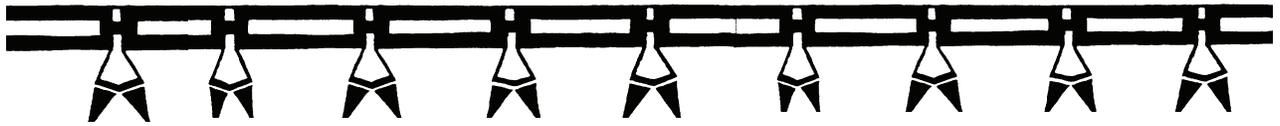


# 26: Effective Communication



## Purpose:

To help Native STAND members develop effective communication skills as individuals and peer educators.

## Stages of Change Process:

Getting information, involving emotions, thinking about how what you do affects others, building self-confidence

## Learning Objectives:

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

1. Identify at least 5 Communication Jammers that prevent effective communication.
2. Recognize how tone can affect communication.
3. Practice effective ways of communicating without judgment.
4. Practice using I messages
5. Practice staging a person and tailoring messages to that stage.



## Supplies/Materials:

- Chart paper & markers

## Resources/Handouts:

	RM	PM	HO
Words of Wisdom	●		
What are Communication Jammers	●	●	
Identifying Communication Jammers	●	●	
I Messages	●	●	
Tone of Voice Cards	●		
Tone of Voice Role Play	●	●	
Peer Educator Practice Scenarios	●	●	

## Preparation:

- Cut out Tone of Voice cards
- Display Words of Wisdom

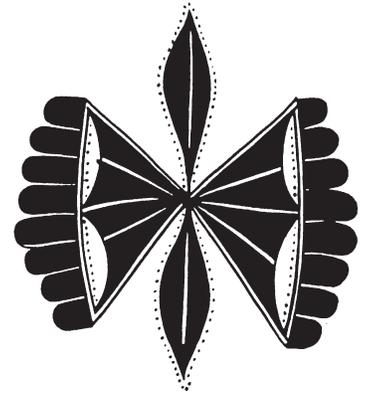
## THINKING AHEAD:

If you are considering hosting a graduation ceremony and celebration, you should begin to plan for that event. Will students perform a skit? Will there be a guest speaker?

## 1. Welcome/Overview

3-5 minutes, large group activity, adult co-facilitator

- Review Session 25: The Stages of Change.
- Answer any questions in the Question Box.
- Introduce today’s session by saying: “In this session we will work on communication skills, both as individuals and as peer educators.” Ask students to tell you what they think makes a good communicator. Write the responses on chart paper.
- Read the WOW.



Words are like arrows: once released, they strike their mark.  
Guard them well or one day you may be your own victim.

Navajo

## 2. Communication Jammers

20-22 minutes, large group discussion/activity, adult or teen co-facilitator

- Explain that when you are communicating with peers it’s easy to fall into some common traps that may prevent you from communicating clearly—we call these “Communication Jammers”.
- Refer students to “What are Communications Jammers?” in the PM.
- Have volunteers read one communication jammer each.
- Discuss examples and make sure everyone is clear on the different types.
- Refer students to Identifying Communication Jammers in the PM.
- Go through the examples and have the students tell you which kind of jammer was used. (*Answers are below.*)

### What are “Communication Jammers?”

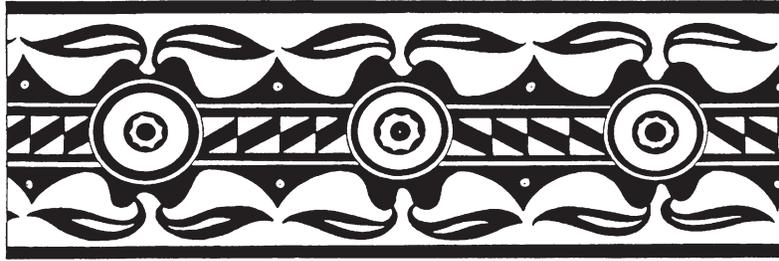
- Directing, ordering**
  - Telling someone to do something so they have no choice.
  - Examples: “You have to get to work by 8:00 am.” “Always use a condom.”
- Warning, threatening**
  - Telling someone that if a certain behavior continues, negative consequences will happen.
  - Examples: “If you’re not at work by 8:00am, your pay may be docked.” “If you have sex, you’re gonna be sorry.”
- Moralizing, preaching**
  - Telling someone what they should do.
  - Examples: “You should always do your best.” “Having sex before you get married is a sin!”
- Persuading, arguing**
  - Trying to influence another person with facts, information, and logic.
  - Examples: “If you drop out of school, you won’t find a good job.”
- Advising, recommending**
  - Giving advice or providing answers for a problem.
  - Examples: “If I were you, I would quit being Joe’s friend and be Joe’s friend.” “You ought to quit doing that.”
- Evaluating, criticizing**
  - Making a negative interpretation of another person’s behavior.
  - Example: “You got into work late ... you must have been up to no good.”
- Ridiculing**
  - Blaming, name-calling, being sarcastic, shaming and making judgments.
  - Examples: “You’re so stupid!” “You’re a spoiled brat.” “You’re not thinking straight.” “You’re being childish.”
- Amplifying**
  - Figuring it out for the other person.
  - Example: “The problem with you is you’re just feeling jealous.”
- Consoling**
  - Making light of the problem, dismissing it.
  - Examples: “It’s really not that bad.” “You’ll feel better in the morning.” “Don’t worry, it will all work out.”
- Justifying**
  - Trying to prove your point with all the facts, giving lots of information you weren’t asked for.
  - Examples: “The facts show clearly that teens shouldn’t have sex. Don’t you know that 1 out of 4 who do will get an STD?”

### Identifying Communication Jammers

Example	Type of Communication Jammer
“You dummy, why can’t you figure out your English? Speaking is so simple, and you’re really stupid not to understand it.”	
“I definitely would advise you not to take that job because you don’t like math and have never done well in a job that involves math.”	
“You should paint your room for the following reasons: 1) So it will look better; 2) It will look new; 3) It will be better that way.”	
“You better stop doing that. Don’t you know that it’s wrong?”	
“Your problem is that you don’t study until the last minute for a test.”	
“Man, you gotta start using condoms!”	
“I can’t believe you got drunk!”	
“Don’t try to figure it out. Just do it.”	
“Don’t you know that being gay is a wrong?”	
“Well, I think the best thing for you to do is to get on birth control pills.”	
“If you don’t start using a condom, you are going to up as a daddy!”	
“You gotta listen to me. One fourth of teens who have sex get an STD. So please stop.”	
“Clean up your room.”	
“Shut up!”	
“I think your problem is that you aren’t a man—you’re still a child.”	
“Oh, don’t worry about it, she’s probably not really pregnant.”	
“Oh, I’m sure everything will be alright.”	
“I can’t believe that you would have sex with him so fast—that is so stupid!”	

## Answers: Identifying Communication Jammers

Communication Type	Jammer Type
“You dummy, why can’t you figure out your English? Speaking is so simple, and you are really stupid not to understand it.”	ridiculing
“I definitely would advise you not to take that job because you don’t like math and have never done well in a job that involves math.”	advising, recommending
“You should paint your room for the following reasons: 1) So it will look better; 2) It will look new; 3) I will like it better that way.”	analyzing
“You’d better stop doing that. Don’t you know that it’s wrong?”	moralizing, preaching
“Your problem is that you don’t study until the last minute for a test.”	evaluating, criticizing
“Man, you gotta start using condoms!”	moralizing, preaching
“I can’t believe you got drunk!”	moralizing, preaching
“Don’t try to figure it out. Just do it.”	directing, ordering
“Don’t you know that being gay is wrong?”	moralizing, preaching
“Well, I think the best thing for you to do is to get on birth control pills.”	moralizing, preaching
“If you don’t start using a condom, you are going to end up a daddy!”	warning, threatening
“You gotta listen to me. One fourth of teens who have sex get an STD. So please stop.”	persuading, arguing
“Clean up your room.”	directing, ordering
“Shut up!”	ridiculing
“I think your problem is that you aren’t a man—you’re still a child.”	analyzing
“Oh, don’t worry about it, she’s probably not really pregnant.”	consoling
“Oh, I’m sure everything will be alright.”	consoling
“I can’t believe that you would have sex with him so fast—that is so slutty!”	ridiculing



### 3. “I” Messages

10-12 minutes, large group, individual work, adult facilitator

- Explain to students that one way to avoid using Communication Jammers is to use statements that explain how you feel and what you need or want from the other person.
- These are called “I statements” or “I Messages”, and they take blame out of the communication and focus on the speaker’s feelings and needs/wants.
- Effective “I Messages” follow a specific pattern:

I feel \_\_\_\_\_  
when you \_\_\_\_\_.  
I need (or want) \_\_\_\_\_  
because \_\_\_\_\_.

- The “because” part of this format should focus on how important the relationship is and how the change will strengthen the relationship.
- Give an example:

I feel hurt

when you make fun of me in front of your friends.

I need you to not embarrass me that way

because I really like being your friend, and I think we would be even better friends if I felt I could trust you not to embarrass me.

- Refer students to “I Messages” in the PM.
- Ask students to work individually and to change the blaming statements on the handout to “I Messages”.
- Reconvene the group and ask volunteers to share their “I messages”.
- Ask other students to help out if they get stuck or to offer suggestions on improvements.

**“I” Messages**

Change the following blaming statements to “I” messages.

**Example: Blaming statement:**  
“You forgot to return my tapes.”

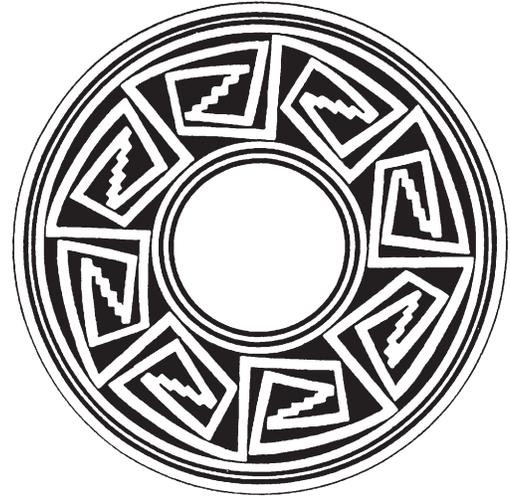
**Change to “I” message:**  
“I feel disappointed when you don’t return my things. I need you to return my tapes because I want to be able to trust you in the future.”

1. You said I don’t really love you because I did not want to have sex yet.  
I feel \_\_\_\_\_  
when you \_\_\_\_\_  
I need (or want) \_\_\_\_\_  
because \_\_\_\_\_
2. You gotta start using condoms when we do it.  
I feel \_\_\_\_\_  
when you \_\_\_\_\_  
I need (or want) \_\_\_\_\_  
because \_\_\_\_\_
3. You always decide when we go out and where we go.  
I feel \_\_\_\_\_  
when you \_\_\_\_\_  
I need (or want) \_\_\_\_\_  
because \_\_\_\_\_

#### 4. Tone of Voice Role Play

15-20 minutes, pairs role play, group discussion, adult facilitator

- Cut out the Tone of Voice cards in the RM before the session begins.
- Divide students into pairs and designate one person the Peer and one the Peer Educator.
- Give half the students assigned the role of Peer Educator a card that says “Angry, Accusatory & Judgmental” and the other half a card that says “Calm, Caring & Concerned”. Tell the Peer Educators to use the tone of voice described on the card when acting out the role play.
- Refer them to Tone of Voice Role Play in the PM.
- Have them read through the role play in their pairs.
- Ask two pairs (one with Angry, Accusatory & Judgmental and the other with Calm, Caring & Concerned) to act out the role play in front of the group.



Angry, Accusatory & Judgmental	Calm, Caring & Concerned
Angry, Accusatory & Judgmental	Calm, Caring & Concerned
Angry, Accusatory & Judgmental	Calm, Caring & Concerned
Angry, Accusatory & Judgmental	Calm, Caring & Concerned
Angry, Accusatory & Judgmental	Calm, Caring & Concerned
Angry, Accusatory & Judgmental	Calm, Caring & Concerned
Angry, Accusatory & Judgmental	Calm, Caring & Concerned
Angry, Accusatory & Judgmental	Calm, Caring & Concerned

**Tone of Voice Role Play**

Peer Educator: Hey, so you said you were going to talk to Jordan about using condoms last night. How did that go?

Peer: Well, we went to a movie and then we ran into some guys he knows from soccer and we never really had time to talk just the two of us.

Peer Educator: You didn't talk to him? Don't you still want to talk to him about it?

Peer: I do, but....

Peer Educator: When we talked the other day you said you were going to talk to him. You said you were concerned about STDs and HIV and that that you were going to use a condom. Doesn't that stuff matter to you anymore? Don't you want to be safe?

Peer: It does matter to me. But it just wasn't the right time to have the talk. And it's hard to bring it up.

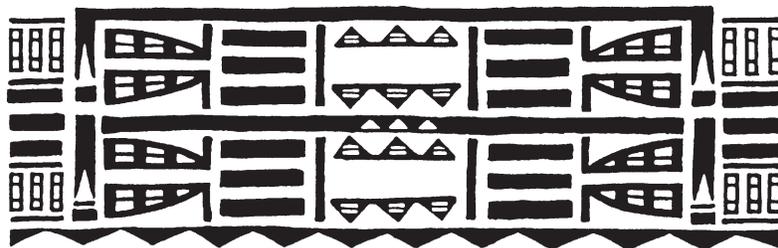
Peer Educator: Well yeah, of course it's hard. But it doesn't mean you can't do it. You can at least think of a way to start the conversation, right?

Peer: I guess I could say something about how I heard that a friend of my cousin's got gonorrhea. I guess that might get his attention.

Peer Educator: Yeah, and if he doesn't want to listen, he's not worth your time anyway. When will you see him again?

Peer: We'll see each other tomorrow. He's going to pick me up so we can go to the game together.

Peer Educator: Well I am going to be at the game too and we can talk then. I'd better hear that you had the conversation with him by the time I see you. Good luck talking to him before that.



## Tone of Voice Role Play

**Peer Educator:** Hey, so you said you were going to talk to Jordan about using condoms last night. How did that go?

**Peer:** Well, we went to a movie and then we ran into some guys he knows from soccer and we never really had time to talk just the two of us.

**Peer Educator:** You didn't talk to him? Don't you still want to talk to him about it?

**Peer:** I do, but....

**Peer Educator:** When we talked the other day you said you were going to talk to him. You said you were concerned about STDs and HIV and that that you were going to use a condom. Doesn't that stuff matter to you anymore? Don't you want to be safe?

**Peer:** It does matter to me. But it just wasn't the right time to have the talk. And it's hard to bring it up.

**Peer Educator:** Well yeah, of course it's hard. But it doesn't mean you can't do it. You can at least think of a way to start the conversation, right?

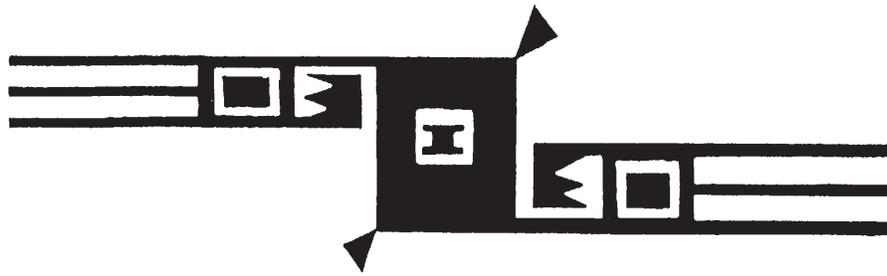
**Peer:** I guess I could say something about how I heard that a friend of my cousin's got gonorrhea. I guess that might get his attention.

**Peer Educator:** Yeah, and if he doesn't want to listen, he's not worth your time anyway. When will you see him again?

**Peer:** We'll see each other tomorrow. He's going to pick me up so we can go to the game together.

**Peer Educator:** Well I am going to be at the game too and we can talk then. I'd better hear that you had the conversation with him by the time I see you. Good luck talking to him before that.

- Discuss:
  - ◇ Even though the words were the same in both role plays, how was the tone different?
  - ◇ When the Peer Educator used an angry and judgmental tone, how did the peer respond? Do you think the peer will still feel comfortable talking to the peer educator at the game? Why or why not?
  - ◇ When the peer educator used a calm and concerned tone, how do you think the peer felt? Do you think the peer would be able to go back to the peer educator to talk, even if the conversation with Jordan hadn't happened yet?
- Emphasize with students that even if a friend or peer has done something that may seem stupid to you, you should never be judgmental or place blame. Even if you feel angry or upset because they keep making the same mistakes, it is important to remain calm and not to make them feel stupid, weak, or ashamed. This can ruin your relationship and may make them feel as though they could never change their behavior and they should not bother trying.



## 5. Practice Being a Peer Educator

*25-30 minutes, small group activity, large group discussion, adult and teen co-facilitators*

- Refer students to the Peer Educator Practice Scenarios in the PM.
- Divide students into 2 groups; assign one group the James scenarios and the other the Robin scenarios. (There are three versions for each scenario. The same person is in each scenario, but in a different stage.)
- The groups will read their three assigned scenarios in order, discuss the accompanying questions, and come to consensus on the answers.
- Have the groups report back to the larger group. Ask them to specifically talk about how their role changed depending on the stage the person was in.
- Here are the scenarios and possible answers to the proposed questions:

### Peer Educator Practice Scenarios: James A

#### Read this scenario

James is a 10th grader at Apache County High School. You two are good friends and you talk with each other about very private things sometimes. James is on the basketball team and is pretty popular; he's also a good student and very active in the tribal youth group. You and James usually hang out with a group of friends on weekends. James' girlfriend, Stephanie, is very pretty and popular—she's a cheerleader.

One day, you and James are talking and the subject turns to sex. You begin telling James some of the stuff that's going on in Native STAND and about the decision you've made to reduce your risk of getting STDs. James confides in you that he has fooled around with lots of girls, but hasn't had sex yet. James tells you he and Stephanie usually end up touching each other's private parts when they're making out.

Here is some of your conversation:

- You: Are you gonna do it sometime soon, or have you decided, yet?
- James: I know it may sound stupid, I mean, sure I want to do it, but I think sex—real sex—should be a big deal. You know, with someone you really love, and I'm not ready yet.
- You: What if Stephanie really pushes you to do it?
- James: I hope that doesn't happen! It would be so hard to say no! But, even if Stephanie did that, I wouldn't do it. I don't think I want to go any further until I'm older.
- You: Why not?
- James: Well, I just believe it's wrong. And, besides, I don't want to take any chances of becoming a father or getting AIDS or something.
- You: When did you decide you weren't gonna have sex yet—that you wanted to wait?
- James: About a month ago.
- You: I really appreciate you trusting me enough to tell me. You know you can trust me not to tell anybody else. It sounds to me like you've made a smart decision, bro. In Native STAND, we learned that, "The only 100% sure way to keep from getting a girl pregnant or from getting an STD is just not to have sex". Believe me, I know how hard it is to stand by a decision like that and not give in when you get the chance. In Native STAND we also learned some things you can do to help make it easier. Want to hear about some of them?

## James A

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1. What is the decision James is making?
  - To be abstinent.
2. At what stage of change is James?
  - Doing it.
3. What SOC tools could be used to help James stick to his decision?
  - Support James in his desire to be responsible and committed to one person before he has sex. (process: visualizing how you want to be)
  - Brainstorm with James what are some other things he can do to have fun and be intimate with Stephanie without having intercourse. (process: using substitutes)
  - Encourage James to talk to you or other trusted friends/family when he feels insecure about his decision. (process: getting support from others)
  - Brainstorm with James things he can do to remind himself why he's not ready to have sex—maybe carry a picture of the college he wants to go to in his wallet. (process: using reminders)
  - Brainstorm with James measures he can take to avoid the temptation of having sex with Stephanie—like not going over to her house when her parents aren't there. (process: avoiding temptations)
  - Offer to role play a situation where James explains his decision to Stephanie. (process: building self-confidence)
  - Encourage James to share his decision with other peers that may be struggling with this issue. (process: helping others)
  - If Stephanie is also a member of Native STAND, remind James that working with peers and encouraging them to be safe will make it easier for both of them to “stick with it”, too. (process: helping others)
  - Get James to think about how great it will be to tell the person he falls in love with and finally decides it's OK to have sex with that he's a virgin. Talk about how good it feels to be a strong person who can stick to decisions. (process: visualizing)
  - Encourage James to talk to Stephanie about this decision. Encourage him to talk with her and to set a goal together that's important to both of them, and to reward themselves when they reach that goal. (process: rewarding yourself)
4. What would you say to James to help support him and this decision?
  - Let him know that you are proud of his decision and that you are here to support him any way you can.
  - Offer to share techniques and strategies learned in Native STAND that can help him stick to his decision.

## James B

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1. What is the decision James is making?
  - Whether to have sex with Stephanie.
2. At what stage of change is James?
  - Thinking about it.
3. What SOC tools could be used to help James stick to his decision?
  - Encouraging James to make a list of the pros and cons of having sex with Stephanie. (process: identifying the pros and cons)
  - Providing James with information on the risks of early sexual involvement. (process: getting information)
  - Encouraging James to express his negative feelings about his problems—like writing down his feelings, worries and fears. (process: involving emotions)
  - Encouraging James to think about how he would feel if he and Stephanie had sex. How would he feel if she got pregnant? Or one of them got an STD? (process: involving the emotions)
  - Encouraging James to think about how his having sex with Stephanie will affect his relationship with his parents, with her parents, and with his younger siblings (who look up to him as a role model). (process: thinking about how someone's actions affect others)
  - Encouraging James to talk about what can happen when you have sex and how those consequences would affect his relationship with Stephanie, his peers, his future partners, etc. How would her friends, parents, etc. react? How would it make her feel about herself? (process: thinking about how someone's actions affects others)
  - Brainstorming with James what he wants his life to be like 5 years from now. How would becoming a teen father or getting an incurable STD affect his future? (process: visualizing how you want to be)
4. What would you say to James to help support him and this decision?
  - Let him know that you are here to support him any way you can and that you understand what a difficult decision this can be.
  - Offer to share techniques and strategies learned in Native STAND that can help him make a decision and to stick to it.
  - Encourage him to take the time he needs to look at the situation from many different sides until he feels comfortable with his decision.
  - Let him know if he does decide to have sex with Stephanie, he needs to take precautions to avoid STDs or an unplanned pregnancy. Let him know you are available to provide information, answer questions, or refer him to someone.

## James C

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1. What is the decision James is making? Or is he still undecided?
  - Whether to make a decision about it or to just let what happens happen. His “decision” is not to decide and to just see what happens.
2. At what stage of change is James?
  - Not thinking about it.
3. What SOC tools could be used to help James think about not having sex or help him decide to reduce his risks?
  - Encouraging James to make a list of the pros and cons of having sex with Stephanie. (process: identifying the pros and cons)
  - Providing James with information on the risks of early sexual involvement. (process: getting information)
  - Encouraging James to express his negative feelings about his problems—like writing down his feelings, worries and fears. (process: involving emotions)
  - Encouraging James to think about how he would feel if he and Stephanie had sex. How would he feel if she got pregnant? Or one of them got an STD? (process: involving the emotions)
  - Encouraging James to think about how his having sex with Stephanie will affect his relationship with his parents, with her parents, and with his younger siblings (who look up to him as a role model) (process: thinking about how someone’s actions affect others)
  - Encouraging James to talk about what can happen when you have sex and how those consequences would affect his relationship with Stephanie, his peers, his future partners, etc. How would her friends, parents, etc. react? How would it make her feel about herself? (process: thinking about how someone’s actions affects others)
  - Brainstorming with James what he wants his life to be like 5 years from now. How would becoming a teen father or getting an incurable STD affect his future? (process: visualizing how you want to be)
4. If James said he has definitely decided to go ahead and have sex with Stephanie, what would you say next?
  - Let him know that you are here to support him any way you can and that you understand what a difficult decision this can be.
  - Offer to share techniques and strategies learned in Native STAND that can help him make a decision and stand by it.
  - Let him know if he does decide to have sex with Stephanie, he needs to take precautions to avoid STDs or an unplanned pregnancy. Let him know you are available to provide information, answer questions, or refer him to someone.

## Robin A

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1. What is the decision Robin is making?
  - Whether or not and how to bring up the discussion of condoms with Kyle.
2. At what stage of change is Robin?
  - Thinking about it.
3. At what stage do you assume Kyle is?
  - Not thinking about it.
4. What SOC tools could be used to help Robin move to the next stage?
  - Encouraging Robin to make a list of the pros and cons of using condoms with Kyle. (process: identifying the pros and cons)
  - Providing Robin with information on the risks of having sex without condoms. (process: getting information)
  - Encouraging Robin to express the negative feelings about problems—like writing down feelings, worries and fears. (process: involving emotions)
  - Encouraging Robin to express feelings about not using condoms and thoughts and fears about how Kyle might respond to the issue. (process: involving emotions)
  - Encouraging Robin to think about how having sex without a condom with Kyle will affect the relationship with Kyle, peers, future partners. (process: thinking about how someone's actions affect others)
  - Brainstorm with Robin how life might be different with an STD/HIV or (if female) if pregnant. (process: visualizing)
  - Brainstorming with Robin about what life could be like 5 years from now. How would it feel to have had as STD or even HIV? (process: visualizing how you want to be)
5. What are some specific suggestions about how Robin could help Kyle move to the next stage?
  - Robin could share information with Kyle about the risks of unprotected sex.
  - Robin could share information with Kyle about the asymptomatic nature of STDs and the possibility of spreading them without either partner knowing it.
  - Robin could encourage Kyle to speak to a peer educator with any questions or concerns.
6. What would you say to help Robin?
  - Let Robin know that you are here to support Robin any way you can and that you understand what a difficult decision this can be.
  - Offer to share techniques and strategies learned in Native STAND that can help Robin make and stick to a decision.
  - Encourage Robin to take the time he needed to look at the situation from many different sides until Robin feels comfortable with the decision.
  - Let Robin know if they decide not to use condoms, there are some precautions they can take to lessen the chance of transmission of STDs and HIV—such as massage, mutual masturbation, etc. Let Robin know you are available to provide information, answer questions, or make a referral.

## Robin B

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1. What is the decision Robin is making?
  - To continue using condoms every time they have sex.
2. At what stage of change is Robin?
  - Doing it.
3. What SOC tools could be used to help Robin stick to her decision?
  - Encourage Robin to talk to you or other trusted friends/family when Robin feels insecure about this decision. (process: getting support from others)
  - Brainstorm with Robin strategies to remind them that they're doing a really great thing by using condoms every time they have sex—like taping a sign on the dashboard that says something like, "I'm safe because I care." Encourage them to come up with others that will be meaningful to them. (process: using reminders)
  - Brainstorm with Robin measures to take to avoid the temptation of having sex without a condom—what's a back up plan if they get hot and heavy one night and neither one of them has a condom? (process: avoiding temptations)
  - If Kyle is also a member of Native STAND, remind Robin that working with peers and encouraging them to be safe will make it easier for both of them to "stick with it", too. (process: helping others)
  - Offer to role play a situation where Robin resists pressure to have sex without a condom (process: building self-confidence)
  - Encourage Robin to talk to Kyle about this decision. Encourage them to set a goal together that's important to both of them, and to reward themselves when they reach that goal. (process: rewarding yourself)
  - Encourage Robin to share this decision with other peers that may be struggling with this issue. (process: helping others)
4. What would you say to help Robin?
  - Let Robin know that you are proud of this decision and that you are here to support it any way you can.
  - Offer to share techniques and strategies learned in Native STAND that can help Robin stick to this decision.

## Robin C

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1. What is the decision Robin is making?
  - Whether or not to use condoms.
2. At what stage of change is Robin?
  - Not thinking about it.
3. What SOC tools could be used to help Robin move to the next stage?
  - Encouraging Robin to make a list of the pros and cons of not using a condom with Kyle. (process: identifying the pros and cons)
  - Providing Robin with information on the risks of not using a condom. (process: getting information)
  - Encouraging Robin to consider any negative feelings about this problem—like writing down feelings, worries and fears. (process: involving emotions)
  - Encouraging Robin to reflect about feelings associated with not using condoms. The next day after sex, is there a fear of STDs or pregnancy (if a girl)? (process: involving emotions)
  - Encouraging Robin to think about how having sex without a condom with Kyle will affect the relationship with Kyle, peers, future partners. (process: thinking about how someone's actions affect others)
  - Brainstorming with Robin about what life could be like 5 years from now. How would it feel to have had as STD or even HIV? (process: visualizing how you want to be)
4. What would you say to help Robin?
  - Let Robin know that you are here to be supportive any way you can and that you understand what a difficult decision this can be.
  - Offer to share techniques and strategies learned in Native STAND that can help Robin make a decision and stand by it.
  - Let Robin know if they decide not to use condoms, there are some precautions they can take to lessen the chance of transmission of STDs and HIV—such as massage, mutual masturbation, etc. Let Robin know you are available to provide information, answer questions, or make a referral.

## 6. Assignment: Find a Friend

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

- Ask students to identify a friend who has a decision to make (it can be about anything—it doesn't have to be sexual) and to talk to them about the decision before the next Native STAND session.
- Tell students they should tell their friend that they are learning to talk to people about making decisions in Native STAND and ask if it would be OK to practice with them.
- Tell students to use what they have learned in the last couple of sessions to figure out which stage their friend is in. They should choose a technique or two that would “match” that stage and help their friend move forward in making a decision.
- Students should jot down a few notes to share with the group at the next session:
  - ◇ What was the decision your friend was trying to make?
  - ◇ What stage was your friend in concerning this decision?
  - ◇ What SOC tools did you try?
  - ◇ What worked and what didn't?
  - ◇ How did you respond to your friend's decision?
  - ◇ What would you do differently next time?
- Don't use your friend's name or provide the group other information that would make it possible to identify who your friend is.

## 7. Closing

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

- Preview next session: Putting It All Together
- 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

