



**The Resource Toolkit for Sexual Health**  
**Florida Department of Health in Indian River County**

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## Introduction

In May 2012, the Department of Health in Indian River (DOH-Indian River) released the Community Health Assessment (CHA), which identified health care and human service needs in our community. Diverse stakeholders from community health and human service organizations sorted the needs into twelve categories. They voted on the following five priorities to include in the Community Health Improvement Plan (CHIP):

1. Access to Care
2. Prevention of Sexually Transmitted Diseases (STDs)/HIV and Teen Pregnancy
3. Built and Natural Environment and Transportation
4. Chronic Disease Prevention
5. Mental Health, Substance Abuse and Tobacco Prevention

This toolkit provides medically accurate, developmentally appropriate information and resources to address Priority 2: Prevention of STDs/HIV and Teen Pregnancy. It is intended to support parents and adults working with youth in a variety of environments.

A Priority 2 Taskforce, composed of agencies serving youth in our community, identified two resources that can be used in educational settings and adapted for use in churches, at home, or in agencies working with youth: Our Whole Lives (OWL) and the Education, Training and Research (ETR) Associates program. Both offer an array of comprehensive, developmentally appropriate resources that are highlighted throughout this toolkit. The appendices include sample activities that have been adapted from the recommended resources or replicated verbatim.

OWL is a comprehensive sexuality education curriculum broken down into five components across the lifespan: Kindergarten-Grade 1; Grades 4-6; Grades 7-9; Grades 10-12; Young Adult and Adult. ETR Associates is a nonprofit organization that provides science-based resources in health and education; this toolkit will highlight "Focus on Youth: An HIV Prevention Program for African-American Youth," as well as web based resources.

Since the creation of the CHIP Priority 2 Taskforce, the combined STD rate for ages 15-24 and the single year rate decreased over 10 percent. Teen birth rates were also reduced. In a concerted effort, service providers who comprised the work group identified gaps in services and education, worked together to address the gaps, and created a localized resource toolkit/curriculum that can be utilized by any sector.

Preventative education is most effective before teenagers even consider the possibility of engaging in sexual behavior. That means starting early by using appropriate names for body parts and taking advantage of the many teachable moments provided by social media, movies, songs, news stories, and comments children themselves make. Such moments can precipitate honest conversations about values, relationships and sexual health.

Incorporating these resources and activities into your work with youth populations can not only help reduce the rates of STDs and pregnancy in teens, but also promote a respectful, responsible attitude toward sexuality and sexual health. For parents (every child's primary sexuality educators), this toolkit will help communicate values about sexuality as they see fit, while simultaneously providing information and expectations that encourage children to make informed, healthy decisions as they grow.

Claudia Jiménez  
Our Whole Lives Facilitator, AASECT

## Age Appropriate Topics for Children and Youth

This toolkit summarizes themes from the different components of the Our Whole Live (OWL) curriculum and the Focus on Youth program, providing examples of developmentally appropriate topics for each age group. The resources listed include OWL curricula titles and authors for each age grouping. Sample activities were chosen from each section based on input from stakeholders in the community. The OWL curricula can be adapted for work with children in youth groups, health classes and science classes; additionally, OWL can support parent conversations about sexuality. When OWL is used in a Sunday school setting, all teachers are trained (15 hours for each age grouping) and must submit to a background check. All parents participate in a three hour workshop to make sure the program is a good fit for their family.

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### Our Whole Lives

#### Overarching Goals:

- To support children's sense of self and self-esteem.
- To foster open communication between children and their parents about sexuality.
- To help children recognize their bodies as good, beautiful, private and special.
- To help children gain understanding and accurate information about sexuality.  
To help children develop interpersonal skills that will keep them safe and healthy.
- To help children make decisions respectful to themselves and others, and that anticipate possible consequences.
- To help children prepare for the normal changes they will experience as they grow and develop.
- To engage families in recognizing their role as their children's most important sexuality educators.

#### RESOURCES:

*United Church of Christ:* [http://www.ucc.org/justice\\_sexuality-education\\_our-whole-lives](http://www.ucc.org/justice_sexuality-education_our-whole-lives)

*Unitarian Universalist Association:* <http://www.uua.org/re/owl>

## Kindergarten - Grade 1

### TOPICS:

#### Our Wonderful Bodies

THEMES: The human body – naming its parts (including male and female genitals); talking about what the body can do; affirming what children know about their bodies; discussing gender roles.

#### Healthy Bodies, Safe Bodies

THEMES: Keeping our bodies healthy and safe; appropriate and inappropriate touch; safety rules such as “No! Go! Tell!”

#### Families

THEMES: Celebrating the diversity of families; awareness and appreciation of family configurations, including their own.

#### Families and Feelings

THEMES: The mixed emotions of family living: joys and comforts, anger and stresses; change in families and how it affects children.

#### Babies and Families

THEMES: Children can come to families through birth or adoption; love, as well as physical and emotional care, helps children thrive.

#### Birth of a Baby

THEMES: Conception – the role of females and males in starting a baby (alternative stories).

NOTE: Parents choose which story is appropriate based on the developmental needs and readiness of their child. Both stories present conception and birth in the context of starting a new life and expressing human love.

#### Celebrations

THEMES: Welcoming a new baby; celebrating happy occasions in all stages of life.

**SAMPLE ACTIVITY:** Healthy Bodies, Safe Bodies (Appendix A)

### RESOURCES:

*Our Whole Lives Sexuality Education for Grades K-1* by Barbara Sprung. Beacon Press: Boston, MA, 1999.

*The Parent Guide to Our Whole Lives K-1 and Grades 4-6* by Patricia Hoertdoefer. Beacon Press: Boston, MA, 2000. Outstanding resource with a description of children’s sexual development and examples of questions parents and children might have relative to the topics in the curricula.

*From Diapers to Dating: A Parent’s Guide to Raising Sexually Healthy Children* by Debra Haffner. New Market Press, NY, 1999. Practical information to help parents identify and communicate

their values about sexuality to their children in an age appropriate matter. Organized from birth to age twelve.

*Safe Touch Program:* This program is designed to help children identify situations or events that do not feel safe to them. Many times children (and even adults) fail to recognize the danger of being in situations with someone who is not being appropriate because they fail to listen to their own sense of what is wrong. This is why the program focuses strongly on helping children recognize events and feelings that alert them to situations that may not be right.

- Available online: <http://tinyurl.com/3kjs46z>

*Advocates for Youth ([www.advocatesforyouth.org](http://www.advocatesforyouth.org)):* The PUBLICATIONS tab has a free program for parents, “The Is No Place Like Home...for Sex Education,” divided by individual age groups: 3-5 year olds and individual grades 1-12. It is also available in Spanish.

*ETR Skills for Educators: Teachable Moments – Answering Children’s Questions*

- Available online: <http://tinyurl.com/gwpze39>

*ETR Sample Lesson: Our Amazing Bodies – Every Part Deserves a Proper Name*

- Available online: <http://tinyurl.com/hw2enja>

## Grades 4-6

### TOPICS:

#### Values and Sexuality

THEMES: Clarifying, supporting and communicating values about sexuality; listening to diverse view points; understanding the destructiveness of stereotypes and prejudice; exploring friendship and peer pressure.

#### Family Relationships

THEMES: Defining family; recognizing the diversity of family configurations; intimacy in relationship to family and friends.

#### Puberty

THEMES: Physical and emotional changes

#### Gender Identification and Sexual Orientation

THEMES: Gender roles; sexual orientation; gender identities; homophobia.

#### Intimacy and Reproduction

THEMES: Discuss ways of expressing love to include intimacy and healthy sexual behavior; conception and birth.

#### Health and Safety

THEMES: Information about sexually transmitted disease and skills for protecting themselves from sexual abuse.

#### Communication

THEMES: The language of sexuality: what is appropriate/inappropriate; effective communication skills.

#### Decision Making

THEMES: Messages from family, peers, faith communities and the media about sexuality and their influence on decision making; the impact of decisions involving sexual activity and sexual health on an individual's future; personal goals and timelines.

**SAMPLE ACTIVITY:** The Changes of Puberty, Appendix B

### RESOURCES:

*Our Whole Lives Sexuality Education for Grades 4-6* by Elizabeth Casparian & Eva Goldfarb. Beacon Press: Boston, MA, 2000

*The Parent Guide to Our Whole Lives K-1 and Grades 4-6* by Patricia Hoertdoefer. Beacon Press: Boston, MA, 2000. Outstanding resource with a description of children's sexual development and examples of questions parents and children might have relative to the topics in the K-1 and

Grade 4-6 curricula.

*It's Perfectly Normal* by Robie Harris. Candlewick Press, Cambridge, MA, 1994. Excellent for ages 10-13, follows the OWL curriculum very closely, funny and informative.

*My Body, My Self for Girls/Boys* by Linda Madaras and Area Madaras, New Market Press, NY, 1993. Quizzes, checklists, journal pages and info for preteens and teens. Girl and boy versions.

*Advocates for Youth* ([www.advocatesforyouth.org](http://www.advocatesforyouth.org)): The PUBLICATIONS tab has a free program for parents, "The Is No Place Like Home...for Sex Education," divided by individual age groups: 3-5 year olds and individual grades 1-12. It is also available in Spanish.

*ETR Skills for Educators: Getting Prepared for Preadolescent Questions*

- Available online: <http://tinyurl.com/jmkr96e>

*ETR Skills for Educators: Sample Questions and Answers*

- Available online: <http://tinyurl.com/gwuk9zo>

*National Health Service (NHS) of England – Menstrual Cycle Animation*

- Available online: <http://tinyurl.com/z6vqpzp>

## Grades 7-9

### TOPICS:

#### What Is Sexuality?

THEMES: Examining values; the language of sexuality.

#### You as a Sexual Being

THEMES: Anatomy and physiology; puberty concerns; body image; gender identity; gender expression, roles and stereotypes; sexual orientation.

#### Relationships

THEMES: Healthy relationships; relationship skills.

#### Contemporary Issues

THEMES: Sexuality, social media and the internet; bullying and bystander responsibilities.

#### Responsible Sexual Behavior

THEMES: Redefining abstinence; intimacy; consent education.

#### Sexually Transmitted Infections (STIs), Pregnancy, Parenting

THEMES: STIs; Pregnancy, parenting and teenage parenthood; unintended pregnancy options; contraception and safer sex.

#### Communicating about Sexuality

THEMES: Sexual decision making; communication; self-care and goal setting.

**SAMPLE ACTIVITY:** Deal Makers and Deal Breakers, Appendix C

### RESOURCES:

*Our Whole Lives Sexuality Education for Grades 7-9* Pamela M. Wilson, 2<sup>nd</sup> Edition. Beacon Press: Boston, MA, 2014.

*Beyond the Big Talk: Every Parent's Guide to Raising Sexually Healthy Teens from Middle School to High School and Beyond* by Debra Haffner, New Market Press, NY, 2002. Haffner explores the choppy seas of adolescence, from middle school to college. She outlines the basic adolescent developmental stages, appropriately cautioning that each person develops differently. She focuses on the good news that greater parental involvement can help adolescents navigate the difficult early years of sexual awakening. (Editorial review, Amazon.com)

*The Secret Lives of Teen Girls* by Evelyn Resh CNM, MPH, Hay House, Inc. 2009. Provides parents, in particular mothers, insight into how to guide their daughters so they can mature into sexually healthy women.

*The 5 Love Languages of Teenagers* by Gary Chapman. Helps parent analyze what Campbell calls a teen's love language so parents can express their affection and support their teen in an

effective way. The five languages of love the author identifies are 1. Words of Affirmation; 2. Quality Time; 3. Receiving Gifts; 4. Acts of Service and 5. Physical Touch. There are other books in the series for children and adults.

*Advocates for Youth* ([www.advocatesforyouth.org](http://www.advocatesforyouth.org)): The PUBLICATIONS tab has a free program for parents, “There Is No Place Like Home...for Sex Education,” divided by individual age groups: 3-5 year olds and individual grades 1-12. It is also available in Spanish.

*ETR Skills for Educators: Sharing Values about Sexuality*

- Available online: <http://tinyurl.com/jxrujgs>
- Also includes a “Teachable Moments” section for parents to reflect on their values about sexuality.

*Creating and Maintaining Sexually Healthy Relationships* by Al Vernacchio

- Available online: <http://tinyurl.com/j6enrm6>

## Grades 10-12

### TOPICS:

#### Sexual Health

THEMES: Learning about our bodies; taking care of our sexual health; making safer choices.

#### Lifespan Sexuality

THEMES: Sexual development; becoming a parent; expressions of sexuality.

#### Building Healthy Relationships

THEMES: Communication; intimacy; masturbation; recognizing unhealthy relationships.

#### Sexuality and Social Issues

THEMES: Reproductive rights; power and control (abuse, harassment, rape); equality.

**SAMPLE ACTIVITY:** Parenting License, Appendix D

### RESOURCES:

*Our Whole Lives Sexuality Education for Grades 10-12* by Elizabeth Casparian & Eva Goldfarb.  
Beacon Press: Boston, MA, 2000.

*ETR Sample Lesson: Defining Gender*

- Available online: <http://tinyurl.com/jxklzki>

*The Underground Guide to Teenage Sexuality* by Michael J. Basso, Fairview Press, Minneapolis, Minnesota, 2003.

## Young Adult (18-35 years old)

### TOPICS:

#### Young Adults & Sexuality

THEMES: Values, goals and assumptions; circles of sexuality.

#### Mind & Body

THEMES: Breaking the language barrier; body image and feelings.

#### Sexual Pleasure

THEMES: The anatomy of pleasure; understanding sexual response.

#### Keeping Your Body Healthy

THEMES: Continuum of risk; STD prevention.

#### Exploring Gender

THEMES: Gender roles and stereotypes; stories from people who are transgender.

#### Sexual Orientation

THEMES: Understanding sexual orientation; bisexuality and biphobia.

#### Communication

THEMES: Naming the challenges; communicating about sex.

#### Relationships, Love and Commitment

THEMES: Hooking Up: What's It All About?; dating and new relationships.

#### Boundaries & Boundary Violations

THEMES: Power and sexual aggression; know your boundaries.

#### Family Matters

THEMES: Parenting perspectives; becoming a parent.

#### Sexual Fantasy and Variation

THEMES: The reality of fantasy; online sexual compulsivity.

#### Advocacy and Education

THEMES: Opinion pinwheel; introduction to advocacy

**SAMPLE ACTIVITY:** Hooking Up: What's It All About?, Appendix E

### RESOURCES:

*Our Whole Lives Sexuality Education for Young Adults, Ages 18-35* by Michael Tino, Sarah Gibb Millspaugh, Laura Anne Stuart. Beacon Press: Boston, MA, 2008.

## Adult OWL

### TOPICS:

#### Sexuality & Values

THEMES: Societal values; exploring personal values.

#### Sexuality & Communication

THEMES: Building bodies; overcoming barriers to effective communication.

#### Sexuality & Spirituality

THEMES: Considering sexuality and spirituality together; sexuality values of religious groups.

#### Discovering the Sexual Self

THEMES: Sexual life cycle timelines; discovering sexual orientation.

#### Experiencing the Sexual Other

THEMES: Considering sexual connection; lovemaking continuum.

#### Sexual Attraction & Early Behaviors

THEMES: The elements of sexual attraction; learning from the past.

#### Sexuality and Developing Relationships

THEMES: The stages of relationships; intimacy and relationships.

#### Sexuality and Committed Relationships

THEMES: Commitment and a theory of love; relationship troubles.

#### Sexual Diversity

THEMES: Discovering oneself; promoting acceptance.

#### Sexuality and Family

THEMES: Gender roles and expectations; family issues.

#### Sexuality and Aging

THEMES: The stages of sexual life; abilities; disabilities and the aging body.

#### Sexual Health

THEMES: Assessing personal health; considering healthy behavior.

**SAMPLE ACTIVITY:** Considering Sexuality and Spirituality Together, Appendix E

### RESOURCES:

*Our Whole Lives Sexuality Education for Adults* by Richard S. Kimball. Beacon Press: Boston, MA, 2000.

*Older, Wiser, Sexually Smarter: 30 Sex Ed Lessons for Adults Only* by Peggy Brick, Jan Lunquist, Allyson Sandak, Bill Taverner. The Center for Family Life Education: Morristown, NJ, 2009.

**ETR Associates:**  
**Focus on Youth: An HIV Prevention Program for African-American Youth**

This program targets 12 to 15-year-old African-American youth who are at risk for HIV infection. The free curriculum is available online and includes workbooks, a facilitator's guide and a parent resource guide.

**TOPICS:**

We're All in This Together

THEMES: Community building; SODA decision-making model, Step 1: Stop.

Risks and Values

THEMES: HIV/AIDS facts; risky behaviors; feeling invulnerable; defining and ranking values.

Educate Yourself: Obtaining Information

THEMES: Finding information; trusted adult/guardian as a resource; what teens want to know; puberty; SODA decision-making model, Step 2: Options.

Educate Yourself: Examining Consequences

THEMES: Discussing local statistics (HIV, STIs); prevention (abstinence, condom use); SODA decision-making model, Step 3: Decide.

Build Skills: Communication

THEMES: Body language; gossip; assumptions; communication styles; SODA decision-making model, Step 4: Action; reflection.

Sexual Health and Showing You Care Without Having Sex

THEMES: Alternatives to sex; contraception; parenting.

Attitudes and Skills for Sexual Health

THEMES: Goal setting; role playing refusal; negotiation skills; the challenges of living with HIV.

**RESOURCES:**

*Focus on Youth: An HIV Prevention Program for African-American Youth.* ETR Associates: Scotts Valley, CA, 2009.

- Available online (<http://tinyurl.com/hjdegmg>) or by contacting [foy@etr.org](mailto:foy@etr.org)

*ImPACT Documentary Video*

- Available online: <http://tinyurl.com/hjdegmg>
- An outstanding resource for parents.

## Appendix A

**SAMPLE ACTIVITY:** Healthy Bodies, Safe Bodies. OWL K-1, Pages 51-57; adapted.

Objectives: Children will learn ways of keeping their bodies healthy and explore the concept of bodily privacy. They will learn three important “No! Go! Tell!” rules for safety.

### 1. Welcome children/icebreaker

#### **A Question to Think About: How do we care for our bodies?**

Ask and discuss with the children how their parents took care of them when they were babies (feeding them, changing diapers, bathing, providing places to sleep, etc.).

Now that they are older, they have some responsibility for keeping themselves healthy. Ask them, “What are some of the things you do to take care of your body?” You may invite them to share their response by playing “charades,” where one child acts out the activity and the others guess. During the discussion make sure the following points are covered:

- Eat healthy food (5-2-1-0 program, [healthyindianriver.com](http://healthyindianriver.com); 5 fruits and veggies, 2 hours or less of screen time, 1 hour of physical activities, 0 sugary drinks)
- Get sleep and have restful times
- Brush teeth
- Exercise
- Stay away from things that can harm your body, such as cigarettes, alcohol, and drugs
- Get loving touches from family and friends
- Play safely

### 2. Growing and Changing You

Show pictures of babies, toddlers and 5-6 year olds from magazines or books, teenagers and adults.

Discuss generally, in an age appropriate manner, the fact that each person grows and changes at just the right time for that person.

Celebrate their growing and changing selves. Tell them that when they take care of their bodies they will feel healthy, happy and safe. When they share their thoughts and feelings with people they love, they will feel safe and important and loved.

Invite them to sing the “Feeling Song.”

### “Feeling Song”

If you’re happy and you know it, clap your hands (2x)  
If you’re happy and you know it, then your face will surely show it.  
If you’re happy and you know it, clap your hands.

If you’re angry and you know it, stamp your feet (2x)  
If you’re angry and you know it, and you’re not afraid to show it.  
If you’re angry and you know it, stamp your feet.

If you’re sad and you know it, you can cry (2x) *draw “tears” on cheeks with index fingers*  
If you’re sad and you know it, then your face will surely show it.  
If you’re sad and you know it, you can cry.

If you’re scared and you know it, get a hug (2x) *hug yourself or a partner, with permission*  
If you’re scared and you know it, find a friend where you can show it.  
If you’re scared and you know it, get a hug.

### 3. Loving Touches Conversation

Engage children in a conversation about loving touches from family and friends. Talk about feeling warm and snug when their families kiss and hug them as expressions of love. Talk about high-fives and holding hands with friends and family. Talk about how their bodies belong to them, and they can decide who to hug, or kiss, or hold hands with – always with the other person’s permission, of course. When they do not have permission you should say:

**NO!** – Say no to the person; “NO, don’t touch me!”

**GO!** – Run away. Leave. GO!

**TELL!** – Go tell someone you trust, like a family member, teacher or minister. You must TELL.

The following link has resources and a video that can help with this conversation. They are copied from the Safe Touch Program material posted on the Immaculate Conception of Dardenne School Website: <http://tinyurl.com/3kjs46z>

This program is designed to help children identify situations or events that do not feel safe to them. Many times, children (and even adults) fail to recognize the danger of being in situations with someone who is not being appropriate because they fail to listen to their own sense of what is wrong. This is why the program strongly focuses on helping children recognize events and feelings that alert them to potentially inappropriate situations.

## **LESSON:** Kindergarten–3rd Grade

### **Part 1: Boundaries**

There are rules everywhere, like speed limits, rules at recess, and rules in the classroom. They help us know what we can or can't do, what is safe or not safe; when everyone knows the rules and follows them, we are all safer. There are all kinds of rules. Rules help us feel safe and know what to do. Sometimes, people break rules. Usually, that makes you feel uncomfortable, because you are afraid they might get in trouble.

Discussion questions:

1. Have you ever felt a funny, uncomfortable feeling when someone breaks the rules and you know something bad is going to happen?
2. Let's talk about examples of getting that uncomfortable feeling. What does your body do when something feels wrong? How does your tummy feel when you are scared or upset? Are there any feelings in the rest of your body? (Give examples like heart racing, etc.)
3. Does it feel different when you have done something wrong rather than when you are around someone else who is doing something wrong? What about when someone is asking you to do something wrong? If it feels different, how?

### **Part 2: Safe Touch**

Some rules are about touch. People touch people all the time. Some touches are accidental, while some are on purpose. Some make you feel really good, like when you have a tummy ache or are scared and your mom hugs you. Sometimes being touched makes us feel safe and happy. Sometimes it feels bad or uncomfortable.

Discussion Questions:

1. Let's talk about ways or times we have been touched that made us feel safe and good.
2. Let's talk about ways or times when being touched does not make us feel safe or good. (Expect and elicit discussion about non-sexual touches, such as a fight with a friend, getting pinched by your brother, or getting a shot at the doctor's office)

Think of wearing a swimsuit. Sometimes people need to touch or examine you in those places that a swimsuit covers. But these parts of our bodies are private, and there are rules or limits for touching someone in the swimsuit area. People need your parents' permission and your permission to touch you in those places (like a doctor or a nurse). If someone touches you in those areas without permission, or if they ask you to touch them in those areas, you might get that bad or uncomfortable feeling that tells you something is not right. If you get that bad feeling, you have the right to say no and to get away, and you should tell someone what happened and how you feel.

This is true whether this person is an adult, an older child, or even someone your age. It is also true whether the person is a stranger or someone you know.

Sometimes you are touched by someone and it does not feel uncomfortable, but you are not sure that it is okay. When that happens, you should talk to your parents, teacher, or another safe adult about it. Examples of this would be if someone tickles you or pats you, and you are just not sure. If they try to give you presents, or ask you to keep a secret or do something that you know breaks the rules, you should talk to your parents about it.

Being safe, taking care of our bodies and being respectful of them is important to learn. One of the most important skills for being safe and being respectful involves talking to our parents, or another safe adult, about situations that we do not understand, or when we do not feel OK.

### **Part 3: Learning to say NO when you feel that funny, uncomfortable feeling**

If someone touches you in a private area or does something else that gives you that bad or uncomfortable feeling...

- The **first** thing you should do is immediately say “NO, I don’t like that, stop. Stop now.”
- **Second**, you should get away from that person immediately, if you don’t feel safe.
- The **third** thing you should do is to go to a safe adult\* and tell them you need help. Tell a safe adult immediately; don’t wait. Tell them what happened and how it made you feel, even if someone asked you or told you not to tell.  
\*A safe adult is your parent, teacher, or other close family member. Someone you trust to care about you, listen to you, and help you.

Discussion Questions:

1. We talked about three steps you should take if you get that funny, uncomfortable feeling. What is the **first** thing we should do? (Say no.) What is the **second** thing? (Get away.) What is the **third** thing we should do? (Tell a safe adult.)
2. Be aware: Sometimes people who behave inappropriately tell kids not to tell anyone about it. Talk about what to do if that happens.

### **Part 4: Rules to help children be safe**

1. You should know your full name, address (city and state), and phone number with area code.
2. Never get into a car or go anywhere with any person, even if they say they have permission to take you, unless an adult you trust very much (like your parent or teacher) says it’s OK.
3. Never go anywhere with a stranger, even if they seem nice.
4. Do not tell strangers where you live.
5. Do not tell anyone your name, your address, your phone number, or the school that you go to over the computer. If someone says something mean to you over the computer, or asks questions about your name or where you live over the computer, leave the computer right away and tell your mom or dad.
6. If someone scares you or makes you feel funny, tell your parents or teacher right away.
7. If an adult asks you to keep a special secret, tell your parents or another adult right away. No adult should ever ask you to keep a secret.
8. No one should touch you on parts of your body that a swimsuit covers. You should not touch anyone else on those parts either.

9. No one, not even a teacher or a close relative, has the right to touch you in a way that makes you feel funny or uncomfortable. It's OK to say no, get away and tell an adult you can trust.
10. Sometimes people who are friends or relatives ask us to hug or kiss them, or sit on their lap. If you don't want to, tell your parents that you don't want to.
11. Sometimes, strangers say certain things in order to get kids to come with them. Never go with a stranger, even if they say something like...
  - The stranger has lost his pet and needs your help to find it,
  - The stranger is lost and needs directions, or
  - Your mom or dad is hurt or sick and told the stranger to pick you up.

NOTE: These are common lures used by child abductors.

**Other resources about safe/unsafe touch:**

*Willie Learns the Touching Rule (video for children):* <http://tinyurl.com/ja24v4f>

*Masturbation – Why it happens and what to do about it:* <http://tinyurl.com/k5pkg4w>

NOTE: Parents should be aware that it is normal for some young children to touch their genitals for pleasure. When that happens children need to know it is done in a private place, which may be a difficult concept for the child. It is important parents share their beliefs about this practice in an age appropriate way without shaming the child if they do not want them to engage in this behavior.

## Appendix B

**SAMPLE ACTIVITY:** The Changes of Puberty. OWL Grades 4-6, Pages 43-44, 46; adapted.

**Objective:** To engage youth in discussing the changes that occur during puberty by comparing the similarities and differences that boys and girls experience.

**Materials:**

- 3 tables with cards labelled “Girls, “Boys” and “Both Girls and Boys” in large print or 3 sheets of newsprint with each of the labels in large print.  
NOTE: Using tables gives the students and opportunity to move around the room.
- Drawings of male and female bodies showing changes from pre-puberty to post-puberty.  
NOTE: You may also want to have diagrams or models of the male and female reproductive systems.
- Index card or slips of paper with the following phrases in a basket or box:

“Your body will sweat more”

“Whiskers start to grow on the face”

“You might want to use a deodorant”

“Hips get wider”

“You may get pimples”

“Scrotum darkens in color”

“You gain weight”

“Menstruation begins”

“Skin becomes oilier”

“Erections are common”

“The penis and testicles get bigger”

“Eggs mature in ovaries”

“Uterus and vagina grow larger”

“Breasts grow bigger”

“Voice gets squeaky and deepens”

“Wet dreams – ejaculations – begin”

“You grow nearly to your full height”

“Nipples may darken in color”

“Hair grows around the genitals”

“Body produces more sex hormones”

“Body hair grows longer and thicker”

“Hair begins to grow on chest”

“Hair grows under arms”

“Testicles start to produce semen and sperm”

“Sexual and romantic feelings are stronger and more frequent”

“Muscles grow larger and you become stronger”

### Activity Plan:

- A. Introduce the activity by explaining the body goes through changes during puberty. It typically begins between ages 9-16 for boys and girls. These changes do not occur overnight, and the whole process may take years to complete. Girls usually start puberty a little earlier than boys, so it is common for them to be taller than boys for a year or so. Once boys begin puberty, they catch up quickly.
- B. Invite students to look at table/newspaper, and take turns picking an index card or folded strip of paper from the basket. Have them take turns reading their slip/card aloud (depending on the reading level, you can read it) and inviting the group to discuss if it is a change only boys experience, only girls experience, or both. Then have the students place/tape the card on the table/newspaper.
- C. After all the cards have been read, process the activity by asking:
  - Has anyone learned anything new from this activity?
  - Is anyone surprised by anything they heard?Be sure to emphasize the process of puberty is quite similar for everyone. Many of the stages are the same for boys and girls.
- D. Explain the cards only describe physical changes. Ask the group, "What kinds of new feelings do you think you will have as your body changes?" (More emotional, mood swings, sexual desire, attraction, etc.)

NOTE: This activity is followed by a discussion: What will it be like? Youth discuss what things about puberty and getting older they are looking forward to, not looking forward to, or worried about. It is preceded by a discussion about the definition of puberty and how everyone's body is different using the following questions: What are the advantages of being the smallest person of all your friends? The tallest? Average?

## Appendix C

**SAMPLE ACTIVITY:** Deal Makers and Deal Breakers. OWL Grades 7-9, Pages 179-180; adapted.

*This lesson is nested in a unit on Healthy Relationships and is based on the work of Al Vernacchio.*

Objective: To explore what is needed for a healthy relationship and what is not acceptable.

**Deal maker** refers to something absolutely needed in a healthy relationship. **Deal breaker** refers to something absolutely not acceptable in a healthy relationship.

### Activity plan:

- A. Divide group into pairs. Each pair should have paper and pencil/pen. Randomly assign each pair one of the following types of relationships: good friend, romantic interest or life partner. Give pairs five minutes to identify three deal makers and three deal breakers for their type of relationship.
- B. After five minutes ask each group to share their top one or two deal makers and breakers for a good friend. Record their answers. Do the same for the other types of relationships.
- C. Process with the following questions:
  - What do you think of the responses? Would you add or delete something?
  - Are there any similarities?
  - What specific qualities would you look for in a partner for you to make a lifetime commitment?
- D. Show Poster/PowerPoint with the following information:

### **Poster/Slide #1**

#### Characteristics of Healthy Romantic Relationships

- **Caring:** Partners care for or love each other and profess that caring openly.
- **Friendship:** Partners are friends first and have fun together.
- **Acceptance:** Partners accept each other as they are.
- **Open Communication:** Partners listen to each other and say what is on their mind.
- **Trust:** Partners trust each other and are trustworthy.
- **Equality:** Partners are equal in maturity and share decision-making.
- **Safety:** Partners respect each other's boundaries and resolve conflicts without violence.
- **Mutual support:** Partners support each other's goals and values.

SOURCE: Our Whole Lives, Grade 7-9, Unit III, Workshop 12, Handout 8.

## Poster/Slide #2

### Warning Signs of Unhealthy Relationships

- Your partner lies, cheats or gets jealous a lot.
- Your partner is four or more years older and more experienced than you.
- Your partner abuses alcohol or drugs and pressures you to, as well.
- You would feel incomplete without your partner.
- What you like best about your relationship is what your partner does for you, such as giving you money or gifts.
- Your partner is mean, rude, disrespectful, etc.
- Your partner hits, slaps, shoves, punches or otherwise physically abuses you.
- You always feel drained, nervous, anxious or unsure of yourself around your partner.
- You feel controlled, threatened, isolated and put down by your partner.
- Your partner doesn't acknowledge you or your relationship openly.
- You are so wrapped up in the relationship that you have no energy for your schoolwork, hobbies, friends or family.
- When you and your partner are alone together, you spend most of your time having sex and rarely go out together.
- You argue a lot, and even when you talk about how to deal with conflict, it keeps happening again and again.
- A little voice inside you says, "Uh oh, things aren't right here."

SOURCE: Our Whole Lives, Grade 7-9, Unit III, Workshop 12, Handout 9.

E. Invite students to identify their personal deal makers and deal breakers.

**First**, invite them to look over sample suggestions as they explore what makes sense to them in their relationships.

## Poster/Slide #3

### Relationship Commitments... to Consider

- |                                                              |                                            |                        |
|--------------------------------------------------------------|--------------------------------------------|------------------------|
| >good sense of humor                                         | >good looking                              | >uses drugs or alcohol |
| >smokes cigarettes                                           | >good student                              | >affectionate          |
| >shares your hobbies                                         | >trustworthy                               | >egalitarian           |
| >politically conservative (or liberal)                       | >controlling                               | >kind                  |
| >good relationship with parents                              | >fun to be with                            | >honest                |
| >sexually experienced (or not)                               | >good listener                             | >saves money well      |
| >spends money freely                                         | >very messy (or very neat)                 |                        |
| >wants children (or not)                                     | >shares your religious beliefs             |                        |
| >good athlete                                                | >uses social media (Tumblr, Twitter, etc.) |                        |
| >wants to be married or romantically committed in the future |                                            |                        |

SOURCE: Our Whole Lives, Grade 7-9, Unit III, Workshop 12, Handout 10.

**Second**, provide each student three index cards. Have them label each as follows: Good Friends, Romantic Interests or Partners, and Life Partner. Although they may not have all three in their lives right now, invite them to identify and write down three deal makers and three deal breakers for each. What would they identify as deal makers and deal breakers for future relationships?

**Third**, invite participants to share a deal maker and a deal breaker important to them for one of the three types of relationships. Ask group not to criticize or disagree, as these are personal values. Explain that their lists might change as they grow and change. Listen to a few responses, then ask and discuss: How might knowing your personal dealmakers and deal breakers help you establish healthy relationships?

**Fourth**, invite participants to make a mental commitment to choose relationships based on their deal makers and deal breakers, and place their cards in the envelopes you will hand out to each of them. Ask them to place the cards in the envelope, seal them and write today's date. They will revisit them at the end of the course or a later date convenient to their setting.

## Appendix D

**SAMPLE ACTIVITY:** Parenting License. OWL Grades 10-12; Pages 127-129.

Objective: To help participants reflect on the different aspects of parenting and explore their values and beliefs about what parenting entails.

1. Introduction: Tell the group this activity explores parenting. Invite them to imagine a time when the Earth is so overcrowded that a law is passed requiring prospective parents to have a license. It is the job of this group to determine the criteria for obtaining a license.
2. Show the poster/PowerPoint slide with suggested criteria. Invite them to add any criteria that are missing from the list.

### Poster/ Slide #1

>Financial status      >Number of existing children      >Marital/partner status  
>History of divorce      >Education      >Age  
>Physical disabilities      >Health status      >Childcare knowledge/experience  
>History of genetic disorders      >Criminal record      >Sexual orientation  
>Physical attractiveness      >Availability of support network (e.g., extended family)  
>Should parents have same religion?      >Should both parents be same race?  
>Quality of relationship between prospective parents  
>Plans for one parent to stay home and raise the child vs both parents working full time

3. Divide participants into small groups and invite them to choose the top five most important criteria and prepare a justification for their choices. Provide a paper and pen for each group. Have a facilitator or scribe record them on newsprint, tallying responses for each group. They will have 10 minutes.
4. After 10 minutes, invite each group to share their selections and their rationale. After all groups present, process the activity using the following questions:
  - What did you think of this activity?
  - What was difficult about it?
  - Were you surprised by anything you discussed?
  - Do you think people should have licenses to become parents?
  - How do you feel about the fact that in reality there are no requirements for parenthood?
  - Did anything you learned in this activity make you rethink your own parenting plans?
5. Summarize by making the following points:
  - Becoming a parent is a serious decision that requires a great deal of thought.
  - Many people would not be able to live up to the criteria the group established in this activity. In fact, many of our own parents may not have met the criteria.

- While there is no perfect time to become a parent and no parent is perfect, it is worth considering the factors we have discussed before taking on the challenge of parenthood.

## Appendix E

**SAMPLE ACTIVITY:** Hooking Up: What's It All About? Young Adult OWL, Pages 130-131.

**Objective:** To encourage young adults to define *hooking up* and explore their values and safety concerns about these experiences.

1. Introduction: Ask the group if they are familiar with this term. Provide reasonable time for a few people to share their responses. Without discussion, divide participants into small groups and ask them to come up with a definition using the questions listed below on the poster/PowerPoint slide. Read them aloud before the groups begin their work. They will have 10 minutes or less.
  - What types of individuals do people *hook up* with?
  - Where do people meet individuals whom they *hook up* with?
  - What sexual activities do people engage in when they *hook up*?
  - Why do people *hook up*?
2. After 10 minutes, ask each group to share their definition. Process using the following questions:
  - Was it easy or difficult to come up with a group definition?
  - Are the definitions the groups came up with more alike than different?
  - What were common elements?
  - Do you think you and your peers generally have a common understanding of the term *hooking up*?
3. Tell the group they will continue the conversation using a disagree/agree continuum. Assign one side of the room to represent "agree" and the other "disagree," with the space between representing a continuum from agree to disagree. As each statement is read (choose 4-6), participants move to the spot on the continuum that reflects their position. Ask for comments from different spots on the continuum after each statement is read.

### Statements:

- a) Most people believe that *hooking up* with someone will lead to a serious relationship with that person.
- b) A woman who *hooks up* with someone will be perceived more negatively by her peers than a man who hooks up with someone.
- c) Before two people *hook up*, they usually have a common understanding of what activities they are going to participate in and how they will relate to each other afterward.
- d) Alcohol is almost always involved in *hooking up*.
- e) People who think they can *hook up* without getting emotionally involved are fooling themselves.
- f) *Hooking up* allows you to experiment with sexual activities that you might not try otherwise.
- g) It's best to *hook up* with someone you do not know well.

- h) Most people practice safer sex (using latex barriers for all activities where body fluids might be exchanged) when *hooking up* with someone.
  - i) Most of my friends think it is OK to *hook up* with someone.
4. Conclude the continuum exercise by noting that people tend to have different expectations about what *hooking up* is and what will result from it. Regardless of these differences, people want and deserve an experience that is emotionally and physically safe if they choose to engage in this behavior. If there is time, ask this: What guidelines would make this possible? Discuss with the group, and be sure to include:
- Know what you want
  - Know your motives
  - Be honest
  - Recognize whether you are getting into a pattern of doing things you later regret
  - Know your boundaries and honor them
  - Practice safer sex
  - Avoid HWI (hooking up while intoxicated)
  - Plan for your personal safety

NOTE: This workshop is preceded by a discussion of relationship options – such as marriage, cohabitation, and singlehood – and a discussion of the participants’ values concerning them. It is followed by a discussion about dating and new relationships.

## Appendix F

**SAMPLE ACTIVITY:** Considering Spirituality and Sexuality Together. Adult OWL, Page 50.

### Objectives:

- To identify aspects of sexuality that have a spiritual dimension.
  - To increase awareness of sexuality as a positive force in our lives.
1. Invite responses to these questions:
    - Do spirituality and sexuality ever come together? In what ways?
    - Do we hope that most people find a spiritual component in their sexuality? Why or why not?
    - Should the idea that sexuality has a spiritual component be promoted by society? By us, as individuals? By religious institutions? Where does love fit into this?
  2. Invite participants to pause and think about the conjunction of spirituality and sexuality in their lives.
    - When is sexuality most spiritual in their lives?
    - When is spirituality most sexual?
    - Can they identify that unified force in their sexual relationships and activities with themselves and others?
    - Let them know they have 4-7 meditative minutes to think about this. If using journals, invite them to write their thoughts, if they wish.
  3. Invite participants to return their attention to the group and share any thoughts they are comfortable sharing. Don't rush to further questions. Sit in silence for a while (if needed) before moving on. If there are no more comments or there has been some silence, pose the following questions:
    - How can people make sexuality and sexual activity more spiritual?
    - What gets in their way?
  4. Ask participants to shift gears and think about the intersection of spirituality and sexuality in books, movies, music and other arts. You might be prepared to provide examples (poems, paintings, etc.).

NOTE: This activity is preceded by an exploration of what each word (spirituality, sexuality) means to the participants. They will discuss the conjunction of spirituality and sexuality in their own lives and as expressed in the arts. Ask, "Can you name artistic works that bring together the dual themes of spirituality and sexuality? Would you recommend them to others? Why or why not?" You may invite participants to bring an example for the next session (poem, visual art, music, etc.)

## Appendix G

### ADDITIONAL PARENT RESOURCES

*Safe Touch Program:* This program is designed to help children identify situations or events that do not feel safe to them. Many times children (and even adults) fail to recognize the danger of being in situations with someone who is not being appropriate because they fail to listen to their own sense of what is wrong. This is why the program focuses strongly on helping children recognize events and feelings that alert them to situations that may not be right.

- Available online: <http://tinyurl.com/3kjs46z>

*ETR Handout: Understanding Your Adolescent's Behavior*

- Available online: <http://tinyurl.com/zbz72sy>

*ETR Handout: Tips for Responding to Teenagers*

- Available online: <http://tinyurl.com/j6p8n5v>

*Talking Back: What Teens Want Adults to Know About Teen Pregnancy*

- Available online: <http://tinyurl.com/gry5rfq>

*Ten Tips for Parents to Help Their Children to Avoid Teen Pregnancy*

- Available online: <http://tinyurl.com/j2mvqpo>

*How to Talk with Teens About Love, Relationships & S-E-X* by Amy and Charles Miron. Free Spirit Publishing: Minneapolis, MN, 2002.

*On Being a Gay Parent: Making a Future Together* by Brett Webb-Mitchell. Church Publishing, Inc. NY, NY, 2007.

*Changing Bodies, Changing Lives* by Ruth Bell, Three Rivers Press, NY, NY, 1998.

#### Websites:

[www.siecus.org](http://www.siecus.org) is the Sexuality Information and Education Council of the US website; includes parent and teen links.

[www.advocatesforyouth.org](http://www.advocatesforyouth.org) includes fact sheets on many international studies; parent and teen links.

[www.cdc.gov](http://www.cdc.gov) is the website of the Centers for Disease Control, provides fact sheets, studies and current statistics.

[www.unspeakable.com](http://www.unspeakable.com) is an interactive website by Pfizer devoted to STDs.

## Appendix H

### FACILITATOR RESOURCES

*Healthy Teen Relationships: Using Values & Choices to Teach Sex Education* by Martha Roper.  
Search Institute Press: Minneapolis, MN, 2011

*16 and Pregnant: Season 2 Discussion Guides*, The National Campaign to Prevent Teen Pregnancy and Unplanned Pregnancy.

*ETR Skills for Educators: Facilitating Positive Sexuality Dialogue with Youth*

- Available online: <http://tinyurl.com/jv6bkhd>

*ETR Learning Activity: Workshop about Active Listening for Parents*

- Available online: <http://tinyurl.com/19y>

*LoveIsRespect.org: Relationships 101*

- The Relationships 101 tab on this website has useful information for youth. Topics include healthy vs. unhealthy relationships, teens and sexting, dating basics, and recognizing abuse. There is also a curriculum “Start Talking” which should be available on their website soon.
- Available online: <http://www.loveisrespect.org>

*Sex, etc.: Meet the Contraceptives (video)*

- Available online: <http://sexetc.org/videos/meet-the-contraceptives>

*Bedsider: Method Explorer*

- Available online: <http://bedsider.org/methods>

*Sex, etc.: Sexually Transmitted Diseases (STDs) Myths*

- Available online: <http://sexetc.org/videos/std-myths-2/>

*inSPOT: Treatable/Non-Treatable STDs*

- Available online: <http://tinyurl.com/z9ytanr>

*That’s Not Cool*

- Available online: <http://thatsnotcool.com/>

*Sex, etc.: Teen Dating Violence*

- Available online: <http://sexetc.org/videos/a-wake-up-call-2/>

## Appendix I

### TYPES OF SEXUALITY EDUCATION PROGRAMS

**Abstinence-only:** Emphasizes abstinence from all sexual behaviors. May not include information about contraception or disease prevention. If contraception is mentioned, the focus is on failure rates.

**Abstinence-only until marriage:** Emphasizes abstinence from all sexual behaviors. May not include information about contraception or disease prevention. If contraception is mentioned, the focus is on failure rates. Usually presents marriage as the only context for sexual activity.

**Abstinence-based (plus):** Emphasizes the benefits of abstinence while providing information about contraception, disease prevention and outercourse (non-coital sexual behavior).

**Comprehensive:** K-12 programs that educate about sexuality as a lifelong process addressing sexual development, reproductive health, interpersonal relationships, affection, intimacy, body image, gender roles, abstinence and contraception.

SOURCE: Office of Healthy Schools HIV Prevention Program (Florida Department of Education)

## Appendix J

### A GUIDE TO NORMAL SEXUAL BEHAVIOR IN CHILDREN

The information in the following section serves as a general guide to children's normal sexual behaviors at different stages of development. However, children may exhibit few, all, or none of the sexual behaviors that are typical of their age range.

It was reprinted on the Fairfax County government website with permission of the author, psychologist Eliana Gil, Ph.D., who has gained national recognition in the area of children's sexual development and the assessment and treatment of abused children, sexually aggressive children, and "sexualized" children – that is, children who act out sexually beyond the norm. It is reprinted below for reference.

#### Preschool (ages 0-5)

- Children find that touching or rubbing their genitals produces pleasurable sensations and touch themselves randomly.
- Children show their genitals to others.
- Children are curious about their bodies, and may want to touch or see other people's bodies.
- Children are fascinated with bodily functions and with language related to bodily functions (especially during the toilet-training phase).
- Children like playing "doctor" or "making babies" games.
- Children may become fascinated with sexual language and may want to observe others nude or in the bathroom, or they may want to be seen nude.
- In their own play, children often repeat what they have seen (for example, "mommy" and "daddy" dolls kissing or arguing).
- Children may experiment with putting fingers or small objects inside their genital openings (this behavior usually stops since it tends to hurt).

#### Early school-age (ages 5-9)

- Children have more contact with peers and may touch each other through activities such as tickling and wrestling.
- Children may like to touch themselves in a less random way and more frequently; they have learned not to touch their genitals in public.
- Dirty jokes are common among children, but they may not be fully understood.
- Children begin to talk about sexual touching and sexual behaviors with their friends.
- Children begin to experience feelings of sexual arousal when masturbating and may want to produce that feeling again.
- Children ask questions such as, "Where did I come from?"
- Children are more inhibited and need privacy.
- Children may hold hands or kiss.
- Children become more aware of sexual preferences.

**Preadolescence (ages 9-12)**

- Interest in sex increases and children may begin to experiment with sexual behaviors with other children.
- Puberty can begin as early as age nine; with the onset of puberty, boys are able to ejaculate and have “wet dreams.”
- “Locker room behavior” is quite common, including comparing genital size and function.
- Older children in this age range may begin to experiment with “petting” over and under clothes, French kissing, and touching or rubbing each other’s bodies.
- Masturbation may be a preferred pastime, although most children feel embarrassed and deny masturbating.
- Children may simulate intercourse (dry humping).
- Sexual intercourse is still uncommon at this age, although it is beginning to occur with greater frequency in today’s culture.

SOURCE: <http://www.fairfaxcounty.gov/dfs/childrenyouth/sexualbehaviorchildren.htm>

## Appendix K

### COMMUNITY RESOURCES

#### **211 Palm Beach/Treasure Coast**

Helpline and crisis-line that provides suicide prevention, crisis intervention, information, assessment, and referral to community services for people of all ages. Individuals and families living in Indian River County, Martin County, Okeechobee County, Palm Beach County, and St. Lucie County can call 2-1-1 or 1(866) 882-2991 to speak with a highly trained resource specialist. Calls to 211 Helpline are Free, Confidential, and 24/7!

SOURCE: <http://www.211palmbeach.org>

#### **Caret Pregnancy Center**

1503 24th Street  
Vero Beach, Florida 32960  
772 569 7939

#### **Central Vero Beach Medical Offices**

1553 US Hwy 1  
Vero Beach, FL 32960  
772-257-8224

#### **Downtown Fellsmere Medical Office**

44 North Pine Street  
Fellsmere, FL 32948  
772-257-8224

#### **Gifford Health Center Pediatrics**

4675 28th Court  
Vero Beach, FL 32967  
772-794-7415

#### **Indian River County Health Department**

Main Health Department Site  
1900 27th Street  
Vero Beach, FL 32960  
772-794-7400

#### **Indian River County Healthy Start Coalition**

333 17th Street, Suite 2R  
Vero Beach, Florida 32960  
772 563 9118

#### **North IRC Medical & Dental Offices**

1545 9th Street SW (Oslo Road)  
Vero Beach, FL. 32962  
772-257-8224

**Our Whole Lives Program**

Unitarian Universalist Fellowship  
1590 27<sup>th</sup> Avenue  
Vero Beach, FL 32960  
772 778 5880

**Partners in Women's Health of Indian River Medical Center**

1050 37th Place, Suite 101-103  
Vero Beach, FL 32960  
772 770 6116

**Treasure Coast Community Health**

North IRC Medical & Dental Offices  
12196 CR 512  
Fellsmere, FL 32948  
772-257-8224