



## High School Healthy Relationships 2011-2012

4REAL is a federally funded, medically-based, age-appropriate healthy relationship series designed for high school sophomores, and provided at no cost by the Multnomah County Health Department.

The curriculum is locally adapted from 3 evidence-based curricula: "Connections: Relationships and Marriage", "Connections: Dating and Emotions", and "Love U2" (teen version of PREP—Prevention and Relationship Enhancement Program). These curricula decrease relationship violence, improve communication with parents, increase family cohesion and self-esteem.

4REAL uses trained relationship and sexuality educators to engage students in deep personal reflection to promote healthy relationships in their lives. The educators use Popular Education techniques that incorporate shared dialog and movement in the classroom.

Students receive a 4REAL student packet. In it, they are asked to explore: "Who am I? What do I want? and What's important to me?" Also included in the packet are youth friendly resources as well as resources for supportive adults.

### **Some Classroom Activities:**

- **Agree/Disagree Activity:** A statement is made and students decide if they agree or disagree with the statement and support their opinion.
- **Gallery Activity:** Posters are hung around the room with specific headings; students circulate and write their thoughts on the posters.
- **Skills Building:** Coping strategies, abuse prevention and fair fighting techniques to strengthen relationships.
- **Chance vs Choice Activity:** Students use dice and a fictional character to explore possible benefits and consequences of sexual decisions.





- Budgeting Challenge: students allocate a monthly income toward expenses, and explore their expectations for finances in a relationship.

HIGH SCHOOL HEALTHY RELATIONSHIP TOPICS:

<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Exploring relationship types: w/family, at school, at work, w/dating partner, etc.</li> <li>• Verbal and non-verbal</li> <li>• Online social networks, texting</li> <li>• Personal assessment, what's my communication style?</li> <li>• How can I improve?</li> <li>• Relationship appreciation</li> </ul>	<p><b>Conflict Resolution</b></p> <ul style="list-style-type: none"> <li>• Personal assessment</li> <li>• Skill building, <b>WWF</b>:             <ul style="list-style-type: none"> <li>○ What happened?</li> <li>○ When did it happen?</li> <li>○ My Feelings about what happened.</li> </ul> </li> </ul>
<p><b>Abuse Prevention</b></p> <ul style="list-style-type: none"> <li>• Defining abuse and causes</li> <li>• How to help a friend</li> <li>• Bullying</li> <li>• Coping strategies for stress, anger, etc.</li> <li>• Fair fighting rules</li> </ul>	<p><b>Attitude toward commitment</b></p> <ul style="list-style-type: none"> <li>• Types of commitments</li> <li>• Dating</li> <li>• Commitment, why or why not?</li> <li>• Personal assessment of dating and commitment expectations</li> <li>• Relationship must haves and deal breakers</li> </ul>
<p><b>Budget/Finance</b></p> <ul style="list-style-type: none"> <li>• Needs vs. Wants</li> <li>• Monthly expense challenge</li> <li>• Scenarios</li> <li>• Love and Money Expectations</li> </ul>	<p><b>Sexual Involvement</b></p> <ul style="list-style-type: none"> <li>• Personal assessment of values and beliefs</li> <li>• Linking behaviors to values and beliefs</li> <li>• Scenarios</li> <li>• Future orientation: meeting the love of your life</li> <li>• Risk reduction methods for pregnancy and STDs</li> </ul>

## 4REAL High School Relationship Series

The Oregon Department of Education requires high schools to cover certain bench-marked topics to meet state teaching standards. The 4REAL Program’s healthy relationship instruction is designed to complement health teachers’ lessons, and covers 38 of the 40 most essential health skills and concepts listed below, aligned to the Oregon Health Education Standards (4REAL topics are in **bold**).  
[www.ode.state.or.us/teachlearn/subjects/health/standards/cimcontstan.rtf](http://www.ode.state.or.us/teachlearn/subjects/health/standards/cimcontstan.rtf)

### PREVENTION AND CONTROL OF DISEASE

Prevention and control of disease concepts	Accessing Information	Self Management	Analyzing Influences	Interpersonal Communication	Goal Setting	Decision Making	Advocacy
Explain the chain of infection.							
Identify screenings... and medical examinations, including pap smear, HPV,STD, HIV and Hepatitis B and C testing necessary to maintain reproductive health.							Advocate to others the importance of screenings and medical examinations to maintain reproductive health.
Explain how public health policies and government regulations influence health promotion and disease prevention.			Analyze public health policies and regulations influence health promotion and disease prevention.				

\*Related OAR: 581-022-1210 District Curriculum and instruction in the area of infectious diseases, including AIDS/HIV and Hepatitis B.

### PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Promotion of mental, social and emotional health concepts	Accessing Information	Self Management	Analyzing Influences	Interpersonal Communication	Goal Setting	Decision Making	Advocacy
Explain how to build and maintain healthy family and peer relationships.	Identify resources at home, school, and in the community for managing family and relationship problems.		Analyze how personal, family, and cultural values influence behaviors.				
Recognize diversity among relationships including disability, gender, race, sexuality, and body size.							Advocate respect for diversity.

## PROMOTION OF SEXUAL HEALTH

Promotion of sexual health concepts	Accessing Information	Self Management	Analyzing Influences	Interpersonal Communication	Goal Setting	Decision Making	Advocacy
Explain how conception occurs, the stages of pregnancy, and responsibility of parenting.	Demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy.						
Explain why abstinence is the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C and pregnancy.				Effectively communicate the decisions and behaviors of family, peers and others that promote healthy sexual behaviors.		Use the decision making process to make healthy choices around sexual health.	
Describe contraceptive methods, disease reduction measures, proper use, and their effectiveness.	Compare the effectiveness for a variety of contraceptives, including abstinence and disease reduction.				Develop short and long-term goals that will maintain sexual health and avoid unintended pregnancy and STDs.		
Identify possible short and long-term consequences of sexual activity, including increased risk with multiple partners.			Describe the relationship between peer pressure, media influences and sexual decision-making.				Advocate for using sexual protection if having sex.
Describe gender roles and sexual orientation within healthy sexuality.				Demonstrate effective communication skills within healthy dating relationships.			
Describe the impact of alcohol and other drug use on sexual decision-making.			Describe how alcohol and other drugs can affect decision-making and influence sexual risk taking.				

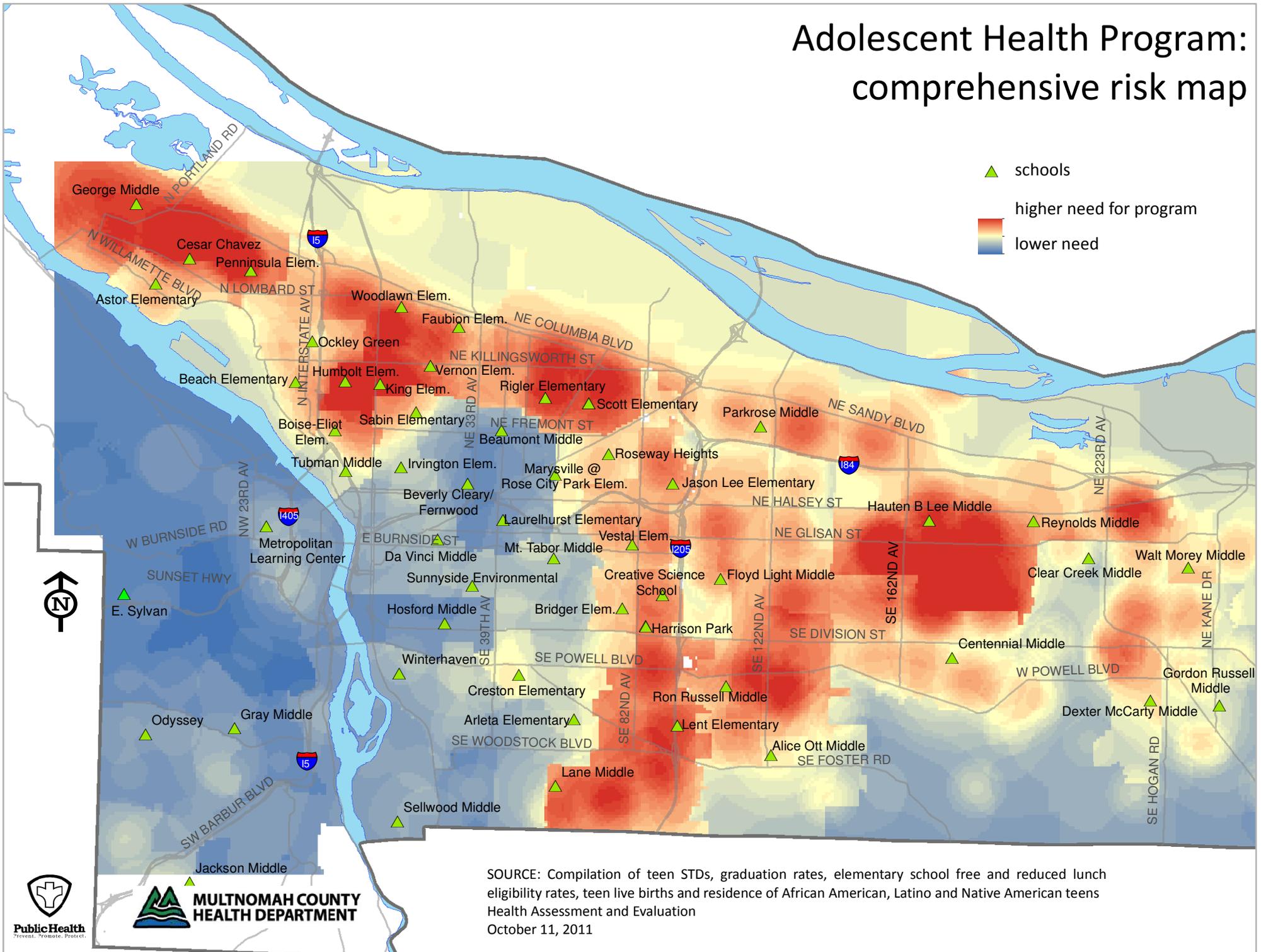
**\*RELATED ORS: ORS 336.455 Human sexuality education courses.**

**RELATED OAR: 581-022-1210 District Curriculum and instruction in the area of infectious diseases, including AIDS/HIV and Hepatitis B.**

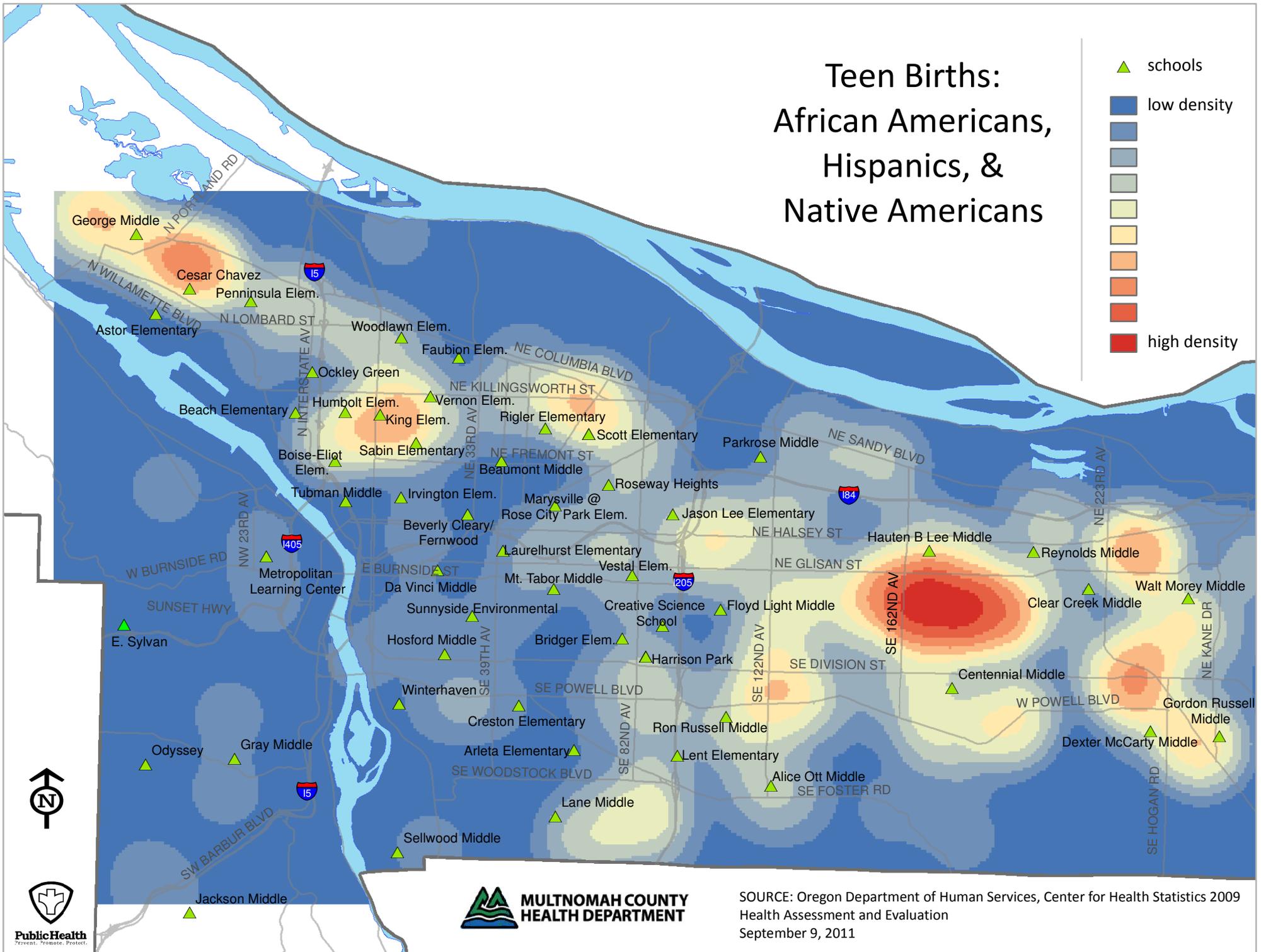
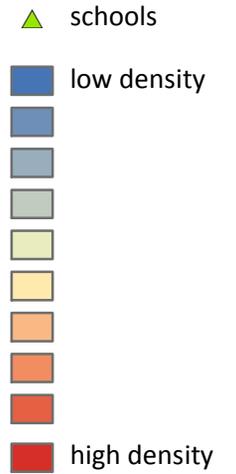
# VIOLENCE AND SUICIDE PREVENTION

Violence and suicide prevention concepts	Accessing Information	Self Management	Analyzing Influences	Interpersonal Communication	Goal Setting	Decision Making	Advocacy
Explain pro-social behaviors and explain how they may prevent violence (e.g., helping others, being respectful of others, cooperation, consideration).		Demonstrate the ability to take the perspective of others in a conflict situation.		Demonstrate pro-social communication skills.			
Examine how violence, aggression, bullying and harassment affect health and safety.							Design an advocacy campaign for preventing violence, aggression, bullying and harassment.
Explain the role problem solving, anger management and impulse control have on preventing violence.				Demonstrate the steps healthy communication in problem solving, anger management and impulse control.			
Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.	Describe how, where and when to report dangerous situations (e.g., sexual assault, racial harassment, dating violence, sexual harassment, family violence, child abuse and suicide).						
Explain the relationship between alcohol and other drug use on violence, including suicide and sexual assault.		Describe how alcohol, and other drug use can affect decision-making and influence violence.					
Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes.							Advocate for the promotion of respect and empathy for individual differences.
Identify that media contains violent messages.				Differentiate between pro-social and anti-social words and actions in the media.			

# Adolescent Health Program: comprehensive risk map

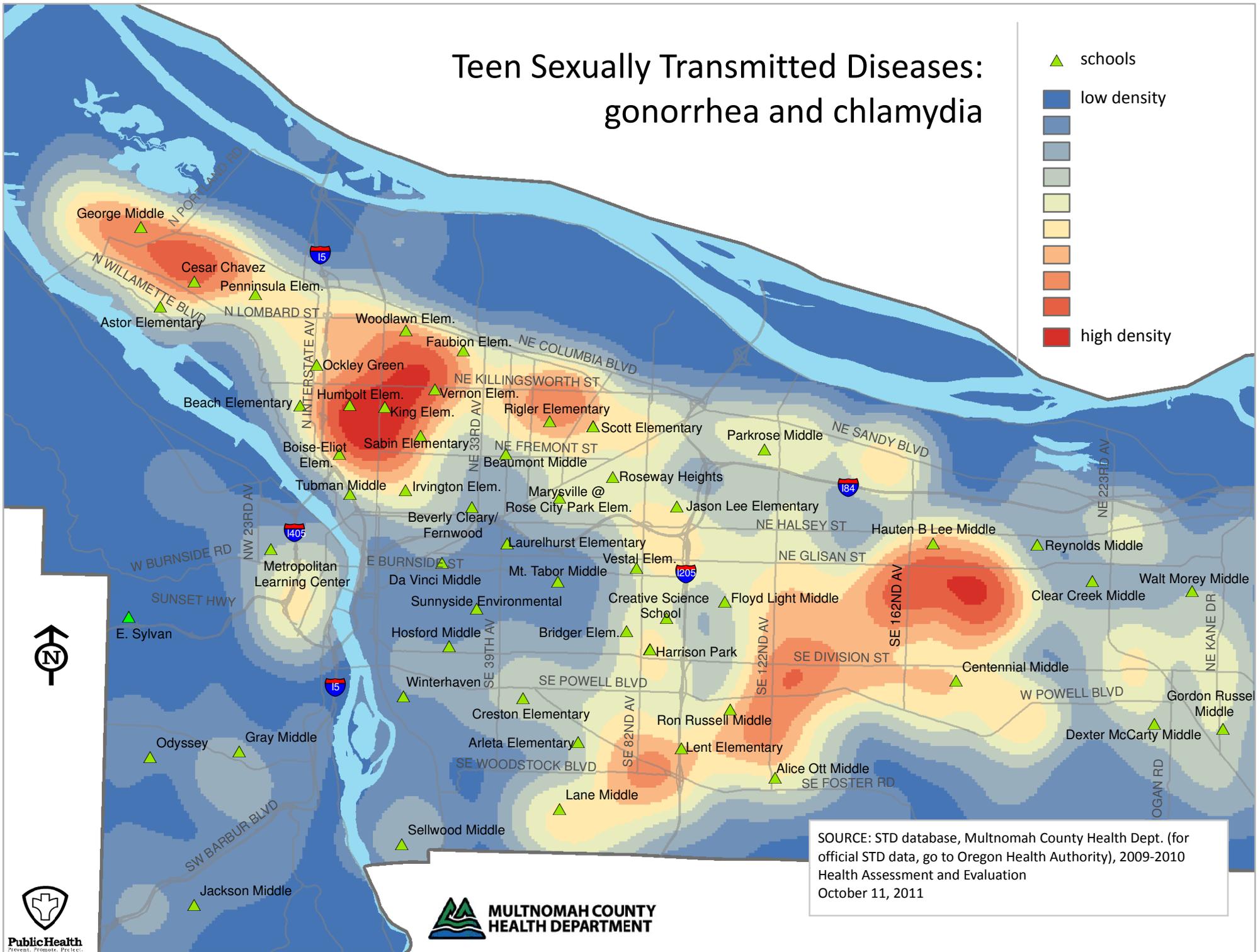


# Teen Births: African Americans, Hispanics, & Native Americans



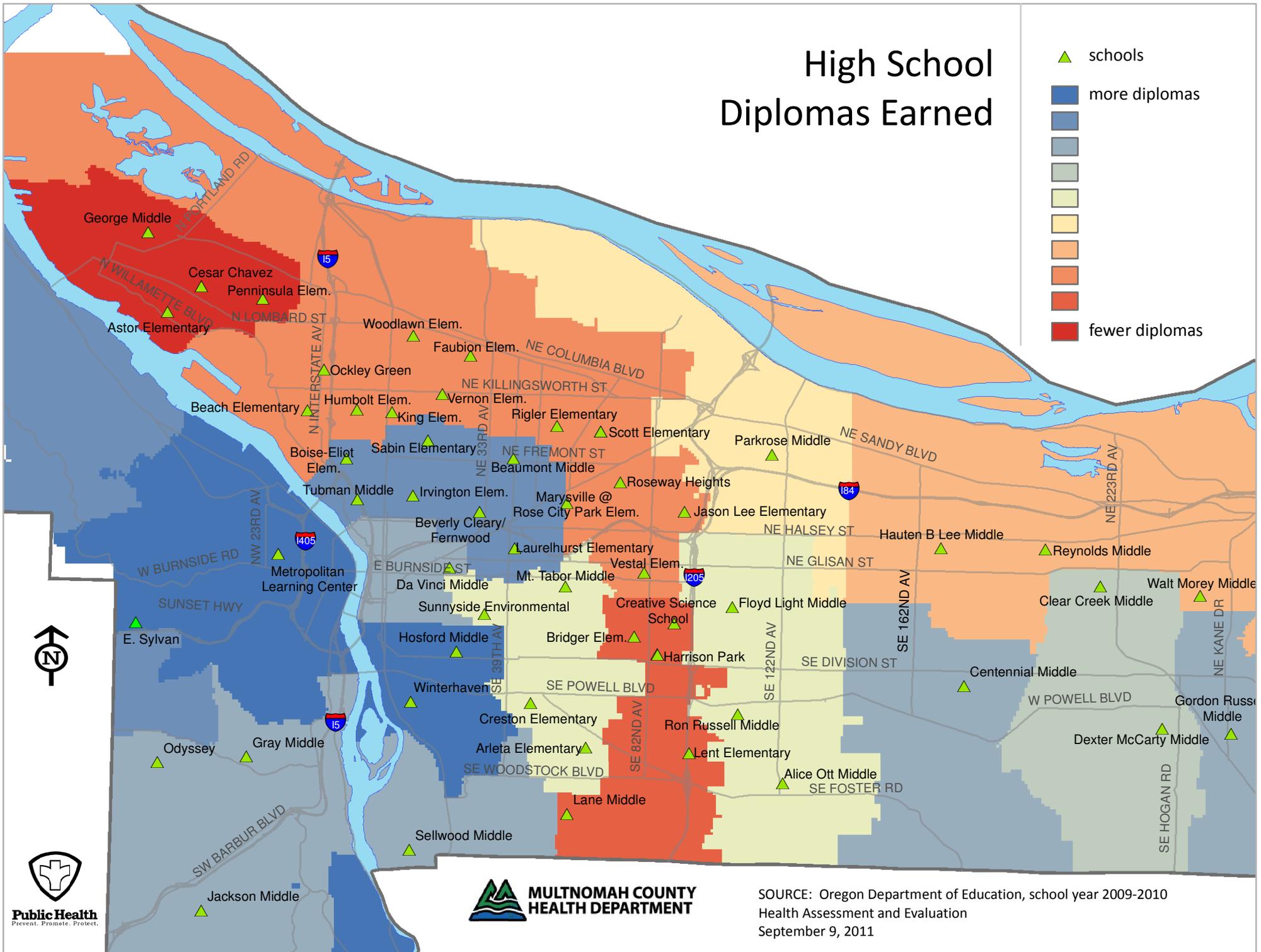
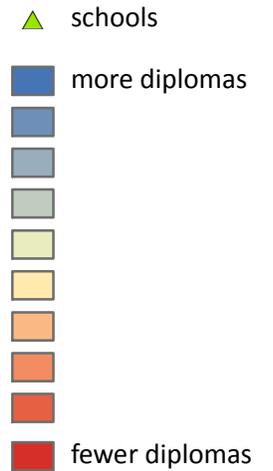


# Teen Sexually Transmitted Diseases: gonorrhea and chlamydia



SOURCE: STD database, Multnomah County Health Dept. (for official STD data, go to Oregon Health Authority), 2009-2010 Health Assessment and Evaluation October 11, 2011

# High School Diplomas Earned



SOURCE: Oregon Department of Education, school year 2009-2010  
 Health Assessment and Evaluation  
 September 9, 2011

