

**March 21st, 2023 Regularly Scheduled Board Meeting**  
**3:45 p.m. Via Zoom Webinar - Ophir Elementary Large Conference Room**  
**Link: <https://us06web.zoom.us/j/86474305429>**

**Call to Order**

**Pledge of Allegiance**

**Revision(s) to Agenda**

**Public Comment – Non-Agenda Items**

**Approval of Minutes**

**Recognitions and Commendations**

**Superintendent Report**

**Middle School / High School Principal's Report**

**Elementary School Principal's Report**

**DP Coordinator Report**

**Activities Report**

**Business Manager's Report**

**Committee Reports**

- **Personnel committee - No report**
- **Wellness committee - No report**
- **Policy Committee - No report**
- **Strategic plan committee - Full plan update at April meeting**
- **Budget committee - No report**
- **Negotiations committee - No report - Suspended for the year**
- **Safety and Security sub-committee - Matt Daugherty to report**

**Special Reports**

- **Construction Update**
- **Bond committee**

**Discussion and Action:**

- 1. Housing committee community member appointment - Matt Kidd**
- 2. 2023 - 2024 BSSD Academic Calendar**
- 3. Cabin relocation**
- 4. Policy 1005FE-F - Proficiency based education**
- 5. Book Addition - The Crucible and Of Mice and Men to 9th grade**
- 6. Certified Hire - Anne Christina Wimmer OES**
- 7. Maintenance Purchase - Ride on Extractor**
- 8. Bridger Care Lessons**

**Consent Agenda**

- 1. Warrants and Liabilities**

**2. Staff**

**a. Resignations**

- i. Cadie Williams**
- ii. Kinsey Carney**
- iii. Renee Zimmerman**
- iv. Agnes Adams**

**b. Coaches**

- i. Baseball Volunteer**
  - 1. Brad Johnson**

**3. Out of District students**

**a. A.V. - Madison County**

**Future Meeting Dates: Regular meeting April 18th, 3:45 p.m.**

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**Superintendent Report - [at meeting](#)**

**Middle School / High School Principal's Report - [at meeting](#)**

**Elementary School Principal's Report - [at meeting](#)**

**DP Coordinator Report - [at meeting](#)**

**Activities Report - [at meeting](#)**

**Business Manager's Report - [at meeting](#)**

**Committee Reports**

- **Personnel committee - [No report](#)**
- **Wellness committee - [No report](#)**
- **Policy Committee - [No report](#)**
- **Strategic plan committee - [Full plan update at April meeting](#)**
- **Budget committee - [No report](#)**
- **Negotiations committee - [No report - Suspended for the year](#)**
- **Safety and Security sub-committee - [Matt Daugherty to report](#)**

**Special Reports**

- **Construction Update - [Cristie Tate to report](#)**
- **Bond committee - [Dustin, Kara, Stacy to report](#)**

**Discussion and Action:**

- 1. Housing committee community member appointment - Matt Kidd - [We have a housing committee that has been working on some initiatives for employee housing. That committee is currently made up of Stacy Ossorio, Scott Hammond and Dustin Shipman. This came to be in the build for our current housing. Additionally, the committee has been considering some other options on the lot that we own behind the school. I would like to appoint Matt Kidd as a community member representative on the committee. As the recruiting cycle begins, I think it would be great to have Matt as support for this committee and the district. \*Recommended motion = Approve Matt Kidd as a member of the housing committee.\*](#)**
- 2. 2023 - 2024 BSSD Academic Calendar - [In Packet](#). A couple of changes from previous years calendars based on feedback from staff. Namely, an abbreviated Thanksgiving Break and Holiday Break in December structured slightly differently. Over the course of 23-24 SY, I want to put together a group to explore different calendar options and do a deep dive into some innovative ways to structure our students year and take advantage of flexibilities**

available to us by the state. *Recommended motion = Approve the 2023-2024 calendar as presented.*

3. **Cabin relocation - Michener cabin on campus.** The BSCO in partnership with others has done a great job of remodeling the cabin and ultimately having it as a real historic piece of the community. That said, it really does not get the exposure as a historic relic of Big Sky that is possible, this is due to a number of factors. The BSCO and their partners would like to move the cabin to the main Michener Creek site in the meadow village. As much as I like the cabin on our property, I do think it will receive much more attention and serve the purpose of sharing the history of the area to a much higher degree if it is located there with the other exhibits. *Recommended motion = Approve the moving of Michener Cabin.*
4. **Policy 1005FE-F - Proficiency based education - In Packet.** This is the recommended form we need to support policy 1005, proficiency based education. *Recommended motion = Approve Policy 1005FE-F as presented.*
5. **Book Addition - The Crucible and Of Mice and Men to 9th grade - Synopsis' in packet.** The 9th grade English teachers would like to add these two novels to the 9th grade curriculum. *Recommended motion = Approve the addition of The Crucible and Of Mice and Men to the 9th grade English Curriculum.*
6. **Certified Hire - Anne Christina Wimmer OES - Resume in Packet.** Anne has experience internationally in PYP schools and would be a great addition to our OES faculty. *Recommended motion = Approve Anne Chritian Wimmer as a 1.0 FTE for 2023-2024 SY.*
7. **Maintenance Purchase - Ride on Extractor - Quote in Packet.** This is the machine we use to scrub the carpets 2-3 times a year. Ours broke down and is not repairable. This is a really important piece of machinery for maintenance. *Recommended Motion = Approve the purchase of the ride on extractor for the price quoted.*
8. **Bridger Care Lessons - Lessons in packet.** We have had numerous years of BC providing these lessons and have worked back and forth with them to get the lessons to what you see in your packet. As always, parents will have the ability to "opt out." *Recommended motion = Approve the Bridger Care lessons as presented.*

## Consent Agenda

1. **Warrants and Liabilities**
2. **Staff**
  - a. **Resignations**
    - i. **Cadie Williams**
    - ii. **Kinsey Carney**
    - iii. **Renee Zimmerman**
    - iv. **Agnes Adams**
  - b. **Coaches**
    - i. **Baseball Volunteer**
      1. **Brad Johnson**

**3. Out of District students**

**a. A.V. - Madison County**

**Future Meeting Dates: Regular meeting April 18th, 3:45 p.m.**

**Big Sky School District #72 School Board Meeting**  
**Ophir ES Conference Room (3:45pm)**  
**February 14th, 2023**  
**MINUTES**

**In attendance:** Loren Bough, Stacy Ossorio, Kara Edgar, Scott Hammond, Dustin Shipman, Corky Miller, Andrew Blessing, Marlo Mitchem, Brittany Shirley, Tim Sullivan, Libby Grabow, Cristie Tate, John Hannahs, Matt Daugherty, Jolene Romney, Debbie Bagby, Susan Beattie, Kim Kendrick, Jolene Clark, Jeff, Kaye, Kate Scott, Heidi Jones/Johnson, Marc Edgar, Christine Brennecke,

**Meeting called to order at 3:45pm, by Chair Bough**

**Pledge of Allegiance**

**Revision(s) to Agenda** – Special Report – Construction Update will be after Discussion & Action Item 1.

**Public Comment – Non-Agenda Items** – None

**Approval of Minutes** – Trustee Edgar made a motion to approve minutes for the Meetings held January 10<sup>th</sup>, January 26<sup>th</sup>, and January 31<sup>st</sup>, Trustee Hammond seconded the motion. **Motion passed unanimously.**

**Recognitions and Commendations** – None

**Superintendent's Report – Dustin Shipman**

- Superintendent's Report is included as an Attachment

**OMS/LPHS Principal's Report – Marlo Mitchem**

- 2<sup>nd</sup> Semester underway
- LPHS Notables:
  - two seniors are Presidential Scholars Program Finalists
  - two seniors are National Merit Scholarship Program Finalists
- Finished standardized testing: MAPS and OPI pilot program
- 11<sup>th</sup> Grade – ACT Text Prep class next month
- Student life
  - Ski days are complete
  - Sadie Hawkins dance well-attended – over 80%
  - Blood Drive in March
- Yale Educator Award – Kate Eisele (nominated by LPHS graduate, Samantha Sauzo)
- Continuing with teacher evaluations

**Elementary Principal's Report- Brittany Shirley**

- 100<sup>th</sup> day of school!
- Alpine ski days successful – included 4K students
- Nordic ski days up next
- Professional Development
  - best practices in reading
  - mental health programing (Ruby Payne)
  - Math program training (next PIR day)
- PYP re-authorization evaluation underway

- Continuing with tenured and non-tenured formal observations

#### **DP Coordinator's Report – Tim Sullivan**

- IB DP Program info night for 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grades well attended
- 12<sup>th</sup> grade – continuing with internal assessments
- Working-on exam schedule and planning coverage

#### **Activities Report – John Hannahs**

- Boys and Girls headed to District Basketball Tourney in Butte
- MHSA Annual Meeting
  - Co-op changes passed
  - Private school enrollment adjustments, lacrosse, and e-sports failed
- Class B (volleyball and basketball) and 8-man football meetings on the horizon
- Spring sports right around the corner: Golf, Tennis, Track & Field, Baseball

#### **Business Manager – Corky Miller**

- FY23 Budget Funds - current positions in Packet
- Spring Count number reported by Superintendent Shipman – will start working on FY24 budget and hope to meet with Budget Committee soon.
- D&A Items 4 through 9 – steps/timeline associated with potential bond vote and issuance

#### **Committee Reports**

- Personnel Committee – Have met and will report with D&A Items 1 & 3.
- Wellness Committee – No Report
- Policy Committee – No Report
- Strategic Plan Committee – Dr. Shipman reported of the continued progress toward flexible pathways for students – D&A Item 2 is part of this process.
- Budget Committee – No Report
- Negotiation Committee – No Report – suspended for the year.
- Safety and Security committee – Have met and will report with D&A Item 1.

#### **Discussion and Action Items:**

1. School Marshal Procedures – Trustee Edgar made a motion to open Discussion of School Marshal Policies and Procedures, Trustee Hammond seconded the motion. The Board had open discussion regarding the Marshal being armed, and welcomed public comment for and against. Trustee Edgar made a motion to maintain Board Policy 1715 without change, Trustee Hammond seconded the motion. **Motion passed unanimously.**

**At this point in the Meeting, Chair Bough excused himself in order coach LPHS basketball. Vice Chair Ossorio chaired the Meeting.**

#### **Special Reports**

- Construction Update – Cristie Tate provided a construction update.
2. Global Online Academy as a distance learning provider- Trustee Edgar made the motion to approve the changes, Trustee Hammond seconded the motion. **Motion passed unanimously.**
3. International Alliance Group Teacher Recruitment- Trustee Edgar made the motion to approve the changes, Trustee Hammond seconded the motion. **Motion passed unanimously.**
4. Trustees Resolution Calling for Trustee Election- Trustee Edgar made the motion to approve the changes, Trustee Hammond seconded the motion. **Motion passed unanimously.**
5. Trustee Election Ballot Language- Trustee Edgar made the motion to approve the changes, Trustee Hammond seconded the motion. **Motion passed unanimously.**
6. Trustee Resolution Calling for a Bond Election - Trustee Edgar made the motion to approve the changes, Trustee Hammond seconded the motion. **Motion passed unanimously.**

7. Bond Election Resolution - Trustee Edgar made the motion to approve, Trustee Hammond seconded the motion. **Motion passed unanimously.**
8. Trustee Bond Ballot Language - Trustee Edgar made the motion to approve, Trustee Hammond seconded the motion. **Motion passed unanimously.**
9. SB 307 – FY24 Projected Increases/Decreases - Trustee Edgar made the motion to approve, Trustee Hammond seconded the motion. **Motion passed unanimously.**

**Consent Agenda:** Trustee Hammond made a motion to approve Consent Agenda items, Trustee Edgar seconded the motion. – **Motion passed unanimously.**

1. Warrants and Liabilities
2. Staff
  - a. Spring Sports Coaches
    - i. Track
      1. James Miranda (Head LPHS/OMS)
      2. Brian Squillace (Ass't LPHS/OMS)
      3. Tina Albers (Ass't LPHS/OMS)
      4. Betsy Biggerstaff (OMS)
    - ii. Baseball
      1. John McGuire (Assistant)
      2. Matt Morris (Head)
      3. Ryan Rothing (Volunteer)
    - iii. Golf
      1. Jenny Wilcynski (Head)
      2. John Hannahs (helper)
    - iv. Tennis
      1. Libby Grabow (Head)
  - b. Kitchen
    - i. Tiffany Nash
  - c. Tech Coordinator
    - i. End of Probation contract adjustment
  - d. Volunteers
    - i. Mark Craig
    - ii. Barbara Craig
3. Out-of-District Students
  - a. none

**Next BSSD #72 Future Board Meetings:**

Regular Meeting, March 14<sup>th</sup>, 2023 at 3:45pm (Tuesday)

**Adjourned at 5:11pm by Vice Chair Ossorio**

\_\_\_\_\_, Loren Bough, Board Chair

\_\_\_\_\_, Corky Miller, Business Manager/Clerk



Enrollment - Official Count last week – official numbers for budgeting attached. Kindergarten enrollment number of 49 includes 20 k4 students and the continued funding of those students is currently up for debate at the legislature.

#### **HB 279 –**

Tax Credit donations 2022 – \$694,000

Tax Credit donations 2023 - \$895,000

Total – \$1,589,000

Approved expenses of this revenue –

- Innovative educational programs
  - Transformational Learning Programs
    - Defined in law as a flexible system of pupil centered learning designed to develop the full educational potential of each pupil
      - Address each pupil strengths
    - Anything proficiency based for students.
    - Advanced opportunity for students
      - Any course, exam or experiential, online learning opportunity that is designed to advance each pupil's opportunity for postsecondary career and educational success.
  - Any program, service, instructional methodology or adaptive equipment used to expand opportunity for a child with a disability.
  - Any courses provided through work-based learning partnerships or for postsecondary credit or career certification.
  - Technology enhancements, this would include anything encompassed within a technology levy.

Planned expenses of this revenue – Yearly budget based on yearly need via budget committee.

- Innovative educational programs
  - Transformational learning
    - In the STEAM facility, in time we are going to offer work-based learning partnerships and can and will begin offering certificate pursuits if and when need and staffing permits. (Personnel and programming)
    - Flexible systems of pupil centered learning.
      - Expansion of services to guide students according to their interests and strengths. (Personnel and programming)
    - Advanced Opportunity
      - Expansion of virtual programming (personnel and programming)
      - Post-secondary credit (we already do this via IB course work / exams) this will be in the form of fees / personnel / PD / programming.



# Spring Student Count For ANB Summary By District

## February 6, 2023 Enrollment

County: 16 Gallatin

School Year: 2022-2023

District: 1239 Big Sky School K-12

Budget Unit: E1 M1 H1

### SCHOOLS IN THIS DISTRICT

0497 Ophir Elementary School  
1817 Ophir 7-8  
1837 Lone Peak High School

### TOTAL STUDENT COUNT FOR ANB BY GRADE - DISTRICT

Grade	Fall Students	Spring Students
Kindergarten Full E1	50	49
1st Grade E1	22	23
2nd Grade E1	38	37
3rd Grade E1	30	30
4th Grade E1	44	43
5th Grade E1	32	31
6th Grade E1	23	23
<b>E1 Total</b>	<b>239</b>	<b>236</b>
7th Grade M1	41	41
8th Grade M1	34	34
<b>M1 Total</b>	<b>75</b>	<b>75</b>
9th Grade H1	31	30
10th Grade H1	26	26
11th Grade H1	34	33
12th Grade H1	27	28
<b>H1 Total</b>	<b>118</b>	<b>117</b>
<b>District Total:</b>	<b>432</b>	<b>428</b>

\* Used to calculate FY2023-2024 budget limits



# Spring Student Count For ANB Summary By District

## February 6, 2023 Enrollment

### FY2023-24 BASIC & PER-STUDENT ENTITLEMENTS

Budget Unit	Based on Current Year ANB			Based on 3-Year Avg ANB		
	ANB	Basic Entitlement	Per ANB Entitlement	ANB	Basic Entitlement	Per ANB Entitlement
E1	247	55,741.00	1,466,537.80 *	243	55,741.00	1,442,885.40
H1	123	334,453.00	935,230.50 *	117	334,453.00	889,785.00
M1	78	111,483.00	593,950.50 *	73	111,483.00	555,968.00
EL Level Total		501,677.00	2,995,718.80 *		501,677.00	2,888,638.40

### FY2023-24 INDIAN EDUCATION FOR ALL(\$23.28/ANB)

Level	Based On Current Year ANB		Based On 3-Year Avg ANB	
	ANB	Entitlement	ANB	Entitlement
EL	325	7,566.00 *	316	7,356.48
HS	123	2,863.44 *	117	2,723.76

### DETERMINING ANB USED TO CALCULATE FY2023-24 BUDGET LIMITS

Below is the calculation used to determine whether the FY2023-24 budget limits are based on the current year ANB or the 3-year average ANB. The ANB that generates the highest ANB-based funding will be used for most FY2023-24 budgeting purposes.

ANB-Based Funding - Current Year ANB					ANB-Based Funding - 3-Year Avg ANB			
	Basic Entitlement	Per ANB Entitlement	Ind Ed For All	Total	Basic Entitlement	Per ANB Entitlement	Ind Ed For All	Total
EL	167,224.00	2,060,488.30	7,566.00	2,235,278.30 *	167,224.00	1,998,853.40	7,356.48	2,173,433.88
HS	334,453.00	935,230.50	2,863.44	1,272,546.94 *	334,453.00	889,785.00	2,723.76	1,226,961.76

**Highest ANB-Based Funding** 3,507,825.24

**ANB for FY2024 budget**

E1 247  
M1 78  
H1 123

### FY2023-24 PAYMENTS

**DSA** 1,563,335.91  
**Indian Education For All** 10,429.44

\* Used to calculate FY2023-2024 budget limits



# Spring Student Count For ANB Summary By District

## February 6, 2023 Enrollment

### Student Achievement Gap

American Indian Students Counted For The FY2024 American Indian  
Achievement Gap Payment 5

\* Used to calculate FY2023-2024 budget limits

03/18/23  
15:10:30

BIG SKY SCHOOL DISTRICT #72  
Statement of Expenditure - Budget vs. Actual Report  
For the FY23 Accounting Period through 19 March 2023

Page: 1 of 1  
Report ID: B100F

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
201 K-12 GENERAL FUND	270,324.75	2,539,926.86	3,607,419.09	3,607,419.09	1,067,492.23	70 %
210 K-12 TRANSPORTATION FUND	11,340.12	137,685.17	2,141,306.61	2,141,306.61	2,003,621.44	6 %
211 K-12 BUS DEPRECIATION FUND	0.00	0.00	385,754.23	385,754.23	385,754.23	0 %
213 K-12 TUITION FUND	14,342.50	91,135.71	282,912.42	282,912.42	191,776.71	32 %
214 K-12 RETIREMENT FUND	44,436.52	336,110.59	675,000.00	675,000.00	338,889.41	50 %
217 K-12 ADULT EDUCATION FUND	830.21	12,925.65	238,717.71	238,717.71	225,792.06	5 %
228 K-12 TECHNOLOGY FUND	16,236.40	189,273.69	151,463.03	151,463.03	-37,810.66	125 %
250 K-12 DEBT SERVICE FUND	0.00	464,175.00	2,458,750.00	2,458,750.00	1,994,575.00	19 %
261 K-12 BUILDING RESERVE FUND	14,504.53	409,731.65	594,764.42	594,764.42	185,032.77	69 %



# PRELIMINARY BUDGET DATA SHEET

FY 2024

## Pre-Session Including HB15 Inflationary Increases

County: 16 Gallatin

District: 1239 Big Sky School K-12

NOTE: Information shown on the asterisked lines below (\*) is subject to change if your district's certified ANB is changed; any changes will be reflected on the FY2024 final budget form. (+) This symbol indicates whether the current ANB or 3 year average ANB (whichever is greater) is used to determine budget funding.

1. Certified ANB		FY 2024			3 Year Avg ANB		
*Budget Unit		ANB	*Basic Entitlement	*Per ANB Entitlement	ANB	*Basic Entitlement	*Per ANB Entitlement
E1	OPHIR K-8	247	57,246.00	1,506,304.80 +	243	57,246.00	1,482,008.40
M1	OPHIR 7-8	78	114,493.00	610,018.50 +	73	114,493.00	571,006.00
H1	LONE PEAK HS	123	343,483.00	960,568.50 +	117	343,483.00	913,887.00
2.	* Direct State Aid						1,605,674.87
3.	Quality Educator						124,810.00
4.	At Risk Student						1,186.26
5.	* Indian Education For All						10,711.68
6.	American Indian Achievement Gap						1,175.00
7.	* Data For Achievement						10,254.72
8.	Special Education Funding (FY 2024):						
NOTE: Block Grant Eligiblity Status = "Yes" means OPI records indicate you are qualified and will receive the funding listed. Block Grant Eligiblity Status = "No" means you have NOT yet qualified.							
Special Education Block Grant Eligibility Status							Yes
Special Education Block Grant Rates Per Current ANB							
Instructional Block Grant Rate [IBG]							154.21
Related Services Block Grant Rate [RSBG]							51.40
Threshold to Determine Disproportionate Costs							2.933368958
Special Education Allowable Cost Payments							
* a.	Instructional Block Grant Entitlement [IBG rate X Current Year ANB]						69,086.08
* b.	Related Services Block Grant Entitlement [RSBG rate X Current Year ANB]						N/A
c.	Reimbursement for Disproportionate Costs - See Page 2.						0.00
* d.	Total Special Education Allowable Cost Payment (District) [8a + 8b + 8c]						69,086.08
Prorated Cooperative Cost Payments (Members of Cooperatives Only)							
* e.	Related Services Block Grant Entitlement (Paid Directly to Coop)						23,027.20
Required Local Match							
* f(i).	District's Required Match for IBG [8a X 0.33]						22,798.40
f(ii).	District's Required Match for RSBG [8b X 0.33]						N/A
* f(iii).	District's RSBG Match to be Paid by District to Cooperative [8e X 0.33]						7,598.98
* f(iv).	Total Required Local Match to Avoid Reversions [8f(i) + 8f(ii) + 8f(iii)]						30,397.38
Minimum Special Education Budget to Avoid Reversions							
* g.	Minimum Special Education Budget to Avoid Reversions [8a + 8b + 8f(iv)]						99,483.46



# PRELIMINARY BUDGET DATA SHEET

FY 2024

## Pre-Session Including HB15 Inflationary Increases

County: 16 Gallatin

District: 1239 Big Sky School K-12

### Reimbursement For Disproportionate Costs

	EL	HS	K12
a. FY 2022 Allowable Cost Expenditures Total K-12 Expenditures Prorated by FY 2022 ANB	174,993.00	64,723.44	239,716.44
b. FY 2022 Amount to Avoid Reversion	71,191.01	25,908.12	97,099.13
c. Reimbursement for Disproportionate Costs If (a-b) > 0 and a > (b * 2.933368958) then [a - (b * 2.933368958)] * 0.4	0.00	0.00	0.00

#### 9. FY 2024 Budget Limits:

* a.	Required % of Special Ed Funding in Maximum [20-9-306(9), MCA]	100%
* b.	BASE Budget	3,127,760.09
c.	Maximum Budget Limit	3,901,450.82
* d.	Highest Budget Without A Vote (excluding tuition, excess reserves, flexible non-voted levy authority and other Over-BASE revenues)	3,807,310.64
* e.	Highest Budget With A Vote	3,901,450.82
* f.	Highest Voted Amount (9e-9d)	94,140.18

#### 10. Prior Year Information for Budgeting:

a.	FY 2023 BASE Budget	2,893,655.31
b.	FY 2023 Maximum Budget	3,607,419.09
c.	FY 2023 Budget Limit ANB	421
d.	FY 2023 Adopted General Fund Budget	3,607,419.09
e.	Highest Levy Over-BASE Authorized or Imposed Between FY 2019 FY 2023	679,550.55

#### 11. Debt Service Fund and County Retirement GTB:

	Elementary	High School
<b>County</b>		
a.	Tax Year2022 County Taxable Value	451,536,176
b.	FY 2022-2023 County ANB	10,233
c.	County Retirement Mill Value per ANB	44.13
<b>District</b>		
d.	Tax Year2022 District Taxable Value	53,284,288
e.	FY 2022-2023 District Budget Limit ANB	307
f.	District Debt Service Mill Value per ANB	173.56
<b>Statewide</b>		
g.	Statewide Retirement Mill Value per ANB	39.43
h.	Debt Service Assistance Mill Value per ANB	45.62



# PRELIMINARY BUDGET DATA SHEET

FY 2024

## Pre-Session Including HB15 Inflationary Increases

County: 16 Gallatin

District: 1239 Big Sky School K-12

### 12. General Fund Guaranteed Tax Base Aid (GTB) Ratios And Subsidies

I. STATEWIDE GTB RATIO:	Elementary	High School
a. Statewide Taxable Valuation (Tax Year 2022)***	3,557,597,673	3,557,597,673
b. FY 2023 Statewide GTB Subsidized Budget Area: 35.30% of the Basic Entitlement + 35.30% of the Per ANB Entitlement + 40% of Special Education Allowable Cost Payment (Including Cooperative Costs)	269,181,739.61	146,351,330.17
c. GTB Ratio: [(a) Divided by (b)] x 254%	33.57	61.74

II. DISTRICT GTB SUBSIDY:	Elementary	High School
a. Statewide GTB ratio (from c above)	33.57	61.74
b. FY 2023 District GTB Subsidized Budget Area: 35.30% of the Basic Entitlement + 35.30% of the Per ANB Entitlement	745,241.25	424,132.50
c. 40% of FY 2023 District Special Education Allowable Cost Payment plus District Coop Cost Payment	24,964.01	9,188.71
d. District's FY 2024 Guaranteed Tax Base (a) x [b + c]	25,855,790.58	26,753,251.51
e. District Taxable Valuation (Tax Year 2022)***	53,284,288	53,284,288
f. If (d) is Greater Than (e), Then: DISTRICT's FY 2024 GTB Subsidy Per BASE Mill [d - e] x 0.001	0.00	0.00

\*\*\* A final determination of the Taxable Value by the Department of Revenue based on information delivered to the county clerk and recorder as required in 15-10-305, MCA (December). Tax Increment Districts are excluded from taxable valuations used in GTB calculations.

Per 20-9-366(2)(a), MCA, GTB ratios for the ensuing year are calculated using prior year taxable values and GTB subsidized area as submitted. GTB ratios on I(c) are rounded to two decimal places.

### 13. Building Reserve Permissive Sub-Fund School Major Maintenance Aid Subsidy

	Elementary	High School	K-12
a. District State Major Maintenance Aid (SMMA) Allowable Amount			76,310.00
b. Calculated Amount of State School Major Maintenance Aid Per Dollar of Local Effort****			0.18

\*\*\*\* State major maintenance aid per dollar of local effort calculated as per 20-9-525, MCA assumes full state funding for this program. Proration may apply due to limitations in state appropriation and/or available state revenue for funding.



## BSSD72 Board Meeting 3/21/23

### Safety and Security Sub-Committee / School Marshal Update

By Matt Daugherty

**-Three public / parent meetings / Q and A:** Those all went fairly well. There were a lot of questions surrounding the position. Daily duties / roles, carrying a firearm, storage of the firearm, funding, my background, different scenarios were brought up by some parents to ask how we would deal with them, lots of support as well. I felt we spent ample time answering questions and offering an open door any time to answer more.

**-Emergency Operation Plan:** We've reached out to the individual who did the overall security assessment for the district last year. More than likely, we will be contracting with him to put this together. He had a time frame of July 23 to finish. I'm in the process of researching more of these EOP's and have visited with the head SRO for the Bozeman School District. We are planning to meet soon to discuss programs, policy and procedure, use of force and their EOP's. Possibility of taking on the EOP ourselves.

**-Safety and Security Committee:** I was advised regarding who was on this committee but looking at some guidance on expectations and goals. How often to meet and when? See attachment for those who are on the committee or who have shown interest. Intentions are not to make it too large but to have representatives and key players from our community and emergency services.

**-Training:** March 24 we will have a table top "Mass casualty incident" training. Most of the EMS / LE / Hospital representatives will be in attendance. BSFD is lead with the other agencies assisting. This will be a walk-through training to prepare for a more extensive drill that is planned for the summer time (not scheduled yet).

This training has been a long time in the making and is imperative to get all of the agencies and players on the right page. It will also be instrumental in our overall EOP.

I will be attending a two-day school safety symposium in April and a 40 hour School Resource Officer basic course in Bozeman this August.

Continuing to work with the Sheriff's Office on being included in their training program.

### **Day to Day Operations:**

- Classroom introductions with Mrs. Frounfelker

- Meeting with staff

- Working on a day-to-day routine between both schools

- Walk throughs with Maintenance Director Kary Pemberton and working on checklists to assist during my walk throughs

- Meeting weekly with the GCSO Deputies, SRO and Canyon Sgt. Sharing the office in the MS/HS and it's working out great

- Building the School Marshal program – this has been an interesting task. We have not found any other programs in the state and MT Law Enforcement Academy does not have any training or classes up to this point. We are currently structuring our program off of the state statute that was passed in 2021. This includes full Psychological evaluation, physical, coordinated trainings with the Sheriff's Office and Fire Department.



## **Lone Peak Phase 2**

**March 21, 2023**

### **Schedule**

- Jackson has relocated their construction trailer adjacent to the STEAM Lab.
- Welding inspections are complete for the anchor bolt and base plate structural fixes.
- SIPS (Structural Insulated Panels) roof panels are installed.
- Exterior framing will be done by March 21<sup>st</sup>, and exterior sheathing will be completed by March 27th.
- Slabs on grade in the mechanical room and learning stairs were poured last week.
- A&E is reviewing furniture and equipment options with the Staff.
- The project is scheduled to be complete by the start of the Fall 2023 school year.
- Jackson is getting pricing from a few roofing subcontractors for the re-roof portion of the project. All of the work under the roof (fixing insulation, adding spray insulation, etc) will be bid out a few weeks later (A&E needs this time to finish the design). The shingles have a long lead time, so we are breaking out that scope of work. Two different contractors would perform these two phases of the roof replacement, so this method works. The re-roof is scheduled for this summer.
- Metal corner theatre signage is scheduled to be installed by the end of this week.

Attached is the overall project schedule and six-week lookahead.

### **Budget**

- Attached are the Project Cost Control and Project Contingency Log.
- Builder's Risk Insurance is going to be required for the roof replacement. We have not received a quote yet.

### **Risks, Opportunities, and Key Issues**

- Jackson has added project team members to ensure the project succeeds and that additional quality control measures are implemented. This is reflected in the current schedule.
- Jackson has worked with their subcontractors to expedite some work scopes to make up this time in the schedule. Weekends, larger crew sizes, and longer work days are expected.
- With current market conditions, the team is tracking the procurement of critical materials over the next few months.

## Photos



Exterior Framing



SIPS Panel Install

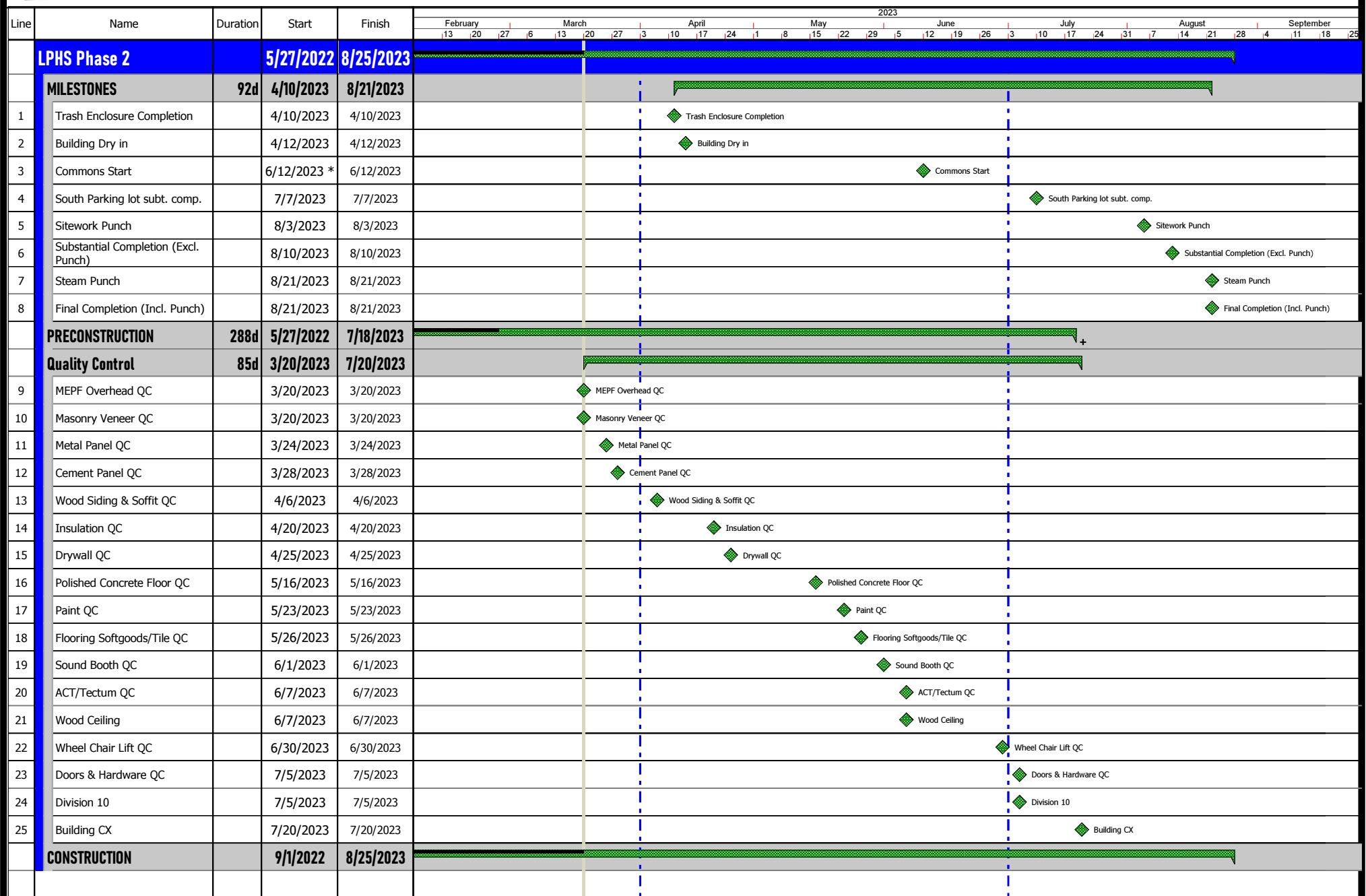


SIPS Panel Installation



# LPHS Phase 2

**Jackson**  
CONTRACTOR GROUP, INC.









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Line	Name	Duration	Start	Finish	2023																															
					February				March				April				May				June				July				August				September			
					13	20	27	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	4	11	18
50	STEAM Site & Bus Loop	Damaged curb demo	1d	5/4/2023	5/4/2023									Damaged curb demo																						
51		Damaged Curb Replace	2d	5/5/2023	5/8/2023					Damaged Curb Replace																										
52		Storm Sewer	7d	5/5/2023	5/15/2023					Storm Sewer																										
53		Install Light Pole Bases	5d	5/9/2023	5/15/2023					Install Light Pole Bases																										
54		Underground Electrical	5d	5/9/2023	5/15/2023					Underground Electrical																										
55		Rough Grade	4d	5/16/2023	5/19/2023					Rough Grade																										
56		Install Parking Lot Irrigation Sleeves	3d	5/22/2023	5/24/2023					Install Parking Lot Irrigation Sleeves																										
57		Curb Prep	4d	5/22/2023	5/25/2023					Curb Prep																										
58		Curb Place	3d	5/26/2023	5/31/2023					Curb Place																										
59		Hardscape Prep	5d	6/1/2023	6/7/2023					Hardscape Prep																										
60		Hardscape Form, Place, Finish	8d	6/1/2023	6/12/2023					Hardscape Form, Place, Finish																										
61		Paving Finish Grade	6d	6/8/2023	6/15/2023					Paving Finish Grade																										
62		Irrigation	5d	6/13/2023	6/19/2023					Irrigation																										
63		Pave	3d	6/16/2023	6/20/2023					Pave																										
64		Landscape Tree & Shrub	4d	6/21/2023	6/26/2023					Landscape Tree & Shrub																										
65		Landscape Rock Mulch	3d	6/27/2023	6/29/2023					Landscape Rock Mulch																										
66		Landscape Seeding	2d	6/30/2023	7/5/2023					Landscape Seeding																										
67		Parking Lot Striping	2d	7/6/2023	7/7/2023					Parking Lot Striping																										
	STEAM Site & Bus Loop	73d	3/29/2023	7/12/2023																																
68	Screen Wall Strip & Ex	3d	3/29/2023 *	3/31/2023					Screen Wall Strip & Ex																											
69	Screen Wall Footing Form & Rebar	3d	4/3/2023	4/5/2023					Screen Wall Footing Form & Rebar																											
70	Screen Wall Footing QC	1d	4/6/2023	4/6/2023					Screen Wall Footing QC																											
71	Screen Wall Footing Pour	1d	4/7/2023	4/7/2023					Screen Wall Footing Pour																											
72	Screen Wall Masonry	5d	4/10/2023	4/14/2023					Screen Wall Masonry																											
73	Screen Wall Backfill	2d	4/17/2023	4/18/2023					Screen Wall Backfill																											
74	Screen Wall Slab Prep	1d	4/19/2023	4/19/2023					Screen Wall Slab Prep																											
75	Screen Wall Slab Place	1d	4/20/2023	4/20/2023					Screen Wall Slab Place																											
76	Storm Drain	5d	4/21/2023	4/27/2023					Storm Drain																											
77	Retaining Wall subgrade	2d	4/28/2023	5/1/2023					Retaining Wall subgrade																											
78	Rough Grade	3d	5/2/2023	5/4/2023					Rough Grade																											



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79	Phase 2 Site	Irrigation Sleeves	1d	5/5/2023	5/5/2023														Irrigation Sleeves																										
80		Finish Grade	4d	5/5/2023	5/10/2023														Finish Grade																										
81		UnderGround Electrical	6d	5/11/2023	5/18/2023														UnderGround Electrical																										
82		Install Light Pole Bases	6d	5/11/2023	5/18/2023														Install Light Pole Bases																										
83		Bus Loop Rough Grade	3d	5/19/2023	5/23/2023														Bus Loop Rough Grade																										
84		Curb and Gutter prep	3d	5/24/2023	5/26/2023														Curb and Gutter prep																										
85		Curb and Gutter Place	2d	5/30/2023	5/31/2023														Curb and Gutter Place																										
86		Hardscapes Prep Grade	5d	6/1/2023	6/7/2023														Hardscapes Prep Grade																										
87		Hardscapes Form, Place, Finish	8d	6/1/2023	6/12/2023														Hardscapes Form, Place, Finish																										
88		Bus Loop Fine Grade	3d	6/13/2023	6/15/2023														Bus Loop Fine Grade																										
89		Pave	2d	6/16/2023	6/19/2023														Pave																										
90		Irrigation	5d	6/20/2023	6/26/2023														Irrigation																										
91		Landscape Rock Mulch	2d	6/27/2023	6/28/2023														Landscape Rock Mulch																										
92		Landscape Tree and Shrub	4d	6/29/2023	7/6/2023														Landscape Tree and Shrub																										
93		Landscape Seeding	4d	7/7/2023	7/12/2023														Landscape Seeding																										
		Phase 3 Site	23d	6/16/2023	7/20/2023																																								
94		Phase 3 Site	Rough Grade	5d	6/16/2023	6/22/2023														Rough Grade																									
95			Septic Punch (risers, seals)	5d	6/23/2023	6/29/2023														Septic Punch (risers, seals)																									
96			Irrigation Main Line	4d	6/30/2023	7/7/2023														Irrigation Main Line																									
97	Finish Grade		3d	7/10/2023	7/12/2023														Finish Grade																										
98	Landscape Finishes		6d	7/13/2023	7/20/2023														Landscape Finishes																										
	SITE PUNCH LIST	40d	6/20/2023	8/16/2023																																									
99	SITE PUNCH LIST	Hardscape Punch List	5d	6/20/2023	6/26/2023														Hardscape Punch List																										
100		Civil Punch List	10d	7/21/2023	8/3/2023														Civil Punch List																										
101		Landscape Punch List	10d	8/3/2023	8/16/2023														Landscape Punch List																										
	B.S.T.I.	179d	9/1/2022	5/16/2023																																									
	B.S.T.I. Procurement	143d	9/1/2022	3/27/2023																																									
102	B.S.T.I.	Signage	96d	9/1/2022 A	3/27/2023													Signage																											
		Exteriors	44d	3/16/2023	5/16/2023																																								
103	B.S.T.I.	B.S.T.I. Signage Install	5d	3/16/2023 A	4/5/2023													B.S.T.I. Signage Install																											





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104	B.S.T.I. Metal Panel Corner Install	4d	3/28/2023	3/31/2023													<div></div>	B.S.T.I. Metal Panel Corner Install																																	
	Exterior Finshes 23'	12d	5/1/2023	5/16/2023																									<div></div>																						
105	Exterior Paint Finish	1d	5/1/2023 *	5/1/2023													<div></div>	Exterior Paint Finish																																	
106	Canopy Soffit Stain	1d	5/2/2023	5/2/2023													<div></div>	Canopy Soffit Stain																																	
107	B.S.T.I. Exterior and Canopy Punch List	10d	5/3/2023	5/16/2023													<div></div>	B.S.T.I. Exterior and Canopy Punch List																																	
	STEAM BUILDING		2/27/2023	8/25/2023													<div></div>																																		
108	Install Window Sealants	3d	5/16/2023	5/18/2023													<div></div>	Install Window Sealants																																	
	Structure	19d	2/27/2023	3/23/2023													<div></div>																																		
109	Steel Erection 3.0	9d	2/27/2023 A	3/23/2023													<div></div>	Steel Erection 3.0																																	
110	RFI 129 Blocking and Furring	7d	3/3/2023 A	3/20/2023													<div></div>	RFI 129 Blocking and Furring																																	
	Exteriors		3/9/2023	5/15/2023													<div></div>																																		
111	Frame exterior walls	9d	3/9/2023 A	3/21/2023													<div></div>	Frame exterior walls																																	
112	Sheath exterior walls	8d	3/15/2023 A	3/24/2023													<div></div>	Sheath exterior walls																																	
113	Mechanical roof penetrations and curbs	2d	3/20/2023	3/21/2023													<div></div>	Mechanical roof penetrations and curbs																																	
114	Dens Deck	8d	3/20/2023	3/29/2023													<div></div>	Dens Deck																																	
115	Install Roof membrane	10d	3/20/2023	3/31/2023													<div></div>	Install Roof membrane																																	
116	Install weather barrier	7d	3/23/2023	3/31/2023													<div></div>	Install weather barrier																																	
117	Install exterior wall insulation & Flashing	17d	3/28/2023	4/19/2023													<div></div>	Install exterior wall insulation & Flashing																																	
118	Install Masonry Veneer	15d	3/30/2023	4/19/2023													<div></div>	Install Masonry Veneer																																	
119	Install Roof Snow Retention System	3d	4/3/2023	4/5/2023													<div></div>	Install Roof Snow Retention System																																	
120	Install Storefront Frames	8d	4/3/2023	4/12/2023													<div></div>	Install Storefront Frames																																	
121	Install metal panels & Flashing	10d	4/7/2023	4/20/2023													<div></div>	Install metal panels & Flashing																																	
122	Install Cem. Panel siding	7d	4/11/2023	4/19/2023													<div></div>	Install Cem. Panel siding																																	
123	Install Glass	4d	4/13/2023	4/18/2023													<div></div>	Install Glass																																	
124	Install wood siding	18d	4/20/2023	5/15/2023													<div></div>	Install wood siding																																	
125	Install Wood Soffits	18d	4/20/2023	5/15/2023													<div></div>	Install Wood Soffits																																	
	Interiors		3/17/2023	8/25/2023													<div></div>																																		
126	Column Grout Packs	10d	3/17/2023 A	3/30/2023													<div></div>	Column Grout Packs																																	
127	Column Pourbacks	10d	3/20/2023	3/31/2023													<div></div>	Column Pourbacks																																	
128	AHU Mezz Placement	1d	3/20/2023	3/20/2023													<div></div>	AHU Mezz Placement																																	



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129	Interior SIPS Tape	3d	3/21/2023	3/23/2023											<div>Interior SIPS Tape</div>																									
130	Mech Mezz Framing Finish	2d	3/21/2023	3/22/2023											<div>Mech Mezz Framing Finish</div>																									
131	Frame interior walls	8d	3/22/2023	3/31/2023											<div>Frame interior walls</div>																									
132	Sheetrock Joist Bays	10d	3/22/2023	4/4/2023											<div>Sheetrock Joist Bays</div>																									
133	Tape & Finish Joist Bays	10d	3/22/2023	4/4/2023											<div>Tape &amp; Finish Joist Bays</div>																									
134	Mech Room sheetrock, Hang, tape, finish	3d	3/23/2023	3/27/2023											<div>Mech Room sheetrock, Hang, tape, finish</div>																									
135	Set HMD Frames	5d	3/27/2023	3/31/2023											<div>Set HMD Frames</div>																									
136	Mech Room Paint	2d	3/28/2023	3/29/2023											<div>Mech Room Paint</div>																									
137	OTS Tectum	6d	3/30/2023	4/6/2023											<div>OTS Tectum</div>																									
138	Mech Room Plumbing Build out	20d	3/30/2023	4/26/2023											<div>Mech Room Plumbing Build out</div>																									
139	Overhead mechanical rough	12d	4/3/2023	4/18/2023											<div>Overhead mechanical rough</div>																									
140	Overhead/In-Wall plumbing rough	12d	4/3/2023	4/18/2023											<div>Overhead/In-Wall plumbing rough</div>																									
141	Overhead Sprinkler rough	15d	4/3/2023	4/21/2023											<div>Overhead Sprinkler rough</div>																									
142	Overhead electrical rough	15d	4/10/2023	4/28/2023											<div>Overhead electrical rough</div>																									
143	In-wall electrical rough	13d	4/17/2023	5/3/2023											<div>In-wall electrical rough</div>																									
144	Inspect and QC	2d	5/1/2023	5/2/2023											<div>Inspect and QC</div>																									
145	Insulate	5d	5/4/2023	5/10/2023											<div>Insulate</div>																									
146	Hang drywall	8d	5/9/2023	5/18/2023											<div>Hang drywall</div>																									
147	Learning Stair Precast Install	3d	5/11/2023	5/15/2023											<div>Learning Stair Precast Install</div>																									
148	Tape and coat	10d	5/16/2023	5/30/2023											<div>Tape and coat</div>																									
149	Roller Shade Dimensions		5/31/2023	5/31/2023											<div>Roller Shade Dimensions</div>																									
150	Polish Concrete floors	5d	5/31/2023	6/6/2023											<div>Polish Concrete floors</div>																									
151	Prime and first coat paint	10d	6/7/2023	6/20/2023											<div>Prime and first coat paint</div>																									
152	Music Entry Flooring	3d	6/12/2023	6/14/2023											<div>Music Entry Flooring</div>																									
153	Install Sound ISO booth	5d	6/15/2023	6/21/2023											<div>Install Sound ISO booth</div>																									
154	Install ACT/Tectum	10d	6/21/2023	7/6/2023											<div>Install ACT/Tectum</div>																									
155	Install Wood Ceilings	5d	6/21/2023	6/27/2023											<div>Install Wood Ceilings</div>																									
156	Learning stair finishes	5d	6/21/2023	6/27/2023											<div>Learning stair finishes</div>																									
157	Interior Finishes Plam,TWP	6d	6/21/2023	6/28/2023											<div>Interior Finishes Plam,TWP</div>																									
158	Install interior glazing	6d	6/21/2023	6/28/2023											<div>Install interior glazing</div>																									



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159	COMMONS SPACE	Install flooring	10d	7/3/2023	7/17/2023																	<div>Install flooring</div>														
160		Install Tile	10d	7/5/2023	7/18/2023																	<div>Install Tile</div>														
161		Electrical Trim & Lighting	16d	7/7/2023	7/28/2023																	<div>Electrical Trim &amp; Lighting</div>														
162		Mechanical trim	10d	7/7/2023	7/20/2023																	<div>Mechanical trim</div>														
163		Learning Stair Handrail	3d	7/14/2023	7/18/2023																	<div>Learning Stair Handrail</div>														
164		Install casework	5d	7/18/2023	7/24/2023																	<div>Install casework</div>														
165		Doors & Hardware	6d	7/18/2023	7/25/2023																	<div>Doors &amp; Hardware</div>														
166		Install Wheel Chair Lift	3d	7/18/2023	7/20/2023																	<div>Install Wheel Chair Lift</div>														
167		Start-up equipment	4d	7/18/2023	7/21/2023																	<div>Start-up equipment</div>														
168		Install accesories	8d	7/19/2023	7/28/2023																	<div>Install accesories</div>														
169		Install plumbing trim	5d	7/25/2023	7/31/2023																	<div>Install plumbing trim</div>														
170		Test, adjust, and balance	6d	7/26/2023	8/2/2023																	<div>Test, adjust, and balance</div>														
171		Final Inspections	3d	8/3/2023	8/7/2023																	<div>Final Inspections</div>														
172		Building CX	12d	8/3/2023	8/18/2023																	<div>Building CX</div>														
173		Owner Training	12d	8/3/2023	8/18/2023																	<div>Owner Training</div>														
174	Punchlist	10d	8/8/2023	8/21/2023																	<div>Punchlist</div>															
175	Owner Move-In	10d	8/14/2023	8/25/2023																	<div>Owner Move-In</div>															
	COMMONS SPACE		6/12/2023	8/25/2023	<div></div>																															
176	Establish barriers, protection, air-filtration, and pathways	2d	6/12/2023 *	6/13/2023																	<div>Establish barriers, protection, air-filtration, and pathways</div>															
177	Selective demo	3d	6/14/2023	6/16/2023																	<div>Selective demo</div>															
178	Demo underground plumbing	1d	6/19/2023	6/19/2023																	<div>Demo underground plumbing</div>															
179	Install new underground electrical	1d	6/19/2023	6/19/2023																	<div>Demo underground electrical</div>															
180	Replace concrete SOG	2d	6/20/2023	6/21/2023																	<div>Replace concrete SOG</div>															
181	Framing modifications and additions	4d	6/22/2023	6/27/2023																	<div>Framing modifications and additions</div>															
182	Mechanical rough-in	2d	6/28/2023	6/29/2023																	<div>Mechanical rough-in</div>															
183	Electrical rough-in	3d	6/28/2023	6/30/2023																	<div>Electrical rough-in</div>															
184	Fire sprinkler modifications	1d	6/30/2023	6/30/2023																	<div>Fire sprinkler modifications</div>															
185	Inspect and QC	2d	7/3/2023	7/5/2023																	<div>Inspect and QC</div>															
186	Insulate	1d	7/6/2023	7/6/2023																	<div>Insulate</div>															
187	Hang drywall	2d	7/7/2023	7/10/2023																	<div>Hang drywall</div>															







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**Jackson**  
CONTRACTOR GROUP, INC.

Line	Subcontractor	Name	Duration	Start	Finish	2023																												
						February				March				April				May																
						20	27	6	13	20	27	3	10	17	24	1	8	15	22															
						M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M
23	Jackson	Jackson Civil	Screen Wall Backfill	2d	4/17/2023	4/18/2023																												
24		Jackson	Screen Wall Slab Prep	1d	4/19/2023	4/19/2023																												
25		Hi Country Paving	Screen Wall Slab Place	1d	4/20/2023	4/20/2023																												
26		Jackson Civil	Storm Drain	5d	4/21/2023	4/27/2023																												
B.S.T.I.																																		
B.S.T.I. Procurement																																		
27	Jackson	Signage	96d	9/1/2022 A	3/20/2023	Signage																												
Exteriors																																		
28	Division 7	B.S.T.I. Metal Panel Corner Install	4d	3/21/2023	3/24/2023	B.S.T.I. Metal Panel Corner Install																												
29	Division 7	B.S.T.I. Signage Install	5d	3/27/2023	3/31/2023	B.S.T.I. Signage Install																												
STEAM BUILDING																																		
30	Jackson	Install Lower Roof SIPs	7d	3/11/2023 A	3/17/2023	Install Lower Roof SIPs																												
Structure																																		
31	Apex	Steel Erection 3.0	9d	2/27/2023 A	3/16/2023	Steel Erection 3.0																												
32	Jackson	RFI 129 Blocking and Furring	7d	3/3/2023 A	3/13/2023	RFI 129 Blocking and Furring																												
33	Jackson	Mech Mess/Learning Stair Slab prep	3d	3/9/2023 A	3/13/2023	Mech Mess/Learning Stair Slab prep																												
34	Jackson	Pre-pour Checklist and QC	1d	3/14/2023	3/14/2023	Pre-pour Checklist and QC																												
35	Jackson	Place upper SOG	1d	3/15/2023	3/15/2023	Place upper SOG																												
36	Jackson	Place Mech Mezz slab	1d	3/15/2023	3/15/2023	Place Mech Mezz slab																												
Exteriors																																		
37	RDJ Brothers	Frame exterior walls	9d	3/9/2023 A	3/21/2023	Frame exterior walls																												
38	Norpac	Mechanical roof penetrations and curbs	2d	3/13/2023	3/14/2023	Mechanical roof penetrations and curbs																												
39	Williams P&H	Plumbing roof penetrations	2d	3/13/2023	3/14/2023	Plumbing roof penetrations																												
40	Division 7	Sheath exterior walls	7d	3/17/2023	3/27/2023	Sheath exterior walls																												
41	Summit Roofing	Dens Deck	8d	3/20/2023	3/29/2023	Dens Deck																												
42	Summit Roofing	Install Roof membrane	10d	3/20/2023	3/31/2023	Install Roof membrane																												
43	MT Coatings	Install weather barrier	7d	3/28/2023	4/5/2023	Install weather barrier																												
44	Division 7	Install exterior wall insulation & Flashing	17d	3/31/2023	4/24/2023	Install exterior wall insulation & Flashing																												
45	Summit Roofing	Install Roof Snow Retention System	3d	4/3/2023	4/5/2023	Install Roof Snow Retention System																												
46	IMS Masonry	Install Masonry Veneer	15d	4/4/2023	4/24/2023	Install Masonry Veneer																												
47	MT Contracting	Install Storefront Frames	8d	4/6/2023	4/17/2023	Install Storefront Frames																												
48	Division 7	Install metal panels & Flashing	10d	4/12/2023	4/25/2023	Install metal panels & Flashing																												



## Big Sky School District STEAM Lab, Gym Expansion, Track and Field

### CONSTRUCTION

Jackson Track and Field GMP #1-Includes construction contingency of \$134,952.71	\$4,029,694	
Change Order #1	\$278,162	Additional scope added by school district
Change Order #2	-\$315,711	Credit for fence, remaining allowances, and 1% GRT(paid by BSSD)
1% GRT	\$40,325	Paid by BSSD
Phase 2 STEAM Lab-Includes construction contingency of \$504,879	\$16,252,080	Bid Numbers with add alternates w/o gym
Jackson Pre-Construction Fee	\$40,000	
	<b>\$20,324,550</b>	

### DESIGN FEES

A&E Contract		
Architecture   MEP   Structural	\$1,654,850	
Additional Services Include:	\$317,638	includes all sub consultants, FF&E, & Technology
Geotech Report	\$7,300	Allied Contract
A&E Reimbursable Expenses - Estimate	\$15,631	Estimate from A&E
		Additional Design Fees for Fire Tank, DEQ required well redesign, propane tank, learning stair reconfiguration, VE design
Change Order #1	\$27,100	
Roof Investigation and Design-Estimate	\$81,581	A&E proposal
	<b>\$2,104,100</b>	

### OWNER EXPENSES

FF & E - Estimate	\$300,000	from A&E furniture estimate February 2021
Technology	\$0	Included in IT below. A&E estimate of \$100,00 1/24/20
Moving & Set Up Expenses	\$0	
Owner's Representative Pre-Construction	\$55,000	
Owner's Representative Construction	\$328,958	
IT Infrastructure	\$100,000	Low voltage, safety systems, switches, clocks, bells, surveillance
Technology FF&E	\$216,000	News room, CAD design work stations, AV gym, sound system gym
Data Provider	\$5,000	Estimate
NorthWest Energy	\$12,414	Contract amount
MDEQ	\$12,040	MDEQ fee, SWPP covered under Jackson
Builder's Risk-STEAM Lab	\$226,117	Active through 9-15-23
Builder's Risk-Reroof	\$20,000	Estimate
Soccer Nets	\$8,397	District Ordered Direct
Tractor	\$39,100	District Ordered Direct
Track sideline protectors	\$15,000	District Ordered Direct
Press Box	\$148,551	District Ordered Direct
School Mascot Sculpture	\$59,000	District Ordered Direct
ATV for School Maintenance	\$25,000	Amount approved by School Board 9/13/22
New Roof-Estimate	\$2,000,000	
*BSSD Theatre Improvements	\$314,526	*Partially funded by community donations-see below
Owner Contingency	\$750,000	
	<b>\$4,635,103</b>	

### PERMITS & FEES

Building Permit - Actual	\$60,864	
Plan Review- Actual	\$20,240	
Gallatin County Zoning Review Fees	\$400	
Impact Fees	\$0	
Land Use Permit Fee	\$10,090	
Gallatin County Septic Permit	\$580	Estimate
	<b>\$92,174</b>	

### TESTING & INSPECTIONS

Commissioning	\$53,865	Elk Horn Commissioning
Testing and Inspections	\$61,411	Allied Phase 1,MMI contract for phase 2+Civil Inspections
	<b>\$115,276</b>	

### BIDDING, ADVERTISING, PRINTING

Project Advertising	\$500	105 Lone Peak Lookout and BDC
	<b>\$500</b>	

### USE OF CAPITAL

Building & Sitework	\$20,324,550
Design Fees	\$2,104,100
Owner Project Expenses	\$4,635,103
Permits and Fees	\$92,174
Testing & Inspections	\$115,276
Bidding, Advertising, Printing	\$500

<b>Total</b>	<b>\$27,271,703</b>
Bond Funds Available	\$27,204,928.80
*Community Donations	\$200,000.00
Difference	\$133,226.14



**Big Sky School District Phase 2 Contingency Log**

	<b>Contractor</b>	<b>Owner</b>
Contingency included in Phase 2	\$504,879.00	\$750,000.00

**Change Orders**

PCO 65 Door Hardware Change		\$1,002	Pending
PCO 65 Mech Mezz Door Height Change		\$1,519	Pending
PCO 38 Plan Clarifications-Bulletin 7		\$22,641	Pending review by Sanderson Stewart
Additional Asphalt to clean up parking lot		\$57,374	Waiting for spring to authorize work
RFI 049 - Exterior Framing Deflection Joint Design		\$7,500	Pending review
RFI 074 - Cistern Well Float Electrical		\$0	No Charge
RFI 043 - Existing Dosing Tank Pump Electrical		\$3,199	Pending
Electrical Feeder Reroute		\$0	
Additional Top Soil		\$125,000	Needs to be verified with MASS diagram
RFI 42 Electrical Feeder Reroute	\$12,745		Pending
RFI 45 - Gluelam Simpson Hanger Designs		\$41,277	Pending final costs from fabricator
Bulletin 5		\$5,259	CO 4
PCO25 Fire Line		\$109,525	CO 4
PCO 32R1 Brick Veneer Clarification		-\$40,771	CO4
*Big Sky Theatre Improvements			CO5 *Billed outside of project contingency
BIM Coordination	\$29,164.00		CO6
Changing of Electrical Subcontractor	\$60,613		CO6
Electrical changes tied to Bulletin 7		\$5,739	CO6-drawing coordination w/ gym elimination
Storefront Glass		\$6,739	CO6
RFI 023 Floor Finish Plans at Learning Stair	\$6,925		CO7
Metal Panel Allowance Reconciliation		\$10,945	CO7
Window Treatment Material Escalation	\$4,632		CO7
Roof Hatch and safety rail power coating	\$1,250		CO7
Disable Football tracking lights	\$2,759		CO7 Directed by Gallatin County
Overhead Sectional Door		-\$4,686	CO7
Propane Allowance Reconciliation		\$62,500	CO7
PCO 52 RFI 76 3" Water Line into building	\$4,069		CO 8
PCO 57 Solids Interceptor finish change		-\$1,189	CO 8
Winter conditions for Dec 2022 (over allowance)		\$712	CO 8
RFI 48 & 55 Septic Tank Depth Issues		\$138,254	CO9-Pending
PCO 54 Hardscape Dimensional Requirements		-\$8,687	CO9-Pending
Tattle Tale Labor	\$4,334		CO9-Pending
PCO #65-RFI 94 and 115 Door Changes	\$2,385		CO9-Pending
<b>Subtotal</b>	\$128,876	\$543,852	
<b>Budget</b>	<b>\$504,879</b>	<b>\$750,000</b>	
<b>Balance</b>	\$376,003	\$206,149	

# Big Sky School District #72

## 2023-2024

### Academic Year Calendar

July 23						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 23						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 23						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 23						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 23						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 23						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 24						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 24						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 24						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 24						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 24						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 24						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						







### Events

**PIR / INDUCTION DAYS - NEW TEACHERS ONLY**

**PIR DAY - 4K-12 TEACHERS ONLY (22nd - 24th)**

**25th half day 8-12 .5 PIR**

**PIR DAY - NO 4K-3 STUDENTS, TEACHERS ONLY**

**8/28 FIRST DAY FOR STUDENTS 4K-12**

**HOLIDAY BREAK - NO STUDENTS / STAFF**

**SPRING BREAK - NO STUDENTS / STAFF**

**5/31 NOON DISMISSAL .5 PIR**

**PARENT / TEACHER CONFERENCES 4-7**

**1 PIR Day for teachers**

**5/25 Graduation 1 p.m.**

176 Instructional Days

10.5 PIR Days

.5 PIR for open house night

## Big Sky School District #72

1005FE-F

Adopted on:

Reviewed on:

Revised on:

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### PROFICIENCY BASED LEARNING DESIGNATION FORM

#### Proficiency-Based Learning

In accordance with Policy 1005FE, the District maximizes resources and emphasizes personalized learning by utilizing the provision of law allowing proficiency-based ANB.

#### Proficiency-Based Learning Course

\_\_\_\_\_, (student's name) a student at \_\_\_\_\_ (school's name) is enrolled in \_\_\_\_\_ (name of course). This course has been designated as a proficiency-based instruction course consistent with Policy 1005FE-F. The student's request has been considered and the student will receive course credit in the manner designated below if the student completes the required material in a manner that satisfies the District's definition of proficiency.

#### Definition of Proficiency

For purposes of this policy, the term "proficiency" means a degree of mastery of the underlying content for a course that is reflective of a final grade, in the professional opinion of the teacher of record, of not less than a "B". The determination of proficiency by a teacher must not require seat time as a condition or other element of determining proficiency.

The determination of proficiency for a pupil enrolled in a course shall be made no earlier than the deadline for submitting the final grade for the course. The determination of proficiency for a pupil not enrolled in a course shall be based on the pupil's mastery of the underlying content of the course, demonstrated through completion of a final exam designed by the teacher of record for the applicable course with a minimum grade of a "B".

Teachers of record have full professional discretion in determining proficiency of pupils in courses taught. Teachers of record are encouraged to integrate trial and error into the learning process and to incorporate continued opportunity for practice and revision of assignments until a pupil reaches a performance level that demonstrates to the teacher's satisfaction that mastery of learning expectations has been attained.

#### Designation of Proficiency

\_\_\_\_\_ The District may include in its calculation of ANB a pupil who is enrolled in a program providing fewer than the required aggregate hours of pupil instruction required under Montana law if the pupil has demonstrated proficiency in the content ordinarily covered by the instruction as determined by the school board using district assessments. The ANB of a pupil who demonstrates proficiency in any content/subject matter will be converted to an hourly equivalent

based on the hours of instruction ordinarily provided for the content over which the student has demonstrated proficiency.

\_\_\_\_\_ The District may, on a case-by-case basis, provide fractional credit for partial completion of a course for a student who is unable to attend class for the required amount of time.

\_\_\_\_\_ The District may waive specific course requirements based on individual student needs and performance levels. Waiver requests shall also be considered with respect to age, maturity, interest, and aspirations of the students and shall be in consultation with the parents or guardians.

\_\_\_\_\_ At the discretion of the District, a student may be given credit for a course satisfactorily completed in a period of time shorter or longer than normally required and, provided that the course meets the District's curriculum and assessment requirements, which are aligned with the content standards stated in the education program. Examples of acceptable course work include, but are not necessarily limited to, those delivered through correspondence, extension, and distance learning courses, adult education, summer school, work study, specially designed courses, and challenges to current courses.

Authorized:

\_\_\_\_\_  
Superintendent or Designee

\_\_\_\_\_  
Date

### Of Mice and Men by John Steinbeck

"This classic novel tells the tale of an unusual friendship between two very different men: the mentally challenged and sometimes violent Lennie, and his loyal yet reluctant caretaker George. Finding comfort in one another's company, George and Lennie travel from farm to farm looking for work in pre-Depression Salinas Valley, California.

While the powerlessness of the laboring class is a recurring theme in this classic work, Steinbeck narrows his focus, creating an intimate portrait of two men facing a world marked by petty tyranny, misunderstanding, jealousy, and callousness, and a parable about commitment, loneliness, hope, and loss." (Source: Scholastic) Grades 9-12

### The Crucible by Arthur Miller

"The Crucible is a study in the mass hysteria which led to the 1692 Salem witchcraft trials, concentrating on the fate of some of the key figures caught up in the persecution.

It powerfully depicts people and principles under pressure and the issues and motivations involved.

At the same time, it is also a parable for the events of the McCarthy era in the USA of the 1950s when anyone suspected of left-wing views was arraigned for 'Un-American Activities'." (Source: TeachingBooks from publisher)

# ANNA-CHRISTINAWIMMER

215.802.1102 / ati.wimmer@gmail.com

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## Objective

- ♥ Always leave people and places better than how you found them
  - ♥ Build life-long connections with students and staff
  - ♥ Develop lessons, scaffold, facilitate, and assess → plan from here!
  - ♥ Reading Workshop
  - ♥ Math Stations
  - ♥ Collaboration across the school and community
- 

## Skills and Certifications

- Computer/Technology Knowledge
  - First Aid Certificate
  - Communication Skills
  - Organizational Abilities
  - Early Years Program (EYFS)
  - Educators License
  - International Baccalaureate PYP Certificate
  - Language Fluency:
    - English
    - German
    - Spanish
- 

## Education and Training

### Montana State University 2011-2015

- Student Teaching: Whittier Elementary -2<sup>nd</sup> Grade

### Bozeman School District 2015-2016

- Student Teaching: Whittier Elementary – 2<sup>nd</sup> grade
- Long-term substitute: Whittier Elementary – Para-professional
- Substitute across K-8 District wide

### Berlitz Language 2012 & 2013

- AM English teacher; PM Camp Counselor (Austria)
- 

## Work Experience

### 4<sup>th</sup> GRADE Whitehall School District 2022-2023

- Whitehall, Montana
- NWEA, SBAC
- McGraw Hill: Wonders, My Math, Inspire Science

### 2<sup>nd</sup> GRADE Beaufort County School District 2020-2022

- Hilton Head Island, South Carolina
- NWEA, COGAT

### KINDERGARTEN RDFZ Kings College School China 2018-2019

- Hangzhou, China
- Team-teacher
- ESL students, Jolly Phonics

### 3<sup>rd</sup> GRADE Anton Bruckner International School Austria 2016-2017

- Linz, Austria
- PE, Art, and computer teacher.
- Incorporated the **PYP** and academics as a team-teacher

# ANNA-CHRISTINA WIMMER

215.802.1102 / [ati.wimmer@gmail.com](mailto:ati.wimmer@gmail.com)

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March 7, 2023

Anna-Christina Wimmer  
4<sup>th</sup> Grade Teacher  
Whitehall School District  
1 Yellowstone Trail  
Whitehall, MT 59759

Dear Big Sky Elementary School,

I am pleased to hear you have an opening in K-5! I have been seeking a position in Gallatin County since graduation in 2015. My travels, since, have included teaching positions in Austria, China, and South Carolina. Since making it back to Montana, within the last year, I have been teaching 4<sup>th</sup> grade at Whitehall Elementary School. While I am loving this small town, kind residents, and amazing students, I find that Big Sky would be an even better fit for me.

As an Ophir Miner, I will strive to always put my best foot forward, be flexible, and work hard. Due to current and previous multicultural experiences I have had, they have shaped me into an even harder-working, stronger, and more determined teacher/co-worker.

- After 3 years, I left my 2<sup>nd</sup> grade position on Hilton Head Island, South Carolina for Montana; where I can live a life more tailored to my [outdoor] hobbies.
- I began my teaching career in Linz, Austria at an IB International School.
- Between experiences I traveled the world for a few years and taught Kindergarten in Hangzhou, China.

After growing up skiing in Big Sky, attending MSU-Bozeman for undergrad, and forming copious connections around the world; I feel it is time allow my roots to settle in my happy place, as a Big Sky Miner.

Thank you for your considerations,

*Anna-Christina Wimmer*

Anna-Christina Wimmer



HOUSE OF CLEAN a Hillyard Company  
P.O. Box: 804921  
Kansas City MO 64180-4921

Phone: 800-223-5082  
Fax: 406-586-9210

# Quotation

## Sold-to Party Address

BIG SKY SCHOOL DISTRICT  
45465 Gallatin Rd  
Gallatin Gateway MT 59730-8628

Customer Phone: 406-995-4281

[www.hillyard.com](http://www.hillyard.com)

## Information

Quotation No. 100784220

Valid from 03/08/2023 to 04/22/2023

Document Date 03/08/2023

Customer No. 338701

Customer P.O. Extractor Quote

Account Manager Delia Condon  
Phone

Ship By Ground Standard

Entered By: THPE

Page 1 of 1

## Quotation Details

Item	Material Description	Quantity	Unit Price	Amount
0020	<p>***If sales order says high school-deliver to high school - not elementary. Same with the elementary.*****</p> <p>WIN10081200 CHARIOT 3 IEXTRACT 26 OBC 234AH AGM</p>	1 EA	23,679.79	23,679.79
			Subtotal	23,679.79
			Gross Price	23,679.79
	<p>Tax and Freight charges are subject to change.</p> <p><b>DO NOT PAY FROM THIS QUOTATION!</b></p>			



## Ophir Kindergarten Lessons 2023

### Lesson 1: Body Safety

#### Miles is the Boss of His Body

Read *Miles is the Boss of His Body*, about a boy named Miles who doesn't want everyone to touch him so much on his birthday (tickles, hugs, cheek pinches, etc.)

After the story, ask the students:

- *How do Miles feelings change as the story progresses? How do you know how Miles is feeling at different points in the story?*
- *What do you have in common with Miles? How are you different?*
- *Have you ever felt like Miles did in this story?*

#### I'm the Boss of my Body!

*So let's talk about bosses! A boss is a person who is in charge, or the person who makes the rules.*

*Who is the boss at home?* (Parent, Guardian, etc. – they're the ones who make the rules of the house that we need to follow)

*Who is the boss at school?* (Teacher – again, they make the rules).

*And who is the boss of your body?* (each of us is the boss of our own body)

*Since Miles was the boss of his body, there were some things he didn't want others to do to his body. What were those things?* (no hugs, cheek pinching, head patting, kisses, etc.)

*Ask: It sounds like Miles had some boundaries around being touched. What is a boundary?*

(It's like a bubble of space around our body and we get to decide who want to let in the bubble and when. And in our story, Miles didn't really want ANYONE in his bubble at all).

Watch: <https://youtu.be/5T7U6HXB71w>. Teach the class the boundaries song:

Please stop.

I don't like that.

I'm feeling uncomfortable.

I need more space.

Not around me.

Don't take it personally.

That's just a boundary.

That's a boundary.

**No one hurt Miles body in the story, like hit or kicked him, but do you think he would want someone to hit him, kick him or hurt him in some way? (No)**

**Also, no one touched Miles private parts in the story. All of us have private parts and we cover them up to keep them private. Our private parts are the parts of our body that our underwear cover. For all of us, this is our genitals and our bum (teacher will indicate area with their hands).**

**Because our private parts are on our own body, can we touch our own private parts? (Yes, and we need to do this to keep them healthy and clean – like wiping after we go to the bathroom or washing them when we take a bath or shower). We should only touch our private parts when we're in private because they're our PRIVATE parts! And we need to touch them with clean hands.**

**And no one else should ever touch a child's private parts, except to help them stay healthy and clean.**

**Let's talk about a couple of times where it may be important for someone else to look at or touch a child's private parts:**

- 1. Babies – changing diapers – keeping them clean and healthy.**
- 2. Little kids – washing our private parts. It's important to wash them, and if you can't do a good job, your adults might need to help you. But if you want to do it yourself, can you? (Yes, you're the boss of your body and can say, "I'll do it," but you do need to do a good job)**
- 3. A child has hurt their private parts, maybe on the playground or maybe just because it itches or hurts when they go potty. A doctor or nurse might need to look at our private parts or even touch them to find out what is wrong with them. If a doctor needs to look at your private parts, do you think anyone else will be in the room with you? (Yes, your adults will be!)**
- 4. If we have hurt our private parts (or they have a sickness) doctors might give our adults medicine to put on our private parts. If you can do a good job putting it on yourself, can you say, "No thank you – I'll put it on myself?" (Yes, you're the boss of your body)**
- 5. Sometimes babies need to have their temperatures taken in their private parts (bum), but there are other ways to take temperatures too!**

**So to review, is it ok:**

- For an adult to clean a babies private parts when they change their diaper? (Yes)**
- For your friend to touch your private parts because they think it'll be funny? (No)**
- For a doctor to look at your private parts if it hurts when you go potty? (Yes)**

- ***For your 16-year-old cousin to ask you to touch their private parts?*** (No)

***So remember, adults should not ever be touch our private parts unless they're helping us stay healthy or clean. And other kids should not be touching our private parts or asking us to touch their private parts.***

***Does anyone have any questions about our private parts and when it is or isn't ok for someone to touch them?***

***We're going to talk about what you can do if someone wants to touch you but you don't want them to, like happened to Miles in the book. Or what you can do if they touch you in a way that hurts OR is one of your private places on your body. Remember, you're the boss of your body, and you make the rules. It's not ok for other people to just touch you.***

On the white board, write the following words in bolded purple as you talk to the group about them:

### **No**

***What if your four-year-old sister hits you? What can you say?*** (No) Write No on the board and you can ask the kids to help you spell it.

***What if your grandma tickles you and you don't like it? What can you say?*** (NO)

***What can you say if your teacher touches your private parts?*** (NO)

***What does Miles suggest doing to be polite when he doesn't want to hug or kiss someone?*** (you can offer to high five or wave instead, but you can also just say "No." And you can be polite and say, "No thank you. Or you can just say "no.")

### **Go**

***So now we know what to say if someone touches us in a way that hurts, or in a way that we don't want them to, or tries to touch our private parts. After we say, "No," what do we do?*** (Go, Get Away, Leave). Write "Go" on the board (under "No), and can ask kids how you spell it.

### **Ask for Help**

***Then what do you do after you go away?*** (Ask for Help) Write "Ask for Help" on the board (under "Go").

Ask:

1. ***Who should we ask for help?*** (A trusted adult!).
2. ***Who are some trusted adults we could ask for help?*** (ask each student to name two adults they trust)
3. ***When should we ask them for help?*** (As soon as possible)

4. ***What if someone touched our private parts a year ago, and we didn't tell anyone then. Can we still tell someone now?*** (Yes, it's never too late to tell, but sooner is better)
5. ***What if the person who touched us told us not to tell anyone?*** (Ask for help anyway!)
6. ***What if a person touches our private parts and says, "If you tell anyone, I'll hurt your puppy!"*** (You can ask for help anyway – the trusted adult you tell will help make sure that both you and the puppy stay safe).
7. ***What if the person we tell doesn't believe us?*** (Tell someone else!) This is often a tricky one for kids to answer as they can't imagine an adult not believing them, but it does happen, especially if the adult doesn't quite understand what they are being told.
8. ***What if your uncle touches your private parts and says, "Don't tell anyone. Kids aren't supposed to let adults touch their private parts, and you let me, so you'll get in big trouble if you tell anyone." Is it true that you'll get in trouble?*** (No. ALL adults know the rule that they shouldn't touch a kid's private parts or hurt their bodies, so if you ask another adult for help, you WILL NOT get in trouble – they'll help you).

***Remember that it's not your fault if someone is touching your body in a way you don't like, is hurting you or is touching your private parts. And you need to tell even if the person touching you is someone in your family or at school or on the bus or another kid or an adult or a teen. It doesn't matter who it is! And you can ask an adult for help even if you didn't say, "No." And you can ask an adult for help, even if you didn't "Go." An adult will help you decide what to do next.***

You should run through a couple more scenarios just to solidify what you taught them, pointing to each of the steps you wrote on the board after the group says it for you.

***So let's try all of this a couple more times! What can you say if another students at school pushes you down and kicks you?*** (No) ***Then what can you do next?*** (Go) ***And after that?*** (Ask for Help!) ***And who do you ask for help?*** (An adult)

***What about if your friends says, "I want a hug," you tell them "No," and they hug you anyway? What can you say?*** (No) ***Then what can you do?*** (Go) ***And after you've gone away?*** (Ask for help) ***What if you forgot to tell them "No?" Can you still "Go" and "Ask for help?"*** (Yes)

***What about if an older kid who is maybe 12 years old touches your private parts and says, "Don't tell anyone!" What can you say?*** (No) ***After that what can you do?*** (Go) ***And then what can you do?*** (Ask for help) ***But this kid said not to tell anyone!*** (Tell anyway)

***Ok, so if you're the boss of your body – do you want a kiss?*** (offer each kid a Hershey's kiss and they can choose to take it or say, "No.")

Thanks everyone!

## **Lesson 2: Gender Stereotypes Around Toys**

### **Read “Teddy’s Favorite Toy”**

About a boy whose favorite toy is a doll and what happens when her leg breaks off and she accidentally gets thrown away. Mom to the rescue!

After, ask the students:

- ***What are some of the different ways Teddy plays with Bren-Da? How does he play with his doll and other toys together?***
- ***Have you ever broken a toy? Were you able to fix it? Have you lost a toy? Did you find it?***
- ***What do we learn about Teddy and his mom from the words to the story? Do we learn different things about them from the pictures?***
- ***Does anyone think it’s strange that Teddy’s favorite toy is a doll? Why or why not?***  
(sometimes people say that boys aren’t “supposed” to play with dolls for example, but we should play with whatever makes us happy inside!)

### **Gender Roles**

***So sometimes people say, “That toy is supposed to be for a boy, or for a girl. But let’s look at a bunch of toys and think about who likes to play with them.”***

We’ll show pictures of toys, like remote control cars, art supplies, playdoh, stuffed animals, etc. Look at each and **ask if this is a boy toy, a girl toy, or a toy that anyone can play with.** To help us decide, after showing a picture of each toy, we’ll ask the class if anyone knows a boy who

likes to play with that toy? What about a girl? Note: All the toys will end up being something any kid can play with.

### Summarize

***All of us are different. We all look different and like different things and dislike different things, and that's ok. It's these differences that make us special and unique!***

## Ophir First Grade Lessons 2023

### Lesson 1: All Family Types Can Be Good, So Long as There is Love and Care

#### What Makes a Family

Read “What Makes a Family” by Hannah Bruner

Questions to ask after the story:

- ***Do all families look the same?*** Be sure to check and make sure all the kids know what “adopted,” “foster” and “step-parent” families are.
- ***Is one kind of family better than another kind of family?*** (No)
- ***And what did the story tell us makes a family?*** (Love)
- ***One great way we show our love is to help each other! What are some ways the families in the book were helping each other?*** (making sandwiches, holding you when you’re sad, working in the garden together, etc.)

***Are adults the only people that can help other people in the family?*** (No)

Go around the circle and ask each child to describe their family, both the people in it and the things the child does to help their family.

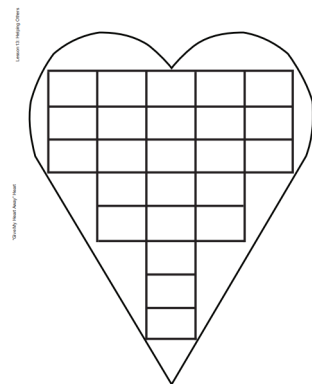
***And is your school a little bit like a family?*** (Maybe a little bit)

***What are some ways we can help our teachers at school?***

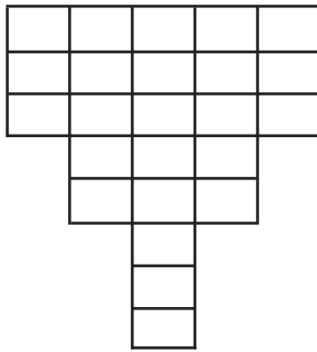
***What are some ways we can help the other students at school?***

#### Giving My Heart Away

Give students the following handout. Have them write their name at the top and decorate the heart.



Then give each student the following kindness squares to decorate, color and cut out:



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Print grade page 109

Ask:

- ***How does it make you feel when you help others?***
- ***How does it feel when someone else helps you?***

Explain that the students are going to hang their hearts up around the room. Then if someone does something nice for them, they're going to glue one of their decorated squares on the other person's heart.

### Wrap Up

Remind everyone that there are many kinds of families and no one kind of family is better or worse than another kind, so long as there is love and support and the people in the family help each other!

It feels good to help others, and we all need help sometimes! None of us can do everything by ourselves and it's ok to ask for help, or offer to help someone else!



## **Lesson 2: Emotions**

### **The Color Monster**

Before reading the book, ask:

- *Have you read this book before? What did you think of it?*
- *Why do you think the monster is different colors?*
- *Have you ever felt like a monster? Why?*

Read “The Color Monster” by Anna Llenas

After the story, ask:

- How is the monster feeling at the end of the story? Why?
- The Color Monster has lots of emotions and may feel some more than others. Are there any feelings you feel often?
- What do you think will happen to the Color Monster next?
- Are there other emotions a person may have that the Color Monster didn’t have in the story? What are some of those emotions?

### **Recognizing Others Emotions**

People’s faces and bodies can give us a hint as to what emotion they’re feeling. Look at each of the color monsters and decide what we think they’re feeling:



Have the students show on their own bodies what each of these feelings looks like when they feel it.

### **Ways to Handle Mixed Emotions: Strategy Card Sort**

Sort the following ways of handling mixed up emotions under the headings “helpful” and “harmful.” We’ll do as a full class since many of the students won’t be able to read the cards!

**Helpful:** Share feelings with others, express that something is wrong, tell someone how you are feeling, spend time with friends and family, continue doing regular activities, say positive things about yourself, be kind to others, ask for help from others, accept you feel a certain way.

**Harmful:** keep feelings hidden, deny that anything is wrong, say that you don't need help, stay away from friends and family, stop doing regular activities, say negative things about yourself, bully others, refuse help from others, pretend you don't feel a certain way.

### Scenarios

Ask: ***Will everyone feel the same emotions in the same situations?*** (No – example of a new baby in the house, some kids may feel excited, some sad, some frustrated, and some all three emotions).

Discuss how students may feel in the following situations and things they could do that may be helpful (or conversely what are some things that may be harmful to do?):

- You hear thunder and see lightening outside.
- Your friend moves away and leaves the school.
- Someone makes fun of you and calls you names.
- You get a new puppy.
- You get in trouble and get your toy taken away.
- The power goes out in your house.
- You can't find something that someone let you borrow.

### Coordinated Writing Prompt

Give each student a Color Monster outline. Tell them they can add details to their color monster to make it unique and representative of them. They can color the monster just one color, two colors or using a rainbow of colors to show the variety of emotions we can feel at one time.



Complete the writing prompt at the bottom of their Color Monster – If I was a Color Monster

\_\_\_\_\_.

Color Monster Lesson Taken from “Proud to Be Primary.”

## Ophir 2<sup>nd</sup> Grade Lessons 2023

### Lesson 1: Bodies are Cool

#### Bodies Are Cool

Read “Bodies are Cool” by Tyler Feder (note: this book is intended for slightly younger kids, but the illustrations are wonderful, and it pairs well with the lesson)

After reading the book ask:

- Do all of our bodies look the same? What are some reasons our bodies may look different from each other?
- Is one kind of body better than another kind of body?
- What are things our bodies help us do?

#### Things I Like About Me!

Ask students to list body parts, inside or outside. Choose a few of these body parts to make a list of the reasons a person might like that particular body part – written on the board.

Give each student a copy of “Things I Like About Me” to fill out. Have them draw a picture of themselves doing something they love to do. Have them list some of the things they love about their body beneath their picture.

Once students have finished their worksheets, take turns sharing with the class.

\_\_\_\_\_

Things I Like About Me

Draw a picture of yourself and write your favorite things about yourself (inside or outside)

✓

✓

✓

✓

✓

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## Lesson 2: Positive Affirmations

### Defining Unique

Ask: Who can define what unique means? (Being one of a kind, not like anyone else)

### Every Snowflake is Unique Activity

Before handing out pre-folded snowflake paper, tell students that they can only make one cut per side, and when they are done, they should put their scissors away and throw away the scraps of paper **before** they show their snowflake to their friends. Does everyone understand?

Give everyone a pre-folded snowflake paper and remind everyone that they can only make one cut per side.

Make snowflakes and compare them. Everyone's is different! Just like us!

Give everyone a brown paper bag and a marker and ask them to glue their snowflake onto their bag and write their name on the bag somewhere. We'll use these in a couple of minutes.

### Video

The dad and little girl doing affirmations, **need to end at the 47 second mark – "If you fall?" "I get back up:"** <https://www.youtube.com/watch?v=ShB118J6LLs>

**Ask** students to list some of the things they just heard the dad and daughter talking about that make her unique. Cami: Write them on the board.

**Ask** the students to think about their best friend, not about how they look or what clothes they wear, but something that is **inside**, like something they are good at or something that makes them a nice person. **Ask** the students to share some of these things with you and add them to the list on the board. (Cami will write on the board)

Write 6-8 different things. If they struggle to come up with that many, switch to talking about someone in their family, like a parent or older sibling.

### Positive Affirmations

Ask everyone to get out a pencil and give each child a stack of the small paper. First, they are going to choose one piece of paper and write on thing they like about themselves. It should not be about how they look (something they were born with), but rather something about them as a person **on the inside**/their personality, just like we wrote on the board, but it can be something different too.

Have them put their note in their bag.

Now choose one student to start with and ask everyone to write down, **on a new piece of paper**, one thing they like about that person. Again, the things written on the board can give them ideas, but they can also write their own. They have one minute to write something for that person. Ask everyone to put the note for that person on the corner of their desk.

Now choose a second student and tell everyone that they have one minute to write something for that person and we'll be picking up the notes for the first person while they write. One minute. Ask everyone to put the note for that person on the corner of their desk.

And so on, until we have notes for all of the students in the class!

### Discussion

***Do you think everyone's notes will say the same things?*** (No, because each of us is different)

***Why is it special to be unique?*** (Because we are not like anyone else, and the world would be boring if we were like oompa loompas and all looked the same and dressed the same and talked the same)

***What should we do if someone tells us they think we should change something about ourselves?***  
(Know that we should only change things about ourselves if we want to change them. Others don't get to decide for us.)

## Ophir Third Grade Lessons 2023

### Lesson 1: Treating Others with Respect and Dignity

#### Similarities and Differences

Ask, ***“What are some ways that people are the same?”***

Even though there are lots and lots of ways that people are the same, there are also a lot of ways that people are different from one another. Explain what the word “diversity” - People come in all shapes, sizes, colors, religions, and backgrounds.

Ask, ***“What are some ways that people are different?”***

As students provide examples, write them on the board. We’ll also talk about how families can be different (if the students don’t bring it up themselves).

All the things written on the board are what diversity is —all of the ways that we are different and special.

Ask students to describe something different or special about themselves or their families. Tell students that everyone can feel good about some of the ways they and their families are special and unique and that we should appreciate all the ways that we are different from each other as well as the same.

Say, ***“Today we are going to talk about how we treat other people, especially when we think they are different from us in some way.”***

#### Defining Prejudice

Define prejudice - when you judge or make assumptions about someone based on who they are or who you think they are. Write the word “prejudice” on the board or newsprint. Show the class that the word prejudice looks like “pre-judge”. Tell the class, it means “To make a judgment or assumption about a person before you really even know them. For example, if you saw someone wearing a Star Wars t-shirt, what would you assume about them?”

People who are prejudiced against someone often treat that person poorly or are hurtful to them or don’t treat them fairly or with respect. That is called discrimination. Explain that some people show prejudice and discriminate against other people and it is not okay. It is never okay to be rude or to insult anyone or to treat them unfairly.

#### Treat Others with Dignity and Respect

Say, ***“Everyone has a right to feel good about themselves, their families and what they believe. That is why it is so important to treat everyone with dignity and respect.”*** Treating people with dignity and respect means treating them well and showing appreciation for other

people's beliefs, ideas, and how they live (what they eat, how they dress, how they celebrate holidays, etc.) even if they are different from us or if we don't agree with their ideas or beliefs.

Ask, ***"How can a person show dignity and respect for all people, no matter who they are?"***

Write responses on board. (examples: Don't insult other people or make fun of them; listen to people when they speak; value other people's opinions; be considerate of other people's likes and dislikes; don't mock or tease people; don't talk about people behind their backs; be sensitive to other people's feelings; don't pressure someone to do something they don't want to do; if someone has a practice or custom you don't understand, ask them about it; stand up for other people when they are being teased or insulted.)

Ask, ***"What are some ways people can work together as group to make sure everyone is treated with dignity and respect?"*** (examples: have students take turns sharing something special and different about them or their families; have special days to celebrate and honor different traditions and customs; standing up for other people when they hear them being insulted or teased, even when those people may not be around to hear it; have students bring something in to class that demonstrates their pride in something about themselves or their families that make them special; etc.)

### Respect Posters

Put students into pairs to create posters which can be hung around the room to let others know that this is a classroom where we want everyone to feel welcome and that we treat everyone with dignity and respect.

Have pairs pick one of the ideas from the class brainstorm on how to treat others with dignity and respect and create a poster based on that idea. When they are completed, have the students share what they made with the class and then hang them around the room or in the school hallway as a display.

### Wrap Up

Thanks students for their hard work in thinking about how to show respect and dignity for all people. Say ***"We all benefit when everyone is treated well. While the ideas we came up with for doing this are a great step towards that goal, creating a world in which everyone is treated with dignity and respect takes a lot of ongoing work. One lesson is not enough. It is up to each of us to keep our commitment to this goal and to remind one another of how important it is for everyone to do their part."***

Respect and Dignity Lesson taken from Rights, Responsibility: A K-12 Curriculum

## **Lesson 2: Body Safety**

### **Simon Says**

Play for 2-3 minutes.

Afterward the game, ask: ***In the game we just played, I was the boss – the person in charge. I told you exactly what to do.***

***Who is the boss at home?*** (Parent, Guardian, etc. – they’re the ones who make the rules of the house that we need to follow)

***Who is the boss at school?*** (Teacher – again, they make the rules).

***Has anyone ever been told that “you’re the boss of your body?” If so, what does it mean?***  
(that you get to decide who you want to touch you and in what ways you like to be touched)

Ask: ***Sometimes we touch other people’s bodies in certain ways to show them that we love them or care about them. What are some of those ways?***

1. Hugs
2. Kisses
3. High fives
4. Holding hands
5. Tickling

Ask: ***What if someone hits you? Is this love?***

Ask: ***How does it feel to get loving touches, such as hugs and kisses from your family?*** (Warm, snug, loved)

Ask: ***Raise your hand if you:***

1. ***Like to hug your parents?***
2. ***Like to hug your friends?***
3. ***Like to hug your teachers?***
4. ***Like to hug people in the grocery store that you’ve never met?*** (On this one kids usually tell you, “You shouldn’t do that!” but whether they do or not, let them know that they



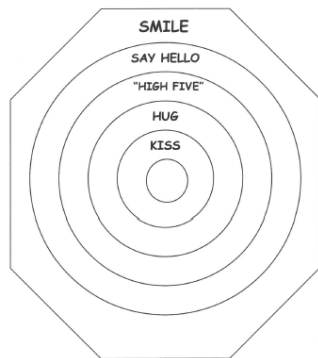
shouldn't touch people they don't know and people they don't know shouldn't touch them either).

Say: ***Some people like to touch more than other people. But we shouldn't touch people if they don't want to be touched. This includes hugging, kissing, tickling, holding hands or any other kind of touch.***

***Also, we don't have to let other people touch us if we don't want them to! Your body belongs to you and each of you gets to decide who you want to hug, kiss, and so on. And we shouldn't be touching each other in ways that hurt such as hitting, kicking, etc.***

### Target

Have them fill out the target with the names **no more than** two people they feel comfortable smiling at, saying hello to, "High-fiving," etc. After everyone has filled it out, come back together to discuss who put what names into each space. Note that people will have different answers. Most of us are comfortable smiling at strangers, but some people will say they like to kiss their grandparents and friends and others will say that they don't like to kiss anyone and that is OK!



Adapted from: Pittsburgh Action Against Rape. (July 2000). *Building healthy relationships: sexual harassment prevention and relationship skills curriculum kindergarten – 5<sup>th</sup> grade*. Erie, Pennsylvania: PCAR.

Ask: ***Sometimes people touch other people without asking. Or they might touch other people in a way that hurts, like slapping or kicking OR they touch someone's private parts.***

***All of us have private parts and we cover them up to keep them private. Our private parts are the parts of our body that our underwear cover. For all of us, this is our genitals and our bum*** (teacher will indicate area with their hands).

***Because our private parts are on our own body, can we touch our own private parts?*** (Yes, and we need to do this to keep them healthy and clean – like wiping after we go to the bathroom or washing them when we take a bath or shower). ***We should only touch our private parts when***

***we're in private because they're our PRIVATE parts! And we need to touch them with clean hands.***

***And no one else should ever touch a child's private parts, except to help them stay healthy and clean.***

***Let's talk about a couple of times where it may be important for someone else to look at or touch a child's private parts:***

- 1. Babies – changing diapers – keeping them clean and healthy.***
- 2. Little kids – washing our private parts. It's important to wash them, and if a really little kid can't do a good job, their adults might need to help them. But as third graders, do you need an adult to help you keep your private parts clean? (No, you're old enough to do a good job)***
- 3. A child has hurt their private parts, maybe on the playground or maybe just because it itches or hurts when they go to the bathroom. A doctor or nurse might need to look at our private parts or even touch them to find out what is wrong with them. If a doctor needs to look at your private parts, do you think anyone else will be in the room with you? (Yes, your adults will be!)***
- 4. If we have hurt our private parts (or they have a sickness) doctors might give our adults medicine to put on our private parts. If you can do a good job putting it on yourself, can you say, "No thank you – I'll put it on myself?" (Yes, it's your body)***
- 5. Sometimes babies need to have their temperatures taken in their private parts (bum), but there are other ways to take temperatures too!***

***So to review, is it ok:***

- For an adult to clean a babies private parts when they change their diaper? (Yes)***
- For your friend to touch your private parts because they think it'll be funny? (No)***
- For a doctor to look at your private parts if it hurts when you go to the bathroom? (Yes)***
- For your 16-year-old cousin to ask you to touch their private parts? (No)***
- For an adult to ask you to touch their private parts? (No because if an adult needs help, they should ask another adult. They should NEVER ask a child to touch their private parts)***

***So remember, adults should not ever touch our private parts unless they're helping us stay healthy or clean. And neither other kids nor adults should be touching our private parts or asking us to touch their private parts.***

***Does anyone have any questions about our private parts and when it is or isn't ok for someone to touch them?***

***We're going to talk about what you can do if someone wants to touch you but you don't want them to. Or what you can do if they touch you in a way that hurts OR is one of your private places on your body. Remember, it's your body, and you make the rules. It's not ok for other people to just touch you.***

On the white board, write the following words in bolded purple as you talk to the group about them:

### **No**

***What if your four-year-old sister hits you? What can you say?*** (No) Write No on the board.

***What if your grandma tickles you and you don't like it? What can you say?*** (No)

***What can you say if your teacher touches your private parts?*** (No)

If you want to be polite, you can say, "No thank you." But you don't have to be polity. You can just say "no."

### **Go**

***So now we know what to say if someone touches us in a way that hurts, or in a way that we don't want them to, or tries to touch our private parts. After we say, "No," what do we do?*** (Go, Get Away, Leave). Write "Go" on the board (under "No").

### **Ask for Help**

***Then what do you do after you go away?*** (Ask for Help) Write "Ask for Help" on the board (under "Go").

Ask:

1. ***Who should we ask for help?*** (A trusted adult!).
2. ***Who are some trusted adults we could ask for help?*** (ask each student to name two adults they trust – one at home and one at school)
3. ***When should we ask them for help?*** (As soon as possible)
4. ***What if someone touched our private parts a year ago, and we didn't tell anyone then. Can we still tell someone now?*** (Yes, it's never too late to tell, but sooner is better)
5. ***What if the person who touched us told us not to tell anyone?*** (Ask for help anyway!)
6. ***What if a person touches our private parts and says, "If you tell anyone, I'll hurt your puppy!"*** (You can ask for help anyway – the trusted adult you tell will help make sure that both you and the puppy stay safe).

7. ***What if the person we tell doesn't believe us?*** (Tell someone else!) This is often a tricky one for kids to answer as they can't imagine an adult not believing them, but it does happen, especially if the adult doesn't quite understand what they are being told.
8. ***What if your uncle touches your private parts and says, "Don't tell anyone. Kids aren't supposed to let adults touch their private parts, and you let me, so you'll get in big trouble if you tell anyone." Is it true that you'll get in trouble?*** (No. ALL adults know the rule that they shouldn't touch a kid's private parts or hurt their bodies, so if you ask another adult for help, you WILL NOT get in trouble – they'll help you).

***Remember that it's not your fault if someone is touching your body in a way you don't like, is hurting you or is touching your private parts. And you need to tell even if the person touching you is someone in your family or at school or on the bus or another kid or an adult or a teen. It doesn't matter who it is! And you can ask an adult for help even if you didn't say, "No." And you can ask an adult for help, even if you didn't "Go." An adult will help you decide what to do next.***

#### **Additional scenarios**

***So let's try all of this a couple more times! What can you say if another students at school pushes you down and kicks you?*** (No) ***Then what can you do next?*** (Go) ***And after that?*** (Ask for Help!) ***And who do you ask for help?*** (An adult)

***What about if your friends says, "I want a hug," you tell them "No," and they hug you anyway? What can you say?*** (No) ***Then what can you do?*** (Go) ***And after you've gone away?*** (Ask for help) ***What if you forgot to tell them "No?" Can you still "Go" and "Ask for help?"*** (Yes)

***What about if an older kid who is maybe 12 years old touches your private parts and says, "Don't tell anyone!" What can you say?*** (No) ***After that what can you do?*** (Go) ***And then what can you do?*** (Ask for help) ***But this kid said not to tell anyone!*** (Tell anyway)

***You all did good work today, so does anyone want a kiss?*** (offer each kid a Hershey's kiss and they can choose to take it or say, "No.")

Thanks everyone!

## Ophir Fourth Grade Lessons, 2023

### Day 1: Gender Stereotypes

#### Stereotypes

Today we're going to talk about how unique each of us is and how we're each perfect the way we are.

**Ask students to define stereotypes** (an often unfair and untrue belief that many people have about all people or things with a particular characteristic. Examples: People that wear glasses are smart, old people are forgetful, all tall people are good basketball players. Do we think these stereotypes are always true? No. If a tall person was good at basketball, would that be ok? Yes. If a tall person wasn't good at basketball, would that be ok? Still yes!)

#### Gender Boxes -

Draw two boxes on the board. In one, write "Be a Man." In the other write, "Be lady-like."

Starting with the "Be a Man" box tell the kids we're going to fill the box with stereotypes we think of that boys or men should look like, act like, what jobs we expect them to have, what roles we expect them to have at home, etc.

Do the same for "Be lady-like," for women and girls.

Ask the following questions:

**Do you think that every boy and man fits every stereotype we wrote in the man box?** (No) Woman? (No)

**Would any of you want to be every single thing in one of these boxes?** (Likely the kids will have written some things they don't want to be, like "immature" for boys or "gossiping" for girls, so likely the answer is "No," but if someone answers "Yes," that's ok too)

**Is it ok if you're a boy and want to be some or most of the things in this box?** (Yes)

**What if you're a boy, but you want to be some of the things in the girl box,** for example the kids will likely get "polite" put into the girl box. (Yes)

And vice versa for girls fitting into their box – it's ok to want to be some/most of those things, but it's also ok to want to be a firefighter or good at sports too, things that will likely be put into the man/boy box.

***What are some things that we didn't write into either box that we think either boys or girls (or men or women) can be?*** Write them between the boxes as the kids give them to you (Kind, ski, helpful, run, read, parent, photographer, writers, singers, realtor, etc.)

Erase the lines that separate the boxes and draw them together so you have one big box with all of the words inside. Erase "Be a Man" and "Be Lady-like." Instead write "Unique People!"

***Now do we all want to be at least one thing in this box?*** (I sure hope so!)

***When we were putting the words into our boxes before about stereotypes of men and women, boys and girls, where do you think we learned them?***

1. From family
2. From friends
3. From what we see on tv, including movies and commercials

***Do we think what we see on television is really how people look and act?***

Watch --

<https://m.youtube.com/watch?v=iYhCn0jf46U>. This is a one-minute video that shows how photoshop is used to drastically change the way a person looks

***What do they think after seeing that?*** (It's important to take care of our bodies, but many people try to look like the women on tv and in magazines and it's impossible to do because those women don't even look like that!)

***How do these messages make us feel?***

***Do we think this happens to boys too?*** (It does! Boys have bad hair days too (and some of them care how their hair looks). It can also be really difficult if you're short and everyone else is taller than you).

***How many people do you think fit these "ideal" images?*** (hint: not a lot) Why not? (hint: we just saw that not even models always look like models!)

***What common body parts do people often try to remove, hide or cover up?*** (Things like zits, weighing more, or less, than the male/female models we see in magazines, not liking our nose or eyes or cheeks, etc.)

***Do you think most people feel confident about how they look? Can they change their bodies?***

***How could we make others feel better about their bodies?***

Moral: There is a lot of pressure on people (of all ages) to be specific things. But what if we all looked the same? Acted the same? Liked the exact same things? Did the same jobs? (Yuck!)

### **"I Am Special and Unique" Handout Activity**

#### ***What makes you awesome and unique?***

Hand out the "I am Special and Unique" handout and give everyone 3-5 minutes to complete it on their own. (see below)

Pair the students up and have them share their grids with their partner.

Come together as a whole group. Go around and ask everyone to share one thing about their partner.

#### **Summarize**

All of us feel pressure sometimes to look or act certain ways because we're a boy or a girl. These pressures can come from friends, family and the things we see on tv. It can be very important to remember that each of us is perfect just the way we are! Also, we shouldn't pressure each other to act certain ways – let's be good friends and love our friends, just the way they are!

I AM SPECIAL AND UNIQUE!		
A compliment that someone has given me:	Good qualities that my friends or family would use to describe me:	What I like to do for fun:
Two words that I would use to describe myself:	MY NAME:	Two things that I am good at:
One good deed that I have done for someone:	One thing that most people don't know about me:	One thing that makes me laugh:

## **Lesson 2 (Boys): Puberty**

### **Welcome**

Who we are

What we are going to talk about today

1. Your body parts
2. Puberty
3. Identifying trusted adults you can talk to about puberty

Some of you may have talked about your bodies and puberty with your family members, and some of you may not have. And that's ok. We just want to make sure everyone has an idea of what to expect and can get their questions answered.

**Ask: Do you all have classroom rules?** (If so, we'll likely follow them but make sure they include something similar to what here):

1. One person talks at a time and everyone else listens
2. No one **has** to talk, people can choose to pass if they feel uncomfortable
3. Do not put people down, make fun of them or be sarcastic
4. If you have a question – ask, someone else probably wonders the same thing
5. Other?

**Ask: “Can anyone tell us what puberty is?”**

Puberty Definition– the time in a person's life when they change from a child into an adult. This is the time in a person's life when they can reproduce – have or make a baby. It usually happens between the ages of 9 and 14 for boys, and boys usually (but not always) go through puberty later than girls so girls may start younger. It's a long process and can take years to complete all the changes. It can be an exciting time, but also confusing, awkward and scary for young people. Having a parent who is willing to talk about the changes is one thing that can help make puberty easier for young people.

### **Shuffle Your Buns Activity**

Let's start with a quick activity, just to help us get to know each other and get moving. We call this one, “Shuffle Your Buns”



Get in a circle, and start with one person in the middle. The person in the center of the circle will pull a statement out of a bag that somehow relates to puberty. For example, “I have used deodorant before.” (Statements attached at bottom)

Then anyone outside who that statement is also true for needs to switch places with someone else on the circle. Whoever doesn’t get a chair and is left in the middle of the circle must read a statement and we do it again!

### Puberty Discussion

Every person goes through puberty at their own pace. Some start to go through puberty as early as age 8 or 9. Others won’t start puberty until they’re 15. It can be difficult to be one of the first people to go through puberty, or one of the last, but please remember that it will happen to everyone at some point. And it can take years to finish – it doesn’t happen overnight! **Ask: Does anyone know anything that will happen to them as they go through puberty?**

- Increase in height and weight
- Growth of arms, legs, hands and feet
- Growth of testicles and they start to produce sperm. Sperm is the male half of a baby. If a sperm cell meets with an egg cell in a woman, a baby may start to grow in her abdomen.
- Increased muscle growth and broadening of shoulders
- Potentially get stretch marks with all this growth
- Voice changes and deepens, and may “crack” as it’s changing
- Hair grows in pubic area, under arms, on legs, likely some on your chest and on your face (and for some guys they’ll grow hair about everywhere including their back, etc.).  
**Ask: Have any of you thought about what you’ll do with your facial hair? Shave it off? Grow a massive beard? A handlebar mustache?** (Normalize that some people grow more hair on their faces than others)
- Our emotions can change and we can start to get crushes on people (we’ll also talk more about this, see below)

### Hygiene

As you go through puberty, you start to sweat in a different way and this new type of sweat can be SMELLY. Also, your body will start to make more oils which can make your hair greasy and you might even start to get acne/zits. Staying clean will become especially important, and if you aren’t already, you need to do the following:

1. Shower or bathe more frequently (can be as much as every day!)

2. Washing your face with soap and water twice a day might decrease the amount of acne you get (but won't necessarily get rid of it entirely)
3. Wash your hair regularly and use conditioner
4. Deodorant or antiperspirant (show them how to apply it and where it goes)
5. Always wear clean clothes because they will start to get stinky when you sweat in them!

## Explaining Aspects of Male Puberty and Sexual Intercourse

### Explain spontaneous erections

Sometimes when we have a crush on someone or have "sexy thoughts" about them (like think about kissing them), your penis might get hard and become erect (stand up). It might feel a little strange, but it doesn't hurt. And sometimes, even when you're not having these "sexy thoughts" you might get an erection for no reason. This is known as a spontaneous erection, and you can get them like while in math class or at Thanksgiving dinner! Things to know about this:

1. It's totally normal to get them, but also totally normal not to get them
2. As you get older, it'll likely happen less often
3. Most people probably won't notice, unless you're really obvious about it
4. Tying a sweatshirt around your waist or staying seated can help hide it
5. When you have a spontaneous erection, it might help to flex another muscle, any muscle, for about one minute. This may help the blood to flow to a different part of the body and make your erection go down.
6. If you get them often you might want to consider wearing underwear (rather than boxers) as they are a bit tighter and may help to hold it in better

**So why do you get erections? Well, during puberty, if you have testicles, they grow and start to produce sperm.** Sperm is one half of what it takes to make a baby and is too small to be seen without a microscope. If a sperm cell meets with an egg cell, a baby may start to grow in the uterus/womb. And if you're wondering how sperm can get to an egg – it usually happens when the penis gets an erection and goes inside a vagina. Then the sperm travels from the testicles, through this tube called the vas deferens, and comes out of the penis through the urethra. Then the sperm is inside the uterus and can travel to meet with an egg if there is one. We call this sexual intercourse and it is something that is just for adults.

Also, you may notice that I said sexual intercourse is how babies are **usually** made. The only other way to make a baby is if a doctor helps, and you'd definitely know if they were doing that.

These are the only ways to get pregnant. A person does not get pregnant from kissing or sharing drinks (though you can get sick from that) or holding hands or anything else like that.

### Explain wet dreams

Sometimes when we have these “sexy thoughts” in our dreams, we may have what is called a “wet dream” or nocturnal emissions. This happens because your body is practicing to make a baby, so your penis gets hard and a little bit of semen (which is sperm plus other liquids) comes out the end. Again, it doesn’t hurt. It’s not a lot – for most people it’s about half of a teaspoon of liquid, so it’s not like wetting the bed. It’s totally normal to get wet dreams (and also totally normal if you don’t get them), but if you do and you don’t want your parents to know about it, ask them if you can wash your own sheets. I’m sure they’d love the suggestion!

### **Emotional Changes**

We’ve talked a lot about changes to our body that we can expect during and after puberty, but there are also some changes to our emotions that you can expect. These include that we may:

1. Want to blend in with their peers, especially with regards to gender roles
2. Feel concerned about their outward appearance
  - a. Weight gain, cellulite, and stretch marks are completely normal things to occur during puberty. Because your body grows so quickly during puberty, stretch marks that look like fine lines often can show up around your thighs, arms and stomach.
3. Develop crushes and want to begin dating – talk with parents about what is allowed. ***It’s important to remember that we should treat people we have a crush on respectfully. In fact, we should treat all people respectfully!***
4. Experience mood swings or feel feelings more strongly than you ever remember feeling before – sometimes this is because you have never felt these feelings before (like a crush on someone) and sometimes this is because of changes in your brain and hormones that make you feel emotions more strongly. Ways to deal with strong emotions:
  - When feeling anxious or angry - “Take Three:” Take three long, slow deep breaths.
  - Visualize somewhere calming and relaxing
  - Laughter is good medicine
  - Put down your device
  - Sometimes when we’re anxious we tense our muscles without even noticing, work to relax them.
  - Do something you are good at or enjoy. ***Ask each kid to talk about one thing they think they are good at. You might need to give an example first.***

- Exercise. Not only can it help take your mind off things that are bothering you, but releases certain chemicals in your body that make us happier!
- Listen to music
- Get plenty of sleep
- Remember that it's ok to cry and can help sometimes
- Think about what advice you would give a friend if they were in your situation.
- Talk to a trusted adult or a good friend
- And sometimes you need to talk to more than just a friend or trusted adult. If you try talking to someone, but it's not really helping and you feel sad or anxious or angry or just like your emotions are out of control much of the time, you may need to talk to a counselor. Counselors are amazing people that know how to help people deal with tough situations and strong feelings and many people see them!

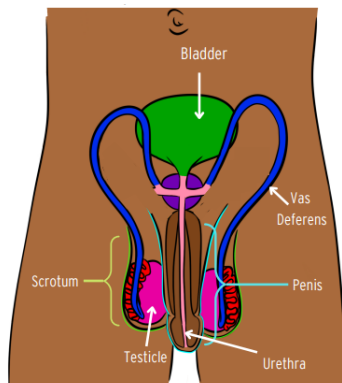
### Any Final Questions?

### Getting More Information

It can really help to talk to someone about the changes of puberty. Let's create a list of people you may talk to who can answer and extra questions you have. These may include:

1. Parent, step-parent or grandparent
2. Teacher
3. Library book
4. Older brother
5. School nurse or counselor

Thanks everyone!



**Shuffle Your Buns Statements for Boys:**

Shuffle your buns if you have used deodorant.

Shuffle your buns if you know someone who has had a crush before.

Shuffle your buns if you have noticed your body changing in the last year or two.

Shuffle your buns if you know someone who has gotten pregnant.

Shuffle your buns if you have been hurt by a friend.

Shuffle your buns if you know what a wet dream is.

Shuffle your buns if you are wearing jeans today.

Shuffle your buns if you have ever taken a risk and failed.

Shuffle your buns if you have any questions about what happens during puberty.

Shuffle your buns if you have ever been hurt by something someone has said about you.

Shuffle your buns if you have ever felt left out.

Shuffle your buns if your feet are almost the same size as one or both of your parents.

Shuffle your buns if you've talked to someone about puberty before.

Shuffle your buns if you have any step-family (like a step-parent).

Shuffle your buns if you are excited about what we're going to talk about today!

Shuffle your buns if you think you know why people get acne/pimples.

Shuffle your buns if you like your body just the way it is!

## **Lesson 2 (Girls): Puberty**

### **Welcome**

Who we are

What we are going to talk about today

1. Your body parts
2. Puberty
3. Identifying trusted adults you can talk to about puberty

Some of you may have talked about your bodies and puberty with your family members, and some of you may not have. And that's ok. We just want to make sure everyone has an idea of what to expect and is able to get their questions answered.

**Ask: Do you all have classroom rules?** (If so, we'll likely follow them but make sure they include something similar to what here):

1. One person talks at a time and everyone else listens
2. No one **has** to talk, people can choose to pass if they feel uncomfortable
3. Do not put people down, make fun of them or be sarcastic
4. If you have a question – ask, someone else probably wonders the same thing
5. Other?

**Ask: “Can anyone tell us what puberty is?”**

Puberty Definition– the time in a person's life when they change from a child into an adult. This is the time in a person's life when they can reproduce – have or make a baby. For all of you it usually happens between the ages of 8 and 13, but boys may when they are older because girls usually go through puberty earlier than boys. It's also a long process and can take years to complete all the changes. It can be an exciting time, but also confusing, awkward and scary for young people. Having a parent who is willing to talk about the changes is one thing that can help make puberty easier for young people.

Our bodies change throughout our whole lives, and puberty is a time of especially fast change!

**Ask: “Who can tell us some things that happen to us as we go through puberty?”**

1. An increase in height and weight
  - a. Possibly resulting in stretch marks and cellulite
2. Rapid growth of feet
3. Broadening of hips and narrowing of waist

4. Breasts develop
5. Hair grows in pubic area, under arms and on legs (and make sure to talk about that we may grow a bit of facial hair – this is normal. And, also, that shaving is a personal choice, but talk to a parent or trusted adult before shaving for the first time).
6. We begin to get our period (we'll talk about this more, see below)
7. Our emotions can change and we can start to get crushes on people (we'll also talk more about this, see below)

### The Reproductive System, Sexual Intercourse and Menstrual Cycle

Give photocopied drawings of internal and external female reproductive organs to girls that label each part:

- Urethra, vaginal opening and anus (external)
- Ovaries, Fallopian tubes, uterus and vagina (internal)

Explain the menstrual cycle and that it gets a girl ready to have a baby, but just because our body is ready doesn't mean that we are! Babies are a LOT of work and money, so you'll want to wait until you're older.

ABOUT once a month, about halfway between the first day of a girl's period and the first day of her next period, one ovary will release an "egg" which is the woman's half of a baby. Eggs are tiny, not chicken eggs here people!

The egg will travel into the fallopian tube (on the side where the egg was released) and if there are any sperm (the man's half of the baby) in the fallopian tubes, it may meet with the egg and "fertilize" the egg so a woman becomes pregnant.

**Since the sperm are made in the testicles, how do they get to the egg?** It usually happens when the penis goes inside a vagina. Then the sperm travels from the testicles, through a tube called the vas deferens, and comes out of the penis. Then the sperm are inside the uterus and can travel to meet with an egg if there is one. We call this sexual intercourse and it is something that is just for adults.

Also, you may notice that I said sexual intercourse is how babies are **usually** made. The only other way to make a baby is if a doctor helps, and you'd definitely know if they were doing that.

These are the only ways to get pregnant. A person does not get pregnant from kissing or sharing drinks (though you can get sick from that) or holding hands or anything else like that.

Now, the fertilized egg will move down into the uterus where it will grow for the next nine months or so until it is a baby and ready to be born. The uterus is about the size of your fist, but newborn babies are much bigger than that, so obviously the uterus has to grow as the baby grows so it'll fit.

Once a baby is ready to be born, they have to come down through the cervix that has to open to let the baby out, and the vagina and then they're born.

***How does this relate to a period?*** Well, all month long, between the first day of a woman's period and the first day of her next period, this uterus is filling up with blood and tissue to make it a "safe/happy" place for a baby if they get pregnant. Most months, there is no pregnancy, so once a month, all of that blood and tissue that was in the uterus has to come out. It comes down through the cervix and vagina and the out of the body.

Most people will get their period from 3-7 days each month. Everyone is different.

The average age at which a girl gets her period is age 12, but some people as young as 8 get it, and some won't get it until they're closer to 15. Usually though, it starts about two years after a person starts to grow breasts.

They can choose when to tell other people that they got their period, if they want to tell other people, but there should be no pressure.

Tell them that many people, but not everyone, menstruate on a regular schedule (like once every four weeks), so after a while they'll get used to it and know when to expect it.

PMS = Pre-menstrual Syndrome which some people, but not all, get a week or so before their period. They may get headaches, be tired or feel moody or a little sad. This is normal, but if you know someone who has PMS – never point it out to them!

Cramps – some people have cramps during their period. Exercise can help stop or prevent cramps. Hot baths and heating pads can help too. If your cramps are bad, your parents might also give you some ibuprofen to help with the cramps.

Explain that your period won't come without warning – usually about 2 years after your breasts start to develop and you'll usually have quite a bit of hair in your pubic region and under your arms before your period starts. If you get discharge in your underwear (explain what that is), it's usually a sign that you will get your first period in the next couple of months.



Show them how to put a pad into underwear, and then how to take it back out, wrap it back into the wrapper or toilet paper and put it into the trash can (don't flush it!). Explain that they need to change them every 4-6 hours and before they go to bed. Also explain that some pads absorb more than others and just use the absorbency that they need.

Show them how to use a tampon and how it expands when you put it in water (absorbing the water). Explain that you need to change your tampon every four to six hours and that they make different absorbencies of tampons, and they need to use the right one. Use the bottom picture to explain so they know which hole it goes in and that the urethra is too small for a tampon to fit in, so don't worry about it! Make sure to include:

- Do not leave the applicator in your body
- The tampon should not hang outside your body, except the string (the cottony part should all be inside your body)

Panty-liners: Show and discuss that they can be good if you think your period is coming in the next day or two but hasn't started yet. They're smaller than a regular pad, so less bulky.

Period Underwear: Explain that there are very specific kind of underwear that people who get their period can use without anything else. The layer closest to the vulva is designed to wick moisture away from the body while the outermost layer is designed to hold moisture in. Various brands make different models of the underwear according to how big someone's flow is. This can be a great option for someone who tends to have lighter periods or spots more. Plus, unlike pads, panty-liners, and tampons, period underwear is easily washable and can be reused!

Menstrual Cup (AKA Diva Cup): Menstrual cups are oftentimes made of silicone or latex and, like tampons, are good to use when you're swimming or don't want to wear a pad. They're inserted into the vagina (have a visual to demonstrate) by twisting/folding it the rim of the cup. It works by collecting any blood and when inserted correctly, does not leak because it creates a sort of seal/vacuum. A menstrual cup can be left in for about 12 hours and can be a great alternative to tampons if you know you won't have the opportunity to change a tampon frequently enough. These take practice! And they make smaller sizes for teens.

Remind them that it's always good to be prepared – carry a pad and clean underwear, such as in their backpack, under the sink at home, when they go away, etc.

But what if you're away from home the first time or you forgot to carry a pad and get your period? Discuss where you may be when this could happen (school, library, friend's house, etc.) and discuss how you could ask someone to borrow a pad. All adults go through puberty, so even though it seems embarrassing, adult woman will not make fun of you for asking to borrow a pad or tampon. Many adult men won't either.

Hygiene: As you go through puberty, you start to sweat in a different way and this new type of sweat can be SMELLY. Also, your body will start to make more oils which can make your hair greasy and you might even start to get acne/zits. Staying clean will become especially important, and if you aren't already, you need to do the following:

1. Shower more frequently.
2. Washing your face with soap and water twice a day might decrease the amount of acne you get (but won't necessarily get rid of it entirely)
3. Wash your hair regularly and use conditioner
4. Deodorant or antiperspirant (show them how to apply it and where it goes)
5. Always wear clean clothes because they will start to get stinky when you sweat in them!

Other things to discuss that may happen as puberty progresses:

1. Want to blend in with their peers, especially with regards to gender roles
2. Feel concerned about their outward appearance
  - a. Weight gain, cellulite, and stretch marks are completely normal things to occur during puberty. Because your body grows so quickly during puberty, stretch marks that look like fine lines often can show up around your thighs, hips, and breasts. Similarly, cellulite can also develop because of how quickly people grow when they're going through puberty. Cellulite can frequently appear on the thighs, stomach, and bottom and essentially looks like the tissue underneath the skin is slightly bumpy.
3. Develop crushes and want to begin dating – talk with parents about what is allowed.  
***It's important to remember that we should treat people we have a crush on respectfully. In fact, we should treat all people respectfully!***
4. Experience mood swings or feel feelings more strongly than you ever remember feeling before – sometimes this is because you have never felt these feelings before (like a crush on someone) and sometimes this is because of changes in your brain and hormones that make you feel emotions more strongly. **Can start out by asking them *what they do when they feel strong emotions*, then give SOME OF the following suggestions (WE WON'T HAVE TIME TO TALK THROUGH THEM ALL, IF WE EVEN GET TO THIS! They usually have SO many questions about periods):**

- When feeling anxious or angry - “Take Three:” Take three long, slow deep breaths.
- Visualize somewhere calming and relaxing
- Laughter is good medicine
- Put down your device
- Sometimes when we’re anxious we tense our muscles without even noticing, work to relax them.
- Do something you are good at or enjoy. ***Ask each kid to talk about one thing they think they are good at. You might need to give an example first.***
- Exercise. Not only can it help take your mind off things that are bothering you, but releases certain chemicals in your body that make us happier!
- Listen to music
- Get plenty of sleep
- Remember that it’s ok to cry and can help sometimes
- Think about what advice you would give a friend if they were in your situation.
- Talk to a trusted adult or a good friend
- And sometimes you need to talk to more than just a friend or trusted adult. If you try talking to someone, but it’s not really helping and you feel sad or anxious or angry or just like your emotions are out of control much of the time, you may need to talk to a counselor. Counselors are amazing people that know how to help people deal with tough situations and strong feelings and many people see them!

### Any Final Questions?

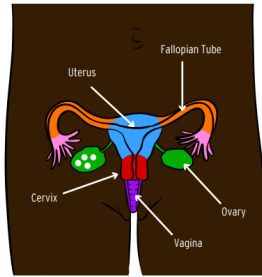
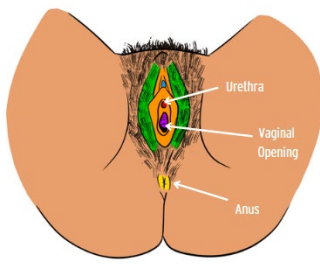
### Getting More Information

It can really help to talk to someone about the changes of puberty. Let’s create a list of people you may talk to who can answer and extra questions you have. These may include:

1. Parent, step-parent or grandparent
2. Teacher
3. Library book
4. Older sister
5. School nurse or counselor

Thanks everyone!

Materials used in this lesson:



# Ophir Fifth Grade Lessons, 2023

## Lesson 1: Healthy Relationships

### Introduction

Today we're going to talk about relationships and how we know if the relationships we have with our peers are healthy.

Do you all have any classroom rules I should know about so I can follow them? If not, we should use:

1. One person talk at a time
2. Ask questions, but please raise your hands first
3. Treat others kindly
4. Follow Directions

### Relationship Activity

We're going to do an activity to get you thinking about relationships in your life. Pair the students up. You will give the students a command, for example, touch your pinky to your partner's pinky, (demonstrate). After "connecting with your partner" give them a minute or so to respond to each question.

- Pinky: Who are people in your life that make you feel good about being yourself and why?
- Big toe: What are the characteristics or qualities that you look for in a friend?
- Elbow: What are the characteristics or qualities that you look for in a dating partner?
- High five: Who is someone you admire? And why?

Ask: ***Was this activity silly or awkward?*** (Sometimes if we do something silly it is easier to talk about subjects that can be a little uncomfortable to talk about in a classroom)

***Does anyone want to share anything they talked about?***

***When you discussed what you were looking for in a friend and what you were looking for in a dating partner, were they very different?***

### Defining Relationships

A relationship is a connection between two or more people. **Ask: *Who can you have a relationship with?*** (Likely answers are: families, friends, teachers, pets, dating partners)

A "Peer" Relationship is a connection between people of roughly the same age and have a similar amount of power as you. Ask, "Can you have a peer relationship with your teacher?" (No), "Your parents?" (No)

Today we're going to talk specifically about our relationships with our peers, whether that's someone you're dating, your friends or just other people around your age that you know, even if you don't spend much time with them.

## Graffiti Activity

We are all in relationships and with this next activity we're going to explore what we already know and think about relationships. Your responses need to be sincere and school appropriate.

Students will be split into groups and answer the following prompts which will be hung around the room:

- When I see people in a healthy relationship, I see them doing things like:
- When I hear people in a healthy relationship, I hear them doing things like:
- When people are in a healthy relationship, they usually feel:
- When I see people in an unhealthy relationship, I see or hear them doing things like

**Ask: Which poster was the easiest to fill up** (likely the "unhealthy" poster because we've seen a lot of this, either in real life or in the media)

Healthy Relationships Statements (using examples from the Graffiti activity just finished)

- There are four healthy peer relationships statements:
  1. I get to be myself
  2. I treat others well
  3. I can say, "No."
  4. I have fun

Walk through each one – **what does "I get to be myself" mean?** (I don't have to change for someone, I can dress the way I want, I can hang out with whoever I want to. Includes beliefs, opinions, what I like to do, my family, appearance, skin color, size, likes and dislikes. It looks different for **every** person).

**What does "I treat others well" mean?** (Let others be themselves, treat others how they want to be treated, treat others with respect).

**Are there examples of this on the graffiti sheets?**

- Remember, the statement is "I treat others well" because "I" is who I can control.
- Everyone deserves to be treated well in a relationship.

**What does "I can say, 'No'" mean? What does it look like? What can you say no to?** (say no to anything, say it freely, without being put down for it, without pressure, without force, without fear of scary consequences).

- If someone allows us to say no easily, it's often a sign that the relationship is healthy. If it's scary to say no, it's a sign that the relationship is unhealthy.

**What does "I have fun" mean? Why is this important?** (It feels good, you feel like yourself).

- Our relationships should be fun. Most relationships aren't "Disneyland" every moment of every day, but they should be more fun than drama.
- **If you are having fun, do you think this is a good sign that you're getting to be yourself in the relationship?** (yes)

You can use these four healthy relationships statements to evaluate all of the peer relationships in your life and each statement connects to the other statements. For example, **if someone lets you say no easily, do you think you are being treated well?** (yes)

## Crushes

Remember these healthy relationship statements apply to any peer relationship in your life, not just dating relationships. But let's talk for a minute about that...

***Who has ever had a crush on someone else? What did it feel like?*** (It's difficult to talk to them, your heart beats fast or you don't know what to say, etc.)

***Is it normal to have crushes on people sometimes?*** (Absolutely and will likely start to happen when a person goes through puberty, something we'll be talking about tomorrow)

***Is a person normal if they don't get crushes on people?*** (Again, absolutely. Some people just aren't interested in other people that way, and that's ok too. I'll do me, you do you)

- Discuss the following, asking who agrees, who disagrees and why?
  1. A person can have many good friends.
  2. A true friend wants to spend time only with you.
  3. A good friend always agrees with you.
  4. The best boyfriend or girlfriend is also a good friend.

## The "Positive Partner" Activity

In the spirit of trying to find the most positive friend or dating partner: each student will receive cards with characteristics on them - some good, some bad, some neutral. Once each person has their cards, they have 3-4 minutes to walk around and trade cards with other people in an effort to get only cards with characteristics they like to have in a friend (or dating partner if they are thinking about dating) for themselves.

Once trading is done, ask the group if each person is happy with the "dating partner" they have in their hands.

## Discuss

***Ask: Are some of these qualities personal preferences?*** (yes)

- Some of the cards may be seen as healthy or unhealthy, desirable or undesirable depending on the person.
- Some of us may be excited by traits such as tall, while other people may not be and that's ok.
- Not everyone is looking for the same qualities and personality traits in a friend or dating partner and that's ok. What's important is that you and your friend or dating partner get to be yourselves, treat others well, can say no and have fun!

***Ask: Do we think that what we want in a relationship can change over time?*** (Point out that this may be the case. For example, some things like "play in the school band" are not something that adults would look for in a partner).

- Each of us gets to decide what we want in a friend and in a dating partner. Other people can't tell us what we want and it's best to decide in advance, BEFORE we begin dating.

***What happens if two people who want to be “more than just friends” have different ideas about what is important to them?*** (They should talk about what is important to them to make sure they both get what they need. If they can’t agree, it might be a good idea to not date anymore).

***Is it safe to say that all of these traits would make it difficult for someone to be themselves? To say, “No?” Is the other person in this relationship being treated well? Do you think they’re having fun?***

### **Summarize**

We can have relationships with many people in our lives – not just people we want to be “more than friends” with, but also friends, teachers, family members, etc.

In all of our relationships, there are some things that everyone can agree are unhealthy (like one person being mean). There are some things that everyone can agree are good (like both people helping each other with problems). And there are many, many things that some people want, other people don’t want, and some people don’t care either way (like if a person has dimples or play an instrument). Each of us has to look at our relationships and make sure there is more good in them than bad.

Some kids might have begun to have crushes on people already, and others have not. Either is ok. But if you’re thinking you want to ask someone out, it can be a good idea to talk to your parents first about what is allowed and they might have some good dating advice!

We all deserve peer and dating relationships where we get to be ourselves, treat others well, can say, “No,” and have fun.

You all have the power to make our school a place where everyone can experience healthy relationships.

***What is one thing you can do to make your class/school a place where everyone can be themselves, be treated well, say no easily and have fun?***



## **Lesson 2 (Girls):Puberty**

Notes: While this lesson has structure (activities) sometimes when discussing puberty the students have so many questions that it becomes more free-form and we just answer questions and review almost everything they learned in 4<sup>th</sup> grade.

### **Welcome**

Reminder of we are

- What we are going to talk about today
  1. Your body parts
  2. Puberty
  3. Identifying trusted adults you can talk to about puberty

A lot will be a review from last year, and that's okay because all of you are in different stages than you were last year.

***Ask: "Can anyone remind us what puberty is?"***

Puberty Definition– the time in a person's life when they change from a child into an adult. This is the time in a person's life when they can reproduce – have or make a baby. For all of us it will likely start between the ages of 8 and 13 and girls usually go through puberty earlier than boys (so boys may be older when it starts for them). It's a long process and can take years to complete all the changes. It can be an exciting time, but also confusing, awkward and scary for young people. Having a parent who is willing to talk about the changes is one thing that can help make puberty easier for young people.

Puberty begins when a very special part of your brain, called the Pituitary Gland, tells your body to start making hormones. Hormones are very special chemical messengers that our bodies make that help us grow, help our organs work and tell our body to do things – like get ready to reproduce/have children!

### **Starter Activity**

Let's start with a quick activity, just to help us get to know each other and get moving. We call this one, "Shuffle Your Buns"

- Make a circle with one person in the middle.
- The person in the center of the circle will pull a statement out of a bag that somehow relates to puberty. (Statements attached at bottom)
- Then anyone who that statement is also true for needs to switch places with someone else on the circle. Y
- Whoever doesn't get a chair and is left in the middle of the circle must read a statement and we do it again!
-

## Your Anatomy

These are body parts. You have some of them, I have some of them, everyone has some of them! Some of them have a lot of slang names, some positive, some negative, but today we're going to call them by their proper names.

## Anatomy Activity

Pair students up and give each pair 1-2 labels for our anatomical body parts and ask them to place the label in the correct place on the correct poster. After all of the labels are on the posters, correct any. We'll go over them together to help us remember how the menstrual cycle works and how reproduction happens.

## Discussion of Periods, Sexual Intercourse and Menstruation

We'll be talking about each of the following and what they remember about each and how they work together: Vulva: anus, urethra, vaginal opening. Internal: Uterus, fallopian tubes, ovaries, cervix, vagina.

This to discuss after they've correctly labeled all parts:

- ABOUT once a month, about halfway between the first day of a girl's period and the first day of her next period, one ovary will release an "egg" which is the woman's half of a baby. Eggs are tiny, not chicken eggs here people!
- The egg will travel into the fallopian tube (on the side where the egg was released) and if there are any sperm (the man's half of the baby) in the fallopian tubes, it may meet with the egg and "fertilize" the egg so a woman becomes pregnant.
- Now, the fertilized egg will moved down into the uterus where it will grow for the next nine months or so until it is a baby and is ready to be born. The uterus is about the size of your fist, but newborn babies are much bigger than that, so obviously the uterus has to grow as the baby grows so it'll fit.
- Once a baby is ready to be born, they have to come down through the cervix that has to open to let the baby out, and the vagina and then they're born.

### ***Ask: Who remembers how this relates to a person getting their period?***

- Well, all month long, between the first day of a person's period and the first day of her next period, this uterus is filling up with blood and tissue to make it a "safe/happy" place for a baby if they get pregnant. Most months, there is no pregnancy, so once a month, all of that blood and tissue that was in the uterus has to come out. It comes down through the cervix and vagina and the out of the body.
- Most people will get their period from 3-7 days each month. Everyone is different.
- The average age at which a girl gets her period is age 12, but some people as young as 8 get it, and some won't get it until they're closer to 15. Usually though, it starts about two years after a person starts to grow breasts.

- They can choose when to tell other people that they got their period, if they want to tell other people, but there should be no pressure.
- Tell them that many, but not all girls, menstruate on a regular schedule (like once every four weeks), so after a while they'll get used to it and know when to expect it.

***Ask: And remember, an egg is only one half of the baby. Sperm is the other half. How does the sperm get to the egg?***

It usually happens when the penis goes inside a vagina. Then the sperm travels from the testicles, through a tube called the vas deferens, and comes out of the penis. Then the sperm are inside the uterus and can travel to meet with an egg if there is one. We call this sexual intercourse and it is something that is just for adults.

Also, you may notice that I said sexual intercourse is how babies are **usually** made. The only other way to make a baby is if a doctor helps, and you'd definitely know if they were doing that.

These are the only ways to get pregnant. A person does not get pregnant from kissing or sharing drinks (though you can get sick from that) or holding hands or anything else like that.

***Ask: Who remembers whether a period hurts or not?***

May get PMS and/or cramps. PMS = Pre-menstrual Syndrome which some women get a week or so before their period. They may get headaches, be tired or feel moody or a little sad. Cramps – exercise can help stop or prevent cramps. Hot baths and heating pads can help too. If your cramps are bad, your parents might also give you some ibuprofen to help so talk to a parent if you have cramps that don't go away with exercise or a heating pad.

Reminder of how to use a pad and tampon (will use the external anatomy poster to show where the tampon goes) and reminder of how to throw them away (wrap them in toilet paper, don't flush them and if there's a metal container on the side of the bathroom stall – use it!).

Panty-liners: Show and discuss that they can be good if you think your period is coming in the next day or two but hasn't started yet. They're smaller than a regular pad, so less bulky.

Period Underwear: Explain that there are very specific kind of underwear that people who get their period can use without anything else. The layer closest to the vulva is designed to wick moisture away from the body while the outermost layer is designed to hold moisture in. Various brands make different models of the underwear according to how big someone's flow is. This can be a great option for someone who tends to have lighter periods or spots more. Plus, unlike pads, panty-liners, and tampons, period underwear is easily washable and can be reused!

Menstrual Cup (AKA Diva Cup): Menstrual cups are oftentimes made of silicone or latex and, like tampons, are good to use when you're swimming or don't want to wear a pad.

They're inserted into the vagina (hopefully have a visual to demonstrate) by twisting/folding it the rim of the cup. It works by collecting any blood and when inserted correctly, does not leak because it creates a sort of seal/vacuum. A menstrual cup can be left in for about 12 hours and can be a great alternative to tampons if you know you won't have the opportunity to change a tampon frequently enough. These take practice! And they make smaller sizes for teens.

### **"Puberty Attack:"**

Give each person a dry-erase paddle with "Puberty" written on it. Read, "They Tell Me I'm going Through Puberty" story and have them quickly raise the paddle every time they hear something that is a change you would expect during puberty (see story below).

After the story ask them what they can remember from the story that is normal to have happen during puberty. Ask if anyone has any questions about any of those things and discuss as we go along.

**Remember to Ask: *It's common for us to grow hair on our legs, under our arms and on our genitals. Do we have to shave it?*** Answer: this is a personal choice and talk to a parent or trusted adult before shaving the first time).

**Ask: *Is it common for women to grow a little hair on their faces too?*** Answer: Absolutely. Most of the time it's just a little bit of fine hair above our upper lip (and not a full mustache like men would grow) but not abnormal.

Remind Students: It's important to remember that we should treat people we have a crush on respectfully. In fact, we should treat all people respectfully!

### **Emotional Changes**

We've talked a lot about changes to our body that we can expect during and after puberty, but aside from getting crushes on people, there are other changes to our emotions. These include that we may:

- Want to blend in with our peers, especially with regards to gender roles – explain what these are and that we should be happy with ourselves the way we are – not try to be "Barbie" or whatever "ideal" we think a girl/woman is supposed to be (like skinny, emotional, wear makeup, etc.)
- Feel concerned about our outward appearance
- Experience mood swings or feel feelings more strongly than you ever remember feeling before (like REALLY angry or REALLY sad) – sometimes this is because you have never felt these feelings before (like a crush on someone) and sometimes this is because of changes in your brain and hormones that make you feel emotions more strongly

Ways to deal with strong emotions:

- When feeling anxious or angry - "Take Three:" Take three long, slow deep breaths.

- Visualize somewhere calming and relaxing
- Laughter is good medicine – so spend time with people that make you smile, watch funny movies and have “tickles wars” with your younger brother or sister.
- Exercise. Not only can it help take your mind off things that are bothering you, but releases certain chemicals in your body that make us happier!
- Listen to music that either relaxes you or makes you want to get up and dance.
- Get plenty of sleep
- Remember that it’s ok to cry and can help sometimes – don’t just hold it all inside!
- Talk to a trusted adult or a good friend – don’t try to hide your strong emotions – it’s ok to share them with people, but do remember that while you can’t control your emotions, you can control your actions. It’s ok to feel angry enough to throw something, but that doesn’t mean it’s ok to actually throw something!

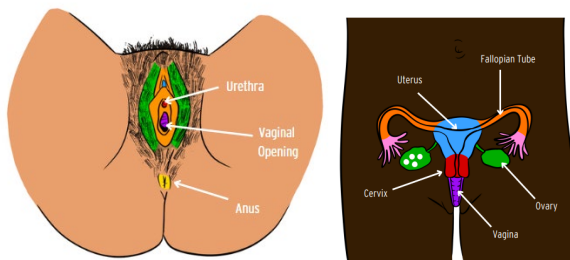
### Wrap-Up

**Ask: If you have another question about puberty that comes up in the next week, month or year, who do you think you can ask?** Likely answers:

- Parent, step-parent or grandparent
- Teacher
- Library book
- Older sister
- School nurse or counselor

Thank everyone for their participation!

### Materials Used in this Lesson



### Shuffle Your Buns Statements for Girls:

Shuffle your buns if you know at least one thing that happens to boys as they go through puberty.

Shuffle your buns if you have used deodorant.

Shuffle your buns if you know someone who has had a crush before.

Shuffle your buns if you have noticed your body changing in the last year or two.

Shuffle your buns if you know someone who has gotten pregnant.

Shuffle your buns if you have been hurt by a friend.

Shuffle your buns if you know how to put a pad in your underwear.  
Shuffle your buns if you feel comfortable using a tampon.  
Shuffle your buns if you are wearing jeans today.  
Shuffle your buns if you have ever taken a risk and failed.  
Shuffle your buns if you have any questions about what happens during puberty.  
Shuffle your buns if you have ever been hurt by something someone has said about you.  
Shuffle your buns if you have ever felt left out.  
Shuffle your buns if your feet are almost the same size as one or both of your parents!  
Shuffle your buns if you are excited about what we are going to talk about today!  
Shuffle your buns if you like your body just the way it is!

### **“They Tell Me That I’m Going Through Puberty” Story:**

Hi, I’m Jamie, and I’d like to tell you about what’s happening to me. It seems that every day brings a new change. It’s almost like I’m getting a new body! They tell me I’m going through puberty.

One of the things that happening is this new hair that’s growing in places it’s never been before. Like under my arms and on my genitals. I know this is normal and all, but it still takes some getting used to.

I don’t mind some of the changes I’m seeing. In fact, some things I even like. I’m taller than I was last year; I’m almost as tall as my parents. I know I’m smarter just because I’m able to think and write about what I’m going through now.

But then, there are some changes that aren’t so good. Like B.O., body odor. The first time I noticed it, I thought I had some kind of disease or something. Now I realize it’s not too bad if shower regularly, wear deodorant and put on clean clothes every day.

A really dirty trick, though, is acne. I remember I was getting ready to go to a party, washing up and stuff, when I looked in the mirror and saw this big zit staring back at me. I held a warm washcloth on it for a long time. It went down, but not the whole way. I went to the party anyway. I noticed that many other kids had the same or worse luck with their zits. I guess it is pretty common.

There is one thing that I get a little embarrassed about. It’s a little hard for me to talk about. But when I was at a party the other night, I saw my friend, Sam. Sam and I have known each other since kindergarten and have always gotten along, but this time when I saw Sam my stomach did a little flip, my face turned red and I couldn’t think of anything to say to them! I guess this is what a “crush” is!

They tell me that I’m going through puberty. That means I have to go to school with my zits and my B.O. But I’m taller and smarter. I think I’ll survive!

## **Lesson 2 (Boys): 2023**

### **Welcome**

- Reminder of who we are
- What we are going to talk about today
  2. Your body parts
  3. Puberty
  4. Identifying trusted adults you can talk to about puberty
- Some of you may remember that we came and talked to you about puberty last year. This year is more of a review of what we learned last time as well as a time to ask questions that you might have thought of between now and then or questions about changes that may have happened to your body in the last few months or year.

### ***Ask: “Can anyone remind us what puberty is?”***

Puberty Definition– the time in a person’s life when they change from a child into an adult. This is the time in a person’s life when they can reproduce – have or make a baby. It usually happens between the ages of 9 and 14 for boys, and boys usually (but not always) go through puberty later than girls so girls may start younger. It’s a long process and can take years to complete all the changes. It can be an exciting time, but also confusing, awkward and scary for young people. Having a parent who is willing to talk about the changes is one thing that can help make puberty easier for young people.

Every person goes through puberty at their own pace. Some start to go through puberty as early as age 8 or 9. Others won’t start puberty until they’re 15, but usually girls start to go through puberty earlier than boys. It can be difficult to be one of the first boys to go through puberty, or one of the last, but please remember that it will happen to everyone at some point. And it can take years to finish – it doesn’t happen overnight! Many times there will be a boy in the group who has experienced these things and may be interested in sharing his story.

### **Starter Activity**

Let’s start with a quick activity, just to help us get to know each other and get moving. We call this one, “Shuffle Your Buns”

- Make a circle with one person in the middle. The person in the middle reads a statement {see below}
- Then anyone who that statement is also true for needs to switch places with someone else on the circle.
- Whoever doesn’t get a chair and is left in the middle of the circle must read a statement and we do it again!

### **“Puberty Attack”**

Give each person a dry-erase paddle with “Puberty” written on it. Read, “They Tell Me I’m Going Through Puberty” story and have them quickly raise the paddle every time they hear something that is a change you would expect during puberty (see story below).

After the story ask them what they can remember from the story that is normal to have happen during puberty. Ask if anyone has any questions about any of those things and discuss as we go along.

***Ask: The story talked about growing hair on their genitals and armpits. Where else do males frequently grow hair as they go through puberty?*** (Their faces and maybe all over their body – though some people only get a little more hair and some get a lot more!)

***Ask: Have any of you thought about what you’ll do with your facial hair? Shave it off? Grow a massive beard? A handlebar mustache?*** (Let them share if they have thoughts. Normalize that some people grow more hair on their faces than others, so not everyone can grow a lush beard!)

***Remember to ask: Jamie also talked about having B.O. Does anyone know why we get B.O. as we go through puberty?*** (We start to sweat differently than we did when we were little kids and this new sweat can smell terrible! It can also make us much greasier – hence acne and greasy hair).

***Ask: Who remembers from the story, or life, what some things that can help control BO?*** (Showering or taking a bath regularly, using deodorant [show them how to use it], and wearing clean clothes. And to combat the grease, it helps to wash your face twice/day with water or a mild cleanser, not pick at any zits that you have and wash your hair **well** with shampoo)

Remind students: It’s important to remember that we should treat people we have a crush on respectfully. In fact, we should treat all people respectfully!

***Ask: Jamie didn’t talk about any changes to their voice. Do you think your voices will change at all as you go through puberty?*** (Yes, they will likely get deeper and they may “crack” as they are changing)

***Ask: Another thing Jamie didn’t talk about is that during puberty your arms, legs, hands and feet may grow faster than the rest of your body. For example, do any of you wear the same size shoes as one of your parents? Are you as tall as they are yet?***

## **Your Anatomy**

These are body parts. You have some of them, I have some of them, everyone has some of them! Some of them have a lot of slang names, some positive, some negative, but today we’re going to call them by their proper names.

## **Anatomy Activity**



Pair students up and give each pair 1 label for our reproductive body parts (below) and ask them to place the label in the correct place on the correct poster. After all of the labels are on the posters, correct any that are wrong.

### Discussion of Sexual Intercourse

We'll be talking about each of the following and asking boys what they remember about each and how they work together: testicles (sperm), scrotum, vas deferens, urethra, penis.

Growth of testicles and they start to produce sperm. Sperm is one half of what it takes to make a baby and is too small to be seen without a microscope. If a sperm cell meets with an egg cell in a woman, a baby may start to grow in the uterus/womb. And if you're wondering how sperm can get to an egg – it usually happens when the penis gets an erection and goes inside a vagina. Then the sperm travels from the testicles, through this tube called the vas deferens, and comes out of the penis through the urethra. Then the sperm is inside the uterus and can travel to meet with an egg if there is one. We call this sexual intercourse and it is something that is just for adults.

Also, you may notice that I said sexual intercourse is how babies are **usually** made. The only other way to make a baby is if a doctor helps, and you'd definitely know if they were doing that.

These are the only ways to get pregnant. A person does not get pregnant from kissing or sharing drinks (though you can get sick from that) or holding hands or anything else like that.

### Spontaneous Erections

Explain spontaneous erections – sometimes when we have a crush on someone or have “sexy thoughts” about them (like think about kissing them), your penis might get hard and become erect (stand up). It might feel a little strange, but it doesn't hurt. And sometimes, even when you're not having these “sexy thoughts” you might get an erection for no reason. This is known as a spontaneous erection and you can get them like while in math class or at Thanksgiving dinner! Things to know about this:

1. It's totally normal to get them, but also totally normal not to get them
2. As you get older, it'll likely happen less often
3. Most people probably won't notice, unless you're really obvious about it
4. Tying a sweatshirt around your waist or staying seated can help hide it
5. When you have a spontaneous erection, it might help to flex another muscle, any muscle, for about one minute. This may help the blood to flow to a different part of the body and make your erection go down.
6. If you get them often you might want to consider wearing underwear (rather than boxers) as they are a bit tighter and may help to hold it in better

## Wet Dreams

Explain wet dreams – sometimes when we have these “sexy thoughts” in our dreams, we may have what is called a “wet dream” or nocturnal emissions. This happens because your body is practicing to make a baby, so your penis gets hard a little bit of semen (which is sperm plus other liquids) comes out the end. Again, it doesn’t hurt. It’s not a lot – for most men it’s about half of a teaspoon of liquid, so it’s not like wetting the bed. It’s totally normal to get wet dreams (and also totally normal if you don’t get them), but if you do and you don’t want your parents to know about it, ask them if you can wash your own sheets. I’m sure they’d love the suggestion!

## Emotional Changes

We’ve talked a lot about changes to our body that we can expect during and after puberty, but there are also some changes to our emotions that you can expect. These include that we may:

1. Want to blend in with their peers, especially with regards to gender roles – discuss what these are and that we should all be happy to just be ourselves, not feel like we have to be any specific things (like never afraid, strong, get in fights, etc. just because you’re boys)
2. Feel concerned about their outward appearance
3. Develop crushes and want to begin dating – talk with parents about what is allowed. Again, it’s important to remember that we should treat people we have a crush on respectfully. In fact, we should treat all people respectfully!
4. Experience mood swings or feel feelings more strongly than you ever remember feeling before (like REALLY angry or REALLY sad) – sometimes this is because you have never felt these feelings before (like a crush on someone) and sometimes this is because of changes in your brain and hormones that make you feel emotions more strongly

Ways to deal with strong emotions:

1. When feeling anxious or angry - “Take Three:” Take three long, slow deep breaths.
2. Visualize somewhere calming and relaxing
3. Laughter is good medicine – so spend time with people that make you smile, watch funny movies and have “tickle wars” with your younger brother or sister.
4. Exercise. Not only can it help take your mind off things that are bothering you, but releases certain chemicals in your body that make us happier!
5. Listen to music that either relaxes you or makes you want to get up and dance.
6. Get plenty of sleep
7. Remember that it’s ok to cry and can help sometimes – don’t just hold it all inside!
8. Talk to a trusted adult or a good friend – don’t try to hide your strong emotions – it’s ok to share them with people, but do remember that while you can’t control your emotions, you can control your actions. It’s ok to feel angry enough to throw something, but that doesn’t mean it’s ok to actually throw something!

## Wrap-Up

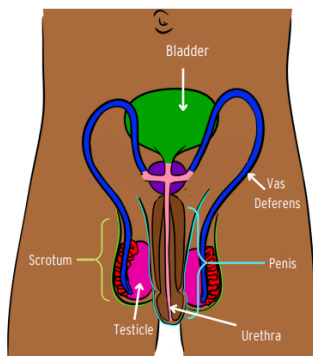
Ask if the students have any new questions they want to ask out loud.

Getting more information: It can really help to talk to someone about the changes of puberty. Let's create a list of people you may talk to who can answer and extra questions you have. These may include:

1. Parent, step-parent or grandparent
2. Teacher
3. Library book
4. Older brother
5. School nurse or counselor

Thanks everyone!

## Materials Used in this Lesson:



## Shuffle Your Buns Statements for Boys:

Shuffle your buns if you have used deodorant.  
Shuffle your buns if you know someone who has had a crush before.  
Shuffle your buns if you have noticed your body changing in the last year or two.  
Shuffle your buns if you know someone who has gotten pregnant.  
Shuffle your buns if you have been hurt by a friend.  
Shuffle your buns if you know what a wet dream is.  
Shuffle your buns if you are wearing jeans today.  
Shuffle your buns if you have ever taken a risk and failed.  
Shuffle your buns if you have any questions about what happens during puberty.  
Shuffle your buns if you have ever been hurt by something someone has said about you.  
Shuffle your buns if you have ever felt left out.  
Shuffle your buns if your feet are almost the same size as one or both of your parents.  
Shuffle your buns if you've talked to someone about puberty before.  
Shuffle your buns if you have any step-family (like a step-parent).  
Shuffle your buns if you are excited about what we're going to talk about today!  
Shuffle your buns if you think you know why people get acne/pimples.

Shuffle your buns if you like your body just the way it is!

### **“They Tell Me That I’m Going Through Puberty” Story:**

Hi, I’m Jamie, and I’d like to tell you about what’s happening to me. It seems that every day brings a new change. It’s almost like I’m getting a new body! They tell me I’m going through puberty.

One of the things that happening is this new hair that’s growing in places it’s never been before. Like under my arms and on my genitals. I know this is normal and all, but it still takes some getting used to.

I don’t mind some of the changes I’m seeing. In fact, some things I even like. I’m taller than I was last year; I’m almost as tall as my parents. I know I’m smarter just because I’m able to think and write about what I’m going through now.

But then, there are some changes that aren’t so good. Like B.O., body odor. The first time I noticed it, I thought I had some kind of disease or something. Now I realize it’s not too bad if shower regularly, wear deodorant and put on clean clothes every day.

A really dirty trick, though, is acne. I remember I was getting ready to go to a party, washing up and stuff, when I looked in the mirror and saw this big zit staring back at me. I held a warm washcloth on it for a long time. It went down, but not the whole way. I went to the party anyway. I noticed that many other kids had the same or worse luck with their zits. I guess it is pretty common.

There is one thing that I get a little embarrassed about. It’s a little hard for me to talk about. But when I was at a party the other night, I saw my friend, Sam. Sam and I have known each other since kindergarten and have always gotten along, but this time when I saw Sam my stomach did a little flip, my face turned red and I couldn’t think of anything to say to them! I guess this is what a “crush” is!

They tell me that I’m going through puberty. That means I have to go to school with my zits and my B.O. But I’m taller and smarter. I think I’ll survive!

# Big Sky 6<sup>th</sup> Grade, Day 1, 2023

## Welcome

What we are going to talk about today

1. Reproductive Anatomy
2. Changes to your body and hormones during puberty
3. Having a crush on someone and where we get our ideas of romance

## Group Norms

1. Respect
2. Every question is important
3. Use “I” Statements
4. It’s all right to feel embarrassed or not know the answers to every question – even I get stumped at times!
5. What’s Said Here Stays Here, What’s Learned Here Leaves Here
6. Always use correct terminology rather than slang for both reproductive organs and their functions.
7. We’re asking for your consent: If at any point you feel uncomfortable with an activity, you don’t have to participate.

## Warm Up

**Ask: *What part of growing up excites you?***

**Ask: *What part scares you?***

## Puberty Review

Break students into groups of 3-4. Give each group a white board paddle and dry erase marker. Tell them that you’re going to call out something that happens during puberty and they have to write, “Male, Female or Everyone” on their paddle and hold it up. Don’t yell out the answer. You’ll give each team with the right answer a point.

Everyone:

- Hair growth, such as in armpits, pubic hair and on your legs
- Begin to sweat through new type of sweat glands, may start to get stinky
- Body produces more oils so your hair and skin get oilier and you may get acne and your hair may get greasy
- Mood swings
- Crushes on people (or not, either is ok)
- Grow taller
- Hands and feet grow rapidly

- Might get stretch marks

#### Assigned Female at birth:

- Breasts begin to develop
- Start producing vaginal secretions – sometimes it's white, sometimes it smells funny, but it's all normal! And eventually menstruation begins – you get your “period,” which means your body is physically ready to have a baby, though mentally and emotionally you are far from ready!
- Hips get wider
- Generally start puberty when they're younger

#### Assigned Male at Birth:

- Testicles get larger
- Shoulders get wider
- Start producing sperm which is released from the penis
- You may experience nocturnal emissions (wet dreams)
- Erections happen out of the blue
- Voice changes
- Get muscles
- Generally start puberty when they're older

Questions: Have each person write a question about what happens to people assigned male at birth going through puberty, and what happened to people assigned female at birth.

The Reproductive System and Menstrual Cycle. Will have a diagram of internal and external female reproductive organs to students that label each part:

1. Urethra, vaginal opening and anus (external)
2. Ovaries, Fallopian tubes, uterus and vagina (internal)
3. Explain how the menstrual cycle works and conception can occur

Will have a diagram of male reproductive organs that label the penis, scrotum, testis, vas deference and urethra to explain each part's function and how they work together for conception.

#### Hormones and their impact

1. Mood swings: Love vs. Hate, Happy vs. Sad, etc.
2. Intense emotions: you feel **very** angry or sadder than you ever knew you could be
3. Unfamiliar emotions: sexual attraction, need to fit in, crushes are big

**We will discuss sexual intercourse as it relates to conception.** We want to ensure no students worry that things like sharing drinks, laying next to each other or kissing leads to pregnancy.

#### Ways to deal with strong emotions

***Ask: What are things some of you do when you feel very angry, sad or anxious that seem to help you calm down and feel a bit better?***

Make sure to add the following if they didn't talk about them:

1. Take three long, slow deep breaths.
2. Visualize somewhere calming and relaxing
3. Laughter is good medicine
4. Put down your device.
5. Sometimes when we're anxious we tense our muscles without even noticing. Flex various muscle groups.
6. Do something you are good at or enjoy.
7. Exercise regularly.
8. Listen to music that either relaxes you or makes you want to get up and dance.
9. Get plenty of sleep
10. Remember that it's ok to cry and can help sometimes
11. Think about what advice you would give a friend if they were in your situation.
12. Talk to a trusted adult or a good friend
13. And sometimes you need to talk to more than just a friend or trusted adult. Counselors are amazing people that know how to help people deal with tough situations and strong feelings and many people see them!

#### **If time: Where we Get Our Ideas of Love**

***So we talked about how many people will start to have crushes as they go through puberty. Ask: Can anyone tell us what it feels like to have a crush on someone?***

Where we Get Our Ideas of Love Grafitti Activity: Divide the class into groups and have them write/draw according to the following prompts.

- a. Examples of love in TV and movies:
- b. Examples of love I see in my family:
- c. Examples of love I see in my religion are:
- d. Things I have learned about love from my friends are:

Afterwards, read what is written on each and discuss as a group.

***Ask: Which of these do you think are realistic?***

***Ask: Are there any up here that you actually think are bad? That is, not a good way to show someone you care about them?***

***Ask: Do you think everyone shows their love in the same way?***

***Ask: Is it ok for us to show our love to people in different ways?***

**Thank you!**

## Big Sky 6<sup>th</sup> Grade, Day 2, 2023

### Welcome back

What we are going to talk about today: Feeling comfortable in our bodies & body image

A few ground rules we should set to make sure everyone feels as comfortable as possible discussing these topics:

1. No preaching or putting down other people's values, making fun of someone or being sarcastic
2. No question is "dumb," and if you have a question, it's likely that someone else is wondering the same thing!
3. It's all right to feel embarrassed or not know the answers to every question – even I get stumped at times!
4. Always use correct terminology rather than slang for both reproductive organs and their functions.

### Thoughts, Feelings and Behaviors

**Define Thoughts:** Something you think (which may or may not be true)

**Feelings:** Something you feel

**Behaviors:** Something you do, often as a result of your thoughts and feelings

*Thoughts, feelings and beliefs are related to each other. Our thoughts can cause feelings.*

**Example:** You tap your friend on the shoulder at lunch and they turn around to look at you. You think they look angry and you immediately wonder what you did wrong. ***What might you feel based on the thought that your friend is mad at you?***

*Do you know that your friend is angry with you?*

*But what if instead of asking your friend if they're angry with you, or just asking if something is wrong, you just decide they're angry at you. What behavior might you do next?*

**Example:** This morning I woke up really late and didn't have time to get ready. I looked awful: my hair was greasy, my clothes were wrinkled and I can't even remember if I brushed my teeth. I felt disgusting and I'm pretty sure that everyone was staring at me thinking what a loser I am. I couldn't concentrate on anything because I felt so self-conscious. So, after first period I went to the office and pretended to be sick so I could go home.

Ask for the students to identify the thought, the feelings and the behavior.



*It's important to know that our thoughts and feelings aren't always true. In this example, you may think you look awful, but others might not think the same thing. You may feel disgusting, but others may not view you as disgusting. More importantly, how you look does not define your worth. People with unbrushed teeth are worthy of love. And if you let other people's perceptions define you, you are doing a disservice to yourself. You do not exist for the enjoyment of others.*

*Our thoughts, feelings and behaviors aren't always connected, but they sometimes are and they can really influence our lives.*

Put them into pairs or small groups and give them the following two scenarios, asking them to answer the questions.

Scenario 1: You wake up one morning to discover that you broke out – zits everywhere! That afternoon you decide to go to a friend's house. Your friend has two teeny tiny zits on their face that are barely noticeable, yet they complain about them the whole time you're at their house.

- What would you think?
- What would you feel?
- What would you want to do?
- What would you actually do?

Scenario 2: Your two best friends are really into fashion. All they want to talk about are clothes and who wore what. They make fun of people who wear clothes that aren't a 'cool' brand or are second-hand, worn in or stained. You're favorite aunt gave you a shirt that you love love love but it definitely doesn't look new. She wants you to wear it during your birthday party.

- What would you think?
- What would you feel?
- What would you want to do?
- What would you actually do?

### **Body Image**

*Today we're going to talk about body image. When we think of body image, we may think of what people look like, but that's not correct. Body image is the **connection** between how you look, how you THINK you look, and how that makes you FEEL.*

**Ask: who or where might we learn about body image from?**

People who have a healthy body image generally:

- Like or feel neutral about their body
- Accept their body

- Has an accurate perception of what their body looks like
- Feel confident and comfortable with their body
- Don't believe they would be better liked if they looked differently
- Don't spend a lot of time focused on their looks
- Know that their value as a person has nothing to do with their physical traits

Share an example of someone with a healthy body image

**Ask: So we just talked about how people with a healthy body image may think and feel about their body. How do we think people who have an unhealthy body image think and feel about their bodies?**

- Obsess over their looks
- Worry excessively about how much they weigh
- Have an inaccurate perception of what they really look like
- Focus and fixate on a part, or parts, of their body they wish looked different
- Compare themselves to others and wish they looked like them
- Feel insecure and blame it on their body
- Believe all their problems would go away if they could just change their looks
- Believe they would be better liked if they looked different

Share an example of someone with an unhealthy body image.

Having a healthy body image doesn't mean you don't care about how you look – it just means you value and appreciate your body as it is! It's about balance and not thinking that your worth is in how you look. Developing a healthy body image takes time, patience and hard work – but it's worth it. You're worth it!

### Personal Body Image

Give each student 2-4 pieces of scrap paper and have them write things they are self-conscious about.

Ask them to write legibly, let them know these things will be shared, but anonymously. Collect all their responses, mix them up and read them out loud.

After, **ask: How do you feel now? Is anyone surprised by what's on the board?** Show them how they aren't alone and lots of their peers have the same insecurities.

Introduce the idea that a lot of our ideas of body image come from comparisons. A good start to positive body image is to stop comparing our bodies to others. One of two things happens when we compare ourselves to others.

1. You feel worse about yourself.

- a. Ex. 'She got all of moms best features, she looks like me but better' could lead to 'I hate being in pictures with my sister; she is so much prettier than me, and everyone knows it.'
2. You judge others and feel better about yourself.
  - a. 'I can't go anywhere without noticing all the people around me. I hate to admit it, but when I feel like I'm the most handsome guy in the room, my confidence goes way up' could lead to 'I'm glad I don't look like him.'

Before handing out the worksheet tell the class that this is only for their eyes and they will not be expected to share with the class. They do not have to put their name on it or hand it in, but we'd like them to answer honestly for themselves.

Do the activities on pages 54-56 of "The Body Image Workbook for Teens." See attached.

**Debrief Questions:** *You do not need to share anything you wrote, unless you want to, but we have a few questions about that worksheet.*

- How was that for everyone?
- Had you ever thought about your body image before? Or is it just a part of you are without you paying attention to what your thoughts and feelings are about your body and how this could affect your behavior?
- Do you think you all wrote the same things?
- What can we learn from this?

### **You Are More Than a Body**

*Your body is just a body. You have important qualities and talents that have nothing to do with how you look. It's easy to only focus on what you see when you look in the mirror. But the truth is, you are so much more than just your looks.*

*When something is wrong in your life, it's probably not because of the way you look. When you try something that doesn't work and you can't figure out why, it's easy to turn your insecurities into blaming your body because your body is right in front of you.*

Share examples of body blaming.

- I don't stand a chance of being chosen for the school play. I'm don't look the part. My hair is wrong. My clothes are wrong. My body is wrong. I am wrong.

Point out that this is body blaming. Instead of focusing only on your body (and remembering that your thoughts and feelings are not always correct and true), it's important to look at the facts and identify your strengths.

- I'm really good at putting myself in other people shoes so feel like I would play a believable character in the play. I'm a hard-worker so I'm confident that I could learn the lines and I'm really good at public speaking so I know I'm not afraid to be in front of people. It will suck if I don't get chosen for the play, but I'll deal with it and maybe try again next time.

*This second one is reality. This is what is true and factual about yourself.*

*Let's look at a couple more body blaming and reality situations.*

**Body blaming:** I like to run and was thinking about trying out for the cross-country team. Last night I went running with a girl who was on the team last year. She is way more muscular and faster and a lot taller than me. I have skinny chicken legs. Now I'm thinking I shouldn't try out.

**Reality:** The girl I ran with is more muscular and faster and taller than me, but that doesn't make me a bad runner AND it doesn't change the fact that I enjoy running.

**Body blaming:** I'm the fattest kid in my class. Ola brought cake to school for their birthday. I couldn't have any because they would all think that I'm a fat loser with no self-control. Now they think I'm a fat loser for eating carrots while everyone else had cake.

**Reality:** Ola brought cake to school for their birthday. I have a healthy body and diet, despite weighing more than some of my peers, and probably no one would have noticed my cake eating anyway.

### Worksheet

Hand out the "Who I Really Am Worksheet," (attached) and if time give students five minutes to fill it out. Then pair them up and have them share some of it with a partner. And then have a class discussion.

**Thank You!**

## Personal Body Image

**Please answer this first question in pencil**

1. Think about we've talked about so far today, and take a moment to consider your own body image. Using the examples above as a guide, freewrite your own inner dialogue, voice, or feelings – the things you tell yourself about your body.

2. How do you feel about your overall body image? Is it negative and critical? Is it positive and supportive? Is it neither or a little bit of both?

3. Using the list below, circle the people you compare yourself to (in person or on social media) who make you feel worse about yourself.

Random Friends

Peers

Strangers

Family Members

Celebrities

Everyone

Professional Athletes

Close Friends

Other: \_\_\_\_\_

4. Now, write down the specific comparisons you make most often. If you often use things you wrote in question 1 to compare yourself to others, you can reuse them here.

For example:

*My sister is prettier than me.*

*I'm way less hairy than my teammate.*

*My best friend is skinnier than me.*

*I so many more stretch marks than Rashid.*

*In reality, everyone is unique and these statements have some truth to them, but they become unhealthy when you add the comparisons.*

5. Rewrite the comparisons you just listed. Keep the label, but take away the comparison.

For example:

*My sister is pretty.*

*I don't have very much body hair.*

*My best friend is skinny.*

*I have stretch marks.*

*Healthy body image doesn't mean you have the perfect body. It means you have an accurate perception of what your body looks like, and you know you have value as a person even with your imperfect body. Next time you find yourself trapped in comparisons that make you feel worse about yourself, try to see those people for what they are, not for what you're not.*

## Who I Really Am

One thing I love about myself that makes me different from other people is \_\_\_\_\_.

List three things you love to do (reading, playing the piano, skiing, making jewelry, riding horses):

1.

2.

3.

Someone who is quirky is not weird. Rather being quirky makes you interesting and unique. We all have parts of ourselves that are quirky. List two quirky things about you (accidentally loud, eat the foods on your plate in alphabetical order, wearing only your lucky socks on test day, hilariously clumsy, etc.)

1.

2.

List three important roles that you have (son, sister, friend, student, etc.)

1.

2.

3.

Write three positive words your friends or family would use to describe your personality (caring, generous, curious, independent, etc.)

1.

2.

3.

## Big Sky 7<sup>th</sup> Grade, Day 1, 2023

### Welcome!

Who we are

Today we're going to talk about:

1. Consent: Rejection and Guilt

Some of you may have some good knowledge of these topics, some of you may have no knowledge, and some of you may have heard some misinformation which we'll try to clear up today.

Also, today's lesson is focused on PEOPLE in general, not just teens. I do not assume that all of you, or even the majority of you, are dating. Nor do I assume anything about your identity. If these topics aren't useful for your life currently, please listen and participate anyway, because this information could be useful to you in the future, or you may have a friend or family member that may ask your advice at some point about some of it.

### Group Norms

1. Respect
2. Every question is important
3. Use "I" Statements
4. It's all right to feel embarrassed or not know the answers to every question – even I get stumped at times!
5. What's Said Here Stays Here, What's Learned Here Leaves Here
6. Always use correct terminology rather than slang for both reproductive organs and their functions.
7. We're asking for your consent: If at any point you feel uncomfortable with an activity, you don't have to participate.

### Consent

As we go through puberty, we are beginning the change from kids to adults. With this process, many people (but not all) start to have crushes and consider dating.

**Ask: What is consent?** (Permission to do something.)

**Ask: What does this have to do with dating?** (Someone will be asking someone on a date, before kissing, holding hands, or any other physical contact).

**Ask: Do you need consent for other things in life too besides dating?** (Yes) **Ask: What?** Share examples like before you go to the bathroom in school, before you eat that cookie before dinner, etc. and stress the importance of consent in dating.

Definition written on the board or presentation slide: Affirmative, clear and conscious decision by each person to participate in an activity which is ongoing throughout the activity. Explain each:



1. Affirmative
2. Clear
3. Conscious
4. Ongoing

### Rejection and Guilt

Brainstorm the following:

“Why saying, “Yes” to a Friend or Dating Partner can be Difficult,”

“Why saying, “No,” to a Friend or Dating Partner can be Difficult,”

“Why Asking for Consent can be Difficult,”

“What Rejection Feels Like (Emotions).”

Things to discuss when we come back together:

1. When someone rejects us, tells us “No,” we sometimes feel like we’re being rejected as an ENTIRE person, not just being turned down for the one thing we asked about.
2. We rank **everything** now – likes and followers on social media, yelp and trip advisor, etc.
3. Discuss what was brainstormed and any possible strategies to help overcome these difficulties
4. Discuss some things people do to bury feelings of rejection such as masking rejection with anger, awkwardness, silence, feeling like it isn’t “fair,” sadness, helplessness, lonely, unaccepted, left out, disappointed, unworthy, apathy, and revenge.

Remind students that we’re rejected all the time and that if you’re rejected romantically that doesn’t mean you aren’t liked, valued or important. Rather, this one time, in this one situation, with this one person, things didn’t work out.

### How to deal with rejection

1. Note that it’s rejection.
2. Recognize the emotions you’re feeling attached to the rejection
3. Can help to talk to someone else about it, but don’t dwell on it too long.
4. When you give yourself an explanation – stick to the facts.
5. Keep things in perspective.
6. Think about what you learned from the experience.

### Consent needs practiced

Moving from “No means no” to “Yes means yes.” Asking seems new, but answering is also new. So we need to practice!

How to say, “No.”

1. You can always just say, “No.” You don’t have to be gentle or kind about it. It’s generally encouraged that you not be rude to a person, but it’s up to you.
2. Alternately, if you’re concerned about feeling guilty about rejecting someone, you can (write on the board):

- a. Say something caring like, "I appreciate the offer...", or "Thanks for asking, but..." or "I like you, but..."
- b. Then refuse. Can say, "No," "No thanks," or "Thanks, but no."
- c. Can state your decision, "I'd rather..." "I'm not going to..." or "I don't believe in..." or suggest an alternative such as "Would you like to..." "How about..." or "Why not...instead?"
- d. Can even use humor to deflect the situation.

Let's practice being rejected! Pair students up and have one student ask the other student on a date. The other student must reject them. Then switch roles.

### Coercion

When someone doesn't respect our boundaries, doesn't ask for consent or tries to convince us to do more than we are comfortable doing, it's called coercion.

#### Types of coercion

1. Physically force
2. "You owe it to me"
3. Play on the fact that you're in a relationship
4. Badgering
5. Threats/Blackmail
6. Put Downs
7. Guilt Trips
8. Age
9. Power Difference

#### Apocalypse Activity

Break students into groups and give one person in each group an object. Have the other group members try to convince them to give it to them, using methods on the board that **aren't** physical.

Once finished, come back together as a group. Tell them the point was not to help them get good at coercing people to do things, but rather to recognize when they are coercing someone or being coerced.

**Ask: Are these methods you've heard used before, or used yourself, to get something you wanted?**

**Ask: How does it make you feel when someone tries to convince you to do something you don't want to do?**

**Ask: Were any of you that had the fruit snacks/candy/whatever tempted to give them up? What strategies seemed to be "most effective?"**

All of the types of coercion we just used can, and are, used to get people to do more sexually than they may be comfortable with. The person doing the coercion may not even realize that they are doing it, but

it's still wrong. You have a right to know where your boundaries are and to have those boundaries respected.

Ideas for resisting coercion

1. Know what your boundaries are and communicate.
2. Know that you deserve to have your choices respected.
3. If they make threats, remember that's not something someone who cares about you would do.
4. Drunk people can't give consent, don't use alcohol to try to get someone to do something sexual with you.

And remember:

1. It's not consent if you're afraid to say 'no'
2. Sometimes you'll be the person **asking** so make sure you aren't using coercion to get people to agree to things.
3. If at any point in your life you do not give consent to do something sexual and it happens anyway, it's not your fault. It's not that you didn't say, "No," strongly enough or that you shouldn't have been in that situation in the first place. We talk about how to get and give consent so people will be aware that it helps to be clear, but if someone hurts you sexually at any point, remember that it's always the fault of the person that does the harm. A person doesn't ask to be hurt – rather the person doing the harm chooses to do so.

## Big Sky 7<sup>th</sup> Grade, Day 2, 2023

### Welcome!

Reminder of who facilitators are

### Reminder of Group Norms

1. Respect
2. Every question is important: Questions are learning opportunities; therefore all questions are encouraged
3. Always use correct terminology rather than slang for both reproductive organs and their functions.
4. Use "I" statements
5. We're asking for your consent: If at any point you feel uncomfortable with an activity, you don't have to participate.

### Brainstorming

It is important for all young people of all ages, backgrounds and sexual orientations to examine the health of their relationships. Hand each person 3-4 notecards and instruct them to write down responses to the question 'What's makes someone great to date?' Tell students to write down important qualities they would look for in choosing someone to date on separate cards.

Write '+' and '-' on the board. Ask students to tape their notecards underneath the plus or minus sign based on whether the card is a positive or negative trait.

Read each question out loud.

**Ask: "Are there more responses on the positive list or the negative list?"**

**Ask: "What are the positive qualities a person might look for in choosing someone to date?"**

**Ask: "What are some negative qualities a person might want to avoid in choosing someone to date?"**

**Ask: "What qualities might be a big problem if a couple continues to date and develops a romantic relationship?"**

Sometimes people find themselves in an intimate relationship that is not good for them. Sometimes, these relationships are damaging to their emotional and/or physical health, but for a variety of reasons, the individual continues the unhealthy relationship. **What are some behaviors that are unhealthy in a relationship?**

### Warning Signals

Pass out a 'Warning Signals' worksheet to each student. Imagine that you are in a relationship with someone who you really like. Then they start doing the things listed on the left. For each behavior, imagine what you would do in situation.

Give students time to fill out the worksheet. Then pair them up with another student to compare their answers. After, bring the whole group together for discussion.

**Ask, "How did you decide which boxes to check?"**

**Ask: "If you checked the middle column for a behavior, what are you hoping to discuss about the relationship? How would you start that conversation?"**

**Ask: "What might be the consequences of ignoring one of these behaviors?"**

**Ask: "What behaviors were clear signals to you that it was time to end the relationship?"**

**Ask: "What other behaviors not listed on the handout would be a warning signal to you that the relationship should end?"**

Stress that *all* of these behaviors are negative signs in a relationship. Many researchers describe healthy relationships as those that are honest, equal, responsible, and respectful. Write these four words on the board.

### Safe people and Finding Help

Whatever situation you find yourself in, help is available. If you need information, guidance, support, or just a caring person to talk to, there are supportive individuals and organizations to help with any issue.

**Ask: Whom might you ask for help to?**

- Parent/guardian
- Relative
- Coach
- Doctor
- Friend
- Guidance counselor

- Neighbor
- Peer educator (if they're there)
- Religious/spiritual advisor
- Teacher
- Friend's parent
- Haven: 586-4111

### **What makes someone a 'safe' person to talk to?**

Make sure they include safe people help us even if we make different choices than they would have, they are respectful of privacy but will involve others if your safety is at risk, they mostly listen and support vs. tell you what to do.

Some people are mandatory reporters, like your teachers, doctors, Ms. Wright, and Morgan/Cami (Bridgercare's educators). So if you tell one of these people:

- You are going to harm yourself
- Someone is harming you
- You plan to harm someone else

They may have to tell someone else to help keep everyone safe. That doesn't mean they can't also be safe people, and I'm sure they'll do their best to let you help guide how that process looks so it feels most empowering for you.

### **Who might need to ask for help regarding relationships?**

Affirm ideas they have and make sure they include:

- People in unhealthy relationships
- People who identify as LGBTQ+ and need extra support in navigating that in their lives
- People who have single or divorced parents who don't see examples of people interacting in relationships frequently

**Thank You!**

## Big Sky 8<sup>th</sup> Grade, Day 1, 2023

### Welcome!

Today we're going to talk about:

- Sex and its Relationship to Human Reproduction
- Reproductive Anatomy of Males and Females
- Societal Pressure to Engage in Sexual Activities

### Group Norms

1. Respect
2. Every question is important
3. Use "I" Statements
4. It's all right to feel embarrassed or not know the answers to every question – even I get stumped at times!
5. What's Said Here Stays Here, What's Learned Here Leaves Here
6. Always use correct terminology rather than slang for both reproductive organs and their functions.
7. We're asking for your consent: If at any point you feel uncomfortable with an activity, you don't have to participate.

### Anatomy

We'll be discussing anatomy to better understand how babies are conceived.

Pass out Male and Female Reproductive Anatomy Worksheets (attached) and identify body parts.

For people assigned male at birth, we'll be talking about: testis, scrotum, vas deferens, urethra, bladder, cowper's gland, epididymis, foreskin, prostate gland and penis.

For people assigned female at birth, we'll be talking about: Vulva: clitoris, labia, anus, urethra, vaginal opening, hymen, uterus, fallopian tubes, ovaries, cervix, vagina

### Reproductive Anatomy

How a baby is conceived

1. As we talked about, an egg or "ova" start in ovaries. Ova are reproductive cells; half of what makes a baby.
2. Explain menstrual cycle
3. Explain how an erection happens (tissues fill with blood)
4. Ejaculation is what you call it when semen comes out of the penis. Sperm are reproductive cells; half of what makes a baby.

5. When semen is ejaculated into the vagina, the semen can travel up the vagina, through the cervix and uterus and into the fallopian tubes. If there is an ovum in the fallopian tubes and the sperm and ovum meet up, conception can occur.
6. Conception can also occur with the help of a doctor for relationships without sperm and eggs or when one partner's reproductive organs aren't able to produce eggs or sperm.

### The Decision to Have/Not Have Sex

Brainstorm things people should consider to decide whether they want to have sex (the first time or the 100<sup>th</sup> time). Make sure they include: STIs, pregnancy risks, their own values and beliefs, outside pressures, communication, emotions etc.

### Outside Pressures that Inform our Decision to Have/Not Have Sex

Brainstorm more about outside pressures from family, friends, media, churches, etc.

### Defining Sex

Define vaginal, anal and oral sex. Explain that you can get STIs from all of these and that people have many different definitions of 'sex' so each person needs to decide what that means for them.

### Thank You

## Big Sky 8<sup>th</sup> Grade, Day 2, 2023

### Welcome Back!

Today we're going to talk about sexually transmitted infections.

### Common STIs

Explain that STIs pass from person to person, through skin to skin contact of genitals and/or bodily fluids, from mothers to babies, and some even from kissing. Not all STIs show symptoms, and if someone has an STI, it's not 100% guaranteed that they pass it to every person. Give stats on HIV transmission rates.

HPV, Genital and Oral herpes and pubic lice: Skin to skin can pass from skin to skin contact. Skin of genitals, anus or mouth against someone else's genitals, anus or mouth. **Pass through vaginal, anal and oral sex.**

Chlamydia, gonorrhea and HIV: pass through bodily fluids. **Pass through vaginal, anal and oral sex.** Emphasize anal sex as most likely way to pass.

Syphilis which: can pass skin to skin or through fluids!

**Ask, "Can anyone name any of the STI's?"**

According to statistics compiled by the American Sexual Health Association (ASHA): each year, 1 in 4 teens contracts an STI. We are not going to talk about every type of STI today, just some of the more common ones.

STI Video: <https://www.youtube.com/watch?v=llnXtPZOazM>

### STI Jeopardy

Pass out STI Fact Sheets and play STI Jeopardy in teams of 3-5. This exercise is meant to be an overview of STIs, not necessarily to help students remember the minute details of each type (too overwhelming).

After the game of Jeopardy, look over the STI Fact Sheet, which includes information on some of the more common STIs, their infectious agent, symptoms, treatment, prevention and prevalence. Discuss the following as a class:

- a. Did anything surprise you about any of these STIs?
- c. What are a couple of great ways to prevent STIs?
- d. True or False: Bacterial infections can be cured, so they're not a big deal, right? False, explain why.
- e. Will using a condom/dental dam, properly and consistently, protect you from getting an STI 100% of the time? No, explain why

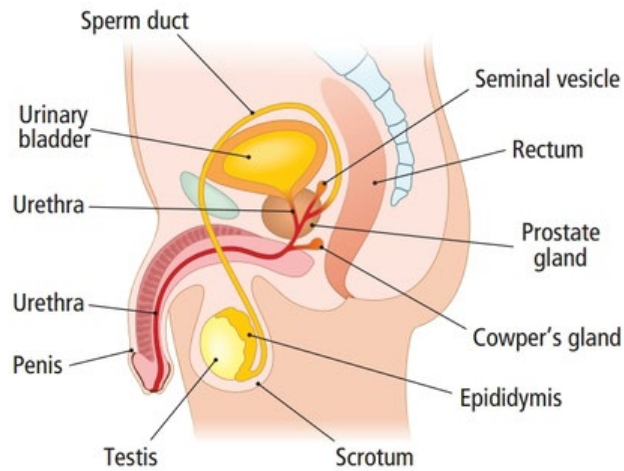
STI's we'll be discussing by infectious agent:

1. Bacterial:
  - a. Chlamydia
  - b. Gonorrhea (the Clap)
  - c. Syphilis
2. Viral:
  - a. Herpes
  - b. HIV/AIDS
  - c. Human Papillomavirus (HPV)
3. Parasite:
  - a. Pubic Lice (Crabs)
  - b. Trichomoniasis

Thank You!



## ASSIGNED MALE (BORN WITH A PENIS ETC.) REPRODUCTIVE ANATOMY



### Outer Reproductive Organs:

**Penis:** Outer organ used in sexual intercourse. Fills with blood when aroused and becomes hard. Semen (which contains sperm) is pushed out through the end of the penis when a male reaches sexual climax.

**Scrotum:** Loose pouch-like sac of skin that hangs behind and below the penis. It contains the testicles and helps regulate their temperature, since for normal sperm development, they must be kept slightly cooler than body temp.

**Foreskin:** The small roll of skin that covers the end of the penis. Every male is born with a foreskin, but some babies have it removed shortly after birth in a procedure known as circumcision. (Not pictured)

### Internal Reproductive Organs:

**Testicle (also called Testes):** Most males have two testicles, located inside the scrotum. They make testosterone (the primary male sex hormone) and generate sperm.

**Urethra:** The tube that carries urine from the bladder to outside the body. For males, the urethra also ejaculates semen outside the body during an orgasm. Please note: the flow of urine is blocked when there's an erection, so it is impossible to urinate and ejaculate at the same time.

**Prostate gland:** Provides additional fluid to the ejaculate. A healthy human prostate is slightly larger than a walnut. It surrounds the urethra just below the urinary bladder.

**Seminal Vesicle:** A pair of tube-like glands. They are found behind the bladder of males. They make about 70% of the content of semen.

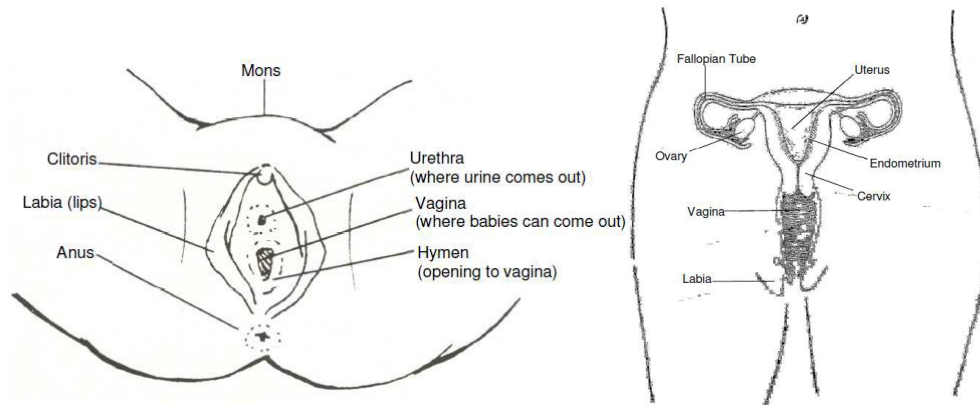
**Vas Deferens:** Long muscular tube that transports mature sperm to the urethra.

**Bladder:** The organ that collects urine for excretion.

**Epididymis:** a tightly coiled mass of thin tubes that carries sperm from the testes to the vas deferens.

**Cowper's gland:** Produces pre-ejaculate, an alkaline mucous secretion, that help to protect sperm as it passes through the urethra during ejaculation.

## **ASSIGNED FEMALE (BORN WITH A VULVA ETC) REPRODUCTIVE ANATOMY**



### **Outer Reproductive Organs (also known as the vulva):**

**Clitoris:** A small protrusion that is very sensitive to stimulation and can become erect when a female is aroused.

**Labia:** The “lips” of the vulva which protect the vagina. The labia majora (outer lips) are covered with hair after puberty.

**Anus:** the opening where “solid waste” (poop) leaves the body.

**Urethra:** The opening where urine comes out.

**Vaginal opening:** Just what it sounds like – where the vaginal canal “opens” to the outside of a female’s body.

**Hymen:** Membrane that partially closes the opening of the vagina and whose presence was historically taken to be a mark of virginity. It has an opening in it (otherwise menstrual blood wouldn’t be able to pass through). Please note it is possible for a young person to tear their hymen doing such activities as riding a bicycle or doing ballet or gymnastics. In addition, it is possible to have sexual intercourse without tearing your hymen. And because hymens come in all shapes and sizes, some people never tear theirs at all. Therefore, having an “intact” hymen doesn’t really make any sense, and certainly does not mean you are a virgin.

### **Internal Female Reproductive Organs:**

**Ovary:** Females have two ovaries, one on either side of the uterus. The ovaries produce eggs and hormones.

**Vagina:** Canal connecting the uterus to the external genitals.

**Fallopian Tube:** Narrow tubes that attach to the upper part of the uterus and serve as tunnels for egg cells to travel from the ovaries to the uterus.

**Uterus:** Also known as the womb, it’s the hollow pear-shaped organ where a developing fetus grows.

**Cervix:** The lower part of the uterus that opens into the vagina which allows sperm to enter from the vaginal canal and menstrual blood to exit.

## Lone Peak Freshmen, Day 1, 2023

### Welcome!

Today we're going to talk about:

1. The Decision to Have Sex
2. Birth Control

### Group Norms

1. Respect
2. Every question is important
3. Use "I" Statements
4. It's all right to feel embarrassed or not know the answers to every question – even I get stumped at times!
5. What's Said Here Stays Here, What's Learned Here Leaves Here
6. Always use correct terminology rather than slang for both reproductive organs and their functions.
7. We're asking for your consent: If at any point you feel uncomfortable with an activity, you don't have to participate.

### The Decision to Have Sex

Last year we talked about how there are some things that people should think about before they have sex for the first time or the 500<sup>th</sup> time. Does anyone remember what any of those things were?

1. **Is this really my decision or am I being pressured emotionally or physically? Am I pressuring my partner?**
2. **Do I trust my partner?**
3. **Are we able to have intercourse without getting drunk or high first?**
4. **Does this decision fit with my values and beliefs?**
5. **Can I talk with my partner about this decision?**
6. **Am I ready to protect myself or my partner from pregnancy? STIs?**
7. **What if I get pregnant or made someone pregnant—what would we do?**
8. **If I have had sex before, have I been tested for sexually transmitted infections before having sex with someone new? Have they?**
9. **The law**
10. **Do my partner and I agree on what having sex means for the relationship?**
11. **Is it for both of you equally?**
12. **Ask: "Can anyone think of other things that may be important for a person to consider before having sex?"** And then affirm whatever answer(s) you may get if possible.

### Contraceptives

Things that *may* affect the number of kids a person/family has:

- Religion
- They come from a large or small family which impacts their decision
- Access to birth control
- Cost: \$233,610 on average from birth to age 18
- Climate change
- Distrust of medical providers
- Cultural beliefs

Across the US 45% of all pregnancies are unplanned.

Contraception Definition: Things that are deliberately done to prevent pregnancy.

Every culture, religion and even family has their own beliefs about what methods of contraception are ok to use. Today, we're going to talk about some of the more common methods available in the US and are not going to talk about which ones individual people think are good/bad based on their culture, religion or family. If you are uncertain or uncomfortable, I encourage you to find out which methods of contraception are encouraged by your religion and family.

#### The case for parental involvement

- Parent may have valuable experiences and beliefs to share – ex. family medical history or personal experience
- It could bring you closer together and less chance of secrecy and mistrust
- A parent may be willing and able to help or go along for support
- Gives you a chance to talk over your concerns with someone you trust

Encourage parental involvement, but also inform students that in Montana they can self-consent for sexual healthcare including testing and treatment of STIs, pregnancy tests, birth control etc without parental consent or even knowledge.

#### What folks without a uterus can do to help prevent pregnancy?

1. Don't have penile-vaginal sex without birth control – unless you're wanting a child!
2. Bring up the subject
3. Use condoms
4. Learn about different types of birth control
5. Help pay for birth control
6. Go to a clinic or doctor with your partner
7. Help your partner use their birth control correctly
8. Talk about pregnancy, just in case

Birth Control Options – for all, explain benefits and any drawbacks.

#### 5-Star Options (most effective):

## **Abstinence**

1. Benefits to Abstinence: Can't get an STI, No pregnancy or birth risks.
2. If you choose to be abstinent: Need to know what that means to you (some= no kissing, hugging, touching, others= anything except what might get you pregnant)

**IUD:** Must see a physician to get a prescription and insert the device. T-shaped/ 2 types: Copper and hormones. 1 ½" long with two strings attached (basically fishing line), No protection from STI's.

Copper=great for people who can't have or don't want hormones, but can lead to increased cramping and bleeding during your period. Lasts 12 years.

Hormonal IUD: Has hormones and may reduce menstrual bleeding and cramps and even get rid of your period completely, lasts 3-8 years, depending on the brand you get.

Both Copper and Hormonal: More than 99% effective – explain what that means. Either type can cause irregular bleeding.

**Nexplanon/Implant:** 99+% effective, Matchstick-sized hormone containing capsule, implanted in a woman's upper arm, Small dose of hormones. Replaced every 5 years, Does not prevent STI's

**Depo-Provera:** 99% effective (perfect use) or 96% effective typical (explain what typical means and how it's different from perfect and why), Shot every 3 mos, Need to see a physician, Does not prevent STI's

## **4-Star Options (still pretty effective):**

**Oral contraceptives** = the pill, 99% effective when taken correctly, but typically 93% effective.

Often called "**The Pill**," but there are many different types which contain different types and amounts of hormones. Should not smoke (smoking + estrogen = blood clots, but less of a concern for younger women).

**Vaginal Ring:** 99% effective when used properly, 93% typically. Show how it works. Place a new one every month, does not affect your period. Need a prescription but your healthcare provider will teach you to put it in (and take it out) yourself, Does not protect from STI's

## **3-Star Option (medium effective):**

**External condoms:** explain where they can buy them and where they can get them for free

Perfect use 98%, typical use 87%, New one every time you have sex, Provides protection from STI's.

Condom video: <https://www.youtube.com/watch?v=X-qNGAJ1jiM>

Explain that condoms can be used in conjunction with any other Birth Control and the combined effect is even more effective AND prevents against STIS

*Have students put the steps for using a condom in order and demonstrate as they go along with a condom and a Woodie.*

## **1 Star Options (not very effective)**

**Emergency Contraception:** Sometimes called the “Morning after pill,” Can prevent unplanned pregnancy in case of contraceptive failure, condom breaks, sexual assault or other unprotected intercourse if taken within 3 days (Plan B) or 5 days (Ella) of the unprotected intercourse. Plan B is 58-94% effective EACH TIME YOU TAKE IT (depending on where you are in your cycle and how soon you take it after unprotected sex), so it’s important to take it as soon as possible after unprotected penile-vaginal sex.

Plan B can be bought in most pharmacies over the counter, meaning you can just walk in and pick it up, and there is no minimum age to buy it in the state of Montana. Plan B is NOT an abortion pill, simply tries to keep the sperm and egg from meeting up (good time to talk about how all of the hormonal methods are hormones already found in a woman’s body so won’t hurt an embryo of you’ve already conceived. Exception = IUD because in the uterus, but dr. will do a pregnancy test before prescribing any birth control if there is a chance a woman is pregnant).

Ella is more effective than Plan B, but you need a prescription from a doctor and it’s approved for women with a higher BMI (larger women).

Copper IUD is **very** effective, but you do have to go to a provider to get it placed and they’ll only do it within a short window, like a couple days after unprotected sex.

**Withdrawal:** Only 78% effective typically so about one in four people who use this method to prevent pregnancy get pregnant each year. Talk about pre-ejaculate.

Share that without any form of birth control, 80-90 couples having penile-vaginal sex will get pregnant each year.

**Thank You!**

## **Lone Peak Freshmen, Day 2, 2023**

**Welcome Back!**

Today we’re going to talk about STIs.

### **STI Handshake**

Give students index cards of different colors and have them ask for consent to give 3 people high fives, fist bumps or hugs (some people will be abstinent and won’t consent). After, give them the analogy of their actions being sexual acts, and different colors being different STIs, and have them stand up to help visualize how STIs transmit.

Point out that you can’t get an STI from shaking hands, etc.

Allow all teens to sit down.

Debrief Questions: Does anyone know why we do this?

1. To show that people may not know that they have an STI, but can still spread it to others
2. To show that abstinence from all sexual activity can prevent the spread
3. To show that dental dams and condoms, while not 100% effective, still help stop the spread
4. To show that it isn’t about being “clean” or “dirty”

5. To show that a person should be tested after each new sexual partner **and** that we all need to communicate with our partners about the potential for STIs (and for some people pregnancy) **before** having sex
6. And because we love to see you all practicing such wonderful consent!

## STIs 102

Questions to refresh from last year:

**Ask: Does anyone remember why doctors prefer to use the term STI, rather than STD?**

**Ask: Can anyone name any of the STI's?**

**Ask: Can anyone remember which of these can be cured?** (Bacterial: Chlamydia, Gonorrhea, Syphilis, Trichomoniasis and Pubic Lice)

**Ask: Can anyone remember some great ways to prevent the spread of STIs?** (Abstinence, condoms and vaccination against HPV)

## STI Video

Watch "How Can I Get an STI?" <https://www.youtube.com/watch?v=uUFkaeXyPGI>

Discuss that STIs do not get passed EVERY time you have sex, but there is a chance they could each time. Remind them of the difference between skin to skin and body fluids, and that anal sex has the highest transmission rate for bodily fluids because of micro tears.

## STI Bingo

Play STI Bingo! Questions attached. Add to each answer.

After playing Bingo look over the STI Fact Sheet, which includes information on their infectious agent, symptoms, transmission, effects, treatment, prevention and prevalence. Answer any remaining questions.

STI's we'll be discussing by infectious agent:

1. Bacterial:
  - a. Chlamydia
  - b. Gonorrhea (the Clap)
  - c. Syphilis
2. Virus:
  - d. Herpes
  - e. HIV/AIDS
  - f. Human Papillomavirus (HPV)
3. Parasite:



- g. Pubic Lice (Crabs)
- h. Trichomoniasis

### Accessing Services

Teen clinic at Bridgercare on Mondays from 3:00 – 5:00 PM. Free and confidential and walk-in only (we do not accept appointments during Teen Clinic)! To set up an appointment on another day you can call 587-0681. While we do encourage all teens to talk about their sexual and reproductive health with a parent, in the state of Montana, teens do not need parental consent to access sexual and reproductive healthcare.

Can also go to Bozeman Health here in Big Sky, but would need to use your insurance or pay full price.

### Thank You

#### STI Bingo Qs:

This viral STI has two types, HSV-1 (generally oral) and HSV-2 (generally genital). **herpes**

In some cases, this viral STI will go away on its own and it's estimated that at least half of all sexually active people will get it in their lifetime. **HPV**

This viral STI weakens a person's immune system. **HIV**

This type of sex has the highest risk for spreading any of the STIs that pass through body fluids. **anal sex**

This type of sores on a person's sex organs is a symptom of herpes. **small, painful sores**

This medication can help decrease the likelihood that a person gets HIV. **PrEP**

Getting this type of sore on your mouth is a symptom of oral herpes. **cold sores or fever blisters**

True or False: Bacterial STIs are curable. **true**

A person who gets these types of sores in their vaginal canal, where they cannot see or feel them likely has syphilis. **painless reddish brown sores**

This bacterial STI is also sometimes called "The Clap." **Gonorrhea**

Unusual discharge from the penis or vagina is a symptom of these two types of bacterial STIs – you must get them both! **Chlamydia and Gonorrhea**

Bacterial STIs can be treated with this type of medication. **antibiotics**

If not treated, this bacterial STI can lead to death. **syphilis**

This type of parasitic STI can be passed during sex, but can also be passed between people sharing towels, sheets and clothes. **Pubic lice**

Where can teens get confidential STI testing, for free, on Mondays from 3 – 5:00 PM? **Bridgercare**

You all should know the answer to this because we already talked about it. The question is: Generally we use the term STI rather than STD because infections may not have these. **symptoms**

When you go to the doctor, there are three ways they may test for STIs, depending on what they're testing for. What are these three ways? **Urine sample, blood test or swab of vagina, anus or throat.**

Public lice is sometimes called what? **Crabs.**

This category of STI, all of which are curable, can still have long-term effects if not treated or if a person gets them repeatedly over the course of their lifetime. **Bacterial STIs**

True or False: You can get an STI from a toilet seat. **false**

Usually made out of latex, this product which is intended to go on the penis, can help stop the spread of STIs. **condoms**

If performing oral sex on a female, you may use this type of latex barrier to stop the spread of STIs. **dental dam**

In part because they have less access to quality sexual health services, this racial group is at higher risk for most STIs. **black community**

If a person is allergic to latex, they can still use this type of condom which also helps protect against pregnancy and STIs. **polyurethane or polyisoprene condoms (Either answer is fine)**

Don't think too hard about this: In order to decrease the likelihood that you will contract an STI, a person should use a condom or dental dam every time they have these three types of sex – you must know all three! **vaginal, anal and oral?**

This type of condom protects against pregnancy, but not STIs. **lambskin condoms**

This is how often people should get tested for STIs. **after every new sexual partner**

Approximately how many cases of HIV are reported in Montana each year. **20-25**

Chlamydia is the most commonly reported bacterial STI in Gallatin County. Approximately how many new cases of Chlamydia were there in 2019? **516**

How many cases of Gonorrhea were reported in Gallatin County in 2019? **42**

It is estimated that how many people have HSV-2 (genital herpes)? **1 in 6 people**

How many cases of syphilis did we have in Gallatin County in 2019? **1**

If a pregnant person has this parasitic infection, they are more likely to have a premature or low birth weight baby than a pregnant person who **doesn't** have this parasitic STI. **trichomoniasis?**

There is a vaccine that prevents the strains of HPV that are most likely to lead to cervical cancer and genital warts. What is the name of that vaccine? **Gardasil 9**

**Lone Peak High School Day 1**  
**50 minutes**  
**Healthy/Unhealthy relationships**

**Intro: 10 minutes**

Who is Haven?

Who am I?

*Peer Ed: If student present, then they will introduce themselves and summarize Peer Ed.*

Let students know that today will be mainly doing activities and having discussions. I try my hardest to incorporate all of their voices into the mix as much as possible and so for that reason, could I get some students to read the group agreements for me, please?

**Group agreements:** These will be handed to every student/or displayed in powerpoint. Students will read these out loud

**Self-Keeping note:** If the topic(s) at hand get to be too much, please take care of yourselves. Don't get in trouble with the school, but do whatever you need to ensure you'll be okay at the end of our time together.

**Activity: 10 minutes (get to know each other)**

**Animal sounds:**

- Hand out index cards with animals written on them
- Have the students find their matching animal by using ONLY the animal sound
- Have them do check-in questions: Doing at least 2-3 rounds of this game
  - o If you could live anywhere on this earth, where would you go and why?
  - o What is a superpower you would like to have?
  - o What is one pet peeve you have and why?

**Activity: 10 minutes**

**1) ) Relationship spectrum**

- Write on white board □-----□ With "healthy" and "unhealthy" on opposite ends.
- Hand students post notes with actions that can occur within relationships.
- Have students place traits on the spectrum
- Ask students why they placed "x" post-it on the spectrum.
- Can this trait/action be unhealthy?

**Relationship Traits/Characteristics:**

- Open communication
- Respect
- Words of affirmation
- Going on fun dates
- Alone time
- PDA (public displays of affection)

- Texting all the time
- Sharing passwords
- Demanding passwords
- Sending nude photos
- Secrets
- Fighting
- Conflict
- Privacy
- Jealousy
- Sex
- Changing what you wear to please your partner
- Doing things the other partner likes
- One partner telling the other who they can hang out with
- Blocking a doorway so that one partner can't leave
- Hitting
- Name calling
- Shoving

**Ask:** Why did we do this activity?

#### **Talking points:**

- Context matters--each trait can usually be interpreted differently depending on the situation. And that abuse is about power and control.
- Everyone gets to decide what their own boundaries are and have them respected.

#### **Activity: (10 minutes)**

In groups of 3-4: Have students come up with 5 signs of a healthy and 5 signs of an unhealthy relationship.

#### **Discussion: 5 minutes**

- What signs did you all come up with?
- Write signs on the board
- Anyone disagree with these signs?

#### **Content: 10 SIGNS OF A HEALTHY/UNHEALTHY RELATIONSHIP**

- Hand each student the 10 signs of a healthy relationship & 10 signs of an unhealthy relationship.
- Have students read the content. (5 minutes)

**Talking points:**

### **Starting with unhealthy**

- Please note that if you do see the unhealthy signs within some of your relationships, know that it doesn't necessarily mean that the relationship is abusive.
- It simply means that there are some red flags and there could be some room for improving the relationship.
- It is up to you to decide whether these signs warrant a conversation with the other person or not. You decide what you're comfortable with.
- Also note that if you want to describe the boxes with different words, feel free to. For example, manipulation can be called "mind games". Possessiveness can be called jealousy, etc.,
- It's the feel, or the description provided, that truly matters.

### **Healthy side**

- Know that relationships ebb and flow/go through phases, however, in a healthy relationship, more often than not, we will see these traits/characteristics.
- At the core of a healthy relationship, we see equality. All parties feel heard, safe, and respected. If an issue comes up, folks in a healthy relationship will be able to bring up the issue and communicate through the situation.

### **Outro:**

#### **-Any questions?**

- Thank you for allowing me into your space today and letting me share this information with you all!

## **Day #2**

### **Introductions (~5 minutes):**

Presenter Information and Ground Rules (Mei will introduce HAVEN/Bridgercare and do ground rules)

Show Group Agreements slide.

Housekeeping reminder!!

Any questions from yesterday that we want to talk about today?

### **Activity: 5-10 minutes**

Competition rock, paper, scissor

Best 2 out of 3

### **Teen Power and Control: ~20 minutes**

\*Have the students break into small groups and have them read through the power and control wheel without feeding them too much information first.

*Ask them the following prompts to discuss in their groups: (5 minutes to discuss)*

Peer Educator or Mei: why do you think the wheel is shaped the way that it is?

Peer Educator or Mei: Are there things inside the wheel that surprise you?

Peer Educator or Mei: Are there behaviors inside the wheel that you have seen before?

*~ 5 Minutes to discuss as a group what they all came up with*

### **Talking Points: (~5 minutes to talk these points out) Mei or Peer Educator**

- When we think of the word abuse, most people think of physical abuse, but most abuse is actually not physical.
- Emotional and mental abuse is manipulative, sneaky and insidious.
- Power and control is in the middle of the wheel, because that is what is at the heart of all abusive behaviors.
- All the non-physical tactics are touching it, because they all stem from power and control.
- Physical and sexual abuse are on the outside, because those behaviors usually come later when an abuser feels like they are losing control, or that the non-physical tactics stop working.
- Abusers do not want to escalate too quickly, because they don't want to "rock the boat" too early and risk making their partner leave. If they can get the desired amount of power and control without ever having to lay a finger on their partner, that can be a first tactic.
- A common analogy that I use to describe abuse is boiling a frog. If you throw a frog into boiling water it will try to jump out, but if you put the frog in lukewarm water and then boil it slowly, it does not know it is being cooked. That is what it is like for the victim in an abusive relationship.

### **Mei: Now, let's practice! Assign a sliver of pie from the Power and Control wheel to each group.**

Ask them to create a scenario for their sliver (should be no greater than a 3, 10 being the most

traumatic thing you could think of) and share to the group. Group guesses which behavior is the

“Power” and “Control” wheel they think it is. (~10 minutes. 5 minutes to come up with a scenario and 5 minutes to share and have the others guess)

### **Cycle of Violence Mei Drawing the cycle of violence on board (~5 minutes)**

Transition: Now that we’ve discussed the power and control wheel and the cycle of violence, we can now take a look at the flip side of relationships.

So those were the things we’re NOT looking for in a relationship. So what are we looking for?

### **Teen Equality Wheel and Health Relationship Statements.**

*Healthy relationship tips/equality wheel (5 mins) Mei or Peer Educator*

Have each small group take a moment to consider the equality wheel.

Assign a pie piece to each small group to come up with a scenario to share with the class. Go one by one and have them share--ask if it was easy to come up with the scenarios, why or why not? (10 mins total)

#### **If time:**

\*Write each of the eight tips on the board as you explain them to the class

\* You do not need to write each tip description in its entirety; however, you should understand the concept of each tip.

Paraphrase if you need to. Eight healthy relationship tips:

**1. Speak Up:** in a healthy relationship, if something is bothering you, it’s best to talk about it instead of holding it in.

**2. Respect Your Partner:** our partner’s wishes and feelings have value. Let your significant other know you are making an effort to keep their ideas in mind.

Mutual respect is essential in maintaining healthy relationships.

**3. Compromise:** disagreements are a natural part of healthy relationships, but it’s important that you find a way to compromise if you disagree on something. Try to solve conflicts in a fair and rational way.

**4. Be Supportive:** offer reassurance and encouragement to your partner. Also, let

your partner know when you need their support. Healthy relationships are about building each other up, not putting each other down.

**5. Respect Each Other's Privacy:** just because you're in a relationship, doesn't mean you have to share everything and constantly be together. Healthy relationships require space

**6. Encourage Each Other's Interests:** it's okay to encourage the person you are dating to pursue interests and talents they have, even if it means spending time apart.

**7. Agree to Disagree:** disagreements are a natural part of every relationship. If you and your partner can't resolve an issue, sometimes it's best to agree to disagree. If the issue is too important for you to drop, there might be compatibility problems.

**8. Set Boundaries:** creating boundaries is a good way to keep your relationship healthy and secure.

By setting boundaries together, you can both have a deeper understanding of the type of relationship that you and your partner want.

Boundaries are not meant to make you feel trapped or like you're "walking on eggshells."

Creating boundaries is not a sign of secrecy or distrust -- it's an expression of what makes you feel comfortable and what you would like or not like to happen within the relationship.

Remember, healthy boundaries shouldn't restrict your ability to:

- Go out with your friends without your partner.
- Participate in activities and hobbies you like.
- Not have to share passwords to your email, social media accounts or phone.
- Respect each other's individual likes and needs



Which of these resonates the most with you? Why?

What gets in the way of these happening?

What questions do we have?

## Lone Peak High Juniors, Day 1, 2023

### Welcome!

Today we're going to talk about:

1. Sexually Transmitted Infections
2. Contraception
3. Accessing Sexual and Reproductive Healthcare

### Group Norms

1. Respect
2. Every question is important
3. Use "I" Statements
4. It's all right to feel embarrassed or not know the answers to every question – even I get stumped at times!
5. What's Said Here Stays Here, What's Learned Here Leaves Here
6. Always use correct terminology rather than slang for both reproductive organs and their functions.
7. We're asking for your consent: If at any point you feel uncomfortable with an activity, you don't have to participate.

### Sexually Transmitted Infections

STIs can be transmitted through many kinds of sex.

#### ***Ask, "Can anyone name any of the STI's?"***

Explain that STIs pass from person to person, through skin-to-skin contact of genitals and/or bodily fluids, from mothers to babies, and some even from kissing. Not all STIs show symptoms, and if someone has an STI, it's not 100% guaranteed that they pass it to every person. Give stats on HIV transmission rates.

HPV, Genital and Oral herpes, syphilis and pubic lice: Skin to skin can pass from skin to skin contact. Skin of genitals, anus or mouth against someone else's genitals, anus or mouth. **Pass through vaginal, anal and oral sex.**

Chlamydia, gonorrhea and HIV: pass through bodily fluids. **Pass through vaginal, anal and oral sex.** Emphasize anal sex as most likely way to pass.

According to statistics compiled by the American Sexual Health Association (ASHA): each year, 1 in 4 teens contracts an STI. We are not going to talk about every type of STI today, just some of the more common ones.

Hand out STI fact sheets (separate doc) and talk about:

1. Are broken down into three categories:
  - a. Bacterial: Can be cured with antibiotics
  - b. Viral: Cannot be cured with antibiotics
  - c. Parasitic: Creepy crawling things, can also be cured
2. Even bacterial, which can be cured can be a big deal if you get them multiple times in your life or have one for a long time that you don't know about
3. How to prevent STIs:
  - a. Abstinence
  - b. Condoms or dental dams – not 100% effective, but do help a lot

STI Video about how STIs are transmitted (How Can you Get an STI Academic Edge):

<https://www.youtube.com/watch?v=uUFkaeXyPGI>

Big Take Aways:

1. You can have an STI, and it can be doing bad things inside your body, and you can pass it along to other people, **without showing any symptoms!**
2. You should get tested after every new sexual partner, even if they're the first person you've had sex with.
3. Some STIs can be cured, others are lifelong, but can be treated to decrease the likelihood that you pass them along to others and that they do horrible things in your body, so know your status!
4. STIs are common, so remember that it's not about being "clean" or "dirty."
5. Using condoms and/or dental dams correctly every time you have vaginal, anal or oral sex with another person reduces your chance of getting an STI.
6. Getting tested for STIs is not painful.
7. Anal sex is the most likely way for STIs to be transmitted from one person to another.

STI's we'll be discussing by infectious agent:

1. Bacterial:
  - a. Chlamydia
  - b. Gonorrhea (the Clap)
  - c. Syphilis
2. Viral:
  - a. Herpes
  - b. HIV/AIDS
  - c. Human Papillomavirus (HPV)
3. Parasite:
  - a. Pubic Lice (Crabs)
  - b. Trichomoniasis

Hand out tables of main methods (separate doc), their effectiveness, how they are used, pros and cons.  
Note that abstinence is not on this chart, but is the most effective method

1. Abstinence is choice that a person can make at any point in their lives for any reason, even if they've had sex before
2. Some people define abstinence differently (is oral sex "sex?" Depends on who you ask), so know your definition if you and your partner are abstinent and communicate with each other.
3. Remember if you are engaging in other sexual activities (like oral sex) that you should be aware of the risk of STIs even if you aren't worried about pregnancy.
4. Again, abstinence is a choice, so while we say it's 100% effective, if a person is sexually assaulted that choice has been taken from them. They are still abstinent (because they did not make a choice to engage in that activity), but there may be a risk of pregnancy.

Explain the range of effectiveness (perfect use versus typical use) and how to interpret the percentages.

Show physical examples of each method of contraception and give basic details of how it works.

It's important to point out that some people may use birth control for various reasons even if they aren't having penile-vaginal sex, like:

- To decrease cramping and bleeding if they have bad periods or just want to get rid of their period for other reasons – Hormonal IUDs, Implant and Depo
- To regulate their period (like if they want to know exactly when they'll get it)- the Pill and the Nuvaring
- To help control acne – the Pill and Nuvaring

***Ask: Who has a question about any specific type of birth control?***

If time, walk through the steps to putting on a condom and do a condom demonstration for the class.

1. Get Consent
2. Check the package (air bubble and expiration date)
3. Open the package with your hands
4. Look for the sombrero, not the beanie
5. Pinch the tip to squeeze the air out
6. Unroll condom onto erect penis using "A-OK" method
7. Have sex with condom on
8. Once done, hold condom at the base of the penis while pulling out of your partner
9. Remove condom away from your partner
10. Throw in the trash

**Accessing Sexual and Reproductive Healthcare**

Can visit the clinics here in Big Sky, but will either need to use your insurance or pay full fee.

Teen Clinic at Bridgercare on Mondays from 3:00 – 5:00 PM. Free and confidential. While we do encourage all teens to talk about their sexual and reproductive health with a parent, in the state of Montana, teens do not need parental consent to access sexual and reproductive healthcare.

Thank you!

## **Lone Peak High Juniors, Day 2, 2023**

### **Welcome Back!**

Today we are going to talk about electronic flirting and media literacy.

### **E-flirting**

This lesson is going to be about flirting via text messages, but you could also think about it as messages on any social media app.

#### ***Who can give me a definition of flirting?***

Def: Flirting involves behavior that indicates an interest in another person, with or without a sexual intent. Reasons for flirting can range from simply liking someone else, to being indicative of a sexual attraction.

***Ask: What kind of person-to-person flirting is noticeable in school or other social settings?***

***Ask: What kind of flirting do you think is acceptable in public? Unacceptable? Explain.***

***Ask: What are some of the ways that people flirt online or through texts?***

***Ask: How does in-person flirting differ from electronic flirting? And why might people choose one over the other?*** (if they don't come up with it, add that someone might choose to flirt electronically if they are worried that in person flirting might not be safe for them since it's easier to be secretive. Ex. They are LGBTQ+ in a community that isn't accepting, they want to date someone outside of their religion or culture, etc.)

***Ask: Why might someone not flirt?***

Divide the group into pairs and distribute the 'E-flirting' handout (see attached). If time, have them try to do all the scenarios.

After giving some time to complete the handout, reconvene and discuss.

***Ask: What was it like to give gender and sexual orientation assignments to the characters in your scenarios? How did you make these decisions?***

**Ask:** If you were to change these assignments, would the dialogue you created still work? Why or why not?

**Ask:** *What scenarios about gender and sexual orientation are noticeable when discussing flirting?*

**Ask:** *Does flirting come naturally to you or do you have to give some thought to how to do it effectively and respectfully?*

**Ask:** *Which types of flirtatious texts are effective? Which are offensive?*

**Ask:** *How might someone's representation online vary from how they are in real life? How do you tell how someone will be in real life?*

**Ask:** *How should a person respond to unwanted sexual advances?*

**Ask:** *Do you believe it is important for a person of your sexual interest to know something about your interests, activities, personalities, etc.? Why or why not?*

Ask the participants to get back with their partners. Decide what advice they would give to a person who received *unwanted* flirting via text message or messaging on another app. Then, decide what advice they would give to a person who received *wanted* flirting via text message or messaging on another app. Ask each group to share one piece of advice with the rest of the class.

## Sexting

**Ask:** *Where does flirting turn to sexting?* Sexting is when you send or receive a message that contains sexual content, nude images, sexy words or videos.

Sexting might feel fun for some people, but we need to remember that sending a photo of oneself to another leaves that image in their hands and what happens next with that photo is out of your control. If you decide sexting aligns with your values and beliefs and you decide to engage in the activity, make sure you trust the person you're sexting. That photo could be shared, your or their phone could get lost or in someone else's hands temporarily, the photo can be spread through social media, e-mails, texts, etc.

There can totally be peer pressure to sext, whether that be from a person you are dating or flirting with, or from friends without sexual/romantic interest. It is NOT okay for someone to pressure you into sexting. You are in control, you are allowed to say no. Something else to keep in mind is that sending AND receiving nude photos of people under 18 is illegal.

Let's say you sent a photo and now you regret it. Whatever the reason, here's what you can do now.

1. Ask the person who you sent the message to delete it and watch them do it.
2. Talk to someone you trust. **Ideas of who to talk to?**
3. If your photo has been shared online:
  1. If you're under 18, report it to the police.
  2. Untag yourself from the photo
  3. Report the photo so it will be removed
    - a. Report the user who posted it
    - b. Find someone to talk to who can help
4. What if you receive a sext you didn't ask for? What do you do?

- a. Don't forward it or show it to anyone else. Even if you don't know or like the person, be respectful and aware of the potential harm you could do to them.
- b. Delete it.
- c. If it is online or through Instagram, report it.
- d. Tell the person who sent it that you don't want said images.
- e. If it was a text and the person doesn't stop, report it to your mobile provider.

### Critically Analyzing Sexually Explicit Media

Pornography is a sexually explicit material that aims to arouse people who are looking at it. It includes images of people who are naked or partially naked and who are having sex or look like they're having sex, or who are doing sexual things. Regardless of your personal opinions, there are some things you should know.

Adults almost never want their kids to watch it. **Why do you think that might be? What are some things that aren't positive about porn?**

1. It is not an accurate portrayal of how sex actually works. They are ACTORS, and need it to be viewed well
2. Rarely is there consent. Other unhealthy behavior that porn displays:
  - a. Male gaze/objectification
  - b. Misogyny
  - c. Stockholm syndrome
  - d. Fetishes
  - e. Rape culture
3. Often focuses on the pleasure/needs of men when there are men + women actors
  - a. Specifically in instances with men + women characters, the woman is often expressing pleasure at things that most women don't find pleasurable
  - b. Often aggressive, dramatized, fantasized – it normalizes violent sexual acts, which shows that loving relationships and respect are not important or in-line with sex
4. Rarely is there condom use or discussion of contraception
5. Only certain bodies are portrayed which do not represent most bodies and they are often surgically enhanced
  - a. Skinny, big boobs, altered genitals (very large penises and small labia)
  - b. Rarely body hair
6. There can be fetishizing of certain groups. For example, "lesbian" has long been one of the most highly watched categories by audiences of men.
7. The representations of sexuality, relationships and sex acts in porn are fabricated to appeal to an adult audience. The expectation is that an adult should be able to separate the reality and fantasy to understand that what they're watching is staged. An adult can also understand the basic concepts of relationships and sex and will have their own values towards these, such as gender equality and mutual respect.
8. It can be addictive for some people
9. People turn to porn when they don't have someone they can ask questions to, or don't have good comprehensive sex ed. One study found that for 16-17 year olds, it was their primary source for information about sex, more than friends, siblings, school classes or parents. They use it as a how-to-guide, which it is not intended to be.

Thank You!

Materials used in this lesson:

## E-flirting handout

**Directions:** Below are examples of different ways that people flirt via text message. You will notice that in each example, there are no specific details given about the gender or sexual orientation of the characters involved.

**Step 1:** You are to decide the gender and sexual orientation of the characters in the scene. Give names to your characters.

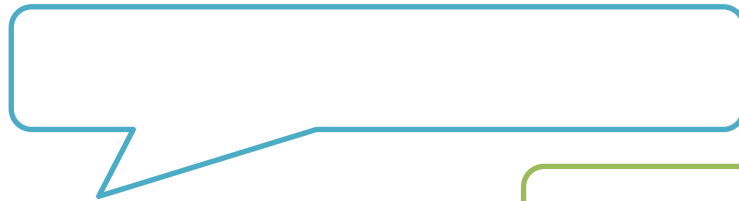
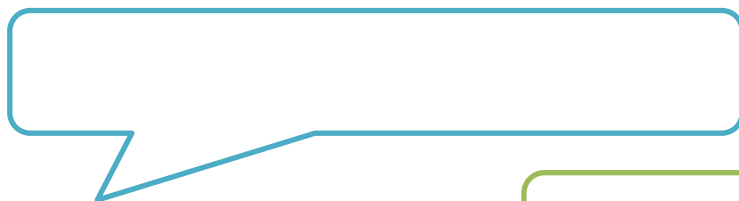
**Step 2:** In the space provided, simulate a text exchange between the characters. Pass the handout back and forth between the two of you and add entries as if the characters were texting one another.

Example 1: A 15-year-old wants to text a person of interest. This person shares several of the same classes and the two have known one another for a long time. This is the first time that the 15-year-old will act on a crush via text message and there is uncertainty about how to do this effectively. Think of how this character can get started.

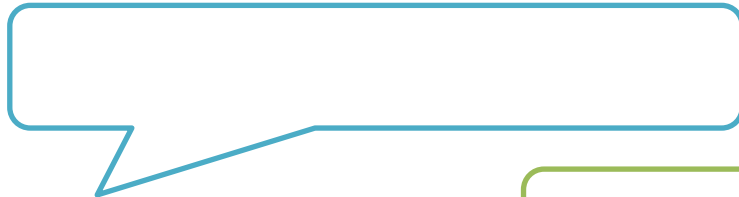

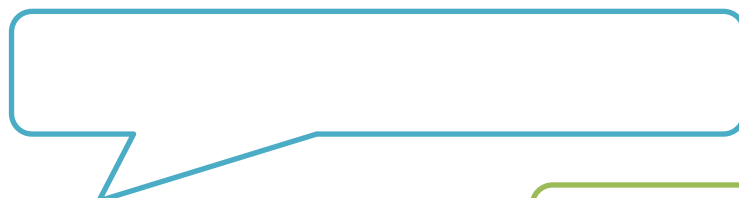
The handout features ten speech bubble outlines arranged in a staggered, alternating pattern. The first five bubbles are blue and point to the right, while the next five are green and point to the left. The bubbles are empty, providing space for students to write text messages.



Example 2: Two teenagers who are strangers will be meeting for the first time via Instagram message. Friends thought they would like one another and they started following each other but both people have very little personal information or photos on their pages. They will introduce themselves to one another by providing some information about themselves. Decide how they will portray themselves to one another.

A blue-outlined speech bubble with a rectangular body and a pointed tail at the bottom left.A green-outlined speech bubble with a rectangular body and a pointed tail at the bottom right.A blue-outlined speech bubble with a rectangular body and a pointed tail at the bottom left.A green-outlined speech bubble with a rectangular body and a pointed tail at the bottom right.A blue-outlined speech bubble with a rectangular body and a pointed tail at the bottom left.A green-outlined speech bubble with a rectangular body and a pointed tail at the bottom right.A blue-outlined speech bubble with a rectangular body and a pointed tail at the bottom left.A green-outlined speech bubble with a rectangular body and a pointed tail at the bottom right.

Example 3: A 17-year-old is very sexually attracted to a classmate and wants to tell the person of interest via text message. The messages they are considering are not really true to the way that this person wants to act in a relationship, but they think that this is what is expected in a sexual exchange. You decide whether the character will start a text exchange that is true to feelings or a false representation of sexual interest.

A blue-outlined speech bubble with a rectangular body and a pointed tail pointing towards the bottom-left.A green-outlined speech bubble with a rectangular body and a pointed tail pointing towards the bottom-right.A blue-outlined speech bubble with a rectangular body and a pointed tail pointing towards the bottom-left.A green-outlined speech bubble with a rectangular body and a pointed tail pointing towards the bottom-right.A blue-outlined speech bubble with a rectangular body and a pointed tail pointing towards the bottom-left.A green-outlined speech bubble with a rectangular body and a pointed tail pointing towards the bottom-right.A blue-outlined speech bubble with a rectangular body and a pointed tail pointing towards the bottom-left.A green-outlined speech bubble with a rectangular body and a pointed tail pointing towards the bottom-right.

**Lone Peak High School Day 1**  
**50 minutes**  
**Healthy/Unhealthy relationships**

**Intro: 10 minutes**

Who is Haven?

Who am I?

*Peer Ed: If student present, then they will introduce themselves and summarize Peer Ed.*

Let students know that today will be mainly doing activities and having discussions. I try my hardest to incorporate all of their voices into the mix as much as possible and so for that reason, could I get some students to read the group agreements for me, please?

**Group agreements:** These will be handed to every student/or displayed in powerpoint. Students will read these out loud

**Self-Keeping note:** If the topic(s) at hand get to be too much, please take care of yourselves. Don't get in trouble with the school, but do whatever you need to ensure you'll be okay at the end of our time together.

**Activity: 10 minutes (get to know each other)**

**Animal sounds:**

- Hand out index cards with animals written on them
- Have the students find their matching animal by using ONLY the animal sound
- Have them do check-in questions: Doing at least 2-3 rounds of this game
  - o If you could live anywhere on this earth, where would you go and why?
  - o What is a superpower you would like to have?
  - o What is one pet peeve you have and why?

**Activity: 10 minutes**

**1) ) Relationship spectrum**

- Write on white board □-----□ With "healthy" and "unhealthy" on opposite ends.
- Hand students post notes with actions that can occur within relationships.
- Have students place traits on the spectrum
- Ask students why they placed "x" post-it on the spectrum.
- Can this trait/action be unhealthy?

**Relationship Traits/Characteristics:**

- Open communication
- Respect
- Words of affirmation
- Going on fun dates
- Alone time
- PDA (public displays of affection)

- Texting all the time
- Sharing passwords
- Demanding passwords
- Sending nude photos
- Secrets
- Fighting
- Conflict
- Privacy
- Jealousy
- Sex
- Changing what you wear to please your partner
- Doing things the other partner likes
- One partner telling the other who they can hang out with
- Blocking a doorway so that one partner can't leave
- Hitting
- Name calling
- Shoving

**Ask:** Why did we do this activity?

#### **Talking points:**

- Context matters--each trait can usually be interpreted differently depending on the situation. And that abuse is about power and control.
- Everyone gets to decide what their own boundaries are and have them respected.

#### **Activity: (10 minutes)**

In groups of 3-4: Have students come up with 5 signs of a healthy and 5 signs of an unhealthy relationship.

#### **Discussion: 5 minutes**

- What signs did you all come up with?
- Write signs on the board
- Anyone disagree with these signs?

#### **Content: 10 SIGNS OF A HEALTHY/UNHEALTHY RELATIONSHIP**

- Hand each student the 10 signs of a healthy relationship & 10 signs of an unhealthy relationship.
- Have students read the content. (5 minutes)

**Talking points:**

### **Starting with unhealthy**

- Please note that if you do see the unhealthy signs within some of your relationships, know that it doesn't necessarily mean that the relationship is abusive.
- It simply means that there are some red flags and there could be some room for improving the relationship.
- It is up to you to decide whether these signs warrant a conversation with the other person or not. You decide what you're comfortable with.
- Also note that if you want to describe the boxes with different words, feel free to. For example, manipulation can be called "mind games". Possessiveness can be called jealousy, etc.,
- It's the feel, or the description provided, that truly matters.

### **Healthy side**

- Know that relationships ebb and flow/go through phases, however, in a healthy relationship, more often than not, we will see these traits/characteristics.
- At the core of a healthy relationship, we see equality. All parties feel heard, safe, and respected. If an issue comes up, folks in a healthy relationship will be able to bring up the issue and communicate through the situation.

### **Outro:**

#### **-Any questions?**

- Thank you for allowing me into your space today and letting me share this information with you all!

## **Day #2**

### **Introductions (~5 minutes):**

Presenter Information and Ground Rules (Mei will introduce HAVEN/Bridgercare and do ground rules)

Show Group Agreements slide.

Housekeeping reminder!!

Any questions from yesterday that we want to talk about today?

### **Activity: 5-10 minutes**

Competition rock, paper, scissor

Best 2 out of 3

### **Teen Power and Control: ~20 minutes**

\*Have the students break into small groups and have them read through the power and control wheel without feeding them too much information first.

*Ask them the following prompts to discuss in their groups: (5 minutes to discuss)*

Peer Educator or Mei: why do you think the wheel is shaped the way that it is?

Peer Educator or Mei: Are there things inside the wheel that surprise you?

Peer Educator or Mei: Are there behaviors inside the wheel that you have seen before?

*~ 5 Minutes to discuss as a group what they all came up with*

### **Talking Points: (~5 minutes to talk these points out) Mei or Peer Educator**

- When we think of the word abuse, most people think of physical abuse, but most abuse is actually not physical.
- Emotional and mental abuse is manipulative, sneaky and insidious.
- Power and control is in the middle of the wheel, because that is what is at the heart of all abusive behaviors.
- All the non-physical tactics are touching it, because they all stem from power and control.
- Physical and sexual abuse are on the outside, because those behaviors usually come later when an abuser feels like they are losing control, or that the non-physical tactics stop working.
- Abusers do not want to escalate too quickly, because they don't want to "rock the boat" too early and risk making their partner leave. If they can get the desired amount of power and control without ever having to lay a finger on their partner, that can be a first tactic.
- A common analogy that I use to describe abuse is boiling a frog. If you throw a frog into boiling water it will try to jump out, but if you put the frog in lukewarm water and then boil it slowly, it does not know it is being cooked. That is what it is like for the victim in an abusive relationship.

### **Mei: Now, let's practice! Assign a sliver of pie from the Power and Control wheel to each group.**

Ask them to create a scenario for their sliver (should be no greater than a 3, 10 being the most

traumatic thing you could think of) and share to the group. Group guesses which behavior is the

“Power” and “Control” wheel they think it is. (~10 minutes. 5 minutes to come up with a scenario and 5 minutes to share and have the others guess)

### **Cycle of Violence Mei Drawing the cycle of violence on board (~5 minutes)**

Transition: Now that we’ve discussed the power and control wheel and the cycle of violence, we can now take a look at the flip side of relationships.

So those were the things we’re NOT looking for in a relationship. So what are we looking for?

### **Teen Equality Wheel and Health Relationship Statements.**

*Healthy relationship tips/equality wheel (5 mins) Mei or Peer Educator*

Have each small group take a moment to consider the equality wheel.

Assign a pie piece to each small group to come up with a scenario to share with the class. Go one by one and have them share--ask if it was easy to come up with the scenarios, why or why not? (10 mins total)

#### **If time:**

\*Write each of the eight tips on the board as you explain them to the class

\* You do not need to write each tip description in its entirety; however, you should understand the concept of each tip.

Paraphrase if you need to. Eight healthy relationship tips:

**1. Speak Up:** in a healthy relationship, if something is bothering you, it’s best to talk about it instead of holding it in.

**2. Respect Your Partner:** our partner’s wishes and feelings have value. Let your significant other know you are making an effort to keep their ideas in mind.

Mutual respect is essential in maintaining healthy relationships.

**3. Compromise:** disagreements are a natural part of healthy relationships, but it’s important that you find a way to compromise if you disagree on something. Try to solve conflicts in a fair and rational way.

**4. Be Supportive:** offer reassurance and encouragement to your partner. Also, let

your partner know when you need their support. Healthy relationships are about building each other up, not putting each other down.

**5. Respect Each Other's Privacy:** just because you're in a relationship, doesn't mean you have to share everything and constantly be together. Healthy relationships require space

**6. Encourage Each Other's Interests:** it's okay to encourage the person you are dating to pursue interests and talents they have, even if it means spending time apart.

**7. Agree to Disagree:** disagreements are a natural part of every relationship. If you and your partner can't resolve an issue, sometimes it's best to agree to disagree. If the issue is too important for you to drop, there might be compatibility problems.

**8. Set Boundaries:** creating boundaries is a good way to keep your relationship healthy and secure.

By setting boundaries together, you can both have a deeper understanding of the type of relationship that you and your partner want.

Boundaries are not meant to make you feel trapped or like you're "walking on eggshells."

Creating boundaries is not a sign of secrecy or distrust -- it's an expression of what makes you feel comfortable and what you would like or not like to happen within the relationship.

Remember, healthy boundaries shouldn't restrict your ability to:

- Go out with your friends without your partner.
- Participate in activities and hobbies you like.
- Not have to share passwords to your email, social media accounts or phone.
- Respect each other's individual likes and needs



Which of these resonates the most with you? Why?

What gets in the way of these happening?

What questions do we have?



Dustin Shipman &lt;dshipman@bssd72.org&gt;

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## Next Year

1 message

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**Cadie Williams** <cwilliams@bssd72.org>  
To: Dustin Shipman <dshipman@bssd72.org>

Thu, Mar 9, 2023 at 8:11 AM

Hi Dr. Shipman,

After plenty of thought, I have officially decided that I am not going to be returning to Big Sky for the 2023-2024 school year. I talked to Brittany yesterday and she told me to email it to you so you have it written officially. I am so appreciative of my first year here at Ophir, but I know it is best for me to move on. Thank you for everything in aiding me in this opportunity.

Good luck to the Bighorn boys this weekend and safe travels!

--

Cadie Williams  
4th Grade Teacher  
Big Sky School District #72



Dustin Shipman &lt;dshipman@bssd72.org&gt;

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## Resignation

1 message

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**Kinsey Carney** <kcarney@bssd72.org>  
To: Dustin Shipman <dshipman@bssd72.org>

Wed, Mar 15, 2023 at 10:19 AM

Good Morning Dr. Shipman,

I know that Brittany has already spoken with you, but I wanted to let you know that I will not be coming back for the upcoming 2023-2024 school year. Zack and I have decided it would be best to take a year off and enjoy our little bundle of joy and all the blessings she will bring to our home. Thank you for giving me the opportunity to teach at Ophir. It has been an incredible experience and one that I will never forget.

Please let me know if there is anything else that you need from me.

Have a wonderful Wednesday!

Regards,

Kinsey Carney

*Mrs. Carney  
1st Grade Teacher  
Big Sky School District #72  
(406) 995-4281 Ext. 515*



Dustin Shipman &lt;dshipman@bssd72.org&gt;

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**(no subject)**

4 messages

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**Renee Anderson** <renee.anderson.406@gmail.com>  
To: Dustin Shipman <dshipman@bssd72.org>

Mon, Mar 6, 2023 at 12:16 PM

Dear Dustin,

I hope this letter finds you well and you are having an exceptional school year.

I am reaching out to express how grateful I feel for the opportunity to not only work in such an amazing school district but to have this time off to travel, spend time with family and focus on my health and well being.

During this time of reflection, I have felt the desire to further my education and explore other opportunities that have presented themselves to me.

Once again, thank you for the opportunity to work in the Big Sky School District #72. To be a part of the Big Sky community is such an incredible and unique experience. I feel truly blessed to have been a part of the Ophir School community since 2005.

Please accept this as my official letter of resignation.

My Best,

Renee Anderson  
Sent from my iPhone

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**Dustin Shipman** <dshipman@bssd72.org>  
To: Renee Anderson <renee.anderson.406@gmail.com>

Mon, Mar 6, 2023 at 12:50 PM

Renee,  
Thanks for reaching out. I am happy that you were able to spend this year in reflection and focus on yourself and that you have come to the conclusion that fits best for you and your future. I wish you well moving forward and please let me know if I, or the district, can do anything as the next chapter of your life unfolds. We will miss you on campus.

The more formal piece of this response is this.

As per policy 5251 (attached), I accept this resignation on behalf of the trustees and can speak for the trustees in saying thanks for your years of work and dedication to the students of BSSD. Please reach out to the BSSD business office to take care of any outstanding items.

Take care of yourself Renee and please come by and see us sometime.

[Quoted text hidden]

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Dr. Dustin Shipman  
Head Learner / Superintendent  
Big Sky School District #72  
***"At the Peak of Excellence in All That We Do!"*****5251 - Resignations.pdf**  
78K

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**Dustin Shipman** <dshipman@bssd72.org>  
To: Brittany Shirley <bshirley@bssd72.org>, Corky Miller <cmiller@bssd72.org>, Libby Grabow <lgrabow@bssd72.org>

Mon, Mar 6, 2023 at 12:50 PM

March 9, 2023

Dear Dr. Shipman, Mrs. Shirley, and The Board of Trustees,

I am writing to submit my resignation as Special Education Teacher at Ophir Elementary when my current contract ends. I have thoroughly enjoyed my last 6 years of teaching here in Big Sky and am appreciative that I have had the opportunity to grow in my professional career here. The Big Sky School District is truly a special place and I treasure the time I have spent surrounded by hard working colleagues, intelligent mentors, and supportive families.

My 3 year old child, June, has educational and medical needs that will be better met on the east coast. After many conversations with my family, we have decided to transition her this summer. She will attend the bi-lingual program (spoken language and American Sign Language) at the Maine Educational Center for the Deaf and Hard of Hearing. She will also be closer to her various medical specialists at Boston Children's Hospital. While this was a difficult decision to make, we are excited about the opportunities she will have in southern Maine and Boston.

Thank you, again, for this opportunity to work at Ophir Elementary School. Ophir will always hold a special place in my heart!

All the best,

A handwritten signature in blue ink, appearing to read 'Agnes Adams', with a long, sweeping horizontal line extending to the right.

Agnes Adams