



NJ4S MORRIS-SUSSEX PROGRAM CATALOG

2026-2027

TABLE OF CONTENTS

Family Well-being

Girls Circle: My Family, My Self	3
Teen Speak for Parents & Caregivers	3

Healthy Relationships & Sexual Health

Be Proud! Be Responsible!	3
Girls Circle: Mind, Body, Spirit	3
Girls Circle: Paths to the Future	3
Safe Dates	3
Unity Circle: Sex in the Digital Age	3
Unity Circle: Voice & Choice	3

Mental Health & Mental Wellness

Girls Circle: Wise & Well	3
It's Real	3
Routes to Resilience *Grief	3
Teen Mental Health First Aid (tMHFA)	3
The POWER Program	3
Unity Circle: All Together Rising	3
Unity Circle: Calm & Connected	3
Youth Mental Health First Aid (YMHA)	4

Peer Relationships

Boy's Council: Standing Together	3
Girls Circle: Friendship	3
Girls Circle: Honoring Our Diversity	3
Girls Circle: Relationships with Peers	3
Teen Connection Project (TCP)	3
Teen Outreach Program (TOP)	3
Unity Circle: Mitigating Gender & Racial Bias	4

Self-Development & Confidence

Boys Council: Brothers as Allies	3
Boy's Council: Growing Healthy, Growing Strong	3
Boy's Council: Journey of the Great Warrior	3
Boy's Council: Living a Legacy	3
Boy's Council: Men of Honor	3
Girls Circle: Being a Girl	3
Girls Circle: Body Image	3
Girls Circle: Expressing My Individuality	3
Girls Circle: Who I Am	3
Unity Circle: Pride	26

Social Media

Common Sense Media: Digital Literacy & Well-Being	3
Girls Circle: Empowerment & Identity on Social Media	33

Substance Use

7 Habits of Highly Effective Teens.....	31
Botvin LifeSkills Training Program	3
Teen Spark Program.....	32
We're Not Buying It (WNBI 2.0).....	31

Suicide Prevention

More than Sad : Parents.....	30
More than Sad : Teachers.....	30
QPR (Question, Persuade, and Refer).....	28
Signs of Suicide (SOS).....	28
Talk Saves Lives.....	29

SELECTING PREVENTION PROGRAMS USING STUDENT STRENGTHS & NEEDS DATA

Aligning Prevention Programming with Student Needs

The NJ4S Morris & Sussex Tier 2 Program Catalog is designed to help you identify evidence-based prevention programs that align with the unique strengths and needs of your students. Whether you use social-emotional learning (SEL) assessments, school climate surveys, universal screeners, behavioral data, attendance trends, needs assessments, or other district data sources, selecting prevention programming based on identified student needs helps ensure that your supports are intentional, targeted, and meaningful.

Many schools use tools that measure students' social, emotional, and behavioral competencies—such as the Devereux Student Strengths Assessment (DESSA) or other SEL assessment frameworks—to better understand areas of strength and opportunities for growth. While the specific assessment tools may vary, they often measure similar competencies that are essential for students' success in school, relationships, and overall well-being.

To support your data-informed decision making, each program in this catalog has been aligned to eight core student competencies commonly found across social-emotional learning and youth development frameworks. These competency ratings are designed to help you identify the programs that best match your students' needs and support your prevention planning within your Multi-Tiered System of Supports (MTSS), Comprehensive School Counseling Program, school climate initiatives, and other student support efforts.

Competency Rating Scale

Rating	Description
3 – Primary Focus	Developing this competency is a central objective of the curriculum and is intentionally reinforced throughout the program.
2 – Significant Emphasis	The competency is intentionally developed through multiple lessons or activities but is not the primary focus of the curriculum.
1 – Supporting Skill	The competency is introduced or reinforced as a complementary outcome within the program.

Student Competencies

Decision Making

Making responsible choices, solving problems, using sound judgment, and accepting responsibility for actions.

Goal-Directed Behavior

Demonstrating persistence, initiative, motivation, and working toward personal goals.

Optimistic Thinking

Maintaining confidence, resilience, hope, and a positive outlook toward the future.

Personal Responsibility

Demonstrating accountability, leadership, reliability, and contributing positively to groups and communities.

Relationship Skills

Building healthy relationships through communication, empathy, cooperation, and respect.

Self-Awareness

Understanding one's emotions, strengths, values, and areas for personal growth.

Self-Management

Managing emotions, behaviors, attention, and coping effectively during challenges.

Social Awareness

Demonstrating empathy, perspective-taking, inclusion, cooperation, and respect for others.

How to Use This Catalog

As you explore this catalog, use the competency ratings to identify programs that intentionally strengthen the skills your students need most. These competency alignments provide a practical way to connect your data with evidence-based programming. Because many programs strengthen multiple competencies simultaneously, we encourage you to consider both the primary and significant areas of emphasis when selecting programming. This flexible approach allows you to choose interventions that align with your school's priorities, complement your existing initiatives, and support positive academic, social, and emotional outcomes for all students.

SELECTING PREVENTION PROGRAMS USING STUDENT STRENGTHS & NEEDS DATA

Aligning Prevention Programming with Student Needs

The NJ4S Morris & Sussex Tier 2 Program Catalog is designed to help you identify evidence-based prevention programs that align with the unique strengths and needs of your students. Whether you use social-emotional learning (SEL) assessments, school climate surveys, universal screeners, behavioral data, attendance trends, needs assessments, or other district data sources, selecting prevention programming based on identified student needs helps ensure that your supports are intentional, targeted, and meaningful.

FAMILY WELL-BEING



Girls Circle – My Family, My Self

Summary: "My Family, My Self" is a youth empowerment program for individuals who identify as females, focused on personal growth, cultural identity, and emotional wellness. This program supports girls in understanding themselves and their families while building life skills for a healthy future.

Target Audience: Students in grades 6-12, or ages 12–18

Number of Students: Minimum 6 students, maximum 10 students

Duration: 10 sessions

Session breakdown:

1. *Introducing My Story*

- a. Girls will get to know each other by discussing their stories of who they are and how they came to be in the group.

2. *Where I Come From*

- a. Girls will participate in activities that invite them to explore who they consider to be their family and/or support system, their ancestral heritage and culture, and how these factors have shaped who they are today and who they want to become.

3. *Cultural Values & Who I Am*

- a. Girls will have the opportunity to share food or a personal item that represents their family culture, followed by an activity that allows the girls to gain a more in-depth look at how family influences them.

4. *Coping with Stress*

- a. Girls will explore coping strategies that they use when under stress as well as coping styles used in their families. They will strategize and discuss ways to cope with stress in healthy ways.

5. *Setting Boundaries & Staying Safe*

- a. Girls will examine domestic violence and personal boundaries within their own families and begin to explore how this impacts their relationships inside and outside of the home.

6. *Substance Abuse & Family Roles*

- a. Girls will examine the impact of drugs and alcohol on the family and explore their role, roles of their family members, and how this shapes their identity. Girls will learn about the development of the teen brain and the effects of alcohol on their mental and physical health.

7. *Goals for the Future*

- a. Girls will identify their goals and examine how these goals may be similar and/or different to what their family expects for them. They will create steps toward reaching their goals and explore what support they have to help them succeed.

8. *Celebrating Our Journey*

- a. Girls will reflect on experiences and themes during their journey in the Circle and consider the skills, insights, and knowledge they have gained.

FAMILY WELL-BEING



Teen Speak for Parents/Caregivers

Summary: Teen Speak teaches the skills necessary to open the line of communication between parents/caregivers and their adolescents, focusing on topics such as sex, mental health, and substance use, so that the family can best create a healthy, loving environment that fosters growth. Application of these skills allows for a growing adolescent to make safer, more informed decisions as they continue into adulthood. Teen Speak provides how to get difficult conversations started, using real-world examples of teen-adult interactions, motivational interviewing (MI), and “how to” tips to get started. Those who complete at least 75% of the workshop will receive an official certificate of completion.

Target Audience: Parents/caregivers of teenagers or tweens

Number of Participants: Minimum 10 participants, maximum 25 participants

Duration: 3-4 hours of pre-work and 4 hours of in-person workshop; workshop can be broken up into four 1-hour sessions, two 2-hour sessions, or one 4-hour session

Proposed Outcomes:

- **For Parents:**
 - Improved understanding of adolescent behavior to increase empathy and patience when interacting with teens
 - Improved communication with teens by learning strategies to talk with and not at their child
 - Introduction of motivational interviewing (MI) skills to mediate resistance from teens
- **For Teens of Attending Parents:**
 - Decreased drug use
 - Delayed initiation of sex
 - Fewer suicide attempts in teens
 - Decreased risky behavior
 - Improved self-efficacy

HEALTHY RELATIONSHIPS & SEXUAL HEALTH



Be Proud! Be Responsible!

Summary: Be Proud! Be Responsible! is designed to give adolescents the tools they need to reduce their risk of HIV, the virus that causes AIDS. The goal is to increase knowledge and perception of personal vulnerability, develop positive attitudes toward safer sex, and builds the skills and confidence needed to abstain successfully, or to use safer sex practices willingly and effectively if they choose to be sexually active.

Target Audience: Students in grades 9-12, or ages 14-18

Number of Participants: Ideally 6 to 12 participants

Duration: Six 50-minute sessions

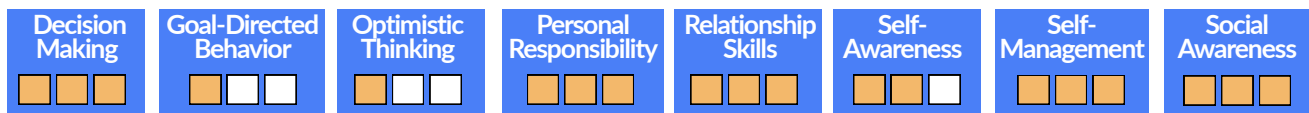
Proposed Outcomes: To help young people adopt behaviors that reduce their risks and increase their understanding of the following key issues:

- Information essential to understanding the issues surrounding HIV infection and AIDS.
- The perception of invulnerability to HIV infection.
- Attitudes and beliefs that facilitate participating in HIV risk-associated behaviors.
- Cognitive skills to analyze the behaviors or situations that put people at risk.
- Negotiation/refusal skills needed to reduce the risk for HIV infection.
- Technical skills to use condoms correctly.
- A sense of self-efficacy, or the belief that one can engage in the desired behaviors.
- The sense of pride and responsibility in acquiring and demonstrating HIV-preventative behaviors.

HEALTHY RELATIONSHIPS & SEXUAL HEALTH



Be Proud! Be Responsible!



Summary: Be Proud! Be Responsible! is designed to give adolescents the tools they need to reduce their risk of HIV, the virus that causes AIDS. The goal is to increase knowledge and perception of personal vulnerability, develop positive attitudes toward safer sex, and builds the skills and confidence needed to abstain successfully, or to use safer sex practices willingly and effectively if they choose to be sexually active.

Target Audience: Students in grades 9-12, or ages 14-18

Number of Participants: Ideally 6 to 12 participants

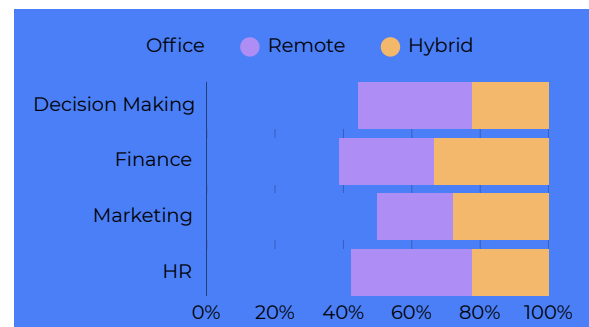
Duration: Six 50-minute sessions

Proposed Outcomes: To help young people adopt behaviors that reduce their risks and increase their understanding of the following key issues:

- Information essential to understanding the issues surrounding HIV infection and AIDS.
- The perception of invulnerability to HIV infection.
- Attitudes and beliefs that facilitate participating in HIV risk-associated behaviors.
- Cognitive skills to analyze the behaviors or situations that put people at risk.
- Negotiation/refusal skills needed to reduce the risk for HIV infection.
- Technical skills to use condoms correctly.
- A sense of self-efficacy, or the belief that one can engage in the desired behaviors.
- The sense of pride and responsibility in acquiring and demonstrating HIV-preventative behaviors.

Psychiatry

Outpatient Counseling



HEALTHY RELATIONSHIPS & SEXUAL HEALTH



Be Proud! Be Responsible!

COMPETENCY RATING SCALE



Emerging
Minimal Awareness



Developing
Basic Understanding



Proficient
Moderate Ability



Advanced
Strong Application



Exemplary
Leading & Inspiring



Summary: *Be Proud! Be Responsible!* is designed to give adolescents the tools they need to make safer and healthier life choices that assure them AIDS. The goal is to increase knowledge and perception of personal relativities, deepen positive attitude and skills and self-confidence needed to reduce susceptibility to and adverse [reactions related to](#) sexually coercive behavior if they choose to be sexually active.

Target Audience: Students in grades 7–12, or ages 10–18

Number of Participants: Ideally 8 to 27 participants

Duration: 10–30-minute overview

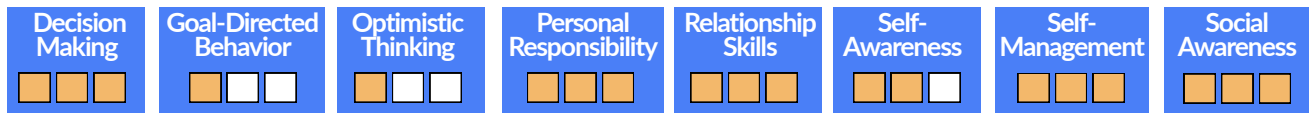
Proposed Outcomes: To help young people adopt behaviors that reduce their risks and increase their understanding of the following key themes.

- Information essential to understanding the human vulnerability to HIV infection and AIDS.
- The prevention of involuntary and early pregnancy.
- Attitudes and beliefs that facilitate problem-solving in HIV risk-sexual risk behaviors.
- Cognitive skills to analyze the behaviors and actions that put people at risk.
- Rejection of values which intend to reduce life risk for HIV infection.
- Technical skills to use condoms correctly.
- A sense of self-efficacy, or the belief that one can engage in the desired behaviors.
- The sense of pride and responsibility in adopting and demonstrating HIV-preventative behaviors.

HEALTHY RELATIONSHIPS & SEXUAL HEALTH



Be Proud! Be Responsible!



Summary: Be Proud! Be Responsible! is designed to give adolescents the tools they need to reduce their risk of HIV, the virus that causes AIDS. The goal is to increase knowledge and perception of personal vulnerability, develop positive attitudes toward safer sex, and builds the skills and confidence needed to abstain successfully, or to use safer sex practices willingly and effectively if they choose to be sexually active.

Target Audience: Students in grades 9-12, or ages 14-18

Number of Participants: Ideally 6 to 12 participants

Duration: Six 50-minute sessions

Proposed Outcomes: To help young people adopt behaviors that reduce their risks and increase their understanding of the following key issues:

- Information essential to understanding the issues surrounding HIV infection and AIDS.
- The perception of invulnerability to HIV infection.
- Attitudes and beliefs that facilitate participating in HIV risk-associated behaviors.
- Cognitive skills to analyze the behaviors or situations that put people at risk.
- Negotiation/refusal skills needed to reduce the risk for HIV infection.
- Technical skills to use condoms correctly.
- A sense of self-efficacy, or the belief that one can engage in the desired behaviors.
- The sense of pride and responsibility in acquiring and demonstrating HIV-preventative behaviors.

HEALTHY RELATIONSHIPS & SEXUAL HEALTH



Girls Circle – Mind, Body, Spirit

Summary: "Mind, Body, Spirit" is a holistic wellness program for individuals who identify as females that integrates emotional, physical, and spiritual health. The participants will focus on self-awareness, healthy choices, and personal empowerment.

Target Audience: Students in grades 6-10, or ages 12–16

Number of Participants: Minimum 6 students, maximum 10 students

Duration: 12 sessions

Session breakdown:

1. ***Inner Champion / Inner Critic***
 - a. The girls will be introduced to self-affirmations, which is a theme that will be carried throughout the twelve sessions.
2. ***Alcohol, Drugs and the Mind/Body/Spirit Balance (Part 1)***
 - a. The girls will discuss alcohol/drug/nicotine use and how deciding to use substances can affect the "balance" in their lives. Popular media images will be analyzed in order to help the girls tell the difference between fact and fiction in advertisement.
3. ***Alcohol, Drugs and the Mind/Body/Spirit Balance (Part 2)***
 - a. The girls continue with topics from the last session. By practicing the use of refusal skills, girls will develop the language and confidence they need to manage pressure from peers to use substances.
4. ***Alcohol, Drugs and the Mind/Body/Spirit Balance (Part 3)***
 - a. Girls will analyze popular films and identify the difference between fact and fiction in film, as it relates to the depiction of substance use.
5. ***Understanding Sex, Love and the Mind/Body/Spirit Balance (Part 1)***
 - a. The girls will be introduced to the topic of sexuality and relationships by exploring the difference between infatuation, sexual desire, and love. The activities will help girls understand the difference between sex and love and begin to explore their own values in terms of their sexual choices.
6. ***Understanding Sex, Love and the Mind/Body/Spirit Balance (Part 2)***
 - a. The girls will continue exploring the difference between infatuation, sexual desire, and love by listening to and analyzing popular music.
7. ***Understanding Sex, Love and the Mind/Body/Spirit Balance (Part 3)***
 - a. The girls will continue with the topic of sexuality and relationships by exploring the ingredients of a good "love" relationship.
8. ***Understanding Sex, Love and the Mind/Body/Spirit Balance (Part 4)***
 - a. This session is designed to help girls understand their desires and to empower them to become strong agents for their sexuality and sexual decisions.
9. ***Understanding the Alcohol, Drugs, & Sex Connection***
 - a. Girls will be given accurate statistics about peer behavior and will develop and practice skills for handling difficult peer pressure situations, specifically as it relates to sex.
10. ***Mind / Body / Spirit Harmony***
 - a. The girls will be guided through a meditation exercise that focuses on "breath-work" as a key component to re-connecting to their "inner selves" at any time. Girls will learn the value of breathing and relaxing their bodies as a way of staying connected to themselves.
11. ***Affirming My Whole Self***
 - a. Each girl will have the opportunity to review the work of the previous ten sessions and create a Life Affirmation Poster incorporating all the self-affirmations she has written.
12. ***Celebrating My Whole Self***
 - a. This session gives the girls an opportunity to affirm each other and themselves.

HEALTHY RELATIONSHIPS & SEXUAL HEALTH



Girls Circle – Paths to the Future

Summary: "Paths to the Future" is a comprehensive program for individuals who identify as females that supports personal growth, healthy relationships, and life skills development. The program covers a wide range of topics that empower young women to make informed choices and build resilience.

Target Audience: Students in grades 6-12, or ages 12–18

Number of Participants: Minimum 6 students, maximum 10 students

Duration: 12 sessions

Session breakdown:

1. Friendships & Bonding
 - a. Through a group activity, girls will learn about the importance of building friendships, trust, and support within the context of a Girls Circle.
2. Communication Skills & Dealing with Authority Figures
 - a. Through discussion and role-playing, girls will begin to explore how to communicate effectively and relate to others. They will learn the differences between assertive, passive, and aggressive communication styles.
3. Mother/Daughter Relationships
 - a. Through collage-making and discussion, girls will explore their relationships with their mothers (or the mother figures in their lives), share feelings, and identify ways to take care of themselves.
4. Being the "Queen" of Your Own Body
 - a. Through writing, discussion, and role-playing, girls will explore the decisions they make in regard to their sexuality.
5. Dating Violence / Abusive Relationships
 - a. Using the Power and Control Wheel, girls will identify different ways that partner abuse happens, how it impacts girls, and ways to be safer in intimate or dating relationships.
6. HIV Prevention: Staying Safe, Staying HIV-Free
 - a. Girls will discuss their knowledge about HIV, identify ways teen girls contract HIV, and learn how quickly HIV and other STDs can spread and how they can be prevented.
7. Teen Drug Use & Abuse
 - a. While viewing significant events in teens' lives, including their first use of alcohol, tobacco, and drugs, girls will consider influences and outcomes of past decisions. They will consider opportunities and motivations for new choices.
8. Body Image
 - a. By discussion and critiquing media images, girls will examine the meaning of a healthy body image.
9. Stress & Stress Management
 - a. Through role-play, progressive muscle relaxation, and discussion, girls will identify and explore the stresses in their lives. They will experience and brainstorm techniques for coping with stress.
10. Goal Setting (Part 1)
 - a. Through discussion and a drawing exercise, girls will define the value of goals, identify obstacles and supports for achieving goals, and choose goals that are important to them.
11. Goal Setting (Part 2)
 - a. By sharing ideas, mapping out steps to achieve goals, and making a list of those who can help along the way, girls will explore step-by-step strategies for achieving their goals.
12. Wrap Up & Closure / Appreciation Ceremony
 - a. As they reflect on the past eleven sessions, girls will create treasure mementos, have an appreciation ceremony, and complete their Girls Circle experience in a fun, thoughtful way.

HEALTHY RELATIONSHIPS & SEXUAL HEALTH



Safe Dates

Summary: Safe Dates is a dating violence prevention program that provides middle and high school students of all identities with the skills to prevent dating violence by changing dating violence norms and gender stereotyping, improving conflict-management skills, help-seeking behavior, and other cognitive factors associated with help-seeking. The program focuses on topics such as defining caring relationships, defining dating abuse, why people abuse, helping friends, overcoming gender stereotypes, equal power through communication, how we feel/how we deal, and preventing sexual assault.

Target Audience: Students in grades 6-12, or ages 11-18

Number of Participants: Minimum 5 students, maximum 20 students

Duration: 45-50-minute sessions, can be implemented as follows:

- Ten 45-50-minute sessions
- Six 45-50-minute sessions
- Four 45-50-minute sessions

Proposed Outcomes:

- Increased awareness of healthy vs. unhealthy dating behaviors.
- Improved attitudes rejecting dating violence and gender stereotyping.
- Enhanced conflict-management and communication skills.
- Increased knowledge of available resources for victims and perpetrators.
- Greater willingness to seek help for oneself or others experiencing dating violence.
- Reduction in psychological, physical, and sexual dating violence perpetration and victimization.

HEALTHY RELATIONSHIPS & SEXUAL HEALTH



Unity Circle - Sex in the Digital Age: Talking with Teens About Pornography and Sexting

Summary: "Unity Circle: Sex in the Digital Age: Talking with Teens About Pornography and Sexting " is an educational program that addresses healthy sexuality, consent, and communication in the context of modern digital culture. The sessions focus on empowering youth to make informed, respectful choices about their bodies and relationships.

Target Audience: Students in grades 6-12, or ages 11-18

Number of Participants: Minimum 6 students, maximum 10 students

Duration: 6 sessions

Session breakdown:

1. Sex in the Digital Age
 - a. This session will focus on defining Technology-Mediated Sexual Interaction (TMSI) and will explore the topic through videos, discussion, and activities.
2. Whose Body is it Anyway?!
 - a. Youth will learn about sexting and sexting laws and examine social norms around sexual behaviors. They will consider expectations based on sexual orientation, gender identity, and intersectional identities.
3. Consent Must Be Invited to the Party!
 - a. Youth will consider their thoughts about when to engage in sexual activity and things to talk about prior to engaging in sexual activity. They will learn about consent by exploring multimedia examples.
4. Reel Vs. Real
 - a. Youth will examine facts and myths about pornography and explore how pornography might affect intimacy and authentic relationships. By participating in a values activity, youth will determine relationship values most important to them.
5. Self-Advocacy is Safe & Sexy - Communicating About What We Want
 - a. The group will explore key aspects of healthy communication and practice communication skills in skits. They will learn skills to communicate what they like, don't like, or need in regard to sexual behavior and activity.
6. Sharing Your Super Sexy Brain
 - a. The final session in this series will culminate in bringing the youth together to create a commercial or PSA to help educate their peers on the topic.

HEALTHY RELATIONSHIPS & SEXUAL HEALTH



Unity Circle - Voice & Choice

Summary: "Voice & Choice: Embracing Boundaries and Consent" is a strengths-based curriculum that empowers young people to understand boundaries, consent, and healthy relationships through a nonjudgmental and youth-centered approach. Through interactive discussions, activities, and self-reflection, participants develop the knowledge and skills needed to advocate for themselves, communicate their needs effectively, and make informed decisions about relationships and personal well-being.

The curriculum creates a safe space for youth to explore topics related to relationships, personal rights, consent, communication, and healthy decision-making while building confidence, self-awareness, and respect for themselves and others.

Target Audience: Students in grades 6–12 (ages 11–18)

Number of Participants: 6–10 students

Duration: 10 sessions

Session breakdown:

1. Healthy Relationships - Explore friendships and romantic relationships, challenge stereotypes, and identify characteristics of healthy relationships.
2. Youth Rights - Define personal rights and boundaries, practice self-expression, and develop a Youth Rights and Boundaries Charter.
3. Setting Boundaries & Staying Safe - Examine personal boundaries and family influences while practicing healthy communication and self-advocacy skills.
4. Respect the Yes and No! Period. - Explore consent, coercion, and personal boundaries in romantic relationships.
5. Green Lights, Red Flags: Navigating Consent in Relationships - Identify healthy and unhealthy behaviors and distinguish between consent and coercion.
6. Consent Must Be Invited to the Party! - Discuss healthy communication and considerations surrounding relationships, intimacy, and consent.
7. Forming Healthy and Safer Sexual Practices - Explore beliefs about sex, gender roles, and risk behaviors while challenging misconceptions and perceived norms.
8. Understanding Sex, Love, and the Mind/Body/Spirit Balance - Reflect on personal values and define individual beliefs and expectations related to relationships and sexuality.
9. Being the "Ruler" of Your Own Body - Practice using personal voice and authority to communicate boundaries and make informed decisions.
10. Understanding the Alcohol, Drugs, and Sex Connection - Learn about peer norms, the impact of substances on decision-making, and strategies for responding to difficult situations and peer pressure.

MENTAL HEALTH & MENTAL WELLNESS



Girls Circle – Wise & Well

Summary: "Wise & Well" is a wellness and empowerment program for individuals who identify as females that is focused on building safety, resilience, and healthy decision-making. The program addresses challenges related to substance use, mental health, and personal strength.

Target Audience: Students in grades 6-12, or ages 12-18

Number of Participants: Minimum 6 students, maximum 10 students

Duration: 8 sessions

Session breakdown:

1. Creating Safety in Circle & In Cyberspace
 - a. Girls will create group agreements and delve into the world of cyberspace together, exploring several true stories that depict positive and not-so-positive uses of social networking.
2. Agents of Change
 - a. In this session, topics will address the prevalence of social networking – texting, chatting online, playing games, and sending videos and photos – and how it occurs every day by the millions. Girls will identify options they can use as agents of change for good in the digital environment and create messages for younger children about staying safe on the internet and with cell phones.
3. Binge Drinking & Being in Charge
 - a. Girls will be introduced to the risks of binge drinking through a game that outlines the effects of alcohol on a girl's mental, physical, and emotional state. The activity concludes with the girls producing a new and different story that draws on their own unique decision-making power.
4. Coping through Hard Times
 - a. Girls will learn the significance of making it through past and present difficulties and explore the different ways that girls have learned to cope. They will identify and differentiate between healthy and unhealthy coping styles yet will honor all coping styles that girls have used to get by during difficult times.
5. Marijuana & What I Want (Part 1)
 - a. In this session, girls will explore marijuana use and its effects on their lives. Through a game and activity, girls will identify "facts" versus "myths" about marijuana's effects and create a "path" that will help them identify how to reach their goals over the next year.
6. Marijuana & What I Want (Part 2)
 - a. In this session, girls will re-visit their goals from last session and participate in a creative activity that will invite them to consider the relationship between marijuana use and their personal goals.
7. Girls & Mental Health
 - a. Girls will explore the definition of mental health, as well as cultural and personal beliefs on the topic. They will consider the common mental health needs of adolescent girls, as well as ways to ask for help if they or a friend may need mental health services.
8. Appreciations & Closing
 - a. Girls will reflect on past sessions, discussions, and activities and will visualize the strengths they have within them in relation to those topics. The session will end with a ceremony, during which girls can articulate their appreciations to the group and to each other.

MENTAL HEALTH & MENTAL WELLNESS



It's Real

Summary: Created by the American Foundation for Suicide Prevention (AFSP), the It's Real program raises awareness about mental health issues and suicide, how to start a conversation about mental health, the importance of self-care, and how to reach out for help.

Target Audience: Students in grades 6-12, or ages 11-18

Number of Participants: Minimum 5 students

Duration: One 45-minute session

Proposed Outcomes: Attendees will learn:

- What mental health is and how it's both similar to and different from, physical health.
- How to notice signs of someone needing help.
- Tips and strategies for having a caring conversation with someone they might be worried about.
- Methods of self-care for mind, body, soul, and surroundings.
- Examples of trustworthy resources.
- How reaching out to trusted adults can help teens manage their mental health.

MENTAL HEALTH & MENTAL WELLNESS



Routes to Resilience

Summary: Routes to Resilience is a prevention-based social and emotional learning program that helps support students to become more resilient in their lives, cope with stress, and make good decisions.

Target Audience: Students in grades 6-12, or ages 11-18

Number of Participants: Minimum 5 students, maximum 20 students

Duration: 5 sessions

Proposed Outcomes:

- Reduce student social isolation and withdrawal.
- Increase student self-help seeking and self-advocacy behaviors.
- Improve student coping and other adaptive behaviors.
- Enhance student empathy and connectedness among peers.

MENTAL HEALTH & MENTAL WELLNESS



teen Mental Health First Aid (tMHFA)

Summary: The teen Mental Health First Aid (tMHFA) course teaches common signs and symptoms of both mental health and substance use challenges in youth, as well as signs and symptoms of a mental health crisis, particularly suicide. Teens also learn the impact of violence and bullying on mental health, how to open the conversation about mental illnesses and substance use with friends, and most importantly, how to seek the help of a responsible and trusted adult. Those who complete the entire program will become officially certified as a teen Mental Health First Aider, a valuable skill to include on a resume.

Target Audience: Students in grades 9-12, or ages 14-18

Number of Participants: Minimum 5 students, maximum 30 students

Duration: Six 45-minute sessions OR three 90-minute sessions

Proposed Outcomes: Students will be able to:

- Recognize early warning signs that a friend is developing a mental health challenge.
- Recognize warning signs that a friend may be experiencing a mental health crisis.
- Describe how to talk to a friend about mental health and seek help.
- Explain when and how to get a responsible adult involved.
- Discuss where to find appropriate and helpful resources about mental health challenges and professional help.
- Apply the tMHFA 5-Step Action Plan to help a friend with a mental health challenge or crisis.

MENTAL HEALTH & MENTAL WELLNESS



The POWER Program

Summary: The POWER (Positive Outcomes With Emotional Regulation) Program is designed to promote emotion regulation skills for students with or at risk for developing mental or behavioral health needs. This transdiagnostic program, incorporates techniques that have been found to be effective across adolescents with different types of emotion-related mental and behavioral health disorders (e.g., anxiety, mood, trauma- and stressor-related, and conduct disorders). The POWER Program includes empirically supported techniques grounded in motivational interviewing, behavioral skills training, cognitive-behavioral therapy, and acceptance and commitment therapy.

Target Audience: Students in 7-12 grade, or ages 12-18

Number of Participants: Minimum 5 students, maximum 10 students

Duration: Seven 45-minute sessions

Proposed Outcomes:

- Increased emotional regulation and awareness by encouraging students to identify and accurately label a wide range of emotions in themselves and others.
- Improved coping and self-regulation skills through the practice and application of strategies to manage stress and strong emotions effectively.
- Stronger cognitive and behavioral responses in students by learning to pause, reflect, and choose healthier responses to challenging situations.

MENTAL HEALTH & MENTAL WELLNESS



Unity Circle - All Together Rising: Sessions for Youth in Adversity

Summary: "All Together Rising: Sessions for Youth in Adversity" is a strengths-based youth development curriculum designed to help young people understand and navigate personal and community challenges while building resilience, connection, and hope. Through discussion, reflection, and interactive activities, participants explore important topics that impact the well-being of youth and communities, including community violence, grief and loss, food and housing insecurity, human trafficking prevention, teen depression, and suicide prevention.

The curriculum creates a safe and supportive space where participants can increase awareness, develop coping skills, strengthen support networks, and learn practical strategies for promoting safety, healing, and positive change within themselves and their communities.

Target Audience: Students in grades 6–12 (ages 11–18)

Number of Participants: 6–10 students

Duration: 10 sessions

Session breakdown:

1. Community Violence & Youth – Part 1 - Explore different forms of community violence, its impacts on young people, and strategies for promoting safety and accessing support.
2. Community Violence & Youth – Part 2 - Reflect on the effects of community violence, identify support systems, and begin exploring pathways toward healing and resilience.
3. Dealing with Loss and Grief - Understand different types of loss, recognize that grief is a personal experience, and identify healthy ways to express and cope with grief.
4. Food Insecurity - Examine the causes and impacts of food insecurity and explore ways communities can improve access to healthy and affordable food.
5. Homelessness and Housing Insecurity - Learn about the causes and effects of housing instability and identify resources and ways to support individuals experiencing these challenges.
6. Labor Trafficking - Build awareness of labor trafficking, recognize risk factors and warning signs, and explore strategies for staying safe and seeking support.
7. Sex Trafficking - Understand how traffickers exploit vulnerabilities, identify warning signs, and learn healthy and safe ways to meet personal and emotional needs.
8. Teen Depression – Part 1 - Explore the signs and impacts of teen depression, identify resources for support, and practice strategies for promoting emotional well-being.
9. Teen Depression – Part 2 - Deepen understanding of teen depression through discussion, peer perspectives, and identification of supportive resources and coping strategies.
10. Teen Suicide Prevention - Learn to recognize warning signs of suicide, understand risk and protective factors, identify trusted resources, and explore ways to support oneself and others.

MENTAL HEALTH & MENTAL WELLNESS



Unity Circle - Calm & Connected: A Guide to Personalized Grounding and Mental Health

Summary: "Unity Circle: Calm & Connected: A Guide to Personalized Grounding and Mental Health" is a strengths-based curriculum designed to support youth mental health through self-discovery, creative expression, and personal growth. Through engaging activities, reflection, and peer connection, participants build self-awareness, strengthen emotional regulation skills, develop confidence, and learn practical strategies to support their overall well-being.

Grounded in Howard Gardner's Theory of Multiple Intelligences, the curriculum helps young people recognize their unique strengths and explore multiple pathways to understanding themselves and maintaining positive mental health.

Target Audience: Students in grades 6-12, or ages 11-18

Number of Participants: 6-10 students

Duration: 12 sessions

Session breakdown:

1. We Are All Unique: An Introduction to Mental Health - Explore the meaning of mental health, establish group agreements, and reflect on personal well-being.
2. We Are All Unique: An Introduction to Capacities - Discover individual strengths and capacities through the Theory of Multiple Intelligences.
3. Naming Your Story (Linguistic) - Build emotional language, connect with inner thoughts, and envision a positive future self.
4. Patterns of Thought (Logical-Mathematical) - Identify unhelpful thinking patterns and develop healthier ways of thinking.
5. Feel it in the Frequencies (Musical) - Explore the relationship between music, emotions, and self-regulation.
6. Moving Through Emotion (Bodily-Kinesthetic) - Understand how emotions are experienced physically and practice movement-based coping strategies.
7. Seeing the Inner World (Visual-Spatial) - Use art and imagery to express emotions and increase self-awareness.
8. Relationships & Empathy (Interpersonal) - Strengthen communication skills, build empathy, and recognize the importance of healthy relationships.
9. Knowing Yourself (Intrapersonal) - Reflect on identity, values, strengths, and personal coping strategies.
10. Mental Health in Nature (Naturalistic) - Engage in mindfulness and reflection activities that foster connection with nature and self.
11. Integration: Your Personal Wellness Recipe - Create a personalized wellness plan based on individual strengths and preferred coping strategies.
12. Shine and Reflect - Celebrate growth, share personal insights, and recognize each participant's unique journey.

MENTAL HEALTH & MENTAL WELLNESS



Youth Mental Health First Aid

Summary: Youth Mental Health First Aid (yMHFA) is an early intervention public education program. It teaches adults how to recognize the signs and symptoms that suggest a potential mental health challenge, how to listen nonjudgmentally and give reassurance to a person who may be experiencing a mental health challenge, and how to refer a person to appropriate professional support and services.

Target Audience: Adults ages 18+

Number of Participants: Minimum 5 participants, maximum 30 participants

Duration: Options include:

1. An in-person, instructor-led 6.5-hour training
2. A blended 2-hour self-paced online course combined with a 4.5-5.5-hour instructor-led training. The instructor-led piece can either be an online video conference or an in-person class.

Proposed Outcomes: By the end of this course, participants will be able to:

- Describe the purpose of Youth Mental Health First Aid and the role of the Youth Mental Health First Aider.
- Recognize the signs and symptoms of mental health challenges that may impact youth.
- Explain the impact of traumatic experiences and the role of resilience on adolescent development.
- Apply the appropriate steps of the Youth Mental Health First Aid Action Plan (ALGEE) to a non-crisis scenario where a youth shows early signs of a mental health or substance use challenge.
- Apply the appropriate steps of the Youth Mental Health First Aid Action Plan (ALGEE) to a non-crisis scenario where a youth shows worsening signs of a mental health or substance use challenge.
- Apply the appropriate steps of the Youth Mental Health First Aid Action Plan (ALGEE) to a crisis scenario where a youth shows signs of a mental health or substance use crisis.
- Choose appropriate methods for self-care following the application of Youth Mental Health First Aid in a crisis or non-crisis situation.

PEER RELATIONSHIPS



Boys Council - Standing Together: A Journey into Respect

Summary: "Standing Together: A Journey into Respect" is a character development and social skills program for individuals who identify as males focused on building respect, emotional awareness, and group unity. The boys will explore identity, communication, and healthy ways to relate.

Target Audience: Students in grades 6-9, or ages 11-14

Number of Participants: Minimum 6 students, maximum 10 students

Duration: 10 sessions

1. Creating Our Council
 - a. Through discussion and consensus decision-making, boys learn about the Council format and create the Council agreements to be used for the next ten sessions. The three primary goals of this session are to set a tone of mutual respect, create a safe environment, and have fun.
2. Similar & Different
 - a. During this session, boys think about their similarities and their differences, as well as some of their own unique qualities and experiences.
3. Put Downs (Part 1)
 - a. The discussion and activities in this session are designed to help create a Council culture that opposes cruelty, resists teasing, and emphasizes respect.
4. Put Downs (Part 2)
 - a. Boys continue to explore themes from previous session.
5. Space Invaders
 - a. Boys will discuss the meaning and need for personal space while exploring and comparing how their own "personal comfort zones" may be similar and different.
6. Boys' Rights
 - a. Through an activity, boys articulate their needs as a whole person (physical, emotional, spiritual, intellectual, etc.) and experience these needs being honored by their peers.
7. Emotions (Part 1)
 - a. Boys will develop an emotional vocabulary to validate and normalize a wide range of feelings and expression (verbal and non-verbal), while considering why boys, in general, are more comfortable expressing anger and less comfortable expressing or identifying other feelings.
8. Emotions (Part 2)
 - a. Through role-playing and storytelling, boys are given help and permission to be emotionally aware and expressive. Through creative activity, boys are encouraged to express a wide range of emotions and to consider the circumstances that tend to lead to those feelings.
9. Boys & Power
 - a. Boys will explore how power and popularity are enacted, sustained, and reinforced in "boy culture" through a game that randomly assigns power and popularity to the boys.
10. Community & Recognition
 - a. Boys will reflect upon the experiences, connections, and skills developed over the past ten sessions.

PEER RELATIONSHIPS



Girls Circle – Friendship

Summary: "Friendship" is a social-emotional learning program for individuals who identify as females that focuses on building healthy, supportive friendships and self-esteem. The program helps participants develop empathy, communication skills, and a strong sense of self.

Target Audience: Students in grades 6-9, or ages 11-14

Number of Participants: Minimum 6 students, maximum 10 students

Duration: 8 sessions

1. A Friendly Place
 - a. Using an icebreaker, discussion, and poster-making activity, the group begins to describe essential qualities of friendliness and defines its purpose and goals as a circle "all about friendship."
2. Being My Own Friend First
 - a. Through verbal descriptions and flower representations, girls practice being friendly in thought, words, and actions toward themselves.
3. Being Included, Being Left Out
 - a. By telling stories about their experiences of inclusion and exclusion, girls explore feelings about group dynamics that affect friendships and other relationships.
4. Same & Different
 - a. This session explores participants' unique experiences in their family histories and allows them to describe how differences affect their view of themselves and others.
5. The Whole is Greater Than All the Parts
 - a. Using collage, girls work together to describe and present the qualities of a friend.
6. Feuds, Followers, and Fairness
 - a. By exploring common problem situations that occur between friends, girls brainstorm and role-play strategies that may assist them in their interactions.
7. Our Qualities & Strengths
 - a. By naming and claiming their individual and group character strengths, participants gain a heightened awareness of the capacities available to them, and the advantages of sharing these capacities.
8. Appreciation Celebration
 - a. This final session focuses on recognizing the importance of each person and offers an opportunity for appreciation and closure in a festive manner.

PEER RELATIONSHIPS



Girls Circle – Honoring Our Diversity

Summary: "Honoring Our Diversity" is a youth development curriculum designed to help participants explore identity, culture, and connection with others. Through engaging discussions, creative activities, storytelling, and community-building experiences, participants develop a deeper understanding of themselves and others while celebrating the unique qualities, traditions, and experiences that shape who they are.

The curriculum encourages participants to challenge stereotypes, strengthen supportive relationships, build confidence in their voices, and recognize their ability to create positive change within their communities. By fostering empathy, cultural awareness, and self-expression, "Honoring Our Diversity" creates a safe and empowering space where every participant's experiences and identities are valued.

Target Audience: Students in grades 6–12 (ages 11–18)

Number of Participants: 6–10 students

Duration: 12 sessions

Session breakdown:

1. Beautiful Diversity - Introduce the Circle experience and explore the meaning of diversity and its connection to participants' identities and experiences.
2. Beyond Fear - Build trust and teamwork through storytelling and explore personal and family journeys and experiences.
3. Stereotype Busting - Examine stereotypes and external messages while defining authentic personal identities.
4. Treasures From My Culture - Reflect on and share meaningful aspects of cultural heritage, traditions, and identity.
5. Heroines - Celebrate role models and recognize the strength and resilience found within families, communities, and cultural traditions.
6. Culture Clash - Explore differences between peer culture and family or cultural expectations, including attitudes and beliefs about roles and responsibilities.
7. Stress Stories - Examine how social and cultural biases contribute to stress and emotional well-being.
8. Becoming Sisters - Strengthen trust, communication, and supportive relationships within the group.
9. Local Action, Part 1 – Girls Unite to Make a Difference in Their Community - Identify an issue affecting girls and collaborate on plans to advocate for positive change.
10. Local Action, Part 2 – Girls Act to Make a Difference in Their Community - Develop advocacy messages and participate in activities that promote community engagement and leadership.
11. Soul of My Culture - Express and celebrate cultural identity through creative forms such as art, music, poetry, dance, or storytelling.
12. Celebrating Our Community - Reflect on personal growth, celebrate cultural strengths, and honor the connections and relationships built throughout the program.

PEER RELATIONSHIPS



Girls Circle – Relationship with Peers

Summary: "Relationships with Peers" is a skill-building program for individuals who identify as females that focuses on developing healthy peer and social relationships and encourages self-awareness, empathy, and effective communication.

Target Audience: Students in grades 6-8, or ages 11–13

Number of Participants: Minimum 6 students, maximum 10 students

Duration: 10 sessions

1. Connecting with Each Other
 - a. By finding commonalities amongst their differences, girls create a connection upon which to build friendships.
2. "Labels" - Exploring New Perspectives
 - a. Through an improvisational game, girls will look at how "labeling" can constrict and color their view of others. They will act out different "roles" that will help them explore and experience how stereotypes can affect relationships with peers.
3. Expressing Myself
 - a. Through guided imagery exercises and the power of personal poetry, girls confront false external assumptions and connect with their own individual selves.
4. Accepting All Different Parts of Myself
 - a. Through quick writing and collage, girls express and experience different parts of themselves.
5. Cultivating Respect
 - a. By performing a traditional ritual, the girls will experience and explore the essence of personal exchange: giving and receiving.
6. Giving Voice to Feelings (Part 1)
 - a. Through writing and visualization, girls learn to identify and to understand their feelings as they relate to their self-discovery and their relationships.
7. Giving Voice to Feelings (Part 2)
 - a. Using strong "I Statements," the girls learn to communicate their feelings in a non-judgmental, assertive way.
8. Romantic Relationships: How Much Is It Worth to You?
 - a. By exploring the myths and assumptions, as well as the healthy and unhealthy qualities, of relationships, the girls identify their own values and expectations for a lasting relationship.
9. Girlfights or Girlfriends?
 - a. By dramatizing a "talk show" about teen girls and romantic relationships, the girls will safely identify situations that evoke jealousy and competition between girls, and they will examine blaming behaviors that occur when friendships and romantic relationships intersect.
10. Wholeness & Completion
 - a. By reviewing the past nine sessions and the relationship themes presented, girls will have an opportunity to consider their growth and development and make mandalas to represent their wholeness and completion.

PEER RELATIONSHIPS



Teen Connections Project (TCP)

Summary: Lessons focus on communication, trust, vulnerability, giving and getting support, and exploring personal strengths. Teens learn to interact, share, and create and maintain supportive social connections, fostering greater feelings of overall well-being.

Target Audience: Students in grades 9-12, or ages 14-18

Number of Participants: Minimum 6 students, maximum 15 students

Duration: 12-14 weeks (lessons are 45-60 minutes in length)

Proposed Outcomes: Teen Connections Project Teens can:

- Build connections. Teens develop authentic relationships with peers and adults, and apply new relationship skills at home, at school, and within their communities.
- Build important life and leadership skills, like communication and empathy, that support the development of positive connections with others.
- Focus on and improve their overall well-being. Teens feel well physically and emotionally and express hopefulness about the future.
- Increase self-esteem and self-efficacy.
- Maintain higher quality peer relationships.
- Encourage academic engagement.
- Increase use of social coping strategies.

PEER RELATIONSHIPS



Teen Outreach Program (TOP)

Summary: TOP promotes the positive development of adolescents through a unique combination of engaging curriculum and Community Service Learning, which is supported by trained facilitators. Specific curriculum topics include: emotion management, problem-solving, decision-making, goal setting, health and wellness (including sexuality), self-understanding, social identity, empathy, communication, relationships, and community. The development of supportive relationships with adult facilitators is a crucial part of the process, as are relationships with other peers in the program.

Target Audience: Students in grades 6-12, or ages 11-18

Number of Participants: Minimum 5 students, maximum 25 students

Duration: Must have total of 25 weekly meetings (typically ~9 months)

Proposed Outcomes:

- To improve social and emotional learning and life skills such as decision-making, problem-solving and goal setting.
- To support development of a positive sense of self by fostering teens' self-awareness and self-understanding of their personal strengths and interests.
- To strengthen connection to others and their communities, a significant protective factor that promotes positive growth.
- To improve academic outcomes and decrease risky behavior through a firmly established and positive sense of self.

PEER RELATIONSHIPS



Unity Circle – Mitigating Gender & Racial Bias: Intersectionality and Allyship

Summary: "Mitigating Gender & Racial Bias: Intersectionality and Allyship" is a program that focuses on understanding and addressing biases related to gender, race, and identity. The sessions foster awareness, empathy, and allyship to promote equity and inclusion.

Target Audience: Students in grades 10-12, or ages 15-18

Number of Participants: Minimum 6 students, maximum 10 students

Duration: 8 sessions

1. Establishing Our Circle
 - a. This session will provide participants with an introduction to the Circle experience. They will form their group and consider the concepts of equity and allyship.
2. Implicit Bias
 - a. Members will partake in activities and discussion to examine characteristics, stereotypes, and conditions that create implicit biases when forming friendships.
3. How We Are Defined - Intersectionality (Part 1)
 - a. Participants will define intersectionality and explore how discrimination impacts individuals in different ways.
4. Promoting Connection - Intersectionality (Part 2)
 - a. Participants will explore how their own experiences can either bring them together or place barriers between them and those who are different from themselves. By discussing society's norms, beliefs, and misconceptions, they will understand how differences can lead to strengths, not challenges.
5. The Story That is Told - Exploring Dominant Narratives
 - a. Participants will examine examples of dominant narratives and how they have historically been reinforced. Through a brainstorming activity, they will find ways to act as change agents around dominant stories and to elevate unseen or hidden stories.
6. SOGIE - Sexual Orientation, Gender Identity, & Expression
 - a. Participants will explore and define terms related to sexual orientation, gender identity, and expression. Through discussion and activities, participants will move from inclusive to expansive practices as they explore how supporting one another can contribute to healthy relationships and healthy development.
7. Supporting Others - Allyship
 - a. Participants will review the legal status and rights of LGBTQ+ individuals, the profiling of people of color, and the effects of both. Through discussion and activities, they will identify the role of allies in supporting long-term success for all.
8. Community Resilience - Onward as Allies
 - a. The group will celebrate the wisdom and commitment of each Circle participant. They will conclude the session with the Tree of Life activity that recognizes the many relationships developed in the Circle.

SELF-DEVELOPMENT & CONFIDENCE



Boys Council – Brothers as Allies

Summary: "Brothers as Allies" is a leadership and character development program for individuals who identify as males, designed to promote respect, emotional intelligence, and healthy relationships. The program helps boys build a strong sense of identity and community.

Target Audience: Students in grades 6-9, or ages 11-14

Number of Participants: Minimum 6 students, maximum 10 students

Duration: 10 sessions

1. Creating Our Council
 - a. This session sets the tone for a dynamic, engaging Council program, during which boys will learn about the purpose of The Council for Boys and Young Men and build their Council Agreements.
2. Connecting Our Council
 - a. Boys explore their history and significant points in their life as it relates to their identities and personal stories.
3. Put Down, Build Up!
 - a. By viewing a movie trailer, followed by a general discussion about put downs, boys will explore messages about how to be a man and some of the effects on boys.
4. Bullying Goes Bust
 - a. Boys will focus on the negative impacts of bullying and harassment, recognize how power can be used for harm or for good, develop empathy for both themselves and others, and identify ways to interrupt violence.
5. Boys & Their Emotions
 - a. Through physical activity, boys are encouraged to explore the types of personal expression that cause them discomfort, the areas of personal expression they are most comfortable with, and the areas of personal expression they would like to be more comfortable with.
6. Unlocking the Code
 - a. Boys will explore the meaning of the term, "boy code" - the unwritten expectations about what it means to be a man. They will consider ways to challenge or "unlock" the code and define their own meaning about what it means to be a boy or man.
7. Gender Roles & Expressions
 - a. In this session, Council members will look through men's magazines to identify traditional or stereotyped beliefs about girls and women. They will then identify ways to disrupt behaviors that harm women and girls and instead, stand as allies with them.
8. Respecting Intimate Partners
 - a. Boys examine behaviors associated with harmful gender norms and attitudes – particularly in relation to intimate partner violence. They will identify effects of stereotypical and rigid gender norms, especially regarding girls, women, and dating partners.
9. Forming Healthy & Safer Sexual Practices
 - a. This session addresses sexuality & explores "Man Box" beliefs about sex and associated risk behaviors.
10. Staying Connected
 - a. This Council comes to a close with steps that emphasize appreciation, celebration, and continued connection. These activities honor and celebrate the unique qualities and contributions each boy and young man has offered to this Council.

SELF-DEVELOPMENT & CONFIDENCE



Boys Council – Growing Healthy, Growing Strong

Summary: "Growing Healthy, Growing Strong" is a personal development program for individuals who identify as males, designed to promote emotional health, positive decision-making, and respectful relationships. The boys explore identity, competition, emotions, and gender roles in a supportive group setting.

Target Audience: Students in grades 6-9, or ages 9–14

Number of Participants: Minimum 6 students, maximum 10 students

Duration: 10 sessions

1. Creating Our Council
 - a. Through discussion and consensus decision-making, boys learn about the Council format and create the agreements for the next ten sessions. The three primary goals of this session are to set a tone of mutual respect, create a safe environment, and have fun.
2. Getting Connected
 - a. Through personal sharing, boys begin to develop their connections with each other. The structure of the activity provides a forum for personal exchange and reflection that stems from choice.
3. Healthy Competition (Part 1)
 - a. This session seeks to increase boys' awareness of positive and negative aspects of competition."
4. Healthy Competition (Part 2)
 - a. Building on previous session, boys explore decreasing the negative aspects of competition and increasing the positive.
5. Bullying
 - a. Using role-play and group discussion, boys explore negative impacts of bullying, develop empathy for themselves and others, and identify ways to interrupt violence.
6. What's Your Choice? Boys & Their Emotions (Part 1)
 - a. Boys will learn to see the world of emotions in more colorful and expressive terms rather than just the concrete – positive or negative, happy or mad.
7. What's Your Choice? Boys & Their Emotions (Part 2)
 - a. Through physical activity, boys explore types of personal expression they are comfortable and uncomfortable with.
8. Boys' Unspoken Rules
 - a. Through activity and discussion, boys explore the way behavior is impacted by gender-based expectations, peer pressure, and the way boys are "supposed to behave."
9. Male & Female: Roles & Expectations
 - a. Through a large group discussion, boys explore and evaluate the differences between gender, gender expectations, and social pressures experienced by different genders.
10. Staying Connected
 - a. This Council comes to a close with steps that emphasize appreciation, celebration, and continued connection among and between boys.

SELF-DEVELOPMENT & CONFIDENCE



Boys Council – Journey of the Great Warrior: Empowering Minority and Disenfranchised Youth

Summary: "Journey of the Great Warrior: Empowering Minority and Disenfranchised Youth " is a youth development curriculum designed to help young men build self-awareness, resilience, and meaningful connections with themselves, others, and the world around them. Through discussion, experiential activities, and nature-based experiences, participants explore personal identity, develop healthy coping strategies, understand the impact of past experiences, and build the confidence and skills needed for personal growth and future success.

The curriculum provides a supportive space where participants can reflect on their experiences, strengthen relationships, practice leadership and teamwork, and discover healthy pathways toward well-being and positive decision-making.

Target Audience: Students in grades 6–12 (ages 11–18)

Number of Participants: 6-10 students

Duration: 18 sessions

Session breakdown:

1. **Renewing Our Council** - Re-establish the purpose of the Council, develop group agreements, and create a positive and supportive environment.
2. The Home Base - Explore the importance of internal and external safety, security, and supportive communities.
3. The Home Base (Nature) - Build trust and teamwork through a nature-based challenge that promotes confidence and connection.
4. The Warrior's Initiation, Power & Survival - Reflect on personal strengths, coping strategies, and the desire to feel competent and empowered.
5. Initiation, Power & Survival (Nature) - Use problem-solving and teamwork to complete a challenge while strengthening a sense of belonging.
6. Unveiling the Dark Side
7. Explore unhealthy behaviors and patterns, develop self-awareness, and practice healthy choices and problem-solving skills.
8. Unveiling the Dark Side (Nature)
9. Create a symbolic nature monument representing struggles, hopes, and strengths while fostering resilience and connection.
10. The Journey of Return - Reflect on past experiences and begin the process of healing, growth, and building resilience.
11. The Journey of Return (Nature) - Engage with nature through sensory experiences that promote trust, awareness, and restoration.
12. Transformation of the Home Base - Identify positive sources of support and let go of unhealthy patterns that no longer serve personal growth.
13. Transformation of the Home Base (Nature) - Build confidence and awareness through independent exploration and connection with the natural environment.
14. Awakening to a New Power - Develop a vision for the future through goal-setting, problem-solving, and identifying strengths.
15. Awakening to a New Power (Nature) - Build a symbolic bridge toward personal goals while emphasizing teamwork and perseverance.
16. Connecting with the Inner Self - Explore identity, natural strengths, and learned skills to develop greater self-awareness and balance.
17. Connecting with the Inner Self (Nature) - Develop empathy and compassion by reflecting on the interconnectedness of humans and nature.
18. Connecting with All of Life - Examine social connections, justice, and barriers to understanding while strengthening empathy and compassion.
19. Connecting with All of Life (Nature) - Design and implement an ecological project that promotes environmental responsibility and stewardship.
20. The Endless New Journey - Reflect on personal growth, celebrate accomplishments, and recognize the shared experiences and connections developed throughout the program.

SELF-DEVELOPMENT & CONFIDENCE



Boys Council – Living a Legacy

Summary: "Living a Legacy" is for individuals who identify as males and aims to guide young men through a transformative journey into responsible adulthood. Each session helps build identity, leadership, emotional intelligence, and social responsibility.

Target Audience: Students in grades 8-12, or ages 13-18

Number of Participants: Minimum 6 students, maximum 10 students

Duration: 10 sessions

1. Creating Our Council
 - a. Participants will learn about the purpose of The Council for Boys and Young Men and build their Council Agreements.
2. Connecting Our Council
 - a. Boys explore their history and significant points in their life as it relates to their identities and personal stories.
3. Strength Through Diversity
 - a. The boys will learn how stereotypes, prejudice, and discrimination affect their own and others' lives through the sharing of personal experiences.
4. Mentors, Role Models & Heroes
 - a. Boys will explore their "web of influence," the boys will identify guiding figures in their lives, such as family members, peers, coaches, and teachers.
5. Unlocking the Code
 - a. Boys will explore the meaning of the term, "boy code" - the unwritten expectations about what it means to be a man. They will challenge or "unlock" the code, defining their own meaning about what it means to be a boy or man.
6. Healthy Relationships
 - a. This session gives the boys an opportunity to ask questions and participate in a discussion about relationships, including friendships and romantic/intimate relationships. Through reflection, activity, and discussion, the boys will explore what makes a relationship healthy.
7. Who's the Man? Boys & the Media
 - a. Boys critically examine mass media messages and determine how they relate to the portrayal of boys and men. As they explore the stereotypical portrayal of men and boys in the media, they will determine if it aligns with what they think about what it means to "be a man".
8. Conflict Resolution: Squash It Before It Starts
 - a. Boys will recognize the many forms of conflict and the effects it has on those involved, as well as develop strategies for "squashing" or stopping the potential for conflict before it begins.
9. No One Walks Alone
 - a. Through reflection, writing, and discussion, boys will explore their social and civic responsibility to each other, their community, and specifically to younger boys.
10. Living & Leaving a Legacy
 - a. Boys will reflect on their newfound knowledge and skills and how that will help them navigate growing up as a boy today.

SELF-DEVELOPMENT & CONFIDENCE



Boys Council – Men of Honor: Becoming Respectful, Non-Violent Leaders

Summary: "Men of Honor: Becoming Respectful, Non-Violent Leaders" is a leadership and personal growth program for individuals who identify as males that focuses on redefining masculinity, emotional awareness, and nonviolent leadership. The program fosters self-reflection, healthy expression, and community engagement.

Target Audience: Students in grades 8-12, or ages 13-18

Number of Participants: Minimum 6 students, maximum 10 students

Duration: 10 sessions

1. Creating Our Council
 - a. This session sets the tone for a dynamic, engaging Council program. Participants will learn about the purpose of The Council for Boys and Young Men and build their Council Agreements.
2. Developing Our Council
 - a. Boys will participate in physical activities to further develop a group identity and begin to build trust with each other. Following these exercises, they will generate images of manhood from the media that are familiar to them.
3. Examining Masculinity in the Media
 - a. Introduces Council members to male gender socialization and the rules that shape and guide young men. They are introduced to three concepts – the "Rules of Manhood," the "Man Box," and the "Man of Honor."
4. Exploring Emotions (Part 1)
 - a. Boys will experience a physical challenge, hear a powerful poem, use an Emotions Chart, and have a group discussion to assist in recognizing and identifying emotions.
5. Exploring Emotions (Part 2)
 - a. Council members identify emotions common to young men's experiences, further examine the Man Box rules, and discuss the pros and cons about those rules. They will also participate in storytelling and reflect on the ways a person might respond to emotions effectively as a Man of Honor.
6. Becoming Nonviolent Leaders (Part 1)
 - a. This session looks at the message given to boys to "Man Up," which expects young men to hide feelings and instead wear masks of toughness, invulnerability, aggression, and dominance. Council members will examine the beneficial and destructive effects of the "Man Up" message and begin to identify ways to demonstrate nonviolent leadership under stress.
7. Becoming Nonviolent Leaders (Part 2)
 - a. This session invites Council members to identify nonviolent approaches to leadership exhibited by Men of Honor they admire. Through the creation of personalized Man of Honor masks, participants gain awareness of their choices around leadership and are encouraged to become nonviolent leaders.
8. Engaging in Education (Part 1)
 - a. This session explores the barriers to boys' and young men's educational engagement resulting in part from Man Box messages about school and being a student. The goal of this session is to empower young men to embrace their intelligence and find their place as active participants in their schools.
9. Engaging in Education (Part 2)
 - a. This session provides an activity to further promote engagement in school. A survival game requires players to encounter adversities commonly experienced in school and to use their ingenuity to devise plans to survive them.
10. Going Forward as Men of Honor
 - a. This session concludes the first set of the Men of Honor program. The activities and discussions provide a transition so that the young men experience the support of their Council community.

SELF-DEVELOPMENT & CONFIDENCE



Girls Circle – Being a Girl

Summary: "Being a Girl" is a supportive, interactive program for individuals who identify as females that fosters self-confidence, healthy development, and peer connection. Participants will explore identity, relationships, and well-being during early adolescence.

Target Audience: Students in grades 6-8, or ages 11–13

Number of Participants: Minimum 6 students, maximum 10 students

Duration: 8 sessions

1. What is Girls Circle?
 - a. Through discussion and journaling, girls learn about the Girls Circle model that they will use for the next eight sessions.
2. Being a Girl
 - a. Through journaling and collage, the girls will define for themselves what it means to be a girl and the positive attributes of being a girl.
3. Body Image & Goals for Healthy Living
 - a. Using the tools of journaling and mobile design, the girls will create and establish their own goals for healthy living.
4. Role Models
 - a. Through journaling and card-making, girls exercise judgment and discretion in selecting personal role-models.
5. Creativity
 - a. Through journaling and t-shirt decorating, girls are encouraged to explore and express their own creative talents.
6. Relationships
 - a. Using creative outlets, the girls define "relationships" and "healthy relationships."
7. Growth and Self-Care
 - a. Using journaling and seed-planting, the girls explore self-care.
8. Girls Circle Wrap-Up
 - a. Through journaling, review, and affirmations, the girls will evaluate their personal experience of being in a Girls Circle.

SELF-DEVELOPMENT & CONFIDENCE



Girls Circle – Body Image

Summary: "Body Image" is a confidence-building program for individuals who identify as females that is focused on developing a positive relationship with their bodies. The program addresses physical, emotional, and social aspects of body image.

Target Audience: Students in grades 6-12, or ages 12-18

Number of Participants: Minimum 6 students, maximum 10 students

Duration: 10 sessions

1. Body Talk
 - a. Using discussion and activity, girls begin to examine and raise key questions and concerns around body image issues.
2. Body Messages (Part 1)
 - a. Using magazines or advertisement images, participants will examine appearance messages, express reactions to them, and consider the motivations and impact of the fashion industry on their self-image.
3. Body Messages (Part 2)
 - a. By examining influences in their lives, participants explore the personal messages they encounter regarding their bodies from family, peers, and themselves.
4. My Body
 - a. By drawing their own bodies, girls explore the feelings and images associated with their bodies.
5. You've Got This! - Periods (Part 1)
 - a. In this first of two sessions focusing on menstruation, participants will have an opportunity to acknowledge their experiences with having or anticipating having periods, or honorary periods for "out" transgender girls, while having some fun.
6. You've Got This! - Periods (Part 2)
 - a. In this second session, participants explore menstruation's impact on everyday life, well-being, relationships, and identity and share a simple rite of passage experience as their closing ritual.
7. Body Wisdom
 - a. While girls often learn to focus their attention on their external environment, they have cues from within their own minds, hearts, and bodies that can offer wisdom. This session provides a relaxation exercise and feelings identification activity to foster self-awareness skills.
8. Accepting & Affirming Our Bodies
 - a. By becoming aware of and identifying "self-talk," participants can practice letting go of negative or harmful thoughts and replacing them with caring, nurturing thoughts about their bodies.
9. Body Expression
 - a. Through discussion and reflection, participants will explore the relationship between moods, feelings, clothing, and appearance choices, and will consider the messages they want to express and receive through clothing and appearance decisions.
10. Whole Body / Whole Person
 - a. Through a ritual of appreciation and ceremony, participants are able to honor themselves, their bodies, and their shared journey over the last ten sessions.

SELF-DEVELOPMENT & CONFIDENCE



Girls Circle – Expressing My Individuality

Summary: "Expressing My Individuality" is a self-discovery and empowerment program for individuals who identify as females focused on building confidence, self-awareness, and positive peer connections.

Participants will explore identity, values, and personal growth throughout this program.

Target Audience: Students in grades 6-10 or ages 11–15

Number of Participants: Minimum 6 students, maximum 10 students

Duration: 8 sessions

1. Celebrating My Individuality
 - a. Girls will begin to identify and examine their individuality by creating and decorating journals as an expression of themselves, in addition to learning about other Circle members through an optional communication exercise.
2. Celebrating Diversity
 - a. Girls will participate in activities that encourage them to think about diversity and the importance of it in their lives.
3. What's Important to Me?
 - a. Through sharing a special personal item, making a "Things That Are Important to Me" collage, and listing values in order of importance, girls will take a closer look at what is important to them.
4. Taking Time to Relax
 - a. Girls will identify the things that cause them stress and the negative effects of stress. They will learn simple ways to relax and relieve stress.
5. Exploring My Goals & Dreams
 - a. Girls will have an opportunity to think about what their personal goals are and discuss their dreams for the future.
6. Getting Along with Others
 - a. By cooperating within the Girls Circle and evaluating their own style of handling conflict, girls become aware of their part in group situations and how they can be more communicative.
7. Feeling Good About Myself
 - a. Through creating Intention Boxes and positive affirmations, girls begin to consider their own level of self-esteem and discover ways to feel good about themselves.
8. Celebrating My Personal Growth
 - a. Girls will discuss their personal development and put a plant to serve as a metaphor and reminder of their individual "growth," followed by the final closing of a "Compliment Circle."

SELF-DEVELOPMENT & CONFIDENCE



Girls Circle – Who I Am

Summary: "Who I Am" is a self-discovery and empowerment program for individuals who identify as females that focuses on building trust, self-expression, and personal growth. Participants will explore identity, relationships, and future goals in a supportive group setting.

Target Audience: Students in grades 8-12, or ages 14-18

Number of Participants: Minimum 6 students, maximum 10 students

Duration: 8 sessions

1. Building Trust / Group Bonding
 - a. Through group activity, girls will learn the importance of building trust and practice getting to know each other through sharing trios.
2. Journaling & Self-Disclosure
 - a. Through journal-making, girls will continue to think about the value of openness and self-expression.
3. Song About Me / Who I Am
 - a. By having each girl play a selected piece of music, girls are able to express how they identify with music as a means of self-expression.
4. Friendships / How I Relate
 - a. Through a "friendship activity," girls will define what's working and what's not working with the friendships in their lives.
5. Personal Growth / Assertiveness
 - a. Using the "Assertiveness" activity, girls will increase their understanding of the differences between assertive behavior, passive behavior, and aggressive behavior.
6. Life Goals / Personal Goals
 - a. Using a Goals Worksheet, the girls will determine what specific life goals they have and explore ways to achieve them.
7. Where I've Been & Where I'm Going
 - a. Through making mandalas, girls will create an image of where they've been and where they're going.
8. Appreciation Ceremony & Compliment Circle
 - a. This final session focuses on the recognition and importance of each person and offers an opportunity for appreciation and closure in a festive manner.

SELF-DEVELOPMENT & CONFIDENCE



Unity Circle - PRIDE

Summary: "PRIDE" is an inclusive empowerment program designed to support LGBTQ+ youth and allies in exploring identity, building self-esteem, and fostering community. The program creates a safe space for self-expression, resilience, and personal growth.

Target Audience: Students in grades 6-12, or ages 11-18

Number of Participants: Minimum 6 students, maximum 10 students

Duration: 10 sessions

1. Establishing Our Circle
 - a. Through introductions, discussion, and activities, participants will gain an understanding of the PRIDE Circle experience & create a foundation and culture of respect, support, and safety for all youth with expansive identities and their allies.
2. Identity - Born This Way & Role Models
 - a. By exploring what they value in role models and in themselves, youth will have an opportunity to find supportive relationships and see that they are not alone.
3. Choices - Closets, Coming Out, & Safety Zones
 - a. Participants will explore the challenges that some youth may face with being "in the closet" and/or "coming out." The participants will work together to develop and identify supportive spaces where they can receive resources and support.
4. My Culture, My Family & Me
 - a. Youth will honor some of the central aspects of their cultural and family upbringing and consider their sense of identity and belonging in these groups.
5. Struggle
 - a. This session provides a way to consider the fears, barriers, hardships, and needs that many LGBTQ+ youth encounter. Participants validate one another and recognize shared strengths.
6. Self-Acceptance
 - a. Participants will be invited to use an evidence-based tool, "tapping," also known as Emotional Freedom Technique.
7. Healthy Intimate Relationship Behaviors
 - a. The activities in this session offer youth the opportunity to identify relationship qualities as well as health concerns about sex. They challenge perceived norms about sexual and intimate behaviors.
8. Equity, Rights, & Resistance
 - a. Through discussion and activities, participants will explore and identify current legal rights of LGBTQ+ individuals and the historical significance of those legal rights. They will work together to define equality, identify inequities, and explore advocacy strategies to help ensure legal protections for all LGBTQ+ individuals.
9. Resilience
 - a. Youth will explore the concept of "resilience" and create a "Power Shield" to help recognize their individual and shared strengths.
10. Celebrating Our Journey
 - a. The participants will celebrate the journey, wisdom, and commitment of each participant in the Circle.

SOCIAL MEDIA



Common Sense Media: Digital Literacy & Well-Being

Summary: Common Sense's Media's "Digital Literacy & Well-Being" curriculum equips students with the knowledge, skills, and habits needed to thrive in an increasingly digital world. Through interactive, age-appropriate lessons, students learn to think critically about media and technology, make informed decisions online, and develop healthy digital habits that support their overall well-being.

The curriculum addresses real-world challenges youth face in digital spaces, including managing screen time, protecting privacy, navigating online relationships, recognizing misinformation, preventing cyberbullying, and developing a positive digital identity. Lessons encourage students to become thoughtful, responsible, and empowered digital citizens who can safely and confidently engage with technology.

Program Topics:

- Healthy Habits
- Privacy & Safety
- Digital Footprint & Identity
- Relationships & Communication
- Cyberbullying & Online Harms
- Information and Media Literacy

Target Audience: Students in grades 6-12, or ages 11-18

Number of Participants: Minimum 5 students, maximum 30 students

Duration: 9 sessions

Proposed Outcomes:

- Develop healthy digital habits and self-awareness by reflecting on their technology use, understanding the impact of media on their well-being, and identifying strategies to maintain balance in their digital lives.
- Demonstrate an understanding of privacy and online safety by identifying different types of personal information, understanding how data is collected and shared, and applying strategies to protect their privacy and security online.
- Apply critical thinking skills to manage their digital footprint and online identity by evaluating what they share online, considering the long-term impact of their digital actions, and making choices that align with their values and goals.
- Recognize and respond to online risks and deceptive practices by identifying scams, phishing attempts, misinformation, and unreliable sources and applying safe and responsible online behaviors.
- Build positive relationships and communicate responsibly in digital spaces by practicing empathy, respectful communication, and strategies for navigating conflict and challenging interactions online.
- Identify and respond to cyberbullying and online harms by recognizing harmful online behaviors, understanding their impact, and knowing how to seek support and intervene safely when appropriate.
- Evaluate information and media critically by analyzing the credibility of digital content, identifying misinformation and bias, and becoming informed and responsible consumers and creators of media.
- Model responsible and ethical digital citizenship by demonstrating respect for themselves and others, protecting privacy, and contributing positively to online communities.

SELF-DEVELOPMENT & CONFIDENCE



Girls Circle – Empowerment & Identity on Social Media

Summary: "Empowerment & Identity on Social Media" is a program for individuals who identify as females that focuses on navigating social media thoughtfully and safely while building self-esteem and leadership skills. The program addresses the impact of technology on identity, mental health, and relationships.

Target Audience: Students in grades 6-12, or ages 11–18

Number of Participants: Minimum 6 students, maximum 10 students

Duration: 10 sessions

1. My Relationship to Technology & Social Media
 - a. Girls will learn about the purpose and format of the group and develop group agreements. They will have an opportunity to share about their use of social media, as well as the benefits and challenges they see.
2. Finding my Media Balance
 - a. Girls will think about their relationships to technology and social media in contrast with other types of activities in their lives. They will develop a personal "Media Plan" to help balance media with non-media activities.
3. My Digital Footprint: Ads, Messages & Being a Leader
 - a. Girls will examine advertisements on social media, including the messages they portray and the audiences they target. They will define and explore their own "digital footprint."
4. A Focus on Bullying, Cyberbullying, & Hurtful Behavior
 - a. Circle members will together identify what bullying and hurtful behavior looks like and the different forms it can take. They will explore in depth the behavior of bullying, its impact, and how to address it.
5. Gender, Body Image & Social Media
 - a. Girls will explore the messages that youth receive about how they are supposed to look, act, and behave in society – whether they are girls/women, boys/men, or gender non-conforming and non-binary individuals.
6. Sexting
 - a. Through discussion and role-playing, members will gain awareness of the definition of sexting, develop an understanding of the effects of sexting, and think through how they might handle a sexting situation.
7. Social Media, Mental Health, & Allyship
 - a. Through discussion and reflection, participants will reflect on their own feelings when participating on social media, gain an awareness of how bullying can impact their mental health, and create strategies on how to be an upstander.
8. The Importance of Empathy
 - a. The group will define empathy, watch a video on empathy, and review what empathy is and is not. They will practice responding to different scenarios using empathy.
9. Staying Safe on the Internet
 - a. Through activities and discussion, participants will gain a better understanding of personal and private information and ways to be more aware and thoughtful when interacting with others online.
10. Being a Leader & Sharing My Voice
 - a. Girls will examine their own leadership qualities and work together to create a "social media change message." They will write letters to younger children regarding the healthy use of social media.

SUBSTANCE USE



7 Habits of Highly Effective Teens

Summary: 7 Habits of Highly Effective Teens introduces the “7 Habits” framework to teaching tools to build resilience, make healthy decisions and develop leadership skills, with the goal of reducing substance use.

Target Audience: Students in grades 8-12 or ages 13-18 in Morris County

Number of Participants: Minimum 5 students, maximum 25 students

Duration: Seven 45-minute sessions

Proposed Outcomes:

- Prioritize sleep.
- Maintain a balanced diet.
- Engage in regular exercise.
- Practice good hygiene.
- Manage stress.
- Build strong social connections.
- Develop good time management skills.

SUBSTANCE USE



Botvin LifeSkills Training Program

Summary: Botvin LifeSkills Training Program is an evidence-based prevention program designed to reduce the risk of substance abuse, violence, and other problem behaviors. The curriculum equips youth with the personal and social skills needed to make healthy decisions, resist negative peer pressure, and cope effectively with everyday challenges.

Target Audience: Students in grades 6-8 or ages 11-14 in Morris County

Number of Participants: varies

Duration: Eight 45-minute sessions

Proposed Outcomes:

- Demonstrate improved self-esteem and confidence
- Apply effective goal-setting skills
- Identify and understand the immediate and long-term effects of smoking
- Use healthy coping strategies to manage stress
- Practice stronger communication and interpersonal skills
- Utilize conflict resolution skills to handle disagreements responsibly

SUBSTANCE USE



Teen Spark Program

Summary: Teen Spark Program introduces the “7 Habits” framework. The SPARK mentoring program empowers all participants to become successful young adults as they become more self-sufficient once they discover and connect with their “inner spark.”

Target Audience: Students in grades 6-12 or ages 11-18 in Sussex County

Duration: Thirteen 40-45-minute sessions

Proposed Outcomes:

- Speak to the Potential, Ability, and Resilience inside every Kid (SPARK)
- Impulse control
- Stress resistance
- Social-emotional skills
- Healthy relationships

SUBSTANCE USE



We're Not Buying It (WNBI 2.0)

Summary: We're Not Buying It (WNBI 2.0) is a media literacy-based prevention program that addresses early substance use, including alcohol, marijuana, prescription drugs, and e-cigarettes, with engaging simulations like Fatal Vision goggles.

Target Audience: Students in grades 6-8, or ages 11-14

Duration: Six 45-minute sessions

Number of Participants: Minimum 5 students

Proposed Outcomes:

- Early substance use specific to:
 - Alcohol
 - Marijuana
 - Prescription drugs
 - E-cigarettes
- Media literacy
- Interactive experiences

SUICIDE PREVENTION



More than Sad - Parents

Summary: Teaches parents how to recognize signs of depression and other mental health problems; initiate a conversation about mental health with their child; and get help. This program focuses on parents and guardians of teen youth.

Available in English and Spanish!

Target Audience: Parents

Number of Participants: Minimum 5 parents

Duration: One 90-minute session

Proposed Outcomes:

- Better able to recognize signs of depression and other mental health problems in their teens.
- Initiate supportive conversations.
- Connect their child with appropriate help.

SUICIDE PREVENTION



More than Sad - Teachers

Summary: Teaches educators to recognize signs of mental health distress in students and refer them for help. This suicide prevention program complies with the requirements for teacher education training in many states. This program focuses on high school teachers and other school personnel.

Available in English and Spanish!

Target Audience: School Staff

Number of Participants: Minimum 5 staff

Duration: One 120-minute session

Proposed Outcomes:

- Increase their ability to identify students showing signs of mental health distress.
- Appropriately refer them for support, contributing to safer and more responsive school environments.

SUICIDE PREVENTION



QPR (Question, Persuade, Refer)

Summary: QPR is a research-based program that teaches participants how to recognize the warning signs of suicide, and more importantly, how to take action. Just as CPR helps save lives in a medical emergency, QPR can save lives in a mental health crisis. This program empowers participants to question a person about their feelings and intentions, persuade them to seek help and keep them safe, and refer them to appropriate support services, such as mental health professionals.

Target Audience: Adults

Number of Participants: Minimum 5 participants, maximum 30 participants

Duration: One 60- or 90-minute session

Proposed Outcomes:

- Understand suicide as a national and local public health problem.
- Understand the common myths and facts surrounding suicidal behavior.
- Recognize and identify at least three suicide warning signs.
- Describe the relationship of untreated clinical depression, other mental illnesses, and substance abuse to increased suicide risk.
- Understand means reduction and how to immediately reduce risk.
- Recognize and identify three risk factors for and protective factors against suicide.
- Demonstrate how to ask about potential suicide intent, listen and persuade someone to get help, and how to make a referral for professional assistance (in role play).
- Describe community and national resources and how to access them.

SUICIDE PREVENTION



Signs of Suicide (SOS)

Summary: SOS is an evidence-based youth suicide prevention program that teaches middle and high school students how to identify warning signs of suicide and depression. Students will watch a series of brief educational videos and participate in a guided discussion about depression, suicide, and what to do if they are concerned about themselves or a friend.

Target Audience: Students in grade 6-12, or ages 11-18

Number of Participants: Minimum 5 students, maximum 25 students

Duration: One 45-60-minute session

Proposed Outcomes:

- Decrease suicide and suicide attempts by increasing student knowledge and adaptive attitudes about depression.
- Encourage personal help-seeking and/or help-seeking on behalf of a friend.
- Reduce the stigma of mental health concerns and acknowledge the importance of seeking help.

All videos contain age-appropriate dramatizations of students demonstrating common signs of depression and suicide along with the right and wrong ways to respond using the ACT technique (Acknowledge, Care, Tell). All students complete the provided Depression Screening Form before receiving the program.

SUICIDE PREVENTION



Talk Saves Lives

Summary: Talk Saves Lives is a community-based education program from the American Foundation for Suicide Prevention that provides a foundational understanding of suicide prevention. The program covers the scope of the problem, common risk factors and warning signs, and protective factors that can help keep someone safe. Participants also learn practical strategies for how to talk with someone who may be struggling and connect them to support. With tailored modules for diverse groups and settings, the program equips communities with knowledge and tools to play an active role in preventing suicide.

Target Audience: Adults

Number of Participants: Minimum 5 participants

Duration: One 45-60-minute session

Proposed Outcomes:

- Participants will increase their awareness through gaining a stronger understanding of the scope of suicide, its risk and protective factors, and the warning signs to look for.
- Participants will feel more confident and prepared to have supportive conversations with someone who may be struggling.
- Participants will be more likely to connect individuals in distress to appropriate mental health resources and supports.

INDEX

Family Well-being

Girls Circle: My Family, My Self	3
Teen Speak for Parents & Caregivers	



NJ STATEWIDE
STUDENT SUPPORT
SERVICES
www.MHAinspire.org/NJ4S

📞 973-334-4052

✉️ NJ4S@mhainspire.org

🏠 1160 Parsippany Blvd, Parsippany NJ 07054

🌐 MHAinspire.org/NJ4S

📱 @NJ4S Morris-Sussex