**Making A Difference!**

1

**Script**

**Getting to Know You & Steps to**

**Making Your Dreams Come True**

MODULE

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| **Slide** | **Module** |
| 2 | Module Overview |
| 3 | Insert an icebreaker of your choice |
| 4 | **Activity A: Welcome and Program Overview.**  Welcome youth to program, discuss schedule and topics that will be covered.  This program is called *Making A Difference!* It will give you some important tools to protect yourself and others from unplanned pregnancy and sexually transmitted disease - STDs, including HIV, the virus that causes AIDS. |
| 5 | **Activity B: Talking Circle**  The talking circle is a communication tool specific to Native Indian people. We will use the talking circle to introduce ourselves and get to know a little about each other and to talk about what we learned. The tool allows an opportunity for us to listen to each other and get to know one another better. Each person will have a chance to speak, if you’re not ready when we come to you, you may pass, and we will come back to you later. I will speak first and when it’s your turn please share your name, your age, the school you attend, your grade, preferred pronouns and something else you’d like us to know about you. For instance, you might tell us about a hobby or favorite activity.  Thank youth for sharing at the end. |
| 6-7 | **Activity C: Group Agreements**  Create Group Agreements with your group.  We are going to be talking about sexuality - a topic that sometimes can cause people to feel nervous but I’m comfortable. What guidelines arguments could we put in place to help make sure that everyone in the group feels safe, comfortable and able to participate?  Slide 7 gives an example. |
| 8 | **Activity D:**  **Making A Difference! Be Proud! Be Responsible! Brainstorm**  We’re going to do a brainstorm. In brainstorming, you just say whatever comes to mind about a particular issue or question. I want you to brainstorm the answers to three questions.  Have youth enter their responses on the whiteboard, checkbox, or platform of your choice. |
| 9 | **Brainstorm Questions**   1. What does it mean to make a difference? 2. What does it mean to be proud? 3. What does it need to be responsible? |
| 10 | **Break** – If time allows |
| 11 | **Activity E: Brainstorming About Teens and Sex**  Have youth use white board, chat box or a platform of your choice. |
| 12 | **Brainstorm Questions**  Why do you think some young people your age are having sex? |
| 13-14 | **Activity F: Goals and Dreams Timeline**  Everything and everyone has a past, present and future. In this next activity, you’ll take a closer look at your past, present and future.  This is a timeline that will help you think about what you have already accomplished in the past year and what you want to accomplish in the future.  There are three sections, in the first section about your age and anything you’ve already accomplished. This can be anything big or small that’s meaningful to you.  On the second section of your timeline, imagine yourself five years from now. Write down the age you will be in in five years and think of at least one thing you hope to have achieved in that time from now. Write down at least one goal in this section, you can write more than one if you like.  Finally look ahead five years more. You are now 10 years older than you are now. Think of at least two goals you would like to achieve by then. |
| 15-16 | **Activity G:**  **Brainstorming Obstacles to Your Goals and Dreams** |
| 17 | **Summarize** the module, thank youth for participating and let them know when the next session will take place. |

**Module revised by Hudson River Health Care**

**Understanding Adolescent**

2

**Sexuality & Abstinence**

MODULE

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| **Slide** | **Module** |
| 18 -19 | Module Overview and icebreaker of your choice-  “Today, we will be going over Module 2, which is understanding Adolescent Sexuality and Abstinence.” |
| 20 | Group Agreements |
| 21-25 | **Activity A: Puberty and Adolescent Development Video(s)**  **Slide 21.** “We are going to be watching a few videos about puberty and adolescent sexual development. Once we are done watching the video(s), we will discuss any questions you may have, and go over what we learned.”  *\*\*This is a brainstorming activity. Feel free to use the following methods to have young people participate. Examples of platform feature that can be used for youth to respond:  Zoom – Whiteboard OR private chat feature with Educator conducting the presentation. Interactive learning tool examples such as: Nearpod (free) – Collaborate Board (make sure it is anonymous) or (subscription based) Mentimeter – Word Cloud/Open Ended\*\**  **Slides 22-23** “So now that we have watched the video does anyone have any questions? To make sure we all have an understanding, we are going to go over the key points that we want you to take away from this video.   1. What are the physical changes of puberty for a person with a uterus?  * Have participants answer – some answers could be growing of breasts and hips, start menstrual cycle, hair growth etc.  1. What are the physical changes of puberty for a person with a penis?  * Have participants answer – some answers could be; grow taller, grow hair, voice change, wet dreams, etc.  1. When does puberty usually begin for a person with a uterus?  * Have participants answer – 8/9-16 age range  1. When does puberty usually start for a person with a penis?”  * Have participants answer 10-16 age range   *\*\*This is a brainstorming activity. Feel free to use the following methods to have young people participate. Examples of platform feature that can be used for youth to respond:  Zoom – Whiteboard OR private chat feature with Educator conducting the presentation. Interactive learning tool examples such as: Nearpod (free) – Collaborate Board (make sure it is anonymous) or (subscription based) Mentimeter – Word Cloud/Open Ended\*\** |
|  | **Slides 24-25** Emotional Changes Brainstorm  Let’s talk about the emotional changes many young people feel as they go through puberty.   1. What are some of the emotional changes some people go through?”  * Have participants answer and make a list – some   answers could include; need for independence,  mood swings, desire to be accepted by peers,  development of sexual feelings, etc.)  **“Puberty”** is when many young people begin to have sexual feelings. Sexual feelings can cause physical reactions, such as sweaty palms, faster heartbeat, erections (which is when the penis becomes hard and stands out away from the body), and warm of tingly sensations in the vulva or genital area. Sexual feelings also cause emotional reactions, such as thinking about the person you’re attracted to, feeling happy or confused or wanting to spend time with that person. Sexual feelings are normal. Not everyone experiences sexual feelings but when people do, these feelings can be strong and confusing. It’s what you do about them that’s important! Sometimes young people act on these feelings without thinking things through. The proud and responsible thing to do is to take time to get to know and understand your feelings. You do not have to have sex just because you are experiencing sexual feelings. |
| 26-30 | **Activity B – Why some young people have sex**  **Slide 27** - “Remember that list we made last week of Why Some People Have Sex? Do you have any more ideas as to why some people have sex?”  (allow youth to give more responses – then move on to slide six to go over previous list)    **Slide 28** - After reviewing the list – ask youth:   1. Are there any reasons on this list that you would risk your future or your life   for? (Most will say “NO”)   1. How might having sex make it more difficult to achieve your goals? How could   pregnancy/STDs affect these goals?   1. Suppose some sexually active young people decide to stop having sexual   intercourse because it wasn’t the best choice for them right now, how might they benefit from that decision?  (Answer could be similar to “A person will be able to focus more on achieving their goals if they don’t worry about pregnancy or disease.”)    **Slides 29-30** - “Now we are going to complete some sentences that show people’s attitudes towards sex. (Go over questions with group) There are many reasons young people might choose to have sex, but there are more/greater reasons to not engage in these behaviors. The consequences of having vaginal, oral or anal sex could have a major effect on your future plans and dreams, and that could include unplanned pregnancy, HIV and other STDs. The proud and responsible thing to do is to stay focused on achieving your goals and dreams and choose to be abstinent (Not have sex) at this time in your life.”  *\*\*This is a brainstorming activity. Feel free to use the following methods to have young people participate. Examples of platform feature that can be used for youth to respond:  Zoom – Whiteboard OR private chat feature with Educator conducting the presentation. Interactive learning tool examples such as: Nearpod (free) – Collaborate Board (make sure it is anonymous) or (subscription based) Mentimeter – Word Cloud/Open Ended\*\** |
| 31 | **Activity C – How Do People Express Their Sexual Feelings? What is Abstinence?** |
| 32-34 | **Slide 32**  1. What are some of the ways people express their sexual  feelings to themselves or other people?   * 1. (Prompt answers by asking “What are other words for touching? What kind of sex can people have by themselves? What other things might people do with their mouths? What kinds of things can people do with their hands?)”     **Slide 33** – Go over some answers that the group said and perhaps some that weren’t said\* “One can express sexual feelings by talking to their partner, hugging them, holding their hands, kissing, touching, saying “I like/love you”, dancing, massage, masturbation, caressing, cuddling, grinding, and/or thinking about sex (sexual fantasy). Other ways that some people may express sexual feelings is through touching each other’s genitals, oral sex, vaginal intercourse, and anal sex, all of which may involve an exchange of bodily fluids such as blood, semen, or rectal fluids.  Let me cover what that means –  **Vaginal sex, or vaginal intercourse**, means insertion of a penis into a sexual partner’s vagina.  **Oral sex, or oral intercourse,** means a contact of the mouth or tongue with a sexual partners genitals.  **Anal sex, or anal intercourse**, means insertion of a penis into a sexual partners anus (rectum or behind).  **Masturbation** means massaging, rubbing, stroking or “playing with” one’s own genitals or the genitals of another person for sexual stimulation.”  “Now why might people not want to engage in some or all of these behaviors?” (Ask group to give some answers)    *This is a brainstorming activity. Feel free to use the following methods to have young people participate. Examples of platform feature that can be used for youth to respond:  Zoom – Whiteboard OR private chat feature with Educator conducting the presentation. Interactive learning tool examples such as: Nearpod (free) – Collaborate Board (make sure it is anonymous) or (subscription based) Mentimeter – Word Cloud/Open Ended.*  **Slide 34**   1. How can people let others know what they are willing and not willing to do?    1. (Answers may include: People need to talk about their limits with their partners/have conversations with partners.) 2. What is the best time to let others know what they are willing and not willing to do?    1. (Answers may include: They should to tell them before any touching or other sexual contact occurs).   Please know, that you can have these conversations at any point in time. The best time would be before any sexual touching or sexual activity occurs but can be brought up at any point in the relationship, even if you have already engaged in any type of sexual behavior or sexual expression. It’s okay to change your mind or not want to do something anymore. You do not have to do anything you are uncomfortable with. “    *This is a brainstorming activity. Feel free to use the following methods to have young people participate. Examples of platform feature that can be used for youth to respond:  Zoom – Whiteboard OR private chat feature with Educator conducting the presentation. Interactive learning tool examples such as: Nearpod (free) – Collaborate Board (make sure it is anonymous) or (subscription based) Mentimeter – Word Cloud/Open Ended* |
| 35 -36 | **What is abstinence?** –  **Abstinence** means not to have sex of any kind – this includes vaginal, anal, or oral. It also includes not engaging in any other behaviors such as skin – to – skin genital contact or touching that can transmit STD’s.  This is the safest and most effective way to prevent an unintended pregnancy and avoid HIV or another STD.  Now suppose a couple chooses to practice abstinence – which again is avoiding vaginal, oral and anal sex, as well as skin-to-skin contact or touching – as their form of protection against pregnancy and STDs, including HIV.   1. Can they still share their thoughts and feelings with one another? (Let group answer). Can they experience love? (Let Group answer). 2. Can they still build a strong and long-lasting relationship? (Let Group answer).   You can see that sexual expression is not just about having vaginal, oral or anal sex. People can express themselves sexually with a wide range of behaviors. Some of these behaviors are safe and will not lead to pregnancy, HIV or other STDs, but others are not.  **Abstinence:** Avoiding vaginal, oral and anal sex, as well as skin-to-skin contact or touching – is the SAFEST and most effective way to prevent an unintended pregnancy and avoid getting HIV or another STD. It is a proud and responsible thing to do.” |
| 37 | **Break – if time allows** |
| 38 -41 | **Activity D: Benefits of Sex Benefits of Abstinence** |
|  | **Slides 39-40** – We will now be doing Activity D, which is going over benefits of sex and the benefits of abstinence.    *This is a brainstorming activity. Feel free to use the following methods to have young people participate. Examples of platform feature that can be used for youth to respond:  Zoom – Whiteboard OR private chat feature with Educator conducting the presentation. Interactive learning tool examples such as: Nearpod (free) – Collaborate Board (make sure it is anonymous) or (subscription based) Mentimeter – Word Cloud/Open Ended.*   1. We have just discussed why young people have sex and how people can express their sexual feelings. What we want to know is what do young people gain by having sex? And what are the benefits of sex? 2. What do young people gain by waiting to have sex or deciding to stop if they have already had sex? In other words, what are the benefits of abstinence?”     **Slide 41** – What are the differences between the two lists? Why do you think there are differences?   * + Fill in the blank in your head – “If I wait to have sex, I will be able to….”     “Young people who choose to have sex may end up dealing with an unintended pregnancy, or get infected with HIV or other STD’s, which can be obstacles to achieving some of their goals and dreams.” |
| 42 | **Summarize** the module, thank youth for participating and let them know when the next session will take place |

**Module revised by Oswego County Opportunities**

**The consequences of sex: HIV Infection**

3

MODULE

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| 43-45 | Module Overview, Icebreaker of your choice & Group Agreements  Goals and objectives overview.   * Explain goals and objectives for this module.   Icebreaker/circle up;   * Participants introduce themselves and state how they’re feeling today. Youth can choose one superpower and why they chose that power. For example, my superpower will always be knowledge as I'll know to build anything and make the most informed decisions as these decisions can help me avoid things like STI’s, especially HIV. (Unmute participants individually to respond to and accommodate responses). |
| 46 | **ACTIVITY A: The Subject is HIV** |
| 47-65 | * + - Participants will watch amaze videos titled **What is HIV** <https://amaze.org/video/std-prevention-beyond-condoms/>     - Discuss HIV how to protect yourself and others and living with HIV.     - Participants will also view a presentation on the consequences of sex.   **Slides 47-49** - What is HIV and how does it work?   * + - Facilitator will provide definitions for HIV, AIDS, the stages of HIV, and how it attacks the body.   **Slides 50-56** - Risky Behavior; How HIV is Transmitted   * + - * Facilitator provides different ways to contract HIV as well as risky behaviors.   **Slide 57-58** - HIV prevention. (abstinence, not sharing needles etc.)  **Slides 60-65** - HIV testing; Why HIV testing is important; Preventions and protections.   * + - * After reviewing the videos and PowerPoint presentation, participants will be asked to define the videos' main message.       * At the conclusion of the video and presentation, ask participants what was the main message from the video and power point presentation and what were they trying to tell you?       * Direct participants to review HIV/AIDS Review Poster.       * Review questions using the HIV/AIDS Review Poster. (answers can be provided via the chat function)       * Direct participants to review Key Words Poster and review questions using the Key Words Poster.         + Key Terms   HIV/AIDS  Transmittance  Risk [at risk/risky behavior]  Testing and Treatment  (answers can be provided via the chat function) |
| 59 | **Break -** if time allows |
| 66-68 | **Activities B and C are on Google Classroom**  [**https://classroom.google.com/u/0/c/MTQ5Mjg0MTU1MTAw?cjc=xq6wb2u**](https://classroom.google.com/u/0/c/MTQ5Mjg0MTU1MTAw?cjc=xq6wb2u) |
| 67 | ACTIVITY B: HIV Risk Continuum   * Provide participants with access to risk continuum game. (flashcards or matching game e.g., Cram.com or braineos.com) * Explain High-risk red-light behaviors, Some risk Yellow-light behaviors, and No risk Green light Behaviors. * Flash card game will illustrate the behavior via text and participants will have to identify the risk/color level. * Matching game would illustrate the behavior via text and participants will have to match the color code to the behavior. * Place participants in pairs and ask youth to identify which risk behavior card should be attributed to each risk level category. (high risk/red light, some risk/yellow light etc.) * The participants will be asked to explain why they believe the noted behaviors belong to any specific risk level category. (via chat or unmuting) * The facilitator will reinforce correct answers or correct participants' answers and provide additional explanations/examples of risk behaviors if needed. * The corresponding color associated with the behavior will be revealed (flashcard game), or the correct and incorrect answers will be revealed (matching game). |
| 68 | ACTIVITY C: The AIDS Basketball Game   * Substitute basketball game to climb the mountain game on the Nearpod platform (or any virtual competitive game in which characters can earn points i.e. Jeopardy or be advanced towards a finish line). * Explain the game rules. * Participants from both teams will receive an opportunity to answer questions as a group. * Each team participant will receive a turn to answer questions individually. * Teams will be advised they can assist each other. * Teams will be informed to climb the mountain; they must answer the questions correctly. * If students provide incorrect answers, then the game or facilitator will provide the correct answers. * Foul shots can be earned If someone interrupts the other team or answers out of turn. (foul shots will be an opportunity to climb the mountain faster) * The facilitator will use revised template questions to create the game. |
| 69-70 | **Summarize** the module, thank youth for participating and let them know when the next session will take place |

**Module revised by Brownsville Community Center**

Attitudes, Beliefs and Giving Advice about HIV/STDs and Abstinence

4

MODULE

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| **Slide** | **Script** |
| 71 | Welcome everyone to week 4 of (program name)! We are now on Module 4 and halfway through M.A.D.  We are now on module 4, which is all about attitudes, beliefs, and giving advice about HIV, STDs, and abstinence.  In this module, we are going to focus on making sexual choices and giving advice to others about making sexual choices. |
| 72-73 | But before we get started, everybody gets up because it’s time for an ice breaker activity.  \*Proceed with icebreaker activity of choice\*  Thank you and I hope you all enjoyed that.  Now it’s time for M.A.D. |
| 74-76 | **Slide 74**  The first thing we’re going to talk about when it comes to making sexual choices is self-esteem. Some people think that self-esteem plays a major role in making sexual choices. Tell me in your own words what self-esteem is.  You can answer in the chat or use the “raise hand” button and I will call on you to give your answer.  \*Allow 2-3 minutes for participants to answer  *Suggestion: Google Jam board and Nearpod collaboration board are great tools for this if you have access to them.*  Thank you. Those were all very good answers.  **Slide 75-76**  Now it’s time for you to think about all of the good things you know about yourself, even the ones that others might not know about you.  \*The link I put in the chat will take you to a Google form for this activity. Take 2-3 minutes to fill it out.  *Alternative: deliver physical copies of the worksheet to your participants.*  Okay now that we’ve all filled out the form, I’d like us all to share two words we chose. I’ll start.  \*Share two words from your “Seeing the Positive” form  Thank you everyone for sharing. |
| 77-79 | **Slide 77-79**  Earlier, we said that some people think that self-esteem plays a role in making sexual choices. Tell us how you think having high or low self-esteem affects your ability to make good decisions. You can answer in the chat or use the “raise hand” button to be called on.  \*Answers should include   * If you have high self-esteem, you won’t let anything stand in the way of achieving your goals and dreams. * If you have low self-esteem, you might be pressured into doing things you don’t really want to do, such as having sexual intercourse.   No matter how much knowledge you have, sometimes attitudes and beliefs can get in the way of making decisions, like choosing not to have sex. This next activity is designed to help you look more closely at your attitudes about abstinence. |
| 80-82 | **Slides 78-79**  Now I’m going to read some statements, and you will tell me if you agree or disagree with them. Then, I will ask people from each side to explain why they agreed or disagreed. You have to choose one or the other, and please let me know if you don’t understand a statement.  *Suggestion: Use the Zoom or Nearpod poll tool. Or use the Zoom whiteboard tool.*  As we can see from this activity, people can have different attitudes and opinions about abstinence. It’s important to know that attitudes and opinions can have a strong influence on decision making about sex. Good decisions are based on respecting and protecting yourself, understanding possible consequences, and being proud and responsible. For many young people the best decision may be choosing to not have sex so that it is easier to reach their goals and dreams. People can make this choice, even if they’ve had sex before |
| 83 | BREAK – If time allow  It’s time for all of us to take a little break. We have 5 minutes, and you can use this time to get up and freestyle your own stretch or you can follow along to do some stretches.  ***Suggestion****: Lead the stretches yourself or have a participant volunteer to lead the group.* |
| 84 | We’ve talked about making sexual choices for ourselves, and now we’re going to practice giving advice to *others* about making sexual choices. In this activity, we are going to pretend that you have a young neighbor who is thinking about having sex. Let’s see what advice you would give.  ***Suggestion****: Either make an electronic version of this worksheet (e.g. Google Docs, Google forms) or deliver physical copies beforehand*.   * Divide the group into pairs and explain the Nat Next Door worksheet. * You and your partner are going to be put into a breakout rooms for 5 minutes to read and complete the worksheet, and then practice your script until I bring everyone back to the main meeting room.   You and your co-facilitator/peer mentors will visit each breakout room to keep participants on task and answer questions.   * Each pair reads their script to the rest of the group * Allow 1-2 constructive pieces of feedback * Process the activity with the following questions:  1. Do you think you could convince a younger friend or relative not to have sex with the advice you gave? 2. Why do you think it is important for young people not to have sex? 3. Would you follow this same advice if it was given to you? Why or why not? |
| 85 | It’s time to put your knowledge to the test and see what kind of advice you would give to someone who has questions or concerns about abstinence, unintended pregnancy, and HIV and other STDs.   * In this activity, you’ll take on the role of Koko, the expert on abstinence and HIV, who has an HIV Information Hotline called Calling Koko. You’ll provide advice to one of five callers. * Explain the worksheet (delivered or emailed beforehand) and announce the pairs * Include peer mentors/yourself or assign multiple pairs to the same call to make sure all the calls are addressed * You and your partner will need to discuss and agree upon what advice to give to the caller to encourage them to make a proud and responsible choice   + I’m going to put the assigned pairs in their own breakout rooms, where you will have 5 minutes to discuss and write your advice.   + After, I’ll bring everyone back to the main room where each pair will share the advice they came up with.   + Visit breakout rooms to keep participants on task and answer questions   + \*Go through each pair, with one person reading the call and the other person reading the advice.   + Allow 1-2 minutes for constructive criticism and praise from the other participants. * Bring up any points they did not cover in their advice. |
| 86-90 | \*These are copies of the calls from the Calling Koko activity\* |
| 91 | Everyone did a great job! You all gave very good advice about protection against unplanned pregnancy, HIV and other STDs, and most importantly choosing abstinence. I hope that you’re all able to make the responsible choice to follow your own advice if you’re ever in a similar situation. |
| 92 | Summarize the module, thank youth for participating and let them know when the next session will take place |

**Module revised by Action for A Better Community**

Getting to Know You & Steps to Making Your Dreams Come True

5

MODULE

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| **Slide** | **Script** |
| 93 | Welcome everyone to week 5 of (insert program name)! We are now on Module 5 and will be discussing STDs |
| 94-95 | But before we get started, everybody gets up because it’s time for an ice breaker activity.  \*Proceed with icebreaker activity of choice\*  Thank you and I hope you all enjoyed that. Now it’s time for M.A.D.  Review groups agreements |
| 96 | We are now on module r, which is all about the consequences of sex and STDs. Does anyone know what STD’s stands for? Answer in the chat. |
| 97-104 | Activity A: Group Brainstorm on STD’s |
| 105-108 | Activity B: Don’t Pass it Along; Transmission Game |
| 109-112 | Activity C: STOP, THINK & ACT Role Plays |
| 113 | Summarize the module, thank youth for participating and let them know when the next session will take place |

**Module revised by City of Rochester**

The Consequences of Sex: Pregnancy

6

MODULE

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| **Slide** | **Script** |
| 114-116 | Welcome everyone to week 6. Review module overview, icebreaker of your choice and group agreements. |
| 117 | **Activity A: Myths and Facts about Pregnancy**  Ask youth the following:   1. What is a myth?  * A myth is a statement that is untrue.  1. What is a fact?  * A fact is a statement that is true.   Each of you will have a turn answering if a statement I read to you is a Myth or Fact.  Please explain why it is a myth or fact. If you don’t know, that is okay. We will ask for a volunteer to help. |
| 118-129 | Review all ten myth and fact statements with the youth.  **\*Prior** to Module 6:  To make activity somewhat interactive, you can ask youth to make colored myth and fact signs to hold up after a statement is read. |
| 130-133 | **Activity B: Your Valentine’s Day Gift**  If you have access to the curriculum you will want share the effective and ineffective role play versions from the book.  If not, you’ll need to create versions that illustrate effective and ineffective ways of handling pressures from a romantic partner that can strengthen participants’’ ability to resist partner pressure.  **Slide 131** Ineffective version  **Slide 132** Effective version  **Slide 133** Process questions |
| 134 | Break – if time allows |
| 135 | Amaze Pregnancy Prevention Video    <https://amaze.org/video/pregnancy-reproduction-think-youre-pregnant/> |
| 136 | Video process questions.  Explain that:   * Unprotected sex sometimes happens. If you have had unprotected sex and have access to Emergency Contraception (e.g., Plan B, copper IUD), take EC as soon as possible after unprotected sex, and within 3 to 5 days. * A person who is pregnant has options regarding their pregnancy and should consider speaking to a trained medical provider about all their options. A pregnant person has the right to make the best decision for themselves, free of judgment, regarding their pregnancy. |
| 137 | **Activity D: Jamal and Keisha**  Role plays are available in the MAD manual or **audio recording is available** to play right on the slide! |
| 138-141 | Role play process questions.  To increase interactivity, you can put the group into break out rooms and have them work in small groups or pairs. You can also have them answer some of the questions on their own. |
| 142 | Summarize the module, thank youth for participating and let them know when the next session will take place |

**Module revised by Family Planning of SCNY**

Responding to Peer Pressure and Partner Pressure

MODULE

7

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| 143-145 | Welcome group to module 7. In this module, we try to understand peer pressure. We have talked earlier about how peer pressure can influence young people’s ability to make safe sexual choices.  Review module overview, icebreaker of your choice and group agreements. |
| 146-148 | **Activity A: Understanding Peer Pressure**  In this module, we try to understand peer pressure. We have talked earlier about how peer pressure can influence young people’s ability to make safe sexual choices. The first activity is called:  Agree/Disagree.  Open the Google form labeled ‘Agree/Disagree’  <https://docs.google.com/forms/d/e/1FAIpQLSfPhonM3qLxuL88nVKSvugqpzq2acecF3ypdRVWnFxkvic7Lg/viewform?authuser=0> |
| 149-154 | **Activity B: Responding to Peer Pressure**  There are many pressures to have sexual intercourse. One of the biggest pressures often comes from friends or peers. It takes hard work to resist peer pressure. However, when you feel proud and responsible, you make decisions for yourself and not just to follow peers. We will be talking about resisting pressure to engage in sexual intercourse.  One reason some young people have sex is because of peer pressure. This lesson is going to discuss how to respond to peer pressure that comes from people close to your own age. With the right skills, you won’t have to give in to pressures to engage in risky sexual behavior or any other unwanted behavior.  It can be hard to say no to people you like. You may worry that a friend will get upset or reject you. You might feel left out, if you think all your friends are doing something you’re not. But sometimes you have to take a stand for what is right.  Even young people who don’t have sex and have decided to be abstinent may feel pressured to say they do. Pressures to have sex often come from a romantic partner. Sometimes it’s hard to know how to handle this pressure. Pressure can make people go further sexually than they want to, have sex when they’re not ready or lie about having sex when they haven’t.  **Role plays are below** |
| 155-156 | **Activity C: Knowing and setting physical limits**  <https://docs.google.com/forms/d/e/1FAIpQLScIPA39n_vpXJ90ExVeI5gvjfV_qPPmxJsEoK2-iJXYgwAnmA/viewform?authuser=0>  Being proud and responsible when dealing with pressure from other people. Try to avoid situations where you will have to stop someone from going too far. Talk about your feelings and what seems right for you in advance. If you and your partner can’t agree, be prepared to leave. You may need to find someone else whose beliefs are closer to your own. |
| 157 | Break – If time allows |
| 158-168 | **Activity D: Introduction to SWAT and Scripted Roleplays**   * We have talked a lot about unplanned pregnancy, HIV, and other STDs and how to abstain from sex. But how do you say “NO” when someone is pressuring you to have sex? * Talking about abstinence can be difficult sometimes. However, it is important that you talk with your friends or a partner about your decision to practice abstinence. Talking openly and honestly about your decision prevents misunderstandings. * We are going to work on a strategy for talking to a partner about practicing abstinence without blaming, arguing, or getting into a fight. The strategy is called the SWAT technique.   **Slides 158**  SWAT Technique  **Slides 159-160**  Negotiation and Refusals Skills  **Slides 161-168**  Role Play  The final activity in this lesson will be a roleplay. In the activity,  there will be an unscripted and scripted roleplay.  **Slides 169**  Observer Checklist |
| 169 | Summarize the module, thank youth for participating and let them know when the next session will take place |

**Module revised by Hudson River Health Care**

**Module 7 Role Play scenarios:**

**Scenario 1:**

Read the scenario and answer the discussion questions. Reply to at least one other student's post as well. Jerome is talking with his friends, people who are important to him. One of his friends is talking about the person he likes and what he would like  to do with this person. Jerome is thinking to himself, "I've never really thought about someone that much. I've got too many things to do. If I get deeply involved with someone right now, it might mess up my plans for the future." One of the friends in the group asks Jerome, "How come you never talk about who you like, Jerome? What's the matter with you anyway?" Jerome says, "Well-being in a relationship isn't the most important thing to me right now. I've got so many other interests. I don't have a lot of time to spend with someone."

**Questions:**

* 1. What are some other things Jerome could have said?
  2. How is this peer pressure?
  3. How much influence should your friends have over your behavior?
  4. Why is it important for young people to develop their own beliefs and stick to them?
  5. How does it make you feel to be made fun of or questioned by your peers when you don't go along with the crowd?

**Scenario 2:**

Alicia has gone to the movies for the first time with J.D., someone she likes from her class. While they are watching the movie, J.D. tries to hug and kiss Alicia. Alicia does not feel she is ready to do that and pushes J.D. away. Later J.D. says, "What's the matter with you? All those other couples are doing it." Alicia replies, "I just don't want to do that."

**Questions:**

1. What are some other things Alicia could have said?
2. Why might Alicia find it hard to say no if she really likes J.D.?
3. Why should J.D. not pressure Alicia to go further than she wants?
4. What do you think about someone who doesn't respect another person's wishes not to be touched?
5. What do you think about someone who gives in and engages in unwanted behaviors because of peer pressure?

**Scenario 3:**

Some friends are talking after school. Kenya wants everyone to come over because no one else is going to be home. One of the friends, Sammy, doesn't want to go because there might be pressure to touch and kiss or start doing things Sammy doesn't want to do. Kenya says to Sammy, "Oh come on. All the popular kids are coming, and everybody else is having sex." Sammy says, "I don't care who else is coming, I'm not. Besides, I know a lot of our friends aren't having sex either."

**Questions:**

1. What are some other things Sammy could have said?
2. What could happen if Sammy doesn't go?
3. What could happen if Sammy goes?
4. How important is being popular when compared to achieving your goals in life? Does being popular mean, you always have to go along with the crowd?
5. What do you think about someone who gives in to pressure despite not wanting a sexual relationship?

**Scenario 4:**

Read the scenario and answer the discussion questions. Reply to at least one other student's post.

Ari and Drew have been going out for a few weeks. Ari wants to have sex with Drew, but Drew does not feel ready to have sex. Ari says, "You really turn me on. Come on, why don't we go somewhere where we can be alone and do whatever we want?" Drew says no, Ari says, "Why not? What's the matter with you? Don't you like me?" Drew says, "I'm just not interested in getting more involved right now."

**Questions:**

1. What are some other things Drew could have said?
2. How could Drew's decision affect the relationship?
3. What can Drew do to show Ari that their relationship is important without having sex?
4. What is society's attitude toward people who choose not to have sex while they are teens or young adults?
5. What are some of the reasons Drew may have chosen not to engage in sexual intercourse?
6. Why can it be hard to say no in sexual situations?

**While They’re Out - Scripted**

**Setting the stage:**

Your parents are out late. Your partner comes over, hoping to have sex with you. You have kissed each other in the past, but that is as far as you want to go. You don’t want to take off any of your clothes. You don’t want to have sex. You really just want your partner to stop pressuring you.

**Person 1**: Why are you stopping now?

**Person 2**: Because I can’t do this.

**Person 1**: Yes, you can, it’s easy. Let me help you unbutton your shirt, baby.

**Person 2**: No, don’t. I really don’t want to do this.

**Person 1**: Why not? Come on, I love you and I want to have sex with you.

**Person 2**: I know, but I don’t want to have sex. This is serious. I’m not ready for this kind of

commitment.

**Person 1**: What commitment? What are you talking about?

**Person 2**: I’m not ready. I don’t want to have to worry about HIV and other STDs, or about pregnancy. I have other things to be concerned about, like my goals, school, and us. But I need you to understand that “us” can’t involve sex right now. It doesn’t mean it never will, but I’m just not ready at this point in my life. There are lots of things we can do to show we care about each other. I hope you can understand how I feel.

**Person 1**: I can. It makes sense.

*They kiss and decide to go to the movies.*

**While They’re Out - Unscripted**

**Setting the stage:**

Your parents are out late. Your partner comes over, hoping to have sex with you. You have kissed each other in the past, but that is as far as you want to go. You don’t want to take off any of your clothes. You don’t want to have sex. You really just want your partner to stop pressuring you.

**Person 1**: Why are you stopping now?

**Person 2**:

**Person 1**: Yes, you can, it’s easy. Let me help you unbutton your shirt, baby.

**Person 2**:

**Person 1**: Why not? Come on, I love you and I want to have sex with you.

**Person 2**:

**Person 1**: What commitment? What are you talking about?

**Person 2**:

**Person 1**: I can. It makes sense.

*They kiss and decide to go to the movies.*

8

Role Plays Refusal and

Negotiation Skills

MODULE

|  |  |
| --- | --- |
| 170-173 | Welcome group to module 7. In this module, we try to understand peer pressure. We have talked earlier about how peer pressure can influence young people’s ability to make safe sexual choices.  Review module overview, icebreaker of your choice and group agreements. |
| 174-179 | **Activity A: Introduction to SWAT: Abstinence Negotiation & Refusal Skills** |
| 180-181 | **Activity B: Enhancing SWAT/Partner Role-playing** |
| 182 | **Activity C: Talking to your partner about abstinence, information overview** |
| 183 | **Summarize the module, thank youth for participating and let them know when the next session will take place** |
| 184 | **END**  Thank and congratulate youth for participating!! Share program’s contact information if applicable. |

**Module revised by Leadership Training Institute**