

**LEBANON COUNTY COMMUNITY
AGENCY COLLABORATIVE**

**SCHOOL-BASED
EDUCATIONAL PROGRAMS
(MIDDLE/HIGH SCHOOL)**



**2016 - 2017
GUIDE BOOK**

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ABOUT THIS GUIDE BOOK

This guide book is intended for use by faculty and staff in local middle and high schools. It includes several education programs designed for students and/or faculty and staff in a school-based setting. The programs presented here represent a sample of options provided by local Lebanon County human and social service agencies. This guide book is not intended to be comprehensive. However, each partner agency representative may be contacted to discuss additional programming options.

Topic areas focus on issues related to smoking, sexuality and reproduction, healthy and unhealthy relationships, boundaries and consent, and addictions to drugs, alcohol, and gambling.

Programs, as appropriate, are based on SIECUS *Guidelines for Comprehensive Sexuality Education: Kindergarten-12th Grade*, 3rd Edition.

ABOUT THE COLLABORATIVE

The joint effort of *The Lebanon County Community Agency Collaborative* aims to fulfill The Pennsylvania Department of Education's State Standard for Health, Safety, and Physical Education's academic standard 10.2.9 A ("Identify and describe health care products and services that impact adolescent health practices") by presenting a joint document inclusive of each agency's school-based curricula.

PARTNER AGENCIES & REPRESENTATIVES:

Compass Mark, Michelle Allen & Josh Mountz

Domestic Violence Intervention of Lebanon County, Mike Ritter

Lebanon Family Health Services, Holly Dolan

Sexual Assault Resource & Counseling Center, Melissa Huffman Bittinger



WHAT ARE SIECUS GUIDELINES?

The *Guidelines* are modeled after the landmark School Health Education Study (SHES) published in the late 1960s. SHES developed an innovative approach to structuring health knowledge by identifying broad concepts and related subconcepts and then arranging these in a hierarchy for students in kindergarten through 12th grade.

Using this model, the task force sought to create an organizational framework of the important knowledge and skills related to sexuality and family living. To do this, the task force first determined the life behaviors of a sexually healthy adult (next page) which serve as outcome measures of successful sexuality education. They then compiled the information and determined the skills necessary to achieve these life behaviors and organized them into key concepts (below), topics, subconcepts, and age-appropriate developmental messages.

Key Concept 1: *Human Development.* Human development is characterized by the interrelationship between physical, emotional, social, and intellectual growth.

Key Concept 2: *Relationships.* Relationships play a central role throughout our lives.

Key Concept 3: *Personal Skills.* Healthy sexuality requires the development and use of specific personal and interpersonal skills.

Key Concept 4: *Sexual Behavior.* Sexuality is a central part of being human, and individuals express their sexuality in a variety of ways.

Key Concept 5: *Sexual Health.* The promotion of sexual health requires specific information and attitudes to avoid unwanted consequences of sexual behavior.

Key Concept 6: *Society and Culture.* Social and cultural environments shape the way individuals learn about and express their sexuality.



LIFE BEHAVIORS OF SEXUALLY HEALTHY ADULTS:

- Appreciate one's own body.
- Seek further information about reproduction as needed.
- Interact with all genders in respectful and appropriate ways.
- Affirm one's own sexual orientation and respect [those] of others.
- Affirm one's own gender identities and respect [those] of others.
- Express love and intimacy in appropriate ways.
- Develop and maintain meaningful relationships.
- Avoid exploitative or manipulative relationships.
- Make informed choices about family options and relationships.
- Exhibit skills that enhance personal relationships.
- Identify and live according to one's own values.
- Take responsibility for one's own behavior.
- Practice effective decision-making.
- Develop critical-thinking skills.
- Communicate effectively with family, peers, and romantic partners.
- Express one's sexuality in ways that are congruent with one's values.
- Discriminate between life-enhancing sexual behaviors and those that are harmful.
- Express one's sexuality while respecting the rights of others.
- Engage in sexual relationships that are consensual, non-exploitative, honest, pleasurable, and protected.
- Practice health-promoting behaviors, such as regular check-ups, breast and testicular self-exam, and early identification of potential problems.
- Use contraception effectively to avoid unintended pregnancy.
- Avoid contracting or transmitting a sexually transmitted disease, including HIV.
- Act consistently with one's own values when dealing with an unintended pregnancy.
- Seek early prenatal care.
- Help prevent sexual abuse.
- Demonstrate respect for people with different sexual values.
- Exercise democratic responsibility to influence legislation dealing with sexual issues.
- Assess the impact of family, cultural, media, and societal messages on one's thoughts, feelings, values, and behaviors related to sexuality.
- Critically examine the world around them for biases based on gender, sexual orientation, culture, ethnicity, and race.
- Promote the rights of all people to accurate sexuality information.
- Avoid behaviors that exhibit prejudice and bigotry.



MISSION STATEMENT

The primary mission of Lebanon Family Health Services is to provide education, nutrition and reproductive health services to the uninsured and underinsured families of Lebanon County with emphasis on women, infants and children.

CORE VALUES

1. Provide affordable and accessible reproductive health care primarily for the uninsured/underinsured.
2. Provide nutrition education and healthy foods during prenatal and preschool development to promote good nutrition standards.
3. Remain committed to educating the community of Lebanon about all aspects of sexual health.
4. Recognize the importance of treating our customers with respect, fairness, dignity and compassion.
5. Provide individuals with information regarding reproductive health and overall wellness to make informed decisions.
6. Remain financially responsible as an agency.
7. Foster a stable, supportive workplace, which will allow for each employee/volunteer to grow, develop and participate in the fulfillment of the mission.
8. Be accountable for the work we do, and effectively and efficiently utilize all available resources to carry out the mission of the agency.

CONTACT INFORMATION

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SPECIAL NOTES ON LFHS PROGRAMMING

- All lessons are free of charge and provided by a Pennsylvania State Certified Health Teacher.
- All programs are 45 minutes in length. You may combine 2 for block scheduling and book multiple days if it fits into your schedule.
- Program activities are tailored for grade appropriateness and for specific populations as needed and requested.
- Materials Needed: Access to computer/projector (PowerPoint) or an overhead projector.



ABSTINENCE

Goal: To demonstrate the emotional commitment involved in sexual activity.

Learners will be able to:

Demonstrate the emotional commitment involved in a sexual relationship.

Possible Activities:

- Your Lifeline: Visual demonstration of the length of time in life when you need to remain abstinent in order to protect your emotional health and the long length of time when you are more emotionally mature and can have a healthy sex life.
- The Proposal: 5 individuals are given paper hearts and have a story read about how they had their hearts broken from prior sexual relationships and how they take this with them into their adult committed relationship (such as a marriage). Follow-up discussion linking to the above activity.

PDE Standards Addressed:

Section 10 (1.9.A; 1.12.A; 1.6.E)

Life Behaviors Developed:

- Express one's sexuality in ways that are congruent with one's values.
- Discriminate between life-enhancing sexual behaviors and those that are harmful.
- Express one's sexuality while respecting the rights of others.
- Engage in sexual relationships that are consensual, non-exploitative, honest, pleasurable, and protected.

CONCEPTION, PRENATAL DEVELOPMENT, LABOR & DELIVERY

Goal: To identify how and when conception takes place and the stages of fetal development, labor and child birth.

Learners will be able to:

- Explain the menstrual cycle and male reproductive physiology.
- Explain the process of conception.
- Identify the stages of fetal development, labor, and childbirth.
- Identify resources in the community.

Possible Activities:

- Lecture/demonstration
- Video

PDE Standards Addressed:

Section 10 (1.6.B; 1.9.B; 1.12.B)

Life Behaviors Developed:

- Act consistently with one's own values when dealing with an unintended pregnancy.
- Seek early prenatal care.
- Seek further information about reproduction as needed.



CONTRACEPTIVE DECISION MAKING

Goal: To demonstrate the dynamics of personal and family strain comes with an unplanned teen pregnancy and how access to contraception can reduce the risk.

Learners will be able to:

- Experience the stress of an unplanned pregnancy.
- Identify options for preventing a pregnancy.



Possible Activities:

- The Loud Circle/Role Play: 1 student will be told they have an unplanned pregnancy while 8 students role play different people in their lives that will pose questions she needs to make decisions about.
- Various contraceptive methods will be identified and demonstrated. Follow-up discussion linking to above activity.

PDE Standards Addressed:

Section 10 (1.9.A; 1.12.A; 1.12.B; 2.9.A; 2.12.A; 2.9.B; 2.12.B)

Life Behaviors Developed:

- Make informed choices about family options and relationships.
- Use contraception effectively to avoid unintended pregnancy.
- Take responsibility for one's own behavior.
- Communicate effectively with family, peers, and romantic partners.

REPRODUCTIVE HEALTH AND CANCER PREVENTION

Goal: To become health literate by identifying the practices and resources one needs to keep reproductive anatomy healthy.

Learners will be able to:

- Understand male reproductive health practices such as the testicular self-exam, the PSA test and the vasectomy.
- Understand female reproductive health practices such as the breast self-exam, the Pap test, the tubal ligation and what to expect in a gynecological exam and the menstrual cycle.

Possible Activities:

- Lecture on the reproductive anatomy/physiology. Animated video demonstration of a gynecological exam.
- Models: demonstration of the testicular and breast self-exam using models. Student participation.

PDE Standards Addressed:

Section 10 (1.12.B; 1.6.E; 1.9.E; 1.12.E)

Life Behaviors Developed:

- Practice health-promoting behaviors, such as regular check-ups, breast and testicular self-exam, and early identification of potential problems.
- Promote the rights of all people to accurate sexuality information.
- Exhibit skills that enhance personal relationships.

SEXUALLY TRANSMITTED INFECTIONS

Goal: To demonstrate the person-to-person transmission of sexually transmitted infections.

Learners will be able to:

- Visualize the rate in which diseases are transmitted.
- Identify the difference between viral and bacterial infections.
- Understand the signs and symptoms of an STI.
- Identify resources for treating STIs.

Possible Activities:

- STI Index Card Game: Each student gets a secretly marked index card and we go on “dates” with other students in the class. They sign each other’s cards. One of the students has an STI and it is demonstrated how they spread it to each other.
- Lecture/photos: Defining the difference between a viral and bacterial infection, signs and symptoms, and treatment.
- The Crowded Bed: Similar to above but with a story (if time).

PDE Standards Addressed:

Section 10 (1.9.A; 1.12.A; 1.12.B; 1.6.E; 1.9.E; 1.12.E)

Life Behaviors Developed:

- Engage in sexual relationships that are consensual, non-exploitative, honest, pleasurable, and protected.
- Use contraception effectively to avoid unintended pregnancy.
- Avoid contracting or transmitting a sexually transmitted disease, including HIV.

VALUE CLARIFICATION AND SEXUAL DECISION MAKING

Goal: To identify personal goals in order to see how the decision to engage in unprotected sex and have a baby as a teen would harm personal goals.

Learners will be able to:

- Identify personal goals and values.
- Identify the cost and responsibility of raising a child.
- Assess how having a baby would interfere with their goals.

Possible Activities:

- Ticket to Ride: Each student gets 8 tickets of “common values” and needs to exchange with other students in order to collect the tickets they want most. Follow-up discussion about how a pregnancy or STD would harm their goals/values.
- Bringing Up Baby: Group budget activity to calculate cost of having a baby. Follow-up discussion linking to above activity.

PDE Standards Addressed:

Section 10 (1.9.A; 1.12.A; 1.9.E; 2.6.D; 2.9.D; 2.12.D)

Life Behaviors Developed:

- Make informed choices about family options and relationships.
- Identify and live according to one’s own values.
- Act consistently with one’s own values when dealing with an unintended pregnancy.
- Practice effective decision-making.
- Develop critical-thinking skills.

TOBACCO EDUCATION AND PREVENTION

Goal: To identify the impact of one cigarette and long-term smoking on the lungs.

Learners will be able to:

- Observe the impact of one cigarette.
- Experience the impact of long-term smoking-emphysema.
- Identify the cancer causing agents in tobacco.

Possible Activities:

- The “Smoking Dummy” demo: Requires going outside to demonstrate with a cigarette
- The Straw Activity: Breathing through a straw to demonstrate emphysema
- Lecture/Photos: Cancer causing agents
- Jellybean tobacco death statistics demo

PDE Standards Addressed:

Section 10 (1.6.E; 1.9.E; 1.12.E; 2.6.E; 2.9.E; 2.12.E)

Life Behaviors Developed:

- Practice effective decision-making.
- Develop critical-thinking skills.

VAPING AND E-CIGARETTES

Goal: To identify the risks involved with nicotine addiction through the use of e-cigarettes and vaping equipment.

Learners will be able to:

- Identify the decision-making model as it relates to addiction.
- Identify the possible dangers of e-cigarette use.
- Identify the marketing practices used to attract young people.

Possible Activities:

- Discussion: Share stories about how individuals became addicted to traditional cigarettes and the parallels to today's e-cigarettes.
- Activity: The Decision-Making Model (applied to stories)
 - *Challenge:* Name the challenge these individuals faced.
 - *Choices:* What two choices did they have?
 - *Consequences:* What were the consequences of each choice?
- Video: *What's Up with E-Cigarettes?* (19 minutes)
- Discussion: What new things did you learn from the video? Based on what you learned, apply the Decision-Making Model.

PDE Standards Addressed:

Section 10 (1.6.E; 1.9.E; 1.12.E; 2.6.E; 2.9.E; 2.12.E)

Life Behaviors Developed:

- Practice effective decision-making.
- Develop critical-thinking skills.



MISSION STATEMENT

DVI's mission is to unite and educate the Lebanon County community by advocating for justice and creating safety for victims of domestic violence and their children so they may live free from abuse.

VISION STATEMENT

To create safety and seek justice for victims of domestic violence and their families.

FREE, CONFIDENTIAL SERVICES

- 24/7 Crisis Hotline
- Emergency Shelter
- Protection Orders
- Safety Planning
- Counseling
- Support Groups
- Spanish-speaking

**For 24/7 assistance,
please call our hotline:**

**717.273.7190
1.866.686.0451**

CONTACT INFORMATION

Michael C. Ritter, MPA, Public Education Coordinator

717.273.7154 or 717.303.4756

dvipec@dviolc.org

SPECIAL NOTES ON DVI PROGRAMMING

All programs are:

- Provided free of charge by a trained Domestic Violence Victim Advocate.
- Tailored as needed to class size, learning ability, age, time, and other factors.
- Available in combination with others.

NO MORE | TOGETHER WE CAN END
DOMESTIC VIOLENCE & SEXUAL ASSAULT

DEVELOPING ACTIVE BYSTANDERS

Goal: Build practical skills that empower individuals to intervene in high-risk situations.

Learners will be able to:

- Identify personal and social obstacles to action.
- Identify observable behaviors they can cue to that may indicate a person is in an abusive or high-risk situation.
- Identify three basic categories of intervention techniques.
- Develop and demonstrate specific examples of intervention techniques.

Possible Activities:

- Brief video vignette and lecture.
- “Bystander Challenge” small group activity.
- Individual scenario analysis.
- Instructor lecture and demonstration.
- Progressive small group role plays.

PDE Standards addressed:

Section CC.1 (4.6-12.M; 5.6-12.A)

Section 10 (3.9.A; 3.9.C)

Section 16 (1.8.C; 1.12.C; 2.12.C; 2.8.D; 2.12.D; 3.8.A; 3.12.A; 3.8.C; 3.12.C)

Life Behaviors Developed:

- Communicate effectively with family, peers, and romantic partners.
- Help prevent sexual abuse.

ECOLOGY OF VIOLENCE AND ITS PREVENTION

Goal: A working understanding of oppression as the root cause of power-based violence and the role each person plays in stopping it.

Learners will be able to:

- Identify and discuss various categories of oppression.
- Illustrate their own and others' mixed experience of oppression and privilege.
- Understand and analyze how culture changes.

Possible Activities:

- Instructor lecture, group discussion, and reflective writing.
- "Level Playing Field" activity (requires large open space).
- "Privilege Web" individual activity.
- "Community Value" activity and discussion.

PDE Standards addressed:

Section CC.1 (4.6-12.M; 5.6-12.A)

Section 10 (3.9.A)

Section 16 (2.8.B; 2.12.B; 3.8.C; 3.12.C)

Life Behaviors Developed:

- Assess the impact of family, cultural, media, & societal messages on one's thoughts, feelings, values, and behaviors related to sexuality.
- Critically examine the world around them for biases based on gender, sexual orientation, culture, ethnicity, and race.
- Avoid behaviors that exhibit prejudice and bigotry.
- Help prevent sexual abuse.

EMOTIONAL INTELLIGENCE (EQ)

Goal: Strengthen capacity to identify others' emotions expressed through non-verbal cues.

Learning Objectives:

Students will be able to analyze facial expressions and body language and identify associated emotions.

Possible Activities:

- “Feelings Chart” group activity
- “Emotions Charades” group activity
- Reflective writing

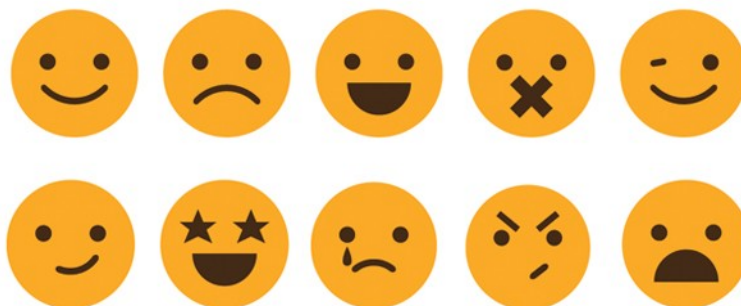
PDE Standards Addressed:

Section CC.1 (4.6-12.M)

Section 16 (1.K.A; 1.5.A; 2.K.C; 3.5.C)

Life Behaviors Developed:

- Exhibit skills that enhance personal relationships.
- Communicate effectively with family, peers, and romantic partners.



HEALTHY VS. UNHEALTHY RELATIONSHIPS

Goal: Educate learners on the differences between unhealthy relationships, grounded in power and control, and healthy relationships, grounded in equality.

Learners will be able to:

- Identify characteristics of healthy and unhealthy relationships.
- Explore personal thoughts, feelings, and experiences regarding intimate partners and boundaries.
- Understand the short- and long-term effects of abuse on a victim-survivor.

Possible Activities:

- “Relationship Quiz” and “Relationship Spectrum” worksheets.
- “Ok or No Way” large group activity (requires large open space).
- Instructor lecture and large group discussion
- “Real” relationships vs. media portrayal
- Anonymous question box

PDE Standards addressed:

Section CC.1 (2.6-12.K; 5.6-12.A)

Section 10 (2.9.C; 2.12.C; 3.12.C)

Section 16 (1.8.B; 1.12.B; 2.8.A; 2.12.A; 3.8.B; 3.8.C; 3.12.C)

Life Behaviors Developed:

- Develop critical-thinking skills.
- Express love and intimacy in appropriate ways.
- Develop and maintain meaningful relationships.

HOW TO HELP A FRIEND

Goal: Empower learners with skills and knowledge needed to be effective in helping friends and loved ones who have suffered abuse.

Learners will be able to:

- Understand the mindset of a victim-survivor of abuse.
- Reframe harmful, deficit-based language into positive, strengths-based language.
- Identify the difference between helpful behaviors and harmful behaviors.
- Identify and demonstrate active listening skills.
- Practice a full array of helpful behaviors.

Possible Activities:

- “Ideal Partner” & “We Don’t Give Up on Relationships” activities.
- “Strength Discovery” worksheet.
- “What I Feel, What I Need, What I Want from Others” activity.
- Group discussion and instructor demonstration/scenario analysis.
- Large group scenario analysis or small group role play.

PDE Standards addressed:

Section CC.1 (4.6-12.G; 5.6-12.A)

Section 10 (3.6.C; 3.12.C)

Section 16 (2.8.D; 2.12.D; 2.8.E; 2.12.E; 3.8.A; 3.12.A)

Life Behaviors Developed:

- Communicate effectively with family, peers, and romantic partners.

OUR REVOLUTION

Developed by Idaho Coalition Against Sexual & Domestic Violence

Goal: Connect and mobilize teens in creating compassionate communities where violence is no longer a common occurrence.

Learners will be able to:

- Realize that violence is not an individual problem, but one that affects their peers and their community as a whole.
- Expand their visions for compassionate communities.
- Mobilize their peers into action.

Possible Activities:

- “Common Ground” activity.
- “Envisioning Compassionate Communities” activity.
- “Movement Strategies” activity.

PDE Standards addressed:

Section CC.1 (4.6-16.M; 5.6-12.A)

Section 10 (3.9.A)

Section 16 (1.8.A; 1.12.D; 2.12.A; 2.8.B; 2.12.C; 3.12.A; 3.8.B; 3.12.C)

Life Behaviors Developed:

- Assess the impact of family, cultural, media, and societal messages on one’s thoughts, feelings, values, and behaviors related to sexuality.
- Critically examine the world around them for biases based on gender, sexual orientation, culture, ethnicity, and race.
- Avoid behaviors that exhibit prejudice and bigotry.

PERSONAL SPACE

Goal: To help students categorize their real-life relationships in regard to levels of intimacy.

Learning Objectives:

- Students will share why they are the most important person in their own world of circles.
- Students will feel better about their rights to be in control of their bodies and relationships.
- Students will develop a basic understanding of the concepts of mutuality, friendship, dating, sexual love, and self-protection.

Possible Activity:

- My Personal Bubble: Students place different people in their lives into different concentric circles – each representing a level of intimacy – that form their personal bubble based on the type of relationship. This activity utilizes a large visual, colorful display.

PDE Standards addressed:

Section 10 (3.3.C; 5.6-12.A)

Section 16 (2.K.A; 2.5.A; 2.5.E; 3.K.A; 3.5.A; 3.K.B; 3.5.B; 3.5.C)

Life Behaviors Developed:

- Appreciate one's own body.
- Express love and intimacy in appropriate ways.
- Avoid exploitative or manipulative relationships.
- Help prevent sexual abuse.

SOCIAL JUSTICE EMPOWERMENT

Goal: Mobilizing youths' energy and commitment to a more socially just and peaceful world.

Learners will be able to:

- Understand concepts of gender stereotypes and equality.
- Understand concepts of human/civil rights and political resistance.
- Identify effects of oppression on our relationships and society.

Possible Activity:

- “The Hunger Games” Gender Empowerment Lesson.
- “The Hunger Games: Catching Fire for Social Justice.”

PDE Standards addressed:

Section CC.1 (2.6-7.F; 2.6-12.K; 4.6-12.S; 5.6-12.A; 5.6-12.C)

Section 10 (1.9.C; 2.6.C; 3.12.C)

Section 16 (2.8.A; 2.8.B; 2.12.B; 3.8.B; 3.12.B; 3.8.C; 3.12.C)

Life Behaviors Developed:

- Interact with all genders in respectful and appropriate ways.
- Affirm one's own gender identities and respect [those] of others.
- Assess the impact of family, cultural, media, and societal messages on one's thoughts, feelings, values, and behaviors related to sexuality.
- Critically examine the world around them for biases based on gender, sexual orientation, culture, ethnicity, and race.
- Avoid behaviors that exhibit prejudice and bigotry.

WARNING SIGNS OF ABUSE

Goal: Understand a wide array of observable physical, psychological, and social warning signs of abuse.

Learners will be able to:

- Understand and describe various signs of harassment, abuse, and stalking.
- Understand and discuss characteristics of digital forms of abuse.
- Understand barriers to recognizing abuse and to leaving a relationship.
- Develop a comprehensive age-appropriate safety plan.

Possible Activities:

- Large group brainstorm and scenario analysis (script or video)
- “That’s Not Cool” video PSA and social media examples.
- “Ideal Partner” & “We Don’t Give Up on Relationships” activities.
- Interactive group discussion with actual safety plan document.

PDE Standards Addressed:

Section CC.1 (4.6-12.G; 5.6-12.A)

Section 10 (3.6; 3.9; 3.12)

Section 16 (2.12.A; 2.12.E; 3.8.A; 3.8.C; 3.12.C)

Life Behaviors Developed:

- Avoid exploitative or manipulative relationships.
- Engage in sexual relationships that are consensual, non-exploitative, honest, pleasurable, and protected.
- Help prevent sexual abuse.

FACULTY & STAFF PROGRAMS

Coaching Boys into Men

Summary: Over the course of a season, CBIM coaches lead their players through brief weekly activities that address themes such as personal responsibility, respectful behavior, and relationship abuse. Teams are encouraged to involve fans, parents, faculty, other students, and school administrators in support of CBIM's respect message. Evidence-based national program.

As a result of this training, coaches will be able to:

- Describe the value of CBIM as a strong team building tool.
- Define and speak about abusive relationship behaviors and healthy relationship skills.
- Identify how coaches' behavior defines their influence as role models to their athletes.
- Use CBIM training cards to facilitate athletes' discussion and reflection on relationships.
- Outline the responsibilities required of a coach to run CBIM.

Total Time Required: 90 minutes – 4 hours

Conversational Assessment Model for Addressing Dating Violence

Summary: Relevant to all staff, but particularly nurses and counselors. This course develops practical skills of professionals to hold informal, but structured conversations about healthy relationships and dating violence with adolescents. Professionals learn how to build a personalized script for these conversations utilizing a safety card (a.k.a. pocket brochure) as a guide.

FACULTY & STAFF PROGRAMS (CONT'D)

Specific Topics Covered:

- Definitions and Teen Dating Violence vs. Adolescent Relationship Aggression
- Healthy (Equal) Relationships vs. Unhealthy (Power & Control) Relationships
- Warning signs and red flags
- Impact and consequences of abuse
- Best practices for helping behavior
- Building a personal script through role plays and video vignettes

Total Time Required: 60 – 90 minutes

Developing a Trauma-Informed Framework

Summary: This course provides an overview of trauma and the impact it has on those who experience it as adults or in childhood. Additionally, it provides an examination of best practices involved in trauma-informed practice. Important takeaways include reframing and renaming actions and behaviors, creating an organization-wide commitment to being trauma-informed, and the importance of understanding vicarious trauma, compassion fatigue, and burn-out.

Specific Topics Covered:

- Definitions and Normal vs. Traumatic Stress
- Adverse Childhood Experiences (ACE) Study
- Impact of trauma, responses of trauma survivors, and triggers
- Resiliency and protective factors
- Organizational best practices, being person-centered, and the power of language

Total Time required: 3 – 4 hours

FACULTY & STAFF PROGRAMS (CONT'D)

Traumatic Brain Injury as a Result of Domestic Violence

Summary: This course facilitates ways to better equip professionals to recognize, understand, and respond more effectively to the specific needs of those living with Traumatic Brain Injury (TBI) as a result of domestic violence.

Modules Include:

- The Brain and Skull
- Traumatic Brain Injury (TBI)
- Intersections: TBI and Domestic Violence
- Children, Teens, and TBI
- TBI and Domestic Violence Screening Techniques
- Advocacy for Domestic Violence Survivors with TBI
- Safety Assessment and Planning

Total Time required: 8 hours

DVI also maintains a video lending library available to school personnel. Video topics generally include dating violence, healthy relationships, respect and equality, bullying, stalking, and more.



ABOUT SARCC

The Sexual Assault Resource and Counseling Center (SARCC), recognizing the impact of sexual assault on all individuals, families, and communities, counsels and supports clients, advocates for the rights of victims, and educates for the elimination of sexual assault.

FREE, CONFIDENTIAL SERVICES

- Crisis counseling and intervention 24 hours a day
- Prevention education programs to schools and the public; hospital, court and police accompaniment
- Information and referral
- Bi-lingual (Spanish) counselors
- Support groups
- Accessible facility
- Services for survivors with mental health issues

**For 24/7 assistance,
please call our hotline:
717.272.5308**

CONTACT INFORMATION

Melissa Bittinger, Director of Education, Training, & Volunteer Services
717.270.6972 x 351
melissa@sarcclebanon.org

BUILDING HEALTHY RELATIONSHIPS (Adapted from PAAR)

Five sessions required for each version (Grades 2-3; Grades 4-5)

Goal: Understand the differences between healthy and unhealthy relationships and build skills to develop healthy relationships built on mutual respect.

Learners will be able to:

- Develop healthy self-esteem and boundaries, and recognize the right of everyone to be safe and accepted.
- Develop effective communication skills.
- Peacefully resolve conflicts.
- Recognize healthy vs. unhealthy relationships.

Possible Activities:

- How we are both alike and different at the same time activity.
- Fostering mutual respect and using role plays to deal with bullying.
- Active bystander skills building.
- Coping with anger activity.
- Building bridges activity.

PDE Standards Addressed:

Section 10 (3.3.A; 3.3.C)

Section 16 (1.5.A; 1.5.B; 1.5.C; 2.5.A; 2.5.B; 2.5.C; 2.5.D; 2.5.E; 3.5.B; 3.5.C)

Life Behaviors Developed:

- Appreciate one's own body.
- Express love and intimacy in appropriate ways.
- Develop and maintain meaningful relationships.

CALL A KAB! A REALISTIC APPROACH TO BULLYING

(Ages 7-12)

*Note: A similar program for middle school ages is available, focusing on active bystander intervention and developing healthy relationships.

*Note: This program utilizes resources from PACER's National Bullying Prevention Center.

Goal: Develop practical skills to deal with bullying by developing active bystander skills.

Learners will be able to:

- Identify bullying behaviors, both physical and psychological.
- Understand how it feels to be the object of bullying.
- Understand the options to deal with bullying.
- Develop skills to become active bystanders.
- Develop pro-active skills to develop inclusivity as the social norm.
- Utilize new skills to stop bullying effectively and build healthy relationships.

Possible Activities:

- Skills building exercises to practice dealing with bullying.
- Sign pledge to never bully and to join the Kids Against Bullies Team.
- Teachers engaged to provide a bully-free classroom.
- Story about bullying, the feelings it creates, and how to stop it.
- Video clips and discussion.

PDE Standards Addressed:

Section 10 (3.3.A; 3.3.C)

Life Behaviors Developed:

- Critically examine the world around them for biases based on gender, sexual orientation, culture, ethnicity, and race.
- Avoid behaviors that exhibit prejudice and bigotry.

IT'S ON US: BECOME AN ACTIVE, EMPOWERED BYSTANDER

Goal: Develop skills to intervene in potentially risky situations and identify options to engage in proactive behaviors to bring about social norms change to create a community that is intolerant to violence.

Learners will be able to:

- Identify barriers to intervention.
- Identify variety of ways to intervene.
- Develop skills to assess safety and intervene effectively.
- Identify ways to proactively change social norms in community.

Possible Activities:

- Build skills by role playing variety of risky situations and interventions.
- Changing Social Norms Scenarios and discussion.
- “Our Neighbor’s Keeper” Activity.
- Write argument for how we must take responsibility.

PDE Standards Addressed:

Section 1 (CC.1.4.6.G; CC.1.4.7.G; CC.1.4.8.G; CC.1.4.9-10G; CC.1.4.11-12G)

Section 10 (3.9.A; 3.9.C)

Section 16 (1.8.C; 2.8.D; 3.8.A; 3.8.C; 1.12.C; 2.12.C; 2.12.D; 3.12.C)

Life Behaviors Developed:

- Communicate effectively with family, peers, and romantic partners.
- Help prevent sexual abuse.

RELATIONSHIPS 2.0: SOCIAL MEDIA SAFETY

Goal: Understanding the risks inherent in participating in social media platforms, with a particular focus on sexting and cyberbullying.

Learners will be able to:

- Identify and understand risks associated with social media platforms.
- Become responsible digital citizens.
- Understand the risks and legal issues surrounding sexting.
- Identify cyberbullying and its effects.
- Understand social media dangers in relationships.

Possible Activities:

- Ownership of information and photos on social media activity.
- Scenarios and discussion of decisions.
- Role plays of dating abuse that can occur using social media.

PDE Standards Addressed:

Section 10 (3.6.A; 3.9.A; 3.12.A)

Section 16 (1.8.A; 1.8.C; 2.8.A; 2.8.C; 2.8.D; 3.8.A; 3.8.C; 1.12.A; 1.12.C;
2.12.A; 2.12.C; 2.12.D; 3.12.A; 3.12.C)

Life Behaviors Developed:

- Express love and intimacy in appropriate ways.
- Take responsibility for one's own behavior.
- Practice effective decision-making.
- Develop critical-thinking skills.

SAFE DATES: DATING ABUSE PREVENTION CURRICULUM

*Note: Can be taught in 4-6 sessions for middle & high school students

Goal: Develop the ability to differentiate between healthy and unhealthy relationships and the skills to help themselves and their friends forge positive relationships using various tools.

Learners will be able to:

- Raise student awareness about abusive dating relationships and their effects.
- Develop skills to deal with power and control issues.
- Understand resources available to deal with abuse and how to help friends.
- Define and communicate personal boundaries.
- Communicate and resolve conflict effectively within a relationship.
- Identify gender stereotypes and their influence in relationships.

Activities:

- Build skills through role play
- Variety of group discussion
- Arguing position on variety of relationship scenarios – abusive or not; leave or stay
- Practice communication strategies
- Consent activity
- Gender stereotyping activity
- Write argument piece for promoting healthy relationships (optional, depending on time)

PDE Standards Addressed:

Section 1 (CC.1.4.6.G; CC.1.4.7.G; CC.1.4.8.G; CC.1.4.9-10G; CC.1.4.11-12G)

Section 10 (2.9.C; 2.6.C; 2.12.C; 3.6.C; 3.9.C; 3.12.C)

Section 16 (1.8.A; 1.8.B; 1.8.C; 1.8.D; 3.8.A; 3.8.B; 3.8.C; 1.12.A; 1.12.B; 1.12.C; 1.12.D; 3.12.A; 3.12.B; 3.12.C)

Life Behaviors Developed:

- Express love and intimacy in appropriate ways.
- Develop and maintain meaningful relationships.
- Avoid exploitative or manipulative relationships.
- Practice effective decision-making.
- Help prevent sexual abuse.
- Communicate effectively with family, peers, and romantic partners.
- Engage in sexual relationships that are consensual, non-exploitative, honest, pleasurable, and protected.
- Critically examine the world around them for biases based on gender, sexual orientation, culture, ethnicity, and race.



COMMUNITY PROGRAMS

Keeping Kids Safe: What You Can Do

This program is designed for all adults who want to keep children safe. Learn what you can do to protect children in your community. Learn to recognize signs of abuse. Understand how perpetrators of abuse “groom” children to allow victimization to continue without discovery. Learn how to talk to your children about body safety and personal boundaries. Learn how to handle a disclosure of abuse by a loved one and get her/him the help needed. Identify ways to become a pro-active, empowered bystander.

What Young Adult Need to Know About Staying Safe Before Going to College

Learn the frightening statistics of sexual assault on college campuses as well as what is being done to stop sexual assault. Arm yourself with practical strategies to reduce the risk of you or your loved one becoming a victim. Learn why colleges are under attack for the way they typically handle campus sexual assault and what you can do to prepare yourself or your child to safely negotiate campus life.

It’s On Us: How to Become an Active, Empowered Bystander

No one can do everything to stop violence in our community, but everyone can do something! Learn how we as a community can refuse to tolerate violence of any kind. Find out what you can do to become an active, empowered bystander – both in response to a risky situation and in proactively setting the tone for intolerance to violence! We will learn to assess risky situations and understand our options to intervene safely. Build your skills by learning what options you have. It’s on US to make our community a safe and healthy place for everyone. Everyone has a part to play. There is no neutral zone. You are either a part of the solution or a part of the problem.

COMMUNITY PROGRAMS (CONT'D)

Help Your Tween Develop Healthy Relationships & Be Able to Identify Unhealthy Ones

Learn to recognize healthy vs. unhealthy relationships and how to talk with your tween about dating BEFORE s/he is ready to date. We'll focus on good communication skills, helping tweens identify flirting vs. sexual harassment, and how to help them resolve conflicts effectively. Learn the signs of abusive relationships and how you can help.

PROFESSIONAL TRAININGS

Dealing with Disclosures of Sexual Violence

*Note: This topic may be expanded to a series for those who may come into contact with sexual violence victims in any capacity.

Learn how to respond to disclosures of sexual violence in its many forms. Build skills in helping victims of sexual violence and learn what community resources are available to assist them. We'll discuss the range of victim responses, what happens in the ER, and how to talk with victims in a trauma-informed way. Issues of cultural competence, the power of language, and best practices of crisis intervention will be covered.





MISSION STATEMENT

Compass Mark's mission is to reduce the incidence, prevalence, and consequences of the harmful use of and addiction to alcohol and other drugs.

FREE, CONFIDENTIAL SERVICES

For years, Compass Mark has been focused on guiding children, teens and adults in Lebanon County to lead stronger, more fulfilling lives. With programs and activities designed to help prevent and find solutions for a full range of problems, including drug and alcohol abuse or addiction. We've also created valuable programs that help individuals learn how to effectively handle stress, anger, conflict and other common challenges. Our innovative efforts have been proven successful in Lancaster and Lebanon schools and communities.

CONTACT INFORMATION

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POSITIVE CHOICES

Making safe decisions about alcohol and other drugs

Summary: Students will learn about the effects of alcohol, tobacco, and other drugs on their bodies and minds. They will explore what it means to be addicted to a substance, and learn to use refusal skills when pressured to use drugs. This program will increase the students' knowledge of good decision-making skills. All Compass Mark programs require pre & post testing to ensure objectives are met.

Total time required: Positive Choices program consists of four, forty-five minute lessons.

Positive Choices Lesson 1 - Understanding Addiction as a Disease

Goal: Students will define and understand addiction as a physical disease of the brain.

Learners will be able to:

- Demonstrate prior knowledge of ATOD.
- Define addiction and explore what it means to be addicted to a substance.
- Identify external and internal influences that affect one's choices and behaviors.
- Demonstrate their understanding of differentiation between "habits" and "addiction."

Possible Activities:

- Using video games, students will compare and contrast the physical and psychological experience of video gaming with that of the experience of regular coffee consumers.
- Experience brain physical confusion while trying to complete a task.
- Practice "brain training" through repetition and differentiate between "good brain training" and "unhealthy brain training."



PDE standards addressed:

Section 10 (1.3.D; 1.6.D; 1.6.E)

Positive Choices Lesson 2 - The Road to Addiction

Goal: Students will identify the operations of the central nervous system. They will explore the effects of alcohol and other drugs on the central nervous system's functions, including the loss of muscle control and the ability to make good decisions.

Learners will be able to:

- Identify the role of the central nervous system in the body.
- Understand the conversation between the frontal lobe and limbic systems that assist them in making decisions.
- Explain the barrier that ATODG creates within the Central Nervous System.

Possible Activities:

- Identify the disruption within the central nervous system under the influence of outside variables.
- Practice communication between brain regions and compare the different types of communication barriers.
- Students will visually experience the road to addiction as it becomes a disease, and becomes stronger to exit.

PDE standards addressed:

Section 10 (1.3.D; 1.6.E; 1.9.E; 5.6.B; 1.6.B)

Positive Choices Lesson 3 - Making a Positive Choice

Goal: Students will practice different techniques for making positive choices if a "moment of choice" presents itself. Students will practice different refusal techniques.

Learners will be able to:

- Identify and practice the long term effects of their decisions.
- Differentiate between the terms “majority” and “minority.”
- Explain and identify 8 media approaches that sell products and ideas.
- Develop a plan for making positive choices individually.

Possible Activities:

- Students will experience what it feels like to make a decision without knowing all of the information required to make a personally beneficial decision.
- Students will hear and discuss the PAYS outcomes for ATODG.
- Media influences and marketing tactics will be presented to assist the student in discerning the truth and deception in product presentation and sales.

PDE standards addressed:

Section 10 (1.3.D; 1.6.D; 1.6.E; 1.9.E; 5.6.B; 1.6.B)

Positive Choices Lesson 4 - Why I Make Positive Choices

Goal: Students will explore reasons that people make the choices they make. Students will define and examine various types of media and how media influences our thoughts and behaviors.

Learners will be able to:

- Identify and define “influence” and the media (socially, media, family) in which influences present themselves.
- Students will experience the ease of following a crowd versus the courage it requires to be a leader.
- Identify common reasons, according to the PAYS survey, that youth give for why they use drugs, will be reviewed. Students will have the opportunity to identify with, and argue against, each “reason” for use.
- Practice refusal skills.

Possible Activities:

- Students will experience influence of their peers via numerical representation.
- Role play “sticky situations” in which they must use the knowledge from cumulative lessons to practice concrete steps to a positive outcome.
- Deconstruct an advertisement; identify the target audience, the advertisement technique, the message, and determine the truth of the message.

PDE standards addressed:

Section 10 (1.3.D; 1.6.D; 1.6.E; 1.9.E; 5.6.B; 1.6.B)



A NOTE ON PROGRAM EVALUATION

Many non-profit organizations today are strongly encouraged or, in some cases, required to evaluate the effectiveness of their programs, including those related to community education.

In an effort to be consistent with these mandates, representatives from the Collaborative member agencies will complete brief program evaluations during each visit. Faculty, staff, and students participating in these programs should anticipate completing an evaluation of some kind.

Examples of such evaluations may include:

- Brief pre-test/post-test survey
- Brief post hoc survey
- Reflective writing
- Other written assignment
- Activity-based
- Instructor evaluations

