

The first 8 sessions of our Equipping Youth program are components of

REAL Essentials Advance Curriculum

REAL Essentials Advance was chosen for the first 8 sessions because the curriculum builds the proximal antecedents such as protective and predictive factors that enable adolescents to avoid all high-risk behaviors. In addition, it allows design of a scope and sequence that is most appropriate and applicable for each individual school district.

<https://www.myrelationshipcenter.org/>

Supplemental sessions 9 - 12 delve more deeply into issues especially important to Florida students, media safety to avoid sexting, sextortion, catfishing and stalking, all known factors in sex trafficking recruitment (Florida remains third in the nation for calls to the human trafficking hotline), awareness of the success sequence role in avoiding poverty and intentional goals planning and implementation.

Teaching Objectives: Equipping Youth 12 Sessions

Session 1: Respect Self/Others

- a. Would You Rather *To introduce students to their ability to make various choices.
- b. My Whole Self *To introduce 6 Components of Self (Physical, intellectual, emotional, social, spiritual, financial)
*To educate students about how each component affects their health.
- c. Brain Train * To teach students the dangers of allowing emotions to dictate behavior.

Session 2: Respect Self/Others

- a. Personality Profile *To help students discover their personality style & appreciate differences in others.

Session 3: Respect Self/Others

- a. How do You Feel Loved *To help students discover their primary & secondary love language.
*To help students understand how someone gives and receives love.
- b. Love v. Infatuation *To conceptualize what love looks like.

*To help students understand the definition of love and differentiate its meaning from infatuation.
- c. Appointment with Love * To teach students how to assess the character of others

Session 4: Respect self/Others

- a. Assets *To help students identify their developmental assets (personal strengths).
*To teach students where to look in their community for help build and strengthen their assets. (Which increases protective factors.)

Session 5: Social Pressure

- a. Dating *To help students identify the purpose of dating, adopt healthy dating guidelines, and understand the value of friendship as it applies to dating.

- b. Boundaries *To foster thoughts about setting boundaries among students.
 *To help students discover the value of setting boundaries.
- c. Steps of Intimacy *To encourage students to see the incremental physical steps of intimacy.
 *To empower students w/ skills & language to be able to discuss & set boundaries
 in their relationships.

Session 6: Sexual Health

- a. Swapping Juices *To teach students that STD/STI's are easily "transmitted"
 *To showcase the "randomness" of contracting STD/STI's.
 * To teach students the three types of STDS – Viral, Bacterial, Parasitic
 *To teach students the only sure way to avoid contracting an STD/STI is to avoid
 intimate sexual contact
- b. My Whole Self *To review students on the 6 components of whole person and how each
 component affects one's emotional and physical health.
- c. Your Picture *To teach students that one can always begin making healthy choices.
 *To teach future focus and that regardless of the past, one can always make a
 fresh start.

Session 7: Healthy Relationships

- a. Communicating Consent *To define legal meaning of consent for any physical or romantic relationship.
 *To teach students potential legal consequences for "assuming" consent.
- b. Foundations *To help students learn how to build a foundation for healthy, connected, and
 committed relationships.
 *To show students that if a relationship grows too fast in one area, it may not be
 healthy and lasting.

Session 8: Healthy Relationships

- a. Bullying *To increase awareness of bullying pro-active strategies for overcoming
 bullying.
 *To equip students with practical tools for reducing bullying.
- b. Red Flags *To make students aware of danger signals of unhealthy relationships.

Session 9: Co-Occurring Risks

- a. Avoiding High Risks *To teach students the CDC designated high risk activities (Drugs, Alcohol, Sexual
 Activity, Violence and Tobacco.
 *To help students understand their connection to potential addictions.
- b. Teenage Brain *To inform students of the critical time of brain development that occurs during the
 ages of 12-25 and the need to protect against risky behavior that can cause
 addiction and the importance of developing healthy habits.

Session 10: Social Media Safety

- a. Media Manipulation *To build awareness the potential dangers of media to consume valuable student

time and to spend their discretionary money.

- b. Media Dangers *To teach students how dangerous people utilize various media platforms to move a student into dangerous situations and environments (human trafficking, sextortion, catfishing, sexting).

Session 11: Signals & Self-Sufficiency

- a. Relational Traffic Signals *To teach students how to recognize signals that indicate potentially healthy vs. potentially toxic relationships.

- b. Self Sufficiency *To teach students the evidence based “success sequence” for avoiding poverty and needing public assistance. (Graduate High School, Get a full time job, Don’t have a child until married and 21.

- c. Marriage Benefits *To teach students the potential benefits that are experienced in a healthy marriage relationship.

Session 12: Goals & Commitment

- a. Goals and Choices *To teach students that all their personal choices impact their life, not only immediately, but in the future.
*To teach students the importance of goal setting and implementation plans.

- b. Commitment *To give student an opportunity to make a commitment to healthy choices for the sake of their future goals and dreams.