

## Informed & In Charge Program Overview

### *Summary*

Our Informed and In Charge program (for students ages 12-14) allows students to learn to identify, establish, and cultivate healthy relationships through understanding personal values, goals, and decisions and assertive communication. Students will increase their understanding of sexuality, including ways to demonstrate respect, equity, and fairness. Students will also gain critical information and participate in opportunities to communicate about their bodies and their values around sexual decision-making. Throughout the program, students experience the power of a support system and build critical thinking skills for being sexually healthy. We work to ensure that students have the skills, knowledge, and support to take charge of their sexual health and avoid risky behavior.

Students participate in approximately 8 hours of healthy sexuality instruction where they are immersed in a safe and inclusive environment. Students are encouraged to ask questions and engage in interactive activities and discussions throughout the program. They explore values, practice responses in different situations, and think about their future. This helps students identify ways and reasons to avoid unplanned pregnancy and prevent sexually transmitted infections, including HIV.

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## Session 1: Introduction/Goal Setting/Decision-Making

**Purpose:** to raise awareness of their goals for the future, by helping students practice goal creation, identify barriers to those goals, and conceptualize strategies for addressing those barriers, and to introduce a decision-making process and for students to consider positive and negative consequences of decisions to mitigate impulsivity

### Objectives:

By the end of the session, student will be able to:

- Identify at least one personal goal
- Identify at least one action step for reaching that goal
- Recognize the role of personal responsibility when reflecting on decisions and their potential outcomes

### Key Messages:

- Goals are a great way to keep your future in a clear, positive perspective
- Goals are easier to reach when they are **personal, possible, positive, and specific**
- When you know what you want for your own future, you will be less likely to let others make those decisions for you.
- The decisions you make will have a positive or negative impact on the goals you have set for yourself.

## Session 2: HERRC/Assertive Communication

**Purpose:** to introduce participants to qualities of healthy relationships, and to help them identify standards for the types of relationships -- romantic or otherwise -- they wish to have in their own lives moving forward. To introduce participants to passive, aggressive, and assertive forms of communication and practice communication skills to apply to various interpersonal situations.

### Objectives:

By the end of the session, students will be able to:

- Identify and explain qualities found within a healthy relationship: honesty, equality, respect, responsibility, communication.
- Identify examples of healthy behaviors they might want to be a part of their personal relationships
- Explain the difference between passive, aggressive, and assertive communication.
- Identify at least one benefit of using assertive communication and one situation in which assertive communication is useful.

### Key Messages:

- It is important that any relationship you are a part of has honesty, equality, respect, responsibility, and communication.
- Knowing what is healthy and unhealthy can help you make choices for your health and safety in relationships now and in the future.
- Communication is a key component of any relationship and assertive communication is usually the most effective.
- Being assertive means standing up for yourself! It's saying how you really feel, or doing what you think is best, even when other people disagree.

## Session 3: Anatomy Academy

**Purpose:** to increase comfort using the medical names for the sexual and reproductive anatomy and to familiarize students with the functions of the sexual and reproductive anatomy

### Objectives:

By the end of the session, students will be able to:

- Identify and name body parts of the sexual and reproductive system using medically correct terms
- Describe the functions of the body parts of the sexual and reproductive system
- Explain the process of the menstrual cycle, pregnancy, and seminal emission

### Key Messages:

- Learning about sexual and reproductive anatomy is normal and healthy.
- Knowing the names and sexual and reproductive anatomy helps you communicate any questions, concerns, thoughts, and/or feelings about your body.
- There are certain parts of the body that make reproduction possible. Your body is changing to accommodate the possibility of reproduction, but it's recommended to wait, if possible, until you are older so that your body and mind is better able to handle pregnancy and nurture the developing fetus.
- Having sexual intercourse, getting pregnant, and parenting are personal decisions and no one should be pressured or forced into making any of the decisions.
- It is important to communicate with a parent or caregiver, or trusted adult, and medical professional if you are being pressured to have sexual intercourse, or become pregnant.

## Session 4: Parenthood

**Purpose:** enable students to dream about their future careers and family lives and understand the responsibilities required when becoming a parent and how those responsibilities may positively or negatively impact those dreams.

### Objectives:

By the end of the session, students will be able to:

- Describe an ideal future for themselves
- Understand the impacts of becoming a parent at a young age

### Key Messages:

- Before you make another life, make a life of your own.
  - Make plans for after high school and for a satisfying career
  - Plan to earn enough income to support yourself, your family, and your goals.
- To make a dream come true, you need a life plan.
- Unplanned pregnancy will make it harder to reach your dream.

## Session 5: Sexually Transmitted Infections

**Purpose:** to provide basic facts about Sexually Transmitted Infections (STIs) including modes of transmission, types of STIs, and prevention options

### Objectives:

By the end of the session, students will be able to:

- Name sexually transmitted infections and possible symptoms
- List ways STIs can be transmitted
- Identify behaviors that can put a person at risk for a sexually transmitted infection

### Key Messages:

- Sexually transmitted infections are very common among teens. It's important to know the facts to prevent transmission and contraction of sexually transmitted infections.
- Usually there are no symptoms of STIs. Getting tested is key for your health.
- Abstinence is the only sure way to prevent sexually transmitted infections.

## Session 6: Consent

**Purpose:** to define sexual consent and sexual coercion, and explore aspects of being able to give free and informed sexual consent.

### Objectives:

By the end of the session, students will be able to:

- Define the terms consent, sexual consent, sexual assault, and sexual coercion.
- Evaluate the implications and consequences of sexual assault on a victim and those associated with the victim.
- Analyze, evaluate, and refine personal communication patterns.

### Key Messages:

- Consent is voluntary, affirmative, freely given, and part of an ongoing conversation about mutual agreement to do something.
- Consent cannot be assumed or implied by silence, previous sexual history, or clothing.
- Permission to do any type of sexual activity needs to be asked for and clearly given before proceeding.

## Session 7: Sexting

**Purpose:** to learn about the ramifications of sexting, setting boundaries and using online technology wisely.

### Objectives:

By the end of the session, students will be able to:

- Understand the pressure to send naked picture or sext
- Give advice to others to avoid sending sexts
- Understand the possible consequences of sending a sext, including legal consequences

### Key Messages:

- Sexting is defined as the use of technology to create and share personal sexual content. The content can vary from text messages to images of partial nudity to sexual images or videos
- It is never okay to be pressured or to pressure someone else into sending sexts
- Sexting by minors can have many consequences for everyone involved, including legal consequences.

## Session 8: Abstinence

**Purpose:** to clarify attitudes and beliefs about abstinence in order to make informed decisions when setting sexual boundaries with others.

### Objectives:

By the end of the session, students will be able to:

- Define sexual abstinence
- Clarify personal attitudes and beliefs about abstinence
- Consider reasons for using and not using abstinence

### Key Messages:

- The decision to abstain can be made throughout a person's life
- Abstinence is a far more complex concept than is often portrayed
- Being successful in abstaining often involves knowing what behaviors are included and excluded as part of one's personal definition of abstinence.

Dear Parent or Guardian

Girls Inc will be partnering with your child's school to deliver a program focusing on the prevention of adolescent pregnancy. All curriculums are in line with the Indiana Academic Standards for Health and Wellness, and support abstinence as the best course of action for young people.

Both female and male students will participate in a program called *Informed and In Charge*. This interactive, engaging, and informative approach has helped young adolescents, age 11-17, to make wise and more responsible decisions. This program focuses on self-responsibility, sexual responsibility, family communication, and developing positive life options.

Students will also receive medically accurate information in sessions that center on values, healthy relationships, assertiveness and communication skills, female/male health and hygiene, avoiding risky situations, the benefits of abstinence and pregnancy/disease prevention, and consent. Female and male students participate in the program in gender specific classrooms. .

You are welcome to contact Girls Inc to address any questions or concerns. Your questions, concerns, and comments are always welcome as we work together to provide the best and most appropriate learning opportunities for your student.

Thank you,  
Kayla Schmidt  
Director of School Partnerships at Girls Inc  
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317-392-1190

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Your student's class is scheduled for the *Informed & In Charge* program to be presented this school year. Please indicate below whether or not you give permission for your child to attend the program at school. If the form is not returned to school by \_\_\_\_\_, then your child will be automatically opted-in for the program. Please sign and return this portion to your child's teacher.

My child \_\_\_\_\_

\_\_\_\_\_ will be permitted to participate in the *Informed & In Charge* program.

\_\_\_\_\_ will NOT be permitted to participate in the *Informed & In Charge* program.

Parent/Guardian Signature \_\_\_\_\_