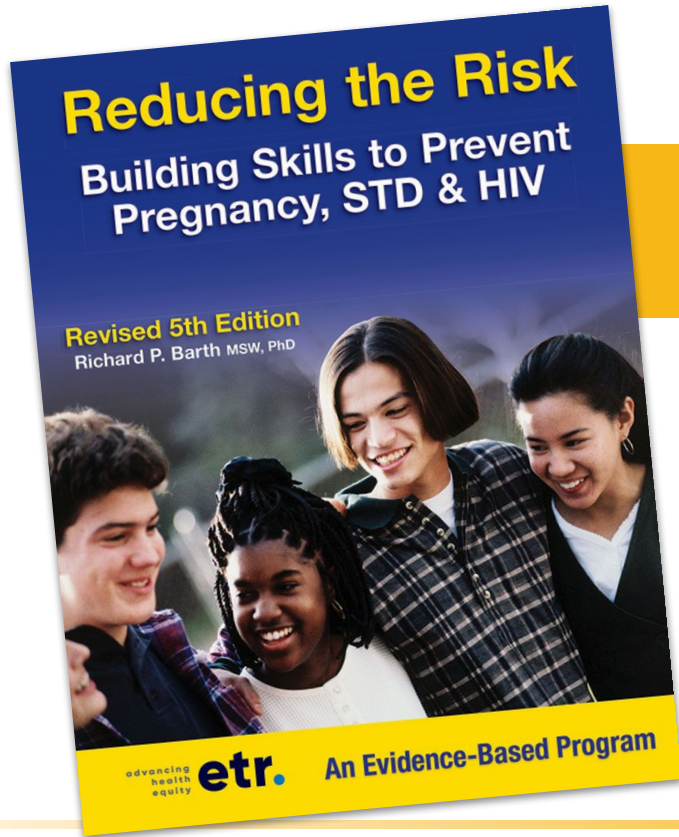


NOON
- 1PM
LUNCH

02.

Reducing the Risk TOE Refresher

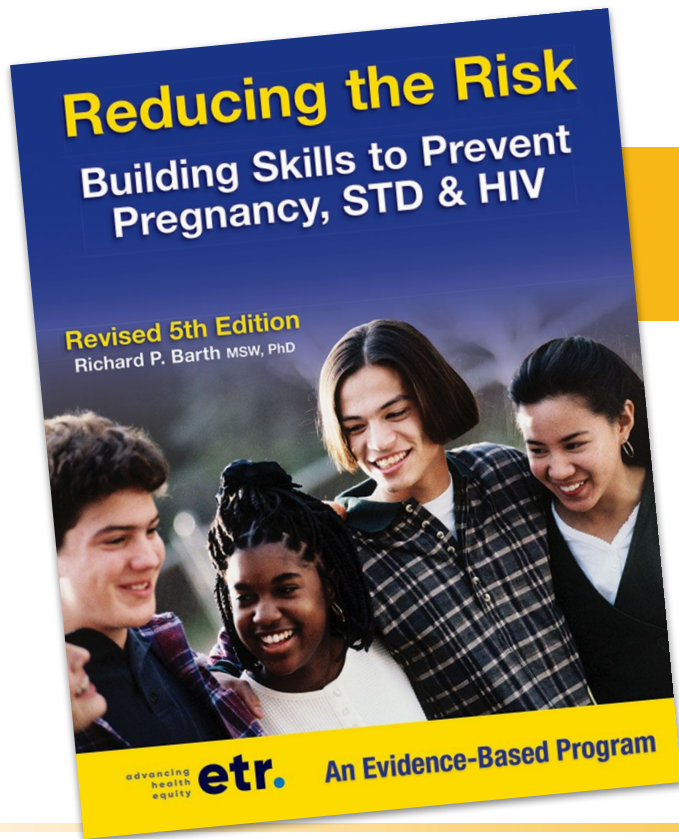




REDUCING THE RISK

The greatest emphasis of this curriculum is on teaching students the interpersonal or social skills they can use to abstain or protect themselves; primarily through **refusals** and **delay tactics**.





REDUCING THE RISK

- **Refusal skills** – Responses that clearly say no in a manner that doesn't jeopardize a good relationship, but which leave no ambiguity about the decision not to have sex or to refuse unprotected sex.
- **Delay tactics and alternative actions** – Ways students can avoid a situation or delay taking action until they have time to decide what to do or say, or until they are more prepared to make a decision.



RUN OF SHOW



PRIOR TO CLASS 1

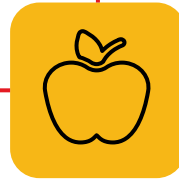
Provide students with the Puberty & Anatomy Booster Session.



CONDUCT PRE-TEST



TEACH CLASSES 1 - 13



CONDUCT POST-TEST



GRADUATION

Provide students with certificates and incentives.



LAYOUT OF LESSONS

1

Class 4: Putting up Boundaries

Synopsis

Class 4 quizzes students on refusal skills and uses role plays to practice using these new skills in difficult situations.

Preparation and Materials

- Make 2 copies of the scripted version of **At a Party** (Scripted Role Play).
- Refer to **Refusals** (Quiz 4.1), **At a Party** (Role Play), and **Observer Checklist**
- *Optional:* Have ready *Role Play* cards from the Activity Kit.

Outline of Activities

Activity	Time	Materials
Refusals Quiz	10 min.	□ Refusals (Quiz 4.1)
Review Boundaries & Difficult Refusals	5 min.	□ None
Demonstrate Role Play	5 min.	□ At a Party (Scripted Role Play) □ Observer Checklist
Role-Play in Small Groups	15 min.	□ At a Party (Unscripted Role Play) □ Observer Checklist □ <i>Role Play</i> cards (optional)
Introduce Delay Tactics	15 min	□ Possible Delay Tactics (Handout 5.1) □ <i>Delay Tactics</i> poster
Lesson Summary & Anonymous Questions	3 min.	□ None

4

Activities

Refusals Quiz

Have students complete the **Refusals** Quiz. If virtual, administer the quiz through the Google Form link within the powerpoint. Allow students to correct their own papers. Discuss each statement, asking volunteers to describe why it does or does not meet the guidelines for a clear refusal statement.

Ask students to recall the 5 characteristics of an effective refusal statement. List them on the board.

Review Boundaries & Difficult Refusals

Recap with students that personal boundaries are the limits and rules we set for ourselves within relationships. A person with healthy boundaries can say "no" to others when they want to, but they are also comfortable opening themselves up to intimacy and close relationships. Emphasize if they are feeling uncomfortable with something then that might be a sign that they need to put up a boundary with someone.

Ask students: What makes it difficult to draw boundaries with someone? Allow students to jot down answers then have them share examples aloud. Emphasize that recognizing why and when to establish boundaries are an important part of building self-awareness--you learn to know and trust yourself, your feelings, values, and end up becoming more confident.

Demonstrate Role Play

Recruit two students to act out both parts of the script **At a Party** (Scripted Role Play). Explain to the class that they will need to pay attention to the verbal and nonverbal skills as they watch the actors. Have them use the **Observer Checklist** to indicate which behaviors the actors used. Or, assign observers a specific behavior to watch for in the role play.

After actors have read and demonstrated the role play, ask them how they felt about their roles. Review the skills that were used. Ask observers for examples of:

- saying no
- body language that said "no"
- repeated refusals
- suggesting an alternative
- relationship building

5



JIGSAW



DIRECTIONS: In pairs, you will have 35 minutes to read through the assigned lessons and prepare a detailed recap that addresses the following questions:

1. What is the lesson about (main objectives)/what should students walk away with?
2. What are the major activities?
3. What is most important to keep in mind about this lesson? For example, what are the opportunities for misconceptions/where do students often get confused?
4. What real life challenges have you encountered when implementing this lesson?
5. Provide a demonstration for the specified activity.*

DEMONSTRATIONS

	PERSON 1	PERSON 2
PAIR 1	CLASS 2: Recognizing Healthy & Unhealthy Relationships	CLASS 7: Ways to Prevent Pregnancy - Lecture
PAIR 2	CLASS 3: Role Play	CLASS 8: Condom Lecture
PAIR 3	CLASS 4: Introduce Delay Tactics	CLASS 9: Myths & Truths Round 2
PAIR 4	CLASS 5: Discuss Power, Love, Intimacy	CLASS 10: Facts about STIs
PAIR 5	Class 6: Signs of Sex and Caution	Class 11: The Steps to Protection



Class 1: Introduction to Sex Education

Synopsis

Class 1 is an introduction to *Reducing the Risk*. The teacher models a role play to demonstrate refusal skills. Students participate in a review of puberty, anatomy, and hygiene and a discussion about consent and other foundational understandings of sex ed.

Preparation and Materials

- ▶ Review [Puberty Booster session](#).
- ▶ For ease of "performance," copy **Lee and Lee #1A** and **#2A** so they can be passed out.

Outline of Activities

Activity	Time	Materials
Housekeeping	15 -20 min	None
Review of Puberty & Anatomy presentation	5 min	None
Consent	10 min	None
Model Lee & Lee 1A	10 min	Lee & Lee 1A role-play
Defining HIV/AIDS & Monogamy	10 min	None
Model Lee & Lee 2A	5 min	Lee & Lee 2A role-play
Lesson Summary & Anonymous Questions	2 min	None

MODEL



What questions
do you have for
me before you
begin the
jigsaw?

JIGSAW



1. Introduction to Sex Education
2. Abstinence & Relationships
3. Boundaries
4. Putting Up Boundaries
5. Respecting Boundaries
6. Avoiding High Risk Situations
7. Getting & Using Protection, Part 1
8. Getting & Using Protection, Part 2
9. Knowing and Talking about Protection
10. Preventing HIV & Other STIs
11. Understanding STI Risk & Protection Methods
12. Sticking with Abstinence & Protection
13. Graduation

Recap your assigned lessons by sharing:

1. What is the lesson about/what should students walk away with?
2. What are the major activities?
3. What is most important to keep in mind about this lesson?
4. What real life challenges have you encountered when implementing this lesson?
5. Provide a demonstration for the specified activity, **no longer than 10 minutes.**

REACT

How did it feel to
do the jigsaw
activity?

PROCESS

Why is it
important to think
through the
details of each
lesson with a
partner?

APPLY

What did you
learn during the
jigsaw that will
help you in the
future?



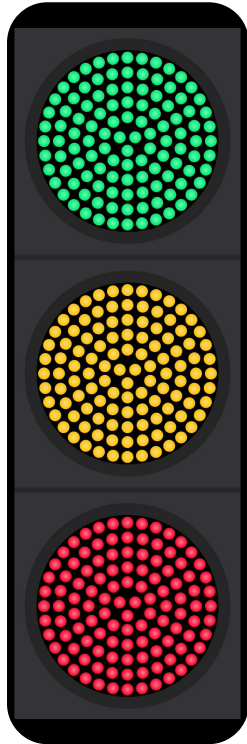
Truncated RtR

There is a shorter (truncated) version of Reducing the Risk that can be offered to high schools upon approval from the Director of Adolescent Health. This should only be offered in cases where the site cannot legitimately run the full version of the curriculum. It includes all the same content but in a more condensed format:

- Module 1 - Booster
- Module 2 - Introduction to Sex Education
- Module 3 - Boundaries
- Module 4 - Respecting Boundaries
- Module 5 - Getting and Using Protection
- Module 6 - Knowing and Talking about Protection: Skills Integration, Part 1
- Module 7 - Knowing and Talking about Protection: Skills Integration, Part 2
- Module 8 - Graduation



CLOSING ACTIVITY



- **Green Light:** What went well today? What was the most useful for you?
- **Yellow Light:** What do you need to be careful of? What do you need to learn more about?
- **Red Light:** What did not go well? What improvements do you recommend?

THANKS!

See you tomorrow



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- Working with Young Audiences
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DAY 04.

- Growing as a Professional
- Technology
- Self-Care
- Modeling & Culminate

OBJECTIVES: STAFF WILL BE ABLE TO...



Confidence

feel more prepared
delivering the
evidence-based
materials and interacting
with youth & school staff



Application

apply new approaches to
deliver content in a more
engaging and effective
way



Support

gain more resources to
feel supported and
reduce educator
burnout.



GROUP AGREEMENTS



Judgment Free Zone

respect each other's perspectives; be open-minded and lead with an open heart.

Low Tech, High Engagement

give the team your undivided attention; limit phone and computer usage during sessions.

Cooperate, Don't Dominate

make space for others to contribute and take up space if you aren't contributing enough



WOULD YOU RATHER...

- Would you rather have your **flight delayed** by 8 hours or **lose your luggage**?
- Would you rather be able to **take back anything you say** or **hear every conversation around you**?
- Would you rather have an unlimited gift certificate to a **restaurant** or a **clothing store**?
- Would you rather travel the US and see the sights in a **motorhome** or by **plane**?
- Would you rather lose your **keys** or your **cell phone**?



01.

CLASSROOM MANAGEMENT & EDUCATIONAL STRATEGIES

Facilitated By: Charles Medley, Jr. &
Ashley Everett



TIME FOR LUNCH





NOON
- 1PM
LUNCH

02.

Get Real TOE Refresher

Part 1: Grade 6 & 7





Get Real: Comprehensive Sex Ed That Works

A comprehensive evidence-based sexuality education curriculum developed by Planned Parenthood League of Massachusetts that empowers students in grades 6, 7 and 8 to delay sex and protect themselves from pregnancy and STIs.



Comprehensive Sex Education That Works

First time user?

Welcome to *Get Real* for Parents!

Your child is or will be participating in the *Get Real: Comprehensive Sex Education That Works* in their

health class, and we are here to support you as your child's primary sexuality educator. *Get Real* is a

unique curriculum designed for middle school students and their families. The curriculum

emphasizes social and emotional skills, healthy relationships and responsible

decision making. Information provided is medically accurate, age-appropriate and is shown to:

Family Activities are a huge focus for the Get Real curriculum

SUCCESSFUL GET REAL EDUCATORS...



Engage parents and other
caring adults

Create an inclusive and
learner-focused
environment

Recognize that sexuality
education is a lifelong
process

Value, support and respect
adolescents' rights and
abilities to make informed
choices

Talk openly and honestly
about sexuality without
stigma, shame, or fear
tactics



LAYOUT OF LESSONS

1

Lesson 6.1

Creating the Classroom Climate

Connecting the Lessons

Students will apply skills learned to all sixth-grade lessons.

Lesson Goals

- Create group rights and responsibilities.
- Communicate with peers about sexuality.
- Identify an adult with whom the student can talk about sexuality.

Preparation & Materials Checklist

- ☐ Review SEL skills.
- ☐ Review meanings of "sex" and "sexuality."
- ☐ Create Class Rights and Responsibilities poster.
- ☐ Review student handouts:
 - Handout 6.1-2: SEL Skills
 - Handout 6.1-3: Find Someone Who...
 - Handout 6.1-4: Resources
- ☐ Copy family letter and family activity.
- ☐ Have:
 - SEL Skills poster
 - Anonymous Questions Box
 - Slips of paper for anonymous questions

Terms to Use

- Sexuality
- Sexual behavior
- Caring adult

SEL Skills Addressed

Self-awareness, self-management, social awareness, relationship skills, responsible decision making

Logic Model Determinant(s)

Increase communication with parents and other caring adults.

Teacher Note

Be sure to include "confidentiality" in the list of Rights and Responsibilities and to explain your role as a trusted adult and mandated reporter. See the Teacher's Guide pages for additional resources.

Grade 6 • Lesson 1: Creating the Classroom Climate

Activity 6.1-1
10 minutes

Introduction and Class Rights and Responsibilities

Establish classroom expectations and group rights and responsibilities

Welcome students to the *Get Real* comprehensive sexuality education classes. State your goals for the class.

Ask students what they expect to learn in this class, and add to their responses. Explain that *Get Real* is about more than discussing sexual behavior.

Introduce Class Rights and Responsibilities and label a large piece of paper with the heading "Rights and Responsibilities." Ask students:

- What rights do you need in order to engage in a class focused on sexuality and sexual health?
- What rights or responsibilities can we add to support one another in feeling safe discussing these important topics?
- What can we all do to make this class successful?

Prompt students as needed and add responses to the list.
Have students sign the list, or give a thumbs up/verbal agreement to the Group Rights and Responsibilities. Post the list for future reference.

Icebreaker game (optional)

If this class is new to you, lead a brief icebreaker to get to know the students. Go around the room and ask students to say their first names and one thing they feel comfortable sharing about themselves that starts with the same letter as their first name (e.g., a favorite color, sport, or hobby; how many people are in their families).

Introduction to Social and Emotional Learning

Explain key points of SEL

To go along with the Rights and Responsibilities...

Teacher Note

Important rights and responsibilities to include

- Be enthusiastic
- Feel positive about your sexuality
- Feel how you feel
- Pass
- Self-care
- Be heard
- Express your opinions
- Ask questions
- Be respected
- Not have assumptions made about you
- Privacy
- Confidentiality

5



JIGSAW



DIRECTIONS: In groups, you will have 45 minutes to read through the assigned lessons and prepare a detailed recap that addresses the following questions:

1. What is the lesson about (main objectives)/what should students walk away with?
2. What are the major activities?
3. What is most important to keep in mind about this lesson? For example, what are the opportunities for misconceptions/where do students often get confused?
4. What real life challenges have you encountered when implementing this lesson?
5. Provide a demonstration for the specified activity.*

1	2	3
REDACTED	REDACTED	REDACTED
GRADE 6: CLASS 1,2,&3	CLASS 4,5,6	CLASS 7,8,9
GRADE 7: CLASS 1	CLASS 2	CLASS 3 & 4

DEMONSTRATIONS

	PERSON 1	PERSON 2	PERSON 3
GROUP 1	Class 1: 6.1-3 Find Someone Who Class 1: 7.1-5 "What Am I?" Game	Class 2: 6.2-3 Assertive Communication Scenarios	Class 3: 6.3-6 Boundaries and Peer Pressure Scenarios
GROUP 2	Class 4: 6.4-2 The Penis, Related Parts and What They Do Class 2: 7.2--3 Understanding Advertising Messages	Class 5: 6.5-2 The Vagina, Related Parts and What They Do	Class 6: 6.6-2 Experiences in Puberty
GROUP 3	Class 7: 6.7-3 Abstinence Advice Scenarios Class 3: 7.3-3 Gender and Sexuality Vocabulary	Class 8: 6.8-4 Decision-Making Activity Class 4: 7.4-4 Role-Plays	Class 9: 6.9-2 Review Contest



JIGSAW: Get Real, Part 1



1. Creating the Classroom Climate
2. Communication and Refusal Skills
3. Relationships & Boundaries | 🧐 BREAK
4. The Penis and Related Parts
5. The Vagina and Related Parts
6. Puberty | 🏃💧 BREAK
7. Abstinence
8. Decision Making & Values
9. Grade 6 Conclusion & Review | 🚽 BREAK
10. Creating the Classroom Climate
11. Media Literacy & Sexuality
12. Gender & Sexual Identity
13. Creating a Safe School Environment

Recap your assigned lessons by sharing:

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5. Provide a demonstration for the specified activity, **no longer than 10 minutes.**

REACT

How did your
group work
together?

PROCESS

What did you
learn as a group
that you might
not have learned
alone?

APPLY

Why was this
important?



EXIT TICKET (CLOSING ACTIVITY)



You will have 5 minutes to complete the following exit ticket:

Name: _____

Date: _____

Enrichment Week - Exit Ticket

1. Name one thing you learned today about classroom management.

1. What is the name of the activity used to review the Get Real curriculum?
2. Which of the following is not true about the Get Real curriculum:
 - a. It includes 9 modules for 6th, 7th, and 8th grade.
 - b. It is constructed off the concept of SEL.
 - c. There is a truncated version offered for BY-LA 2.0.

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LET'S CHAT

What problem do you
wish you could solve?



01.

EDUCATIONAL STRATEGIES (CONT.)

Facilitated By: Ashley Everett



TEACHING STRATEGIES



Share with the group:

- What new teaching strategy did you choose?
- Which activity did you choose to adapt?
- Walk us through how you would teach this activity with this strategy.



02.

DRESS CODE & CONDUCT

Facilitated By: Gabrielle Freels



TIME FOR LUNCH





NOON
- 1PM
LUNCH

03.

Get Real TOE Refresher

Part 2: Grade 7 & 8



JIGSAW



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1	2	3	4
REDACTED	REDACTED	REDACTED	REDACTED
7.5 & 7.6	7.7 & 7.8	7.9	8.2 & 8.3
8.4	8.6	8.7 & 8.8	8.9

DEMONSTRATIONS

	PERSON 1	PERSON 2	PERSON 3
GROUP 1	Class 5: 7.5-3 Sexual Behavior and Risk Class 4: 8.4-4 Protection Methods Kit	Class 6: 7.6-3 Refusal Skills Brainstorm	
GROUP 2	Class 7: 7.7-3 STIs: What They Are and Prevention Methods Class 6: 8.6-2 Common Ground	Class 8: 7.8-3 Protection Methods: Condom Use and Hormonal Protection	
GROUP 3	Class 9: 7.9-4 Practicing Refusal and Negotiating Condom Use	Class 8: 8.8-3 Scenarios	Class 7: 8.7-3 Role-Plays
GROUP 4	Class 2: 8.2-4 Decision-Making Review Class 9: 8.9-3 Media Project	Class 3: 8.3-3 Obstacle to Abstinence	



JIGSAW: Get Real, Part 2



5. Deciding about Sexual Behavior
6. Defining and Maintaining Abstinence
7. Introduction to STIs
8. Introduction to Protection Methods | 🤔 BREAK
9. Grade 7 Conclusion & Review
- ~~1. Creating the Classroom Climate~~
2. Healthy & Unhealthy Relationships
3. Addressing Obstacles to Abstinence | 🤔 BREAK
4. Comprehensive Protection Methods
5. STI/HIV Transmission
6. Living with HIV
7. Refusal Skills | 🤔 BREAK
8. Goals & Decision Making
9. Capstone Project

Recap your assigned lessons by sharing:

1. What is the lesson about/what should students walk away with?
2. What are the major activities?
3. What is most important to keep in mind about this lesson?
4. What real life challenges have you encountered when implementing this lesson?
5. Provide a demonstration for the specified activity, **no longer than 10 minutes.**

REFLECT

Is there anything new
that you encountered
during the jigsaw for
these lessons?



JIGSAW: Get Real, Part 2



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6. Defining and Maintaining Abstinence
7. Introduction to STIs
8. Introduction to Protection Methods | 🤔 BREAK
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- ~~1. Creating the Classroom Climate~~
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CLOSING ACTIVITY



Form pairs (or work individually) to **create a bumper sticker** that sums up what you're "taking away" from today's session.

Be prepared to share the meaning behind your message.

BY-LA 2.0 Summer **Enrichment**



THE ENRICHMENT AGENDA



DAY 01.

- Y2 Recap
- Logistics Refresher
- Modeling
- Reducing the Risk TOE Refresher

DAY 02.

- Classroom Management & Educational Strategies
- Get Real TOE Refresher - Part 1 (Grade 6 & 7)

DAY 03.

- Working with Young Audiences
- Get Real TOE Refresher - Part 2 (Grade 7 & 8)

DAY 04.

- Growing as a Professional
- Technology
- Self-Care
- Modeling & Culminate

OBJECTIVES: STAFF WILL BE ABLE TO...



Confidence

feel more prepared
delivering the
evidence-based
materials and interacting
with youth & school staff



Application

apply new approaches to
deliver content in a more
engaging and effective
way



Support

gain more resources to
feel supported and
reduce educator
burnout.



GROUP AGREEMENTS



Judgment Free Zone

respect each other's perspectives; be open-minded and lead with an open heart.

Low Tech, High Engagement

give the team your undivided attention; limit phone and computer usage during sessions.

Cooperate, Don't Dominate

make space for others to contribute and take up space if you aren't contributing enough



2 TRUTHS AND A LIE:

Re-introduce yourself to the group with three statements about yourself: **two true and one false**. The entire group tries to guess which statement is the lie.





01.

GROWING AS A PROFESSIONAL

Facilitated By: Dr. Kenyatta Parker





02.

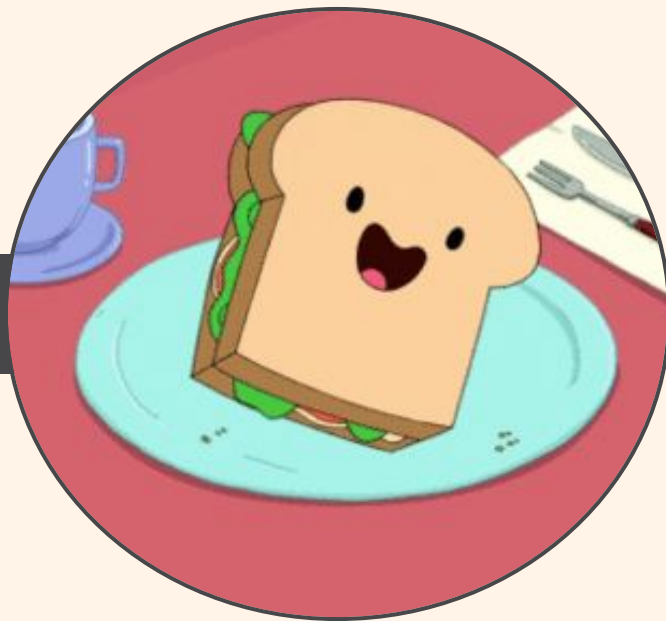
TECHNOLOGY

TIPS

Facilitated By: Ashley Everett



TIME FOR LUNCH





03.

TEACH

BACKS

Facilitated By: Ryann Martinek





04.

SELF CARE ACTIVITY

Facilitated By: Kaelyn Charbonnet



IT'S BEEN REAL

As a closing for this week's enrichment, please complete the following evaluation before departing. This evaluation will take approximately **10 minutes** to complete.



[ENTER QR
CODE]

“Education is the most powerful tool you
can use to change the world.”

– **Nelson Mandela**