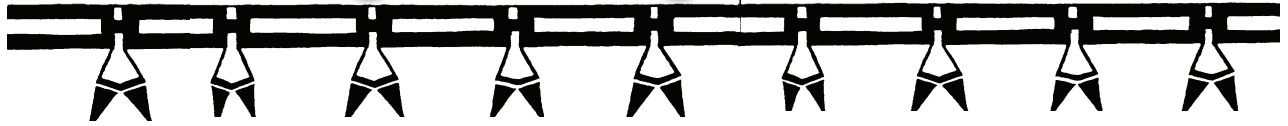


# NOTES

On a scale 1 to 10, how comfortable did you feel doing the practice scenarios? \_\_\_\_\_ Explain.



# 27: Putting It All Together



## What are we going to do today?

Today we will practice using the tools and the skills we have learned to speak with peers about sexual risk reduction.

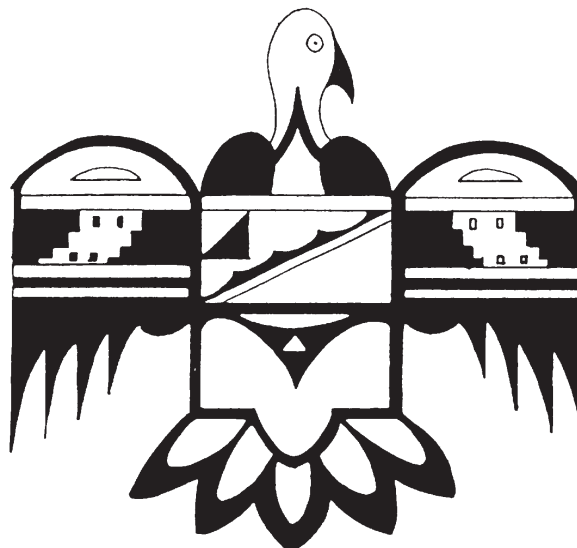
## What am I going to learn today?

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

1. Speak to your peers to promote behavior change to reduce that person's risk.
2. Look at your own strengths and challenges in communicating with your peers.

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*



# NOTES



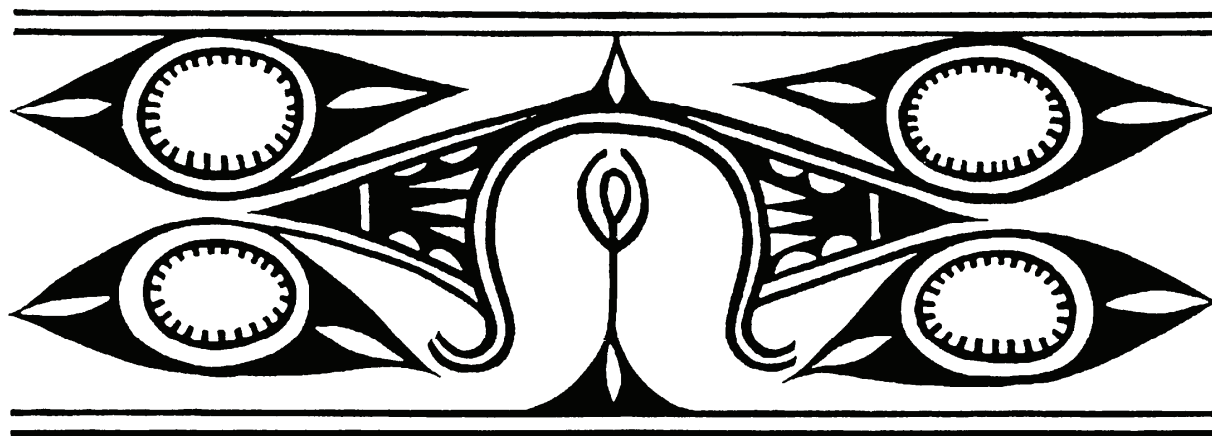
# Putting it All Together: Role Play I

## 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 each other because you went to a basketball game and your friend went to a party.

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



# Putting it All Together: Role Play I

## Peer

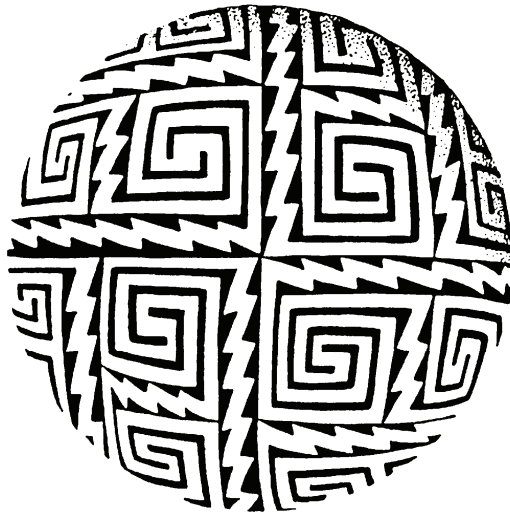
The two of you are close friends. Last night was a Friday night. You didn't see each other because you went to a basketball game and your friend went to a party. You went to a party at a girl's house whose parents weren't home. As usual, you had a few beers—maybe 3 or 4—but not that many. You felt pretty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

The cop took you to jail and called your grandfather, who had to bail you out. You lost your license—your grandfather was really mad. You think everyone should lay off and should stop picking on you. You didn't do anything that wrong. You weren't really drunk—you were driving safely enough. (You have not thought at all about changing your behavior.)

Now it's Saturday afternoon and you have been thinking hard about all this. You are really mad at your grandfather and the cop. You go over to your friend's house to vent. You're hanging out in your friend's room...

*Option: You HAVE been thinking about not driving if you have been drinking.*



# Putting it All Together: Role Play II

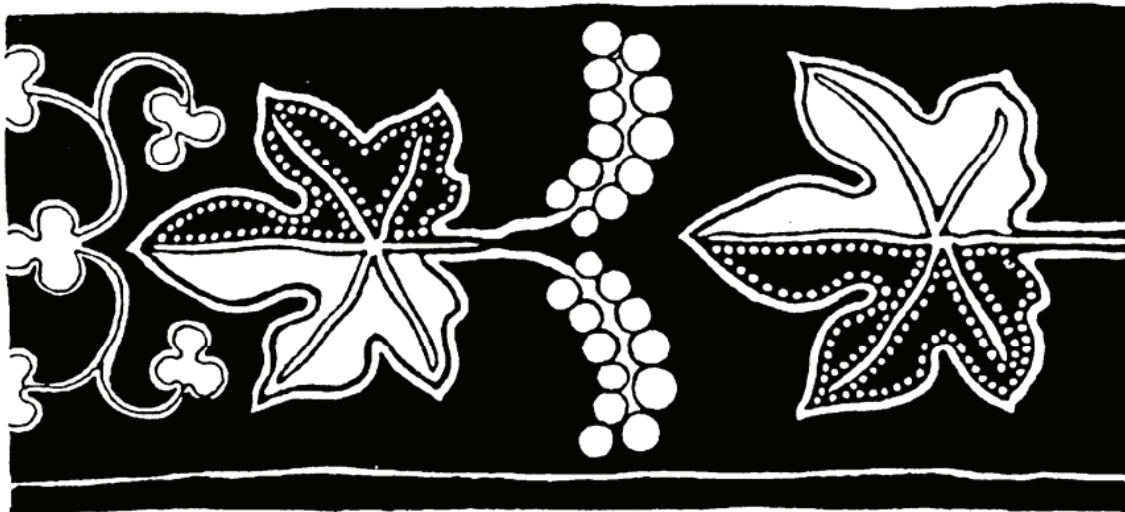
## Peer Educator

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.



# Putting it All Together: Role Play II

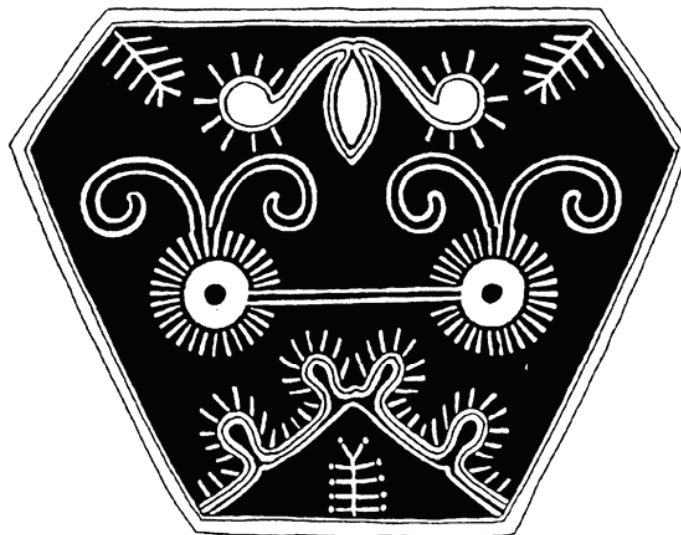
## Peer

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 sex just doesn't feel as good with a condom. Neither of you really like condoms, because you have to plan ahead (buy them, be sure they have one, etc.) and because stopping to put on a condom "breaks the mood."

You just found out that two girls in your class who are also close friends of yours are pregnant and one has syphilis! You know the guys involved too.

It's Thursday afternoon after school and you and your friend are hanging out, waiting for the bus. You're talking about how much you're looking forward to seeing your boyfriend (or girlfriend) this weekend, but you are very worried that you might end up in the same boat as your friends.

*Option: You're not worried about yourself at all.*



# Role Play Feedback Sheet

## SELF ASSESSMENT FOR PEER EDUCATOR

Decision/behavior change the person could make:

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---

Peer's Current SOC Stage:

Not thinking about change  
 Stickin' with it

Thinking about it  
 Slips and slides

Doin' It

SOC Tools you encouraged the person to use:

Pros and Cons  
 Reducing the cons  
 Getting information  
 Involving emotions  
 Rewarding yourself  
 Helping others  
 Advocating safer norms  
 Being a good role model

Getting support from others  
 Using reminders  
 Avoiding temptations  
 Building self-confidence  
 Knowing WHO you are  
 Making a commitment  
 Using substitutes  
 Thinking about how your actions affect others

Was I a good listener? Yes No

Were my tone, voice, and body language appropriate? Yes No

Did I use "blaming statements?" Yes No  
*(statements that begin with "you")*

Did I use "I statements?" Yes No

Did I use any common "communication jammers?" Yes No

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

List three things that went well:

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

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

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

What could have been better?



# 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  
 Stickin' 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?"      Yes    No  
*(statements that begin with "you")*

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?

# Contact Summary Form

Date: \_\_\_\_\_ Name of Peer Educator: \_\_\_\_\_

Decision/behavior change the person could make:

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Peer's Current SOC Stage:

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

SOC Tools the peer educator encouraged the person to use:

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

Was I a good listener?      Yes    No

Was my tone, voice, and body language appropriate?      Yes    No

Did I use "blaming statements?"  
*(statements that begin with "you")*      Yes    No

Did I use "I statements?"      Yes    No

Did I use any common "communication jammers?"      Yes    No

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

List three things that went well:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What could have been better?

# NOTES



On a scale from 1 to 10, how ready do you feel to start having risk reduction conversations with your peers? \_\_\_\_\_  
Explain.

