SESSION 1:
ETHNIC/GENDER PRIDE

Rationale:

Session 1 is a discussion on ethnic and gender pride for African-American women. The session addresses the issue of protecting oneself and one another from becoming infected with the AIDS virus. African-American women must break the silence of hardship and start loving and protecting themselves. Self-love and self-protection are best accomplished by looking within and recognizing the enormous pride that exists in being both Black and female.

Materials Needed:

<table>
<thead>
<tr>
<th>Materials Provided in the HAPPA Program Box:</th>
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<tr>
<td>• Opening poem: “Ego Tripping”</td>
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<td>• “Personal Values” sheet</td>
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<td>• “Personal Values Rating” sheet</td>
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<td>• “Your Regular Partner’s Thoughts” homework</td>
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<td>• Session 1 evaluation form</td>
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<td>• Closing poem: “Phenomenal Woman”</td>
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<th>Other Materials You Will Need for this Session:</th>
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<tr>
<td>• Flip chart, markers &amp; tape</td>
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<tr>
<td>• Notebooks/binders (optional)</td>
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<td>• Hole punch (optional)</td>
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<td>• Paper, pens/pencils</td>
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The SISTA Project
Facilitator’s Manual

Goals:

a) To introduce the women to each other.
b) To introduce the women to the intervention and its components.
c) To develop ground rules and expectations for THE SISTA PROJECT.
d) To discuss the positive qualities of Black women and how they can be used as a source of strength and pride.
e) To empower the women to express their ideas and opinions.

Objectives:

- Recognize the pride that exists within Black women.
- Identify and discuss sources of pride for Black women.

Session 1 Outline

1) Opening Poem: "Ego Tripping"
2) Introductions
3) Development of Ground Rules & Expectations
4) Gender and Ethnic Pride
5) Personal Values
6) Homework
7) Evaluation of Session 1
8) Closure
I. The Opening Poem  
a) Distribute a copy of "Ego Tripping" to each participant.  
b) Read the poem aloud with and/or to the women.

II. Introductions  
a) Introduce THE SISTA PROJECT staff to participants.  
b) Introduce THE SISTA PROJECT.  
c) Introduce participants to each other.

III. Development of Ground Rules & Expectations  
a) Encourage the women to set up ground rules at the beginning of the session. This allows everyone to know what is appropriate to do and say. It helps people feel more comfortable if they know what to expect from the class.  
b) Discuss the rules until the women all agree on their choices for rules.  
c) Ensure that the rules/expectations to be considered include:  
   i. Confidentiality  
   ii. Respecting each others' opinions and ideas  
   iii. Respecting each others' sexual habits  
   iv. Calling other participants by their proper names  
   v. Commitment  
   vi. Timeliness  
   vii. Participating  
   viii. Completing homework  
   ix. Being non-judgmental  

d) Using participants' suggestions, create a "Ground Rules/Expectations" poster that will be displayed through the five
intervention sessions in the room where all the women will be able to see and read it for the duration of the intervention.

IV. The Gender and Ethnic Pride

a) Write the following questions on the flip chart:

1) What Does it Mean to Be a Black Woman?
2) Who Is a Strong Black Woman in Your Life?

b) Ask the women to think about what these statements brings to mind. They can write their responses or draw a sketch of what these statements mean to them.

c) Discuss the women’s responses to the questions.

V. Personal Values

a) Ask the women to think about their personal values and decide which ones are the most important to them.

b) Give the women the “Personal Values Sheet,” which lists the personal values, as well as the “Personal Values Rating Sheet.” The “Personal Values Rating Sheet” allows the women to rate these values and decide which ones are the most important to them.

c) Ask the women to look over the “Personal Values Sheet” and rank the values in terms of importance to them.

i. The women should try to go with their first instinct and try not to spend too much time on this part.

ii. Then they should fill in the “Personal Values Rating Sheet” with three personal values in each of the following categories:

1) Most Important
2) Very Important
3) Sort of Important
4) Not Important
d) Ask the women:

"When filling in the Most Important values category, ask yourself which values are so important to you that you would be willing to give up all others in order to keep them. For example, would you be able to give up going out with your friends or to have a lot of money?"

e) When the women are finished, go around the circle and ask the women to read their Most Important and Least Important values. The women can keep the sheets.

f) Then ask the following questions for discussion:

i. Did you find it particularly difficult to choose between certain values? Which ones?

ii. Why is it good to know your values before you make a decision?

iii. What are some real-life decisions this game might help you to decide?

VI. Homework

a) Inform the women that completion of homework is an important part of THE SISTA PROJECT. The homework is a way to involve their boyfriend or partner in the project. Additionally, the homework serves to review concepts and strengthen the skills that were discussed in class.

b) For this session, the homework project is one simple task:

❖ Ask them to go home and talk about what was discussed in today's class with their boyfriend or partner and write down his responses/reactions.
VII. Evaluation

a) Distribute anonymous evaluation sheets to all participants.
   i. This session will be evaluated as to how the information was presented and the extent to which the session accomplished its goals and objectives.

VIII. Closure

a) Closing poem: “Phenomenal Woman” by Maya Angelou

b) Recitation of the Motto:

THE SISTA PROJECT Motto

SISTA Love is Strong,
SISTA Love is Safe,
SISTA Love is Surviving!