INTERVENTION SYNOPSIS

A. Workshop One: My Sista...My Girl...

**Purpose/Method:**
Workshop One is designed to welcome Girl Power participants to the program, foster gender pride through discussion of poetry. We will also discuss values and how they shape the decisions we make. We will talk about the importance of valuing our body, mind and spirit. The workshop will end with participants developing goals in preparation for their future.

**Activity A & B: Greeting & Icebreaker/ Program Introduction**
The purpose of activity one is to greet one another, develop a sense of sisterhood and foster an environment where the participants feel comfortable sharing their innermost thoughts. Participants will also be introduced to the program, review program participation information, talk about group guidelines, share the Girl Power motto, and discuss the pact.

**Activity C: Music Masquerade**
To expose the negative images of young women depicted in music lyrics and videos. We will help participants to realize how media images could impact not only their future decisions, but their decisions regarding sex.

**Activity D: Characteristics of Women**
To reiterate to the participants the importance of possessing pride. This is exemplified by using poetry which describes the strength and pride of being a woman. The activity will be completed with participants identifying role models in their lives.

**Activity E: Values—What Matters Most**
To help participants to identify their personal values and assist them in understanding why it is important to consider them first before they make decisions in life.

**Activity F: The Value of My Body**
To assist participants in recognizing and appreciating their bodies as valuable, precious, and priceless. Furthermore, we will help participants recognize that they own their bodies and that they have the final say in how it is going to be valued.

**Activity G: Priceless Gift of Self-Esteem**
To introduce the participants to the concept of self-esteem and have them take a self-esteem inventory to reflect on both their positive and negative attributes.

**Activity H: Mapping My Life Out**
To help participants identify the importance of establishing goals and setting future plans.

**Activity I: Character of Thyself**
To help participants focus on the positive attributes of self by completing an activity where they must think of positive adjectives that describe them, but also spells their name.

**Activity J: What did you think about....?**
Participants will evaluate the workshop and health educators.
Activity A: Greeting & Icebreaker

Activity B: Program Introduction
   Info Sheet
   Logo
   Pact
   Group Guidelines
   Motto

Activity C: Music Masquerade

Activity D: Characteristics of Role Models

Activity E: Values-What matters most?

Activity F: The Value of My Body

Activity G: Priceless Gift of Self-Esteem

Activity H: Mapping My Life Out

Activity I: Character of Thyself

Activity J: What Do You Think About........
My Sista...My Girls

Topic: Fostering sisterhood

Objectives:
- To discuss topics relevant to adolescent life.
- To create a positive relationship between educators and participants.
- To briefly discuss personal values and STDs and treatment.
- To discuss the importance of setting future plans and goals.

Rationale: The session is designed to introduce participants to the Girl Power program and to foster a sense of self-awareness, self-esteem, and self-pride. Throughout the session, the young women will be encouraged to begin developing a more positive sense of self, to develop positive relationships with their peers as well as with the Health and Peer Educators to help make the program a success. We will end the session with giving the participants a homework assignment that will encourage them to think about future plans and goals.
Activity A: Greeting & Icebreaker

Purpose: To greet each Girl Power participant and reinforce the message of timeliness and enhance group bonds.

Group Management:
- Remember to involve participants and include yourself in the icebreaker.

Material:
- Name Tags
- Sign-in Sheet
- Pencils

TIME: 5 minutes

Greet each participant warmly as she enters the room and ask her to sign in and give her a notebook. Always introduce yourself and the peer educator to the group. The Peer Educator should make sure to have participants sign in as well as have them take some pieces of candy from the bowl.

Health Educator: Hi, I’m ____________! And this is ____________ we’ll be working with your group today. Please make sure you sign-in. Before we proceed, I’d like to state that some of the slang or terms that we may use might be unclear or unfamiliar to some of you so I encourage you to ask for clarification on anything that’s unclear.

Peer Educator: What I’d like to do is have us to first go around and introduce ourselves to the group and tell us a little about yourself, but there’s a catch. You have to tell us one thing about yourself for every piece of candy you have or had.

I’ll go first. My name is ______________. I have ____ pieces of candy. So I’ll share ___ things about myself.

Helpful Hints: The idea of the game is to get participants to share things about themselves in a fun way. The activity should continue until everyone has had a chance to introduce themselves.
Health Educator:
Now that we have gotten to know everyone a little better, let’s talk about why we are here today and what the GIRL POWER program is all about.

The GIRL POWER program was created to teach young women about some positive choices they can make to be healthy and have a more successful life. The GIRL POWER program was also designed to instill a sense of pride, enhance your self-esteem and talk openly about relationships. Today we will be talking about sex, relationships, and our health.

Each of you should have received a GIRL POWER journal when you came in today. This will be your journal. Please follow along in the journal and remember to bring it back to the next workshop (the day after tomorrow).

I’m going to take a minute and just briefly go over some of the aspects of the Girl Power program. You will be asked to attend two workshops. Today is your first workshop and _____________ (Thursday or Friday) will be your second workshop. Each workshop offers important information, demonstrations and practices that you need to know to stay healthy—both in your bodies and relationships. Our sessions are called “workshops” because very important work takes place—along with a lot of fun!

Today’s session will last about 3 hours and the 2nd workshop will be about 3 hours. Refreshments and dinner will be provided. If anyone has to go to the restroom they are located__________. We suggest that you go at the break because we will be covering a lot of information and we don’t want you to miss out on any of the fun.

Helpful Hints: Be sure to answer any questions that the participants might have. Specific questions related to time leaving should be calculated by adding 3 hours from the time the session started and stating that “the group could end earlier or later depending on how much fun we have.” Reiterate that you know they have had a long day with school and then coming to the program, but that you have a lot of fun activities in store and a lot of information to go over.
Purpose:  
The GIRL POWER motto will be discussed. Participants will also be asked to commit to the program.

Group Management Tips:  
- Remember to keep this short and simple, yet make sure they understand.

Materials:  
- Posters to be drawn on flip charts  
  1 Group Guidelines  
  2 Motto

Handouts:  
- 1-1 Group Guidelines  
- 1-2 Motto  
- 1-3 Pact

Time:  
- 10 minutes

Health Educator:  
First we need to set a few group guidelines. This is necessary because we will be talking about really private things and we need to make this a safe environment so that everyone feels comfortable participating. Please look at Handout 1-1: Group Guidelines in your journals and let’s take a minute to go over them.

Helpful Hint: PE Display Group Guideline Categories on flip chart. Be sure to go over not only the categories, but the importance of each one.

Does anyone have any questions or comments about any of the guidelines? Would anyone like to add a rule that we may have forgotten or overlooked? We’re going to leave this poster up as a reminder throughout the workshop.

Helpful Hint: If participants have other suggestions, write it on the flip chart, if no go on to the R.E.A.L motto. Be sure to wrap up group guidelines with comments that some of the girls may have made or pointers that will be necessary as you move along in the activities.
Group Guidelines

- Keep things confidential
- No Smoking
- Commit to the program
- Be On Time
- Be an Active Participant
- Have a NON-judgmental attitude
- Respect each other
Group Guidelines

**Keep things Confidential:** we will be talking about very private things and we need to trust that we will not talk about the private lives of other group members outside of the group.

**No Smoking:** this is a smoke free building.

**Commit to the program:** in order for everyone to get the most out of the program, it is important that you come to every session. Try to be committed to both workshops and all follow-up appointments.

**Be on time:** as you will see we have a lot planned for each session so it’s important that we start on time so we can end on time.

**Be An Active Participant:** many of the activities that we will be doing will make you think about issues that are meaningful to you and help you practice some of the skills we want you to learn. For you to get the most out of the program, it is important for you to participate in all activities.

**Have a non-judgmental attitude:** don’t be quick to throw stones. We all have our different reasons for what we do and how we do it. We also all have our faults. The reason we’re here is to help each other make better, healthier decisions.

**Respect each other:** This means limit side conversation, give others a chance to respond and turn off cell phones and pagers.
The GIRL POWER Motto

Peer Educator:

Now let’s first talk about what the words GIRL POWER mean to you.

Helpful Hint: HE Have GIRL POWER written on the center of the flipchart. Throw markers on the table and have participants come up and write their name and what the word GIRL POWER means to them on the paper. Both HE and PE should write what GIRL POWER means to them. After everyone is finished, everyone should share what they wrote. Be sure to hang sheet on the wall for everyone to see - this way you have created the space that this is their group.

We’d like to have everyone come up and write their name and what the word GIRL POWER means to you on this sheet of paper.

Helpful Hint: Remember to allow participants time to write their name and assist with thoughts if needed. Ask participants to share the meaning of what they wrote and reiterate that these will be the words that make up the meaning of this GIRL POWER group. Refer to Handout 1-2, GIRL POWER Motto and display Poster 2 to be prewritten on flip chart

Health Educator:

You all came up with some wonderful descriptions and ideas of what GIRL POWER means to you. With some of those ideas in mind we have come up with a short motto that represents what GIRL POWER means to us. We like to say the motto together at the beginning of each workshop so if you would, please turn to Handout 1-2: R.E.A.L. Motto, so that we can say the motto together.

Helpful Hint: Read the motto with passion and enthusiasm. Relay the importance of keeping it real throughout the session because this is what it’s all about.
Workshop 1

The R.E.A.L Motto cont’d

Health Educator:
To sum it all up- I want to share with you these last thoughts about what having GIRL POWER can mean for you.

1. As individuals we have to respect ourselves. If we don’t respect ourselves, no one else will respect us.

2. As young women, we have to be optimistic about our future. We can choose those things about our lives that are positive, let go of the things in our lives that are negative, and create new things in our lives to be positive about.

3. As young women, we are spiritual. We should listen to our inner spirit for guidance and truth.

4. You are the very essence of what GIRL POWER is!!!!
Having Girl Power Means…..

I Refuse to Engage in Activities that can negatively change my Life goals.
The Pact

Health Educator:
There is one last thing that we need to complete before we start with our activities. We need for you to make a commitment to the GIRL POWER program. We mentioned earlier that to be a part of the GIRL POWER program you must attend 2 sessions and a graduation celebration. We reminded you about the importance of being on time and we even set some group guidelines that will help in making sure that we are all supportive towards each other. We also talked about the importance of everyone’s participation in the activities and discussions that we will have. If you all agree to do that then you’re ready to become a GIRL POWER participant.

Turn to Handout 1-3 The Pact, in your journal. Let’s read the GIRL POWER pact together to go over one more time what your commitment will be.

Helpful Hint: PE should Display Poster 2-prewritten on flip chart. Both PE and HE should read the pact out loud with participants. Afterwards just briefly reiterate the commitment they are about to make.

Does anyone have any questions?

What we’re going to ask you to do now is sign the pacts in your notebook. Signing the pact is a way to not only declare to us, but to yourself the commitment that you are willing to make in order to become a part of the GIRL POWER program. When you look back at your pact you’ll remember the commitment that you are making to yourself today.

Helpful Hint: HE go around and make sure the participants sign their pacts.
GIRL POWER
PACT

I agree to:

Commit to the GIRL POWER program

- Do my best to attend all workshops
- Do my best to have fun
- Do my best to Be on Time

Participate in workshop activities

- Listen
- Share
- Take Part

Support the other group members

- Keep ALL personal information confidential
- Try not to interrupt
- Give everyone a chance to speak
- No judging, name calling or fighting

Sign Your
Name: ________________________________
Activity C: Music Masquerade

**Purpose:**
To expose the images of women in music and the media.

**Materials:**
- CD/Tape player
- Bag of Candy
- Flip Chart
- Collage of women images
- Bowl with numbered pieces of paper

**Handout 1-4:** Song Lyrics
**Handout 1-5:** Music Masquerade Questions

**Time:**
20 minutes

**Health Educator:**
As we introduced the Girl Power program today, we talked about some positive messages we need to keep in mind about ourselves. We realize that every message you hear about young women is not always good and that there are a number of positive, negative and mixed messages we all have to deal with on a daily basis. These messages come from a variety of sources, like our friends, magazines, television and radio. In our next activity we are going to talk about the messages we hear in popular music and how they might affect us.

Can anyone tell me what your favorite current songs are? What do you like about them?

**PE:** Write the song titles on the flip chart. Try to get at least 10 songs written.

Keep all those songs in mind, because next we're going to play a game called "What's The Next Line?" In this game, we'll break up into two teams. A portion of the song will be played and the teams will need to come up with the lines that come next. Whichever team rings in first gets 10 seconds to answer, but if the answer is incorrect the other teams get a chance to respond. The team with the most answers correct wins!

One person from each team needs to pull a number from the bowl. Whichever team has the highest number gets to go first.

**PE:** Play the pre-recorded lyrics on the tape player; Take score on the Flip chart. Team A and Team B will use different types of horns to signify that they know the answer. Have the teams try out their different noisemakers so you know which sound is for which team. Be alert as to which team is first.

Helpful Hint: Remember to rewind tapes. Follow the directions from the "What's the Next Line" Section. You want to keep the game short and brief, but yet get the participants thinking about the words in the song. PE will read the directions to the participants as well as manage the tape recorder. Remember to play the songs on the tape and let the teams try to guess-what the next line is. HE should put some pieces of paper with a number on them in a bowl; allow a team member to pick a number-whomever has the highest number goes first. From then on rotate who goes first. Keep score on flip chart. Let the participants know how many songs you will be playing. You have a total of 6 songs. Be sure to read the lyric that they are suppose to guess in its correct form before you move on to the next song. After all the songs are played, refer them to Handout 1-4 that has the uncut lyrics of the songs. You also will ask them some of the probe questions about the lyrics they just heard from Handout 1-5.
Music Masquerade Cont’d

Health Educator:
Suggested Probes-vibe off of the girls’ reaction if they state them immediately, but some questions you want to cover are below. Remember to give the participants time to respond before asking next question:

- What did you all think about those songs?
- How many of you actually knew the uncut lyrics to these songs?
- How did the songs we played make you feel?

Helpful Hint: The participants will probably bring up both negative and positive points-reinforce the message that unfortunately some music has a tendency to refer to women in negative tones, but that there are many female artist who refute these images-some in an aggressive way (Lil’ Kim and Trina-rappers) and some in a very assertive manner (India.Arie and Alicia Keys). The point you want them to understand is that it’s about their own personal values and what they believe in; they don’t have to succumb to the truths that these messages are relaying; there is no right or wrong way to subvert the negative images-they have a right to decide whether or not they will feed into the negative images that music can sometimes portray Black women.

Health Educator:
Even more powerful than images or messages about women we hear are the ones that we actually see. On television, billboards and in magazines different companies suggest to us what being a woman should look like. Women are often presented in ways that make us appear insignificant, as mere objects or decoration, or generally less intelligent or powerful than men. These images present women in a very limited way. Because these images are seemingly everywhere, they can affect how we feel about ourselves. Let’s take a look at some images of women; we’ve taken from some popular magazines.
Helpful Hint: PE should place the collages of women on the table in front of the participants. The participants should be encouraged to pass the images around, so that they can view all of them. HE should encourage the participants to think about what is being said or suggested by those pictures.

**Health Educator:**
Now that you’ve had a chance to look over these pictures, turn to Handout 1-5 in your notebooks.

We are going to go through these questions as a group, but each the answers you write in your journals may be different. It is alright for each of us to have our own opinions.

**Helpful Hint:** The PE will read the questions one at a time to the group for discussion. After each question is read the participants will be given time to respond. The following pointes should be brought up as the questions are being answered or after.

- Look at how the women are positioned. Many of them are lying on their backs, or may have their eyes away from the camera. This suggests submissiveness, and that they are not powerful.
- Some of the images are very sexual. Women are dressed in very little clothing or may be in positions that suggest sex.
- Many of the images don’t reflect women of varying body size.
Music Masquerade

What do you think of the women in these pictures?
______________________________________________________________
______________________________________________________________

Are these images of women realistic?
______________________________________________________________
______________________________________________________________

How are women treated or shown?
______________________________________________________________
______________________________________________________________

How are the women dressed? _________________________________
______________________________________________________________
______________________________________________________________

How are the men dressed?___________________________________
_____________________________________________________________
_____________________________________________________________

Are men and women treated the same?
_______________________________________________________________
_______________________________________________________________

Do these images of women reflect how you feel about yourself?
_____________________________________________________________
_____________________________________________________________
Health Educator Suggested Recap:
We can see from our discussion that we are constantly bombarded with messages of what we should look like and how we should act. Some of those images are positive and reflect women as powerful, intelligent, and responsible beings. Others are more negative in that they show women in limited roles or refer to our bodies as decoration.

Some of you may say, “Well it’s just a song” or “It’s just a picture in a magazine.” But think about how many times you had to have a new pair of shoes, clothes from a certain designer or buy a CD, because you saw it in an add or heard about it in a new song. Whether you admit it or not, these messages are getting through to us.

We just want you to remember that what you see and hear to can affect your behavior. We’ll talk more about how our behaviors can influence the choices we make a little later. For now, just remember to think about the images around you before you accept them as the truth. And ask yourself the following questions:

Does this song or image describe how I feel about my relationships or myself?

Does this song or image portray women with Girl Power?
What’s the Next Line?

We have selected a total of 6. We will play a portion of the song and once we stop the team captain must ring the bell and someone from the team must state the next few lines. If you ring the bell and don’t know, or if you get it wrong, the other team automatically gets a chance. Let’s get started.

HE NOTE: Don’t give the title of the song until the correct answers are given. Remember to pause as indicated by the words in this activity.

Ashanti

Foolish

START
Baby I don't know why ya treatin me so bad
You said you love me, no one above me
And I was all you had
And though my heart is eating for ya
I can't stop crying
I don't know how
I allow you to treat me this way and still I stay

See my days are cold without you
But I'm hurtin while I’m with you

STOP

(next lines)
And though my heart can't take no more
I keep on running back to you

END
EVE and Alicia Keys
Gangsta Lovin’

START
I just wanna rock you, all night long, oh oh oh oh! (I wanna rock you)
I just wanna rock you, all night long, oh oh oh oh!

Yo! Need you to understand me daddy I ain't your average
Baby girl doin it all I'm well established

STOP

(Next lines)
I ain't tryin to lead you on just wanna ask
If you might wanna give me your name explain your status

END

Big Tymers
Oh Yeah!

START
…Now just take my hand (Oh Yeah)
You'se my woman I'm your man (Oh Yeah)
Now you the one that I done chose (Oh Yeah)
And I don't love them other hoes (Oh Yeah)
Now make them niggas understand (Oh Yeah)
You already got a man (Oh Yeah)
You need a player that's strong (Oh Yeah)
And that'll never do you wrong (Oh Yeah)
And if them boys try to touch (Oh Yeah)
You should kick them in the nuts (Oh Yeah)
Cause them tittys just right (Oh Yeah)
Make a player wanna bite (Oh Yeah)
Cause I'm your one and only lover (Oh Yeah)

STOP

(Next Lines)
And we gon' have to use a rubber (Oh Yeah)
Now look what we done did (Oh yeah)
Messed around and had some kids (Oh Yeah)

END
B2K

*Why I Love You*

**START**
From day one you and I've been friends.
Hangin' out, havin' fun, chillin'.
Now I know at times I got crazy, silly ways and actin' shady.
You peep things in me that no one sees.
You hold it down fo shizzy.
Now I have friends I thought were true but no one more true than you.
So what am I gonna do.
It took a while for me to see how special you treated me

**STOP**

(Next lines)
Maybe that's the reason why I love you.
You're my heart girl.
And wit all the crazy things that I do, you're still here girl.
No one else can make me feel like you do.
You've shared my world.
Baby that's the reason why I love you.

**END**

*Murder INC*

*(Ja Rule, Ashanti, Vida, and Charlie Baltimore)*

*Down 4 U*

**START**
Babygirl would ya bust ya gun with me? (Yeah yeah)
Lie to the feds to come get me? (Yeah Yeah)
And if I died Kill for me? (Yeah Yeah)

**STOP**

(Next Line)
Are you trustin' me? (Yeah Yeah)
Are you lovin' me? (Yeah Yeah Yeah)

**END**
Cam’ron feat Juelz Santana  
Oh Boy

START
All the girls see the (Boy) look at his kicks (Boy)
Look at this car (Boy) all I say is (Oh Boy)
Look mami I'm no good I'm so hood
Clap at your soldiers sober then leave after it's over
STOP

Next Line
Killa, I'm not your companion or your man standin
Hit me when you wanna get rammed in, I'll be scrambling
END

Fabolous feat. P Diddy and Jagged Edge
*Trade It All (Part II)*

START
Girl, I’d trade it all, money, cars and everything
All, even give up my street dream
All, anything to have you on my team
All, baby girl, I’d trade it all

Even give up my good green
All, and I’d give the watch and pinky ring
STOP

(Next Lines)
All, anything to have you on my team
All, baby girl, I’d trade it all
END
Boyz II Men
Color of Love

START
Like a bridge,
Over troubled, troubled water
You stood beside me, stood beside me
And your love, did not falter
And then the angel, angel in you,
Gave me the strength to know,
That I will get through,

STOP

Next Lines
And that’s how I survived, ain't no other reason
And now I know I'll make it, through the miracle of you

END
ASHANTI
"Foolish"

See my days are cold without you
But I'm hurtin while I'm with you
And though my heart can't take no more
I keep on running back to you
See my days are cold without you
But I'm hurtin while I'm with you
And though my heart can't take no more
I keep on running back to you

Baby I don't know why ya treatin me so bad
You said you love me, no one above me
And I was all you had
And though my heart is eating for ya
I can't stop crying
I don't know how
I allow you to treat me this way and still I stay

See my days are cold without you
But I'm hurtin while im with you
And though my heart can't take no more
I keep on running back to you
See my days are cold without you
But I'm hurtin while im with you
And though my heart can't take no more
I keep on running back to you

Baby I don't know why ya wanna do me wrong
See when I'm home, I'm all alone
And you are always gone
And boy, you know I really love you
I can't deny
I can't see how you could bring me to so many tears
after all these years

See my days are cold without you
But I'm hurtin while im with you
And though my heart can't take no more
I keep on running back to you
See my days are cold without you
But I'm hurtin while im with you
And though my heart can't take no more
I keep on running back to you

Oohhhhh
I trusted you, I trusted you
So sad, so sad
what love will make you do
all the things that we accept
be the things that we regret
too all of my ladies (ladies) feel me
c'mon sing wit me
See, when I get the strength to leave
You always tell me that you need me
And I'm weak cause I believe you
And I'm mad because I love you
So I stop and think that maybe
You can learn to appreciate me
Then it all remains the same that
You ain't never gonna change
(never gonna change, never gonna change)

See my days are cold without you
But I'm hurtin while im with you
And though my heart can't take no more
I keep on running back to you
See my days are cold without you
But I'm hurtin while im with you
And though my heart can't take no more
I keep on running back to you

Baby why you hurt me leave me and desert me
Boy I gave you all my heart
And all you do is tear it up
Looking out my window
Knowing that I should go
Even when I pack my bags
This something always hold me back
Eve f/ Alicia Keys
Gangsta Lovin'

I just wanna rock you, all night long, oh oh oh oh! (I wanna rock you)
I just wanna rock you, all night long, oh oh oh oh!

Yo! Need you to understand me daddy I ain't your average
Baby girl doin it all I'm well established
I ain't tryin to lead you on just wanna ask
If you might wanna give me your name explain your status
You know I see you in time and time you seem available
Don't mean shit, I know these bitches wanna settle you
Gotta say you on my short list of few
Them other dudes is ok but I'm feelin you
Want you in the best way what you 'gon do about it?
Why don't you just test me you won't want to do without it
Yo I'm comin at you hard bein a thug
And I ain't givin up till I get that gangsta love, uh huh

[Chorus]
I know you seen me this night that night, always my shit tight
Hair done, outfit crazy, skirts fit just right
Wife-beater with a bangin tan
Walk in demandin all eyes baby here I am
Ain't a shame in my frame and I know your watchin
Puttin on a show for you pop and I ain't stoppin
Lot of action in your corner yeah you gonna do
Only thing to make it better though is me with you
And I know you feelin that regardless of your frontin
And I heard through the streets it was me you wantin

Let me find out you shy or somethin
But I know your not, so stop the games and approach is you real or not?

[Chorus]
Yo! Uh! Ok! Numbers exchange, now it's in place
Shouldn't have took you so long in the first place
I'm just playin cutie, yeah give me a call
No it's cool you ain't got to see me to my car
See I'm a big girl, but you'll find out
Stop for me while I drop top and ride out
Wheels spinnin wanna know what shorty all about
But it's cool I'm proven in these words that's comin out my mouth

It's that gangsta lovin (Gangsta) that's just got me buggin (Buggin)
It's that gangsta lovin (Gangsta gangsta) that just got me buggin
(Oh ah!)

[Chorus]
I wanna rock you baby, I wanna hold you baby
Won't you be my baby? I wanna be your lady
I wanna rock you baby, I wanna hold you baby
Won't you be my baby? I wanna be your lady
Baby let me rock with you (Gangsta gangsta)
You know I wanna rock with you (Gangsta gangsta)
Baby let me rock with you (E-V-E)
You know I wanna rock with you (Alicia Keys, gonna rock you)
Baby let me rock with you
You know I wanna rock with you (It's gangsta gangsta)
Baby let me rock with you (Gangsta gangsta)
You know I wanna rock with you (Gangsta gangsta love)
Ooooh, yeah, you know I wanna rock with you
Baby let me rock with you
Now let's get it understood (Oh Yeah)
That I'm a treat her real good (Oh Yeah)
And I'm a love her all my life (Oh Yeah)
And keep her flooded with ice (Oh Yeah)
Now just take my hand (Oh Yeah)
You'se my woman I'm your man (Oh Yeah)
Now you the one that I done chose (Oh Yeah)
And I don't love them other hoes (Oh Yeah)
Now make them niggas understand (Oh Yeah)
You already got a man (Oh Yeah)
You need a player that's strong (Oh Yeah)
And that'll never do you wrong (Oh Yeah)
And if them boys try to touch (Oh Yeah)
You should kick them in the nuts (Oh Yeah)
Cause them tittys just right (Oh Yeah)
Make a player wanna bite (Oh Yeah)
Cause I'm your one and only lover (Oh Yeah)
And we gon' have to use a rubber (Oh Yeah)
Now look what we done did (Oh yeah)
Mess around and had some kids (Oh Yeah)

[Chorus]
Daddy... You make me feel like a star
Oh yeah, oh yeah, oh yeah, oh yeah
Daddy... Can I get the keys to the car?
Oh yeah, oh yeah, oh yeah, oh yeah
You rollin' with me, I'm rollin with you
Daddy it's what ever you wanna do
You rollin' with me, I'm rollin with you
Daddy it's what ever you wanna do
You rollin' with me, I'm rollin with you
(Big Tymers, Boo and Gotti alright?)
Daddy it's what ever you wanna do
You rollin' with me, I'm rollin with you (hello, shy-town)
Daddy it's what ever you wanna do
Dude if it's blue it get copped (Oh Yeah)
From the drops to the watch to the rocks (Oh Yeah)
Whoa that block gettin hot (Oh Yeah)
Got those so I'm coppin that yacht (Oh Yeah)
Now I'm frozen like and ice box (Oh Yeah)
Brotha Jacks and the Jordan, Mike hot
And I'm still street my pop (Oh Yeah)
If I'm ever in a tight spot (Oh Yeah)
Yeah I'm rollin with the flyers (Oh Yeah)
Just back seat ridin' (Oh Yeah)
You know nigga be drivin' (Oh Yeah)
Wit two freaks inside it (Oh Yeah)
So we with the Big Tymers (Oh Yeah)
You betta' warn your baby momma'(Oh Yeah)
Cause Boo and Gotti causin' problems (Oh Yeah)
So Just back up off us (Oh Yeah)

[Chorus until fade]
B 2 K
"Why I Love You"

[Verse 1:]
From day one you and I've been friends.
Hangin out, havin fun, chillin.
Now I know at times I got crazy, silly ways
and actin shady.
You peep things in me that no one sees.
You hold it down fo shizzy.
Now I have friends I thought were true but no one more true than you.
So what am I gonna do.
It took a while for me to see how special you treated me

[Chorus:]
Maybe thats the reason why I love you.
You're my heart girl.
And wit all the crazy things that I do, you're still here girl.
Noone else can meka me feel like you do.
You've shared my world.
Baby thats the reason why I love you.

[Verse 2:]
No other girl is quite like you.
And noone has my back like you do.
Girl you're one of a kind and you blow my mind.

And I'm glad to say you're mine.
Girl you're the one that changed me from a boy into a man.

[Chorus:]
Maybe thats the reason why I love you.
You're my heart girl.
And wit all the crazy things that I do, you're still here girl.
Noone else can make me feel like you do.
You've shared my world.
Baby thats the reason why I love you.
It took a while for me to see how special you treated me.
Maybe thats the reason why I love you.
You're my heart girl.
And wit all the crazy things that I do, you're still here girl.
Noone else can make me feel like you do.
You've shared my world.
Baby thats the reason why I love you.
I Love You, maybe thats the reason why I love you.
JA RULE (feat. Vita, Ashanti, Charlie Baltimore)
"Down 4 U"

[Chorus:]
I wanna be your chick
I wanna be down 4 u
(Do ya trust me?) Yeah
(Love me?) Yeah
(You're puttin' it on me Ya must be)
Ya down ass chick
I wanna be your chick
(It ain't only for the RULE baby)
I ride 4 u, Die 4 u
Do anything ya want me to
I be ya down ass chick

[Ja Rule:]
This chick no intentions of bein' offensive
The women by callin ya'll bitches
My down ass bitches
Still my queen bitch's cut look clean
On ya finger next to the finger ya flipped at me
And this no in between me and you
Only me and you
Who else gon' put it on me like the RULE
God only looks after children and foo's
And you not so who gon' look after you
It's RULE baby

[Vita:]
True baby
It's only for you baby
Vita thighs only divide if you beside
Cuz I love the way you touch me
Nobody can get it
And if it's comin' and gunnin'
Just come in it and spit it
So when ya gone for a minute
I just fantasize like if it's you It's all in it
Then I'm satisfied til' you come back to me
Holdin stack and jewels
V-i-t-a and my nigga J-a RULE baby

[Ashanti:]
I'm gonna be here when ya need
RULE baby can always count on me
No you don't ever have to worry

You know I'll make it in a hurry
I'm here for ya
And I wont never leave tears for ya
Cuz boy ya got to me
There will never be another for me
You'll always be my one and only

[Ja Rule (Ashanti):]
Babygirl would ya bust ya gun with me? (Yeah yeah)
Lie to the feds to come get me? (Yeah Yeah)
And if I died Kill for me? (Yeah Yeah)
Are you trustin me? (Yeah Yeah)
Are you lovin me? (Yeah Yeah Yeah)
Yeah let's get it grinnin
Like we asked for the Simpsons or Ike and Anna Mehoe
On one their good days
You smile like sun rays 5'5 with brown eyes
and thick legs
Only for the RULE baby

[Ja Rule (Vita):]
Now baby I told you I can show you better than I can tell you
Don't try to bring conversey and mail
Just sweet words and naked photos
I'm still that pretty down down ass 2 cars behind ya 6
And I diss any clown ass rockin my brown ass
only a down ass
And it's all for u
I'm grown a tad bit since we been at like rare bitches
To move a little bumper and it's
([Ja Rule:] AND IT'S ALL FOR RULE)
Shit Who gon' love you like that?
Thug with you wit a stack to the ceilin
And spilt in the dub with you
Cuz I played my position with KO-D's, O G's
Until that blood shed blood red and we O-Ded
Remember every word that ya told me
([Ja Rule:] SHOWED ME,HOLD ME)
All you need in your life is Chuck, drugs, and dubs on 22's

Now tell me who the hunny for you
[Verse 1: Cam'ron]
All the girls see the (Boy) look at his kicks (Boy)
Look at this car (Boy) all I say is (Oh Boy)
Look mami I'm no good I'm so hood
Clap at your soldiers sober then leave after it's over
Killa, I'm not your companion or your man standin
Hit me when you wanna get rammed in, I'll be scramblin
With lot's of mobsters shop for lobsters
Cops and robbers listen every block is blocka (Blocka!!!)
But she like the way I diddy bop you peeped that
Mink on maury kicks plus chanel ski hat
She wan't the (Boy) so I give her the (Boy)
Now she scramblin out (Boy, Boy, Boy, Boy)
Now she playin with herself Cam dig it out lift her up
Ma it's just a fuck girl get it out pick on up
They wan't the boy Montana with guns with bandanas
Listen to my homeboy Santana

[Verse 2: Juelz Santana]
Y'all niggas can't fuck with the (Boy) I'm tellin ya (Boy)
Put a shell in ya (Boy) now he bleedin (Oh Boy)
Get him call his (Boy) he weezin he need his (Boy)
He screamin (Boy, Boy, Boy, Boy)
Damn shut up (Boy) he's snitchin (Oh Boy)
This niggas bitchin (Boy) he's twistin (Oh Boy)
If feds was listenin (Boy) damn, whoa, damn....
I'm in trouble need bail money, shit
Where the fuck is my (Boy) I got trust for my (Boy)
That's why I buck for my (Boy) that's my nigga (Oh Boy)
He 'gone get his (Boy) he got love for his (Boy)
That's my (Boy, Boy, Boy, Boy)

[Verse 3: Cam'ron]
When he got caught with the (Boy) we went to court for the (Boy)
Just me and my (Boy) and we sayin (Oh Boy)
Be on the block with my (Boy) with the Roc fella (Boy)
When the cops come......squalin!!!!
Yeah this is for the sports cars, Benitas, Jimmy's
PJ's, old school, eighteenth at the sports bar
Eight or nine on the (Boy) holla at your boy Killa...holla....listen, it's the D-I-P (Boy)
Plus the R-O-C (Boy) you'll be D-O-A (Boy)
Your moms will say (Oh Boy)
Shit, ain't no stoppin 'em guns we got alot of 'em
Matter fact guroos start poppin 'em
Then slap up his (Boy) clap up his (Boy)
Wrap up his (Boy) get them gats (Oh Boy)
Diplomats are them (Boy) for the girls and the (Boy)
Say (Boy, Boy, Boy, Boy)

[Verse 4: Juelz Santana]
Now when they see Cam and his (Boy) they say damn (Oh Boy)
Santana's that (Boy) that squeeze hammers (Oh Boy)
Canons and bandanas glammers we don't brandish
Blam at your man's canvas then scram with your man's leaded
And I'm back with my (Boy)

Cam'ron] Until that man is vanished away in the Grand Canyon
These kids are grand standin niggas demand ransom over them grands scramblin (Boy, Boy, Boy, Boy)
Well fuck it Van Dam 'em Cam a blam blam 'em
Call up his (Boy) I'm down south tannin
Mami I got the remedy Tommy's I bet the enemy
Hire me somebody but now my body your feelin like fanicky
Killa and Coppa we chill in Morocco for reela
We got what you chill it though and fill with them holla's, huh
It's the (Boy) I said it's the (Boy)
I'm the (Boy, Boy, Boy, Boy) Killa...
FABOLOUS (feat. P. Diddy & Jagged Edge)
"Trade It All (Part 2)"

[Chorus][Jagged Edge]
Girl, I’d trade it all, money, cars and everything
All, even give up my street dream
All, anything to have you on my team
All, baby girl, I’d trade it all

[Fabolous]
Hot storm, I’m so into you
’Cause even before we hit the bedroom I was friends with you
If they ask, I ain’t gotta say whom in them interviews
My sweet thing never believe them rumors that been true
In fact I had no more experience, it’s true
But you was wifey could change me into a groom in a minute boo
Maybe my sense of humor gets into you
But girl, they can make a perfume from the scent of you
I wanna take you there, feel like June in December too
So what you think about Cancun till the winter through
I don’t know whatever consumes you gonna do
I put a daytime to go to Bloomies and spend with you
Like any other man I will zoom to the clinic too
Now I wanna see if me and my junior’s identical
I zoom, put a moon on the skin of you
I swear to everything that same afternoon will begin to move, feel me

[Chorus 2][Jagged Edge]
Girl, I’d trade it all, money, cars and everything
All, even give up my street dream
All, anything to have you on my team
All, baby girl, I’d trade it all
Even give up my good green
All, and I’d give the watch and pinky ring
All, anything to have you on my team
All, baby girl, I’d trade it all

[P.Diddy]
Come here, girl, come and take a walk with me
So I could take you places you don’t often be
Come on, ma, come and get lost with me

As far as them other chicks, can’t get ‘em off-a me
Everlastin’ love in a whole other fashion
All I’m askin’, let me cash in
’Cause I’ll give her passion, all of the Sean John flashin’
In orderly fashion perhaps when Figure it out
exactly wat diddy about cuz we can take this whole city out
Now who gon’ stop us, who gon’ knock us
Top us, we can’t find coppers to lock us
Leer jets and choppers, love helipopers
Separate the weak from the awesome
Me hard to keep, I gotcha
I rock ya word to big pa-ph a I gotcha

[Chorus 2][Jagged Edge]
[Fabolous] Now what you want, huh
[P.Diddy] (I’m gonna give this all up for you, Shorty)

[Fabolous] Now what you want, huh
Now what you want, huh, huh, huh

[Fabolous] Yeah
Yo’, this new comers known to move with the seasons
Couple winter lodges, few summer homes
And there for every uw, hum, and moan and make sure when the new hummer roams the shoes come in chrome
I ain’t new if ain’t buy white yellow and Q’cumba stones
That send chills threw a womans bones
But life gives groove summer lones
Even though I got the kinda bread that won’t matter if a few crumbs are blown
Flights out of few summer loans
Now I wanna wake up every day with you in a new number zone
Ma-Me-ya its u I’m a phone
Just to erase all the negative view from your dome
And I promise this Fella G
And so case they hit comma of jealousy
And drama you tellin’ me, so mama come yell at me
So I could put the top down and we could cruise like
Tom and Penelope my charm is a felony

[Chorus X 2][Jagged Edge]
BOYZ II MEN
"The Color Of Love"

I was lonely,
I needed someone, to see me throw,
I was at the, end of my rope,
I needed someone, to cut me lose
Then an angel, out of the blue,
Gave me the since that I, might make it through
And somehow I survived, with no rhyme or reason,
And now I know I'll make It,
Through the miracle of you

[Chorus]
I know the Color Of Love,
(And It lives in side of you)
I know the color of truth,
(Its in the image of you)
If it comes for the heart, then you know that its true,
It will color your soul, like a rainbow
(Like a rainbow)
And the color of love, is in you

Like a bridge,
Over troubled, troubled water
You stood beside me, stood beside me
And your love, did not falter
And then the angel, angel in you,
Gave me the strength to know,
That I will get through,
And that's how I survived, ain't no other reason
And now I know I'll make it, through the miracle of you

[Chorus]
So girl I want to thank you,
I can't thank you enough,
For showing me the meaning,
The meaning of true love,
(When I was lost and so in need you opened up your heart)
(When I needed you to comfort me you opened up you arms)
(I couldn't face another day you said don't be afraid)
You showed my heart the, showed me the way
Workshop 1
Activity D: Characteristics of Women

Purpose:
To encourage the participants to discuss pride and strength that women possess.

Group Management Tips:
- Use probes given, but also direct your discussion based on the responses from the poem.
- This is a discussion where both HEs should sit down at the table with the participants-creating intimacy and comfort.

Materials:
Handout 1-6 “Imagine A Woman”
Handout 1-7: Inner & Outer Beauty

Time:
10 minutes

Health Educator:
Even in the midst of the negative messages passed through the media we find female artists, athletes, community leaders and talk show hosts who have a positive message to share and we can look to them as role models. We’re going to take a minute now to talk about some of the positive characteristics of women in our lives. We have a poem written by Patricia Lynn Reilly that talks about some of the positive aspects of women. Turn to Handout 1-6: “Imagine A Woman” in your journals.

Helpful Hint: Ask for volunteers to read aloud. HE should start off reading first. Use the following questions to encourage discussions. Keep the discussion brief enough to have the talk about Black women and pride. Probes are given, but follow-up on comments from participants. Use your own recap based on your discussion.

Health Educator:
How did Patricia Lynn Reilly show her pride as a woman in this poem?
Probes:
- Her description of a women who honor their experiences
- Who exerts, initiates, and moves on her own
- Women who value other women in her life

How did the poem describe women’s outer beauty?
Probes:
- “believes her body is enough, just as it is”
- tender and graceful
- implies that women are delicate yet strong
- “a woman in love with her own body”
- not wasting precious energy with worrying about (body’s) changes

How did she describe women’s inner beauty?
Probes:
- “who has healed in the past”
- valuing other women in her life
- refusing to be stressed

How does this poem make you feel as a young woman?
Characteristics of Women cont’d

Health Educator:  
Thinking about some of the characteristics we just talked about that make women strong as described in “Imagine A Woman” by Patricia Lynn Reilly. I want you to now think about someone you consider to possess some of those characteristics. Maybe this person is a role model, a woman in your life, a community leader or maybe a sibling. Turn to Handout 1-7: Inner & Outer Beauty in your journal. Let’s take a minute to complete the activity.

Helpful Hint: PE read the instructions from “Role Models: Inner & Outer Beauty”. Once they are finished PE can lead into the discussion. Remember to start with yourself so that they have an idea of how to complete the activity.

Peer Educator:  
Let’s share who we consider to be our role models and what makes that person special to us. I’ll start first. I chose____________________ and these were some of the characteristics I chose and why.

Helpful Hint: Give participants a chance to answer the question. Remember to listen to the participants and respond. Responses that they provide now will be helpful in relaying points in other activities. Create your own tie in from the discussion and lead into the next activity on values.

Suggested Recap: Remember to use points the participants discussed. It is important to recognize role models in our lives so that we can draw on their strength to help us live healthier happier lives.
Imagine A Woman

Imagine a woman who believes it is right
And good she is a woman.
A woman who honors her experiences
And tells her stories. Who refuses to carry the sins of others
Within her body and life.

Imagine a woman who believes she is good.
A woman who trusts and respects herself.
Who listens to her needs and desires
And meets them with tenderness and grace.

Imagine a woman who has acknowledged
The past’s influence on the present.
A woman who has walked through her past.
Who has healed into the present.

Imagine a woman who authors her own life.
A woman who exerts, initiates,
And moves on her own behalf.
Who refuses to surrender except to
Her truest self and to her wisest voice

……Imagine a woman in love with her own body.
A woman who believes her body is enough,
Just as it is.
Who celebrates her body and its rhythms
And cycles as an exquisite resource

Imagine a woman who values the women in her life
A woman who sits in circles of women.
Who is reminded of the truth about
Herself when she forgets.

Imagine Yourself as this woman.

Stanzas taken from “Imagine A Woman”
Patricia Lynn Reilly
Inner and Outer Beauty
Characteristics of our Role Models

Please write your role model’s name on the blank and who they are to you. Then draw a line to the word or characteristics to describe your role model.

_______________________________

Loving and caring

Elegant

Smart

Beautiful

Strong

Good Parent

Gives community support

Knows about black history

Spiritual

Energetic and fun-loving

Strong values

Other ________________

Other ________________
Activity E: values --- What matters most?

Health Educator:
What we also know is that in the poem, “Imagine A Woman,” Patricia Lynn Reilly said that the strength of women was in their values, what they revered or respected. Let’s spend a few minutes talking about some things you respect or value.

First, who can tell me what values are?
(Give participants time to respond)

Probes:
- Those things that matter most to you
- Things you consider when you have an important decision to make

Helpful Hint: PE should display Poster 3: Personal Values—to be prewritten on the flipchart

Here is a list of Personal Values that we have come up with. Can I have some volunteers to read a personal value?

Helpful Hint: HE reading should recap what participants note the word “values” means to them and relate the fact that we all value different things for different reasons.

Peer Educator:
Now turn to Handout 1-8: Personal Value Rating Sheet in your journal. I want you to take a few minutes and rate each value on a scale from 1-3. They do NOT have to be in order and should be considered separately.

Helpful Hint: Refer to Handout 1-8: Personal Value Rating Sheet. Have each participant rate each value separately on a scale from 1-3. The rating does NOT have to be in any order and should be considered separately. After everyone is finished, have participants share some of their responses. HE should again reiterate the point that many of them shared different values that were important to them and the importance of making sure that no one should sway them from changing their “value system” or undermine the values that are important to them—lead into the Dear GIRL POWER letter.
Values --- What matters most? cont’d

Peer Educator:
Suggested Lead-in (remember to tie in some of the values mentioned by participants, especially ones about relationships.)
Ok, so now that you all have taken a look at your values and how you would rate some of the things that are important for you. I have a Dear GIRL POWER letter that I’d like to share with you all and get some feedback on how you think this young lady should handle her problem.

My name is Jasmine and I just recently met a guy named James. We’ve been hanging out for the past month. James has told several of my friends, including my brother, that he really likes me, but he is afraid to ask me out. I would go out with James, but we have different values. I enjoy going to church while he likes to hang out with his friends instead of going to church. I have plans to go to college, but he does not plan on going to school beyond high school. I want to have a boyfriend, but I’m not sure if James is the right guy. What should I do if he asks me out?

Helpful Hint: Allow participants time to answer. You want to reiterate to the participants the importance of honoring their values as well as what’s important to them. As pointed out in above scenario, we see that Jasmine and James are total opposites as it relates to what they enjoy and their future plans. Just because he’s not doing the same thing doesn’t mean he’s being disrespectful. Maybe they are just better off being friends.

Suggested Recap: We see that Jasmine was having difficulties in honoring her values as well as considering the values of James. We just wanted to share with you all that sometimes, it’s hard to honor your own values, not to mention finding a boyfriend that will share your same values. It’s possible though. If you are clear upfront about what you value you will be even easier to find a boyfriend who shares similar values.
Poster 3-to be prewritten on flipchart.
Just write the categories and read the brief descriptions out loud.

Personal Values

VALUES are guides for behavior.

They help us decide what we believe in and what we think is right and wrong.

For example, if you believe that it is wrong to take something that doesn’t belong to you, you won’t steal, even if the situation arises in which you know you won’t get caught.

VALUES influence your decisions.

For example, if you value your religion then you may decide to go to church on Sunday, even if someone asks you to go do something else.

VALUES are both conscious and unconscious.

Sometimes you are aware of what your values are but sometimes they can be a part of you without you realizing it.

VALUES often arouse strong emotions in a person.

For example, if you witness someone being abused, you will be angry.

If you VALUE yourself, you’ll appreciate others more.
Personal Values Rating Sheet

Rate each value separately
Fill in the blanks with a number:
1. not important, 2. somewhat important, 3. very important to me

Friends:
___ Having Close friends
___ Being liked by my friends
___ Spending time with my friends

Self:
___ Taking care of myself
___ Making choices for myself
___ Standing up for things I believe
___ Being honest with myself

School:
___ A High-School diploma
___ A college degree
___ Sports, Cheerleading, dance club etc.

Family:
___ Having my parents approval
___ Spending time with my family

Work:
___ Making my own $$
___ Having a job that I enjoy
___ Getting along with coworkers

Love and Sex:
___ Having a boyfriend
___ Having sex with my boyfriend
___ Loving myself
___ Loving my family

Religion:
___ Freedom to practice religion
___ Going to place of worship
___ Living according to my beliefs

Health:
___ Feeling good
___ Being Physically fit
___ Not getting pregnant
___ Not getting HIV/AIDS
___ Not getting an STD

Race:
___ Learning about my culture
___ Making a contribution my community
___ Being a role model for other people

Choosing a Boyfriend:
___ His looks
___ Share and supports my values
___ His future goals
___ Having a job
___ His sexual health
Activity F: The Value of My Body

**Purpose:**
To help the participants understand the value and worth of their body.

**Group Management Tips:**
- By now you should know your group; if you have those that are eager they will carry your discussions; if not HE should lead off.
- Be sure to follow directions for the game.
- When you ask a question be sure to pause and wait and let participants answer.

**Materials:**
- Flip Chart
- Markers
- Stickie sheets

**Time:**
15 minutes

**Health Educator:**
So we now know that our personal values affect the decisions we make about relationships, school, work, family, sex, and our bodies. We said that values guide our behavior, influence our decisions, are both conscious and unconscious, and often arouse strong emotions in us.

For example: if you value your body, you might work out and eat healthy. Or, if you value your cd collection, you won’t just lend your cds out to just anyone.

Let’s take a minute and discuss some things we consider valuable.

Helpful Hint: HE should at this point be seated with the participants at the table to hear some of their responses and talk briefly about the things that the participants consider valuable. PE should give an example first of something she values. For those who are having a hard time-use probes from their responses they gave in the last activity about values.

Name something that you consider valuable?

Helpful Hint: Have a number of participants share and then summarize what the participants noted as valuable to them

Some of the things you mentioned you valued were ____________, ____________, and ____________ we all value different things for different reasons.

Helpful Hint: PE should pass out 9 sheets of sticky pad paper. Ask the participants to write down the 3 things that we are asking on the flip chart: 3 important people; 3 valuable possessions/things you own and 3 dreams.

With the 3 sheets of paper we just gave you, I want you to think about the 3 most important people in your life, the 3 most valuable possessions you have, and 3 dreams you have for yourself or future. Now, write each of them on a separate piece of paper. After you are finished turn them over (face down) on the table.

Helpful Hint: As participants complete their list and turn them over, walk around the room and begin to take a few sheets of paper from each participant. Take different amounts from each person.
Peer Educator:
Now, imagine that those sheets of paper really represented what you value, we took them from you and you will never get them back. Now tell me, how does that make you feel? 

___________, what was something that you lost? How did it make you feel?  
(Allow participants an opportunity to respond)

Health Educator:
Helpful Hint: As you begin to recap activity remember to tie in responses that participants gave or stated during your discussion.

You all shared different people, items or dreams that you lost. What we want you to understand is that sometimes the decisions you make in life can result in either a positive or negative consequence or even an unplanned turn in your future plans. All of you have a choice to make regarding how you protect yourself, your health, your heart, your family, and your future.

One of the most valuable assets you have is your body. You may ask why should you value your body? View your body as sacred...something that you must adorn, cherish, love and most importantly respect. And that within this sacred temple is the very essence of you, your spiritual being. If you choose to respect your spiritual being, then you will respect the temple in which it resides, your body...your most valuable asset. Take a minute to think about what you might lose, and how valuable you are before you give yourself, the most precious gift you have, to a guy who may not value you at all. Your decisions today will affect your life tomorrow.
Workshop 1

Activity G:  Priceless Gift of Self-Esteem

Purpose
Introduce participants to the concept of self-esteem and have them reflect on how they view themselves.

Materials
Handout 1-9: Self-esteem inventory
Handout 1-10: Priceless Gift of Self-Esteem

Time
15 minutes

Health Educator:
We’ve just talked about the importance of not only valuing things, people and dreams that are important to us, but the importance of valuing ourselves.

Can anyone think of something that is a part of you that is priceless, that you can’t put any value on?

HE: allow participants time to answer.

Some examples of aspects that we all possess are our self-esteem, our self-value and our self-worth. This is what we all possess within our inner-selves and that cannot be taken away by Any One.

Let’s take a minute to take a personal inventory of how we view ourselves. Turn to Handout 1-9 in your journals. What we want you to do is take a brief self-esteem inventory. There are no right or wrong answers, this is simply a way for you to take inventory on how you view certain things about yourself.

Helpful Hint: Allow participants time to complete inventory

We just wanted you to have a moment to take a closer look at yourself and how you view some of the characteristics you possess. For some of us this may have been easy or it could have been hard. It’s not an uncommon feeling to feel stuck when you have to praise the good attributes about yourself as well as view some of the not so good attributes.

We know that there are challenges to feeling good about ourselves. Sometimes, others opinions and thoughts of us can get us down. I have another Dear GIRL POWER letter from a young lady who is going through some issues with her boyfriend. Hopefully, we can try to help her out.
Priceless Gift of Self-Esteem cont’d

Peer Educator:

My name is Keisha and I’ve been dating my boyfriend, Duane for 6 months. Duane is really cute. A few months ago I started gaining weight, so currently I’m a few pounds heavier. Last week I wore a new jean skirt when we went out and Duane told me it made me look fat. Sometimes, I see Duane looking at other girls when we’re in school and it makes me a little upset. I don’t want to break up with Duane because I like having a boyfriend, but I’m not sure if he values me, what should I do?

Helpful Hint: Allow participants time to answer. Probe for issues such as – if Duane valued Keisha would he talk about her physical appearance; does her being a little over weight make her vulnerable to simply accepting a guy who is interested in her?

Based on our last GIRL POWER letter we see that it is important to have self-value and self-worth which will result in high self-esteem.

Probing Questions to Ask:

Why do you think that it’s important for women to have high self-esteem and self-worth?
• Helps you create a standard by which others must honor and respect you
• Affects how you will treat yourself and your body
• Provides you with confidence to achieve future goals
• Provides you with the ability to express yourself and stay true to what you want

What are some situations that might make it hard to hold onto your self-esteem?
• Relationships that don’t honor your values
• When you feel you want to be popular or well liked; making you stray from your personal values and what you stand for
• The potential lose of a boyfriend

How can we hold on to our self-esteem and self-worth and remember to love ourselves even in these difficult situations?
• Thinking about our personal value list
• Those who love us will respect our values and decisions in life
• If they truly love you then they should have your best interest at heart.

We know that many situations may arise that will cause us all to question our values, and as a result our self-esteem and self-worth may be shaken. However, if you are true to yourself and take pride in honoring your values then you should have no problem. We know that you all have the potential to do great things and be great women because you have GIRL POWER. And just to show you how confident we are that you all are Priceless and Precious we’ve come up with a little saying. Turn to Handout 1-10: The Priceless Gift of Self-Esteem in your journal.
1. I am comfortable hanging out with my friends.   
   ( ) true ( ) most of the time ( ) sometimes ( ) not true

2. I have honest, open relationships.   
   ( ) true ( ) most of the time ( ) sometimes ( ) not true

3. I trust myself.   
   ( ) true ( ) most of the time ( ) sometimes ( ) not true

4. I take care of myself physically, emotionally and spiritually.   
   ( ) true ( ) most of the time ( ) sometimes ( ) not true

5. I take responsibility for my actions and my life.   
   ( ) true ( ) most of the time ( ) sometimes ( ) not true

6. I love myself.   
   ( ) true ( ) most of the time ( ) sometimes ( ) not true

7. I allow myself time for rest, relaxation and enjoyment, without guilt.   
   ( ) true ( ) most of the time ( ) sometimes ( ) not true

8. I am comfortable and accepting of my body just as it is.   
   ( ) true ( ) most of the time ( ) sometimes ( ) not true

9. I am a beautiful young lady inside and out.   
   ( ) true ( ) most of the time ( ) sometimes ( ) not true

10. When someone does something that makes me angry, I tell them how I feel.   
    ( ) true ( ) most of the time ( ) sometimes ( ) not true

11. I value myself while not placing others above or below me.   
    ( ) true ( ) most of the time ( ) sometimes ( ) not true
The Priceless Gift of Self-Esteem
What is Self-Esteem?
Confidence and satisfaction with oneself

What does improved self-esteem bring...?
It brings....

Girls with flava
Into being
Responsible for our Lives

Who are.....
Positive
Optimistic and Willing to
Educate Rselves

Answer: Improved self-esteem brings Girl Power!!!
Workshop 1

Activity H: Mapping My Life Out

**Purpose:**
To promote the participants identification of their goals and dreams

**Group Management Tips:**
- Don't judge participants responses
- Be prepared to encourage participants to achieve their dreams and future plans

**Materials:**
Handout 1-11: Keeping it R.E.A.L./ My Life at 25

**Time:**
5 minutes

**Health Educator:**
While it’s important to talk about the things we value in life as well as what we value about ourselves-we also have to look at how we can prepare ourselves for our future. Let’s take a minute to think about what you want your life to be like at age 25.

Where do you want to live? What kind of job do you want? Do you want children? A house? Someone to share your life with? What will you need to accomplish these dreams and goals?

We all have goals and dreams, and everyone of you has the potential to achieve your dreams. Turn to Handout 1-11: Keeping it R.E.A.L/ My Life at 25 Future. When thinking about where you want to be when you’re 25 you have to think about the long and short term goals you need to set in order to make your dreams a reality. You’ll also need to think about the qualities that you currently possess and most importantly the skills necessary to achieve your future dreams.

**Helpful Hint:** PE should go over a Map or the HE should go over one that is similar to what she wanted to do when she was a teen. Make your Map as complete as possible and go over with participants the steps you have listed-noting that theirs may look totally different, but it’s the concept of thinking about future plans. With the General Health & Nutrition group you want to specifically focus on the importance of good nutrition and exercise and how they can map this into their future goals.

We want you to take some time this week to really think about what you want your life to be like when you’re 25 and complete this handout. When we come back next week, we’ll start off with sharing our Maps.

**Health Educator:**
**Suggested Recap**
Remember your dreams and goals are important because it defines what it is you want to do with our life and things you want to accomplish. You all have the potential to fulfill your dreams. Your skills and experiences are what makes you who you are and are what will help you to accomplish the goals you set in life. Don’t let anyone or anything stop you from fulfilling your dreams!
Map To My Future

My Dreams

Long-term goal

Short Term Goal

3 qualities I possess

3 skills I need
Workshop 1

Activity 1: Character of Thyself

**Purpose:**
To teach the participants to reflect on the power of self-reflection.

**Group Management Tips:**
- Don’t judge participants responses
- Be prepared to encourage participants to achieve their dreams and future plans

**Materials:**
- Sheet of adjectives
- Glitter pens
- Markers

**Time:**
20 minutes

**Health Educator:**
We’ve covered a lot today from discussing poetry that shows the strength and pride of women to talking about the importance of not only valuing future dreams, family members and possessions, but the importance of valuing ourselves. We even shared how improved self-esteem can bring about GIRL POWER and how no one can take that away from us.

One of the most important steps in bringing about change in our lives results from the positive thoughts we have about ourselves. What we’d like you to do now is think about some of the positive characteristics you possess, but with letters that spell your name. On the flip chart, I have a name spelled out of a GIRL POWER sister, “T-I-F-F-I-A-N-Y” Notice that she listed characteristics, actions, and even some phrases that describe who she knows herself to be!

Example:

- Truthful
- Insightful
- Feisty
- Free-spirited
- Inspiring
- Affirming
- Nice
- Youthful

We want you to create your own Art Piece with positive reflections of yourself. We’re going to give you some supplies to create something positive that tells us not only your name, but more about who you are!

Helpful Hint: PE place materials on table so that participants can begin adding their adjectives to spell out their name. If participants have a hard time coming up with adjective use the adjective guide to help them out. Feel free to play positive artist cd.

**Health Educator:**
This was just a way for you to not only remember who you are, but to see the power that you possess within that allows you to believe in your future plans! If you see yourself in a positive way especially by the positive attributes that you used in this activity-others around you will see you in a positive light too.
A – awesome, attuned, aspiring, athletic, amicable, attractive
B – beautiful, blessed
C – creative, caring, courteous, cheerful, charismatic, charming
D – delightful, dynamic, devoted, diverse
E – ecstatic, eclectic, endearing, engaging, enjoyable
F – friendly, fantastic, funny
G – giving, good, gregarious
H – honest, hopeful, happy, honorable
I – intelligent, imaginative, inspired
J – jovial, jolly, just
K – kind, knowledgeable
L – loving, lovely
M – motivated, moral
N – nice, neighborly, neat
O – outgoing, original
P – passionate, pleasurable, pleasant
Q – quiet, quirky
R – refreshing, resourceful, righteous, relaxing
S – sincere, sexy, sensational, social
T – tenacious, talkative
U – unique, understanding, upright
V – vivacious, virtuous
W – wonderful, worthy
X – xtra
Y – youthful, yummy
Z – zeal, zest
Activity J: What Do You Think About...?

Health Educator:
We would like to thank you all for coming today and congratulate you all on the commitment that you are making to become a R.E.A.L. girl. At this time, we want to know what you think about today’s session. This is your chance to rate what we’ve done for the past four hours.

Tell us what you liked and what you didn’t like. Please be honest in your responses.

Do not put your name on the evaluation. Your comments are anonymous—we won’t know who said what.

On the evaluation is a list of statements about today’s activities. Please rate the statement by writing the number in the blank spaces that best describes your opinion of what we've been doing. The scale is:
1 is poor
2 is fair
3 is good
4 is very good
5 is excellent

We are going to give you a few minutes to finish it.
WHAT DO YOU THINK ABOUT....?  
What do you think about today's workshop? Use this scale from 1 to 5 to tell us what you think.

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Very Good</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

1. Overall, how much did you enjoy today's workshop? 1 2 3 4 5
2. How well prepared were the GIRL POWER Health Educators? 1 2 3 4 5
3. How well were the activities/information presented? 1 2 3 4 5
4. How well did the activities encourage your participation? 1 2 3 4 5
5. How clearly were your questions answered? 1 2 3 4 5
6. How clear were the session handouts? 1 2 3 4 5
7. Was there enough time for discussion? 1 2 3 4 5

How would you rate each of these activities you did today?

8. Music Masquerade  
songs and discussion 1 2 3 4 5
9. Characteristics of Women  
Poem, role models 1 2 3 4 5
10. Values: What matters most  
Prioritizing personal values, Dear GIRL POWER letters 1 2 3 4 5
11. The Value of My Body  
Importance of valuing our bodies as temples 1 2 3 4 5
12. Priceless Gift of Self-Esteem 1 2 3 4 5
13. Mapping My Life Out  
Prioritizing goals and future plans 1 2 3 4 5
14. Character of Thyself  
picture taking activity 1 2 3 4 5
How would you rate each of the Health Educators?

Health Educator #1: ________________

14. Showing support for you
   1  2  3  4  5
15. Listening to you
   1  2  3  4  5
16. Answering the group’s questions
   1  2  3  4  5

Health Educator #2: ________________

17. Showing support for you
   1  2  3  4  5
18. Listening to you
   1  2  3  4  5
19. Answering the group’s questions
   1  2  3  4  5

20. Do you feel that your group leaders worked well together?
   ___ YES    ___ SOMEWHAT    ___ NO

21. Was there anything about today’s workshop that you did not like? ______________________________
    ___________________________________________________________________________________

22. What did you like the best? _______________________________________________________________
    ___________________________________________________________________________________

23. Something new I learned was? ___________________________________________________________
    ___________________________________________________________________________________
Purpose/Methods:
The goal of this session is to provide participants with the appropriate tools to communicate properly with their boyfriends about condom use. The session will also reinforce that using a condom each and every time they have sex can reduce their risk for contracting an STD.

Activity A: Greeting & Icebreaker (HIV Name Game)
To greet one another and welcome the participants back. Will play a game that will stress the importance of not having unprotected sex and what could potentially happen.

Activity B: Speaking of STDs
To begin giving participants knowledge about STDs by discussing symptoms and the importance of getting STD treatment. STD facts will be reviewed by playing a game.

Activity C: OPRaH
To teach the participants to practice using condoms correctly as well as to encourage them to use condoms each and every time they have sex in order to reduce their risks for an STD.

Activity D: Doing it in the Dark
The participants will have a chance to practice their condom skills blind folded.

Activity E: Understanding Risks
To have participants identify different types of sexual relationships that might be risky as well as help them find ways to manage STD risk with different types of sex partners.

Activity F: Healthy and Unhealthy Relationships
To show the participants the factors of both a healthy and unhealthy relationship. Participants will also play a game which will identify both “pieces & parts” of either relationship.

Activity G: Three Ways to Say It
To educate the participants on how to distinguish between passive, aggressive, and assertive communication styles.
**Activity H: How to Talk Safe Sex**

To teach the participants how to talk safe sex with their male sex partner about their sexual choice, by having them practice comebacks for their boyfriend’s excuses to want to have sex.

**Activity I: Talking the Talk**

To have the participants practice using the different communication styles through role-playing a scenario that they might encounter with their male sex partner.

**Activity J: Talk or Walk**

To discuss with participants the warning signs of relationship violence and abuse.

**Activity M: Girl Power Bingo**

To have participants play a game to review STD facts, communication skills, and relationship topics.

**Activity N: Still I Rise**

Maya Angelou Poem showing participants they can overcome their obstacles and follow their dreams.

**Activity O: What Do You Think About…..?**

Participants will evaluate the workshop and health educators
Girl Power
Risk Reduction Workshop 2

Activity A: Greeting & Icebreaker (HIV Name Game)
Activity B: Speaking of STDs
Activity C: OPRaH
Activity D: Doing it in the Dark
Activity E: Understanding Risks
Activity F: Healthy & Unhealthy Relationships
Activity G: 3 Ways to Say It
Activity H: How to Talk Safe Sex
Activity I: Talking the Talk
Activity J: Talk or Walk
Activity K: Girl Power Bingo
Activity L: Still I Rise
Activity M: What do You think about....?
Health Educator:
I’m glad that you were able to make it back today. We have a lot of fun activities planned for you, so let’s get started. You all should have received an index card when you walked in today. We want you all to take a moment and reintroduce yourself to three young ladies and write their names on your card and their favorite (movie, song, book, etc.)

Health Educator:
Now, look down and read the names on your cards. We are going to stretch our imagination and pretend that we were at the same party this weekend and we had sex with everyone on our card.

Now, turn your cards over... Someone has an 'X' on the back of their card, I’d like that person to stand up *(the health educator will always have the X on the card)*. Now, since ________ has an 'X' on her card we’re going to pretend that she has just been told she is HIV positive. How many of you have ____________ name on your card? You’ve had sex with someone who is infected with HIV and you are at risk of being infected with HIV so please stand up. Now, those of you still sitting down...look around the room and see if you have the names of anyone who is standing. You should have one of their names, so please stand up.

➢ *Continue this until everyone is standing.*
HIV Name Game, Cont’d.

Health Educator:

Now who has a ‘C’ on the back of their card? (Helpful Hint: Participant should be acknowledged) This means you used a condom correctly with ________ to protect yourself from getting an STD, so you can sit down. Choosing to use a condom correctly can protect you from HIV and other STDs. (Helpful Hint: Other participants should not sit down because they have other participants names on their card).

Health Educator:

But... one of you has a ‘C’ and a ‘S’ on the back of their card. (Helpful Hint: Participant should be acknowledged) This means that you tried to use a condom, but you put it on incorrectly, so it slipped off. So, you are at risk of being infected after all.

Everyone look around. Notice that even though we started with only one person infected, quickly we all are at risk of being infected. All of this happened without this person knowing she was infected. See anyone can get HIV from having sex with or without a condom. Using a condom correctly each and every time you have sex helps to reduce your risk of getting HIV and other STDs.

For us this is just a game. We didn’t really have sex with each other, and we really didn’t become infected – but for many women this is not a game, it’s real life. It is important for us to take care of our bodies and value our bodies and protect ourselves against HIV.

Having HIV will change your life and your future forever. You can’t go back, but you can make the choice to be safe in your own life and move forward. This workshop is going to be about making these safe choices in order to protect yourself so you can protect yourself from HIV and other STDs.
Activity B: Speaking About STDs

**Purpose:**
To begin talking about STDs, their symptoms and the need to have them treated will be discussed.

**Materials:**
- Facts About STDs questions
- Koosh ball

**Handouts:**
- 2-1:Q&A About STDs
- 2-2-2-5:STD Facts

**Time:**
30 minutes

**Health Educator:**
We are going to talk more about relationships, sex, and communication during the rest of our time together. We’re going to start by playing a fun game. I’m going to ask a question and you have to pass the ball, our “hot potato”, around. The thing is you have to say whatever comes to your mind first—because the potato is so hot and you have to keep passing it.

**Helpful Hint:** After HE asks each question, the ball passes around for each participant to answer the question. Once the HE gets the ball back ask the next question until all of the questions have been answered.

Let’s practice first:
- When I say “chocolate” what word comes to your mind? (allow participants time to go around the circle)

Ok, that was good. I think we’re ready to start. I’m going to ask a few questions, and remember I just want you to say the word that first comes to your mind, it’s ok if someone else has already given your response—just say the first thing that comes to mind. Remember the potato is “hot”

- When I say “sex” what word comes to your mind?
- How can sex make you feel physically?
- How can sex make you feel emotionally?
- What is a consequence of having sex?

**Suggested Recap:** That was good. We just wanted you all to think for a minute about what you all truly think about sex. As we can see, there can also be some consequences of sex such as getting a STD or HIV, or an unwanted pregnancy.
Health Educator:
Another important aspect of sex that we don’t think about often is STDs or sexually transmitted diseases. You just mentioned some of the consequences of having sex. What we’re going to do now is talk more about STDs. I have some questions about STDs written on a card. The questions will be passed around the room.

I want each of you to take a piece of paper, and when I say your number, I want you to read your question to the group.
Speaking of STDs cont’d

Health Educator cont’d: (Allow participants time to answer)

1. Whoever has Question 1 please read it to the group.  
   (Question 1: What does STD stand for?)  
   S = Sexually or by having sex  
   T = Transmitted or passed from one person to another.  
   D = Disease which is a sickness or illness

2. Whoever has Question 2, please read it.  
   (Question 2: What are some common STDs?)  
   STDs include gonorrhea (also called clap), chlamydia, trichomoniasis (also called trich) and HIV (Human Immunodeficiency Virus)

3. Whoever has Question 3, please read it.  
   (Question 3: How do you get an STD?)  
   You get an STD by having sex with someone else who has an STD and without using condoms.

4. Whoever has Question 4, please read it.  
   (Question 4: How can you tell if a woman has an STD?)  
   Most of the time it is very difficult to tell if a woman has an STD because she might not have any symptoms. However, sometimes STDs will cause symptoms and these can include vaginal sores, unusual discharge, redness, bumps, odor, itching, rashes, bleeding after intercourse, and pain when you urinate. The only way to really know if you have an STD is to get tested.

5. Whoever has Question 5, please read it.  
   (Question 5: How can you tell if a man has an STD?)  
   Most of the time you will not be able to tell if a man has an STD. However, some men will have symptoms such as discharge or painful urination. They may also have open sores or redness on or around their genitals. Because of this, it’s important to protect yourself by using a condom EVERY TIME you have sex.
6. Whoever has Question 6, please read it.
(Question 6: What should you do if you think you have an STD?) If you think you might have been exposed to an STD, it is important that you see a doctor. If you have an STD, your sex partner probably has one also. You and your partner should both be treated and should not have sex until you have both finished treatment because you can become reininfected.

7. Whoever has Question 7, please read it.
(Question 7: How can you avoid getting a STD?)
The best way to avoid becoming infected with an STD is to not have sex. However, if you’re going to have sex, you should use a condom correctly EACH and EVERY time you have sex.

8. Whoever has Question 8, please read it.
(Question 8: Why is it important for a woman to get treated for an STD?)
It is important for a woman to get treated for an STD because these are the things that can happen to a woman if she gets a STD and does not get treated:
  ✔ If an STD is left untreated it can become very painful.
  ✔ If an STD is left untreated it can affect the health of your unborn child such as blindness, brain damage or death.
  ✔ If an STD is left untreated it can infect your partner.
  ✔ Some untreated STDs can increase your chance of getting cervical cancer.
  ✔ If an STD is left untreated it could be difficult to become pregnant.
  ✔ If an STD is left untreated it places you at greater risk for HIV infection.

Remember a woman does not always have symptoms if she has a STD!

Health Educator:
Suggested Recap and Lead-in: This was just a simple review about STDs. What we’re going to do now is talk more about the affects of STDs in women as well as treatment and symptoms of some of the most common STDs in teens.
Questions & Answers About STDs

Q: What does STD stand for?
A: S= Sexually or by having sex.
   T= Transmitted or passed from one person to another.
   D= Disease which is a sickness or illness.

Q: What are some common STDs?
STDs include gonorrhea (also called clap), chlamydia
trichomoniasis (also called trich) and HIV (human
immunodeficiency virus).

Q: How do you get an STD?
A: You get an STD by having sex with someone else who has an
STD without using condoms.

Q: How can you tell if you have an STD?
A: Most of the time it is very difficult to tell if a woman has an
STD. However, this doesn’t mean that damage isn’t being
done to your body.

Q: What are some of the symptoms of STDs in women?
A: Most of the time it is very difficult to tell if a woman has an STD
because she might not have symptoms. However, sometimes
STDs will cause symptoms and these can include vaginal sores,
unusual discharge, redness, bumps, odor, itching, rashes,
bleeding after intercourse, and pain when you urinate. The only
way to really know if you have an STD is to get tested.

Q: How can you tell if a man has an STD?
A: Most of the time you will not be able to tell if a man has an
STD. However, some men will have symptoms such as
discharge or painful urination. They might also have open
sores or redness on or around their genitals. Because of this,
it’s important to protect yourself by using a condom EVERY TIME you have sex.

Q: What should you do if you think you have an STD?
A: If you think you might have been exposed to an STD, it is important that you see a doctor. If you have an STD, your sex partner probably has one also. You and your partner should both be treated and should not have sex until you have both finished treatment because you can become reinfected.

Q: How can you avoid getting at STD?
A: The best way to avoid becoming infected with an STD is to not have sex. However, if you’re going to have sex, you should use a condom correctly EACH and EVERY time you have sex.

Q: Why is it important for a woman to get treated for an STD?
A: It is important for a woman to get treated for an STD because these are the things that can happen to a woman if she gets a STD and does not get treated:
   - If an STD is left untreated it can become very painful.
   - If an STD is left untreated it can affect the health of your unborn child.
   - If an STD is left untreated it can infect your partner.
   - Some untreated STDs can increase your chance of getting cervical cancer.
   - If an STD is left untreated it could be difficult to become pregnant.
   - If an STD is left untreated it places you at greater risk of HIV infection.
Speaking of STDs Cont...

Health Educator:
You all did a great job in the last game. Again, we just want to briefly talk with you all about some important information regarding STDs. There are more than 25 STDs but we only talk about 3 of the most common ones.

Health Educator:
These are just some of the ways STDs can affect women. Turn to handouts 2-2 thru 2-5: STDs in your journals and let's go over some important facts about some of the most common STDs young women your age typically are infected with.

Gonorrhea:
- Is very common in teens.
- Symptoms can include slight discharge from the vagina, a burning sensation during urination, abnormal menstruation and abdominal pain.
- In males, symptoms include a yellowish-white discharge from the penis, and a burning sensation during urination.
- If you are pregnant, it can be very dangerous for your baby-causing eye disease or blindness, deafness, or other serious infections during labor.
- May even cause miscarriage and early delivery. It may also cause you to be infertile.

Chlamydia:
- This is the most common STD in the U.S.
- It is very difficult to recognize because 80% of woman and 10% of men have no symptoms.
- Symptoms, when present can include, vaginal discharge and pain in the lower abdomen. Men may have discharge from the penis and painful urination.
- Can cause infertility in women and future ectopic pregnancies (tubal pregnancy, which is very dangerous).
- Babies that get chlamydia during delivery may have eye disease, ear abnormalities, pneumonia, or other serious infections.
Speaking of STDs CONT'D

Trichomoniasis:
- Is often called “trich”, it’s a parasitic infection.
- Trich is usually spread through genital-to-genital or finger-to-genital touching.
- The most common symptom is a foamy, yellow-green or gray foul-smelling discharge that can cause itching around the vagina.
- Other symptoms can include spotting, swelling in the groin and discomfort during urination or sex.
- Since trich is so easily passed back and forth, it is important that both partners are treated.

HIV:
- Stands for Human Immunodeficiency Virus
- Can be contracted through unprotected sex, blood, and breast milk (mother to child)
- There are no symptoms if someone is HIV positive
- Can lead to AIDS Acquired Immune Deficiency Syndrome-symptoms include pneumonia, lesions, and causes death
- There is no cure

Health Educators:
While we have only given you some brief information on these STDs. Some of the important things we want you to remember about STDs are:

1. You may or may not have symptoms. Just because you no longer have symptoms that you can see, doesn’t mean that the disease is no longer there! If you have an STD, the risk of being infected with HIV is greater. That’s why it is so important to make sure that you and your partner see a doctor to get the correct treatment. It’s also important that every time you have a new partner that you both get a health screening for STDs before you become sexually involved. And remember, that if you get treated and your partner does not, you risk being reinfected by your partner and would then need to be treated again.
Speaking of STDs Cont....

2. There are two types of STDs - curable and incurable

- Chlamydia and Gonorrhea are bacterial, they can be treated but may have long term effects. Trich is parasitic infection and it can be treated.
- HIV is incurable and can lead to AIDS which can lead to death

3. Remember the 100% way to prevent giving a STD is to not have sex, but if you choose to have sex, using a condom 100% of the time when you have sex can reduce your risk.

Health Educator

Now I have another Girl Power Letter and need your advice.

My name is Jasmine and I’ve been with my boyfriend for six months. I went to the doctor and found out that I have an STD - Chlamydia. They gave me medicine and told me not to worry because the medicine I took would get rid of the STD. She did however, tell me that I needed to tell my boyfriend so that he can come in and get treated too. She explained that if I continue to have sex, especially unprotected sex, there’s a chance I might get reinfected. Every since I talked to the doctor, I have been strongly considering using condoms with my boyfriend because I don’t want anymore STDs. I don’t know how to tell my boyfriend about the STD or my new decision to use condoms with him. What should I do?
Gonorrhea Facts

What is it?
Gonorrhea is a bacterial infection caused by the gonococcus bacterium. Gonorrhea is spread by, having vaginal, anal, or oral sex with an infected partner. Since these bacteria like warm, moist places, they will usually survive in the cervix, penis, anus, mouth, throat and occasionally the eyes.

Symptoms
Most females and many males HAVE NO SYMPTOMS. When symptoms do occur, they are evident usually two to ten days (up to thirty days) after exposure. Males can experience painful urination or bowel movements, and a thick, yellowish discharge from penis or anus.

Females may experience low abdominal pain and discomfort, especially after a menstrual period; perhaps a greenish, whitish, or yellowish vaginal discharge, accompanied by a strong odor; a sore throat; rectal pain and itching; and mucus in the bowel movement.

Special Risks
An undetected, untreated case of gonorrhea in a female can spread from the cervix into the pelvis and infect the fallopian tubes. This can cause blockage and sterility. For both males and females, untreated gonorrhea may spread throughout the body, affecting joints with crippling gonorrhea arthritis and even gonorrhea heart disease. Babies can become infected during childbirth.

Treatment
An easy test can be done to determine if a person has gonorrhea. The test is given by a clinic or private doctor. If gonorrhea is found, a single dose of Suprax (400mg) or other forms of antibiotics (ceftriazone, spectinomycin, etc) is used to cure it. Because of the increase in penicillin–resistant Gonorrhea, penicillin in no longer used as treatment for Gonorrhea.

Prevention
The only 100 percent sure way to prevent transmission of gonorrhea is ABSTINENCE—not having sexual intercourse. However, you can reduce your risk of contracting gonorrhea by using a condom EACH and EVERY TIME you have sex.
Chlamydia Facts

What is it?
Chlamydia trachomatis is a one-celled bacteria-like parasite. It is acquired through vaginal, anal, or oral sex with an infected partner. Chlamydia is the number one sexually transmitted disease in the United States. It is found most often in sexually active teens between the age of 15 and 19. Chlamydia attacks mucous membranes such as those in the lining of the vagina or in the eyes.

Symptoms
Symptoms show up from one to twenty-one days after infection. About 80 percent of females and 10 percent of males have NO SYMPTOMS. An infected female may have discharge from the vagina, bleeding from the vagina between periods, burning or pain when urinating, and abdominal pain, sometimes with fever and nausea. Males are more likely to have symptoms; these may include a watery, white drip from the penis, most often evident in the morning, and mild irritation or burning during urination.

Special Risks
Chlamydia is dangerous because most people don’t know they have it, and the infection can spread if left untreated. It can cause painful and permanent damage to the sex organs, leaving both males and females sterile, or unable to have children. In females, chlamydia can infect the cervix, uterus, fallopian tubes, ovaries and urethra. In males, chlamydia can infect the urethra, vas deferens and testicles.

Treatment
Chlamydia is treated with antibiotics in order to get rid of the infection and prevention complications and the spread of the infection. If you take the full course of medication, your infection should be cured.

Prevention
The only 100 percent sure way to prevent the transmission of chlamydia is ABSTINENCE—not having sexual intercourse. However, you can reduce your risk of contracting chlamydia by using a condom EACH and EVERY TIME you have sex.
Handout: 2-4  

**Trichomoniasis and other Vaginitis Facts**

**What is it?**

There are three different kinds of vaginitis. Each occurs for a different reason, produces different symptoms, and must be treated in a different way.

**Trichomoniasis** is a type of vaginitis that is sexually transmitted. It is caused by a tiny, one-celled parasite called *Trichomonas*. Males often experience no symptoms of this disease, and can carry and pass the disease without knowing it.

**Bacterial vaginitis** is a type of vaginitis caused by the bacterium *Hemophilus*. This can be transmitted sexually but can also occur without sexual contact.

**Yeast infections** is a type of vaginitis that is usually not transmitted sexually. Taking certain antibiotic medications, developing low-grade infections in other areas of the body, and even dietary deficiencies can cause changes in the amount of yeast present in the body and trigger yeast infections.

**Symptoms**

**Trichomoniasis:** Females may notice a foamy, yellowish or light green discharge with fishy odor. There may be intense itching or a burning feeling in the vagina, and pain during urination. These symptoms can be expected to appear from one to four weeks after the first exposure.

**Bacterial vaginitis:** In females there may be a heavier than usual discharge, grayish-white, brown or yellowish. The discharge may look thin or frothy and smell fishy, similar to trichomoniasis but not as intense. There may be some itching, burning or pain.

**Yeast Infections:** In females there may be a thick, odorless, cottage-cheese, like discharge. There will also be extreme vaginal itching.

**Special Risks**

In males, trichomoniasis may result in infections of the prostate, bladder and/or testicles. In females, it can result in an inflammation of the urethra and cervix.

**Treatment**

Treatment can be provided by an STD clinic, county health department or by a private doctor. Trichomoniasis and bacterial vaginitis are treated with an oral antibiotic such as penicillin, ampicillin or tetracycline. The drug metronidaole (Flagyl) is highly effective against both bacterial vaginitis and trichomoniasis. Yeast infections are usually treated with vaginal suppositories or creams. Some common new drugs approved by the FDA include Miconazole, Clotrimozole, and Nystatin. If these treatments are not effective, an oral medication can be prescribed.
HIV/AIDS Facts

**What is it?**
Acquired Immune Deficiency Syndrome (AIDS) is when the body’s immune system stops working and can no longer fight off disease. It is caused by a virus called HIV. HIV stands for human immunodeficiency virus. HIV is spread through exposure to infected body fluids such as blood or semen. This can happen in two ways:

1. Having vaginal, anal, or oral sex with an infected partner.
2. Sharing needles to inject drugs, tattoo, or pierce body parts.

Once in the bloodstream, HIV attacks and kills a special kind of white blood cell called the helper T-cells. T-cells help the body’s immune system fight off disease. Once the T-cells are damaged and depleted, the body cannot protect or fight off infections or diseases.

**Symptoms**
- Fatigue
- Fever
- Cough
- Headache
- Weight loss (unexplained and persistent)
- Swollen lymph glands (mainly in the armpits, back of the neck & back of the mouth)
- Peeling skin rash
- Diarrhea

**Treatment**
To find out whether a person is infected with HIV, an antibody test is given. This test checks for antibodies to HIV in the blood. State and local health departments, AIDS organizations, or private doctors can give the test; it is generally offered free and given anonymously.

There is presently no cure for HIV/AIDS. Medical researchers are testing a number of experimental drugs. The drug AZT is used to treat people with AIDS. It is effective in slowing down the disease process in some patients. However at this time, no one, once diagnosed with having HIV/AIDS, has recovered from the disease.

**Prevention**
The only 100 percent sure way to prevent sexual transmission of HIV is **Abstinence**—not having sexual intercourse. Condoms can reduce your risk by protecting you against the exchange of fluids during sex.
Activity F: OPRaH

Purpose:
To refine our participants knowledge of HIV/STD prevention.

Materials:
- Handout 2-6: Do’s and Don’ts
- Handout 2-7: OPRaH
- Penis models
- Condoms
- Lubricants

Time:
20 minutes

Health Educator:

It is very important to use a condom to protect yourself from STDs, HIV and unwanted pregnancy. It is extremely important to use a condom correctly each and every time we have sex in order to reduce these risks.

One reason many women don’t use condoms is that they DO NOT KNOW the correct way that a condom goes on, whether it is watching their partner put it on, or putting it on their partners.

I’m going to teach you the CORRECT steps for putting on a condom. When using a condom there are some important facts that you must remember. We have listed the facts on Handout 2-6: Do’s and Don’ts of condoms use. Let’s take a minute to go over what some of those facts are.

➤ Refer to Handout 2-6: Do’s and Don’ts. Introduce the group to condom use by talking about the Do’s and Don’ts of condoms.

➤ Helpful Hint: Refer to Health Educator Demonstration Sheet at you show the participants OPRaH.

Now that we know the Do’s and Don’ts let’s practice using a condom. While it’s important to remember these facts, it’s also important to know how to use a condom correctly so that you are protecting yourself from getting a STD or HIV. We’ve created a fun way to remember the steps of using a condom—it’s called OPRaH.
OPRaH Cont’d

**Health Educator:**

Turn to Handout 2-7: OPRaH in your journal.

OPRaH consists of 4 simple steps - Open, Pinch, Roll, and Hold!

**O** = Open package and remove rolled condom without twisting, biting, or using your fingernails. This could damage the condom or allow fluid to leak out.

**P** = Pinch the tip of the condom to squeeze the air out, leaving ¼ to ½ inch extra space at the top.

**R** = Roll condom down on penis as soon as the penis is hard, **before** you start to make love.

**a** = and after sex is over…

**H** = Hold the condom at the rim or base while your partner pulls out after ejaculation but before the penis goes soft. You could lose protection if the condom comes off inside you.

*Hand out the condoms and models. Allow participants a few moments to handle the condoms and get over the giggles. After they have settled down, demonstrate how to put the condom on the penis model using the OPRaH steps.*

**Health Educator:**

Now that I’ve shown you how to put a condom on CORRECTLY I want each of you to practice. I’d like each of you to put a condom on your model. We are going to walk around the room and observe you and answer any of your questions.
Health Educator Demonstration of OPRaH

Dos:
- Use a latex condom
- Check the expiration date
- Use a water-based lubricant like K-Y jelly or Aqua Lube
- Use a condom every time you have sex
- Keep condoms in a cool, dry place

Do Not…
- DO NOT use lambskin or natural condoms
- DO NOT open condom package with teeth or nails
- Do NOT use condoms more then once.
- DO NOT keep your condoms in the glove compartment of a car or near heat
- DO NOT use oils like lotion, Crisco, baby oil or Vaseline to lubricate your condom

PERFORM: Vaseline condom demonstration.
1. Blow up condom
2. Rub Vaseline on one spot about 3 minutes.
3. When condom breaks repeat message:
   “No oil-based lubricants!”

   (Have participants refer to Handout 2-10)

- Display the plastic penis model.
- Display and describe condom samples – lubricated, non-lubricated, with special reservoir tip, etc.
- Demonstrate the following – describing your actions as you demonstrate!
  1. Open the package carefully without twisting, biting, or using fingernails.
  2. Demonstrate unrolling the condom a little bit to be sure it’s rolling down the outside.
  3. Pinch the tip of the condom, leaving ⅛-1/2 inch of space at the tip where the semen will go.
  4. While still pinching the tip, unroll the condom all the way down to the base of the penis model.
  5. Smooth out any air bubbles that may be trapped inside. Add lubricant (water-based) on the outside of the condom.

Quick Review: “Open, pinch, roll, and hold!” That’s simple enough, isn’t it?
Do’s & Don’t of Condom Use

Do…

Use a latex condom
Check the expiration date
Use a water-based lubricant like K-Y jelly or Aqua Lube
Use a condom every time you have sex
Keep condoms in a cool, dry place

Do Not…

DO NOT use lambskin or natural condoms
DO NOT open condom package with teeth or nails
DO NOT use a condom more then once.
DO NOT keep your condoms in the glove compartment of a car or near heat
DO NOT use oils like lotion, Crisco, baby oil or Vaseline to lubricate your condom
**OPRaH**

*Four Simple Steps - Open, Pinch, Roll, and Hold!*

**O** = *Open* package and remove rolled condom without twisting, biting, or using your fingernails. This could damage the condom and allow fluid to leak out.

**P** = *Pinch* the tip of the condom to squeeze the air out, leaving 1/4 to 1/2 inch extra space at the top.

**R** = *Roll* condom down on penis as soon as the penis is hard, before you start to make love.

**a** = *and* after sex is over...

**H** = *Hold* the condom at the rim or base while your partner pulls out after ejaculation but before the penis goes soft. You could lose protection if the condom comes off inside you.
Activity G: Doing it in the Dark

**Purpose:**
To recognize various conditions that may complicate effective condom utilization.

**Materials:**
- Blindfolds
- Condoms
- Penis Models

**Time:**
10 minutes

**Health Educator:**

Now that you’ve gotten the idea of how to correctly put a condom on, we are going to make it a little trickier.

We all know that when the time comes to practice your condom skills, you probably won’t be sitting in a room with a group of people practicing on models.

More than likely, it will be DARK and you won’t be in a position to see what you are doing. Therefore, you need to learn how to let your fingers do the walking and feel your way around to correctly use a condom.

I want you each to practice putting on a condom while you are blindfolded. It’s kind of like being in the dark.

Please pair off (in teams of 2) and take turns.

One person should blindfold the other and have the person with the blindfold on practice putting a condom on the model. The team member who is not blindfolded should coach the other woman and give her lots of feedback.

Remember to put the blindfold on before you even open the package. When one team member is finished, switch places and let the other team member take a turn. Go ahead and start! We’ll walk around and see how you are doing.
Activity H: Understanding Risks
Partner Types

**Purpose:**
To discuss different types of sexual partners, and identify risky sexual partnerships. Enable the group to find ways to manage STD and HIV-risk with different types of sexual partners.

**Materials:**
None

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**Health Educator:**

We have learned how to put a condom on correctly, but it still might be hard to use a condom with different sexual partners. Many of us have had different types of sexual partners. Some of these might include a boyfriend you love and have sex with, or someone you just met and were attracted to. We might also have sex with someone because we feel pressured to, or feel like we owe them. There is a risk of HIV and STD infection with any of your sexual partners, if you do not use a condom. It might be more difficult to use condoms with some sex partners than others. Although using condoms can be challenging, there are also ways that we can make it less difficult.

- **HE First do an example with the Peer Educator**
- **Pass the bowl to the first person in the group and ask her to draw piece of paper and read aloud.**

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**Health Educator:**

“Okay, (person who drew the partner type) what do you think are some challenges to getting (partner type) to accept using a condom?”

“Now what are some ways that can help (partner type) to be more accepting to using a condom?”

- **Continue until each participant has pulled a partner**

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**Health Educator:**

We’ve just gone over the different types of sex partners that people have and we’ve seen how using condoms can be difficult, depending on the partner. Yet there are also things we can do to help make our partners more accepting to using a condom and help keep us safe from HIV and other STDs.
Partner Types

A cute basketball player

A really popular boy at school

Someone who is just a friend

A fine guy you know sleeps around with a lot of girls

Someone you just met who came down for Carnival

An older guy with a lot of money and a nice ride

A boy that you have a crush on

A new boyfriend

Someone you know is in a crew
Activity 1: Healthy & Unhealthy Relationships

**Purpose:**
To discuss with the participants the influence of power, communication, respect and trust in a relationship.

**Materials:**
- “Pieces & Parts” Category Board
- Handout 2-8: Boundaries

**Time:**
15 minutes

**Health Educator:**

The relationship we are in with our sexual partner can influence our ability to even bring up safe sex options to our partner. This can be especially hard if you are in a negative relationship. So in thinking about our past relationships and what you didn't like about them, what do you think it takes to make a relationship healthy or positive?

- **Allow participants time to answer and write down their responses.** Also, be sure to mention power balance, good communication, respect, and trust.

If your relationship is made up of some of these factors then you should have no problem negotiating with your boyfriend the importance of condom use. If your boyfriend values your decision to want to protect not only your own sexual health, but his too he will be appreciative for all the information you are learning today.

But let’s suppose that your boyfriend is not as supportive, what might an unhealthy or negative relationship look like?

- **Allow participants time to answer, write down also mention:** power imbalance, bad communication, and lack of trust and respect.

This might make it harder for you to negotiate condom use with your boyfriend condom use every time you have sex. He might not value your decision to protect your sexual health as much as you do.
Pass out “pieces and parts” and Healthy & Unhealthy table on flip chart. Allow participants time to place their “pieces and parts” on the flip chart and then have a brief discussion.

Health Educator:

Sometimes it’s hard when we are in a relationship to look at whether or not it’s healthy or unhealthy. We hope that this activity might help you in better defining for yourself what is you want in your relationships and what you don’t want.

It is also important when you are establishing a relationship to establish and setting your boundaries. Can anyone tell me what boundaries are?

Allow participants time to answer

Your boundaries are behaviors and actions where you set limitations for how far you want to go. Its important to set your boundaries and communicate this with your partner. In a healthy relationship your partner will respect your boundaries. Let’s go over a few things in the next handout 2-8 about setting your boundaries and sticking to them. (HE go over boundaries handout)
Sex is the most important thing.

I feel energized being with the person.

I feel worn out and tired being with the person.

One person always decides what to do and where to go.

I have fun being with the person.

We are constantly fighting and making up.

I don’t spend time with my other friends anymore.

I don’t like to bring my boyfriend around my family or friends.

My man accepts me the way I am.

I feel closer to the person as time goes on.

I neglect my studies or work to be with this person.

I spend time by myself without the person.

I like being seen with this person.

I feel like I can go at my own pace sexually.

I stay in the relationship because it’s better than being alone.

I am afraid to bring up the subject of condoms or birth control.

I use our children as a way to spend time with him.

I go out with other people without the other person knowing.

The other person becomes angry when I disagree with him.

I don’t feel close to that person anymore.
Know your limits and set your personal boundaries.
You should be very clear on what you want from your relationships. You should know beforehand which activities are comfortable for you.

Select friends who will support your decision and will hold you accountable.
Supportive friends can encourage you to make good decisions. They will remind you to keep your health a priority.

Realize that alcohol and drugs affect your decision-making capabilities.
We are generally less cautious under the influence of drugs. They not only relax our bodies and abilities to make sound decisions, but also hinder our ability to be aware of harm.

Never put yourself in an unsafe environment.
Be careful about going to the home of a male you don't know that well. The best and only person qualified to look after your health and safety is you. You can't trust someone else's judgment when it comes to your well being. You never want to put yourself in a situation in which sexual encounters could be forced on you.

Stand your ground.
Be consistent in your beliefs. Become an expert at saying “no” and meaning it. If you set your standards and stick to them, it will become easier for you and your partner to adjust to the new relationship boundaries.

Build a friendship, NOT just a sexual relationship.
Sex is not the best or only way to show strong feelings for your partner.

There is a thin line between having sex and not having sex.
Even lower risk activities like kissing, rubbing and hugging could lead to sex. Be clear with your partner before foreplay about which activities are okay.

Date people who share and respect your views.
You need your partner to work with you and not against you. The ideal relationship is one in which the ideals and values of both partners are honored and respected.

Trust yourself.
If you are in a situation where you feel uncomfortable or uneasy about anything, express your discomfort and get out of the situation.
Activity J: 3 Ways to Say It

**Purpose:**
To teach the participants how to distinguish between passive, aggressive and assertive communication styles.

**Materials:**
Handout 2-9: Passive
Handout 2-10: Aggressive
Handout- 2-11: Assertive

**Time:**
10 minutes

**Health Educator:**
Knowing how to communicate your boundaries and what you want in a relationship is important. This could include how far you want to go sexually, if you want to use condoms, or your expectations in a relationship. Communicating your needs and wants to a new partner can be even more difficult, and you need to be clear about what you want and how you say it, which is why we are about to go over communication.

Refer to Handouts 2-9, 2-10, and 2-11. Model each type of communication (passive, aggressive, and assertive) using the scenario Parent’s Just Don’t Understand Scenario. Remember to use the correct body lingo.

**Parent’s Just Don’t Understand Scenario**

Role Play: You went to the Old School Bashment Jam with Kevin Jeffers and the Mixing Clinic a few months ago. Your mom was a little mad because you got home late and said you need to be more responsible. There is going to be a Bashment Jam 2 and you really want to go. You feel like you have been more responsible and ask your mom if you can go. She says no. How do you respond?

Get participant responses on what they would say.

**Passive Role Play**
(not making eye contact/shoulders slumped over/low voice)

Daughter: I really want to go to the Old School Bashment Jam 2
Mom: No you can’t go. Remember last time?
Daughter: Umm, but mom..I um really think….
Mom: No you can’t go.
**Aggressive Role Play**
(loud voice/cold stare/finger pointing)

Daughter: I really want to go to the Old School Bashment Jam 2
Mom: No you can’t go. Remember last time?
Daughter: WHAT DO YOU MEAN I CAN’T GO! I want to go! I’ve been responsible and I think I should go! You are being mean! I can’t believe you! I’m going anyways and there’s nothing you can do about it!

**Assertive Role Play**
(direct words/eye contact/firm clear/relaxed)

Daughter: I really want to go to the Old School Bashment Jam 2;
Mom: No you can’t go. Remember last time?
Daughter: I do remember last time, and I am sorry about that, and have been Trying to show you that I am more responsible now and if I don’t respect your rules this time you have every right to be angry with me.
Mom: That sounds fair.

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**Health Educator:**

As we can see, there are different ways we can respond. We are now going to go over 3 ways of communicating. This is to also show you that there are different ways of communicating to your partner about your sexual desires. Even though we will go over 3, the last one is the one we really want you to “take home” with you.

- **After each enactment, spend a few minutes discussing the characteristic body lingo and language of each type- passive, aggressive, and assertive. Help participants see the difference in communicating assertively such as: “I” statements, not blaming or criticizing.**
PASSIVE

TOO LITTLE “ATTITUDE”

- Being unable to tell someone how you really feel about a situation, what you want, or what you need
- Going with the crowd when you are unsure of a situation
- Saying yes when you really want to say no
- Acting this way so that you will be liked, to be nice to someone, or to avoid hurting someone’s feelings

“Body Lingo” Characteristics

SPEECH: saying nothing at all, saying “um” a lot, skipping around the subject
VOICE: soft whining or whispering in tones as if afraid to speak up
EYES: not looking at the person, looking down or away
HANDS: shaking or constantly fidgeting
POSTURE: shoulders drooping, head down, unable to stand or sit without moving
AGGRESSIVE

TOO MUCH “ATTITUDE”

- Expressing yourself, standing up for yourself in a way that punishes, demands or threatens someone else
- Trying to get your way by putting someone else down
- Threatening or forcing a person to give you something
- Taking or getting what you want without considering the feelings and rights of the other person

“Body Lingo” Characteristics

SPEECH: cursing, name-calling, put downs, hostile remarks

VOICE: loud, tense, causing negative attention

EYES: cold, staring, angry, calculating, glaring

HANDS: pointing finger, waving fist, throwing hands up in a manner that dismisses that person (“talk to the hand syndrome”)

POSTURE: stiff, rigid, hands on hips, turning your back to/head away from someone while engaging in conversation
ASSERTIVE

THE RIGHT “ATTITUDE”

- Communicating your feelings and opinions in a direct and honest manner instead of hoping the other person will figure out what is on your mind

- Saying “NO” to things you don’t want or things that put you in a situation that threatens your well being

- Expressing yourself honestly while considering the needs and feelings of the other person without jeopardizing your own needs

- Not letting others use you and not using others

“Body Lingo” Characteristics

SPEECH: honest, direct words

VOICE: clear, firm, confident, loud enough to be heard, but not too loud

EYES: direct eye contact, but not glaring

HANDS: relaxed

POSTURE: head raised, shoulders back, standing/sitting upright, sure of yourself
Purpose:
To teach the participants how to talk sex with a partner.

Group Management Tips:
- Fun way to provide comebacks and excuses that boyfriends give for not wanting to practice use condoms.

Materials:
Flip chart
Markers
Handout 2-12: Condom Comebacks/

Time:
20 minutes

Activity K: How to talk Safe SEX

Health Educator:
We went over OPRAH and how to protect ourselves, and our assertive style of communication. It is important to express yourself assertively and making clear what you want in the relationship. Always keep your safety in mind and remember to not talk to your sex partner if he is upset about other things, and consider his emotional state, before you tell him something that could make him more upset.

You may run into some resistance at first, but for every reason he gives you for wanting to have unprotected sex there are just as many reasons to give him for using a condom.

When talking to your him about your sexual choice, you will need to COMMUNICATE the RIGHT way. It’s not only what you say but, how you say it. When you discuss things out of concern for both of you, it lets him know that you care about his health as well as your own. Tell him some of the things you learned about STDs and HIV, but remember to keep in mind that it’s not only your right, but your responsibility to make decisions that will help you stay healthy.
How to talk Safer Sex Cont..

**Health Educator:**
So to practice talking to your sexual partner, let’s begin by thinking about excuses or lines they give you for wanting to have sex without a condom you will provide a response for wanting to use a condom.

Let’s split up into teams. Team A will come up with excuses guys give you for wanting to have sex without a condom and Team B will come up with comebacks for wanting to have sex with a condom.

For example, you boyfriend might say:
**Excuse:** We usually have sex without a condom, stop trippin!
**Comeback:** I know, but I want us to be able to protect ourselves

---

**Health Educator:**
It might be easy to think about comebacks while you’re here, but this might not be so easy when you’re alone with your sexual partner. The handout we’re passing out just has some general excuses and comebacks that we know about. Take a look at them when you get a chance and maybe these comebacks can help you to develop your own.

Don’t be discouraged if you freeze up the first time, once your mind becomes settled on what you want, it’ll be easier to give him a comeback. Remember to be assertive when you express yourself, and make your boundaries clear!
### Possible Condom Comebacks

<table>
<thead>
<tr>
<th><strong>Possible Excuse</strong></th>
<th><strong>Possible Comeback</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>“They don’t feel like the real thing.”</td>
<td>“Condoms are very thin and can feel really natural, putting a drop of lubricant in the tip might even give more feeling.”</td>
</tr>
<tr>
<td>“Condoms are too small.”</td>
<td>“We can try different sizes. Let’s get the ones labeled ‘large’ or ‘maxx’.”</td>
</tr>
<tr>
<td>“They are expensive.”</td>
<td>“Let’s share the cost.”</td>
</tr>
<tr>
<td>“You’re on the pill, I don’t need a condom.”</td>
<td>“I’d like to use it anyway. We’ll both be protected from infections we may not realize we have.”</td>
</tr>
<tr>
<td>“I don’t have one with me.”</td>
<td>“Condoms are available everywhere, I’ll wait here while you go get some.”</td>
</tr>
<tr>
<td>“I’m allergic to condoms.”</td>
<td>“There are other condoms that are not latex that are OK like polyurethane.”</td>
</tr>
<tr>
<td>“We’ve been together so long that we don’t have to use condoms.”</td>
<td>“It’s because I want us to be together even longer that I want to protect us.”</td>
</tr>
<tr>
<td>“I love you! I wouldn’t give you anything.”</td>
<td>“Not on purpose. But many people don’t know they’re infected. That’s why this is best for both of us right now.”</td>
</tr>
<tr>
<td>“If you loved me, you wouldn’t ask me to use a condom.”</td>
<td>“I do love you, that’s why I want to protect you.”</td>
</tr>
<tr>
<td>“No one else has ever asked me to use condoms.”</td>
<td>“I don’t like to be compared to your other girlfriends.”</td>
</tr>
<tr>
<td>“I hate using condoms.”</td>
<td>“I realize you don’t like to use condoms, but I know you care strongly about me and this is one way you can show it.”</td>
</tr>
<tr>
<td>“I won’t have sex with you if you’re going to use a condom.”</td>
<td>“Well, you’re going to have to get it from someone else then.”</td>
</tr>
</tbody>
</table>
Activity L: Talkin’ the Talk

Health Educator:

Now that we have generated some comebacks to excuses for not wanting to use a condom, let’s put our assertive communication into even more action! We have some role plays about a couple named Tonya and Andre, and Tonya wants to have protected sex with Andre.

We are going to split up into pairs so we can practice. I would like each group to role-play Andre and Tonya based upon the scenario you were given. Don’t forget to use your assertive communication when role-playing and pay attention to your language and body lingo! Let’s turn to handout 2-13: Andre & Tonya to read the scenario along with me.

Helpful Hint: Give each pair a scenario to role-play. After you have handed the role-plays out give the participants about 2 minutes to meet. Remember to reiterate that their boyfriends might not be receptive to the idea of using condoms. Remind them not to be discouraged, but to think about all the things we talked about earlier regarding staying true to our values, our future dreams, protecting our sexual health and the importance of being assertive when they relay this to their boyfriends. Read Andre and Tonya background to the group before they begin.
Tonya has been attending a group for teens called Girl Power. She has learned a lot about Keepin’ it R.E.A.L. and realizing her dreams and goals. She has learned that using a condom correctly EACH and EVERY time can reduce her risk of STDs, HIV and unwanted pregnancy. She has made her decision to use condoms every time and has to tell her boyfriend.

Tonya has been dating Andre for three months, and she really likes him. They have been having sex. But, now Tonya is ready to talk to Andre about her decision.

Role play on the scenarios of Tonya’s talk with Andre. Make sure that you use an assertive style of communication. Pay attention to your language and body lingo!
Scenario #1

Andre has just arrived to pick Tonya up from the Girl Power workshop. She gets in the car and has a look of concern on her face. Tonya after hearing about the importance of reducing her risks from getting an STD has decided to start using condoms every time. Tonya is ready to tell Andre her decision rather than waiting until later and then changing her mind. Andre turns and looks at her and asks her, “what’s wrong with you?” Tonya says...

Scenario #2

It’s been a few weeks since Tonya was in the Girl Power workshop and all the information that Tonya learned was so important, but she just has not been able to tell Andre her decision to want to use condoms. They are going out tomorrow night and she knows that they will be in a situation that will lead to sex. While Tonya is sitting at home practicing what she will say when Andre calls her later, the phone rings, its Andre. Tonya says...

Scenario #3

It’s been a few weeks since Tonya has told Andre about her decision to use condoms very time. So far he has agreed and every time they have had sex they have used condoms. The last time they had sex however, Andre stated that he was tired of using condoms and complained that Tonya didn’t trust him. Tonya didn’t say anything to him then, but he’s coming over later, and her parents aren’t home, and they will probably have sex. Tonya wants to use condoms, and doesn’t know what she’ll do if he says he doesn’t want to. The doorbell rings and its Andre. Tanya says...
Activity M: GIRL POWER Tic-Tac-Toe

**Purpose:**
Have participants able
To summarize what they
Have learned through a
Fun interactive game

**Materials:**
Handout 2-14: Girl Power tic-tac-toe sheet
Candy
Condoms and dildo

**Time:**
15 min.

**Health Educator:**
Thank you for all of your participation today! We have learned a lot over these 2 workshops! We learned about our values and goals, and focusing on our futures! We also talked about relationships, communication and protecting ourselves against STDs and HIV. Now we want to play an interactive game to see if you remembered all that you are learned! We are going to play Girl Power Bingo!

*(Peer educator pass out sheet)*
You have to find the person who knows the different things on the sheet, and if you get 3 in a row, yell bingo! And we will see if you have bingo. If your name is down to do something, you have to do it correctly or else that person will not get bingo. The bingo winners will receive a small prize. We’ll play a couple of times so we can have a couple of bingo winners.

Allow participants time to interact and play the game, have music playing in the background.

**Health Educator:**
Thank you all for your participation! We hope you enjoyed Girl Power! And hope that you protect yourselves, keep yourself healthy and Keep it R.E.A.L! We will see everyone for the Graduation celebration!
### GIRL POWER Tic-Tac-Toe!!!!

<table>
<thead>
<tr>
<th>Find someone who can state what can be challenging about getting an older male partner to use a condom, and ways to make them more accepting to using a condom</th>
<th>Find someone who can name the style of communication that we want you to use and explain it.</th>
<th>Find someone who can state why it's important for her partner to get treated for an STD if she tests positive for an STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find someone who can name one of the things that can happen to a female if she gets a STD</td>
<td>Find someone who can name 2 symptoms of STDs in women</td>
<td>Find someone who can state what OPRAH stands for</td>
</tr>
<tr>
<td>Find someone who can state why it's important to state your boundaries in a relationship</td>
<td>Find someone who can put on a condom correctly, they have to show us!</td>
<td>Find someone who can state what “Keepin’ it R.E.A.L.” stands for</td>
</tr>
</tbody>
</table>
Activity N: “Still I Rise”

**Purpose:**
To enhance the self-confidence and pride among GIRL POWER participants by reciting poetry written by African American women.

**Group Management Tips:**
Be creative and use dramatic energy.

**Materials:**
Handout 2-15 “Still I Rise”

**Time:**
20 minutes

**Health Educator:**
Ladies it has been a joy being with you all for the past two weeks. We at GIRL POWER want to leave you with a final poem--“Still I Rise” by Maya Angelou. Turn to Handout 2-16 in your journal.

(Health Educator Read poem)

- Stress to participants that they have the power to overcome barriers and obstacles, and review their hopes and dreams and stress how they have the power to overcome them.

**Health Educator:**
We want to thank you for being apart of our group and giving us the opportunity to get to know all of you and teach you a few things. Hopefully you have learned a lot and had some fun, too. Most of all, we hope you will remember and use what you have learned. In order to help you with all that you’ve learned in the two workshops, we’ve created what we call the Girl Power Creed. A creed is a set of beliefs that help guide one’s actions. So to ensure that you have the tools necessary to guide you in living a healthier life we’d like to take a moment and share our Girl Power Creed with you all.
GIRL POWER CREED

The POWER to set Goals and make a plan
The POWER to Impact my life, like no one else can
The POWER to make a Realistic choice
The POWER to live my Life and have a voice
The POWER to Keep It R.E.A.L.

Refuse to Engage in Activities that negatively change my Life goals!
GIRL POWER has empowered me to fulfill my destiny

Now that you learned new and healthier ways to live your life to the fullest we hope that this creed will serve as a way to keep you on the path to achieve all the goals and dreams that you set in life.

And to show our appreciation for your participation in the workshops we have a gift for you so as we call your name please come up and get your gift.

Helpful Hint: HE and PE should pass out the certificates and gifts. As well as the invitation cards for the graduation celebration. Be sure to remind them of the dates that they are to return to the school.

Before we pass out the workshop evaluations we also want to remind you that your graduation celebration for completing the GIRL POWER workshops is _____________. Here is a reminder so that you don’t forget.

Helpful Hint: PE pass out the graduation invitation.

Health Educator
Thank you all for your participation! We hope you enjoyed Girl Power! We also hope you all realize as GIRL POWER Sistas that you have the ability to rise above any situation. Even after a mistake, you can still rise. We know that we have given you a lot of information and we hope that it will help you in making choices that will lead to living a healthy and fulfilling life…Change isn’t always easy, no one ever said life would be, but you are worth it, make the choice to Keep it R.E.A.L.
Still I Rise
You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I’ll rise.

Does my sassiness upset you?
Why are you beset with gloom?
‘Cause I walk like I’ve got oil wells
Pumping in my living room.

Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I’ll rise.

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like teardrops.
Weakened by my soulful cries.

Does my haughtiness offend you?
Don’t you take it awful hard
‘Cause I laugh like I’ve got gold mines
Diggin’ in my own back yard.

You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I’ll rise.

Does my sexiness upset you?
Does it come as a surprise
That I dance like I’ve got diamonds
At the meeting of my thighs?

Out of the huts of history’s shame
I rise
Up from a past that’s rooted in pain
I rise
I’m a black ocean, leaping and wide,
Welling and swelling I bear in the tide.

Leaving behind nights of terror and fear
I rise
Into a daybreak that’s wondrously clear
I rise
Bringing the gifts that my ancestors gave,
I am the dream and the hope of the slave.
I rise
I rise
I rise

Maya Angelou
Activity O: What do You Think About??

**Purpose**
Get participants' opinion of the program

**Time:**
5 min

**Health Educator**
Before you go we want to know what you thought about Girl Power by filling out this evaluation form. You don’t have to put your name on it so please be honest! Please turn it in to me or ______ (peer educator) when you are done. Thank you for your participation!
**What do you think about today’s workshop? Use this scale from 1 to 5 to tell us what you think.**

<table>
<thead>
<tr>
<th>Question</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overall, how much did you enjoy today’s workshop?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. How well prepared were the Girl Power Health Educators?</td>
<td>1</td>
<td>2</td>
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<tr>
<td>3. How well were the activities/information presented?</td>
<td>1</td>
<td>2</td>
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<tr>
<td>4. How well did the activities encourage your participation?</td>
<td>1</td>
<td>2</td>
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<td>5</td>
</tr>
<tr>
<td>5. How clearly were your questions answered?</td>
<td>1</td>
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<td>5</td>
</tr>
<tr>
<td>6. How clear were the session handouts?</td>
<td>1</td>
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<tr>
<td>7. Was there enough time for discussion?</td>
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<td>4</td>
<td>5</td>
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</table>

**How would you rate each of these activities you did today?**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Greeting and Ice Breaker</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>HIV Name Game</td>
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<tr>
<td>9. OPRaH</td>
<td>1</td>
<td>2</td>
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<td>5</td>
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<tr>
<td>Do’s and don’ts of condom use</td>
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<td>10. Doing it in the Dark</td>
<td>1</td>
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<tr>
<td>Putting on a condom with blindfolds</td>
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<tr>
<td>11. Understanding Risks</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>What’s hard/easy to use a condom with a partner</td>
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<tr>
<td>12. Healthy/Unhealthy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Pieces and parts game</td>
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<tr>
<td>13. 3 Ways to Say It</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Different styles of communication</td>
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<tr>
<td>14. How to talk Safer Sex</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Condom comebacks and excuses</td>
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<td></td>
</tr>
<tr>
<td>15. Talking the Talk</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Andre and Tonya Role Plays</td>
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<tr>
<td>16. Talk or Walk</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Warning signs of relationship violence</td>
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<tr>
<td>17. Girl Power Bingo</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Bingo review game</td>
<td></td>
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</tr>
</tbody>
</table>
How would you rate each of the Health Educators?

Health Educator: ________________

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Very Good</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Showing support for you</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. Listening to you</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20. Answering the group’s questions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21. Showing you how to use a condom</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Peer Health Educator: ___________________

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>22. Showing support for you</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>23. Listening to you</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>24. Answering the group’s questions</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
</tr>
</tbody>
</table>

25. Do you feel that your group leaders worked well together?  
   ___ YES     ___ SOMEWHAT    ___ NO

26. Was there anything about today’s workshop that you did not like? ______________________

____________________________________________________________________________________

27. What did u like the best?  
____________________________________________________________________________________

____________________________________________________________________________________

28. Something new I learned was.________________________________________________________

____________________________________________________________________________________

THANK YOU!!