

# Parent Night Guide



## **Pono Choices**

*A Culturally Responsive Teen Pregnancy  
and STI Prevention Program for  
Middle School Youth*

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# Introduction

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This guide is to help involve parents when facilitators implement the Pono Choices curriculum. Included in this guide are materials aligned with the Pono Choices curriculum, including: a Parent Night handout, an invitation letter, a follow-up letter, and a script to follow while hosting a Parent Night. The downloadable Parent Night presentation aligned with the script is located on the Pono Choices online resource page at <http://www.cds.hawaii.edu/ponochoices/facilitator-resources/>. Use your login to access.

## **How to Host a Parent Night**

We highly recommend that you hold a parent information night prior to teaching the Pono Choices curriculum. Parental involvement is one of the core components of Pono Choices, and transparency about curriculum goals will go a long way toward establishing rapport with parents. Fully describing lesson content in addition to addressing any concerns during the Parent Night presentation can make for a smoother implementation of this sensitive topic area.

## **Why have a Parent Night?**

Medically accurate, comprehensive teen pregnancy and STI prevention education can be just as important for the parents at home as it is for the students who receive it. Studies show that parental involvement in students' sexual health education can delay initiation of sex (Price & Hyde, 2008). Often, parents who attend Parent Night leave feeling more comfortable talking with their child about sexual health. They are reassured that their child will be taught age-appropriate material, as Pono Choices meets the DOE standards for sexual health and responsibility.

## Parent Night Checklist

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**Below is a checklist that will help ensure a successful Parent Night.**

### **One month before:**

- Set a date and time, and secure a location at school. It should be a comfortable setting for parents.
- Invite a school administrator to attend, such as your principal or vice principal.

### **Two weeks before:**

- Create an invitation and distribute it. A sample template is provided on **pages 10 and 11**.
- Follow up to confirm attendance.
- Print and prepare copies of the Parent Night Handout to handout to each parent attendee (see **pages 6-9**)

### **The day of:**

- Set up your computer and projector for the slide presentation.
- Arrange seating.
- Have a sign-in sheet at the entry door.
- Have copies of the Parent Night Handout available.
- Display the Pono Choices Poster, Group Agreements Poster, and 4Rs Poster.

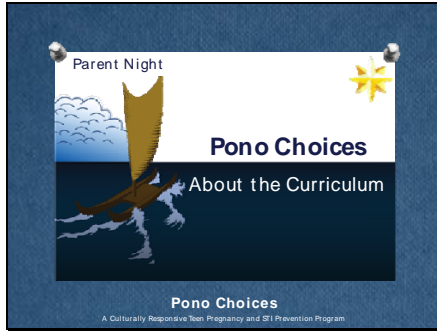
### **During:**

- Greet parents and have them sign in.
- Have index cards available in case parents prefer to write down their questions.
- Follow the Pono Choices Parent Night script (starting on **page 16**) to be sure you cover all of the key information.
- Leave time at the end for questions and answers.
- Communicate with parents how you can be reached if they have further questions.

### **After:**

- Send a follow-up letter home with each student to make sure that parents are informed, in case they were unable to attend the event. A sample template is provided on **pages 12 and 13**.
- Keep the sign-in sheet for future reference. Note any questions that came up next to the parent's name, including how the question was addressed and if any follow-up is needed.

# Pono Choices Parent Night Handout



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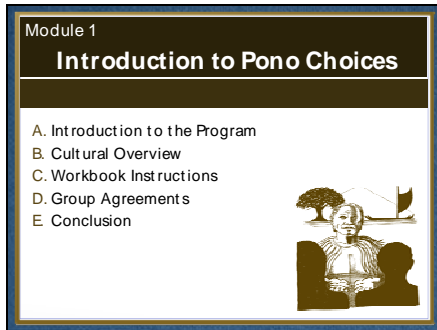
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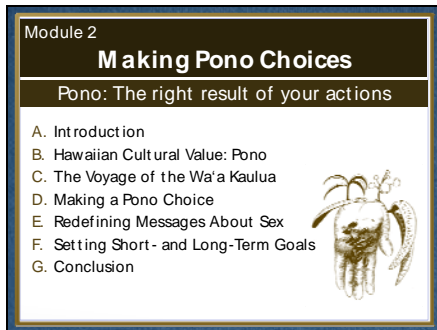
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Module 3

**Lessons in Puberty and Anatomy**

Mōhala: To mature physically, emotionally, and socially

- A. Introduction
- B. Hawaiian Cultural Value: Mōhala
- C. The Voyage of the Wa'a Kaulua
- D. Different Is Normal
- E. Puberty Presentation
- F. Beach Ball Toss Vocab Activity
- G. Anatomy and Changes During Puberty Worksheet
- H. 'Ohana Activity: Building a Wa'a
- I. Conclusion



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Module 4

**The Role of Communication in Healthy Relationships**

Nohona: How you communicate and relate with others

- A. Introduction
- B. Review 'Ohana Activity: Building a Wa'a
- C. Hawaiian Cultural Value: Nohona
- D. The Voyage of the Wa'a Kaulua
- E. Who's In Your Canoe?
- F. Healthy, Unhealthy, and Abusive Relationships
- G. Conclusion and Reflection



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Module 5

**Maintaining Respect in Relationships**

Aloha: To have mutual respect for each other

- A. Introduction
- B. Hawaiian Cultural Value: Aloha
- C. The Voyage of the Wa'a Kaulua
- D. Introduction to the 4Rs
- E. Practicing the 4Rs
- F. Ty & Kiara: Keeping It Pono
- G. Conclusion
- H. 'Ohana Activity: Aloha



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Module 6 **Preventing an Unintended Pregnancy**

Hāpai Pono: A pregnancy that is right with a person, physically, emotionally, spiritually, and financially

- A. Introduction
- B. Review 'Ohana Activity: Cordage/Braiding
- C. Hawaiian Cultural Value: Hāpai Pono
- D. The Voyage of the Wa'a Kaulua
- E. Birth Control Choices
- F. Gallery Walk for Pregnancy Costs
- G. 'Ohana Activity: Hāpai Pono
- H. Conclusion and Reflection



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Module 7 **Understanding STIs**  
(sexually transmitted infections)

Flina A'o: Linking your knowledge to understanding

- A. Introduction
- B. Review 'Ohana Activity: Hāpai Pono
- C. Hawaiian Cultural Value: Flina A'o
- D. The Voyage of the Wa'a Kaulua
- E. Understanding STIs
- F. You Cannot Get HIV Ladatt!
- G. Myth or Fact
- H. Conclusion



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Module 8 **Preventing STIs**  
(sexually transmitted infections)

Flina Pono: Linking your knowledge to the right action

- A. Introduction
- B. Hawaiian Cultural Value: Flina Pono
- C. The Voyage of the Wa'a Kaulua
- D. Preventing STIs
- E. Teacher Demonstration of Correct Condom Usage
- F. Student Demonstration of Correct Condom Usage
- G. HIV Risk: High/Low/No
- H. Conclusion and Reflection



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Module 9

**Negotiation Skills and Role-Play**

Nā Kūlia: A set of skills to help you make pono choices

- A. Introduction
- B. Hawaiian Cultural Value: Nā Kūlia
- C. The Voyage of the Wa'a Kaulua
- D. Scripted Role-Play: Part 1
- E. Scripted Role-Play: Part 2
- F. Unscripted Role-Play
- G. 'Ohana Activity: Nā Kūlia
- H. Conclusion




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Module 10

**Empowerment**

Oli Ho'omana: Empowered to make pono choices

- A. Introduction
- B. Hawaiian Cultural Value: Oli Ho'omana
- C. The Voyage of the Wa'a Kaulua
- D. Paddling Toward Your Goals and Dreams
- E. Tic-Tac-Pono
- F. Conclusion and Reflection:  
Lei and Certificate Ceremony




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[www.cds.hawaii.edu/ponochoices](http://www.cds.hawaii.edu/ponochoices)

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### Did You Know...?

The State of Hawai'i currently ranks 12<sup>th</sup> in the nation for teen pregnancy (HYRBS, 2011) and has had historically high rates for chlamydia infections among 15-24 year olds.

In response to these high rates, the University of Hawai'i – CDS, along with collaborative partners ALU LIKE, Inc., and Planned Parenthood of Hawai'i, have developed a teen pregnancy and STI prevention curriculum designed specifically for Hawai'i youth.

More information on the curriculum can be accessed at: [www.cds.hawaii.edu/ponochoices/](http://www.cds.hawaii.edu/ponochoices/)

## Parent Night Invitation

Dear Parent/Guardian:

This is to inform you that this semester, your child will be studying teen pregnancy and sexually transmitted infection (STI) prevention as part of their health education. We will use a curriculum called **Pono Choices: A Culturally Responsive Teen Pregnancy and STI Prevention Program**. The Pono Choices curriculum has been developed with funding from the federal Office of Adolescent Health through the University of Hawai'i's Center on Disability Studies (UH-CDS). This is the first teen pregnancy and STI prevention curriculum developed exclusively for youth in Hawai'i. The developers of the curriculum come from ALU LIKE, Inc., UH-CDS, and Planned Parenthood of Hawai'i.

### A Parent Night presentation describing the curriculum is scheduled on:

**Date:**

**Time:**

**Location:**

A pregnancy and STI prevention curriculum such as Pono Choices includes descriptive information in order to be medically accurate, which some might find graphic. We urge you to attend the Parent Night presentation so that you learn first-hand what the classroom instruction will include. The curriculum is comprised of 10 lessons and will include information about abstinence, sexually transmitted infections, birth control methods, refusal skills (how to refuse in a pressure situation), decision-making, recognizing traits of healthy and unhealthy relationships, reproductive anatomy, and puberty. The curriculum introduces students to Hawaiian cultural terms, practices, and concepts that stress positive character development, including making "pono" choices. Below is a description of the types of activities that will take place:

- **Goals and Dreams** encourages adolescents to consider their goals for the future and think about how an unintended pregnancy might get in the way of attaining those goals.
- **Locally produced videos** will be used to reinforce the lessons students will be learning. These include medically accurate terminology on anatomy and puberty as well as HIV and STIs, and they demonstrate making good decisions to protect sexual health.
- **Role-play scenarios** are designed to provide students with the confidence and skills necessary to refuse unwanted sexual pressure. Role-playing is also used to introduce a variety of ways in which the prevention skills learned in this program can be implemented in real-life situations.
- **Prevention Skills** includes effective communication as an essential skill emphasized in the Pono Choices curriculum to prevent an unwanted pregnancy or STI. In Module 8 of the 10-module curriculum, students learn how to put a condom on using a wooden demonstrator made specifically for health instruction. This is included as part of the lesson on preventing STIs.

This curriculum meets the Hawai'i State Board of Education Sexual Health Education policy (see back) where abstinence is stressed as the only 100% effective method to avoid pregnancy and STIs.

Sincerely,

## **Policy 103.5**

### **Hawai'i State Board of Education Sexual Health Education Policy June 2015**

In order to help students make decisions that promote healthy behaviors, the Department of Education shall provide sexual health education to include age appropriate, medically accurate health education that:

- (1) Includes education on abstinence, contraception, and methods of infection prevention to prevent unintended pregnancy and sexually transmitted infection, including human immunodeficiency virus;
- (2) Helps students develop relationships and communication skills to form healthy relationships that are based on mutual respect and affection and are free from violence, coercion, and intimidation;
- (3) Helps students develop skills in critical thinking, problem solving, decision making, and stress management to make healthy decisions about sexuality and relationships;
- (4) Encourages student to communicate with their parents, guardians, and/or other trusted adults about sexuality; and
- (5) Informs students of available community resources.

Instruction will emphasize that abstention from sexual intercourse is the surest way to prevent unintended pregnancies, sexually transmitted infections such as HIV/AIDS, and consequent emotional distress.

A description of the curriculum utilized by the school shall be made available to parents and shall be posted on the school's website prior to the start of any instruction. A student shall be excused from sexual health instruction only upon the prior written request of the student's parent or legal guardian. A student may not be subject to disciplinary action, academic penalty, or other sanction if the student's parent or legal guardian makes such written request.



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## Parent Night Follow-up Letter

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**We are sorry we missed you at the Parent Night that was held on \_\_\_\_\_.** The Pono Choices curriculum is comprised of 10 lessons and will include information about abstinence, sexually transmitted infections, birth control methods, refusal skills (how to refuse in a pressure situation), decision-making, recognizing traits of healthy and unhealthy relationships, reproductive anatomy, and puberty. The curriculum introduces students to Hawaiian cultural terms, practices, and concepts that stress positive character development, including making “pono” choices. Below is a description of the types of activities that will take place:

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## Parent Night Script

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### Facilitator Directions

Follow the Pono Choices Parent Night script below to be sure you cover all of the key information. Prepare the Parent Night presentation.

### To Be Done:

Set up and project the Parent Night presentation, **Slide 1**.

### Overview of the Study

#### Read:

Welcome. Tonight I will describe the sexual health and responsibility curriculum called Pono Choices. I will provide an overview of the curriculum and details of each lesson, and I will answer your questions at the end.

The University of Hawai‘i Center on Disability Studies received a highly competitive grant in 2010 from the U.S. Office of Adolescent Health. This grant was to address the significant public health issues of unintended teen pregnancy and sexually transmitted infections. In Hawai‘i, teen pregnancy and sexually transmitted infection rates have been historically high. According to the 2013 Youth Risk Behavior Survey, Hawai‘i middle and high school students who are sexually active have the lowest rate of condom use in the nation. This means that when youth do engage in sexual activity, they are putting themselves and others at risk for both pregnancy and STI transmission.

UH worked with community partners Planned Parenthood of Hawai‘i and ALU LIKE, Inc., which is a non-profit Native Hawaiian-serving organization, to develop a curriculum for middle school students that provides them with the knowledge, skills, and attitudes necessary to reduce their risk of sexually transmitted infections and unintended pregnancy.

The Pono Choices curriculum uses a Hawaiian cultural framework that includes stories to illustrate the importance of making good, or pono, choices and to reinforce the primary prevention message. It also includes current, medically accurate information. It emphasizes the development of personal character and the importance of making pono choices to help youth reach their goals and dreams. The curriculum meets Hawai‘i DOE health standards and reflects the BOE Sexual Health Education policy.

## Details of the Curriculum

### Read:

The Pono Choices curriculum includes 10 modules. The lessons in these modules cover the following topics:

- Anatomy and puberty
- Goal setting
- Effective communication skills
- Recognizing healthy and unhealthy relationships
- Refusing unwanted sexual pressure
- Information on how STIs are transmitted
- Knowledge of birth control methods including abstinence
- Correct steps for effective condom use, and
- Practice refusing sexual pressure through scenarios and role-plays.

A very important part of the curriculum focuses on several take-home ‘Ohana Activities to help initiate and encourage conversation about this sensitive topic area.

Throughout the lessons, there are interactive games, demonstrations, and locally produced videos.

Now I will provide an overview of each of the 10 lessons. You will see that each module is presented in a consistent format that includes:

- A brief overview, which is a summary of what students are going to learn in that lesson
- A Hawaiian Cultural Value that reinforces the key prevention message of each module
- A segment of the story “The Voyage of the Wa‘a Kaulua,” which supports the lesson message
- A student exploration activity of the lesson topic, and
- A summary of what was learned.

Now we will look at each lesson in detail.

### To Be Done:

Distribute the Parent Night Handout. Advance to the next slide, **Slide 2**, “Introduction to Pono Choices.”

## Module 1: Introduction to Pono Choices

**Standards and Benchmarks:** HE.6-8.1.1, HE.6-8.1.7, HE.6-8.1.9, HE.6-8.3.2, HE.6-8.4.1, HE.6-8.5.1, HE.6-8.5.2, HE.6-8.6.2

### Goal of this Module

**Read:**

The goal of Module 1 is to introduce Pono Choices and prepare students for the upcoming Pono Choices curriculum.

### Introduction to Pono Choices

**Read:**

We explain how students will receive their materials, we establish Group Agreements, and we discuss Hawaiian Cultural Values.

### A. Cultural Overview

**Read:**

We explain that students will be learning from cultural activities that support the medically accurate teen pregnancy and STI prevention information. The cultural activities include:

- Learning a Hawaiian Cultural Value or Hawaiian term that corresponds to each module of the curriculum
- Listening to an original audio story, called “The Voyage of the Wa‘a Kaulua,” that highlights two youth who are going through puberty and journeying toward their goals and dreams as they transition into adulthood, and
- Bringing home four ‘Ohana Activities that are designed to reinforce the lesson of that day. They provide an opening for students and their ‘ohana (or trusted adult) to have conversations about puberty, communication skills, relationship issues, and sexual health topics.

### B. Workbook Instructions

**Read:**

Students will be given a workbook that includes information, worksheets, and places to take notes. Workbooks usually stay in the classroom, but students will be able to take them home at the completion of the curriculum.

Advance to the next slide, **Slide 3**, “Pono Choices Group Agreements.”



## C. Group Agreements

### **Read:**

In this first module, we review a set of Group Agreements. Here is what we tell the students:

Group Agreements are established to help everyone feel safe and comfortable and to create a respectful classroom environment to discuss this important topic.

A poster with these group agreements will be displayed during every class, and a copy is also in the Student Workbook.

### **The Group Agreements are:**

#### **1. Confidentiality**

Personal stories that are shared in class should not be repeated across campus, but the factual information can be shared.

#### **2. Knowledge Doesn't Equal Experience**

This is important for students because at this age, they often have a lot of information about things that they've never experienced. An example would be a boy who knows where to buy tampons. Knowing where to buy them does not mean that he's actually purchased them before.

#### **3. No Teasing and No Put-Downs**

Because sexual health is a sensitive topic for some, it is especially important that students are not afraid to participate or ask questions.

#### **4. No Personal Questions**

Students will not be asked personal questions, and I (the facilitator) will not share personal information. For example, if a student asks what types of birth control I have used before, I would redirect with something like: "That's personal information, but I *can* tell you about some of the most popular types of birth control."

#### **5. Right to Pass**

Students have the right to pass (that is, to not participate in a specific discussion or activity), as they may be uncomfortable with certain topics. This leads to the next agreement, which is the

#### **6. Responsibility to Participate**

Students also have the responsibility to participate.

#### **7. Have Fun!**

It is the intention that students learn the information in a safe and comfortable setting, so a little humor is occasionally used.

## E. Conclusion

### **Read:**

In this first module, we explain that each lesson includes a wrap-up to summarize what students have learned in the lesson.

Advance to the next slide, **Slide 4**, “Making Pono Choices.”

## Module 2: Pono

### Making Pono Choices

**Standards and Benchmarks:** HE.6-8.1.1, HE.6-8.1.9, HE.6-8.3.2, HE.6-8.4.1, HE.6-8.6.2, HE.6-8.6.3

#### Goal of this Module

**Read:**

The goal of Module 2 is for students to examine personal goals, values, and beliefs. They will consider how those values are supported in their interaction with their peers, family, and community in order to make pono choices.

#### A. Introduction

**Read:**

The introduction in this module, and all forthcoming modules, provides students with a brief overview of what they will learn.

Module 1 was an *overview* of the curriculum, and Module 2 sets the *foundation* of the curriculum.

#### B. Hawaiian Cultural Value: Pono

**Read:**

The Hawaiian Cultural Value for this lesson is:

*Pono: the right result of your actions, bringing harmony within yourself, friends, family, and community.*

Making a pono choice regarding one's sexual health and sexual responsibility is introduced in this module and is woven throughout the curriculum.

Students will copy down the definition of pono, and later in the module, they will examine some of the decisions they make every day that are pono.

For example, a student might say that even though they were tired today, they still got up and came to school.

### C. The Voyage of the Wa‘a Kaulua

**Read:**

“The Voyage of The Wa‘a Kaulua” is a story that sets the tone of the lesson. The story serves three primary roles:

- As a preview of the topic that students will be learning about
- As a connection to students’ auditory learning style, and
- As a cultural practice and a foundation for learning that draws upon the Hawaiian tradition of oral history and storytelling.

Students will listen to the story and answer some questions in their workbooks.

In this first segment, the two main characters, Ka‘iwi and Pailolo, watch and learn from their kupuna as a wa‘a kaulua, or a double-hulled sailing canoe, is tested on the water for the first time.

- They learn that the process of becoming a wa‘a kaulua takes generations to accomplish, and that it all starts with a tiny seed.
- Throughout this curriculum, students will be receiving seeds of knowledge that they can use on their own journey toward their goals and dreams.

### D. Making a Pono Choice

**Read:**

In the next activity, “Making a Pono Choice,” students will:

Identify a recent pono choice they have made

Identify who helped them make that pono choice, and

Determine what may have been challenging or difficult and what may have been easy about making that pono choice.

This curriculum scaffolds instruction. Students will be able to connect the importance of making pono choices in everyday decisions, like choosing to come to school (in this early module), to making pono choices to resist peer pressure (in later modules).

### E. Redefining Messages About Sex

**Read:**

In this curriculum, we provide medically accurate information.

Students come to class with varying levels of information about this subject area, so it is critical that we define key terminology.

In the activity “Redefining Messages About Sex,” the terms “sex” and “abstinence” are defined in order for students to know how to prevent a pregnancy or a sexually transmitted infection.

SEX is defined as engaging in vaginal, anal, or oral sex. Sex is defined this way because this is how pregnancy or STI transmission can occur.

ABSTINENCE is defined as:

- No engagement in vaginal, anal, or oral sex
- No sexual contact
- No needle sharing, and
- No drugs or alcohol

No needle sharing and no drug or alcohol use are described as a part of this definition because these are activities that can compromise decision-making, putting an individual at risk for unintended pregnancy or STI transmission.

Abstinence is stated to be the only pono choice that can be 100% effective for preventing pregnancy and STIs.

In this activity, students will also examine media messages and their influences. For example, students will discuss how the media may rarely depict any consequences for engaging in sex, and how, in turn, these media messages may impact them, their ‘ohana, and ultimately their community.

#### F. Setting Short-Term and Long-Term Goals

**Read:**

During this next activity, students are asked to identify a long-term and short-term personal goal. They consider who in their support systems can help them achieve their goals.

Setting goals can serve as a critical factor in helping students make good, or pono, choices and refuse unwanted sexual pressure.

#### G. Conclusion

**Read:**

The conclusion restates what was intended to be learned in this module.

Advance to the next slide, **Slide 5**, “Lessons in Puberty and Anatomy.”

## Module 3: Mōhala

### Lessons in Puberty and Anatomy

**Standards and Benchmarks:** [HE.6-8.1.1](#), [HE.6-8.1.8](#), [HE.6-8.1.9](#), [HE.6-8.3.2](#), [HE.6-8.4.1](#)

#### Goal of this Module

**Read:**

The goal of Module 3 is for students to understand the body, specifically the reproductive and other sexual anatomy parts and their functions, in order to make pono, or healthy, choices.

#### A. Introduction

#### B. Hawaiian Cultural Value: Mōhala

**Read:**

The Hawaiian Cultural Value for this lesson is:

*Mōhala: the process through which one matures physically, emotionally, and socially*

#### C. The Voyage of the Wa‘a Kaulua

**Read:**

In this segment of the story, our characters, Ka‘iwi and Pailolo, are seeing evidence that they are going through puberty. For example, they notice that their hair is oilier, they have pimples on their faces, and hair is growing in places that it didn’t before. They learn that these changes are a normal part of the development process.

This leads into the next activity, where students view the video “Different Is Normal.”

#### D. Different Is Normal

**Read:**

This is a 2-minute video that provides information and answers to questions that some young people may be too embarrassed to ask in regard to their changing bodies. Students are introduced to the medically accurate terms for their sexual and reproductive body parts. The video reinforces that although everyone goes through puberty, it will look and happen differently for each person. And that’s okay, because different is normal.

### E. Puberty

**Read:**

Next, the changes that take place during puberty are discussed in greater detail through a presentation. The changes that are covered include physical, emotional and social changes.

Advance to the next slide, **Slide 6**, “Beach Ball Toss Vocab.”

### F. Beach Ball Toss Vocab Activity

**Read:**

Students will continue to learn the key vocabulary in this activity, called Beach Ball Toss Vocab.

Students will be tossed a beach ball with sexual and reproductive anatomy terms written on it. They will read a term and then decide if it’s a male part, a female part, or both. For example, “fallopian tubes” is a female part.

The facilitator will read the definition and point to its location on a diagram. Students have a list of terms and definitions in their workbooks to refer to.

**Note:** This activity helps students understand each gender’s reproductive parts, which is important in understanding how pregnancy and STIs can be prevented. Correct medical language is also essential in order to communicate with health care professionals.

### G. Anatomy and Changes During Puberty Worksheet

**Read:**

The presentation continues with information about:

- the menstrual cycle
- how reproductive anatomy works, and
- how pregnancy occurs.

It concludes with a corresponding worksheet.

Advance to the next slide, **Slide 7**, “ ‘Ohana Activity: Mōhala.”

### H. ‘Ohana Activity: Mōhala

**Read:**

This is the first of four ‘Ohana Activities. Students will be given a worksheet with directions for completing a task, and a few questions for them to discuss with their ‘ohana or a trusted adult.

**Note:** There are two more slides of directions, Slides 8-9.

Advance through these slides before advancing to Slide 10, “ ‘Ohana Activity: Mōhala Topics to Discuss.”

**Read:**

Questions are:

- How did your parents (or others in your ‘ohana) first learn about anatomy and puberty?
- What are some thoughts, feelings, and beliefs about puberty that are the same now as when they went through puberty?
- What are some thoughts, feelings, and beliefs about puberty that are different now than when they went through puberty?

This is an opportunity to bridge what students are learning in school to the family’s values and beliefs about this sensitive subject area.

Students will also complete a canoe building activity, which can be an enriching family experience.

Advance to the next slide, **Slide 11**, “ ‘Ohana Activity: Mōhala Wa‘a Examples.”

**Read:**

Here are some wa‘a that previous Pono Choices students made.

You will notice that each one is unique, even though everyone was given the same instructions. This illustrates that “Different Is Normal”!

**I. Conclusion**

**Read:**

The conclusion wraps up what the students learned in this module.

Advance to the next slide, **Slide 12**, “The Role of Communication in Healthy Relationships.”



## Module 4: Nohona

### Role of Communication in Healthy Relationships

**Standards and Benchmarks:** HE.6-8.1.1, HE.6-8.1.9, HE.6-8.3.2, HE.6-8.4.1, HE.6-8.5.1, HE.6-8.5.2, HE.6-8.5.4, HE.6-8.7.3

#### Goal of this Module

**Read:**

The goal of Module 4 is for students to have the ability to recognize healthy and unhealthy relationships and for them to acquire skills in positive communication.

#### A. Introduction

#### B. Review ‘Ohana Activity: Mōhala

**Read:**

Students display the wa‘a they created at home and share what they discussed as part of the ‘ohana assignment.

#### C. Hawaiian Cultural Value: Nohona

**Read:**

Then we introduce the Hawaiian Cultural Value for this lesson which is: *Nohona: how we communicate and relate with others*

This emphasizes the importance of communication in any relationship.

#### D. The Voyage of the Wa‘a Kaulua

**Read:**

In the next segment of the story, Ka‘iwi and Pailolo compare the relationships in their ‘ohana. They come to their own conclusions about how important effective communication is in a healthy relationship.

Advance to the next slide, **Slide 13**, “Who’s in Your Canoe?”

#### E. Who’s In Your Canoe?

**Read:**

The next activity begins with a Pono Choices-produced video featuring a legendary waterman, Uncle Nappy Napoleon, who is well known in the paddling community. Uncle Nappy describes the kuleana, or responsibilities, of each seat in a standard six-man canoe, or wa‘a.

**Note:** Advance to the next slide, Slide 14, “Who’s in Your Canoe? Worksheet”

After the video, students will complete a worksheet in which they identify specific people in their lives who fit the characteristics described of each seat in a wa'a.

This activity helps students identify a comprehensive support system that may guide them in their choices, and support them in working toward their goals and dreams. Students who have strong support systems are less likely to engage in risky behaviors, such as unprotected sex.

Advance to the next slide, **Slide 15**, “Pono Choices Relationship Guide.”

#### **F. Healthy, Unhealthy, and Abusive Relationship**

**Read:**

In the next activity, students are provided with descriptions of common traits that are, generally, associated with a healthy, unhealthy, or abusive relationship. For example, “communicates respectfully” is a trait found in a healthy relationship, whereas “a partner hurting the other in a physical or verbal way” is a trait associated with an abusive relationship.

Students will read brief scenarios and use the worksheet to determine if the relationship has traits of a healthy, unhealthy, or abusive relationship.

Advance to the next slide, **Slide 16**, “Pono Choices Relationship Guide... continued.”

Advance to the next slide, **Slide 17**, “Scenario 1.”

**Read:**

In talking about healthy and unhealthy relationships, Pono Choices is an inclusive curriculum. In this activity, one of the scenarios is between two males who are just starting a relationship. In this activity, the focus is not on the specific individuals in the relationship scenarios but on the traits demonstrated in the scenarios and whether those traits are healthy, unhealthy, or abusive. In later modules, the names of the individuals and their ethnicities are ambiguous, and their ages are not stated. There is also a scenario in which one individual is in a wheelchair.

There are four scenarios in Module 4. Here are the first 2.

*Mia and Alexander have been going out for a few months, and started having sex about three weeks ago. One day, they are at the mall, and Mia sees some earrings she likes and turns to Alexander and says, “Buy these for me.” Mia knows that Alexander really wants to buy a jacket for himself, but she asks him to buy the earrings anyway. After Alexander buys the earrings, Mia turns to her friends and brags about the “catch” she has in Alexander. Later that day, Mia and Alexander are alone at Mia’s house. They start making out, and get really intimate. They have not discussed condoms or other birth control methods, but since they’ve had sex before and nothing bad happened, they decide to have sex again.*

**Note:** Advance to the next slide, Slide 18, “Scenario 2.”

After debriefing this scenario, the class moves to the second scenario...

*Bill and James are just starting a relationship. On Thursday night at Bill’s house, they kiss for the first time. The next day, they go to a party together. About an hour after they get there, Bill goes to kiss James. James moves away a bit. Their first kiss was in private, and James isn’t sure he wants to “go public” with their relationship yet. Bill asks James if he feels uncomfortable, and James says, “Yes.” Bill asks James if he wants to leave the party, and James suggests they stay but maybe just have fun with their friends. Together, they go and join a group playing pool in the family room.*

Advance to the next slide, **Slide 19**, “Scenario 3.”

**Read:**

After debriefing the second scenario, the class moves to the last 2 scenarios...

*Justin and Kayla are arguing about the fact that Kayla thinks Justin may be cheating on her, due to some text messages she read on his phone when he was in the bathroom. Kayla is angry and starts slapping Justin, and yelling at him that he is cheating on her. When he turns to walk away from her, she continues to hurl insults at him. He gets on his skateboard and leaves, never saying another word.*

**Note:** Advance to the next slide, Slide 20, “Scenario 4.”

And...

*Kanani and Noah are just starting a relationship. On Thursday night at Noah's house, they kiss for the first time. The next day, they go to a party together. About an hour after they get there, Noah goes to kiss Kanani. Kanani moves away a bit. Their first kiss was in private, and Kanani isn't sure she wants to "go public" with their relationship yet. Noah asks Kanani if she feels uncomfortable and Kanani says, "Yes." Noah asks Kanani if she wants to leave the party, and Kanani suggests they stay but maybe just have fun with their friends. Together, they go and join a group playing pool in the family room.*

The goal of this activity is to instill that effective communication is essential in healthy relationships. It is also critical in the prevention of unintended pregnancy and STI transmission.

#### **G. Conclusion and Reflection**

**Read:**

At the conclusion of this lesson, students write a reflection on how positive nohona, which is how we communicate and relate with others, can be created when they surround themselves with people who communicate respectfully.

Advance to the next slide, **Slide 21**, "Maintaining Respect in Relationships."

## Module 5: Aloha

### Maintaining Respect in Relationships

**Standards and Benchmarks:** HE.6-8.1.1, HE.6-8.1.9, HE.6-8.3.1, HE.6-8.3.2, HE.6-8.4.1, HE.6-8.5.1, HE.6-8.5.2, HE.6-8.5.4, HE.6-8.6.2, HE.6-8.7.3

#### Goal of this Module

The goal of Module 5 is to develop refusal skills for the prevention of unintended pregnancy and STIs.

#### A. Introduction

#### B. Hawaiian Cultural Value: Aloha

**Read:**

The Hawaiian Cultural Value for this lesson is:

*Aloha: to have mutual respect for each other*

This definition of Aloha is deeper than just defining aloha as meaning “hello” or “goodbye.” Aloha is to be in the presence of the breath of life. One must have the utmost mutual respect with another in any relationship one chooses to be in.

#### C. The Voyage of the Wa‘a Kaulua

**Read:**

In this segment of “The Voyage of the Wa‘a Kaulua,” Ka‘iwi and Pailolo have a misunderstanding because of a lack of effective communication. This shows up when Ka‘iwi is no longer able to focus on his task of braiding cordage, which is necessary for lashing the canoe together. Holopuni, the master canoe builder, observes Ka‘iwi’s poor work and compares the importance of building a sturdy canoe, one that is lashed tight and capable of supporting their community, to the importance of maintaining effective communication and Aloha in a relationship.

Advance to the next slide, **Slide 22**, “The 4Rs: Refusing with Aloha.”

#### D. Introduction to the 4Rs

**Read:**

The next activity is an introduction to a refusal skill called *the 4Rs*. The 4Rs is a skill that students can use if they find themselves in a pressure situation and they need to negotiate or refuse unwanted pressure.

**Read:**

The 4Rs strategy includes:

- Respect: You treat each other with Aloha.
- Refuse: You are able to say no to unwanted behavior.
- Reason: You communicate WHY you do not want to do something.
- Redirect: You provide a positive alternative.

**E. Practicing the 4Rs****Read:**

Working with a partner, students will complete a worksheet using the 4Rs.

**F. Ty & Kiara: Keeping It Pono****Read:**

Students will watch a video called “Ty & Kiara: Keeping It Pono.” This is a locally produced video filmed in Nānākuli and stars members of the Nānākuli Drama Club. This video stresses positive communication within a teenage couple’s relationship, as they make decisions about their relationship, such as setting mutual and individual goals, planning for their future, and refusing pressure.

**G. Conclusion**

Advance to the next slide, **Slide 23**.

**H. ‘Ohana Activity: Aloha****Read:**

This is the second ‘Ohana Activity where students will bring home a worksheet, an activity, and discussion questions.

The questions for this ‘Ohana Activity are:

- Discuss the 4Rs skill and how it can support communication in refusing unwanted behavior.
- How does Aloha, or having mutual respect, fit with the 4Rs?

For the activity, students will weave a braid. Each of the three strands of the braid represents an ability to refuse, reason, and redirect, and the completed braid symbolizes respect. When you braid or weave things together, you create something stronger than each individual strand. Students are taught that by combining and using the 4Rs together, they have a stronger way to communicate, negotiate, or refuse unwanted behavior.

Advance to the next slide, **Slide 24**, “Preventing an Unintended Pregnancy.”

## Module 6: Hāpai Pono

### Preventing an Unintended Pregnancy

**Standards and Benchmarks:** HE.6-8.1.7, HE.6-8.1.9, HE.6-8.3.2, HE.6-8.4.1, HE.6-8.5.1, HE.6-8.6.2

#### Goal of this Module

The goal of Module 6 is to understand the emotional, physical, and financial responsibilities of pregnancy. Students will also gain knowledge of birth control methods.

#### A. Introduction

#### B. Review ‘Ohana Activity: Aloha

**Read:**

Students have the opportunity to share their ‘ohana discussions from Module 5 and turn in their completed braid.

#### C. Hawaiian Cultural Value: Hāpai Pono

**Read:**

The Hawaiian Cultural Value for this lesson is:

*Hāpai Pono: a pregnancy that is right with the person, physically, emotionally, spiritually, and financially*

#### D. The Voyage of the Wa‘a Kaulua

**Read:**

In this segment, Ka‘iwi and Pailolo observe the differences between a pregnancy that is Hāpai Pono and one that is not. Their friend, Kalohi, is young, confused, and immature. She is unsure about her relationship with her partner and acknowledges that her pregnancy is not pono. She compares this to the relationship between the canoe builder, Holopuni, and his wife, Me‘e, who together worked hard to accomplish many of their goals and dreams. Together, they planned their pregnancy and decided when they were physically, emotionally, spiritually, and financially ready to raise a child.

Students hear that, for a pregnancy to be Hāpai Pono, one must be prepared for the responsibilities involved.

Advance to the next slide, **Slide 25**, “Preventing an Unintended Pregnancy Brochure.”

### E. Birth Control Choices

**Read:**

The next activity provides students with medically accurate information about how pregnancy occurs, and how birth control works to prevent pregnancy. It provides medically accurate information on birth control options.

Although many methods of birth control are available, this module covers just three: abstinence, hormonal, and barrier methods.

1. Abstinence is reinforced throughout the entire curriculum, as it can be 100% effective at preventing pregnancy and STIs.
2. Hormonal methods tell the female ovaries NOT to release eggs.
3. Barrier methods block sperm from reaching and fertilizing an egg.

Advance to the next slide, **Slide 26**, “Gallery Walk for Pregnancy Costs.”

### F. Gallery Walk for Pregnancy Costs

**Read:**

The Gallery Walk for Pregnancy Costs is an interactive activity.

Working in groups, students place a dollar value on costs that typically come with pregnancy and early childhood, such as the costs of:

1. Giving birth in a hospital
2. Diapers for one month
3. Childcare for one month
4. Child support, and
5. Crib, car seat, and stroller

The facilitator then shares the costs that have been researched. Students discuss:

- How the costs of raising a child compare to the cost of preventing an unintended pregnancy
- How an unintended pregnancy may impact their goals and dreams.
- How their ‘ohana and community are impacted as well

Advance to the next slide, **Slide 27**, “ ‘Ohana Activity: Hāpai Pono.”

### G. ‘Ohana Activity: Hāpai Pono

**Read:**

This ‘Ohana Activity includes a legend about Papa (Earth Mother) and Wākea (Sky Father) and the kuleana, or responsibility, that comes with creating and caring for life.



**Note:** Advance to the next slide, Slide 28, “ ‘Ohana Activity: Hāpai Pono Papa and Wākea... continued.”

**Note:** Advance to the next slide, Slide 29, “ ‘Ohana Activity: Hāpai Pono Papa and Wākea Topics to Discuss.”

Students will discuss with their ‘ohana the costs of raising a child and what they learned about how to prevent an unintended pregnancy. There is no additional cultural activity to complete.

#### **H. H. Conclusion and Reflection**

**Read:**

To end this lesson, students will write a reflection on how an unintended pregnancy would affect them physically, emotionally, spiritually, and financially.

Advance to the next slide, **Slide 30**, “Understanding STIs.”

## Module 7: Pilina A‘o

### Understanding Sexually Transmitted Infections

**Standards and Benchmarks:** HE.6-8.1.7, HE.6-8.1.8, HE.6-8.1.9, HE.6-8.2.1, HE.6-8.3.2, HE.6-8.4.1

#### Goal of this Module

**Read:**

The goal of Module 7 is to gain knowledge about different STIs and how STIs can be transmitted.

#### A. Introduction

#### B. Review ‘Ohana Activity: Hāpai Pono

**Read:**

Students share the responses from their ‘ohana discussions from Module 6.

#### C. Hawaiian Cultural Value: Pilina A‘o

**Read:**

The Hawaiian Cultural Value for this module is:

*Pilina A‘o: linking your knowledge to understanding*

We want students to connect the knowledge of what STIs are to their understanding of how STIs are transmitted.

#### D. The Voyage of the Wa‘a Kaulua

**Read:**

In this segment of the story, STIs have come to Hawai‘i. Because the people at that time were unsure of how to prevent them, many people in the community, including those around Ka‘iwi and Pailolo, were affected.

Students learn that in Ka‘iwi and Pailolo’s time, people did not know how diseases were spread or how to prevent them. As a result, individuals could die because of an STI. Today, we do know how to prevent STIs, and by using the information in this curriculum, students will have the power to protect themselves and others.

#### E. Understanding STIs

**Read:**

This presentation will cover medically accurate information about STI transmission.

There are 2 main types of STIs: bacterial and viral.

There are 3 main ways STIs are transmitted: from needle sharing due to the blood that could be present; from mother to baby during pregnancy, delivery, and/or breast feeding; or from unprotected sex. Throughout the curriculum, sex has been defined to include:

- Vaginal sex: when the penis enters the vagina
- Anal sex: when the penis enters the anus
- Oral sex: when one person's mouth is on another person's genital area, which includes the penis, scrotum, vulva, vagina, labia, clitoris, and anus

Sex is defined this way to encompass how pregnancy occurs and how STIs can be spread.

We also cover the 4 main bodily fluids that can transmit HIV and some other STIs: blood, semen, vaginal fluid, and breast milk.

#### **F. You Cannot Get HIV Ladatt!**

##### **Read:**

Next is another locally produced video called "You Cannot Get HIV Ladatt!" The purpose of this video is to dispel myths about how HIV can and cannot be transmitted. This is an award-winning video recognized by the Centers for Disease Control, and features local entertainers that are recognizable to many of the students.

It includes a series of short video clips, each with a myth about HIV transmission. For example, one scene looks at the myth that you can get HIV from a toilet seat. This myth is dispelled with medically accurate information explaining that "You Cannot Get HIV Ladatt!"

#### **G. Myth or Fact Activity**

##### **Read:**

In the next activity, "Myth or Fact," students have to determine whether a statement about HIV transmission is a myth or fact.

For example, "You can get HIV from tattooing – myth or fact?" We are not saying tattooing is bad, but it is one way that HIV and other STIs could potentially be transmitted because of the exposure to blood if needles or ink are shared. Therefore, a person who chooses to get a tattoo needs to be aware of those risks.

We are not placing judgment on behaviors with this activity, but instead are focusing on the facts of STI transmission.

## **H. Conclusion**

Advance to the next slide, **Slide 31**, “Preventing STIs.”

## Module 8: Pilina Pono

### Preventing Sexually Transmitted Infections

**Standards and Benchmarks:** HE.6-8.1.7, HE.6-8.1.8, HE.6-8.1.9, HE.6-8.2.1, HE.6-8.3.2, HE.6-8.4.1

#### Goal of this Module

**Read:**

The goal of Module 8 is to understand protective factors and reinforce knowledge of STIs by learning prevention skills.

#### A. Introduction

#### B. Hawaiian Cultural Value: Pilina Pono

**Read:**

The Hawaiian Cultural Value for this lesson is:

*Pilina Pono: to link your knowledge to the right actions*

The last lesson, Pilina A‘o, is used to link knowledge of STIs to an understanding of STIs. But, it is not enough to just know something if you never use that information to take right actions.

In this lesson, we will talk about linking your *knowledge* of STIs to the *actions* of protecting yourself from getting an STI.

#### C. The Voyage of the Wa‘a Kaulua

**Read:**

In this segment of the story, Ka‘iwi and Pailolo are preparing for a journey where they will voyage around the world on a wa‘a kaulua, thus each fulfilling their long-term goal. They have spent months preparing for this voyage, gaining knowledge and skills, in order to make the journey successfully.

The same idea applies to the students gaining knowledge and skills for their own journeys toward their goals and dreams.

Advance to the next slide, **Slide 32**, “Prevention Techniques Worksheet.”

#### D. Preventing STIs

**Read:**

This presentation highlights the importance of the following 8 prevention techniques for avoiding an unintended pregnancy or STI:

1. Communicate
2. Be abstinent
3. Use condoms
4. Get tested
5. Don't use needles
6. Get vaccinated (when available)
7. Limit number of partners
8. Don't use drugs or alcohol

Advance to the next slide, **Slide 33**, "Prevention Techniques Teacher Demonstration of Correct Condom Usage."

#### E. Facilitator Demonstration of Correct Condom Usage

**Read:**

In this lesson, students learn the correct steps for putting on a condom. This is done not assuming that they are having sex or about to have sex in the near future, but rather as a protective health factor. They are to learn the correct steps in order to protect themselves and others.

I am going to demonstrate this activity for you right now so you hear all of the information we share with the students. A person can choose to practice abstinence. But if a person chooses to have sex, he or she can use a condom to greatly reduce their risk of STIs, as well as reduce the chance of an unintended pregnancy.

- For the demonstration, we will be using a wooden demonstrator that is used specifically for health education classes.
- **(Have the wooden demonstrator, condom, and paper towel ready.)**
- Students are reminded of the Group Agreements and that this is a critical health skill.
- All students should have the opportunity to learn this information, so it is important that students do not act inappropriately with the wooden demonstrators or touch the materials before instructed to do so.

I will go through the steps of the facilitator demonstration, which is what the students will see before any of the materials are distributed.

**(Facilitator demonstrates for Parent Night attendees.)**

**Read:**

The steps for correct condom usage are as follows:

1. The first step is to check the expiration date. Condoms do expire and will have an expiration date printed on each package.  
This condom expires on: \_\_\_\_\_
2. Push the condom to the side and carefully tear open the package.
3. Take the condom out and figure out which way the condom should roll down by looking for the ridge on the inside of the condom.
4. Students are shown that most condoms have a reservoir tip and are asked what they think it is for. At this point, students understand that it's for the semen.
5. Pinch the tip to leave room for the semen.
6. Next, bring the condom to the wooden demonstrator.
7. Continue to pinch the tip and, using your other hand, roll the condom on, smoothing out any air.
8. During sex, check to make sure the condom is not slipping.
9. After ejaculation, hold the condom at the base and withdraw or pull out the penis while the penis is still erect. Students are asked, "Why would a person need to do this while the penis is still erect?" They usually answer that once the penis gets soft, the condom could slip off or semen could spill out.
10. Then, slide the condom off of the wooden demonstrator. In real life, one would want to do this well away from the partner's body so as to not get semen on their partner or share bodily fluids.
11. Discard the condom in the trash. Do not flush condoms, and never reuse a condom.

It is stressed that condoms only roll on one way, but I'll demonstrate for you what can happen if a person does not check and tries to roll it on the wrong way.

**Note:** Using a new condom, pinch the tip and put the condom on the wooden demonstrator rolling down the wrong way.

**Ask:**

What do you notice?

**Answer:** "It's not rolling down" or "It's sliding back up."

**Ask:**

What should you do if you start to put the condom on wrong?

**Answer:** Throw it away and get a new condom, as semen or bacteria or a virus could be on that side. Remember to never reuse a condom.

## F. Student Demonstration of Condom Usage

### **Read:**

After I have gone through the steps, students will now have the opportunity to practice the proper steps for correct condom usage.

- Each student will get a wooden demonstrator, a latex condom, and a paper towel. If your child is allergic to latex, please let me know. The students will be told to not touch these items until instructed to do so.
- Students are reminded that they are not forced to participate. If they feel uncomfortable with this activity, they can sit quietly and just leave the items on their desk.

After they go through each of the steps, all of the materials will be collected, which includes the wooden demonstrator, condom, condom package, and paper towel. Please note that DOE policy states that condoms cannot be distributed at school or any school function. So I (the facilitator) will not pass out condoms for students to take and will be careful to collect the condoms and other materials at the end of the activity.

Students will then debrief the activity with the following questions:

### **Ask:**

Why do you think we learned to put a condom on correctly?

**Answer:** If a person chooses to have sex, condoms are a highly effective way to prevent STIs and unintended pregnancy. (Remember that students received information in Module 6 about the effectiveness rates of condoms, as well as other birth control methods.)

### **Ask:**

Why do both girls and boys need to learn this?

**Answer:** It is because their sexual partner might not know how, and it is important that everyone knows how to reduce their risk and keep themselves safe. Not all students receive a health class like this, so not everyone learns these steps.

### **Ask:**

What's the most effective way to prevent STIs and unintended pregnancy?

**Answer:** Abstinence! Abstinence is always reinforced as the most effective prevention method.



### **G. HIV Risk: High/Low/No Risk**

**Read:**

In this next activity, students determine if certain behaviors pose a high risk, low risk, or no risk for HIV transmission.

For example, hugging would be a NO risk behavior. Unprotected sex would be a HIGH risk behavior. Sex using a condom is a LOW risk behavior because you are limiting your exposure to another person's bodily fluids.

This activity gives students a concrete way to assess the level of risk that different behaviors have.

### **H. Conclusion and Reflection**

**Read:**

This module concludes with students reflecting on the most important thing they learned in this module and why learning about it is important.

Advance to the next slide, **Slide 34**, "Negotiation Skills and Role-Play."

## Module 9: Nā Kūlia

### Negotiation Skills and Role Plays

**Standards and Benchmarks:** HE.6-8.1.1, HE.6-8.1.9, HE.6-8.3.2, HE.6-8.4.1, HE.6-8.5.1, HE.6-8.5.2, HE.6-8.5.4, HE.6-8.7.1, HE.6-8.7.2, HE.6-8.7.3

#### Goal of this Module

**Read:**

The goal of Module 9 is to practice refusal skills and demonstrate the ability to utilize the 4Rs in a sexual pressure situation.

#### A. Introduction

#### B. Hawaiian Cultural Value: Nā Kūlia

**Read:**

The Hawaiian Cultural Value for this lesson is:

*Nā Kūlia: a set of skills that helps you make pono choices*

#### C. The Voyage of the Wa‘a Kaulua

**Read:**

In this segment of the story, Pailolo utilizes the 4Rs to refuse unwanted pressure from Ka‘iwi. Ka‘iwi hears the refusal clearly and respects the reasons why Pailolo refuses, and then they continue the preparation for their voyage. They are therefore able to maintain a positive relationship.

#### D. Scripted Role-Play: Ineffective Communication

**Read:**

Students observe a role-play that demonstrates ineffective communication. The role-play features Pele and Kamapua‘a, who have a long history of questionable communication. Students are able to identify how this ineffective communication leads to mixed messages between Pele and Kamapua‘a.

#### E. Scripted Role-Play: Effective Communication

**Read:**

Then, students will observe a role-play showing effective communication between Ka‘iwi and Pailolo, in which they are able to utilize the 4Rs.

## F. Unscripted Role-Plays

### **Read:**

Now that students have seen two examples, they next have the opportunity to create their own role-play. Their task is to demonstrate an effective use of the 4Rs in their original script. Then, they will act out the scripts in front of the class.

This is an important opportunity for students to practice the words they would use in a pressure situation.

By the end of the session, students will have heard how to refuse unwanted pressures in about 10 to 20 different ways!

Advance to the next slide, **Slide 35**, “ ‘Ohana Activity: Lei of Knowledge.”

## G. Conclusion

## H. ‘Ohana Activity: Nā Kūlia

### **Read:**

In this final ‘Ohana Activity, students use the cordage or braid that they created in Module 5. They will cut out the Reflection Squares from the back of their student workbooks where they have been writing down the Hawaiian Cultural Values and reflections that they’ve made throughout Pono Choices. They will string these through the cordage to create a lei of knowledge. This lei will be used for their commencement in the next and final lesson.

**Notes:** There are three more slides describing this activity, Slides 36-38.

Advance through these slides before advancing to Slide 39, “ ‘Ohana Activity: Lei of Knowledge Topics to Discuss.”

Topics to discuss with their ‘ohana include how they can increase their comfort when using the 4Rs and what they feel were the most important lessons of Pono Choices.

Advance to the next slide, **Slide 40**, “ ‘Ohana Activity: Lei of Knowledge Student Examples.”

Advance to the next slide, **Slide 41**, “Empowerment.”

## Module 10: Oli Ho‘omana

### Empowerment

**Standards and Benchmarks:** HE.6-8.1.1, HE.6-8.1.9, HE.6-8.2.2, HE.6-8.3.2, HE.6-8.4.1, HE.6-8.5.1, HE.6-8.5.2, HE.6-8.5.4, HE.6-8.6.3

#### Goal of this Module

**Read:**

The goal of this lesson is to review knowledge of teen pregnancy and STI prevention, and help students acknowledge that they are now empowered to make pono choices for their sexual health.

#### A. Introduction

#### B. Hawaiian Cultural Value: Oli Ho‘omana

**Read:**

The Hawaiian Cultural Value for this module is:

*Oli Ho‘omana: empowered to make pono choices*

This is the end of the Pono Choices curriculum. We want to keep the focus on each student’s ability to now take the knowledge and skills they have acquired and be empowered to act upon that information to make pono choices for their sexual health.

#### C. The Voyage of the Wa‘a Kaulua

**Read:**

The story concludes with Ka‘iwi and Pailolo reflecting on making pono choices in their relationship, as well as acknowledging how the decisions of their ancestors impacted them, just as their decisions will impact future generations.

Students hear that Ka‘iwi and Pailolo together set sail on a voyage around the world, while also continuing their personal journeys toward their goals and dreams.

#### **D. Paddling Toward Your Goals and Dreams**

**Read:**

The next activity is called “Paddling Toward Your Goals and Dreams” and is designed to be a culminating experience. Students revisit the goals and dreams they set at the start of the curriculum and are asked to keep those in mind while they go through a paddling simulation.

- Students begin by sitting in a row of 6, as if they’re in a 6-man canoe. They are asked by the facilitator to visualize their goals and dreams that they set in the beginning of the curriculum, and then they begin to paddle.
- During the exercise, they see that they will need to keep pace and adjust to changes in order to reach their destination.
- This is a connection on a physical level, experiencing that there will be distractions and barriers to achieving their goals and dreams.
- This activity reinforces that it takes effort and focus to reach a goal or destination.
- Students are reminded of seat responsibilities and who they identified as their support system: who’s in their own canoe.

Discussion includes:

- How it felt to be in a certain seat, and
- How goals are not always easy to reach because of barriers and distractions.

Advance to the next slide, **Slide 42**, “Tic-Tac-Pono Activity.”

#### **E. Tic-Tac-Pono Review Game**

**Read:**

Tic-Tac-Pono is a game played in the format of Tic-Tac-Toe.

Students answer questions about puberty, using the 8 prevention techniques and other facts they’ve learned through Pono Choices. At this point in the curriculum, students have been given the knowledge, attitudes, and skills to be comfortable and confident in their answers. Students are proud to showcase their knowledge.

#### **F. Conclusion and Reflection: Lei and Certificate Ceremony**

**Read:**

The final activity in Pono Choices is a lei and certificate ceremony.

A lei is very significant in Hawai'i, symbolizing a positive relationship between the lei giver and the lei receiver.

Students are presented the lei that they assembled with their 'ohana, along with a Certificate of Completion, and an 'ōlelo no'eau or a wise Hawaiian saying:

- Lei 'oe, lei kaula – You're the lei. We're the lei.
- This ceremony symbolizes that the student and the facilitator now share the same knowledge.

The curriculum ends with students completing a short personal reflection about what they learned in Pono Choices and how that information will guide them in their future.

Advance to the next slide, **Slide 43**, "Questions?"

**[Thank everyone for coming and tell them that you'll end by taking a few questions.]**

Advance to the next slide, **Slide 44**.

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**End**