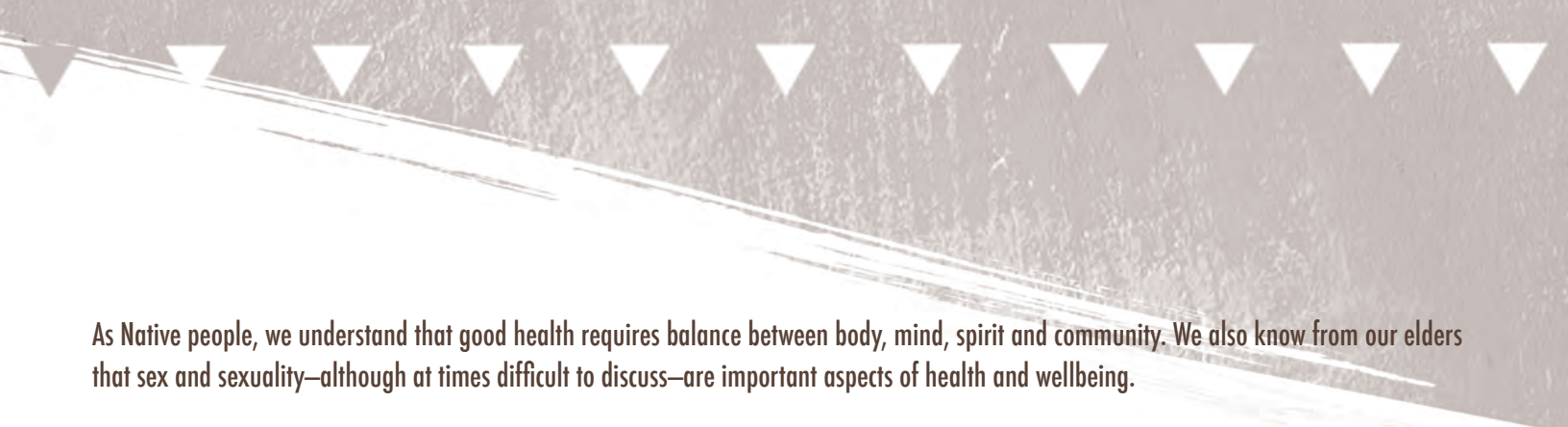




USER'S GUIDE





As Native people, we understand that good health requires balance between body, mind, spirit and community. We also know from our elders that sex and sexuality—although at times difficult to discuss—are important aspects of health and wellbeing.

WHAT IS NATIVE VOICES?

Native VOICES (Video Opportunities for Innovative Condom Education and Safer Sex) is an evidence-based video designed to prevent HIV and other sexually transmitted diseases. The 23-minute video was designed to encourage condom use and improve condom negotiation skills among heterosexual and LGBTQ (Lesbian, Gay, Bisexual, Transgender and Queer) American Indian teens and young adults 15–24 years old. The culturally tailored video covers important sexual health topics, including the following:

- Talking to your partner about sex
- STD testing
- Defining and enforcing personal values, and
- Healthy relationships

WHY USE NATIVE VOICES?

Native VOICES can be easily integrated into the flow of services provided by clinics, schools, treatment centers and other community-based programs. Native VOICES can be implemented by a variety of support staff and be tailored to the needs and time constraints of your setting.

HOW WAS NATIVE VOICES DEVELOPED?

The Native VOICES video was adapted from VOICES and Safe in the City, which are effective behavioral HIV prevention interventions recognized by the Centers for Disease Control and Prevention (CDC). Learn more about them at: www.effectiveinterventions.org (Myint-U et al., 2010; O'Donnell, O'Donnell, San Doval, Duran, & Labes, 1998). The intervention is grounded in the Theory of Reasoned Action, which helps explain why people take the health risks that they do.

The video was adapted and evaluated by the Northwest Portland Area Indian Health Board over a four-year period. It is based on insight and expertise from hundreds of youth, elders, tribal leaders and staff at clinics, schools and youth programs across Indian Country.

WHAT'S INCLUDED IN THE TOOLKIT?

- The Native VOICES User's Guide
- Native VOICES DVD, which includes a brief condom and a dental dam demonstration videos
The video can also be accessed online, at: www.youtube.com/weRnative
- Condoms, dental dams and fact sheets

EVALUATION FINDINGS

Among youth, parents and health educators who watched the video during red carpet showings:

- 98% found the video to be culturally appropriate for American Indian people
- 98% felt the information could be trusted
- 90% felt the video showed real life situations with characters they could relate to
- 92% indicated that the video will help them make healthy life choices
- 88% could see themselves or their friends in the situations presented in the video
- 94% felt that the things the actors did and said in the video about condoms and negotiating safe sex would work for them

The effectiveness of the intervention to change knowledge, attitudes and behavior was evaluated in a three-armed randomized, controlled trial involving nearly 800 AI/AN youth (15-24 years old), using pre-, post- and 6-month follow-up surveys. Nine sites participated in the study (including schools, youth centers and tribal centers) in urban and rural settings across the U.S. The study sites were grouped then randomized into one of three study arms:

1. A control group that received sexual health fact sheets alone
2. An intervention group that received sexual health fact sheets plus the Native VOICES video
3. An intervention group that received sexual health fact sheets plus the Native VOICES video plus a facilitated discussion.

The results of this study will be available in April 2015.

On behalf of the Northwest Portland Area Indian Health Board and our project partners, we hope that you enjoy implementing this program with your youth. If you have any questions about the intervention or would like additional health promotion resources, please feel free to contact us.

Citations: Myint-U, A., Bull, S., Greenwood, G. L., Patterson, J., Rietmeijer, C. A., Vrungos, S., . . . O'Donnell, L. N. (2010). Safe in the City: Developing an Effective Video-Based Intervention for STD Clinic Waiting Rooms. *Health Promotion Practice*, 11(3), 408-417. doi: 10.1177/1524839908318830 O'Donnell, C. R., O'Donnell, L., San Doval, A., Duran, R., & Labes, K. (1998). Reductions in STD infections subsequent to an STD clinic visit. Using video-based patient education to supplement provider interactions. [Clinical Trial Randomized Controlled Trial]. *Sex Transm Dis*, 25(3), 161-168.

The Native VOICES Project is supported by the Indian Health Service's Native American Research Centers for Health (NARCH) program.

SHOWING THE VIDEO

The Native VOICES video is designed to be used in one of three ways:

Option 1: Show the video beginning to end without facilitation (total time = 35 minutes).

Option 2: Show the video beginning to end, followed by a 45-minute discussion (total time = 75 minutes).

Option 3: Show specific segments of the video, followed by a 45-minute discussion (total time = 5 one-hour sessions).

To help facilitators, the user's guide includes "pause points," discussion questions and activities that will challenge participants' beliefs, attitudes and thinking about sexual health topics. Choose the intervention format above that best meets the needs and constraints of your setting.

IDEAS TO CONSIDER AS YOU PLAN YOUR INTERVENTION

- Consider offering food, raffle prizes or other incentives to encourage participation.
- Determine which kinds of condoms and dental dams are available in your community. Bring a selection to send home with participants.
- If you're facilitating a small or large group discussion, consider separating the group by age or gender (having a male lead the men's discussion group and a female lead the women's group).
- Invite a local nurse, elder, counselor or health educator to contribute to the discussion to provide information about local sexual health resources, teachings and traditions.
- Consider showing the video to a group of parents and young adults together, to support parent-child conversations about their families' sexual health values.
- Send a letter home to parents ahead of time, letting them know that you will be implementing Native VOICES.
- Please visit our website (www.npaihb.org) for additional Native VOICES intervention resources, like fact sheets, definitions, tips for answering sensitive questions, PowerPoint slides, the Native VOICES "Parent Information Letter" and evaluation reports.

TIPS FOR FACILITATORS

Experiential education is designed to help young people gain information, think about their beliefs and attitudes around sex and practice important skills. These tips are intended to help leaders facilitate engaging group activities.

- Review each lesson's procedures and video "pause points" ahead of time.
- If you are nervous, try doing a dry run of the lesson with another staff member.
- Arrange the room for activities and prepare any materials you will need in advance.
- Don't be unnerved by noise during activities. Noise and movement during activities does not mean that you've lost control. Keep an eye on the time and modify activities or move to the next lesson to stay on-time.
- Remember that activities are fun, but often times the experience of *processing* the activity is where young people internalize what they've learned. Summarize activities with the follow-up questions provided.
- Talk with guest speakers ahead of time about what they plan on sharing with the group, so you can plan appropriate follow-up activities, group questions and how to divvy up talking-points.

Just remember, it may be a bit uncomfortable to discuss sexual health topics with teens and young adults, but it's critical that we get over the fear and address their questions head-on. Keep reminding yourself, you have the ability to help young people in your community gain skills and confidence to make decisions and take responsibility for their health!

ADDITIONAL SEXUAL HEALTH RESOURCES

We R Native Sexual Health Information and Resources: www.wernative.org/SexualHealth

Additional We R Native STD/HIV Fact Sheets: www.wernative.org/GearHome

The Low Down on the Most Common STDs: www.itsyoursexlife.com/gyt/the-most-common-stds/

What Works: Preventing Unplanned Pregnancy: www.itsyoursexlife.com/preventing-pregnancy/what-works-what-doesnt/

Ordering Condoms & Dental Dams: www.paradisemarketing.com & www.totalaccessgroup.com

OPTION 1

Show the video beginning to end without facilitation

OVERVIEW

- The entire intervention will take approximately 35 minutes.
- Ideal for individuals or groups with limited time

IN PREPARATION, YOU WILL NEED...

- One or more youth (15-24 years old)
- A TV or computer with a DVD player, or access to the video online
- A projector and audio equipment (if you're showing the video to a large group)

IMPLEMENTATION

Start by welcoming youth into the room and direct them where to sit.

You can say, *"Once everyone gets settled and quiet, I will start a video that will include sexual health topics, including a condom and dental dam demonstration. It's important that everyone respect each other by keeping their comments to themselves and by not shouting out during the video. The videos will take about a half an hour."*

Show the Native VOICES video, the condom demonstration video, and the dental dam demonstration video.

CLOSING

Afterwards, thank youth for coming and give them some condoms and a dental dam to take with them. Say, *"We will give everyone leaving today a condom and a dental dam. You can keep it, save it (just keep track of the expiration date), or give it away...it's up to you."*

OPTION 2:

Show the video beginning to end, followed by a 45-minute discussion

OVERVIEW

- The entire intervention will take approximately 1 hour and 15 minutes.
- Ideal for groups requiring a single-session intervention

IN PREPARATION, YOU WILL NEED...

- Four or more youth (15-24 years old)
- TV or computer with a DVD player or access to the video online
- A projector and audio equipment (if you're showing the video to a large group)
- Two copies of the discussion questions—one copy for the female facilitator and one copy for the male facilitator
- Enough copies of the "Personal Rules" handout (page 10) for each person
- Enough pencils and envelopes for each person

IMPLEMENTATION

Start by welcoming youth into the room and direct them where to sit. **(5 minutes)**

You can say, "Once everyone gets settled and quiet, I will start a group of videos that will include sexual health topics, including a condom and dental dam demonstration. It's important that everyone respect each other by keeping their comments to themselves and by not shouting out during the video. The video will take about a half an hour. Once the video is done we will do a quick activity together, then we'll break out into two groups. I will take the (boys/girls) group and (name) will take the (boys/girls). After our small group discussion, you'll each be given a handout that will take about 5 minutes to complete. Once that's done we'll all come back together and wrap things up. Any questions before we get started?"

Show the Native VOICES video, the condom demonstration video and the dental dam demonstration video **(30 minutes)**.

Activity: "STD Facts: Sometimes the truth is stranger than fiction." (5 minutes)

1. "We're going to do a quick activity. Can I have ten brave volunteers come to the front of the room? I'm going to give you some statistics about STDs and the people up front are going to demonstrate those numbers."
2. Say, "Can five of you please take a step forward? Five out of ten sexually active young people will get a sexually transmitted disease (STD) by the age of 25. (Human papilloma virus is the most common STD)."
3. With five of the students still a step forward, say, "Every year there are more than 19 million new STD infections in the US. 50% are among young people 15-24 years old. Those of you standing back right now represent the 9 ½ million infections that occur among young people. (Pause for a moment) Thank you, both rows can step back together now."
4. Say, "Now, can I have you six students (direct them) take one step forward and you (point to one person) take two steps forward. About one out of six people have herpes in the U.S. (Pause) Thank you. You can all step back together again."
5. Say, "Now for the good news. STDs are 100% preventable and 100% treatable! Let's all give our brave volunteers a huge round of applause. You may all return to your seats."

Group Discussion (20 minutes)

If possible, break the group into male and female discussion groups. You may also want to consider separating by age group, 15-18 year olds and 19-24 year olds for example. If you're not able to break into groups, you can proceed using a whole group discussion.

Say, "Before we break into groups, I want to let everyone know that we are going to be having a 'closed talking circle.' That means that whatever is said in the group, stays in the group, period. It will not leave this room when we are finished. Any questions? Now we're going to break up into groups. Can I have the girls group go with (name) and the boys groups will go with (name)."

Give instructions for where the groups will be meeting.

Sexual Health Resources

"I'm going to ask the group some questions. Let's make sure to be respectful and try to talk one person at a time."

- Who can youth talk to in this community if they have questions about sexual health or using protection?
- How reliable is that person/resource?
- Which resources are the least reliable? Most reliable?

Accessing Condoms/STD Testing

- In the movie, Jamie goes to buy condoms at the grocery store and uses the self-checkout. Where can young people around here get condoms for free?
- Where can young people purchase condoms?
- Where can young people access other forms of protection? Like birth control?
- How about STD testing? Where can you go to get that? Are there any barriers to getting tested?

Using Protection

- During the video, Jamie has a lot of reasons why he doesn't want to use condoms. What were some of his reasons?
- What do you think about the comebacks that Jamie's friends offered?
- For many people, bringing up protection with someone they are interested in is difficult. Even though Christina and Jamie both had condoms with them, they still didn't end up using them. Why do you think they ended up not using the condoms?
- What do you think Christina and Jamie could have done differently to bring up the subject?
- What are some other ways you could encourage a partner to use protection?
- Do you think there are double standards for guys and girls who carry condoms?

"Thank you all for your honesty and your thoughtful answers. This was a great discussion. I hope you will continue to think about these questions after this is over." Give instructions for the group to return to the original group setting.

Personal Rules Reflection Activity (10 minutes)

1. You'll need the "Personal Rules" handout, pencils and envelopes.
2. Say, *"Now I'll give each of you a pencil, envelope and a handout called 'Personal Rules.' I'd like each person to fill it out by themselves. It should take about five minutes. I'll let you know when your time is up."* Time students for five minutes or until they are done.
3. *"Okay, it's been about five minutes, so it's time for us to stop. Before we do, I'd like you to think about how your answers might change if you had a baby or contracted HIV?"*
4. *"Before we wrap up, you can either take your handout with you in your envelope or put the handout in the envelope, seal it, write your name and address on the front and I can mail the envelope to you in about three months. This can be a reminder about what you did here today."*
5. When done collecting the envelopes: *"Thank you all."*

CLOSING (5 minutes)

Say, *"We want to give you a HUGE thank you for participating in today's Native VOICES session. You have one body and nothing is more important than feeling confident in your decisions and comfortable in your own skin. Go out and be safe. And if you ever have questions, there are lots of people here that care about you and can help you find the answers."*

Give participants condoms and a dental dam to take with them. Say, *"We will give everyone today a condom and a dental dam. You can keep it, save it (keeping track of the expiration date), or give it away. It's up to you."*

PERSONAL RULES

Choosing whether or not to have a sexual relationship is a big decision. There's a lot to think about! There are many important things to consider when deciding whether you're ready for sex, like your life goals and personal values and whether or not you are willing to take the risks involved with sex.

Take a few minutes to answer these questions:

What are some of the most important things to you in life?

What is an important goal you have for your life?

What are your personal rules around sex? What's ok and what's not?

What are some things you could do to PROTECT your personal rules around sex?

*"One of the things my parents taught me—and I'll always be grateful for the gift—is to not ever let anybody else define me."
- Wilma Mankiller, the first female chief of the Cherokee Nation*



personal rules

OPTION 3

FIVE ONE-HOUR SESSIONS
Show a short segment of the video followed by a 45-minute discussion.

OVERVIEW

- The entire intervention will include five one-hour sessions.
- Ideal for small or large groups that can meet multiple times

IN PREPARATION FOR OPTION 3, YOU WILL NEED...

- Four or more youth (15-24 years old)
- A TV or computer with a DVD player or access to the video online
- A projector and audio equipment (if you're showing the video to a large group)
- A marker board or large paper (butcher paper) and markers
- Pencils, index cards (or half paper strips), a box (to insert discussion papers)
- Copies of handouts for each lesson
- SUGGESTED GUEST SPEAKERS: nurse (lesson 2), counselor (lesson 3), health educator (lesson 4) and an elder (lesson 5)

LESSON ONE

FOR LESSON ONE, YOU WILL NEED...

- Four or more youth (15-24 years old)
- A TV or computer with a DVD player or access to the video online
- A projector and audio equipment (if you're showing the video to a large group)
- A marker board or large paper (butcher paper) and markers
- Pencils, index cards (or half paper strips), a box (to insert discussion papers) and copies of the handout "STD Facts: Sometimes the truth is stranger than fiction." (page 14)

IN PREPARATION FOR THE LESSON, READ THE FOLLOWING:

Native VOICES begins in a park. Christina, the female lead character, sits on a blanket with her friends. They are chatting when a basketball flies onto their blanket, spilling a soda. Everyone jumps aside. Jamie, the male lead character, runs over to get the ball. Jamie apologizes to the group and stays to talk with Christina. It is apparent that Christina and Jamie are attracted to one another. Later, in a face-to-face interview with Christina, we learn that Jamie and Christina have been texting and talking to one another after meeting in the park. Christina's birthday is coming up soon and Jamie has promised he will drive from the city to her reservation. They are planning on spending time alone together. In the next scene Christina stops by her Auntie Amanda's house to discuss her upcoming birthday party and her nervousness about her new relationship with Jamie. Amanda comforts Christina, telling her that she "just has butterflies," but imparts the importance of protecting herself during sex and being prepared. Amanda tells Christina about a former STD infection although it is difficult information for her to share. Amanda provides Christina with a condom and tells her that "if Jamie doesn't care enough to protect you, he doesn't care enough." At the end of the scene Christina takes the condom from her Auntie and leaves.

IMPLEMENTATION (60 minutes total)

Start by welcoming youth into the room and direct them where to sit. **(5 minutes)**

You can say, *"Once everyone gets settled and quiet, we will start. I will begin by playing a short clip and we'll have a discussion about it. When we're done with that, I have a quick handout that we'll work on individually then discuss together as a group."*

START THE VIDEO: 0:00

(Beginning of the video)

PAUSE THE VIDEO: 7:27

(After the Auntie Amanda kitchen scene)

Group Discussion (10 minutes)

Say, *"Now that we've watched the first clip, we're going to have a group discussion, but before we do, I want to let everyone know that we are going to be using what's called a 'closed talking circle.' That means that whatever is said in the group, stays in the group, period. It will not leave this room when we are finished. Any questions?"*

Use the following questions to facilitate a discussion. As youth comment, use a marker board or large piece of paper to write down students' comments.

- Auntie Amanda talks to Christina about protecting herself before anything has happened between her and Jamie. Do you think this is the right time to talk to someone about using protection? What might be a good way to bring the topic up?
- If young people in this community have questions about protection and relationships, who can they talk to?

Say, *"Excellent sharing! Thank you for your thoughtful answers."*

Activity: Let's Take a Stand (15 minutes)

1. Give an index card (or piece of paper) and pencil to each participant. Say, *"Now we are going to do an activity called, 'Take a stand.' I'll ask you a question and I want you to think about it for thirty seconds before I tell you what to do."*
2. *"In the video, Christina is worried that if she talks about protection with Jamie he will think she's a 'slut.' What do YOU think? Is Christina a 'slut' for carrying a condom? Before we go on, let's take 30 seconds to think about this without writing anything down."*
3. Time students for thirty seconds.
4. *"Now, on your index cards, I'd like you to write your opinion and then one argument that supports your belief and one argument against it. Do not to write your names on your paper. When you're done, fold up your papers and put them in this box."*
5. When everyone has placed their papers in the box, mix them up and have one participant pick one piece of paper and read it to the rest of the group. Go around the group until everyone has taken a turn reading and discussing each opinion.
6. Say, *"Excellent. Thank you for working to be respectful on such a tricky topic."*

Handout: STD Facts (10 minutes)

1. Say, *"Now we are on our last activity for today. In the video, Aunty Amanda talks about people having STDs in the community. Let's talk about some STD statistics."*
2. Pass out the STD Facts handout along with a pencil.
3. *"For our next activity, I'd like each person to fill out the handout on their own. Please use your best guess filling in the blanks. We'll take a couple minutes and then check our answers together. We'll take two minutes to do this. Go!"*
4. Time participants for two minutes.
5. When everyone is done, say, *"Now that we're done, let's see how we did. If you get an answer wrong, I'd like you to cross out your answer and write in the correct answer."* Have volunteers provide their answers using the correct statistics below.
 - Five out of ten sexually active young people will get a sexually transmitted disease (STD) by the age of 25. (Human papilloma virus is the most common STD.)
 - Every year there are more than 19 million new STD infections in the US. 50% are among young people 15-24 years old.
 - About one out of six people have herpes in the U.S.
 - 100% of STDs are treatable. Many are curable. (That's the good news! STDs are 100% preventable and 100% treatable!)

SOMETIMES THE TRUTH IS STRANGER THAN THE FICTION.

Directions: Fill in the blanks with your best guess.

_____ out of 10 sexually active young people will get a sexually transmitted disease (STD) by the age of 25.

Every year there are more than 19 million new STD infections in the U.S. each year and _____% are among young people 15-24 years old.

About _____ out of _____ people have herpes in the U.S.

_____% of STDs are treatable. Many are curable.



LESSON TWO

FOR LESSON TWO, YOU WILL NEED...

- Four or more youth (15-24 years old)
- A TV or computer with a DVD player or access to the video online
- A projector and audio equipment (if you're showing the video to a large group)
- A marker board or large paper (butcher paper) and markers
- Pencils and copies of "Excuse Me?!" handout (page 18)
- SUGGESTED GUEST SPEAKER: For this activity, it might be useful to have a nurse in the room to talk about where young people can go in the community to get condoms, dental dams and birth control, as well as what each experience will be like. For example, if the nurse says that young people can get condoms from the pharmacy, ask the nurse to talk about the details of how a young person can pick up condoms from the pharmacy. Do they have to ask for them? How many will they get? What if the person working behind the counter is a relative? When is the pharmacy open? Etc.

IN PREPARATION FOR THE LESSON, READ THE FOLLOWING:

This scene opens up on the basketball court. Jamie and his friends are playing basketball. They are talking trash and goofing around. Eventually the conversation shifts to talking about his new love interest, Christina. Jamie challenges his friends when they try to convince him to use protection. For every excuse Jamie gives for why he shouldn't use condoms, his friends shoot back clever comebacks for why Jamie should reconsider. One of Jamie's friends, Junior, performs a silly condom demonstration on a soda bottle and leaves with one of their friends. Thomas stays behind to talk with Jamie, continuing to try to convince his friend to use protection. The next scene opens up with Jamie, Thomas and David (Jamie's brother) walking into a grocery store to buy condoms. Rows of condoms line the aisle walls. Jamie is embarrassed as Thomas and David theatrically point out the different kinds of condoms. The boys are being silly and telling jokes when they notice an elder looking at them sternly. To the boys surprise the elder tells the boys that he "likes the mint ones, because they tingle." The boys, repressing laughter, thank the elder, who smiles to himself, amused by the boys. Jamie buys a box of condoms using the self-checkout.

IMPLEMENTATION (1 hour and 15 minutes total)

Start by welcoming youth into the room and direct them where to sit. **(5 minutes)**

You can say, *"Once everyone gets settled and quiet, we will start. I will begin by playing a 6-minute clip and we'll have a discussion about it. When we're done with that we'll do a quick activity called 'Excuse Me?!' in small groups."*

If you have a nurse joining you, now would be a good time to introduce them.

START THE VIDEO: 7:28

(After the Aunty Amanda kitchen scene)

PAUSE THE VIDEO: 11:59

(After the condom buying in the grocery store scene)

Group Discussion (10 minutes)

Say, *“Okay, now that we’ve watched this second video clip, just like our last session we’re going to have a group discussion. I want to remind everyone that we are going to be using our ‘closed talking circle.’ Remember what’s said in the group, stays in the group. It will not leave this room when we are finished. Any questions?”*

Use the following questions to facilitate a discussion. As youth comment, use a marker board or large piece of paper to write down students’ comments.

- Jamie has a lot of reasons why he doesn’t want to use condoms. What were some of his reasons?
- What are his friends’ comebacks to Jamie’s excuses?
- Do you think these are reasons that young people don’t use condoms here? What are some excuses you’ve heard people say for why they don’t want to use protection?

Say, *“Excellent sharing! Thank you for your thoughtful answers.”*

Handout:

“Excuse Me?!: Common Excuses for Not Using Protection & Comebacks”

(15 minutes)

1. Pass out pencils and the handout “Excuse Me?!: Common Excuses for Not Using Protection & Comebacks.”
2. *“For our next activity, we’re going to break up into small groups of about 2-3 people per group. When you get into your groups, I would like one person to read the directions to the group. As a group, you can come up with the answers together. Every group’s answers will be different. We will take about 10 minutes to do this. When your group is done, raise your hands.”*
3. As groups raise hands, check their answers. Have them wait until everyone else is finished. Monitor groups and find a good stopping point.
4. *“Now that we are all done, let’s share some of the common excuses we have heard for people not using condoms.”* Have volunteers from each group share their favorite excuses and comebacks out loud.
5. When all groups have had a chance to share, say, *“Great comebacks, everyone! Now you’ve got some great examples of what to say if you or a friend ever needs a comeback.”*

Group Discussion (15 minutes)

“Okay, let’s stay in our groups for now. I’m going to ask you all two questions that I would like you to brainstorm with your group.”

As groups comment, use a marker board or large piece of paper to write down students’ comments. You will refer back to these at the end of the lesson.

- Jamie goes to buy condoms at the grocery store and he uses self-checkout. Where can young people get condoms and other forms of protection here?”
- For our last group brainstorming question, what are the things that stop your friends from buying condoms? How can someone get around common barriers to getting condoms?

If possible, make connections between the first group discussion and proceeding activities. Say, *“We’re going to look at our answers from the beginning of the session and what we have just brainstormed.”*

If you have a nurse present: (10 minutes)

Say, *“We have a guest speaker (name), who will talk to us a little about where you can go to get condoms, dental dams and birth control.”* Have them talk about where young people can go in the community to get condoms, dental dams and birth control. Have them describe what to expect when getting condoms from the pharmacy. Do youth have to ask for them? How many will they get? What if the person working behind the counter is a relative? When is the pharmacy open? Etc. If possible, reflect back on some of youth’s comments made earlier in session.

CLOSING (5 minutes)

“You all have done such a great job today. Thank you for coming. Before we leave I want to remind you that condom use is a sign of protecting and caring for one’s partner as well as oneself. Condom failures usually results from improper use, not from product defects, so make sure you or your partner know how to use them correctly. A little planning and preparation can make using them much easier. We will give everyone leaving today a condom and a dental dam. You can keep it, save it (keeping track of the expiration date), or give it away. It’s up to you.”

Common Excuses for Not Using Protection & Comebacks

What are the most common excuses that people have for not using condoms?

What could you say as a comeback to convince someone to use protection?

For Example:

common excuse: Condoms are expensive.

comeback: Would you rather pay \$5 now for a box of condoms or \$40 for a box of Pampers later?!

common excuse:

comeback:

common excuse:

comeback:

common excuse:

comeback:

common excuse:

comeback:



Excuse Me?!

LESSON THREE

FOR LESSON THREE, YOU WILL NEED...

- Four or more youth (15-24 years old)
- A TV or computer with a DVD player or access to the video online
- A projector and audio equipment (if you're showing the video to a large group)
- A marker board or large paper (butcher paper) and markers
- Pencils and copies of "Personal Rules" handout (page 10)
- Enough envelopes for each person
- SUGGESTED GUEST SPEAKER: For this activity, it might be helpful to have a counselor visit the class to talk about developing personal rules around sex and ways to protect those rules. Depending on your needs, the counselor could work through the worksheet with the group or plan another activity to help participants consider their own personal goals and values, their relationship needs and how to make good sexual decisions.

IN PREPARATION FOR THE LESSON, READ THE FOLLOWING:

This scene takes place at an outdoor house party on the reservation. There is loud music and some young people are drinking alcohol. Both Christina and Jamie are dressed nicely and they are close. We see Jamie lead Christina inside the house. Jamie and Christina kiss and they go into a bedroom. Through interviews with both Jamie and Christina we learn that they had sex, but they did not use a condom. We learn from Christina that Jamie had a girlfriend back home and that Christina recently tested positive for chlamydia. Christina says that she understands now "what can happen to you when you don't speak up for yourself." In the next scene Christina chats with her friend Tyler, a man who is in a long-term romantic relationship with another man. Christina confides that she is a young woman who is both attracted to men and women. It is apparent that Tyler, who is well-respected in the community, is her mentor. During this scene Tyler gives Christina advice about a new love interest and about being prepared for intimacy, because "girls can give you any STD a guy can." Tyler also shares with Christina that he and his boyfriend got tested before being intimate and that they still use condoms, even though they have been together a long time."

IMPLEMENTATION (50 minutes total)

Start by welcoming youth into the room and direct them where to sit. **(5 minutes)**

You can say, "Once everyone gets settled and quiet, we will start. I will begin by playing a 6-minute clip and we'll have a discussion about it. When we're done with that we will work on a handout individually, then discuss together as a group." If you have a counselor joining you, now would be a good time to introduce them.

START THE VIDEO: 12:00 (After the condom buying in the grocery store scene)
PAUSE THE VIDEO: 16:40 (After Chris talks with Tyler in his living room)

Group Discussion (15 minutes)

Say, "Okay, now that we've watched this third clip, we're going to have a group discussion. Please remember our agreement to use a 'closed talking circle.' Whatever is said in the group stays in the group. Any questions?"

Use the following questions to facilitate a discussion. As youth comment, use a marker board or large piece of paper to write down students' comments. Review what was talked about at the end of the lesson.

- *What are Chris and Jamie's reasons for not using protection when they have sex?*
- *Do you think their reasons for not using a condom are the reasons why young people here don't use protection sometimes?*
- *What are the reasons for why young people don't use protection here?*
- *For many people, bringing up protection with someone they are interested in is difficult. What do you think Christina or Jamie could have said to bring up the subject? What do you think they could have done differently?*
- *Both Christina and Jamie are at a party where lots of people are drinking. Do you think drugs or alcohol affect people's decision-making abilities with regard to sex? How?*
- *When Christina talks to her friend Tyler, he tells her that he and his boyfriend Scott still use condoms, even though they have been together a long time. What are the pros and cons of using protection in a long-term relationship?*

Say something like, "Excellent job everyone. Thank you for contributing to the conversation."

If you have a counselor present: (15 minutes)

Now would be a good time to have them talk to the students about developing personal rules around sex and ways to protect those rules. The counselor can facilitate the "Personal Rules" reflection activity with the group or plan another activity to help participants consider their own personal goals and values, their relationship needs and how to make good life decisions. If not, proceed to the "Personal Rules" reflection activity.

Personal Rules Reflection Activity (10 minutes)

1. You'll need the handout "Personal Rules" (page 10), pencils and envelopes.
2. Say, "Now I'll give each of you a pencil, envelope and a handout called 'Personal Rules'. I'd like each person to fill it out by themselves. It should take about five minutes. I'll let you know when your time is up."
3. "Okay, it's been about five minutes so it's time for us to stop. Before we do, I'd like you to think about how your answers might change if you had a baby or contracted HIV?" Give participants 30 seconds to think about that.
4. "Before we finish up, you can either take your handout with you in your envelope, or put the handout in the envelope, seal it, write your name and address on the front and I can mail the envelope back to you in about 3 months. This can be a reminder to you of what you did here today."

CLOSING (5 minutes)

"Thank you all for your good work today. Remember that with every action a reaction follows. Because Christina and Jamie didn't speak their mind and bring up using protection, they later regretted their decision. It's not always easy, but it's important to speak up for your values and beliefs. We will see you all at our next session on (date)."

LESSON FOUR

FOR LESSON FOUR, YOU WILL NEED...

- Three or more youth (15-24 years old)
- A TV or computer with a DVD player or access to the video online
- A projector and audio equipment (if you're showing the video to a large group)
- A marker board or large paper (butcher paper) and markers
- Pencils and copies of "Embrace the Awkward: Talking to Someone about Sex & STD Testing" (page 24)
- SUGGESTED GUEST SPEAKER: For this activity, it might be helpful to have a sexual health or someone from a local organization that offers STD/HIV services who can perform a condom and dental dam demonstration and provide additional information about local sexual health resources for youth.

IN PREPARATION FOR THE LESSON, READ THE FOLLOWING:

Christina sits on the couch talking to Jess, her new love interest. We see Christina stand up, take Jess by the hand and lead her to the bedroom. There Christina and Jess kiss just inside the bedroom. Christina hands Jess a dental dam. Jess is angry and hurt. She doesn't understand why Christina wants to use a dental dam. Christina reiterates what her friend Tyler has just told her, "that a girl can give you anything a guy can." Christina says that she wants to be protected and that she cares about Jess. Jess takes the dental dam and tosses it away angrily. It hits the floor and Jess heads for the door. Christina speaks to Jess about the inequity of sex education for gay youth. When Jess hears Christina's plea, her face loses anger and she apologizes.

IMPLEMENTATION (70 MINUTES TOTAL)

Start by welcoming youth into the room and direct them where to sit. **(5 minutes)**

You can say, *"Once everyone gets settled and quiet, we will start. I will begin by playing about a 2-minute video clip and we'll have a discussion about it. When we're done with that we will work on a handout individually, and then discuss it together as a group."*

START THE VIDEO: 16:42 (After Tyler scene)

PAUSE THE VIDEO: 18:24 (After Christina and Jess bedroom scene)

Group Discussion (15 minutes)

Say, *"Now that we've watched this fourth clip, we're going to have a group discussion. Please remember our 'closed talking circle' and to respect each other's thoughts and opinions by not sharing anything we hear during the group session today."*

Use the following questions to facilitate a discussion. As youth comment, use a marker board or large piece of paper to write down students' comments.

- This time Christina stands her ground about using protection. What does she say to Jess to convince her to use dental dams?
- In the video Christina says, "No one tells girls like us how to protect ourselves." Do you think that's true? Do young people who are gay get as good information about protection as straight youth?
- Where are some places in this community where young people can go to learn more about sexual health?

Say something like, *"Great work everyone. Thank you for contributing to the conversation."*

If you have a health educator present: (15 minutes)

This would be a great time for them to pass around the dental dam and describe how to use it. They could also perform a condom demonstration, or have the students practice using a banana.

If not, proceed to the "Embrace the Awkward" activity.

Role Play Activity: "Embrace the Awkward: Talking to Someone about Sex & STD Testing" (25 minutes)

1. Start out by saying, *"We have been doing some excellent work today. Before we go on, I would like for you to look to the person to your right and say, 'Good work today'!"* (pause)
2. For our last activity, we are going to be taking turns reading from an informational guide called 'Embrace the Awkward: Talking to Someone about Sex & STD Testing.'"

3. Pass out handout and pencils. When everyone has their handout, say, *“Before we get started we will take two minutes to read the info guide silently to ourselves. When we are done I will be giving each group a role to play. You will use the information from the info guide to help you come up with responses. We now have two minutes on the clock, if you finish early, please sit quietly and wait for the rest of the group.”*
4. Time youth for two minutes. Separate the group into two groups. Have groups arrange their chairs so they are sitting in two circles.
5. *“Now that we are in two groups, we are going to be doing a little role-play. I will give each group a role to play and as a group you will come up with a response acting as that role. The other group will respond together to the other group. We will need a brave spokesperson for each group.”*
6. Ask for a volunteer to speak for each group.
7. *“Okay, for our first role-play, we will be acting as couple in a relationship together. One group will be the person in the relationship who brings up condoms for the first time to their partner. The other group will be the partner hesitant about using condoms. Now, let’s decide which group would like to be which character.”*
8. Have groups decide what role they would like to act out. For example, the male or female role (can also be a homosexual couple) and whether they are the person bringing up condoms for the first time, or reacting hesitantly to it. If they have trouble deciding, assign them roles.
9. *“Now that each group knows who they are, I will give you five minutes to talk with your group. Refer to your info guide to come up with responses. Each group should be prepared to respond with two or three possible answers. Remember, we want to come up with good comebacks. The group bringing up condoms for the first time will start the role play. We will call you group #1 and the other group, group #2. You can write down your responses on the blank page of your handout. Any questions? Okay, go!”*
10. Time students for five minutes. Give a 1-minute warning.
11. *“Excellent. Now let’s start with group #1 bringing up condoms for the first time to their partner.”*
12. Have the groups’ speakers take turns to role-play until finished. Their groups can assist them as needed. Redirect as needed.
13. *“Nice work everyone! We’re going to do one more role-play. For this next one, we’ll be doing the same thing, but this time group #2 will be bringing up wanting to get tested for STDs and group #1 will act hesitant about it. Any questions? Okay, you have 5 minutes to brainstorm. Go!”*
14. Time students for five minutes. Give a 1-minute warning.
15. *“Great. Now let’s start with group #2 bringing up getting tested for the first time to their partner.”*
16. Have the groups’ speakers take turns to role-play until finished. Their groups can assist them as needed.

CLOSING (5 minutes)

“Thank you all for contributing to the discussion today. Hopefully you learned some useful tips for how to bring up using condoms or getting tested with a partner. We will see you all at our last session on (date).”

Embrace the Awkward: Talking to Someone about Sex & STD Testing

It does not require many words to speak the truth. – Chief Joseph

Embrace it.

Talking about sex, STDs and testing isn't always easy. But there are things you can do to help bring up the conversation. Even if you feel a little nervous, that's okay. Having an open and honest conversation is possible.

Knowledge is Power.

Read up. Knowing the facts will make you feel more confident and help you answer any questions your bf/gf/partner might have. If there's a question you can't answer talk to someone at your local health center or clinic or go online to www.wernative.org.

Just do it.

Find a time to talk when you have privacy and before things start to heat up. Tell him/her that you've been reading up and STDs are really common - 1 in 2 sexually active young people will get an STD by age 25 and most won't know it. Many STDs show no symptoms. The only way to know for sure is to get tested.

Stay Positive.

Remember to tell him/her that all STDs, including HIV, are treatable and many are curable.

Be Bold.

Take charge. Don't wait for your partner to bring up getting tested. You may even find he/she is relieved that you started the conversation first. Nervousness is normal. Getting tested and treated for STDs is just part of staying healthy and taking control of your life. In a healthy relationship you can talk about anything, including STDs and getting tested.



Embrace the Awkward



Be Yourself.

Try saying something like:

- *"I'm kind of nervous... but I think it's important that we go get tested together."*
- *"Getting tested before we have sex will protect both of us. Why take a chance when we can know for sure?"*
- *"I heard getting tested is easy. You just pee in a cup. And with some HIV tests you get the results in 20 minutes."*

Listen.

After you have said what you want to say, listen. But what if there's no response? Just ask them what he/she thinks about getting tested. This will help you to know if you are in the same place.

If your partner is reluctant to get tested, you might want to consider whether this is a person you want to be in a relationship with. After all this is about your health.

STAND STRONG.

You know what you want in life. Stand strong by your personal beliefs and don't let anyone sway you. If you need more support talk to a counselor or trusted teacher, mentor or friend.

ACTIVITY NOTES:

LESSON FIVE

FOR LESSON FIVE, YOU WILL NEED...

- Four or more youth (15-24 years old)
- A TV or computer with a DVD player or access to the video online
- A projector or audio equipment (if you're showing the video to a large group)
- A marker board or large paper (butcher paper) and markers
- Pencils and copies of the handout "Relationships: the Good, the Bad and the Eh..." (page 28)
- SUGGESTED GUEST SPEAKER: For this activity, it might be helpful to have an elder in the community to speak with the group about traditional sexual health and healthy relationship values. If the elder knows any teachings about sexual health and/or healthy relationships and feels comfortable sharing with the group this would be a good opportunity to educate students on community teachings.

IN PREPARATION FOR THE LESSON, READ THE FOLLOWING:

In this scene Jamie goes to a clinic to get tested for STDs after learning from Christina that she tested positive for chlamydia. We see shots of Jamie talking to a doctor and taking some condoms from a bowl at the clinic. In the next scene Jamie talks to his girlfriend, Jasmine, about his visit to the clinic and how he wants to start using condoms when they have sex. At first Jasmine was angry and she doesn't understand why Jamie wants to start using condoms now when they haven't used them in the past. Jamie eventually tells Jasmine the truth and encourages Jasmine to get tested too. At first Jasmine is angry, but over time she comes to appreciate the fact that Jamie was honest with her about his relationship with Christina. In the end, we learn that Jamie and Jasmine now use condoms regularly. Jamie gives the viewer the advice to just "embrace the awkward" and talk to your partner about protection because "things can happen to you." The final scene is of Jamie and his friends goofing around on the basketball court. The boys tell Jamie that they are proud of him for finally deciding to use condoms.

IMPLEMENTATION (45 minutes total)

Start by welcoming youth into the room and direct them where to sit. **(5 minutes)**

You can say, *"Once everyone gets settled and quiet, we will start. Today will be our last session for Native VOICES. We will finally get to see how this all ends. We'll watch the last four minutes of the video and then have a discussion about it. We'll finish up with an activity called, 'Relationships: The Good, the Bad and the Eh...'* and share our answers with the group. Then, we're all done."

START THE VIDEO: 18:24 (After the Christina/Jess talk scene)

PAUSE THE VIDEO: 22:56 (End of the video)

Group Discussion (10 minutes)

"For our last and final discussion, I want to give a final reminder that what we talk about in this group and everything we have talked about in the last four sessions, remains in this 'closed talking circle.' As people of integrity, we will remember that we have been entrusted with people's thoughts and opinions. If they would like to share them with others outside of the group, it is for them to decide, not us. Any questions?"

Use the following questions to facilitate a discussion. As youth comment, use a marker board or large piece of paper to write down students' comments. Review what was talked about at the end of the last lesson.

- When Jamie first started to tell Jasmine about why he went to the clinic to get tested for STDs he lies to Jasmine. Why do you think he does this?
- After seeing Jamie lie to Jasmine, did it make you think more about why someone might want to use protection in a relationship, even if they have been together a long time? Do you think cheating in relationships is common?
- How often should someone who is sexually active get tested for STDs?

Answer: Young people who are sexually active should get tested at least once a year. It's also smart to get tested before you start a new sexual relationship, or if you are experiencing anything atypical down there, like pain or itching.

Relationships Reflection Activity (10 minutes)

In a separate column on your white board (or large paper) write the answers down to the next two questions.

"These last two questions will help us get ready for our final activity." Ask:

- It took Jamie a lot of courage to tell Jasmine the truth. Being honest is one characteristic of a healthy relationship. What are some other characteristics of a healthy relationship?
- Jamie has good friends that want him to protect his health. How can you be a good friend and help your friends stay healthy?

Activity: The Good, the Bad and the Eh... (15 minutes)

1. *"Great job! I think we're ready for our final activity called, 'Relationships: The Good, the Bad and the Eh.' We will each take about ten minutes to fill this out by ourselves, and then we'll come together as a group to share our answers. Any questions?"*
2. Distribute the "Relationships: The Good, the Bad and the Eh..." handout and pencils
3. Time students for ten minutes. Give students a one-minute warning before having them stop.
4. Once they are done, ask volunteers to share their answers with the group.
5. When done thank them for their participation and close.

CLOSING - VOICES Wrap Up (5 minutes)

"Thank you for participating in Native VOICES! You have one body, and nothing is more important than feeling confident in your own decisions and comfortable in your own skin. Remember Jamie's advice to embrace the awkward, even if you're scared. Go out and be safe. And if you ever have questions, there are lots of people here that care about you and can help you find the answers."

Relationships: The Good, the Bad and the Eh...

DIRECTIONS: Relationships can be the best thing ever. But when they're bad, they're really bad. Take some time to think about what characteristics make up a good relationship. Below are a few examples (but you can add more on the next page). Write a few examples of what each characteristic looks like in practice.

For example:

In a healthy relationship, people are...

Honest.

You can tell this exists when...

Both people feel like they can talk about what's important to them without being judged. They don't lie to each other. People in healthy relationships can talk about their personal goals and their views about sex.

In a healthy relationship, people are...

Respectful.

You can tell this exists when...

In a healthy relationship, people...

Trust each other.

You can tell this exists when...

In a healthy relationship, people...

Communicate well.

You can tell this exists when...



Relationships



In a healthy relationship, people are...

Kind to one another and don't push, hit, or force the other person to do anything they don't want to do.

You can tell this exists when...

In a healthy relationship, people are...

(fill in)

You can tell this exists when...

In a healthy relationship, people...

(fill in)

You can tell this exists when...

In a healthy relationship, people...

(fill in)

You can tell this exists when...

In a healthy relationship, people...

(fill in)

You can tell this exists when...

Thank you for sharing the Native VOICES video with youth in your community! If you have any questions or would like additional resources to support sex education in your community, please contact the Northwest Portland Area Indian Health Board's Project Red Talon.

Email: native@npaihb.org

The logo for Native VOICES is located at the bottom left of the page. It features the word "NATIVEVOICES" in a bold, white, sans-serif font. The text is set against a dark, horizontal brushstroke background that tapers to the right. A white feather-like graphic element is positioned behind the text, extending from the left and curving upwards. The entire logo is set against a background of orange and white triangles along the bottom edge of the page.

NATIVEVOICES