

TEEN HYPE 2019-2020 SUMMATIVE REPORT

SEXUAL HEALTH
AND CONSENT
PROGRAMMING



TEEN HYPE (HELPING YOUTH BY PROVIDING EDUCATION)

is a positive youth development program that has successfully empowered and educated at-risk teens in Detroit for sixteen years, utilizing a multifaceted, evidence-based approach. With an emphasis on abstinence education, social and emotional wellbeing, HIV prevention, peer education, leadership skills, and safety, Teen HYPE strives to develop a generation of healthy young people, focusing on personal development and encouraging solid peer and caring adult relationships.

During the 2019-2020 academic year, Teen HYPE health educators instructed students using four evidence-based youth development, sexual risk reduction and substance abuse prevention curriculums in eight DPSCD middle and high schools. In total 993 students participated, 529 middle school students and 464 high school students.

Programs were provided in six middle schools and two high schools: Fisher, Nichols, Spain, Greenfield Union, Sampson Webber, Hutchinson Howe, Cass and King. Empowering Youth Today, for middle school, is an abstinence only curriculum. Keepin' it REAL is an abstinence and substance use prevention curriculum. Two sexual risk avoidance curriculums are used: Project AIM, for middle school and Love Notes for high school.



AT-A-GLANCE

4 PROGRAMS **8** SCHOOLS

993 STUDENTS } **529** MIDDLE SCHOOL STUDENTS
464 HIGH SCHOOL STUDENTS



EMPOWERING YOUTH TODAY increases understanding of how abstinence can prevent pregnancy, HIV and sexually transmitted infections while building refusal and negotiation skills. These skills include seeking affirmative consent, providing consent based on personal boundaries, as well as accepting that individuals have a right to consent or not and have that decision respected.

The third curriculum used in middle schools, **KEEPIN' IT REAL**, is a substance abuse prevention program that equips participants to be confident in their choices and effectively communicate their decisions. The strategies that make up the intervention's acronym, REAL, refuse, explain, avoid and leave, are applied to sexual decision making and the process of giving or refusing consent.

PROJECT AIM (ADULT IDENTITY MENTORING) is designed to motivate youth to make safe choices thereby reducing sexual risk behaviors. Key components include future thinking, present action and safeguarding one's future. While this intervention does not explicitly talk about sexual behavior, students develop skills to achieve effective communication. These skills are directly related to understanding and communicating consent— expressing what they want or don't want, talking about their limits, actively listening to and respecting the limits of others.

LOVE NOTES, a comprehensive healthy relationship curriculum, is provided in Cass and King High Schools. It is grounded in a positive youth development theory, teaching adolescents and young adults how to build healthy romantic relationships, prevent dating violence, and improve impulse control. The program builds skills for planning and pacing relationships and sex, including the importance of mutual agreement and the harm that can come from not seeking (and receiving) affirmative consent.

Teen HYPE anticipates continuing our programming partnership with the current schools during the 2020-2021 academic year. Data collected during the 2019-2020 school year shows that student satisfaction with the programs is high.

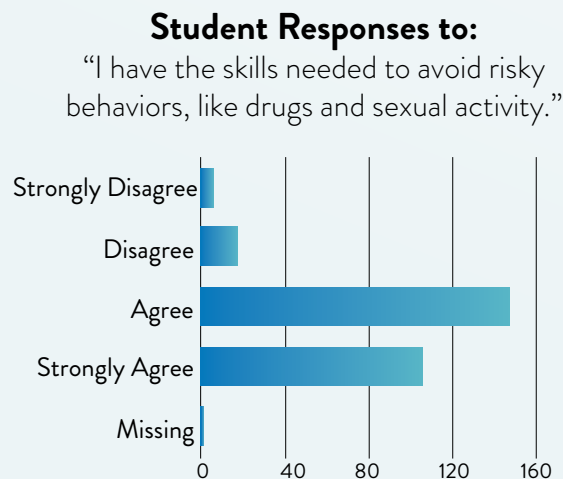
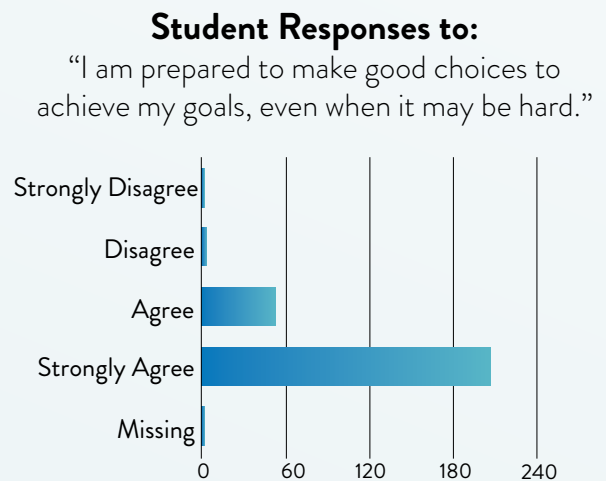
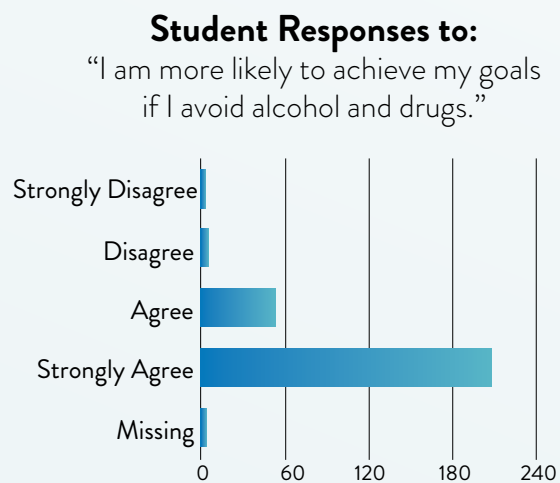
Student Satisfaction Survey Results

Empowering Youth Today in Detroit Public Schools

The EYT youth survey measured youths' knowledge, attitudes, behaviors, and skills toward youth developmental assets, making healthy decisions, identifying components of healthy relationships, and avoiding risky behaviors.

- **59.6%** of participating students reported that after programming they “know how to avoid situations that could lead to bad outcomes”.
- **96%** reported understanding they are “more likely to achieve my goals if I avoid alcohol and drugs”.
- **91.1%** said they could now “identify risky behaviors that would make it harder to achieve my goals”.
- **96.4%** reported they are “prepared to make good choices to achieve my goals, even when it may be hard”.
- **90.8%** of students believe they “have the skills needed to avoid risky behaviors, like drugs and sexual activity”.

272
EYT
Students





Student Satisfaction Survey Results

Keepin' it REAL in Detroit Public Schools

Keepin' it REAL is a culturally and developmentally appropriate substance use preventive intervention and was identified as the intervention to implement in the present project. Keepin' it REAL is effective in preventing and reducing substance use behaviors among adolescents. The University of Michigan Evaluator, Dr. Cordova, presented:

113
Youth
Served

Between October 1, 2019 and March 31, 2019, 113 youth were served.

- Of the 113-youth served during this quarter, the findings suggest several positive shifts. Compared to baseline, youth at 30-day follow-up demonstrated increased:
 - Knowledge of health risks when someone injects drugs
 - Ability to refuse drugs if youth were offered
 - Ability to refuse sex without a condom
- Additionally, compared to baseline, youth at 30-day follow-up demonstrated a decreasing shift in:
 - Marijuana use over the past 30 days
- Of these 113 youth, 88 youth received referral for HIV Testing and Counseling services.

Student Satisfaction Survey Results

Project AIM and Love Notes in Detroit Public Schools

Teen HYPE health educators collected satisfaction survey data from students who participated in Love Notes between October 2019 and February of 2020. Survey results overwhelmingly support the conclusion that students feel Love Notes is a high-quality program. For example, on a scale ranging from 1 to 5, students rated the program:

4.90

on their satisfaction with the instructors

4.64

on their satisfaction with incentives they received

4.68

on their satisfaction with Love Notes activities

Students reported feeling safe talking about sensitive topics like sex, problems, goals, etc. They rated their experiences of safety during Love Notes an average of 8.76 out of a possible maximum score of 10. Similarly, on a scale from 1 to 10, students gave Love Notes an average rating of 8.84 on whether they would recommend the program to some of their friends.

Teachers whose classes received Love Notes programming completed an online teacher feedback form. Survey results reveal that teachers were very satisfied with Love Notes facilitation. Fully 100% of the teachers surveyed agreed or strongly agreed that the instructors were:

- Patient with students
- Friendly
- On time
- Enthusiastic in their presentations
- Comfortable talking about sensitive topics like drugs and sex
- Able to create a safe space in the classroom to talk about sensitive topics
- Willing to make changes in the sessions based on the needs of the students
- Communicated clearly with the students

Teen HYPE weaves a strong connection between sexual health and the optimal health of the whole child. We consistently use interventions that are grounded in youth development (i.e., **Project AIM** and **Love Notes**), that also contribute to positive sexual health outcomes. Teen HYPE also infuses ten readiness abilities into all programming activities. It is our intent that every student will engage in experience-based learning, service learning and career preparation activities. We have an emphasis on skill-building opportunities in the areas of critical thinking, communication, creative thinking, citizenship and collaboration.

Students gave Love Notes an average rating of

8.84

on whether they would recommend the program to some of their friends.

One way that Teen HYPE assesses the quality of its Project AIM and Love Notes programming is through a survey of student participants. During the 2019-2020 academic year, Teen HYPE collected survey data from:

- **178** middle school youth from **8 classes** that participated in **Project AIM**¹
- **373** high school students from **14 classes** that participated in **Love Notes**

The students who participated in Project AIM completed a paper survey. The three quality questions asked to students in Project AIM were:

1. On a scale from 0 (no way!) to 10 (absolutely!) **how likely are you to recommend** this program to your friends?
2. On a scale from 0 (not safe at all!) to 10 (totally safe!) **how safe do you feel** in this class talking about sensitive things like drugs and sex?
3. Have you **changed the way you think** about things because of what you learned in this program?

The students who participated in Love Notes completed either a paper survey or an online survey. Three questions similar to those listed above were asked, plus:

How satisfied are you with: instructor, activities, incentive, snacks²?

The following charts display the results from these surveys. In short, the results indicate that Teen HYPE's programming is **perceived by students to be of high quality**:

- Overall, both Project AIM and Love Notes are perceived by students as **creating an atmosphere where it is safe to discuss sensitive topics**.
- Most students like Project AIM and Love Notes so much that they **would recommend the program to their friends**.
- About two-thirds of students in Project AIM and more than three-quarters of students in Love Notes said that they **changed the way they think about things** because of what they learned in the program.
- Love Notes **instructors received an almost perfect rating** by students; activities and incentives were also rated very highly. Only students' ratings of snacks received a rating of less than 4.5 on a 5-point scale.

178
Project AIM
Students

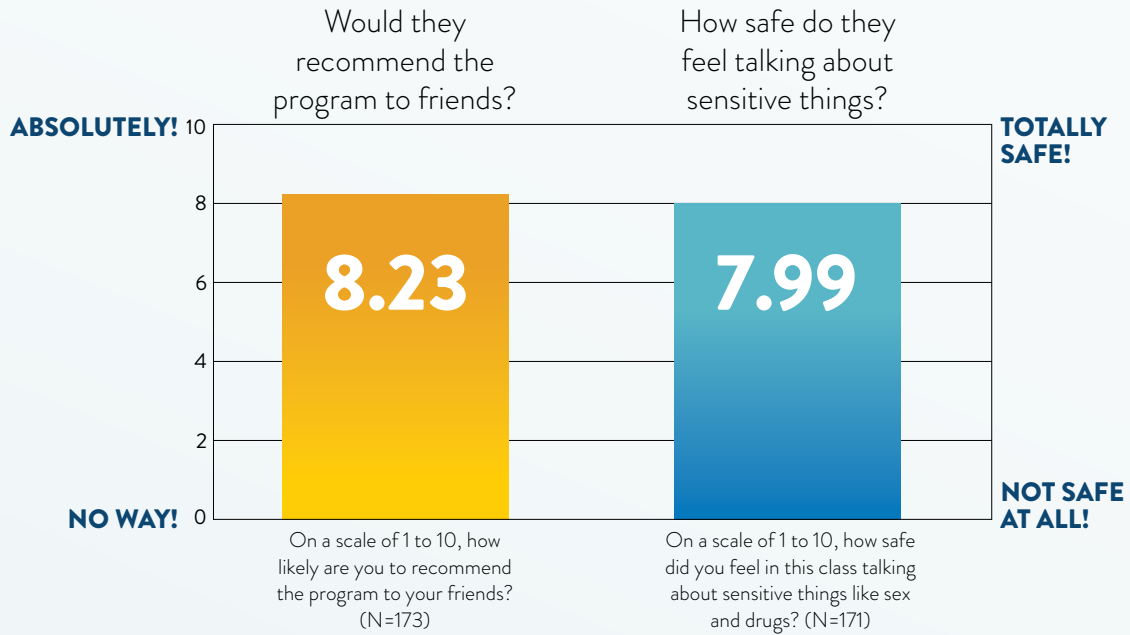
373
Love Notes
Students



1 Data from another three classes is not yet available.
2 The question about snacks was only included on the online survey.

PROJECT AIM

Students' Average Ratings on Recommendation and Safety Questions



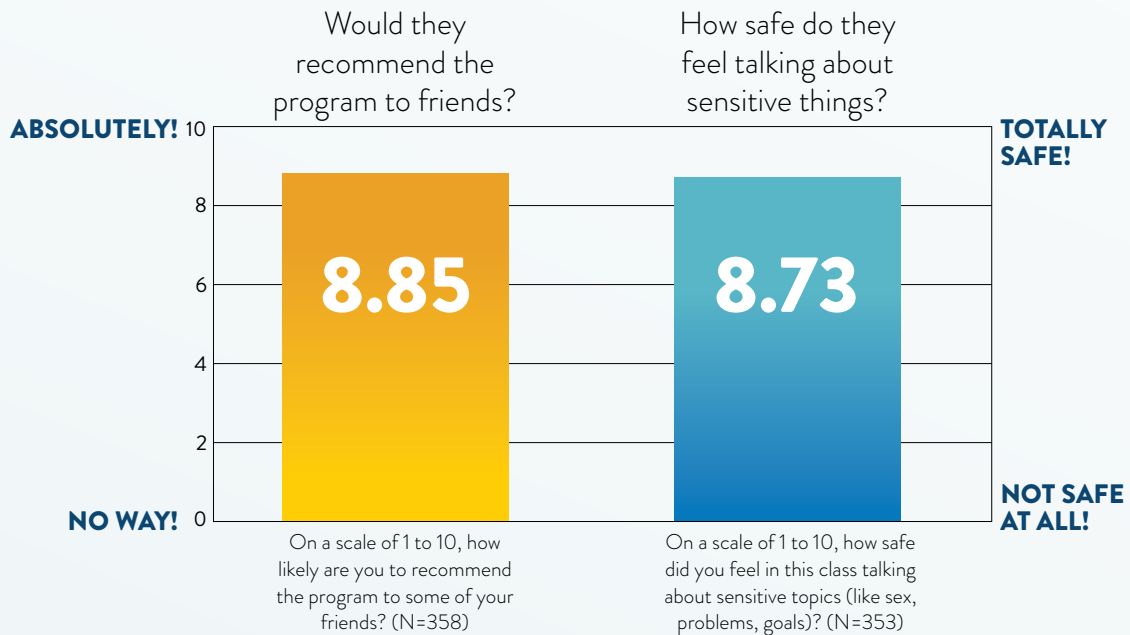
Student Responses to the Question...

“Have you changed the way you think about things because of what you learned in this program?”
(N=167)

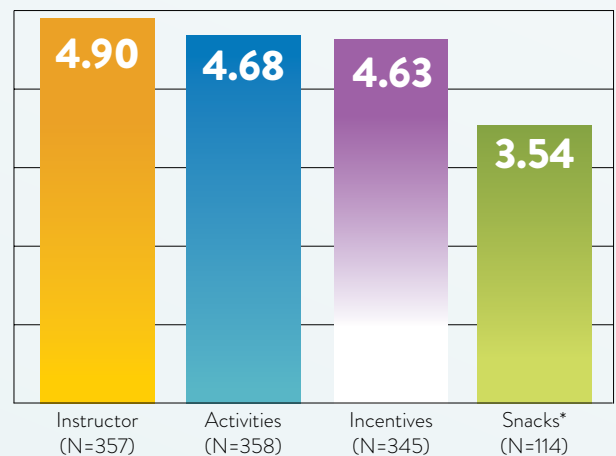


LOVE NOTES

Students' Average Ratings on Recommendation and Safety Questions

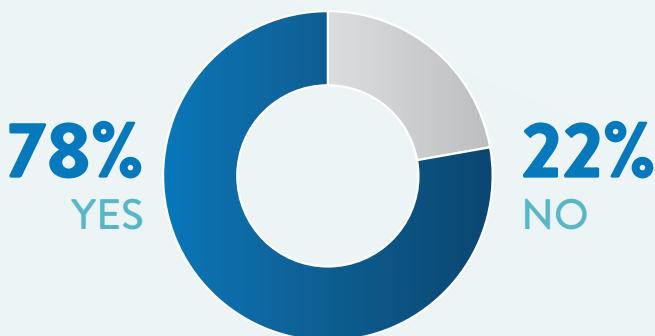


Students' Ratings of Program Components



* Fewer students answered about snacks because the question was only asked in the online survey; the paper survey did not have this question.

Student Responses to the Question...
 "Have you changed the way you think about things because of what you learned in this program?"
 (N=368)



LESSON PLAN

Empowering Youth Today— Promoting Health Among Teens!

Abstinence-Only Intervention

Promoting Health Among Teens! Abstinence-Only Intervention is a twelve-module curriculum designed to empower young adolescents to change their behavior in ways that will reduce their risk of becoming infected with HIV or other STDs and decreasing their chances of being involved in unintended pregnancies. The curriculum advocates postponing sexual activity and emphasizes that abstinence is the only way to completely eliminate their risk for unplanned pregnancy, HIV, and other STDs.

CURRICULUM OBJECTIVES

- | | |
|--|---|
| <ul style="list-style-type: none"> • Increased knowledge about abstinence as a means of pregnancy, HIV, and other STD prevention • More positive attitudes/beliefs about abstinence • Increased confidence in their ability to negotiate abstinence | <ul style="list-style-type: none"> • Increased negotiation skills • Stronger intentions to abstain from sex • A lower incidence of HIV/STD risk—associated sexual behavior • A stronger sense of pride and responsibility in making a difference in their lives |
|--|---|

LESSON	PURPOSE
1. Getting to Know You and Steps to Making Your Dreams Come True	<ul style="list-style-type: none"> • Increase students' confidence about making proud and responsible decisions to protect themselves and their community from unplanned pregnancy, HIV, and other STDs • Describe the benefits of proud and responsible behaviors
2. Goals and Dreams	<ul style="list-style-type: none"> • Describe at least one goal they wish to achieve in the future • Identify a barrier to achieving their personal goals
3. Puberty and Adolescent Sexuality: Part 1	<ul style="list-style-type: none"> • Identify students' knowledge about the physical, emotional, and sexual development associated with puberty • Identify sexual messages from media, peers, and parents/other trusted adults
4. Puberty and Adolescent Sexuality: Part 2	<ul style="list-style-type: none"> • Identify the sexual behaviors to avoid when practicing abstinence • Identify some of the benefits of abstinence • Identify some of the elements required for abstinence to work

LESSON	PURPOSE
5. Making Abstinence Work for Me	<ul style="list-style-type: none"> • Examine attitudes about abstinence • Help students identify ways to negotiate abstinence • Increase students' awareness of partner pressure to become sexually active • Teach students strategies they can use when faced with sexual decisions
6. Consequences of Sex: HIV Infection	<ul style="list-style-type: none"> • Increase students' knowledge about HIV/AIDS and HIV risk-associated behavior • Identify the basic facts about HIV and AIDS • Identify a person's risk of HIV infection as a result of engaging in various sexual and non-sexual behaviors • Identify how HIV infection can be prevented
7: Consequences of Sex: Sexually Transmitted Diseases	<ul style="list-style-type: none"> • Increases students' knowledge about sexually transmitted diseases • Help students identify behaviors that place people at risk for contracting sexually transmitted diseases, including HIV • Increase students' perceived vulnerability to STDs
8: Consequences of Sex: Pregnancy—Part 1	<ul style="list-style-type: none"> • Increases students' understanding of pregnancy as a consequence of sex • Increase students' perception that they are vulnerable to getting pregnant or getting someone pregnant • Increase students' understanding of the consequences of teen pregnancy
9: Consequences of Sex: Pregnancy—Part 2	<ul style="list-style-type: none"> • Increase students' awareness of the characteristics of peer pressure • Increase students' ability to resolve peer-pressure situations
10: Improving Sexual Choices and Negotiations	<ul style="list-style-type: none"> • Help students identify personal limitations and boundaries regarding sexual physical contact • Increase students' refusal and negotiations skills regarding abstinence • Express confidence in their ability to say "NO" to risky sexual situations • Identify strategies for negotiating abstinence in romantic relationships
11: Roleplays: Refusal and Negotiation Skills	<ul style="list-style-type: none"> • Increase students' communication, negotiation, and refusal skills regarding abstinence • Enhance student's ability to resist situations that place them at risk for pregnancy, HIV, and other STDs
12: Building Negotiation Skills	<ul style="list-style-type: none"> • Increase students' communication, negotiation, and refusal skills regarding abstinence • Increase student's sense of pride and responsibility in negotiating abstinence

Project AIM

Project AIM is a group-level youth development intervention designed to reduce HIV risk behaviors among youth. The intervention is based on the Theory of Possible Selves, which states that a person’s motivation is determined by a balance of positive and negative ways people see themselves in the future. Individuals who are able to imagine both possible positive and negative futures are more likely to work toward their life goals and achieve future success. Thus project AIM encourages at-risk youth to imagine a positive future and discuss how current risk behaviors can be a barrier to a successful adulthood.

CORE ELEMENTS



Thinking about a Positive Possible Future



Present Actions to Achieve Future Success



Safeguard the Future through Risk Reduction

LESSON	CORE ELEMENT			PURPOSE
1. What is a Legacy?				<ul style="list-style-type: none"> To understand the concept of legacy To create group agreements and cultivate safe space
2. Abstinence				<ul style="list-style-type: none"> To understand the concept of abstinence To explore reasons why teens benefit from abstaining from sexual activity
3. Looking Ahead to My Future				<ul style="list-style-type: none"> To define a positive/negative future To discuss ways to practice self-confidence
4. Guest Speakers				<ul style="list-style-type: none"> For youth to interact w/ young adults who are achieving their future positive self For youth to understand the ways in which guest speakers have overcome obstacles & used resources
5. What Lift's Me Up, What Holds Me Back?				<ul style="list-style-type: none"> To encourage youth to define positive vs. negative influences To help youth to identify sources of support for a positive future To help youth learn to resist negative peer pressure

LESSON	CORE ELEMENT			PURPOSE
6. Expressing Myself in My Future Career				<ul style="list-style-type: none"> To define career To identify interests and skills To understand that it takes many types of jobs to create a final product or service; to link interests to careers
7. Exploring My Future				<ul style="list-style-type: none"> To choose a future career; To present to the group their career aspiration
8: What does today have to do with my future?				<ul style="list-style-type: none"> To identify links between personal experiences & future opportunities To create a Resume To identify Resources
9: What can I do NOW to get there?				<ul style="list-style-type: none"> To identify activities and resources and to develop future goals; To design a business card To identify opportunities for new relevant experiences
10: Expressing Myself in Communication and Relationships				<ul style="list-style-type: none"> To distinguish between positive and negative peer pressure To distinguish between passive, aggressive, and assertive communication styles To have youth role-play situations using different communication styles
11: Reproductive Health				<ul style="list-style-type: none"> Identify students' knowledge about the physical, emotional, and sexual development associated with puberty; To help students identify healthy hygiene habits for their physical health Introduction of the reproductive processes, functions and system at all stages of life
12: Vacation Exploration				<ul style="list-style-type: none"> To work with others in future planning, including the use of resources, budgeting and planning activities To use guided imagery to have youth think about their lives in the future
13: Choosing My Future				<ul style="list-style-type: none"> To engage youth in future planning around long-range goals To state strategy for preparing for high school and beyond
14: Putting It All Together				<ul style="list-style-type: none"> To compile a portfolio of all their work To see completed work as increasing the likelihood of future success To participate in a Graduation Ceremony

LESSON PLAN

Love Notes

Love Notes is used to build skills and knowledge for healthy and successful relations for romance, friends, family, school, and work. It’s an innovative and strengths-based approach within a positive youth-development framework that teaches youth about forming and maintaining healthy relationships. The uniqueness of this approach also empowers them to make healthy sexual choices that will boost sexual delay and sexual risk avoidance. All youth, regardless of sexual orientation, have attractions, emotions and desires for healthy relationships. All youth need skills and knowledge to navigate their relationships and make wise sexual choices. This is an LGBTQ-inclusive curriculum.



CORE ELEMENTS

Knowing Myself	All About Healthy Relationships	Community Skills for Healthy Relationships	Sexual Decision Making & Pregnancy Prevention
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LESSON	CORE ELEMENT	PURPOSE
1. Relationships Today	Knowing Myself	<ul style="list-style-type: none"> To consider the challenges of relationships today To explore how relationships affect many areas of life, including one’s (current or) future children
2. Knowing Yourself		<ul style="list-style-type: none"> Learn that good relationships start with an understanding of one’s self Gain an understanding that past experiences affect present choices and future decisions Understand that negative baggage does not equal our destiny
3. My Expectations—My Future		<ul style="list-style-type: none"> Gain a better understanding of what an expectation is and the role expectations play in our relationships Know how to communicate our expectations Learn a quick way to assess how expectations may be affecting our relationships

LESSON	CORE ELEMENT	PURPOSE
4. Attractions and Starting Relationships	All About Healthy Relationships	<ul style="list-style-type: none"> • Have an awareness of the foundations, building blocks, and characteristics of healthy relationships • Understand the role brain chemistry and hormones play in our relationship decision-making • Recognize the importance of building relationships on qualities that really matter
5. Principles of Smart Relationships		<ul style="list-style-type: none"> • To be able to recognize smart and not-so-smart relationship attitudes, behaviors, and choices • To understand the importance of compatibility in relationship and use the Seven Principles to guide in decision making • Continuing the Relationship Pyramid concept, focus on the top of the pyramid and understand what it takes to get there
6. Is It a Healthy Relationships?		<ul style="list-style-type: none"> • To analyze the differences between healthy and unhealthy relationships • To demonstrate using a three-question guide in assessing a relationship
7: Dangerous Love		<ul style="list-style-type: none"> • To deepen awareness of abusive behaviors and the early warning signs • To increase motivation to learn the communication, anger-regulation, and conflict-management skills that will be taught in Lessons 9 and 10 • To raise awareness of the signs of greatest danger • To identify services
8: Decide, Don't Slide! The Low-Risk Approach to Relationships		<ul style="list-style-type: none"> • Have an awareness of the risks associated with sliding into relationships • Become acquainted with the "Success Sequence" • Understand how to avoid sliding by deciding how handle attractions and develop relationships

LESSON	CORE ELEMENT	PURPOSE
9: What's Communication Got to Do With It?	Community Skills for Healthy Relationships	<ul style="list-style-type: none"> To raise awareness of the role communication and the ability to handle conflict plays in relationship success or failure To identify the patterns that are most damaging to relationships To build a set of skills to counter negative patterns and protect relationships
10: Communication Challenges and More Skills		<ul style="list-style-type: none"> To examine the communication patterns one experiences growing up To demonstrate good communications skills by using the WWA formula to raise complaints and issues To analyze hidden issues that often underlie ongoing conflict To practice a simple problem-solving model
11: Let's Talk About Sex	Sexual Decision Making & Pregnancy Prevention	<ul style="list-style-type: none"> To demonstrate a deeper understanding of intimacy and explore how it develops To become aware of risky situations for sex To encourage youth to reflect on physical intimacy, sexual values, and boundary setting To describe similarities and differences of hormones and sexual arousal processes for males and females To set one's sexual boundary line and identify the benefits of staying in the green zone
12: Pregnancy, STIs, and HIV		<ul style="list-style-type: none"> To gain accurate information and dispel faulty assumptions about sex, pregnancy, and STDs/HIV To review human reproduction and family planning for married couples To analyze STD and HIV facts and the most effective way to prevent them To become aware of risky situations and develop a plan for sexual decisions
13. Through the Eyes of a Child		<ul style="list-style-type: none"> To examine unplanned pregnancy through the eyes of a child and consider how a healthy, stable relationship helps parents do the job of parenting To analyze the role of fathers in family formation, especially when teens are involved To identify steps and decisions parents can make to promote a bright future for their child To apply learning in developing a personal plan for success



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