

SESSION 1: HOW DOES THE RISK OF HIV AFFECT ME, AND HOW CAN I HELP MY FRIENDS
CONSIDER THE IMPACT ON THEM?

OBJECTIVES:

1. Participants will understand the training's goals and procedures.
2. Participants will develop ground rules for the operation of the group.
3. Participants will learn to support each other.
4. Participants will begin to become aware of their feelings in HIV/AIDS related situations.
5. Participants will become comfortable talking about sex.
6. Participants will identify their current goals and values and will assess how becoming HIV-positive might affect them.
7. Participants will meet a person living with AIDS.
8. Participants will explore what they would do if they had AIDS.
9. Participants will understand the first principles in helping a friend consider the effect on them and will practice talking to a friend.

PROCEDURES:

1. Introduce the group leaders and group members.
2. Explain the purpose of the training: "to reduce my exposure to HIV and to help others reduce their exposure."
3. Describe the use of the Feeling Thermometer and explain that being aware of feelings helps develop self-control. Then demonstrate using it on HIV/AIDS related situations.
4. Describe the use of tokens as a way of showing appreciation and saying "That's great!" or "I like that!" to other people.
5. Review the group's procedures: time, dates, duration, meeting length, payment, lottery, etc.
6. Develop group rules on issues such as confidentiality, participation, listening, and aggressiveness.
7. Use a script to introduce the goals and topics covered in this session: assessing the impact of becoming HIV positive on them and how to help another person consider it.
8. Provide participants with the elementary HIV/AIDS knowledge needed for this session: a) HIV is the virus that leads to AIDS; 2) You get HIV through shooting up with an unclean needle and works and through sex without a condom or dental dam; 3) Most people who get AIDS live between six months to 2 years.
9. Have participants brainstorm common terms for sexual words.
10. Ask participants to think of what is really important to them right now - what would they want to accomplish in one year and in three years. Then go around and share. Discuss.
11. Hand out the values list and ask participants to use the list in answering the question what kind of

- person they want to be. Then have them share their list with a partner. Discuss.
12. Ask for a volunteer and model interviewing the volunteer on what effect becoming HIV positive would have on her/his plans and view of her/himself. Then divide into pairs and have each person interview the other one on the impact. Check Feeling Thermometer readings. Discuss.
 13. Introduce a person living with AIDS and have them talk about their experience. Encourage questions.
 14. Divide the group in three's and have them talk about anyone they know who is HIV positive or who has AIDS.
 15. Provide an interview form and have pairs interview each other on what they would do if they developed AIDS. Check Feeling Thermometer readings. Discuss.
 16. Have the group consider who people most often go to when they want advice. Show the power of "friends educating friends." Indicate that by helping our friends ("brothers and sisters") we become special people - really chillin. Point to the Thumbs Up/Thumbs down logo and indicate how it will be used as a conversation starter. Explain the basic principles of helping a friend - the kind of message and how to give it. Apply these principles to helping a friend look at what the impact of becoming HIV positive would be, and then model talking to a friend.
 17. Divide the group into pairs and have each pair practice saying a few sentences to a friend.
 18. Assign homework of telling a friend how you have been exploring what impact becoming HIV-positive would have on your life.
 18. Pass out Score Cards. Explain that between sessions each person is to write on the Score Card: a) how talking with a friend went; b) what you did to stay safe; c) any other actions taken to make your life better. Indicate that we will review the Score Cards at the beginning of each session and then write on the group success poster. Show where the group success card is hung up on the wall.
 20. Have group members give appreciation to each other for their contributions.
 21. Wrap-up including a summary, checking out Feeling Thermometer readings, information on the next session, evaluation forms, thanks, and payments.

MATERIALS:

Feeling Thermometers
 Tokens
 Newsprint and Pens
 Posters Thumbs
 Messages
 Group Success
 Proposed Group Ground Rules
 Instructions for Developing Common Terms for Sexual Words
 Gina and Patty
 Personal Values
 HIV Positive Interview Form

Exercise 1: Introducing the People, Place, and Program
 (10 minutes)

GROUP LEADER SAYS

Welcome to Project LIGHT II.

I want to start out by introducing you to each other, to what the program is about, and to some of the approaches we will use in every session.

Let's find out who is here.

Please tell us your name and put a word in front of your name that starts with the same letter as your name.

Pick a word that describes you - like Beautiful Betty, Handsome Harry, Gorgeous George, Luscious Lydia.

Got the idea?

To show you what I'm talking about I'll go first.

My name is _____. I am your group leader.

HAVE PARTICIPANTS GIVE THEIR NAMES WITH A WORD DESCRIBING THEM THAT STARTS WITH THE SAME FIRST LETTER. THE CO-GROUP LEADER GOES LAST.

Thank you. That was great.

This project that you are in is called Project LIGHT II.

The purpose of Project LIGHT II is to help you reduce your exposure to HIV and AIDS and for you to help your friends stay safe.

Altogether there are three sessions - this being the first one.

Each session has several parts to it, and each part deals with an important question.

The first question is "How does the risk of HIV affect me, and how can I help my friends consider the impact on them?"

For example, would it change your life if you became HIV positive?

The next big question for the second session is "What do I need to know and believe to protect myself, and how can I help my friends know more?"

For example, if I believe I can't get HIV because I've had the same sexual partner for a year, does that belief help protect me?

The question for the third session is "What puts me at risk and how do I help my friends consider risk?"

For example, does getting high before having sex increase the chances of my getting HIV?

That should give you some idea of the kind of questions we will be answering.

In every session we will practice using what we learned to help our friends.

And each session will be very active because the only way you can get better at identifying your risks, arguing against false beliefs, supporting each other, using your feelings to help you, and acting safely is to practice.

I want this training to be a place where you can enjoy yourself while you learn, feel safe, and try out new approaches.

There are several approaches that we will use in every session.

Knowing how you feel can help in practicing safer sex.

Feelings can give you an early warning sign - "hey, this situation is getting kind of hairy. I'd better get out."

Or they can help you go in a right direction - "I feel pretty good about this."

So, we use the Feeling Thermometer frequently.

DRAW A FEELING THERMOMETER ON NEWSPRINT.

100 means that you feel really uncomfortable - very, very uncomfortable.

Zero (0) means you are completely comfortable.

Let's take a moment and try it.

PASS OUT FEELING THERMOMETERS WITH SITUATIONS ON THEM.

FEELING THERMOMETER

100 VERY, VERY UNCOMFORTABLE
90
80
70
60
50
40
30
20
10
0 COMPLETELY COMFORTABLE

SITUATION

FEELING LEVEL

1. Someone I really like asked me out.

2. When I asked my partner to use a condom or dental dam, my partner refused.

3. Someone I just met tried to force me into unprotected sex.

4. I was told by my partner that insisting on safer sex would mean the end of our relationship.

5. I was offered \$20 by a stranger to have sex without a condom.

You won't be asked to hand this in.

Read the situation over and write what your Feeling Thermometer reading would be.

Like how much comfort would you feel if someone you just met tried to force you to have unprotected sex?

That's number 3.

Remember 100 is very, very uncomfortable and 0 is totally comfortable.

ALLOW TIME TO RECORD FEELING THERMOMETER LEVELS.

Do you have an idea of how it works?

Becoming aware of feeling levels helps us develop self-control.

Next I want to introduce you to tokens.

We will give tokens to each other in here when we like what someone has said or done or sometimes just for that person's presence.

Tokens are a way of saying, "I like that!" or "That's great!"

At the end of each session we will show appreciation to each other for what went on.

PASS OUT TWENTY TOKENS TO EACH PERSON.

Here is your supply for today.

Give them to someone here whenever you like.

There is one more topic to cover in the introduction - that's the group's procedures.

First, our next meeting will be at _____ (time) on _____ (date).

It will take place _____ (location) and will last for _____ (length of session).

We will remind you before the next meeting.

The last session will take place _____ (date, time, location, and length).

You are expected to attend all of the sessions, and, if a problem with attendance comes up, please let us know ahead of time.

We will do whatever we can to help you come to all of the meetings.

Payment for attendance will occur at the end of each session.

Please arrive on time, and remember that if you are late by 30 minutes, you will not get paid.

Perfect, on-time attendance at all sessions will result in receiving a bonus of _____.

Every time you attend a session you will receive a lottery ticket, and, if you are on-time, you receive another lottery ticket.

At the end of the last session we will draw for the lottery prize of \$25.

You must be present to win.

Let me tell you where the bathrooms are.

The women's room is _____.

The men's room is _____.

There will be plenty of breaks; so please try to use the bathrooms at that time rather than interrupting the session and missing parts of it.

We really need your participation, attention, and support.

Also a comment on smoking - our smoking policy is _____.

One final item concerns visitors.

Please do not bring friends to the group.

You will have many opportunities to share with you friends what goes on in these session, but bringing new people in will break the feeling of the group that gets established as we go along.

Do you have any questions?

ANSWER QUESTIONS.

Exercise 2: Developing Group Rules
(10 minutes)

If we are going to work together as a group, we need some ground rules on how we want to be treated.

Also for anyone to learn in this group, the members need to agree on some rules that will help build trust, encourage sharing, and develop the ability to work together.

I have some suggested ground rules here.

PASS OUT GROUND RULES.

PROPOSED WORKSHOP GROUND RULES

1. KEEP CONFIDENTIALITY - WHAT YOU SAY IS YOURS. WHAT YOU HEAR IS THEIRS.
2. OPEN UP YOUR FEELINGS, BUT EXPRESS THEM WITHOUT HURTING YOURSELF, ANOTHER GROUP MEMBER, THE FACILITATOR, OR THE FURNISHINGS.
3. ASK QUESTIONS - THERE ARE NO STUPID QUESTIONS.
4. AGREE NOT TO TRY SUICIDE DURING THE PERIOD THE WORKSHOP IS GOING - GIVES US A CHANCE.
5. BE AN ACTIVE PARTICIPANT - NOT TOO MUCH HIDING.
6. DON'T JUDGE OTHERS - ACCEPT THE GROUP MEMBERS AS THEY ARE.
7. BE RESPONSIBLE FOR YOURSELF.
8. AGREE TO COME "ONE MORE TIME" IF YOU THINK YOU WANT TO QUIT. WE CARE AND DESERVE TO KNOW WHAT IS GOING ON.
9. KEEP CONTACT WITH EACH OTHER BETWEEN SESSIONS IF YOU ARE COMFORTABLE DOING SO.
10. NO FIGHTING.

Will each person read aloud one rule as we go around the room?

HAVE GROUP MEMBERS READ THE RULES.

Is there any rule here that is too Mickey Mouse or not clear?

Is there a rule that is not strong enough or that is missing?

To answer these questions think about how you want other people to treat you in here.

GIVE OUT TOKENS FOR CONTRIBUTIONS. DISCUSS THE PROPOSED RULES AND COME UP WITH A WORKABLE SET.

One final item under group rules is what do the group leaders do?

Our job is to help you learn how to stay safe and tell your friends about protecting themselves.

That means we will guide you through lots of practice.

We will make sure that this is a **safe** place to share your feelings and thoughts, try new approaches out, give feedback to each other, and work together.

One thing we will do to make it a safe place is that we will prevent hurting yourself, hurting anybody else, or tearing the place up.

No fighting will be allowed.

We will break up any fights, and, if they start, you will leave the group immediately.

Exercise 3: Becoming Comfortable Talking About Sex
(15 minutes)

It is impossible to help people learn how to protect themselves against HIV and AIDS without talking about sex.

Yet some people are uncomfortable talking about sex, and the more uncomfortable they feel the less likely they are to hear what is going on and the more they will not want to participate.

We need to see if we can break down some of those feelings.

I am going to divide you into three groups and give each group a set of sexual terms.

Each group's task is to come up with as many common, every day words - street terms - for the list as you can.

For example, if the word was "Breasts," you might list such terms as boobs, knockers, tits, and jugs.

Write your list up on newsprint, and then we will go over them.

DIVIDE THE GROUP INTO THREE SMALLER GROUPS. HAND OUT THE LIST OF SEXUAL TERMS AND MARKING PENS. ALLOW FIVE MINUTES FOR EACH GROUP TO COME UP WITH THEIR LIST.

SEXUAL WORDS

INSTRUCTIONS: BELOW ARE SOME SEXUAL TERMS. PLEASE LIST AS MANY OTHER NAMES FOR THEM AS YOU CAN THINK OF. SLANG WORDS, STREET TALK, AND EVERYDAY WORDS ARE ALL FINE TO LIST.

1. PENIS

2. SCROTUM

3. VAGINA

4. CLITORIS

5. VAGINAL INTERCOURSE

6. ANAL INTERCOURSE

7. ORAL SEX

8. MASTURBATION

OK, let's go over your lists.

Will the first group tell us what you wrote for penis, scrotum, and vagina?

HAVE THE FIRST GROUP REPORT. AFTER THE STREET TERMS FOR EACH SEXUAL WORD IS GIVEN, ASK THE OTHER GROUPS TO ADD ANYTHING NOT ON THE LIST.

That was really great!

Now will the second group give us their list for clitoris, vaginal intercourse, and anal intercourse?

HAVE THE SECOND GROUP REPORT. AFTER THE STREET TERMS FOR EACH SEXUAL WORD IS GIVEN, ASK THE OTHER GROUPS TO ADD ANYTHING NOT ON THE LIST.

You came up with some real good words.

Let's hear the third group's lists for oral sex and masturbation.

HAVE THE THIRD GROUP REPORT. AFTER THE STREET TERMS FOR EACH SEXUAL WORD IS GIVEN, ASK THE OTHER GROUPS TO ADD ANYTHING NOT ON THE LIST.

I appreciate your helping us improve our vocabulary.

How do you feel on the Feeling Thermometer?

What is your comfort level?

ENCOURAGE SHARING OF FEELING THERMOMETER READINGS.

I hope you can also see that for us to learn from each other we will need to be open with each other, work together, and have fun together in a safe place.

Exercise 4: Finding Out What Is Important To Me
(20 minutes)

Let's introduce what we are going to work on next by reading a brief script.

I need two volunteers.

Who will read Gina and who will read Patty?

SELECT VOLUNTEERS. GIVE THEM SCRIPTS AND HAVE THEM READ THEM ALOUD.

Gina and Patty

GINA: What are you thinking about?

PATTY: Some things I'd like to have.

GINA: What?

PATTY: A job - maybe in advertising.

GINA: What else?

PATTY: A car.

GINA: What else?

PATTY: An apartment with a view.

GINA: What else?

PATTY: Lots of clothes - you know how I love clothes.

GINA: That's the end of the list?

PATTY: No, I want a lover who really understand me. Someone I can trust. Someone who knows how to turn me on. Someone I excite also.

GINA: Finally we got to the end of the list.

PATTY: I guess so.

GINA: I would add one more thing.

PATTY: What's that?

GINA: A life-time supply of condoms and dental dams.

THE END

Thanks. That was a great reading!

GIVE OUT TOKENS.

You can tell from the script that we are going to look at what you want - what's important to you.

Then we will see how that fits in with HIV.

As background, you only need to know three things about HIV and AIDS for now.

First, HIV is a virus that leads to AIDS which is made up of several different infections.

Second, you get HIV through shooting up with unclean needles and works and through sex without a condom or dental dam.

Third, most people who get AIDS live between six months to two years.

Now I want to ask you about what important things you want to see happen to you in the next few years.

People usually have some personal projects they are working on: "I want a job." "I want to change my job." "I want to move out of here." "I want to go back to school." "I want to save up enough money to buy a car." "I want my lover to move out here and join me."

Please think of the important projects you are working on.

What would you like to be doing three years from now, or, if that is too far away, one year from now?

ALLOW A FEW MINUTES FOR PARTICIPANTS TO GENERATE IDEAS.

Let's go around and share what you have thought about.

ENCOURAGE SHARING. ACCEPT IT IF A PARTICIPANT WANTS TO PASS, BUT DO NOT REINFORCE IT. GIVE OUT TOKENS.

That was very good.

You seemed to have a lot of important tasks you are trying to accomplish.

Now let's approach your wants from another angle.

What kind of person do you want to be?

Here is a list of words describing people.

HAND OUT LIST OF THE LIST OF PERSONAL VALUES.

PERSONAL VALUES

AMBITIOUS (HARDWORKING, ASPIRING)
BROADMINDED (OPEN-MINDED)
CAPABLE (COMPETENT, EFFECTIVE)
CHEERFUL (LIGHTHEARTED, JOYFUL)
CLEAN (NEAT, TIDY)
COURAGEOUS (STANDING UP FOR YOUR BELIEFS)
FORGIVING (WILLING TO PARDON OTHERS)
HELPFUL (WORKING FOR THE WELFARE OF OTHERS)
HONEST (SINCERE, TRUTHFUL)
IMAGINATIVE (DARING, CREATIVE)
INDEPENDENT (SELF-RELIANT, SELF-SUFFICIENT)
INTELLECTUAL (INTELLIGENT, REFLECTIVE)
LOGICAL (CONSISTENT, RATIONAL)
LOVING (AFFECTIONATE, TENDER)
OBEDIENT (DUTIFUL, RESPECTFUL)
POLITE (COURTEOUS, WELL-MANNERED)
RESPONSIBLE (DEPENDABLE, RELIABLE)
SELF-CONTROLLED (RESTRAINED, SELF-DISCIPLINED)

(from Rokeach, M. (1973) The Nature of Human Values. New York: The Free Press)

These words reflect personal values.

Which ones are most important for you?

Select the five most important.

If there are other words you want to use to describe the kind of person you want to be, feel free to use

them.

DIVIDE THE GROUP INTO PARTNERS.

Think about the question for a minute and then tell your partner which characteristics are important for you.

ALLOW A FEW MINUTES FOR SHARING.

Exercise 5: Analyzing the Effect of HIV on MY Plans
(10 minutes)

Could I have a volunteer to help me show you what I want you to do next?

SELECT A VOLUNTEER AND MODEL ASKING QUESTIONS ABOUT HOW HIV WOULD AFFECT THE GOALS AND KIND OF PERSON PARTICIPANTS WANT TO BE.

I am going to want each of you to interview your partner.

You will have some questions to ask.

Start like this

SPEAK TO THE VOLUNTEER

You just came up with what is really important to you to accomplish in the next few years and you thought of the kind of person you want to be.

I am going to ask you some questions about what would happen to these plans if you found out you were HIV positive - if you had the HIV virus.

OK?

THANK THE VOLUNTEER AND GIVE A TOKEN.

Have you got the idea how to start off?

ANSWER QUESTIONS.

Here is your interview form.

HAND OUT QUESTIONS TO BE ASKED.

HIV POSITIVE INTERVIEW FORM

IF YOUR TEST RESULTS CAME BACK AND YOU WERE HIV POSITIVE,

1. How would you feel ?
2. Who would you tell?
3. How would it affect the big projects you are working on?
4. What would you do?
5. Would you move?
6. Who would take care of you as your health declined?
7. How would you pay for your care and treatment?
8. What would you think of yourself?

Go ahead and interview each other.

ALLOW FIVE MINUTES FOR THE INTERVIEWING OF EACH PERSON. THEN BRING THE GROUP BACK TOGETHER AGAIN.

What were your reactions to the interview?

ENCOURAGE SHARING AND DISCUSSION OF THE IMPACT THAT BEING HIV POSITIVE WOULD HAVE ON THEIR LIVES.

Exercise 6: Meeting a Person Living With AIDS (20 minutes)

Now I want you to have the opportunity to speak with a person who is living with AIDS.

HAVE A YOUNG ADULT WITH WHOM THE ADOLESCENTS CAN IDENTIFY, BUT SOMEONE WHO DOES NOT PRESENT A STEREOTYPICAL APPEARANCE. BECAUSE OF THE HOMOPHOBIA FOUND IN YOUNG ADOLESCENTS, YOU MAY WANT TO CONSIDER SELECTING A PERSON WHO IS NOT GAY. IT WOULD BE HELPFUL IF THE PERSON LIVING WITH AIDS COULD TALK ABOUT THE FOLLOWING: SENSE OF INVULNERABILITY BEFORE LEARNING OF THE HIV INFECTION, HOW BECAME INFECTED, HOW FIND OUT, HOW FEEL THEN AND NOW, SYMPTOMS, BEHAVIOR CHANGES SINCE LEARNING OF BEING INFECTED, HEALTH NOW, WHO WAS TOLD AND HOW, VISION OF THE FUTURE, COPING, ONE MESSAGE FOR THE GROUP.

I'd like to introduce _____ who will tell us about what it is like to have become HIV positive and then get AIDS.

ALLOW TEN MINUTES FOR AN INFORMAL PRESENTATION.

Now what kind of questions would you like to ask our guest?

IF PARTICIPANTS HAVE DIFFICULTY GETTING STARTED, ASK "LOOKING BACK, WHAT DO YOU THINK KEPT YOU FROM PRACTICING SAFER SEX?" ENCOURAGE QUESTIONS FROM THE GROUP. ALLOW TEN MINUTES FOR QUESTIONS.

Those were great questions.

GIVE OUT TOKENS.

We want to thank you, _____, for coming and talking with us.

We really appreciate your openness.

Exercise 7: Recalling Personal Experiences with AIDS
(10 minutes)

Now I want you to discuss the people you know who are HIV positive or who have AIDS.

Who do you know? What has happened to them?

DIVIDE THE GROUP INTO THREE PERSON SMALL GROUPS AND HAVE THEM SHARE THEIR OWN EXPERIENCES WITH FRIENDS WHO HAVE AIDS OR WHO ARE HIV POSITIVE. ALLOW 8 MINUTES FOR DISCUSSION AND SHARING.

It sounds like most of you know somebody or have heard of somebody with the virus or AIDS.

Without practicing safer sex few people are out of danger.

How could we help our friends become aware of the seriousness?

Session 8: Spreading the Word
(15 minutes)

Some time ago a study was done to see who people turned to for advice on how to avoid AIDS.

As I read the list, raise your hand for the one you think people went to for help:

- Their doctor?
- Their minister?
- The United States Surgeon General?
- Ads about AIDS on TV or radio?
- Their own friends?

The fact is that most people pay a lot more attention to the advice and recommendations of their own friends when it comes to what changes to make to avoid the risk for AIDS.

I'd bet that's even more true among teenagers.

We want to take advantage of this fact and use friends to educate friends.

There's a theory behind friends educating friends.

The theory is that, most of the time, people do things that they think are accepted by others.

Take clothes for example.

You can see how teenagers like to wear what other's are wearing.

The other part of the theory is that people need good, old down home advice on how to make changes.

So, conversation is the way to help friends make the change.

In conversation you want to say what you are doing - what you have learned.

Don't preach!

Don't tell people what to do.

No matter what the topic is, the message should say

"Being worried about HIV/AIDS is smart."
"Practicing safer sex is a wise thing to do."
"More people are starting to practice safer sex."
"I am either working on it or practicing it."
"Safer sex means....."
"Here are some hints on steps to take to make a change."

PUT THESE MESSAGES ON NEWSPRINT AND HAVE THEM UP AT ALL TIMES. POSTER CAN READ AS FOLLOWS:

CONCERN ABOUT AIDS IS WISE
I'M LEARNING ABOUT AIDS AND HAVE CHANGED MY OWN BEHAVIOR
STAYING SAFE IS THE ACCEPTED THING NOW
THERE ARE LOTS OF BENEFITS TO SAFER SEX
SAY WHAT SAFER SEX MEANS
GIVE HELPFUL HINTS ON STEPS TO TAKE TO MAKE CHANGES

Once we have learned all need to, then we will practice giving out the whole message.

Until that time we will practice pieces of the message.

Later we will use the "Thumbs Up/Thumbs Down" sign to make people curious about safer sex.

SHOW A POSTER OF THE SIGN AND PUT THAT UP.

You will each get a button with Thumbs Up/Thumbs Down on it, so when someone asks you about it, you can talk to them about HIV.

The main task today was to figure out what impact becoming HIV positive or getting AIDS would have on our plans and on our view of ourselves.

So, what could we say to our friend to help them start the same process?

If we followed the guidelines about giving a message, I might start the conversation by saying, "I've been thinking about what would happen to my life if I became HIV positive or got AIDS."

You could also start with, "I'm in this program called Project LIGHT II, and we have trying to figure out what impact getting HIV would have on my plans."

I want you to practice starting a conversation with a friend about looking at how HIV and AIDS would effect what you want to accomplish.

DIVIDE THE GROUP IN HALF. A GROUP LEADER GOES WITH EACH GROUP. DIVIDE THE SMALLER GROUPS INTO PAIRS. GIVE EACH PERSON IN THE PAIRS A CHANCE TO PRACTICE STARTING A CONVERSATION ON IMPACT. AT THIS POINT SIMPLY FOCUS ON GETTING THE CONVERSATION STARTED. TWO OR THREE SENTENCES ARE ALL THAT IS NECESSARY. GIVE OUT TOKENS.

That was really good.

In each section that we cover we will practice parts of giving out the message and spreading the word.

We have just about finished this first part.

Exercise 9: Ending Session 1
(5 minutes)

In this first section we worked on the group's rules and procedures, and we did an exercise to get comfortable talking about sex.

Then we tried to figure out what the impact on our lives would be if we became HIV positive or got AIDS.

What would it do to our plans - what we want for ourselves?

Now I would like you to show your appreciation to other group members for their contributions, for their presence, for being who they are.

ENCOURAGE GROUP MEMBERS TO SHOW THEIR APPRECIATION.

We are at the end of the first session.

In the next session we will look at what we need to know and believe in order to protect ourselves from HIV.

How are you feeling on the Feeling Thermometer now?

ENCOURAGE FEELING THERMOMETER READINGS.

Our next session will be at _____ (time) on _____ (date) in _____ (location).

Please fill out the evaluation forms.

PASS OUT EVALUATION FORMS AND GIVE INSTRUCTIONS.

Here are your payments for attending this session.

HANDLE PAYMENTS.

I look forward to seeing you next time.

You did a really great job today.

END OF SESSION 1

PROPOSED WORKSHOP GROUND RULES

1. KEEP CONFIDENTIALITY - WHAT YOU SAY IS YOURS. WHAT YOU HEAR IS THEIRS.
2. OPEN UP YOUR FEELINGS, BUT EXPRESS THEM WITHOUT HURTING YOURSELF, ANOTHER GROUP MEMBER, THE FACILITATOR, OR THE FURNISHINGS.
3. ASK QUESTIONS - THERE ARE NO STUPID QUESTIONS.
4. AGREE NOT TO TRY SUICIDE DURING THE PERIOD THE WORKSHOP IS GOING - GIVES US A CHANCE.
5. BE AN ACTIVE PARTICIPANT - NOT TOO MUCH HIDING.
6. DON'T JUDGE OTHERS - ACCEPT THE GROUP MEMBERS AS THEY ARE.
7. BE RESPONSIBLE FOR YOURSELF.
8. AGREE TO COME "ONE MORE TIME" IF YOU THINK YOU WANT TO QUIT. WE CARE AND DESERVE TO KNOW WHAT IS GOING ON.
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CHEERFUL (LIGHTHEARTED, JOYFUL)
CLEAN (NEAT, TIDY)
COURAGEOUS (STANDING UP FOR YOUR BELIEFS)
FORGIVING (WILLING TO PARDON OTHERS)
HELPFUL (WORKING FOR THE WELFARE OF OTHERS)
HONEST (SINCERE, TRUTHFUL)
IMAGINATIVE (DARING, CREATIVE)
INDEPENDENT (SELF-RELIANT, SELF-SUFFICIENT)
INTELLECTUAL (INTELLIGENT, REFLECTIVE)
LOGICAL (CONSISTENT, RATIONAL)
LOVING (AFFECTIONATE, TENDER)
OBEDIENT (DUTIFUL, RESPECTFUL)
POLITE (COURTEOUS, WELL-MANNERED)
RESPONSIBLE (DEPENDABLE, RELIABLE)
SELF-CONTROLLED (RESTRAINED, SELF-DISCIPLINED)

(from Rokeach, M. (1973) The Nature of Human Values. New York: The Free Press)

HIV POSITIVE INTERVIEW FORM

IF YOUR TEST RESULTS CAME BACK AND YOU WERE HIV POSITIVE,

1. How would you feel ?
2. Who would you tell?
3. How would it affect the big projects you are working on?
4. What would you do?
5. Would you move?
6. Who would take care of you as your health declined?
7. How would you pay for your care and treatment?
8. What would you think of yourself?