



Make a Name Tent
Name
School Campus Role

Sign-in

Find a seat next to your campus partner, if possible



AUSTIN
Independent School District

Human Sexuality and Responsibility:
Elementary Campus Leaders Training

Why we're here:

- Explore best practices in facilitating sexuality education
- Increase familiarity with HSR curriculum lessons for elementary grades
- Learn how to share this information with your campus

Agenda

Morning

- Climate Building
- Defining Sex Education
- Curriculum Overview
- Values in the Classroom

Afternoon

- Answering Sensitive Questions
- Navigating the Curriculum Materials
- Training the Teacher
- Wrap Up and Evaluation

Questions
Resources
Thoughts

Parking Lot

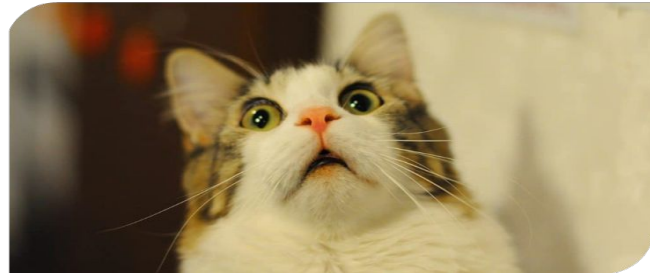


Introductions

- Your name
- School & role
- Your level of comfort with sex ed. on a scale of 1-5
- Something you expect to get out of today's training



How do you feel about teaching HSR content?



Climate Building

Creating a Safe and Supportive
Learning Environment

- **Classroom climate** refers to the prevailing mood, attitudes, standards, and tone that you and your students feel when they are in your classroom.
- A positive classroom climate supports student learning by **creating a safe, respectful, welcoming, and inclusive environment for all learners.**



Creating a Safe and Supportive Learning Environment

- Get comfortable with the subject
- The right tone
- Respect young people's experiences
- Use inclusive language
- Nonjudgmental

Group Agreements/Guidelines



Guidelines for Discussion

What guidelines will...

- Keep our work together productive, enjoyable?
- Ensure a safe climate for sharing and learning together?

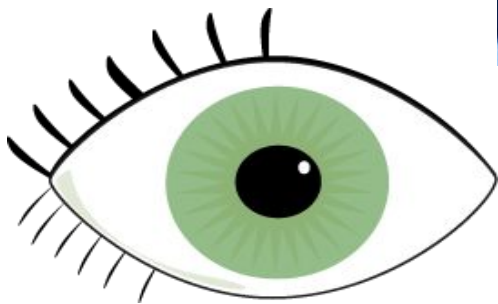
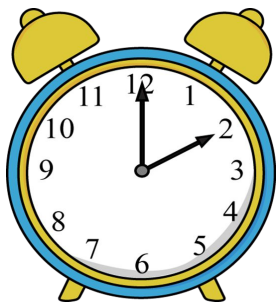


Picture Group Contract

What group agreement
could this picture
represent?



Group Contract



Group Contract



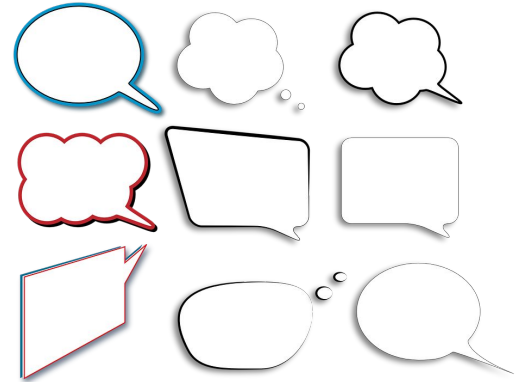
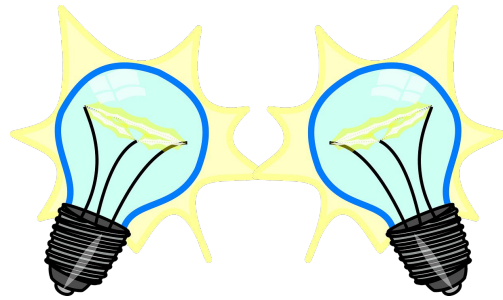
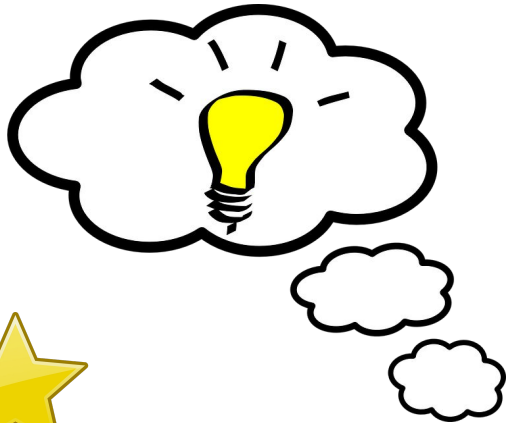
Group Agreements/ Guidelines

- Respect difference - even when you disagree
- No laughing at someone or put-downs
- Use the correct terms for body parts and functions (Respectful language)
- Everyone has the right to speak and be heard
- Everyone has the right to not speak or to pass
- Avoid gossip - confidentiality and no sharing personal information
- No personal questions
- Ask questions; questions are good.

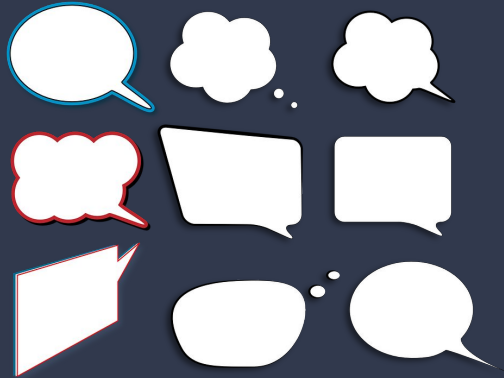


Think - Pair - Share

1. Answer the Climate Setting prompts on your worksheet
2. Discuss one of your responses with a neighbor
3. Share one Big Idea with the class



Climate Building Strategies to Consider



Room setup

Entry instructions

Expectations

Self-assessment of comfort

Agenda

Parking Lot

Group agreements



Trauma-Informed Strategies

- Clarify your role
- Be transparent about **limits of confidentiality**
- Create a clear **agenda** for each class
- Give opportunities to make **choices**
- **Ask questions one at a time**
- Connect students to resources
- Have **sensory materials**
- Be **mindful of physical classroom environment**
- **Model boundaries** by limiting self-disclosure

DOS AND DON'TS OF A TRAUMA-INFORMED COMPASSIONATE CLASSROOM

- 1 CREATE A SAFE SPACE**
Consider not only physical safety but the children's emotional safety as well.
- 2 ESTABLISH PREDICTABILITY**
Write out a schedule and prepare children for transitions. It helps create a sense of security and safety.
- 3 BUILD A SENSE OF TRUST**
Follow through with your promises and in situations where changes are unavoidable be transparent with your explanations.
- 4 OFFER CHOICES**
Empower students and offer "power with" rather than "power over" strategies.
- 5 STAY REGULATED**
Help your students (and yourself!) stay in the "Resiliency Zone" to promote optimum learning. Have regulation tools ready to help students bumped out of the zone into either hyperarousal (angry, nervous, panicky) or hypoarousal (numb, depressed, fatigued).

There's really only one **DON'T**
Let's not punish kids for behaviors that are trauma symptoms.

ECHO PARENTING & EDUCATION

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Sex Education

What is the first thing that comes to mind?



def·i·ni·tion

The teacher g
of the new w
of an image

Sexual
behavior

Pregnancy
prevention

Sex Education

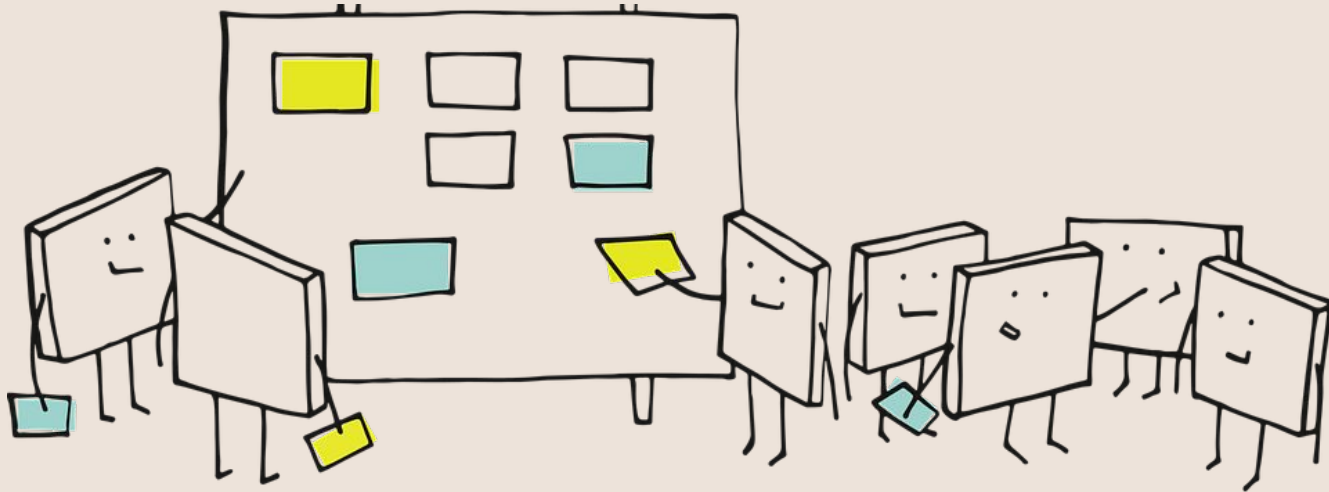
Anatomy

Puberty

Sexually
Transmitted
Infections (STIs)



Brainstorming



Sexuality Education

Consent

Personal safety

Communication

Sexual behavior

Pregnancy prevention

Refusal skills

Body image

Accessing resources

Technology

Anatomy

Emotional wellbeing

Boundaries

Reproduction

Decision-making

Healthy relationships

Puberty

Sexually Transmitted Infections (STIs)



Sexuality education is a **lifelong process** of acquiring information and forming attitudes, beliefs, and values. It encompasses sexual development, sexual and reproductive health, interpersonal relationships, affection, intimacy, body image, and gender roles.

- Sexuality Information and Education Council of the United States



What does Texas
say about it?



Texas Education Code

“Any course materials and instruction relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus or acquired immune deficiency syndrome shall be selected by the **board of trustees** with the advice of the local **school health advisory council**...”

In 2021, added “reproductive health”



Texas Education Code

Abstinence-PLUS

IF sex ed is taught, it must:

- present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- devote more attention to abstinence...
- emphasize that abstinence... is the only method that is 100 percent effective...
- teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if instruction on contraception and condoms is included in curriculum content



Texas Education Code – 2021 UPDATE

Opt-IN Model: Permission Letters

- **All students must return letters**
- Opt-In for all
- Opt-In for individual lessons
- Opt-Out for all
- Students who *opt-out* or *do not return a letter* are provided alternative SEL lessons

Please select one of the options below, sign and date, and return this form to your child's teacher.

NOTE: If this form is not returned, your child will not be able to participate in any of the lessons.

My child will opt IN for all 3 of the Human Sexuality and Responsibility lessons.
(If selecting this option, you are done. Please skip to the bottom and sign and date.)

I want my child to opt IN for only the following lessons:(check all that apply):

- Lesson 1 Living Things and Reproduction
- Lesson 2 My Body
- Lesson 3 Listening to My Body and Keeping It Safe

My child will opt out of all the lessons listed above.

Student Name

Parent/Guardian Signature

Date



EHAA (Local) – Curriculum Parameters

- Curriculum shall **recommend and emphasize abstinence**
- Content based on the Texas Essential Knowledge and Skills (TEKS) for Health
 - supplemented by the National Sexuality Education Standards
- Content delivered in K-HS
- Curriculum shall include information on:
 - Dating/Romantic Relationships
 - Anatomy and Physiology
 - Puberty and Adolescent Development
 - Pregnancy and Reproduction
 - STDs and HIV
 - Personal Safety



Personal Safety “the prevention of child abuse, family violence, dating violence, and sex trafficking”



EHAA (Local) – *Implementation*

- “Spontaneous class discussions generated by student questions not precluded by this policy”
- Training shall be provided for staff members involved in implementation
- Principal shall conduct at least one family orientation session
- Parents must be given opportunity to preview all instructional materials
- Exempted students shall be provided alternative instruction



Let's Review



- Tell me something you learned about how sex education can be defined.
- Why did we spend time on definitions and policy stuff?
- What is something that we covered that you are going to bring back to your campus?

The image features a white background with a horizontal tear in the paper. The tear reveals a dark brown layer underneath. The text "Lesson Overview" is written in white serif font on this brown layer. To the right of the tear, a roll of white paper is partially unrolled, showing its texture and casting a soft shadow on the surface below it.

Lesson Overview

Kinder – 2nd Lessons

Kindergarten

1. My Body
2. Listening to My Body
3. Keeping My Body Safe

1st Grade

1. Living Things & Reproduction
2. My Body
3. Listening to My Body & Keeping It Safe

2nd Grade

1. What Makes a Baby
2. My Body
3. Keeping My Body Safe

Kindergarten – Grade 2 HSR Overview

Lessons focus on:

- Medically accurate names of body parts
- Keeping their body safe
- Talking to trusted adults

Students learn about:

- Listening to their own body
- Listening to each other
- Personal boundaries
- Reproduction

HSR Kindergarten Lesson 1

HSR 1st Grade, Lesson 3

Listening to My Body and Keeping it Safe

Complete the sent

Rule 1: My Bod

Rule 2: I know

Rule 3: _____

Rule 4: Telling

TV

1. _____

My Body!
*My body is
I am the boss of
I don't have
hugged, kissed,
by anyone
UNCOMFO!*

Parent/Guardian
buttocks, vulva, c
<https://amaze.org>
website, <https://v>


HSR 2nd Grade, Lesson 1

What Makes a Baby
Home Connections Handout

Draw the people who are happy you were born!

Two adults I trust to talk to about growing and changing are:

1. _____ and 2. _____



Parent/Guardian: Today we read the book *What Makes a Baby* by Cory Silverberg. We learned that to make a baby, you need an egg, sperm, and a uterus for the baby to grow in. Every story about how we were made is unique. I encourage you to talk to your student about how they came to be and all the people that are happy they are here! For more information on talking to your child about these things, check out <https://sexpositivelyfamilies.com/>.

Additional resources can be found on our website, <https://www.austinisd.org/pe-health/health-education/hsr>.

3rd - 5th Lessons

3rd Grade

1. My Body
2. Puberty
3. Boundaries & Consent
4. Personal Safety

4th Grade

1. My Body
2. Puberty
3. Puberty, Part 2
4. Boundaries & Consent
5. Personal Safety

5th Grade

1. My Changing Body
2. Reproduction
3. Healthy Relationships
4. Boundaries & Consent
5. Personal Safety

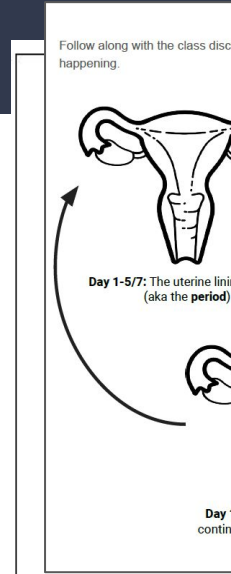
Grade 3–5 HSR Overview

Lessons focus on:

- The reproductive system parts and functions
- Physical, social, and emotional changes in puberty
- Boundaries and personal safety

Starting in Grade 5:

- Healthy relationships and crushes
- Sexual harassment, abuse, and assault
- Sex trafficking



Something else I want to know about bodies is:



6 Grade Lessons

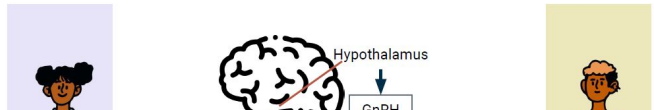
1. Introduction & Healthy Relationships
2. Unhealthy Relationships & Abuse
3. Trafficking & Exploitation
4. Reproductive Anatomy
5. Puberty, Adolescent Development, & the Brain
6. Sex, Abstinence, & Making Healthy Decisions
7. Pregnancy
8. STIs
9. Setting Goals, Boundaries, & Consent

What about...

Infatuation Love

an
pas
sor


Hormones



The diagram shows a brain with a red line pointing to the Hypothalamus, which is labeled. Below it, an arrow points to a box labeled GH/PH. To the left of the brain is a cartoon girl with black hair, and to the right is a cartoon boy with brown hair.

Defining *Sexual Abstinence*

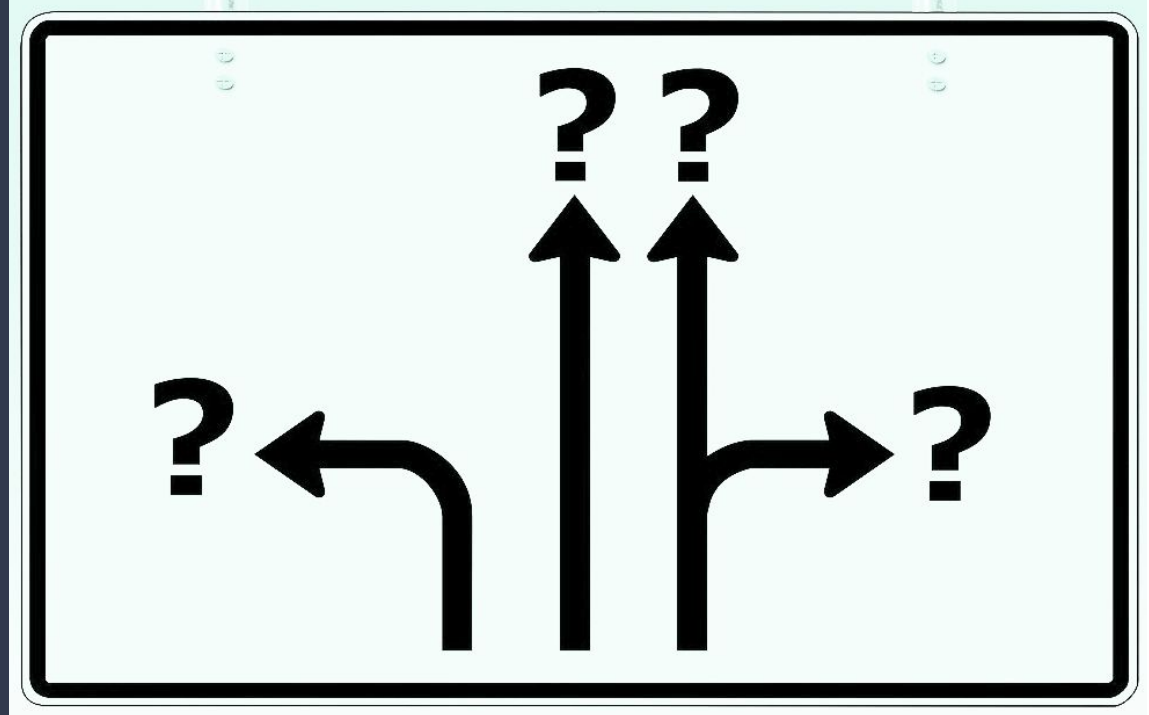
A conscious decision not to participate in *sexual activity* and the skills needed to support that decision.



The cartoon girl has pink curly hair, a purple shirt, and a red collar. She has a confused expression and question marks around her head.

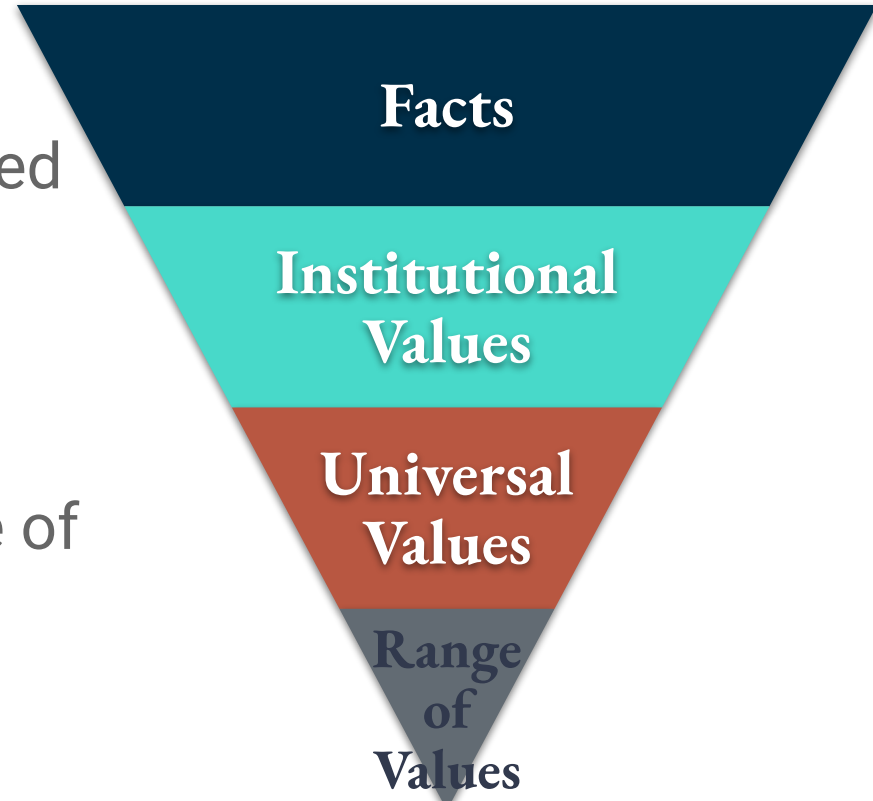
©2018 created by Insepi. www.insepi.com

Values



Addressing Value-Laden Topics

- Focus on the **facts**
- Draw from the values expressed by your **institution**
- Use some **majority** held perspectives
- Help students **explore** a range of values they have seen expressed



Facts

a provable, accurate statement based on scientific, medical, legal, sociological or psychological research or the opinion of *most* experts in a field. Hypotheses and theories can count if they are identified as such.

Sex education can prevent child sex abuse.



Institutional Values

a value that is agreed upon and often represented in the policies of your school or organization.

All students deserve to learn in a safe and inclusive environment.



Institutional Values

FFH (Local): Anti-harassment policy

FN (Local): Respect for every individual

"...regardless of race, color, religion, sex, gender, gender identity, gender expression, sexual orientation, national origin, disability, age, immigration status, or any other basis prohibited by law."



Universal Values

a value that is agreed to by the consensus of people in this society.

It is wrong for an adult to have sexual contact with a child.



Universal Values

- Trustworthiness
 - Honesty, Integrity, Reliability, Loyalty
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship



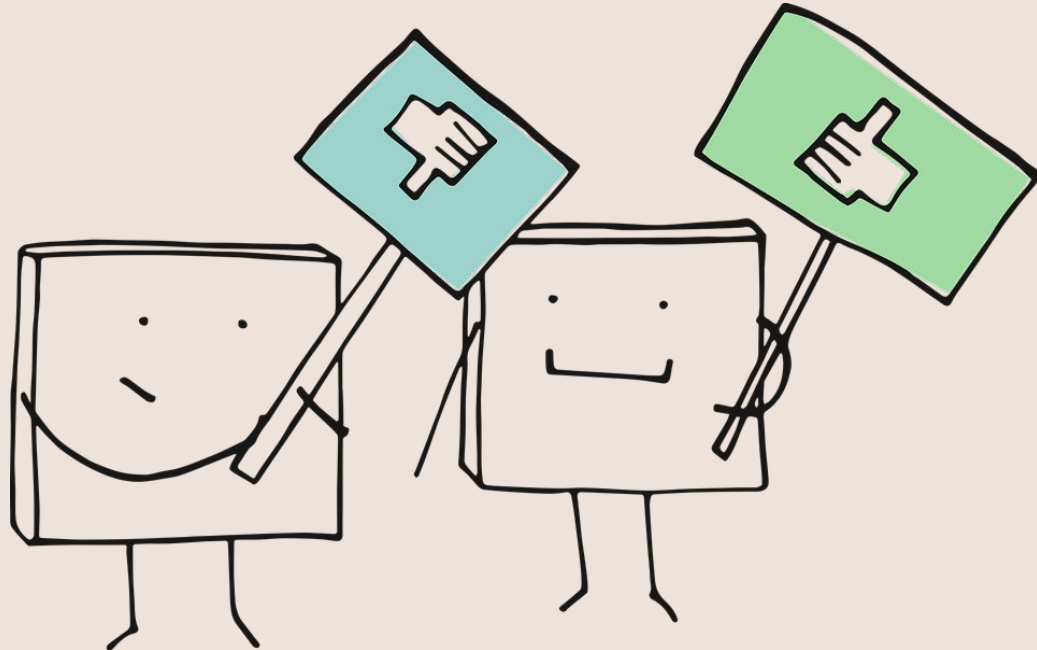
Range of Values

beliefs or opinions about the morals or ethics of an issue... about right and wrong, good and bad, relative importance or what one should or shouldn't do.

Masturbation is a sin.



Agree or Disagree



My Values

- Complete the “My Values” worksheet
- Do not write your name on the worksheet
- Do not use an identifiable pen/pencil
- When complete, place the worksheet face down in front of you

Processing

- What was your experience of this activity? How easy or difficult was it representing someone else's opinion?
- How did it feel when your personal opinion was in the majority/minority?
- If you are/were a parent, how would you feel if values contradictory to yours were taught to your kids?
- What are some things that you will consider when facilitating lessons related to values with your students?

“Both Sides of the Story”

- Creates empathy
- Learn something new
- Find shared goals
- Opportunities for education

Recommendation

- **Do not insert personal values** when teaching the curriculum or addressing student questions.
- **Teach from a foundation of facts**, along with organizational and universal values, then help students explore a range of values.
- If the state/district values are in opposition to your organizational values or factual information, **explore ways to balance** the two.



Answering Sensitive Questions



Providing space for student questions

- What does it mean to “provide space”?
- Why is it important?
- What are some concerns about answering questions in the classroom?



Our Usual Worries



- Not knowing the answer, worrying about giving out misinformation
- Being uncomfortable with the content
- Being unfamiliar with slang terms
- Concerns around whether an answer is age-appropriate
- Being uncomfortable with navigating values-based questions
- Concerns around how to reframe shock-value questions
- Maintaining clear boundaries with personal questions
- Being unfamiliar with school policy

Types of Questions

1. Information and/or clarification
2. Am I normal?
3. Permission seeking
4. “Shock” or “Can I get you?” questions
5. Values-based





5-Step Model

1. **Affirm** the learner
2. **Identify** the motivation and type of question being asked (to yourself)
3. Correct any misinformation and then answer the **factual** parts of the question
4. Explore a range of **values** if appropriate
5. **Refrain** from stating your own values; **refer** the learner back to trusted adults and reliable resources

Affirm the Learner

“Good question”

What else?

- ★ “Thanks for asking that”
- ★ “This comes up a lot”
- ★ “Thank you for bringing this up”
- ★ “Yes, I can see how that might be confusing”

Information and/or Clarification

- Age-appropriate answers
- Simple and straightforward
- It's ok to say "I don't know"; follow up
- Clarify what they are asking and what they already know

"What have you heard about that?"



“What is a wet dream?”

1. Affirm the learner

“That’s a great question. A lot of people have that same question.”

2. Identify the motivation and type of question (in your own head)

Information or clarification



“What is a wet dream?”

3. **Correct any misinformation and then answer the factual parts of the question**

“A wet dream, or nocturnal emission, is when a type of fluid (that’s not urine) comes out of the penis or vagina while asleep.”



“What is a wet dream?”

4. Explore a range of values if appropriate

“It can happen to anyone, but not everyone has them.”

5. Refer the learner back to trusted adults and reliable resources

“It’s a good idea to talk to an adult you trust when you experience changes in your body.”



Other Request for Information examples

How do girls
know when there
on there period?

what are
crushes?

I saw this in a tv
show but, didn't understand
it. what does it mean
to be a "self friend"?



“Am I Normal?” & Permission-Seeking

- Validate their concerns
- Identify it as a values question and acknowledge diversity of personal beliefs
- Avoid the word “normal”



“Is it normal for one testicle to hang lower than the other?”

1. Affirm the learner

“That is a very common question! Thank you for bringing up that important topic.”

2. Identify the motivation and type of question (in your own head)

Am I normal?; Information or clarification



“Is it normal for one testicle to hang lower than the other?”

3. Correct any misinformation and then answer the factual parts of the question

“Absolutely! The body is basically symmetrical but not identical. Anything we have two of - ears, eyes, hands, etc. - are slightly different. The testicles are the same. Sometimes one grows a bit faster than the other, or sometimes they are slightly different shapes. It’s all normal, and this is the case for everyone, but for some people it’s more noticeable than others.”



“Is it normal for one testicle to hang lower than the other?”

4. Explore a range of values if appropriate

“Some people get caught up in the size of different body parts, but remember, all bodies are different.”

5. Refer the learner back to trusted adults and reliable resources

“It’s a good idea to talk to an adult you trust or even a doctor if you are worried about how your body is growing.”



Other "Am I normal?" examples

Why is there white
stuff on my
vagina

Why am I
always hungry?

can you tell how
big your breast are
going to be



Values-Based Questions

Identify the question as a values-based question

S.O.Y. Technique

- Some people...
- Other people...
- You!



“Is it ok for girls to masturbate”

1. Affirm the learner

“Thank you for that question!”

2. Identify the motivation and type of question (in your own head)

Am I normal?; Values-based; Information or clarification; Shock Value; Permission seeking



“Is it ok for girls to masturbate”

3. Clarify terms, correct any misinformation and then answer the factual parts of the question

*“To clarify, masturbation is a medical term that refers to when **a person of any gender** touches their own body, usually their genitals, in a way that feels good to them. There is no medical or physical health risk associated with masturbation.”*



“Is it ok for girls to masturbate”

4. Explore a range of values if appropriate

“There are diverse values and beliefs around masturbation, based on people’s own family, cultural, and religious beliefs and practices.”

5. Refer the learner back to trusted adults and reliable resources

“It’s a good idea to talk to an adult you trust to find out what your values might be around masturbation.”



Other values based examples

And what is a
virgin?

do you have
a recommendation
on when to get
maride or have sex
-Hie



Shock Question

- Treat all questions as valid
- Remain calm and respond appropriately
- Identify slang and translate



Shock question example

Are we going to
learn about ~~drugs~~.

1. **Affirm** the learner
2. **Identify** the type of question
3. Correct misinformation and address the **facts**
4. Address **values**
5. Refrain from stating values and **refer** to trusted adult



“Beyond the Scope of This Class”

- Never answer questions that refer to material that is not age appropriate or clearly outside of what has been mentioned or alluded to in the curriculum.
- Refer the learner to reliable resources or trusted adults.
- Be careful not to shame the person asking.



Personal Questions

- You may want to include **“No personal questions”** in your group agreements
- It’s not about you- it’s about your students’ learning so keep the focus on them

Do you use tampons or pads?

“I appreciate you raising this topic. Remember I don’t answer personal questions, but I can give you more information about these different products then each person can use that information to decide what will work best for them.”

Personal question examples

Have you
had sex
before.

do you have
a boyfriend!

Do you
have a
Nintendo Switch

HOW TALL ARE YOU?

When was the 1st time
you had sex?



Self-Disclosure

- Once you share something, you can not take it back
- Once you share something, you have no control over what happens with that information
- Your opinion holds power

Animal Questions

do dogs males
get
wet dreams

Do fish have sex/puberty
from any yooos

Do animals have
the same anatomy?

do Animals
go throw
puberty and sex.

Why do animals have more
nipples and breasts than us
Peeps?



Helpful Tips

1. Be aware of your body language and tone of voice
2. Respond to or at least acknowledge all questions, affirming the learner
3. Paraphrase the slang with the correct terminology
4. If you don't know the answer, admit it



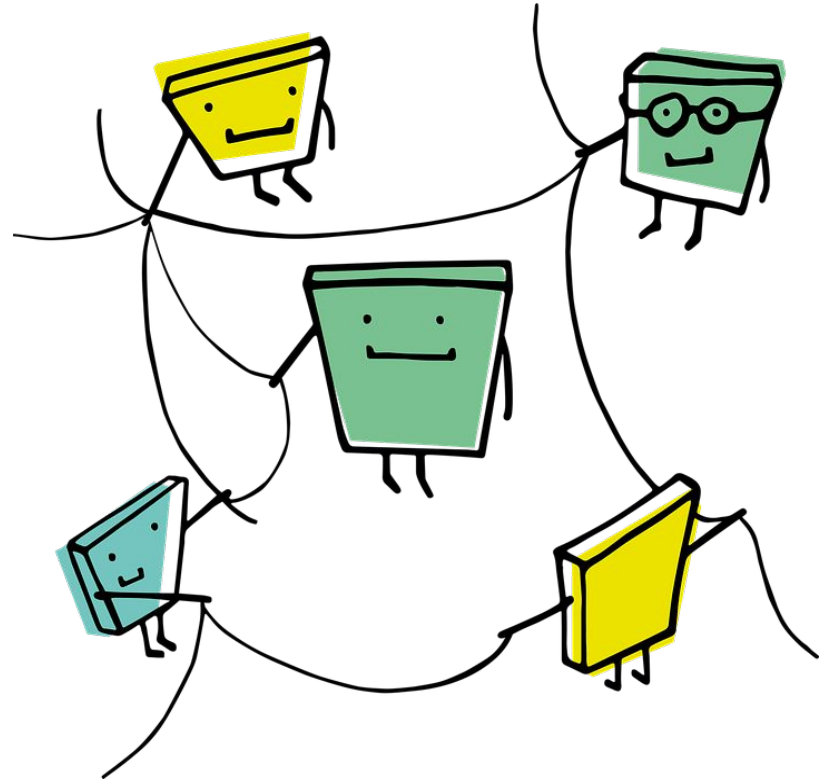
Helpful Tips

5. Give brief response to developmentally inappropriate questions
6. Ask for questions in writing
7. Answer only the question that is being asked
8. Practice responding to challenging questions



Practice Session

Work in pairs or groups of 3



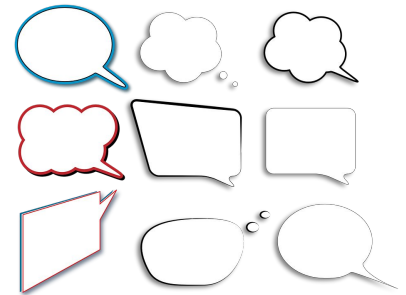
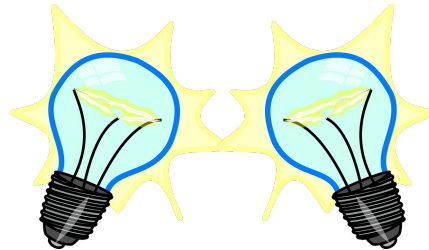
Processing

- How did it feel to use the model?
- Why should educators consider what they would or wouldn't disclose to students in a sex ed classroom?
- What changes will you make in how you respond to questions as a result of using this model?



Think - Pair - Share

1. Respond to the *Answering Student Questions* prompts on your worksheet
2. Discuss one of your responses with a neighbor
3. Share one Big Idea with the class



Navigating HSR Curriculum Materials

Go to your portal dashboard
Search Applications for
AISD Health & PE





AISD Health & PE

- Health & PE
- Home**
- Physical Education
- Health Education
- Coordinated School Health
- Recess/WOW/Brain Breaks
- Marathon Kids
- AISD Board Policies
- Resources
- About Us

Frequently Requested Info

- [Temperature Weather Guidelines](#)
- [2021-2022 ABC Calendar \(color\)](#)
- [2021-2022 ABC Calendar \(black & white\)](#)
- [Elementary Standards of Service](#)
 - [Essential Areas Schedule](#)
- [Middle School Scheduling Parameters](#)
- [Aesop Instruction Guide](#)
- [Health/PE Sub Authorization](#)
- [How to set a preference list in Aesop](#)
- [The 6 Cs in PE](#)
- [How to print training completion certificate in HCP](#)
- [2020-2021 Grading Information](#)

Health & PE Standards

- [PE National Standards](#)
- [Health National Standards](#)
- [Physical Education TEKS \(ESPE, MSPE, HSPE\)](#)
- [Health TEKS \(ESHE, MSHE, HSHE\)](#)

AISD Health and Physical Education Expectations

- [Elementary Physical Education](#)
- [Middle School Physical Education](#)
- [Middle School Department Chair](#)
- [High School Physical Education](#)
- [High School Department Chair](#)
- [Health Education](#)

National Physical Education Best Practices

- [SHAPE America Appropriate Practices \(K-12\)](#)

AISD Instructional Expectations

- [Physical Education Instruction](#)
- [Health Education Instruction](#)

Human Sexuality & Responsibility



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Home

[Physical Education](#) 

[Health Education](#) 

Human Sexuality & Responsibility

[Coordinated School Health](#)

[K-HS Lessons](#)

[SpEd Accommodations](#)

[Family Resources](#)

[HSR Related Policies](#)

Human Sexuality & Responsibility Curriculum at Austin ISD

Human Sexuality instruction develops and strengthens the ability of students to make conscious, healthy, and respectful choices regarding dating/romantic relationships, personal safety, anatomy and physiology, puberty and adolescent development, pregnancy and reproduction, and sexually transmitted infections (STIs) and HIV. The district's Human Sexuality and Responsibility (HSR) education program has been established to provide information and skill development for students in kindergarten through grade 12 so that they may reach their highest potential for physical, emotional, mental and social health.

The **HSR curriculum content** will be delivered in a developmentally and age-appropriate manner and will include the most current and scientifically accurate information. The content of the curriculum is based on the Texas Essential Knowledge and Skills (TEKS) for Health Education, with supplemental content established by the [National Sex Education Standards](#) that have been approved by the Board.

Content shall include information regarding healthy and unhealthy dating/romantic relationships, online and personal safety (including the prevention of child abuse, family and dating violence and sex trafficking), anatomy and physiology, puberty and adolescent development, pregnancy and reproduction, and sexually transmitted infections (STIs) and HIV. All content shall be inclusive of all students, regardless of gender expression, gender identity, sexual orientation, sexual experience, pregnancy, parenting status, or family structure. (EHAA Local)

Contact Information

Health & Physical Education

Pat Werner, Director of Health and Physical Education
4000 S IH-35 Frontage Rd
Austin, TX 78704
512-414-4903
patricia.werner@austinisd.org

Public access to:

- K-HS Lesson Materials
- Family Resources
 - BOY Notification Letter
 - Permission Letters
 - Other Non-AISD resources
- Accommodations for Special Education Students
- AISD policies

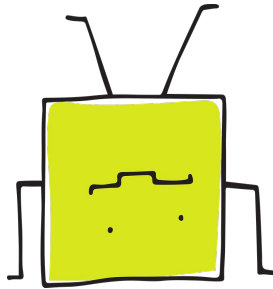
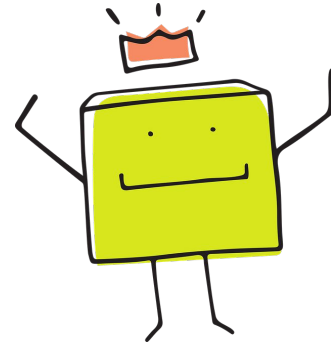
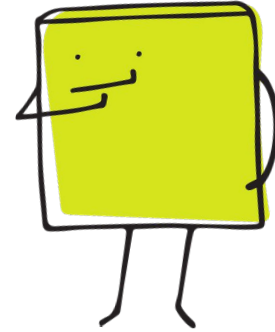


Elementary HSR Curriculum Review

Find your grade level lessons

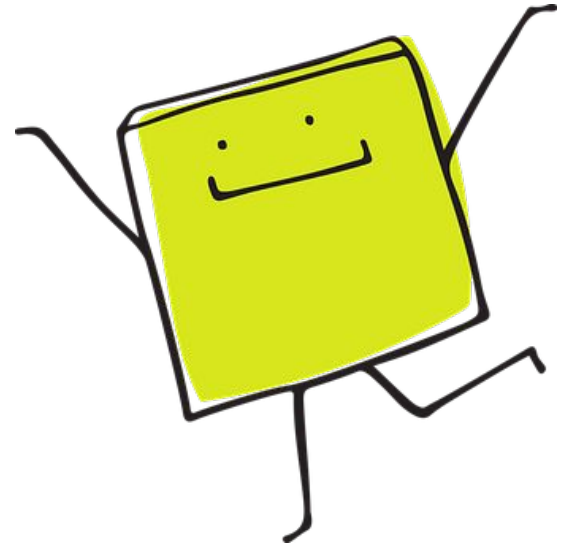
Discuss three things:

1. Climate building strategies
2. Types of questions students might have
3. Implementation Considerations



Report Out

1. Climate building strategies
2. Types of questions students might have
3. Implementation Considerations





★ What questions do you have?

Training the Teacher Overview



Human Sexuality & Responsibility

Curriculum Training for
Elementary Grades

Task	Date
Optional TOT Review	Sept. 27, <i>Zoom</i>
Training of Teachers	Sept. 27 - Oct. 31
Admin Orientation Training	Sept. 27, 28, 29; <i>Zoom</i>
HSR Family Orientation - Principal Meeting	Oct. 1 - Nov. 30
Permission Letters Sent Out	Nov. 1 - Nov. 14
Optional Classroom Teacher Review	Dec. 6 & 8; <i>Zoom</i>
Implementation: HSR Lessons or Alternative Lessons	Dec. 12 - 16
Lesson Tracking form	Dec. 16 - 21



Key HSR Implementation Tasks & Dates

Module	Length
1. Introduction/Opening	5 min
2. Climate Building	10 min
3. Sex Education Definitions and Policy	10 min
4. Navigating Values	15 min
5. Answering Sensitive Questions	20 min
6. Curriculum Review/Questions	60 min
Total:	2 Hours (can be 2, 1-hr trainings)

Teacher Training Content

Training Materials

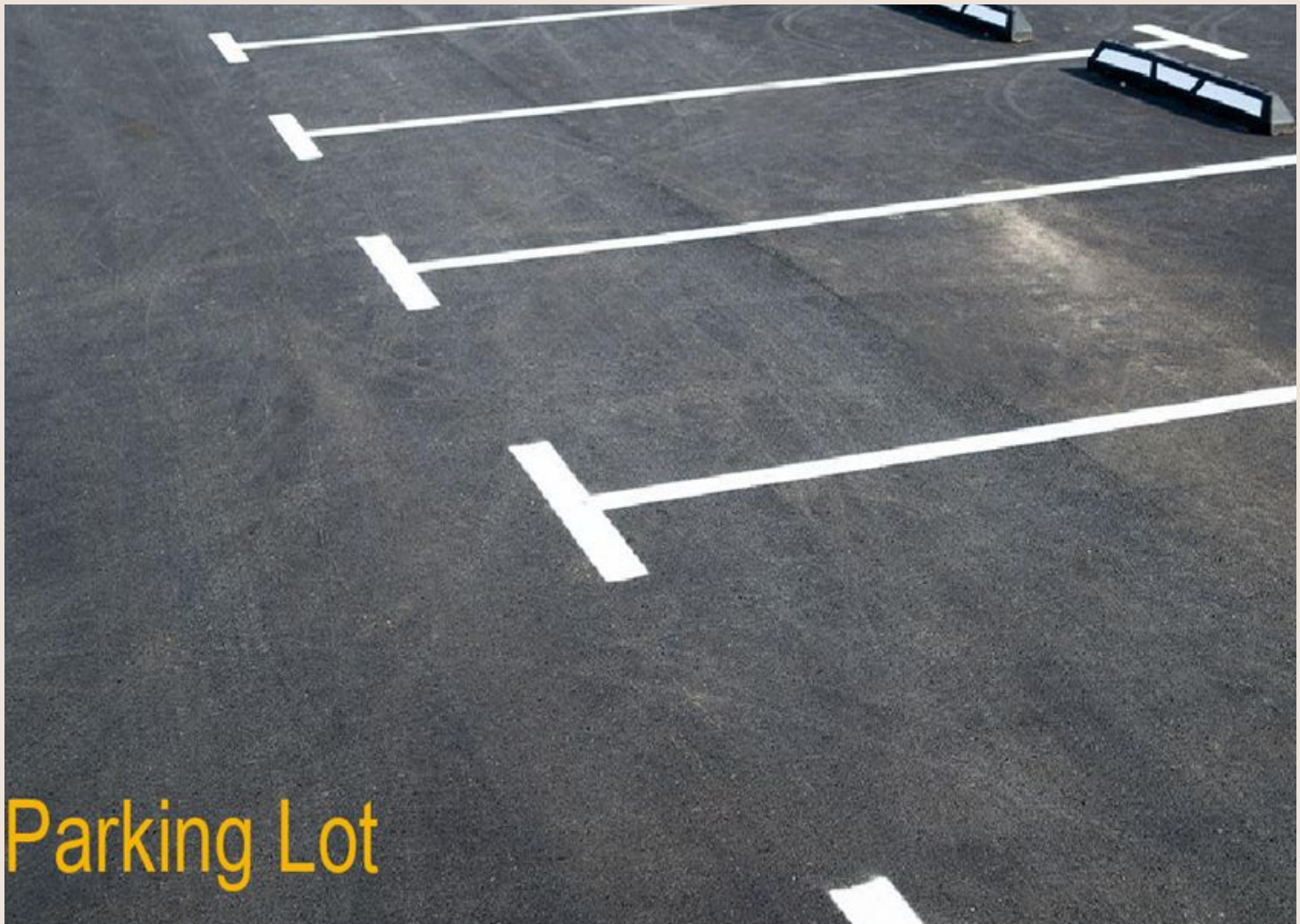
K-8 Human Sexuality and
Responsibility Folder

- Training Materials
- ES HSR Teacher Training
Materials

- Digital Access
- Google Slides
- By module:
 - Facilitation Guide
 - Handouts
 - Resources

Questions
Resources
Thoughts

Parking Lot

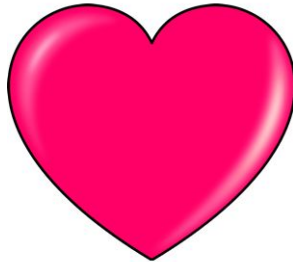


Reflecting...Head, Heart, Feet

One thing you're
thinking...



One thing you're
feeling...



One thing you're
taking away...

