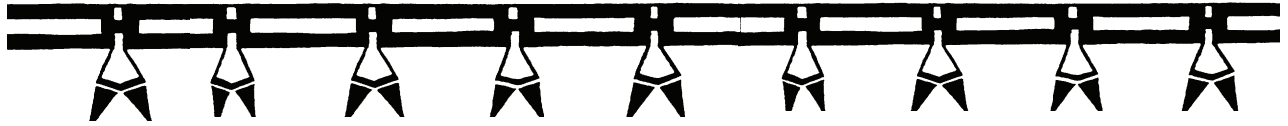


26: Effective Communication



What are we going to do today?

Today you will begin to develop effective communication skills as individuals and peer educators.

What am I going to learn today?

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 the tone of your voice 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.

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

Navajo



What are “Communication Jammers?”

1. 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.”*
2. 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.”*
3. Moralizing, preaching
 - Telling someone what they *should* do.
 - Examples: *“You should always do your best.” “Having sex before you get married is a sin!”*
4. 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.”*
5. Advising, recommending
 - Giving advice or providing answers for a problem.
 - Examples: *“If I were you, I would quit being Jim’s friend and be Joe’s friend.” “You ought to quit doing that.”*
6. 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.”*
7. Ridiculing
 - Blaming, name-calling, being sarcastic, shaming and making putdowns.
 - Examples: *“You’re so stupid!” “You’re a spoiled brat.” “You’re not thinking straight.” “You’re being childish.”*
8. Analyzing
 - Figuring it out for the other person.
 - Example: *“The problem with you is you’re just feeling jealous.”*
9. 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.”*
10. Lecturing
 - 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 are 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) I will like it better that way.”	
“You’d 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 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 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 slutty!”	

“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 disrespected 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. *You are so stupid that you forgot to take your pill!*

I feel _____
when you _____.
I need (or want) _____
because _____.

5. *You said you were just going out with your friends. I did not know he was going out with you guys too!*

I feel _____
when you _____.
I need (or want) _____
because _____.

6. *You told everyone the secret I told you!*

I feel _____
when you _____.
I need (or want) _____
because _____.

7. *You act superior and like you don't care how I feel.*

I feel _____
when you _____.
I need (or want) _____
because _____.

8. *You said you would call me last night and you didn't!*

I feel _____
when you _____.
I need (or want) _____
because _____.

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.

NOTES



Peer Educator Practice Scenarios: James A

Read this scenario

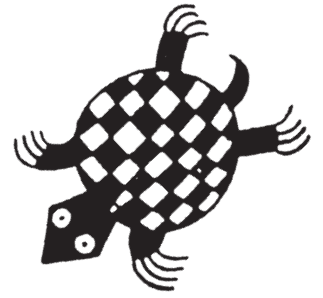
James is a 10th grader at Apache County High School. You two are good friends and you talk with each other about very private things sometimes. James is on the basketball team and is pretty popular; he's also a good student and very active in the tribal youth group. You and James usually hang out with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

Answer these questions:



1. What is the decision James is making?

2. At what stage of change (SOC) is James?

3. What SOC tools could be used to help James stick to his decision?

4. What would you say to James to help support him and this decision?

Peer Educator Practice Scenarios: James B

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 others private parts when they're making out.

Here is some of your conversation:

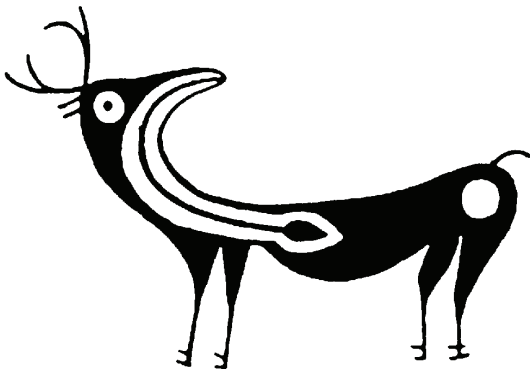
You: Are you gonna do it sometime soon, or have you decided, yet?

James: Oh, I don't know. I'm really confused.

You: Yeah, I know what you mean. It's a really big decision. Are you thinking about deciding one way or another or are you just gonna let it happen?

James: I don't know . . . I've been thinking about it a lot lately. I've got to make a decision, 'cause I think Stephanie thinks we're gonna do it pretty soon.

You: I really appreciate you trusting me enough to tell me. You know you can trust me not to tell anybody else. It sounds like you're having a tough time making this decision. 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 say 'no' to sex 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?



Answer these questions:



1. What is the decision James is making?
2. At what stage of change (SOC) is James?
3. What SOC tools could be used to help James stick to his decision?
4. What would you say to James to help support him and this decision?

Peer Educator Practice Scenarios: James C

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, Jo, 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 Jo usually end up touching each others 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: Oh, I don't know. I'm really confused.

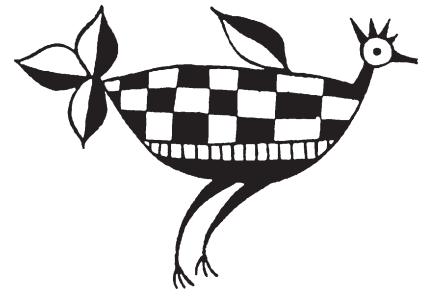
You: Yeah, I know what you mean. It's a really big decision. Are you thinking about deciding one way or another or are you just gonna let it happen?

James: I don't know . . . I think I'm just gonna let whatever happens, happen.

You: I really appreciate you trusting me enough to tell me. You know you can trust me not to tell anybody else. 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 say 'no' to sex 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?



Answer these questions:



1. What is the decision James is making? Or is he still undecided?
2. At what stage of change (SOC) is James?
3. What SOC tools could be used to help James think about not having sex or help him decide to reduce his risks?
4. If James said he has definitely decided to go ahead and have sex with Stephanie, what would you say next?

Peer Educator Practice Scenarios: Robin A

Read this scenario

Robin is a 10th grader at Big Sky High School. You have been best friends since the 3rd grade and you can talk to each other about very private things. Robin is cute and a really nice person, but not one of the most popular people in school. Robin works after school, makes good grades, and wants to go to college after graduation. Robin and Kyle have been going out for several months. Kyle is super cute.

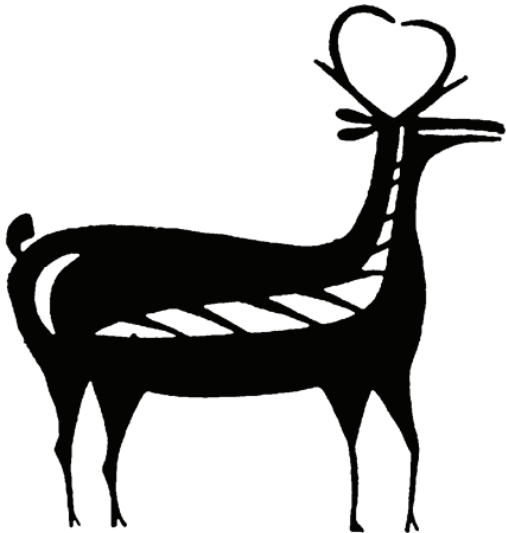
One day, you and Robin are talking and the subject turns to sex. You begin talking about some of the stuff that's going on in Native STAND and about the decision you have made to reduce your risks of getting STDs. Robin tells you about being in love with Kyle and the amazing sex they have.

Here is some of your conversation:

You: Wow! That's cool . . . but aren't you worried about getting an STD or HIV?

Robin: Well, we've been lucky so far. I know we've got to start using some kind of protection, but I just don't know what to use or how to bring it up with Kyle. It hasn't come up yet, so maybe it won't. I seriously doubt Kyle has ever even thought about it.

You: I really appreciate you trusting me enough to tell me. You know you can trust me not to tell anybody else. You know, in Native STAND, we learned that 'The only 100% sure way to keep from getting an STD or HIV is just not to have sex'. Believe me, I know how hard it is to make a tough decision, like using condoms. In Native STAND we also learned some things you can do to help make it easier. Want to hear about some of them?



Answer these questions:

1. What is the decision Robin is making?
2. At what stage of change (SOC) is Robin?
3. At what stage do you assume Kyle is?
4. What SOC tools could be used to help Robin move to the next stage?
5. What are some specific suggestions about how Robin could help Kyle move to the next stage?
6. What would you say to help Robin?



Peer Educator Practice Scenarios: Robin B

Read this scenario

Robin is a 10th grader at Big Sky High School. You have been best friends since the 3rd grade and you can talk to each other about very private things. Robin is cute and a really nice person, but not one of the most popular people in school. Robin works after school, makes good grades, and wants to go to college after graduation. Robin and Kyle have been going out for several months. Kyle is super cute.

One day, you and Robin are talking and the subject turns to sex. You begin talking about some of the stuff that's going on in Native STAND and about the decision you have made to reduce your risks of getting STDs. Robin tells you about being in love with Kyle and the amazing sex they have.

Here is some of your conversation:

- You: Wow! That's cool . . . but aren't you worried about getting an STD or HIV?
- Robin: I know there is some risk, but we use condoms every time we have sex.
- You: Every time?
- Robin: Yeah.
- You: That's great! In Native STAND we learned that's the safest you can be, if you're going to have sex. How long have you been using condoms every time like that?
- Robin: We started using them regularly about 3 weeks ago.
- You: I really appreciate you trusting me enough to tell me. You know you can trust me not to tell anybody else. I'm really proud of your decision to use condoms every time you have sex. I know how hard it is to stand by a decision like that. In Native STAND we also learned some things you can do to help stick to your decision. Want to hear about some of them?

Answer these questions:

1. What is the decision Robin is making?
2. At what stage of change (SOC) is Robin?
3. What SOC tools could be used to help Robin stick to her decision?
4. What would you say to help Robin?



Peer Educator Practice Scenarios: Robin C

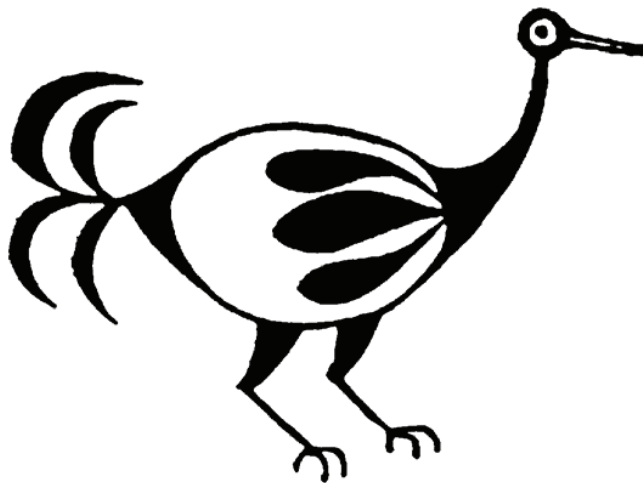
Read this scenario

Robin is a 10th grader at Big Sky High School. You have been best friends since the 3rd grade and you can talk to each other about very private things. Robin is cute and a really nice person, but not one of the most popular people in school. Robin works after school, makes good grades, and wants to go to college after graduation. Robin and Kyle have been going out for several months. Kyle is super cute.

One day, you and Robin are talking and the subject turns to sex. You begin talking about some of the stuff that's going on in Native STAND and about the decision you have made to reduce your risks of getting STDs. Robin tells you about being in love with Kyle and the amazing sex they have.

Here is some of your conversation:

- You: Wow! That's cool . . . but aren't you worried about getting an STD or HIV?
- Robin: Nah, we're in love. I don't want to mess things up by worrying about stuff like that.



Answer these questions:

1. What is the decision Robin is making?
2. At what stage of change (SOC) is Robin?
3. What SOC tools could be used to help Robin move to the next stage?
4. What would you say to help Robin?

