



Owning Your Success

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Raising PreTeens Right Program Overview

“Raising PreTeens Right, LLC” © personal development student textbook and facilitator guidebook use a biopsychosocial-spiritual (BPSS) perspective for increasing skills and competencies for positive wellness development during preadolescent and adolescent years. This program is designed to be utilized as a primary preventative and proactive program. The content of this program aims to expand knowledge of psychoeducational personal wellness development topics relevant during preadolescent and adolescent years to decrease risks and provide education to assist with managing stress effectively while increasing self-navigation skills, coping mechanisms, resiliency, protective factors, and increasing overall personal wellness development.

The topics and content are intended to increase self-motivation, personal insight, interpersonal awareness, and faith-based self-navigation, while reinforcing positive and respectful peer conduct and etiquette within the home, school, and community. Topics are designed to facilitate self-insight, encourage self-discovery, prompt critical thinking, and support God-centered living related to topics relevant to preadolescents and adolescents. The depth and span of the information can be tailored to accommodate the audience’s developmental stage and specific demographics.

The topics identified for learning are purposefully created broadly, and concepts are intentionally reinforced throughout the student textbook. The student textbook is intended to be a three-year personal development program as follows:

1. Year One: Foundations
2. Year Two: Expanding on Themes
3. Year Three: Adding More Complexity and Independent Study

It is intended for the facilitator to adjust and direct conversations to the most beneficial subject matter relevant to the learning ability and applicability of the audience. Additional topics may be identified or emerge as the discussion progresses and can supplement the recommended topics.



There are many opportunities to create and implement conversations that direct topics in a manner that achieves the most benefit suitable to everyone or group audience. The topic suggestions, vocabulary, and presentation can be easily adjusted to relate to the circumstances, age appropriateness, or other specifications relevant to the audience. Although the student textbook and facilitator guidebook includes questions, the aim is not to have a question-and-answer session or force participants to answer questions aloud. Participants may choose to keep their answers confidential due to the private nature of personal development. Instead, the questions are provided to stimulate thinking, facilitate the expression of thoughts, ideas, feelings, and faith, and prompt expanded discussion and journal writing. The facilitator may select from the questions or use all that they deem helpful. In addition, the facilitator may choose to return to a specific topic at any given time and implement additional information to promote further understanding and reinforce learning.

When people are supported in developing healthy self-awareness and assisted in learning to identify, communicate, and effectively manage their thoughts, feelings, and faith, they are less likely to rely on negative behavioral acting-out to express themselves. In turn, they are also less likely to experience the negative consequences associated with these behaviors, such as punishment, which can diminish self-worth and negatively impact a person's self-perception. Instead, they are more likely to successfully navigate the challenges and developmental tasks they encounter, thus promoting a sense of personal competency, self-confidence, and faith-based empowerment.

Lastly, since it is impossible to predict all responses, the participants may provide or to know every participant's background, it is essential to establish a clear understanding of topics, issues, and needs that are appropriate for group discussion. If a participant discloses an issue of a particularly sensitive or personal nature or unsuitable for group discussion, the facilitator should redirect the conversation back to the curriculum topic and appropriate content. In the event a participant discloses an issue that requires attention beyond the scope or intention of this curriculum, it is recommended that the facilitator direct the issue to the appropriate administrative or support resources.

