

Chapter 1 CIRCLE OF LIFE



OBJECTIVES

Participants will:

1. Explain that the Circle of Life (the Medicine Wheel) is a traditional Native symbol.
2. Identify the four parts of the Circle of Life.
3. Identify examples for each part of the Circle of Life.
4. Explain that all four parts of the Circle must be strong for a person to be healthy.
5. Explain that volition is a person's power to make decisions for the things they believe in.

OVERVIEW OF ONLINE MATERIAL



The Circle of Life is introduced as a Native symbol, the Medicine Wheel. Circles are found in many parts of life: the earth rotating around the sun, seasons, nests, how buffalo protect their young, etc. The Circle is also symbolic of the wholeness of a person. Within each person there are 4 parts: mental, physical, emotional and spiritual. When each of these parts is strong a person's circle is balanced.

Each person has the power within them to make decisions. That power is called Volition. Volition can be thought of as will power. We have the choice to use our volition to make wise decisions but sometimes we give in to peer pressure and do things that we know are not right. It takes courage, but we can exercise volition to can make wise decisions that strengthen the areas of our circle of life.

LESSON OVERVIEW



ACTIVITIES

1. WARM UP ACTIVITY (5 min.)
2. DISCUSS ONLINE PROGRAM (5-10 min.)
3. ESTABLISH BEHAVIOR GUIDELINES (10 min.)
4. POWER OF THE CIRCLE (Discussion) (10 min.)
5. THE PARTS OF THE CIRCLE OF LIFE (Game) (15 min.)
6. WHAT MAKES UP MY CIRCLE OF LIFE (Craft) (20 min.)



MATERIALS NEEDED

1. A ball (something round that can be tossed)
2. Black Elk reading *
3. Poster paper or white board
4. 16 game cards*
5. Tape
6. Markers
7. Leader discussion sheet*
8. Paper for each participant (if possible printed with a medicine wheel)
9. Magazines with pictures that can be cut out
10. Scissors
11. A top

* located at the end of the lesson plans



PREPARATION

Activity 3: Print copies of the Black Elk reading.

Activity 4: Print and cut out game cards. Review the leader discussion sheet.

ADDITIONAL NOTE:

Volition

This chapter introduces the word **Volition**. A person's volition is their personal power to make decisions. Although the COL program focuses on using volition to make wise decisions, a person can also use their volition to make poor decisions. People can learn from their mistakes.

CHAPTER 1 LESSON PLAN



ACTIVITY 1: WARM UP (5 min.)

Purpose: To help youth settle down and transition to class time.

Materials: A ball.

Preparation: Identify a space for students to stand in a circle.

Instructions:

Have youth stand in a circle.

Explain: The person with the ball will toss to someone. When that person gets it they must say the first thing they can think of that is in the shape of a circle.

Keep going until everyone has had a turn.



ACTIVITY 2: DISCUSS THE ONLINE PROGRAM (5-10 min.)

Purpose: To get youth's impressions of the online material and to address the reason why *Circle of Life* uses different versions of the medicine wheel.

Instructions:

Ask: What did you think of the online program?

Explain: If comments or questions come up about seeing different and unfamiliar orientations of the medicine wheel, you can explain that the Medicine Wheel is a symbol that is used by many tribes. Tribes draw the wheel different ways. Some of the things that can be different are the colors, the location of the colors, the order of the parts, and whether the lines are drawn straight or diagonally.

ASK:

- What version of the Medicine Wheel are you most familiar with?
- Have you seen other ways that the Medicine Wheel is drawn?

Explain: When you see the medicine wheel in the program, don't get hung up if it does not look like what you are used to. Instead, just think about the medicine wheel the way you are used to it. What is most important is what the medicine wheel teaches not how it looks.



ACTIVITY 3: ESTABLISH BEHAVIOR GUIDELINES (10 min.)

Purpose: To create an environment where there is mutual respect and trust so that youth feel comfortable sharing and learning.

Materials: Large piece of paper or a white board and markers.

Preparation: Place large piece of paper (or white board) in front of the class room.

Instructions:

Ask: Who can share a rule for how everyone should act when we meet?

Write rules: Discuss suggestions and write rules that everyone agrees on a large piece of paper.

Ask the group to commit to following the rules.

Post the rules and refer to them later as needed.

Examples of rules include: not talking when some else is talking, raising you hand if you want to talk, not making fun or someone else or what they say, etc.



ACTIVITY 4: THE POWER OF THE CIRCLE (10 min.)

NOTE: You can adapt this activity by substituting a different reading, story, song or poem that expresses the meaning of the circle.

Purpose: To reinforce the traditional Native American concept and symbol of the circle.

Materials: Black Elk reading (below)

Preparation: Print copies of the Black Elk reading.

Instructions:

1. Describe Black Elk:

Black Elk was a respected Sioux leader, who lived from 1863-1950. Today, many of his words are used to teach others about important Native ideas and traditions. Black Elk often spoke about the circle and its meaning.

2. Read Black Elk's words:

“Everything an Indian does is in a circle, and that is because the Power of the World always works in circles. Everything tries to be round . . . The sky is round . . . the earth is round like a ball, and so are the stars. The wind, in its greatest power, whirls. Birds make their nests in circles . . . Even the seasons form a great circle in their changing, and always come back to where they were. The life of a man is in a circle from childhood to adulthood, and so it is in everything where power moves.”

3. Discuss Black Elk's words

Discuss: Black Elk's examples: the four seasons go from one to another in an endless circle; the earth is round and also keeps making a circle around the sun; the moon circles around the earth, etc.

Ask: Can anyone think of an example of how the circle is used in traditional or modern Native American culture? *Examples: most tribal dancing is done in a circle, hoops.*



ACTIVITY 5: THE PARTS OF THE CIRCLE OF LIFE (15 min.)

Purpose: To reinforce youths' understanding of the Circle of Life and its four parts—mental, physical, emotional and spiritual.

Materials: A large sheet of paper or white board to write on, 16 game cards (found at the end of the lesson), tape, markers, and leader discussion sheet.

Preparation: Cut out the game cards. Review the leader discussion sheet.

Instructions:

1. Draw a large circle and divide it into 4 quadrants. Label the quadrants: emotional, spiritual, physical and mental).

Ask: How would you define each of the areas of the circle?

Examples—

- *Mental=using your mind, learning.*
- *Spiritual=respecting and honoring your family, your community and yourself.*
- *Emotional=your feelings.*
- *Physical=your body.*

2. Write the words “Healthy Person” around the outside of the circle.

Explain: Each person is made up of four parts. For someone to be truly happy each part needs to be healthy. Not just one part.

3. Put the cards into a bag (or lay out on a table) and have youth take one (or more depending on group size). Have each youth read their card and tape it on the area of the Circle of Life where it belongs.

Explain: Some activities can fit in more than one area. There can be more than one right answer.

For example: Dancing can involve Mental (thinking about what you are doing), Physical (movement), Emotional (enjoyment), and Spiritual (respecting and honoring your culture and community).

4. **Ask:** Can you think of other things that could fit into each quadrant.
Use the leader discussion sheet for additional ideas.



ACTIVITY 6: WHAT MAKES UP MY CIRCLE OF LIFE? (20 min.)

Purpose: To emphasize that a healthy person is strong in all areas of their Circle.

Materials: Top, paper, markers, and magazines.

Preparation: Use the Circle of Life from the previous activity

Instructions:

1. **Explain:** a healthy person is strong in all areas of their circle:

- A strong mental part makes you smarter.
- A strong physical part makes your body healthy.
- A strong emotional part makes you happy.
- A strong spiritual part helps you respect yourself and the world around you.

2. **Ask:** What would it be like if you did things in only one area like eating, sleeping and running but not the other areas?

Answer: Your physical part would be very strong but your mental, emotional and spiritual parts would suffer.



Optional: Use a top to illustrate the idea of balance. The top will only spin well when all parts are the same size and it is balanced.

3. **Creative activity:** Pass out paper with Circle of Life to each youth. For each section have youth draw pictures (or symbols), glue pictures from magazines or write words to show things they do to be strong in that area. Have youth share their completed circles.

4. **Wrap Up:** After youth share their circles, remind them that a healthy person is someone who is strong in all areas of their Circle of Life. Point out that each person's circle looks different because each person is different and has their own unique characteristics. It is important for each person to do the things that strengthen the parts of their circle in their own way.

What Makes Up My Own Circle of Life? Cards to Print

 <p>Use my brain</p>	<p>Exercise a lot</p> 
<p>Learn to read and write well</p> 	 <p>Eat healthy foods</p>
 <p>Think before I do</p>	<p>Get plenty of rest</p> 
<p>Think about smart ways to take care of myself</p>	 <p>Protect my body from disease</p>
 <p>Talk about my feelings</p>	<p><i>Respect</i></p> <p>Respect myself</p>
<p>Feel happy about who I am</p> 	<p>Respect Mother Earth</p> 
<p>Don't make fun of other people's feelings</p>	 <p>Wonder about who made us</p>
 <p>Care about other people</p>	 <p>Be proud of what I do</p>

Activity #5

Leader Discussion Sheet

(Activity #5)

Mental



Use your brain to learn. Learning is very important. Your community needs you to be as smart as you can. Do your very best in school. That way you can help the community stay strong.

- Read and study hard. Share what you learn with other people.
- Remember the wisdom of your elders. Try to learn as much as you can so that you can become wise.
- Remember, you are always smarter than you think. So try harder. Study more. Don't let difficulties stop you. **CHALLENGE YOUR MIND!**

Physical



Be careful around things that might have germs — like garbage or animal poop or other people's blood. Don't touch them!

Eat healthy foods every day. Don't eat too much. Too much food is not good for your body.

- Get lots of exercise every day. Take walks. Run. Swim. Play sports. Stretch your muscles. Breathe in lots of good air.
- Get lots of sleep every night. Your body needs to rest after a long day.
- Take good care of your body. Learn about diseases so you know how to avoid them. Don't do drugs, don't drink alcohol.

Emotional



It's OK to have strong feelings. Most of the time people feel happy, but everybody gets sad sometimes. Learn to talk about how you feel. You can talk about your feelings to people that you trust. Talking about feelings helps you understand them better. And, understanding your feelings helps make sure you don't do dangerous or foolish things when you're feeling unsure.

- Learn to be a good listener. Listen carefully when other people tell you about their feelings. Try to help people if they seem to need it. Sometimes, all somebody needs is a pat on the shoulder.
- Other people may be sad or unhappy. Don't make fun of them. They have feelings too, even if they are different from you.

Spiritual



Respect and honor your family and your community. Be proud that you are American Indian or Alaska Native or Native Hawaiian. Learn the traditions of your culture.

Learn the dances and songs, the arts, the language and the ceremonies of your people. These things are yours to keep. They are yours to pass on to the next generation.

- Respect yourself. Be proud of who you are.
- Be proud of the things that you do well. Work hard to become better at other things. Be proud of yourself for doing smart and healthy things. Don't let people make you do things that you know are not right.
- Show respect for other people. Don't tease or hurt other people because they are different from you. Try to help the sick, the elderly, and others who need it.

NOTE: remember that during these discussions, you need to emphasize the interconnectedness of the four parts, giving examples of how we're usually tapping several, if not all, of our parts, in any given thing we do. (see example cited in Activity instructions.)

Chapter 2 LEARNING ABOUT ADOLESCENCE



OBJECTIVES

Participants will:

1. Identify the four stages of maturity in their life journey.
2. Name at least two changes that will happen during adolescence (to each of the four parts of their Circle of Life).
3. Name the things they are most and least looking forward to about adolescence.
4. Explain that volition helps youth stand up to peer pressure.

OVERVIEW OF ONLINE MATERIAL



A circle can represent the life journey. There are four parts to the life journey: childhood, adolescence, adulthood and elder. Adolescence is a time of change that affects all parts of the Circle of Life: physical, mental, spiritual, and emotional. With all these changes, a person can be very confused about what to do. Adolescents need to rely on their volition to make good choices and stay strong.

The physical changes that happen during puberty are discussed, including physical attraction and curiosity about sex. Although adolescents may be physically able to have sex, they should wait until they are older and are ready to handle the long term consequences of sex such as having a baby and/or getting a sexually transmitted disease.

In the same way that a person should make wise decisions to strengthen his/her Circle of Life, they should also make wise decisions that build strong relationships with others. A strong relationship is characterized by being strong mentally (sharing ideas and talking together), spiritually (respecting each other), emotionally (doing things to show you care for each other), and physically (doing things that are healthy).

LESSON OVERVIEW



ACTIVITIES

1. WARM UP ACTIVITY (5 min)
2. REVIEW (5 min)
3. QUESTION BOX (5 min)
4. CHANGES THAT OCCUR IN ADOLESCENCE (Game) (15 min)
5. ABOUT PUBERTY (20 min)
6. WHAT ARE YOU LOOKING FORWARD TO? (Discussion) (10 min)
7. PAPER CHAIN (Game) (15 min)
8. RITES OF PASSAGE (Discussion) (10 min)



MATERIALS NEEDED

- 1) Small box that can be used for collecting questions
- 2) Paper and pencil for writing questions
- 3) Game cards*, COL game boards*
- 4) Paper Chain strips *

*Found at the end of the lesson



PREPARATION

Activity 4: Each pair of youth will need a set of game pieces and Circle of Life game board. You can have the youth cut their own game pieces.

Activity 5: Review options and decide how best to present material.

Activity 7: Cut out the game pieces.

Activity 8: Find out about local rites of passage for teens.

Information for Facilitators about Using a Question Box (Activity #3)

Question Box

In activity 3 the question box is introduced. It will throughout the rest of the program. The question box allows youth to ask questions anonymously.

Preparation: Provide a box along with paper and pencil for writing questions. Initially, you may need to remind youth about using the box.



Guidelines for answering questions:

1. Review the questions prior to class so you can prepare your answers (no surprises).
2. If you do not know an answer, it is okay to admit it. Let youth know that you will look up the answer later and report back to them.
3. Keep answers factual and to the point.
4. If a question asks personal information, you do not need to answer it directly. Instead, reword the question and provide a general answer.
5. If a slang word is used, read the question as it is but then provide the correct word in its place.
6. If a question makes you uncomfortable you can admit it. If it is inappropriate you can also say that and do not choose to answer it.

CHAPTER 2

LESSON PLAN



ACTIVITY 1: WARM UP (5 min.)

Purpose: To settle the group down and reinforce that they everyone is unique.

Instructions: Ask youth which they like better between two choices, such as pizza or hamburgers? Those who like pizza go to one side of the room, those who like hamburgers go to the other. Repeat using other choices (SUV or Truck? Cats or Dogs? etc.)



ACTIVITY 2: REVIEW (5 min.)

Ask: Can you name the four parts of the Circle of Life?
Who remembers what the word volition means?



ACTIVITY 3: QUESTION BOX (5 min.)



Purpose: Provides a way for youth to ask questions anonymously.

Materials: The small box for questions.

Preparation: Prepare a box with a slit in the top where youth can put questions.

Show: The youth the question box and where it will be kept.

Explain: The question box is for asking questions that you may not feel comfortable asking in class. Each day before the class starts we will go over the questions.



ACTIVITY 4: CHANGES THAT OCCUR IN ADOLESCENCE (15 min.)

Purpose: To help youth realize that changes affect all areas of their life.

Materials: Set of game cards for each pair of youth.

Preparation: For each pair of youth, assemble enough copies of game pieces and a Circle of Life.

Instructions:

The online lesson taught about the different stages of a person's Life Journey.

1. **Ask:** Who can name the stages in the life journey? Who can think of someone who is in each stage (family, community members or public figures)?

2. Game: Have youth divide into pairs. Give each group a set of game cards and a Circle of Life. Have youth divide the cards between them. Youth will take turns placing the cards in the correct part of the Circle of Life.

Afterwards go over which cards were put into each area. Note: that there may be more than one “right” answer. Discuss that many things affect more than one area of the Circle of Life.

****Option:** This activity can also be done with the whole group. Pass the cards out to the class and let each person take a turn placing their card on the Medicine Wheel.



ACTIVITY 5: ABOUT PUBERTY (READ/VIDEO/TEACH) (20 min.)

Purpose: To provide information about puberty and/or reproduction that supplements the online lesson. By ensuring that youth have a solid foundation of accurate knowledge they will be better equipped to understand subsequent lessons that discuss sexually transmitted disease and pregnancy.

Materials: Will vary according to the options chosen.

Preparation: Consider the resources below and others you may be aware of and decide the best way to cover this topic. For facilitators who would like to review the subject of puberty, we have provided following link:

<http://recapp.etr.org/recapp/documents/freebies/pubertybckgrd200209.pdf>

Note: Facilitators may choose to divide their group based on age, maturity or gender for this lesson.

Instructions:

This activity can be presented in a variety of ways. Some ideas and resources are presented below:

1) Narrated On-line reading: Websites where youth can go to learn about puberty.
http://kidshealth.org/kid/grow/body_stuff/puberty.html?tracking=K_RelatedArticle#

2) Online site about puberty
<http://pbskids.org/itsmylife/body/index.html>

3) Websites with puberty articles to print and read.

- a. <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=289&id=1774> (puberty)
- b. http://kidshealth.org/PageManager.jsp?dn=KidsHealth&lic=1&ps=307&catid=20183&article_set=21102#cat20017 (Puberty reading from Kids Health.org by Nemours)
- c. <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=289&id=1613#1> (focus is on reproduction)

4) Reading from a book or pamphlet on puberty: (examples below)

- It's Perfectly Normal by Robie H. Harris and Michael Emberley
- What's Happening to Me? By Arthur Robins

5) Show a DVD or YouTube video.

6) Have a health educator, nurse, or physician come and talk to the group.



ACTIVITY 6: WHAT ARE YOU LOOKING FORWARD TO? (10-15 min.)

Purpose: To help youth realize that they are entering a time in life when they have new opportunities and new decisions to make. Peer pressure can influence them to make unwise decisions but they can use volition to stand up to peer pressure.

Materials: none

Instructions:

Ask: What things about adolescence are you looking forward to the most? The least? If they are hesitant, ask them questions like:

- "What excites you about growing up?"
- "What's scary about the idea of growing up?"

If it doesn't come up in the discussion on its own, introduce the topic of peer pressure.

Ask:

- How does peer pressure make you feel?
- What do you do when you feel peer pressure?
- What ideas do you have about resisting peer pressure?

Explain: Teens are more susceptible to peer pressure because their bodies are going through many changes. Chemicals called hormones help your body change from a child to an adult. Hormones also cause you to have new feelings. Sometimes your feelings can be very strong and you don't know how to handle them. That is all part of growing up.

All these changes can cause your Circle of Life to become unbalanced. For example all of a sudden the emotional part of the circle, your feelings, may become the strongest part of your circle. As you grow up you will learn how to keep your circle balanced so one area does not take control over the others. One of the things that can happen if your emotional part of the circle becomes too strong is that you may try to find ways to run away from your feelings. Sometimes this can lead teens to try things like drugs or alcohol. And it might also cause teens to want to be accepted by others even if it means doing things they don't really want to do.

That is called peer pressure. Peer pressure can sometimes make people do things – risky and/or dangerous things – that they really don't want to do.

By keeping your personal Circle of Life strong and using your volition you can resist doing things that are risky or dangerous.



ACTIVITY 7: PAPER CHAIN GAME (10 min.)

Purpose: To teach the meaning of words used about puberty that were used in the online chapter.

Materials: Printed slips of paper with words and definitions (found at the end of the lesson plan).

Preparation: Cut out the slips of paper and the slits at each end.

Instructions:

Show the slips of paper and how connecting the slits can create a paper chain. Explain that youth may not know these words so they can use the symbols on the slips of paper to find their match.

Pass out slips of paper to each youth. Some slips contain words and some contain definitions. Have youth go around the room and find the person who matches with them (word=definition). The word-definition pairs have matching symbols to make matching easier. Have matching pairs create a paper chain by linking the two strips together. Collect all the paper chains and read over the words and definitions to group.

WORDS

- Adolescence/adolescent
- Puberty
- Reproductive system
- Estrogen
- Testosterone
- Menstruate
- Ovulate
- Sperm
- Fertilize



ACTIVITY 8: RITES OF PASSAGE –

Ceremonies for becoming a man or woman (10 min.)

Purpose: To learn about traditional puberty or adolescent rites of passage that are conducted in the community.

Preparation: Look into local rites of passage to aid the discussion.

Instructions:

Discuss rites of passage for boys and girls. If there are any traditional puberty or adolescent rites of passage conducted in your community, discuss how these

ceremonies mark a very important transition in a person's life journey.

You may want to ask youth to go home and ask their parents or elders about rites of passage and have them report back to the group at the next meeting.

If there are no local examples to discuss, some examples of Native American rites of passage for teens are listed below:

- Lakota: Hanblecheyapi ("crying for vision" or vision quest) for males. It involves fasting, journeying in the wilderness and can last 2-4 days.
- Navajo: Kinaalda ceremony for girls becoming women. It includes dancing, cleansing rituals, physical activities and a special cake.
- Apache: Na ii ees (Sunrise Ceremony) for girls becoming women. It is believed that during the ceremony the young woman has special powers that allow her to bless others.

Circle of Life Game Board



Circle of Life Game Cards

<p>You are asked to show you are becoming an honorable man or woman.</p> <p><i>Spiritual</i></p>	<p>You might doubt yourself at times.</p> <p><i>Emotional</i></p>
<p>You begin to realize how to be a better person.</p> <p><i>Spiritual</i></p>	<p>You worry more about whether your friends like you</p> <p><i>Emotional</i></p>
<p>You learn to show respect for other people and your culture.</p> <p><i>Spiritual</i></p>	<p>You are happy when friends are happy, sad when they are sad.</p> <p><i>Emotional</i></p>
<p>You experience deeper and stronger feelings.</p> <p><i>Emotional</i></p>	<p>Your body seems clumsy or awkward.</p> <p><i>Physical</i></p>

<p>You grow body hair.</p> <p><i>Physical</i></p>	<p>You think about what you want to be or do when you grow up.</p> <p><i>Mental</i></p>
<p>Your body becomes stronger.</p> <p><i>Physical</i></p>	<p>You become more independent in your thinking.</p> <p><i>Mental</i></p>
<p>You might get pimples on your face.</p> <p><i>Physical</i></p>	
<p>Your mind becomes sharper.</p> <p><i>Mental</i></p>	
<p>You learn more ways to take care of yourself.</p> <p><i>Mental</i></p>	

Puberty/Reproduction Reading: (optional)










Puberty is the name for the time when your body changes from being a child to an adult. Puberty usually starts between ages 8 and 13 in girls and ages 10 and 15 in boys. Puberty starts when your pituitary gland, a small gland located at the bottom of your brain, releases hormones (special chemicals). These hormones travel through the blood to different parts of your body.

In boys, the hormones travel to the testes. The testes are two round glands that are located in the scrotum (the sac that hangs under the penis). These hormones cause the testes to make testosterone and sperm. Sperm are the male sex cells that are necessary for reproduction. Testosterone is the hormone that causes most of the changes in a boy's body during puberty. These changes include: voice deepening, growing taller, hair growing in new places, and growth of the penis and testes.

For girls, the hormones travel to the ovaries. The ovaries produce estrogen. Estrogen is the main female sex hormone. It causes most of the changes in a girl's body during puberty. These changes include: growing taller, developing breasts, widening of hips, getting menstrual periods, and hair growing in new places.

During puberty the reproductive system matures and boys and girls begin to have the ability to reproduce—or have babies. Boys produce male sex cells called sperm and females produce sex cells called ova or eggs. Each month a female goes through a cycle called menstruation. During this cycle she will release one egg from her ovary. The egg travels from the ovary through the fallopian tube and into the uterus. If a male (boy) and a female (girl) have sexual intercourse around the time the egg is released, it is possible for the girl to become pregnant. During sexual intercourse, the male inserts his penis into the female's vagina. The male ejaculates sperm from the penis. The sperm swim up through the vagina. If a sperm finds an egg, then it can enter into the egg. This is called fertilization. A fertilized egg will grow into a baby. This is the very beginning of how a baby is formed.

Words and Definitions (cut slits at ends)

Adolescence/adolescent	
The period of life from puberty to maturity	
Puberty	
A stage in development occurring during adolescence when the body goes through sexual maturation.	
Reproductive system	
Parts of the body that are involved in conceiving and bearing offspring	
Estrogen	
A female sex hormone	
Testosterone	

A male sex hormone



Menstruation



Monthly discharge of blood from the uterus of
non-pregnant women.



Ovulate



The discharge of an egg (ovum) from the female ovary.



Sperm



The male reproductive cell.



Fertilize



When the male reproductive cell (sperm) joins with
the female reproductive cell (ovum)



Chapter 3 Decision Making



OBJECTIVES

Participants will:

1. Explain how decisions can affect all four parts of their Circles of Life
2. Demonstrate both good and bad decision-making for specific situations
3. Recognize whether decisions could have long or only short term consequences

OVERVIEW OF ONLINE MATERIAL



The lesson discusses decision making. As youth grow up they face new types of decisions and the impacts of these decisions become greater. Some examples of decisions youth face at this age are: how much effort to put into school, the types of friends they choose, and whether or not to become involved with alcohol, drugs, smoking, and sex. Each decision a person makes can affect their Circle of Life, either by strengthening or weakening it. And, some decisions have long-term or even permanent consequences. Taking risks that result in getting HIV is an example of a permanent effect. Using drugs and alcohol can harm a person's mind and can cause them to make other decisions that are harmful.

LESSON OVERVIEW



ACTIVITIES

1. WARM UP ACTIVITY (10 min.)
2. REVIEW (5 min.)
3. QUESTION BOX (5-10 min.)
4. SUANNE STORY (15 min.)
5. SHORT TERM AND LONG TERM EFFECTS (15 min.)
6. DECISIONS, DECISIONS, DECISIONS (15 min.)



MATERIALS NEEDED

1. Copies of the SuAnne story*
 2. At least two copies of the list of scenarios cut into individual scenarios *
 3. Leader discussion sheet*
 4. White board or large poster paper
- * Found at the end of the lesson plans



PREPARATION

- Activity 1:** Identify activities that require youth to use their volition.
- Activity 2:** Review questions in question box and prepare responses.
- Activity 3:** Read over the SuAnne Story. Print copies for each youth.
- Activity 5:** Cut out scenarios so they can be passed out.

CHAPTER 3 LESSON PLAN



ACTIVITY 1: WARM UP (5 min.)

Purpose: To reinforce the concept of volition.

Instructions:

Simon says with a twist. Play *Simon Says* but the leader must say the words: “Use your Volition to....” If the leader does not say “use your volition” then the group should not do the activity. You can start the activity off by giving one or more examples: “Use your volition to: show that you are happy”. “Use your volition to: say something nice to the person next to you.” At the end, ask “Who can tell the group what Volition means?”



ACTIVITY 2: REVIEW (5 min.)

Remind the group that the last lesson was about growing up and the importance of making good decisions. As youth grow up they will have many decisions to make.

Ask: What are some of the decisions that you have to make as you grow up? (if kids don’t mention things like drugs, smoking etc. list those decisions as well).

Explain: Some decisions that adolescents make can affect the rest of their lives.

The session today is about making decisions and using your volition to make decisions that you are proud of rather than just going along with what other people are doing.

During the online lesson the words HIV and AIDS were used.

Ask: Does anyone know what either of these words means?

Explain: HIV is a virus that causes the disease called AIDS. AIDS is a very serious disease. Over time, the HIV virus weakens the body. There is no cure for AIDS.

The next few sessions will talk more about AIDS and how to protect yourself so you don’t ever get AIDS.



ACTIVITY 3: QUESTION BOX (10 min.)

Purpose: Allows youth to ask questions anonymously.

Materials: The question box.

Preparation: Review questions in question box before class and prepare responses.

Instructions:

Before class, check the question box. If there is nothing in it, remind youth that they can add questions.



ACTIVITY 4: SUANNE STORY (10 min.)

Purpose: To discuss decision making and how we can use our volition to overcome difficult situations and how our decisions can affect others.

Materials: Copies of the SuAnne Story

Preparation: Read over the SuAnne Story.

Instructions:

Pass out copies of the SuAnne Story. This is a true story. Have students take turns reading out loud.

Discussion Questions:

- If you were with SuAnne's team waiting to go on the court, how do you think you would have felt? Why?
- How do you think SuAnne felt? What decision did SuAnne make?
- Do you think it was an easy decision or a hard decision? Why?
- Why do you think she made that decision?
- What were some of the results of that decision?



ACTIVITY 5: LONG & SHORT TERM CONSEQUENCES (15 min.)

Purpose: To show that decisions can have both short term and long term consequences.

Materials: Whiteboard or poster paper to write on.

Preparation: Prepare a table (shown below) to fill in.

Instructions:

Ask: List some decisions you have to make (or think you will face when you become a teenager).

Write the decisions that are mentioned by the class. Try to think of both positive and negative examples. Use the examples below if the class does not come up ideas.

Discuss the short term effects of each decision.

Explain that short term effects are ones that a person gets immediately and long term effects are things that don't happen until much later.

Discuss how it is easy to think only of the short term effects and not to believe that the long term effects will ever happen to you.

Examples:

Decisions	Short term effects	Long term effects
Not doing homework (regularly)	You have more time to do other things	Your grades suffer. May not be able to play sports, or go to college
Telling a lie to get out of being in trouble	You don't get in trouble for something you did	Telling lies becomes a habit and people don't trust you. You lose respect for yourself
Smoking	Friends accept you, Feel cool, feel grown up	Becomes a habit you can't quit, bad breath, hurts your lungs, costs money
Drinking	Friends accept you, feel grown up, something to do,	Feel bad afterwards, might lead to bad decisions about other things, can't think clearly, becomes a habit, changes your personality
Drugs	Friends accept you, something to do,	Changes your mind, you become addicted and can't be without the drugs, \$, make bad decisions about other things.
Doing Homework	Learn more, get good grades, teachers know you are trying and more willing to help you if you have problems	Learn good study habits, don't fall behind, can help you be able to go to college or get a better job
Not doing drugs/alcohol	Feel healthy, can focus on school and sports, don't have to hide what you are doing	Learn to enjoy other activities and have fun without drugs/alcohol, better health, fewer problems to deal with.
Listening to your parents	May not be what you want to hear/do. Shows respect for your parents. May not make you seem cool to your friends.	You will probably make better decisions and not get in trouble. Better relationship with your parents.



ACTIVITY 6: DECISIONS! DECISIONS! DECISIONS! (20 min)

Purpose: To demonstrate that making good decisions requires thinking about the consequences of actions before doing the action.

Materials: A list of scenarios for role playing (found at end of Lesson Plan).

Alternative: have participants create puppets out of sandwich bags or socks if they are uncomfortable about standing in front of the group to act out the scenarios.

Preparation: Read over the list of scenarios and the leader's discussion sheet.

Instructions:

Assign youth to act out the scenarios. Each scenario should be done twice—once, demonstrating bad decisions; and, the second time demonstrating good decisions. Depending on the number of youth, have each group do both positive and negative examples or, use two teams—one for each version.

Explain: The role plays show that different parts of the Circle of Life are involved in – or affected by—decisions. Most decisions don't just involve one part of our Circle of Life – but several, or all, simultaneously. Move around the room while teams are planning their role plays, and help them think through the Circle of Life issues. (The Leader Discussion Guide provides sample Circle of Life discussion points for each of the scenarios.) Let your teams talk among themselves and decide how they will play out the roles. Remind them that there might be more than one “right” or “wrong” way to make a decision.

Discuss: After the role plays are over, have everyone discuss what happened in them – comparing the good and bad decision role plays for each scenario. To facilitate the discussion, ask participants questions like:

- What made the decision “good” or “bad?”
- Did the characters show respect for themselves or for others by doing what they did?
- What parts of the Circle of Life played a role in the decision?
- What parts of the Circle of Life might have been affected after the decision was made?
- What are the long-term or short-term effects of the decision(s)?

Summarize: Remind youth how important respect is. Respecting themselves and respecting other people are essential for making good decisions. When confronted with difficult decisions, youth should consider the question: “What decision would show the most respect for myself and for other people in this situation?”

SUANNE STORY



THE SUANNE BIG CROW STORY

In the fall of 1988 the Pine Ridge High girl's basketball team, called the Lady Thorpes, went to the town of Lead to play a basketball game. SuAnne Big Crow was a member of the Lady Thorpes team. She was fourteen years old.

The usual plan for the pre-game warm-up was for the visiting team to run onto the court in a line. They would take a lap or two around the floor, shoot some baskets, and then go to their bench at courtside. After that, the home team would come out and do the same thing. Then the game would begin.

Usually the Lady Thorpes lined up for their entry more or less by height. That meant that Doni DeCory, the tallest on the team, went onto the court first. On this particular day in Lead, while the Lady Thorpes were waiting in the hallway near the locker room, they could hear heckling from out on the court. It was getting louder and louder. They could hear the hecklers yelling fake Indian war cries, a woo-woo-woo sound. Another typical kind of yelled remark was "Squaw!" or "Where's the cheese?" (the joke being that if Indians were lining up, it must be to get free commodity cheese from the government).

Doni looked out the door and told her teammates, "I can't handle this." SuAnne quickly offered to go in her place. In fact, SuAnne was so eager to go first that Doni became suspicious. "Don't embarrass us," Doni told her. SuAnne said, "I won't. I won't embarrass you." So Doni gave her the ball, and SuAnne moved to the front of the line.

SuAnne came running onto the court dribbling the basketball, with her teammates running behind her. On the court, the noise was deafeningly loud. SuAnne went right down the middle of the court and then suddenly stopped completely still when she got to the center court. Her teammates were so surprised when she stopped that some of them

(Story continues on the next page)

bumped into each other. Their coach, who was at the end of the line, didn't even know why they had stopped. Then SuAnne turned to Doni and tossed her the ball. Next, SuAnne stepped into the jump-ball circle at center court, right in front of the Lead fans.

She turned to face them. She unbuttoned her warm-up jacket, took it off, and draped it over her shoulders. Then she began to do the Shawl Dance.



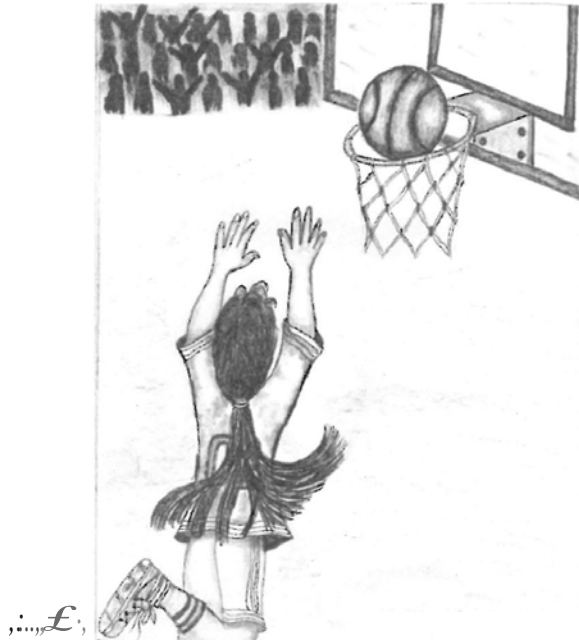
SuAnne held her warm up jacket over her shoulders and began to do the Shawl Dance.

SuAnne knew all the dances of her tribe because she had competed in many powwows as a little girl. The dance she chose that day was a young woman's dance. It's graceful and modest and show-offy, all at the same time. "I couldn't believe **it**—she was powwowing, like, 'Get down!' And then SuAnne just started to sing," Doni remembers. SuAnne began to sing in Lakota, swaying back and forth in the jump-ball circle, doing the Shawl Dance, using her warm-up jacket for a shawl.

The crowd went completely silent. "All that stuff the hecklers were yelling — it was like she reversed it somehow" a teammate says.

(Story continues on the next page)

In the sudden quiet, all anyone could hear was SuAnne's Lakota song. Then SuAnne stood up, dropped her jacket, took the ball from Doni, and ran a lap around the court dribbling expertly and very fast. The silence in the gym ended. Everyone began to cheer and clap. SuAnne sprinted to the basket, went up into the air, and laid the ball right through the hoop. The fans all stood and cheered loudly. Her actions were a victory.



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*SuAnne sprinted to the basket
and laid the ball right through
the hoop.*

For many Oglala people, what SuAnne did that day almost immediately took on the stature of myth. Lots of people still describe the event in awe and disbelief. Amazement swept through the younger kids when they heard what had happened. "I was, like, 'What did she just do?'" recalls her cousin Angie Big Crow.

All over the reservation people told and retold the story of SuAnne at the basketball game with Lead. To the many big and small incidences of local racism that the Oglala people have known all their lives, SuAnne's courage made a strong reply.

(Story continues on the next page)

To all the non-Lakota people in the stands, SuAnne's dance was an invitation for them to dance too. She was in the Lead gym to play, and she invited everyone else to play. The symbol she used to include everyone was the warm-up jacket. Everyone in America has a warm-up jacket. I've got one, probably so do you. So did many of the fans at Lead. By using the warm-up jacket as a shawl in her spontaneous Shawl Dance, she made Lakota relatives of everyone.

"It was funny," Doni says, "but after that game the relationship between the Lead kids and us was tremendous. When we played Lead after that, the games were really good. And we got to know some of the girls on the team. Later, when we went to a tournament and Lead was there, we hung out with the Lead girls and ate pizza with them. We got to know some of their parents, too. What SuAnne did that day made a big impression. It changed the whole situation with us and Lead. We found out there are some really good people in Lead. We never knew that before."



LEADER DISCUSSION GUIDE FOR DECISIONS, DECISIONS, DECISIONS

Leader Discussion Guide for “Decisions! Decisions! Decisions!”

Activity #6

Scenario 1: Somebody left a candy bar lying on a table. The room is empty. Nobody is around. Teresa could steal it if she wanted to. What will she do?

Discussion points: Making this decision could be difficult. Teresa may be really hungry and love sweet things. It may not seem as if she is stealing very much, it's just a candy bar after all. But, the candy does not belong to her. She knows that she could get into trouble if she gets caught. Is she willing to risk losing the respect and trust that other people have for her?

[Sample discussion points about the four parts of the Circle of Life: physical = Teresa is hungry; emotional = she really likes candy and eating it always makes her feel happy; mental = she thinks about how tempted she is to take the candy but she knows that stealing is wrong; spiritual = she knows she probably won't respect herself if she steals, because her family has taught her the value of honesty and trust.]

Scenario 2: Donna's and Pete's friends want them to go to a party. They both have a lot of homework. Also, they know older kids will be there and some of those kids drink alcohol. What will Donna and Pete do?

Discussion points: Making this decision is hard because Donna and Pete like to have fun with their friends. Also, schoolwork can be kind of boring sometimes. But, they know that they need to get their homework done, and they don't want to be around alcohol. Their parents would be really upset if they found out they were at a party where there was drinking, even if they didn't drink anything.

[Sample discussion points about the four parts of the Circle of Life: physical = drinking isn't good for their bodies; emotional = they really like those friends and laugh a lot when they're with them; mental = they really should be studying and getting ready for class; spiritual = their parents have taught them the value of doing well in school]

Scenario 3: Jill has a babysitting job every Friday night. She is saving the money so she can go to volleyball camp this summer. A friend invites her to go to the movies on Friday. It's a movie she's been waiting to see for months. But what about her job. What will she do?

Discussion points: Making this decision is difficult because Jill is torn between her commitment to the family she babysits for and the excitement of seeing the movie she has been waiting for. She knows that she might lose her babysitting job if she doesn't honor her responsibility. How can she solve this problem?

[Sample discussion points about the four parts of the Circle of Life: physical = if Jill doesn't go to volleyball camp, she'll probably just sit around like a blob all summer, watching television; emotional = she really feels happy and excited about going to that particular movie; mental = she wants to think about the consequences of all this, because she might get fired if she just doesn't show up to babysit; spiritual = her parents have taught her that it's disrespectful not to keep your commitments to someone else.]

Scenario 4: Bill and Joe have been best friends since kindergarten. Today, Joe wants them both to skip school and go to the rodeo. Billy doesn't want to disappoint Joe. But, he doesn't like to get in trouble with his parents or his teachers. Plus, they've got a math test today. Joe is really putting a lot of pressure on Billy to go with him. What will Billy do?

Discussion points: Billy's decision is hard because he is torn between going with his best friend to

an event he loves, and getting in trouble at home and at school. He knows that school is important, but so is his friendship with Joe.

[Possible discussion points about the 4 parts of the Circle of Life: physical = they think the physical strength and stamina of people in the rodeo is really neat; emotional = Billy really likes Joe and feels bad when they don't agree about things; mental = Billy likes learning things in school and wants to do well in his classes, especially Math class, because he wants to go to college; spiritual = Billy doesn't like disrespecting his parents or his teachers.]

Scenario 5: Maria really likes Brian. She's been waiting all year for him to pay attention to her. Today he asked her to come to his house after school. She knows his parents don't get home from work until late. She's hoping he just wants to watch TV or hang out talking. But, she's not sure what his plans are for them to do. He's two years older and a lot more mature. That sort of scares her. What will she do?

Discussion points: Maria's sort of at a loss about what decision to make. She's got a lot of mixed feelings. On the one hand, she's really happy that Brian is finally noticing her. And she doesn't want to annoy him by turning down his offer for them to spend some time together. But, on the other hand, she doesn't like not knowing what he has in mind for their time together. She's also got strict parents, and doesn't want to do something that might disappoint them.

[Possible discussion points about the 4 parts of the Circle of Life: physical = she's worried that Brian might be interested in having sex; emotional = her feelings for Brian are really strong; mental = she knows she really has to give this situation some serious thought – before she makes a decision; spiritual = she does not want to do anything that might dishonor her family or go against the values they have taught her.]

DECISIONS, DECISIONS, DECISIONS

LIST OF SCENERIOS 1-6



SCENARIO 1: (1 person)

Someone left a candy bar lying on a table. The room is empty. Nobody is around. Teresa could steal it if she wants to. What will she do?



SCENARIO 2: (3+ people)

Donna's and Pete's friends want them to go to a party. But, they both have a lot of homework, plus they know older kids will be at the party and some of those kids drink alcohol. What will Donna and Pete do?



SCENARIO 3: (2 people)

Jill has a babysitting job every Friday night. She is saving the money so she can go to volleyball game this summer. A friend invites her to go to the movies on Friday. It's a movie she's been waiting to see for months. But what about her job? What will she do?

SCENARIO 4: (2 people)



Billy and Joe have been best friends since kindergarten. Today, Joe wants them both to skip school and go to the rodeo. Billy does not want to disappoint Joe. But, he does not like to get in trouble with his parents or his teachers. Also, they have to a math test today. Joe is really putting a lot of pressure on Billy to go with him. What will Billy do?

SCENARIO 5: (2 people)



Maria really likes Brian. She's been waiting all year for him to pay attention to her. And, today he asked her to come to his house after school. She knows his parents don't get home from work until late. She is hoping he just wants to watch TV or hang out talking. But, she is not sure what his plans are for them to do.

SCENARIO 6 (2+ people)



Tim wants people to think he's cool. But, he's a lot more shy than he pretends to be. He really respects his parents. But, he hates telling his friends how strict his family is about his hanging out. Some of the guys in his class are planning to throw a big party this weekend. They talk about sex all the time, and he knows they will invites some older girls to the party. When Tim is invited to come, he does not want to seem un-cool by saying no. But, he knows he really does not want to go with them. What will he do?

Chapter 4 LEARNING ABOUT DISEASES



OBJECTIVES

Participants will:

1. Differentiate between “communicable” and “non-communicable” diseases.
2. Describe what an acronym is, and state what the acronym AIDS stands for.
3. Identify AIDS as a communicable and deadly disease.
4. Explain that HIV is the virus that causes AIDS.

OVERVIEW OF ONLINE MATERIAL



The chapter begins with a discussion of communicable and non-communicable diseases. It then introduces the concept of acronyms as a lead-in to discussing HIV and AIDS. There is also mention of Hepatitis B, and C and STIs. The information provided about these diseases is very general and should be addressed during group session.

LESSON OVERVIEW



ACTIVITIES

1. WARM UP ACTIVITY (5 min.)
2. REVIEW (5 min.)
3. QUESTION BOX (5-10 min.)
4. DIRTY GLOB (10 min.)
5. WAYS DISEASES ARE TRANSMITTED (10 min.)
6. LEARNING ABOUT STI'S, HEPATITIS AND AIDS (15 min.)



MATERIALS NEEDED

1. Hand lotion, glitter
 2. Copies of the worksheet for each participant*
- *Provided at end of lesson plan



PREPARATION

Activity 3: Review questions in question box and prepare responses.

Activity 6: Print worksheets for youth.

CHAPTER 4

LESSON PLAN



ACTIVITY 1: WARM UP (5 min.)

Purpose of Activity: To reinforce the idea of an acronym.

1. **Ask:** Can anyone give an example of an acronym? Can anyone give an example that was not used online?
2. **Ask:** Who knows what the following acronyms stand for?
 - KISS (keep it simple stupid)
 - LOL (laugh out loud)
 - TD (touch down)
 - SWAT (special weapons and tactics)
 - ASAP (as soon as possible)



ACTIVITY 2: REVIEW

Last time we talked about decision making and today we are going to shift gears and talk about HIV and AIDS as well as some other serious diseases. Although the diseases we are going to talk about are very serious, they are also preventable. The diseases that were talked about online were AIDS, hepatitis B and C and a group of diseases that are called sexually transmitted infections. These diseases are all considered communicable diseases.

Ask: Does anyone know what the word communicable means? It sounds like the word communicate doesn't it?

Explain: A communicable disease is a disease that can be spread (communicated) from one person to another.

Ask: Who can think of a disease that can spread from one person to another?
Example: a cold.

Explain: The diseases that we are going to talk about today are much more serious than a cold. The effects can last for your whole life. But these diseases also don't spread as easily as a cold. And, just like there are things you can do to prevent getting a cold, or spreading a cold if you have one, there are things you can do to prevent yourself from getting these diseases and spreading them.



ACTIVITY 3: QUESTION BOX

Purpose: Allows youth to ask questions anonymously.

Materials: The question box.

Preparation: Review questions in question box before class and prepare responses.

Instructions:

Remind youth about using the box to ask questions.



ACTIVITY 4: THE DIRTY GLOB (10 min.)

Purpose: To show how easy it is for communicable disease to be passed from one person to another.

Materials: Hand lotion, cinnamon, pepper or glitter

Preparation: Gather materials needed.

Instructions:

- 1 Take a good sized “glob” of hand lotion and mix it with cinnamon, pepper or glitter. Place the “glob” on the palm of one volunteer’s hand. Have youth pretend that the “glob” of lotion is a germ or a communicable disease. Then have the volunteer shake hands with another youth. Have the two participants with the pretend germ on their hands continue to shake hands with other youth.
- 2 **Explain:** communicable disease can be passed from one person to another. It only took one person to pass the glob/disease onto so many others. Non-communicable diseases (like diabetes or asthma) cannot be spread to other people.
- 3 **Ask:** who can name the 5 senses? (Answer: seeing, tasting, smelling, touching and hearing). Which of those 5 senses could you use to detect the presence of the pretend germs or disease?
[Answer: seeing; touching; smelling (the lotion will probably have a scent); tasting (although they shouldn’t try to taste the lotion, technically they could)].
- 4 **Discuss:** Unlike this practice situation, none of those senses are useful in a true germ transfer situation. Germs are very tiny. You can’t use your senses to know if there are germs around so the best way to avoid them is to always do things that prevent you from getting germs.
- 5 **Ask:** What should we do to protect ourselves from communicable diseases? (Answers: wash our hands, cover mouth when we cough, do not share food with others.)

Explain: Although we should do these things all the time, we often forget. If we know someone is sick because they have a runny nose or is coughing we are usually more careful.

Did you know that a person can spread an illness even before they have any symptoms? For example, even before you know you have a cold, you can spread cold germs to others.

This is also true about the diseases we are talking about today: AIDS, Hepatitis B and C, and STIs. Often with these diseases there is a long period of time before a person has any symptoms. During that time, even though a person does not know they have the disease, it is still in their body. This means that they can pass the disease to someone else without knowing it.

It is important that you always protect yourself from disease—not just when you know that a person has a disease.



ACTIVITY 5: WAYS DISEASES ARE SPREAD (10 min.)

Purpose: To teach youth that there are different ways diseases can spread.

Instructions:

1. **Explain:** When we did the glob game we saw how germs can spread from one person to another. With the glob you could see, smell and feel the germs. But germs are so small we can't see them.

There are many different types of communicable diseases and many different ways that diseases can be spread. List the different routes and ask the class to name diseases that spread by that route:

- **Airborne:** Germs that travel in the air can be spread by sneezing or coughing. What is an example? Colds, TB.
- **Waterborne:** These germs live in water. They can stomach problems or diarrhea.
- **Insects:** Mosquitos and ticks can spread diseases like malaria and spotted fever.
- **Sexually Transmitted Diseases.** The diseases that were mentioned online are ones that can be spread by **sexual contact**. These can be very serious diseases. Some of them have no cure.



ACTIVITY 6: LEARNING ABOUT STIS, HEPATITIS AND AIDS (15 min.)

Purpose: To teach youth about STIs, AIDS and hepatitis.

Materials: Worksheets for each youth. You could also write the worksheet on a large white board or pieces of poster paper.

Instructions:

Pass our worksheets and go over correct answers together as a group.

WORKSHEET with answers (a printable copy follows)

	Learning about STIs, AIDS and Hepatitis
<p>Use the words below to complete the sentences.</p> <p>AIDS B baby blood body fluids C cure hepatitis HIV HIV infection infections immune liver medicines sexual sexually sick spread symptoms transmitted unprotected</p>	<p>What are STIs?</p> <p>STI stands for <u>sexually</u> transmitted <u>infection</u>. Another name for STI is sexually <u>transmitted</u> disease (STD). STIs is the name used to describe a group of <u>infections</u> that are spread through intimate contact. Some of the effects of these infections are pain, itching, rashes, blisters and genital warts. Having an STI also increases a person's risk for getting infected with <u>HIV</u>, for developing certain types of cancer, and they can lead to infertility (being unable to have a <u>baby</u>).</p> <p>What is AIDS?</p> <p><u>AIDS</u> is disease that is caused by a virus called HIV. One of the ways that HIV can spread is through <u>sexual</u> contact. If a person becomes infected with HIV the virus attacks their <u>immune</u> system. There is no <u>cure</u> for AIDS but there are <u>medicines</u> that a person can take that will help them live longer. It usually takes a long time before a person has <u>symptoms</u> of AIDS. During that time, they may not know they are infected with <u>HIV</u>. Even though the person may not have symptoms they can still <u>spread</u> the disease to others.</p> <p>What is Hepatitis?</p> <p>Hepatitis means inflammation of the <u>liver</u>. The liver does many important things in your body and having hepatitis can make you very <u>sick</u>. Hepatitis can be caused by different things. Two types of hepatitis, called hepatitis <u>A</u> and hepatitis <u>B</u> are very serious. These viruses spread from person to person through <u>blood</u> or <u>body fluids</u>. A person can get infected through <u>unprotected</u> sex or sharing needles.</p>

Summarize: There are some things that are the same about these diseases:

- They can be passed through sexual contact (does not have to be sexual intercourse).
- A person can have the disease and not know it.
- If a person has the disease and does not know, they can still pass it to others.
- You can't tell by looking if a person has the disease.

Explain: there are tests that can be done to find out if a person has these diseases. It is important that people who are at risk for these diseases get tested so they know if they have the disease. But many people do not get tested so they do not know.

Learning about STIs, AIDS and Hepatitis

Use the words below to complete the sentences.

AIDS

B

baby

blood

body fluids

C

cure

hepatitis

HIV

HIV

infection

infections

immune

liver

medicines

sexual

sexually

sick

spread

symptoms

transmitted

unprotected

What are STIs?

STI stands for _____ transmitted _____. Another name for STI is sexually _____ disease (STD). STIs is the name used to describe a group of _____ that are spread through intimate contact. Some of the effects of these infections are pain, itching, rashes, blisters and genital warts. Having an STI also increases a person's risk for getting infected with _____, for developing certain types of cancer, and they can lead to infertility (being unable to have a _____).

What is AIDS?

_____ is disease that is caused by a virus called HIV. One of the ways that HIV can spread is through _____ contact. If a person becomes infected with HIV the virus attacks their _____ system. There is no _____ for AIDS but there are _____ that a person can take that will help them live longer. It usually takes a long time before a person has _____ of AIDS. During that time, they may not know they are infected with _____. Even though the person may not have symptoms they can still _____ the disease to others.

What is Hepatitis?

Hepatitis means inflammation of the _____. The liver does many important things in your body and having hepatitis can make you very _____. Hepatitis can be caused by different things. Two types of hepatitis, called hepatitis _____ and hepatitis _____ are very serious. These viruses spread from person to person through _____ or _____. A person can get infected through _____ sex or sharing needles.

Chapter 5

LEARNING ABOUT HIV/AIDS/STI'S AND HEPATITIS TRANSMISSION

Note: *This Chapter covers topics that might make some participants feel uncomfortable. It's the first time sexually related body fluids are discussed. While these points are essential for discussion about HIV/AIDS transmission, you might want to lead two separate sessions for this material. Youth may be grouped according to gender or maturity. You might also want to consider asking a nurse or health educator to assist you with this Chapter's material.*



OBJECTIVES

Participants will:

1. List six facts about AIDS
2. Identify the skin as a major barrier to HIV entering the blood
3. List ways in which you cannot get AIDS
4. Explain what HIV does to the immune system
5. Identify the four body fluids in which HIV can live
6. State four ways that HIV/AIDS can be transmitted
7. Write goals for strengthening their personal Circle of Life

OVERVIEW OF ONLINE MATERIAL



The chapter starts with a discussion of ways you can and can't get AIDS. It also describes why it is important to protect yourself from AIDS. There is a game where kids identify the ways AIDS can be transmitted. Following this, each word of the acronym AIDS is defined. The next activity is a game where kids put pieces of a puzzle together in the order of the stages of HIV. Next there is a description of the body fluids where HIV is found and how HIV is transmitted through these fluids. There are games to reinforce these concepts. The chapter ends with students creating a shield that lists their strengths, weaknesses and goals in each area of their COL.

LESSON OVERVIEW



ACTIVITIES

1. WARM UP/REVIEW (5 min.)
2. QUESTION BOX (5-10 min.)
3. SKIN IS TOUGH (15 min.)
4. CAKEWALK GAME (15 min.)



MATERIALS NEEDED

Activity 3: may be done in small groups of 4 or as a demonstration for the whole class. The amount of materials needed varies depending on the number of groups.

Materials for each group:

- 2 clear drinking glasses (or 2 clear jars if done with a group)
- red and blue food coloring
- water
- paper towels
- plastic wrap
- toothpick

Activity 4:

- Pieces of paper (8 ½ x 11), each with a number from 1-12
- music that can be started/stopped
- list of questions (in lesson plan)
- prizes



PREPARATION

Activity 2: Review questions in the question box and prepare responses.

Activity 3: Read over the activity and decide how best to present it (in small groups or class). Set up materials (glasses, water, food coloring etc.).

Activity 4: Locate and set up device for playing music (CD player, computer, etc.).

CHAPTER 5 LESSON PLAN



ACTIVITY 1: WARM UP (5 MIN)

Purpose: To reinforce the concepts communicable and non-communicable.

Instructions

Ask: Who remembers the difference between a communicable and a non-communicable disease? (Answer: A communicable disease is one that can be spread from one person to another. A non-communicable disease cannot be spread from one person to another.)

Explain: I am going to say some names of diseases. Stand up (or raise your hand) if the disease is communicable.

Illness/Disease:

A cold (communicable)
Chicken pox (communicable)
Diabetes
Cancer
Lice (communicable)
Sunburn
Broken arm
HIV (communicable)



ACTIVITY 2: QUESTION BOX (5-10 min.)

Purpose: Allows youth to ask questions anonymously.

Materials: The question box.

Preparation: Review questions in question box before class and prepare responses.

Instructions:

Before class, check the question box.



ACTIVITY 3: SKIN IS TOUGH (15 min.)

Purposes: to help youth understand—

- (1) the virus that causes AIDS must enter the bloodstream to infect someone
- (2) human skin is a very effective barrier against infection — as long as there are no open sores or cuts to let the virus through.

Materials: The activity can be done in small groups of 4 or as a demonstration for the whole class.

If doing in groups, divide youth into groups of four. If doing as a demonstration, have students help.

Each group needs:

- two glasses (or jars) of water (half full)
- red and blue food coloring
- a paper towel
- a piece of plastic wrap
- a toothpick

Instructions:

1. **Review the online lesson:** In the online lesson, you learned about the 4 body fluids that can contain HIV if a person is infected.

2. **Ask:** Who can name these? (Blood, semen, vaginal fluid, breast milk).

3. **Write** the words HIV and AIDS on the white board. Summarize what has been learned about AIDS so far:

- AIDS is caused by the virus HIV.
- AIDS is a communicable disease. But, it is very hard to get.
- The virus (HIV) has to get into a person's blood to infect them.
- It's not very easy for germs to get into someone's blood
- A person's skin helps to protect them from getting infected with HIV.

4. **Explain:** In order for a person to get infected with HIV they must come in contact with one of these fluids and it must get into their blood. That is why you can't get AIDS from hugging someone who has the disease or even from drinking from the same cup as them. In order for a person to get AIDS, the virus must find a way to pass through your body's main protection which is your skin and then it must get into your blood. The next activity will show you how your skin protects you from getting infected.

Experiment 1:

Have one person add a few drops of red coloring to one of the water glasses and blue coloring to the other one.

1. **Explain** that the glass with red food coloring represents the human body, and the water in it represents the blood inside the body. The blue water in the other glass represents HIV, the virus that causes AIDS.

The same person in each group should then cover the top of the red water glass with a paper towel. After that, he or she should pour a little of the blue water onto that paper towel — not too much, or it might break the towel.

2. Have group members talk about what they observe. They should notice that the blue water seeps through the paper towel and mixes with the red water, thus causing discoloration. (If that does not happen a little more blue water should be poured onto the paper towel.)
3. **Explain** : if our skin were like the paper towel, it would not be able to keep the HIV virus from seeping into our bodies and then entering the blood system. But, our skin is not like a paper towel. It is much, much stronger.

Experiment 2:

Have someone empty the discolored red water glass and refill it, half way, with fresh water. Then they should add new drops of red food coloring to the water. (If needed, have them also prepare more blue water.) Have another person securely cover the opening of the red water glass with a piece of plastic wrap. Once the plastic wrap is secure, tell them to pour blue water onto the plastic wrap.

1. Have group members discuss what they observe. They should note that the plastic wrap repels the blue water – i.e., HIV, the virus that causes AIDS.
2. **Explain:** skin is like the plastic wrap. It serves as a protective barrier against the virus (HIV) — as long as there are no sores or other breaks it.
3. Have someone to make one or two pin holes in the plastic wrap – carefully and just large enough to let one or two drops of blue water drip through. Let the groups talk about what they are observing.
4. **Explain:** a cut in the skin is just like the pin holes in the plastic wrap. Cuts in the skin can let the virus (HIV) get into a person's blood.
5. **Explain:** this experiment shows why we can't get AIDS by just touching or hugging someone who has the disease. Our skin is an excellent barrier for keeping the disease out of our blood, as long as there are no cuts or sores on it.



ACTIVITY 4: CAKEWALK GAME (10-15 min.)

Purpose: to reinforce content from the online lesson.

Materials: Pieces of paper (8 ½ x 11), each with a number from 1-12, music that can be started/stopped, list of questions, prizes (club points).

Preparation: Assemble materials.

Instructions:

Note: For classes with more than 12 students, you can do the game twice so that all youth have a chance to participate.

Place numbered cards in a circle. Have students stand in a circle around the outside of the cards. Tell students that when you turn on the music they should walk (or dance?) around the circle. When the music stops they are to stop and stand on a number. You will read out a number (select one randomly) and the person on the card with the number will get to answer a question. If they answer correctly, they get to hold on to the card. If they do not answer correctly it is returned to its spot. Keep going until all the cards are used. At the end, (if possible) allow the youth to turn in their cards for a treat (club points or some other prize). For questions with a F(alse) answer, provide the correct information.

List of Questions for youth to answer (true/false):

1. You can get AIDS if someone coughs on you. (F)
2. You can get AIDS if you get bitten by a mosquito. (F)
3. A baby can get AIDS from its mother if she is infected. (T)
4. AIDS can be passed from one person to another by sharing needles. (T)
5. There is no cure for AIDS. (T)
6. AIDS is the virus that causes HIV. (F)
7. A person can be infected with HIV and not know it. (T)
8. Having sex with multiple partners increases your chance of getting AIDS. (T)
9. You can usually look at someone and know if he or she has AIDS. (F)
10. If a person is infected with HIV, the virus will be in their blood. (T)
11. HIV can enter a person's body through a cut or open sore. (T)
12. The HIV virus attacks the liver. (F)

Chapter 6 MAKING CHOICES

Note: *Similar to chapter 5, it may be appropriate to divide the group (by gender or maturity level) and present the group activities in separate sessions. Also, you may want to ask a health educator to present some of the content.*



OBJECTIVES

Participants will:

1. Learn more about protecting themselves from HIV.
2. Demonstrate how to overcome peer pressure.

OVERVIEW OF ONLINE MATERIAL



The chapter presents statistics on rates of HIV among Native Americans along with the statement that there are many people who have the disease but do not know it because they have not been tested. People who have the disease and do not know it can transmit it to others. Therefore it is important to always practice protection. Following Native practices and culture can help protect against getting HIV. Specific ways to protect against AIDS include: don't use drugs and wait to have sex.

The chapter also discusses outcomes from different decisions (examples used are: getting a tattoo, homework, responding to others who do not treat you well). There is a discussion about sexual attraction and sexual orientation. It states that AIDS is not just a gay disease but can be transmitted to anyone who has sex with an infected person. The best way to make sure you do not get AIDS or other STIs is to abstain from sex. For those who chose to have sex, ways to reduce the chance of getting the disease are given: know your partner, have a single partner, use a condom, don't use drugs or alcohol. The chapter ends with a video showing a teen mother talking to her younger sister.

LESSON OVERVIEW



ACTIVITIES

1. QUESTION BOX (5-10 min.)
2. TEEN PREGNANCY ROLE PLAY (15 min.)
3. TEEN RISK FOR HIV (10 min.)
4. CONDOM DISCUSSION (15-20 min.)



MATERIALS NEEDED

1. For Activity 4, Condom Discussion, materials will vary



PREPARATION

1. Review questions from question box and prepare responses.
2. Plan for how to cover the condom discussion. Review options. Arrange for an outside speaker if one will be used.

CHAPTER 6 LESSON PLANS



ACTIVITY 1: QUESTION BOX (5 min.)

Purpose of activity: Allows youth to ask questions anonymously.

Materials needed: The question box.

Preparation: Review questions before class and prepare responses.

Instructions:

Before class, check the question box. If necessary, remind youth to add questions.



ACTIVITY 2: TEEN PREGNANCY ROLE PLAY (15 min)

Purpose: to help youth realize that becoming a parent would seriously affect their everyday lives.

Instructions:

Ask: What are some of your favorite things to do? (e.g., play basketball, go to the movies, skateboard, go to a pow wow etc.). Write responses on the board. (Have each person give an answer “a favorite thing to do.”)

1. Have youth divide into groups of 3. Have each group discuss what it would be like if they were a family of three: father, mother and baby. Next, have the group come up with a role play that shows what it might look like if the people in the family each wanted to do the favorite activity they mentioned earlier.

Ask: If members of each family have different favorites, how would they work it out? What about their baby — what do they do with him/her? Who will babysit if they can't take the baby with them?

After each team has had a chance to role play,

Ask: If you had a baby, do you think that you could still do all the things you like to do? How would it feel to have to always consider what to do with the baby?

End the Activity by asking group members, “What is the one sure way to be certain you don't become a parent?” The answer is abstinence from sex!



ACTIVITY 3: TEENS AT RISK FOR HIV (10 min.)

Purpose: To help youth realize that doing risky behaviors puts them at risk for HIV.

Instructions

Explain: There are many people who have HIV but do not know it. This is also true for the other diseases such as Hepatitis B and C and some of the other STIs.

Ask: What are the ways that someone can know if they are infected with HIV?

Answers:

1) They can wait until they have symptoms. The problem with this approach is that it can take many years before they have symptoms. In the meantime, they can still spread the infection to others. Also, the longer someone waits to start treatment the more harm the disease can do to their body.

2) They can get tested by a doctor or clinic. Anyone who has had unprotected sex or has shared needles with others should get tested.

Ask: Do you think that teens are at risk for HIV?

Have youth get up and go to one side of the room if they answer “Yes” or to the other side if they answer “No”. Have the youth in each group talk among themselves about why they answered as they did. Have one person from each group share the group’s view.

Explain that both answers can be correct depending on how you were thinking about the question. If you are only thinking about one person then you could say that someone who engages in risky behavior puts themselves at risk but someone who does not engage in risky behavior is not at risk. However, if you think about teens as a group, then you probably would answer yes. One reason is that teens may not know that there are risks to having sex or how to protect themselves if they do have sex. If teens are having sex and not using protection they are at risk. And if they do not use protection they can get infected. They can be infected and not know it and then pass the infection to others.



ACTIVITY 4: DISCUSSION ABOUT CONDOMS (15-20 min.)

Purpose: To give youth practical information about STD/HIV protection.

Materials: Will vary depending on how the session is taught.

Preparation: Review options and decide which ones to use for class. Arrange for an outside health educator or health provider if desired.

Background information for facilitators:

The following videos are short and can be used to refresh your knowledge about condoms prior to teaching the class:

- <http://www.youtube.com/watch?v=tcpfZKvOFZ4> (Cartoon)
- <http://www.youtube.com/watch?v=gXlcEJhYVuc> (Americorp video)

Instructions:

Maturity levels vary considerably over this age range. It may not be appropriate to go into detail about condoms for some youth while for others this information may be very helpful. The following options for covering this topic are listed in order starting with information for less mature audiences.

For younger audiences: (can be taught by staff or a health educator)

a) Reinforce what was said in the on-line chapter: Abstinence is the best way to prevent diseases and prevent pregnancy. However, if someone chooses to have sex, condoms are the best way to prevent the spread of diseases like HIV and STDs and for preventing pregnancy. A condom provides a cover for the penis so that fluids and diseases cannot pass from one person to another.

b) Provide additional information about condoms.

- List other names that are used for condoms
- Where a person can get a condom.

For more mature audiences:

a) Have youth watch one of the online videos about how to use a condom

<http://www.youtube.com/watch?v=tcPfZKvOFZ4> (Cartoon)

<http://www.youtube.com/watch?v=gXlcEJhYVuc> (americorp video)

b) Have a healthcare provider or health educator teach and demonstrate condom use.

Points to reinforce:

- 1) Use only latex or polyurethane condoms
- 2) Check the expiration date, prevent tears, store correctly
- 3) Use the condom correctly
- 4) Use a condom every time

c) Provide a handout on condom use:

<http://www.trojancondoms.org/index.php/how-to-put-on-trojan-condoms/>

Chapter 7 REVISITING THE CIRCLE OF LIFE

Note: *Since the online lesson is very short, you can combine the on-line lesson with the class lesson and do them both on the same day.*



OBJECTIVES

Participants will:

1. Review ways they can strengthen their COL to protect themselves from disease.
2. Identify their goals.

OVERVIEW OF ONLINE MATERIAL



The chapter is very short (5 min) and gives a brief review of the curriculum. It discusses goal setting and using volition to make wise decisions. At the end youth are can print an honor certificate of attendance, however they do not need to do this. The certificates have already been printed for them. Instruct youth that they will receive their certificate in class, not when they are doing the online lesson.

LESSON OVERVIEW



ACTIVITIES

1. QUESTION BOX (5-10 min.)
2. STRENGTHENING YOUR SHIELD (15 min.)
3. SETTING GOALS (20 min.)
4. CERTIFICATE (5 min.)



MATERIALS NEEDED

1. Paper, crayons or markers for drawing,
2. Magazines with pictures, glue/glue sticks, scissors
3. Certificates (youth have the opportunity to print a certificate at the end of the online session; since some computers do not have printing capacity, a copy of the certificate is provided at the end of the lesson plans)



PREPARATION

1. Check the question box and prepare answers.
2. Assemble materials for activity 3.
3. Prepare a certificate for each youth with his or her name on it.

CHAPTER 7 LESSON PLAN



ACTIVITY 1: QUESTION BOX (5-10 min.)

Purpose: Allows youth to ask questions anonymously.

Materials: The question box.

Preparation: Review questions before class and prepare responses.

Instructions:

Before class, check the question box. There may not be anything in it, but remind youth that they can add questions.



ACTIVITY 2: STRENGTHENING YOUR SHIELD (15 min.)

Purpose: reinforces knowledge about ways to protect yourself from getting HIV/AIDS.

Materials: Chalk or white board for writing.

Instructions:

Review: In chapter 6 online, you made a personal shield that listed your strengths in each area of the COL. Today we are going to talk about how we can use our strengths to help protect ourselves from getting AIDS.

1. Display the poster of the COL (or draw one on the board and label the parts).

Ask: for each area can you give examples of strengths that can help protect a person from getting AIDS?

Examples:

- **Mental:** learn about the disease, decide ahead of time your goals about not getting a disease, remember what you learned about AIDS, don't be fooled into thinking you are not at risk
- **Physical:** keep your body strong, do healthy activities, don't do the things that put you at risk for getting AIDS (examples: don't have unprotected sex, don't have sex with many different people, don't do drugs or drink alcohol,)
- **Emotional:** be willing to stand up to others for what you believe is right, don't let others pressure you into doing things that you do not want to do, recognize that you will have many new and strong feelings as an adolescent, remember to keep your circle of life strong even though your feelings might make you want to do something different

- **Spiritual:** respect yourself, respect your friends, respect your parents and elders (listen to their advice), be willing to do things to help others
2. **Ask:** Do you remember the part of you that helps you act on what you know is the right thing to do? (Answer: Volition) You can use your volition to help you have a strong circle and to make wise decisions to protect you from getting diseases like AIDS or from having a baby.



ACTIVITY 3: SETTING GOALS (20 min.)

Purpose: to empower youth to think positively about their future

Materials: paper, crayons, pencils and/or markers, magazine pictures and glue/glue sticks, scissors.

Preparation: assemble the materials needed.

Instructions

One thing that can help you stay out of trouble is to set goals for yourself.

1. **Ask:** What are some examples of goals that you have for yourself? (Examples might include: doing well in school, making a sports team, being honest, working hard to complete a job you have, etc.).

Explain: When you have goals for yourself then you have something to aim toward. When you don't have goals, you can get led the wrong way by others. For example, if you have a goal of going to college or finishing high school then you will probably not do things like skipping school or not doing your homework since these things will prevent you from achieving your goal. If you have a goal of not getting AIDS then you will be more likely to do the things you need to protect yourself from getting the disease.

2. **Create a Collage:** Pass out paper, crayons, markers, magazines, etc. Have youth draw a picture or make a collage to show their goals.

Share: Have youth share their pictures/collages with the group.



ACTIVITY 4: DISTRIBUTE COL CERTIFICATES (5 min.)

Materials: COL certificates

Preparation: Write each youth's name on the certificate and sign it.

Instructions:

Distribute a certificate to each student in the COL program.