

Behavioral Rehearsal Curriculum Additions

The following Behavioral Rehearsals are to be added to the Stay Alive Curriculum. Each SA lesson will contain Behavioral Rehearsals which are to be listed as the first activity in the Practice section of each SA Lesson. (Behavioral Rehearsals are to be inserted just prior to the Cognitive and Creative Activities.)

Behavioral Rehearsal Role-Play Activities

Each behavioral rehearsal small group activity listed below must have a leader (older student or adult volunteer) who is: 1) familiar with the situations or behavioral concepts as discussed in the lesson, 2) familiar and comfortable with the role-play process, and 3) aware of a variety of role-play activities that support the application of the lesson's objectives.

Stay Alive Module 1

Lesson 1: I Choose to Be Happy

Behavioral Rehearsal: Have the children discuss at least ten different choices they make, or will have to make, and the resulting consequences that come from those choices. Divide the children into small groups and have them role-play the situations which were discussed in the lesson. Make sure each child practices in making the decision on at least one of the ten role-play decisions. In addition, include each child as a participant in evaluating how they will recognize or live with the consequences of each decision made by other students during the role play activity.

Lesson 2: A Loving Family Can Bring Happiness

Behavioral Rehearsal: Have the children discuss at least ten different ways that families can bring happiness into their lives. Divide the children into small groups and have them role-play the situations discussed in the lesson. Make sure each child demonstrates at least five ways families can bring happiness into his/her life.

Lesson 3: People Who Love Me Will Care About Me

Behavioral Rehearsal: Have the children discuss at least ten ways people can hurt others and at least ten ways people can help others. Divide the children into small groups and have them role-play the situations discussed in the lesson. Make sure each child demonstrates (safely) at least five behaviors that can hurt others and at least five behaviors that can help others.

Lesson 4: I Will Not Do Anything to Hurt People I Love

Behavioral Rehearsal: Have the children discuss at least ten ways **their behavior** can hurt others and ten ways **their behavior** can help others. Divide the children into small groups and have them role-play the situations discussed in the lesson. Make sure each child demonstrate (safely) at least five behaviors **they can do** that will hurt others and at least five behaviors **they can do** that will help others. Make sure at least two hurtful and two helpful situations related to HIV/AIDS, are demonstrated by the children.

Lesson 5: I Will Sacrifice for People I Love

Behavioral Rehearsal: Have the children discuss at least ten situations in which they would have to sacrifice something in order to remain HIV/AIDS disease-free. Divide the children into small groups and have them role-play the situations discussed in the lesson. Make sure each child practices sacrificing something in order to stay HIV/AIDS disease-free, and that they repeat it at least five times.

Lesson 6: I Need to Protect My Happiness

Behavioral Rehearsal: Have the children discuss at least ten different activities or behaviors they can do to decrease their chances of getting HIV/AIDS. Divide the children into small groups and have them role-play the situations ((activities and behaviors) discussed during the lesson. Make sure each child demonstrates at least ten activities or behaviors they can do that will help decrease their chances of getting HIV/AIDS.

Lesson 7: I Can Help My Family Be a Happy Family

Behavioral Rehearsal: Have the children discuss the happy lives they want to have in the future and the smart choices they need to make now in order to have that happy life. Divide the children into small groups and have them role-play making the smart choices discussed during the lesson. Make sure each child demonstrates making at least ten smart choices that will lead them to a happy life.

Lesson 8: I Need to Protect Myself and My Future Family by Staying HIV/AIDS Disease-Free

Behavioral Rehearsal: Have the children discuss choices they need to make now and in the future that will help protect them and their future family from HIV/AIDS. Divide the children into small groups and have them role-play making the choices discussed during the lesson. Make sure each child demonstrates making at least ten choices that will help protect them and their future family from HIV/AIDS.

Stay Alive Module 2: “As a Person of Great Worth, I Deserve to Live.”

Lesson 1: I Determine My Happiness

Behavioral Rehearsal: Have the children identify and discuss specific choices that will lead them to happiness. Divide the children into small groups. Have the children practice making two of the previously discussed decisions. Make sure that each child participates in the role-playing activity, making at least one decision which will help prevent HIV/AIDS infection or transmission.

Lesson 2: I Am Important

Behavioral Rehearsal: Have the children identify and discuss different strengths, talents, or abilities people possess. Divide into small groups. As a group, identify five strengths for each child. Have each child, one-by-one, share the five strengths, talents, or abilities they have rehearsed, with the entire class.

Lesson 3: I Can Make a Difference by Sharing My Strengths and Abilities with Others

Behavioral Rehearsal: Have the children identify different strengths and abilities people can possess and discuss how these can be used to help others. Divide the children into small groups. Have each child role-play two ways they can use their own strengths and abilities (see lesson 2 behavioral rehearsal) to help someone else.

Lesson 4: I Can Make a Difference by Being an Important Part of a Family

Behavioral Rehearsal: Have the children identify and discuss ways they can use their strengths and abilities to help their current and future families. Divide the children into small groups. Have each child role-play two ways they can use their strengths and abilities to help their current and future families.

Lesson 5: I Deserve to Live

Behavioral Rehearsal: Have the children discuss why each individual person deserves to live. One-by-one, have each child share with the class two ways they can use their strengths and abilities to help others and verbally express that they deserve to live.

Lesson 6: I Will Live

Behavioral Rehearsal: Have the children identify and discuss at least fifteen healthy practices that will help them remain HIV/AIDS disease-free. Divide the children into small groups. Have each child role-play using five of these healthy practices. Make sure at least two of these role-plays involve saying “No” to a person who is requesting a sexual interaction or who might infect them with HIV/AIDS.

Lesson 7: I Will Live Long

Behavioral Rehearsal: Have the children discuss how keeping their bodies HIV/AIDS disease free can bring happiness to their current and future families. Divide the children into small groups. Have each child role-play three things they will do, which will help prevent them from becoming infected with or transmitting HIV/AIDS, and will bring happiness to their family.

Lesson 8: I Will Live a Long, Loving Life

Behavioral Rehearsal: Have the children discuss things they may have to sacrifice in order to not be infected with or transmit HIV/AIDS. Divide the children into small groups. Have each child role play sacrificing or giving up something in order to prevent HIV/AIDS infection or transmission.

Stay Alive Module 3: “I Am Responsible”

Lesson 1: Happiness Is Up to

Behavioral Rehearsal: Have the children identify five situations where someone else’s decision brings difficulties into their lives. Have them discuss how they can use their own strengths and abilities to overcome those difficulties. Divide the children into small groups. Have each child role-play one situation where someone else’s poor choice brings him/her a difficult life situation and role-play how that person can overcome the difficult situation by using his/her own strengths and abilities.

Lesson 2: I Am Responsible

Behavioral Rehearsal: Have the children identify ten different situations where someone makes a decision which affects someone else. Have the children identify two irresponsible decisions they could made in each situation and two responsible decisions they could make in each situation. Divide the children into small groups. Have each child complete two role-plays where they make responsible decisions which affect someone else.

Lesson 3: I Can Make Responsible Decisions

Behavioral Rehearsal: Have the children identify and discuss ten different irresponsible decisions and ten different responsible decisions. Divide the children into small groups. Have each child role-play making three responsible decisions which will help them remain HIV/AIDS disease- free.

Lesson 4: I Will Accept Responsibility for What I Do

Behavioral Rehearsal: Have the children identify five situations where they would need to accept responsibility for positive things they did and five situations where they would need to accept responsibility for negative things they did. Discuss how they can accept responsibility for their actions. Divide the children into small groups. Have each child role-play accepting responsibility for one poor choice they make and accepting responsibility for one positive choice they make.

Lesson 5: I Am NOT Responsible For...

Behavioral Rehearsal: Have the children identify and discuss five situations where someone might force them do to something they don’t want to do. Identify who is responsible for making the choice involved in each situation and the resulting consequences of that choice. (The “responsible person” is the one who made the choice.) Divide the children into small groups. Have each child one-by-one tell of a situation where someone might be forced to do something they don’t want to do and have him/her identify who is responsible for that choice and its’ consequences.

Lesson 6: I Am Responsible for Making Choices That Will Keep My Body HIV/AIDS Disease-Free

Behavioral Rehearsal: Have the children identify and discuss ways they can say “No” when someone approaches them and requests a sexual interaction. Divide the children into small groups. Have each child role-play saying “No” and running away from a request for sexual interaction.

Lesson 7: I Am Being Responsible When I Sacrifice for Something Worthwhile

Behavioral Rehearsal: Have the children identify and discuss things that may bring “short-term fun,” but bring long-term pain and sadness. Divide the children into small groups. Have each child role-play choosing not to participate in something which may be “fun” but will bring long-term pain and sadness to them and their families.

Lesson 8: I Am Being Responsible When I Am Helpful and Kind to Those with HIV/AIDS

Behavioral Rehearsal: Have the children identify and discuss ways they can be helpful and kind to those with HIV/AIDS without danger of being infected themselves. Divide the children into small groups. Have each child role-play one way they can be helpful and kind to someone who is infected with HIV/AIDS.

Stay Alive Module 4: “I Am a Person of Integrity.”

Lesson 1: I Am Aware of the Negative Influences Around Me.

Behavioral Rehearsal: Help the students identify and discuss at least fifteen negative influences that are around them. Divide the students into small groups. One-by-one, have each student share with their group two negative influences they face in their life and how that influence could hurt them.

Lesson 2: I Need to “Think Through” Important Decision in Advance

Behavioral Rehearsal: Have the students identify five different situations where they will need to make an important decision. Discuss with the students how they can use the five step process and “think through” each of these decisions in advance. Divide the students into small groups. Have each student choose one of the situations identified by the class, which they will “think through” and decide what they will do and how they will behave. Have each student verbally identify to their group: the positive consequences, negative consequences, who will be hurt by their decision, who will be helped by their decision, and what their final decision will be in that situation.

Lesson 3: I Can Make Responsible Decisions

Behavioral Rehearsal: Have the students identify five negative influences they face in their lives. Discuss how they can use each of the five steps taught in this lesson to stand up to these influences. Divide the students into small groups. Have each student choose one of the negative influences discussed and role-play using the five steps to stand up to that influence.

Lesson 4: I Am a Person of Integrity

Behavioral Rehearsal: Have the students identify five situations where someone asks them to do something that is not right or best for them to do. Discuss with the students how they can use the five step process to say “No” to each request. Divide the students into small groups. Have each student choose one of the situations discussed and role-play using the five step process to say “No” to that request.

Lesson 5: When I Live with Integrity, I Grow Stronger

Behavioral Rehearsal: Have the students identify five situations where they need to behave with integrity. Discuss with the students the choice(s) they will need to make in each situation, if they are to live with integrity and increase their personal power. Divide the students into small groups. Have each student choose one of the discussed situations and role-play how they could behave with integrity in that situation, and demonstrate how their personal power increases when they live with integrity.

Lesson 6: Being a Person of Integrity Benefits Me and My Family

Behavioral Rehearsal: Have the students identify five situations where they need to behave with integrity. Discuss with the students what choice(s) they will need to make in each situation if they are to live with integrity. Divide the students into small groups. Have each student choose one of the previously discussed situations. Have each student role-play how they can behave with integrity in that situation, and show how behaving with integrity will benefit their current family.

Lesson 7: My Future Family, and All Those Around Me, Will Benefit By My Living with Integrity

Behavioral Rehearsal: Have the students identify five situations where they need to behave with integrity. Discuss with the students the choice(s) they will need to make in each situation if they are to live with integrity. Divide the students into small groups. Have each student choose one of the previously discussed situations. Have each student role-play how they can behave with integrity in that situation, and show how behaving with integrity will benefit their future family.

Lesson 8: My Future is Solid Because I Am a Person of Integrity

Behavioral Rehearsal: Have the students identify five difficult situations they will face. Discuss with the students what choice(s) they will need to make in each situation if they are to live with integrity. Divide the students into small groups. Have each student choose one of the previously discussed situations. Have each student role-play making wise choices and living with integrity in that situation, and show how their life will be more stable and solid because they choose to live with integrity.

Stay Alive Module 5: “Emotionally Healthy Relationships: Relationships Where People Genuinely Care for and Love One Another”

Lesson 1: I Look for the Good in Others

Behavioral Rehearsal: Have the students identify and discuss good qualities people can possess. One-by-one, identify five specific good qualities of each class member.

Lesson 2: We Are All of Equal Worth and Importance

Behavioral Rehearsal: Have the students identify ten things they could do which would be disrespectful of another person. Have the students identify ten things they could do which would be respectful of another person. Divide the students into small groups. Have each student role-play three things they could do to treat someone with respect, make sure each student includes one respectful thing they could do for someone who is HIV/AIDS positive.

Lesson 3: I Am Kind

Behavioral Rehearsal: Have the students identify ten situations where it may be difficult to respond to someone with kindness. Discuss how the students could respond to the other person involved, in a kind way, while remaining safe. Divide the students into small groups. Have each student role-play one of the situations discussed and demonstrate how he/she safely respond to the situation with kindness.

Lesson 4: A Step-By-Step Approach to Being Kind and Caring

Behavioral Rehearsal: Have the students identify two difficult situations where they would need to use the 10 step approach to being more kind and caring. Discuss how they could use each step in each of the two situations and respond in a more kind and caring way. Divide the students into groups. Have each student role-play a specific situation where they use the 10 steps and respond in a kind and caring way.

Lesson 5: I Am Unselfish

Behavioral Rehearsal: Have the students identify two difficult situations where they would need to use the 10 step approach to be more unselfish. Discuss how they could use each step in each of the two situations, so they will respond in a less selfish way. Divide the students into groups. Have each student role-play a specific situation where they use the 10 steps and respond in an unselfish way.

Lesson 6: I Am Patient

Behavioral Rehearsal: Have the students identify two difficult situations where they would need to use the 10 step approach to be more patient. Discuss how they could use each step in each of the two situations, so they will respond in a more patient way. Divide the students into groups. Have each student role-play a specific situation where they use the 10 steps and respond in a more patient way.

Lesson 7: I Communicate Openly and Honestly

Behavioral Rehearsal: Have the students identify three interpersonal situations where it is important to communicate openly and honestly. (Make sure preventing HIV/AIDS transmission and whether or not someone is HIV/AIDS positive is discussed.) Discuss with the students how they can communicate openly and honestly in these situations. Divide the students into small groups. Have each student role-play how they would openly and honestly communicate with another person about HIV/AIDS transmission and their HIV/AIDS status.

Lesson 8: I Am Grateful

Behavioral Rehearsal: Have the students identify twenty good things (blessings) they have in their lives and who helped them obtain those things. Discuss with the students how they can show gratitude to the person or people who helped them acquire those good things (blessings.) Divide the students into small groups. Have each student share with their small group members two of their blessings and role-play how they would thank those who helped them acquire those good things (blessings.)

Lesson 9: I Will Live a Long, Loving Life

Behavioral Rehearsal: Have the students identify ten situations where their participation in the Stay Alive Program will help them make better choices and more effectively manage the situations when they occur. Divide the students into small groups. Have each student choose one of the previously discussed situations. Have each student demonstrate how they will make wise choices and what they will do in each situation.