SHLE

Health Workshops for Young Black Women

Facilitator’s Manual
Workshop 1: My Sistas...My Girls
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Preparing to Implement SiHLE

A Note to the Facilitator:

Before implementing SiHLE, take a few moments to look through the Program Materials and Posters envelopes, as well as the participant Handbook. All Posters, pages from the Handbook and handouts are reproduced within this Facilitator’s Manual.

In addition, you may wish to review the Workshop Outlines and Materials Checklists which appear at the start of each workshop session to ensure that you have all needed materials (for example: condoms, lubricants, markers, name tags, etc.).

Workshop 4 includes a discussion of abusive relationships and domestic violence. Consider creating a handout of resources (phone numbers, etc.) specific to your area, complete with contact names, if available. No such handout is included in the Program Materials envelope owing to the logistical issues of creating a universally applicable resource sheet.

You may also wish to sign the SiHLE graduate letter (Handbook page 62) before duplicating the handbook for your participants.

This Facilitator’s Manual includes an Appendix (please refer to the “Appendix” booklet) of selected activities/exercises that were offered to the control group in the original implementation of SiHLE. These activities are included for your reference should you wish to supplement SiHLE’s STI/HIV/AIDS prevention message with topics such as anger management or adolescent obesity.

SiHLE!
SiHLE
Workshop 1:

My Sistas......My Girls
My Sistas . . . My Girls

Topic:
Fostering sisterhood

Objectives:
Discuss topics relevant to African-American adolescent life.
Create a positive relationship between educators and participants.
Briefly discuss African-American female role models.

Rationale:
The goal of this session is to introduce the SiHLE program to the young women. This session is also designed to foster sisterhood among the young women through activities that promote discussion about African-American adolescent topics. The session ends with a brief discussion on positive African-American role models. Throughout the session, the young women will be encouraged to begin developing positive relationships within the group. It is important for the young women to feel a comraderie with each other as well as with the Health and Peer Educators to help make the program a success.

Incentive:
Framed print
SiHLE Intervention Workshop 1
Outline

Activity A: Icebreaker

Activity B: Program Introduction
Handbook Page 2: SiHLE
Handbook Page 3: SiHLE Info Sheet
Poster 1: SiHLE means Beautiful...

Activity C: Who are SiHLE Sistas?
Poster 2: The SiHLE Sistas

Activity D: The SiHLE Pact
Handbook Page 4: The SiHLE Pact
Poster 3: SiHLE Pact
Handbook Page 5: My Ground Rules
Handbook Page 6: SiHLE Motto
Poster 4: SiHLE Motto

Activity E: Young, Black & Female

Activity F: A Room Full of Sisters
Handbook Page 7: A Room Full of Sisters

Activity G: Strong Black Women

Activity H: A Taste of Culture
Handbook Page 10: Frame It

Activity I: Values - What Matters
Handbook Page 11: Personal Values Clarification

Activity J: ThoughtWorks
Visual Aid: Sample Pictograph
Handbook Page 12: Visualize 25

Workshop 1 Evaluation (refer to Evaluations envelope)
Materials Checklist

_____ Teaching manual

_____ Participant Handbooks/3-Ring Binders (consider distributing individual sections of handbook at each Workshop)

_____ Sign-in sheet

_____ Handbook Pages for Session 1:
   _____ Page 2: SIHLE Overview
   _____ Page 3: SIHLE Info Sheet
   _____ Page 4: The SIHLE Pact
   _____ Page 5: My Ground Rules
   _____ Page 6: The SIHLE Motto
   _____ Page 7: A Room Full of Sisters
   _____ Pages 8-9: Successful African-American Women
   _____ Page 10: Frame It
   _____ Page 11: Personal Values Clarification
   _____ Page 12: Visualize 25
   _____ Session 1 Evaluation (refer to Evaluations envelope)

_____ Session Posters:
   _____ Poster 1: SIHLE means...
   _____ Poster 2: SIHLE Sistas
   _____ Poster 3: The SIHLE Pact
   _____ Poster 4: The SIHLE Motto

_____ Session Materials
   _____ pen/pencils
   _____ nametags
   _____ easel pad
   _____ easel
   _____ markers
   _____ picture frames
   _____ mat boards
   _____ ethnic art prints/pictures from magazines
   _____ paper cutters/scissors
   _____ double-sided tape
   _____ glue sticks
   _____ rulers
   _____ candy (for icebreaker)
   _____ basket
   _____ paper strips

Optional Session Materials
   _____ magazines with pictures of African or African-American art
Greeting & Icebreaker

Purpose:
The Health and Peer Educators open the session with an ice breaker to allow the group members to introduce themselves.

Materials Needed:
- Sign-in sheet
- Name Tags
- Pencils/pens
- Bowl of candy

Time:
15 minutes

Greet each participant warmly as she enters the meeting room and ask her to sign in.

Health Educator:
Hi, I'm ____________________! I'll be working with your group. Please sign in and have a seat.

Icebreaker - Break the Ice with candy! Pass a bowl of bite-sized candy (M&Ms, Skittles, etc.) to each person in the group. After every person in the group has taken some candy, ask each participant to tell the group one thing about herself for each piece of candy in her hand!

Keep this activity “fun” and “light.” If a participant is having a hard time thinking of something to say, help her along by asking questions like, “Do you have any brothers and sisters? How tall are you?”

(Note: If a participant has taken over ten pieces of candy, limit the number of things she has to tell the group to eight or ten!)
**SiHLE Program Introduction**

**Purpose:**

The Health Educator discusses the name of the program and the objectives of the program.

**Materials Needed:**

Handbook page 2: SiHLE

Handbook page 3: SiHLE Info Sheet

Poster: SiHLE means beautiful...

**Time:**

5 minutes

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**Health Educator:**

Welcome to SiHLE! We're glad you're here!

(Refer to Handbook page 2: SiHLE)

The word SiHLE is a word that comes from the southern region of Africa. It's a woman's name, and it means "beautiful." We chose the name SiHLE because this program is about helping young Black women see their unique beauty.

(Display Poster 1: SiHLE means...)

The word SiHLE is also an acronym -- meaning that each letter stands for a different word -- Sistas, Informing, Healing, Living, Empowering. The SiHLE program was created to empower young Black women like you to take care of themselves. Each SiHLE workshop offers important information, demonstrations, and practice that you need to know to stay healthy -- both in your bodies and relationships. Our sessions are called "workshops" because very important work takes place -- along with a lot of fun!

Let's review the SiHLE INFO Sheet (Refer to Handbook page 3: SiHLE Info Sheet) that you were given when you came in.

Encourage the young women to copy the information from the sheet they were given into their SiHLE Handbooks.
SiHLE

SiHLE is a female name from the southern region of Africa that means beautiful. The name SiHLE was chosen because it describes the unique essence of African-American women. It is a beauty that we as African-American women possess inside and out.

For our program, SiHLE is used as an acronym for Sistas, Informing, Healing, Living, Empowering. The purpose of this program is to teach you some positive choices you can make to become healthier and more successful in life. It is also designed to instill within us pride which will help us as we sometimes struggle to define positive identities.
SiHLE INFO SHEET

What: 4 workshops (including today's)

When:

Yummy Lunches  Games
Great Gifts  Hangin' Out
Sharing  Role-Plays
SiHLE means Beautiful

Sistas, Informing, Healing, Living, Empowering
Who Are SiHLE Sistas?

Health Educator:

(Display Poster 2: The SiHLE Sistas)

The three young women pictured in our logo represent SiHLE sistas - a group of special young Black women.

SiHLE sistas are special because:

- They KNOW they are beautiful.
- They KNOW what's important to them.
- They KNOW how to take care of themselves.

The SiHLE workshops are designed to teach young Black women like you to become SiHLE sistas. You've already shown us that you have what it takes to become SiHLE sistas -- you're 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 on Saturday morning, got dressed, and got yourself here!

The fact that you are willing to try new things -- like attend this workshop -- tells me you are adventurous.

Now we want to invite you to become a SiHLE sista.
The SiHLE Sistas
The SiHLE Pact

Purpose:
To discuss the importance of women's participation in the workshops as an important step in their learning how to be a SiHLE Sista.

Materials Needed:
Handbook page 4: SiHLE Pact
Handbook page 5: My Ground Rules
Handbook page 6: SiHLE Motto
Poster 3: SiHLE Pact
Poster 4: SiHLE Motto

Time:
10 - 15 minutes

Health Educator:
The first thing we ask you to give is your commitment to attend all the workshops. The second thing we ask you to give is your support to your sistas. Let's read the SiHLE Pact to see exactly what I mean by that. (Refer to Handbook page 4: SiHLE Pact)

SiHLE Pact - Read the SiHLE Pact aloud -- reading slowly while pointing to each point. (Display Poster 3: SiHLE Pact)

Distribute copies of the pact to the participants for them to sign and return to you. Handbook page 4: SiHLE Pact remains in their handbooks.


Refer back to Handbook page 4: The SiHLE Pact as necessary to show how the Pact and Ground Rules are linked.
The SiHLE Pact (con’t)

**Motto**

Refer to Handbook page 6: The SiHLE Motto and display Poster 4: The SiHLE Motto.

**Peer Educator:**

The SiHLE sistas have a motto, and we say it together at the beginning of each workshop. Let’s stand and say the SiHLE Motto together now.

**SiHLE Motto:** We are strong, beautiful sistas -- informing, healing, living, empowering ourselves and our communities. We are SiHLE!
The SiHLE Pact

I AGREE TO:

COMMIT to the SiHLE Program
   Do my best to attend all workshops
   Do my best to be on time

PARTICIPATE in workshop activities
   Listen
   Share
   Take part

SUPPORT my Sistas
   Keep all personal matters confidential
   Try not to interrupt
   Give everyone a chance to speak
   No judging, name calling, or fighting

SIGNED: ____________________________
The SiHLE Pact

I agree to:

**commit** to the SiHLE program

- do my best to attend all workshops
- do my best to be on time

**participate** in workshop activities

- listen
- share
- take part

**support** my sistas

- keep all personal matters confidential
- try not to interrupt
- give everyone a chance to speak
- no judging, name-calling, or fighting

signed:
My Ground Rules

1. No Smoking.

2. Keep us informed.
If anything out of the ordinary happens, PLEASE come tell me or one of the Peer Educators as soon as possible. We need to make sure that nothing happens to you, us, or this property. The sooner you tell us, the quicker we can do something about it. We won't bite. We promise.

3. Be grateful.
We offer you a lot in this program. That means we expect a lot too. We expect you to conduct yourself as a SiHLE Sista. A SiHLE Sista is respectful, participates in the conversations and pays attention.

4. Pay attention.
Listen and pay attention to other people when they are talking.
The SiHLE Motto

We are strong, beautiful SISTAS—informing, healing, living, empowering ourselves and our communities.

We are SiHLE!

So what does that mean....

1. SiHLE means beauty. Each of us has the potential for beauty. This is a beauty that comes from deep within.

2. We have a responsibility to ourselves and to those around us. We must draw upon the strengths of our ancestors and embrace our future generations. Using the strength from those who came before us, we can set good examples for those who come after us.

3. We have a voice and a choice in our future. We can choose those things that are positive, and we can let go of the things that are not.
SiHLE Motto

We are strong, beautiful sistas -- informing, healing, living, empowering ourselves and our communities.

We are SiHLE!
Young, Black & Female

**Purpose:**
To encourage the SILE Sistas to think of positive characteristics that describe young Black women by allowing the Sistas the opportunity to assert their self-worth and pride.

**Materials Needed:**
- Easel
- Easel pad
- Markers

**Time:**
10-15 minutes

**Peer Educator:**

- Name some words and characteristics that can be used to describe Black women. (Write the participants' responses on the easel pad and discuss.)
  - strong, beautiful, nurturing
  - spiritual, generous, proud
  - loving, supportive, loyal

- Name some words and characteristics that describe young Black women. (Write the participants' responses on the easel pad and discuss.)
  - energetic, fun-loving, loyal to friends
  - beautiful, nurturing, spiritual
  - proud, generous, loving
  - support one another

- Name some things that young Black women have to be proud of. (Write responses on easel pad and discuss responses such as:
  - Their rich roots
  - The many accomplishments of Black men and women)

- Why do you think it is important for young Black women to have a strong sense of pride? (Write responses on easel pad and discuss responses such as:
  - They will feel better about themselves
  - They might be more motivated to accomplish certain things
  - Helps raise their self-esteem or self-worth)
A Room Full of Sisters

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

Materials Needed:
Handbook page 7: A Room Full of Sisters

Time:
15 minutes

Peer Educator:
One way for you to increase your pride in being young, Black, and female is to read poems, books, and articles that have been written by Black women for Black women. I have a poem for us to read together today. I think you will really like it. It was written by a Black woman, Mona Lake Jones, and is called A Room Full of Sisters.

Have the participants look at Handbook page 7: A Room Full of Sisters. Ask for volunteers to read aloud or have peer read poem aloud. Use the following questions to encourage discussion.

* Did Mona Lake Jones “reveal her pride in being a Black woman” in this poem? If so, how?

Mona Lake Jones described Black women’s outer beauty.
* What were some descriptive phrases she used to describe Black women’s outer beauty?
  
  "... like jewels in a crown"
  "... wearing purples, royal blues, and all shades of reds"
  "... 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"
  "... loving and caring"
  "... 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 support"

* Does this poem make you feel proud to be a Black woman?
* How does this poem make you feel?
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
Purpose:

To encourage the SiHLE Sistas to recognize the importance of African-American women as role models by identifying important women in their life and by learning about African-American women important in shaping our history.

Materials Needed:


Time:

10-15 minutes

Peer Educator:

We discussed earlier that Black women have a strong sense of pride because they are aware of their rich roots. We mean they are aware of their rich African heritage. SiHLE women look to their ancestors for ideas and inspiration. They look to their strong Black sisters (both past and present) as role models.

* What is a role model?
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?
We see that if she can make her dreams happen or overcome some challenge, we can too!

Mini-Biographies:

Refer to Handbook pages 8-9: Successful African-American Women. Read several mini-biographies out loud to the group, or ask for volunteers to read them.

Peer Educator:

* Do you think these women had (or have) SiHLE beauty — beauty both inside and out? What makes you think so?

* Who are your role models? What makes them special to you?
Successful African-American Women

Strong Sisters

Dr. Maya Angelou
Maya Angelou is an author, poet, songwriter, dancer, actor, director and producer. She's been nominated for a Tony Award for her autobiography, I Know Why the Caged Bird Sings, in which she describes being black and female in the South during the Depression. This book was made into a television movie and was the first of a five-part series of autobiographical books. She danced and acted for sixteen years, traveling around the world. Among Maya's considerable accomplishments is being the first black woman director in Hollywood.

Rosa Parks
Rosa Parks lived a life of courage. On the courageous day that she refused to give up her seat on a bus in Montgomery, Alabama, she sparked a movement against segregation in Montgomery that resulted in a 381-day bus boycott by African-Americans. Until her death in 2005, she lived in Detroit and traveled all around the world, urging African-Americans to unite. Her appearance at the Million Man March in October of 1996 was an inspirational highlight and a testament to her caring and independent spirit. She focused her time on helping other people and providing support for those people dealing with their own personal struggles.
Charlotte E. Ray

Charlotte E. Ray was the first black woman to get a law degree. She attended the Institution for the Education of Colored Youth in Washington, D.C. There she excelled at her studies and by 1869, at age 19, she was a teacher in the Normal and Preparatory Department at Howard University. She taught by day and studied law there at night. She received her law degree from Howard University and she was the first woman in the United States to be admitted to the Bar in Washington, D.C.

Dominiqne Dawes

Dominiqne Dawes captured four gold medals and the National Championship title in gymnastics becoming the first gymnast since 1969 to win each event in the national gymnastics championship. She was also a bronze medal winner at the 1992 Olympics in Barcelona, Spain. As a high school senior, she maintained an “A” average even though she had a rigorous practice schedule of seven hours a day. She attended Stanford University.

Jerri “Peaches” Haslem Beck

Jerri Beck is an entrepreneur from Birmingham, Alabama. She graduated from the University of Alabama at Birmingham and received a Bachelor’s of Science degree in Health Education. She pursued a brief career in education, and later worked as a customer service representative with a major corporation. In July 1994, she started Peach Pie Southern Fried, a greeting-card and calendar business that features greeting cards that reflect African-American heritage.
Purpose:
To teach the SihLE Sistas about African-American culture by making their own pictures using African-American prints.

Materials Needed:
Handbook page 10: Frame It
Art Prints or Magazines (participants select & cut out images of their choice)
Mats and Frames
Glue sticks
Scissors
Double sided tape
Rulers

Time:
20 minutes

Peer Educator:
SihLE women show their pride in their culture by collecting Black art and articles that have Black art on them. Sistas know it doesn't take a lot of money to enjoy art or even to have a neat collection. They visit art shows and museums that feature Black art. They shop at craft shows and heritage festivals and buy jewelry and crafts. They collect items that have Black art on them--prints, notecards, fabrics, magazines. They listen to music written and performed by Black women and men. All of these things help SihLE women build their pride about being Black women.

* Name some ways you enjoy Black artwork:
...paintings, music, crafts, jewelry.
* Do you visit museums? Art exhibits? Craft fairs? Heritage festivals? Concerts?

A Mini-Art Show
Conduct a "mini-art show" featuring African-American prints
Present each print and a description.

Have each participant choose a print to frame for her own collection (alternatively, have participants thumb through magazines with images of African and African American art to find an image).

After each participant has made her choice, refer participants to the hand out framing instructions (Handbook page 10: Frame It) and materials.

Provide guidance and help as needed.
Frame It

1. Select an art print.

2. Get a mat, frame, paper cutter and double-sided tape or glue stick.

3. Place the open face of the mat evenly over the print.

4. Remove excessive paper around the outer edge of the mat and discard.

5. Flip the mat over and place 1" strips of double-sided tape along the four corners of the mat, or apply glue in the same manner.

6. Flip the mat over to the front side and place it evenly on top of the print and press.

7. Disassemble the frame (i.e. remove backing). Place the frame face down on the table.

8. Insert the matted artwork face down in the frame. Replace the back of the frame and the artwork is now ready for display.
Values – What Matters Most?

Purpose:
To encourage the ShiLE Sistas to recognize their personal values and to assist them in understanding why it is important to first consider their personal values before they make a decision.

Materials Needed:
Handbook page 11: Personal Values Clarification
Blank strips of paper
Basket

Time:
10 minutes

Peer Educator:
In the poem, A Room Full of Sisters, Mona Lake Jones said: “Their beauty was in the values they revered.” Let’s spend a few minutes looking inside again. This time look at your own personal values.

First, who can tell me what values are? Those things that matter most to you, things you consider when you have an important decision to make.

Now I want each of you to take a strip of paper and write down 3 values that you consider important.

Place the strips of paper in the basket and pass the basket.

When the basket comes back to you draw out a strip of paper and read aloud those values. Tell if you agree or disagree that these values are important and why.

Handbook page 11: Personal Values Clarification is to be completed at home. Give clear instructions about how to rate their responses. Tell them that any item underneath any topic can have a 1, 2, or 3. They are NOT to put the items in rank order. They are to consider each item separately and give it a ranking. (For example, a participant might consider all items in a given category to be very important to her. All of those items can be coded “3” if she wishes.)
**Personal Values Clarification**

Fill in blanks with a number:
1. not important to me, 2. somewhat important, 3. very important to me.

**Friends**
- Having a close friend
- Being liked by my friends
- Spending time with my friends

**Family**
- Having my parents' approval

**School**
- A high school diploma
- A college degree
- Sports, cheerleading, dance club, school paper, etc.

**Religion**
- Freedom to practice my religion
- Going to religious services
- Living according to my religious beliefs

**Race**
- Learning about my background and culture
- Making a contribution to the Black community
- Being a good role model for siblings or children

**Love & Sex**
- Having a boyfriend
- Having sex with my boyfriend
- Loving myself
- Loving my family

**Work**
- Making my own spending money

**Health**
- Feeling good
- Being physically fit
- Smoking
- Not getting pregnant
- Not getting sexually transmitted diseases
- Not getting HIV/AIDS

**Self**
- Taking care of myself
- Taking responsibility for myself
- Making choices for myself
- Standing up for things I believe in
This week we want you to take some time to think about what you want your life to be like at age 25. Where do you want to live? Do you want a career? A husband? Children? Big home? Great apartment? Fancy car?

After spending some time thinking about your life at 25, draw a pictograph of how you see your life at age 25.

Pictographing is a technique based on the way your brain generates ideas. You can think of it as a fancy way of outlining. The whole point of pictographing is to capture information and ideas as they're generated without trying to organize them first. Pictographs are as unique as fingerprints. By the way, a person's pictograph is usually only interesting to the person who drew it.

Watch me make a simple pictograph of my life at 25. I'll use colored pens so that the different areas of my life will stand out. Make your pictograph as complete as possible and bring it back with you to the next Workshop.

After demonstrating to the group how to make a pictograph, refer participants to Handbook page 12: Visualize 25. (Peer does own pictograph or uses sample on easel pad. See "Visual Aid" on the next page for ideas on the appearance of a completed pictograph.)
Sample Pictograph
(for reference during workshop)
Visualize 25

Take some time to think about what you want your life to be like at age 25. Where do you want to live? Do you want a career? A husband? Children? Big home? Great apartment? Fancy car?

After spending some time thinking about it, draw a pictograph below of how you want your life to be at age 25.
What Do You Think About...?

Purpose:
The Health and Peer Educators distribute an evaluation of the session for the participants to fill out.

Materials Needed:
Evaluation forms: What Do You Think About...? (Please refer to the Evaluation envelope for the Session 1 evaluation form.)

Time:
5 minutes

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 two 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 = poor
2 = fair
3 = good
4 = very good
5 = excellent

We are going to give you about 5 minutes to finish it.