

Life Planning Education

A Youth Development Program

Advocates for Youth

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Introduction from the President

In your hands, the activities in *Life Planning Education* can help young people find out who they are and who they hope to become, where they are headed and how best to get there....

Welcome to *Life Planning Education*

Advocates for Youth is proud to present a fully revised version of the innovative educational resource we introduced in 1985 for young people in grades 7-12.

When released initially, *Life Planning Education* was a pioneering program. It was the first to integrate two major tasks of adolescents: preparing for the world of work and dealing with sexual and reproductive development, feelings and behaviors. The program was designed to teach teens that their educational and vocational goals will affect their plans for a family and that their sexual decisions will affect their vocational options.

This unique programmatic twist has proven to be a winning combination. Thousands of teachers and youth leaders who have used *Life Planning Education* in pregnancy prevention, health promotion and vocational preparation programs report that young people respond enthusiastically to the material and that the activities are easy to implement.

Based on that success, Advocates for Youth has also developed *When I'm Grown*, a comprehensive life planning program for children. *When I'm Grown* is available in separate volumes for grades K-2, 3-4 and 5-6.

A New Version

In 1989, Advocates for Youth added an HIV education and prevention chapter to *Life Planning Education*. As the current decade opened, youth leaders expressed the wish for other new chapters offering additional skills-building exercises.

With the generous support of the DeWitt Wallace-Reader's Digest Fund, Advocates for Youth began to revise *Life Planning Education* in 1992. An advisory panel of experienced youth development professionals generated two lists: the first, critical issues teens face today, and the second, skills teens need to negotiate a successful transition to adulthood. Sexuality educator Carol Hunter-Geboy then worked with Advocates for Youth staff to craft a comprehensive revision.

Each experiential activity in *Life Planning Education* has been revised, and many new activities have been added. Five new chapters focus on critical issues for young people today: healthy sexuality, relationships, violence prevention, health promotion and community responsibility. In addition, the program recommends up-to-date videos and weaves issues of cultural diversity throughout.

Further Assistance

Advocates for Youth provides training sessions for leaders of both *Life Planning Education* and *When I'm Grown*. Training is customized to suit the needs of different youth groups and leaders. For additional information, please call or write: Advocates for Youth, 1025 Vermont Avenue N.W., Suite 200, Washington, D.C. 20005; 202-347-5700.

We hope the new *Life Planning Education* becomes a great assistant to you and your colleagues in youth service, as you engage in the important work of preparing today's teens to assume responsible roles in tomorrow's world.

Margaret Pruitt Clark, Ph.D.
President, *Advocates for Youth*

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Leader's Guide to Life Planning Education

About *Life Planning Education*

Whether you are an experienced teacher or youth leader, or new to the field of youth development and education, you know that young people today face an array of opportunities and challenges. Many of them are familiar from your own teenage years: establishing and maintaining healthy relationships with friends and romantic partners, moving from the dependence of childhood to the interdependence of adulthood, acquiring the education and skills necessary for employment, negotiating changing relationships with family members, dealing with peer pressure and managing sexual feelings and desires. For today's youth, issues such as HIV/AIDS, violence and a changing economy make the traditional tasks of adolescents even harder to achieve.

Young people must have knowledge, attitudes and skills to successfully meet the challenges of adolescence and young adulthood. *Life Planning Education* provides a wealth of exercises that you can use to help young people:

- ✓ gain knowledge about themselves, sexuality, prevention of pregnancy and sexually transmitted disease, employment preparation and related topics;
- ✓ explore attitudes and values about growing up, gender roles, risk-taking, racial/ethnic diversity, sexual orientation, friendship and other subjects; and
- ✓ practice the skills of goal-setting, decision-making, negotiating, communicating, managing stress, job-seeking and others.

Some Assumptions

Life Planning Education has been designed with several assumptions in mind, including the following:

- ✓ Young people can make good choices and decisions if they have complete information, attitudes and skills.
- ✓ Young people need opportunities to gain the appropriate information, attitudes and skills.
- ✓ Adults who trust and believe in young people, and who are skilled in working with them, can help provide those opportunities.
- ✓ Experiential learning is an excellent way to learn.
- ✓ Programs for young people can creatively integrate *Life Planning Education* into on-going educational activities.
- ✓ Specific activities contained in *Life Planning Education* can be adapted to an agency's or school's philosophy without sacrificing the intent of *Life Planning Education*.

Values in *Life Planning Education*

Rather than attempting to be "value-free," *Life Planning Education* embraces values widely accepted in our society. It is important for leaders and administrators to be aware of the program's point of view and to be able to communicate its underlying values to participants, parents, governing bodies, current or potential funders, members of the media and other concerned individuals.

Throughout the program, stress the following values implicitly and, when appropriate, explicitly (by posting on a wall, reinforcing when pertinent or asking teens to recall them).

- ✓ Sexuality is a natural, healthy and life-long part of being human.
- ✓ Teens should have access to information about sexuality, health, life skills, careers and other topics *Life Planning Education* addresses.

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- ✓ Every person has dignity and worth, and discrimination based on gender, race, religion, culture or sexual orientation is always wrong.
 - ✓ It is wrong to use pressure or force of any kind to make people do things against their will or to exploit them in any way.
 - ✓ Individuals are responsible for their own behavior and consequences of that behavior.
 - ✓ Clear and honest communication is essential to healthy relationships with others. Teens should be able to talk openly and comfortably about life planning issues—including sexuality—with peers, adult leaders, parents and romantic partners.
 - ✓ Gender-role options should be broadened for young women and men.
 - ✓ Unplanned pregnancies and sexually transmitted diseases should be prevented by abstaining from sexual intercourse or by using contraceptives, including latex condoms.

Leaders' messages must emphasize program values without preaching. Refrain from imposing personal values on controversial issues unless they coincide with the underlying values of *Life Planning Education*. Recognize and affirm the diversity of values teens and their families hold.

How to Use *Life Planning Education*

Where

Since the inception of the program in 1985, *Life Planning Education* has been used with hundreds of thousands of young people in a variety of settings. You might conduct a *Life Planning Education* program in a school, community-based organization, religious youth group or peer education program. *Life Planning Education* can be integrated into a health promotion program, pregnancy or HIV/AIDS prevention initiative, family life education class or an employment preparation program. Virtually anywhere young people gather—to learn and grow with the guidance of trusted adults — is appropriate.

When

While the material in *Life Planning Education* is suitable for teens in grades 7-12, the best plan is to introduce it in the earlier teen years, grades 7-9. Years of experience in the field of health promotion and disease prevention have demonstrated that it is better to begin introducing the material contained in *Life Planning Education* earlier rather than later.

Building life planning skills takes time and should, ideally, begin in elementary school, to prepare for the teen years. For information on *When I'm Grown*, Advocates' life planning program for elementary school ages, please call or write: Advocates for Youth, 1025 Vermont Avenue N.W., Suite 200, Washington, D.C. 20005; 202-347-5700.

How Long

The duration of your *Life Planning Education* program depends on many factors, including time available, competing educational or programmatic priorities, young people's interest and budget constraints. Mastering each of the 14 chapters requires a year-long commitment from participants. But even if your program is of brief duration, exposure to *Life Planning Education* can still have an impact on participants.

Select chapters and activities most appropriate for your group's needs. Create enthusiasm for the program at the outset by involving teens in the selection process.

How To

Life Planning Education is easy to implement. The program consists of 14 chapters, each with experiential activities that address chapter objectives in a variety of interesting ways. Each activity specifies Purpose, Materials needed, approximate Time required, the step-by-step Procedure to follow and Discussion Points to spark group discussion. Some activities include Planning Notes for preparations that must be made prior to

the session. Many activities have accompanying Handouts for participants and Leader's Resources to provide supplemental information for you.

To design and conduct a program tailored to the needs of your participants, the following steps might be helpful:

- ✓ Review *Life Planning Education* in its entirety to become familiar with its scope.
- ✓ Determine your time frame.
- ✓ Select activities from the chapters you choose to cover. Pay attention to the Planning Notes, as they may list preparatory steps that take time to complete.
- ✓ Review the Handouts that accompany the selected activities; duplicate these for each participant in your group.
- ✓ Review the Leader's Resources that accompany selected activities; these contain additional information to review before conducting the activity or answering participants' questions.
- ✓ Familiarize yourself with the rest of this Leader's Guide. In particular, consult the suggestions for conducting experiential activities and small group discussion.

The activities included in *Life Planning Education* have been written or adapted for teens who may not have sophisticated reading skills. If teens in your group have difficulty with reading or writing, you may want to further adapt some activities so that less pen-and-paper work is required.

With What

Many of the activities contained in *Life Planning Education* require no more than pens and Handouts for participants, and board and chalk or newsprint and markers for you. Others require index cards, masking tape, drawing materials, extra paper, scissors or a container of some sort. Some of the activities feature a video, which must be previewed beforehand and, of course, shown on a VCR and monitor. A few of the activities require somewhat elaborate preparation, so you should plan sufficiently in advance for those. Several activities call for guest speakers to address the group or for participants to travel off-site; these too must be planned well in advance.

Use a "Question Box" throughout the program. Decorate an old box or other container and cut a slot in the top to insert index cards. Giving teens the opportunity to ask questions anonymously helps ensure that you can address their concerns promptly and appropriately.

Several activities suggest that teens keep a journal as part of the *Life Planning Education* program. If you decide to include journal-writing, distribute notebooks or ask participants to purchase them.

Steps to Implementation

Forethought and planning are necessary to implement *Life Planning Education* successfully. If you are selecting activities or chapters to expand or augment an already-established *Life Planning Education* program, you may be able to skip some of the following steps. It is often advisable, however, to obtain school or agency support for the use of any *Life Planning Education* materials.

Establish a need for the program. Gather local and national statistics on adolescent sexual behavior, pregnancies, births, sexually transmitted diseases, school dropout rates, teenage unemployment and so on. Talk with adolescents and parents in your community, agency or school about their concerns related to teenage sexual/reproductive health and vocational preparations. Keep a file of statistics, questions from adolescents, requests from parents or teens, newspaper articles, letters to the editor — anything that can demonstrate the need for a program.

Research the community. Find out if any family life education, pregnancy and sexually transmitted disease prevention, youth development or career education programs are offered in your community. What schools or community-based organizations offer such programs? What has been the reaction? Contact any

individuals or agencies that might share your concern about teens' need for *Life Planning Education*. Agencies include schools, PTAs, youth-serving agencies, community mental health centers, neighborhood associations, religious institutions, after-school programs and social service agencies. How many young people do they reach?

Develop a profile of the teens that the groups you identify serve. What are their ages? Are they primarily male or female? Is career guidance or preparation aimed primarily at boys and family life education mostly at girls? Are certain groups within the community well-served while others are underserved? Can you identify them by gender, race, income level, area of the community, specific schools or family structure?

Discuss your plans for a program and try to gain support from the agencies doing similar programming. Whenever possible, share resources and ideas within this network to avoid duplication of efforts and to provide a professional support system.

Develop a program framework. After talking with others in your community, outline the most appropriate program for the teens in your school or agency. The outline should include the target population, overall goals and objectives of the program

Obtain agency support. If your agency does not have an established policy related to sexuality education, take the issue and prospective program to the agency administrators and board of directors. Clarify how *Life Planning Education* fits the agency's mission. Discuss the need for such programming and the support network you have identified in the community. Present the suggested program framework and the use of existing agency or additional resources. Be sure to involve your colleagues in the process as much as possible.

Establish an advisory committee. Convene an advisory committee to review the program goals and content at various intervals. The committee might include parents, clergy, board members, educators, counselors, health professionals and youth. If your agency has a board of directors, its program committee could carry out the functions of an advisory committee. It is very important to have this committee review all print and video resources to be used in the program. When parental, youth and community input is incorporated into program development, you are more likely to obtain local community support.

Select a leader. Leadership is probably the most crucial factor in a successful program. Since sensitive issues related to sexuality, diversity and violence will be discussed, the leader should be well-trained. The ideal leader will: 1) like working with teens; 2) be knowledgeable about sexuality, health and career education; 3) be respectful of others; 4) be enthusiastic about teaching this program; 5) have good communication and group facilitation skills; 6) be nonjudgmental; 7) be comfortable discussing sexuality issues; 8) have a sense of humor; and 9) be adept at using a variety of experiential program techniques.

Try to provide comprehensive training for all people interested in leading *Life Planning Education*, through a training led by Advocates for Youth staff or through in-service workshops put on by local youth development and sexuality education professionals.

Design the program. Define the target population, overall goals and specific objectives, and offer choices about topics and program activities that will accomplish specific objectives.

Inform parents and select participants. Once the advisory committee has fully designed and reviewed the program, announce it to the agency's clients, or the school's students and their parents. Depending on the policy of your school or agency, it may be necessary to seek parental permission for teens to participate. Mail parents a notice that describes the content, format and schedule of the *Life Planning Education* program.

There are two ways to approach permission: formal consent and negative consent. Formal consent means parents must sign and return a consent form; only teens with signed consent forms can participate. With negative consent, the written notice asks parents to contact a specific person if they do not wish their child to participate; all other teens are assumed to have parental permission. No matter which consent form you select, list the name and telephone number of a program leader or administrator who can answer parents' questions. A copy of any portions of *Life Planning Education* to be used should be available for parents to inspect.

If you need to attract youth to the program, the following suggestions might be helpful: 1) work with youth groups; 2) use peer leaders to help recruit friends and acquaintances; 3) hold the program at a convenient time and place; 4) consider offering refreshments; 5) develop appealing promotional brochures or flyers highlighting the program; 6) over time, develop a reputation that the program is interesting and helpful.

Conduct the program. Use a comfortable, private and properly heated/air-conditioned room for the program. A circular or semi-circular seating arrangement helps establish an atmosphere for open communication and sharing. Be sure to have all the materials you need and check audiovisual equipment prior to the session.

Evaluate the program. Use evaluation techniques to determine which components are strong and which are weak. Assessing the impact of the program on knowledge, attitudes and behavioral intent is more complicated than conducting a process evaluation focusing on how the program is delivered. Refer to the chapter on evaluation for further information.

Teaching Techniques

Experiential Education

Experiential activities in this program are designed to help young people gain information, examine attitudes and practice skills. They are structured exercises in which participants do something and then process the experience together, generalizing about what they learned and, ideally, attempting to apply it to future situations. Experiential learning is participant-centered, not leader-centered. While the leader's role is crucial, creating the learning experience is ultimately a group responsibility.

To deliver this program successfully, involve young people in their own education. The fun of working with young people in experiential education programs is learning how much you can learn from them! Tips for conducting experiential activities include:

- ✓ Review the procedure thoroughly until you feel comfortable with the steps.
- ✓ If possible, do a "dry-run" before introducing a new activity to the group.
- ✓ Consider the learning points of the activity and prepare questions to trigger discussion. Each *Life Planning Education* activity lists Discussion Points, but you may want to add your own.
- ✓ Arrange the room ahead of time so you do not waste time hanging signs or moving chairs.
- ✓ Do not be unnerved by noise: activities are often noisy and do not mean the group has lost control.
- ✓ Keep an eye on the clock to leave sufficient time for group sharing and discussion.
- ✓ Remember, doing the activity is fun, but it is in processing the experience that learning takes place.

Specific Techniques

Life Planning Education employs a wide variety of techniques, some of which you may be more comfortable with than others. Keep an open mind about trying new techniques, as teens are most enthusiastic about participating in an educational program when they are offered a variety of learning opportunities.

There are many different kinds of activities in the 14 chapters, including: role-playing, games, videos, brainstorming, small-group work, art projects, presentations by guest speakers, problem-solving scenarios, quizzes, take-home assignments and more. Many of these activities are familiar to you and only require following the step-by-step procedure. Other types may be less familiar. The following descriptions of commonly used techniques contain tips for successful implementation.

Role-playing: By role-playing, participants can experience how someone else might feel in a situation, try out new skills and learn from each other. Role-playing in small groups or pairs is usually less threatening for participants and allows more people a chance to do it. Ask for volunteers, as many people are embarrassed or uncomfortable acting in front of a large group. After role-playing, be sure to declaring the role-play over and assert the “actors” real identities to the group. This is particularly important if a participant has assumed a stigmatized role.

Scenarios: Participants react to scenarios, or fictional stories, and discuss what a character’s options are or how a dilemma might be resolved. Feel free to adapt any scenarios in a *Life Planning Education* exercise to better fit your group. Asking teens to come up with scenarios is a good way to ensure realistic situations and language.

Values voting: In this activity, participants publicly give their opinion, or position, on a controversial statement. There are usually three positions: agree, disagree or unsure. Designate one space in the room for each. After reading a statement, ask participants to move to one of those areas. Then, ask for volunteers to explain their position. Be sure to provide support for an individual who has taken a lone position: move closer to him or her and verbally acknowledge the difficulty of “standing apart from the crowd.”

Brainstorming: Brainstorming is a free-flowing exchange of ideas on a given topic. You ask a question, pose a problem or raise an issue and participants suggest answers or ideas. Write all suggestions down for the group to see. No editorial comment or criticism is allowed. When the brainstorming is finished, the group evaluates the ideas together, perhaps to identify those they consider most useful or to categorize them in some helpful way.

Videos: Videos are popular teaching tools because participants enjoy them, can quickly identify with the people or action depicted and are often anxious to express thoughts and feelings triggered by the video. Videos can be used to personalize an issue, introduce a new topic, give technical information in an entertaining manner, raise issues and set up dilemmas to trigger discussion. Preview all videos before showing them, even if *Life Planning Education* or a trusted colleague has recommended them. Previewing assures that the video is appropriate for your group and that you are aware of potential difficulties with what is portrayed. Prepare questions for discussion after the video; learning takes place during the discussion. Clarify whether you need permission from the school or agency to use a particular video.

Guest speakers: Guest speakers can bring a topic alive by discussing personal experiences and sharing their feelings. *Life Planning Education* suggests several guest speakers or panels, including: people who work in jobs non-traditional for their gender, recovering alcoholics, gay or lesbian persons, working parents and people with AIDS. If necessary, obtain permission to bring guest speakers to the youth group. Make sure they are dynamic, knowledgeable about the topic to be addressed and comfortable with teen audiences. Clarify how the speaker will handle questions. Prepare your group for the speaker’s presentation so that participants know what to expect, are ready with questions and act respectfully. Prepare the speaker with information about the group and a clear understanding of your expectations.

Group discussion: *Life Planning Education* activities end with a group discussion to “process” the activity. Processing simply means talking with participants about what they experienced during the activity. Processing allows you to assess and reinforce learning. It also allows anyone to raise a concern or question. Processing may include repeating or summarizing some of what was said and, as the activity is ending, drawing the group’s attention to key points or issues. You will not want to process each activity to the same extent, but be careful to process any activities that seem to cause any member of the group conflict or concern.

Though the Discussion Points can guide you, the following questions might also be useful:

- ✓ What did we just do?
- ✓ Why? What was the objective?
- ✓ How did you feel about this activity?
- ✓ What did you learn?

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- ✓ Do you still have any questions?
 - ✓ Is anyone upset about anything we did or said? (If so, be prepared to talk further about these feelings in the group or one-on-one.)
 - ✓ Do you feel differently about _____ than you did before?
 - ✓ Would you like to do more activities that deal with this topic? Why?

Group facilitation skills take time and practice to develop. If you are new to leading group discussions of this nature, you may want to consult with more experienced colleagues, perhaps taking advantage of opportunities to observe others who lead discussions. You might also reflect upon any group membership experiences you have had: What kind of questions did the group leader ask? How was an open and honest environment nurtured? How did the group leader encourage sharing? How was conflict handled? Drawing upon your past experience as a group member can help you develop skills as a group leader.

Leading the Program

Involve Teens

Teens are more likely to enjoy and participate actively in the program if they have real input into it. Provide opportunities for youth to help select the activity, plan, recruit guest speakers, select videos and give feedback about how the program is going. Be flexible about responding to participants' needs. If necessary, take two sessions to complete an activity, stop and discuss an unsuccessful activity or allow a discussion to digress to an issue of immediate concern to the teens.

Set Ground Rules

Life Planning Education is designed to involve young people in discussions of personal, and sometimes sensitive, topics. Set the stage for a safe and respectful environment in which participants can share freely by introducing—and reinforcing—ground rules. Post the ground rules on a wall for every session. Common ground rules include:

- ✓ **Confidentiality:** What we share in this group will remain in this group.
- ✓ **Openness:** It is important to be open and honest but not to disclose others' personal/private lives. Discuss general situations as examples, but do not use names or identifying descriptions.
- ✓ **Non-judgmental approach:** It is okay to disagree with another person's point of view but not to judge or put down another person.
- ✓ **"I"-statements:** It is preferable to share feelings and values using sentences that begin with "I," as opposed to "you."
- ✓ **Right to pass:** This program encourages participation, but it is always okay to pass on participating in an activity or answering a question.
- ✓ **There are no "dumb" questions:** Any question you have is worth asking; someone else probably has the same question! The Question Box is always available for anonymous questions.
- ✓ **Make no assumptions:** It is important not to make assumptions about group members' values, sexual behavior, life experiences or feelings.

You, or the group, may want to add other ground rules. If possible, let the rules emerge from group discussion about what rules to adopt. The first activity in Chapter One provides a procedure for leading such a discussion.

Create a Positive Climate

Create a positive learning environment to help young people feel comfortable and safe about participating fully in *Life Planning Education*, and to develop group unity. Model a style of open communication by sharing appropriate information about yourself. Laugh along with the group. Communicate enthusiasm about this special opportunity you and the teens have to discuss important topics. Point out how seldom we have a chance to talk about our feelings, especially in areas as personal as sexuality, family, health and friendship. After setting the ground rules with the group, reinforce them periodically.

Know Your Group

Each *Life Planning Education* group will have a unique “personality” derived from teens’ individual characteristics and the group’s dynamics. Use this personality to your advantage. Try to engage the cooperation of natural leaders in the group, so that they lead others into participation.

Each group will also vary in its level of maturity and sophistication. There is tremendous variation among youth in the same grade, especially among younger teens. Some may be immature, closer to elementary school children in attitude and behavior. Others may hold jobs, care for younger siblings, have sexual intercourse, use alcohol and other drugs or date much older partners. There are no activities in *Life Planning Education* that are inappropriate for even the most unsophisticated seventh-grader, but you will want to select or modify activities to keep the attention of your group. Take your cues from participants.

Seek to Understand Adolescents

All adolescents are different, but in general, the adolescent years can be tumultuous ones for teens, their families and their communities. As a youth leader, and perhaps as a parent, you are no doubt familiar with some of the ups and downs that mark the teenage years. No brief account of the physical, emotional and social changes that take place over these years can do justice to their complexity, but some issues to keep in mind are described below.

The **early adolescent (roughly 12-14 years old)** is in the midst of rapid body changes. Secondary sexual characteristics begin to appear, growth accelerates (particularly for girls) and these changes become a major focus of youthful concerns. Cognitively, these young people possess relatively concrete thought patterns, and have difficulty projecting themselves into the future. Although early adolescents may test adult authority within their own families, they will generally submit to parental guidance. The peer group takes on immense importance; teens look to peers for approval and are anxious about acceptance. Some teens this age test sexual behaviors. Sexual intercourse is uncommon, but not rare—in some communities, some boys and girls initiate sexual intercourse in the early adolescent years.

As the **middle adolescent (roughly 15-17 years old)** matures, secondary sexual characteristics become fully established and the growth rate slows down. These teens look more like the adults they are becoming and less like the children they were. Abstract-thinking skills increase among this age group. Rebellion against parents and other authority figures is common.

As these adolescents separate from their families, they cleave more tightly to the peer group they defined in early adolescence. In fact, the peer group begins to define the rules of behavior, and is often cited as the source of problematic or risk-taking behavior. Risk-taking is often a way teens assert their independence from family rules. Young people define their own peer group according to self-identity, and they help define their peer group’s norms. They thus share responsibility for their actions, within and outside the group.

Sexuality and sexual expression can be a major focus of the lives of middle adolescents. Adolescent females who have sexual intercourse during adolescence will typically have their first experience during this stage.

Answer Questions

Young people are encouraged to ask questions in *Life Planning Education*, whether through the use of the Question Box or during activities. Before answering, determine exactly what information a questioner is seeking. Sometimes questions are forthright, other times they are a bit murky. Tips for answering some types of questions include:

- ✓ **Values questions:** Many leaders worry about responding to questions that ask for their personal values about issues such as sexual behavior, abortion and sexual orientation. A few school and community programs do not allow teachers to answer such questions, referring youth to their parents and/or religious teachings for guidance. Most programs, however, advise leaders to facilitate a discussion that explores societal attitudes and feelings on these issues, then refer young people to parents and religious leaders for further advice.
- ✓ **Personal questions:** Some questions are designed to elicit personal information about the leader's behavior or to volunteer personal information about a peer. Do not answer, unless there is a way to avoid revealing personal information about yourself or others. At the beginning of the program, set up a rule limiting personal questions. Reinforce it by referring to the "right to pass" ground rule.
- ✓ **"Am I normal?" questions:** Teens, especially young teens, need a great deal of reassurance that their bodies, feelings and behaviors are normal. Many of these types of questions begin with "I have a friend who..." and end with "Is she or he normal?" Remind the group that human beings are all unique and that individual variation is definitely normal in adolescence. Suggest a range of differences. Point out, when appropriate, that a teen should always talk to a parent, health practitioner or other trusted adult about specific concerns.
- ✓ **Fact-seeking questions:** These often seem to be the easiest to answer, since they ask for factual information, not feelings or attitudes. Yet teens need guidance, along with the facts. Reinforce program values and provide guidance for appropriate behavior.
- ✓ **Shock-value questions:** Most leaders know these when they see or hear them! Point out that such a question in the Question Box was most likely placed there for shock value, but, to retain your credibility, give an answer when possible.

Other tips for answering teen's questions effectively include:

- ✓ **Be honest.** If you do not know the answer, say so, and promise to try to find it out.
- ✓ **Avoid jargon.** Keep answers as simple and concrete as possible.
- ✓ **Accept teens' language.** A slang term may be the only one the questioner knows. In your answer, use the slang term once, then define it with the appropriate term and continue to use that term in your answer.
- ✓ **Throw it back to the group.** Ask, "What have you heard about this?"
- ✓ **Be aware of your body language.** Do not communicate distaste or disagreement.

Involve Parents and Families

Leaders of *Life Planning Education* are parents' partners in providing important education. For an effective partnership, keep in mind that most parents want to discuss sexuality and other sensitive issues with their teens and try to in their own way. Parents respond favorably when educators treat them with respect and trust that they do what they believe is best for their daughters and sons.

Whenever you conduct *Life Planning Education*, inform parents ahead of time about the specific content, goals and underlying values of the program. By involving them from the start, you demonstrate and outline the kinds of values your school or agency wants to help emphasize in this important educational venture. Give

parents an early opportunity to help shape the *Life Planning Education* program. Once the program is underway, suggest ways they can communicate with their teens about life planning topics. The following are strategies to strengthen parental involvement:

- ✓ Involve parents as members of an on-going advisory committee that reviews program content and approves all print and video resources.
- ✓ Hold a meeting about *Life Planning Education*. Give parents an opportunity to view a sample of the videos you plan to use.
- ✓ Provide parents the opportunity to “opt out” of the program. For religious or personal reasons, some parents may not want their children to participate in discussions of sexuality or values outside their homes or churches. Respect these parents’ beliefs.
- ✓ Choose *Life Planning Education* activities that require teens to communicate with parents or other family members as homework.
- ✓ Offer programs directly to parents to help them become more effective communicators and sexuality educators. Depending on the amount of parental involvement in your school or agency, this can be an excellent option.

Disclosure of Serious Issues

As a leader in the *Life Planning Education* program, you will likely develop rapport with participants and may be seen as a “safe” person to talk to about highly personal issues. It is critical that you are familiar with any school or agency policies that guide program staff in responding to teens’ serious emotional or family problems.

In cases of physical or sexual abuse, state laws require reporting suspected abuse to the proper authorities. If a young person discloses such abuse, follow the school or agency policy that guides appropriate action. All schools or youth agencies should have such a policy.

In cases of other problems — such as a teen’s serious depression, suicidal thoughts or substance abuse — follow agency or school guidelines to provide the best care for that young person. Investigate what referrals you can make for young people who confide in you.

Enjoy the Program

The key to success in this, as in any educational program, is you, the leader. Your skills and commitment can transform these pieces of paper into exciting learning experiences that foster growth in knowledge, attitudes and skills. Enjoy *Life Planning Education* and feel free to contact Advocates for Youth at (202) 347-5700 for advice in using it most effectively.

Chapter 1:

Who Am I and What Can I Do?

Objectives:

- ✓ To become acquainted with other participants
- ✓ To begin to feel comfortable as a member of the group
- ✓ To become aware of one's positive qualities
- ✓ To identify things about oneself that can be changed
- ✓ To identify potential work skills and strengths



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Welcome to Life Planning Education

Materials: Newsprint and markers or board and chalk; copies of program plans for each participant; Leader's Resource, "Ground Rules;" decorated Question Box; journals for participants (optional)

Time: 20-40 minutes

Planning Notes:

Purpose: To introduce the program, explain its purpose and process and invite teens to share their expectations

- ✓ Before introducing the program to teens, review the Leader's Guide preceding this chapter.
- ✓ Create a program plan to distribute to teens by writing proposed topics for each session.
- ✓ If you have offered *Life Planning Education* in your agency or school before, invite former participants to help you introduce the program and share some of their experiences with it.
- ✓ This is a good activity for teens to help plan. Ask the group to prioritize topics, suggest guest speakers or help prepare materials. Throughout your *Life Planning Education* program, involve teens in program planning and implementation whenever possible, to create a participant-centered environment that keeps young people engaged.
- ✓ Create an attractive, eye-catching Question Box by decorating an old shoe box or other container. Cut a slot in it for index cards.
- ✓ If you are using *Life Planning Education* in school, you may be required to grade students. Several options include: (1) giving a grade based solely on participation in activities, discussion and so on, (2) having teens grade themselves based on how well they achieve learning goals and objectives they set for themselves and (3) grading based on "portfolios" teens compile as they participate in the program. Portfolios can include journals, any products that result from participating in an activity (completed handouts or drawings) or written reflections about an activity or experience.
- ✓ Decide whether teens will keep a journal for the *Life Planning Education* program. Journals can contribute to learning and self-assessment. Use them to encourage reflection and provide writing practice, as well as to help teens create a written record of their own growth and experience. There are a variety of ways to use journals:

Build in 5 to 10 minutes at the end of sessions for teens to record their reflections about what happened during the session;

Assign 10-15 minutes for journal writing at certain times during sessions;

Structure journal writing so teens respond to specific questions, or ask them to write about their experiences in any way they choose;

Ask teens to share journals with you and/or the group or decide to keep them confidential.

Procedure:

1. Welcome teens to *Life Planning Education*. Enthusiastically point out that it will be a unique learning opportunity. Reflect on some of the facets of the program that make it special:
 - Teens will actively participate in the program, not just listen. They will contribute information to discussions, help choose topics and take part in experiential activities.

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- Teens will have an opportunity to discuss feelings, values and attitudes, as well as factual information. In much of the program, there is no right or wrong answer to questions. Their experience will determine the answers.
 - Teens will practice important skills that young people need to develop in order to thrive in the adult world.
 - The program will focus on sexuality in an open, honest manner, providing information and dialogue on all aspects of sexual development and behavior.
2. Explain the concept of life planning, why the program was developed and what it is expected to accomplish. Include your own points and the following:
 - *Life Planning Education* is a program to help teens develop the knowledge, attitudes and skills they will need to make a safe and successful transition to adulthood.
 - By participating, teens can learn information and practice behaviors that will help them avoid barriers to achieving their own life plans and realizing their dreams.
 - A primary focus of *Life Planning Education* is to help teens avoid any of the possible negative outcomes of adolescent sexual behavior, such as unintended pregnancy and sexually transmitted diseases (STDs), including HIV infection.
 - *Life Planning Education* links teens' vocational and career aspirations with their sexual and reproductive decisions. The program teaches that teens need to "make a life for themselves, before they make another life."
 - *Life Planning Education* frankly and honestly addresses issues of real importance to young people.
 3. Distribute copies of the program plan you created. Read it aloud, then ask the group for input: Does this address your concerns? Which of the topics are especially important to you? Where should we spend more/less of our time?
 4. Write the word "Expectations" on the board or newsprint and ask teens what they hope to gain from participating. List their responses and clarify any that you feel are beyond the scope of the program.
 5. Explain the need for group rules about how participants will interact while in the program. Emphasize that these rules will be important because the program addresses topics that can be very personal, such as sexuality. Give examples of program topics and activities:
 - Competitive games to see which team knows the most about a subject such as drug abuse
 - Role playing about relationships and dating
 - Discussions about personal and family values
 - Decisions about tough situations

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6. Write "Ground Rules" on newsprint or the board and ask teens to think about rules that will make sure no one is "put down" or disrespected. List their suggestions and suggest any others from the Leader's Resource, "Suggested Ground Rules."
 7. Post the list of group rules and explain that these will help keep the group focused on the task and working appropriately together. Have everyone agree verbally (or in a written contract) to abide by the group rules and to monitor one another for infractions.
 8. If you have former *Life Planning Education* participants, introduce them and ask them to share some of the highlights of their experience. Encourage the group to ask questions and talk openly with guests.
 9. Review logistics such as:
 - When and where the group meets
 - Attendance requirements
 - Whether or not teens will keep a journal and how it will be used. (Distribute journals now if journals will be used or give instructions for purchasing them.)
 - Your expectations regarding out-of-session activities
 - Whether grades will be given, and on what basis teens will be assessed
 - Parental permission forms
 - Other points
 10. Point out that asking questions is an important part of participation in this program and that you will do your best to answer all questions. Introduce the Question Box and explain that it provides an opportunity for participants to ask anonymous questions or make comments they do not want to share with the group. Explain that you will respond to every question that is put in the box. All questions are okay unless they are purposely written to be inappropriate. Encourage teens to use the Question Box at any time.
 11. Conclude the activity using the Discussion Points.

Discussion Points:

1. Do you have any other questions about the program?
2. Have you ever been in a program like this? If so, what can you tell us about it?
3. How do you expect this program to be different from others that you have participated in?
4. What is one strength you bring to this program and can share with others?

Suggested Ground Rules

- ✓ **Confidentiality:** What we share in this group will remain in this group.
- ✓ **Openness:** It is important to be open and honest but not to disclose others' personal/private lives. Discuss general situations as examples, but do not use names or identifying descriptions.
- ✓ **Non-judgmental approach:** It is okay to disagree with another person's point of view but not to judge or put down another person.
- ✓ **"I"-statements:** It is preferable to share feelings and values using sentences that begin with "I," as opposed to "you."
- ✓ **Right to pass:** This program encourages participation, but it is always okay to pass on participating in an activity or answering a question.
- ✓ **There are no "dumb" questions:** Any question you have is worth asking; someone else probably has the same question! The Question Box is always available for anonymous questions.
- ✓ **Make no assumptions:** It is important not to make assumptions about group members' values, sexual behavior, life experiences or feelings.

Find Someone Who

Materials: Copies of handout, "Find Someone Who" for each participant; pens/pencils

Time: 15-20 minutes

Planning Notes:

- ✓ The purpose of this activity is to set a positive tone and begin to build group spirit. Keep it light, use humor and have fun.

Purpose:

To get acquainted and become more comfortable within the group

Procedure:

1. Tell participants the purpose of this activity.
2. Explain how the activity will work:
 - I will give you a list of questions.
 - When I ask you to, get up, move around the room and introduce yourself to others. Try to find someone who can answer "yes" to each question.
 - If someone can answer "yes", get her or his signature beside the question. If she or he answers "no," ask another question.
 - Collect as many signatures as you can in about 10 minutes.
3. Be sure everyone understands the instructions, then tell the group to begin. (You may want to participate in this activity.)
4. After about 10 minutes, call "Time," and ask the teens to take their seats. Conclude the activity using the Discussion Points.

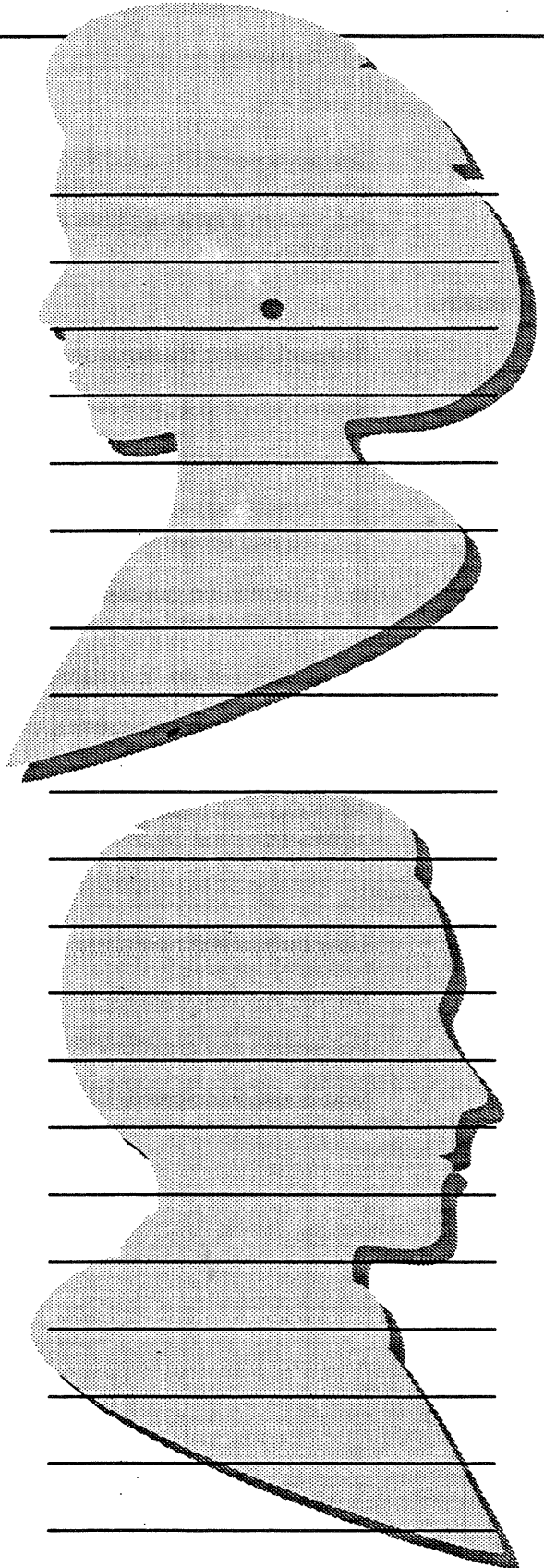
Discussion Points:

1. How do you feel now about being in this group?
2. Did anyone find a person who has had some similar experiences?
3. Were there any questions that were hard to ask? If so, which ones? Why?
4. Was it easier to approach the same sex or the other sex? Why?

Handout

Find Someone Who

1. Has an older sister?
2. Likes to roller blade?
3. Wants to be older?
4. Has a favorite musician?
5. Has trouble saying "No" to friends?
6. Likes a special person?
7. Has a parent who is a homemaker who doesn't work outside the home?
8. Has a step parent?
9. Knows when a woman is most likely to get pregnant during her menstrual cycle?
10. Has done volunteer work?
11. Has worked for pay?
12. Loves to play sports?
13. Has a friend who is a parent?
14. Likes math and science?
15. Has a grandparent living at home?
16. Has broken a bone?
17. Has taken care of a child under two?
18. Knows what job they want one day?
19. Knows what "HIV infection" is?
20. Has a nightly curfew?



On the Move

Materials: None

Time: 10-15 minutes

Planning Notes:

- ✓ If you have already conducted “Find Someone Who,” you should skip this activity. You may want to use it as an energizer at a later time. If so, be sure to change your explanation of the “purpose” in Step 1 and your instructions in Step 3.
- ✓ The purpose of this activity is to set a positive tone and “break the ice.” Keep it light, use humor and have fun.
- ✓ Plan where to conduct this activity. It can be done anywhere participants can stand in a circle: in the hall, outside on the asphalt or grass or around the perimeter of the room.

Purpose:	To get acquainted and to feel more comfortable in the group
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Procedure:

1. Tell participants the purpose of this activity.
2. Ask teens to move to a spacious area and form a circle.
3. Go over instructions for the activity:
 - One at a time, step forward one step, tell us your name and one thing you like to do that requires physical movement. As you tell us, demonstrate the movement, such as shooting hoops, swimming or dancing.
 - Each time a person shows us her or his “move,” the rest of the group will imitate it for a few seconds.
 - When it is your turn, try not to repeat an activity.
 - I will demonstrate how it works.
4. Begin the activity with your name and a movement you like – be sure it is physical (not reading or listening to music, but a sport, dance step or physical work you enjoy.)
5. Call on the person to your left or right to go next.
6. Model participation, give encouragement and reinforcement as appropriate. Remind teens to give their names (or other information if this is used as an energizer.)
7. Conclude the activity using the Discussion Points.

Discussion Points:

1. How many of you also like to do some of the activities performed? Which ones?
2. How easy or difficult is it to “perform” in front of the group? (Some people find it much easier than others – there are differences in people’s comfort levels.)
3. Why is it important to overcome discomfort, or shyness, and step out in front of the group? (Answer: It is a skill needed throughout life, in school, on the job, with friends, in public meetings and so on.)

Working in Groups

Materials: Newsprint and markers; masking tape; pens/pencils

Time: 35-40 minutes

Planning Notes:

- ✓ Create a colorful poster describing the following group roles for use in Step 4:

Leader — Takes responsibility for helping the group get its work done. Helps group members work together and encourages everyone to participate.

Recorder — Writes down group members' ideas or answers.

Reporter — Presents the group's ideas to the larger group.

Group Member — Works with others to complete the assigned task. Every person in the group is a member, even if she or he also has another role.

Purpose:

To learn and work cooperatively in small groups

- ✓ Decide on a brainstorming topic you will assign. "Problems and pressures facing teens today" is one idea, but you may want to come up with a topic on your own.
- ✓ Keep in mind that the purpose of this activity is to help participants learn how to work effectively in small groups. Keep them from letting the topic sidetrack them.

Procedure:

1. Tell participants that since they have met each other now and begun to build a "group" feeling, you want them to practice working on assignments in small groups.
2. Ask teens to name any organized groups they belong to. Their answers may include:
 - School committees or clubs
 - Athletic teams
 - Youth groups at a community or religious center
 - Volunteer groups
 - After-school activity groups such as Girl or Boy Scouts
3. Explain that it is important to be an effective member of the group, by contributing to its work. People often work on group tasks in high school and college, on their jobs and in community activities.
4. Display your poster of group roles. Review each and answer any questions.
5. Explain how the activity will work:
 - When I ask you to, you will form several small groups.
 - I will give each group the same assignment.

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- I will chose a leader, recorder and reporter for each group. Everyone will be a group member.
 - Each group will work on the assignment while I go around making sure all groups are doing okay. If you have any problems, just raise your hand and I will come help out.
 - When you are finished working, we'll discuss the results.
6. Divide into small groups of no more than six, by having participants count off.
 7. Give the assignment:
 - **Brainstorm** the problems and pressures facing teens today. Explain the rules of brainstorming:
"Let all of your ideas come rushing out, as if there was a storm in your brain. Write down all the ideas. Do not think about them or discuss whether they are good ideas..."
 - Once you have a list of 10 or more, **prioritize** the problems and pressures by circling the five that are the most serious.
 8. Remind the groups of the posted group roles, then assign a leader, recorder and reporter in each group. Tell everyone else they will be group members for this activity, but they will have a chance to play each role at another time.
 9. Have the groups begin working, with leaders organizing the brainstorming and recorders listing the ideas.
 10. Circulate among the groups and be sure each is working. Give hints and suggestions as needed.
 11. After five minutes, ask each group to prioritize their lists. Ask reporters to tape their prioritized lists on the board or wall.
 12. Ask each reporter to read their group's top five priorities to the larger group.
 13. Conclude the activity using the Discussion Points.

Discussion Points:

1. How easy or difficult was this activity for you? Why?
2. How well did your group work together to decide on the five most important problems facing teens?
3. What helped your group to work well together?
4. What did the leader do to help you get started? To get other group members to contribute? To make sure you finished on time?
5. Which group role is the hardest? Easiest? Most fun? Why?

T-Shirt Symbols

Materials: Newsprint and markers or board and chalk; copies of Handout, "T-Shirt Symbol" for each participant; drawing materials (crayons, markers, colored pencils, etc.)

Time: 35-45 minutes

Planning Notes:

- ✓ Create a poster from the Leader's Resource to display during this activity.

Purpose: To identify and display personal strengths

- ✓ Post the questions in Step 3 on newsprint or the board so all participants can see them.

Procedure:

1. Point out that through history, people have created images of themselves and displayed them on shields or banners to express power and strength. Today, people wear T-shirts to display their group membership, values and beliefs.
2. Explain that participants will create T-shirt designs that illustrate individual strengths and skills.
3. Distribute copies of the handout and instruct teens to draw a design, symbol or picture in each area that answers one of the following questions and symbolizes something personal: (Display the questions you have prepared.)

What or who do you value most in your life?

What are three things you do well?

What would you like most to be remembered for?

What is one important thing you have done in your life?

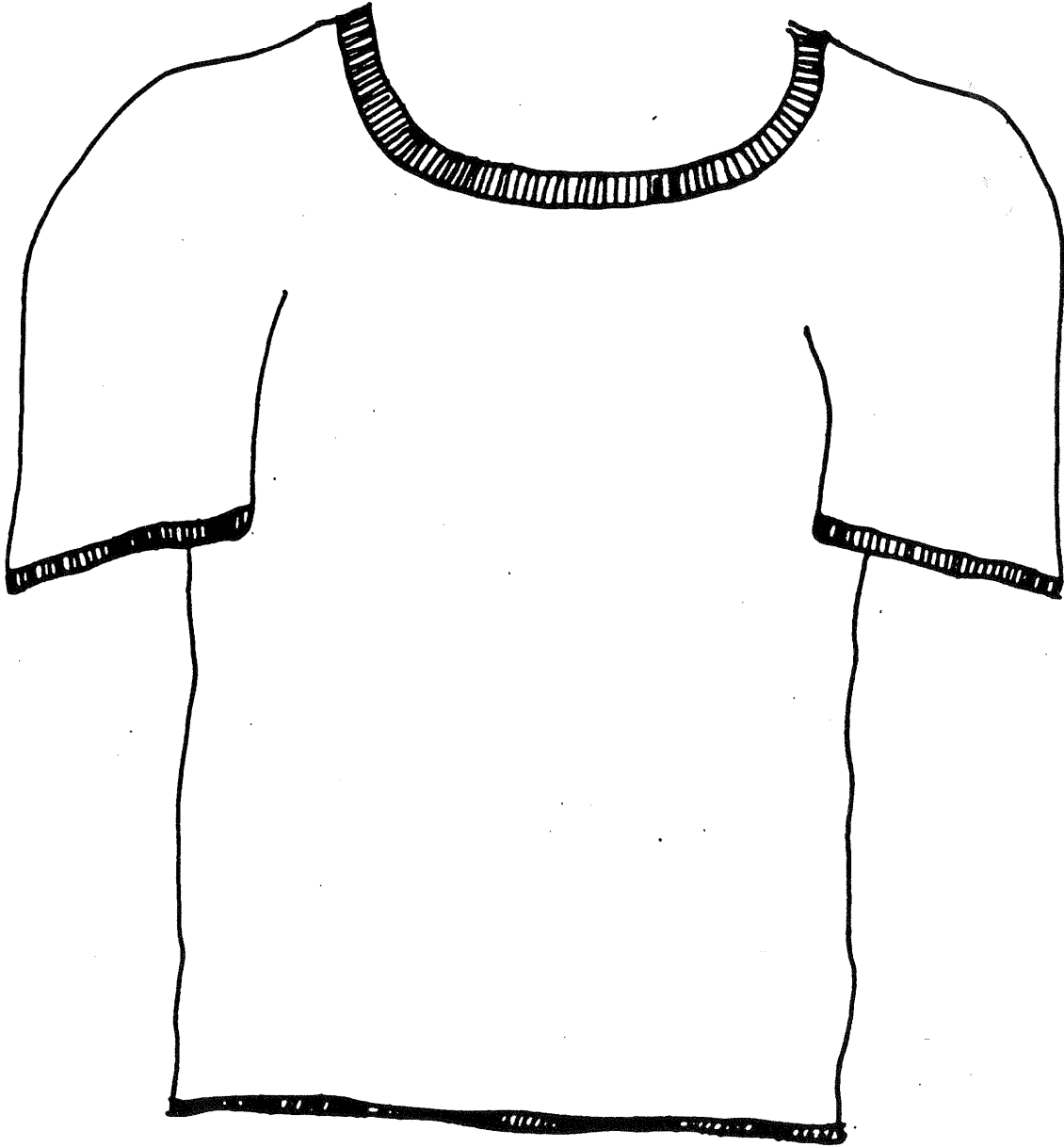
What do your friends really like about you?

4. Give verbal examples of illustrations for the T-shirts. For example, in one space a band member might draw an instrument to illustrate one thing she or he does really well. A teen who looks after younger siblings after school might draw children or toys to represent her or his contribution to family.
5. Allow as much time as possible, reserving 10 minutes for discussion. Suggest that teens complete their T-shirts at home if necessary, then return them to the program for display.
6. Conclude the activity using the Discussion Points.

Discussion Points:

1. What was it like to think of positive, important things about yourself and share them with others?
2. What is one thing you learned about yourself as you did this?
3. What is one thing you learned about someone in your group?
4. Are there any major differences in boys' and girls' T-shirts? if so, what?

T-Shirt Symbols



Get the Picture?

Materials: Newsprint and markers for each group member; scissors and glue; discarded magazines, newspapers, catalogues for clipping; pens/pencils

Time: 40-50 minutes

Planning Notes:

- ✓ Prepare a sample sheet of newsprint to use in Step Three, as illustrated below:

Purpose: For participants to discover their unique likes, dislikes, qualities and future goals

This is Me!	This is My Future!
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- ✓ Be sure the clipping materials reflect the diversity of your participants. Ask friends and colleagues for magazines to supplement those in your own household. Be sure to include magazines that picture different ages, genders and racial and ethnic groups, as well as people with diverse interests, such as business, fashion, sports, the outdoors, art and architecture and so on.

Procedure:

1. Tell teens that *Life Planning Education* is about preparing for the future. In this activity, they will spend some time thinking about themselves as they are now, their strengths, likes and dislikes, favorite activities and their future goals.
2. Ask the group to imagine:

A new movie that is going to be filmed in our community. The movie is about a teenager who gets transported into her or his adult future without any warning, overnight. Producers are looking to pay teenagers as “extras” — people who are not actors but who will appear in the movie. The producers need to know about the teenagers who apply to decide who to hire. They have asked for a “composite” of each applicant, a visual picture of what makes that person special. They also need a view of the future each applicant hopes to have, so they can see what this person expects to be like as an adult.
3. Explain that participants will create composites of themselves and their futures as if they were applying to be extras in the movie.
4. Go over how the activity will work:
 - You will each receive a sheet of newsprint. Fold it in half and write at the top of each half, “This is me” and “This is my future.” (Show the group your sample newsprint sheet.)
 - Begin thinking of things for your composite. It should present your positive qualities — special skills, strengths, physical traits, activities or achievements — to help you get an interview.

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- On the left side, use magazine pictures, personal drawings, words, phrases or song lyrics that describe you. On the right side use the same things to create a picture of the future you want to have. Include your dreams of education, career, home, family, travel, possessions and so on.
 - Be creative and have fun – remember, this is your big chance!
5. Be sure everyone knows where the materials are and tell the group to begin working.
 6. When 10 minutes remain in the session, ask participants to stop working and tape their composites on the board or wall with masking tape. Have teens walk around the room and look at the composites.
 7. Ask the group to be seated and conclude the activity using the Discussion Points.

Discussion Points:

1. How easy or hard was it to find pictures to represent yourself? What things would you have liked to include, but couldn't find pictures of?
2. What is one thing you learned about yourself as you did this?
3. When you looked at everyone's composites, what were some of the thoughts that came to mind?
4. Are there any major differences in boys' and girls' composites? If so, what?
5. How difficult is it to imagine your future?
6. Are your "present" and "future" composite pictures similar? Why or why not?

Interview About Me

Materials: Copies of handout, "Interview About Me," for each participant; pens/pencils

Time: 20 minutes (Session 1); 40-45 minutes (Session 2)

Procedure:

Session 1

1. Tell teens that sometimes people who are close to us know more than we do about our strengths and what makes us special.
2. Explain that participants will choose four adults or other teens who know them well and interview those four people.
3. Distribute the handout and review it with the group. Explain the instructions:
 - Choose four people who know you well and write their first names or initials beside the boxes that describe your relationships.
 - In the box labeled "MYSELF," list three things you like about yourself.
 - Before our next session, interview the four other people and ask them each to name three things they like best about you. Write their answers in the appropriate boxes.
 - Bring your completed handout back by _____ (date)
4. Be sure participants understand when they are to return their completed handouts.

Purpose: To learn about one's positive qualities

Session 2

1. Ask the participants to share their experience of completing the handout.
2. Conclude the activity using the Discussion Points.

Discussion Points:

1. How did it feel to learn what other people like about you?
2. Did you learn about some strengths you did not know you had?
3. Is anyone disappointed that no one listed a strength you consider important? How can you make people more aware of that strength?
4. Did more than one person name any of the same positive qualities?

Handout

Interview About Me

Instructions: In the center box, write your name on the blank. In the box labeled "Myself," list three things you really like about yourself. Find at least four other people who fit the categories and who know you well. Ask them to name three things they like about you. Write their answers in the appropriate boxes.

MYSELF	A PARENT OR GUARDIAN	A BROTHER OR SISTER
AN ADULT	WRITE YOUR NAME HERE	A TEACHER
A NEIGHBOR	A MALE FRIEND	A FEMALE FRIEND

Body Image

Materials: Discarded popular magazines for clipping; scissors and glue; newsprint (two sheets for each group of four or five) and markers; masking tape

Time: 40-50 minutes

Planning Notes:

- ✓ Make sure you provide magazines diverse enough to have pictures of men and women of a variety of races, particularly of the ones represented in your group.

Purpose: To increase awareness of the physical self; to become aware of media influences on self-image and behavior

Procedure:

1. Point out that many people do not feel good about their body or looks.
2. Form same-sex groups of four to five people each and give each group two sheets of newsprint and a marker.
3. Go over instructions for the activity:
 - You have 20 minutes to complete this activity.
 - Make a list on one piece of newsprint of the personal body parts people often do not like. Label your list either "Men do not like..." or "Women do not like..."
 - Using two or three magazines, find pictures of attractive members of your sex. Make a collage on the other piece of newsprint, using those pictures or your own drawings. Add words or phrases to describe an attractive member of your own sex.
 - When you have finished your collage, tape both the list and the collage side by side on one of the walls.
4. Allow about 20 minutes for groups to work together, then get everyone's attention. Ask teens to walk around the room so they can read the lists and look at the collages.
5. Have everyone take their seats. Make summarizing comments and ask thoughtful questions about what you see on the lists and collages. (For example, if several female lists include hair, point that out: "I notice that several groups of young women listed 'hair' as one thing women often do not like about their bodies. And I see lots of long, blonde wavy hair in the collages. What does that say about women with short, dark, straight or tightly curled hair? Can they still be attractive? Why is long, blonde hair seen as attractive by so many women?")
6. Conclude the activity with the Discussion Points.

Discussion Points:

1. Are women or men generally more satisfied with their bodies? Why?
2. Where do we get our ideas about what is attractive?
3. Do opinions about other people's bodies affect them?
4. Do other people's opinions influence how attractive or appealing we feel? Whose opinions influence us the most? (If the response is the opposite sex, be sure to clarify that not everyone is romantically interested in someone of the opposite sex.)

-
5. Are there parts of our bodies we can change? Which ones? (Circle some of those parts on the lists.)
 6. What about parts we cannot change? How do those body parts affect our humor, or intelligence or friendliness? Do those parts of our bodies actually affect our ability to love another person or to be loved? What about being a good student, worker or parent?
 7. What things can teens do to feel better about their body image? (Answers: Support each other, pay less attention to media images, talk to a counselor.)

Identifying Skills

Materials: Index cards for each participant; newsprint and markers or board and chalk; masking tape; pens/pencils

Time: 35-45 minutes

Planning Notes:

Purpose: To recognize already developed job skills

- ✓ Write a sample of an activity and the necessary skills to accomplish it on newsprint for Step Three. You could use the example of helping with a garage sale — possible skills include organizing materials for sale, estimating value of goods, pricing, displaying items, advertising, being on time, interacting with customers, negotiating prices, handling money and making change, and so on.

Procedure:

1. Tell teens that often young people are not aware of the skills they have developed – skills that may help them get a job after school or do volunteer work. Tell teens this activity will help everyone identify one or more skills they have to offer. Distribute the index cards.
2. Ask teens to imagine:
A new company is recruiting teenagers for jobs when the company opens its offices. Everything is very secretive because the company does not want its competitors to find out about its business. Next Friday at 3:00, interested teenagers should show up at the city auditorium with a list of skills they can bring to this company.
3. Give instructions for the activity:
 - When I tell you to, pair off with another person. The two of you will work together to explore what work-related skills you have.
 - On one side of the index card, describe something you have accomplished in the past six months. Examples might be helping your family with a garage sale, repairing a damaged bike, competing in the city-wide track meet, babysitting, helping a friend pick out new clothes, styling a friend's hair, teaching a younger sibling how to do something, volunteering or working.
 - Each partner should describe the accomplishment.
 - Together, brainstorm a list of skills or abilities needed to successfully complete both activities. List those on the other side of your index card.
4. Give one example of what you expect participants to do, using the newsprint you have prepared and ask the teens to form pairs.
5. After a few minutes, remind the group that the second partner needs a turn now to describe her/his activity and brainstorm skills.
6. After 10 minutes, call "time" and ask for volunteers to share their activities and list of skills with the group. As each skill is mentioned, write it on the board or newsprint. Title the list "Our Job Skills."
7. Conclude the activity using the Discussion Points.

Discussion Points:

1. How many of you thought you had work skills before doing this activity?
2. How many of you could list some valuable skills on a resume or job application? How does that feel?
3. Is it easy or difficult to think of the skills that make an accomplishment successful?
4. What kinds of jobs might match the skills you have?
5. What other work-related skills do you need to qualify for the full-time job you want?
6. Can any of you add to your list some skills you heard from others?

Chapter 2:

What are My Personal, Family and Community Values?

Objectives:

- ✓ To understand the meaning of values
- ✓ To identify personal, family, religious, and cultural values
- ✓ To explore where values come from
- ✓ To discover which values are most important personally
- ✓ To examine the relationship between values and behavior
- ✓ To practice communicating values to others
- ✓ To practice accepting the values of others



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Introduction to Values

Materials: Newsprint and markers or board and chalk; Leader's Resource, "Tips for Facilitating Values Exercises"

Time: 15-20 minutes

Planning Notes:

Purpose: To introduce and define the concept of values

- ✓ Combine this short activity with another values activity.
- ✓ Before beginning any activity on personal values, remind participants of the ground rule that says it is okay to disagree with others but not to put them down. Clarify that no one is to tease or laugh at another for expressing her or his values.
- ✓ Review the Leader's Resource, "Tips for Facilitating Values Exercises."
- ✓ For Step 8, prepare a poster showing four ways of identifying one's values.

Procedure:

1. Begin, without introduction, by placing several coins or bills of different value on a desk or table. Ask a volunteer to come up to the table.
2. Ask the volunteer to choose a coin or bill.
3. Now ask the volunteer how she or he chose. Help the volunteer articulate that she or he chose the one that has the highest value.
4. Thank your volunteer and ask her or him to be seated. Write the word "value" on newsprint or the board. Explain that in this situation, value refers to the worth of each coin or bill. Ask the group for other examples of what has value.
5. If the group only list things, ask for examples of something intangible that cannot be seen or touched but has value. (Answers may include things like status, good grades, love, honesty, friendship, kindness, hard work, talent and so on.) List responses on the newsprint or board and add any of your own.
6. Ask three volunteers to each choose one of the intangible things on the list and explain why they consider it important. Circle their choices. When the volunteers have finished, point out that it is easy to know which tangible things have the most value, but it is difficult to define the value of intangible qualities.
7. Explain that "value" has several meanings. One is the actual worth of an object or item, in dollars. Another meaning involves a more personal measure of worth, such as how important certain things, beliefs, principles or ideas are to someone. Different things are worth more or less to different people, meaning they have more or less value. The things, ideas, beliefs and principles that are of worth to you shape your values. Our values help define who we are and help determine our behavior. Give the following examples:
 - A man who values family cares about his life partner, his children and his home life.
 - A person who values beauty may want to live surrounded by art and nature.
 - A person who values health will have a healthy diet, exercise regularly and avoid alcohol, tobacco and other drugs.

-
8. Tell the group that the next few sessions will help them identify their own values, those intangible things that are very important to them. Display the poster you have prepared and go through each statement, explaining how a person can tell what her or his values are:
 - Things you are for or against.
 - Things chosen freely – no one else has forced you to choose your values, although your family and others have certainly influenced you.
 - Things you believe in and are willing to stand up for.
 - Things that guide your behavior and your life.
 9. Conclude the activity using the Discussion Points.

Discussion Points:

1. Where do you think we get our values? (Answers include: family, religious teachings, culture, friends, media and so on.)
2. What is one example of a value your family feels is very important?
3. What is an example of a religious value you may have been taught?
4. Which of your values come from your cultural beliefs?
5. What is a national value that may be less important in other countries?
6. Can you think of a value someone else has that you do not share? What is it?

Tips for Facilitating Values Exercises

1. Even young adolescents may feel personal and family values strongly, and discussing these values may arouse emotions. Be sure that ground rules are in effect at all times.
2. Emphasize that individual values differ and there are no "right" or "wrong" answers. Allow open discussion as long as it does not get out of hand — allow participants to express, explain and defend their values. Encourage them to use "I" statements and do not allow any put downs.
3. Whenever a discussion centers on a value that is a foundation for *Life Planning Education* (for example, that exploitation of another person is wrong), clarify the value and explain that this program supports that value.
4. If an argument over a value-related issue erupts, call time out and ask each side to articulate its point of view. Reiterate that people's values differ and that is okay, then move on to another topic. If confusion and dissatisfaction remain, you may want to schedule a formal debate of the issue at another time.
5. Remember that while you are monitoring your participants to ensure that they are nonjudgmental, you must be nonjudgmental as well. Be aware of your own personal values, especially when controversial topics like abortion, public assistance, euthanasia, birth control, premarital intercourse, and so on are discussed. Monitor your verbal comments and body language so as to avoid taking one position or another.
6. Support young people so they will not feel pressured by the values and opinions of their peers. Make it clear that it is alright to change one's mind based on new information or a new way of looking at an issue.
7. Occasionally, one or two teens will express a particular value stance in opposition to the remainder of the group. In such a case, it is your responsibility to support such a minority viewpoint. Use a verbal comment, touch or physical proximity to show your support, but state clearly that you support the **behavior of standing up for one's values** rather than the position.
8. Whenever there is discussion about a topic and no one in the group expresses a commonly held position (e.g., abstinence from sexual intercourse is the best choice for teens), remind the group **convincingly** of that position. You can say "Lots of other people might say..." and give reasons for that position.
9. You will be asked about your own values related to various topics. It is appropriate to share some of your personal values and to discuss the values that you learned from your family, held as a young person or helped you make positive decisions about vocational goals, education and so on.

It is best not to share personal values related to highly controversial topics. You are an important figure in the lives of your teens and have tremendous potential for influencing their values and behavior. If asked about a topic like abortion, say something like "I'm more interested in what you believe right now" or "Knowing my position may not help you figure out your own." If you do share personal values, be clear that the values are right for you, but not necessarily right for participants.

Family Messages

Materials: Copies of the handout, "How Does Your Family Feel About...?," for each participant; pens/pencils

Time: 40-50 minutes

Procedure:

Purpose: To identify values learned from families

1. Remind participants that values are those qualities, principles, beliefs and ideas we feel strongly about.
2. Clarify that a person's values are important and meaningful. Different people have different values. It is important to make decisions and live life according to personal values.
3. The family is one of the most important and powerful sources of messages about values. People learn their families' values and, if they have children, they are likely to pass on some of those same values.
4. Distribute the handouts. Ask participants to take 5 to 10 minutes to write down their family's messages on each topic.
5. Divide into small groups and ask each group to pick two topics to discuss. Each participant will share their family's messages on each topic in the small group. Tell the groups they have another 10 minutes to talk.
6. When time is up, ask each group to report on their assigned topics.
7. After the reports, open the discussion to anyone that has a comment about any topic.
8. Conclude the activity by using the Discussion Points.

Optional Homework:

Ask participants to interview a parent or another adult family member about the messages her or his family taught she or he.

Discussion Points:

1. Were you aware of your family's values on all of these topics? Are there values in your family that, though no one speaks openly about them, are clear anyway? Which ones? How do you get the message?
2. What are some of the nonverbal ways your family members communicate their values to you?
3. Do the men in your family give you different messages than the women? On what topics?
4. Is there a common message among the families in this group?
5. If you have children, what is one family message that you want to pass to them? Why?
6. Is there a family message you will not communicate to a son or daughter? Why?

Handout

How Does Your Family Feel About...?

Write down the messages your family has given you on each of the following:

1. Getting good grades in school
2. Being male/female
3. Going out with girls/boys
4. Using alcohol and other drugs
5. Making money
6. Making money selling drugs
7. Being respected by others
8. Graduating from high school
9. Having expensive sneakers
10. Having sex as a teenager
11. Using condoms or other forms of birth control
12. Getting a job to help your family
13. Going to college/training after high school
14. Having children
15. Staying out of trouble with the law
16. Helping others in your neighborhood or religious community

What Do You Value?

Materials: Newsprint and markers or board and chalk; paper; pens/pencils

Time: 30-40 minutes

Planning Notes:

- ✓ Write each of the questions below on a separate piece of newsprint for use in Step 2.

Purpose: To articulate things that matter and why
--

1. You have a free day, with no school, no work and no responsibilities. What would you most like to do with that day?
2. What would you buy if you suddenly had to spend \$500 in the next 24 hours?
3. Without mentioning names, what are three things you respect most about adults you know?
4. If the place where you live was on fire and you could only save three things, what **objects** would you save? (Assume that all people and pets are already safe.)
5. If you could change one thing in your community, what would it be?
6. If you were marooned on a tropical island with one other person, who would you choose?
7. If you could change one thing about the world, what would you choose?

Procedure:

1. Begin by telling teens that sometimes it is hard to know exactly what your values are. Families and others that teach us values do not necessarily say "These are values." One way to know is to answer questions about your life and see which values surface.
2. Ask teens to take out paper and a pen or pencil. Post the seven questions you have written on newsprint. Go over instructions for the activity:
 - I will read these seven questions aloud, one at a time.
 - Write down your answers as I read each question.
 - Be honest and write exactly what you feel. There are no right or wrong answers in this activity.
3. Read the questions slowly and give participants time to write their responses.
4. When everyone has finished writing, ask for volunteers to share their responses to Question 1. Write several responses on the board or newsprint, then repeat the process for the remaining questions.
5. Facilitate a brief discussion to help teens draw conclusions about values from their answers. For example, help them recognize that they value family by pointing out that some said they would buy something their family needs or save objects from the fire that have sentimental value to the family.
6. Conclude the activity using Discussion Points.

Discussion Points:

1. What similarities and differences did you notice in the answers to the questions? Why do you think your responses were similar or different?
2. Were there any differences that seemed to reflect gender or racial or ethnic background?
3. At your age values are pretty well formed by the influences of your family, your culture, school, religious teachings and so on. Activities like this are not intended to change your values but to make you more aware of them. Why is being aware of your values important? (Answer: Being aware of personal values means you can use some of them to guide your behavior. You can select friends and romantic partners with similar values, and understand and appreciate others' values.)

What's Most Important?

Materials: Copies of the handout, "What's Most Important to Me," for each participant; scissors; tape and glue (several dispensers); pieces of construction paper or card stock for each participant; a business envelope for each participant; newsprint and markers or board and chalk

Time: 40-50 minutes

Planning Notes:

- ✓ Before conducting this activity, cut the **individual** handouts into strips and place each set of strips in an envelope, creating a packet for each participant.
- ✓ You may want to add values statements of your own before duplicating the handout.
- ✓ Create a poster of prioritized values for Step 3:

Purpose: To become aware of values and priorities

MOST IMPORTANT

SECOND MOST IMPORTANT

THIRD MOST IMPORTANT

Procedure:

1. Remind participants of the introductory activity and the volunteer who had to choose from among several denominations of coins or bills. Point out that the coin or bill that had the **most** monetary value was the one chosen. Ask what would have been the second choice in that situation (Answer: the coin or bill with the next highest monetary value.)
2. Explain that for this activity teens will choose several intangible items and rate which they value most, which least and which fall between.
3. Go over instructions for the activity:
 - I will give each of you an envelope containing 20 strips of paper. Each strip has the name of something intangible written on it. Arrange these strips so that what is worth the most to you is on top and what is least important is on the bottom. (Display the illustration you have drawn.)
 - Move the strips around until the ranking matches what you really value. Then tape or glue your strips in the correct order to a piece of construction paper.
 - This may be frustrating because you can only have one top priority and sometimes we have conflicting priorities. Do the best you can.
4. Distribute an envelope and a piece of construction paper to each participant and tell them to begin. Circulate and offer help if anyone has trouble understanding what it is you want them to do. Caution teens to work slowly and think carefully about each item.
5. When most teens are finished, call "time," and conclude the activity using the Discussion Points.

Discussion Points:

1. What were your top three or four values?
2. Was it easier to choose the things you value the "most" or the "least?" Why?
3. Were there items on the list that you never really thought about before? Which ones?
4. Were you surprised by your completed list of values? Why?
5. How would the way you arranged the values compare to the way your parent(s) would rank them? Why?
6. What would you be willing to do to stand up for your top three values?

Handout

What's Most Important To Me?

Making it on my own	Getting an education	Making a lot of money
Getting along with my parent(s)	Having a romantic relationship	Living according to my religious beliefs
Staying out of trouble with the law	Having a friend I can always count on	Having a job I really like
Having sex with someone I love	Being in good physical condition	Doing something that makes a difference in my community
Having time alone with myself	Becoming famous	Avoiding HIV infection and other sexually transmitted diseases
Being successful in sports	Being in style	Having others look up to me
Having children when I feel ready to raise them	Having fun	

Values Auction

Materials: Copies of the handout, "Values Auction," for each participant; twenty \$500 play-money bills for each participant; pen/pencil

Time: 30-40 minutes

Planning Notes:

- ✓ Purchase paper money at a toy store or make your own by drawing a page of \$500 bills and duplicating them on green paper.

Purpose: To rank the importance of various personal values

Procedure:

1. Tell teens that one way to find out what they value the most is to assign a dollar value to things that seem important.
2. Ask if anyone knows what an auction is. Have someone describe an auction or explain that people bid money for items. The person who bids the most buys the item.
3. Explain that you are going to auction off certain items important to teenagers. They will use play money to purchase items.
4. Distribute the handout and ask participants to put a small check or star beside the items they want to bid on.
5. Give instructions on how the group will conduct the auction:
 - Each of you has \$10,000 to spend.
 - You can bid any amount up to \$10,000 for an item, but you must bid in quantities of \$500 or more. Bid \$500, \$1,000, \$1,500 and so on.
 - If you make the highest bid for an item, you pay for it. Once your money is gone, you cannot bid on additional items, even those you really want.
 - When an item is "sold," write the amount of the winning bid in the first column on your handout and write the greatest amount **you** would have bid for that item in the second column.
6. Be sure everyone has a pen or pencil and begin the auction:

"The first item is 'looking good.' Who will start the bidding at \$500?"

Conduct the auction like a real auctioneer in a lively, spirited manner, using humor to keep participants' attention and to keep the bidding moving. If things move too slowly, increase the minimum bid amount to \$1,000. Continue the auction until each item has been sold.

7. Conclude the activity using the Discussion Points.

Discussion Points:

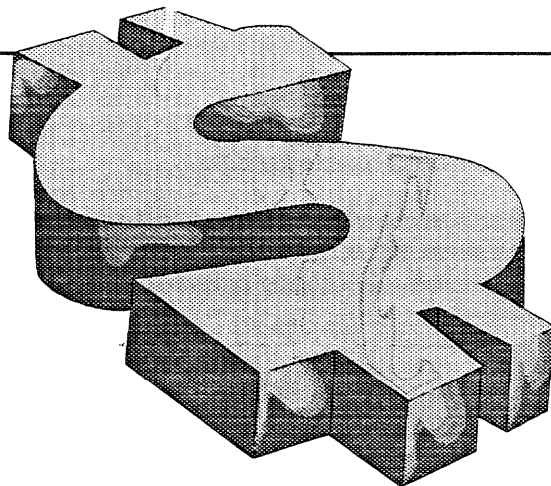
1. Which items were most important, judging from the bidding? Which were least important? Why?
2. Were some items more important to group members who share something in common? If so, which items and why?

-
3. Did boys or girls spend their money on a particular item? If so, which one(s)?
 4. Was there an item you really wanted that you couldn't purchase in the auction? What can you do to make that item a part of your life? (Remind participants that winning or losing the item in the auction doesn't make any difference. What matters is what you bid on, because that tells you what you truly value.)
 5. Were there any items that no one seemed interested in buying? Why?
 6. How would your parents have bid in this auction? Would they have spent more or less money on certain items? Which ones?

Values Auction



1. Looking good _____
2. Living according to my religious beliefs _____
3. Being physically strong/muscular _____
4. Doing something special for my family _____
5. Getting my high school diploma _____
6. Feeling safe in my community _____
7. Never getting mixed up with drugs _____
8. Having a child when I'm old enough to support one _____
9. Finding the right person to love _____
10. Waiting to have sexual intercourse until I'm married _____
11. Avoiding sexually transmitted diseases _____
12. Finding work that I really like _____
13. Not taking advantage of another person _____
14. Traveling around the world _____
15. Having lots of possessions _____



Values Voting

Materials: Leader's Resource, "Values Statements;" markers; masking tape; newsprint or cardboard for signs marked: "Agree," "Disagree," "Don't Know"

Time: 40-50 minutes

Planning Notes:

Purpose: To articulate and explain personal values

- ✓ This values activity is an especially "public" one — participants are asked to disclose and explain their values. Reiterate and reinforce the ground rules to keep conflict to a minimum.
- ✓ In this activity participants may feel isolated and rejected if others do not share their values. Watch for signs that someone has a different position. Offer support by standing with her or him.
- ✓ Review the list of values statements in the Leader's Resource and choose four to six for the activity. Choose statements that participants will feel strongly about. Make up new statements if there are other issues you want to address.
- ✓ Post signs marked "Agree," "Disagree" and "Don't Know" in three spots around the room.

Procedure:

1. Point out that being able to take a stand in front of others shows an individual is clear about his or her values. People who truly value something are usually proud to tell others.
2. Explain that you will ask participants to express their feelings about particular values. Go over the instructions for the activity:
 - I will read several statements aloud to the group. Each statement is either for or against a particular position.
 - When I read the statement, decide whether you agree, disagree or are unsure about it.
 - When I tell you to, find the sign on the wall that matches your position about the statement. For example, if you agree with the statement, stand beneath the sign that says "agree."
 - It is okay to stand between two signs if your position is somewhere in between.
3. Outline the guidelines for this activity:
 - There are no right or wrong answers, only opinions based on your values.
 - All are entitled to their own opinions.
 - Do not try to influence other people's positions.
4. Read the first statement and have participants move to their positions. Then, beginning with the minority viewpoint, ask volunteers at each position to explain why they chose to stand there. Help teens who seem to be articulating one value position, yet standing in another, to sort things out.

-
5. Repeat the process with as many values statements as you have time for. Pacing is important; do not allow the discussion to go on too long, but do make sure to hear diverse points of view. Remember that processing statements and sharing reasons for participants' positions is the most valuable part of this activity.
 6. Conclude the activity using the Discussion Points.

Discussion Points:

1. How easy was it to decide your position?
2. Was one statement more difficult to decide about than others? Why?
3. Was there any statement that a particular **group** of participants tended to agree or disagree with? Which groups? Which statements? Why do you think this is?
4. Did you feel peer pressure during this activity? Does peer pressure influence teens' decisions in other situations?
5. Would your parents have similar or different positions on these values? Why or why not?

Values Statements

1. You can earn a decent wage without finishing high school.
2. Guys should pay for dates.
3. Carrying a weapon is smart if you live in a threatening neighborhood.
4. Having a baby as a teenager is a good way to get attention.
5. Raising a child by yourself makes more sense than marrying a guy you don't love.
6. It's not cool for a guy to cry.
7. You should only have sex with someone you love.
8. Having a job you enjoy is more important than making a lot of money.
9. Waiting to have sexual intercourse until you are an adult is a good idea.
10. People with HIV, the virus that causes AIDS, should not have sex without telling their partners they have the virus.
11. Selling drugs to elementary-school children should carry a mandatory life sentence.
12. Marijuana should be legalized.
13. When a man and woman have sex, contraception is the woman's responsibility.
14. In a family, financial support is the man's responsibility.
15. A young woman who keeps condoms in her purse is "easy."
16. A gay or lesbian teenager should be allowed to take a date of the same sex to the prom.
17. A girl walking alone at night in tight, sexy clothing is asking to be raped.
18. A guy is more of a man once he's fathered a child.
19. Dating someone of a different race is wrong.
20. In some cases, the United States has the right to bomb other countries.

Values and Behavior

Materials: Newsprint and markers or board and chalk; paper; pens/pencils

Time: 35-45 minutes

Planning Notes:

- ✓ Before conducting this activity, come up with at least two examples teens will recognize of people who live or lived according to their values, sometimes even at great personal cost. Examples from your own community work best, but general examples include: civil rights activists, parents who go to jail to keep their children away from an abusive parent; and gay or lesbian people who publicly acknowledge their sexual orientation.
- ✓ Clip any recent news articles about a heroic deed or the influence of personal values on life.

Purpose: To examine the relationship between values and behavior

Procedure:

1. Remind teens that values are things that we feel strongly about, things we are either **for** or **against**.
2. Ask the group to name people they know or people in the media (politics, news, television, film or books) who have felt very strongly about something and have acted because of their values. Allow plenty of time for teens to think of someone. Give an example if necessary to get the group started.
3. As teens provide examples, write the names of the people, their values, principles, or beliefs and their specific behaviors on newsprint or the board in three columns titled "person," "value" and "behavior."
4. Now ask the group to think of examples of values that have influenced their own lives in some way. Give one example of a behavior that resulted from your values (such as, telling a friend a joke was inappropriate because you value treating people with dignity and respect, or donating money to help others because you believe all people are family to one another.)
5. Tell teens to think of guiding principles learned from their families, cultures or spiritual leaders that have influenced their behavior. Examples of principles include "do not lie, cheat or steal," "take care of your brothers and sisters" and "live in harmony with the world around you." Ask how such principles have influenced their behavior.
6. Write teens' names and examples on the board in the same three columns.
7. Go over instructions for the activity:
 - I will read several statements, followed by a series of questions. Do not answer the questions out loud, just think about them and write notes to yourself.
 - Each statement reflects a value. Questions will be about behaviors that support or ignore the value.
 - When I have finished, the group will talk about the results.

8. Read aloud the following statements and questions (or substitute statements and questions of your own):

(1) Your health is important to you.

- Do you get regular exercise?
- Do you eat a nutritious diet?
- Are you a nonsmoker?
- Do you avoid using alcohol and other drugs?

(2) Men and women should have equal opportunities.

- Would you encourage a female friend to take an advanced physics class?
- Would you encourage a male friend to take a home economics class?

(3) Racism is wrong.

- Do you make friends without considering race?
- Would you support a friend who was dating someone of a different race?
- Do you refuse to use racist names and phrases?
- Do you refuse to laugh at racist jokes and tell your friends they are wrong?

(4) Teens should not have sex unless they use contraception.

If you have not had sexual intercourse:

- Have you thought about what contraceptives you would use if you decide to have sexual intercourse?
- Do you have the information necessary to buy and use contraceptives when you need them?
- Have you talked with your friends about the importance of using contraceptives when they start having sex?

If you are having sexual intercourse:

- Have you talked to your partner about latex condoms and other contraceptives?
- Have the two of you made a good decision about what contraceptives to use, based on accurate information and your needs as a couple?
- Do you, or does your partner, always use latex condoms to prevent the spread of HIV infection?

9. Ask the group members to reflect on their answers to the questions for a few minutes and then write an ending to the following sentence:

“Sometimes teenagers don’t behave according to their values because...”

-
10. Summarize the relationship between values and behavior by covering any points that, of the following, have not been made:
 - People tell others about the values that are important to them.
 - People do what their values tell them to do, and don't do what their values tell them **not** to do.
 - People make decisions based on their values.
 - People stand up for their values.
 - People feel guilty if they do not behave according to their values.
 11. Conclude the activity using the Discussion Points.

Discussion Points:

1. How does it feel to stand up for your values when friends disagree with your position?
2. What happens when teens' behavior is not in line with parents' values? (Answers include: Parents and teens argue; teens may lie to, or sneak around, their parents; teens and/or their parents may avoid talking about a subject they disagree on.)
3. What if your behavior is out of line with the religious or spiritual values you have been taught? (Answer: Some people stop attending religious services and avoid spiritual leaders because they feel guilty, embarrassed or angry.)
4. What influences people to behave in ways that are consistent with their values? Give an example. (Answers include: It feels good to follow one's values; parents and other adults reward behavior that reflects the values they teach.)
5. What influences people to behave in ways that are inconsistent with their values? Give an example. (Answers include: People often want to experiment or "try on" someone else's values; friends pressure teens to do things not in keeping with their values/it seems like there is a danger of losing friends; there is an opportunity for personal gain; there is an opportunity to make someone else angry, as a way to rebel or get attention.)
6. Will your values change or remain the same as you get older?
7. If your values and behavior are different, which should you take another look at – your values, or your behavior?

Values and Decisions

Materials: Leader's Resource, "Values and Decisions;" newsprint and markers or board and chalk

Time: 40-50 minutes

Planning Notes:

- ✓ Think of a current event that involves a dilemma. Prepare to share the example if the group is unable to come up with one in Step 1.
- ✓ Write the questions below on newsprint or the board for use in Step 3.
 - Which values conflict in this situation?
 - How will the person feel if she or he chooses Option A or Option B?
 - Which option would you choose? Why?
- ✓ Review the Leader's Resource to see if the dilemma situations are appropriate for your group. Feel free to create dilemmas of your own.

Purpose: To practice relating decisions to personal values

Procedure:

1. Explain that a dilemma is a situation in which a person has a hard decision to make. Tell participants to think of a dilemma they face, or one they have heard about or seen on television. If no one can come up with a dilemma, give your example.
2. Explain that all teens and adults face dilemmas and have to make tough decisions. Paying attention to values can help people make the decision that's best for them.
3. Review instructions for the activity:
 - I will divide you into two groups and give each a dilemma.
 - Have one person read the dilemma aloud, then discuss the options in the situation. Answer the three questions I have posted. (Post the questions.)
 - Be prepared to defend your decision to the rest of the group.
4. Once the instructions are clear, divide participants into two groups and give each one of the dilemma situations. While the groups work, circulate between them, offering assistance.
5. Allow about 10 minutes, then ask groups to share their decisions and their rationale. Ask them about the values they considered while making their decision.
6. Conclude the activity using the Discussion Points.

Discussion Points:

1. What is one dilemma you would not want to face in your life? Why?
2. Do people face dilemmas at work? Can you give an example? (Examples include: Police officers may have to choose between shooting a criminal and letting her or him get away; doctors may have to choose between resuscitating a dying patient and allowing her or him to die.)
3. Are there values that have a particularly strong influence on teenagers' decisions? If so, what are they?

Values and Decisions

Brian's Dilemma

Brian's family has been planning a big family reunion to celebrate his grandparents' 50th wedding anniversary. Brian has been looking forward to seeing his cousins, who live in another state, and to visiting his grandparents' house. He knows his grandparents are eagerly awaiting the event.

The week before the reunion, Brian's best friend Anthony invites Brian to accompany Anthony and his family to a vacation at the beach. Brian loves the beach, enjoys Anthony's family and knows that he and Anthony would have a great time hanging out at the beach and meeting girls. If he goes to the beach, though, he'll miss the family reunion. Brian's parents tell him it's his decision, but he's pretty sure they want him to choose the family reunion.

How would you advise Brian to choose between Option A (family reunion) or Option B (beach with Anthony)?

Janice's Dilemma

Janice is a senior in high school. Last year's senior class held the first unofficial Senior Skip Day: most of the class cut school and went to an amusement park. The kids who cut got in trouble, but they all said it was worth it. Janice's friends plan to skip classes one day this year and want her to come along to the amusement park. Janice knows she'd have a great time, but she also knows that the planned day falls during a week of important review for her Advanced Placement biology test. She really wants to do well on the exam because if she scores high enough, she'll get college credit for the course and save some money on tuition. Janice knows that she could really use the review. She also doesn't want to get in trouble, because her parents will be angry.

How would you advise Janice to choose between Option A (Senior Skip Day) or Option B (attending biology review)?

Cross-Cultural Exchange

Materials: Index cards; pens/pencils

Time: 30-40 minutes

Procedure:

1. Tell participants they will spend a few minutes thinking about what is most important to people from their unique racial and ethnic backgrounds.
2. Ask the group to imagine themselves in the following scenario:

Purpose: To identify valuable components of cultural heritage

Our group has been invited to represent Earth at an intergalactic gathering of young people from around the universe. We will only be gone for about an hour of Earth time, but because of intergalactic time, it will seem like we were there for a week. A space shuttle is coming to pick us up in one hour and transport us to the next galaxy, several light years away, where we will join other groups like ours.

Without much time to prepare, we need to identify objects and information that will represent the different peoples of Earth. (Don't worry: you can create anything you might need for the trip by using the replicator on the shuttle.) Each of you needs six objects that will help you display your culture and what it values most. Our goal is to accurately portray the diversity of values on Earth.

3. Go over the instructions for this activity:
 - Space-age technology will safely transport **any item**, no matter how large or small. Some items you may want to take include:
 - an item that portrays your culture's beliefs about nature;
 - a symbol of religious or spiritual beliefs;
 - something that shows how your culture treats certain groups of people — children, women, the elderly or people with disabilities;
 - the work of a great artist or musician from your culture, which portrays something you value highly;
 - a saying, myth, song or story that has been passed down for generations and has great meaning in your culture;
 - an item that symbolizes something your people have struggled for throughout history;
 - photographs or a video about a particular place, anywhere in the world, that has special importance to your culture.
 - On your index card, write down the six items you would take. Be prepared to share with the group.
4. Distribute index cards and form small groups of four or five to brainstorm things for this imaginary journey.

-
5. Allow about 10 minutes for participants to work in groups. Then ask volunteers to share one or two of the items they have chosen to take on the "journey," and explain their choices.
 6. Conclude the activity using the Discussion Points.

Discussion Points:

1. What would it be like to explain to people from another galaxy just what **your** people are about? What has been important to them throughout their history on this planet?
2. What are important things to people of your cultural heritage?
3. What would you want to hear from the extraterrestrials represented at this conference?
4. Would it be valuable for people from Earth to visit with beings from other galaxies? What could we hope to learn from them?



Chapter 3:

How Well Do I Communicate with Others?

Objectives:

- ✓ To learn what communication consists of
- ✓ To understand how communication can affect feelings and relationships with family and friends and at school or work
- ✓ To identify bridges and barriers to good communication
- ✓ To practice good communication skills
- ✓ To define, give examples of, and practice assertive behavior

Activities

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Introduction to Communication

Materials: Newsprint and markers or board and chalk

Time: 20-30 minutes

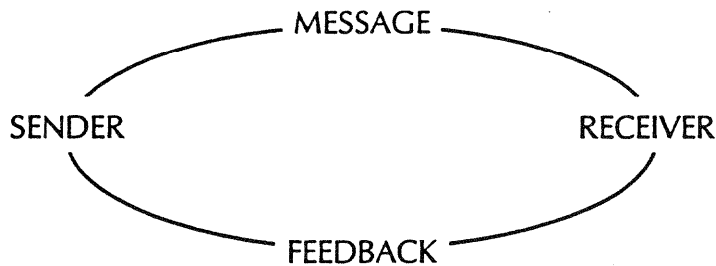
Planning Notes:

- ✓ Prepare a poster-size diagram for use in Step 3.

Purpose: To clarify what communication is and what makes it effective

Procedure:

1. Write the word "communication" on the board or newsprint and ask the group for examples of ways they communicate. List their responses, adding others from the list below if appropriate:
 - Talking on the phone
 - Writing a note or letter
 - Telling a story
 - Acting out a story or situation
 - Sending signals with body, clothing and so on
 - Making a face
 - Writing a poem or song
2. Ask someone to explain the point of communication. Help participants articulate that communicating is sending a message from one person to another.
3. Display your diagram illustrating this model of communication:



4. Explain the elements in the model: "The sender creates and transmits the messages. The receiver is the person (or group) who receives and responds to the message. The message contains both the sender's information and the receiver's interpretation of the message. Feedback is the way the receiver acknowledges the message."
5. Read the example of communication below:

Marcie and Tanya are talking. Marcie says, "I don't think I want to go to the party tonight. Paul is going to be there. I think I'll just get a movie and stay home."

Ask the group the following questions:

- Who is the **sender**? (Marcie)
- Who is the **receiver**? (Tanya)

-
- What is the **message** Marcie is sending Tanya? (Several possible messages include: “I don’t want to go to the party because I’m mad at Paul and he’s going to be there,” and “I do want to go, but I want you to tell me that Paul likes me and wants me to be at the party.”)

Make the point that the **message** is not just what a person says, but the meaning in that message. Meaning takes two forms: the *meaning intended by the sender* and the *meaning interpreted by the receiver*.

Clarify that **feedback** is both the way the receiver lets the sender know she or he got the message and the way the sender finds out if the receiver correctly understood the message.

6. Review the scenario between Marcie and Tanya. Ask the group what Tanya could say to Marcie to clarify the communication and give her feedback. Several possibilities include:
 - Tanya can ask a question: “Marcie, are you saying you don’t like Paul anymore?”
 - Tanya can tell Marcie she doesn’t understand: “I guess I don’t really understand why you don’t want to go – I thought you liked Paul.”
 - Tanya can repeat the message she thinks she got from Marcie: “Marcie, it sounds like you are worried about seeing Paul at the party.”
 7. Point out that any one of these responses opens the door for Marcie to communicate again with Tanya and give additional messages. Without the feedback, Tanya may never know what Marcie meant and Marcie may not tell her friend what she is really feeling.
 8. Tell the group that poor communication can result from any breakdown in the communication model:
 - The sender fails to send a clear message.
 - The receiver does not listen and fails to get the message.
 - The receiver fails to clarify the message by giving feedback to the sender.
 - The sender does not acknowledge and/or respond to the feedback.
- Emphasize that poor communication causes problems in families, relationships, jobs and so on. Tell the group that the next few activities will help them learn and practice some of the basics of good communication.
9. Conclude the activity using the Discussion Points.

Discussion Points:

1. What do you think about the communication model?
2. Have you ever had difficulty sending a message? What happened? Why is it sometimes difficult to say what we really mean?
3. Have you ever tried to communicate and been misunderstood? What happened? What could you have done differently?
4. What happens when communication between you and your friends breaks down? (Answers: “Senders” may get angry or frustrated because their message is not received or interpreted correctly; “receivers” may get hurt feelings if they think the sender has sent them a negative message; a job may not get done correctly because the receiver did not get the message from the sender; relationships may end because two people have not been able to communicate clearly.)

Bridges and Barriers

Materials: Newsprint and markers or board and chalk; copies of the handout, "Bridges and Barriers To Good Communication," for each participant; television viewing guide; pens/pencils

Time: 20-30 minutes (Session 1); 20-30 minutes (Session 2)

Planning Notes:

- ✓ Review the television viewing guide and choose several television shows. Suggestions include family shows, situation comedies or dramas that focus on relationships.

Purpose: To identify positive and negative ways of communicating

Procedure:

Session 1

1. Tell teens that one way to learn about communication is to look for positive and negative elements in others' communication. Explain that they are going to view television shows and find examples of good and bad communication.
2. Ask the group to think of communication barriers, things that people say or do that prevent understanding. List their responses on newsprint under "Barriers" and add any of the following:
 - Not listening
 - Yelling or talking loudly
 - Getting angry
 - Not saying honestly how you feel
 - Sulking or pouting
 - Lying
 - Being sarcastic
 - Criticizing or putting people down
 - Name-calling
 - Negative nonverbal messages (for example, frowning, rolling eyes)
 - Interrupting
 - Threatening
 - Accusing or blaming
3. Now ask the group for a list of communication bridges, things that people say or do that help keep communication going. List their responses under "Bridges" and add any of the following:
 - Listening well
 - Letting the sender know you are listening through body language or making encouraging noises, like "uh huh"
 - Choosing a good time to talk
 - Making eye contact
 - Trying to understand how the other person feels
 - Saying how you feel, using "I" statements
 - Offering possible solutions
 - Repeating what the speaker is saying
 - Clarifying what has been said to make sure you understood correctly
4. Point out that most communication between people includes both bridges and barriers. Whether the communication goes well or badly often depends on the balance of bridges and barriers.

-
5. Distribute the handout and go over instructions for the activity:
 - Choose a 30-minute television show that involves characters who have family, friends or romantic relationships.
 - Watch the show and, using the group's lists, note bridges and barriers to communication.
 - Record the communication **and** what happens. For example, if one person yells at another, record "yelling" under "Barriers," then record what the person does after being yelled at, in the "What Happened" column.
 - If you see a point in the show where a communication bridge could have been used, list it on your handout in the "Suggested Bridges" column.
 - Bring your handout to the next session and be prepared to tell the group about your show and the communication you observed.

Session 2

1. Ask for a volunteer to share one example of a communication bridge and barrier, and the results of the communication. Be sure the volunteer briefly explain the plot so others can understand the context of the communication.
2. Ask for examples of additional communication bridges that might have enhanced communication in the television shows.
3. Conclude the activity using the Discussion Points.

Discussion Points:

1. How realistic was the communication in these shows compared to actual communication between people in similar relationships?
2. What surprised you the most about the communication you observed?
3. Can you name one communication barrier that consistently yielded negative results? How can you avoid using that barrier in your personal communication?
4. Is it difficult to express feelings honestly and directly? Can you give an example?

Handout

Bridges and Barriers to Good Communication

The television show's title: _____

Bridges	Barriers	What Happened?	Suggested Bridges
"I'm disappointed and hurt when you don't call."		"I'm sorry – I won't do it again."	
	Yelling and name calling	Threatening and fighting Knife wound	Leave the situation

Choosing Words Carefully

Materials: Copies of the handout, "Positive Communication: Say What You Feel," for each participant; lists of communication bridges and barriers from the previous activity

Time: 40-50 minutes

Planning Notes:

Purpose: To practice expressing thoughts and feelings through "I statements"

- ✓ If you did not conduct the previous activity, use the lists included in Steps 2 and 3 of the previous activity, "Bridges and Barriers."

- ✓ Write the following sentences on newsprint to use in Step 2:

Accusing: "Why do you always have to be late for everything?"

Sarcastic: "You could have been a little later — then we'd miss the whole movie!"

Insulting (name-calling): "You're such a stupid jerk for being late."

Threatening: "You're never reliable. I'm not making plans with you ever again."

Blaming: "You've ruined the movie for me — we'll never get good seats now."

Procedure:

1. Tell the group to listen to the following scenario and think about how they would communicate their feelings in a similar situation:

You've made plans to go to a movie with a friend. The lines have been long for this movie and you want to go early to be sure to get tickets and good seats. You ask your friend to come by at 7:00, which is early for an 8:00 movie. You are clear with your friend about the time, since she or he is often late. Seven o'clock comes and goes, and no friend arrives. At 7:25 your friend shows up with an excuse for being late. By this time you know you probably won't get tickets for the movie.

2. Ask for examples of what teens would say to their friend if they were in this situation. After you hear from them, display the responses you have prepared. Go over each, reading it according to the word that describes the sentence's tone, and ask how their friends would react to each one.
3. Refer the group to the lists of bridges and barriers from the previous activity. Remind them that "not saying how you really feel" is a barrier to good communication, too. None of these responses really tells a friend what feelings are being felt. Explain that each of these responses are negative — and other people are likely to react negatively to them.

4. Write the following response on the board or newsprint:

"I am really disappointed that you're late. I'm angry that we won't get to see the movie now."

Ask the group how friends would respond to that kind of communication.

5. Explain that "positive communication" means choosing words carefully and:

- expressing feelings honestly and clearly without threatening or putting down the other person
- beginning the communication with "I" rather than "you," as in "I wish" or "I feel," as opposed to "you always" or "you never."

People are more likely to respond in a positive way to such messages because **the sender is taking ownership of her or his feelings** and not trying to blame or put down the other person.

6. Distribute the handout and go over instructions for the activity:
 - Find a partner to work in pairs.
 - Read the negative message on the left and think of a positive alternative. Try not to offend the sender.
 - Choose your words carefully and write your response as an “I message.” Begin with “I” and communicate your feelings honestly.
7. Allow about 15 minutes for pairs to work, then ask for one or two examples of positive alternatives for each negative message.
8. Conclude the activity using the Discussion Points.

Discussion Points:

1. In general, how are “I statements” different from negative messages?
2. How do you think the receivers of your positive messages will react? Give examples.
3. How easy or difficult is it to use positive “I messages” when you’re talking with someone? Why? (Answers include: There is emotion involved and communicating clearly is more difficult when we are emotional; most people are in the *habit* of using negative, rather than positive, communication.)
4. Is there a situation in your life right now where using an “I statement” might help make the communication more positive? Please describe it.
5. Using “I statements” does not guarantee that the communication between you and the other person will go well. Can you think of a situation in which using an “I statement” might backfire or make no difference at all?

Handout

Positive Communication: Say What You Feel

<i>Negative Messages</i>	<i>Positive Alternatives</i>
1. <i>To an old friend who moved away</i> "You never call me."	I wish you'd call me more often - I miss talking to you.
2. <i>To stepparent</i> "You're always rude to my friends."	
3. <i>To a friend who wants to do something dangerous</i> "That's a stupid idea."	
4. <i>To family at dinner time</i> "Nobody cares how hard I work."	
5. <i>To romantic partner</i> "You always ignore me when we're with your friends."	
6. <i>To older sister</i> "Don't yell at me!"	
7. <i>To friend telling a racist joke</i> "You're a jerk for telling jokes like that."	
8. <i>To an adult you want to talk to</i> "You're probably too busy to talk to me."	
9. <i>To friend who really isn't listening</i> "You don't really care about me."	
10. <i>To a romantic partner who was talking to a former girlfriend</i> "I guess you're going back to her, right?"	

Giving Clear Directions

Materials: Several slices of bread; small jar of jelly or jam; small jar of peanut butter; table knife; tray; water or wipes for cleaning hands; index card; pens/pencils

Time: 30-40 minutes

Planning Notes:

Purpose:	To understand the importance of sending clear, accurate messages
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- ✓ If peanut butter and jelly sandwiches are not commonly eaten by teens in the group, choose another simple food for the activity.
- ✓ Do not waste the food. Wash your hands before handling food, then use small portions of peanut butter and jelly as you follow the directions. Allow teens to eat the finished sandwiches at break time.
- ✓ This activity will demonstrate how difficult it can be to communicate *clearly* what you want another person to do. When you begin to make the peanut butter sandwich by following directions (Step 5), do *exactly* what the directions say. For example, if they say “put the peanut butter on the bread,” pick up the jar of peanut butter and set it on top of the bread slice. Do not add missing steps yourself, such as “open the jar.”
- ✓ If writing is a problem, ask for step-by-step verbal directions.

Procedure:

1. Begin without any introduction. Give each participant an index card and have them write directions for making a peanut butter and jelly sandwich. Collect the cards, fold them and place them in a container.
2. Choose one card from the container and explain that you will follow the directions to make a peanut butter and jelly sandwich. Ask for a volunteer to read the directions from the card while you follow them.
3. **Do exactly what the directions say** until you cannot follow them any further. Then ask another volunteer to choose a second card and repeat the process. Continue with several cards until it is clear the directions are incomplete.
4. Explain that communicating is an everyday behavior that many people take for granted. Often, we do not choose our words well enough to get our message across accurately. In this case, the directions for making a peanut butter and jelly sandwich were not detailed enough to follow successfully.
5. Conclude the activity using the Discussion Points.

Discussion Points:

1. How easy or difficult is it to give clear directions? Why?
2. Give examples of when giving clear directions is (or was) really important in your family, with friends, with a romantic partner or on a job.
3. What can the sender say or do to make communication clearer? (Answers: Take time; give step-by-step directions; use visual cues [show and tell]; be descriptive; ask for feedback to see if the message is getting across.)
4. What can the **receiver** say or do if someone else is not communicating clearly? (Answer: Use feedback; repeat what was heard; ask questions for more.)

Body Language

Materials: Index cards or slips of paper; container

Time: 25-35 minutes

Planning Notes:

- ✓ Write the adjectives below on index cards. Add any you would like to include:

angry	sad
disappointed	happy
shy	nervous
afraid	embarrassed
attractive	enthusiastic
exhausted	bored

Purpose:

To learn what body language is (nonverbal communication) and how to use it

- ✓ On the board or newsprint, draw a large chart like the one below for use in Step 5:

NONVERBAL COMMUNICATION

Feeling	Behavior

Procedure:

1. Remind teens that one of the problems that occurs in communicating is that a sender's actions in some way contradict what she or he says.
2. Ask if anyone knows what "body language" means. Clarify that body language refers to how one expresses feelings through body movement. Then ask the group for several examples or give a couple of your own: smiling, shrugging shoulders, rolling eyes and so on.
3. Explain that this activity will give the group a chance to practice communicating through body language. Review the instructions:
 - I will need 12 volunteers to play a game like "charades." Who can explain how charades is played? (If no one can, explain how the game works: a person acts out something and the audience tries to guess what it is.)
 - The first volunteer will draw a card with a feeling written on it, then act it out without using words.
 - The rest of the group will guess what feeling is being communicated. Once the feeling is correctly guessed, the next person in line will draw a card and act it out.
 - The game will continue until there are no more cards or time is up.

-
4. Have 12 volunteers form a line in the front of the room. Give assistance if someone seems to be having trouble. As each feeling is correctly identified, write it in the left column of the chart and ask the group to list the behaviors that helped them identify the feeling. Write those in the right column. (For example, if the feeling is “disappointed,” behaviors might include shrugging of shoulders, sighing or hanging the head.)
 5. When all feelings have been acted out, conclude the activity using the Discussion Points.

Discussion Points:

1. Can you give examples of someone’s body language communicating a different message from what was said with words?
2. When you are trying to send a message, which is more effective: body language or verbal communication? Why?
3. Sometimes one person is offended by another’s body language. How can you keep that from happening? (Answer: be honest and direct if you want to communicate something to someone — match your nonverbal messages to your verbal ones so the receiver can clearly understand what message you are sending.)
4. What are some nonverbal body language messages that are particularly positive? Negative?

Being a Good Listener

Materials: Leader's Resources, "Instructions for Listeners" and "Positive Listening Skills;" index cards; container for cards

Time: 30-40 minutes

Planning Notes:

- ✓ For use in Step 2, copy the instructions from the Leader's Resource, "Instruction for Listener," onto index cards. Make enough for two out of three participants. Use instructions more than once if necessary. Fold the cards and place them in a container.

Purpose: To demonstrate the importance of being a good listener and to learn the skills needed to listen well

Procedure:

1. Remind participants that they have been exploring how people send clear messages. Now we'll look at the other half of communicating positively: the skills to be a *good listener*.
2. Form groups of three and each group to count off "1," "2" and "3." Then review the activity:
 - All "ones" will be speakers, while "twos" and "threes" will listen.
 - Speakers are to talk for three minutes about a recent problem, one that is not too personal. You might talk about a conflict in your family, a fight with a friend or romantic partner or a disagreement with a teacher or supervisor.
 - Listeners will select an index card with instructions. Start listening to the speaker and after a little bit, begin to do what it says on the card.
3. Be sure the "1s" understand they are expected to speak for three minutes. Then have the "2s" and "3s" draw an index card with a listening behavior. Be sure they understand what they are to do.
4. Have groups begin with "speakers" speaking and "listeners" listening. After a few minutes, bring the group together and ask the speakers how they felt about their friends' listening skills.
5. Ask speakers which listeners made them feel most "listened to." Have those listeners read the instructions on their index cards. List the positive listening behaviors on newsprint or the board and add listening skills from the Leader's Resource, "Positive Listening Skills."
6. Next, ask speakers which listeners made them feel the least "listened to." Be clear that the "bad" listeners were simply following directions, not responding to what the speakers had to say. List the negative listening behaviors on newsprint or the board.
7. Conclude the activity using the Discussion Points.

Discussion Points:

1. How do you feel when you tell someone something and they don't listen well?
2. Have you ever used negative listening skills? Describe the situation and what happened.
3. Which of the positive listening skills do you think you can actually use on a regular basis?
4. If someone talks to you about something serious when you are feeling sleepy, distracted or worried, what can you do? (Answer: be honest and tell them how you are feel. Ask when the two of you can arrange a better time to talk.)

Adapted with permission from *Young Fathers' Curriculum*, Public/Private Ventures, Inc., Philadelphia, PA, 1991.

Instructions for Listeners

1. Give advice even if you aren't asked for it — say something like "You should..." or "If I were you...."
2. Interrupt the speaker while she or he is talking.
3. Try to top the speaker's story with a better one of your own.
4. Ask questions to clarify what the speaker is saying. For example, "Are you saying...?" or "I'm not sure I understand, could you tell me more about that?"
5. Put the speaker down by criticizing her or his behavior, saying things like "That's dumb" or "Why would you do that?"
6. Compliment the speaker with statements like "I really like the way you handled that" or "It sounds like you are really trying to deal with this."
7. Change the subject to something unrelated to what the speaker is talking about.
8. Lean over and start whispering to someone else while the speaker is talking.
9. Listen carefully at first, then begin to look bored: gaze around the room, sigh, look at your watch, roll your eyes.
10. Look right at the speaker, make eye contact and every now and then nod as if in agreement or verbalize agreement (for example, "yeah" or "uh huh").
11. Disagree with the speaker: each time she/he says something, challenge it and say what you think she/he should be doing.
12. Reflect the speaker's message back — say something like "I think you are saying..." or "It sounds like...."

Positive Listening Skills

- ✓ Give the speaker your full attention. Stop doing other things, remove distractions such as television and turn to face her or him.
- ✓ Lean towards the speaker.
- ✓ Make eye contact with the speaker, unless that would be rude in your culture.
- ✓ Nod or shake your head in response to the speaker's comments.
- ✓ Make verbal responses that let the speaker know you are listening, such as "uh huh," "yes" or "go on."
- ✓ Change your facial expression to reflect the appropriate emotion, such as concern, excitement, fear and so on.
- ✓ Check out the meaning of the speaker's message — say what you think she/he is saying and ask if that is correct.
- ✓ Try to figure out what the speaker is feeling and check to see if you are correct.
- ✓ Do not interrupt unless time is an issue and you have to be somewhere else or do something. In that case, apologize and ask to finish the conversation at another time.

Communicating Assertively

Materials: Newsprint and markers or board and chalk; scrap paper; pens/pencils

Time: 30-40 minutes

Planning Notes:

- ✓ When we teach teens to be assertive, we need to also teach them to assess situations and to consider their personal safety. In some situations, speaking up and communicating assertively can be dangerous (if someone has a weapon, has been drinking or taking drugs, is extremely angry and so on).

Purpose:	To learn the difference between assertive, aggressive and passive behavior
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- ✓ When you introduce the topic of assertiveness, keep in mind that communicating assertively, especially for women, is not considered the norm in some cultures. Individual cultural teachings regarding assertiveness will vary among your participants. Some will come from families in which speaking up for oneself or refusing a request, especially from an adult or a male, is considered inappropriate.

You do not want to encourage teens to behave in a way that could have unpleasant consequences for them in their cultural or family circles. It is important, however, that all participants understand there are certain situations in which assertive behavior will often yield positive results. (Examples include resisting pressure, from romantic partners or peers, to have sex, use alcohol or other drugs, join a gang or fail in school.)

Be aware that assertive, aggressive and passive forms of communication are defined culturally and regionally. (For example, African-American assertiveness is often perceived as aggressive communication from outside the African-American culture.)

- ✓ Write three questions on a newsprint poster for use in Step 4:
 1. How will Geneva feel?
 2. How will the two girls feel?
 3. What is the worst possible outcome?

Procedure:

1. Tell teens that one way to make communication more effective is to choose the appropriate kind of communication in difficult situations. Read the following scenario aloud:

*Geneva has been standing in line for over two hours to buy a concert ticket. The rule is, one person, one ticket. Her feet are killing her and she knows she is in trouble with her mom, who expected her home by now. But there are only five people left in front of her and she is **sure** she will get a ticket.*

*Out of nowhere, two girls from school walk up, make a big deal about meeting up with their friend who just **happens** to be standing in front of Geneva, and take places in line in front of her.*

What do you think Geneva should do?

2. Have participants write one sentence describing what Geneva should do in this situation.

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3. Allow about three minutes, then ask participants to form three groups based on the following criteria:

Group 1: All who wrote that they would stand there and get angry but not say anything, move to this area of the room.

Group 2: All who wrote that they would call the girls names **and** threaten to hurt them if they did not go to the end of the line, move to the other end of the room.

Group 3: All who wrote that they would speak up and tell them to go to the back of the line, form a group in the middle.

4. Once the three groups have formed, display the three questions you have prepared and go over instructions for the remainder of the activity.

- Stay in your groups and discuss the answers to the following questions.

1. How will Geneva feel after making the response you chose?
2. How do you think the two girls who butted in line will feel if Geneva responds like you?
3. What is the worst thing that could happen if Geneva makes your response?

(Note: If there is only one person standing in either position, join that person to form a group and discuss the questions with her or him.)

5. Allow five minutes for discussion, then ask everyone to be seated.
6. Ask one participant from each group to share group responses to the questions. Record the major points in three separate columns on the board or newsprint.
7. Write the terms “assertive,” “aggressive” and “passive” on the board or newsprint. Ask participants to match each term to the list of outcomes for the responses.
8. Review Geneva’s choices for action one more time and illustrate why assertiveness is usually the best choice in a situation like this.

- **Passive response:** Behaving passively means not expressing your own needs and feelings, or expressing them so weakly that they will not be addressed.

If Geneva behaves passively, by standing in line and not saying anything, she will probably feel angry with the girls and herself. If the ticket office runs out of tickets before she gets to the head of the line, she will be furious and might blow up at the girls after it’s too late to change the situation.

- *A passive response is not usually in your best interest*, because it allows other people to violate your rights. Yet there **are** times when being passive is the most appropriate response. It is important to assess whether a situation is dangerous and choose the response most likely to keep you safe.

- **Aggressive response:** Behaving aggressively is asking for what you want or saying how you feel in a threatening, sarcastic or humiliating way that may offend the other person(s).

If Geneva calls the girls names or threatens them, she may feel strong for a moment, but there is no guarantee she will get the girls to leave. More importantly, the girls and their friend may also respond aggressively, through a verbal or physical attack on Geneva.

-
- An aggressive response is never in your best interest, because it almost always leads to increased conflict.
 - **Assertive response:** Behaving assertively means asking for what you want or saying how you feel in an honest and respectful way that does not infringe on another person's rights or put the individual down.

If Geneva tells the girls they need to go to the end of the line because other people have been waiting, she will not put the girls down, but merely state the facts of the situation. She can feel proud for standing up for her rights. At the same time, she will probably be supported in her statement by other people in the line. While there is a good chance the girls will feel embarrassed and move, there is also the chance that they will ignore Geneva and her needs will not be met.

An assertive response is almost always in your best interest, since it is your best chance of getting what you want without offending the other person(s). At times, however, being assertive can be inappropriate. If tempers are high, if people have been using alcohol or other drugs, if people have weapons or if you are in an unsafe place, being assertive may not be the safest choice.

9. Conclude the activity using the Discussion Points.

Discussion Points:

1. What are some ways Geneva could have let the girls know how she felt without being directly aggressive or assertive? (Answer: by mumbling sarcastically under her breath; using body language that communicated her disgust and frustration; telling the person behind her how stupid the girls were, but loudly enough so they could overhear and so on. Behaviors like these are called "passive-aggressive" behaviors. They are negative but not direct. They do not necessarily get you what you want and they often make the other person(s) angry.)
2. Can you think of circumstances where passive communication may be in your best interest, even though your needs may not be met?
3. Have you behaved aggressively in a situation? How did it work out? How would things have been different if you had chosen an assertive response?
4. Have you behaved assertively in a situation? How did it work out? What would a passive response have been in that situation? An aggressive response?
5. When is it easier, and when is it more difficult, to be assertive? Give examples.
6. Is there a current situation where you need to act assertively and have not yet done so? What will you do?
7. Does acting assertively always guarantee you will get your needs and/or wants met? (Answer: No! But it does guarantee you will feel proud of standing up for yourself.)
8. Have you heard of people getting a negative reaction for speaking assertively? Explain.

Surveying Your Assertiveness

Materials: Three pieces of construction paper; markers; masking tape; newsprint and marker or board and chalk; Leader's Resource, "Surveying Your Assertiveness;" paper; pens/pencils; a handout made from Leader's Resource (optional)

Time: 30-40 minutes

Planning Notes:

Purpose: To assess assertiveness

- ✓ In this activity, participants stand up and move about to demonstrate their levels of assertiveness. An alternate plan is to have teens complete their assertiveness survey individually. In that case, make a handout from the Leader's Resource.
- ✓ Make three signs, reading "Most of the time," "Some of the time" and "Almost never." Place these on the wall prior to conducting the activity.
- ✓ Create a poster with the following scores to tally survey results:
 - 0-5 You need to practice.
 - 6-10 You are doing okay, but could use some practice.
 - 11-15 You are doing very well. Keep it up!

Procedure:

1. Tell the group that since assertiveness is the best way of communicating in many situations, it is important that everyone find out just how assertive they already are. Give each participant some paper and make sure each has a pen or pencil.
2. Go over instructions for the activity:
 - I will read 15 statements. As I read each one, think about how often you do what the statement says.
 - There are three signs along the wall marked with "Most of the time," "Some of the time" and "Almost never."
 - When I read a statement, move to the sign that indicates how often that statement is true for you. Take your pen and paper with you. (Give an example using Statement 1.)
 - For each statement, note on paper where you are standing. Write "M" for most of the time, "S" for some of the time and "N" for almost never.
3. Read the first statement again and ask participants to stand, taking paper and pencil with them, and move to the appropriate place along the wall. When all are in place, remind them to record where they are standing.
4. Repeat this procedure for all 15 statements, then ask participants to be seated.
5. Ask teens to write down the number of "M's" on their papers.
6. Display the assertiveness scorecard you have made. Go over the numbers on the scorecard and explain what they mean. Make the following points:
 - Many teens and adults score fairly low on this survey.

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- Participants with scores higher than seven or eight should be glad they have learned how to speak up for what they want and to say “no” to things they do not want.
 - In our society, boys and men generally score higher than girls and women on assertiveness surveys such as this one.
 - People are more likely to treat others with respect when they have self-respect and can stand up for themselves.
 - Participants with scores below six have an excellent opportunity to bring up their scores by practicing assertive behaviors.
7. Discuss the fact that being assertive is not always an easy thing to do. Explain that in many families and cultures, children are taught **not** to be assertive. Asking for what you want or refusing a request is considered impolite. People in such families may feel badly about themselves, or angry, because they let others take advantage of them.
 8. Ask for examples of being taught to behave unassertively. Give two historical examples:
 - (1) As recently as the 1950’s and early 1960’s, African- Americans in the U.S. were taught **not** to speak up and **not** to refuse the request of a white person in certain parts of the country. The Civil Rights movement made it clear that the basic rights of African-Americans to dignity and self-worth were being violated when they were forced to endure the whims and desires of white people.
 - (2) Girls and women in many cultures are taught **not** to speak up for themselves and **not** to refuse any request made by a male family member, even a younger brother. In the United States, that attitude is changing in some families who believe in the equality of males and females, but in some other families, the attitude is not changing.
 9. For many of us, behaving assertively is something we would like to do, but may not know how to do. Tell participants they will have an opportunity to practice being assertive in the next activity.
 10. Conclude the activity using the Discussion Points.

Discussion Points:

1. What makes it so difficult to be assertive?
2. Can you think of a situation in life in which you would like to be more assertive? Please describe the situation.
3. Do you know someone who is particularly good at being assertive and standing up for her or his rights? How about a figure on a popular television show? Describe that person and her or his assertive behavior.
4. Can you remember a time when you were assertive? How did it turn out?
5. How can you be assertive and avoid sounding like you are being aggressive? (Answer: Be firm but not demanding or threatening; be insistent about standing up for yourself; use a normal tone of voice and keep your body language relaxed, not menacing.)
6. Do you have a friend who needs to learn to be more assertive? Explain. How can you help?

Surveying Your Assertiveness

1. If I disagree with a friend, I say so, even if it means she or he might not like me.
2. I ask for help when I am hurt or confused.
3. I tell my friends what I honestly think about alcohol and other drugs, even if I know my ideas are not popular.
4. I let people know when they disappoint me.
5. If a friend borrows money and is late paying it back, I remind her or him.
6. I say no when classmates want to copy my homework or test answers.
7. If a friend is talking or making noise in a movie, I ask her or him to be quiet.
8. If I have a friend who is always late, I tell him or her how I feel about it.
9. I ask my friends for a favor when I need one.
10. When someone asks me to do something unreasonable, I refuse.
11. I express my views on important things, even if others disagree.
12. I don't do dangerous things with my friends.
13. When I don't understand what someone is telling me, I ask questions.
14. When I disagree with someone, I try not to hurt that person's feelings.
15. When people hurt my feelings, I let them know how I feel.

Speaking Up for Yourself

Materials: Leader's Resource, "Assertiveness Role-Play;" index cards; newsprint and markers or board and chalk

Time: 45-55 minutes (Session 1); 45-55 minutes (Session 2)

Planning Notes:

Purpose:	To role-play assertive ways that teens can ask for what they want or need
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- ✓ Remember that behaving assertively may be new for some participants. Do not allow anyone to tease participants who find this activity difficult. Encourage everyone to participate, but respect the preferences of people too embarrassed to role-play.
- ✓ Prepare three posters to use for Step 9 in Session 1 and Step 1 in Session 2.
- ✓ For Session 2, select scenarios from the Leader's Resource or substitute some scenarios that group members have actually had to deal with. Write the scenarios on index cards.

Procedure:

Session 1

1. Ask for a volunteer to define "assertiveness." Help the group understand what constitutes assertive behavior:
 - Stating clearly what you want or need, and defending your right to have what you want or need
 - Asking for what you want
 - Saying what you feel or think
 - Refusing to do what is not in your own best interest
 - Respecting other people and never threatening, punishing or humiliating another
2. Point out that while assertiveness is getting what you want, it can be done through two basic ways of communicating:
 - Asking for what you want
 - Refusing what you do not want
3. Tell participants to focus first on: asking for what you want.
4. Ask the group to think about the following situation:

Dwayne's uncle won two tickets to a professional baseball game in a neighboring city. He gave them to Dwayne as a reward for bringing his grades up. Dwayne has asked his best friend, Chuck, to go with him and they have made plans to meet at 10:45 a.m. to catch the bus to the ballpark. Dwayne knows Chuck never gets anywhere on time. If they miss the 11:00 bus, there isn't another one that will get them to the park for the first inning. How can Dwayne tell Chuck it is important to be on time and that he will go without Chuck if Chuck isn't there when the bus leaves?

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5. Listen while participants brainstorm about how Dwayne can communicate assertively. Record their ideas on newsprint or the board and add any of the following, if they are omitted.

Dwayne can:

- Use “I” statements to say what he feels and wants, whether the feelings are positive or negative.
 - Firmly and clearly say what he wants or needs, without avoiding the subject or apologizing for his requests.
 - Use assertive body language: stand tall, look Chuck in the eye and keep a serious expression on his face.
 - Do not threaten, pressure or put Chuck down.
 - Be respectful of Chuck’s feelings, needs or explanations, but be clear about his own feelings and desires.
6. Ask three volunteers to role-play Dwayne talking to Chuck about being on time. Explain that you will play Chuck, and you want one volunteer to communicate passively, another to communicate aggressively and the third to communicate assertively. Tell the rest of the group to coach each volunteer by giving advice to the players about how to act.
7. Begin with passive role-play:
- Have the first “Dwayne” stand next to you and ask passively to get what she or he wants.
 - Act out Chuck’s role. Repeatedly reassure Dwayne that you will be on time and not to lose faith in you. Reassure him of your friendship and tell him you are really excited about going to this game.
 - Remind the group to give the volunteer tips on how to communicate passively.
 - At the end of the role-play, ask the volunteers and the group tell you what behaviors they used. List them on newsprint or the board under the title “passive.”
8. Repeat the procedure with the second and third volunteers.
9. Display the posters that summarize the major differences in the three types of communication:
- *passive*: you communicate what you need or want so tentatively, quietly or submissively that other people may not take your wishes and needs seriously.
 - *aggressive*: you communicate what you need or want in a negative way that is intended to offend another person.
 - *assertive*: you communicate what you need or want honestly, calmly and directly, without trying to offend someone else.

Session 2

1. Display the three posters of assertive, passive and aggressive behaviors. Tell the group they will practice, in pairs, asking for what they want.
2. Review the instructions (which you can also display on newsprint):
 - Each pair will receive an index card with a written scenario in which one person needs to communicate assertively with another.
 - In your pairs, write a script for the person to speak assertively. Use as many assertive behaviors as you can.
 - Find another pair to team up with. Each pair should coach the other pair's role-playing, by suggesting additional or different words or behaviors to strengthen assertiveness.
 - After the role-play, switch positions and continue.
3. Distribute the index cards and tell participants they have 10 minutes to work on their role-play. After 10 minutes, announce that pairs should join together and role-play for each other. Remind the group that coaching is important.
4. After another 15 minutes, ask for volunteers to perform their role-play for the entire group. Allow two or three pairs to perform if there is time.
5. Conclude the activity using the Discussion Points.

Discussion Points:

1. What happens if you speak up for yourself and still do not get what you want?
2. Can you think of a situation in which it might be better to be passive than assertive? Give examples.
3. What should you do if your assertive communication gets a negative response, such as anger or even a direct threat? (Answer: Back off and get out of the situation; do not continue or escalate the conflict.)

Assertiveness Role-Play

1. A salesperson ignores you and waits on an adult, even though you have been waiting at the counter longer.
2. You have been on the phone with Veronica for over an hour and aren't interested in hearing more about her boyfriend. You want to watch a television show that is starting.
3. You are attending a meeting to plan a city-wide recycling event to raise money for athletic equipment. Every time you start to say something, an older teenager interrupts you.
4. You cannot study and are getting a headache because of the loud music coming from the apartment downstairs.
5. You have seen your school counselor three times about the same problem with your social science teacher, but nothing has changed. You are annoyed and want her to help you more.
6. A friend borrowed your library book and lost it. You want your friend to pay for the book.
7. You are watching a movie while someone behind you is talking and laughing too loudly.
8. A friend promised to come to your house and help with an English paper on Sunday afternoon, but she didn't show up. She calls you two days later.
9. You have been dating Maggie for a while but now you want to date other girls. Maggie calls to ask what the two of you are doing Friday night.
10. You are having lunch in the food court and someone at the next table lights a cigarette. Smoking is not allowed in the food court or anywhere else in the mall, and the smoke is making you feel sick.
11. You have been waiting 45 minutes for Ashley to meet you for lunch. She shows up and is apologetic, but you are angry.
12. You overhear a friend make a rude comment about the guy in your class who has epilepsy. You want the friend to know how you feel about the comment.

Refusing What You Don't Want

Materials: Newsprint and markers or board and chalk; index cards; pens/pencils

Time: 45-55 minute sessions (Session 1); 45-55 minutes (Session 2)

Planning Notes:

- ✓ Make posters of the rights listed in Step 4 and of the role-play assignment in Step 10.

Purpose: To role-play assertive behaviors to refuse requests

- ✓ After Session 1, review the scenarios the teens have written and choose enough so that each pair of teens will have one scenario to work with. Eliminate any that are inappropriate for the group or are so explicit they give away the identity of the writer. Feel free to add your own scenarios.

Procedure:

Session 1

1. Remind participants that there are two ways to get what you want or need: (1) by asking for what you want and (2) by refusing what you do not want. Explain that in this session, participants will practice refusal skills.
2. Ask teens to think about the following scenario:

Rachel and Demetra have been at the mall all day when Demetra says, "Hey, there's a sweater in that store that I really want and I think it's on sale today." She tugs Rachel along until they get into the store, then finds the stack of sweaters. She whispers to Rachel, "Ask that sales clerk a question, and I'll put the sweater in my backpack." Rachel whispers back that she doesn't want to, but Demetra pleads with her. She says the sale merchandise won't cost the store hardly anything, and promises she'll even swipe an extra sweater for Rachel.

3. Ask if anyone can describe what Rachel is probably **feeling** in this situation. Write the feelings on the newsprint or board. They should include emotions like "pressured," "confused," "frustrated," "nervous" and "scared." Point out it is also normal to feel angry if a friend puts you on the spot by asking you to do something the friend knows is not in your best interest.
4. Point out that Rachel has rights in this situation, like anyone does when asked to do something. Go over the list of rights you have prepared:

Rachel's Rights

The right to say how she feels about this situation.

The right to say no without feeling guilty.

The right to behave in her own best interest.

The right to change her mind (even if she had agreed to do what was asked).

5. Ask for questions or comments about Rachel's rights. Then mention that sometimes parents, teachers, employers or other adults in authority make requests of teenagers. The request may not please the teenager and may not feel like it is in her or his best interest. Ask how a teenager's rights are similar or different with a parent than a friend.

Clarify that some adults, such as teachers, parents and family members, do have the right to make requests of teens. Unless the adult is asking for something that is illegal, harmful or seriously disrespectful of the teen, it is usually not appropriate for a teenager to refuse the request. Teens do, however, have the right to say how they feel.

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6. Now ask the group to brainstorm the behaviors Rachel needs to use to be assertive. Write their responses on the board or newsprint and be sure the list includes the following behaviors:
 - Say no with her words.
 - Say no with her body. Use strong body language, make eye contact, stand back from Demetra, who is pressuring her.
 - Keep repeating no without giving any excuses or reasons.
 - Turn the conversation around and tell Demetra how she feels about being pressured into doing something not in her best interest.
 - Offer a compromise. Try to find a solution that does not require Rachel to do something she does not want to do.
 - Leave the situation: refuse to discuss the matter anymore and walk away if necessary.
 7. Ask for a volunteer to role-play Rachel, while you play Demetra. Tell the rest of the group to coach the volunteer so she can remain assertive in the face of your pressure.
 8. Reread the scenario. Then role-play with your volunteer using lines like the following to pressure her or him:
 - “Come on, you’re supposed to be my best friend. I **really** want this sweater and I don’t have any money.”
 - “This store is so overpriced, ripping them off is fair.”
 - “What’s the matter, are you a chicken? Sydney would do it if she were here.”Keep it up for a minute or two, encouraging the audience to coach Rachel.
 9. After the role-play, ask the teens to identify the behaviors “Rachel” used to be assertive. Check them off on the poster. If there is time, have another volunteer try the role-play.
 10. Tell the teens to write a similar scenario with someone pressuring a teenager to do something not in that teen’s best interest. Explain that in the next session they will practice role-playing some of their scenarios, so encourage them to be realistic. Distribute index cards and have participants write their scenarios. Collect the cards.

Session 2

1. Divide participants into small groups of four or five and give each group one of the scenarios from the previous session. Explain that if someone recognizes their own role-play they should not say anything about it and no one will know.
2. Go over instructions, which you can display on newsprint, for preparing the role-play:
 - Read over your scenario and decide who will play the characters. All other group members will be coaches now, but eventually everyone will get to role-play.
 - Review refusal skills and decide which ones work best for your situation.
 - Write a script and rehearse the lines. Each actor should have the help of a coach.
 - Present the role-play to the large group.

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3. Have small groups begin working and allow 10 minutes to prepare. Then ask for volunteers to role-play. Give feedback to all groups, noting when additional refusal skills could be used, when an actor is especially assertive and so on.
 4. Conclude the activity using the Discussion Points.

Discussion Points:

1. When could you use a “coach” when faced with real pressure from a friend or a romantic partner?
2. Which is most difficult, speaking up for your wants or refusing what you do not want? Why?
3. Think of a recent situation in which you wanted to refuse a request but were not able to. Which refusal skills could you have used?
4. Do you have a situation now where someone is pressuring you to do something that is not in your best interest? What could you do to be more assertive in that situation?

Chapter 4:

What Are My Relationships with Others Like?

Objectives:

- ✓ To learn which behaviors can enhance or destroy a relationship
- ✓ To understand the nature of family relationships and what influences them
- ✓ To identify qualities that develop and define friendship and romantic relationships
- ✓ To explore community relationships and identify those that can serve as resources

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Privileges and Responsibilities (40-50 minutes)	96
Interviewing Parents (Session 1: 30-40 minutes; Session 2: 15-20 minutes)	98
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Making Friends (40-50 minutes)	105
Likes and Dislikes (40-50 minutes)	107
What Would You Do for a Friend? (20-30 minutes)	109
Where Do You Go? (30-40 minutes)	111

Introduction to Relationships

Materials: Newsprint and markers

Time: 40-50 minutes

Planning Notes:

- ✓ Draw a large ship on newsprint, with lines beneath it to depict water and waves. Label the drawing "RelationSHIP."
- ✓ Title each of eight sheets of newsprint with one of the following:
 - Relationships with parent(s)
 - Relationships with stepparents/guardians
 - Relationships with brothers or sisters
 - Relationships with grandparents
 - Relationships with best friends
 - Relationships with adult friends
 - Relationships with favorite teachers
 - Romantic relationships
- ✓ If you have more than 20 teens, break into small groups. Otherwise, have the entire group brainstorm what keeps a relationship afloat and what can ruin it.

Purpose: To understand what enhances or damages a relationship

Procedure:

1. Ask participants to name some of the different relationships in their lives. List responses on newsprint and add others like family relationships, marital relationships, friendships, business relationships, legal partnerships, employer-employee relationships, roommates, couples living together in a committed relationship and so on.
2. Have participants brainstorm what makes a relationship between two people successful. Write down their responses.
3. Display the illustration of the ship you have drawn to make an analogy between a real ship and a relationship. Explain that just as there are certain things that keep a ship afloat and moving (calm seas, solid hull, fuel), there are certain things needed to keep a relationship afloat. Ask for one example (for example, "respect") and write the word in the hull of the ship.

Similarly, point out that there are certain things that can ruin a relationship, just as a rocky coast or a bad storm can sink a ship. Ask for one example (for example, "dishonesty") and write it in the water beneath the ship.
4. Have teens form eight small groups. Go over the instructions:

Each group will work on one type of relationship.
 - Once you have your assignment, draw a picture of your ship in the water. Come up with at least five things that help make that relationship successful. Write them in the hull or on the deck of your ship.
 - Then come up with five things that could damage or destroy that type of relationship. Write them in the water beneath your ship.
 - When you have finished, have one group member tape your "relationSHIP" on the wall.

-
5. Distribute the sheets of newsprint and markers or chalk, and allow 15 minutes for the assignment.
 6. When all the relationSHIPS are posted have everyone walk around and look at the posters. (Participants can look from their seats if the room arrangement allows them to see.)
 7. Conclude the activity using the Discussion Points.

Discussion Points:

1. What do you notice about the positive things listed for the different relationships? (Answer: there are many similar things such as communication, love, kindness, honesty and respect listed in the different ships.)
2. What do you notice about the negative things?
3. When you were working in your small groups, how similar or different were the responses from males and females? Why do you think that is so?
4. Which qualities do you think are the most difficult to find in a relationship?
5. What is one thing that surprised you about this activity?

Assessing Relationships

Materials: Newsprint and markers or board and chalk; copies of the handout, "Assessing Relationships" for each participant; pens/pencils

Time: 40-50 minutes

Planning Notes:

- ✓ Briefly outline the instructions for Step 7 on the board or newsprint.

Purpose: To explore feelings about relationships

Procedure:

1. Tell teens that a man named Erich Fromm wrote a famous book about relationships called *The Art of Loving*. Ask if anyone has read it and can tell the group about it. If no one has, explain that Fromm writes about the qualities that make a relationship special.
2. Write the five qualities below on newsprint and ask the group to define them. Use their words as much as possible to create a group definition.
 - **Respect:** To respect others means to honor them, to hold them in high regard or esteem, to treat them as if they are worthwhile **even** when they are different from you.
 - **Responsibility:** To be responsible means that others can depend on you, that you will fulfill your obligations and will be able to distinguish right from wrong.
 - **Understanding:** To be understanding means to be knowledgeable about another person, what she or he wants and needs and how she or he feels. It means being able to put yourself in someone else's shoes and imagine what life looks like from another point of view.
 - **Labor:** To labor means to work hard, to put effort into the relationship to benefit both individuals.
 - **Caring:** To be caring means to be concerned and interested in another person's feelings, needs and wants and to want what is best for that person. It means feeling love or a liking for a person and wanting to protect, provide for or pay attention to that person.
3. Point out that the best relationships result from both people contributing all these qualities. Many relationships are far from perfect. The best are those relationships that participants work hard to develop.
4. Tell teens they will identify behaviors people can use in their relationships to show their respect, responsibility, understanding, labor and caring for one another. Divide them into four groups and go over instructions for the activity:
 - I will assign each small group one of the five qualities necessary for a good relationship and distribute a handout that describes four different imaginary relationships – with a parent, friends or a romantic partner.
 - Your group will create two examples of what the teen on the handout could do to demonstrate the assigned quality.
 - When you have finished, each group will share its results.
5. Distribute the handout "Assessing Relationships" to each group and give the following examples to get started:

-
- **Respect** – you can show *respect* for a parent or stepparent by obeying the rules they set for you.
 - **Responsibility** – you can show your friend *responsibility* by showing up on time when you make plans to meet somewhere.
 - **Understanding** – you can show *understanding* for a friend who is having problems at home by being a good listener and spending time together.
 - **Labor** – you can show *labor* when you work hard to communicate honestly in a romantic relationship.
 - **Caring** – you can show *caring* by helping a family member who is sick, taking them books or tapes to enjoy or calling to cheer them.
6. Allow 10 minutes and then ask for group reports.
 7. Conclude the activity using the Discussion Points.

Discussion Points:

1. If you had to give up one quality in your relationship with a parent or another trusted adult, which of the five would you be most willing to give up? What about in a relationship with a friend? Romantic partner? Why?
2. Which of the five qualities would you never be willing to give up? Why?
3. How do we put the five qualities into our relationships? (Answer: By observing and imitating others in their relationships with us; by listening to what others say about their good and bad relationships; by having a relationship without one or more of these qualities.)
4. How would you feel about a friend who did not respect you? Who did not put enough work into the friendship? What could you do about it?
5. How would you feel if a stepparent didn't understand you? If you could not depend on that person? What could/would you do about the relationship?
6. Describe a relationship in your life that makes you feel very good. What makes that relationship work?
7. Describe a relationship in your life that you would like to improve. What makes that relationship difficult for you?

Handout

Assessing Relationships

Circle the relationship quality that has been assigned to your group:

RESPECT RESPONSIBILITY UNDERSTANDING LABOR CARING

For each of the relationships described below, write in two things individuals can do to demonstrate the quality you circled.

Theresa lives with her mom and her stepfather, Dwayne. She and Dwayne don't always get along but she is trying to build a better relationship with him.

Glenda and Jeannine have become better friends this year. They try to do things together on the weekends, but Jeannine has been pretty busy lately with the track team.

Rodney and Malcolm had a fight they both regret. They both need to apologize before their friendship can get back on even ground.

Susan and David have been together for six months and most of the time they get along really well. Sometimes, though, they argue about stupid stuff. They both want to try to communicate better and argue less often.

Diagramming My Family

Materials: Newsprint and markers; scrap paper; sheets of paper stock; crayons, colored pencils or markers

Time: 30-40 minutes

Planning Notes:

- ✓ Before conducting this activity, decide whether it creates too difficult a task for young people from troubled families. If it is not appropriate for your group, select another activity.
- ✓ This activity helps participants realize the connections they have to special people in their lives. Allow teens to define "family" in whatever way they wish, without necessarily conforming to any particular definition.
- ✓ Draw your personal family portrait, poster-sized, as explained in Step 3. Depict at least three important relationships.

Purpose: To clarify the definition of "family" and determine the nature of relationships in families

Procedure:

1. Point out that almost everyone's *first* relationships are with a parent or parents. But by the time they reach adolescence, teenagers may feel closer to adults who are not their parents, and parents may feel other people's teens are much better behaved than their own. Those feelings are all normal.
2. Tell teens to take a serious look at their families and the nature of their relationships. Display the questions you want them to consider:
 - (a) Who are the people you consider your "family?"
 - (b) Which family members do you spend the most time with?
 - (c) Which family members do you feel closest to?
 - (d) Where is the greatest conflict in your family relationships?
3. Explain the instructions for this activity:
 - Draw a diagram of your family using circles and squares to represent different family members. Circles represent girls and women in a family, squares represent boys and men. Represent yourself as a circle or square and color in the shape completely so it stands out from the others.
 - Include all the people you consider part of your family: These are people who are part of your everyday world and have ongoing importance in your life. They do not have to live in your household.
 - When you have finished drawing, use loops to connect your personal symbol with two or three other family members' symbols. These connecting loops will illustrate your most important family relationships.
 - Describe your other important family relationships. Use symbols, colors, words, lines or anything else to show the nature of the feelings between you and your family members. For example, if you feel one of your parents does not trust you, you could write "TRUST?" in the space between you and that parent.
 - When finished, draw a frame around the portrait. Decorate it in any way you wish.

-
4. Display *your* family portrait and explain it. Ask the group to identify one or two examples of the relationships in your family, based on the elements in the portrait.
 5. Distribute paper and drawing materials to all participants. Allow 15 minutes to work.
 6. When time is up, ask volunteers to share family portraits with the group. Have each describe the members of her or his family and explain the nature of one or two relationships. Allow as much time for volunteers to share as possible.
 7. Conclude the activity using the Discussion Points.

Discussion Points:

1. What have you discovered about a relationship in your family?
2. What things are the same in many families? (Answers should include: **All** families experience some conflict. Often that is more true when some members of the family are teenagers.)
3. What are three of the most common sources of conflict between teenagers and their parents? (Answers include: telephone use, curfew, friends, schoolwork, household responsibilities, money.)
4. Why do teens and parents often have conflicts? (Answer: adolescence is the time when teens move from dependence to independence; parents worry that teens are neither old enough nor experienced enough to be independent, and they often find it difficult to stop controlling their teens; teens want to prove they can be independent even when they are still dependent on parents for housing, food, clothing and so on.)
5. What one thing would you most like to change about a relationship in your family?

Privileges and Responsibilities

Materials: Newsprint and markers or board and chalk; paper; pens/pencils

Time: 40-50 minutes

Procedure:

1. Write the phrase "give and take" on newsprint and ask the group what it means.
2. Explain that "give and take" is a key element in successful relationships, but is especially essential in a family.
3. Ask participants to write a number from 1 to 10 to indicate what they give as members of their families. Then ask for a second number from 1 to 10 to indicate what they take or get from their families. Number 1 represents nothing and 10 represents a great amount.
3. Write "privileges and responsibilities" on newsprint and ask for an explanation of how these words relate to "give and take." Point out that in families, members have certain privileges — things they receive, or "take," because they are members of the family. Members also have certain responsibilities — things they must give to the family.
4. Write "privileges" on another sheet of newsprint. Have the group brainstorm all the privileges a teenager might enjoy in her or his family. List responses. When the group has finished, look over the list for examples of the privileges below. If any are omitted, ask about adding them:

Purposes:

To identify the privileges and responsibilities of family membership

- housing
- food
- clothing
- companionship
- opportunity to get an education
- medical care
- dental care
- safety from harm
- ties to family history and ancestors
- opportunity for relationships outside the family
- emotional support
- financial support/allowance
- opportunity to participate in worship

Point out that while many teens enjoy all these privileges, in some families and situations adults are not able to provide teens with all these things.

5. Write "responsibilities" on a new sheet and have the group name the responsibilities they bear as members of their families. List their responses. When the group has finished, look over the list for examples of the responsibilities below. If any of the following are omitted, ask if they should be added:

- looking out for all other family members' welfare
- taking care of young, old or sick family members
- doing chores
- protecting family belongings
- sharing
- contributing to family resources by earning money

Point out that not all teens in families have all these responsibilities, but many do. If these are not the responsibility of a teenage member, other family members must bear them.

6. Explain that the group will now play a game similar to "charades." Ask a volunteer to explain how the game works. If no one volunteers, explain that the game of charades involves acting something out without speaking. The goal is to have others guess what is being acted out.

-
7. Invite volunteers to participate in this part of the activity:

Ask several people to stand up and, one at a time, complete the following sentence by acting, not speaking: "One of the privileges I have as a member of my family is..." As each person acts out a privilege, the group must try to guess what it is.

8. After a few people have acted out their privileges as family members, ask for volunteers who will act out the ending to the following sentence: "One of the greatest responsibilities I have as a member of my family is..." Again, ask the group to guess what the answers are.
9. Conclude the activity using the Discussion Points.

Discussion Points:

1. How fairly are privileges divided up in your family? Who seems to have the most privileges? Why do you think that is so?
2. How fairly are responsibilities divided up in your family? Who seems to have the greatest responsibilities? Why do you think that is so?
3. Are there responsibilities that you feel are too great for teenagers to handle? If so, which and why?
4. Researchers have found that, in general, teenagers have a lot of free time — time when they are not expected to be doing a particular activity, such as sleeping, eating, going to school, doing homework, working around the house or working for pay. Should teenagers be **more** responsibility in their families? In your family?
5. Would you give up a privilege for less responsibility in your family? Which privileges? What responsibilities would you like to give up? Who would take those responsibilities?
6. Would you be willing to take more responsibility for more privileges? What privileges would you like to earn?

Interviewing Parents

Materials: Newsprint and markers or board and chalk; Leader's Resource, "Sample Interview Questions;" copies of the handout, "Guidelines for Interviews," for each participant

Time: 30-40 minutes (session one); 15-20 minutes (session two)

Planning Notes:

Purpose: To encourage communication between teens and parents

- ✓ Before conducting this activity, consider your schedule and the timeline for completion. When will you be able to return completed questions to your participants? When will they have completed their interviews? Fill in the necessary information in Step 3.
- ✓ Think about these issues as your group chooses questions for the interviews:
 - What are the cultural backgrounds of your group members?
 - How have their family/cultural experiences affected their lives?
 - What topics would families feel uncomfortable discussing with their teens?
 - What topics would facilitate positive parent/teen interaction?
- ✓ After the first session, type and duplicate the group's interview questions.

Procedure:

Session 1

1. Ask the group what happens when a reporter interviews someone for a radio or television show or a magazine article. (If necessary, clarify that a reporter asks people questions, records the information and later presents it to an audience.)
2. Explain that they are going to interview their parent or parents, stepparents or other adults who live with them. The purpose of the interview is to find out how parents remember *their* teen years and what family relationships were like when they were young.
3. Go over the instructions for this activity:
 - As a group, come up with 10-12 questions to ask your parents.
 - I will type and duplicate your questions and you will get copies by _____.
 - When we meet on _____, you will share some of the findings from your interviews. Ask your parents and other interviewees which of their answers you can share with the group.
4. Brainstorm and list ideas on the board or newsprint. Add ideas from the Leader's Resource, if appropriate.
5. Distribute copies of "Guidelines for Interviews" and discuss the guidelines with the group.
6. Answer questions about doing interviews, then dismiss the group until the next session.

Session 2

1. Ask teens to select another group member with whom to discuss the results of their interviews.
2. After about 10 minutes, ask volunteers to share their findings. Remind them to share only what is appropriate for the whole group to hear.
3. Conclude the activity using the Discussion Points.

Discussion Points:

1. What was it like to interview your parent or another adult?
2. What new information did you learn?
3. How did your parent or other adult seem to feel about the interview?
4. What is one thing that surprised you during the interview?
5. How will you be similar or different as a parent if you have teenagers?

Sample Interview Questions

1. What did you most like to do when you were my age?
2. What was being a teenager like for you?
3. How did you feel when you were my age?
4. What responsibilities did you have in your family when you were a teenager?
5. Do you think teens have it better or worse today than you did? Why?
6. If you could change one thing about your own teen years, what would it be?
7. Who were you closest to in your family?
8. What was the greatest source of conflict between you and your parent(s)?
9. What do you like most about being a parent?
10. What is the biggest responsibility of a parent?
11. What is the hardest thing about being a teen today? The best?
12. What advice would you give to teens today?
13. What lessons did you learn from parents or other adults that you try to pass on?

Handout

Guidelines for Interviews

- ✓ Find a good time to conduct the interview and make an appointment for about 30 minutes.
- ✓ Be prepared with your interview questions, paper and a pen or pencil.
- ✓ Explain why you are doing the interview: to find out what parents' teen years were like and what their relationships were like with their families.
- ✓ Speak clearly and allow plenty of time for your parent to answer each question.
- ✓ Take notes to help you remember. Do not write everything down, but record specific answers to questions. You may want to write down any especially interesting quotations.

Who Makes a Good Friend?

Materials: Index cards; container for collecting cards; newsprint and markers; board and chalk; pens/pencils

Time: 30-40 minutes

Procedure:

Purpose: To identify the qualities of a good friend

1. Explain that by early adolescence, relationships with friends become extremely important. Explain that this activity will focus on relationships with friends and examine what kind of friend is worth having.
2. Ask everyone to think of a person they call a good friend, maybe even a best friend. Distribute index cards to everyone and write the following on newsprint or the board:

“ _____ is my good friend because ...”
(Name of friend)
3. Have participants copy the sentence on their index cards and complete it, filling in the name of a close friend and a characteristic or quality that makes the person a good friend. Reassure the participants that no one but you will see their index cards.
4. After a few minutes, collect the index cards in the container. Explain that you will read each one, omitting the name of the friend but reading aloud the qualities mentioned. As you read each card, write a list (on the board or newsprint) of the qualities teens identified. Try to translate their descriptions into nouns: for example, rewrite “she always tells me the truth about things” as “honesty,” or “he never puts me down” as “respect.” If a quality is repeated, put a check beside it to indicate that it was identified more than once.
5. When you have gone over all the cards and the list is complete, divide teens into small groups of four or five and give them the following task:
 - Work together to list five qualities you want in a close friend.
 - Rank the qualities “1” for the most important and “5” for the least important.
6. Allow about 10 minutes, then ask each group to share their choices and rankings.
7. Conclude the activity using the Discussion Points.

Discussion Points:

1. Was it easy or difficult to decide which five qualities were most important? Why?
2. How did your group decide which quality was **most important**? Was there much disagreement? What were some of the other choices in your group?
3. Did males and females choose friends for different reasons?
4. Which qualities are especially difficult to find in a friend?
5. What desirable qualities do you bring to friendships?
6. What quality would you like to develop in the future?

Adapted with permission from *Teen Outreach Program: A Revised Curriculum Guide*, Association of Junior Leagues, International, New York, NY, in press.

Circles of Friendships

Materials: Copies of the handout, "Circles of Friendships," for each participant; newsprint and markers or board and chalk; pens/pencils

Time: 20-30 minutes

Planning Notes:

Purpose: To recognize different kinds of friends

- ✓ For Step 3, draw a large illustration of your circles of friends on newsprint or the board. To do so, follow the instructions in Step 4.

Procedure:

1. Point out that not all friends are "best" friends or even very close friends. In fact, friends can range from very close to not-so-close. Ask teens if they know what you mean.
2. Display the large illustration of your circles of friends. Explain that this represents your circle of friendships, with your closest friends in the circle closest to the center, casual friends in the next circle and acquaintances in the outside circle.
3. Distribute the handout and ask participants to make their own friendship circles:
 - Write your name in the center circle.
 - Write the name(s) of your closest friend or friends in the innermost circle.
 - Write the names of casual friends — friends you know well enough to talk to or have lunch with, but not as well as your closest friends — in the middle circle.
 - Write the names of acquaintances — people you speak with sometimes, but do not consider to be friends — in the outer circle.
5. Allow teens 5 to 10 minutes to complete their handouts.
6. Conclude the activity using the Discussion Points.

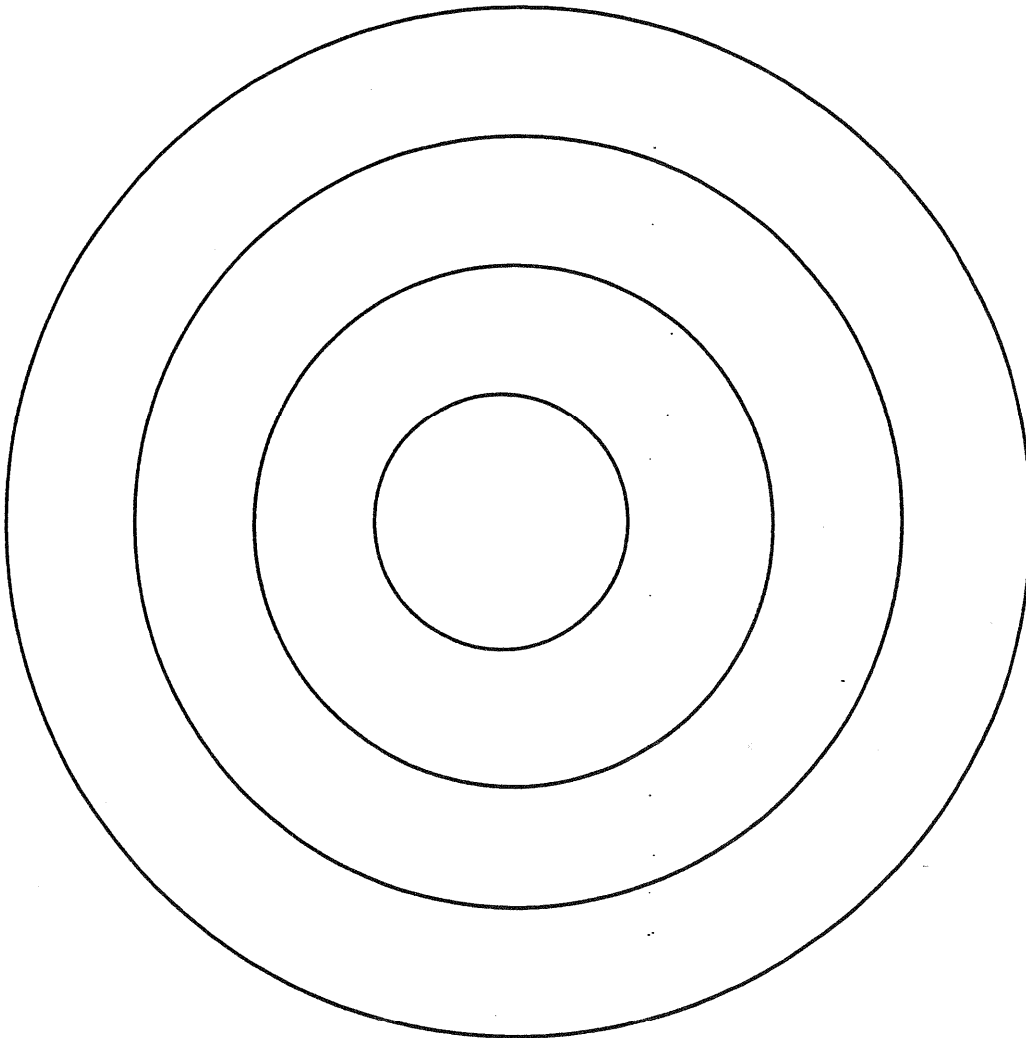
Discussion Points:

1. Some people have many best friends while others have one special friend; some have more casual friends and others have more acquaintances. What did you learn about your own friendships from this activity?
2. How did you decide who is in your inner circle? The middle circle? The outside circle?
3. What are the ages of your closest friends? Casual friends? Acquaintances? Why do people choose friends of different ages? Are there advantages from having an older teen or an adult as a friend? Disadvantages?
4. In which circles did you place friends of the same or other sex? Why?
5. Where did you place your friends of another race, ethnic group or religion? Why?
6. What are two things that you would talk about with close friends but not with casual friends or acquaintances? Why?
7. Would you like to make changes in your friendship circles? Which ones?
8. What three things could you do to get to know an acquaintance or casual friend better?

Adapted with permission from *Sexuality Education: A Curriculum for Adolescents*, ETR Associates, Santa Cruz, CA, 1984. For information about this and other related materials, call 1 (800) 321-4407.

Circles of Friendships

1. Write your name in the center circle.
2. Write the name(s) of your closest friend or friends in the next circle.
3. Write the names of casual friends — friends you know well enough to talk to or have lunch with, but not as well as your closest friends — in the next circle.
4. Write the names of acquaintances — people you speak with sometimes but do not consider to be friends — in the outer circle.



Discussion Points:

1. What did you learn about your choice in friends?
2. Are your best friends similar to the “new friends” that groups described? Does anyone have a close friend who does not match any of the descriptions? What is special about that person?
3. Are there any qualities of a new friend that might be misleading – qualities you find appealing when you first meet someone, but later discover do not make them a good friend? What about the reverse – qualities that at first are not appealing, but become important?
4. What could you talk about when you first meet someone you would like to get to know?
5. What are the three worst “turnoffs” when you meet someone for the first time?
6. How do you let others know you are open to meeting new people and making new friends? What would make them think the opposite is true?
7. How can you help new students in your school or community feel more welcome and comfortable? (Answers include: introduce yourself and say something friendly; invite them to join in group activities with your current friends; eat lunch with them; offer to help explain things that may be confusing, like how the bus system works or how a particular teacher gives grades.)
8. In your circle of friends, are there things that make it difficult for newcomers to be accepted? If so, please explain. What would make it easier for teens to establish friendships there? What could you do to help? Have you ever brought a new person into your circle of friends?
9. What happens when one person wants to be friends and the other does not?

Likes and Dislikes

Materials: Newsprint and markers or board and chalk; masking tape

Time: 40-50 minutes

Planning Notes:

- ✓ This activity focuses on relationships with people of the opposite sex, but not necessarily romantic relationships.
- ✓ Outline a list of instructions for Step 3 and a list of “rules for reporting” for Step 5.

Purpose: To identify qualities to like and dislike in the other gender

Procedure:

1. Explain that teens will explore and identify things they like and dislike about members of the other sex as sisters/brothers, friends, classmates, romantic partners or other roles.
2. Explain that teens will work in small, same-sex groups.
3. Divide participants into two all-female and two all-male groups. Distribute newsprint and markers and review the instructions you outlined:
 - In your groups, brainstorm **two** lists: (a) things you really like in a person of the other sex and, (b) things you really dislike.
 - Focus on behaviors or physical characteristics that **can** be changed, rather than traits people are born with, such as looks or other physical characteristics.
 - For “dislikes,” think about what discourages you from meeting or spending time with a person of the other sex, either in a friendship or romantic relationship.
 - For “likes,” think about what makes you enjoy talking and being with people of the other sex.
4. Allow five minutes to work on the first list and then tell the group they have five more minutes to work on the second list.
5. After 10 minutes, bring the groups together to share their results. Post and go over the rules for reporting:
 - When the girls report, the boys cannot argue or make comments about what the girls say. They can, however, ask questions if they do not know what something means.
 - When the girls finish, the boys will restate the major points the girls made about what they like or dislike about boys.
 - After the boys have restated the girls’ major points, they can comment on what the girls have said, using “I statements” only. For example, a male participant may say, “I don’t think that all males are insensitive. I think that’s an unfair statement.”
 - We will reverse these rules when the boys report.

Adapted with permission from *Life Skills & Opportunities, Vol. 1*, Public/Private Ventures, Philadelphia, PA, 1992.

-
6. Conduct the reporting process using the above rules and do not allow participants to make inappropriate comments to groups of the other sex. Encourage groups to listen to each others' points, rather than argue. Point out that people rarely have an opportunity to hear from the other sex about things they like or dislike. Pay particular attention to each group's restatements of the major points made by the other sex.
 7. Conclude the activity using the Discussion Points.

Discussion Points:

1. What differences of opinion did you hear in your groups?
2. What did the girls learn that surprised them about what boys like and dislike? What did the girls learn that made them feel especially good?
3. What did the boys learn that surprised them about what girls like and dislike? What did the boys learn that made them feel especially good?
4. What different things would you put on these lists if you were all about 10 years older, say in your mid-20's, and you were working with colleagues of the other sex?
5. If you had a magic wand, what one thing would you change about the other sex?

What Would You Do for a Friend?

Materials: Copy of the Leader's Resource, "What Would You Do for a Friend?"; container

Time: 20-30 minutes

Planning Notes:

- ✓ Either photocopy the Leader's Resource and cut it into strips, or rewrite the scenarios onto strips of paper. Fold the strips and put them in a container.
- ✓ Listen carefully to the participants' responses to the scenarios in Step 6. If a response encourages negative behavior, do not let it pass. Stress that there is more than one way of looking at this scenario and encourage critical thinking. Ask the group how many of them agree with the response. Challenge them to think about whether their parents and adults they trust would agree.

Purpose: To explore the limits of friendship

Procedure:

1. Tell participants that after choosing and making friends, they should think about how far they would go to **keep** a friend.
2. Explain that there are brief scenarios in the container. Each is an imaginary situation where someone upsets or concerns a close friend.
3. Go over the poster of instructions for the activity:
 - Draw a slip of paper from the container.
 - Read aloud the scenario on the paper.
 - Imagine that the "friend" and you are very close.
 - Describe what you would do if this happened to you.
4. Ask teens to form pairs to work on this activity.
5. Have one from each pair draw a slip from the container. Give the teens five minutes to prepare their responses.
6. Ask volunteers to share their scenarios and responses with the group.
7. Conclude the activity using the Discussion Points.

Discussion Points:

1. Have you thought much about the limits of your friendships? What are three things that you **would not** do with or for your friends, no matter what?
2. Are there things you would rather not do but would if a close friend asked? Please explain.
3. Would you do some things for certain friends, but not others? How do you decide?
4. What about someone you are interested in or dating? Are there things you would do only for a romantic friend or dating partner, but not for your other friends? Please explain.

Adapted with permission from *Teen Outreach Program: Youth Development Through Service and Learning*, Association of Junior Leagues, International, New York, N.Y., in press.

What Would You Do for a Friend?

1. If my friend forgot lunch, I would _____
2. If my friend needed to borrow \$20, I would _____
3. If my friend talked about running away from home, I would _____
4. If I knew my friend had written all over the school's new bathroom walls and I was asked about it, I would _____
5. If my friend had not done an assignment and wanted to copy mine, I would _____
6. If my friend told me he forced a girl to have sex with him, I would _____
7. If my friend wanted me to help him steal from a convenience store, I would _____
8. If my friend was drinking beer and passed out at a party, I would _____
9. If my friend told me she was a lesbian, I would _____
10. If my friend told me her stepfather had been molesting her, but made me promise not to tell anyone else, I would _____
11. If my friend started telling a racist joke, I would _____
12. If my friend was planning to drive his mom's car without a license, I would _____
13. If my friend planned to buy marijuana, I would _____
14. If my friend told me to stop doing homework because it looked stupid to care about schoolwork, I would _____
15. If my friend told me to stop having sex because of the risks, I would _____

Where Do You Go?

Time: 30-40 minutes

Materials: Copies of the handout, "Where Do You Go," for each participant; newsprint and markers or board and chalk; pens/pencils

Procedure:

Purpose: To identify the adults to go to for help

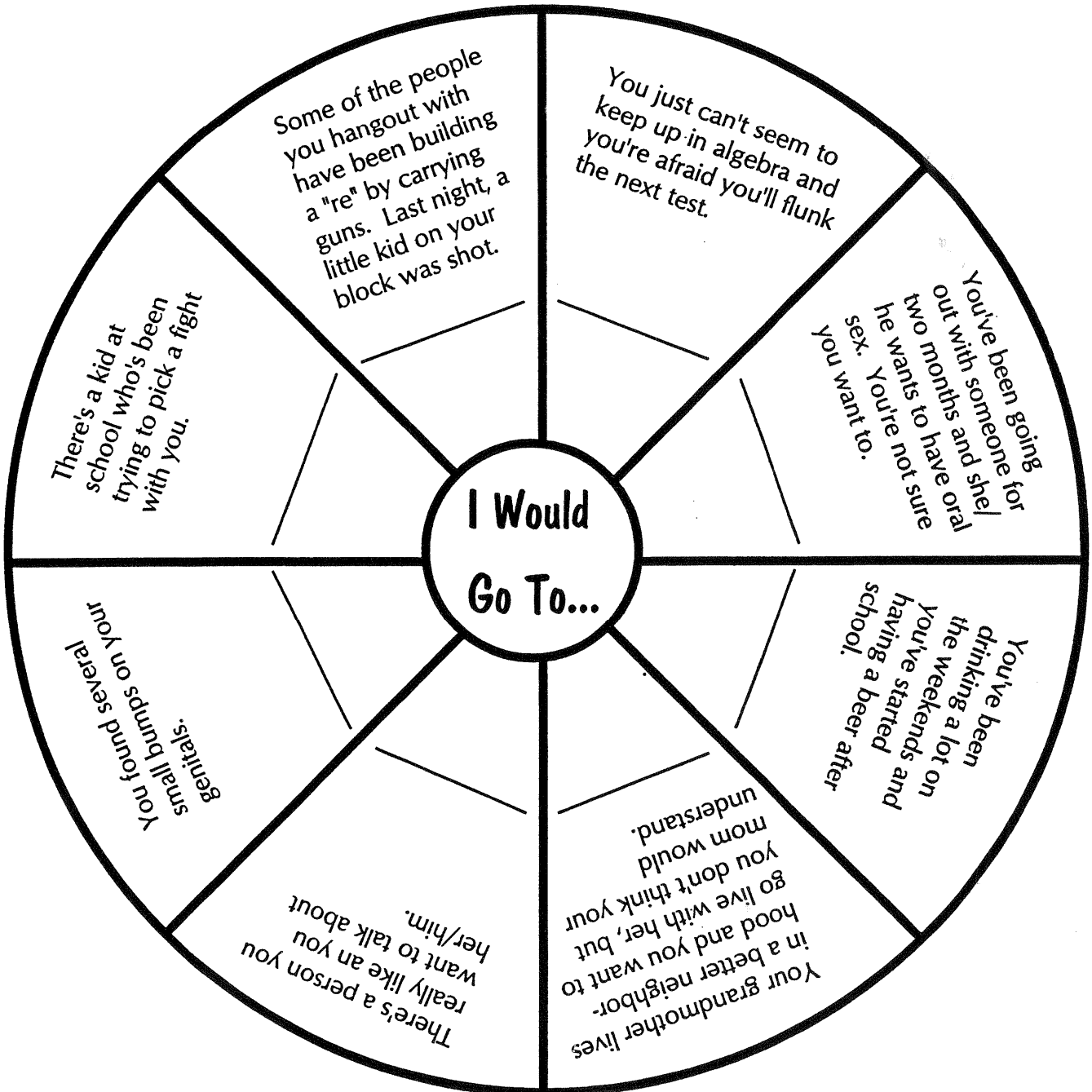
1. Tell the group that everyone has relationships with different kinds of people and that they share different things with each of them. Explain that in this activity, participants will identify adults to talk to about a variety of issues.
2. Ask teens to brainstorm a list of adults they can talk to comfortably. Clarify that you want the type of relationship with these adults, not their real names (for example, "next-door-neighbor," not "Mrs. Washington.") On the newsprint or the board, list all the relationships the group provides.
3. Distribute the handout and go over instructions:
 - There are eight sections in the circle on your handout. Each circle has a topic or problem written in it.
 - Think about the topic or problem and which adult you would go to. Write the type of relationship you have with that person in each of the sections.
4. Tell the group they have about 10 minutes to complete their handouts. When everyone is finished, conclude the activity using the Discussion Points.

Discussion Points:

1. How and why did you choose the people you would talk to?
2. Do these people have something in common?
3. Do you expect to get a lot of help from these people?
4. How do you know it is okay to talk to a particular adult about something personal or sensitive?
5. What can you do if an adult does not listen?

Handout

Where Do You Go?



Chapter 5:

What is Sexuality?

Objectives:

- ✓ To define sexuality as more than genital sexual activity
- ✓ To learn what human sexuality is and how it affects our behavior
- ✓ To become more comfortable talking and asking questions about sexuality
- ✓ To review how male and female bodies develop and change during puberty
- ✓ To discuss how feelings and relationships change during sexual development
- ✓ To review how human reproduction occurs
- ✓ To review and dispel myths about sexual activity and reproduction
- ✓ To learn how to care for sexual and reproductive organs
- ✓ To learn about sexual orientation



Activities

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Introduction to Sexuality

Materials: Board and chalk and newsprint and markers

Time: 15-20 minutes

Planning Notes:

- ✓ Expect some laughing, teasing and acting out behavior when you introduce the topic of sexuality. Young people are not used to discussing sexuality in a structured setting. They may be uncomfortable and behave inappropriately at times.
- ✓ If you are using this program in a religious setting, you may want to add or substitute "What have you learned about sexuality from our religions teachings?"

Purpose:

To introduce the concept of sexuality and provide an opportunity to identify messages about sexuality

Procedure:

1. Explain that in the next sessions, the group will explore definitions of and messages about sexuality. Acknowledge that it is normal for some teens to feel a little embarrassed or uncomfortable. Point out that in our society, although we hear about sexuality all the time in music, television programs and movies, people often do not have serious discussions about the subject.
2. Write the word "sexuality" on the board or newsprint. Ask for definitions and write the responses on the board or newsprint. Avoid clarifying what sexuality is or is not.
3. Tell the teens they will work in groups to spend a few minutes thinking about what they have heard about sexuality.
4. Give the following instructions:
 - You will divide into three groups. Each group will have a different assignment.
 - Group 1 will list what their parents have said about sexuality.
 - Group 2 will list what their friends have said about sexuality.
 - Group 3 will list what they have seen or heard about sexuality through the entertainment media—movies, music, magazines and television.
 - Each group will share its finished list with the others.
5. Clarify that it is okay to list **whatever** they have heard. There are no right or wrong answers in this activity.
6. Have teens count off by three. Form groups in three different areas of the room.
7. Give each group a marker and newsprint. Assign "parents," "friends" or "media" to each group. Tell teens they have five minutes to brainstorm, as discussed in Step 4.
8. Circulate and give suggestions to help groups start. (For example, parents might say, "Sex should wait for marriage;" friends might say, "Everyone is having sex;" a common media message is, "You'll be sexier if you use our product.")
9. After five minutes, ask each group to post the newsprint and share its list of messages.
10. Conclude the activity using the Discussion Points.

Discussion Points:

1. How are the messages from parents, friends and the media similar? Different? Why do you think that is so?
2. Which messages do you agree with? Disagree with?
3. Can you think of any sexuality messages you have heard from other sources, such as religious teaching, romantic partners or health teachers?
4. If you were a parent, what is the most important sexuality message you would give your child?
5. Which of these messages might make a person feel uncomfortable talking or learning about sexuality?
6. Are there messages you think are incorrect and that you want more information about?

The Circles of Human Sexuality

Materials: Newsprint and markers and board and chalk; Leader's Resources, "Circles of Sexuality," "Circles of Sexuality Explanation" and "Sexual Development through the Life Cycle;" copies of the handout, "Circles of Sexuality," for each participant; pens/pencils

Time: 40-50 minutes

Planning Notes:

Purpose: To develop a broad definition of sexuality

- ✓ Review the Leader's Resources, "Circles of Sexuality" and "Circles of Sexuality Explanation." For additional information about how children and adolescents develop sexually, read the Leader's Resource, "Sexual Development through the Life Cycle."
- ✓ Create a large version of the Leader's Resource, "Circles of Sexuality," on newsprint or the board for use in Step 4.

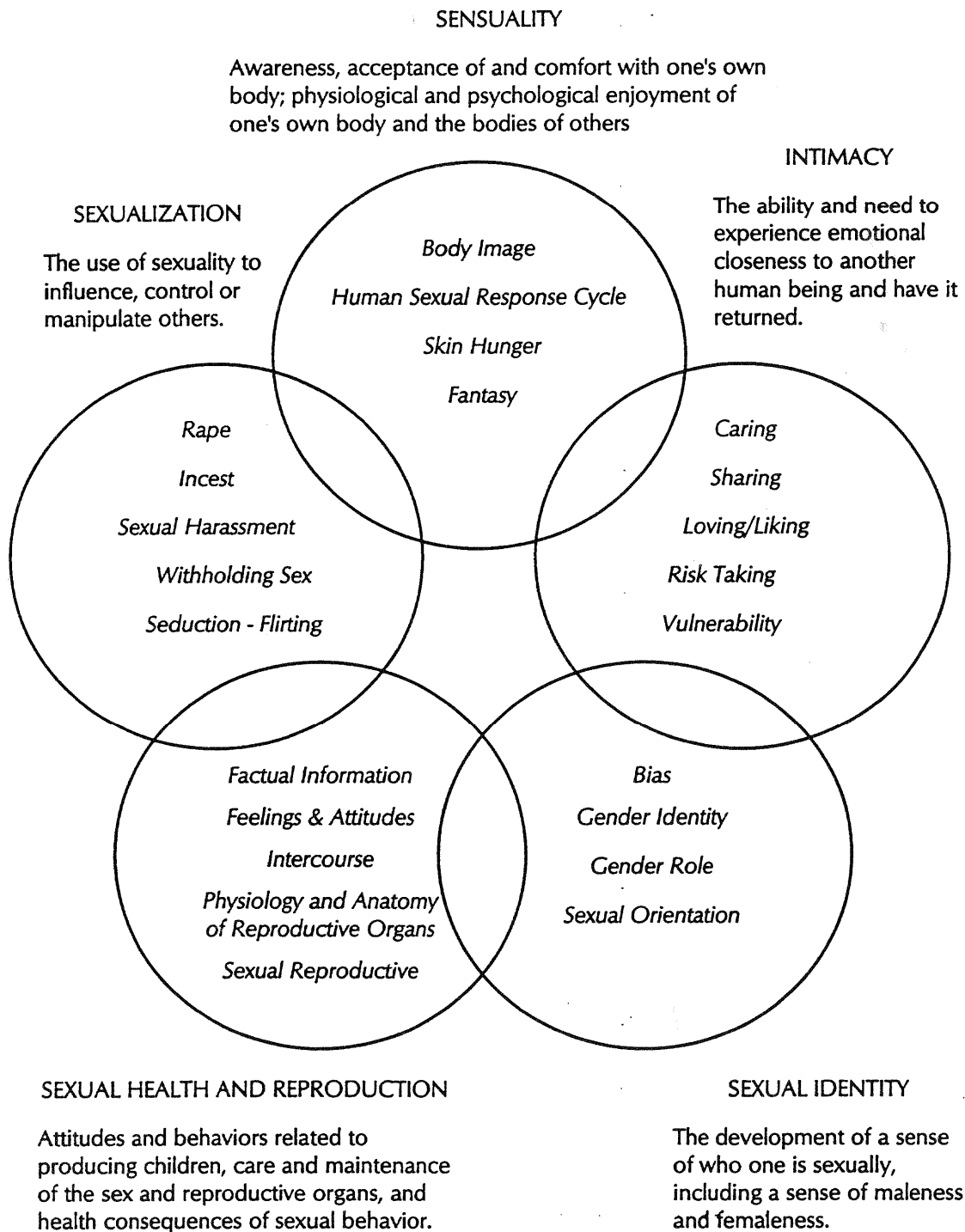
Procedure:

1. Make a generalization about the messages teens listed in the introductory activity. If many of the messages were about genital sexual behavior (for example, intercourse, reproduction, contraception) and sexual relationships, note that point.
2. Explain that when most people see the words "sex" or "sexuality," they think of intercourse and other kinds of physical sexual activity. Tell the group that **sexuality is much more than sexual feelings or sexual intercourse**. It is an important part of who a person is and what she or he will become. It includes all the feelings, thoughts and behaviors of being female or male, being attractive and being in love, as well as being in relationships that include sexual intimacy and physical sexual activity.
3. Write "sexuality" on the board and draw a box around the letters "s-e-x." Point out that s, e and x are only three of the letters in the word "sexuality."
4. Display the five circles of sexuality and give each teen a handout. Explain that this way of looking at human sexuality breaks down into five different components: sensuality, intimacy, identity, behavior and reproduction and sexualization. Everything related to human sexuality fits in one of these circles.
5. Beginning with the circle labeled "sensuality," explain each circle briefly. Take five minutes to:
 - Read the definition of the circle aloud and point out its elements.
 - Ask for examples of a behavior that would fit in the circle. Write them in the circle and ask participants to write them on their handouts.
 - Use the Leader's Resource for more information to help your group understand the concepts underlying the circle.
 - Continue with the each circle until you have explained each component of sexuality.
6. Ask for and answer any question about elements the circles of sexuality contain.
7. Conclude the activity using the Discussion Points.

Discussion Points:

1. Which of the sexuality five circles feels most familiar? Why do you think that is so?
2. Is there any part of these five circles that you never thought of as being "sexual" before? Please explain.
3. Which circle is most important for friends your age to know about? Least important?
4. Which circle would you be interested in discussing with your parent(s)?
5. Which circle would you be interested in talking about with someone you were dating?

Circles of Sexuality



Circles of Sexuality Explanation

Sexuality is much more than sexual feelings or sexual intercourse. It is an important part of who a person is and what she or he will become. It includes all the feelings, thoughts and behaviors of being female or male, being attractive and being in love, as well as being in relationships that include sexual intimacy and physical sexual activity.

Circle 1:

SENSUALITY is awareness and feeling about your own body and other people's bodies, especially the body of a sexual partner.

Sensuality enables us to feel good about how our bodies look and feel and what they can do. Sensuality also allows us to enjoy the pleasure our bodies can give us and others. This part of our sexuality affects our behavior in several ways:

- ✓ *Need to understand anatomy and physiology* – with knowledge and understanding, adolescents can appreciate the physiology of their bodies.
- ✓ *Body image* – whether we feel attractive and proud of our own bodies and the way they function influences many aspects of our lives. Adolescents often choose media personalities as the standard for how they should look, so they are likely to be disappointed by what they see in the mirror. They may be especially dissatisfied when the mainstream media does not portray positively, or at all, their types of skin, hair, eyes, body sizes or other physical characteristics.
- ✓ *Experiencing pleasure and release from sexual tension* – sensuality allows us to experience pleasure when we or others touch certain parts of our bodies. As the culmination of the *sexual response cycle*, males and females can experience orgasm when they masturbate or have a sexual experience with a partner.
- ✓ *Satisfying skin hunger* – our need to be touched and held by others in loving, caring ways is often referred to as *skin hunger*. Adolescents typically receive less touch from family members than do young children. Therefore, many teens satisfy their skin hunger through close physical contact with a peer. Sexual intercourse may result from a teen's need to be held, rather than from sexual desire.
- ✓ *Feeling physical attraction for another person* – the center of sensuality and attraction to others is not in the genitals, but in the brain, the most important "sex organ." The unexplained mechanism responsible for sexual attraction rests here.
- ✓ *Fantasy* – the brain also gives us the capacity to have fantasies about sexual behaviors and experiences. Adolescents often need help understanding that the sexual fantasies they experience are normal, but do not have to be acted upon.

Circle 2:

SEXUAL INTIMACY is the ability and need to be emotionally close to another human being and have that closeness returned.

Sharing intimacy is what makes personal relationships rich. While sensuality is about physical closeness, intimacy focuses on emotional closeness. Several aspects of intimacy include:

- ✓ *Liking or loving another person* — having emotional attachments or connections to others is a manifestation of intimacy.
- ✓ *Emotional risk-taking* — to have true intimacy with others, a person must open up and share feelings and personal information. We take a risk when we share our thoughts and emotions with others, but it is not possible to be really close to another person without being honest and open with them.

As sexual beings, we can have intimacy with or without having sexual intercourse. In a full and mature romantic relationship between two people, the expression of sexuality often includes both intimacy and intercourse. Unfortunately, intimacy established through caring and good communication is not always a part of adolescents' sexual experiences.

Circle 3:

SEXUAL IDENTITY is a person's understanding of who she or he is sexually, including the sense of being male or female.

Sexual identity can be thought of as three interlocking pieces that, together, affect how each person sees herself or himself. Each "piece" of sexual identity is important:

Gender identity — knowing whether you are male or female. Most young children determine their gender by age two. *Gender role* — knowing what it means to be male or female, or what a man or woman can or cannot do because of their gender. Some things are determined by the way male and female bodies are built. For example, only women menstruate and only men produce sperm. Other things are culturally determined. In our culture only women wear dresses to work, but in other cultures, men wear skirt-like outfits everywhere.

There are many "rules" about what men and women can/should do that have nothing to do with the way their bodies are built. This aspect of sexuality is especially important for young adolescents to understand, since peer and parent pressures to be "macho" or "feminine" increase at this age. Both boys and girls need help sorting out how perceptions about gender roles affect whether they are encouraged or discouraged to make certain choices regarding relationships, leisure activities, education and careers.

Sexual orientation — whether a person's primary attraction is to people of the same gender (homosexuality), the other gender (heterosexuality) or both genders (bisexuality).

- ✓ Sexual orientation generally begins to emerge by adolescence.
- ✓ Between 3 and 10 percent of the general population is believed to be exclusively homosexual.

- ✓ Heterosexual, gay, lesbian and bisexual youth can all experience same-gender sexual activity around puberty. Such behavior, including sex play with same-gender peers, crushes on same-gender adults or sexual fantasies about people of the same gender are normal for pre-teens and young teens and are not necessarily related to sexual orientation.
- ✓ Because of negative social messages, young adolescents who are experiencing sexual attraction to, and romantic feelings for, someone of their own gender may need support from adults who can help teens clarify their feelings and accept their sexuality.

Circle 4:

REPRODUCTION and *SEXUAL HEALTH* are the capacity to reproduce and the behaviors and attitudes that make sexual relationships healthy, physically and emotionally.

Specific aspects of sexual behavior and reproduction that belong in this circle include:

- ✓ *Factual information about reproduction* is necessary to understand how male and female reproductive systems work and how conception occurs. Adolescents typically have inadequate information about their own or their partners' bodies. They need the information that is essential for making informed decisions about sexual behavior and health.
- ✓ *Feelings and attitudes* are wide-ranging when it comes to sexual behavior and reproduction, especially health-related topics such as sexually transmitted diseases (including HIV infection) and the use of contraception, abortion and so on. Talking about these issues can increase adolescents' self-awareness and empower them to make healthy decisions about their sexual behavior.
- ✓ *Sexual intercourse* is one of the most common human behaviors, capable of producing sexual pleasure and/or pregnancy. In programs for young adolescents, discussion of sexual intercourse is often limited to male-female vaginal intercourse, but all young people need information about the three types of intercourse people commonly engage in — oral, anal and vaginal.
- ✓ *Contraceptive information* describes all available contraceptive methods, how they work, where to obtain them, their effectiveness and side effects. The use of latex condoms for disease prevention must be stressed. Even if young people are not currently engaging in sexual intercourse, they will in the future. They **must** know how to prevent pregnancy and/or disease.

Circle 5:

SEXUALIZATION is using sex or sexuality to influence, manipulate or control other people.

Often called the "shadow" side of our sexuality, sexualization spans behaviors that range from harmlessly manipulative to sadistically violent and illegal. Behaviors include flirting, seduction, withholding sex from a partner to "punish" the partner or to get something you want, sexual harassment (a supervisor demands sex for promotions or raises), sexual abuse and rape. Teens need to know that **no one** should exploit them sexually. They need to practice skills to avoid or fight against unhealthy sexualization should it occur in their lives.

Sexual Development through the Life Cycle

Many people cannot imagine that all people, including babies, children, teenagers, adults and old people are sexual beings. Some believe that sexual activity is reserved for early and middle adulthood and teenagers often feel that adults are too old for intercourse, or "having sex." Sexuality, though, is much more than just sexual intercourse, and humans are sexual beings throughout their lifetime.

Sexuality in infants and toddlers. Children are sexual even before birth. Males can have erections while still in the uterus and some boys are born with an erection. Infants touch and rub their genitals because it provides pleasure. Boys and girls can experience orgasms from masturbation, but boys do not ejaculate until puberty. By about age two, children know their gender. They are aware of differences between genitals and in how boys and girls urinate.

Sexuality in children ages three to seven. Preschoolers are interested in everything about their world, including sexuality. They may practice urinating in different positions. They are very affectionate and enjoy hugging other children and adults. They begin to be more social and may imitate adult social and sexual behaviors, like holding hands or kissing. Many young children "play doctor" during this stage, looking at other children's genitals and showing theirs. This is normal curiosity. By age five or six, however, most children become more modest and private about dressing and bathing.

Children of this age are aware of marriage or "living together," based on their family experience. They may roleplay being married or having a partner while they "play house." Most young children talk about marrying or living with a person they love when they get older. School-age children may play sexual games with friends of their same sex, touching each other's genitals or masturbating together. Most sex play at this age happens because of curiosity.

Sexuality in preadolescent children (ages eight to 12). Puberty, the time when the body matures, begins between the ages of nine and 12 for most children. Girls begin to grow breast buds and pubic hair as early as nine or 10. Boys' development of penis and testicles usually begins between 10 and 11. After puberty, pregnancy can occur. Children become more self-conscious about their bodies at this age and often feel uncomfortable undressing in front of others, even a same-sex parent.

Masturbation continues and increases during these years. Preadolescent boys and girls do not usually have much sexual experience, but they often have many questions. They have usually heard about intercourse, petting, oral and anal sex, homosexuality, rape and incest, and they want to know more about these things. The idea of actually having intercourse, however, is unpleasant for most preadolescent girls and boys.

Homosexual experiences are common at this age. Boys and girls tend to play with friends of the same sex and are likely to explore sexually with them. Masturbating together and looking at or caressing each other's genitals is common among boys and girls. Such same-sex behavior is usually unrelated to a child's sexual orientation.

Some group dating occurs. Preadolescents may attend girl/boy parties, dance and play kissing games. By age 12 or 13, some young adolescents will pair off and begin dating or "making out." In some urban areas, boys often experience vaginal intercourse at this age. Girls are usually older when they begin having vaginal intercourse. However, it is not uncommon for young teens to practice sexual behaviors other than vaginal intercourse, like petting to orgasm and oral intercourse.

Sexuality in adolescents (ages 13 to 19). Once children reach puberty, their interest in genital sex increases and continues through adolescence. There is no way to predict how a particular teenager will act sexually. As a group, most adolescents explore relationships with one another, fall in and out of "love" and participate in sexual behaviors before the age of 20. One out of three adolescent girls becomes pregnant; many have abortions.

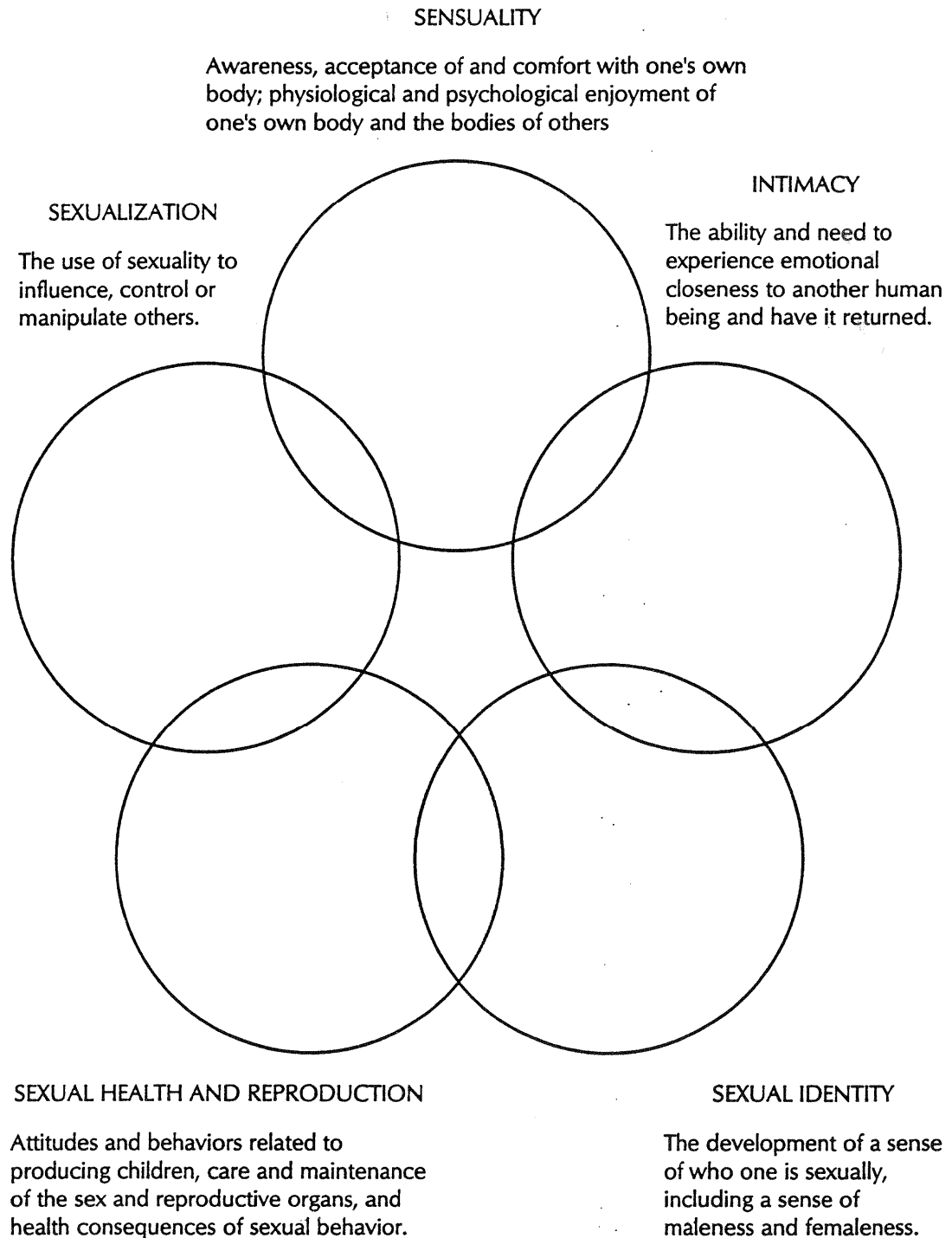
Adult sexuality. Adult sexual behaviors are extremely varied. In most cases, they remain a part of an adult's life until death. At around age 50, women experience menopause, which affects their sexuality. Their ovaries no longer release eggs, and their bodies no longer produce estrogen. They may experience several physical changes: vaginal walls become thinner and intercourse may be painful; there is less vaginal lubrication; the entrance to the vagina becomes smaller.

A lot of women use estrogen replacement therapy to relieve many of these problems. Using vaginal lubricants can also make sexual intercourse easier, once a woman's vagina produces less lubrication. Most women are able to have pleasurable intercourse and experience orgasm for the rest of their lives.

Adult men also experience some changes in their sexuality, but not at such a predictable time as menopause. Men's testicles slow down their testosterone production after age 20 to 25. Erections occur more slowly. Men also become less able to have another erection after an orgasm. It may take up to 24 hours to sustain another erection. The amount of semen released during ejaculation also decreases, but men are capable of producing a baby even when they are very old—some men have become fathers in their 90s! Some older men often have an enlarged or cancerous prostate gland in their later years. If it is necessary to remove the prostate, a man's ability to have an erection or an orgasm is unaffected.

Although adult men and women do go through some sexual changes as they age, they do not lose their desire nor their ability for sexual expression. Even among the very old (those 80 and older), the need for touch and intimacy remains, although the desire and ability to have sexual intercourse may wane.

Circles of Sexuality



Picturing Sexuality

Materials: Large illustration of "Circles of Sexuality" (from previous activity); discarded magazines; newsprint; scissors; tape or glue; drawing materials (such as crayons, markers or colored pencils)

Time: 45-55 minutes

Planning Notes:

- ✓ Collect magazines that reflect the diversity of your group and are targeted to a range of audiences, including: men, women, teens, various cultures and people with varied interests such as fashion, music, sports, art and architecture, homemaking, business and so on.

Purpose: To define sexuality in concrete terms through the use of visual images and the written word

Procedure:

1. Display the large illustration of the circles of sexuality and remind participants of previous discussions that gave a broad definition of sexuality.
2. Tell teens that in this activity, they will create images of what sexuality means to them, now that they have learned about the five circles.
3. Go over the following instructions:
 - In small groups, you will create collages illustrating a circle of sexuality. Be creative and honest. There are no right or wrong answers. Picture sexuality the way you see it.
 - Each group will illustrate one circle. At the end, we will put them all together to make a large poster for the bulletin board.
 - You can use magazine pictures, drawings, songs, rap lyrics or anything else to illustrate your circle.
 - Create images that are clear enough to explain the circles of sexuality to others.
4. Divide the group into five small groups, then distribute newsprint, magazines, scissors, glue or tape and drawing materials to each. Tell them they have about 20 minutes to work.
5. When time is up, ask the first group for a reporter to display their collage and explain the images the group chose. Assist in explaining the circle if necessary and add additional information or examples from the Leader's Resource, as appropriate.
6. Repeat the reporting process for each small group.
7. Conclude the activity using the Discussion Points.

Discussion Points:

1. Is anything about sexuality missing that should be added? If so, what? (Allow participants to add to the circles, if relevant.)
2. Were you surprised by images in the circles? If so, why?
3. What were the most difficult aspects of our sexuality to depict with visual images?
4. Are there any images that groups purposely decided not to include? Why?
5. Was there any disagreement in your group about what to include? If yes, what was it about?
6. Which circle of sexuality would be the hardest to explain to a parent or a younger sibling? Why? (Ask volunteers to articulate the concepts underlying that circle.)

Slang Language

Materials: 12 sheets of newsprint; 12 markers; masking tape; wall space for 12 newsprint sheets

Time: 25-35 minutes

Planning Notes:

- ✓ For use in Step 3, write each of the following terms, once each, at the top of each sheet of newsprint:

man	vaginal
intercourse	
woman	masturbation
homosexual	anus
breast	testicles
penis	menstruation
vagina	oral sex

Purpose: To introduce the correct sexual terms and to increase comfort with them

- ✓ While many teens are “street smart,” that does not mean they are well-informed. Many young people may not know the correct terms for body parts, functions or activities related to sexuality; they use slang only. Do not express disapproval or shock about words and phrases you hear in this activity.
- ✓ You may want to inform administrators or program sponsors about this activity and its purpose, so that they can prepare for any questions from parents or community members about why teens are listing and discussing slang terms, some of which may be considered “vulgar.”
- ✓ Explain that as of the close of this activity, the group will use only correct sexual terminology. This technique helps avoid continuing use of slang language and the inappropriate behavior that often accompanies its use.

Procedure:

1. Point out that people often use slang terms when talking about any aspect of sexuality. Some people use slang when they do not know the correct term or do not feel comfortable using it. Others use slang to shock. Ask for two or three examples of slang words for sexual terms. If no one volunteers, give examples such as “screw” for having intercourse, “dick” for penis and “boobs” for breasts.
2. Explain that in the activity it is okay to use as many slang terms as teens know for certain words.
3. Ask for volunteers to hang the 12 sheets of newsprint on the walls around the room.
4. Give the following instructions for the activity:
 - Walk around the room to each newsprint sheet and write one slang word for the term on the newsprint.
 - Use words your family or other members of your cultural group use, words you have heard or read and words your friends and peers use.
 - Feel free to write down **any word**, including words in other languages.
 - If all the words you know are already listed by the time you reach a sheet, that’s okay.
 - When you have finished, take your seat.

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5. Allow 10-15 minutes for participants to complete the lists.
 6. Ask for one volunteer per newsprint sheet to read the words and terms aloud. If no one volunteers, read them yourself.
 7. Conclude the activity using the Discussion Points.

Discussion Points:

1. How did you feel when I explained what to do during this activity?
2. How would you have felt if our principal (director, pastor, leader and so on) had walked into the room during the activity? Why?
3. When do people usually use slang sexual terms? Correct terms? Why do you think that is so?
4. How do you feel about the words listed for "man" compared to those listed for "woman?" (Words for "woman" are usually more negative than words for "man.")
5. Are any of the words the kind that young children sometimes use? What does it mean when people use those words?
6. Are there any words missing from our lists? Any we should add? ("Making love" or another positive term is often omitted on the "intercourse" list.)

Puberty Video

Materials: Recent video on puberty; VCR, extension cord; board and chalk or newsprint and markers

Time: 45-55 minutes

Planning Notes:

- ✓ The video provides all participants with a basic understanding of puberty. If a video on this topic would be repetitive, omit this activity.
- ✓ Several suggested videos are listed below. Consult the list of video distributors for the addresses and telephone numbers of distributors.
 - "The Puberty Years" (Sunburst Communications, 33 minutes, 1989, \$199.00)
 - "Then One Year" (Churchill Films, 23 minutes, 1992, \$295.00)
 - "Kids to Kids" (Tambrands, Inc., 25 minutes, 1991, \$6.95)
- ✓ If you find another video locally, preview it. Look for film of real teens (not a slide-tape production or an animated film), a positive tone that affirms healthy sexuality and information on various aspects of sexual and reproductive development, including sexual organs, sexual feelings, intercourse and conception and masturbation.

Purpose:

To review the physical and emotional changes of puberty

Procedure:

1. Tell the group they are going to see a video on puberty which, for most of them, will be a review. Ask what puberty is and write their composite definition on the board or newsprint. It should be similar to the following: *puberty is the time in a person's life when the body and feelings change from those of a child to those of an adult.*
2. Ask the teens, "What facts do you know about puberty and the changes that happen to young men and women during that time?" Write "males" and "females" on the board or newsprint and list responses under each category or, when appropriate, under both categories..
3. Ask participants to listen, during the video, for new information to add to the lists.
4. Show the video.
5. Ask about new information and list any new facts the teens cite. Then add any additional information they did not mention. If the video did not make the following points, add them:
 - Many teenagers and adults masturbate, or touch and rub their genitals, for sexual pleasure. Masturbation is not physically harmful in any way. However, a person may feel guilty about masturbating if messages from the person's family, culture or religion have taught that masturbation is wrong.
 - During puberty not all girls and boys begin to feel attracted physically and sexually to people of the other gender. Some feel attracted to their own gender, and some feel attracted to both genders. Experiencing feelings of sexual attraction happens to everyone, but in different ways. The feelings are always normal for that person.
7. Conclude the activity using the Discussion Points.

Discussion Points:

1. Some psychologists say that the early adolescent years are a “stormy” time for teenagers. Do you agree?
2. Which physical changes of puberty are most difficult to deal with? Why? What emotional ones?
3. How do parents and other adults react when young people go through puberty? Why do you think that is so?
4. What difference, if any, does it make that girls usually enter puberty one to two years earlier than boys?
5. What is one thing about puberty you would be interested in knowing more about? (NOTE: Answers to this question should help guide the leader and group in selecting which of the following *Life Planning Education* activities to use.)

Feelings, Fears and Frustrations

Materials: Board and chalk or newsprint and markers; masking tape; signs labeled "A," "B," "C" and "D;" Leader's Resource, "Feelings;" paper; pens/pencils

Time: 40-50 minutes

Planning Notes:

- ✓ This activity might arouse strong feelings. It is meant only to provide education, not therapeutic intervention. If you are implementing this program in a setting where mental health professionals are available, you might want to ask a colleague to co-facilitate this session with you. Then you can more easily make follow-up referrals for young people who need counseling. Unless you are a mental health professional yourself, please refer participants to others who have specific skills necessary to deal with difficult issues like depression, sexual abuse, substance abuse, eating disorders and so on.

Purpose: To recognize and articulate some of the emotions that accompany adolescence

Procedure:

1. Point out that the group has spent a great deal of time learning about the physiology of sexuality, sexual development and human reproduction. These topics are important because participants are in **adolescence** and significant sexual development is part of what happens in adolescence.
2. Write "adolescence" on the board. Ask teens to try to describe adolescence in a single word or phrase. List their descriptions on the board or newsprint, then summarize the responses. If no one else has, add "changes" to the list and explain that most psychologists and educators describe adolescence as a **time of change**.
3. Ask the group, "Besides your bodies, what other things have changed for you since you became a teenager?" Ask them to spend five minutes writing about these changes.
4. Ask several volunteers to share what they have written. Begin a list on the board titled "Changes" and write the major things volunteers have written about. Ask if any other participants wish to add to the list. When the list is complete, it should include the following:
 - Feelings and moods
 - Relationships with parents
 - Relationships with friends
 - Feelings about yourself
 - Feelings about someone you like
 - The way others think about you
 - Things you like to spend time doing
 - Things you think about
 - Plans for the future
5. Emphasize that while body changes are happening on the outside, feelings are changing on the inside, where no one can see. It is important to **talk about feelings** with family, friends and other adults you trust, because feelings affect a person's relationships, self-esteem and behavior.

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6. Explain that you want the group to spend some time talking with each other about the different feelings they are experiencing as teenagers. Go over instructions:
 - Each of the four corners of the room is labeled with a letter — “A,” “B,” “C” and “D.”
 - I will read four different feelings about a topic — for example, feelings about parents — and tell you which corner represents each feeling.
 - Once I have read the feelings, choose the corner that is closest to how you feel about the topic and go stand there.
 - When everyone is in their corners, find a partner to share your feelings on this topic. Both partners should share their feelings in the time allowed.
 7. Read the first statement from the Leader’s Resource. Repeat the choices and direct teens to the appropriate corners. Then tell them to find a partner and share their feelings on that topic.
 8. Call “time” and ask volunteers from each corner to share their experiences. Comment on the similarities in emotions that teens experience and support any teens that are alone or in very small groups. Point out that not everyone has the same experience when it comes to certain things.
 9. Repeat the procedure with other statements as long as time permits.
 10. Conclude the activity using the Discussion Points.

Discussion Points:

1. What about being a teenager has caused positive feelings? Which things have caused negative feelings?
2. What are some of the reasons that changes occur in adolescence? (Answer: Many reasons, including hormones that affect growth and development, changes in school situations, new pressures from family and friends, sexual maturity and so on.)
3. Would you like to be several years younger? Why or why not?
4. Would you like to be several years older? Why or why not?
5. Are a person’s feelings ever wrong, or bad? (Answer: No, feelings exist and they are always valid, even when they are negative such as anger, jealousy or sadness/depression. People learn as young children that they cannot always act on their feelings, but they should always be able to talk about them to someone they trust.)
6. Who would you talk to, or where would you could go, if you were feeling especially bad about something? (Answer: Parent, other adult in family, doctor, religious leader, friend, school counselor or nurse, a trusted teacher or program staff person, community crisis center or telephone hot line.)

Feelings

1. When I think about how things are between me and my parent or parents, I feel:
 - a. Really good — things are fine.
 - b. Just okay — things are not great, but not bad either.
 - c. Pretty bad.
 - d. Miserable — it couldn't get much worse.
2. Now that I'm older, I seem to feel a lot more _____ than I used to.
 - a. Nervous
 - b. Angry
 - c. Depressed
 - d. Happy
3. When I think about my best friend or friends I feel:
 - a. Anxious about our friendship
 - b. Really good — things are good between us
 - c. Jealous of other people they hang out with
 - d. Angry that things between us have changed
4. When I think about going out with someone I really like, I feel:
 - a. Excited
 - b. Nervous
 - c. Turned on
 - d. Scared
5. One of the most powerful feelings I have ever experienced is:
 - a. Fear
 - b. Anger
 - c. Love
 - d. Joy

Reproduction Review

Materials: Copies of the handouts, "Male Genitals and Reproductive Organs," "Female Genitals" and "Female Reproductive Organs," for each participant; Leader's Resource, "Anatomy and Physiology of Reproduction;" stapler; enlarged illustrations of all three handouts; pens/pencils

Time: 40-50 minutes

Planning Notes:

Purpose: To increase knowledge of the male and female reproductive systems

- ✓ Prepare enlarged drawings of the male and female genitals and reproductive organs for use in Step 4. If you have an overhead projector, you can create transparencies from the handouts.
- ✓ Review the Leader's Resource, "Anatomy and Physiology of Reproduction," until you feel comfortable with the material. You do **not** have to be an expert on human reproduction to conduct this activity, but you do need to be comfortable with terminology such as "penis," "vagina," "anus," "intercourse" and so on.
- ✓ Collate and staple the three handouts to create packets for each participant.

Procedure:

1. Tell teens you are going to give them a quiz to see how much they actually know about the female and male reproductive systems. Explain that no one will be graded on this quiz.
2. Ask the group to form pairs so they can work together.
3. Go over instructions for the activity:
 - Fill in the blanks on all three handouts with the correct name of each part of the body.
 - Do not worry about spelling.
 - If you do not know the medical term for a body part, use the word(s) you know.
4. Distribute the packets of handouts to each participant and tell teens to begin working.
5. After most teens are finished, display the enlarged illustration of the first handout, the female genitals. Explain that "vulva" is the correct term for the external genitals, even though it is not a familiar term, even for many adults. Point out that there are myths about the female vulva (that it is dirty, or ugly, or smelly) and emphasize that they are not true. The vulva is a normal, healthy part of a girl's body, just like the penis and scrotum are normal parts of a boy's body.
6. Go over the individual parts of the vulva, labeling and explaining each. Point out the following:
 - The clitoris is a sensitive part of a girl's body. Its function is to provide sexual pleasure.
 - There are three openings, each with its own function.
 - A girl can see this view of her body by holding a hand mirror between her open legs.
7. Display the second illustration and ask for a volunteer to explain the female reproductive process, beginning with ovulation and ending with the menstrual period. Ask the group to assist if the volunteer runs into difficulty. Add any missing information from the Leader's Resource. Be sure the following points are made:

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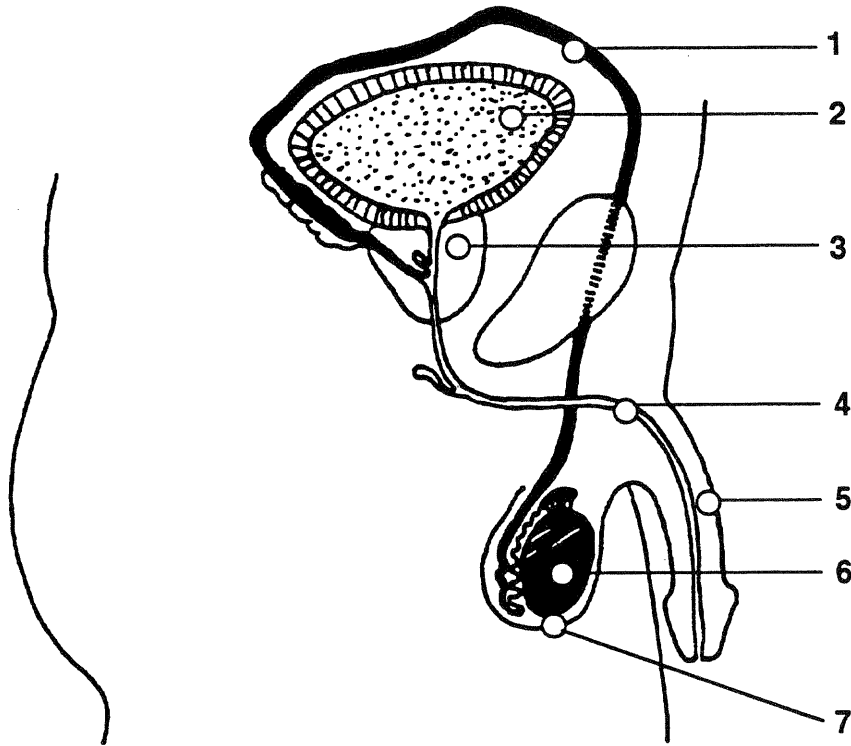
-
- When she is born, a girl has thousands of egg cells in her ovaries. Together, these egg cells are called “ova;” one egg cell is called an “ovum.” During the years that teens and women menstruate, they release only a small percentage of their ova.
 - During puberty, a teen’s ovaries begin to release one ovum each month. Once that process has begun, she is capable of becoming pregnant every time she has vaginal intercourse with a male partner.
 - Conception occurs when a sperm cell fertilizes the ovum while it is in one of the females’ Fallopian tubes.
8. Have a second volunteer explain the male reproductive process, beginning with sperm production and ending with ejaculation. Be sure to make the following points:
- Boys are born with two round glands, called testicles, located in the lower part of his body, near his penis.
 - At maturity, his testicles begin to produce and store millions of sperm cells.
 - Sperm cells can only be produced at 96.6 degrees — two degrees below normal body temperature. The scrotum acts like a temperature gauge and draws the testicles closer to the body when it is cold or drops the testicles further from the body when it is hot, keeping them at the right temperature for reproduction.
 - Whenever a male ejaculates after his testicles have begun producing sperm, millions of sperm cells are released from his penis, along with other fluids.
 - If ejaculation occurs inside a female’s vagina or near its opening, sperm can swim up into the female’s Fallopian tubes. If there is a female egg cell in the Fallopian tube, conception occurs when the sperm fertilizes the egg cell.
9. Conclude the activity using the Discussion Points.

Discussion Points:

1. Which parts of the male and female anatomy are the same or similar? (Answer: Both have a urethra and an anus; the female clitoris and the head of the male penis are similar because they contain many nerve endings and are highly sensitive.)
2. Why do boys generally feel more comfortable than girls about their genitals? (Answer: They can see them and are taught to touch and handle their penis in order to urinate. Girls are often discouraged from touching “down there” and cannot easily see their own genitals.)
3. Why is it important to feel comfortable touching your own genitals? (Answer: Genitals are sources of erotic pleasure and masturbation is a risk-free way of expressing and experiencing one’s sexuality; boys and men need to touch their testicles to feel for lumps that might be a sign of testicular cancer; girls and women use tampons; for both sexes, some methods of contraception require touching genitals.)
4. Why is it important for teens to understand exactly how and when conception occurs? (Answer: It is always important for teens to know how their bodies function, and how they can stay healthy overall. Knowing exactly how and when conception occurs is necessary for knowing how to prevent pregnancy — by abstaining from intercourse or using contraception.)

Handout

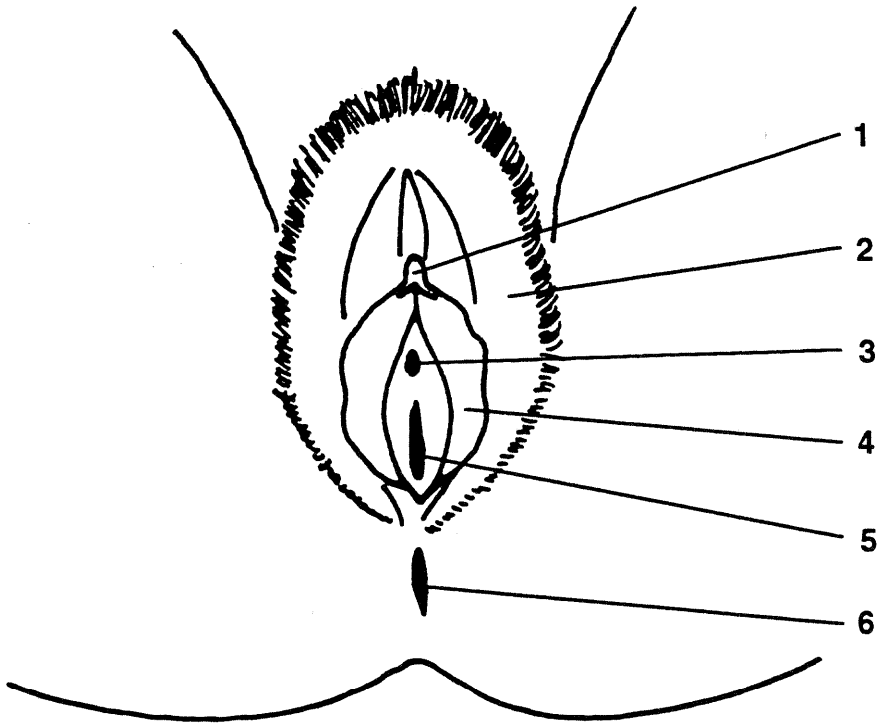
Male Genitals and Reproductive Organs



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

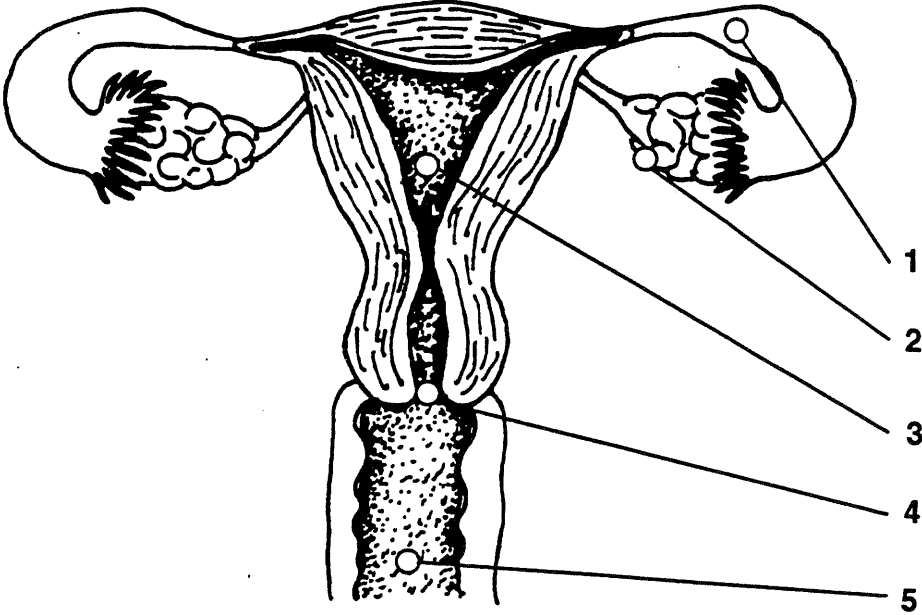
Handout

Female Genitals



1. _____
2. _____
3. _____
4. _____
5. _____

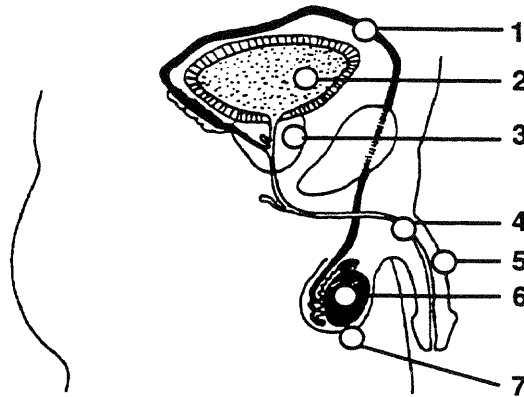
Female Reproductive Organs



- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

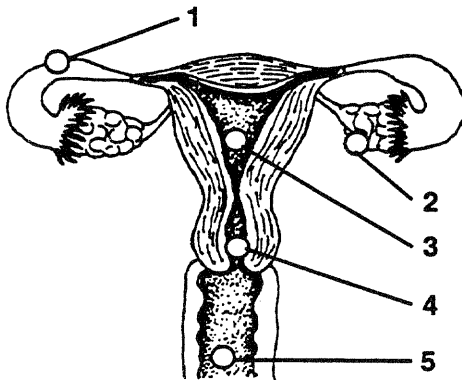
Anatomy and Physiology of Reproduction

Male



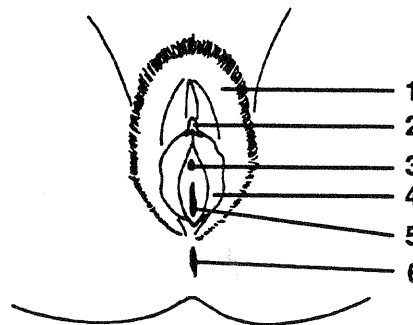
- 1. Vas deferens
- 2. Bladder
- 3. Prostate gland
- 4. Urethra
- 5. Penis
- 6. Testicle
- 7. Scrotum

Female-Internal



- 1. Fallopian Tube
- 2. Ovary
- 3. Uterus (Womb)
- 4. Cervix
- 5. Vagina

Female- External



- 1. Labia majora (outer lips)
- 2. Clitoris
- 3. Urethra (opening)
- 4. Labia minora (inner lips)
- 5. Vagina (opening)
- 6. Anus (opening)

Fact or Fiction?

Materials: Board and chalk or newsprint and markers for scoreboard; Leader's Resources, "Answers to Fact or Fiction" and "Questions for Fact or Fiction;" scissors; container (paper bag, shoe box or hat); prizes (optional)

Time: 45-55 minutes

Planning Notes:

- ✓ Make a copy of the Leader's Resource, "Questions for Fact or Fiction," and cut it into strips. Fold the strips and place them in the container.
- ✓ You may add or delete statements, depending on the age and sophistication of your group.

Purpose: To reinforce information and dispel myths related to sexuality and reproduction

Procedure:

1. Tell the group they will play a game to learn what is **fact** and what is **fiction** about sexuality and reproduction. Point out that even though references to sexuality are everywhere — in magazines, television, movies and music — there is rarely any correct information. A lot of what passes for fact is really only fiction, even though many teenagers and adults may believe it is true.
2. Explain instructions for the game:
 - The group will be divided into two teams that will compete against each other.
 - A member of the first team will draw a statement from this container and say whether it is fact or fiction. Team members will give advice to answer the question.
 - Then, the second team will draw a statement. The game will continue until we run out of time.
 - Each correct answer gets one point and the team with the most points will win.
3. Divide the group into two teams and begin the game by asking someone from the first team to draw a statement from the container. Encourage the person to confer with other teens on his or her team. If the answer given is correct, award one point. If it is incorrect, say so in a way that preserves the young people's self-esteem: "Lots of people believe that is true, but..." or "I learned it that way, but then I found out it was wrong."
4. Go on to the second team. Continue until time is up or until everyone has chosen a statement.
5. Award prizes to the winning team and the runners up, pointing out that when young people learn correct information about sexuality and human reproduction, everyone is a winner.
6. Conclude the activity using the Discussion Points.

Discussion Points:

1. Are there any questions about facts or fiction that you are still unsure about? Where can you get additional information? (Answer: Parents; books on human sexuality, growth and development; the school nurse or other health practitioners and so on.)
2. Can you think of other sexuality myths or myths your friends believe?
3. Which "fact" surprised you the most?
4. What new fact will you share with a friend, romantic partner or family member?

Questions for Fact or Fiction

1. Most teenagers have had sexual intercourse by the time they finish high school.
2. Once a girl has had her first period, she can become pregnant.
3. A girl can become pregnant before she has her first period.
4. It is unhealthy for a girl to bathe or swim during her period.
5. Abstinence is the only method of contraception that is 100 percent effective.
6. A teenager has to be 18 to get contraception from a clinic, without a parent's consent.
7. Only females can have sexually transmitted diseases without any symptoms.
8. A woman cannot get pregnant if she has sex in certain positions.
9. A woman cannot get pregnant if she has sexual intercourse during her period.
10. Oral contraceptives (the pill) often cause cancer in women.
11. Douching will prevent pregnancy from occurring.
12. Once a person has had gonorrhea and been cured, she or he cannot get it again.
13. Condoms are not very effective in preventing pregnancy and STDs.
14. Cancer of the testicle is more common among teenage males than among men over 35.
15. Teenagers can be treated for STDs without their parents' permission.
16. A woman is temporarily infertile while she is nursing a baby.
17. All boys have wet dreams during puberty.
18. Males need to have sex to keep good health.
19. Alcohol makes it easier for people to get sexually aroused.
20. A woman can always calculate the "safe" time during her menstrual cycle when she can have vaginal intercourse and be protected from pregnancy.
21. There is no known cure for herpes.

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22. Having a sexual experience with someone of the same sex means you are lesbian or gay.
 23. Men's penises are all about the same size when they are erect.
 24. Once a man gets aroused and has an erection, he must ejaculate to avoid harmful effects.
 25. A woman can get pregnant even if a man doesn't ejaculate inside her vagina.
 26. If a penis is touched a lot, it will become permanently larger.
 27. Normal adolescents do not masturbate once they become sexually active.
 28. Women should begin having pelvic exams in their late teen years.
 29. A woman with a heavy discharge from her vagina probably has a sexually transmitted disease.
 30. In a homosexual relationship, one person usually takes the male role and the other takes the female role.
 31. For most women, menstrual cramps are very real.
 32. "Crack" cocaine is the only drug that affects an unborn baby's health after the first three or four months of pregnancy.
 33. In males, one testicle usually hangs slightly lower than the other one.
 34. A woman will always bleed and feel pain when she has vaginal intercourse for the first time.
 35. In some cultures, girls' genitals are mutilated to keep them from having sex before marriage.
 36. Anal intercourse is a safe way for a woman to avoid pregnancy and STDs.
 37. Men who rape generally rape strangers.
 38. A man who has had a vasectomy no longer ejaculates during intercourse.

Answers to Fact or Fiction

1. *Most teenagers have had sexual intercourse by the time they finish high school.*

FICTION Recent research indicates that only 30 percent (about one-third) of all girls and 50 percent (about one-half) of all boys have had sexual intercourse by age 17. The figures are even lower for teens under age 15. It is important to recognize that many older teens and most young teens choose **not** to have intercourse.

2. *Once a girl has had her first period, she can become pregnant.*

FACT When a girl starts having menstrual periods it means that her reproductive organs have begun working and that she can become pregnant, if she has vaginal intercourse. It does not mean she is ready to have a baby, only that she is capable of bearing one.

3. *A girl can become pregnant before she has her first period.*

FACT Before a girl's first period, her ovaries release the first ovum, or egg, during ovulation. She can become pregnant if she has intercourse around the time of her first ovulation, **before she has her first menstrual period.**

4. *It is unhealthy for a girl to bathe or swim during her period.*

FICTION There is no health reason to restrict any activity during a menstrual period. Bathing during menstruation is especially important for good hygiene. Some girls and women will avoid certain activities during menstruation because of religious beliefs or cultural customs.

5. *Abstinence is the only method of contraception that is 100 percent effective.*

FACT Abstaining from ("not having") sexual intercourse of any kind is the **only** way to be absolutely sure of avoiding the risk of pregnancy or sexually transmitted diseases.

6. *A teenager has to be 18 in order to get contraception from a clinic, without a parent's consent.*

FICTION In all states but Utah, teens of any age can get contraception, without a parent's consent or notification. Family planning clinics ensure the confidentiality of their services. They do not tell anyone, including a parent, that a teenager wants contraception. Most health care providers do encourage young people to talk with parents or guardians about health care needs and concerns.

7. *Only females can have sexually transmitted diseases without having any symptoms.*

FICTION Some STDs, such as herpes, have obvious symptoms in men and women. Others, such as gonorrhea and chlamydia, typically show no symptoms in women and often show no symptoms in men, as well. HIV infection may occur in men and in women with no symptoms of the disease for 10 years or more. It is important for everyone, male or female, to be examined regularly by a health practitioner if she or he engages in sexual intercourse.

8. *A woman cannot get pregnant if she has sex in certain positions.*

FICTION A woman who has vaginal intercourse in any position – sitting, standing, lying down – is at risk for becoming pregnant **every** time she has sex. Even women who have anal intercourse may become pregnant if semen comes in contact with the vulva and sperm make their way into the vagina.

9. *A woman cannot get pregnant if she has sexual intercourse during her period.*

FICTION It **seems** like a woman should be safe from pregnancy during her period, since her last ovulation was 14 days before and she shouldn't ovulate again for 10-14 days. Pregnancy is

possible, however, at any time during the menstrual cycle. Women, and especially teens, sometimes ovulate sooner than expected, and even during their periods. Stress, illness and other factors can bring on ovulation at a time other than normal.

10. *Oral contraceptives (the pill) often cause cancer in women.*

FICTION There is no evidence that the pill causes cancer and, in fact, it may help prevent some forms of cancer. Minor side effects for users of oral contraceptives include nausea, breast tenderness, headaches, spotting and slight weight gain. Compared to the side effects of earlier oral contraceptives in the 1960s and 1970s, these effects are minimal, primarily due to the lower dosage of estrogen in today's pills. There are significant health risks of oral contraceptive use for women who smoke, are over 35, are overweight, or have high blood pressure or diabetes.

11. *Douching will prevent pregnancy from occurring.*

FICTION Douching may actually force sperm farther up into the vagina and may cause conception. It does nothing to help prevent pregnancy. Douching is not necessary to keep a healthy vagina clean. In fact, commercial douches may harm the body's natural cleansing mechanism by destroying bacteria that clean the vagina.

12. *Once a person has had gonorrhea and been cured, they cannot get it again.*

FICTION A person can get gonorrhea as many times as she or he has oral, anal or vaginal intercourse with an infected partner. It is very important for anyone who is treated for gonorrhea (or any other sexually transmitted disease) to make sure that his or her sexual partners are also treated.

13. *Condoms are not very effective in preventing pregnancy and STDs.*

FICTION Condoms are not 100 percent effective, but besides abstinence, they are the most effective way of preventing STDs, including HIV infection. In addition, if used correctly, latex condoms will prevent pregnancy about 80 percent of the time.

14. *Cancer of the testicle is more common among teenage males than among men over 35.*

FACT Cancer of the testicle is rare, but it usually occurs among teen and young adult men. The first sign is a lump on the testicle that can easily be detected through testicular self-examination. All boys should feel their testicles on a regular basis after a bath or shower when the scrotum is relaxed. If they feel any unusual lumps or irregularities, they should consult a health practitioner. If detected early, this is a very treatable form of cancer.

15. *Teenagers can be treated for STDs without their parents' permission.*

FACT Teenagers, protected by the law, can be tested or treated for an STD without parental permission.

16. *A woman is temporarily infertile while she is nursing a baby.*

FICTION Some women who breast feed regularly, without supplementing their babies' feedings with formula, may not ovulate during that time, and therefore will not become pregnant again until after they stop nursing. That is not true, however, for all, or even most, nursing women. Breast-feeding cannot be relied on for pregnancy prevention.

17. *All boys have wet dreams during puberty.*

FICTION Some boys do not have wet dreams at all, and that is normal for them. Wet dreams occur only as necessary to release excess sperm. Many males who have regular ejaculations through masturbation or sexual intercourse will not have wet dreams.

18. *Males need to have sex to keep good health.*

FICTION It is normal and healthy for **both** males and females to have sexual feelings and a desire to express them, but neither males nor females **need** to have sex to be healthy.

19. *Alcohol makes it easier for people to get sexually aroused.*

FICTION Actually, alcohol has the opposite effect. Alcohol is a depressant: it decreases the flow of blood to the genital area, making it more difficult for males to have an erection and more difficult for males and females to experience orgasm. These drugs may reduce a person's inhibitions ("hang-ups") and make an individual feel more free to have sex, but they can also reduce sexual performance. More importantly, they can make people feel like it is okay to do things they would not ordinarily do sexually, such as have intercourse or not protect against pregnancy, STDs and HIV infection.

20. *A woman can always calculate the "safe" time during her menstrual cycle when she can have vaginal intercourse and be protected from pregnancy.*

FICTION There is **no** time during a woman's cycle when she is absolutely safe from pregnancy. Even if she is monitoring her cycle for signs of ovulation, she cannot be certain she will not get pregnant during unprotected intercourse.

21. *There is no known cure for herpes.*

FACT Herpes is a virus that can cause painful sores on the mouth, genitals or anus and other parts of the body. Once contracted, it cannot be cured. Women with herpes may have a greater risk of developing cancer of the cervix, so they should have an annual Pap smear (medical test done during a pelvic exam). Herpes can also cause brain damage or death in infants who are infected with the virus during birth. Women who have herpes must not deliver a child vaginally if any herpes lesions or sores are on the genitals or in the birth canal at the time of delivery, because the baby's sight might be affected.

22. *Having a sexual experience with someone of the same sex means you are gay or lesbian.*

FICTION Having a same-sex experience does not mean a person is a homosexual. Almost half of all men and one-fourth of all women report having had same-sex experiences. Many young people have a sexual experience with a close friend or peer of the same sex, as a way of exploring their sexuality. What determines that someone is gay, lesbian, or bisexual is their **feelings**, not their sexual behavior. Gay men and lesbians feel primarily attracted to, and become romantically involved with, people of their same gender; bisexuals feel strongly attracted to people of both genders (although they may prefer one over the other).

23. *All penises are all about the same size when erect.*

FACT The size of a penis when it is flaccid (soft) has no bearing on its size when erect (hard). Penises are many different sizes when they are flaccid, but size is more or less equalized by erection in most men. More importantly, the size of a man's penis says nothing about his masculinity, his ability to be a good lover or his ability to father a child.

24. *Once a man gets aroused and has an erection, he must ejaculate to avoid harmful effects.*

FICTION There is no harm if a man does not ejaculate after he gets an erection: semen does not get "backed up" in his testicles and cause infection or disease. A man may feel some discomfort and heaviness in his testicles if he is sexually excited for a long period of time without ejaculating. Some people call this condition "blue balls." The feelings will disappear once he stops the sexually stimulating activity.

25. *A woman can get pregnant even if a man doesn't ejaculate inside her vagina.*

FACT If a man ejaculates near the opening to a woman's vagina or touches her vulva while he has semen on his fingers, it is possible for sperm to find their way inside and fertilize an ovum. Women have become pregnant without ever actually having vaginal intercourse.

26. *If a penis is touched a lot, it will become larger permanently.*

FICTION Genes from both parents determine a person's physical characteristics, including size, eye color, body type, overall adult height and so on. No amount of touching will affect the size of a man's penis (or of a woman's breasts).

27. *Normal adolescents do not masturbate once they become sexually active.*

FICTION Masturbation, or touching and stimulating the genitals, is a normal sexual behavior that occurs in males and females of all ages. Masturbation is a common means of achieving sexual pleasure and release. Masturbation is not physically harmful and it is a safe way to express sexuality without risking pregnancy or disease. People whose family, religion or culture teach that masturbation is wrong may feel guilty if they masturbate.

28. *Women should begin having pelvic exams in their late teen years.*

FACT When a woman reaches her late teen years, she should have a pelvic exam once a year to make sure her genitals and reproductive organs are healthy. She does not need to wait until she begins having intercourse to have an exam, but she should certainly have one once she begins to have sexual intercourse.

29. *A woman with a heavy discharge from her vagina probably has a sexually transmitted disease.*

FICTION All women and girls who have reached puberty have a normal vaginal discharge that is part of the vagina's natural way of cleansing itself. The amount of discharge varies at different times in a woman's menstrual cycle and from woman to woman. It is usually heaviest around the time of ovulation. If the discharge starts to itch or burn, or has a different color or odor than usual, that may be sign of a common vaginal infection or of an STD. In either case, the woman should consult a health practitioner.

30. *In a homosexual relationship, one person usually takes the male role and the other takes the female role.*

FICTION In a homosexual relationship today, just as in a heterosexual relationship, there is no need to play out traditional male and female roles.

31. *For most women, menstrual cramps are very real.*

FACT Menstrual cramps are real. Most doctors believe they are caused by hormones called prostaglandins, which cause the uterus to contract. When women have very strong contractions during their periods, some experience painful cramps. Other women report no cramping during their periods, or only minor discomfort.

32. *"Crack" cocaine is the only drug that affects a fetus's health after the first three or four months of pregnancy.*

FICTION While crack cocaine certainly affects fetus' health, there are other substances that are also harmful. Many newborns suffer brain damage as a result of Fetal Alcohol Syndrome acquired because their mothers drank alcohol during their pregnancies. Women who smoke while they are pregnant directly affect the health of their unborn child — smoking increases a woman's risk of miscarriage and stillbirth and a baby's risk of low birth weight.

33. *In males, one testicle usually hangs slightly lower than the other one.*

FACT All bodies are uneven — one hand or foot is usually larger. One testicle hangs slightly lower than the other. This is completely normal and eliminates the likelihood of chafing which would occur if testicles rubbed together when a man walks. (One of a woman's breasts is usually slightly larger, as well.)

34. *A woman will always bleed and feel pain when she has vaginal intercourse for the first time.*

FICTION Most women have a hymen, a thin membrane that partially covers the vaginal entrance just inside the opening. Hymens vary in size and thickness and some women are not born with one at all. Many hymens are torn or stretched during normal physical activity. A small amount of bleeding may occur during first vaginal intercourse if a woman's hymen has never been stretched or torn. If her partner is gentle and they are both ready for lovemaking, there will usually be little or no pain during first intercourse.

35. *In some cultures, girls' genitals are mutilated to keep them from having sex before marriage.*

FACT In some African and Middle Eastern cultures, girls have their clitoris and/or their labia removed at birth, during childhood or at puberty. This procedure is meant to prevent young girls from being sexually stimulated and having intercourse or becoming pregnant outside of marriage. Infection and scarring often result. With the clitoris gone, these women will not experience normal pleasure from sex. Female genital mutilation has been declared illegal in many countries, but the tradition continues. Millions of women in Africa are affected and some immigrants continue the practice in Europe and the United States.

36. *Anal intercourse is a safe way for a woman to avoid pregnancy and STDs.*

FICTION This is a particularly dangerous myth, since engaging in anal intercourse is one of the easiest ways to spread HIV infection and some other STDs. Because the anus is not as elastic as the vagina and is not lubricated, it can tear more easily, allowing viruses and bacteria to be transmitted directly into the blood of a partner. In addition, it is possible for a woman to become pregnant from anal sex if semen from the ejaculation seeps out onto the vulva and moves into the vagina.

37. *Men who rape generally rape strangers.*

FICTION Over half of all reported rapes are committed by men known to the women — either an acquaintance, friend, date or relative. Many people believe that most rapes happen in deserted alleys or wooded areas when in fact, half of all rapes occur in the woman's home. No matter what a woman says or does to make a person think it is okay to have sex with her, once she says "stop," and the person forces her anyway, it is rape.

38. *A man who has had a vasectomy no longer ejaculates during intercourse.*

FICTION Semen, the fluid ejaculated out of the penis when a man has an orgasm, consists of sperm cells and fluids from several glands in the male reproductive system. When a man has a vasectomy, his vas deferens are severed so that sperm cells can no longer travel from his testicles out through his penis. All of the glandular fluids, however, continue to be secreted and they make up most of the semen that is ejaculated during orgasm. Neither the man nor his partner will notice a difference in the amount of ejaculate after a vasectomy.

Health and Hygiene Matching Game

Materials: Copies of the handout, "Health & Hygiene Matching Game," for each participant; Leader's Resources, "Adolescent Health & Hygiene;" samples of personal products (sanitary pads and tampons, athletic supporter, deodorants, skin cleansers and products, feminine hygiene products [douches and sprays] and products for "jock itch"); pamphlets (see last planning note below); pertinent questions from the Question Box about sexual/reproductive health

Purpose: To learn about good health and hygiene practices

Time: 40-50 minutes

Planning Notes:

- ✓ Provide an opportunity for teens to ask questions about hygiene and discuss personal concerns in same-gender groups. While young teens need an opportunity to talk "across the gender gap" about many topics, they also need time among same-gender peers to help them feel comfortable about asking personal questions concerning their own bodies and health.
- ✓ Ideally, follow this activity with a question/answer session for separate groups of male and female participants. You will need a co-leader of the other gender to help lead this activity and conduct the discussion with one of the groups. The co-leader can be someone your group knows and likes or someone new. The person should be trained in reproductive health and sexuality education. Clarify that the co-leader must abide by the ground rules, including remaining nonjudgemental and keeping confidentiality.
- ✓ If your participants have difficulty reading, you may want to list each behavior and explanation aloud, then review the list of behaviors so teens can choose the correct one.
- ✓ Call your local health department, affiliate of the American Cancer Society or other reproductive health center to obtain pamphlets for each participant on breast or testicular self-examination. Request other health education materials appropriate for teens.
- ✓ If you are going to separate your group by gender for a question/answer session after this activity, explain why and introduce your co-leader. This will reassure teens who wish to ask intimate questions later. Point out that you are not separating males and females because they should not discuss certain subjects, but rather, because most teens want a chance to discuss personal hygiene with people of the same gender.

Procedure:

1. Ask participants to give examples of things people their age do for their health and hygiene that they did not do when they were children. (Answers may include: menstrual hygiene, bathing more often or using deodorant to avoid body odor, carefully cleaning skin to avoid pimples, shaving, wearing a bra or an athletic supporter and so on.)
2. Tell the group that you want to see how much they already know about the health behaviors adolescents and adults practice. Distribute the handout and go over the instructions:
 - Choose a partner to work with.
 - Look at the 15 health behaviors in the left-hand column. Next to each behavior, in the right-hand column, is the explanation for a health or hygiene practice.

Adapted with permission from *Teen Outreach: Youth Development Through Service and Learning*, New York, N.Y.: Association of Junior Leagues, Intl., 1994.

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- At first glance, it looks like many of the pairs of behaviors and explanations belong together, yet, **only one pair** is correctly matched. All the others are incorrect. Some are very tricky!
 - Read each behavior in the left column and decide if the explanation beside it matches that behavior. If not, find the appropriate explanation in the right column.
 - Write the number of the behavior in the box next to the appropriate information that matches it.
3. Go over the first example with the group. Ask something like, “Does masturbation really help prevent acne by eliminating blackheads? No! So what can help prevent acne?” You do not have to give the right answer, just get the teen pairs started.
 4. Have teens begin working. Circulate to help any pair with clarification, if necessary.
 5. After 15 minutes, call “time” and go over the handouts, asking participants for the matching explanation. Add information from your Leader’s Resource, as appropriate. (You may want to give more detail about certain items when you get into same-gender groups.) As you discuss a behavior, display any relevant personal products and pass them around so teens can become familiar with them.
 6. Ask for any comments, then separate into same-gender groups for further discussion, using the Discussion Points and participants’ questions.
 7. Be sure to distribute any available pamphlets to teens.

Discussion Points:

1. What did you learn from this activity that surprised you?
2. What is a health behavior that is important enough to tell a brother or sister or friend about?
3. Is there anything you learned today that your parent(s) or friends would disagree with? Things that they do differently than the way you just learned? How will you handle that?
4. Is there any health behavior discussed in this activity that people in your culture are taught to do differently? What does your culture teach about that particular behavior? Why do you think that is so?

Handout

Health and Hygiene Matching Game

1 MASTURBATION	1 PREVENTS ACNE BY ELIMINATING BLACKHEADS
2 USING TAMPONS	2 NOT NECESSARY WITH REGULAR BATHING
3 WEARING AN ATHLETIC SUPPORTER	3 CAN ELIMINATE "JOCK ITCH"
4 BREAST SELF-EXAMINATION	4 A NORMAL, HEALTHY WAY TO RELIEVE SEXUAL TENSION
5 USING DEODORANT	5 IMPORTANT FOR SEXUAL AND REPRODUCTIVE HEALTH
6 DOUCHING	6 CLEANS THE GENITALS DAILY AND KEEPS THEM ODOR FREE
7 RUBBING CORNSTARCH ON GENITALS	7 MASKS THE NORMAL ODOR ASSOCIATED WITH HEALTHY GENITALS
8 AVOIDING VAGINAL INFECTIONS	8 PROTECTS AND SUPPORTS THE PENIS AND TESTICLES
9 USING FEMININE HYGIENE SPRAYS	9 MAY DESTROY NATURAL BACTERIA THAT KEEP THE VAGINA CLEAN
10 FREQUENT BATHING	10 PROTECTS YOU AND A PARTNER FROM FURTHER INFECTION
11 USING AN ABRASIVE FACIAL CLEANSER	11 CAN DETECT SMALL LUMPS THAT COULD DEVELOP INTO CANCER
12 CIRCUMCISION	12 DOES NOT AFFECT SEXUAL OR REPRODUCTIVE HEALTH
13 APPLYING A HOT WATER BOTTLE OR HEATINGPAD TO ABDOMEN	13 CAN CAUSE TOXIC SHOCK SYNDROME (TSS) IF LEFT TOO LONG
14 BEING TESTED AND TREATED FOR STDs	14 DEPENDS ON DIET, CLOTHING, BATHING AND OTHER HEALTH BEHAVIORS
15 HAVING A REGULAR PELVIC EXAMINATION	15 MAY ELIMINATE MENSTRUAL CRAMPS

Adolescent Health and Hygiene

1. **MASTURBATION** — *Is a normal, healthy way to relieve sexual tension.* Most people masturbate at some time during their lives. Common myths about masturbation include that it causes blindness, insanity, weakness, excessive hair growth, warts, acne and so on. None of these things are true. People of both sexes and all ages masturbate, including people who have sexual partners, because it feels good. It can be a good way for teenagers to release sexual tension without risking pregnancy or disease. Teens who masturbate are normal and so are teens who do not.
2. **USING TAMPONS** — *Can cause Toxic Shock Syndrome (TSS) if left too long.* Tampons are thin rolls of cotton and/or other fibers that are placed in the vagina to absorb menstrual flow. Attached to one end of the tampon is a string that extends through the vagina and hangs outside the vulva. The string is gently pulled to remove the tampon after use.

Toxic Shock Syndrome (TSS) is a serious infection that can result if a tampon is left inside the body too long. Regular or junior tampons are recommended because they do not absorb as much flow and must be replaced more often. Tampons should be changed at least every four hours and pads should be used at night to help prevent TSS.

3. **WEARING AN ATHLETIC SUPPORTER** — *Protects and supports the penis and testicles.* The athletic supporter, also known as a jock strap, is an elastic strap to protect and support the genitals during active play or competition. Boys who participate in contact sports such as football, hockey, rugby or soccer, use a plastic or fiberglass "cup" to insert in the supporter for additional protection.
4. **BREAST OR TESTICULAR SELF-EXAMINATION** — *Can detect small lumps that could develop into cancer.* These self examination techniques are very important to detect early signs of breast or testicular cancer. Breast self-examination consists of (a) looking in the mirror at the breasts and (b) feeling each breast in a circular motion to search for any lumps or thickening that could signal cancer. Teenagers rarely get breast cancer, but getting in the habit of doing breast self-examination once a month is a good idea. By age 25, all women should examine their breasts once a month because breast cancer is very common among women.

Testicular self-examination consists of rolling each testicle gently between the thumb and fingers, feeling for a lump the size of a small pea. This is best done just after a bath or shower when the scrotum is relaxed. Most men will notice a ridge along the top and back portion of their testicles; this ridge is the edge of the epididymis, the place where sperm are stored until they mature. Teenage boys should examine their testicles once each month. Testicular cancer is rare, but it is more common among teenagers than among males over 35.

5. **USING DEODORANT** — *Is not necessary with regular bathing.* Despite what the deodorant advertisers tell us, bathing regularly and wearing clean clothes will usually keep a person smelling clean and fresh. Sweat glands do become more active during adolescence and some people like to use a deodorant and/or anti-perspirant product. Deodorants are designed to cover up natural body odors; antiperspirants are designed to absorb perspiration in the armpit and reduce underarm wetness. Each person has to decide whether her or his body odor or amount of perspiration requires the use of one of these products.

6. **DOUCHING** — *May destroy natural bacteria that keep the vagina clean.* Douching is the cleansing of the inside of the vagina. The process consists of inserting a small nozzle attached to a tube and then to a bag (which looks like a hot water bottle) or the tip of a commercially prepared plastic douche bottle into the vagina and rinsing the vagina out with liquid. Douching is not usually recommended since it washes away the natural bacteria that keep the vagina clean and free of infection. Some women like to douche, especially after menstruation or intercourse, in order to feel clean. While it is not necessary and may even be harmful, women who want to douche should do so with clear water or a mixture of one quart of water and two tablespoons of white vinegar. Commercial douche products cost more and may contain chemicals, dyes or fragrances that should be avoided.
7. **RUBBING CORNSTARCH ON GENITALS** — *Can eliminate "jock itch."* Jock itch is a chapping or irritation of the penis, scrotum and, sometimes, the upper thighs. It is caused by tight clothing that prevents air from circulating around the genitals. The resulting redness, soreness and itching can be very uncomfortable. Rubbing corn starch on the genitals can relieve the discomfort and eliminate the problem. If it does not, a teen or man may need to see a health practitioner and get special medication.
8. **AVOIDING VAGINAL INFECTIONS** — *Depends on diet, clothing, bathing and other health behaviors.* Some vaginal infections, like yeast infections, are common among adolescent girls. The first sign of a vaginal infection is generally a change in a woman's discharge. All women and adolescent girls have a normal vaginal discharge that is nature's way of cleansing the vagina regularly. The normal discharge is usually clear or cloudy and has no unpleasant odor, as long as a woman's vagina is free of infection.
 - ✓ Vaginal infections can often be avoided by practicing good health habits:
 - ✓ Eat nutritious food, exercise regularly and sleep enough to maintain good overall health;
 - ✓ Keep the vulva clean and dry by bathing or showering frequently and wearing cotton underwear;
 - ✓ Wipe from front to back after using the toilet, to keep bacteria from feces away from the vaginal opening;
 - ✓ Avoid tight-fitting clothing such as pantyhose, nylon underwear or tight jeans;
 - ✓ Avoid irritating chemicals such as commercial douches, bubble baths, hygiene sprays and deodorized tampons.
9. **USING FEMININE HYGIENE SPRAYS** — *Masks the normal odor associated with healthy genitals.* Contrary to many jokes and myths, a woman's genitals do not have an unpleasant odor unless they are dirty or infected, so there is no need for deodorizing sprays. Advertisers would have women believe they need to perfume their genitals to hide unpleasant smells. In fact, using sprays that contain chemicals and perfumes may actually harm the sensitive skin and tissue of the vulva.

10. **FREQUENT BATHING** — *Cleanses the genitals regularly and keeps them odor free.* Oil and sweat glands in the genital area of boys' and girls' bodies become active at puberty, so frequent bathing or showering is important to keep the genitals clean and free of odor.
11. **USING AN ABRASIVE FACIAL CLEANSER** — *Can help prevent acne by eliminating blackheads.* Blackheads occur when the extra oil produced by adolescents' glands clog pores in the skin. If blackheads are not removed, oil continues to back up in the oil gland below the pore, causing pressure and inflammation. If germs get in the pore, pimples can develop. Teens who have blackheads often find using an abrasive soap or cleanser will help. Such a soap has tiny cleansing grains in it that scrub the blackheads loose and remove them. Keeping the skin clean and free of excess oil is the best way to prevent pimples, or acne. Washing the skin two or three times a day with regular soap may be enough for some teens, while others need to use a special soap with ingredients that kill bacteria.
12. **CIRCUMCISION** — *Does not affect sexual or reproductive health.* Male circumcision occurs when a doctor removes a fold of skin, called the foreskin, from around the top of the penis. It is usually done in the first few days after birth. Among Jewish families it is done for religious reasons, but people of all religions in the U.S. circumcise their baby boys because our society believed for years that circumcision was necessary for male health and hygiene. Today, health practitioners agree that uncircumcised boys and men can experience the same sexual health as those who are circumcised. Circumcision is a choice, not a necessity. From puberty onwards, the penis secretes an oily substance called "smegma" that can accumulate under the foreskin and cause odor. Uncircumcised boys and men need to gently pull the foreskin back and wash the head of the penis when bathing.
13. **APPLYING A HOT WATER BOTTLE OR HEATING PAD TO ABDOMEN** — *May eliminate menstrual cramps.* Menstrual discomfort differs for all girls and women. Some have painful cramps before and during their periods; others do not. Cramps are caused when the uterus contracts during menstruation. This means that muscles around the uterus tighten and relax to help the uterus shed its lining. Applying heat where cramps are felt — usually the abdomen and sometimes the back — can reduce or alleviate pain, in many cases. Other possible remedies include:
 - ✓ A hot bath
 - ✓ A walk
 - ✓ A hot beverage (chamomile, comfrey and raspberry teas are recommended)
 - ✓ Pain-relieving medication such as ibuprofen or acetaminophen if the cramps are severe

If very serious cramps occur frequently, a girl or woman may need to consult her health practitioner.

Some premenstrual symptoms, such as bloating, tender breasts, headaches, constipation and feeling tired and irritable can be prevented by:

- ✓ Cutting down on salt and salty foods to avoid retaining water
- ✓ Exercising more frequently to speed up circulation
- ✓ Drinking more water to aid digestion and prevent constipation
- ✓ Getting extra sleep during the days before and during a period

14. **BEING TESTED AND TREATED FOR STDs** — *Can protect you and a partner from further infection.* Sexually transmitted diseases, or STDs, can only occur if there has been sexual contact with another person. Any adolescent who has engaged in sexual intercourse of any kind, including oral, anal, or vaginal sex, may be infected with an STD. Many STDs have no symptoms, especially in females, and can only be detected by a medical test. Testing is important to keep STDs from infecting internal reproductive organs and from spreading to another person. Treatment is usually very effective and **teenagers can be treated without a parent's permission** in every state in the country.
15. **HAVING A REGULAR PELVIC EXAMINATION** — *Is essential for sexual and reproductive health for women.* A pelvic exam is a routine yearly examination of a woman's reproductive and sexual organs to be sure they are healthy and normal and to check for early signs of infection or medical problems. Most health practitioners agree that girls should begin having exams by age 18, or earlier if they are having intercourse. Many girls are nervous about having their first pelvic exam, but the exams need not be painful and are very important for maintaining reproductive health. During a pelvic exam, the health practitioner first examines a woman's external genitals, then inserts a speculum — a plastic or metal instrument that gently spreads apart the walls of the vagina — to see the lining of the vagina, the cervix and the lower part of the uterus. The examiner wipes a cotton swab across the cervix to take a *pap smear* — a test for cervical cancer that saves thousands of lives each year. To take charge of their own reproductive health and lives, all women should make an annual pelvic exam part of their routine health care.

Introduction to Sexual Orientation

Materials: Paper bag or box to use as a container; index cards (two for each participant); pens/pencils; Leader's Resource, "Questions and Answers about Homosexuality;" (optional) guest speaker

Time: 30 minutes (Session 1); 45-50 minutes (Session 2)

Planning Notes:

Purpose: To learn about issues faced by lesbian, gay and bisexual people and to promote tolerance of all sexual orientations

- ✓ Sexual orientation is a controversial topic. This activity is designed to promote understanding and tolerance. While being sensitive to your community's attitudes, remember young people need accurate information and an opportunity to discuss an issue that may be difficult for them.
- ✓ As you lead this activity, remember there may well be lesbian, gay and bisexual teens in your group. You will not know the sexual orientation of all the participants so keep your language inclusive and affirming. Avoid saying things like "they" or "people like them."
- ✓ A group member may "come out" (disclose their lesbian, gay or bisexual orientation) to you because leading this activity signals that you may be a "safe" person to talk to. You can be very helpful just by signalling how glad you are that they chose to talk to you, listening, affirming how they identify and reassuring her or him that you are an ally. If you feel comfortable, you might want to help the young person explore who else they want to tell and how they might do that. If you do not feel comfortable with that role, know what resources in your agency, school or community exist to help gay, lesbian and bisexual young people and make the referral. Do not hurry the young person away, brush them off with a quick referral or say that they are in a "phase" or merely "lack experience with the other sex."
- ✓ Review the Leader's Resource, "Questions and Answers about Homosexuality."
- ✓ In the next session, either you or a guest speaker will answer questions submitted in this session's Step 5. A guest speaker who is lesbian/gay or has a family member or friend who is lesbian/gay can provide a wonderful opportunity for young people to ask questions. If you are familiar with issues of sexual orientation and feel comfortable discussing them with the group, you could answer the questions, but a guest speaker is recommended.
- ✓ To locate a speaker, call a local gay/lesbian service organization or Parents, Family and Friends of Lesbians and Gays (PFLAG). Ask for a trained speaker who can talk about being lesbian, gay or bisexual or about having a family member who is. A younger speaker would be better, so that the teens can relate more to the story. Make sure that the speaker is trained to answer questions from young people.

Procedure: *Session One*

1. Without revealing the topic of the activity, ask the participants to close their eyes and listen as you read the following:

Tomorrow, the principal calls a school assembly and announces that no one is allowed to mention their racial or ethnic heritage in any way. You cannot talk about where your family comes from, what religion you are or what holidays you observe. You can't bring a lunch to school that was cooked at home. No T-shirts proclaiming pride in your heritage can be worn to school. Only perfectly proper English can be used on school grounds. Even if English is not your first language, you are forbidden to speak anything else. You cannot talk about your family, because in doing so you might reveal their race or ethnicity. You can't talk about the kind of music you listen to, what kind of clubs you like to go to or what sports heroes or celebrities you admire. You cannot give opinions on current events. Lastly, you must not dress in a way that might reveal that you are following styles popular with others like you.

-
2. Ask the participants to open their eyes and ask them how they feel about these new rules and how they would feel if they had to keep so many secrets. Answers like “angry, sad, isolated” should emerge. If they do not, ask what if you cannot talk about your boyfriend or girlfriend or touch them at school?
 3. Then, ask what those feelings might lead them to do if this situation were real? Answers might include, not come to school, use alcohol and other drugs, break the rules or get depressed.
 4. Explain that the situation is, of course, fictional, but that it describes very well what lesbian, gay and bisexual people face everyday. Feelings of invisibility, isolation, anger and fear are common among lesbian, gay and bisexual people. Add that because they are often afraid to “come out” to others – to reveal their sexual orientation – they are forced to keep many parts of their lives secret, just like the scenario. Sometimes these feelings lead to some of the things the group mentioned: dropping out of school, becoming depressed and escaping with alcohol and other drugs. Note that eventually many lesbian, gay and bisexual people, including teens, find ways to tell important people in their lives and to find friends who support them. The struggle to decide who is safe to tell is lifelong, because there is so much fear and ignorance about homosexuality.
 5. Distribute two index cards to each participant and explain that you want to give them the opportunity to learn more about lesbian, gay and bisexual issues. Explain that in the next session, either your or a guest speaker will answer these questions. Ask them to write down what they really want to know. Help the group get started by giving examples of questions.
 - How do two men actually **do it**, have sex I mean?
 - Is it true that lesbians really want to be men?
 - Is homosexuality illegal?
 6. Collect the cards in the container and conclude the session with the Discussion Points.

Discussion Points:

1. How would it feel to have to hide something as basic as your sexual orientation – which sex you are romantically and physically attracted to?
2. What were the first messages you learned about homosexuality? Do you remember learning anything from your family? Friends? Religion? Was it positive or negative?
3. Have you ever learned about or discussed issues of sexual orientation in any class in school? If so, can you tell us about it?
4. Have you ever seen a movie or television program that had a lesbian, gay or bisexual character? What did you think about it?

Planning Notes:*Session Two*

- ✓ If you have a guest speaker, share the teens' questions and share the sessions' goals with the speaker prior to the session. Explain she or he has 20 minutes to tell her/his story, either how she/he came to identify as lesbian or gay and what their life is like, or how they found out about a loved one's sexual orientation and how they deal with that. Reserve 20 minutes for answering participants' questions.
- ✓ Obtain agency or school permission for guest speakers, if necessary.
- ✓ If you are not having a guest speaker and will be answering questions yourself, prepare answers to the questions.

Procedure:

1. If you have a guest speaker, introduce her or him and explain that the speaker will talk about her or his experiences and then will answer questions from the previous session as well as any that are asked today. Ask the guest speaker to begin.
2. If there is no guest speaker, take out the container of questions and begin to answer them one at a time. Ask participants if they understand your answers or would like further clarification. Continue until all questions are answered or there is five minutes before the end of the session.
3. Conclude the activity with the Discussion Points.

Discussion Points:

If there was a guest speaker:

1. How do you feel about what our guest shared with us today?
2. What other questions do you have about things she or he said?

If you answered the questions:

1. How do you feel about being able to discuss these issues?
2. What other questions do you have?

Questions and Answers about Homosexuality

1. **How many homosexuals are there?**

No one knows how many gay and lesbian people there are, but it is estimated that between 3 and 10 percent of all people are homosexual – that includes people in our schools, churches, mosques and synagogues, neighborhoods and businesses. In our country, that would mean between 15 million and 30 million people. That's a lot of people, but we often do not know when people are lesbian or gay because they hide their sexual orientation to protect themselves from prejudice and discrimination. Other millions of people are bisexual, meaning they are attracted to people of both genders.

2. **What makes people gay?**

It is not known what makes people gay, lesbian or bisexual, just as it is not known what makes people heterosexual, or "straight." There is no evidence that certain childhood experiences or a particular type of parent causes a person to become gay or lesbian.

It is unclear whether or how genetics, prenatal influences or other biological factors influence the development of sexual orientation, but it is clear that biology may play a role. Recent research has uncovered medical evidence that people seem to be born with a predisposition, or a leaning, toward a sexual orientation. Biological differences between male heterosexuals and gay men have been found to exist in certain areas of the brain. Research has found that when two sisters or two brothers both have a homosexual orientation, they are much more likely to be identical twins and share the same genetic makeup than to be fraternal twins (each having her or his own genetic makeup) or siblings.

3. **Is being gay a disease?**

There is no scientific evidence that homosexuality is an illness of any kind, either mental or physical. For years there were people who supported the theory that homosexuality was a mental illness. They used unscientific research, on gay people suffering from emotional and psychological disorders, that has since been discredited.

Twenty years ago, the American Medical Association, the American Psychological Association and the American Psychiatric Association stated that homosexuality is not an illness. Since it is not an illness, it cannot be "cured."

People have tried without success to change their own and others' sexual orientation. But, like right or left handedness and other aspects of who we are as human beings, sexual orientation cannot be changed. The social and emotional problems that homosexuals experience, such as high rates of alcohol and drug abuse, dropping out of school, HIV infection and suicide, are caused by the hatred and prejudice in our society, not by being lesbian or gay.

4. **How do I know if I'm a lesbian or gay person?**

Being homosexual, like being heterosexual, is something people just **know**. It is a feeling of being attracted to people of the same sex rather than the other sex. Some people who are lesbian or gay may want to be attracted to people of the opposite sex – they may even date opposite-sex people – but they usually know their true inner feelings. Being gay or lesbian means feeling **primarily** attracted to people of the same sex. Those feelings are different from

having a crush on a same-sex teacher, or participating in same-sex play with peers, around the age of puberty. Most young teens have experienced some same-sex behavior, but only a small proportion of them will develop into gay or lesbian adults.

5. **Do gay men molest little boys?**

Most cases of child molestation actually involve **heterosexual** men, not gay men. Perhaps as many as 85 percent or 90 percent of child molesters are heterosexuals. Sexual abuse of children is based on abuse of power not attraction.

6. **Do gay men and lesbians try to recruit others?**

No, gay men and lesbians do not try to "recruit" anybody. Gay men and lesbians know better than anybody that you cannot change a person's sexual orientation. Many of them have tried to change their orientation and many others have withstood efforts on the part of family, friends, religious leaders and health professionals to "recruit" them into heterosexuality.

7. **Is it against the law to be homosexual?**

Having a homosexual orientation is not illegal in any state. Laws making it illegal to be lesbian or gay would violate the most basic human rights of an individual; such laws do not exist in the United States. There are, however, laws in some states that prohibit sexual behaviors homosexuals engage in, such as oral or anal intercourse with a person of the same sex. Some states also have laws that prohibit such behaviors with a person of the opposite sex. Many advocates have recently challenged and changed such laws to decriminalize sexual conduct between two consenting adults.

8. **Is it true that lesbians really want to be men?**

No, it is not true. People who want to be the other gender are called "transsexuals," not homosexuals. They are uncomfortable with their gender and may undergo special surgery, called a "sex change operation," in order to change their gender. Less than one person in 100,000 feels that way, but it does happen to some men and women.

People who like to dress the way the other gender usually does are called "transvestites" or "cross-dressers." They are usually heterosexuals. A few gay men and lesbians are transsexuals and transvestites, but the great majority have no desire to be the other gender.

9. **Can't you always tell when someone is gay or a lesbian?**

No, you cannot tell unless you **know** someone is attracted to people of their same gender. Lesbians and gay men, like heterosexuals, come in all sizes, shapes, colors and ages. They also participate in every aspect of life, including vocations and careers, leisure activities, families and friendships, religions and so on. The difference is that they are attracted romantically and sexually to people of their same gender – every other attempt to describe them as a group is a stereotype.

10. **How do gay men and lesbians actually have sex?**

Two men, or two women, have sex in most of the same ways a man and woman do – they hug, kiss, hold and touch each other to show their feelings for one another. They cannot have penile/vaginal intercourse, but they can practice any of the many other sexual behaviors heterosexual men and women practice.

Video: Lesbian and Gay Youth

Materials: VCR and monitor; video "Gay Youth" (40 min., Filmmakers Library, 1992); newsprint and markers or board and chalk; paper; pens/pencils

Time: 45-55 minutes (Session 1);
45-55 minutes (Session 2)

Planning Notes:

Purpose: To hear from other teens about the experience of being gay, lesbian or bisexual

- ✓ Unless you have at least 90 minutes, show this video in one session and process it in a follow-up session — one single session for the video processing is preferable. If a separate session for processing is necessary, arrange for it to follow as soon as possible. Alternatively, the video can be shown in two sessions, with the second session starting with Gina Gutierrez' story.
- ✓ The personal stories portrayed in this video are powerful and may evoke strong emotions. Be sensitive to these feelings and arrange time following the video to talk individually with any participants who wish to discuss the video further.
- ✓ You may wish to invite a counselor or other mental health professional to co-facilitate this session with you and be available for further talk.

Procedure:

Session 1

1. Introduce the video as a glimpse into the lives of several gay and lesbian teens who tell their own stories. Read the following quotes to the group:

"I thought I should try to get over this." Bobby Griffith

"I got depressed when I realized what it meant: everything I wanted to be was shot." Simeon

"By drinking I could be less inhibited, get closer and be more affectionate." Nicole
"My mom said, "Get out of my life." Chris

2. Tell the group that while not all lesbian and gay youth have negative experiences like these, many do. Explain that in the video they will meet Bobby, Simeon, Nicole, Chris, Gina and other teens and hear about their lives from their perspectives. Caution the group that the video is fairly intense. Tell them some viewers find they are saddened by the video while others feel exhilarated by the positive comments and strengths of the teens.
3. Show the video.
4. Before discussing the video, ask everyone to write a paragraph about their feelings after having seen the video.
5. Tell the group that individuals can share their work at the next session.

Session 2 (if necessary because of time)

1. Allow three or four people to read their paragraphs describing their reactions to the video. Allow the group to react and share.
2. Conclude the activity using the Discussion Points.

Discussion Points:

1. What did you think about the video and the teens who were in it?
2. How did it make you feel to hear Bobby Griffith's mother talk about his suicide?
3. At one point early in the video Nicole says, "I wanted to like myself, but I didn't think it was okay to like myself." Why do you think so many lesbian, gay and bisexual teens go through a similar struggle to like themselves? What could you do to help?
4. Bobby Griffith tells us that his father tried to talk him out of living the gay "lifestyle" and suggested that all he really needed to do was to date more girls. What do we know about attempts to change a person's sexual orientation? (Answer: Just as it would be impossible to change a person's heterosexual orientation to homosexual or bisexual, it is impossible to change a person's homosexual orientation to heterosexual. A person may change his or her sexual behavior, but her or his orientation appears to be an unchanging part, from birth to death.)
5. What was so different about Toni's experience as a young lesbian woman? (Answer: She had an uncle who was gay, she did not feel so isolated and alone; her mother was accepting of her sexuality, proud of her for being herself and happy for her.)
6. Do you agree or disagree with what Jason said, "Being gay is 'you' — it's like being black"? Please explain.
7. What did you think of Gina Gutierrez and the way she deals with her sexual orientation? What has being "out" meant for her in her family and at school?

Chapter 6:

What Does Community Mean to Me?

Objectives:

- ✓ To define community and identify the people that make up one's community
- ✓ To explore positive and negative elements in one's community
- ✓ To identify the rights and responsibilities of membership in a community
- ✓ To emphasize the importance of individual rights
- ✓ To recognize how communities change and how people view those changes
- ✓ To find ways to positively change one's community
- ✓ To learn about people in communities and their responsibilities and connections to one another



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Introduction to Citizenship and Community

Materials: Newsprint and markers or board and chalk; paper; pens/pencils

Time: 25-35 minutes

Planning Notes:

- ✓ If you are conducting this program in a community with a history of racial, ethnic or religious anger and animosity, this activity is likely to generate strong feelings.
- ✓ Be aware of the immigration status of families of teens in your group. Immigration status refers to whether or not an individual is classified as a **refugee**, an **immigrant** or as **undocumented** ("illegal"). These official labels have important implications for the kinds of services families can expect and the rights individuals have in this country.
 - **Refugees** flee their countries due to fear of persecution or death. As a result of political upheaval and war, refugees have often experienced the traumas of rape, torture or starvation and may have witnessed family members being tortured or killed.
 - **Immigrants** generally have more control over the conditions surrounding their migration. There are many reasons behind an individual or family's decision to come to the U.S. While the journey can certainly be difficult, it is likely that the trauma is not of the same degree or quality as it is for refugees.
 - Due to immigration quotas set for each country, those who enter the U.S. without official sanction are labelled as "**undocumented**." The world of undocumented migrants is difficult, as fear of discovery and deportation hangs over them.
- ✓ Be open to different definitions of community and citizenship.

Purpose: To explore what citizenship and community mean

Procedure:

1. Ask the group to write answers to the following:
 1. List three communities in which you are a citizen.
 2. What do you call your "community of residence," the community where you live?
 3. How do you define your "community of relationships," the group of people – not limited to family – you feel connected to?

Point out that for some people, the answers to questions two and three may be the same, while for other people, they will be different.
2. Allow five minutes, then ask volunteers to share their responses with the group. List the responses on the newsprint or board under the appropriate titles: "Citizenship," "Community of Residence" and "Community of Relationships."
3. Comment on the "citizenship" list: What did teens list as communities in which they have citizenship – their town or city, county, state, country, Indian reservation, the world? Which of these were omitted? Why?
4. Clarify that being a **citizen** implies a legal status and has certain rights and responsibilities. Go over the information below and ask teens to contribute as much as they can:
 - To be a United States citizen a person has to be born here or be granted legal citizenship through the process of "naturalization." Naturalization means "becoming like a native."

-
- Citizens can vote in national, state or local elections when they reach age 18.
 - A citizen who resides in a certain state for a specified amount of time is entitled to pay a lower tuition rate at state-sponsored colleges.
 - If people move to the U.S. from another country, they must apply for and be awarded citizenship before they have the same rights as U.S. citizens.
5. Comment on the similarities and differences between the two “community” lists:
- Community of Residence:** Are the “communities of residence” neighborhoods, developments, school districts, towns or counties? Are they small or large communities? Point out that some people see themselves as residents of more than one community—for example, their neighborhood community, their city community, the community of the U.S and the global community. Are there any special rights or privileges that go along with being residents in any of these communities?
- Community of Relationships:** What kind of people make up these communities? Are they similar or different in race, ethnicity, language, age, sexual orientation or religious practices? What defines a community? Are there any geographic lines? Who can be a member and who cannot?
6. Conclude the activity using the Discussion Points.

Optional Activity:

Arrange for your group to attend a naturalization ceremony at your local courthouse. Contact your local district office of Naturalization Services to find out about scheduled ceremonies.

Discussion Points:

1. How important is being a citizen to you? To your parent(s)? How about your grandparents?
2. What responsibility do you feel you have to other members of the immediate community?
3. If your family moved to another place, your community of residence would change. What about your community of relationships? Would it change or stay the same? Please explain.
4. What responsibilities do you feel you have as a citizen of the world community? What can you do to demonstrate your world citizen status?
5. Which of your communities means the most to you? Why?

Circles of Community

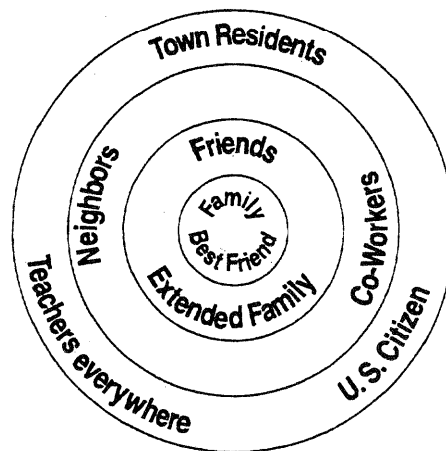
Materials: Copies of the handout, "Circles of My Community," for each participant; newsprint and markers or board and chalk; paper; pens/pencils

Time: 35-45 minutes

Planning Notes:

- ✓ Draw a large diagram of concentric circles and create a personal "circle of community." See the illustration below for a hypothetical example. Base it on your own life.

Purpose: To define communities based on relationships



- ✓ Teens may identify groups such as gangs as important components of their communities. This is not the place to discuss the pros and cons of gang membership, but to help participants focus on who makes up their circles of community and why.

Procedure:

1. Explain that in the chapter's first activity teens identified their communities of relationships. This activity will help them think about what those communities are like.
*A community of relationships exists whenever people feel a sense of **kinship** with one another. Ask participants what kinship means to them. Help them to understand that kinship implies a connection between people, which is not limited to a family connection.*
2. Refer once again to the list of communities of relationship from the introductory activity. Add "family," if no one mentioned it. For many people, family is the basis of community, the people they feel most connected to.
3. Display your "circle of community." Explain that it illustrates the different groups of people in your community and displays closest and strongest relationships in the center.
4. Briefly describe your levels of community and explain why some were included. If possible, add your own examples to the following:
 - work together (fellow workers)
 - live together (neighborhood, apartment complex, and so on)
 - have fellowship/friendship (friends, social or religious group)
 - have a culture in common (gender or racial/ethnic group)

- have a common history (family members, long-time friends)
 - have a common interest or concern (sports, hobbies, political or professional groups)
5. Ask teens to make a list of the different groups of people they feel a kinship with, and make up their own communities of relationships. Allow about five minutes.
 6. Distribute the handout, "Circles of Community," and ask teens to put lists on the handout, using your diagram as a model. Explain that groups can be in several circles. The group(s) they feel the strongest sense of community with should go in the inside circle, then the next closest group(s) and so on.
 7. Next, ask them to put the names or initials of two or three people, in each level of their community, in the circles. Point to an example on your diagram.
 8. Then read aloud several situations common to teenagers. Ask them to look at their circles and decide which people they would most likely share the situation with. Point out that some people find it easiest to share difficult or embarrassing situations with those in their closest circles — those closest to the center of their communities — while others may find it more difficult.

Read from the list below and give one or two examples using your diagram:

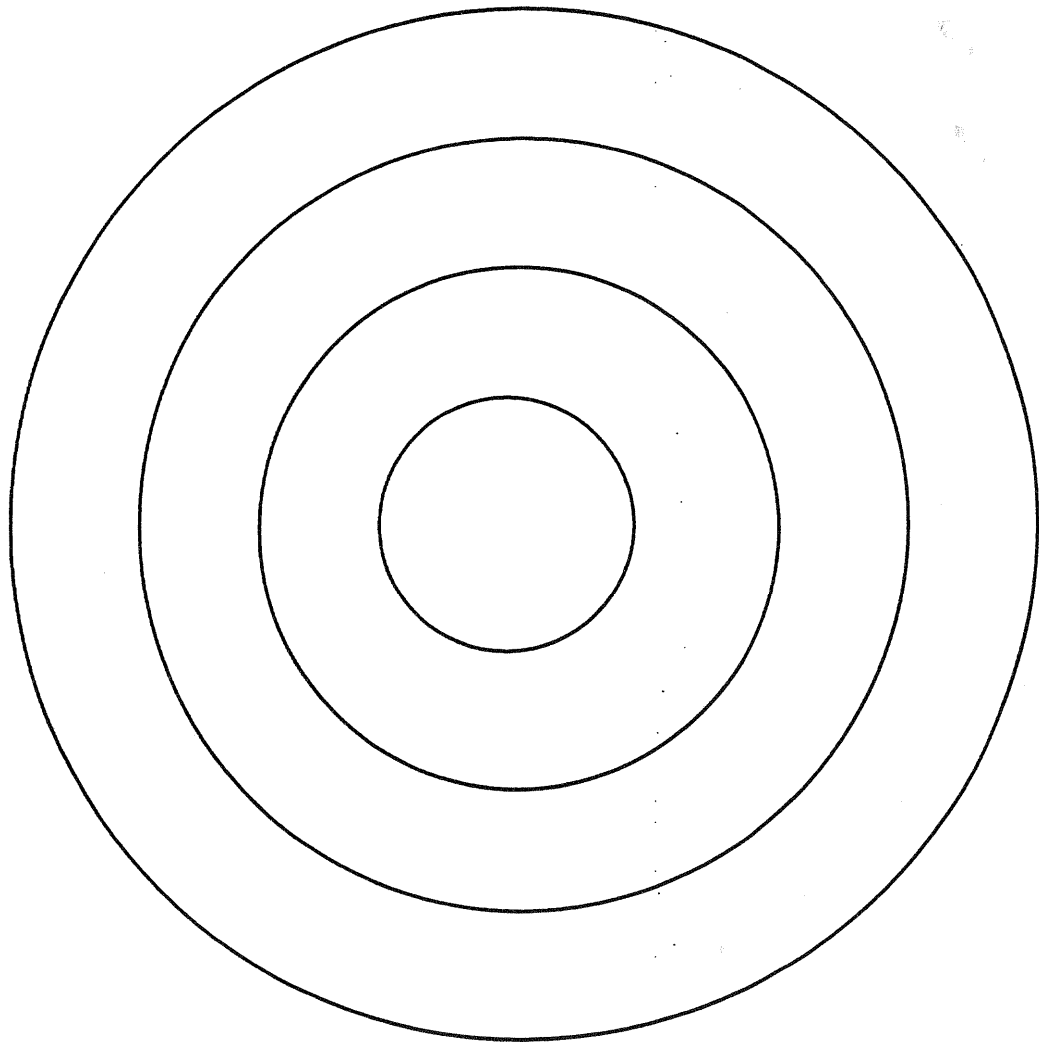
Share a dirty joke	Write "joke"
Tell a secret about a friend	Write "secret"
Cry over something that hurts	Write "cry"
Ask for help with schoolwork	Write "schoolwork"
Borrow money	Write "loan"
Talk about problems with parent(s)	Write "parent"
Ask for advice about sex	Write "sex"
Talk about using drugs	Write "drugs"
Discuss serious family troubles	Write "family"
Ask advice about a medical problem	Write "medical"

9. Conclude the activity using the Discussion Points.

Discussion Points:

1. What did you learn about your own community? Is it larger or smaller than you thought? What connects you to others in your community?
2. Why do most people talk or ask about certain things with some people, but not with others?
3. In which circle are there people you would give money to if someone needed it, and not expect the money to be paid back? Why would you be willing to do that?
4. Are there people in any circle for whom you would risk your personal health and safety? In which circle? Why?
5. Which circle is for authority figures like the police, principal or truant officer? Why?
6. Does one circle include people you do not actually know, but care about? For example, people of a different race, religion or sexual orientation? If you would like to include these people, draw another circle for them.
7. Is there room anywhere in your circle for people in other countries? Would you consider adding a particular county to your circle?

Circles of My Community



Rights and Responsibilities

Materials: Copies of the handout, "Rights and Responsibilities," for each participant; newsprint and markers or board and chalk; pens/pencils

Time: 30-40 minutes

Planning Notes:

- ✓ If you did not conduct the chapter's introductory activity, "Introduction to Citizenship and Community," refer to the material in Steps 1, 2 and 5 of that activity to introduce this one.

Purpose: To define rights and responsibilities and understand that people should not violate others' rights

Procedure:

1. Ask participants to think about their communities, both those they live in and those made up of people they feel connected to. Ask them to think of a **responsibility** they have in either of these communities. Explain that responsibilities are things we must do as part of our membership in a community. Responsibilities are like dues that you pay to belong.
2. Have volunteers give examples of people's responsibilities to their communities. List them on newsprint and then add any from the list below that are not mentioned:
 - To help and look after others who are younger, poorer or weaker than ourselves.
 - To stay in good health to avoid becoming a burden on family or community.
 - To take care of the environment so future generations will have a healthy planet.
 - To identify wrongs and try to make them right **without** causing any more harm.
3. Write the word "right" on the board or newsprint and ask the group to tell you what it means. List their definitions and continue the brainstorming until they have mentioned the four meanings given below. Add any they omit.
 - Right: a direction, as opposed to left
 - Right: that which is correct and true, as opposed to incorrect or untrue, based on some standard of quality or correctness
 - Right: what is good and virtuous, based on the concepts of justice and morality
 - Right: a privilege that a person is entitled to and that is protected by law
4. Explain that all four meanings for the word "right" are correct, but the last two are the most important when discussing community. Review the importance of right or virtuous behavior:
 - In a community where people must live, work and get along together, it is particularly important that each person does what is **right** and good, rather than bad, for the group.
 - Ask for examples of things that are good for any community.
 - Provide examples if necessary, such as observing safety rules, keeping litter off the streets, not putting people down for being different and so on.

-
5. Now go over the importance of “rights.” Point out that in any community, people have certain **rights** because they are part of that community. Just like responsibilities are similar to dues one must pay to belong to a community, rights are the benefits of belonging. Ask the group if they can name some of the rights that people have as citizens of the United States. List their responses on newsprint. Mention that they will be spending more time on citizen rights in another activity.
 6. Ask teens to imagine their families as small communities. Clarify that “family” in this case can be the group of people they live with and/or feel most connected to. It may include parent or parents, stepparents, brothers and sisters, aunts or uncles, grandparents or other people.
 7. Distribute the handout and tell the group to list five rights and responsibilities they have as members of their families. When they have finished, ask them to form groups of three and to discuss their rights and responsibilities. Allow 10 minutes for discussion.
 8. Conclude the activity using the Discussion Points.

Discussion Points:

1. How similar or different were the family rights and responsibilities in your small groups? What differences were related to your family’s cultural and/or religious backgrounds?
2. Who decides on family rights and responsibilities? If you were a parent, how would your family rights and responsibilities be different? Give examples.
3. When you weigh the privileges of being a member of a family against the responsibilities, how does it look?
4. A family is an informal community that is different from other communities – it does not have a formal justice system to control the behavior of people in the family. States establish laws that control some behavior in families. What are some examples of legal rights and responsibilities that family members have? (Answers: Marital partners have legal rights concerning property ownership, childrearing and not testifying against each other in court; marital partners also have responsibility for not abusing one another; children and elderly family members have legal rights to be free from neglect or abuse of any kind, including emotional, physical or sexual abuse; children have the right to an education and parents have the responsibility of seeing that they attend school until they reach a certain age.)

Handout

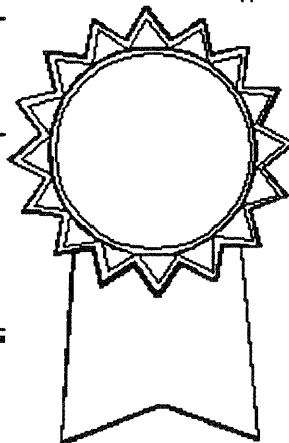
Rights and Responsibilities

Rights

as member of the

family

Signature

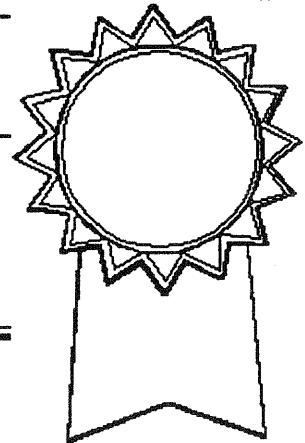


Responsibilities

as member of the

family

Signature



Which Rights Would You Give Up?

Materials: Copies of the handout, "The Bill of Rights," for each group of three or four participants; copies of the handout, "Which Rights Would You Give Up?," for each participant; business envelopes, one for each group of three or four participants; scissors; newsprint and markers or board and chalk

Time: 40-50 minutes

Purpose: To understand the importance of protecting individual rights

Planning Notes:

- ✓ This activity makes the point that no one should have to give up legal rights and all rights should be protected. Be sure participants understand that it is only under rare circumstances (like riots or wartime) that the government might legitimately suspend citizens' legal rights.
- ✓ If you have not conducted the previous activity, "Rights and Responsibilities," cover the material in Steps 4 and 5 of that activity.
- ✓ Duplicate one copy of the handout "Which Rights Would You Give Up?," for each group of three or four participants. Cut the handouts into strips and place into business envelopes.

Procedure:

1. Remind the group of the discussion about "rights" from the previous activity and display their list of citizen rights. Ask teens to think of people or groups that have been denied their rights, either in history or in more recent times. List their responses on newsprint and add your own. (Responses may include Jews in Nazi Germany; African-Americans in the U.S.; Japanese-Americans during World War II; dissenters living in Communist countries; blacks in South Africa; indigenous people in every country colonized by Europeans; gay men and lesbians in many countries; people with disabilities; women and so on.)
2. Point out that the struggle for individual rights has been constant throughout history and it continues today. Ask if anyone can name some of the things Americans have done to win their rights. (Examples include the Revolutionary War, the Civil War, marches, sit-ins, boycotts, letter-writing campaigns and other types of demonstrations. These methods have been used to help secure voting rights for women (1920), civil rights for African-Americans (1960s), fair treatment for people with disabilities (1990s), equality for gay, lesbian and bisexual people (1990s).)
3. Write "Bill of Rights" on newsprint or the board and ask the group what they know about it. Add any of the following information if appropriate:
 - The Bill of Rights is a document made up of amendments to the U.S. Constitution. It was added early in our history because the Constitution insured the power of the federal government, but did not insure individual rights for its citizens.
 - Congress approved the first 10 amendments in 1791. They restrict the power of government over individuals and protect the dignity of the individual. These first amendments only protected white, male land-owners.
 - Following the Civil War, Congress approved additional Bill of Rights amendments that: made slavery illegal; made all natural-born and naturalized persons citizens of the United States; guaranteed due process and equal protection of the law to all people and gave the right to vote to all men (not women), regardless of their race.
 - In 1920, the 19th amendment gave women the right to vote.

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4. Distribute copies of the handout, "Bill of Rights," and explain that these are the rights guaranteed to U.S. citizens. Go over each amendment briefly, explaining what rights it protects.
 5. Tell teens that with an understanding of their citizen rights, they have a chance to find out just how important those rights are.
 6. Go over instructions for the activity:
 - Clear your desks or tabletops so you will have plenty of working space, and form groups of three or four around a cleared surface.
 - I will give each group an envelope containing strips of paper. One of the rights guaranteed to you is written on each of these strips.
 - Arrange the strips so the right you believe is most important is at the top, and the least important is at the bottom.
 7. Clarify that there is no "right" or "wrong" order and distribute envelopes to each group. Tell them they have 10 minutes to work on their task.
 8. When time is up, ask for volunteers to share their group's list. Be prepared for strong feelings and remind them to be respectful of differing opinions.
 9. Ask the groups to imagine that someone from Washington has just phoned to say the Bill of Rights is about to be changed. Three rights must be removed, because guaranteeing everyone's individual rights has become too difficult and too costly, since the population has grown so large. Have groups choose three rights to give up. Set them aside.
 10. After about five minutes, ask for volunteers to share which three rights their group decided to give up. If a group refuses to give up any rights, point out that this is only an exercise and they have the right to pass.
 11. Conclude the activity using the Discussion Points.

Optional Homework:

Have teens conduct the activity with two or three adults in their families or neighborhoods and then share the results with the group.

Discussion Points:

1. How did it feel to be told you had to give up some of your rights?
2. There are certain circumstances in which people do lose some of their rights. Sometimes rights are lost because people in power do not follow the law and/or because laws do not protect everyone. Can you think of any such circumstances? (Answers include: People lose jobs and/or are not hired because they are overweight; gay and lesbian people can lose jobs in almost all states because of their sexual orientation; people can be stopped because they fit a certain "criminal" profile; people also lose rights after being convicted of a felony, while they are in the military service, during wartime or during declared states of emergency.)
3. If your rights were threatened, which three would you fight for? Why?

Bill of Rights

- 1ST AMENDMENT** Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people to peaceably assemble and to petition the Government for a redress of grievances.
- 2ND AMENDMENT** A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.
- 3RD AMENDMENT** No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.
- 4TH AMENDMENT** The right of the people to be secure in their persons, houses, papers and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.
- 5TH AMENDMENT** No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life and limb, nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.
- 6TH AMENDMENT** In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed; which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.

7TH AMENDMENT

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

8TH AMENDMENT

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

9TH AMENDMENT

The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

10TH AMENDMENT

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Handout

Which Rights Would You Give Up?

THE RIGHT TO PRACTICE YOUR RELIGION	THE RIGHT TO SAY OR WRITE ANY OF YOUR OPINIONS
THE RIGHT TO GATHER IN A GROUP AND DEMONSTRATE	THE RIGHT TO HAVE AND OWN GUNS
THE RIGHT TO NOT HAVE YOUR HOME SEARCHED WITHOUT A GOOD REASON	THE RIGHT TO NOT HAVE TO TESTIFY AGAINST YOURSELF IN COURT
THE RIGHT TO A FAIR TRIAL	THE RIGHT TO BE FREE FROM CRUEL AND UNUSUAL PUNISHMENT IN JAIL
THE RIGHT TO VOTE	THE RIGHT TO ALL THE BENEFITS OF CITIZENSHIP
THE RIGHT TO LIFE AND LIBERTY (UNLESS YOU BREAK THE LAW)	

History of My Community

Materials: Copies of the handout, "Historical Interview," for each participant

Time: 20 minutes (Session 1); 40-50 minutes (Session 2)

Planning Notes:

- ✓ Instead of interviews, another option is to gather a panel (four to five members) of elderly citizens the group could interview together. To locate seniors who would be willing to participate in such a panel, you might contact retirement homes, religious institutions, neighborhood centers or friends and colleagues with elderly relatives.

Purpose: To see the community in a historical perspective, through the eyes of elders

Procedure:

Session 1

1. Tell the group that the benefits we have as members of a community have come from the hard work of people who have been there before us. Ask if anyone has heard a parent or a community elder say how things were different "in the old days." What has changed for the better? For the worse?
2. Explain that teens will interview an older member of the community and find out what changes have occurred through the years.
3. Distribute the handout and go over instructions for the activity:
 - You will need **at least** one person (although you may interview more than one) who is over 60 years old and, if possible, has lived in the community for at least 30 years. It may be difficult to find someone who has lived there for that long, so do the best you can. The person you interview can be a member of your family, place of worship or neighborhood or someone else you know.
 - Use the handout to conduct a 30-45 minute interview on community changes.Take notes during your interview and be prepared to share your findings the next session.
4. Go over the questions on the handout, then ask for additional questions. Generate a list of three additional questions and have participants add those questions to their handouts.
5. Tell the group that the secret of interviewing is to make the person talking to you feel comfortable. Ask teens what they can do to make people feel comfortable. List their responses on newsprint or the board and add any of the following if appropriate:
 - Be prepared, on time and enthusiastic.
 - Introduce yourself and explain the purpose of the interview: to learn what life in the community used to be like and how it has changed.
 - Do not rush through the interview. Give the person plenty of time to answer and let she or he talk informally about how the community has changed.
 - **Always** be respectful, whether or not you agree with what the person is saying.
 - Find out what terms the person uses to describe herself/himself (for example, "Mr.," "Mrs." or "Miss;" "Black" or "African-American;" "senior citizen" or "elder" and so on). Use those terms.

-
6. Ask for a volunteer to role play an interview with you. Have the volunteer introduce herself/himself, explain the interview and ask two or three questions from the handout. At the end of the role play, ask the group to give the "interviewer" feedback – what were the positive points and what were some things that need to be improved.
 7. Suggest that teens practice their interviewing with one another, or with someone in their family, before actually conducting the interview.

Session 2

1. Ask for volunteers to share answers to the first three questions on the handout. Then have other volunteers share answers to the next three questions. Continue until everyone has participated and covered all the questions.
2. Conclude the activity using the Discussion Points.

Discussion Points:

1. Who did you interview? Why? How many people chose someone of a different racial or ethnic background? Why or why not?
2. Did the interviewees have a positive or negative attitude about the community today? Why do you think that is so?
3. What did these people appreciate about the community when they were young?
4. Did the older people generally identify the same community problems you identified? If not, why do you think that is so?
5. If you had a choice, which community would you rather live in – today, or the one in the past? Why?

Historical Interview

1. What things did you like best about this community when you were young?
2. What are three of the biggest changes in our community since you were young?
3. Have the changes made the community stronger or weaker? Why?
4. What two negative changes have taken place? What caused those changes?
5. What two positive changes have taken place? What caused those changes?
6. What could help the community return to the way it used to be?
7. Were there benefits the community offered teenagers in your day that it does not offer now? What were they?
8. If you were a young person living in this community today, what would you do to improve it?
9. If people my age could do something about a problem in our community, what problem should we tackle?

Making Changes

Time: 40-50 minutes

Materials: Newsprint and markers

Planning Notes:

- ✓ Before this activity, take note of specific problems identified in your community so you can use them as examples of changes needed. (For example: homelessness, children without a playground, families without food, working parents without child care, babies without immunizations, unsafe streets and parks, people with AIDS living alone and so on).

Purpose:

To identify changes needed in the community and specific actions to bring about such changes

Procedure:

1. Divide participants into small groups of four or five. Tell them to imagine they are special assistants to the mayor or county executive for the day. They have the power to make any change they want in their neighborhood or community. What changes would they make? Allow several minutes for them to work, then ask for reporters from each small group to share their ideas with the class. List the ideas on newsprint or the board.
2. Ask the group identify the changes that are realistic – those that could be made if both teens and adults put effort into them. Circle the realistic changes or give examples.

Point out that some changes are unrealistic in the immediate future. They cannot be made now no matter how much someone wants the changes and tries hard. (For example: “Having a theme park” and “getting all the guns off the street” will not happen without a lot of time and effort. Building a theme park requires millions of dollars of investments; getting all guns off the street immediately would require a change in the constitution – remind them of the 2nd amendment right to have guns – and in the criminal justice system.)
3. Give each small group a piece of newsprint and a marker. Have them choose one **realistic** problem they want to work on from the list of changes. Instruct teens to strategies about making changes to eliminate the problem. Challenge them to think about ways they can:
 - Do something **mentally**, such as coming up with a new approach or idea
 - Do something **physically**, such as cleaning, repairing or building
 - Do something **financially**, such as organizing a fundraiser
 - Do something **socially** to help people, such as visiting the elderly or helping sick neighbors with their housework
 - Do something **politically** to change rules or laws, such as writing letters to the mayor.
4. Go over one example of **making change** before the groups begin working:
 - A vacant lot in the neighborhood is overgrown, filled with trash, broken glass and wire. It has become a dangerous place where someone could commit crimes and not be seen.

Adapted with permission from *Teen Outreach: Development Through Service and Learning*, Association of Junior Leagues International, Inc., New York, N.Y., in press.

Solutions for a group of teenagers include: (a) spend Saturdays cleaning up the lot and keeping it clean, (b) picket the mayor's office until she or he assigns a city maintenance crew to clean up the lot, (c) sponsor a car wash at the local community college to raise money for a company to haul away the trash and plant new grass and shrubs, (d) set up teen patrols to make sure elementary children get safely past the vacant lot before and after school and (e) write letters and ask for help from public agencies like the police department, fire department and city parks department.

5. Encourage teens to be creative and to write down all their strategies on the newsprint. If necessary, choose one of the problems from their list and give several strategies for change as another example.
6. Allow 10-15 minutes, then have each group report their strategies. Ask if other groups have additional ideas.
7. Conclude the activity using the Discussion Points.

Discussion Points:

1. Has someone tried to solve these problems before? If so, what was the result?
2. Can you think of any community problems that have been resolved by teenagers like you? Give examples.
3. How much time would you commit to solving one of these problems?
4. Community service, as part of a graduation requirement, is being tested in several states. How would you (do you) feel about being required to participate in community service?
5. What community service have you done?
6. What can you gain from participating in community service? (Answers: Something interesting to do during leisure hours, new relationships with people you are helping, a feeling of accomplishment, a way for people in the community to see you differently, a chance to learn new skills and/or explore possible career areas and so on.)

The Cold Within

Materials: Leader's Resource, "The Cold Within;" paper; pens/pencils

Time: 15-20 minutes

Procedure:

1. Tell the group to spend a few moments thinking about the problems in their community and reasons why these problems exist.
2. Ask the group to listen very carefully to a poem written about a very small community that had very serious problems. Read the Leader's Resource, "The Cold Within," to the group.
3. When you finish, ask teens to write their explanations of the poem's title, "The Cold Within."
4. Allow five to eight minutes, then ask for volunteers to explain the title.
5. Conclude the activity using the Discussion Points.

Purpose: To consider why people do or do not help others

Discussion Points:

1. Cold was not the real problem facing this community. What was the problem? (Answer: Hatred, prejudice, pettiness, greed and a general lack of caring about others.)
2. Which of the people in the poem do you think was the cruelest, and why?
 - The woman who kept her log because someone was black
 - The man who kept his log because someone went to a different church
 - The poor woman who would not help the rich
 - The rich man who would not help the poor
 - The black man who wanted to spite the whites
 - The man who kept his log because he did not want to help anyone who was gay
3. Are this community's problems similar to problems in our own community?
4. The Golden Rule states: "Do unto others as you would have them do unto you." Do people you know practice this message in their lives? Please give examples.

The Cold Within

*Six humans trapped by circumstance
in black and bitter cold,
Each one possessed a stick of wood,
Or so the story's told.*

*Their dying fire in need of logs,
The first woman held hers back
For, of the faces around the fire
She noticed one was Black.*

*The next man looking across the way
Saw one not of his church,
And couldn't bring himself to give
The fire his stick of birch.*

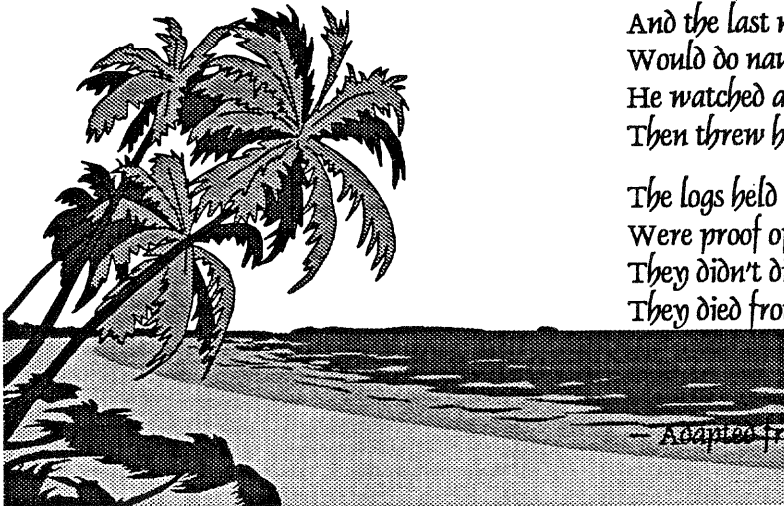
*The third one sat in tattered clothes,
She gave her coat a hitch.
Why should her log be put to use
To warm the idle rich?*

*The rich man just sat back and thought
Of the wealth he had in store,
And how to keep what he had earned
From the lazy, shiftless poor.*

*The Black man's face bespoke revenge
As the fire passed from his sight.
For all he saw in his stick of wood
Was a chance to spite the whites.*

*And the last man of this forlorn group
Would do naught for anyone gay.
He watched as one man touched another,
Then threw his stick away.*

*The logs held in death's still hands
Were proof of human sin.
They didn't die from the cold without,
They died from the cold within.*



—Adapted from an anonymous poem

Picture Your Community

Time: 30-45 minutes (Session 1); 30-45 minutes (Session 2)

Materials: A sheet of newsprint for each participant; drawing materials (crayons, chalk, markers, fine-line drawing pens, colored pencils); masking tape; newsprint and markers or board and chalk

Purpose: To create images of the community

Planning Notes:

- ✓ There are many options for setting up this activity: (1) place long sheets of newsprint paper on table or wall surfaces and have teens create a group “canvas,” (2) give each participant a sheet of newsprint or (3) ask teens to pair and share newsprint.
- ✓ You can expect to see a great variety of symbols and expressions in teens’ drawings of their community. Some will reflect excitement, others boredom. Some will depict a warm and inviting place; others will appear hostile and oppressive. Some teens will reveal their alienation from the community, while others will depict acceptance.
- ✓ Before participants arrive, lay out and measure paper and distribute paper and drawing materials throughout the room.
- ✓ Presenting a variety of drawing materials — different colors, sizes and textures — yields a more interesting product and makes the activity more enjoyable.
- ✓ When teens return for Session 2, display all pictures on the walls.

Procedure:

Session 1

1. Explain that our relationships do not stop with our circle of family members and close friends. Everyone has some sort of relationship with her or his **community**.
2. Write the word “community” on the board or newsprint and ask the group to define it. Write down the responses. State that people define community in many different ways and this activity provides the chance to explore those definitions.
3. Go over the instructions for the activity:
 - Each of you draw a picture of your community.
 - How you define “community” is up to you — there are no right or wrong answers.
 - The point is to create a feeling or sense of what your community means to you. Some of you may share the same community, but your drawings will all be different. They will show how the community looks through your eyes.
 - You can use color, size, shape, texture, pictures and symbols to create your community picture. Use words only where needed, such as on a street sign or a building. Give us a sense of what is good or bad, large or small, important or unimportant in your community.

-
- You have 30 minutes (or whatever remains in the session) to work. I'll give you a warning five minutes before you will have to stop.
 - We will talk about the pictures in our next session.
4. Collect the pictures for the next session.

Procedure:

Session 2

1. Hang the pictures around the room prior to the session.
2. Ask teens to find their pictures on the walls and stand by them.
3. Have a volunteer explain her or his community picture, emphasizing the **feelings** behind the pictures, not just a description such as "Here is the school, here is the park...".
4. Allow all who wish, to share their pictures with the group. If time is a problem, suggest that teens highlight two or three things.
5. Conclude the activity using the Discussion Points.

Discussion Points:

1. How did you react to the different drawings?
2. What do many of the drawings have in common? What appears in only one or two of the drawings? Why do you think that is so?
3. What special features are pictured in your drawings? What elements of your communities benefit teens?
4. Do you have privileges because of where you live?
5. What problems are pictured? What are minuses for teens? What would you change some of these?
6. Who in the group feels like an important and respected member of their community? What kinds of things help you to feel connected to your community?
7. Who feels alienated from their community? What causes your alienation? (If issues of prejudice and discrimination do not come up, raise them in the group. Sometimes people who are in the minority because of their color, religion, ethnic background, appearance and so on will feel isolated because there are so few others like them in their community. Other times people who are in the minority lack power to make decisions about what happens in the community. Still other times people are treated unfairly – denied education, housing, jobs and so on because of personal characteristics. Sometimes age is linked to alienation: teens and elderly citizens often feel like outsiders. All of these factors lead to alienation.)
8. If adults drew pictures of these same communities, how would their pictures be similar to, or different from, yours? Why?

Community Relationships

Time: 20-25 minutes

Materials: Community pictures from previous activity; markers

Procedure:

1. Explain teens will add a new element to their community pictures: community relationships.

Purpose:

To explore relationships in the community

Make the point that while sometimes our closest relationships are with family or friends, many teens have important relationships with people and organizations in the larger community. Describe a community relationship from your experience as a teenager (for example, a small business owner who took an interest in you, a minister who guided and encouraged you, a special teacher, the parent of a friend that you felt close to, the parent of a child you babysat for or a Boy or Girl Scout leader).

2. Ask for examples of relationships they have in their community. Elicit examples they might not think of as actual relationships, such as an elderly neighbor who says "hello" when they pass by, a friend's parent who includes them in family meals and outings or the environment of the local community center, where they feel welcome and accepted.
3. Ask teens to draw asterisks (*) next to three people or places they feel connected to.
4. When finished, ask volunteers to describe the nature of their community relationships.
5. Conclude the activity using the Discussion Points.

Discussion Points:

1. Sometimes there are opportunities for relationships that we do not see. Do you know someone that you have not taken the opportunity to have a relationship with? Why?
2. What problems or concerns would you like to discuss with someone who is not a friend or family member?
3. Are there situations where individuals might feel closer to people in their community than in their family? (Answers might include: adolescents often feel closer to peers; some lesbian, gay and bisexual people are rejected by their families so they develop close bonds with others in the gay community; some deaf people's families do not sign well or at all so deaf people form close relationships with other deaf people.)

Pluses and Wishes

Materials: Newsprint and markers or board and chalk; two different light colors of construction paper (six pieces of each); felt-tipped markers; spray adhesive or tape; two **large** pieces of poster board or cardboard (approximately 20" x 30"); Leader's Resource, "Aspects of Community Life;" index cards

Time: 45-55 minutes

Purpose: To discuss the good and the bad in a community

Planning Notes:

- ✓ Tear the construction paper into odd-shaped pieces, like the pieces of a puzzle, no smaller than 2" x 3," for Step 4.
- ✓ Copy topics from the Leader's Resource, "Aspects of Community Life," onto index cards in Step 5.
- ✓ Label two posters "pluses" and "wishes." If you use a spray adhesive, participants can place their pluses and wishes directly on the poster, when they make their group reports. Otherwise provide tape.
- ✓ For Step 4, decide which color construction paper teens will write "pluses" on and which color they will use to write "wishes" on.

Procedure:

1. Point out that everyone in a community has a responsibility to pay attention to what is good, bad, right or wrong about that community.
2. On newsprint, draw a scorecard like the one below and label it with plus and minus signs:

+	-

3. Ask teens to try to come up with some pluses and wishes about living in a community. What are two or three positive, tangible things the community offers? What are two or three negative things, things that could be better? List those under the appropriate columns.
4. Go over the instructions for this activity:
 - You will work in six small groups. Each will be assigned one aspect of community life.
 - List as many pluses as you can for your community. They should be tangible things that are good for the community and enhance the quality of life.
 - Write pluses on the (color) pieces of paper I will give you.
 - Then list as many wishes as you can. Wish for specific things you would like added to or changed in the community, to make the quality of life better.
 - Write wishes on the (color) pieces of paper I will give you.

-
5. Divide teens into six small groups and give each an index card, which lists an aspect of community life, and approximately 10 pieces each of the two colors of construction paper. Tell them they have about 15 minutes to work.
 6. When time is up, ask volunteers to share what their groups came up with. Help them place items on the "wishes" or "pluses" poster with the spray adhesive or tape.
 7. Conclude this activity using the Discussion Points.

Discussion Points:

1. From your perspective, are there more pluses or minuses in this community?
2. If adults did this same activity, how different would their results be? Why?
3. Which positive things in the community do teenagers take advantage of?
4. Which negative things affect teenagers the most?
5. What are three wishes that could come true? How would you make the necessary changes?

Aspects of Community Life

Law and Order

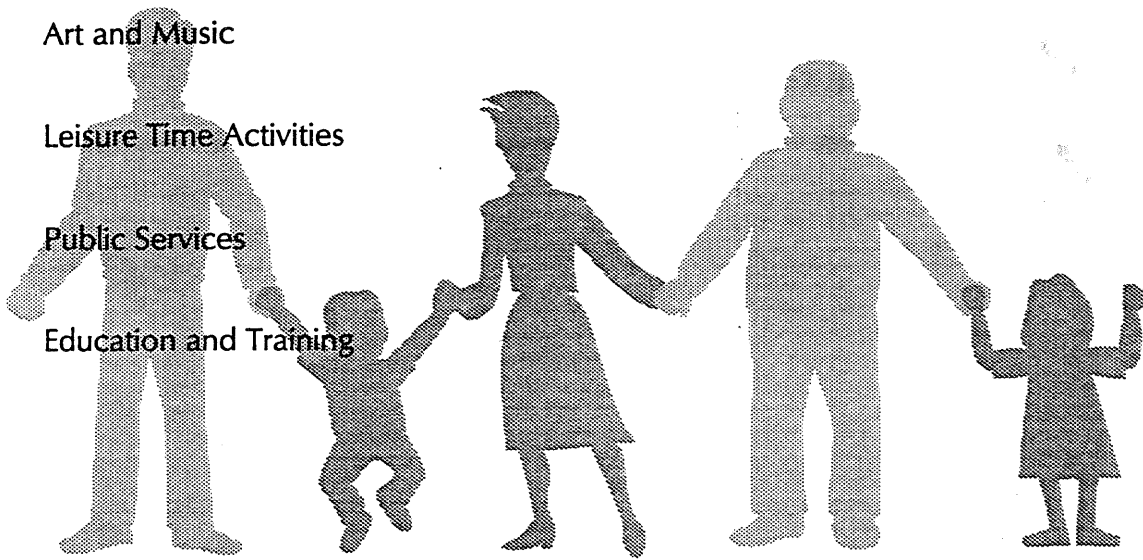
Health and Health Care

Art and Music

Leisure Time Activities

Public Services

Education and Training



Visit to a Local Service Organization

Materials: None

Time: Minimum of two to three hours (off-site)

Planning Notes:

- ✓ This activity requires more planning and preparation than most, but can be very valuable. You should involve teens in the planning and preparation process, so they get the most out of the experience. Help teens identify an agency that serves a client population they feel compassion for – young children with serious illnesses, elderly people in a nursing home, homeless women with children and so on. Then arrange a visit with the agency. It should consist of three parts: (1) an orientation by agency staff on agency's goals and programs, (2) tour of the facility and visit with clients and (3) an opportunity for reflection and debriefing with staff before they leave the facility.
- ✓ If possible, arrange for a half or full day to participate in some volunteer activities such as reading stories to children, accompanying nursing home residents to a special event, serving a meal for the homeless and so on. Participants will still need an orientation and debriefing, but they will leave feeling they have contributed, rather than just visited.
- ✓ Arrange for transportation, parental permission and liability issues.

Purpose:

To be aware of community organizations and what they provide

Procedure:

1. Tell the group you have good news! After having completed the chapter's other activities on community, the group is going to visit a local agency or organization that is serving citizens and attempting to make positive changes in the community.
2. Go over the following:
 - The agency and what services it provides
 - When and for how long the visit will occur
 - Where the agency is located and how teens will get there. (If group transportation is not provided, be sure to provide information about public transportation and/or a map showing exactly how to get to the agency.)
 - What the group will do during their visit (meet with staff, tour the facility, work with clients and so on)
4. Ask teens for questions.
5. When the group has returned, conclude the activity using the Discussion Points, either immediately if time permits or in the next session.

Discussion Points:

1. Before this visit, what did you know about the agency and the people it serves?
2. Has your thinking about the agency and/or their clients changed?
3. What would life be like for the clients if this agency had to close?
4. Have you ever known anyone who was in a similar situation?
5. How can you help with this community problem?

Looking At Our World Community

Materials: Yarn (104 feet); masking tape; six pieces of cardboard; six paint-stirring sticks; one pound of peanuts in the shell; six paper plates; 700 toothpicks; 182 pieces of candy; markers; 12 plastic sandwich bags and twist ties; Leader's Resources, "Ambassador's Cards" and "Information on Regions"

Time: 40-50 minutes

Planning Notes:

Purpose: To be aware of population and distribution of resources in the major geographic regions of the world

- ✓ You need 26 people for this activity. If your group is smaller than that, "borrow" youth or adults from another group for this session or use chairs to represent "citizens" for Step 4. If your group is larger, ask the remaining people to form a "United Nations International Advisory Council" or increase the population, land area (by cutting longer pieces of yarn) and resources accordingly.
- ✓ Follow the instructions from the Leader's Resource, "Information on World Regions."
 - (1) Cut pieces of yarn in proportion for land space in the six regions. Tape each piece of yarn to the floor in the shape of a rectangle.
 - (2) Write the names of each region on the six paper plates and place the required number of peanuts per person on each plate.
 - (3) Label six sandwich bags by region and place the required number of candy pieces in each.
 - (4) Label the remaining six sandwich bags by region and place the required number of toothpicks in each.
- ✓ Duplicate the Leader's Resource, "Ambassador Cards" and cut them along dotted lines.
- ✓ Create placards with cardboard and paint sticks. Tape the Ambassador cards to the back of each placard.

Procedure:

1. Tell teens that they will demonstrate that all people in the world are actually members of one huge community. Ask for examples of ways different countries and peoples in the world influence each other. (Examples include control of resources, damming a river in one country so it will not flow into another, wars, trade, relative value of currency and so on.) Point out that the decisions and behaviors of one community, in this case, the North American community including the U.S. and Canada, affect the quality of life in the remainder of the world. Explain that a "simulation" is an activity that creates a situation similar to a real situation and allows people to experience it.
2. Explain the activity:
 - Six volunteers will be ambassadors from the six world regions I have outlined on the floor.
 - Ambassadors will help with distribution of people, food, energy and wealth.
 - Follow directions unless there are no specific instructions. Then you can do what you feel is right, as long as you do not hurt anyone else in the process.
3. Have six volunteer ambassadors stand in the outlines for each region.

Adapted with permission from "Food for Thought" (1992 edition), Zero Population Growth, Inc., Washington, D.C.

-
4. Ask each ambassador to choose the appropriate number of “citizens” to populate their regions, based on how population is actually distributed around the world. Ask the “citizens” to stand inside the regions with their ambassadors:

- North America — just the ambassador
- Latin America — one
- Western Europe — two
- former Soviet Union — just the ambassador
- Asia — 15
- Africa — two

Explain that this exercise was written before the dismantling of the former Soviet Union so for the purposes of the activity, the countries that once made up the U.S.S.R. are treated as one region.

5. Distribute placards to the ambassadors and have them read aloud about their regions.
6. Explain that the size of each space represents the amount of land that is available to the population in each region. Ask for comments. If no one mentions it, point out that dense population and our crowding depend on how early people begin having children and how many children they have.
7. Distribute the six plates of peanuts to the ambassadors for each region. Explain that three peanuts represent the amount of protein one person needs to be well-fed and that the peanuts have been divided to demonstrate how much protein each person in a region actually consumes. Point out that in Asia, Latin America, and Africa, regions of the world that have large populations and fewer resources, there are only two peanuts per person, while in North America, Europe there are three per person, representing the optimum amount a person would need to consume each day. Compare the peanuts to meals: in the U.S. or Europe, a person would have three meals a day while in Asia or Africa a person would only have two meals a day.
8. Tell ambassadors to distribute the peanuts to their citizens the way they feel is appropriate. Have citizens respond the way they feel is appropriate.

NOTE: At this point, interesting developments may occur in the activity. Ambassadors may try to keep some peanuts, or may give more peanuts to favorite friends. Citizens may try to swipe peanuts from the plate or from each other. If any of these things happen, call “time out” and ask someone to describe what is going on. Ask the group if these things ever happen in the real world and have them give examples (for example, political leaders who give special benefits to their friends, border disputes, wars, assassination of a leader and so on.) and discuss them.

9. Distribute the plastic bags and toothpicks to each ambassador and ask them to hold their bags high so everyone can see. Explain that the matches represent how much of the planet’s natural resources each person in a region uses to produce energy including the oil, gas, wood and other natural resources. Ask a volunteer to summarize what she or he notices about energy consumption.
10. Collect the bags of toothpicks.
11. Now tell the group you are going to demonstrate how wealth is distributed in the world, using candy to represent how much wealth a region produces per person. Distribute the plastic bags to ambassadors and ask them to hold their bags high so everyone can see.

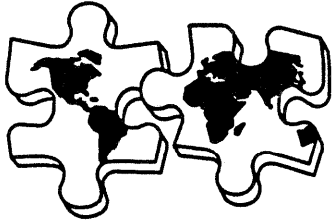
Clarify that this is **one person's share of the wealth in each region** but that not everyone in a region gets an equal share of the wealth produced in that region.

12. Ask the ambassadors to distribute the pieces of candy to their citizens in the way they feel is appropriate. If problems break out over distribution of the candy, call "time out" and discuss what happened.
13. Ask everyone to take their seats and conclude the activity by using the Discussion Points.

Discussion Points:

1. What did you learn from this activity?
2. What surprised you most?
3. How do you feel about the way natural resources are distributed in our world communities?
4. What role does population, including how many children a family has, play in the world community?
5. How are wars and international disagreements related to resources and population?
6. What new rules would you make to govern the world more fairly?
7. What can we do in North America to help with the problems other regions are facing?
(Answers: Conserve our natural resources; use less energy for heating, cooking, driving, etc.; share more of our wealth with other regions; provide health education and services to help improve the quality of life.)
8. In the U.S., most people eat three meals a day. Would you give half of one of your meals each day so people in Asia, Africa or Latin America could have two and one-half meals instead of only two? How about giving up one-half meal a day so poor or homeless people in this country could have more to eat?

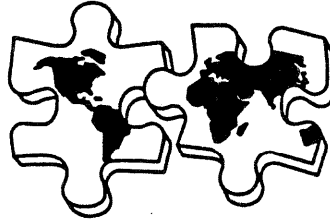
Ambassador's Cards



The North American Ambassador

I am the North American Ambassador. Here are some things about my world.

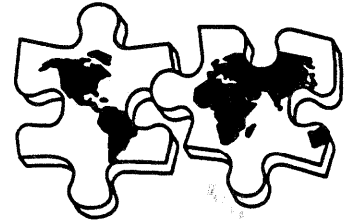
- A. Our population is estimated at 283 million.
- B. Our birth rate is 16 per 1000.
- C. At this rate we will double our population in 89 years.
- D. Our life expectancy at birth is 75 years.
- E. North American women bear an average of 2.0 children.



The African Ambassador

I am the African Ambassador. Here are some things about my world.

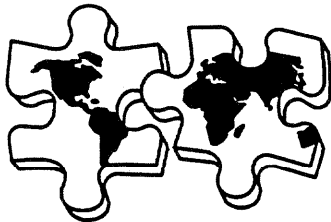
- A. Our population is estimated at 654 million.
- B. Our birth rate is 43 per 1000.
- C. At this rate we will double our population in 23 years.
- D. Our life expectancy at birth is 54 years.
- E. African women bear an average of 6.1 children.



The Asian Ambassador

I am the Asian Ambassador. Here are some things about my world:

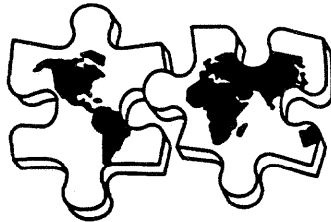
- A. Our population is estimated at 3 billion, 207 million.
- B. Our birth rate is 26 per 1000.
- C. At this rate we will double our population in 39 years.
- D. Our life expectancy at birth is 64 years.
- E. Asian women bear an average of 3.2 children.



**The Russian Ambassador
(Former Soviet Union)**

*I am the Russian
Ambassador. Here are
some things about my
world:*

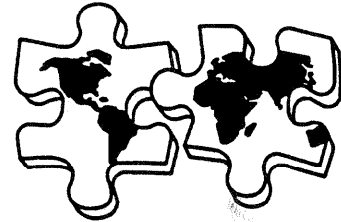
- A. Our population is estimated at 284 million.
- B. Our birth rate is 17 per 1000.
- C. At this rate we will double our population in 104 years.
- D. Our life expectancy at birth is 70 years.
- E. Russian women bear an average of 2.2 children.



**The Western European
Ambassador**

*I am the Western
European Ambassador.
Here are some things
about my world:*

- A. Our population is estimated at 511 million.
- B. Our birth rate is 12 per 1000.
- C. At this rate we will double our population in 339 years.
- D. Our life expectancy at birth is 75 years.
- E. European women bear an average of 1.6 children.



**The Latin American
Ambassador**

*I am the Latin American
Ambassador. Here are
some things about my
world:*

- A. Our population is estimated at 453 million.
- B. Our birth rate is 28 per 1000.
- C. At this rate we will double our population in 34 years.
- D. Our life expectancy at birth is 67 years.
- E. Latin American women bear an average of 3.4 children.

Leader's Resource

Information on World Regions

(Based on 25 participants)

	North America	Latin America	Europe	Former USSR	Asia	Africa
Yarn	18 feet	17 1/2 feet	9 feet	18 1/3 feet	20 feet	21 feet
1992 Population (1 person = over 200 million people)	1	2	3	1	16	3
% of World's Land Area (as outlined by yarn)	16%	15%	4%	17%	20%	22%
Share of Protein (Peanuts)	3 (3/person)	4 (2/person)	9 (3/person)	3 (3/person)	32 (2/person)	6 (2/person)
Per Capita Wealth (candy)	72	7	43	31	6	3
Energy Consumption (Matches)	292	33	129	190	23	12



Chapter 7:

What Are My Goals?

Objectives:

- ✓ To learn what goals are and why goal-setting is important for life planning
- ✓ To identify short-term and long-term goals
- ✓ To learn and practice a process for setting goals and trying to achieve them
- ✓ To explore personal and vocational life goals
- ✓ To examine the importance of completing high school in life plans and goals
- ✓ To examine the probable impact of early parenthood on life plans and goals

Activities

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Introduction to Goal-Setting

Materials: Newsprint and markers or board and chalk

Time: 25-35 minutes

Planning Notes:

- ✓ For Step 1, write on newsprint the five examples of goal-oriented behavior.

Purpose: To understand what goals are and their importance

Procedure:

1. Post the following goal-oriented behaviors and read them aloud, without introduction:
 - Philip wants to do well in tryouts and make the soccer team.
 - Dawn needs a "B" on her math test to go on the field trip next week.
 - Randolph is working up the courage to invite someone to Saturday's big concert.
 - Travis has been saving money to buy a new part for his bike.
 - Melanie wants to confront her mom about her mom's drinking and get her some help.
2. Ask participants to think about what the teens have in common. Wait until someone comes up with the answer: **all five teens want something**. In other words, all five teens have **goals**.
3. Write the word "goal" on newsprint and ask for a definition. Work toward a definition similar to: "A goal is something a person works to accomplish."
4. Explain that a goal may be any of the following:
 - Something to do, like Philip making the soccer team or Melanie getting help for her mother.
 - Someplace to go, like Dawn's field trip.
 - Something to have, like the new part for Travis' bike.
5. Ask teens to think of an example of a goal, something they hope to accomplish. Give everyone an opportunity to answer. Without explaining why, as each person names a goal, direct her or him to one side of the room or the other, depending on your determination of whether the goal is **short-term** or **long-term**. When everyone has named a goal, ask a volunteer to answer the following question:

"Why are you standing in two different groups?"

"What is the difference between the two groups of participants?"
6. When someone answers that one group named goals that can be quickly achieved (short-term goals) and the other group named goals that take some time to fulfill (longer-term goals), ask everyone to take their seats.
7. Explain that the next several activities will help participants learn more about recognizing the differences between short- and longer-term goals, and setting and achieving them.
8. Conclude the activity using the Discussion Points.

Discussion Points:

1. What are some long-term goals that adults you live with have in mind for you?
2. How are goals related to personal and family values?

Setting Short-Term Goals

Materials: Leader's Resource, "Playing Field;" newsprint and markers or board and chalk; index cards; construction paper; bulletin board; straight pins or thumb tacks; pens/pencils

Time: 30-40 minutes

Planning Notes:

- ✓ Use the Leader's Resource as a guide to create a playing field by covering a bulletin board with colorful construction paper and decorating it for use in Step 5.

Purpose:	To practice setting short-term goals
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Procedure:

1. On newsprint or the board, draw a quick illustration of a sports playing field, with goal posts at each end. Label the goal posts and ask the group to think of the analogy between sports and life. Ask how goals in sports are like goals in life. List answers on newsprint and add any of the following points if they are omitted:
 - Goals give direction and purpose to both the game and life.
 - Goals make the game and life more interesting and challenging.
 - Goals guide decisions in both the game and life.
 - Goals must be clear to know exactly what is required to achieve them.
 - There are time limits on goals. Some things must be accomplished by a certain time or they do not count, in the game and in life.
 - Goals are made with teamwork. Rarely does one person achieve a goal without the help of others.
 - In life and sports, people do not achieve goals all at once, but step-by-step, yard-by-yard.
2. Explain that a goal that someone can accomplish in a short period of time, such as a week or two, or even a month, is called a **short-term goal**. Winning a single game or even a week-long tournament would be an example of a short-term goal. Goals to be accomplished over a longer period of time, say six months (losing 15 pounds) or several years (getting a college degree) are **long-term goals**. Winning the national championship would be an example of a long-term sports goal.
3. Distribute index cards and ask participants to write a short-term goal — something to accomplish before the next session. Examples might be buying a bicycle part, talking to a friend or family member about a problem, studying for an exam and so on.
4. Allow about five minutes, then have teens pin their goals on the bulletin board in the center of the playing field.
5. When everyone is seated, explain that the next session they will share their goals and show, visually, how much they have accomplished. At that time, teens will move their "goals" (the index cards) on the playing field — either closer to the goal line or across it.
6. Conclude the activity using the Discussion Points.

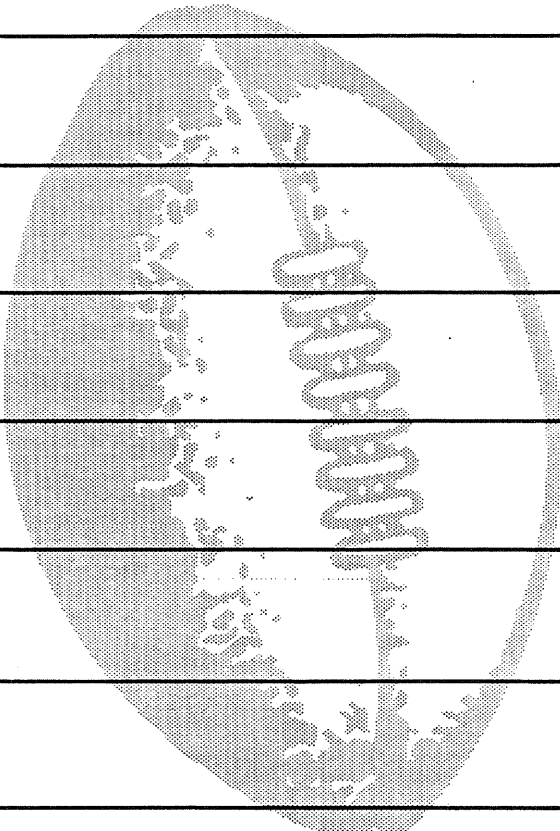
Discussion Points:

1. Still using the sports analogy, what would a "time out" be used for in real life? (Answers include: An opportunity to stop whatever you are doing and re-evaluate your progress towards a goal; a chance to confer with friends and trusted adults about your "game plan" and get advice as to how to proceed.)
2. In games like football, basketball and soccer, there are things like "fouls" and "penalties." Can you think of something comparable that might happen to a person working towards a goal in life? (Answers include: Any problem or setback that interrupts progress toward a goal, such as having trouble in school, becoming sick, joining a gang, experimenting with drugs and so on.)
3. What happens when an athlete tries and fails to make a goal? (Answers include: She or he can try harder the next time; be more realistic about personal abilities and the need to involve other team members; become frustrated or depressed; change to an entirely different position on the team so scoring is not their goal.)

Leader's Resource

Playing Field

End Zone	
Goal Line	
10	10
20	20
30	30
40	40
50	50
40	40
30	30
20	20
10	10
Goal Line	
End Zone	



Making a Contract

Materials: Copies of the handout, "My Contract," for each participant; wall space to display contracts; tape or thumb tacks; markers; pens/pencils

Time: 40-50 minutes (Session 1); 20-30 minutes (Session 2)

Planning Notes:

- ✓ Decide how much time you will allow participants to reach their goals. It can be anywhere from one to four weeks.
- ✓ Using colorful markers, prepare an enlarged copy of the "contract" handout and complete it for a personal goal for Step 4.

Purpose: To practice goal-setting by developing a contract with a supportive partner

Procedure: *Session 1*

1. Tell the group they will practice goal-setting with the help of a partner, someone who will support them and help them work toward achieving their goal. Working with others on setting goals helps realize your goals. It is the way many businesses operate.
2. Ask for a definition of "contract," like the contracts used in business or sports. The explanation should include: a contract is a signed agreement between two parties that spells out what each party has promised to do.
3. Explain that when people work toward a goal, they often write a "contract" that spells out what they plan to accomplish and what they get in return once they accomplish their goal. Go over your example, and explain each section of the contract:
 - Short-term goal
 - Target date, or date goal will be accomplished. (Point out the time line for your group.)
 - Three or more steps to take to accomplish goal
 - Rewards expected if goal is achieved
4. Go over instructions for the activity:
 - Choose a partner. You will each help one another write and accomplish your goals over the next few weeks.
 - Choose a short-term goal and write a contract with your partner on the handout, spelling out what you hope to accomplish, by when and the steps to get there. Your partner must choose a reward for you, for accomplishing your goal.
 - Complete your contract and then work with your partner's.
 - Bring your finished contracts to me and I will "witness" them by signing them.
5. Have participants begin. Circulate to offer help.
6. After 10-15 minutes, let pairs know time is almost up. Suggest they complete the steps outlined in their contracts before the next session (if necessary). Collect and "witness" all completed contracts and place them in a folder.

Session 2 (At completion of allotted time period)

1. Distribute contracts to participants and ask them to find their partners to discuss whether or not they achieved their goals. Ask each participant to report on her or his progress.
2. Conclude the activity using the Discussion Points.

Discussion Points:

1. There is a saying, "You can eat an elephant if you take it one bite at a time." What do you think that saying means? (Answer: If achieving a goal seems like too big a task to ever accomplish, break it down into smaller, manageable steps.) Is it easier to accomplish something if you take it one step at a time?
2. How did your partner help you achieve your goal? What other help could you have used?
3. What makes it difficult to accomplish short-term goals at your stage in life? (Answers include: Competing priorities; peer pressure; lack of money and other resources; goals don't seem important at this stage in life.)
4. Is it common for people to fail to meet their goals? (Answer: Very common! People set goals all the time and then don't achieve them. Some people give up if they fail to achieve a goal, but most people set another goal – maybe a more realistic one – and then try again.) What do they do then?
5. Can you give an example of a teenager or an adult you know who failed to meet a personal goal? How did she or he handle it?

Handout

My Contract

Part A

I, _____, do hereby declare that I will achieve the
(Name)
following short-term goal on or before: _____
(Date)

My goal is to _____

In order to achieve my goal, I will complete the following steps:

1. _____
2. _____
3. _____
4. What I expect when my goal is achieved _____

Part B

I, _____, do hereby declare that I will support
(Partner's Name)
_____ in accomplishing her/his goal by _____
(Date)

I agree to do the following three things to support my partner's work toward
her/his goal:

1. _____
2. _____
3. _____

Upon completion of the goal, I will reward her/him by: _____

Signed: _____
(Name)

Signed: _____
(Partner's Name)

Witnessed by: _____

Date: _____
(Date)

Looking at My Life: Past and Future

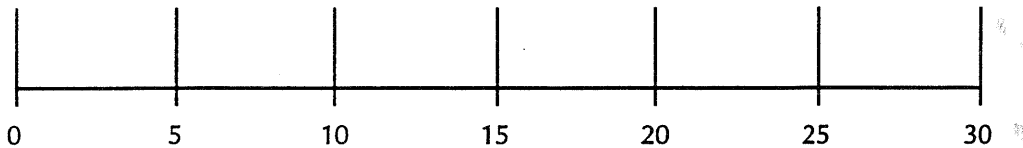
Materials: Newsprint and markers or board and chalk; drawing materials (crayons, chalk, colored pencils)

Time: Session 1: 40-50 minutes;
Session 2: 40-50 minutes

Planning Notes:

Purpose: To identify accomplished goals and set long-term goals

- ✓ Create a timeline on newsprint or the board for participants to copy in Step 3. Using the timeline format, on another sheet of newsprint, fill in several of your life events (include things teens can relate to, such as high school graduation). Put at least one longer-term goal on your timeline.



- ✓ Write the following instructions for the activity and post it for Step 4:
 1. Write in dates or events that have already happened in your life.
 2. Write in at least three things you expect to happen before you reach age 20.
 3. Write in at least three things you hope will happen sometime in your adult life after age 20.

Procedure:

Session 1

1. Remind participants that there are short-term goals and long-term goals. Tell them that you want to read them a short story about longer-term goals:

In a way, life is like being out on a wide river in a canoe. You can drift along, doing nothing to steer the canoe, just going with the river flow. The current will keep you afloat and moving on downstream. Once in a while, you'll bump into a piece of land where you can camp until you are ready to climb back into the canoe. Some places you land may be great, but others may be miserable — full of mosquitoes, no trees for shade, no wood for a fire or too many rocks to pitch your tent.

Say you want to get to a special island in the river. You've heard it's a great place — safe, beautiful, a perfect climate, with people you will enjoy and no hassles. It's **not** very likely you'll get there by just drifting; you'll have to chart a course to the island. As you plan the course, you may see that you'll have to go into a side stream or two and paddle really hard, sometimes against the current. There may be rapids to navigate and, to get around some obstacles, you may even have carry your canoe along the shore. It will be much harder than lying back and drifting.

Your reward for charting a course will be worth it. You'll know where you're headed, and will have planned the trip the best way you can. Advance planning means you won't have a lot of sleepless nights on the river, wondering if you'll be lucky enough to drift into a camp site with fresh water and something good to eat. When the paddling gets really tough, your picture of what it will be like to live on the wonderful island will help give you energy to keep going.

You may take a wrong fork in the river and get a little lost, but because you know where you are going, you will have maps and charts to help you find your way back. And your reward will be finally reaching the island, beaching your canoe and enjoying yourself.

2. Tell the group that charting a course through life — making some **life plans** — is one example of setting long-term goals.
3. Go over instructions for the activity:
 - I will give each of you newsprint and a marker. Copy the blank timeline I have drawn. (Display the timeline.)
 - Think about your life up to this point and create a timeline beginning with your birth and ending at age 30. In the early years of the timeline, write in special dates or events in your life that have already happened, such as:
 - Your first day of school
 - Other family events (births, deaths, marriages or divorces)
 - A time when your family moved
 - Special relationships (friends, romantic partners)
 - Sad events you have experienced
 - Special awards or honors you received
 - Favorite times you remember (vacations, ceremonies)
 - Write in at least three future events, which you hope will happen by age 20. These may include:
 - Graduating from high school
 - Getting your license
 - Buying a car
 - Joining the military
 - Getting an apartment of your own
 - Starting college or a training program
 - Getting a full-time job
 - Finally, write at least three future events you hope will happen **after** age 20. Indicate where on the timeline that you want the events to occur, or just include them anywhere. You may want to include:
 - Finishing college, graduate school or job training
 - Traveling
 - Having enough money to buy something special (car, house and so on)
 - Having your own business
 - Getting married or living with a romantic partner
 - Having a child
4. Distribute newsprint and drawing materials and tell participants to begin. Post the written instructions as a reminder.
5. When only a few minutes remain, tell the group to finish their timelines and be prepared to talk about them at the next session. (Some teens may need to complete their timelines after the session.)

Session 2

1. Have participants display timelines on tabletops or the wall.
2. Ask for a volunteer to share one important past event and one future event on the timeline.
3. Allow anyone to share and then conclude the activity using the Discussion Points.

Optional Activities:

Take your timeline home and share it with a parent or adult you live with. Ask the person how your timeline is similar or different from the one she or he would have drawn for themselves at your age. Ask what other goals the person would add to **your** timeline.

Discussion Points:

1. Do we have much to say about what happens in the early years, up to age 10? Why or why not? What happened to you that was out of your control?
2. Many adults think they control what happens to you during the second 10 years of your life – the teen years. Is that really true? Who is actually in control of your life at this point? Who decides which goals you achieve?
3. When it comes to life plans, which years are more difficult to think about, those between 10 and 20 or those after 20?
4. Think about the river again and drifting in that canoe without paddling very hard but just enjoying yourself. Which life goals can you probably achieve without doing much “paddling?” Which ones will take real effort?
5. Are these differences in life goals listed by the girls and the boys in this group?
6. Which points on your future timeline would change if you became a parent this year? Describe how they would change, and why.

A Video about Dropping Out

Materials: Video about dropping out; VCR and monitor; newsprint and markers or board and chalk

Time: 40-50 minutes

Planning Notes:

- ✓ Community organizations may have a video on dropout prevention. Contact your school guidance counselor to inquire about finding a video locally. Some recommended videos are listed below. Consult the list of video distributors for addresses and telephone numbers.

Purpose: To think about the realities of dropping out of high school

- (1) *Dropping in: A Film about Dropping Out* (Select Media, 14 minutes, 1987, \$275.00). Two African-American teens, one out of school and dealing drugs, and the other considering dropping out, are confronted by a father who "tells it like it is" about what a high school diploma has meant to him.
 - (2) *I Made It!: Kids Who Stay in School* (HRM Video, 13 minutes, 1991, \$119.00). Inner city teens — some who are graduating and some who dropped out — share thoughts and feelings about making it through school versus dropping out to pursue quicker money.
 - (3) *It's Your Life, Take Charge!* (KidsRights, 25 minutes, 1988, \$99.95). Five teens share the choices they made concerning school and the impacts of their choices. Encourages teens to consider all options and alternatives.
 - (4) *But I Didn't Think It Would be Like This!* (KidsRights, 30 minutes, 1989, \$109.00). Examines the dilemma many teenagers face and motivates teens to stay in school. Teens share the difficulties they encountered because they didn't graduate. Offers tips to prevent dropping out.
- ✓ Obtain your video, preview it and make any necessary adaptations to the activity and discussion questions.

Procedure:

1. Ask participants which of their life goals require a high school education. List their responses on newsprint or the board. Be sure to add any of the following that are omitted:
 - Going to college
 - Participating in a vocational training program
 - Joining the military
 - Earning enough money to be self-sufficient
2. Ask what reasons teens usually give for dropping out of high school. List them on newsprint and add any of the following if appropriate:
 - School is boring or irrelevant
 - Academic failure
 - Problems with teachers and administrators
 - Pregnancy
 - Want or need to work

-
3. Tell participants the video they will see examines, through the experiences of real teens, the dilemma of whether to drop out of school for quick money or stay for long-term goals. Participants will evaluate the teens' decisions. They should make notes on:
 - Arguments **for** dropping out of school
 - Arguments **against** dropping out of school
 4. Before showing the video, introduce the characters and give a brief overview of the story line.
 5. When the video is over, ask for volunteers who will debate **for** and **against** the characters dropping out. Allow about five minutes for each side to argue its case, then conclude the activity using the Discussion Points.

Discussion Points:

1. Do you know anyone who is talking about dropping out or has recently dropped out? What are their reasons? What do you think about their plans?
2. What options are available for teens who are thinking about dropping out? (Answers include: counseling; tutoring; transferring to another school; vocational education; evening/adult program; GED instruction.)

My 10-Year Class Reunion

Materials: Copies of the handout, "My 10-Year Class Reunion," for each participant

Time: 30-45 minutes (Session 1); 30-45 minutes (Session 2)

Planning Notes:

- ✓ If you are working with an out-of-school group, change the activity so that they imagine a reunion of their group or some other gathering, rather than a class reunion.

Purpose: To look at 10-year life plans and evaluate them

Procedure:

Session 1

1. Ask participant to look into the future and think about what might be waiting for them.
2. Go over instructions for the activity:
 - Imagine that you are going to a reunion, 10 years from now, of your class (or *Life Planning Education* group). You will talk to one another about what is going on in your lives.
 - Think about the questions on the handout, as you prepare for your "reunion." Use your imagination and try to answer the questions the way you think you would in 10 years.
 - Be realistic about your goals, but dream a little too. You cannot know exactly what will happen, but you can think about what you **hope** will be happening when you are in your early 20s.
 - After answering the questions on the handout, use any technique you choose to picture your future for the rest of the group. You can:
 - Role-play your experiences and accomplishments.
 - Write a poem or a rap song that tells who you are and what you are about.
 - Use your own ideas.
3. Allow 5 to 10 minutes for teens to complete the handout. Then direct participants to work on their presentations.
4. Let the group know they can work until the end of the session. They will share their imaginary future lives with the rest of the group during Session 2.

Session 2

1. Remind the group they are imagining a reunion 10 years from now. Ask volunteers to share their visions of their lives in their early 20s.
2. Have participants share for about 20 minutes. Challenge teens to be optimistic and even to boast a little about what they hope to accomplish in 10 years.
3. Conclude the activity using the Discussion Points.

Discussion Points:

1. How easy or difficult is it to imagine your future? Why?
2. Why do some people have a clearer vision of the future than others? Do your friends have a clear vision about the future? Why or why not?
3. Some people say talking about what you hope to be doing in 10 years is a waste of time. Do you agree? Why or why not?
4. What makes most dreams come true? Is it luck or work and planning? Give examples of each.
5. Do you know of someone who has had a life goal for a long time and is still working towards it? How do you feel about that person's effort to reach the goal?
6. What can you do now to make your dreams for the future come true? (Answers include: finish school; stay out of trouble with the law; keep from becoming a parent anytime soon; avoid violent conflicts; stay healthy and free from disease.)
7. What do you need to learn more about to accomplish some of your life goals? Where can you find more information?

Handout

My 10-Year Class Reunion

Answer the following questions by thinking about what you would like to tell your friends when you see them again in 10 years.

1. In 10 years it will be the year _____ and I will be _____ years old.
2. The job I want in 10 years is _____.
3. To get that job I will have to _____
_____.
4. My specific responsibilities will be _____

_____.
5. My annual salary will be _____.
6. In 10 years I will be driving a _____.
7. I will live in _____.
8. Three of my most important possessions will be _____,
_____,
and _____.
9. My family will consist of _____
_____.
10. The most important thing I will have done by then is _____

_____.
11. The most important experience I will have had is _____.

A Dream Come True

Materials: Motivational guest speaker; newsprint and markers

Time: 45-55 minutes

Planning Notes:

- ✓ Obtain school or agency permission, if necessary, to invite a guest speaker.
- ✓ Invite a guest speaker who can serve as a role model and who will motivate and encourage young people. The person should be someone with whom your teens can identify — consider age, gender and racial/ethnic identity when choosing. Your guest should be able to share a story about her or his struggle to achieve a personal/professional goal. (Suggestions include a local person who has achieved fame (sports, music, television or film); someone who has been exceptionally successful in a nontraditional career area; a person with disabilities who has achieved important goals.)
- ✓ Prepare your group for the invited guest speaker. Give your guest background about the program and the unit on goal-setting. Share the handout, "Making a Dream Come True."
- ✓ Ask the guest to try to make points related to the six steps (below) for reaching a goal. Also, ask your speaker to incorporate comments on topics the group has covered previously and how these relate to setting and achieving goals.
- ✓ For Step 3, prepare a poster of the six steps to achieving a goal, as outlined below:
 - (1) Determine the goal
 - (2) Set a target date
 - (3) Write out the steps to reach the goal
 - (4) Think ahead about what things might keep you from achieving your goal
 - (5) Come up with solutions to overcome possible problems
 - (6) Identify resources, people and places for help

Purpose: To learn a step-by-step process for setting and achieving goals

Procedure:

1. Introduce your guest speaker as someone who has achieved a dream by identifying a life goal and then working toward it.
2. Allow about 25-30 minutes for your guest to talk informally with the group, then allow time for questions. Be sure your guest mentions steps, roadblocks and solutions related to his or her goal. Add comments as necessary and appropriate.
3. Display the poster of goal-setting steps. Go over each step, using your guest's goal as an example. Ask the guest to help the group fill in the details.
4. Conclude the activity using the Discussion Points.

Discussion Points:

1. What about the speaker impressed you the most? Did anything surprise you?
2. How can you judge whether a goal is worthwhile? (Answers include: Would your parents or others close to you say your goal is worthwhile? Would your friends approve of your goal? Will your goal benefit you and/or others in a positive way?)

Practicing Goal-Setting

Materials: Copies of the handout, "Making a Dream Come True," for each participant; poster of goal-setting steps from previous activity; pens/pencils

Time: 40-50 minutes

Planning Notes:

- ✓ If you did not have a motivational speaker (preceding activity), you will need to work through the six goal-setting steps with an example of a life goal you have achieved.

Purpose: To practice applying the goal-setting model to a personal goal
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Procedure:

1. Remind participants that people who realize their dreams in life all have one thing in common: they have set goals and taken the necessary steps to achieve them.
2. Display the poster from Step 3 of the previous activity and go over the six steps of goal-setting. Clarify what each step involves, using the goal-achievement example you have chosen.
3. Distribute the handouts and go over instructions for the activity:
 - Find a partner to work with.
 - Complete the handout with your partner. Think of a life goal you would like to accomplish and fill in the steps, problems, solutions and resources.
 - Help your partner complete her/his handout.
 - Be prepared to share your goal with the group.
4. Tell participants they have about 15 minutes, then circulate and help teens who are having difficulty.
5. When time is up, ask for volunteers to share their goal-achievement strategies. Focus the dialogue on **steps, problems and solutions**. When one person finishes, give the rest of the group a chance to make suggestions that might strengthen it.
6. Conclude the activity using the Discussion Points.

Optional Activity:

Suggest that participants set a goal as a group and work together to achieve it. For example, the group might choose to raise money for a recreational outing to complete a community service project. Once the goal is set, teens work together to develop a plan to achieve it.

Discussion Points:

1. Is it easy or difficult to use this process? Was it helpful to talk over your goal with someone?
2. What if a person fails to achieve a goal? How often does it happen? What can you do to increase the possibility of success? (Answers include: Set reasonable, reachable goals; give yourself a realistic amount of time to reach your goal; break the goal down into small steps, to reach one at a time; take a look at your progress; adjust your goal and/or timeframe when necessary.)

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3. Who are three people who can help you achieve your personal goal? How can these people help you?
 4. Unintended pregnancy can cause difficulty for many teenagers and prevent them from reaching their goals. How can you avoid pregnancy? (Answer: Abstain from sexual intercourse or use contraceptives, including condoms.)

Handout

Making a Dream Come True

Think of a goal — something you have dreamed of accomplishing in your future. It can be any type of goal: educational, personal or financial.

WRITE THE GOAL: Be very specific.

A TARGET DATE: When do you want to accomplish this goal?

EXPECTED BENEFITS: How will reaching this goal help you?

PLANS: What steps are needed to reach your goal?

- 1.
- 2.
- 3.

DIFFICULTIES AND ROADBLOCKS: What might keep you from achieving your goals?

- 1.
- 2.
- 3.

SOLUTIONS: What can you do to overcome these difficulties?

- 1.
- 2.
- 3.

Life Plans

Materials: Copies of the handout, "Life Plans," for each participant; pens/pencils

Time: 30-40 minutes

Planning Notes:

- ✓ As you conduct this activity, be sensitive to the needs of any teen parents in the group. If anyone in your group is obviously pregnant or has noted he is a father, ask in advance if the person(s) would like to share experiences relevant to this activity. Also be aware that young women in your group may be pregnant but not appear so and that young men may have a child or pregnant partner unknown to you.

Purpose: To become more aware of how early parenthood can alter life plans and goals

Procedure:

1. Remind teens that the issue of unintended teenage pregnancy has come up several times in relation to goals and life plans.
2. Point out that for many young people, pregnancy and parenthood changed the direction they were headed in.
3. Distribute the handout and explain that it is a list of unfinished goal statements. Ask participants to complete each sentences with an important goal.
4. When everyone is finished, give the next step of the instructions:
 - Look at your goal statements and ask if they would be affected by an unplanned pregnancy and parenthood.
 - Write a "P" in the blank in front of any goal pregnancy or parenthood would affect.
 - Count the number of P's and write it in the blank at the bottom of the handout.
5. Conclude the activity using the Discussion Points.

Discussion Points:

1. How many of you have three or more goals that would be affected by parenthood? Five or more?
2. Which goals would probably not be affected?
3. What are three important ways in which having a baby changes a teenager's life? (Answers include: Mother and father may have to drop out of school to care for the baby and earn money; both parents may find doing schoolwork is difficult with a new baby; the relationship may not survive the stress of parenting; father may be overwhelmed by his responsibility and leave the relationship; parents of teens may ask them to leave family home; friends may stop coming around because of baby; young mother may be viewed differently by her friends and boyfriends.)
4. How does parenthood affect males and females differently?
5. In what ways is parenthood more difficult for teens than for older parents? (Answers include: They have fewer resources; less financial support; less life experience; their relationship may not be very strong; the baby may be born with health and/or developmental problems.)

Handout

Life Plans

Complete the following sentences with those things that you think of immediately.

1. I would like to finish _____

2. By the end of the year I want to _____

3. By next month I'd like to _____

4. I'd like to have enough money to _____

5. What I want to change most about myself is _____

6. One thing I'd like from a friend or romantic partner is _____

7. I'd like to be the kind of friend who _____

8. One thing I'd really like to try is _____

9. Some place I'd like to go is _____

10. One of my good qualities that I'd like to develop further is _____

Chapter 8:

How Can I Make Good Decisions?

Objectives:

- ✓ To identify various ways of making decisions and to examine their results
- ✓ To learn about effective decision-making and the consequences of choices
- ✓ To practice making difficult decisions
- ✓ To practice predicting the consequences various decisions
- ✓ To apply effective decision-making to sexual decisions
- ✓ To practice resisting pressure to change a decision

Activities

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Predicting Consequences (40-50 minutes) 244

Sexual Decision-Making: Weighing the Options (40-50 minutes) 246

Fighting Influences/Following Through (40-50 minutes) 250



Introduction to Decision-Making

Materials: Four small paper bags (lunch bags); marker; stapler; banana; condom; empty soda bottle with screw-on cap, filled with water; large onion; dollar bill; IOU for \$1.00

Time: 30-45 minutes

Planning Notes:

Purpose: To introduce decision-making

- ✓ Using a large marker, number the bags one through four. Put the following objects in the corresponding bags:
 - Bag 1: banana and condom
 - Bag 2: water-filled soda bottle
 - Bag 3: onion
 - Bag 4: dollar bill and IOU for \$1
- ✓ Fold the top of each bag shut and staple it so no one can see inside.

Procedure:

1. Ask the group for examples of decisions they have made that day: what time to get up, what to wear, whether to eat breakfast, whether to get to school on time and so on. List their examples on newsprint or the board.
2. Point out that people face small, relatively unimportant decisions everyday. With big, important decisions, it is helpful to know how to make a good decision.
3. Line up the four bags on a table or the floor.
4. Ask three volunteers to choose one of the bags by standing behind it (there will be an extra bag). Explain that the rest of the group is the audience. Tell the audience to try to influence the volunteers to choose a particular bag. Give them an opportunity to do so.
5. Then, ask the volunteers how they picked their bag. Answers may include things like: "It's my lucky number," "It's my favorite number," "It was the closest one" or "They told me to." Point out that volunteers have **no information** about what is in each bag. Without information, it is very hard to make a good decision.
6. Have the volunteers lift the bags by the tops only, three or four inches off the table or floor, then put them down. Ask if any volunteers would like to exchange bags or pick the remaining bag. Ask any teens who exchange bags to explain why they decided to do so.
7. Tell the volunteers to pick up the bags one more time and do anything they want **except look inside** to find out what is inside. Once more, give the option to trade bags, then tell them to make their final choices.
8. Ask if a new volunteer wants to come up and take the remaining bag. Then have all volunteers open their bags and take out the contents, displaying them for the entire group. Process the experience by discussing the choice of each bag with the person who chose it, making sure to cover the points below:
 - Bag 1 looked interesting because it was leaning over (the banana causes this). People often decide to do something because they are curious. Bag 1 had a banana in it, something for a snack, and that was a positive consequence. But there was potential for another consequence, embarrassment, since Bag 1 also had a condom in it. What if I told you to demonstrate how to put the condom on the banana?! Sometimes there is an unknown consequence to a decision – it might be embarrassment or worse.

-
- Bag 2 appeared to contain a bottle of soda but it did not. Sometimes we are fooled by “misinformation” — in this case, without looking in the bag, you could not make an informed decision. The consequence was disappointment. Some decisions are like that — we do the best we can with the information we have, but the result is less than we had anticipated.
 - Bag 3 felt a lot like it had an apple in it. Only with a good sense of smell could you tell it was an onion, not an apple. Sometimes we make a decision too quickly and overlook some piece of information that is essential to making the best decision. In this case, the consequence is not positive since there’s nothing to eat for snack, but not negative — as long as I don’t tell you to eat the onion!
 - Bag 4 was always an unknown. It probably felt like it was empty. With closer examination you could hear something made of paper rattling around. But again, there was no way of knowing what the paper was. In this case, you really took a risk by deciding to choose Bag 4. It could have been the dollar bill, a \$10.00 bill or an IOU for \$10.00. Taking a risk is okay when you are in a safe situation like this, but there are times when taking a risk can be a lot more dangerous than just losing a little money.
9. Ask volunteers how it felt to make decisions and accept their consequences. (Be sure to get your dollar back!)
 10. Conclude the activity using the Discussion Points.

Discussion Points:

1. What is important in decision-making? (Answers include: information, time, consequences, misinformation, possible danger.)
2. How did it feel when the group was pressuring you?
3. What other possible negative consequence could have been in the bags?
4. What are three of the riskiest decisions a teenager might make? (Answers might include: Breaking the law, using drugs, having unprotected intercourse, mixing alcohol and driving.)
5. What other things influence decision-making? (Answers include: friends, values, parents’ wishes, alcohol and drugs, luck, media, religion, culture.)

Three C's to Good Decision-Making

Materials: Index cards; container; Leader's Resource, "Three C's to Good Decision-Making;" pens/pencils

Time: 35-45 minutes

Planning Notes:

- ✓ Save the index cards on which teens write tough decisions so you can use them in the next activity, "Practicing Making Decisions."
- ✓ On newsprint, create a poster for Steps 5, 6 and 7. Make an enlarged copy of the decision-making model, just as it appears on the Leader's Resource.

Purpose:	To learn a model for effective decision-making
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Procedure:

1. Explain that decisions and consequences of the lighthearted bag-choosing in the previous activity were not serious. Decision-making, however, can be very serious business.
2. Distribute index cards and ask teens to write down a serious decision that they, or friends, are currently facing. The decision can be about anything — school, a job, a family situation, a friend, drugs and so on. Instruct them to choose a decision where the consequences really matter, instead of something that will not make much difference. Assure them that what they write will remain confidential.
3. Collect the cards in a container. Scan the cards quickly, choose five or six that are tough decisions, and write them up on the board or newsprint, editing to keep confidentiality.
4. Tell teens that these are the kinds of challenges many young people face. Explain that teens face more challenging decisions than younger children because they are becoming independent. They are making decisions and learning to live with the consequences.
5. Display your decision-making model and point to the word "challenge." Ask the group to choose one, then write it in on the first line of the model.
6. Now point to the word "choices" on the model. Ask the group to brainstorm several choices or options that a person making this decision has. List those beside the word "choices" and add any others that you can think of. Be sure there are at least three choices.
7. Remind teens of the consequences in the previous exercise. Point to the word "consequences" on the model. Ask them to think of possible negative **and** positive consequences for each choice. Create a grid by writing their responses beside the word "consequences," as illustrated in the Leader's Resource. Add any obvious consequences teens leave out, especially negative ones.
8. Tell the group to look at the choices and consequences and make a choice together. Try for consensus or take a vote to determine the outcome. Clarify that decision-making is usually done alone, but people may seek other people's opinions before making a decision.
9. Ask someone to summarize what is on the board. Help them articulate the three steps in making a good decision when facing a challenge. Point out that each step in the model starts with a "C" and label the model "Three C's to Good Decisions-Making."
10. Conclude the activity using the Discussion Points.

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Discussion Points:

1. Would certain consequences warn you right away to choose something else? If so, what are they? (Answers include: A risk to health or to your own or someone else's life; a risk of arrest and jail; a risk of losing your integrity.)
2. What negative consequences relate to a person's feelings or values? (Answers include: Guilt about choosing against your values; feeling bad for doing something your parent(s), religion, or friends would disapprove of; feeling used or exploited.)
3. When facing a tough challenge how could you find other choices? (Answer: Talk to someone who can help, such as a friend, teacher, school counselor, religious leader, parent or other trusted adult.)
4. How can you explore all the possible consequences of a particular choice? Who can you talk to and how can they help?
5. Are you facing a decision now? Could you use this model to help you?

Three C's To Good Decision-Making

1. **Challenge** (or decision) you are facing: _____

2. **Choices** you have: _____

Choice 1 _____

Choice 2 _____

Choice 3 _____

3. **Consequences** of each choice:

Positive

Negative

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Your decision is: _____

Your reason is: _____

Practicing Making Decisions

Materials: Newsprint sheets cut in half; markers; board and chalk; poster of the "Three C's to Good Decision-Making," from the previous activity; index cards with decisions on them from the previous activity; masking tape; Leader's Resource, "Tough Decisions"

Time: Session 1: 45-55 minutes; Session 2: 45-55 minutes)

Purpose: To practice applying the decision-making model

Planning Notes:

- ✓ You will need 15-18 tough decisions for this activity. Use as many of the teen decisions you collected in the previous activity as you can. Rewrite them on new index cards so handwriting is not recognizable. Add any other decisions you think the group should discuss or use some of those in the Leader's Resource, "Tough Decisions."
- ✓ An important part of good decision-making is having all the information needed about possible consequences. Teens may want or need to seek information outside the group. When this activity is scheduled, explain to other agency or school personnel that participants may want to contact them.
- ✓ If possible, arrange for teens to have access to a telephone during Session 1 to call for additional information about consequences. For example, they may want to know the legal responsibilities of a father under age 18, health implications of STDs, possible side effects of certain drugs and so on. Or, assign this as homework.

Procedure:

Session 1

1. Remind teens of the "Three C's" that can guide good decision-making: the challenge, the choices, the consequences. Point out that it is not necessary to identify each of these three to make small, every day decisions, but it is important to analyze the Three C's for decisions that could have a major impact on a person's health or future.
2. Tell the group they are going to practice using the Three C's model so they will be able to use it to help them make major decisions.
3. Go over instructions for the activity:
 - Six groups will work on two or three tough decisions that teenagers often face. Each group will have newsprint and markers.
 - Using the Three C's decision-making model, write out your model for each decision on a piece of the newsprint.
 - Spend as much time as you need to come up with really good choices and all the possible consequences for each of your choices.
 - The next time we meet, we will post your decisions and discuss them as a group.
4. Be available to help any group identify choices and consequences. Groups may send a representative to other resources (the school or agency library, health office, telephone and so on) if they need additional information. Explain that participants may want to do further research before the next session's report.
5. Allow groups to continue working until the end of the session, then remind them to be prepared with their reports next time they meet.

Adapted with permission from *Teen Outreach: Youth Development Through Service and Learning*, Association of Junior Leagues, International, Inc., New York, N.Y., in press.

Session 2

1. Ask groups to report their decisions to the rest of the class. Other participants may ask questions and add other ideas for choices or consequences to the model.
2. Continue until all tough decisions have been reported and discussed, then conclude the activity using the Discussion Points.

Discussion Points:

1. Is it easy or difficult to make good decisions? What makes it difficult? (Answers include: the influence of drugs or alcohol; pressure from peers or a partner.) What makes it easier? (Answers include: Knowing how to resist pressure; being sure about your values and goals.)
2. Will you use the Three C's model to help you make important decisions? Could you apply it to something right now?
3. In the past, have you made a decision that affected other people? What happened?
4. How likely is it that one of your decisions will turn out badly? What do you do if that happens? (Answer: Evaluate your decision and learn from your mistake.)

Tough Decisions

1. Mark and his friend John have just eaten lunch at a restaurant in the mall. John suggests leaving without paying the check because the server has gone back in the kitchen and no one seems to be paying any attention to the two. What should Mark do?
2. Marnie confides in her friend Jolene that her boyfriend Justin has been pressuring her to let him touch her and take off her clothes. She just doesn't feel good about it and she's not even that attracted to Justin. What should she do?
3. Earline really likes Trooper, one of her brother Charles' older friends. One afternoon the guys are at her house when she comes home from school. Trooper calls her over. Another guy hands her some capsules and says, "Check it out, this is Ecstasy. It's not dangerous like crack and it's a great high; you'll like it." What should Earline do?
4. The salesperson rang up the wrong price on Tammy's new sweater. She undercharged by \$10.00! It's really the salesperson's fault for being careless, but Tammy is pretty sure the difference will have to come out of the salesperson's paycheck. Should Tammy say anything?
5. Ashley wants to hang with a group of older girls who are really popular at school. One afternoon she runs into them at a convenience store after school. They are all smoking and one of the girls offers Ashley a cigarette. Ashley always thought smoking was not cool even though a lot of her friends have tried it. What should she do?
6. Maria is one of the last to leave a party with friends. Julio, her friend's older brother, is supposed to drive her home but he's been drinking. He's not really drunk, but Maria's mom told her never to ride with anyone who has been drinking at all. Maria's family doesn't have a car, so she really needs a ride. Julio says he's leaving. What should Maria do?
7. Mike is surprised when Lucy suggests they have a couple of beers before the basketball game. He's only had alcohol a couple of times and he didn't know Lucy drank. He's really crazy about her and doesn't want her to think he's weird or something. What should he do?
8. A friend asks Chris to deliver a bag of crack cocaine for \$50.00. Chris doesn't want anything to do with crack, but could use the money. Should Chris make the delivery?
9. Gerri meets a college guy at a party and is really attracted to him. She's had a couple of drinks and finally gets up the nerve to go talk to him. His name is Rodney and he seems interested in her, too. After a few minutes, he grabs Gerri's hand, a half-empty bottle of vodka and heads up to a bedroom. When they get there, they kiss and touch for a long time and drink the vodka. Gerri's turned on, but starts to think that she doesn't want to go any further. Rodney, though, starts unzipping her jeans. Gerri is not sure what she wants to do. What should she do?
10. James is barely passing in school and he has a year and a half to go before he graduates. His cousin Tony says he has a job for James in his dad's construction company. The wages are good and it's at least six months of work. James would have to drop out of school, but there is always next year. He could use the money to help finance that car he wants. What should he do?

-
-
11. Keith is the newest member of the varsity team that just beat their biggest rival. Todd, the team captain, invites Keith to a victory party. The party turns out to be pretty small: just four teammates and one girl, Josie, who has a bad reputation in the neighborhood. After a lot of beers, Todd takes Josie into another room. When Todd finally comes out, he invites Keith in for “a piece of the action.” Keith can hear Josie crying and he can tell from the looks he’s getting that this is his “initiation” into the team. What should he do?
 12. Clio is only 15 but she has been going out with an older guy, Gerard, who is 19. She doesn’t like the guys in her class, they seem too immature. Gerard is very mature, and he treats Clio like something special. One night after their date Clio invites Gerard in for a soda, but once inside she discovers her mom has been called into the hospital to work. Clio’s not supposed to have guys over unless her mom is home. Still, Gerard has been such a nice guy. Clio cannot decide — should she ask him to stay for the soda or ask him to leave now?
 13. Gwynne suspects that her older sister Sheila has an eating disorder. She knows that Sheila has lost a lot of weight and she only picks at her dinner after skipping breakfast and lunch. Their mom hasn’t noticed, but then she doesn’t pay much attention to anything. Gwynne has heard about anorexia, the dieting disease that girls get — they eat hardly anything until they are very sick and too thin. She’s afraid of how angry her mom gets sometimes, and she doesn’t want to get Sheila in trouble. But she’s worried about her. What should she do?

Predicting Consequences

Materials: Copies of the handout, "Predicting Consequences," for each participant; pens/pencils; board and chalk or newsprint and markers

Time: 40-50 minutes

Planning Notes:

- ✓ The handout includes a variety of challenging situations that teens may have to make decisions about. Review them and add others to make this activity more meaningful for your group.

Purpose: To predict the consequences of certain decisions and how they might affect future life plans

Procedure:

1. Remind teens of how important **consequences** are when making decisions. Making a good decision depends on looking ahead to see what could happen. Explain that people need to be able to **predict** likely consequences with a certain degree of accuracy.
2. Ask for a definition similar to the one below:

***Predict:** to say in advance what may happen*

Ask for examples of predictions. Answers might include predicting the winner of a race or football game, predicting weather patterns or predicting the outcome of an election.
3. Explain that small groups will predict the consequences for different decisions teens might make. Go over instructions for the activity:
 - I will give each group a list of decisions and a worksheet for making predictions.
 - In your groups, think about each decision and predict the three **most likely** consequences.
 - Circle the **best possible** consequence that you have listed for each decision, and put a line through the **worst possible** consequence.
4. Divide teens into groups of four and give each group a handout. Tell them to begin.
5. Allow 10-15 minutes for groups to work, then bring them back together. Write the first decision on newsprint or the board and ask each group to name one positive consequence they predicted. List three or four consequences, then ask for the best possible consequence of this decision. Repeat with negative and "worst possible" consequences.
6. Conclude the activity using the Discussion Points.

Discussion Points:

1. How similar or different were the groups' predictions? Why do you think that is so?
2. Is it possible for two people to make the same decision and experience very different consequences? How could that happen?
3. How carefully do teenagers usually consider consequences when making decisions?
4. Which decision had a negative consequence you had not thought of?
5. Some people say that fate determines what happens to a person. Others say that we are each in control of our own destiny. What do you think?

Handout

Predicting Consequences

List three likely consequences for each of the following decisions. Then circle the **best possible** consequence and put a line through the **worst possible** consequence for each:

1. Risa decides to steal a sweatshirt from the mall.
2. Tony is late for his curfew and decides to ride home with a guy who doesn't have his driver's license.
3. Connor decides to try crack cocaine just this one time.
4. Tiffany decides to spraypaint graffiti all over a store because the owner was rude to her friends.
5. Carl decides to go to a party where there will be alcohol and no adults.
6. Charlene decides to inhale cleaning fluid just to go along with new friends.
7. Wayne and Sheila have had several drinks and decide to go upstairs to his bedroom.
8. Nicole has decided to run away to a big city.
9. Kareem decides to drop out of school in the middle of his senior year.
10. Tomas decides to take an after-school job even though his grades are not very good and he's been told he has to pull them up.
11. Marc's friends have dared him to bring his father's handgun to the game. Marc decides to do it.

Sexual Decision-Making: Weighing the Options

Materials: Newsprint and markers or board and chalk; Leaders's Resources, "Have You Weighed Your Options?" and "Arguments For and Against Having Sexual Intercourse"

Time: 40-50 minutes

Planning Notes:

- ✓ Prepare a large illustration of the scale on the Leader's Resource, "Have You Weighed Your Options?". Leave plenty of room to list the group's responses in Steps 5 and 6.

Purpose:

To evaluate the arguments for and against having sexual intercourse as a teenager

Procedure:

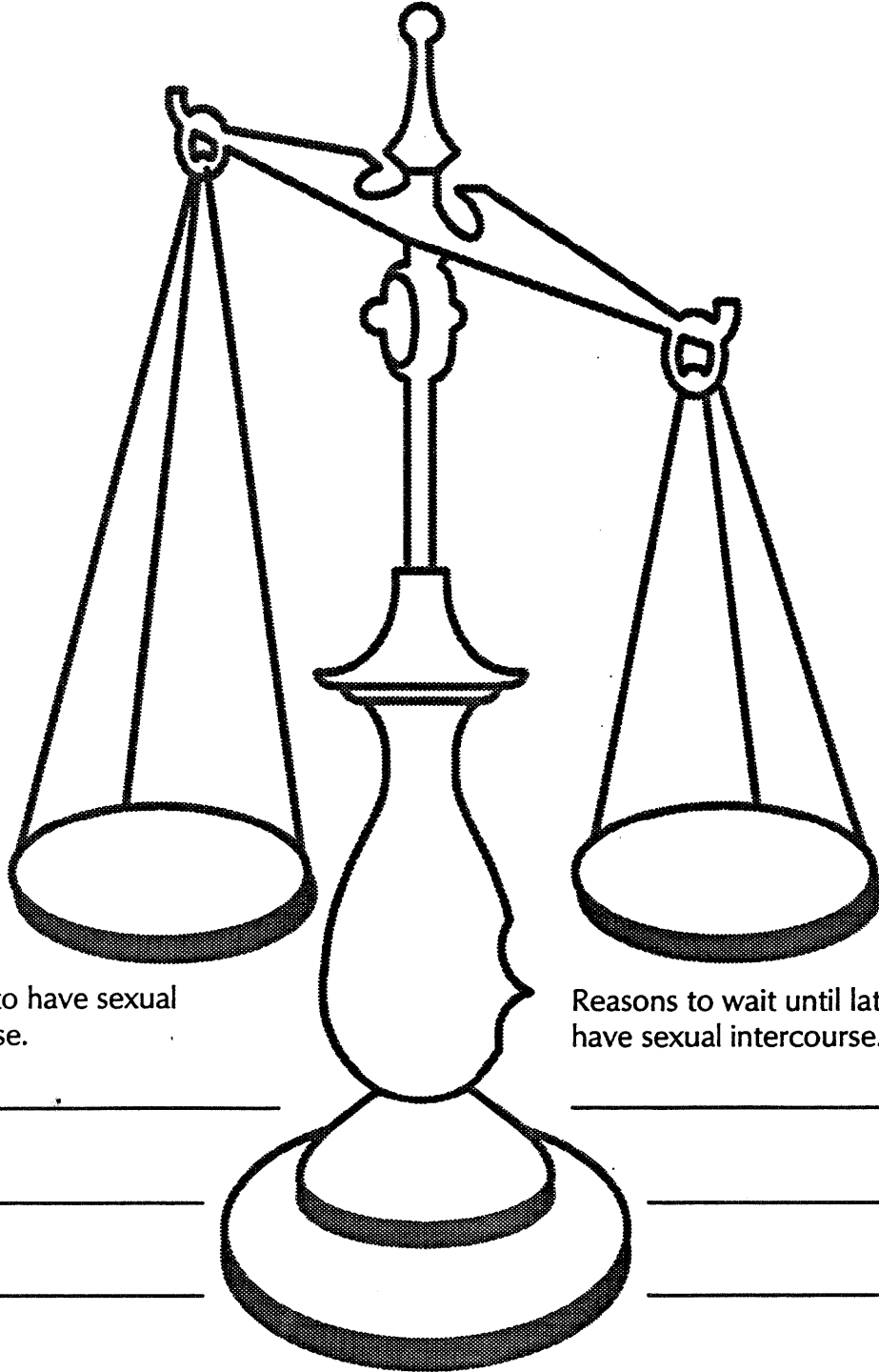
1. Point out that one of the hardest decisions most teenagers have to make is whether to have sexual intercourse. Go on to explain that failure to make good decisions about sex is one reason so many teens have unplanned pregnancies and/or become infected with sexually transmitted diseases, including HIV/AIDS.
2. Tell the group that since they've spent some time learning about good decision-making and practicing making decisions, they will have the chance to focus on **sexual** decision-making in this activity.
3. Display the illustration of the scale and explain that it represents the two choices teens can make about having sexual intercourse: have sex now or wait until later.
4. Have the group imagine a couple their age who are struggling with this decision: one person wants to wait and the other wants to have sexual intercourse now. What are the arguments each person might use?
5. Ask participants to brainstorm all the arguments for a teenager to say "no" to having sex. List their responses on the right side of the scale and add reasons from the Leader's Resource, if the group agrees to them.
6. Now ask participants to brainstorm all the arguments for why a teenager might say "yes" and decide to have sex now. List those responses on the left side of the scale.
7. Ask the teens if they agree that some of the reasons (on both sides) seem better or stronger than others. Have them rank the reasons using a scale from 1 to 3 (1 = a reason, but not a very good one, 2 = a fairly good reason and 3 = an extremely good reason)
8. Conclude the activity using the Discussion Points.

Discussion Points:

1. What influences the decision about whether to have sex as a teenager? (Answers include: Sexual feelings, partner's desires, media messages, parents' teachings, religious beliefs.)
2. What are the best arguments for having sexual intercourse as a teenager? For waiting?
3. Is this decision similar to or different from other decisions teens have to make?
4. Can someone who decided to wait change her or his mind? Why? What about the reverse: Can someone who has previously had sexual intercourse decide to stop for now?
5. What is the worst thing that can happen to a teen who says "no"? One who says "yes"?
6. What does a teenager need to know if she or he is going to say no to sexual intercourse? (Answers include: feeling good about themselves, being assertive, communicating clearly, following through with a decision, combating peer and partner pressure and so on.)

-
7. What does a teenager need to know if she or he is going to say yes? (Answers include: Risks of pregnancy and/or STDs and HIV infection; how to talk with a partner about using condoms or other contraception; which forms of contraception prevent pregnancy and/or disease most effectively; where to get condoms and other contraceptives; how to communicate with a partner; how to feel good about themselves; how to be assertive and so on.)

Have You Weighed Your Options?



Reasons to have sexual intercourse.

Reasons to wait until later to have sexual intercourse.

Total Points

Arguments For and Against Having Sexual Intercourse

Reasons for having intercourse as a teen:

- To stop pressure from friends/partner
- To communicate loving feelings in a relationship
- To avoid loneliness
- To get affection
- To receive and give pleasure
- To show independence from parents and other adults
- To hold onto a partner
- To prove one is an adult
- To become a parent
- To satisfy curiosity

Reasons for waiting to have intercourse:

- To follow religious beliefs or personal or family values
- To be ready for intercourse
- To keep a romantic relationship from changing
- To avoid pregnancy
- To avoid STDs and HIV infection
- To avoid hurting parents
- To avoid hurting reputation
- To avoid feeling guilty
- To reach future goals
- To find the right partner
- To wait for marriage

Fighting Influences/Following Through

Materials: One copy of each of the four handouts, "Fighting Influences/Following Through;" masking tape; four pieces of cardboard; markers; pens/pencils

Time: 40-50 minutes

Planning Notes:

- ✓ Review the four scenarios in Step 7 and decide if they will work for your group. Substitute others if needed, then create new handouts to go with them.
- ✓ For Step 6, print large numbers (1-4) on the pieces of cardboard and post each in a corner of the room. Then make one copy of each handout and place in the corresponding corner.

Purpose: To practice resisting influences and following through with decisions

Procedure:

1. Begin by writing the equation below on the board or newsprint:
$$\text{YOUR DECISION} + \text{OTHER INFLUENCES} = \text{YOUR BEHAVIOR}$$
2. Ask the group to explain what the equation means. If no one can, explain that after a person has made a decision, other **influences** can change that decision and cause the person to behave in a way they did not plan on behaving.
3. Ask teens to brainstorm influences that cause teenagers to change their decisions. List their responses and add any of those below that are omitted:
 - Peer pressure
 - Media messages
 - Pressure from a romantic partner
 - Parents' wishes
 - Influence of drugs or alcohol
 - Self (feelings and values)
4. Point out that when a person makes an important decision, she or he needs to think ahead about the influences that could change the decision. Read the example below aloud to illustrate how outside influences can change decisions:

Robin is 16 and has been going out with Cordell for eight months. They really love each other, but Robin is not ready to have sexual intercourse. She likes it when Cordell kisses and holds her, but she doesn't want it to go any further right now. They've talked it over and Cordell says he understands her decision.

Saturday morning Robin's best friend Evie calls and says **she** had sex for the first time Friday night and it was GREAT! Evie talks about how close she feels to David now, and how special their relationship is since they have finally made love.

After basketball practice, Robin watches a video her mom rented, a love story about a group of young women in college who discover passion and romance. Robin loves the video but she's glad her mom and little brothers weren't home because of its hot scenes.

Saturday night Cordell and Robin go to a party at his cousin Blake's apartment. There's lots of beer and other alcohol there, and Cordell mixes Robin a pina colada. Robin has had two drinks when Cordell suggests they go into Blake's bedroom so they can be alone.

In the bedroom, Robin and Cordell start kissing and touching and pretty soon he says, "I love you so much Robin, I just want to make you feel wonderful — if you say no, I'll stop, but please let me make love to you."

-
5. Ask the group what they think happens next. Then, ask them what influences Robin had that would encourage her to change her decision not to have sex. (Participants should identify peer pressure, media messages, alcohol and her partner's disappointment and possible pressure.)
 6. Tell the group they will work on ways to fight influences and follow through with decisions. Go over instructions for the activity:
 - Count off by fours.
 - There are four scenarios posted in the corners of the room. After I read them, move to the corner that matches your number.
 - Review your scenario and write the teenager's decision on the handout.
 - List four or more influences that might change the teenager's decision. Be realistic: think of things that actually happen to teens you know. Write four influences on your handout in the appropriate place.
 - Then come up with ways that your teenager could fight each influence through words or actions. Your goal is to help the teenager stay with the original decision.
 7. Read aloud each of the scenarios from the four handouts and point out the corner where each one is located.
 6. Tell teens to move to their corners to work on their scenario. Circulate and be sure all groups have what they need and understand what they are to do.
 7. Allow about 15 minutes for groups to work, then ask each to report. Encourage other groups to add their ideas for influences and ways to resist them.
 8. Conclude the activity using the Discussion Points.

Optional Activity:

Have teens role-play their scenario. Ask one participant to volunteer to be the character, then divide remaining members of each small group into two categories of "coaches." One group should try to influence the character to change her or his decision and the other should coach the character to resist the influences and follow through with the original decision.

Discussion Points:

1. Adults often accuse teens of not making good decisions, but often making the decision is the easy part. Staying with the decision can be much more difficult. Describe a situation in which you were trying to stick to a decision and other things were influencing you to change it.
2. Which influences are the most difficult for teens to resist? Why?
3. What decisions do teens often make and have trouble following through with? What usually influences them to change their decisions?
4. Who could help you follow through with an important decision?

Handout

Fighting Influences/Following Through

Scenario 1

Kendra has run away twice and gotten in deep trouble each time. The last time her stepfather called the police and threatened to send her to live in another state with her dad. The family has been seeing a counselor and Kendra has decided she will not run away again. Instead, she will find another way to work out the conflicts with her mom and stepdad, especially if they stop complaining about her dating Robert.

Kendra's decision is _____

Influences that might change her mind are:

1. _____

2. _____

3. _____

4. _____

Things she can do to fight the influences are:

1. _____

2. _____

3. _____

4. _____

Handout

Fighting Influences/Following Through

Scenario 2

Paulette and Yvonne are bored and hanging out at the convenience store near school. Raymond drives up and starts showing off his new car, then lights a joint and offers them a hit. Yvonne has decided she is not messing with drugs, but Paulette takes a hit off the joint and passes it back. Raymond starts to leave and flips the joint toward Yvonne. She turns away but Paulette picks it up and follows her.

Yvonne's decision is _____

Influences that might change her mind are:

1. _____

2. _____

3. _____

4. _____

Things she can do to fight the influences are:

1. _____

2. _____

3. _____

4. _____

Handout

Fighting Influences/Following Through

Scenario 3

Anita's brother was caught shoplifting last year and Anita swore she would never steal anything. But now she's with two friends who are planning to rip off some lingerie. They've been teasing her about not being able to walk out with anything. She's thought about just leaving and taking the bus home, but she doesn't want to look stupid in front of her friends.

Anita's decision is _____

Influences that might change her mind are:

1. _____

2. _____

3. _____

4. _____

Things she can do to fight the influences are:

1. _____

2. _____

3. _____

4. _____

Fighting Influences/Following Through

Scenario 4

Brad is not very eager to go to school. Some of the guys have been giving him a bad time for not carrying a gun and he just does not feel like dealing with them. But he has a test today and he really wants to bring up his history grade to try for that scholarship. Brad knows it's dangerous on the streets but he has decided he won't carry a gun because it makes things a lot worse. Brad is getting ready to go out when two friends come by to walk with him. They tell him he could get the handgun his father keeps in the stereo cabinet.

Brad's decision is _____

Influences that might change his mind are:

1. _____

2. _____

3. _____

4. _____

Things he can say or do to fight the influences are:

1. _____

2. _____

3. _____

4. _____

Chapter 9:

What Are Stereotypes and Gender Roles?

Objectives:

- ✓ To learn what stereotypes, prejudice, and discrimination mean
- ✓ To examine stereotypes about gender and learn how stereotyping affects relationships
- ✓ To practice critical thinking about media messages
- ✓ To learn about, meet, and develop empathy for a variety of people
- ✓ To discuss personal experiences with discrimination

Activities

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Introduction to Stereotypes

Materials: Newsprint and markers or board and chalk; paper; pens/pencils

Time: 30-40 minutes

Planning Notes:

- ✓ Begin this introductory activity without explanation.
- ✓ From the list below, focus on four to six groups. Choose at least two groups that some participants can identify with because you want several teens to be affected by the activity. Feel free to add groups not listed here, if they would be appropriate for your group.

Purpose: To define stereotypes and related terms

Men	Jews
Women	Moslems
Whites	Dropouts
African-Americans	Lesbians/gay men/bisexuals
Asian-Americans	Teenage parents
Hispanics	People with AIDS
Catholics	IV drug users
	Bikers

- ✓ Be sure to include at least two racial or ethnic groups, so it does not appear as if you have singled out one group.
- ✓ Include "lesbians and gay men" as one group.

Procedure:

1. Write "old people," on the first sheet of newsprint. Tell the group to call out words and phrases used to describe "old people." Explain that you are not looking for other names, like "senior citizens" but, rather, descriptive phrases like "gray hair," "bad vision" or "retired." Without comment, list their responses on the newsprint under the title.
2. Then write the name of another group you have chosen. Again, ask teens to call out the words they have heard used to describe these people. Keep the pace lively: list their responses and move on.
3. Repeat the procedure with three or four additional groups.
4. Tape the lists around the room. Ask teens to spend a few minutes looking over the lists and then complete the following sentences:
"When I look at these lists, I feel..."
"When I look at these lists, I realize that..."
5. After about five minutes, ask for volunteers to share what they have written. If no one speaks up, ask someone who identifies with one of the groups to share how she or he feels. After participants have commented, add your conclusions, summarizing the lists, which are likely to be negative terms, hurtful words, slang and so on.
6. Choose one of the lists that seems especially negative and ask the group, "How many of these words or phrases actually apply to everyone who is a _____?" With input from the group, circle traits that are true characteristics of most members of the group (for example, "can give birth" for women, "have textured hair" for African Americans, "celebrate Passover" for Jews) and draw a line through all the words and phrases that cannot possibly be true of all members of the group (for example, "sensitive" for women, "poor" for African Americans, "stingy" for Jews).

-
7. Write the word “stereotype” on the board or newsprint and ask for a definition similar to the one below:

Stereotype: the idea or expectation that all members of a group (people who share the same age, race or gender and so on) are very similar, with no individual differences.

Explain that the word “stereotype” comes from old-style printing presses and refers to a process that uses a mold to print the same exact pattern over and over again.

8. Point out that most of the words and phrases you wrote down, which the teens said they have heard used to describe certain groups of people, are stereotypes: the descriptions lump everyone together and treat them as if they were the same. Explain that the next several activities focus on stereotypes and the problems they cause.
9. Conclude the activity using the Discussion Points.

Discussion Points:

1. How did you feel when you called out descriptive words and phrases? Was it hard or easy to come up with things and say them out loud? Why or why not?
2. Where do we learn stereotypes about different groups?
3. If someone believes stereotypes are true, how might those beliefs influence a person’s behavior? Give an example. (Answer: Someone might behave a certain way; expect those people to behave a certain way; think she or he is better, or worse, than those people; do things to please, or hurt, those people)
4. Do you believe a stereotype about a group **you** belong to? What is that like?
5. What if a stereotype seems to be true for one member of a group? (Answer: It means that **individual** has a particular trait or characteristic; it does not mean that every member of the **group** will have that same characteristic.)

A-B-C-Diversity

Materials: Newsprint and markers or board and chalk; one index card for each participant; container (such as a paper sack, shoebox or hat); pens/pencils

Time: 30-40 minutes

Planning Notes:

Purpose: To understand the implications of stereotyped thinking

- ✓ Consider the fact that most, if not all, people have participated in prejudice and/or discrimination. Most of us have disliked some group because of qualities or characteristics we believed it possessed. Some of us have treated people unfairly because of prejudices we hold. At the very least, we have told, laughed at or listened to a joke that made fun of one group or another.
- ✓ Because racism is a volatile topic, group leaders may focus on one of the other “isms,” such as sexism, ageism or heterosexism. If issues regarding racism do not surface, do not feel like you must bring them up. Be open to teens’ experiences and perceptions and allow the discussion to go in the direction it needs. If teens want to discuss experiences of racism, be prepared to help them articulate their feelings in a constructive way.
- ✓ On two pieces of newsprint or the board, prepare a very large illustration, like the one below. You will need room inside the boxes to write responses:

Names I’ve been called	Names I’ve called others
Time when I was treated unfairly	Time when I was unfair to others

- ✓ For Step 10, create a poster of the A-B-C’s of diversity as outlined below:
 - A = **attitude** (prejudice)
 - B = **behavior** (discrimination)
 - C = **consequences** (physical, emotional or economic injury)

Procedure:

1. Remind teens that stereotyped thinking forces group members into a mold and ignores the fact that everyone is first an individual and second a member of a group. Explain that this activity will demonstrate the harm of stereotypes.
2. Distribute index cards and display the illustration you have drawn. Have teens draw horizontal and vertical lines on their index cards so they look like your illustration.
3. Review the four boxes on the illustration and explain that you will collect the cards and read responses anonymously, so no one will see what anyone wrote. Emphasize that honesty is important. Encourage them to write down real experiences even if they are angry or embarrassed about them.

Adapted with permission from *Teen Outreach: Youth Development Through Service and Learning*, Association of Junior Leagues International, New York, N.Y., in press.

After each instruction, allow time for teens to write responses:

- In the upper left-hand box, write names you have been called because of your age, racial or ethnic background, physical characteristics, religion, presumed sexual orientation or any other characteristic.
 - In the upper right-hand box, write names you have called other people for similar reasons.
 - In the lower left-hand box, describe a time when you were treated unfairly because of a particular characteristic such as race, religion, age and so on.
 - In the lower right-hand box, describe a time when you treated someone unfairly for a similar reason.
4. Allow time for everyone to finish, then collect the cards and put them in your container.
 5. Draw cards at random and read aloud the responses. Write responses on the large illustration. If you run out of room, read quickly through the remaining cards so everyone can hear the names people in the group have been called. Do not comment on the names at this point.
 6. Repeat the process for boxes 2, 3 and 4, without comment. Abbreviate the “unfair treatment” in boxes 3 and 4 by just writing the behaviors (for example, spit on, laugh at, tease, beat up) on the board.
 7. Ask the group to look at the large list of names and examples of unfair treatment. Ask for volunteers who have been called names or treated unfairly to talk about their experiences. Help them to focus on the **feelings** they had when being discriminated against. Then encourage others to talk about name-calling or unfair treatment they have been responsible for.
 8. Write the term “prejudice” on newsprint or the board and ask for a definition. Work toward a definition consistent with the following:

Prejudice: a certain attitude, usually negative, toward a particular group or member of that group. Prejudice is usually toward strangers, who may have a certain appearance. The word comes from Latin words meaning “prejudge.”

Prejudice happens whenever we prejudge others because of race, religion, age, gender, physical size or appearance, occupation, social class, sexual orientation and so on. We decide how we feel about them **before** we know them.

9. Write the term “discrimination” on newsprint or the board and ask for a definition like the following:

Discrimination: different, usually unfair, treatment of a group or member of that group, because of prejudiced feelings about them. The word comes from the Latin word for “divide.”

Discrimination happens whenever we divide or separate people into groups (physically or in our minds) and treat one group unfairly or unequally because of our prejudices about their race, religion, age, gender, physical size or appearance, occupation, social class, sexual orientation and so on.

-
10. Display the A-B-Cs of diversity poster. Clarify what each letter represents. Ask the group for examples of prejudiced **attitudes**, unfair **behaviors** and negative **consequences** they have observed or experienced. Emphasize that there are always consequences when a person is treated with prejudice or discrimination. The consequences can be emotional, such as hurt feelings or anger, or they can be physical, such as giving up on a job or punching someone.
 11. Conclude the activity using the Discussion Points.

Discussion Points:

1. How does it feel to talk about prejudice? Discrimination?
2. Look back at the names people said they have been called. How might they have felt when called those names?
3. What about people who name-call or treat others unfairly? Do the people who feel prejudice and discriminate against others experience any consequences? If so, what? (Answer: Today there are laws against discrimination and anyone accused of discriminating against others in the workplace can be prosecuted. There are, however, no laws against feeling prejudice.)
4. What is the difference between prejudice and discrimination? (Answer: Prejudice is having an attitude about someone; discrimination is behaving a certain way toward someone.)
5. You can look at what we have written and tell if people in this group have suffered from prejudice and discrimination. What could you do to make up for some of that? (Answers may include: Apologize to each other; don't let it happen again; get to know one another better; don't tolerate prejudice or discrimination when it happens.)

Gender Advantages and Disadvantages

Materials: Newsprint and markers or board and chalk; masking tape

Time: 40-50 minutes

Planning Notes:

- ✓ Think about what terms to use for males and females in your group as you conduct activities that explore gender issues. Strive for consistency and equality: do not pair “girls” with “young men” or “young women” with “gentlemen.”
- ✓ Keep in mind that many teenagers feel their gender limits present-day decisions and future options. Both girls and boys feel pressured to conform to traditional notions of what is acceptable to think, do and say.
- ✓ Help teens become aware of, and more comfortable with, changing gender roles in families and the workplace. It is important, however, to respect cultural differences. If you have teens in your group whose family and cultural values reinforce traditional roles and reject change, make it clear that they do not need to adopt changing roles, but they do need to be aware of them.

Purpose: To increase awareness of gender stereotyping

Procedure:

1. Write “male” and “female” on newsprint or the board and mention that some of the most damaging stereotypes are related to gender. Ask participants for examples and list them on the board or newsprint. Add any of the following if they are omitted:

Males may believe that to be masculine they should:

- Be in control and appear unemotional
- Be the dominant partner in a relationship
- Exert pressure or force on their sexual partners
- Become sexually active early and have many partners
- Work in careers that are mechanical or analytical
- Assume responsibility as the “breadwinner”
- Achieve status by earning lots of money
- Take risks to prove their manhood
- Resolve conflicts with violence
- Avoid traditionally “female” work in the arts or human services

Females may believe that to be feminine they should:

- Be emotionally sensitive and vulnerable
- Submit to the wishes and demands of a sexual partner
- Have children, regardless of personal wishes
- Meet the needs of others before their own
- Choose careers in the “helping” professions
- Be physically attractive, by someone else’s standards
- Tolerate sexually harassing behavior without complaint
- Assume responsibility for sexual assault or rape
- Avoid nontraditional careers in math or the sciences

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2. A first step in overcoming stereotyped thinking is to be aware of what stereotypes people hold.
 3. Go over instructions for the activity:
 - You will form small groups with others of the same gender.
 - Each group will receive newsprint and markers or chalk.
 - Brainstorm the advantages and disadvantages of being a member of the **other** gender.
 4. Form same-gender groups (with no more than two groups of each gender). Distribute newsprint and two markers or chalk to each group. Allow five minutes for brainstorming what may be some advantages about being the other gender.
 5. After five minutes, have groups brainstorm the disadvantages of being the other gender.
 6. Allow another five minutes, then bring the groups together and ask each to tape their newsprint sheets to the walls, keeping sheets about one gender together.
 7. Direct everyone's attention to the advantages and disadvantages of being female, as listed by the male groups. Ask the girls to add to the lists. Then ask the entire group to recall the definition of a stereotype. (Answer: the idea or belief that all members of a certain group are very similar, leaving no room for individual differences.) Do the lists have **stereotypes**, or are they true characteristics of all women? Draw a line through any the group concludes are stereotypes.
 8. Repeat the process with the lists of advantages and disadvantages of being male.
 9. Conclude the activity using the Discussion Points.

Discussion Points:

1. Are there negative consequences for a young woman who limits herself to traditionally female roles? Of a young man limiting himself to traditionally male roles?
2. Which gender has the most advantages? Disadvantages? Why?
3. What happens when a woman behaves in ways traditionally thought of as "male?" What about a man who behaves in ways traditionally thought of as "female?"
4. Men's and women's roles are culturally determined. Can you give examples of cultures in which male and female roles are different than they are in the U.S.?
5. Give examples of religious or spiritual legal, social or political teachings that limit gender-roles for women or men.
6. What are examples of ways men have been discriminated against? Women?
7. What message would you give to a younger girl about being female today? To a younger boy?

Gender Roles and Relationships

Materials: Leader's Resource, "Gender Role Case Studies"

Time: 40-50 minutes

Planning Notes:

- ✓ Choose case studies on the Leader's Resource or substitute your own if they are more appropriate.

Purpose: To examine how gender roles affect relationships

Procedure:

1. Tell teens that stereotypes about gender roles can affect our relationships. Explain that this activity will explore situations where gender roles and stereotypes could affect goals, decisions and relationships for teens.
2. Divide participants into small groups and go over instructions for the activity:
 - Each small group will receive a case study involving issues of gender roles.
 - Work to resolve your case study, then prepare to present your solution. You will have 10 minutes.
 - When you present your solution, others can challenge it while you defend it. Be sure to have arguments to back up your solution.
3. When time is up, ask for a volunteer to present the case study and solution. Then invite any challenges. Arguments are okay as long as the group maintains ground rules. Allow the "debate" to go on for two or three minutes, assisting either side as appropriate, before moving on to a new group. Repeat the process until the group discusses and debates all case studies.
4. Conclude the activity using the Discussion Points.

Discussion Points:

1. Is it easy or hard to look at male and female roles in a new and nontraditional way?
2. How do men or women accept the changes in gender roles? Why?
3. What are some of the ways changing gender roles have affected relationships between men and women (a) in social settings, (b) in families and (c) in the workplace?
4. Would your parents reach the same, or different, solutions?
5. Which case study was the most difficult? Why?
6. If you could make one change in men's gender roles, what would it be? In women's gender roles?

Gender Role Case Studies

1. Leo is about to ask Gloria out for the first time when she walks over to him and says, "Leo, there's a new movie in town and I really want to see it. I was hoping you would go with me. Are you busy Saturday night?" Leo has no plans and **he** was hoping to take Gloria to the movie, but he wants to do the asking. He's thinking he'll say he's busy. What should he do?
2. Charlene has been offered a special grant to apprentice with a master plumber after graduation. She's excited and she rushes to tell Lloyd. They've been planning to get married in the fall and this way, she'll be able to start earning some good money. Lloyd is very quiet after Charlene tells him, then finally says, "I don't think I could marry a **plumber** Charlene. You're going to have to make a choice." What should she do?
3. Sam wants to buy a doll for his nephew's birthday but his buddy Jay says, "No way!" Sam explains that dolls help teach little boys to take care of someone and be loving, but Jay argues that they just teach boys to be sissies. Sam knows **he** is right, but he's concerned about what Jay might say to their friends. What should Sam do?
4. Susan and Fred have been going out for months and things have been good. Her parents approve of him and the word is out at school that she is his girl. But lately Fred has been putting a lot of pressure on Susan to fool around more than she wants to. When she says "no," he says it's her place as a woman to please him. What can she say to him?
5. Shaundra and Malcolm are arguing about their sister, Patricia, and her husband, Robert. Shaundra has noticed lots of bruises on Patricia's arms and shoulders lately, and this weekend she had a swollen eye. Malcolm says Patricia has been too "uppity" lately and their brother-in-law Robert is just trying to show her who's boss. Shaundra looks at Malcolm and shakes her head; she doesn't think that violence is the answer to anything. What should Shaundra say?
6. Keisha has decided to have sexual intercourse with her boyfriend Tony. She says they really love each other. She stops at the drugstore to buy condoms, but her friend Tanya, says, "Girls can't buy condoms! That's the guy's business." What should Keisha say and do?
7. Kaye and Michael have been going together for almost a year. Michael always pays for everything and makes most of the decisions about where to go and what to do. In Kaye's health class they talked about girls paying for dates and having more input into a couple's plans. Both Kaye and Michael have part-time jobs and earn very little money, so pooling it seems to make sense to Kaye, but Michael is furious at the idea. He says she doesn't think he is man enough to pay for her. What should Kaye say to Michael?

Hunting for Diversity

Materials: Copies of the handout, "Diversity Scavenger Hunt," for each participant; newsprint and marker or board and chalk

Time: *Session 1:* 15 minutes; *Session 2:* 30-45 minutes

Planning Notes:

- ✓ You will ask teens to go home and ask questions about diversity topics. Stress that they will need to explain why they are asking the questions and remind them to be very respectful when they do.

Purpose: To meet and learn about people from diverse backgrounds

Procedure:

Session 1

1. Write the following saying on newsprint or the board:
"Ignorance is the parent of fear.... Fear is the parent of hatred."
Ask someone to explain the saying. Make sure everyone understands that when people know each other and understand each other's differences, it is more difficult to fear or hate each other.
2. Ask participants to name groups of people who are either feared or hated, in this country or around the world. (If no one acknowledges racism and homophobia [fear/hatred of homosexuals] in the U.S., be sure to do so.) Point out that when males and females believe stereotypes about the other gender, the mistaken beliefs can lead to difficulties in relationships, but men and women do not usually hate one another.
3. Ask a volunteer to explain what a scavenger hunt is. (If necessary, clarify that it is a game in which contestants try to find certain items on a list.) Explain that in this activity participants will look for certain people, not items. Hand out the "Diversity Scavenger Hunt" sheet, and go over instructions for the activity:
 - On your handout is a list of people who represent many different types of groups.
 - Find people in the community who meet the descriptions on the list. When you find someone, ask if she or he will talk with you, for a few minutes, about her or his teenage years, difficulties she or he has faced and special moments in the person's life.
 - Take brief notes, and have the person sign your handout next to the matching description.
 - Get as many signatures as you can.
4. Give participants a date to complete the activity. Encourage them to ask their parents, neighbors and friends for help in finding people to interview.

Session 2

1. When teens have returned with their completed handouts, ask volunteers to share what they learned about people they interviewed.
2. Conclude the activity using the Discussion Points.

Discussion Points:

1. Was it easy or difficult to find people who matched the descriptions on your handouts? How diverse would you say your circle of friends and family members is?
2. What was the most interesting thing you learned from your interviews?
3. Describe someone who met your expectations. Then describe someone who was very different than you expected.
4. Has this activity changed your feelings and attitudes about people you did not know before?

Handout

Diversity Scavenger Hunt

Find an adult who:

Signatures

1. Grew up with a grandparent instead of a parent _____
2. Speaks another language at home _____
3. Doesn't celebrate Christmas _____
4. Dresses according to religious traditions _____
5. Uses a wheelchair _____
6. Knows someone who is gay or lesbian _____
7. Is married, but does not plan to have children _____
8. Has a family member who is mentally disabled _____
9. Is a recovering alcoholic or drug addict _____
10. Grew up in a poor neighborhood _____
11. Has been discriminated against for racial/ethnic background _____
12. Was born in another country and immigrated to the U.S. _____
13. Was adopted _____
14. Worships on Saturday _____



The Dangers of Discrimination

Materials: Newsprint and markers or board and chalk; Leader's Resource, "You Have to Live in Somebody Else's Country to Understand;" paper; pens/pencils

Time: 20-30 minutes

Planning Notes:

Purpose: To understand how discrimination feels

- ✓ If you have immigrants in your group, ask several of them to prepare presentations about their culture of origin, to follow this activity. They could bring photographs, music, clothing and/or food to help the group understand something about their culture.

Procedure:

1. Begin by going over what is meant by the word "immigrant": a person from another country or culture. Remind the group that the United States is a country created by immigrants, with the exception of Native Americans. Ask teens if they know the countries their relatives and ancestors came from, and list those on newsprint or the board.
2. Point out that a new immigrant to the U.S. will usually look, dress or speak differently than others in school or the neighborhood. Being different can cause a person to be treated badly — discriminated against — especially if people in the school or neighborhood are prejudiced. Remind the group of the definitions of prejudice and discrimination from previous activities.
3. Explain that you are going to read a poem by a teenage girl who immigrated to the U.S. When you read it, pause for dramatic effect.
4. Then ask teens to write their reactions to the poem. After 5 to 10 minutes, they should form small groups of three to talk about what they have written.
5. Allow about 10 minutes of discussion, then call everyone back to the large group and conclude the activity using the Discussion Points.

Optional Activity:

Have participants consider what might have happened after Noy Chou wrote this poem. Ask them to write poems to her as if they were in her class.

Discussion Points:

1. Why do you think this girl, Noy Chou, wrote her poem?
2. What did you think about the poem?
3. Has anyone ever treated you this badly? How did you feel? what did you do?
4. How were Noy Chou's classmates and teacher discriminating against her?
5. If you were Noy Chou, what would you have said or done to make others accept you?
6. If Noy Chou was in your class and you saw these things happening, what would you do?
7. Why are people often afraid to speak out against acts of prejudice and discrimination?
8. What negative consequences might happen as a result of this discrimination? To her? To her family? To classmates?

You Have to Live in Somebody Else's Country to Understand

A Poem

What is it like to be an outsider?

What is it like to sit in the class where everyone has blond hair or brown hair and you have black hair?

What is it like when the teacher says, "Whoever wasn't born here, raise your hand." And you are the only one.

Then, when you raise your hand, everybody looks at you and makes fun of you.

You have to live in somebody else's country to understand.

What is it like when the teacher treats you like you've been here all your life?

What is it like when the teacher speaks too fast and you are the only one who can't understand what he is saying, and you try to tell him to slow down?

Then when you do, everybody says, "If you don't understand, go to a lower class or get lost."

You have to live in somebody else's country to understand.

What is it like when you are an opposite?

What is it like when you wear the clothes of your country and they think you are crazy to wear these clothes and you think they are pretty.

You have to live in somebody else's country to understand.

What is it like when you are always a loser?

What is it like when somebody bothers you when you do nothing to them?

You tell them to stop but they tell you that they didn't do anything to you.

Then, when they keep doing it until you can't stand it any longer, you go up to the teacher and tell him to tell them to stop bothering you.

They say they didn't do anything to bother you.

Then the teacher asks the person sitting next to you.

He says, "Yes, she didn't do anything to her," and you have no witness to turn to.

So the teacher thinks you are a liar.

You have to live in somebody else's country to understand.

What is it like when you try to talk and don't pronounce the words right?

They don't understand you.

They laugh at you but you don't know that they are laughing at you, and you start to laugh with them.

They say, "Are you crazy, laughing at yourself?"

Go get lost, girl."

You have to live in somebody else's country without a language to understand.

What is it like when you walk in the street and everybody turns around to look at you?

Then, when you find out, you want to hide your face but you don't know where to hide because they are everywhere.

You have to live in somebody else's country to feel it.

— *Noy Chou*

Dealing with Discrimination

Materials: Newsprint and markers or board and chalk; masking tape

Time: *Session 1:* 40-50 minutes; *Session 2:* 40-50 minutes

Planning Notes:

- ✓ Write the questions for Step 2 on newsprint or the board.

Purpose: To learn how discrimination feels and to identify strategies for combatting it

Procedure:

Session 1

1. Remind everyone that discrimination takes many forms. Ask teens to brainstorm about examples of discrimination. List answers on newsprint or the board. Include any ones of the following they omit: teasing, name calling, excluding from activities, ignoring, denying requests, making fun or laughing at, attacking verbally or physically, treating unequally in education or the workplace and public places.
2. Ask teens to think of a time when they, or someone close to them, were treated unfairly or unequally because they were members of a particular group. Ask volunteers to share experiences and to answer the questions displayed on the newsprint or the board:
 - Have you, or has someone close to you, ever been discriminated against? If so, what happened?
 - Did anyone help? If so, how?
 - If not, what would you have wanted someone to do?
3. Record the main idea of each experience on a single sheet of newsprint. (You will use these in Session 2.) If teens are hesitant to start the discussion, describe a situation in which you were discriminated against, or one you witnessed. Ask participants to identify what would have helped the situation. Then encourage others to share their stories.
4. Once teens have given their stories, post the newsprint sheets on the wall and solicit comments, asking how teens feel about these incidents. Could they have helped if they had witnessed the discrimination? Continue the discussion until the session ends. Tell teens you will come back to their stories at the next session.

Session 2

1. Review the situations from the last session. Have teens recall the feelings people shared about being the subject of discrimination. Ask what strategies and techniques they could use to confront and combat similar discrimination, if it occurred today. Help them identify effective techniques, including the following, and list them on the board:
 - Speak up, use "I" language to point out the discrimination and say it is wrong. (For example, "I don't like it when you kick the girls out. I think it's wrong.")
 - Give information when someone is discriminating against a person or group. (For example, "It's dumb to refuse to be friends with Jeremy because he has AIDS. You can't get infected from just hanging around with him.")
 - Refuse to participate in discriminatory behavior and say why. (For example, "Those jokes about being fat make some people feel bad. I won't stay here and listen to them. They aren't funny.")

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- Take action to remedy discrimination. (For example, "It isn't fair that Silvia can't use the public telephone in the lobby just because she's in a wheelchair. We need to make the school install a new phone that she can reach.")
 2. Explain that the group will work on ways of confronting and combatting the discrimination they have experienced. Divide into groups of four or five and assign each group one of the posted discrimination situations. If necessary, add one or more situations of your own.
 3. Go over instructions for the activity:
 - Decide as a group what an appropriate response would have been to the discrimination in your situation.
 - Practice role-playing that demonstrates your response.
 - Be prepared to perform role-play for the rest of the group.
 4. When groups have finished, have them present their role-play. Invite other teens to make additional suggestions for confronting and combatting discrimination, and add your input as necessary.
 5. Conclude the activity using the Discussion Points.

Discussion Points:

1. Have you discriminated against an individual or group of people, knowingly or unknowingly? How do you feel about it now?
2. Can you think of a situation involving you or someone you know where discrimination is happening currently? What will you do about it?
3. Is it easy or difficult to speak up when your friends are discriminating against someone and you are present? Why?

Media Messages and Stereotypes

Materials: Copies of the handout, "Messages in the Media," for each participant; newsprint and markers or board and chalk; Leader's Resource, "Addresses of Television Companies" (optional)

Time: Session 1: 15 minutes to introduce;
Session 2: 30-40 minutes

Purpose: To explore media messages about diverse groups of people

Planning Notes:

- ✓ You will divide the group into six teams to do this activity. To prepare handouts for each small group, make six copies of the handout and label them with one of the following:
 - Women
 - Old people
 - African Americans
 - Latinos and Latinas
 - People with disabilities
 - Lesbian, gay and bisexual people
- ✓ Then, make enough copies of each labeled handout so each team member has the same handout.
- ✓ For Step 4 you will need examples of media messages to help teens understand what to look for when they look critically at the media. Two weeks or so before you plan to begin the activity, look for both print and electronic media images. Watch television shows and movies popular with your group, and clip sample images from teen magazines and newspapers. (For example, you might share several contrasting visual images of women in the print media or your observations about the portrayal of African Americans in popular sitcoms or movies.)
- ✓ Some populations – lesbian, gay and bisexual people and people with disabilities– are largely absent from the popular media. Groups assigned those populations will have a more difficult task. In Session 2, discuss which groups are not represented.

Procedure:

1. Ask teens for examples of popular television shows (both network and cable), movies and magazines. List them on newsprint or the board, by category. Ask teens how they would rate the portrayals – on a scale from 0 (very negative) to 10 (very positive) for their representation and treatment of diverse groups of people. Explain that by "diversity" you mean people of color, women, old people, people with disabilities and lesbian, gay and bisexual people.

Take a quick assessment of the group's rankings and write them on the board or newsprint, under the following headings:

- Network television
- Cable television
- Movies
- Magazines

-
2. Tell participants to evaluate how the media portrays different groups of people that are discriminated against. Go over instructions for the activity:
 - You will work in six teams and each team will be assigned one group of people to research in the media. The groups we will research are:
 - Women
 - Old people
 - African Americans
 - Latinos and Latinas
 - People with disabilities
 - Lesbian, gay and bisexual people
 - Find at least two examples of how your group of people is portrayed in these four media: network and cable television, film and magazines.
 - Review television programs, movies and magazines. Find examples and take notes on your handouts.
 - Bring your completed handouts and be prepared to share your findings with the whole group at the next session.
 3. Divide participants into six groups and distribute to each the handouts you have prepared.
 4. Provide several examples of media messages to help the groups get started. Use different, contrasting types of images and discuss them briefly to be sure everyone understands what to do with their assignments.

Session 2

1. Invite the teams to make their presentations. Ask for a group to volunteer to go first. Ask for their overall rating of how each medium treats their category of people and record it on the board or newsprint.
2. Repeat the process until all six groups have presented, then remind the group of the ratings they gave at the beginning of this activity. Have them adjust their media ratings up or down, according to their research.
3. Conclude the activity using the Discussion Points.

Optional Activity:

Participants can write letters to network or cable channels to make their views known, both positive and negative. Have them include examples gathered during their research for this activity. Use the Leader's Resource for addresses.

Discussion Points:

1. Overall, which medium does the best job of portraying diversity positively? Give examples of positive portrayals.
2. Which does the worst job? Give examples of offensive portrayals.
3. Do other media (such as newspapers, popular books, comic books, music videos, popular radio shows) portray diversity in a positive or negative light? Are particular groups portrayed better or worse than others?
4. What television show would you encourage a younger brother or sister to watch for a positive view of diversity? A negative view?

Handout

Messages in the Media

TEAM 1:

Your Team will research how _____ are portrayed in the media.
Complete your research and record your examples in the spaces below.

Network Television

Name of show(s) _____

Network/station(s) _____

Date(s)/time(s) _____

1.

2.

Cable Television

Name of show(s) _____

Network/station(s) _____

Date(s)/time(s) _____

1.

2.

Movies

Title of movie(s) _____

1.

2.

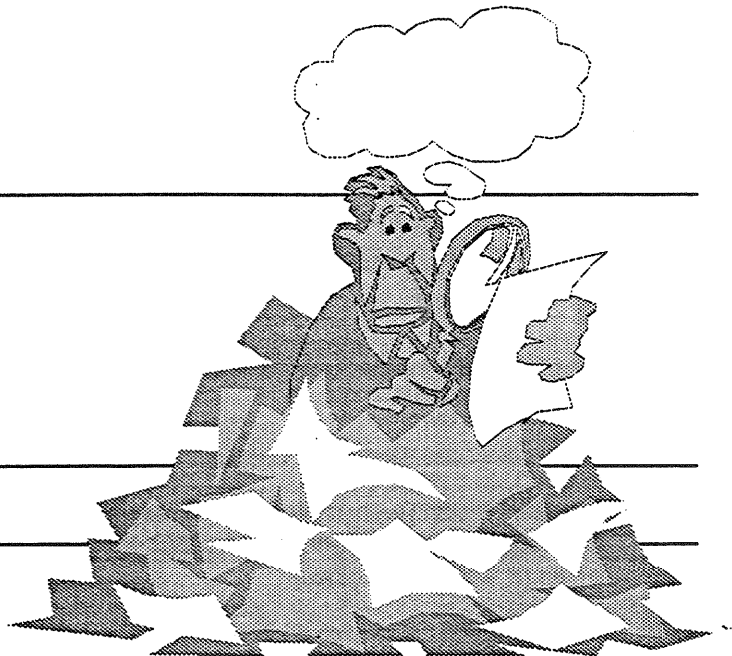
Magazines

Name of magazine(s) _____

Issue date(s) _____

1.

2.



Addresses of Television Companies

The entertainment industry welcomes and notices viewers' letters. Feedback from viewers helps improve programming. Use these addresses to make sure letters reach the appropriate decision makers at television networks. The envelope should be addressed to the name of the show, followed by the network or cable station's address.

ABC

2040 Avenue of the Stars
Los Angeles, CA 90067

CBS

7800 Beverly Blvd.
Los Angeles, CA 90036

The Disney Channel

3800 West Alameda Avenue
Burbank, CA 91505

Fox

10201 West Pico Blvd.
Los Angeles, CA 90035

HBO

1100 Avenue of the Americas
New York, NY 10036

MTV

1515 Broadway
New York, NY 10036

NBC

3000 West Alameda Boulevard
Burbank, CA 91523

Nickelodeon

1515 Broadway, 20th Floor
New York, NY 10036

PBS

1320 Braddock Place
Alexandria, VA 22314

Showtime Network

10 Universal City Plaza, 31st Floor
Universal City, CA 91608

Nontraditional Workers' Panel

Materials: Paper; Leader's Resource, "Questions for Panel;" guest speakers from nontraditional occupations

Time: *Session 1:* 15-20 minutes; *Session 2:* 45-55 minutes

Planning Notes:

Purpose: To learn about nontraditional occupations for women and men

- ✓ If necessary, obtain permission from your school or agency to bring guest speakers to meet with your group.
- ✓ This is a good opportunity for young people to shape the program. Explain what nontraditional occupations are (see definitions in Step 2) and ask what kinds of nontraditional workers the teens would like to meet. Ask for help to locate speakers from among family members, friends or neighbors who work in nontraditional occupations and would be willing to talk to the group.
- ✓ If you have difficulty finding speakers, call local businesses, hospitals and other work places to find women and men, working in nontraditional jobs, who would like to speak to teens.
- ✓ Prepare guest speakers by describing your program and what your group is like. Ask them to prepare a five-minute talk on their job, how they got the job and what it is like to be a man or women in that field. Let them know they will be part of a panel of people who have nontraditional jobs. Tell them the teens will prepare questions in advance.
- ✓ After Session 1, prepare a list of the questions teens want to ask and make copies for use in Session 2.

Procedure:

Session 1

1. Remind the group that one of the most damaging results of stereotypes is the false belief that women and men should only have jobs in certain fields.
2. Ask if anyone knows someone who works in a nontraditional career. Define the term:
Nontraditional career: any job that a man or woman does that is usually done by someone of the other gender. The official government definition of "nontraditional career" is one in which 75 percent of all workers are of the other gender.

Ask for examples of nontraditional jobs for men (nursing, elementary school teaching, hairdressing or child care) and women (construction, utility repair, house painting or policing).
3. Explain that you have invited (or will invite) men and women who have nontraditional careers to talk with the group. Tell the teens when the visitors will come.
4. Brainstorm with the group questions they will want to ask panel members. List their potential questions on newsprint or the board. Use the Leader's Resource to help the group come up with appropriate questions.
5. When finished, ask the group to select four or five questions they most want to have asked. Circle those and tell teens you will prepare a list of questions for the panel, with the priority questions listed first.

Session 2

1. Introduce each member of the panel to the group. Distribute the questions generated in the previous session.
2. Have panelists each give a five-minute summary of the work she or he does and how the person chose that work, then open the floor to questions.
3. Conclude the activity using the Discussion Points.

Discussion Points:

1. What are the advantages and disadvantages of women working in a nontraditional career? If you are a young woman, have you thought about a nontraditional career? Why or why not?
2. What are the advantages and disadvantages of men working in a nontraditional career? If you are a young man, have you thought about a nontraditional career? Why or why not?
3. What do you think is the biggest barrier to women working in nontraditional areas?
4. What do you think is the biggest barrier to men working in nontraditional areas?

Questions for Panel

1. How did you choose your job?
2. How old were you when you decided that you wanted to work in a nontraditional area?
3. Did anyone encourage you to go into this type of work? What were their reasons?
4. Did anyone discourage you from this type of work? What were their reasons?
5. How have your friends, family and romantic partners reacted to your job?
6. What is it like for you on the job? How would things be different if you were male (or female)?
7. What is your salary like in this work? Benefits?
8. What type of post secondary education and/or training did you need for this job?
9. What would you say if we were interested in this job area?
10. What will be the most difficult thing about this nontraditional work?

Chapter 10:

What Does it Take to Be a Good Parent?

Objectives:

- ✓ To explore personal values and attitudes about parenthood
- ✓ To learn about the challenges teenage parents face
- ✓ To identify the qualities and resources needed for parenthood
- ✓ To examine the financial costs of caring for an infant
- ✓ To evaluate personal readiness for parenthood



Activities

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Introduction to Parenthood

Materials: Newsprint and markers or board and chalk; Leader's Resource, "Perspectives on Parenting"

Time: 20-30 minutes

Planning Notes:

- ✓ Choose four to six statements from the Leader's Resource or write your own.

Purpose: To explore values and attitudes related to parenting

Procedure:

1. Write the following sentence on newsprint or the board:
"To be a good parent means..."
2. Ask volunteers to complete the sentence. List, under the sentence, the key words they use.
3. Tell the group that some of the most important life decisions they will make are: (1) whether or not to become a parent, (2) who to become parents with and (3) when to have a child or children. Explain that the next few activities will help them think about parenting.
4. Go over instructions for this activity:
 - Think about each statement I read, then vote. Use:
 - Thumbs up to agree
 - Thumbs down to disagree
 - Folded arms to show you're not sure
 - After each statement, two or three volunteers will share the reasons for their vote.
 - There are no right or wrong answers. The purpose of this activity is to hear different opinions about parenting and to think about what **you** believe.
5. Read the statements one at a time and ask the group to vote on each. Call on teens to share their reasons. Be sure to ask for responses from some who agreed, some who disagreed and some who were unsure. Give additional information when appropriate.
6. Read the statements you have time for, conclude the activity using the Discussion Points.

Discussion Points:

1. What messages did you learn about parenting from your family?
2. Can you give an example of a belief or practice related to parenting that is particularly important in your home or culture?
3. Would you support a law that required people to take courses and pass an exam before they could become parents? Why or why not?

Perspectives on Parenting

1. Everyone should be required to have parenting instruction.
2. Without children, a woman will never feel fulfilled.
3. Parenting is 90 percent love and 10 percent luck.
4. People who decide not to have children are selfish.
5. Women have an instinct about parenting that men do not have.
6. Parenting is the biggest responsibility a person can have.
7. Every man needs a child to carry on his name.
8. Parenting eats up your time, energy and money.
9. Nothing ruins a relationship faster than having children.
10. Being a parent is easier when you're young.
11. Children will keep you from reaching your goals.
12. There are some people who should never be allowed to be parents.

Video: Teenage Parents

Materials: Video on teenage parenting; VCR and monitor (extension cord, if necessary); newsprint and markers or board and chalk

Time: 45-55 minutes

Planning Notes:

Purpose: To understand what life is like for a teenage parent
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- ✓ Choose a video on adolescent parenting that is appropriate for your group. It should be current, present a balanced picture of the options available to teens and have characters who reflect the racial/ethnic mix of your group. Avoid choosing a video that only presents pregnant and/or parenting teens from one racial or ethnic group; that view may reinforce stereotypes. Several videos you may wish to preview are listed below. Consult the list of video distributors for addresses and telephone numbers.
 - **Four Pregnant Teenagers: Four Different Decisions**, (Sunburst Communications, 51 minutes, 1987, \$199.00) Teens weigh the emotional, ethical and financial problems associated with the four options of adolescent pregnancy: adoption, marriage, single parenthood and abortion.
 - **Grounded for Life: Teen Pregnancy**, (Kidsrights, 40 minutes, 1988, \$89.00) Interviews with teen mothers illustrate the risks, motivations and thought processes associated with unplanned teen pregnancy; presents the economic and emotional hardships teen parents face.
 - **Decisions: Teens, Sex and Pregnancy**, (Kidsrights, 26 minutes, 1986, \$99.95) A multicultural documentary of the decisions three mothers made after they learned they were pregnant; open discussions provide insight for young men and women about the consequences of sexual behavior.
 - **Rockabye: Understanding the Implications of Teenage Pregnancy**, (ETR Associates, 17 minutes, 1989, \$95.00) Six teenagers struggle with relationships and responsibilities, peer pressure, strong emotions and self-image; gives teens a better understanding of the adverse effects of teen pregnancy, through the eyes of teen men and women.
 - **The Job of Your Life: The Reality of Teen Parenthood**, (HRM Video, 15 minutes, 1992, \$119.00) An unusual presentation of a dream sequence in which a young woman applies for the "job" of being a parent and gets more than she bargained for; teen parents relate how raising a child has taken away their freedom and created stress, which they were not prepared for.
- ✓ Contact your local health department, family planning program or high school to see if they have any of the videos listed above or others on adolescent parenting.
- ✓ Preview the video you choose so you will be prepared for any comments and/or questions from participants.
- ✓ Remember, one or more teens in your program may already be pregnant and/or a parent. Be sensitive to those teens' feelings and needs as you introduce and discuss the video. Point out that while **most** adolescent parents experience more difficulty than adult parents, there are exceptions.
- ✓ Call your local social services or human resources department to find out about teens' eligibility for welfare assistance programs. You will need information on payments through AFDC (Aid to Families with Dependent Children) and on other programs for teen parents.

Adapted with permission from *Teen Outreach: Youth Development Through Service and Learning*, Association of Junior Leagues International, New York, N.Y., in press.

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- ✓ Investigate the legal rights and responsibilities of an unmarried teenage father in your state. Laws regarding the financial obligations of teen fathers and their parent(s) vary from state to state and have changed dramatically in recent years. Be sure to obtain up-to-date information.
 - ✓ Create a poster of the video characters and their roles, for use in Step 2.

Procedure:

1. Tell the group that teenage pregnancy and parenting is not easy. In this session they will learn more about it by watching a video.
2. Display the character poster that lists names and roles from the video. Highlight parts of the video for teens to focus on, if appropriate.
3. Show the video, then conclude the activity using the Discussion Points and adding other questions specifically related to the video.

Discussion Points:

1. Was this video realistic? Please explain.
2. What are the most positive aspects of teen parenting? The negative?
3. How is parenting as a teenager different from parenting as an adult?
4. Emphasize any of the following points that were not brought out in the video:
 - Teen parents have a difficult time completing high school or continuing on to college.
 - Parenting takes time away from other interests and activities.
 - Pregnant teens and their children have more medical problems than adult women.
 - Because their education is interrupted, teen mothers and fathers have trouble finding good jobs and many need public assistance to raise their child.
 - Welfare reform may take away some of the financial support available to young mothers and their children.
 - Teen fathers often have few rights regarding their child and may have new financial responsibilities.
5. If you wanted to convince a friend not to become a teen parent, what would be your strongest argument?

Wanted: a Job as a Parent

Materials: Newsprint and markers or board and chalk; sample employment ads from the newspaper

Time: 30-40 minutes

Procedure:

1. Tell participants to think about what parenthood requires. Explain that they will write "help wanted ads" for the job of being a parent.
2. Distribute employment ads from the classified section. Ask if anyone has read ads like this before. What information do the ads give? List teens' responses on newsprint or the board and supplement with the list below:
 - Education and skills required
 - Experience needed
 - Familiarity operating equipment or machinery
 - Other resources, such as a driver's license
 - Work hours
 - Salary and benefits
3. Ask participants what basic requirements employers want when they are hiring for entry-level jobs (for example, high school diploma, a certain age, skills, experience). After teens respond, cite examples from several classified ads to help the group develop more understanding of what employers often require.
4. Go over instructions for the activity:
 - Imagine you work in an employment office and have an opening for the parents of a six-month-old infant.
 - Working in small groups, write a classified ad for the position. Include all the qualities and characteristics a job applicant should have. Also include the benefits of the job.
 - Write your ad on newsprint or the board when you are finished.
5. Allow 10-15 minutes for groups to work on their "want ads." When time is up, examine the posted ads as a group and together identify the essential qualities that a parent must have. List those on newsprint and keep them for later activities.
6. Conclude the activity using the Discussion Points.

Purpose:

To identify the qualities and resources needed for parenthood

Discussion Points:

1. Do you know anyone who qualifies for the job of parent, as you have advertised it?
2. Can a person get "fired" as a parent? How does that happen? (Answers include: Children can be taken away from neglectful or abusive parents; a parent can lose contact with her or his child through divorce, especially if the other parent moves away.)
3. What equipment does a parent need to operate? (Answers include: collapsing stroller, car seat, crib sides, bottle sterilizer, vaporizer, rectal thermometer, even diapers and clothing.)
4. How does parenting change as children grow older?
5. Does work experience as a parent help you get any other jobs? If so, which ones?

Are They Ready for Parenthood?

Materials: Leader's Resource, "Suggested Questions for Parent Interview;" two copies of the handout, "Roles for Maggie and Vaughn"

Time: 40-50 minutes

Planning Notes:

- ✓ Identify a boy and girl in your group who would do a good job playing the role of prospective parents. They should be articulate and dynamic. Ask them if they will volunteer.

Purpose: To evaluate the readiness of teenagers for parenthood

- ✓ Set up two chairs for the "teenagers," facing three chairs for the "caseworkers."

Procedure:

1. Explain that the group will observe two imaginary teenagers applying for the job of "parents."
2. Tell participants to pretend to be caseworkers at an imaginary Child Development Office. There, trained child development specialists carefully monitor parenting jobs. The year is 2020 and because so many children had such a tough time back in the last century, people must now apply for the job of "parent" before they can even start a pregnancy. The caseworkers' job is to decide who is ready, so every child starts life with qualified parents.
3. Explain that there are two imaginary teens, Maggie and Vaughn, who want to become parents. Give instructions for what you want the group to do:
 - Remember that **parenthood is one of the most important jobs**, even in 2020.
 - Think about the knowledge and skills parents need to care for a child so they can grow up in a healthy, positive environment.
 - Imagine that you are about to interview Maggie and Vaughn, two young people who want permission to start a family. What questions will you ask these prospective parents?
4. Have teens suggest questions and list them on newsprint or the board. Supplement the list with any additional questions from the Leader's Resource, then ask teens to choose nine essential questions. Put checkmarks beside those questions.
5. Ask five volunteers to role-play the interview with Maggie and Vaughn. (If you already have participants as "parents," recruit three "caseworkers".)
6. Review the roles:
 - Maggie – a 16-year-old girl in the 10th grade who loves babies
 - Vaughn – a 17-year-old boy in the 11th grade who thinks that fatherhood proves his manhood
 - three caseworkers – specialists in child development who care about the quality of care parents provide for their children

Adapted with permission from *Teen Outreach: Youth Development Through Service and Learning*, Association of Junior Leagues International, New York, N.Y., 1995.

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7. Give “Maggie” and “Vaughn” the handout that describes their characters. Ask them to take a few minutes to plan their roles. Tell the caseworkers that their job is to be polite and kind, but also to ask tough questions and be very thorough. Each caseworker can ask three of the checked questions in the interview.
 8. Invite “Maggie” and “Vaughn” back into the room and give them directions for their roles:
 - Be enthusiastic: you are very much in love and you really want to have a child.
 - Remember you are both still in high school and answer any questions appropriately.
 - Use the facts on your handouts to help you.
 9. Allow questions from the caseworkers for 10 minutes. Then give other participants a chance to ask any follow-up questions. At the end of the time, ask the caseworkers to decide — are Maggie and Vaughn qualified to become parents at this time? (The answer should be **no**, the teen couple is not qualified.) If yes, help the caseworkers revisit the situation until they agree that, at this time, there are too many reasons stacked against parenthood for Maggie and Vaughn. Go over the potential problems below:
 - Although Maggie and Vaughn seem to have a good relationship now, they are young and inexperienced in love. Even if they marry, their relationship might end and then their child would not have the benefit of two parents.
 - Neither teenager has much income. It takes a lot of money to support a child.
 - Neither teenager lives in housing that could easily accommodate a couple and their baby. Their small incomes are not adequate for getting their own place.
 - Neither teenager has finished high school or has a clear vocational goal. Becoming a parent might mean not being able to finish school or pursue education or training necessary for rewarding employment. That would **not** provide financial security for the child — in the present or the future.
 - It is unclear whether family members would be able to provide any additional financial support, child care and so on. Teen parents have much more success with parenting when they have support from their families or other adults.
 10. Conclude the activity using the Discussion Points.

Optional Activity:

Ask teens to develop a questionnaire and interview teenage parents they know. They should encourage the young parents they interview to talk about how they are happy with their decision, how the experience is challenging. Encourage them to talk to a variety of teen parents, those who have dropped out of school, stayed in school, live alone on AFDC, live with a parent, live with a partner, are completing a GED and so on.

Discussion Points:

1. What does the couple need to learn or to do before they can be good parents? (Answers include: Spend more time together to be sure their relationship is a strong one; finish their education and/or get specific training for meaningful employment; make sure at least one of them has a good-paying, secure job; take some parenting classes so they have more information about child development and early infant care.)
2. Is it important for parents to be qualified for the job?
3. Is it important for a child to have two parents? Why or why not?

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4. If Maggie and Vaughn were actual teenagers, would they really be asking to become parents? How do most teenagers become parents? (Answer: They become parents as the result of a pregnancy they say is accidental and unplanned.)
 5. What support do teen parents need to meet their educational and vocational goals?
 6. Do you know a teen couple that is qualified to be parents now? Please describe their special qualifications.
 7. With all the reasons to wait to have a child, why do so many teenagers become parents anyway? (Answers include: They do not believe a teen girl is at risk of becoming pregnant every time she has vaginal intercourse; they do not plan to have sexual intercourse, it just happens; they do not use contraception each time they have sexual intercourse; they want a child.)
 8. Should couples have to seek approval before they could become parents?

Suggested Questions for Parent Interview

1. What are your qualifications?
 - ✓ How much education do you have?
 - ✓ What work experience do you have?
 - ✓ How much money do you earn?
 - ✓ Do you have any savings?
 - ✓ Between school and work, how much free time do you have?
 - ✓ Where do you plan to live with a baby? How much space is there?
2. How will having a baby affect your relationship with each other?
3. Why do you want to be parents at this time in your lives?
4. Do you have any experience with babies and young children. Are you patient with fussing, messy or misbehaving children?
5. What kind of help can you expect from parents, relatives and friends? Who could help out with emergencies, bills or babysitting?
6. What would be the best thing about being a parent? The most difficult?
7. What job or career do you want in the future? How would having a baby now affect your goals?
8. What are your plans for continuing school after the baby is born?
9. How do your parents feel about becoming grandparents now?
10. Would becoming a parent now affect your relationships with your friends?

Handout

Roles for Maggie and Vaughn

Maggie: You are 16-years-old and in 10th grade. You live with your parents and grandmother in a two-bedroom apartment. You love children and have spent a lot of time lately with your older sister and her baby daughter. You have been dating Vaughn for over a year and you really love him. You work part-time in a fast food restaurant on the weekend, where you earn \$4.75 an hour. You think your mom would help with a baby, but you have not talked about it with her.

Vaughn: You are 17-years-old and in the 11th grade. You live with your father in a one-bedroom apartment. He is gone a lot of the time because of his job. You are crazy about Maggie and think she would make a perfect mother. You think the two of you could do an excellent job of raising a baby. You want to hurry and grow up so you can get started with your life, and you feel being a father would make you more mature. You work part-time at a gas station in the evenings and on Saturdays, but you are still not sure what career you want. You are good at fixing cars, but you have never liked reading much. You are willing to work really hard to earn money and plan to stay in school if you get permission to have a baby. Maggie's parents like you a lot.

Flour Sack Babies

Purpose: To learn about being a parent through a simulated firsthand experience

Materials: Ten-pound sack of flour for each participant; newsprint and markers or board and chalk; materials for decorating flour sacks (markers, crayons, glue, bits of yarn and ribbon, buttons, scraps of fabric and so on); the handout, "Rules of Baby Care"

Purpose: To learn about being a parent through a simulated firsthand experience

Time: *Session 1:* 20-30 minutes;
Session 2: 40-50 minutes

Planning Notes:

- ✓ Let school or agency staff know this activity is taking place. Teens will be carrying flour sack babies while they participate in other activities or classes.
- ✓ This activity requires five to seven days to be effective. Decide upon your timeframe so you can inform your group.
- ✓ Try to get the flour sacks donated from a local store. If that is not possible, and cost is an issue, a bag of sand or salt could be substituted. Eggs have also been used in activities like this, but they lack the weight of a real baby.

Procedure:

1. Tell the group this activity will simulate "firsthand experience" with parenting.
2. Go over instructions for the activity:
 - Each of you will receive a 10-pound sack of flour to represent your "baby." You can decorate your baby and dress her or him any way you wish.
 - Flip a coin to determine whether your baby is a boy or girl: heads equals female and tails equals male. The sex of a real baby is determined by genes carried in the father's sperm cells, and the chances are about equal of having a male or female.
 - Find a cloth to serve as a blanket. Your baby should always be wrapped for warmth, since these babies are all very young.
 - Follow all the rules of good baby care, as outlined on your handout. (Distribute the handout, "Rules of Baby Care.")
3. Tell the teens how many days they will be responsible for their flour sack babies, then, before ending the session, allow them about 15 minutes to decorate their babies.

Session 2

1. After the assigned period of time is over, bring the group back together and conclude the activity using the Discussion Points.

Discussion Points:

1. What was it like taking care of this baby all the time?
2. What significant things about parenting a real infant did you **not** have to deal with? (Answers include: crying, diapering, illness, bathing, sleepless nights and so on.)
3. How was your normal routine changed by this parenting experience?

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4. If you had a real baby, would you be willing to give up some of your social activities? Would you have a choice?
 5. What things would you have needed and/or wanted to buy for your baby if it were real? Would you have had the money?
 6. If you used babysitters to look after your baby, how much money did you spend/would you have spent?
 7. All of these flour-sack babies were assumed to be healthy. How would your life have been different if your "baby" had been born with a disability?
 8. How would a baby affect your family? A relationship with a romantic partner? Your friendships?
 9. How would a baby affect your educational plans? Would you be able to continue in school or hold a job and be a parent?
 10. Do you plan to have a baby one day? If so, at what age would you like to become a parent?

Rules of Baby Care

1. Keep your baby with you at all times, 24 hours a day. If you must leave your baby for any reason, you have to get a babysitter. Babysitters earn \$3.00-4.00 per hour or more when caring for an infant, so keep a record of what your babysitting services cost you.
2. Keep the baby warm, dry and protected from harm at all times. Don't ever leave it unattended, or put it in the trunk of a car or your school locker. Treat the flour sack like a real infant: hold it carefully, rock it occasionally, talk and sing to it.
3. Every four hours (from approximately 7 a.m. till 9 or 10 p.m.) stop and spend 15 minutes "feeding" the baby. (You are lucky that a flour sack baby will **not** cry and wake you up during the night for additional feedings.)
4. Find a safe place for your baby to sleep in your home. In a quiet place, create a comfortable bed that the baby cannot roll off of.
5. If your flour sack rips, you must research medical care for your baby. Approximately what would a doctor's visit and stitches cost?
6. If you lose your baby, you could be charged with child abuse. Research the penalties for a parent whose child is injured or dies from neglect or abuse.

The Costs of Parenting

Materials: Copies of the handout, "Costs of Baby's First Year;" Leader's Resource, "Baby's First Year"

Time: Session 1: 15-20 minutes; Session 2: 40-50 minutes

Planning Notes:

- ✓ Review the Leader's Resource, "Baby's First Year," to see if the costs listed are realistic for your community.

Purpose: To calculate the costs of raising a child today

Procedure:

Session 1

1. Ask the group what they think it costs to raise a baby for its first year. Discuss for a few minutes, then introduce the activity as a research project to find out what the real costs are.
2. Divide teens into three teams, distribute the handouts, and review instructions.
- In teams, find the **average cost** of the items on the handout. Use as many resources as you need to. You may want to consult any of the following:
 - Catalogs
 - Parents, friends and other adults
 - Department and baby stores, grocery stores and pharmacies
 - A local hospital or a pediatrician's office
 - A child care center
 - Fill out the handout and calculate the total cost of raising a baby in its first year.
 - Be prepared to share your results with the other teams at the next session.

Session 2

1. Ask teams to present their findings on about one-third of the items on the handout. After each presentation, the other teams can ask questions or challenge the findings.
2. After teams have presented, conclude the activity using the Discussion Points.

Discussion Points:

1. Is the cost of raising a baby in the first year higher or lower than you guessed?
2. What cost the most? What other items would **you** like to purchase if you were a new parent? How much would those items add to the overall cost?
3. What salary would you need?
4. If a teen parent had to depend on a monthly public assistance check, would that affect what she or he could provide for a child?
5. Are there ways to reduce costs? Would you buy clothes, furniture, and other items for your baby at a second hand or thrift shop?
6. If you or your girlfriend were pregnant now, who would be able to help you with the financial burdens of parenthood?

Baby's First Year

Mother's Medical Expenses

Doctor's fees **\$1,625**

Hospital room for three days **\$3,095**

Anesthesia **\$4,225**

The total hospital bill of \$7,315 includes a three-day stay in a semi-private room and fees for the labor room, delivery room, anesthetist, nursery and routine nursing care. A Caesarian delivery costs \$15,642 and requires a five-day stay in the hospital.

Many people have some form of health insurance, but mothers under 18 are not often covered for maternity benefits. Insurance policies vary: some pay most of the costs of a delivery, others pay only between one-third and one-half.

A mother can lower expenses by having a midwife or a resident in a local teaching hospital deliver the baby, staying in a maternity ward instead of a semi-private room, and/or attending a birthing clinic or center that sets fees according to the mother's ability to pay.

Younger teens and teens who have not received adequate prenatal care may have **increased risk for complications** during their pregnancies and deliveries. If complications do develop, costs will be much higher for both mother and baby.

Baby's Medical Expenses

Six well-baby care visits **\$360**

Immunizations (shots) **\$76**

These costs assume the baby is well and needs no extra visits to the doctor or pharmacy. Some public clinics provide free or low-cost services and immunizations.

Diapers

Disposable diapers for 12 months **\$655**

Diaper service for 12 months **\$545**

Watching for sales and shopping for diapers in a discount store can save some money.

Baby's Food

Formula and food, if mother does not breastfeed **\$1,500**

Food only, if mother breastfeeds baby **\$240**

Although babies do not eat much, they eat often. The healthiest, least expensive way to feed the baby is by breastfeeding exclusively for the first four to six months, with gradual supplementation of cereal and afterwards. Young mothers who must return to school and/or work can still breastfeed but will need support and advice. The La Leche League can advise young mothers about breastfeeding in general, and about specific problems, like combining breastfeeding with a job. Many public health departments provide free supplemental infant foods, including infant formula, to mothers who meet low-income qualifications.

Baby's Clothing

5 changes of clothing for newborn to 3 mos. **\$50**

5 changes of clothing for infant 6 mos. **\$50**

5 changes of clothing for infant 9 mos. **\$80**

5 changes of clothing for infant 12 mos. **\$100**

Seasonal items (e.g., winter snowsuit, bathing suit, outfits for religious holidays) **\$60**

Shoes and socks for 6 mos. and 12 mos. **\$70**

These are low estimates: to dress babies in fancy clothes or to have more than five changes of clothing would increase prices considerably. Families can save money by borrowing baby clothing from relatives and friends, shopping at discount or used clothing stores or garage sales and buying clothes slightly larger than necessary so they will last more than one season. Clothing needs vary, depending on the time of the birth and the climate where the baby lives.

Nursery Furnishings

Crib **\$130**

Crib sheets, blankets and bumper pads **\$48**

Infant seat **\$35**

Car safety seat **\$65**

Stroller **\$60**

Dresser/changing table **\$40**

These prices are for the least expensive selections. Fancier items cost much more. Buying used items, borrowing from friends or relatives or improvising saves money.

Baby-Care Needs

Bottles **\$40**

Feeding dish and baby spoon **\$16**

Baby lotion and powder **\$30**

Diaper ointment **\$10**

Hairbrush **\$3**

Bathing items (bath, shampoo, soap) **\$25**

Baby aspirin, nasal aspirator and rectal thermometer **\$20**

Baby care items listed here are those usually needed at some time during the first year. There are many others that could be purchased, but they will add to the expense.

Baby Pictures

One set of portraits with multiple photos **\$25**

This cost was calculated based on buying the basic package of photos at a local department store. Any additional portraits or snapshots would increase the cost.

Child Care

During school/work hours (8 hours per day) **\$9,100-11,700**

Evenings (5 hours once each week) **\$780**

Daycare expenses are calculated with infant care costing between \$175 and \$225 per week; the range in your area may be very different. Evening babysitting calculations assumed a cost of \$15 per week.

This large expense assumes the mother is still in school or has taken a full-time job. It is very difficult to find convenient, full-day infant care: many programs will not take a baby that is not toilet trained, or approximately two years old. Licensed home day care is available in many areas, but a provider can only care for one or two infants at a time. The expenses for child care usually continue until a child begins kindergarten; then there may be costs for after-school care. These costs can be reduced if there is a relative who will care for the baby during the day and/or on occasional evenings. The time allotted for evening babysitters is minimal and probably will not accommodate a young parent's social needs. Parents can save money by trading babysitting with other parents.

Handout

Costs of Baby's First Year

MOTHER'S MEDICAL EXPENSES

Doctor's fees \$ _____

Hospital room for three days \$ _____

Anesthesia \$ _____

BABY'S MEDICAL EXPENSES

Six well-baby care visits \$ _____

Immunizations (shots) \$ _____

DIAPERS

Disposable diapers for 12 months \$ _____

Diaper service for 12 months \$ _____

BABY'S FOOD

Formula and food, if mother does not nurse \$ _____

Food only, if mother nurses baby \$ _____

BABY'S CLOTHING

5 changes of clothing for newborn to 3 mos. \$ _____

5 changes of clothing for infant 6 mos. \$ _____

5 changes of clothing for infant 9 mos. \$ _____

5 changes of clothing for infant 12 mos. \$ _____

Seasonal items (for example, winter snowsuit or baby snuggler, bathing suit, outfits for religious holidays) \$ _____

Shoes and socks for 6 mos. and 12 mos. \$ _____

NURSERY FURNISHINGS

Crib \$ _____

Crib sheets, blankets and bumper pads \$ _____

Infant seat \$ _____

Car safety seat \$ _____

Stroller \$ _____

Dresser/changing table \$ _____

BABY-CARE NEEDS

Bottles \$ _____

Feeding dish and baby spoon \$ _____

Baby lotion and powder \$ _____

Diaper ointment \$ _____

Hairbrush \$ _____

Bathing items \$ _____

Baby aspirin, nasal aspirator and rectal thermometer \$ _____

CHILD CARE

During school/work hours (8 hours per day) \$ _____

Evenings (5 hours once each week) \$ _____

BABY PICTURES

Three portraits w/multiple photos \$ _____

TOTAL.....\$ _____

Choosing the Best Father

Materials: Newsprint and marker or board and chalk; copies of the handout, "Candidates for Fatherhood," for each participant

Time: 40-50 minutes

Planning Notes:

- ✓ Prepare half sheets of newsprint for each small group, for use in Step 5.
- ✓ Call the local welfare or district attorney's office to find out about the legal rights and responsibilities of young fathers in your state. Ask a health clinic staff person or a school guidance counselor about community resources that support teen fathers. You will need this information in Discussion Points 4 and 7.

Purpose: To explore the qualities of a good father

Procedure:

- 1 Point out that a lot of discussion about teenage pregnancy focuses on young mothers, but young fathers also have an important role.
- 2 Ask the group to brainstorm the specific characteristics of a good father and list their responses on newsprint or the board. Add any that you feel are appropriate from this list:
 - He is willing to explore new, nontraditional ways of parenting.
 - He cares about his children. He shares the responsibility of raising them.
 - He spends time with his children.
 - He knows the importance of showing love and affection.
 - He financially supports his children.
 - He tries to maintain a healthy relationship with the child's mother.
 - He does not do drugs.
 - He has goals for the future.
 - He makes decisions based on what is good for his children.
 - He knows how to care for children or is willing to learn.
 - He is willing to give up things to be a good father.
 - He does not hurt his children or their mother.
- 3 Explain that teens will pretend they are grandparents who, due to special circumstances, have the opportunity to choose the kind of man they want to father their grandchild.
- 4 Go over instructions for the activity:
 - Small groups will have three case studies of men who are fathers.
 - Read the case studies and consider the group's list of characteristics of a good father, as well as additional qualifications you think are important.

Adapted with permission from *Young Fathers' Curriculum*, Public/Private Ventures, Inc., Philadelphia, PA, 1992.

-
- Choose one who is most like the father you would want for your grandchild. List on newsprint the qualities that make him your choice.
 - Choose one person to report your decision to the rest of the group.
5. Divide into small groups and distribute the handouts, newsprint and markers. Allow five minutes for groups to work, then ask groups to read their choice and qualities.
 6. Conclude the activity using the Discussion Points.

Discussion Points:

1. What positive qualities did all the fathers share?
2. What were some of your biggest concerns about any of the fathers?
3. What makes it more difficult for a young man to be a good father? What makes it easier?
4. What are the legal rights of a father under the age of 18 in your state? (Research this question before asking it, as suggested in the Planning Notes.)
5. If the female in a male-female teenage couple is pregnant, and the male refuses to marry her, what rights do you think he should have? Should he have a say in the decision to have an abortion or place the child for adoption? Should he be allowed, or required, to help raise the child later on? Why or why not?
6. If the female in a male-female teenage couple is pregnant, and she refuses to marry the male, what rights do you think she should have? Should she be able to have an abortion or place the child for adoption without telling him? Should she be able to raise the child without involving the father? Why or why not?
7. What resources exist in your community to help young fathers. What they are? (Research this question before asking it, as suggested in the Planning Notes.)

Candidates for Fatherhood

Candidate 1 Bernard is 19-years-old and unemployed. His girlfriend Joyce just had their first child. Bernard was supportive of Joyce throughout her pregnancy. In between looking for work, he went on every doctor's visit with Joyce and gave her back rubs every night so she could sleep. Bernard and Joyce also attended childbirth classes together and he was in the delivery room when the baby was born. He sees Joyce and the baby almost every day, but he rarely has any money to give Joyce for the baby. This causes arguments from time to time. Joyce is usually okay with the way things are, but her mother hates Bernard because he doesn't have a job.

Candidate 2 Kenny is 17-years-old and recently dropped out of school to get a job to support his newborn baby. He has a low-paying job at a convenience store. Kenny regularly sees Shari, his child's mother, but she often criticizes him for not spending even more time with her and the baby. Kenny gives Shari money every month. It's not a lot but it's regular and she can count on him. He also provides some child care or arranges with his mother to keep the baby. Shari doesn't think that Kenny should leave the baby with his mother so much. But Kenny feels that his child should spend time with him and his grandmother. Kenny loves his child, but he's beginning to think that things won't work out with Shari.

Candidate 3 Joe is a 17-year-old high school senior. He is a good athlete and is well-liked by his friends. His girlfriend, Tina, has just had their first baby. Joe has kept his grades up and divides his time between school and a part-time job. He visits Tina and the baby as much as possible but is often tired after going to school all day and working at night and weekends, so he actually spends very little quality time with them. Joe has encouraged Tina to get her high school diploma or at least a GED and he plans to go to the community college next year and study computers. Joe believes their baby will have a better life and more of a future if he and Tina have a solid education and good jobs.

Chapter 11:

Can I Keep Violence out of My Life?

Objectives:

- ✓ To learn when, where, and why violent acts are most likely to occur
- ✓ To understand the relationship between anger and violence
- ✓ To learn that angry feelings do not have to result in violent behavior
- ✓ To identify appropriate responses to anger
- ✓ To learn to negotiate compromise in conflict situations
- ✓ To explore options to avoid violent or abusive situations
- ✓ To learn what date rape is, when it can occur, and how to prevent it



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Introduction to Violence

Materials: Newsprint and markers or board and chalk; Leader's Resource, "Youth and Violence;" pens/pencils; paper

Time: 30-40 minutes

Planning Notes:

Purpose: To explore the relationship between anger and violence

- ✓ Read the Leader's Resource, "Youth and Violence," for background information.
- ✓ As you present activities focusing on violence, be aware of recent violence in your community or media coverage of an incident that occurred elsewhere. Give teens time to share their feelings about the incidents, if they come up. Avoid taking sides but try to provide factual information to clarify what actually occurred. Remember that teens may not be well-informed about a particular incident, but that does not prevent them from having very strong feelings about that incident or others that are similar.
- ✓ Before beginning, reinforce the group rule about being respectful: no laughing at others, no name calling, no body language that makes fun of another group member. Also reiterate the rule that no one should share stories about things other participants may have done.
- ✓ If violence is a major problem in your community, do not expect the activities in this section to remedy the problem quickly and do not expect to see immediate changes in teens' attitudes. Consider bringing in a local organization that specializes in violence-prevention training and/or obtain a curriculum which focuses entirely on violence prevention, then continue working with your group in this area.

Procedure:

1. Make the point that a key factor in success is being assertive, without getting into violent conflict. Explain that successful people get what they want and need and avoid doing things they know are not good for them, but they do it without violent confrontation.
2. Write the following sentence on the board or newsprint:
"Anger is only one letter away from danger."
3. Ask participants to write their feelings about the sentence.
4. After five minutes, ask volunteers to share what they have written. Summarize the feelings expressed by the group and add any comments of your own.
5. Ask teens to brainstorm skills to prevent anger from turning into danger. List all the skills on newsprint or the board and add any of the following if omitted:
 - Lower one's stress level when upset.
 - Listen carefully to another person's problems or concerns (really "hear" the other person).
 - See a situation from the other person's point of view.
 - State your needs or wants, using "I" statements.
 - Negotiate when there is disagreement.
 - Concede (give up) your needs or wants, if the situation looks dangerous.
 - Get help if you need it.

-
6. Title the finished list "Handling Anger." Explain that the next few activities will focus on feelings of anger and ways to avoid violence.
 7. Conclude the activity using the Discussion Points.

Discussion Points:

1. What violent acts commonly occur in the community? In families? Which do television and the movies show?
2. What role does anger play in violence? (Answer: Anger is often what drives a person to behave in a violent way.)
3. Do people always attack someone they are angry with? (Answer: No! Sometimes, when an angry person feels weak, powerless or overwhelmed with frustration, she or he takes out the anger on those who are weaker. Have you ever seen this happen?)
4. Does anger always have to end in violence? (Answer: No!) How can angry people release anger without endangering themselves or others?
5. Is all violence caused by anger? (Answer: No! The causes of violence are complex. Anger is an important cause, but not the only one.)

Youth and Violence

Overview

As reports about drive-by shootings, guns in schools and gang fighting appear almost daily, there is growing concern about violence escalating among American youth. Teenage violence is quickly becoming one of the major public health crises facing our country. The statistics, although alarming, are becoming almost familiar. Violence disrupts the lives of many youth, either as victims, perpetrators or witnesses, and decreases their chances of making a successful transition to adulthood. For those who live in inner-city and, increasingly, suburban communities, violence has become a pervasive and constant presence that threatens safety and quality of life.

A sampling of statistics give an idea of the problem's dimensions:

- ✓ Homicide is the second leading cause of death among 15-24 year olds and is the leading cause of death for African-American males in this age group. Yet data on homicides represents only the tip of the iceberg, given estimates that for every homicide there are 100 assaults.
- ✓ Teenagers are the most frequent targets of crime. They are more than twice as likely as adults to be victims of violent crimes, including murders, rapes, robberies and assaults. On average, one in 15 is the victim of a violent crime each year.
- ✓ Among students ages 10-19, one in 25 reported carrying a handgun to school, and 1 in 5 reported getting into a physical fight during the 1992-93 school year. Each month, 300,000 students are assaulted on the way to and inside their schools. Schools are no longer safe zones, but are increasingly becoming the sites of significant crime, violence and intimidation.
- ✓ Though urban and minority communities suffer disproportionately, youth violence reaches all segments of the population. A survey of "middle American" 6th-12th graders from towns and cities smaller than 50,000 found that 55 percent had been involved in at least one violent act in the past year, defined as hitting or beating someone up, vandalism, group fighting or using a weapon to get something from another person. Many students indicated they were deeply concerned by the level of violence in their schools.
- ✓ Children and adolescents in large urban areas are frequent witnesses of violent altercations. In a survey of children in New Orleans, 70 percent reported having seen weapons used, and 40 percent had seen a dead body. On Chicago's South side, 40 percent of the children surveyed had witnessed a shooting, and 25 percent had seen an actual murder. In addition, thousands and perhaps millions of children witness parental abuse each year. These children are secondary victims of violence, and may show significant emotional and developmental disturbances from their experiences.

Sources of Violence

The causes of youth violence in the U.S. are multiple and complex. Several factors combine to intensify the problem.

Tolerance for Violence — Our culture and society tolerates violent behavior. There is widespread belief that violence is both normal and inevitable, especially among young people. This norm must change. Instead of passively accepting and, in many cases, admiring violent behaviors, our culture and society must support, model and promote alternative behaviors.

Poverty and Lack of Opportunity – Socioeconomic inequality and poverty place poor youth at greater risk for being victims or perpetrators of violence.

Lack of Positive Role Models – For the many boys being raised in female-headed single-parent households, positive male role models are not part of their life. This has left a vacuum for many youth struggling to define their places in adult society. Affluent drug dealers, successful musicians who glamorize violence and other violent role models often fill the void. Boys are increasingly turning to violence as an initiation into manhood. Carrying or using a gun has become, in some communities, a sign of maturity and independence.

Lack of Family Support – Increasing numbers of children are being raised in dysfunctional homes. These children often lack good social and interpersonal skills such as the ability to control negative impulses, solve social problems, feel empathy and manage anger. They have trouble relating to viewpoints other than their own, and commonly misinterpret another person's behavior as hostile. They are at high risk for aggressiveness.

Intergenerational Transmission of Violence – Children who have been physically, sexually or emotionally abused, or have seen members of their family abused, are at high risk for either being perpetrators or victims of violence. They have learned that violence is an appropriate way to express power over others and to get what they want. They bring the behaviors they learned from their families into the community and to relationships with peers. Almost 60 percent of students involved in dating violence come from violent families. Within the home, corporal punishment by family members can teach young people that violence and love are compatible and that violence is an acceptable form of conflict resolution.

Violence in the Media – By age 18, teens will have seen as many as 18,000 televised murders and 800 suicides. The violent behavior of television characters is almost always rewarded rather than sanctioned, leading children to see violent solutions to conflicts as acceptable, if not glamorous. In addition, the physical and emotional pain and suffering violence causes are seldom shown. Three major studies spanning two decades all concluded that higher levels of viewing violence on television correlate to increased acceptance of aggressive attitudes and increased aggressive behavior.

Availability of Handguns – Although guns are not the cause of violent behavior, their presence often escalates the level of conflict to a lethal outcome. Many youth claim to have easy access to guns. Nearly 60 percent of 10 to 19 year-olds say they could get a handgun "if I wanted one."

Effects of Violence

Aside from the obvious repercussions on the life or physical well-being of victims, violence has an equally damaging effect on the mental health of all involved, including perpetrators, victims and witnesses. Adolescents exposed to violence display unhealthy levels of anger and fear, and lose their trust in the stability of the world around them. Many look fatalistically towards the future, and engage in increased risk-taking as a result. Education becomes a frontline casualty when violence moves into schools or the surrounding areas, limiting students in learning and teachers in teaching. Finally, society loses the productivity of the large numbers of youth jailed for violent crimes and bears the costs of keeping them in prison.

Preventing Youth Violence

Central to most prevention efforts is the belief that violence is not inherent, but is a learned behavior. From this follows the belief that teaching new skills and alternative forms of behavior prevents violence. Most experts agree that violence prevention efforts ideally should begin early, before young

people learn aggressive behavior patterns that become entrenched. Preventing violence is easier than stopping it.

There are different approaches to violence prevention. Renee Wilson-Brewer and her colleagues at the Educational Development Center in Boston, Massachusetts outlined the educational intervention strategies discussed here.

Conflict Resolution and Mediation — These attempt to teach youth how to manage conflicts without turning to aggression or violence. Conflict resolution emphasizes the development of empathy, impulse control, social problem-solving skills and anger management. These programs often have participants role-play conflict situations, to help analyze the sources of conflict and develop non-violent resolutions. Some programs train students to act as peer mediators in disputes that occur in or around schools.

Life Skills Training/Social Competence Enhancement — Life skills training develops the psychological, social and behavioral skills adolescents need to participate fully in personal relationships, school, the work place and society at large. Youth who lack social and communication skills frequently misinterpret social information as hostile, and are less able to generate solutions to interpersonal problems. Social competence programs help develop better communication skills, to better interpret others' signals and to recognize anger and respond constructively.

Crime Prevention Education — Given that teens are the number one target of crime, some recent efforts have been directed at helping youth avoid victimization. Programs that teach strategies to reduce chances of victimization aim to help youth feel safer and more confident in their communities.

Handgun Violence Education — As gun violence enters our nation's schools and increasing numbers of young people are dying from firearms injuries, education about handgun violence is becoming a critical part of prevention efforts. Education emphasizes the dangers of carrying a gun, the tragic consequences of gun violence and methods for de-escalating conflicts.

Interventions to Build Male Self-Esteem — Young men who have few or no positive male role models to emulate, use violence to prove power. Male development programs try to help these young men develop more positive definitions of manhood and build pride and positive images of themselves and their cultures. Many programs link young men with adult male mentors of the same race to help increase their self-esteem and provide them with a vision of their potential for the future.

Leader's Role

1. Violence prevention should ideally take place on a school-wide basis, with the support of other community institutions. Even without this support, however, you can make a difference with your own class or youth group.
2. As a first step, increase participants knowledge of violence at school and in the community.
3. Set strong rules against aggressive or violent behavior within your group. Include any kind of fighting, name-calling or put-downs in the definition. Insist that participants treat one another with respect.
4. Make consistent, non-hostile, non-corporal sanctions for rule violations. Don't ignore bullying.
5. Support and reward pro-social behavior and non-violent solutions to conflicts.

What Do You Know about Violence?

Materials: Newsprint and markers or board and chalk; masking tape; container; Leader's Resources, "Statements: The Truth about Violence" and "Answer Key: The Truth About Violence;" pens/pencils; paper

Time: 35-45 minutes

Planning Notes:

Purpose: To learn facts, dispel myths and explore feelings about violence

- ✓ On a sheet of newsprint, write the following questions:

"Where does violence generally happen?"

"When does violence generally happen?"

"Why, however, does violence generally happen?"

- ✓ Duplicate the Leader's Resource, "Statements: The Truth about Violence" and cut the statements into strips. Fold and place them in the container.
- ✓ Be aware of recent media attention to local or national violence. Such events and their trials may be of special concern to your participants. If there has been such a recent event, be prepared to hear it discussed. Then focus teens' attention back on the activity, emphasizing that you are looking for a profile of violent crime in general, not just one highly publicized crime. If teens are very upset by the event, you may need to allow an entire session for discussion and/or debate before moving on.

Procedure:

1. Ask teens to form groups of three.
2. Display the questions written on the newsprint and ask teens to write down their answers.
3. When they have finished, tell them that the next part of the activity is based on research that will show them how their beliefs about violence in the U.S. compare with the facts. It is appropriate to note here that many people, including adults, are misinformed about violence. Go over the instructions:
 - Each group will pick a violence statement and read it.
 - Discuss the statement with your group members, to decide if it is true or false. Members of the group should argue for or against each position.
 - After debating, vote on whether the statement is true or false.
 - After each vote, I will give you the correct information.
4. Begin the activity. Invite arguments from members of the first group to pick a statement, and ask for its vote. Then read the information that supports or refutes the group's position. Either congratulate the group for voting correctly or minimize the members' error by noting again that our society as a whole is often misinformed about violence. In addition, it might be useful to discuss what encourages these misperceptions.
5. Repeat the procedure until all the group's have read and voted on all statements. Be sure to note the statements the group assessed correctly.
6. Conclude the activity using the Discussion Points.

Discussion Points:

1. How did your group's picture of typical violence compare with the facts?
2. Which facts support what you already knew about violence in the U.S.?
3. Does violence in your school, neighborhood or community affect you? Are you ever afraid? Does it make you angry or sad?
4. How can you avoid violence and crime?

Statements: The Truth about Violence

1. White people are less likely than others to abuse their children.
2. Most violent behavior occurs in a fit of temporary insanity.
3. The victim and the assailant in a violent crime are usually not strangers.
4. The victim and the assailant in a violent crime are usually not the same race.
5. Most violent crimes are committed under the influence of alcohol or other drugs.
6. When homicide occurs, it is usually motivated by economic gain.
7. Adults are more likely to be victims of violent crime than teenagers.
8. Teenagers are most likely to be attacked in malls, commercial buildings or parking lots.
9. Violence is a normal and instinctive response to feelings of anger and aggression, especially for men.
10. Violence is much more likely to occur in families living in poverty.

Answer Key: The Truth about Violence

1. White people are less likely than others to abuse their children.
FALSE Child abuse occurs equally among all groups and has nothing to do with racial or ethnic background. Nor does it have anything to do with religion, sex of the abuser, income, education or any other personal characteristic.
2. Most violent behavior occurs in a fit of temporary insanity.
FALSE When a person commits a violent act, they usually know what they are doing, even if they do not always understand why. Violence often occurs when someone gets so frustrated and angry that she or he resorts to the violence they have learned from watching others in their environment and through the media.
3. The victim and the assailant in a violent crime are usually not strangers.
TRUE About half of all murders occur between people who know each other: 16 percent are family members and 33 percent are friends or acquaintances. At least half of all rapes occur between two people who know each other or are dating.
4. The victim and the assailant in a violent crime are usually not the same race.
FALSE In 90 percent of murders, the victim and the assailant are of the same race.
5. Most violent crimes are committed under the influence of alcohol or other drugs.
TRUE Eighty-two percent of stabbings and 75 percent of shootings are alcohol-related. Acquaintance rape occurs most often under the influence of alcohol or other drugs.
6. When homicide occurs, it is usually motivated by economic gain.
FALSE Only one 1 of 6 homicides occurs during a robbery or another economically motivated crime such as arson.
7. Adults are more likely to be victims of violent crime than teenagers.
FALSE Teenagers are much more likely to be victims of violent crime than adults of any age — 67 out of 1,000 teens are victims of violent crime, compared to 26 out of 1,000 adults and only 4 out of 1,000 senior citizens.
8. Teenagers are most likely to be attacked in malls, commercial buildings or parking lots.
FALSE Over half of all violent crimes against teenagers age 12 to 19 occur in school buildings, on school property or on the street. Street crimes are three times more likely than school crimes to be committed by an offender with a weapon.

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9. Violence is a normal and instinctive response to feelings of anger and aggression, especially for men.

FALSE Violence is learned behavior, not a biological instinct. It occurs in cultures in which children grow up seeing adults or teens behaving in violent ways and in which children are often the targets of violent acts. In cultures that do not practice violence, children do not learn it. Violent behavior is also not related to gender. In some cultures, women are more aggressive and violent and men are more passive and nonviolent, because they are reared that way and see adults of the same sex behave that way.

10. Violence is much more likely to occur in families living in poverty.

FALSE Many families experience violent behavior. Consider the following facts:

- ✓ Almost every adult today was spanked as a child.
- ✓ One out of five husbands approves of slapping his wife's face.
- ✓ Violence in middle-class families is widespread, although such families are less likely to end up in court or be investigated by social service agencies.
- ✓ Most homicides in the U.S. occur between marriage partners.
- ✓ Over 3 million children annually see some violence in their families.

Where Does Violence Come From?

Materials: Newsprint and markers or board and chalk; paper; pens/pencils

Time: 30-40 minutes

Procedure:

1. Point out (citing the previous activity, "Introduction to Violence," if you conducted it) that violence is not generally caused by:
 - A biological instinct
 - A desire for money
 - An attack of temporary insanity
2. Ask the group to brainstorm factors that cause the most violence among teenagers. List responses on newsprint. Encourage discussion of each possible cause. Ask for examples of factors in the community, in the U.S. and the world. If the following causes do not emerge, add them:
 - A desire to feel powerful
 - Peer pressure to gain a "reputation" as a gangster
 - A desire to "hang" and do what the group is doing
 - Uncontrolled anger
 - Lack of conflict resolution skills
 - Alcohol and other drug use
 - Lack of employment and job opportunities
 - Violence in the media
 - The stress of living in poverty
3. Focus on anger as a common cause of violence, one teens can do something about. Remind the teens of the sentence from the previous activity, "Anger is only one letter away from danger." If you did not conduct that activity, introduce the sentence at this time.
4. Have participants close their eyes for a few minutes and recall recent incidents that made them angry. The incident might be related to money; to an argument with a parent, sibling, friend or romantic partner; to a situation at school; to feeling disrespected and so on. Tell teens to recall what made them angry and concentrate on remembering how they **felt**.
5. After a couple of minutes, ask volunteers to describe how they felt when they became frustrated or angry during the incident. What were the sensations, thoughts and feelings when they were angry? Probe for physical sensations (breathing hard, rapid heart beat or tension in stomach or back) as well as psychological experiences (feeling out of control, feeling like striking out at someone). List their responses on newsprint and title the list, "How I feel when I'm angry."
6. Now ask the group to think of things they do when they become very angry. What are their behaviors? List these responses on newsprint and title the list, "What I do when I'm angry."
7. Ask the group to reflect on the lists for several minutes and to write their conclusions.
8. After five minutes, ask volunteers to read their conclusions about the two lists. Solicit several different responses, then if no one has noted it, point out that "feelings" do not hurt anyone but "actions" do. Draw a line between the two lists, clearly separating them, and emphasize that feelings and actions do not have to be linked.
9. Conclude the activity using the Discussion Points.

Purpose:

To identify causes of violence, the link between anger and violence and the motivation to manage anger nonviolently

Discussion Points:

1. Which feelings on the list are okay and which are bad? (Answer: Feelings are always okay, even negative feelings like anger, jealousy, disgust and so on. Having negative feelings is normal, but it is important to express negative feelings so they do not build up and cause stress or illness. Negative feelings must be expressed, however, in ways that do not risk any danger to oneself or others. Feelings can become a problem if they are expressed by hurting someone or something, using drugs or alcohol to numb the feelings, denying that the feelings exist and so on.)
2. Which behaviors on the list are safe ways to deal with angry feelings? (Circle those with a colored marker.) Which behaviors are unsafe and could lead to violence? (Put a line through those, using a different-colored marker.)
3. Is it easy to always respond with a safe behavior when you have angry feelings? What makes it easier? What makes it more difficult?
4. What is a safe way to let off anger? Would you try this the next time you are angry?
5. What could you do to reduce some of the potential for violent behavior in your life?

Ways of Handling Anger

Materials: Newsprint and markers or board and chalk

Time: 40-50 minutes

Planning Notes:

- ✓ Be prepared for angry feelings from participants. Once they have recalled them, they may need to discuss them.
- ✓ Prepare a poster of the anger role-play for Step 7.

Purpose: To practice appropriate ways to handle anger

Procedure:

1. Refer to the list of angry feelings from the previous activity (or have teens generate a list similar to the one in Step 5 of "Where Does Violence Come From?"). If "hurt" is not on the list, add it in capital letters. Ask the group what "hurt" feelings have to do with angry feelings. Allow time for them to discuss the relationship, trying to elicit the concept that hurt feelings can cause anger and anger is often easier to express than hurt. Make the following points if they are not included:
 - Anger is often the result of feeling hurt. Being ignored, rejected, disrespected or injured hurts a person's feelings.
 - When a person's feelings are hurt, it is often easier to react with anger than to express the hurt, because that is how we have learned to behave. Little children are often told not to cry or complain about hurt feelings. Boys, especially, are told to "act like a man," and not cry.
 - Being hurt is often seen as a sign of weakness, especially in males. Often boys and men refuse to show hurt feelings, turning instead to anger.
2. Draw the following illustration on the newsprint or board to underscore the relationship between hurt and anger.

Hurt > Anger > Violence
feelings (hurt someone else)
3. Ask participants to share examples of when someone's hurt feelings led to angry feelings and, possibly, to violence.
4. Go over the instructions for the activity:
 - Think of a situation when someone hurt your feelings and you were angry. Let yourself feel that anger now.
 - Identify an **inappropriate** way to express your anger.
 - Identify a more **appropriate** way to express your anger.
 - Pair up and exchange stories about the situations that hurt your feelings and made you angry. Then talk together about appropriate expressions of what you are feeling.
5. Ask teens to begin. Tell them they have five to ten minutes to work with their partners.

Adapted with permission from *Nurturing Skills: ACT II* by Family Development Resources, Inc., 3160 Pinebrook Road, Park City, UT 84060, 1991.

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6. Then bring the group together and ask for several examples of appropriate responses to anger. List these on the board or newsprint. If no one mentions "telling the person how you feel," bring it up as an example of an appropriate response to anger.
 7. Display the poster of the "anger role-play" that you have prepared. Tell teens to prepare a similar role-play with their partners:
 - Imagine you are sitting across from the person you are angry with. Ask your partner to be that person and give him/her a name. Tell this person you feel hurt and angry, starting with "I
 - Imagine how the person would respond, then assume her or his role. Voice a defense or argument **as if you were that person.**
 - Now go back to being you. Respond to the "other" person's arguments and statements by telling her or him again how she or he hurt you and how angry you have become. Do not threaten or put down the other person, just keep talking about your hurt and angry feelings until the other person can say nothing but, "I'm sorry I hurt you."
 8. Go over the model briefly, then give the following instructions:
 - Form small groups by joining with a second pair.
 - In your groups of four, practice the anger role-play.
 - Choose one or two of the angry situations experienced by members in the group. Role-play telling the other person about the hurt and anger.
 9. After 10 minutes, call "time" and conclude the activity using the Discussion Points.

Discussion Points:

1. How do you respond when you feel angry and hurt? What kinds of reactions do you get?
2. Why is it so hard to tell someone that you are hurt and that is why you are angry?
3. What about when someone says you hurt them? What do you say or do?
4. What could happen if you tell someone why you are angry with them? (Answer: they could just blow you off and hurt your feelings even more; they could argue that it is your fault, not theirs; they could take responsibility for their hurtful behavior and apologize.)
5. What is the value in expressing your feelings appropriately if you do not get an apology or retribution? (Answer: you can still get satisfaction from honestly saying how you feel **and** from handling your anger appropriately.)
6. What are other effective ways of handling anger that do not hurt anyone else? (Answer: writing a letter to the person who hurt you and telling them how you feel and why; going off by yourself and crying or yelling all the anger out; talking with a friend who is a good listener; expressing your anger through art (music, dance, poetry, drawing); exercising physically until you do not feel the anger any longer.)
7. Often when a friend, parent, romantic partner or trusted adult hurts us, we swallow the hurt and anger and do not express it. We say we do not want to hurt **their** feelings or do anything to damage the relationship. Why is it unhealthy to just keep the anger inside and not say or do anything about it? (Answer: the anger may build up and come blasting out if it is not vented, destroying the relationship all at once; that person may think they can continue to hurt your feelings if you do not do or say anything.)

Resolving Conflict with Negotiation

Materials: Leader's Resource, "Sample Conflict Scenario;" newsprint and markers or board and chalk; paper; pens/pencils

Time: *Session 1:* 45-55 minutes; *Session 2:* 45-55 minutes

Planning Notes:

Purpose: To practice the skill of negotiation

- ✓ Review the Leader's Resource before conducting this activity. Rewrite or make any necessary changes in the Sample Conflict Scenario so participants will readily relate to it.
- ✓ Create a poster on newsprint by writing each of the boldfaced beginnings of the five bullets in Step 2. Title it, "Ways of Resolving Conflict."
- ✓ On newsprint, write the four steps, listed in Step 6, of negotiating a win/win solution.

Procedure:

Session 1

1. Point out that relaxation helps reduce the stress at the moment, but does not eliminate the cause of the stress. Stress caused by a conflict can be reduced if the conflict is resolved in a way that is acceptable to everyone involved.
2. Display the poster, "Ways of Resolving Conflict," that you prepared.
 - **Avoid conflict** — Simply withdraw from any conflict.
 - **Smooth it over** — Pretend there's no conflict and everything is okay.
 - **Win at all costs** — Get what you want; the other person loses.
 - **Compromise** — Give up something you want to get something else you want.
 - **Win/win negotiation** — Use creative problem solving to give both people what they want or need.

Explain each of these approaches to conflict resolution and ask teens for examples of each from their own experience. Ask the group members which approaches they use. Explain that the first three typically cause problems, but the last two are very useful strategies. Place asterisks (*) beside "compromise" and "win/win."

3. Give an example of a common situation in which two parties reach a compromise:
 - A star athlete is about to sign with a pro team and is asking for a \$4.5 million signing bonus. The team, even though they want this outstanding player to sign with them, is only prepared to pay him \$1.5 million. The two reach an agreement that includes a compromise for both parties: The team offers, and the athlete accepts, \$3 million. Ask the group to name the process that leads to such compromise agreements. (Answer: Negotiation.)
4. Ask teens for other situations where **negotiation and compromise** bring an agreement. (Examples include settling on the price of a car, union/management negotiations, divorce and child custody, negotiating border/land disputes between countries and so on.)
5. Have the group brainstorm the advantages and disadvantages of compromising. List their responses in two columns labeled "advantages" and "disadvantages." If no one suggests "arriving at a peaceful agreement" as an advantage, be sure to add it.

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6. Give the group an example of how a **win/win negotiation** benefits both parties. Read the examples in the Leader's Resource aloud. Post the four steps of successful win/win negotiation:
 - **State your position.** Using "I" statements, say what you want or need.
 - **Listen to the other person's position.** Find out what the other person wants or needs. Restate the person's position to be sure you understand it.
 - **Brainstorm win/win solutions.** To do this, both should consider your needs and the other person's needs. Propose creative alternatives that will work for both.
 - **Agree on a solution.** Try it out. If it does not work, start the process over.
 7. Read the Sample Conflict Scenario. Ask the group to use the four steps above to come up with a win/win solution for Alonso and Shaundra, the couple in the story. (For example, Alonso could join Shaundra and Jackson in their afternoon session and could coach Shaundra while she rehearses what she will say for the report. He gets to be with her (win!), and with his coaching she might bring up her grade (win!). Perhaps Alonso and Jackson will become friends. Perhaps Alonso will start to feel more relaxed about Shaundra's nonromantic friendships with male peers.)
 8. Go over the instructions for the activity:
 - I will divide you into small groups of four or five. Each group must come up with a situation in which there is a conflict – two parties who have a difference in opinion, values or goals. The conflict can be a real-life situation that someone in the group is struggling with or you can make up a situation.
 - In your groups, write down the situation, then write a script for the two parties to negotiate a compromise. Be sure to work through all four steps and try to come up with a win/win solution.
 - When you have finished writing, prepare a brief role-play in which the negotiation takes place and a solution is reached.
 - All groups will act out their role-play during the next session. Bring any props you need.
 9. Divide participants into small groups. Record the names of teens in each small group and then circulate to offer help where needed.
 10. Allow participants to work until the end of the session. Circulate to offer ideas for how they can role-play their negotiation. Remind them to use the four steps. Encourage groups to meet before the next session to practice their role-play.

Session 2

1. Remind the group that in the previous session, they were working on four steps to negotiating. Ask the small groups to get back together. Tell participants they have five minutes to review and get ready to present their role-play.
2. Then, ask for volunteers to present their role-play to the whole group. When they are finished, ask the group to identify all four steps in the negotiation process. If any steps appear to be missing, work with the group to add or strengthen those steps.
3. Continue with each role-play until every group has had a chance to perform.
4. Conclude the activity using the Discussion Points.

Discussion Points:

1. Why do people have so much trouble negotiating a solution to a conflict? How might emotions get in the way of a win/win solution?
2. Could violence have been an outcome in any situation? Which one? Why?
3. What makes it easier to negotiate? What makes it harder?
4. What can you do if you and another person fail to reach an agreement that feels okay to both of you? (Answer: Call in an objective "third party," such as a friend, teacher or counselor to serve as a mediator.)
5. Is there a difference in the way men and women experience negotiation? If so, how is the experience different for men and for women? (Answer: Women are generally socialized to accept compromise and "lose" more easily, while men are generally socialized to try and hold their ground and "win.")
6. What are examples of situations in which you would be unwilling to compromise? (Possible answers: Situations involving religious beliefs, the law, life or death situations and so on.)
7. How easy or difficult would it be to introduce this technique for negotiating to your parent or parents? Could you use it to resolve other differences at home?
8. What current conflict could you resolve with negotiation? What solutions will you offer?

Sample Conflict Scenario

Alonso and Shaundra have been going out for a while and really like each other. Neither of them is seeing anyone else. Alonso, however, still gets very jealous if Shaundra pays attention to other guys.

Recently, Shaundra and her long-time friend Jackson started working together after school on an oral report they will make to their English class. Alonso feels like Jackson may be moving in on Shaundra and he wants her to stop working with him. He says it's not right for them to meet after school and spend hours together. His friends have been making remarks about it. Besides, he wants to spend more time with her.

Shaundra likes Jackson, but only as a friend. She wants Alonso to trust her and to stop acting jealous all the time. She says there is no way she will stop working with Jackson: he's an "A" student and she is hoping to bring up her grade in English by doing a really good job presenting the report with him.

How can Shaundra and Alonso work this out so that each "wins?"

Dealing with Sexual Abuse and Family Violence

Materials: Newsprint and markers or board and chalk; the handout, "Options and Consequences," for each participant; Leader's Resources, "Sexual Abuse and Family Violence Scenarios" and "Suggested Actions and Responses"

Time: 45-55 minutes

Planning Notes:

Purpose:	To discuss what to do in situations of sexual assault/abuse or family violence
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- ✓ This activity is designed to allow participants to discuss the options teens have when they are experiencing sexual or physical abuse and assertiveness may have no impact, or may even result in dangerous consequences.
- ✓ By addressing these topics in your program, you may be opening a much-needed door for one or more of your participants to seek release from an abusive situation by disclosing their involvement in it. Young people who are or have been victims of physical or sexual abuse/assault often are desperately looking for an opportunity to tell a trusted adult what is happening. If you do become the trusted adult, try to see the circumstance as an opportunity rather than a burden: You may provide a special service that is valuable beyond measure. **Be sure to know what your reporting responsibilities are, in your state, as a program leader, teacher or other youth-serving worker.**
- ✓ It is essential that participants understand **your** legal obligation to report suspected abuse. Stress that you and other adults in the school/agency are always available to someone who wants to disclose abuse, but you will have to report the disclosure to a higher authority.
- ✓ Obtain the local telephone number for a teen crisis-counseling line in your community for use in Step 2. If none exists, use the number of a local human service agency that would offer advice and counseling when called about domestic or sexual violence (for example, Child Protective Services). Modify Steps 2, 3 and 4 accordingly.

Procedure:

1. Explain that sometimes violence occurs in the family or in a relationship. Behaving assertively or trying to negotiate with the other person may not stop the violence, but there are things that can help. Ask for examples of situations where being assertive or standing up for your rights does not get the person out of a dangerous situation.
2. Write the telephone number for a local teen hotline or crisis line on newsprint or the board. Ask volunteers to explain what a crisis telephone line is and how it works. The answers should cover this outline:

A **crisis line** is a telephone number teens and/or adults can call for immediate and confidential advice, often day or night. Crisis lines are usually staffed by volunteers who have training in counseling skills. They deal with most crises, such as rape, family violence, suicide, problems with drugs and addiction, pregnancy and so on.
3. Clarify how **confidentiality** works on a crisis line, versus when a teen reports abuse to a person who is mandated by law to report the abuse:
 - When a teenager calls a crisis line and does not give a name, the teen's situation remains confidential. She or he can get advice and talk with someone over the phone, but no one will be sent to their home or school unless they ask for someone to come.
 - When a teenager tells a teacher, counselor or health practitioner directly about abuse or sexual assault/incest, that person is obligated by law to tell a legal authority. That person will try to help in every way, but she or he cannot protect the teen's secret.

Caution participants that if they know teens who only want to talk with someone and are not sure they are ready for someone to change the situation, they should call a crisis line rather than tell a teacher, counselor or health practitioner directly about their problem.

4. Explain that participants will pretend they are staffing a telephone crisis line and advising teens in crisis situations. Go over instructions for the activity:
 - Small groups will work on real situations that have happened to teens. In each, the teenager is trying to assert herself/himself against unwanted behavior but needs help.
 - Imagine that the teen in your situation has called the crisis line to talk and ask for help. Evaluate the situation and use the handout, "Options and Consequences," to list the options and possible consequences.
 - Decide how you would advise the teenager and prepare to share your decision with the group.
5. Divide participants into groups of four or five and give each group a situation from the Leader's Resource and a copy of the handout.
6. Tell groups they have about 10 minutes to work.
7. When the groups have finished working, ask a reporter from each to share their situation and their advice. Allow discussion but **caution teens not to give any information about an actual person or family whose story is similar**. Use the Leader's Resource, "Suggested Actions and Responses," to supplement the discussion, if necessary.
8. Conclude the activity using the **Discussion Points**:

Discussion Points:

1. What did these stories have in common? (Answer: A pattern of violence and abuse; an adult blaming the child, who was really the victim; the teenagers' fear, either for themselves or a family member; not knowing what to do to stop the situation.)
2. Is the child or adolescent who is being abused or sexually assaulted ever at fault? If so, in what situations? (Answer: NO! It is very common for adult abusers to blame their victims, but it is **never** the fault of the child or victim. It is always the fault of the adult or perpetrator. In the case of physical abuse, even when a child does something wrong and angers a parent, it is never cause for abuse. In the case of sexual abuse, even if a child or teen is behaving inappropriately or seductively, abuse or incest is still not their fault. The adult is responsible for keeping things under control and not allowing inappropriate sexual conduct.)

Sexual Abuse and Family Violence Scenarios

(Note: Duplicate this resource and cut into strips or paste each scenario on an index card for use in small groups.)

1. All night Ronnie had been listening to her stepfather yelling and slapping her younger brother, Gerald. He picks on Gerald all the time, but this is different, she thought. She noticed last weekend that Gerald had several bruises on his face and she wondered what happened, but her mom said “nothing” when she asked. Tonight there had been so much yelling, and poor Gerald was screaming and crying. Ronnie was scared — she didn’t want to cause more trouble for her mom by saying anything, but she didn’t want Gerald hurt either. She didn’t know what to do. She decided to call that teen hotline she saw in the counseling office yesterday for help.
2. Ayesha started crying softly after her father left her room. She felt like she always did when he came into her room and molested her — she wanted to die. He would always do the same things; he had been doing them since she was only nine. She hated it and always felt so dirty and disgusted with herself when he left. He told her that it was her fault, that she made him do these things — and that if she told anyone, she would be made to leave the family and go live in a home for girls. Ayesha had thought about telling her mother, or running away or killing herself. But she was always too scared to do anything but lie in her bed and pretend she was asleep. She was so miserable. Maybe she **should** do something this time. It wasn’t getting any better. She remembered that commercial on TV about a place teenagers could call for help. It said, “If you want to stop what’s happening, start talking. We’re here to listen.” She slipped out of bed and put on her robe.
3. Jeffrey’s uncle acted like all that touching and feeling him up last night was normal, but Jeffrey was pretty sure it wasn’t. He had tried to stop it when it was happening, but he was caught off guard and didn’t really know what to say. His uncle had teased him then, about his growing up at last and had implied that fooling around with each other was part of what manhood was all about. Jeffrey’s mom hadn’t told him about the feelings he had now, and he didn’t know who to talk to. But he knew when his uncle touched him last night it made him feel good physically and it also made him sick inside. His biggest fear now was whether he might turn out to be like Ted, his neighbor’s older son. Jeffrey had overheard his mom and her friend, Sallie, talking about Ted and how he liked guys. Jeffrey thought about calling that teen hotline — supposedly they had guys there that knew all about this stuff and wouldn’t ask for your name or anything.

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4. Marlena wondered all the way home what she should do. Rafael had forced her to have oral sex with him and she had told him over and over again that she didn't want to. He said it was her fault for kissing and touching and letting him get so turned on. He said she wanted it, too, and besides, it was her place to please him. Afterward, she had felt numb and only stopped crying when he finally told her he loved her. But she felt no love, not anymore. She felt hurt, and used and betrayed. Would anyone care that he had made her do this? Would anyone believe she had told him no? He said it was her fault. Was it? She wanted to talk to someone so badly, but she couldn't bear to tell any of her friends. What would they think of her? She wondered how late that teen crisis line was open.

 5. Barr heard the sounds again. He knew what was going on. His mom's boyfriend, Maurice, had come in around 9:00 and he had already been drinking. His mom had gotten Maurice dinner and another beer and turned on his favorite television show. Barr always got angry when he watched his mother try to please that jerk. Now it was almost midnight and he knew what was happening. He knew where his mom's last split lip and black-and-blue eye came from. But he didn't know what made the most sense, whether to go in there and break it up, or to plead with his mom in the morning to leave this guy. Only tonight, things sounded even worse than usual. Barr was really worried about his mom. He thought about that "hotline" he had heard about in health class the other day. Would they have any ideas?

Suggested Actions and Responses

Case 1: Ronnie and her stepfather

Ronnie needs to get help immediately, to go to a neighbor's house and call 911. Her stepfather will be angry, but someone might be able to help her brother. Once the immediate danger is past, the family will need counseling and Ronnie's mother may have to separate from the stepfather to keep her children safe.

Intervening in an abusive situation like this is always difficult. But, many children are killed each year in the U.S. by abusive parents and other adults. Get help immediately. Calling a neighbor or the police to stop a parent from abusing a child may save a life.

Case 2: Ayesha and her father

Ayesha is in one of the worst possible family situations. Her father, the man she should be able to count on to protect her, has been sexually abusing her since she was a child. Since it has been going on for so long, Ayesha may feel like she has given permission for the sexual contact, and she may be too embarrassed to tell anyone. Her father may even argue that Ayesha likes what he does to her. As her father, it is illegal for him to have sexual contact of any kind with her. He has been forcing her to have sex against her will, even though he hasn't used a weapon or physical force. Giving in to unwanted sex out of fear is **not** giving consent. This is clearly a case of sexual abuse and he can be prosecuted.

Ayesha should call the teen crisis line and talk to a counselor who can suggest a safe place for her to go to report the abuse. Several things may happen: Ayesha's father might stop the abuse as soon as it is reported and he is confronted with his abnormal sexual behavior; he might go to jail or Ayesha might go to live with a relative for a while. She will receive counseling to help her deal with some of the anger, shame and sadness she feels; she will eventually recover and feel much better about herself.

Ayesha is not alone. Before they turn 18, one out of 3 girls (33 percent) and one out of 6 boys (17 percent) is sexually abused, often by a parent or other family member. Without lots of help and counseling, even when the sexual abuse ends, survivors often find themselves caught in a cycle of negative and self-destructive behaviors that include prostitution, drug and alcohol abuse and sexual abuse of their own or other's children.

Case 3: Jeffrey and his uncle

Most people believe that sexual abuse only happens to girls, but one in 6 boys is sexually abused by the age of 18. Jeffrey is right in believing that the way his uncle touched and fondled him was wrong. No force was used, but his uncle took advantage of a situation, behaved inappropriately and then tried to explain it away with humor.

Jeffrey should not believe his uncle's explanation that sexual fondling between family members is part of growing up. Jeffrey may be experiencing sexual feelings now that he's a teenager, and the touch may have aroused him or even felt good. But that doesn't make it right and Jeffrey knows that. He should trust his instincts and call the teen crisis line — a counselor will explain to him that what happened is called sexual molestation, and it is not his fault but his uncle's fault. The adult always has the responsibility for making sure no inappropriate conduct occurred. Jeffrey did nothing wrong.

It is important for boys who are sexually abused to get help and talk with a counselor. Boys need to understand that sexual contact with an older boy or man does not have anything to do with their developing sexual orientation. They will not become gay just because they were molested. It may affect the way they will behave as adults because anger about the abuse may be turned inward and result in suicide or substance abuse, or it may be turned outward and result in violence.

Case 4: Marlana and Rafael

She may not think so, but Marlana has just been raped and she can do something about it. Forced oral or anal intercourse is rape, just like forced vaginal intercourse. The rapist can be charged and prosecuted. Even though Rafael was Marlana's boyfriend, he had no right to force her into any kind of sexual act and she can have him arrested. It is up to her to decide whether she wants to prosecute Rafael — only about one in 10 rapes is reported — but it is an option. Not reporting rape or sexual assault may encourage the perpetrator to do it again.

Unfortunately, what happened to Marlana is quite common. It is estimated that a woman is raped every five minutes in the U.S. and, in cases of rape reported to rape crisis centers, at least 70 percent of the rapists are known to their victims. One in six high school and college women (17 percent) report they have been forced to have sex when they did not want to, often by a date, partner or acquaintance. Many men have been socialized to believe that women exist for their sexual pleasure and that in a relationship, they have the right to force their partners to have sexual contact with them. They are wrong. **Women always have the right to refuse any kind of sexual contact**, regardless of the nature of the relationship or the situation they are in.

Case 5: Barr and his mother

Like Barr, some 3.3 million children in the U.S. witness family violence each year. According to research, these children often grow up with deep psychological scars, even when they have not been abused themselves. When compared to children who do not grow up as silent witnesses of domestic violence, they are:

- ✓ Much more likely to be involved in delinquent behavior
- ✓ Six times more likely to attempt suicide
- ✓ Twenty-four times more likely to commit a sexual offense (such as rape, incest or sexual assault)
- ✓ Seventy-five percent more likely to commit violence against people
- ✓ Fifty percent more likely to abuse drugs and/or alcohol

Barr should take immediate action by calling 911, either from a phone in his home or from a neighbor's. His mother is in danger from her boyfriend and appears to be powerless to stop the battering or end the relationship. If Barr fears that his mother's life is at risk at this moment, he should get out of the house and ask neighbors to go back to his home with him. It will be embarrassing to have the neighbors see what is going on, but the truth is that they probably know about it already. Bringing them there will probably interrupt the fight long enough for Barr to get his mother away from Maurice. The one thing Barr **should not do** is try to interrupt the fight himself. He might get hurt or hurt the mother's boyfriend more than he wants to.

Handout

Options and Consequences		
Case 1: Ronnie and her stepfather What are Ronnie's options?	What are the likely consequences?	
	<i>Positive</i>	<i>Negative</i>
a. _____	_____	_____
b. _____	_____	_____
c. _____	_____	_____
Case 2: Ayesha and her father What are Ayesha's options?	What are the likely consequences?	
	<i>Positive</i>	<i>Negative</i>
a. _____	_____	_____
b. _____	_____	_____
c. _____	_____	_____
Case 3: Jeffrey and his uncle What are Jeffrey's options?	What are the likely consequences?	
	<i>Positive</i>	<i>Negative</i>
a. _____	_____	_____
b. _____	_____	_____
c. _____	_____	_____

<p>Case 4: Marlena and Rafael What are Marlena's options?</p> <p>a. _____</p> <p>b. _____</p> <p>c. _____</p>	<p>What are the likely consequences?</p> <table border="0"> <tr> <td style="text-align: center;"><i>Positive</i></td> <td style="text-align: center;"><i>Negative</i></td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> </table>	<i>Positive</i>	<i>Negative</i>	_____	_____	_____	_____	_____	_____
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<p>Case 5: Barr and his mom What are Barr's options?</p> <p>a. _____</p> <p>b. _____</p> <p>c. _____</p>	<p>What are the likely consequences?</p> <table border="0"> <tr> <td style="text-align: center;"><i>Positive</i></td> <td style="text-align: center;"><i>Negative</i></td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> </table>	<i>Positive</i>	<i>Negative</i>	_____	_____	_____	_____	_____	_____
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Sexual Violence: Rape and Date Rape

Time: 45-55 minutes

Materials: Copies of the handout, "Quiz on Sexual Violence," for each participant; Leader's Resource, "Answers to the Quiz: The Real Facts and Figures;" paper; pens/pencils

Planning Notes:

Purpose: To learn the facts about sexual violence

- ✓ Be aware that one or more of your participants may have been raped. If a teen becomes upset during the video or discussion, you may want to speak quietly to that person and make plans to talk privately at a later time.
- ✓ Find local resources for rape survivors and address and phone number of the agency most recommended for teen rape survivors in your community. If possible, visit the agency to obtain brochures and business cards, and identify someone there whom participants might expect to talk with if they went to the agency.

Procedure:

1. Write the following sentence on newsprint or the board:
"Young men learn violence. Young women learn to accept it."
Ask participants to write a paragraph about whether they agree or disagree with the sentence.
2. Have teens share their feelings about the sentence. Be sure to point out in the discussion that not all rape is committed by men – men can be rape victims, of other men and sometimes of women. Most rape, however, is committed by men against women.
3. Ask what the crime is called that occurs when a romantic partner forces another to have sex. If no one answers correctly, write "acquaintance rape/date rape" on the board. Make the following clear:
 - **Acquaintance rape**, also known as **date rape**, is **forced** oral, anal or vaginal sexual intercourse by someone the person knows and may even have a romantic relationship with.
Emphasize that when a person is forced to have intercourse against her or his will, it is **always** rape or sexual assault, regardless of the circumstances, and it is illegal.
4. Distribute the handout and ask participants to find a partner and complete the quiz together.
5. When most pairs seem to be finished, go over the quiz item by item, asking the group for correct answers. Give as much additional information from the Leader's Resource, "Answers to the Quiz," as you have time for.
6. Make any of the following points, if they were missed:
 - Rape, whether by a stranger or an acquaintance, is an act of **aggression** that uses sex to show the victim that the rapist has power.
 - Books and movies often suggest that women are turned on by the power and force of rape and may even fall in love with the rapist, but a victim of rape **never** experiences the act in a positive way, even in a date situation in which the beginning of the sexual encounter was pleasant.

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- Alcohol and/or drugs are very often involved when acquaintance rape occurs. Being drunk or high makes women less able to set clear sexual boundaries and men less inclined to listen to, or abide by, those boundaries.
 - **Nothing** a woman does — using drugs or alcohol, going to “risky” places, wearing certain clothing, kissing and sexually touching or even having previously had sex with a man — gives a man the right to force her to have intercourse against her will.

7. Conclude the activity using the Discussion Points.

Discussion Points:

1. What contradicts some of the myths about rapists? About survivors of rape?
 2. What three messages would you give to your brother about men who force women to have sex?
 3. How do you feel about the things people often say about girls or women who are raped?
 4. What precautions can girls and women take against stranger rape? (Answer: Be alert to the surroundings; avoid dark, lonely places at night; keep doors and windows locked; keep a loud whistle on a keyring; take a self-defense class; walk in groups.)
5. What are some things that girls and women can do to help prevent date rape? (Answers include:
- Remember that no matter the circumstances, **you** have the right to choose when, with whom and how you want to be sexual.
 - Communicate clearly and directly about your limits on sexual behavior. Say something like “I will do _____, but I will not _____.”
 - Avoid sending mixed messages. It’s okay to want to be intimate with someone and it’s okay **not** to want to be intimate. Decide what **you** want sexually and do not act confused about it.
 - When first dating someone, go out with other people or groups rather than alone.
 - Pay attention to how your date feels about the roles of men and women, especially in relationships.
 - Trust your feelings — if you begin to feel nervous or uncomfortable about the way things are going, do something about it right away. Let your date know how you feel and get away from the situation to a place where you feel more comfortable.
 - If your date tries to force you to do anything, say no loudly and clearly. Yell, if necessary, and resist in any way you can, including fighting back and running away.)

Answers to the Quiz: The Real Facts and Figures

1. **FALSE.** Research shows that approximately one out of 10 high school students has experienced physical violence in dating relationships. Among college students, the figure is one in 5.
2. **TRUE.** Rape is the most common violent crime committed on college campuses today. In a recent national survey, one in 6 college women reported being a victim of rape or attempted rape in the previous year.
3. **FALSE.** At least half of all rapes occur between two people who know each other. More than half of campus rapes are acquaintance rapes.
4. **FALSE.** The highest incidence of dating violence has been consistently found in suburban schools, followed by inner city and then rural schools. The incidence of sexual violence in a recent study was found to be almost 30 percent in suburban schools, 12.5 percent in inner city schools and 10 percent in rural schools.
5. **TRUE.** Being drunk makes it harder for men to listen to what their date or partner is really saying, and drunkenness may keep a man from seeing how inappropriately he is behaving. It is an excuse for using force or threats or causing fear. In a criminal court, intoxication does not decrease personal responsibility for violent behavior.
6. **FALSE.** A woman who is drunk or high has a harder time making her limits clear when it comes to sexual behavior, so getting drunk on a date is risky business. If her partner has pressured a woman to use drugs or alcohol and then has sexual intercourse with her, he can be convicted of raping her.
7. **TRUE.** A survivor of acquaintance rape may return to school or work and see the person who raped. If she does not report the rape, he may be encouraged to try again, or to brag to friends about what he did. It is important, for her own mental health as well as the health and safety of other women, that a woman report rape whenever it occurs. Still, many women never do report rape because of fear or shame, especially if the rapist is someone they know.
8. **FALSE.** Consent is based on choice, when two people have equal power. If one person holds power **over** another person, the powerless person may give in, out of fear, and allow sexual intercourse to take place. That is not the same thing as consenting, and the rapist can be convicted.
9. **FALSE.** Rape is **always** against the victim's will. Women may give confusing signals, but when they decide they do not want sexual activity to go any further, they are very clear about it. Unfortunately, they often are not heeded.
10. **TRUE.** In all but one U.S. state, even a married man can be prosecuted for raping his wife. Some states apply different standards if the alleged victim is a spouse (for example, they may require corroborating evidence of bodily injury), but activists are working to eliminate such distinctions, arguing that forced intercourse is unacceptable regardless of who the perpetrator is.
11. **FALSE.** It is estimated that about 10 percent of rapes are committed against boys and men. Many males, however, choose not to report a rape rather than admit to being sexually overpowered by either a female or another male.

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12. **FALSE.** While rape can and does occur anywhere, over half of all rapes occur inside a residence, most often the victim's own home. Another 20 percent of rapes occur as a result of hitchhiking.
 13. **TRUE.** Of rapes reported to the police, more than 75 percent involved a weapon or the threat of a weapon. In 25 percent of rape cases the victim is threatened with death and 20 percent of victims are severely injured. Neither actual physical force (hitting, holding down, presence of a weapon) nor the verbal threat of force ("I will kill you/hurt you...") is always used to commit rape. Sometimes rape occurs when a victim is forced mentally or emotionally to consent to the sexual act. For example, a person in authority may utilize the power of their position, or a person may plead, threaten suicide, or otherwise manipulate his partner to consent to sex. If the consent is not freely given, the person has not actually consented.
 14. **TRUE.** Rape is not about being sexually aroused or driven to a frenzied state by passion. In 82 percent of cases, the rape is planned. Rape occurs when one person wants to or needs to exert will over another person. Feelings include power, anger, frustration and so on. In 50 percent of reported rapes the rapist does not ejaculate, or achieve orgasm.
 15. **TRUE.** Females as young as two months and as old as 98 years have been raped. Young women between the ages of 16 and 24, however, are three times as likely to be raped as other women. Interestingly, the average age of a rape victim is 18 and a half years and so is the average age of a rapist.
 16. **FALSE.** Five well-designed studies show that approximately one out of every 5 women will be the victim of a rape in her lifetime.

Quiz on Sexual Violence

- _____ 1. One out of 20 high school students has experienced physical abuse in a dating relationship.
- _____ 2. Rape is the most common violent crime committed on college campuses.
- _____ 3. While date rape does happen in high schools and colleges, stranger rape happens much more frequently.
- _____ 4. Sexual violence is most likely to occur to teens in inner city schools.
- _____ 5. Being drunk and "out of control" is not an excuse for rape and will not help a rapist escape conviction.
- _____ 6. Having sexual intercourse with a woman after pressuring her to get high or drunk is not considered rape.
- _____ 7. A survivor of acquaintance rape often has further contact, sometimes daily, with the rapist.
- _____ 8. If a victim of rape gives in and allows sexual intercourse out of fear, that is legally considered "consent" and the rapist cannot be convicted.
- _____ 9. When rape happens on a date, it is most often because the young woman actually wants to have sex but does not want to admit it for fear of being labeled "promiscuous."
- _____ 10. In some states, a man can be convicted of raping his wife if he forces her to have sexual intercourse.

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- _____ 11. Men are not ever really raped.
- _____ 12. Women are most likely to be raped when they are out alone in a dangerous place, especially late at night.
- _____ 13. Physical force is used in most rapes.
- _____ 14. Rape is a crime of violence, not passion — the rapist often does not even ejaculate during the sexual act.
- _____ 15. Most victims of rape are teens or young adult women.
- _____ 16. Research shows that one in every 20 women will be raped at some point in her lifetime.

Video: Acquaintance/Date Rape

Materials: Copies of the handout, "Preventing Acquaintance/Date Rape," for each participant; video on date/acquaintance rape; VCR and monitor; newsprint and markers or board and chalk

Time: 45-55 minutes

Planning Notes:

Purpose:	To discuss acquaintance/date rape and learn how to prevent it
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- ✓ Obtain a video on acquaintance/date rape. Two possible videos are:
 - "Dating, Sex and Trouble: Acquaintance Rape" (Sunburst Communications, 24 minutes, 1990, \$169.00). Examines how sexual attitudes and unrealistic expectations contribute to date rape. Emphasizes that every person has the right to safeguard his or her body. See the list of video distributors for ordering information.
 - "Dating Violence: The Hidden Secret" (Intermedia, 25 minutes, 1993, \$229.00). Focuses on the physical, sexual and emotional abuse present that can be present in teen relationships. Explores the experiences of both victims and offenders, female and male, and provides information about how to deal with these issues.

Check the list of video distributors for addresses and telephone numbers of Sunburst Communications and Intermedia.

- ✓ Consult with your local rape crisis center, women's center, shelter for abused women or police department to help you find a video.
- ✓ Preview any video to be sure it is appropriate for your group.
- ✓ You may want to invite a guest speaker from your local rape crisis center to co-facilitate this activity with you. She or he will be well-equipped to answer teens' questions and may be viewed as a valuable resource.

Procedure:

1. Introduce the video and explain that it will help them learn even more about date rape. Prepare teens for any particularly graphic or violent scenes and warn them that seeing the video may be an emotional experience for anyone who has been raped or knows someone who has been raped. Tell them they can ask questions after the video.
2. After the video, ask the group to identify ways they learned to avoid date rape. List their responses on newsprint or the board and congratulate them for what they remember.
3. Distribute the handout, "Preventing Acquaintance/Date Rape," and review it.
4. Ask for female volunteers to demonstrate how they would put the brakes on sexual activity by "communicating directly" and "backing up your words with your body." Give an example of a risky situation to get things started:
 - A couple has been making out and touching each other for a while. The girl is starting to feel nervous and wants to stop, but the boy has begun to take off her shirt and push her down on the blanket. What does she say and do to stop?

Encourage the group to "coach" volunteers to demonstrate very strong verbal and nonverbal communication skills.

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5. Then ask male volunteers to demonstrate what they would do in two situations in which men can help prevent date/acquaintance rape, be careful in group situations and get involved if someone is at risk. Again, give an example if necessary:

- A group of four friends, walking home from a party, catch up to one of the girls who was also there. She is pretty high and smiles and flirts a lot with one boy, who starts pulling her jeans down and pushes her up against a car. He calls to the rest of his friends to wait up, saying there's "some for everyone." What could you say and do to stop this situation?

Again, encourage the group to coach volunteers.

7. Conclude the activity using the Discussion Points.

Discussion Points:

1. What is the most important thing you can do to prevent date rape? (Answer: communicate with your date, state your expectations clearly, listen carefully, ask questions if things get confusing and avoid using alcohol and other drugs that cloud your judgement.)
2. What if you do all the right things and are unable to stop your date from raping or assaulting you? Does that mean you didn't try hard enough? What should you do? (Answer: Whenever rape occurs, regardless of what was or was not said or done to prevent it, **it is never the victim's fault**. If you are raped, get help immediately and **do not feel guilty**. Charge the rapist and work with the court system to have him convicted, if possible.)

Preventing Acquaintance/Date Rape

Although acquaintance/date rape represents 60 percent of all sexual assaults, it is the least understood type of sexual assault. Not a stranger in the dark streets or an intruder in the home, the rapist is someone the victim knows – an acquaintance or even a date. He or she could be a friend, a boyfriend or girlfriend, a neighbor, co-worker or a relative. It doesn't matter if you are male or female, how you are dressed, or how well you know someone. Anyone can be raped.

Acquaintance or date rape is when someone you know forces you into unwanted sexual activity of any kind. This includes unwanted sexual touch or oral, vaginal or anal penetration or forcing you to touch her/him in a sexual way. Rape happens because of a need for power and control over someone else.

How Can I Protect Myself?

There are ways that you can help to protect yourself against the possibility of acquaintance or date rape. The best thing you can do is trust your instinct! If you feel uncomfortable with a situation or threatened by someone, get to a safe place as soon as possible.

1. **Do not be alone before you're ready.** It's a good idea to go out in group dates with friends, especially when dating someone new. Don't go out as a couple until you have gotten to know each other. Avoid secluded places.
2. **Keep others informed.** Always make sure that someone knows where you are going and when you will be home. Carry a friend's phone number with you to call if you need help.
3. **Split the cost.** If you go to a concert, movie or restaurant, split the cost in order to prevent your date from thinking that you "owe" sexual favors in return.
4. **Think about your sexual limits.** Before going out on a date, think about what you want to do, and do not want to do. A decision to be sexual in any way should be made together and never forced.
5. **Be clear with your date about your sexual limits.** Give the message that "no" means "NO," not "try harder for a 'yes.'"
6. **Trust your instincts.** If you feel pressured or threatened in any way, do not hesitate to say what you feel. Leave if necessary.
7. **Do not worry about being polite.** Use strong nonverbal techniques to reinforce what you are saying, such as pushing away, not smiling, using a firm tone of voice and so on.

Danger Signs

The following are some actions and attitudes to watch out for. If your partner or acquaintance engages in any of these behaviors, it may be a warning sign that the partner is potentially abusive.

1. **Threats.** Verbal or physical threats to force you into sexual activity you do not want. Threats such as: "If you don't have sex with me, I'll break up with you" or "I'll beat you up."
2. **Jealousy.** Constant demands to know where you are and who you will be with. Watch out for someone who gets very jealous easily, even of your friendships.

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3. **Criticism.** Disapproval or scolding about your actions, your clothing, your friends and so on.
 4. **Controlling.** Failure to acknowledge your needs or wants, and/or attempts to control your body by holding on to you or not letting go when you try to pull away.
 5. **Anger or violence.** Frequent and noticeable anger or violent acts, including over small disagreements, possibly with threats to hurt you or people you know. She or he may later apologize for the behavior, but that does not change the fact of the abuse.
 6. **Verbal abuse.** Jokes about your physical appearance or your gender, or constant criticism.
 7. **Manipulation.** There are many ways in which people can be manipulative in an abusive way. For example, she or he could intentionally try to upset you by flirting with other people.

Chapter 12:

How Can I Take Care of My Health?

Objectives:

- ✓ To define health and all its components
- ✓ To identify risks to personal health
- ✓ To review the elements of a nutritious diet and healthy ways of managing weight
- ✓ To learn accurate information about tobacco, alcohol, and other drugs and their effects on health
- ✓ To practice decision-making and assertiveness skills as they apply to avoiding use of alcohol and other drugs
- ✓ To understand stress and learn stress management techniques
- ✓ To identify the signs of depression and suicide and to practice making appropriate responses to a depressed friend

Activities

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Fast Food with Low Fat: Can You Do It? (35-45 minutes)	375
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Ways to Say NO to Drugs (Session 1: 35-45 minutes; Session 2: 45-50 minutes)	392
The Aggression Volcano (40-50 minutes)	395
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Introduction to Health

Materials: Board and chalk and newsprint and markers; Leader's Resource, "Health and Behavior"

Time: 25-30 minutes

Planning Notes:

- ✓ Before beginning this chapter, reflect on your health. If you are overweight, smoke, fail to exercise regularly or use alcohol or other drugs, **your** health is at risk. Be prepared for teens to comment on and question any visible health-related behaviors of yours. Be prepared to respond honestly. Consider challenging yourself by trying to change at least one unhealthy behavior during this unit.
- ✓ As teens explore health and healthy behaviors, unpleasant realities will confront them. Some of them are overweight, some smoke or use alcohol or other drugs. Others have family members with these problems or with chronic or fatal physical or mental illnesses. Be sensitive to the young people and keep in mind that you may not know the health status of their loved ones.
- ✓ Prepare four newsprint sheets with the following titles: "Healthy people do..." (two copies) and "Healthy people do not..." (two copies) for use in Step 4.

Purpose: To identify factors that influence health

Procedure:

1. Write the word "health" on newsprint and ask for its definition. Help the group work towards a definition like:
Health: a state of physical, mental and, for some, spiritual, well-being in which the individual is free from or can manage disease, pain and life-impairing disability
2. Tell the group that instead of using a general definition of health it is more useful to define health in terms of specific behaviors.
3. Go over the instructions for the activity:
 - I will divide you into four groups and give each group an unfinished sentence written on newsprint.
 - In your groups, come up with as many endings for the sentence as you can. Write them on the newsprint and be prepared to share them with the whole group.
4. Divide the teens into four groups and distribute the newsprint sheets and markers or write sentences on the board. Tell the groups they have five minutes to work.
5. Call time and explain that two groups were writing endings to a sentence that read "Healthy people **do**..." while two other groups were writing endings to a second sentence that read "Healthy people **do not**..."
6. Have the "do" groups report first, giving three responses at a time. List their responses on the board or newsprint, under the headline "Healthy people **do**..." Add any suggested responses from the Leader's Resource, if appropriate.
7. Have the "do not" groups report, giving three responses at a time. List their responses under the headline "Healthy people **do not**..." Add any from the Leader's Resource if appropriate.
8. Conclude the activity using the Discussion Points.

Discussion Points:

1. What influences a person's health?
2. If healthy people are those who **do** certain things and **do not** do other things, what proportion of the adult population do you think is truly healthy? (Answer: Not a very large percent! Approximately 60 percent of adults are overweight, 25 percent smoke, 50 percent get no exercise and 4 percent are alcoholics. These unhealthy behaviors account for much of the illness and disability in adults today.)
3. Adults accuse adolescents of making poor decisions. Why do so many adults behave in ways that are harmful to their health? (Answer: Many adults established poor health habits [smoking, not exercising, eating fatty or "junk" foods] when they were young and before we had information about the consequences. Many adults, however, apparently do not believe or care that their behaviors affect their health. They continue to behave in harmful ways.)
4. If you were going to pass a law making it illegal to do three of the things on the "unhealthy behaviors" list, which three would you choose?
5. If you had children of your own and could teach only three things on the "healthy behaviors" list to your children, which three would you teach?

Health and Behavior

Healthy Practices

- Wear a seat belt.
- Eat a low-fat, high-fiber diet.
- Drink little or no alcohol.
- Exercise three times a week for at least 20 minutes each time.
- Keep body weight within 5 lbs of target for age and height.
- Avoid illegal substances (drugs).
- Avoid over-use of legal medications.
- Get regular medical and dental examinations.
- Brush and floss teeth.
- Get seven to eight hours of sleep each night.
- Abstain from sexual intercourse or use a condom and spermicide, if having intercourse.
- Wear a helmet when riding a bicycle or motorcycle.
- Perform breast or testicular self exams.
- Regularly relax and enjoy life.

Unhealthy Practices

- Drive while drunk from alcohol or high on other drugs.
- Drive too fast or dangerously.
- Eat food high in fat, sugar and/or salt.
- Eat red meat often.
- Misuse/abuse alcohol and other drugs.
- Have sex with multiple partners.
- Have sex without using contraception/condoms.
- Smoke or use smokeless tobacco.
- Carry a gun.

Surveying Health Risks

Materials: Copies of the handouts, "Health Risk Survey" (three for each participant) and "Health Risk Scorecard" (one for each participant); pens/pencils

Time: 40-50 minutes

Procedure:

Purpose: To discuss unhealthy behaviors

1. Explain that in this activity, the group will look at how common unhealthy or risk-taking behaviors are. Tell everyone to stand and explain that you will read a series of questions. Participants should listen and, without telling anyone else, think about their answers.
2. Read the following list of questions slowly:
 - Do you often skip breakfast?
 - Do you usually sleep less than seven hours a night?
 - Do you eat beef, pork or veal more than three times a week?
 - Do you exercise less than three times a week?
 - Are you more than 15-20 pounds over your recommended weight?
 - Do you smoke?
 - Do you use smokeless tobacco products?
 - Have you ever ridden in a car without using a seat belt?
 - Have you been a passenger with a driver who has been drinking alcohol or using other drugs?
 - Do you drink alcohol at least once each week?
 - Do you eat in fast food restaurants more than twice a week?
 - Do you eat high-fat snacks such as potato or corn chips, cheese puffs, cookies, candy or ice cream more than four times a week?
 - Have you ever tried, or do you use, cocaine, crack, heroin, LSD, marijuana, Ecstasy or any other illegal drug?
 - Have you ever carried a gun?
 - Are you friends with people who carry guns?
 - Have you ever had sexual intercourse, without using latex condoms to protect yourself and your partner from STDs and/or unwanted pregnancy?
3. After reading the list, tell everyone who could answer at least one question "yes" to sit down. (If appropriate, sit down if you take health risks.)
4. Point out that this exercise shows that at one time or another, all of us engage in behaviors that put our health at risk. Explain that some of these behaviors are more unhealthy than others (for example, eating potato chips once a week is not nearly as risky as driving with a drunk driver). The important thing is to be aware of unhealthy behaviors and work towards eliminating them.
5. Distribute the handout, "Health Risk Survey." Explain that you want participants to:
 - Choose the statement in each box that is true for you.
 - Circle the number at the end of the statement.
 - Write the number you circled in the blank.
 - When you have finished all 10 boxes, add up the points in the blanks.
6. Allow 10 minutes to complete the survey.

Adapted with permission from *Self-Discovery: Developing Skills*, Gilda Gussin and Ann Buxbaum, Boston, MA: Management Sciences for Health, 1984.

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7. When everyone is finished, distribute the handout, "Health Risks Scorecard," and review it. Encourage all participants to keep up good health habits and challenge those with lower scores to find ways to improve their health behaviors.
 8. Distribute additional copies of the "Health Risk Survey" to each participant. Ask them to survey two friends or family members before the next session. They should have the two complete the survey, then use the scorecard to explain their health risk score.
 9. Conclude the activity using the Discussion Points.

Discussion Points:

1. Which behaviors, if any, were you surprised to hear were risky?
2. Do your friends take more or fewer health risks than you do?
3. Which health behaviors would be easiest to change? Most difficult to change?
4. Where do we learn healthy and unhealthy behaviors?
5. Can people look healthy and still be taking risks with their health? (Answer: Yes! The unhealthy consequences and damage caused by smoking, poor nutrition, alcohol and other drug use and unprotected sexual intercourse may not be visible for years.)
6. Can people not look like movie stars and still be healthy? (Answer: Yes!)

Handout

Health Risk Survey

Directions:

1. Look at each category of risk below and circle the number that most clearly describes you.
2. Write the numbers you circle on the line.
3. Add your total score.
4. Read your score by using the "Health Risk Scorecard."

Fat in diet

Eat chicken or fish more often than red meat; hard cheese less than 3 times a week; butter, ice cream, packaged snacks rarely [4]

Eat chicken or fish about as often as red meat; low-fat milk, butter, hard cheese and packaged snacks 1-3 times a week; ice cream once a week [3]

Eat red meat 3-4 times a week; whole milk, butter, hard cheese and packaged snacks 4-5 times a week; ice cream 2-3 times a week [2]

Eat red meat almost every day; butter, hard cheese and packaged snacks almost every day; ice cream several times a week [1]

Eat red meat, hard cheese or butter at almost every meal; whole milk at least once a day; packaged snacks at least once a day [0]

Salt intake

Do not add salt at table; no salty snacks [4]

No not add salt at table; occasional salty snacks [3]

Sometimes add salt at table; frequent salty snacks [2]

Often add salt at table; salty snacks several times a week [1]

Always add salt at table; salty snacks every day [0]

Tobacco

Do not smoke or use smokeless tobacco [4]

Use less than a pack of cigarettes or one tobacco tin a day [1]

Use more than one pack or one tin a day [0]

Weight

- Is within ideal weight range [4]
- Is up to 25 pounds over or under ideal weight range [3]
- Is more than 25 pounds over or under ideal weight range [0]

Alcohol

- Do not ever drink alcoholic beverages [4]
- Drink 1-2 drinks on special occasions [3]
- Drink no more than one drink a day [1]
- Drink more than 1-2 drinks a day [0]

Exercise

- Practice aerobic exercise for 20 minutes, 4 or more times a week [4]
- Practice aerobic exercise for 20 minutes, 2-3 times a week [3]
- Practice aerobic exercise for 20 minutes, once a week [2]
- Practice aerobic exercise occasionally [1]
- Practice practically no aerobic exercise [0]

Heart Disease

- Have no history of heart disease in family [4]
- Have one relative over 60 with heart disease [3]
- Have two relatives over 60 with heart disease [2]
- Have one or two relatives under 60 with heart disease [1]
- Have three or more relatives under 60 with heart disease [0]

Blood pressure

(If you know your blood pressure, use the top figure to calculate your score. If you do not know it, give yourself 2 points and go on to the next section.)

Teens

- Under 110 [4]
- 111-120 [3]
- 121-130 [2]
- 131-140 [1]
- Over 140 [0]

Adults

- Under 110..... [4]
- 110-129 [3]
- 130-139 [2]
- 140-149 [1]
- 150 or over [0]

Stress

- Sometimes feel tense but can usually cope and relax; rarely feel rushed/in a hurry [4]
- Feel tense several times a week and can sometimes cope and relax [3]
- Feel tense several times a week and seem to either blow up a lot or keep feelings bottled up inside; often hurry [2]
- Feel tense several times a week and sometimes use cigarettes or alcohol or other drugs to help cope [1]
- Feel tense a lot of the time and use cigarettes, alcohol or other drugs to help me cope; almost always in a hurry [0]

Extra Points

- Add one point if you eat a lot of fiber (whole grain breads and cereals, fruits and vegetables) [1]
- Add one point if you have a vegetarian diet [1]

TOTAL (add up all the points)

Health Risk Scorecard

What Your Score Means:

0-8

You have a lot of health behaviors that are dangerous. If you continue them, they can lead to serious diseases, such as heart and lung disease, high blood pressure and stroke. If you can add four points to your score within a month, and three more within six months, you can begin to lower your risks. You can also add greatly to the chances of feeling good, having lots of energy and enjoying life to its fullest.

9-16

Most people in the U.S. probably fall into this range. You do not risk the same degree of danger as people in the 0-8 category, but maintaining these patterns will keep you in the large group of Americans who have fair chances of developing heart and lung disease, high blood pressure, alcoholism and strokes. If you are in this category, you may feel and look pretty good, but you could feel and look a lot better if you added six points to your score. If you are at the bottom of this group, you could move to the top. If you are at the top, think about changing some of your behaviors so you can move to the next category.

17-24

You are doing a lot of things right! Many of your health habits put you at far less risk of serious disease than most Americans. People in this category feel good much of the time, look alert and vibrant and have plenty of energy. If you are in this category, you have probably made some smart decisions about how you want to lead your life and you're pretty successful at carrying them out.

25-32

It is hard to find many people in this category. You are at very low risk for serious chronic diseases associated with poor health habits. If you are in this category, you have made a huge effort to choose a lifestyle quite different from that of many Americans and you probably have a lot of support from your family or from a group of friends who have made some of the same choices. If you maintain these patterns, you will be a healthy adult and a model for your own children, if you choose to become a parent.

Weighing the Risks

Materials: Newsprint and markers or board and chalk

Time: 40-50 minutes

Planning Notes:

- ✓ Write the following list of risky behaviors on newsprint or the board and post it prior to the session.

Purpose: To analyze the risks associated with various health behaviors

Risky behaviors

- skipping breakfast
- sleeping less than seven hours
- eating red meat
- exercising irregularly
- being 15-20 pounds overweight
- smoking
- using smokeless tobacco
- not using a seat belt
- riding with a driver who has been drinking or using drugs
- drinking any amount of alcohol frequently
- eating in fast food restaurants
- eating high-fat snacks
- using cocaine, crack, heroin, LSD, marijuana, Ecstasy or any other illegal drug
- carrying a gun
- hanging out with friends who carry guns
- having sex without using latex condoms or other contraceptives

Procedure:

1. Make the following points about risk:
 - **Risky behaviors are relative.** Some are much more likely to damage health than others. Ask the group to name behaviors that are not terribly serious risks and behaviors that are.
 - **Taking safety precautions can reduce some risks and lessen some dangers.** For example, riding a motorcycle is dangerous (much more dangerous than driving an automobile), but wearing a helmet and protective clothing reduces the risk of serious injury.
 - **Some effects of risky behaviors may not become obvious for years.** Excess weight may not cause health problems for teens, but it can dramatically affect health through the adult years.
2. Ask teens to evaluate the relative risks of various health behaviors. On three pieces of newsprint, or three sections of the board, write three headings: "Very risky," "Somewhat risky" and "Not very risky."
3. Have the group vote on the relative risks associated with the health behaviors listed. Read the first risk on the list, "skipping breakfast," and ask teens to vote on whether it is very risky, somewhat risky or not very risky. Encourage teens with differing points of view to share their opinions. List the behavior under the heading that receives the most votes. Repeat this procedure until all behaviors are listed under one heading or another.

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4. Examine the “very risky” category and comment on any of the following behaviors that were not voted very risky:

- Smoking
- Not wearing a seat belt
- Drinking any amount of alcohol frequently
- Drinking a lot of alcohol occasionally
- Riding with a driver who has been drinking or using drugs
- Using cocaine, crack, heroin, LSD, marijuana, ecstasy or any other illegal drug
- Carrying a gun
- Hanging out with friends who have guns
- Having sexual intercourse without latex condoms or other contraception

Challenge teens to think about these as high risk behaviors. Tell them that you will return to their lists after they have completed the other activities in this unit.

5. Conclude the activity using the Discussion Points.

Discussion Points:

1. Most teens know there are health risks associated with behaviors like smoking, not wearing a seatbelt, using drugs and so on. Why do so many teens do these things anyway? What factors influence teens to take risks?
2. Have you ever tried to convince someone to change a risky behavior? What did you say and what happened?

Fueling Your Body for Health

Materials: Newsprint and markers or board and chalk; posters or photos of famous male and female athletes and high-performance cars; copies of the handouts, "Fuel Checklist" and "Food Guide Pyramid," for each participant; pens/pencils

Time: 35-40 minutes (Session 1); 35-40 minutes (Session 2)

Purpose: To identify healthy foods

Planning Notes:

- ✓ The U.S. Department of Agriculture's Food Guide Pyramid, included as a Leader's Resource, replaces the previous "four basic food groups" as a basis for recommending daily servings of foods. Unlike the four food groups, the pyramid reflects the balance of foods to be consumed. The point of the food pyramid is to visually demonstrate that the **bulk** of a healthy diet should come from three types of foods, all low in fat: (1) grains, cereals, rice and pasta, (2) vegetables and (3) fruits. Protein sources such as dairy foods, meats, nuts and eggs, all higher in fat, should make up only about 25 percent of our diet; fats, oils and sweets should be eaten in very small amounts since they contribute mainly calories and not much else.
- ✓ Try to find and post photos of famous male and female athletes and sleek, high-performance cars. Gather information from news articles and sports/fitness magazines about the eating habits of famous athletes, or, prior to the activity, assign that research to participants.
- ✓ For Step 10, prepare a breakdown of a recent meal you have eaten, using the handout.
- ✓ If you are using this activity in a program for pregnant teens, supplement this material with information on prenatal nutrition and nutrition for breast-feeding.
- ✓ Remember that some people and families eat healthy vegetarian diets. Vegetarianism is popular with many young people, so be sure to ask if anyone is a vegetarian. Ask them to share their diets with the group. For information on nutrition and vegetarian diets, contact a health food store, the local health department, a hospital dietician or the library.

Procedure:

1. Ask teens to name their favorite cars. List responses on the board or newsprint and ask **why** they like these particular automobiles. (Their answers should include that they look good, perform well on the road and run fast.)
2. Ask what all cars need to run well. (Responses should include gasoline, oil, water, transmission fluid, brake fluid, air filters and so on.)
3. Ask if a car can run without the fluid it needs. (Of course, the answer is no, a car will not run well, or for very long, without the necessary fluids.)
4. Ask how the healthy human body is similar to a well-maintained car. (Responses should relate the body's needs for nutrients and water to the car's needs for oil, water and so on. With necessary nutrients, the body performs well; without them it becomes sluggish and eventually stops running.)
5. Clarify that just as a car needs maintenance guidelines, there are guidelines for what a healthy body needs to stay in top condition. Ask about guidelines for the body's nutritional needs. List responses on newsprint or the board and comment on them. Recognize accurate information, such as "eight glasses of water," "low fat," "lots of fruits and vegetables." Reassure those with misinformation that many adults are also confused about healthy diets; the purpose of this activity is to learn what foods to eat for good health.
6. Give examples of the kinds of foods famous athletes use to condition for top performance.

-
7. Pass out copies of the Food Guide Pyramid and explain what it represents and why it was developed. Tell the group that some people fail to eat a healthy diet because they do not know what a healthy diet is. Explain that a healthy diet means:
 - Eating **more** breads, rice, pasta, fruits and vegetables, which are low in fat and provide energy
 - Eating **fewer** high protein foods, which are high in fat. The typical American diet is too high in protein.
 8. Review the six groups in the food pyramid, beginning at the bottom and emphasizing the proportion of one's diet that should come from each group. Point out the visual element of the pyramid; see that the entire base consists of bread, cereal, rice and pasta, so foods from that group should be the largest part of daily food intake.
 9. Point out how small the top section of the pyramid is. Clarify that fats, oils and sweets are concentrations of calories that have few vitamins and other nutritional value. They should be a very small part of a person's diet.
 10. Distribute copies of the handout, "Fuel Checklist," to all participants. Have them use the handout to keep a record of every food they eat for the next 24 hours. Using a copy of the handout, go over your most recent meal (or one you have made up) and show the group how to record their foods. Tell teens they will share their food/fuel intake at the next session.

Session 2

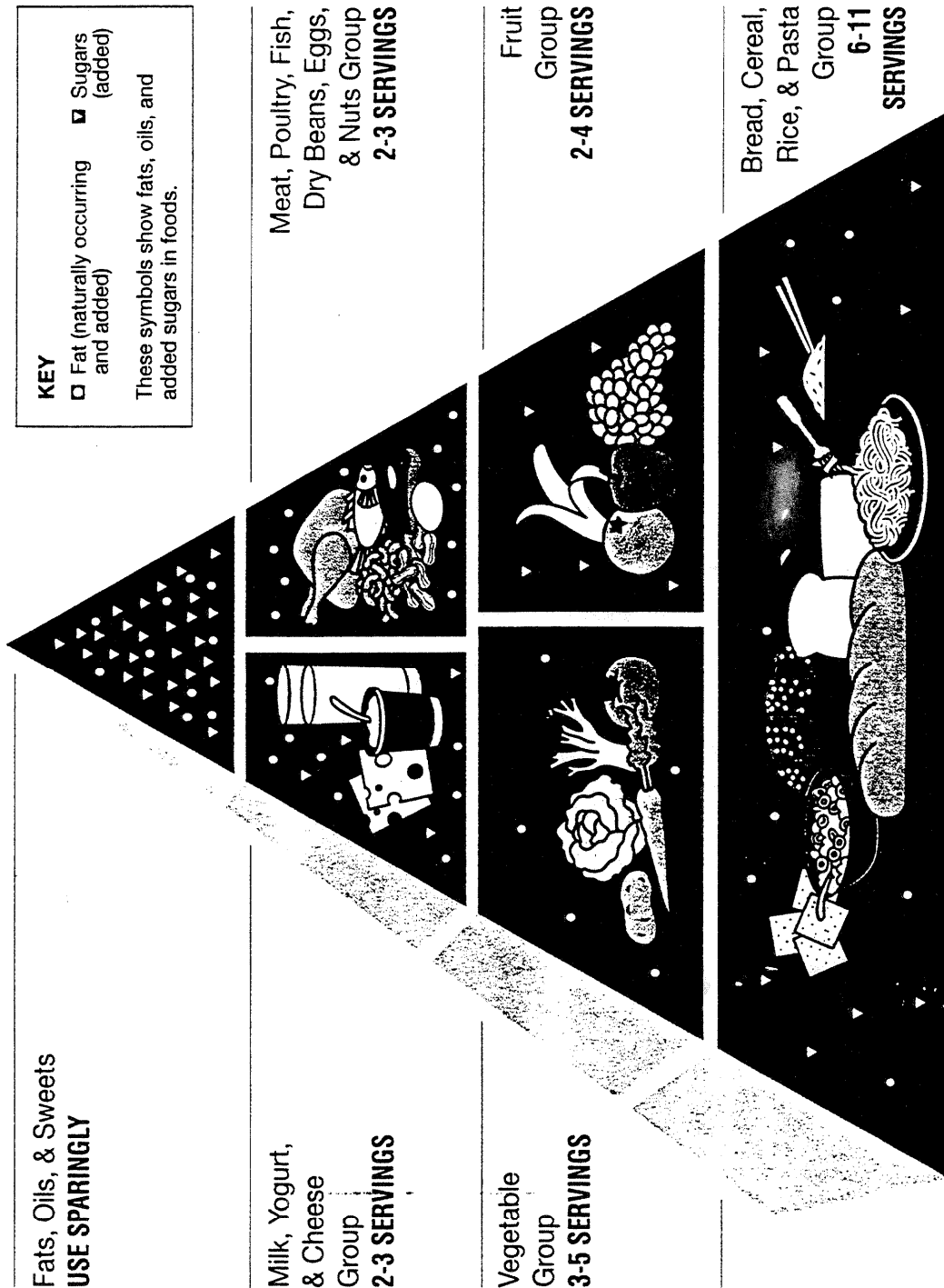
1. Ask volunteers to share food records with the group. Post the following two questions:
 - Is anything missing from the diet?
 - Is there too much of any one food?
 - How much food is high-fat compared to low-fat?
2. After evaluating the handouts, review the basic guidelines for healthy eating:
 - Eat five to 10 servings of breads, cereals, pasta and rice each day.
 - Eat at least five servings of vegetables and fruits each day.
 - Eat less than six servings of dairy, meat, poultry, fish, beans, eggs and nuts each day.
 - Eat protein from beans, poultry, low-fat dairy products and nuts, not high-fat dairy products, eggs, red meat and pork.
 - Avoid eating sweets, oils and fats.
3. Conclude the activity using the Discussion Points.

Discussion Points:

1. What is your reaction to these guidelines? How helpful are they?
2. What role do physical activities (sports, exercise, dancing, physical work) play in determining what or how much a person can eat and still be healthy?
3. What is the most important thing to consider in your diet? (Answers: avoiding fats, oils and sugar, eating fiber)
4. Some athletes who look good and perform well do not have a good diet. Can you think of examples? What unhealthy habits do some athletes have? (Be sure to mention the dangers of steroid use.)

Handout

Food Guide Pyramid: A Guide to Daily Food Choices



Handout

Fuel Checklist

Record everything you eat for the next 24 hours. Write the name of the food in the first column and put an "X" in the column that best describes the food. For example, if you eat a grilled chicken sandwich with lettuce, french fries and a soda for lunch, complete the food record as shown in the example: one "X" each for bread, meat, vegetable, oil for frying and sugar for the soda.

When you have finished, write the total number of "X's" for each type of food at the bottom of the column.

Food I Ate	SERVINGS THAT MAKE UP THE FOOD					
	Grain*	Vegetable	Fruit	Dairy	Meat**	Fat/Sweet
<i>Grilled chicken sandwich</i>	X				X	
<i>French fries</i>		X				X
<i>Soda</i>						X

*Grain includes bread, rice, cereal and pasta. **Meat includes beef, pork, poultry, fish, dry beans, eggs and nuts.

Food I Ate	SERVINGS THAT MAKE UP THE FOOD					
	Grain*	Vegetable	Fruit	Dairy	Meat**	Fat/Sweet
TOTAL						

FOOD GROUPS	MY SCORE	THE IDEAL
Bread, Cereal, Rice, Pasta		6-11 servings
Vegetables		3-5 servings
Fruits		2-4 servings
Milk, Yogurt, Cheese		2-3 servings
Meat, Poultry, Fish, Dry Beans, Eggs, Nuts		2-3 servings
Fat/Sweet		fewer the better

Fast Food with Low Fat: Can You Do It?

Materials: Nutrition charts from several local fast food restaurants; index cards; colored construction paper; tape or paste; scissors; magazines for clipping; drawing materials (markers, crayons)

Time: 35-45 minutes

Planning Notes:

Purpose: To identify lower-fat "fast food" choices

- ✓ Contact local fast food restaurants and explain that you are teaching young people how to eat healthy foods. Ask for nutritional information on all the foods they offer. Alternatively, call the corporate headquarters to obtain this information. The numbers for some popular fast food chains are:
 - **Burger King:** 1 (800) 937-1800
 - **McDonald's:** 1 (708) 575-3663
 - **Taco Bell:** 1 (800) 822-6235
 - **Wendy's:** 1 (800) 243-1846
- ✓ If possible, find a place to display the group's posters at the end of this activity.
- ✓ Ask fast food establishments for free materials to use for the exhibit. Be sure to include a variety to avoid favoring a particular restaurant.
- ✓ Write one each of the following food categories on index cards for use in Step 4: salads, sandwiches, main dishes (other than sandwiches), side dishes, snacks and desserts.

Procedure:

1. Say it is difficult to stick to a low-fat diet in a fast food restaurant, but it can be done.
2. Tell participants they will make posters of which foods at fast food restaurants are high-fat and which are low-fat.
3. Go over instructions for the activity:
 - Divide into groups. I will assign each group one category of food.
 - When you have your assignment, research the foods in that category that are low and high in fat. Use nutritional charts and find several examples of good and bad choices teens can make in local fast food restaurants.
 - Using art materials, create a poster of healthy and less healthy choices.
4. Divide participants into six small groups and give each one of the food-category index cards.
5. Indicate how much time the groups have to work. (If time is a problem, allow another session for them to complete the posters or ask teens to complete them as an outside assignment.)
6. When posters are finished, explain that you will display them before the next session.
7. Conclude the activity using the Discussion Points.

Discussion Points:

1. When you are out with your friends, what foods do you typically buy? How do you decide?
2. How can you discourage your friends from buying high-fat foods?
3. What two foods will you try to avoid in fast food restaurants from now on?

Myths and Facts about Drugs

Materials: Leader's Resources, "Myth and Fact Statements" and "Myths and Facts about Drugs and Their Use;" newsprint and markers or board and chalk; container

Time: 40-50 minutes

Planning Notes:

- ✓ Duplicate the Leader's Resource, "Myth and Fact Statements," and cut it into strips. Fold the strips twice and place them in a container.

Purpose: To provide facts on the health risks of using drugs

Procedure:

1. Ask what other substances people put in their bodies. Responses should include drugs, alcohol, tobacco, medicines, steroids and so on.
2. Point out that some substances, such as vitamins and medications, have a positive effect on health when used as prescribed, but can be harmful if abused.
3. Explain that this activity will test participants' knowledge about drugs and their effects on health. Go over instructions:
 - Two teams will compete to see which knows the most accurate information about drugs. Teams get a point for each correct answer.
 - Individual team members will take turns drawing statements about drug use from the container. Some of the statements are true and others are just myths.
 - After reading a statement, the team member should consult with the entire team on the best answer. There is a time limit to answer.
4. Have participants form teams on opposite sides of the room and come up with team names.
5. After teams are named, have a member from one team draw a statement, read it to the team and confer for an answer. If the answer is correct, give the team a point. Additional information about why the statement is a myth or a fact gets an additional point.
6. When teams do not know the correct answer, provide additional information from the Leader's Resource, "Myths and Facts about Drugs and Their Use."
7. Ask members of the other team to draw statements, and repeat the process. Alternate statements until every participant has had a turn. Keep the activity moving; do not allow too much time for answers (30-60 seconds). Do encourage discussion about the statements.
8. Conclude the activity using the Discussion Points.

Discussion Points:

1. What other drugs or substances do your friends talk about?
2. What other myths have you heard? Which ones do your friends still believe?
3. Which facts surprised you? Which myths?
4. Which myths are the most harmful? Why?
5. How can you help friends who do not have accurate information about drugs and drug use?

Myth and Fact Statements

1. Alcohol is an addictive substance, not a drug.	2. More teenagers use alcohol than marijuana.
3. Driving after using marijuana is much safer than driving after drinking.	4. Coffee, tea and many sodas contain drugs.
5. It is rare for a teenager to be an alcoholic.	6. Cigarette smoking can be addictive.
7. Many adults addicted to dangerous drugs feel that smoking marijuana was the first step to their addiction.	8. Alcoholism is a disease.
9. Drugs help people handle their problems.	10. Inhalants are basically harmless even though adults make a big deal about them.
11. A cup of coffee and a cold shower will sober someone who is drunk.	12. Alcohol affects some people more than others.
13. Using unprescribed steroids is not only illegal, it is dangerous.	14. Alcohol is a sexual stimulant.

<p>15. The two drugs that cause the greatest number of deaths in the U.S. are cocaine and heroin.</p>	<p>16. Anyone using oral contraceptives (the birth control pill) has to be careful about taking prescription medication.</p>
<p>17. When people stop smoking cigarettes, they can reverse some of the damage to the body.</p>	<p>18. Cigarette smoking will hurt a pregnant woman, but will not hurt her baby.</p>
<p>19. Drinking only beer will prevent problems with alcohol.</p>	<p>20. Marijuana is used legally to treat severe pain in people with cancer.</p>
<p>21. Most alcoholics end up as homeless people.</p>	<p>22. Alcoholism tends to run in families.</p>
<p>23. Smoking cigarettes every now and then is not harmful.</p>	<p>24. Marijuana is not harmful.</p>
<p>25. Alcohol becomes a problem only after years of use.</p>	<p>26. Cocaine is addictive.</p>
<p>27. Smokeless tobacco is safe.</p>	<p>28. Drugs like alcohol, marijuana and cocaine wouldn't be a problem for teens if they did not cause addiction.</p>

Myths and Facts about Drugs and Their Use

1. Alcohol is an addictive substance, not a drug.

Myth. Alcohol is a drug, as is any substance that affects the mind or body.

2. More teenagers use alcohol than marijuana.

Fact. Alcohol is the most frequently used substance among teenagers. As many as 90 percent of all U.S. teens have used alcohol. Most had their first drink before age 13.

3. Diving after using marijuana is much safer than driving after drinking.

Myth. Like alcohol, marijuana affects motor coordination, slows reflexes and affects perception (the way we see and interpret events around us). Any of these changes increases the likelihood of an accident while driving.

4. Coffee, tea and many sodas contain drugs.

Fact. Coffee, tea and many sodas and diet sodas contain caffeine, which is a stimulant. Caffeine is addictive; headaches are a common sign of withdrawal.

5. It is rare for a teenager to be an alcoholic.

Myth. Definitely not! Eight million junior and senior high school students use alcohol weekly and many of them are addicted to it.

6. Cigarette smoking can be addictive.

Fact. More people in the U.S. are addicted to nicotine than to any other substance. Cigarette smoking is a very difficult habit to break but stopping smoking is essential to good health.

7. Many adults addicted to dangerous drugs feel that smoking marijuana was the first step to their addiction.

Fact. Marijuana is viewed as a "gateway drug" — opening the gate to other drugs — by addicts and researchers alike.

8. Alcoholism is a disease.

Fact. Alcoholism is a disease, just as diabetes or epilepsy are diseases. It can respond to treatment, which includes eliminating all alcohol consumption.

9. Drugs help people handle their problems better.

Myth. Drugs help people forget about their problems or reduce the pain caused by problems. The problems do not go away; however, they often get worse.

10. Inhalants are basically harmless even though adults make a big deal about them.

Myth. Using inhalants such as gasoline, hairspray, cleaning fluids, glue or polish remover can be extremely dangerous. Unlike most drugs, inhalants can cause permanent damage to organs like the liver, brain or nerves. They are also extremely flammable and can cause serious injury if matches are lit nearby.

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11. A cup of coffee and a cold shower will sober a drunk.

Myth. Only time will cause a person to become sober. It takes one hour for the liver to process one-half ounce of pure alcohol.

12. Alcohol affects some people more than others.

Fact. Factors that influence how alcohol affects the individual include: body weight, amount of alcohol consumed, the presence of other drugs in the system, the general health of the individual at the time and how recently she or he has eaten.

13. Using unprescribed steroids is not only illegal, it is dangerous.

Fact. Steroids (synthetic male hormones) have very serious health consequences, such as liver disease, heart disease, sexual dysfunction and mood swings leading to aggressive or depressive behavior. Sharing needles for steroid use can transmit HIV, the virus that causes AIDS.

14. Alcohol is a sexual stimulant.

Myth. Alcohol, like cocaine and other drugs, can actually depress a person's sexual response. The drug may lessen inhibition with a sexual partner, but it causes problems such as lack of erection, loss of sexual feeling or inability to have an orgasm. In addition, alcohol or drugs may cause a person to do something sexually that he or she would not do when sober or straight.

15. The two drugs that cause the greatest number of deaths in the U.S. are cocaine and heroin.

Myth. Tobacco use is the leading cause of preventable deaths. Approximately 1,000 tobacco users die each day; that's 360,000 users each year. Alcohol is the second leading cause of death from drug use, with over 100,000 deaths each year attributed to alcohol.

16. Anyone using oral contraceptives (the birth control pill) has to be careful about taking prescription medication.

Fact. Girls and women who are using oral contraceptives to prevent pregnancy need to alert their health practitioner if she or he prescribes antibiotics. Some medications make oral contraceptives ineffective and pregnancy could result.

17. When people stop smoking cigarettes, they can reverse some of the damage to the body.

Fact. If there is no permanent heart or lung damage, the body begins to heal itself when a person stops smoking.

18. Cigarette smoking will hurt a pregnant woman, but will not hurt her baby.

Myth. One of the Surgeon General's Warnings that appears on cigarette packs states: "Smoking by pregnant women may result in premature birth and low birth weight."

19. Drinking only beer will prevent problems with alcohol.

Myth. Ethyl alcohol affects drinkers, and ethyl alcohol is present in beer, as well as in wine and liquor.

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20. Marijuana is used legally to treat severe pain in people with cancer.

Myth. There is no legal use for marijuana. A government program that allowed some physicians to prescribe marijuana in a few cases was canceled in 1992.

21. Most alcoholics end up as homeless people.

Myth. This is the stereotype of the alcoholic, but only about 3 percent of alcoholics live in the street. About 75 percent of all alcoholics work every day and are respected in their communities. They are members of all professions and all socioeconomic levels.

22. Alcoholism tends to run in families.

Fact. Children of alcoholics are much more likely to be alcoholic than children of non-alcoholic parents. Some theories state that alcoholics have a different chemical make-up that might be passed from one generation to the next.

23. Smoking cigarettes every now and then is not harmful.

Myth. As soon as people start smoking, they experience yellow staining of teeth, bad breath and a shortness of breath that may affect their physical performance. Addiction to nicotine is quick. People who smoke for any period of time have a greater risk of lung cancer and other lung diseases, cancer of the tongue and throat and heart diseases.

24. Marijuana is not harmful.

Myth. Although research is ongoing, many experts believe that long-term use of marijuana is potentially dangerous and may lead to: a decrease in motivation, memory loss, damage to coordination, impaired judgement, damage to the reproductive system and throat and lung irritation.

25. Alcohol becomes a problem only after years of use.

Myth. When a person takes a drink, alcohol immediately slows reaction time, affects balance and decreases coordination. That means an athlete, dancer, musician or driver may lose normal ability and performance will be affected.

26. Cocaine is addictive.

Fact. Although people used to believe it was not addictive, research indicates that cocaine is definitely psychologically addictive. Crack cocaine is especially addictive, sometimes creating a dependence after only a few uses.

27. Smokeless tobacco is safe.

Myth. Smokeless tobacco causes cancer of the mouth, tongue and throat in people who use it repeatedly. It can also lead to cigarette smoking.

28. Drugs like alcohol, marijuana and cocaine wouldn't be a problem for teens if they did not cause addiction.

Myth. Drugs interrupt normal growth and development for teenagers, cause problems with school and in relationships, and often result in unintended pregnancies or STD/HIV because their use can lead to risk-taking behavior.

Making Decisions about Drugs

Materials: Leader's Resource, "Pressure Scenarios;" five copies of the handout, "Decision-Making Model"

Time: 40-50 minutes

Planning Notes:

- ✓ Duplicate the Leader's Resource and cut the pressure scenarios into strips for Step 5. If necessary, substitute scenarios or have teens make up tough situations involving drugs.
- ✓ If you have not conducted activities from Chapter 7, you should review those activities and decide how best to present the Decision-Making Model to the group.
- ✓ Create a newsprint poster of the Decision-Making Model on the handout.

Purpose:	To apply decision-making techniques to avoiding drug use
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Procedure:

1. Tell participants that knowing information about drugs and their dangers is not enough to help them when people start pressuring them. Write the word "skills" on the board or newsprint and ask what skills teens need to avoid pressure to use drugs. List their responses and include "decision-making," "communication" and "assertiveness," if they are omitted.
2. Display the decision-making model and ask for a volunteer to review the way to use it. If the model is new to the group, explain it.
3. Go over the instructions for the activity:
 - You will work in small groups on a tough decision.
 - Using the handout, "Decision-Making Model," work through the decision for your scenario. Figure out what choices the teens have, and what might be the positive and negative consequences of those choices.
 - Come to group consensus about the best decision for your scenario and be prepared to share your decisions and your reasons with the whole group.
4. Divide participants into five groups and give each a scenario and a handout. Tell them they have 10 minutes to make their decisions.
5. Ask groups to read the scenarios, and describe the decision-making process.
6. Repeat the process for each scenario.
7. Conclude the activity using the Discussion Points.

Discussion Points:

1. How difficult or easy was it to make these decisions? Which was the toughest?
2. What parts of the decision-making model seem to be most useful in these kinds of situations?
3. What were the "worst-case consequences" for each of the situations?
4. Do you know someone facing a drug issue right now? How should they handle their situation? (Remember to maintain confidentiality and to encourage it in the participants.)

Handout

Decision-Making Model

1. **Challenge** (or decision) being faced:

2. **Choices:**

Choice 1 _____

Choice 2 _____

Choice 3 _____

3. **Consequences** of each choice:

Positive

Negative

THE DECISION IS: _____

THE REASON IS: _____

Pressure Scenarios

1. Samantha, Latisha and Charles are best friends. They are walking home from school when they run into two older guys, Jamal and Henry. Latisha went out with one of the guys and knows he has been in some trouble, but all three look up to the older kids. Jamal and Henry seem really excited to see their friends. "Hey, you kids are lucky today. We've got some grass — good stuff — and we'll let you smoke some. Let's walk over to the park." Latisha says, "No, we don't want to smoke any grass," and she starts to turn away. She looks at Samantha, who nods in agreement, but Charles is looking hard at her. She knows he is really feeling the pressure since he's a guy, and she doesn't want him to be embarrassed in front of these older teens. Besides, it's just grass. The three friends look at each other. What should they do?
2. Everett walks in the front door just as his older brother Cliff is walking out. Cliff runs right into Everett, then looks up with a big smile and says, "Sorry, little brother — see you later, I've got to get over to Jenny's house. We've got some time before her mother gets home." Everett can smell alcohol and knows Cliff has had a couple of beers. He is worried about Cliff driving across town. Everett really admires his brother and doesn't want to hurt their relationship, but he keeps remembering his health class on teenage alcoholism. What if his brother has a problem? Should he tell their mom? She always talks about what a drunk their dad was. Would she help Cliff or put him out of the house? What should Everett do?
3. Jerome knows that Kaye expects him to have some coke when he picks her up tonight. That's how they met at a party: Jerome had coke with him and when Kaye found out, she really came on to him. They left the party together and have been going out ever since. The problem is that Jerome has decided cocaine is too much for him. He has friends with a real problem now. Besides, instead of spending the money for drugs, Jerome could be saving up for that training program. So what now? Jerome really likes Kaye and he doesn't want to break up with her. But lately she's been demanding more and more coke. She won't be happy tonight until she has it. What should he do?

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4. Raymond and Carson are pretty excited about the party at Nikki's house tonight. Carson's dad has just dropped them off and Raymond's mom will pick them up later. A couple of great looking girls are standing on the front steps as they walk up. When they get inside, Nikki rushes up and says, "What do you think, is this great or what? My mom's out for the night and Jesse brought marijuana over. It's on the coffee table — help yourselves." Carson looks at Raymond and says, "Hey, you know I don't do drugs and I don't stay when drugs are around. I'm calling my mom to come now to pick us up." Raymond is feeling weird about walking out when they just got there. Besides, he can just imagine the talk at school on Monday. What should he do?

 5. Lucy and Joe are babysitting for her aunt's child and they have gotten pretty turned on by kissing and fooling around. But they've both been clear with each other that they do not want to have sexual intercourse. Lucy pulls away from Joe and goes into the kitchen. She opens the refrigerator and sees several beers, takes two out and hands one to Joe. "This will cool us down — don't worry, my aunt won't mind as long as we're not driving," she says. Joe takes the beer but says, "I'm not sure we should do this, Lucy, if we get messed up we might end up doing something we shouldn't." Lucy kisses his neck and says, "Forget it, we're in control, there's no problem here. Besides, it's just a beer. Come on." What should Joe do?

The Truth about Tobacco

Materials: Copies of the handout, "Do You Know the Truth about Tobacco?" for each participant; Leader's Resource, "The Truth about Tobacco;" pens/pencils

Time: 35-45 minutes

Procedure:

Purpose: To learn about the effects of using tobacco

1. Explain that this activity is not a quiz. It is a chance to get factual information about tobacco, because it is so widely used and has such negative effects on health.
2. Distribute the handout, "Do You Know the Truth About Tobacco?" Tell participants they can work on the handout for about 10 minutes, alone or in pairs.
3. When time is up, go over each item on the handout, asking volunteers for answers. Reward teens for good responses, even if they are not exactly the same as in the Leader's Resource. Add information from the Leader's Resource and encourage discussion about any of the facts.
4. Conclude the activity using the Discussion Points.

Discussion Points:

1. Why do you think teens start smoking?
2. Why is it so hard to quit smoking? (One important answer is that the nicotine in tobacco is highly addictive.)
3. If you are going to use a tobacco product, which is the safest one to use? (Answer: None of them! Cigarettes, pipes, cigars and smokeless products like snuff and chewing tobacco are all dangerous drugs. Even low tar and nicotine cigarettes are a threat to the smoker's life, to a pregnant smoker's baby and to anyone who happens to live or work with the smoker.)

Handout

Do You Know the Truth about Tobacco?

Fill in the blanks with the correct answer or your best guess.

1. There have been over 40,000 studies that show a link between _____ and deadly diseases.
2. Nicotine is just as addictive as _____.
3. Before the Surgeon General's warning in 1964, half of all adults in the U.S. smoked, but today, only _____ percent smoke.
4. _____ cancer kills more women today than breast cancer.
5. When pregnant women smoke, their babies are more likely to _____
_____.
6. The age at which people start smoking has _____ in recent years.
7. Many teens think _____ tobacco is a safe alternative to cigarette smoking.
8. Cigarettes are _____ more than any other product on the U.S. market.
9. Not only is cigarette smoking dangerous to the smoker, it is also dangerous to the nonsmoker in the presence of _____ smoke.

The Truth about Tobacco

1. **There have been over 40,000 studies that show a link between cigarette smoking and deadly diseases.** People have been smoking tobacco for thousands of years but it was 1964 before it was widely publicized that smoking is a major cause of diseases like lung cancer, heart disease and emphysema. Major medical and health agencies no longer question the relationship. More people die each year from smoking-related diseases than die from AIDS, drug abuse, car accidents and homicide **combined**.
2. **Nicotine is just as addictive as heroin or cocaine.** Nicotine, the active ingredient in tobacco, affects the brain and causes relaxation, stress relief and exhilaration, dependency and addiction. Nicotine reaches the brain in only seven seconds, half the time it takes injected heroin to reach the brain. The level of nicotine in blood is higher in smokeless tobacco users, suggesting that chewed tobacco may be more addictive than smoked tobacco.
3. **Before the Surgeon General's warning in 1964, half of all adults in the U.S. smoked but today, only about 25 percent smoke.** Over 1.5 million people quit smoking each year in the U.S. Smoking has been banned from many public places and most adults and teens frown on the behavior; 90 percent believe smoking is hazardous to their health. Even though the numbers have been cut in half, smoking is still the number one **preventable** cause of death for the 50 million Americans who continue to smoke.
4. **Lung cancer kills more women today than breast cancer.** While smoking in the whole population has decreased, smoking among women has actually increased. Women's death rates from smoking-related lung diseases are fast approaching those of men.
5. **When pregnant women smoke, their babies are more likely to be born smaller than normal, premature (early) or dead.** Smoking while pregnant negatively affects the growth of the baby.
6. **The age at which people start smoking has decreased in recent years.** Of high school seniors who had ever smoked, approximately 25 percent reported smoking their first cigarette by grade 6, 50 percent by grade 8 and 75 percent by grade 9. It seems that if teens can avoid starting the habit early in adolescence they will probably escape it altogether.
7. **Many teens think smokeless tobacco is a safe alternative to cigarette smoking.** It is not! Smokeless tobacco is a serious health hazard causing cancers of the mouth, tongue, lips, cheeks and gums. It also affects the cardiovascular system of the user.
8. **Cigarettes are advertised more than any other product on the U.S. market.** Tobacco companies spend more than \$5,000 every minute on advertising and promotion of tobacco products. In their efforts to sell a dangerous product, they target special populations and create products that will appeal to certain people such as African Americans, Hispanics, women and teenagers. Do not let them con you into buying cigarettes!
9. **Not only is cigarette smoking dangerous to the smoker, it is also dangerous to the nonsmoker who breathes passive, secondary, environmental or sidestream smoke.** Smoke exhaled by smokers can endanger the lives of anyone who breathes it. Passive smoke has been linked to lung diseases and cancer risk in children and adults. "Sidestream smoke" is the smoke from the burning end of a cigarette. It contains harmful chemicals and is dangerous both to the smoker and nonsmoker. Both passive and sidestream smoke are today being termed "environmental smoke" and considered highly hazardous byproducts of smoking. Many cities and counties have passed laws prohibiting smoking in public places.

Video: *Dirty Business*

Materials: Video, *Dirty Business* (Sunburst Communications, 32 min., 1988, \$169.00); VCR and monitor

Time: 40-50 minutes

Planning Notes:

- ✓ See the list of video distributors for Sunburst Communications' address and telephone number.
- ✓ If possible, plan to spend a follow-up session helping your group to plan an anti-smoking campaign for their school or neighborhood.

Purpose: To see how the tobacco industry promotes smoking and to learn how to resist tobacco advertising

Procedure:

1. Ask participants for examples of things they have heard lately about smoking. Their answers will probably include the dangers of smoking related to cancer, heart disease and other illnesses; the dangers of secondary smoke; the controversy over whether smoking really is hazardous to health; political battles over whether to increase taxes on cigarettes. Ask if anyone can give an example of cigarette advertising they have seen recently, such as at a sporting event, a concert, on a billboard or in a magazine.
2. Introduce the video as an inside look at what the tobacco industry does to encourage smoking, despite the fact that for 30 years the government and U.S. citizens have known smoking is linked to major health problems.
3. Show the video.
4. Ask the group for their reactions to the video.
5. Conclude the activity using the Discussion Points.

Optional Homework:

Have participants bring in advertisements for tobacco products and critique them with the following questions in mind:

- What are these ads using to sell tobacco products? What makes the ads appealing?
- To whom is the advertisement targeted? Who reads/sees the publication?
- Are there any false or erroneous messages in the ad, either written or implied?

Optional Follow-up Activity:

Have participants develop an anti-smoking campaign for their school or neighborhood. They can make and display posters; conduct a "winning slogan" contest; print bumper stickers, buttons or shirts against smoking; write public service announcements for radio and/or television; write and perform a rap about the hazards of smoking; make a video of their own about people who have smoked and quit or people who have lost a friend or family member to tobacco-related diseases.

Discussion Points:

1. Tony Swartz makes the point that tobacco companies claim they spend millions of dollars each year to get smokers to switch to their brands, not to encourage new smokers. Do you believe that claim? Why or why not?

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2. Ninety percent of smokers start smoking before they are 21 years old. Do you believe tobacco companies want young people to start smoking?
 3. Why do you think Patrick Reynolds, son of the founder of the R. J. Reynolds Tobacco Company, made a public service announcement against smoking?
 4. Would you be in favor of the federal government making smoking illegal? Why or why not?
 5. Tony Swartz says near the end of the video, speaking of his dead friend Ken McFeeley, "We all think it's gonna happen to the other guy." Do you have a family member or close friend who smokes? If so, what are some of the reasons you have heard for people starting, or continuing, to smoke? How sound do you think their reasons are?
 6. After seeing this video, what is one thing you will do or say to encourage a smoker to quit? How effective do you think this will be?

Alcohol: Telling It Like It Is

Materials: Guest speaker who is a recovering alcoholic

Time: 35-45 minutes

Planning Notes:

- ✓ If necessary, obtain agency or school permission for a guest speaker.
- ✓ Call the local number for Alcoholics Anonymous and explain that you are looking for a guest speaker to address a group of young people. A younger speaker would be better, so that the teens can relate more to the story.
- ✓ Remember that some, perhaps many, of your participants will have an alcoholic family member. There may be many questions about how to get a parent to stop abusing alcohol. Try to keep the focus of this activity on **prevention**, but encourage the guest to share information about recovery programs.
- ✓ Meet with your guest prior to the session to outline what you want to accomplish. Give the guest the cover page of this chapter on health so she or he can review its concepts. Explain that she or he has 20 minutes to talk about alcohol addiction — how difficult life becomes; how easily an alcoholic can lose family, health, friends and work; how easy it is to become addicted and what “alcoholic” means in terms of behavior. Ask your guest to tell her or his story. If your guest is familiar with the 12 Steps of Alcoholics Anonymous, ask for a brief presentation of the steps. Reserve at least 15 minutes to answer participants’ questions.

Purpose: To explore alcohol addiction and the support programs that help alcoholics recover

Procedure:

1. Introduce your guest speaker and explain that this guest will add to the teens’ understanding of the effects of alcohol on a person’s physical, mental, emotional and spiritual health.
2. Turn the session over to your guest speaker and ask teens to hold questions until the end. Listen carefully as your guest speaks and note any points you would like clarified later.
3. Alert your guest 15 minutes before the session ends, to answer group questions.
4. Conclude the activity using the Discussion Points.

Discussion Points:

1. How do you feel about what our guest shared with us today?
2. What other questions do you have about things she or he said?

Ways to Say NO to Drugs

Materials: Leader's Resource, "Saying 'No' in Tough Situations;" index cards

Time: 35-45 minutes (Session 1); 45-50 minutes (Session 2)

Planning Notes:

- ✓ Review the Leader's Resource to decide whether the situations are appropriate for your group and/or whether to write additional ones. Duplicate the Leader's Resource and cut it up for use in Step 5.

Purpose: To practice assertive refusal skills in situations involving drug use

Procedure:

Session 1

1. Remind the group that two of the reasons teens start experimenting with drugs are (1) friends saying it's cool and (2) a desire to fit in with the crowd. Acknowledge that pressure from friends makes it especially hard to avoid drug use.
2. Explain that in this activity, teens are going to practice saying "no" to drugs by using refusal skills.
3. Ask how many different ways they can say "no" and get the point across. List their responses and add any of the following that are omitted:

Verbal ways of saying "no":

- say "no" and leave it at that
- say "no" and repeat it
- say "no" and give a reason
- say "no" and give an excuse
- say "no" and suggest an alternative
- say "no" and laugh it off with a joke

Nonverbal ways of saying "no":

use your body to signal "no" — stand back, hold up your hands, shake your head and so on use your face to signal "no" — make a face, frown, grimace, look disgusted with the idea leave, making it clear that you want nothing to do with the situation

4. Go over instructions for the activity:
 - Practice using these techniques in situations that involve drugs.
 - Small groups will role-play a situation involving a teenager who wants to resist drugs.
 - Present role-play twice: once portraying the teen as weak and ineffective at resisting pressure and the second as strong and effective. Be assertive, but not aggressive, and keep the mood light the teen's friends do not take offense.
 - Prepare role-play this session to present next time.
5. Divide into five groups and give each a situation from the Leader's Resource. Have them plan and practice their role-play. Circulate among groups, giving suggestions and help.

Session 2

1. Display the list of techniques for saying “no” and remind the group of their assignment.
2. Ask a group to present both role-play situations. Have the audience critique both and offer suggestions on how to strengthen the second (“assertive”) one, if needed.
3. After each role-play set, ask the following questions:
 - How is the teenager feeling now?
 - How are her or his friends feeling?
 - What is the likelihood that she or he will give in to the pressure? Will the pressure continue?
4. Conclude the activity using the Discussion Points.

Discussion Points:

1. Which was the most difficult situation? Why?
2. Is there a situation where it would be almost impossible to resist pressure to use drugs? How would you handle it?

Saying "No" in Tough Situations

1. Deirdre runs into Kendra and Natalie at the convenience store on her way home from school. They are two of the most popular girls in school and Deirdre thinks they hardly know who she is. Natalie smiles at her and says "Hi" and Deirdre is thrilled. Then Kendra shows Deirdre a pack of cigarettes she just bought. She invites Deirdre to join them while they walk along and have a smoke.
2. Pablo just made the team, after two years of trying out. He is excited about playing and is also feeling a little anxious. He wants to make a good impression this first game. Rudolf comes over and offers him some chewing tobacco, saying, "Try this, it helps calm your nerves before a game."
3. Sondra had been waiting all week for this date with Michael. They've been to the movie and now they are at a party with some older kids. Michael pulls out a small flask of whiskey and starts to open it. Sondra doesn't want to drink and doesn't feel comfortable with someone who is drinking.
4. Patrick and Alex are on their way to the big amusement park. It's Patrick's birthday and he chose Alex, from all his friends, to spend it with. They'll get to do most of the rides and hit the video arcade before it's time to go home. It's about a two-hour drive. Alex is thinking about his favorite ride when he realizes Patrick's mom has just lit a cigarette. Alex hates cigarette smoke and remembers from health class that being in a closed car with it for two hours is unhealthy.
5. Jess and Ali shopped all day and then went to Jess's home. Jess disappears and Ali kicks off her shoes and takes out a great sweater she bought to try it on again. Her dad won't be by to get her for another hour. Jess comes back in the room carrying two opened beers and hands one to Ali. Ali doesn't drink.
6. Tom and Maggie have been fooling around for a while. Maggie has stopped him from going too far every time he tries something. Finally he says, "Come on Maggie, loosen up. Here, let's smoke this and see if it helps you relax." He reaches in his shirt pocket and brings out a joint, then lights it. Maggie is uncomfortable. She's not interested in marijuana, but she is interested in Tom.

The Aggression Volcano

Materials: Leader's Resources, "Stress" and "The Aggression Volcano;" newsprint and markers or board and chalk; paper bags; five index cards for each participant; pens/pencils

Time: 40-50 minutes

Planning Notes:

- ✓ Using the Leader's Resource, "The Aggression Volcano," draw a large illustration of the "aggression volcano" for use in Step 4.
- ✓ Review the Leader's Resource, "Stress."

Purpose: To identify stressors that can build up and cause outbursts

Procedure:

1. Remind teens that it is important to speak up when someone hurts you or angers you in order to keep angry feelings from building up until they explode.
 2. Point out that many things cause feelings to build up and that can lead to anger. Called "stressors," they include anything that happens in life that cause tension. Ask for a show of hands of participants who recently felt stressed. Ask for examples of what caused their stress.
 3. Clarify the three primary types of stress, using participants examples to explain each:
 - **Frustration** — occurs when someone wants to do or obtain something, and accomplishing the goal is blocked
 - **Conflict** — occurs when a difficult choice must be made
 - **Pressure** — occurs when someone feels forced or influenced to do something she or he does not really want to do
- Point out that stress can be caused by internal or external circumstances. For example, a person may feel frustrated because she or he forgot to study for the test (internal circumstance), or because a parent was drunk, yelling and throwing things, which kept them from studying for the test (external circumstances).
4. Display the aggression volcano. Explain the levels and ask for examples of stressors at each level. Add the following if omitted:
 - I. **Stress** — a single factor in a person's life that makes them feel tense. (Examples: a test not prepared for, punishment for shoplifting, pressured to ask someone out, losing phone privileges at home)
 - II. **Multiple stress** — several things that cause tension in a person's life all at the same time. (Example: After Malcolm's grandmother died, he did not do his homework while at the funeral and then got caught copying a friend's, so he wound up with a zero. On top of it all, he has to try out for the basketball team, when he has not been able to practice all week.)
 - III. **Physical stress** — health problems that add to stress. (Examples: headaches, sports injury, acne, trouble with vision, a toothache)

Adapted with permission from *Young Fathers' Curriculum*, Public/Private Ventures, Inc., Philadelphia, PA, 1991.

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- IV. **Overload** — enough cumulative stress to cause a person to behave irrationally and do unhealthy things to try to cope with the stress. (Examples: drinking, using other drugs, acting irritably with others)
 - V. **Aggression peak** — the point when all the stressors have so built up in a person, she or he is ready to explode
5. Ask what happens when people reach their aggression peak. (Answer: they might explode and behave inappropriately, expressing their anger in violent behavior including rape, suicide, running away, fighting, homicide and so on.)
 6. Go over the following instructions:
 - These five paper bags represent each level in the aggression volcano.
 - Each of you will get five index cards. On each index cards write one of the numbers 1, 2, 3, 4 or 5 in one corner. Then write a stressor representing each level – level 1, level 2, 3 and so on. Write something that has happened to you or someone you know, or something that could happen to a teenager, to cause that level of stress.
 - When you are finished writing, put the cards in the appropriate paper bag.
 7. Allow the group 10-15 minutes to work. Give a three-minute warning so they can put their cards in the bags.
 8. Beginning with level 1, read over several examples of the stressors, multiple stressors, physical stressors and so on that teens put in the bag. Repeat the process with each level.
 9. Conclude the activity using the Discussion Points.

Discussion Points:

1. What signals that stressors are starting to build up? (Answers include: you get impatient and react negatively to other people; little things that usually do not bother you become very frustrating; your shoulders tense up or your stomach feels uneasy; you are easily distracted and cannot seem to get anything accomplished.)
2. How can you reduce stress when it begins to build? (Answers include: take 10 deep breaths and let them out slowly; go to a quiet and peaceful place, relax for an hour; physically tense and then relax different parts of your body, one at a time [for example, foot, calf, thigh, buttocks, fist, forearm, bicep and so on]; take a “time out” and listen to music, watch a video or read a story; exercise vigorously for 30 minutes or more, until you are perspiring and feeling tired, then take a long, hot shower to relax.)
3. How can you tell if a friend is in the “overload stress” stage? (Answers: changes in behavior, like not functioning well in school, family or social situations; smoking more or drinking more than usual; using drugs; denying feeling stressed and believing nothing can change.) What could you do to help?

Stress

What is stress?

Stress is a person's physical and emotional reactions to perceived dangers or demands.

What causes stress?

Both internal and external circumstances can cause three primary types of stress:

- ✓ **Frustration:** when the ability to achieve a desired goal is impeded or blocked. (For example, someone trying to study for a test in a crowded or noisy home is probably experiencing frustration.)
- ✓ **Conflict:** when a choice between two or more alternatives is required. (For example, you may be in conflict when the choice is doing what your parents want or doing what your friends want.)
- ✓ **Pressure:** when someone is forced or influenced to do something she or he does not feel sure about. (For example, a person may feel pressure to use drugs to stay popular with friends.)

How does stress affect you?

Stress affects the body by causing ulcers, high blood pressure or violent behavior. It affects the emotions by causing feelings of frustration, anger or self-doubt.

Individuals react differently to stress and vary in their ability to tolerate it. Factors that affect a person's level of stress tolerance include:

- ✓ Past experiences with stressful situations and coping techniques
- ✓ Attitudes toward stressful situations
- ✓ Availability of material resources
- ✓ Availability of support systems

Adolescent Stressors

Peer Pressure

- ✓ Worries about being popular or accepted by peers
- ✓ Direct or subtle pressure from friends to engage in sexual activity, use illegal/dangerous substances, join a gang or do something illegal
- ✓ Peer pressure is intense and, in today's world, can lead to more negative consequences than in the past (for example, HIV infection or settling fights with guns).

Family Pressure

- ✓ Arguments with brothers, sisters or parent(s)
- ✓ Too many responsibilities, such as raising younger siblings or supervising the household when parent is absent
- ✓ Family expectations about achieving in school
- ✓ Crowded home situations and lack of privacy
- ✓ Family violence
- ✓ A family member who is an alcoholic or uses other drugs
- ✓ Sexual abuse

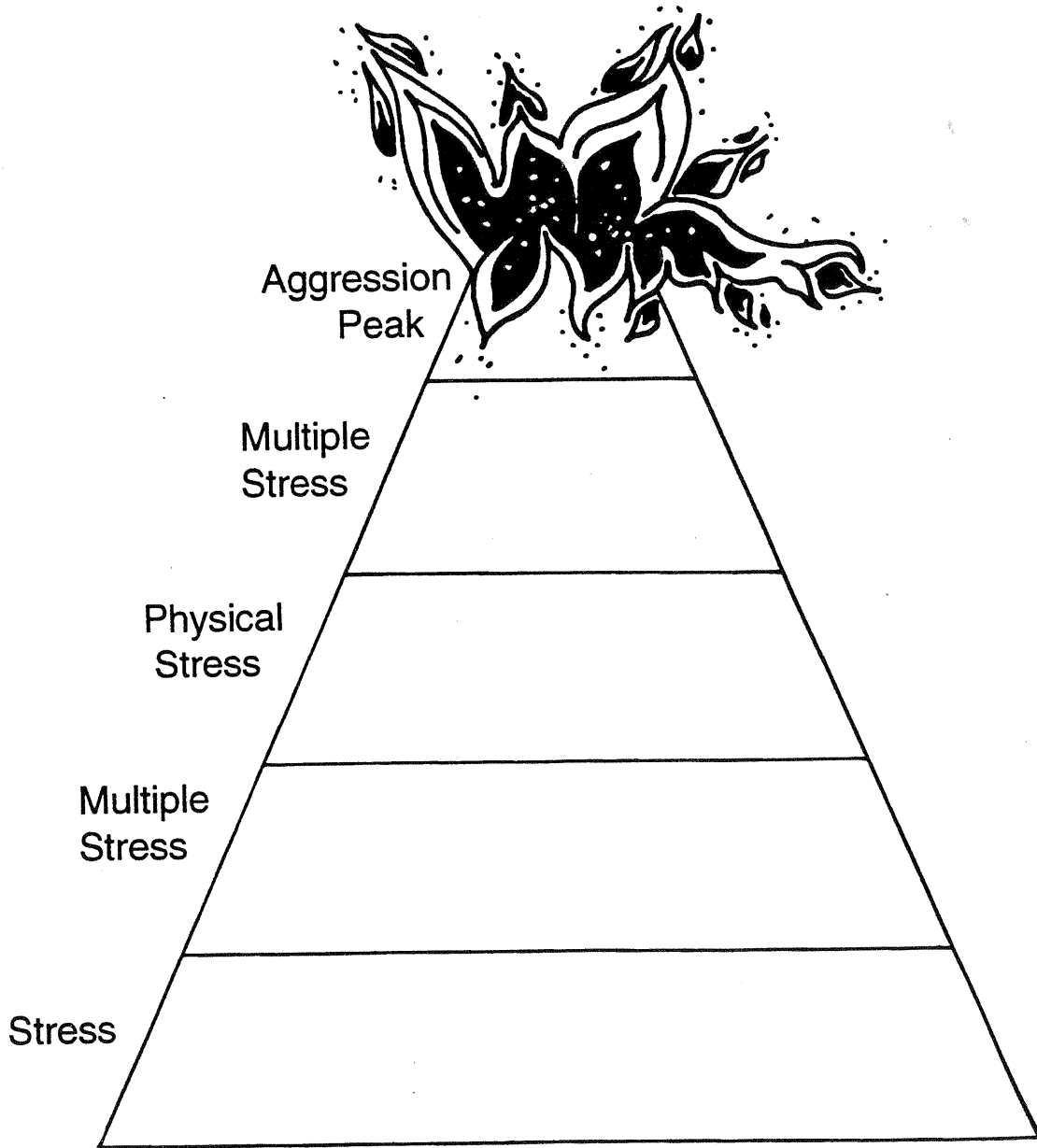
Stress at School

- ✓ Pressure to perform
- ✓ Dealing with labels, such as “slow”, “disadvantaged” or “behavior problem”
- ✓ Large classes, with little individual attention from teachers
- ✓ Boredom
- ✓ Violence – fistfights and fights with knives or guns
- ✓ Feeling disrespected or put down by another student
- ✓ Personality conflicts with teachers or other adults

Media

- ✓ Violence in film, television and music
- ✓ Advertisers pressuring teens to act grown up
- ✓ Increasing sexual themes, in film, television, music and books, which pressure teens to experiment with sexual behavior

The Aggression Volcano



Handling Stress

Materials: Newsprint and markers or board and chalk; Leader's Resource, "Stress Management Techniques;" tape or CD player and recording of relaxing sounds or music (optional)

Time: 25-35 minutes

Planning Notes:

Purpose: To practice stress management techniques
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- ✓ You will introduce three different stress management techniques:

Progressive relaxation — involves tightening and relaxing major muscle groups to identify and release tension and relax the body.

Guided imagery relaxation — uses fantasy and breathing exercises to relax.

Relaxation response technique — uses one's breathing patterns to relax.

Write these names and brief descriptions on newsprint or the board for use in Step 6.

- ✓ Spend approximately five to seven minutes on each technique.
- ✓ To create a realistic stress experience, ask someone from another group to stand (hidden!) just outside the door and, at the appointed time in Step 1, make a loud noise. Slamming the door, or dropping either something heavy or several empty cans, should create a temporary stress response.

Procedure:

1. Ask participants to close their eyes and imagine the following situation:

You are walking toward your home one winter night. It is not late, but it is already very dark outside and the neighborhood is quiet and deserted. Suddenly, someone steps out from behind a tree just in front of you, clamps a strong hand tightly over your mouth and starts to pull you toward an abandoned building.

Keep your eyes closed and tell me how you would be feeling right now if this happened to you. What physical sensations would you experience? (Volunteer should now slam the door or drop what you choose!)

2. Ask for descriptions of the physical sensations they are feeling at this moment. List their responses on the board or newsprint and be sure they include the following:
 - Muscles tightening
 - Body starting to sweat, armpits tingling and palms are damp
 - Heart beating faster
 - Breathing faster
 - Stomach feels uneasy
3. Explain that feelings of stress, even when caused by less dramatic events than robbery or a sudden, loud noise, generally result in similar physical sensations. These sensations are caused by the release of adrenalin into the body, creating the "fight or flight" response.
4. Explain how the "fight or flight" response is related to stress.
 - The "fight or flight" response is nature's way of giving human beings enough energy for emergency situations. Early man used the response to react quickly and with strength to fight off an attacker, man or beast, or to flee if the attacker could not be overcome.

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- Adrenalin enters the bloodstream the moment a person is frightened or angered by a situation. It makes the heart beat faster and speeds up breathing and other physical responses that make a person strong and fast, in response to danger.
 - Fortunately, people rarely have to fight off wild beasts or flee from roaming bands of warriors today, but the “flight or fight” response continues to operate. Occasionally people need extraordinary strength for emergencies like freeing someone from beneath an overturned car or swimming across a flooded river. More often, the presence of the adrenalin simply causes **stress**. People may then behave in dangerous ways because of the discomfort caused by the physical feelings.
5. Experiencing feelings of stress can be good. Stress motivates us to work longer, try harder and take more risks to accomplish something important. But sometimes stress clouds our vision and makes us take unnecessary chances. If the effects of adrenalin keep building up, we eventually get to be like the aggression volcano – we explode! We all need other ways of reducing stress without having to fight or flee from the things or people causing it.
 6. Explain that you will demonstrate three relaxation techniques to reduce stress. Participants will practice each of them and, hopefully, find one they will want to use.
 7. Turn off the lights and ask everyone to find a comfortable place: sitting in their chairs, lying on the floor or leaning up against the wall. Tell them to close their eyes, listen only to your voice and follow instructions. (Note: If you have a tape/CD player, put on soothing music now, at a low volume.)
 8. Read each of the relaxation techniques on the Leader’s Resource slowly and clearly.
 9. Conclude the activity using the Discussion Points.

Discussion Points:

1. What techniques do you currently use to help you relax? How do they work?
2. How easy or difficult is it to try a relaxation exercise when you feel stressed? Which one would you really use?
3. In the first technique, Progressive Relaxation, you kept doing three things to different muscles. What were they? (Answer: tense the muscles, hold tension for five seconds, release the tension and breathe deeply.)
4. When you participated in the Guided Imagery exercise, what kind of place did you imagine?
5. Did one exercise feel more “natural” to you than the others? Which one and why?
6. The Relaxation Response basically depends on one simple process. What is it? (Answer: Breathing deeply while focusing on the breathing)
7. Because the Relaxation Response technique is so simple, it has many applications. People use it before a test, before entering a room where they do not know people or before attempting a difficult task like asking for something they need or want. Could you use it in your life right now?

Stress Management Techniques

Read the following aloud, slowly and clearly:

Think about a stressor in your life that makes things difficult for you right now. It may be conflict with a parent or another adult, a decision you have to make, pressure from a friend or something you've done that you shouldn't have done.

Think of how this stressor makes you feel. Close your eyes and practice these relaxation exercises to see if they help reduce your stress.

Exercise 1: Progressive Relaxation

The first technique is called Progressive Relaxation. Place your feet flat on the floor, close your eyes and relax your arms and legs.

Your mind may wander as we do this. You may want to open your eyes, but keeping your eyes closed usually makes it easier for this exercise to work. If you choose to keep your eyes open, pick an object in the room to focus on.

Let your arms and legs go limp.

Inhale a deep breath through your nose, then exhale slowly through your mouth. As you inhale, allow your belly to relax and rise. Do not try to keep your stomach flat. Slowly breathe in and out, in and out, in and out.

(Continue having participants inhale and exhale slowly for one minute.)

Continue breathing slowly while you tighten up your arms and hands, making two tight fists. Hold them tight while I count slowly to five: "1, 2, 3, 4, 5."

Now let go of the fists, relaxing your arms and hands. Continue breathing.

Tighten your shoulders, lifting them up toward your ears and squeezing them together. Hold them there.... "1, 2, 3, 4, 5."

Continue breathing and relax your shoulders.

Now inhale and tighten your stomach, and squeeze your buttocks. Hold them there.... "1, 2, 3, 4, 5."

Exhale and relax your stomach and buttocks.

Tighten your legs, first your thighs and then your calves, finally flex your feet, curling your toes under tightly. Hold them tight while I count to five.... "1, 2, 3, 4, 5."

Continue breathing and relax your legs and feet.

Take a deep breath in through your nose, then blow out your breath through your mouth.

On the count of five open your eyes: "1, 2, 3, 4, 5."

Stretch and refocus on your stressor, now we'll go on to the second exercise.

Exercise 2: Guided Imagery Relaxation

(You will need to turn off any music for this.)

The second exercise is called the Guided Imagery Relaxation technique.

Get relaxed in your chair or on the floor again and close your eyes.

Take slow, deep breaths, in through your nose, out through your mouth.

Continue breathing slowly and imagine your mind as a video screen. As you look at the screen, you can see an image of your favorite place. You see yourself in a place where you always feel safe, where you can relax and feel happy, a place where you like to go when anything troubles you. It may be a secret place that no one else knows about.

Look closely at the video screen in your mind and see what your special place looks like. Is anyone else there or are you alone?

Is it dark and secluded, or bright with windows and sunshine?

As you look at the screen you see yourself in a comfortable position in your special place. Are you lying down or sitting? In a comfortable chair or on the floor? Is it warm or are you wrapped up in a soft blanket or comforter?

Continue breathing slowly and concentrate on the video screen you see in your mind. If other thoughts come in, just push them off the screen so all you can see is your image in your special place.

Concentrate on the image and listen carefully to the sounds in the image. What can you hear? Is there music playing or is it completely quiet? Are there any sounds from nature or the outside world? Is the wind blowing or are there water sounds? Perhaps you hear the hum of traffic on a big highway nearby, or the sounds of children playing not too far away.

If your image is quiet now but you would like to hear music, what would you play in your special place?

What about smells? As you sit or lie there in your place, can you smell anything special? Foods baking or outdoor smells like sea air or pine trees? If you stay in your special place long enough, what would you like to smell?

Focus your mind on that video screen you can see, and continue breathing. See yourself there in your favorite place, surrounded by the sights and sounds and smells you like. Look at how relaxed you are, how comfortable and peaceful. You feel safe, your mind is clear, you feel strong, healthy, positive. Breathing deeply you will be able to remember this feeling again when you find yourself in a tense situation, feeling "stressed out." Continue breathing for another minute while you watch yourself relaxing in your special place.

You're ready to leave your place now and come back to this class feeling relaxed and refreshed. Take a deep breath, blow it out, and on the count of five open your eyes: "1, 2, 3, 4, 5."

Exercise 3: Relaxation Response

Stretch once again and we'll go on to the third exercise, the Relaxation Response technique.

Get comfortable in your chair with your body centered, arms and legs hanging relaxed on either side of your body.

Close your eyes and begin taking deep breaths. Breathe in slowly and deeply through your nose, breathe out slowly through your mouth.

Keep your eyes closed and focus entirely on your breathing. As you breathe in, count "one," and as you breathe out, count "two." Breathe in and out. Count, "one," "two," "one," "two."

Continue breathing and counting. If you feel yourself thinking about something else, push it gently out of your mind and go back to breathing, concentrating on counting "one," "two."

(Continue having participants breathe deeply for two minutes.)

(After two full minutes of breathing...) Slowly open your eyes and become aware of where you are. If you are lying down, slowly sit up but remain in place while we discuss the exercises.

Dealing with Depression and Suicide

Materials: Leader's Resources, "Suicide: Serious Warning Signs," "Teens Reach Out to Others" and "Responding to Suicide Signals;" index cards; newsprint and markers or board and chalk

Time: 40-50 minutes (Session 1); 40-50 minutes (Session 2)

Planning Notes:

Purpose: To discuss depression and suicide and to learn their danger signals

- ✓ Review the Leader's Resources, "Suicide: Serious Warning Signs" and "Responding to Suicide Signals."
- ✓ If there has been a suicide or suicide attempt recently in your community, be prepared to discuss the incident. Be aware that there may be teens in your group who have thought about or attempted suicide or who had family members who committed suicide. This activity might bring up strong feelings in them, so be prepared to talk with individuals privately.
- ✓ Create a poster of "The Three R's of Suicide Prevention" for Step 6.
- ✓ Copy the Leader's Resource, "*Teens Reach Out to Others*," and cut into strips for Step 7.
- ✓ You may want a guest speaker on adolescent suicide to co-facilitate this activity, or to speak at the end of the second session. Call your community mental health association for someone who is both knowledgeable and effective at working with young people.

Procedure:

Session 1

1. One reason teens use drugs is because they are feeling depressed. Write the word "depression" on newsprint or the board and ask for a definition of depression.
2. List responses and be sure the major elements of depression are covered:
 - **Negative feelings:** these include feelings of extreme sadness, hopelessness or worthlessness.
 - **Physical and emotional problems:** these can change moods, eating and sleeping habits, relationships with others and everyday behaviors in school, at home and so on.
 - **Recognizable signs or signals:** these include appetite loss; lack of interest in activities; talk about death, giving up, feeling useless and so on.
3. Go over the following basic information about depression:
 - Sometimes feeling depressed is normal. Such feelings are often called sadness or grieving, especially after a person experiences a loss.
 - When feelings and symptoms of depression are more serious than normal, we call it "clinical depression." It describes a depression so serious that it can be diagnosed clinically by a mental health practitioner (counselor, psychiatrist). Clinical depression is not the same as normal feelings of sadness; it is much more serious.
 - Clinical depression, especially in adolescents, is generally caused by loss, real or imagined, of things that matter most, such as a parent, best friend, familiar surroundings, physical safety, health or family relationships. Loss can result when too many changes take place in a teenager's life and she or he cannot cope with the stress of the changes.

-
- A major cause of teenage depression is related to sexuality and sexual relationships. All teens may become depressed when relationships with partners fail, end or result in abuse. Lesbian, gay and bisexual teens can be depressed by the struggle to accept their sexual orientation and to be accepted by others.
 - Serious, untreated depression may result in suicide. Suicide is the third leading cause of death among teens 15 to 19 and young adults 20 to 25. The rate has tripled since the 1950's, reflecting a society more complicated and more difficult to cope with.
 - Among lesbian, gay and bisexual youth, suicide attempts occur at an even higher rate than among heterosexual youth.
 - Depression affects millions of people in the U.S. each year. Many people do not like to talk about depression because of negative attitudes about it and mental illness.
3. Ask for a description of a person who is depressed and for examples of how that person might behave. Caution the group not to use names when describing someone with depression. List behavioral examples on the board or newsprint. If no one includes "talks about death and dying," add it to the list.
 4. Ask how a depressed person might behave if she or he was thinking about suicide. What things might they say? Write "Suicide Warning Signs" on the board or newsprint and brainstorm important signs. Use the Leader's Resource, "Serious Warning signs," to supplement the discussion.
 5. Tell teens that they will practice responding to suicide warning signs because they may be able to help depressed friends avoid suicide if they pay attention to the warning signs.
 6. Form groups of three and give the following instructions:
 - One member of each group will draw a warning sign from this container.
 - In your group, write down three things that you should do to respond to the situation, "the three R's" of preventing suicide:
Response: what to say immediately to the person.
Report: what to say to an adult.
Referral: one place/person you would recommend the person go to.
 7. Allow the remainder of the session to work on their task. Tell teens they will come back to it in the next session.

Session Two

1. Ask teens to go back to their groups and complete their work on the three R's of Suicide Prevention.
2. When everyone has finished, ask volunteers to read their warning sign, then give their three R's — response, report and referral. List all responses under three categories on the board or newsprint: Response, Report and Referral.
3. When each group has responded, review the lists and add any additional, appropriate ideas from the Leader's Resource, "Responding to Suicide Signals."

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4. Point out that despite all the positive things teens and adults may try to do to prevent someone from taking their life, some suicides cannot be prevented. A determined person will find a way to commit suicide, even if others try to help. It is important that teens do whatever they can to help, but they must also **accept the fact that they may not be able to stop someone from committing suicide.**
 5. Conclude the activity using the Discussion Points.

Discussion Points:

1. How does it feel to talk about depression and suicide?
2. What are three places/people you could suggest to a depressed friend for help? (Answers: See Leader's Resource, "Responding to Suicide Signals.")
3. What three things can you do if you are feeling really depressed about something?

Suicide: Serious Warning Signs

1. Talking about or threatening to commit suicide.
2. Talking about how lonely, meaningless and hopeless life is.
3. Talking about how other people will be glad when they are gone.
4. Giving away clothing or personal belongings.
5. Complaining of being a bad, rotten or useless person.
6. Putting her/his affairs in order – cleaning out a locker, throwing away mementos and important items.
7. Appearing suddenly cheerful after being seriously depressed (sometimes when someone has decided to commit suicide, it lifts their depression for a time; they may see their decision as the way they have “solved” their problems.)
8. Talking about things ending – “It doesn’t matter anymore,” “I won’t be a problem anymore,” “This is the last time we’ll _____.”
9. Signs of previous attempt, such as cut wrists.
10. The following other warning signs for depression signal a need to investigate the teenager’s feelings and problems:
 - ✓ Change in eating or sleeping patterns
 - ✓ Withdrawal from friends, family, activities
 - ✓ Violence, rebellion or running away
 - ✓ Drug and alcohol use
 - ✓ Unusual neglect of personal appearance
 - ✓ Marked personality change
 - ✓ Persistent boredom or lack of concentration
 - ✓ Decline in quality of schoolwork
 - ✓ Frequent complaints about physical symptoms that often have an emotional cause, such as stomachaches, headaches, fatigue and so on
 - ✓ Intolerance of praise or rewards

Teens Reach Out to Others

1. Your friend hasn't been to practice in several days and when you see him after school he tells you his dad has been drunk and beating up his mom a lot. He says, "Some days I just feel like killing myself so I can get away from him."
2. Your friend has just broken up with her boyfriend after almost eight months. She says, "I can't think of any reason to go on living."
3. Your friend has been really depressed for weeks and today she has confided in you that she is a lesbian. She says she is worried about telling her parents and that she's tired of hearing all the dyke jokes around school. Then she says, "I just don't think I can put up with this anymore."
4. You know your friend's family has been having a hard time this year with his dad out of work. He's been talking about just disappearing so they won't have to worry about him, then he says, "They'll all be better off without me."
5. Your friend has been coming to school late almost every day and you know he has been drinking a lot at night. He says, "If you come over this weekend I want to give you my arrowhead collection. I won't be needing it anymore."
6. Your friend has been pretty down about her bad grades in math and biology. One day after school she says she's studied all she can but she's too stupid to learn. Then she adds "I hate school — if I don't pass that math test tomorrow, I'll kill myself."
7. Your friend told you a while ago that her stepfather "fools around with her" when her mother works nights. You thought it had stopped but today she told you he was doing it again. She said, "I wish I were dead, it's the only way to stop it."
8. Your friend has been in trouble three times for fighting lately and today he was suspended. He didn't ever fight before. Today when you saw him leave school he said, "If I don't see you again, thanks for everything."
9. Your friend tells you she had sex with this guy she just met; you are shocked and ask her why. She says "What difference does it make? No one cares if I live or die anyway."
10. Your friend calls you and says "(Write your own situation.)"

Responding to Suicide Signals

Do:

- ✓ Take any suicide threat seriously and listen to what the person is depressed about.
- ✓ Be a good listener: show interest and invite the person to continue talking by asking simple, direct questions.
- ✓ Let the person know you care: express concern in your voice and manner.
- ✓ Ask if they are depressed, or have been thinking about suicide. If they have made plans, they are **very serious**.
- ✓ When you have listened to them, tell them that there are places and people who can help, and give some suggestions. If possible, get the person to go with you right now.
- ✓ Tell an adult what is going on right away — **do not be afraid to break the confidentiality of your friend who has told you about contemplating suicide**. You may save her or his life.

Do not:

- ✓ Act shocked or embarrassed.
- ✓ Preach and say that suicide is wrong.
- ✓ Make a joke about it.
- ✓ Make comparisons to other people, families and so on that also have problems.
- ✓ Say the problems are not all that bad.
- ✓ Promise not to tell anyone.
- ✓ Try to change the subject or get her/his mind off it.
- ✓ Leave a person who is attempting to take her/his life.

Places to go for help:

- ✓ Parent(s) or other adult family members
- ✓ School counselor
- ✓ Teacher
- ✓ School nurse
- ✓ Minister, priest or rabbi
- ✓ Health practitioner
- ✓ Crisis center
- ✓ Teen telephone line
- ✓ Neighbor
- ✓ Friend's parent(s)



Chapter 13:

What Reduces Sexual Risks?

Objectives:

- ✓ To identify sexual behaviors that put one at risk for pregnancy and sexually transmitted diseases, including HIV/AIDS
- ✓ To correct misinformation about unprotected sexual intercourse and its consequences
- ✓ To learn basic facts about STD/HIV infection
- ✓ To identify contraceptive methods that reduce the risk of pregnancy and STD/HIV infection
- ✓ To develop increased understanding of and compassion for people with AIDS
- ✓ To practice skills needed to avoid sexual risk-taking



Activities

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Myths and Facts about Sexual Risks

Materials: An original and a copy of the Leader's Resource, "Sexual Risks: Myth or Fact?;" scissors; container; newsprint and markers or board and chalk

Time: 40-50 minutes

Planning Notes:

- ✓ Cut the **copy** of the Leader's Resource into strips, discarding the answers but keeping the myth/fact statements. Fold statements and put them in a container for use in Step 5.

Purpose:

To reinforce information and dispel myths about the risks of sexual behavior

Procedure:

1. Tell the group that they will play a game to see how much "myth information" the group has about risks associated with sexual activity. Explain that "myth" refers to untrue information that is passed around like fact. Some myths may have accurate information, but generally they are not true.
2. Go over instructions for the activity:
 - Two teams will draw statements, from the container, about sexual activity and its possible risks. Teams must decide whether each statement is a fact or a myth.
 - Teams will receive one point for each correct answer. If the team can explain **why** a statement is true or a myth, they will get a bonus point.
3. Divide the group into two teams and ask them to come up with team names.
4. Create a score sheet, with two columns, on the board or newsprint.
5. Have a team member draw a statement and read it aloud. Ask, "Is that a myth or a fact?" then remind the player to confer with her or his team. If the answer is correct, record one point on the score sheet. Ask for an explanation of the statement and award a bonus point if the explanation is correct. Allow for discussion of the statement and provide additional information, if appropriate, from the Leader's Resource.
6. Alternate teams until all statements have been discussed or each player has played.
7. Briefly cover any remaining statements and conclude the activity using the Discussion Points.

Discussion Points:

1. What have you heard about risky and not risky sexual behavior?
2. Do teens protect themselves and their partners from pregnancy and/or STD/HIV every time they have intercourse?
3. Why would teens risk unprotected sexual intercourse?
4. If you had a million dollars to spend, how would you use it to convince teens **not** to take sexual risks?

Sexual Risks: Myth or Fact?

1. **Anal intercourse is a risk-free way for women to avoid pregnancy and STDs.**

Myth This is a particularly dangerous myth, since engaging in anal intercourse is one of the easiest ways to spread HIV infection and some other STDs. Because the anus is not as elastic as the vagina and is not lubricated, it can tear more easily, allowing viruses and bacteria to be transmitted directly to the blood of a partner. It is possible for a female to become pregnant from anal sex if semen from the male's ejaculation seeps out and gets into the opening of her vagina. If two people are going to have anal intercourse, they must use a lubricated latex condom to reduce the risks of disease.

2. **A girl can become pregnant if she has unprotected intercourse before she has her first menstrual period.**

Fact Before a girl's first period, her ovaries release the first ovum, or egg, during ovulation. She can become pregnant if she has unprotected intercourse around the time of her first ovulation, **before** she ever has her first menstrual period. She also risks getting an STD, whether she has menstruated or not.

3. **Abstinence is the only method of contraception that is 100 percent risk-free.**

Fact Avoiding sexual intercourse of any kind (oral, anal and vaginal), is the only way to absolutely avoid pregnancy or sexually transmitted disease, including HIV infection. Practicing abstinence does not require giving up all sexual contact, but, it does mean expressing sexual feelings in ways other than having intercourse of any kind.

4. **Having sexual intercourse with a woman who has no symptoms of STD means there is no risk of getting a sexually transmitted disease or HIV infection.**

Myth Absolutely not! Having unprotected sex with a female who has no symptoms of STD/HIV still puts her partner at risk for STD/HIV. While some STDs, such as herpes, have visible symptoms in both males and females, others, such as gonorrhea and chlamydia, typically show no symptoms in females and may also show no symptoms in males. HIV infection may occur in both genders with no symptoms of the disease for 10 years or longer.

5. **A woman does not risk pregnancy if she has unprotected sexual intercourse while she is menstruating.**

Myth It **seems** like a female could not get pregnant during her period because her last ovulation was about 14 days before menstrual flow and she shouldn't ovulate again until 10 to 14 days after her period. But pregnancy is possible **at any time**, even when a girl or woman is menstruating. Females, especially teens, sometimes ovulate unexpectedly, and may even ovulate during their periods. Stress, illness and other factors can bring on ovulation outside of the normal cycle. To avoid pregnancy and STD/HIV, girls and women must use protection when having intercourse at any time, including during a menstrual period.

6. **Oral contraceptives (the pill) increase the risk of cancer in women.**

Myth There are side effects for some users of the pill, such as nausea, breast tenderness, headaches and slight weight gain. These are minimal today compared to the side effects of earlier oral contraceptives in the 1960s and 1970s, primarily due to the lower dosage of estrogen in today's pill. There are also health risks for women on the pill who smoke, are over 35, are overweight or have high blood pressure or diabetes. There is no evidence, however, that the pill increases the risk of cancer. In fact, it may reduce the risk of some forms of cancer.

7. **Once a person has had gonorrhea and been cured, she or he is not at risk of contracting it again.**

Myth A person can get gonorrhea and other STDs repeatedly. It is very important for anyone who is treated for gonorrhea (or any other sexually transmitted disease) to make sure that her or his sexual partners are treated as well.

8. **Latex condoms substantially reduce the risk of pregnancy and STDs, including HIV infection.**

Fact Latex condoms are not 100 percent effective, but after abstinence, they are the most effective way of preventing STDs, including HIV infection. In addition, if used correctly, latex condoms will prevent pregnancy about 80 percent of the time. When latex condoms are combined with a spermicide, they are extremely effective in preventing pregnancy and HIV/STDs.

9. **A woman who is nursing a baby still runs the risk of pregnancy if she has sex without using protection.**

Fact A few women who breast feed and give their baby no other formula or food may not ovulate and, therefore, will not become pregnant again until after nursing. That is **not** true for all or even most nursing women. Breast-feeding cannot be relied on for pregnancy prevention, and it does nothing to protect a woman from STD/HIV.

10. **A woman can always calculate the "safe" time of her menstrual cycle, when she can have vaginal intercourse and not be at risk for pregnancy.**

Myth There is **no** time during a woman's cycle when she is absolutely safe from pregnancy. Even if she is monitoring her cycle for signs of ovulation, she cannot be certain she will not get pregnant if she has unprotected intercourse. This is especially true for teen women who cannot count on a regular menstrual cycle.

11. **The risks associated with contracting herpes are serious.**

Fact Herpes is a virus that can cause painful sores on the mouth, genitals or anus. Once contracted, it cannot be cured. Women with herpes may have a greater risk of developing cancer of the cervix and should have a Pap smear (medical test done during a pelvic exam) every year. Herpes can also cause brain damage or death in infants who are infected with the virus during the birth process. Women who have herpes must not deliver a child vaginally if, at the time of delivery, they have any active herpes lesions or sores on the genitals or in the birth canal.

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12. **Once a man is aroused and has an erection, he must ejaculate either through intercourse or masturbation to avoid the risk of harmful physical effects.**

Myth No harm occurs if a man does not ejaculate after he gets an erection. Semen does not “back up” in his testicles and cause infection or disease. A man might feel some discomfort and heaviness in his testicles if he is sexually excited for a long period of time without ejaculating. Some people call this condition “blue balls.” Any discomfort will disappear eventually.

13. **A woman is not at risk of pregnancy unless a man ejaculates inside her vagina.**

Myth If a man ejaculates near the opening to a woman’s vagina or touches her vulva while he has semen on his fingers, it is possible for sperm to find their way inside and fertilize an ovum. Women have become pregnant without ever actually having intercourse. Some STDs and HIV infection can be transmitted if there is an exchange of body fluids, with or without penetration.

14. **A small amount of spermicide inside the tip of a condom before putting it on the penis reduces the risk of pregnancy and/or STD/HIV more than using a condom alone.**

Fact The spermicide nonoxynol-9 applied in the tip of a latex condom kills up to 90 percent of sperm in just 30 seconds after ejaculation. In addition, nonoxynol-9 kills HIV, the virus that causes AIDS, in laboratory experiments.

15. **There is still a significant risk of HIV transmission with condoms, since the pores in the latex are large enough for the virus to pass through.**

Myth Some groups have reported inaccurate research findings that suggest HIV can pass through latex condoms, but that is not true. The reports were meant to scare teens and adults into thinking condoms would not help prevent the spread of HIV infection. In fact, standard tests show that water molecules, which are five times smaller than HIV, cannot pass through a latex condom. However, lambskin condoms have much larger pores that **can** allow HIV and other STDs to pass through, so they should not be used for protection.

16. **A person infected with an STD has a greater risk of HIV infection.**

Fact HIV can enter the bloodstream when blood or other body fluids come in contact with any open sore. The lesions caused by STDs such as herpes or syphilis provide a possible entry point for the virus and put a person at much greater risk of HIV infection.

17. **The only drugs that increase the risk of HIV infection are those that are injected with a needle and syringe.**

Myth Sharing needles or works with other people increases a person’s chances of getting infected with HIV. In addition, however, use of any drugs, including alcohol, increases the likelihood that a person will be uninhibited enough to take sexual risks, like having intercourse without a condom and a spermicide, or having sex with several partners. Unprotected intercourse always puts a person at risk of HIV infection.

18. **The risk of HIV is greater if a woman has sex while she is menstruating.**

Fact The blood of a woman infected with HIV carries the virus. During menstruation, her sexual partner must not have any contact with the menstrual blood and will be safest by avoiding contact with the vagina during a woman’s menstrual period.

Predicting Pregnancy Risk

Materials: 105 small, wrapped candies of one color and 95 of a second color (these candies must feel exactly the same but look different – for example, butterscotch and peppermint hard candies); two paper bags; copies of the handout, “Contraceptive Failure Rates;” newsprint and markers or board and chalk

Time: 30-40 minutes

Planning Notes:

- ✓ Put 90 candies of one color and 10 candies of the other in a paper bag marked “Intercourse **without** Contraception.” The 90 candies represent unplanned pregnancy. Put 85 of the second color and 15 of the first color in the remaining bag marked “Intercourse **with** Contraception.” The 15 candies of the first color will represent unplanned pregnancy. (You can cut the numbers in half, but keep the proportions the same.)
- ✓ Create a poster to present information on the Leader’s Resource.
- ✓ Keep the pace lively and humorous as you conduct the first seven steps of the activity. Reserve a few minutes to go over the failure rates of contraceptive methods.

Purpose: To demonstrate the risk of pregnancy during intercourse both with and without contraception

Procedure:

1. Point out that people often do not believe how risky sexual intercourse without contraception can be.
2. Explain that the group will focus on the **pregnancy risk** associated with unprotected intercourse. Ask teens to imagine 100 heterosexual couples who are having sex regularly for one year. How many of those couples would they predict would be pregnant by the end of the year, if they **did not use** contraception? Record their guesses on the board or newsprint.
3. Display the bag marked “Sex **without** Contraception” and explain that the candies in the bag represent the exact proportion of pregnancy that is risked by unprotected intercourse.
4. Show teens which candies represent “pregnancy” and which represent “no pregnancy.” Ask each participant to draw a candy from the bag, without looking, and hold it up. If the candy represents “pregnancy,” that means one of the 100 imaginary couples having sex without contraception has gotten pregnant.
5. When everyone has drawn, ask how many drew an unplanned pregnancy. Emphasize that **85 out of 100** couples having sex without contraception for a year would get pregnant.
6. Now ask the group to predict how many couples having sexual intercourse for a year would get pregnant, if they **did use** contraception. Record their guesses on newsprint or the board.
7. Repeat the process with the bag of candies representing “Sex **with** Contraception.” Have teens draw a candy once more from the bag and hold it up. Ask how many drew an unplanned pregnancy this time. Point out that contraception makes a big difference. **Only 15 out of 100** couples who have sex for a year get pregnant if they use contraception.
8. Display the poster of contraceptive failure rates and ask someone to explain how to read it. Be sure teens interpret the chart correctly. (For example, out of 100 women using the pill for contraception, only three to five will become pregnant by the end of a year and so on.)
9. Conclude the activity using the Discussion Points. Let the group eat the candy!

Adapted from *Teen Outreach: Youth Development Through Service and Learning*. Association of Junior Leagues, International, Inc., New York, N.Y., in press.

Discussion Points:

1. What was the most important thing you learned from this activity?
2. How did you feel when you drew candy from the “without contraception” bag? How about the “with contraception” bag? How may people feel after they have had intercourse without using contraception?
3. Imagine that we just got a notice from the local health clinic saying that everyone in this group, or their partner, is pregnant! What might happen if you or your partner were pregnant at this time?
4. When pregnancy occurs, there is also the risk of infection with HIV or another STD. If you were pregnant or made someone pregnant unintentionally, how would contracting an STD affect that pregnancy? What if you contracted HIV infection from your partner at the time conception occurred?
5. What fact would you share with any teen considering having vaginal sexual intercourse?

Leader's Resource

Contraceptive Failure Rates

Method	User Failure Rate* (Percentage of women experiencing an accidental pregnancy in one year of typical use of the method)
Abstinence.....	0
Norplant (6 Capsules).....	1
Oral contraceptives.....	3
Intrauterine Device (IUD).....	3
Male condom.....	12
Diaphragm and spermicidal jelly.....	18
Withdrawal ("pulling out").....	18
Cervical cap (for women who have never had a baby).....	18
Natural Family Planning ("rhythm method").....	20
Foam, cream, jelly or vaginal contraceptive film.....	21
Female condom (Reality).....	21
No contraceptives or controls used.....	85

* Hatcher, et.al., *Contraceptive Technology 16th Revised Edition*, Irvington Publishers, Inc., New York, 1994.

STD/HIV Handshake

Materials: Prepared index cards, enough for each group member; board and chalk or newspaper and markers; the Leader's Resources, "Information on Sexually Transmitted Diseases (STDs)," "HIV Infection and AIDS Information" and "Tips for Teaching About HIV Infection and AIDS"

Time: 30 minutes

Planning Notes:

Purpose: To increase awareness of how quickly HIV and other STDs can be spread

- ✓ Read the Leader's Resources, "Information on Sexually Transmitted Diseases (STDs)," "HIV Infection and AIDS Information" and "Tips for Teaching About HIV Infection and AIDS."
- ✓ Be sure you know the telephone number for your community's STD hotline or a local clinic that provides services for teens. Share that number with the group after the activity is completed.
- ✓ Prepare the cards by marking three cards with the message, "After you read this, don't follow any of my directions until I say return to your seats," three cards with a small "c," one card with a small "o," one card with a small "z" and one card with a small "x." You may wish to put a message like "Follow all my directions" on the rest of the cards, including the "c," "o," "z" and "x" cards.

Procedure:

1. Distribute one index card each to the teens. Tell them to keep the special instructions on their cards a secret and to follow the instructions. Ask the group to stand and shake hands with three people and ask each to sign the card. Make sure they move around the room.
2. When all the teens have collected three signatures, have them take their seats. Ask the people with the "o," "z" and "x" on their cards to stand up. Ask everyone who shook hands with those persons to stand up. Ask everyone who shook hands with a standing person to stand up. And so on until everyone is standing, except for designated non-participants.
3. Now tell the group to pretend that the person with the card marked "z" was infected with HIV, and that instead of shaking hands that person had unprotected sexual intercourse with the three people whose signatures she or he collected. Do the same with the card marked "o" (chlamydia) and the card marked "x" (genital herpes).
4. Have the teens sit down again, and ask those with the "Do not follow my directions..." cards to stand. Explain that these people had chosen to abstain from sexual intercourse, and were therefore protected from these sexually transmitted diseases.
5. Ask teens to check if they had a "c" marked on their card and invite them to stand. Explain that fortunately, these people had used condoms and were not at significant risk for infection. Allow all teens to sit down. Remind the group that this was only a game, that they were only representing people who have STDs and that STDs are not transmitted through handshaking.
6. Explain that STDs are diseases that are spread by close sexual contact between two partners. Any form of intercourse — oral, anal or vaginal — can spread STDs. Using the Leader's Resource, "Information on Sexually Transmitted Diseases," provide brief descriptions of chlamydia, HIV and genital herpes.
7. Post the telephone number for the STD hotline or local clinic.
8. Conclude the activity using the Discussion Points.

Discussion Points:

1. How did person "x" feel? Person "z"? Person "o"? How did you feel towards "x," "z" and "o" when you found out they were infected?
2. What were the initial feelings of those of you who were instructed to not participate in the exercise? How did those feelings change during the course of the exercise? How did the group feel towards those people initially? And then later?
3. How did the people who discovered they had used condoms feel?
4. How did it feel to find out that you might have been infected?
5. The teens with the "x," "z" and "o" cards didn't know that they were infected when we started this activity. In reality, many people don't know they are infected with a sexually transmitted disease. Is it possible to know ahead of time who is infected and who is not?

Information on Sexually Transmitted Diseases (STDs)

Signs and Symptoms of STDs

Any of the following can indicate to a person who has had sexual intercourse that she or he may have an STD and should consult a doctor or clinic:

- ✓ Redness or soreness of the genitals
- ✓ Pain at urination; cloudy or strong-smelling urine
- ✓ Unusual discharge from the penis or vagina
- ✓ A sore or blisters on or around the genitals, near the anus or inside the mouth
- ✓ Excessive itching or a rash
- ✓ Abdominal cramping
- ✓ A slight fever and an overall sick feeling
- ✓ A sexual partner with symptoms
- ✓ Weight loss, fatigue, night sweats, purple lesions on the skin, rare pneumonia and other diseases (AIDS symptoms)

Note: Both men and women can have an STD without physical symptoms.

STD Prevention

The only completely effective preventive measure is to abstain from oral, anal and vaginal sexual intercourse. Contact with another person's body fluids can result in STD infection. There are several ways to reduce the risk of STD infection when having intercourse:

For the greatest protection: Use condoms and a spermicide such as nonoxynol-9 for every act of sexual intercourse. Use a moisture barrier, such as a dental dam, cut-open latex condom or plastic wrap, when having oral intercourse with a female partner.

For minimal protection: Inspect your partner's genitals; wash your genitals after sexual intercourse; urinate after sexual intercourse; use contraceptive foams, jellies, and creams that contain nonoxynol-9; limit your sexual partners to **one** person; avoid partners who have sex with other partners; talk to your partner about her/his sexual habits, drug use and health; get tested for sexually transmitted diseases with your partner.

Appropriate Responses to an STD

- ✓ Seek medical treatment immediately.
- ✓ Inform your sexual partner(s).
- ✓ Encourage partner(s) to get treatment.
- ✓ Abstain from sexual contact while infectious.

Common Sexually Transmitted Diseases

Chlamydia

Symptoms: Although it is the most prevalent STD in the United States today, chlamydia is difficult to diagnose because the disease often coexists with others. In addition to gender-specific symptoms described below, the eyes may become infected, producing redness, itching and irritation. Infection of eyes can result from an infected person touching her or his genitals and then her or his eyes.

Males: Twenty-five percent of men have no symptoms; when they have symptoms, men may experience a painful or burning sensation when they urinate and/or a watery or milky discharge from the urethra.

Females: Seventy-five percent of women have no symptoms; for women with symptoms, these may include abnormal vaginal discharge, irregular vaginal bleeding, abdominal or pelvic pain accompanied by nausea and fever. May also cause painful urination, blood in the urine, or a frequent urge to urinate.

Diagnosis: A sample of genital excretions is cultured to detect chlamydia.

Damage: If left untreated, chlamydia may cause severe complications, such as non-gonococcal urethritis (NGU) in men and pelvic inflammatory disease (PID) in women.

Treatment: Chlamydia is caused by bacteria that are effectively eliminated by tetracycline or erythromycin; penicillin will **not** eliminate chlamydia.

Gonorrhea

Symptoms: May occur 2 to 10 days after contact with infected person.

Males: A cloudy (thick, grayish-yellow) pus-like discharge from penis and a burning sensation during urination. Symptoms appear 2 to 10 days after contact. Twenty percent or more of males show no signs.

Females: Usually show no signs. Some women have a pus-like vaginal discharge, vaginal soreness, irregular bleeding, painful urination and lower abdominal pain 2 to 10 days after contact.

Damage: Sterility; pelvic inflammatory disease (PID) in women which can recur even after the gonorrhea and original PID have been cured.

Diagnosis: The patient should inform the physician of all points of sexual contact (genitals, mouth or anus).

Males: Medical practitioner examines genitals, mouth and/or anus for signs of irritation, soreness or discharge and takes a bacterial culture from any infected area.

Females: Medical practitioner examines genitals, mouth, lymph glands and cervical discharges and takes a bacterial culture from any infected area.

Treatment: Penicillin or similar antibiotic that kills the bacteria within one to two weeks.

Genital Herpes

Symptoms: Caused by the herpes simplex virus and transmitted through direct skin-to-skin contact during vaginal, anal or oral sex. Although some people have no symptoms, most experience an itching or burning sensation, often developing into painful blister-like lesions on or around genitals or in anus; first symptoms appear 2-10 days after exposure and last 2-3 weeks. Some people have no symptoms.

Damage: Recurring outbreaks of the painful blister occur in one third of those who contract herpes. Herpes may increase the risk of cervical cancer and can be transmitted to a baby during childbirth.

Diagnosis: Microscopic examination of blister tissue.

Treatment: Genital herpes is caused by a virus and has no cure at present. Available drug treatments are aimed at relieving the pain of active sores and reducing the frequency and duration of outbreaks.

Syphilis

Symptoms: Painless chancre sore on or in genitals, anus, mouth or throat. Appears 10 days to three months after contracted. If left untreated, a skin rash will develop, often on the hands and soles of feet, 3-6 weeks after the chancre appears. Other symptoms may include hair loss, sore throat, fatigue or mild fever.

Damage: If left untreated after the rash appears, it can eventually cause heart failure, blindness and damage to the brain and spinal cord.

Diagnosis: Medical practitioner examines chancre site, eyes, throat, heart, lungs and abdomen; performs a microscopic examination of chancre pus and a blood test.

Treatment: Penicillin or similar antibiotic that kills the bacteria.

Genital Warts (HPV)

Symptoms: Genital warts are the result of a virus spread during sexual contact. They often grow together in little clusters on and inside the genitals, anus and throat. Depending on location, they can be pink or red and soft, or small, hard and yellowish-grey.

Damage: Some HPV-caused lesions on the cervix are associated with an increased risk of cervical cancer.

Diagnosis: Usually made by direct eye exam. A Pap smear may also indicate the presence of HPV.

Treatment: Locally applied treatments or surgery can be used to remove the warts, but cannot kill the virus. It is important to remove the warts to keep the virus from spreading. Genital warts often return after removal.

Pelvic Inflammatory Disease (PID)

An infection that effects the fallopian tubes, uterine lining and/or ovaries. It is usually caused by sexually transmitted diseases that enter the reproductive system through the cervix.

Symptoms: While the symptoms vary from person to person, the most common identifying factor is pain in the pelvic regions. Other symptoms may include frequent urination and/or burning with urination, sudden fevers, nausea or vomiting, abnormal vaginal discharge, and/or pain or bleeding after intercourse.

Damage: If left untreated, PID can cause infertility or ectopic pregnancy.

Diagnosis: In order to make a diagnosis, it is necessary to determine the original source of the infection.

Treatment: Both partners must be treated with antibiotics.

Yeast Infection (Monilia, Candida or Fungus)

Symptoms: A yeast infection caused by an imbalance of the vaginal organisms.

Females: Itching, burning, dryness of the vagina, whitish and lumpy (cottage cheese-like) discharge that smells like yeast.

Males: Inflammation of the penis.

Diagnosis: Microscopic analysis of vaginal secretions.

Treatment: Locally applied cream or vaginal suppositories.

Trichomoniasis

Symptoms: A vaginal infection that is most often contracted through intercourse, but can also be transmitted through moist objects such as wet clothing, towels, washcloths and so on.

Females: A burning sensation at urination and an odorous, foamy discharge, along with a reddening and swelling of the vaginal opening.

Males: Usually have no symptoms but might have a slight discharge, itching and/or lesions.

Damage: Can cause urinary infections.

Diagnosis: Usually diagnosed by microscopic analysis of vaginal discharge.

Treatment: Oral medication.

HIV Infection and AIDS

For further information about HIV/AIDS, see the following Leader's Resource, "HIV Infection and AIDS Information."

Symptoms: One to two months after infection, some people experience a brief illness similar to a cold or the flu. An average of 7-10 years later, symptoms such as weight loss, yeast infections, night sweats, swollen lymph glands, persistent cough, diarrhea, fatigue and loss of appetite may begin to occur.

Damage: People with HIV infection eventually develop AIDS and become ill with one or more serious diseases called opportunistic infections. The long-term outcome is gradual debilitation and, ultimately, death.

Treatment: At this time there is no cure. People are now living with AIDS much longer than they did in the 1980s, due to the development of drugs that treat some of the opportunistic infections. Medical treatment may also alleviate short-term symptoms.

HIV Infection and AIDS Information

Introduction

The topic of HIV infection and AIDS can seem overwhelming: it seems like every day the newspaper reports a new fact about the disease. This Leader's Resource provides basic background information about AIDS.

Fortunately, although scientists and epidemiologists keep generating information that refines our understanding of the disease, the basic information about how the virus works and how infection can be prevented has remained the same for quite some time.

An excellent resource for answering any questions on the topic of AIDS is the United States Public Health Service's National AIDS Hotline. The phone number is **1-800-342-AIDS** and the hotline is answered 24 hours a day, seven days a week.

A Note about Language

The term "HIV infection" is the term preferred today for the full spectrum of infection and disease prior to an AIDS diagnosis. Someone who is HIV-infected and has some symptoms, but is not yet diagnosed with AIDS, is termed symptomatic. The term AIDS-Related Complex (ARC) is no longer used, nor is "full-blown AIDS."

What Is the Difference between HIV and AIDS?

HIV stands for human immunodeficiency virus. It is the virus that causes AIDS. The name indicates that it is found in humans, that it attacks the immune system and that it is a virus.

AIDS stands for Acquired Immunodeficiency Syndrome. "Acquired" refers to the fact that you get the disease from something else. "Immune" refers to the body's system for fighting off disease and "deficiency" indicates a weakness in that system. "Syndrome" means a collection of symptoms and diseases.

"AIDS" is a term used by the U.S. Centers for Disease Control and Prevention (CDC) to indicate the most serious stage of a person's infection with HIV. The CDC has a list of symptoms and diseases that indicate a person has AIDS. Once a person has an indicator of disease, she or he is counted as a reported case of AIDS.

It is helpful to think of HIV infection as a continuum, starting from the moment of infection, through the first signs of sickness, to the appearance of one of the indicators or diseases that is on the CDC's AIDS list. This is an important concept because it means:

- ✓ Someone can be infected for a long time and have no symptoms and feel healthy.
- ✓ Someone can be infected and feel poorly, but not have any of the indicators or diseases that meet the CDC-definition of AIDS.

How Does HIV Make Someone Sick?

HIV slowly weakens the immune system, which is the body's defense against infection and illness. A strong immune system protects us against illness and helps us recover once we get sick. It attacks and destroys germs that enter the body.

Each of the many different kinds of cells that make up the immune system performs a different job, although they all work together to protect the cells in the immune system that help keep a person healthy. These helper cells, called "T-cells," orchestrate many parts of the immune response. The HIV virus enters T-cells and begins to multiply. The T-cells become miniature factories that reproduce HIV. Eventually, the virus kills the T-cell.

As more and more T-cells die, the immune system is less able to do its job of protecting the body from opportunistic infections. The word "opportunistic" indicates these infections take advantage of a weak immune system and the opportunity to invade the body. Many of these opportunistic infections are very rare, and some had never been seen in humans before AIDS. Others are caused by germs that most healthy humans carry and can fight, but people infected with HIV are vulnerable. One or more of these opportunistic infections, and not HIV directly, eventually kills a person with AIDS.

Is There a Cure for AIDS?

There is no cure for AIDS. No vaccine has been developed to inoculate people against the virus and no medicine has yet been formulated to kill the virus in people who are already infected.

Doctors and scientists have developed a variety of medications that delay the onset of symptoms, prolonging the lives of people infected with HIV. Those drugs have improved the quality of life for people with HIV, but they are not cures.

Will Everyone Who is Infected with HIV Develop AIDS and Die?

It is unclear whether everyone who is infected with HIV will develop AIDS, but researchers estimate that a very high percentage of HIV-infected people will develop AIDS. Eventually people with AIDS die of one or more of the opportunistic infections that invade their bodies.

What Does HIV-Positive Mean?

HIV-positive means that one of two types of blood tests (ELISA or Western Blot) has shown that a person has been infected with HIV. The tests are sensitive to antibodies to HIV produced by the immune system, not to the virus itself.

The ELISA test is the most commonly used test. ELISA stands for enzyme-linked immunosorbent assay. If an individual's ELISA test results are positive or indicate the presence of HIV antibodies in the blood, a second test will be done to confirm it. This test is called the Western Blot and is more sensitive to HIV antibodies than is the ELISA.

A negative test result indicates that the body is not creating antibodies to the virus. Therefore, it is assumed that the person is not infected with HIV. It is important to understand, however, that there is a "window period" between when a person is infected with HIV and when the immune system begins producing antibodies in a great enough number to be detected. So, it is possible for someone to test HIV-negative during the window period, still be infected with HIV and be able to transmit the virus to someone else. Scientists are unsure about the length of the window period: it is probably between two weeks and six months, but in rare cases may be as long as three years.

When Are People with the Virus Infectious to Others?

People with HIV are infectious to others as soon as they are carrying the virus, even before antibodies are produced. People with HIV may not know they are infected and may look, act and feel healthy for a long time, possibly longer than 15 years. It is **impossible** to tell from looking whether or not a person is infected.

How is HIV Transmitted?

HIV is transmitted from person to person through blood or membrane contact with blood, semen, vaginal fluids and breast milk. Ways to get the virus include:

- ✓ Exchanging blood, semen or vaginal secretions during sex (vaginal, oral or anal) with someone who has HIV
- ✓ Sharing needles – which are used for injecting drugs (including steroids), tattooing or ear-piercing – with someone who has HIV
- ✓ Being born to a mother who has the virus (HIV can be passed to a fetus through the umbilical cord while it is still inside the mother, through contact with vaginal fluids and blood during birth or through breast milk)

HIV cannot survive in air, water or on things people touch. You cannot get it from:

- ✓ Touching, talking to or sharing a home with a person who is HIV infected or has AIDS
- ✓ Sharing plates, glasses or towels used by someone with HIV infection or AIDS
- ✓ Using swimming pools, hot tubs, drinking fountains, toilet seats, doorknobs, gym equipment or telephones used by people with HIV infection or AIDS
- ✓ Having someone with HIV or AIDS spit, sweat or cry on you
- ✓ Being bitten by mosquitos
- ✓ Donating blood
- ✓ Being sneezed at or coughed on by a person with HIV infection or AIDS

What is “Safer Sex?”

“Safer sex” describes a range of ways that sexually active people can protect themselves from infection with all sexually transmitted diseases, including HIV infection. Practicing safer sex also provides birth control protection.

There are lots of ways for loving and sexual feelings to be shared that are **not risky**. Some of them include:

- ✓ Hugging
- ✓ Holding hands
- ✓ Massaging
- ✓ Rubbing against each other with clothes on
- ✓ Sharing fantasies
- ✓ Masturbating your partner or masturbating together, as long as males do not ejaculate near any opening or broken skin on partners

There are other activities that are **probably safe** such as:

- ✓ Using a latex condom for **every** act of sexual intercourse (penis in vagina, penis in rectum, penis in mouth)
- ✓ Using a barrier (such as a latex dental dam, a cut-open condom or plastic wrap) for oral sex on a female or for any mouth to rectum contact
- ✓ Deep (“French”) kissing

There are activities that are **very risky**, because they lead to exposure to the bodily fluids in which HIV lives. These are:

- ✓ Having any kind of sexual intercourse without using a condom
- ✓ Having oral sex without a latex barrier

What about Kissing?

There are no reported cases of people becoming infected with HIV just from deep kissing. It might be risky, however, to kiss someone if there is a chance for blood contact — if the person with HIV has an open cut or sore in the mouth or on the gums. It would be even more risky if **both** people had bleeding cuts or sores. People should use common sense and should wait until any sores or cuts have healed before kissing.

Why is Sharing Needles Risky?

Sharing needles for injecting drugs, shooting steroids, tattooing or ear-piercing is risky because blood from the first user often remains on the needle or in the syringe. It can then be directly injected into the bloodstream of the next user.

Of course, it is safest not to share works (needles, syringe, cotton and spoon) but if shared, they should be cleaned between uses with bleach and water. Bleach kills HIV. The correct procedure for cleaning works used for drug injections is: fill the syringe with bleach, then flush the bleach through the needle into a sink, toilet or container. Repeat. Then, fill the syringe with water and flush the water through the needle into a sink, toilet or container. Repeat. The cooker (a bottle cap or spoon used to “melt” the drug) should also be rinsed twice with bleach and twice with water. Cotton or a piece of cloth used to strain the drug should never be shared.

Tips for Teaching about HIV Infection and AIDS

- ✓ Teaching young people about HIV infection and AIDS is likely to be professionally and personally challenging. Everyone has feelings and values about the concerns the AIDS epidemic raises. You may not be comfortable with some of the issues that participants raise. Examine your discomfort against the importance of helping teens before deciding what material to cover.
- ✓ Acknowledge the wide range of sexual experience in a classroom or group of young people. Some will be dating; others may not yet be interested in romantic relationships. Some teenagers will have had vaginal, oral or anal intercourse; some will never have kissed anyone. Some teens will have already had heterosexual experiences; some teens will have had homosexual experiences. Some teens may have good reasons to believe that they have been exposed to HIV; others may believe they contracted it from a drinking fountain. Teens may have friends or relatives with AIDS; some will have parents whose behavior puts them at risk.
- ✓ Many young people are afraid of AIDS and that fear may keep them from protecting themselves. Reduce this fear by emphasizing that AIDS can be prevented, that not becoming infected is in their control. Teens can feel empowered by learning they have the ability to practice behaviors that will prevent them from becoming infected.
- ✓ Be prepared to deal with homophobia (negative and fearful attitudes about homosexuality). The AIDS epidemic has led to a rise in the incidence of violence against gay men and lesbians and has the potential of increasing homophobia among teens. This represents an apparent need to want to blame someone for AIDS, but in so doing, it obscures an accurate understanding of the problem. Be aware that some of the group – or their family members – may be gay, lesbian, bisexual or questioning their sexual orientation. The AIDS epidemic may especially affect these youth. Use this opportunity to help them contact local community resources. Additional discussion of these issues will help teens clarify their personal and family values.
- ✓ One subtle, yet powerful, way to help teenagers consider delaying sexual intercourse is to change the language when discussing teenage sexual behavior. Teens who are having intercourse are usually described as “sexually active.” With that terminology, however, the entire range of sexual behavior, from fantasy to social interaction, from touch to intercourse, has been narrowed down to only one act. The message conveyed to a teen who may need to see “sexual activity” as part of what marks her or his passage into adulthood is that only sexual intercourse **really** constitutes the behavior of a “sexually active” person! When what you mean to discuss is intercourse, say “vaginal, oral and anal intercourse.” Use “sexual behavior” as a more general term that includes the range of sexual expression. Teenagers need explicit information about sexual behaviors that put people at risk of HIV infection. Since most teenagers experiment with some types of sexual behavior, you can help teens understand which ones are safer and which ones are risky.
- ✓ Avoid using the term “intercourse” alone, without modifying it accurately with the terms vaginal, oral and anal. Make it clear that these behaviors do not create the risk of HIV infection, but engaging in these behaviors with a known or possibly infected partner does.

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- ✓ You can help those teenagers understand their risk of becoming infected and how to practice safer sex. Any type of sex between two **uninfected** partners is safe. The difficulty is that most people, teenagers or adults, do not know if they have been exposed to the virus. "Knowing someone well" or "asking your partner about AIDS" is an unrealistic way to assess potential risk, especially for teenagers. Teenagers need to understand that it is impossible to tell if someone is infected just by looking at her or him or through intuitive powers.
 - ✓ Help teens understand that there are many ways to express sexual feelings – ways that do not risk unplanned pregnancy or sexually transmitted disease. These include touching, fantasizing, caressing, massaging and masturbating. Talking, kissing, whispering, hugging, singing, dancing and holding hands are also ways of showing and receiving affection from a partner. Abstinence from all types of sexual intercourse – vaginal, oral, anal – is safe.
 - ✓ Strategies for abstinence are an important component of AIDS education. Teenagers need to know that intercourse is not necessary to give or receive pleasure. Young people need to learn to express affection not only through non-genital activities but through non-sexual avenues.
 - ✓ Be realistic about the numbers of teens in the program who are having sexual intercourse. In a group of 16 year olds, half are likely to be virgins and half are likely to be engaging in intercourse. Those who engage in sexual behaviors need explicit information about how to protect themselves.
 - ✓ Teens need to know that most sexual activities called "safer sex," not **safe** sex because even with precautions, only monogamy between two uninfected people or abstinence are 100 percent effective. Intercourse with condoms with an infected partner or a partner whose antibody status is unknown can only be considered "safer."
 - ✓ Latex condoms have been proven to be an effective barrier of HIV. They can, however, break or leak, especially when not used correctly. Although condoms are not 100 percent effective against the spread of HIV or for preventing pregnancy, they offer the best protection during intercourse with a partner whose antibody status is unknown. Condoms lubricated with nonoxynol-9 may provide additional protection. Many of the problems associated with condoms have to do with incorrect use.
 - ✓ When teaching teens about HIV and AIDs, there will be many opportunities for reassessing your personal beliefs and values. Explore your own feelings and seek the support of another youth leader if necessary.
 - ✓ If your discomfort with the subject of HIV/AIDS makes it difficult to help young people, find another person in your agency, school or community who will conduct the HIV/AIDS education activities in this chapter.

STD Basketball

Materials: Leader's Resource, "STD Facts: True or False?"; container; prizes (optional)

Time: 40-50 minutes

Planning Notes:

- ✓ Invite a practitioner from a local STD or health clinic to co-lead this session with you and provide an opportunity for teens to become familiar with information about the clinic. Knowing a friendly face at the clinic might make it easier for teens to go there for services.
- ✓ Duplicate the Leader's Resource, then cut the copy into strips that contain the **statements only**. Fold the strips before placing them in the container for Steps 5, 6 and 7.
- ✓ Obtain pamphlets on STDs from a local health department or a family planning clinic. Display these with business cards from the clinic in a prominent area of the room.

Purpose: To provide information about STDs, how they are contracted and how they affect health

Procedure:

1. Tell teens that knowing the risk of STD infection and how using latex condom can help reduce the risk is important. Equally important is knowing more about STDs, how they are spread and how to identify them.
2. Divide into four teams and have each team move to one corner.
3. Tell teens their team will play against the others in a game that is scored like basketball. The team with the most points wins. Go over instructions for the game:
 - Each team will draw a statement, from the container, about STDs. The team must decide whether the statement is true or false.
 - If the answer is correct, the team will get two points. If they can also explain **why** their answer is correct, they get another point, like the extra point for a "free throw."
 - If the team cannot explain their answer, another team can try for the extra point.
4. Have someone from the first team draw a statement and decide whether it is true or false. Encourage the team member to confer with her or his group.
5. Ask the team to explain the statement and award an "extra point" if the explanation is correct. If not, allow any other team to try for the extra point. You can award more than one extra point. Use your judgement to determine if a team provides useful information.
6. As the game progresses, use the Leader's Resource to add any additional information about the statements. Make sure to keep an accurate score.
7. When all statements have been addressed, announce first, second, third and fourth places and give out prizes if you have them.
8. Conclude the activity using the Discussion Points.

Adapted with permission from *STD: A Guide for Today's Young Adults*, American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA, 1985.

Discussion Points:

1. What are the signs and symptoms of STDs? (Answers include: redness or soreness of the genitals; pain when urinating [mostly for guys]; strong-smelling or cloudy urine; unusual discharge from the penis or vagina; sores or blisters on or around the genitals, mouth or anus; a sexual partner with symptoms.)
2. What are the two most effective ways to avoid STDs? (Answers: [1] abstain from sexual intercourse of any kind and [2] use latex condoms every time you have any kind of intercourse.)
3. What three things should you do if you are worried that you have been infected with an STD? (Answers: [1] seek medical treatment right away, [2] inform your sexual partner(s) and [3] abstain from sexual contact until there is no evidence of infection.)
4. How could you bring up using condoms if you were about to have sexual intercourse with a partner you cared about? How would you feel if your partner brought up condom use when you were about to have sex? What would you say to her or him?
5. What would be most difficult about having an STD?
6. Men who have sex with men can use condoms to protect themselves and their partners from STDs. What can women who have sex with women use? (Answer: barriers such as squares of latex called dental dams, cut-open latex condoms or plastic wrap to cover the vulva and form a barrier so body fluids are not exchanged.)

STD Facts: True or False?

1. **A person can always tell if she or he has an STD.**

False. People can and do have STDs without having any symptoms. Women often have STDs without symptoms because their reproductive organs are internal, but men infected with some diseases like chlamydia also may have no symptoms. People infected with HIV, the virus that causes AIDS, generally have no symptoms for some time, even years, after infection.

2. **With appropriate medical treatment, all STDs except HIV can be cured.**

False. Herpes, an STD caused by a virus, cannot be cured at the present time.

3. **Condoms are the most effective safeguard against the spread of STDs.**

False. Abstinence from sexual intercourse is the best way to prevent the spread of STDs. Condoms used with a spermicide are the next best thing, but only abstinence is 100 percent effective.

4. **Using latex condoms will help prevent the spread of STDs.**

True. Latex condoms can help prevent the spread of STDs, but they must be used correctly. Latex condoms are not 100 percent effective because they can occasionally break or come off during intercourse. Lambskin condoms are ineffective and should not be used.

5. **The organisms that cause STDs can only enter the body through either the woman's vagina or man's penis.**

False. STD bacteria and viruses can enter the body through any mucus membranes, including the vagina, penis, anus, mouth and, in some cases, the eyes. HIV can also enter the body when injected into the bloodstream from shared IV drug needles.

6. **Women who have regular Pap smears will also find out if they have an STD.**

False. The Pap smear is a test specifically designed to detect cervical cancer and may detect a herpes infection, but it will not indicate the presence of other STDs. A woman who thinks she may have been exposed to an STD must be honest with her health practitioner and ask for STD tests.

7. **Teenagers can receive testing and treatment for STDs without having their parents notified.**

True. In every state, minors — 12 years or older in most states, 14 years and older in some states — can be tested and treated for STDs without a parent's permission or notification. Records are confidential, so that no one can go to the health clinic and find out if a teenager was treated there. Many community health clinics provide STD tests and treatment at no cost, or for a small fee, to adolescents or other patients who cannot pay.

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8. **You cannot contract an STD by masturbating, or by holding hands, talking, walking or dancing with a partner.**

True. STDs are only spread by **close sexual** contact with an infected person. Anyone can be infected by having oral, anal or vaginal intercourse with a partner who is infected. In the case of HIV, a person can also be infected by sharing needles or works to use IV drugs with an infected partner.

9. **STDs are a new medical problem.**

False. STDs have existed since people began recording history. There is evidence of medical damage caused by STDs in ancient writings, art and skeletal remains. Writers of the Old Testament, Egyptians writing on papyrus and the famous Greek physician Hippocrates all mention symptoms of diseases and suffering, which we know today was caused by STDs. Cures for most STDs were not found until the 1900s, and some still cannot be cured.

10. **STDs can cause major health problems and some can even result in death.**

True. HIV infection, which can be spread through sexual contact, is at present always fatal. Genital herpes appears to be related to cervical cancer in women, and can damage babies born to infected women. Some STDs such as gonorrhea and chlamydia can cause pelvic inflammatory disease (PID). If untreated, PID may lead to sterility, heart disease or death.

11. **Only people who have vaginal, anal or oral intercourse can contract an STD.**

False. Infants can contract STDs such as herpes, gonorrhea and HIV infection during their mother's pregnancy and/or during the birth process.

12. **It does not hurt to put off STD testing and treatment after you think you have been infected.**

False. Once an STD infects a person, it begins damaging health. If someone waits weeks or months before getting tested and treated, her or his health may be permanently damaged, even after treatment begins. In addition, the person can spread untreated STDs to sexual partners.

13. **A woman using oral contraceptives should still insist that her partner use a latex condom to protect against STDs.**

True. Oral contraceptives do not prevent STDs, so a condom is still necessary for protection.

14. **Washing the genitals immediately after having intercourse may help prevent some STDs.**

True. Personal cleanliness alone cannot prevent STDs, but washing away a partner's body fluids right after intercourse may be somewhat helpful. Washing does not, however, prevent pregnancy or stop HIV from entering the body through the mucus membranes in the mouth, anus, penis or vagina.

15. **It is possible to get some STDs from kissing.**

True. It is rare but possible to be infected by syphilis through kissing, if the infected person has chancres (small sores) in or around the mouth. The herpes virus can also be spread by kissing, if active lesions are present.

16. **Oral intercourse is a safe way to have sex if you do not want to get a disease.**

False. It is possible to be infected with HIV, gonorrhea and herpes from oral sex.

17. **People usually know they have an STD within two to five days after being infected.**

False. Many people never have symptoms and others may not have symptoms for weeks or years after being infected. HIV infection may not show symptoms for years, but the infected person is capable of infecting other partners during that time.

18. **The most important thing to do if you suspect you have been infected by an STD is to inform your sexual partner or partners.**

False. The most important thing to do is to seek immediate medical treatment. Symptoms of an STD may never appear, or may go away after a short time, but the infection continues inside the person's body. She or he can suffer serious physical damage **and** can continue to infect others. Once medical treatment is begun, the person or a health practitioner can inform sexual partners. In the meantime, it is also important for the infected person to abstain from any sexual contact.

Learning the Language of HIV/AIDS

Materials: Leader's Resource, "HIV/AIDS Vocabulary Words and Definitions;" index cards; container; assorted educational materials (books, pamphlets, fact sheets) on HIV/AIDS

Time: 35-45 minutes

Planning Notes:

Purpose: To introduce the vocabulary of the AIDS epidemic

- ✓ Write each of the words from the Leader's Resource on an index card or slip of paper, fold them and place them in a container. Have enough for each member of the group.
- ✓ While the basic facts about HIV transmission are unlikely to change, there is continually new information about treatment. Review the Leader's Resource and add any new words or terms not on this list that teens need to know.
- ✓ Collect free AIDS educational materials from your local health department, high school, family planning clinic, Red Cross chapter and other community service organizations. Keep low-literacy teens in mind as you select materials and be sure some do not require sophisticated reading skills.

Procedure:

1. Tell teens that since AIDS is a big health problem, it is necessary to be able to "speak its language." Without the language, it could be difficult to understand important information that could affect their health.
2. Go over instructions for the activity:
 - Half the group will get slips of paper with an HIV/AIDS vocabulary word on them. The other half will get slips with definitions on them.
 - Find the person who's word or definition matches yours.
 - Once you have found your partner, team up with another pair and exchange words and definitions. When all four know both of the words and definitions, find another foursome and exchange your two words and definitions with their two. Learn the new set, then exchange with another foursome. Continue until I call "time."
3. Distribute the slips of paper and have teens circulate to find their partners. Offer clues or tips to anyone who is having trouble.
4. After about 10 minutes, conclude the activity using the Discussion Points.

Discussion Points:

1. Why is knowing the language so important? What could happen if you didn't understand some of the words in the HIV/AIDS vocabulary? (Answer: You might get infected, or infect someone else, through a behavior you didn't know was risky.)
2. What happens if someone talks about something using words you do not understand? How could that happen in HIV/AIDS education?
3. Were some words familiar outside the context of HIV/AIDS? Which ones?

HIV/AIDS Vocabulary Words and Definitions

AIDS	Acquired Immunodeficiency Syndrome
HIV	Human Immunodeficiency Virus
HIV infection	Infection with the human immunodeficiency virus, which may or may not cause illness opportunistic infections: Infections that can only develop in a weakened immune system
AZT	Zidovudine (trade name: Retrovir), a medicine that helps the body strengthen the immune system and might improve the life of a person with HIV infection
mutually monogamous	Describes two people who only have sexual intercourse with each other
safer sex	Describes sexual practices that prevent the exchange of blood, semen and vaginal fluids
IV drug use	Taking drugs for non-medical purposes by injecting them into a vein with a needle and syringe
heterosexuality	Physical and romantic attraction to people of the other sex
homosexuality	Physical and romantic attraction to people of the same sex
bisexuality	Physical and romantic attraction to people of the same and other sex abstinence: Refraining from or not doing something; often refers to not drinking or not having sexual intercourse
latex	A kind of rubber
nonoxynol-9	The chemical name for a common sperm-killing ingredient in contraceptive foam or jelly

asymptomatic

Showing no outward sign of infection

confidential test

When a name is given, but the information is kept secret from anyone but the test taker

anonymous test

When no name is given and the information is kept secret from anyone but the test taker

immune system

The part of the body that kills germs and foreign cells

antibody

A specialized cell found in blood that kills a specific germ

seropositive

When a blood test for HIV antibodies shows that there are antibodies in the blood

seronegative

When a blood test for HIV antibodies shows that there are no antibodies in the blood

PWA

Initials that represent a **P**erson **W**ith **A**IDS

condom

A thin latex rubber covering for a penis

spermicide

A cream, jelly or foam that works to kill sperm

Video: HIV/AIDS

Materials: Video on HIV/AIDS; VCR and monitor; newsprint and markers or board and chalk; pens/pencils

Time: 40-50 minutes

Planning Notes:

Purpose:	To review basic information and to correct misinformation about HIV infection
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- ✓ Obtain an appropriate video for your group from the local health department, AIDS prevention organization, school health education department or a family planning organization. Advocates for Youth also publishes a yearly annotated list of recommended videos called *Resources for Educators*. To order the videos listed below, consult the list of video distributors.
- ✓ Use the following criteria to make a selection:
 - Diversity of characters matches your group
 - Storyline and/or presentation is engaging for teens
 - Information is accurate and up to date
 - Treatment of homosexuality is positive and affirming
 - HIV infection in heterosexual men and women is addressed
 - The fact that HIV infection is increasing dramatically in teens is stressed
- ✓ Three examples of excellent HIV/AIDS videos include:
 - *No Rewind*, (No Excuses Productions, 23 minutes, 1990. \$150.00). Fast-paced, award-winning video that focuses on young people who have become infected with HIV from sexual risk-taking in their teen years.
 - *Talkin' About AIDS*, (The Altschul Group, 28 minutes, 1990, \$295.00). Rap music, dramatic vignettes and interviews explain the latest information on AIDS.
 - *The AIDS Films Series: Culturally Targeted HIV Education*, (Select Media). Each of four videos targets a specific group of people with excellent HIV prevention messages: (1) *Seriously Fresh* (21 minutes, 1989, \$65.00) for urban African-American male teenagers; (2) *Reunion* (30 minutes, 1993, \$65.00) for heterosexual partners and their families; (3) *Are You With Me?* (17 minutes, 1989, \$65.00) for teens and their parents; (4) *Vida* (23 minutes, 1989, \$65.00) for Latina women.
- ✓ Display the resources and telephone numbers below and add local HIV/AIDS resources for teens:
 - **National AIDS Hotline:** 1 (800) 342-AIDS, answered 24 hours a day, seven days a week
 - **National AIDS Hotline (in Spanish):** 1 (800) 344-SIDA, answered Monday through Friday, 9 a.m. to 7 p.m. Eastern Standard Time
 - **National AIDS Information Clearinghouse:** 1 (800) 458-5231, answered Monday through Friday, 9 a.m. to 7 p.m. EST
 - **Teens Teaching AIDS Prevention:** 1 (800) 234-TEEN, answered Monday through Friday, 4 p.m. to 8 p.m. EST

Procedure:

1. Ask the group to brainstorm what they know about HIV/AIDS. List their facts on newsprint or the board, without editing or commenting.
2. Introduce the video. Set the stage by giving an overview of the video's story line and characters. Warn the group about graphic or highly emotional scenes (for example, someone shooting up, a person with AIDS who is dying and so on.)

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3. Ask the group to pay close attention to the video to review their list of facts for missing or incorrect information.
 4. Show the video. When it is over, ask teens to write answers to complete the following:
"The most important thing I learned from watching this video is..."
"One thing that surprised me in the video is..."
"One thing I won't forget for a long time is..."
 5. Allow five minutes, then ask for volunteers. Add any new information teens learned from the video to the list they compiled earlier of facts about HIV/AIDS.
 6. Ask the group if the video changed any facts about HIV/AIDS on their original list. Make changes and draw a line through any untrue facts.
 7. Conclude the activity using the Discussion Points.

Discussion Points:

1. How did the character(s) in the video become infected with HIV? What could she/he/they have done to avoid infection?
2. What puts someone at risk for HIV infection and AIDS? (Answers: Exchanging semen, vaginal fluids or blood during unprotected oral, anal or vaginal intercourse; sharing needles for any reason [for example, shooting up, skin popping, tattooing, piercing and so on].)
3. How can **you** avoid the risk of HIV infection? (Answers:
 - Express your sexual feelings with your partner in ways that do not involve the exchange of body fluids, such as hugging, kissing, holding hands, sharing movies, poems, and music, giving a massage, dancing and so on.
 - If you are a male or a female and have vaginal, anal or oral intercourse with a male partner, use a latex condom. If you are a male or female and have oral-anal contact, use a barrier like a latex dental dam, cut-open condom or plastic wrap.
 - If you are a male or female and have vaginal, anal or oral intercourse with a female partner, use a latex condom. If you are a male or female and have oral intercourse [oral-vaginal or oral-anal] with a female partner, use a moisture barrier like a latex dental dam, cut-open condom or plastic wrap.
 - Do not abuse drugs or alcohol because you are more likely to take sexual risks when you are under their influence.
 - Do not inject drugs — if you do, **never** share needles or works with anyone else, or rinse them with bleach and then water before sharing.)
4. Which behaviors are most teens willing to change to avoid HIV infection? Why? Which behaviors are teens not likely to change? Why?

HIV/AIDS: Questions and Answers

Materials: Question Box; index cards; Leader's Resource, "HIV Infection and AIDS Information," from the activity "STD/HIV Handshake;" pens/pencils

Time: 40-50 minutes

Planning Notes:

Purpose:	To provide an opportunity to ask questions about HIV infection and AIDS
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- ✓ Many teens have heard a great deal about AIDS but still have questions about who has it, who can get it, what puts them at risk and so on. This activity opens discussion about issues teens may be uncomfortable discussing openly, such as very specific sexual and/or drug-using behaviors that may transmit the virus, what life is like for someone who is seropositive or has been diagnosed with AIDS or myths about AIDS being a white man's plot or God's retribution and so on.
- ✓ If there are any facts about AIDS your group still does not understand, or if you have overheard their discussions on HIV/AIDS topics, write a question about these and put it in the Question Box.
- ✓ As you and your group exchange information to answer questions from the Question Box, teens may provide misinformation. Be sure to correct it, but do so gently. For example, say something like "I heard that, too, but now I know that the correct answer is..." or "Lots of people believe that but the information we have today tells us..."

Procedure:

1. Explain that even after previous HIV/AIDS discussions, they still may have questions and that using the Question Box is a way to get answers to some of the tougher ones. If necessary, remind them that the Question Box is for anonymous questions — no one will know who puts a specific question in.
2. Distribute index cards and ask teens to write down at least one question about HIV/AIDS. After a few minutes, pass the question box around and have everyone put their cards in.
3. Draw cards at random and use one of the following techniques:
 - Answer some questions yourself.
 - Have volunteers answer questions. Correct any misinformation in a tactful way.
 - Have teens research questions, ask experts and/or call the **National AIDS Hotline (1 [800] 342-AIDS)**, which is answered 24 hours a day, seven days a week.
4. Continue answering questions in the next session, if necessary.
5. Conclude the activity using the Discussion Points.

Discussion Points:

1. Why is it sometimes difficult to ask questions about HIV and AIDS? (Answer: The topic includes two issues people have the most difficulty with: sex and death.)
2. Where else can you go in our community to get information about HIV infection and AIDS?
3. Most adults do not have a program to go to for information about HIV and AIDS. Can you think of one adult that you should share some of this information with? How can you bring up the subject? What is the most important thing you want to tell them?

Rating Behaviors for HIV Risk

Materials: Leader's Resource, "Answers for Rating Behaviors for HIV Risk;" newsprint and markers; masking tape; index cards

Time: 30 minutes

Planning Notes:

- ✓ Prepare four signs that say "Definitely a risk," "Probably a risk," "Probably not a risk" and "Definitely not a risk." Post signs in a row on a wall.
- ✓ Copy the 18 behaviors from the Leader's Resource onto individual index cards for Step 2.
- ✓ Know that listing "kissing" in the "Probably not a risk" category is likely to raise questions. Be prepared to answer their concerns, noting that "dry" kissing is certainly safe, but "French" or "deep" kissing might pose a risk **if there is blood in either mouth, due to bleeding gums, sores or cuts**. Explain that no cases of HIV infection have been traced to deep kissing, but that scientists are unwilling to say that it is completely impossible.
- ✓ Know that latex condoms can help prevent the spread of HIV infection. Researchers have studied couples in which one sexual partner was infected and the other was not. When the couples used condoms and a spermicide consistently and correctly every time they had sex, none of the non-infected partners became infected with HIV.

Purpose:	To identify sexual behaviors that transmit HIV and those that do not
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Procedure:

1. Explain that this activity will identify which behaviors risk HIV infection and which do not. To test knowledge about risky behaviors, they will rate activities along a continuum of riskiness, from "Definitely a risk" to "Definitely not a risk." Point out the signs on the wall.
2. Distribute index cards to participants. If you have more than 18 participants, have the group form pairs.
3. Have teens come forward one/two at a time to the signs. After reading the card aloud, they will tape the card under one of the categories.
4. After each card is placed, ask the teen why she or he chose that category. Ask if the group agrees. Using the Leader's Resource, correct any misinformation and be sure that the index card is moved to the correct category.
5. Remind the group that the behaviors that most risk HIV infection are having anal, vaginal or oral intercourse without latex condoms or barriers and sharing any kind of needles.
6. Conclude the activity using the Discussion Points.

Discussion Points:

1. How do you feel looking at this wall? Does knowing that some things are definitely or probably a risk worry you?
2. Did you learn new information? What was it? Do you have questions about any behaviors we did not list today?
3. If you were explaining this information to a friend, what would you say first?

Leader's Resource

Answers for Rating Behaviors for HIV Risk

Behavior	Definitely a risk	Possibly a risk	Probably not a risk	Definitely not a risk
Not having sexual intercourse (abstinence)				X
Sharing needles for drug use	X			
Sharing needles for body piercing, tattooing and so on	X			
Vaginal, oral or anal intercourse without latex condoms	X			
Kissing			X	
Getting a blood transfusion			X	
Donating blood				X
Using a public telephone				X
Shaking hands with a person with AIDS				X
Hugging a person with AIDS				X
Being coughed on by a person infected with HIV				X
Going to school with a person with AIDS				X
Being born to a mother with HIV	X			
Being bitten by a mosquito				X
Swimming in a pool				X
Sharing a toothbrush or razor			X	
Intercourse with a condom		X		

*Adapted from Stephen Sroka and Leonard Calabrese, *Educators Guide to AIDS and Other STDs*, Lakewood, OH: Health Education Consultants, 1987.

News on HIV and AIDS

Materials: Newspapers, news magazines, TV and radio schedules

Time: Ongoing – 15 minutes of discussion per story

Planning Notes:

- ✓ Ask the group to watch for media coverage on AIDS. Develop a bulletin board of recent articles.

Purpose: To identify and evaluate sources of HIV/AIDS information

Procedure:

1. At the beginning of the next sessions, invite a volunteer to share a recent article or news story on HIV/AIDS. Explain that the group will devote the first 15 minutes of each upcoming session to this purpose.
2. Use the Discussion Points to discuss each media story.

Discussion Points:

1. What information in this story was new for you? Was there any misinformation in the story? Incorrect terminology?
2. What part of the story had an impact on you? How?
3. How responsible was the media in covering this particular story? How would you have handled the story?

Role-Playing

Materials: Leader's Resource, "Role-Play Situations;" paper

Time: 60-90 minutes

Planning Notes:

- ✓ Adapt the situations included on the Leader's Resource so they are appropriate for your group or ask a few group members to create new role-play situations that are realistic for their peer group.

Purpose: To practice communicating comfortably and effectively about AIDS

- ✓ Write the situations on sheets of paper, to distribute in Step 4.

Procedure:

1. Explain that role-play is an educational technique that allows individuals to take on the role of another person. The actors practice feeling, talking and acting like someone else. Role-play helps the players increase their empathy for others and it allows the audience to observe how people deal with each other in difficult situations.
2. Remind group members of previous role-play they've done. Explain that this role-play will focus on avoiding HIV.
3. Have participants work in small groups on a situation for 15 minutes to prepare a two- to three-minute role-play performance.
4. Divide into small groups and give each a situation. Allow them 10-15 minutes to read over their situation, assume their roles and work out their performance. In each group, several people will play the various roles and others can offer ideas and coaching during the rehearsal. Ask the actors to demonstrate positive and realistic behavior that protects against HIV. Visit each group and offer ideas, if necessary.
5. After 15 minutes, reconvene the large group and begin the presentations. After each, use the following process to discuss the role play:
 - Actors will discuss what it was like to play their roles.
 - The audience will offer reactions to the role-play. Was the situation realistic? Which characters were most likeable and why? How did the actors try to prevent HIV? What assertive behavior did you see? How could the situation have been handled differently?

In addition, use the discussion points from the Leader's Resource to explore the specifics of each situation.
6. Repeat this procedure for all of the assigned role-play situations. When discussing each, you might choose to have all the boys answer the questions while the girls listen, and then have all the girls answer while the boys listen. This is a good way for each gender to hear the other's point of view.
7. Conclude the activity using the Discussion Points.

Optional Activities:

1. Consider videotaping the presentations. Ask teens to comment on nonverbal as well as verbal messages.
2. Assign more than one group the same role-play situation. After each one has performed, discuss the dilemmas, options chosen and different outcomes.

Discussion Points:

1. Which of the situations was the easiest? The most difficult?
2. How would it be to deal with these situations in real life?
3. What skills or information do you need to protect yourself from HIV?
4. What lesson can you take away from this activity? How will you use that lesson in your life?

Role-Play Situations

A. Actors: One boy and one girl

Scene: Susan and Mark have been dating each other exclusively for six months and having sexual intercourse for two months. They always used latex condoms. They are at Mark's house when his parents are out, but neither of them have any condoms. They both want to have sex but Susan had made a commitment to herself that she would not have sex without a condom. They're sitting on the couch, watching a movie and...

Discussion Questions:

1. What issues do Mark and Susan need to consider as they make their decision?
2. Whose responsibility is it to make sure that there are condoms available?
3. Should Susan and Mark take a chance just this once? What could be good from each person's point of view? What might the risk be?
4. When does a relationship become a "long-term mutually monogamous" one? How can you tell if your partner is monogamous? How can someone know for sure if their partner is HIV-negative?

B. Actors: Two boys

Scene: Carl and Sean are having a discussion after school. Sean is planning to have sexual intercourse with his girlfriend, Tina, for the first time this weekend. She is using oral contraceptives (the pill). Carl is encouraging Sean to buy latex condoms, but Sean says he doesn't need to because Tina doesn't fool around and she is using the pill.

Discussion Questions:

1. How do you think Sean is feeling? Tina? How does Carl view each of them?
2. Why should anyone using oral contraceptives also use condoms? How easy is it to use both oral contraceptives and condoms? What do most teenagers do?
3. Was Carl pressuring Sean to use condoms? Was this positive or negative pressure?
4. How many boys think like Sean? How can boys be encouraged to use condoms?
5. If Carl was Tina's brother, would his behavior have been different? Why?

C. Actors: Four teens

Mike: Gets good grades and is popular. He isn't sure what he'll do after high school.

Lee: (Boy or girl) Shy, just moved to the neighborhood. Used to do drugs but made a promise to self to stop.

Chris: (Boy or girl) Soccer and basketball team captain. Drinks on occasion.

Robin: (Boy or girl) Plays some sports with Chris, but studies in hope of going to college. Hasn't tried drugs or alcohol and sometimes feels like the only one who hasn't.

Scene: The teens are in a kitchen at a party. There are no parents home. Mike takes out some marijuana and a pipe, asking, "Anyone got a light? Come on, don't be shy, this party is just starting."

Discussion Questions:

1. What might make each character say yes? Or say no?
2. How would this situation be different if Mike was offering heroin and a syringe? How would it be the same?
3. If you hadn't know that Mike used drugs, would his offer affect your opinion of him?
4. We all know that HIV isn't spread by smoking marijuana or sharing a pipe. How could it put these characters at risk for HIV?

D. Actors: Two girls

Scene: Anna (age 16) is dating an older guy named Steven (age 21). She doesn't know him very well but likes him a lot. They started having intercourse last week and didn't use a condom. Her friend, Marika (age 16) knows that Steven hangs with guys who use IV drugs and she's worried that Anna may be exposing herself to both pregnancy and AIDS. She says, "You've got to tell him to use a condom."

Discussion Questions:

1. How important is it for Anna to find out about her boyfriend's past and present — both sexually and with drugs?
2. Why might someone lie about what they've done in the past — both sexually and with drugs? Would loving someone change this?
3. What might make it difficult for Anna to discuss condom use with her boyfriend?
4. What should Anna do if her boyfriend says he doesn't like condoms?

E. Actors: Two girls and a boy

Scene: Allen, Cindy and Brittani are close friends. The prom is coming up, and Cindy and Allen are talking excitedly about their plans. Brittani says she isn't going. She hasn't told her friends yet that she is a lesbian. Her friends ask why she isn't going.

Discussion Questions:

1. Why might it be difficult for Brittani to tell her friends she is a lesbian?
2. How do teens treat friends or acquaintances that they think are gay or lesbian?
3. How can myths and fears about homosexuality be reduced?

F. Actors: Two people — either a boy and a girl or two boys

Scene: Ben has recently learned he is HIV positive. He goes to a party where he is attracted to Terry. The attraction is mutual, and Terry invites Ben to go outside to the car.

Discussion Questions:

1. What should Ben do?
2. What would it be like to tell someone you had the virus that causes AIDS?
3. What activities could Ben and Terry safely engage in?
4. What difference would it make if Terry was a boy instead of a girl (or a girl instead of a boy?)

Panel of People with AIDS

Materials: Question Box and index cards; guest speakers with AIDS; pens/pencils

Time: *Session 1:* 30 minutes; *Session 2:* 60 minutes; *Session 3:* 30 minutes

Planning Notes:

- ✓ Depending on your school or agency policies, you may need to obtain parental or other permission for outside speakers.
- ✓ Personalizing AIDS helps group members deal with fears and misconceptions. People with AIDS can dramatically portray the reality of living with the disease and help break through teenagers' wall of invincibility. For all of these reasons, it is very important to expend the energy to convene this important panel.
- ✓ Invite one or two speakers who are HIV-positive or have AIDS. Call an AIDS service provider in your area to find a speaker. These organizations often have speaker's bureaus. You can also call the National Association of People with AIDS (1 [202] 898-0414) to tap into their national speaker's bureau. Identify speakers who are young and match the ethnic background of the majority of your participants. Contact the speakers individually and tell them about your group. Identify the points you want the speakers to address and make sure they are comfortable interacting with adolescents. If you have already collected questions for the speakers, share those in advance of the session. Make a reminder call to the speakers a few days prior to the session.

Purpose: To develop compassion for people with AIDS (PWAs) and to reduce fears of contracting HIV from casual contact

Procedure:

Session 1

1. Announce that one or more speakers will come to the next session to discuss personal experiences with HIV/AIDS. Give the names and health status of the speakers and ask participants what they expect to hear. What is one hope they have? What is one fear they have? Participants could also respond anonymously on index cards, which you can read aloud.
2. Use participants' expectations as an agenda for the session. Distribute index cards and have each person write down the one question for the speakers.
3. **Address any fears directly.** If a student fears being exposed to HIV, review how HIV is transmitted. If other participants fear that peers will behave rudely, have the group establish ground rules for appropriate behavior with the guests.

Session 2

1. Introduce the guest speakers and explain that they will spend 15 minutes telling their stories and then answer questions. Turn the session over to the first speaker.

After the speakers have finished their formal remarks, they can take verbal questions first, saving the last 10 minutes of the time to respond to any written questions that have not yet been answered.

If participants run out of questions, ask the following:

- How do you approach relationships now that you have HIV/AIDS?
- How do you deal with sex now that you have HIV/AIDS?
- How do people react when they find out your health status?
- What gives you happiness in your life?
- What steps do you take to stay as healthy as possible?

Session 3

1. Use the Discussion Points for a 30 minute session for participants to respond to the panel.

Discussion Points:

1. What was your general reaction to the speakers? What surprised you about their stories?
2. What were you feeling (as opposed to thinking) during the presentation?
3. What is the most important thing you learned from the speakers? What impact will their message have on your behavior? How will you react to someone new who is HIV positive or has AIDS?
4. What, if anything, would have made the panel discussion more informative?

Follow-Up Activity:

Have the group write a thank you letter to the speaker(s) about what was learned and the impact of the presentation.

If Someone Says

Materials: Leader's Resource, "If Someone Says..."

Time: 30 minutes

Procedure:

1. Tell teens they will practice being AIDS educators who are responding to inaccurate or judgmental statements about AIDS.
2. Read a statement from the Leader's Resource and model an appropriate response. Ask the group to react to your response. Now read the next sentence and ask a volunteer to respond as an AIDS educator. After each response have the group answer these questions. What part of the statement did you react to? How did you feel about the AIDS educator's response?
3. When the group has read and discussed all of the statements, conclude the activity using the Discussion Points.

Purpose: To increase comfort and skills for communicating about HIV/AIDS and to increase ability to correct misinformation

Discussion Points:

1. What was this activity like for you?
2. Which statements were challenging to respond to? Which statements made you angry? Embarrassed? Confused?
3. Does the statement try to make other people angry or embarrassed? If not, why would people say these kinds of things?
4. What kinds of statements about HIV or AIDS do you hear from your friends and acquaintances? How will you respond to these statements?

If Someone Says...

1. "I'm not gay and I don't use IV drugs, so I don't need to worry."
You say:
2. "Help stamp out AIDS. Kill a queer."
You say:
3. "I don't have to use condoms with Stacy — she's a nice girl and her mother is a teacher. You only have to use condoms with sluts."
You say:
4. "Using a condom is like taking a shower with a raincoat on. You don't get any feeling."
You say:
5. "You hugged that guy with AIDS. Are you crazy?"
You say:
6. "It's stupid to think that condoms can protect you from AIDS. They aren't reliable enough to be considered good protection."
You say:
7. "I'm gay and I'm sure I'm going to die from AIDS anyway. Why prolong it by taking precautions?"
You say:
8. "If you're not African American, Hispanic or gay, why worry about AIDS? It doesn't happen to white, middle-class kids who live here."
You say:
9. "Come on. Try it. We're not mainlining, just skin popping"
You say:
10. "We don't need to use condoms. Do you think I have a disease"
You say:
11. "I don't believe LaShawn has HIV. She looks so healthy."
You say:
12. "I feel sorry for people who got AIDS from a blood transfusion. But most other people have brought it on themselves."
You say:
13. "I know you're not supposed to be able to get HIV from eating after someone, but I'm not eating any food that Jason cooked. Suppose these doctors are wrong and two years from now they find out you can get AIDS that way."
You say:
14. "If we really wanted to get rid of AIDS, we'd test everybody and take everyone who was HIV positive to a deserted island."
You say:
15. "We don't need any white people coming in here telling us to use condoms. They're just trying to eliminate our race."
You say:

Contraceptive Methods

Materials: Newsprint and marker or board and chalk; Leader's Resources, "Contraceptive Methods" and "Teaching about Contraception;" large anatomy drawings and/or clear-plastic pelvic model from a local health/family planning clinic; one sample of each of the methods of contraception listed on the Leader's Resource, "Contraceptive Methods;" pamphlets and brochures on the various methods

Time: Session 1: 40-50 minutes; Session 2: 40-50 minutes

Purpose:	To present factual information about preventing pregnancy, STDs and HIV infection
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Planning Notes:

- ✓ If you do not feel comfortable teaching about contraception or feel you cannot make the presentation dynamic, invite a local health educator or family planning professional to conduct this activity. Be sure the person you invite has worked extensively with teens in your group's age range. Make it clear to your guest that the program promotes both abstinence and contraceptive use to help teens reduce their risks of unintended pregnancy, STDs and HIV infection.
- ✓ This activity covers information on prescription and nonprescription methods of contraception. As you introduce the different methods, be sure to encourage a **combination** of any female method with condoms for heterosexual intercourse. While some methods (oral contraceptives, Norplant, Depo-Provera) are extremely effective in preventing pregnancy, they do not prevent transmission of HIV and other STDs so they **must be used in combination with a condom**.
- ✓ Review the Leader's Resource "Contraceptive Methods" for basic information. Pay special attention to nonprescription methods, since many teens use them. When you review each method, actively involve teens in the discussion. It will make the session livelier, **and** uncover the extent of the group's **misinformation** about contraception.
- ✓ Review the Leader's Resource, "Teaching About Contraception," for guidelines on how to present this material.
- ✓ On newsprint or the board, list the six questions to ask about each method. Display the poster for Step 7.
 - How does this method prevent pregnancy? (Does it provide a barrier between sperm and the egg? Does it prevent ovulation?)
 - What are the advantages of using this method?
 - What are the disadvantages of using this method?
 - Does this method protect against STDs, including HIV?
 - How does a woman use this method?
 - Can a partner participate in use of this method (such as going with a partner to get it, paying for it, reminding/encouraging a partner to use it, helping insert it or put it on)?
- ✓ Obtain brochures on the various methods of contraception from a local drug store, health department or other family planning organizations.

Procedure:

Session 1

1. Remind teens of the risks of sexual behavior: unintended pregnancy and infection with STDs, including HIV.
2. Emphasize that abstinence, or avoiding sexual intercourse, is always the most effective way to avoid sexual risks. Also state that using contraception, including condoms, correctly and consistently will reduce the risks substantially for those who have sexual intercourse.
3. Review the points in the Leader's Resource, "Teaching About Contraception," and make certain to mention the following:
 - Do not assume that anyone or everyone has had vaginal intercourse just because we are discussing contraception. This is information that you may need now **or** later.
 - It is important to minimize risks when you do have sexual intercourse. The best way to do that is to use contraception, including condoms.
 - Individual values about having sex and using contraception differ and that is okay.
4. Ask teens to name as many methods of contraception as they can. List their responses and add any that are omitted:
 - Abstinence
 - Condoms
 - The female condom (Reality)
 - Spermicidal foam, cream or jelly
 - Oral contraceptives
 - Diaphragm
 - IUD
 - Withdrawal
 - Natural family planning (rhythm)
 - Vaginal contraceptive film
 - Contraceptive implant (Norplant)
 - Injectable contraception (Depo-Provera)
 - Tubal ligation (female sterilization)
 - Vasectomy (male sterilization)
5. Ask teens which methods can be purchased "over the counter," or without a doctor's prescription. Put a star beside those and display samples. (Over-the-counter methods include: male and female condoms, foam/cream/jelly and vaginal contraceptive film. Abstinence, rhythm and withdrawal might also be classified as over-the-counter, because they do not require a doctor's prescription.)
6. Display the remaining methods. Point out that they require a physical examination and a prescription from a physician or nurse practitioner. Ask teens about the two categories of contraceptives:
 - Which ones are most effective?
 - Which ones do most teens use? Why?
 - How would you feel about buying the over-the-counter methods?
 - How would you feel about going to see a health practitioner for prescription methods?

Discuss the questions for a few minutes to get a sense of the group's attitudes about the various methods.

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7. Beginning with the prescription methods, describe how each method works, using the anatomy illustration or pelvic model to demonstrate placement of the diaphragm and to indicate where/how sterilizations are performed. After you describe a method, ask the six questions listed on newsprint or the board.
 8. Use the Leader's Resources to supplement your own information. Make it clear that many adults do not know how most methods of contraception work, so teens who do not know a lot of information should not feel embarrassed.
 9. Ask for reactions to each method and encourage them to express any concerns. Correct misinformation regarding: how a method affects its user, physical discomfort associated with a method, impact on future fertility and so on. Suggest that teens talk further about any of the methods with a parent, another adult they trust or someone at their community health clinic.
 10. Answer any questions and explain that the remaining methods will be covered in the next session.

Session 2

1. Repeat Steps 7, 8 and 9 with the non-prescription methods.
2. Conclude the activity using the Discussion Points.

Discussion Points:

1. What contraception myths have you heard that we have not covered here (such as douching)?
2. What stories have you heard about prescription methods of birth control? Over-the-counter methods?
3. Many girls who are having sexual intercourse wait until they suspect they are pregnant before they go to a family planning clinic. Then they ask for a pregnancy test. Why wouldn't they go earlier to get contraception? How would you counsel a friend who was having sexual intercourse without using contraception or condoms?
4. Which, if any, of these methods make the most sense for teens to use? Why?
5. How important is it for a male to be involved in his female partner's use of contraception?
6. How do you feel about a girl using a method of contraception even if her partner does not agree with it?
7. How many teenagers talk to their parents about contraception? Why is that so?

Teaching about Contraception

Keep the following suggestions and guidelines in mind as you begin to teach this material:

1. The subject of contraception is a sensitive one to many. Teaching contraceptive information to adolescents can be controversial. Some adults believe teens should not have sexual intercourse and they fear that giving them information about contraception encourages teens to experiment sexually. There is no evidence to suggest that teaching this material causes young people to have sexual intercourse.
2. Do not assume that anyone in the group is having sex or that no one in the group is having sex. Make it clear that since most people have sexual intercourse at some point, it is important to know about contraception.
3. Always present abstinence as the most effective and most appropriate method of contraception for young teens. Stress that when teens do choose to have sexual intercourse, they have a responsibility to themselves, their partner(s) and future children to keep themselves safe from unintended pregnancy and disease. Make it clear that unprotected intercourse is neither safe nor smart.
4. Always keep the diversity of religious and cultural values in your mind. As you talk about making decisions about contraceptives, remind participants that couples must always consider their personal, family and religious values.
5. Use the third person. For example, say things like "If a couple goes to a family planning clinic..." or "When two people decide to have intercourse..." Refrain from saying "If **you** decide..." or "When **you** go to a family planning clinic..."
6. Keep your personal values regarding contraception out of the discussion. Provide factual information about all the different methods and continue to reinforce the concept that people who choose to have sexual intercourse should act responsibly and use contraception.
7. Do not share your own personal experience with contraceptive use. You can say things like "Many women ("couples, men") who use that method find..." or "One of the problems I've heard about it is..." Sharing personal sexual experience with the group is inappropriate.
8. Do not assume that everyone in your group is heterosexual. To be inclusive of lesbian, gay and bisexual youth, avoid using heterosexist language. Say things like, "When two people want to prevent STDs or HIV infection, they can..." instead of "When a man and a woman want to prevent..." Use a term like "partner" in place of "boyfriend" or "girlfriend."

Contraceptive Methods

Note: "Effectiveness" refers to the rate at which each method prevents pregnancy.

Non-prescription Methods

Abstinence (no sexual intercourse of any kind)

How abstinence works: Prevents sexual contact and exchange of body fluids between partners.

How abstinence is used: Mutual agreement or an independent decision by either partner.

How effective abstinence is: Almost 100 percent. Semen and vaginal fluids may still be exchanged manually.

Myths about abstinence: Causes "blue balls" in males; a female who abstains is sexually repressed; abstinent teens will be unpopular; "nobody" practices abstinence.

Additional information: Abstinence is readily available to both males and females for no cost, no medical side effects, no risks, no worry and no conflicts with parents.

A person who has had sexual intercourse in the past may decide to abstain at any time, in any relationship.

Abstinence protects health and reproductive capacity by reducing or eliminating the risk of HIV infection, STD and pelvic inflammatory disease.

Abstinence almost completely eliminates the chance of unintended pregnancy.

Withdrawal

How withdrawal works: Prevents the ejaculation of semen into the partner's body (vagina, anus, mouth).

How withdrawal is used: Requires the penis to be removed before ejaculation.

How effective withdrawal is: 81 percent (based on actual use).

Additional information: Even though the penis is withdrawn before ejaculation, preseminal fluid (pre "cum") may contain sperm cells that can cause pregnancy and also may contain organisms that cause STD/HIV infection.

Using this method requires control and motivation. Couples often find this method of pregnancy prevention physically and emotionally unsatisfying. It is not an ideal method, but it is definitely better than no method.

Male Condom (Rubber)

How the male condom works: Prevents semen from entering the partner's body.

How the condom is used: Before sexual intercourse begins, a condom is placed over the erect penis; space must be left at the end to collect the sperm (some condoms have a special tip for sperm collection). After ejaculation, the condom should be held in place when removing the penis so semen does not spill into the partner's body.

Condoms can be used with a spermicide containing nonoxynol-9.

Condoms must be thrown away after one use; they should never be re-used.

How effective the condom is: 88 percent (based on actual use).

Where to obtain the condom: Drug, grocery and convenience stores, family planning clinics, clinics, hospitals and some school-based health centers or school nurses's offices.

Additional information: Vaseline and heat will destroy the condom. Condoms deteriorate so check the expiration date on the side of the box before use. The latex condom is a relatively inexpensive method and prevents the spread of most sexually transmitted disease, including HIV infection. Lambskin and most novelty condoms are not effective for preventing pregnancy or HIV/STD.

Female Condom (Reality)

How the female condom works: Prevents semen from entering the woman's body and protects male partner from contact with vaginal fluids.

How the female condom is used: Before sexual intercourse begins, it is inserted into the vagina. The female condom is a polyurethane sheath with two flexible rings at either end. One of the rims is used to insert the device and hold it in place, much like a diaphragm. The other ring stays outside of the vagina.

The female condom must be removed immediately after intercourse.

The female condom must be thrown away after one use; it should never be re-used.

How effective the female condom is: 87 percent (based on actual use for six months).

Where to obtain the female condom: Family planning clinics and some drug, grocery and convenience stores.

Additional information: The female condom helps to prevent the spread of most sexually transmitted diseases, including HIV infection. It provides women with a way to protect themselves if they are with a partner who refuses to use a male condom.

Contraceptive Foam

How foam works: Temporarily blocks the opening of the uterus and coats much of the vagina; kills sperm. Foam which contains Nonoxynol-9 so far has been proven to kill the HIV virus.

How foam is used: A can of foam is shaken approximately 20 times before the foam is removed; one or two applications of foam are placed into the vagina immediately before intercourse.

How effective foam is: Up to 99 percent if used with condoms (based on perfect use).

Where to obtain foam: Drug, grocery or convenience stores; family planning clinic.

Additional information: The quality of foams vary. Foam must be available and used each time intercourse occurs. Since foam dissolves in the vagina; douching is unnecessary, but if it is desired, wait until at least six to eight hours after intercourse. Foam is an inexpensive method. It may cause minor irritation in some women and men.

Natural Family Planning (NFP [also known as “the rhythm method”])

Types of Natural Family Planning: Calendar, basal body temperature and cervical mucus.

How NFP works: Prevents the release of semen into the vagina during ovulation, when an egg can be fertilized.

How NFP methods are used: The time of ovulation is determined by changes in the woman’s body temperature or cervical mucus; then intercourse is avoided for a specific number of days before and after ovulation.

How effective NFP is: 90-99 percent (based on theoretical perfect use).

Where to obtain NFP instructions: Physician or family planning clinic.

Additional information: NFP does nothing to prevent the spread of STD or HIV infection. NFP is also difficult for some couples to use. It requires training from a qualified professional. It is often unreliable, particularly in women younger than 20, whose cycles may be irregular. NFP requires the couple to refrain from intercourse for many days during each cycle and, therefore, demands motivation and control.

NFP should be used with another method of contraception if intercourse occurs close to the time of ovulation.

Vaginal Contraceptive Film (VCF)

How VCF works: Dissolves in the vagina and produces foam which acts in two ways: 1) as a barrier blocking the opening into the uterus and 2) as a spermicide.

How VCF is used: VCF is a very thin film, about two inches square, that is made of dried spermicide. When moisture such as that in the vagina comes in contact with VCF, it begins to dissolve into a foamy substance. It must be inserted quickly with a **dry** finger all the way to the back of the vaginal wall and up against the cervix. A couple must wait five minutes after insertion before having intercourse. If intercourse is repeated, additional VCF must be used.

How effective VCF is: 90-95 percent with theoretical perfect use and 80 percent with actual use.

Where to obtain VCF: Drugstores or family planning clinic.

Additional information: VCF can be kept readily available because of its small size and portability. It provides some protection against STDs, including HIV, but should be used with a latex condom to maximize its effectiveness.

Prescription Methods

Contraceptive Implant (Norplant)

How the contraceptive implant works: Prevents release of an egg from the ovary (ovulation) and thickens cervical mucus, blocking sperm that are released into the vagina during intercourse.

How the contraceptive implant is used: Using a minor surgical procedure, six flexible matchstick-sized capsules are implanted just under the skin on the underside of a woman’s upper arm. Each capsule contains a small amount of a female hormone, progestin, which is also used in oral contraceptives. The hormone is absorbed into the woman’s bloodstream very slowly for as long as the capsules remain in place (up to five years.)

How effective the contraceptive implant is: 91 to 99 percent, based on seven studies conducted by the Population Council over a five-year period. Effectiveness rate is affected by body weight: the method appears to be most effective when used by a woman weighing less than 135 pounds.

Where to obtain the contraceptive implant: Private physician or family planning clinic. Availability may be limited in areas where few practitioners have been trained to insert it.

Additional information: The method is effective for up to five years and requires no additional action by the user once it is in place. Once the implant is removed, fertility is restored by the next menstrual cycle. This method may be used to prevent pregnancy by women who find it difficult to use other contraceptive methods, but it should always be used in conjunction with latex condoms to prevent STDs, including HIV.

Depo-Provera

How Depo-Provera works: An injection (a shot) of the hormone progestin stops eggs from being released by the ovaries for three months and thickens cervical mucus, blocking sperm from entering the uterus.

How Depo-Provera is used: Depo-Provera is injected into the muscle of the arm or buttocks by a trained practitioner. The first shot is usually given during the first five days of a woman's menstrual cycle to ensure she is not pregnant. Shots must be repeated every 12 weeks.

How effective Depo-Provera is: 95 to 98 percent effectiveness within 24 hours of the first injection, which is effective for 12 weeks.

Where to obtain Depo-Provera: Health practitioner's office or family planning clinic.

Additional information: Depo-Provera provides very effective pregnancy prevention for 12 weeks with minimal side effects. Any side effects, however, will continue for some time after effectiveness has ended, lingering until the last traces of the chemicals have disappeared. It may be more difficult to become pregnant in the months immediately following the termination of Depo-Provera use. Depo-Provera does not provide any protection against STDs, including HIV, and therefore, should always be used with a latex condom.

Diaphragm

How the diaphragm works: Prevents semen from passing into the uterus.

How the diaphragm is used: Should be inserted within two hours before intercourse. A spermicide cream or jelly is spread in the cap and around the rim. It is inserted into the vagina, completely covering the cervix. The diaphragm should be left in for six to eight hours after intercourse. If intercourse is repeated within six hours, the diaphragm must be left in place and additional jelly inserted into the vagina with an applicator. After each use, the diaphragm should be washed with soap and water, dried and stored in its case.

How effective the diaphragm is: 82 percent (based on actual use).

Where to obtain the diaphragm: Private physician, family planning clinic.

Additional information: While the spermicide may provide some protection against STDs or HIV infection, the diaphragm should be used with a condom. The diaphragm must be kept readily available and used each time intercourse occurs. If the diaphragm is inserted incorrectly, it may not protect against conception.

The diaphragm has minimal side effects.

A similar contraceptive method, the cervical cap, is available today in some areas of the U.S., through clinics and research projects. It is smaller than the diaphragm, fitting closely to the cervix. Theoretically, it can be kept in for days, but may cause odor and/or discomfort.

Intrauterine Device (IUD)

How the IUD works: There are several theories. Some hypothesize that the IUD prevents the fertilized egg from implanting in the uterus. One IUD, the Progestasert, secretes a hormone believed to interfere with conception.

How the IUD is used: A trained medical person inserts it into the uterus with an attached string left hanging into the vagina. The string should be checked by the woman after each menstrual period by feeling deep inside her vagina. IUDs can remain in the uterus for about five years.

How effective the IUD is: 98-99 percent (based on actual use).

Where to obtain the IUD: Private physician, family planning clinic.

Additional information: The IUD is one of the easiest contraceptive methods to use, but a lot of difficulty has been associated with it in recent years. Several types have been removed from the market due to lawsuits. The IUD is not recommended for women who have never had a child. Some IUDs have to be removed after one to three years.

Possible side effects include cramps, heavier menstrual flow, irregular bleeding, infection, expulsion of the IUD, and rarely, uterine perforation. Occasionally, the partner can feel the string during intercourse.

Oral Contraceptives

How oral contraceptives work: Prevents release of an egg from the ovary (ovulation) and implantation of the fertilized egg in the uterus (if ovulation should occur).

How oral contraceptive pills are used: Some are taken daily for 21 days and stopped for seven before starting a new package. Other kinds are taken continuously for 28-day cycle; the last seven are placebos designed to keep the woman in the habit of taking a pill every day. Oral contraceptives should be taken in order, at a convenient and consistent time each day.

If a woman skips taking a pill, she should take it as soon as possible, and take her next pill at the regular time. She should then use a backup method to prevent pregnancy through the rest of that menstrual cycle. The backup is necessary for most women because of the low dosages of estrogen in the pill today. The woman should ask her doctor for specific instructions for using oral contraceptives.

How effective the pill is: 95-98 percent (based on actual use, including women who skip days).

Where to obtain the pill: Private physician or family planning center.

Myths about the pill: Pills cause deformed babies. You take the pill only on the days that you have intercourse. Pills cause cancer or sterility.

Additional information: The pill does nothing to protect a woman from STDs or HIV infection. It should be used with a condom. Ordinarily, women with certain physical problems, such as high blood pressure, history of blood clots and heart disease should not use the pill. Women over the age of 35 and women who smoke are not good candidates for the pill. Possible side effects of taking the pill include reduced menstrual flow, swollen or tender breasts, headaches, slight weight gain and nausea. Serious but rare side effects include hypertension, stroke and blood clots.

Contraceptive Commercials

Materials: Index card with ABSTINENCE written on it; male latex condom; foam with applicator; vaginal contraceptive film; female condom; pamphlets and brochures on the various nonprescription methods; six brown paper lunch bags; newsprint sheets; markers and other drawing materials

Time: 40-50 minutes

Planning Notes:

Purpose: To articulate the advantages and disadvantages of various methods of contraception

- ✓ Put one of the following methods in each bag, along with an **easy-to-read** brochure that explains how to use it:
 - "Abstinence" written on an index card
 - Male latex condom
 - Foam with applicator
 - Vaginal contraceptive film
 - Female condom (Reality)
- ✓ A local family planning agency or the health department can provide you with brochures or information sheets about these methods. If you cannot locate any, copy the relevant portions of the Leader's Resource, "Contraceptive Methods," from the previous activity and place them in the proper bags.
- ✓ If you cannot find a female condom in a store, call 1 (800) -274-6601 to obtain a sample Reality female condom.
- ✓ Create a poster of the questions in Step 3.

Procedure:

1. Display five identical bags and explain that each contains one of the methods of contraception that does **not** require a prescription. Explain that the group is going to practice using information about contraceptives.
2. Tell the group that each bag contains a sample of a method teens can get without a prescription, along with written information about that method. Go over the following instructions:
 - Five teams will focus on each of the different methods.
 - Read the information about your team's method to answer the following questions about the method: (Display the questions.)
 1. How does the method prevent pregnancy and STD/HIV?
 2. What makes the method easy for teenagers to use?
 3. Can disadvantages be avoided?
 - Pretend you work for an ad agency that promotes your method of contraception. Design a one-minute television commercial to market your contraceptive method to teenagers. Be sure to emphasize what makes the method effective and easy to use.
3. Divide into five teams and ask each to send a representative to choose one of the bags. Distribute newsprint and markers or other drawing materials to each team for signs or props.
4. Have teens work on their commercials. Circulate to help them prepare.

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5. After 15-20 minutes, ask teams to present their commercials to the group. After each presentation, lead the group in a round of applause. Then, if any misinformation was presented, correct it.
 6. Conclude the activity using the Discussion Points.

Discussion Points:

1. What is the most effective nonprescription method? (Answer: abstinence)
2. What is the biggest difference between the condom and other nonprescription methods of birth control? (Answer: The condom provides protection from most STDs, including HIV infection.)
3. By combining condoms with any of the female methods, prescription or nonprescription, a couple can increase the effectiveness of pregnancy prevention and/or decrease the spread of HIV infection and other STDs. Why do so few teenage couples combine condom use with another method of contraception?
4. Why do people avoid condoms? How can someone encourage a partner to use condoms? (Answers include: Point out that using a condom shows love and caring; refuse to have sex without the condom; make putting on a condom part of lovemaking; create pressure among the couple's peers for condom use.)
5. How old must a person be to buy a condom without parents' permission? (Answer: There is no age requirement.)
6. What can a person do if she or he is too embarrassed to buy condoms in the store? (Answers include: Ask someone else to buy them; go to a family planning clinic where they are given to clients.)
7. How does a person decide which method of contraception to use? (Answer: She or he has to consider the following factors: their comfort with the method; effectiveness in preventing pregnancy and STD/HIV; availability; cost; how easy the method is to use; whether the method requires touching the genitals; risks and the partner's reaction.)

Condom Lineup

Materials: At least nine pieces of cardboard (approximately 8 1/2" x 11"); markers; latex condoms for each participant and for you; spermicide with nonoxynol-9; penile model (optional)

Time: 30 minutes

Planning Notes:

Purpose: To learn correct condom use

- ✓ Write each of the following terms on a separate piece of cardboard in bold letters:

HAVE ERECTION
TAKE CONDOM FROM WRAPPER
INSERT SPERMICIDE WITH NONOXYNOL-9 INTO TIP OF CONDOM
ROLL CONDOM ON PENIS
INTERCOURSE
EJACULATION
WITHDRAW PENIS FROM PARTNER, HOLDING CONDOM ON AT THE BASE
REMOVE CONDOM FROM PENIS
THROW CONDOM AWAY IN TRASH

For large groups, add steps to the basic procedure. For example, add LOSE ERECTION, REMOVE CONDOM and OPEN ANOTHER CONDOM. Or, you could have the group think about starting the process earlier with cards saying DISCUSS CONDOM USE WITH PARTNER, OBTAIN CONDOMS and HAVE CONDOMS WITH YOU.

- ✓ If you have never done a condom demonstration before, practice by following the steps in Step 9 before you attempt it with the group.

Procedure:

1. Explain that teens will learn the correct way to use latex condoms, to be more comfortable when they are needed. Remind them that although all forms of contraception can prevent pregnancy, only latex condoms can prevent STD/HIV infection.
2. Ask what peers' opinions about obtaining and using condoms are. Allow for discussion, but be sure to debunk myths that arise, sharing the following information:
 - No penis is too big for a condom. Condoms can be stretched to fit over a forearm.
 - Condoms do not reduce sensation, although they do change it.
 - Both males and females can purchase condoms – without parental permission.
 - Asking a partner to use a condom does not mean you do not trust the partner. You are making a responsible statement about both of your futures by using condoms.
 - HIV cannot leak through condoms.
 - Condoms are tested thoroughly and probably will not break with proper use.
3. Emphasize that even when condoms are used, they can be used incorrectly, allowing a pregnancy or a disease to occur. Explain that this activity outlines correct and effective use.
4. Ask for enough volunteers to represent the steps.
5. Give each volunteer a piece of cardboard. Ask each to read it and display it to the group. Tell them to form a line in the correct order so their posters describe step-by-step use of a condom. Ask the rest to review the final order to see if it is correct. (The correct order is listed in the Planning Notes.)

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6. Have volunteers post the placards in the correct order and be seated.
 7. Then demonstrate proper condom use, with a latex condom and either your fingers or (if you have one) a penile model. Follow the steps below, explaining what you are doing as you go along.
 - Open the package carefully.
 - Insert spermicide with nonoxynol-9 into the tip. (Explain that some condoms are lubricated with spermicide so this step can be skipped **if the package lists the spermicide as nonoxynol-9.**)
 - Roll condom down over model or fingertips of index and middle fingers.
 - Roll the condom down to the base of the model or your fingers. Being sure to leave a reservoir at the tip (explain that space must be left at the tip to hold the ejaculated semen.)
 - Then, explaining that ejaculation has occurred, unroll the condom. Then, be sure to hold the base of the model or your fingers (explain that to prevent spilling of the semen, the condom must be held at the base while withdrawing from the partner's body).
 - Remove the condom and throw it in the trash.
 8. Have teens form pairs and give each participant a condom. Ask them to take turns demonstrating how to use the condom correctly, with their fingers.
 9. Conclude the activity using the Discussion Points.

Discussion Points:

1. How easy or difficult was it to demonstrate condom use?
2. How do men feel when they buy condoms? What about women? Do people feel differently about seeing men and women buying condoms?
3. Is one kind of condom better than another? (Answer: Latex condoms do not allow the HIV virus to pass through, so they can protect against HIV infection. Lambskin condoms do not protect against HIV. Some fancy condoms are just novelties and are not effective as either pregnancy or disease prevention. Read the package carefully.)
4. What would you say to a friend who said it was not cool to buy and carry condoms?

Condom Hunt

Materials: Handout, "Condom Survey"

Time: Session 1: 10 minutes; Session 2: 30 minutes

Planning Notes:

- ✓ Discuss this activity with your supervisor for support and permission to do it. Decide whether the teens will purchase condoms or simply survey the availability of condoms in their community.
- ✓ If the teens will purchase the condoms, plan how to pay for them.
- ✓ Many communities have health departments, community or free clinics that distribute condoms without charge. Offer phone numbers for local resources of free condoms. Teens will still have the experience of actually asking for or taking condoms.

Purpose: To identify places to buy condoms and to become more comfortable obtaining condoms

Procedure:

Session 1

1. Explain that most people, at some point in their lives, will need to obtain and effectively use condoms. This is an important life skill because most people will have sexual intercourse at some point in their lives. People who decide to have intercourse and don't want to risk pregnancy or STDs will need to use condoms to avoid pregnancy. This activity will focus on condoms.
2. Ask participants where they believe condoms are sold in their community and if teens are comfortable purchasing condoms in these settings. After a brief discussion of these questions, distribute the handout and the assignment.
 - Choose a pharmacy, grocery or convenience store in your neighborhood.
 - Go to the store and complete the "Condom Survey."
 - Buy a package of condoms and leave the store.
 - As you leave consider the following questions:
 1. How did you feel completing the survey in the store?
 2. How did you feel when you purchased the condoms?
 3. What recommendations, if any, would you make to the store manager for making condoms more accessible to teenagers?
3. Answer any questions about the activity.

Session 2

1. Ask for a show of hands of those who conducted the condom survey and/or bought a condom. Congratulate teens on completing this assignment.
2. Ask a few volunteers of both sexes to tell their story of finding and purchasing condoms. Ask each person to talk about:

-
- Where she or he went
 - Where the condoms were located in the store/clinic
 - How she or he felt looking at and/or buying condoms
 - Interaction with store clerk/adult in charge
 - Price of condoms
3. When several people have shared their stories, conclude the activity using the Discussion Points.

Discussion Points:

1. What feelings did everyone have in common during this activity?
2. How did the girls' experiences compare with the boys?
3. If you ever needed condoms, how would you feel about getting them the next time?
4. Which stores displayed condoms so they were accessible?
5. How could you encourage stores to make condoms more accessible to teenagers?
6. Did anyone discuss the assignment with a family member? What was that person's reaction?

Optional Follow-Up Activities:

1. Have teens survey local stores and the accessibility of condoms. Assist them in compiling and publicizing the results.
2. Invite teens to form teams and survey a number of stores on over-the-counter contraceptives. Award a prize or special privilege to the team that finds the "best bargain" or the "friendliest store." Consider having the group award prizes to the stores with the best bargains, most courteous service and so on.

Handout

Condom Survey

Name of store _____ Drugstore _____ Other _____

Address _____ Date completed _____

Store hours _____ Time Entered Store _____

Name of Observer _____

ACCESS

1. _____ Are there any signs in the store to identify contraceptives?

____ Yes (go to 1a)

____ No (go to 2)

a. If yes, what does the sign say? _____

b. Time found: _____

c. Are all contraceptives in one place? _____ Yes _____ No

2. If there is not a sign, what method(s) did you find first: _____

a. Time found: _____

b. Are all contraceptives in one place? _____ Yes _____ No

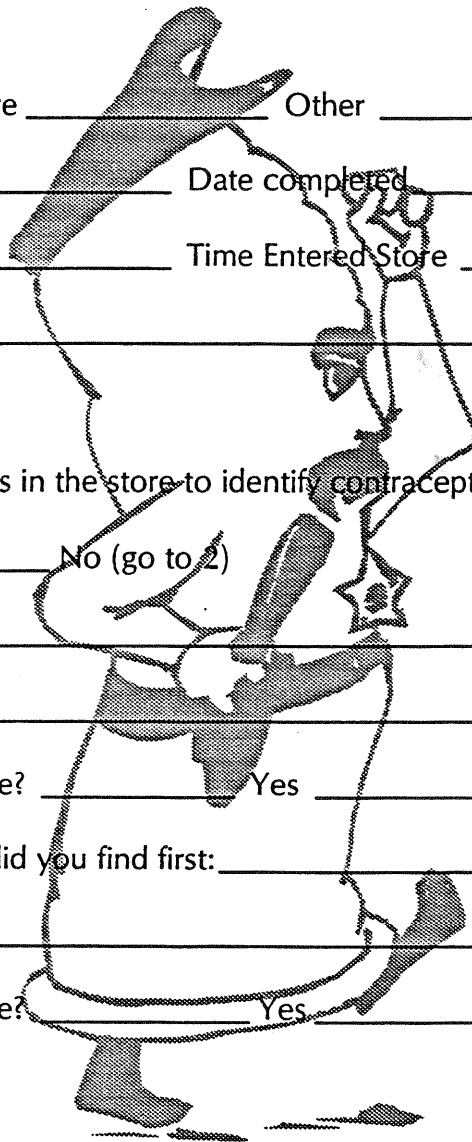
EMPLOYEE INTERACTION

3. Ask the following question and note the response that you receive:

“Can you please tell me where the condoms are?”

Employee: _____ Male _____ Female

Response to question: _____ Positive _____ Negative _____ Neutral



LOCATION

4. Where were the condoms located? (CHECK ALL THAT APPLY)

- Behind the pharmacy counter
- With feminine hygiene products (such as tampons)
- With men's personal hygiene products (such as shaving razors)
- In front of the pharmacy
- Behind the checkout counter
- In front of the checkout counter
- Family planning section
- other _____

SELECTION

5. Where are the other contraceptives located? (CHECK ALL THAT APPLY)

- Behind the pharmacy counter
- With feminine hygiene products (such as tampons)
- With men's personal hygiene products (such as shaving razors)
- In front of the pharmacy
- Behind the checkout counter
- In front of the checkout counter
- Family planning section
- Other _____

6. Does the store have the following kinds of condoms?

- | | | | | | | |
|-----------------------------|-------|-----|-------|----|-------|------------|
| Lubricated | _____ | Yes | _____ | No | _____ | Don't know |
| Non-lubricated | _____ | Yes | _____ | No | _____ | Don't know |
| With spermicide nonoxynol-9 | _____ | Yes | _____ | No | _____ | Don't know |

What is the lowest price for one package of three lubricated condoms?

Price: _____ Brand _____

7. Does the store have the following kinds of contraceptives?

(If you don't see the method, you should ask a clerk if the store has it.)

- | | | | | | | |
|----------------|-------|-----|-------|----|-------|------------|
| Foam | _____ | Yes | _____ | No | _____ | Don't know |
| Jelly | _____ | Yes | _____ | No | _____ | Don't know |
| Cream | _____ | Yes | _____ | No | _____ | Don't know |
| Female Condoms | _____ | Yes | _____ | No | _____ | Don't know |

8. Do they have pamphlets or information on STDs and/or AIDS in the store?

Yes No (IF YES, take a sample with you.)

Time out of store: _____

Negotiating Risk Reduction

Materials: Index cards

Time: 60 minutes

Planning Notes:

- ✓ Have one index card for each participant. Write **abstinence** on a third of the cards, **condom** one another third and **condom and another form of contraception** on the remaining third. Make packets of cards containing one of each, to distribute to small groups in Step 2.

Purpose: To practice communicating comfortably and effectively about risk reduction

Procedure:

1. Tell teens that while knowing about the risks of unprotected sexual intercourse is important, the essential thing is to be able to do what is necessary to avoid those risks when with a sexual partner. Explain that this activity will help them practice the important skill of **communicating** with their partner, the first step in negotiating risk reduction.
2. Divide participants into groups of three and distribute the packets of index cards. Ask each participant to take one index card. Then, go over the following instructions:
 - Create three role-play presentations, one for each word on your index cards. In each, one person will bring up the subject of sexual risks with another group member and says she or he wants to use the method listed on the card. The goal of this role-play is for one actor to convince the other actor to agree to practice the assigned method of risk reduction.
 - While two group members act as characters, the third member should act as a “coach.” The coach will make suggestions to help the actors role-play and comment on whether the approach they are using is convincing. Take turns being the coach.
 - Once the group has finished their role-play, they should pick the most convincing presentation to perform for the entire group.
3. Tell teens they have 30 minutes to work together and create three role-play presentations. Give lots of encouragement and assist with the coaching if needed.
4. After 30 minutes, ask a group to volunteer to present first. After leading the group in a round of applause, ask the audience to provide feedback on the role-play when, using the following questions:
 - How realistic was this role-play? Why?
 - Which character was more convincing? Why?
 - What other approaches would have been effective?
5. Continue with additional role-play in the same fashion. Challenge teens to redo any role-play they feel they could make stronger after the group provides feedback on it.
6. When every group has had an opportunity to present, conclude the activity using the Discussion Points.

Discussion Questions:

1. How did it feel to try and convince someone else to go along with your assigned method of risk reduction? How did it feel to have someone else try to convince you? Do you think these feelings are pretty common for teenagers dealing with these issues?
2. What are effective ways for a couple to discuss abstinence? The use of condoms? The use of condoms and another method of contraception?
3. What should a person do if their partner will not agree to their chosen method of risk reduction?





Chapter 14:

How Do I Prepare for Work?

Objectives:

- ✓ To explore job options
- ✓ To examine the relationship between personal values and vocational choices
- ✓ To examine the relationship between gender and vocational choices
- ✓ To identify the education and training requirements for various jobs
- ✓ To practice job-seeking skills
- ✓ To learn how to be a good employee
- ✓ To understand the link between early parenthood and a vocational future



Activities

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Introduction to Employment

Materials: Leader's Resource, "Guided Imagery: Future Employment;" paper; pens/pencils

Time: 20-40 minutes

Planning Notes:

- ✓ Before you begin, consider your level of expertise in the employment preparation field. You may want to invite a vocational/career counselor to co-facilitate these activities with you or to serve as a resource person. Check with the counselors at your local high school and/or community college to find out what resources they can provide.
- ✓ You will need one or more up-to-date resources on vocational and career options for teens. Several good reference books are: *The American Almanac of Jobs and Salaries*, *Dictionary of Occupational Titles*, *Guide to Federal Jobs*, *Occupational Outlook Handbook* and *Vocational Careers Sourcebook*.

Purpose:	To visualize a future in the world of work
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Procedure:

1. Take a quick survey, asking for a show of hands in response to the following questions:
 - Do you have a job now?
 - Have you held a job in the past?
 - Can you name three jobs you would be interested in exploring? (Ask for examples.)
 - Do you have a vocation or career in mind? (Ask for examples.)
2. Explain that the group will focus on getting and keeping a job. One step toward gaining full-time employment is developing important communication, negotiation, goal-setting and decision-making skills. Another step is having a **dream**. In this activity, participants will explore their dream for employment.
3. Ask participants to close their eyes and imagine a future job they dream of having. This is a fantasy activity so the sky is the limit. Group members should concentrate on what they really **want** their future to look like.
4. Remind teens to keep their eyes closed as you read the Leader's Resource, "Guided Imagery: Future Employment," pausing where appropriate and using your voice for expression.
5. When all eyes are open, tell teens they will spend a few minutes writing or drawing about their experiences. Direct teens to write an imaginary letter to a friend about their employment fantasies.
6. Allow five to 10 minutes, then ask volunteers to share their employment fantasies. Comment, appropriately, yet positively, on the range of vocations, the realism of their depictions and their knowledge of details related to the vocation such as salary, dress, tasks and so on.
7. Conclude the activity using the Discussion Points.

Discussion Points:

1. Was it easy or hard to think about a future job? Why?
2. What differences were there between the career fantasies of girls and boys in the group? Are these differences related to stereotypes about what work women and men can and should do?
3. How much do you know about the work lives of adults you see every day, such as your parent(s), teachers, bus drivers, health practitioners, grocery clerks and so on?
4. Is your dream of the perfect job one that your parent(s) would feel good about? Does it fit with your personal values? If not, why doesn't it fit?
5. Is your everyday behavior preparing you for your dream job? For example, are you keeping your grades up if that job requires high school graduation or college? Are you watching your health habits if your job requires strength and fitness?
6. How can you work toward your dream job?

Guided Imagery: Future Employment

Pretend you are going to sleep — picture yourself in your bed at home — and when you wake up tomorrow morning, it is 10 years from now! You are no longer a teenager, but an early- to mid-20s adult. Keep your eyes closed as you imagine what life might be like 10 years from now.

Imagine waking up and looking around the room you are sleeping in. What do you see? What kind of place is it? Do you live in an apartment, a condo or a house? What do you see outside your window? Do you see tall city buildings, trees, wide-open spaces or other houses or apartment buildings? What kind of furnishings do you have? Is there one thing you are especially proud of owning? Picture yourself and your living space once you are working in your dream job.... (long pause)

Think of who else, if anyone, lives there with you. Is there a life mate or marriage partner who sleeps with you? How about people sleeping down the hall? Roommates? Children? Parents? Picture the family household you hope to have when working in your dream job.... (long pause)

Imagine that you are getting up and getting ready to go to work in the job you've always wanted. What is that job? What will you wear to work? How are you dressed when you leave the house? Casually in jeans or sweats or business-like in a suit or dress? Maybe in a uniform? Picture yourself dressed for a busy day at your job —,what do you look like...? (long pause)

How will you get to work? Picture yourself travelling to your dream job — what does your transportation look like? Do you drive, walk or bicycle to work? Do you take a bus or train? What is the trip to work like? How long is it and what do you see on the way...? (long pause)

Now you've arrived at your workplace. What kind of place is it? Is it a small company, a huge corporation or a public facility? Is it an office building, a school, hospital, retail store or manufacturing plant? Or is your job outdoors, at a marine facility, a forest recreational center or a construction site? Picture the kind of place you hope to work in one day — what does it look like...? (long pause)

You begin working. Do you report to anyone? Do other people come to you for assignments? Do you work alone or with a team? What special equipment do you have to operate? What tasks do you have to do? What does your work day look like...? (long pause)

It's payday, so you get your check for two weeks of work at the end of the day. How much is the check for? What is your annual salary, or what do you hope to be earning 10 years from now...? (long pause)

Your imaginary day is over now. You are back home, going to sleep, sleeping deeply. When you wake up it will be today again and you are back in this room, today. Open your eyes and come slowly back to the present.

The Interplanetary Party

Materials: Copies of the handout, "Interplanetary Party-Goers," for each participant; Leader's Resource, "Holland Wheel;" masking tape; 12 sheets of newsprint; markers; pens/pencils

Time: 35-45 minutes

Planning Notes:

Purpose: To assess personal interests and identify jobs that correspond to those interests

- ✓ Before conducting this activity, prepare the room by hanging six large sheets of newsprint in six different locations. On each piece of newsprint, write the description, from the handout, of one of the six categories of "party-goers."
- ✓ Using the Leader's Resource, "Holland Wheel," write examples of jobs that coincide with the six categories of party-goers. List about 20 jobs in each category, with special emphasis on jobs that are appropriate for your geographical location, climate and community size. Add other jobs if relevant.

Procedure:

1. Tell participants that having a "dream job" for the future is important, but knowing their personal interests – things they like to do, learn about and talk about – can help them find out how well-suited they are for certain types of jobs.
2. Set up the situation by reading the scenario below:

Imagine that you are living in the future when interplanetary travel is a reality. You have been invited by a friend who lives in another universe to spend the weekend and go to a great party.

At the party, you find lots of unusual looking people and you're a little nervous about meeting them. You do not have a clue about what teens from other planets are like. Then someone puts up descriptions of the different kinds of people at the party, so people can choose who they would like to get to know.
3. Distribute the handout and take teens through the activity step by step:
 - Listen to the six descriptions of different types of people. (Ask volunteers to read the descriptions or read them yourself.)
 - Choose the group you would **most** like to meet and move to that area.
 - (When everyone has moved to one of the six areas...) Write the name of the group you have chosen in the first blank on your handout.
 - Now imagine that everyone has left your group. Choose a second group and move to that area. Write the name of the second group in the second blank.
 - Repeat the process one more time – choose a third group, move to that area and write the name of this group in the third blank.
4. Ask teens to remain standing and post the six lists of jobs in their matching areas. Have teens spend 5 to 10 minutes looking over the jobs that correspond to their first, second and third group choices, jotting down two or three jobs they are interested in learning more about, then take their seats.
5. Conclude the activity using the Discussion Points.

Discussion Points:

1. How hard or easy was it to choose among groups?
2. The point of the imaginary party was to help you match your personal interests with the type of work you might like to do. How closely do some of the jobs listed in the categories you chose match your personal interests?
3. Which jobs interest you the most and why?
4. What is one thing that surprised you about this activity?
5. Are there other jobs that should be included? Name the jobs and their categories.
6. How could you learn more about some of the jobs listed here? (Answers include: school counselor, library, employment/training organization, vocational counselor at local community college and so on.)

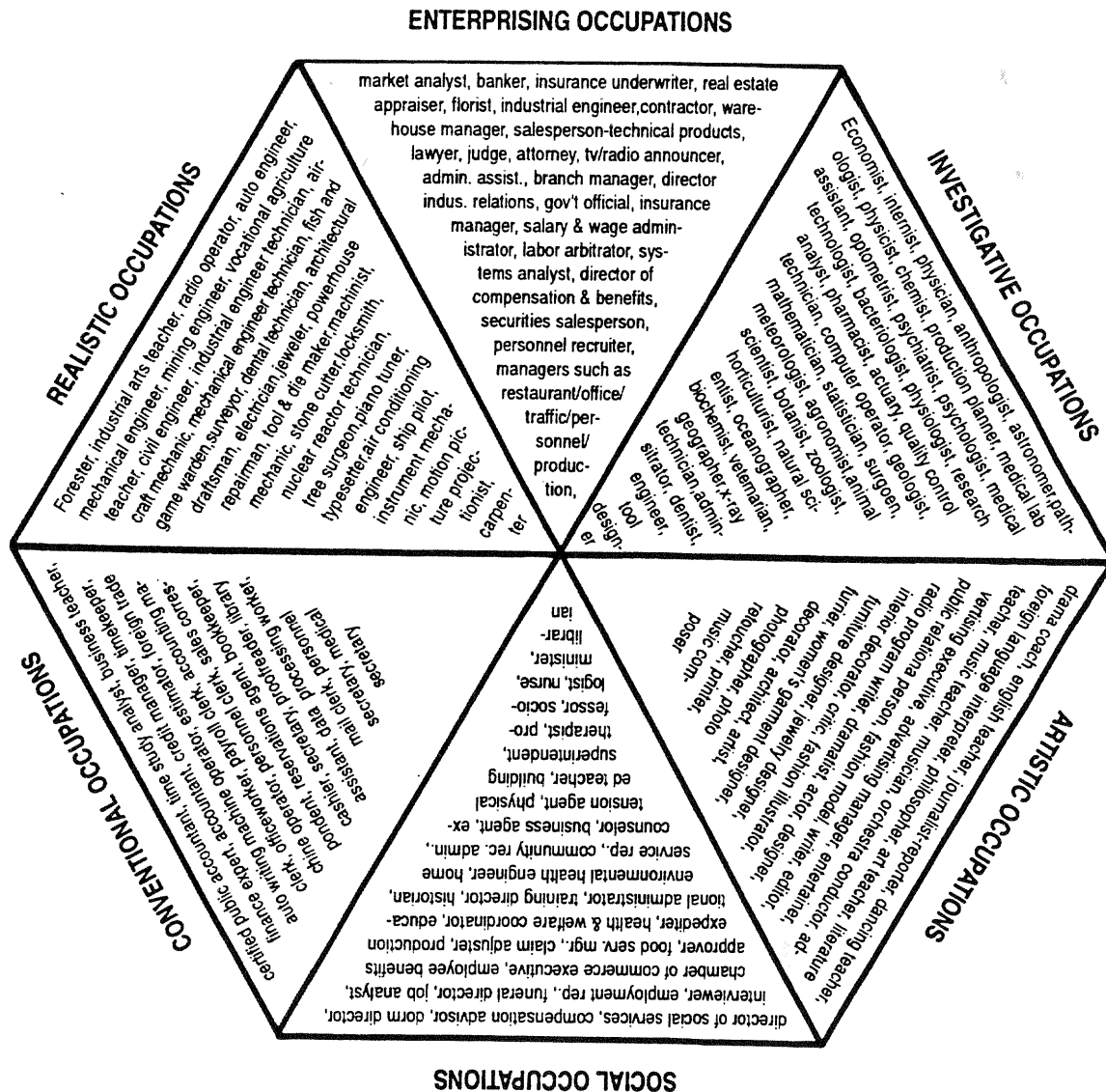
Handout

Interplanetary Party-Goers

If I went to this party and had to talk to some people there:

1. I would be most interested in talking to people in the _____ corner.
2. Second, I would be interested in talking to people in the _____ corner.
3. Third, I would be interested in talking to people in the _____ corner.

Holland Wheel



Values and Vocations

Materials: Copies of the handouts, "Values and Vocational Choices" and "Job Possibilities," for each participant; newsprint and markers; masking tape; pens/pencils

Time: 40-50 minutes

Planning Notes:

- ✓ On newsprint, write one value listed in the "Values and Vocational Choices" handout on each sheet. Post the sheets around the room, for use in Step 4.

Purpose: To recognize the link between personal values and vocational choices

- ✓ Remind teens of the values work they did in Chapter 2. If you did not conduct activities from that chapter, you should refer to it to help you explain "values" to the group.

Procedure:

1. Review that values are: **values:** important personal beliefs that are learned from a variety of sources, including family, religion, friends, media and so on.
2. Explain that personal values play an important role in decision-making, including decisions about employment. Give an example of how values affect vocational choice. For instance, if "working outdoors" is a very important value, being a forest ranger or a landscape architect would be more desirable than being an English teacher or a dental hygienist. Tell participants they will examine the relationship between values and careers.
3. Distribute the handout, "Values and Vocations," and have the group review it. Have them circle three values that are most important to them when choosing a job. Have them draw a line through values they do not consider important.
4. Distribute the handout, "Job Possibilities." Point out the newsprint sheets with work-related values written on them. Ask teens to find the three values they circled and list several jobs under each that reflect the particular value, using the list of job possibilities. To get them started, ask, "What jobs might you list under 'helping other people?'" (Answers: doctor, nurse, fire fighter, massage therapist and so on.) Ask, "Where would you list welder? Water quality inspector? Landscape architect?" Tell the teens to list two or more jobs at the bottom of the handout.
5. Have teens team up with two other people and talk about jobs that tend to reflect the values they circled. After about 10 minutes, ask volunteers to share one value they circled on the handout. As a value is mentioned, ask for examples of jobs that reflect that value. Add any that are missing and repeat the process until you have discussed many of the work-related values teens circled.
6. Conclude the activity using the Discussion Points.

Optional Activity:

Invite one or more speakers to talk about their experience in working in a vocation that is closely related to their personal values. For example, you might get a housepainter or cable installer who values working outdoors or a health practitioner who values "helping others." Someone whose work **does not** reflect their personal values or even conflicts with them would be another valuable addition to a panel on values and vocational choice.

Discussion Points:

1. How difficult was it to think of jobs that reflect the values you considered important?
2. Which jobs, if any, appear on several lists, reflecting several work-related values?
3. Were you surprised by the jobs that fit your own personal values? If so, why?
4. Are there work-related values that are common to this group?
5. Which of these work-related values are most important to many of your parents? Friends?
6. Are there occupations that interest you that are listed under values you did not initially chose? What do you think about that?

Handout

Values and Vocational Choices

Here are some values you may want to consider when choosing a job. Circle **three** that are important to you in choosing a job, then draw a line through those that are not important to you.

Helping other people

Having job security

Being creative or artistic

Working when you want

Having a daily routine that changes

Adding beauty to the world

Earning a lot of money

Working outdoors

Becoming famous

Finding adventure

Working with people all the time

Learning new things

Influencing other people

Being known as an intellectual or a
"thinker"

Working with new technology

Helping make the world a better place

Jobs that Reflect My Values

List jobs you might be interested in because they reflect values that are important to you.

1.

2.

3.

4.

Handout

Job Possibilities

Social Worker	Members of Armed Forces	Environmental Specialist
Cable Installer	Flight Attendant	Florist
Professional Athlete	Teacher	Word Processor
Truck Driver	Hair dresser	Welder
Landscape Architect	Executive	Daycare Provider
Cashier	Tour Guide	Jewelry Specialist
Secretary	Plumber	Mail Carrier
Office Manger	Veterinarian	Art Critic
Architect	Home Health Aide	Business Owner
Retail Salesperson	Writer	Ambulance Driver
Dental Hygienist	Bank Teller	Model
Lawyer	Airplane Pilot	Auto Mechanic
Librarian	Paralegal	Police Officer
Reporter	Hotel Manager	Carpenter
Musician	Bricklayer	Photographer
Computer Specialist	Construction Worker	Medical Technician
Restaurant Cook	Cosmetologist	Ballet Dancer
Optometrist	Desktop Publisher	Pharmacist
Registered Nurse	Taxicab Driver	Firefighter
School Counselor	Medical Assistant	Employment Counselor
Accountant	Correction Officer	Bartender
Assembly Line Worker	Massage Therapist	Hospital Orderly
Psychologist	Computer Programmer	Video Photographer

Vocational Exploration

Time: Two or more 40- to 50-minute periods (time will vary, depending on which option is selected)

Materials: Newsprint and markers or board and chalk; Leader's Resources, "Planning for Job Shadowing", "Planning a Group Work-Site Visit" or "Planning an Employee Panel"; copy of the *Occupational Outlook Handbook* or another text that lists and describes jobs; copies of the handout, "Employee Interview Form," for each participant

Purpose: To become familiar with the experience of working

Planning Notes:

- ✓ This activity has three options for vocational exploration. Depending on the option you choose, you may need several weeks' lead time to make arrangements and preparations for the experience. Considerable effort will be necessary. Be sure to involve participants as much as possible in planning the activity.
- ✓ Contact local businesses and corporations and ask them to sponsor this unique educational experience. Explain the importance of introducing young teens to the world of work, to motivate them to delay parenthood and remain in school. Ask businesses to pay for transportation, host lunch for participants during a site visit, provide a motivational speaker or employees who will volunteer for a "job-shadowing" experience, arrange panel members and so on.
- ✓ Choose one of the three options or design your own to fit your program.
 - **Job shadowing** — teens in groups of two or three spend half a workday "shadowing" an employee at the work site and interviewing her or him. Depending on the age of your participants, teens may need to be accompanied by an adult volunteer (such as parent, teacher's aide, graduate student or community volunteer).
 - **Work-place visit** — the entire group visits a workplace for two to four hours and teens interview employees. The ideal site for such a visit is a large organization or institution that offers a variety of vocational opportunities within a single facility, such as a hospital, college, corporate headquarters and so on.
 - **Panel of employees** — teens interview five or six guest speakers during a panel presentation. These employees may represent a range of occupations or people who work in a particular area, like nontraditional careers, theater, the building trades, technology, retail sales or medicine.
- ✓ After selecting an option, review the appropriate Leader's Resource and use the suggested timeline and planning steps.
- ✓ Look through the *Occupational Outlook Handbook* and find several examples of little-known jobs. For Step 5, create a poster listing these jobs, respective salaries and educational/training requirements.
- ✓ While it is important that teens begin thinking about choosing jobs for their future, the real purpose of this activity is for them to experience the **flavor** of participating in the work force — the excitement of working, the rewards of earning an income, and the sense of importance and self-worth gained from employment.

Procedure:

1. Tell teens that after thinking about interesting jobs, they will now have an opportunity to learn more about the world of work from workers' points of view.
2. Write "Working (+)" and "Working (-)" on newsprint or the board and ask teens to give examples of both from any work experience they have had. (They can cite paid and unpaid jobs and volunteer work, including household chores, babysitting and group projects for their schools, churches, sports teams and so on.) List the things they like(d) and the things they dislike(d) about working.
3. Now ask teens to name the jobs some of their parents or other family members have. (Be sensitive to the home situations of your participants. If a lot of their parents or family members are unemployed, reword or expand the questions so that participants can cite examples of jobs they know about in general.) List the jobs on a separate sheet of newsprint or the board, then ask if anyone can think of additional pluses or minuses about working. Add your own former jobs and any likes or dislikes to the lists.
4. If you have not already done so, introduce teens to the *Occupational Outlook Handbook* (or another resource that lists and describes numerous occupations). Point out how many jobs are listed in it and explain that most people are not aware of the many different and sometimes exciting jobs that exist today. Job knowledge is often limited to the people we know and the jobs they have.
5. Using the poster, list at least five little-known jobs that you think are interesting to your teens. Go over the job descriptions, educational or training requirements and salary ranges. Ask teens to respond to these little-known jobs.
6. Explain that the activity will explore careers and give them a chance to learn about different jobs and what life on the job is like for different types of employees.
7. Introduce the vocational exploration option you have chosen and conduct the activity according to the instructions on the appropriate Leader's Resource.
8. When the activity is completed, conclude using the Discussion Points.

Discussion Points:

1. What did you learn from this experience? How will you use that in your own life?
2. What things about working did the person you "shadowed" like? What did you particularly like? What things did you find unappealing?
3. What life planning decisions did the worker(s) you interviewed have to make? Do you agree with the way they made their decisions? What, if anything, would you do differently?
4. What is one thing about working that surprised you?
5. What is one thing about working that you still want to know more about?
6. Are the jobs you learned about open to a person without a high school diploma? College degree? How do you feel about the amount of education required for the jobs?
7. What would it be like to have any of these jobs **and** have an infant or a toddler?

Planning Job Shadowing

Note: Many of the preparation steps below can be performed or assisted by parents, agency staff, volunteers or other adults.

1. (Four months in advance)

Ask agency/school administrators about necessary procedures and permission for teens to participate in job shadowing. You will need to consider permission from parents, any other program leaders whose sessions will be missed and any permission necessary to transport teens. If public transportation is available, you may want to arrange for teens to travel to and from the workplace on public transportation.

Work with community leaders and organizations to create an awareness of why your teens are doing this activity and what you will need for it to be successful.

2. (Three months in advance)

Talk with teens to find out what jobs they would be interested in learning about, then use community contacts to identify employees in jobs that could be shadowed. Identify job shadowing opportunities and talk with individuals who will be shadowed. Possibilities, in addition to employees of community businesses, include parents, neighbors, friends and family members, school personnel and so on.

3. (Two months in advance)

Arrange for job shadowing with employers. Send confirmation letters to each employee and her/his supervisor. Be sure to include information about **Life Planning Education**, your agency or school and the makeup of your group.

4. (Six weeks in advance)

Introduce the job shadowing activity to teens by reminding them of the vocational goals they identified when studying goal-setting. Have teens form groups of two or three. Allow teens to choose their job shadowing assignments to the extent possible, then schedule the date and time for their actual job shadowing experiences.

Talk with the employee to be shadowed about the scheduled visit so she or he can plan activities during the visit that will be beneficial to teens. Be sure to clarify for the employee that the purpose of the job shadowing is to expose teens to the **flavor** of the world of work and to allow them to see what an actual workday looks like for various employees.

Arrange for transportation to the work sites and an adult to supervise each group of teens, if appropriate. The adult may not need to shadow the employee, but she or he may accompany teens to and from the work site. Encourage parents and other volunteers to assist with transportation and supervision.

5. (One week in advance)

Prepare a handout for each teen by filling in the appropriate information about the worksite and employer on the "Employee Interview Form." Distribute forms to teens along with any necessary information (for example, bus schedules, maps, name and phone number of adult contact and so on).

Have teen partners meet briefly to discuss their plans for meeting and getting to the job sites. Confirm arrangements for transportation to job sites.

6. (One day in advance)

Go over the "Employee Interview Form" with teens and answer any questions.

Review guidelines for appropriate dress and behavior at the work site. (Dress guidelines will not vary in most cases – teens should dress comfortably but more professionally than their usual attire. For construction or other outdoor sites, appropriate sneakers or boots should be worn.) Remind teens that the impression they make on the employee they shadow may be important if they ever apply for a job with this person.

Be sure you have copies of any necessary permission forms, signed by a parent or other legal guardian.

7. (The next day or session after the experience)

Discuss teens' experiences on the work sites, using the following questions:

- ✓ What did you learn?
- ✓ What, if anything, was surprising?
- ✓ What do you look forward to when you enter the world of work?
- ✓ What is one thing you would like to be different on your job?

Have teens write thank-you letters to each employee who was shadowed and to her/his supervisor.

Planning a Group Work-Site Visit

1. (Four months in advance)

Talk with agency/school administrators to determine the necessary procedures and permission for teens to participate in a work-site visit. You will need to consider permission from parents, other program leaders whose sessions will be missed and whatever permission is necessary to transport participants. If public transportation is available, you may want to arrange for teens to travel to and from the work site on public transportation.

Work with community leaders and organizations to create an awareness of why teens are doing this activity and what you will need in order for it to be successful.

Identify businesses that employ a variety of workers with varying levels of education, responsibility and salary (for example, a hospital, a university, a manufacturing company, a parks and recreation department and so on).

2. (Two months in advance)

Arrange work-site visits and confirm in writing. Be sure to include information about *Life Planning Education* and your group.

Ask the employer to identify two to four employees who would be willing to be interviewed by teens during their visit. The employees should represent a range of vocational opportunities within the place of employment.

3. (Six weeks in advance)

Schedule day and time for the on-site visit. If possible, include the lunch hour so teens can eat in the workplace cafeteria, if one exists. (Some sites may invite teens to join management employees in a corporate dining room. This can be a very valuable experience, but it may require a review of basic table manners prior to the visit.)

Arrange for several adults to accompany the class and for transportation to the work site. If teens plan to meet at the worksite and arrive by public transportation, arrange for them to travel in groups with at least one adult. Encourage available parents and other volunteers to assist with transportation and supervision.

4. (One week in advance)

Remind teens that the work-site visit will take place the following week. Go over arrangements for transportation to the work site.

5. (One day in advance)

Review the "Employee Interview Form" and answer any questions.

Discuss guidelines for appropriate dress and behavior on the work site. (Dress guidelines will be the same for most worksites — teens should dress comfortably but more professionally than their usual attire. For construction or other outdoor sites, appropriate sneakers or boots should be worn.)

Remind teens that the impression they make on people at the worksite will be important if they ever seek employment there.

Be sure you have copies of any necessary permission forms, signed by a parent or legal guardian.

6. (The next day or session after the experience)

Discuss experiences at the work site using the following questions:

- ✓ What did you learn?
- ✓ What, if anything, was surprising?
- ✓ What do you look forward to when you enter the world of work?
- ✓ What would you like to be different about your job?

Have teens write thank-you letters to employees and personnel at the work site.

Planning an Employees' Panel

1. (Two months in advance; teens can help with these preparations)

Invite five to six speakers from different vocations to participate in a panel presentation. Try to achieve a balance of female/male and racial/ethnic diversity that reflects your group's makeup. Ideally, at least one panel member should have a physical disability and at least one should work in a nontraditional career for her/his gender. In addition, try to recruit panelists from various income levels – for example, a physician, food service worker, lawyer, desk top publisher, firefighter and teacher.

2. (Four weeks in advance)

Send a confirmation letter to all panelists. Be sure to include information about **Life Planning Education** and your group as well the location and time of your meeting place.

3. (One week in advance)

Contact panelists with a reminder, including address, session time, room number and a telephone number in case of emergency. If parking is a problem at your location, make arrangements for panelists to park and include necessary information in the letter.

Work with teens to prepare for the panel, including physical set-up, special amenities such as refreshments, other people to be invited (for example, another group, agency/school staff, parents, siblings and so on).

4. (One day in advance)

Go over the "Employee Interview Form" and answer any questions. Explain that teens can use these questions and/or others to interview the panelists.

Review guidelines for appropriate dress and behavior when guests are present. Teens should dress less casually than their usual attire since they will have guests. Remind them that their impressions on the panelists may be important for summer or part-time employment opportunities.

Decide who will meet panelists at the building entrance and escort them to the session.

5. (The next day or session after the experience)

Discuss teens' experiences with the panelists using the following questions:

- ✓ What did you learn?
- ✓ What, if anything, was surprising?
- ✓ What do you look forward to when you enter the world of work?
- ✓ What would you like to be different about your job?

Have teens write thank-you letters to each panelist.

Handout

Employee Interview Form

Name of person to be interviewed: _____

Address: _____

Phone number: _____

Date of interview: _____

1. What is your job title? _____

2. What things do you do? _____

3. What training/education did you need to get this job? _____

4. What specific skills do you use on this job? (Examples include math, writing, reading, operating equipment, computer skills, working with other people and so on)

5. What is your work schedule?

Days: _____

Hours: _____

Shifts: _____

Overtime: _____

6. Please describe an average workday. _____

7. What do you like most about your job? _____

8. What do you dislike about your job? _____

9. Whom do you go to if you have problems on the job? _____

10. What kind of clothing do you wear to work? (If uniforms are required, do you pay for them? Are they cleaned for you?)

11. What is the beginning salary range for this job? What salary can one work up to in this job?

12. What benefits do you get?

___ Retirement

___ Dental insurance

___ Sick leave

___ Vacation leave

___ Health insurance

___ Other (explain) _____

13. What are related jobs that use the same skills as this one? _____

14. What three things should I do now if I want to get a job like yours one day?

Job Search: Where Do I Begin?

Materials: Newsprint and markers or board and chalk; copies of the handouts, "Broadening Your Job Search" and "Developing Your A-B-C Network," for each participant; pens/pencils

Time: *Session 1:* 15-20 minutes; *Session 2:* 30-40 minutes

Planning Notes:

Purpose: To identify places and resources for job hunting
--

- ✓ Before beginning this activity, investigate what formal job search resources exist in your community to supplement those teens mention. Find out where jobs are advertised, as well as what youth employment agencies exist. Contact your Chamber of Commerce to find out what agencies hire young people for part-time or summer jobs.
- ✓ Create a poster of the questions in the second bullet of Step 6.

Procedure:

Session 1

1. Tell the group that the first step in getting a job is finding jobs to apply for. Explain that this activity will focus on how to do a thorough job search.
2. Have the group brainstorm places to find out about available jobs. List responses on the board or newsprint and supplement with others (for example, local newspaper classified ads, community job bulletin boards, vocational counseling service, public library, youth employment agency, personnel offices of businesses and organizations or government-sponsored youth employment programs).
3. Now write "formal" and "informal" on the board/newsprint and explain that there are really two separate channels that make up an effective job search. The "formal" job search includes all the resources most people think of when they begin looking for a job — classified ads, employment agencies and programs that help people find employment. Comment on how many of the group's responses from Step 2 include such resources.
4. Distribute the handout, "Broadening Your Job Search," and ask teens to look at informal sources for jobs. Explain that the "informal" job search includes developing a network of people who can help get you a job, introduce you to others who might have job openings or create a job for you. There are three kinds of people who can help with an informal job search:
 - **People you already know:** These are parents, other family members, teachers, neighbors, employees in stores where you shop and so on. These people might be able to get you an interview or introduce you to someone who can hire you.
 - **Bridge people:** These are people who are friends and/or employers of people you know. They are people who can serve as a "bridge," connecting you, through introduction, to possible employers or telling you about organizations worth investigating.
 - **Contact people:** These are people who work in places where you might like to have a job, who could actually hire you for an existing job, create a job for you or refer to another contact person who might hire you.
5. Write "Informal Search = A-B-C" on the board or newsprint and distribute the handout, "Developing Your A-B-C Network." Allow a few minutes and fill in the names of people in teens' network. After about five minutes, ask teens for examples of A, B or C people in their informal job search. List responses on the board or newsprint to stimulate ideas for others.

Adapted with permission from "**Building a Contact Network**", Right Associates, Washington, D.C., 1992.

Comment on how narrow or extensive the list seems to be and make several suggestions for ways to broaden the list.

6. Divide teens into groups of three and go over instructions for the activity:
 - Each team will explore one of the formal sources for jobs **and** three of your informal sources – an already known person, a bridge person and a contact person.
 - When you explore a formal source, try to answer the following questions: (Post the questions you have prepared)
 - What services are offered?
 - What does it cost, if anything?
 - How do you go about using the resource?
 - How many teens find jobs using this resource?
 - Can this resource lead to any other sources of jobs?
 - When you explore informal sources, find out how they can help and how to follow up. Suggestions for things to discuss with an informal source include:
 - What type of work you are looking for
 - Are there other people who might help or hire you?
 - Do they have other ideas for job hunting
 - Will they give feedback on your resumé, attire and so on?
7. Assign each group a formal job search source. Set a date by which the task should be completed and tell the teens that they should be prepared to share their information with the group on that date.

Session 2

1. When the group reconvenes, ask a team to share what they learned from their formal and informal job search resources. Construct a chart on the board or newsprint, filling in information on the various resources, as teens make it available. Follow the example below:

Resource	Advantages	Disadvantages
Personnel office of large organization or business	No expense; large businesses often	Can be impersonal; many other people applying for same jobs; have openings may be unlikely to hire a teen

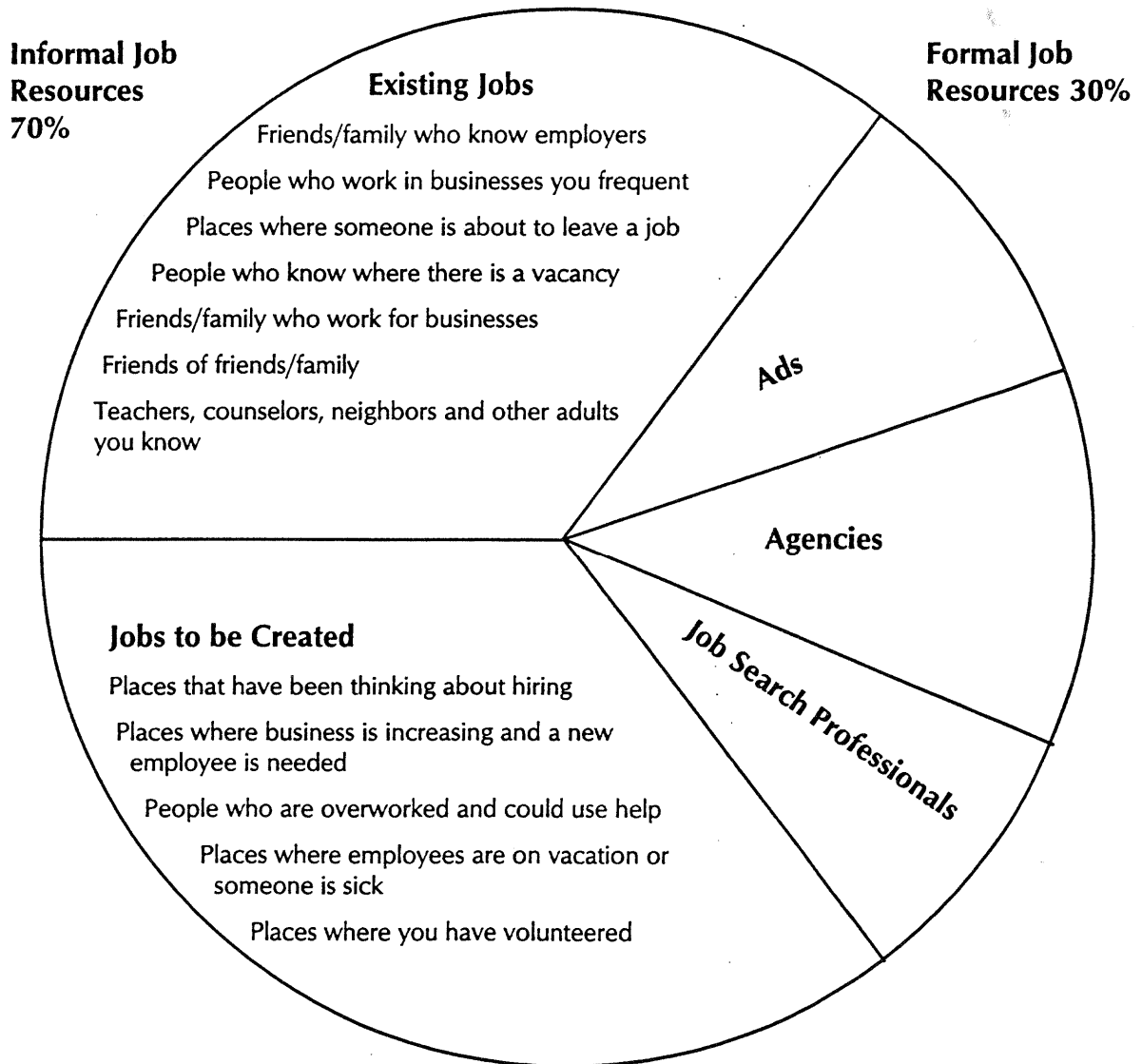
2. Continue hearing from teams, then conclude the activity using the Discussion Points.

Discussion Points:

1. What advice would you give to a friend who was about to start looking for a job?
2. Are certain formal or informal job search resources more or less appropriate for teens? Please explain.
3. Think about an imaginary dialogue in which you approach the following people for a possible job. What would you say to:
 - Your school counselor
 - Your best friend's dad who owns a shoe store
 - Your uncle who works for UPS
 - The manager of the fast food franchise where you eat frequently
 - Your neighbor who drives a truck for a garden/landscape business

Handout

Broadening Your Job Search



Remember: **Most** job leads come from your informal sources

Handout

Developing Your A-B-C Network

Former Employers	Family/Relatives	Friends
Neighbors	Business Owners	Clergy
Teachers/Counselors	Doctors/Dentists/Other Professionals	Parents of Friends and Classmates

Reading Employment Ads

Materials: Copies of a page from a recent edition of your newspaper's employment ads, one per participant; one copy of the entire newspaper, including all the classified ads; Leader's Resource, "Reading the Employment Ads;" pens/pencils

Time: 20-30 minutes

Planning Notes:

Purpose: To practice reading employment advertisements

- ✓ Go through the employment ads and find one or two examples that use abbreviations. Circle them for use in Step 2.

Procedure:

1. Explain that many people who are looking for employment regularly look for jobs in the "employment" section of their local newspaper, one of the formal sources of jobs. Show teens how to find the classified ads in the newspaper. Most papers have an index on the first or second page that indicates where classified ads are found.
2. Distribute the copy of a page of recent employment ads to each teen. Indicate the ad you have selected and ask if anyone knows what the abbreviations mean.
3. Divide the group in small groups of four or five and assign two or three ads to each group. Have each group decipher their ads and write them out. Allow about five minutes.
4. Ask volunteers to read their assigned ads aloud. When all groups have reported, list any remaining abbreviations from the Leader's Resource on newsprint or the board. Go over them. Work with the group until they figure out what each abbreviation stands for.
5. Conclude the activity using the Discussion Points.

Discussion Points:

1. Which jobs in these ads are most interesting to you? What education/experience do those jobs require?
2. What are the salaries and benefits for those jobs?
3. What have you learned from reading employment ads?
4. About how much of your job search should you devote to going through the classified ads and responding to them? (Answer: Only about 10 percent — employment ads are not the best job search resource, especially for teens.)

Reading the Employment Ads

aff actn	Affirmative action employer: one who seeks and encourages qualified women and minorities to apply
b.d.	Birth date
ben	Benefits: employer provides benefits such as health insurance and vacation time
coll grad	College graduate
comm	Commission: employee earns money based on how much she or he sells
deg	Degree required
eeo	Equal employment opportunity: a policy that does not discriminate against anyone.
exper nec	Experience necessary
exper req	Experience required
F/T	Full-time job
HS	High school graduate
mgmt	Management
P/T	Part-time job
refs	References: people who can give you a good recommendation
sal open	Salary has not been set and must be negotiated
self-starter	A person with initiative, or one who can work without constant direction
temp	Temporary position
trnee	Trainee, on-the-job training is given
wpm	How many words you can type in one minute
vac	Vacation
25K	A salary that is 25,000 per year

The Resume

Materials: Leader's Resource, "Sample Resumes;" copies of the handout, "Practice Resume," for each participant; sheets of 8 1/2" x 11" paper for each participant; newsprint and markers or board and chalk; masking tape; one business-size envelope for each participant

Time: 40-50 minutes (Session 1); 30 minutes (Session 2)

Purpose: To learn what a resume is and how to write one

Planning Notes:

- ✓ For Step 9, prepare newsprint sheets for small groups by writing a typical, teen work experience at the top of each. (See Step 5 for examples.)
- ✓ Copy the Leader's Resource, "Sample Resumes," for Step 4.

Procedure:

Session 1

1. Ask the group what they would take with them if they were going to apply for a job. List their responses (for example, directions, time of appointment, name of contact person and so on). If "resume" is not among them, add it to the list.
2. Explain that a resume is a written record of information about a person, which people need to apply for many jobs. Ask what information should be included and list responses on newsprint or the board. Include any of the following items that are omitted:
 - Name
 - Address
 - Telephone number
 - Education — grades completed in school
 - Work experience, including places worked and for how long
 - Work-related skills
 - Hobbies and interests
 - Community/volunteer service
 - Honors, awards or special accomplishments
3. Point out that resumes serve two purposes: (1) they can be sent or delivered to a prospective employer to qualify for an interview and (2) they can be used to help you fill out a job application when you apply for work.
4. Display the sample resumes from the Leader's Resource on a table or bulletin board and ask teens to gather around to look them over. Have them comment on the following important elements:
 - Neatness
 - Correct language-use, spelling and punctuation
 - Attractive, eye-catching layout
 - Prominent placement of name and address
 - Clear categories of information (for example, experience, skills)
 - Length — one page (two pages for adults with a great deal of experience.)
5. Note the **work experience** and **work-related skills** on the sample resumes. Explain that these two items are extremely important because they tell an employer what the job applicant has done before, as well as what she or he can do. Ask teens to name some work experiences they have had, and list them on the board or newsprint. When teens have exhausted their examples, mention that work experience includes both paid and unpaid work. Give an explanation of each, based on the definitions below:

-
- **Paid work** is work for which one receives money. It may be in a formal place of employment, such as the school bookstore, a fast food restaurant or a store at the mall. It may be in an informal setting, such as babysitting in someone's home or mowing lawns in the neighborhood.
 - **Unpaid work** includes all work, required or voluntary, for which there is no monetary gain. Unpaid work includes the cleaning, child care or laundry-doing that is expected in one's home. Unpaid work may be a requirement for belonging to a community or religious organization, like conducting a fundraiser, putting on a program or pageant, participating in a contest or event and so on. Any voluntary work is also work experience, even if no payment is received.
6. Ask once again for examples of work experience, with an emphasis on unpaid work. Help teens come up with examples such as organizing a garage sale, repairing household items, caring for small children or an elderly person, assisting with planning a family event such as a wedding or reunion, selling candy to raise money for athletic equipment and so on.
 7. Now have the group practice identifying the work-related skills that each of these work experiences requires.
 - Do one example with the group:
 - **Selling candy to raise money**
 - planning and organizing
 - communicating/presenting information
 - marketing/public relations
 - taking orders
 - record-keeping
 - handling money
 - responding to customers' needs
 8. Divide teens into small groups and go over instructions for the activity:
 - Each group will receive a sheet of newsprint with an example of a work experience a teen might have. Brainstorm work-related skills involved with that particular job. List them on the newsprint.
 - When you are finished, post your newsprint on the wall.
 - As you continue to work in groups, each person will begin a practice resume. Use the posted newsprint sheets to get ideas for work-related skills to list on your resume.
 9. Distribute a newsprint sheet to each group along with copies of the handout, "Practice Resume." Tell the groups to begin and allow about 20 minutes for them to work. Circulate and offer help as needed.
 10. Allow sufficient time for participants to finish the practice resume. If more time is needed, the group can continue working at the beginning of Session 2. Collect all practice resumes for distribution at the following session.

Session 2

1. Pass out the practice resumes collected in the previous session and blank sheets of paper. If more time is needed to complete the practice resumes, do this now. Then, direct the teens to use the information on the practice resume to create a real resume on the blank sheets of paper. Explain that standard resume format has no full sentences. For example: "performed housework for family of four," **not** "I cleaned house for a family of four."

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2. Circulate and offer help as needed.
 3. Remind teens that resumes must be typed or word-processed and checked for correct spelling and grammar.
 4. Collect completed resumes for use in the next session.
 5. Conclude the activity using the Discussion Points.

Discussion Points:

1. How does it feel to work on a resume? Have you ever done it before?
2. What things about your resume will be most important to a possible employer? (Answers include: neatness, completeness, work experience and work-related skills.)
3. Name three people who could review your resume and make suggestions to strengthen it.
4. How can you get more experience to add to a resume without actually having paid employment? (Answers include: do volunteer work or community service; participate in group work activities at school or in an organization you belong to; offer to do work around your home or neighborhood.)
5. Most adults will tell you that writing a resume is time-consuming and requires a great deal of thought to present skills and experience in the best way possible. What do you think?
6. Resumes must use **perfect** spelling and grammar. Who can help proofread your completed resume?

Sample Resume

Vera Thompson
11 Sarkin Avenue
Portland, ME 36602
(403) 289-1385

EDUCATION

North High School, Portland, ME 1993-present 3.5 GPA
Portland Middle School, Portland, ME 1990-93 3.0 GPA

WORK EXPERIENCE

Cashier, Bagelworks, Portland, ME, 6/93-present
Volunteer, Battered Women's Shelter, Portland, ME, 9/91-present
Cashier, TCBY, Portland, ME, 2/93-6/93
Child Care, Hook Family, Portland, ME, 6/91-9/91

ACTIVITIES

President, Freshman Class, 1993
Founder, Writing Club, 1993-present
Co-Editor, North High School Yearbook, 1994-present
String Orchestra (violin), 1993-present
Choral Ensemble, 1993-1994

REFERENCES

Peter Godwin, Guidance Counselor, North H.S. (403) 874-4700
Amy Marks, Manager, Bagelworks (403) 774-2341

Sample Resume

Ariadne D. Richardson

127 Elmcrest Dr.
Big Pine, CA 93513
(619) 938-2987

EDUCATION

Big Pine High School, Big Pine, CA 1992-present 3.5 GPA

AWARDS AND HONORS

MVP, Big Pine Varsity Soccer Team, 1993
Sportsmanship Award, Big Pine Varsity Soccer Team, 1992
Honor Society, Big Pine High School, 1993-94
Honorable Mention, National Merit Scholarship Test, 1994

WORK EXPERIENCE

Assistant Soccer Coach, Big Pine Middle School, 1994
Camp Counselor, White Mountains Summer Camp, 1992-93
Child Care, Mudd Family, Big Pine, CA, 1990-94

ACTIVITIES

Member, Big Pine Varsity Soccer Team, 1992-94
Member, Big Pine Softball Team, 1994-present
Member, Big Pine Swim Team, 1992
Member, Environmental Club 1993-94
Volunteer, DialKids Hotline, 1991-present

WORK-RELATED SKILLS

Working knowledge of Microsoft Word
Typing skills (40 wpm)
Friendly and motivated

REFERENCES

Vanessa Soler, Biology Teacher, Big Pine H.S., (421) 938-2000
Brianna Taylor, Soccer Coach, Big Pine H.S., (421) 938-2100
Robert Mudd, Employer (child-care), Big Pine, CA, (421) 872-3554

Sample Resume

Jonathan Bateman

Home Address

1749 Z Street, NW
Washington, D.C. 20071
(202) 676-7257

Summer Address

P.O. Box 45
Dominion, PA
(315) 456-2424

EDUCATION:

Boward High School, Washington, DC, 1994-present, 3.6 GPA
Louis Junior High School, Washington, DC, 1992-1994

AWARDS AND HONORS:

Honor Society, Boward H.S., 1994
Service Award, Rotary Club, 1992
Elmer T. Brown Art Award, 1993

WORK EXPERIENCE:

Dishwasher/Busperson, Raoul's Restaurant, Washington, D.C., 1994-present
Yard work, Holmes Family, Washington, D.C., 1992-present
Pet-Sitter, Shaw Family, Washington, D.C., 1993-present

VOLUNTEER/COMMUNITY SERVICE:

Founder, Boward Students Against Drunk Driving, 1994
Boward Community Service Club, 1994-present
Volunteer, Salvation Army Homeless Shelter, 1993-present
Volunteer, St. Thomas More Soup Kitchen, 1993-94
Member, St. Thomas More Church, 1985-present

ACTIVITIES/HOBBIES:

Community Center, Youth Recreation Basketball 1992-present
Bass guitar
Drawing, Painting

WORK-RELATED SKILLS:

Knowledge of basic Spanish
Working knowledge of computers
Dependable

REFERENCES:

Available Upon Request

Handout

Practice Resume

Complete the worksheet below as a practice exercise in writing a resume

Name _____

Address _____

Telephone Number _____

EDUCATION

School	City	Dates of Attendance	Grade Point Average
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_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

AWARDS AND HONORS: Classroom, athletic and community.

WORK EXPERIENCE (paid and unpaid): Give dates, company or place, and position title or actual work done on the job. Start with current or most recent position.

Dates Worked	Company Name and Address	Position Role on the Job
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_____	_____	_____
_____	_____	_____
_____	_____	_____

COMMUNITY/VOLUNTEER SERVICE: Things you have done for other people or for your community, such as taking care of pets or houseplants, raising donations, volunteering at a hospital or nursing home, cleaning up a vacant lot.

ACTIVITIES AND HOBBIES: Such as sewing, mechanics, athletics, band, youth group.

WORK-RELATED SKILLS: The skills you have had to use in the jobs you have done.

REFERENCES: Adults who have known you for at least a year and who would be willing to provide information about you to an employer. These could be neighbors, teachers, current or past employers, minister or rabbi and so on, but **not** family members. (Be sure to ask people you would like to list as references if listing them is alright with them.)

Name	Address	Telephone Number
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The Application

Materials: Copies of the handout, "Application for Employment," for each participant; newsprint and markers or board and chalk; completed resumes from previous activity; pens

Time: 40-50 minutes

Planning Notes:

- ✓ Bring participants' completed resumes to this session.
- ✓ Gather several examples of job applications from local businesses that hire teenagers
- ✓ Create a poster with the questions for Step 4.

Purpose: To practice completing an employment application

Procedure:

1. Explain that in many employment situations, the first contact teens will have with an employer will be through a job application, rather than a resume. Pass around examples of applications you have gathered and indicate where they come from.
2. Point out that the resume is very important, however, because the information on it must be used to complete an application. Distribute teens' completed resumes from the previous activity.
3. Distribute the handout, "Application for Employment" and go over the instructions:
 - Form pairs and work together on this activity.
 - First, exchange resumes and review one another's to see if you would suggest anything to add or change.
 - Then, complete an application form **in ink** just as if you were doing so at a place of business. Use the information on your resume to complete your application.
4. Allow pairs to review resumes and prepare their applications for about 20 minutes. When all applications are completed, tell teens to exchange again with their partner and review her or his application using the following questions: (Post questions)
 - Is it neat? Are there any ink smudges?
 - Is it legible? Can it be read easily?
 - Is it complete or is any requested information missing?
 - If there are questions that do not apply, did the "job applicant" write "NA" for "not applicable?"
5. Ask teens to give feedback to their partners about their completed application forms. For example, what kind of grade would they give the application?
6. Conclude the activity using the Discussion Points.

Optional Activities:

If you have access to a computer lab, have teens prepare their resumes on a computer. Help them experiment with format and design to create a pleasing layout and practice computer skills.

Ask a friend or colleague who is an employer to review your teens' resumes and/or applications and give feedback either individually or to the whole group.

Discussion Points:

1. Imagine that you walked into a business that had a job opening and they asked you to complete an application form. How important would it be to have your completed resume with you?
2. Which parts of the application form should you spend the most time on? Why?
3. What should you do if you make a mistake in completing the form?
4. Name three places in your neighborhood where you could go to fill out job applications for the practice.

Handout

Application for Employment

PERSONAL INFORMATION

DATE _____

Name _____ Phone _____
Last First Middle

Present Address _____
Street

_____ *City State Zip*

Birthdate ____/____/____ Social Security Number ____-____-____

EMPLOYMENT DESIRED

Date you can start _____

Position _____

Are you employed now? _____ If yes, can we call your current employer? _____

Have you ever applied for a job here before? _____ When? _____

EDUCATION

<i>Name and Location</i>	<i>No. of Years</i>	<i>Did You Graduate?</i>
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Jr. High School		

High School		

Other		

FORMER EMPLOYERS

<i>Month/Yr. Date</i>	<i>Employer Name /Address</i>	<i>\$/hr.</i>	<i>Reason for Leaving</i>
---------------------------	-------------------------------	---------------	-------------------------------

From
To

From
To

From
To

REFERENCES: Give the names of 3 persons not related to you, whom you have known at least one year.

<i>Name</i>	<i>Address</i>	<i>Relationship</i>	<i>How Long?</i>
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1. _____

2. _____

3. _____

Interviewing for a Job

Materials: Copies of the handout, "Interview Guidelines," for each participant; guest speaker (an employer from a local business that employs teenagers); newsprint and markers or board and chalk; (optional) videocamera; VCR and monitor

Time: 40-50 minutes

Planning Notes:

Purpose:

To review the "do's" and "don'ts" of interviewing and to practice interview skills

- ✓ Invite a guest speaker and explain why you want your teens to practice interviewing. Prepare the guest to talk with the group about what she or he looks for in a job interview and to role play interviews with some of the teens. Be sure your guest is willing and able to participate. Share a copy of the "Interview Guidelines" with the speaker so she or he can highlight important points and add any others that are relevant.
- ✓ If you cannot arrange for a guest speaker, find someone at your agency or school who would be willing to role-play as an interviewer.
- ✓ Arrange a table and chair(s) as if for an interview.
- ✓ Tell teens prior to the session that they will have a guest speaker and that they will role-play an interview with an actual employer. Ask them to dress as they would for an actual interview.
- ✓ If you have a videocamera, videotape the role-play so teens can see themselves.

Procedure:

1. Tell teens that interviewing for a job is the final step in an important process. Point out that interviewing is not just sitting down and talking with an employer, but impressing the interviewer sufficiently to receive a job offer. Some of the ways to impress a potential employee include:
 - Make a good first impression through your speech, body language and clothes.
 - Give good reasons why you can do the work that needs to be done.
 - Show the employer that you are interested, knowledgeable, able to communicate well and the kind of person who gets along well with other employees.
 - Be able to "think on your feet" and answer interview questions thoughtfully.Explain that this activity will give them the chance to practice having an interview with an employer.
2. Introduce your guest. Before asking the guest speaker to begin, have your group brainstorm interview "do's" and "don'ts". Give a couple of examples if necessary to get the group started, then list their responses on newsprint or the board, under separate titles. Ask your guest speaker to contribute to the discussion and complete the brainstorming process by adding any items from the handout that were omitted.
3. Ask your guest to talk about what she or he looks for in an interview with a young job applicant. Encourage teens to ask questions and facilitate the interaction by asking questions or making comments as appropriate.
4. When your guest has completed her or his remarks, ask a volunteer to role-play an interview with this employer. Point out that this is a special opportunity to practice, since this is not an actual interview but your guest is a real employer. Use humor and encouragement to get volunteers to role-play.

-
5. When volunteers role-play, instruct them to act as if they really want a job and want to do their very best in the interview. Have your guest conduct the interview just as she or he would in reality. Allow as much role-play as you have time for, then conclude the activity with the Discussion Points.

Optional Activities:

To add humor and vary the activity, have someone volunteer to role-play the “worst possible job applicant” and do all the things one would never want to do in an interview. Then have teens compare and contrast a good interview with the bad one.

Discussion Points:

1. Have you ever had a job interview? Can you tell us about it? What was it like?
2. Why is it important to do your best in an interview even if you do not think you have any chance of getting the job? (Answers include: there may be another job opening you could qualify for; the interviewer might be able to refer you to another employer if she/he is impressed with you; it's good practice.)
3. If an interview goes badly (for example, you are very nervous or unable to answer questions), what can you say or do at the end to leave the employer with a better impression?
4. If you are going to be late for an interview, what should you do?

Interview Guidelines

- ✓ Be 5 to 10 minutes early. Do not be late.
- ✓ Dress neatly and appropriately.
- ✓ When you meet the interviewer, shake hands firmly, smile, look at her or his eyes. Be friendly but not familiar. Do not use the interviewer's first name.
- ✓ Do not do anything distracting like chew gum, drum your fingers, crack your knuckles or scratch your head. Remain alert, listen carefully to what the interviewer says and be positive and confident.
- ✓ Be sure to tell the interviewer why you want the job, what you can do in the job and the experience you have had that makes you the right person for the job.
- ✓ Be sure to have the following ready to give the interviewer: a resume or similar listing of your experience; the names, addresses, and phone numbers of three people who know you well enough to talk about you with a prospective employer (these can be teachers, past employers or other adults, but **not** family members); your social security number. Have a pen in case your interviewer asks you to complete an application form.
- ✓ Give full answers to the interviewer's questions but don't drag on forever. Do not interrupt the interviewer when she or he is talking. Do not use profanity, slang or street language; make sure the interviewer knows what you are saying.
- ✓ Ask questions to show you are interested in the position. Ask what responsibilities and duties come with the job and what potential there might be for growth and advancement. When it is time to leave, restate your interest and enthusiasm for the job. Repeat what you did at the beginning: shake the interviewer's hand, smile and look at her or his eyes and say, "Thank you for your time."
- ✓ Do not expect to be offered a job at the end of the interview and do not ask, "Can I have the job?" Say: "I'm very interested in this job and I hope to hear from you soon."
- ✓ When you get home, write the interviewer a thank you note. Be sure to write legibly, proofread the letter and mail it immediately.
- ✓ Here is a list of questions interviewers often ask. Practice answering each question **before** you go to the interview.
 1. Tell me why you applied for this job.
 2. Tell me something about your previous work experience.
 3. What do you know about this company?
 4. How would you describe yourself?
 5. How well do you work under pressure?
 6. What skills or talents do you have to offer this company?
 7. What do you think you will be doing in five years?
 8. What do you think your weaknesses are?

Panel of Working Parents

Materials: Three or four parents whose employment plans and/or experiences have been influenced by parenthood (for example, a working parent of a baby or toddler; a single, working parent; a young woman who had a child in her teens and never finished high school; a young man who became a father in his teens and had to change his career plans)

Time: 40-50 minutes

Purpose: To learn about the impact of parenthood on employment

Planning Notes:

- ✓ If necessary, obtain agency or school permission for a guest speaker to address the group.
- ✓ Prepare the panelists before your session by explaining the purpose of the entire program and of this specific activity. Ask them to share their experiences with day care, child illnesses, after-school care, job-related travel, educational attainment and other aspects of combining parenthood with employment.

Procedure:

1. Explain that today's panel consists of people who have wrestled with some of the difficulties of balancing employment with parenthood responsibilities.
2. Introduce each panelist and ask them to share their experiences as working parents with the group. Allow each panelist about 10 minutes to talk, then invite teens to ask questions.
3. While panelists are still with the group, conclude the activity using the Discussion Points.

Discussion Points:

1. What makes it more difficult to combine working with parenthood?
2. What makes it easier? (Answers include: having family support and help; having completed school; having a good job; having a good income.)
3. Which jobs seem easier to combine with parenthood? Why? Which seem more difficult? Why?
4. What is the most important thing you learned from the panel today?





Chapter 15:

Evaluation

An evaluation plan should be part of your overall implementation strategy. Evaluation improves program implementation by documenting the flow of activities and assessing how well participants acquire skills and information. Evaluation also serves as a tool to promote and gain support for programs.

Why evaluate?

Evaluation is an objective means to helping improve delivery of the program to your target population. You can use evaluation to:

- ✓ document the implementation process;
- ✓ assess program performance;
- ✓ modify the implementation plan (such as selecting activities shown to be the most productive) to maximize the program's effectiveness.

Administrators and funders will want to review evaluation information to justify the expenditure of program funds. Determine what information your supporters require before you begin the evaluation.

What is in an evaluation plan?

Start your evaluation planning when you plan the program. Remember that is not designed to directly reduce rates of high risk behaviors, but to give young people an overview of information and skills essential for improving their life options.

The following four steps will help you devise and implement a workable evaluation plan:

Review objectives and decide what to measure.

Your program objectives are your evaluation road map; they outline what you aim to achieve. Each objective should be measurable. Ask "How will I know when this objective is fulfilled?" The answer suggests what you should measure. If an objective does not imply what to measure, consider how it meets program goals, then re-word it so that it is measurable.

Collect data (measurements and information).

Define from the start what data needs to be gathered, since most information cannot be collected after the fact. Simple forms can track logistical information, such as number of sessions held, field notes and attendance. Surveys and interviews can measure knowledge, attitudes and intended behavior before and after the program.

Analyze the data.

Analysis summarizes the information you have gathered, illustrating the overall picture. Use simple analytic techniques, such as counts (frequencies) and percentages. The findings will allow you to examine trends or compare sub-groups within your target population.

Apply the information you have gathered.

Evaluation results will help you recognize areas that are effective and pinpoint aspects you need to modify. Compare the results to your expectations (as stated in your objectives). Reexamine your program activities. Institute changes to improve your program.

What kind of evaluation should I do?

There are basically two types of evaluation: process and impact/outcome.

Process evaluation documents how the program is running. It focuses on program logistics: number of sessions, number and duration of activities, participants' acceptance of specific activities and their overall acceptance of the program. Process evaluation is easier to conduct than impact evaluation.

Impact or outcome evaluation determines the program's effect on participants. It shows whether participants have acquired the information and skills presented by evaluating changes in their knowledge, attitudes and behaviors. Though it is relatively easy to assess whether participants have acquired knowledge, determining attitude or behavior change is more difficult. This type of evaluation may require assistance from a professional evaluator.

How do I collect information?

The methods you choose to collect information will depend on your experience, your specific program objectives and your available resources. Collecting information need not be burdensome, if appropriate systems are planned ahead of time. Use simple forms to collect powerful data for either process or impact evaluations.

- ✓ **Timelines:** Devise planning calendars or charts to plot program activities by the week or month. Compare the actual timing of activities to the original plan.
- ✓ **Attendance sheets:** Create attendance sheets to record participant retention records.
- ✓ **Field notes and reports:** Keep field notes as an excellent source of descriptive information. Simple protocols, such as the questionnaire at the end of this chapter, help standardize, collect and store information conveniently. Keep forms from each session in a file or notebook for easy access. Use them to give periodic progress reports to colleagues, administrators or funders.
- ✓ **Surveys:** Surveys can measure background information, knowledge, attitudes, behaviors or behavioral intent. They are a series of written or verbal questions for participants. Tests are actually surveys that measure knowledge or skills. Have participants fill out the same survey questionnaire before and after an activity to determine what they know before the activity and what they learn from it. Distribute the survey again at one or several points in the future to measure participants' retention of information. Be aware that it is easier to record intended changes in behavior than actual changes.
- ✓ **Focus groups:** Convene a small number of participants. Ask the entire group questions and encourage members to discuss responses. Use a script or discussion guide for focus groups and repeat the same questions with other small groups.
- ✓ **Interviews:** Talk with individual participants about the program. Use a survey format, but ask questions verbally. The interviewer asks questions and records answers. The participant is free to respond in any way.
- ✓ **Games:** Develop game formats that measure knowledge gained from or enjoyment of activities. Sample games include:
- ✓ **Matching:** Write several descriptive words or statements on index cards: "good," "bad," "great," "boring," "interesting," "useless," "good to know," and so on. The player picks cards from a box or basket, then describes some aspect of the activity which, for her or him, matches the word picked.
- ✓ **Team work:** Divide the group into teams and give each team a specific evaluation task. For example, have each group take an outline of a particular session's activities and describe its positive and negative aspects. Have the group describe why each aspect was placed on the list and recommend something that would improve it.
- ✓ **Gameshow:** Adapt a popular gameshow to quiz participants on the knowledge they have gained. Recruit participants to adapt the gameshow, thereby allowing them to help direct the evaluation.

How do I analyze the data?

The type of data collected and the way it will be used influences the analysis. That is why it is so important to plan evaluation from the beginning.

Compare expectations of program plans with actual program activities. Record any changes in the plan and the reasons for them. Then compare timelines, work plans and budget projections to the actual dates, sequence of events or amounts spent.

Pay particular attention to the outcome of training exercises and the conclusions of group discussions. Look for areas that will help you improve the program and continue program activities. If you have given tests on material covered, this, too, is part of your evaluation

- ✓ **Counts:** You can count the number of presentations, materials distributed, participants or correct responses on a questionnaire. Compare counts to the total number in the target population or to a comparison group. Counts can also be summed up for a total score, where a 10-item questionnaire receives one point for each correct answer, or a maximum score of 10.
- ✓ **Summary statistics:** These detail the characteristics of the target population. They include averages, such as means and medians, and percentages. You can calculate the percentage of participants that answered yes to a question or calculate the average number of correct responses on a test. When you have large numbers, summary statistics are often easier to interpret than counts.
- ✓ **Categories:** You can also divide the information by categories within the participant group (gender or grade level, for example). You can tally the number of responses from each category in separate columns (male and female, for example) or divide the surveys into male and female stacks, then tally responses.

How do I involve participants in evaluation?

Participants can be involved in all stages of evaluation from planning to analysis. In a classroom setting, students often record attendance, grade papers or otherwise participate in evaluation. You can apply the same principles to designing and implementing your evaluation plan.

Participants can help design or review evaluation plans or develop games, questions and tracking systems. They can help collect data by recording responses in a group discussion. They can analyze the data by scoring tests, categorizing responses and calculating counts and percentages.

How can I get help with my evaluation?

There are numerous reasons for getting help with evaluation plans. You may need someone to review your plan, or help design a survey or select samples. You may want help understanding the evaluation process before you begin planning. Your sponsor or funder may request a more precise evaluation than you feel capable of doing. Rigorous evaluations require money, time and thoughtful preparation with the expert help of a trained evaluator. Whatever your needs, help is available.

- ✓ **Written material:** There are a variety of books and step-by-step guides about evaluation. Check with your local or university library or social science, psychology and public health departments. Funding institutions, and organizations that conduct applied research in the social sciences, often have simple written materials to guide evaluation planning.
- ✓ **Technical assistance:** Contact the education, social sciences and public health departments of colleges or universities to find out if an evaluator — either a professor or a graduate student — can help with your project. Often, graduate students are eager for work experience and may charge fees lower than those of professional evaluators. Sometimes these students can use your data for a thesis or dissertation, in exchange for their work. There are also a number of organizations that may be able to help with different aspects of the evaluation. Check with local youth agencies and public health organizations for leads.

Whether working with a graduate student or a seasoned professional, gain the best results by starting the process in the early stages of the program and by communicating your needs clearly. If you want anything more than cursory assistance, you will need to contact an evaluator at least three months before you need his or her direct assistance.

The evaluator will want to know how much time your project will need. If you are unclear about the steps — and therefore the time required — discuss precise scheduling at the initial meeting. If you keep adding tasks after the evaluation begins, volunteers may withdraw from the project, while paid consultants will need additional funding.

Acknowledge any evaluation help often and publicly, as a regular part of reporting to funders, agencies and the community.

In summary

A well-planned evaluation will make you feel good about your work. If program participants assist you actively, that suggests they want the information and skills provides. Increases in knowledge suggest that participatory exercises are a good way to learn. Parents, administrators and funders want to know that young people are feeling more confident about meeting the challenges life offers. Evaluation will allow you to make your program even better next year.

**Advocates for Youth wants to do the same!
Please make a commitment, now, to complete
our evaluation form when you conclude your
program. Advocates' evaluation form follows
the Sample Field Notes Form. Thank you!**

Sample Field Notes Form

Date _____

Leader's Name _____

Briefly describe the education session (your goal(s), which activities you used and so on). _____

Number of participants male _____ female _____

What was successful about the session? _____

What needs to be improved? _____

Evaluation Form for Leaders

We appreciate feedback from leaders to find out how you are using the material and how satisfied you are. Please complete the questionnaire below after you have used *Life Planning Education* for the first time. Return to: Advocates for Youth, 1025 Vermont Avenue, N.W., Suite 200, Washington, D.C. 20005. Thank you for your help!

1. Grade level used with: 6 7 8 9 10 11 12

2. Setting:
 Public school
 Private school
 Church/religious organization
 Youth serving organization
 Other, specify _____

3. Time:
 During school hours
 Weekdays after school
 Weekends
 Summer

4. Frequency:
 Once or twice a week
 Three or four times a week
 Five or more

5. Duration:
 A month or less
 Two to three months
 Four to six months
 Six months to a year
 Over a year

6. Number of activities used:
 All of the activities
 At least half
 Fewer than half

7. Program materials:
 Only activities from *Life Planning Education*
 Supplemented with additional activities from another curriculum

(name: _____)
 created own activities



Chapter 16:

Video Distributors



Video Distributors

Every video suggested for use in *Life Planning Education* is listed with the name of its distributor in parentheses, along with information about the year the video was produced, how many minutes it runs and how much it costs to purchase.

Call the distributors to ask about both preview and rental policies. Most companies will send preview copies for free so that you can decide whether or not you want to purchase a video. Most companies also offer a rental policy, so you can rent videos at much lower cost than purchasing them. If you plan to use a video on several occasions, you may want to purchase it.

The Altschul Group Corporation
1560 Sherman Avenue #100
Evanston, IL 60201-9971
1(800) 323-9084

Churchill Films
12210 Nebraska Avenue
Los Angeles, CA 90025
1(800) 334-7830

ETR Associates
P.O. Box 1830
Santa Cruz, CA 95061-1830
1(800) 321-4407

HRM Video
175 Tompkins Avenue
Pleasantville, NY 10570
1(800) 431-2050

Intermedia
1300 Dexter Avenue North
Seattle, WA 98109
1(800) 553-8336

KidsRIGHTS
10100 Park Cedar Drive
Charlotte, NC 28210
1(800) 892-KIDS

No Excuses Productions
1124 Hampel Street
Oakland, CA 94602
(510) 530-3247

Select Media
225 Lafayette St., #1102
New York, NY 10012
(212) 431-8923

Sunburst Communications
P.O. Box 40
39 Washington Avenue
Pleasantville, NY 10570-0040
1(800) 431-1934

Tambrands, Inc.
P.O. Box 271
Palmer, MA 01069
1(800) 523-0014