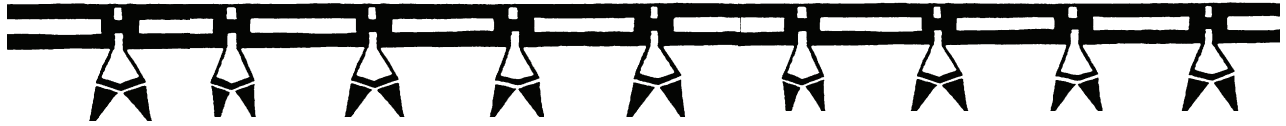


# 1: Welcome & Introduction



## Purpose:

To give Native STAND members a clear understanding of the Native STAND program and to establish the need for the program.

## Stages of Change Process:

Getting information

## Learning Objectives:

By the end of this session, Native STAND members will be able to:

1. Describe the goals, content, and procedures of the program.
2. Describe the magnitude of the problem of teen pregnancy and STDs.
3. Describe the role of a peer educator.



## Supplies/Materials:

- Peer Educator Manuals (PMs)
- 1 large bag of M&Ms
- Small prize for Activity #4 winning team (*optional*)
- Chart paper, markers, masking tape
- Question Box (QB)

## Resources/Handouts:

	RM	PM	HO
Native STAND Consent	●		if/as needed
Native STAND Journey	●	●	
Risky Business Worksheet	●	●	
Native STAND Contract Sample	●		●

## Preparation:

- Create Question Box
- Create M&M “code” on chart paper (*See Section 3*)
- Create Risky Business scoring sheet (*See Section 4*)
- Get small prizes for Activity #4 winning team (*optional*)

## 1. Welcome/Overview

*8-10 minutes, large group discussion, adult facilitator*

- Welcome students to Native STAND and explain that the acronym “STAND” represents “Students Together Against Negative Decisions.”
- Distribute the Peer Educator Manuals (PM).
- Introduce adult facilitators and teen co-facilitator (if there is one).
- If required, collect signed Native STAND Consent Forms. (If required, students must have signed consent forms in order to continue in the Native STAND program after Session 1.)
- Express excitement and anticipation. Congratulate them on being selected by their peers to be a peer educator.
- Discuss the responsibility they have to their peers to provide accurate information on making healthy decisions, including preventing STDs, HIV, and unplanned pregnancy.
- Review the commitment required (e.g., time, energy, stamina, and giving of themselves). Include make-up policy/policy for missed sessions.
- Review training logistics: how many weeks/sessions, how long each one lasts, when and where, and plans for after training (e.g. Native STAND Club).
- Review incentives for program participation (e.g., class credit, outings). *(If any.)*

NATIVE STAND CONSENT FORM	
<b>Student:</b> I agree to participate in Native STAND (Native Students Together Against Negative Decisions), a program that will teach me how to make healthy decisions concerning my health and to avoid pregnancy, HIV/AIDS, and other sexually transmitted diseases (STDs). Group sessions will provide information on healthy decision making and prevention. The program will teach ways that may help me avoid or lower the risk of STDs, HIV, and pregnancy, refuse unwanted propositions, and form stable relationships with others. As a Native STAND member, I understand that I will be asked to practice how I would handle pressures from other people. The program will also teach me how to share this information with others.	
I understand that all discussions in the group and my conversations with the project staff are confidential. They will not be revealed to my parents or anyone else. Any written evaluations that I complete for this project will be confidential and my name will not be placed on them. These evaluations will include questions about my personal knowledge, attitudes, and behaviors related to sex. My name will never appear on any report of the project or its results.	
I choose to participate in this project voluntarily. I understand that I am free to stop any time I wish.	
Native STAND Member signature _____	Date _____
Native STAND Project Director signature _____	Date _____
<b>Parent/Guardian:</b> I understand the nature of the Native STAND program my child will be participating in, and I hereby give my full permission for him or her to participate in the program in its entirety.	
Parent/Guardian signature _____	Date _____
Parent/Guardian (in print): _____	
Parent/Guardian Phone Number(s): _____	

## 2. Native STAND Journey

*3-5 minutes, large group discussion, adult facilitator*

- Refer students to the Native STAND Journey in the PM.
- Explain that participation in the Native STAND program is like a journey along a path, where they will learn important things about themselves and others.
  - ◇ Who am I? What do I know? What’s important to me?
  - ◇ What’s a healthy relationship? Am I in one now? How can I have one?
  - ◇ How can I talk to others about protecting themselves from STDs, HIV, and pregnancy? How do I protect myself?
  - ◇ How can I help my peers make good decisions?



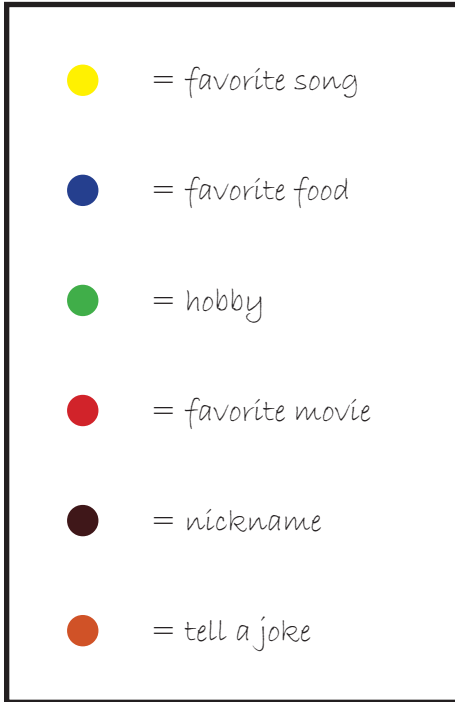
# Native STAND Journey



### 3. “M&M” Activity

15-18 minutes, large group activity, adult or teen co-facilitator

- Before this session starts, develop a “code” for each different color of M&M and post it on chart paper. This example shows the kinds of things you can ask about, but the options are limitless.

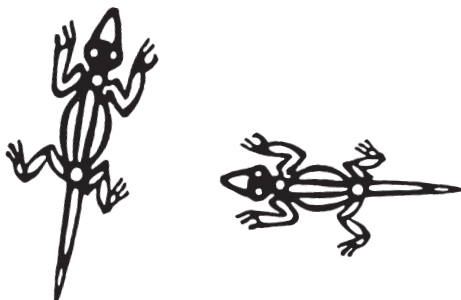


#### Here’s a bright idea!

If you prefer not to use M&Ms, this activity can also be done with other small multi-colored objects.





- Don’t let the students see the chart paper until activity begins.
- Introduce activity: “We’re going to get to know you and you are going to get to know each other—and yourselves—much better over these upcoming weeks and months. Today we’re going to begin with a fun and easy way to learn more about each other.”
- Have students sit or stand in a circle. Pass a bag of M&Ms around and tell each student to take 3 different colored M&Ms. They are not to eat the M&Ms (yet!) (NOTE: Make sure no one has a peanut allergy if you use Peanut M&Ms.)
- Display the chart paper and explain that for each different colored M&M, the student will share the corresponding aspects about him or herself. After a student has gone through his or her M&Ms, go to the next student in the circle.
- It’s fun and builds trust if the facilitators also participate in this activity.
- Once everyone has had a turn, they can eat their M&Ms. Now you can also pass around the M&Ms for them to share.





## 4. Risky Business

18-20 minutes, small & large group activity, adult facilitator

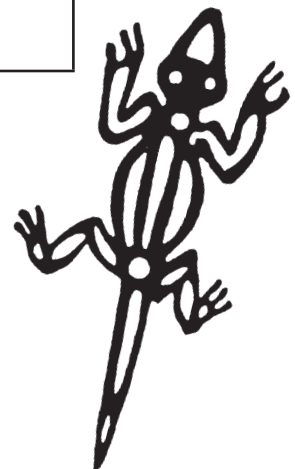
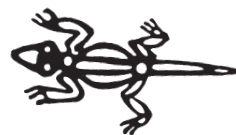
- Evenly divide students into 3-4 small groups.
- Refer students to the Risky Business worksheet in the PM and ask them to take about 10 minutes to go through the questions as a group and come up with their best guess for each question.
- While the small groups are in discussion, display the scoring chart you prepared for this activity. The chart should look something like this:


**Risky Business**


1. What % of Native students think they are slightly or very overweight? \_\_\_\_%
2. What % of Native students eats at least 6 servings of fruits and vegetables every day? \_\_\_\_%
3. What % of Native students has ever tried cigarettes? \_\_\_\_%
4. What % of Native students drink alcohol at least once in the last month? \_\_\_\_%
5. What % of Native students had 6 or more alcoholic drinks within a couple of hours of each other in the last month? \_\_\_\_%
6. What % of Native students has ever had sex? \_\_\_\_% 
7. What % of Native students has had sex with 4 or more people during their life? \_\_\_\_%
8. What % of Native students attempted suicide 1 or more times in the past year? \_\_\_\_% 

	Team 1	Team 2	Team 3	Native	All Races
1					
2					
3					
4					
5					
6					
7					
8					
Total					

- After about 10 minutes (or when it looks like the teams have worked through the questions), ask them to stop and reconvene.



## Risky Business Questions & Answers

1. What percent of Native students think they are overweight? 26% (vs. 28%)
2. What percent of Native students eat at least 5 servings of fruit or vegetables every day? 31% (vs. 22%)
3. What percent of Native students have ever tried cigarettes? 76% (vs. 46%)
4. What percent of Native students drank alcohol at least once in the last month? 43% (vs. 42%)
5. What percent of Native students had 5 or more alcoholic drinks within a couple of hours of each other in the last month? 30% (vs. 24%)
6. What percent of Native students have ever had sex? 60% (vs. 46%)
7. What percent of Native students have had sex with 4 or more people during their life? 23% (vs. 14%)
8. What percent of Native students attempted suicide 1 or more times in the past year? 10% (vs. 6%)

- Read question 1 aloud and ask for the Team 1's answer. Write the answers in the appropriate row and column. Repeat for Teams 2 and 3. Repeat for the remaining questions. Once you have gone through every team's answers for every question, the table may look something like this:

	Team 1	Team 2	Team 3	Native	All Races
1	40%	25%	35%		
2	5%	10%	30%		
3	75%	50%	62%		
4	75%	40%	55%		
5	25%	20%	20%		
6	75%	45%	50%		
7	60%	25%	20%		
8	30%	5%	10%		
Total					

- Ask for a volunteer to share any observations they have about how the different teams answered the different questions. (For example, Team 1 consistently guessed “worst case scenario”, while Team 2 guessed somewhat more positively/optimistically; Team 3 guessed somewhere in between.). What would account for the different answers between the groups? (Answers might include: the way the discussion went, someone on the team was very persuasive, someone on the team knew the answer.)

- Inform the students know that you are going to go through each question and provide the correct answer. The team with the guess closest to the correct answer will get 1 point; the team with the most points will win a small prize. (The prize is optional.) If two teams have the same guess or are equally close to the correct answer, give each team a point. As you go through each question's correct answer, circle the closest answer in a different color marker and write the correct answer in the "Native" column. Add up each team's correct answers and write the total points in the last row. (In this example, Team 3 scored the most points and will win the prize.) When you are done, the table may look something like this:

	Team 1	Team 2	Team 3	Native	All Races
1	40%	25%	35%	27%	
2	5%	10%	30%	31%	
3	75%	50%	62%	67%	
4	75%	40%	55%	43%	
5	25%	20%	20%	30%	
6	75%	45%	50%	59%	
7	60%	25%	20%	23%	
8	30%	5%	10%	10%	
Total	1	3	4		

- Lastly, go through the questions one more time and ask for volunteers to share whether they think Native or "All races" will have a higher risk and what their guess is for each risk. Write the correct answer down in the "All" column and circle the group with the greater risk. Point out any answers that are very close between the two groups (for example, as with questions 1 and 2. When you are done, the table may look something like this:

	Team 1	Team 2	Team 3	Native	All Races
1	40%	25%	35%	27%	28%
2	5%	10%	30%	31%	22%
3	75%	50%	62%	67%	46%
4	75%	40%	55%	43%	42%
5	25%	20%	20%	30%	24%
6	75%	45%	50%	59%	46%
7	60%	25%	20%	23%	14%
8	30%	5%	10%	10%	6%
Total	1	3	4		





- Lead a discussion:
  - ◇ What do you think about this information?
  - ◇ Did any of the answers surprise you? If so, which ones and why?
  - ◇ Do you believe these same trends hold true for your own community? Why or why not?
  - ◇ Do you think Native kids have riskier behaviors than kids of other races? If so, how?
  - ◇ In what ways are Native kids less risky than kids of other races?

## Frequently Asked Questions

### Where do these data come from?

These data are from the Centers for Disease Control and Prevention's Youth Risk Behavior Surveillance System (YRBSS). YRBSS is a school-based survey conducted every two years by CDC and state, local, and some Tribal entities that monitor priority risk behaviors among youth and young adults.

### Do students tell the truth on the YRBSS?

Research indicates data of this nature may be gathered as credibly from adolescents as from adults. Internal reliability checks help identify the small percentage of students who falsify their answers.

### Where can I get more information on the YRBSS?

Visit <http://www.cdc.gov/HealthyYouth/yrbs>. Also, check with your state department of health or education to see whether your state samples for and publishes YRBSS data for Native Americans.

## 5. Introduction to the Peer Educator Concept

*10-12 minutes, large group lecture, adult facilitator*

- Divide students into small groups of 3 or 4 persons each. Ask for one volunteer from each group to serve as the facilitator to guide the discussion and one person to serve as the scribe to write down the group's responses.
- Ask the groups to take 5-8 minutes to discuss the following:
  - ◇ What is a peer educator?
  - ◇ Why do you think peers - people like you - would be good educators for teens?
- Call the groups back to the large group and ask the facilitator from each group to share briefly what their group discussed. Student discussions may include:
  - ◇ What is a peer educator?
    - Someone who shares characteristics of his or her group of friends, but gets special training to be able to share information with other youth.
    - Peer educators have to be positive role models.
  - ◇ Why do you think peers would be good educators for teens?
    - Teens get their information from other youth and the media.
    - Teens have a lot of influence on each other as they grow up.
    - Teens will listen to each other more than they will listen to adults.
  - ◇ Teens will trust what other teens tell them more than they will trust what adults say.
  - ◇ It may be easier to ask questions about tough subjects (like sex) of another teen.
  - ◇ Teens who think their peers are practicing safer sex are more likely to do the same.

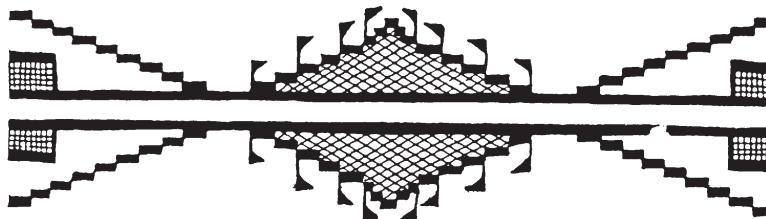


**Note:** It's very important that the facilitators, the peer educators, and the student body understand that participants in Native STAND are peer educators, not counselors. It's important to have a clear referral mechanism in place for the peer educators to refer students to when the students need counseling services.

## 6. What's a "Teen Co-Facilitator"?

*3-5 minutes, large group lecture, adult and teen co-facilitator*

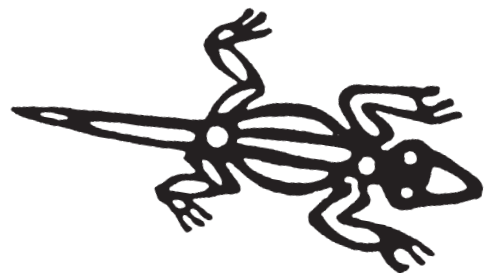
- If you are using a teen co-facilitator, introduce him or her, explain who he or she is and what their role will be. Ask the teen co-facilitator to say a few words about their experience as a Native STAND peer educator.
- If you are not using a teen co-facilitator, introduce the concept to the students and let them know that one of them may get the opportunity to stay on with Native STAND in the future as a teen co-facilitator to help run the program the next year.



## 7. Review Native STAND Learning Tools

*3-5 minutes, large group lecture, adult facilitator*

- Peer manuals (PMs)
  - ◇ Briefly review the contents of the PM with the students.
  - ◇ Explain that most everything they will need for the entire training period is included in the PM. Occasionally, they will add materials that you provide to them.
  - ◇ Inform students that the PM will stay in the regular meeting room during the program, but the PM is theirs to keep after they graduate.
- Question Box
  - ◇ Direct their attention to the Question Box and explain that it will be used throughout the training to collect anonymous questions or feedback about how things are going.



## MANDATORY REPORTERS

As adult facilitators of a peer education program for Native youth, you are required by most state laws to report suspected or known child abuse or neglect, including physical neglect, physical abuse, emotional abuse, sexual abuse, sexual assault, child pornography, and drug or alcohol consumption.

Inform students that while you will respect confidentiality, there are certain situations that you are required by law to report so as to ensure their safety or that of others.

An excellent resource with up-to-date information on each state's reporting requirements is the Child Welfare Information Gateway of the Administration on Children, Youth, and Families at <http://www.childwelfare.gov>.

### 8. Native STAND Contract

*5-8 minutes, large group lecture/discussion, adult facilitator*

- Some Native STAND projects are extracurricular (outside of regular class time and not for class credit). If your project is extracurricular, you may want the students to sign a Contract that spells out the rules they will follow and expectations they will meet as participants in Native STAND. Although it isn't legally binding, it does challenge them to make a commitment to the program and to give it their best effort. If students do something to break the Contract during the program, you can refer to it to remind them what they agreed to or even use it to dismiss someone from the program if you have to.
- A sample Contract is in the RM. You can use it as is or adapt it to suit your specific needs.
- If you choose to use a Contract, provide each student two copies of the Contract, one that they will sign and return to you and one that they can keep to refer to during the program. In some projects, they are required to submit a signed Contract before they are allowed to attend another Native STAND session.

#### Native STAND Contract

As a participant in Native STAND, I agree to:

- ◊ Attend every session unless an emergency arises.
- ◊ Be on time for sessions and activities.
- ◊ Participate to my fullest in each session.
- ◊ Learn with an open mind and respect the ideas and feelings of others, even if they are different from my own.
- ◊ Not discuss anything personal that is said or done in the group with anyone outside the group.
- ◊ Serve as a positive role model among my peers.
- ◊ Provide my peers with factual information about STD, HIV, and teen pregnancy prevention.
- ◊ Encourage my peers to be abstinent or to reduce their sexual risk taking.
- ◊ Support fellow Native STAND participants in their personal decisions as long as they are choosing to reduce the risks they take.
- ◊ Discuss with the adult facilitator any problems, concerns, suggestions, or questions I have.

Signed \_\_\_\_\_ Date \_\_\_\_\_

### 9. Native STAND Constitution

*10-12 minutes, large group lecture/discussion, adult facilitator*

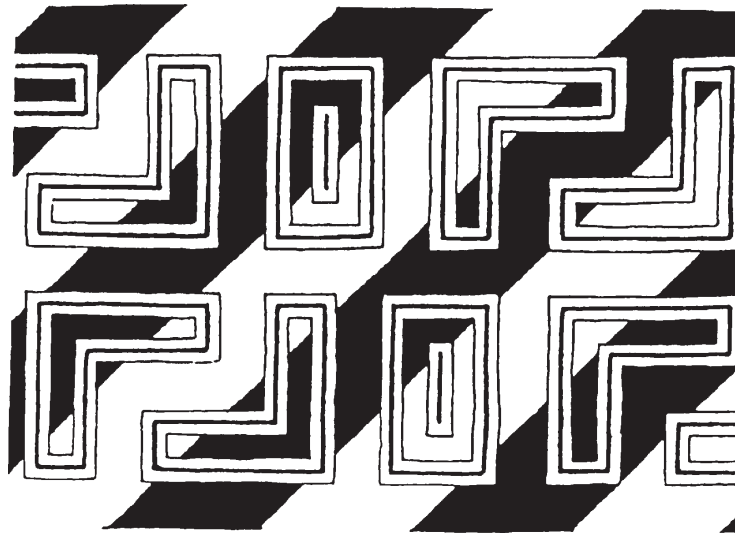
- The Native STAND Constitution, unlike the Contract, contains the students' own guiding principles that they come up with and they agree to adhere to as Native STAND peer educators. This is a "living document" and items can be added or removed as the program progresses (given that a discussion takes place and the students are in agreement).
- Explain to students what purpose the Constitution will serve and ask them to make suggestions. Write them down on chart paper for discussion, transcription, and inclusion in the PM.

- Possible elements for the Constitution could be:
  - ◊ No put downs
  - ◊ Leave your bad mood at the door
  - ◊ Respect each other's opinions
  - ◊ No interrupting
  - ◊ No talking while other people are trying to talk
  - ◊ Everyone has the right not to answer
  - ◊ There are no dumb questions
  - ◊ Laugh with others, not at them
  - ◊ What's said here stays here
- If the students have a hard time getting started or they get stuck, facilitators can make suggestions.
- Make sure the students understand the full implications of what they put in the Constitution. In some Native STAND programs, the students set a bar so high that they could not follow their own rules.
- Before the next session, transcribe the Constitution and make a copy for each student to place in their PM.

## 10. Closing

*3-5 minutes, large group lecture/discussion, adult facilitator*

- Preview next session: Team Building.
- Thank students for coming. Add something like: "I hope you are excited about becoming a peer educator. It's going to be fun and we'll learn a lot. I look forward to seeing you next time."



# NOTES