



# NIYG 2.0 CURRICULUM MANUAL

A WEB-BASED HIV, STD, AND  
PREGNANCY PREVENTION CURRICULUM  
FOR AMERICAN INDIAN AND ALASKA  
NATIVE YOUTH AGES 12-14

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## ***Native It’s Your Game***

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*Native It's your Game* (Native IYG) is a web-based HIV, STD, and pregnancy prevention curriculum for American Indian and Alaskan Native (AI/AN) youth ages 12-14.

In 2009, Tribal Health Educators acknowledged the need for a sexual health program designed specifically for Native youth and identified *It's Your Game, Keep it Real (IYG)* as an option. *IYG* is an evidence-based sexual health curriculum developed by a team of researchers from the University of Texas Health Science Center at Houston (UTHealth) using a framework based on Social Cognitive Theory, Theory of Triadic Influence, Social Influence Models, and empirical evidence.

A partnership was formed between UTHealth, the Inter Tribal Council of Arizona, Inc. (ITCA), Alaska Native Tribal Health Consortium (ANTHC), and the Northwest Portland Area Indian Health Board (NPAIHB) to adapt *IYG* and evaluate *Native IYG* as part of a four-year study through funding provided by the Centers for Disease and Control (CDC). The project received additional funding from the

Administration of Children and Families (ACF) to include parent-child and service linkage components.

*Native IYG* is a computer-based curriculum comprised of thirteen 30–50-minute interactive lessons, which can be used in the classroom, or as an extracurricular program. The program allows youth to use the program without the need for teacher facilitation and includes factsheets and three homework assignments that prompt parent and children communication. Facilitators may also use the quizzes to check for understanding after each lesson.

The program teaches about healthy relationships, life skills, communication, and refusal skills using interactive activities, videos, games, personalized “journaling” activities, tailored feedback, and individually tailored activities. It emphasizes abstinence, but also teaches learners how to protect themselves from pregnancy and sexually transmitted infections using medically accurate information.

## What is *Native It's Your Game*?



Preliminary results from the research study conducted from 2010 to 2015 showed that youth who received the *Native IYG* program had more reasons not to have sex, increased knowledge about STIs and condoms, and felt more confident acquiring and using condoms correctly when compared to youth who did not receive *Native IYG*.

### ***Native IYG Themes***

**GAME = Life**

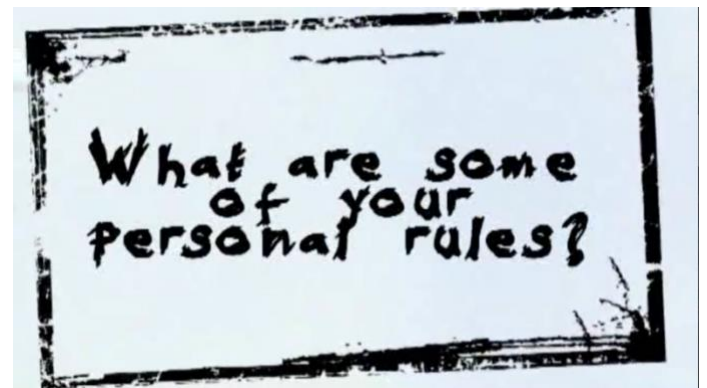
**REAL = Being true to yourself**

**KEEPING YOUR GAME REAL = Respecting yourself and others and playing by your own rules.**

**PLAYERS IN YOUR GAME= People in your life that can help you keep your game real. Examples might include: family, friends, elders, teachers, or other community members.**

### **STEPS TO PLAYING BY YOUR OWN RULES**

- 1. SELECT:** Know your personal rules ahead of time
- 2. DETECT:** Watch for signs and/or situations that challenge your personal rules
- 3. PROTECT:** Avoid risky situations, or use refusal skills (using a clear *no* or an alternative action) to get out of the situation







Native IYG includes 13 **computer-based lessons** with a content management system (CMS), a **curriculum manual**, **fact sheets** embedded in the program, and 3 **homework activities**. Optional **quizzes** are also available at the end of each lesson. See Figure 2 for the lesson schedule.

**Figure 2.** *Native IYG* lesson sequence

Lesson Number	<i>Native IYG</i> Lesson Title
1	The Pre-Game Show <b>Fact Sheet: Suicide Prevention</b>
2	Keeping it Real...Among Friends
3	Playing by Your Rules...SELECT, DETECT, PROTECT <b>Homework activity</b>
4	Protecting Your Rules
5	Know Your Body <b>Fact Sheets: STDs, Menstruation, GLBTQ2S</b>
6	Keeping it Real... Healthy Dating Relationships <b>Fact Sheet: The 411 on Sexual Abuse</b> <b>Homework activity</b>
7	Protecting and Playing by Your Rules... Regarding Sex <b>Fact Sheet: Drugs and Alcohol</b>
8	Negotiate to PROTECT
9	Keeping it Real... Consequences of Pregnancy <b>Fact Sheets: Pregnancy Testing, Birth Control</b> <b>Homework activity</b>
10	Keeping it Real... Consequences of HIV and STIs <b>Fact Sheets: Body Art, Testing for HIV and other STDs</b>
11	Keeping it Real... Risk Reduction Strategies
12	Playing by Your Rules...A Review
13	The Post-Game Show

## Computer-based lessons

To get the most out of the curriculum, it is recommended that facilitators access the program via the internet. The facilitator will be able to track the learners’ progress using the CMS.

## About the content management system (CMS)

The CMS allows facilitators to organize learners into groups and track each learner’s progress and quiz scores. It allows facilitators to view and download individual as well as aggregate group data.

## Enrolling as a Facilitator

1. Go to website: <https://hnynativeiyg.sph.uth.tmc.edu/>
2. Click on “Facilitator Enrollment”
3. Fill in the required fields and click on the “Proceed to Next Step” button
4. Once registered, log in using the username and password you created



### WELCOME TO NATIVE IT'S YOUR GAME

**Facilitators** registering for the first time: please click on Facilitator Enrollment. Facilitators with an existing account may enter their username and password below.

**Youths** who are visiting for the first time, can click on Youth Enrollment, or login using the username and password their facilitators gave them.



Facilitator Enrollment

Youth Enrollment

**Username \***

**Password \***

Log in

Forgot password?



## Creating a Group

1. Click on “Create New Group” on the left side navigation menu.
2. Name the group in the group name field, then choose the group’s semester and year along with a description
3. Click on the Save button when you’re done

**\*\*Please make sure to add your institution or organization when creating a group. You can choose where you’re located from the drop-down menu or add your organization under <create new>**

The left screenshot shows the 'My Groups' page. On the left side, there is a navigation menu with buttons: 'Create New Group' (highlighted with a green box), 'View My Groups', 'View Program Lessons', 'View My Archives', 'View Quiz Questions', 'Download Native IYG', and 'Facilitator Satisfaction Survey'. The main content area is titled 'My Groups' and contains instructions on how to manage groups. Below the instructions is an 'Export All Group Data' button and an 'Operations' section with a dropdown menu set to 'Choose an operation' and an 'Execute' button.

The right screenshot shows the 'Create New Group' form. It has tabs for 'Content', 'Structure', 'People', 'Configuration', 'Quiz', and 'Export Student Data'. The 'Content' tab is active. The form includes fields for 'Group Name' (with 'Spring Testing 2021' entered), 'Semester' (a dropdown menu set to 'Spring'), 'Year' (a dropdown menu set to '2021'), and an 'Archived' checkbox. There is a 'Group Description' text area with 'Testing purposes' entered. At the bottom, the 'Institute/location' dropdown menu is highlighted with a green box, showing 'UTHealth' as the selected option. There is also a 'Revision information' section and a 'Create new revision' checkbox.

## How to view a group

1. Click on “View My Group” on the left side navigation menu
2. Click on the group name or on the Data button to view all user data
3. While in the group page, click on the lessons or quizzes tab to view the learners progress
4. For those learners who have submitted their homework, click on the homework tab to place a checkmark under the lesson

The screenshot shows the 'My Groups' page. The left navigation menu has buttons: 'Create New Group', 'View My Groups' (highlighted with a green box), 'View Program Lessons', 'View My Archives', 'View Quiz Questions', and 'Download Native IYG'. The main content area is titled 'My Groups' and contains instructions on how to manage groups. Below the instructions is an 'Export All Group Data' button and an 'Operations' section with a dropdown menu set to 'Archive Group(s)' and an 'Execute' button.

## Student Access

### Option 1 (Youth enroll and join a classroom):

1. Youth go to: <https://hynativeiyg.sph.uth.tmc.edu/>
2. Youth click on "Youth Enrollment"
3. Search for the group by facilitator name
4. Enter name, create username and password, and create security questions
5. Youth log in with the credentials they just created

### Additional Steps ONLY If Using Offline Version:

6. Download lessons from *Native IYG* thumbdrive
7. Launch lessons **from desktop** using login credentials created in steps 1-4 above.

Note: Student may create local ID/password from downloaded desktop version if online registration is unavailable. However, progress information will not be collected.



WELCOME TO NATIVE IT'S YOUR GAME

**Facilitators** registering for the first time: please click on Facilitator Enrollment. Facilitators with an existing account may enter their username and password below.  
**Youths** who are visiting for the first time, can click on Youth Enrollment, or login using the username and password their facilitators gave them.

Facilitator Enrollment
Youth Enrollment

Username \*

Password \*

Log in

Forgot password?



Teacher Name: \_\_\_\_\_  
 Classroom Name: Spring  
 Classroom Description: Testing purposes

#### ENROLL YOUTH OPTION

Create a username and password, along with security questions to retrieve your account in case you have forgotten your password.

First Name \*

Last Name \*

Gender \* - Select -

User Name \*   
Please choose a user name

Password \*

Confirm Password \*

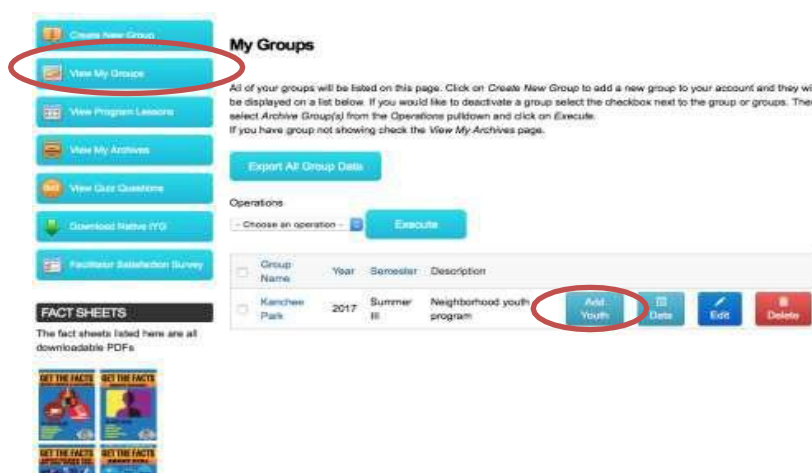
#### SECURITY QUESTIONS

Secret Question 1 \* - Select -

## OR **Option 2** (Facilitator creates youth profiles):

This option allows facilitators to have a record of all youth usernames and may save class time on the first day. Facilitators must remember to share the username and password with each youth.

1. Click on “View My Groups” on the left side navigation menu and then click on “Add Youth” next to the desired classroom.
2. Create youth profile(s) by adding their name, a unique username and password.



3. Keep record of their usernames and password and share with the youth.
4. Have youth go to: [https:// https://hnynativeiyg.sph.uth.tmc.edu/](https://hnynativeiyg.sph.uth.tmc.edu/)
5. Youth log in with the username and password created by the facilitator. The youth may then click on “My Account” on the top navigation to change their password and choose their security questions.

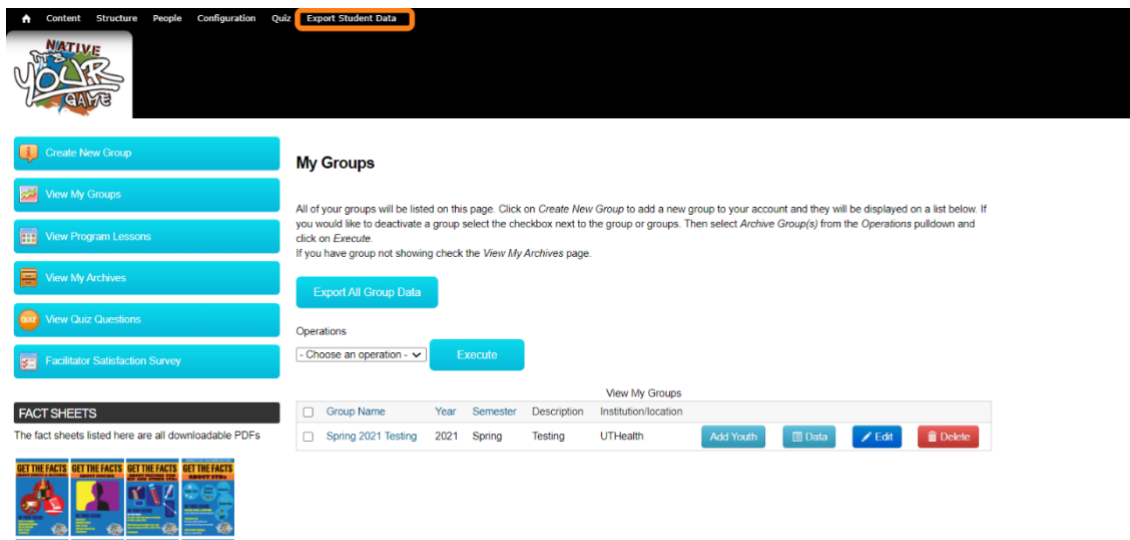
## Exporting youth data for each group

1. Click on “View My Group” on the left side navigation menu.
2. Select the group name from the list or click on the Data button.
3. Then click on the “Export Youth Data” button on the following page.
4. An XLS (Excel) file will be downloaded automatically. Check your browser settings to find the location of all downloads.



## How to export data for all groups

1. Click on the “Export All Group Data” button on the top row from anywhere in the facilitator account
2. An XLS (Excel) file will be downloaded automatically. Check your browser settings to find the location of all downloads.

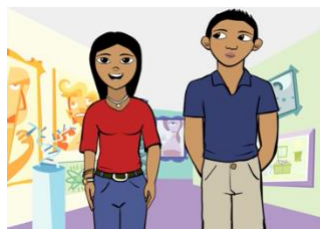


### Navigating Native IYG

*Native IYG* is set in a “virtual mall” where learners will be directed to different “stores”, or locations to play interactive games, watch videos, evaluate scenarios, and follow role-model stories.

Although learners experience “moving” from one location to the next, they cannot control the course of the lesson. Most locations have a special character that introduces the activities.

Below are the locations and characters that learners will encounter:



- **Directory**--Displays objectives for the day.
- **Information booth**--The security guy in the information booth gives the learners a preview of what they will be covering for the day.
- **Mia & Derek**--Youth guides who appear throughout the program to lead telelearners through different activities.
- **Elders**--Renee Roman Nose (from Cheyenne & Arapaho tribes of Oklahoma) and Kirby Gchachu (from Zuni Pueblo of New Mexico) offer words of wisdom and share different traditions that relate to the lesson’s topic.
- **Brainstorm**--The Brainiac will use interactive games and stories to help learners start thinking about the lesson’s topic and why it’s important.



- **Scoops**—Learners get the scoop on important information to help them keep their game real.



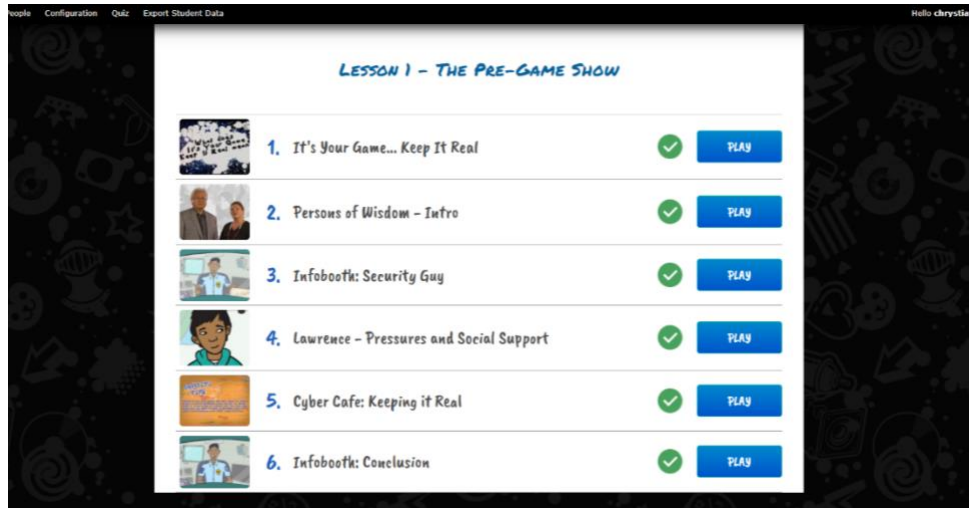


- **Hot Ticket**—Learners will view the “Reel World”, a series of episodes following a group of older teens learning how to keep their game real.
- **Body Art**—Learners receive important information here that will help them play by their personal rules.
- **To the Limit**— The coach tests the learners’ skills with different activities.
- **Buzz**—Showcases “Teens Talk” videos where learners can see real teens talk about their own experiences and give advice.
- **It’s a Zoo** – Mrs. Darwin will take learners through activities to build up their protection skills.
- **On the Air**—The expert presents facts and discusses more serious topics like the definition of sex, how reproduction works, and HIV and STIs.
- **Zines**—Includes quizzes/assessments on the topic addressed in the lesson with tailored feedback.
- **Cyber Café**—Learners are greeted by the Rasta man who encourages them to respond to prompts about the lesson on the private graffiti wall.

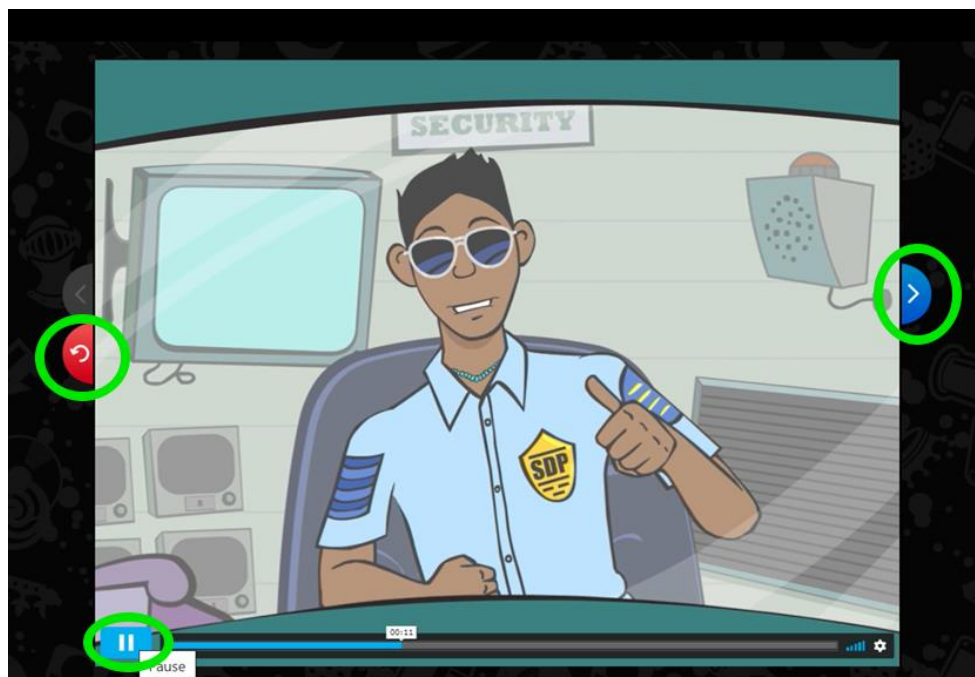


## Navigating Native IYG

1. **Lesson Menus:** Users can access individual activities within a lesson to resume an activity or go back to a previous activity they would like to go over again. Green checkmarks indicate the activities completed. Note that students will not be able to skip activities. An activity must be completed for student to move on to the next one.



2. **Navigation Buttons:** Users can playback an activity while navigating through the lessons with the "return" button. Users can also skip to a next activity within the lesson activities, if they have previously completed the activity. Users cannot skip to activities that have not yet been viewed.



## Tailoring

Activities are not tailored to *Gender*. All students can choose their role in an activity, alternating between roles if they choose to. Some lessons such as the Reproductive Anatomy lesson, will play both the male and female tailored activities.

### *Sexual intent and experience*

Certain activities are designed to meet the needs of a learner based on his/her intent to have sex or his/her sexual experience. These activities are preceded by two questions (shown here) to assess intent and experience: 1) Have you ever had sex? 2) Do you think you will have sex in the next year?

The responses are only used to proceed to the appropriate activity; there is no way to save this information or reveal what the learner chose after the activity.



## About the curriculum manual

This manual is designed to offer facilitators guidance and support as youth progress through this program.

Each lesson begins with a summary page that outlines what is included in that lesson:

- *Approximate duration of lesson*
  - Please note that these times will vary for each learner, but they may be used to help plan for facilitation. For example, facilitators who have time constraints may decide to split longer lessons over two days.
- *Overview of lesson*
- *Objectives*
  - These objectives are for facilitators and will vary slightly from lesson objectives that learners read on the computer at the beginning of each lesson, which are worded to be more youth friendly.
- *List of learning activities*
- *Homework activity* (if applicable)
- *Optional quiz*

Following the summary page, facilitators will find the breakdown of learning activities, which includes a brief description of each activity, and a list of fact sheet available for learners to view.

## Fact Sheets

Ten supplemental “Get the Facts” informational fact sheets are available for learners to access and view during the program. Once a fact sheet becomes available in a lesson, it is accessible for every following lesson.

Fact Sheets will open in a new browser window.

Topics are:

- Suicide Prevention
- Menstruation
- STIs
- Birth Control
- 2SLGBTQ
- Sexual Abuse
- Drugs and Alcohol
- Body Art (tattooing and piercing)

- Pregnancy Testing
- HIV and STI Testing



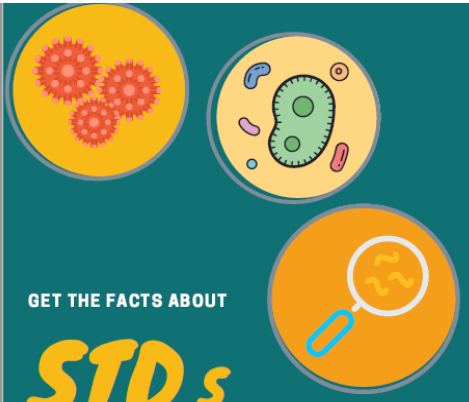
GET THE FACTS ABOUT

## DRUGS AND ALCOHOL

IN THIS ISSUE:

- What is a Drug?
- Dangerous Ground
- Out of Control
- How to Help
- Resources

NATIVE IT'S YOUR GAME




GET THE FACTS ABOUT

## STDs

IN THIS ISSUE:

- What is an STD?
- Treating STDs
- Other Infections
- Getting Tested
- Protect Yourself
- Resources

NATIVE IT'S YOUR GAME



GET THE FACTS ABOUT

## SUICIDE

IN THIS ISSUE:

- Teens & Suicide
- The Facts
- Warning Signs
- How to Help
- Suicide Prevention
- Resources

NATIVE IT'S YOUR GAME



GET THE FACTS ABOUT

## HIV TESTING

IN THIS ISSUE:

- The Facts
- Testing Information
- Resources

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GET THE FACTS ABOUT

## SEXUAL ABUSE

IN THIS ISSUE:

- What is Abuse?
- Rape and Sexual Assault
- Making Escape Plans
- Answers to Common Questions
- Resources

NATIVE IT'S YOUR GAME

## Homework activities

There are three homework activities included in *Native IYG*. Learners can do the activity with their parent/caregiver or they can talk to another trusted adult like an elder, aunt, uncle, grandparent, etc. Each activity takes about 10 minutes to complete.

The homework activities give learners the opportunity to ask their parent(s) or trusted adult questions and have a conversation about things they are learning in the program. The homework activities should be distributed in the following lessons:

- Lesson 3: Playing by your Rules...SELECT, DETECT, PROTECT
  - Topics include friends, personal rules, and dealing with peer pressure.
- Lesson 6: Keeping it Real...Healthy Dating Relationships
  - Topics include healthy relationships and rules for dating
- Lesson 9: Keeping it Real...Keeping My Goals
  - Topics include goal setting and how unplanned pregnancy could impact goals.

## Optional materials: Found in Appendix

### Quizzes

Quizzes for every lesson are provided to check for learners understanding of the program topics and allows facilitators to issue a grade if desired. Quizzes become accessible to the learner upon completion of the lesson. Learner may need to hit “refresh” or log out and log back in to access the quiz. Quizzes are also included in the Appendix of this manual.

### Certificate of Completion

A template for a certificate of completion is available in the appendix if facilitators choose to issue them to youth upon completion of the program.

## **Definition sheet**

The definition sheet is a list of standard definitions of terms in *Native IYG* that can be used to assist facilitators when answering questions from learners or parents.

## **National helplines and web-based resources for youth**

A table of helplines and web-based resources for youth is provided in the Appendix. Facilitators are encouraged to add local resources to this list and distribute to youth.



## **System Requirements for Computer-Based Lessons**

Check with your organizations computer technician/IT staff to ensure the system requirements needed to run the *Native IYG* computer-based lessons are compatible and updated on the computers you will be using. Please ensure accessing content is compatible with any system firewalls. The computer lessons are interactive and are coded in HTML and JavaScript.

### **For Firefox:**

Windows:

- Windows 7, 8, or 10.
- Recommended Hardware:
  - Pentium 4 or newer processor that supports SSE2
  - 512MB of RAM / 2GB of RAM for the 64-bit version
  - 200MB of hard drive space

Mac

- macOS 10.9, 10.10, 10.11, 10.12, 10.13
- Recommended Hardware:
  - Macintosh computer with an Intel x86 processor
  - 512 MB of RAM
  - 200 MB hard drive space

### **For Chrome:**

Windows:

- Windows 7, Windows 8, Windows 8.1, Windows 10 or later
- An Intel Pentium 4 processor or later that's SSE3 capable

Mac

- OS X El Capitan 10.11 or later

### **For Safari:**

Mac:

- macOS Catalina 10.15 or later

### ***Minimum system requirements:***

- Pentium M processor running at 2.5 MHz or better
- 2GB RAM

**For accessing the lessons via the *Native IYG* website (<https://hnynativeiyg.sph.uth.tmc.edu/>), the following is required:**

- Broadband internet connection\* (“high speed internet”) with a minimum of 256KB per second available to each user.

Each computer requires 256KB to run the program smoothly; however, problems will probably occur when sites have a shared wireless connection. For example, if the connection is 2MB, two computers running simultaneously in the lab will each have access to 1MB. Each additional user takes a piece of the capacity, and then programs start to fail/freeze.

Labs may need approximately four access points for a typical size classroom to run smoothly. However, if the lab computers connect to Internet directly a large number of learners should be able to use computers simultaneously.

Here is some additional information on wireless access point needs for computer labs (please note this refers to maximum throughput and many labs may only have shared 2 or 1MB per second access points):

**Wireless Standard B networks.** If your classroom has only a single wireless access point configured for B channel access, the maximum throughput for the room is a shared 6MB per second. Assuming there are no other learners and no additional needs for bandwidth, the access point can serve a maximum of 24 workstations drawing video at 256KB per second. It is safe to operate 15-20 workstations because the computers themselves will also be using bandwidth for other network purposes.

**Wireless Standard G networks.** If your classroom has only a single wireless access point configured for G channel access, the maximum throughput for the room is a shared 24MB per second. Assuming there are no other learners and no additional needs for bandwidth, the access point can serve a maximum of 96 workstations drawing video at 256KB per second. It is safe to operate 70-75 workstations because the computers themselves will also be using bandwidth for other network purposes.

### **Wireless Standard N Networks**

If your classroom has only a single wireless access point configured for N channel access, the maximum throughput for the room is a shared 60-112MB per second. Assuming there are no other learners and no additional needs for bandwidth, the access point can serve a maximum of 240 workstations drawing video at 256KB per second. It is safe to operate 190-200 workstations because the computers themselves will also be using bandwidth for other network purposes.

## Helpful Tips for Implementation

### Ten tips for making the most of Native IYG

1. Consider **hosting a parent night or kick-off event** before the program begins to generate excitement and give parents a chance to preview the program and ask questions. See next section for kick-off event suggestions.
2. Create and maintain a safe and positive learning environment by encouraging
  - i. **program agreements** (laid out for learners in lesson 1): You can post these agreements in the classroom:
    - a) Keep your eyes on your own computer
    - b) Allow others to do their work - don’t interrupt your buddies
    - c) Don’t let others work on your assigned computer
3. **All 13 lessons** should be delivered in the order in which they appear.
  - a) Adding, skipping, or rearranging activities may compromise core components of the curriculum and decrease positive impact.
4. The lessons can fit **any schedule that works best** for your setting (e.g., twice a week, once a week, every other day) within a 4-month time period.
  - a) Every day is not recommended to avoid learners becoming fatigued and/or not having time to process the information.
5. Consider **offering snacks, raffle prizes, or other incentives** to encourage participation.
6. Maximize **privacy** for learners by:
  - a) **Using headphones** (if your site has limited resources ask learners to bring their own).
  - b) **Arranging seating** with as much space as possible, where learners cannot easily view other learners’ computer screens.
7. For maximum affect, the program is designed to be completed **individually** on a computer.

8. Use **Homework Activities, Factsheets** (found in the Appendix), and **Newsletter** (accessible on [HealthyNativeYouth.org](http://HealthyNativeYouth.org)) to encourage communication between parent(s)/ trusted adults and the community.
9. **Invite a local nurse, elder, counselor, or health educator** to meet with the group during the program to provide information about local resources, teachings, and traditions.
10. Use **Quizzes** (found in the Appendix) to check for learner understanding and for issuing a grade if necessary.

### Suggestions for Kick-off and closing events

Kick off events for parents and community would ideally take place before implementation begins. It may take place during an existing parent night, a health fair, or another community event to maximize attendance. The purpose of this event is to increase awareness about Native IYG within the community and answer any questions regarding the program.

Consider including:

- Food/refreshments
- Information about the program (see pages 4-6 of this manual)
- A laptop with program on it
- A raffle with door prizes
- Give-aways like Tattoos, stickers, clings, lanyards, with Native IYG logo to give out to youth (see regional contact)
- Activities for kids

### Closing events

Closing or culmination event would take place after completion of the program by all participating youth. Facilitators are encouraged to conduct a ceremony to distribute certificates of completion.

In addition, facilitators could include:

- A reflection time or wall where youth can write about what they learned
- Food/refreshments
- A raffle with door prizes
- Give-aways like Tattoos, stickers, clings, lanyards, with Native IYG logo to give out to youth (see regional contact)



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## Lesson 1: Pre-Game Show (27 min)

### Overview:

In this lesson, learners are introduced to the *Native It's Your Game* program. They will learn about the “Keeping it Real” theme used throughout the program and understand the goals and expectations of the curriculum. Learners will explore different aspects of health and will personalize what “Keeping it Real” means in their own lives.

### Objectives: Learners will be able to:

- Describe the theme and goals of the curriculum
- List agreements for program participation
- Describe physical, mental, social, and spiritual health
- Describe how people in their lives can support them
- List their personal strengths, short-term and long-term goals

### Learning Activities:

1. Introduction video
2. Elder blessing
3. Mia & Derek intro and Mall Tour
4. Healthy You
5. Pressures and Circle of Support
6. This is Me...Keeping It Real
7. Personal Goals

### Optional: Lesson 1 Quiz

## Breakdown of Learning Activities:

### 1. Introduction video

**Description:** To contrast how sex education was done in the past, the program begins with an outdated 1950s-style black and white sex education video which then explodes and transitions into a modern introduction to the *Native It's Your Game* program. Learners watch a fast-paced video featuring traditional dancing, Native sports, and youth sharing talents like singing and dancing. They will also see teens from all over the country answering the following questions: *What does "keeping it real" mean? How do you "keep it real"? What are some of your goals in life? What kinds of obstacles make it hard to keep your game real? Who are the players in your game? How does your culture help you keep your game real?*

### 2. Elder blessing

**Description:** The elders, Renee Roman Nose (from Cheyenne & Arapaho tribes of Oklahoma) and Kirby Gchachu (from Zuni Pueblo of New Mexico) offer a blessing to begin the program and introduce themselves. The elders explain that they will "keep it real" by guiding the learners through the program with honesty and respect.



### 3. Mia & Derek intro and Mall Tour

**Description:** Learners are introduced to youth guides Mia and Derek, who will narrate a flying tour of the mall complex to learn about the "stores" they will visit in the program and the types of activities they will encounter in each store. Additionally, learners will review and agree to the following rules for the program:

- Answer questions honestly
- Keep your eyes on your own computer
- Allow others to do their work - don't interrupt your buddies

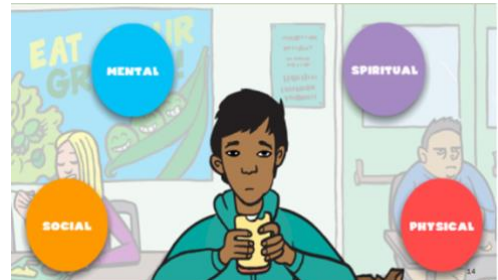


Learners are informed that the information they input to the program will be kept **confidential**. However, by law, you (the facilitator) are **required to report** if learners tell you that:

- They are going to **hurt themselves**
- They are going to **hurt someone else**
- They have ever experienced (past or present) physical, sexual or emotional **abuse or neglect**.

#### 4. Healthy You

**Description:** Learners are introduced to Lawrence, an average teen, and are asked to power up Lawrence's health by correctly identifying definitions for physical, mental, social, and spiritual health. *Physical health* is defined as having a healthy body like eating a balanced diet, exercising regularly, and getting enough sleep. *Mental health* is defined as having a healthy mind like working hard at school and managing your emotions. *Social health* is defined as having healthy relationships family, friends, teachers, mentors, and boyfriend/girlfriends. *Spiritual health* is defined as having a healthy connection to the world and Creator, which can help you feel a part of something bigger than yourself. After learners correctly identify each type of health, they learn that being healthy is about keeping all areas of health balanced.



#### 5. Pressures and Circle of Support

**Description:** This animated scene depicts Lawrence being bombarded by everyday pressures that can negatively affect his balance on life. Lawrence eventually breaks free from the pressures by turning to his circle of support. To demonstrate the importance of the circle of support, Lawrence is then surrounded by examples of people who could be in his inner and outer circle of support (e.g., family, teachers, friends, community members). Learners will have the opportunity to click on each person to learn about how he/she can turn to this person when they experience

pressure. Learners will then watch a video of their peers discussing the importance of having someone to offer social support.

## 6. This is Me...Keeping It Real

**Description:** Learners are introduced to the private graffiti wall—a personal space to share their thoughts as they progress through the program. On this wall, learners write about their favorite sayings or quotes, their strengths and talents, how they keep it real, and players in their game. Learners will also see a list of topics that *Native IYG* will cover and they will identify topics they would like to learn more about.

## 7. Personal Goals

**Description:** This private graffiti wall prompts learners to share short-term goals (to meet by the end of the school year), long-term goals (to meet by the end of high school), and their game plan to achieve at least one of their goals.

**Fact sheets available for this lesson:** Suicide prevention

## Lesson 2: Keeping It Real...Among Friends

(35 min)

### Overview:

Learners review the characteristics of real friendships. This lesson will provide learners an opportunity to understand the qualities of a real friend and assess the friendships in their own lives.

### Objectives: Learners will be able to:

- Describe the qualities of a healthy friendship
- Demonstrate the ability to evaluate friendships
- Feel confident in the ability to have healthy friendships
- Practice resisting social pressures to have an unhealthy friendship

### Learning Activities:

1. Jazmine Has a Secret
2. Build-A-Friend
3. Reel World Serial
4. Teens Talk about friendships
5. Assessment Quiz (Tailored by gender)
6. Reel World Serial Evaluation
7. Reel World Serial Conclusion

### Optional: Lesson 2 Quiz

## Breakdown of Learning Activities:

### 1. Jazmine Has a Secret

**Description:** In this introductory activity, learners will see a photo-based story about Jazmine and her friends. They will answer questions about whether each friend kept it “real”, or not, and describe why. Learners receive feedback about their assessment of each of Jazmine’s friendships.

### 2. Build-A-Friend

**Description:** The objective of the activity is to identify the qualities of a “real” and “not so real” friend. Learners will classify different types of friendships based on their characteristics. The learner will ‘build a friend’ using the qualities they identify as “real.” Immediate feedback is offered after each selection. The “real and “not so real” characteristics of a friend are as follows:

**Real:** accepts that “no” means “no,” shares decisions, respects you, stands up for you, keeps secrets

**Not So Real:** uses you, makes you feel stupid, makes all the decisions, talks bad about you, thinks “no” means “maybe”

### 3. Reel World Serial

**Description:** In this series, the friendships among Shannon, Danielle, and Nick are being tested when Danielle catches Shannon and Nick smoking marijuana in her bathroom.

### 4. Teens Talk about friendships

**Description:** Learners watch videos of teenagers talking about friendships. In the videos, the teenagers talk about real friendships

they have had, as well as not-so-real friendships. They also talk about the negative pressures that come from being in a not-so-real friendship.

### 5. Assessment Quiz (Tailored by gender)

**Description:** Learners take a short quiz. The 1<sup>st</sup> quiz prompts them to think about how well their friends treat them and the 2<sup>nd</sup> quiz prompts them to think about how well they treat *their* friends. Learners are offered feedback for their answers.

### 6. Reel World Serial Evaluation

**Description:** After watching the serial, learners evaluate the friendships of Danielle, Shannon, and Nick, as well as provide input to help Danielle solve her problem.

### 7. Reel World Serial Conclusion

**Description:** Learners see the conclusion of the serial: Danielle kicks Shannon and Nick out of the house, but after some time Danielle and Shannon are able to resolve the problem and still remain friends.

**Fact sheets available for this lesson:** Suicide prevention



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## **Lesson 3: Playing by Your Rules...SELECT, DETECT, PROTECT**

(40 min)

### **Overview:**

Learners recognize the need to play by their own rules regarding risky behaviors. In this lesson, they learn and practice three steps (SELECT, DETECT, PROTECT) which are necessary to play by their own rules. Learners also learn the importance of respecting other people's rules.

### **Objectives:** Learners will be able to:

- Describe the three steps necessary for playing by your rules (SELECT, DETECT, PROTECT)
- Define the meaning of a "personal rule"
- Identify situations that may challenge personal rules
- Identify actions to help stick with personal rules

### **Learning Activities:**

1. SELECT, DETECT, PROTECT Introduction
2. SELECT, DETECT, PROTECT Practice
3. Reel World Serial
4. Risky or Not?
5. The Fight
6. Reel World Serial Evaluation
7. Reel World Serial Conclusion

**Distribute:** Homework activity for lesson 3

**Optional:** Lesson 3 Quiz

## Breakdown of Learning Activities:

### 1. SELECT, DETECT, PROTECT Introduction

**Description:** In this interactive animation sequence, learners are introduced to the three steps to help them play by their rules: Select, Detect, Protect. Learners will play a word scramble game to identify the names of the three steps and Mia and Derek will explain what each of the steps is about. Learners will also watch a peer video of teens talking about personal rules they have set for themselves.

### 2. SELECT, DETECT, PROTECT Practice

**Description:** In a comic-book setting, learners will watch three scenarios in which a character has *selected* personal rules, *detected* challenges to their rules, and successfully *protected* them. Learners will review each situation and watch videos that reinforce the importance of protecting personal rules.

**Scenario 1:** A boy is challenged to break a rule he made with his dad about not riding his bike outside of his neighborhood.

**Scenario 2:** A girl is challenged to break her personal rule of not cheating when a friend asks for the answers on a test.

**Scenario 3:** A girl is challenged to break her personal rule of not stealing when a friend tries to get her to shoplift from a clothing store.

### 3. Reel World Serial

**Description:** Video drama of six older teenagers. In this serial, Eddie's personal rules of taking care of his brother and not letting people in the house are challenged when Brian and Nick bring a group of people over to his house to party.

#### 4. Risky or Not?

**Description:** This animated activity takes place in the gaming world. The learner detects and classifies different situations as being low or high risk for challenging personal rules. Immediate feedback is given after each selection (high or low risk) is made. The low and high-risk situations are as follows:

**Low Risk:**

- Boy and girl holding hands walking through the mall
- Boy has arm around girl while sitting on a bench in the mall
- Kids getting into a car driven by a mom
- Three girls walking into mall bathroom
- Two boys playing in the arcade
- Boys and girls just hanging out together in the mall

**High Risk:**

- Boy and girl in back row of a movie theater
- Girl walking into secluded bathroom by herself
- Girl getting into a guy's car. He takes a swig of beer and there are other bottles in the front seat
- Alley between two shops where a boy is by himself
- Kids doing drugs and drinking alcohol
- Older guy flirting with younger girls
- Older girl flirting with younger guys

#### 5. The Fight

**Description:** Learners will watch a video-based role model story in which the character is forced to make a decision to break or keep her personal rules. The female character must decide if she will accept another girl's challenge to fight. During the crucial decision period, the learner assesses

the consequences of keeping or breaking her personal rule and then decides whether the character should break or keep her rule.

## 6. Reel World Serial Evaluation

**Description:** After watching the serial, learners evaluate how well Eddie uses the three steps (SELECT, DETECT, PROTECT) to play by his rules, as well as provide input to help solve Eddie's dilemma.

## 7. Reel World Serial Conclusion

**Description:** Learners see the conclusion of the serial: how Eddie protected his rules by telling Brian and Nick to leave, as well as how the friends were able to resolve the conflict.

**Fact sheets available for this lesson:** Suicide prevention

## **Lesson 4: Protecting Your Rules**

(42 min)

### **Overview:**

In this lesson, learners will further explore the third step to playing by their rules: Protecting their personal rules. Verbal and nonverbal refusal skills are introduced. Practice using a virtual role-play will help learners distinguish between ineffective and effective clear “No” statements and alternative actions.

### **Objectives:** Learners will be able to:

- Describe the three steps for playing by their rules (SELECT, DETECT, PROTECT)
- List characteristics of a clear “NO” statement and Alternative Actions
- Distinguish between ineffective and effective approaches to using clear “NO” statements
- Practice using clear “NO” statements and Alternative Actions effectively

### **Learning Activities:**

1. Using a Clear “NO” and Alternative Actions
2. Alone at the basketball game (Tailored by gender)
3. Peer pressure to drink alcohol (Tailored by gender)
4. Teens Talk about protecting personal rules
5. Protecting My Personal Rules

### **Optional:** Lesson 4 Quiz

## Breakdown of Learning Activities:

### 1. Using a Clear “NO” and Alternative Actions

**Description:** This activity uses a collection of still-frames to depict a story about Mark, who has promised his parents he would stay at the movie theater with his friends. Learners will see Mark challenged by his friends and learn about the steps to using a clear “NO” and alternative actions by viewing three different versions of the story: (1) he gives in to the pressure to leave the theater and go to a club, (2) he uses a clear “NO” to refuse the invitation, and (3) he uses alternative actions to get out of the situation.

### 2. Alone at the basketball game (Learners can select what gender they identify)

**Description:** Learners will watch a video about Cassie and Jason, teens who face a challenge to their personal rules, and see how they deal with that pressure. Learners will answer questions during the activity to recognize signs of this risky situation and evaluate how the teen could protect his/her rule and use social support to get out of the situation.

### 3. Avoid and Escape Skills Practice (Learners can select what gender they identify)

**Description:** Learners will experience a peer-pressure situation (drinking alcohol) via video role play simulation. Learners must choose the appropriate refusal skills to get themselves out of this risky situation. Tailored feedback is given based on the selected responses.

#### 4. Teens Talk about protecting personal rules

**Description:** Learners watch videos of teenagers talking about protecting their personal rules. In the videos, the teens talk about how they have protected their rules in past situations and how their friends and family supported them in protecting those rules.

#### 5. Protecting My Personal Rules

**Description:** In this activity, learners will write on their “private graffiti wall” and personalize the three steps to playing by their rules (select, detect, protect) regarding risky behaviors like drinking alcohol or using drugs.

**Fact sheets available for this lesson:** Suicide prevention



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## Lesson 5: Know Your Body

(38 min)

### Overview:

This lesson will allow learners to learn about the human reproductive system and the changes their body will go through during puberty. They are introduced to what sex is and consequences of sex, such as STDs.

### Objectives: Learners will be able to:

- Describe changes in biological male and female anatomy and physiology during puberty
- Identify the parts of the male and female reproductive systems and understand the function of each of these parts
- Define sex and understand the physical consequences of having sex (pregnancy, HIV, other STIs)
- Describe menstruation and sperm production and identify their relationship to reproduction

### Learning Activities:

1. Elders Intro
2. Body Development Animation
3. Reproductive Anatomy
4. The Expert's Corner: Definition of sex
5. STD Microscope Activity
6. Definition of Consequences
7. Reproduction

### Optional: Lesson 5 Quiz

## Breakdown of Learning Activities:

### 1. Elders Intro

**Description:** The elders, Renee Roman Nose (from Cheyenne & Arapaho tribes of Oklahoma) and Kirby Gchachu (from Zuni Pueblo of New Mexico) introduce the lesson by acknowledging that today's topic may be uncomfortable but stress the importance of sexuality as a part of the circle of life. The elders describe the benefits of understanding the facts both as an individual and community member. They also offer examples of traditional stories about coming of age and sexuality.

### 2. Body Development Animation

**Description:** Using a lighthearted animation, learners see the changes that occur in the male and female body during puberty. This animation also focuses on the emotional changes experienced during puberty. Animated scenes also demonstrate the development of a girl and boy's body from the age of eight through puberty. Animated scenes are separate for male and female body development.

### 3. Reproductive Anatomy

**Description:** An interactive animation allows the learner to match up a part of the reproductive system with the correct name. When the correct name is identified, feedback is given along with an explanation of the function of that reproductive part. If the wrong name is selected, feedback is offered along with redirection to the correct reproductive part. Regardless of selected gender, the learner performs this activity for both the male and female reproductive systems. All learners also see an animation that explains how different parts of the female reproductive system work together for menstruation to occur.

This activity is not tailored by gender however, the learner will see self-selected gender first then the opposite gender second.

#### 4. The Expert's Corner: Definition of sex

**Description:** Learners watch a video in which an expert hosts a candid discussion about sex and reproduction. The expert provides a definition of sex, including vaginal, oral, and anal sex, and explains the consequences of having sex. In this lesson, the focus is on the physical consequences of having sex – pregnancy, HIV, and other STDs. In this activity, the expert also talks about STDs.

#### 5. STD Microscope Activity

**Description:** Learners will watch an animation about the different types of sexually transmitted diseases: Bacterial, Viral, Parasitic, Protozoan. Examples of each type are introduced. Learners will also learn about short-term and long-term consequences of STDs and the three ways that STDs are spread: direct contact with infected skin, exchange of infected bodily fluids, transfer from infected mom to baby.

#### 6. Definition of Consequences

**Description:** Learners watch a video of a teenager explaining the different types of consequences that can occur based on a person's decisions. These types of consequences are: Physical, Emotional, and Social.

## 7. Reproduction

**Description:** The expert continues the discussion about another consequence of having sex – becoming pregnant. At this point, the learner watches an animation of what happens in the female body (menstruation) and in the male body (production of sperm) for reproduction to occur.

**Fact sheets available for this lesson:** Suicide prevention, STIs, Menstruation, 2SLGBTQ

## **Lesson 6: Keeping It Real...Healthy Dating Relationships (42 min)**

### **Overview:**

This lesson provides learners an opportunity to understand the qualities of a healthy dating relationship. Learners will explore characteristics of healthy and unhealthy relationships and understand what it means to be respectful of others.

**Objectives:** Learners will be able to:

- Distinguish between healthy and unhealthy dating behaviors
- Recognize the importance of respecting other people's rules
- List steps to getting out of an abusive relationship
- Apply personal rules to dating relationships

### **Learning Activities:**

1. Elder Intro
2. Keepin' It Real – Dating Game Show (Tailored by gender)
3. Healthy and Unhealthy Relationships
4. Teens Talk about Dating Relationships (I)
5. Respecting Other Peoples' Game
6. Teens Talk about Dating Relationships (II)
7. Recognizing dating violence
8. Teens Talk about Dating Relationships (III)
9. ABC Escape Plan
10. Healthy relationships

**Distribute:** Homework activity for lesson 6

**Optional:** Lesson 6 Quiz

## Breakdown of Learning Activities:

### 1. Elder Intro

**Description:** The elders, Renee Roman Nose (from Cheyenne & Arapaho tribes of Oklahoma) and Kirby Gchachu (from Zuni Pueblo of New Mexico) introduce the lesson by discussing the importance of having healthy relationships and the connection of today's topic to traditional values of love, respect, and caring for each other.

### 2. Keepin' It Real – Dating Game Show (Tailored by gender)

**Description:** Learners watch an animation of a dating game show. The three contestants demonstrate different characteristics of healthy and unhealthy relationships. After watching the animation, the learners help the guest choose which contestant he or she should take to the school dance. Feedback is given to learners depending on whether they choose the contestant who demonstrated healthy or unhealthy characteristics.

### 3. Healthy and Unhealthy Relationships

**Description:** Learners play an animated game, a lab experiment to create the perfect concoction of a healthy relationship. They must find the right combination of characteristics to help their "date plants" grow. *Healthy Characteristics* include: Caring, Trust, Respect, Freedom, and Fun. *Unhealthy Characteristics* include: Controlling, Jealous, Verbal abuse, Physical abuse, and Big age difference.

### 4. Teens Talk about Dating Relationships (I)

**Description:** Learners watch a video of teens talking about what makes a healthy, as well as unhealthy relationship.

## 5. Respecting Other Peoples' Game

**Description:** Learners watch an animation of two teens, Jane and Apollo, on a date at the movies. Two concepts are introduced to help learners become aware of when they are not respecting someone's rules; to recognize and empathize. The animation demonstrates the importance of respecting other people's rules.

## 6. Teens Talk about Dating Relationships (II)

**Description:** Learners watch a video of teenagers giving personal views about whether being in a dating relationship is necessary for personal fulfillment and happiness.

## 7. Recognizing dating violence

**Description:** In the first part of this activity, the learner identifies certain behaviors as healthy or unhealthy and receives feedback about their choices. Any incorrect answers are highlighted, and learners are provided with additional explanation if necessary. The second part of this activity allows the user to identify those healthy and unhealthy behaviors within the context of a relationship. Learners choose a character (Kim) to date and go on an imaginary relationship that turns abusive. Along the way, learners have to detect signs of healthy vs. unhealthy behaviors. The lesson ends with a summary of rules to stick to in order to maintain healthy relationships.

## 8. Teens Talk about Dating Relationships (III)

**Description:** Learners watch a video of teenagers giving advice on how to get out of an unhealthy relationship.

## 9. ABC Escape Plan

**Description:** Learners go through the steps of the ABC escape plan to get out of an unhealthy relationship: **A**void the person, **B**reak contact with that person, and use a **C**ircle of support. In extreme cases,



learners are encouraged to take extra precautions and referred to the fact sheet for more resources.

### **10. Healthy relationships**

**Description:** Learners will have the opportunity to reflect on what is important to them in a relationship, how they will treat others, and what to avoid in a relationship.

**Fact sheets available for this lesson:** Suicide prevention, STIs, Menstruation, 2SLGBTQ, The 411 on Sexual Abuse

## **Lesson 7: Protecting and Playing by Your Rules...Regarding Sex**

(40 min)

### **Overview:**

This session will provide the learners an opportunity to learn how to use the three steps to playing by their rules (SELECT, DETECT, PROTECT) to make decisions regarding sex.

### **Objectives:** Learners will be able to:

- Review the steps necessary to play by their rules: SELECT, DETECT, PROTECT
- Identify the social, emotional, and physical consequences of having sex
- Select personal rules about sex
- Detect challenges to personal rules about sex, especially alcohol and drugs
- Protect personal rules about sex

### **Learning Activities:**

1. Lame Brain
2. Reel World Serial
3. My reasons (Tailored by experience)
4. Teens Talk
5. Protecting Your Rules
6. Reel World Serial Evaluation
7. Reel World Serial Conclusion
8. Personal Rules about Sex

### **Optional:** Lesson 7 Quiz

## Breakdown of Learning Activities:

### 1. Lame Brain

**Description:** Animation recaps information from the previous lesson regarding the physical, emotional, and social consequences of having sex.

### 2. Reel World Serial

**Description:** Video drama of six older teenagers. In this serial, Kristina's personal rule not to have sex is challenged when things with her boyfriend, Brian, start to move a little too fast.

### 3. My reasons (Tailored by experience)

The following activity will be tailored to the learner's intent and current report of sexual behaviors.

***If learners report no sexual experience and no intentions to have sex in the near future, they will have access to the following activity:***

#### Choosing to Wait

**Description:** Learners select from a list of possible reasons for waiting to have sex. This will help to reinforce their decision to wait based on their own personal reasons.

***If learners report sexual experience but no intentions to have sex in the near future OR no sexual experience but intentions to have sex in the near future OR sexual experience and intentions to have sex in the near future, they will have access to the following activity:***

#### Choosing to Reduce the Risk

**Description:** Learners select from a list of possible reasons for using condoms and contraceptives to help them clarify their own personal

reasons for using condoms and contraception if they choose to have sex.

#### 4. Teens Talk

**Description:** Learners watch video clips of teenagers talking about the importance of selecting personal rules about sex, with an emphasis on choosing to wait. The teens discuss how alcohol and drugs could challenge their personal rules and share how they resist the pressure from others to have sex.

#### 5. Protecting Your Rules

**Description:** Using still pictures and a narrator, the learner selects to watch one of three different stories about a character's rule being challenged. For the first two stories, the characters' rule is not to have sex. In the last story, the character's rule is not to cheat on his girlfriend. The learner then helps the characters protect their rules using different types of refusal skills. The three stories are:

- A couple is drinking at a party when a joint starts being passed around. The girl is pressuring the boy.
- A couple is at the 8<sup>th</sup> grade dance. The boy is pressuring the girl.
- A girl is flirting with a boy who already has a girlfriend. They are alone in her room working on a science project.

#### 6. Reel World Serial Evaluation

**Description:** After watching the serial, the learners evaluate how Kristina's rule (to wait until she is older before having sex) is challenged. They will also provide input into how Kristina can protect her personal rule in this situation.

## 7. Reel World Serial Conclusion

**Description:** Learners see the conclusion of the serial: how Kristina protected her rule not to have sex, as well as how Brian and Kristina were able to resolve the problem.

## 8. Personal Rules about Sex

**Description:** Learners will reflect on their own rules about sex and personalize what they have learned in this lesson by writing on their “private graffiti wall”:

- My personal rules about drugs and alcohol are...
- My personal rules might be challenged when...
- I protected my personal rules about sex by...

**Fact sheets available for this lesson:** Suicide prevention, STIs, Menstruation, 2SLGBTQ, The 411 on Sexual Abuse, Drugs and Alcohol

## Lesson 8: Negotiate to PROTECT

(39 min)

### Overview:

This lesson introduces verbal and nonverbal communication and negotiation skills. Learners will practice effective negotiation through use of virtual role plays. Learners will also learn about protecting their personal rules related to online communication and behavior.

### Objectives: Learners will be able to:

- State the importance of effective negotiation (with family/friends, and dating partners)
- Describe effective negotiation (speaking and listening) skills
- Demonstrate the ability to effectively negotiate with others in order to protect personal rules
- Describe ways to protect their personal rules about online communication and behavior.

### Learning Activities:

1. Negotiation 101
2. Kim and Jeremy (Learners can select what gender they identify & experience)
3. Virtual Role Play (Learners can select what gender they identify)
4. Tech Protect (Learners can select what gender they identify)
5. Personal Rules when online

### Optional: Lesson 8 Quiz

## Breakdown of Learning Activities:

### 1. Negotiation 101

**Description:** Learners will watch an animation of two friends, Cameron and Anna, negotiating their way through a situation. Learners will see ineffective and effective versions of the same story and learn about negotiation strategies. They will identify which negotiation skills were used by the characters in the effective version.

### 2. Kim and Jeremy (Learners can select what gender they identify & experience)

The following activity will be tailored based on selected gender and the learner's report of sexual experience. Learners can switch back and forth between genders.

**Description:** Learners will watch a video clip in which two older teens (high school age) model effective negotiation about waiting to have sex. Learners will then answer questions about the scenario and rate how well the teens negotiated.

### 3. Virtual Role Play (Learners can select what gender they identify)

**Description:** Learners will select a partner, as well as select one of three different rules to protect. Using video role play simulation, learners will interact with a video model, who is challenging their personal rule. In response to each pressure line by their partner, learners will select a negotiation line from available options and see this played out. The three situations are:

- Choosing to wait until you are older before having sex (scene – in your partner's living room)
- Choosing to stop having oral sex, even though you have done it in the past (scene – in your partner's car)

- Choosing to date only one person at a time (scene – sitting outside your house)

#### 4. Tech Protect (Learners can select what gender they identify)

**Description:** Learners will take a quiz about safe and unsafe online behaviors related to bullying & harassment, sexual content (such as sexting), and online dating behavior. Learners receive tailored peer video feedback, based on their responses. They will also select videos of real teens talking about personal experiences with these topics and giving learners advice related to online behavior.

#### 5. Personal Rules when online

**Description:** Learners will reflect on their own rules about online behavior and personalize what they have learned in this lesson by writing on their “private graffiti wall”:

- My personal rules when I am on the internet...
- My personal rules when I was on the internet were challenged when...
- I protected my personal rules when I was on the internet by...

**Fact sheets available for this lesson:** Suicide prevention, STIs, Menstruation, 2SLGBTQ, The 411 on Sexual Abuse, Drugs and Alcohol



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## Lesson 9: Keeping It Real...Consequences of Pregnancy

(39 min)

### Overview:

In this lesson, learners will learn the probability of getting pregnant if they choose to have sex or not to have sex, emphasizing that the best way for teens to avoid unwanted pregnancy is not to have sex. They will explore various methods of contraception that prevent pregnancy, including abstinence.

**Objectives:** Learners will be able to:

- Identify the social, emotional, and physical consequences of pregnancy
- Describe the impact of pregnancy on a teen's life and future
- State that using a condom and another contraceptive method will help reduce the risk of getting pregnant
- State the only 100% effective way not to get pregnant is by choosing not to have sex

### Learning Activities:

1. Elders intro
2. Elder wisdom
3. Who Wants to Take a Chance?
4. Daily Planner
5. Seneca and Cheyenne
6. Parenting Teens Talk
7. Reducing the Risk – Contraceptive Methods

**Distribute:** Homework activity for lesson 9

**Optional:** Lesson 9 Quiz

## Breakdown of Learning Activities:

### 1. Elders Intro

**Description:** The elders, Renee Roman Nose (from Cheyenne & Arapaho tribes of Oklahoma) and Kirby Gchachu (from Zuni Pueblo of New Mexico) introduce the lesson by acknowledging that every new life is a blessing that comes with great responsibility. They explain that this lesson will help them to examine how personal rules can help them respect new life while maintaining tradition.

### 2. Elder Wisdom

**Description:** This comic-book story follows a conversation between an Elder (Ap'ii which means grandfather in Yup'ik) and his grandson (Datu) while fishing. Datu's relationship with his girlfriend (Ceeguumuk) is getting serious and he seeks advice from Ap'ii. Learners will see two possible life paths that Datu could choose; highlighting differences between having a child as a teenager and having a child as a prepared adult.

### 3. Who Wants to Take a Chance?

**Description:** This interactive animation will help learners understand the risk, or chance of getting pregnant for three situations:  
1. without using any method of birth control; 2. Choosing not to have sex; and 3. Using condoms

### 4. Daily Planner

**Description:** Learners will complete a timeline of a typical Saturday by filling in the things they do throughout the day. Learners will then imagine that they have a new baby to look after and will see how taking care of a baby changes things.

## 5. Seneca and Cheyenne

**Description:** In this activity learners will watch a photo-based story about a teen couple, Seneca and Cheyenne, and their experience finding out about the pregnancy, being six months pregnant, and three months after the baby is born. Learners will identify what type of consequences the couple faced, and whether they were social, emotional, or physical.

## 6. Parenting Teens Talk

**Description:** Learners will watch videos of teen parents talking about the responsibilities of parenthood and the challenges of being a teen parent. In the videos, the parents will also emphasize the benefits of abstinence to avoid becoming a teen parent. Learners will have a choice to view one or more of the following options: teen moms, teen dads, a married teen-parent couple, and a former teen mom.

## 7. Reducing the Risk – Contraceptive Methods

**Description:** In this activity, learners learn about contraceptive methods, including abstinence. Learners ‘click’ on a contraceptive method and learn what the method is, how it works, and what the failure rate of the method is.

**Fact sheets available for this lesson:** Suicide prevention, STIs, Menstruation, 2SLGBTQ, The 411 on Sexual Abuse, Drugs and Alcohol, Pregnancy Testing, Birth Control

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## **Lesson 10: Keeping It Real...Consequences of HIV & STDs**

(41 min)

### **Overview:**

This lesson provides learners an opportunity to review the consequences of getting HIV, or another sexually transmitted infection. Further, learners learn more about how HIV is transmitted, as well as the importance of getting tested if one has been sexually active.

### **Objectives:** Learners will be able to:

- Explain how HIV and other STDs are transmitted from person to person
- Explain the physical, social, and emotional consequences of being infected with HIV or other STDs
- Examine the impact HIV and other STDs may have on their lives and future
- Recognize the importance of seeing a healthcare provider and getting tested for HIV, other STDs and pregnancy if they have been sexually active

### **Learning Activities:**

1. Reel World Serial
2. What is HIV?
3. Teens Talk about HIV
4. HIV Transmission Game
5. Keepin' It Real – STD Talk Show
6. Getting Tested
7. Reel World Serial Evaluation
8. Reel World Serial Conclusion

### **Optional:** Lesson 10 Quiz

## Breakdown of Learning Activities:

### 1. Reel World Serial

**Description:** In this video drama of six older teenagers, Nick and Shannon finally get together. Shannon is hesitant about having sex without condoms or other birth control, so Nick suggests they have oral sex instead, and Shannon agrees to this.

### 2. What is HIV?

**Description:** Learners will watch a video of an expert talking about what HIV is.

### 3. Teens Talk

**Description:** Learners will watch videos of teenagers talking about their experiences with being HIV positive. In the videos, the teens talk about how they became infected with HIV, as well as how HIV has impacted different aspects of their lives. They also talk about the importance of choosing to wait.

### 4. HIV Transmission Game

**Description:** Learners will participate in an animated game in which they will learn about the risk of being infected with HIV if their character 1) chooses to have sex without using a condom, (2) chooses to have sex using a condom, and (3) chooses not to have sex. The message that choosing not to have sex is the only 100% effective way to avoid getting HIV will be reinforced. The game is followed by the expert who explains that the learners will now learn about other STDs.

### 5. Keepin' It Real – STD Talk Show

**Description:** Learners will watch an animated talk show in which teenage guests ask for advice about STDs. Learners will “help” the talk show guests by answering questions about how STDs are spread and what to do if you’ve had unprotected sex. The main messages delivered are that most STDs show no signs or symptoms and that it’s critical to get tested for STDs after a sexual encounter.

## 6. Getting Tested

**Description:** Learners will hear from an expert about the importance of getting tested for STDs and then watch a video showing two friends going to get tested for an STD. Learners will learn about the steps a person has to take to get tested, as well as what they can expect to happen during their clinic appointment.

## 7. Reel World Serial Evaluation

**Description:** After watching the serial, the learners will evaluate the possible consequences of having oral sex. They will also provide input into how Shannon should handle this situation.

## 8. Reel World Serial Conclusion

**Description:** Learners will see the conclusion of the serial. The learners will see the emotional, social, and physical consequences of Shannon and Nick’s decision to have oral sex. One of the physical consequences is that Shannon gets an STD.

**Fact sheets available for this lesson:** Suicide prevention, STDs, Menstruation, GLBTQ2S, The 411 on Sexual Abuse, Drugs and Alcohol, Pregnancy Testing, Birth Control, Body Art, Testing for HIV and other STDs



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## **Lesson 11: Keeping It Real...Risk Reduction Strategies (54 min)**

### **Overview:**

This session provides learners an opportunity to explore how to reduce their risk of getting HIV and other STDs or becoming pregnant.

### **Objectives:** Learners will be able to:

- State that abstinence is the only 100% effective way to avoid HIV, other STDs and pregnancy
- Describe the importance of using latex condoms to reduce the risk of getting HIV and other STDs, or becoming pregnant, if having sex
- Identify the correct steps for condom use
- Describe different contraceptive methods and their failure rates

### **Learning Activities:**

1. Elders intro
2. Reel World Serial
3. Expert's Corner I
4. Marvin's Story
5. Expert's Corner II
6. Condom Steps
7. Expert's Corner III
8. Other Contraceptive Methods
9. Reduces the Risk Of?
10. Teens Talk About Reducing the Risk
11. Reel World Serial Evaluation
12. Reel World Serial Conclusion
13. Personal Rules about condoms and contraception

### **Optional:** Lesson 11 Quiz

## Breakdown of Learning Activities:

### 1. Elders Intro

**Description:** The elders, Renee Roman Nose (from Cheyenne & Arapaho tribes of Oklahoma) and Kirby Gchachu (from Zuni Pueblo of New Mexico) introduce this lesson reminding learners that even though they will be learning about contraceptives, abstinence is the only 100% effective way to prevent pregnancy and HIV/STDs. Although it may be uncomfortable, learning about contraceptives shows respect for your body, others, and your community.

### 2. Reel World Serial

**Description:** In this video drama of six older teenagers, Shannon and Nick have decided to keep dating. Shannon decides she will only have sex if they use a condom. Learners see Shannon and Nick talk about using condoms. Learners discover that Nick isn't so sure about using condoms.

### 3. Expert's Corner I

**Description:** Learners watch a video of an expert hosting a candid discussion about condoms. The expert explains that when a couple decides to have sex, they need to use condoms to reduce the risk of getting HIV, getting other STDs, or becoming pregnant.

### 4. Marvin's Story

**Description:** In a lighthearted animation, learners watch a story about Marvin, a guy who doesn't know how to use condoms correctly. This animation focuses on the correct ways to use a condom. Learners then answer a few short questions about the correct ways to use a condom.

- Note for facilitators: Use of polyurethane condoms, if allergic to latex, is a good alternative

## 5. Expert's Corner II

**Description:** Learners watch a video in which an expert demonstrates the correct way to use a condom.

- Note for facilitators: Learners have the option to skip this demonstration.

## 6. Condom Steps

**Description:** In a 'click and drag' activity, learners identify the proper steps of condom use.

## 7. Expert's Corner III

**Description:** Learners watch a video in which an expert introduces what a dental dam is and demonstrates how to make a dental dam from a male condom.

- Note for facilitators: Learners have the option to skip this demonstration.

## 8. Other Contraceptive Methods

**Description:** In this activity, learners learn about other contraceptive methods, including abstinence. Learners 'click' on a contraceptive method and learn what the method is, how it works, and what the failure rate of the method is.

## 9. Reduces the Risk Of?

**Description:** In a 'click and drag' activity, learners determine how effective/ineffective the different contraceptive methods are at reducing the risk of getting HIV and other STDs or becoming pregnant. This activity reinforces the message that the only 100% effective way to avoid HIV, STDs or pregnancy is to choose not to have sex.

## 10. Teens Talk about Reducing the Risk

**Description:** Learners watch video clips of teenagers talking about how the only 100% effective way to avoid HIV, other STDs, or pregnancy is to choose not to have sex. The teens also talk about the importance of using contraception to reduce the risk of HIV, other STDs, and pregnancy, if one chooses to have sex. The teens then discuss the challenges of getting condoms and other contraceptive methods, as well as ways to overcome these challenges.

## 11. Reel World Serial Evaluation

**Description:** After watching the serial, learners identify how Shannon's rule to always use condoms is challenged. They will also evaluate how they would protect their rule if they were faced with Shannon's dilemma.

## 12. Reel World Serial Conclusion

**Description:** Learners see the conclusion of the serial, in which Nick respects Shannon's rule to use condoms anytime they decide to have sex.

**13. Personal rules about condoms and contraception**

**Description:** Learners will create their own personal rules about using condoms, or contraception, and when they decide to have sex. They will also think about what might challenge those rules and how they will protect them.

**Fact sheets available for this lesson:** Suicide prevention, STDs, Menstruation, GLBTQ2S, The 411 on Sexual Abuse, Drugs and Alcohol, Pregnancy Testing, Birth Control, Body Art, Testing for HIV and other STDs

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## Lesson 12: Playing By Your Rules...A Review

(34 min)

### Overview:

This lesson provides learners an opportunity to review how to use the three steps (SELECT, DETECT, PROTECT) to play by their rules to make healthy decisions regarding sex.

### Objectives: Learners will be able to:

- Identify personal rules related to sexual behavior
- DETECT risky situations that challenge personal rules
- Demonstrate how to use a clear NO and alternative actions in different situations
- Demonstrate the ability to negotiate condom use if they choose to have sex

### Learning Activities:

1. Select, Detect, Protect Recap (Tailored by gender)
2. Reel World Serial
3. The Partner Challenge
4. Condom Negotiation
5. Reel World Serial Evaluation
6. Reel World Serial Conclusion

### Optional:

- Lesson 12 Quiz



## Breakdown of Learning Activities:

### 1. Select, Detect, Protect Recap (Learners can select what gender they identify)

**Description:** Learners will select a personal rule, detect challenges, and then protect them as they work through this interactive activity. Learners score points for correct refusals and lose points for incorrect refusals. The game is like a fast-paced shooting gallery with characters and situations suddenly appearing.

### 2. Reel World Serial

**Description:** In this video drama of six older teenagers, Danielle and Eddie are hanging out together watching a movie. Danielle starts kissing Eddie, and eventually the two consider breaking their personal rules about sex.

### 3. The Partner Challenge

**Description:** Learners watch an animation in which a female character's personal rule about sex (not to have sex) is being challenged. A male character keeps using pressure lines to get her to break her personal rule. Learners choose refusal lines for the female character to say to the male character. In the end, the learners help the female character protect her rule (not to have sex) and get her out of the situation.

### 4. Condom Negotiation

**Description:** Learners will help a male character (Tony) protect his rule to never have sex without a condom. Practicing the negotiation skills they learned previously, learners will choose responses that will help Tony stick to his rule while preserving his relationship with his girlfriend.

**5. Reel World Serial Evaluation**

**Description:** After watching the serial, learners evaluate how Danielle's rule (to wait until she is older to have sex) is challenged when hanging out with Eddie. Learners also provide input to help solve Danielle's dilemma.

**6. Reel World Serial Conclusion**

**Description:** Learners see the conclusion of the serial, in which Danielle protects her rule and does not go any farther. Learners also see how Eddie and Danielle were able to resolve the problem and maintain their friendship.

**Fact sheets available for this lesson:** Suicide prevention, STDs, Menstruation, GLBTQ2S, The 411 on Sexual Abuse, Drugs and Alcohol, Pregnancy Testing, Birth Control, Body Art, Testing for HIV and other STDs

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## Lesson 13: The Post-Game Show

(39 min)

### Overview:

In this lesson, learners are asked to recall the main components of the program. Learners will have an opportunity to review and revisit any previous activities from the program. Finally, they will personalize what they have learned to help them make healthy decisions regarding sex.

### Objectives: Learners will be able to:

- Describe what they learned from the program
- Describe how they will use what they learned in the future
- Personalize their commitment to make responsible decisions to reduce their risk of getting HIV, getting other STDs, or becoming pregnant

### Learning Activities:

1. Elder intro
2. Review Quiz
3. Activity Review
4. My Personal Rules
5. Teens Talk about IYG

### Optional: Lesson 13

## Breakdown of Learning Activities:

### 1. Elder intro

**Description:** The elders, Renee Roman Nose (from Cheyenne & Arapaho tribes of Oklahoma) and Kirby Gchachu (from Zuni Pueblo of New Mexico) congratulate the learners on completing the program and encourage them to use what they have learned from *Native IYG* throughout their life journey.

### 2. Review Quiz

**Description:** Learners will take a quiz on the main components of the *Native IYG* program: Choosing to Wait; Select, Detect, Protect; Reducing the Risk; Healthy Relationships; Consequences; and Body Development. Learners will receive tailored feedback based on how they answered quiz questions, with suggestions on which lessons they may want to review.

### 3. Activity Review

**Description:** Learners will have 20 minutes to review previous activities from all lessons.

### 4. My Personal Rules

**Description:** Learners will reflect on their own rules and personalize what they have learned in this program by writing on their “private graffiti wall” about the following:

- Three rules they want to live by (at least one about sex)
- How they plan to use what they’ve learned to “Keep It Real”
- Their plan for protecting their personal rules (protection strategies)

## 5. Teens Talk about IYG

**Description:** Learners watch a video about teens who have participated in the “It’s Your Game...Keep It Real” program in the past. Teens discuss what they learned and liked about IYG, their own personal rules, and advice for other teens on how to make the most out of the IYG program.

**Fact sheets available for this lesson:** Suicide prevention, STIs, Menstruation, 2SLGBTQ, The 411 on Sexual Abuse, Drugs and Alcohol, Pregnancy Testing, Birth Control, Body Art, Testing for HIV and other STIs

# APPENDIX

# **HOMEWORK ACTIVITIES**





## Native IYG Take-home activity

### Lesson 3: Playing By Your Rules... SELECT, DETECT, PROTECT

**DIRECTIONS** Tell your parent/guardian or another trusted adult that you have been learning about the characteristics of healthy and unhealthy friendships and how to select your own personal rules. Explain that personal rules are things that you will and won't do in different situations. Ask them the questions below. Then write their answers in the space provided.

1. Did you have a really good friend when you were growing up?

If you did, what made them a good friend? If not, what would make someone a good friend? List at least three qualities of a good friend.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

2. What are some personal rules you feel teens my age should have? (Things that teens either should or should not do).

3. When you were my age, what was one of your personal rules?

4. When you were my age, were you ever in a situation where a friend pressured you to do something that you didn't want to do? If so, how did you deal with it?





## Native IYG Take-home activity

### Lesson 6: Keeping It Real... Healthy Dating Relationships

**DIRECTIONS** Tell your parent/guardian or trusted adult that in today's lesson you learned about healthy and unhealthy dating relationships. Use this worksheet to start a conversation with them. Write their answers in the space provided.

1. How do you know when someone is in a healthy dating relationship?

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2. When do you think is a good time (or age) for me or someone my age to start dating? Why?

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3. What rules do you have for me about dating? Why?

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## Native IYG Take-home activity

### Lesson 9: Keeping It Real... Keeping My Goals

**DIRECTIONS** This is your last take home activity. Explain to your parent/guardian or another trusted adult that you are learning about the consequences of teen pregnancy. Using this worksheet, start a conversation about how pregnancy could make it harder to achieve your goals. Write their answers in the spaces provided.

1. Share two goals that you have for your life with your trusted adult. For example, graduate from high school and go to college.

1. \_\_\_\_\_

2. \_\_\_\_\_

2. Ask your trusted adult for one more goal they would like for you to achieve.

1. \_\_\_\_\_

3. How could getting pregnant or someone else pregnant as a teen make it harder to achieve these goals? What are some challenges that teen parents have?

4. List three things we can do together to ensure I reach these goals.

1. Keep communicating about sex and relationships

2. \_\_\_\_\_

3. \_\_\_\_\_



# OPTIONAL QUIZZES

## Quiz - Lesson 1: It's Your Game...Pre-Game Show

1. In this program when we talk about **Your Game**, we'll really be talking about what?
  - a. Your life
  - b. Online gaming
  - c. Your favorite sport
  - d. Your schoolwork
2. What does "**Keeping it Real**" mean?
  - a. Being honest and telling it like it is
  - b. Being respectful and true to yourself
  - c. Doing what is best for you and your health
  - d. All of the above
3. Which of the following are **agreements** that Mia and Derek talked about?
  - a. Answer questions honestly
  - b. Keep your eyes on your own computer/allow others to do their work
  - c. Don't let others work on your assigned computer
  - d. All of the above
4. Who is the MOST important player in your game?
  - a. Parent
  - b. Teacher
  - c. You
  - d. Grandmother
5. By law, your teacher or facilitator has to report certain things that you tell them about. Which of the following must they report?
  - a. If you are going to hurt yourself
  - b. If you are going to hurt someone else
  - c. If you say things about being abused or neglected
  - d. All of the above

**TEACHER KEY****Quiz - Lesson 1: It's Your Game...Pre-Game Show**

1. In this program when we talk about **Your Game**, we'll really be talking about what?
  - a. **Your life**
  - b. Online gaming
  - c. Your favorite sport
  - d. Your schoolwork
2. What does "**Keeping it Real**" mean?
  - a. Being honest and telling it like it is
  - b. Being respectful and true to yourself
  - c. Doing what is best for you and your health
  - d. **All of the above**
3. Which of the following are **agreements** that Mia and Derek talked about?
  - a. Answer questions honestly
  - b. Keep your eyes on your own computer/allow others to do their work
  - c. Don't let others work on your assigned computer
  - d. **All of the above**
4. Who is the MOST important player in your game?
  - a. Parent
  - b. Teacher
  - c. **You**
  - d. Grandmother
5. By law, your teacher or facilitator has to report certain things that you tell them about. Which of the following must they report?
  - a. If you are going to hurt yourself
  - b. If you are going to hurt someone else
  - c. If you say things about being abused or neglected
  - d. **All of the above**

## Quiz - Lesson 2: Keeping It Real...Among Friends

1. What are some characteristics of a “Real” friend?
  - a. Trustworthy
  - b. Pressures you
  - c. Respects your decisions
  - d. A and C
2. What are some characteristics of a “Not so real” friend?
  - a. Makes decisions together
  - b. Talks bad about you
  - c. Doesn’t support your right to say “no”
  - d. B and C
3. In the story “Jazmine has a secret”, how did Gaby prove that she was a real friend?
  - a. She kept her promise to not tell Jazmine’s secret
  - b. She gave Jazmine a hug to show that she cared
  - c. She listened to Jazmine when she wanted to talk about her problem
  - d. All of the above
4. In the “Reel World” video, why did Shannon not act like a real friend to Danielle?
  - a. Because she knew that Danielle would be upset by people smoking marijuana in her house.
  - b. Because she knew Danielle liked Nick and would be mad they were hanging out.
  - c. Because she didn’t offer Danielle any marijuana.
  - d. Because she told Danielle that smoking was for losers.
5. How did Danielle protect her personal rule?
  - a. She joined Shannon and Nick and smoked marijuana.
  - b. She asked Shannon and Nick to leave.
  - c. She told them to open a window to get rid of the smell.
  - d. She did not protect her rule in the end.

**TEACHER KEY****Quiz - Lesson 2: Keeping It Real...Among Friends**

1. What are some characteristics of a “Real” friend?
  - a. Trustworthy
  - b. Pressures you
  - c. Respects your decisions
  - d. **A and C**
2. What are some characteristics of a “Not so real” friend?
  - a. Makes decisions together
  - b. Talks bad about you
  - c. Doesn’t support your right to say “no”
  - d. **B and C**
3. In the story “Jazmine has a secret”, how did Gaby prove that she was a real friend?
  - a. She kept her promise to not tell Jazmine’s secret
  - b. She gave Jazmine a hug to show that she cared
  - c. She listened to Jazmine when she wanted to talk about her problem
  - d. **All of the above**
4. In the “Reel World” video, why did Shannon not act like a real friend to Danielle?
  - a. **Because she knew that Danielle would be upset by people smoking marijuana in her house.**
  - b. Because she knew Danielle liked Nick and would be mad they were hanging out.
  - c. Because she didn’t offer Danielle any marijuana.
  - d. Because she told Danielle that smoking was for losers.
5. How did Danielle protect her personal rule?
  - a. She joined Shannon and Nick and smoked marijuana.
  - b. **She asked Shannon and Nick to leave.**
  - c. She told them to open a window to get rid of the smell.
  - d. She did not protect her rule in the end.



## Quiz - Lesson 3: Playing by Your Rules...

### SELECT, DETECT, PROTECT

1. What are “personal rules”?
  - a. Rules that each person must follow when playing an online game
  - b. Rules for your favorite board game
  - c. Rules people set for themselves about things they will or won't do
  - d. Rules that your parents make you follow
2. What are **SELECT**, **DETECT**, and **PROTECT**?
  - a. Popular names for triplets
  - b. Steps to playing by my rules
  - c. Strategies for playing a game of chess
  - d. Effective ways to pressure others
3. What does SELECT, DETECT, PROTECT stand for?
  - a. SELECT your personal rule, DETECT challenges to that rule, PROTECT your rule
  - b. SELECT a partner, DETECT how to communicate with him or her, PROTECT your relationship
  - c. SELECT a game, DETECT the rules, PROTECT your chances of winning
  - d. SELECT your players, DETECT their best skills, PROTECT your team
4. Which of these is a **high-risk** situation?
  - a. Teens getting into a car driven by a parent
  - b. Teens drinking alcohol
  - c. Boy has arm around girl while sitting on a bench in the mall
  - d. Boys and girls hanging out together and eating pizza
5. Which of these is a **low-risk** situation?
  - a. Older girl flirting with younger guys
  - b. Boy and girl in the back row of a movie theatre
  - c. Girl walking alone at night
  - d. Teens playing arcade games at the mall

**TEACHER KEY****Quiz - Lesson 3: Playing by Your Rules...  
SELECT, DETECT, PROTECT**

1. What are “personal rules”?
  - a. Rules that each person must follow when playing an online game
  - b. Rules for your favorite board game
  - c. Rules people set for themselves about things they will or won't do
  - d. Rules that your parents make you follow
2. What are **SELECT**, **DETECT**, and **PROTECT**?
  - a. Popular names for triplets
  - b. Steps to playing by my rules
  - c. Strategies for playing a game of chess
  - d. Effective ways to pressure others
3. What does **SELECT**, **DETECT**, **PROTECT** stand for?
  - a. **SELECT** your personal rule, **DETECT** challenges to that rule, **PROTECT** your rule
  - b. **SELECT** a partner, **DETECT** how to communicate with him or her, **PROTECT** your relationship
  - c. **SELECT** a game, **DETECT** the rules, **PROTECT** your chances of winning
  - d. **SELECT** your players, **DETECT** their best skills, **PROTECT** your team
4. Which of these is a **high-risk** situation?
  - a. Teens getting into a car driven by a parent
  - b. Teens drinking alcohol
  - c. Boy has arm around girl while sitting on a bench in the mall
  - d. Boys and girls hanging out together and eating pizza
5. Which of these is a **low-risk** situation?
  - a. Older girl flirting with younger guys
  - b. Boy and girl in the back row of a movie theatre
  - c. Girl walking alone at night
  - d. Teens playing arcade games at the mall

## Quiz - Lesson 4: Protecting Your Rules

1. What are good ways to protect your personal rules?
  - a. Using a clear "NO"
  - b. Using a poke in the eye
  - c. Using alternative actions
  - d. A and C
2. Which is NOT a step to using a clear "NO"?
  - a. Use serious body language
  - b. Use a firm tone of voice
  - c. Use the word "No"
  - d. Use a soft tone of voice
3. Fill in the blank: An **alternative action** is something you \_\_\_\_\_ or \_\_\_\_\_ to get you out of a risky situation.
  - a. Say or Do
  - b. Shout or Scream
  - c. Do or Yell
  - d. Say or Shout
4. In Mark and the Movie, which of the following was NOT a way that Mark protected his rule?
  - a. He used responses that were hard for his friends to argue with
  - b. He let his friends pressure him into going to the club
  - c. He stood his ground without making himself look bad
  - d. He made it clear that he did not want to go to the club
5. DETECT: Which of the following is a sign that you might be in a risky situation?
  - a. Your best friend asks you to go see a movie
  - b. You feel nervous
  - c. You feel comfortable
  - d. Your parent tells you to do your homework

**TEACHER KEY****Quiz - Lesson 4: Protecting Your Rules**

1. What are good ways to protect your personal rules?
  - a. Using a clear "NO"
  - b. Using a poke in the eye
  - c. Using alternative actions
  - d. **A and C**
2. Which is NOT a step to using a clear "NO"?
  - a. Use serious body language
  - b. Use a firm tone of voice
  - c. Use the word "No"
  - d. **Use a soft tone of voice**
3. Fill in the blank: An **alternative action** is something you \_\_\_\_\_ or \_\_\_\_\_ to get you out of a risky situation.
  - a. **Say or Do**
  - b. Shout or Scream
  - c. Do or Yell
  - d. Say or Shout
4. In Mark and the Movie, which of the following was NOT a way that Mark protected his rule?
  - a. He used responses that were hard for his friends to argue with
  - b. **He let his friends pressure him into going to the club**
  - c. He stood his ground without making himself look bad
  - d. He made it clear that he did not want to go to the club
5. DETECT: Which of the following is a sign that you might be in a risky situation?
  - a. Your best friend asks you to go see a movie
  - b. **You feel nervous**
  - c. You feel comfortable
  - d. Your parent tells you to do your homework

## Quiz - Lesson 5: Know Your Body

1. Which of the following DOES NOT happen during puberty?
  - a. Boys and girls start to grow hair under their arms and in their private areas
  - b. The sex organs begin making sex hormones
  - c. You develop a strange rash
  - d. You may start to have romantic feelings for someone else
2. What are the ways that sexually transmitted diseases can be spread?
  - a. Exchange of bodily fluids like blood, semen, and vaginal fluids
  - b. Direct contact with infected skin, sores, blisters, or warts
  - c. From mother to baby during pregnancy, childbirth, or breastfeeding
  - d. All of the above

*Match the following definitions with the correct reproductive term.*

3. Small walnut sized organs that store eggs in the female body. These organs release one egg cell every month signaling the beginning of the menstrual cycle.
  - a. Ovaries
  - b. Testes
  - c. Sperm
  - d. Genitals
4. A strong muscular organ where a baby grows and develops until it is born.
  - a. Cervix
  - b. Genitals
  - c. Uterus
  - d. Vagina
5. Long thin tube that sperm travels through in males.
  - a. Fallopian tube
  - b. Vas Deferens
  - c. Prostate
  - d. Epididymis

**TEACHER KEY****Quiz - Lesson 5: Know Your Body**

1. Which of the following DOES NOT happen during puberty?
  - a. Boys and girls start to grow hair under their arms and in their private areas
  - b. The sex organs begin making sex hormones
  - c. You develop a strange rash
  - d. You may start to have romantic feelings for someone else
2. What are the ways that sexually transmitted diseases can be spread?
  - a. Exchange of bodily fluids like blood, semen, and vaginal fluids
  - b. Direct contact with infected skin, sores, blisters, or warts
  - c. From mother to baby during pregnancy, childbirth, or breastfeeding
  - d. All of the above

*Match the following definitions with the correct reproductive term.*

3. Small walnut sized organs that store eggs in the female body. These organs release one egg cell every month signaling the beginning of the menstrual cycle.
  - a. Ovaries
  - b. Testes
  - c. Sperm
  - d. Genitals
4. A strong muscular organ where a baby grows and develops until it is born.
  - a. Cervix
  - b. Genitals
  - c. Uterus
  - d. Vagina
5. Long thin tube that sperm travels through in males.
  - a. Fallopian tube
  - b. Vas Deferens
  - c. Prostate
  - d. Epididymis

## Quiz - Lesson 6: Keeping It Real...Healthy Dating Relationships

1. Complete the following sentence:  
A dating relationship is healthy when two people...
  - a. Trust, respect, and listen to each other
  - b. Support each other's right to say "yes" or "no" for any reason
  - c. Respect each other's decisions
  - d. All of the above
2. Which of these is a sign of a healthy dating relationship?
  - a. Lying
  - b. Cheating
  - c. Being honest
  - d. Not listening to each other
3. In the movie theater cartoon how did Johnny Apollo NOT recognize and respect Jane Doe's rules?
  - a. He tried to make moves on Jane when she told him to take his hands off.
  - b. He did not offer to buy Jane any popcorn, or a drink
  - c. He spilled his drink on her
  - d. He wouldn't pay for her ticket
4. Which of these are keys to respecting OTHER PEOPLE's rules?
  - a. Recognize when you are making someone feel uncomfortable
  - b. Care about what they are saying
  - c. Pressure them to do something they don't want to do
  - d. A and B
5. Jason and Brenda are a teen couple. Which of these is a sign that this may be an unhealthy relationship?
  - a. They text each other throughout the day
  - b. Brenda laughs at Jason when he gets a bad grade
  - c. Jason listens to Brenda and gives her good advice
  - d. They walk home together from school every day

**TEACHER KEY****Quiz - Lesson 6: Keeping It Real...Healthy Dating Relationships**

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## Quiz - Lesson 7: Protecting and Playing by Your Rules...Regarding Sex

1. In the cartoon Lamebrain, what was a **PHYSICAL consequence** for *Girlybrain* after having sex?
  - a. She was worried about getting an STD
  - b. She got pregnant
  - c. People treated her differently
  - d. She lost some of her freedom
2. What is the only 100% effective way to avoid pregnancy, HIV, and other STDs?
  - a. Not have any kind of sex
  - b. Have only oral sex
  - c. Use condoms
  - d. Reduce the number of sexual partners
3. In the Reel World serial, Kristina has a personal rule to wait until she is older to have sex. What was a sign that her rule was being challenged?
  - a. She and Brian were alone in the house.
  - b. She and Brian were washing the car with friends.
  - c. Brian tried to convince her not to worry by saying that Danielle's dad won't be home for a while.
  - d. Both A and C
4. You have a personal rule to not have sex until you are older. If someone challenges your rule, what is the most **direct** way to protect it?
  - a. Kiss or hug them
  - b. Tell them "No" in a clear, strong tone of voice
  - c. Tell them you will think about it...maybe later
  - d. Hang out together in your bedroom
5. You have a personal rule to wait until you are older to have sex, but your boyfriend or girlfriend wants to be alone in their bedroom with you. Which of the following would NOT protect your rule?
  - a. Say you aren't feeling well and need to go home.
  - b. Tell them you'd rather stay in the living room and play some music.
  - c. Agree to go to their bedroom, but only for 10 minutes.
  - d. Suggest inviting over a couple of friends to hang out with you.

**TEACHER KEY****Quiz - Lesson 7: Protecting and Playing by Your Rules...Regarding Sex**

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## Quiz - Lesson 8: Negotiate to PROTECT

1. In the EFFECTIVE version of the Cameron and Anna cartoon, what did Anna do to let Cameron know she was paying attention to him?
  - a. Turn her phone to silent when it rang
  - b. Pretend to listen to Cameron
  - c. Tell Cameron he should have done better on the test
  - d. Try not to act bored
2. Which of these is a key to good negotiation?
  - a. Pay attention, listen, and empathize
  - b. Speak your case clearly
  - c. Use eye contact, tone of voice, and body language
  - d. All of the above
3. If a friend wants you to do something that would break one of your personal rules, there are many safe alternatives. Which of these is a good alternative?
  - a. Suggest something else to do
  - b. Do it anyway – it's usually not a big deal
  - c. Say you'll think about it
  - d. Do it if your friend also agrees to do something they don't want to do
4. Which of these is **not** a risky behavior?
  - a. Sending your girlfriend or boyfriend a sexy picture on their phone
  - b. Agreeing to meet someone you met online in person
  - c. Telling an online friend about your favorite movies
  - d. Deciding not to tell a trusted adult when someone sends you a threatening message
5. If your boyfriend or girlfriend has a personal rule to not have sex until they are older, what is one way to support them? Choose all that apply.
  - a. Tell them that you respect their decision.
  - b. Don't allow yourselves to be alone where you might be tempted to have sex.
  - c. Explain how much you care for them so they will change their mind.
  - d. Ask them what their reasons are and try to understand their point of view.

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## Quiz - Lesson 9: Keeping it Real...Consequences of Pregnancy

1. Out of 10 couples who have sex **without using any method of birth control**, how many will get pregnant by the end of a year?
  - a. 2 out of 10 (20%)
  - b. 4 out of 10 (40%)
  - c. 5 out of 10 (50%)
  - d. 9 out of 10 (90%)
2. Which of these is NOT a possible consequence of pregnancy?
  - a. Having to change plans about going to college
  - b. Struggling to make enough money to care for the baby
  - c. Missing out on doing fun stuff with friends
  - d. Getting a sexually transmitted disease

*Think back to Seneca and Cheyenne's story. Decide if these consequences are **physical**, **social**, or **emotional**:*

3. Cheyenne feels disappointed in herself. Seneca is upset for getting Cheyenne pregnant.
  - a. Physical
  - b. Social
  - c. Emotional
  - d. None of the above
4. Seneca is tired and worn out because he goes to school and also has to work to support his baby.
  - a. Physical
  - b. Social
  - c. Emotional
  - d. All of the above
5. After having her baby, Cheyenne doesn't have time to hang out with her friends.
  - a. Physical
  - b. Social
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  - d. None of the above

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  - i. Physical
  - j. Social
  - k. Emotional
  - l. None of the above

## Quiz - Lesson 10: Keeping it Real...Consequences of HIV and STIs

1. What is the 100% effective way to avoid getting HIV or another sexually transmitted infection (STI)?
  - a. Get the HPV vaccine
  - b. Use a condom
  - c. Choose not to have sex
  - d. All of the above
2. What is the most common sign, or symptom of an STI?
  - a. Bad odor
  - b. Discharge
  - c. Warts
  - d. No symptoms
3. Which of these is NOT an STI?
  - a. Gonorrhea
  - b. Influenza
  - c. HPV
  - d. Chlamydia
4. In the “Keeping it Real” talk show, the audience gave some good advice to Rudy after he admitted he was worried he might have an STI. What did they tell him to do?
  - a. Ask the girl he had sex with if she has an STI and trust her answer
  - b. Hope for the best
  - c. Check for any symptoms
  - d. Get tested
5. In the Reel World serial, what was one **physical consequence** for Shannon and Nick after having oral sex?
  - a. Shannon got herpes, an STI, from Nick
  - b. Shannon felt closer to Nick
  - c. Nick and Shannon were mad at each other
  - d. Their friends looked at them differently

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## Quiz - Lesson 11: Keeping it Real...Risk Reduction Strategies

1. In the Marvin cartoon story, Marvin learns that the best types of condoms are...
  - a. The most expensive ones
  - b. Lambskin condoms
  - c. Latex condoms
  - d. Glow-in-the-dark condoms
2. What do condoms reduce the risk of, besides pregnancy?
  - a. Infertility (not being able to have babies)
  - b. Sexually transmitted diseases, or infections
  - c. Death
  - d. Stunted growth
3. Which of these is NOT a good way to prevent pregnancy?
  - a. Withdrawal method
  - b. Using birth control pills correctly
  - c. Using condoms correctly every time you have sex
  - d. Choosing to not have sex
4. Which of these is NOT a step involved in using a condom correctly?
  - a. Check the expiration date
  - b. Use oil-based lubricant
  - c. Roll condom on the right way
  - d. Use a new condom each time
5. In the Reel World serial, what was a sign that let Shannon know her personal rule was being challenged?
  - a. She and Nick were alone
  - b. Nick started pressuring her to have sex
  - c. Nick doesn't want to use condoms
  - d. All of the above

**TEACHER KEY****Quiz - Lesson 11: Keeping it Real...Risk Reduction Strategies**

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## Quiz - Lesson 12: Playing by Your Rules...A Review

1. What are the 3 steps to playing by your rules?
  - a. Select, Connect, Reject
  - b. Choose, Check, Charge
  - c. Select, Detect, Protect
  - d. Ask, Judge, Defend
2. Alex tried to pressure Sam into having sex by saying: "*You wouldn't want me to tell everyone you're still a virgin, would you?*" What should Sam do, or say?
  - a. Just walk off and leave the situation
  - b. "Tell people whatever you want, but my answer is still no"
  - c. "I'll do whatever. Just don't say anything."
  - d. A or B
3. In the cartoon story about Tony and Emily, how did Tony know his personal rule about using condoms was being challenged?
  - a. Actually, it wasn't challenged
  - b. They didn't have any condoms
  - c. Emily was trying to convince him they didn't need condoms
  - d. B and C
4. Ashley has a personal rule to *never have sex without a condom*. One night, her boyfriend wants to have sex without one. He tells her: "What are you worried about? I haven't been with anyone else!" Which of these lines will NOT help Ashley protect her rule?
  - a. It's not just about an STD, there's also this thing called pregnancy
  - b. I know, but this is something I decided to always do
  - c. Yeah, that's true, but only this one time
  - d. That's not what I heard...just kidding...but I am serious about the condom
5. In the Reel World serial, how did Eddie feel about his and Danielle's decision to not have sex in the end?
  - a. He was glad they didn't have sex because he wanted to keep his friendship with Danielle
  - b. He was disappointed that Danielle did not want to be close to him

- c. He was so upset about her turning him down that he and Danielle stopped being friends
- d. He felt confused and wasn't sure if he wanted to talk to Danielle anymore

**TEACHER KEY****Quiz - Lesson 12: Playing by Your Rules...A Review**

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## Quiz - Lesson 13: The Post-Game Show

1. Which of these is NOT a way that sexually transmitted diseases or infections are spread?
  - a. Holding hands with someone who has an STD
  - b. Exchange of bodily fluids such as blood, semen, or vaginal fluids
  - c. An infected mother can pass an STD to her baby
  - d. Touching an infected area of skin, wart or blister
2. The Human\_\_\_\_\_System is made up of the sex organs within the body.
  - a. Productive
  - b. Reproductive
  - c. Conductive
  - d. Retroactive
3. Choosing not to have sex is the only\_\_\_\_\_effective way to avoid pregnancy, HIV, or other STDs.
  - a. 75%
  - b. 90%
  - c. 99.9%
  - d. 100%
4. Which one of these contraceptive methods provides some protection against HIV, STDs, **and** pregnancy?
  - a. Latex condoms
  - b. HPV vaccine
  - c. Birth control pills
  - d. Lambskin condoms
5. Which of these is a sign of an unhealthy relationship?
  - a. Making decisions together
  - b. Being trustworthy
  - c. Telling lies to each other
  - d. Hanging out together a lot

**TEACHER KEY****Quiz - Lesson 13: The Post-Game Show**

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2. The Human \_\_\_\_\_ System is made up of the sex organs within the body.
  - a. Productive
  - b. Reproductive
  - c. Conductive
  - d. Retroactive
3. Choosing not to have sex is the only \_\_\_\_\_ effective way to avoid pregnancy, HIV, or other STDs.
  - a. 75%
  - b. 90%
  - c. 99.9%
  - d. 100%
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# Certificate

## Native IYG - Definition Sheet

Term/phrase	Definition
AIDS	Acquired Immune Deficiency Syndrome. The most advanced stage of HIV.
Anal Sex	When a penis is put inside another person's anus (butt).
Anus	An opening where feces (or food waste) leave the body. It is not part of the reproductive organs.
Bladder	A hollow organ that stores urine until there is an appropriate time to urinate. During urination urine is expelled by the bladder muscles, through the urethra.
Chlamydia	Chlamydia is an infection caused by bacteria. People catch it by having oral, vaginal, or anal sex with someone who has Chlamydia.
Condoms	There are male condoms and female condoms: A male condom is a thin sheath (usually made of latex, a type of rubber) that is worn on the penis. A female condom is a polyurethane sheath with a flexible ring at either end.
Contraceptive	A method used to prevent pregnancy.
Effective	Works well.
Failure rate	The chance that something fails or does not work.
Genitals	A general word that refers to the external (or outside) reproductive organs.
Genital Herpes	Genital herpes caused by a virus. People catch it by having oral, vaginal, or anal sex with someone who is infected with the virus.
Gonorrhea	Gonorrhea is an infection caused by bacteria. People catch it by having oral, vaginal, or anal sex with someone who is infected with the bacteria.
HIV	Human Immunodeficiency Virus. A virus that can lead to AIDS.
HPV	The Human Papilloma Virus (HPV) is caused by a virus. It is also known as genital warts. People catch it by having oral, vaginal, or anal sex with someone who is infected with the virus
Oral Sex	When someone puts his or her mouth on another person's private parts (penis, vaginal area, or anus).
Personal rules	Rules that you set for yourself about the things you will and will not do.
Pubic lice	Pubic lice, also known as crabs, are small parasites that live in the pubic region. People can get pubic lice by having oral, vaginal, or anal sex with someone who has pubic lice.
Reduced risk	Less likely to happen.
STI	A sexually transmitted infection is an infection you can get by having sex. It can also be called an STD (sexually transmitted disease).
Trichomoniasis	Trichomoniasis also known as Trich is an infection caused by a protozoan, which is a microscopic animal. People can get it by having oral, vaginal, or anal sex with someone who is infected.
Vaginal Sex	When a penis is put inside a vagina.
<b>Female anatomy</b>	
Breasts	Also known as mammary glands, breasts play a part in reproduction because they

Clitoris	A small pea-sized mound at the top of the vulva where the labia come together. It is responsible for many of the sexual feeling a woman has.
Fallopian tubes	Small straw-like tubes. One end connects to the uterus; the other end has fringelike tentacles (fimbriae) that float next to the ovaries.
Hymen	A thin piece of skin that surrounds or partially covers the vaginal opening. The hymen can tear during certain kinds of exercise, by using tampons, or as a result of having sex for the first time. The hymen is different for every person and not everyone will bleed or feel pain when they have sexual intercourse for the first time.
Labia	Girls have 2 pairs of labia. The labia majora are the outer lips that have hair and cover the inner lips or the minora. The labia minora are the inner lips that are smaller and don't have hair.
Ovaries	Females are born with 2 ovaries, one on each side of the uterus. They are small walnut-sized organs that store egg cells.
Urethra	A small opening where urine (pee) leaves the body. It is not part of the woman's sex organs, but it is covered by the vulva and is between the clitoris and the vaginal opening.
Uterus	A strong muscular organ where a fetus grows until it is ready to be born. The uterus is about the size of a pear and can expand large enough for a 9-month-old fetus to live in. After a baby is born, the uterus returns to its original size.
Vagina	A muscular organ that has stretchy walls that allow it to expand and recover to its original shape. The vagina is where a penis goes during sex and provides a passageway for a baby to come through during childbirth.
Vaginal opening	The hole between girl's legs that lead to the vagina.
Vulva	The whole area of soft skin between a female's legs that covers the labia, clitoris, the opening to the urethra and the opening to the vagina.
<b>Male anatomy</b>	
Cowper's gland	A gland attached to the urethra, and it releases a sticky fluid that cleans out the urethra. This fluid is called pre-ejaculate because it comes out the end of the urethra before ejaculation
Epididymis	A tiny, coiled tube connected to each testicle that stores sperm as they mature.
Penis	The male sex organ that hangs down between a boy's legs. Urine passes through the penis during urination or "peeing". During sexual intercourse, ejaculation may occur where semen passes through the penis.
Prostate	A gland that makes fluid that gives sperm an additional energy boost.
Scrotum	A soft, loose wrinkly sac of skin that has 2 compartments. Each compartment holds one testicle. The skin of the scrotum is darker in color than the rest of a man's skin.
Semen	The combined milky white fluid that squirts out during ejaculation. Semen comes from sperm and other reproductive organs including the seminal vesicles, prostate and Cowper's gland.
Seminal vesicles	The two seminal vesicles are located under the bladder and make fluids that feed sperm to give them energy.
Sperm	The male's reproductive cells and look like tiny tadpoles. Sperm is constantly made in the testes from puberty to the end of a man's life. They are only visible through a microscope.
Testicles	Where males begin to produce sperm during puberty. Before puberty, the testes are about the size of a grape. During puberty, the testes grow to the size of a large walnut. Typically before and after puberty, one testicle hangs lower than the other one.
Urethra	A long tube inside the penis that urine (pee) passes through during urination and semen passes through during sex.
Vas deferens	Long thin tubes that sperm travel through to get from the testicle to the end of the penis.

### National Helplines and Web-based Resources for Youth

Domain	Name	Number	Website	Description
<b>General info for teens</b>	We R Native		<a href="http://www.wernative.org">www.wernative.org</a> Text "NATIVE" 97779  To sign up for "Caring Messages" Text "Caring" to 65664	WeRNative is a comprehensive health resource website for Native teens and young adults, providing information and stories-for Native youth, by Native youth-about topics that matter most to them. The website promotes holistic health and positive growth in communities.
<b>General info for teens</b>	I know Mine		<a href="http://www.iknowmine.org">www.iknowmine.org</a>	I Know Mine is a comprehensive youth wellness website for Alaska Native and Alaskan youth.
<b>Suicide Prevention</b>	National Suicide Prevention Lifeline	1-800-273-TALK/ 1-800-273-8255  Text "Native" to 741741	<a href="http://www.suicidepreventionlifeline.org">www.suicidepreventionlifeline.org</a>	<b>National Suicide Prevention Lifeline</b> provides free, confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. Through social media sites, such as Facebook or Twitter, you can contact the safety teams for additional questions. You can search for a crisis center site near you by entering your zip code.
<b>Dating violence</b>	National Dating Abuse Helpline	1-866-331-9474	<a href="http://www.loveisrespect.org/">www.loveisrespect.org/</a>	<b>National Dating Abuse Helpline</b> offers a helpline and website to provide resources on dating violence and information on healthy relationships. The helpline is confidential and available 24 hours a day. You can also chat live with one of their peer advocates.
<b>HIV/STD testing</b>	Get Yourself Tested	Text your zip code to GYTNOW (498669)	<a href="http://www.gytnow.org">www.gytnow.org</a>	<b>Get Yourself Tested</b> provides facts on STDs, testing, and protection. The website provides talking tips to help young people communicate with their partners, parents, and health care providers. You can search for a STD testing center near you by entering your zipcode.

# FOR ADMIN USE ONLY

## Collecting data for number of users

Number of **active** facilitator and student accounts

1. Log in to admin account
2. Click on “People” at the top of the screen. You will see all user accounts, including the facilitator and student accounts.

3. If you are retrieving data on facilitators, filter the facilitator accounts by clicking on the dropdown menu next to ‘role’ > ‘teacher’ > filter. CMS will filter and show all the facilitator accounts. If you are retrieving data on student accounts, follow the same instructions, but filter the dropdown menu to ‘students’ and press ‘filter.’ The steps that follow are manual and will require you to open a blank excel sheet.
4. Once you have opened a blank excel sheet, highlight all the users you have filtered, page by page, and copy and paste onto the excel sheet. (Start with counting the teacher accounts first to get practice on manual counting).

5. After all users have been copied and pasted to the excel sheet, begin your manual counting by paying attention to the date of ‘Last Access.’ Data on active users are usually counted on a 6-month basis so begin your count counting backwards 6 months from the current date. Any account that has been accessed within the 6-month period are considered “active” accounts. This process is long and prone to human error. It helps to highlight the users you have counted on the excel sheet to avoid double counting or skipping an account.

6. Repeat the same process to obtain the number of active student accounts.

# FOR ADMIN USE ONLY

## Collecting data for number of users

Number of **new** facilitator and student accounts

1. Log in to admin account
2. Click on “People” at the top of the screen. You will see all user accounts, including the facilitator and student accounts.

The screenshot shows the 'People' tab in the admin interface. The sidebar on the left contains various navigation options. The main content area displays a table of user accounts. A filter box is highlighted in the top right corner of the user list, showing options to filter by role, permission, and status. The table below shows a list of users with their respective details.

USERNAME	STATUS	ROLES	MEMBER FOR	LAST ACCESS
dannymears1	active	teacher	2 weeks 6 days	2 weeks 6 days ago
steveo	active	teacher	1 month 2 weeks	1 month 4 days ago
micchelle020373	active	teacher	1 month 3 weeks	2 days 15 hours ago
thudson95	active	teacher	3 months 1 day	3 months 1 day ago
aarodri6	active	teacher	3 months 2 days	3 months 2 days ago

3. If you are retrieving data on facilitators, filter the facilitator accounts by clicking on the dropdown menu next to ‘role’ > ‘teacher’ > filter. CMS will filter and show all the facilitator accounts. If you are retrieving data on student accounts, follow the same instructions, but filter the dropdown menu to ‘students’ and press ‘filter.’ The steps that follow are manual and will require you to open a blank excel sheet.
4. Once you have opened a blank excel sheet, highlight all the users you have filtered, page by page, and copy and paste onto the excel sheet. (Start with counting the teacher accounts first to get practice on manual counting).

The screenshot shows the 'People' tab in the admin interface. The table displays user accounts with columns for Username, Status, Roles, Member For, and Last Access. An orange arrow points to the 'MEMBER FOR' column, indicating the focus for manual counting.

USERNAME	STATUS	ROLES	MEMBER FOR	LAST ACCESS
dannymears1	active	teacher	2 weeks 6 days	2 weeks 6 days ago
steveo	active	teacher	1 month 2 weeks	1 month 4 days ago
micchelle020373	active	teacher	1 month 3 weeks	2 days 15 hours ago
thudson95	active	teacher	3 months 1 day	3 months 1 day ago
aarodri6	active	teacher	3 months 2 days	3 months 2 days ago

5. After all users have been copied and pasted to the excel sheet, begin your manual counting by paying attention to the ‘Member For’ column. Data on new user accounts are usually counted on a 6-month basis so begin your count counting backwards 6 months from the current date. Any account under ‘Member For’ that falls within the 6-month period are considered “new” accounts. This process is long and prone to human error. It helps to highlight the users you have counted on the excel sheet to avoid double counting or skipping an account.

6. Repeat the same process to obtain the number of new student accounts.

# FOR ADMIN USE ONLY

## Collecting data for classrooms

### Number of classrooms

1. Log in to admin account
2. Click on "Content" at the top of the screen. You will see all the classrooms that have ever been created. The steps that follow are manual and will require you to open a blank excel sheet.

The screenshot shows the 'Content' page in the admin interface. On the left, there's a sidebar with navigation options. The main content area displays a table of groups. The table has columns: TITLE, TYPE, AUTHOR, STATUS, and UPDATED. An orange arrow points to the 'UPDATED' column.

TITLE	TYPE	AUTHOR	STATUS	UPDATED
Pe Health <span style="color: red;">new</span>	Classroom	dannymars1	published	05/20/2021 - 13:56
Michelle's Semester 2	Classroom	michelle020373	published	04/19/2021 - 17:48
Spring 2021 Testing	Classroom	chrysalcarina	published	04/15/2021 - 11:37
Keeping it Real...Consequences of Pregnancy	Lesson	admin	published	04/12/2021 - 04:31
Protecting Your Rules...Regarding Sex	Lesson	admin	published	04/12/2021 - 04:31
Keeping it Real...Consequences of HIV & STDs	Lesson	admin	published	04/12/2021 - 04:30
Keeping it Real...Healthy Dating Relationships	Lesson	admin	published	04/12/2021 - 04:30

3. Once you have opened a blank excel sheet, highlight all the classrooms page by page, and copy and paste it to the excel sheet.
4. After all classrooms have been copied and pasted to the excel sheet, begin your manual counting by paying attention to the 'Updated' column. Data on new classrooms are usually counted on a 6-month basis so begin your count counting backwards 6 months from the current date. Any account under 'Updated' that falls within the 6-month period are considered "new" classrooms. This process is long and prone to human error. It helps to highlight the classrooms you have counted on the excel sheet to avoid double counting or skipping an account.

The screenshot shows the 'Content' page with the table of groups highlighted by an orange box. An orange arrow points to the 'Updated' column.

TITLE	TYPE	AUTHOR	STATUS	UPDATED
Pe Health <span style="color: red;">new</span>	Classroom	dannymars1	published	05/20/2021 - 13:56
Michelle's Semester 2	Classroom	michelle020373	published	04/19/2021 - 17:48
Spring 2021 Testing	Classroom	chrysalcarina	published	04/15/2021 - 11:37
Keeping it Real...Consequences of Pregnancy	Lesson	admin	published	04/12/2021 - 04:31
Protecting Your Rules...Regarding Sex	Lesson	admin	published	04/12/2021 - 04:31
Keeping it Real...Consequences of HIV & STDs	Lesson	admin	published	04/12/2021 - 04:30
Keeping it Real...Healthy Dating Relationships	Lesson	admin	published	04/12/2021 - 04:30

5. Count the number of users (new and active accounts) and classrooms every 6 months. Report the numbers to the HNY Program Director at NPAIHB.