



Dear Family,

This year your son or daughter will be offered a program called **Draw the Line/Respect the Line** supplemented with **Rights, Respect, Responsibility**, in his/her health class. Through interactive lessons/activities, this program helps students learn ways to resist peer pressure when faced with decision making in risky situations that may involve alcohol, tobacco, online safety, sex and/or drug use. The lessons emphasize forming and communicating boundaries and limits to make positive choices that promote health and safety during the teen years.

In **Grade 6**, the emphasis is on situations in which youth may be pressured to smoke, drink alcohol, or engage in risky behavior. The lessons feature limit setting and refusal skills in peer pressure situations.

Students will receive 4 lessons taught by Beacon female educators in a classroom with both male and female students. The lessons involve role playing which help students explore these boundaries and talk with parents about personal limits.

If you would like for your child to participate, no action needed. If we do not hear from you, your child will be included in the *DTL/RRR* program.

A student may be excused from any part of this program. If you *do not* want your son or daughter to take part in any portion of this program, *please return the permission slip*. The school will arrange a different learning activity for your child.

I don't give permission for my son/daughter (student name)_____

to participate in the DTL/RTL program.

Parent/Guardian Signature: _____ Date: _____

Kimberly Green-Reeves, Vice President of Community Impact & Partnerships

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Draw the Line/Respect the Line & RRR Lesson Outline: Grade 6

Day 1 – How to Draw the Line	Learning Objectives: • Students experience the concept of drawing the line (setting a limit or boundary). • Where do you draw the Line: Complete an individual activity to personalize the concept of drawing their personal line. • Introduce the 4 Steps to Draw the Line. • 3 types of communication: Passive, Assertive, Aggressive.
Day 2 – Role Play	• Role Play peer pressure situations using the 4 Steps to Draw the Line.
Day 3 – More than Friends/Understanding Relationships Understanding Boundaries	• Understanding different kinds of relationships. • Describe a healthy & unhealthy relationship. • Define what a boundary is. • No one has the right to violate someone else's boundary. • Identify who trusted adults are and who they could talk to.
Day 4 – Sexting & Relationships, Staying Safe Online	• Analyze risky forms of self-disclosure & their possible consequences. • Identify strategies for avoiding sexting while enhancing positive relationships. • Safety Online tips. • Review the 4 Steps to Draw the Line

6th Grade Draw the Line/Respect the Line
Lesson 1: Welcome
40-45 min

Objectives:

- Students experience the concept of drawing the line (setting a limit or boundary).
- Where do you draw the Line: Complete an individual activity to personalize the concept of drawing their personal line.
- 3 types of communication: Passive, Assertive, Aggressive.

Facilitator Activities

- **Welcome**
 - Introduce self, why we're here.
 - Explain what DTL/RRR is about.
- **Pre-Survey:** Explain that it is NOT a test, it is anonymous, and we don't expect them to know all the answers so they can just guess. Read surveys out loud (if needed) or have students read to themselves.
- **Class Rules:** Establish class rules (rules may be in place already, ask teacher). Pass out workbooks, name tents (optional).

Lesson: What is Draw the Line/Respect the Line?

- Simon Says Game: Students experience the concept of drawing the line (setting a limit/boundary) in game. If they don't get the point, point out that the students who sat out on their own drew their line!
- Simon Says wb p. 3
- Explain Logo WB p. 2
- Boundaries wb p. 4
- Forms of Communication wb p. 5
- Passive, Aggressive, Assertive wb p. 5

3 Types of Communication (wb p.5)

1. Passive-when a person doesn't stand up for themselves or say what they want in a situation.
2. Aggressive- when someone says what they want in a way that doesn't respect or threatens another person.
3. Assertive-when someone communicates about their wants & needs respectfully, considering the other person's wants & needs.

Lesson 2: 4 Steps to Draw the Line & Role Play

40-45 min

Objectives:

- Introduce the 4 Steps to Draw the Line.
- Role Play peer pressure situations using the 4 Steps to Draw the Line.

Facilitator Activities

- Today we will focus on what to do when a friend pressures you to do something you don't want to do.

Lesson : 4 Steps to Draw the Line/Respect the Line

- Identify 4 steps for *effectively* communicating where they Draw the Line. (wb p. 6)
 - Effective: successful in producing a desired result, getting your point across in a respectful manner, a common understanding from one person to another.
- 1. Say "No I don't"
- 2. Use a body that says No
- 3 Change the subject
- 4. Walk away if you need to
- Think of a time when someone said NO to you and really meant it. How did you know they meant it? (what did they do with their body, their voice, the words they said?)

ROLE PLAY

- WB p.7 Have students fill in the blanks with how to Draw the Line.
- Divide students into groups of 2 or 3. Have them come up with their own peer pressure situations wb p. 8
- Give about 10 minutes. Have volunteers demonstrate their role play situations to the class.

Lesson 3: More than Friends: Understanding Relationships, Boundaries, Trusted Adults

40-45 min

Objectives:

- Understanding different kinds of relationships.
- Describe a healthy & unhealthy relationship.
- Talk about what a boundary is.
- No one has the right to violate someone else's boundary.
- Identify who trusted adults are and who they could talk to.

Facilitator Activities

Lesson : More than friends: Understanding Relationships

- Going to talk about different kinds of relationships.
- Read Wb. p. 9-11 "Aaron & Sophie, Olivia & Dylan"
- Read stories out loud, answer questions as a class.
- What kind of relationship do Aaron & Sophie have (friends, best friends)?
- Write on board reasons why Aaron & Sophie are best friends and why Olivia & Dylan are more than friends, possibly a couple.

Understanding Boundaries:

- Boundary-a limit placed on something (give ex.)
- Personal boundary-boundaries we set for ourselves relating to what we are or aren't comfortable with. Ex: physical contact (hugging, kissing); personal space, language (offensive).
- Ask students to give ex of their own personal boundary.

Trusted Adults:

- There are many different people they can talk with if they (students) are having a problem.
- Read wb p. 12 "Trusted Adults".
- Discuss

Lesson 4: Sexting and Relationships, Staying Safe On-line

40-45 min

Objectives:

- Analyze risky forms of self-disclosure & their possible consequences.
- Identify strategies for avoiding sexting while enhancing positive relationships.
- Safety Online tips.
- Review the 4 Steps to Draw the Line

Facilitator Activities

Lesson : Sexting & Relationships

- This lesson deals with sexting, a sensitive topic.
- How do people communicate using digital technology?
- How do they communicate differently online than they might face to face?

Sexting: Risky Self-Disclosure

- Sexting-sending or receiving sexually explicit photos or videos by text message or other digital technologies.
- Watch video (Common Sense)
- Wb. p. 13 -16
- Discussion
- Review importance of 4 Steps and importance of Drawing your line, Respecting the line, and sticking to it.
- Post Survey

Optional YouTube clips: Coby Persin "The Dangers of Social Media"

"The Dangers of Snapchat (Child Predator Experiences"



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In both *seventh and eighth* grades, students will receive 5 lessons from Beacon female Health Educators. The students will be in a classroom setting with both male and female peers. Students will learn and practice ways to resist pressure to have sex and the importance of consent. Communication and decision-making skills will also be taught. Our educators will stress the best way to avoid sexually transmitted infections, pregnancy and other associated health problems is to establish a mutually faithful monogamous relationship in adulthood.

The **7th grade** curriculum provides information on ways to resist peer pressure in risky situations and there is an STD education component. Abstinence is emphasized as the safest choice.

The **8th grade** curriculum provides students with education to prevent HIV/STD infections and pregnancy. Abstinence is emphasized as the safest choice.

You are welcome to preview the DTL/RRR lesson plans. Please contact _____ at the school, and we will arrange a preview time and answer any questions you may have about the program.

A student may be excused from any part of this program. If you do not want your son or daughter to take part in any portion of this program, the school will arrange a different learning activity for your child. If we do not hear from you, your child will participate in the *DTL/RRR* program.

I, _____ **do not** give permission for my son/daughter _____ to participate in the DTL/RTL program.

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Draw the Line/Respect the Line Lesson Outline: Grade 7

Day 1 – Lesson 1: Welcome	Learning Objectives: • Students recall what they may already know or have learned about Draw the line in 6th grade. • Understand that sexual pressure becomes increasingly difficult with conflicting feelings. • Understand that sexuality & relationships involve thoughts, feelings, the body & others. • What makes it hard to say No to sex?
Day 2 – Lesson 2: Reasons for Not Having Sex	• Compare the emotional consequences of having sex with the emotional consequences of not having sex. • To enable students to identify, discuss, & personalize immediate & short term consequences of having sex or not having sex. • Define consent and discuss the importance of consent to sexual activity between two individuals.
Day 3 – Lesson 3: Drawing the Line in Risky Situations & Learning How to Handle Them	• Use interpersonal skills to get out of risky situations. • Review & practice the 4 steps to Draw the Line. • Demonstrate interpersonal skills to maintain their line in a role play situation.
Day 4 – Lesson 4: STD Facts; Shannon’s Story	• Read Shannon’s story • Discuss that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, and sexually transmitted infections. • STD facts video • Define STD and common signs • Stress that the best way to avoid sexually transmitted infections and other associated health problems is to establish a mutually faithful monogamous relationship in the context of marriage.

7th Grade Draw the Line/Respect the Line

Lesson 1: Welcome

40-45 min

Objectives:

- Students recall what they may already know or have learned about Draw the Line.
- Understand that sexual pressure becomes increasingly difficult with conflicting feelings.
- Understand that sexuality & relationships involve thoughts, feelings, the body & others.
- What makes it hard to say "No" to sex?

Facilitator Activities

- **Welcome**
 - Introduce self, why we're here.
 - Ask students what they remember/learned from DTL 6th grade. Explain what DTL/RRR is about.
- **Pre-Survey:** Explain that it is NOT a test, it is anonymous, and we don't expect them to know all the answers so they can just guess. Read surveys out loud (if needed) or have students read to themselves.
- **Class Rules:** Establish class rules (rules may be in place already, ask teacher). Pass out workbooks, name tents (optional).

Lesson: What Make's it Hard to say NO to sex/James & Alana (curriculum p. 20)

- Read James & Alana wb p.2 and identify situations & pressures that could make it hard to say NO to sex.
- Questions & class discussion

Lesson 2: Reasons for Not Having Sex

40-45 min

Objectives:

- Compare the emotional consequences of having sex with the emotional consequences of not having sex.
- To enable students to identify, discuss, & personalize immediate & short term consequences of having sex or not having sex. "
- Students discuss possible consequences.

Facilitator Activities

- Today we will meet 2 people, Tina and Marco. Pay attention if they draw their line or not.
- Ask for a volunteer to read the "Tina and Marco" story
- Discuss and complete "Tina and Marco Take 1"
- Family Activity wb p. 6 (homework optional; some teachers may give extracredit if students return the sheet).
- Closure

Lesson 3: Drawing the Line that Could Lead to Risky situations and Role Play how to Draw the Line/Respect the Line

40-45 min

Objectives:

- Review & practice the 4 steps to Draw the Line
- Demonstrate interpersonal skills to maintain their line in a roleplay situation.

Facilitator Activities

- Review the story of Tina and Marco and discuss what risky situations led them to having unprotected sex.
- Today we will be reviewing the 4 steps to Draw the Line and will practice applying these steps in situations where they might need to draw the line to avoid peer pressure situations.
- Write 4 Steps on the Board and in workbook.
- Have students come up to demonstrate/role play each step with you.
- "After the Movie" role play
- Student come up with their own role play "How do YOU Draw the Line"
- Review the 4 steps. Emphasize that using the 4 steps can help them stick to their limits, in all situations.
- Closure

Lesson 4: Shannon's Story

40-45 min

Objectives:

- To provide basic information on STD/STI.
- Define STD/STI and common signs of STD/STI.
- Describe when and how to get help for STD/STI infection.
- Identify abstinence as the best way to prevent STD infection.
- Define STD & common signs of STD.
- Describe when & how to get help for STD infection.
- Identify abstinence as the best way to prevent STD infection
- Review/Post Survey

Facilitator Activities

- Review 4 Steps to DTL.
- Today we will learn important information about STD/STI
- STD Quiz
- Read "Shannon's Story"
- Review Shannon's Story
- Today we will learn important information about STD/STI.
- STD Fact Sheet
- Power Point slide show
- STI clip (optional)
- Review STD Quiz
- Post Survey
- Closure



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The **8th grade** curriculum provides students with education to prevent HIV/STD infections and pregnancy. Abstinence is emphasized as the safest choice.

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Draw the Line/Respect the Line & RRR Lesson Outline: Grade 8

Day 1 – Lesson 1: HIV & Teens: Guess Who	Learning Objectives: • What is HIV: The Facts • HIV Game “Who has HIV?” You can’t tell.
Day 2 – Lesson 2: HIV FACTS	• Review HIV game • Describe HIV & how it affects the body. • View videos “What’s Going on Inside your body” and “How is HIV transmitted”
Day 3 – STD Facts	• Identify common signs of other STD. • Discuss that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, HIV, and sexually transmitted infections.
Lesson 4: Difficult Moments (DTL) & Understanding Boundaries (RRR)	• Describe situations in which it may be difficult to draw the line/stick to a limit. • Define consent and boundaries. • Demonstrate an understanding that no one has the right to violate someone else’s boundaries, and that doing so may be against the law. • Stress that the best way to avoid sexually transmitted infections and other associated health problems is to establish a mutually faithful monogamous relationship in the context of marriage. • View video on fetal development content.

8th Grade DTL Lesson 1 HIV Facts

40-45 min

Objectives:

- HIV & stereotypes
- Discuss that HIV has no look
- You can't tell if someone has HIV
- Identify HIV facts.

Facilitator Activities

- **Welcome**
 - Introduce self, why we're here.
 - Ask students what they remember/learned from DTL 7th grade. Explain what DTL is about.
- **Pre-Survey:** Explain that it is NOT a test, it is anonymous, and we don't expect them to know all the answers so they can just guess. Read surveys out loud (if needed) or have students read to themselves.
- **Class Rules:** Establish class rules (rules may be in place already, ask teacher). Pass out workbooks, name tents (optional).

Lesson: What is HIV

- **Purpose:** Describe how HIV/STD affects the body.
- Review "My story" from day before.
- Write HIV on the board, ask students what they know or what have they heard about HIV.
- Ask "If I were HIV positive, how would that make you feel?" (class discussion)
- True/False (let students know you will not give them the right answers until end of class)
 - Can you get HIV if I shake your hand?
 - Can you get HIV if I sneeze by you?
 - Can you get HIV if a mosquito bites me then bites you?
 - Can you get HIV from kissing someone on the lips?
 - Do I look like the "type" of person who has HIV?

Game: Guess Who Has HIV

- Tell students they are going to play a game called "Guess who has HIV" wb p.3
- Explain to students that they will be shown 7 pictures of individuals. They are to guess who they think has/does not have HIV by writing down Yes or No on their workbook next to the number. Remind them this is an individual activity.
- Show pictures of 7 individuals (1.Paige, 2.Pedro, 3.Marvelyn, 5.Eric, 6. Earvin, 7.Charlie, 8.Hydea, 9.Ryan). Place the pictures on the board. (students may make remarks about the pictures shown or make judgments)

- After showing the pictures, go over each picture again and take a vote on how many students said Yes. "How many of you said "Yes" he/she looks like they have HIV?" Write that number on the board above the picture.
- Ask students *why* they voted yes or why they voted no.
They may say "he/she looks like the type", "look at how they're dressed", "their smile", etc.
- Read the back of the individual's picture. This will give a brief description on the individual's life and whether or not he/she has HIV.
- Have group discussion about WHY you shouldn't judge/stereotype someone based on how he/she looks. Don't judge a book by its cover.
- Emphasize that you **CAN NOT** tell by looking at someone whether or not he/she has HIV.

HIV Fact Sheet

- Go over **HIV Facts**
- Show video clip "HIV: What's Going on Inside your Body"
<https://www.youtube.com/watch?v=tVE5APDqrpc>
- Show video clip: "How Is HIV Transmitted"
<https://www.youtube.com/watch?v=z8BwYFITAGY>

8th Grade Lesson 2 STI Facts

40-45 min

Objectives:

- Identify common signs of STI.
- Identify STI facts.
- Identify abstinence as the best way to prevent HIV & other STD.

Facilitator Activities

- Review "Guess Who has HIV" from day before.
- Today we will learn important information about STI.
- Go over **STI Facts**
- Power Point slide show
- STI video (optional)

8th Grade Lesson 3 Understand Boundaries

40-45 min

Objectives:

- 4 Steps to Draw the Line
- Describe situations in which it may be difficult to Draw the Line.
- Define what a boundary/consent is.
- Demonstrate an understanding that no one has the right to violate someone else's boundaries, and that doing so may be against the law.

Facilitator Activities

Lesson:

Review Lesson 2.

- Today we will be reviewing the 4 steps to Draw the Line and will practice applying these steps in situations where they might need to draw the line to avoid peer pressure situations.
- Review the 4 steps. Emphasize that using the 4 steps can help them stick to their limits, in all situations.
- "Setting & Respecting Boundaries" worksheet

Understanding Boundaries (RRR outline)

- Ask the class whether they've heard the term "**boundary**" before.
- Explain that we're going to **focus** on **personal boundaries**.
- Ask students to provide an example of a personal boundary they have.
- Setting & respecting boundaries worksheet.
- Closure

8th Grade Lesson 4 Understanding Boundaries

40-45 min

Objectives:

- Review what a boundary is with an emphasis on personal boundaries.
- Describe situations in which it may be difficult to Draw the Line.
- Recognize that sexual feelings can be controlled.
- Demonstrate an understanding that no one has the right to violate someone else's boundaries, and that doing so may be against the law.
- View video "Meet Baby Olivia" fetal development content.

- Today we will think about thoughts, feelings, and situations that can make it hard to draw the line or stick to your limit.
- **"Trina & Kashid"** Listen for things that make it hard for someone to stop or stick to a limit. **(curriculum p. 43-45)**

Discuss different limits.

- What was Trina's limit? (no touching under clothes)
- What was Kashid's limit? (unclear)
- Did Trina & Kashid tell each other their limits? (no)
- Whose limit should they have followed? (Trina's because otherwise they're not respecting her line).
- When should they have talked about their limits? (before they got close to the line)

Emphasize that when people have different limits, they need to respect the line of the person who doesn't want to go as far.

Ask students why did Trina & Kashid keep going? List answers on board.

- Lonely
- Want someone to love them
- Angry at parents
- Feels good
- Home alone
- Explain that it's not always easy for people to stick to the limits they set. Tell students the next activity will help think about understanding boundaries.

Watch "Meet Baby Olivia" video.

- Review that the best way to avoid sexually transmitted infections and other associated health problems is to establish a mutually faithful monogamous relationship in the context of marriage.