



Native STAND

Program Components

- 27 sessions designed to last 1 ½ hours each
- Comprised of three manuals – Peer, Facilitator and Resource
- Interactive format, including small group discussion, interactive exercises, and activities to build skills
- It should be co-facilitated by a male adult, a female adult, and one peer teen

Evaluation Findings

- Increased AIDS risk behavior knowledge and reproductive health knowledge
- Increased communication with adults about sexual health
- Increased knowledge about healthy relationships
- Increased intentions to use condoms

Intended Audience

- Supports American Indian/Alaska Native (AI/AN) youth to make healthy decisions including the prevention of STDs, HIV, teen pregnancy, and drug and alcohol use
- Not specific to one tribe or geographic region. It draws on cultural teachings from many Native American tribes and communities
- Communities with large Native populations

Adult Preparation Subjects

Healthy Relationships

- Lessons on Healthy Relationships, Negotiation and Refusal Skills, and Decision Making

Healthy Life Skills

- Lessons on Taking Care of the Whole Person and Honoring Diversity

Sessions	Objectives
Session 1: Welcome and Introduction	<p>Describe the goals, content, and procedures of the program.</p> <p>Describe the magnitude of the problem of teen pregnancy and STDs.</p> <p>Describe the role of a peer educator.</p>
Session 2: Team Building	<p>Display an increased level of cooperation when working together.</p> <p>Express an increased sense of trust towards each other.</p> <p>Voice an increased sense of belonging as a Native STAND member.</p>
Session 3: Acting Out	<p>Describe the importance of improvisation and role playing in health education.</p> <p>Describe an increased level of comfort when improvising or role playing.</p> <p>Describe an increased sense of bonding and unity with other peer educators.</p>
Session 4: Culture and Tradition	<p>Describe traditional Native American healing practices used to promote healing and well-being.</p> <p>Describe the role elders play in Native American culture.</p>
Session 5: Honoring Diversity/Respecting Differences	<p>Describe the terms “stereotype” and “prejudice”.</p> <p>Identify and correct common myths/misconceptions, stereotypes and prejudices.</p> <p>Describe negative effects of stereotypes and prejudices.</p>
Session 6: Goals and Values	<p>Describe how culture helps to define values within a community or family.</p> <p>Define the term “values” for themselves and their communities.</p> <p>Identify three values they learn from their families.</p> <p>Examine their personal values related to sexual matters.</p> <p>Articulate things that matter to them and why.</p>
Session 7: Healthy Relationships- Part 1	<p>Describe at least four types of love.</p> <p>Describe characteristics of a healthy relationship.</p> <p>Objectively judge the quality of a romantic relationship against a written checklist.</p>
Session 8: Reproductive Health- Part 1	<p>Identify the major structures and functions of parts of the male and female reproductive systems.</p> <p>Explain the physical changes that occur during puberty.</p> <p>Cite the phases of a woman’s menstrual cycle.</p> <p>Describe recommended male and female hygiene practices.</p>
Session 9: Reproductive Health –Part 2	<p>Describe how pregnancy happens.</p> <p>Explain the importance of early prenatal care.</p> <p>Identify the types of reproductive health care examinations that males and females should get in order to maintain reproductive health.</p> <p>Identify reproductive health risks specific to GLBTQ youth.</p>

<p>Session 10: The Downside of Hooking Up</p>	<p>Discuss common reasons teens give for deciding to have or not have sex. List the benefits to teens for postponing sex. Recognize that abstinence is the only 100% sure way to prevent getting pregnant or getting an STD, including HIV/AIDS Identify sexual behaviors that carry more risk of STD, HIV, and pregnancy than others. Distinguish between behaviors that are “safe sex” versus “safer sex”. Recognize that even teens who continue to have sex can reduce their risks.</p>
<p>Session 11: Pregnancy and Parenting</p>	<p>Identify at least 6 disadvantages of getting pregnant/being a teen parent. List at least 4 risks of teen parenthood. Name a local place to get pregnancy testing and counseling.</p>
<p>Session 12: Pregnancy Prevention</p>	<p>List at least 5 commonly available methods of birth control and identify the relative advantages and disadvantages of each. Identify the relative effectiveness of each of the methods for pregnancy and STD prevention.</p>
<p>Session 13: Condoms</p>	<p>Identify at least two advantages of using condoms when having sex. Identify the three main types of condoms on the market. Describe the advantages and disadvantages of different types of condoms. Identify the basic steps in using a male condom correctly. Describe the availability and cost of condoms in several local stores.</p>
<p>Session 14: Sexually Transmitted Diseases- Part 1</p>	<p>Name 8 STDs. Identify the 3 STDs most common among teenagers. Use a pamphlet to match STD symptoms to individual STDs. Name 2 incurable STDs. Identify the three most common symptoms of STDs. Name a local, regional, or national hotline or other resource for STD testing, counseling, and information.</p>
<p>Session 15: Sexually Transmitted Diseases- Part 2</p>	<p>Describe their reproductive rights according to their state’s laws. Describe the role stories play in Native American culture and tradition and how stories can be used in STD/ HIV prevention work. Review students’ understanding of STDs.</p>
<p>Session 16: HIV/AIDS- Part 1</p>	<p>Identify personal strengths and weaknesses in HIV/AIDS knowledge. Identify at least two reasons teens are not normally worried about getting HIV/AIDS. Describe local, regional, and national HIV/AIDS data. Describe at least two challenges to preventing HIV transmission among Native Americans. Describe the experience of simulating the spread of HIV.</p>
<p>Session 17: HIV/AIDS- Part 2</p>	<p>Identify routes of HIV transmission. Identify personal strengths and weaknesses in HIV/AIDS knowledge. Describe the personal experience of simulating someone with HIV or the partner of someone with HIV. Describe the personal experience of someone living with HIV/AIDS.</p>

Session 18 : Field Trip to a Local Health Clinic	<p>Describe how to access services at the community clinic.</p> <p>Describe the services available to teens at the clinic, including costs.</p> <p>Explain how confidentiality for teen clients is handled at the clinic.</p>
Session 19: Taking Care of the Whole Person	<p>Explain the importance of balance in one's life.</p> <p>Describe what stress is and how it can negatively impact you.</p> <p>Identify strategies to deal with stress in a healthy manner.</p> <p>Define sadness, depression, and grief.</p>
Session 20: Healthy Relationships- Part 2	<p>Identify warning signs of unhealthy relationships.</p> <p>Identify what dating abuse is and how common it is.</p> <p>Explain the connection between dating abuse/violence and STD risk.</p> <p>Identify healthy strategies to handle conflict.</p> <p>Identify 3 risk factors that hinder personal growth.</p> <p>Identify 3 factors that support personal growth.</p>
Session 21: Drugs and Alcohol	<p>Describe how alcohol and drugs can increase the risk of STDs, HIV, and unplanned pregnancy.</p> <p>Identify strategies to prevent high-risk behaviors when under the influence of drugs and/or alcohol.</p>
Session 22: Negotiation and Refusal Skills	<p>Explain the difference between passive, assertive, and aggressive communication.</p> <p>Explain the importance of using body language that matches your words.</p> <p>Identify communication norms specific to your tribe.</p> <p>Identify three effective refusal techniques.</p> <p>Use the three refusal techniques effectively.</p> <p>Respond assertively to peer pressure to engage in unwanted activities (gossip, cruelty, drinking, drugs, sex, etc.).</p> <p>Provide effective "comebacks" to common sexual pressure lines.</p>
Session 23: Decision Making	<p>Describe the limitations of using the Feel-Act Decision-Making Method.</p> <p>Describe the steps in the STAR decision-making method.</p> <p>Apply the STAR method to a personal decision.</p> <p>Make an explicit written personal commitment about sexual behavior boundaries that will eliminate or reduce their risk.</p>
Session 24: Being a Peer Educator	<p>List characteristics of effective peer educators.</p> <p>Explain the importance of peer educators as role models and their impact on norm setting.</p> <p>List three "dos" and "don'ts" for peer educators.</p> <p>Identify issues that a peer educator should refer to a professional.</p>
Session 25: The Stages of Change	<p>List in order the four SOC stages</p> <p>Describe the four SOC stages</p> <p>Determine a person's SOC</p> <p>Identify their current personal SOC for specific decisions</p> <p>List the SOC techniques that are helpful for people in specific stages</p> <p>Describe the SOC techniques that are helpful for people in specific stages</p>

	Session 26: Effective Communication	Identify a least 5 Communication Jammers that prevent effective communication. Recognize how tone can affect communication. Practice effective ways of communicating without judgement. Practice staging a person and tailoring messages to that stage.
	Session 27: Putting It All Together	Interact effectively with others to promote behavior change that will reduce that person's risk. Assess one's own strengths and challenges in peer educator conversations.