HEALTHY CHOICES INTERVENTION
SYNOPSIS

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

**Purpose/Method:**
Workshop one is designed to welcome HORIZONS participants to the program, foster sisterhood through discussion of African-American female role models and poetry. We will discuss values and how they shape our decisions, introduce the concepts of Abstinence and Safer Sex as well as discuss STD symptoms and treatment. The workshop will end with participants developing goals for their life.

**Activity A & B: Greeting & Icebreaker (Name Toss)/Program Introduction**
To greet one another, develop a sense of sisterhood and foster an environment where the participants will feel comfortable sharing their innermost thoughts. Participants will also be introduced to the program, review program participation information, establish who HORIZONS Sistas are, talk about group guidelines, share the HORIZONS motto, and discuss the HORIZONS pact.

**Activity C: Music Masquerade**
To evaluate and discuss the 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: Strong Black Women**
To recognize the value of African American women as role models by identifying important women in their lives and by learning about African American women who have helped shape our history.

**Activity E: A Room Full of Sisters**
To reiterate to the participants the importance of possessing African American pride. This is exemplified by using the poem “A Room Full of Sisters” (written by Mona Lake Jones) which describes the many shades of beauty, which are common among young, African American women. Participants will be given a HORIZONS home relaxation kit which will help them to rekindle the positive memories from the workshop.

**Activity F: 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 G: The Value of My Body

To assist participants’ in recognizing and appreciating that their bodies are 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 H: Which Choice is Best for Me?

To introduce both secondary abstinence and safer sex as a lifestyles that reflects them not only valuing their bodies but also protecting their sexual health. The goal is to let them know their options as it relates to protecting their sexual health. The options that are being presented are abstinence and safe sex.

Activity I: Summary

Health educator will summarize the first half of the workshop

Activity J: Facts About STDs

To begin giving participants knowledge about STDs, discuss symptoms and the importance of getting STD treatment. We will also review STD facts by playing a game.

Activity K: Speaking of STDs

To teach participants about the most common Sexually Transmitted Diseases among teens and how becoming infected with an STD can affect their entire life.

Activity L: Douching Jeopardy

To inform the participants of the importance of not douching as well as show them various douching products.

Activity M: Mapping My Life Out

To help participants identify the importance of establishing goals and setting future plans.

Activity N: Reflections of Self

To inform participants that not only does poetry show the strength and pride of women, but that it also can enhance our pride. We will go over self-esteem piece and end activity with taking pictures of each participant for them to frame with positive affirmation message.

Activity O: What did you think about…?

Participants will evaluate the workshop and health educators

Total time = 3.5 hours
Activity A: Greeting & Icebreaker

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

Activity C: Music Masquerade

Activity D: Strong Black Women

Activity E: A Room Full of Sistas

Activity F: Values-What matters most?

Activity G: The Value of My Body

Activity H: Which Choice is Best for Me?

Activity I: Summary

Activity J: Facts About STDS

Activity K: Speaking of STDs

Activity L: Douching Jeopardy

Activity M: Mapping My Life Out

Activity N: Reflections of Self

Activity O: What Do You Think About……..
My Sista...My Girls

Topic: Fostering sisterhood

Objectives:
- To discuss topics relevant to African-American adolescent life.
- To create a positive relationship between educators and participants.
- To briefly discuss African-American female role models, personal values, and STDs and treatment.
- To discuss the importance of setting future plans and goals.
- To inform the participants about their options for protecting their sexual health.

Rationale: The session is designed to introduce participants to the HORIZONS program and to foster a sense of sisterhood, 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 Educators to help make the program a success. Post secondary abstinence will be introduced to participants as the 100% way to eliminate their risk of contracting an STDs and Safer Sex will be introduced as a way to reduce their risks of contracting an STD. We will also discuss the most common STDs among teens and talk about symptoms and treatment. 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 HORIZONS participant and reinforce the message of timeliness and enhance group bonds

Material:
Name Tags, Sign-in Sheet, Pencils, 2 koosh balls

Time:
15 minutes

Health Educator:
Hi, I’m ____________! And this is ____________. We’ll be working with your group today. Please make sure you sign-in.

Health Educator:
If any of you all are like me, you have a hard time remembering names. We’re going to do a little activity that will hopefully, help us all get to know each other’s names better. First, we’re going to need to form a circle.

Ok, I’m going to start off passing this ball to the right and as you receive the ball make sure to say either your name or nickname-loud and clear. (Let the ball go around circle once, then proceed with the next set of directions once the ball returns to the HE leading the game.)

Now we have a little twist, I’m going to pass the ball around again, but you have to think of an adjective that starts with the first letter of your name. (Tenacious Tiffaney) (Let the
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**ball go around circle once again then, proceed with the next set of directions once the ball returns to the HE leading the game.)**

Ok, now we’re going to just throw the ball randomly around the circle, but you have to say the name of the person you are throwing the ball to and you can’t throw the ball to the same person back to back.

As the game gets going remember to throw in the other ball. When the game starts to fall apart you can end with asking if anyone can go around and give everyone’s name with their adjective. Thank them all and give out some candy.
Activity B: Program Introduction

**Purpose:**
The participants will be welcomed and the HORIZONS project will be briefly discussed

**Material:**
Handout 1-1, HORIZONS info

**TIME:**
5 minutes

**HEALTH EDUCATOR:**
Now that you have gotten to know everyone a little better, let's talk about why we are here today and what the HORIZONS program is all about.

The HORIZONS program was created to teach young women about some positive choices they can make to be healthy and have a more successful life. The HORIZONS program was also designed to instill a sense of pride, to foster a sense of sisterhood among young Black women, and to enhance your self-esteem. Today we will be talking about sex, relationships, and women’s health.

**Health Educator:**
Each of you should have received a notebook when you came in. This will be your journal. Please follow along in the journal and remember to bring it back to the next workshop.

Before we get started let's review the HORIZONS INFO sheet. Refer to Handout 1-1 in your journal.

**Health Educator:**
As I just mentioned, you will be asked to attend two workshops. Today is your first workshop and next Saturday 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 Saturday sessions are called "workshops" because very important work takes places-- along with a lot of fun! The group will last about 4 hours, with a break in the middle. Refreshments and lunch will be provided. If anyone has to go to the restroom they are located________. We suggest
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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.

**Purpose:**
The HORIZONS motto and logo will be discussed. Participants will also be asked to commit to the program

**Materials:**
Posters, 1 LOGO, 2 Group Guidelines, 3 Motto, 4 Pact, guideline description cards, candy

**Handouts:**
Logo, 1-3 Group Guidelines, 1-4 Motto, 1-5 Pact

**Time:**
10 minutes

**Health Educator:**

Display Poster 1: HORIZONS Logo

The two women pictured in our logo represent HORIZONS sistas - a group of special young black women. HORIZONS sistas are special because…

- They possess a sense of inner and outer beauty
- They are motivated to help themselves and others
- They have had to struggle and this has made them stronger

The HORIZONS workshops are designed to teach young black women like you to become HORIZONS sistas. You’ve already shown us that you have what it takes to become a HORIZONS sista – you are responsible, motivated, and adventurous.

We know you are responsible because you made a commitment to be here today and you kept that commitment.

You are certainly motivated! You got up early this morning and got yourself here! The fact that you are willing to try new things – like attend this workshop, tells me that you are adventurous.

Now we want to invite you to become a HORIZONS Sista. We’ve already talked about the things you will get when you join our group. Now let’s go over some important things we need to do to make sure everyone is comfortable while here
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.

Display Poster 2 Group Guidelines. Give each participant a description guideline card. If you have more participants than cards-improvise-have participants paired. If you have more cards-make sure one HE has one and divide the rest among the participants (i.e. maybe pair up if you have enough). Use your discretion and don’t leave participants out in redistribution. Remember the goal of the activity is to have participants get up and mingle with other participants. They should be asking one another what their guideline description is so that they know if they are placing their card in the best place on the Guideline poster. Start the activity off by reading the card you have chosen and place it where you think it belongs on the poster. Where there is confusion the HE not playing the game should help out with placement issues.

Health Educator:
The cards that you are receiving have a brief description on them-these are basically some pointers on how we can help one another and respect one another during our time together. What I need you all to do is figure out what category your guideline card best fits in on the Group Guideline poster. The categories are listed here on the Poster. You all can come and place them where you think they belong.

Allow the participants time to mingle with the others to determine where to place their description card on the Group Guideline Poster. Once all the description cards have been placed, have the participants read the category where they placed their description card. HE should read the description card to reiterate the point of the guideline as well as to ensure that it has been properly placed. Remember to tie in things that were mentioned earlier, or state briefly why a category will be important with discussions that we will be having later.

Health Educator:
Let’s go around and have everyone share the category where they placed their description card and check to make sure that the description fits the best category as some of these can overlap.

HE not reading should pass out Handout 1-3 Group Guidelines to participants.
Health Educator:
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? What we’re passing out now is a handout that has all the guidelines that we just talked about. We just want you to have it to make sure that we’re all following the guidelines listed.

If participants have other suggestions, write it on the flip chart. If not, go on to the HORIZONS motto.

The HORIZONS Motto

Be sure to transition in from group guidelines, maybe even using some pointers from the discussion about HORIZONS Sistas when they looked at the logo.

Health Educator:
Now that we have established some ground rules, let’s talk for a moment about what HORIZONS means to you.

Have HORIZONS 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 HORIZONS means to them on the paper. Both HEs should write what HORIZONS means to them. After everyone has finished, everyone should share what HORIZONS means to them. Be sure to hang sheet on the wall for everyone to see-this way you have created the space that this is their HORIZONS group.

Health Educator:
We’d like to have everyone come up and write their name and what the word HORIZONS means to you on this sheet of paper.
Health Educator:
You all came up with some wonderful descriptions and ideas of what HORIZONS means. With some of those ideas in mind we have come up with a short motto that represents what HORIZONS means to us. We like to say the motto together at the beginning of each workshop so if you would, please turn to Handout 1-4: HORIZONS Motto, so that we can say the motto together.

Health Educator:
To sum it all up- I want to share with you these last thoughts about HORIZONS women.

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 African-American women, we are spiritual. We should listen to our inner spirit for guidance and truth.

4. You are the very essence of what a HORIZONS Sista is, but it’s up to you to make the commitment to become a HORIZONS Sista.

Health Educator:
There is one last thing that we need to complete before we continue. We need for you to make the commitment to become a HORIZONS Sista. We mentioned earlier that to be a part of the HORIZONS program you must attend 2 sessions and 2 follow-up appointments. 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 other HORIZONS...
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group members. And we 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 HORIZONS Sista.

Turn to Handout 1-5 The Pact in your journal. Let’s read the HORIZONS pact together to go over one more time what your commitment will be.

HE not leading the discussion should Display Poster 4. You both should read the pact out loud with participants. Afterwards just briefly reiterate the commitment they are about to make.

Health Educator:

Does anyone have any questions?

What we’re going to ask you to do now is sign the pacts in your notebook. One is for you and one is for us to keep. Signing the pact is a way to declare to both us and yourself the commitment that you are willing to make in order to become a HORIZONS sista.

HE goes around and collects the copies of the pact from the participants.
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Description Cards for Group Guidelines

Cut out each set of guidelines and have the bolded phrases on a board and have the participants match the phrases to the appropriate bolded guideline.

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. *Keep things confidential*

This is a smoke free building. *No Smoking*

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. *Commit to the program.*

Your personal experience may be very helpful to someone else. There are no stupid questions, answers, or comments. We are here to learn from each other, not to be critical. *Participate in discussions*

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 on Time*

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. *Participate in activities*

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. *Have a non-judgmental attitude*

This means limiting side conversation, giving others a chance to respond and turning off cell phones and pagers. *Respect each other*
Activity C: Music Masquerade

**Purpose:**
To expose the images of young women in music and videos

**Materials:**
TV/VCR, Cassette tape w/lyrics, VHS video w/ videos, Candy, Bell, horn
Handout 1-6: What’s Next Line complete lyrics
Handout 1-7: Music Masquerade questions

**Time:**
30 minutes

**Health Educator:**
Now that we have talked about the program and some positive messages that we need to keep in mind on a daily basis, let’s talk about some of the messages that we hear daily that may make it difficult to hold on to these positive messages.

Can anyone tell me what your favorite music video or song is? Tell me what do you like about it?

Keeping that in mind, 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 need to come up with the line that comes next. Whichever team rings the bell or horn first gets to answer, but if the answer is incorrect the other team gets a chance to respond. The team with the most answers correct wins.

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. You will 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-whoever has the highest number goes first. From then on rotate who goes first. Keep score on flip chart and remember to keep candy handy to give to the team that answers correctly. Let the participants know how many songs you will be playing. You have a total of 7 songs and one bonus song. Be sure to read the lyric that they are suppose to guess in its correct form before you move on to the next song. It is important to relay the importance of the vulgarity of the uncut lyrics or the meaning behind the lyrics chosen. After all the songs are played, you will then ask them some of the probe questions about the lyrics they just heard. After the game is finished pass out Handout 1-6: What’s The Next Line lyrics. Pointing out that you really want them to know what the lyrics are to the “trendy” songs they are singing. Then refocus the group to watching the videos that actually reflect these images.
**Health Educator:**

- 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?

The point you want them to understand is that it's about their own personal values and what they believe in; 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 sometimes portrays of Black women. Lead into the discussion on videos from the responses the participants gave.

**Health Educator:**

This was just a way for us to hear some of the images that are being put out via the media about women. Now we're actually going to look at some of these same images we heard on some video clips. Turn to **Handout 1-7: Music Masquerade** in your journal. While you watch the clips, I want you to pay close attention to the way the women are dressed, how they’re treated, and think about the lyrics of the songs. I want you to also think about the questions on the Handout.

Have the questions below pre-written on a flip chart before the activity begins. Remember to tie in comments that are brought up up in the discussion of the lyrics. The questions below are ‘suggested probes’. As soon as the video is over, make sure to capture the girls’ initial reactions to the videos in additions to using the probes.

**Health Educator:**

- How did the videos show sex?
- Are the videos realistic?
- How are men and women dressed?
- Are men treated the same way as women?
- How is affection displayed in the video?
- Were condoms visible when sexual scenes were shown?
- Do you think the relationships between the couples are serious or more casual?
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The songs that are being shown on the video are:
“All I Have” J-Lo
“Mesmerize” Ashanti/Ja-Rule
“Bump, Bump” B2K
“Beautiful” Snoop Dog
“Hell Yeah” Ginuwine
“Roller Coaster” Vivian Green
“He Proposed” Kelly Price
“No Letting Go” Wayne Wonder
“Luv You Better” LL Cool J

Discuss the above questions after the video is finished. Allow participants a chance to answer each question. Point out that it was hard to find videos of men singing about a positive relationship, but much easier to find videos that showed men doggin’ the role of a woman. Again, videos that are noted as positive messages, might still show women in a provocative manner—the issue is women dressed “sexy appropriately” and women being used as “sexual objects”.

Health Educator:
Suggested Wrap Up—remember to use points brought up by participants: We can see from our discussion that we all like different music for different reasons, that music videos aren’t always realistic, and that there are both positive and negative images of women out there. For those of you who say, “I know that the lyrics of some songs ‘dog’ women, but I like the beat.” I agree some of the beats are PHAT, however by singing along to the music, people who hear you may believe that you agree with the message. You might even become comfortable with saying the negative messages and words that are in music lyrics and eventually you might even begin to accept these messages as the truth and as a norm, but that’s not necessarily the case. Just because the women in the videos were dressed very provocatively, doesn’t mean they are “trickin”, but there is the tendency for others to think negatively about them—just as we may have.

We just want you to really remember that what you hear and listen to can affect your behavior. We’ll talk more about how our behaviors can influence the choices we make.
What’s the Next Line?

We have selected a total of 7 songs. We will play a portion of the song and once we stop the team captain must ring the bell/buzzer 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.

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.

50 Cent
“In Da Club”

START
When I pull out up front, you see the Benz on dubs
When I roll 20 deep, it’s 20 knives in the club
Niggas heard I fuck with Dre, now they wanna show me love

STOP

(Guess Next Line)
When you sell like Eminem, and the hoes they wanna fuck

LL Cool J
Luv U Better

START
It’s a brand new me, a brand new you
A brand new day, sky so blue
Hold my hand while I walk with you
Sit on my lap, lemme talk to you
No more games callin’ you foul names
Actin’ like females is all the same
I’m gon’ love you better, my mentality changed
From this day forward I’ll never be the same
I’m a rub your lower back, share my dreams

STOP

(Guess Next line)
I love you, lemme show you what I mean

END
Lil' Kim
“The Jump Off”

Start
It’s Lil Kim and Timbaland shit yadrawers (C’MON)
Special delivery from you to yours (MAN)
I rep the bitches he rep the boys
If you rep you hoo do then make some noise
I got my eye on the guy in the Woolrich (HEY)
STOP

(Guess the Next Line)
Don’t he know queen bee got the ill deep throat
Let me show you what I’m all about
How I make a Sprite can disappear in my mouth (WOO)
END

India Arie
“Little Things”

START
Runnin’ ‘round in circles, lost my focus
Lost sight of my goal
I do this for the love of music
Not for the glitter and gold
STOP

(Guess the Next Line)
Got everything that I pray for
Even a little more
When I ask to learn humility
This is what I was told
END
Lil’Jon& The East Side Boyz  
“Get Low”

START
She getting crunk in the club I mine she work
Then I like to see the female twerking taking the clothes off BUCKEY naked
ATL, Hoe don’t disrespect it
Pa pop yo pussy like this cause yin yang twins in this bitch
Lil Jon and the East side boys wit me and we all like to see Ass and tities

STOP

(Guess the next lines)
Now bring yo ass over here hoe and let me see you get low if you want this Thug
Now take it to the floor (to the floorA) and if yo ass wanta act you can keep yo ass where you at.

Ashanti
“Baby”
START
And when the world starts to stress me out
Will I run
It’s to you boy without a doubt
You’re the one
Who keeps me sane and I can’t complain
Can’t complain
You’re like a drug you relieves my pain
May seem strange

STOP

(Guess the next lines)
you’re like the love flowin through my veins
oohooohoooh
keeps me alive and feedin my brain

Health Educator:
This is your Bonus question. The team can get up to 4 points, but there are two sections that they will have to guess- 2 points per section.
Jay-Z - '03 Bonnie & Clyde

START

But today, I got my thoroughest girl wit me
I’m mashin the gas, she’s grabbin the wheel, it’s true to the heart
She rides with me-the new Bobby and Whitney
Only time we don’t speak is during “Sex and the City”
She gets Carrie fever, but soon as the show is over
She’s right back to being my solider
Cuzmami’s a rider, and I’m a roller
Put us together, how they gon’ stop both us?
What ever she lacks, I’m right over her shoulder

STOP

When I’m off track mami is keeping me focused
So let’s lock this down like it’s supposed to be
The ’03 Bonnie and Clyde, Hov’B

END

START

And so I put this on my life
Nobody or nothing will ever come between us
And I promise I’ll give my life
And all of my trust if you was my boyfriend
Put this on my life

STOP

(Guess the Next lines)

The air that I breathe in, all that I believe in
I promise I’ll give my life
And all of my trust if you was my boyfriend.
Activity D: Strong Black Women

**Purpose:**
To encourage participants to recognize the importance of African-American women as role models by identifying important women in their lives and by learning about African American women who shaped their history.

**Materials:**
Handout 1-8: “Successful African American Women”
Handout 1-9: Role Models, Cow Bell, Horn, Candy

**Time:**
20 minutes

**Health Educator:**
Sometimes we view female artists, athletes, community leaders and talk show hosts as role models. In the next few activities we’re going to be talking about characteristics of a Strong Black Woman, women we look to as role models, and the values that are important to us.

One of the things we know about Black women is that they have a strong sense of pride because they are aware of their rich culture and African heritage. HORIZONS Sistas look to their ancestors for ideas and inspiration. They look to other strong Black sisters (both past and present) as role models.

What is a role model?
**Answer:** A role model is someone you can look up to and learn from.

When we see strong, successful Black women, it makes us feel stronger.
Why do you think that is so?

**Probe answer:** We see that if she can make her dreams happen or overcome some challenges and adversities, WE CAN TOO!!!

HE will read bullet points from bios to participants from the Strong Sisters Description. If they are wrong, allow the other team to guess (continue reading bullets if necessary). When each team gets an answer right be sure to give each member on the team some candy. Be sure to keep score on the flip chart.
Health Educator:
We’re going to take a minute to play what we call “Who Am I?”. Let’s divide up into two teams again. I’m going to read the description out loud and each team leader has to ring the bell or horn when your team knows the Strong Black Sister. If you ring the bell or the horn and don’t know the answer, your team forfeits the right to answer. If your team gets it wrong, the opposing team has a chance to answer.

Ok, let’s get started with Who Am I?

Begin with reading bullets to team that goes first, once someone from the team thinks they have identified the Strong Sister-they can answer. If they are wrong, allow the other team to guess (continue reading bullets if necessary). When each team gets an answer right be sure to give each member on the team some candy. Be sure to keep score on the flip chart. Once the game is over use the suggested recap below. Remember to use points the participants discussed.

Suggested Recap. 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.

After the game you can pass out Handout 1-8 “Successful African-American Women” to the participants. HE should let them know that the handout has 16 well-known Black Women figures, but that we only used a few for the game-encourage them to look at the handouts when they get home. HE should have a brief discussion with the participants emphasizing the points brought out in the discussion-below are some probes to get the brief summary of the Strong Black Sisters started. Also reiterate the importance of learning more about Black women-especially if they were unsure about some of the women mentioned in the game.

Health Educator:
Let’s talk briefly about some of these sisters that we just learned about:

- Had you heard of any of these women before?
- Do you know some of the facts of the women that you did know?
- What were some of the characteristics these Strong Black Sisters possessed?
- What did you like most about these women?
- What were some of the historic things you learned about these women?
**Health Educator:**
We just talked about the characteristics these Strong Black women possess, I want you to now, think about someone you consider a role model. Turn to *Handout 1-9: Role Models* in your journal. Let’s take a minute to complete the activity.

Read the instructions from *Role Models: Inner & Outer Beauty* to all the participants and have them complete the handout. Once they are finished lead into the below discussion. Remember to start with yourself so that they have an idea of how to complete the activity.

**Health Educator:**
Let’s share who we consider to be our role model(s) and what makes that person(s) special to us? I'll start first. I chose __________ and these were some of the characteristics I chose and why.

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.
Who Am I? Game
Description Sheet for Health Educators

- She was born in 1979 in Brooklyn but was raised in Detroit.
- She appeared in concert with Gladys Knight at the age of 11
- She released her first album at the age of 15
- She starred in “Romeo Must Die”, “Queen of the Damned” and agreed to appear in the projected pair of sequels to “The Matrix.”
- Just one month after her self-titled third album appeared in 2001, she died in a private-plane crash while returning from a video shoot in the Bahamas.

Aaliyah Haughton

- She was born in Los Angeles, California, in 1975.
- At the University of North Carolina, she played basketball and ran track.
- As point guard, she averaged 16.8 points per game with her team winning the NCAA title her freshman year, at North Carolina. At the 2000 Olympics in Sydney, Australia, she captured 3 gold medals and 2 bronze medals.
- She now holds the title of the “Fastest woman in the World.”

Marion Jones

- She grew up in San Diego.
- She started doing theater when she was just 3 years old and spent nine years in performing arts school.
- She attended Howard University in Washington, D.C., where she studied history
- She has starred on BET’s Teen Summit, MTV, and even had her own talk show.
- One of her passions is sharing with adolescent girls that not having sex is a “cool” choice to make.
- She has made it known publicly that she has had long periods of abstinence, defining for herself that she deserves to wait until she meets her “Mr. Right”

Ananda Lewis

- She was born in 1936 in Jacksonville, Florida
- At age 15, she entered Fisk University, through the school’s early admissions program.
- She completed her undergraduate degree from Oberlin College and went on to earn a Master’s and Ph.D in anthropology from Northwestern University.
- In 1987, she made history by becoming the first African-American woman to serve as President of Spelman College
- She was the first woman ever elected to the Board of Coca-Cola Enterprises.

Johnetta B. Cole

- She won the 1993 Nobel Prize in literature for her book “Jazz”
• She is a best-selling author.
• She is the first black and the 8th woman to win a Nobel Prize since it was first awarded in 1901.
• She was born in Lorraine, Ohio as Chloe Anthony Wofford.
• She has received more than 15 honorary degrees and numerous honors and awards.
• She wrote the books “Bluest Eye” and “Beloved” which was made into a movie by Oprah.

**Toni Morrison**

• She was born in 1820 near Cambridge, Maryland
• Her birth name is Araminta Ross
• She made 19 trips to Canada to help free slaves
• She lead 300 people to freedom in Canada using the underground railroad
• The rewards for her capture totaled $40,000
• She died at the age of 93.

**Harriet Tubman**

**Tie-Breaker: use only if you need to.**

• Her birth name is Sarah Breedlove
• She was born on December 23, 1867 on a Delta, Louisiana plantation.
• She is noted as one of the 20th century’s most successfully, self-made entrepreneur.
• She developed her own scalp conditioning and healing formula

**Madam C.J. Walker**
Activity E: A Room Full of Sisters

**Purpose:**
To encourage the participants to further discuss pride among young black women by describing the many shades of beauty that are so common among Black women.

**Materials:**
Handout 1-10: “A Room full of Sisters”, Home Relaxation Kit; Candle, Bath gel, Lotion, Relaxation tips

**Time:**
10 minutes

**Health Educator:**
Now that we’ve talked about positive characteristics in women you consider role models, let’s take a minute to think about our own strengths and pride in being young, black women. We will read a poem written by a Black woman, named Mona Lake Jones. Turn to Handout 1-10 “A Room Full of Sisters” in your journals.

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 Mona Lake Jones show her pride as a Black woman in this poem?

- Her description of women
- The struggles they’ve gone through and how they came back stronger
- The varying roles of women – mothers, professionals, lovers….

How did the poem describe Black women’s outer beauty?

- “...like jewels in a crown”
- “With sparkling eyes and shiny lips”
- “Elegant hats on their heads”
- “Speaking with smiles on their African faces”

How did she describe Black women’s inner beauty?

- “...Their beauty was in the values they revered”
How does this poem make you feel as a young Black woman?

Allow participants to answer and then recap some of the thoughts from the complete discussion-then lead into the HORIZONS at home relaxation kits.

Health Educator:
Sometimes it takes being in a Room Full of Sistas like ours to recognize our strengths and weaknesses. Being in a room with other beautiful, intelligent and strong women allows you to reflect on those same characteristics within yourself.

We’ve got a little something for you so that when you’re at home and need to be in the presence of your HORIZONS Sistas you can remember the same feeling of power and pride, you feel today.

Helpful Hint: HE not reading should pass out “HORIZONS at home relaxation kit”. Show participants the contents and be sure to go over purpose. The participants will get an abbreviated version of “HORIZONS Top Five Relaxation Tips”

Health Educator:
This is what we call the HORIZONS at home relaxation kit. Inside you will find a candle, use this as a way to sit and relax and take the days stress away. We also have a bottle of bath gel so that you can take a nice hot bubble bath, allowing yourself to rest calmly and peacefully. There’s a small bottle of lotion that you can use after your relaxing bath to refresh your skin and help you to feel renewed. And lastly you’ll find our 5 tips for how to best relax!

The idea is to relax and remember the good times of being with a group of positive women, or focus on another good memory, but not on the negativity. We always want you to remember that you all are the “jewels in a crown” and that though you have “struggled the path” here you “stand feeling proud…in the heart of this crowd…a sisterhood of modern sojourners today. Still out in front blazing the way”

Health Educator:
Recap the poem; the importance of relaxing with the kit and lead into discussion of taking care of themselves by honoring their values.
HORIZONS  Top Five Relaxation Tips

We know that it's hard sometimes to take the time to relax and reflect on the day's events, but we would like to encourage you to take time to make time for yourself. Try it and you'll see a difference in how you handle life!

1. Make time to relax!
You have to take at least 15-20 minutes every day to just simply relax-to be in the presence of yourself and just hear yourself breathe. This is the most invigorating feeling you can experience. Find a space where no one can disturb you and just be alone.

2. Sleep!
You gotta have some sleep!!! We all know the feeling of thinking about getting in a nice comfortable bed and sleeping for days. One of the techniques we learned about was to dab pure lavender oil on your temples and maybe even your pillow. Or you can burn pure aromatherapy relaxation or lavender candles in your bedroom before bed.

3. The HORIZONS relaxation home spa!
This is the perfect way to use the items we gave you in your kit. It's all about giving yourself permission to give yourself time, and to give yourself something pleasurable. So what you want to do first is to set aside the time. Secondly you want to make sure that no one will interrupt you for at least an hour. And lastly, be sure to take all your relaxation goodies with you into the bathroom and close the door.

4. Do what you love.
Don't let your life go by without following your dreams. When you love what you do, it's a kind of relaxation. It you love to read, cuddle up with a book for at least 30 minutes a day. If you love to exercise-do a good work out several times a week. You determine what it is you enjoy and make the time to do it. Even if you can't live your dreams all the time, at least try to make time for them.

5. And finally, and very importantly, make time for your friends and family.
Never let your daily tasks come before those you love. Always be there for your loved ones. Consider the broad view to see where your deepest satisfaction lies, and live your life with no regrets.
Activity F: Values --- What matters most?

**Purpose:**
To encourage the participants to recognize their personal values and to assist them in understanding why it is important to first consider their personal values.

**Materials:**
Handout 1-11: Personal Values, Handout 1-12: Personal Rating Sheet, Poster, 5 Personal Values

**Time:**
15 minutes

**Health Educator:**
In the poem, “A Room Full of Sisters,” Mona Lake Jones said that the beauty of black women was in the values 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?

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

**Health Educator:**
Let’s turn to Handout 1-11 in your journals and go over what values are. Can I have some volunteers to read a personal value?

**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.**

Refer to Handout 1-12, 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.
Health Educator:
Now that we’ve talked about what values are, let’s talk about your values and what is important to you.

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 HORIZONS letters.

Health 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’ve got some Dear HORIZONS letters that I’d like to share with you all and get some feedback on how you think these young ladies should handle their situations.

My name is Jazz 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 like working my part time job to make a little money while he hates to work. 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?

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 Jazz 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.

Health Educator:
Ok, I have another one for you all.
My name is Keisha and I’ve been dating my boyfriend, Duane for a month. Duane is really cute. 8 months ago I had a baby, but I haven’t lost all of my weight from my pregnancy. Last week I wore a new jean skirt to school and Duane told me it made me look fat. Sometimes, I see Duane looking at other girls in class 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?

Allow participants time to answer. Probe for issues such as—if Duane valued Keisha would he talk about her physical appearance; does her having a child make her vulnerable to simply accepting a guy who is interested in her?

Health Educator:
Suggested Recap: We see that these two young ladies were having difficulties in honoring their values as well as considering the values of their boyfriends or potential boyfriend. 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, and if you are clear and upfront about what you value it will be even easier to find a boyfriend who shares similar values. Remember your decisions should reflect what you believe is right and what is important to you.
Activity G: The Value of My Body

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

**Materials:**
Flip Chart, Markers, Blank strips of paper (9/participant)

**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 behaviors, 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 car, you wash it, take it to get oil changes, and you don’t let just anyone drive it.

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

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. HE should give an example first of something they value. Those who are having a hard time-use probes from the responses they gave in the last activity about values.

Name something that you consider valuable?

Allow the participants time to answer about their values and use the values they mention to use as examples below.

Some of the things you mentioned you valued were __________, ________________, and ________________. We all value different things for different reasons.

Pass out 9 strips of paper to each participant. Have them write down the 3 things that we are asking on flip chart: 3 important people; 3 valuable possessions/things you own and 3 dreams.
Health Educator:
We’re passing out 9 strips of paper to each of you. What I want you to do is 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.

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. Tear sheets up or throw away-point is to let the participants know what they wrote no longer exists.
Health Educator:
Now, imagine that those sheets of paper really represented what you wrote, I took them from you and you will never get them back. Turn over what you have left.

__________, what was something that you lost? How did it make you feel?

Health Educator:
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. And all of you have a choice to make regarding how you protect yourself, your health, your heart, your family, and your future. Think about what we’ve talked about so far and understand that you have choices. Only you can determine what’s best for yourself, therefore it’s your responsibility to make the choices that are best for you.

Many times we as young women don’t stop to think about how valuable our bodies are; we may have never been told we were valuable, or we may not think that we are valuable, but we are. Our bodies should be viewed as a temple…one that we must adorn, cherish, love and most importantly respect. Within our temple is the very essence of who we are, our spiritual being. If we choose to respect our spiritual being, then we will respect the temple in which it resides, our body…our 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.
Activity H: Defining Abstinence and Safe Sex

**Purpose:**
Introduce the concepts of abstinence as safe sex as their options in protecting their sexual health.

**Material:**

**Time:**
15 minutes

**Health Educator:**
As we just mentioned, it's up to you to decide which choice is best for you. You can either decide to eliminate your risk of contracting an STD by abstaining, not have sex, or you can reduce your risk by choosing safe sex, using a condom correctly EACH and EVERY time you have sex. Let’s talk first about abstinence.

Allow participants time to answer question before asking the next question. Allow them time to give their definitions for abstinence. We aren’t here to refute their answers, but simply to explain that it’s a period of time that they define for themselves (i.e. we define abstinence in the questionnaire they take as a “period of at least 2 months or more; however, it could be a few months, it could be when they have found a partner that they want to have a one-on-one relationship with, it could be until they decide to get married.)

**Health Educator:**
- What do you think abstinence is? *(no vaginal, oral or anal sex)*
- Do you think abstinence is only for virgins? *(no, secondary virginity)*
- Do you think a young woman who has already had sex can be abstinent? *(yes, it might be hard but she can)*
- What does it mean to be abstinent? *(not to have sex for a period of 2 months or more)*

We know that practicing abstinence might be hard and that it might also be hard to persuade your boyfriend to consider having a relationship without having sex, but it’s possible. Some people think that abstinence is only for people who have never had sex. But people who have had sex before can also choose abstinence. This is called **SECONDARY ABSTINENCE**. Secondary abstinence is when a person who has had sex before decides that they aren’t going to have sex again for a period of at least 2 months or more.
People who choose abstinence are not saying I'll never have sex. What they are saying is, "At this point in my life, abstinence is the best choice for me."

**Suggested Recap:**
While, abstinence is the only 100% guaranteed way to prevent you from contracting an STD we do know that Safer Sex, where you reduce your risks of contracting an STD by using a condom correctly, each and every time you have sex, can help reduce your risk of contracting an STD. We will talk more next week about how to use condoms properly and how to make sure your condom is safe.

It is very important for you to know all the facts about your sexual choices so that you can make the most informed decision when it comes to protecting your sexual health.

Just like abstinence, persuading your boyfriend to use condoms correctly EACH and EVERY time you have sex might be hard. However, you have to consider what’s more important, your sexual health or the fact that your boyfriend might be turned off by your decision to want to use condoms.

Whatever choice you make, you have to always remember to make the choice that’s best for you.
Activity I: Summary

Purpose:
The first half of the workshop will be summarized

Materials:
None

Time:
5 minutes

Health Educator:
I'd like to summarize what we have talked about so far.

We’ve heard music and listened to videos that showed us examples of how women are viewed in both negative and positive ways. We read poetry that showed the wide array of Black beauty and strength of Black women.

Create your own lead-in and remember to use ideas from comments brought up in the previous activities to summarize.

We’ve looked at women we admire and identified things we value in our lives. We learned through these activities that it is very important for us as young black women to value our culture and ourselves. Most importantly, we talked about how valuable we are and that we have a choice in protecting our sexual health either by abstaining or practicing safer sex.

The next half of the workshop we are going to play a few games, continue to talk about sex and STDs, and we’ll end with setting goals for our future.

Now we will have a short break.

We will start again promptly at ________________.
Activity J: Facts About STDs

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

Materials:
Facts About STD questions, Koosh ball, Handout 1-13, Questions & Answers About STDs

Time:
20 minutes

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?
- What is it that you like the most about sex?
- Sex makes me feel…..
- 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.

Health Educator:
Another important aspect of sex that we don’t think about often is STDs or sexually transmitted diseases. You all 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.

Remember to mix the numbers up. Pass the questions on a card around the room allowing each participant to select a question until all the questions have been selected. If there are some left the HE should also take one and if there are still more remaining give more to the participants. After the participant has read the question allow the participants time to answer the question and correct or clarify when necessary.
**Health Educator:**

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 syphilis, gonorrhea (also called clap), chlamydia, herpes, genital warts,  
   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

4. Whoever has Question 4, please read it. 
   *(Question 4: How can you tell if you have an STD?)*  
   Most of the time it is very difficult to tell if a woman has an STD because she may not have  
   any symptoms. However, this doesn’t mean that damage isn’t being done to her body.

5. Whoever has Question 5, please read it. 
   *(Question 5: What are some symptoms of STDs in women?)*  
   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 ask your doctor, because  
   you in fact might not have symptoms at all.

6. Whoever has Question 6, please read it. 
   *(Question 6: How can you tell if your partner 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.

7. Whoever has Question 7, please read it. 
   *(Question 7: Will douching prevent an STD?)*  
   Often women will douche to feel fresher, but douching can actually cause MORE problems.  
   This is because a woman’s vagina is constantly cleansing itself, but douching takes away the  
   vagina’s natural protective layer and makes it EASIER to get an STD. Ask your doctor  
   whether or not you should douche.

Facts About STDs cont’d
8. Whoever has Question 8, please read it.
(Question 8: 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 speak to a nurse at the clinic or see your 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 re-infected.

9. Whoever has Question 9, please read it.
(Question 9: Why should you get treated for an STD?) It is important to get treated for an STD because:
- 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.
- If an STD is left untreated it could be difficult or impossible to become pregnant.
- If an STD is left untreated it places you at greater risk for HIV infection.

10. Whoever has Question 10, please read it.
(Question 10: How can you avoid getting an STD?) The best way to avoid becoming infected with an STD is to abstain (not have sex). However, if you’re going to have sex, you should use a condom correctly EACH and EVERY time you have sex.

HE not reading should pass out Handout 1-13: Questions & Answers about STDs.

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 on women as well as treatment and symptoms of some of the most common STDs in teens.
Activity K: Speaking of STDs

**Purpose:**
To teach the participants about STDs and how having an STD can make them sick.

**Materials:**
Handouts:
1-14: What Can Happen When a Woman gets an STD?, STDs, 1-15 through 1-21, Poster 6: What can happen when a women gets an STD?

**Time:**
15 minutes

Health Educator:
Let’s talk about some of the ways STDs affect women specifically. Let’s take turns reading the poster aloud.

- **Can you tell if you have an STD?**
  In fact, most of the time a woman cannot tell if she has an STD. And most of the time she cannot tell if her partner has an STD.

2. **Not able to have anymore babies**
   When a woman carries an STD inside her **untreated**, for a long period of time, she can become infertile (which means that she cannot have babies).

3. **Can make unborn child sick**
   Also, women who are pregnant can get STDs **just as easily** as women who are not pregnant. In fact, their risk is even greater because STDs can hurt them AND their baby. STDs can cause blindness, brain damage, and even death for your unborn or newborn baby.

4. **Pain**
   Also, STDs can be painful. They can make you so uncomfortable that it hurts to urinate or have sex.

5. **Cancer**
   STDs can increase your risk of cancer. HPV (Human Papillomavirus) a common STD increases a woman’s risk of cancer.
6. Increases your chances of getting HIV

HIV/AIDS is an incurable STD. People with HIV die much earlier than they would have if they didn’t have the disease.

**Health Educator:**

These are just some of the ways STDs can affect women. Turn to handouts 1-15 thru 1-21: 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.

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**Gonorrhea:**

- 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 women 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.

**HPV (human papilloma virus):**

- Very common STD, some strains cause genital warts and others can increase the risk of cervical cancer.
- Genital warts are tiny pink or reddish warts that appear on the vagina and/or anus.
- The virus passes through skin-to-skin contact when a wart touches skin that is broken or cut. (Tiny breaks in the skin often occur during sexual intercourse).
- Warts can be removed by a doctor by either a topical medication or by burning them off with an electric needle.
- Genital warts can be passed to your baby during delivery and your baby can develop tumors in the throat or lungs (sometimes they will never go away even if treated) or in the genital area. Warts on a woman can grow so large during pregnancy that they block the birth canal (vagina)!
Other strains of HPV can cause abnormal changes to cells that may become cancerous in the future. If the precancerous cells are not found and treated they can lead to cervical cancer. A Pap smear is done to check for cervical changes so it is very important to have them done based on your medical providers recommendation. HPV can also be passed when no symptoms are present!

**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.

We are only going over the STDs that we are treating for. You will be providing handouts to the participants of other STDs that are common in teens. These will be handouts 1-19 thru 1-21. If they have any questions have them put them in the “I have a Question” box at the end of this session. HE should pass out index cards to all participants.

**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 not your partner-you risk being reinfected by your partner and would then need to be treated again.

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.
   - Viruses CANNOT be cured and the one virus we spoke about is HPV.
Workshop 1

Health Educator:
We hope that the information we have just given you has relayed the importance of protecting your sexual health. Remember that the 100% sure way to prevent contracting an STD is to not have sex, but that using a condom can definitely reduce your risks. We also hope that if you ever believe you have an STD that you will inform your boyfriend so that he too can get tested and get the proper treatment he needs. We want to remind you that you could possibly risk being reinfected with an STD if you are treated but your boyfriend doesn’t get treated and you continue to have sex with him. The risk of potential reinfection is another reason that we can say that abstinence is the 100% best way to guarantee that you do not contract an STD. However, using condoms correctly each and every time can help to reduce your risk of contracting an STD.

Take some time this week to look over the handouts that we’ve provided you with. You’ll notice that some of the handouts in your journal are of not only the STDs we talked about, but some others that are very common in teens. If you have any questions about the symptoms and treatment don’t hesitate to ask. If you all have any questions now, we have a little HORIZONS – “I have a question box.” I’m going to pass out some index cards and you all can write your question on there and we will do our best to research all of your answers for next week.

Health Educator:
Now we have another Dear Horizons letter to share and get some advice.

My name is Wanda and I’ve been with my boyfriend for six months. Today I went for my annual pap exam and I found out that I have an STD, chlamydia. When I went to the clinic the nurse told me I had nothing to really worry about because the medicine would cure me. She did however, tell me that I need 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. I don’t want to get an STD again and I’m scared to tell my boyfriend because I don’t know if I gave it to him or if he gave it to me—what should I do?

This vignette is for the participants to understand the importance of not only them being treated, but their boyfriends too. We want to put out that it’s important for them to protect their sexual health. If participants express that they would have trouble telling their boyfriend let them know that next week we’ll be discussing ways that they can better communicate with their boyfriends the importance of protecting their sexual health.
Activity L: Douching Jeopardy

**Purpose:**
To inform the participants about the importance of not douching.

**Materials:**
Handout 1-22: Douching Facts, Douching products, Flip chart, Markers, Candy

**Time:**
10 minutes

**Health Educator:**
Another aspect of STDs is making sure to properly clean your body. Simply taking a shower after having sex doesn’t prevent you from contracting an STD, but there is a proper way to cleanse yourself that we’d like to share with you as well as dispel some myths about products that you can use to clean yourself.

Can anyone tell me what these products are on the table? (Place douching products on the table. Allow the participants time to answer)

Have any of you ever used these products before? (Allow the participants time to answer)

Allow the participants time to answer these questions to get an understanding about their douching history and/or knowledge.

**Health Educator:**
Earlier we talked a little about douching. Now we’re going to play a game called, Douching Jeopardy, to see how much we really know about douching and what it does to our bodies. I will read the question out loud. Team A will have 10 seconds to answer the question. You can talk with your team but once the 10 seconds is up you have to give an answer. We’ll go back and forth until there are no more questions. Remember this is a fun way for us to see how much we know about douching.

Use teams that have been established, remember to rotate who goes first from last game. HE has important Douching facts listed on HE sheet—remember to reiterate points made as well as additional information to participants. If the team gets the answer wrong—let them know why it is wrong. Remember to keep score and give out candy to team that answers correctly. When you complete the game pass out Handout 1-22: Douching Facts.
Health Educator:
Now that we’ve finished the game, let’s make sure we all know the main facts: Here are some important things to remember:

- Douching takes away the natural protective layer of the vagina which makes it easier to get an STD
- Douching can increase your risk of having a difficult pregnancy, getting STDs like chlamydia, gonorrhea and trichomoniasis
- Douching can increase your chance of not being able to have children at all
- Washing daily with warm water and non-deodorant soap is more than enough to clean your vagina.
Douching Jeopardy

The team that's up must answer True or False to the statement given. You will have 10 seconds to answer the question. If you get it wrong the question goes over to the opposing team, but they must give the correct answer as well as why it is either correct or incorrect.

- Douching is done to clean your vagina  **True**
- Douching increases your chances of having a difficult pregnancy  **True**
- Douching products can include water, vinegar and home made products  **True**
- Douching is a healthy thing to do  **False**
- You should douche whenever you have sex  **False**
- Douching increases your chances of being infertile, not able to have children  **True**
- Douching is more common among White women than among Black women  **False**
- Douching increases your chances of getting STDs  **True**
- Douching is recommended by all health departments  **False**
- Washing daily with a mild soap and plenty of warm water is enough to properly clean your vagina.  **True**
Douching Facts for HE

- Douching is harmful to your vagina because it takes away the natural protective layer and makes it easier for you to get an STD:
  - Repeated douching can cause the over-growth of certain disease causing organisms.
  - You never need to douche because your vagina has its own natural cleaning system.
  - Washing daily with a mild soap and plenty of warm water will do the trick.
  - The vagina is sensitive and douching can cause allergic reactions.
  - Douching can cause dryness of the vagina, which can make having sex very uncomfortable.

- Douching increases your chances of having a difficult pregnancy:
  - Chances of having a pregnancy where the egg develops outside the uterus (ectopic pregnancy) are increased. In such pregnancies the egg mostly is found in the fallopian tube.
  - Hemorrhaging or heavy bleeding can result, and may even be life threatening.

- You should never douche after you have sex:
  - Douching after sex is not necessary.
  - Because of the inflammation and irritation that can result from douching, it makes it easier to get an STD if you douche after having sex.
  - Douching after sex will NOT prevent pregnancy.

- Douching increases your chances of getting an STD:
  - Douching increases your chances of getting Pelvic Inflammatory Disease (PID), Bacterial Vaginosis (BV) and Cervical cancer.
  - PID is highest in the adolescent population and is the leading cause of infertility in the United States.
  - PID is the most common disease caused by douching. Douching could push germs up into the cervix or uterus.
  - BV is the most prevalent cause of vaginal discharge and foul odor.
  - BV can cause difficult pregnancy.

- Douching is NOT recommended!!!
  - Because of the many dangers of douching, including the reasons given above douching is not recommended.
Activity M: Mapping My Life Out

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

**Materials:**
Handout 1-23: Map to My Future

**Time:**
5 minutes

**Health Educator:**
By now I hope we have shared with you the importance of protecting your sexual health by either considering to abstain or by using condoms correctly EACH and EVERY TIME you have sex. To help you see the benefits of protecting your sexual health, let’s 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 every one of you has the potential to achieve your dreams. Turn to Handout 1-23: Map to My Future. When thinking about where you want to be when you’re 25 you have to think about the goals you need to set in order to achieve your dreams. You’ll need to think about long term and short term goals. It’s also important to think about the qualities that you currently possess and the skills you will need that will help you achieve your goals.

Here is my Map to My Future.

Have an example Map that is as complete and go over with the steps you have listed-noting that theirs may look totally different, but it’s the concept of thinking about future plans. The example should have items they can relate to so girls see how to make it realistic.

**Health Educator:**
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 so you can share it during the next workshop.
**Suggested Recap**
Your dreams and goals are important because it defines what it is you want to do with our life, things you want to accomplish. You all have the potential to fulfill your dreams. Your skills and experiences are what make you 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!
Activity N: Reflections of Self

**Purpose:**
To teach the participants to reflect on the power of poetry.

**Materials:**

**Time:**
20 minutes

**Health Educator:**
Suggested Recap of today (Use some of the more specific things to include in this general recap)

We mentioned earlier that poetry often shows the strength and pride of women. We heard poems that shared the beauty of Black women. We talked about what makes Black women strong and successful. All of these things help HORIZONS Sistas build their pride. We'd like to leave you all with one last message today and it's called “The Priceless Gift of Self-Esteem.” Turn to handout 1-24: “The Priceless Gift of Self-Esteem.” One of the goals of HORIZONS is to enhance not only the pride of young African-American women, but their self-esteem as well. Let’s go over the handout together.

Will a volunteer please read “The Priceless Gift of Self-Esteem

**Health Educator:**
So you see, you all are the very reflections of those women that we read about earlier. Just to prove that to you, we’re going to take a minute to have you all take a picture of yourself and do a framing activity. This way you are reminded that you are the very essence of the Strong, successful women we talked about earlier.

HE will take a picture of each participant. Place materials on table so that participants can choose poems or affirmations that they would like to place in their frames. Feel free to play HORIZONS cd and/or any positive artist’s cd.
Activity O: What Do You Think About…?

**Purpose:**
The Health Educator will distribute an evaluation of the session for the participant to fill out.

**Materials:**
Evaluation Form – What Do You Think About…?

**Time:**
5 minutes

**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 HORIZONS sista. 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.
HORIZONS SISTAS...

HAVE HOPE AND RESPECT FOR OURSELVES AS INDIVIDUALS AND THE ZEST TO BE OPTIMISTIC ABOUT THE NEW BEGINNINGS THAT AWAIT OUR SPIRIT
Horizons Sistahs...

Have hope and respect for ourselves as individuals and the zest to be optimistic about the new beginnings that await our spirit.
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.

**Participate in discussions:** your personal experiences may be very helpful to someone else. There are no stupid questions, answers, or comments. We are here to learn from each other, not to be critical.

**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.

**Participate in activities:** 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.
Group Guidelines

- Keep things confidential
- No Smoking
- Commit to the program
- Participate in discussions
- Be On Time
- Participate in activities
- Have a NON-judgmental attitude
- Respect each other
Think about the videos we saw and the music we heard.

Answer the questions below

1. How did the music videos show sex?
2. Are the videos realistic?
3. How were men and women dressed?
4. Are men and women treated the same?
5. How is affection displayed in the videos?
6. Were condoms visible when sexual scenes were shown?
7. Do you think the relationships between the couples are serious or more casual?
**Successful African-American Women**

**Strong Sisters**

**Angela Bassett:** Born in New York City, she grew up in St. Pete. Pushed by a high school teacher, she applied for Yale University and received a scholarship, ultimately spending 7 years there including 3 post-grad years studying drama. She first appeared in a small role in the cult favorite F/X, but it was not until 1990 that a spate of TV roles brought her notice. Her breakthrough role was playing Tina Turner whom she had never seen perform before taking the role. Bassett has built her career around playing some of the most celebrated real-life pioneering black women of the 20th century. She was Oscar-nominated and won both the Golden Globe for Best Performance by an Actress in a Motion Picture Comedy/Musical and the NAACP Image Award for Outstanding Lead Actress in a Motion Picture for her star-making performance as Tina Turner in “What’s Love Got To Do With It” (1993). Other roles include “Boyz in the Hood” (1991), “Malcom X” (1992) as Betty Shabazz and outstanding supporting actress in “The Score” (2001).

**Johnetta B. Cole:** Johnetta Betsch was born in 1936 in Jacksonville, Florida, where her family had long been established as leaders of the Black community. At age 15, Johnetta Betsch entered Fisk University, through the school’s early admissions program. She completed her undergraduate degree at Oberlin College and went on to earn a Master’s and Ph.D. in anthropology from Northwestern University. In 1987 she made history by becoming the first African-American woman to serve as President of Spelman College. In 1996, Money magazine listed Spelman as the number one historically Black college, the number one women’s college and the number seven college of any kind in the United States. In addition to her academic duties, Dr. Cole has served on the board of Directors of Home Depot, Merck & Co., Inc., NationsBank South and was the first woman ever elected to the Board of Coca-Cola Enterprises.

**Cynthia Cooper:** You might think the WNBA’s 2000 Most Valuable Player was born with a basketball in her hand, but Cynthia was a late bloomer. At 16, she saw a girl dribble the ball behind her back, penetrate the hole and lay it in the basket. Cooper was hooked, but she needed practice. In high school, she went from averaging 8 points per game as a junior to 45 points in her senior year. She played professionally in Europe for 11 years and lived the “good life.” When the WNBA called, she jumped at the chance to come home. Cooper’s #1 fan is her mother who just recently struggled through a bout of breast cancer. Despite her illness, Cooper’s mother attended every game, even rescheduling chemotherapy treatment so she could attend playoff games. Off the court, Cooper devotes a lot of time to helping others. She established a scholarship program and “Coop Hoops for Kids,” a foundation that recognizes students who excel in academics and sports. She is also a spokesperson for Concept Cure, a General Motors program that raises money for breast cancer research.

**Nikki Giovanni:** Nikki Giovanni is a black poet, essayist, and lecturer, whose work has influenced many throughout the years. Giovanni was born in Knoxville, TN in 1943. She attended Fisk University where she received her degree in 1967. In 1970, Giovanni founded a publishing company called Niktom Limited. She now works as a professor in the English department of Virginia
Polytechnical Institute. Giovanni believes that change is necessary for growth. Her poetry is renowned for its call of urgency for Black people to realize their identities and understand their surroundings. She is considered to be a leader in the Black poetry movement. Her collection of poetry, *Black Feeling, Black Talk, Black Judgement*, captures the militant attitude of the civil rights and Black Art movements of that time. Giovanni continues to write, speak, and teach about history and the future of Black people and has become a symbol for Black women and women writers today.

**Aaliyah Haughton:** Born in 1979 in Brooklyn but raised in Detroit, she was influenced by an entertainment background—her mother was a singer and her uncle was an entertainment lawyer who was once married to Gladys Knight. In fact, she even appeared in concert with Knight at the age of 11, and released her first album just four years later. By the end of the 90’s, she made the move to film, starring in Romeo Must Die, Queen of the Damned and agreed to appear in the projected pair of sequels to The Matrix. Just one month after her self-titled third album appeared in 2001 she died in a private-plane crash while returning from a video shoot in the Bahamas.

**Marion Jones:** Marion Jones was 9 when the Olympics came to town and helped her chart a course for her life. As a sprinter and arguably the world’s highest profile female athlete, she pursued an unprecedented five gold medals during the 2000 Olympics. As a freshman and sophomore, she attended Rio Mesa High in Oxnard, CA and won state championships in the 100 and 200 both years, moving into the national rankings in both events her sophomore year. As a junior, she competed at the Olympic Trials in New Orleans, finishing 4th in the 200 and 5th in the 100. In 1997, she won the 100 at the world championships and ran on the U.S. team that won the 4x100 relay setting an American record of 41.47. She was also voted Women's Athlete of the Year in 1997, 98 and 2000, the 1999 Jesse Owens Award winner, and the 2000 AP and USOC Female Athlete of the Year.

**Alicia Keys:** Alicia Keys’ artistic light is so bright it could illuminate a pitch-black room. A true musical prodigy whose multi-dimensional gifts emerged at age five, the beautiful Alicia has taken modern R&B soul to a whole new level at the tender age of nineteen. Born aware of her old soul yet living in New York’s inner city amidst the dominance of Bigg and Jay Z, Alicia’s natural talents blossomed into a rare mix of hip-hop flavor and insightful wise-beyond-her-years songwriting. At age 16, Alicia’s outstanding grades allowed her to finish high school early. Right out of high school, Columbia University accepted Alicia Keys and though she gave it a whirl, the desire to focus on music was the driving force over all else.

**Lisa Leslie:** As a six-foot tall junior high student in Los Angeles, Calif., Leslie was more embarrassed by her height than empowered by it until she was urged to play basketball by a classmate. While at Morningside High School in Los Angeles, Leslie emerged as one of the top prep players in the nation. She led her team to a pair of state championships while also compiling some impressive personal
statistics. In fact, Leslie secured a place in basketball folklore when, as a senior, she scored 101 points in the first half of a game. One of the nation's most recruited players, she decided to stay home and play at the University of Southern California. In Atlanta, Leslie led all U.S. players in scoring (19.5 ppg.), and culminated her first Olympics by recording a team best 29 points and adding six rebounds in the USA's gold medal game victory over defending World Champion Brazil.

**Ananda Lewis:** She tells people not to jump to conclusions, that “beneath the plasticky TV” stuff, is an audacious thinker with a sharp mind that will surprise anyone who knows her just for her bubbly on-air persona. She has a head full of progressive ideas that separate her from the crowd of beautiful people. As a young girl growing up in sunny San Diego, Ananda Lewis has a spotlight-grabbing presence. She started doing theater when she was just 3 years old and spent nine years in performing-arts school. From San Diego, she went to Howard University in Washington, D.C., where she studied history and had her sights set on teaching. After college, she made an abrupt U-turn and decided to pursue a career in entertainment, reaching back to the foundation she had laid in San Diego. Despite the quick professional ascent and her omnipresent smile, not every moment in Ananda's life has been prefect. An ugly early sexual experience colored her outlook about the sexual role of women, and has pushed her to the forefront of teaching adolescent girls that abstinence is a cool choice to make. She has let it be known publicly that she has had long periods of abstinence, and in so doing acts as a role model for the millions of teenage girls who look up to her.

**Toni Morrison:** is a best-selling author who won the 1993 Nobel Prize in literature for her book *Jazz*. Morrison was the first black, and only the eighth woman, to win the prize since it was first awarded in 1901. Born in Lorraine, Ohio, as Chloe Anthony Wofford, her most vivid memories of her childhood include learning about black folklore, music and myths, and storytelling, which was a major source of family entertainment. Morrison has received more than 15 honorary degrees and numerous honors and awards. Her other works include *Tar Baby* (1981), *Beloved* (1987), the play *Dreaming Emmet* (1992), and a book of essays *Playing in the Dark* (1992). Morrison was inspired by “things that had never been articulated, printed or imagined…about black girls, black women. I don't want to redress wrongs. I want to alter the language and rid it of...its racism and fill the void with the voice of black women. It is a risky business.”

**Jill Scott:** She was born and raised in North Philadelphia, in which her childhood was poor by monetary standards, yet rich with life experiences. Perhaps the seed was planted when Miss Fran Danish, Jill's eighth-grade English teacher gave her student's assignments that required the writing of biographies. Jill's choice was Nikki Giovanni who was a black woman that not only shared Jill's experience but was writing her story. Thus began Jill's love affair with words. She read her poetry at places like the October Gallery and the "Black Lilly" at the Five Spot both in Philadelphia. But the words, the feelings, and public's reaction to them motivated Jill to sing and not just talk. At one of her spoken-word events, Amir Guestlove (drummer for The Roots), heard Jill and asked her to join the band in the studio. Jill wrote "You Got Me" in 5 minutes, which was then performed by The Roots and Erykah Badu. The track went on to earn the 1999 Grammy for the Best Rap Performance.
Sojourner Truth: Born a slave in upstate New York in approximately 1797, she labored for a succession of five masters until July 4, 1827, when slavery was finally abolished in New York State. Then Isabella, as she had been named at birth, became legally free. After prevailing in a courageous court action demanding the return of her youngest son Peter, who had been illegally sold away from her to a slave owner in Alabama, Isabella moved to New York City. After 15 years in New York, Isabella felt a call to become a traveling preacher. She took her new name, Sojourner Truth, and began speaking to people in the countryside about her life and her relationship with God. Over the next decade, she traveled and spoke widely. She is particularly remembered for the famous “Ain’t I A Woman?” speech she gave at the women’s rights convention in Akron, OH in 1851. After the Civil War, she set out on a final crusade to gain support for her dream of a land distribution program for former slaves, an idea, which, despite her lobbying, Congress refused to enact. Finally she returned to her home in Battle Creek, MI, where she died in 1883.

Harriet Tubman: Born Araminta Ross in 1820 near Cambridge, Maryland, one of 11 children of Benjamin and Harriet (Green) Ross, Harriet Tubman took her mother’s first name. At age 13, she was seriously wounded by a two-pound weight when she intervened between freeing slave and an overseer. During her convalescence, she began to question the workings of a society in which she had no power. Carrying a long rifle – to encourage fleeing slaves who had second thoughts as well as to defend against attack – Tubman made 19 trips, leading an estimated 300 people to freedom in Canada along an “underground” network of “safe houses” that become known as the Underground Railroad. She became so notorious that rewards for her capture totaled $40,000. After the war, Tubman moved to Auburn, New York, where she opened the Harriet Tubman Home for the aged and raised funds for schools for former slaves. In 1896, she was a speaker at the first annual convention of the National Federation of Afro-Americans. After a two-year residence in her retirement home, she died of pneumonia at the age of 93.

Madam C. J. Walker: Born Sarah Breedlove on December 23, 1867 on a Delta, Louisiana plantation, this daughter of former slaves transformed herself from an uneducated farm laborer and laundress into one of the 20th century’s most successful, self-made female entrepreneur. Working for as little as $1.50 a day, she managed to save enough money to educate her daughter Lelia. During the 1890’s, Sarah began to suffer from a scalp ailment that caused her to lose most of her hair. She experimented with many homemade remedies and store-bought products. After changing her name to “Madam” C. J. Walker, she founded her own business and began selling Madam Walker’s Wonderful Hair Grower, a scalp conditioning and healing formula, which she claimed had been revealed in a dream. As her business continued to grow, Walker organized her agents into local and state clubs. Her Madam C. J. Walker Culturists Union of America convention in Philadelphia in 1917 must have been one of the first national meetings of businesswomen in the country. Walker used the gathering not only to reward her agents for their business success, but to encourage their political activism as well.

Oprah Winfrey: Grew up in a very poor family in Mississippi. She had a very difficult childhood. When she was 9 years old, Oprah was sent to Tennessee to live with her father. While in Tennessee, Oprah was raped by one of her cousins and sexually molested by other men. After these experiences, Oprah began to lead a wild and promiscuous life. At age 14, Oprah’s mother threatened to put her into a juvenile detention center. At this point she decided to make some changes in her life. She began reading and journaling and earned good grades in school. She also developed her interests in
TV and radio. Today, Oprah Winfrey has become America’s #1 talk show host and she is one of the richest women in the world.

Iyanla Vanzant: A best-selling author with a successful business and a loving family, has a remarkable story to tell. It wasn’t long ago that she was a teenage mother (at sixteen years old) and a high school drop out on welfare. She knows that a young woman’s life can sometimes be lonely and hard but she has been able to overcome many obstacles that faced her. She attributes her success to learning to love herself and God.
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 ________________
A Room Full of Sisters

A room full of sisters, like jewels in a crown
Vanilla, cinnamon, and dark chocolate brown...
Now picture yourself in the midst of this glory
As I describe the sisters who are part of this story.

They were wearing purples, royal blues, and all shades of reds
Some had elegant hats on their heads
With sparkling eyes and shiny lips
They moved through the room swaying their hips
Speaking with smiles on their African faces
Their joy and laughter filled all the spaces.

They were fashionable and stylish in what they were wearing
Kind sisters who were loving and caring
You see, it’s not about how these sisters appeared
Their beauty was in the values they revered

They were smart, articulate and well-read
With all kinds of Black history stored in their heads
Jugglers of professions, managers of lives
Mothers of children, lovers, and wives
Good-hearted reaching out to others
Giving back to the community and supporting our brothers.

All these sisters struggled the path
Suffered from prejudice, endured the wrath
But they brushed off their dresses and pushed on the door
And they came back stronger than they were before

Now, imagine if you will
The joy and thrill
As you stand feeling proud
In the heart of this crowd
A sisterhood of modern sojourners today
Still out in front blazing the way.

A room full of sisters like jewels in a crown
Vanilla, cinnamon, and dark chocolate brown.

Mona Lake Jones
HORIZONS  Top Five Relaxation Tips
We know that it’s hard sometimes to take the time to relax and reflect on the day’s events, but we would like to encourage you to take time to make time for yourself. Try it and you’ll see a difference in how you handle life!!!!

1. Make time to relax!
You have to take at least 15-20 minutes every day to just simply relax-to be in the presence of yourself and just hear yourself breathe. This is the most invigorating feeling you can experience. Find a space where no one can disturb you and just be alone.

2. Sleep!
You gotta have some sleep!!! We all know the feeling of thinking about getting in a nice comfortable bed and sleeping for days. One of the techniques we learned about was to dab pure lavender oil on your temples and maybe even your pillow. Or you can burn pure aromatherapy relaxation or lavender candles in your bedroom before bed.

3. The HORIZONS relaxation home spa!
This is the perfect way to use the items we gave you in your kit. It’s all about giving yourself permission to give yourself time, and to give yourself something pleasurable. So what you want to do first is to set aside the time. Secondly you want to make sure that no one will interrupt you for at least an hour. And lastly, be sure to take all your relaxation goodies with you into the bathroom and close the door.

4. Do what you love.
Don't let your life go by without following your dreams. When you love what you do, it's a kind of relaxation. It you love to read, cuddle up with a book for at least 30 minutes a day. If you love to exercise-do a good work out several times a week. You determine what it is you enjoy and make the time to do it. Even if you can't live your dreams all the time, at least try to make time for them.

5. And finally, and very importantly, make time for your friends and family.
Never let your daily tasks come before those you love. Always be there for your loved ones. Consider the broad view to see where your deepest satisfaction lies, and live your life with no regrets.
Personal Values

VALUES are guides for behavior.

VALUES influence your decisions.

VALUES are both conscious and unconscious.

VALUES often arouse strong emotions in a person.

If you VALUE yourself you’ll appreciate others more.
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

- **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
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 syphilis, gonorrhea (also called clap), chlamydia, herpes, HPV (human papiloma virus), 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.

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: 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 ask your doctor, because you in fact might not have symptoms at all.

Q: How can you tell if your partner 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: Will douching prevent an STD?
A: Often women douche to feel fresher, but douching can actually cause MORE problems. This is because a woman’s vagina is constantly cleansing itself, but douching takes away the vagina’s natural protective layer and makes it EASIER to get an STD. Ask your doctor whether or not you should douche.

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 speak to a nurse at the clinic or see your 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: Why should you get treated for an STD?
A: It is important to get treated for an STD because:
   - 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.
   - If an STD is left untreated it could be difficult or impossible to become pregnant.
   - If an STD is left untreated it places you at greater risk of HIV infection.

Q: How can 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.
What Can Happen When a Woman Gets an STD?

1. CAN YOU TELL IF YOU HAVE AN STD?
   In fact, most of the time a woman cannot tell if she has an STD. And most of the time she cannot tell if her partner has an STD.

2. NOT ABLE TO HAVE ANYMORE BABIES
   When a woman carries an STD inside her untreated, for a long period of time, she can become infertile (which means that she can not have more babies).

3. CAN MAKE UNBORN CHILD SICK
   Also, women who are pregnant can get STDs just as easily as women who are not pregnant. In fact, their risk is even greater because STDs can hurt them AND their baby. STDs can cause blindness, brain damage, and even death for your unborn or newborn baby.

4. PAIN
   Also, STDs can be painful. They can make you so uncomfortable that it hurts to urinate or have sex.

5. CANCER
   STDs can increase your risk of cancer. One very common STD (genital warts) increases a woman’s risk of cancer.

6. INCREASES YOUR CHANCES OF GETTING HIV
   HIV/AIDS is a deadly, incurable STD. People with AIDS die much earlier than they would have.
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   Also, STDs can be painful. They can make you so uncomfortable that it hurts to urinate or have sex.

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   STDs can increase your risk of cancer. One very common STD (genital warts) increases a woman’s risk of cancer.

6. INCREASES YOUR CHANCES OF GETTING HIV
   HIV/AIDS is a deadly, incurable STD. People with AIDS die much earlier than they would have.


**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.
Facts About Genital Warts

What are They?
Genital Warts are caused by the human papilloma virus (HPV). They may appear around the vagina, around the rectum, on the penis or on the scrotum. They may also occur internally in a woman’s cervix or vagina, or in the urethra in the male. Males and females can also have genital warts in the throat or anus. After chlamydia and gonorrhea, this is the third most common sexually transmitted disease. Genital warts are three times more common than genital herpes. These warts are extremely contagious, so it’s easy to give or get the warts after vaginal, anal, or oral sex with an infected partner.

Symptoms
The warts can take from six weeks to eight months to appear after exposure but usually appear within one to three months. Some genital warts are flat; some are round bumps that look like tiny cauliflowers. They are usually painless, but will itch or burn if they grow larger or spread. If untreated, the warts can multiply rapidly.

Special Risks
The virus that causes these warts has been linked to cervical cancer in women; any female with external warts should also have a careful internal examination. In both sexes, there is a risk of cancer of the vulva, penis, anus or throat if warts are left untreated. Untreated genital warts can spread enough to block vaginal, rectal or throat openings.

Treatment
Warts can be removed by a physician in private practice or at a clinic. The doctor may apply a topical medication called pedophyllin to the warts, and give several follow-up treatments as necessary until the warts are gone. Or the doctor might burn off the warts with an electric needle. This is possibly uncomfortable, but it is a highly effective one-time treatment. Another treatment is the use of liquid nitrogen to freeze and then remove the warts. This involves minimal discomfort and is also quick and convenient. Stubborn and/or severe cases of genital warts may be treated by laser or with the anticancer drug Interferon. Because warts are caused by a virus, they can come back. The virus remains in the body even after the warts themselves are removed.

Prevention
The only 100 percent sure way to prevent the transmission of genital warts or the HPV virus is ABSTINENCE—not having sexual intercourse. However, you can reduce your risk of contracting genital warts by using a condom EACH and EVERY TIME you have sex. Keeping in mind though that even using a condom might not protect you if you have an infectious wart.
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.
Syphilis Facts

What is it?
Syphilis is a bacterial infection caused by a tiny corkscrew-shaped microorganism called, *Treponema pallidum*. It is usually spread by vaginal, anal, or oral sex with an infected partner, but it can also be transmitted from one infected sex organ to an open cut in the skin or another person.

Symptoms
There are four stages of infection, with different symptoms and consequences. Symptoms appear slowly within ten to ninety days (usually three weeks).

Primary Stage
The first stage of syphilis is usually a painless chancre (round, hard sore, pimple or blister) where germs entered the body-on the genitals, anus, lips, breast, etc. These chancrees disappear in one to six weeks.

Secondary Stage
Some months later, second-stage symptoms may include a rash of brownish-red pimples on the soles of the feet or palms of the hands (this rash can spread all over the body), swollen joints, fatigue, hair loss, and flu-like symptoms. At this stage, syphilis can spread by any physical contact, such as kissing. The symptoms disappear by themselves, but the disease is still very active. Symptoms may recur for up to two years.

Latent Stage
This stage lasts from one to twenty years. At this point, there are usually no visible symptoms, but the microorganisms have entered internal vital organs such as the heart and brain.

Late Stage
This is the stage where the permanent damage to the body becomes apparent. The disease may lead to brain damage, insanity, heart disease, paralysis, kidney damage, deafness, blindness and possibly death.

Treatment
Syphilis is usually cured with penicillin injections or other antibiotics. It is detected by a blood test called VDRL. This can be obtained at an STD clinic of a county health department or from a private doctor. If detected and treated in the early stages, syphilis is curable, with no permanent effects. However, while the effects of late-stage can be treated, there is no cure.

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

What is it?
Herpes simplex II is a highly infectious disease caused by a virus. Herpes simplex II affects the genitals. It is transmitted by direct contact with a sore, and by vaginal, anal or oral sex with an infected partner. Sores become contagious about twenty-four hours before they erupt and remain contagious until they are healed and have completely disappeared.

Symptoms
The first appearance of symptoms usually occurs from two to thirty days after exposure (sexual contact with an infected person). Symptoms in males include small blisters on the penis, minor rash and itching in the genital area, and swollen lymph glands in the groin.

Symptoms in females include mild vaginal discharge and blisters occurring on the cervix, vaginal walls, and sometimes the vulva and buttocks; infection in females may go unnoticed. In both sexes, flu-like symptoms, including fever, aching muscles and joints, and a general sick feeling, may occur. While symptoms usually diminish within two to three weeks, the herpes virus lies undetectable in the body and can recur.

Treatment
There is no cure for herpes simplex II at this time. STD clinics at county health departments and private doctors can provide a variety of drugs to treat the symptoms. The anti-viral medication Acyclovir, given in pill form, can help alleviate symptoms and shorten or prevent recurrences. Another anti-viral drug is called Immuvir, a nonprescription ointment that can relieve painful symptoms of herpes. During an outbreak of herpes, aspirin can relieve minor pain and fever, but does not cure it.

Prevention
To prevent the transmission of the virus, a person should practice ABSTINENCE—not having sexual intercourse. Condoms can reduce your risk from contracting, but keep in mind that it will not protect you against any infectious sores in the genital areas.
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.
Douching Facts

- Douching is harmful to your vagina because it takes away the natural protective layer and makes it easier for you to get an STD.

- Douching increases your chances of having a difficult pregnancy.

- You should never douche after you have sex.

- Douching increases your chances of getting STDs.

- Douching is NOT recommended by all health departments.

- All you need is warm water and a mild soap to clean your vagina daily.
Map to _____________'s Future

(Name)

My Dreams

___________________
___________________
___________________

Long-term goal

Short Term Goal

3 qualities I possess

___________________
___________________

3 skills I need

___________________
___________________
___________________
The Priceless Gift of Self-Esteem

What is Self-Esteem?
Confidence and satisfaction with oneself

What does improved self-esteem bring...?

**H** = Hope for the future

**O** = Opportunities that are unlimited

**R** = Relationships that are healthier

**I** = Increased confidence

**Z** = Zeal in being myself

**O** = Opens and fulfills me spiritually

**N** = New and more positive ways of seeing the world

**S** = Self reliance and self respect

Answer: Improved self-esteem brings new horizons!!!
<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
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<th>5</th>
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</thead>
<tbody>
<tr>
<td>1. Overall, how much did you enjoy today’s workshop?</td>
<td>1</td>
<td>2</td>
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<td>2. How well prepared were the Horizons Health Educators?</td>
<td>1</td>
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<td>3. How well were the activities/information presented?</td>
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<td>4. How well did the activities encourage your participation?</td>
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<td>5. How clearly were your questions answered?</td>
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<td>6. How clear were the session handouts?</td>
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<td>7. Was there enough time for discussion?</td>
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<tr>
<td><strong>How would you rate each of these activities you did today?</strong></td>
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<tr>
<td>8. Music Masquerade</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Song lyrics, video clips, discussion</td>
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<tr>
<td>9. Strong Black Women</td>
<td>1</td>
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<tr>
<td>Identifying &amp; describing strong admirable women in your life</td>
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<td>10. A Room Full of Sisters</td>
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<tr>
<td>Poem, discussion, relaxation kit</td>
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<tr>
<td>11. Values: What matters most</td>
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<tr>
<td>Prioritizing personal values, Dear HORIZON letters</td>
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<tr>
<td>12. The Value of My Body</td>
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<tr>
<td>Importance of valuing our bodies as temples</td>
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<tr>
<td>13. Which Choice is Best for Me?</td>
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<td>Information on abstinence and safer sex</td>
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<td>14. Facts About STDS</td>
<td>1</td>
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<td>Game on STD facts</td>
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<td>15. Speaking of STDs</td>
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<td>Presentation of STD facts</td>
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<td>16. Mapping My Life Out</td>
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<td>5</td>
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<tr>
<td>Prioritizing goals and future plans</td>
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<tr>
<td>17. Reflections of Self</td>
<td>1</td>
<td>2</td>
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<td>5</td>
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<tr>
<td>Picture taking activity</td>
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</table>
How would you rate each of the Health Educators?

Health Educator #1: ______________________

<table>
<thead>
<tr>
<th>Question</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
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<tr>
<td>18. Showing support for you</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>19. Listening to you</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>20. Answering the group’s questions</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
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Health Educator #2: ______________________

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<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
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</thead>
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<tr>
<td>22. Showing support for you</td>
<td>1</td>
<td>2</td>
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<td>5</td>
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<tr>
<td>23. Listening to you</td>
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<tr>
<td>24. Answering the group’s questions</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. Based on today’s workshop, the next time you are in a position to have sex, which of the following will you do:
   (please only check one)
   _____ use a condom        _____ abstain, not have sex        _____ I Don’t Know

27. Was there anything about today’s workshop that you did not like?
   __________________________________________________________
   ____________________________________________________________________________________

28. What did you like the best?
   __________________________________________________________
   ____________________________________________________________________________________

29. Something new I learned was?
   __________________________________________________________
   ____________________________________________________________________________________

30. Did you have to pay for childcare to participate in the workshop today?
   ___ YES         ___ NO

31. How did you get here today? (please check one)
   _____ I caught public transportation  (e.g. 15 minutes, 30 minutes, 45 minutes, 1hour...)
   _____ I paid someone to bring me
   _____ A family member dropped me off
   _____ My boyfriend dropped me off
   Other:________________________________________

Workshop 1
Activity B: Program
Introduction
Group Guideline Cards

- Keep things confidential
- No Smoking
- Commit to the program
- Participate in discussions
- Be on Time
- Participate in activities
- Have a non-judgmental attitude
- Respect each other
Workshop 1
Activity J: Facts About STDs

#1 What does STD stand for?  #2 What are common STDs?

#3 How do you get an STD?  #4 How can you tell if you have an STD?

#5 What are some symptoms of STDs in women?  #6 How can you tell if your partner has an STD?

#7 Will douching prevent an STD?  #8 What should you do if you think you have an STD?
#9 Why should you get treated for an STD?

#10 How can you avoid getting an STD?
HEALTHY CHOICES INTERVENTION
SYNOPSIS

Workshop Two: It’s My Body…

Purpose/Methods:
The goal of this session is to provide participants with the appropriate tools to communicate properly with their boyfriends about wanting to live either an abstinence or safe sex lifestyle. We will continue to discuss the risks related to STDs and what this means to them. This workshop will continue to reinforce the participant’s sexual choices- abstinence being the only 100% guaranteed way to ensure that they do not contract an STD and safe sex being a way to help reduce the risk of contracting an STD.

Activity A: Greeting & Icebreaker (HIV Positive Game)
To greet one another and welcome the participants back.

Activity B: HORIZONS Motto & Review
To re-examine and reinforce the importance of personal values, goal setting, and how they impact decision-making.

Activity C: Gender Pride in Poetry
To show participants examples of gender pride in popular poetry.

Activity D: Understanding Risks
To encourage the participants to talk about their sex partners as well as begin to identify different types of sexual relationships that are risky.

Activity E: What Turns You On?
To help participants establish what sexually stimulates them so that they are enabled to set their personal boundaries as it relates to having or not having sex.

Activity F: My Experience
To have participants think about their past experiences with former boyfriends. Participants will work together to think about ways the relationship could have been better.

Activity G: Healthy & 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 H: Summary

Activity I: OPRaH
To teach participants how to using condoms correctly as well as to encourage them to use condoms correctly EACH & EVERY time they have sex in order to reduce their risks for STDs.
Activity J: Alternatives

To introduce the participants to alternatives to having sex, as a way to encourage them to consider choosing abstinence as a way to ensure that they will not contract an STD.

Activity K: How to talk Sex with your Boyfriend

To teach participants how to talk with their boyfriends about their sexual choice, abstinence or safe sex, by having them practice comebacks for their boyfriends’ excuses to want to have sex.

Activity L: 3 Ways to Say It

To educate participants how to distinguish between passive, aggressive, and assertive communication styles.

Activity M: Talking the Talk

To have the participants practice using the different communication styles through role-playing

Activity N: Breaking Up Is Hard To Do

To discuss with the participants the dangers that can be involved in breaking up with a boyfriend and provide tools to help them amicably break-up with their boyfriends.

Activity O: What Have We Learned

To review with the participants briefly what we have learned in the workshops.

Activity P: HORIZONS Quiz Show

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

Activity Q: Still I Rise

To enhance the participants self-confidence and pride by reciting the poem “Still I Rise”

Activity R: Your Time to Shine

To introduce the participants to acting and thinking positively. The participants will write positive comments about each other to place on their personal HORIZONS.

Activity S: Graduation

To show appreciation and acknowledge the accomplishment of completing the HORIZONS workshops.

Activity T: What Do You Think About…..?
Participants will evaluate the workshop and health educators

Total Time = 4 hours
Activity A: Greeting & Icebreaker
Activity B: Motto & Review
Activity C: Recognizing Gender Pride in Poetry
Activity D: Understanding Risks
Activity E: What Turns You On?
Activity F: My Experience
Activity G: Healthy & Unhealthy Relationships
Activity H: Summary
Activity I: OPRaH
Activity J: Alternatives
Activity K: How to talk Sex with your Man
Activity L: 3 Ways to Say it
Activity M: Talking the Talk
Activity N: Breaking up is Hard to do
Activity O: What Have you Learned?
Activity P: HORIZONS Quiz Show
Activity Q: Still I Rise
Activity R: Your Time to Shine
Activity S: Graduation
Activity T: What do you think……..
It’s My Body

Topic:
Introduction to STD and HIV risk.

Objectives:
- To review values, goals and dreams.
- To discuss partner types and participant relationships
- To introduce ways to negotiate their sexual choice with their partners

Rationale:
The goal of this session is to continue to discuss the risks related to STDs and what this can mean to young women’s lives. This workshop will begin with a review of the young women’s values, goals and dreams. Abstinence is reinforced as the only way of eliminating STD risk and Safe Sex is reinforced as a way to reduce the risk of contracting an STD. This workshop will also discuss appropriate ways to communicate sexual health choices to male sex partners to protect their sexual health. This session will conclude with a review of both workshops.
**Activity A: Greeting & Icebreaker**

**Purpose:**
To greet one another and welcome the participants back.

**Materials:**
Nametags, Sign-in Sheets, Pencils, Index cards

**Time:**
15 minutes

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Before the workshop begins, the HE should:

1. HE should prepare index cards prior to participants arriving. Have 1 card with an “X”, 1 card will have a “C” and 1 card will have a “C” and “S”.
2. Remind participants to write their names next to their nicknames on the sign-in sheet—this is for record keeping purposes.
3. Remember to give out workshop 2 journal handouts to participants. If participants arrive early ask if they completed their Map to the Future. If not, encourage them to take a minute to think about it.
4. Play some music and get the participants up and moving around.

Once you are ready to begin your session you can begin to pass out the index cards.

**Health Educator:**
We’re glad that you all were able to make it back today. We have a lot of fun activities planned for you all, so let’s get started. I’m passing out some index cards and I want you to get up and introduce yourself to at least 3 other people in the room and be sure to write their name and their favorite __________ (color, ice cream, or movie) on your card.

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Give participants time to meet each other. The HE playing the game should be mindful to introduce herself to the participants and remind them that she is playing. The HE playing will ALWAYS have the X on her index card. Check in with the participants to make sure everyone is playing.

**Health Educator:**
Okay, not that you’ve all talked to at least 3 people, I want everyone to turn your cards over… Someone has an ‘X’ on the back of their card, I’d like that person to stand up.
Health Educator:
I need you all to stretch your imagination and pretend that we were all at the same party this weekend and we slept with everyone whose name is on the card. Now what you didn’t know was that (HE name) took an HIV test earlier today. She didn’t go back for her results so she doesn’t know that her HIV test was positive. Since you all were at the party and slept with those whose names are on your card you too might now be HIV positive.

Health Educator:
Whoever has (the HE name)’s name on your card please stand up…I want everyone else to look around the room and see if you have the names of anyone who is standing, if so please stand up.

But wait who has a ‘C’ on the back of their card? (Helpful Hint: Acknowledge participant with the ‘C’ on the back of her card.) This means you cuddled, kissed, and were intimate with your partners, so you can sit down. Choosing to abstain from sex protected you from HIV. (Helpful Hint: other participants should not sit down because they have another participant’s name on their card)

But…one of you has a ‘C’ and an ‘S’ on the back of your card. (Helpful Hint: Acknowledge participant with a ‘C’ and ‘S’ on the back of her card). This means that you tried to use a condom, but it slipped off. Good try, but it’s important to know how to properly put on a condom so that it doesn’t slip off. So, you were exposed after all.

Point out that whoever has the name of the person with the “C” and the “S” on their card is exposed too and then whoever has the names of those people are infected. Basically everyone was infected except the 1 person who had a “C” because they cuddled and kissed-abstained from having sex with the people who are listed on their card. Remember to reiterate that condoms do reduce your risk from STDs, but in when used improperly, condoms may slip off and leave people exposed to HIV and
Health Educator:
Everyone take a look around. Notice that even though we started with only one person infected, quickly we all became exposed except the person who decided to abstain. All of this happened without this person knowing she was infected.

Health Educator:
What we learned is that abstinence totally eliminates your risk of getting HIV and other STDs, but when it comes to using a condom-you have to remember to make sure that you are using it correctly each and every time. Today, we’ll go over some pointers that will help you to ensure that your condom won’t slip off.

Suggested Recap: For some of us this is just a game- we didn’t really have sex with each other, and we didn’t really become infected – but for many teens this is not a game, it’s real life. Many of you have also put yourself at risk for getting HIV by having sex. HIV does not discriminate, it doesn’t care how old you are, how much money you make, or where you live. It doesn’t matter if it’s your first time having sex or your 100th time, HIV and STDs will change your life. You can’t go back, but you can make the choice to be safe in your own life by always protecting your sexual health.

Have participants take a seat now.
Activity B: HORIZONS MOTTO & Review

**Purpose:**
To review the participants personal values and goals, as well as to reinforce the importance in healthy decision-making.

**Materials:**
Handout 1-23: Map to My Future, Poster 2 Group Guidelines, Poster 3 MOTTO

**Time:**
10 minutes

Display **HORIZONS poster 2 Group Guidelines** and reiterate group guidelines – leave poster standing throughout intervention. Remember to pass out workshop 2 handouts if you haven't already done so.

**Health Educator:**
I’m going to put up our Group Guidelines poster from last week. It will help remind us all of the importance of continuing to be respectful to one another, to listen and to participate in activities. You all did an awesome job last week and I’m sure everyone will continue to do so this week.

Display **HORIZONS Motto poster 3**

Before we continue with anything else – let’s say our Horizons Motto together. This is our way of reminding ourselves of why we are here and who we are.

**Start here if there are questions in the question box from workshop 1:** This is the point where you will provide answers to the questions that were placed in the “questions box” from workshop 1. You will also go over Map to My Future-if necessary refer to HE personal Map to refresh the participants’ memories. If participants did not complete, still ask if they would like to share their thoughts and dreams. They will need to write out their Map because we will be keeping a copy of their maps in their personal file to check in with them about progress on their goals. Make sure that they include their name on the

**Health Educator:**
Before we get started with today’s workshop we have some business that we need to cover from workshop 1. A few of you placed some questions in the “question box” last week and we would like to respond to your questions. If you all have more specific questions, again the best time to ask would be during our phone calls. If you have an immediate question or
Workshop 2

concern about your sexual health or your STD status, we encourage you not to wait, but to contact your doctor immediately.

Here are some of the questions you all had from last week…

(Read the questions and briefly go over the answers)

Health Educator:
Now I want you to take out your journals and turn to your homework assignments. Before we left last week we asked you all to complete your Handout 1-25: Map to My Future.
Health Educator:
Would anyone like to share their map with the group?

Allow the participants a few minutes to share their maps. Remember to reinforce their future choices and their ability to map out a plan. Remember not to place judgment on their thoughts and aspirations. Also, do not allow other participants to make negative remarks about anyone's goals. Refocus them if necessary (i.e. If their future plan could potentially harm them or others.) Reinforce the importance of thinking through the goals AND the tools you need to meet the goals and possible barriers. Pass out another copy of the Map to each participant. We will be collecting one to keep in their personal files and one is for them to keep.

Health Educator:
As you all can see, it's easy to think about the dreams you have for yourself, but it's little bit harder to think about the necessary steps to get there. It helps to always map out a plan on how to get to where you all want to be. We want to help you stay focused on your future plans. We're actually passing out another Map to My Future so that you can copy your info onto this one for us. After today, we'll be giving you all phone calls-every other month, to check in and see how you're doing. We want to be here to help encourage you any way we can and help make sure that you stay focused so that you can achieve the dreams you've listed on your Map.

Give participants a few moments to copy their Map. HE should collect a Map from each participant.

Health Educator (Suggested Recap):
While we only asked you to map out a plan for where you want your life to be when you're 25. This map could be useful for planning your weekly calendar-things you need to do for school, home and even work. Try it sometimes and we guarantee you it will work!
Activity C: Gender Pride In Poetry

Health Educator:

**Purpose:**
This activity is designed to show the participants examples of gender pride in popular poetry by reading and discussing a poem.

**Materials:**
Handout 2-1: *Phenomenal Woman*

**Time:**
10 minutes

Last week we talked about gender and cultural pride, women we considered role models, abstinence and safe sex, and we even talked about how to value our bodies. We also talked a little about STDs and HIV. Today we’re going to continue to talk about sex and STDs as well as ways that you can honor yourselves and ways that your boyfriend can honor you. We will practice ways to help you talk to your boyfriends about the sexual decisions that will affect your relationships.

Before we get started we want to take a moment and let you know just how phenomenal you are. I’d like you all to turn to Handout 2-1: Phenomenal Woman. We are all phenomenal women, but it’s important that we remind you just how phenomenal you are. We will take turns reading the poem. When we get to the parts that say, “I’m a woman, phenomenally. Phenomenal woman, that’s me,” let all say it together.

Be expressive and use dramatic creativity when reading the poem—put your energy into it. Allow the participants to reflect on the poem. Remember to follow-up on comments made by participants during the discussion. You can use the following probes below to discuss the intent and purpose of the poem.

**Probes**
- What is poem saying? What does it mean to be a Phenomenal Woman?
  - Pride in being a Black woman
- How does this poem make you feel?
  - Instant self-esteem booster
  - Makes us feel good about being a black woman
- How does Maya Angelou talk about beauty?
  - Inner beauty: fire in my eyes, inner mystery,
  - Having style and grace

**Probes:**
What are some of the main points you think Ms. Angelou is trying to make?
  o You don’t have to be pretty to be phenomenal
  o That being phenomenal is shown in the way you carry yourself and your presence.

Health Educator:
As we go through the rest of the activities and games today we want you to remember that

1. Women are phenomenal simply because we are women. It’s the characteristics of women that make them phenomenal.

2. Women don’t have to have certain physical characteristics to be considered beautiful or phenomenal.

3. Qualities that make us phenomenal come from their inner beauty and from how we feel about ourselves.

4. Despite our past mistakes we are still phenomenal and we always will be.

Remember to use comments that the participants brought up about the poem as you begin to wrap up.
Activity D: Understanding Risks

**Purpose:**
To encourage participants’ comfort in talking about previous sex partners as well as to help participants identify types of sexual relationships that are risky for them and to help the participants find ways to manage STD risk with different types of sex partners.

**Materials:**
Bowl, Partner types

**Time:**
15 minutes

**Health Educator:**
As you continue to remember just how phenomenal you are, I want you to take a minute and think about some of the boyfriends that you’ve had that made you feel phenomenal, and I even want you to think about the ones that didn’t. This guy could be someone you are currently with, someone you love or even once loved, he might be someone you were simply attracted to; or he may be someone you’ve had sex with because you thought you owed it to him. No matter what reason you chose to have sex, it is important to know that each time you do, you put yourself at risk for getting infected with an STD or HIV.

Keep these boyfriends in mind while we play a game called “Understanding Risks.” What we’ve learned is that it helps to look at the risks we face in the relationships we’ve been in and are still in. We’re going to pass out some different partner types and talk about what will make it easy or hard to practice abstinence or safe sex with each partner.

HE should go around and pass the partner types out to everyone—participants and both HEs. THE HE SHOULD PLAY THE GAME TOO. HEs should start the activity to set the example and make the participants comfortable with sharing. Make sure to distribute the extras as evenly as possible. Ask the participants to tell why it would be hard and then easy practicing abstinence with that partner type. Help the participants make sure that their responses are focused on the relationships. Use probes to steer the discussion (i.e., “Thinking about the relationship, is there anything about the relationship that would make it easy or hard to practice abstinence?”) Then ask the same question for safe sex/using condoms.

**Partner Types**
- New Boyfriend
- Guy who is older
- Fine Guy
- Current Boyfriend
- Guy who has sex with guys
- Friend
- Old Boyfriend
- Guy you met at a Party
- Guy you get high or drunk with
- Guy you have a crush on
- Your baby’s daddy
- Guy who has sex with other people
Health Educator:
Okay, I'm going to start first. I have _______________ partner type.

The HE should always go first and pick the category ‘Guy who has sex with guys’ or MSM. Highlight that the risk is that you do not know who he is having sex with – whether it is men or women. Make sure to not let the conversation go into stereotypes about homosexuality. HE should explain what would make it easy or hard to be abstinent with partner type and then what would make it easy or hard to practice safe sex. Then proceed to the next participant.

Health Educator:

(Participant’s Name), what would make it easy or hard to be abstinent with (partner type).

Now tell me what would make it easy or hard to practice safe sex with your partner type.

Give participant time to answer, if they are having a hard time ask other group members help

Health Educator:
We’ve just gone over some of the different types of sex partners that we can have in different types of relationships. From our discussion we’ve seen how both being abstinent and using condoms can be easy and hard to practice, depending on the partner type. If you think about the different guys you have had sex with, you begin to understand that certain types of relationships and situations can keep you from being safe. But, there are things that you can do that will make it easier to share with your boyfriend the importance of protecting your sexual health.

We’ll go over what some of those skills are in the next few activities. Once we understand the risks you face every time you have sex, it reminds us of the importance of protecting your sexual health. Remember, it’s your decision to choose how to protect yourselves. No one else, not even your boyfriend can make that decision for you.
Activity E: What Turns You On?

Purpose:
To help the participants establish what sexually stimulates them so that they are able to set their personal boundaries as it relates to having or not having sex.

Materials:
Handout 2:2 What Turns You On?, Handout 2-3: Boundary Setting

Time:
15 minutes

Health Educator:
It’s not only important to think about who you date and what makes it easy or hard for you to either practice safe sex or abstinence with them, but you also have to think about the situations and things that turn you on and tempt you to have sex. Turn to Handout 2-2: “What Turns You On?”. I want you all to think about the things that turn you on. Think about the things that just make you get butterflies to the things that would definitely lead to you having sex. Take a minute and list them on the thermometer from the least tempting to the most tempting.

Have the participants complete Handout 2-2: “What Turns You On???” Have a thermometer drawn on the flip chart. If the participants are having a hard time thinking of something that turns them on-some, here are some probes you can use are: Body rubbing, kissing earlobes, erotic movies, masturbation, neckin’, slow music, French kissing. Then pass out 3 sticky notepad sheets and have participants write one thing that turns them on with the temperature rating on each sheet.

Health Educator:
Now, I’m going to pass out these sticky pad sheets and I want you to write one thing that turns you on with the temperature rating on each sheet. Then I’m going to collect your sheets and place them on our thermometer.

Collect ALL the sticky notes in a bowl before sticking them to the thermometer on the flip chart. Place each sheet with the corresponding temperature (i.e. kissing @ 103 degrees). This will provide anonymity so that each participant’s turn-ons are not singled out. Go through the list of sticky pad sheets on the thermometer. Start with the lower temperatures and work your way up to the highest temperature, reading what is on the sticky notes. Point out similarities as well as differences. Get participants to think about their personal list on the handouts and notice if there are any similarities or differences. If people have the same turn on at a different rating, point out that different things turn us on in different ways.
Health Educator: Let’s talk about the things on our thermometer as well as what you have on your personal list:

1. Is it easy or hard to stick to your sexual health choice of condoms or abstinence when you’re at 98.6 degrees? Why?

2. Is it easy or hard to stick to your sexual health choices of condoms or abstinence when you’re at 106 degree? Why?
   - It is important to think about where the condom is and making sure it is easily accessible.
   - Good to be aware of your turn-ons and to understand that you need to either have the condom near and ready to use if practicing safe sex.

3. Do you think it might be easier or harder to practice using condoms each and every time you’re with your boyfriend when you all are doing something that turns you on?

4. Do you think it might be easier or harder to practice abstinence when you’re with your boyfriend and you all are doing something that turns you on?
   - It is important to be aware of the things that turn you on, so that you won’t be in a situation where you could be tempted to have sex, if you are choosing to be abstinent.
   - Recap comments and then lead into discussion on boundary setting.

5. When is a good time to talk to your partner about your sexual health choice?
   - It is important to talk to your partner before you

Health Educator (Suggested Wrap-up): Usually it’s easier for us to stick to our sexual health choice at the lower temperatures than when we are all the way at the top of the thermometer.

Despite what you might think, you really can still do all the things you listed that turn you on as long as you are clear about setting boundaries with your partner prior to having sex. If you are deciding that you want to have safe sex, then you know that you always need to have a condom ready and accessible, especially before you reach 106°. On the other hand, if you’re considering abstinence, think about where you will draw the line. At what temperature do you need to stop before it becomes too hard to stick to your decision to be abstinent? Only you can make that decision.

Regardless what decision you make, it’s important to set the boundary and clearly communicate that to your partner before you become intimate. Remember, it’s the temptation to feel good that turns you on, but setting boundaries and limitations for yourself can turn the temperature off or make you avoid those things that will turn you on.
**Health Educator:**
On that note, can anyone tell me what boundary setting is?

*(Allow participants time to answer)*

We define boundaries as the limitations that we set that clearly states what we will or will not do. It’s important to know beforehand the things that turn you on because this can help you in setting clear boundaries with your boyfriend about your sexual choice as well as with all the decisions you make in life. We’re going to play a game like we did last week with the group guidelines. I have some description cards that list some important points in setting boundaries in relationships. I want you to place your cards on this Boundary Board next to the category you think your card describes. Once you all are finished we’ll go over the categories together.

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Health Educator:
Now that you all have placed all the cards, let’s go over them together. We’ll have everyone go around and read the category where they placed their card and I will read the actual card.

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**Helpful Hints:** After you have completed the list HE can pass out handout 2-3: Boundary Setting.

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**Health Educator (Suggested Recap):** We just want you to remember the importance of honoring your decisions in your relationships. Knowing your personal limits as it relates to what turns you on can help you set boundaries while talking to your boyfriends about your sexual health and your decision to either practice safe sex or abstinence. It can also help in all aspects of your life. We’re going to move to thinking about our experience as it relates to the relationships we’ve had with either a former or current boyfriend.
You should be very clear about what you want from your relationships. You should know beforehand which activities are comfortable for you. The more prepared you are, the less likely you are to be tempted to go against your sexual preference (safe sex or no sex). **Know your limits and Set your personal boundaries.**

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

Many of our decisions, thoughts, and values are derived from what we observe as norms in our social environment. Music, TV, movies, and magazines become a part of that social environment. **Remember that your environment often feeds your thoughts.**

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 and only you. You never want to put yourself in a situation in which a sexual encounter could be forced on you. **Never put yourself in an unsafe environment.**

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 boyfriend to adjust to the new relationship boundaries. **Stand your ground.**

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

Be clear with your boyfriend before foreplay about which activities are okay. The two of you should decide in advance, before you are in a sexual setting, whether or not you are going to practice safe sex or abstinence. **Talk to your boyfriend before having sex about your sexual choice.**

You need your boyfriend to work with you not against you. The ideal relationship is one in which the ideals and values of both partners are honored and respected. **Only date people who share and respect your views.**
Activity F: My Experience

**Purpose:**
To get the participants to think about bad experiences in former relationships and have them help each other with positive solutions.

**Materials:**
Blue strips of paper (6/participant), Bowl

**Time:**
15 minutes

**Health Educator:**
Now we know that there are both good and bad aspects of every relationship. But there is a tendency for us to often think only about the good things and not so much about the bad experiences. Thus leaving us less prepared to deal with the bad experiences if they come up again in another relationship. So what I want you all to do now is to think for a minute about some of the bad experiences you’ve had with a former boyfriend.

We’re passing out 6 strips of paper to each of you, I want you to write 1 thing that you did not like about a relationship or boyfriend on 3 of the pieces. Then I want you to place them in this bowl.

HE go around and collect the slips of paper and shake them up in the bowl. HEs will select a few to discuss. During your discussion you want to focus on issues about personal values and bring back some of the thoughts from the previous week. This is also a good point to reiterate to the participants that by setting their personal boundaries they are setting the standard for what they will and will not accept in their relationships. Remember to keep this brief-this is not a bashing session.

We’re going to pick a few sheets from the bowl and then we’re all going to discuss what some of those bad experiences were and how we might have handled that person or relationship differently.

**Probe questions that you can use are:**
- Thinking about the partner you just mentioned, how would it make you feel to discuss either condom use or abstinence with them?
- How can you make sure that boyfriend is honoring your values?
- Thinking about that experience you mentioned would it be easy to establish “boundaries” in that relationship?
Health Educator (Suggested Wrap-Up of this part):

- Sometimes our negative experiences are indicators of being in an unhealthy relationship and we’re going to talk about that in the next activity.
- Being in an unhealthy relationship can sometimes prevent us from achieving the goals we set for our future-use particular examples if you can of what participants have identified as their future aspirations.

Health Educator:

Helpful Hint: Now have the participants write something they like about a positive experience they’ve had in a relationship or something they like about their boyfriend. Remember to empty out the negative sheets and then pass the bowl back around so they can put their slips of paper in and then HEs should again select a few to discuss. Remember to keep the discussion brief.

Now I want you to think about some of the good experiences you’ve had in your relationships or something that you like about your boyfriend. Write 1 thing down on the other three sheets of paper and put it in this bowl. And again we’re going to select a few to discuss.

Helpful Hints: Allow participants time to write on their sheets of paper, have them put them in the bowl and then HEs should take a few out for discussion. Remember to keep the discussion brief.

Probe Questions:

1. Thinking about the good experiences/partners we just talked about, how would you feel talking to that partner about your sexual choice?

2. Thinking about the good experiences/partners, do you think it would be easy or hard to establish boundaries in your relationship?

Probes that you may want to use to wrap up are as follows:

- Again point out examples of boyfriends that may have honored the participant’s values or decisions made in their relationship.
- If physical aspects are brought up –point out that while physical aspects might be important for many, what’s really important is someone who will make the commitment to honor their decisions and will be supportive of things they both want in the relationship—this is an example of a healthy relationship—which we will talk about in the next activity.
- Play on the aspects of a positive relationship—“power is balanced”, “communication is good”, “respect is real”, and “trust is strong”—let them know that we are going to discuss these aspects in the next activity.
Health Educator (Suggested Wrap-up):
So we see that we are not alone in having some of the same bad and even good experiences in our relationships. The thing we want you to know is that you totally have the choice to set boundaries in your relationships even if your boyfriend is not supportive of your values. You also have the right to determine whether or not your relationship honors your values. To help you think more clearly about your relationship, let’s look at some of the characteristics of a Healthy and Unhealthy relationships.
Activity G: Healthy & Unhealthy Relationships

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

Materials:
Handout 2-4: What Does a Relationship..., “Pieces & Parts” Category Board

Time:
10 minute

Health Educator:
Now that we’ve talked about some of our bad and good experiences in relationships.
❖ What do you think it takes to make a relationship healthy or positive?
❖ What might a relationship look like if it were unhealthy?

What are healthy aspects of a relationship?
❖ A boyfriend who honors your values and decisions
❖ A boyfriend who accepts the boundaries you both have established in your relationship
❖ A boyfriend who trust you
❖ A boyfriend willing to protect his sexual health

What are unhealthy aspects of a relationship?
❖ A boyfriend who is demeaning and overbearing
❖ A boyfriend who doesn’t communicate his feelings
❖ A boyfriend who is not trustworthy

Health Educator:
Turn to Handout 2-4: What Does a Relationship Look Like. We’ve already covered a lot of this, but I want to point out the characteristics of both a healthy & unhealthy relationship. Let’s go over the Handout together.

Go over the various points with participants. Give examples of what each of the points look like. Define Power for the participants as someone who has control, authority or superiority over them. The idea is to get participants to reflect on the healthy and unhealthy aspects of a relationship. Tie in values and boundary setting and how it relates to having a partner who exhibits these characteristics in order to support their values and sexual decisions.
Workshop 2

Health Educator:
If your relationship is made up of the factors that we consider to be “healthy” then you should have no problem with negotiating with your boyfriend your sexual preference. 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. However, if your relationship has some of the characteristics that are considered to be “unhealthy” then it might be harder for you to negotiate with your boyfriend the importance of protecting your sexual health. In fact, he might not value your decision to protect your sexual health as much as you do, thus making it harder for you to encourage him to get treated for an STD. Ultimately, you have to determine for yourself what your boundaries are and what you are willing to accept within your relationship. In order for you to clearly see the difference of being in a healthy vs. being in an unhealthy relationship, we’re going to play a little game.

HE will pass out “pieces & parts as well as set up Healthy & Unhealthy Board. (there are 11 pieces) Allow participants time to place their “pieces & parts” on the board. When they are finished go through each point and discuss with the participants whether or not the description should be in a “healthy” or “unhealthy” category. It is important to relay that each description can have various interpretations. The participants are sharing their perspective and interpretations, we are only here to push the aspect of boyfriends honoring their values, the importance of them being true to themselves, and the importance of establishing boundaries in

Health Educator:
I have what we call “pieces & parts” of relationships. I’m going to give you all some “pieces & parts” and I want you to decide if each “piece & part” is healthy or unhealthy. Think about what we talked about that makes a relationship either healthy or unhealthy. Remember there are no right or wrong answers. Then you can come up and place it on the posters and we’ll discuss them as a group.

Use participants’ comments from discussion to wrap up and lead into summary.

Health Educator (Suggested wrap-up): 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 has helped you to better define for yourself what it is you want in your relationships and what you don’t want. We’re going to talk more about how being aware of the healthy and unhealthy aspects of a relationship can help you to better focus on how you should communicate with your boyfriend the importance of making healthier decisions in your relationship.
Pieces & Parts

- Sex is the most important thing.
- I can be myself. I don’t have to pretend to be something I am not.
- I feel energized being with the person.
- I feel worn out and tired being with the person.
- One person decides what to do and where to go.
- I have fun being with the person.
- I am constantly fighting and making up.
- I don’t spend time with my other friends anymore.
- I am embarrassed or uncomfortable being with the person in a group.
- My boyfriend 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 relationships because it’s better than being alone.
- I am afraid to discuss my sexual choice (abstinence or condom use)
- 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.
Activity H: Summary

**Purpose:**
The first half of the workshop will be summarized

**Materials:**
None

**Time:**
5 minutes

Create your own lead-in and remember to use comments brought up in the previous activities to summarize.

**Health Educator:**
We've talked about a lot today—we shared our experiences with different partner types, talked about what turns us on, learned about the importance of setting boundaries in our relationships, and we discussed aspects of both healthy & unhealthy relationships.

In the next half of the workshop we are going to learn more about the importance of protecting our sexual health, effective ways of communicating with our boyfriends, role play ways to discuss our sexual choice with our boyfriends, and talk about the appropriate way to break-up with a boyfriend if he is not honoring our values.

Now we will have a short break.

We will start again promptly at ________________.
Workshop 2 Part B

Activity I: OPRaH

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

**Materials:**
Poster 8 OPRaH, Handout 2-5: Do’s and Don’ts, Handout 2-6: OPRaH, Penis models, Condoms, Non-lubricated condom, Lubricants

**Time:**
30 minutes

**Health Educator:**
We’ve talked a lot during the first half about boyfriends and our experiences in relationships. Now we’re going to focus on ways to protect our sexual health. Remember last week we talked a lot about STDs, the importance of getting treated for STDs, and we learned that we have two options for protecting our sexual health. We can either make sure to use a condom correctly **each and every time** we have sex in order to reduce our risks of getting an STD or we can make a decision to abstain, not have sex.

What we’re going to do in the next two activities is talk about the importance of knowing the do’s and don’ts of condom use, so that when your man is doing something that turns you on—you’re prepared with your condom knowledge to whip out the condom and be able to use it correctly. And we’re even going to talk about some alternatives to having sex, because we want to make sure that if you are prepared to say no to sex, that you still have some options to have fun with your man.

Let’s get started with some of the most important items you will need to make yourself and your boyfriend comfortable with using condoms. I want to first go over some important facts about condoms. Turn to handout 2-5: Do’s and Don’ts of condoms use. Let’s take a minute to go over what some of those facts are.

HE not leading should pass out the different types of condoms, flavored lubricants. Describe what you are passing out to them so that they know what they are getting—REMEMBER to make it fun. Do not put penis models out yet. HE leading the discussion should refer to HE Demonstration sheet. Participants should refer to handout 2-5: Do’s and Don’ts. Introduce the group to condom use by talking about the Do’s and Don’ts of condoms. Remember to explain the use of lubricants and how they can stimulate their boyfriends (i.e. by putting a little in the tip of the condom to give him pleasure). You can open a few lubricants and pass around for the participants to taste—remember some of them might not have ever used lubricants or may not know that they come in flavors. HE not leading the discussion should do the condom Vaseline demonstration as prompted on the HE Demonstration sheet.
Health Educator:

Now that we know the Do’s and Don’ts let’s actually practice using a condom. While it’s important to remember these facts, it’s also important to know how to use a condom correctly. We’ve created a fun way to remember the steps of using a condom—it’s called OPRaH. Turn to Handout 2-6: OPRaH in your journal. OPRaH consists of 4 simple steps—Open, Pinch, Roll, and Hold! I’ll start off first to show you how simple it is to use OPRaH and then we’ll have you practice.

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= Action 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.

HE not leading the discussion should begin passing out penis models once OPRaH has been described. Allow participants a few moments to handle the penis models and get over the giggles. After they have settled down, have the participants pair up and do OPRaH with each other. Provide modeling as needed. It is ok to use expired condoms for practicing on the penis models, but be sure to let them know that you are simply using them for them to practice. Remember to reiterate to the participants that it might be hard to practice with the models, but that it will be easier putting a condom on their boyfriends. Supervise the pairs as they demonstrate for one another, giving feedback and further instructions, as necessary.

Health Educator (Suggested Recap):

While it is very important to know how to use a condom correctly in order to practice condom use with your boyfriends each and every time you have sex, you might want to consider other alternatives to having sex if you choose abstinence. Remember we stated earlier that it’s also important to know your partner as a person and not just sexually. In the next activity we’re going to talk about ways that you can be intimate with your boyfriend without having sex. So let’s focus for a minute on what some alternatives to sex might be.
Health Educator Guide for OPRaH Demonstration

Have participants refer to Handout 2-5

Dos:

- Use a latex condom (if allergic use polyurethane)
- 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
- Have your own supply of condoms

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 2-7

- 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 how to check to make sure it’s rolling down the outside – and not inside out.
3. Pinch the tip of the condom, leaving ¼-1/2 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. Add lubricant (water-based) on the inside of the condom-if they want more pleasure.
6. Hold the condom at the base and remove it from the penis - while it is still hard. Make sure NOT to pull from the tip – this will cause the condom to break.
7. Tie it up and throw it away – do not flush.

Quick Review: “Open, pinch, roll, and hold!” That’s simple enough, isn’t it?
Activity J: Alternatives to Sex

**Purpose:**
To introduce the participants to alternatives to having sex.

**Material:**
Handout 2-7: 20 Alternatives to Sex

**Time:**
10 minutes

**Health Educator:**
Even using a condom correctly EACH & EVERY Time doesn't provide a 100% guarantee against contracting a STD or becoming pregnant, but abstinence does. Let's think for a minute about alternatives to having sex.

Can you all think of some ways to have fun or be intimate with your boyfriend without having sex?

Allow participants time to answer and pass out Handout 2-7: 20 Alternatives to Sex. Make mention that for some, these alternatives can lead to sex, but that it's about knowing your limitations as we discussed earlier. So if they are dead set on not having sex, they have to remember their limitations as we discussed earlier in "What Turns Me On?"

We’ve come up with a list of 20 alternatives to having sex. This is just our way to show you that you can experience fun and the comfort of being close to your boyfriend without having sex. Keep in mind, that some of the alternatives are more for the guy you’re just casually getting to know and then others are more for the guy that’s been in your life for a while. What we want you to do is take a look at these and think about ways that you and your boyfriend can be creative and have intimate fun without having sex.

Knowing about alternatives is important in any situation. We realize that some of you might be in a situation where evaluating your sexual health is important for you and that you are ready to make the decision to become abstinent. Just remember that it’s up to you to make the best decision for yourself and for protecting your sexual health.
Activity K: How to Talk SEX with Your Boyfriend

**Purpose:**
To teach the participants how to talk sex with a partner

**Materials:**
Flip chart, Markers, Handout 2-8: Condom Comebacks/Abstinence comebacks

**Time:**
15 minutes

**Health Educator:**
You may run into some resistance at first, but for every reason he gives you for wanting to have sex there are just as many reasons to give him for either using a condom or not to have sex.

When talking to your boyfriend 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, share with him the STD brochure you received today, but remember to keep in mind that it’s not only your right, but it’s your responsibility to make decisions that will help you stay healthy.

**Health Educator:**
So to practice talking to your boyfriend(s), let’s begin by thinking about excuses or lines they give you for wanting to have sex and you all will provide a response for not wanting to have sex.

Let’s split up into teams; Team A will come up with excuses guys give you for wanting to have sex and Team B will come up with comebacks for wanting to practice abstinence.

For example, you boyfriend might say:
- **Excuse:** We’ve already had sex, stop tripping!
- **Comeback:** I know we’ve already had sex but I’m allowed to change my mind

For each answer given give the team member a piece of candy. Remember to not let the participants monopolize the intent of the game. Go through a few rounds and then shift to doing excuses for unprotected sex. Remember to rotate teams, for this round Team B should give excuses and Team A should give comebacks. After you finished with the activity pass out Handout 2-8: Possible Condom Comebacks.

**Health Educator:** That was good. Now let’s think of some excuses or lines that our boyfriends might give for wanting to have sex unprotected; Team B will come up with
the excuses guys give for wanting to have unprotected sex and Team A will come up with the comebacks for wanting to practice safe sex.

**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 boyfriend. The handout we’re passing out just has some general excuses and comebacks that we know about. One side has comebacks or wanting to use condoms and the other side has comebacks for choosing to be abstinent. 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. What we’re going to do now to help you feel more comfortable and confident while asserting your sexual choice is do three role-plays. So, let’s get started practicing.
Activity L: 3 Ways to Say It

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

**Materials:**

**Time:**
15 minutes

Health Educator:
As we show you all the 3 methods of communication, we want you to consider which of the three methods is the best in making sure that your point is understood.

Turn to Handouts 2-9, 2-10, 2-11 in your journals and see if you can tell which role-play we’re acting out.

Have participants follow along by referring to Handouts 2-9, 2-10, 2-11. Model each type of communication (passive, aggressive, and assertive) using the scenario MO’ HAIR BLUES. Remember to use the correct body lingo. After you finish each enactment, display the appropriate poster and go through the steps listed on the posters and make sure that the participants are following along on their handouts. Help participants see the difference in communicating assertively such as: “I” statements, not blaming or criticizing.

Health Educator:

**MO’ HAIR BLUES Scenario**

You have finally decided to get your hair braided. Your girlfriend told you that her cousin does a really great job at braids. You go over to her house to get your hair done. After she braids your hair, you look in the mirror and the braids are lop-sided. You look “ messed up!” The girl tells you that you owe her $40! How do you respond?

When acting out the role play, make sure to have fun with it and point out the differences in the reactions in each communication role play.
Health Educator (Suggested Role Play):

Hairstylist: Girl, I'm done. You like it?

Client – Passive: Umm, isn't this a little lopsided?
Client – Aggressive: Girl no! This crap is lopsided!
Client – Assertive: I don’t really like this, it looks lopsided.

Hairstylist: I think it looks good

Client – Passive: I guess so. How much is it - $40?
Client – Aggressive: Not even a little! I'm not paying you $40.
Client – Assertive: I'm really not happy with it, I tell you what – how about I pay you half now and then if you can work me in tomorrow, I can come back and get it fixed and pay you the other half.

Health Educator:

Suggested Recap: So we see from these examples that it’s not WHAT we say, but it’s HOW we say it! Assertive communication definitely proves to be the ideal method for communicating. What we’re going to do next is actually let you all practice using assertive communication.
Activity M: Talkin’ the Talk

**Purpose:**
To have the participants present assertive communication responses by having them model it in sexual scenarios, both verbally and through body language.

**Materials:**
Handout 2-12: Andre and Tonya
Scenario cards

**Time:**
20 minutes

**Health Educator:**
Assertive communication is a skill to use when communicating in every situation, not just with your girlfriends or hair stylist. We want you to learn to use assertive communication skills when talking to your boyfriend about your relationship and sex. Remember that before you decide to have this talk you need to think about when and where you’re going to do so. Always keep your safety in mind and remember to not talk to your boyfriend if he is upset about other things—this doesn’t mean that you should put your discussion off forever, but it does mean to consider the emotional state that your boyfriend is in before you tell him something that might upset him more and potentially cause him to cause harm to you. You should also keep in mind that you will not want to have this conversation with him when you are about to have sex—not only might he consider you to be leading him on, but again he could do something to harm you. It’s important for you to remember to always pick the right time, appropriate place and be assertive in telling him your thoughts. So now we’re going to see you in action and if you need any help we’re here.

Give each pair a scenario to role-play. If you have a small group of participants be sure to give out an equal amount of scenarios that discuss abstinence and ones that discuss safe sex. If you don’t have enough girls-HEs can demonstrate one as well. 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 handout 2-12 the Andre and Tonya background to the group before they begin.

**Health Educator:**
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 2-12: Andre & Tonya to read the scenario along with me.
Scenario Cards:
Give to participants for role play:

Scenario #1

Tonya:
Andre has just arrived to pick you up from the HORIZONS workshop. You get into the car and you have a look of concern on your face. You want to share with him all that you learned at HORIZONS, especially that you think it is best that you start using condoms. You want to tell him now because waiting until later might cause you to change your mind. Remember to be assertive, stand your ground and explain to him the reasons given to you as to why you should use condoms.

Scenario #1

Andre:
You have just picked Tonya up from the HORIZONS program. She looks bothered, so as she gets into the car, you ask how things went today. You really don't want to hear what she has to say because your boys are waiting for you. You also don't want to be rude and not ask her what is wrong. She finally tells you what is on her mind; you get an attitude with her and react aggressively because you don't want to talk and you don't want to use condoms.

Scenario #2

Tonya:
You've completed the second HORIZONS workshop where you received a voucher to give to your boyfriend so that he can get tested at the clinic. After learning about what can happen to a woman when she gets an STD or about becoming re-infected if your partner is not treated, you believe that it is best that your boyfriend get tested. You are a little nervous about bringing up the issue because you know that he may get angry with you and may think that you are trying to say that he has an STD or is cheating on you. Andre is on his way over. In an assertive manner talk to him about the importance of him being tested and how it is to you. Explain to him that you already know your status, and it is important for both of you to know whether he is infected and if he needs treatment.

Scenario #2

Andre:
Tonya just called and asked you to come over. She said she wanted to share with you some of the information she learned from the HORIZONS program. You know that the program means a lot to her, but you aren't down for all the things she told you she learned last week. You want to hear her out, but you refuse to change your stance on using condoms or having sex. Though you haven't been to the doctor in over a year you are in good health because you haven't been with anyone else, just Tonya. You know you don't have any diseases. So you become upset that Tonya has asked you to go to the clinic to get tested.

Scenario #3-
Tonya:
It’s a week after you came to the HORIZONS program. Your HORIZONS health educator just called to ask if you had any questions about anything you learned in the workshop. She also asked if you had given your boyfriend the voucher so that he can get tested, you told her no. You just weren’t sure how and when to do it. The health educator mentioned that if Andre is at all important to you and if you plan to continue to have sex with him, even protected sex, you need to let him know how important it is for him to get tested. You discussed your future dreams and goals with the health educator, and she reminds you how important a healthy relationship is to you achieving your future goals and dreams. You realize that no time is really a good time, but you decide that you have to tell Andre before you go on your big date. He shows up at the door just as you’re getting off the phone with the health educator. Remember to be assertive and tell Andre why it is important to you for him to get tested.

Scenario #3-
Andre:
You have a big date planned for tonight with Tonya and you are very excited about it because you know that it will involve sex. You called Tonya to talk about the big plans you’ve made. She was on the phone and said she would call you back. You decide to go over to her house instead of having her call you back. You show up at the door as Tonya is hanging up the phone. You start talking about your plans for the date, but Tonya seems distracted. You become angry when she starts talking about the HORIZONS program and gives you a voucher about getting tested.

Scenario #4
Tonya:
You told Andre that you want to be abstinent for now, he agreed and you haven’t had sex for about 3 weeks. Things are going well, but you are both feeling a little horny and Andre starts to press you for sex. While you miss feeling close him, you remember the last time you had sex you ended up having an STD. Although Andre hasn’t had sex with you, you are worried and wonder if he may be having sex with other girls. You are not ready to have sex again, but Andre keeps pressing you. In an assertive manner, tell Andre what your concerns are, and that you are sticking to your decision to be abstinent.

Scenario #4
Andre:
It’s been about 3 weeks since you last had sex with your girlfriend Tonya. You agreed to practice abstinence in your relationship, but you’ve been feeling horny and you really don’t think you can continue to hold out on sex for much longer. You know she doesn’t trust you because you stepped out on her once before and the both of you ended up with an STD. You tell Tonya you don’t want to cheat again, but if she doesn’t give it up soon, you’ll have to get sex from someone who is willing to give it up.
**Scenario #5**

**Tonya:**
You are upset and scared that you have an STD. You’re not sure if you got it from your boyfriend, Andre, or if you gave it to him because you also have been having sex with another guy, Jason. The HORIZONS lady told you that you would be treated when you return for your second workshop, but that you need to inform your partner(s), so that they can be treated also. She tells you that the person(s) you’re having sex with also need to be treated because if you continue to have sex with them you’re going to keep getting infected. She also talks to you about the importance of having one partner and protecting yourself by using a condom each and every time you have sex or abstaining (not having sex). You have to tell them both, but Andre has just come over. Remember to be assertive in sharing what you learned from HORIZONS and that you are concerned that he might be potentially infected with an STD.

**Scenario #5**

**Andre**
Things have been going really well between you and Tonya. You think that she is really special. Now she’s telling you that she has an STD and you may have it too. You know that you couldn’t have given it to her because you never cheated on her, you were tested at the clinic a few months ago and you feel fine. You know the only way she could have gotten an STD was if she slept with someone else. You heard rumors that she is having sex with someone else, but every time you’ve asked her about it, she denies it. You can’t believe that those rumors may have been true, now you may have an STD. You still care a lot about Tonya, but right now you don’t want to hear what she has to say. You don’t know if you can trust her anymore.
Activity N: Breaking Up is Hard to Do

Purpose:
To discuss with the participants the factors in breaking up peacefully with their boyfriends. Will discuss dangers that can be involved with breakup with a violent boyfriend.

Materials:
Handout 2-13: How to Peacefully Breakup with your Boyfriend, Handout 2-14: The Do’s and Don’ts of Breaking Up, “Help is on the HORIZONS…”, pamphlet

Time:
10 minutes

Health Educator:
Once you’re clear about your sexual choice, whether it’s to be abstinent or to use condoms Each and Every Time you have sex, you will be faced with having to discuss your decision with your boyfriend. Keep in mind that whatever choice you decide is best for you, your boyfriend might not be ready to make that commitment with you.

From our discussion earlier you might even have some indicators now that your current relationship is not “healthy” or maybe you feel that your boyfriend is not honoring your values. Whatever the case may be, you will have to talk with your boyfriend about your decision to make changes in your relationship to protect your sexual health. You might even have to consider the possibility of breaking up with your boyfriend, if you realize that you two are no longer compatible. We want to go over with you all some pointers for a peaceful breakup.

We have come up with some steps to keep in mind when you are considering breaking up with your boyfriend. You want to always remember that you want to “peacefully” break up with your boyfriend. That means you don’t want a long drawn out dramatic break-up, but one in which you will still be able to talk to him if you see him in public, or if you have to speak with him in regards to your child-you just never know when you might be faced with having to see him again. Let’s turn to handout 2-13: How to peacefully break-up with your boyfriend.

Helpful Hint: Again these are just some steps to go over with the participants. HE should refer to the bulleted handout and read to participants as they follow with handout 2-13 in their journals. Again remember to reiterate to the participants the importance of always honoring their values and not feeling like they have to be “obligated” to stay in a particular situation. Remind them that they are Phenomenal and that they deserve to have whatever it is in life they are seeking.
**Health Educator:**
Now that we’ve talked about some things that you will want to remember when considering breaking up with your boyfriend. Let’s actually talk for a minute about some Do’s and Don’ts of breaking-up. Turn to Handout 2-14: The Do’s and Don’ts of Breaking Up.

**HE go over handout with participants.** You want to simply relay that these are just some of the do’s and don’ts about breaking up and that it’s almost similar to them setting boundaries in their relationships—if they are clear beforehand about their decision and are assertive in communicating their wishes then whatever excuses he provides, they are more prone to bounce off with little effect. You want to also reiterate the importance of making sure that they are always aware of their safety before they make a decision to give their boyfriend this news—he may not be too accepting of the idea that she is no longer wanting to be in a relationship.

**Health Educator:**
- What is something that you would do to make sure that your boyfriend is clear about your decision to break up?
- When is an appropriate time to tell your boyfriend about your decision?

**Pass out “Help is on the HORIZONS” pamphlet before closing out this activity.**

**Health Educator (Suggested Recap):**
We know that leaving a relationship is a difficult decision and we don’t want you to rush to decisions about breaking up with your boyfriend because that is a major decision. Nor do we want you to use breaking up with your boyfriend as a way to manipulate him into being with you.

Just because things might not be the way you want them to be, doesn’t mean that they can’t be better. You just learned that assertively communicating your needs to your boyfriend is important, he might not be aware of your concerns or needs. Just as you want him to respect your values and wishes, you too must be prepared to respect his. It’s important to also remember that you are in no way capable of changing people, you can only control your actions and responses. So you have to evaluate for yourself if your relationship is honoring you, is it healthy and is it the loving and caring relationship that you so deserve.

We’re going to pass out this pamphlet of resources and numbers that you can call to move forward in your life and do some things for you. It might not have all that you’re looking for, but hopefully it can serve as a start.
How to Peacefully Breakup with your Boyfriend
HE version

Be Assertive
- “assertively” tell your partner your decision.
- you want to make sure that you don’t have any feelings of resentment, anger or feelings of worthlessness.
- You want to make sure that he hears your concerns

Take time to grieve
- Cry if you need, punch a pillow if you need, call a friend, a family member- someone who will allow you to ramble on.
- Seek professional help if you need to get an outside perspective on the break- up and how to move on.
- Only take a day or two to be by yourself to recuperate and get the hurt feelings out.

You have children together
- Don’t let this be a hindrance in you breaking up with your boyfriend
- Make sure that you have a good relationship for the benefit of your child.
- Make sure that your child sees you all getting along for their benefit.

Financial Support
- Don’t let his financial support stop you from moving on.
- Make sure to develop a plan, do you need a second job, where will you live- know all of this prior to telling your boyfriend that you no longer want to date.
- Maybe consider moving in with a family member or a friend for a brief period of time until you are able to financially support yourself on your own.

Dating Again
- Give yourself some time before you begin to date again.
- Take time to sift through all the feelings of pain and anger
- Don’t take past issues into new relationships, a new boyfriend doesn’t deserve having to deal with your past drama
- Be clear about what you want in a new relationship, find a boyfriend who shares some of the same values as you and who will also support your decision to practice safe sex.

Spirit
- You are a priceless gift and your spirit deserves to be honored and respected always.
Remember all the things that you have learned here today and let them be the encouraging factor to prosper in life.
Activity O: What Have We Learned

**Purpose:**
To review what was learned

**Materials:**
Handout 2-15: What have we learned

**Time:**
5 minutes

**Health Educator:**
Lets review what we’ve learned. Turn to Handout 2-15 in your journal.

- You’ve learned that you are phenomenal despite your past mistakes. You can always change and make healthier choices for your life.
- You’ve learned that it’s important to set boundaries in relationships that will honor and support your values.
- You can protect yourself, your life, and your future from STDs and HIV, as well as unintended pregnancies by choosing to be either abstinent or practicing consistent and correct condom use.
- You learned how to communicate assertively to your partner about what you want from your relationship.
- We talked about what a peaceful break up with your boyfriend should look like.
- And most importantly we shared with you how valuable and precious you are.
Activity P: HORIZONS Quiz Show

**Purpose:**
The participants will participate in an activity to review what they have learned about HIV and STDs.

**Materials:**
Condom, Penis model

**Time:**
20 minutes

**Health Educator:**
Wow, we’ve gone over a lot today. So what we’re going to do now is play a game called the HORIZONS Quiz Show. This is a fun way to review what we’ve learned in both workshops. LISTEN to the directions carefully.

I will play the part of the game show host and ______________ will be my assistant.

I will divide you into two teams. When it’s your team’s turn, a participant will choose one of the three categories. That team will then answer the question asked.

You will have 15 seconds to give the correct answer(s). If you do not come up with the right answer(s) in 15 seconds, the other team will have 15 seconds to answer the question.

Some questions are worth more points than others. You will be given the correct number of points if you get the answer(s) right.

We will keep score on the flip chart and when we’re finished, the team with the most points will win!

---

Divide the group into two teams. Remember to rotate who goes first from the last game you played. Display the posters with the 3 categories written on them. The participants should choose a category and pick the number of points they want—depending on what is available. Remember the participants don’t have to give exact answers. However, their responses should be very close to the probes we have provided. The HE reading should keep score, the other should time the answer period.

Remember to have condom and penis model available for Question #6 under Relationships.
HORIZONS Quiz Show Questions

Category: Facts About STDs

1. Q: If you continue to have sex with your boyfriend after having been treated with an STD, but he has not been treated—what can happen to you? (100 points)

A: Potentially you can be re-infected with an STD, you also increase your risk for contracting other STDs and HIV as well.

Good time to reiterate that by choosing abstinence as a lifestyle, if you were abstinent you wouldn’t have to worry about contracting a STD or re-infection, but if you use condoms correctly you can reduce your risks.

2. Q: Name two symptoms of STDs in women. (200 points)

A: 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 know if you have an STD is to ask your doctor, because you might not have symptoms at all.

3. Q: What is the 100% sure way to prevent getting an STD? (300 point)

A: Being Abstinent

4. Q: How can you reduce your risk of getting an STD if you are having sex? (400 points)

A: To wear condoms correctly EACH and EVERY time you have sex.

5. Q: How can you tell if your boyfriend has an STD? (500 points)
   a. Sometimes you can’t
   b. He might have discharge or painful urination
   c. He could have open sores or redness around the genitals

6. Q: True or False: Does douching increase your chances of getting an STD? (600 points)

A: True, it can also increase your chance of getting PID, BV and Cervical Cancer.
Category: Communication Styles

1. Q: What is the communication style that we described as “too little attitude” (100 points)

A: Passive

2. Q: Should you have sex with your boyfriend after you told him that you want to use a condom and he tells you he doesn’t want to use one? (200 point)

A: No-you don’t want to send mixed messages-Remember to Stand Your Ground.

While this is the best answer, you might have to refocus the participants to think about their values and if they have stated clearly to their boyfriends their decision and he isn’t honoring it, then it’s not worth them risking their sexual health.

3. Q: True or False? Yelling at your partner is the best way to get your point across. (300 point)

A: False

4. Q: Describe assertive communication. (400 points)

A: Communicate openly and honestly while considering the other person feelings.
   Not yelling, hitting, or cussing at the person
   Being clear about what you want
   Being firm but not too aggressive or threatening

5. Q: When is the best time to talk to your boyfriend about your sexual choice, either safe sex or no sex? (500 points)

A:-When you are not in a situation that will lead to sex, when you’re not in danger and when you’re not angry.

6. Q: What reasons would you give your boyfriend for wanting to practice abstinence? (600 points)

A: It’s the guaranteed way of protecting your sexual health, not just yours, but his too. Using a condom will only help you reduce your risks from getting an STD, but there is no guarantee.
Category: Relationships

1. Q: Why is setting boundaries in your relationship important? (100 points)
A: Can help you to clearly state beforehand to your partner what you want out of your relationship.

2. Q: Not communicating with your boyfriend is reflective of what type of relationship? (200 points)
A: unhealthy

3. Q: True or False: Your boyfriend honoring your decision to practice abstinence or safe sex is part of a healthy relationship. (300 points)
A: True

4. Q: What are the 3 important factors of a healthy relationship? (400 points)
A: Power is balanced
   Respect is real
   Communication is good
   Trust is strong

5. Q: List 3 things you should remember when considering breaking up with your boyfriend? (500 points)
A: Be assertive
   Grieve
   Stay friendly for the sake of your children
   Honor yourself
   Don’t be dependent on his financial support
   Take a break before dating again

6. Q: Demonstrate OPRaH (600 points)
A: have participant demonstrate how to correctly use a condom
   1. Open the package carefully without twisting, biting, or using fingernails.
   2. Pinch the tip of the condom, leaving ¼-1/2 inch of space at the tip where the semen will go.
   3. While still pinching the tip, unroll the condom all the way down to the base of the penis model.
   4. Add lubricant (water-based) on the inside of the condom-if they want more pleasure.
   5. Hold the condom at the base and remove it from the penis - while it is still hard.
      Make sure NOT to pull from the tip – this will cause the condom to break.
   6. Tie it up and throw it away – do not flush.
Activity Q: “Still I Rise”

Purpose:
To enhance the self-confidence and pride among HORIZONS participants by reciting poetry written by African American women

Materials:
Handout 2-16 “Still I Rise”

Time:
10 minutes

Have volunteers read the poem aloud and then discuss. Use dramatic energy when reading. Encourage participants to do the same.

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

Can I please have a volunteer to read the poem?

After reading the poem: Review the participants; hopes and dreams-reinforcing they can achieve whatever it is in life they set out to do. Emphasize that each person has the ability to overcome obstacles and barriers.

Health Educator:
It is never too late to start taking care of yourself in new ways. We hope that you’ve all learned that you always have options and choices. Two options in protecting your sexual health. Remember the choice is up to you, you can either:

1. Choose to be ABSTINENT - this is the only 100% way to protect yourself and your future.

2. Choose to use CONDOMS correctly EACH and EVERY time you have sex.

The choice is yours!!!!!!
Activity R: Your Time to Shine

**Purpose:**
To help the participants act and think positively

**Materials:**
Handout 2-17: Your Time to Shine, Envelopes with participant's names on them, Small sun-rays, Glue Sticks

**Time:**
15 minutes

**Health Educator:**
Maya Angelou’s poem Still I Rise is full of inspiration and hope for African Americans. I would like for each of you to leave us with one positive thought you have about the HORIZONS program.

To keep you with positive thoughts long after you leave us today, we would like to do one last activity. You each have been given an envelope with your name on it and some small sunrays inside. What I want you to do is take two stickers out and write two positive things about yourself on it and then pass your envelope around.

As the person’s envelope comes around, each person will take a sunray out and write something positive/nice about that person and place that sun ray back in her envelope.

Give each participant their envelope with sun beam cut outs (1 for each member of the group). Hand out glue sticks. Have participants circulate their envelopes. Instruct participants to take 2 sunbeams out and write something positive. After everyone in the group has her envelope back have each participant place their sunbeams on Handout 2-17: "Your Time to Shine!". As the participants are gluing their sunbeams play the HORIZONS cd. Give the participants time to glue the sun beams on their sun and to read the comments about themselves. In a round robin, have each participant share with the group her two favorite comments about herself. She should begin her statement with the words “I am.....”

When all have finished, call for a round of applause.
**Health Educator:**
Now that everyone has received her positive comments, I want you to glue your sun beams to the HORIZONS on Handout 2-17 in your journal.

While you are gluing your comments on your handout, pick your two favorite. We’ll go around the room and each of you will have the opportunity to read to the group your two favorite comments.

When you read your comments to the group, begin with the words, “I am…."

**Health Educator (Suggested Recap):** This is your time to shine because you have chosen a new horizon to set new paths and make informed decisions and choices about where you want to go in life. This HORIZON will help you to remember your HORIZONS Sistas and the experience you started together.
Activity S: Graduation

Purpose:
The purpose of this activity is to acknowledge appreciation of the Horizons Sistas for participating in the Horizons program by giving them certificates of empowerment and having a graduation exercise.

Materials:
Handout 2-18: Horizons Contract/Abstinence Contract (2 copies), Handout 2-19: Graduation Letter, Graduation certificates, participant locator forms

Time:
10 minutes

Health Educator:
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. Turn to handouts 2-18 and 2-19 in your journal.

One of the health educators will read the contract and ask the participants to please sign and date your contract on the back is an My Sexual Health pledge, for them to decide whether or not they are going to practice either abstinence or safe sex. Remember to have them sign and date the pledge. You have two copies of the contract—one for them to keep and one for you to keep in our records.

Health Educator:
My Sista,

Be proud to be a young African-American woman. Make sure you have “correct” knowledge about HIV/AIDS and other STDs so you can protect yourself and those around you. If you enter your relationships being positive, assertive, confident and unwilling to let others take advantage of you, you will be able to avoid bad situations or situations that endanger your health, body, and integrity later on down the line. Protect yourself and your future. Protect your sexual health always. Define for yourself how you want to be treated and how you are going to treat other people. Then insist on sticking with those decisions. Respect yourself! Be a strong, beautiful sista!

Health Educator:
Please sign and date your contract. Turn on the other side and you will see the “My Sexual Health Pledge” fill both forms out and we’ll be around to collect one. The other is for you to keep and remember the pledge that you are making to HORIZONS today.
Activity T: What Do You Think About…?

Purpose:
The Health Educator will distribute an evaluation of the session for the participant to fill out.

Materials:
Evaluation Form: What Do You Think About…?

Time:
5 minutes

Helpful Hint: Please remember to remind participants to complete both sides of the evaluation. Also indicate which HE is 1 and which is 2. Write HE 1 and your name HE 2 and your name on the flip chart so that the participants can copy.

Health Educator:

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 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.
Phenomenal Woman
Maya Angelou

Pretty women wonder where
my secret lies.
I’m not cute or built to suit a fashion
model’s size.
But when I start to tell them,
They think I’m telling lies.
I say,
It’s in the reach of my arms,
The span of my hips,
The stride of my step,
The curl of my lips,
I’m a woman
Phenomenally.
Phenomenal woman,
That’s me.

When I try to show them
They say they still can’t see.
I say,
It’s in the arch of my back,
The sun of my smile,
The ride of my breasts,
The grace of my style.
I’m a woman
Phenomenally.
Phenomenal woman,
That’s me.

Now you understand
Just why my head’s not bowed.
I don’t have to shout or jump about
Or have to talk real loud.
When you see me passing
It ought to make you proud.
I say,
It’s in the click of my heels,
The bend of my hair,
The palm of my hand,
The need for my care.
‘Cause I’m a woman
Phenomenally.
Phenomenal woman,
That’s me.

Men themselves have wondered
What they see in me.
They try so much
But they can’t touch
My inner mystery.
What Turns You On????

The most tempting

106

105

104

103

101

98.6

The least tempting
Boundary Setting

1. **Know your limits and Set your personal boundaries.**
   Write them down. You should be very clear about what you want from your relationships. You should know beforehand which activities are comfortable for you. The more prepared you are, the less likely you are to be tempted to go against your sexual preference (safe sex or no sex).

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

3. **Remember that your environment often feeds your thoughts.**
   Many of our decisions, thoughts, and values are derived from what we observe as norms in our social environment. Music, TV, movies, and magazines become a part of that social environment.

4. **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 and only you. You can’t trust someone else’s judgment when it comes to your well-being. Your girlfriend might say that the guys you are going to visit are cool, but do you really know? You never want to put yourself in a situation in which a sexual encounter could be forced on you.

5. **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 boyfriend to adjust to the new relationship boundaries.

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

7. **Talk to your boyfriend before having sex about your sexual choice.**
   Be clear with your boyfriend before foreplay about which activities are okay. The two of you should decide in advance, before you are in a sexual setting, whether or not you are going to practice safe sex or abstinence.

8. **Only date people who share and respect your views.**
   You need your boyfriend to work with you not against you. The ideal relationship is one in which the ideals and values of both partners are honored and respected.
# What Does a Relationship Look Like?

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Power</strong> is balanced No one has an unfair advantage over the other.</td>
<td><strong>Power</strong> is not balanced One has an unfair advantage over the other.</td>
</tr>
<tr>
<td><strong>Communication</strong> is good Both partners talk and listen</td>
<td><strong>Communication</strong> is not good Both partners don’t talk and listen to each other.</td>
</tr>
<tr>
<td><strong>Respect</strong> is real For oneself and one another.</td>
<td><strong>Respect</strong> is not real For oneself and one another.</td>
</tr>
<tr>
<td><strong>Trust</strong> is strong Feeling safe both physically &amp; emotionally with each other.</td>
<td><strong>Trust</strong> is not strong Not feeling safe both physically &amp; emotionally with each other.</td>
</tr>
</tbody>
</table>
Poster

Pieces & Parts

Healthy

Un-Healthy
Do’s & Don’ts 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

Have your own supply of condoms

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
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 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** = *Action* 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.
OPRaH

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

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# 20 Alternatives to Sex

<table>
<thead>
<tr>
<th>1. Practice Abstinence</th>
<th>11. Take a nature walk at Stone Mountain Park</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Hug or Cuddle</td>
<td>12. Pick up the greatest hits CD of your favorite artist and listen to it together.</td>
</tr>
<tr>
<td>3. Massage each others neck and shoulders</td>
<td>13. Cook and share a meal together</td>
</tr>
<tr>
<td>4. Give your partner the sweetest kiss ever by putting a Hershey’s kiss in your mouth and pass it to him.</td>
<td>14. Go to a sports event together</td>
</tr>
<tr>
<td>5. Give or receive a foot massage</td>
<td>15. Invite your boyfriend and some of your closest friends over for an evening of cards or board games</td>
</tr>
<tr>
<td>6. Have your boyfriend paint your toenails</td>
<td>16. Spend a day visiting culturally historic sites in Atlanta</td>
</tr>
<tr>
<td>7. Slow dance together and serenade your boyfriend by whispering the song in his ear.</td>
<td>17. Take a visit to a local art gallery or museum</td>
</tr>
<tr>
<td>8. Give or receive a manicure/pedicure</td>
<td>18. Watch movies together all day</td>
</tr>
<tr>
<td>9. Write a love letter to your boyfriend telling him how much he means to you.</td>
<td>19. Go shopping together at the mall.</td>
</tr>
<tr>
<td>10. Go to free concerts at Piedmont Park</td>
<td>20. Exercise together</td>
</tr>
</tbody>
</table>
## Possible Condom Comeback

<table>
<thead>
<tr>
<th>Possible Excuse</th>
<th>Possible Comeback</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>“Well, I do.”</td>
</tr>
<tr>
<td>“I’ll lose my hard-on by the time I stop and put it on.”</td>
<td>“Let me do it and you won’t.”</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>“You carry a condom around with you? Are you a ho?”</td>
<td>“The doctor gave them to me and told me to use them.”</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>
## How to Talk Abstinence with a Man Who doesn’t Want to Hear It

<table>
<thead>
<tr>
<th>If your partner says:</th>
<th>You can say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“We’re going to be married someday anyway so, why do we have to wait?”</td>
<td>“But we aren’t married now and until we make that commitment, I choose to wait.”</td>
</tr>
<tr>
<td>“I know I’m clean (disease free). I haven’t had sex with anyone in months.”</td>
<td>“Thanks for telling me. As far as I know, I’m disease free, too. But, the best way for us to stay that way (disease-free) is to wait.”</td>
</tr>
<tr>
<td>“Just let me put the head in, I’ll wear a condom”</td>
<td>“Condoms aren’t a guarantee that I won’t get pregnant, an STD or HIV.”</td>
</tr>
<tr>
<td>“No one has ever made me feel the way you do and I think this is something that will bring us closer together.”</td>
<td>“I am not ready to be that close to you yet and to pressure me that way is lame”</td>
</tr>
<tr>
<td>“I do so much for you can’t you do this one thing for me.”</td>
<td>“I agree, you do a lot for me but let’s not forget I do for you too. In a relationship you should do for one another because it’s in your heart to, not because you expect something in return, especially sex. If you respect me and my values you’ll understand my decision to wait”</td>
</tr>
<tr>
<td></td>
<td>“If you loved me then you would stop pressuring me and respect my decision to wait.”</td>
</tr>
<tr>
<td>“If you loved me as much as you say you do, then you would do it (have sex).”</td>
<td>“Well I am not everybody. Waiting until I am ready mentally and physically (able to accept any consequences that may result from having sex; for example, pregnancy, STD, emotional stress, etc.) is more important.”</td>
</tr>
<tr>
<td>“Everybody is doing it, so why not us.”</td>
<td>“Once is all it takes. I have goals (like getting accepted to college, getting a good job, etc.) and having sex now could keep me from accomplishing them. Respect and recognize my decision to wait”</td>
</tr>
<tr>
<td>“Just this once?”</td>
<td>“Well you have just made yourself very clear about the fact that you care more about sex then me. Perhaps we aren’t as right for each other as I had once thought.”</td>
</tr>
<tr>
<td>“I have sexual needs. If you can’t meet my needs, I am going to have to find someone who can.”</td>
<td></td>
</tr>
</tbody>
</table>
Passive
Too Little “Attitude”

1. Being unable to tell someone how you really feel about a situation or what you want or need.

2. Going with the crowd when you are unsure of a situation.

3. Saying yes when you really want to say no.

4. Acting this way so that you will be liked, to be nice to someone, or not to hurt the other person’s feelings

“Body Lingo”

**Voice:** soft whining

**Eyes:** not looking at the person, looking down or away

**Body:** shoulders drooping, head down, unable to stand or with without fidgeting

**Hands:** shaking
Aggressive
Too Much “Attitude”

1. Expressing yourself, standing up for yourself in a way that is punishing, demanding or threatening to someone else.
2. Trying to get your way by putting someone else down.
3. Taking or getting what you want without considering the feelings and rights of the other person.
4. Threatening or forcing a person to give you something

“Body Lingo”

Speech: cursing, name calling, put downs, hostile remarks
Voice: loud, tense, cursing
Eyes: cold, staring, angry, calculating, glaring
Posture: stiff, rigid, hands on hips, turning your back towards the other person in the conversation
Hands: pointing finger, waving fist, throwing hands up in a manner that dismisses that person – “talk to the hand” syndrome.
**Assertive**

**The Right “Attitude”**

1. 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.

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

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

4. Not letting others use you and not using others.

---

**“Body Lingo”**

**Speech:** honest, direct words

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

**Eyes:** direct eye contact but not glaring

**Posture:** head and shoulders raised
Passive
Too Little “Attitude”

5. Being unable to tell someone how you really feel about a situation or what you want or need.

6. Going with the crowd when you are unsure of a situation.

7. Saying yes when you really want to say no.

8. Acting this way so that you will be liked, to be nice to someone, or not to hurt the other person’s feelings

“Body Lingo”

Voice: soft whining

Eyes: not looking at the person, looking down or away

Body: shoulders drooping, head down, unable to stand or with without fidgeting

Hands: shaking
5. Expressing yourself, standing up for yourself in a way that is punishing, demanding or threatening to someone else.

6. Trying to get your way by putting someone else down.

7. Taking or getting what you want without considering the feelings and rights of the other person.

8. Threatening or forcing a person to give you something

**Speech:** cursing, name calling, put downs, hostile remarks

**Voice:** loud, tense, cursing

**Eyes:** cold, staring, angry, calculating, glaring

**Posture:** stiff, rigid, hands on hips, turning your back towards the other person in the conversation

**Hands:** pointing finger, waving fist, throwing hands up in a manner that dismisses that person – “talk to the hand” syndrome.
5. 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.

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

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

8. Not letting others use you and not using others.

Speech: honest, direct words

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

Eyes: direct eye contact but not glaring

Posture: head and shoulders raised

Hands: relaxed
Tonya has been attending a women’s group called Horizons. She has learned a lot about being a strong Black woman who has a right to realize her dreams and goals. She has learned 2 options for protecting her sexual health- abstinence the 100% guaranteed way to eliminate her risk of contracting an STD, and safe sex—that by using a condom correctly EACH and EVERY time she can reduce her risks.

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 some things she learned at HORIZONS.

Role play one of 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!
How to Peacefully Breakup with your Boyfriend

**Be Assertive**
You have to make sure that you “assertively” tell your partner your decision. This is important because you want to make sure that you don’t have any feelings of resentment, anger or feelings of worthlessness. You also want to make sure that you don’t bring these feelings into your future relationships.

**Take time to grieve**
You want to make sure that you go through the grieving process. Getting the feelings of sorrow out will help you. Cry if you need, punch a pillow if you need, call a friend, a family member-someone who will allow you to ramble on. It’s ok if you are not able to cope with the breakup immediately, you might want to seek professional counseling from a therapist, someone who can help you objectively sort through the break-up.

**You have children together**
Don’t let this be a hindrance in you breaking up with your boyfriend, especially if he is not willing to support your decision to protect your sexual health. You do however, want to make sure that you have a good relationship for the benefit of your child. Remember that you two will be in touch for the rest of your lives because you all will be involved in your child’s life. You also want to remember never to let your child see you hostile towards one another. You don’t have to be the best of friends, but you definitely want to let your child see you all getting along for their benefit.

**Financial Support**
Maybe you live with your boyfriend or he helps you out financially. Make sure to develop a plan prior to telling your boyfriend that you no longer want to date. Maybe consider moving in with a family member or a friend for a brief period of time until you are able to financially support yourself on your own. You have to have a plan prior to the breakup- where will you live, do you need a better job or a second job to help with making ends meet so that you can get on your feet again. Don’t let his financial support be a hindrance to you leaving the relationship. Your well being is more important than any financial support he could ever offer.

**Dating Again**
Give yourself some time before you begin to date again. You have to unpack your luggage, sift through all the feelings of pain and anger, in order to regain your renewed spirit. You don’t want to meet someone else who you would consider being in a relationship with and they have to deal with your “past luggage”. All of this will better prepare you to find a boyfriend, next time, who shares some of the same values as you and who will also support your decision to practice safe sex. Use this time to be clear about what you want in your next relationship.

**Spirit**
Remember that you are a priceless gift and your spirit deserves to be honored and respected always. Remember all the things that you have learned here today and let them be the encouraging factor to prosper in life.
### The Do’s & Don’ts of Breaking Up

<table>
<thead>
<tr>
<th><strong>Do’s</strong></th>
<th><strong>Don’ts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assertively explain the reason behind wanting to break-up</td>
<td>Threaten or be threaten</td>
</tr>
<tr>
<td>Be respectful to each other</td>
<td>Have sex one last time</td>
</tr>
<tr>
<td>Listen</td>
<td>Follow him to see who he is going out with now</td>
</tr>
<tr>
<td>Find ways to take care of you and your feelings. Maybe keep a journal, talk to friends, exercise, play sports, listen to music or even seek counseling</td>
<td>Call…unless you have both agreed it is ok</td>
</tr>
<tr>
<td>Come to an agreement on the status of your friendship. Do you even want to remain friends?</td>
<td>Assume being friends means you will get back together</td>
</tr>
<tr>
<td>Determine whether or not you two can still hang out together?</td>
<td>Spread rumors or otherwise try to get revenge</td>
</tr>
<tr>
<td>Decide if you can still see each other?</td>
<td>Isolate yourself; be alone</td>
</tr>
<tr>
<td></td>
<td>Get high or drunk together</td>
</tr>
<tr>
<td></td>
<td>Break up to scare him into doing things your way</td>
</tr>
<tr>
<td></td>
<td>Try to get pregnant</td>
</tr>
<tr>
<td></td>
<td>Don’t let him persuade you to stay in the relationship against your will</td>
</tr>
<tr>
<td></td>
<td>Don’t let him use your children as a reason for you to stay together.</td>
</tr>
</tbody>
</table>
What Have We Learned?

You are **PHENOMENAL** young women who can take control of your lives and future.

You can **PROTECT** your relationships by Setting Boundaries

Knowing beforehand what you will or will not do allows you to stick with your decision to practice abstinence or safe sex.

You can **GUARANTEE** your health and safety by choosing to be Abstinent (delay sex).

You can **REDUCE** your risk against contracting STDs and HIV by using a condom correctly EACH and EVERY time you have sex.

You can **ANTICIPATE** talking to your partners about your decision:

Choose the right time
Consider how he might react
Plan and practice how he will respond

You can **COMMUNICATE** your decision in the right way

Speak assertively
Show him you care about him and respect him
(listen carefully, respond respectfully)

You can decide to **PEACEFULLY** break up with your boyfriend.

No drama
No persuasion to stay because of your children
<table>
<thead>
<tr>
<th>Facts about STDs</th>
<th>Communication Styles</th>
<th>Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>Q1</td>
<td>Q1</td>
</tr>
<tr>
<td>Q2</td>
<td>Q2</td>
<td>Q2</td>
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<tr>
<td>Q3</td>
<td>Q3</td>
<td>Q3</td>
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<td>Q4</td>
<td>Q4</td>
<td>Q4</td>
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<tr>
<td>Q5</td>
<td>Q5</td>
<td>Q5</td>
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<tr>
<td>Q6</td>
<td>Q6</td>
<td>Q6</td>
</tr>
</tbody>
</table>
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
Your Time To Shine
My Sista...

Be proud to be a young African-American woman.

Make sure you have “correct” knowledge about HIV/AIDS and other STDs so you can protect yourself and those around you.

If you enter your relationship being positive, assertive, confident and unwilling to let others take advantage of you, you will be able to avoid bad situations or situations that endanger your health, body, and integrity later on down the line.

Protect yourself and your future. Protect your sexual health always. Define for yourself how you want to be treated and how you are going to treat other people. Then insist on sticking with those decisions.

Respect yourself!

Be a strong, beautiful sista!

Signature: ________________________  Date: __________
I,________________________________________

Pledge to become abstinent because (check your reasons):

- It is the right choice for me at this time.
- I want to wait until I am married
- I want to wait until I am in a committed relationship with a guy who values me before I have sex again
- I want to be sure that I don’t get pregnant or become infected with an STD including HIV/AIDS
- I am in a new relationship, and I want to get to know my boyfriend better
- I choose to abstain from sex because sex is distracting me from fulfilling my goals
- Other:

Pledge to use condoms EACH& EVERY TIME I have sex (check your reasons):

- It is the right choice for me at this time.
- I want to reduce my risk of contracting an STD and HIV:
- Other:

I will not consider either because (check your reasons):

- I like having sex the way I do now
- My boyfriend will not want to be abstinent
- My boyfriend will not want to use condoms
- I am afraid that I will lose my boyfriend
- I don’t want to
- Other:

Signed: __________________________          Date: ____________
Horizons Graduate,

This is just a note to say thanks for participating in our program. We were happy to get the chance to meet you and pass on some information that you can use to be a healthy young woman. We want you to remember to make smart choices in everything you do because you are very special to us.

Remember that you represent HORIZONS. You have learned some very important things from HORIZONS. We hope that the information you learned will help guide you in your journey through womanhood and help you to be a strong, healthy, empowered young woman. You’ve learned to take pride in yourself, and you’ve learned how to take care of yourself. Stay strong and stay healthy!

Peace and Love,
**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>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 Horizons Health Educators?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. How well were the activities/information presented?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. How well did the activities encourage your participation?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. How clearly were your questions answered?</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<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>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
</tbody>
</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. Recognizing Gender Pride in Poetry</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>“Phenomenal Woman”</td>
<td></td>
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<tr>
<td>9. Understanding Risks</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tr>
<tr>
<td>Partner types, hard/easy to practice abstinence</td>
<td></td>
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<tr>
<td>10. What Turns You On?</td>
<td>1</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>rate temptations on thermometer; boundary setting</td>
<td></td>
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<tr>
<td>11. My Experience</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>former boyfriend and past experiences</td>
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<tr>
<td>12. Healthy &amp; Unhealthy relationships</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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</tr>
<tr>
<td>“pieces &amp; parts” game looking at good/bad of relationships</td>
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<tr>
<td>13. OPRaH</td>
<td>1</td>
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<tr>
<td>do’s and don’ts of condom use</td>
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<tr>
<td>14. Alternatives to Sex</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>20 alternatives to not have sex</td>
<td></td>
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<tr>
<td>15. How to talk Sex with your man</td>
<td>1</td>
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<tr>
<td>condom &amp; abstinence comebacks</td>
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<tr>
<td>16. Three ways to Say it</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>HE role play of communication skills</td>
<td></td>
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<tr>
<td>17. Talking the Talk</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Andre &amp; Tonya role play communication scenarios</td>
<td></td>
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<tr>
<td>18. Breaking up is Hard To Do</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>tips on how to peacefully break-up</td>
<td></td>
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<tr>
<td>19. Horizons Quiz Show</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>review of workshops</td>
<td></td>
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</tr>
<tr>
<td>20. “Still I Rise” poem by Maya Angelou</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tr>
<tr>
<td>21. Your time to shine</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>sunbeam positive messages</td>
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<tr>
<td>22. Graduation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>contract, graduation certificates</td>
<td></td>
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</tbody>
</table>
How would you rate each of the Health Educators?

Health Educator #1: ________________

23. Showing support for you
24. Listening to you
25. Answering the group’s questions
26. Showing you how to use a condom
27. Showing you how to talk about your sexual choice
28. Overall presentation of the workshop

Health Educator #2: ________________

29. Showing support for you
30. Listening to you
31. Answering the group’s questions
32. Showing you how to use a condom
33. Showing you how to talk about your sexual choice
34. Overall presentation of the workshop

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

36. Based on today’s workshop, the next time you’re in a position to have sex, which of the following will you do
   (please only check one)
   ___ use a condom     ___ abstain, not have sex     ___ I DON’T KNOW

37. Was there anything about today’s workshop that you did not like? ________________________________

38. What did you like the best? ________________________________

39. Something new I learned was. ________________________________

40. Did you have to pay a babysitter to participate today?
   ___ YES     ___ NO

41. How did you get here today? (please check one)
   ___ I Caught public transportation
   ___ I paid someone to bring me
   ___ A family member dropped me off
   ___ My boyfriend dropped me off
   ___ Other: ________________________________

42. How did it take you to get here today? ___________
   (e.g. 15 minutes, 30 minutes, 45 minutes, hour…)
Workshop 2
Activity D: Understanding Risks
Partner Types

New Boyfriend

Old boyfriend

Guy you met at a party

A fine guy

Guy you get high or drunk with

Current boyfriend

Guy you have a crush on

Guy who has sex with guys
Your baby’s daddy

Guy who has sex with other people
Workshop 2
Activity G: Healthy & Unhealthy Relationship

Sex is the most important thing

I can be myself. I don’t have to pretend to be someone I’m not.

I feel energized being with my person.

I feel worn out and tired with the person.

One person decides what to do and where to go.

I have fun being with the person.

I am constantly fighting and making up.

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

I am embarrassed or uncomfortable being with the person in a group.
My boyfriend 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 discuss my sexual choice (abstinence or condom use).

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.
Workshop 2
Activity M: Talkin’ The Talk
Scenario Cards

Scenario #1
Andre:
You have just picked Tonya up from the HORIZONS program. She looks bothered, so as she gets into the car, you ask how things went today. You really don’t want to hear what she has to say because your boys are waiting for you. You also don’t want to be rude and not ask her what is wrong. She finally tells you what is on her mind; you get an attitude with her and react aggressively because you don’t want to talk and you don’t want to use condoms.

Scenario #1
Tonya:
Andre has just arrived to pick you up from the HORIZONS workshop. You get into the car and you have a look of concern on your face. You want to share with him all that you learned at HORIZONS especially that you think it is best that you start using condoms. You want to tell him now because waiting until later might cause you to change your mind. Remember to be assertive, stand your ground and explain to him the reasons given to you as to why you should use condoms.

Scenario #2
Tonya:
You’ve completed the second HORIZONS workshop where you received a voucher to give to your boyfriend so that he can get tested at the clinic. After learning about what can happen to a woman when she gets an STD or about becoming re-infected if your partner is not treated, you believe that it is best that your boyfriend get tested. You are a little nervous about bringing up the issue because you know that he may get angry with you and may think that you are trying to say that he has an STD or is cheating on you. Andre is on his way over. In an assertive manner talk to him about the importance of him being tested and how it is to you. Explain to him that you already know your status, and it is important for both of you to know whether he is infected and if he needs treatment.
Scenario #2

Andre:
Tonya just called and asked you to come over. She said she wanted to share with you some of the information she learned from the HORIZONS program. You know that the program means a lot to her, but you aren't down for all the things she told you she learned last week. You want to hear her out, but you refuse to change your stance on using condoms or having sex. Though you haven't been to the doctor in over a year you are in good health because you haven't been with anyone else, just Tonya. You know you don't have any diseases. So you become upset that Tonya has asked you to go to the clinic to get tested.

Scenario #3-

Tonya:
It's a week after you came to the HORIZONS program. Your HORIZONS health educator just called to ask if you had any questions about anything you learned in the workshop. She also asked if you had given your boyfriend the voucher so that he can get tested, you told her no. You just weren't sure how and when to do it. The health educator mentioned that if Andre is at all important to you and if you plan to continue to have sex with him, even protected sex, you need to let him know how important it is for him to get tested. You discussed your future dreams and goals with the health educator, and she reminds you how important a healthy relationship is to you achieving your future goals and dreams. You realize that no time is really a good time, but you decide that you have to tell Andre before you go on your big date. He shows up at the door just as you're getting off the phone with the health educator. Remember to be assertive and tell Andre why it is important to you for him to get tested.

Scenario #3-

Andre:
You have a big date planned for tonight with Tonya and you are very excited about it because you know that it will involve sex. You called Tonya to talk about the big plans you’ve made. She was on the phone and said she would call you back. You decide to go over to her house instead of having her call you back. You show up at the door as Tonya is hanging up the phone. You start talking about your plans for the date, but Tonya seems distracted. You become angry when she starts talking about the HORIZONS program and gives you a voucher about getting tested.

Scenario #4

Tonya:
You told Andre that you want to be abstinent for now, he agreed and you haven’t had sex for about 3 weeks. Things are going well, but you are both feeling a little horny and Andre starts to press you for sex. While you miss feeling close him, you remember the last time you had sex you ended up having an STD. Although Andre hasn’t had sex with you, you are worried and wonder if he may be having sex with other girls. You are not ready to have sex again, but Andre keeps pressing you. In an assertive manner, tell Andre what your concerns are, and that you are sticking to your decision to be abstinent.
Scenario #4

Andre:
It’s been about 3 weeks since you last had sex with your girlfriend Tonya. You agreed to practice abstinence in your relationship, but you’ve been feeling horny and you really don’t think you can continue to hold out on sex for much longer. You know she doesn’t trust you because you stepped out on her once before and the both of you ended up with an STD. You tell Tonya you don’t want to cheat again, but if she doesn’t give it up soon, you’ll have to get sex from someone who is willing to give it up.

Scenario #5

Tonya:
You are upset and scared that you have an STD. You’re not sure if you got it from your boyfriend, Andre, or if you gave it to him because you also have been having sex with another guy, Jason. The HORIZONS lady told you that you would be treated when you return for your second workshop, but that you need to inform your partner(s), so that they can be treated also. She tells you that the person(s) you’re having sex with also need to be treated because if you continue to have sex with them you’re going to keep getting infected. She also talks to you about the importance of having one partner and protecting yourself by using a condom each and every time you have sex or abstaining (not having sex). You have to tell them both, but Andre has just come over. Remember to be assertive in sharing what you learned from HORIZONS and that you are concerned that he might be potentially infected with an STD.

Andre:
Things have been going really well between you and Tonya. You think that she is really special. Now she’s telling you that she has an STD and you may have it too. You know that you couldn’t have given it to her because you never cheated on her, you were tested at the clinic a few months ago and you feel fine. You know the only way she could have gotten an STD was if she slept with someone else. You heard rumors that she is having sex with someone else, but every time you’ve asked her about it, she denies it. You can’t believe that those rumors may have been true, now you may have an STD. You still care a lot about Tonya, but right now you don’t want to hear what she has to say. You don’t know if you can trust her anymore.