SHLE

Health Workshops for Young Black Women

Facilitator's Manual

Workshop 3: Communication...and Condom Skills
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SiHLE
Workshop 3:
Communication and Condom Skills
Workshop 3

Communication......
and Condom Skills

Topic:
Assertive Communication and Condom Skills Training

Objectives:
To increase the women's skills in resisting partner pressure to engage in unsafe sex
To enhance the women's ability to recognize the difference between assertive, aggressive, and nonassertive behavior
To teach a model of assertive communication
To increase the women's skills in negotiating safer sex
To dispel common myths about using condoms
To increase the women's proper condom use skills
To teach a model to put condoms on properly and consistently

Rationale:
This session addresses resisting partner pressures to engage in unsafe sex. Often, it is difficult for young women to make healthy choices about sex when they are not assertive during sexual encounters, especially if their partner plays the dominant role in those encounters. Young women must assertively convey their sexual intentions and possess the skills to negotiate safer sex in order to make choices for a healthier lifestyle.

While males and females are both responsible for safer sex, the responsibility often falls on the female partner, because males do not always practice safer sex. Previous sessions have focused on the fact that you can protect yourself from engaging in unsafe sex. This session will provide women with the skills to properly use condoms. Through role plays women will also learn how to eroticize condoms to develop more positive attitudes towards using condoms.

Incentives (optional):
Diary and condom case
SiHLE Intervention Workshop 3
Outline

Activity A: Greeting & Icebreaker
Handbook page 24: Scavenger Hunt

Activity B: SiHLE Motto
Poster 4: SiHLE Motto

Activity C: Who are SiHLE Sistas?
Handbook pages 25-26: Phenomenal Woman

Activity D: Luv & Kisses (Risk Review)
Visual Aid: Luv & Kisses Cards (refer to Program Materials envelope)

Activity E: What's In It For You

Activity F: Why Don't People Use Condoms?
Handbook Page 27: Why Don't People Use Condoms?
Handbook Page 28: Why I Don't... & Why I'll Start

Activity G: KISS
Handbook Page 29: Keep It Simple Sista!
Handbook Page 30: How to Talks Condoms with a Man...

Activity H: 3 Ways to Say It
Poster 11: 3 Ways to Say It
Handbook Pages 31-33: Passive, Aggressive and Assertive
Handbook Page 34: Toni & Your New Dress

Activity I: Talking the Truth
Handbook Page 35: Andre & Tijuana

Activity J: OPRaH “Rehearsal”
Handbook Page 36: Do's & Don'ts of Condom Use

Activity K: Alcohol & Sex

Activity L: Condom Consumer Reports

Activity M: Thought Works Assignment
Handbook Pages 38-39: Thought Works

Workshop 3 Evaluation (refer to Evaluations envelope)
Materials Checklist

Teaching manual

Sign-in sheet

Handbook Pages for Session 3:

Page 24: Scavenger Hunt
Pages 25-26: Phenomenal Woman
Page 27: Why Don't People Use Condoms?
Page 28: Why Don't I Use Condoms? & Why Will I Start....?
Page 29: KISS - Keep It Simple Sista!
Page 30: How to Talk Condoms with a Man...
Page 31: Passive
Page 32: Aggressive
Page 33: Assertive
Page 34: Toni & Your New Dress
Page 34: Andre & Tijuana
Page 36: Do's and Don'ts of Condom Use
Page 37: Condom Consumer Report
Pages 38-39: ThoughtWorks
Session 3 Evaluation (refer to Evaluations envelope)

Session Posters:

Poster 4: The SiHLE Motto
Poster 11: 3 Ways to Say It

Session Materials

pen/pencils
nametags
easel pad
easel
markers
tape
Luv & Kisses cards (refer to Program Materials envelope)
Passive, Aggressive & Assertive cards (refer to Program Materials envelope)
penis models or other penis proxies
condoms of multiple brands/varieties
petroleum jelly
water-soluble lubricant
blindfold
prizes (for icebreaker)
basket
paper
## Greeting & Icebreaker

**Purpose:**

Greet each participant as she arrives. Ensure that all of the group has signed in and gotten a name tag.

**Materials Needed:**

- Name Tags
- Sign-In Sheet
- Handbook page 24: Scavenger Hunt
- Pencils/Pens
- Prizes

**Time:**

10 minutes

### Peer Educator:

For our icebreaker today, we are going to have a Scavenger Hunt (Refer to Handbook page 24: Scavenger Hunt). You will have 3 minutes to find a group member to "match" each of the descriptive statements below. Each time you find a "match," have her sign her name next to that statement. Only one signature per group member on any one handout! The first person to complete her list and shout "SiHLE" wins! If no one completes the list before the time is up, the sista with the most signatures wins. Remember you may be asked to "prove" your matches -- such as if you found someone who was born in the same state as you, you may be asked which state.
Scavenger Hunt

You will have 3 minutes to find a group member to "match" each of the descriptive statements below. Each time you find a "match," have her sign her name next to the statement describing her. Only one signature per group member on each handout! The first person to complete her list and shout "SiHLE" wins! If no one completes the list before the time is up, the sista with the most signatures wins.

FIND A SISTA WHO WAS BORN in the same ___ (as you).
STATE ______________________
MONTH ______________________

FIND A SISTA WHO LIKES THE SAME ___ (as you do.)
MUSIC ______________________
SPORTS ______________________
HOBBY ______________________

FIND A SISTA WHO HAS BEEN TO ... A MOVIE IN THE PAST WEEK______________________

FIND A SISTA WHO ... LIVES CLOSE TO YOU ________________________________
HAS TWO SISTERS ________________________________
IS AN ONLY CHILD ________________________________ SiHLE!
Purpose:
To read and reinforce the SiHLE Motto.

Materials Needed:
Poster 4: SiHLE Motto

Time:
3 minutes

Display Poster 4: SiHLE Motto.

Peer Educator:
Let's stand and say the SiHLE Motto together.

WE ARE STRONG, BEAUTIFUL SISTAS - INFORMING, HEALING, LIVING, EMPOWERING OURSELVES AND OUR COMMUNITIES.

WE ARE SIHLE!
SiHLE Motto

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

We are SiHLE!
Purpose:
To refine the SHiLE Sistas' sense of beauty, self-worth and pride.

Materials Needed:
Handbook pages 25-26: Phenomenal Woman

Time:
10-15 minutes

Refer to Handbook pages 25-26: Phenomenal Woman. A volunteer or the Peer Educator reads the poem aloud. Spend a few minutes discussing the following points about the poem:

Peer Educator:
Let's talk about:

- Maya Angelou's references to physical beauty
- Her references to inner beauty
- Her obvious pride in being a Black woman
- The author's self-esteem and sense of self-worth
- The meaning of the line: "I'm a woman phenomenally."
PHENOMENAL WOMAN

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

I walk into a room
Just as cool as you please,
And to a man,
The fellows stand or
Fall down on their knees.
Then they swarm around me,
A hive of honey bees.
I say,
It's the fire in my eyes,
And the flash of my teeth,
The swing in my waist,
And the joy in my feet.
I'm a woman
Phenomenally.
Phenomenal woman,
That's me.
Men themselves have wondered
What they see in me.
They try so much
But they can’t touch
My inner mystery.
When I try to show them
They say they still can’t see.
I say,

It’s in the arch of my back,
The sun of my smile,
The ride of my breasts,
The grace of my style.
I’m a woman
Phenomenally.
Phenomenal woman
That’s me.

Now you understand
Just why my head’s not bowed.
I don’t have to shout or jump about
Or have to talk real loud.
When you see me passing
It ought to make you proud.
I say,

It’s in the click of my heels,
The bend of my hair,
The palm of my hand,
the need for my care.
‘Cause I’m a woman
Phenomenally.
Phenomenal woman,
That’s me.

—Maya Angelou
Luv & Kisses

Purpose:
To enhance the SHELLE Sistas' knowledge about what sexual behaviors place women at risk for HIV/STIs.

Materials Needed:
Three Levels of Risk Cards & Luv & Kisses Cards
(Refer to the Program Materials envelope for the cards.)
3 sheets of easel paper: One for each Level of Risk
Markers
Tape
Basket

Time:
12-15 minutes

Peer Educator:
Now you are going to have a chance to "rate the risk" of different types of sexual behaviors. We are going to pass the basket of LUV & KISSES CARDS around the group. Take one card from the basket and pass the basket on.

(Refer to the Program Materials envelope for the cards. The cards and risk levels are reproduced on the following pages for your reference during the activity. You will need them again in the final SHELLE workshop.)

After everyone has drawn a card, point out the three sheets of easel paper and how they are labeled according to the Levels of Risk.

Peer Educator:
I'd like you to come forward, one at a time, and read your card and place it on the appropriate risk level.

Now that everyone has placed their card, let's look at each risk level and discuss what all the different behaviors at each risk level have in common.
Three Levels of Risk

Cut the following three terms into separate cards for Workshop 3, Activity D and post them on the wall or easel pad. Place each "Luv & Kisses" card (on the following pages) under the appropriate "Level of Risk."

---

SAFE SEX
(Little or No Risk)

SAFER SEX
(Some Risk)

UNSAFE SEX
(MEGA Risk)
LUV & KISSES CARDS

Cut the following words and phrases into separate cards. Place in a basket to be passed around to participants during ACTIVITY.

- Fantasy
- Solo Masturbation (By Yourself)
- Mutual Masturbation (Masturbating One Another)
- Hugging
- Body Rubbing
- Dry Kissing
Massage
Showering Together
Oral Sex with No Latex Condom or Latex Barrier
Vaginal Sex with a Condom
Talking “Dirty”
Phone Sex
Vaginal Sex with No Condom

Anal Sex with No Condom

Oral Sex with a Latex Condom or Latex Barrier (Dental Dam or Plastic Wrap)

Putting Fingers in Vagina or Anus with a Latex Glove or Finger Cots (Sort of Condom for a Finger)
Purpose:
To increase the SHLE Sistas' knowledge about HIV/STI prevention.

Materials Needed:
Poster 6: What Can Happen When a Woman Gets an STI?

Time:
15 - 20 minutes

Display Poster 6: What Can Happen When a Woman Gets an STI? Briefly review the STI facts that were presented in Workshop 2.

Health Educator:
Remember:
STIs can hurt you.
You may not be able to have babies
You can make your unborn child sick
You increase your chance for getting cancer
You increase your chance for getting AIDS

Although some STIs are curable, some are not. Some you will have for life -- for example, herpes, genital warts and HIV/AIDS.

Briefly review HIV facts:
- Transmission
- No cure
- Protection

Answer questions that the participants wrote down and submitted in the last workshop.

"Brainstorm" with the group about how an unplanned pregnancy might affect their dreams and goals.

Health Educator:
To avoid an unplanned pregnancy -- use condoms each and every time you have sex.
### Why Don't People Use Condoms?

**Purpose:**
To introduce to the S.I.L.E. Sistas some common reasons why young women don't use condoms and to reintroduce the concept of sexual responsibility for using condoms.

**Materials Needed:**
- Easel Pad
- Markers
- Handbook page 27: Why Don't People Use Condoms?

**Time:**
7 minutes

Refer to Handbook page 27: Why Don't People Use Condoms?

**Peer Educator:**
MEGARISK is the risk of STIs, HIV/AIDS, and unplanned pregnancy. Some of us have decided that MEGARISK is too much risk for us, and we’ve decided to lower our risk by choosing to use a condom EVERY time we have sex. Why do you think some people don't use condoms EVERY time they have sex?

(As the group responds, write their responses on the easel pad.)

- never really thought about it
- didn't feel at risk for STDs, HIV/AIDS, or unplanned pregnancy
- on the pill/used other birth control
- afraid to “insult” partner
- partner refuses
- don’t always have one with you
- don’t know how to talk a guy into it

Refer to Handbook page 28: Why Don't I Use Condoms?

**Peer Educator:**
Fill out this page at home. Reflect on your values, goals and dreams. Think about those reasons we've talked about for using condoms every time you have sex.
why don't people use condoms?
why don't i use condoms?

why will i start using condoms?
**Purpose:**
To teach the SHLE Sistas a model to assist them in asking their sex partner(s) to use condoms.

**Materials Needed:**
Handbook page 29, KISS-Keep it Simple Sista!
Handbook page 30, How to Talk Condoms with a Man...

**Time:**
10 minutes

**Peer Educator:**
If you have decided to lower your risk, you will need to talk to your guy about your decision. Let’s look at some simple steps for talking to your guy about using condoms.

Refer to Handbook page 29, KISS - Keep it Simple Sista!

1. **ANTICIPATE - PLAN AHEAD**
Pick the right time to talk -- When is a good time?
alone, quiet, no stress,
not in a moment of passion!

2. **COMMUNICATE - COMMUNICATE THE RIGHT WAY**!
It’s not only what you say, but how you say it.
REMEmBER:
- You have a right to make decisions that will help you stay healthy and reach your dreams and goals.
- You have a right to express yourself -- in a way that tells how you feel and what you want without hurting others.

3. **NEGOTIATE - LISTEN**
Be a good listener. Let him know you want to be with him. Suggest alternatives.

<table>
<thead>
<tr>
<th>You say:</th>
<th>Let's use condoms!</th>
</tr>
</thead>
<tbody>
<tr>
<td>He says:</td>
<td>Let's not!</td>
</tr>
<tr>
<td>You say:</td>
<td>Let's talk!</td>
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It’s very important to know what you will say in response to a guy’s questions, complaints, or efforts to change your mind. Anticipate how you think your guy will react and "practice" your response, using Handbook page 30, How to Talk Condoms... as a guide. Not only is it important to know what you want to say, but it is important how you say it! We will be talking about the three different styles of communication and which is most effective for talking to your guy about using condoms.
KISS -- Keep It Simple Sista!

If you have decided to lower your risk, you will need to talk to your guy about your decision.

SIMPLE STEPS TO SAFER SEX:

1 - ANTICIPATE
PLAN AHEAD

Pick the right time to talk --
When is a good time?
alone, quiet, no stress,
not in a moment of passion!

Know what you want to say --
(See Handbook page 30: How to Talk Condoms with a Man...)

2 - COMMUNICATE
COMMUNICATE -- The Right Way!

It's not only what you say, but how you say it.

REMEMBER:
You have a right to make decisions that will help you stay healthy
and reach your dreams and goals.
You have a right to express yourself -- in a way that tells how you
feel and what you want without hurting others.

3 - NEGOTIATE
LISTEN

Be a good listener. Let him know you want to be with him.
Suggest alternatives:
You say: Let's use condoms.
He says: Let's not!
You say: Let's talk!
How to Talk Condoms with a Man Who Doesn’t Want to Use Them

If your partner says:  

“You’re on the pill, I don’t need a condom.”

“I know I’m clean (disease-free). I haven’t had sex with anyone in ___ months.”

“I’m a virgin.”

“I can’t feel a thing when I wear a condom, it’s like wearing a raincoat in the shower.”

“I’ll lose my erection by the time I stop and put it on.”

“By the time you put it on, I’m out of the mood.”

“It destroys the romantic atmosphere.”

“Condoms are unnatural, fake, a total turn off.”

“What kinds of alternatives?”

“This is an insult! Do you think I’m some sort of disease-ridden player?”

“None of my other girlfriends use condoms. A real man doesn’t use condoms.”

“I love you! Would I give you an infection?”

“Just this once.”

“I don’t have a condom with me.”

“You carry a condom around with you? You were planning to seduce me!”

“I won’t have sex with you if you’re going to use a condom.”

You can say:

“I’d like to use it anyway. We’ll both be protected from infections we may not realize we have.”

“Thanks for telling me. As far as I know, I’m disease-free, too. But I’d still like to use a condom since either of us could have an infection and not know about it.”

“I’m not. This way we’ll both be protected.”

“Even if you lose some sensation, you’ll still have plenty left.”

“I’ll help you put it on--that’ll help you keep it.”

“Maybe so, but we feel strongly enough for each other to stay in the mood.”

“It doesn’t have to be that way.”

“Please let’s try to work this out--an infection isn’t so great either. So let’s give the condom a try. Or maybe we can look for alternatives.”

“Maybe we’ll just pet, or postpone sex for a while.”

“I didn’t say or imply that. I care for you, but in my opinion, it’s best to use a condom.”

“Please don’t compare me to your other girlfriends. A real man cares about the woman he dates, himself, and about their relationship.”

“Not intentionally. But many people don’t know they’re infected. That’s why this is best for both of us right now.”

“Once is all it takes.”

“I do,” or “Then let’s satisfy each other without intercourse.”

“I always carry one with me because I care about myself. I have one with me tonight because I care about us both.”

“So let’s put it off until we can agree,” or “OK, then let’s try some other things besides intercourse.”
3 Ways to SAY It

Purpose:
To teach the SHLE Sistas to distinguish between passive, assertive and aggressive communication styles.

Materials Needed:
Poster 11: 3 Ways to Say It
Handbook page 31: Passive
Handbook page 32: Aggressive
Handbook page 33: Assertive

Time:
15 - 20 minutes

Peer Educator:
Not only is it important to know WHAT you want to say, but it is important to know HOW to say it! Let's look at the different ways you can communicate with your guy.

Display Poster 11: 3 Ways to Say It

Model each type of communication (passive, aggressive, and assertive) using the scenario Mo' Hair Blues.

Peer Educator:

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

After each enactment, spend a few moments discussing the characteristic body lingo and language of each type -- passive, aggressive, and assertive. Help participants see the distinctive difference in communicating assertively such as: use of "I" statements, not blaming or criticizing.
3 Ways to SAY It

* PASSIVELY
WITH TOO LITTLE "ATTITUDE"

* AGGRESSIVELY
WITH TOO MUCH "ATTITUDE"

* ASSERTIVELY
WITH THE RIGHT "ATTITUDE"
PASSIVE
TOO LITTLE "ATTITUDE"

1. Being unable to tell someone how you really feel about a situation or what you want or need.
2. Going with the crowd when you are unsure of a situation.
3. Saying yes when you really want to say no.
4. Acting this way so that you will be liked, to be nice to someone or not to hurt the other person's feelings.

"Body Lingo"

Speech: say nothing at all, saying "um" a lot, skipping around the subject
Voice: soft, whining
Eyes: not looking at the person, looking down or away
Posture: shoulders drooping, head down, unable to stand or sit without fidgeting
Hands: shaking
AGGRESSIVE
TOO MUCH "ATTITUDE"

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

"Body Lingo"

Speech: cursing, name calling, put downs, hostile remarks
Voice: loud, tense, shouting
Eyes: cold, staring, angry, calculating, glaring
Posture: stiff, rigid, hands on hips, turning your back to/head away from someone while engaging in conversation
Hands: pointing finger, waving fist, throwing hands up in a manner that dismisses that person ("talk to the hand syndrome")
ASSERTIVE
THE RIGHT "ATTITUDE"

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

2. Saying "NO" to things you don't want or things that put you in a situation that threatens your well being.

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

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

"Body Lingo"

Speech: honest, direct words
Voice: clear, firm, confident, loud enough to be heard but not too loud
Eyes: direct eye contact but not glaring
Posture: head and shoulders raised
Hands: relaxed
3 Ways to SAY It, Part 2
Toni & Your New Dress

Peer Educator:
I'm going to choose 3 "volunteers." I want each one to draw a card (passive, aggressive, assertive). Then I want each of you to role-play an appropriate response to Toni & Your New Dress based on the communication style from the card you chose. Refer to Handbook page 34: Toni & Your New Dress

Toni & Your New Dress Scenario:
Your girlfriend, Toni, borrowed your new dress. She promises that she will have it cleaned after she wears it. She returns it to you with make-up stains all over the front. What do you say?

Following each "performance."

Peer Educator:
Which form of communication was just demonstrated? Was the language, body lingo, etc. appropriate for that communication style?
Toni & Your New Dress

Role-play your response based upon the communication style written on your card — either passively, aggressively, or assertively.

SCENARIO: TONI & YOUR NEW DRESS

Your girlfriend, Toni, borrowed your new dress. She promises that she will have it cleaned after she wears it. She returns it to you with make-up stains all over the front.

What do you say?
Purpose:
To teach the SiHLE Sistas the difference between passive, aggressive and assertive communication styles by having them model in sexual scenarios, both verbally and through body language, these three communication styles.

Materials Needed:
Handbook page 30: How to Talk Condoms...
Handbook page 35: Andre & Tijuana

Time:
10-15 minutes

Talking the Talk

Review Handbook page 30: How to Talk Condoms...
Refer to Handbook page 35: Andre & Tijuana.

Divide the group into pairs to role play the scenario below.
After each “assertive” enactment, allow group members to evaluate the performance.

Scenario: ANDRE & TIJUANA

Tijuana has been attending a women’s group called SiHLE. She has learned a lot about being a strong Black woman who has a right to realize her dreams and goals. She has learned an important way to stay healthy -- a simple way to prevent STIs, HIV/AIDS, and unplanned pregnancy. She has made the decision to use condoms EVERY time she has sex.

Tijuana has been dating Andre for three months, and she really likes him. They have been having sex, but they have not been using condoms. Now Tijuana is ready to talk to Andre about using condoms EVERY time they have sex.

Role-play Tijuana’s talk with Andre. Make sure that you use an assertive style of communication. Pay attention to your language and body lingo!
Talking the Talk:

Andre & Tijuana

Tijuana has been attending a women's group called SiHLE. She has learned a lot about being a strong Black woman who has a right to realize her dreams and goals. She has learned an important way to stay healthy – a simple way to prevent STIs, HIV/AIDS, and unplanned pregnancy. She has made the decision to use condoms EVERY time she has sex.

Tijuana has been dating Andre for three months, and she really likes him. They have been having sex, but they have not been using condoms. Now Tijuana is ready to talk to Andre about using condoms EVERY time they have sex.

Role-play Tijuana's talk with Andre. Make sure that you use an assertive style of communication. Pay attention to your language and body lingo!
Purpose:
To teach the S.I.M.E.S.istas the steps for proper condom use.

Materials Needed:
Poster 10: OPRAH
Handbook page 36: Do's & Don'ts of Condom Use
Penis models, or other proxies
Condoms
Petroleum jelly
Water-based lubricant

Time:
20 minutes

Display Poster 10: OPRAH.
Refer to Handbook page 36: Do's & Don'ts of Condom Use.
Review the steps of condom use, demonstrate them, and then have participants practice. (See next page for instructions for Peer Educator OPRAH Demonstration.)

Provide supervision, feedback, and reinforcement as needed.
Peer Demonstration of OPRAH

- Display the plastic penis model.
- Display and describe condom samples -- lubricated, non-lubricated, with special reservoir tip, etc. Make the following "Special Points":
  - DON'T buy condoms made of any material other than latex.
  - DON'T use old (outdated) condoms.
  - DON'T use oil-based lubricants:
    - Petroleum jelly (Vaseline)
    - Baby Oil
    - Vegetable oil
    - Lotions or hand cream
  
  PERFORM: Vaseline condom demonstration
  1. Blow up condom
  2. Rub petroleum jelly on one spot for about 3 minutes.
  3. When condom breaks repeat message: "No oil-based lubricants!"
  
  - DO use water soluble lubricants:
    - K-Y jelly
    - Spermicidal jelly
    - Aqua Lube
  
  - DON'T use a condom more than once.

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

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

DO:

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

DON'T

DO NOT use a lambskin or natural condom
DO NOT open condom package with teeth or nails
DO NOT use oils like lotion, Crisco, baby oil or petroleum jelly to lubricate your condom
DO NOT keep your condoms in the glove compartment of a car or near heat
Alcohol & Sex - Not a Good Mix

Purpose:
To teach the SHLE Sistas the importance of avoiding alcohol prior to and during sex.

Materials Needed:
- Blindfold
- Penis Model
- Condoms

Time:
8 minutes

Peer Educator:
I need a volunteer to come to the front for a demonstration. (Blindfold her and spin her around eight times)

Now, put a condom on this penis model.

This is the effect alcohol has on one's motor skills:
ALCOHOL slows down body function. Thoughts and reactions will become slower. Vision, hearing, and speech are affected.

ALCOHOL impairs your judgement and lowers your inhibitions. This means that you will say and do things that you would not normally do!

ALCOHOL can make it difficult for you to follow through on your decision to use a condom EVERY time you have sex.

Allow others a chance to "spin."
### Condom Consumer Report

**Purpose:**
To teach the SHLES Sistas the importance of examining the condom for safety, personal appeal, and ease of application.

**Materials Needed:**
- Handout page 37: Condom Consumer Report
- Condoms of various brands

**Time:**
15-20 minutes

Refer to Handout 3-13 - Condom Consumer Report.

Divide the group into groups of three and give each group a different type of condom.

**Peer Educator:**
I want each of you as a group to examine your condom - like its packaging, its color, etc. and report your "findings" on Handbook page 37: Condom Consumer Report. Then report your findings to the other groups as though you were trying to market or advertise the condom you have been given.
Condom Consumer Report

Directions: Examine the condom and fill in all the information that is requested. Be sure to open the condom so that you can closely examine what it looks and feels like.

Name of Condom: ________________________________

A. Features of Condom (Check the ones that are true for your condom)

1. lubricated
2. non-lubricated
3. spermicide
4. ribbed
5. colored
6. reservoir tip
7. extra strong
8. lambskin or latex
9. Non-oxynal 9
10. other

B. Wrappings of Individual Condoms:

1. eye-catching
2. paper wrap
3. foil wrap
4. capsule
5. easy to open
6. difficult to open
7. readable expiration date
8. other

C. Condom Package:

1. plastic wrap
2. embarrassing
3. non-threatening
4. appeals to young people
5. male-oriented
6. female-oriented
7. other

D. Other comments about this condom:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

E. Overall rating on condom (circle one)

5 "Da Bomb" 4 "Ah-ight" 3 2 1 "Wacked"
ThoughtWorks Assignment

Purpose:
To review the concepts taught in today's session.

Materials Needed:
Handbook pages 38-39: ThoughtWorks

Time:
5 minutes

Refer to Handbook pages 38-39: ThoughtWorks

Peer Educator:
Read each of the situations on Handbook pages 38-39: ThoughtWorks and choose the most assertive response.
Practice choosing assertive responses! Read each of the situations below and choose the most assertive response.

**SITUATION 1**
You have a lot of homework and your mother asks you to do the dishes.

a)______ Why don't you do the dishes? Can't you see I have tons of homework?

b)______ All right, Mom.

c)______ I have a ton of homework tonight and I'd rather not have to do the dishes so I can get my work finished.

**SITUATION 2**
Several friends at a party ask you to try drugs, but you don't want to do it.

a)______ Well, just this once won't hurt.

b)______ You're all crazy! What do you want to do that for?

c)______ No thanks, I really don't want to try drugs.

**SITUATION 3**
Your teacher has made a mistake grading your exam.

a)______ You cheated me out of ten points on this problem.

b)______ I've discovered an error in the way my test was corrected.

c)______ Say nothing.

**SITUATION 4**
Your boyfriend tells you his parents will be out of town and you can spend the evening at his house. You do not want to go, although you care for him very much. You are not busy that night.

a)______ My cousin's coming from out of town and I have to be with her.

b)______ How can you think of doing something like that? What would happen if anyone found out?

c)______ I don't feel right about doing that. Let's go to a movie instead.

**SITUATION 5**
Your friend wants to copy your homework and you believe that copying is wrong.

a)______ I worked hard on this and I want the full credit for the assignment. I don't want to take the chance of getting caught.

b)______ Well OK, be sure to change the words some.

c)______ That's cheating.
SITUATION 6
You would like to be nominated for student council.

a) ______ I think I am qualified and would like to be nominated for student council.
b) ______ Don’t nominate Sarah; she’s a creep.
c) ______ You think to yourself: I hope someone nominated me.

SITUATION 7
Someone you do not want to go out with asks you to a dance. He is the first to ask you.

a) ______ I’m sorry. I already have a date.
b) ______ What? Sorry, I’m busy.
c) ______ Thanks for asking but I’d rather not.

SITUATION 8
Your parents want you to attend the college they went to, but you would rather go somewhere else.

a) ______ I’ll think about what you have said, but I need to make my own decision.
b) ______ You always try to run my life. I’ve had it.
c) ______ If you’re sure that’s what is best.

SITUATION 9
You are talking to your boyfriend and suddenly realize that if you don’t leave immediately you will be late for work. He wants to keep talking.

a) ______ I really ought to be going.
b) ______ Oh, no you don’t! You’re making me late for work.
c) ______ I know you want to talk more and we’ll get together after I’m through working. Bye.

SITUATION 10
You want to enroll in auto shop but people are trying to discourage you by calling you names and making fun of you. They do not feel being a mechanic is a reasonable occupation for a woman.

a) ______ You’re all male chauvinist pigs. I can do anything you can do - only better.
b) ______ I want to learn to be a mechanic. You’ll probably be surprised someday at what I can do.
c) ______ Okay I won’t enroll in the class.
What Do You Think About...?

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

Materials Needed:
Evaluation forms: What Do You Think About...? (Please refer to the Evaluation envelope for the Session 3 evaluation form.)

Time:
5 minutes

Health Educator:
At this time, we want to know what you think about today's session. This is your chance to rate what we've done for the past two hours.

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

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

On the evaluation is a list of statements about today's activities. Please rate the statement by writing the number in the blank that best describes your opinion of what we've been doing. The scale is:

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

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