

**LEBANON COUNTY COMMUNITY
AGENCY COLLABORATIVE**

**CHILD & YOUTH
EDUCATIONAL PROGRAMS
(ALL GRADE LEVELS)**



**2017 - 2018
GUIDE BOOK**

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ABOUT THIS GUIDE BOOK

This guide book is intended for use by adults working with children and youth in school and community-based settings. It includes several education programs designed not only for youth, but youth workers as well. 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; SAMHSA's *Strategic Prevention Framework*; or National Institute on Drug Abuse (NIDA) *Principles of Prevention*.

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

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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.



SAMHSA's STRATEGIC PREVENTION FRAMEWORK

SAMHSA's Strategic Prevention Framework (SPF) is a planning process for preventing substance use and misuse. The five steps and two guiding principles of the SPF offer prevention professionals a comprehensive process for addressing the substance misuse and related behavioral health problems facing their communities. The effectiveness of the SPF begins with a clear understanding of community needs and involves community members in all stages of the planning process.



The steps of the SPF include:

- **Assess Needs:** What is the problem, and how can I learn more?
- **Build Capacity:** What do I have to work with?
- **Plan:** What should I do and how should I do it?
- **Implement:** How can I put my plan into action?
- **Evaluate:** Is my plan succeeding?

The SPF also includes two guiding principles:

- **Cultural competence:** The ability to interact effectively with members of diverse populations.
- **Sustainability:** The process of achieving and maintaining long-term results.

NIDA'S PRINCIPLES OF PREVENTION

These principles are intended to help parents, educators, and community leaders think about, plan for, and deliver research-based drug abuse prevention programs at the community level. Two principles related to school-based prevention include:

PRINCIPLE 7 - Prevention programs for elementary school children should target improving academic and social-emotional learning to address risk factors for drug abuse, such as early aggression, academic failure, and school dropout. Education should focus on the following skills:

- self-control;
- emotional awareness;
- communication;
- social problem-solving; and
- academic support, especially in reading.

PRINCIPLE 8 - Prevention programs for middle or junior high and high school students should increase academic and social competence with the following skills:

- study habits and academic support;
- communication;
- peer relationships;
- self-efficacy and assertiveness;
- drug resistance skills;
- reinforcement of anti-drug attitudes; and
- strengthening of personal commitments against drug abuse.



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

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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.

The programs that follow only represent a sampling of topic areas DVI is qualified to cover. Here is a more comprehensive list:

Bullying & "Drama"
Bystander Intervention
Coaching Boys into Men / Kids ROAR
DV 101
DVI Services Overview
Ecology of Violence
Gender Norms, Roles, & Expectations
Harassment
Healthy vs. Unhealthy Relationships
Human Trafficking
Primary Prevention
Screening & Assessment
Stalking
Trauma Awareness & Resilience
Traumatic Brain Injury
Warning Signs

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

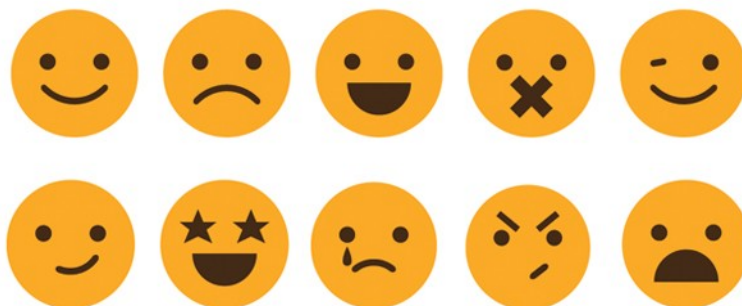
PDE Standards Addressed:

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.

YOUTH WORKER & COMMUNITY 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.

YOUTH WORKER & COMMUNITY 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

YOUTH WORKER & COMMUNITY 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
- Proudly serving survivors of all gender and sexual identities

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

CONTACT INFORMATION

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SPECIAL NOTES ON SARCC PROGRAMMING

All programs are:

- **Provided free of charge by a trained Sexual Assault Victim Advocate.**
- **Tailored as needed to class size, learning ability, age, time, and other factors.**

Materials needed: Access to computer/projector (PowerPoint and YouTube videos) or an overhead projector.

NO MORE
TOGETHER WE CAN END DOMESTIC VIOLENCE & SEXUAL ASSAULT

BODY SAFETY

(Grades 1-3; Grades 4-5)

Goal: For students to learn what to do when they experience an unsafe touch to their private zone(s).

Learners will be able to:

- Recognize safe versus unsafe touches.
- Describe The Safe Touch Rule.
- Identify trusted adults they can tell when The Safe Touch Rule is broken.

Possible Activities:

- Skill-building exercise on what to do when The Safe Touch Rule is broken.
- Variety of group discussion.

PDE Standards Addressed:

Section 10 (3.3.A; 3.3.C)

Section 16 (2.5.E; 3.5.C)

Life Behaviors Developed:

- Appreciate one's own body.
- Express love and intimacy in appropriate ways.
- Develop critical-thinking skills.
- Help prevent sexual abuse.

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

Parents In The Know

Parents In The Know is a four-session educational and skill-building program designed to prevent child sexual abuse. It was developed by Pittsburgh Action Against Rape (PAAR) staff and was informed by an initial baseline survey of adults in the community and focus groups to assess community attitudes toward and knowledge of child sexual abuse and prevention skills that needed strengthening. As a form of primary prevention, the program seeks not only to raise parents' awareness of child sexual abuse, but also to build their skills for proactive behaviors that could reduce the risk of children being targeted by individuals who sexually abuse children, make communication with children about sexuality normative, strengthen community norms for talking about prevention of child sexual abuse, and increase community norms that hold individuals accountable for behaviors that violate children's boundaries.

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 Adults 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.

COMMUNITY PROGRAMS (CONT'D)

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.

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

PROFESSIONAL TRAININGS (CONT'D)

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.

Mandated Reporting of Suspected Child Abuse: Knowing Your Role in the Protection of Children

(Developed by the Pennsylvania Coalition Against Rape)

Summary: Receive in-person training from SARCC staff who are experts in recognizing and reporting child abuse and provide comprehensive services to victims and families in your community. This training was approved by the Departments of Human Services, Education, and State. This training is eligible for Act 48 hours and meets the requirements for training under Act 126. This training also includes continuing education for licensees in a health-related field and meets requirements under Act 31.

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

- Understand the elements of child abuse, definitions, and categories of abuse.
- Know their duties as a mandated reporter, including how to make a report and protections for those who report.
- Understand the connection between child abuse and neglect and long-term health outcomes.
- Identify the signs and symptoms of child abuse and neglect.
- Effectively respond to a disclosure of child abuse.
- Practice scenarios to help build their confidence.

Total Time Required: 3 hours

Note: Due to the preparation involved and length of this training, we do encourage monetary donations.



COMPASS MARK
TRANSFORMING LIVES. STRENGTHENING COMMUNITIES.

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 over fifty 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.

CONTACT INFORMATION

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717.299.2831 x239
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COMPASS MARK

TRANSFORMING LIVES. STRENGTHENING COMMUNITIES.



WE KNOW BETTER

A skill building program that will help students from 4th through 9th grade live lives free of alcohol, tobacco, other drugs, and gambling.

Summary: Students will learn about the effects of alcohol, tobacco, other drugs, and gambling 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. This program will increase the students' knowledge of good decision-making skills, developing resiliency, and stepping up and showing compassion for others. All Compass Mark programs require pre & post testing to ensure objectives are met.

Total time required: We Know BETter program consists of eight, forty-five minute lessons.

Learners will be able to:

- Demonstrate prior knowledge of ATODG.
- 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."

Effectiveness:

- Evidence-informed program.
- Recognized by DDAP for meeting best practices.
- Currently in the evidence-based research process.



COMPASS MARK
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PROJECT TOWARDS NO DRUG ABUSE

A skill building program that will help students from 8th through 12th grade live lives free of alcohol, tobacco, and other drugs.

Summary: Project TND is designed to run in classroom or small group settings. The sessions are highly interactive, with the use of the Socratic Method, classroom discussions, skill demonstrations, role-playing, and psychodrama techniques throughout the curriculum.

Total Time Required: Project TND includes 12, 40 to 50 minute sessions.

Learners will be able to:

- Demonstrate skills for active listening.
- Discuss how to fight the stereotype of teenage substance use.
- Demonstrate how to set healthy goals, use self-control, and utilize healthy decision making.
- Discuss the myths and denials of substance use and chemical dependency.
- Demonstrate positive and negative perspectives.

Effectiveness:

- Evidence-informed program.
- Recognized by DDAP for meeting best practices.
- **A Blueprints:** Model Program.



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TRANSFORMING LIVES. STRENGTHENING COMMUNITIES.



CBITS—SSET

The Cognitive Behavioral Intervention for Trauma in Schools (CBITS) program is a school-based, group and individual intervention. CBITS has been used with students from 5th grade through 12th grade.

Summary: It is designed to reduce symptoms of post-traumatic stress disorder (PTSD), depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills. CBITS has been used with students who have witnessed or experienced traumatic life events such as community and school violence, accidents and injuries, physical abuse and domestic violence, and natural and man-made disasters. CBITS uses cognitive-behavioral techniques (e.g., psychoeducation, relaxation, social problem solving, cognitive restructuring, and exposure).

Total Time required: 10 group sessions, 1-3 individual sessions, 2 parent psychoeducational sessions, and 1 teacher educational session.

Participants will learn: Six cognitive-behavioral techniques:

- Education about reactions to trauma
- Relaxation training
- Cognitive therapy
- Real life exposure
- Stress or trauma exposure
- Social problem-solving

Effectiveness:

- SAMHSA Evidence-Based Program
- Recognized by DDAP for meeting best practices.



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TRANSFORMING LIVES. STRENGTHENING COMMUNITIES.



LIONS QUEST ELEMENTARY - SKILLS FOR GROWING

Lions Quest is an evidence-based PreK—5 program that integrates social and emotional learning.

Summary: Lions Quest includes lessons on character development, drug and bullying prevention, and service-learning. Through a series of developmentally appropriate thematic units and lesson plans, the program helps create a school and classroom environment that promotes the positive student behaviors that lead to greater academic success.

Total Time Investment: Lions Quest consists of 6 Units ranging from seven to eight 30 minute lessons each for a total of 42 lessons. This program is able to be modified to fit tighter schedules with fewer lessons.

Participants will learn:

- Protective factors by creating a strong connection to school.
- Knowledge in making commitments to healthy choices when they face pressure to use alcohol, tobacco, and other drugs.
- Skills to deal with bullying, stress, and anger.

Effectiveness:

- SAMHSA Evidence-Based Program.
- Recognized by DDAP for meeting best practices.



COMPASS MARK
TRANSFORMING LIVES. STRENGTHENING COMMUNITIES.

LEADERSHIP TRAINING

Compass Mark offers one-day leadership trainings for middle and high school students.

Summary: These trainings are fun and interactive, providing the students with skills to help them become better leaders and role models in their school communities. The trainings are tailored to each individual group, such as peer mentors, student council members, youth action club members, and sports teams.

Total time required: One-day event, 4-6 hours.

Participants will learn:

- The characteristics of a good leader.
- How to communicate effectively with others.
- How to lead without being ‘bossy.’
- How to work as a team to achieve a common goal.
- Participate in a cultural diversity exercise to help them understand how it feels to be in a minority and to be excluded from others.



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

