Level I - Lesson 1: It’s Your Game…Pre-Game Show

Synopsis:
Students will understand the goal and expectations of the curriculum. Students will make agreements for classroom discussion and will understand the purpose of keeping a journal.

Objectives: Students will be able to:
- Explain the goal of the curriculum
- List agreements for classroom discussion
- Explain the purpose of keeping a journal during the program

Activities:
I. Getting to Know You (15 min)
II. It’s Your Game…Keep It Real (15 min)
III. Agreements for Classroom Discussion (5 min)
IV. Journal Activity (15 min)
V. Wrap-Up (2 min)
Optional Level I – Lesson 1 Quiz

Preparation:

Newsprints:
- "Agreements for Classroom Discussion"
- "It’s Your Game…Keep It Real"
- "Lesson Sequence for Level I Curriculum"

Supplies:
- Index Cards
- Pens/Pencils
- Journals
Activity I: Getting To Know You (15 min)

A. Welcome students to the class. Introduce yourself and pass out index cards.

B. Tell students to print their complete name in the center of the card.

C. In the upper left hand corner, have them list something fun they have done in the last two weeks (a movie they saw, book they read, vacation, etc.).

D. In the upper right hand corner, have them write down something about themselves that they are proud of (their smile, they’re friendly, get good grades, a good athlete, etc.).

E. In the lower left hand corner, have them list their favorite game (tell students this can be their favorite board game, card game, sports game, video game, game show, etc.).

F. In the lower right hand corner, have them list one serious issue that teens their age face (drugs, gangs, violence, sex, etc.).

G. Give students up to 5 minutes to complete their index cards.

H. Explain to students that they will be breaking into small groups to share some of the information on their card.

I. Explain to students that you will tell them a number. This is the number of people that should be in each group.

J. Tell students they should get into groups of 6. Have students share some of their information with their small group. Allow two to three minutes for sharing.

K. Tell students to return to their seats.

L. Ask students to share some of the answers from their note cards. Take a few responses from the students.

M. Ask students to share some of the serious issues they listed on their note cards, if the students haven’t already done so. Take a few responses from the students.

N. Tell students that these are all important issues that teens their age may face, and that the focus of this program will be on HIV, other STIs, and pregnancy.
O. Tell students the skills they will learn in the *It’s Your Game...Keep It Real* lessons will help them deal with HIV, other STIs, and pregnancy. Explain that these skills may also help them deal with some of the other issues that they mentioned.
Activity II: It’s Your Game…Keep It Real (15 min)

A. Tell students that the name of the program is It’s Your Game…Keep It Real.

B. Ask students to share some of the favorite games they listed.

C. Explain to students that there are all kinds of games – sports games, board games, card games, etc. – but in this program we are talking about a very special type of game, “YOUR GAME.”

D. Put up the Newsprint "It’s Your Game…Keep It Real."

E. Ask students what they think “It’s your game” means.

F. List answers on the Newsprint next to GAME=.

   NOTE: If students do not come up with life, then add LIFE next to GAME=.

G. Explain to students that when we’re talking about Your Game, we’re really talking about Your Life.

H. Explain to students that there are many different parts that make up a game. List the following under GAME=:

   Examples may include:
   
   It is something you do or play.
   
   The goal is to win.
   
   There are players, coaches or team leaders, fans.
   
   There are rules (for play and sportsmanship).
   
   There are obstacles or challenges.
   
   Sometimes there are age limits or limits on the number who can play.
   
   There is usually some skill involved (good runner, can strategize, etc.).

I. Ask students how their life is like a game. List answers on the board under the LIFE side.
Examples may include:
You are always doing something.
You can do things that are good or bad.
You have goals to achieve.
There are challenges.
You have players: such as friends, teachers, parents.
There are rules.
You might have to be a certain age before you can do something.
You need some skills.

J. Explain to students that one important thing to do in their game is to “keep it real.” Ask students what they think “keeping it real” means. List answers on the Newsprint next to REAL=.

Responses may include:
Telling it like it is (being honest with yourself and others)
Being yourself (not being fake)
Being healthy and happy
Making choices that you can live with
Being responsible
Being respectful to yourself and others
Doing the right thing

NOTE: If students do not come up with “being true to yourself,” add "BEING TRUE TO YOURSELF" next to REAL=.

K. Explain to students that when we’re talking about "keeping it real," we’re really talking about "Being True to Yourself."

L. Ask students if it is easy or hard to “keep it real.” Why/why not??

M. Acknowledge that sometimes it’s hard to “keep it real,” especially when teens are under pressure from friends, someone they like/love, or others to do things they don’t want to do.
N. Explain to students that these lessons will help keep their game real, or live life in a way that helps them succeed. To accomplish this goal, tell students they will be learning skills to help them deal with these issues, especially those relating to sex.

O. Put up the Newsprint: "Level I Lesson Sequence."

P. Tell students that there will be 12 lessons.

Q. Explain to students that they will learn about:
   - Friendships
   - Setting Limits
   - Identifying when limits are being challenged
   - Using refusal skills to get out of difficult situations
   - Puberty
   - Consequences of sex

R. Explain to students that they will participate in different activities, such as acting out a part in a movie script, writing in a journal, or giving advice on how a character from a story can handle the situation they are in.

S. Explain that on some days they will work on computers. When they are working on the computers they will play games, watch short cartoon-like movies, as well as watch videos of a group of teenagers as they handle some tough situations.

T. Tell students that by the end of the 12 lessons they will have the skills to “keep their game real” or to make decisions that will help them achieve their goals.

U. Ask students if they have any questions about what they will be learning.
Activity III: Agreements for Classroom Discussion  (5 min)

A. Tell students that as you said earlier, over the next few weeks, they will be talking about serious, sensitive matters.

B. Tell students that as the teacher you will treat everyone with respect and as mature young people. In turn, you expect students to respect each other and each other’s opinions. Everyone has a right to speak.

C. Tell students you want everyone to feel comfortable participating in the lessons. One way to create an environment in which everyone feels comfortable and can talk openly about sensitive topics is to set and maintain Agreements for Classroom Discussion.

D. Ask students to suggest some things that would help them feel more comfortable talking in class. List them on the Newsprint: "Agreements for Classroom Discussion."

*Make sure the list includes the following:*

- No put-downs – respect each other.
- Everyone has the right to pass (to not answer a question).
- All questions are good questions.
- Listen when others are speaking – no interrupting.
- Classroom discussions are confidential: what is said in class should stay in class. However, they should talk with trusted adults about what they learn in class or if they have a personal issue.
- Each person should speak for himself or herself.
- Don’t name names. (Tell students that at times they may feel like sharing personal information with the class, but that they should be careful not to tell things that are too private.)
- No gossiping: do not talk about someone else’s or your own personal behavior in class.

E. Ask students if they are satisfied with the list:

- Are the agreements clear?
- Does everyone agree to follow them?
NOTE: Make changes, additions, and deletions to this list as necessary. Keep this Newsprint (re-copy if necessary) to post in the class for all future lessons.

F. By law, you must also tell students about restrictions on your ability to keep certain information confidential. This Confidentiality Statement will be reviewed again at the beginning of lessons that focus on sensitive topics. “Before we begin I’d like to discuss confidentiality.”

   Everything discussed in this class will be kept confidential except for three things:
   If you tell me you are going to hurt yourself
   If you tell me you are going to hurt someone else
   If you tell me about past or present physical, sexual or emotional abuse or neglect

   By law, I cannot keep these things a secret. I am required to report them.

   NOTE: If a student asks, explain to them that you will have to report this information to appropriate school administration.

G. Ask students if anyone has any questions about this or about the agreements for classroom discussion.

H. Explain to students that as we go through the lessons, they should feel free to come to you with questions or concerns.

   NOTE: Remember that if a student asks a question that is not covered in the curriculum material they should be referred to talk with a trusted adult (e.g., school nurse or counselor, parent). For additional information and guidance please see “Dealing with Sensitive Issues” in Appendix.
Activity IV: Journal Activity (10 min)

A. Tell students that in the next activity they will begin to keep a journal.

B. Explain to students that a journal is a way to keep track of thoughts, ideas, and feelings they may have while they are a part of the program.

C. Tell students that their journals are private and no one will look at them. They should feel free to write or draw in these journals.

D. Explain that they will keep their journals and are responsible for bringing them to class on journal days.

E. Tell students again that the journals are private and no one, not even the teacher, will look at them.

F. Explain to students that are not to put their names or any other identifying information on the journal.

G. Distribute the appropriate journal handout sheets to each student.

H. Have students put together their journal in the shape of a booklet. Make sure they keep the pages in order. Have students staple the journal book.

I. Remind students that the name of this program is It’s Your Game...Keep It Real, and that the important parts of playing any game are knowing the goals, the plan, and the players in the game.

J. Have students turn to page 2 of the journal, titled “Goals in My Game.”

K. Tell students to write down two short-term goals and one long-term goal for their own game, or life.

L. Explain that the two short-term goals are things they want to achieve by the end of the school year, and the one long-term goal is something they want to achieve within the next two years.

M. Give students 2-3 minutes to complete this section.

N. Have students go to the next section, titled “My Game Plan.”
O. Tell students to write down the steps, or the plan, they need to take in order to achieve the goals they just listed. Provide the students with the following example:

- Long-term goal: To be on the high school basketball team
- Game plan: 1) Study and finish middle school 2) Practice basketball skills

P. Give students three minutes to complete this section.

Q. Have students go to the next section, titled “Players in My Game.”

R. Tell students to write down who the most important players in their game are.

S. Explain to students that they are the most important player in their game but there are also other people who are important in helping them achieve their goals and who they can turn to when their game is being challenged (e.g., parents, friends, teachers, relatives, pastor). These people are the important players in their game.

T. Give students two minutes to complete this section.

U. Ask students if anyone wants to share what they wrote in their journals, **stressing that no one has to share**.

**NOTE:** If students want to share, take only a few responses and thank them for sharing their thoughts and feelings with the group.

V. Compliment and re-enforce the students for thinking about the goals they have and how they are going to achieve them.

W. Ask students to put their journals away.
Activity V: Wrap-Up (2 min)

A. Ask students who the most important person in their game is. Response should be “I am.”

B. Explain to students that you agree with them, you think they are the most important person in their game. That is why throughout the lessons you will work with them to build the skills they need to “keep their game real.” While they will learn a lot of new things in this program, the most important skills they will learn are how to reduce their risk of getting HIV and other STIs or getting pregnant.

C. Remind students that this program will only work if everyone, students and teacher, follows the agreements for class participation that were created today.

D. Tell students that in the next class they will discuss and think about a very important group of players in their game, their friends. In the next lesson they will learn what a real friend is and what a not-so-real friend is, as well as understand how their friends can help them win or lose their game.

E. Thank the students for their participation and let them know you look forward to seeing them next time.

Optional: Administer Level I – Lesson 1 Quiz (located in the Appendix)
Newsprint: Agreements for Classroom Discussion

Agreements for Classroom Discussion

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15.
Newsprint: It’s Your Game...Keep It Real

It’s Your Game ...Keep It Real

GAME=

REAL=
# Level I Curriculum

<table>
<thead>
<tr>
<th>Lesson Number</th>
<th>Lesson Topic</th>
<th>Lesson Type</th>
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<tbody>
<tr>
<td>1</td>
<td>Pre-Game Show</td>
<td>Classroom</td>
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<tr>
<td>2</td>
<td>Keeping It Real...Among Friends</td>
<td>Classroom</td>
</tr>
<tr>
<td>3</td>
<td>Keeping It Real...Among Friends</td>
<td>Computer</td>
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<tr>
<td>4</td>
<td>It’s Your Game... Playing By Your Rules</td>
<td>Classroom</td>
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<tr>
<td>5</td>
<td>It’s Your Game... Playing By Your Rules</td>
<td>Computer</td>
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<tr>
<td>6</td>
<td>Protecting Your Rules...A Clear NO</td>
<td>Classroom</td>
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<tr>
<td>7</td>
<td>Protecting Your Rules...Alternative Actions</td>
<td>Classroom</td>
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<td>8</td>
<td>Know your Body</td>
<td>Computer</td>
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<tr>
<td>9</td>
<td>Keeping It Real...For Yourself</td>
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<tr>
<td>10</td>
<td>Playing By Your Rules...Regarding Sex</td>
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<td>Post-Game Show</td>
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