



UNIT ONE

Building Our Foundation

| | |
|---|----|
| ★ Introduction for Advisors | 1 |
| ★ Since We Saw You Last (20 minutes) | 2 |
| ★ Where Are We? | 3 |
| (30 minutes) | |
| ★ Class Ground Rules & Rituals | 5 |
| (15 minutes) | |
| ★ Expectations & Responsibilities | 7 |
| (15 minutes) | |
| ★ Role Modeling: Creating a Code of Ethics | 13 |
| (45 minutes) | |
| ★ A Snapshot of Our School | 17 |
| (20 minutes) | |
| ★ Practice in Active Listening | 19 |
| (45 minutes) | |
| ★ Spread the Word: A School-Wide Campaign | 24 |
| (15 minutes) | |

Introduction for Advisors

Welcome to Teen PEP! During this year, you will train a group of peer educators who will work together as a team to conduct educational workshops with their peers and parents that address a wide range of sexual health issues. Through these workshops, your peer educators will become recognized throughout your school as valuable resources and role models. You will find that your peer educators will learn and develop tremendously over the year. While the information and skills they gain are critical to the success of the program, their ultimate goal is to make sure the workshop participants walk away with correct information and the motivation necessary to behave in ways that prevent HIV/AIDS, other sexually transmitted infections, and unintended pregnancy.

It's important that you start the year off right and set the appropriate expectations of your group. This unit includes activities that will give the group the opportunity to reconnect and refocus for the year ahead. It also provides an overview of the Teen PEP course requirements and what students can expect from their year in Teen PEP.

By the end of this unit, your peer educators should be able to:

- Re-establish the bonds that were created on the retreat
- Describe the seven areas for which they will be graded
- Understand the eight responsibilities and commitment of being a peer educator
- Establish a set of ground rules
- Create and commit to a standard Code of Ethics
- Demonstrate active listening skills and distinguish between close-ended and open-ended questions

Since We Saw You Last

(20 minutes)



Purpose

To reestablish our Teen PEP team and reconnect as a group



Materials Needed

- Index cards



Directions

Step 1

Make sure students are sitting in a circle with advisors sitting in the circle, across from each other.

Step 2

Pass out index cards and give students 60 seconds to write down on one side their favorite memory from the retreat, and on the other side one thing they did since the retreat that was fun. Advisors should do the same. (*Went on vacation, worked at a camp, visited friends, etc.*)

Step 3

Go around the circle and have each student share his or her favorite retreat memories first. After all students have shared, go back around the circle and ask them to share the one thing they have done since the retreat. Advisors should also participate in the sharing process.

Where Are We?

(30 minutes)



Purpose

To check in about our experiences since the retreat and to prepare for the year ahead



Materials Needed

- 3 pieces of newsprint that read:
 - By the end of the retreat, I felt...
 - As we start the first week of school I feel...
 - As a graduate of Teen PEP, I will feel...
- Markers



Directions

Step 1

Post the printed pieces of newsprint around the room.

Step 2

Divide peer educators into three groups. Instruct the groups to rotate among each of the three posters, and have each peer educator **individually** complete the sentence stems on each list with how he/she has felt in the past, how he/she is feeling now, and how he/she anticipates feeling about the future.

Sample responses

By the end of the retreat I felt...

- Excited
- Optimistic
- Scared
- Happy
- Sad

As we start the first week of school I feel...

- Excited
- Anxious
- Depressed
- Eager

As a graduate of Teen PEP, I will feel...

- Excited
- Proud
- Empowered
- Important
- Informed

Step 3

Discuss the following questions.

1. What do you notice about how people are feeling?
2. Think back to how you felt at the beginning of the retreat versus the feelings listed here. What is different?

3. Now looking at how you feel this first week of school versus how you anticipate feeling as a Teen PEP graduate, what do you notice? What is it going to take to get you to that place?

Step 4

Close by informing peer educators that they are going to be well-prepared and will have fun in the process of becoming teachers and role models.

Class Ground Rules & Rituals

(15 minutes)



Purpose

To work together as a team to create ground rules and rituals for the classroom that all students are comfortable with and will follow throughout the year



Materials Needed

Newsprint and markers



Directions

Step 1

Remind students that they created ground rules and rituals for the retreat and that today they are going to think about what ground rules and rituals they want to create for the Teen PEP class. First, have students brainstorm ground rules they would like to have in the classroom. Write answers on the board or flipchart.

Sample Ground Rules List

- Respect others' opinions
- No put downs
- Be on time
- Respect confidentiality
- Start and end on time
- Don't judge people
- No side conversations
- Let everyone speak

Step 2

Discuss possible consequences for not following the ground rules. Explain to students that advisors will take each violation of the ground rules on a case-by-case basis.

Step 3

Remind students that group rituals are practices that are valued and used by a group whenever they are together. Discuss the following question.

1. What rituals were used in the retreat? (*Sitting in a circle, advisors across from one another, attending all activities on time, cleaning up the campsite each day*)

Note that some of those rituals will be the same for the class. Have students brainstorm rituals they would like to have in the classroom. Write answers on the board or newsprint.

Sample Rituals List

- First people to class begin to move desks into circle
- Advisors sit in circle, across from one another
- Begin class on time
- Check in
- Raise hands to speak
- Listen to one another
- Put desks back in rows at the end of class

Step 4

Discuss the following question.

1. What is the importance of rituals? (*Make the group feel safe, increases comfort by allowing the group to know what to expect*)

Step 5

Display the ground rules and rituals in the classroom. They should remain up all year. Explain to students that these rules will govern everyone's behavior during class time and that these rules will be followed year-round.

Expectations & Responsibilities

(30 minutes)



Purpose

To provide peer educators with an understanding of what will be expected of them in this program



Materials Needed

□ A copy of the following handouts for each peer educator:

- *Teen PEP Target*
- *Introduction to Teen PEP for Peer Educators*
- *Overview of the Peer Educator Role*
- *Teen PEP Contract of Commitment*



Directions

Step 1

Distribute copies of the *Teen PEP Target* handout to each peer educator and review with students.

Step 2

Distribute copies of the *Introduction to Teen PEP for Peer Educators* handout to each peer educator. Have students read it aloud, one paragraph at a time.

Step 3

Discuss the following questions.

1. At this moment, which of the topics are you most interested in learning about and why?
2. What skills are you looking forward to developing and why?

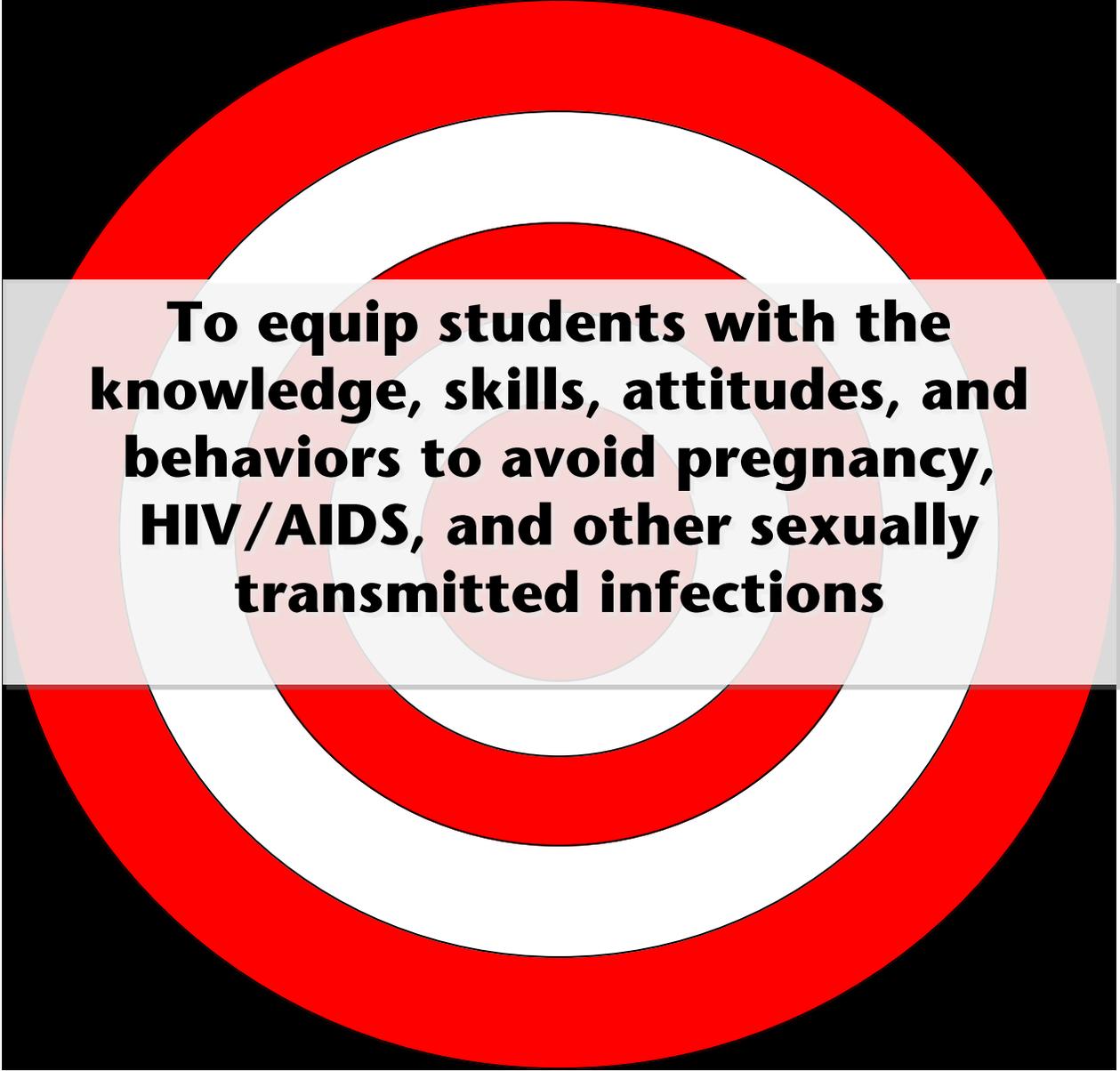
Step 4

Distribute copies of the *Overview of the Peer Educator Role* handout to each peer educator. Discuss expectations of peer educators throughout the year.

Step 5

Distribute copies of the *Teen PEP Contract of Commitment* handout to each peer educator. Remind students that they signed this contract when selected to be a part of this Teen PEP class and address any questions before moving on.

Teen PEP Target



To equip students with the knowledge, skills, attitudes, and behaviors to avoid pregnancy, HIV/AIDS, and other sexually transmitted infections

Introduction to Teen PEP for Peer Educators

As a Teen PEP peer educator, you are part of a network of young people taking an active role in educating your peers about sexual health issues. The Teen Prevention Education Program (Teen PEP) began in New Jersey in 1995 as a way to get students all over the state talking to each other about the dangers of risky sexual behavior and how to stay safe. It has since expanded outside of New Jersey and continues to grow each year. You'll have the chance to be a positive role model for your peers and help them protect themselves from harmful consequences of risky sexual behaviors such as HIV/AIDS, sexually transmitted infections, and unintended pregnancy.

The activities in this course will help you to develop the knowledge and skills you will need to conduct successful outreach workshops with your peers. Throughout the year, you will build on the positive working relationships you began to develop on your retreat. You will continue to discover the skills, talents, and knowledge each person brings to the team and how to communicate what you need from each other in order to work effectively. You will also expand your communication, listening, and problem-solving skills to become an effective facilitator.

In Teen PEP, you will gain a vast knowledge of sexual health information. As a peer educator, you will give factual information to students and help them talk about sexual health issues. You will also be able to inform your peers about the resources that are available for young people in your community.

Throughout the year, your advisors will support you by providing important information and resources. They will facilitate your learning and understanding so that your role is both challenging and rewarding. Thank you for choosing to be a sexual health advocate and making a difference in your school and community.

Throughout this course, you will learn about the following:

Teen PEP Curriculum

- Building our Foundation
- Understanding Gender
- Postponing Sexual Involvement*
- Human Reproduction
- Pregnancy Prevention*
- Preventing Sexually Transmitted Infections*
- Parent/Teen Communication*
- Understanding & Preventing HIV/AIDS*
- Alcohol, Other Drugs, and Sexual Decision-Making*
- Closure & Celebration

**Workshops will be completed on these topics*

Overview of the Peer Educator Role

To most effectively assess the progress of a peer educator, seven areas have been targeted as crucial to this observation.

These areas include:

| | |
|-----------------------------------|---|
| Attendance | <ul style="list-style-type: none"> • Attend class/group meetings (or provide advance notice of absences) • Arrive on time for class/group meetings (or provide advance notice of absences) • Attend outreach workshops and other special performances (or provide advance notice of absences) |
| Teamwork and Participation | <ul style="list-style-type: none"> • Work effectively with other team members to perform presentations • Communicate openly with others on team • Accept other team members • Resolve conflicts constructively • Give and receive constructive feedback (Straight Talk) • Complete assigned tasks on time • Participate in class discussions |
| Role-Modeling | <ul style="list-style-type: none"> • Follow schools rules • Use good judgment both within and outside of school • Assist peers who need help and show compassion for others • Respect individuality and avoid prejudging others • Take responsibilities seriously and advocate responsible decision-making • Maintain confidentiality |
| Content Knowledge | <ul style="list-style-type: none"> • Demonstrate an understanding of course topics • Serve as a factual resource to other peers • Answer participants' questions with accurate information • Refer students to the appropriate resources |
| Facilitation Skills | |

| | |
|-----------------------------------|---|
| | <ul style="list-style-type: none"> • Begin small group activities with brief introduction of group members • Ask open ended questions and make clarifying statements • Use active listening skills and give positive feedback to participants • Encourage all group members to speak • Share facilitation responsibilities with co-facilitator • Sit in a circle with the group and across from co-facilitator • Demonstrate a clear understanding of each activity and its steps • Pay attention to timing, and pace small group activities appropriately • Utilize the activity-based approach (bridge, establish theme, give directions, perform activity, reflect on activity) |
| <p>Presentation Skills</p> | <ul style="list-style-type: none"> • Perform with high energy, animation and expression • Keep the audience/participants engaged • Project voice loudly, clearly and slowly • Memorize lines and actions on time • Look professional |
| <p>Self-Assessment</p> | <ul style="list-style-type: none"> • Able to evaluate own participation and development • Identify areas of personal strengths and areas in need of improvement • Set goals and work toward addressing areas in need of improvement |

Teen PEP Contract of Commitment

1. I will make a commitment of time and dedication to Teen PEP from start to finish.
2. I will participate in the three-day overnight retreat to be held at _____
location
from _____ to _____.
date date
3. I will attend all Teen PEP classes.
4. I will attend all workshops for which I am scheduled unless an emergency situation arises.
5. I will arrive on time to all Teen PEP functions, including classes and workshops. I will talk to an advisor ahead of time if I am unable to attend or will be late to a program function.
6. I will participate in the one-day mid-program retreat to be scheduled when the program begins.
7. I will respect confidentiality regarding personal information disclosed by members of the group and by participants in workshops.
8. I will do my best to maintain my current level of academic performance, and I will abide by the attendance policy at my school.
9. I will do my best at all times to model responsible behavior within my school and community.

I, _____ hereby pledge my
print name
commitment to the guidelines above and accept the position of Teen PEP Peer Educator.

X _____
Signature of Peer Educator Date

X _____
Signature of Parent or Guardian Date

X _____
Signature of Teen PEP Advisor Date

X _____
Signature of Teen PEP Advisor Date



Role-Modeling: Creating a Code of Ethics

(45 minutes)



Purpose

To involve the group in a discussion about being a role model and to come to agreement about peer educator standards and create a *Code of Ethics*



Materials Needed

- Newsprint and markers
- A copy of *What is a Role-Model?* handout for each peer educator



Directions

Step 1

Go around, having students read *What is a Role-Model?* handout aloud one paragraph at a time.

Step 2

Discuss the following questions.

1. Why is your behavior as a role model so important?
2. How has this reading changed your views on being a role model?
3. What happens when Teen PEP peer educators are positive role models for their school and community?
4. What happens when Teen PEP peer educators are not positive role models for their school and community?

Step 3

As a large group, quickly brainstorm together *Characteristics/Traits of a Role Model*. Record responses on newsprint.

Sample Responses

- Honest
- Trustworthy
- Confidential
- Approachable
- Prepared
- Practice what you preach
- Knowledgeable
- Think before you act

Step 4

Tell group members they will have 20 minutes to create a Code of Ethics for this year. Explain that a Code of Ethics is a set of guidelines that all Teen PEP members will follow throughout the year, both in and out of school, that will ensure that they are positive role models. Every person in the group must agree to follow the code. They should choose 10 elements to have in their Code of Ethics and base those 10 elements on the preceding discussion of qualities and behavior of role models. (*See example Code of Ethics which follows.*) Advisors should sit outside the group and allow students to come up with their own Code of Ethics.

Step 5

After 20 minutes, have peer educators present their *Code of Ethics* to the advisors. Discuss key issues and have students clarify any points that are unclear.

Step 6

Discuss the following questions.

1. As you worked together as a group to create your *Code of Ethics*, what went well?
2. What problems arose? How did you handle them?
3. How did you come to the consensus to choose these 10 elements?
4. What will it mean for Teen PEP in this school if all peer educators do not follow this code of ethics? How will it affect this group?

Step 7

Ask a student volunteer to type up the *Code of Ethics*. Have each peer educator sign the *Code of Ethics*. Copies should be made and distributed to each student. A copy can also hang in the Teen PEP classroom.

What is a Role Model?

Teen PEP peer educators are considered role models both in school and out. They are expected to follow school rules and set good examples for their peers. Peer educators represent Teen PEP and everything it stands for.

Sometimes being a role model means **not** doing what everyone else is doing. It is important to think about your actions not only in terms of what they will mean for your reputation, but also for the reputation of the Teen PEP program in your school or organization.

- Are you making healthy decisions and not partaking in risky behaviors?
- Are you accepting of others and fostering that acceptance in those around you?
- Are you providing your peers with accurate information?
- Are you informing others of the resources in your community?
- Can you be trusted if someone confides in you?

What does it mean for Teen PEP in your school/organization if you **aren't** doing these things?

As a Teen PEP peer educator, your peers and others in the community look at you differently than they do your non-Teen PEP peers. They expect more of you. This can make being a role model difficult at times, especially when something goes wrong. Everyone makes mistakes, but a good role model knows how to pick up the pieces and move on in a positive way.



(Example)

Teen PEP Peer Educator Code of Ethics

As Teen PEP Peer Educators, we agree to:

1. Follow school rules
2. Keep confidentiality
3. Assist peers who need help
4. Resolve conflicts within the group
5. Use good judgment in and out of school
6. Show compassion for others
7. Try our best to lead by example
8. Be knowledgeable
9. Be professional
10. Stand up for what is right

A Snapshot of Our School

(20 minutes)



Purpose

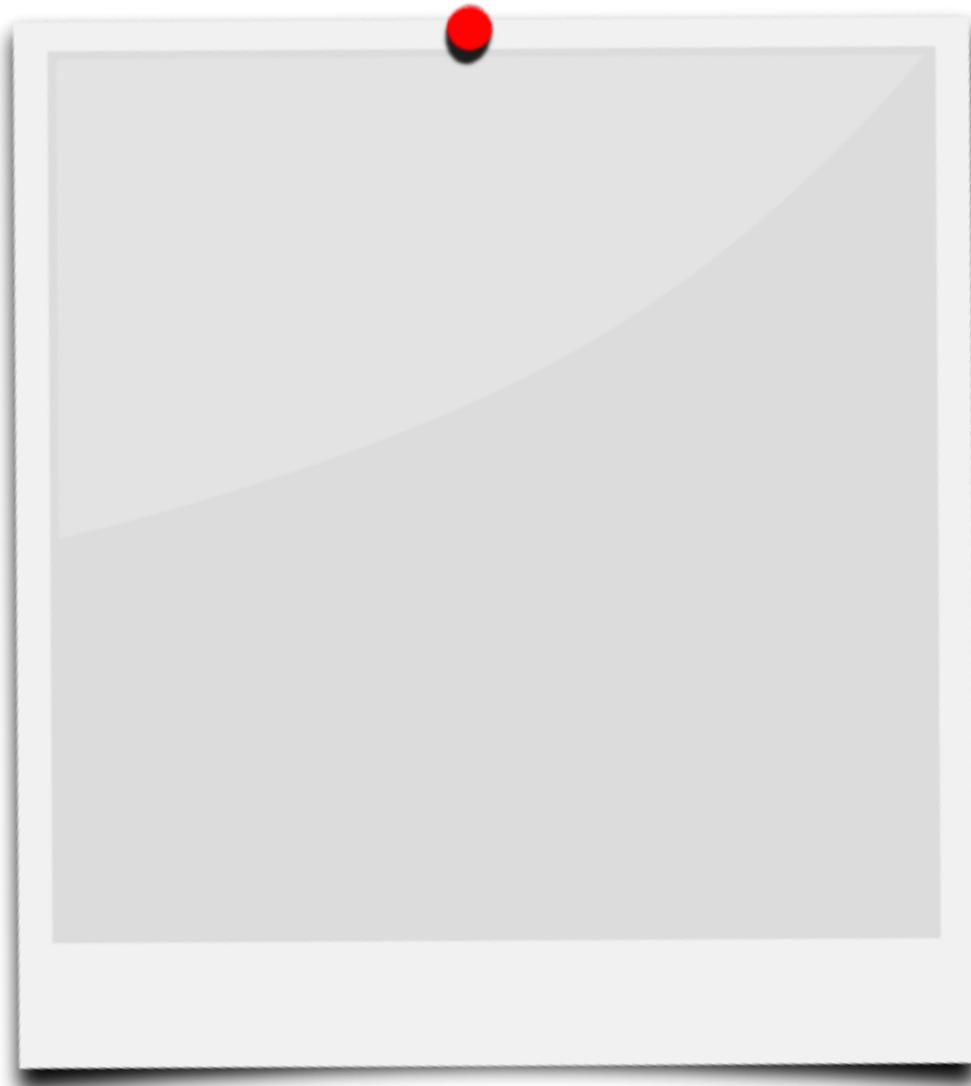
To begin thinking about the current school climate and discuss how Teen PEP can have an impact



Directions

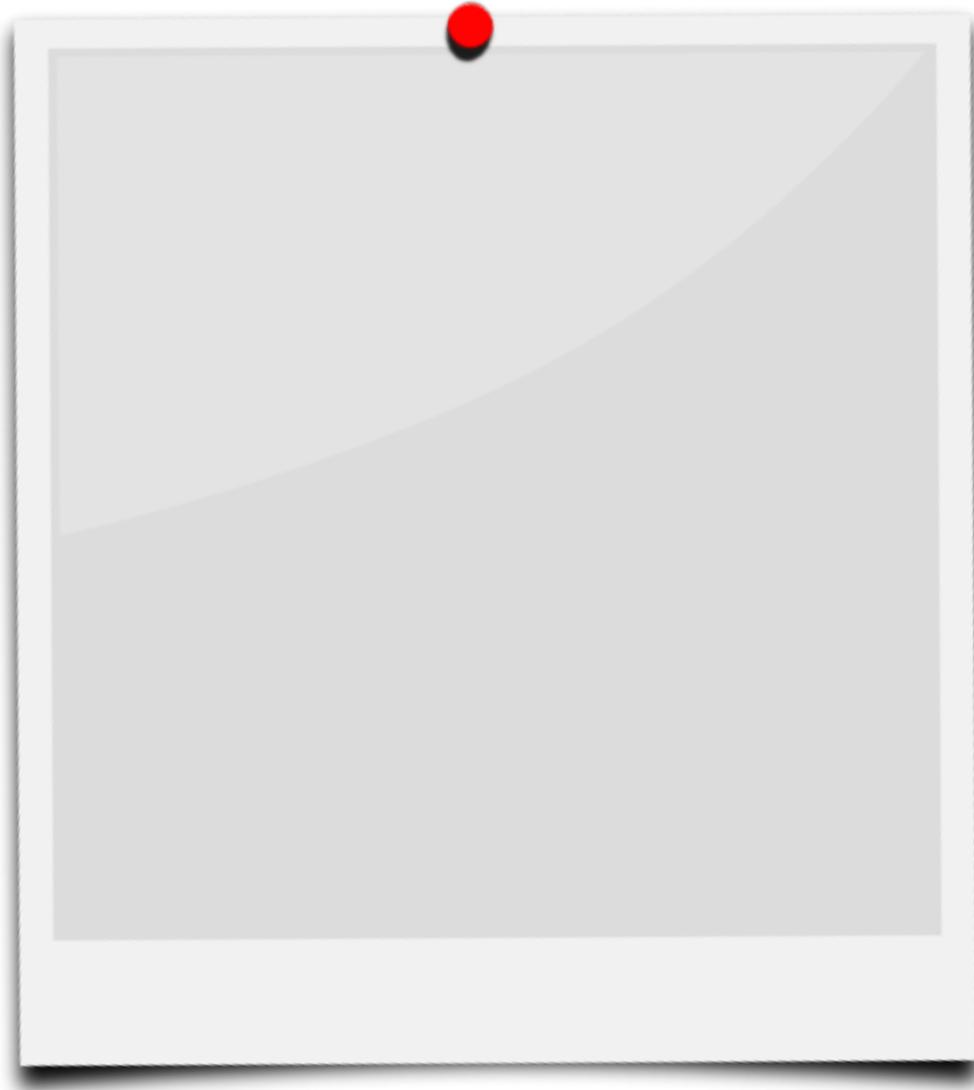
Step 1

Imagine that you have taken a snapshot of your school to share with others in the group. Sketch signs and symbols that capture the essence of your school, including: the way students, teachers, and administrators interact; the general mood of the environment; and attitudes and behaviors regarding teen sexual health issues.



Step 2

Next, create a snapshot of your school after having Teen PEP. What will be different? What problems will Teen PEP help to solve?

**Step 3**

In small groups, share your snapshots, describing your picture. Note common themes within your group. Summarize your discussion with everyone in large group.

Practice in Active Listening

(45 minutes)



Purpose

To practice the skill of active listening



Materials Needed

☐ A copy of each of the following handouts for each peer educator:

- *Active Listening: What is it?*
- *Active Listening Observation Sheet*
- *Active Listening Reflection Sheet*



Directions

Step 1

Review the definition of *Active Listening* on the next page. Discuss why active listening is important for Teen PEP peer educators.

Step 2

Review the *Active Listening Skills* with students.

Step 3

The faculty advisors will model a brief (3 minute) dialogue demonstrating good active listening skills. One advisor is the active listener, the other is the speaker, and the students will be the observers. When the dialogue is completed, ask students to identify the active listening skills they observed.

Step 4

Ask students to think about something they could talk about for 3 minutes. Write suggestions on the board such as parents, job experience, siblings, future goals, friends, etc. Tell students that it doesn't matter what they talk about for this activity; the purpose is to practice listening to one another.

Step 5

Students will form triads and each person will get to be a *Speaker*, *Listener*, and *Observer*. The *Speaker* will talk about his/her topic for three minutes, while the *Listener* actively listens and the *Observer* takes notes on the attached chart. The roles will rotate twice so that each member of the triad gets to be in all three roles.

Step 6

After each three-minute practice session, use the *Active Listening Reflection Sheet* to guide discussion.

Active Listening: What is it?

Active listening is a structured way of listening and responding to others. It focuses attention on the speaker in order to fully understand what they are communicating. In active listening, the listener gives full attention to the speaker and often checks in with the speaker to make sure they are heard and understood.

Active Listening Skills

Put yourself “in the shoes of the other person” and pay attention to his or her concern. Practice the following active listening skills:

1. Paraphrase:

This is what I hear you saying...is that right?

2. Ask for Elaboration:

Could you say some more about that?

3. Make Supportive Comments:

You seem to be very frustrated; or I can see how difficult this has been for you.

4. Give Nonverbal Support:

Good eye contact. Lean forward. Nod in understanding.

5. Ask Probing Questions:

What do you mean by that?

6. Summarize:

I hear you saying several things: first _____, second _____, and finally _____.

Avoid the following traps:

1. Giving your own opinions.
2. Making generalizations: “*Oh, that’s common for many people.*”
3. Interjecting your own story: “*Oh, me too! I remember when...*”
4. Agreeing or disagreeing with what the speaker is saying. This includes making judgments: “*I agree with you, they should (not)...*” or “*He never should have...!*”
5. Giving advice: “*You ought to...*” or “*Have you thought about doing...?*”

Adapted from *Educational Media Corporation*, Box 21311, Minneapolis, MN 55421-0311

Active Listening Observation Sheet



Directions

Make note of specific examples of each of the active listening skills that you observe.

| Active Listening Skills | Examples |
|----------------------------------|-----------------|
| Paraphrases | |
| Asks for Elaboration | |
| Makes Supportive Comments | |
| Gives Nonverbal Support | |
| Asks Probing Questions | |
| Summarizes | |

Active Listening Reflection Sheet

Directions

Each person, in the order listed below, reports to the others in the triad his or her responses to the following questions:

Speaker

1. Was the listener actively listening to you? What did she or he do that indicated this? Provide one or two examples.
2. Did you have complete control over what you discussed and did not discuss? What happened that leads you to this conclusion?
3. What was the experience like of having the time to talk about whatever you wanted?

Listener

1. What was easiest about actively listening to the speaker? Most difficult? Provide one or two examples.
2. Did you interject your own opinions or stories?
3. What did you learn about the speaker that you did not know before this conversation?

Observer

1. What was easiest for you about being an observer of the conversation? Most difficult? Provide one or two examples.
2. Report your observations, remembering to provide examples and to avoid generalizations or advice.

Spread the Word: A School-Wide Campaign

(15 minutes)



Purpose

To brainstorm ideas for the school-wide campaign and create an implementation plan for the year



Materials Needed

- Newsprint and markers
- A copy of *School-Wide Campaign Guidelines* handout for each peer educator



Directions

Step 1

Discuss the following question.

1. Think about something you learned a while ago that you still remember. What helped you remember the information?

Explain to students that they will be doing workshops for the ninth graders throughout the year. As a class, they will be responsible for continuously reinforcing the take home messages and objectives from their workshops. Ask students to think of creative ways to reach the freshmen after each workshop to help them remember these messages. Write responses on newsprint.

Sample List

- Door decorating contest
- Bulletin board
- Facebook page
- Advice column in school newspaper
- Announcements
- Text messages
- Twitter
- Themed days (HIV awareness, condom day, etc.)

Step 2

Have the class vote for their favorite ideas and pick the top three. These are the structures that will be used throughout the year to spread the messages.

Step 3

Divide the class into five groups and assign each group one of the required workshop topics for which they will be responsible (*Postponing Sexual Involvement; Pregnancy Prevention; STI Prevention; Understanding & Preventing HIV/ AIDS; and Alcohol, Other Drugs, and Sexual Decision-Making*). Explain to students they are responsible for using the three structures decided on to disseminate the messages for their assigned workshop. Distribute copies of the *School-Wide Campaign Guidelines* handout to each peer educator and remind them that they must adhere to those guidelines when planning.

Important Notes:

- Advisors need to be sure to get proper approvals for what the students come up with. For example, reserve a bulletin board, get approvals for a Facebook page, and get announcements approved by appropriate school personnel.
- While the planning process happens early in the year, the messages will be reinforced throughout the year. At the end of each unit will be a *School-Wide Campaign Check-In*. Advisors can provide grades for the messages that follow after each workshop to ensure students continue to update their content.

School-Wide Campaign Guidelines

Take home messages and workshop objectives from each workshop should be reinforced.

Each group must come up with a plan of how they will disseminate their messages and get it approved by the advisors the week before the workshop.

After each workshop, the group responsible for that workshop will begin the campaign to reinforce the messages. The campaign can continue up until the next workshop. Individual groups can decide frequency (Once a week, twice a week, every other day, etc.). For example, the first group will reinforce the messages and objectives from Let's Wait Awhile: Postponing Sexual Involvement until Later Baby: Pregnancy Prevention is presented. Then the second group will reinforce those messages until Don't Pass It On: Sexually Transmitted Infections is presented and so on.

Messages must be accessible and visible to the majority of the 9th graders in the school.

Use catch phrases from workshops to help students remember the messages (i.e. no glove, no love from the HIV/AIDS workshop)

Submit samples of what is done for each workshop to the Teen PEP staff and a winner will be chosen! This can be done in one of the following ways:

- Email your submission to teenpep@teenpep.org
- Mail your submission to your local Princeton Center for Leadership Training office
- Call the Princeton Center for Leadership Training for more information: 609-252-9300