

Hopkins Junior High

600 Driscoll Road
Fremont, CA 94539
Website: <https://hopkins.fremont.k12.ca.us/>
T: 510-656-3500
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Principal's Message

Greetings HawkNation! I know there is information constantly coming at you from all directions. I appreciate that you are taking the time to read this (and other) communications.

As we head into the latter stages of winter it appears that Covid cases are on the decline and vaccine deployment is increasing. This is good news but we must stay vigilant and continue with safety precautions. In my opinion, one of the biggest challenges to a return to in-person learning continues to be around the topic of social distancing for students. One of the many factors we can't control is the square footage of a classroom. The survey data and feedback that you are able to provide the district helps us to narrow our plans as we head into the spring and more concrete options for schools and families. Stay tuned...

The other big topic that we need to begin turning our attention to is registration. (There is more information in this newsletter and we will be sending specific directions directly to you based on student grade level.) We have had to make changes to our past processes in order to try to provide options that keep us all safe with contactless registration. For students entering 9th grade each of the high schools will provide information in regards to their own registration process. For next year's 8th graders (current 7th) you can expect a registration form mailed home to you with directions to mail back to us or to drop off in a drop box at school. For now, you can start gathering proof of residency documents and look for more information about enrolling in Infinite Campus Parent Portal.

We have recently updated settings for the daily bulletin so that parents should now have access on their own. This is a good resource for you to ask questions and give reminders to your students about clubs and special activities.

The challenges are many but you all (and especially the kids) have shown themselves to be very resilient. If you or "our kids" are feeling overwhelmed please reach out to one of us at school or to each other.

We will keep you updated as more information is made available.

Thanks,
Mr. Brown
"Brain Smarts, Big Hearts"



Hopkins Jr. High Contacts

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Important Dates

No School President's Day – Feb 15

No School Spring Break – April 2-9

Hopkins Registration

Jan. 11-March 12 - Priority Application for Immersion Students

Feb. 16 - Chinese Placement online 2:40 - 4:30 Contact Qian Zhang at qzhang@fusdk12.net

Feb. 17 - Registration Forms to be mailed home. Expect around the 19th

Feb. 24 - MSJH to visit current 8th graders during Math classes

March 1-8 - Mrs. Moore to visit incoming 7th grade feeder schools via zoom

March 5 - Incoming 8th Grade Registration due back to Hopkins

March 10 - 6th Grade Parent Night/Immersion Orientations 6-8pm

March 19 - Incoming 7th Grade Registration due back to Hopkins

Irvington CCA Magnet Application (available online via Irvington High School) Due March 19
contact tmintey@fusdk12.net.

Feb. 3 - Continuing Intra-District Transfer Period Opens. Due March 19.

March 1 - Inter-District Transfer Requests accepted. Ongoing

March 1-19 - Secondary Lottery (Grades 6, 7&9) See FUSD website for available schools and instructions.

April 1, 2021-June 2022 - Intra-District Transfer Period Opens

Keep an eye out on School Loop for new information as it comes available.

Report Cards will be available through Illuminate Parent Portal.

<https://fremont.illuminatehc.com/login>

For information regarding applying to private schools and transcripts, please email Mrs. Loob
at sloob@fusdk12.net.



2021 Hopkins Pride Team Commissioners

Khyathi Vangali- Green Team
Melanie Chavez- Gray Team
Aryav Das- White Team
Anusha Mishra- Black Team

General Commissioner- Valentina FIGL

ASB elected officers and 5th period representatives meet monthly (last Thursday of the month) and sponsor spirit days on the last Friday of the month. ASB works with HPT to promote spirit days advertisement in video bulletin, promote socials & lunchtime activities. December Caroloke (Karaoke) was hilarious and fun! January was a Spot-It game, and February will be Valentine-themed.

WEB leaders continue to reach out to their 7th grade buddies. If a 7th grader has a question about Hopkins, please contact his/her 8th grade WEB Leader or counselor.

TUPE (Tobacco Use Prevention Education) Leaders will be presenting this semester to remind Hawks that vaping is dangerous!

French Club will meet to celebrate Mardi Gras (Fat Tuesday 2021 is Feb 16). Stay tuned to the morning video bulletin or contact Madame Chabot for info.

Hopkins Pride Team and ASB are collecting new and slightly worn pairs of socks for the homeless. Please hold on to them for now until further notice for drop off time/location. Our goal is 200 pairs. If you would like to donate a large amount of socks, please contact Madame Chabot via school loop. Thank you! This is a big need in our community.

Mission Peak Watercolor

Kids will paint together the same topic under guidance from the instructor.

Supplies: Watercolor pallet, heavy paper, and ultra fine black pen

Forced Perspective Digital Photography

Check out this link for a visual of what you will learn to how create.
[Sample Link](#)

Supplies: Camera or device with digital camera

Comic Drawing Sirron Norris

Sirron loves inspiring and igniting sparks of creativity in kids. A graduate from the Art Institute of Pittsburgh, he began his art career in San Francisco in 1997. Norris is known for this extensive public art contributions and has been teaching animation and cartooning classes in San Francisco since 2009. For more information, check out www.sirronnorris.com to see more of his work.

Supplies: 2 sheets min. Copy/printer paper, sharpened pencil with eraser, Optional: Black Ink Pen or Ultra Fine Sharpie

Origami

Souradeep Deb is the president and lead instructor for the Hopkins Origami Club. Creative, welcoming and always willing to help. Come try Origami with Souradeep.

Supplies: Origami paper OR regular printer paper will work

HOPKINS JR. HIGH INTERACTIVE ART SOCIAL FEB. 12, 2021 VIRTUAL 4:00-6:00 PM

The Child Nutrition Program, Meal Applications, and School Funding: The Formula Behind the Critical Funding Served with Every Meal

Many FUSD parents may be confused about why the school district is distributing free meals without the need to fill out any paperwork, while families are also being reminded to fill out the annual Free and Reduced Meal Application. Doesn't this application only determine whether a student will receive free meals? The truth is that approved meal applications do much more than provide students with free meals, they are also an essential part of the formula that determines funding, services, and support for schools.

If you recall, the school district, or any public school throughout the nation, typically does not offer free meals for all children during the school year. In 2020-21, the United States Department of Agriculture, the United States Department of Education, and the California Department of Education approved a waiver, which allows public schools to implement a program called the *Seamless Summer Option* during the actual school year. The Seamless Summer Option is a free meal program, typically only available during the summer, since the school meal is often the only meal a child in a food insecure household eats during the day.

The Free and Reduced Meal Application uses a household income formula and household size to determine if a family qualifies for free or reduced school meals for the school year **and is also used to determine whether public schools will receive Federal Title I funding and other resources such as the State Local Control Funding Formula (LCFF) for the following school year. In this case, the number of students that qualify for free or reduced-price meals in 2020-21 will determine funding for 2021-22.**

By filling out Free and Reduced Meal Application we will be able to determine eligibility of FUSD students, which in turn may translate into more funding, services, and support for your local school.

Drama Club Info

Talent Show: Contact Miss Boteilho at tboteilho@fusdk12.net for information about the talent show. The Hopkins Virtual Talent Show will be on April 23, 2021.

Drama Club: We meet every Tuesday at lunch via Zoom. Students can email me if they are interested, and I will send them the link and the Google Classroom code for the Drama Club. You can join anytime. The play, a student written mystery, will be shown virtually on March 26, 2021.

Film Festival: We will have our 4th annual film festival this year virtually on May 14, 2021. Students can submit their film to me by April 16, 2021. I have posted the criteria on school loop and on school notes. Let me know if you are interested, and I will send you my Google Classroom code for the Film Festival. Students will submit their films to my Google Classroom. See <http://new.schoolnotes.com/boteilho/> for more information.

Enter the Hopkins Student Planner Cover Art Contest

AUGUST - SEPTEMBER - OCTOBER - NOVEMBER - DECEMBER - JANUARY - FEBRUARY - MARCH - APRIL - MAY - JUNE



Enter your original creation showing how you spend a great year at Hopkins for a chance to win a place on the cover of next year's 2021-2022 Hopkins Student Planner. The concept of your art could show your idea of the activities each student might be planning on the inside pages of the planner throughout their year. Or, show how you would interpret the theme, "Our Time Well Spent".

A selected number of other contest entries may be displayed in public, in a school-wide gallery, as an online art show, or on the walls of Hopkins.

Media: Acceptable materials are colored pencil, paint, marker, pen and ink, flat paper collage, crayon, chalk or oil pastels. If you use colored pencils, be sure to get strong colors by applying enough pencil pressure to the paper to show the colors vibrantly.

OUR TIME WELL SPENT

Our 2021-2022 Year at Hopkins

All submitted work should be flat and the original art that is created on paper. Be sure to make your own copy of your art to keep for yourself; either a photograph, scan or good quality photocopy, as the original art may not be returned.

Size: 8.5 inches wide x 11 inches high, a vertical format. Know that holes will be punched on the left and the art will be trimmed around the edges when printed. So try not to put anything crucial on the edges like faces or lettering that might get cropped off. In other words, please avoid putting any important parts of the art within 1-inch of the edges of your paper.

Deadline: Submit art in the Student Planner Contest Entry Box in the office hallway by Monday, March 1st, 2020. The office hallway will be open from 8:30 am to 2:30 pm every school day. Start today!



Identifying Student Information: Student's first and last name, student ID number, email address, grade level, and a brief explanation of what is represented in the art must be legibly written on the **BACK** of the artwork, not on the front. If more than one Hopkins student creates the artwork, both names and identifying information need to be on the back of the artwork.

Originality: All work must be the original, independent creation of a current Hopkins student and look like no other artwork out there. If photo reference is used, the final art should be quite different so it does not resemble the art or photo of another artist. There's no need to include text in your art because the printing company will add the title to the Student Planner cover that will already read: "Hopkins Junior High School 2020-2021".

Deadline:

Submit entries by March 1, 2021

**TO THE OFFICE HALLWAY
PLANNER CONTEST BOX**

Free Meal Program

Child Nutrition Services staff will be on campuses district-wide starting September 3rd. If there are no meals being served at the school site, then the CNS staff will be in the kitchen areas, at their regular shift times. Please note that there will be no operational (serving time/location) changes to the meal program at the 30 school sites currently serving meals- CNS staff will simply be at *all* sites starting tomorrow, and may be visiting kitchens.

The United States Department of Agriculture has issued a waiver that will allow FUSD to serve free breakfast and lunch meals to all children aged 2 to 18 years old. Children need not be present for meal pick up, and will no longer have to give the CNS staff their ID # (as FUSD enrollment is no longer a requirement). This waiver also allows FUSD to serve meals for Saturday and Sunday (these meals will be given out on Fridays, starting September 11th).



**FREMONT UNIFIED
SCHOOL DISTRICT**

Grab-And-Go Meals

**Free Breakfast and Lunch For All
Children Age 2 to 18 Years Old. Meals Now Being Served.**

Child does not need to be present to collect meals.

Saturday and Sunday meals will be distributed every Friday beginning on September 11th, 2020.

See Below for Site Locations and Times

Serving Twice Daily

7:30 am to 8:00 am & 11:00 am to 1:00 pm

- American High School, 36300 Fremont Blvd
- Irvington High School, 41800 Blacow Rd
- Washington High School, 38442 Fremont Blvd
- Mission San Jose High School, 41717 Palm Ave
- Kennedy High School, 39999 Blacow Rd
- Walters Middle School, 39600 Logan Dr

Serving from 11:00 am to 1:00 pm.

- Cabrillo Elementary, 36700 San Pedro Dr
- Ardenwood Elementary, 33955 Emilia Ln
- Durham Elementary, 40292 Leslie St
- Vallejo Mill Elementary, 38569 Canyon Heights Dr
- Leitch Elementary, 47100 Fernald St
- Grimmer Elementary, 43030 Newport Dr

Serving from 11:30 am to 1:00 pm.

- Hopkins, 600 Driscoll Rd
- Mission San Jose, 43545 Bryant St
- Gomes, 555 Lemos Ln
- Green, 42875 Gatewood St
- Robertson, 4455 Seneca Park Ave
- Mission Valley, 41700 Denise St
- Millard, 5200 Valpey Park Ave
- Hirsch, 41399 Chapel Way
- Azevada, 39450 Royal Palm Dr
- Blacow, 40404 Sundale Dr
- Brier, 39201 Sundale Dr
- Maloney, 38700 Logan Dr
- Mattos, 37944 Farwell Dr
- Niles, 37141 2nd St
- Parkmont, 2601 Parkside Dr
- Forest Park, 34400 Maybird Cir
- Patterson, 35521 Cabrillo Dr
- Warwick, 3375 Warwick Rd

Meals will be free of charge for all children age 2 to 18 years old, but please continue to fill out online meal applications at <https://fremont.rocketscanapps.com/>

The Child Nutrition Services website: fusedcafes.org

Please call (510) 659-2587 or email ctrujillo@fusdk12.net with any questions.

Free breakfasts and lunches are provided in partnership through the Fremont Unified School District, the State of California, and the National School Lunch Program.

This institution is an equal opportunity provider.



Conversations with the Counselors

Meg Moore and Amalia Kim, your Hopkins School Counselors, invite you to join us in conversation on Tuesday, February 23 at 9:00 A.M. by way of the following zoom link:

<https://zoom.us/j/92392920063?pwd=V0dYMIpNdFJCQ255eTVxUnJNTjZPZz09>

Here, we address your questions, thoughts and concerns as they relate to our children's' and families' mental health and wellbeing. We welcome you to submit topics you would like us to cover. You may submit your ideas ahead of time by contacting us at mmoore@fusdk12.net (Meg Moore, seventh grade counselor) or amaliakim@fusdk12.net (Amalia Kim, eighth grade counselor).

Donations to School, Departments, Library or Technology

Log in to [myschoolbucks.com](https://www.myschoolbucks.com)

<https://www.myschoolbucks.com/ver2/login/getlogin>

1. Choose Schools H-L
 2. Choose Hopkins Junior High School
 3. Enter Amount
 4. Enter Students Name
 5. Donations to: (Drop Down Menu)
- Select where you would like to donate the money to in this menu and add item to cart
 - If you would like to donate to more than one department, begin with number, then enter another amount, choose student name, donations to and add item.

If you would like to mail in a donation, please include a note with the check of who specifically you would like to donate and the amounts. Mail the check to Hopkins Jr. High, Attn. Angela Aspacio, 600 Driscoll Road, Fremont, CA 94539. *Please make checks payable to FUSD/Hopkins Junior High.*

MONDAY AND THURSDAY BELL SCHEDULE

TUESDAY AND FRIDAY BELL SCHEDULE

PERIODS 0, 1, 2, 3

	Start Time	End Time
ZERO PERIOD	7:10 AM	8:10 AM
ASYNCHRONOUS	8:15 AM	8:30 AM
PERIOD 1	8:30 AM	9:30 AM
PERIOD 2	9:35 AM	10:35 AM
ASYNCHRONOUS	10:35 AM	11:00 AM
PERIOD 3	11:05 AM	12:05 P.M.
LUNCH	12:05 P.M.	12:40 P.M.
ASYNCHRONOUS	12:45 P.M.	2:23 P.M.

PERIODS 4, 5, 6

	Start Time	End Time
ASYNCHRONOUS	8:15 AM	8:30 AM
PERIOD 4	8:30 AM	9:30 AM
PERIOD 5	9:35 AM	10:35 AM
ASYNCHRONOUS	10:35 AM	11:00 AM
PERIOD 6	11:05 AM	12:05 P.M.
LUNCH	12:05 P.M.	12:40 P.M.
ASYNCHRONOUS	12:45 P.M.	2:23 P.M.

WEDNESDAY BELL SCHEDULE

PERIODS 0,1, 2, 3, 4, 5, 6

	Start Time	End Time
ZERO PERIOD	7:40 AM	8:10 AM
PERIOD 1	8:15 AM	8:45 AM
PERIOD 2	8:50 AM	9:20 AM
PERIOD 3	9:25 AM	9:55 AM
ASYNCHRONOUS	9:55 AM	10:25 AM
PERIOD 4	10:30 AM	11:00 AM
PERIOD 5	11:05 AM	11:35 AM
PERIOD 6	11:40 AM	12:10 P.M.
LUNCH	12:10 P.M.	12:45 P.M.
ASYNCHRONOUS	12:50 P.M.	1:20 P.M.

8th Grade Virtual Performance on May 27, 2021

A Parent's Guide

Nightmare on Puberty St.

Educational Theatre, a Community Health program of Kaiser Permanente



Your child will receive Kaiser Permanente's *Nightmare on Puberty St.*, a web series with a livestreamed workshop.



The Virtual Program

Nightmare on Puberty St. is an age-appropriate web series about four middle school students on their journey through adolescence. As the characters wrestle with the question "Am I normal?" they learn to cope with the changes affecting their bodies and minds. The frank and sometimes funny program shows students how to cope with many of the issues of puberty, including how to handle pressure to be sexually active, how to build self-esteem, and where to find help if faced with feelings of depression or thoughts of suicide. After the web series and a follow-up livestreamed workshop, students will understand everyone goes through changes during puberty, and there are resources to help them adjust to those changes.

Nightmare on Puberty St. was created in conjunction with physicians, teachers, licensed counselors, and parents. The performer/educators providing the program receive extensive initial training from doctors and licensed counselors. They also receive continuing training that incorporates updated information as it becomes available from the Centers for Disease Control and Prevention, National Institutes of Health, the Kaiser Family Foundation, and health care providers.

Character Descriptions

Jerry lives with his grandmother and is a well-adjusted, mature, and confident pre-teen. Despite changes in his body and the outside world, Jerry does not change his style or behavior in a way his peers view as "cool," and he is labeled a nerd. Although teased, Jerry chooses to be an upstander when he sees others being teased and forms a surprising relationship in the process. He also decides he is not going to give in to peer pressure, as he discovers it is all right to just be himself.

Malika has low self-esteem and is an over-achiever who did well in elementary school but is struggling with the greater academic challenges of middle school. In addition, her life feels difficult because of fighting between her parents, financial and housing difficulties, questions about her sexuality, and arguments with her best friend. With the help of a counselor and her peers, Malika's self-esteem increases and she is better able to handle the pressures she faces. Her new self-confidence leads her to make positive decisions about her health, including quitting vaping and expressing her boundaries with a friend by refusing to text explicit pictures to them.

Natalie is a 12-year-old who is developing faster than many of her friends. She is proud of the way she looks and has a good self-image and an outgoing personality. Some of her classmates call her names and bully her because of her confidence and adult appearance. Her relationships with close friends begin to shift. Fortunately, Natalie can deal with the teasing because of her high self-esteem and the emotional support of her mother and close friend Jerry.

Nick is becoming a popular student and seems to have lots of friends and a great life. On the inside, though, he is upset about the racial discrimination he faces. He is also being pressured by his older brother to begin having sex and engage in "sexting." Over the course of the webisodes, Nick learns to cope with the challenges he faces and find resources to help him deal with his feelings. He also learns that just because he is thinking about sex does not mean he is ready to have sex.



A Parent's Guide

Nightmare on Puberty St.

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Tips for Talking with Your Child about Sensitive Topics

Starting Out

- **Show your child it is okay to talk about sensitive issues.** Have appropriate discussions with your spouse, partner, or friends about sensitive issues with your child present.
- **Ask your child what he or she thought about *Nightmare on Puberty St.*** Has your child or his or her friends experienced pressure to fit in, problems with cliques or gangs, feelings of sexual attraction, depression, or thoughts of suicide?
- **Talk about yourself.** Share how you felt at that age and how you now feel about these issues.
- **Remember, you don't have to have all the answers.** Don't worry about having to know everything. You and your child can look up answers together and talk about what you learn.



When You Talk

- **Encourage questions.** Statements such as, "I'm glad you asked that question" or "That's a good question," will help keep the lines of communication open with your child.
- **Use active listening.** Nod or say "uh-huh" when listening to your child. Make eye contact. Really listen to what your child tells you. Good listeners help children figure out how they feel instead of telling them how they should feel.
- **Keep discipline separate from talking.** Your child may not listen to important information if it is given in anger. Choose a time to talk when you can listen to each other.
- **Don't make assumptions.** Tell your child "I trust you" through your words and actions. Just because your child is asking questions about drugs and alcohol, for example, doesn't mean your child is using those substances. Curiosity is natural.
- **Keep the conversation open-ended.** After answering a question, ask your child what else he or she would like to know. This lets your child know you expect more questions and it is okay to ask.

Parent and Family Resources

- Talking to Your Teen, Office of Adolescent Health
<https://www.hhs.gov/ash/oah/resources-and-training-for-families>
- Body and Mind (BAM!), Centers for Disease Control and Prevention
[cdc.gov/bam](https://www.cdc.gov/bam)
- Bullying Resources and Information
[stopbullying.gov](https://www.stopbullying.gov)
- Cyberbullying Resources and Information
[nccpc.org/resources/cyberbullying](https://www.nccpc.org/resources/cyberbullying)
- Media and Technology Information for Families
[commonsensemedia.org](https://www.commonssensemedia.org)
- California Youth Crisis Line (24hr): 1-800-843-5200

educational
theatre

Kaiser Permanente

Telephone: (877) 353-2223

Website: [kp.org/et/mca](https://www.kp.org/et/mca)

1438 Webster St., Ste 205

Oakland, CA 94612

Una guía para padres

Nightmare on Puberty St.

Educational Theatre, un programa de salud comunitaria de Kaiser Permanente



Su hijo recibirá *Nightmare on Puberty St.* de Kaiser Permanente, una serie web con un taller transmitido en vivo.



El programa virtual

Nightmare on Puberty St. es una serie web apropiada para la edad que trata sobre cuatro estudiantes de secundaria en su viaje a través de la adolescencia. Mientras los personajes batallan con la pregunta "¿Soy normal?" aprenden a afrontar los cambios que afectan a sus cuerpos y mentes. El programa transparente y a veces divertido muestra a los estudiantes cómo lidiar con muchos de los problemas de la pubertad, incluido cómo manejar la presión para ser sexualmente activos, cómo desarrollar la autoestima y dónde encontrar ayuda si tienen sentimientos de depresión o pensamientos de suicidio. Después de la serie web y un taller de seguimiento transmitido en vivo, los estudiantes comprenderán que todos pasan por cambios durante la pubertad y que existen recursos para ayudarlos a adaptarse a esos cambios.

Nightmare on Puberty St. se desarrolló en conjunto con médicos, docentes, consejeros autorizados y padres. Los artistas o educadores que forman parte del programa reciben una variada formación inicial de médicos y consejeros autorizados. También reciben capacitación continua que incorpora información actualizada a medida que está disponible de los Centros para el Control y la Prevención de Enfermedades, los Institutos Nacionales de Salud, la Kaiser Family Foundation y los proveedores de atención médica.

Descripciones de los personajes

Jerry vive con su abuela y es un preadolescente bien adaptado, maduro y seguro de sí mismo. A pesar de los cambios en su cuerpo y en el mundo exterior, Jerry no cambia su estilo o comportamiento de una manera que sus compañeros ven como "estupendo", y lo etiquetan como un nerd. Aunque es objeto de burla, Jerry elige ser un defensor cuando ve que se burlan de otros y genera una relación sorprendente en el proceso. También decide que no va a ceder a la presión del grupo social, ya que descubre que es posible ser él mismo.

Malika tiene baja autoestima y es una triunfadora que le fue bien en la escuela primaria, pero tiene problemas con los desafíos académicos más grandes de la escuela secundaria. Además, su vida es difícil debido a las peleas entre sus padres, las dificultades económicas y de vivienda, las preguntas sobre su sexualidad y las discusiones con su mejor amiga. Con la ayuda de un consejero y sus compañeros, la autoestima de Malika aumenta y es más capaz de manejar las presiones que enfrenta. Su nueva confianza en sí misma la lleva a tomar decisiones positivas sobre su salud, incluido dejar de vapear y expresar sus límites con un amigo al negarse a enviarle imágenes explícitas por mensajes de texto.

Natalie es una niña de 12 años que se está desarrollando más rápido que muchos de sus amigos. Está orgullosa de su apariencia y tiene una buena imagen de sí misma y una personalidad extrovertida. Algunos de sus compañeros de clase la insultan y la intimidan debido a su confianza y apariencia de persona adulta. Las relaciones con amigos cercanos comienzan a cambiar. Por suerte, Natalie puede tolerar las burlas debido a su alta autoestima y el apoyo emocional de su madre y amigo cercano Jerry.

Mella se está convirtiendo en un estudiante popular y parece tener muchos amigos y una gran vida. Sin embargo, por dentro está molesto por la discriminación racial que enfrenta. También recibe presiones de parte de su hermano mayor para que comience a tener relaciones sexuales y sea parte del "sexteo". En el transcurso de los episodios web, Nick aprende a confrontar los desafíos que enfrenta y encuentra recursos que le sirven para manejar sus sentimientos. También aprende que el hecho de que esté pensando en sexo no significa que esté listo para tener sexo.



Una guía para padres

Nightmare on Puberty St.

Educational Theatre, un programa de salud comunitaria de Kaiser Permanente



Consejos para hablar con su hijo sobre temas delicados

Cómo empezar

- **Muéstrele a su hijo que no tiene nada de malo hablar sobre temas delicados.** Tenga conversaciones apropiadas con su cónyuge, pareja o amigos sobre temas delicados con su hijo presente.
- **Pregúntele a su hijo qué pensaba sobre Nightmare on Puberty St.** ¿Su hijo o los amigos han experimentado presión para encajar, problemas con grupitos o pandillas, sentimientos de atracción sexual, depresión o pensamientos suicidas?
- **Hable sobre sus propias experiencias.** Comparta cómo se sintió a esa edad y cómo se siente ahora sobre estos temas.
- **Recuerde, no es necesario que tenga todas las respuestas.** No se preocupe por tener que saberlo todo. Usted y su hijo pueden buscar respuestas juntos y hablar sobre lo que aprendan.



Cuando hable

- **Fomente las preguntas.** Afirmaciones como "Me alegra que hayas hecho esa pregunta" o "Esa es una buena pregunta" ayudarán a mantener abiertas los canales de comunicación con su hijo.
- **Utilice la escucha activa.** Asienta o diga "ajá" cuando escuche a su hijo. Mírelo a los ojos. Preste atención a lo que le dice su hijo. Los que prestan atención ayudan a los niños a descubrir cómo se sienten en lugar de decirles cómo deben sentirse.
- **Separe la disciplina de la conversación.** Es posible que su hijo no escuche la información importante si se la dice con enojo. Elija un momento para hablar en el que puedan escucharse el uno al otro.
- **No haga suposiciones.** Digale a su hijo "confío en ti" a través de sus palabras y acciones. El hecho de que su hijo esté haciendo preguntas sobre las drogas y el alcohol, por ejemplo, no significa que esté usando esas sustancias. La curiosidad es algo natural.
- **Mantenga la conversación abierta.** Después de responder una pregunta, pregúntele a su hijo qué más le gustaría saber. Esto le permite a su hijo saber que usted espera más preguntas y que está bien hacerlas.

Recursos para padres y la familia

- Hablar con su hijo adolescente, Oficina de Salud Adolescente <https://www.hhs.gov/ash/oa/resources-and-training-for-families>
- Body and Mind (BAM!) [Cuerpo y mente], Centros para el Control y la Prevención de Enfermedades [cdc.gov/bam](https://www.cdc.gov/bam)
- Recursos e Información sobre Intimidación [stopbullying.gov](https://www.stopbullying.gov)
- Recursos e Información sobre el ciberacoso [nccpc.org/resources/cyberbullying](https://www.nccpc.org/resources/cyberbullying)
- Información sobre medios y tecnología para familias [commonsensemedia.org](https://www.common sense media.org)
- Línea de crisis juvenil de California (24 horas): 1-800-843-5200

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