**Ogitchidag Gikinooamaagad**

**Peer Education**

**Program Guide**

***Ogitchidag Gikinooamaagad***

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**Introduction to the Ogitchidag Gikinooamaagad Peer Education Program**

**History**

The content for the teaching material in this curriculum comes from direct experience developing and implementing the Ogitchidag Gikinooamaagad education program over the past 20+ years. We continuously review current literature about youth development and peer education and incorporate strategies that prove most effective along with our own thoughts, knowledge, and experiences working with adolescents. We learned the basics of acting with our first group of Ogitchidag Players through an intensive on-site workshop with Spider Woman Theater from New York City, a reputable native acting ensemble with many years of experience. We continue to learn from Pangea, Illusion, and various Indigenous directors.

The first six adolescents we recruited were our friends' children, and nieces and nephews. We began simultaneously teaching them information about HIV/AIDS and the basics of acting. We started working intensively, every day for two weeks with the actors/ peer educators, and then after the two weeks, it was reduced to weekly sessions. As issues came up, we dealt with them in the best way we knew how. AIDS-phobia and homophobia were issues that came up immediately and so we brought in speakers, including people living with HIV/ AIDS to share their experiences with the youth. We used street outreach workers, spiritual teachers, and people living with HIV/AIDS as well as our own staff to provide the human element to broach these difficult issues. It became clear immediately that we needed to deal with issues around death and dying, domestic abuse and love, in order to achieve the kind of emotional investment we needed from the actors/ peer educators.

During the past 26 years, we have trained approximately 1,000 young people as Ogitchidag Peer Educators. In 2010, we moved to film work and held two statewide film festivals. In 2012, we resumed theater as the Ikidowin Youth Theater ensemble. The younger sibling of some of our older actors who are now teachers, bankers, college and high school graduates often join the program. It is through this experience that we have developed the curriculum to assist other organizations in providing prevention and intervention services to adolescents. Our primary intervention group is the Ogitchidag Players/Ikidowin. The secondary group is the adolescents with whom we have limited contact through peer education sessions. Our tertiary intervention group is the audience members who view our plays and participate in discussion groups.

It is important to create a safe environment for adolescents. Trust is a major issue and needs to be addressed continuously. There are also legal issues with which programs need to comply regarding reporting child abuse or sexual abuse of children. The adult mentors or staff must be willing to model healthy, positive communication, and behavior for the group. Information alone is not enough; motivation and skills practice are key components in education and acting. These two elements of the curriculum need to be reinforced by encouraging adolescents to state their intentions and then to practice using skills in situations they confront in the schools or with their families and friends.

Cultural identity needs to be continuously reinforced. Indigenous adolescents live in a racist and sexist society and face challenges that threaten their self-esteem daily. Positive images and behaviors that are culturally grounded need to be presented to them. One way of incorporating positive cultural messages to our children is to learn the traditional and contemporary tribal practices. The incorporation of singing and dancing into theater pieces is one way to enhance tribal identities. Spiritual practices are another. There are many individuals who are willing to provide these kinds of teachings to adolescents.

**ABOUT THE CURRICULUM...**

Each unit addresses a new topic and is arranged in an easy to use format. Every unit contains six main sections. The sections include the purpose, background information, materials needed, a list of the activities, a description of activities, the estimated time frames, and any necessary additional resources (usually in the appendix). An evaluation plan and instrument to evaluate the intervention strategies is available for programs that choose to invest in this process.

A variety of activities are used such as visualizations, art discussion, role-plays, videos, brainstorming, talking circles, and ceremonies. Every unit is active, thought-provoking, and culturally grounded. Real examples, history, statistics, and experiences are brought into play in all of the units. Throughout the curriculum, group leaders are encouraged to bring in people from the community to strengthen community support and share additional knowledge and wisdom with the peer educators.

The acting lessons are woven throughout the curriculum. However, there are some basic acting lessons that are included separately. These activities are clearly outlined step by step. The lessons that include story development and build on strengthening the creativity of the actors/peer educators are included in the foundation.

Our stories and songs are powerful teaching tools to promote healing and wellness in our Native communities and for our youth.

**Lesson 1. Fantasies & Creativity**

**Purpose**

The purpose of this session is to teach the students how to use their creativity to increase feelings of well-being and hopefulness about the future. After this session, each student should be able to:

1. Understand the importance of fantasy and playfulness for wellbeing
2. Participate in group games and playfulness
3. Write a scenario describing a personal fantasy and act out that fantasy
4. Demonstrate creativity and playfulness
5. Share a plan for reaching a goal with an adult mentor

**Background Information**

Play and fantasy in childhood are critical to the development of creativity in adolescence, which is important for the formation of identity into adulthood (Rothenberg, 1990). During adolescence, youth can lose the sense of playfulness and creativity they carry from childhood as they face serious challenges and have to identify intensely with being "adult" (Cook et al., 2017). Unfortunately, some Indigenous youth may also carry a burden of discrimination, poverty, or family history of alcohol abuse, which robbed them of a playful, carefree childhood. It's important for us to bring out the creativity that may have been stymied by these experiences. As leaders, we can help by creating an environment of freedom through encouraging curiosity, de-emphasizing our role as "judges" of good or bad acting, and focusing on group process. In this process, as we help "free" the students' dreams of the future; we can connect these dreams with reality by helping them develop plans and encouraging them to see that these dreams are within reach.

Ask the youth "If I were to walk into a kindergarten classroom, and I asked the kids who can dance?" (The youth will usually answer that all the children will say...everyone) Then ask, "Who can sing?" (The youth will respond...everyone again). Then ask, "How many of them can draw?" (Again, they will most likely respond ... everyone). The point will be emphasized again that somewhere down the road between being five years old and being a teen, we are taught or forget that we all can be creative and artistic.

**Materials Needed**

Relaxation music

Props for visualization games

Activity worksheets (see appendix)

Pens or pencils

**Activities**

1. Icebreaker games
2. Group Agreements
3. Scenario building through visualization
4. Handout and skit

**Icebreaker Games (see appendix)**

These activities are designed to bring out the basic creativity and imagination of the youth. You can play these again, or save some for another day. See introduction and appendix for suggestions on coaching students in this creative process.

**Group Agreements (20 minutes)**

Explain that because the group will be spending so much time together and talking about some sensitive topics during our time together, they should all agree on some Group Agreements. These Group Agreements are rules about behavior that the group must follow. Tell them that you want to create a safe space for them to feel comfortable when having discussions about the different topics.

* Have the student pair up and make a list of four things you believe should be on the Group Agreements.
* Each pair will share with the rest of the group. The facilitator will look for consensus with the rest of the group. Add each new expectation to the Group Agreements Poster.
  + Keep in mind, a long list is much less important than a short list of agreements that will be remembered and followed.
* If all participants agree, each person will sign the document. And post it in the room.

**Relaxation/Visualization Exercise (20-30 minutes)**

Bring the group back together and ask the students to lay down on the floor with their eyes closed. Ask students to close their eyes and let them relax for a moment. After allowing a few moments for students to relax, begin the visualization (see appendix for format and samples of relaxation exercises).

Directly after the relaxation activity ask the students to imagine what they will be like in 10 years. Thinking of as many details as possible. For example, what they look like, where they live, what they are going, who is around them, how they feel, and what are their hopes and dreams. Ask them to stay in the visualization for at least five minutes, looking around; paying attention to what they see. Then after a few more minutes (five if possible) have passed, ask students to get ready to come back slowly, to take a deep breath and prepare to wake up, slowly, taking their time, and once they open their eyes and wake up, they should get up slowly, and get ready for the lights to be turned back on. There should be no talking throughout this entire process.

**Handout and Skit (30 minutes)**

After you have turned the lights on, give the students "This is Your Life" worksheet. Allow 10+ minutes to fill out the first side. Ask students to share something about how difficult it was to imagine themselves in 10 years, and what each wrote out on their sheets. Next, put the youth in small groups and have them prepare a skit acting out a snippet of someone’s life or a combination of lives in 10 years, using the details of their visualization. After each group has had time to plan out and practice their skits, ask for a volunteer group to go first then one by one each group performing their skits.

* At the end of the skits sometimes it's fun to guess whose life or lives were acted out.
* Remember to compliment the groups on their work.

Worksheet: This is your Life (see appendix)

**Lesson 2. Dreams**

**Purpose**

The purpose of this session is to help students explore and appreciate their creativity, build group connectedness, and increase personal self-esteem. During this session, students will experience a model for self-reflection and begin to understand the importance of honoring culture as a lifestyle practice. After this session, each student should be able to:

1. Demonstrate basic acting skills
2. Understand the importance of creativity
3. Connect importance of dreams with Indigenous spirituality
4. Open up to others and share dreams or personal stories

**Background Information**

Indigenous cultures have always understood and respected the power of dreams. Dreamers, artists, and visionaries are cherished in tribal societies. As the poet weaves her story through the circle of life video, she tells us "Our lives are dependent on dreams and wishes for the future...The dream star helps us to take the right paths in our lives; a return to the past, the beginning, in a constant circle of life."

Bringing the power of dreams to the children is one of the great tasks of educators in Indigenous communities. Phil Lane, of the Four World Development Project, says, "When the young people stop singing the old songs and there are no more dreams and visions of greatness, there is no more strength." Focusing on creativity and dreams will build our strength and teach our youth to dream.

**Materials Needed**

Pillow or floor mats

Smudging herbs to burn if possible (e.g., sage, sweet grass, cedar)

Boom box (or another portable music player)

Relaxation music (Indigenous flute or other relaxing music and/or guided relaxation tapes)

**Activities**

1. Icebreaker games
2. Short discussion
3. Relaxation
4. Guided visualization
5. Share a dream
6. Dream skits

**Icebreaker Games (see appendix)**

**Discussion (15 minutes)**

Key points to cover include:

* Everyone dreams— many songs, names, stories, and ceremonies come from dreams
* Dreams are important and must be remembered
* Pay attention because everyone is creative, and everyone has a story to share
* Indigenous people have a beautiful and strong oral tradition
  + Ask the youth if they know or what they've heard about what dreams mean in their tribe or other tribes
  + Ask them if they know how different tribes use dreams in their everyday lives (try to get them to share the following: songs, dances, names, ceremonies, and visions)
* For most tribes dreams are important although for some it is taboo to discuss dreams
  + Ask if anyone knows how other cultures view their dreams

**Relaxation Exercises (see appendix)**

**Guided Visualization (20 minutes)**

*Speak in a soft and soothing voice:*

Take your time - keep in mind that you are "walking" through the experience with the students. Ask the students to think of their family and loved ones (allow time for quiet thought). Ask the student to think of a recent event or an important dream (again allow plenty of time to think). Encourage the students to think through specific details of this experience. Give time for students to develop the event or dream. After at least five minutes, tell the students to sit up when they've gone through the details. Wait until all students have sat up to continue to the next section on sharing dreams/events.

**Sharing Dreams (15 minutes)**

*Arrange students to sit in a circle:*

Go around the circle clockwise and share a little bit of each person's dream. Allow time for each person to share and encourage those who are shy. Some youth will want to share more than one story, and if there is time let them tell a few extra dreams (it will give the shy ones time to answer).

**Acting Out Dreams (30 minutes)**

* Arrange youth in small groups.
* Have each group one by one perform their skits. Remember to have a group leader say "ACTION" and "CUT"
* If you want, the audience can guess whose dream is being acted out
* Also, remember to compliment the youth on their efforts

**Lesson 3. Identity**

**Purpose**

The purpose of this session is to explore personal identity and analyze the relationship of personal identity to the collective identity that is either supported or discouraged by family and community. This analysis will provide a platform for analyzing self-perception and issues underlying social dynamics. After this session, each student should be able to:

1. Describe their personal place in the family, extended family, and community
2. Share with others in a group setting
3. Feel a connection with where they are from, their ancestors and Indigenous tradition

**Background Information**

A strong feeling of connection to family and community is necessary for our youth to make it through the challenging years of adolescence (LaFromboise et al., 2006; Resnick, 2000). Some young people grow up with an understanding of their place in their tribe (such as clan affiliation) while others do not. We can help to nurture the identity of young people by exploring their personal stories and allowing those who have the knowledge to share it with their peers.

Becoming more familiar with tribal traditions and identity is an important part of our job as educators of Indigenous youth. Connection to family and community are major protective factors for Indigenous youth and help to mitigate negative pressures to engage in high-risk behaviors (Hall-Lande et al., 2007). Each of us must seek out elders from our area to learn about traditions so that we might be able to pass them on to others.

Using elements of our traditions help our youth to build positive self-identity. One traditional form of self-learning is preparing one's traditional regalia and associated symbols. Men and women warriors traditionally use personal shields which serve as a protection and reflection ·of the person. In today's world, shields are often used to inspire and motivate individuals to be aware of their connections to others and their role in the tribe. This helps to be a whole person, connected to Indigenous tradition and to the universe.

**Materials Needed**

Boom box (or another portable music player)

Pillows and floor mats Relaxation music

Smudging herbs (sage, sweet grass, cedar or another appropriate cleansing medicine)

Lots of art materials: different types and sizes of paper, markers, crayons, colored pencils, paints, chalk, cloth scraps, leather scraps, glitter, cotton balls, pipe cleaners, etc.

**Activities**

1. Icebreaker games
2. Name/Tribal Affiliation game
3. Who are you? Game
4. Short discussion
5. Relaxation
6. Making personal identity shield
7. Sharing identity shields
8. Act out shields

**Icebreaker Games (see appendix)**

**Name/ Tribal Affiliation (see appendix)**

**Who are You? (see appendix)**

**Short Discussion: The Importance of Identity (5-10 minutes)**

Key points to cover:

* The importance of knowing who you are and where your people come from
* A strong healthy identity can improve self-esteem and self-awareness
* It is respectful to also learn where your fellow peers are from
* What are some things that happen to people who don't know their identity?

**Relaxation/ Visualization Exercise (see appendix)**

* Have an elder or artist discuss tribal traditions and meaning of a personal shield. If possible, share your own personal shield with the students. Read a poem or relevant story
* Ask students to lie down and close their eyes, clearing their mind of stressful thoughts
* After a few moments, have them think of their family- all those who they feel close to and who help to take care of them or who they take care of
* Ask students to think of the unique personal qualities and how they could be represented on a personal shield
* To help in the process, ask students to visualize things like: the day they were born, their favorite color and an image of that color, their Indian name, favorite Pow wow dance and/ or song, their tribe, their best subject in school, their favorite person, their favorite place to go, etc.
* Tell the youth when they come up from relaxation they are to draw a personal identity shield that represents who they are
* Remind the youth the shield ideal is similar to the shields at Powwows, so most have special meaning, such as the following; shape, colors, animal pictures, and parts.

**Making an Identity Shield (30 minutes)**

Have all sorts of materials ready in a large workspace. Circulate among students and encourage them to be creative and have fun in making their personal shield. Help students who may feel "blocked" and unable to think of their own special qualities by giving suggestions to get them started. Just interview the youth like the activity, "who are you?"

*Some suggestions: Have them try to draw ·where they are from (If they are from Leech Lake then suggest that they draw a lake with leeches in it!). Have them draw their clan, their mother's clan, and/or their grandparent's clans. Suggest that they can draw all aspects of their identity, with the things that make them "who they are!"*

**Share Identity Shields (15 minutes)**

When all students have completed their shield (or at the end of the allotted time) have the students to come back to the circle. Ask for a volunteer to share their shield to the group. If there are no volunteers, show your shield, and then go around the circle from your left (or right). Make sure to talk about all the aspects of the work, ask about parts of the shield that youth don't mention.

**Act Out Shield (15 minutes)**

Divide groups into five youth. Have the group pick one shield, a combination or just parts of certain shields to act out. They will then bring that to life by creating a skit about what they choose. Have them share their skits with the whole group. Remember to compliment the groups for their creative work.

**Lesson 4. Beauty**

**Purpose**

The purpose of this session is to provide students with critical thinking skills through which students reflect on their perception of beauty by exploring body image, media influences and their own voice through art therapy. After this session, students should be able to:

1. Explain how the media distort images of beauty
2. Describe negative ways of dealing with body image
3. Describe positive ways to promote body image
4. List at least one thing they enjoy about their body
5. Tell another student something about them which is beautiful

**Background Information**

One of the most important developmental tasks for teenagers, especially Indigenous youth, is to develop their identity, which becomes most salient in adolescence and continues into adulthood (French et al., 2006). Teenagers are under great pressure to fit in and be popular. Unfortunately, our society pushes a standard of beauty based on extremely thin, young, White women. The average woman in the United States is 5'4" tall and weighs 144 pounds, however, the average model is 5'10" tall and weighs 110 pounds (Gallivan, 2014). This standard is dangerous for all those who don't fit the image, which is just about everyone! Indigenous youth are not immune to these dangers. Results from a study on body-image perceptions among urban Indigenous youth found that about 75% of girls and 66% of boys were not satisfied with their bodies (Rinderknecht & Smith, 2002). Many Indigenous communities have high rates of diabetes and heart disease, it is important to recognize the negative consequences of being overweight in our communities. However, we must find a way to do so that leads to a healthy and positive self-image not focused on outside "marketed" images. Building a positive body image for our youth is an essential part of building a solid foundation for their future.

**Materials Needed**

Large pieces of paper

Markers

Pencils

Magazines, posters, pictures, slides of beautiful Native people - all shapes and sizes!

Up to date magazines like Cosmo and Vogue

**Activities**

1. Icebreaker games
2. Short discussion
3. Listing beauty characteristics
4. Magazines exercise
5. Art assignment
6. Share/compliment
7. Trash can exercise

**Icebreaker Games (see appendix)**

**Short Discussion: Body Beauty (5-10 minutes)**

Start the lesson by asking the group what their definition of beauty is. One by one ask each youth, including your definition when it's our tum. Remind them that there is no universal right and wrong that beauty is really "in the eye of the beholder." You could even start with asking the group what that phrase means to each person.

Discuss the different eating disorders that affect young people today, including anorexia and bulimia, as well as conditions such as obesity and diabetes. Include in the discussion magazine covers to illustrate how society pressures young women to look a certain way. Explain that this concept of "beauty" is a European concept. Begin talking about the tribal concept of beauty. Explain how the European idea is usually superficial and outwardly focused. Whereas, the Indigenous idea of beauty was related to his or her own character and personality, and not by their looks.

**Create a List (10-15 minutes)**

Create a list of the different concepts held about beauty (European vs. Indigenous) (see sample Beauty Concept Comparison Guide in appendix).

Have a volunteer youth split the board in half writing female on one side and male on the other. Now ask the rest of the youth who can either call out or go in turn one by one what is the characteristics of a beautiful female. Have the volunteer youth write down all the responses on the board. After five minutes or so do the same for the beautiful characteristics of a male. Now tell the youth to take a shot at analyzing the results. The result the lesson is looking for is the female characteristics are more times than not based on physical beauty. Whereas males lean more towards inner beauty (i.e., smart, good provider, confident, hard worker). To further this exercise, tally all the physical beauty and inner beauty characteristics on both list and comment on the different amounts. Again, the female characteristics usually come out higher on the physical attributes versus inner beauty. Ask the youth why this is so?

**Magazine Activity (20 minutes)**

* Spread the up to date youth type magazines out on a table or floor. Ask the youth what they see pertaining to beauty. Again, what physical attributes of women usually dominates the covers (i.e., thin, female, blonde hair, European American descent). Ask the youth why is this so? And who is responsible for choosing what goes on the covers of most magazines? Which leads into who's responsible for defining what beauty is in America and across the world?
* Now flip the magazine over and discuss what on that side of the magazine. Many times it will be a person of color model advertising some product or competing with alcohol, makeup, perfume type products. Discuss this observation with the youth.
* Discuss the different types of eating disorders that are affecting many young women and men that come from wanting to look like the advertising that's saturated in our world (i.e., bulimia, anorexia, dieting, suicide).

\*Optional (time permitting): Create a list of the different concepts held about beauty (European vs. Indigenous) and other values and discuss the differences and how that affects a person outlook on life (see appendix).

**Art Assignment (20-30 minutes)**

* The general idea of this exercise is to ask the students to draw their own body from head to toe and describe what they like or don't like about their body.
* Ask students to close their eyes and relax for several moments, play quiet soothing music in the background. Have all the art supplies ready for the youth to get started drawing a picture of themselves, this includes the trainer, a picture from their head to toes.
* Remind the youth that this is no art/drawing contest there is no right way or wrong way, just their way
* After the youth has had time to draw their picture have them all return to the circle with their finished drawing or whatever they happen to have completed. Remind the youth it's OK if you didn't finish just bring what you have (something better than nothing).

\*\*\*Note: When a youth returns to the circle with an incomplete or no assignment simply interview them asking them questions about what they would have done if they had time to complete the assignment then ask them the same questions everyone else was asked pertaining to the lesson. Emphasizing they are still accountable and not able to just pass their tum to the next person.

**Share / Compliment (25 minutes)**

* When all the youth have returned to the circle ask for a volunteer to begin the next exercise. Have the volunteer youth show their drawing and then ask three questions to answer: 1) What do they like about their body? 2) What would they change about their body if it was possible? 3) Where do they feel their feelings on their body? (i.e., in their stomach, face, heart, throat, and hands - palms get sweaty).
* Immediately after each person has shared their drawing. Each person in the circle shares something they think is beautiful about that person. It could be something that is emotional, mental or spiritual. Have the student write those things down on their drawing. Try to avoid giving "outer" beauty comments because the lesson is geared at focusing on the beauty that's on the inside. Compliment the youth's inner beauty (i.e., kindness, humor, friendship, coolness, independence, leadership). Youth have an option to keep their drawing or leave them in the program where is nice to hang up and show off their work.

**Trash Can Exercise (5 minutes)**

Pass a piece of paper to every participant. Place a trashcan in the middle of the circle. Have each participant write down the thing they said that they would change if they had the chance. Now have each participant crumble up the paper and dispose of in the trashcan.

Ask the youth what that represents. Most of the youth will step up and say something like the following if not the trainer can comment: The Creator made each and every one of us just the way we are for a reason. We shouldn't waste time on the things that we feel are negative about ourselves. We should work on enhancing the beautiful, positive things that people shared with us.

**Lesson 5. Spirituality I**

**Purpose**

The purpose of this session is to give students the opportunity to explore the strength of Indigenous spiritual tradition and its relevance for Indigenous youth today. After the session, each student will:

1. Have participated in a spiritual ceremony
2. Have a deeper understanding of the strength and power of Indigenous spiritual tradition
3. Have experienced a feeling of connection with past, present, and future tradition

**Background Information**

Cultural and spiritual identity and connectedness are some of the most powerful protective factors of Indigenous youth (Fleming & Ledogar, 2008). After 500 years of genocide and the creation of laws that outlaw the existence and survival of our people, our history, our ceremonies and traditions, many Indigenous youth do not have a strong cultural connection or personal access to their traditional ceremonies. Yet in recent community surveys, the number one priority among Indigenous youth is to learn their language and cultural traditions. This implies more than just learning how to piece together a traditional dance outfit or learn a powwow song. Youth are becoming aware that in order to survive in this multifaceted world, they will need the wisdom of our ancestors, embedded in our language and ceremonial responsibilities, as well as the scientific and technological knowledge of the global world today.

**Materials Needed**

Paper (4 colors of the medicine wheel if possible)

Glue sticks (could also use different colored sticky notes instead of paper and glue)

Markers, pens, or pencils

Pre-made large medicine wheel (big enough to hold written responses)

**Activities**

1. Icebreaker games
2. Spirituality discussion
3. Living in balance wheel
4. Share story

**Icebreaker Games (see appendix)**

**Spirituality Discussion (20 minutes)**

Sitting in a circle style ask each what their definition of spirituality and recruit a volunteer to lead with their definition (this includes the trainer’s definition). Remind the group there is no correct or incorrect answer, spirituality is different for each person and it's what they believe.

Talk about the power of the medicine wheel and all that it represents (the four directions, the four seasons, and the four stages of life). Also, talk about the four stages of balance indicated on our "The Living in Balance Wheel" located below.

**Living in Balance Wheel (30 minutes)**

On a large piece of paper develop a medicine wheel. We call this “The Living in Balance Wheel." The wheel focuses on four areas one needs to live in balance.



Starting with the physical, ask youth to write down on a piece of paper (different colors are nice because the youth will be tearing off their written responses and attaching it to the wheel) what they do to take care of themselves physically (e.g., bathe, exercise, eat, and brush their teeth and hair). After everyone is done writing start with a volunteer to read what they wrote. Continue around the circle with each person reading their responses.

When everyone is done ask the group to tear off their responses and glue them to the physical quadrant of the circle. Next, have the group write down how they take care of themselves emotionally (i.e., cry, laugh, hug, walk). Have a volunteer read their list followed by everyone else. Again, have the group glue their list to the emotional quadrant. Move on to the mental and spiritual and have the group go through the same process.

Once the wheel is complete discuss the following:

* How the wheel represent the groups balance in life, and how important it is to live in balance with these areas
* How it's important to take care of yourself in all the area's and what would happen if you don't (e.g., stop bathing & eating would be quite noticeable)
* How neglecting any one area would be like having a flat edge on the circle thereby stopping a wheel's rotation.
* Talk about how some activities fit all the areas (i.e., exercise satisfies the physical by building stronger muscles, emotional in that it feels good and gives you energy, mental in that it is challenged, and spiritually by being uplifting)
* This is also a good time to talk about sex in a positive way (with the right person and at that right time, it can satisfy all the areas)
* Explain how the healthiest and happiest people seem to be the ones who live in good balance

**Share Story (15 minutes)**

Now ask the group to picture a person in their mind that exhibits these qualities. This person should be healthy and happy. If they live in balance, they shouldn't use drugs, alcohol or any other harmful substances. Explain that they may be spiritual people, and treat everybody with respect. Have everyone share their person and why they chose them.

**Lesson 6. Teen Pregnancy**

**Purpose**

Youth will be expected to come up with their own explanations to wait to engage in early sexual activity. This is an important session because the youth will be able to learn the process of their reproductive systems along with how they work, and a step by step process of their reproductive systems. After the session:

1. Youth will start to define reasons that other teens start to have sex early, and they will also start to identify reasons to wait
2. Youth will learn the healthy appropriate names of body parts
3. Youth will make reproductive models

**Background Information**

The University of Minnesota Prevention Research Center (PRC) found that in Minnesota from 1996 to 2005 the rates of pregnancy for Indigenous youth aged 15-19 increased, and then since 2005 have steadily decreased (2016). As of 2014, the rate of pregnancy in Minnesota for Indigenous teens is 50 per 1,000—the highest compared to Hispanic/Latina, Black, Asian/Pacific Islander, and White (PRC, 2016). Less well documented are the underlying reasons young men and women decide to engage in behaviors that lead to an unplanned pregnancy. This lesson combines creating a model of male and female reproductive anatomy using everyday objects along with an in-depth discussion about why youth may choose to engage in sexual activity at an early age.

**Materials Needed**

Reproductive flip chart or booklet of printed reproductive system pictures

Board

Markers

List of materials on the reproductive model instructions

**Activities**

1. Icebreaker games
2. Discussion
3. Reproductive system
4. Build a reproductive system
5. Presentations

**Icebreaker Games (see appendix)**

**Discussion (15-20 minutes)**

Ask for a volunteer to write on the easel or board. Have youth separate the board in two separate sections. One side will read. "Reasons to Have Sex Early," and the other side will read, "Reasons to Wait." The youth are encouraged to shout out (or ask them one by one) all the reasons that they can think of. When time is up or they have enough responses, read out each list and ask, "is this a good reason to have/ wait for sex?" As they say "no," cross it out. When they respond "yes," circle it. What you will find is that the responses to reasons teens have sex early are crossed out, and the responses for reasons to wait to have sex will be circled. This activity reinforces the idea that waiting to have sex is a good one and the fact that all youth agree upon which responses are circled or not is a positive peer influence because teens will physically see that waiting to have sex is a better decision which the crowd agrees with.

**Human Reproductive System Anatomy (70 minutes)**

* Explain that in order to talk about pregnancy in this lesson we need to start out with talking about the names of the genitals or sexual body parts by their proper names and revisit how the reproductive system works.
* Have on hand human reproductive anatomy flip charts. Go through and read the steps in which the reproductive process takes place for both men and women, or have a youth volunteer learn or brush up on the information al1ead of time and teach the group. Really encourage the youth to paid attention because they will be responsible for doing a presentation with the model they build.
* Hand out materials and activity sheets and instruct youth to assemble reproductive models. The female students will make female reproductive models, and the male students will make male reproductive models. Group leaders can walk around helping those who need it. (Instruction pamphlets located in the appendix)

**Presentations (20 minutes)**

Have everybody come back to the circle, and each will youth go through the process individually. Tell each of the steps. After each youth runs through the model the group leader can ask questions like, "Where are the ovaries located?" What is the purpose of the vas deferens?"

Remember to compliment the youth on their work!

**Lesson 7. STDs**

**Purpose**

The youth are going to get their first chance at educating each other in this session. The youth will become the teachers, and they will be taking charge of their own learning. This is an important step for the program because this is where they bring the skills to become peer educators. After this lesson, youth will:

1. Know how to put on a condom correctly
2. Have developed leadership skills
3. Will have improved time management skills to be responsible for their time
4. Will have demonstrated creative expression through a presentation of their choice
5. Will have practiced skills necessary in peer educating

**Background Information**

Although health information related to STDs (or STIs) are occasionally covered in high school health education classes, the information is usually covered in one day or less.

Indigenous youth are STDs at an increased rate. In 2017, in Minnesota,

Indigenous youth make up 4% of the reported cases of chlamydia and 5% of the reported cases of gonorrhea, however, they represent only 2% of Minnesota youth (Farris, Austin & Brown, 2018). The Centers for Disease Control and Prevention has found that the presence of an STI increases the chance of getting HIV (2017). This is especially a problem because many youth confuse contraception methods with STI and HIV prevention methods. The average age of first sexual intercourse among Indigenous youth is around 17.5 (Urban Indian Health Institute, 2010). Therefore, it is especially important for peers, teachers, mentors, parents, and guardians to provide clear and correct information about the risks and benefits of sexual activity beginning at a young age.

**Materials Needed**

Condoms (latex only)

Plastic model for condom demonstration (a dildo, cucumber, or banana also work)

Pens, pencils, and markers

Paper (for writing and drawing)

Materials for presentation (posters, paper, puppets, etc.)

List of appropriate websites or printed fact sheets (for students to do the research)

Answers to STD questions (see appendix)

**Activities**

1. Icebreaker games
2. Condom Demonstration
3. STD research project
4. Presentation

**Icebreaker Games (see appendix)**

**Condom Demonstration (20 minutes)**

First, have a group leader (or a peer educator who has done a condom demonstration) perform one for the group (see appendix for Steps for Condom Demonstration). After they perform the demonstration, ask for a volunteer to attempt the demonstration, too. Have the youth perform the condom demonstration all the way through without stopping. After, ask the other youth if they might have missed any steps. Once they are done, ask the rest of the youth to attempt a demonstration. Get as many volunteers as you can.

**STD Research Project (40 minutes)**

The youth are paired up then assigned an STD, or they can pull an STD written on paper out of a bowl, that they will research.

They will have to answer the following five questions in their presentation:

1. How does a person get this STD?
2. What are the symptoms? What does it look like?
3. What happens if you don't get treated?
4. Can the STD be cured?
5. How can a person protect himself or herself from the STD?

**Presentation (25 minutes)**

The youth have a choice on how they have to present their STD project. This will challenge them to tap into their artistic talents. They can choose from a variety of presentation styles, including, but not limited to, a poem, rap, puppet show, skit, poster/ poster board, brochure/pamphlet, game, talk show host, commercial, crossword puzzle, etc.

Some presentations require more work than others, so what works well to increase their motivation is an incentive for the youth. The amount of work and difficulty of the project should result in a grander prize.

NOTE: in preparation for the next lesson on consent you may want to tell the students who will play the defense and prosecuting attorneys that in the mock courtroom they will give the opening statements and ask the witnesses questions. Give them any necessary information so if they want they can prepare ahead of time.

**Lesson 8. Consent**

**Purpose**

The purpose of this session is to provide students with knowledge about what consent is and what it looks like. The students will also learn skills on how to give and ask for consent. The students will also act out a mock court scene of when consent has been broken.

After this session, each student should be able to:

1. Be able to define consent and ask for consent
2. Understand how to recognize when you have consent and when you don’t
3. Participate in a mock courtroom scenario where consent is broken

**Background Information**

Communication skills are the foundation of human life. Elders of the Three Affiliated Tribes of Fort Berthold- the Mandan, Hidatsa, and Arikara have pointed out that the basis for health and positive families is the ability to communicate honestly, respectfully and clearly.  Unfortunately, due to cultural disruption, negative effects of alcohol, unrelenting effects of mass media, these traditional skills have been all but lost.  The elders pointed out that traditional forms of communication included the following elements: (1) great orators who had something important to say, (2) story-telling myths and legends, (3) saying exactly what you meant, (4) listening, speaking the truth, and (5) pantomiming.  Today, on the other hand, the elders tell us that our communication now includes silence and lack of communication, looped communication, otherwise known as "beating around the bush", talking without saying anything, belittling, and action and words not matching. We can prepare youth to be good communicators and be respectful of different ways of communicating.  Males and females can get "signals crossed" because they have different ideas for the same word, for example, love and sex. Other cultures may have different customs, for example, White people use eye contact to show respect while many Indigenous people do not. Awareness can help reduce miscommunication in these interactions.

Understanding and using consent—during every sexual encounter—is essential to having a healthy and respectful relationship. Fully informed sexual consent is also necessary because without it any sexual activity is sexual violence. Sexual violence against women is a global issue. Specifically, for urban Indigenous girls and women, they are twice as likely to experience a non-voluntary first sexual intercourse compared to White girls and women (Urban Indian Health Institute, 2010). This experience of sexual violence transfers into adulthood. Indigenous women are more than two and a half times as likely to be raped or sexually assaulted than any other women in the United States (Amnesty International USA, 2008). In order to change these statistics, the first step is that everyone understands and uses fully informed consent. This lesson combines discussing consent and how it works in a situation with acting out a mock courtroom scene where consent is broken. Through this, youth have the knowledge of consent and skills to practice consent as well as an understanding of the consequences when consent is not there.

**Materials Needed**

Pens/Pencils

Paper (for note taking in the mock courtroom)

Consent traffic lights (see appendix)

Mock courtroom scenarios (see appendix)

Mock courtroom character cards (see appendix)

**Activities**

1. Icebreaker games
2. Discussion
3. Consent traffic lights
4. Mock courtroom scenarios

**Icebreaker Games (see appendix)**

**Discussion (20 minutes)**

Sexual consent is an agreement to participate in a sexual activity. Before being sexual with someone, you need to know if they want to be sexual with you, too. It’s important to be honest with your partner about what you want and don’t want to do.

Consenting and asking for consent is all about setting your personal boundaries and respecting those of your partner, and then checking in if things aren’t clear. Both people must agree to sex—every single time—for it to be consensual. Without consent, sexual activity is sexual assault or rape.

CONSENT IS:

* Freely given: consenting is a choice you make without pressure, manipulation, or under the influence of drugs or alcohol.
* Reversible: Anyone can change their mind about what they feel like doing, anytime. Even if you’ve done it before, and even if you’re both naked in bed.
* Informed: You can only consent to something if you have the full story. For example, if someone says they’ll use a condom and then they don’t, there isn’t full consent.
* Enthusiastic: When it comes to sex, you should only do stuff you WANT to do, not things that you feel you’re expected to do.
* Specific: Saying yes to one thing (like going to the bedroom to make out) doesn’t mean you’ve said yes to others (like having sex).

RULES OF CONSENT:

* Consent is about EVERYONE involved in a sexual interaction
* Consent can ALWAYS be withdrawn
* Nothing makes consent automatic or unnecessary
* In some situations, full, informed and free consent cannot truly be given or shared (being drunk or wasted, being asleep, being unable to really understand what one is saying yes to, being seriously upset, ill, grieving or scared, or being unable to understand another person’s words, under the age of consent, or with someone of an age where sex is not lawful)
* No consent means STOP! If someone is NOT consenting to something or says no with their words and/or actions, the other person MUST stop trying to do that thing AND must not try to convince that person to do that thing in any way. If they do not stop or exert emotional or other pressure and that person gives up and gives in, they are sexually assaulting that person. Sex is not sex if everyone is not consenting. If anyone is not consenting or not asking for consent, then what is happening is or may be rape, sexual abuse or assault.
* A lack of no does not mean yes

HOW CAN I ASK FOR CONSENT?

“Can I [fill in the blank]?”

Do you want me to do [fill in the blank]?”

* If your partner says “yes” or makes it clear that they’re into it, then you have consent.
* If your partner says “no”, doesn’t say anything, or says yes but seems unsure or uncomfortable, then you DON’T have consent.
* If you don’t know what they want, or they say yes but don’t seem sure, check in by saying something like:
* “I want to make sure you want to do this. Should I keep going?”
* “It’s okay if you’re not into this. We can do something else. What do you think?”

Never, ever pressure your partner into something they don’t want to do or seem unsure about. Let them know it’s okay if they want to stop or do something different. And once you know someone isn’t into what you’re asking about, stop asking. Everyone deserves to have their boundaries respected. Being pressured into doing sexual things doesn’t feel good, and it can totally ruin a relationship.

Remember: YOU get the final say over what happens with your body.

**Consent Traffic Lights Activity (15 minutes)**

Explain what the different traffic light colors mean regarding consent. Red are signs that you should stop or that the behavior is abusive. Yellow are signs that you should pause and talk. Green are signs that you’re good to go and you should keep communicating. Go through the list and have the youth yell out the color for each example. If there is confusion for any of the examples, go back to the discussion from earlier and use the definition of consent and the rules of consent to talk through any confusion the students are experiencing. Source:http://www.scarleteen.com/article/abuse\_assault/drivers\_ed\_for\_the\_sexual\_superhighway\_navigating\_consent

* Partners clearly express their comfort with the situation (G)
* You or a partner are too intoxicated to gauge or give consent (R)
* You feel like you are getting mixed signals (Y)
* Your partner is asleep or passed out (R)
* You hope your partner will say nothing and go with the flow (R)
* You feel comfortable and safe stopping at any time (G)
* You intend to have sex by any means necessary (R)
* You have not talked about what you want to do (Y)
* Your partner complains when you say no to sex (R)
* Your partner continues after you say you’re uncomfortable or not into it anymore (R)
* Partners come to a mutual decision about how far they want to go (G)
* Your partner keeps trying after you’ve said “No” (R)
* You assume that you will do the same thing as before (Y)
* You consent because you feel like you have to (R)
* You are not sure what the other person wants (Y)
* Partners are excited! (G)
* Your partner stops or is not responsive (Y)

**Mock Courtroom Scenarios (see appendix)**

Beforehand, pick what courtroom scenario the youth will participate in, and then print and cut the Mock Courtroom Character Cards for the correct courtroom scenario (from the appendix). Note: you could remove details from the character backgrounds to encourage them to think up arguments themselves. Arrange the room into a courtroom. With the defendant and defense attorney(s) on one side, the victim and prosecuting attorney(s) on another side, and then any witnesses in the back.

Give the youth their character cards, and paper and a pencil so they can take notes. Give them about 20 minutes to read and get familiar with their character, and to write their opening statements, questions they will ask witnesses, or answers to any questions they think they’ll be asked.

Once everyone is seated in the “court” read the story out to everyone. Make sure the judge calls the defense and prosecuting attorneys make their statements, and then call the witnesses in the order on their card. At that point let the youth lead the scenario. You will be there if there are questions or if the students are not sure what happens next. Note: you have all the character information in the Mock Courtroom Scenarios (see appendix).

Remember: this is supposed to be fun and to get the youth to think about consent. If they do not follow the details and arguments completely that is okay, because they are being creative. Make sure that everyone is being respectful and using correct information about consent and asking for consent.

**Lesson 9. Dating and Relationships**

**Purpose**

The purpose of this session provides theoretical and practical tools through which students will demonstrate improved understanding and communication skills relating to attraction, flirting, relationships and dating. After this session, each student should be able to:

1. Understand what he or she does to be attractive to others
2. Describe what flirting is
3. Discuss personal skills such as self-care and personal hygiene
4. Understand the difference between attraction and the personal values they're looking for
5. Demonstrate dating communication skills

**Background Information**

Most traditional Indigenous cultures have strict social values that embrace the exploration of sexual relationships in a positive, structured way. In many communities, traditional customs and practices that celebrate the transition from childhood to adulthood are strengthening, but there are other communities that have forgotten the customs. In the absence of such community-based approaches to guiding the transition from childhood to adulthood, the responsibility of guiding youth in engaging in age-appropriate sexual exploration falls to parents, teachers, and other trusted adults. Relationship building communication skills are critical to preventing and reducing the harm, and even death caused, that can come from STDs, including HIV, and sexual violence (Antle et al., 2011; National Coalition of STD Directors, 2019). This lesson provides an opportunity for students to discuss and practice communicating with peers for the purpose of forming age-appropriate sexual relationships.

**Materials Needed**

Markers, pens, or pencils

Paper

Board

**Activities**

1. Icebreaker games
2. Group exercise
3. Group discussion
4. Roleplay
5. Short discussion

**Icebreaker Games (see appendix)**

**Group Exercise (20 minutes)**

Everyone will be instructed to get the materials they need (markers and paper). The youth will draw a picture of their ideal mate from head to toe. Tell the youth that this drawing can be anything from a detailed picture to a stick figure. On the back of these drawings there will be three categories:

* Looks: style, hair color, smile, beautiful eyes, skinny, chubby, tall, short, etc.
* Personality: talkative, funny, charismatic, shy, adventurous, etc.
* Values: generous, honest, friendly, helpful, caring, loyal, spiritual, ambitious, etc.

The leader can walk around the room to help jump-start youth to come up with these qualities, and suggested qualities can even be written on the board.

Help the youth out if they need to identify some of these qualities. After they have finished their drawings and their list have them come back to the circle.

While they are in the circle ask them to take a look at their list. Have youth number most important to least important. When they are done go around and ask the youth to share their most important quality and their least important quality for a potential partner. Have a small discussion on the reasons to place importance on knowing what qualities are keepers and what qualities are negotiable.

**Group Discussion (20-25 minutes)**

Ask the youth to discuss the following:

* Is it always easy to tell when someone is flirting?
  + Ask someone to demonstrate a respectful way to communicate that they're not interested in someone who flirts with them
  + Ask another to demonstrate a non-respectful way
* Generate a list of questions to ask or different activities to get to know a person better before and during a date, and jot down in front of the group
  + Could include direct questions, activities such as meeting their friends and family or seeing how they interact with children or adults
* How can communication break down?
  + Write down examples from youth
  + Include any differences between males and females, and communication styles (not being honest, being passive, avoidance, etc.)
* When is a good age to start dating? When do parents think their teenagers are ready to start dating?
* When is a good age to start having sex?
  + This is an important question that is geared towards being the first conversation or stage in getting youth to consider postponing sex because this sets a plan in motion not to

**Roleplay (30-40 minutes)**

Break the youth into small groups of three or four:

* Ask them to develop what would be a common "snaggin" scene from their school, powwow, or social life
* Incorporate good communication, including questions to get to know the person better
* Develop a second scene set one month later.
* Remind them of the drawing that they constructed and how would they find out about deeper values of their potential love interest and also what qualities will they be willing to compromise
* Have youth act out their snaggin scenes for the group

**Short Discussion (15 minutes)**

Have a small discussion on compromises. Ask the youth, if they are willing to compromise on characteristics in their partners such as their humor, looks, or material objects.

Then ask the youth if it will be difficult to compromise on characteristics like honesty, trust, and loyalty. Then have an open discussion on why it is important to think about what you are WILLING to compromise. Including what is the most important value that should come first in a relationship, and then what he or she is willing to compromise. Values such as loyalty and honesty should come first and looks should be what is compromised.

**Lesson 10: Spirituality II**

**Purpose**

In most Indigenous languages trees are regarded with much respect because they are life givers. Trees are old, strong, wise, and because of these cherished qualities, it is appropriate that we can begin to make connections between them, and Indigenous spirituality because spirituality is what grounds Native people like roots do for trees. After this lesson:

1. Youth will learn to identify specific ways in which they identify spiritually
2. Youth will be able to incorporate traditional teachings

**Background Information**

Cultural and spiritual identity and connectedness are some of the most powerful protective factors for Indigenous youth (Fleming & Ledogar, 2008). After 500 years of genocide and the creation of laws that outlaw the existence and survival of our people, our history, our ceremonies and traditions, many Indigenous youth do not have a strong cultural connection or personal access to their traditional ceremonies. Yet in recent community surveys, the number one priority among Indigenous youth is to learn their language and cultural traditions. This implies more than just learning how to piece together a traditional dance outfit or learn a pow wow song. Youth are becoming aware that in order to survive in this multifaceted world, they will need the wisdom of our ancestors, embedded in our language and ceremonial responsibilities, as well as the scientific and technological knowledge of the global world today.

**Materials Needed**

Paper (all different sizes and colors)

Markers, pens, and pencil

Art supplies

**Activities**

1. Icebreaker games
2. Relaxation/visualization
3. Art activity
4. Discussion
5. Skit

**Icebreaker Games (see appendix)**

**Relaxation/ Visualization (20-30 minutes)**

During this time, ask participants to think about their spirituality. How do they practice their spirituality? Is it something they do now? Or is it something they would like to learn about and do in the future? How do they incorporate traditional teachings/spirituality into their life? Ask these questions as you guide them through a visualization of their potential.

**Art Activity: Spiritual Tree (30-40 minutes)**

Ask participants to draw a tree. In the tree, ask them to incorporate roots: roots are the things in their lives that keep them balanced and make them who they are. Also ask them to include branches and leaves: these are the things, objects or ways in which they express their own spirituality. This may be something they do every day, or it could be something they hope to do in the future. The trunk of the tree is what connects the roots with the branches and is the daily substance of each person.

Example:

* Roots: Family, Community, Culture
* Branches and Leaves: Long hair, Smudging, Water Walks, Pow Wow
* Tree Trunk: Teachings, Elders, Ogitchidag Group, Friends

**Discussion (20 minutes)**

Have everyone in the group share the tree they created. Have them explain why they created what they did. Everyone must participate.

**Skit (20-30 minutes)**

Break into smaller groups and have each group choose something off of one or everyone's tree to develop a short skit (at least 2 minutes) that shows something about spirituality in our lives today. Have the youth share their skits in a stage performance format, videotape performances if possible, for students to view themselves.

**Lesson 11. Alcohol & Drugs**

**Purpose**

This lesson will provide an opportunity for students to critically and emotionally explore their personal experience with drugs and alcohol and to express that experience in a constructive way through art.

**Background Information**

Historically, Indigenous people have been provided with specific cultural instructions regarding their role in society and in the natural world. For example, many communities have oral histories that give detailed guidance about how to use tobacco. There is also a cultural perspective on our relationship with traditional medicines, and new medicine that has been, and continues to be, introduced into our communities. Our entire society has been drastically affected by the introduction of substances, which were, and are still given to people living in different areas of the earth. Those substances include fermented plants (e.g., alcohol), herbs (e.g., marijuana, coco, opium), and now processed synthetic medicines.

Whether we are affected by the prescription drugs that our friend may be hooked on, our parents' struggles with alcohol, or with our own experimentation with substances, we each have a relationship with alcohol, drugs and other mind-changing chemicals.

It is important for the facilitator to be grounded, calm, patient and reassuring, while at the same time, keeping the lesson moving. The use of common traditional medicine that is already familiar to the students is suggested for this lesson, as well as ample supplies of water for each participant, Kleenex and resource numbers for more in-depth mental health needs.

**Materials Needed**

Boom box (or another portable music player)

Relaxation music

Paper (strong and different sizes)

Markers

Glue sticks

Staplers

Ruler

**Activities**

1. Ice breaker games
2. Build a bridge
3. Relaxation/visualization
4. Art activity
5. Skit
6. Discussion

**Icebreaker Games (see appendix)**

**Build a Bridge (30 minutes)**

Simply instruct the youth to construct a three-dimensional bridge. No other rules or clues are given, except they will be used later in the lesson. Make sure you supply enough art materials.

**Relaxation/Visualization (20-30 minutes)**

Have students arrange themselves back into a circle. Have relaxation music playing in the background. First, with the students seated, go through a very short relaxation exercise (i.e., breathing exercise—about 10 minutes). At the completion of the relaxation, ask them to think about their relationship with alcohol, drugs, or other chemicals. Ask them what does it do to them and their family.

Now, lead the full visualization as usual. Ask them to think of what they would like their relationship to be, both starting now and in the future. Ask them what actions they could take to make the relationship that they want with alcohol/drugs a reality.

**Art Activity (15 minutes)**

Ask the students to draw a picture of what they would like their relationship to alcohol, drugs, and tobacco to become. What actions can they take to make this a reality?

* Remember not to talk during this time

**Skit (35 minutes)**

Form a circle and ask each student to share his or her drawings (about 15 minutes). Allow time for each person to share, and make sure to encourage those who are shy. Then break the students into small groups. Each group will act out one student's story (about 10 minutes of prep and 10 minutes for the performance).

**Discussion (25 minutes)**

Using some of the ideas that were portrayed in the drawings and skits, brainstorm strategies that the youth could use or things they could do to move toward their ideal relationship with substances. Record all the ideas on a large sheet of paper.

At the conclusion, ask each group to get their "bridge." The bridge represents the continuing transition between where we are now and where we would like to be in the future. Have them fill their bridge with all of the ways that they feel will be useful for them in moving toward their future. The finished bridges can be displayed on the walls to remind us of how to keep moving, even when we may feel like we are not.

**APPENDIX**

**Guide For Skit-Making**

**Getting the Group Ready**

After the youth participants understand what you and the audience will be watching for in the skits, give them a time frame of when to be ready to present. For example: “it’s 3:45, we will come back and present at 4:00.” Encourage them to plan and practice their skit in different areas of the room/building. After about 6-8 minutes check-in on the group, and if they are ready, ask them to show you what they have. You can share ideas with them on how to involve everyone in the skit. You can ask if they want to present 1st, last, 2nd, 3rd, etc. Write the line-up on a whiteboard or paper so, everyone knows when their group will be performing. Ask the first group to set their stage and where the audience will be sitting.

**Group Expectations**

Create a skit that involves your entire group. Some people might have speaking roles, some people may be part of the scene like trees, animals, or a narrator. Try your best to make your actions large and look at the audience. Our goal is to “show” feelings and experiences in a scene or story not to “tell”. There are no bad skits, just actors we can’t hear. So, take a healthy risk and speak loudly and move boldly. Practice your skit at least once. Enjoy your time on “stage”!

**How to be a Good Audience Member**

1. Listen
2. Watch the entire skit
3. Be supportive

**Guide for Facilitators/Directors**

Remember to point out the specific accomplishments of the youth. For example: “I love the way Aneeka, spoke loudly and clearly”, or “Alex, I like the way you changed how you walk to be a character in the skit”. Praise the group for taking a healthy risk.

If a group didn’t seem prepared. Support them to give it another try after the other groups have presented.

Thoughtful discussion can develop from skit presentations. Encourage the group to think critically. Ask “What do you think will happen next after this scene?”; “What do you *wish* would happen next?”; “Who in our community could help with the problem presented in the scene?”

**Additional Skit-Making Activities/Games**

**Body Mirror**

Set-Up: The group is divided into two lines facing each other.

Object: For your group to learn about the range of movements using our body, and to increase comfort for body movement.

Each person is paired with the person facing them. One side is the leaders and the other side are the mirrors. The leaders begin with a simple movement like moving their arm straight up. While maintaining eye contact and without talking the “mirror” follows the movement. The movements are slow and smooth as if the leader is painting on a wall in front of them. The two people are trying to achieve unity. The leader adds more complex movements, beginning slowly and getting quicker at times. It should be hard to tell who is the mirror and who is the leader. After 5-10 minutes the partners switch roles.

**Group Charades**

Set-Up: Groups of 4 or 5 are formed, or the whole group can work together. You create a list of objects.

Example list of objects: Toaster, Couch, Car, Computer, Jaguar, Boat, Basketball Hoop, Ocean, Bowling Alley, Pinball Machine, Rollercoaster, etc.

Object: The group will get comfortable working together, using their bodies in theatrical ways, problem-solving, using creativity, and communicating.

Choose an object and give the group 3 minutes to include everyone “building” a car with their bodies. When the time is up award a point to the team that does best.

**Building A Scene**

Set-up: have a list of locations or scenes. For example: Shoe store, restaurant, basketball game, classroom, recess, hospital, music concert, lunch room, pow wow, grocery store, bus stop, Holiday dinner…

Object: The group will build skills creating a space using their imagination and bodies.

With the entire group facing the stage. Explain that this activity does not involve talking. You are going to start with one volunteer. You will give them a character within a scene. They will become that character and give clues of who they are and where they are through their movements. The group will watch and then when they know the scene, they will get up and join the stage, becoming a new character. This continues until all of the group is on stage.

For example: Titus starts the scene. You tell him he is shopping in a shoe store. He can set up some chairs if he’d like. On stage he will examine different shoes, checking the price, etc. When another group member knows Titus in a shoe store they will join the scene and perhaps become the store clerk, bringing his size to try on.

**Walk This Way**

Set-up: Ask your group to spread out within the space and begin walking without touching anyone, keep moving, and using the entire space. Play music if you’d like.

Object: This is to help your group think about how walking differently can help portray a different character on stage.

The facilitator will then ask the group to change the way they are walking:

…as if they are carrying two heavy bags of groceries.

…as if they are late for school, but can’t find their cell phone.

…as if they are walking with a baby cousin who just learned to walk.

…as if they are in a giant vat of jelly.

…as if they are trying to catch a bubble.

…add others that are unique to your community.

**Sweep Your Tipi**

Set-up: Spread out in a large area with a group of 10 or more people.

Object: Get participants to be creative with their bodies, think fast, and work as a team. And to win! This is an elimination game!

Explain the different poses that the participants will have to get in when you call them out. (Ask for volunteers to help showcase the different poses).

1. Sweep your tipi: This is done alone. They act as though they are holding a broom, and “sweeping” the area around them.
2. Look over your horse: 2 people. One person bends over while the other person puts an elbow on their back and pretends to be looking into the distance.
3. Build a fire: 3 people. Two people point their hands toward each other, leaving enough space for the third person to go in the middle of them. The third person crouches in between the other two people. All 3 make flames with their fingers.
4. Rez Car, with 4 people: They get into a position as if they were seated in a car (two in front, two in back), and they pretend to drive backwards (walk backwards).
5. Paddle Your Canoe, with 5 people: Everyone gets in a line and pretends to paddle a forward.

Begin by giving the instruction to “sweep your tipi”. Then call out the other poses at random. Youth who don’t find the correct number of people for the pose are out. You can return to “sweep your tipi” between each new pose or be tricky and call out poses at random.

Theater is very fun, be sure to smile, congratulate creativity, and remember that your group is taking a risk and practicing trust each time they participate.

**Icebreaker Games! (about 10-15 minutes)**

**Name Blanket**

Materials Needed: a large tarp or blanket that is not see through; two chairs; 8-16 people who have recently met.

Set-up: The two chairs are set up facing each other. The facilitators each hold a corner of the blanket between the chairs. The group is divided into two groups.

Object: The person seated in the chair must say the name of the person in the chair facing them before they say your name.

Play: Each team quietly chooses one person to sit in the chair while the blanket is held up blocking the view of the other group. The facilitators holding up the blanket count down from 3 and drop the blanket. The players in the chair see each other and try to remember the other person’s name first. A point is awarded to the winning team. The blanket is pulled back up and play continues with someone new in the chair.

**Sneaky Keys**

Materials Needed: blindfold; keys; 6 to 15 people

Set-Up: The group is sitting in a circle, one person in the center is blindfolded next to a set of keys, there is one Director sitting within the group circle.

Object: The person in the center is protecting their keys. The group is trying to take the keys without being heard.

Play: The director silently points to the first person who will attempt to enter the circle and take the keys back to their spot without being heard. The person blindfolded in the middle is listening for movement. They point to where they hear an approaching “thief”. If the player is pointed at they must drop the keys and return to their seat. Then the Director chooses a new “thief”. When the keys are taken the person in the center takes off the blindfold and has 2 guesses who is hiding the keys. The person who stole the keys chooses to be blindfolded next or choose someone else to be blindfolded. The blindfolded person is now the Director.

**Hand Squeeze**

Materials Needed: one handheld item (a whiteboard eraser, ball, stuffed animal); one chair; 6-22 people

Set-Up: The group is divided into two lines their backs to each other about three feet apart. Everyone in each line needs to hold hands. At one end the item (eraser for example) is placed on a chair between the first two people in line. At the other end of the line, the facilitator is standing between the two last people in line.

Object: For the first person in your line pick up the handheld item (eraser) first.

Play: The facilitator taps the shoulder of the last people in line at the same time. When the player feels the tap, they squeeze the hand of their neighbor. The neighbor “passes” the squeeze down the line. When the first person feels the squeeze, they pick up the eraser as fast as they can—for the win!

The first person in line moves to the back. Beware of cheaters!

**The Wave**

Materials Needed: circle of chairs for each person; 8-35 people

Set-Up: Everyone in the group sits in a chair. One person who is “it” stands in the middle. Choose which direction the circle will move.

Object: The person in the middle needs to sit in their chair.

Play: The person in the middle tries to sit down in their chair, but the circle rotates sitting in the open chair before they can sit down. The circle moves in the same direction throughout the game.

**Silent Ball**

Materials Needed: A soft ball that is easy to catch; 8-20 people

Set-Up: Everyone stands in a circle and one person begins with the ball.

Object: To be the last person in the game.

Play: The ball is tossed within the circle. There are several rules that must be followed or else you get “out”. 1) Players must be silent, or they are out; 2) You cannot pass the ball to your neighbor; 3) You cannot pass the ball to the person who passed it to you; 4) You must catch the pass; 5) You must throw a catchable pass.

* When there are 4 players left: You can throw the ball to anyone.
* When 3 players remain: Everyone must stand on one foot.
* When 2 players remain: Everyone must stand on one foot and keep one arm behind their back.

**Flinch**

Materials Needed: A soft ball that is easy to catch; 7-12 people

Set-Up: Everyone stands in a circle and one person begins with the ball.

Object: To be the last person in the game.

Play: One person is in the center with the ball. They are the “flincher”. The flincher has 2 choices to throw the ball to someone in the circle or make them flinch. To stay in the game the people in the circle 1) must catch the ball when it is thrown; and/or 2) remain still when the flincher tries to make them flinch.

* The pass must be catchable.
* If you flinch or don’t catch the ball you are out.
* When one person is left they are the new “flincher”

**Introductory Games (for use with lessons 1, 2 & 3)**

**Tribal Affiliation**

* Gather in a circle. Have one youth volunteer to begin by introducing themselves, how they identify themselves tribally, and where their people are from.
  + For example, my name is Lisa and I am Lakota from Pine Ridge, SD.
  + Next the third youth introduces the two people before them and their information and tags on their own information about themselves, then the fourth person and so on.
* The youth seated next to them reintroduces the first youth's name, their tribe, and where they said their people was from. Then introduces themselves, their tribe, and where they were from.
* Next, the third youth introduces the two people before them and their information and adds on their own information about themselves.
* This continues around the circle until everyone has introduced themselves and their tribe (and ALL the people before them and their tribe).
* It is very important for the youth to practice saying the tribe of their peers correctly to respect each person’s identity. Emphasize that this is as important as knowing someone's name.
* Give the last person a round of applause for being the only one to have done everyone's identity information.

**Who Are You?**

Gather in two circles, an inner circle and an outer circle. The inner circle youth should be facing an outer circle youth and vice versa. One circle, either the inner or outer, will be the interviewers.

They will ask one question which is, "Who are you?" The youth being asked the question reply with all the things that describe who they are (e.g., who are you?, Lisa, who are you?, I'm 16 years old, who are you?, Ojibwe).When the trainer signals to begin, at the same time, each designated youth begins interviewing the person directly across from them. After 30 seconds or so, the trainer will yell, "stop." The interviewer group will move one chair to their right or left.

After every youth in the circle has been interviewed by the opposite person in the circle, their roles are then switched. The interviewed become the interviewee and vice versa. Again, the trainer decides how long each youth interviews the other, and the trainer makes a noise to switch partners. Then the process will start over and continue until every youth has been interviewed.

Caution: be sure and walk around the circles to make sure youth are speaking to each other in a good way with a good mind.

**A What**

You will need to gather random objects together such as a cup, pen, stuffed animal, comb, any objects you can pass in a circle. You'll need to gather around five items to pass down the right side and five items to pass down the left side of the person running the game.

Have a short discussion about how it's fun to make believe, that things don't have to be what they are and that it's fun sometimes to use your imagination.

You then pick up any object (e.g., the cup) and say, "this is a computer." Then pass it to your left or right (pick one direction). The first person who receives it says, "a what?" (in disbelief) and passes it back to you. The person running the activity repeats what the object now is, "this is a computer!" The first person then introduces the object to the second person sitting next to them saying, "this is a computer." That person grabs it and says, "a what?" Then they pass it back to the first person who says, "a what?" And the person running the activity says, "it's a computer." Then the object is passed back to the first youth who passes it to the second youth both saying, "this is a computer." Then the object is passed to the third person and told the same who doesn't believe it by saying "a what?" They send the object all the way back to the person running the game, the first and second youth repeating, "A What?" All down the row, where the process starts all over again always introducing the object to a new youth every time.

Then you can start adding more objects like a brush, but now the brush is "an airplane." Then you can add more and more objects, both to your left and right so that objects are circulating on both sides of the circle. The fun starts when the youth start getting confused!

When all objects are out circling through or when you feel like ending the game, tell the youth to stop, and then have them pass half the objects to one side and half the objects to another side. When two youth are holding all of the objects, have them name off the "new names" of all the objects to the group.

HINT: make sure you, the leader, remember what all of the objects new names are!!!

**Bringing a Concrete Object to Life (Part 1 of 2)**

Choose an object such as a comb, brush, pen, or kitchen utensil. Just about any object works. The trainer should hold the object up and have everyone in the circle observe as much about it as possible. Remind the youth to think about not only what the object is used for, but what else the object could be used for, or what properties it has. Have everyone look at the object as if it is their first time they have ever seen such a thing or have taken time out to really pay attention to the object. Ask the youth, "when have you ever taken the time to really look at this object?" As the trainer make sure you explore as many of the properties of the object as you can, and be as dramatic as possible. Explain that you are trying to see the object from various different points of view.

Then, silently pass the object to a youth to your left or right and have them take it into their hands, and observe as much as possible about it. In other words, explore the object like never before. What does it really feel like, look like from different angles, smell like, taste like, etc? When finished, have each youth pass the object around to one another until the object has passed through each person's hands. Then the object returns to the person who began the lesson.

Compliment the students on their work with the object. Let them know you are proud of them, because with everyone watching you as you explore the object, it can be a very intimidating exercise for some youth, especially shy youth.

Ask the youth if the object that was just used was not there (if it was invisible) and everyone still explored it, in the same way, would they have been able to guess what the object was? This leads perfectly into the next activities.

**Bringing an Imaginary Object to Life (Part 2 of 2)**

Next, the group is going to pass some invisible imaginary objects around the circle. During the first round, everyone gets to know what the object is (i.e., tell the group this is a hairbrush!) Hold it in your hand and work with it giving as many cues as possible that you really have a hairbrush in your hands. Remember the brush is invisible. The trainer starts by working with the invisible hairbrush like they really have the object in their possession. They then pass the invisible brush to a youth on their right or left. they are instructed to work with the object in the same way. Remind the youth that the activity is done in silence. The object is then passed all the way around the circle with everyone hopefully exploring it as if it were really there. When everyone is done, and the object is returned to the trainer compliment the group for their participation.

Finally, during this next exercise, the trainer is now going to pass an invisible object and not tell what the object is (e.g., a mouse, cat, baby). It could be anything. The trainer works with the object as much as possible giving lots of cues as to what it is. Telling the youth when the object has made it through the circle, youth can then guess what the object was supposed to be. In silence, they then pass the invisible object to a youth sitting on their right or left. The youth who receive the invisible object need to be encouraged to work with the object for a little while before passing it to the next youth in the circle. The object makes it through the entire circle and back to the trainer who will then ask the group, "okay, what was the object" If the clues where good, the youth should be able to guess what it was.

Next, ask for a youth in the circle to volunteer to work with and pass the next invisible object around the circle. Remind the youth to give as many clues as possible to the rest of the group. Also, tell the youth if they do volunteer they must remember to respect the group and the people in it by passing an object in a good way with a good mind (e.g., no passing a joint or beer). Also, remind the youth the activity is done in silence. Have the group guess what the object was and remember to compliment the youth, especially the youth who volunteered.

You can ask for as many volunteers as your time permits, but usually three to four

is a good number. Visualize an imaginary object, and act as if it were really there with you, and "use" it in imaginary ways, so that the students might be able to guess what the imaginary object is. But be silent, don't use your voice. Then pass the object on to the next student. Encourage them to really see and feel the object in their hands. Have the student pass the object to the next student with as much realistic detail as possible. Once the object has passed through each participant's hands, ask the group to name the imaginary object. Then ask for a volunteer to begin again with a new imaginary object.

When all objects are out circling through or when you feel like ending the game, tell the youth to stop, and then have them pass half the objects to one side and half the objects to another side. When two youth are holding all of the objects, have them name off the "new names" of all the objects to the group.

**Seeing a Sport**

First before giving out instructions divide youth into groups of three to five people depending on the size of the full group. After the groups are established tell them they are all now spectators watching a sporting event. All groups must select a sport they'll be watching, and then act out watching their sport for the rest of the group. To help the groups get started ask them questions like "How do people act when they are at a football game? What's the crowd like at a baseball game? How do people act when they watch sports on TV?" Together each group should decide on a sport they're going to "watch" and a particular spot in the room where their sport will take place. Then tell the youth that their skits have to be done silently for 30 to 60 seconds, and when they are done, the rest of the groups will guess what the sport is. If the other groups can't guess or if the youth need to add more acting clues, have the group "huddle" and then go again. When they're ready, each group assembles in their spot in the room. A leader for each group needs to say "action" when the skit begins and "cut" when it's completed, so the audience knows when the skit is starting and ending. Repeat with this will all the groups. Focus on getting the students to use their powers of imagination and concentration. \* If there doesn't seem to be much effort in the skits, ask all groups to regroup and try again.

**Play Ball**

The group first decides on the size of the ball, and then the members toss the ball among themselves. Once the game is in motion, the group leader calls out that the ball is becoming various weights, such as "The ball is one hundred pounds. The ball is one pound. The ball is two ounces." Take time at the end of these games for you and the students to give each other feedback.

* To add some cultural content, preface this game with a short lesson on Indigenous ball games such as lacrosse, stickball, cricket, the Maya and Aztec ball games. Have samples of the different balls, or describe them, their sizes, and weights. Maya ball was like a "medicine ball." The ball games originated as sacred ceremonies that are tied to the Maya creation story and the teachings of corn agriculture (Patricia Gonzalez, UW Madison). Wherever the teachings of the coin were passed, there is a variation of the ball game (e.g., Iroquois: lacrosse, Cherokee & Mississippian: stick games).
* You can also have students change their motion based on the type of ball you are calling: basketball, baseball, football, lacrosse, soccer, medicine ball, etc.). Or, put the two together (e.g., a 50 pound baseball, a one pound golf ball, a ten pound lacrosse ball, or a 75 pound basketball). And see how the kids act it out as they toss the ball back and forth to each other.

**Relaxation and Visualization Exercise (20 - 30 minutes)**

**Purpose:** To provide an opportunity for students to create a safe and nurturing space in which to engage in self-reflection.

**Materials:** Traditional medicine (e.g., sage, sweetgrass or other common culturally appropriate cleansing/ healing agent). Adequate space for relaxation (e.g., floor mats, carpet, or space for heads on desks). Quietly playing calming traditional music (e.g., flute or other appropriate calming background music). Low-level lighting.

**Method:** After playing some icebreaker games for as long as you have time for, bring the group back together and ask the students to lay down on the floor with their eyes closed. Ask students to close their eyes and let them relax

Choose a room free from distractions, such as noise from adjoining rooms of traffic. Create a warm and relaxed environment. Ask students to find a comfortable position on one of the floor mats (many students will rather stay in chairs, which is fine, as long as they can relax). Ask students to lay down and close their eyes. Burn sage or another medicine special to your tribe. Play Indigenous flute music very quietly in the background, or if possible us an instrument or soft music from your tribal tradition. Ask students to relax for a moment. After allowing a few moments for students to relax, begin the following visualization:

Imagine a globe of warm, golden sunlight warming your toes. Let it move slowly up your body. It's filled with warm, soothing light. Now it moves up your legs, relaxing them completely. The globe fills your pelvic area and then your stomach and chest, relaxing and releasing the tension. Feel the warmth and light in your arms and hands. Your hands and fingers are relaxed. Now your neck and shoulders are filled with warm, soothing sunlight. Finally, your face and head are bathed in the warm glow of the sunlight. Now you are totally relaxed and safe.

Ask students to visualize themselves (insert focus of visualization here).

Ask them to stay in the visualization for a few more minutes, looking around, paying attention to what they see. Then after a few minutes have passed, ask students to get ready to come back slowly. To take a deep breath and prepare to wake up, slowly. Taking their time, once they open their eyes and wake up, they should get up slowly. They should get ready for the lights to be turned back on. Remind them that there should be no talking yet. Turn the lights on and ask students to go directly to their desk to draw/ paint/ sketch/ illustrate what they saw during their visualizations.

Be sure to allow time for circle debriefing after visualizations as they may be very emotional for some students. Keep the medicine working and provide ample water and support to validate the journey that students undertook during the visualization.

**Worksheet This is Your Life...**

Imagine your life in l0 years! Describe how you envision your life 10 years from now.

Age now**\_\_\_\_\_**. Age 10 years from now **\_\_\_\_\_**.

**SOCIAL**

YOUR JOB AND YOUR EDUCATION

Describe your job. Describe your role in your community. Describe what you did to get that job and role (e.g., special training, college, tech school). Are you in school? If you have a business, how did you start it?

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YOUR FAMILY

Example: Whom do you live with? Do you have any children? Are you taking care of your relatives?

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YOUR FRIENDS

Example: Are you in a relationship? Do you have the same friends and/or new friends? Are you gay, straight, bisexual?

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**PHYSICAL**

What do you look like? Where do you live? Are you renting or do you own your own

home? Are you physically strong-do you exercise or work out? Are you healthy?

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**SPIRITUAL**

How do you practice your spirituality? Do you participate in ceremonies? Do you use Indian medicine? Do you go to church? Are you a volunteer or active in your community?

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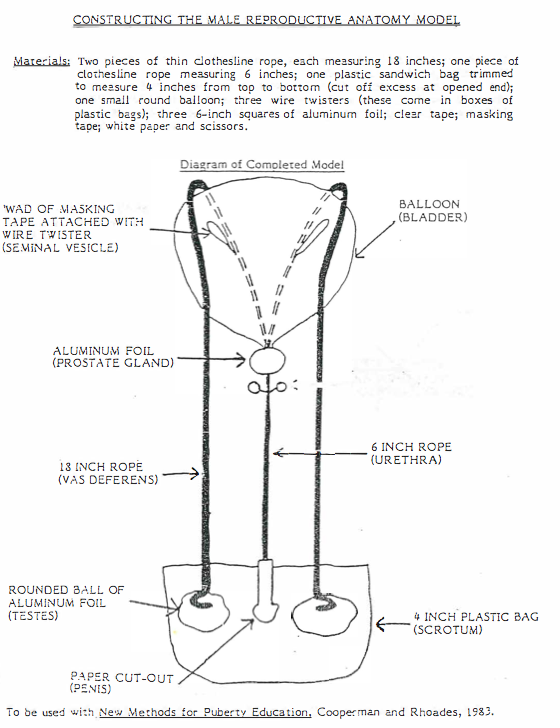
**EMOTIONAL**

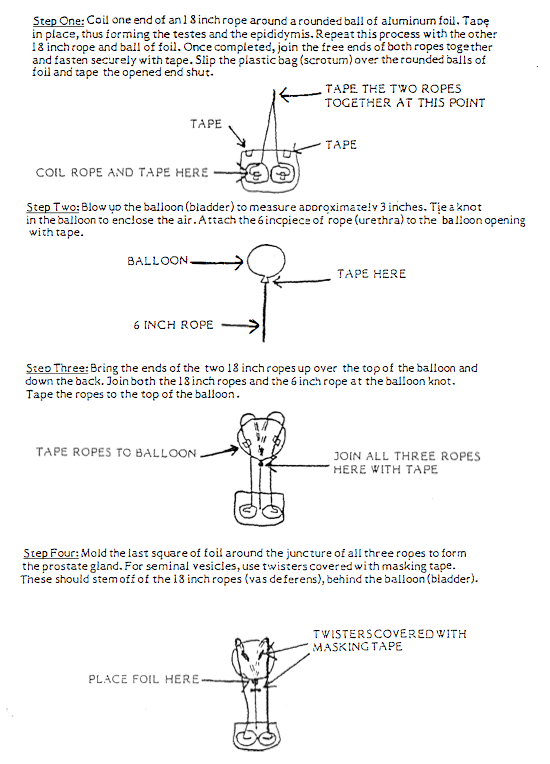
How are you feeling about your life? Are you settled or restless for change? Are you happy or sad? Are you in touch with your feelings about your loved ones and Mother Earth? Have you done any healing?

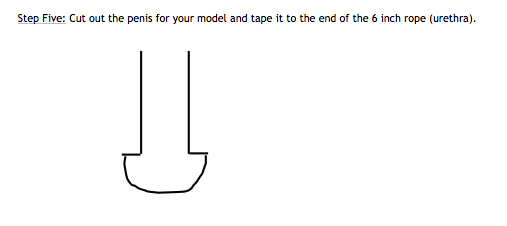
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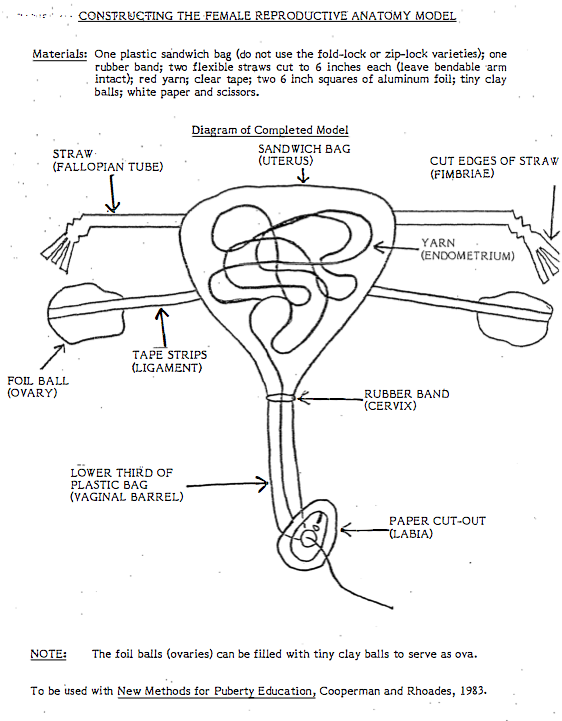
**Beauty Concept Comparison Guide**

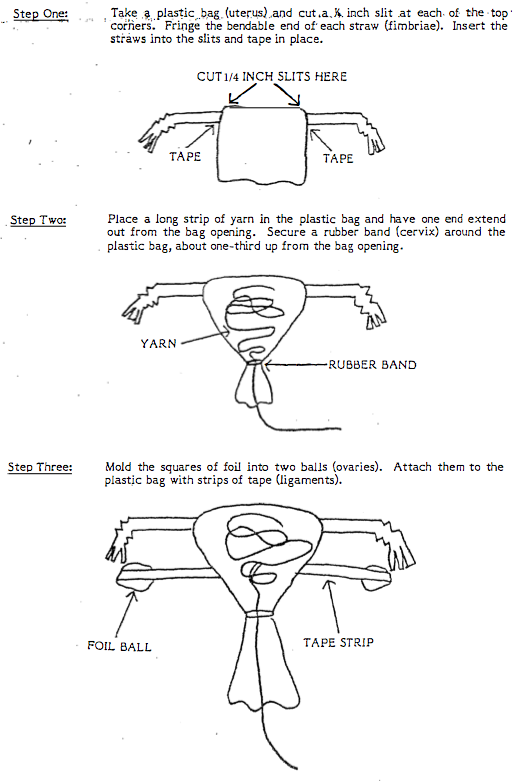
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| --- | --- | --- |
| **Indigenous** | **Aspect of Life** | **European American** |
| Matriarchal | **Lineage** | Patriarchal |
| Women and children kept their own names | **Name** | Women and children take the man’s name |
| Men and women have the right to leave if they need to | **Marriage** | Women could not leave until very recently with the advent of divorce (starting in the late 1900s) |
| Banishment, ostracized or left up to other relatives | **Domestic Abuse Penalties** | None until very recently, and it is still difficult to go through the legal system (some states still do not treat marital rape as seriously as non-marital rape) |
| Women own the land and the houses | **Land/Property Ownership** | Men were the sole owners  Women could not own property |
| Women choose leaders, chiefs, statesmen  Women can impeach leaders when they deem it necessary | **Political Power** | Women had no power (until very recently: 1920s in the United States) |

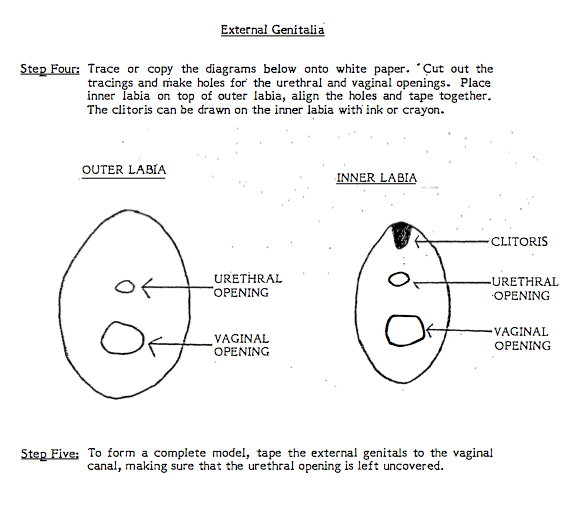






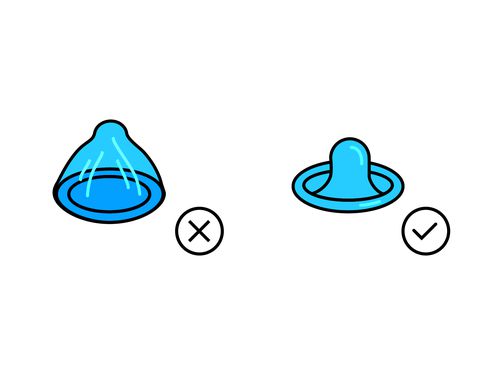






**Steps for Condom Demonstration**

**Step by Step: How to Put on a Male Condom**

1. **Check expiration date on condom** (and that the packet isn’t damaged)
2. **Have erection**
3. ****Take condom from wrapper**
4. **Put condom right side up** (so it looks like a little hat!)

*Tip: If you accidentally put the condom on inside out, do NOT flip it over and reuse it—get a new one!*

1. **Pinch the tip of the condom and place on head of penis**
2. **Roll condom down all the way to the base of the shaft**

*Tip: Put a few drops of water-based or silicone lubricant inside the tip of the condom before you roll it on, and more on the outside!*

1. **Have sex!**
2. **Ejaculation**
3. **Withdraw penis from partner** (before penis goes soft)**, holding condom on at the base**
4. **Remove condom from penis**
5. **Throw condom away in trash**

**STD Factsheets**

**CHLAMYDIA**

What is chlamydia?

The bacteria that cause chlamydia usually infects a woman’s cervix or it may infect the urethra in both men and women. It can also infect the rectum, throat, or eyes.

How do you get chlamydia?

You can get chlamydia from **any type of sex.** Chlamydia infections like to live in the type of tissue that lines the openings of your body – like the vagina, the urethra, the rectum, or the throat. It can get passed between two people any time these tissues come together – which happens most often during unprotected vaginal or anal sex. It’s less common – but not impossible – to get chlamydia from oral sex.

How do you know you have chlamydia? What are chlamydia symptoms?

**Most people who have it don’t know because they don’t have symptoms.** Among young women, chlamydia is sometimes called the “Silent Epidemic” because it causes so much damage in so many people without even showing any symptoms. A few people might have a thick yellow or clear discharge from the penis or vagina, pain or burning when they pee, or pain or bleeding during sex.

How do you test for chlamydia?

Clinicians can do a simple and painless urine test to find out if you have chlamydia. They may also collect a swab sample from the vagina, cervix, urethra or rectum during a physical exam.

Can you get rid of chlamydia?

**Chlamydia can be cured with antibiotics.** The best way to cure chlamydia and keep from infecting your partners, is to avoid sex for seven (7) days, until the antibiotics have done their job. If you do end up having sex while the antibiotics are still working it is *really* important to use a condom or else it is likely the medicine you took won’t work. If you got medication to take at home make sure you take all of the pills, even if you start to feel better – otherwise the infection might not go away completely.

What’s the worst that could happen?

For women, a chlamydia infection can lead to **Pelvic Inflammatory Disease (PID), an infection of parts of the reproductive system** like the uterus, ovaries, and fallopian tubes. That means if you have chlamydia and you don’t get it treated, you might not be able to have babies if and when you want to. PID can also lead to problems like chronic pelvic pain or ectopic pregnancy.

**In men, untreated chlamydia may spread to the testicles**, causing pain, and in rare cases, infertility.

Chlamydia infection also increases your likelihood of getting HIV. Pregnant women who have chlamydia can pass it on to their babies during birth, which could cause blindness or lung damage.

# GONORRHEA

## What is gonorrhea?

Gonorrhea – sometimes called “the Clap” – is caused by a certain type of bacteria. Most often, it infects the penis or vagina, but it can also infect the rectum, throat, or eyes.

## How do you get gonorrhea?

The bacteria that causes gonorrhea likes to live in moist areas of the body like the vagina, penis, eyes, throat, and rectum. You can get gonorrhea from contact with any of these areas on someone who is infected – that includes**all types of sex, including oral, vaginal, and anal sex.**

## How do you know you have gonorrhea?

**Most people who have it don’t know it because they don’t have symptoms.** Men are more likely to have symptoms than women. Men might experience burning when they pee, a white, yellow, or green discharge from the penis, or painful, swollen testicles. A few women have pain when they pee or pain in their lower abdomen.

## How do you test for gonorrhea?

Any clinician can do a **simple and painless urine test** to find out if you have gonorrhea. Your doctor may also collect a swab sample from the vagina,  cervix , urethra, rectum or throat during a physical exam.

## Can you get rid of gonorrhea?

**Gonorrhea can be cured with antibiotics.** A clinician may give you an antibiotic shot along with other medicine to take in the clinic, or he or she may prescribe pills.

To keep from infecting your partners, you should avoid sex until you have taken all the antibiotics and your partner has been tested and treated if necessary. If you do end up having sex while the antibiotics are still working it is really important to use a condom or else it is likely the medicine you took won’t work.

If you get antibiotic pills, make sure you take them all even if you start to feel better – otherwise the infection might not go away completely.

## What’s the worst that could happen?

For women, a gonorrhea infection can lead to**pelvic inflammatory disease (PID), an infection of parts of the reproductive system**, like the uterus, ovaries, and fallopian tubes. That means if you have gonorrhea and you don’t get it treated, you might not be able to have babies if and when you want to. If a woman has gonorrhea while she is pregnant, gonorrhea could harm the baby’s eyes during birth.

Rarely, a man with untreated gonorrhea could get a bad infection that causes scarring of the tubes that carry sperm. If this happens, he might not be able to have children.

# HERPES

## What is herpes?

Herpes is an **infection caused by a virus,**either herpes simplex virus type 1 (HSV-1) or herpes simplex virus type 2 (HSV-2.) Although most genital herpes infections are caused by HSV-2 and most oral herpes infections are caused by HSV-1, we now know that either virus, type 1 or type 2 can cause blisters or sores known as genital herpes.

## How do you get herpes?

Any **skin-to-skin touching with infected areas can pass along herpes,**even if the person who has herpes doesn’t have any visible sores or other symptoms. Once you have herpes, the virus is always in your body, so it can pass by oral, vaginal, or anal sex. Oral herpes, an infection of the lips, mouth or gums that causes blisters, can be spread from the mouth to the genital area during oral sex. And just as oral herpes can infect the genitals and cause genital herpes, genital herpes can pass from one person’s genitals to another person’s mouth, causing oral herpes.

## What are the symptoms of herpes?

Some people have no symptoms at all. But many people who have herpes get **blisters or sores**on their lips, inside the mouth, or on or inside the vagina, penis, thighs, or buttocks. These blisters or sores are different for everyone – some people only get them once; other people have "outbreaks" many times over their lifetime.

## How do you test for herpes?

If you have sores or blisters that you feel may be herpes, **have your medical provider** **look at them.**They may decide to take a sample from them by swabbing the open sore with a cotton swab. If you don’t have symptoms your provider can opt to take a **sample of blood** to test for herpes, although the results are not always clear-cut.

## Can you get rid of herpes? Are herpes curable?

**No – once you have herpes, you have the virus for the rest of your life.** But there are medicines that help the sores heal more quickly and they can decrease your partners’ risk of contracting herpes from you if you take the medicine every day. These medicines can also make the outbreaks less frequent and less uncomfortable.

## What’s the worst that could happen?

You could pass it on to your partners, even if you don’t have sores or blisters when you have sex.

Herpes infection increases your likelihood of getting HIV. Pregnant women who have herpes can pass it on to their babies during birth, which could make them really sick.

Rarely, when a person first catches herpes, the virus can spread to the spinal cord and brain.

# HPV & GENITAL WARTS

## What is HPV?

There are **over 150 different types of Human Papillomavirus** (HPV), but only a few of those cause genital warts. Other types of HPV can cause cervical cancer.

## How do you get HPV?

**Any skin-to-skin contact with infected areas can pass along HPV,** even if the person who has HPV doesn’t have any visible warts or other symptoms. You can also get it from oral, vaginal, or anal sex.

## How do you know you have HPV?

**Most people who have it don’t know it because they don’t have symptoms.** Even people who have the type of HPV that causes genital warts might not see anything. Some people may see small bumps in or around the vagina, penis, or anus. The bumps may grow in bunches or clusters and they may itch.

## How do you test for HPV?

There is currently no screening test for HPV itself or for warts.

For women, clinicians can do a simple test called a Pap smear to look for cervical abnormalities (pre-cancer or cancer). If you think you have warts, your doctor will look at your genitals using a bright light to see the warts.

## Can you get rid of HPV?

Most of the time, HPV goes away on its own.

The warts may go away on their own, too. If they do not go away, or they are bothering you, your doctor can remove the warts. There are also some medicines that you can use at home that cause the warts to go away. **Even if the warts go away or are removed, the virus may stay in your skin and can be spread to others.**

## What’s the worst that could happen?

**Some types of HPV can lead to cervical and other cancers.** In rare cases, pregnant women may pass genital warts on to their baby, which could make the baby very sick.

The kinds of HPV that cause genital warts are different from the kinds that causes cervical cancer.

# SYPHILIS

## What is syphilis?

Syphilis is a sexually transmitted disease caused by a kind of **bacteria**. It usually starts by causing painless sores (called chancres) or rashes on the skin, but over time it can become much more serious.

## How do you get syphilis?

Syphilis is spread through**contact with sores (called chancres)** or other symptoms of syphilis. It can be spread by having oral, vaginal, or anal sex, or by kissing someone who has a syphilis sore on their mouth.

## How do you know you have syphilis?

**The signs of syphilis can be so mild that you may never notice them.** The first sign is a painless sore, called a chancre. This sore can be on or near the vagina, penis, mouth, or anus. It heals by itself even if it is not treated, but unless you get treated, you will still have syphilis.

After a few weeks or months without getting treated, you may have a rash on the palms of your hands or soles of your feet, swollen glands, joint pain, fever, hair loss, sore throat, or headaches. These signs may also go away without treatment, but you still have the disease.

## How do you test for syphilis?

Clinicians may **look at any sores or other symptoms** you have to see if they are syphilis. If you don’t have symptoms, your doctor may also take **a small sample of blood** from you to test for syphilis.

## Can you get rid of syphilis?

Yes – if you have syphilis, **a health worker will give you an antibiotic shot.**To keep from infecting your partners, you should avoid sex until you have taken all the antibiotics and your partner has been tested and treated if necessary.

## What’s the worst that could happen?

Syphilis can be very dangerous if you don’t treat it. It can cause blindness, brain damage, heart disease, or death. Pregnant women who have syphilis can pass it to their baby, which could make the baby very sick. You could also pass it on to your partners, even if you aren’t aware of symptoms. Syphilis infection also increases your likelihood of getting HIV.

**Answers for STD Research Project**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **STD** | **How does a person get the STD?** | **What are the symptoms? What does it look like?** | **What happens if the STD is not treated?** | **Is the STD curable?** | **How can people protect themselves from the STD?** |
| *Chlamydia* | You can get chlamydia from **any type of sex.** Chlamydia infections like to live in the type of tissue that lines the openings of your body – like the vagina, the urethra, the rectum, or the throat. It can get passed between two people any time these tissues come together – which happens most often during unprotected vaginal or anal sex. It’s less common – but not impossible – to get chlamydia from oral sex. | **Most people who have it don’t know because they don’t have symptoms.** Among young women, chlamydia is sometimes called the “Silent Epidemic” because it causes so much damage without even showing any symptoms. A few people might have a thick yellow or clear discharge from the penis or vagina, pain or burning when they pee, or pain or bleeding during sex. | For women, a chlamydia infection can lead to **Pelvic Inflammatory Disease (PID), an infection of parts of the reproductive system** like the uterus, ovaries, and fallopian tubes. That means if you have chlamydia and you don’t get it treated, you might not be able to have babies if and when you want to. PID can also lead to problems like chronic pelvic pain or ectopic pregnancy.  **In men, untreated chlamydia may spread to the testicles**, causing pain, and in rare cases, infertility.  Chlamydia infection also increases your likelihood of getting HIV. Pregnant women who have chlamydia can pass it on to their babies during birth, which could cause blindness or lung damage. | **Chlamydia can be cured with antibiotics.** The best way to cure chlamydia and keep from infecting your partners is to avoid sex for seven (7) days until the antibiotics have done their job. If you do end up having sex while the antibiotics are still working it is *really* important to use a condom or else it is likely the medicine you took won’t work. If you got medication to take at home make sure you take all of the pills, even if you start to feel better – otherwise the infection might not go away completely. | Chlamydia is spread through sexual fluids like semen, pre-cum, and vaginal fluids. The best way to avoid chlamydia is to **use condoms and dental dams, or to not have vaginal, anal, or oral sex at all.** |
| *Gonorrhea* | The bacteria that cause gonorrhea like to live in moist areas of the body like the vagina, penis, eyes, throat, and rectum. You can get gonorrhea from contact with any of these areas on someone who is infected – that includes**all types of sex, including oral, vaginal, and anal sex.** | **Most people who have it don’t know because they don’t have symptoms.** Men are more likely to have symptoms than women. Men might experience burning when they pee, a white, yellow, or green discharge from the penis, or painful, swollen testicles. A few women have pain when they pee or pain in their lower abdomen. | For women, a gonorrhea infection can lead to**pelvic inflammatory disease (PID), an infection of parts of the reproductive system**, like the uterus, ovaries, and fallopian tubes. That means if you have gonorrhea and you don’t get it treated, you might not be able to have babies if and when you want to. If a woman has gonorrhea while she is pregnant, gonorrhea could harm the baby’s eyes during birth.  Rarely, a man with untreated gonorrhea could get a bad infection that causes scarring of the tubes that carry sperm. If this happens, he might not be able to have children. | **Gonorrhea can be cured with antibiotics.** A clinician may give you an antibiotic shot along with other medicine to take in the clinic, or he or she may prescribe pills.  To keep from infecting your partners, you should avoid sex until you have taken all the antibiotics and your partner has been tested and treated if necessary. If you do end up having sex while the antibiotics are still working it is really important to use a condom or else it is likely the medicine you took won’t work.  If you get antibiotic pills, make sure you take them all even if you start to feel better – otherwise the infection might not go away completely. | Gonorrhea is spread through sexual fluids like semen, pre-cum, and vaginal fluids. The best way to avoid gonorrhea is to use **condoms and dental dams, or to not have vaginal, anal, or oral sex at all.** |
| *Herpes* | Any **skin-to-skin touching with infected areas can pass along herpes,**even if the person who has herpes doesn’t have any visible sores or other symptoms. Once you have herpes, the virus is always in your body, so it can pass by oral, vaginal, or anal sex. Oral herpes, an infection of the lips, mouth or gums that causes blisters, can be spread from the mouth to the genital area during oral sex. And just as oral herpes can infect the genitals and cause genital herpes, genital herpes can pass from one person’s genitals to another person’s mouth, causing oral herpes. | Some people have no symptoms at all. But many people who have herpes get **blisters or sores**on their lips, inside the mouth, or on or inside the vagina, penis, thighs, or buttocks. These blisters or sores are different for everyone – some people only get them once; other people have "outbreaks" many times over their lifetime. | You could pass it on to your partners, even if you don’t have sores or blisters when you have sex.  Herpes infection increases your likelihood of getting HIV. Pregnant women who have herpes can pass it on to their babies during birth, which could make them really sick.  Rarely, when a person first catches herpes, the virus can spread to the spinal cord and brain. | **No – once you have herpes, you have the virus for the rest of your life.** But there are medicines that help the sores heal more quickly and they can decrease your partners’ risk of contracting herpes from you if you take the medicine every day. These medicines can also make outbreaks less frequent and less uncomfortable. | Genital herpes is spread from sexual skin-to-skin contact with someone who has it including vaginal, anal, or oral sex. The best way to avoid herpes is to not have contact with another person’s mouth or genitals. But most people have sex at some point in their lives, so using **condoms and dental dams can lower the risk of genital herpes**. However, it can also live on areas of your body that aren’t protected by condoms, so while they don’t always protect you from herpes, they do lower your chances.  Don’t have sex with anyone during a herpes outbreak, because it spreads most easily during that time period. However, herpes is usually passed when there are no sores or symptoms, so still you condoms and dental dams. |
| *HPV & Genital Warts* | **Any skin-to-skin contact with infected areas can pass along HPV,** even if the person who has HPV doesn’t have any visible warts or other symptoms. You can also get it from oral, vaginal, or anal sex. | **Most people who have it don’t know because they don’t have symptoms.** Even people who have the type of HPV that causes genital warts, they might not see anything. Some people may have small bumps in or around the vagina, penis, or anus. The bumps may grow in bunches or clusters and they may itch. | **Some types of HPV can lead to cervical and other cancers.** In rare cases, pregnant women may pass genital warts on to their baby, which could make the baby very sick.  The kinds of HPV that cause genital warts are different from the kinds that cause cervical cancer. | Most of the time, HPV goes away on its own.  The warts may go away on their own, too. If they do not go away, or they are bothering you, your doctor can remove the warts. There are also some medicines that you can use at home that cause the warts to go away. **Even if the warts go away or are removed, the virus may stay in your skin and can be spread to others.** | Again, the best way to make sure you don’t get HPV or genital warts is to avoid any sexual contact with another person, including vaginal, oral, or anal sex, and any other genital contact. But most people have sex at some point in their lives, so to lower your chances of getting HPV or genital warts is to **get the HPV vaccine, and use condoms and/or dental dams every time you have vaginal, anal, or oral sex.**  The HPV vaccine helps protect you against certain types of HPV that can lead to cancer or genital warts. For those aged 9-14, they only need two shots, while those aged 15-45 need three shots. |
| *Syphilis* | Syphilis is spread through**contact with sores called chancres** or other symptoms of syphilis. It can be spread by having oral, vaginal, or anal sex, or by kissing someone who has a syphilis sore on their mouth. | **The signs of syphilis can be so mild that you may never notice them.** The first sign is a painless sore (i.e., chancre). This sore can be on or near the vagina, penis, mouth, or anus. It heals by itself even if it is not treated, but unless you get treated, you will still have syphilis.  After a few weeks or months without getting treated, you may have a rash on the palms of your hands or soles of your feet, swollen glands, joint pain, fever, hair loss, sore throat, or headaches. These signs may also go away without treatment, but you still have the disease. | Syphilis can be very dangerous if you don’t treat it. It can cause blindness, brain damage, heart disease, or death. Pregnant women who have syphilis can pass it to their baby, which could make the baby very sick. You could also pass it on to your partners, even if you aren’t aware of symptoms. Syphilis infection also increases your likelihood of getting HIV. | Yes – if you have syphilis, **a health worker will give you an antibiotic shot.**To keep from infecting your partners, you should avoid sex until you have taken all the antibiotics and your partner has been tested and treated if necessary. | Syphilis is spread from sexual contact with someone who has it even if no one ejaculates. The best way to avoid syphilis is to **use condoms and dental dams, or to not have vaginal, anal, or oral sex at all.** |

**Mock Courtroom Scenarios (50-60 minutes each)**

1. **STI Disclosure Courtroom**

Note: you could remove detail from character background, to encourage them to think up arguments themselves.

**THE STORY**

A young man and woman met at a party and hit it off. At the end of the night, they went back to her apartment and had consensual sex. Because she had an IUD to protect her from getting pregnant, they didn’t use a condom.

In college the young man had gotten genital herpes—which isn’t curable, but is treatable. He has been taking his medication regularly and hasn’t had an outbreak of blisters in two years. As far as he knows, because he doesn’t have any outbreaks, he isn’t infectious. He thinks that since he isn’t infectious, he doesn’t have to tell her that he has herpes.

Unfortunately, a few days after they hooked up, sores appear on the young woman’s vulva. She goes to the doctor and learns that she has genital herpes. Furious that he didn’t warn her and gave her herpes, she sues him in court for personal injury.

We are going to court before a judge. The prosecuting and defense attorney will each make a statement, and then the attorneys will question each witness. At the end, the judge will decide if the defendant is guilty, of what, and what the punishment should be.

**THE CHARACTERS**

YOUNG MAN

You were unaware that you could transmit the virus when you didn’t have an outbreak, so it’s your doctors’ fault for not educating you on how herpes is transmitted. Also, you believe that your medical history is private and nobody’s business but your own. You also don’t completely believe that the young woman got the virus from you and not some other sexual partner—how can she prove that it was from you?

DEFENSE ATTORNEY(S)

You are arguing that the young man was uninformed by his doctor of the risks of transmission, and thus, he is not at fault. Additionally, you are arguing that his medical history, and disclosure of his STI history, is protected under the HIPAA Privacy Rule. You are also making the argument that the young woman could have contracted the herpes virus from another one of her sexual partners—not necessarily your client. If things aren’t looking good for your client and you think he may be found guilty, you will be arguing for a conviction of “negligence” instead of personal injury.

YOUNG WOMAN

You are distraught that you have to live with herpes for the rest of your life and undergo lifelong medical treatment to manage the disease. You are suing for emotional damages and for the cost of your lifelong medical treatment. You never would have consented to unprotected sex if you had known about his diagnosis—thus, you don’t feel you gave fully informed consent. You had a right to know information that could impact your health. Also, you resent suggestions that you “sleep around” and contracted herpes from another sexual partner. You have only slept with a couple other people in your life, and only had unprotected sex with ONE other person—your long-term boyfriend, who is serving as one of your witnesses in court today.

PROSECUTING ATTORNEY(S)

You are arguing that the young man is guilty of personal injury because he didn’t fully inform your client that he had herpes before they had unprotected sex. Because he didn’t share that information, she was not able to give fully informed consent. Under Minnesota law, it is a criminal offense for any individual who ***“KNOWINGLY****harbors a disease to transfer that disease through sexual penetration with another person without informing that person first.”*You are seeking payment for emotional damages and medical bills. You are calling three witnesses: the young man’s doctor, the young woman’s ex-boyfriend, and your star secret witness, the young man’s ex-girlfriend.

THE DOCTOR

You are the expert witness on herpes, there to inform the court that herpes can ALWAYS be spread through unprotected sex, even if the person with the infection doesn’t have any symptoms. Contrary to what the defense are arguing, you DID inform the young man that he could pass on the disease even if he wasn’t having symptoms—just like you do for ALL of your patients. Additionally, you remember that during the young man’s appointment, when you were informing him of risks, he wasn’t paying attention and was playing on his phone. You even wrote it in your medical notes. If he didn’t know, it was his own fault for not paying attention!

EX-BOYFRIEND

You and the young woman dated for two years and had a great relationship. You still care deeply for her and are sad to hear that this happened to her. During your relationship, you both got tested for STIs and because you were both healthy, were mutually monogamous, and she had an IUD to protect against pregnancy, you sometimes didn’t use condoms. You didn’t have an STI then and you don’t have an STI now—and you have a clean bill of health to prove it. It is not possible that she contracted herpes from you.

THE FRIEND

You are there vouch for your friends’ character, and tell the judge what a great guy he is. He is kind, thoughtful, and generous—and he would never knowingly harm another person! You are convinced that if he had known he could give herpes to another person, he would never have had unprotected sex. You think that he is innocent because he didn’t “knowingly” pass on the disease. Also, you were at the party when the young man and woman met—and she was being pretty flirtatious with all the guys there, including you! You wouldn’t be surprised if she has hooked up with multiple people—and you don’t think that she can PROVE that she got it from him.

EX-GIRLFRIEND

You are the star secret witness. You used to date the young man—and while you were together, he gave herpes to YOU, TOO! You told him that you got it and tried to get him to tell his partners, but he dismissed you and called you a slut. You are proof that he was aware he could give the virus to other people—but it is your word against his.

THE JUDGE

It is your job to make up your mind about if the young man is guilty, if he is guilty of “personal injury” or “negligence” (which means carelessness), and if he is guilty, what his punishment should be (ex. jail time, parole, payment for emotional damages or medical costs). You also need to decide if his doctor holds any fault for medical malpractice. After the defense and prosecuting attorneys make their statements, you need to call these witnesses (in any order, but save the ex-girlfriend for last):

* THE YOUNG WOMAN
* THE YOUNG MAN
* THE DOCTOR
* THE FRIEND
* THE EX-BOYFRIEND
* THE EX-GIRLFRIEND

1. **Senior Send-Off**

(*Source: The 3Rs)*

**THE STORY**

A 17-year-old high school senior with an excellent GPA has already been accepted to college. They are liked by everyone at school, both students and teachers. They have a good relationship with their parents, and are an active member of their faith community. They tutor students who need it, and volunteer at the animal shelter in town.

An unofficial tradition at their school is something called “Senior Send-Off,” in which graduating seniors compete to see who can have sex with the youngest student they can find at the same school. This tradition is not sanctioned by the school, although considering some of the graduates work as staff at the school, it’s possible that some know about it and simply look the other way.

The 17-year-old student has been helping a first-year student with their homework. That first-year student seems to look up to—perhaps even like?—the 17-year-old. The 17-yearold decides to try something sexual, just a kiss, and the first-year responds positively. They make out for a while, and end up having sex. They are both happy afterwards, but for different reasons.

When it is over, the 17-year-old smiles and says, “Just out of curiosity, how old are you?”  The first-year student says, “I’m 14, why?” The 17-year-old says, “Well, thanks to you, I may have just won a contest,” and tells them about the Senior Send-Off and that they need to be able to tell the senior class council how old they are.

The first-year student is confused – and then furious. “Wait – you’re saying this is only a game? I thought you were interested in me.” The 17-year-old, so excited by the idea of winning the competition, is confused – and then realizes that the first-year student really  liked them.

The first-year student goes home, and their parents notice they’re really upset about something. The first-year student tells their parents what happened. The parents flip out, yell, “But you’re 14!” and call the police. By the end of the day, the 17-year-old has been arrested for statutory rape; a few days later, the student’s parents are notified that the college their child was accepted to has cancelled their offer of admission.

**THE CHARACTERS**

FIRST-YEAR STUDENT

You are really upset and offended by what happened with the other student. You did consent to have sex with them, but you certainly would not have had you known in advance that this was part of some contest. You feel humiliated, and since everyone now knows what happened to you, you want the Senior to pay.

FIRST-YEAR STUDENT’S PARENTS

You are as upset as your child. You think the outgoing senior coerced your baby and took advantage of them – you want justice for your child. You also think that that student’s parents are to blame, and want to hurt and embarrass them, too. You think the older student should be expelled and shouldn’t be allowed to return to school.

FIRST-YEAR STUDENT’S CLOSE FRIEND

You and the first-year student have known each other since grade school. You think they’re a great person, and would never lie or say anything mean about someone else unless that person really had done something wrong. You think the 17-year-old definitely raped your friend and should be punished.

17-YEAR-OLD SENIOR

You are the 17-year-old student. You cannot believe everyone is freaking out about this. You thought this was between you and the first-year student. You both wanted to have sex, and you thought that since they liked you, they wouldn’t mind helping you win the contest. You don’t see what the big deal is, and you certainly don’t want this to affect your future.

SENIOR’S PARENTS

You are very conservative and very religious, and the idea that your child was having sex outside of marriage is distasteful to you. You are very disappointed in your child, but do not think it is possible for them to be seen as a rapist. You understand why the other student’s parents are upset, but think that this is a matter to be dealt with privately with your religious leader, not in a legal setting.

SENIOR’S CLOSE FRIEND

You and the 17-year-old have known each other since middle school. You think they’re a great person, and that they would never lie or do anything mean to another person – it’s just not in their nature. You are sure that this must be some kind of terrible misunderstanding. You’ve seen how great your friend is with younger kids, helping them after school and tutoring other high school students. You used to tease your friend for being kind of a goody-goody when you were younger, and you really can’t blame them for wanting to do one thing that would make them seem cool in the eyes of the other seniors before they graduated.

SENIOR CLASS PRESIDENT AND COUNCIL MEMBERS

You and the rest of the senior council have known about this tradition, but it has never been written down anywhere. You are the ones who have been pushing the students who are about to graduate to compete in the contest, but there’s an unspoken rule that people don’t talk about it – especially not with adults. You are terrified that you are all going to get into trouble and not be able to graduate. You want to cover yourselves and distance yourself from the senior who is being accused of rape as much as possible.

PROSECUTING ATTORNEY

You interpret the law as meaning this was rape, even though they both consented to it. But the age difference means that the younger person was not able to consent to the sex act, legally. Because it was part of a game, you really want to make the older person out to be a predator with no positive characteristics. This will make an example of the senior and serve as a warning to others.

DEFENSE ATTORNEY

You want to demonstrate as much as possible that the first-year student is smart enough to know the difference between whether they wanted to have sex or not. You believe the school itself is to blame because they should have known about the tradition and stopped it. You do not think your client should be convicted of rape-in fact you think this should be seen as a simple high school misunderstanding that is nobody else’s business but the two people who had sex. You think the first-year student’s parents are blowing it out of proportion and are just angry because they’re uncomfortable with the idea of their child having sex.

JUDGE

Your job is to LISTEN. Think about the arguments each “person” makes, talk amongst yourselves, and reach your verdict. All you have to decide are two things: First, was this rape, according to the law; and second, regardless of whether you decide it was or was not, what consequence(s), if any, should there be for any of the people involved? Things you might consider include whether the senior should be allowed to finish school, whether the senior council bears any responsibility, whether the school itself should be punished, whether the parents carry any responsibility, etc.

**Mock Courtroom Character Cards (print and cut ahead of time)**

|  |  |
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| **STI Disclosure Courtroom**  YOUNG MAN  You were unaware that you could transmit the virus when you didn’t have an outbreak, so it’s your doctors’ fault for not educating you on how herpes is transmitted. Also, you believe that your medical history is private and nobody’s business but your own. You also don’t completely believe that the young woman got the virus from you and not some other sexual partner—how can she prove that it was from you? | **STI Disclosure Courtroom**  DEFENSE ATTORNEY(S)  You are arguing that the young man was uninformed by his doctor of the risks of transmission, and thus, he is not at fault. Additionally, you are arguing that his medical history, and disclosure of his STI history, is protected under the HIPAA Privacy Rule. You are also making the argument that the young woman could have contracted the herpes virus from another one of her sexual partners—not necessarily your client. If things aren’t looking good for your client and you think he may be found guilty, you will be arguing for a conviction of “negligence” instead of personal injury. |
| **STI Disclosure Courtroom**  YOUNG WOMAN  You are distraught that you have to live with herpes for the rest of your life and undergo lifelong medical treatment to manage the disease. You are suing for emotional damages and for the cost of your lifelong medical treatment. You never would have consented to unprotected sex if you had known about his diagnosis—thus, you don’t feel you gave fully informed consent. You had a right to know information that could impact your health. Also, you resent suggestions that you “sleep around” and contracted herpes from another sexual partner. You have only slept with a couple other people in your life, and only had unprotected sex with ONE other person—your long-term boyfriend, who is serving as one of your witnesses in court today. | **STI Disclosure Courtroom**  PROSECUTING ATTORNEY(S)  You are arguing that the young man is guilty of personal injury because he didn’t fully inform your client that he had herpes before they had unprotected sex. Because he didn’t share that information, she was not able to give fully informed consent. Under Minnesota law, it is a criminal offense for any individual who ***“KNOWINGLY****harbors a disease to transfer that disease through sexual penetration with another person without informing that person first.”*You are seeking payment for emotional damages and medical bills. You are providing three witnesses (the judge will call them): the young man’s doctor, the young woman’s ex-boyfriend, and your star secret witness, the young man’s ex-girlfriend. |

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| **STI Disclosure Courtroom**  THE DOCTOR  You are the expert witness on herpes, there to inform the court that herpes can ALWAYS be spread through unprotected sex, even if the person with the infection doesn’t have any symptoms. Contrary to what the defense are arguing, you DID inform the young man that he could pass on the disease even if he wasn’t having symptoms—just like you do for ALL of your patients. Additionally, you remember that during the young man’s appointment, when you were informing him of risks, he wasn’t paying attention and was playing on his phone. You even wrote it in your medical notes. If he didn’t know, it was his own fault for not paying attention! | **STI Disclosure Courtroom**  EX-BOYFRIEND  You and the young woman dated for two years and had a great relationship. You still care deeply for her and are sad to hear that this happened to her. During your relationship, you both got tested for STIs and because you were both healthy, were mutually monogamous, and she had an IUD to protect against pregnancy, you sometimes didn’t use condoms. You didn’t have an STI then and you don’t have an STI now—and you have a clean bill of health to prove it. It is not possible that she contracted herpes from you. |
| **STI Disclosure Courtroom**  THE FRIEND  You are there vouch for your friends’ character, and tell the judge what a great guy he is. He is kind, thoughtful, and generous—and he would never knowingly harm another person! You are convinced that if he had known he could give herpes to another person, he would never have had unprotected sex. You think that he is innocent because he didn’t “knowingly” pass on the disease. Also, you were at the party when the young man and woman met—and she was being pretty flirtatious with all the guys there, including you! You wouldn’t be surprised if she has hooked up with multiple people—and you don’t think that she can PROVE that she got it from him. | **STI Disclosure Courtroom**  EX-GIRLFRIEND  You are the star secret witness. You used to date the young man—and while you were together, he gave herpes to YOU, TOO! You told him that you got it and tried to get him to tell his partners, but he dismissed you and called you a slut. You are proof that he was aware he could give the virus to other people—but it is your word against his. |

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| **STI Disclosure Courtroom**  THE JUDGE  It is your job to make up your mind about if the young man is guilty, if he is guilty of “personal injury” or “negligence” (which means carelessness), and if he is guilty, what his punishment should be (ex. jail time, parole, payment for emotional damages or medical costs). You also need to decide if his doctor holds any fault for medical malpractice. After the defense and prosecuting attorneys make their statements, you need to call these witnesses (in any order, but save the ex-girlfriend for last):   * THE YOUNG WOMAN * THE YOUNG MAN * THE DOCTOR * THE FRIEND * THE EX-BOYFRIEND * THE EX-GIRLFRIEND |  |

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| **Senior Send-Off**  FIRST-YEAR STUDENT  You are really upset and offended by what happened with the other student. You did consent to have sex with them, but you certainly would not have had you known in advance that this was part of some contest. You feel humiliated, and since everyone now knows what happened to you, you want the Senior to pay. | **Senior Send-Off**  FIRST-YEAR STUDENT’S PARENTS  You are as upset as your child. You think the outgoing senior coerced your baby and took advantage of them – you want justice for your child. You also think that that student’s parents are to blame, and want to hurt and embarrass them, too. You think the older student should be expelled and shouldn’t be allowed to return to school. |
| **Senior Send-Off**  FIRST-YEAR STUDENT’S CLOSE FRIEND  You and the first-year student have known each other since grade school. You think they’re a great person, and would never lie or say anything mean about someone else unless that person really had done something wrong. You think the 17-year-old definitely raped your friend and should be punished. | **Senior Send-Off**  17-YEAR-OLD SENIOR  You are the 17-year-old student. You cannot believe everyone is freaking out about this. You thought this was between you and the first-year student. You both wanted to have sex, and you thought that since they liked you, they wouldn’t mind helping you win the contest. You don’t see what the big deal is, and you certainly don’t want this to affect your future. |
| **Senior Send-Off**  SENIOR’S PARENTS  You are very conservative and very religious, and the idea that your child was having sex outside of marriage is distasteful to you. You are very disappointed in your child, but do not think it is possible for them to be seen as a rapist. You understand why the other student’s parents are upset, but think that this is a matter to be dealt with privately with your religious leader, not in a legal setting. | **Senior Send-Off**  SENIOR’S CLOSE FRIEND  You and the 17-year-old have known each other since middle school. You think they’re a great person, and that they would never lie or do anything mean to another person – it’s just not in their nature. You are sure that this must be some kind of terrible misunderstanding. You’ve seen how great your friend is with younger kids, helping them after school and tutoring other high school students. You used to tease your friend for being kind of a goody-goody when you were younger, and you really can’t blame them for wanting to do one thing that would make them seem cool in the eyes of the other seniors before they graduated. |

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| **Senior Send-Off**  SENIOR CLASS PRESIDENT AND COUNCIL MEMBERS  You and the rest of the senior council have known about this tradition, but it has never been written down anywhere. You are the ones who have been pushing the students who are about to graduate to compete in the contest, but there’s an unspoken rule that people don’t talk about it – especially not with adults. You are terrified that you are all going to get into trouble and not be able to graduate. You want to cover yourselves and distance yourself from the senior who is being accused of rape as much as possible. | **Senior Send-Off**  PROSECUTING ATTORNEY  You interpret the law as meaning this was rape, even though they both consented to it. But the age difference means that the younger person was not able to consent to the sex act, legally. Because it was part of a game, you really want to make the older person out to be a predator with no positive characteristics. This will make an example of the senior and serve as a warning to others. |
| **Senior Send-Off**  DEFENSE ATTORNEY  You want to demonstrate as much as possible that the first-year student is smart enough to know the difference between whether they wanted to have sex or not. You believe the school itself is to blame because they should have known about the tradition and stopped it. You do not think your client should be convicted of rape-in fact you think this should be seen as a simple high school misunderstanding that is nobody else’s business but the two people who had sex. You think the first-year student’s parents are blowing it out of proportion and are just angry because they’re uncomfortable with the idea of their child having sex. | **Senior Send-Off**  JUDGE  Your job is to LISTEN. Think about the arguments each “person” makes, talk amongst yourselves, and reach your verdict. All you have to decide are two things: First, was this rape, according to the law; and second, regardless of whether you decide it was or was not, what consequence(s), if any, should there be for any of the people involved? Things you might consider include whether the senior should be allowed to finish school, whether the senior council bears any responsibility, whether the school itself should be punished, whether the parents carry any responsibility, etc. |

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