

DAY 1:

Survey (15 min.)

1-1 Introduction and explanation of materials (6 min.)

- Educators introduce themselves and the Positive Potential program.

1-2 Icebreaker – “Would You Rather” Game (8 min.)

- ✓ **Objective: Youth will be challenged to make difficult decisions through the opening icebreaker activity**

- Students participate in a “Would you Rather” icebreaker activity.
- Students learn something about themselves and their classmates.

1-3 Undivided – 5 Parts adapted from 6th (15 min)

- ✓ **Objective: Youth will be able to understand how decisions affect the Whole Person (Physical, Mental, Emotional, Social, and Spiritual) and how choices made today can either help or hinder their lives in the future**

- Educators introduce 5 Parts of the Whole Person Theory.
- Our choices affect our physical, social, mental, spiritual and emotional parts.

1-4 Transition & Charge (1 min)

- ✓ **Objective: Youth will be encouraged to discuss their responses with a trusted adult**

- Students are given a daily charge to further discuss topics addressed.
- Students answer questions in relation to their own future and goals.

DAY 2:

2-1 Positive Potential Review (5 min.)

- ✓ **Objective: Youth will be able to recall what they’ve learned in the previous session by sharing their responses from the assigned charge**

- Educators conduct a review of previous day’s material discussed.

2-2 The Whole Truth (15 min.)

- ✓ **Objective: Youth will be able to identify types of media and recognize negative messages communicated by the media**

- Students learn how the media can influence their behaviors and thinking.
- Students give examples of popular movies, tv shows, internet sites and other forms of media and the impact it has on their decisions and behaviors.

2-3 Multiple Choices Game (22 min)

- ✓ **Objective: Youth will be able to answer questions related to sexting, bullying, and peer pressure.**

- Students are divided into 2 teams and answer review questions related to the topic of sexting and peer pressure.

2-4 Transition and Charge (3 min.)

- ✓ **Objective: Youth will be encouraged to discuss their responses with a trusted adult**

- Students are given a daily charge to further discuss topics addressed.
- Students answer questions in relation to the dangers of the media.

DAY 3:

3-1 Positive Potential Review (5 min.)

- ✓ **Objective: Youth will be able to recall what they've learned in the previous session by sharing their responses from the assigned charge**

- Educators conduct a review of previous day's material discussed.

3-2 Sexting Exposure chart (5 min.)

- ✓ **Objective: Youth will be able to define and understand the personal dangers of sexting**

- Educators discuss how one image can affect students' future, their reputation and their digital footprint.

3-3 Sexting Fact Chart (10 min.)

- **Objective: Youth will be able to understand the legal ramifications of sexting**
- **Objective: Youth will be able to recognize the connection between sexting and bullying**

- Educators discuss how one image can affect students' future, their reputation and their digital footprint.

3-4 Human Anatomy Worksheet & Video (24 min.)

- ✓ **Objective: Youth will be able to identify the parts and functions of the male and female reproductive systems**

- ✓ **Objective: Youth will be able to understand the process of human reproduction and childbirth**

- Students watch age appropriate human anatomy health video.

3-5 Transition and Charge (1 min.)

- ✓ **Objective: Youth will be encouraged to discuss their responses with a trusted adult**

- Students are given a daily charge to further discuss topics addressed.

- Students complete sexting "Real Life Situation #5).

DAY 4:

4-1 Positive Potential Review (3 min.)

- ✓ **Objective: Youth will be able to recall what they've learned in the previous session by sharing their responses from the assigned charge**

- Educators conduct a review of previous day's material discussed.

4-2 Enlightenment (STDs) (25 min.)

- ✓ **Objective: Youth will be able to understand how sexual activity puts them at risk for sexually transmitted diseases / sexually transmitted infections (STD/STI)**

- ✓ **Objective: Youth will be able to understand how STDs/STIs are spread, the symptoms they cause, and how to best prevent STDs/STIs and unplanned pregnancy.**

- Students engage in activity that demonstrates how diseases are spread.

- Activity is related to how STD's can be spread throughout a community.

- Educators discuss the health risks of having multiple sexual partners.

- Students learn about the 6 most common STD's among teens.

4-3 Split Decision (15 min)

- ✓ **Objective: Youth will be able to recognize how the choices they make today can and will affect their lives now and in the future**

- Students watch a video that demonstrates how their choices can and will affect their future.

- Educators introduce the topic of peer pressure and setting boundaries.

4-4 Transition and Charge (2 min.)

- ✓ **Objective: Youth will be encouraged to discuss their responses with a trusted adult**
- Students are given a daily charge to further discuss topics addressed.
- Students answer questions in relation to their own future and goals.

DAY 5:

5-1 Positive Potential Review (3 min.)

- ✓ **Objective: Youth will be able to recall what they've learned in the previous session by sharing their responses from the assigned charge**
- Educators conduct a review of previous day's material discussed.

5-2 Under the Influence (14 min.)

- ✓ **Objective: Youth will be able to understand the effects of alcohol on the Five Parts of the Whole Person**
- ✓ **Objective: Youth will be able to identify how alcohol can alter the brain potentially leading to poor sexual decisions**
- Students see the dangers of drugs and alcohol through the drunk goggles demonstration and current statistics.

5-3 Refusal Skills/Refuse it Worksheet (5 min.)

- ✓ **Objective: Youth will be able to use effective problem solving and refusal skills when dealing with peer pressure**
- ✓ **Objective: Youth will be able to recognize peer pressure that encourages them to engage in sexual activity**
- Educators discuss the topic of indirect and direct peer pressure.
- Students learn skills they can use to deal with negative peer pressure.

5-4 Real life situations (22 min)

- ✓ **Objective: Youth will be able to demonstrate the ability to choose abstinence**
- ✓ **Objective: Youth will be able to express confidence in their ability to refuse sexual activity**
- ✓ **Objective: Youth will be able to apply what they've learned by reading an assigned scenario, identifying the risky behavior & type of pressure involved, and using the refusal skills needed to avoid a negative outcome**
- Students read through real life peer pressure situations in groups.
- Students assess each situation and answer questions regarding the types of peer pressure and ways to deal with it.

5-5 Transition and Charge (1 min.)

- ✓ **Objective: Youth will be able to apply what they've learned by creating their own personal sexual boundaries**
- ✓ **Objective: Youth will be encouraged to discuss their responses with a trusted adult**
- Students are given a daily charge to further discuss topics addressed.
- Students answer questions in relation to their own future and goals.

DAY 6:

6-1 Positive Potential Review (8 min.)

- ✓ **Objective: Youth will be able to recall what they've learned in the previous session by sharing their responses from the assigned charge**
- Educators conduct a review of previous day's material discussed.

6-2 What Goes Around Comes Around (15 min.)

- ✓ **Objective: Youth will be able to recognize the effects that multiple sexual relationships have on all Five Parts of the Whole Person**

- ✓ **Objective: Youth will understand the difference between direct and indirect connections**

- Students engage in a mock talk show that discusses the dangers of having multiple sexual partners and STDs.

6-3 Angela's Story (10 min.)

- ✓ **Objective: Youth will be able to recognize the dangers and connections between teen drinking and sexual activity**

- ✓ **Objective: Youth will be able to identify the importance of setting personal boundaries**

- Students watch a real life story that discusses unhealthy relationships and the dangers of combining sexual activity and alcohol.

6-4 Road to Romance (10 min)

- ✓ **Objective: Youth will be able to identify the stages of physical intimacy and which of those behaviors are low risk, high risk, or no risk for resulting in pregnancy or contracting an STD**

- ✓ **Objective: Youth will be able to identify personal limitations and set physical boundaries regarding sexual contact**

- ✓ **Objective: Youth will be able to identify the benefits in waiting to have sex**

- Educators discuss the 6 steps to physical intimacy and the risks involved.
- Students are encouraged to set a personal sexual boundary for their current and or future relationships.

6-5 Transition and Charge (2 min.)

- ✓ **Objective: Youth will be encouraged to discuss their responses with a trusted adult**

- Students are given a daily charge to further discuss topics addressed.
- Students answer questions in relation to their own future and goals.

Day 7:

7-1 Positive Potential Review (5 min.)

- ✓ **Objective: Youth will be able to recall what they've learned in the previous session by sharing their responses from the assigned charge**

- Educators conduct a review of previous day's material discussed.

7-2 Bonding Power (15 min)

- ✓ **Objective: Youth will be able to understand how sexual relationships create strong bonds between two people**

- ✓ **Objective: Youth will be able to understand the difference between direct and indirect connections**

- ✓ **Objective: Youth will be able to recognize the effects that a sexual relationship has on all Five Parts of the Whole Person**

- Educators define direct and indirect connection within relationships.
- Students demonstrate how past hurts, STD's and previous connections both directly and indirectly can affect their future relationships.

7-3 Suicide Intro (5 min.)

- ✓ **Objective: Youth will be able to understand the most current statistics of teen suicide**

- Educators introduce the topic of suicide and discuss stats related to the topic.

7-4 Suicide Warning signs (15 min)

- ✓ **Objective: Youth will be able to recognize and understand the warning signs of someone who may be contemplating suicide, including themselves**

- Educators discuss 11 warning signs related to those who may be suicidal.

7-6 Transitions and Charge (5 min.)

- ✓ **Objective: Youth will be encouraged to discuss their responses with a trusted adult**
- Students are given a daily charge to further discuss topics addressed.
- Students answer questions in relation to their own future and goals.

Day 8:

8-1 Positive Potential Review (10 min.)

- ✓ **Objective: Youth will be able to recall what they've learned in the previous session by sharing their responses from the assigned charge**
- Educators conduct a review of previous day's material discussed.

8-2 Suicide C.A.R.E. (5 min.)

- ✓ **Objective: Youth will be able to understand the steps of dealing with someone who may be suicidal or having thoughts of suicide**
- Educators discuss skills students can use to help themselves or someone else who is contemplating suicide.

8-3 Myth or Fact Game (29 min.)

- ✓ **Objective: Youth will be able to answer questions related to teen suicide**
- Students are divided into 2 teams and answer review questions related to the topic of suicide.

8-4 Transitions and Charge (1 min.)

- ✓ **Objective: Youth will be encouraged to discuss their responses with a trusted adult**
- Students are given a daily charge to further discuss topics addressed.
- Students answer questions in relation to their own future and goals.

Day 9:

9-1 Positive Potential Review (5 min.)

- ✓ **Objective: Youth will be able to recall what they've learned in the previous session by sharing their responses from the assigned charge**
- Educators conduct a review of previous day's material discussed.

9-2 Suicide "What Would You Do" Worksheet (10 min.)

- ✓ **Objective: Youth will be able to read, analyze, and answer questions about a teen suicide risk scenario**
- Students are given a case study to analyze and answer questions related to the topic of suicide.

9-3 Demi Lovato Video (10 min.)

- ✓ **Objective: Youth will be able to identify with people or role models who have overcome obstacles and found their value**
- Educators discuss peer pressure, forgiveness, character and building a positive legacy.

9-4 Journey (16 min.)

- ✓ **Objective: Youth will be able to identify several careers related to their own interests and skill sets**
- Students go through a career explorer book that matches their interests and skills to specific careers for their future.

9-5 Transition and Charge (4 min.)

- ✓ **Objective: Youth will be encouraged to discuss their responses with a trusted adult**
- Students are given a daily charge to further discuss topics addressed.

- Students answer questions in relation to their own future and goals.

Day 10:

10-1 Positive Potential Review (5 min.)

- ✓ **Objective: Youth will be able to recall what they've learned in the previous session by sharing their responses from the assigned charge**
- Educators conduct a review of previous day's material discussed.

10-2 Timeline for my life (8 min.)

- ✓ **Objective: Youth will be able to create a timeline for the next stage of their lives with a minimum of ten action steps**
- Students set goals and create action steps by developing a plan for the next stage of their life

10-3 Building my legacy(15 min.)

- ✓ **Objective: Youth will be able to understand the definition of legacy and what steps they need to pursue to ensure a positive legacy**
- ✓ **Objective: Youth will be able to identify the obstacles they have overcome as well as obstacles overcome by others (family, peers, community)**
- Students are shown examples of people both past and present who have built or are building a positive or negative legacy.
- Educators define legacy and choices needed to leave behind a positive legacy.
- Students are encouraged that they too can build and leave behind a positive legacy regardless of their past or mistakes they've made.

10-4 Legacy and Commitment card (2 min.)

- ✓ **Objective: Youth will be encouraged to discuss their commitment cards and future legacy with a trusted adult**
- Students make a commitment to make healthy choices and leave behind a positive legacy.

Survey (15 min.)

What is Thrive?

Thrive is an age appropriate positive youth development program derived from the evidence based Positive Potential curriculum. The program encompasses a wide variety of subjects and health related topics such as: peer pressure, the dangers of drugs and alcohol, how to set healthy boundaries in relationships, teen suicide and how risky behaviors can affect students overall whole person health. The program also focuses on building self-confidence, goal setting, student's value and looking ahead to a positive future. The Thrive program assists students in navigating through the teen years by making healthy choices that will impact their lives now and in the future.