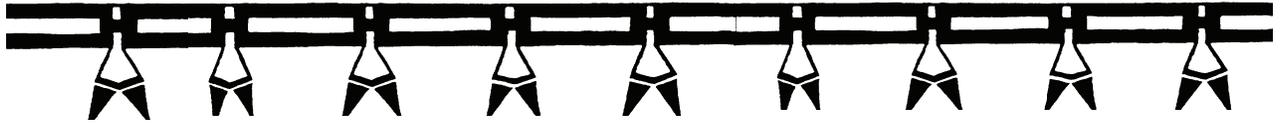


# 25: The Stages of Change



## Purpose:

To acquaint Native STAND members with the Stages of Change (SOC) model to encourage them to adopt techniques for maintaining their commitment to abstinence/sexual risk reduction.

## Stages of Change Process:

Getting information, building self-confidence, being able to change, helping others

## Learning Objectives:

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

1. List in order the four SOC stages
2. Describe the four SOC stages
3. Determine a person's stage of change
4. Identify their current personal stage of change for specific decisions
5. List the SOC techniques that are helpful for people in specific stages
6. Describe the SOC techniques that are helpful for people in specific stages

## Supplies/Materials:

- Laptop, projector & screen  
*(optional)*

## Resources/Handouts:

	RM	PM	HO
Words of Wisdom	●		
Stages of Change Handouts	●	●	
What Stage?	●	●	
Tools for Promoting Change	●	●	

## Preparation:

- Display Words of Wisdom
- Set up laptop, projector and screen before session begins  
*(optional)*



## 1. Welcome/Overview

*10-12 minutes, large group activity, adult co-facilitator*

- Review Session 24: Becoming a Peer Educator.
- Answer any questions in the Question Box.
- Introduce today's session.
  - ◇ People can want to change all kinds of behaviors. Think back to the earlier session when we assessed daily risk ... not all of those risks are related to sex, or drugs, or alcohol.
  - ◇ Many people want to change a small thing about themselves, for example:
    - I want to start wearing my seat belt every time I drive.
    - I want to floss once a day.
    - I want to walk for 30 minutes every day.
    - I want to eat two more servings of fruit or vegetables a day.
  - ◇ As we talk about behavior change today, remember that this applies to any kind of change you might want to make in your life.
  - ◇ Imagine you have smoked for 5 years. You really enjoy smoking and you don't like it when people tell you can't smoke. You don't even go into businesses that don't allow smoking. Then one day, you wake up and quit smoking cold turkey without ever look back. Is that realistic? Can you go from not even having something on your radar screen to making a drastic change in behavior overnight? Maybe, but not usually.
  - ◇ What is a more realistic scenario? Maybe you are tired of coughing all the time, your doctor tells you need to quit, your new girlfriend says she won't kiss you until you quit, etc. Something happens that gets you thinking "Gee, maybe smoking isn't all that great." Then something happens that makes you try to go a whole day without smoking. Then you try a week, and then a month. Do you never smoke again? Maybe. Or maybe in a few weeks you "fall off the wagon" and smoke a cigarette or two. Does that mean you're back to being a full time smoker and you've given up on trying to quit? Maybe. Or maybe it was just a little slip, and then you get back on track again. These are normal stages that someone goes through when they are trying to change a behavior. We call them "The Stages of Change".
- Read today's WOW.



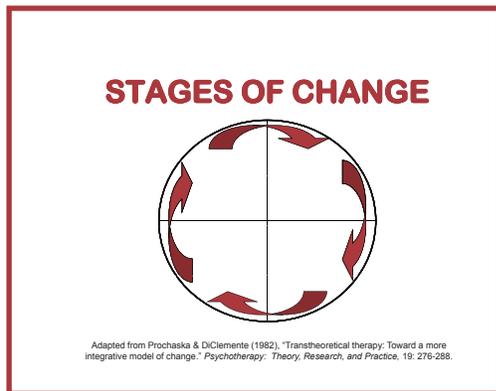
**We have to look at the way we were in the past, hang on to it with our hearts and at the same time change; accept we're always changing to survive.**

*Dorothy Haberman  
Yurok, 1992*

## 2. Stages of Change

10-15 minutes, large group lecture /discussion, PowerPoint presentation (optional), adult co-facilitator

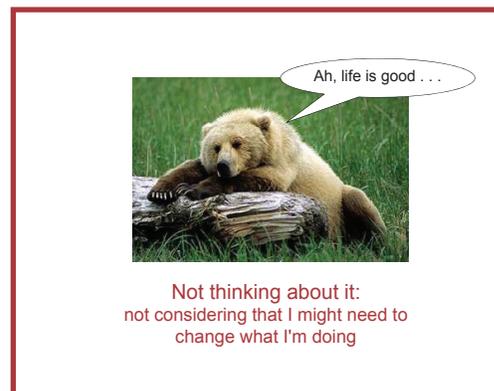
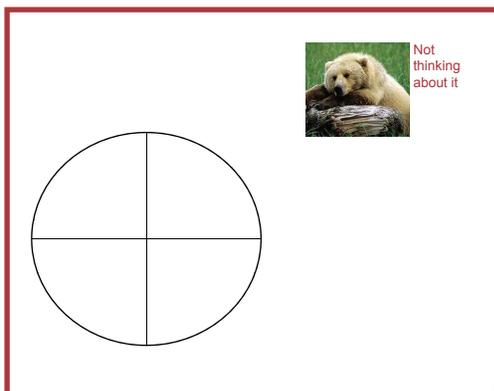
**Note:** There are two options for this activity. You can either show the PowerPoint presentation or you can refer the students to the Stages of Change handout in the PM.



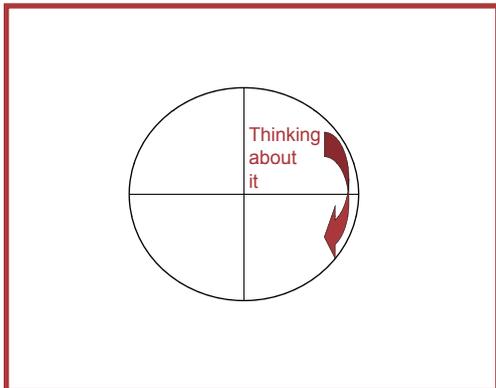
- Present the Stages of Change presentation or review the Stages of Change handouts together. Use the smoking example to talk the students through the stages.

### Stages of Change

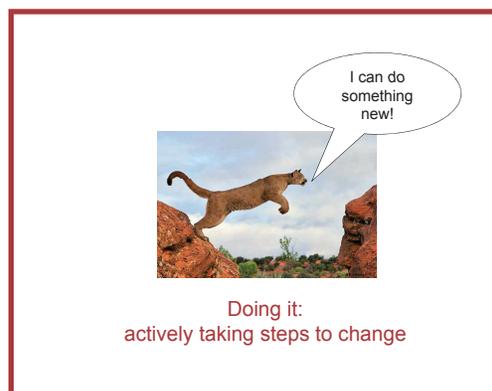
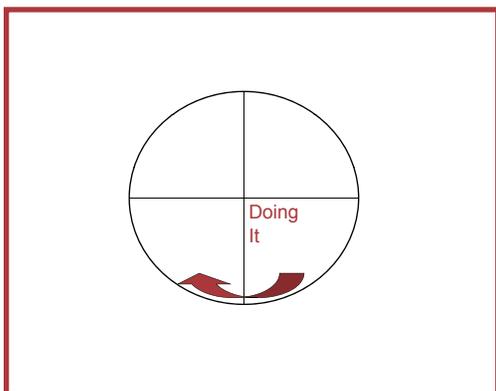
#### 1. Not thinking about it



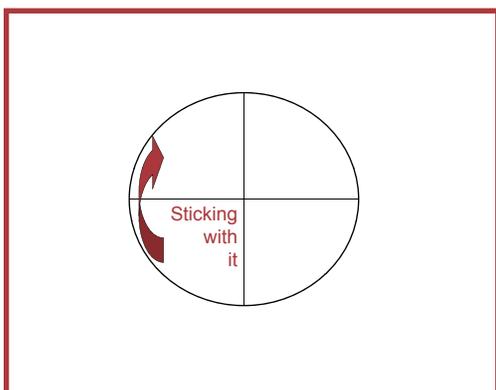
## 2. Thinking about it



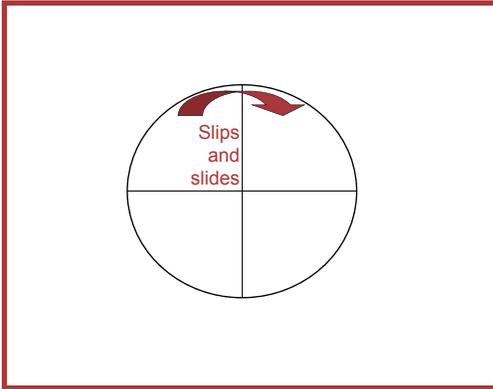
## 3. Doing it



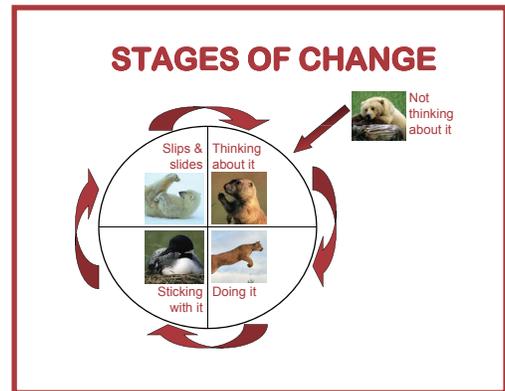
## 4. Sticking with it



## 5. Slips & Slides



- Explain that:
  - ◇ change is not usually a quick, single event
  - ◇ people go through stages of change for each decision separately
  - ◇ the stages don't have to be in order
  - ◇ people can go forward or backward
  - ◇ relapse is common
- Discuss:
  - ◇ Which stage do you think most people in our group are in for the decision to be abstinent or not? To use condoms or not?
  - ◇ Don't answer aloud, but what stage are you at for each decision?



## 3. Identifying Stages of Change

*10-15 minutes, individual, large group, adult or teen co-facilitator*

- Refer students to What Stage...? in the PM.
- Ask students to read the scenarios individually, then ask for volunteers to share the stage they think the scenario represents and their rationale.

**What Stage...?**

Identify each person's stage.

1. Alicia has been having sex with Alex for a long time. Sometimes they use condoms and sometimes they don't. She wants to start using them, but is not sure how to bring up the conversation with Alex.  
In which stage is Alicia?
2. Malcolm goes out and has a few beers every Friday after the football game. Lately, some of his friends don't want a ride home with Malcolm because they think he's had too many drinks to drive safely. Malcolm doesn't think there is any problem.  
In which stage is Malcolm?
3. Jason had sex for the first time with Chris last week. He didn't have a condom then, but he decided that next time they do it, he is going to wear a condom. He talked about it with Chris last night and tonight they are going to use a condom.  
In which stage is Jason?
4. Last year June quit smoking and now she is on the track team. She usually comes in first in the 400 meters. Her times have gotten worse since she started hanging out with Corey and smoking cigarettes again. She even lost a race last week.  
In which stage is June?
5. Jessica and Zeke have been together almost two years. Last year they started having sex. Jessica decided to go to the health center and get the Depo shot so they could worry less about getting pregnant. Jessica has remembered to go get the shot every 3 months for the past year.  
In which stage is Jessica?

## Answers to What Stage? Worksheet

1. Alicia has been having sex with Alex for a long time. Sometimes they use condoms and sometimes they don't. She wants to start using them, but is not sure how to bring up the conversation with Alex.

In which stage is Alicia? **Thinking about it**

2. Malcolm goes out and has a few beers every Friday after the football game. Lately, some of his friends don't want a ride home with Malcolm because they think he's had too many drinks to drive safely. Malcolm doesn't think there is any problem.

In which stage is Malcolm? **Not thinking about it**

3. Jason had sex for the first time with Chris last week. He didn't have a condom then, but he decided that next time they do it, he is going to wear a condom. He talked about it with Chris last night and tonight they are going to use a condom.

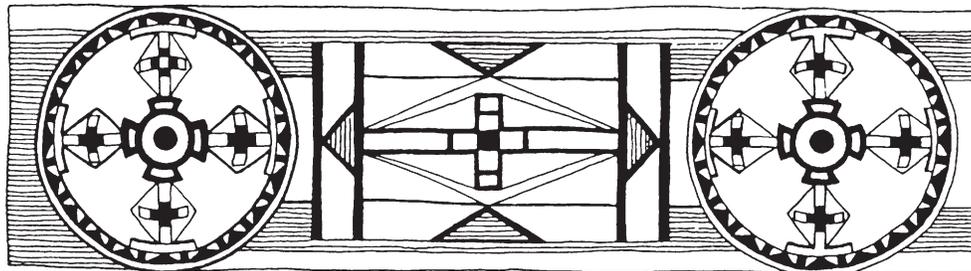
In which stage is Jason? **Doing it**

4. Last year June quit smoking and now she is on the track team. She usually comes in first in the 400 meters. Her times have gotten worse since she started hanging out with Corey and smoking cigarettes again. She even lost a race last week.

In which stage is June? **Slips & Slides**

5. Jessica and Zeke have been together almost two years. Last year they started having sex. Jessica decided to go to the health center and get the Depo shot so they could worry less about getting pregnant. Jessica has remembered to go get the shot every 3 months for the past year.

In which stage is Jessica? **Sticking with it**



#### 4. Moving to the Next Stage

20-30 minutes, large group lecture /discussion, adult co-facilitator

- Introduce topic by saying:
  - ◇ People move from one stage to another through a range of activities and experiences.
  - ◇ Things that help move a person from one stage to the next are different for people in different stages.
  - ◇ Helping a person in an early stage is very different from helping a person in a later stage.
- Refer students to Tools for Promoting Change in the PM.
- Read through the tools to use in the “not thinking about it” and “thinking about it” stages. Ask students for examples. Here are some examples for each tool:

**Tools for Promoting Change<sup>1</sup>**

If you are talking with someone in the Not Thinking About It or the Thinking About It stage, use these tools:

Identifying the pros & cons: help your peer look at the pros and cons (the good things and the bad), of a situation but encourage them to tip the scales so the pros outweigh the cons.

Getting information: Providing your peer with information, new facts, and suggestions to support the change they are thinking about.

Involving emotions: Encourage your peer to express their negative feelings about one's problems (such as worry or fear).

Thinking about how someone's actions affect others: Help your peer think about how their problem affects the physical environment.

Visualizing how you want to be: Encourage your peer to think about the behavioral change they are thinking about as a part of their identity.

Making a commitment: Support your peer to commit to the belief that change is possible and to take responsibility for changing.



<sup>1</sup><http://www.kir.org/ncapp/thebeststagedchange/Processes.htm>

- ◇ Identifying the pros & cons: help your peers look at the pros and cons (the good things and the bad) of a situation but encourage them to tip the scales so the pros outweigh the cons. **Example: make a list of the pros and cons**
  - ◇ Getting information: Providing your peer with information, new facts, and suggestions to support the change they are thinking about. **Example: read a pamphlet, visit a website, call a hotline**
  - ◇ Involving emotions: Encourage your peer to express their negative feelings about one's problems (such as worry or fear). **Example: talking with a friend, writing in a journal**
  - ◇ Thinking about how someone's actions affect others: Help your peer think about how their problem affects the physical environment. **Example: realizing that second-hand smoke may affect non-smoking children and partners or even pets**
  - ◇ Visualizing how you want to be: Encourage your peer to think about the behavioral change they are considering as a part of their identity. **Example: seeing themselves as a non-smoker or a fit person**
  - ◇ Making a commitment: Support your peer to commit to the belief that change is possible and to take responsibility for changing. **Example: making a New Year's resolution**
- Next, read through the tools to use in the later stages. Ask students for examples. Here are some examples for each tool:
    - ◇ Using substitutes: Help your peer identify substitutes that are healthier alternatives for their problem behaviors. **Example: using relaxation or meditation techniques or exercise instead of eating to deal with stress**

- ◇ **Getting support from others:** Encourage your peer to seek out and rely on a strong support system of family and friends. **Example: talk to family and friends about what's going on in their lives**
- ◇ **Using reminders:** Help your peer develop strategies to remind them to stick to their new behavior. **Example: putting a picture of themselves when they were skinnier on the refrigerator to remind them not to snack**
- ◇ **Avoiding temptations:** Help your peer develop strategies to avoid triggers and cues (events that make your peer want to fall back on their old behaviors). **Example: avoiding bars, friends who still smoke, and dessert parties**
- ◇ **Building self-confidence:** Support your peer to develop self-confidence to stick to their behavior change. **Example: role playing and preparing for difficult situations, practicing specific skills (like condom negotiation), giving themselves a pep talk ("You've done this before—you can do it again!")**
- ◇ **Rewarding yourself:** Encourage your peer to provide themselves with rewards for positive behavior change (and decrease rewards for unhealthy behavior). **Example: buying new clothes after losing weight instead of eating dessert**
- ◇ **Helping others:** Encourage your peer to reach out to and help others who may be struggling with behavior change. **Example: volunteering at a stop smoking hotline**
- ◇ **Advocating safer norms:** Support your peer to develop societal support for healthier behaviors. **Example: smoke-free workplaces, discussions about safer sex in school**



## 5. Practice Tailoring the Message

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

- Ask a volunteer(s) to come up with a situation that they (or their friends) find tempting (like to use drugs or alcohol or have sex, etc.).
- Ask them to explicitly state the decision to be made. Assume the person is in the “not thinking about it” stage.
- Ask the group to pick tools to help in that situation. Ask how would they use each tool in that setting.
- Present a scenario of a teen girl seeking help from a peer educator. She has sex, they never use condoms, she just had a pregnancy scare, and she is seriously thinking about starting to demand that her partner always use a condom. Have the group identify the decision being considered, the stage of change, and pick a process appropriate for the girl. Ask two volunteers to model what the conversation might be like between the peer educator and the girl.

## 6. Closing

*3-5 minutes, large group lecture, adult or peer co-facilitator*

- Preview next session: Effective Communication
- Direct the students’ attention to the Words of Wisdom on the wall. Ask a volunteer to read the words and to share with the group what those words mean to him or her and how they relate to today’s session and activities.
- Adjourn.



# NOTES

