Promoting Health Among Teens (PHAT) Project

M1	Getting to Know You and Steps to Making Your Dreams Come True	Time (minutes)
A .	Welcome and Program Overview	5
B	Talking Circle	10
Ç	Creating Group Rules	.5
D	Be Proud! Be Responsible!	A 5
Ė	Brainstorming about Teens and Sex	790
F	Goals and Dreams Timeline	15
G ;	Obstacles to Your Goals and Dream	1 10

M2	Puberty and Adolescent Sexuality	Time (minutes)
A	Understanding Reproductive Anatomy (Video and Discussion)	30
В	Understanding Messages About Sex	10
C	How Do People Express Themselves Sexually Without Having Sex?	10
D	Benefits of Sex/Benefits of Abstinence	10

М3	Making Abstinence Work for Me	Time
		(minutes)
A	Roc-A-AB: What You Need to Know to Make Abstinence Work	15
В	Forced Choice - Attitudes About Abstinence	15
C	STOP, THINK & ACT Introduction	5
D	Jasmine aud Devick (Practice S, T, A)	10
E	"Trying to Slow Down": Understanding Pariner Pressure	10
<u> </u>	1 11yang to Stow Down: Understanding Partner Pressure	

M4		Time (minutes)
A	Acknowledging the Threat of AIDS	5
В	Discussing HIV/AIDS & "Time Out" Video	15
C	Myths and Facts Review Game	10
D	AIDS Basketball	10
E	Homework Assignment: Talking to your Parent About Sex	5
F	In-Class Role-play to prepare for Homework Assignment	10
G	Talking Circle	5



Promoting Health Among Teens (PHAT) Project

M5	Consequences of Sex: STDs	Time (minutes)
Α	Welcome and Talking Circle	5
В	Homework Assignment Review	10
C	STD Brainstorm, STD Video, and Discussion	20
D	"Don't Pass It Along": The Transmission Game	10
E	"The Truth About HIV" Video (HIV/AIDS Clip)	A 15

M6	Consequences of Sex: Pregnancy	
	/ Comute	<u>s)</u>
A B	Myths and Facts About Pregnancy 15 "The Truth About Sex" Video (Pregnancy Clip) 15	
C	My Younger Cousin: Partially Scripted Role-play 15	
D	Responding to Peer Pressure 15	

M7	Improving Sexual Choices and Negotiation	Time (minutes)
Ā	Knowing and Setting Physica Man.	15
В	Getting out of a Risky Situation	15
	Tell It To Tanisha	15
	Keisha and John—A Love Olympia	15

M8	Role-plays: Refusal Sur Segotiation Skills	Time (minutes)
A	Introduction S. A.	10
В	Practicing SV Att. Scripted Role-plays "At a Party" Greeg and Robin"	15
C	Sites then in Negotiation Skills: Unscripted Role-plays A-F	20
D	Corine Cetter	10
E	enila. Zelicle	5





GETTING TO KNOW YOU AND STEPS TO MAKING YOUR DREAMS COME TRUE

GOALS

The goals of this module are to:

- Provide participants with an overview of the program.
- Increase participants' personal investment in participating in the program.
- Introduce group members to each other.
- Establish group rules.
- Build group cohesion, comfort, and feelings of safety and trust.
- Increase participants' confidence about making proud and responsible decisions to protect themselves and their community from HIV.

LEARNING OBJECTIVES

After completing this module, participants will be able to:

- ▶ Identify several rules for group participation that will facilitate discussion and learning.
- Identify what it means to be proud and responsible.
- Describe the benefits of proud and responsible behavior.
- Identify at least two reasons why teens have sex, the consequences of sex, and strategies for reducing those consequences.
- Describe at least one goal they wish to achieve in the future.
- Identify a barrier to achieving their personal goals.

STRATEGIES/METHODS

- ▶ Mini Lecture.
- Sharing Exercise
- Group Discussion

- Brainstorming
- Goals and Dreams Timeline Exercise

MATERIALS

- ▶ Pencils
- Markers
- Name Tags
- Masking Tape
- Posters:
 - Promoting Health Among Teens!
 - Goals and Dreams Timeline
-) Handouts:
 - Goals and Dreams Timeline

▶ Pre-labeled Newsprint:

Promoting Health Among Teens!
 Be Proud! Be Responsible!

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- · Group Rules
- Why Some Teens Have Sex
- Why Some Teens Don't Have Sex
- Consequences of Sex
- Goals (written on left side of newsprint)

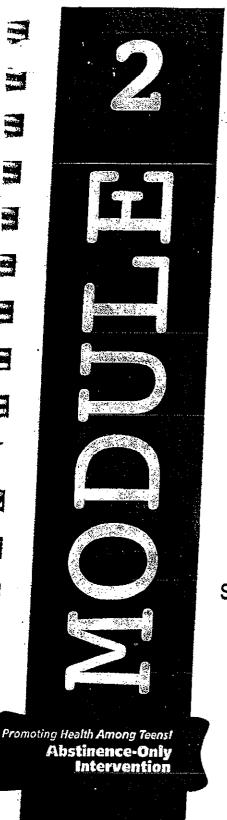
INSTRUCTIONAL TIME

▶ 60 minutes

ACTIVITY	NEEDED
A. WELCOME AND PROGRAM OVERVIEW	5
B. TALKING CIRCLE	
C. CREATING GROUP RULES	
D. PHATI BE PROUDI BE RESPONSIBLEI BRAINSTORM	5
E. BRAINSTORMING ABOUT TEENS AND SEX	10
F. GOALS AND DREAMS TIMELINE	15
G. BRAINSTORMING OBSTACLES TO YOUR GOALS AND DREAMS	10

FACILITATOR'S NOTE

Before the program begins, label the newsprint for all the activities in the modules you will be covering in the day's lesson. In a logical order, tape the pre-labeled sheets of newsprint to the wall (folded so that the titles are covered by the bottom half of the newsprint). Unfold them one at a time, as needed. In addition, hang all posters.



PUBERTY AND ADOLESCENT SEXUALITY

GOALS

The goals of this module are to:

- Increase participants' knowledge about the physical, emotional, and sexual development associated with puberty.
- Increase participants' awareness of the benefits of abstinence.

LEARNING OBJECTIVES

After completing this module, participants will be able to:

- Identify the physical, emotional, and sexual development that occurs during puberty.
- > Identify sexual messages from media, peers, and parents.
- Identify the sexual behaviors to avoid when practicing abstinence.
- Identify some of the benefits of abstinence.

- ▶ Video Viewing
- ▶ Group Discussion
- ▶ Brainstorming

- Masking Tape
- Makers
- Newsprint
- Pencils
- > TV and DVD Player
- DVD: "The Subject is: Puberty Change is Normal" Abstinence Version
- Pre-labeled Newsprint:
 - · Group Rules
- Posters:
 - Male Reproductive Anatomy
 - Female Reproductive Anatomy
 - Anatomy Key Words
 - How People Express Themselves Sexually
- ▶ Handouts:
- . Male Reproductive Anatomy
- Female Reproductive Anatomy
- Glossary of Terms for Male and Female Anatomy (included in module)
- Male and Female Reproductive Anatomy Answer Keys (included in module)

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INSTRUCTIONAL TIME

A	CTIVITY	NEEDED
	UNDERSTANDING REPRODUCTIVE ANATOMY (DVD & DISCUSSION)	30
В.	UNDERSTANDING MESSAGES ABOUT SEX	10
	HOW DO PEOPLE EXPRESS THEMSELVES SEXUALLY WITHOUT HAVING SEX?	
n	BENEFITS OF SEX / BENEFITS OF ABSTINENCE	10



MAKING ABSTINENCE WORK FOR ME

GOALS

The goals of this module are to:

- ▶ Examine attitudes about abstinence.
- Help participants identify ways to negotiate abstinence.
- ► Teach participants strategies they can use when faced with sexual decisions.
- Increase participants' awareness of partner pressure to become sexually active.

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LEARNING OBJECTIVES

After completing this module, participants will be able to:

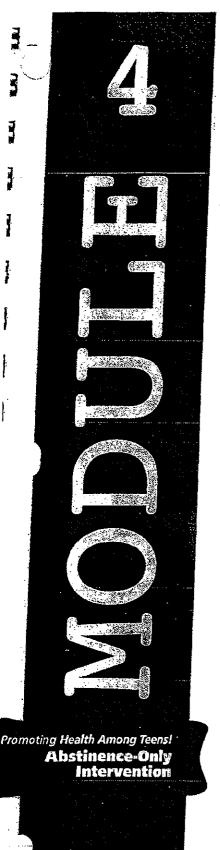
- Identify some of the elements required for abstinence to work.
- Discuss attitudes about abstinence.
- Describe strategies to make abstinence work for them.
- Apply problem-solving steps to sexual decision-making.
- ➤ Identify ways to respond to partner pressure to become sexually active.

- Group Discussion
- ▶ Agree/Disagree
- ▶ Brainstorming

- ▶ Masking Tape
- ▶ Markers
- ▶ Pencils
- ▶ Newsprint
- ▶ "Abstinence Necessities" Blank Sticky Notes (1 inch wide and 3 inches long)
- ▶ Prepared "Abstinence Necessities" Slips
- Pre-labeled Newsprint:
 - · Group Rules
 - Agree
 - Disagree
 - · Abstinence Jeans
- Posters:
 - STOP, THINK, & ACT Problem Solving Steps
- ▶ Handouts:
 - Jasmine and Derrick Case Study
 - Trying to Slow Down Role-Plays (Ineffective & Effective Versions)

INSTRUCTIONAL TIME

A	CTIVITY	TIME	NE
A.	WHAT YOU NEED TO MAKE ABSTINENCE WORK FOR YOU		20
В.	ATTITUDES ABOUT ABSTINENCE		15
C.	STOP, THINK, & ACT-INTRODUCTION TO PROBLEM SOLVING		5
D.	STOP, THINK, & ACT-JASMINE AND DERRICK		10
	TRYING TO SLOW DOWN: UNDERSTANDING PARTNER PRESSURE	••••	10 .



CONSEQUENCES OF SEX: HIV/AIDS

GOALS

The goals of this module are to:

 Increase participants' knowledge about HIV/AIDS and HIV risk-associated behavior.

LEARNING OBJECTIVES

After completing this module, participants will be able to:

- Identify the basic facts about AIDS and HIV.
- Identify a person's risk of HIV infection as a result of engaging in various sexual and non-sexual behaviors.
- Identify how HIV infection can be prevented.

- ▶ Video Viewing
- **▶** Group Discussion
- Game
- Sharing Exercise

MATERIALS

- > TV and DVD Player
- ▶ DVD: "The Subject is: HiV" Abstinence Version
- Masking Tape
- ▶ Pencils
- Markers
- ▶ Newsprint
- ▶ AIDS Basketball Questions and Answers (included in module)

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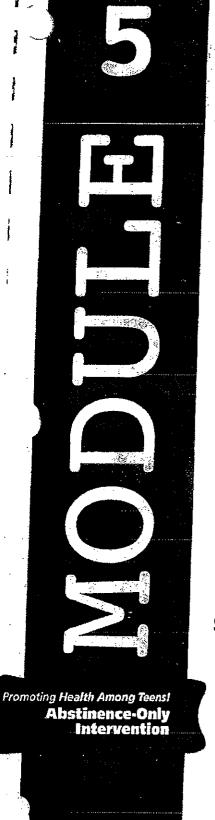
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- ▶ Pre-labeled Newsprint:
 - · Group Rules
 - · Barriers
 - Solutions
-) Posters:
 - HIV/AIDS Frame
 - · Key Words
- > Handouts:
 - · Homework Assignment

INSTRUCTIONAL TIME

A	CTIVITY TIME	NEEDE
A.	ACKNOWLEDGING THE THREAT OF AIDS	5
В.	DISCUSSING HIV/AIDS (VIDEO & DISCUSSION)	15
C.	AIDS BASKETBALL GAME	20
D.	HOMEWORK ASSIGNMENT	5
E.	HOMEWORK ROLE-PLAYS	10
E	TALKING CIRCLE	5



CONSEQUENCES OF SEX: STD INFECTION

GOALS

The goals of this module are to:

- Increase participants' knowledge about sexually transmitted diseases.
- Help participants identify behaviors that place people at risk for contracting sexually transmitted diseases, including HIV infection.
- Increase participants' perceived vulnerability to STDs.

LEARNING OBJECTIVES

After completing this module, participants will be able to:

- Identify the most common STDs and the signs and symptoms of STDs.
- Identify how STDs, including HIV/AIDS, are transmitted.
- Express that they might be at risk for contracting an STD.
- Identify which behaviors are low risk, high risk, and no risk for contracting the most deadly STD, HIV.

- ▶ Sharing Exercise
- Brainstorming
- **▶** Group Discussion
- ▶ Transmission Game
- Exercise
- DVD Viewing

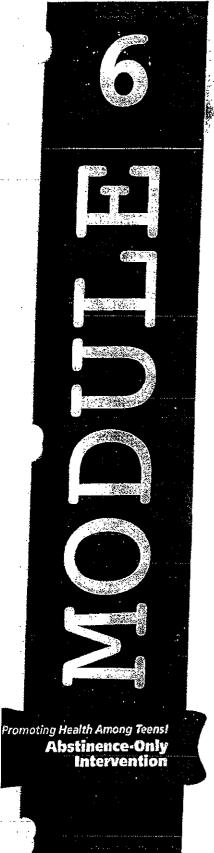
- ▶ Masking Tape
- ▶ Markers
- ▶ Pencils
- Stickers (to place on completed homework)
- Extra Copies of the Homework Assignment
- Completed Homework Assignment (by youths)
- Pre-labeled Index Cards (A, U, D)
- ▶ TV and DVD Player

- DVD: "The Subject is: STDs" -Abstinence Version
- ▶ Pre-labeled newsprint:
 - Easy
 - Obstacles
 - S, T, D
 - How Do People Get STDs?
 - Why You Should Avoid STDs
 - Group Rules
- ▶ Posters:
 - Sexually Transmitted Diseases

SIT

INSTRUCTIONAL TIME.

ACTIVITY		NEEDE	
A.	WELCOME AND TALKING CIRCLE	5	
В.	HOMEWORK ASSIGNMENT REVIEW	10	
c.	SEXUALLY TRANSMITTED DISEASES BRAINSTORM & DISCUSSION	20	
_	"DON'T PASS IT ALONG" (THE TRANSMISSION GAME)		
	DVD: "THE SUBJECT IS: STDs" - ABSTINENCE VERSION		



CONSEQUENCES OF SEX: PREGNANCY

GOALS

The goals of this module are to:

- ► Increase participants' understanding of pregnancy as a consequence of sex.
- ▶ Increase participants' perception that they are vulnerable to getting pregnant or getting someone pregnant.
- Increase participants' understanding of the consequences of teen pregnancy.

LEARNING OBJECTIVES

After completing this module, participants will be able to:

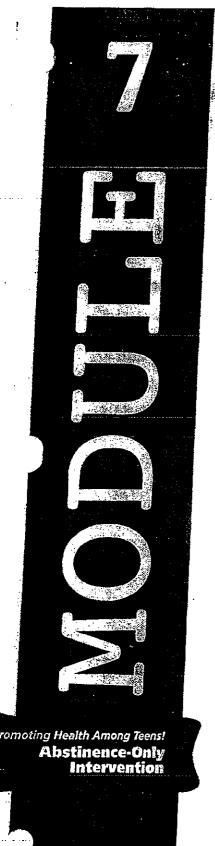
- Distinguish myths from facts about pregnancy.
- ▶ Express positive feelings toward pregnancy prevention.

- ▶ Exercise
- Video Viewing
- Role-Play
- ▶ Group Discussion

- ▶ Pencils
- ▶ Myths and Facts About Pregnancy Statements (included in module).
- ▶ Peer Pressure Scenarios (#1-4) (included in module)
- ▶ TV and DVD Player
- ▶ DVD: "Tanisha & Shay" Abstinence Version
- ▶ Pre-labeled newsprint:
 - · Group Rules
- ▶ Handouts:
 - Nina Next Door Partially Scripted Worksheet

INSTRUCTIONAL TIME

ACTIVITY		NEEDED
A.	MYTHS AND FACTS ABOUT PREGNANCY	15
₿.	"TANISHA & SHAY" DVD	15
C.	NINA NEXT DOOR	15
D.	RESPONDING TO PEER PRESSURE	15



IMPROVING SEXUAL CHOICES AND NEGOTIATION

GOALS

The goals of this module are to:

- Increase participants' awareness of the characteristics of peer pressure.
- ▶ Increase participants' ability to resolve peer-pressure situations.
- Help participants identify personal limitations and boundaries regarding sexual physical contact.
- Increase participants' refusal and negotiation skills regarding abstinence.

LEARNING OBJECTIVES

After completing this module, participants will be able to:

- Identify the specific types of sexual physical contact that fit within their personal comfort zone.
- Recognize pressure from peers to engage in sexual activity.
- Advocate for abstinence with other young teens.
- Identify and explain the characteristics of effective refusal.
- Identify strategies for negotiating abstinence in romantic relationships.
- Identify the body language and strategies needed for saying "NO" effectively.
- Demonstrate the ability to negotiate abstinence with a partner.
- Express confidence in their ability to say "NO" to risky sexual situations.

STRATEGIES/METHODS

- **▶** Group Discussion
- ▶ Agree/Disagree

- Problem Solving Scenarios
- Exercises

MATERIALS NEEDED

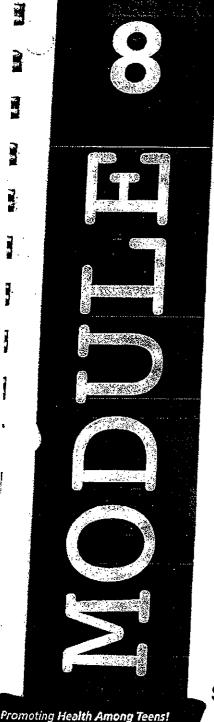
- ▶ Masking Tape
- Markers
- ▶ Pencils
- ▶ Blank Index Cards
- ▶ Pre-labeled Newsprint
 - Group Rules
 - · Benefits of Waiting
 - · Delaying Strategies
- ▶ Posters:
 - STOP, THINK, & ACT Problem Solving Skills
 - Expressing Physical Affection Signs (#1-8)

▶ Handouts:

- Calling Koko Callers (#1-6)
- A Love Story
- · Keisha and John Worksheet
- ▶ Cards:
 - Risky Sexual Situation (#1-5)

INSTRUCTIONAL TIME

ACTIVITY TIME		NEEDE	D
A.	KNOWING AND SETTING SEXUAL LIMITS	15	
В.	GETTING OUT OF A RISKY SEXUAL SITUATION	15	•
C.	CALLING KOKO	15	
D.	KEISHA AND JOHN-A LOVE STORY	15	



Abstinence-Only Intervention

ROLE-PLAYS: REFUSAL AND NEGOTIATION SKILLS

GOALS

The goals of this module are to:

- Increase the participants' communication, negotiation, and refusal skills regarding abstinence.
- ▶ Enhance participants' ability to resist situations that place them at risk for STD/HIV infection and pregnancy.
- Increase participants' sense of pride and responsibility in negotiating abstinence.

LEARNING OBJECTIVES

After completing this module, participants will be able to:

- Identify strategies for negotiating abstinence in romantic relationships.
- ▶ Demonstrate the ability to negotiate abstinence with a partner.
- Express confidence in their ability to say "NO" to risky situations involving sexual behaviors.
- ▶ Express confidence in their ability to negotiate abstinence.
- Express pride in sticking to their decision to abstain from risky sexual behaviors.

- ▶ S.T.O.P. Technique
- Unscripted Role-Play
- Sharing Exercise

- Scripted Role-Play
- Self Contract

MATERIALS Masking tape Markers Pencils ▶ Envelopes

- ▶ 8.5 x 11 Plain Paper
- ▶ Newsprint
- ▶ Pre-labeled newsprint:
 - Group Rules
- > Posters:
 - S.T.O.P.
 - The Promise
 - Refusal Skills Charts (#1A, 1B, 2, 3 and 4)

- Observer Checklist
- Role-Play Guidelines
- ▶ Handouts:
 - At a Party (Totally Scripted Version and Partially Scripted Version)
 - Shawn and Robyn
- ▶ Cards:
 - Role-Play A: Loretta and Monique

THE PARTY IN

- Role-Play B: Carlos and Yvonne
- Role-Play C: Clayton and Jada
- Role-Play D: Jerod and Selena
- Role-Play E: Justin and John
- Role-Play F: Pat and Devin

INSTRUCTIONAL TIME

A		NEEDE
Α.	INTRODUCTION TO S.T.O.P	10
	PRACTICING S.T.O.P.: SCRIPTED ROLE-PLAYS: AT A PARTY, SHAWN AND ROBYN	
C.	STRENGTHENING NEGOTIATION SKILLS:	20
D.	CLOSING ACTIVITY- LETTER TO SELF	• •
E.	TALKING CIRCLE	5