



## Owning Your Success

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### Target Audience

It is suggested to begin the *Raising PreTeens Right* program during the onset of preadolescent years, when participants are nearly ten years old, and typically enter fifth grade. This curriculum is designed to teach competencies with a preventative and proactive learning approach. It is recommended for the facilitator to keep in mind that the lessons in this curriculum are presented to prepare individuals for healthy self-navigation during preadolescent and adolescent years to avoid or reduce potential issues or problems from arising, particularly during middle to late adolescence. This program is intended for primary prevention. There is a total of twenty-seven lessons that are intended to be taught over the span of three school calendar years. The twenty-seven lessons are divided into three sections.

- Year One: Introduction to Personal Development & Foundations
- Year Two: Expanding on Themes
- Year Three: Adding More Complexity and Independent Study

Moving forward into the third year of lessons and approaching middle adolescence, each student is encouraged to refer to the “*Raising PreTeens Right*” © personal development student textbook and individual journal for continued independent personal growth and development. This program is designed for the facilitator to use the “*Raising PreTeens Right*” © facilitator guidebook and the “*Raising PreTeens Right*” © student textbook together while students use the “*Raising PreTeens Right*” © student textbook. The facilitator guidebook contains in depth conversation/ journal prompts, and activity examples. It is suggested that the facilitator become familiar with the program material and the contents of the student textbook prior to beginning this program.

Personal development is a daily lifelong process that is supported with active ownership. The pace of this program will be determined by a learner-driven educational approach, interdependent on each learner’s unique needs, skills and interest. Chapters vary in length, and this program is focused on process-oriented learning, not product-oriented learning. Preadolescent biological, social,



psychological and faith-based maturity varies significantly. While developmental milestones exist, preadolescence development naturally fluctuates.

Development occurs uniquely for each preadolescent, ranging from early to late maturation. It is important to take into consideration this proactive program is intended for primary prevention while simultaneously adjusting the path and pace for self-directed learning. Multiple meetings per chapter will support continuous skill development and transform potential into application. Proactive engagement is crucial in building a working foundational understanding, and so students can familiarize themselves with core concepts. Early immersion into the topic of personal development is essential for students to recognize key concepts and cultivate active functional knowledge. Preadolescents have natural curiosity. The *“Raising PreTeens Right”* © personal development program is an opportunity to nurture essential social-emotional faith-based development and introduce new and vital information during a significant neuroplasticity expansion.

