STARS

GROUP ICEBREAKER

PROGRAM INTRODUCTION
Greeting and Icebreaker

Health Educator:
Welcome to STARS! I'm glad that you decided to join us! My name is ________ and I will be getting you started this morning!

Health Educator:
Okay ladies, let's do a little fun activity that will get us up and energized for today's workshop! First, we're going to need to form a circle.

Go around circle only once.

Now let's add a twist! I'm going to pass the ball around again, but you have to think of one word that describes a positive aspect about yourself. We need for you to say the positive aspect and then your first name (i.e. Intelligent Tanisha).

Go around the circle once.

Okay, now we're going to just throw the ball randomly around the circle. You have to say the name of the person you are throwing the ball to and you can't throw the ball to the same person back to back.

After everyone has received the ball…..

Can any of you ladies go around the room and give everyone's positive aspect with their name?

Thanks for playing and I hope that you all know each other's name now! Just to be sure we don't forget, I'd like everyone to make sure that your nametag is on at all times. Please enjoy this candy that you all worked so hard for while we spend some time learning about The STARS Program.

Pass out candy to participants.

Purpose:
To greet each STARS participant and reinforce the message of timeliness and enhance group bonds.

Materials:
- Candy
- Ball

Time:
10 minutes
Program Introduction

**Health Educator:**

Now that you have gotten to know everyone a little better, let’s talk about why we are here today and what the STARS program is all about.

African-American women are at the greatest risk of HIV infection. The STARS program was created in order to reduce the risk of HIV for African American women. This program is designed to teach women about positive choices they can make to protect themselves, be healthy and have a more successful life. It was also designed to instill a sense of pride, foster a sense of sisterhood among Black women and enhance our self-esteem. Today we will be talking about sex, relationships, and women’s health as a whole.

As part of the STARS program you will be asked to attend workshops. Our workshops offers important information, demonstrations and practice that you will need to know to stay healthy —both in your bodies and relationships. Our sessions are called “workshops” because very important work takes place—along with a lot of fun!

The group will last about 4 hours, with a break in the middle. Refreshments will be provided. If anyone has to go to the restroom they are located __________. We suggest that you go at the break because we will be covering a lot of information and we don’t want you to miss out on any of the fun.
Who are STARS Sistas?

Health Educator:

- **Display Poster 1 STARS Logo**

The two women pictured in our logo represents STARS sistas- a group of special young black women. STARS sistas are special because…

- They possess a sense of inner and outer beauty
- They are motivated to help themselves and others
- They have an inner strength that helps them meet life’s challenges

The STARS workshop is designed to teach black women like you to become STARS sistas. You’ve already shown me that you have what it takes to become a STARS sista – you’re responsible, motivated, and willing to learn new things.

I know you are responsible because you made a commitment to be here today and you kept that commitment.

You are certainly motivated! You got up early on Saturday morning, got dressed, and got yourself here! The fact that you are willing to try new things – like attending this workshop tells me you are ready to face new challenges.

Now we want to invite you to become a STARS sista. We’ve already talked about the things you will get when you join our group. Now let’s talk a little about what you will be asked to give when you join.

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**Purpose:**
The STARS motto and logo will be discussed. Participants will also be asked to commit to the program.

**Materials:**
- Poster 1: Logo
- Poster 2: Motto
- Poster 3: Pact
- Handout: STARS Pact
- Pens/pencils

**Time:**
10 minutes
The **STARS** Motto

**Display Poster 2.**

**Health Educator:**

As you all know, the name of the program is STARS. When you hear STARS what do you think of?

- **Allow participants time to respond to the question.**

Like you, I think that the image of a STAR is really special. So I wrote down all of my thoughts about stars to create a motto.

You will say the STARS motto together at the beginning of every STARS workshop or session. Look at these posters and read them out loud as a group. On the count of three…1---2---3

**Read Motto aloud with participants.**

---

**Health Educator:**

So what does the motto mean:

1. As individuals we have to respect ourselves. If we don’t respect ourselves no one else will respect us.

2. As African American women we have to be optimistic about our future. We can choose those things about our life that are positive, let go of the things in our life that are negative, and create new things in our life to be positive about.

3. As African American women we are spiritual. We should listen to our inner spirit for guidance and truth.
Poster 1

STARS
Sistas Talking About Real Solutions

“My Sistas, My Girls”
We are Strong Black women. We take Time to care for ourselves so that We can Achieve all that we are meant to be. We Rise to meet and overcome all of life’s challenges. We are the Start of a new generation of Women. WE ARE STARS!!!
The **STARS** Pact

**Health Educator:**

The first thing we ask you to give is your commitment to participate in the workshop and attend ALL follow-up appointments. The second thing we ask you to give is your support to other **STARS** sistas. We’ll read the **STARS** Pact to see exactly what I mean by that. Please turn your attention to these posters: "**STARS** Pact" and follow along as I explain what the **STARS** sisterhood requires of you.

- **Read **STARS** Pact aloud. Remember to read slowly while pointing to each point. Also, display Poster 3: **STARS** Pact.**

**Health Educator:**

Now I am going to pass out pens and a pact to each of you to read over and sign. After you have signed them, return them to me and I will make a copy for you to have for your journal by the end of today. I’ll keep the original for my records.

**Pass out the pacts for the participants to sign. Be sure to collect all of the copies.**
STARS PACT

I, ______________________________ agree to:

Commit to the STARS Program

Do my best to attend all workshops
Do my best to attend STARS reunions
Do my best to be on time

Participate in Workshop Activities

Listen
Share
Take part

Support my STARS sistas

Keep all personal information confidential
Try not to interrupt
Give everyone a chance to speak
Respect each other’s differences – don’t judge

Sign your name: ______________________________

Date: ______________
STARS PACT

I, _____________________________ agree to:

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Do my best to attend all workshops
Do my best to attend STARS reunions
Do my best to be on time

Participate in Workshop Activities

Listen
Share
Take part

Support my STARS sistas

Keep ALL personal information confidential
Try not to interrupt
Give everyone a chance to speak
Respect each other’s differences – don’t judge

Sign your name: ________________________________

Date: ____________________
## Group Guidelines

### Health Educator:

- Every good program should have some guidelines, and the STARS program has some guidelines in order for our group to run smoothly. Can anyone think of any guidelines that we should have for our STARS group?

  - (If no one volunteers, start with an example).
  
  - **Record participant answers on flip paper**

These are all great suggestions, if you look at our Poster 4, we also have some guidelines we thought of before.

  - (Only point out the ones that the group did not say).

Can we all agree to these guidelines?

  - **Allow participants time to answer**

Great, we will keep these posted throughout the day.

### Health Educator:

At this time we’re going to break you up into your groups for today’s workshop. Please listen carefully for your name to be called.
Group Guidelines

Confidentiality (privacy): we will be talking about very private things and we need to trust that we will not talk about the private lives of STARS sistas outside of the group.

No Smoking: this is a smoke free building.

Commit to the program: in order for everyone to get the most out of the program, it is important that you come to every session. Try to be committed to both workshops and ALL follow up appointments.

Participate in discussions: your personal experience may be very helpful to someone else. There are no stupid questions, answers, or comments. We are here to learn from each other, not to be critical.

Be on time: as you will see we have a lot planned for each session so it’s important that we start on time so we can end on time.

Participate in activities: many of the activities that we will be doing will make you think about issues that are meaningful to you and help you practice some of the skills we want you to learn.

Anyone is allowed to pass: you will not be pressured to participate in anything that may make you feel uncomfortable.

Have a non-judgmental attitude: don’t be quick to throw stones. We all have our different reasons for what we do and how we do it. We also all have our faults. The reason we’re here is to help each other make better, healthier decisions.

Respect each other: we need to listen to whoever is talking and respect them even if some of us disagree. This means that there should be no interrupting, whispering, giving funny looks or making fun of other group members. This means respect for each person’s space, too…please, no physical contact. Respect also means that we need to limit the amount that one person has to talk so others can have a chance to share, too.
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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.
Greetings/Icebreaker:  
**Two Truths & A Lie**

**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

**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 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.]
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.
Phenomenal Woman
Maya Angelou

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

**Purpose:**
To help the participants understand the value and worth of their body.

**Materials:**
- Paper bag
- Star cutouts
- Handout 1-2: Ways to Value My Body

**Time:**
15 minutes

**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!

Lets 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
The X-Factor

**Health Educator:**
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?

**Health Educator:**
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-girl friend, 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 its just dating, he becomes your man or your husband. Its 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.
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<th>POTENTIAL DATE</th>
<th>DATE HIM? WHY?</th>
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<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>
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</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.
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.
Speaking of STDs

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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, lose 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? (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>
<tbody>
<tr>
<td>HIV/AIDS</td>
<td>• Symptoms can show up a few months or a few years after contact with HIV (virus that causes AIDS) &lt;br&gt; • Can be present for years without symptoms &lt;br&gt; • Unexplained weight loss, and/or fatigue &lt;br&gt; • Persistent flu-like symptoms, swollen glands &lt;br&gt; • Diarrhea &lt;br&gt; • White spots in mouth, peeling skin rash &lt;br&gt; • Women may have persistent yeast infections</td>
<td>• During vaginal, oral, and anal sex with someone infected with HIV/AIDS &lt;br&gt; • When sharing infected needles to inject drugs, get tattoos, or body piercings &lt;br&gt; • Contact with infected blood</td>
<td>• You can pass HIV to sexual partner(s) or someone you share a needle with &lt;br&gt; • HIV is incurable and may cause serious illness or death &lt;br&gt; • HIV positive mother can pass STD to her baby in the womb, during birth, or while breastfeeding</td>
</tr>
<tr>
<td>GONORRHEA</td>
<td>• Symptoms evident 2-10 days after sex &lt;br&gt; • Most women and some men have no symptoms &lt;br&gt; • 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 &lt;br&gt; • MEN: thick yellow or white drip from penis; burning/pain during urination or bowel movements; need to urinate more often</td>
<td>• During vaginal, anal, and oral sex with someone who has gonorrhea</td>
<td>• You can pass gonorrhea to your sexual partner(s) &lt;br&gt; • Can lead to serious infection, reproductive organs can be permanently damaged &lt;br&gt; • Sterility in men and women &lt;br&gt; • Mother can pass it to her baby during birth &lt;br&gt; • Heart problems, skin disease, arthritis, and blindness</td>
</tr>
<tr>
<td>CHLAMYDIA (OR NGU)</td>
<td>• Symptoms show 7-21 days after sex &lt;br&gt; • Most women and some men have no symptoms &lt;br&gt; • In men, can cause NGU &lt;br&gt; • WOMEN: discharge from vagina; bleeding between periods; burning/painful urination; pain in abdomen, at times with fever and nausea &lt;br&gt; • MEN: watery, white/yellow drip from penis; burning/painful urination</td>
<td>• During vaginal, anal, and oral sex with someone who has chlamydia</td>
<td>• You can pass chlamydia to sexual partner(s) &lt;br&gt; • Can lead to more serious infection, can damage reproductive organs &lt;br&gt; • Can cause sterility in both men and women (unable to have children) &lt;br&gt; • Mother can pass it to her baby during birth</td>
</tr>
<tr>
<td>STD</td>
<td>SIGNS TO WATCH FOR</td>
<td>HOW STD IS SPREAD</td>
<td>AFFECTS WHEN UNTREATED</td>
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</tbody>
</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 wondered 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?”

Purpose:

To discuss the implications of reinfection and to emphasize the importance of partner treatment.

Materials:

Truth Hurts CD
CD player

Time:

10 minutes
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 reininfected 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'.
Summary

Health Educator:

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

Purpose:
To inform the participants about the importance of not douching.

Materials:
- Handout 1-7: Douching Jeopardy
- Handout 1-8: Douching Facts
- Douching products

Time:
10 minutes

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 trichomooniasis.
➢ 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

**Purpose:**
To discuss different types of sexual partners, and identify risky sexual partnerships. Enable the group to find ways to manage STD and HIV-risk with different types of sexual partners.

**Materials:**
Partner strips

**Time**
15 minutes

**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 ?)
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

<table>
<thead>
<tr>
<th>Would you consider:</th>
<th>No</th>
<th>Maybe</th>
<th>Yes</th>
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<tbody>
<tr>
<td>Abstinence</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Masturbation</td>
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<td>3</td>
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<tr>
<td>Oral Sex</td>
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<tr>
<td>Uninfected Partner</td>
<td>1</td>
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<td>3</td>
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<tr>
<td>Regular Use of Condoms</td>
<td>1</td>
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<thead>
<tr>
<th>Do you foresee ________ as a pleasurable activity?</th>
<th>No</th>
<th>Maybe</th>
<th>Yes</th>
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<tbody>
<tr>
<td>Abstinence</td>
<td>1</td>
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<table>
<thead>
<tr>
<th>Do you consider ________ as a healthy sex option?</th>
<th>No</th>
<th>Maybe</th>
<th>Yes</th>
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<tbody>
<tr>
<td>Abstinence</td>
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<td>2</td>
<td>3</td>
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<tr>
<th>How much control would you have over ________?</th>
<th>Low</th>
<th>Some</th>
<th>High</th>
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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.

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<th>2</th>
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<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>Very Good</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

1. Overall, how much did you enjoy today’s workshop? 1 2 3 4 5
2. How well prepared were the STARS Health Educators? 1 2 3 4 5
3. How well were the activities/information presented? 1 2 3 4 5
4. How well did the activities encourage your participation? 1 2 3 4 5
5. How clearly were your questions answered? 1 2 3 4 5
6. How clear were the session handouts? 1 2 3 4 5
7. Was there enough time for discussions? 1 2 3 4 5

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

8. Phenomenal Woman
   Poem by Maya Angelou and discussion 1 2 3 4 5
9. Value of My Body
   Ways to value our body as temples & improve ourselves 1 2 3 4 5
10. X-Factor
    Discussion on how to deal with bad past relationships 1 2 3 4 5
11. The Dating Game
    Qualities you look for in a dating partner & dating scenarios 1 2 3 4 5
12. Un/Healthy Relationships
    Determining the signs of good/bad relationships 1 2 3 4 5
13. Speaking of STDs
    Discussion about the effects of STDs on women & their health 1 2 3 4 5
14. Contagious Lovin’
    The importance of Partner STD treatment 1 2 3 4 5
15. Douching Jeopardy
    Going over the dangers of douching 1 2 3 4 5
16. Understanding Risks
    Discussion to identify risk among different sexual partners 1 2 3 4 5
17. Let’s Talk About Sex
    Sex “hot potato” game 1 2 3 4 5
18. What Are My Options, Pt. 1
    Brief Intro/Personal perception about the AMOUR options 1 2 3 4 5
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
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## Workshop II

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<tr>
<td>HIV Name Game</td>
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<tr>
<td>What Are My Options: Part II</td>
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<tr>
<td>Why Choose Abstinence?</td>
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<td>Why Choose Masturbation?</td>
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<tr>
<td>Benefits of Masturbation</td>
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Evaluation
Greetings

Health Educator:

Hey Ladies! Welcome back to STARS! We are very happy that you came back for more fun and knowledge. Everyone should have put their name on the sign-in sheet. If you have not done so, please sign in during one of our breaks. Now, I know that it’s only been a week since we’ve last met, but I want to remind you of our group guidelines.

[HE displays Guidelines Poster]

Health Educator:

We’re going to be talking all about sex and the consequences of not protecting yourself today. Therefore, we need to really try to be mindful of our guidelines to ensure everyone’s comfort in the group. To make sure that we’re in the correct mindset to unify as a group, let’s begin by standing and reciting our motto we learned last week.

[HE holds up Motto poster]

Health Educator:

If any of you are anything like me, you forget names pretty easily. So, let’s do an activity to get us all reacquainted with each other.
**HIV Name Game**

**Purpose:**
To introduce the discussion of risks factors for HIV and other STD's.

**Materials:**
- Pencils
- Index cards

**Time:**
10 minutes

**Health Educator:**
We are now passing out index cards among the group. Would you all please take a minute and go around the room and reintroduce yourself to three young ladies and write their names on your card? *(Helpful hint, HE can also have the ladies find out each other’s favorite movie, favorite actor, musician, tv show, etc., while collecting names).*

**Health Educator:**
Now, look down and read the names on your cards. We are going to stretch our imagination and pretend that we were at the same party this weekend and you slept with everyone on your card.

**Health Educator:**
Now, turn your cards over… Someone has an ‘X’ on the back of their card, I’d like that person to stand up *(the health educator will always have the X on the card)*. Now, since ________ has an ‘X’ on her card we’re going to pretend that she has just been told she is HIV positive. How many of you have __________ name on your card? You’ve had sex with someone who is infected with HIV and you are now infected- so please stand up. Now, those of you still sitting down…look around the room and see if you have the names of anyone who is standing. You should have one of their names, so please stand up.

- **Continue this until everyone is standing.**
HIV Name Game, Cont’d.

**Health Educator:**

Now who has a ‘C’ on the back of their card? This means you used a condom correctly with ________ to protect yourself from getting an STD, so you can sit down. Choosing to use a condom correctly can protect you from HIV and other STDs.

**Health Educator:**

But… one of you has an ‘S’ on the back of their card. This means that you tried to use a condom, but it slipped off. So, you were infected after all.

Everyone look around. Notice that even though we started with only one person infected, quickly we all became infected. All of this happened without this person knowing she was infected. See, anyone can get HIV from having sex without a condom. Using a condom correctly each and every time you have sex helps to reduce your risk of getting HIV and other STDs.

For us this is just a game. We didn’t really have sex with each other, and we really didn’t become infected – but for many women this is not a game, it’s real life. It is important for us to take care of our bodies and value our bodies and protect ourselves against HIV.

Having HIV will change your life and your future forever. You can’t go back, but you can make the choice to be safe in your own life and move forward.
**What are My Options?**

**Purpose:**
To introduce different alternative options to having sex.

**Materials**
- Flip chart paper
- Amour Options

**Time**
15 min.

**Health Educator**
Remember when we talked about AMOUR and 5 different options we had for healthy sex? Does anyone remember those options we went over?

- Allow participants time to answer

Thank you! Now we are going to go over these 5 options for healthy sex in a little bit more detail using AMOUR which is:

- A=Abstinence
- M=Masturbation
- O=Oral Sex
- U=Uninfected Partner
- R=Regular use of condoms

We will also be using a goodie bag to help demonstrate these different sexual options. Our first option is abstinence. When you think of abstinence what do you think of?

- Allow participants time to answer

Abstinence is an option where you chose not to engage in any sexual intercourse. This option is the safest way to prevent STDs and HIV, because there is no exchange of body fluids or any risks of unintended pregnancy.
**What Are My Options, Cont’d.**

**Health Educator:**

Okay, now when you think about masturbation what do you think about?

*Give participants time to answer* (pleasing yourself or your partner, not exchanging bodily fluids, rubbing, touching, etc.)  **Write responses on paper.**

Masturbation is also an option many people don’t like to admit to doing. Believe it or not, masturbation is whatever you make it! It can involve rubbing, stroking, or touching your partner, yourself, or both! It is a way to satisfy yourself or your partner without exchanging bodily fluids, and a way to find out what you really like!

**Health Educator:**

What about oral sex? What do you think about when you hear the term “oral sex?”

*Give participant time to answer* (blowjobs, going down, using your mouth, sucking, getting ate out).  **Write responses on paper.**

Oral sex is another form of sex. This too is often taboo and not talked about, especially among the African American community. It involves using your mouth and tongue to please your partner or yourself. Some of these ways include licking, sucking, or kissing the vagina or penis. Oral sex is also a lower risk of transmitting the HIV virus because there is a low amount of exchanged bodily fluids.

What about having sex with a partner who has an STD? Does anyone want to have sex with someone they know has an STD?

*Give participants time to answer*

I hope not. And one way to avoid that is by having sex with an uninfected partner, and with regular use of condoms. That means using a condom each and every time you have sex. Another way of having an uninfected partner is to get tested for STDs and treated if you or your partner has an STD. If you or your partner don’t get treated you can give the STD to each other.
Why Choose Abstinence?

**Health Educator:**

- **Go to abstinence answers from “What Are My Options?” activities.**

We talked earlier about abstinence, and what we thought abstinence consisted of. Abstinence usually involves not engaging in sexual intercourse. Some people believe this also includes not participating in any other type of sexual activity as well such as oral or anal sex. Others may believe abstinence is not engaging in sexual intercourse, but participating in oral sex.

- **Ask the following questions and give participants time to answer after each question.**

Do you know anyone who has made a decision to be abstinent?

Do you think people can be abstinent and also be involved in a relationship?

**Health Educator**

Abstinence has also been referred to as Secondary Virginity as well. This is when a person has had sex, and decides they will not have sex again until the time is right for them, or even waiting until they are married.

Abstinence may not be the only choice available to you when it comes to making decisions about sex, but it is an option. It is also the only form of protection against HIV, STD’s and unplanned pregnancies.

We also know when we have sex with people there can be negative emotional and physical consequences. What are some of these negative consequences? *(Allow participants time to respond, generate responses on flip chart).*

What do you think some of the benefits being abstinent could be? *(Allow participants time to respond, generate responses on flip chart).*

Remember in choosing to be abstinence, you have to choose what is right for you, and explaining it to your partner. Abstinence is the best way to be free from unintended pregnancy, STDs and HIV!
Why Choose Masturbation?

Purpose:
Introduce masturbation as a safer sex option, and present the anatomy of a female and different masturbation techniques.

Materials:
- Vagina model
- Dildo
- Handout 2-1: Benefits of Masturbation
- Handout 2-2: “Oops” Lyrics

Time:
25 minutes

Health Educator:

We just finished talking about abstinence as a safer sex option, and now we’re going to move on to some other options. But first I want you to listen to some of the lyrics to a song called “Oops” by an artist named Tweet.

➢ **Play the tape.**

Now what do you think this song is talking about?

➢ **Allow participants time to answer.**

This song is talking about masturbation. She is turned on and wants to please herself. Masturbation is often thought of as taboo, and makes some people uncomfortable, but it is a safer sex option to bringing pleasure.

➢ **Present the model vagina.**

Health Educator:

This is a model of a vagina. We are going to go over a few parts of the female genitalia. Now can anyone show me where they think the g-spot is?

➢ **Allow time for participants to volunteer. If no one volunteers, HE shows participants.**

➢ **Helpful hint: The health educator should be showing participants different parts of the vagina with the model, and different masturbation techniques.**

The g-spot is basically in the back of the pubic bone at the top of the cervix, and is a major point of arousal. The exact location varies in each female. The way this spot can be primarily reached is through a vibrator or dildo. **Show participants vibrator and dildo.**

➢ **Show participants how to insert the vibrator.**

Another way without a dildo or vibrator is using your fingers. Put them inside around 12 o’clock, and press and rotate them inside the vagina.
Why Choose Masturbation, Cont’d.

**Health Educator:**

- Another source of stimulation on the vagina is the clitoris. *HE show the participants.*

The clitoris is basically under the hood of the vaginal skin, it looks like a little pea. *Show the participants where clitoris is.* It is actually the only human organ whose only function is sexual sensation.

There are ways to stimulate the clitoris. We will show you a few, but everyone is different to what they like. *Show participants clitoral stimulator then demonstrate each technique.*

One way is called “rolling”, where you can use your thumb and forefingers and roll the clitoris. Another way is just by rubbing the clitoris with your finger, or lightly tapping the clitoris. Even squeezing your thighs together and pressing them against your clitoris can be a source of stimulation. These are only some methods, everyone is different, don’t be afraid to explore!

**Health Educator:**

Masturbation does not have to just be a solo act. Mutual masturbation is also a safe alternative to sex option. You and your partner can satisfy each other without exchanging any bodily fluids. You don’t have to worry about STDs, HIV, or pregnancy, just sexual pleasure. Handout: “Benefits of Masturbation” goes through a few more benefits of masturbation.

Now we are going to also show you some ways to stimulate a male partner through masturbation.

- *Dildo model should now be out, and health educators ready to demonstrate male masturbation techniques.*

There are also different sources of pleasure on the male penis, besides the shaft of the penis. The testicles can be a source of pleasure, as well as the urethra opening.

A common way of masturbating a male, is by “fisting”, which is just taking a fist and stroking the penis. Other variations could be fist over fist, or maybe even using two fists if he has a larger penis. Fingers can also be used to stroke the shaft. There is also a method of masturbation that imitates having sex. This is by putting lots of lubricants on your hand, then squeezing and releasing the penis. Handout 2-1: gives you different techniques you can start off with, to see what works best for you and your partner.
Health Educator:

Remember exploration is key!
Bringing up masturbation to your partner can be difficult, and we also included a handout later for you about how to talk to your partner about masturbation.

Masturbation does not have to be taboo. It is a healthy way of sexual exploration and stimulation, and you don’t have to worry about any sexually transmitted diseases. It can also help you to find out what turns you and your partner on the most. **And the best thing is that you don’t even need to use a condom, so there’s no worry of STDs or HIV!!**
Handout 2-1

Benefits of Masturbation

➢ No exchange of bodily fluids-no worry of STD/HIV transmission
➢ Able to explore what type of sexual stimulation you/your partner likes best
➢ It's inexpensive!! No equipment necessary
➢ It loosens the body physically
➢ You can do it anytime
➢ It can bring you and your partner closer
➢ You can control sexual stimulation
➢ It can help make sexual ejaculation more enjoyable

Female Masturbation Techniques

Clitoral Stimulation:
Rolling: thumbs and forefingers on the clitoris, and roll it between fingers
Circular Rub: 2 fingers and circular rub over the top of clitoris
Tapping: Lightly tap finger on clitoris
Humping: Moving genitals against something firm or hard
Squeezing: Squeezing thighs together and pressing against the clitoris

G-Spot Play:
Rotating fingers: finger pressure at 12 o’clock towards your belly
Dildo play: inserting dildo inside
Good vibrations: using a dildo to reach g-spot

Male Masturbation Techniques

Fisting: Using fist and stroking the penis; stroking fist over fist; stroking with 2 fists
Finger Stroking: Use fingers to stroke the shaft of the penis
Vaginal Sexual Stimulation: lubricating hands, then squeezing and releasing penis
Mutual Masturbation: These activities can be done on each other at the same time...
Tell you what I did last nite  
I came home say around a quarter to three  
Still so high hypnotized in a trance  
From this body so buttery brown  
And tantalizing you would of thought I needed help  
From the feeling that I felt so shook I had to catch my breath  

Oops there goes my shirt over my head, oh my  
Oops there goes my skirt dropping to my feet, oh my  
Oops some kind of touch caressing my face oh my  
Oops I’m turning red who could this be?  

I tried and I tried to a point but this thing was happening  
Swallow my pride, let it ride and partied with this body  
Felt just like mine, I got worried  
I looked over to the left a reflection of myself  
That’s why I couldn’t catch my breath  

(chorus)  
I looked over to the left (I was looking so good I couldn’t reject myself)  
I looked over to the left (I was feeling so good I had to touch myself)  
I looked over to the left (I was eyeing my thighs butter pecan pie)  
I looked over to the left (coming out of my shirt then my skirt came down)  

(chorus) 2xs
**Purpose:**
To refine our participants knowledge of HIV/STD prevention.

**Materials:**
- Poster 6: OPRaH
- Handout 2-3: Do’s and Don’ts
- Handout 2-4: OPRaH
- Penis models
- Condoms
- Lubricants

**Time:**
20 minutes

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**Health Educator:**

As we learned earlier in the first half of the workshop it is very important for us to use a condom correctly **each and every time** we have sex in order to reduce our risks of getting an STD.

One reason many women don’t use condoms is that they DO NOT KNOW HOW to put a condom on their partners.

I’m going to teach you the CORRECT steps for putting a condom on your partner. If you already know how, it can be review for you to make sure that you are doing it right. If you are not currently sexually active, this is still a good skill to know.

When using a condom there are some important facts that you must remember. We have listed the facts on Handout 2-3: Do’s and Don’ts of condom use. Let’s take a minute to go over what some of those facts are.

- **Refer to Handout 2-3: Do’s and Don’ts. Introduce the group to condom use by talking about the Do’s and Don’ts of condoms.**

- **Helpful Hint: Refer to Health Educator Demonstration Sheet as you show the participants OPRaH.**

Now that we know the Do’s and Don’ts let’s practice using a condom. While it’s important to remember these facts, it’s also important to know how to use a condom correctly so that you are protecting yourself from getting a STD or HIV. We’ve created a fun way to remember the steps of using a condom—it’s called OPRaH.
OPRaH Cont’d

Health Educator:

Turn to Handout 2-4: OPRaH in your journal.

OPRaH consists of 4 simple steps- Open, Pinch, Roll, and Hold!

**O**= Open package and remove rolled condom without twisting, biting, or using your fingernails. This could damage the condom or allow fluid to leak out.

**P**= Pinch the tip of the condom to squeeze the air out, leaving ¼ to ½ inch extra space at the top.

**R**= Roll condom down on penis as soon as the penis is hard, **before** you start to make love.

**a** = and after sex is over…

**H**= Hold the condom at the rim or base while your partner pulls out after ejaculation but before the penis goes soft. You could lose protection if the condom comes off inside you.

- Hand out the condoms and models. Allow participants a few moments to handle the condoms and get over the giggles. After they have settled down, demonstrate how to put the condom on the penis model using the OPRaH steps.

Health Educator:

Now that I’ve shown you how to put a condom on CORRECTLY I want each of you to practice. I’d like each of you to put a condom on your model. We are going to walk around the room and observe you and answer any of your questions.

To become really good at putting a condom on your partner it takes practice. And while you’re putting the condom on your partner go ahead and check for signs of an STD.
Health Educator Demonstration of OPRAH

(Have participants refer to Handout 2-3)

Dos:

Use a latex condom

Check the expiration date

Use a water-based lubricant like K-Y jelly or Aqua Lube

Use a condom every time you have sex

Keep condoms in a cool, dry place

Do Not…

DO NOT use lambskin or natural condoms

DO NOT open condom package with teeth or nails

Do NOT use condoms more than once

DO NOT keep your condoms in the glove compartment of a car or near heat

DO NOT use oils like lotion, Crisco, baby oil or Vaseline to lubricate your condom

PERFORM: Vaseline condom demonstration.

1. Blow up condom
2. Rub Vaseline on one spot for about 3 minutes.
3. When condom breaks repeat message:
   “No oil-based lubricants!”

(Have participants refer to Handout 2-4)

- Display the plastic penis model.
- Display and describe condom samples – lubricated, non-lubricated, with special reservoir tip, etc.
- Demonstrate the following – describing your actions as you demonstrate!
  1. Open the package carefully without twisting, biting, or using fingernails.
  2. Demonstrate unrolling the condom a little bit to be sure it’s rolling down the outside.
  3. Pinch the tip of the condom, leaving ¼-1/2 inch of space at the tip where the semen will go.
  4. While still pinching the tip, unroll the condom all the way down to the base of the penis model.
  5. Smooth out any air bubbles that may be trapped inside. Add lubricant (water-based) on the outside of the condom.

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

Do…

Use a latex condom

Check the expiration date

Use a water-based lubricant like K-Y jelly or Aqua Lube

Use a condom every time you have sex

Keep condoms in a cool, dry place

Do NOT…

DO NOT use lambskin or natural condoms

DO NOT open condom package with teeth or nails

DO NOT use a condom more then once

DO NOT keep your condoms in the glove compartment of a car or near heat

DO NOT use oils like lotion, Crisco, baby oil, or Vaseline to lubricate your condom
Four Simple Steps - Open, Pinch, Roll, and Hold!

**O** = Open package and remove rolled condom without twisting, biting, or using your fingernails. This could damage the condom and allow fluid to leak out.

**P** = Pinch the tip of the condom to squeeze the air out, leaving 1/4 to ½ inch extra space at the top.

**R** = Roll condom down on penis as soon as the penis is hard, before you start to make love.

**a** = and after sex is over...

**H** = Hold the condom at the rim or base while your partner pulls out after ejaculation but before the penis goes soft. You could lose protection if the condom comes off inside you.
**OPRaH**

*Four Simple Steps* - Open, Pinch, Roll, and Hold!

**O** = *Open* package and remove rolled condom without twisting, biting, or using your fingernails. This could damage the condom and allow fluid to leak out.

**P** = *Pinch* the tip of the condom to squeeze the air out, leaving 1/4 to 1/2 inch extra space at the top.

**R** = *Roll* condom down on penis as soon as the penis is hard, before you start to make love.

**a** = *and* after sex is over...

**H** = *Hold* the condom at the rim or base while your partner pulls out after ejaculation but before the penis goes soft. You could lose protection if the condom comes off inside you.
**Reality Bites**

**Health Educator:**
Now we want to show you how to put on a female condom. The female condom is called the Reality Condom. It also serves as another form of protection against HIV. It is made out of polyurethane material and is good for people who are allergic to latex. The female condom covers the lips of the vagina and can further protect against STDs and can also be put on up to 8 hours before sex. It is also looser than the male condom and may constrict the penis less. Also, the female has the control of putting the condom on instead of the male!

Here are the steps to putting on the female condom. You can follow along in handout 2-5.

- **Health educator have model vagina and female condom out and demonstrate to participants:**

{steps for the health educator to remember in demonstrating the condom}

(expiration date should always be checked first)

- **R** - Remove condom from package, without twisting, biting or using your nails and unroll condom and its rings. The ring inside the condom is called the inner ring, and the ring connected to the opening of the condom is called the outer ring.

- **I** - Insert the inner ring inside the vagina towards the cervix being careful of not twisting the condom and insert until the outer vaginal lips (labia) are completely covered. The ring will fall into place once it is correctly inserted.

- **N** - Now after sex is over twist the outer ring and remove the condom by pulling it out, being careful not to spill contents.

- **G** - Get something to wrap the condom in and throw it away.

**HE:** participants if they have any questions.
4 steps.....

R-
Remove condom from package, without twisting, biting or using your nails and unroll condom and its rings. The ring inside the condom is called the inner ring, and the ring connected to the opening of the condom is called the outer ring.

I-
Insert the inner ring inside the vagina towards the cervix being careful of not twisting the condom and insert until the outer vaginal lips (labia) are completely covered. The ring will fall into place once it is correctly inserted.

N-
Now after sex is over twist the outer ring and remove the condom by pulling it out, being careful not to spill contents.

G-
Get something to wrap the condom in and throw it away.

Benefits to using the female condom!

Female controls condom use
Protects against HIV/AIDS and other STDs
Polyurethane conducts heat and feels more natural
Can be put in up to 8 hours before intercourse
Fits loosely and is not tight or constricting
Protects the vagina, cervix and outer lips
Doing it in the Dark

Health Educator:

Now that you’ve gotten the idea of how to correctly put a condom on, we are going to make it a little trickier.

We all know that when the time comes to practice your condom skills, you probably won’t be sitting in a room with a group of people practicing on models.

More than likely, it will be DARK and you won’t be in a position to see what you are doing. Therefore, you need to learn how to let your fingers do the walking and feel your way around to correctly use a condom.

I want you each to practice putting on a condom while you are blindfolded. It’s kind of like being in the dark.

Please pair off (in teams of 2) and take turns.

One person should blindfold the other and have the person with the blindfold on practice putting a condom on the model. The team member who is not blindfolded should coach the other woman and give her lots of feedback.

Remember to put the blindfold on before you even open the package.

When one team member is finished, switch places and let the other team member take a turn. Go ahead and start! We’ll walk around and see how you are doing.

Health Educator:

Doing it in the dark is not the only thing that can make correct condom use a little tricky. Drinking alcohol or using drugs can make it hard for you to practice safe sex as well.

When you are drunk or high you are likely to be irresponsible, indifferent, or careless. And you’re not able to make good decisions.
Word Of Mouth

**Purpose:**
To refine the participants' condom use skills while introducing a method of safe sexual intimacy.

**Materials:**
- Penis Models
- Condoms
  - Flavored
  - Non-lubricated
- Flavored Lubes
- Handout 2-6: O.R.A.L.
- Handout 2-7: How to Perform Safer Oral Sex
- Poster 7: O.R.A.L.

**Time:**
15 minutes

**Health Educator:**

It’s difficult to believe that in the new millennium the word is not out that oral sex is a fun and erotic alternative to sexual intercourse. Most of us have done it, yet we’re ashamed to admit it. I’m here to tell you ladies that there is absolutely nothing wrong with sparing your hips and using your lips.

There are many benefits to having oral sex, there is a lower STD risk, there are no worries about pregnancy, and you can still achieve sexual pleasure!

Turn to Handout 2-6: ORAL in your journal and let’s go over the four steps to have safe and enjoyable oral sex. We already learned about OPRaH now we’re going to get ORAL with it!

**O** = Open the package and remove the condom without twisting, biting, or using your fingernails. Pinch the tip of the condom by using your lips (instead of your fingers).

**R** = Roll condom on the tip of the penis with your lips. Continue rolling the condom down the shaft of the penis with your mouth and/or hands.

**A** = Action! You may choose to use your tongue and lick his penis vigorously or thrust up and down on the penis using your mouth.

**L** = Let your partner remove the condom from his penis while it is still erect (hard). If you desire to continue to have oral or vaginal sex, put a new condom on by following the steps of ORAL.

We are also going to show you how to make a dental dam.

- **HE demonstrate how to make a dental dam**

Now, let’s take a few minutes to practice getting ORAL with it! **HE: ask participants afterwards what they thought about ORAL (was it hard?) (did they like it?)**

Handout 2-7 also goes through the steps on how to perform safer oral sex.
O.R.A.L.

O = Open the package and remove the condom without twisting, biting, or using fingernails. Pinch the tip of the condom by using your lips (instead of your fingers).

R = Roll condom on the tip of the penis with your lips. Continue rolling the condom down the shaft of the penis with your mouth and/or hands.

A = Action! You may choose to use your tongue and lick his penis vigorously or thrust up and down on the penis using your mouth.

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L = Let your partner remove the condom from his penis while it is still erect (hard). If you desire to continue to have oral or vaginal sex, put a new condom on by following the steps of ORAL.
How to Perform Safer Oral Sex

To avoid risks during oral sex it is important to:

- Keep semen and vaginal fluids out of your mouth by using a condom or a dental dam
- Make sure that your mouth is healthy and that you don’t have bleeding gums, cuts, or mouth sores. The presence of blood will increase your risk of contracting an STD or HIV

Oral Sex on a Woman

In order to keep vaginal fluids out of your mouth:

- Purchase a dental dam
- Use a piece of plastic wrap (Saran Wrap) as a barrier between the mouth and the vagina, or
- Cut an unlubricated condom into a latex square

Oral Sex on a Man

In order to keep the cum out of your mouth:

- Use an unlubricated, non-spermicidal condom, or
- Use flavored condoms
What Turns You On?

**Purpose:**
Help participants establish what stimulates them sexually so they are able to set their personal boundaries as it relates to having or not having sex.

**Materials:**
- Handout 2-8: Personal Stimulation Thermometer

**Time:**
10 minutes

**Health Educator:**
In choosing any of the AMOUR options, it’s important to think about the sexual situations you can find yourself in where you can get so turned on it might be hard to use any safe sexual options. Being turned on and tempted can make it harder to focus and participate in safe sexual practices. It’s important to know.

What are some things you think of that can turn a person on sexually?

- **Allow participants time to answer.**

Turn Handout 2-8: “What turns you on?”

- **Helpful hint: Have a thermometer drawn on the flip chart and use it as an example of how you would rate things that turn you on before they do their own.**

**Health Educator:**
On the thermometer are spaces where you can list what turns you on. It represents what turns you on from the least tempting to the most tempting. For example, for most tempting I might put *(health educator insert an example)* and for least tempting I might put *(health educator insert an example)*. I know what my boundaries are, and something that will turn me on to the point I want to have sex. Take some time to fill out your thermometer. We have examples just to get you going, write down what turns YOU on. Also here are some post-it notes for you to list these answers on and post them on the thermometer.

- **Give participants time to fill out.**

I am now going to read what we put on the post-it notes. Thank you for participating.

Do you think it will be harder to practice a safe sex option knowing that your partner will want to do the things that turn you on? What are some things you can do to make this easier?

- **Allow participants time to answer.**

If you are choosing an AMOUR option you can still do the things you listed that turn you on, just be clear to your partner about your sexual intentions in the relationship, and your boundaries. Be assertive in expressing what you want!
WHAT TURNS YOU ON????

Handout 2-8

HOT!

COLD!!

- Back Massage
- Suckin' on neck
- Erotic Movie
- Sensual Kissing

Temperature Scale:
- 106
- 105
- 104
- 103
- 101
- 98.6
- 0
Rate your Options For Healthy Sex

**Health Educator:**

In your journal on Handout 2-9, you will find a worksheet that looks similar to the one that you completed during the last workshop. This time we would like you to indicate your opinions on the AMOUR options based on the information that you have learned.

What did you rate high on control and high on enjoyment?

- Give participants an opportunity to answer.

What did you rate low on control and low on enjoyment?

- Give participants an opportunity to answer.

How many of you think you would:

- (A) abstain from sex?
- (M) masturbate your partner?
- (O) perform oral sex on your partner?
- (U) get your partner treated for a STD?
- (R) use condoms every time you have sex?

(Allow participants time to answer each question)

Have a good time with the options that you rate high on control and enjoyment and stay safe! And remember if one option doesn’t work use another! I also want to show you the rest of the items in our goodie bag!
### What Are My Options Revisited

**Handout 2-9**

<table>
<thead>
<tr>
<th>Would you consider:</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>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you foresee ______ as a pleasurable 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>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you consider _____ as a healthy sex option?</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>
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<td><strong>Oral Sex</strong></td>
<td>1</td>
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<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>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How much control would you have over ____?</th>
<th>Low</th>
<th>Some</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abstinence</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Health Educator:

I’d like to summarize what we have talked about so far.

We learned about AMOUR, which means love, and 5 options of having safe sex, and how this shows love for ourselves and our bodies. Engage in the option that you have the most control over! If you feel like you don’t have any control over asking your partner to use a condom or getting him tested for a STD, then use the masturbation or oral sex option! We can have more control over these activities because all we have to do is tell our partner to sit back and relax! Sometimes men just want to release tension, and how it is done is not always the issue. Please your partner, and be pleased, and don’t put yourself at risk for HIV.

Next, we are going to learn different ways to give respect as well as have our man show us respect, learn more effective ways of communicating, and role play ways to realistically reduce our risks of getting STDs.

Now we will have a short break.

We will start again promptly at ________.
3 Ways to Say It

**Health Educator:**
As we can see different things go on in relationships. Knowing how to communicate your boundaries to your partner and what you want in a relationship is important. This could include how far you want to go sexually, if you want to use condoms, or your expectations in a relationship. Communicating your needs and wants to a new partner can be even more difficult, and you need to be clear about what you want and how you say it, which is why we are about to go over communication.

- Refer to Handouts 2-10, 2-11, and 2-12. Model each type of communication (passive, aggressive, and assertive) using the scenario MO’ HAIR BLUES. Remember to use the correct body lingo.

**MO’ HAIR BLUES Scenario**
You have finally decided to get your hair braided. Your girlfriend told you that her cousin does a really great job at braids. You go over to her house to get your hair done. After she braids your hair, you look in the mirror and the braids are lop-sided. You look “toe’ down!” The girl tells you that you owe her $150!! How do you respond?

**Health Educator:**
As we can see, there are different ways we can respond. We are now going to go over 3 ways of communicating. This is to also show you that there are different ways of communicating to your partner about your sexual desires. Even though we will go over 3, the last one is the one we really want you to “take home” with you.

- After each enactment, spend a few minutes discussing the characteristic body lingo and language of each type- passive, aggressive, and assertive. Help participants see the difference in communicating assertively such as: “I” statements, not blaming or criticizing.
PASSIVE

TOO LITTLE “ATTITUDE”

- Being unable to tell someone how you really feel about a situation, what you want, or what you need
- Going with the crowd when you are unsure of a situation
- Saying yes when you really want to say no
- Acting this way so that you will be liked, to be nice to someone, or to avoid hurting someone’s feelings

“Body Lingo” Characteristics

SPEECH: saying nothing at all, saying “um” a lot, skipping around the subject
VOICE: soft whining or whispering in tones as if afraid to speak up
EYES: not looking at the person, looking down or away
HANDS: shaking or constantly fidgeting
POSTURE: shoulders drooping, head down, unable to stand or sit without moving
AGGRESSIVE

TOO MUCH “ATTITUDE”

- Expressing yourself, standing up for yourself in a way that punishes, demands or threatens someone else
- Trying to get your way by putting someone else down
- Threatening or forcing a person to give you something
- Taking or getting what you want without considering the feelings and rights of the other person

“Body Lingo” Characteristics

SPEECH: cursing, name-calling, put downs, hostile remarks

VOICE: loud, tense, causing negative attention

EYES: cold, staring, angry, calculating, glaring

HANDS: pointing finger, waving fist, throwing hands up in a manner that dismisses that person (“talk to the hand syndrome”)

POSTURE: stiff, rigid, hands on hips, turning your back to/head away from someone while engaging in conversation
ASSERTIVE

THE RIGHT “ATTITUDE”

- Communicating your feelings and opinions in a direct and honest manner instead of hoping the other person will figure out what is on your mind
- Saying “NO” to things you don’t want or things that put you in a situation that threatens your well-being
- Expressing yourself honestly while considering the needs and feelings of the other person without jeopardizing your own needs
- Not letting others use you and not using others

“Body Lingo” Characteristics

SPEECH: honest, direct words
VOICE: clear, firm, confident, loud enough to be heard, but not too loud
EYES: direct eye contact, but not glaring
HANDS: relaxed
POSTURE: head raised, shoulders back, standing/sitting upright, sure of yourself
Health Educator:

These are different ways of communicating, and we really want you to “take home” the assertive style of communication. Remember though, if your partner does not agree to your sexual wishes, you do not have to engage in the sexual act. Remember your boundaries, and what feels comfortable for you.
**Purpose**
Have participants practice communicating in assertive amour style

**Materials**
AMOUR communication: Handout 2-13

**Time:**
10 min.

---

**Health Educator**
Now that we know the 5 options for practicing safe healthy sex, we are going to spend the rest of our time practicing how to communicate these options assertively to our sex partner also using 5 AMOUR communication options. Before we begin, can anyone describe the assertive style of communication?

*(HE allow participants time to answer)*

- Direct eye contact
- Using “I” statements
- Honest direct words
- Clear confident voice

---

Great, glad u remember the assertive style! Now we are going to role play these steps of communicating AMOUR options to our partner assertively. Turn to handout 2-13 to see if you can follow along.

**Communicating Love Role play:**

**Male:** I’m not really too sure about you bringing up stuff about using condoms. I don’t like the way condoms feel.

*(female should be listening intently to her partner)*

**Female:** I understand how you feel, but I really would like for us to protect ourselves, and I don’t want to get pregnant or get an STDs, and I think that using a condom can protect ourselves.

*(pause and dramatically listen to your partner)*

**Male:** I hear you, but dang condoms be ruining the mood and feelings.

**Female:** I know, and I know we haven’t used condoms in the past, but we can also make it fun, and I’d like to at least try using condoms so we can protect ourselves.

**Male:** Ok, maybe we can try it out.
Health Educator
That was a role play of communicating AMOUR. The main thing we want you to remember is to Listen to your partner and also address your concerns! And also, there are 5 AMOUR options, if one doesn’t work out you can use another! As we continue with the rest of the activities, we want you to remember this way of communication.

Are there any questions before we get you working on your communication of AMOUR?
**AMOUR COMMUNICATION**

**A=** Allow your partner to speak about his concerns. Just listen and don’t interrupt!

**M=** Make sure you validate your partner’s concerns. For example:

- I understand that you would like to...
- I realize that you want to...
- I appreciate the fact that you wish to...
- I think you need to... (this does not validate your partner’s concern)

**O=** OK PAUSE! (this allows your partner to realize you understand his concern)

**U=** Use I statements to assertively express your feelings and tell your partner what you want the both of you to do. For example:

- I know in the past we did ABC. Now I’d like to do XYZ, so we can both stay healthy...
- I’m concerned about getting pregnant I don’t want us to worry about that so let’s...
- I want to follow my doctors orders, the doctor said we should...

**R=** Remember to choose the best AMOUR option at that time for you and your partner
Excuses and Comebacks

**Purpose**
To get participants to practice using assertive communication with AMOUR options

**Materials**
2 Excuses and comebacks matching sheets

**How 2 Talk**
Handouts:
- Stand ground: 2-14
- Masturbation: 2-15
- Oral Sex: 2-16
- Treatment: 2-17
- Condom Comeback: 2-18

**Time**
20 min.

---

**Health Educator**
We have went through these 5 options for safer sex and steps for communicating these options. Communicating these options to your partner could be difficult. We are going to use this time to practice communicating assertively with your partner about these options by playing a game called “excuses” and “comebacks.” For example if your partner says I don't want to use a condom, they don't feel good, what can you say? *(allow participants time to answer)*

We want to see how good you are with matching up excuses with comebacks. We have the 5 AMOUR options and different comebacks and excuses for each option. We want you to divide up into two groups and match the excuses with the comebacks. Let's see who can come up with the matches first!

**HE: Show participants an example of the game**

---

**HE:** Thank you for your participation, you all did a great job! If you look at the handouts you'll see that we have generated more excuses and comebacks for you to look at using that assertive style of communication!
### If your partner says:

- **“We been doing it in the raw for months, why do we have to change now?”**

  - You can say:  
    - “Because I don’t want to have to worry about getting pregnant, getting a STD, or HIV. Either we use protection, or we just don’t have sex anymore.”

- **“You weren’t concerned about all of this stuff before”**

  - You can say:  
    - “You right. I wasn’t concerned before because I did not understand the risks before, but now that I have received this information, I want to do things differently and safer. I would appreciate it if you would do things differently with me, but if not, then we just won’t have sex anymore.”

- **“I know I’m clean (disease free). I haven’t had sex with anyone other than you since we been together.”**

  - You can say:  
    - “Thank you for your commitment to our relationship. As far as I know, I’m disease free too. But the best way for us to stay that way (disease-free) is to use protection or try a safer option. If you are not willing to do this, then we just won’t have sex.”

- **“No one has ever made me feel the way you do when I make love to you.”**

  - You can say:  
    - “I enjoy our lovemaking just as much as you do. And it can still be just as enjoyable and safer by using/doing _____. But if you don’t agree, then we just won’t enjoy it together anymore.”

- **“As much as I do for you, you now want to change the rules.”**

  - You can say:  
    - “I agree, you do a lot for me, but let’s not forget I do for you too. In a relationship you should do for one another because it’s in your heart to, not to make another person feel obligated to you. I am changing the rules for my protection and yours. Either you are willing to do this for me too, or we just won’t do it at all.”

- **“I have sexual needs. I like things the way the have been going. If you insist on changing things, then I will have to find someone else who can meet my needs.”**

  - You can say:  
    - “You have made yourself very clear about what’s important to you. Apparently my need to do things safely is not one of them. Since we do not value the same things, then I agree that it would be best that we stop having sex and go our separate ways.”

- **“Girl you know I love you, but I ain’t with this new stuff.”**

  - You can say:  
    - “I love you too, which is why I want us to do things differently and safer. You say you ‘ain’t with it’, but we haven’t even tried it yet. But I can’t make you do anything that you don’t want to. At the same time, I don’t want to do it the way we’ve been doing it, so then we just won’t do it at all.”
# How to Bring Up Masturbation with a Man Who Doesn’t Want to Hear It

<table>
<thead>
<tr>
<th>Your Partner Says:</th>
<th>You Can Say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Why can’t we have sex?”</td>
<td>“I want to experiment and try something new, and find out different ways to turn you on.”</td>
</tr>
<tr>
<td></td>
<td>“We don’t have to do anything, but you’ll be missing out on being turned on.”</td>
</tr>
<tr>
<td>“If we not gonna have sex, we might as well just not do anything.”</td>
<td>“Masturbation is for everyone, in fact there’s a song by Missy and this artist named Tweet that talks about it.”</td>
</tr>
<tr>
<td>“I never heard of Black people masturbating.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“No, I’m just saying why not try something new, and see what turns us on, to make our sex life even better.”</td>
</tr>
<tr>
<td>“You saying you don’t want to have sex with me anymore?”</td>
<td>“I know I have the real thing, which is why I want to find out what REALLY turns you on.”</td>
</tr>
<tr>
<td></td>
<td>“Exactly, I’m going to turn you on so much that you will ejaculate and be satisfied.”</td>
</tr>
<tr>
<td>“Why masturbate when you have the real thing right here?”</td>
<td>“You do satisfy me, and with masturbation we can learn how to satisfy each other even better.”</td>
</tr>
<tr>
<td></td>
<td>“I didn’t know wanting to be pleased sexually had something to do with your sexual orientation.”</td>
</tr>
<tr>
<td>“If we masturbate, its gonna turn me on, and it will just be like you are teasing me.”</td>
<td>“Actually I heard that masturbating can make your sex life better.”</td>
</tr>
<tr>
<td>“I can satisfy you, we don’t need to masturbate.”</td>
<td>“How do you know if we don’t try? I can explore more of what you like better by masturbating than us having sex.”</td>
</tr>
<tr>
<td>“Man only lesbians do that.”</td>
<td></td>
</tr>
<tr>
<td>“Masturbation is only for people who can’t get any.”</td>
<td></td>
</tr>
<tr>
<td>“Masturbation isn’t going to satisfy me like having sex will.”</td>
<td></td>
</tr>
</tbody>
</table>
### How to Talk Oral Sex with a Man that Doesn’t Want to Hear It

<table>
<thead>
<tr>
<th>Possible Excuses:</th>
<th>Possible Comebacks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Do you do this for every man you’re with?”</td>
<td>“No. What we have is special and I want to do special, sensual things with you.”</td>
</tr>
<tr>
<td>“My old girlfriends never offered to give head (oral sex), what kind of woman are you?”</td>
<td>“I’m the kind of woman that’s not afraid to please my man in the bedroom.”</td>
</tr>
<tr>
<td>“I don’t know where your mouth has been!”</td>
<td>“I’m clean of any diseases! But, I’m putting a condom on you to make sure we’re protected from any diseases.”</td>
</tr>
<tr>
<td>“How could you kiss the kids after that?”</td>
<td>“Have you ever heard of toothpaste and Listerine?”</td>
</tr>
<tr>
<td>“I want to really feel you lips and tongue. Can you hook me up without a condom?”</td>
<td>“There are ultra thin condoms that makes it feel like the real thing. Plus, I respect you and I want to protect us.”</td>
</tr>
<tr>
<td>“I’ve never been able to cum by just getting head.”</td>
<td>“You ain’t never got some from me and I got skills!”</td>
</tr>
<tr>
<td>“I cum too fast when I get head.”</td>
<td>“Wearing a condom will help make it take longer for you to cum.”</td>
</tr>
<tr>
<td>“True players never go down on a girl.”</td>
<td>“Almost all men go downtown for ladies, players too! Being a true player means you don’t tell everybody about it.”</td>
</tr>
<tr>
<td>“Cut-up condoms and real dental dams taste nasty as hell!”</td>
<td>“There are tasty flavored condoms and dental dams you can use. Flavored lubricants that are water-based can be used on condoms and dental dams too.”</td>
</tr>
<tr>
<td>“Pussy don’t smell good enough to eat.”</td>
<td>“We can take a shower together and we can wash each others’ body with good smelling gels and body wash.”</td>
</tr>
<tr>
<td>“You do me first, then I’ll do you!”</td>
<td>“How about we do 69 (oral sex at the same time) so that nobody has to wait!”</td>
</tr>
</tbody>
</table>
# How to Talk Testing & Treatment to Your Man

<table>
<thead>
<tr>
<th><strong>He Says...</strong></th>
<th><strong>You Say....</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>“Why do I need to go to the clinic to get tested and possibly treated?”</td>
<td>“It’s important to take care of your body by getting regularly checked.”</td>
</tr>
<tr>
<td>“Have you been cheating on me already?”</td>
<td>“No baby, I care about you so much and you’re all the man that I need. That’s why I want to make sure you’re alright.”</td>
</tr>
<tr>
<td>“Are you trying to say that I gave you something?”</td>
<td>“No, not at all, but STDs can stay up in your body if they are not treated, and could still be there from a past relationship.”</td>
</tr>
<tr>
<td><strong>I already got my physical this year and everything was fine.”</strong></td>
<td>“A physical doesn’t usually test for STD’s unless you tell them you have concerns. So, you still need to go get tested.”</td>
</tr>
<tr>
<td>“I don’t need to see a doctor. I would know if I had something!”</td>
<td>“You can’t tell that you have something from just how you feel and look. A lot of people don’t show any symptoms whatsoever.”</td>
</tr>
<tr>
<td>“We haven’t been together long enough to be getting diseases.”</td>
<td>“It only takes one time of having unprotected sex to potentially get something.”</td>
</tr>
<tr>
<td>“My insurance only covers one physical per year.”</td>
<td>“I know a place that you can go that you won’t have to even worry about paying for your care.”</td>
</tr>
<tr>
<td>“If I do have something, I’ll need to take medicines for weeks and I hate taking pills.”</td>
<td>“They have a lot of new medicines out there that take less than a week to finish. There are also pill crushers you can buy so that you don’t have to swallow whole pills. Also, a lot of medicines come in liquid too.”</td>
</tr>
</tbody>
</table>
### Possible Condom Comebacks

<table>
<thead>
<tr>
<th>Possible Excuse</th>
<th>Possible Comeback</th>
</tr>
</thead>
<tbody>
<tr>
<td>“They don’t feel like the real thing.”</td>
<td>“Condoms are very thin and can feel really natural, putting a drop of lubricant in the tip might even give more feeling.”</td>
</tr>
<tr>
<td>“Condoms are too small.”</td>
<td>“We can try different sizes. Let’s get the ones labeled ‘large’ or ‘maxx’”</td>
</tr>
<tr>
<td>“They are expensive.”</td>
<td>“Let’s share the cost.”</td>
</tr>
<tr>
<td>“You’re on the pill, I don’t need a condom.”</td>
<td>“I’d like to use it anyway. We’ll both be protected from infections we may not realize we have.”</td>
</tr>
<tr>
<td>“I don’t have one with me.”</td>
<td>“Well, I do.”</td>
</tr>
<tr>
<td>“They taste bad.”</td>
<td>“Let’s try the flavored condoms—they have all kinds.”</td>
</tr>
<tr>
<td>“I’ll lose my hard-on by the time I stop and put it on.”</td>
<td>“Let me do it and you won’t.”</td>
</tr>
<tr>
<td>“I’m allergic to condoms.”</td>
<td>“There are other condoms that are not latex that are OK like polyurethane.”</td>
</tr>
<tr>
<td>“We’ve been together so long that we don’t have to use condoms.”</td>
<td>“It’s because I want us to be together even longer that I want to protect us.”</td>
</tr>
<tr>
<td>“I love you! I wouldn’t give you anything.”</td>
<td>“Not on purpose. But many people don’t know they’re infected. That’s why this is best for both of us right now.”</td>
</tr>
<tr>
<td>“If you loved me, you wouldn’t ask me to use a condom.”</td>
<td>“I do love you, that’s why I want to protect you.”</td>
</tr>
<tr>
<td>“No one else has ever asked me to use condoms.”</td>
<td>“I don’t like to be compared to your other girlfriends.”</td>
</tr>
<tr>
<td>“I hate using condoms.”</td>
<td>“I realize you don’t like to use condoms, but I know you care strongly about me and this is one way you can show it.”</td>
</tr>
<tr>
<td>“You carry a condom around with you? Are you a ho?”</td>
<td>“The doctor gave them to me and told me to use them.”</td>
</tr>
<tr>
<td>“I won’t have sex with you if you’re going to use a condom.”</td>
<td>“Well, you’re going to have to get it from someone else then.”</td>
</tr>
</tbody>
</table>
Health Educator:
We have went over all the AMOUR options, and how to communicate these options with our partner. We also talked last week about healthy relationships, and how AMOUR is about healthy love and healthy relationship options. As women, we have to decide what our standards and boundaries are in order to have and maintain healthy relationships. Sometimes we may even have to break up if the relationship ends up not being what we need or want. In this activity we are going to talk about some things you can do when a relationship becomes an abusive or violent situation and how you can protect yourself before, during, and after a breakup.

If you decide that your relationship is unhealthy, you can do something about it. In fact, you have already taken the first step by becoming aware of the unhealthy aspects of your relationship. We do understand that it can be very hard to leave a relationship, but your safety is important, and it is also very important to know that abusers DO NOT CHANGE without PROFESSIONAL HELP.
Health Educator: 
How many of you had to break up with someone? (allow participants time to respond/raise their hand). 
What are some ways or things you said when you broke up with that person? (allow participants time to respond). 
There is no “one way” to break up with someone, and every situation is different, and can be difficult and hurtful. There are some suggestions that may make breaking up easier to go through. Some “Dos” we suggest would be to be clear why you want to break up, and how your relationship would resume. Would you still see or call each other or still be friends? Some of “Don’ts” we would suggest is don’t make threats or have sex one last time, follow him, try to give him a STD or spread false rumors to get revenge. Try to be clear in what you want and how you two will or won’t interact after the breakup.

Health Educator 
There is one more aspect of breaking up we wanted to talk to you about and that is relationship violence. Remember in ex-factor we talked about warning signs we could look for in relationships. What are some warning signs you can look out for with a male who is abusive? Allow participants time to answer and record answers.
Handout 2-19: Early Warning Signs of Relationship Violence also has some warning signs to look out for. Some of these are jealousy, controlling and possessive behavior, loosing his temper, blaming or mistreating you and saying you provoked him, getting angry when you are assertive, or blames women for all of his problems.

It is very important to look out for these warning signs, in order to protect yourself. Chances are if he is abusive in the relationship he could be abusive if you decide to break up with him. The desperate man who has been violent towards you could increase his violence during the breakup. Abusive people will not accept the end of the relationship and feel that they have nothing to loose if you are breaking up with them, and can lead them to act in desperate or dangerous ways.

**HHealth Educator**

Handout 2-20: What to do is a checklist of warning signs of lethality in a relationship. Lethality means the potential to kill, and the check list could help you decide if you are going into an explosive situation, breaking up with someone who has the potential to hurt, harm or kill you.

The checklist includes characteristics such *(HE go over handout)*. Please look over the checklist in more detail and see if any may apply to you or even someone you know. If you check three or more please seek the help you need now! In your resource guide are numbers you can call in order to receive help. You are not alone!

STARS sisters, we want you to be safe, especially in learning new skills and using assertive communication to interact with your partner. Your safety and well-being is very important, and so is staying in healthy relationship, and recognizing when you may need to get out of one.
Your Partner:

1. Is jealous and possessive towards you; won’t let you hang out or have friends; checks up on you and won’t accept breaking up.

2. Tries to control you by being very bossy; he gives orders or doesn’t take your opinions seriously.

3. Is scary. You worry about how he will react to things you say or do.

4. Is violent. Loses his temper quickly and brags about mistreating others.

5. Pressures you for sex; is forceful and scary before, during, and after sex; thinks of you as a sex object. Attempts to “guilt trip” you by saying, “If you really loved me you would....”

6. Gets too serious about relationships too fast.

7. Abuses drugs or alcohol and pressures you to take them.

8. Blames you when he mistreats you and says you provoked him, pressed his buttons, made him do it, or led him on.

9. Has a history of bad relationships and blames women for all the problems.

10. Your family and friends have warned you about him or told you that they are worried for your safety.

11. Gets angry when you are assertive about your wants and needs.
What to Do! Breaking up Danger!

If you check off three or more of these warning signs, talk to someone immediately! The Family Violence Center and/or the police are good places to start. You can also refer to the STARS Resource Guide you were given during the workshop sessions. Again, if you check three or more, please seek help now! Remember, men who are abusive DO NOT change without PROFESSIONAL HELP!

_____ OBSESSIVENESS: He is not only jealous, but “crazy jealous”. He accuses you of having sex with other people. He gives up a job or changes his schedule just so he can be with you.

_____ STALKING: He calls all the time, checks up on you, follows you or may have friends checking on your whereabouts.

_____ SUICIDAL: He says if you break up with him, he’ll kill himself. He may have already attempted suicide. He says things like, “Life isn’t worth living without you”.

_____ HOMICIDE THREATS: He has threatened to kill you. He may also say things like, “If I can’t have you, no one will”.

_____ SEXUAL VIOLENCE: He has gotten violent during sex or has directed violence toward sexual parts of your body.

_____ WEAPONS: He has weapons or knows where to get them. He has threatened you with weapons.

_____ ALCOHOL/DRUGS: He has a problem with these substances. He has claimed he isn’t responsible for/does not remember his actions while under the influence of alcohol or drugs.
Ask Sista Shanika

**Purpose:** To allow participants the opportunity to practice assertive communication skills.

**Materials:** Ask Sista Shanika letters

**Time:** 20 minutes

**Health Educator:**
There are two facts about most Black women. First of all, we’ve all had some drama trying to get our hair done right. Secondly, Black women always try to give advice to their girlfriends, good or bad. Let’s focus our attention on giving good advice to our girls! Does everyone know who Dr. Ruth is? Right, the famous sexual advice woman! Well, we’re going to give her newspaper/magazine advice column an ethnic twist.

Instead of asking Dr. Ruth for advice, our women will be **Asking Sista Shanika.** I have some letters from Black women that care about their sexual health. We will break into four groups, and I’ll give each group a letter. In your groups, you should read the letters and practice acting them out in a role-play so you can present it to all of us. Your small group will read the letter out loud to everyone and then act out your solution to the dilemma. Make sure to role-play the AMOUR communication that we went through so we can give our ladies healthy AMOUR advice! Then after each role-play, we will all comment on your decisions and come up with additional possible solutions as a group. You have 5 minutes to get it together with your small groups.

**Health Educator:**
Thank you for all of your assertive advice and comments. I can see that all of you really know how to communicate in the right way! It’s easy to come up with solutions to sexual and relationship crisis when you are with a group of women. It gets a little complicated when you’re face-to-face with your man in the bedroom. You need to remember what your boundaries are and express yourself assertively in order to communicate your needs.
Dear Sista Shanika

Last weekend I went out with my girls to Vegas Nights. While we were there, I met this guy on the dance floor. We really vibed together physically, and ended up talking and dancing close all night long. He kept offering me one drink after another. I knew from the way he smiled at me and touched me that he was serious about me. He invited me to go someplace quieter to talk, and suddenly we were in the men’s restroom together. We were kissing and making out and he wanted to have sex but didn’t have any condoms, and hates to use them. I didn’t want to make him mad so I had sex with him anyways. He wants to hook up again and says he likes me because I like it raw, even though I told him I prefer condoms. I don’t want to have sex with him again without a condom, but I don’t know what to say! Help!

-Worried in Washington, DC
Dear Sista Shanika,

I live with my boyfriend and a few months ago he lost his job. He said he was going to look for another one but all he does is stay home everyday, hangs with his boys, and sometimes drinks and smokes. When I get home my apartment is often dirty, plus he asks me to cook too. I am paying rent and all of the bills by myself. I ask him when is he going to start looking, and his answer is always “soon.” I really value work, taking care of home, and someone who is doing something positive with their life. I think that he is cheating on me, without using any protection. He doesn’t like to use condoms when we have sex; he says it’s not the same feeling. I’m getting worried about getting an STD. When I bring up using a condom it always turns into an argument. He makes me so mad that I don’t want to have sex with him anymore. We’ve been together for a long time and I love him, but I don’t know what I should do anymore! Help!!

-Angry in Atlanta
Dear Sista Shanika,

I have been participating in a couple of workshops with the STARS group, and now I am ready to make some healthy changes in my sexual life. I want to continue having sex with my man, but only if we use protection, namely condoms. He has told me before that he doesn’t like the way condoms feel, and that they turn him off. Do you think that if I try introducing condoms through oral sex, by putting them on his penis with my mouth, that he will be more willing to try it?

-Trying To Make a Change in Tampa
Dear Sista Shanika,

My man and I have had a few pregnancy scares, and are trying to tone down our sex life. We’ve talked about exploring other ways to satisfy ourselves sexually without actually having intercourse. Since he refuses to use condoms at all, I brought up the idea of mutual masturbation, and he was skeptical, but willing to try it. I even masturbated in front of him so he could see what it was like, and it turned him on. Yet, when we get intimate, he keeps trying to have intercourse with me. I brought up masturbation again, and he said, “we’ll try it next time”, but we haven’t. I don’t want to jeopardize my relationship or my future, but I can’t deal with the anxiety of an unexpected pregnancy again.

-Sexless in Seattle
Dear Sister Shaníka,

My man and I have been together for a couple of years. We have a pretty good relationship and are open with each other. One day I went to the clinic to get checked out because I had a foul odor and uncomfortable itch from my vagina. They told me I had an STD. I don’t even know how I got a STD, because I haven’t been creepin’ and I don’t think my man has either. The nurse also told me my man could be infected if we had unprotected sex (which we had), but might not have any symptoms. She said we both need to be treated, or else we will both keep reinfecting each other with the same disease. She said it’s also easier to get other STDs including HIV. I don’t want my man to think I cheated on him, but I don’t want us to be reinfected. Help, what do I do?

-STD positive in San Francisco
What Have We Learned?

**Purpose:**
To go over briefly with the participants the things that we have learned in the workshops

**Materials:**
- Handout 2-21: What We Have Learned

**Time:**
5 minutes

**Health Educator:**
Let's review what we've learned. Turn to Handout 2-21 in your journal.

You have learned that:

- You can protect yourself, your life, and your future from STDs and HIV as well as unintended pregnancies by using a condom EACH AND EVERY TIME to reduce your risks.
- You learned that condoms reduce your risks for HIV and STDs
- You have learned AMOUR 5-options for safe sex.
- You learned how to communicate assertively to your partner about what you want from your relationship.
- You recognized how valuable and precious you are.
- You are phenomenal despite past mistakes. You can always change and make healthier choices for your life.

**Reducing Risks = Healthier Behaviors = Healthier Lifestyle**
What Have We Learned?

We can **PROTECT** ourselves & our futures from:

- STDs
- HIV/AIDS
- Unplanned pregnancy

We can **DECIDE** to reduce our risk by:

- Using a condom each and every time we have sex

We learned 5 options for safe sex

- **A** = Abstinence
- **M** = Masturbation
- **O** = Oral Sex
- **U** = Uninfected partner
- **R** = Regular use of condoms

We can **ANTICIPATE** talking to our partners about our decision:

- Choose the right time
- Consider how he might react
- Plan and practice how we will respond

We can **COMMUNICATE** our decision in the right way:

- Speak assertively
- Show him you care about him and respect him
  (Listen carefully and respond respectfully.)

You all are **PHENOMENAL** women who can take control of your lives and future.
All that Jazz

**Purpose:**
To recognize the contributions of African American women who have helped shape our past, present, and future in music.

**Materials:**
Mixed Jazz CD
CD player

**Time:**
10 minutes

**Health Educator:**

We as African American women are so unique and have a great deal to be proud of. Almost all women have the powerful opportunity to birth life! However in the world of music, it was the African American women that overcame many obstacles to give life to and enhance the art of Jazz.

How many of you ever listen to Jazz music? [allow participants the opportunity to respond]

Who are some of the musicians you listen to? [allow participants the opportunity to respond]

Jazz music has such a wonderful history in America and played a big role in shaping all of the genres of music we enjoy today.

How many of you enjoy listening to “Neo-Soul” or “New Soul” music? [allow participants the opportunity to respond]

Who are some of the artist that “get” heavy rotation in your stereo? [allow participants the opportunity to respond]

Jazz and New Soul music grew out of many different influences and music including; African polyrhythms, work and slave songs, the call and response black gospel church, the Caribbean rhythms, ragtime, minstrelsy, brass-band music, and especially the blues. A number of social circumstances also played an important role in forming that great music including; slavery, emancipation, Jim Crow, and the peculiar experience African Americans have had in this country of being unfree in a free land.
Health Educator:

Two of America’s favorite Jazz musicians are Billie Holiday and Sarah Vaughan. Likewise, we have fell in love with two extraordinary “New Soul” artists by the name of Erykah Badu and Jill Scott. Let’s take a few minutes to listen to these 4 women with powerful messages and voices. Pay attention to how The New Soul artists are similar to their Jazz ancestors.

[HE plays the mixed Jazz CD]

Health Educator:

The African American female musician today represents strength and resiliency. The strength was born out of knowledge and respect for the past. The resiliency is expressed by the fact that the music continues to experiment and improvise. Jazz music is living proof that African American women are truly phenomenal in all facets of life!
Taking Care of You

**Purpose:**
Emphasize the importance of taking care of your outside as well as your inside.

**Materials:**
- Handout : 2-149Taking care of you

**Time:**
10 minutes

**Health Educator:**
We want to end this workshop with something to help us feel good about ourselves. It is important to take care of your outside as well as your inside. There are many easy things you can do...things that make you happy, feel good, and that will give yourself time to relax and unwind. In turn, you are CELEBRATING YOU!!

Handout 2-19 has some ideas about how you can take care of yourself, and celebrate you! For example:

- A manicure or pedicure
- Reading
- Listening to music
- Taking hot bubble baths
- Inviting friends over and just chill

We are giving you a goodie bag that has things in it that are only for you...simply celebrating you!

**Health Educator: Pass out the goodies among the participants.**
There are many different easy things you can do
To keep you feeling good that will give yourself
Time to relax and unwind so you can continue
To Celebrate You!…

Give yourself a manicure or pedicure
Read a good book or magazine
Light a candle or some incense and just relax
Listen to some of your favorite music
Take a hot bubble bath
Have a good meal by candlelight
Rent some movies
Try a new hair style or slightly new look
Get some paper out and do something artistic
Take up sewing and make some money
Invite a good friend over and just chill
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:**
At this time, we want to know what you think about today's session. This is your chance to rate what we've done for the past 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

We are going to give you about 5 minutes to finish it.
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</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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</tbody>
</table>

1. Overall, how much did you enjoy today’s workshop? 1 2 3 4 5
2. How well prepared were the STARS Health Educators? 1 2 3 4 5
3. How well were the activities/information presented? 1 2 3 4 5
4. How well did the activities encourage your participation? 1 2 3 4 5
5. How clearly were your questions answered? 1 2 3 4 5
6. How clear were the session handouts? 1 2 3 4 5
7. Was there enough time for discussions? 1 2 3 4 5

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

8. HIV Name Game
   Game demonstrating how easily the virus can be spread 1 2 3 4 5
9. What Are My Options-Revisited
   Introduction to the AMOUR model 1 2 3 4 5
10. Masturbation
    Benefits of masturbation & several technique demonstrations 1 2 3 4 5
11. OPRaH
    Demonstration & discussion about correct condom use 1 2 3 4 5
12. Doing It in The Dark
    Demonstration of how to apply a condom in the dark 1 2 3 4 5
13. ORAL
    Demonstration of how to apply a condom orally 1 2 3 4 5
14. What Turns You On?
    Recognizing your “hot spots” 1 2 3 4 5
15. 3 Ways to Say It
    1 2 3 4 5
16. Communicating Love
    Role play communicating AMOUR options 1 2 3 4 5
17. Excuses and Comebacks
    Discussion with examples about handling a resistant partner 1 2 3 4 5
18. Ask Sista Shanika
    Role playing different communication styles and excuse comebacks 1 2 3 4 5
19. All That Jazz
    Ways African American women contributed through music 1 2 3 4 5
20. Was there anything about today’s workshop that you did not like?
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
19. What did you like the best?
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
20. Something new I learned was:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
21. Did you have to pay a babysitter to participate today?
   YES
   NO
22. Did you have to take the MARTA or any other form of paid transportation today?
   YES
   NO
Project STARS

6 Month Reunion

Back for More Fun!
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**Total Time: 2hrs 55 min.**
STARS Bingo

Health Educator:
Hello ladies, welcome back to STARS!! It is so good to see everyone!!! We know a lot must have been going on with everyone in the six months since we have seen each other!! In order for us to all catch up, we are going to play a little game called STARS Bingo! I am going to pass out a sheet to everyone, and I want you to go around the room and write down the names of someone who fits the description in the box. The first person to get the names filled out in a row yell bingo! And u will get a prize! (Have candy to give as a prize).

- HE: pass out the STARS bingo cards, encourage the ladies to circulate around the room, and also play too!!
- Have a STARS mix CD playing

Bingo Questions:
Find someone who can…
- Say one line of the STARS motto
- Sing the Good Times theme song
- Name one of the things that can happen to a women when she gets a STD
- Put a condom on correctly

Find someone who…
- Likes to watch music videos
- Has had a birthday in the last 6 months
- Is glad to be here today!
- Has used one of the AMOUR options in the past 6 months with her partner
- Name the style of communication we want everyone to take home

Health Educator
Thank you ladies for your participation! We wanted you to get to know each other again and welcome you back to STARS!
<table>
<thead>
<tr>
<th>Find someone who can name and describe the style of communication we want you to remember</th>
<th>Find someone whose birthday was in the past 6 months</th>
<th>Find someone who can say the STARS motto</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find someone who can sing the Good Times theme song</td>
<td>Find someone who can show us how to put on a condom using OPRAH</td>
<td>Find someone who has used one of the AMOUR options in the past 6 months</td>
</tr>
<tr>
<td>Find someone who can name 2 things that can happen to a woman if she gets a STD</td>
<td>Find someone who can state why it’s important for her partner to get treated for a STD if she tests positive for an STD</td>
<td>Find someone who can name the 5 AMOUR options</td>
</tr>
</tbody>
</table>
Motto Review

**Purpose:**
Reintroduce STARS motto to participants

**Materials:**
- Motto Poster
- Guidelines

**Time**
5 min.

**Health Educator:**
Ladies, I just wanted to remind everyone what STARS is about, and to have us go over the STARS motto!

❖ **HE go over the STARS motto**

We also wanted to remind everyone of the guidelines we set up when we first met. (HE go over Guidelines poster).

Thanks ladies for your cooperation! I know we will have a good time today!
Health Educator:
In these next few activities we are going to focus on what powerful and beautiful black women that we are. I want to start out by talking about self-esteem. How would any of you define self-esteem?

(allow participants time to answer)

Self-esteem is how you think about yourself, your self-value and self-worth. This is especially important when you are asserting yourself, and caring about not only your body as we talked about in the first workshop, but your entire being, goals and dreams. There is a quote from the National Association of Self-esteem that says: “self-esteem is the experience of being capable of meeting life's challenges and being worthy of happiness.”

Your self-worth is very important, and can guide your behaviors.

As a black woman it can be especially hard to hold on to your self-worth and self-esteem. What are some challenges that you think black women go through that can negatively affect their self-esteem?

(allow participants time to respond)

Being able to overcome adversity is often a trait that black women have to continue to endure. How do you think a low self-esteem can affect a woman’s sexual choices and decision-making?

(allow participants time to respond)

A low self-esteem can have a negative effect on your sexual decisions. You might be less likely to assert yourself and your needs, and not communicate to your partner what you really want. This can be dangerous, especially when wanting to protect your self against HIV and other STDs, and even being in a healthy relationship. It is important to remember that if you don’t love and take care of yourself no one will! It can be hard at times to take time out to remember yourself and how valuable you are, but remember all of you are worth it! Handout 2 has some positive ways and affirmations self-esteem and holding on to your self-value and worth.
A Woman’s Worth
Holding on to your self-esteem

Remember you are a queen!

Some ways to maintain your self-esteem:

- Believe in yourself
- Choose friends who appreciate you for who you are. When you surround yourself with complainers or “takers”, your self-esteem suffers. Choose friends who encourage you. Friends are happy for, not resentful of, your growth and success.
- Let go of past hurts and forgiving others.
- Loving and accepting yourself unconditionally.
- Believing in your dreams and persisting to make your dreams become reality.
- Planning and setting attainable goals in life.
- Meditating and spending a few quiet moments by yourself each day.
- Visualize: See yourself achieving and prospering in life.
- Pray daily.

Remember! You are a unique, valuable, and worthwhile person, and this is not dependent on how other people view you.
Health Educator

Now that we have talked generally about self-esteem, I want us to focus more on our bodies. How we view our bodies can affect the treatment of our bodies. We are going to talk some about body image. When you think about Body Image what are some definitions that pop into your mind?

- **HE record and discuss participants answers**

As Black women it can be especially difficult to maintain a good body image because most of the time we see one body type depicted on videos, commercials and in magazines instead of all the wonderful shapes and sizes that Black women come in. We are going to do a little exercise to get us thinking about our body image and how the media can affect how we view ourselves.

Around the room are questions posted concerning body image. Please go around and write a tally mark if you agree with the question, then we will have a discussion.

**He pass out markers**

**Posted Questions:**
- Do you think the media has an affect on how women view themselves and their bodies?
- Do you think the media negative messages of body image?
- Do you think most women look in the mirror and like what they see?
- Do you feel that your body is beautiful?
- Do you think a woman’s view of her body can affect her level of comfort when she is intimate with a partner?

**Give participants time to go around the room and answer questions, play music.**
Health Educator:

Thank you ladies for your participation. HE go over participant responses ask participants why they responded the way they did.

Maintaining a positive body image is important. Even if you feel like you want to change things about your body, you can still have a positive body image. Body image is about being happy with yourself overall, and feeling love for your body and that your body deserves to be treated with love and care.

If you love your body it might be easier to ask someone to use a condom to protect your body or choosing not to have sex at all because you want to protect your body. Having a positive body image is important to treating your body in a healthy manner, all components of AMOUR.

All that said, sometimes maintaining a positive body image is easier said than done, especially when other people make negative comments about our body. Let’s read this poem Handout 3 by Lucille Clifton that shows how she celebrates her “big hips” that usually people comment negatively about. She takes a negative and make it into a positive. (HE read poem aloud: she celebrates their fluid movement, their freedom, and working a man).

➢ Ask participants if they have any comments on the poem.

The author of this poem tried to change the way people saw her body, and the way they viewed her. She accepts what she has (or doesn’t have) and also wanted to show that to everyone else. I know changing the way we view our bodies is not that simple, but it is a step towards the positive, and thinking about how we see our bodies and ourselves.
Homage To My Hips

these hips are big hips
they need space to
move around in.
they don't fit into little
petty places. these hips
are free hips.
they don't like to be held back.
these hips have never been enslaved,
they go where they want to go
they do what they want to do.
these hips are mighty hips.
these hips are magic hips.
i have known them
to put a spell on a man and
spin him like a top!

-Lucille Clifton
Now that we have talked about body image we are going to talk more about the media and some of the messages the media sends and how that can affect our body image. Can anyone tell me what your favorite song is? (Write down their list).

Ok now that we have a list of your favorite songs, let’s test your knowledge of the lyrics of some contemporary songs. We’re going to play a game called “What’s The Next Line?” In this game, we’ll break up into two teams. A portion of the song will be played and the teams need to come up with the line that comes next. Whichever team rings the bell first gets to answer, but if the answer is incorrect the other team gets a chance to respond. The team with the most correct answers correct wins!

HE: Play lyrics, read real lyrics if no one guesses

(Ask after playing songs)

- Who knew the “real” lyrics to the songs?
- Does some of the lyrics surprise you?
- How did the songs make you feel?

This was just a fun way for us to see that sometimes we really just don’t know what we’re singing when we’re singing it. For those of you who say, “I know that lyrics of some songs ‘dog’ women, but I like the beat.” I agree some of the beats are tight, however by singing along to the music, people who hear you may believe that you agree with the message or you can even become comfortable with saying the negative messages and words that are in music lyrics. Eventually you could begin to accept these messages as the truth and as a norm, but that’s not necessarily the case.
What’s the Next Line?

We have selected a total of 4 songs. We will play a portion of the song and once we stop the team captain must ring the bell and someone from the team must state the next few lines. If you ring the bell and don’t know, or if you get it wrong, the other team automatically gets a chance. Let’s get started.

HE NOTE: Don’t give the title of the song until the correct answers are given. Remember to pause as indicated by the words in this activity.
Erykah Badu, Common

LOVE OF MY LIFE

I met him when I was a Little Girl,
He game, He gave me poetry
He was my first
But in my heart I knew I wasn’t the only one
Cause when the tables turned
He had to break up
Whenever I got lonely or needed some advice
He gave me his shoulder, His words were very nice
But that is all behind me Cause now there is no other

STOP

NEXT LINE

My love is his and his is mine
My friend became the
Love of my Life You are my friend
50 CENTS
IN DA CLUB

Go, shawty – is yo birthday
We gon pary like is yo birthday
We gon sip bacardy like is yo birthday
And u noe we dun give a fuck if that’s yo birthday

[chorus]
You can find me in the club,
Bottle full of bub, look mami I got the ectasy in to taken drugs,

STOP

NEXT LINE
Im in there having sex I aint into making love,
So come give me a hug, if u in there getting rubbed
LL COOL J
I CAN LOVE YOU BETTER

Baby smile today
Cuz I been on that journey always
I’m gone love you better
When your friend’ll see you too
Just when you think there’s nothing else I can do
I’m gone love you better

When I think about the things we did
And I think about you having my kids
And when I think of us sharing a crib
Losing all that God forbid
STOP

NEXT LINE

You deserve flowers and candy, the simple things
In addition to the SL’s bigets and rings
Missy Elliot

WORK IT

Is it worth it, Let me work it
I’ll out my thang down flip and reverse it
It’s (flip it and reverse it backwards) backwards 2x
If you got a big (elephant) let me search it
    And find out how hard I gotta work ya
    It’s (flip it and reverse it) backwards 2x

I’d like to get to know ya, so I can show ya
    Put the pussy on ya like I told ya

STOP

NEXT LINE

Give me all you numbas so I could phone ya
    Yo girl actin stank then call me ova
Nelly, Kelly Rowland
DILEMMA

I love you, and I need you
Nelly I love you... I do I need you

No matter what I do, All I think about is you
Even when I ’m with my boo, boy you know I ’m crazy over you
No matter what I do, all I think about you
Even when I’m with my boo, boy you know I’m crazy over you

Check it, check it, check it
I met this chick and she just moved right down the block from me
And uhh she got the hots for me the finest thing my hood done seen

STOP

NEXT

But uh n, oh no, she gotta man
And a son, d’oh ooohhh, but that’s okay
Erykah Badu, Common
Love of my Life (An Ode to Hip Hop)

Way back, way back...ohhh
Way back, way back...ohhh....
I met him when I was a Little Girl,
He gave, He gave me poetry
He was my first
But in my heart I knew I wasn’t the only one
Cause when the tables turned
He had to break up
Whenever I got lonely or needed some advice
He gave me his shoulder, His words were very nice
But that is all behind me Cause now there is no other
My love is his and his is mine
My friend became the

Love of my Life You are my friend
Love of my life I can depend
Love of my life Without you baby
It feels like a sample true love
But this s*** didn't clear

A beat freak, y'all and ya don't stop
To the beat y'all and ya don't stop
A beat freak

Or could it be that it was All just so simple then
A teenage lover who said He’s just a friend
He moved around and we kept
In touch through his friend Mic
The world was young and he knew We couldn’t rush but

Whenever I got lonely Or needed some advice
He gave me his shoulder His words were very nice
But that is all behind me Cause now there is no other
My love is his and his is mine
A friend became the

Love of My Life You are My friend
Love of My Life I can depend, yeah yeah
Love of My life Without you baby Feels like a sample true love
But this s** didn't clear
Erykah Badu, Common
Love of my Life (An Ode to Hip Hop)

Y'all know how I met her
We broke up and got back together
To get her back I had to sweat her
Thought she roll with bad boys forever in many ways
Them boys made her better, to I had to let her (Never)
She needed cheddar and I understood that
Lookin' for cheese, that don't make her a hood rat (Rat)
In fact she's a queen to me, her light beams on me
I love it when she sings to me It's like that now

Love of my life
Oh you know you rock my world and
Love of my Life
You'll be boy And I'll be girl and
love of my Life
We don't stop until the break of dawn, oooh

Love of my Life
Ooh, you know you rock my world, and..
Love of my life..
You'll be boy and I'll be girl and
Love of my life Yeah...
50 Cents: In Da Club

Go, shawty- is yo birthday
we gon pary like is yo birthday
We gon sip bacardy like is yo birthday
and u noe we dun give a fuck if that's yo birthday
[chorus]
You can find me in the club,
bottle full of bub, look mami i got the ectasy in to taken drugs,
im in there having sex i aint into maken love,
so come give me a hug, if u in there gettin rubbed
[X2]
When i pull out up front u see the benz on dub's
When i roll 20 deep is 20 knives in the club
Niggas heard i fuck with dre now they wanna show me love
When you sound like eminem and the hugs they wanna fuck
But homie ain't nothing change hold down, G's Up
i see xzibit in the cut that nicca roll the weed up
If you watch how i move you mistake me fo a playa or pimp
Been hit wit a few shells but i dont walk wit a limp
in the hood the ladys saying 50 you hot
they like me, i want them to love me like they love popa
but how them new york, niggas tell ya im lo-co
when the plan is to put the rap game in a chock-hold
im feelin focus man, my money on my mind
got a mill out the deal and im still on the grind
Now shorty said she feelin my style she feeling my flow
He girlfriend with it get ride and we ready to go
[Chorus X2]
Mah flow, Mah show, brought me the doh,
that bought me all my fancay things,
Mah Crib, mah cars, Mah pools, Mah jewls,
look nicca i got kmart and i aint change
And you should love it, way more then you hate it
nicca you mad, i thought that you'd be happy i made it
Im that cat by the bar, toasting to the good light
You that fagget ass nicca trying to pull me back ride
When it dark, Well be pumping in the club, its on
i wit my eyes on my bitch, if she smiles, she gone
if the roof on fire, let that muthafucka burn
if u talken bout money homie, i aint concern
imma tell you banks homie cause go ahead switch the style up
if figgas hit the letta make watch the money pile up
or we go upside there wit a bottle of bub
you know where we fucking be
[chorus X2]
Dilemma
Nelly, Kelly Rowland

I love you, and I need you
Nelly I love you... I do I need you

No matter what I do, All I think about is you
Even when I’m with my boo, boy you know I’m crazy over you
No matter what I do, all I think about you
Even when I’m with my boo, you know I’m crazy over you

Check it, check it, check it
I met this chick and she just moved right up the block from me
And uhh she got the hots for me the finest thing my hood done seen
But uh no, oh no, she gotta a man
And a son, d’oh ooohhh, but that’s okay
Cause I, wait for my cue and just listen, play my position
Like a shortstop, pick up e’rything mami hittin
And in no time ... ( no time ) I...
I plan to make this wah-one mi- ine and that’s for sure
Cause , I, I never been the type to , break up a happy home
But uh, there’s something about baby girl I just can’t leave alone
So tell me ma whats it gonna be ? She said
You don’t know what you mean to me

[Chorus]

Check it check it check it, uhh
I see a lot and you look and I never say a word
I know how niggaz start actin trippin out here about they girls
And there’s no way, Nelly gon fight over
No day -hey -ame as you can see
But I, I like your steez, your style , your whole demeanor
The way you come through and holla and swoop me in his 2-seater
Now that’s gansta-aah
And I got a special ways to thank ya... don’t you forget it
But uh it aint that easy for you to pack and leave him
But uh you and dirty got ties for different reasons
I respect that and right before I turn to leave, she said
You don’t know what you mean to me
Dilemma  
Nelly, Kelly Rowland

[Chorus]

I love you and I need you  
Nelly I love you, I do  
And it's more than you'll ever know  
Boy its fo sho  
You can always count on my love  
Forever more, yeah yeah

East coast, I know you shakin right  
Down south, I know you bouncin' right  
West Coast, I know you walkin' right, cause  
Midwest, I see you swingin' right  
You don't know what you mean to me  
Repeat 2x

[Chorus]
Handout 7

Work It
Missy Elliot

DJ Please pick up your phone…I’m on the request line
Is it worth it, Let me work it
I’ll put my thang down flip it and reverse it
It’s (flip it and reverse it backwards) backwards 2 x
If you got a big (elephant) let me search it
And find out how hard I gotta work ya
It’s (flip it and reverse it) backwards 2x

I’d like to get to know ya so I could show ya
Put the p*&^& on ya like I told ya
Give me all yo numbaz so I could phone ya
Yo girl actin stank then call me ova
Not on ya bed lay me on ya sofa
Call me befo you come I need to shave my chocha
Ya do or ya don’t or you will or wontcha
Go downtown and eat it like a vulcha
See my hips and my tips doncha
See my ass and my lips doncha
Lost a few pounds in my whiffs for ya
Dis da kinda beat dat go ba ta ta ta
Brah ta ta ta ta ta ta ta ta ta
Sex me so good I say blah blah blah
Work it!
I need a glass of wata
Boy o boy its good to know ya

If u a fly gal get yo nails done
Get a pedicure Get yo hair did
Boy lift it up lets make a tosta
Let’s get drunk its gona bring us closa
Don’t I look like a Halle Berry posta
See da Bellvedere playing tricks on ya
Girlfriend wanna be like me neva
Ya won’t find a b@#*! that’s even betta
I make ya hot like Las Vegas weatha
Listen up close while I take ya backwards (said reversed)
I’m not a prostitute but I could give ya wacha want
Work It
Missy Elliot

I love yo braids and yo mouth full of fonts
Ya love da way my ass go ba bum ba bum bum
Keep ya eyes on my ba bump bum bum bum
You think you can handle this ga donka doonk doonk
Take my thong off and my ass go boom
Cut the lights on so you could see what I can do

Boys boys all types of boys
Black white Puerto Rican Chinese boys
Wy thos thyo thyo thing 2 x
Girls girls get that cash
If its nine to five or shaking dat ass
Ain't no shame lady’s do yo thang
Just make sho you ahead of the game
Just cause I gotta lotta things supa
Prince couldn’t get me change my name howpa
Kunta kinte a slave again no sah
Picture blacks sayin o yessa massa
Picture lil kim dating pastor
Minute man big red can out last ya
Who is the best I don’t have to ask ya
When I come out you won even matta
Why ya act dumb like ugggh duh
So ya act dumb like ugggh duh
As the drummer boy go ba rum pa pum pum
Give ya some some some dis in a cinn-a-bun

To my fellas
I like da way you work dat
Tot eh ladies
You sho know how to work dat
I Can Love You Better

LL Cool J

This is hard to say
I wanna make sure I go about this in the right way
Cuz lately I been busy a lot
And I know you don’t feel appreciated and what not
I used to tell you that your hair looked fly
Kiss you slow and stare in your eyes
Now I talk real foul and slick
Every other sentence is “you make me sick”
Back in the days I was your number one pick
Now your heart’s half broken and that’s hard to fix
I had to dig deep inside myself
cause I can’t see you bouncing with somebody else
It’s a long journey back to the place we was
When I was too embarrassed to admit I was in love
And you was my good girl who wouldn’t give it up
I can’t let us self –destruct

Baby smile today
Cuz I been on that journey always
I’m gone love you better
And your friends’ll see you too
Just when you think there’s nothing else I can do
I’m gone love you better

When I think about the things we did
And I think about you having my kids
And I think about us sharing; a crib
Losing all that God forbid
You deserve flowers and candy, the simple things
In addition to the SL’s baguettes and rings
Instead I walk around like I’m a king and having you ain’t nothing but a thing
I even stopped telling you the lovin was good
Too busy frontin in the hood
Baby girl, hold me tight don’t ever let go
I’ma do it real gentle baby nice and slow
One more chance baby and don’t say no
Cuz I got another side to show
Some say love is painful it helps you grow
Well its time for the pain to go, ya’know
I Can Love You Better
LL Cool J

Do you think I meant to hurt you no (repeat 2X)
So let's laugh together, cry together
God willing we gone die together

It's a brand new me, a brand new you
A brand new day, skies so blue
Hold my hand while I walk with you
Sit on my lap, lemme talk to you
No more games callin you foul names
Actin like females is all the same
I'm gone love you better, mentality changed
From this day forward I'll never be the same
I'ma rub your lower back, share my dreams
I love you, lemme show you what I mean
Give you the deepest love a girl ever seen
Watch you sleep so peaceful and serene
A toast to the queen, you're back in my life
But this time I'm gone do it right
Trust me from the bottom of my heart,
Nothings gonna tear us apart
Health Educator:
What we see is as important as what we hear. As we discussed earlier, on television, billboards and in magazines different companies suggest to us what being a woman should look like. Women are often presented in ways that make us appear insignificant, as mere objects or decoration, or generally less intelligent or powerful than men. These images present women in a very limited way. Because these images are seemingly everywhere, they can affect how we feel about ourselves. Let’s take a look at some images of women that we’ve taken from some popular magazines.

(HE pass out magazine pictures).

HE ask participants some of the questions:
- How do the pictures show sex?
- Are these pictures realistic?
- How are women dressed?
- How are men dressed?
- Are men and women treated the same?
- Do these pictures reflect how you feel about yourself?

Health Educator Suggested Recap:
We can see from our discussion that we are constantly bombarded with messages of what we should look like and how we should act. Some of those images are positive and reflect women as powerful, intelligent, and responsible beings. Others are more negative in that they show women in limited roles or refer to our bodies as decoration.

Some of you may say, “Well it’s just a song” or “It’s just a picture in a magazine”. But think about how many times you had to have a new pair of shoes, clothes from a certain designer or buy a CD, because you saw it in an ad or heard about it in a new song. Whether you admit it or not, these messages are getting through to us.

We just want you to remember that what you see and hear can affect your behavior as well as influence the choices we make. We’ll be talking more about this later. For now, just remember to think about the images around you before you accept them as the truth.
How do these pictures show sex?

Are these pictures realistic?

How are women dressed?

How are men dressed?

Are men and women treated the same?

Do these pictures reflect how you feel about yourself?
Health Educator:
Now that we’ve talked about some of the negative portrayals of Black women, let’s focus on the positive. Black women have a strong sense of pride because they are aware of their rich culture and African heritage. STARS sistas look to their ancestors for ideas and inspiration. They look to other strong Black sisters (both past and present) as role models.

- What is a role model? A role model is someone you can look up to and learn from.
- When we see strong, successful Black women, it makes us feel stronger. Why do you think that is so?

Purpose:
To encourage participants to recognize the importance of African American women as role models by identifying important women in their lives and by learning about African American women in shaping our history.

Materials:
- Successful Women Taboo Cards
- Buzzer/Bell
- Handout 10: Role Models,
- Handout 11: “Successful African American Women”

Time:
20 min.

Health Educator:
Now we are going to play a game similar to the game Taboo. We will split up into two teams (Team A & B) and one person from each team will come forward to receive a card. This card will have the name of a positive Black female role model and a list of descriptive characteristics. Each team will guess the name of the person on the card in a time limit of one minute. The team member who is providing the clues will have four characteristics on the card that is printed in red, which cannot be used. In addition, body gestures also cannot be used to give clues. If you use the words or body gestures, you will be buzzed and the other team will receive a point.
Strong Black Women

(Pass out biographies of the women, Handout 10: Successful African – American Women, when activity is completed)

Health Educator:
Now that we have identified some successful Black women and talked about role models, I want you to think about someone you consider a role model. Take this time now to write in your journal on someone who is a role model in your life. Also, write some descriptive characteristics about your role model. Let’s take a minute to complete this activity.

- Will someone like to share with the group who your role model(s) is and what makes them special to you?

It is important to recognize role models in our life so that we can draw on their strength to help us live happier lives.
Strong Black Women

Inner and Outer Characteristics of Our Role Models

Please write your role model’s name on the blank and their relationship to you, if any. Then draw a line to the word(s) that describe beautiful characteristics about that person, or you can write your own description about that individual in the free space.

Elegant
Compassionate
Graceful
Intelligent
Healthy
Physically Fit
Attractive
Ambitious
Goal-oriented
Courageous
Honest
Spiritual
Strong
Well-rounded
Educated
Determined
Good Sense of Humor
Optimistic
Friendly and Positive Nature
Committed to Helping Others
Provides Community Support
Knows Black history
Energetic
Strong values
Consistent
Good parent
Dedicated to a job well done
Loving and Affectionate
Intellectual
Other _________________
**Mary J. Blige:** In the 60’s and 70’s, America had Aretha Franklin to call their Queen of Soul. Today’s generation has Mary—a regal woman who came from humble beginnings in the projects of Yonkers, New York. Growing up around violence, Mary found an escape through music. She first began singing in church at the age of seven and quickly landed solos in the choir. But it was Sean “Puffy” Combs, an enterprising young producer at Uptown, who helped Blige perfect the sound and the image that would soon crown her the “Queen of Hip-Hop Soul.”

**Toni Morrison:** is a best-selling author who won the 1993 Nobel Prize in literature for her book *Jazz*. Morrison was the first black, and only the eighth woman, to win the prize since it was first awarded in 1901. Born in Lorraine, Ohio, as Chloe Anthony Wofford, her most vivid memories of her childhood include learning about black folklore, music and myths, and storytelling, which was a major source of family entertainment. Morrison has received more than 15 honorary degrees and numerous honors and awards. Her other works include *Tar Baby* (1981), *Beloved* (1987), the play *Dreaming Emmet* (1992), and a book of essays *Playing in the Dark* (1992). Morrison was inspired by “things that had never been articulated, printed or imagined…about black girls, black women. I don’t want to redress wrongs. I want to alter the language and rid it of…its racism and fill the void with the voice of black women. It is a risky business.”

**Sojourner Truth:** Born a slave in upstate New York in approximately 1797, she labored for a succession of five masters until July 4, 1827, when slavery was finally abolished in New York State. Then Isabella, as she had been named at birth, became legally free. After prevailing in a courageous court action demanding the return of her youngest son Peter, who had been illegally sold away from her to a slave owner in Alabama, Isabella moved to New York City. After 15 years in New York, Isabella felt a call to become a traveling preacher. She took her new name, Sojourner Truth, and began speaking to people in the countryside about her life and her relationship with God. Over the next decade, she traveled and spoke widely. She is particularly remembered for the famous “Ain’t I A Woman?” speech she gave at the women’s right convention in Akron, OH in 1851. After the Civil War, she set out on a final crusade to gain support for her dream of a land distribution program for former slaves, an idea, which, despite her lobbying, Congress refused to enact. Finally she returned to her home in Battle Creek, MI, where she died in 1883.

**Venus & Serena Williams:** It all began at the ages of 4 and 5 years old, on the run-down tennis courts of Compton, California. Before Venus and Serena were born, their father already had his mind set on their future. Now almost sixteen years later, Venus and Serena have become two of the youngest and successful pro tennis players in the world. With their outrageous power, and unbeatable speed on the court, they are dominating the world of tennis.

**Iyanla Vanzant:** A best-selling author with a successful business and a loving family, has a remarkable story to tell. It wasn’t long ago that she was a teenage mother (at sixteen years old) and a high school drop out on welfare. She knows that a young woman’s life can sometimes be lonely and hard but she has been able to overcome many obstacles that faced her. She attributes her success to learning to love herself and God.

**Cynthia Cooper:** You might think the WNBA’s 2000 Most Valuable Player was born with a basketball in her hand, but Cynthia was a late bloomer. At 16, she saw a girl dribble the ball behind her back, penetrate the hole and lay it in the basket. Cooper was hooked, but she needed
practice. In high school, she went from averaging 8 points per game as a junior to 45 points in her senior year. She played professionally in Europe for 11 years and lived the “good life.” When the WNBA called, she jumped at the chance to come home. Cooper’s #1 fan is her mother who struggled through a bout of breast cancer. Despite her illness, Cooper’s mother attended every game, even rescheduling chemotherapy treatment so she could attend playoff games. Off the court, Cooper devotes a lot of time to helping others. She established a scholarship program and “Coop Hoops for Kids,” a foundation that recognizes students who excel in academics and sports. She is also a spokesperson for Concept Cure, a General Motors program that raises money for breast cancer research.

Angela Bassett: Born in New York City, she grew up in St. Pete. Pushed by a high school teacher, she applied for Yale University and received a scholarship, ultimately spending 7 years there including 3 post-grad years studying drama. She first appeared in a small role in the cult favorite F/X, but it was not until 1990 that a spate of TV roles brought her notice. Her breakthrough role, though, was playing Tina Turner whom she had never seen perform before taking the role. Bassett has built his career around playing some of the most celebrated real-life pioneering black women of the 20th century. She as Oscar-nominated and won both the Golden Globe for Best Performance by an Actress in a Motion Picture Comedy/Musical and the NAACP Image Award for Outstanding Lead Actress in a Motion Picture for her star-making performance as Tina Turner in “What’s Love Got To Do With It” (1993). Other dream roles include “Boyz in the Hood” (1991) and “Malcom X” (1992) as Betty Shabazz. She also impressed as Michael Jackson’s mom Katherine in the TV ministries “The Jacksons: An American Dream” (1992).

Queen Latifah: Grammy Award-winning recording artist, star of television and film, published author, artist manager, business owner and now, talk show host and executive producer, Queen Latifah is an entertainment triple-threat, twice-over. Whether singing, acting, producing or running her business empire, Latifah has never forgotten what’s important to her: take pride in yourself and your community. Blessed with style, substance and a generous heart, Queen Latifah has, quite simply, done everything she’s set out to do in her young life.

Oprah Winfrey: grew up in a very poor family in Mississippi. She had a very difficult childhood. When she was 9 years old, Oprah was sent to Tennessee to live with her father. While in Tennessee, Oprah was raped by one of her cousins and sexually molested by other men. After these experiences, Oprah began to lead a wild and promiscuous life. At age 14, Oprah’s mother threatened to put her into a juvenile detention center. At this point she decided to make some changes in her life. She began reading and journaling and earned good grades in school. She also developed her interests in TV and radio. Today, Oprah Winfrey has become America’s #1 talk show host and she is one of the richest women in the world.

Madam C. J. Walker: Born Sarah Breedlove on December 23, 1867 on a Delta, Louisiana plantation, this daughter of former slaves transformed herself from an uneducated farm laborer and laundress into of the 20th century’s most successful, self-made women entrepreneur. Working for as little as $1.50 a day, she managed to save enough money to educate her daughter Lelia. During the 1890’s, Sarah began to suffer from a scalp ailment that caused her to lose most of her hair. She experimented with many homemade remedies and store-bought products. After changing her name to “Madam” C. J. Walker, she founded her own business and began selling Madam Walker’s Wonderful Hair Grower, a scalp conditioning and healing formula, which she claimed had been revealed in a dream. As her business continued to grow, Walker organized her agents into local and state clubs. Her Madam C. J. Walker Culturists Union of America convention in Philadelphia in 1917 must have been one of the first national meetings of
businesswomen in the country. Walker used the gathering not only to reward her agents for their business success, but to encourage their political activism as well.

**Aaliyah Haughton**: Born in 1979 in Brooklyn but raised in Detroit, she was influenced by an entertainment background—her mother was a singer, her uncle an entertainment lawyer once married to Gladys Knight. She appeared in concert with Knight at the age of 11, and released her first album just four years later. By the end of 90’s, she’d made the move to film, starring in Romeo Must Die, the soon to be released Queen of the Damned and agreeing to appear in the projected pair of sequels to The Matrix. Just one month after her self-titled third album appeared in 2001, though, she died in a private-plane crash while returning from a video shoot in the Bahamas.

**Coretta Scott King**: King was born April 27, 1927, in Heiberger, near Marion, Alabama. She spent her childhood on her parents’ farm in Heiberger. The farm had been in the family since the Civil War, but the Scotts were not at all rich. As a young child, King walked five miles each day to attend the one-room Crossroads School. While studying at the conservatory she met Martin Luther King Jr., who was also a student in Boston at the time, and they were married in 1953. Over the years, King has worked hard to raise funds for the MLK Center, which succeeded in achieving her goal to get her husband’s birthday honored a national holiday. King continues to speak out against injustice, especially racial injustice, doing what she can to make her husband’s dream of fairness and equality come true.

**Jill Scott**: Jill Scott was born and raised in North Philadelphia, in which her childhood was poor by monetary standards, yet rich with life experiences. It was full of culture that would leave an indelible footprint on the poems and music that were to follow. Perhaps the seed was planted when Miss Fran Danish, Jill's eighth-grade English teacher, who gave her students assignments that required the writing of biographies. Jill's choice was Nikki Giovanni who was a black woman that not only shared Jill's experience but was writing her story. Thus began Jill's love affair with words. She read her poetry at places like the October Gallery and the "Black Lilly" at the Five Spot both in Philadelphia. But the words, the feelings, and public's reaction to them motivated Jill to sing and not just talk. At one of her spoken-word events, Amir Guestlove (drummer for The Roots), heard Jill and asked her to join the band in the studio. Jill wrote "You Got Me" in 5 minutes, which was then performed by The Roots and Erykah Badu. The track went on to earn the 1999 Grammy for the Best Rap Performance. On July 18, 2000, “Who Is Jill Scott? Words and Sounds Vol. 1” was released.

**Lisa Leslie**: As a six-foot tall junior high student in Los Angeles, Calif., Leslie was more embarrassed by her height than empowered by it until she was urged to play basketball by a classmate. The ensuing years have been one of basketball's great recent success stories. While at Morningside High School in Los Angeles, Leslie emerged as one of the top prep players in the nation. She led her team to a pair of state championships while also compiling some impressive personal statistics. In fact, Leslie secured a place in basketball folklore when, as a senior, she scored 101 points in the first half of a game. From there, Leslie's story only got better. One of the nation's most recruited players, she decided to stay home and play at the University of Southern California. Leslie surpassed all expectations at USC, earning All-America honors three times and was the unanimous selection as the National Women's Player of the Year in 1994. In Atlanta, Leslie led all U.S. players in scoring (19.5 ppg.), and culminated her first Olympics by recording a team best 29 points and adding six rebounds in the USA's gold medal game victory over defending World Champion Brazil. Currently playing professionally in her hometown as a member of the WNBA's Los Angeles Sparks, in the WNBA's inaugural season in 1997, she
averaged 15.9 ppg. and 9.5 rpg. and was named first-team All-WNBA. Leslie is no longer shy about her role on the court; she embraces it, as she has become one of the world's most prolific players.

**Johnetta B. Cole:** Johnetta Betsch was born in 1936 in Jacksonville, Florida, where her family had long been established as leaders of the Black community. At age 15, Johnetta Betsch entered Fisk University, through the school’s early admissions program. She completed her undergraduate degree at Oberlin College and went on to earn a Master’s and Ph.D. in anthropology from Northwestern University. In 1987 she made history by becoming the first African-American woman to serve as President of Spelman College. In 1996, Money magazine listed Spelman as the number one historically Black college, the number one women’s college and the number seven college of any kind in the United States. In addition to her academic duties, Dr. Cole has served on the board of Directors of Home Depot, Merck & Co., Inc., NationsBank South and was the first woman ever elected to the Board of Coca-Cola Enterprises.

**Nikki Giovanni:** Nikki Giovanni is a black poet, essayist, and lecturer, who work influenced many throughout the years. Giovanni was born in Knoxville, TN in 1943. She attended Fisk University where she received her degree in 1967. In 1970, Giovanni founded a publishing company called Niktom Limited. She now works as a professor in the English department of Virginia Polytechnical Institute. Giovanni believes that change is necessary for growth. Her poetry is renowned for its call of urgency for Black people to realize their identities and understand their surroundings. She is considered to be a leader in the Black poetry movement. Her collection of poetry, *Black Feeling, Black Talk, Black Judgement*, captures the militant attitude of the civil rights and Black Art movements of that time. Giovanni continues to write, speak, and teach about history and future of Black people and has become a symbol for Black women and women writers today.

**Harriet Tubman:** Born Araminta Ross in 1820 near Cambridge, Maryland, one of 11 children of Benjamin and Harriet (Green) Ross, Harriet Tubman took her mother’s first name. At age 13, she was seriously wounded by a two-pound weigh when she intervened between a freeing slave and an overseer. During her convalescence, she began to question the workings of a society in which she had no power. Carrying a long rifle – to encourage fleeing slaves who had second thoughts as well as to defend against attack – Tubman made 19 trips, leading an estimated 300 people to freedom in Canada along an “underground” network of “safe houses” that become known as the Underground Railroad. She became so notorious that rewards for her capture totaled $40,000. After the war, Tubman moved to Auburn, New York, where she opened the Harriet Tubman Home for the aged and raised funds for schools for former slaves. In 1896, she was a speaker at the first annual convention of the National Federation of Afro-American. After a two-year residence in her retirement home, she died of pneumonia at the age of 93.

**Marion Jones:** Marion Jones was 9 when the Olympics came to town and helped her chart a course for her life. The 24-year-old sprinter, arguably the world’s highest profile female athlete, pursued an unprecedented five gold medals during the 2000 Olympics, which begin in September in Sydney. She qualified for 3 events - the 100 meters, 200 meters, and the long jump - with victories at the U.S. Olympic Track and Field Trials in Sacramento in July. The buildup for that Drive For Five has become inescapable, both for Jones and those anticipating the Sydney Games. The roots of Jones’ drive trace back to her childhood as a self-described tomboy, tagging along with her brother Albert. As a freshman and sophomore, she attended Rio Mesa High in Oxnard, CA and won state championships in the 100 and 200 both years, moving into the national rankings in both events her sophomore year. As a junior, she competed at the Olympic Trials in New Orleans, finishing 4th in the 200 and 5th in the 100. In 1997, she won the 100 at the world
championships and ran on the U.S. team that won the 4x100 relay setting an American record of 41.47. Marion won 3 gold medals (100, 200, 4x100) at Sydney Games in 2000 and she is a 5-time world champion: 100m (1997,99), 200m (2001), 4x100m (1997,01). She was also voted Women's Athlete of the Year in 1997, 98 and 2000, the 1999 Jesse Owens Award winner, and the 2000 AP and USOC Female Athlete of the Year.

**Ananda Lewis:** She tells people not to jump to conclusions, that “beneath the plasticky TV” stuff, is an audacious thinker with a sharp mind that will surprised anyone who knows her just for her bubbly on-air persona. She has a head full of progressive ideas that separate her from the crowd of beautiful people and hint at what will be an exciting career long after she puts down the mike for MTV. As a young girl growing up in sunny San Diego, Ananda Lewis has a spotlight-grabbing presence. She started doing theater when she was just 3 years old and spend nine years in performing-arts school. From San Diego, she went to Howard University in Washington, D.C., where she studies history and had her sights set on teaching. After college, she made an abrupt U-turn and decided to pursue a career in entertainment, reaching back to the foundation she had laid in San Diego. Despite the quick professional ascent and her omnipresent smile, not every moment in Ananda’s life has been idyllic. An ugly early sexual experience colored her outlook about the sexual role of women, and has pushed her to the forefront of teaching adolescent girls that abstinence is a cool choice to make. She has let it be known publicly that she has long periods of abstinence, and in so doing acts as a role model for the millions of teenage girls who look up to her.

**Alicia Keys:** Alicia Keys’ artistic light is so bright it could illuminate a pitch-black room. A true musical prodigy whose multi-dimensional gifts emerged at age five, the beautiful Alicia will soon take modern R&B soul to a whole new level at the tender age of nineteen. Born aware of her old soul yet living in New York’s inner city admist the dominance of Bigg and Jay Z, Alicia’s natural talents blossomed into a rare mix of hip-hop flavor and insightful wise-beyond-her-years songwriting. At age 16, Alicia’s outstanding grades allowed her to finish high school early. Right out of high school, Columbia University accepted Alicia Keys and though she gave it a whirl, the desire to focus on music was the driving force over all else.
I think Maya Angelou said it best when she described us as phenomenal women.

What does it mean to you to be a black woman? **(Allow participants time to respond)**

What do you enjoy about being a black woman? **(Allow participants time to respond)**

We are special because we are women and being a black woman also makes us special, and there is a wide range of diversity among all of us.

Let's see how special you really think you are with a little fill in the blank challenge. Turn to handout 12. You have 3 minutes to fill in the blanks. (Read aloud for participants)

Women are special creatures because they possess **(compassion)**. We have the ability to **(love)** and **(create)**.

Men take notice of our **(beauty)** but most of all we take notice of our **(inner spirit)** which will always be the essence of our **(existence)**.

Thank you ladies! Would anyone like to share their masterpiece? That's just what we are ladies a masterpiece a fine, never tarnishing nor depreciating jewel. Imagine if you consistently carried yourself in this fashion how others would have no choice but to follow suit or get out of the game.
WHAT I ❤ ABOUT BEING A WOMAN

Women are special creatures because they possess ________________.
We have the ability to ________________ and ________________.
Men take notice of our ________________ but most of all we take notice of our ________________ which will always be the essence of our ________________.
Keeping Love (AMOUR) Alive

**Purpose:**
Allow participants time to troubleshoot through communicating AMOUR options to their sexual partner

**Time:**
10 min.

**Materials:**
- Flip chart
- Post-it notes

**Health Educator**
Ladies I want us to spend these next few activities talking troubleshooting the AMOUR options. We all know the options: Abstinence, Masturbation, Oral Sex, Uninfected partner, Regular use of condoms. Now raise your hand in the past 6 months if you have used any of the AMOUR options?

- Allow participants to raise their hands

Now has anyone brought up using any of these options to their sexual partner in the past 6 months?

What were some of your partner’s responses? *(allow participants time to respond)*

Has anyone had any negative responses from their partner? How did you respond to them? *(Allow participant time to respond)*

We know it can be difficult to bring up some of these options to a sex partner, especially if they are resistant to what you are bringing up, and they are used to doing other things.

I want us to be able to have a space where we can talk to each other and help each other out with communicating these options to their partner. On the post-it notes we are passing out, write down if any communication that has worked and place it by the option you used it for. We will go over them afterwards. *(read over participant answers)*

Thank you for sharing! Lets focus more on the resistant AMOUR partner.
Sexpectations

**Purpose**
To reinforce how to assertively communicate to a sexual partner the desire to use protection.

**Materials**
Sexpectations Cards

**Time**
25 min.

**Health Educator**
We know how important it is to know what you want in a relationship and how to communicate this to your partner? Does anyone remember the communication style that was recommended to get your point across to your partner? *(Allow participants a few minutes to answer)* That is correct; we recommended the assertive style of communication to talk to your partner. Can anyone describe the assertive style of communication? *(HE allow participants time to answer)*

- Direct eye contact
- The use of “I” statements
- Honest, direct words
- Clear confident voice

Remember when we are assertive we don’t want to appear threatening to our partner, or talk to him in a way that will “hurt” his male ego.

**Health Educator**
Now we are going to practice being assertive with a partner that might not be that open to AMOUR options with some different role play cards. I want one half of the room to be the “man” and the other half of the room be the “woman.” I have this deck of cards with 5 scenarios on them. The woman is going to draw one of the cards, read the scenario to herself, then come to the front and role play it with her “male” partner. The male partner will react to what she is saying, and remember to be a “resistant” partner. You won’t have any time to really practice, because in real life you don’t get to practice the conversation with your partner.

- Go around the room and pass out cards until all 5 scenarios have been read

The main point we want you to take away from this activity is that you have the power to protect yourself. Just make sure that you assertively communicate to your partner that you want to protect both you and him each and every time that you engage in sexual activity. Finally, remember that assertively communicating with your partner also means that you listen to his point of view and concerns but in the end you have the power and the right to protect yourself! If your partner does not agree with your sexual wishes, then you do not have to engage in the sexual act. Remember your boundaries and stick to your values!
“SEXUAL ROULETTE” SCENARIOS

1. You are becoming involved with a new guy. You have decided that you would like to try abstinence as a healthy sexual option, at least until you feel like you know this new guy a little better. Your new partner says that he is definitely not down with being abstinent; he tells you that you’re going to have to give it up or be on your way! How would you respond to this brotha?

2. A friend of yours was recently diagnosed with an STD. She just went in for a routine check up and was told that she has an STD—she didn’t have any symptoms. Finding out that a close friend has an STD has made you a little scared so you bring up the issue of routinely getting tested to your boyfriend. Your boyfriend is very offended that you would suggest such a thing. He says that he will not get tested, and he further tells you “baby, I’m clean can’t you tell!!?” How can you convince your boyfriend that it is important for him to get tested for HIV and other STDs?

3. You are still involved with your son’s father. The both of you just have an amazing sexual chemistry together. However, you are trying to go back to school and while you love your one-year old son, you just aren’t ready to have any more kids right now. You tell your baby’s daddy that you think it’s a good idea for you guys to use condoms every time that you have sex. He looks at you like you’re crazy and says that doing it “raw dog” was never an issue before—so what’s the problem now? What do you say to him?

4. You’ve been seeing this guy for about six months now. You guys have had sex in the past but you’ve recently decided that you would like to try mutual masturbation instead of having sex. When you bring up the subject of mutual masturbation to your partner, he says that the only reason for people to masturbate is if they can’t get some any other way. He also tells you that if you don’t want to have sex with him anymore then he’ll just find someone else who will get the job done! What’s your response to him?

5. Your man has just come out of jail after being locked up for almost a year. You are really glad that he’s out now, and of course he wants to get busy in the bedroom but you’re a little hesitant to have sex with him before he gets tested for HIV and other STDs. You try to suggest having oral sex with a condom to him in the meantime. Your man is not trying to hear that, and he tells you that if you really love him then you wouldn’t make him wait until he gets tested. What do you say to your man?
Love Me Long Time

**Purpose:**
To discuss the difficulty of bringing up safer sex with a long-term partner

**Materials:**
- Handout 13: Love me long time

**Time:**
20 min.

**Health Educator:**
I want you to turn to handout: and answer the questions. We are going to go over them. What were your responses to each of the questions.

**go through each question and participant responses**

**#1:** You have been with your man for 2 and a half years. He has been wearing Tommy cologne for as long as you have known him, and suddenly he decides to wear Curve cologne. You ask him what’s up, and he just says he wants to wear something new. Would you be suspicious? Why or why not?

**#2:** You have been with your man now for 3 years, and he says he wants to try something new in the bedroom. How would you feel?

**#3:** Every Thursday you and your man of 4 years have cooked dinner together and then rented a movie. Tonight is Thursday and you are ready for a nice home cooked meal with your man. He tells you that he’d like to change the routine and start going out to dinner, and maybe do something different. How would you feel about this situation?
Health Educator

Now what were some of your responses?  
(allow participants time to respond)

Ok ladies, if you haven’t guessed, we are talking about bringing up change in a relationship, especially long-term relationships. How many of you have been in a relationship for a year or longer?

- Allow participants time to raise hands

Sometimes when you are in a long-term relationship, it is hard to bring up something new for you and your partner to do without having him be suspicious. Sometimes bringing up change might indicate to him that you are cheating, or he is doing something wrong in the relationship. Even though you feel that because you have been with this person for awhile, and that communication is good, it might be difficult to bring up new AMOUR options to a boyfriend you’ve been with for years.

What do you think some of the differences in the relationship dynamics are with a relationship of less than a year, and a relationship of more than a year?

- Have flip chart dividing the attributes of a relationship less than a year/more than a year and list responses.
(Responses could be, communication, condom use, familiarity)

**Health Educator:**
As we can see, there are some differences in being in a long-term relationship, verses a shorter one. One of the things that is common is not using a condom as frequently once you have been with a partner for awhile. This comes with trusting the person, and believing in fidelity in a relationship. So if you brought up using condoms now after being in a relationship for awhile, what kind of reaction do you think you will get out of your sex partner?

- Allow participants time to respond (some possible responses-anger, betrayal, suspicion, rejection)

It's important to think about your partner's feelings when bringing up some of these AMOUR options, especially when you have been with them for awhile. Think about some of the scenarios that you read about change and how they first made you feel. Often when we bring up new things to someone they first get defensive, and it's hard to get past that, and have them really listen to you.

What are some ways we can bring up AMOUR options to a partner you have been with in a long-term relationship that can address some of these issues?

- Allow participants time to respond

**Health Educator:**
Thank you for your responses. Many times it's important to remember it's not necessarily what you say, but how you say it. Your partner might be more receptive if you phrased what you were saying in a way where he knows you are looking out for both of you. If you are in a healthy relationship, then ultimately the communication should not be an issue. It's that initial hump of bringing up the options that is often hard to do, especially with a partner who is used to doing things one way with you.
We wanted to end this session by doing a role play of what this communication with a male partner might look like you’ve been with for years.

(HE’s role play scenario)

**Male:** Yeah you know you really trippin’ talking ‘bout how you want us to masturbate and stuff. You never said nothing like that before, and we’ve been years. You trying to say your man don’t please you anymore?

**Female:** Not at all baby. I was just wondering if masturbation would make our sex life better, and it’s a way we can protect ourselves.

**Male:** How’s that gonna make our sex life better when I’m not going inside you? And who you need protection from? U getting it from somewhere else?

**Female:** Now you know I’m not getting it from anywhere else, and we have been together for 3 years and u know I’m not cheatin’. I just thought it would be cool to bring up something new. And you know sometimes you get mad that I be tired when you want some. If I masturbate you, you would still get yours.

**Male:** I don’t know, it still sounds kind of weird to me, like something to do if u not gonna get any. I hear you though, I ain’t mad at ya for bringin up something new. Let me think about that one ok?

**Female:** Cool, and that’s all I ask, trust me, I will definitely will make it be something you enjoy. But I do really want us to try masturbation with eachother, so think about it.

**Male:** Aiight.

**Health Educator:**
Here she still stood her ground, but was able to communicate with her partner. He might not jump and say “OK” when he first hears your bring up these new options, and that’s ok. The important thing is to be able to communicate about your decision and stand firm in what you want to do.
You have been with your man for 2 and a half years. He has been wearing Tommy cologne for as long as you have known him, and suddenly he decides to wear Curve cologne. You ask him what’s up, and he just says he wants to wear something new. Would you be suspicious? Why or why not?

You have been with your man now for 3 years, and he says he wants to try something new in the bedroom. How would you feel?

Every Thursday you and your man of 4 years have cooked dinner together and then rented a movie. Tonight is Thursday and you are ready for a nice home cooked meal with your man. He tells you that he’d like to change the routine and start going out to dinner, and maybe do something different. How would you feel about this situation?
AMOUR’S Plan for Getting Love

**Purpose:**
Get participant to explore their decisions about using AMOUR and to preplan its outcome

**Materials:**
- Handout 14: AMOUR plan for getting love
- Amour poster

**Time:**
10 minutes

We want to end this session of relationships with you thinking about how you want to protect ourselves. Let’s see if we can choose and commit to at least one of the five AMOUR Protection Plans. To help you do just that turn to Handout 8 entitled AMOUR Protection Plan (HE goes over AMOUR options). Okay ladies your policy reads as follows:

**HE have plan written out**

I ____________________________________ have chosen to use the ________________________________ AMOUR option within the next ___________ days. I have read, reviewed and understand all the necessary steps to ensure a safe, healthy and pleasurable experience. If I am not completely satisfied with this plan, I can exchange it with one of Amour’s many other options without penalties. (Give participants time to complete hand out)

**HE:** Ask participants if they remember how to make their chosen plan fun and exciting (give examples of putting a condom on the their month or using toys for masturbation.

Good safe lovin’ Ladies!
I_______________________ have chosen to use the
_______________ AMOUR option protection plan
within the next ______days. I have read,
reviewed and understood all the necessary steps
to ensure a safe, healthy and pleasurable
experience. If I am not completely satisfied with
this plan, I can exchange it with one of AMOUR’s
many other options without penalties.
Purpose:
Get participants to practice their condom skills

Materials:
Condoms and dildos

Time:
10 min.

Health Educator
Now that we got the AMOUR communication out the way we are going to go back to our condom use skills and practice! Let’s go over the steps of OPRaH
O-Open
P- Pinch
R- Roll
a- After sex is over
H- Hold
What we are going to do is divide into equal groups and have a condom roll race! Each person is responsible for running up to the dildo and placing the condom on correctly! The team that finishes first wins! You have to put on the condom correctly using the OPRaH steps in the correct order! If you get any of the steps wrong that teammate has to go to the back of the line and go again until they get it right! You have a few minutes to talk over what the steps are and then we’ll tell everyone to get into their places and begin!
(Allow participants 2 min. to talk to teammates)
Have them play the game and watch to make sure steps are done correctly but don’t give the correct answer!
Health Educator:
Thank you for playing! Great job! Now we are just going to go over OPRaH together one more time!

✦ HE go over OPRaH
(check the expiration date)
O-Open
P- Pinch
R- Roll
a- After sex is over
H- Hold
We also want u to remember that you have to use a condom correctly each and every time to help reduce your risk of HIV and other STDs.
Summary

Health Educator

Well ladies we have come to an end of our workshop. We looked at self-esteem and the media by examining lyrics and what they are really saying and looking at the different portrayal of men and women in magazines. We also focused on positive role models and looking at the beauty and specialness of black women. We focused on troubleshooting through bringing up AMOUR options to our partner, and practiced communication to a partner resistant to AMOUR. We sharpened our condom skills, and left choosing one AMOUR option we can commit to. We want you to continue practicing your AMOUR options in the next 3 months as well.
6-MONTH BOOSTER 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.

1  2  3  4  5
Poor Fair Good Very Good Excellent

1. Overall, how much did you enjoy today’s workshop? 1 2 3 4 5
2. How well prepared were the STARS Health Educators? 1 2 3 4 5
3. How well were the activities/information presented? 1 2 3 4 5
4. How well did the activities encourage your participation? 1 2 3 4 5
5. How clearly were your questions answered? 1 2 3 4 5
6. How clear were the session handouts? 1 2 3 4 5
7. Was there enough time for discussions? 1 2 3 4 5

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

8. **STARS Bingo**
   Bingo review 1 2 3 4 5
9. **A Woman’s Worth**
   Black women and self-esteem 1 2 3 4 5
10. **Our Bodies, Ourselves**
    What we like and dislike about our bodies 1 2 3 4 5
11. **Media Masquerade**
    Lyrics and pictures from the media 1 2 3 4 5
12. **Strong Black women**
    Taboo game with black role models 1 2 3 4 5
13. **What I love about being a woman**
    Writing about why women are special 1 2 3 4 5
14. **Keepin’ Love (AMOUR) Alive**
    Revisiting AMOUR options 1 2 3 4 5
15. **Ssexpectations**
    Role play with a resistant partner 1 2 3 4 5
16. **Love Me Long Time**
    Bringing up AMOUR options to a long-term partner 1 2 3 4 5
17. **Love Plannin’**
    AMOUR contracts 1 2 3 4 5
18. **Roll Out**
    Condom roll race 1 2 3 4 5

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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
Project STARS

9-Month Reunion

“Reunited and it Feels so Good”
<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Icebreaker: What am I?</td>
<td>10 min</td>
</tr>
<tr>
<td>Motto Review</td>
<td>5 min</td>
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<tr>
<td>Sista to Sista</td>
<td>20 min</td>
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<tr>
<td>Turn Back the Hands of time</td>
<td>20 min</td>
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<tr>
<td>Show and Tell</td>
<td>25 min</td>
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<tr>
<td>Build your own partner</td>
<td>15 min</td>
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<tr>
<td>The STARS Hot Spot and Grille</td>
<td>15 min</td>
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<tr>
<td>STARS Def Poetry Jam</td>
<td>30 min</td>
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<tr>
<td>Shining STARS</td>
<td>20 min</td>
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<tr>
<td>Bringing STARS Home</td>
<td>20 min</td>
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<tr>
<td>Evaluation</td>
<td>10 min</td>
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</tbody>
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**Total Time: 3 hours**
What am I?

Purpose:
Icebreaker: Get participants reacquainted with each other

Time: 10 min.

Materials: What am I descriptions

Ice breaker
Welcome back ladies! We want to test your knowledge of some items that can be used to implement your AMOUR action plan. I will read off descriptions of items, and I want you to guess what the item is. We will break up into teams of two and you'll have 30 seconds to give me an answer. Please do not give your answer until the entire description is read. If you miss it, the other team has 10 seconds to guess what it is. The team with the most points wins.

Descriptions of Items:

Health Educator:
I can be a little greasy to the touch, sometimes I can give off an odor, or I can be a little dry. I can look or feel different ways depending on what type of me that you get. I love to shield people from various dangerous agents. I am relatively inexpensive, but the protection I can offer you is priceless. What am I?

Answer: male condom

Health Educator:
I am odorless, greasy and slippery to the touch. People use me for all kinds of things, from every age you can think of. I am good, but when people use me to make themselves more slick, I can become a bad agent. When things explode watch out! What am I?

Answer: vaseline
Health Educator:
Ring Ring! Ring Ring! That's all anyone cares about when they think of me! What about how warm I can get when I am touched! What about the way I help guide things because I'm so much bigger than that other guy. And speaking of men, who needs them to handle me? I can handle myself all on my own! Who am I?

Answer: female condom

Health Educator:
Can you hear that? What's that buzzing sound? Oh wait a minute, that's me. A lot of people try to act like I don't exist, but I do exist! I do! There are so many different kinds of me, I don't have the time to go into it! I don't know a lot of things, but I DO know that I can hit that spot! What am I?

Answer: vibrator

Health Educator:
When you make kool-aid what do you need? The kool-aid, sugar and water. When you make lemonade what do you need? Lemons, sugar and water. What is recommended that you have 8 glasses a day of? Water! Water is very important for my existence, and my ability to get my job done. It's not just about being able to slip and slide with me, it's the water that is most important. What am I?

Answer: water-based lubricant

Health Educator
Thank you ladies! I see everyone is up on their safer sex items they can use with their AMOUR options!
Health Educator:
Ladies, I just wanted to remind everyone what STARS is about, and to have us go over the STARS motto!

- HE go over the STARS motto

We also wanted to remind everyone of the guidelines we set up when we first met. (HE go over Guidelines poster).

Thanks ladies for your cooperation! I know we will have a good time today!
**Sista to Sista**

**Purpose:**
Have STARS women send healthy sex messages to younger STARS

**Materials:**
Handout 1:
STARS Words of Encouragement

**Time:**
20 min.

**HE Note:**
collect this handout and submit to Lead Health Educator

**Health Educator:**
Ladies we need your help! We are developing a new STARS program for younger African American women. This program will get started in about 6 months at Planned Parenthood. The aim of this program is to reduce the risk of HIV for teens in Atlanta. We would like them to hear from you, since you would be their big STARS sista! We would like to be able to connect you with them. I am passing around a STARS Encouragement sheet. In the heart, I want you to write a few sentences or words that might empower and motivate them to seek healthy partners, use condoms and get tested for STDs. You encouraging words might be something you learned in STARS or your own personal experience. You can add your personal touch by signing your initials or first name (just not your last!) by the words. Thank you for your STARS advice!
From one STAR to another......
**Purpose:**
Apply AMOUR options to participants past unsafe sexual experiences

**Materials:**
Flip Chart with: Turn Back the Hands of Time Questions

**Time:**
30 min.

---

**Health Educator:**
We are now going to spend some time talking about relationships and different factors that can influence our decision to engage in safe sex. Understanding how people, places, feelings, and substances affect the choices we make in sexual situations is important in reducing our risk for getting HIV and other STDs. We are now going to turn back the hands of time. I want you to spend a little time thinking about the very last time you had unprotected sex. I want you to think about what led up to unsafe sex. Think about the person you were with, your mood and feelings, if there were drugs or alcohol around, different factors we have discussed in STARS.

Is anyone willing to share their experience?

- If no one is willing to share, the HE should have an example available (ie. a friend of mine)

- Questions on Flip Chart to ask participants:
  - Where were you?
  - What were you thinking and feeling?
  - Were you and your partner drinking or doing drugs?
  - Did you or your partner have a condom on you?
  - What do you think stopped you from using protection?
  - If you had to do it all over again, what AMOUR option(s) would you have used to engage in safer sex?
Health Educator:
Do any of you think that if you were in that situation again you would engage in safer sex?

 ALLOW participants time to answer

Thank you very much for sharing ladies. As we have talked about before, the situation that you are in, who you are with, and how you are feeling can influence your decision to practice safer sex. Its important to realize this if you intend to practice safer sex so you can be prepared.
Show and Tell

**Purpose:**
Have participants demonstrate safer sex techniques

**Materials:**
- Show & Tell Bag
- Show & Tell Strips

**Time:**
20 min.

**Health Educator:**
Let’s refresh ourselves on some of our safer sex skills so we can be equipped next time we enter a sexual situation.

Do you remember when you were in elementary school and did show and tell? Well now we are going to have show and tell STARS style!

We have a Show and Tell bag that has different activities we have learned for everyone to show the group!

We will break up into teams and have one person from each team come up and pick from the bag then show the group! If they demonstrate correctly they get a point, if not, you don’t get a point, and a member from the next team has a chance of getting the point and demonstrating correctly. The team with the most points wins!

Items in Show and Tell Bag:

- Putting on a male condom
- Putting on a male condom with a blindfold
- Putting on a male condom with your mouth
- Putting on a female condom
- Putting on a male condom using lubricant
- Make a dental dam out of a condom
- How to use a vibrator
- Techniques that can stimulate a male partner
- Techniques that can stimulate a female
- Use assertive communication to tell a male partner you want to use condoms
Build your own Partner

**Purpose:**
To have participants identify what characteristics they do and don’t want in a partner

**Time:**
15 minutes

**Materials:**
Handout 2: Build Your Own Partner
Pen/pencil

**Health Educator:**
Now that we have our skills down, let's talk a little more about the kind of partner you might want to share these skills with. Now we are going to focus on what **you** want out of a relationship. How many of you remember Mr. Potato Head? For those of you who don’t, it’s a toy with removable parts, so you can make Mr. Potato Head look however you want him to, by adding a different hat, glasses, mouth, arms, and shoes. Well, today we want you to stretch your imaginations and pretend that your ideal partner is just like Mr. Potato Head, so you can “assemble” him by adding the characteristics/personality traits that you think are most important for your partner to have in a healthy relationship.

**Health Educator:** Everyone please turn to handout 2 and check out the picture of Mr. Potato Head. We’re going to use this sheet to fill out the six most important qualities or characteristics of your ideal partner that you feel are necessary to maintain a healthy relationship.

Take a couple of minutes to think about what characteristics/personality traits are most important to you in a man. Think about the qualities that you can and can’t live without if Mr. Potato Head was your ideal man, the one you want to spend the rest of your life with. How would you describe his qualities, personality traits, or characteristics? Next, take those ideas and prioritize them from most to least important and fill out the blanks on the handout.

(allow participants time to fill out handout)
Build Your Own Partner Cont...

**Health Educator:**
Let’s go around the room and have everyone share what they think are their two most important characteristic requirements for your ideal partner. Please tell the group what your ideal partner’s characteristics or qualities are, and why they are important to you in a healthy relationship.

Has anyone heard the quote by Malcolm X stating, “A man [or woman] who stands for nothing will fall for anything”? Ladies, setting your boundaries and knowing what you do and do not want *before* you go into a dating situation is extremely helpful when trying to build healthy relationships. Plus, it will help you to feel better about yourself, reach your personal goals, and avoid a lot of unnecessary drama while dating and looking for that special someone. Ladies, even if you are already in a relationship, thinking about what you want in your ideal partner will help you to evaluate the situation you are in right now. Then you can decide for yourself whether you are in a healthy relationship that you want to stay in or get out of, because every healthy relationship you find may not really be the right match for you or your partner. Sometimes you may find yourself in a healthy relationship that simply doesn’t hold your attention for very long. So based on the characteristics and qualities you decide you want to look for in a man, you can determine what you will and will not tolerate.
Build Your Own Partner

Assembled on Mr. Potato Head are basic functioning body parts. Have each body part represent a quality or characteristic in a partner that you have to have in order to build a healthy relationship.

Characteristics you can’t build a healthy relationship without

ARMS ____________________
NOSE ____________________
MOUTH ____________________
EARS ____________________
EYES ____________________
LEGS ____________________

Prioritize at least 2 qualities/characteristics that you **MUST** have and stick to your standards so you can build that healthy relationship!
Purpose:
Introduce to participants creative means of safer sex

Materials:
- Handout 3: STARS Hot Spot Menu

Time:
15 min.

Health Educator:
STARS sisters we wanted to wrap up our relationship discussion by introducing you to our new restaurant the STARS Hot Spot Bar and Grille!

- Pass out menu to participants

Health Educator:
Welcome to the STARS Hot Spot Bar and Grille, we would like to introduce to you our menu of sexual enjoyment made to order safe and healthy.

This menu will give you ideas of how to remain safe and yet have variety in your sex life. All prices on the menu indicate the level of risk for that activity. For example, for an appetizer reciting a love poem is $0 because there is no risk of exchanging bodily fluids. However if you move over to the Main Course, intercourse with a male condom costs more because there is more of a risk of bodily fluids to be exchanged.

Everything on the menu covers all of our AMOUR options that we discussed.

Health Educator:
How can we creatively and assertively present this menu to our sexual partner?

- Allow participants time to respond
  (taking partners order/acting as a waitress/asking them to pick their menu items)

This menu is also a good way to use assertive communication and you and your partner order items from the menu, discuss what you want and enjoy.

- HEs do an example of ordering and communicating menu options

You and your partner might come up with other menu items you want to try and even expand your menu! We want you to be able to be creative, spontaneous and fun engaging in safer sex in order to reduce your risk of HIV and other STDs.

Bon Appetite!
This exclusive location, nestled in the heart of Atlanta—better known as Hotlanta—is brought to you by the illustrious Project STARS.

Sistas Talking About Real Solutions

Come join us for an exciting experience as you explore the world of safer sex with your partner.

What's your pleasure...

Where's your spot...

The STARS HotSpot Bar and Grille

WE ACCEPT ALL MAJOR CREDIT CARDS
OPEN MINDS, CREATIVITY AND SPONTANEITY A PLUS

Hours
WE NEVER CLOSE!
Open 24 hours a day to meet all of your needs

The STARS HotSpot Bar and Grille Menu

Enter the HOTspot where the STARS play!

Safer Sex Menu
What's your pleasure...
Where's your spot...
Bring your partner and come explore!
Starters/Appetizers
For starters, we have some exciting items on the menu that are fun and risk free. The art of flirting must not be overlooked!

(please note that all prices indicate level of risk involved for that activity)

Foot and Back Massage 0.00
Play with Partner’s Hair 0.00
Tickle Your Partner 0.00
Cuddle 0.00
Sing a Love Song 0.00
Take a Romantic Walk 0.00
Recite a Love Poem 0.00
Play/Listen to Sexy Music 0.00

Main Course/Entrée
Now it’s time to get down to business…take the clothes off…ahh oh it’s getting HOT! Items in red require proper use of “condom-ments”!

Full Body Massage (no clothes) 2.00
Mutual Masturbation 2.00
Self Masturbation 0.00
Intercourse with a Male Condom 3.00–5.00
Oral Pleasures 2.00
Tongue Action 0.00–5.00
Intercourse with a Female Condom 2.00–5.00

STARS Specials
Break out the goodie bag and try some new “toys” to please yourself and your partner—remember to go at your own pace and do what is comfortable for you!

Feathery Delight, Love Cuffs & Other Stuff
Use feathers or fuzzy clothing to tickle your fancy while you tease your partner

Feel the Vibe
Use a vibrator or a bullet to stimulate you and your partner

Taste Test
Try using flavored lubricants/powders or body butters that are edible and water soluble to spice things up

Practice Makes Perfect
Communicate/practice with your partner foreplay and masturbation techniques that really get you HOT—this requires assertive communication!

Dirty Dice, and More
Explore different fun things with your partner—if you’re comfortable, go to the sex shop together and pick a new toy

Dessert
Heaven…Feel free to use your imagination here!

Round Two
0.00–5.00
A second helping of anything on the menu—yum yum!

Shower with Your Partner
0.00–5.00
Use some fragrant body gels and have fun playing in the water

Share a Fantasy
0.00–5.00
Tell partner about a fantasy…then you can act it out if you like

Try a New Position
2.00–5.00
Broaden horizons—have intercourse in a different location or position

Long Kiss Goodnight
0.00
A long, sensual, romantic kiss can do a lot…(na-mean)?

Take a Nap
0.00
Tired yourselves out? Go to sleep.

Cheese Omelet
0.00–5.00
Sometimes it’s so good, you have to serve your partner breakfast in the AM…subject to your interpretation

Cuddle Time
0.00
Take some time to show your affection, even after the physical pleasures

On the Go
In a hurry? Just gotta have it? If you know your HOT spots, this is fun and easy…Sounds

Lunch Special
0.00–5.00
Meet your partner somewhere for lunch and do anything on the menu

Sleeping Beauties
0.00–5.00
If you have kids, you know the art of being QUIET and QUICK when necessary—do anything on the menu

Foreplay Fun
0.00
Build up anticipation with your partner using flirtation, notes, phone calls, etc before a special evening
STARS Def Poetry Jam

**Purpose:**
Have participants perform healthy sexual relationships through a poem, skit or song

**Materials:**
None

**Time:**
30-40 min.

**Health Educator:**

HE Note: Be extra excited and lively during these activities, participants may be reluctant to participate. Walk around the room with each group, possible give ideas.

Ok ladies! Russell Simmons is looking for new performances for his Def Poetry Jam. He called STARS because he’s looking for poems, songs, skits or activities that focus on having a healthy sexual relationship!

Now is your time to show us what you are made of! What we’re going to have you do is form into your own groups, and each group develop their own poem, song, skit or activity to perform or show us that focus on healthy love! Instead of us showing you different activities, we want to see what you got!

You will have a maximum of 15 minutes to develop what ever you are going to perform on this topic. Be as creative as you want! When each group is finished brainstorming you will perform for the group, and we’ll have our very own STARS Def Poetry Jam Auditions!

- **Walk around the room and check-in with each group. After about 15 minutes call participants to perform**

(after the performances)

Thank you for your performances ladies! I’m sure Russell Simmons will be happy to hear from such STARS!
Purpose:
Discuss gender pride and what it means to be a black woman, and to share positive thoughts with each other.

Materials:
- Envelopes
- STARS
- Flipchart with questions
- Handout 4: Allow positive thoughts handout

Health Educator:
Remember when we talked about being a black woman and holding on to our self-esteem and self-worth, and the things we liked about being a black woman? It is also important as black women that we help uplift one another and keep each other up. Often as black women we bring each other down, and are competitive. We all have our own treasures and talents that we bring to the table and need to respect and affirm each other.

I want us to start that now. I am passing out envelopes and STARS, and would like us all to affirm each other. On the STARS I would like you to write something positive that you like about some of our STARS sisters in the room and put them in their envelope. It can be anything.

Please take a few minutes to write what you like about different STARS sisters and put it in their envelope

(allow participants time to affirm each other)

Now why don’t we go around the room and everyone read at least one of their STARS. When you read your start I want you to start out by saying “I am….” and then read your comment.

(go around the room and have each participant read their comments)

Thank you everyone for affirming each other.
Health Educator:

Something else you can do to encourage positive thoughts about yourself is to write two positive things about yourself or two things that you admire about yourself in your journal every week.

Many times it is not just the way you think about yourself that is negative. You may also treat yourself poorly. You may do things to your body that are not good for you, as well as allow others to do things to your body that are not good for you.

Handout 4: Allow positive thoughts is also a way to help you think positively, when you feel negative thoughts.

- HE go over handout, and give some positive examples

By remaining positive you have a healthy outlook, and having a healthy outlook will help you keep positive and do what’s healthy for you.
### Negative Thoughts

<table>
<thead>
<tr>
<th>Negative Thoughts</th>
<th>Positive Thoughts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. All – or – Nothing:</strong> You interpret things as all or nothing. Everything, including yourself, is either all good or all bad.</td>
<td></td>
</tr>
<tr>
<td>“I am __________ (stupid, ugly, fat, bad, not loveable).”</td>
<td></td>
</tr>
<tr>
<td><strong>2. Over – Generalization:</strong> You see one problem as the end of the world. If one bad thing happens to you, you think that bad things will happen to your over and over again.</td>
<td></td>
</tr>
<tr>
<td>“Nobody will ever want me.” I’m no good in a relationship.”</td>
<td></td>
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<tr>
<td><strong>3. Mental Filter:</strong> You get stuck on one negative thought that you can’t get out of your mind.</td>
<td></td>
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<tr>
<td>“I tested positive for a STD and my life is over.”</td>
<td></td>
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<tr>
<td><strong>4. Disqualifying the Positive:</strong> You reject positive experiences by insisting that they “don’t count”. For example, when someone compliments you, you respond with….</td>
<td></td>
</tr>
<tr>
<td>“Oh, this old thing” or “She is just being nice.”</td>
<td></td>
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<tr>
<td><strong>5. Jumping to Conclusions:</strong> Either by mind reading or fortune telling. For example, a friend passes you on the street without saying hi….</td>
<td></td>
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<tr>
<td>“He is ignoring me so he must not like me anymore.”</td>
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</tbody>
</table>
Health Educator:
Ladies this is our last health education session together. In 3-months when we see each other again we’ll be having our graduation ceremony. I know that we have covered a lot of information in these past months everything from how to protect yourself sexually to valuing yourself spiritually, emotionally, mentally and physically. To help you recall some of your most memorable moments let’s all sit in a circle just a little wider than shoulder to shoulder.

(HE also takes a place in the circle holding the ball of yarn).

All of you came to these workshops as individuals, with different values, experiences and with different attitudes about relationships and even thought you’ll leave as individuals we hope that we have help to add a sense of community through the sisterhood bond that you’ve been experiencing here. In addition, we hope that your decisions about protection and relationships are based on the knowledge and strength that you have acquired through your commitment to STARS. I want everyone to answer these two questions when the ball is thrown to you.

1. Name one thing you’ve learned about yourself in these workshops
2. One way you are going to use this information /skills in your current and/or future relationships

After you answer the questions wrap the end of the yarn around your wrist twice and throw the yarn to someone else.

Health Educator:
What do you think this web represents?

(Assow participants time to answer)

It completes a web of knowledge you have gained and the ties and bonds created with each other.

(HE cuts the string and gives everyone a strand)

Remember your AMOUR options and Protection Plan Coverage ladies!
### EVALUATION: 9-Month Booster

**WHAT DO YOU THINK ABOUT…?**

Group_______ Team_______ Cohort_______ Date_________

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>1 Poor</th>
<th>2 Fair</th>
<th>3 Good</th>
<th>4 Very Good</th>
<th>5 Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overall, how much did you enjoy today's workshop?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>How well prepared were the STARS Health Educators?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>How well were the activities/information presented?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>How well did the activities encourage your participation?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>How clearly were your questions answered?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>How clear were the session handouts?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Was there enough time for discussions?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

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

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</thead>
<tbody>
<tr>
<td>8</td>
<td>Icebreaker: What am I? Guessing safer sex objects</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>Sista to Sista Writing words of encouragement to younger STARS</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>Turn Back the Hands of time Remembering risking sexual experiences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>Show and Tell Game showing Different safer sex techniques</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>Build your own partner Mr. Potato head activity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>The STARS Hot Spot and Grille Safe sex menu!</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>STARS Def Poetry Jam Create own safe sex skit, poem song</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>Shinning STARS Positive affirmations of each other</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>Bringing STARS Home What I learned yarn activity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
17. Was there anything about today’s workshop that you did not like?

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

18. What did you like the best?

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

19. Something new I learned was:

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

20. Did you have to pay a babysitter to participate today?

   YES

   NO

21. Did you have to take the MARTA or any other form of paid transportation today?

   YES

   NO
Project STARS

12 Month Reunion
STARS Trick-or-Treat

**Purpose:**
Inform participants of STI statistics that affect African American women

**Materials:**
- STI “Candy”
- Trick-or-treat bags
- Flip chart
- Markers
- Handout 1: STARS-Trick or Treat

**Time:**
15 minutes

**Health Educator:**
Welcome ladies to our last STARS session! We wanted to bring everyone back as the big group you started out with. We are going to start off by playing what we call STARS Trick-or-treat. I will give each of you a bag and I want you to go around the room and pick out the “treats” that you want and put it in your bag. Only get one piece of candy from each bowl.

Have participants walk around the room and choose from the different “candy stations” and fill their bags. Note pass out handouts after game.

Okay ladies, let’s talk about the treats that you have. How many of you selected a candy bar? Please stand up if you have the candy bar, it should have a “G” on the back.

We “tricked” you with our “treats.” The G means that you have Gonorrhea. Look around the room. About 75% of African American women 15-24 years old have been diagnosed with Gonorrhea. (Have women sit back down).

**Health Educator:**
Now how many of you have these pieces of candy? Stand up. There is a “C” on the back. You have Chlamydia. About 49% of black females ages 15-24 have been diagnosed with Chlamydia. (Have women sit back down).

If you have the lollipop, please stand up. There should be a “T” on the back. This means that you have Trichomoniasis. African American women get diagnosed with this, anywhere from 23-51% of young women (have women sit back down).

If you have these truffles please stand up. There should be a HP on the back. You have HPV. About one out of 4 college women have been diagnosed with HPV (have women sit back down).

And finally, who has the M and Ms? Please stand up. There is a H on the back. You have HIV. HIV/AIDS is the 3rd leading cause of death among women 25-44 years old (have women sit back down).
Health educators:
Thank you for your participation. Handout 1 has these statistics that I mentioned. We wanted to bring it back and remind you about the purpose of STARS, to help protect ourselves against STDs, and these are the ones African American women are most commonly infected with. STD infections are highest here in the south, and all it takes is one unprotected sexual moment, and you can get infected. Although we learned different things in each of our groups, we all learned the importance of valuing our bodies and our health, and that we need to protect ourselves. (Also ask participants if they have any questions).
3 out of 4 African American women 15-24 years have been infected with Gonorrhea

49% of black females ages 15-24 have been infected with Chlamydia

23-51% of black women have been infected with Trichomoniasis

1 out of 4 black college aged women are infected with HPV

HIV/AIDS is the 3rd leading cause of death among female women ages 25-44 years old
HIV-Tic Tac Toe

**Purpose:**
Introduce HIV/AIDS to participants

**Materials:**
HIV Tic-Tac-Toe

**Time:**
15 min.

**Health Educator:**
Now we are going to test your knowledge on a more dangerous STI- HIV, through what I call HIV tic-tac toe. We will divide into two teams. One team will be the letter “X” and the other team will be the letter “O.” Each team will have a team captain.

I will ask a question about HIV. If you get it right, the team will be able to select where you want your letter to go. If you get it wrong, then you don’t get to place your letter on the board, and the other team can guess. The one who has tic-tac-toe first wins! Any questions?

HIV Tic-tac-toe questions:

- What does AIDS stand for?
  Acquired Immune Deficiency Syndrome

- What does HIV stand for?
  Human Immunodeficiency Virus

- What is the difference between HIV/AIDS?
  HIV is the virus that causes AIDS. Most people with HIV do not have any symptoms but can also pass the virus to others. AIDS is the actual disease HIV develops to, and people with AIDS usually have a series of infections that attack the immune system, that people who are HIV negative can normally fight off.

- What is the difference between Confidential HIV testing and Anonymous HIV testing?
  Anonymous-use no names; Confidential-name is used, but can’t give out your information without your authorization, can be released to medical professionals for treatment.

- What are 4 bodily fluids that can spread HIV?
  Blood, semen/pre-cum, vaginal fluids and breast milk. (HE note: participants my bring up saliva, mention it takes ~8 gallons to possibly transmit the virus, but essentially non-existent amounts)
What are 3 ways a mother can pass HIV to her child? 
During pregnancy (sharing blood supply), during delivery, through breast milk through breast-feeding

What is the HIV testing window period? 
The period of time when you are exposed to HIV and could be infected, but not producing HIV antibodies. HIV antibodies for most people show up within 6-months after unprotected sex. If you test too early, you may show up negative even if you are positive. Most health providers recommend getting tested every 6 months.

What are at least 2 symptoms of AIDS? 
This can only be diagnosed by a doctor-some signs are fever, fatigue, swollen lymph glands, significant weight loss, white spots in the mouth, problems with organs, opportunistic infections, eventually death.

What 2 things you can do to prevent HIV? 
Use a condom, be abstinent, get tested (use AMOUR options-this is a more open question)

What are (3) different HIV tests you can take to find out your HIV status? Oraquick (finger prick or venipuncture-results ready in 20 min. to an hour), Orasure (mouth swab-results ready in 1-2 weeks), Blood Test results ready in 1-3 weeks)

HE Note: As participants try to answer questions, try to explain to them the answer to each question.
HIV Tic-Tac-Toe Continued...

Health Educator:
Thank you for your responses ladies! Just to recap on HIV, HIV is the virus that causes AIDS. When people are diagnosed with AIDS is when they can die. It is important for people who are HIV positive to be able to stay as healthy as possible.

It's important to know your HIV status. The same unprotected sex that can give you other STDs we test and treat for (ie. gonorrhea), can also give you HIV. There are different testing sites in Georgia in your resource guide that will test for free, or on a sliding scale. Remember with Oraquick you can know your results in about 20 minutes! Handout 2 has the information we discussed.

Knowing your status and protecting yourself is all a part of our STARS message of taking care and valuing your body, because you only have one you! (There is also a handout with what we discussed).
**HIV TIC-TAC-TOE**

<table>
<thead>
<tr>
<th>HIV-Human Immuno-deficiency Virus</th>
<th>Anonymous HIV Testing</th>
<th>4-bodily fluids that can spread HIV:</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDS-Acquired Immune Deficiency Syndrome</td>
<td>no names are used Confidential HIV Testing-name is given but patient authorizes release-results can be released to health provider</td>
<td>blood semen vaginal fluids breast milk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 ways a mother can transmit to her child:</th>
<th>HIV Testing Window Period: Period of time when someone is exposed to HIV, and when they actually start producing HIV antibodies and show up positive (most show up positive ~6 months after unprotected incident)</th>
<th>Symptoms of AIDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>During pregnancy</td>
<td></td>
<td>Fever Fatigue Rapid weight loss Swollen glands White spots in mouth Organ problems Opportunistic infections</td>
</tr>
<tr>
<td>During Delivery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>During breast feeding</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3 Types of HIV Tests:</th>
<th>Why knowing your HIV status is important:</th>
<th>Ways to Prevent HIV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oraquick-finger prick</td>
<td>To stay HIV negative and practice healthy behaviors to support this The earlier HIV is detected, the earlier treatment can be given and longer quality of life</td>
<td>Get tested! Know your status! Use a condom every time (for sexual intercourse and for oral sex) Practice abstinence Communicate with your partner</td>
</tr>
<tr>
<td>Results ready in 20 minutes to 1 hour</td>
<td></td>
<td></td>
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<tr>
<td>The earlier HIV is</td>
<td></td>
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<tr>
<td>minutes to 1 hour Orasure-mouth swab Results ready in 1-2 weeks Blood Tests-results ready in 1-3 weeks</td>
<td></td>
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<tr>
<td>Blood Tests-results ready in 1-3 weeks</td>
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</tbody>
</table>

Handout 2
What I Love About Being a Black Woman

**Purpose:**
Discuss gender pride and what it means to be a black woman

**Materials:**
Handout 3: Proud to Be a Black Woman

**Time:**
15 minutes

**Health Educator:**
I want to end our last STARS session by focusing on what it means to be the strong black, beautiful STARS sista you all are. Without love and strength in yourself, it may be harder to overcome life’s challenges, protect yourself, and keep yourself healthy. Handout 3: Proud to be a Black Woman has 2 questions about being a black woman. Take a few minutes to fill out the handout, and then let’s share some of our responses:

**Questions:**
What do you enjoy about being a black woman?
Why is it important to be proud as a black woman?

**HE:** Have participants share responses
Thank you ladies for sharing! That’s what STARS is about, remembering how wonderful it is to be a black woman, and that we have been through adversity, but we still remain strong. At STARS we talk about real solutions to protect we ourselves, so we can stay healthy and strong!

HE then commence with graduation activities, disbursement of graduation certificate, letter and bag and thank participants for their involvement in STARS!
Proud to be a Black Woman......

What do you enjoy about being a Black Woman?

Why is it important to be proud as a Black Woman?