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Making Healthy Choices

**Topic:**
An introduction to STD and HIV risk presented by fostering a sense of sisterhood and pride among African American women.

**Objectives:**
- To discuss topics relevant to African American female life
- To introduce communication in relationships
- To introduce and educate participants on various STDs and HIV
- To introduce AMOUR-5 sexual options
- To introduce ways to negotiate reducing risks with partners

**Rationale:**
This workshop is designed to introduce participants to the **STARS** program and to foster a sense of sisterhood, self-esteem, and self-pride to young African American women. It is also designed to introduce women to the risks related to HIV and other STDs and how this affects their sexual health as well as their overall health and well-being. Participants will be presented with options to reduce their risks and introduced to skills in order to communicate these safer sex options to their partner.
GREETING/ICEBREAKER:
TWO TRUTHS & A LIE

Health Educator:

I’d like everyone to introduce herself to the group and tell us a little about you. To do this, we’re going to play a game called “Two Truths and a Lie”.

You have to think of three true things you would like to share with the group about yourself, and make up one lie. Write them all down in your notebooks on the sheet of paper. Remember, don’t tell anyone which are truths and which is the lie.

We will go around the circle and each person will introduce herself and read her truths and her lie. Make sure when you read your list that you mix up the truths and the lie so we won’t know which is which.

After the person finishes, everyone will try to guess which statement was the lie. Let’s have some fun and ladies, don’t be afraid to get creative!

Now let’s all take a time to write down our three truths and one lie

[Allow participants time to think and write them down]

OK, I’ll go first. My name is _________ and I…

[The activity should continue until everyone has had a turn.]

Purpose:
To introduce all parties involved in the workshop, and to loosen everyone up. Everyone should take the time to have some fun together before getting started on the session.

Materials:
Pen/pencil
Paper (Handout)

Time:
10 minutes
Phenomenal Woman

**Purpose:**
This activity is designed to show the participants examples of gender pride in popular poetry by reading and discussing a poem.

**Materials:**
- Handout 1-1: Phenomenal Woman

**Time:**
10 minutes

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**Health Educator:**
Now that we have had the opportunity to know some truths about everyone in our group, let’s focus on what phenomenal women you are! I’d like you all to turn to Handout 1-1: Phenomenal Woman. We are all phenomenal women, but it’s important that we let others know just how phenomenal we are. I am going to read you the poem Phenomenal Woman written by Maya Angelou.

- **HE reads the poem with a lot of enthusiasm.**

Ask the STARS Sistas:
- What do you all think this poem is saying?
- What are some of the main points you think Ms. Angelou is trying to make (give participants time to respond, then go over following points):
  - 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 “I’m a woman phenomenally.”
- What characteristics make you a phenomenal woman?

After the group has had a chance to respond to the questions, emphasize or reemphasize the following points:

**Health Educator:**

1. Women are phenomenal because they are women. The characteristics of women make them phenomenal.

2. Women don’t have to have certain physical characteristics to be considered beautiful or phenomenal.

3. Qualities that make women phenomenal come from the inside and from how they feel about themselves.
Many people wonder where my secret lies.  
I’m not cute or built to suit a fashion model’s size.  
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.

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,  
The flash of my teeth,  
The swing in my waist,  
The joy in my feet.  
I’m a woman  
Phenomenally.

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.

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 palms of my hands,
The need for my care.
Because I’m a woman
Phenomenally.

Phenomenal woman,
That’s my mother and all your mothers,
And my grandmothers and your grandmothers,
And my great grandmothers and your greats,
And my great-greats and your…
And all you women and me.
The Value of My Body: My Body, My Spirit

Health Educator:

Phenomenal women have a sense of self-pride, self-esteem and they respect themselves and their body. When you value your body you treat it accordingly.

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 don’t let just anyone drive it. Also, if you have an apartment or house I know you don’t just want anyone walking up into your apartment, everyone having your address, or people to making a mess of your home!

Let’s take a minute and discuss some things we consider valuable.

Health Educator:

Can anyone name something that you consider valuable? (home, family, education)

➢ **Write answers on flip chart and give participants a chance to answer.**

We’ve identified several things that we consider valuable. But can someone name one thing that is one of your most valuable possessions?

➢ **Give participants time to answer.**

**ANSWER = YOUR BODY**

Now let’s talk about some of the things we value about our bodies. Can someone tell me something you like about your body and why?

<table>
<thead>
<tr>
<th>Full lips</th>
<th>Complexion</th>
<th>Hair</th>
<th>Eyes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curvy Hip</td>
<td>Full breast</td>
<td>Legs</td>
<td>Nails</td>
</tr>
</tbody>
</table>
The Value of My Body, Cont’d.

Health Educator:

It is important to realize that this is the body you were born with. Despite any imperfection, you are priceless.

Why do you think it is important for women to value their bodies?

➤ **Give participants a chance to answer.**

Simply put, if you don’t value your bodies NO ONE else will. We value so many things in life but we rarely take the time to value ourselves.

If you could leave this workshop with one thing, my hope is that you will leave knowing that you are your most precious and priceless possession-your own body. Think about how much you are worth before you decide to give the most precious gift you have to a guy that may or may not value you at all.

Health Educator:

You may ask why should we value our body? View your body as a temple…one that you must adorn, cherish, love, and most of all respect. Your body is the tool used to serve a higher being, one in which your spirit resides. If you chose to respect your spiritual being, then you will respect the temple in which it resides, which is your body…one of your most valuable assets. This includes looking at the food we eat, whether we exercise, or even whether we have unprotected sex. All these are ways we can value our body, and honor our temple

Take a moment and think how you can begin to treat your body as a temple and how can you maintain it?

➤ **Allow participants time to answer.**

Now that we’ve looked at the value of our bodies let’s explore some things we can do to value not only our bodies, but also our whole person including our spirit. Maybe eating healthier, exercising more, or getting a pedicure. Picture this paper bag as your body…your temple. Write down on the stars things that you would like to go into your temple (positive things). Place those stars into the bag. Now, write down those things that you would not like in your body. Place those things around the bag. Now, each person choose a star out of bag and describe how to implement it in your life. Feel free to take notes on Handout 1-2: “Ways to Value My Body”

➤ **Allow participants time to read each star.**
Ways to Value My Body
We know that there are both good and bad aspects of every relationship. Sometimes we only think about the good things and not so much about the bad experiences. This might lead us to be unprepared to deal with the bad experiences if they come up again in another relationship, especially in a new relationship. It's important to be aware early of signs of negative behavior, so we can identify them and take action early in the relationship. With that, I want everyone to think for a minute about some of the bad experiences you've had with a former boyfriend.

Write one of these experiences, or something he did that you didn't like on the post-it note, stick it on the flip chart paper and we will talk about it.

(allow participants time to write and post responses)

HE read responses and also ask prompting questions:

- How would that situation make you feel?
- What are warning signs that you can look out for in a new relationship?

So we see that we are not alone in having some of the same bad experiences in our relationships. You have the choice to set boundaries in your relationships even if your partner is not supportive of you and your values. It is especially important in a new relationship to set boundaries early in the relationship. Let's talk a little bit more about selecting a healthy partner in a new relationship.
The Dating Game

Purpose
Get participants thinking about how they would react in different dating situations

Materials
Handout 1-3

Time
10 min.

Health Educator
Ladies, you know how it can happen. We’re walking down the street, and a brother approaches us and stops us. He might come at us with “hey shawty come here.” Or he might say “excuse me, can I talk to you a minute.” And then he might have some conversation, ask for your number, and either you give him the digits or you just keep on steppin’. And for the brother who you gave your number to, when he calls and asks you out, what is going on in your head? What are some qualities or characteristics you look for in a man or need to know before you start to date him or even give up your number?

(HE record participant answers)
Now that we’ve heard what you’re looking for, I’ve got a few brothas that are single and looking for a date..Let’s go through each scenario from handout 1-3 and tell me if you would or would not date them.

- Deon is 26 has a nice ride, has a good job in computers and has a great sense of humor. Deon is always at the clubs, he has lots of female friends. You heard that he cheated on a friend of a friend. Why would you date or not date Deon?

- Anthony is 23 and goes to school at Morehouse. He is real cute and is an Alpha man. He is really smart, but you heard he is pretty mean to his ex-girlfriend, and talks down to her a lot. Why would you date or not date Anthony?

- Jason is 25, has a steady job at Kinko’s and has finished two years at the local community college. Jason drives a hoopty, but is a good man, really nice and hard working. Why would you date or not date Jason?

- Khalil is 24 and was a basketball star in High School. He is in shape, cute and fine, and also has custody. Khalil is responsible father. Khalil really wants to get married and have more children. Khalil is thinking about going to college, but does not have the money to go to college. Khalil works as the Manager of the Mail Department at the local mall. Why would you date or not date Khalil?

Health Educator
Thank you for your responses. We all act different in different dating situations. The important thing is to focus on dating someone who you can have a healthy relationship, whether it’s just dating, he becomes your man or your husband. It’s important to find qualities in a person that can make you happy and compliment you. Now we are going to look more at relationships, and what to do when a relationship that begins as healthy becomes less healthy.
<table>
<thead>
<tr>
<th>POTENTIAL DATE</th>
<th>DATE HIM? WHY?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Deon</strong> is 26 and has a good job. However, he’s a known player</td>
<td></td>
</tr>
<tr>
<td><strong>Anthony</strong> is 21 and goes to college. However, he’s known to be physically abusive.</td>
<td></td>
</tr>
<tr>
<td><strong>Jason</strong> is 25 and really nice. However, he drives a hoopty.</td>
<td></td>
</tr>
<tr>
<td><strong>Khalil</strong> is 24 and very fine. However, he has custody of his son.</td>
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Healthy & Unhealthy Relationships

**Purpose:**
To discuss with the participants the influence of power, communication, respect and trust in a relationship.

**Materials:**
- “Pieces & Parts” Category Board
- Handout 1-4: pieces and parts

**Time:**
25 minutes

**Health Educator:**

The relationship we are in with our sexual partner can influence our ability to even bring up safe sex options to our partner. This can be especially hard if you are in a negative relationship. So in thinking about our past relationships and what you didn’t like about them, what do you think it takes to make a relationship healthy or positive?

- Allow participants time to answer and write down their responses. Also, be sure to mention power balance, good communication, respect, and trust.

If your relationship is made up of some of these factors then you should have no problem with negotiating with your boyfriend the importance of condom use. If your boyfriend values your decision to want to protect not only your own sexual health, but his too, then he will be appreciative for all the information you are learning today.

But let’s suppose that your boyfriend is not as supportive, what might an unhealthy or negative relationship look like?

- Allow participants time to answer, write down also mention: power imbalance, bad communication, and lack of trust and respect.

This might make it harder for you to negotiate with your boyfriend condom use every time you have sex. He might not value your decision to protect your sexual health as much as you do.
Healthy & Unhealthy Relationships, Cont'd.

**Health Educator:**

Ultimately, you have to determine for yourself, what your boundaries are and what you are willing to accept within your relationship. In order for you to clearly see the difference of being in a healthy vs. unhealthy relationship, we’re going to play a little game.

I have what we call “pieces & parts” of relationships. I’m going to give you all some “pieces & parts” and I want you to decide if each “piece & part” is healthy or unhealthy. Think about what we talked about that makes a relationship either healthy or unhealthy.

Remember there are no right or wrong answers. Then you can come up and place it on the posters and we’ll discuss them as a group.

- **Pass out “pieces and parts” as well as set up the Healthy & Unhealthy Board. Allow participants time to place their “pieces and parts” on the board and then have a brief discussion.**

**Health Educator:**

Thank you for your participation Handout 1-4 has the pieces and parts. Sometimes it’s hard when we are in a relationship to look at whether or not it’s healthy or unhealthy. We hope that this activity might help you in better defining for yourself what is you want in your relationships and what you don’t want.
Sex is the most important thing.

I feel energized being with the person.

I feel worn out and tired being with the person.

One person always decides what to do and where to go.

I have fun being with the person.

We are constantly fighting and making up.

I don’t spend time with my other friends anymore.

I don’t like to bring my boyfriend around my family or friends.

My man accepts me the way I am.

I feel closer to the person as time goes on.

I neglect my studies or work to be with this person.

I spend time by myself without the person.

I like being seen with this person.

I feel like I can go at my own pace sexually.

I stay in the relationship because it’s better than being alone.

I am afraid to bring up the subject of condoms or birth control.

I use our children as a way to spend time with him.

I go out with other people without the other person knowing.

The other person becomes angry when I disagree with him.

I don’t feel close to that person anymore.
Purpose:
To teach the participants about STDs and how having a STD can affect their health.

Materials:
- Handout 1-5: STD Chart
- Handout 1-6: What Can Happen When A Woman Gets a STD

Time:
10 minutes

Health Educator:

We just talked about healthy and unhealthy relationships and things we didn’t like about our x-boyfriends. Does anyone think getting an STD from their sex partner is a sign of a healthy relationship? (Allow participants time to respond). I didn’t think so.

Does anyone know what STD stands for? (Allow participants time to respond).

S stands for sexually, meaning you get it by having sex.
T stands for transmitted, meaning that it’s passed from one person to another.
D stands disease, meaning infection or illness.

So basically, STDs are infections that are passed from one person to another through sexual contact. That includes vaginal, oral, and anal sex. You get STDs by having sexual contact with an infected person. There are countless numbers of STDs out there, but we will only be discussing the most common ones that millions of women get every year. Handout 1-5 is a chart on various STD’s. It is very important to be aware of the symptoms, especially when dealing with a new partner.

Health Educator:

Now we are going to discuss what happens when a woman gets a STD.

▶ HE ask participants questions and wait for their responses before reading answers

1. CAN YOU TELL IF YOU HAVE A STD?
   Most of the time a woman cannot tell if she has a STD and most of the time she cannot tell if her partner has a STD.

2. CAN A WOMAN STILL HAVE A BABY?
   Yes, but when a woman carries a STD inside her untreated, for a long period of time, she can become infertile. Also if she has the baby she can go into labor early, loose the baby or have an uterine infection after delivery.

3. WHAT CAN HAPPEN TO AN UNBORN CHILD?
   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 mean blindness, brain damage, and even death for your unborn or newborn baby.
Health Educator:

4. DOES A WOMAN EXPERIENCE PAIN? (When she gets an STD)
STDs can be painful. They can make you so uncomfortable that it hurts to urinate or have sex. (Of course, urinate means to tinkle, pee, do number 1, etc.)

5. CAN A STD CAUSE CANCER?
STDs can increase your risk of cancer. One very common STD (genital warts) increases a woman’s risk of cervical cancer.

6. CAN STDs INCREASE YOUR CHANCES OF GETTING HIV?
Yes, because having a STD creates openings in your vagina, and that makes it easier to get HIV. HIV/AIDS is a deadly, incurable STD.

Health Educator

It is important to protect yourself against STDs, they can have a very negative impact on your health, especially for women. It is also VERY important that if you use other birth control methods besides a condom like the pill, the patch or the shot these DO NOT protect against STDs or HIV. A condom is the only method of birth control that protects against STDs.

Refer to Handout 1-6, which is a list of all these questions and answers we discussed.

Are there any more questions about STDs, their symptoms, how they are spread?
# Common Sexually Transmitted Disease (STD) Facts

<table>
<thead>
<tr>
<th>STD</th>
<th>SIGNS TO WATCH FOR</th>
<th>HOW STD IS SPREAD</th>
<th>AFFECTS WHEN UNTREATED</th>
</tr>
</thead>
</table>
| HIV/AIDS     | • Symptoms can show up a few months or a few years after contact with HIV (virus that causes AIDS)  
• Can be present for years without symptoms  
• Unexplained weight loss, and/or fatigue  
• Persistent flu-like symptoms, swollen glands  
• Diarrhea  
• White spots in mouth, peeling skin rash  
• Women may have persistent yeast infections | • During vaginal, oral, and anal sex with someone infected with HIV/AIDS  
• When sharing infected needles to inject drugs, get tattoos, or body piercings  
• Contact with infected blood | • You can pass HIV to sexual partner(s) or someone you share a needle with  
• HIV is incurable and may cause serious illness or death  
• HIV positive mother can pass STD to her baby in the womb, during birth, or while breastfeeding |
| GONORRHEA    | • Symptoms evident 2-10 days after sex  
• Most women and some men have no symptoms  
• WOMEN: thick yellow discharge from vagina; burning/painful urination or bowel movements; abnormal periods/bleeding between periods; severe cramps/pain in lower abdomen (belly) esp. after period  
• MEN: thick yellow or white drip from penis; burning/pain during urination or bowel movements; need to urinate more often | • During vaginal, anal, and oral sex with someone who has gonorrhea | • You can pass gonorrhea to your sexual partner(s)  
• Can lead to serious infection, reproductive organs can be permanently damaged  
• Sterility in men and women  
• Mother can pass it to her baby during birth  
• Heart problems, skin disease, arthritis, and blindness |
| CHLAMYDIA (OR NGU) | • Symptoms show 7-21 days after sex  
• Most women and some men have no symptoms  
• In men, can cause NGU  
• WOMEN: discharge from vagina; bleeding between periods; burning/painful urination; pain in abdomen, at times with fever and nausea  
• MEN: watery, white/yellow drip from penis; burning/painful urination | • During vaginal, anal, and oral sex with someone who has chlamydia | • You can pass chlamydia to sexual partner(s)  
• Can lead to more serious infection, can damage reproductive organs  
• Can cause sterility in both men and women (unable to have children)  
• Mother can pass it to her baby during birth |
<table>
<thead>
<tr>
<th>STD</th>
<th>SIGNS TO WATCH FOR</th>
<th>HOW STD IS SPREAD</th>
<th>AFFECTS WHEN UNTREATED</th>
</tr>
</thead>
</table>
| **GENITAL WARTS** (HPV) | • Symptoms show up 1-8 mos. after contact with HPV; HPV is a virus that causes genital warts  
• Small bumpy warts appear on sex organs and around anus  
• Itching/burning around sex organs  
• Once warts disappear the virus HPV still remains in the body, which means warts can come back | • Spread during vaginal, anal, and oral sex with someone who has genital warts | • You can pass genital warts to your sexual partner(s)  
• Warts may go away on their own, remain unchanged, or grow and spread to size of tiny cauliflowers  
• Warts may grow and block vagina, urethra (hole urine exits from), or anus  
• As long as virus HPV is active in the body, the warts can return  
• A mother with warts can pass it to her baby during birth |
| **Human Papilloma Virus** (aka HPV) | • More than 80 types of viruses, many cause non-cancerous tumors, known as warts  
• 30+ viral types known to cause genital infections  
• Virus causes warts on palms, soles of feet, or genitals  
• May be size of nickels, or so tiny they seem invisible  
• Symptoms/warts may not show for years | • Most commonly spread through sexual activity or touching infected genital areas | • Abnormal Pap smear  
• Some types now recognized as major cause of cervical cancer particularly in women  
• Can cause cancer in both men and women  
• Genital warts grow, bleed during pregnancy |
What Can Happen When a Woman Gets an STD?

1. CAN YOU TELL IF YOU HAVE AN STD?
   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. CAN A WOMAN STILL HAVE A BABY?
   Yes, but when a woman carries a STD inside her and it goes untreated for a long period of time, she can become infertile. Also if she has the baby she can go into labor early, loose the baby or have an uterine infection after delivery.

3. WHAT CAN HAPPEN TO AN UNBORN CHILD?
   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 mean blindness, brain damage, and even death for your unborn or newborn baby.

4. DOES A WOMAN EXPERIENCE PAIN?
   STDs can be painful. They can make you so uncomfortable that it hurts to urinate or have sex (Of course, urinate means to tinkle, pee, do number 1, etc.)

5. CAN A STD CAUSE CANCER?
   STDs can increase your risk of cancer. One very common STD (genital warts) increases a woman’s risk of cervical cancer.

6. CAN STDs INCREASE YOUR CHANCES OF GETTING HIV?
   Yes, because having a STD opens your vagina up more, and makes it easier to get infections including HIV/AIDS. HIV/AIDS is a deadly, incurable STD.
Contagious Lovin’

Health Educator:

We have already given you some brief information on just a few of the many STD’s that are out there affecting young African American women. However, there is an extremely important aspect that we must address concerning STD’s. We mentioned it briefly earlier, but it is so important that it deserves to be mentioned again. If you haven’t guessed it by now I’m talking about STD reinfection or Contagious Lovin’.

[HE plays Truth Hurts CD for a few minutes and then turns it down to a very low volume while continuing to talk]

The Truth Hurts, but the fact of the matter is that when you discover that you have an STD and seek treatment, your partner MUST be treated too.

You don’t really know what his sexual life was like before you got together. He may have contracted an STD and never knew it. Remember, you may or may not have symptoms you can see or feel, but that doesn’t mean that the disease is not there!

If you have an STD, the risk of being infected with HIV is greater. Your partner may be HIV positive and not even know it. That’s why it is so important to make sure that you and your partner see a doctor regularly and be certain to get tested and treated for all STD’s, including HIV. If only you get treated and not your partner, you risk becoming reinfected by your partner and would then need to be treated again. It is a vicious and contagious cycle!

I’m going to read a situation that a sista named Monique is going through with her man Micah.

[HE reads the Monique and Micah role play aloud.]

Monique & Micah: How to Talk STD Treatment Role Play+++

Monique and Micah have been together for 3 months. Micah usually puts it down in the bedroom when they have sex, leaving Monique a little sore. However, this time Monique’s soreness didn’t go away and it just got worse. She went in to see her doctor about the pain and found out that rough sex wasn’t the reason behind all of her pain. Monique had tested positive for Gonorrhea and she felt like her world was coming to an end. She didn’t know if she got it from her last boyfriend or from Micah. The doctor told her to come back with her current sex partner so he could get tested and treated. Monique didn’t know what to do. She worried about how Micah would react and if it was her fault that he might have the STD, and getting him to come with her to the doctor to get tested and treated. Monique goes over to Micah’s place and he greets her at the door with a long passionate kiss and says “Are you ready to do the damn thang?”
Health Educator:

We must all remember to take positive steps towards living a healthy life by valuing our bodies. I can't stress to you enough that if you ever believe that you have an STD, inform your boyfriend so that he too can get the proper treatment he needs. We want to remind you again that you could possibly risk being reinfected with an STD if you are treated and you continue to have sex with an untreated partner. If you feel as though you're not sure how to approach your man about getting tested and treated, we will be giving you some information next week that should make it a little easier for you to talk about it. So now that you know the Hurtful Truth, make the decision to avoid Contagious Lovin'.
I’d like to summarize what we have talked about so far. We learned that being a STARS sister means being a strong Black woman and being able to rise above life’s challenges. The poetry that we read highlighted this and reiterated what wonderful phenomenal women are. We learned to be aware of negative signs in a relationship and even helped each other come up with positive ways to handle these negative experiences. We learned to recognize what we as women want in a partner so that we don’t settle for what we do not want, particularly by recognizing the unhealthy aspects in a relationship. As women, STD’s can have a negative impact on our lives, and as STARS sisters, we have become educated about STD facts, warning signs, what happens when a woman gets an STD, and the importance of seeking treatment for yourself and your partner should you become infected.

Through these activities, we also identified one of our most valuable possessions, our body, and how we should value our body and our health. These affect the different decisions we make, especially in terms of our sexual health and our sexual lifestyles.

Therefore, in the next portion of our session, we are going to talk more about sex, relationships and communicating with your partner and how we can continue to value our body and ourselves.

Now we will have a short break.

We will start again promptly at ________________
Douching Jeopardy

Health Educator:
We are now about to move into a subject I’m sure we all know about or have heard about.

➢ **Have products laid out.**

Can anyone tell what these products are on the table? *Allow the participants time to answer.* Have any of you ever used these products before? *Allow the participants time to answer.*

Now we’re going to play a game called, Douching Jeopardy, to see how much we really know about douching and what it does for our bodies.

➢ **Divide the participants up into two groups. Let the teams pick a number to see which team will go first.**

We 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. If Team A gets the question wrong they don’t get that point. We’ll go back and forth until there are no more questions. *(HE read from douching jeopardy handout)*

This is just a fun way for us to see how much we know about douching!

➢ *Allow the participants time to play the game and thank them for playing the game. Ask the girls to stay in their same teams. Then lead into a discussion on what douching does. When you complete the game ask participants to turn to Handout 1-10 Douching Facts.*

Health Educator:
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 trichomoomoniasis.
➢ Douching can increase your chance of not being able to have children at all.
Douching Jeopardy

- 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
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 difficult pregnancy

- You should never douche after you have sex

- Douching increases your chances of getting STDs

- Douching is NOT recommended by any health department or private clinics
Understanding Risks

Health Educator
Now that we’ve talked about the danger of getting a STD lets talk about the different sex partners we can have in our relationships. Many of us have had different types of sexual partners. Some of these might include a boyfriend you love and have sex with, or someone you just met and were attracted to. We might also have sex with someone because we feel pressured to, or feel like we owe them. There is a risk of HIV and STD infection with any of your sexual partners, if you do not use a condom. It might be more difficult to use condoms with some sex partners than others. Although using condoms can be challenging, there are also ways that we can make it less difficult.

➢ Pass the bowl to the first person in the group and ask her to draw piece of paper and read aloud.

Health Educator:
Questions to be posed by the facilitator to participants about each type of sexual partner:

“Okay, (person who drew the partner type) what do you think are some challenges to getting (partner type) to accept using a condom?”

“Now what are some ways that can help (partner type) to be more accepting to using a condom?”

➢ Continue until each participant has pulled a partner.

Health Educator:
We’ve just gone over the different types of sex partners that people have and we’ve seen how using condoms can be difficult, depending on the partner. Yet there are also things we can do to help make our partners more accepting to using a condom and help keep us safe from HIV and other STD’s.
New boyfriend

Man that’s been to jail

Man who you suspect has an STD

Someone you met at a club

A baller (man with a lot of money)

Someone you drink and do ecstasy with

Your baby’s daddy

Friend

Someone who has sex with men on the down low

A man you suspect is injecting drugs
Let’s Talk About SEX!

**Health Educator:**

We are going to play a game called “sex hot potato.” I’m going to ask you questions that deal with how we feel about sex. The object of the game is to give the very first answer that comes to your mind when you get the “sex potato” and then quickly pass it to another group member. You shouldn’t take more than 3 seconds to respond. If a group member uses the response you were going to say, it’s okay to repeat it. However, we want to get as many thoughts out there as possible and we encourage you to think of something different. After all of the group members have received the potato, I’ll ask the next question. Let’s do an example question to get warmed up!

- When I say the word “food” what is the first thing that comes to your mind? (Allow participants to respond.)

Does everyone get the hang of it? Well let’s begin!

**Questions:**

1. When I say the word ‘sex’ what is the first thing that comes to your mind?

2. How does sex make you feel, physically and emotionally? (Special, close to your partner, good, dirty, used, etc.)

3. What do you like most about having sex? (The way it makes you feel, the closeness with your partner, etc.)

4. What do you like least about having sex? (Sex is messy, sex smells, my partners is selfish, etc.)

5. What can be some of the consequences of sex (Getting an STD or HIV, becoming pregnant, getting your heart?)

---

**Purpose:**
To begin talking about sex and some of the consequences of having sex too soon.

**Material:**
- Ball

**Time:**
10 minutes
Health Educator:

Thinking about all the things we just mentioned when we think about SEX and what SEX means to us, we see that the consequences of having sex, like getting an STD or HIV, having an unwanted pregnancy, or getting your heart broken can have serious long-term effects on your entire life as well as your body.

When you heart is broken you may have a hard time trusting guys later in life, a failed relationship may negatively affect your self-esteem, and if you get an STD or HIV you may never have children and your risk of getting cervical cancer is greater.

While sex may bring temporary pleasure, is one moment of pleasure worth your life, health, and heart?
What Are My Options: Part 1

**Health Educator**

Up to this point we have talked about a lot of things, including self-esteem, relationships, and sex. In talking about sex, we want to place emphasis on presenting healthy options that stimulate pleasure while at the same time protecting ourselves. As we prepare to conclude today’s workshop, we want to introduce you to five options that we would like you to consider. First, let me ask, when you think of the word ‘AMOUR’ what do you think of?

(allow participants time to respond)

Good responses. Much like you, we also think of 'love' when we think of AMOUR. Often times people equate sex and love together. Whether it’s because they love to have sex, or they have sex with people they love. In either case, we have developed the AMOUR model:

- A (abstinence)
- M (masturbation)
- O (oral Sex)
- U (uninfected Partner)
- R (regular use of condoms)

I’m sure most of you may want to comment on AMOUR, however our intention was to get you thinking about these options. Before we share with you, we would like for you to share your thoughts about ‘AMOUR’ by completing this questionnaire on Handout 1-9. On next week during the second workshop, we will actually elaborate more (get to the nitty gritty) on all of the options, allowing everyone to share their thoughts more candidly. Once you have completed the questionnaire, turn it in to the HE.

(HE pass out the Pre-test to participants)
## What Are My Options

### Would you consider:

<table>
<thead>
<tr>
<th>Activity</th>
<th>No</th>
<th>Maybe</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abstinence</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Masturbation</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Oral Sex</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Uninfected Partner</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Regular Use of Condoms</strong></td>
<td>1</td>
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</table>

### Do you foresee ________ as a pleasurable activity?

<table>
<thead>
<tr>
<th>Activity</th>
<th>No</th>
<th>Maybe</th>
<th>Yes</th>
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</thead>
<tbody>
<tr>
<td><strong>Abstinence</strong></td>
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<tr>
<td><strong>Masturbation</strong></td>
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<tr>
<td><strong>Oral Sex</strong></td>
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<tr>
<td><strong>Uninfected Partner</strong></td>
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<tr>
<td><strong>Regular Use of Condoms</strong></td>
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</table>

### Do you consider ________ as a healthy sex option?

<table>
<thead>
<tr>
<th>Activity</th>
<th>No</th>
<th>Maybe</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abstinence</strong></td>
<td>1</td>
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<tr>
<td><strong>Masturbation</strong></td>
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<tr>
<td><strong>Oral Sex</strong></td>
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<tr>
<td><strong>Uninfected Partner</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td><strong>Regular Use of Condoms</strong></td>
<td>1</td>
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### How much control would you have over ________?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Low</th>
<th>Some</th>
<th>High</th>
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</thead>
<tbody>
<tr>
<td><strong>Abstinence</strong></td>
<td>1</td>
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<tr>
<td><strong>Masturbation</strong></td>
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<tr>
<td><strong>Oral Sex</strong></td>
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<tr>
<td><strong>Uninfected Partner</strong></td>
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<tr>
<td><strong>Regular Use of Condoms</strong></td>
<td>1</td>
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</table>
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:**
Ladies, thank you for your participation today! We talked about a lot of things today, from relationships, self-esteem and communication with your partner. We want you to remember what we talked about and take it with you, as well as remember when we get together again next weekend! Thank you all for your participation!

Now, we want to know what you think about today’s session. This is your chance to rate what we’ve done for the past five 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 is poor
- 2 is fair
- 3 is good
- 4 is very good
- 5 is excellent
**EVALUATION**

**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>Very 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>
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<td>4</td>
<td>5</td>
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<tr>
<td>2. How well prepared were the STARS Health Educators?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>3. How well were the activities/information presented?</td>
<td>1</td>
<td>2</td>
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<tr>
<td>4. How well did the activities encourage your participation?</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>5. How clearly were your questions answered?</td>
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<tr>
<td>6. How clear were the session handouts?</td>
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<tr>
<td>7. Was there enough time for discussions?</td>
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**How would you rate each of these activities you did today?**

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<tbody>
<tr>
<td>8. Phenomenal Woman</td>
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<td>2</td>
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<tr>
<td>Poem by Maya Angelou and discussion</td>
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<tr>
<td>9. Value of My Body</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Ways to value our body as temples &amp; improve ourselves</td>
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<td>10. X-Factor</td>
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<tr>
<td>Discussion on how to deal with bad past relationships</td>
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<td>11. The Dating Game</td>
<td>1</td>
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<tr>
<td>Qualities you look for in a dating partner &amp; dating scenarios</td>
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<tr>
<td>12. Un/Healthy Relationships</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>Determining the signs of good/bad relationships</td>
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<tr>
<td>13. Speaking of STDs</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Discussion about the effects of STDs on women &amp; their health</td>
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<tr>
<td>14. Contagious Lovin’</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The importance of Partner STD treatment</td>
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<tr>
<td>15. Douching Jeopardy</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Going over the dangers of douching</td>
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<tr>
<td>16. Understanding Risks</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Discussion to identify risk among different sexual partners</td>
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<tr>
<td>17. Let’s Talk About Sex</td>
<td>1</td>
<td>2</td>
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<td>5</td>
</tr>
<tr>
<td>Sex “hot potato” game</td>
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</tr>
<tr>
<td>18. What Are My Options, Pt. 1</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Brief Intro/Personal perception about the AMOUR options</td>
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</tbody>
</table>
19. Was there anything about today's workshop that you did not like?

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

20. What did you like the best?

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

21. Something new I learned was

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

22. Did you have to pay a babysitter to participate today?
   YES
   NO

23. Did you have to take the Marta, bus or any other form of paid transportation today?
   YES
   NO