APPENDIX:

PROGRAM MATERIALS FOR REFERENCE
SESSIONS 1-5

PLEASE REFER TO THE RED "PROGRAM MATERIALS" PACKETS FOR THE
PHOTOCOPY MASTERS OF THE HANDOUTS & WORKSHEETS.

For logistical purposes, you may wish to consider
providing each participant with a three-ring binder either
containing the intervention’s Program Materials, or into
which the participants could place their materials as you
distribute copies of the materials to them.
HANDOUTS FOR SESSION 1:
ETHNIC/GENDER PRIDE

1. Opening Poem: “Ego Tripping” by Nikki Giovanni

2. Personal Values Sheet

3. Personal Values Rating Sheet

4. Your Regular Partner’s Thoughts (homework)

5. Session 1 Evaluation Form

6. Closing Poem: “Phenomenal Woman” by Maya Angelou
EGO TRIPPING
By Nikki Giovanni

i was born in the congo
i walked to the fertile crescent and built the
sphinx
i designed a pyramid so tough that a star that
only glows every one hundred years falls into
the center giving divine perfect light
i am bad

i sat on the throne drinking nectar with allah
i got hot and sent an ice age to europe to cool
my thirst
my oldest daughter is nefertiti
the tears from my birth pains
created the nile
i am a beautiful woman

i gazed on the forest and burned out the sahara
desert
with a packet of goat’s meat
and a change of clothes
i crossed it in two hours
i am a gazelle so swift
so swift you can’t catch me

for a birthday present when he was three
i gave my son hannibal an elephant
he gave me rome for mother’s day
my strength flows ever on

my son noah built new/ark and
i stood proudly at the helm
as we sailed on a soft summer day
i turned into myself and was
jesus

men atone my loving name
all praises all praises
i am the one who would save

i sowed diamonds in my back yard
my bowels deliver uranium
the filings from my fingernails are
semi-precious jewels
On a trip north
i caught a cold and blew
my nose giving oil to the arab world

i am so hip even my errors are
correct
i sailed west to reach east and had to
round off
the earth as i went
the hair from my head thinned
and gold was laid
across three continents

i am so perfect so divine so ethereal
so surreal
i cannot be comprehended
except by my permission

i mean...i...can fly
like a bird in the sky...
PERSONAL VALUES SHEET
(EXAMPLES)

༄ Being healthy and physically active
༄ Having a lot of money
༄ Having a close friend
༄ Practicing my religion
༄ Being famous
༄ Having fun

༄ Helping my community
༄ Standing up for myself
༄ Being honest with myself
༄ Being considered good looking
༄ Getting high using drugs
༄ Doing well in school

༄ Having a job that I like
༄ Caring and providing for my child
༄ Having a boyfriend
༄ Having a baby
༄ Being liked by my friends
༄ Being responsible and honest
Having my parent's approval
Being the best at what I do
Being smart
Being invited to parties
PERSONAL VALUES RATING SHEET

Please list one of your personal values for each category:

Category 1: The Most Important Value

Category 2: Very Important Value

Category 3: Sort of Important Value

Category 4: Least Important Value
1. What were your boyfriend’s/partner’s reactions to hearing about what you talked about and learned about in this session?
EVALUATION FOR SESSION 1:
ETHNIC/GENDER PRIDE

Please take a moment to rate how effective we were in presenting information to you today.

Below are a number of statements. Please rate each statement on a scale from 0-100, like you would do on a test in school. Where “0” means we did a poor job, and “100” means we did an excellent job.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learned a lot about taking pride in myself as an African-American woman.</td>
<td></td>
</tr>
<tr>
<td>The presentations by the group leaders were clear.</td>
<td></td>
</tr>
<tr>
<td>I feel more pride in my culture.</td>
<td></td>
</tr>
<tr>
<td>The group discussions were interesting and informative.</td>
<td></td>
</tr>
<tr>
<td>I feel I got a lot out the in-class games/exercises we did today.</td>
<td></td>
</tr>
<tr>
<td>Any questions I had were clearly answered.</td>
<td></td>
</tr>
<tr>
<td>The handouts were clear and helpful.</td>
<td></td>
</tr>
<tr>
<td>Overall, how would you rate today's session?</td>
<td></td>
</tr>
</tbody>
</table>

We would appreciate any comments that you might have.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Appendix: Program Materials for Session 1
Page 59
Phenomenal Woman
By Maya Angelou

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

I walk into a room
Just as cool as you please,
And to a man,
The fellows stand or
Fall down on their knees.
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.
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 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.
HANDOUTS FOR SESSION 2:
HIV/AIDS EDUCATION

1. Opening Poem: “Always There Are the Children” by Nikki Giovanni

2. Ground Rules header sheet (optional)

3. Key Concepts on Ethnic/Gender Pride

4. “Statistics on AIDS” packet

5. “Facts on HIV/AIDS” packet

6. Myths and Misconceptions (homework)

7. HIV/AIDS Knowledge Test (homework)
   (includes both the homework sheet for participants and the FACILITATOR’S KEY for later discussion)

8. Session 2 Evaluation
Always There Are the Children
By Nikki Giovanni

and always there are the children
there will be children in the heat of the day
there will be children in the cold of winter

children like a quilted blanket
are welcomed in our old age

children like a block of ice to a desert sheik
are a sign of status in our youth

we feed the children with our culture
that they might understand our travail

we nourish the children on our gods
that they might understand respect

we urge the children on the tracks
that our race will not fall short

but the children are not ours
nor we theirs they are future we are past

how do we welcome the future
not with the colonialism of the past
for that is our problem
not with the racism of the past
for that is their problem
not with the fears of our own status
for history is lived no dictated

we welcome the young of all groups
as our own with the solid nourishment
of food and warmth

we prepare the way with the solid
nourishment of self-actualization

we implore all the young to prepare for the young
because always there will be children

Rome 12 November 1974
THE GROUND RULES
KEY CONCEPTS ON ETHNIC/GENDER PRIDE

I. African-American women have a legacy and history of strength, support and valuing the family.

II. African-American women have always had strong, supportive relationships with each other which weather the test of time.

III. All African-American women can be positive role models.

IV. Personal values affect decision-making.
STATISTICS ON AIDS
THE SISTA PROJECT
Facilitator’s Manual

Page 1

AIDS Cases in Women by Exposure Category by Race/Ethnicity, Reported through 1997, United States

Page 2

AIDS Cases in Men by Exposure Category by Race/Ethnicity, Reported through 1997, United States

Page 3

Adult AIDS Cases in Racial/Ethnic Minorities
January 1986-June 1997, United States

Appendix: Program Materials for Session 2
Page 66
THE SISTA PROJECT
Facilitator's Manual

Page 4

AIDS Cases Reported in 1997 and Estimated 1997 Population by Race/Ethnicity, United States

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>AIDS Cases N=80,634</th>
<th>Population N=272,030,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, non-Hispanic</td>
<td>33%</td>
<td>72%</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>45%</td>
<td>12%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>21%</td>
<td>12%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Page 5

AIDS in Blacks and Hispanics
Of the 641,086 AIDS cases reported to CDC through 1997, Blacks and Hispanics accounted for:
- 53% of total
- 76% of women
- 78% of heterosexuals
- 81% of children

Blacks and Hispanics accounted for 65% of AIDS cases reported in 1997.

*Heterosexual injecting drug users and persons with heterosexual acquired HIV

Page 6

Adult/Adolescent AIDS Cases by Exposure Category, by Race/Ethnicity, Reported through 1997, United States

<table>
<thead>
<tr>
<th>Exposure Category</th>
<th>White non-Hispanic</th>
<th>Black non-Hispanic</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man who has sex with men (MSM)</td>
<td>199,776</td>
<td>64,879</td>
<td>40,399</td>
</tr>
<tr>
<td>Injecting drug user (IDU)</td>
<td>53,319</td>
<td>12,058</td>
<td>4,222</td>
</tr>
<tr>
<td>Male and IDU</td>
<td>21,058</td>
<td>12,058</td>
<td>6,230</td>
</tr>
<tr>
<td>Heterosexual contact</td>
<td>13,016</td>
<td>31,446</td>
<td>13,867</td>
</tr>
<tr>
<td>Other/not identified</td>
<td>19,238</td>
<td>31,087</td>
<td>10,050</td>
</tr>
<tr>
<td>Total</td>
<td>287,117</td>
<td>225,332</td>
<td>113,478</td>
</tr>
</tbody>
</table>

Appendix: Program Materials for Session 2
Page 67
THE SISTA PROJECT
Facilitator’s Manual

Page 7

Adult/Adolescent AIDS Cases by Exposure Category, by Race/Ethnicity, Reported through 1997, United States

<table>
<thead>
<tr>
<th>Exposure Category</th>
<th>Asian/Pacific Islander</th>
<th>American Indian/Alaska Native</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men who have sex with men (MSM)</td>
<td>3,020</td>
<td>868</td>
</tr>
<tr>
<td>Injecting drug user (IDU)</td>
<td>301</td>
<td>332</td>
</tr>
<tr>
<td>MSM and IDU</td>
<td>138</td>
<td>242</td>
</tr>
<tr>
<td>Heterosexual contact</td>
<td>358</td>
<td>142</td>
</tr>
<tr>
<td>Other/not identified</td>
<td>728</td>
<td>152</td>
</tr>
<tr>
<td>Total</td>
<td>4,545</td>
<td>1,756</td>
</tr>
</tbody>
</table>

*Include patients with heterosexual transmission and exposure and those with an unknown mode of exposure.

Page 8

AIDS Rates per 100,000 Hispanic Population Reported in 1997

Page 9

Proportion of AIDS Cases by Race/Ethnicity and Year of Report, 1986-1997, United States
FACTS ON HIV/AIDS

What does AIDS stand for?

A  Acquired: something you are given or get
I  Immune: refers to the part of the body that keeps us healthy
D  Deficiency: lacking or not enough
S  Syndrome: a group of diseases

What is AIDS?

Acquired Immune Deficiency Syndrome (AIDS) is a group of infections and diseases that occur because of a breakdown in the body’s immune system. The immune system is the bodily system that fights off diseases and infections.

What does HIV stand for?

H  Human: a person’s body
I  Immunodeficiency: when the immune system lacks some elements and breaks down
V  Virus: a group of tiny cells that multiply in the body and cause diseases like Chicken Pox.

What is HIV?

The Human Immunodeficiency Virus (HIV) is a virus that enters a person’s body. (We will talk about how it enters the person’s body in a little while, I am just telling you what happens when it enters the body.) When the HIV virus enters a person’s body, it multiplies and attacks the immune system. The immune system is the part of the body that protects us from infections like the common cold. The reason why the
HIV virus is so harmful is that the HIV virus *kills* cells in the immune system that protect us from infections. When this happens, the body is left *weakened* and we are more likely to become *sick* from infections and cancers.

**What is the difference between HIV and AIDS?**

HIV does not equal AIDS. AIDS is a disease. HIV is a virus that causes AIDS. A disease is a sickness that occurs when the body functions break down. Diseases are often caused by tiny viruses. A virus is a group of tiny cells that multiply in the body. The virus that causes AIDS is called HIV.

**What causes AIDS?**

AIDS is caused by the HIV virus, the HIV virus causes a group of infections and cancers. When a person develops this group of infections, they are said to have AIDS.

So while a healthy person who is infected with a common cold virus might just get a runny nose, someone with AIDS who gets a cold might develop pneumonia because their immune system is much weaker. When a person with AIDS develops pneumonia, it can be life threatening.

**What type of diseases do people with AIDS get?**

The most common AIDS diseases are opportunistic infections. These infections work somewhat like a thief who finds an open door at Circuit City. When the body is not healthy, infections move throughout the body freely. Tuberculosis, pneumonia and some cancers are common when people get AIDS.

Additionally, people who have AIDS lose a lot of weight, have difficulty remembering things and have a hard time doing simple tasks.
Can AIDS be cured?

People who develop AIDS cannot be cured. AIDS is a serious disease that African-American women die from.

Can you tell if someone has AIDS?

You cannot tell just by looking at a person if they have AIDS.

Who gets AIDS?

AIDS is not just a disease of gay white men. It can happen to anybody, including African-American women, who do things to put themselves at risk for getting the disease.

How long is it from when people become infected with the HIV virus to the time that they develop AIDS?

When the HIV virus enters the body, it does not immediately attack the immune system. The virus may not multiply in the body for a long while. The virus may stay in the body for as little as one month to more than ten years before AIDS develops.

How does a person get the HIV virus?

There are a lot of rumors about how you can become infected with the HIV virus. The HIV virus requires the transfer of blood, semen, or vaginal fluids. This occurs through the following ways:

- Having sex without a condom;
- Sharing "works," that is, injecting drugs with needles into your skin and sharing the needle with someone.
Can you tell if someone has the HIV virus?

No. People who have the HIV virus often appear perfectly healthy. One good example is Magic Johnson. He has the HIV virus yet he was still able to play professional basketball after his diagnosis.

Can a mother who is infected with the HIV virus give it to her unborn child?

Yes. A mother may give the virus to her child through pregnancy, delivery (childbirth) and breast-feeding.

Can you get the HIV virus any other way?

No. You can not contract the HIV virus from coughing, drinking fountains, sinks, shaking hands, eating utensils, sneezing, toilet seats, touching, or towels.

How do you know if you have the HIV virus?

There is a test which you can take called the HIV Antibody Test.

What does a positive HIV Antibody Test mean?

A positive test means that the person has HIV antibodies in his or her blood and therefore that he or she has been infected with the HIV virus. This does not mean that the person has AIDS.
What is Safer Sex?

Safer sex means having sex in ways that make it less likely that the HIV virus will be passed on to you or your partner. It is a way of protecting yourself from the HIV virus.

How can people protect themselves from the HIV virus?

1) *The Safest Behaviors*
   - Not having sex is the best way to prevent AIDS.
   - Not sharing injection drug needles.

2) *The Safer Behaviors*
   - Hugging
   - Massaging
   - Mutual masturbation
   - Clothed sex where no body fluids are shared
   - Negotiated safer sex *before* you start to become sexually aroused.

3) *The Safe Behaviors*
   If you are having sex:
   - Using condoms *every* time you have sex and using them properly.
   - Using spermicidal jelly or cream *with* the condom.
   - Using dental dams.
   - Cleaning “works” with bleach.
   - Not sharing your “works” with *anybody.*
4) **The NOT Safe Behaviors**

- unprotected sex; not using a condom or a latex barrier when you have vaginal or anal (up the butt) sex.
- sharing uncleaned needles or "works."
- Having sex when you are or your partner is high on alcohol or drugs.

(This page is followed by "The Iceberg of HIV Infection" graphic which is not re-printed here.)
### Myth: A Story That May or May Not Be True

**Misconception: To Mistake the Meaning of Something**

<table>
<thead>
<tr>
<th>Myth</th>
<th>The way a person looks can tell you whether they have HIV or AIDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myth</td>
<td>Only gay men get AIDS</td>
</tr>
<tr>
<td>Myth</td>
<td>People who have the AIDS virus quickly get sick</td>
</tr>
<tr>
<td>Myth</td>
<td>If a man pulls out before coming, then intercourse is safe</td>
</tr>
<tr>
<td>Misconception</td>
<td>Exercising, eating nutritiously and getting enough rest can prevent AIDS</td>
</tr>
<tr>
<td>Myth</td>
<td>Blacks can’t get AIDS</td>
</tr>
<tr>
<td>Myth</td>
<td>By having just one sexual partner at a time, you can protect yourself from AIDS</td>
</tr>
<tr>
<td>Misconception</td>
<td>Because your partner has not been using condoms for a while, he is probably already infected with the HIV virus and asking him to use a condom now is not important</td>
</tr>
<tr>
<td>Myth</td>
<td>A person must have a lot of different sexual partners to be at risk for AIDS</td>
</tr>
</tbody>
</table>

*Appendix: Program Materials for Session 2*
This test was taken by a student to see how much she knew about AIDS. Did she get all the answers right? Your job is to grade this test. First, circle the number of each question you think she answered wrong. Then, below each question, write why you think the student was correct or incorrect in giving the answer she gave.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. AIDS is a disease transmitted through sexual activity and sharing needles.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>2. AIDS is caused by a virus.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>3. The AIDS virus is passed most effectively in semen and blood.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>4. A person can be infected with the AIDS virus and not know it.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>5. Men can pass the AIDS virus to women.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td></td>
<td>Statement</td>
<td>True</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>6.</td>
<td>Women can pass the AIDS virus to men.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>You can get AIDS from sitting in the same room with an infected person.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The safest way to prevent getting AIDS is to abstain from sex and never use IV drugs.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Using condoms is the best form of &quot;safer sex&quot; to prevent spreading AIDS.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The AIDS virus cannot survive in swimming pools, bathtubs, and hot tubs.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>You can tell by looking at a person whether or not they have the HIV virus.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>13.</strong></td>
<td>Only gay men and IV drug users get AIDS.</td>
<td>True</td>
</tr>
<tr>
<td><strong>14.</strong></td>
<td>You can get a single blood test for AIDS.</td>
<td>True</td>
</tr>
<tr>
<td><strong>15.</strong></td>
<td>You can get a single blood test for infection with HIV (and the AIDS virus).</td>
<td>True</td>
</tr>
<tr>
<td><strong>16.</strong></td>
<td>You can get AIDS by drinking from the same cup as an infected person.</td>
<td>True</td>
</tr>
<tr>
<td><strong>17.</strong></td>
<td>Only white people get AIDS.</td>
<td>True</td>
</tr>
<tr>
<td><strong>18.</strong></td>
<td>There is a cure for AIDS.</td>
<td>True</td>
</tr>
<tr>
<td><strong>19.</strong></td>
<td>There is a proven vaccine for AIDS.</td>
<td>True</td>
</tr>
</tbody>
</table>
FACILITATOR’S KEY TO HIV/AIDS KNOWLEDGE TEST

This test was taken by a student to see how much she knew about AIDS. Did she get all the answers right? Your job is to grade this test. First, circle the number of each question you think she answered wrong. Then, below each question, write why you think the student was correct or incorrect in giving the answer she gave.

In this FACILITATOR’S KEY, the incorrectly answered questions are HIGHLIGHTED.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
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<tr>
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<tr>
<td></td>
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</table>
EVALUATION FOR SESSION 2:
HIV/AIDS EDUCATION

Please take a moment to rate how effective we were in presenting information to you today.

Below are a number of statements. Please rate each statement on a scale from 0-100, like you would do on a test in school. Where "0" means we did a poor job, and "100" means we did an excellent job.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learned new information about HIV.</td>
<td></td>
</tr>
<tr>
<td>The presentations by the group leaders were interesting and clear.</td>
<td></td>
</tr>
<tr>
<td>I have a clearer understanding of the difference between HIV and AIDS.</td>
<td></td>
</tr>
<tr>
<td>The video was interesting and I learned something from it, which could help me in my everyday life.</td>
<td></td>
</tr>
<tr>
<td>I enjoyed the group discussions and found them to be very interesting.</td>
<td></td>
</tr>
<tr>
<td>Any questions I had were clearly answered.</td>
<td></td>
</tr>
<tr>
<td>The handouts were clear and helpful.</td>
<td></td>
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<td>Overall, how would you rate today's session?</td>
<td></td>
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</tbody>
</table>

We would appreciate any comments that you might have.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Handouts for Session 3:

Assertiveness Skills Training

1. Opening/Closing poem: "Excerpt" by Audre Lorde

2. Key Concepts on HIV/AIDS

3. Being Assertive not Aggressive nor Non-Assertive

4. Vignettes

5. The SISTAS Assertiveness Model

6. Here Comes Trouble! (homework)

7. Session 3 Evaluation Form
We can learn to work and speak when we are afraid in the same way we have learned to work and speak when we are tired.

For we have been socialized to respect fear more than our own needs for language and definition, and while we wait in silence for that final luxury of fearlessness, the weight of that silence will choke us.
KEY CONCEPTS ON HIV/AIDS EDUCATION

I. AIDS is caused by the HIV virus.

II. African-American women can get the AIDS virus.

III. The AIDS virus is passed through blood, semen and vaginal secretions, so sharing needles or having unsafe sex can expose anyone to the AIDS virus.

IV. AIDS kills. There is no cure for AIDS. But you can prevent getting infected.

V. You can avoid getting the virus by:
   a) Not having sex
   b) Using condoms every time you have sex, and using them correctly
   c) Not using intravenous drugs
BEING ASSERTIVE NOT AGGRESSIVE
NOR NON-ASSERTIVE

What does being assertive mean?

Being assertive is being able to tell someone how you feel, what you want or need in a way that doesn’t threaten, punish, or put them down. Being able to express yourself without anxiety or fear. Being assertive is a skill, meaning that it is something that we learn, not something that we are born with. Being assertive means direct and honest communication between people rather than hoping the other person will figure out what’s on your mind. The other person may not agree, accept or want the same thing you do. But you can feel satisfied knowing that you expressed yourself while considering the other person’s feelings.

Example:

Tanya and Eric have been friends for a long time. Eric borrowed money from Tanya in the past, but never pays her back. Now Eric asks Tanya to lend him $25.

Tanya says: Look Eric, I know you need some money, but I’ve loaned you money before and you never pay me back. I’m not loaning you any more until you pay back what you already owe me.

What does being aggressive mean?

Being aggressive means expressing yourself in a way that is punishing, demanding or threatening to the other person. The person who responds aggressively fails to consider the feelings of the other person. Aggression can be expressed directly or indirectly.

Direct Aggression: Name calling and threats

Indirect Aggression: Waving your arms and hands, glaring looks

Example:

Same situation as above with Tanya and Eric.

Tanya says: Look you son-of-a-bitch, I’m not giving you anything. I’m not a bank!
What does being non-assertive mean?

Being non-assertive means that you fail to express yourself in a situation. You may not tell the other person how you feel, what you want or need. For example, agreeing to have sex or drugs when you prefer not to. When you are non-assertive, you often have poor eye contact, hesitant speech, low voice level or nervous body movements.

Example:

Same situation.

Tanya says: *If there isn’t anyone else you can get it from, I guess I’ll let you have it.*
VIGNETTES

Vignette A: Breaking Up With a Nice Guy

You have been spending a lot of time with a new friend. You are starting to worry about your friendship because he likes you in a romantic way, but you don't feel the same way. You really like the person, and do not want to hurt his feelings, but you don't want to give him the wrong idea.

What would you say?

Vignette B: Braids Are Us

You have finally decided to get your hair braided. You hear that the new hairdresser at the beauty salon does braids. You make an appointment with her. After she braids your hair, you look in the mirror and the braids are all lop-sided and you look like a freak. The hairdresser tells you that you owe her $60 for braiding your hair.

What do you say?

Vignette C: He's Just a Horn Dog!

You have always had a secret crush on James, but at the same time, you know he sleeps with every woman in the neighborhood. He finally asks you out. You go out on a date. After the date, you feel pretty sure that you are not ready to have sex with him, but you are afraid that he will not go out with you again if you say no to his request to have sex.

What do you do?
THE SISTAS ASSERTIVENESS MODEL

S  I need to think about my \textit{SELF} first. I need to think about what is important to me.

[\textit{Ethnic/Gender Pride}]

I  I need to use the \textit{INFORMATION} that I have about sex, drugs and HIV/AIDS to think about what is safe for me to do.

[\textit{HIV/AIDS Education}]

S  I need to think about the \textit{SITUATION} that I am in and see what trouble it places me in.

[\textit{HIV/AIDS Education}]

T  I need to state the \textit{TROUBLE} to my partner, as well as the options and consequences.

[\textit{Sexual Communication}]

A  I need to tell my partner in an \textit{ASSERTIVE} manner what I would like to do.

[\textit{Sexual Negotiation}]

S  I need to \textit{SUGGEST} an alternative that I and my partner will be comfortable with. Saying no can be difficult. When you say no, you are not rejecting your partner, only the activity.

[\textit{Sexual Negotiation}]
Directions: Remember a time when someone “got you into trouble”—when you did something you didn’t want to do but felt pressured to do? A friend may have wanted to copy your homework, or wanted you to go out when you didn’t want to. Someone may have pressured you to drink, use drugs, or have sex. If you can’t remember something that happened to you, remember something that might have happened to a friend or imagine a situation. In the spaces below, describe what happened and answer the questions.

Do not put your name on the worksheet.

1. Set the scene. Where were you? Who was there? What was said?

2. At what point did you start to think that this might be trouble?

3. What was the hardest part about this situation for you?

4. What did you do to try to get out of the situation? What seemed to work? What didn’t work?
5. What questions could have been asked at the beginning that would have helped you see the trouble that was coming?

6. Do you feel you were assertive? If so, did it work? If not, why weren't you assertive?

7. Were you able to suggest any alternatives to the situation? If so, what did you suggest? How did you feel about the consequences of these alternatives?
EVALUATION FOR SESSION 3: 
ASSERTIVENESS TRAINING SKILLS

Please take a moment to rate how effective we were in presenting information to you today.

Below are a number of statements. Please rate each statement on a scale from 0-100, like you would do on a test in school. Where “0” means we did a poor job, and “100” means we did an excellent job.

<table>
<thead>
<tr>
<th>Statements</th>
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</tr>
</thead>
<tbody>
<tr>
<td>I learned how to communicate more effectively.</td>
<td></td>
</tr>
<tr>
<td>This session made me feel more comfortable with the idea of starting a discussion about condom use with my partner.</td>
<td></td>
</tr>
<tr>
<td>The role play situations presented in the group were informative and interesting.</td>
<td></td>
</tr>
<tr>
<td>I feel more prepared to handle a difficult situation where I feel pressured or uncomfortable.</td>
<td></td>
</tr>
<tr>
<td>I enjoyed the group discussions and found them to be very interesting.</td>
<td></td>
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<tr>
<td>Any questions I had were clearly answered.</td>
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We would appreciate any comments that you might have.
HANDOUTS FOR SESSION 4:
BEHAVIORAL SELF-MANAGEMENT TRAINING

1. Opening/Closing poem: "The Way I Feel" by Nikki Giovanni

2. Key Concepts on Assertiveness Skills Training

3. Condom Line-Up Cards

4. How to Put a Condom On

5. Scenarios

6. Homework for Session 4

7. Session 4 Evaluation Form
THE WAY I FEEL

by Nikki Giovanni

i've noticed i'm happier
when i make love
with you
and have enough left
over to smile at my doorman

i've realized i'm fulfilled
like a big fat cow
who has just picked
for a carnation contentment
when you kiss your special place
right behind my knee

i'm glad as mortar
on a brick that knows
another brick is coming
when you walk though
my door

most time when you're around
i feel like a note
roberta flack is going to sing

in my mind you're a clock
and i'm the second hand sweeping
around you sixty times an hour
twenty-four hours a day
three hundred sixty-five days a year
and an extra day
in leap year
cause that's the way
that's the way
that's the way i feel
about you
KEY CONCEPTS ON ASSERTIVENESS SKILLS TRAINING

I. Assertive behavior is not bitchy, aggressive or unfeminine.

II. Women assert their needs with positive results.

III. Women have control in sexual situations.

IV. Every woman has the right to say NO or YES!

V. Being assertive is assessing the situation, then making a decision which is positive for you.

VI. Being assertive is taking care of yourself.
CONDOM LINE-UP CARDS

Before beginning the activity, cut the cards along the lines for distribution to the participants.

Talk to your partner.

Buy condoms.

Man gets a hard on.
Open package carefully.

Add lubricant to condom.

Massage penis with lubricant.

Pinch tip of condom to remove air.
Unroll condom down to base of penis.

Gently smooth out air bubbles.

Enjoy having safe sex.

Your man gets excited and cums.
Hold the base of the condom when he pulls out to keep the condom from slipping.

Remove the condom carefully to keep contents from spilling.

Throw the used condom away. *(Never use a rubber twice.)*
HOW TO PUT A CONDOM ON

1. Pinch tip to remove air.
2. Unroll condom down to base of penis.
3. Enjoy having safe sex.
4. Hold the base of the condom when he pulls out to keep it from slipping.
5. Throw the used condom away.
6. Never use a rubber twice.
Scenario A: Don’t You Trust Me?

Latisha and Doug have been dating for two years. After Latisha goes to a sex education class, she realizes the importance of using a condom. But she has the following concern: “If I told my man to use a rubber, he’d go crazy and say, “Who have you been with?” I haven’t been telling him to use a rubber in the past two years, so how can I ask him to use a rubber now?”

What would you do/say?

Scenario B: I’ll Beat Your Ass!

Karen and Mark have been dating for 9 months. Karen read in the newspaper that condoms protect you from the AIDS virus. The next time Karen and Mark had sex, Karen asked Mark to wear a condom. Mark told her that he would beat her ass if she ever asked him that again.

What would you do/say?

Scenario C: You’re Breaking My Love Flow

You are at a party that is winding down. You have been flirting with someone all night and he is responding to you. His parents are out of town and he asks you to come back to his house. You are in the heat of the moment and ask him to use a condom. He says he doesn’t want to use a condom because it breaks his “love flow.”

What do you do/say?
Homework for Session 4

Directions: 1) Go to the local drugstore and purchase a package of condoms.
   2) Ask your partner to wear a condom when you have sex.
   3) Write about your experiences in 1 and 2 below.

Do not put your name on the homework.

1. Describe what happened when you bought a condom. How did you feel?

2. Describe what happened when you asked your partner to use a condom. How did you feel? How did your partner react?
EVALUATION FOR SESSION 4:
BEHAVIORAL SELF-MANAGEMENT TRAINING

Please take a moment to rate how effective we were in presenting information to you today.

Below are a number of statements. Please rate each statement on a scale from 0-100, like you would do on a test in school. Where “0” means we did a poor job, and “100” means we did an excellent job.

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<tbody>
<tr>
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<tr>
<td>The presentations and demonstrations by the group leaders were clear.</td>
<td></td>
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<tr>
<td>The in-class exercises were very useful.</td>
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_____________________________________________________________________________________
_____________________________________________________________________________________
HANDOUTS FOR SESSION 5:
COPING SKILLS

1. Opening Poem: “And Still I Rise” by Maya Angelou

2. Key Concepts on Behavioral Self-Management

3. The Alcohol Effects

4. Coping Situations

5. Closing Poem: “4SISTAH” by Cedric Levon

6. Session 5 Evaluation Form
And Still I Rise

By Maya Angelou

You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dirt, I’ll rise.

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

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

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

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

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

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

Out of huts of history’s shame

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

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

Appendix: Program Materials for Session 5
Page 106
KEY CONCEPTS ON BEHAVIORAL SELF-MANAGEMENT

I. Condoms can be fun & sexy!

II. No to sex does not mean No to love.

III. Sex is a major responsibility. The consequences affect you, your family and possibly your health.

IV. Women who are prepared to practice safer sex are not sluts, whores or toss-ups.

V. Sex doesn't just happen! We plan sex in many ways: soft music, nice panties, and fine food. Condoms, contraceptives and conversation about sex need to be another part of the plan.
THE SISTA PROJECT
Facilitator's Manual

THE ALCOHOL EFFECTS

❖ Alcohol slows down the body functions; therefore, it takes a longer time to think and react.

❖ After one drink, your vision, hearing and speech become slower.

❖ Alcohol makes it easier to say and do things that may be embarrassing or show poor judgment.

❖ People are more likely to get in car accidents and do things that put them at risk for AIDS when they are drunk.
Situation 1: *Sam the Seducer*

Sam and Carla go out on a date to see a movie. After the movie is over, they go to a local bar for a few drinks. Sam takes Carla over to his house because his parents are gone for the weekend. Sam is feeling very romantic. Carla just finished a course on AIDS education. She asks Sam if they could hug and kiss and get to know one another. Sam agrees.

Situation 2: *Darryl the Drunk*

Liz is at a party that is winding down. At this party, everybody is drunk. Liz is approached by Darryl. He is really drunk but he is a really fine guy who is a little older than the rest of the men Liz knows. Liz would love to go out with this guy because she thinks Darryl is much more mature and together than the younger men that she knows. Darryl has his own apartment. Darryl starts feeling all over Liz's body, and she loves the way his body feels, so she starts feeling all over his. Darryl asks Liz to take her clothes off. Liz whips them off. Darryl and Liz are so excited that they forget to use a condom when they have sex.

Situation 3: *Cheryl's Dumped*

Cheryl has been going out with Allan for two years, but he's getting tired of her asking him to use a condom and he wants someone new and interesting in his life. So Allan dumps Cheryl for Rebecca. Rebecca is a sleaze. She's been with every guy in town. She doesn't care if Allan uses a condom or not. Allan dumps Rebecca after two weeks, after having unsafe sex with her. Cheryl wants to get back with Allan, so she takes him back.
Situation 4: The Guy on the Side

You have been going with your man for three years. Although you really care for him, you are tired of him saying no to your request for safer sex. You have the hots for Alfonso. You secretly go out with Alfonso for a couple of dates and end up having safer sex with Alfonso.

Situation 5: He Just Says No!

You have been dating this guy for two years. You love him. Whenever you raise the topic of using condoms, he just says no to all your attempts.
4sistah
by Cedric Levon

i wanted to write u
a poem that captures the
essence of what u are
but i couldn't find words
truo to u

i mean
funky like a wicked bass
in nigga-hot joint
on a Saddidy nite

i mean
chic like a bronze Sengalese model
strutting down a concrete urban
runway
wearing he Negritude like a
designer outfit

i'm trying 2 say
vivacious
a cool summer breeze
a stifling suffocating scorching day
leaving the porch dwellers
revived and refreshed after it's gone

in other words
earthy
attentively discussion
infantile cognitive
psychodevelopment
with The Man but the
back to Black with a
roll of the eyes and a
snap of the fingers

yeah, giirrrll!!!
i mean REAL
i guess this isn't a poem
but a reflection
i mean
u are the essence of BLACK
and vice versa
and that cannot be captured
by no jive anglo semantics

know what i mean?
### EVALUATION FOR SESSION 5: COPING SKILLS

Please take a moment to rate how effective we were in presenting information to you today.

Below are a number of statements. Please rate each statement on a scale from 0-100, like you would do on a test in school. Where “0” means we did a poor job, and “100” means we did an excellent job.

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<tbody>
<tr>
<td>I feel this session has improved my understanding of coping skills, and how to use them in my life.</td>
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</tr>
<tr>
<td>The presentations and demonstrations by the group leaders were clear.</td>
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<td>Any questions I had were clearly answered.</td>
<td></td>
</tr>
<tr>
<td>The handouts were clear and helpful.</td>
<td></td>
</tr>
<tr>
<td>The review of materials we covered in earlier sessions of THE SISTA PROJECT was worthwhile.</td>
<td></td>
</tr>
<tr>
<td>Overall, how would you rate today’s session?</td>
<td></td>
</tr>
<tr>
<td>Overall, how would you rate THE SISTA PROJECT?</td>
<td></td>
</tr>
</tbody>
</table>

We would appreciate any comments that you might have (parts of the program you liked best/least, etc.). Use the back of this sheet if you need additional space.