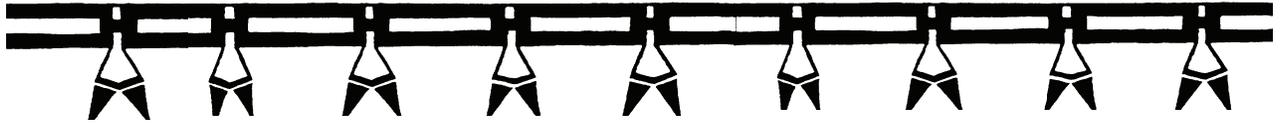


# 27: Putting It All Together



## Purpose:

To provide Native STAND members with a tool and the skills needed to speak with peers about sexual risk reduction.

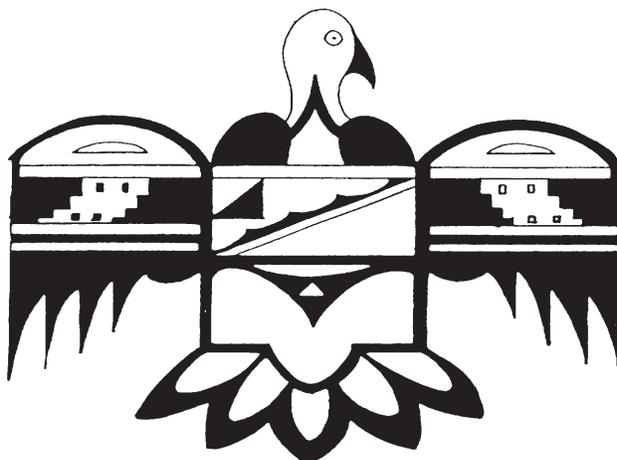
## Stages of Change Process:

Thinking about how what you do affects others, making a commitment, building self-confidence

## Learning Objectives:

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

1. Interact effectively with others to promote behavior change that will reduce that person's risk.
2. Assess one's own strengths and challenges in peer educator conversations.



## Supplies/Materials:

- Supplies for Activity #2
- Small prize for winning team in Activity #2 (*optional*)
- Chart paper & markers

## Resources/Handouts:

	RM	PM	HO
Words of Wisdom	●		
Putting It All Together Role Play I	●	●	
Putting It All Together Role Play II	●	●	
Peer Educator Self-Assessment Sheet	●	●	
Peer & Observer Reflection Sheet	●	●	
Contact Summary Form	●	●	

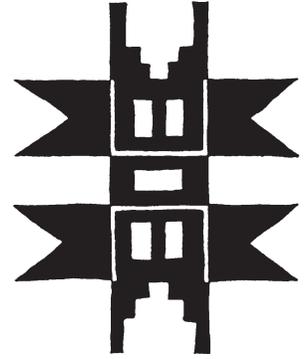
## Preparation:

- Display Words of Wisdom

## 1. Welcome/Overview

*5-8 minutes, large group activity, adult co-facilitator*

- Review Session 26: Effective Communication,
- Ask for a volunteer(s) to share the experiences with the “Find a Friend” assignment
- Answer any questions in the question box.
- Introduce today’s session.
- Read the WOW.



What is life? It is a flash of a firefly in the night. It is the breath of a buffalo in the wintertime. It is as the little shadow that runs along the grass and loses itself in the sunset.

*Blackfoot*

## 2. Getting the Ball Rolling

*18-20 minutes, small group brainstorm, large group report/discussion, adult and/or teen co-facilitators*

- Divide students into several smaller groups.
- Ask them to brainstorm “opening lines” for starting one-on-one or small group conversations about risk reduction (for alcohol, drugs, sex, etc.).
- They should write their ideas on chart paper.
- Have each group present their ideas. Ask students to discuss which are better and why.
- Acknowledge the importance of just “being yourself” as opposed to having canned sentences to say and not pushing.

**Putting it All Together:  
Role Play I**

Peer

The two of you are close friends. Last night was a Friday night. You didn't see your friend because you went to a party and they went to the basketball game. You went to a party at a girl's house whose parents weren't home. As usual, you had a few beers—maybe 3 or 4—but not that many. You felt pretty sober. You drove a couple of people home after a party, which you do a lot.

Only this night things didn't go so smoothly. You got stopped by a tribal cop who made you get out, try to walk in a straight line, and take a Breathalyzer test. He said you were legally drunk, he called you names, and put the cuffs on you. He purposely embarrassed you in front of your friends.

Peer Educator

The “part” you are to play here is YOU—the real person/peer educator that you are. What would you do in this situation to help move your friend toward being safer?

The two of you are close friends. Last night was Friday night. You didn't see your friend because you went to the basketball game and they went to a party.

Now it's Saturday afternoon and your friend drops by. You two are hanging out in your room talking ...

## 3. Putting it All Together Role play I

*15-18 minutes, large group role play, “tap-in”, discussion, adult or teen co-facilitator*

- Refer students to Putting it All Together: Role Play I in the PM.
- Ask for two volunteers. One will be the peer and one will be the peer educator. Once the role play gets started, other students should periodically “tap in” to replace the peer educator so they can try their hand at that role. (“Tap in” is when you tap someone on their shoulder to take their place in the role play.)
- Afterwards, lead a brief discussion about how the students felt about that activity. Did they learn anything from the other students that “tapped in”?
- Acknowledge any especially good comments or techniques.



#### 4. Putting it All Together Role play II

15-18 minutes, groups of three students, large group discussion, adult and teen co-facilitators

- Divide students into groups of three. (If students don't fit into triads exactly, there can be 1-2 groups of four.)
- Tell the groups to determine who will be the peer, who will be the peer educator, and who will be the observer. In groups of more than three, there will be more than one observer.
- Refer students to Putting it All Together: Role Play II in the PM.
- Tell them to read through the scenario and to act out what they think would happen between the peer and the peer educator.
- The observer should note things the peer educator did that were particularly effective in communicating with the peer.
- Reconvene in the large group and discuss the students' experiences during this activity. Ask the observers to share what they saw.

#### Putting it All Together: Role Play II

##### Peer

You two have been best friends for years. You see each other almost every day and you talk about everything. You have been dating a person in your class for almost a year, and you two have oral and vaginal sex at least once a week. You are very happy together. You (or your girlfriend) is on the pill but sometimes forget it 3 or 4 times a month. You use condoms sometimes, but she just doesn't feel as good with a condom.

#### Putting it All Together: Role Play II

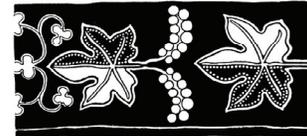
##### Peer Educator

The "part" you are to play here is YOU—the real person/peer educator that you are. What would you do in this situation to help move your friend toward being safer?

You two have been best friends for years. You see each other almost every day and you talk about everything. You know that your best friend has been dating a person in your class for almost a year and that they have oral and vaginal sex at least once a week. They are very happy together. You also know that she is on the pill.

You just found out that TWO girls who are also close friends of yours are pregnant and one has syphilis! You know the guys involved, too. Your friend worries that she might end up in the same boat.

It's Thursday afternoon after school and the two of you are hanging out, waiting for the bus.



#### 5. Putting it All Together Role play III

20-25 minutes, groups of three students, adult and teen co-facilitators

- Divide students into groups of three. (Not necessarily the same groups as earlier.)
- Ask groups to develop a brief scenario between a peer educator and a peer and to act it out. (If students are nervous about this, acknowledge that fear, attempt to defuse any anxiety, and encourage them to do the best they can.) Have them fill out the form as best they can during the role play; if it is too much of a distraction, they can complete it immediately following the role play.
- Tell the groups to determine who will be the peer, who will be the peer educator, and who will be the observer.
- This time, the participants will use a form to help them track what goes on in the discussion. Refer them Self-Assessment for the Peer Educator the PM. The peer and the observer will use the Peer Observer Reflection in the PM.
- Once the groups have finished acting out their scenarios and completing their forms, go around and allow the groups to describe their scenarios, what transpired between the peer and the peer educator, and how the three participants in that group experienced the communication between them.

#### Role Play Feedback Sheet SELF ASSESSMENT FOR PEER EDUCATOR

Decision/behavior change the person could make:

Peer's Current SOC Stage:

Not thinking about change     Thinking about it     Doin' it  
 Stinkin' with it     Slips and slides

SOC Tools you encouraged the person to use:

#### Role Play Feedback Sheet PEER & OBSERVER REFLECTION

Decision/behavior change the person could make:

Peer's Current SOC Stage:

Not thinking about change     Thinking about it     Doin' it  
 Stinkin' with it     Slips and slides

SOC Tools the peer educator encouraged the person to use:

<input type="checkbox"/> Pros and Cons	<input type="checkbox"/> Getting support from others
<input type="checkbox"/> Reducing the cons	<input type="checkbox"/> Using reminders
<input type="checkbox"/> Getting information	<input type="checkbox"/> Avoiding temptations
<input type="checkbox"/> Involving emotions	<input type="checkbox"/> Building self-confidence
<input type="checkbox"/> Rewarding yourself	<input type="checkbox"/> Knowing WHO you are
<input type="checkbox"/> Helping others	<input type="checkbox"/> Making a commitment
<input type="checkbox"/> Advocating safer norms	<input type="checkbox"/> Using substitutes
<input type="checkbox"/> Being a good role model	<input type="checkbox"/> Thinking about how your actions affect others

Was the peer a good listener? Yes No

Were his/her tone, voice, and body language appropriate? Yes No

Did he/she use "blaming statements" (statements that begin with "you")? Yes No

Did the peer educator use "I" statements? Yes No

Did he/she use any common "communication jammers"? Yes No

Which ones: \_\_\_\_\_

List three things that went well:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

What could have been better? \_\_\_\_\_

to  
in  
&

**Option:** Ask students to complete a Contact Summary Form for each encounter they have after they graduate. A sample form is in the PM.

## 6. Closing

*5-8 minutes, large group lecture, adult co-facilitator*

- Answer any questions, especially about how they will interact with peers.
- Review any program expectations (e.g., compliance with a Native STAND Contract, participation in a Native STAND Club).
- 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.
- If considering a graduation ceremony, preview the ceremony (location, planned speakers and activities, t-shirts, certificates, etc.).
- Adjourn.

# NOTES

