Are You Cultured?

Moving Sexual Health Educators from Precontemplation to Action

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This Morning's Objectives

Participants will:

- Help educators describe the impact of culture on sexual decision making
- Guide educators in modifying lessons to be appropriate for reaching all students

THE STAGES OF CHANGE: Adapted from Prochaska and DiClemente

Pre-contemplation	Contemplation	Determination/ Preparation	Action	Maintenance	Relapse/ Recycle
Patient not yet considering possibility of change. Motivated not to change. Reluctance, Rebellion, Resignation, Rationalization. Listen empathetically, instill hope, provide choices. Give information and feedback to raise awareness of problem and possibility of change.	Ambivalence. Patient both considers change and rejects it. Willing to consider problem. Contemplation is not commitment. Help explore issues and examine consequences. Use information about past change to increase self efficacy. Help change "have to" to "want to."	Statements reflect motivation. Commitment does not mean change is automatic. Ambivalence is not still resolved. . Help determine best action. Find strategy that is acceptable, accessible, appropriate, effective. Help them prepare emotionally mentaly physically to do what is required.	3-6 months engaged in particular actions intended to bring about change. Requires building new patterns of behavior. Seeks confirmation, support. Relapse always possible. Help them take steps, increase self efficacy, reaffirm decision, focus on successes. Help anticipate and prepare to survive relapse.	Patient attempts to sustain change, maybe perfect or have occasional slips. As time goes on, if no relapse, change requires less effort. Teach difference between trial and error and maintaining. Help identify strategies to prevent relapse. periodically review reasons for making change.	Full scale return to previous behavior. Patient surrenders. Reasons include: temptation or urge, relaxing guard, unaware of costs of change. Often it is gradual. Client's task is to go back to contemplation. Help client: avoid discouragement: contemplate change: renew determination: resume action and maintenance.
NO	?	YES	GO!	CRUISING	UGH

Modified from chart by Steve Taylor, DHSc, Provenant Mercy Family Practice Residency, Denver, CO.
Built around work of Prochaska and DiClemente (See *American Psychologist* 47:1102-14, 1992)
Some wording from Miller and Rollnick's *Motivational Interviewing: Preparing People to change Addictive Behavior* Guilford Press, 1991 & 1995

Our Morning Agenda

1. Cultures & Assets
2. Artifacts

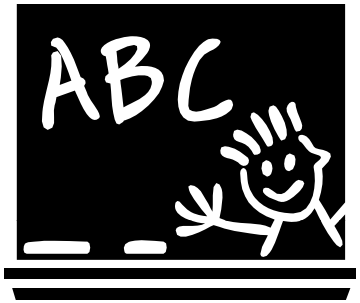
Brief Break

3. Engaging Your LEA’s Students
4. Synthesis: Engaging All Learners

‘Talking About Sex Safely’

Massachusetts: Summer 2008 - 2009 - 2010

Health/PE Teachers Practice their Sexuality ABCs:



- Day 1: Articulation Builds Communication
- Day 2: Assets Build Communities
- Day 3: Adaptations Build Capacity

A simple definition…

Culture is a society's
total way of living,
much of which is <u>learned</u>.

Some Components of Culture

- Language and communication style
- Health beliefs
- Family Relationships
- Sexuality
- Gender roles
- Religion

Some Components of Culture

Cambria Heights, Queens, NYC

- Level of acculturation
- Immigration status
- Political power
- Racism
- Poverty and economic concerns
- History of oppression

Another component to consider…

Ages and Developmental Levels

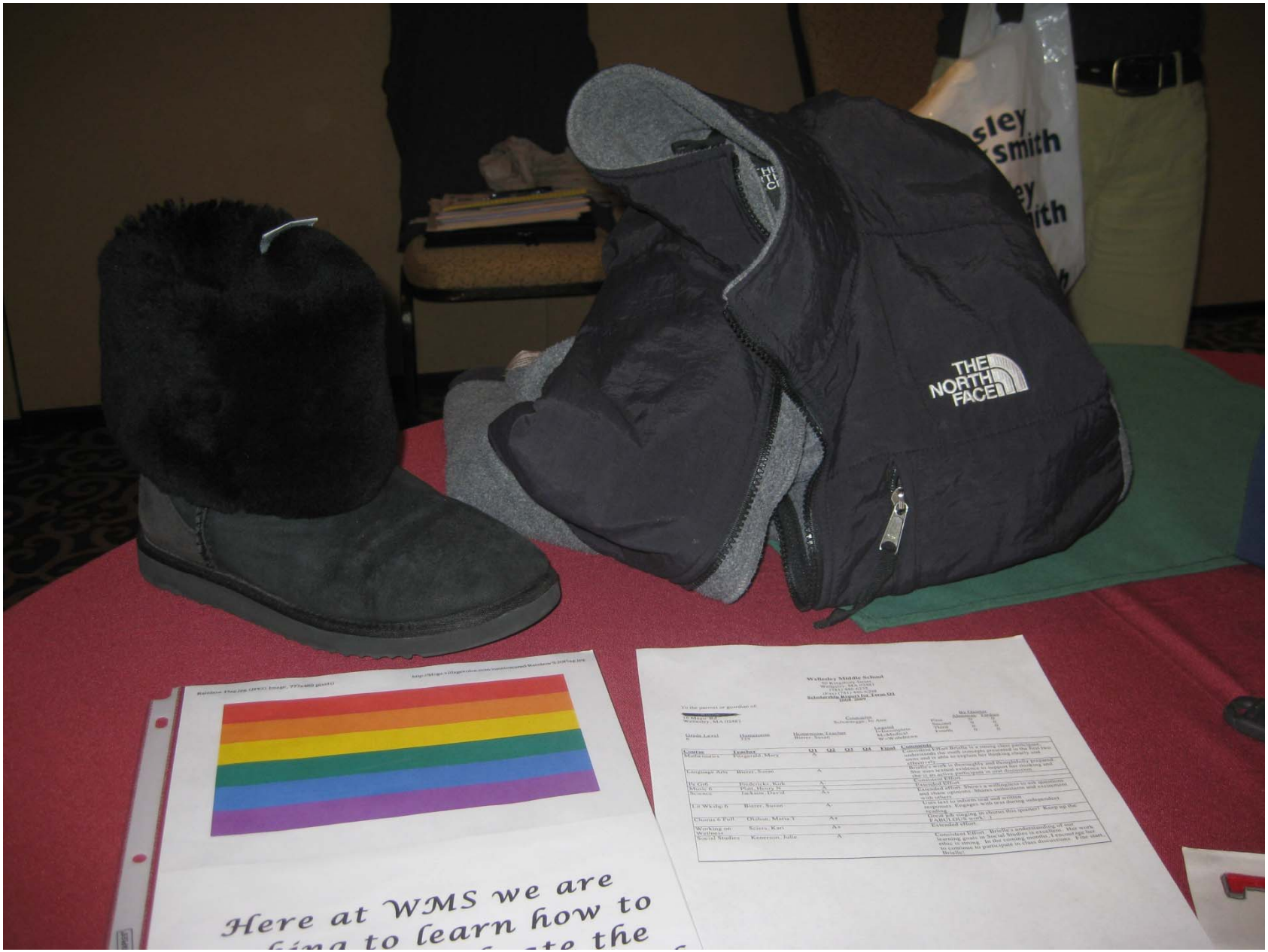
1. Discuss the culture you were raised in.

2. What were some assets for healthy sexuality?

3. How did those assets impact your sexual decision-making?

Artifacts

NORMAL
IS A SETTING ON A WASHING MACHINE
CELEBRATE DIVERSITY
We Can Do It!
Gender Equity
Many Careers. Many Choices!
Recognize • Embrace • Practice
LifeStyles
Diane


THE NORTH FACE
Here at WMS we are

2
Reading
MIZUNO
FINCH

Try on a New Hat!

Table

Irish-American

Table

Hip Hop

Table

LGBTQ

Table

Virginity Pledge

Table

1st Generation Asian

Table

Jocks

Your Challenge:

- Try to identify some assets that “your” culture might have in promoting sexual health

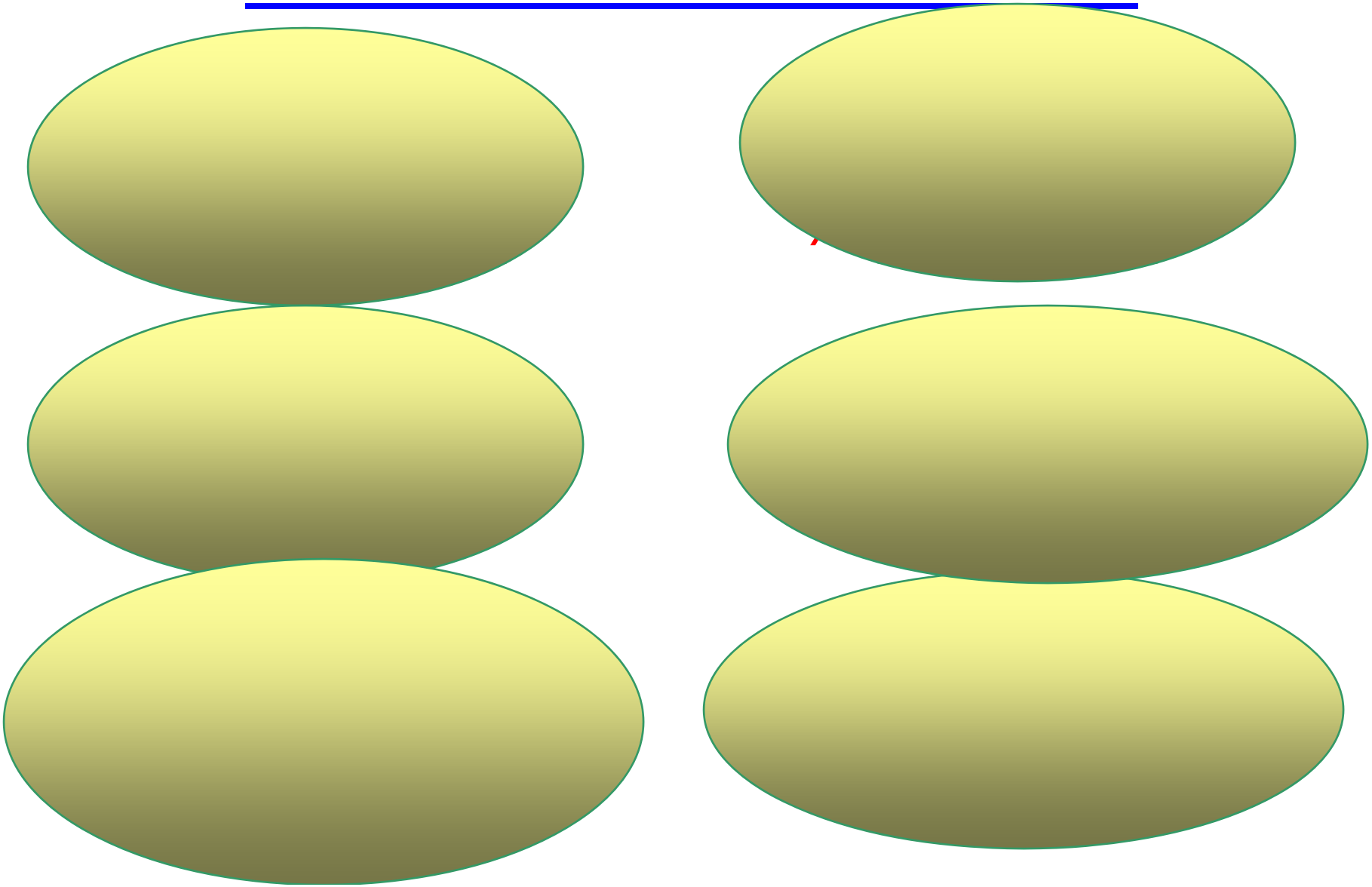
- List as many potential assets as you can imagine!

Analyze The Lesson

- Take notes individually
- What in this lesson would engage “your” culture?
- What’s missing for “your” culture?

Mix It up!

Create a multi-cultural classroom



Your Next Challenge:

- Analyze the lesson
- What's engaging and what's missing for "your" cultures?
- What modifications could improve it?

Added Appeal…

- Other objectives?
- Other learning activities?
- Other classroom materials?
- Other A-V?
- Other homework or extra credit?

Culture is not 100% Predictive

Birmingham, Alabama, 1937

- *Acknowledging cultural assets can improve the relevance of HIV education*

Cultures, Artifacts & Assets

- Culture is dynamic and changing
- Cultures are local as well as global (“think locally”)
- Artifacts can help teachers understand disparities and identify assets

Cultures, Artifacts & Assets

- When teachers search for artifacts they can gain new insights into local youth
- Artifacts can be in-class teaching tools

Thank You!

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