

STANDING STRONG

P.R.E.P.A.R.E.

Independent Living Services

Southern Christian Services for Children and Youth, Inc.

In Partnership With The

Mississippi Department of Human Services

Division of Family and Children's Services

Standing Strong Presenter's Guide

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Acknowledgements

This document is meant to serve as a guide for presenters of Module 2: Standing Strong, a part of the Independent Living Curriculum of the P.R.E.P.A.R.E. Program of Southern Christian Services for Children and Youth, Inc. This material was funded through partnership with the Mississippi Department of Human Services: Division of Family and Children's Services. The material was prepared by P.R.E.P.A.R.E. staff with development assistance from MDHS/DFCS.

Legend

Formatting

For ease of use, a variety of formatting was utilized in order to allow the presenter to know, at a glance, how to deal with the information in this guide.

Bold text indicates an instruction to the presenter. These are usually directives such as 'Ask:' or 'Discuss:', indicating something the presenter needs to do.

Italic text indicates something the presenter needs to say to the audience. This may be pointing out information on the slide or delving into a deeper discussion about information that has been presented.

Underlined text indicates something that appears on the slide. This may be useful to the presenter to allow them to see ahead of time what information will appear next.

A header image is included for each slide. This includes information such as the main topic under which the current section falls, the name of the current section of the presentation, the title of the slide, the slide number, and the icon associated with that slide's activity. An example is shown here.

Current section		Main Topic	
Slide Title	Slide#	Icon	

Standing Strong Presenter's Guide

Icons

The icons used throughout this guide and the presentation itself are used to indicate to the audience and the presenter, at a glance, how to approach the slide on which it appears. A listing of the icons with their related meanings is given below.



Lecture

This icon represents a slide where the presenter will be lecturing to the audience without inviting comment or feedback.



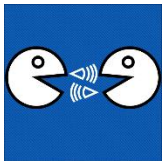
Group Response

This icon represents a slide where the presenter will be lecturing to the audience, but will be asking questions and inviting comments and feedback from the audience.



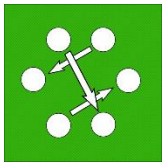
Handout

This icon represents a slide where youth will be asked to perform an activity on a handout they have been given. This may be answering questions, taking a pre- or post-test, or filling out a maze or puzzle.



Conversation

This icon represents a slide where youth will be asked to hold a brief conversation with a partner. Examples include asking/answering job interview questions or exploring your partner's cultural background.



Small Group Activity

This icon represents a slide where youth will be asked to perform some activity in a small group. Examples include brainstorming ideas to present to the larger group, completing a collaborative activity, or discussing the presented material.



Objectives

The purpose of this slide is to list objectives for the upcoming topic to be discussed.



Video

This slide contains a video clip to be shown to the audience. A brief discussion following the clip may be required to drive home the message from the video.

**THE SLIDES
BEGIN ON THE
NEXT PAGE**

Standing Strong Presenter's Guide

Pre/Post-Test

Standing Strong Presenter's Guide

Self Care/ Healthy Choices

Standing Strong (Title Slide)

Slide1

Self Care/ Healthy Choices

Objectives

Slide2



- Understands the importance of good hygiene and staying healthy.
- Understand the importance of emotional health
- Understand the risks of drug and alcohol abuse
- Know and understand the effect of peer pressure on drug and alcohol use
- Know and understand the legal implications of drug and alcohol use
- Know how to recognize and prevent pregnancy
- Know how to detect and prevent STDs

Standing Strong Presenter's Guide

Good Hygiene and Staying Healthy

Self Care/ Healthy Choices

Good Hygiene and Staying Healthy (Section)

Slide3

Good Hygiene and Staying Healthy

Self Care/ Healthy Choices

Medication Labels

Slide4



Discuss with group as you click through slide:

- Take all doses of the medication, even if the infection is getting better.
- Don't stop taking the medication unless your doctor tells you to stop.
- Don't share medication with others.
- Don't save unfinished medication for another time.
- Set daily routines for taking medication.
- Tell your doctor if paying for the medication is a problem.
- Make sure your doctor is aware of any other current medications.

Discuss:

Poor adherence can interfere with the ability to treat many diseases, leading to greater complications from the illness and a lower quality of life for patients.

Your pharmacist knows more about your medication than your doctor, they are a good source of information concerning your medications.

Standing Strong Presenter's Guide

Good Hygiene and Staying Healthy

Self Care/ Healthy Choices

What is Good Hygiene?

Slide5



Ask group: *What is good hygiene?*

Give group an opportunity to respond.

Discuss as you click through slide:

- *Bad Breath:* *Can be caused by diseases of the mouth caused by poor brushing habits, dry mouth, or certain foods such as garlic or onion.*
- *Body Odor:* *Typically caused by waste products in your sweat, unwashed clothes, or bacteria feeding on dead skin cells.*
- *Hand Washing:* *Most infections are caused by unwashed hands, either yours or someone else's who has touched your food or clothing.*
- *Feminine Hygiene:* *Wash regularly with mild soap, change sanitary products such as pads or tampons every 3 or 4 hours, and avoid perfumed toilet paper.*
- *Masculine Hygiene:* *If you are uncircumcised, wash under your foreskin.*
- *Travelling Hygiene:* *Don't use tap water if you're not sure it's safe. If necessary, boil water for one minute.*

Standing Strong Presenter's Guide

Good Hygiene and Staying Healthy

Self Care/ Healthy Choices

Hygiene Effects on Health

Slide6



Instruct youth:

At your tables, see how many negative effects of poor hygiene you can come up with. Be prepared to tell the group what you think is the worst one.

Some examples you can provide:

- **Illness** - Washing your hands is one of the first lines of defense against disease and illness, and simply washing your hands properly is the best way to prevent the spread of illness, according to the Centers for Disease Control and Prevention, or CDC. The CDC says you should wash your hands for 15 to 20 seconds with antibacterial soap.
- **Dental Disease** - Brushing your teeth each morning and night gives you better breath, but it also protects you from a bevy of dental diseases, including cavities, tooth decay and gingivitis, according to FamilyDoctor.com, a website of the American Academy of Family Physicians. By not brushing your teeth, or brushing ineffectively, you can end up with dental problems that are expensive and painful.
- **Depression** - Depression can be one of the effects of poor personal hygiene, according to the Patient Education Institute. It could stem from a general feeling of low self-confidence and self-worth brought on by poor hygiene and not feeling good about yourself. A sudden change in your desire to care for your body and look presentable could be the sign of a serious mental illness.
- **Social Problems** - You're expected to maintain a certain degree of personal hygiene. When you neglect to clean and care for your body, you can find yourself ostracized from friends and family. An unpleasant body odor, decaying teeth or unclean clothes could affect things from finding a job to making friends to finding a date. Poor hygiene can limit you socially and make you feel alone.

Standing Strong Presenter's Guide

Good Hygiene and Staying Healthy

Self Care/ Healthy Choices

Benefits of Exercise

Slide7




State to group:

This video presents several benefits of exercise for teenagers.

View video.

Standing Strong Presenter's Guide

Staying Emotionally Healthy	Self Care/ Healthy Choices
Staying Emotionally Healthy (Section)	Slide8

Staying Emotionally Healthy	Self Care/ Healthy Choices
Don't Stress Out	Slide9 

Ask youth: *How does stress affect your health?*

Give youth opportunity to answer.

Click through slide to give examples that may not have been shared.

Some examples of the effects of stress are:

- Muscle Tension or Pain
- Fatigue or Sleep Problems
- Anxiety
- Restlessness
- Lack of Motivation
- Changes in Eating Habits

Standing Strong Presenter's Guide

Staying Emotionally Healthy

Self Care/ Healthy Choices

Seeking Help

Slide 10



Instruct youth:

With your partner, talk about some places you know you can go or some people you would talk to when you need emotional support.

After youth have discussed, provide the following options.

Some other services could be:

- *School Counselor*
- *Mental Health Professionals*
- *Religious Leaders or Staff*
- *Friends/Family*

Standing Strong Presenter's Guide

Staying Emotionally Healthy

Self Care/ Healthy Choices

Maintaining Balance

Slide11



Instruct youth:

On your handout, "Maintaining Balance", look at the strategies listed for managing stress.

See if you can apply one of these strategies to a source of stress in your life.

While youth are working on the handout, instruct leaders to begin preparations for the 'Disorderly Conduct' activity.

Standing Strong Presenter's Guide

Maintaining Balance Handout

Strategies for keeping stress at bay:


- **Focus on the Present** (don't jump to conclusions) "He canceled our date, but he said he'd call tomorrow so there is no reason to think anything is wrong. I'll use the free time to relax with that book I just bought."
- **Stay With the Facts** (Beware of catastrophizing) "I got a D on my first exam but it doesn't mean I'll fail chemistry. I didn't understand what the professor wanted. I think I'll meet with her so I'll know what to expect on the next exam."
- **Be Realistic and Objective** (Avoid personalizing) "He's yawning, he's probably tired. It doesn't have to mean that he doesn't like me."
- **Be Optimistic** (Try not to predict doom) "I'm lonely now... because she's gone. It's natural to feel this way. And even though I may never find anyone quite like her, I'll find someone new and different when I'm ready."
- **Be kind to yourself** (Don't "Should" yourself) "It's OK for me to disagree with him, it doesn't mean he won't like me. My opinions are valid."
- **Retain your perspective** (Watch out for negative labels) "I may not have won this time, but that doesn't mean I'm a 'loser.'"

Think of a person, place, or situation that causes you stress:

How could you use one of the above strategies to not feel so stressed?

Standing Strong Presenter's Guide

Risks of Drugs and Alcohol	Self Care/ Healthy Choices
Risks of Drugs and Alcohol (Section)	Slide12

Risks of Drugs and Alcohol	Self Care/ Healthy Choices
Disorderly Conduct	Slide 13 

Purpose

- To help youth understand the dangers of drunkenness

Time

15 Minutes

Materials and equipment

3 Flip charts

3 Drunk goggles

1 Roll blue painters tape

3 Large markers

Preparation

During slide #10 the team will need to hang 3 flip charts and place 3 tape lines of equal length at least arm lengths apart.

Standing Strong Presenter's Guide

Procedure

Based on the amount of youth during registration the leaders will divide the youth by color groups into three groups. Each group will then send half of the team to the flip chart and half to the tape on the floor. (Example: A team of 10 will have 5 at the tape on the floor and 5 at the flip chart on the wall) Once everyone is in place leader will indicate to start and the youth at the line will put the drunk goggles on and walk the line and pass the glasses to the youth at the board who will then put the goggles on and write their name. Once they have their name on the board they will take the glasses off and tear their page off the flip chart off and run to the next youth at the line. This will continue till all youth are through and then the team will all hold there tongues down and recite the ABC's. The first team to finish will then win. (If there is a uneven number the group can choose to let a youth take more than one turn or put a leader in the open space)

Trainers' Notes:

Be sure that all adults are there to help make sure no youth fall over while walking with the goggles.

Color group facilitator process questions:

1. Do you think there is truth in the dangers of drunk driving?
2. What kind of feelings did you have while you were wearing the goggles? (Scared, confused, ect.)

Standing Strong Presenter's Guide



Discuss with youth:

- Accidental Injuries: More than half of drownings and fatal falls are alcohol- or drug-related. 45% of emergency room visits are alcohol-related. 80% of patients in special units like burn centers have injuries related to alcohol use.
- Car Crashes: Even a blood alcohol level of .05% (below the legal limit for driving in most states) makes you twice as likely to have a car crash. Almost half of all fatal auto crashes are alcohol- or drug- related.
- STD's: You are more likely to ignore safety precautions such as condoms if you are under the influence of alcohol or other drugs.
- Unwanted Pregnancy: For the same reasons that alcohol and other drugs put people at greater risk for STDs, it also makes pregnancy a risk of substance abuse.
- Fights: Two-thirds of violent behavior on college campuses involves alcohol.
- Trouble with the Law: Illegal drugs, underage drinking, drunk driving, public consumption--even giving guests alcohol--can get you into legal trouble.
- Poor School Performance: The average student who has one drink a day earns a GPA of only a C-level. 30% of academic problems stem from alcohol misuse.
- Poor Work Performance: People with substance abuse problems miss more work days, are less productive, have more problems with their bosses, and make more mistakes--including on-the-job injuries.
- Relationship Troubles: Problem drinkers tend to change social circles often and are unable to maintain long term friendships. They alienate themselves from others to hide their excessive consumption.
- Personality Changes: Drastic personality changes can result from drinking or using drugs. . Marijuana has been linked to "amotivational syndrome" in which people lose interest in their jobs, friends, and lives. Drugs such as cocaine, amphetamines, and LSD can cause psychosis.

Standing Strong Presenter's Guide

Risks of Drugs and Alcohol

Self Care/ Healthy Choices

Effects of Drug, Alcohol, and Tobacco

Slide 15



Discuss with youth following risks of Alcohol and Drugs as you click through risks on slide:

Alcohol

- Hangovers
- Weight Gain
- High Blood Pressure
- Depressed Immune System
- Cancer
- Liver Disease
- Alcohol Poisoning
- Heart or Lung Failure

Drugs

- Heart Attack
- Coma
- Nausea
- Seizures
- Tremors
- Psychosis
- Paranoia
- Impotence

- **HANGOVERS.** Headaches, nausea, vomiting, aches and pains all result from drinking too much.
- **WEIGHT GAIN.** A beer has about 150 "empty" calories that provide few if any nutrients.
- **HIGH BLOOD PRESSURE.** High blood pressure is associated with many serious health problems.
- **DEPRESSED IMMUNE SYSTEM.** Makes you more likely to contract viral illnesses such as the flu.
- **CANCER.** 2-4% of all cancer cases are related to alcohol.
- **LIVER DISEASE.** Heavy drinking can cause fatty liver, hepatitis, cirrhosis and cancer of the liver.
- **ALCOHOL POISONING.** Drinking large amounts can result in alcohol poisoning, which causes unconsciousness and even death.
- **HEART OR RESPIRATORY FAILURE.** Heart or respiratory failure often means death.

DRUGS

- Prescription drugs can cause HANGOVER-LIKE SYMPTOMS, NAUSEA, SEIZURES, AND COMA. OVERDOSE OR MIXING THESE DRUGS WITH ALCOHOL CAN BE FATAL.
- Cocaine can cause TREMORS, SEIZURES, PSYCHOSIS, AND HEART OR RESPIRATORY FAILURE.
- LSD can cause NAUSEA, RAPID HEART RATE, DEPRESSION, AND DISORIENTATION.
- Marijuana and hashish can cause RAPID HEART RATE AND MEMORY IMPAIRMENT soon after use. Long-term effects include COGNITIVE PROBLEMS, INFERTILITY, WEAKENED IMMUNE SYSTEM, AND POSSIBLE LUNG DAMAGE.
- Narcotics such as heroin can bring on RESPIRATORY AND CIRCULATORY DEPRESSION, DIZZINESS, IMPOTENCE, CONSTIPATION, AND WITHDRAWAL SICKNESS. Overdoses can lead to SEIZURES AND DEATH.
- Stimulants such as amphetamines have health effects that include HIGH HEART RATE AND BLOOD PRESSURE, HEADACHE, BLURRED VISION, DIZZINESS, IMPOTENCE, SKIN DISORDERS, TREMORS, SEIZURES, AND PSYCHOSIS.

Standing Strong Presenter's Guide

Effects of Peer Pressure on Drug and Alcohol Use

Self Care/ Healthy Choices

**Effects of Peer Pressure on Drug and Alcohol Use
(Section)**

Slide 16

Effects of Peer Pressure on Drug and Alcohol Use

Self Care/ Healthy Choices

Peer Influence

Slide17



Discuss with youth:

There are two types of peer pressure:

Large group pressure is the pressure exerted by a social group to conform to social norms. This pressure is usually expressed by expectations instead of by confrontation. This can be seen by observing how young people who spend time together typically wear similar clothes, listen to similar music, and watch similar television shows.

Personal or Relationship pressure is pressure exerted by one individual. An individual who attempts to exert relationship pressure is usually looking for confirmation or validation of some decision or behavior; if they can get you to do the same things they did, then it must have been the right thing to do. May also provide a confrontational component to large group pressure

Peer pressure can be positive or negative. Humans are made to live in society and get along with each other, and a part of this is that we tend to conform to the society of people we spend time around. Choose who to spend your time with wisely, and hang around people you want to be like instead of people you're afraid you'll end up like.

Standing Strong Presenter's Guide

Effects of Peer Pressure on Drug and Alcohol Use

Self Care/ Healthy Choices

Resisting Peer Pressure

Slide 18



Direct youth:

On your handout, “Resisting Peer Pressure”, fill out the appropriate boxes with some ideas of what you could plan, say, and do to maintain your individuality and not give in to peer pressure.

Legal Implications of Drug and Alcohol Use

Self Care/ Healthy Choices

Legal Implications of Drug and Alcohol Use(Title Page)

Slide 19

Standing Strong Presenter's Guide



Ask youth: *What are the local and state laws regarding alcohol, drug, and tobacco use?*

Give youth opportunity to respond.

Discuss:

- Where to Buy Alcohol: Private retail stores sell beer and table wine, while spirits and wine more than 14% alcohol content may only be sold in state-owned stores, known as ABC stores or package stores. Local ordinances prevail on the days and hours that alcohol may be sold.
- Legal Age for Drinking/Serving Alcohol: As in other states, the legal drinking age is 21, and an individual must also be 21 to work as a bartender or to handle alcohol in a liquor store. However, it is legal to work in a restaurant selling alcohol at age 18.
- Open Container Laws: In Mississippi, the driver and passengers in a vehicle are actually permitted to drink, but the driver may not be intoxicated beyond the legal blood-alcohol content level of .08 percent.
- BAC Limits: A driver is considered to be illegally under the influence of alcohol if his or her blood-alcohol content (BAC) level is more than .08 percent. In those circumstances, the driver is considered 'per se intoxicated' and can be arrested for DUI (driving under the influence). Mississippi does not have enhanced penalties for excessively high BAC levels, as do some states. Any driver under the age of 21 can only test for a BAC level of .02 percent; otherwise, DUI penalties will be charged under 'zero tolerance laws.'
- Penalties: Refusal to cooperate with an officer's request to breath, blood, or urine testing for alcohol content falls under 'implied consent laws' and carries a penalty of mandatory suspension of the driver's license for up to a year. In Mississippi, the first DUI conviction results in mandatory license suspension by the DMV (Department of Motor Vehicles) for 90 days; for the second offense, two years; for the third offense, five years. With the third DUI conviction, the courts have the option of temporarily or permanently confiscating the driver's vehicle. This involves significant expense for the offender in the form of fines and administrative fees. Attachment of an ignition interlock device is a possible punishment, as is mandatory alcohol education or treatment. DUI is considered a felony after the third conviction.

Standing Strong Presenter's Guide

Legal Implications of Drug and Alcohol Use

Self Care/ Healthy Choices

Drinking Responsibly

Slide 21




State to group:

This video is an advertisement by Heineken promoting responsible behavior in respect to drinking alcohol.

Show video.

Standing Strong Presenter's Guide

Preventing Pregnancy	Self Care/ Healthy Choices
Preventing Pregnancy (Title Page)	Slide 22

Preventing Pregnancy	Self Care/ Healthy Choices
Birth Control Methods	Slide 23 

Ask youth: What are some typical birth control methods?

Give youth opportunity to respond.

State:

*In 2008, 63% of all pregnancies in the state of Mississippi were **unplanned**.*

Walk through the table with youth.

Birth Control Method	Typical Failure Rate	HIV/STD Protection
Condom	15%	Most effective against HIV, limited effectiveness against other STDs
Diaphragm	16%	None
Oral Contraceptive	8%	None
Progestin Injection	3%	None
IUD	<1%	None
Abstinence	0%	100%

- *Keep in mind, teens are not the average person. Teenagers are typically MORE fertile than older adults.*
- *The “morning-after” pill (Plan B) is NOT a long-term contraceptive. Serious health problems can occur from repeated use.*
- *Before you DECIDE you are going to have sex, speak to a health care professional.*

Standing Strong Presenter's Guide

Pregnancy Symptoms and Resources

Self Care/ Healthy Choices

Pregnancy Symptoms and Resources (Title Page)

Slide 24

Pregnancy Symptoms and Resources

Self Care/ Healthy Choices

Identifying a Pregnancy

Slide 25



Ask youth: What are some signs of a pregnancy?

- Sore Breasts: Breast tissue is extremely hormone-sensitive. When hormones start flooding the body, they increase your blood volume, which makes your breasts swell.
- Cramps: Your uterus may be stretching a little now (hence the cramps) to prep for its massive expansion over the next nine months.
- Spotting: If you notice that your "period" seems way shorter or different from usual, it may be time to take a pregnancy test.
- Fatigue: If all you can think about at work is taking a nap or if you're too exhausted to keep up with everyday activities, then it may be your body adjusting to its new mini inhabitant.
- Nipple Darkening: Pregnancy hormones also affect the cells in the nipples responsible for their color.
- Nausea: Some women may experience subtle motion sickness early on.
- Bloating: Ramped-up levels of progesterone slow down your digestive track and may make your tummy feel puffier than usual.
- Peeing More Often: Getting up for more bathroom breaks may be the result of your kidneys starting to kick into overdrive; they have to flush out fluid more efficiently during pregnancy.
- Cravings: Your overtired body may demand extra carbs now because they're easily metabolized, which helps keep energy levels up.
- Headaches: Increasing blood volume may trigger frequent but mild tension headaches in the first few weeks of pregnancy.
- Constipation: Because your digestive track is slowing down now, food may not pass through as quickly.
- Mood Swings: As levels of hCG hormones increase, you're feeling massive amounts of fatigue, which makes you more prone to moodiness.
- Basal Body Temperature: It's typically about half a degree (or more) higher or so when an egg is released and remains elevated until you get your period. So if you're charting BBT and notice it hasn't decreased in more than two weeks, it may mean you've got a baby on the way.

Standing Strong Presenter's Guide

Pregnancy Symptoms and Resources

Self Care/ Healthy Choices

Pregnancy Resources

Slide 26



State from slide:

There are many different organizations that provide pregnancy support and services.

Your handout "Pregnancy Resources", contains a list of many of these centers all across the state of Mississippi.

Standing Strong Presenter's Guide

Pregnancy Symptoms and Resources

Self Care/ Healthy Choices

Pregnancy Options

Slide 27



Discuss with youth:

Parenthood

- Information about being a parent in DHS custody

Adoption

- Public Agency Adoption
- Licensed Private Agency Adoption
- Independent Adoption

Abortion

- Must receive a judge's approval if under 18
- No providers in the state of Mississippi

Standing Strong Presenter's Guide

Pregnancy Symptoms and Resources

Self Care/ Healthy Choices

Pregnancy Options

Slide 28




Instruct youth:

With the person next to you, discuss what you think you would do if you or your partner became pregnant.

Standing Strong Presenter's Guide

Detecting and Preventing STDs	Self Care/ Healthy Choices
Detecting and Preventing STDs (Title Page)	Slide 29

Detecting and Preventing STDs	Self Care/ Healthy Choices
STD Prevention	Slide 30 

Ask youth: What are some ways to keep yourself from getting an STD?

- Abstinence: The most reliable way to avoid infection is to not have sex.
- Mutual monogamy: Mutual monogamy means that you agree to be sexually active with only one person, who has agreed to be sexually active only with you.
- Reduced number of sex partners: Reducing your number of sex partners can decrease your risk for STDs. It is still important that you and your partner get tested, and that you share your test results with one another.
- Vaccination: Vaccines are recommended for the prevention of hepatitis B and HPV.
- Condoms: Condoms are likely to provide greater protection against gonorrhea, chlamydia, trichomoniasis, and HIV infection than against infections that are transmitted primarily by skin-to-skin contact, which may or may not infect areas covered by a condom (STDs such as genital herpes, human papillomavirus [HPV] infection, syphilis, and chancroid).
- Put Yourself to the Test: Knowing your STD status is a critical step to stopping STD transmission. If you know you are infected you can take steps to protect yourself and your partners. Be sure to ask your healthcare provider to test you for STDs — asking is the only way to know whether you are receiving the right tests. And don't forget to tell your partner to ask a healthcare provider about STD testing as well.

Standing Strong Presenter's Guide

Detecting and Preventing STDs

Self Care/ Healthy Choices

STD Activity

Slide 31



Purpose

- To help youth understand the dangers of sexually transmitted diseases

Time

15 Minutes

Materials and equipment

- 8 Signs with STDs (Chlamydia/Gonorrhea/Syphilis/Trichomoniasis/HPV/Genital/HIV Aids/herpes)
- 70 symptom cards (10 Red/Blue/Green/Pink/Yellow/Purple/Orange)
- 1 Pack blue sticky tack

Preparation

During slides ----- leaders will net to place 8 signs around the room and make sure there is a clear path for the youth to race.

Procedure

Each color facilitator will have 10 symptom cards. When the leader indicates it is time to start the color facilitator will pass out to and help the youth to race to put the symptoms with the correct STD. The team that puts all their cards up correctly first will win. If a team has any wrong the leader will let them know how many they have wrong and leave it to the youth to decide which one is wrong.

Color group facilitator process questions:

1. Does anyone have any questions about any STD?

Standing Strong Presenter's Guide

Detecting and Preventing STDs

Self Care/ Healthy Choices

Common STDs and Symptoms


Slide 32



Discuss with youth:


- **Chlamydia**: *Chlamydia is a bacterial infection of your genital tract. Chlamydia may be difficult for you to detect because early-stage infections often cause few or no signs and symptoms. When they do occur, they usually start one to three weeks after you've been exposed to chlamydia. Even when signs and symptoms do occur, they're often mild and passing, making them easy to overlook.*
 - Painful Urination
 - Lower Abdominal Pain
 - Discharge
 - Genital Pain
- **Gonorrhea**: *Gonorrhea is a bacterial infection of your genital tract. The first gonorrhea symptoms generally appear within two to 10 days after exposure. However, some people may be infected for months before signs or symptoms occur.*
 - Painful Urination
 - Thick, Cloudy, or Bloody Discharge
 - Painful Bowel Movements
 - Anal Itching
- **Trichomoniasis**: *Trichomoniasis is a common STI caused by a microscopic, one-celled parasite. The organism usually infects the urinary tract in men, but often causes no symptoms in men. Trichomoniasis typically infects the vagina in women. When trichomoniasis causes symptoms, they may range from mild irritation to severe inflammation. Signs and symptoms may include:*
 - White, Green, or Yellow Discharge
 - Strong Odor
 - Itching or Irritation
 - Painful Urination
- **HIV**: *HIV is an infection with the human immunodeficiency virus. HIV interferes with your body's ability to effectively fight off viruses, bacteria and fungi that cause disease, and it can lead to AIDS, a chronic, life-threatening disease. When first infected with HIV, you may have no symptoms at all. Some people develop a flu-like illness, usually two to six weeks after being infected.*
 - Fever
 - Headache
 - Sore Throat
 - Rash

Standing Strong Presenter's Guide

Relationships	
Relationships Objectives	Slide 33 

- Define and understand different types of relationships
- Know how to recognize healthy vs. unhealthy relationships
- Know how to develop healthy relationships through setting boundaries

Relationships	
Healthy Relationships (Title Page)	Slide 34

Healthy Relationships	Relationships
Types of Relationships	Slide 35 

Discuss with Youth: *There are many different relationships a person encounters during their lifetime. It is important to know your relationship status to be able to interact appropriately. Relationships can be divided into three different categories that include:*

- Social Group Relationship
 - Family: *is a group of people affiliated by birth, marriage, or simply shared living space.*
 - Peer Group: *a group of people who share similarities such as age, background, and social status.*
 - Organization: *a social group which distributes tasks for a collective goal.*
 - Community: *a usually small, social unit of any size that shares common values.*
- Intimate/Romantic Relationship
 - *is an interpersonal relationship that involves physical or emotional intimacy.*
- Professional Relationship
 - *a good understanding between colleagues, clients or any other important person for various reasons. The relationship involves work related issues and businesses.*

Instruct youth on handout: On your handout “Types of Relationships”, see if you can identify which category each person identified fits into.

Standing Strong Presenter's Guide

Types of Relationships Handout

Read the following passage:

Yawning, John knocks his alarm clock off the bedside table and rolls over, putting his pillow back over his head. He starts to drift off when he hears Diane calling from the kitchen, "Wake up, boys! You'll be late for school!" Which is the only warning he has before Russell yanks off his blanket and runs laughing into the hallway.

When he gets to school, he meets Chelsea outside homeroom to talk about last night's episode of 'Walker, Texas Ranger'. When the bell rings, she gives him a quick peck on the cheek and reminds him of the movie they're going to see on Friday with some friends.

In class, Mike keeps passing John notes with doodles of astronauts riding on dinosaurs. Weird. He balled one up and threw it back at Mike once, but Mr. Parks stared him down before continuing to lecture on long division, or something else equally boring.

On his way home, he passes Ms. Muldovich out on the sidewalk trying to get her cat to walk on a leash. She's been trying for years, but he was pretty sure that the cat was getting even fatter. He smiled and waved at her, she brought him cookies sometimes.

Identify what sort of relationship John has with the people in this passage:

Diane: _____

Russell: _____

Chelsea: _____

Mike: _____

Mr. Parks: _____

Ms. Muldovich: _____

Standing Strong Presenter's Guide

Healthy Relationships

Relationships

Characteristics of Healthy Relationships

Slide 36



Ask youth: How do you know if you're in a healthy relationship?

Give youth an opportunity to respond.

Discuss with group:

The characteristics of a healthy relationship are:

- Rapport: where you feel comfortable or at ease with the other person. This can be automatic or it could take time to develop.
- Empathy: refers to the ability to see the world through another person's eyes, understanding his/her feelings and actions.
- Trust: means that you can depend on the other person. When you trust another person you expect acceptance and support from him/her.
- Respect: involves accepting and appreciating the other person for who he/she is.
- Mental Expectations: are seen as relationships grow; partners should have the same mutual expectations for it. The relationship should be headed toward the same purpose or goals for both people.
- Flexibility: good relationships are flexible and can adapt to change. Circumstances change and you can't always carry through on plans you have made together. You sometimes have to make compromises and reassess your goals.
- Uniqueness: the relationship stands out or is in some way special or different.
- Irreplaceability: each interpersonal relationship is as unique as the people in them and can never be recreated.
- Interdependence: the other person's life concerns affects you.
- Self-Disclosure: in an interpersonal relationship people share and entrust private information about themselves
- Honesty & Accountability: communicating openly and truthfully, admitting mistakes or being wrong, and accepting responsibility for one's self.

Standing Strong Presenter's Guide

Healthy Relationships

Relationships

Forming Healthy Relationships

Slide 37



Ask youth: *How do you go about forming a healthy relationship?*

Give youth opportunity to respond.

Discuss with group:

The typical stages of a healthy relationship are:

1. **Initiating:** *expressing interest in making contact and showing that you are the kind of person worth getting to know.*
2. **Experimenting:** *the process of getting to know others and gaining more information about them.*
3. **Intensifying:** *an interpersonal relationship is now beginning to emerge. Feelings about the other person are now openly expressed, forms of address become more familiar, commitment is now openly expressed, and the parties begin to see themselves as "we" instead of separate individuals.*
4. **Integrating:** *identification as a social unit. Social circles merge. Partners develop unique, ritualistic ways of behaving. Obligation to the other person increases. Some personal characteristics are replaced and we become different people.*
5. **Bonding:** *the two people make symbolic public gestures to show society that their relationship exists (rings, friendship bracelets, gifts, commitment).*
6. **Differentiating:** *the need to re-establish separate identities begins to emerge. The key to successful differentiation is maintaining a commitment to the relationship while creating the space for autonomy and individuality.*
7. **Circumscribing:** *communication between the partners decreases in quantity and quality. It involves a certain amount of shrinking of interest and commitment.*
8. **Stagnating:** *no growth occurs. Partners behave toward each other in old, familiar ways without much feeling.*
9. **Avoiding:** *the creation of physical, mental, and emotional distance between the partners.*
10. **Termination:** *in romantic relationships the best predictor of whether the two people will now become friends is whether they were friends before their emotional involvement.*

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Discuss with youth:

The main thing to remember about relationships forged over the internet and social media is that you need to exercise very clear boundaries. Keep your personal information to yourself.

Many people put WAY too much personal information online, such as:

- Real Age
- Photos of themselves
- City they live in
- School name/location
- Videos of friends
- Videos of themselves
- Cell phone number
- Exact location

Much of this information is not secure and is available to anyone willing to look.

- 26% of Americans say they are sharing more information on social networks today than one year ago
- 66% of Facebook users do not know about privacy settings
- 47% of teens have a public Facebook profile viewable by ANYONE
- 24% of Americans say they are not at all confident in their ability to use privacy settings
- 15% of Americans have never checked their social networking privacy and security account settings

Often, youth are the victims of sex crimes initiated through internet/social media contact:

- 33% of all internet-initiated sex crimes were instigated through social networking sites
- In 50% of all sex crimes against minors, offenders obtained information and/or pictures of the victim through their victim's social networking profile.

More than 1 million people become the victims of cyber crime every day.

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Healthy Relationships

Relationships

Setting Boundaries

Slide 39



Ask youth: *Can you think of some reasons it is important to set boundaries in your relationships?*

Give group an opportunity to respond.

Discuss:

DECIDE WHAT YOU WANT. *The first step in setting a healthy boundary is identifying what is needed in the relationship. This could be more space or less space, more attention or less attention. There is no right or wrong answer for this because it is what you desire.*

BE FIRM. *After deciding what you want, firmly set the boundary. Let's say you are at work and your co-worker is always asking you to get their things from the printer. It's not always convenient for you, but you do it anyway despite feeling used and annoyed.*

The next time your co-worker asks you can be very firm and state something like "I feel that you don't consider my feelings or my work when you ask me to get your things and expect me to do it. I'm not getting your things anymore because it is your responsibility." This is an example of a good boundary. Feelings are appropriately expressed and you have stated what it is that you will no longer continue to do.

It is important that you remain calm and not justify or apologize for the boundary that you are setting. It is also important to remember that fewer words are usually more effective. Be clear and concise.

REMEMBER YOU'RE NOT RESPONSIBLE FOR THE OTHER PERSON'S RESPONSE. *Set healthy boundaries for yourself and only yourself. Remember if you are respectful you are not responsible for the other person's response. We are only responsible for ourselves.*

REMEMBER IT'S A PROCESS. *It is important to remember it is a process. We don't develop unhealthy boundaries overnight, so we won't develop healthy ones overnight either. It is a process that requires continuous work and willingness to learn and grow. Seek feedback and directions from others who have healthy boundaries. Value your feelings and know that you are worth it.*

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Healthy Relationships

Relationships

All My Friends

Slide 40



Purpose

- To help the youth understand the importance of relationships
- To help the youth understand similarities between different people

Time 15 Minutes

Materials and equipment

- "All My friends" print out with questions cut
- Basket/Bucket for questions
- 74 circles for youth to stand on
- **Preparation**

During slide #39 leaders will have to clear an area or make an area outside (weather permitting) where they can have one, two, or three groups of 1-25 youth. They will need to place the circle disc on the ground to make a large circle. There will need to be one less disc than youth and the basket with the "All My Friends" print out inside the basket.

Procedure

There will be one less spot than youth to stand on therefore one youth needs to volunteer to start the game. Each youth will stand on a spot until the youth in the middle reads the statement they choose from the basket. Once the youth reads the statement if it is true for any of the youth they will then need to move to a new spot. The only rule is that they cannot return to the same spot they left from. The object is for the person reading the statement to steal the spot from another youth in turn forcing that youth to read the next statement. If no youth move then the youth in the middle will choose another statement. This will go on for 10 minutes.

Color group facilitator process questions:

1. Were you surprised at any time to see or not see a youth move?
2. Can you see where we as humans judge others based off what we see from the outside?
3. Did you learn something new about someone you already knew?

Standing Strong Presenter's Guide

Decision-Making

Decision-Making Objectives


Slide 41



- Understand the importance of setting goals
- Understand the process for making thoughtful decisions

Standing Strong Presenter's Guide

Setting Goals is Important	Decision-Making
Setting Goals is Important (Title Page)	Slide 42

Setting Goals is Important	Decision-Making
Defining a Goal	Slide 43 

Instruct the youth on completing the handout.

Read the instructions on creating a SMART goal, one that is specific, measurable, attainable, relevant, and time-bound. With that understanding, use the rest of the worksheet to work out a plan for accomplishing your goal. This includes making your action plan and planning ahead for obstacles.

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Defining a Goal Handout

Choose a SMART goal!

SMART	Questions
Specific	Does your goal clearly and specifically state what you are trying to achieve? If your goal is particularly large or lofty, try breaking it down into smaller, specific SMART goals.
Measurable	How will you (and others) know if progress is being made on achieving your goal? Can you quantify or put numbers to your outcome?
Attainable	Is achieving your goal dependent on anyone else? Is it possible to reframe your goal so it only depends on you and not others? What factors may prevent you from accomplishing your goal?
Relevant	Why is achieving this goal important to you? What values in your life does this goal reflect? What effect will achieving your goal have on your life or on others?
Time-Bound	When will you reach your goal? Again, if your goal is particularly large, try breaking it down into smaller goals with appropriate, incremental deadlines.

Today's Date: _____

Date by which you plan to achieve your goal: _____

What is your goal in one sentence? (What's the bottom line?)

The benefits of achieving this goal will be:

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Verify that your goal is SMART

Specific(*What exactly will you accomplish?:*)

Measurable(*How will you know when you have accomplished your goal?:*)

Attainable(*Is accomplishing this goal realistic with effort and commitment?:*)

Relevant(*Why is this goal important to you? Hone in on why it matters.):*

Time-Bound(*When will you achieve this goal?:*)

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ACTION PLAN		
<i>What specific steps must you take to achieve your goal?</i> <i>This action plan may just get you started. Feel free to create a more detailed step-by-step plan.</i>		
Task/To-Do Item	Expected Completion Date	Date Actually Completed

OBSTACLES/CHALLENGES	
<i>What obstacles stand in the way of you achieving your goal?</i>	
Obstacle	How you will address the challenge when/if it arrives.

Network of Support and Accountability

When working towards achieving a goal, it is helpful to have a one or two people whom you agree to check in with on a regular basis. Keeping others informed on your progress can be a useful external motivator!

Who can you share your goal with?

- 1) Talk with one or two individuals who will genuinely want to see you succeed in achieving your goal.
- 2) Explain to them why achieving this goal is important to you.
- 3) Ask if they will support you and hold you accountable in reaching your goal.
- 4) Select and agree upon future dates/times you will report updates on your progress.

Standing Strong Presenter's Guide

Setting Goals is Important

Decision-Making

Goal-Setting Steps

Slide 44



Instruct youth:

Using your handout, “Goal-Setting Steps”, you should:

- See It! – Visualize three things you would like to accomplish.
- State It! – Write down one goal you will work toward.
- Start It! – What can you do in one day to help you get started on your goal?

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Goal Setting Steps Handout

See It!

The motivation of a vision

Start with a mental picture of something you desire in the future.

Example: I “see” myself attending a great college in the future!

State It!

The strength of a goal

Decide what you will do specifically to move toward that mental picture.

Example: I want to make an “A” in math this semester.

Start It!

The power of an action

Take the first step toward your goal.

Example: Start studying for an hour each day after school.

See It: List three mental images of things you would like to accomplish in the future.

1. _____
2. _____
3. _____

State It: Select one mental picture and turn it into a goal you are willing to work toward this year.

Start It: What can you do right now to get started on reaching your goal?

Standing Strong Presenter's Guide

Setting Goals is Important

Decision-Making

Barriers to Accomplishing Goals

Slide 45



Instruct Youth:

With your partner, discuss some attitudes, situations, or events that could make it hard to achieve your goals.

Share some common barriers after the discussion:

- **YOUR LACK OF BELIEF** - If you don't believe you are going to successfully accomplish your goals, then you probably won't.
- **YOUR INABILITY TO FOCUS** - When you wake up in the morning, what is the first thing you think about? You should be focusing in on the things you need to accomplish today.
- **INEFFECTIVE TIME MANAGEMENT** - How you manage your time from the time you get up in the morning until you go to sleep at night totally determines how many goals you can accomplish and how fast you can accomplish them.
- **YOUR COMMITMENT FEARS** - One of the huge barriers to goal setting is you not wanting to make that commitment to perform all of the actions required to accomplish the goal.
- **INABILITY TO VISUALIZE THE END RESULT** - If you can't visualize what you want, how are you ever going to make it real?
- **YOUR OUT OF REACH EXPECTATIONS** - You may set unrealistic goals by setting a goal to accomplish something way faster than it is ever possible to accomplish or beyond what one person can do.
- **YOUR FEAR OF FAILURE** - Don't treat a failure as a failure. Treat it as one of the learning steps toward successful completion of your goals.
- **YOUR UNCERTAINTY** - You must know what you want before you can set or achieve a goal.
- **BEING A PROCRASTINATOR** - When you come up with an excuse why you can't do something, that is procrastination. No matter how trivial or valid the excuse, there is no excuse for delaying your goals.
- **BEING LAZY** - When you are setting goals to get things done, the worst thing you can do is be lazy and not do them.
- **YOUR BAD HABITS** - A bad habit is something you do that does not help you achieve the result you want in life.
- **YOUR LACK OF SUPPORT FROM OTHERS** – You need to gather people who will push you towards your goals and stay away from people who would slow you down.

Standing Strong Presenter's Guide

Making Thoughtful Decisions

Decision-Making

Making Thoughtful Decisions (Title Page)

Slide 46

Making Thoughtful Decisions

Decision-Making

SODAS

Slide 47



Click through slide:

- Situation
- Options (Brainstorming)
- Disadvantages
- Advantages
- Solution

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Discuss with youth SITUATION:

- Clear picture of the problem
 - Who
 - What
 - Where
 - When
 - How
- Why is this a problem?
- What are the feelings involved?
 - Yours
 - Family Members
 - Others
 - Friends
 - Teachers
 - Employer

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Discuss with group OPTIONS:

- Brainstorm possible solutions
- Accept all possibilities, evaluate them later
- Questions to ask yourself:
 - What can be done to solve this problem?
 - How can I achieve my goal?
 - What do I want to accomplish?
 - Who can help me?

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Discuss with group DISADVANTAGES:

- What are the negatives?
- What are the drawbacks/disadvantages?
- What harm could come of this option?
 - Why are those things important?
- How will this option negatively affect those around me?
- What will happen right away?
 - A week from now?
 - A month from now?

Standing Strong Presenter's Guide

Making Thoughtful Decisions

Decision-Making

SODAS

Slide 51



Discuss with youth **ADVANTAGES:**

- What are the positives?
- What are the possible benefits?
 - Why are those things important?
- How will this option positively affect those around me?
- What will happen right away?
 - A week from now?
 - A month from now

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Discuss with youth SOLUTION:

- Own the solution
- How feasible is this solution? Can it be pulled off?
- Plan for how to accomplish this solution.
 - Who
 - What
 - When
 - Where
 - How

Standing Strong Presenter's Guide

Making Thoughtful Decisions

Decision-Making

Making a Decision

Slide 53



Instruct group:

On your handout, "Making a Decision", evaluate the problem that is presented and use the SODAS model to propose a solution.

Remember:

Situation

Options

Disadvantages

Advantages

Solution

Standing Strong Presenter's Guide

Making a Decision Handout

Read the following passage:

Brittany has been working at a day care for several months. As she has grown more familiar with her job and coworkers, she has realized that they always seem to be running short on diapers. In fact, they never seem to have as many as they ordered. She doesn't understand why until one day she notices Lisa, one of her coworkers stuffing a few into her purse. She's overheard Lisa complaining about finances a few times since she came back from maternity leave, but she feels that stealing from their employer is wrong. Brittany keeps an eye on Lisa and spots her taking diapers, and other baby supplies, several times over the next week. Brittany knows she needs to do something, but she's not sure what.

Using the SODAS method, suggest a course of action for Brittany.

Possible Solutions					
1.		2.		3.	
Pros	Cons	Pros	Cons	Pros	Cons

Final Solution: _____

Standing Strong Presenter's Guide

Making Thoughtful Decisions

Decision-Making

Pros & Cons of Decisions

Slide 54



Instruct Youth:

With your partner, discuss your solution to the problem. Find out about their solution.

Did you both have the same solution?

What was different?