



WELCOME AND INTRODUCTION

Activity Purpose: The primary purpose of this activity is to give Native STAND Students a clear understanding of the program and to establish the need for the program.

Youth will:

- Describe the goals, content, and procedures of the program.
- Describe the magnitude of the problem of teen pregnancy and STDs/STIs.
- Describe the role of a peer advocate.

| Activity Outline | Core Content Components | Instructional Method | Timing |
|-------------------------------------|--|--|------------|
| 1 Welcome & Introduction | <ul style="list-style-type: none">• Introduction• Native STAND Journey• M&M Activity | <ul style="list-style-type: none">• Mini-Lecture• Mini-Lecture/ Handout• Icebreaker Activity | 15 minutes |
| 2 Introduce Lesson | <ul style="list-style-type: none">• Safety Statement• Risky Business Activity | <ul style="list-style-type: none">• Mini-Lecture• Small Group Activity | 15 minutes |
| 3 Peer Advocate Overview | <ul style="list-style-type: none">• Introduction to Peer Advocate Concept | <ul style="list-style-type: none">• Large Group Discussion | 5 minutes |
| 4 Native STAND Agreements | <ul style="list-style-type: none">• Native STAND Group Agreements | <ul style="list-style-type: none">• Large Group Activity | 10 minutes |
| 5 Closing | <ul style="list-style-type: none">• Final Reflection | <ul style="list-style-type: none">• Large Group Reflection | 5 minutes |

Materials:

- Peer Advocate Handouts
- 1 large bag of M&Ms
- Small prize for Activity #4 winning team (optional)
- Chart paper, markers, masking tape
- Question Box (QB)
- Prepare for the Gallery Walk

Handouts:

- Student Handout 1.0: Native STAND Consent Form (sent ahead of time)
- Student Handout 1.1: Risky Business Worksheet
- Facilitator Resource 1.0: Peer Advocate Gallery Walk

Preparation:

- Check your Tribe, local and State laws on mandatory reporting requirements.
- Write on Board: STAND = Students Together Against Negative Decisions.
- Write on Board: Meeting logistics, incentives, Group Agreements.
- Collect Native STAND consent forms ahead of time as students are walking in (if required).
- Identify what incentives are available to support and sustain youth participation.
- Create any logistics information to provide to students.



1. Welcome & Introduction

5 minutes,
Mini-Lecture

- If required, collect signed Native STAND Consent Forms as students arrive.
- Welcome students to Native STAND and explain that the acronym STAND” represents “Students Together Against Negative Decisions.”
- Introduce yourself briefly, sharing your name, tribal affiliation (if any), and where you work. Greet students in your native language, if you feel comfortable doing so.
- Express excitement and anticipation. Congratulate them on joining the Native STAND program and starting the journey to become a peer advocate.
- Tell them that through this program, they will have the opportunity to provide their peers with accurate information on making healthy decisions, including preventing STD/STI, HIV, and unplanned pregnancy.
- Distribute the Native STAND handouts by asking a student volunteer to pass them out.
- Review the commitment required (e.g., time), energy, stamina, and giving of themselves when they share health information). Include make-up policy/ policy for missed sessions.
- Discuss program logistics: how many weeks/ sessions, how long each one lasts, when and where, and plans for after the program (e.g. Native STAND Club).
- Review incentives for program participation, if any (e.g., class credit, outings).

Facilitator Note

This section needs to move very quickly to allow more time for activities, do as much as you can to prepare and plan ahead of time to make this section go quickly, such as:

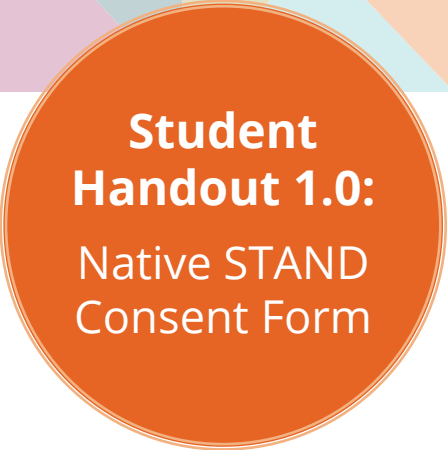

▶ Printing and assembling student handouts into a packet ahead of time.

▶ Having a pre-implementation session before this lesson to introduce the program and yourself to students and collect consent forms.

▶ Arranging student volunteers to pass out handouts as students arrive and other roles you'll need during the rest of the session.

▶ Keeping your talking points and introduction brief.

▶ Providing logistical information on handouts rather than reviewing all of that information in class.



Student Handout 1.0: Native STAND Consent Form

Student:

I agree to participate in Native STAND (Native Students Together Against Negative Decisions), a program that will teach me how to make healthy decisions concerning my health and to protect myself from an unplanned pregnancy, HIV/AIDS, and other sexually transmitted diseases and infections (STDs/STIs). Group sessions will provide information on healthy decision making and prevention. The program will teach me ways to protect myself and lower the risk of STDs/STIs, HIV, and pregnancy, refuse unwanted propositions, and form stable relationships with others. As a Native STAND participant, I understand that I will be asked to practice how I would handle pressures from other people. The program will also teach me how to share this information with others.

I understand that all discussions in the group and my conversations with the project staff are confidential unless I indicate that I am in danger or share information about abuse, neglect, intention to harm myself or others, imminent threats to the health and safety of others and other reportable information/ activities.

They will not be revealed to my parents or anyone else. Any written evaluations that I complete for this project will be confidential and my name will not be placed on them. These evaluations will include questions about my personal knowledge, attitudes, and behaviors related to sex. My name will never appear on any report of the project or its results.

I choose to participate in this project voluntarily. I understand that I am free to stop any time I wish.

Native STAND Member Signature

Date

Native STAND Project Director Signature

Date

Parent/Guardian:

I understand the nature of the Native STAND program my child will be participating in, and I hereby give my full permission for him or her to participate in the program in its entirety.

Parent/ Guardian Signature

Date

Parent/ Guardian Name (Print)

Parent/Guardian Phone #

Email:



Explain that participation in the Native STAND program is like a journey along a path, where they will learn important things about themselves and others such as:

Learning About Ourselves & Each Other

- Connecting with each other and building our Native STAND Peer Advocate Team.

Our Cultures, Diversities, and Futures

- Exploring who we are, what is important to us and what we want for our futures.

Our Relationships & Bodies

- Learning how to build healthy relationships, set our boundaries, and how our bodies work.

Sexual and Reproductive Health

- Understanding the risks of sexual activity and how to protect ourselves.

STD/STI & HIV Risks and Protection

- Building our skills to protect ourselves from STDs/STIs and HIV.

Self-Care & Community Care

- Making a plan to take care of ourselves, ask for support, and care for each other.

"M&M" Activity



10 minutes,
Large Group
Icebreaker

- Prepare Ahead of Time: Before this session starts, develop a "code" for each different color of M&M and post it on flip chart paper or the board. This example (below) shows the kinds of things you can ask about, but the options are limitless.
- Don't let the students see the chart paper until activity begins.
- Introduce activity: "We're going to get to know you and you are going to get to know each other—and yourselves—much better over these upcoming weeks and months. Today we're going to begin with a fun and easy way to learn more about each other."
- Have students sit or stand in a circle facing each other. Have a student pass a bag of M&Ms around and tell each student to take 3 different colored M&Ms. They are not to eat the M&Ms (yet!) (NOTE: Make sure no one has a peanut allergy if you use Peanut M&Ms.) Starbursts are also a good option.
- Display the chart paper and explain that for each different colored M&M, the student will share their name, tribal affiliation (if any, unless they are all from the same tribe) and select one of the aspects about themselves that corresponds to one of the colors of M&M's they have. For now, they are just going to choose one color to share about themselves using only 1 sentence (to keep it brief). Example: My name is Michelle, I'm Navajo, and my favorite song is Purple Rain by Prince.
- After a student has shared, the student to their right in the circle will go next.
- It's fun and builds trust if the facilitators also participate in this activity.
- Once everyone has had a turn, they can eat their M&Ms. Now you can also pass around the M&Ms for them to share.

Color Categories:

Favorite Song

Favorite Food

**A Hobby or something
they like to do**

Favorite Movie

Nickname

Tell a Joke

Facilitator Tip

This activity needs to move quickly to stay on time, especially if you have a large group. Here are some tips to help you stay on time:

Give students the option to pass if they don't feel comfortable sharing. Offer an opportunity to share at the end if they want to.

Explain the instructions clearly before getting started and ask students to reexplain them back to you quickly (to check for understanding).

Remind them to keep their responses short! Share the example provided or provide your own example to get the group started.

You may want to have M&M's pre-packaged ahead of time or buy fun sized packs and ask them to take out 3 M&M's.

If you have a really small group and/or extra time, you can do additional rounds.



2. Introduce Lesson

15 minutes, Small & Large
Group Activity

Share the safety statement to introduce the lesson's concepts:

Safety Statement: “The topics in the activity we are about to do can be sensitive for some people. If anyone has questions, feels uncomfortable or would like to talk to me during the activity, please let me know.”

Risky Business

- Evenly divide students into 3-4 small groups by asking them to number themselves off and move into their groups in different areas of the rooms. Designate areas of the room for Group 1, 2, 3, etc ahead of time and place a set of Risky Business worksheets in those areas.
- Tell students they will take about 5 minutes to answer the questions for their group on the Risky Business worksheets. Ask them go through the questions as a group and come up with their best guess for each question. If they finish their questions before 5 minutes, they should let you know they are done and should continue making guesses on the other questions.
- While the small groups are in discussion, display the scoring chart you prepared for this activity. The chart should look something like this:

| | Team 1 | Team 2 | Team 3 | Native | Native / All Ethnicities |
|-------|--------|--------|--------|--------|-----------------------------|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| Total | | | | | |

- After about 5 minutes (or when it looks like the teams have worked through the questions), ask them to stop and reconvene as a full group.

Risky Business Questions & Answers

Group 1

1. What percent of Native students regularly use social media? 80% - Native (vs. 70% - All Ethnicities)
2. What percent of Native students eat at least 5 servings of fruit or vegetables every day? 31% (vs. 22%)

Group 2

3. What percent of Native students have ever tried cigarettes? 76% (vs. 46%)
4. What percent of Native students drank alcohol at least once in the last month? 43% (vs. 42%)

Group 3

5. What percent of Native students rank Native Identity and Cultural Pride as their top 3 health topics? 75% (vs. 0%)
6. What percent of Native students have ever had sex? 60% (vs. 46%)

Group 4

7. What percent of Native students regularly get health information from the Internet? 95% (vs. ?%)
8. What percent of Native students attempted suicide 1 or more times in the past year? 10% (vs. 6%)

- Read question 1 aloud and ask for the Team 1's answer. Write the answers in the appropriate row and column. Ask one person from the other teams to make a guess and record their answers. Repeat for the remaining questions. Once you have gone through every team's answers for every question, the table may look something like this:

| | Team 1 | Team 2 | Team 3 | Native | All Ethnicities |
|-------|--------|--------|--------|--------|-----------------|
| 1 | 40% | 25% | 35% | | |
| 2 | 5% | 10% | 30% | | |
| 3 | 75% | 50% | 62% | | |
| 4 | 75% | 40% | 55% | | |
| 5 | 25% | 20% | 20% | | |
| 6 | 75% | 45% | 50% | | |
| 7 | 60% | 25% | 20% | | |
| 8 | 30% | 5% | 10% | | |
| Total | | | | | |


- Ask for a volunteer to share any observations they have about how the different teams answered the different questions. (For example, Team 1 consistently guessed "worst case scenario", while Team 2 guessed somewhat more positively/optimistically; Team 3 guessed somewhere in between.).

- Inform the students that you are going to go through each question and provide the correct answer. The team with the guess closest to the correct answer will get 1 point; the team with the most points will win a small prize. (The prize is optional.) If two teams have the same guess or are equally close to the correct answer, give each team a point. As you go through each question's correct answer, circle the closest answer in a different color marker and write the correct answer in the "Native" column. Add up each team's correct answers and write the total points in the last row. (In this example, Team 3 scored the most points and will win the prize.) When you are done, the table may look something like this:

| | Team 1 | Team 2 | Team 3 | Native | All Ethnicities |
|--------------|--------|--------|--------|--------|-----------------|
| 1 | 40% | 25% | 35% | 80% | 70% |
| 2 | 5% | 10% | 30% | 31% | |
| 3 | 75% | 50% | 62% | 67% | |
| 4 | 75% | 40% | 55% | 43% | |
| 5 | 25% | 20% | 20% | 75% | 0% |
| 6 | 75% | 45% | 50% | 59% | |
| 7 | 60% | 25% | 20% | 95% | ?% |
| 8 | 30% | 5% | 10% | 10% | |
| Total | 1 | 3 | 4 | | |

- Lastly, go through the questions one more time and ask for volunteers to share whether they think Native or "All races" will have a higher risk and what their guess is for each risk. Write the correct answer down in the "All" column and circle the group with the greater risk. Point out any answers that are very close between the two groups (for example, as with questions 1 and 2. When you are done, the table may look something like this:

| | Team 1 | Team 2 | Team 3 | Native | All Ethnicities |
|--------------|--------|--------|--------|--------|-----------------|
| 1 | 40% | 25% | 35% | 80% | 70% |
| 2 | 5% | 10% | 30% | 31% | 22% |
| 3 | 75% | 50% | 62% | 67% | 46% |
| 4 | 75% | 40% | 55% | 43% | 42% |
| 5 | 25% | 20% | 20% | 75% | 0% |
| 6 | 75% | 45% | 50% | 59% | 46% |
| 7 | 60% | 25% | 20% | 95% | ?% |
| 8 | 30% | 5% | 10% | 10% | 6% |
| Total | | | | | |



Student Handout 1.1: Risky Business Worksheet

1. What percentage of Native students regularly use social media?_____%
2. What % of Native students eats at least 5 servings of fruits and vegetables every day?_____%
3. What % of Native students has ever tried cigarettes?_____%
4. What % of Native students drank alcohol at least once in the last month?_____%
5. What percent of Native students rank Native Identity and Cultural Pride as their top 3 health topics?_____%
6. What % of Native students has ever had sex?_____%
7. What percent of Native students regularly get health information from the Internet?_____%
8. What % of Native students attempted suicide 1 or more times in the past year?_____%

FAQ



- Lead a discussion by selecting a few of the questions below:
 - What do you think about this information?
 - Did any of the answers surprise you? If so, which ones and why?
 - Do you believe these same trends hold true for your own community? Why or why not?
 - Do you think Native kids have riskier behaviors than kids of other races? If so, what might be contributing to taking more risks?
 - In what ways are Native kids less risky than kids of other races?
- Ask youth if they have any questions about the activity. Review the FAQ below if they ask any of these common questions.

Frequently Asked Questions

Where do these data come from?

These data are from the Centers for Disease Control and Prevention's Youth Risk Behavior Surveillance System (YRBSS). YRBSS is a school-based survey conducted every two years by CDC, state, local, and some Tribes that monitors priority risk behaviors among youth and young adults. As well as from the 2020 Native Youth Health Tech Survey, by We R Native: <https://www.healthynativeyouth.org/wp-content/uploads/2021/02/YHTS-No-Labels-FINAL.pdf>

Do students tell the truth on the YRBSS?

Research indicates data of this nature may be gathered as credibly from adolescents as from adults. Internal reliability checks help identify the small percentage of students who falsify their answers.

Where can I get more information on the YRBSS?

Visit <http://www.cdc.gov/HealthyYouth/yrbs>. Also, check with your state department of health or education to see whether your state samples for and publishes YRBSS data for Native Americans.

- Finally, close this activity by emphasizing: "all youth take risks- sometimes these are healthy like trying out for a team or a part in play and other times they are less healthy. Our goal as peer advocates will be to learn about health concepts so we are equipped to share accurate information with our peers and support them in taking healthy risks and minimizing their unhealthy risks. Later in the program will talk about goal setting and how to make choices about the risks we take based on our goals for the future."



3. Peer Advocate Overview

5 minutes,
Gallery Walk

Introduction to the Peer Advocate Concept:

- Ask students to stay in their small groups.
- Ask each group to designate one person to serve as the facilitator to guide the discussion and one person to serve as the scribe to write down the group's responses.
- Ask the groups to take about 1 minute at each of the question statements around the room with the following questions written on flip charts:
 1. What is a peer advocate?
 2. Why do you think peers - people like you - would be good advocates for other teens?
 3. What kind of support do you need from your peers?
 4. What kind of information do you need from your peers?
- After 1 minute at each station, ask groups to rotate until they have visited all 4 stations.
- The groups should go back to the first question they started with.
- As a full group, ask students to share briefly what their group discussed and what additional ideas are on the page.

Note: It's very important that the Native STAND facilitators, the peer advocates, and the student body understand that participants in Native STAND are peer leaders and advocates, not counselors. It's important to have a clear referral mechanism in place for the peer advocates to refer students to when their peers need counseling services.

Student discussions may include:

- What is a peer advocate?
 - Someone who shares characteristics of his or her group of friends but gets special training to be able to share information with other youth. Peer advocates have to be positive role models.
- Why do you think peers would be good advocates for other teens?
 - Teens get their information from other youth and the media.
 - Teens have a lot of influence on each other as they grow up.
 - Teens will listen to each other more than they will listen to adults.
- Teens will trust what other teens tell them more than they will trust what adults say.
- It may be easier to ask questions about tough subjects (like sex) of another teen.
- Teens who think their peers are practicing safer sex are more likely to do the same.

**Facilitator
Resource 1.0:**
Peer Advocate
Gallery Walk

Prepare for the Gallery Walk

Write the following question prompts on flip chart paper and spread around the room to give each group space to work:

- What is a peer advocate?
- Why do you think peers - people like you - would be good advocates for other teens?
- What kind of support do you need from your peers?
- What kind of information do you need from your peers?

Alternatively, you can print the prompts on the following pages on cardstock and hang them around the room.

What is a Peer Advocate?

Why do you
think peers
- people like
you - would
be good
advocates for
other teens?

What kind
of support
do you need
from your
peers?

What kind of
information
do you need
from your
peers?

4. Native STAND Group Agreements



10 minutes, Large
Group Discussion

- The Native STAND Group Agreements, contains the students' own guiding principles that they come up with and they agree to adhere to as Native STAND peer advocates. This is a "living document" which means items can be added or removed as the program progresses.
- Explain to students what purpose the Group Agreements will serve and ask them to make suggestions. Write them down on chart paper for discussion.
- Possible elements for the Group Agreements could be:
 - No put downs
 - Leave your bad mood at the door
 - Respect each other's opinions
 - No interrupting
 - No talking while other people are trying to talk
 - Everyone has the right not to answer
 - There are no dumb questions
 - Laugh with others, not at them
 - What's said here stays here
- If the students have a hard time getting started or they get stuck, facilitators can make suggestions.
- Make sure the students understand the full implications of what they put in the Group Agreements. In some Native STAND programs, the students set a bar so high that they could not follow their own rules.
- Before the next session, transcribe the Group Agreements onto a poster. Try to use as much of their own language, without changing their words as you transcribe.



5. Closing

5 minutes,
Large Group

- Introduce Question Box: a way to anonymously ask questions. Recommend that each session, all participants submit something, even if it's a blank note so that everyone feels comfortable asking questions.
- Preview next session: Team Building. "In the next session, we'll focus on team building and strengthening our connection with each other as a peer advocate team."
- Thank students for coming. Add something like: "I hope you are excited about becoming a peer advocate. It's going to be fun and we'll learn a lot. I look forward to seeing you next time."

Native STAND

Students Together Against Negative Decisions