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
HORIZONS
Healthy Choices Workshop 1

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.

---

Greet each participant warmly as she enters the room and ask her to sign in and give her a notebook. Always introduce yourself and your partner to the group.

---

For this activity you will have to move the table to the side. Both HEs will play the game. One HE will provide the directions and then begin with passing the ball to the person on the right each person stating their name as they receive it. After going completely around the circle once, have participants now add an adjective that starts with the letter of their first name or nickname. After the ball goes around the circle again and the HE receives it, let participants know that you all are going to randomly throw the ball in the circle remembering to call out the name of the person you are throwing it to. As the game begins to progress you can throw in the second ball. Go around a few times and then end. By this time you have everyone alert and energized!

---

**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
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 lets review the HORIZONS INFO sheet. Refer to Handout 1-1 in your journal.

Read Handout 1-1 Info Sheet. Be sure to answer any questions that the participants might have.

**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
Workshop 1

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.

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>The HORIZONS motto and logo will be discussed. Participants will also be asked to commit to the program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials:</strong></td>
<td>Posters, 1 LOGO, 2 Group Guidelines, 3 Motto, 4 Pact, guideline description cards, candy</td>
</tr>
<tr>
<td><strong>Handouts:</strong></td>
<td>Logo, 1-3 Group Guidelines, 1-4 Motto, 1-5 Pact</td>
</tr>
<tr>
<td><strong>Time:</strong></td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

**Health Educator:**

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.

Remember to allow participants time to write their name and assist with thoughts if needed. Ask participants to share the meaning of what they wrote and reiterate that these will be the words that make up the meaning of this HORIZONS group of Sistas. Refer to Handout 1-4, HORIZONS Motto and display Poster 3.

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
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.
Description Cards for Group Guidelines

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**
Workshop 1 Part A

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.
Workshop 1

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 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?
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’ma 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 hood 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 relieve my pain
May seem strange
STOP

(Guess the next lines)
you’re like the love flowin through my veins
oohohohoh
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 soldier
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?

---

**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. Lets 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?

**Probes:**
- 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?

**Probes:**
- “...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?

**Probes:**
- “...Their beauty was in the values they revered”
Workshop 1

- "...loving and caring"
- "...smart, articulate, and well-read"
- "...with all kinds of Black History stored in their heads"
- "...Good-hearted reaching out to others"
- "...Giving back to the community and supporting our brothers"

How does this poem make you feel as a young Black woman?

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.

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 lasty, 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?

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.

Name something that you consider valuable?

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?) 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 woman 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 lets go over some important facts about some of the most common STDs young women your age typically are infected with.

- **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)!

After you finish talking about the STDs pass the pictures around so that the participants can look at them. Ask participants to hold off on comments.
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.
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.

Give participants a moment to write their questions down and then begin to read the Dear HORIZONS letter. Remember it is the responsibility of the HEs to provide answers to the questions that are placed in the box by the next session.

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.

![Example Map](image)

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:**
Handout 1-24: The Priceless Gift of Self-Esteem, Poster 7: The Priceless Gift of Self-Esteem, Poems/Affirmations, Scissors, Double sided tape, Camera, Frames/matting material

**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 SISTAS...

Have hope and respect for ourselves as individuals and the zest to be optimistic about the new beginnings that await our spirit
Handout 1-3

**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 admist 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.
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.
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 chancres 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

3 qualities I possess

___________________
___________________

Short Term Goal

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!!!
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></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>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>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. How clear were the session handouts?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Was there enough time for discussion?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Music Masquerade</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Song lyrics, video clips, discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Strong Black Women</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Identifying &amp; describing strong admirable women in your life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. A Room Full of Sisters</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Poem, discussion, relaxation kit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Values: What matters most</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Prioritizing personal values, Dear HORIZON letters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. The Value of My Body</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Importance of valuing our bodies as temples</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Which Choice is Best for Me?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>information on abstinence and safer sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Facts About STDS</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Game on STD facts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Speaking of STDS</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>presentation of STD facts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Mapping My Life Out</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Prioritizing goals and future plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Reflections of Self</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>picture taking activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**How would you rate each of the Health Educators?**

**Health Educator #1:** ________________

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

**Health Educator #2:** ________________

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. Showing support for you</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>23. Listening to you</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>24. Answering the group’s questions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<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 your 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  
   _____I paid someone to bring me  
   _____A family member dropped me off  
   _____My boyfriend dropped me off  
   Other:______________________________

32. How long did it take you to get here today? ________  
   (e.g. 15 minutes, 30 minutes, 45 minutes, 1hour...)
Workshop 1
Activity B: Program
Introduction
Group Guideline Cards

- Keep things confidential
- Commit to the program
- Be on Time
- Have a non-judgmental attitude
- Respect each other

- No Smoking
- Participate in discussions
- Participate in activities
### Workshop 1
### Activity J: Facts About STDs

<table>
<thead>
<tr>
<th>Question</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 What does STD stand for?</td>
<td>#2 What are common STDs?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>#3 How do you get an STD?</td>
<td>#4 How can you tell if you have an STD?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>#5 What are some symptoms of STDs in women?</td>
<td>#6 How can you tell if your partner has an STD?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>#7 Will douching prevent an STD?</td>
<td>#8 What should you do if you think you have an STD?</td>
</tr>
</tbody>
</table>
#9 Why should you get treated for an STD?

#10 How can you avoid getting an STD?