



Puberty II Program Logic Model

<i>Inputs</i>	<i>Action Areas</i>		<i>Short Term Outcomes (during the program)</i>	<i>Mid Term Outcomes (at the end of the program)</i>	<i>Long Term Outcomes (6 months later)</i>
	<i>Program Development</i>	<i>Program Delivery</i>			
<ul style="list-style-type: none"> • Research • Project Framework • Funding/Money • Staff Time • School Interest/Commitment • Materials • Facilities • Technology • Consultants • Evaluators • Partnerships • Community Involvement 	<ul style="list-style-type: none"> • Update curricula • Strengthen technology • Develop/facilitate class • Supported instruction for pre and post activities for teachers and parents/trusted adults • Professional development for RCC staff • Online resources for parents • Solicit feedback to continuously improve programs • Evaluation tools 	<ul style="list-style-type: none"> • Marketing Materials • Marketing Sequence & Pricing Policy • Continual Curriculum Renewal Process • Audience Demographics • Multi-media Education • Number of Students, Parents and Teachers Reached • Parent Resources • Sessions Delivered • Evaluation Tools 	<p style="text-align: center;">4th/5th Students</p> <p>Students gain awareness of why the physical and emotional changes common during puberty happen.</p> <p>Students gain awareness of ways to manage physical and emotional changes that happen during puberty and the role that hormones play in puberty.</p> <p>Students gain awareness of reproductive system and functions.</p> <p>Students gain awareness of respectful communication techniques such as making eye-contact and de-escalation.</p> <p>Students gain awareness of empathy and compassion.</p> <p>Students gain awareness of how gender roles have changed over the last 100 years.</p> <p>Students gain awareness of examples of sexting and when to talk to a trusted adult and when to exhibit upstander behavior.</p>	<p style="text-align: center;">4th/5th Students</p> <p>Students can identify why the physical and emotional changes common during puberty happen.</p> <p>Students can identify ways to manage physical and emotional changes that happen during puberty and the role that hormones play.</p> <p>Students can describe how puberty prepares human bodies for the potential to reproduce and what body systems are involved in reproduction.</p> <p>Students can identify respectful communication techniques such as making eye-contact and de-escalation.</p> <p>Students can identify empathy and compassion in scenarios.</p> <p>Students can describe how gender roles have changed over the last 100 years.</p> <p>Students can identify examples of sexting and when to talk to a trusted adult and when to exhibit upstander behavior.</p>	<p style="text-align: center;">4th/5th Students</p> <p>Students know why the physical and emotional changes that happen to them during puberty happen and normalize them.</p> <p>Students manage the physical, hormonal and emotional changes that happen to them during puberty and know when to reach out to trusted adults for help or support.</p> <p>Students know about the reproductive system and can identify the body parts involved and their function.</p> <p>Students use respectful communication techniques such as making eye-contact and de-escalation.</p> <p>Students demonstrate empathy and compassion in their relationships.</p> <p>Students demonstrate how gender roles have changed over the last 100 years.</p> <p>Students demonstrate their knowledge of sexting and when to talk to a trusted adult and when to exhibit upstander behavior</p>

			<p>4th/5th Parents</p> <p>Parents gain awareness of the content and terms of the Puberty II class.</p> <p>Parents gain awareness of how to have discussions with their child(ren) about puberty.</p>	<p>4th/5th Parents</p> <p>Parents use the content and terms of the Puberty II class in discussions with their children.</p> <p>Parents have discussions with their child(ren) about puberty.</p>	<p>4th/5th Parents</p> <p>Parents are comfortable in having discussions with their child(ren) about puberty.</p>
<i>Indicators:</i>					
	Action plan for when program development tasks are completed and who is responsible	Action plan for program delivery tasks including when completed and who is responsible	Student pre/post assessment	<p>Student pre/post assessment</p> <p>Student post-program survey</p> <p>Student post activity</p> <p>Parent survey</p>	